

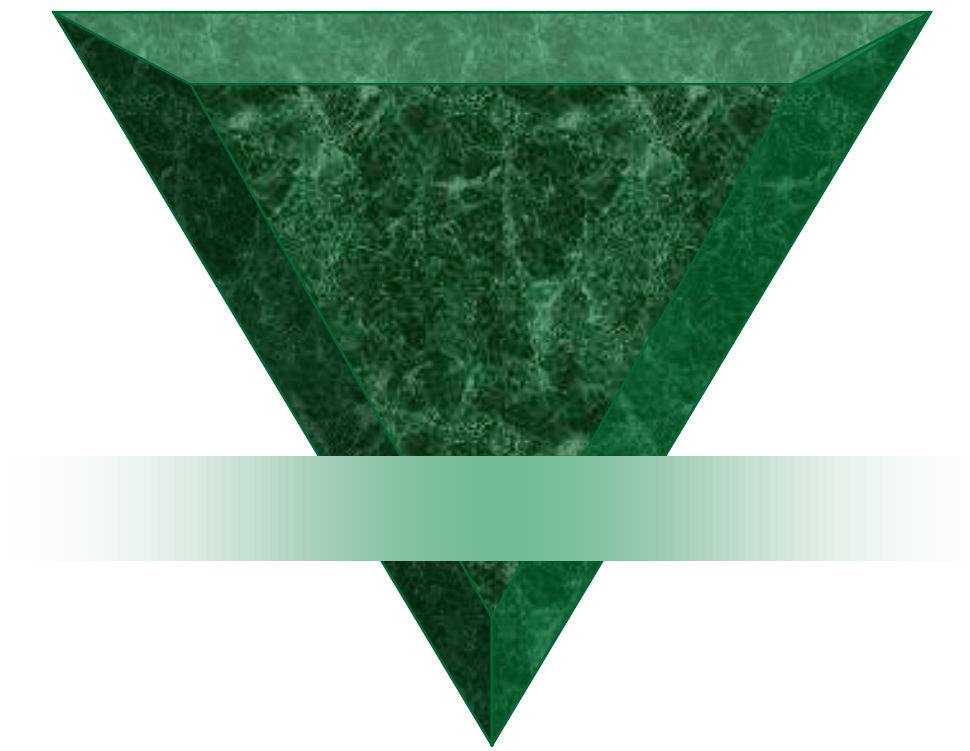
مهارت‌های مصاحبه و روش‌های تحلیل داده‌های کیفی

دانشکده پرستاری و مامایی خرم آباد، ۳۰-۲۹ خرداد ۱۴۰۳



Points to Ponder

- ✔ Provide a ‘working’ definition for qualitative field research
- ✔ Give an example of a research topic appropriate for field research
- ✔ How might those being studied modify their behavior if they knew they were being studied?
- ✔ Address the strengths and weaknesses of qualitative field research.
- ✔ Identify the ethical issues that emerge in qualitative field research.



Qualitative Research



- ✓ The distinction between qualitative and quantitative research is not precise. Most qualitative work has some form of quantitative analysis involved, and visa-versa.



Goals of Social Research that are primarily answered using qualitative strategies

- Giving voice
- Interpreting cultural and historical phenomena
 - Due to the fact that there are often many aspects involved in historical research, and because many of the materials are not specifically quantitative in nature
- Advancing new theories
 - “Inductive logic”; it goes from a specific case to a general case
 - qualitative cases are often more in-depth, and give a fuller picture of phenomena than quantitative cases



Qualitative Field Research

- ✔ Produces observations not easily reduced to numbers
- ✔ Includes a range of data collection methods including field notes, one-to-one and focus group interviews, as well as some forms of content analysis and historical analysis
- ✔ Well suited for studying social process; How does this come about?



Categories

- ✓ **Naturalistic Observation (Ethnography)**
- ✓ **Ethnomethodology**
- ✓ **Surveys**
- ✓ **Case Study**
- ✓ **Focus Groups**
- ✓ **Field Experiments**
- ✓ **Participatory Action Research**



Challenge of Low-Constraint Research

- ✔ Usually involves careful observation of participants in their natural surroundings
 - Can be very difficult to observe behavior in natural surroundings
 - Often we are not sure what behaviors are important until after we have observed for a while
 - Without the controls of the laboratory, participants are free to do what they want to do, and not what we are hoping to observe



Qualitative Research Paradigms

- ✓ Naturalists Studies or Ethnography
- ✓ Ethnomethodology
- ✓ Grounded Theory



Ethnography

- ✔ A research method whereby the researcher emerges her/himself in a setting of interest for the purpose of gathering detailed data about the group (culture, symbols, processes, membership boundaries, etc.)
- ✔ Studying social life in its natural setting



Ethnography

- ✔ Primary data gathering tools: field notes and depth interviews
- ✔ Membership Roles:
 - Complete Membership (Complete Participant) – assume functional roles and are not necessarily known as researcher; most closely aligned emotionally with others in group; aligned ideologically with group; closest to “going native”
 - Active Membership – assume functional roles but maintain escapes for maintaining perspective on setting (debrief with colleagues)
 - Peripheral Membership – does not assume functional roles but known to group members
- ✔ Complete Observer (non-membership role)



Ethnography

- ✓ Distance from ideology of group (perhaps) allows you to better frame and explain ideas
- ✓ **Known and Unknown observers**
 - Ethics
 - Data collection considerations



Ethnomethodology

- Relies on techniques for breaking ‘taken for granted rules’ to better understand the invisible set of norms and values that surround and guide our daily interactions
- Babbie’s public trash example
- Research subjects themselves are not so much the focal point of investigation as are the practices and processes that enable and constrain their daily lives



Focus Groups

✓ **Establishing the Group**

- Small group
- Coordination Issues
- Paying your subjects
- Finding a place
- Need at least two research team members; facilitation and note-taking
- Purpose: RICH DATA not generalizability



Focus Groups

▼ Advantages

- Real-life data in a social setting
- Flexibility
- Speedy results
- Low in cost
- Group Format generates discussion



Focus Group

▼ Disadvantages

- Groupthink
- Less control than one-to-one interview
- Data more difficult to analyze
- Moderators need to be skilled
- Differences between groups can be troublesome
- Difficult to coordinate
- Reliability issues
- Recording process
- Probing and Follow-Up Questions
- INTERVIEWER TRAINING IS CRITICAL



Participation Action Research (PAR)

- Explicitly and implicitly, PAR has a goal of meeting community needs and/or giving back to the communities of research
- With PAR, the communities of research are included as “experts” in deciding the focal point of research (problem conceptualization); and investigation strategy (research design) to help the community.
- Research is conceived as a tool of community empowerment.
 - You as researcher are guide.
 - This is a substantial departure from traditional models where research expert objectifies subjects of research, extracts data, and leaves without further contact.



Qualitative Interviewing

- ✔ Good technique for researchers less interested in “variables” and more interested in how individuals subjectively see the world and make sense of their lives



Who are you going to talk to?

✔ Theoretical Sampling

- Barney Glaser and Anselm Strauss; 1967; The Discovery of Grounded Theory
- ✔ The data collection, coding and analysis processes occur ongoing providing us direction for who needs to be talked to next... and perhaps new types of questions that need to be asked



When do you quit interviewing?

✔ **Theoretical Saturation**

- ✔ You quit interviewing when you have reached “theoretical saturation”
 - exhausted the variation in data patterns emerging; no new themes are being offered by added interviews
- ✔ Example: Midwifery Research; Rationale for choosing homebirth
 - Natural life event, Control and Empowerment, Safety, Care availability, Quality of Care
 - You are presenting the set of of ideas, patterns, practices which were communicated in interviews (# that talked about each does not matter). However, if only 1 person out of 30 mentions something, it would not e included in the set of “themes” in the analysis.



Doing the Interview

✔ **Introduction and Building Rapport**

- explain purpose again
- verbal confidentiality assurance (and go over form)
- no right or wrong answers...
- o.k. to ask questions and clarify
- ask permission to record

✔ **Your Questions**

- If flexible format... list of things to be sure to talk about
- To get rich data: PROBE AND FOLLOW

✔ **You and the Interview: attending, listening, thinking, taking notes, taping**

- note taking – clarify something; to keep you focused
- silence and patience – balanced with keeping the interview going
- redirect long-winded tangents back to your line of focus



After the Interview: Writing up the Interview and...

- Summary and notes of main points
- Verbatim transcripts (don't let them pile up)
- Ideas – tentative pieces of analysis
- Methodological difficulties
- Personal emotional experience
 - Responding to interviewee requests; emotional issues?



Ethical Issues

- ✔ Use of unobtrusive measures (including archival records) raises ethical issues
 - Participants are not given the right to consent
 - Some of the archival records contain sensitive data
- ✔ Researchers need to show the necessity for unobtrusive measures and safeguards to protect the rights of the participants
 - Must have IRB approval



Evaluating the Data

- ✔ The data from low-constraint research is a rich set of information
 - Data usually needs to be coded to provide simplification and organization
 - The analyses will depend on the questions and the level of data produced after coding
- ✔ Must be cautious in interpreting data from low-constraint research



Limitations

- ✔ Poor representativeness
- ✔ Poor replicability
- ✔ Limitations of the observer
- ✔ Going Beyond the Data

Analysing qualitative data

Definition

‘Qualitative data refers to all non-numeric data or data that have not been quantified and can be a product of all research strategies’

Saunders e/ a/. (2009)

Analysing qualitative data

(2) Distinctions between quantitative and qualitative data

Quantitative data

- Based on meanings derived from numbers
- Collection results in numerical and standardised data
- Analysis conducted through the use of diagrams and statistics

Qualitative data

- Based on meanings expressed through words
- Collection results in non-standardised data requiring classification into categories
- Analysis conducted through the use of conceptualisation

Saunders *et al.* (2009)

Preparing data for analysis

Key issues

- Transcribing qualitative data
- Using electronic textual data including scanned documents
- The interactive nature of the process

Approaches to qualitative analysis

Main approaches

- The deductive approach
- The inductive approach

Types of qualitative analysis process (1)

Main types

- Summarising (condensation) of meanings
- Categorising (grouping) of meanings
- Structuring (ordering of meanings using narrative

Saunders et al. (2009)

Types of qualitative analysis process (2)

Dimensions of qualitative analysis

Less structured

Relies on
interpretation

Inductive

More structured

More formalised

Deductive

Saunders *et al.* (2009)

Categorising data

Points to consider

- Deriving categories
- 'Unitising' data
- Recognising relationships and developing categories
- Developing testable propositions
- Qualifying your qualitative data

Analytical aids

Types of analytical aids

- Interim summaries
- Self-memos
- Researcher's diary

Deductively based analytical procedures

Procedures applicable to qualitative
analysis

- Pattern matching
- Explanation building

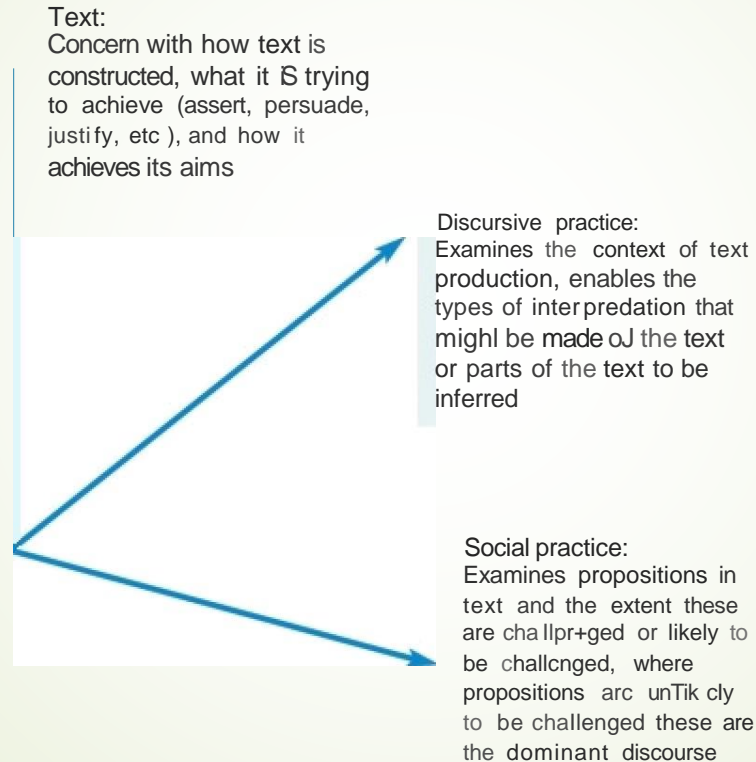
Inductively based analytical procedures

Procedures applicable to qualitative analysis

- Data display and analysis
- Template analysis
- Analytic induction
- Grounded theory —open, axial and selected coding
- Discourse analysis
- Narrative analysis

Discourse analysis

A three-dimensional analytical framework for critical discourse analysis



Saunders *et al.* (2009)

Using CAQDAS for qualitative analysis (1)

Summary of functions

- Structure of work
- Closeness to data and interactivity
- Explore the data
- Code and retrieve
- Project management and data organisation
- Searching and interrogating
- Writing memos, comments and note
- Output

Lewins and Silver (2006)

Using CAQDAS for qualitative analysis (2)

Checklist

Complete the Checklist in the next page to help you choose a CAQDAS package

Saunders e/ a/. (2009)

CHECKLIST - Choosing a CAQDAS package

- ◀ Do you want a package that will help you manage your thinking and allow you to develop your own codes?
- ◀ Do you want a package that will allow you to explore the way language is used in your data?
- ◀ Do you want a package that allows you display relationships within your data diagrammatically?
- ◀ Do you want a package that will allow you to quantify your data?

CHECKLIST - Choosing a CAQDAS package

- ◀ Do you want a package that will help you manage your thinking and allow you to develop your own codes?
- ◀ Do you want a package that will allow you to explore the way language is used in your data?
- ◀ Do you want a package that allows you display relationships within your data diagrammatically?
- ◀ Do you want a package that will allow you to quantify your data?