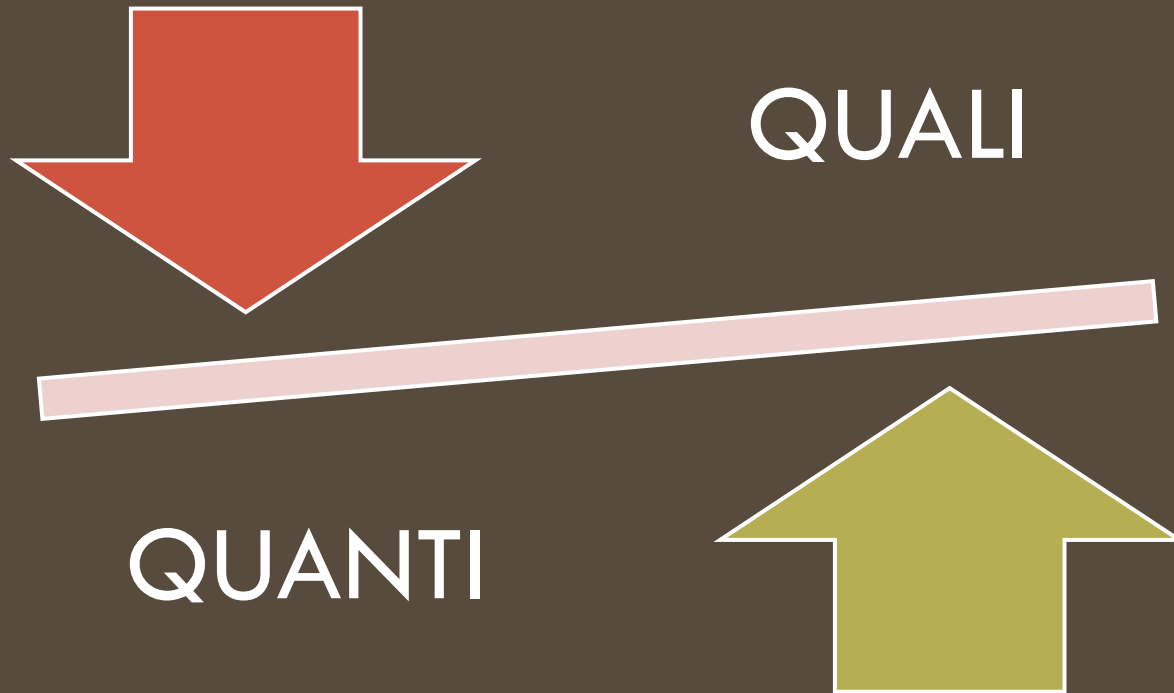




QUALITATIVE METHODS — QUALITATIVE DATA COLLECTION

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WHY CHOOSE ONE RATHER THAN THE OTHER?

CRESWELL, 2003 P5

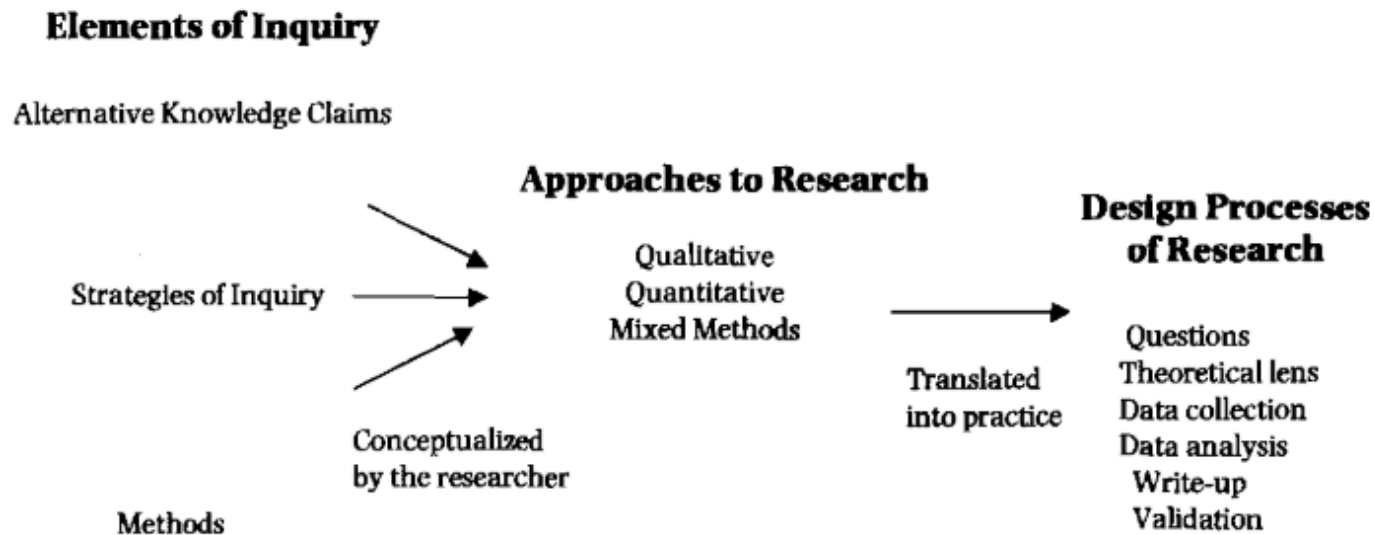


Figure 1.1 Knowledge Claims, Strategies of Inquiry, and Methods Leading to Approaches and the Design Process



EPISTEMOLOGICAL STANCE

Contextualized knowledge –
transdisciplinarity (Dankwa-
Mullan et al., 2010)

- What challenges?

Translational,
transformational research on
health inequities (Dankwa-
Mullan et al., 2010)

- What stance as a
researcher?



VALIDITY CRITERIA IN QUALITATIVE RESEARCH

Whittemore, R., Chase, S. K. and Mandle, C. L. (2001)
'Validity in qualitative research', *Qualitative Health
Research*, 11(4), pp. 522–537. doi:
10.1177/104973201129119299.



DATA COLLECTION TOOLS



METHODS



COLLECTION
TOOLS



DATA

INTERVIEWS

aimed at enabling participants to express the meaning of related surrounding conditions and context (Ryan et al., 2009) in their own words (Kvale, 1996)

TYPES



Individual



group



structured

Open or closed
questions



Semi-structured

You know the way
but don't write all
the questions



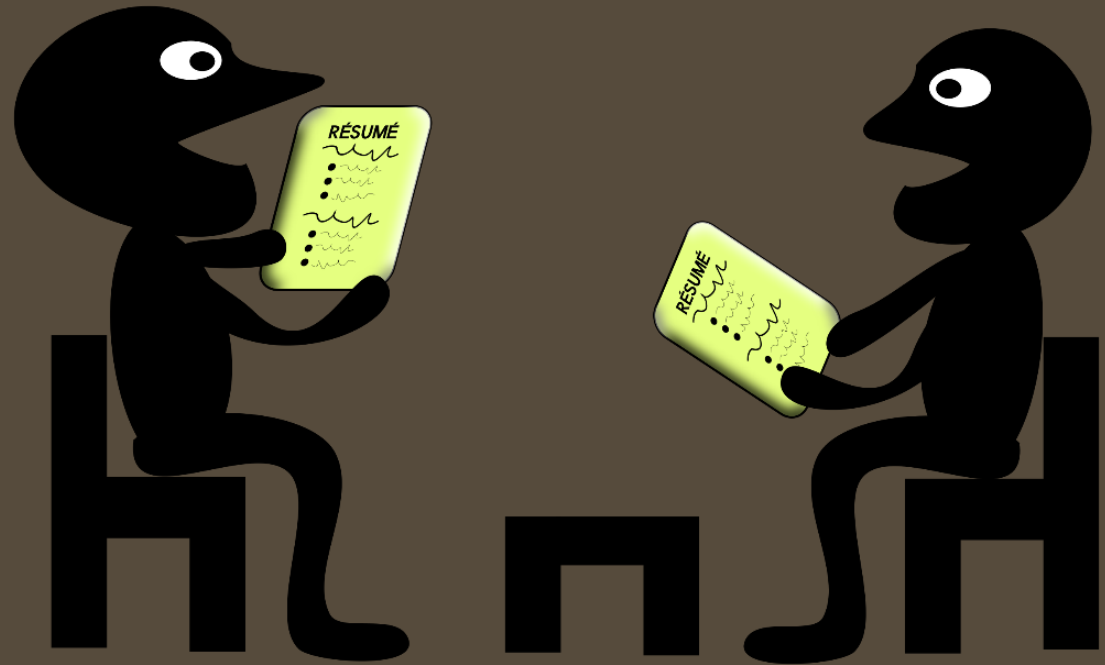
unstructured

Few questions, chat,
risky

INTERVIEWS

Now for an activity

What do you think of
the following
interview guides?



GRID 1

Can you give me the definition of prevention?

Do you smoke?

Do you think medical treatment shouldn't be reimbursed to smoking patients?

GRID 2

Have you ever driven over the speed limit?

Do you agree with saying that speeding is dangerous?

When you go to work, or take your children to school, do you use a Tom-Tom device or any other type of technology to warn you in case of a speed-camera and why?

GRID 3

Do you think you are a good student?

How many times have you failed your exams and why?

What is the Ministry of Education's definition of academic achievement?

ONE OR TWO THINGS TO CONSIDER...



Time constraints



Noise



No preparation...



Aim of the interview? Not an evaluation!



Clear wording and formulation



Don't add the answer in the question



Order of the questions: logical, more and more personal and focused

FOCUS GROUP



GROUPE VS INDIVIDUAL?

Table 1. One-to-one interviews versus focus groups

	One to one	Focus groups
Purpose	Probe experience	Generate ideas
Researcher role	Interviewer	Moderator
Sample	Aim to reach theoretical saturation (usually > 10–12)	
Equipment	Tape recorder, lapel microphone, quiet room	Homogenous groups of 4–6 participants in each Tape recorder, oval/round table/table microphone, props (flash cards, leaflets)

FOCUS GROUP

How is this
relevant for
my research?

What will I
try and
collect?

FOCUS GROUPE

- **If you wish participants to**
 - **Share and compare expériences**
 - **Develop general principals**
 - **Explore important and shared issues**

FG + another method

- **If you wish to**
 - **Compare groups if individuals**
 - **Collect information on observed behaviours**
 - **Acquire a broader perspective on people's experiences**
 - **Explore change and evolution in time**

WHEN NOT TO USE FOCUS GROUPS

- to build consensus.
- to educate participants.
- to address a conflictual or sensitive issue
- if the FG can harm participants due to information sharing or hierarchy

ETHICS!!!

- to do statistics

IN PRACTICE



SELECTION of PARTICIPANTS



Common characteristics, homogenous group



Link with the issue / theme



Aim: variety of opinions and points of views



A mix of 6 to 8 people (max 12)
professionals, researchers students for eg

LES ORGANISATEURS

□ a moderator

=> to encourage participants to express their points of view

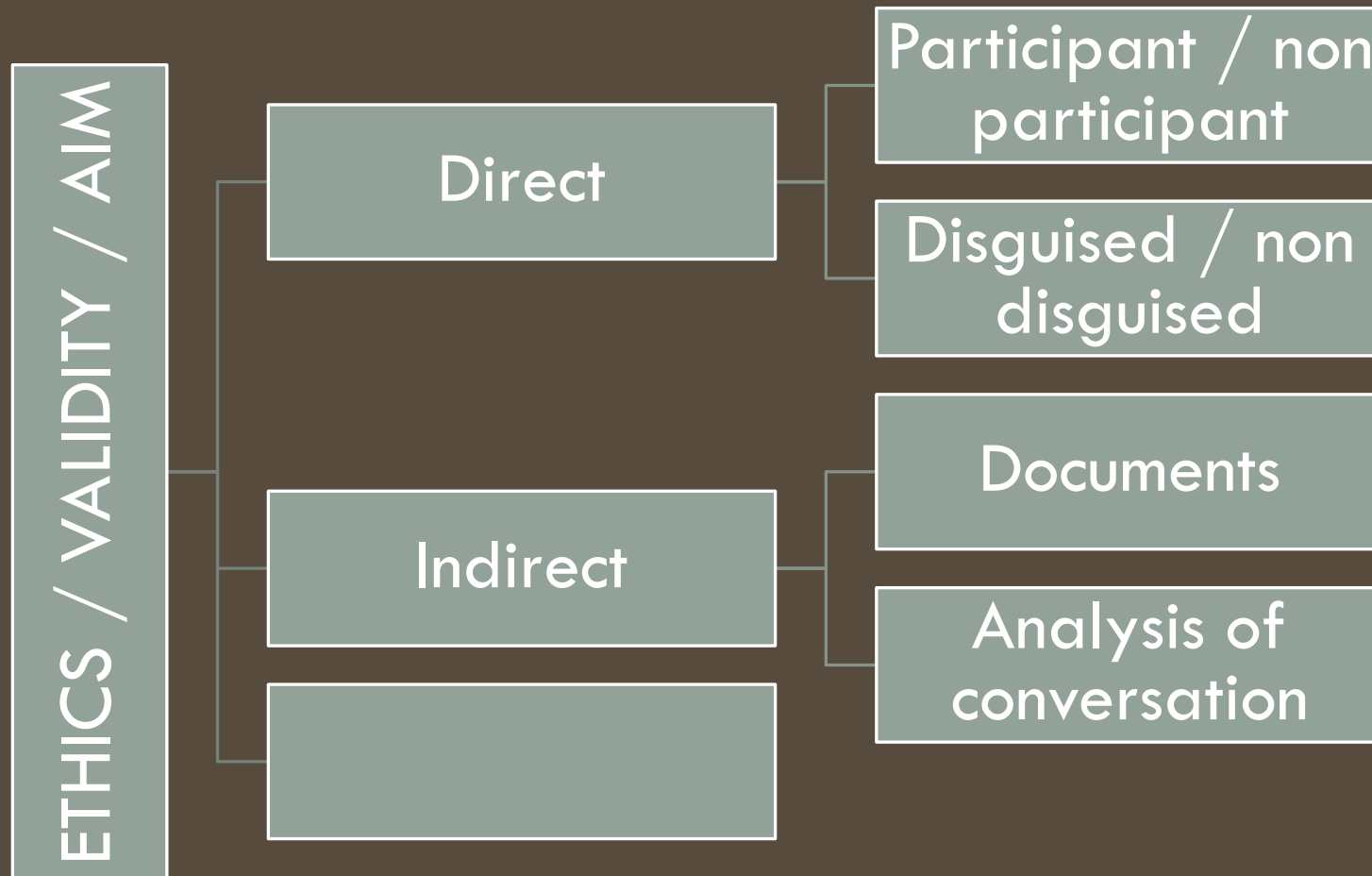
=> requires specific competences (eg active listening) and values (equity)

□ an observer:

=> records the session

=> words, non verbal, group dynamics etc..

WHAT ABOUT OBSERVATION?



ETHICS

- confidentiality
- transparency of information (consent etc..)
- hierarchy between participants
- themes

ANALYSIS



Same as interviews



Content analysis:
what is said



Narrative analysis:
how it is said

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SELF- CONFRONTATION



ORIGINS: ANALYSIS OF
ACTIVITY



Self- confrontation
interview = confronting
a person to the traces
of an activity

Von Cranach, 1982 M. Von Cranach et R. Harré *The analysis of action*,
Cambridge University Press/éditions de la MSH, 1982

AIMS

Access the « reality » of an activity

- what is done
- what is not done
- what one attempts but fails to do

(Clot *et al.*, 2000).

EXPERIENCE

SIMPLE SELF CONFRONTATION SIMPLE

« to confront a single participant with their own activity. This individual approach seeks to have the participant comment and explain the steps undertaken to carry out his tasks, to reveal the cognitive processes which underlie the description of this activity, whether professional or not» (Mollo & Falzon, 2004, p.533).



To reveal cognitive processes

ALLO SELF CONFRONTATION

To confront the activity of a person to one of his colleagues (critical and objective look)

In his presence: simple allo confrontation

=> exchanges with the colleague

=> higher level of analysis and justification of actions (characterization of cognitive processes)

In his absence: cross-confrontation

BE CAREFUL WITH ETHICAL RULES!

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ANY
QUESTIONS
?



MAP THE PROBLEM ACTIVITY