University of Wales Trinity Saint David & Hong Kong Management Association

Day Four

Qualitative Research Methods

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Qualitative Data Collection, Analysis and Quality Procedures

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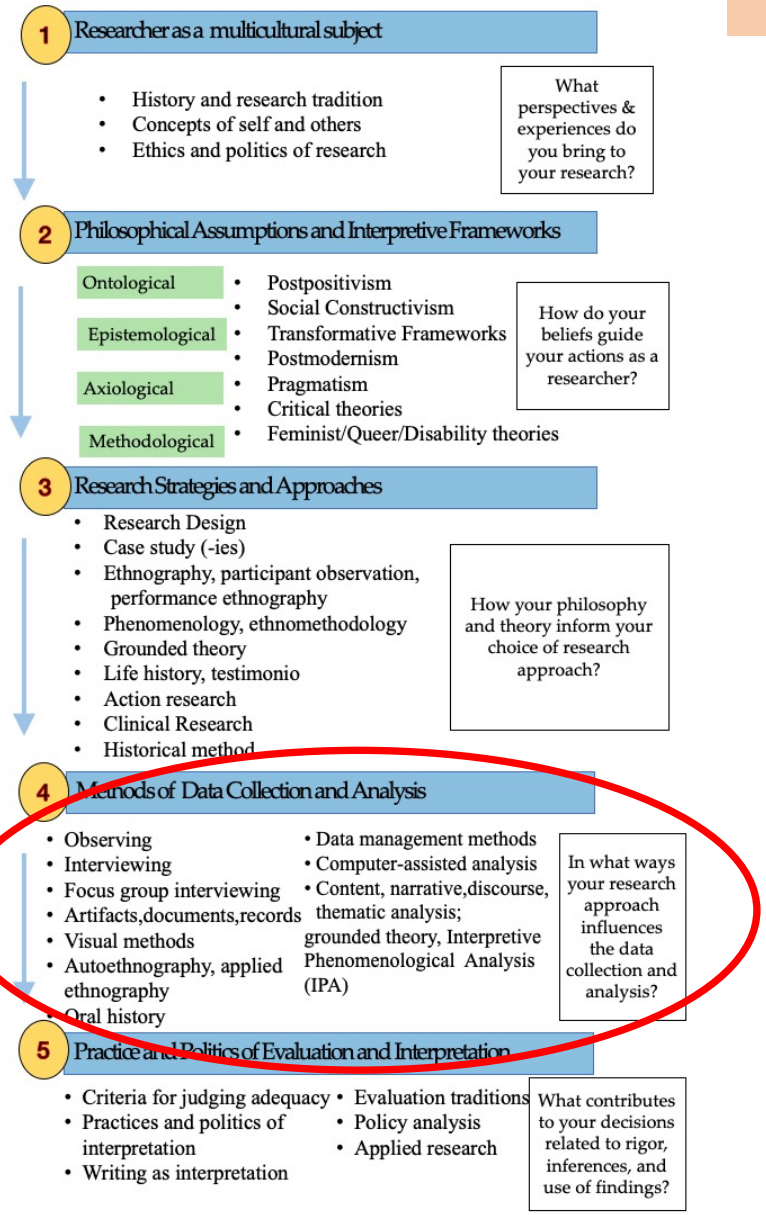
Data Collection methods

Data Collection methods

+ Handout Figure 2.1

- Observing
- Interviewing individuals
- Focus group interviewing
- Artefacts, documents, records
- Visual methods
- Autoethnography, applied ethnography
- Oral history

Fig. 2.1 Situating Philosophy and Interpretive Frameworks within the Research Process



Interviews of individual participants

Interview issues

Power

- Researcher presents his/her interpretation of truth to public
- Use of self-disclosure
- Clear intent

Location

- Location must be convenient and comfortable for participants
- May evoke sensitivity

Relationships

- Respect and rapport
- Gratitude
- Active listening

Task: Interview vs Conversation

In group make a list of

(1) the ways an interview is similar to a conversation

(2) how in-depth interviews are different from a conversation

Types of an Interview

Semi-structured
(intensive, in-depth)

- Respondents have to answer preset open-ended questions
- Shaped around topics
- Systematic and comprehensive

Structured

- Questionnaires

Unstructured
('controlled conversation')

- **Non-directive**-- do not have pre-planned set of questions
- **Focused**--refocusing the respondent towards key subject
- **Conversational**– questions are generated instantaneously during the interview

In-depth interviews

Advantages	Disadvantages
• Can explore complex and detailed issues • Good for high volume issues • Opportunity for probing and clarifying questions • One on one enhances rapport	• Time consuming and can result in large volumes of data • Interviewer must have good listening and probing skills • Respondent may want to please interviewer

Semi- structured in-depth interviews

Goal:

- To hear what respondents think is important about the topic at hand & to hear it in their own words
- Gather the information (data) from a respondent

Question type: Open-ended

- researcher poses questions, but does not provide any answer options
- requires participants to come up with their own words, phrases, or sentences to respond

Interview Guide

- A schematic presentation of questions or topics and need to be explored by the interviewer
- Aims at exploring many respondents more systematically and comprehensively
- Keeps an interview focused on the desired line of action
- Shall be seen as provisional & undergo modifications as the study goes

Creating an interview guide (+ sample protocol handout)

Brainstorming

Grouping similar questions together

Working up to sensitive questions

Collecting feedback from participants, other researchers, peers, auditors

Keeping methodological journal

What questions do you ask?

- The problem in study
- The frame of the study: A sense of the breath and density of the material you want to collect
- Understandings based on the previous work, study, awareness of literature, living experience
- Pilot research
- A sense of what will be substantial for your report

A good report

! Must have form to <u>grasp</u> the information as a whole !
(not a phone book)

- Make sense as an entity and in its items of information
- Parts fit together
- Coherence– each piece of the study is important, because it contributes to our understanding as a whole

Diachronic	Synchronic
(passes through time to provide structure)	(no use of time, but some other basis for coherence)

Diachronic report

- Begins at the beginning and proceeds from there
- Tells stories in which things happen as time goes on

Examples

- May **describe** phases of development of change (e.i recovery from grief)
- May consider **careers lines** by which people achieve a particular end point (e.i arrival at an executive suite)
- May focus on an **event and its impacts**

Diachronic report example

Beginning point

- **Tropical storm**
- **Methods** used by HKO to predict its course
- **Experiences** of sailors' who have caught in what has became a typhoon
- **Impact** on the city
- **Aftermath** (cleanups, insurance claims, stories of lucky survival)

Ending point

Diachronic report

- Provides explanations

- Asks questions:
  Retrospective " How come this happened?"
  Prospective " What happens next?"

Why disaster occurred without fore warning?
Why a person chosen this particular college?
Why some people achieve success in business?

Diachronic report : an 'Accounting Schema' (1)

Why some people achieve high business positions?

Beginning point

Ending point

Description of the:
>confronted challenges
>motivation to succeed
>resources they could call on
> how they won through

A story of men whose drive, intelligence and luck brought them success

Diachronic report : an 'Accounting Schema' (2)

Why some people achieve high business positions?

Beginning point

Ending point

Description of :
> How participants learned their interpersonal and technical skills that later aided their rise

A story of the familial and educational influences that led to success

Diachronic report : an 'Accounting Schema' (3)

- A set of categories waiting to be filled by fact, not a theory how reality works

- Judged by the extend which they are useful in organizing our story & what gives weight to the issue in study; not to be judged as 'true' or ' false'

↓

If we find during the interview that that our Accounting Schema does not work → Remove/ change it

Synchronic report (1)

- Achieves coherence without armature of time
- Divides the research issue/phenomena/whatever you are about into its significant sectors
- Moves in logical sequence from sector to sector,
- Derives themes & patterns that underlie developments in every sector

Example

Why some people achieve high business positions?

Sector 1	Sector 2	Sector 3
Work	Marriage	Relationships with other kin & friends

Synchronic report (2)

Descriptive report on an Organisation

- May assert a logical connection between sectors
- by arguing that one sector is basic to the others or the sectors are linked by the flow of work

Example

Sector 1

Functioning of its departments

Sector 2

Leadership, Contributions

Sector 3

Internal problems, Inter-departamental frictions

Synchronic stories: Functional approach

- **Goal:** Explain how something works
- **View** whatever we describe (family, school, organization) as having same goals; and/or describe conflict between personal and communal goals

Synchronie stories: Functional approach

Example
(Family or organization)

Goal
Self-maitenance

keeping on keeping on

Story part

How self-maintenance is achieved?

- How funds are brought in/expended?
- How routines are maintained?
- How the work is done?

Synchronie stories: Functional approach

Example
(Family)

Action Goal
Launch children into society

Story part

<u>Action:</u>
Description of the efforts to achieve its action goals; success of lack of success

- Investments in education
- Fostering values in the family

Synchronie stories: Functional approach

Example
(Family)

Action Goal
Launch children into society

Story part

<u>Fixed</u>:
Roles and relationships of family members

- How these relationship arrangements facilitate and impede goal attainment?

From report frame to an Interview Guide

- List areas, topics or questions to be covered & that together will suggest lines of inquiry
- In we are familiar with the study's aims, guide can be sketchy, listing just headings and topics
- Otherwise– make it detailed– but it shall be grasped at one glance
- Can be standard or tailored to each participant
- Should be prepared to drop the guide entirely is the interview takes an unexpected direction

Including quantitative questions

- Can help to anchor the qualitative discussion

Compare :
1. “Many of the respondents felt their circumstances are desirable” or
2. “ On the scale one to five, a third of our participants rated their happiness level at the top of the scale”

- Makes it easy to segment the population (demographics: “40s and younger or older”)

Including quantitative questions

- **Starting** with "*just the facts, ma'am*" might set the wrong tone

---

- **After** the interview is over, may try:

"Could I ask a few more questions, about your age an the like?

Early interviews and pilots

- Obtain interview images and ideas from experience rather than surmise

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- Initial expectations are likely to be inaccurate

- Areas asked about can be dull and unproductive, & those not included in the guide turn out to be critical

---

- May hard to make connection with a respondent and hard to proceed

What questions do you ask?

- The problem in study
- The frame of the study: A sense of the breath and density of the material you want to collect
- Understandings based on the previous work, study, awareness of literature, living experience
- Pilot research
- A sense of what will be substantial for your report

Interview questions you shall ask

- **Opening/ conversational question**

- **"Grande Tour" questions →** solicit long an descriptive answers

<Would you describe how does you typical workday go?>

- **Example question →** allow specific details about the interviewee experience

< Could you recall/describe last time you attended the meeting?>
< Could you give me an example?>

- **Follow up (probing) question →** make interviewee elaborate on their initial answer

<How was that experience for you?>
< What did you do after that happened?>
<What thought went through your mind?>

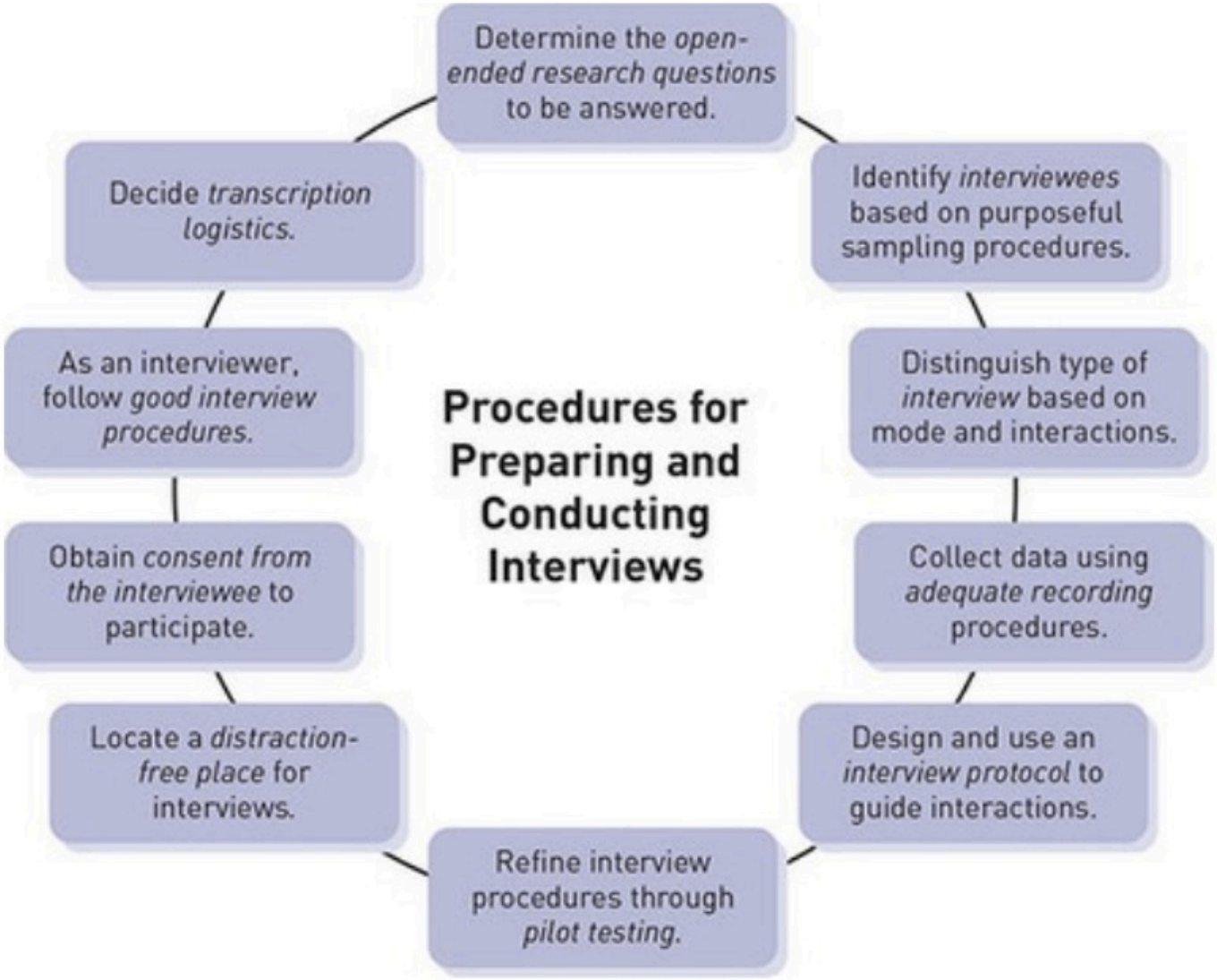
- **'Metaphor' question**

< If you have three words to describe… what those words be?>
< What would you compare this to?> < What image comes to your mind, when you ..?>

- **Closing question**

<Is it anything that you want to share or you find it relevant that I have not asked about?>

Interviews



Cresswell & Poth, 2018, p.232

Focus group Interviews

Focus groups

1. Multiple participants
2. Focus on group interactions
3. Non-verbal and verbal
4. Facilitator/moderator
5. Confidentiality concerns
6. Group size
7. Familiar vs. unfamiliar participants
8. Multiple viewpoints

Focus group interviews

Strengths	Weaknesses
• Yield detailed, in-depth data • Less time-consuming than one-on-one • interviews • Useful for studying social processes • Allow researchers to observe body language • in addition to self-reports • Allow researchers to observe interaction • between multiple participants	• Expensive • May be more time-consuming than survey research • Minority of participants may dominate entire group

Observations

Observation types (+ sample protocol handout)

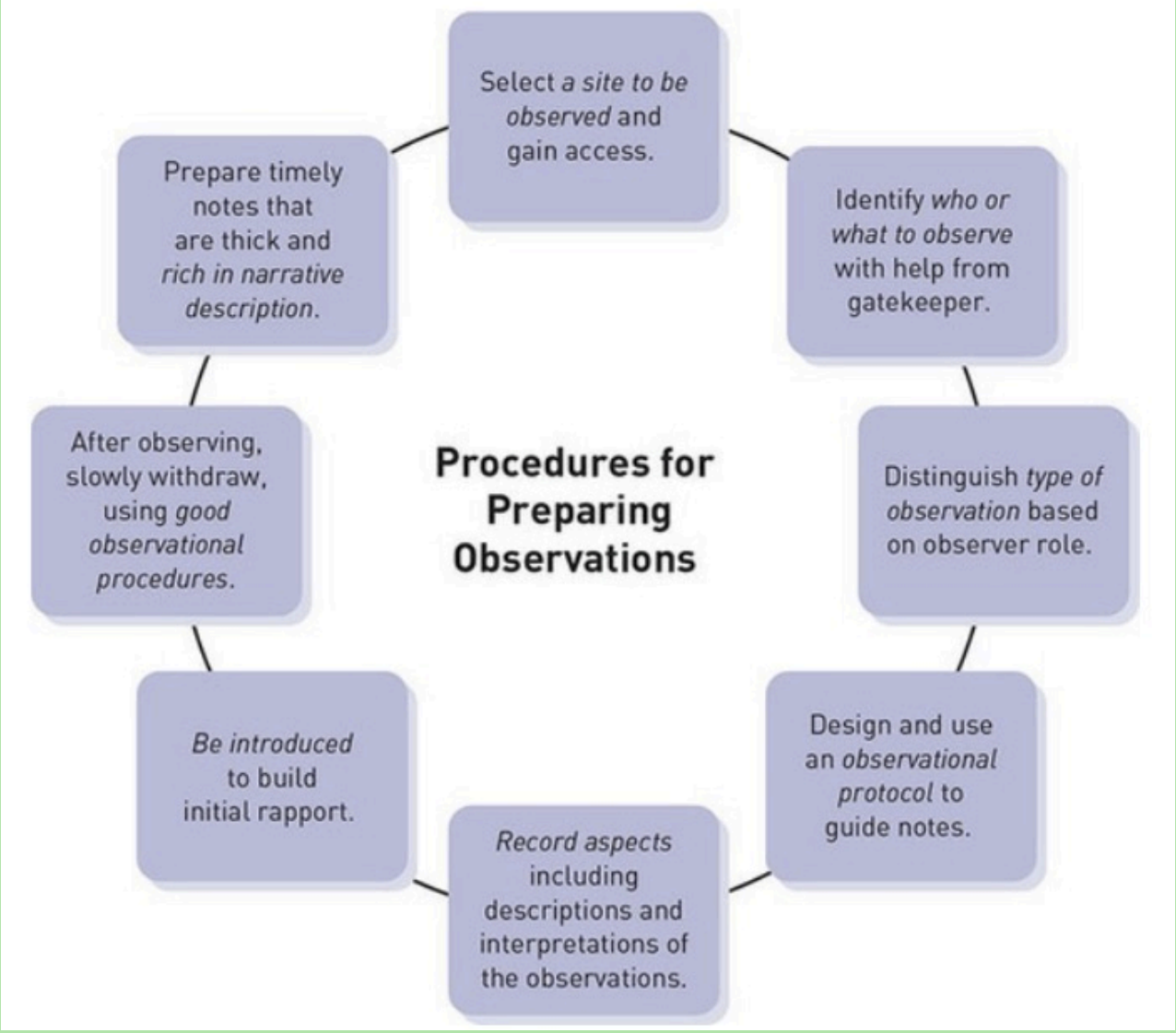
Complete participant. The researcher is fully engaged with the people he or she is observing. This may help him or her establish greater rapport with the people being observed (Angrosino, 2007)

Participant as observer. Researcher is fully integrated into the activity

Nonparticipant or observer as participant. The researcher is an outsider of the group under study, watching and taking field notes from a distance. He or she can record data without direct involvement with activity or people (Bernard, 2011)

Complete observer. The researcher is neither seen nor noticed by the people under study

Observations



Cresswell & Poth, 2018, p.232

Writing a research question

Good research question

written clearly , in the form of a question

ethical, not empirical

not a yes/no

has more than one plausible answer

specific and clear about the concepts it addresses

contains a target population

considers complex relationships/ multiple connections

Aims at lived experience, personal experience, understanding, meaning, and stories

Can change and evolve over the course of study

Quantitative vs qualitative research questions

Quantitative Research Questions	Qualitative Research Questions
How does witnessing domestic violence impact a child's romantic relationships in adulthood?	How do people who witness domestic violence understand how it affects their current relationships?
What is the relationship between sexual orientation or gender identity and homelessness for late adolescents in foster care?	What is the experience of identifying as LGBTQ in the foster care system?
How does income inequality affect ambivalence in high-density urban areas?	What does racial ambivalence mean to residents of an urban neighborhood with high income inequality?
How does race impact rates of mental health diagnosis for children in foster care?	How do African-Americans experience seeking help for mental health concerns?

Adapted from De Carlo, M. (2018). *Scientific inquiry in social work,* Creative Commons https://creativecommons.org/licenses/by-nc-sa/4.0/

Peer- work task: Write your research question

- Share your research questions in your group
  They won't be perfect. Don't worry. It's okay to be where you are

- Do they meet the criteria from the previous slide?
- Do they contain any "watch words"…

  exploratory, explanatory, understanding, meaning, etc

- Ask for help with/feedback on any part of the questions you would like to perfect

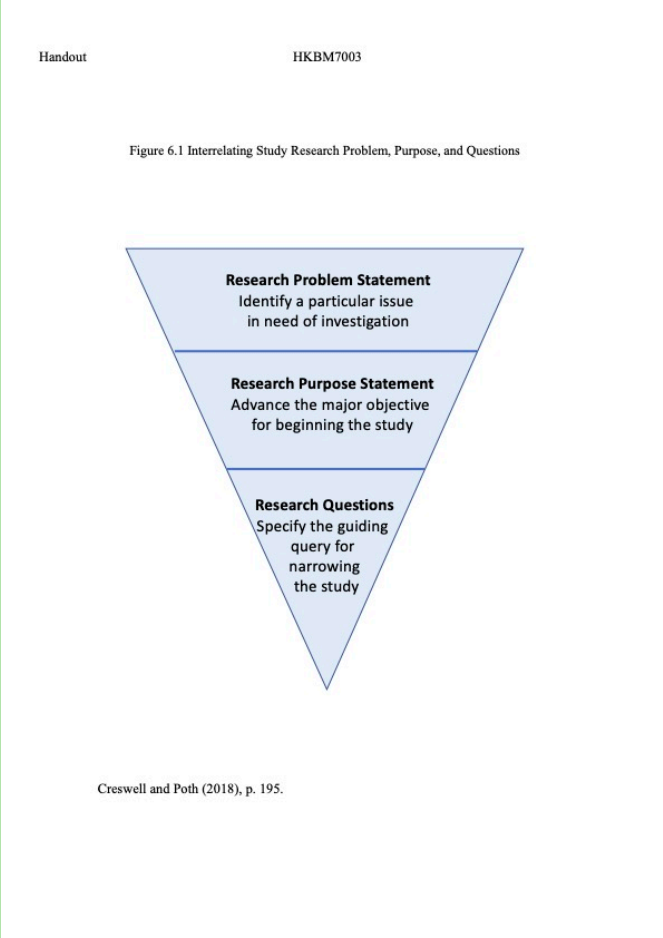
Adapted from De Carlo, M. (2018). *Scientific inquiry in social work,* Creative Commons https://creativecommons.org/licenses/by-nc-sa/4.0/

Writing a research problem & purpose statements

Methodological congruence

- Identifying a clear **problem** in need of investigation (research problem statement)
- Advancing the primary **purpose** of the study (research purpose statement or research aim)
- Specifying the **questions** guiding the study design

+ Handout



Handout HKBM7003

Figure 6.1 Interrelating Study Research Problem, Purpose, and Questions

Creswell and Poth (2018), p. 195.

Problem statement (1)

- Creates a rationale for the need for the study
- Is framed within several other components in an opening paragraph

'Deficiency model'

Centered on deficiencies

- **fills gaps** in the current literature and how our study is crafted to add to a body of literature
- **gives voice** to underrepresented groups
- **probes a deep understanding** of a central phenomenon
- **leads to specific outcomes** such as stories, the essence of a phenomenon, the generation of theory, the cultural life of a group, and an in-depth analysis of a case

Problem statement (2)

Structure:

- Advance the topic/subject matter by creating interest
- Discuss research problem or issue
- Summarise key evidences from scholarly literature about the problem
- Point to deficiencies in the evidence
- Point importance of the problem for audiences

Problem statement (3)

Example

+ Handout Fig. 6.2

Fig. 6.2 Sample Research Problem Statement (Introduction) to a Study

1 **Research topic**

Exploring the conceptions and misconceptions of teen smoking in secondary schools

2 **Discuss research problem**

Tobacco use is a leading cause of cancer in American society (Johnson, 2020, Smyth 2018; Duke, 2020). Although smoking among adults has declined in recent years, it has increased for adolescents. The Centre for Health Control (CHC) has reported that smoking among secondary school students had risen from 25.5 percent in 2010 to 27.3 percent in 2020 (CHC, 2020). Unless this trend is dramatically reversed, an estimated 5 million of our nation children will ultimately die a premature death due to smoking-related diseases (CHC, 2020).

3 **Summarise literature**

Previous research on adolescent tobacco use has focused on four primary topics. Several studies has examined the topic of smoking initiation, noting that tobacco use begins as early as junior secondary school (Johnson et al, 2020; Smyth, 2021). Other studies (Duke, 2020) have focused on the prevention of smoking and tobacco use in schools. This research has led to massive school-based prevention programs and interventions (Smyth et al., 2018). Fewer studies had examined the 'quit attempts" or cessation of smoking behaviour among adolescents (Harm, 2020)

4 **Point to deficiencies in evidence**

Minimal research attention has been directed towards the social context of secondary schools as a site for examining adolescent tobacco use. Often peers become a strong social influence, and belonging to an athletic team, music group, or a "grudge" crowds can impact thinking about smoking (McSmok, 2019). Schools are also placed where teachers and administrators need to be role models for abstaining from and enforcing policies about tobacco use (O'Hara, 2020). Existing studies on the tobacco use are primarily quantitative with a focus on outcomes and transtheoretical models (Duke, et al., 2020). However, qualitative investigations provide detailed views of students in their own words, complex analysis of multiple perspectives, and specific school contexts that shape students' experiences with tobacco (Smyth, in press). Moreover qualitative study offers the opportunity to involve secondary school students as co-researchers, a data collection procedure that enhances the trustworthiness of students' views uncontaminated by adult perspectives

5 **Argue importance of study for audiences**

By examining these multiple school contexts, using qualitative approaches and involving secondary students as co-researchers, we can better understand the conceptions and misconceptions help about tobacco use in secondary schools. With this understanding, researchers can better isolate

Purpose statement or research **aim** (1)

- Identifies the specific qualitative approach

- Encodes the passage with words that indicate research action, foci of the approach and its outcomes

Understand experiences	> narrative studies
Describe	>case studies, ethnographies & phenomenologies
Ascribe meaning	> phenomenologies
Develop or *generate*	> grounded theory
Discover	> all approaches

+ Handout *Glossary*

Purpose statement or research **aim** (2)

Words to use in encoding the purpose statement

Narrative	Phenome-nology	Grounded Theory	Ethnography	Case study
• Narrative study • Stories • Epiphanies • Lived experiences • Chronology	• Phenomenology • Describe • Experiences • Meaning • Essence	• Grounded theory • Generate • Develop • Propositions • Process • Substantive theory	• Ethnography • Culture-sharing group • Cultural behavior and language • Cultural portrait • Cultural themes	• Case study • Bounded • Single or collective case • Event, process, program, individual

Creswell and Poth (2018), p. 201

Purpose statement or research **aim** (3)

The purpose of this _____ (*narrative, grounded theory, phenomenological, ethnographic, case*) **study is** (*was? will be?*)
to _____ (*understand? describe? develop? discover? explore? reveal essence? ascribe meaning?*)
the _____ (*central phenomenon of the study*)
for _____ (*the participants*)
at _____ (*the site*).
At this stage in the research, the _____ (*central phenomenon*) **will be generally defined as** _____ (*a general or operational definition of the central phenomenon*).

Purpose statement or research **aim** (3)

Examples

+ Handout

Handout HKMA7003

Examples of purpose statements

The _____study describes and analyses the process of eliciting the life history of a man with a DBA degree in Hong Kong.

The _____story describes the aftermath of the super-typhoon as my family and friends in Hong Kong, the town where I was born and lived, react to and cope with the unanticipated consequences of this natural disaster.

The present _____study is designed to explore the beliefs, perceptions, and needs that current young teachers and teachers-to-be have regarding their role as a leader of the curriculum design group in Hong Kong secondary schools.

The purpose of this _____study is to explore what meaning refugees ascribe to their experiences of waiting for the rite-to-enter at the major refugee boarder centre in Myanmar.

The purpose of this _____study is to understand the processes a person experiences in creating a leadership identity in a small private banking setting of Hong Kong.

The purpose of this _____study is to explore how women maintain their health in geographical, social, political, economic, and historical contexts.

This _____ study examines how the 'work and talk' of Hong Kong bartenders reinforce certain meanings of coffee drinking in society and it reveals how the 'work and talk' create and maintain a 'coffee drinking' culture.

This _____ study aims to fill a gap in the literature by giving an empirical account of the K-pop group movement centered on a description of the group's core values.

The purpose of this _____study is to describe the ways in which three urban elementary schools, in partnership with a local, publicly funded multipurpose university, used a similar array of material and human resources to improve their integration of technology.

The _____study presented in this proposal is a qualitative case analysis that describes and interprets a campus response to a green roof-top construction incident.

Qualitative Data Analysis and Coding

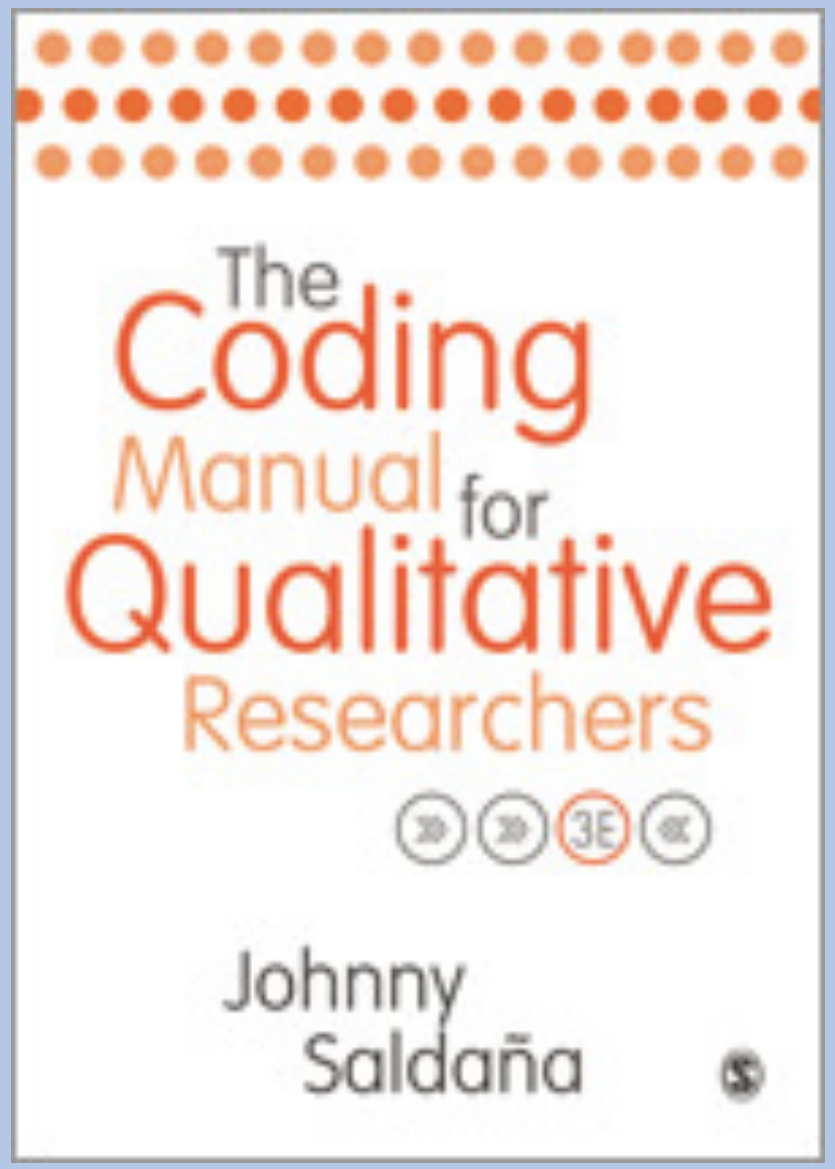
Common types of qualitative data analysis (QDA)

- Content analysis
- Narrative analysis
- Discourse analysis
- Thematic analysis
- Grounded theory
- Interpretive Phenomenological Analysis (IPA)

Types of QDA (qualitative data analysis)

Content	Identifies patterns within a piece of content or sources of communication; both quantitative and qualitative
Narrative	Listening to people telling stories and analysing what it means & the way they are told
Discourse	Analysing language within a social /cultural content (how bankers speak about greening); helps to understand power and culture influences
Thematic	Looking at patterns of meaning in a dataset; helps to understand people's experiences and views
Grounded Theory	Creating new theory through a series of revisions
IPA	Understanding personal experiences of a phenomena

Coding in qualitative inquiry



Coding in qualitative inquiry

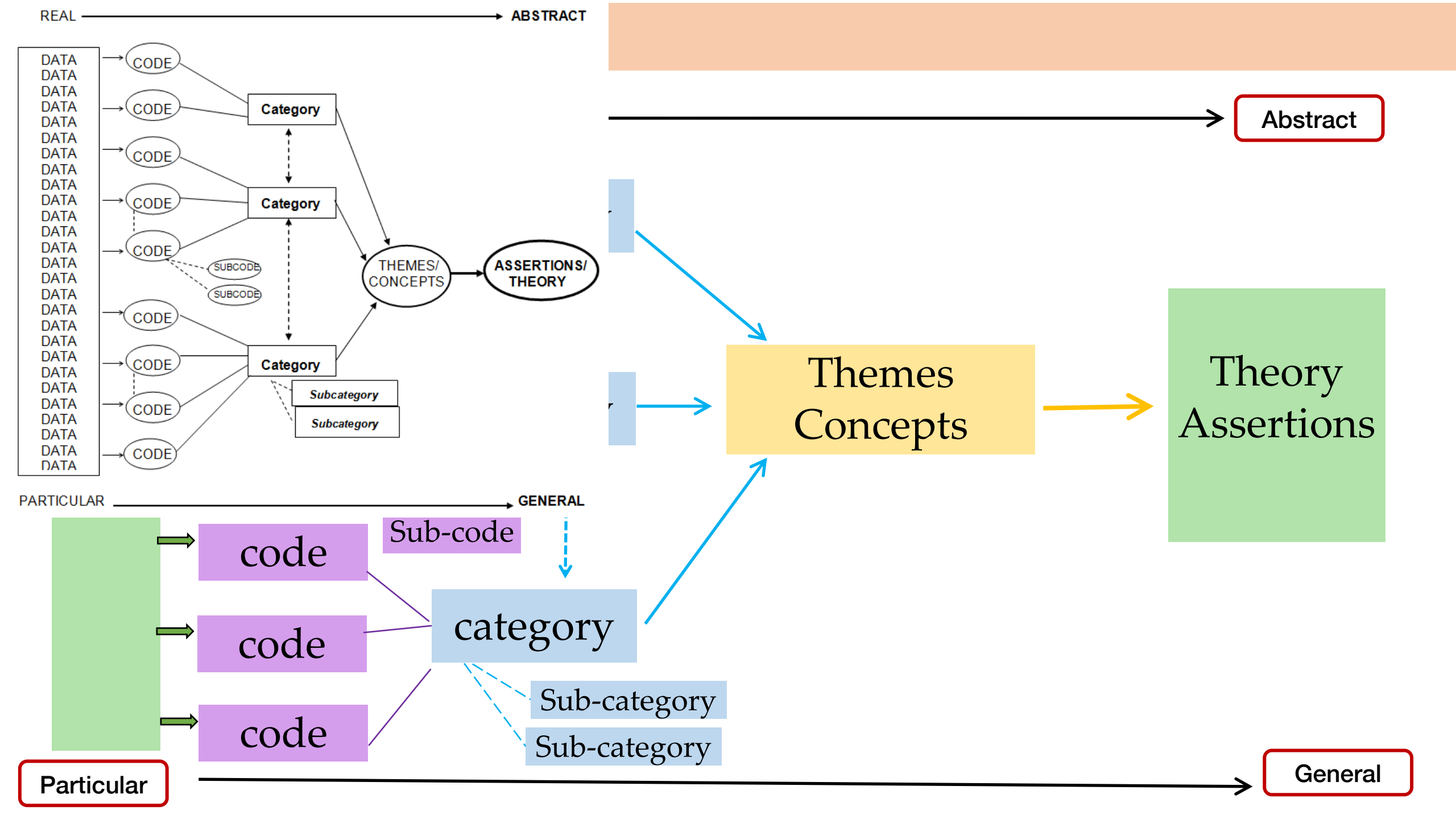
1. **A code** is most often a word/ short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language- based or visual data
2. **Coding** is not a precise science; it is primarily an interpretive act
3. **Coding** is just <u>one way</u> of analyzing qualitative data, not <u>the way</u>

Aims of coding

- Reflect deeply on the meaning of each qualitative datum
- Find and construct patterns in the data
- Develop categories, concepts, themes, assertions, and other analytic findings, theme, theory, etc.

> Coding generates the bones of your analysis. . . . Integration will assemble those bones into a working skeleton
>
> Kathy Charmaz, 2006, p. 45.

Charmaz, K. (2006). *Constructing Grounded Theory—A Practical Guide through Qualitative Analysis*. London, UK: Sage


REAL
ABSTRACT
DATA
CODE
Category
SUBCODE
THEMES/ CONCEPTS
ASSERTIONS/ THEORY
Subcategory
PARTICULAR
GENERAL
code
Sub-code
category
Sub-category
Abstract
Themes Concepts
Theory Assertions
Particular
General

Coding in qualitative inquiry

Qualitative codes are words and phrases that summarize and symbolize the data's meanings

qualitative codes: **language-based**, symbolic summaries of textual or visual data

quantitative codes: **numeric**, symbolic summaries of meaning (e.g., '88%' '8 out of 10' '28 years old')

Coding example

[1] I notice that homes in the village have chain link fences in front of them. There are dogs and signs on fences that say “Beware of the Dog.”

[1] SECURITY

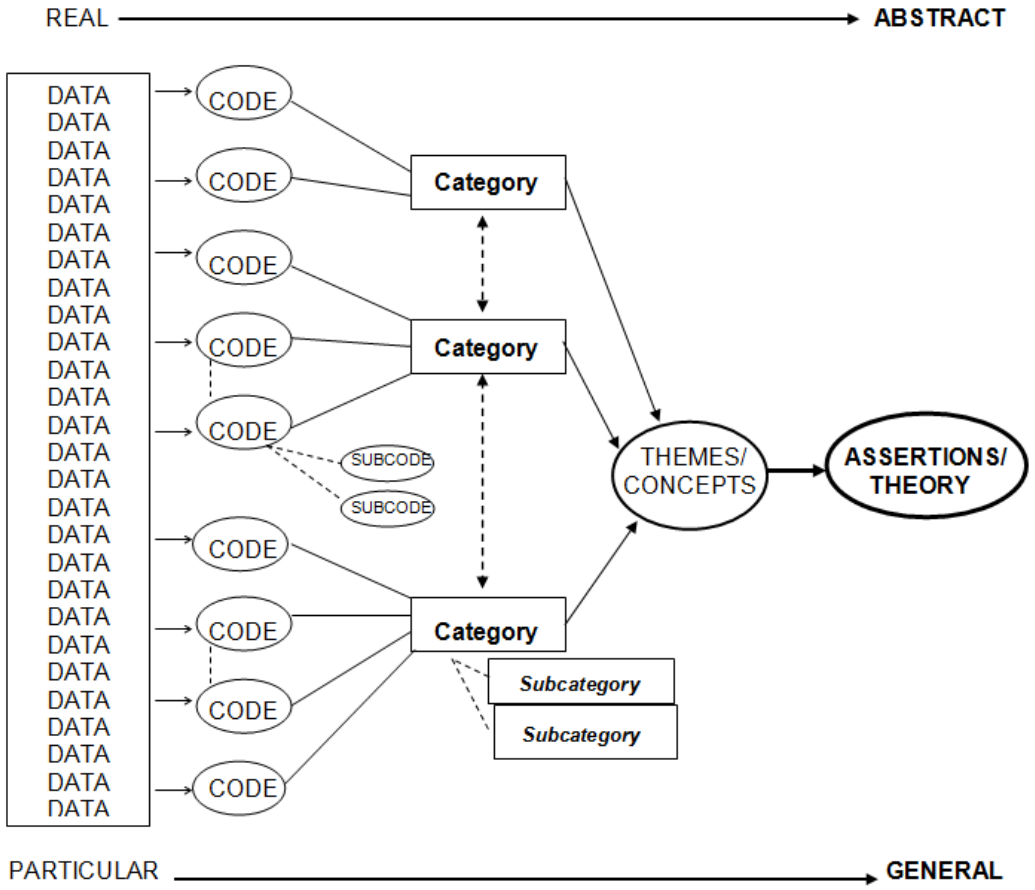
Categories and Categorisation

- Composed of codes that '*look alike*' and '*feel alike*'
- Embody and label the patterns from data analyses.

Label

a word or short phrase that symbolically assigns a summative, salient, essence-capturing, evocative attribute of the data.

Lincoln, Y., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage



codes

Abstract

Categories

Physical Oppression

Verbal Oppression

name calling

laughing at

teasing

Particular

General

Re-coding and Re-categorisation

- Do more than one coding cycle (coding-recoding)
- Some of the first cycle codes may be replaced by other codes, relabeled, or dropped
- Recoding makes codes and categories more refined, conceptual, and abstract

> [Analysis is like] decorating a room; you try it, step back, move a few things, step back again, try a serious reorganization, and so on
>
> Andrew Abbott, 2004, p. 101.

Abbott, A. (2004). *Methods of Discovery: Heuristics for the Social Sciences*. New York: Norton.

Themes and categories

Category: a word or phrase describing some segment of the data that is explicit

Theme: a phrase or sentence describing more subtle and tacit processes or meanings

Category	Theme
'Security' →	'Denial means a false sense of security'

Mechanics of Coding

Coding as a 'Lumper'

I'm not telling you this to depress you or scare you but it was a [1] reality for me.[2] I thought I was so ready for this population because I had taught other groups of kids. But this is such a unique situation, the inner city school. No, I should take that back: It's not as much of a unique situation anymore. There are more and more schools that are turning into inner city schools. . . . I really had to learn about the kids. I had to learn about the culture, I had to learn the language, I had to learn the gang signals, I had to learn what music was allowed, what t-shirts they could wear on certain days and not on other days. There was just a lot to learn that I had never even thought about.

[1] A LOT TO LEARN

Coding as a 'Splitter'

[1] I'm not telling you this to depress you or scare you but it was a reality for me. [2] I thought I was so ready for this population because I had taught other groups of kids. But this is such a [3] unique situation, the inner city school. No, I should take that back: It's not as much of a unique situation anymore. There are more and more schools that are turning into [4] inner city schools. . . . [5] I really had to learn about the kids. I had to learn about the [6] culture, I had to learn the language, I had to learn the gang signals, I had to learn what music was allowed, what t-shirts they could wear on certain days and not on other days. There was just [7] a lot to learn that I had never even thought about.

1 REALITY

2 I THOUGHT I WAS SO READY

3 UNIQUE SITUATION

4 INNER CITY SCHOOLS

5 I REALLY HAD TO LEARN

6 THE CULTURE

7 A LOT TO LEARN

Ethical Considerations

Ethical considerations

- Our roles as insiders/outsides to participants
- Issues we fear to disclose
- Respectful, trusting relationships without stereotyping and labelling
- Acknowledge whose voices will be represented in our final study

- Write ourselves into the study by reflecting on who we are & people we study
- Sensitivity to vulnerable populations
- Imbalanced power relations
- Possibilities of placing participants at risk

Critical research ethics

- Expose the diversity of realities
- Engage with the webs of interaction that construct problems in ways that lead to power/privilege for particular groups
- Reposition problems and decisions toward social justice
- Join in solidarity with the traditionally oppressed to create new ways of functioning

Ritchie and Rau (2010)

as cited in Denzin & Lincoln, 2018 p.177

Ethics and Science

> The ethics and the science must be understood as complex, must always be fluid, and must continually employ self-examination

Denzin and Lincoln, 2018, p. 176

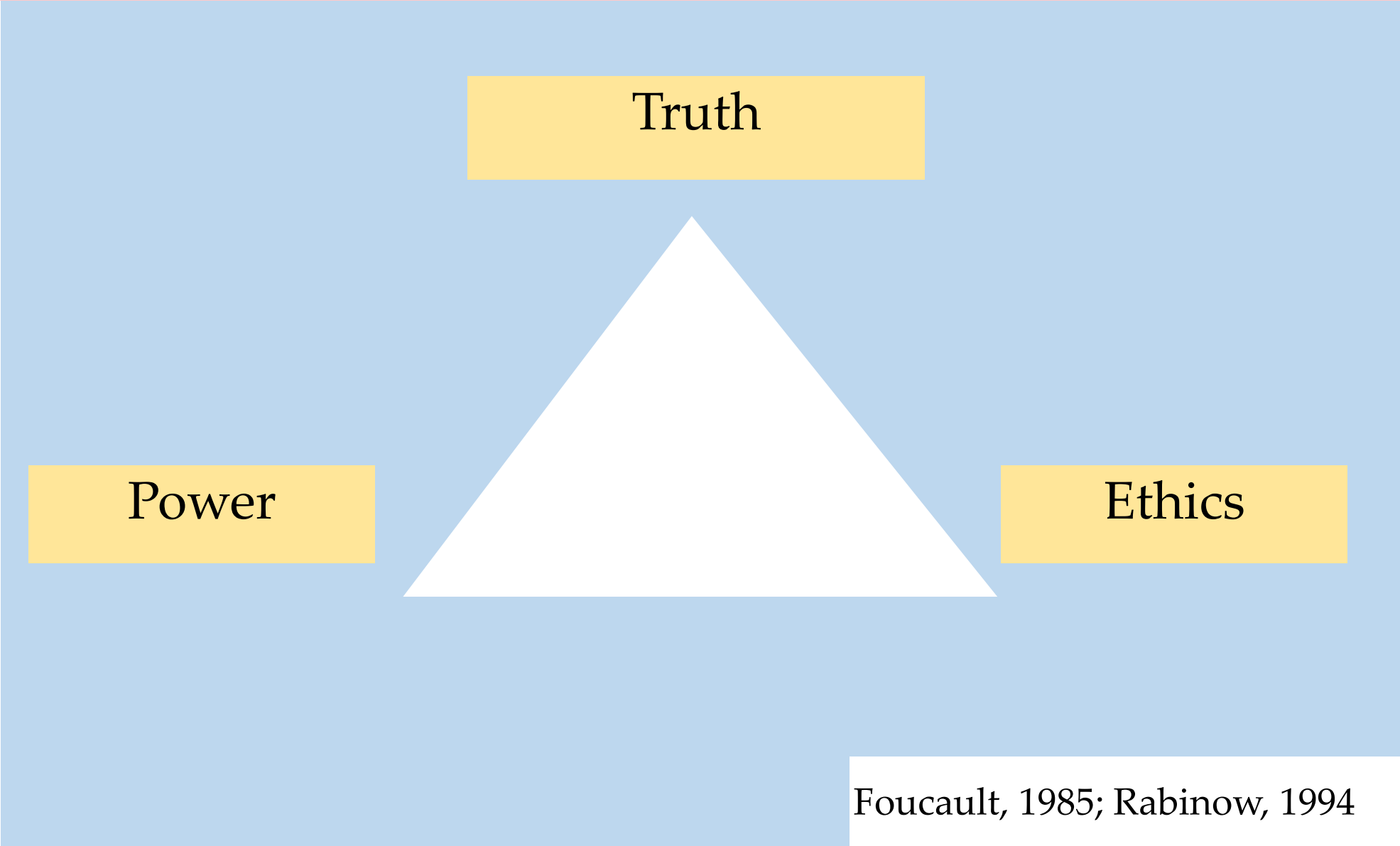
Research Ethics manifests in:

- An ethics of **entitlement** (Glesne, 2007) that legitimizes engagement in research and the right to "know" the other
- **Qualitative research methods**, which require and employ ethical considerations such as reflexive ethics (Guilleman & Gillam, 2004)
- **Communitarian ethics** through which values and moral commitments are negotiated socially (Christians, 2007; Denzin, 1997, 2003)
- Forms of legislated **research regulation** (e.g., institutional reviews of projects) that create an illusion of ethical concern (Lincoln & Tierney, 2004)

Institutionalised governance

Self-governance

‘Genealogy of self’ : Three axes



Foucault, 1985; Rabinow, 1994

Ethical considerations occur at all stages of the qualitative research process

Ethical considerations and stages of the research process (+ Handout)

- Prior to conducting the study
- At the beginning of the study
- During data collection
- In conducting data analysis
- In reporting the data
- In publishing a study

Qualitative rigor
&
Quality procedures

Qualitative research rigor?

- Absence of hypotheses
- Absence of control groups
- Lack of randomization
- Small sample size and bias in purposeful sampling
- Lack of standardized data collection protocol and instruments
- Absence of standard analytic procedures for coding and scoring data
- Lack of measurements for determining results
- Apparently arbitrary formation of the results Lack of reproducibility

  Absence of generalizability

Qualitative research rigor

Qualitative		Quantitative
trustworthiness	=	objectivity, internal validity, external validity, and reliability

1980s

Guba (1981) and Guba and Lincoln (1985)

Quality criteria for Trustworthiness

Trustworthiness

1. Credibility

2. Confirmability

3. Transferability

4. Dependability

Meeting all criteria
(reflexive journal)

Trustworthiness: Credibility criterion

1. Credibility

- Strategies that increase the *probability of high credibility*

→Prolonged engagement
→Persistent observation
→Triangulation of sources, methods, investigations

- Peer debriefing
- Negative case analysis
- Referential adequacy
- Member checks(in process and terminal)

Guba and Linkiln, 1985, , p. 328

Trustworthiness: Other criteria

2. Confirmability	3. Transferability	4. Dependability
The confirmability audit (including the audit trail)	Peer-debriefing	The dependability audit (including the audit trail)

Guba and Lincoln, 1986, p. 328

Trustworthiness is not an absolute proof

It is by persuasion one is compelled to accept the findings

Building rigor within the project

- Introducing new language terms (1980s)

- Quality checklists (1990s)

- Building rigor within (2000s)

Conscious and constant monitoring of a research project <u>during</u> the process of inquiry and not after, would provide the research with certainty, confidence, and solid results

- Appraisal of completed research (2005 to present)

Building rigor within

Appropriate design and method?
Bracketing?
Sampling?
Data collection methods?
Analytic approaches?
Member checks?
Methodological adherence?
Saturation?

‘Excellent’ quality research criteria

8 criteria for excellent qualitative research

worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethical and meaningful coherence

Tracy, 2010, p. 840

Quality research criteria

Authenticity (5)

1. Fairness

> A balanced view that presents all constructions and the values that undergird them
>
> Lincoln and Guba, 1986, p. 79

Step 1

Assert different value and belief systems

Step 2

Negotiate recommendations with stakeholders

Lincoln and Guba, 1986, p. 78

Fairness

Characteristics of negotiation

- Open, carried out in a full view
- Carried out by the equally skilled bargainers
- From an equal position of power
- all sides possess equally complete information
- Focused on all mattes known to be relevant
- Availability of an appeal mechanism
- Fully informed consent continually renegotiated and reconfirmed
- Use of a member-check process

Lincoln and Guba, 1986, p. 80

Lincoln,Y. and Guba, E. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. In D. D. Williams(Ed).*Naturalirlic Inquiry. New Directions for Program Evaluation, no.30,* (pp.73-84). San Francisco: Jossey-Bass.

Quality research criteria

Authenticity

1. Fairness

2. Ontological authentication

Aim to raise consciousness/unite divided consciousness

- Shape what had an effect on political, cultural, social impoverishment
- Increased appreciation of some set of complexities

3. Educative authentication

Aim to increase understanding of different constructs rooted in different value systems

- Each stakeholder has an opportunity to become educated about others' values , whys and hows

Lincoln and Guba, 1986

Quality research criteria

Authenticity

4. Catalytic authentication

Aim to stimulate a feedback action (validity)

- Theory into action
- Dissemination
- No guarantee that the action will be effective & brings change

5. Tactical authentication

Is it empowering or impoverishing? To whom?

- Negotiation of constructions
- Joint emic- etic elaboration

Lincoln and Guba, 1986

Research Ethic Committees: Processes and Problems

Research Ethics Committee

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

CLEARING STUDY ABOUT STUDENT LIF

ETHICS COMMITTEE

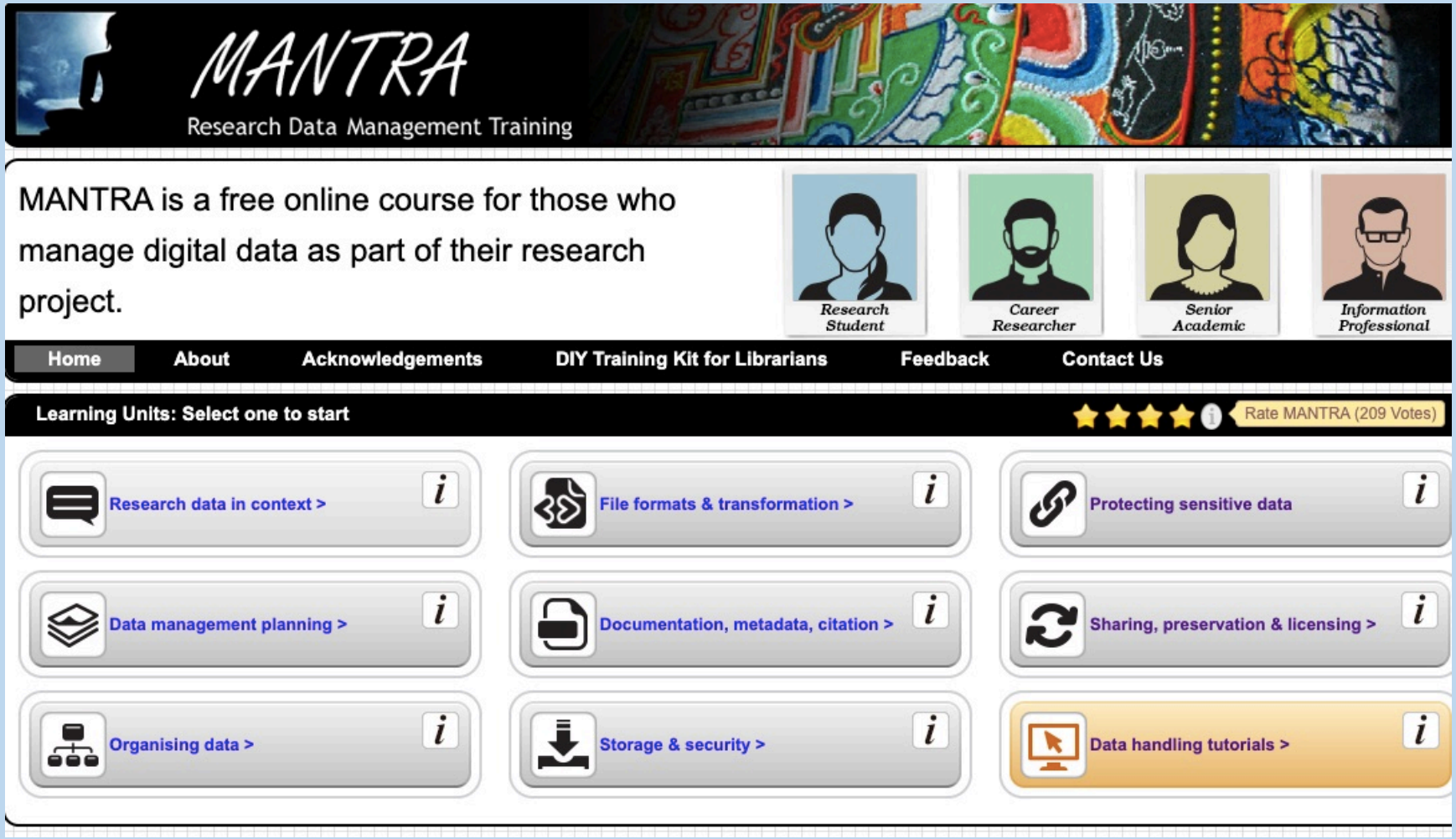
UWTSD Home - Research - Research Ethics - Ethics Committee

Research Ethics Committee

The Research Ethics Committee is responsible for determining the ethical acceptability or otherwise of proposals for University research projects, and projects for research degree programmes or postgraduate taught programmes, and for advising accordingly. It is a sub-committee of the Research Committee.

https://www.uwtsd.ac.uk/research/research-ethics/ethics-committee-/

Research Ethics Training



https://mantra.edina.ac.uk/

Qualitative research is a mindset,
and here we are making it grow

Tamara Savelyeva

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