

Week 12

Qualitative Method

Overview

- What is Qualitative Research?
- Qualitative Research Questions
- Types of Qualitative Research Methods
- Types of Qualitative Research
- Conducting Qualitative Research
 - Recoding Observations
 - Coding
 - Discovering Patterns
- Comparing the Strengths and Weaknesses of Qualitative and Quantitative Research

What is qualitative research?

Qualitative research is a type of scientific research that seeks in-depth understanding of social phenomena within their natural setting.

- seeks answers to a question
- collects evidence from the natural setting
- produces findings that were not determined in advance
- focuses on why rather than the what of social phenomena

Qualitative Research Questions

Type 1b	(1b): How do freshmen students describe the experiences of living in a residence hall learning environment?
Type 2b	(2b): How does the 911 tragedy survivor describe their experiences and health issues in a post-terrorist state in the U.S.?
Type 3b	(3b): What is the experience of nursing staff during the interrogation following Chief Nursing Officer separation turnover?
Type 4b	(4b): Why does domestic violence often occur with victims that are financially dependent on the perpetrators for shelter?

Quantitative Research Questions

Type 2a	2a: Does the rise in bad management behavior lead to employee turnover in an organization?
Type 3a	3a: Do first-year department managers report adhering to an authoritative leadership style as measured by the Myers-Brigg Scale?
Type 4a	4a: Is there a relationship between autocratic management style and narcissism behaviors of first-year department managers department as measured by the Myers-Brigg Scale?
Type 5a	5a What is the relationship between autocratic management style and narcissism behaviors of first-year department managers department as measured by the Myers-Brigg Scale?
Type 6a	6a: How much time do first-year department managers spend mentoring and coaching during their first year?
Type 7a	7a: What is the difference between autocratic management style and narcissism behaviors of first-year department managers department as measured by the Myers-Brigg Scale?

Qualitative Research Data Collection Method

- The three most common qualitative data collections are
 1. participant observation
 2. in-depth interviews
 3. focus groups

Types of Qualitative Research

	Narrative	Ethnography	Case Study	Phenomenology	Grounded Theory
Focus	Exploring the situations, scenarios and life of individuals	Describing and interpreting a culture-sharing group by living and observing	Developing an in-depth description and analysis of a particular case or multiple cases	Understanding the essence of the experience; focus more on the context	Developing a theory grounded in data from the field
Unit of analysis	Studying one or more individuals	Studying a group that shares the same culture	Studying an event, a program, an activity, or more than one individual	Studying several individuals who have shared the experience	Studying a process, and action, or interaction involving many individuals
Type of research problem best suited for approach	Needing to tell stories of individual experiences	Describing and interpreting the shared patterns of culture of a group	Providing an in-depth understanding of a case or cases	Needing to describe the essence of a lived phenomenon	Grounding a theory in the views of participants

Types of Qualitative Research

	Narrative	Ethnography	Case Study	Phenomenology	Grounded Theory
Data collection method	Interviews and documents	Interviews, observations and active participation by living or observing	Interviews, observations, document contents and physical inspections	Interviews, surveys, and observations	Interviews and questionnaires
Data analysis Method	Storytelling, content review and theme (meaning development)	Description and interpretation of data and theme development	Detailed identification of themes and development of narratives	Description of experiences, examination of meanings and theme development	Data coding, categorization of themes and description of implications
Forms in scientific writing	In-depth narration of events or situation	Detailed reporting of interpreted data	In-depth study of possible lessons learned from a case or cases	Contextualization and reporting of experience	Theory and theoretical models

Example

- Narrative research: A researcher conducting narrative research might interview individuals who have experienced a traumatic event to understand their personal stories and how they made sense of their experiences.
- Ethnographic research: A researcher studying a particular community might live among its members, participate in their activities, and document their beliefs, customs, and social interactions to gain insight into their way of life.

Example

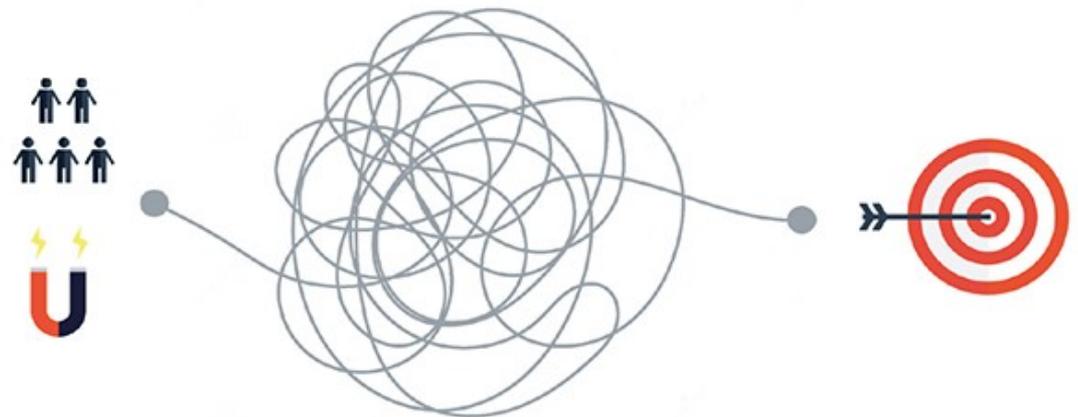
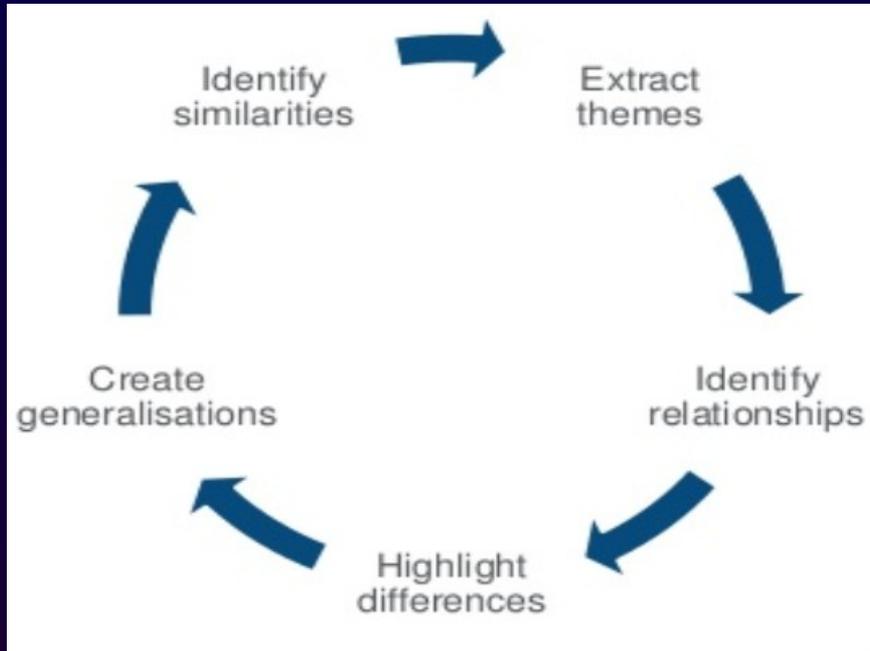
- Case study research: A researcher studying a particular organization might conduct in-depth interviews with key personnel, observe organizational practices, and examine relevant documents to gain a comprehensive understanding of the organization's culture and decision-making processes.
- Phenomenological research: A phenomenological researcher might interview individuals who have experienced a particular illness to understand their subjective experiences of symptoms, treatment, and recovery.

- Grounded theory research: A researcher conducting grounded theory research might analyze interviews with cancer patients to develop a theory about how patients navigate the healthcare system and make decisions about treatment options.





Conducting Qualitative Research



1) Conducting Qualitative Research: Recording Observations

- Note-taking in qualitative research should include both the investigator's empirical observations and the investigator's interpretations of them. You should record what you “know” has happened and what you “think” has happened.
- If, possible observations should be recorded as they are made; otherwise, they should be recorded in stages and as soon as possible. Don't trust your memory any more than you have to.

2) Transcribing

- **Puts qualitative data and information into a text-based format.** Makes data easier to analyze and share. Allows researchers to become more immersed in the data they collect.

3) Coding

- Qualitative research coding involves **classifying** or **categorizing** individual pieces of data coupled with some kind of retrieval system
- Looking for **patterns**, **similarities**, and **relationships**, then **organize** categorized themes to explain why things happen
- Hypothesis-driven coding versus open coding
 - Hypothesis-driven coding involves generating codes based on theory *a priori*
 - Open coding pertains to categorizing information through close examination and questioning of the data

Arch Project

Interviews

Name	Codes	References
Barbara	43	197
Betty and Paul	13	41
Charles	38	134
Dorothy	39	128
Helen	14	50
Ken	17	56
Margaret	35	78
Maria and Daniel	43	150
Mary and James	42	111
Richard and Patricia	35	101
Robert	31	96
Susan	47	146
Thomas	28	112
William	47	106

Betty and Paul

Edit [Icons]



	Timespan	
1		<i>This interview of Betty, bait shop, and the rec their freezers in the ba a little more difficult t</i>
2	0:00.0 - 0:13.1	What about the natur. landscape of Down Ear particularly like or val or don't like about the I have kind of mixed fe One thing we see right trying to live in the litt and you see them on I they've been killed. I v wildlife could still grow killed on the highway. we had places for the least for a short time, feet to be able to affo them to be able to live down here -- affordabl land, and you've spent on the land itself. In th communities, not the stuff, just homes that the community, their live. I don't want it to condos. I'm very fearf over that particular br if we could still have tl atmosphere, family-or always went to church and not have just...not developments that do in. Being able to go to waterfront lot, and be the water's nice. It stil that maybe we all don is keeping the waters a big part in that in doir but if we lose that par down here that will lo. The waters very impor wooded area available around here, to me th with places for us to li
3	0:13.1 - 2:42.9	

A screenshot of a computer

Description automatically generated

Factors Affecting Becoming a Teachers

Name	Files	References
Ability	1	13
Attitude	0	0
Learning	1	9
Positive	1	9
Children	1	58
Passion in Teaching	1	21
Previous experience	0	0
Enjoyed	1	7
School	1	25
Students	1	10

Drag selection here to code to a new code

1 I felt I could make a difference in childrens lives and teach them effectively.
6 Coaching, summer vacation, my love of working with kids 12 I decided to go into teaching for several reasons. I love children, I feel I have a natural gift to teach children, and it's a great job for moms with children at home because of the schedule.
15 My husband died when I was 35 years old. I was content with staying at home and raising our son. I realized I needed to do something with my life. Going to school allowed me to be at home when my son was there. Also, I saw how he was judged by coming from 20 Helping kids, teaching science.
36 Love kids, always babysat 40 The fervor that my high school band director had for teaching motivated me most.
46 I enjoyed teaching swim lessons while in high school to preschoolers. I ended up teaching middle school when I discovered I didn't have the talent to teach the same students all day.
49 Actually the very good and the very bad teachers I had were factors that led me into teaching. Another major factor was that I truly enjoyed high school.
50 I enjoy the learning process. I also like working with kids and wasn't ready for the business world.
51 My lover of music and the desire to show others the joy music can bring. I also enjoyed working with children.
54 The need for employment. My original bachelor's is chemistry. With no job prospects available in the field, teaching seemed a good place to be (funny how destiny works).
57 A teacher I had in school, the subject area, and I come from a long line of teachers.
64 I participated as a peer tutor in high school with students with disabilities and enjoyed it. The teacher for the class was a positive role model. I have always liked working with children so it made sense.
69 My desire to help and guide children, along with my love for children led me into teaching.
71 Being able to explain mathematical concepts to others easily.
73 I like working with people, especially kids. I like having an impact on the future of our world. I am well rounded; I knew teaching involves many facets of other careers.
74 Love of reading, summer off, father is a high school administrator, enjoy being around kids.

Codes ▼

Name	Files	References
Ability	1	13
Attitude	0	0
Learning	1	9
Positive	1	9
Children	1	58
Help	1	11
Love	1	28
Working with Children	1	22
Passion in Teaching	1	21
Previous experience	0	0

Children Ability map Students Attitude - Coding by Item

<Files\Factors lead you into teaching> \$ 58 references coded [38.39% Coverage]

Reference 1 - 0.08% Coverage

childrens

Reference 2 - 2.13% Coverage

Coaching, summer vacation, my love of working with **kids** 12 I decided to go for several reasons. I love children, I feel I have a natural gift to teach children for moms with children at home because of the schedule.

Reference 3 - 0.78% Coverage

by coming from 20 Helping **kids**, teaching science. 36 Love kids, always babysat 40 The fervor

Reference 4 - 0.46% Coverage

I also like working with **kids**, and wasn't ready for the

Reference 5 - 0.55% Coverage

I also enjoyed working with **children**. 54 The need for employment

Reference 6 - 0.51% Coverage

4) Coding: Memoing

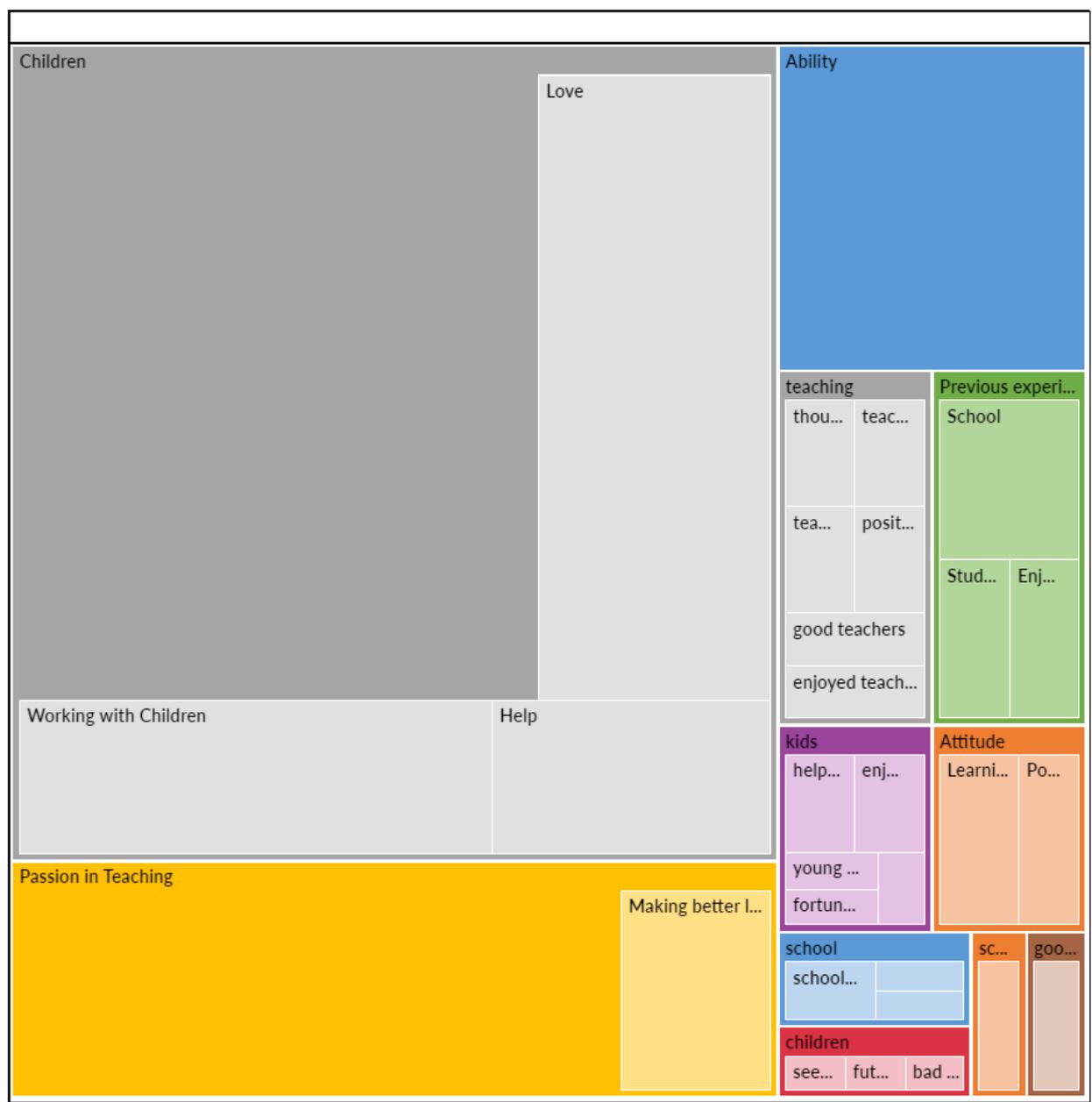
- Memoing involves writing memos or notes to yourself or others involved in the project during analysis
- Captures code meanings, theoretical ideas, preliminary conclusions, and other thoughts that will be useful during analysis, as well as in writing up the results

5) Coding: Discovering Patterns

- Ways to look for patterns
 - Frequencies
 - Magnitudes
 - Structures
 - Processes
 - Causes
 - Consequences
- Grounded Theory Method
 - Employs constant comparative method, which involves 4 stages:
 - Comparing evidence of concepts across cases
 - Combining concepts and their phenomena
 - Reporting theory

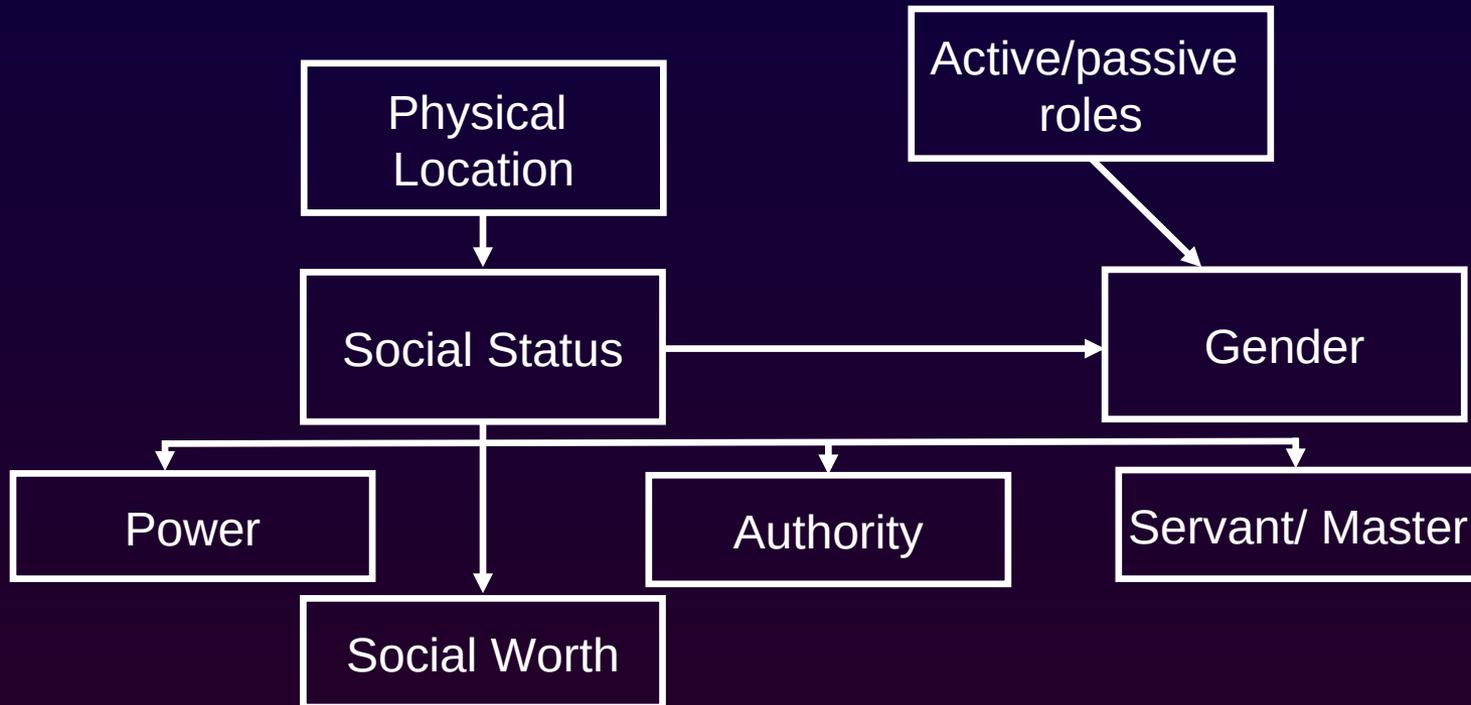
Codes

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Children	1	58
Help	1	11
Love	1	28
Working with Children	1	22
Passion in Teaching	1	21
Making better lives	1	13
Previous experience	0	0
Enjoyed	1	7
School	1	25
Students	1	10



5) Discovering Patterns

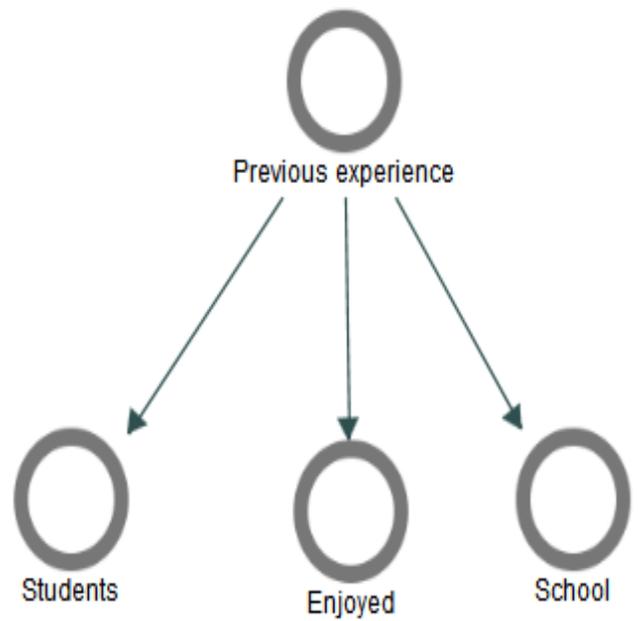
- Concept mapping uses diagrams to explore relationships in the data graphically
- An example of concept mapping (Fig. 18-1)



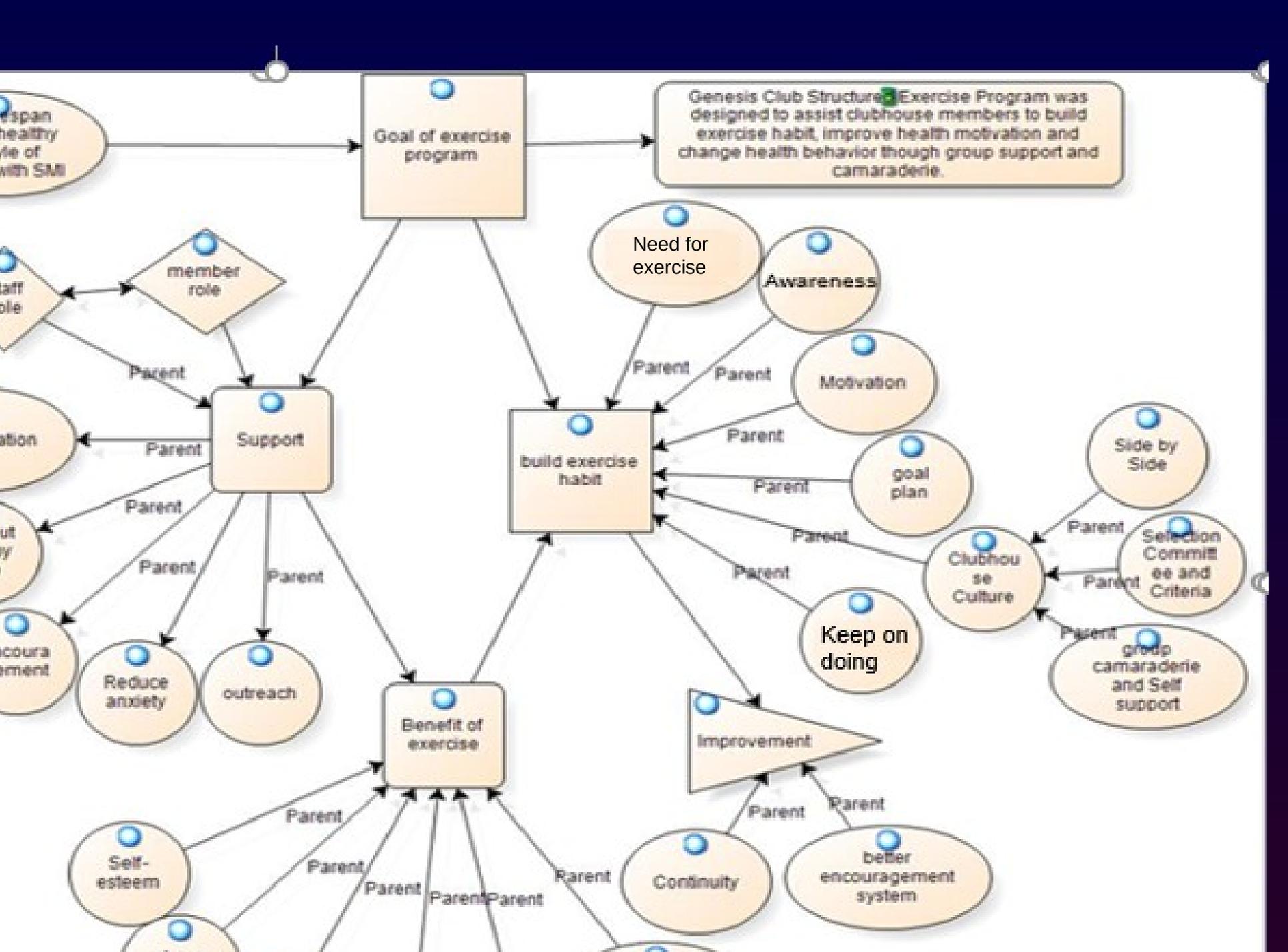
<input type="radio"/>	Making better lives	1	13
<input type="radio"/>	Previous experience	0	0
<input type="radio"/>	Enjoyed	1	7
<input type="radio"/>	School	1	25
<input type="radio"/>	Students	1	10



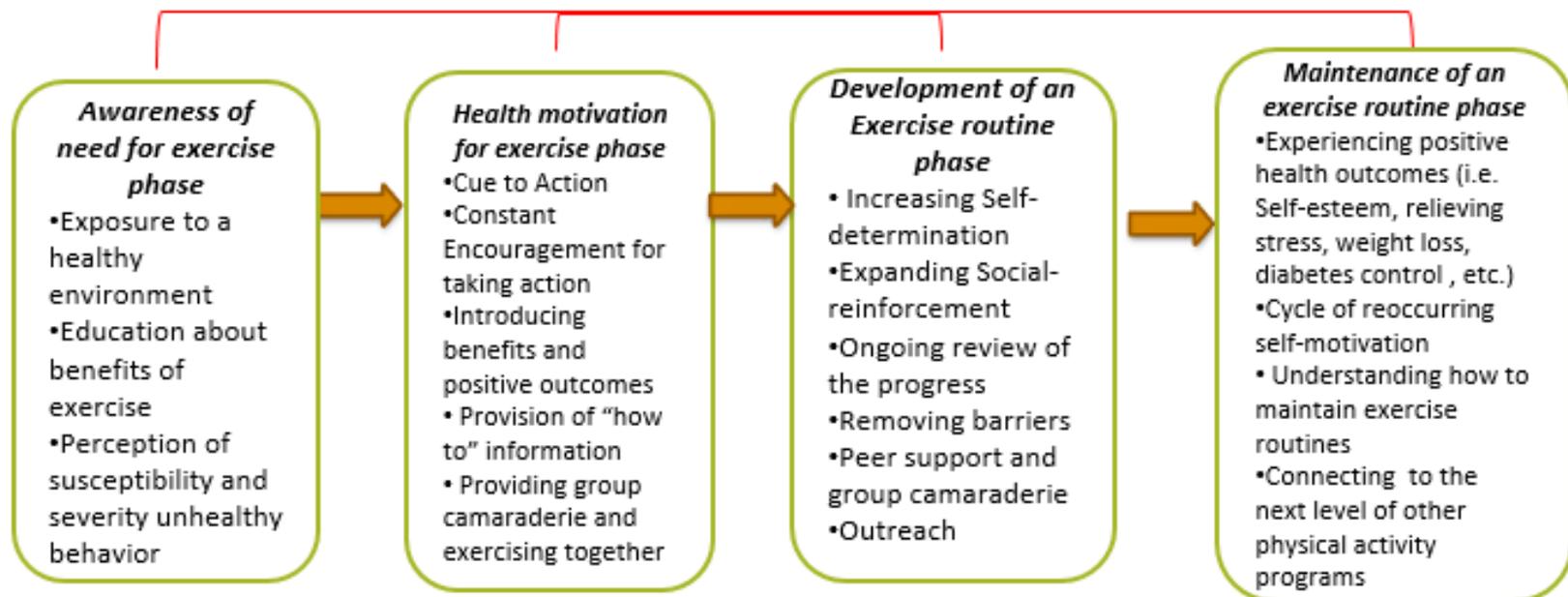
ADD SHAPES



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Clubhouse Structured Exercise Model



Clubhouse Cultures

(Social Support, Work-ordered day, Reachable goals, Working Out Side-by-side, Education, Outreach, Supportive environment, Self-Determination)

Developing an Exercise Routine

Computer Programs for Qualitative Data

- Researchers can take advantage of the capabilities of common software tools such as word processors, database programs, and spreadsheets
- Several computer programs, such as NVivo*, are specifically designed to assist researchers in the analysis of qualitative data
- Sociologists at the University of Surrey, England have prepared a list of programs:
www.soc.surrey.ac.uk/sru/SRU1.html

Qualitative Research Using NVIVO

1. **Importing data:** Researchers first import their data into NVivo. This can include any type of qualitative data, such as transcripts, audio or video recordings, images, or survey responses.
2. **Coding data:** Next, researchers create codes in NVivo to categorize and organize the data. This involves identifying themes, concepts, or patterns in the data and creating a code for each one. Researchers can also add notes or memos to the data to provide additional context or insights.
3. **Analyzing data:** Once the data is coded, researchers can start analyzing it in NVivo. This involves exploring relationships between codes, looking for patterns or trends, and identifying any gaps or inconsistencies in the data.
4. **Creating visualizations:** NVivo offers a variety of visualizations, such as word clouds or concept maps, to help researchers better understand their data and communicate their findings.
5. **Reporting findings:** Finally, researchers use NVivo to generate reports or presentations to share their findings with others. This can include charts, tables, or visualizations that summarize the data and highlight key insights.

Standards for Evaluating Qualitative Studies

- Given the variety of research methods and paradigms, a general agreement exists that one key issue in evaluating the rigor of qualitative research is *trustworthiness*
- Trustworthiness
 - 1) Credibility
 - 2) transferability
 - 3) Confirmability
 - 4) Dependability

Comparing the Strengths and Weaknesses of Qualitative and Quantitative Research

- Depth of understanding
 - Qualitative is stronger
- Flexibility
 - Another advantage of qualitative
- Subjectivity
 - Can be both an advantage and disadvantage of qualitative
- Generalizability
 - Quantitative is stronger

Qualitative Research Steps

1. Design the study: The first step in any qualitative research project is to design the study. This involves identifying research questions, selecting a sample, and deciding on data collection methods.
2. Collect data: Once the study is designed, data is collected through various methods such as interviews, focus groups, observations, and document analysis.
3. Transcribe or digitize data: The data collected in the previous step is transcribed or digitized to be ready for analysis.
4. Import data into NVivo: The digitized data is imported into NVivo for analysis.
5. Identify themes: The data is reviewed, and key themes or patterns are identified. These themes can be identified through manual coding or using automatic coding tools in Nvivo.

Qualitative Research Steps

6. Code the data: Once themes are identified, the data is coded in NVivo. This involves attaching codes to specific sections of the data that relate to the identified themes.
7. Explore relationships: NVivo is used to explore the relationships between different themes and how they are related to one another.
8. Create visualizations: Various visualizations can be created in NVivo to help understand the data and relationships between different themes.
9. Interpret findings: Once the data has been analyzed, the findings are interpreted in the context of the research questions and goals of the study.
10. Communicate results: Finally, the results of the study are communicated through a research report or other means of dissemination.