

# Qualitative Data Analyses

## Designing an Interview Study

Marios Goudas

---

---

---

---

---

---

---

---

You will only learn qualitative research methods and acquire qualitative research skills, if, **apart of reading**, you will:

DO QUALITATIVE RESEARCH

And reflect on ...

---

---

---

---

---

---

---

---

## Start - Up

You want to learn about your partners' sport experience

- ▣ Develop some questions
- ▣ Ask the questions
- ▣ Take notes
- ▣ Report

---

---

---

---

---

---

---

---

### Seven Stages of an Interview Inquiry

- ▣ Thematising
  - Formulate the purpose of the investigation and the conception of the theme to be investigated
- ▣ Designing
  - Plan the design of the study taking into consideration all seven steps of the investigation
- ▣ Interviewing
  - Conduct the interviews based on an interview guide and with a reflexive approach to the knowledge sought
- ▣ Transcribing
- ▣ Analysing
  - Decide which modes for analysis are appropriate
- ▣ Verifying
  - Ascertain the validity, reliability and generisability of the interview findings
- ▣ Reporting
  - Communicate the findings of the study and the methods applied in a form that lives up to scientific criteria

---

---

---

---

---

---

---

---

### Thematising an Interview Study

- ▣ Thematising refers to the formulation of research questions and a theoretical clarification of the theme investigated
  - Research purpose - Why
    - The why of the study
      - Empirical knowledge of subjects' typical experience of a topic
      - Perceptions of a social situation
      - Life histories – biography
  - Subject matter Knowledge – What?
    - The thematic focus of a project influences what aspect of the subject matter the questions center upon, and which aspects remain in the background
    - Familiarity with the theme investigated is requires to be able to pose relevant questions

---

---

---

---

---

---

---

---

### Designing the Study

- ▣ Overview
- ▣ Interdependence
- ▣ Push forward
- ▣ Spiraling Backwards
- ▣ Keep the End Point in Sight
- ▣ Getting Wiser
- ▣ Time and Resources
- ▣ Work-Journal

---

---

---

---

---

---

---

---

**Practice cont'd (3)**

- ▣ Review your intended study on Sport Experiences
- ▣ Revise/ elaborate the Research Purpose and the Theme of the Study
- ▣ Revise the Design of the Study

---

---

---

---

---

---

---

---

**Session 2**

- ▣ Interview development and
- ▣ Practice, practice, practice.....

---

---

---

---

---

---

---

---

**Conducting an Interview**

**Setting the Interview Stage**

- Briefing –
- Mentioning some of the main points learned
- Concluding the Interview
- Debriefing
- Personal Reflection

---

---

---

---

---

---

---

---

**Practice cont'd (4)**

- ▣ Write down briefing statements/ concluding statements/ debriefing statements
- ▣ Interview your partner again regarding his – her sport experiences. This time..
- ▣ Use the briefing/ debriefing/ concluding statements
- ▣ Add/elaborate on the notes you kept in the first interview
- ▣ Write notes of personal reflection

---

---

---

---

---

---

---

---

**Conducting the Interview  
Scripting the Interview (1)**

- ▣ A good interview question contribute:
- ▣ **Thematically** with regard to producing knowledge
- ▣ **Dynamically** with regard to promoting a good interviewing interaction

---

---

---

---

---

---

---

---

**Scripting the Interview (2)**

| Research Questions  | Interviewer Questions  |
|---|--|
| Which form of learning motivation dominates in high school?   | Do you find the subjects you learn important?  |
|   | Do you find learning interesting in itself?  |
|   | What is your main purpose in going to high school?   |
| Do the grades promote an external, instrumental motivation at the expense of an intrinsic interest motivation for learning? | Have you experienced a conflict between what you wanted to read and what you had to read to obtain a good grade? |
|   | Have you been rewarded with money for getting good grades  |
|   |  |
|   |  |

---

---

---

---

---

---

---

---

### Scripting the Interview (3)

| Priority in Interview Design | Priority in Interview Script |
|------------------------------|------------------------------|
| 1. Why                       | 1. What                      |
| 2. What                      | 2. How                       |
| 3. How                       | 3. Why                       |

---

---

---

---

---

---

---

---

---

---

### Scripting the Interview (2)

#### Types of Interview Questions

- ☐ Introductory Questions (Can you tell me about...)
- ☐ Follow - up Questions
- ☐ Probing questions (Can you give me a more detailed description...?)
- ☐ Specifying questions (p.e. What did you actually do...)
- ☐ Direct questions (Have you ever received money for grades?)
- ☐ Indirect questions
- ☐ Structuring Questions
- ☐ Silence
- ☐ Interpreting Questions

---

---

---

---

---

---

---

---

---

---

### The art of Second Questions

- ☐ Decisions about which of the many dimensions of a participants' answers to pursue requires that the interviewer have
- ☐ Good listening and focusing skills
- ☐ A knowledge of the interview topic
- ☐ A sensitivity toward the social relationship of an interview
- ☐ Knowledge of he or she wants to ask about

---

---

---

---

---

---

---

---

---

---

**Practice cont'd (7)**

- ▣ Look at your notes from the Sport Experience Interview you did earlier
- ▣ Decide about the themes you want to ask second questions
- ▣ Write down this second questions in your revised interview guide

---

---

---

---

---

---

---

---

**Quality Criteria for an Interview**

- ▣ The extent of spontaneous, rich, specific, and relevant answers from the interviewee
- ▣ **The extent of short interviewer questions and longer interviewee answers**
- ▣ The degree to which the interviewer follows up and clarifies the meaning of the relevant aspects of the answers
- ▣ To a large extent, the interview being interpreted throughout the interview
- ▣ The interviewer attempting to verify his or her interpretations of the subjects' answers over the course of the interview
- ▣ The interview being "self -reported" a self-reliant story that hardly requires additional explanation

---

---

---

---

---

---

---

---

**The one and only way to learn qualitative research methods and acquire qualitative research skills is to:  
DO QUALITATIVE RESEARCH**

- ▣ Conduct more interviews than the 1 needed for your assignment - Transcribe - Reflect
- ▣ Comment on another's student qualitative assignment
- ▣ Attend another interview - Reflect
- ▣ Transcribe others' interviews (in addition to yours) - Reflect

---

---

---

---

---

---

---

---

**Learning Interviewing by Transcribing Interviews**

- ▣ Obtain a couple of sound-recorded research interviews, spend a week transcribing them, and reflect on the processes and problems of transcribing and interviewing:
- ▣ To secure a good quality sound recording
- ▣ To clarify inaudible answers during an interview
- ▣ To pose clear questions that participants understand
- ▣ To listen carefully to what it is said and how it is said

---

---

---

---

---

---

---

---

**Transcribing**

- ▣ I hate it, you know. I do!
- ▣ I hate it. You know I do!

Pythia's prophecy

- ▣ You will go, you will return not. You will die in the war.
- ▣ You will go, you will return. Not you will die in the war.

---

---

---

---

---

---

---

---

**Learning Interviewing by Transcribing Interviews (cont'd)**

- ▣ To pay attention to the voice, the pauses, the sighs, and the like, as indications that a topic may be important, and also too sensitive to pursue
- ▣ To follow up an interview statement with a second question
- ▣ To prevent the interview from becoming filled with small talk
- ▣ To notice interviewer variations in questioning styles, their advantages and their drawbacks
- ▣ To notice how new interpretations of the meanings may spontaneously arise when working closely with the oral recording

---

---

---

---

---

---

---

---