

Qualitative Research Methods

Inês Faria

12/03/2024, 18:00-19:30

FRANCESINHAS 2, Room 2.03

Objectives:

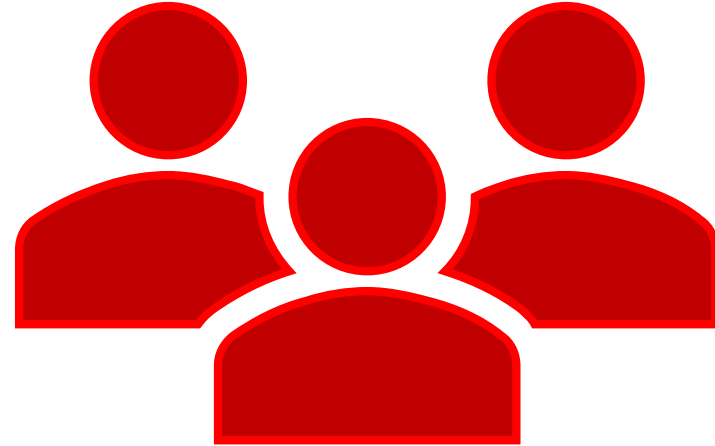
- **Learn about Ethnography;**
- **Learn about the Semi-Directive Interview;**
- **Learn about Focus Groups;**
- **Experiment Semi-directed interviewing and journey mapping;**
- **Explore Ethical issues in the collection of qualitative primary data.**

Qualitative Methods in Innovation Research:

- **Nuanced approaches to problems;**
- **More depth in understanding what people think/why (example in UX design, etc.);**
- **Human focused design;**
- **Engage participants in the research;**
- **More ethically sound proposals adequate to each public/interlocutors/situation**

What we will cover:

- **Ethnography**
 - Characteristics
 - Process
 - Positionality (ethics)
 - Observe and register: writing and image
 - Field notes and diary
- **Semi-Directive Interview**
 - How to do it
 - Experiment
- **Focus Groups**
 - When and how to do it
- **Journey Mapping**



Ethnography ([Mason 2002](#))

from observation to semi-structured Interview



Characteristics

- **How do things function in a particular context?**
- **How does this context relate to the wider socio-cultural, political and economic configuration where it exists?**

Characteristics

Data is rich, nuanced, sheds light into the complex multidimensional configurations of researched contexts

Emphasis on everyday life and social processes

Sensitive to processes of change, particularities, meaning, subjectivity and ambiguity...

Can be articulated with quantitative methods

Demands reflexivity and awareness of positionality – researcher has effects in study terrains

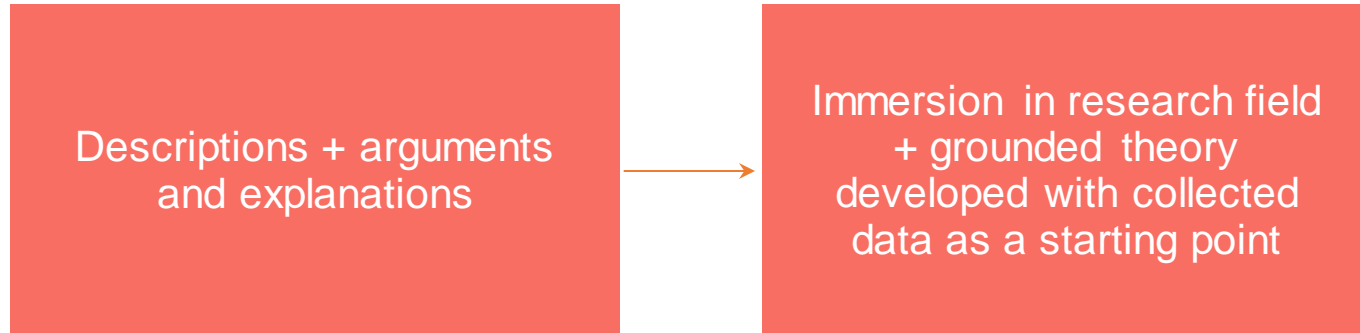
Deals with specific questions in a micro context

Ideally, it takes time.

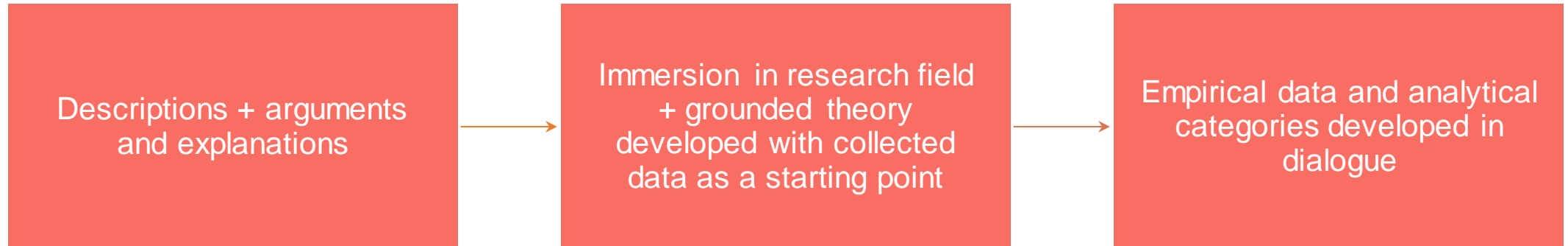
Process

Descriptions + arguments
and explanations

Process



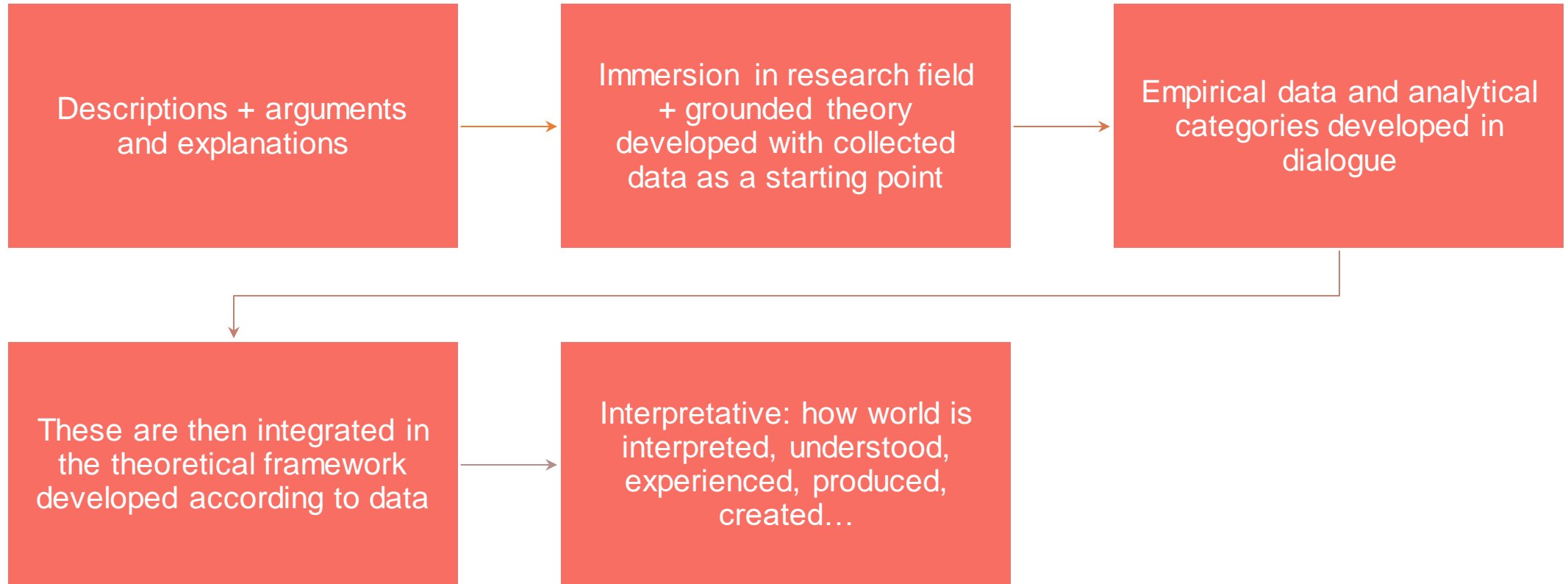
Process



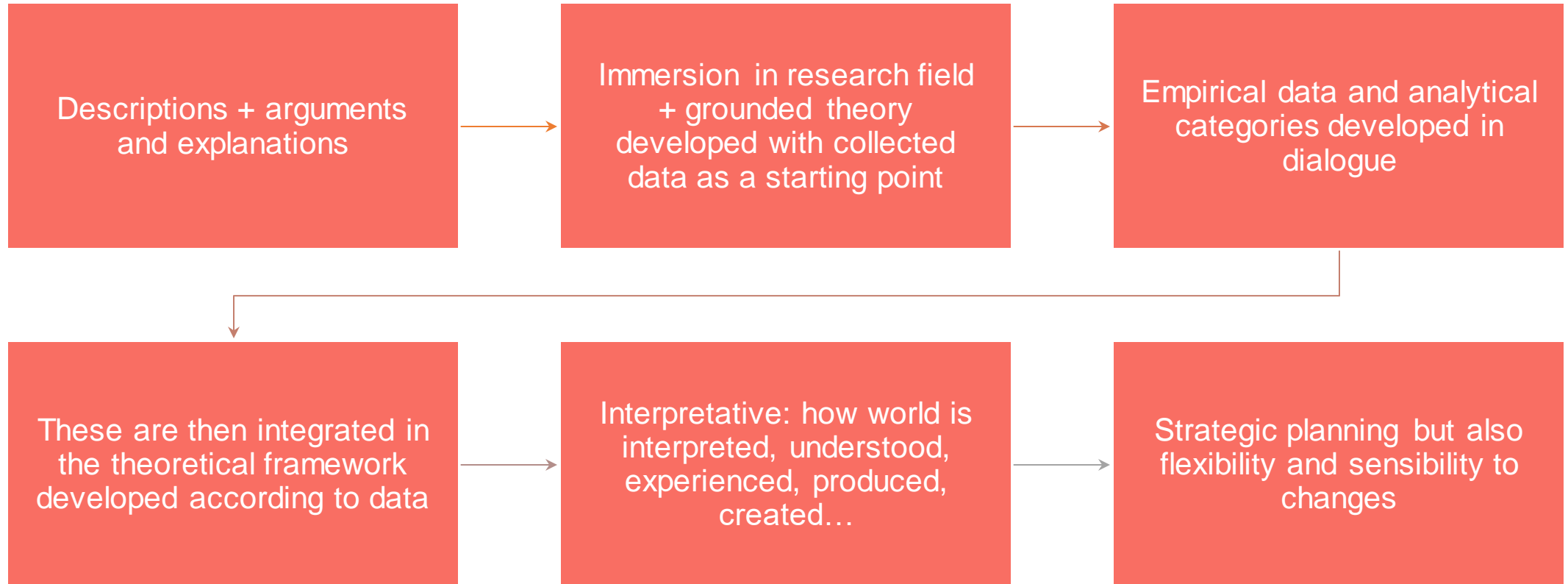
Process



Process



Process



Empirical research relationships are not easy to develop

Positionality

Depend on social life mundane norms and attitudes: i.e. niceness, being kind approaching potential research interlocutors, etc.

These relations are not always easy to develop especially if interlocutors are difficult to empathize with.

Constant negotiation. Creating trust relationships that are reciprocal and respectful are central pieces of qualitative research – they are part of the data collection process.

Additionally: having all senses on in observation and practicing active listening in interviews.

Reflexivity: self-awareness and reflection from the part of the researcher on position in the field and relationship with research interlocutors

Observe and register

- **writing**

Observe

- What do I see? What is this place?
- Counting and noticing: space, people, groups, actions, behaviors,
- But also the unexpected.....
- Sensory data: sounds, smells,...

Register

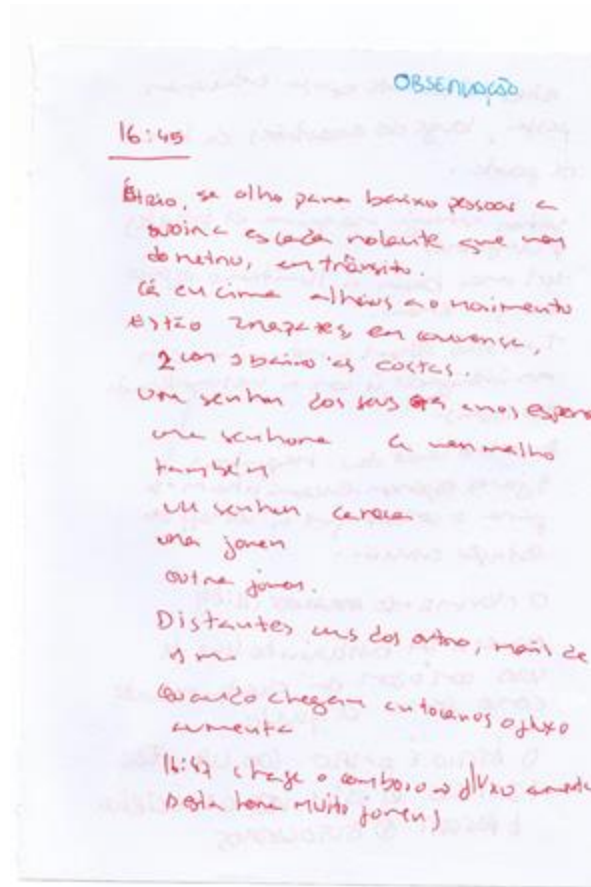
- Take notes and write field diary
- Be clear and thorough: describe site and what goes on there to someone that has never been there...

Observe and register . Other kinds of recording (in addition)



Field diary

- Narrative and thorough;
- Systematized:
Who? What? When? Where? Why?;
- Detailed description that the researcher will interpret in the analysis process, write it close to the observation day.
- Need to create categories for analysis, this process – in dialogue with the data – should start now



20 de Fevereiro de 2019

Observação: Interface de transportes do Cais do Sodré
 16:45 – 17:10



São 16:45, encosto-me ao muro em forma de "U" que interrompe o âtrio do interface de transportes do Cais do Sodré, conheço bem este local, por onde já passei inúmeras vezes em trânsito para vários lugares. Hoje olho para ele de uma forma diferente, porque paro e porque presto atenção consciente a este espaço, a quem por aqui passa, como passa e quem sabe porque passa. Passam e param pessoas de várias origens, tipos, idades, géneros, que se cruzam brevemente neste espaço enquanto fluem para outros lugares.

Do meu lado esquerdo, a uma distância de alguns metros, tenho as portas electrónicas por onde transitam, depois de validarem os bilhetes, os passageiros que entram e saem dos comboios que chegam. Se olhar em frente vejo a entrada para a estação que dá para a Avenida 24 de Julho (Avenida). A entrada consiste numa abertura rectangular ampla, enfeitada por um placard anunciando o novo álbum do Branko. Para mim funciona como uma janela para a Avenida, de onde posso ver autocarros, eléctricos, carros e múltiplas pessoas a passar. Logo em frente da saída dos passageiros dos comboios estão 6 máquinas de vender bilhetes, situadas paralelamente a uma bancada de venda de endidos que se encontra do lado esquerdo da entrada da estação (da minha perspectiva). Como que sei, na entrada do edifício do interface, há dois múltibancos. A estação tem luz e tetos altos, de onde pendem candeeiros industriais de grande dimensão. Estão agarrados a uma estrutura de metal composta por várias vigas. Há um relógio pendurado na parte desta estrutura que encha e saída da plataforma dos comboios e vários ecrãs onde estão assinaladas as próximas partidas.

Semi-structured/directed Interviews

**Coghlan, and Brydon-Miller 2014;
Bryman 2012**



A conversation...with preparation – ideally it should be recorded



Script: open questions for reflection: more than a questionnaire, a series of topics to cover in conversation



Narrative, fluid...



Structure can be organized by topics, biographically, chronologically,...



You should plan the interview for each specific interviewee

Focus-groups

**Coghlan, and Brydon-Miller 2014;
Bryman 2012**



Not a collective interview, the researcher facilitates a discussion about a topic



Open questions for reflection/provocations: pay attention to participants and stir the conversation when needed



Dynamic, not more than 10 people, can become chaotic



Should have structure but very flexible...



Information in context, different from interviews...group/debate/metadata beyond the content

ACTIVITY

PART 1

WHO: Groups of 2

WHAT: Interview you colleague.

Subject: your day yesterday.

HOW: prepare script **5**. Interview **5**. Organize notes **5**. Change places.

HOW LONG: 30 Minutes

ACTIVITY

PART 2

WHO: Groups of 2

WHAT: Make a timeline of your colleague's day:

- Register wake up time, eating, interactions, movement, physical activity, work, leisure
- Register main events
- Register feelings – happiest moment, most boring moment, highs and lows.

HOW: based on the notes ask for the info above and draw a day journey map **5**. Change places. Discussion **10**.

HOW LONG: 20 Minutes

LOOKS LIKE THIS:

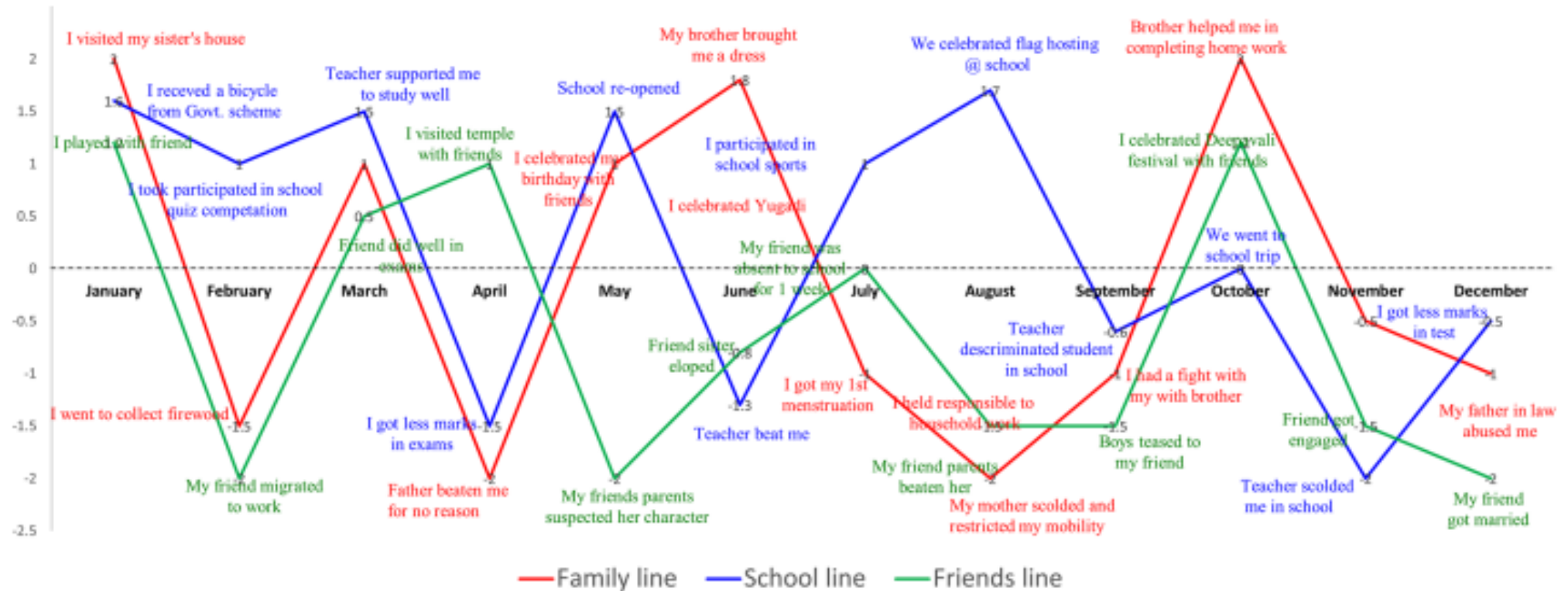
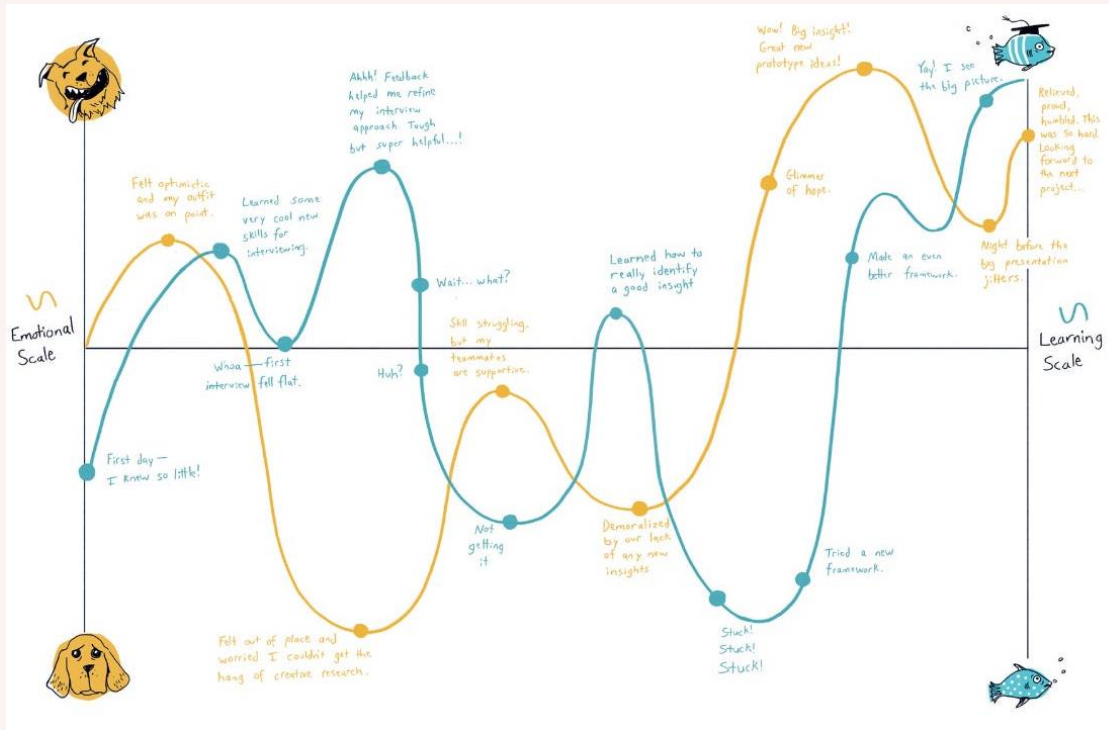


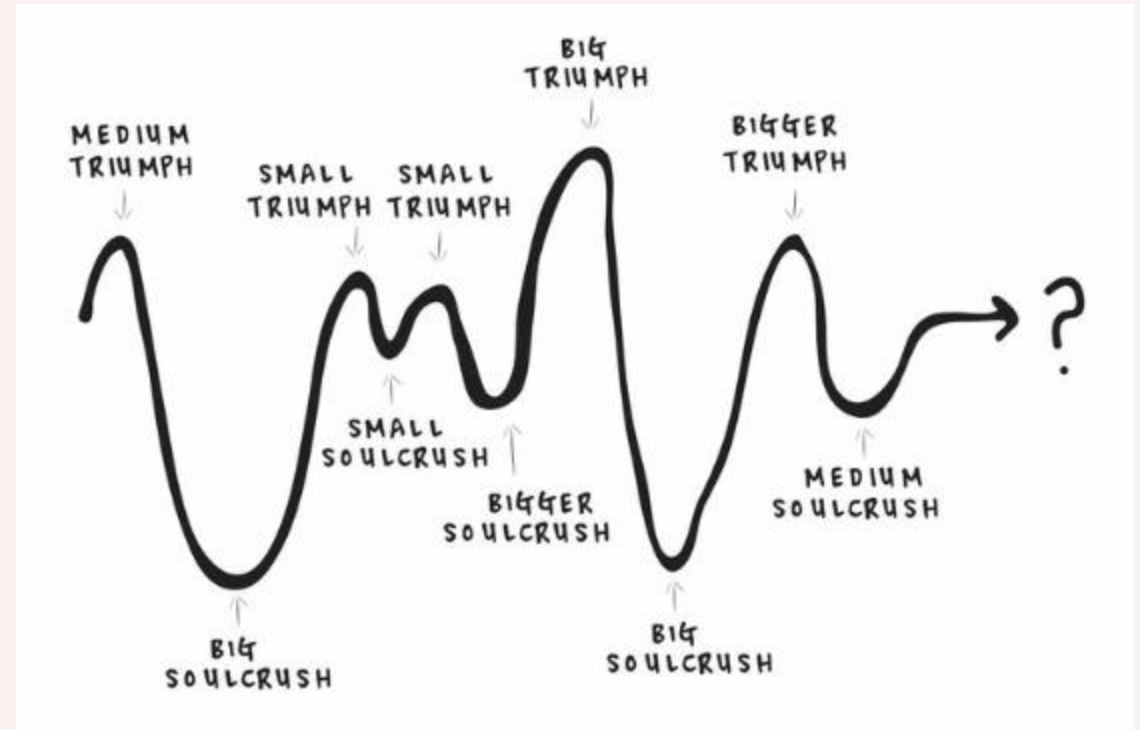
Fig 1. A sample lifeline chart as part of the study.

<https://doi.org/10.1371/journal.pone.0202470.g001>

LOOKS LIKE THIS:



Greenberg 2021 + [here](#)



[Here](#)

ACTIVITY

DISCUSSION

You did a Journey Map about each other's days as part of a semi-directive interview, what did you think?

Ethics

Sources:

[Mason 2002](#)

[Cohglan and Brydon-Miller 2014](#)

Ethical Principle	Ethnography	Focus Groups	Interviews
Informed Consent	Clear communication obtaining verbal and/or written consent	Obtaining informed consent from all participants before the focus group begins. Participants should understand the purpose, procedures, and potential risks.	Full information about the research/project, knowing their rights.
Confidentiality	Ensuring the anonymity and confidentiality of participants, protecting their identities and personal information in reporting and dissemination.	Anonymity outside groups, data storage protocol , personal information shared during the discussion remains confidential within the group.	Data storage protocol and anonymizing responses during analysis and reporting.
Respect for Participants	Respecting the cultural norms and values of the community under study, involving participants as collaborators in the research process.	Respecting participants' opinions and viewpoints during discussions, fostering an atmosphere where all voices are heard and valued.	Time, empathy, active listening
Beneficence	Ensuring that the research benefits both the participants and the community , striving to minimize harm and maximize positive outcomes.	Designing focus group discussions that are meaningful and engaging for participants , offering opportunities for self-reflection.	Sensitive to participants' well-being , minimizing discomfort or distress during the interview process.
Transparency	Being transparent about the research objectives, methods - honest and accurate information about the study.	Being transparent about the purpose and structure of the focus group , address any conflicts of interest.	Maintaining transparency in the interview process, ensuring participants understand how their data will be used.
Accountability	Taking responsibility for the ethical conduct of the research , addressing any ethical concerns or conflicts that arise during the study.	Ensuring that the focus group process is conducted ethically and professionally, addressing any participant concerns or conflicts that arise during the discussion.	Being accountable for the ethical conduct of the interviews , addressing any ethical dilemmas or concerns that arise during the research process. Share interview script and transcript is an option.

References:

- **Bryman, A. (2012). Social Research Methods. New York: Oxford University Press.**
- **Corbin, J and Strauss, A. (1990). Grounded Theory Research: procedures, canons and evaluative criteria. In Qualitative Sociology 13(1). 3-21.**
- **O'Reilley, K. (2004). Ethnographic Methods. London (UK): Routledge.**
- **Coghlan, D. and Brydon-Miller, M. (2014). Sage Encyclopedia of Action Research. London (UK): Sage.**
- **Mason, D. (2002). Qualitative Researching. London: Sage.**