

Creative.

I think one of the things that really stood out to me from this weeks readings is that Qualitative Research is about creativity. Merriam and Tisdell in their book *Qualitative Research: A Guide to Design and Implementation* were sure to point out that quantitative research is all about the rigidness of numbers (deductive, positivist research such as hypothesis + experimentation = results) where as Qualitative research is about experiences, understanding and meaning making of the world around. The very nature of qualitative research is "inductive (gather data and experiences + develop hypothesis/themes/goals = results), flexible, ambiguous and open-ended." Even the fact that the researcher is the primary instrument and seeks to change/adapt/be flexible with the research based upon new observations, evidence, ideas that develop from the process help cement that notion of flexibility, creativity and ambiguity of qualitative research (Merriam and Tisdell, 2016, p. 16).

It all make sense though that Qualitative Research would be creative and flexible because the goal of qualitative research is about experience and understanding meaning-making. Every individual is unique and their perspectives are also unique and therefore it only stands to reason that research based upon quality over quantity would be unique, different, and creative. If it is not bound to rigid numbers, the presentation of materials would also be creative such as "themes, categories, typologies, concepts, tentative hypotheses, and theories" (Merriam and Tisdell, 2016, p. 17). The supplemental readings and videos also show the importance of being creative and thinking outside the box to reinventing research such as culturally relevant methodology, poetry or hip-hop aesthetics, and removing colonial thought (Davis, 2021, Bryk, 2019, and Upton, 2017).

My name is Shaun O'Malley and I am a disruptive innovator and educational practitioner. I have worked in Higher Education, in the field of Residence Life, for the past 16 years. Over the past few years I have struggled with higher education and the emotional, physical, mental trauma that comes with working with students and working in such a politically stylized field that cares only about numbers, money, and the bottom line and not on students and the educators who work tirelessly to make a difference in the lives of their students. My PoP has changed about 25 times since this program started and since I am no longer a part of an educational community in higher education, I have decided that education comes in many different forms and in many different forums and currently serving as a manager at an Applebee's, it is my goal to look at incorporating curriculum theory and design and Universal Design in Learning pedagogy into corporate trainings to better enhance the training curriculum at Applebees. I believe that conducting interviews of employees and managers will be able to create a richly descriptive dissertation on how to improve training in the corporate world that is more inclusive for everyone. As Bryk notes in his lecture from a quote by Lewis Thomas, "You cannot meddle with one part of a complex system without the almost certain risk of setting off disastrous events that you hadn't counted on. If you want to fix something you are first obliged to seek to understand it...the whole system." I think this idea of being an Insider-researcher or researcher as a primary instrument (Merriam and Tisdell, 2016) is extremely important. Being an Applebee's manager, working on the inside, gives me

a unique perspective to help improve the training programs that the company offers to its employees.

Bryk, A. S. (2015). 2014 AERA distinguished lecture: Accelerating how we learn to improve. *Educational Researcher*, 44(9), 467–477. <https://doi.org/10.3102/0013189X15621543>
*Because this is based on a lecture, you can opt to view the original talk instead: American Educational Research Association. (2019, July 9). *AERA 2014: Distinguished lecture: Anthony Bryk* [Video]. YouTube. <https://www.youtube.com/watch?v=WV64pQeQL5k>

Davis, C. (2021). Sampling poetry, pedagogy, and protest to build methodology: Critical poetic inquiry as culturally relevant method. *Qualitative Inquiry*, 27(1), 114–124. <https://doi.org/10.1177/1077800419884978>

Merriam, S and Tisdell, E. (2016). *Qualitative Research: A Guide to Design and Implementation*, Jossey-Bass.

Upton, S. D. L. S. (2020). The co-conspiring methodology: An invitational approach to action research. *Action Research*, 18(3), 387–403. <https://doi.org/10.1177/1476750317725389>