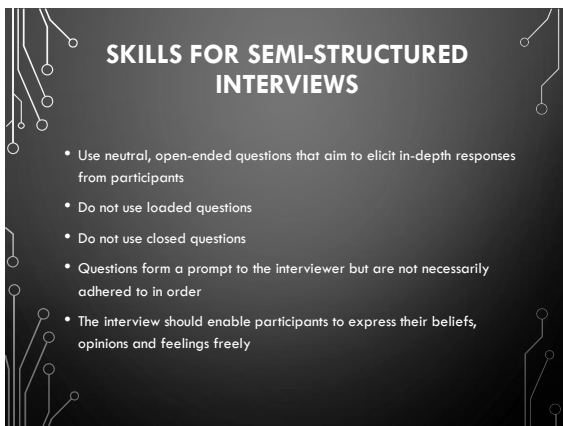








DEVELOPING AN INTERVIEW SCHEDULE

1. Think about what information you want to get from your participants
2. Develop an **interview schedule** to guide your questions to ensure you cover all important areas

What to include:

- Introduction (who you are)
- Permission to record the interview / Insurance of anonymity
- Prompts and hints for follow-up questions
- Wrap-up at the end (thanks and summary of the research aim)

CATEGORIES OF QUESTIONS

- **Opening:** get acquainted with the participant, feel connected and build rapport
- **Introduction:** begins the discussion of the topic
- **Transition:** moves smoothly and seamlessly into key questions
- **Key:** obtains insight on areas of central concern in the study
- **Ending:** helps researchers determine where to place emphasis and brings closed to the discussion

(Krueger, 1998)

BASIC PRINCIPLES FOR DEVELOPING QUESTIONS

- Ask questions in a conversational manner
- Keep questions clear, brief, reasonable, uni-dimensional and avoid jargon
- Obtain feedback from others
- Allow enough time to make revisions

QUALITATIVE ANALYSIS

COMMON FEATURES OF QUALITATIVE ANALYSIS

- There are several common features regardless of which approach is used:
 - Analysis begins with written transcripts, and creating and organising files of information
 - Process of general reading and 'memoing' of information occurs to develop in-depth understanding of the data
 - Develop categories/codes to sort text
 - Describe, classify and interpret
 - Aim to finish with a story evolving around 5 or 6 key categories

TRANSCRIPTS

IMPORTANT!!

- Transcripts are the basis of your analysis!
 - Transcription of data should take place ASAP after the interview!
- How?
 - Create wide margin either side
 - Double-space
 - To allow space for notes/initial coding etc
 - Read through and familiarise self with transcripts a few times

Key: Interviewer in bold, Interviewee (Jennifer) in plain font

1 **Do you have any questions before we begin?**
 2
 3 Nope not at the moment.
 4
 5 **Great. I'd also like to just reiterate that anything that you mention today that**
 6 **could be traced back to identify you will be replaced with some**
 7 **unidentifiable context - so if you do say the names of any members of your**
 8 **family or friends I will just replace those with different names when writing**
 9 **up this interview. Is that ok?**
 10
 11 Yep that's fine.
 12
 13 **So first of all, can you please describe to me what eating healthily means to**
 14 **you?**
 15
 16 Umm - the first thing that comes to my mind when I think of health eating is veg
 17 [laughs]. And fruit. I mean... that's not all is it - it's about eating a balanced diet
 18 and getting the correct amount of nutrients and stuff, isn't it? And minerals that
 19 your body needs to function properly... I think that's what eating healthy mainly

CRITICAL INGREDIENTS OF QUALITATIVE ANALYSIS

- Analysis must be:
 - Systematic
 - Verifiable
- Analysis requires time!
- Analysis is jeopardised by delay
- Analysis should entertain alternative explanations
- Analysis is a process of comparison



MUST GIVE CONSIDERATION TO...

- The words
- The context
- The internal consistency
- The frequency of comments
- The extensiveness of comments
- The intensiveness of comments
- The specificity of responses
- Consider what was **not** said
- Find the big ideas

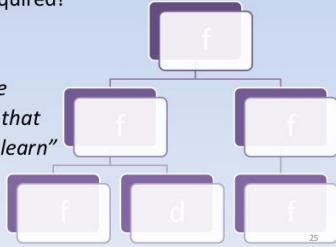
What to do with the data?

- Transcription (1 hr audio = 10 hrs work)
- Be systematic and organised
- Interpretation required!

Thematic Analysis

"the first qualitative method of analysis that researchers should learn"

(Braun & Clarke, 2006, p. 78)



THEMATIC ANALYSIS

STAGES OF THEMATIC ANALYSIS

1. Create transcripts of interviews/focus groups etc
 - Wide margin either side and double-spaced to allow space for notes and initial coding
2. Read through and familiarise self with transcripts
3. Make initial notes and/or possible **emerging themes** in margins

STAGES OF THEMATIC ANALYSIS

4. Create initial coding scheme
5. 'Cutting and pasting' of transcript to re-order under specific themes
6. Themes may be counted to discern if common/rare
 - This does not reflect their importance
7. Plausible story is developed which relates to the literature review/theory being considered

METHODOLOGY: THEMATIC ANALYSIS

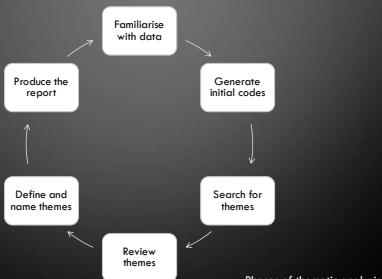
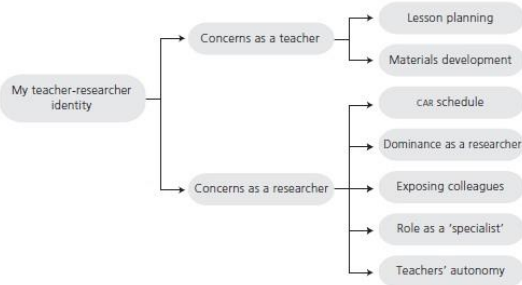


Figure 1. Thematic Network Derived from my Research Journal



REPORTING THEMATIC ANALYSIS

- The final thematic map/coding structure is translated into a narrative account illustrated with quotes from participants
- The quotes are your 'data' that support the statements you make
- The rest of the report should look no different from any report in psychology in terms of main sections/sub-headings

E.G. 1 (One interview)

Theme 1: The impact of past experiences

As the interviews progressed it became clear that John's past experiences affected how he coped with the risk assessment process. Two main sub-themes were identified: having a personal experience of cancer, and prior medical experiences.

Personal Experience of Cancer

John stated that: *"Having already had cancer, and survived it, I suppose in a way I was a bit biased about [how I felt when waiting for my risk results]"*. He went on to further comment:

"I know when I was initially diagnosed XX years ago it was a bit of a shock.... but I've always thought, as long as I know what the problem is, and I know what's going to be done about it, I can cope with it".

It seems that John was drawing on his previous experience of cancer when it came to coping with the risk assessment process.

THE USE OF QUOTES

- Quotes should be in italics and contained within 'single speech marks'
- If the quotation is more than four lines long, it should be set as an extract d the whole quotation indented.

EXAMPLE OF REPORTING

- A thematic analysis was conducted whereby the researcher became thoroughly familiar with the comments and identified commonly occurring themes throughout the interview. Axial coding was used to link themes together across and within categories, and superordinate key themes were identified as the analysis progressed. Comments were also analysed in terms of key study variables such as gender, risk status and level of distress.

CONSIDER THE FOLLOWING DURING ANALYSIS...

- Is there a consensus regarding a theme/subtheme?
- Are some themes/subthemes present in some talk but absent from others?
- Are some present in more than one person's talk but spoken about differently?
 - Could be in different interviews or within a focus group

ANALYSIS

- Use the data selectively to exemplify, illustrate or illuminate what you are trying to tell us about the topic of your study!
 - Does not mean cherry picking the most extreme or dramatic examples
 - Sometimes what appears to be mundane can tell us much about how people feel/think
- You decide how best to present themes...
 - Consider whether best presented chronologically, in order of 'importance' or other order...

VALIDITY AND RELIABILITY IN QUALITATIVE RESEARCH

VALIDITY

- Criteria for validity are necessary to justify claims for the value of the research
- Criteria for validity are necessary to win acceptance within discipline, funders, policy makers, etc
- Criteria for validity are necessary to maintain/improve standards
- Criteria for validity are helpful for guiding/assessing individual pieces of research

ESTABLISHING THE QUALITY OF QUAL RESEARCH IS PROBLEMATIC...

- The traditional criteria used for quantitative research is inappropriate for most qualitative research
- We should avoid justifying qual research by using criteria for quant research – setting up for failure
- 'Scientific method' not the only way to establish knowledge

ESTABLISHING THE QUALITY OF QUAL RESEARCH IS PROBLEMATIC...

• Traditional criteria:

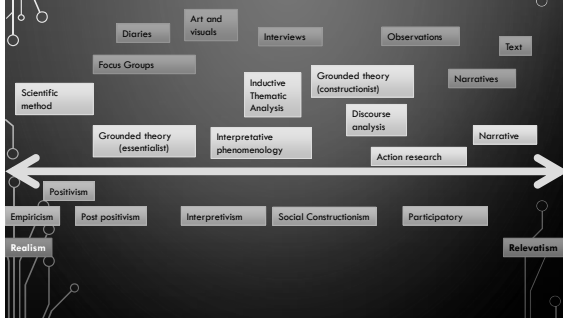
- *Objectivity*
- *Reliability*
- *Generalisability*

ESTABLISHING THE QUALITY OF QUAL RESEARCH IS PROBLEMATIC...

• Qualitative methods are relatively new in psychology

- Criteria and validation 'hierarchy' still not yet fully established
- There are many different varieties of qualitative research, which require/employ different criteria for validation

EXAMPLES OF EPISTEMOLOGY, METHODOLOGY AND METHODS



THE FOCUS ON THE PERSON

- Research across the epistemological spectrum ensures that we give all participants (populations, groups, individuals, etc) a voice

SO – WHAT QUALITY CRITERIA CAN BE APPLIED TO QUAL RESEARCH?

- (OR! How to demonstrate to an examiner or editor that your research merits a pass or publication!)

1. Inter-rater reliability

- Degree to which different 'raters' give consistent estimates of the same behaviour

2. Triangulation

- Of sources (people, places, times)
- Of investigators
- Of methods
- Of theoretical approaches

SO – WHAT QUALITY CRITERIA CAN BE APPLIED TO QUAL RESEARCH?

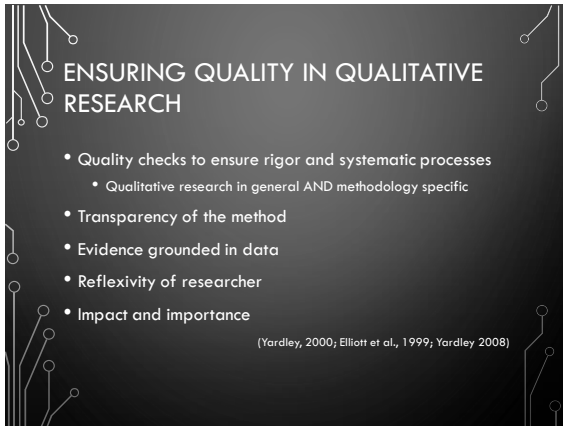
3. Deviant / disconfirming case analysis

- Searching for / discussing elements of data that don't support patterns/explanations emergin from data analysis

4. Participant feedback / response validation

- Testing initial results with P to see if they still ring true

5. 'Paper trail' and making raw data available



ENSURING QUALITY IN QUALITATIVE RESEARCH

- Quality checks to ensure rigor and systematic processes
 - Qualitative research in general AND methodology specific
- Transparency of the method
- Evidence grounded in data
- Reflexivity of researcher
- Impact and importance

(Yardley, 2000; Elliott et al., 1999; Yardley 2008)



WORKSHOPS TODAY

1. Interviewing skills practice using your questions
2. Discussing ethics – can we ethically interview gambling addicts?

Next week: Intro to IPA and analysis practice

ALL interview schedules to be checked (and signed off)
