Masterclass
The practice of qualitative research: interviewing and writing.

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Riga, 27 April, 12:45–15:45

format

* 1. interactive (academic community; exercises)
* 2. your experience
* 3. short introduction on
* Qualitative Research
* Interviewing
* Writing

references

* Warren, C. A., & Karner, T. X. (2015). *Discovering Qualitative Methods: Ethnography, Interviews, Documents and Images.* Oxford University Press

* Lofland, J., & Lofland, L. H. (2006). *Analyzing social settings.* Belmont, CA: Wadsworth Publishing Company.

* The Craft of Qualitative Research *A Handbook*

* Edited by Steven W. Kleinknecht , Lisa-Jo K. van den Scott , Carrie B. Sanders Toronto: Canadian Scholars
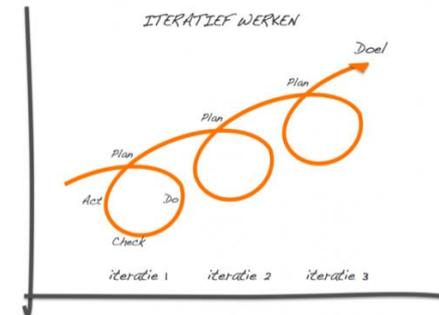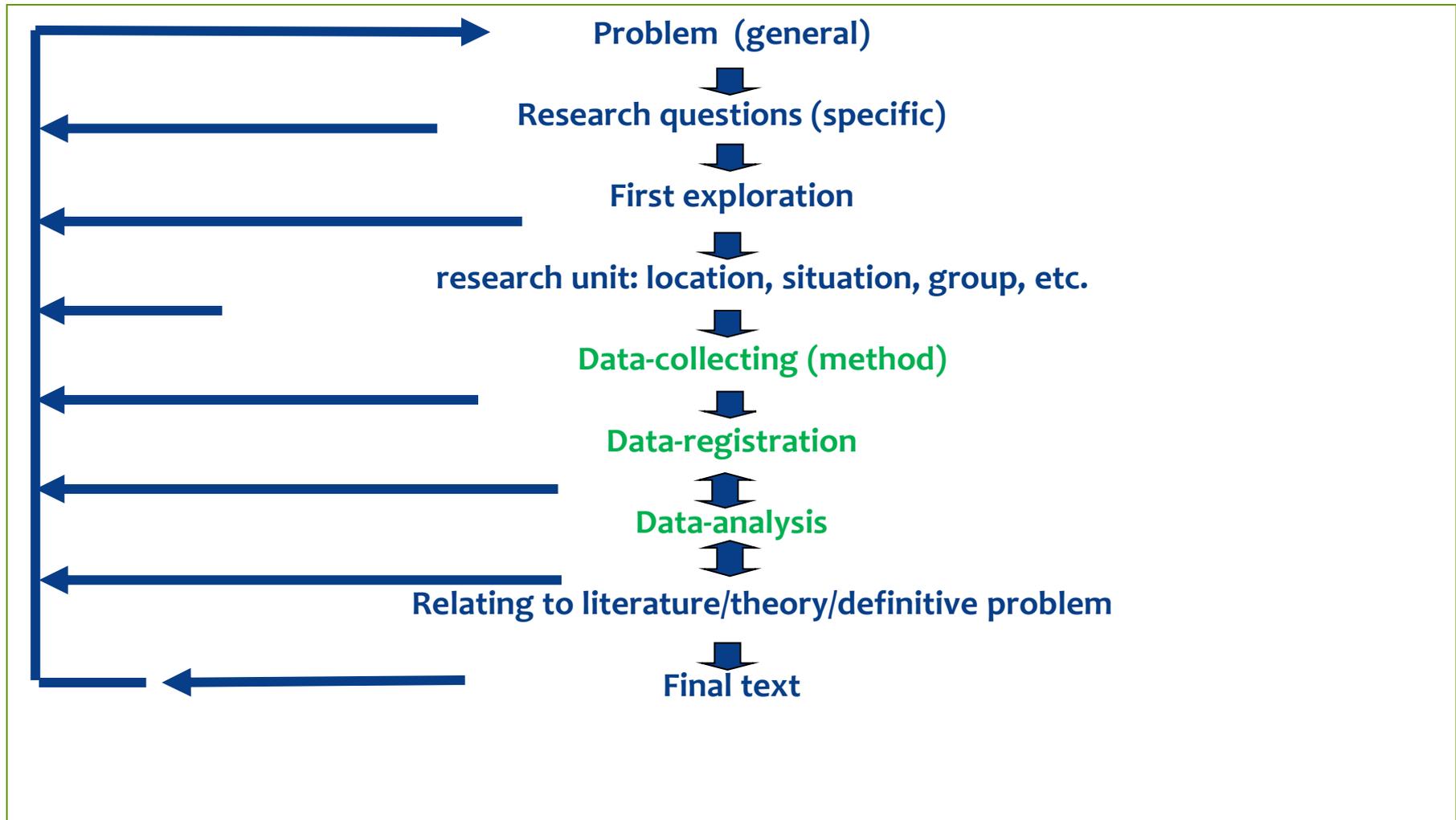
Qualitative Research

Qualitative Research Cycle

➢ **Differs from classic positivistic structure**

➢ **Hypotheses testing**

➢ **Linear:**

➢ **Problem Hypotheses Operationalization Testing Hypotheses Yes/N0**

  ➢ No hypotheses, but proposition or **sensitizing concept**
  ➢ Not testing, but exploring
  ➢ Deductive versus inductive
  ➢ Learning from process: **constant reflection**

stages

ITERATIEF WERKEN

- Cyclical
- Iterative

- Back and forth

- Loop

- Method of constant comparison (Grounded Theory, Glaser & Strauss)
- Constant dialogue with data: analytical doubt

The Qualitative model

Problem (general)

↓

Research questions (specific)

↓

First exploration

↓

research unit: location, situation, group, etc.

↓

Data-collecting (method)

↓

Data-registration

↕

Data-analysis

↕

Relating to literature/theory/definitive problem

↓

Final text

Micro(-meso)

* What is your research problem ?
* Describe it in half A4 and indicate why this is qualitative research?

Main characteristics

Sampling

* Theoretical Sampling
* Theoretical Sensitivity

* Saturation: no new significant information

Micro(-meso)

* Micro-(meso)level:
* human lived experience

* Ajax Amsterdam Hooligans

Ethnography:
participating in the social world
(...articpating)

Intro: F-side:

Intro: F-side
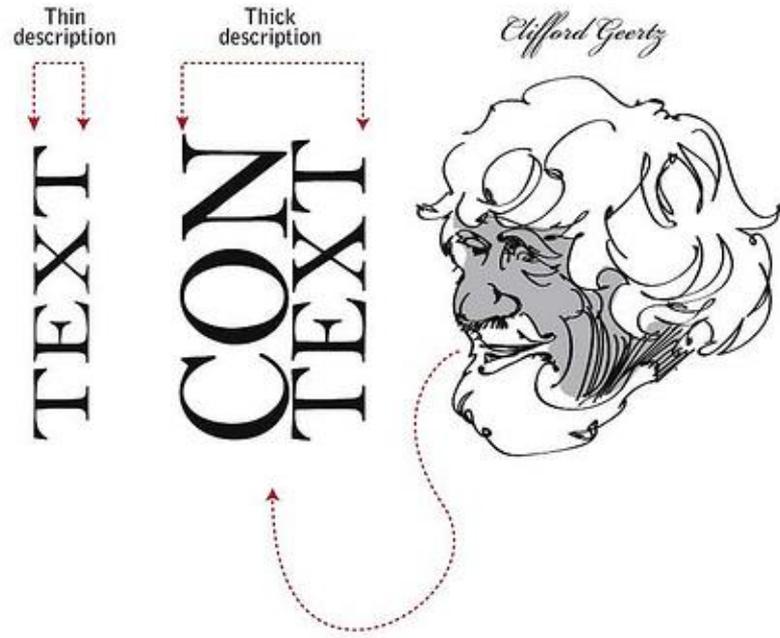
Qualitative research as a sensory, embodied experience

* Experience
* Eyes
* Ears
* Mouth
* Skin

* Feeling and thoughts

* Critical reflection on one's own role

Thick description

* Thick description of meaning and behaviour

* Hooliganism
* Stapel
* Academic
* Fraud

Thick description

* By describing a phenomenon in **sufficient detail** one can begin to evaluate the extent to **which the conclusions drawn are transferable** **to other times, settings, situations, and people.**

November 2012

Context: biography and career: over ten hours interview

Submerging

* Explorative: Submerging

in vastness, complexity of social world
one studies

Sensitizing concept

* Open approach:
* Sensitizing concept
* Intuitive / Aha-moment

* **What is Wrong with Social Theory?**
* Herbert Blumer
* *American Sociological Review*
* Vol. 19, No. 1 (Feb., 1954), pp. 3-10

Sensitizing concept

* Müller, T. (2012) The Empire of Scrounge Meets the Warm City: Danger, Civility, Cooperation and Community among Strangers in the Urban Public World. *Critical Criminology*, 20, Issue 4, pp 447-461.
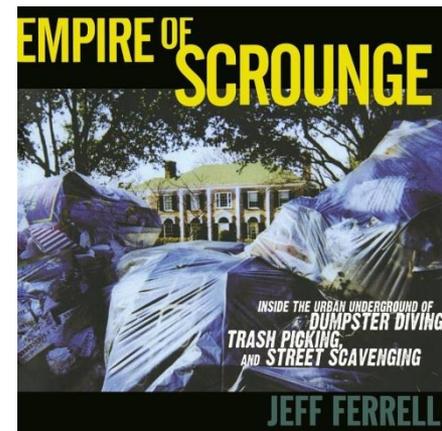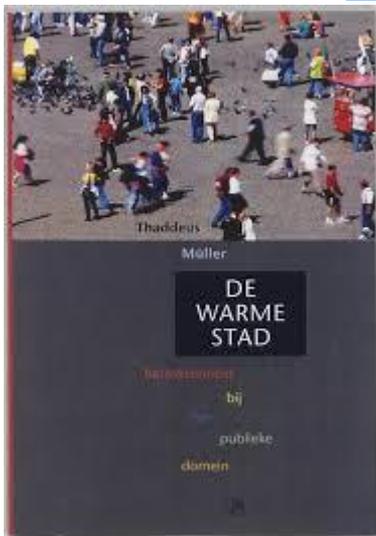
Exercise

* Can you give me an example of a sensitizing concept in your own research ?

Emic

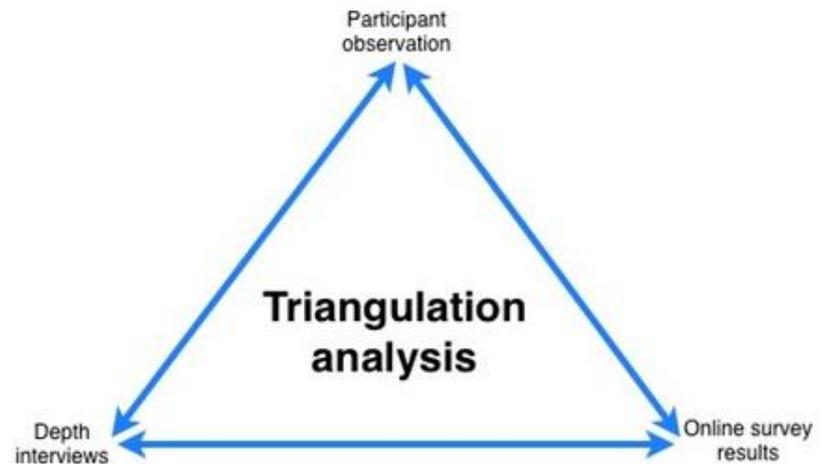* Emic-perspective
versus etic-perspective

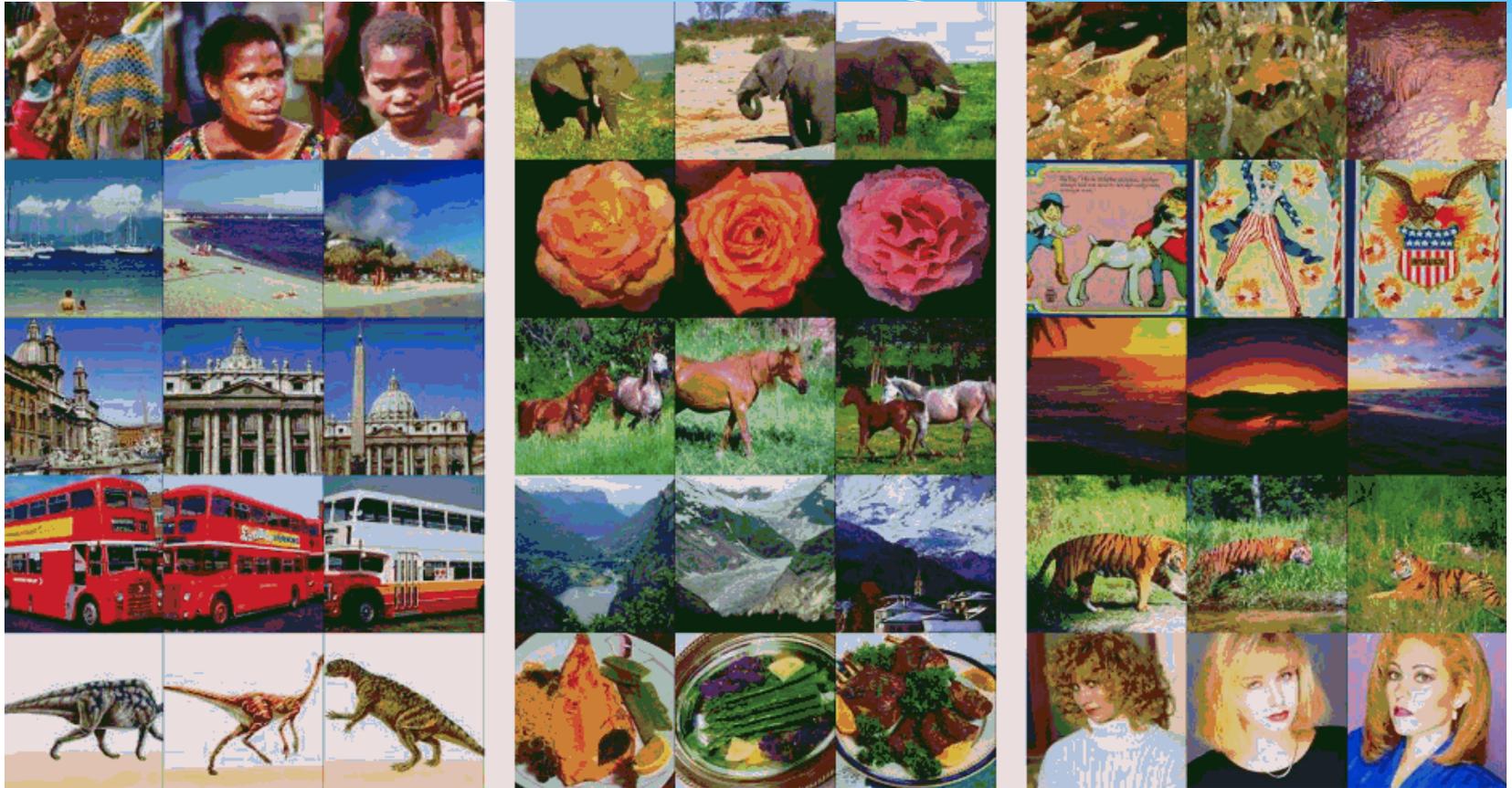Litter for teenagers?
Hooliganism?
Families at riks?

Triangulation

Not a strict testing of hypothesis; method of constant comparison/triangulation

Müller, T. and Fischer, T. (2015) 'Feeling unsafe in a Multicultural neighbourhood: Indigenous Inhabitants' perspectives', *British Journal of Criminology*, 55(4), pp. 790–810. doi: 10.1093/bjc/azu113.

Constant comparison

Inductive

* Inductive versus deductive:
* grounded theory
* Is inductive and deductive
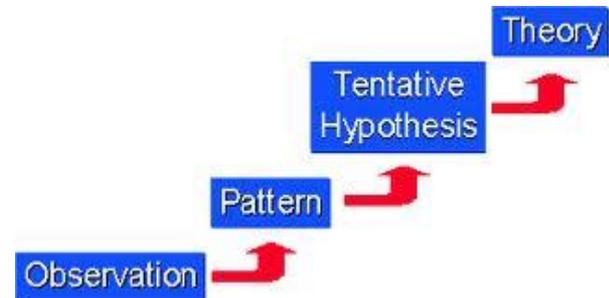
Obtrusive

* Obtrusive-unobtrusive

Primary

* Primary/secondary data

Exercise

* Can you give me an example of thick description from your study/research experience?

Interview (1)

Crim 201, lecture 6

Monday 13-11

Thaddeus Müller

Intro: interview-society

* Interview-society
  * Phone-interviews (safety)
  * Street-interview
  * Job-interview
  * Medical-interview
  * Journalistic interview

* TV-interview
  * Short duration
  * Angle
  * Opinion and TV-personality
  * Media-topic: sensational
  * Confirms the dominant societal perspective: etic-perspective

tv-interview

Qualitative interview

qualitative interview

* **The qualitative / semi-structured interview ?**

* Thick description – thin description
* Emic-perspective – etic-perspective
* Context – one-liners
* Trust (rapport) – debate
* Deep – shallow (lifestyle interviews)
* No hidden agenda - agenda/ staged

* http://www.buzzfeed.com/andrewkaczynski/is-this-the-most-embarrassing-interview-fox-news-has-ever-do

qualitative interview

* The perspective of the respondent is crucial
* The interviewer wants to gain access to the social world of the respondents
* Listening and follow up question are crucial
  * Can you explain this ?
  * What do you mean with that ?
  * Can you give an example ?
  * No interruption

Three main strategies

The qualitative interveiw

*1. **interview as detective-work**

*2. **interview as mining**

*3. **interview as exploration**

As detective work

* Jack Douglas, Investigative Social Research

* Persons with power
* Front stage

* 'Distrust', something is hidden, wrong
* Be strategic
* Be informed
* Counter their narratives

Diederik Stapel

Interview as mining

* Getting the facts right
* Example: Controlling coffeeshops
* How many times are the shops being controlled?
* What happens during these controls ?
* How many incidents/rule braking takes place?

interview as exploration

Active interview

The interview is a co-production

Reciprocity

Listening and show that one listens through posing the 'right' questions, follow up questions.

Interview as exploration

* **Integration of all models, but the emphasis depends on the research question and the respondent.**

* **During the interview the approach can change**
* **Standard introduction: data as mining (personal data)**
* **Then building up rapport**
* **Final part: possible detective work and confrontation**
*

example

* Example: Lance Armstrong versus Oprah Winfrey

* https://www.youtube.com/watch?v=2jtDH-10m2s

* 1. **interview as detective-work ?**

* 2. **interview as mining ?**

* 3. **interview as exploration ?**

Four forms

Categories of semi-open Interviews

➢ **The semi-structured interview**

➢ **The fleeting informal conversation/interview**

➢ *The focus group*

➢ **The elite- or expert-interview**

The fleeting informal conversation/interview

* Part of being in the field:
* Goal directed:
    * Being approached, sharing information
    * Approaching, asking for information

* Non initially goal directed
* Example: inviting people for focus group, being at a meeting and a topuic arises (be a reason to interview someone)
* Conversation that start casually and continue in an interview
* Example: Manager of community house: small talk and than he would say something interesting (do you mind if I right this down)

* Fleeting Conversation (open ended)

focus group

- Homogeneous/heterogeneous group
- One common focus
- a small set of questions
- Interviewer and moderator
- Everybody gets equal attention
- Follow up
- Discussion
- Differentiation of examples and patterns
- Ideal: orderly group conversation

The elite- and expert-interview

- Respondent → Very knowledgeable, key-informant: policy-maker

- desired organizational/institutional image

- Agenda-issue

- More preparation: documents

- Main issue how to get behind the front stage

Challenges

No information

* Goal: a wealth of respondent narratives
* No relevant information

-sampling issue: wrong respondents

Did not dare to say no/ did not understand you/lonely

-emotional issue:

sensitive subject, shame towards you,

Trust/distrust

-social skills: not a verbal person

-physical issues

-social acceptable answers ('fear' of conflict/rejection)

Challenge: culture
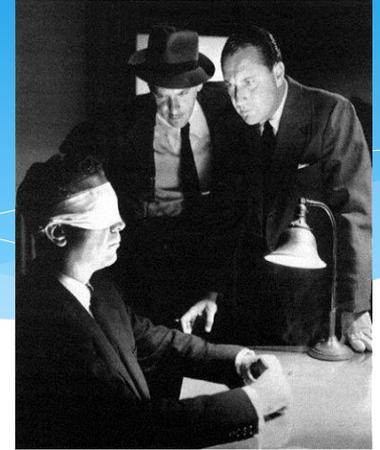
* Questioning as interrogation

* Not able to reflect on one's feelings, thought and actions

* Presentation of self

Skills

Topiclijst

Derived from central question/sub-question.

1. **Intro (creating rapport)**

2. **Standard data on person (face sheet)**

3. **opening questions (general warming up questions, grand tour questions)**

4. **key-questions (specific questions targeting your themes)**

5. **Closing-questions (sensitive topics, summarizing checking questing, did I forget something, do you want to add something)**

6. **Ending**

Always Pilot-testing and changes in the first interviews.

listening and directing

➢ **Be open, listen and direct the interview**

➢ **The interviewer is the director (boss), but does not show it.**

➢ **Two styles: empathetic versus critical**

listening and directing

➤ **counterintuitive:**

   ➤ **timing,**

   ➤ **no direct reaction**

   ➤ **taking notes,**

   ➤ **reflecting on the process of the interview**

   ➤ **Reflecting on the data of the interview,**

   ➤ **comparing with other interviews**

➤ **Relation between interviewer and respondent is of great importance;**

   ➤ **Power, age, gender, race, ethnicity**

➤ **Trust > Impression-management**

skills

* Goal: thick description
* Detailed info
  * Examples
  * Stimulate (continue please, ok, yes, I understand)
  * Probing (clarification, additional details, parroting)
  * Summary (checking, conformation)
  * Discussion (?)

  http://www.youtube.com/watch?annotation_id=annotation_554130&feature=iv&src_vid=FGH2tYuXf0s&v=9t-_hYjAKww

skills

* Conducting Qualitative In-depth-interviews of Dr. William Marsiglio (conducting.qual.interviews.PDF)

* Kvale (1996): Interviews: An introduction to Qualitative Research Interviewing (Sage: Thousand Oaks, CA)

* Qualitative Interviews: A Technical Implementation Guide van I-Tech (University of Washington) 2010 (TIG 5 Qualitative Interviews.pdf).

*

Interview excersize

* What is your experience with qualitative research ?

* How do you experience the conference ?

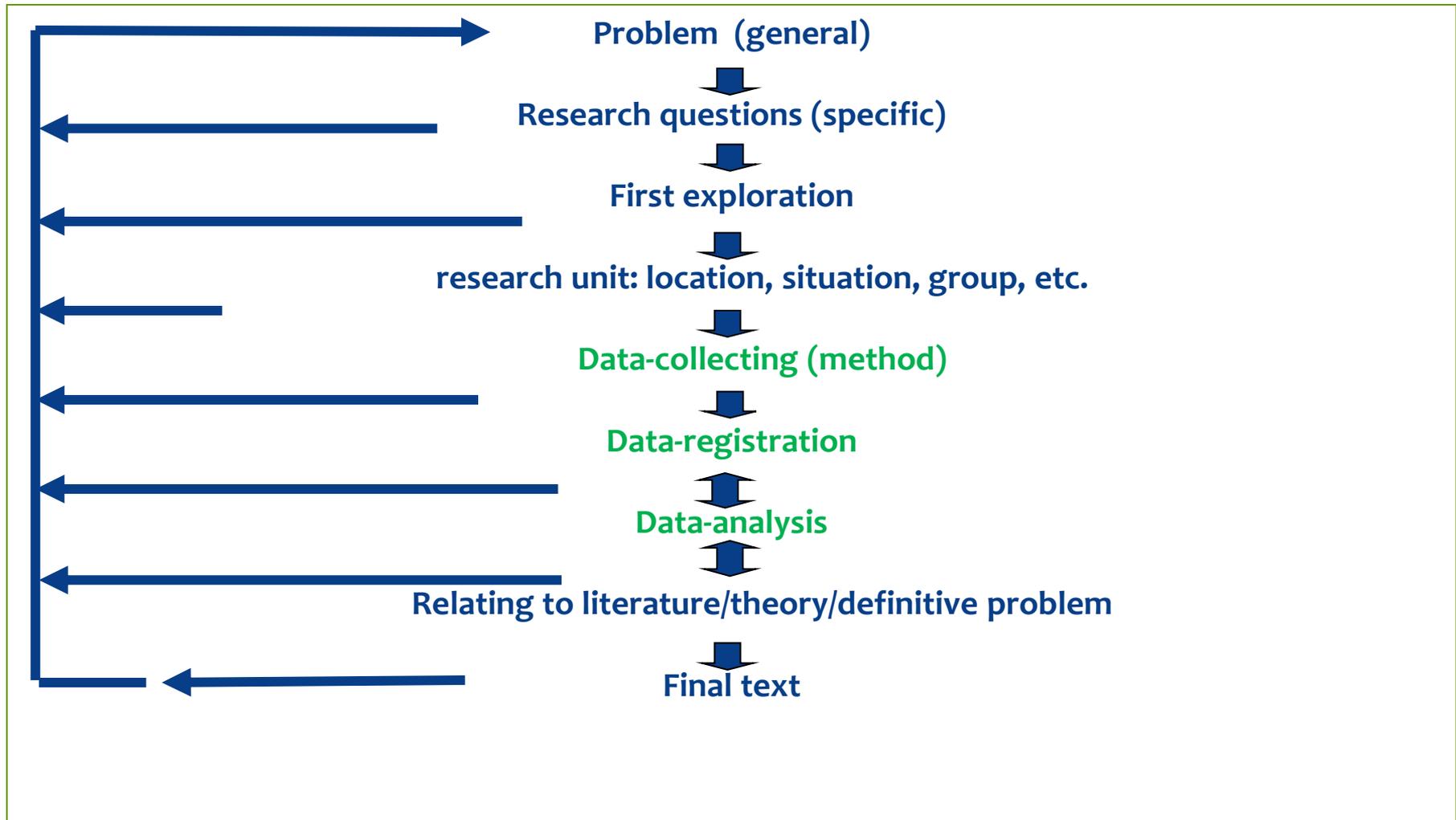* What is your experience of Riga ?

Writing: Creating the narrative

Writing

* Writing is reflecting
* Writing is a analysis tool
* Writing is part of the academic dialogue
* Writing is rewriting: integrating new data / insights
* Writing is rewriting is restructuring the narrative
* Writing is being able to structure your data in a good argumentation
* Writing should result in a good compelling argumentation with a clear transparent coherent order

Writing

* Emphasizing relations (explicit)
* Between introduction and conclusion
    * Not all is answered and/or the wrong questions are answered (consistency)
* Between question and the structure of the data description
    * Each question has to be answered in new chapter/paragraph (argumentation)

The Qualitative model

Problem (general)

Research questions (specific)

First exploration

research unit: location, situation, group, etc.

Data-collecting (method)

Data-registration

Data-analysis

Relating to literature/theory/definitive problem

Final text

creating the narrative

* **The big picture**: focus on the essential, create an abstract, use 300 words to describe the results of four research

* *Writing and presenting*: PPT

* **Data matrix, diagram and model**

creating the narrative

* **Process/pathway:** how does the theme develop, step by step (shoplifting)

Most common academic narrative is:

       the theoretical extension/refinement: how does my data connect to the existing literature

Final remarks

* Sensitizing concept: transforms as a result of research
* Process, development: constant dialogue with oneself: what is the value of my data
* Theoretical sensitivity: balancing Induction and deduction, theory and data,
* stay in touch with literature
* Saturation is closure: the case is fully researched and result in answering your question, resulting in the creation of (new) concepts and nice article

Final remarks

* Do not become a 'grounded theory' accountant
* Create space for creativity
    * Emergence via deep involvement with the field
    * Analytical doubt
    * Be open for new data/perspectives
    * The hunch, intuition
    * Comparison literature and data (or personal observations)
    * Create your narrative as early as possible and keep on writing, keep on writing, keep on writing………