

An illustration depicting an interview. On the left, a person with dark brown hair is seen from the back, wearing a light green shirt. On the right, a person with dark hair tied back is facing them, wearing a yellow V-neck shirt. They are seated at a dark brown table. Above the person on the left is a green speech bubble, and above the person on the right is a yellow speech bubble. The background is white.

ECAD6010 Session 8: Interviews



Session Aims:

- Critically engage with interviews as a research method
- Consider a range of question types and the data that they may generate
- Construct and trial an interview schedule

Yr Athrofa Research Dispositions

Being skeptical

- Understand **empirical evidence** in contested fields
- Being aware of political, economic and social drivers for 'evidence'

Being ethical

- Knowing and using ethical principles of research
- Understanding **positionality**

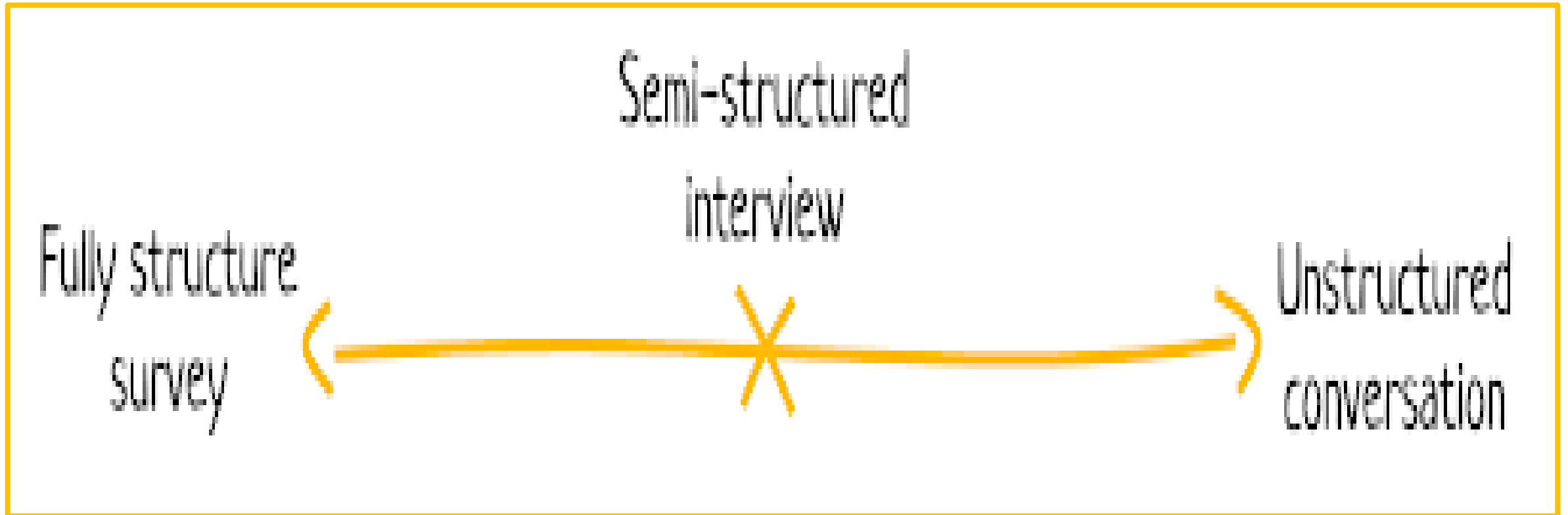
Being a skilled researcher

- Understanding **qualitative** and **quantitative** methods
- Be able to construct an argument based on evidence
- Employing **critical reading** skills

Being part of an inquiring profession

- Proactively contributing to a range of audiences
- Actively engaging with the inquiry and findings of others

Semi structured interview



Interviewing children

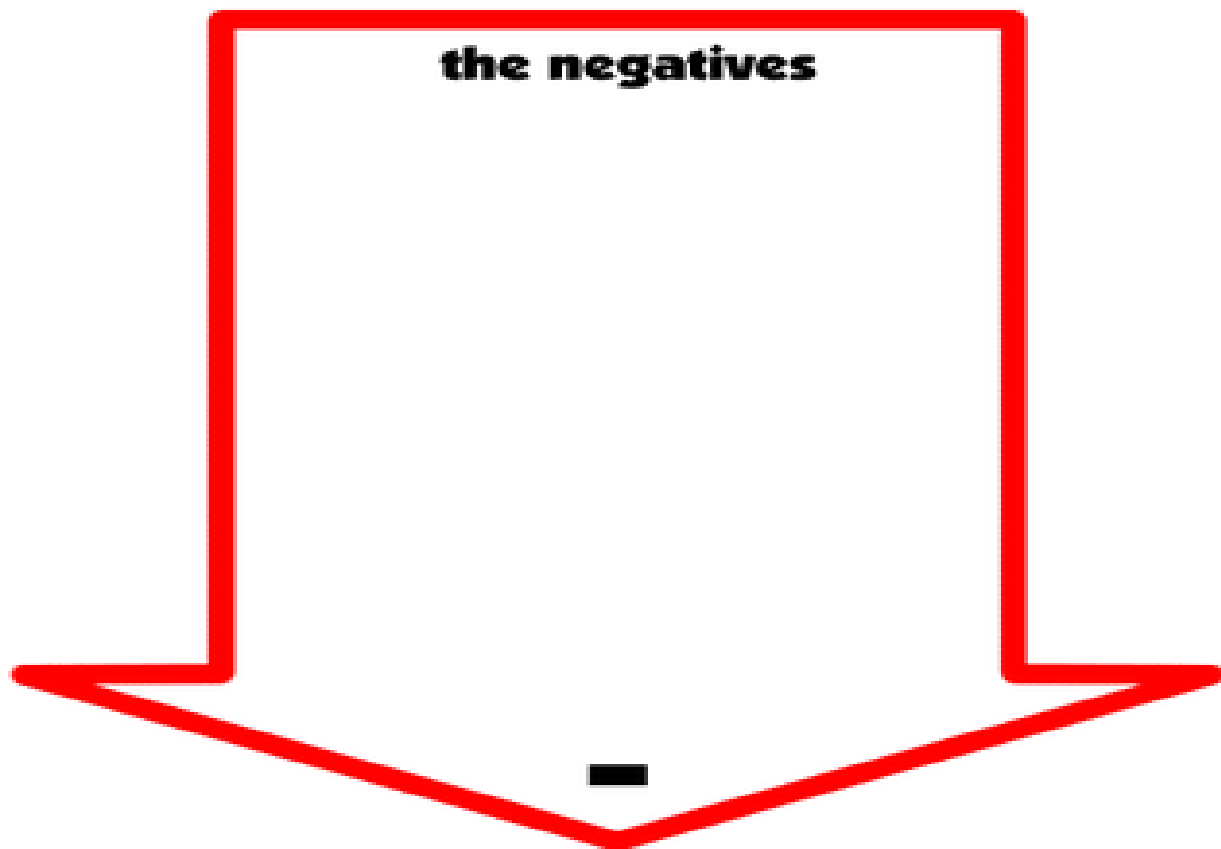
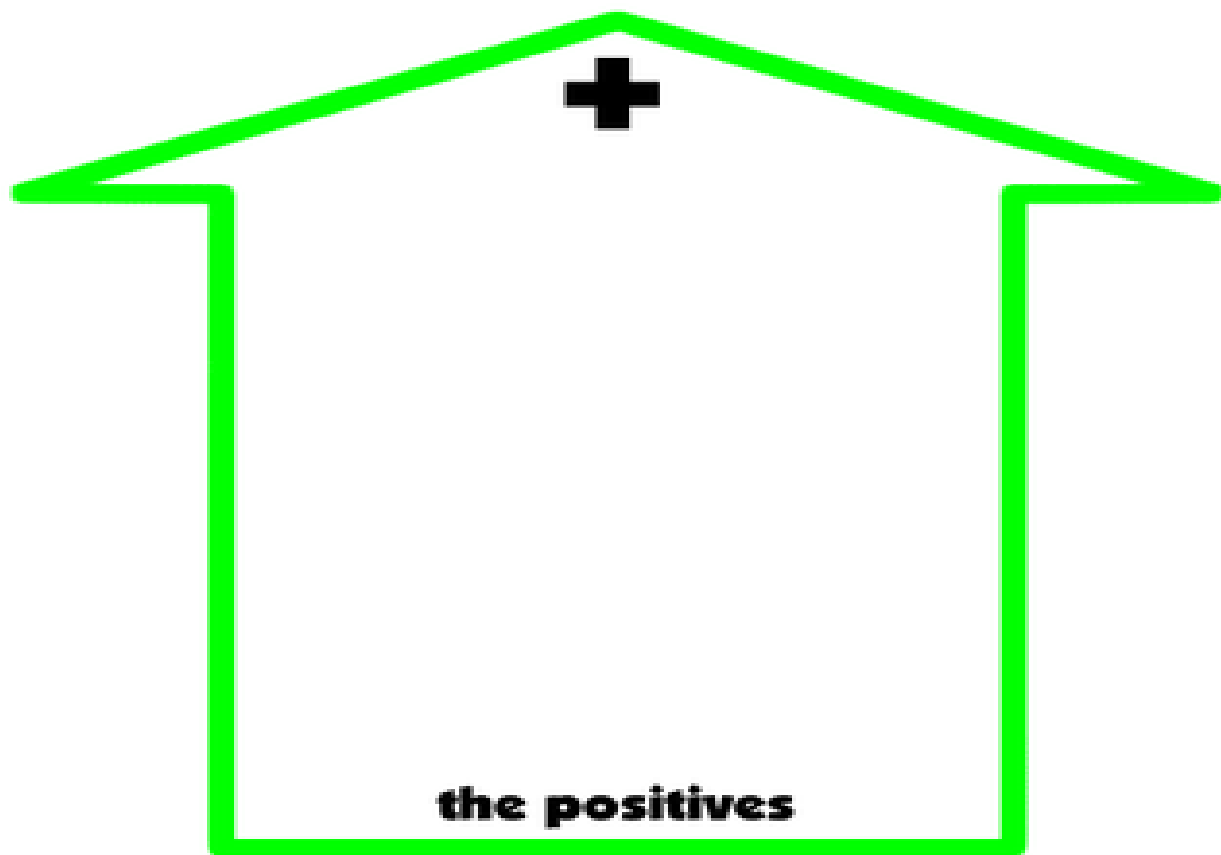
Reading Task:

A Qualitative Interview With Young Children: What Encourages or Inhibits Young Children's Participation?

Ponizovsky-Bergelson, Y., Dayan, Y., Wahle, N., and Roer-Strier, D. (2019)



?
question



!
interesting

Discussion points:

- Reliability
- Validity
- Representative sample
- Generalisation



- the application of research results to cases or situations beyond those examined in the study

Generalisation

- the degree to which an assessment tool produces stable and consistent results.

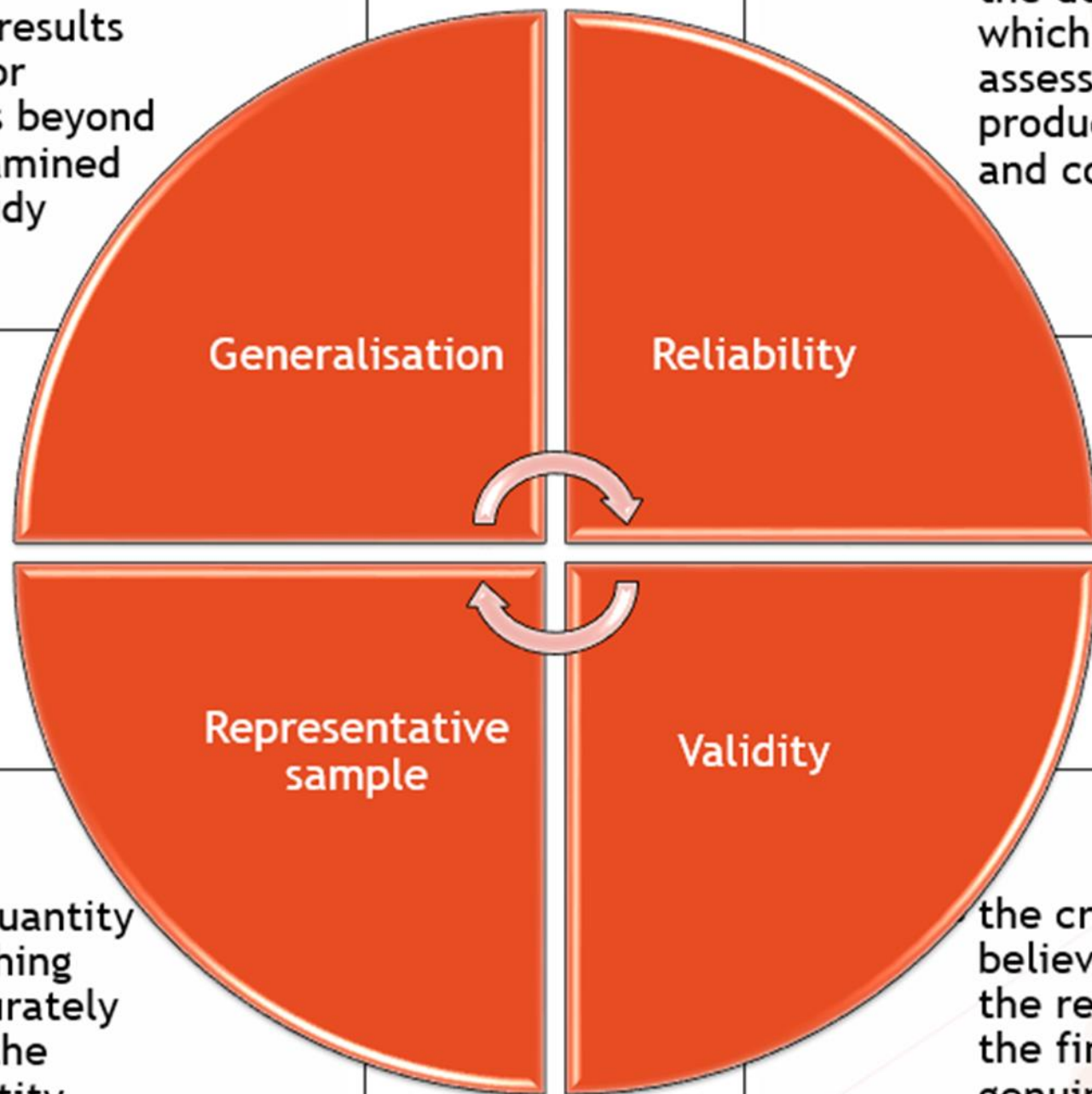
Reliability

Representative sample

- a small quantity of something that accurately reflects the larger entity

Validity

the credibility or believability of the research. Are the findings genuine?



The Keys to Successful Focus Groups

The moderator's questions
mimic a natural exchange

Participants contribute equally



Participants feel
comfortable to
interact openly

Focus Group Interview

Focus groups

Watch the clip from the Simpsons and identify key problems or issues.



Top Tips:



1. Avoid dichotomous questions that invite a yes/no answer
2. Use 'Think back...' questions
3. Vary the question types
4. Avoid leading questions
5. Avoid loaded questions
6. Stay away from double-barrelled questions
7. Avoid absolutes

Be clear



- Be clear by speaking your participants' language.
- Use clear, concise, and uncomplicated language while trying to avoid acronyms, technical terms or jargon that may confuse your participants.
- Consider the age of the pupils that you will be working with.

Focus the questions



- in a sequence that goes from general to specific

Examples:



- What did you learn during the lesson? How do you know?
- Do you know what you need to do, in order to further improve your learning?
- Which aspects of the teaching worked well for you and why?
- How do you think the lesson could be improved? Why?

Task:

You need to:

- Create a written a list of questions relating to your research focus (15 mins)
- Narrow down your list so that you have a suitable number for the age group of your pupils (5 mins)
- Order the questions so that they make sense (5 mins)



Find a partner:

- Take it in turns to pilot your questions
- Provide feedback: WWW/EBI



Task:

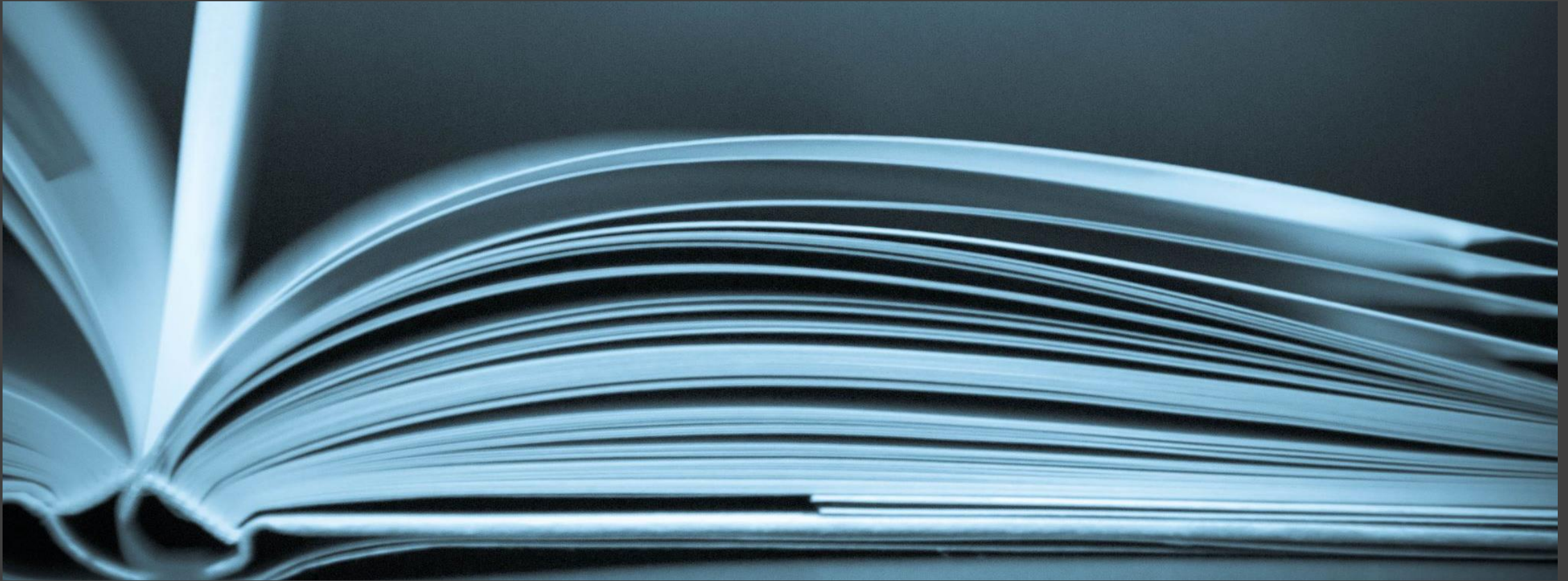
- From the reading you have done and your experiences of piloting your questions, write a list of 'Top Tips' for creating an interview schedule for novice researchers.



ANY QUESTIONS?

dreamstime.





Directed Task:

- Read Fargas-Malet, et al. (2010) Research with children: Methodological issues and innovative techniques. *Journal of Early Childhood Research*. 8 (2), pp. 175-192.
- Feedback 3 things that have captured your interest and why.