



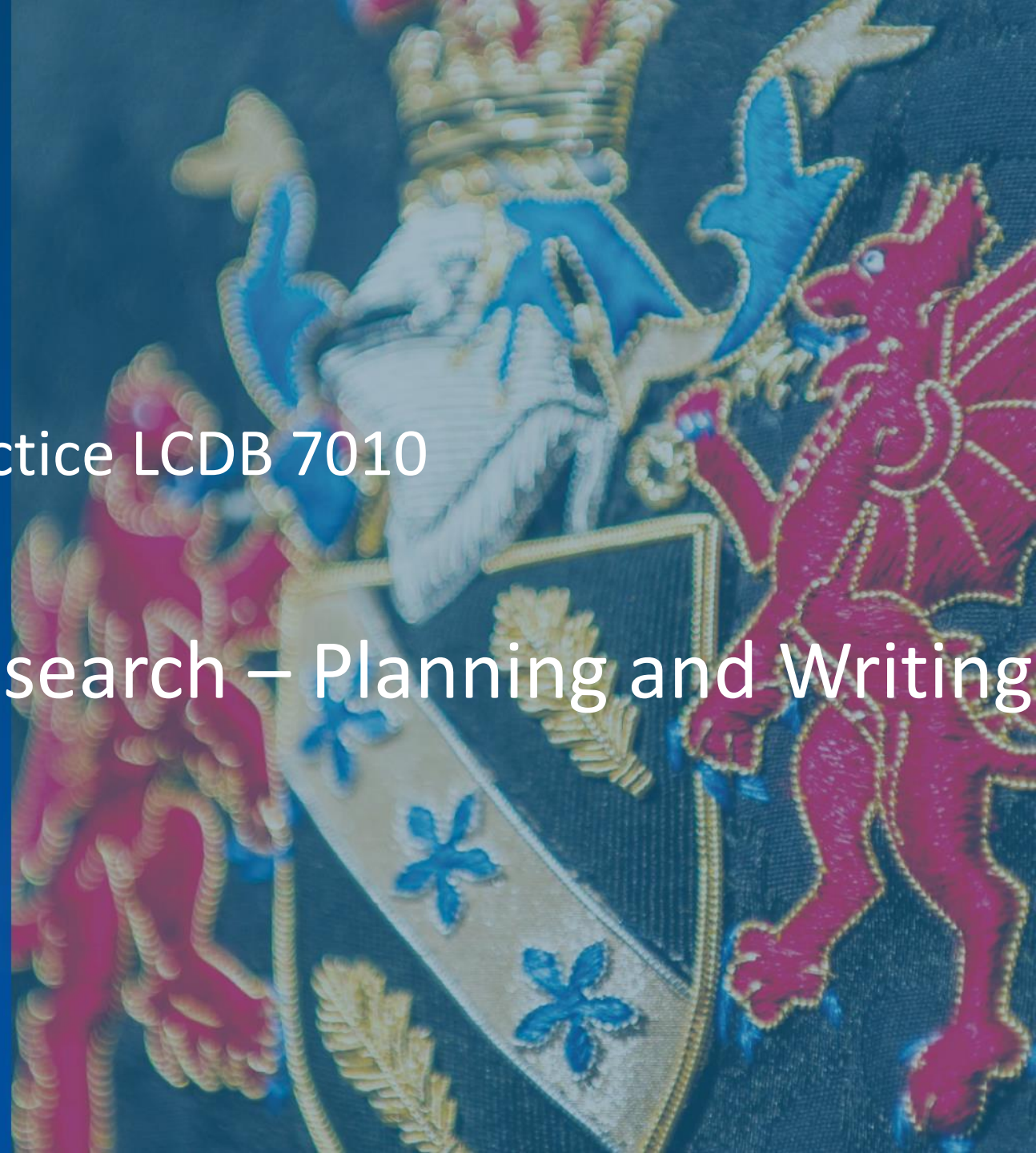
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Converting Research into Practice LCDB 7010

Week 8 - Writing up Research – Planning and Writing

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

www.uwtsd.ac.uk



Session Plan

- Lecture / discussion on writing up qualitative research
- Reflection and preparation of slides for next week's presentation on your article

resources

- Gilgun, J.F. 2020, **Writing Up Qualitative Research**, Oxford Handbook of Qualitative Research (Patricia Leavy ed.) 2nd edition.
- **Writing through theoretical frameworks in the doctoral classroom** - Stephanie Borgert Baird, Kerri S. Kearney and Alissa Nephew, Studies in Graduate and Postdoctoral Education Vol. 11 No. 3, 2020 pp. 281-294 © Emerald Publishing Limited 2398-4686

· Writing up qualitative research is not for the faint-hearted!

Main aspects of qualitative writing

- the need for high-quality data,
- high-quality analysis, and
- Grab ...
- details of the report, such as the place of prior research and theory, contents of methods sections, organization of findings, and the balance between descriptive material and author's interpretations!

High quality data

- Since qualitative researchers seek to understand the subjective experiences of research informants in various contexts,
 - high-quality data result in large part from the degree that researchers practice **immersion** and
 - the degree that both researchers and informants **develop rapport** and engage with each other.
- Through active engagement, informants share their experiences with the kind of detail that brings their experiences to life!

Prolonged engagement can result in quality data.

.

.

In interview research, prolonged engagement allows for informants' multiple perspectives to emerge, including inconsistencies, contradictions, ambiguities, and ambivalences.

In addition, prolonged engagement facilitates the kind of trust needed for informants to share personal, sensitive information in detail, which are the kinds of data that qualitative researchers seek.



Indepth interviews = quality of data

- Prolonged engagement means in-depth interviews, typically multiple interviews of more than an hour each.

Sample size

- In principle, the size of the sample and the depth of the interview affect whether the researcher can claim immersion.
- The more depth and breadth each case in a study has the smaller the sample size can be !
- researchers can engage in immersion through a single in-depth case study
- Single case studies are useful in the illustration, development, and testing of theories, as well as in in-depth descriptions.

- The more focused the questions, the larger the sample will be
- A study on long-term marriage would require a **minimum of two or three interviews** because the topic is complicated.
- The sample would include at least 10 participants and up to 20 or 30, depending on the number of interviews, to account for some of the many patterns that are likely to emerge in a study of a topic this complex
- articles based on a single or even a few focus groups may not provide enough depth to be informative.

- Some depth is possible, in a single interview study of fewer than 15 or 20 interviews, researchers meet meet the informants for a second time – which provides additional data and depth

Quality of analysis

- A quality analysis begins with initial planning of the research and continues until the article is accepted for publication
- An excellent research report has transparency, meaning the write-up is clear in what researchers did, how they did it, and why.

Grab

- With viable core concepts and rich data, researchers are positioned to present their findings in ways that are memorable and interesting, that is, with grab (Glaser, 1978).
- Grab requires compelling descriptive material: excerpts from interviews, field notes, and various types of documents, as well as researchers paraphrases of these materials.
- Grab equates with excellence in writing!

Research reports sections

- Introduction
- Methods
- Findings
- Discussion

- In articles based on qualitative approaches, researchers sometimes change the names of sections, add or omit some, or reorder them.
- When changes are made, the general guideline is whether the changes make sense and are consistent with the purpose of the research.

As Saldaña (2003) pointed out, researchers choose how to present their findings based on credibility, vividness, and persuasive qualities

- Much depends on the methodological perspective too.
- If a researcher wants to develop theory, it is important to point this out from the beginning of the article to state that as the purpose of the research
- a research report on the development of a theory should contain a lot of scholarship that others have developed
- Reflect and explain the purpose of your report through a methodological perspective

Prior research and theory

- In general, related research and theory literature can be presented at the beginning of a report as part of a review of pertinent research and theory,
- in the in the findings section when prior work helps in the interpretation and analysis of findings or in the discussion section
- Readers and journals editors expect researcher to begin with literature reviews (with exceptions)

Reflexivity statements

- Reflexivity statements are accounts of researchers experiences with the topic of research ;
- account of their expectations regarding informant issues and their relationship with informants, especially in regard to power differentials and other ethical concerns and accounts of their reflection on various issues related to possible experiences that informants may have had.
- Also experiences while participating in the research (D'Cruz et al 2007, Presser 2005)
- Ethical issues have a place in these statements

Research questions, hypothesis and definitions

- The final part of the introductory section of a research report is devoted to this...

Methods section

- Descriptions of the sample, recruitment, interview schedule, and plans for data analysis are standard.
- Also, a brief overview of research methodologies
- Description of sample
 - Most articles do describe the demographics of the sample
 - Accounts of the recruitment process..
 - Accounts of data collection and analysis

generalizability

- Many reviewers and editors have questions about the generalizability of the results of qualitative research

Findings section

- Findings sections in research reports include both descriptive and conceptual material.
- Descriptive material is composed of researchers' paraphrasing and summarizing what they found and excerpts from interviews, field notes and documents
- core concepts – researchers decide which concepts form the core of the analysis - Core concepts both organize findings and typically bring together a great deal of information

Discussion section

- How findings contribute to the understanding of the phenomena of interest, the line of inquiry, and implications for policy and practise

Conclusions - Core concepts

- Core concepts, often called core categories, organize

Seminar and reflective activity

- Prepare article presentation for next week with the following slides – Use guidance from Jane E . Gilgan’s article.
 - Prior literature
 - Methodological choice and explanation
 - Sample size, ethical issues
 - Preliminary findings
 - Discussion within the context of prior research you have done (literature)