

AREA

Qualitative Methods 2: Data Collection

Interviews

- Structured V Unstructured V Narrative
- Semi-structured interviews:
 - neutral open-ended questions, aimed at eliciting in-depth responses from participants
 - questions form a prompt to the interviewer
 - should enable participants to express their beliefs, opinions and feelings freely

Face-to-face V Telephone interviews

- Face to Face Interviews
 - Suited to exploring issues in depth
 - easier to fully engage in conversation/establish good rapport
 - Can pick up on non-verbal cues – confusion/hesitation/anger/distress etc

Face-to-face V Telephone interviews

- Telephone Interviews
 - more cost-effective/faster data collection (Breakwell 2004).
 - fewer negative interviewer effects - visual cues cannot be observed (Groves & Kahn; 1979)
 - Suitable when wide geographical location of target sample or resource constraints (funding, personnel, time).

Semi-Structured Interviews

Semi-structured interviews:

- Use neutral open-ended questions, aimed at eliciting in-depth responses from participants
- Do not use loaded questions!
- Do not use closed questions!

Semi-Structured Interviews

Semi-structured interviews:

- questions form a prompt to the interviewer but are not necessarily adhered to in ordering

Semi-Structured Interviews

Semi-structured interviews:

- The interview should enable participants to express their beliefs, opinions and feelings freely

Planning Semi-Structured Interviews

- What is the aim of your research?
- Who are your participants?
 - Are they able to answer your question i.e. A relevant participant group?
 - Are they representative?
 - Any inclusion/exclusion criteria
 - Do you need different sub-groups?
 - Written informed consent?
- How many interviews are you going to conduct? (time, cost, meeting aim of research)

Planning Semi-Structured Interviews

- How are you going to conduct your interview?
- Face-to-face? By Phone?
- Where are you going to conduct your interview?
- In participants' homes?
 - (ensure your safety!)
 - May be noisy/interruptions
- In a neutral location?

Planning

- Define purpose and outcomes of study
- Identify personnel resources
- Develop timeline
- Determine participants
- Write interview guide
- Develop recruitment plan
- Set locations, dates and time for the sessions
- Design analysis plan
- Specify elements of the final report

Planning Semi-Structured Interviews

What equipment do you need?

Interview schedule

Recording equipment

Batteries

Your brain!

Qualitative Data Collection Package??

Developing an Interview Schedule

- What information do you want to get from your participants?
- Develop an interview schedule to guide your questions to ensure you cover all important areas
- Include:
 - Introduction
 - Permission to record interview/anonymity
 - prompts and hints for follow-up questions
 - Wrap-up at end (thank and summary of research aim)

Categories of Questions

- **Opening:** get acquainted and feel connected
- **Introductory:** Begins discussion of 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 closure 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**

Group work time!

- Develop an interview schedule to explore coping and wellbeing at Christmas
 - Must include intro, prompts and ending.....

Checklist for successful recruitment

- **Convey a sense that the research will be interesting and worthwhile**
- **Make the contacts personal**
- **Build on existing relationships whenever possible**
- **Use appropriate screening criteria**
- **Offer incentives**
- **Make participation as convenient as possible**
- **Follow up**

Doing the interview...

- Day before....
 - Contact participant to confirm & remind....
 - Run through interview schedule
 - Get equipment ready (spare batteries and tapes)
- Before the interview starts
 - Check batteries and switch all equipment on!
- During the interview...
 - Be calm, polite and interested!
 - Keep an eye on tape/batteries
 - Make notes as you go – just in case!

Group work time!

Conduct an interview with your
interview schedule!!!

After the interview....

- Check its recorded!
- Make any additional notes/thoughts/comments on NVC etc
- Transcribe your data as soon as possible whilst still fresh
- Do your analysis!.....

Qualitative analysis

Transcripts

- IMPORTANT!!!!
- Transcripts are the basis of your analysis! Transcribe your data as soon as possible after your interview!
- 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

Common features of qualitative analysis

- Several common features regardless of which approach
 - 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
 - Can all make use of CAQDAS

Critical ingredients of qualitative analysis

- **Analysis must be systematic**
- **Analysis must be verifiable**
- **Analysis requires time**
- **Analysis is jeopardised by delay**
- **Analysis should entertain alternative explanations**
- **Analysis is improved by feedback**
- **Analysis is a process of comparison**
- **Analysis is situationally responsive**

Give consideration to the following factors:

- **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**

(Krueger, 1988, 1998)

Thematic Analysis

- Create transcripts of interviews/focus group etc - wide margin either side and double-spaced to allow space for notes/initial coding etc
- Read through and familiarise self with transcripts
- Make initial notes/possible emerging themes in margins

Thematic Analysis

- Create initial coding scheme with agreement from other members of research team/supervisor
- “Cutting & pasting” of transcripts to re-order under specific themes
- Themes may be counted to discern if common/rare (this does not reflect their importance)

Thematic Analysis

- Plausible story is developed which related to the literature review/theory being considered.
- Differences between individuals in responses etc may be considered
- Disconfirming as well as confirming evidence may be examined.

Analysis

- **Remember the purpose of the study!**
- **Thematic Content Analysis**
 - mechanical aspect - physically organising and sub-dividing the data into categories
 - interpretative component - determining meaningful categories
- **Coding Frame** - text put into categories
- Content or theoretically determined categories
- Assessment of the **reliability** of the coding
- Participant Validation

What is IPA?

- Qualitative methodological tool
- How an individual makes sense of their life world—individual viewpoint and experience (Phenomenological)
- Interested in personal perception of an object or event
 - “*Insiders perspective*” (Conrad, 1987)
- Recognises access to a participant’s world is dependent on the researcher’s own conceptions which are needed to make sense of that other personal world
 - double interpretation

What is IPA?

“the approach is phenomenological in that it is concerned with the individual’s personal perception or account of an object or event as opposed to an attempt to produce an objective statement of the object or event itself...Access [to the participant’s personal world] depends on, and is complicated by, the researcher’s own conceptions and indeed these are required to make sense of that other personal world through a process of interpretive activity. Hence the term interpretive phenomenological analysis is used to signal these two facets of the approach” (Smith, Jarman and Osborne, 1999: 218-219)

Collecting data through IPA

- Homogeneous sample
- Select method of data collection – semi-structured interviews, focus groups, participant diaries and self reporting tasks

How to conduct IPA

- Construct an interview schedule
 - Neutral open ended questions aimed at eliciting in depth responses from participants
 - Think of possible prompts where required
 - Avoid the use of jargon
 - Ask questions to enable participants to express their beliefs, opinions and feelings freely

How to conduct IPA

■ The interview:

MUST be tape recorded

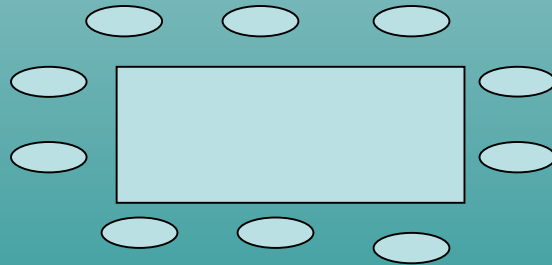
Try to stick to the interview schedule as this will allow you to compare interviewees

Use prompts only when the participant is struggling for an answer

Always be aware of the effect of the questions – especially if a sensitive subject

Qualitative Methods 2:

Focus Groups



Focus Groups

- group discussions of a small number of people who have something in common and are
- an ideal method eliciting people's own meanings and understanding of health and illness (Wilkinson, 2005).
- allow individuals to interact with each other in response to a particular topic,
- make use of group dynamics to stimulate discussion, generate ideas and gain insights

What is a focus group?

- carefully planned discussion
- obtain perceptions on a defined area of interest
- non-threatening environment.
- discussion is relaxed, comfortable and often enjoyable
- group members influence each other
- enable the researcher to develop understanding of participants' beliefs and experiences (Morgan, 1998)
- ideal methodology for exploring people's own meanings and understandings of health and illness (Wilkinson, 1998).

Focus Groups as a Data Collection Procedure (Krueger, 1988)

- **Should produce data of interest to the researchers.**
- **determine the perceptions, feelings and thoughts of participants about products, services or opportunities**
- **produce qualitative data that provide insights into attitudes, perceptions and opinions of participants.**
- **Data obtained through open-ended questions and observations of respondents.**

Advantages of Focus Groups

- **Socially oriented research procedure**
- **Probe and explore**
- **High face validity**
- **Low in cost**
- **Speedy results**
- **increase the sample size of a qualitative study**

Disadvantages of Focus Groups compared to one-to-one interviews

- **Researcher has less control**
- **Data more difficult to analyse**
- **Require a skilled moderator.**
- **Can vary considerably**
- **Difficult to organise/recruit**
- **Needs conducive environment**

Planning a Focus Group Study

- **THINK THROUGH THE WHOLE PROJECT!!!!**
- 4 Steps:
 - **PLANNING;**
 - **RECRUITING;**
 - **MODERATING;**
 - **ANALYZING & REPORTING.**

Planning a Focus Group Study

- Define purpose and outcomes of study
- Identify personnel resources
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- Set locations, dates and time for the sessions
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Planning: Composition of Focus Groups

- **Size**
 - Generally between 6 and 10 people per group
 - No of groups depends upon project
- **Homogeneity**
 - Correct composition essential (Morgan, 1988)
 - If too diverse – will hinder effective interaction and deep discussion (Bloor et al, 2001).
 - Can segment participants into separate groups (Morgan & Krueger, 1998).

Planning: recruitment of Focus Group Participants

- **Identify group composition**
- **Determine the sources for recruitment contacts**
- **Develop eligibility and exclusion criteria**
- **Develop recruitment screening and contact scripts**
- **Determine the follow up procedures**

Checklist for successful recruitment

- **Convey a sense that the research will be interesting and worthwhile**
- **Make the contacts personal**
- **Build on existing relationships whenever possible**
- **Use appropriate screening criteria**
- **Offer incentives**
- **Make participation as convenient as possible**
- **Follow up**

Planning: location of focus groups

- Will participants be able to see and hear each other?
- How much distraction/interruption is likely?
- Will it be straightforward to capture the data?
- How easy is it to reach the facility?
- Is parking available?
- Do the facilities make it pleasant to sit and talk for up to 2 hours?
- Do the facilities convey a pleasant atmosphere without negative feelings?
- Avoid long rectangular tables/rooms – may isolate some people from the moderator
- Check that the room has facilities for audio equipment/refreshments.

Developing Questions for Focus Groups

- **Sequence for developing questions**
- **Clarify the problem**
- **Begin to identify questions**
- **Prepare first draft of questions**
- **Share draft with others for response and feedback**

- **Decide on Topic Guide Vs Questioning Route**

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(Krueger, 1998)
- Think of questions as either 5 min questions, 10 min questions, or 15 min questions.

Group Exercise Time!

MODERATING: What makes a good moderator?

- **Understanding of group process**
- **Curiosity**
- **Communication Skills**
- **Friendliness and a sense of humour**
- **Interest in people**
- **Openness to New ideas**
- **Listening Skills**

(Krueger, 1998)

MODERATING: Tips for Effective Moderating

- **Make small talk**
- **Introduce focus group**
- **Be thoroughly familiar with your questions**
- **Use natural humour**
- **Anticipate the flow & prepare for any sensitive/unethical topics**
- **Control your reactions**
- **Be comfortable with the pause**
- **Probe as needed**
- **Listen**
- **Summarize the discussion**
- **Get people to leave!!**

ANALYSING & REPORTING FOCUS GROUPS

- **Debrief with assistant moderator**
- **Transcription**
 - **challenging**
 - **need good quality mini-disc/tape recorder.**
 - **time-consuming and laborious.**
 - **do not edit transcription**

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