



INTRODUCTION TO QUALITATIVE DESIGN & METHODOLOGIES

Meredith Vanstone, PhD

Adapted from Health, Aging and Society 3B03
2013

TODAY

- Brief Intro to Assignment 3
- Qualitative Design
- Survey of Qualitative Methodologies
 - Grounded Theory
 - Phenomenology
 - Ethnography
 - Narrative
 - Case Study
 - Textual Methodologies
 - Participatory/Community/Action Approaches



INTRODUCTION TO QUALITATIVE RESEARCH



QUALITATIVE RESEARCH

- Generates theory using an inductive approach.
- Emphasizes the ways in which individuals interpret their social world.
- Emphasizes participant descriptions and understandings of human behavior.
- Strives for careful and detailed descriptions or interpretations of social practices to understand how participants experience and explain their own world.



QUALITATIVE MAY BE HELPFUL IF:

- Your research question concerns something that cannot be measured.
- You are interested in the opinions, experiences, beliefs of participants.
- The boundaries/parameters of the question are still broad and may need exploration within the data collection process itself.



COMMON DISTINCTIONS

Qualitative

- Description
- Induction
- Meaning
- Depth, uniqueness
- Multiple realities
- Holistic
- Develops theory
- Process oriented
- Rich descriptions

Quantitative

- Explanation
- Deduction
- Numbers
- Generalizability
- Single reality
- Reductionistic
- Tests theory
- Outcome oriented
- Precise measurement



THINKING PROCESSES IN QUALITATIVE RESEARCH

- Induction, exploration
 - More tentative idea of what is important
- Look for participants to identify what is important to them, not imposing assumptions.
 - Widely elicit priorities, opinions, beliefs, actions of participants
- Requires open research question and open interview questions, to give room for participants to express surprising ideas.

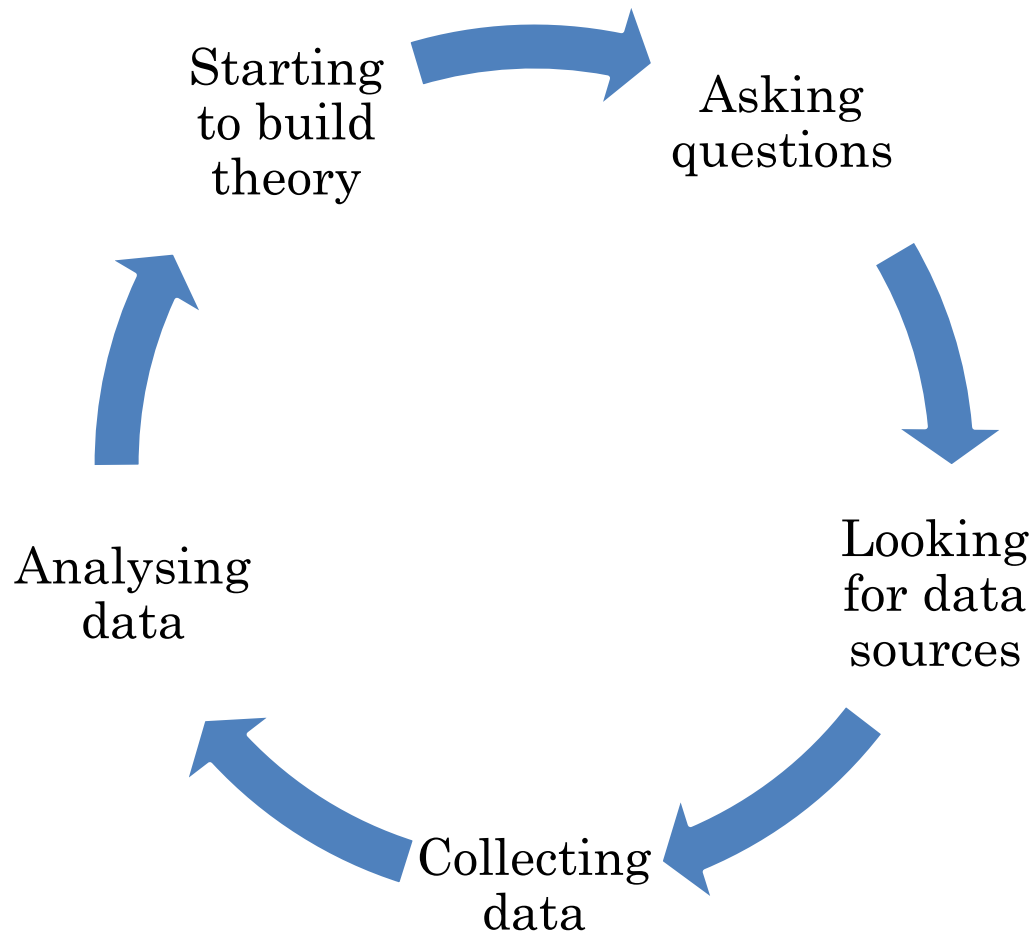


ITERATIVE PROCESS

- Qualitative methodologies accept that research question will evolve as data is collected and analysed
- Start broad, ask broad questions, start analysis immediately, let emerging ideas guide further data collection.
 - Foundation of Grounded Theory, present in many other qualitative methodologies



ITERATIVE PROCESS OF QUALITATIVE RESEARCH



RELATIONSHIP BETWEEN DATA COLLECTION & ANALYSIS

- Initial question is broad, informed by literature, but open to what participants may find important.
- Data is analysed as it is collected, and further data collection is guided by the emerging concepts.
 - Who to speak to?
 - What to ask them?
 - Other types of data?
 - Refining research question....



EXAMPLE

- Initial question: What is it like to wait for an organ transplant?
- 1. Interview a couple of individuals who are currently waiting.
- 2. In analysis, notice prevalence of talk about ideas of who deserves an organ, and prioritization of patients on the list.
- 3. Recruit some more patient participants and ask specifically about their ideas of fairness and equity in organ transplantation.
- 4. Analyze responses, notice that talk about prioritization and fairness also coincides with talk about feelings of guilt.
- 5. Recruit some organ recipients, re-work questions to query these issues.
- 6. Eventually..... develop findings or build a theory about notions of ethics, resource allocation, fairness, equity in organ donation and how those waiting for an organ navigate these ideas, how these ideas affect the way that organ recipients think & act about their experience later in life.



USING QUALITATIVE RESEARCH

- Worldview
(epistemological paradigm)
- Research Approach
(methodology)
- Data Collection Strategy
(methods)



Last thing you choose, not the first.



BUILDING YOUR PROJECT

- Not necessarily pre-packaged sets of paradigm + methodology + methods.
- Mixing and matching is acceptable, as long as it is justified.
- Some techniques tend to be used together more frequently
- Some are in philosophical opposition



CHOOSE METHODS TO MATCH BROADER RESEARCH CONSIDERATIONS

“Let’s do a focus group study”

=

“Let’s use a wrench”



METHODOLOGY -> METHOD

- Each methodology has a particular way of collecting data, focuses on a particular aspect, gives instructions for collection to aid in analysis.
- Your chosen methodology helps you understand why and how to collect data, and how you will analyze it.



AN INTERVIEW IS NOT JUST AN INTERVIEW

- Semi-structured
- Structured
- Unstructured
- Clinical
- Narrative
- Key Informant



Choose based on your methodology



SURVEY OF METHODOLOGIES

- Not enough info, just to give you an idea of what's out there.
- Necessary to read about your chosen methodology in more depth.
 - Methodological texts
 - Studies using same methodology



WHAT IS A METHODOLOGY?

- Package of guidelines for conducting qual research
 - Theoretical tradition (s)
 - Data collection guidelines
 - Sampling
 - Data analysis guidelines
- Developed out of different disciplines, each has a different focus.



CHOOSING A METHODOLOGY

- Concentrate on focus of each methodology, look for one that asks the type of question you are interested in.
- Might end up refining your RQ slightly after choosing a methodology.
- Wikipedia is an excellent resource for a short summary of what each methodology is about, and list of key authors to pursue.



READING LIST ON WIKIPEDIA'S GT PAGE

Glaser

- Glaser BG, The Constant Comparative Method of Qualitative Analysis. *Social Problems*, 12(4), 445, 1965.
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- Glaser BG (ed). *Grounded Theory: The Basic Social Process Dissertation*. Sociology Press [7] [↗](#), 1996.
- Glaser BG. *Doing Grounded Theory - Issues and Discussions*. Sociology Press [8] [↗](#), 1998.
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- Glaser BG. *The Grounded Theory Perspective II: Description's Remodeling of Grounded Theory*. Sociology Press [10] [↗](#), 2003.
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Strauss & Corbin

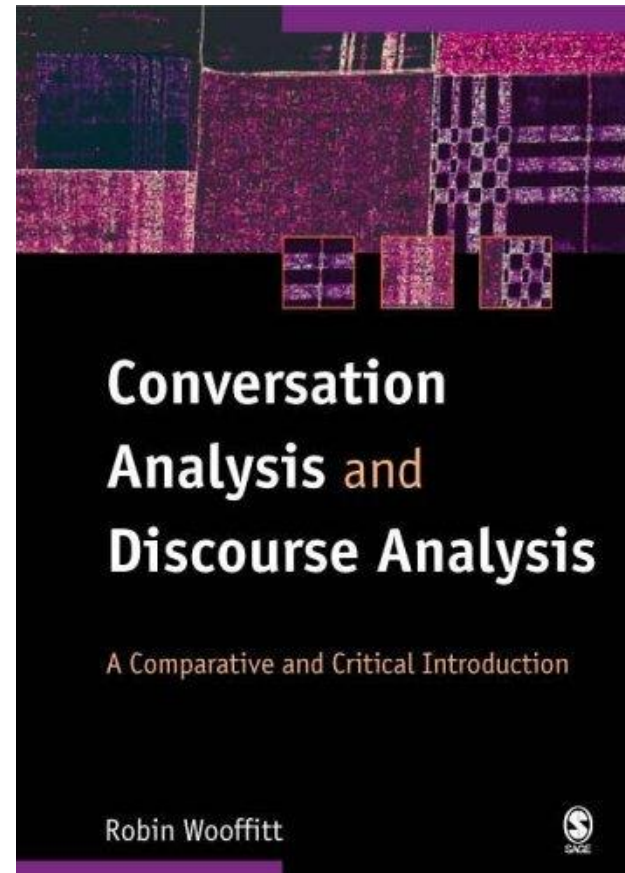
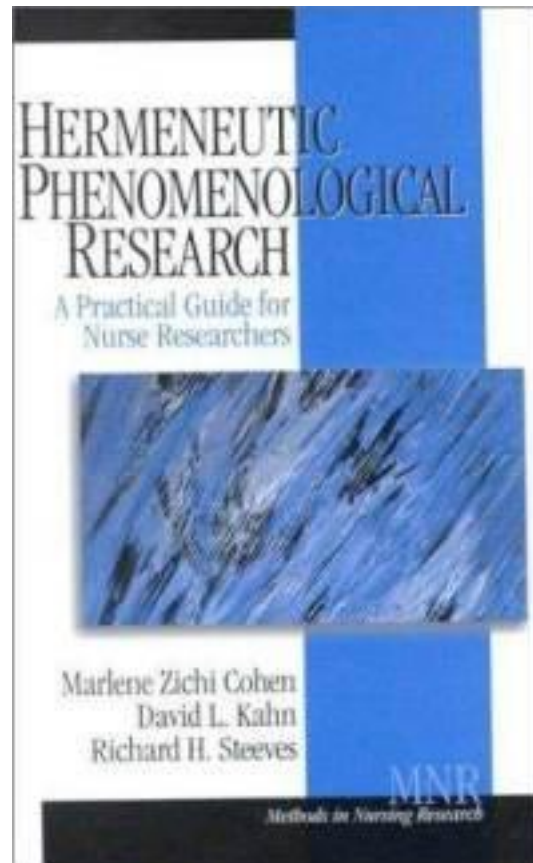
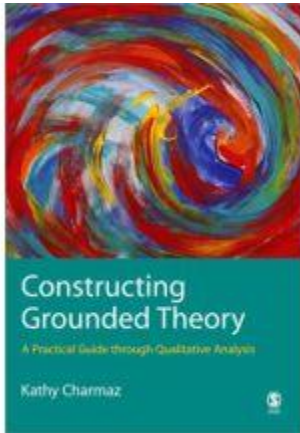
- Anselm L. Strauss; Leonard Schatzman; Rue Bucher; Danuta Ehrlich & Melvin Sabshin: *Psychiatric ideologies and institutions* (1967)
- Barney G. Glaser; Anselm L. Strauss: *The Discovery of Grounded Theory. Strategies for Qualitative Research* (1967)
- Anselm L. Strauss: *Qualitative Analysis for Social Scientists* (1987)
- Anselm L. Strauss; Juliet Corbin: *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*, Sage (1990)
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- Anselm L. Strauss: *Continual Permutations of Action* (1993)
- Anselm L. Strauss; Juliet Corbin: "Grounded Theory in Practice", Sage (1997)
- Anselm L. Strauss; Juliet Corbin: "Basics of Qualitative Research: Grounded Theory Procedures and Techniques". 2nd edition. Sage
- Juliet Corbin; Anselm L. Strauss: "Basics of Qualitative Research: Grounded Theory Procedures and Techniques". 3rd edition. Sage

Constructivist Grounded Theory

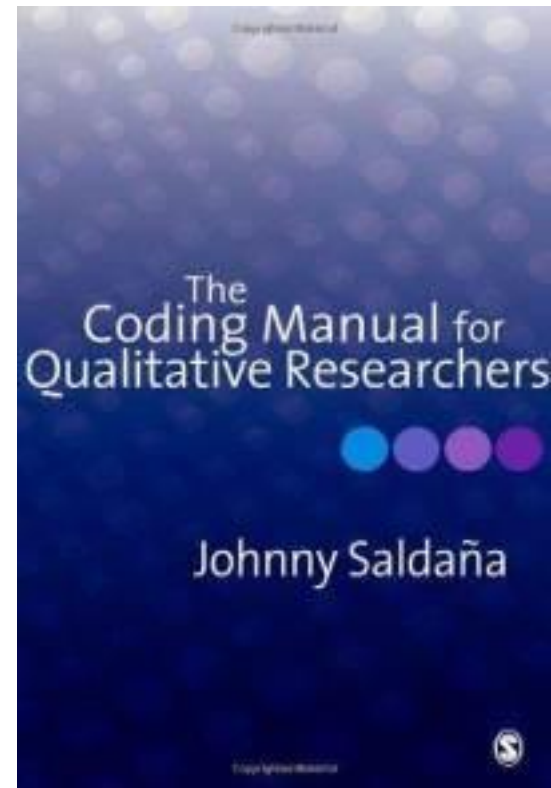
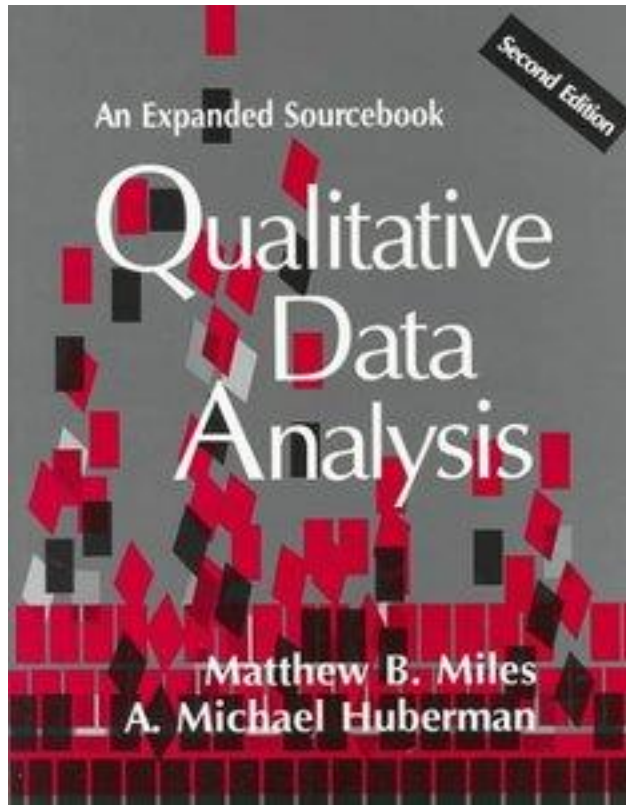
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- Charmaz, Kathy (2008) 'Constructionism and the grounded theory method', in Holstein, J.A. and Gubrium, J.E. (eds.) *Handbook of*



TIP: FIND A METHODOLOGY-SPECIFIC TEXT



WARNING: GENERAL V. METHODOLOGY SPECIFIC TEXTS



GROUNDED THEORY

Focus: How do people interact, take action, or engage in a process?

Among the most widely used qualitative methodologies, in many disciplines.

Question starts very broad, mainly to identify phenomenon of interest, and is refined as data collection progresses.



GROUNDED THEORY

Disciplinary origin: Sociology

Theoretical Traditions: Objectivism/Post-Positivism (Glaser, Strauss & Corbin);
Constructivism (Charmaz)

Theoretical foundation: Symbolic interactionism
(how people define events and how those beliefs affect the way they act)

Main Authors: Barney Glaser, Anton Strauss, Juliet Corbin, Kathy Charmaz, Adele Clarke, Antony Bryant.



GT EXAMPLE

- Hall, Tomkinson & Klein, 2012
 - Posted on A2L
- “How do care providers and women manage birth?”
 - Focus groups of women + health care providers (family docs, midwives, nurses, obstetricians, doulas)
- Generated a theory about how women and providers used different strategies to minimize risk and maximize integrity, including: accepting or resisting recommendations for surveillance and intervention; plotting courses v. letting events unfold.



PHENOMENOLOGY

Focus: Describes the commonalities in the lived experience of several individuals. Questions often ask “what is the meaning” or “what is the experience”.

Aims to achieve a deep understanding of a phenomenon (means smaller samples). Interested in the everyday way in which people make sense of their “being” in the world. Posits the existence of an “essence” of a phenomenon which will be similar across multiple people.

Each person has a unique view of the world, and a particular social reality which is as true as anybody else’s reality.



PHENOMENOLOGY

Disciplinary origin: Philosophy. Used frequently in Nursing research.

Theoretical Traditions: Varies significantly by author.

Theoretical foundation: Existentialism (the way one views the world, emphasizing the 'here and now')

Main Authors: Max Van Manen; Moustakas; Merleau-Ponty. Informed by philosophers Husserl, Heidegger, Sartre.



PHENOMENOLOGY EXAMPLE

- Ouelette, Achille & Paquet, 2009
- “How do patients experience kidney graft failure”
 - Develop a comprehensive description of the way individuals constructed meaning out of this experience.
- Analysis of data identified five themes which the authors then compared to an existing theoretical framework about psychosocial transition.



ETHNOGRAPHY

Focus: Interested in examining shared patterns of behaviour, beliefs, and language by studying groups of people who interact and share a common experience.

Aims to describe and interpret the culture AND the behaviors, belief, and language of the culture-sharing group, usually through observation and/or conversation. Sometimes the researcher is immersed within the group (participant-observation).



ETHNOGRAPHY

Disciplinary origin: Anthropology

Theoretical Traditions: Realist ethnography is post-positivist, critical ethnography uses critical theory or critical realism.

Theoretical foundation: See above. May include structural functionalism, symbolic interactionism, feminism, Marxism, ethnomethodology, critical theory, cultural studies, postmodernism.

Main Authors: Atkinson, Hammersley, Coffee, Delamont, Madison, Fetterman, Wolcott, Dorothy E. Smith.



ETHNOGRAPHY

- McGibbon, Peter, & Gallop (2010)
 - Posted on A2L
- What are the forms of stress experienced by nurses (in a particular hospital)?
 - Examines existing formulations of stress in relation to data collected about the culture-sharing group.
 - Described stress in the context of the ruling relations at work in the hospital under study, focusing on how stress may be socially organized.



NARRATIVE INQUIRY

- Begins with the experiences of individuals as expressed as stories. A narrative can be spoken or written, but it gives an account of an event or an action chronologically.
- Stories tell of experiences, but they also illuminate how a person understands and/or constructs their identity. Stories may be collected (found as-is), or constructed between participant and researcher. Also allows for creative methods of storytelling.
- No specific data collection or analysis techniques, although many authors have written about their own strategies. Very flexible methodology.



Disciplinary origin: Different social science and humanities disciplines, including literature, history, anthropology, sociology.

Theoretical Traditions: Constructivist, interpretive. Contextual, recognizing tentative and variable nature of knowledge.

Theoretical foundation: Postmodern, psychological, sociological, developmental. Depends on type.

Main Authors: Clandinin and Connelly**, Czarniawska, Lichtmann, Spector-Mersel



NARRATIVE EXAMPLE

- Weber, Rowling & Scanlon, 2007
- “How do university students story the ways in which they cope with loss and trauma to find meaning in that experience”



CASE STUDY

- Examines a phenomenon by looking how the phenomenon has manifested in different “cases”.
- A case can be a group of people, a historical event, policy, programmes, communities, individuals.
- Usually mixed methods, including multiple different sources of data.
- May seek to explain (quant) OR describe (qual).



Disciplinary origin: History, political science

Theoretical Traditions: Objectivist, but varies depending on type.

Theoretical foundation: also depends on type.

Main Authors: Robert Yin, Robert Stake.

See chapter 9 in David & Sutton.



TEXTUAL METHODOLOGIES

- Qualitative Content Analysis
 - Discourse Analysis
 - Critical Discourse Analysis
 - Conversational Analysis
-
- Different aims, but all focus on how words convey meaning.
 - Often use constructivist tradition (except QCA)
 - Some (CA, some DA approaches) also analyze pauses, interruptions, false starts etc.
 - Necessitates a different type of transcription.



DISCOURSE ANALYSIS EXAMPLE

- McKenzie & Oliphant, 2010
- “How do midwives and their clients draw on different forms of knowledge and sources of information as evidence in clinical communication”
 - Identifies and describes three different discursive strategies that women use as they discuss options that are not obstetrically standard.



PARTICIPATORY/ACTION/ADVOCACY APPROACHES

- Not a single methodology
 - Can be a broader approach that uses other aspects of different methodologies.
- Usually takes a critical theory or critical realism approach, aiming to empower, advocate, create change, problematize current situation etc.



HALLMARKS OF ACTION/ADVOCACY APPROACHES

- Educates researcher, participant, those who encounter knowledge produced by research.
- Deals with individuals as members of a social group
- Is problem-focused, context-specific.
- Involves a change intervention
- Aims at improvement and involvement
- Participants are directly involved in shaping, carrying out, analyzing, research.



- “Participatory Action Research”
- “Community Based Research”

- Main methodological authors: Nina Wallerstein, Meredith Minkler, Barbara Israel



EXAMPLE

- Cristancho, Garces, Peters, Mueller (2008)
- Explore the opinions and experiences of Hispanic immigrants living in three American Midwest communities about barriers to accessing and using healthcare.



QUESTIONS



SAMPLING

- Not striving for generalizability, so sampling doesn't seek to be representative of a particular group.
- Important to specify thoughtful inclusion/exclusion criteria.
 - Ensures all participant responses are relevant to the phenomena under study.
- Rather, “purposive”, looking for participants who will yield rich data.
- May evolve with data analysis (seek participants with a particular trait to fill in a gap in emerging theory)
- Often use snowball sampling.



WHEN DO YOU HAVE ENOUGH PARTICIPANTS?

- B/c not aiming for generalizability, sample size cannot be calculated.
- Instead, aim for “saturation”
 - When new data does not yield new ideas
 - Further sampling yields “predictable” responses.

