

Interviewing

The Psychology of Exercise and
Physical Activity

Coursework – Week 1

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Introduction

- Why interview?
- Where do I start?
- Isn't it just talking to people? Is it an easy option?!
- What type of information is gathered?
- What do I do with all that information?
- How do I ensure my methodology is sound?

Type of Interview

- Conversational
- Open ended
- Semi- structured - Coursework
- Structured

Designing the Interview Schedule

- See example provided.
- Setting the scene – background information
- What issues does the first section address?
- Who are you and what are you doing? Where will the results be going? What are the participants rights?
- Orienting questions – getting participant to think about a particular timeframe (e.g. a particular time of their life such as childhood / a particular job they have had).

The Interview...

- Main section
- Type of questions – (which is best?)
- Has your level of self confidence changed at all since you started exercising?
- How much has your confidence increased since you started exercising?

Neutral wording – not leading...

Allow participants to raise issues / themes – don't put words into their mouth.

Getting detailed information

Easy???!

- Q4. How do you feel about exercising in the UWTSD fitness suite?
- ‘well it’ s ok...erm...I mean the equipment is good but I feel a bit self conscious in there’
- Q5. Ok, that is interesting, so how do you feel exercising in other environments?
- ‘well I enjoy going walking along the beach when I get the chance...and swimming...that is good’

Or...

- Q4. How do you feel about exercising in the Trinity fitness suite?
- ‘well it’ s ok...erm...I mean the equipment is good but I feel a bit self conscious in there’
- Probes:
 - Why do you think that you feel that way?
 - Can you elaborate on that?
 - Can you give me an example of when you felt like that?
 - What is it about the situation that makes you feel self conscious?

MORE INFORMATION...the ‘WHY’ !.

Semi-structured interview...

- Probes – used for elaboration
 - Can you give me more detail about that situation?
 - How did this make you feel?
 - Is there anything else that happened at that time?
 - Can you give me an example of that?
 - When did that happen?
 - Why do you think that was the case?
- Have a look at the interview guide – where are the elaboration probes?

- You can go back...during / after interview
- Many researchers do to clarify answers / ask for further examples / check understanding 'is this what you meant by...'
- Participant and interviewer skill will determine quality of interview.
- May not find out until interview has started!

Devising questions

- Inductive / Deductive / Continuum...
- Inductive – see what comes from the interview (How do you feel about RM?)
- Deductive – go looking for certain aspects from previous research (e.g. Difficult / boring / relevant to study)

Use the literature to code questions (e.g. 1a refers to Jones, 2010)

Very helpful during your discussion...

Conducting the Interview

- Interview guide beforehand or not?
- Location....
 - Why is this important? Issues?
 - Privacy, comfort, barriers, participant should be at ease.
 - Phone interview – benefits / problems.
- When? Timing...half an hour before they have an exam, after they have finished a long day's work?!
- How long? 30 mins – 4 hours?
- By whom – impact of position of interviewer
- Confidentiality

Conducting the Interview

- Recording of interview – what will happen to the file?!!!
- Interview guide beforehand or not?
 - Consent form
 - Confidentiality
 - Stop interview at any point
 - Direct quotes may be used
 - Identifying information will be removed

The Interview

- Control of the interview...
- What if someone leaves the topics on your guide?
- What if they start talking about a topic you didn't want to cover until later in the interview?
- Developing interview skills – pilot study

Content Analysis

- Content analysis is the process of organising and integrating narrative qualitative information according to themes and concepts
- Organising interview transcripts into themes / concepts / words.
- Inductive / deductive

Coding

- Tentative conceptual categories
- E.g. Words / phrases / items / events / timings
- Pieces of A4 / notecards / notebook / computer
- Qualitative software (picks up key words)
- Problems – context / meaning of words?!

Content Analysis – to be discussed later in the module.

- Examples...
- Causal networks & associated text
- Matrices to display quotes
- Hierarchical inductive analysis.
 - Task: Look at alternative ways of presenting qualitative data in the published research.

Concerns of Data Interpretation

- Trustworthiness
- Credibility – triangulation
 - (Researchers)
 - (Methods / questionnaires / observation)
- Participant validation of information

Summary

- Benefits of qualitative methods
- Preparation of guide
- Conducting the interview
- Coding
- Data presentation