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Qualitative research instruments

When collecting qualitative interview data, you need to train by holding back or working with your own thoughts, emotions, beliefs and expectations. The prerequisite is that you are aware of your prejudices and can explain them. This is a requirement to overcome the selective attention sampled above when I say in my mind that it is always black about Beamer cables. In the process of conducting the study, you need to be prepared for the effects that this may have on you. You need to be prepared to review your previous information. Understanding your research participant is another matter. Based on your personal bias, you may not understand what he's talking about or find it logical or meaningful. In seconds during the interview, you have to ask a descriptive question to gain a better understanding or decide whether you have an arrow by dropping it into the interpretation stage. An excerpt from an interview with an addict shopping below:
Interviewer: How would you feel if you were going out without any money?
Respondent: I can't get out the door. I can't get out the door. Tried. I had a bag, I lost my bag or I had it stolen, I don't remember, and I reported my credit cards missing. That's probably one of the worst things I remember. And it's going to take them a while to change their credit cards. I mean, I'd never come these three days and I didn't have any money. I thought I was going to stay home for three days, and every time I came to the front door to pick up my daughter or take her to school, I couldn't do it, and for three days. The interviewer didn't cut it to clarify what he meant by equating that income with credit cards. It may also be surprising that it is impossible for someone to leave the house because the bag is missing. The interviewer kept listening and wouldn't let him tell his story. In the planning of an interview study as part of the collection of qualitative data, the first thing to consider should be what kind of interview should be conducted. There are several different forms, and they give different types of data (see Helfferich, 2019, for example). The interview form must be in accordance with your research objectives. Dialogue produces data formats other than monologues. You may want to learn about subjective concepts or unconscious motives; or biographical self-disclosure or just information from an expert may interest you. Interviews differ in steering degree and structure; you can go to an interview knowing a lot about the subject already, or you can get into it as an outsider; the interview can take place in an ethnographic environment or as part of a daily activity, as in a more artificial context. When collecting qualitative interview data, the focus is on a long narrative or study between mutual understanding and everything. Examples of various interview forms that can be organized on the continuity of the aforementioned dimensions are ethnographic interviews, narrative interviews, guided interviews, biographical interviews, problem-cantered interviews, episodic interviews, in-depth interviews, semi-structured open-end interviews, group interviews or focus groups. In recent years, online conversations have also become a possibility. To conduct such interviews, you need to be comfortable with its technical requirements. You can only hear, but you can't see that person. Thus, nonveranced signals may be lost and important context information may be missing. Its advantages are that it is easier to overcome space, location and time constraints. When you have a small budget, you can't travel everywhere, but you can reach out to people you want to talk to online. In summary, there are many options to choose from when collecting qualitative interview data. Your task is to make an informed decision and explain your choice in the methodology section of your report. For more information, you can find a list of interview forms with references at the end of this section.
Find interview participants (qualitative sampling)
Let's say you choose a topic where access to the field is possible. Therefore, various selection strategies are available to collect qualitative interview data. You can go for a maximal variation in your data or look at a homogeneous group. Another option is to focus on certain situations, such as in typical, extreme, perverse, positive or negative situations. You can also find recommendations in the literature based on previous research. I call it theory-based sampling. This needs to be distinguished from the idea of theoretical sampling as the spread of grounded theory. Corbin and Straus use theoretical sampling ... is a method of collecting data on concepts/themes derived from data (2008: 143). Theoretical sampling is not something you can predetermly determine before you start collecting data. It refers more to the dialectic process of data collection and data analysis. The purpose of a grounded theory analysis is to create theory, and when you're trying to create the building blocks of your theory, you may find that some of your categories are quite thin and you need to collect more data on a particular topic. Or formulate some hypotheses based on your data, and it would take a little more data material to test those hypotheses. Then it's time to collect a little more data. Theoretical sampling is thus recommended by your own data, not by existing literature or theory. You can also choose your participants by criteria, for example, from two generations you want to talk to three ethnic groups, both male and female. When planning three interviews in each this means 3 x (3 x 2 x 2) = 36 interviews. If it is important that the person knows something about the question you want to work with, then the convenience sampling or snowball may be enough. For convenience, only you can go your way and say something about the issues you are interested in talking to anyone. When using snowballs, you start with only a few people of your choice and then ask them if you know someone you might want to get involved in researching, that is, throwing the ball to the next person. In summary, here is a list of various sampling strategies. A combination of the two is also possible, such as combining in typical and perverse situations. References are provided at the end of this article.
Maximal variation
Homogeneous group
In typical cases in extreme or perverse cases
Criteria Based on Criteria
Convenience
Snowball Collection
Qualitative Interview Data
Very often, data collection occurs over a certain period of time, and analysis is seen as the next step in the research process after all data is collected and transcribed. Researchers give up many opportunity and miss out on some of the great advantages of qualitative research - flexibility and adaptation - when they handle their projects in this way. Sometimes there is no way, as organizational issues within a team or cooperation will not allow for a process where data collection and analysis go hand in hand. But when you are free to plan your project and your timeframe is sufficient, then we recommend the grounded theory method of data collection. This does not mean that you are doing a based theory study; you only benefit from one of the general research procedures described by them and those before them (see Blumer, 1969, for example). Strauss (2004) writes about the triad of the research process: data collection followed by coding and note writing. Both, codes and notes can lead to search guidance for new data and more encoding and more note writing. In the later stages of the research project, it is not unusual for the researcher to return to the data already analyzed, review the coding and correct the notes. Coding and note writing continue until the end. Even new data can be collected in the process of writing reports when the researcher has the feeling that the level of data integration obtained is not sufficient and that there are gaps in the data. Early transcription and analysis of data provides the advantage of being able to adjust interview questions, asking new and different aspects that first come up in interviews; questions that are not really grounded in the field and based on desktop research. Novices in particular learn a lot from the first data transcription. Then in the interview they realized what was going well and what was not. They get a better picture of themselves and can also increase your own interview skills. Going a step further with encoding, discovering the first pre-links in data adds more information that supports and helps you through the ongoing data collection process. I mentioned the time frame upstairs.
Project Schedule
It is always difficult to stick to a predefined timeline, but you need to know that a qualitative analysis phase covers (or should) take up a large part of the project time. My students often think that most of the work is done when interviews are conducted and when they go to writing. I do not advise them to provide them with a timeline and strongly keep it and explain why. I tell them that they need to spend enough time analyzing data and that tasks in a qualitative project are distributed differently according to survey research. But experience is usually a better teacher. In the end, they realize that two weeks is a little too short to analyze the data and write the research report. As I prefer to read semi-finished and lousy reports well instead of coming to me and giving me an extension about their dilemma. My goal for them is to learn qualitative methods and by doing so is best achieved. I can tell them a lot about formulate research questions, access to space, coding, do a few exercises, show them ATLAS.ti and how it works. They won't have that in mind. They need to do this and probably learn the most from mistakes such as timing or neglecting the importance of literature, or my remarks about data management at ATLAS.ti. Thus, at the same time the first project is unlikely to be perfect nor does it have to be. You probably need to come to appreciate the topics you read about in qualitative research method books by gaining your own experiences. This also applies to studies with ATLAS.ti. Each new project will contribute a little more to your understanding. The second time around you probably got much better
How to encode and adjust your encoding system to make the most of it when asking questions about data. But like everything else, we have to start somewhere. Let's do this by looking at the ATLAS.ti interface in the next section and learning the first terms that will be your daily companions when working with ATLAS.ti.
Additional Reading
Types of Qualitative Interviews: Ethnographic interview
Spradley, J.P. (1979) Ethnographic Interview. New York: Holt, Rinehart & Winston.
Narrative interview
Schütze, Fritz (1976) Zur Hervorlockung und Analysis von Erzählungen thematisch illogilgeschichten im Rahmen soziologischer Feldforschung. AG Bielefelder Soziologen (eds) as Kommunikative Sozialforschung. München: Fink, p. 159 – 260.
Lucius-Hoene, Gabriele & Deppermann, Arnulf (2002). Rekonstruktion tells Identität. Ein Arbeitsbuch zur Analysis tells of the portraits. Opladen: Leske + Budrich. / Rosenthal, Gabriele (2008, 2ed ed) Interpreter Sozialforschung: Eine Einführung. Weinheim. / Schütze, Fritz (1983): Biographieforschung und narratives Interview, in: Neue Praxis, 13(3), 283-293. / Atkinson, R. (1998). Life Story interview. Qualitative Research Methods Sage University Bildriserisi, Volume 44. Thousand Oaks, Ca: Sage.
Guided/semi-structured talks
Hopf, Christel (2004). Qualitative Interviews - Ein Überblick. Flick, Uwe, V. Kardoff, Ernst & Steinke, Ines (eds) as Nitel Forschung: Ein Handbuch. Reinbeck bei Hamburg: Rowohlt. Chapter 5, p. 349 – 359.
Biographical interview
Fuchs-Heinritz,Werner (2000, 2nd ed). Biographer Forschung. Eine Einführung Praxis in und Methoden. Opladen: Westdeutscher Verlag.
Rosenthal, Gabriele (2004). Bibliographic research. Seale in Clive, Gobo, Giampietro, Gubrium, Jaber F. and Silvermann, David (eds). Qualitative Research Praticce. London: Wise.
Problem-centered interview:
Witzel, Andreas (2000). Das problemzentrierte Interview [25 Absätze]. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 1(1), Art. 22. nbn:de:0114-fqs0001228.
Episodic interview
Flick, Uwe (2006, 3 ed / 2007). Introduction to Qualitative Research. London: Wise. Chapter 13. / Qualitative Sozialforschung: Eine Einführung. Reinbek bei Hamburg: rowohlt. Kapitel 13.
Interviews with Merton, R.K. & Kendall, P.L. (1956). Focused interview. Glencoe, Ill. / Merton, R.K. & Kendall, P.L. (1975). Das focussierte Interview. Hopf as Christel & Weingarten, E. (eds). Qualitative Sozialforschung. Stuttgart, Klett-Cotta, p. 171-204.
In-depth interview
Kvale, Steinar (1996). Introduction to Qualitative Research Interview. Thousand Oaks, CA: Sage. / Lamnek, Siegfried (2005, 4th ed). Qualitative Sozialforschung: Lehrbuch. Weinheim,Basel: Beltz Verlag. Chapter 8.
Group calls
Flick, Uwe (2006, 3rd ed / 2007). An Introduction Research. London: Wise. Chapter 15. / Qualitative Sozialforschung: Eine Einführung. Reinbek bei Hamburg: rowohlt. Kapitel 15.
Focus groups
Morgan, David L. (1988). Qualitative Research.Thousand Oaks, CA: Focus Groups as Sage. / Morgan, David L. and Krueger, R.A. (1998). Focus Group Kit. Thousand Oask, CA: Sage.
Qualitative online talks
Mann and Stewart (2005) Internet Communications and Qualitative Research: A Handbook Online for London Research: Sage. / Rezahek, Roger (2000, Jan. Online focus groups: Electronic discussions for research [67 paragraphs]. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research [On-line Journal], 1(1). (Sampling
Flick, Uwe (2006, 3rd ed / 2007). Introduction to Qualitative Research. London: Wise. Chapter 11. / Qualitative Sozialforschung: Eine Einführung. Reinbek bei Hamburg: rowohlt. Kapitel 11. / Helfferich, Cornelia (2019, 5. Ausgabe). Die Qualität Qualitativer Daten: Manuel für die Durchführung von qualitativen Interviews. Wiesbaden: VS Verlag. Chapter 5.2.
Silvermann, David (2000). Doing Qualitative Research: A Practical Handbook. London: Wise. Chapter 8.
Patton, M.W. (1990, 2ed ed). Qualitative Evaluation and Research Methods. London: Wise. (p. 100 – 175) 175)

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