# Considerations for the generation of a new Quirkos Data Set

## The need for data

### Types of data identified

We need to gather a range of data-types so that, as a minimum, the fundamental range of analytical features of Quirkos can be demonstrated on course. We will use a structured approach with some common questions followed by a more discursive narrative approach to gain access to personal and highly contextualised stories that give insight into a group that is not normally examined. We will then have csv-type files for structured responses and doc-type files for unstructured data. PDF imports can be used to illustrate functionality around literature reviews, along with book chapter references, webpages and newly created sources in Quirkos. We also need to generate some focus group type data i.e. more than one speaker in a single document.

> **Commented [CG1]:** The structured approach is going to wait until we really need that type of data set for T&L purposes. For now we will focus on unstructured data. Hurrah!

### What is the central question?

It was decided to generate sub questions and model the central or super-ordinate question from there. Initial ideas included: The qualitative researcher journey; Researcher identity; The use of humour in teaching; The use of personal stories in teaching; The reflexive self in carrying out and teaching research.

It is proposed that interview data is gathered from qualitative researchers on a theme of *Qualitative Research in Practice*. What is it like to be a qualitative researcher; designing, planning, gathering, analysing and writing about qualitative research, and teaching qualitative methods?

> **Commented [CG2]:** The questions below don't seem to match the full breath of this statement. Do we want them to?

- What kind of researcher are you? In what ways has that changed since you started your career? What was your first piece of qualitive research about? What did you learn from doing that?
- What's your favourite methodological approach?
- Have you ever taught qualitative research? Do you teach qualitative research now?
    - To whom did/do you teach qualitative research?
    - Which aspects did/do you teach?
    - What did/do you most enjoy about it?
    - What did/do you find challenging?
    - What do students most enjoy when learning?
    - What do they find challenging?

### Unstructured Questions

How do Qualitative Researchers use story-telling in teaching qualitative research?

- Do you have any funny stories that you like to tell others? Why that story?
- What (if any) cautionary tales do you use?

- Are there any experiences that you avoid sharing with students? Why is that?
- If you do not teach Qualitative Research, why is that?
- What are your thoughts on CAQDAS?

## Alternative/additional Themes

Pioneers of qualitative research; possibly in a field or discipline where qualitative research is unusual or rare, or with an uncommon qualitative methodology, or an uncommon or taboo topic area. These stories perhaps fit a more specialist text.

What difference does it make to researchers to be in department or field where qualitative research is understood and used by colleagues?

- Is qualitative research a common paradigm in your department?
- What's that like for you as researcher?
- As a teacher?

## What are our assumptions about these questions?
## What does the literature say?

# How will we gather data and why that way?

We need to gather a range of data-types so that, as a minimum, the fundamental range of analytical features of Quirkos can be demonstrated. We will use a structured approach with some common questions followed by a more discursive narrative approach to gain access to personal and highly contextualised stories that give insight into a group that is not normally examined. We will then have csv-type files for structured responses and doc-type files for unstructured data. I'm assuming we can generate other types of import, such as pdf, as required, to illustrate functionality.

We will use audio-only telephone or zoom call. We will use voice-only to avoid Zoom fatigue. Evidence around the efficacy of audio calls as compared with face-to-face interviews is rather dated, however it suggests that it is suitable where:

- the physical context of interview is comparable to the context of the research e.g., office-based workers talking about work from their office
- a level of intimacy required and consistent with personal story-telling needs to be achieved without lengthy preparation or debriefing of the participant

> **Commented [CG3]:** Methodology

## What kind of facilitative forms will we use when gathering data?

Interview summary sheets, with participant details and indicative section headings should be sufficient for post-interview thoughts to aid analysis.

# Which text book features would affect the nature of the interviews and visa versa?

- The working title of the interview focuses on the practical nature of *doing* qualitative research. The epistemological is obscured. It is appropriate that the epistemological is explored in the interviews as it provides the context for choices whilst doing the research. Exploring the epistemology in interview means that the scope of book can be expanded.

It is possible that we could have some structured questions that could provide context for the course data set and more open story-telling for use in the text book.

A focus on practical aspects of research seems appropriate for a text book that is demand led. The research process seems an appropriate model for thinking about the areas to cover in a text book but is possibly too broad and over-steps the scope of the demand. The demand is probably also more analysis focussed. However, to minimise burden to the participants all of the data should be gathered in a single interview. Data for exclusion from the course data-set will be chosen later.

### Comparing structures of tool-kit type text books

A brief examination of 3 text books to hand (see Appendix) show that their structures broadly follow the linear model of the common process for qual research, with epistemological issues dealt with upfront.

## What is our approach to the analysis?

Whilst I favour a narrative approach, there will be structured questions because the purpose of the data-set requires it. This does not however guarantee structured responses. I'm steeped in the analytical methods (and language) of Grounded Theory, and interpretivism generally. What are the implications for analysis?

## What is our recruitment strategy?

A bottom up and top-down approach can be taken simultaneously. Some organisations and individuals are noted in the Card *Recruit from…* The course data-set only require a small number of respondents e.g. 6 max but more responses could be useful for text book materials, especially if we develop it into something beyond a Quirkos primer. Preference for inclusion in the course data set would be for some variation of field of study, if possible and they should all be or have been teachers of Qual methods, although not necessarily users of caqdas.

- Recruitment and participant information sheets will need to be drafted.

## Where will we seek ethical approval?

I believe you said you had a mechanism for seeking some kind of ethical governance.

- Consent forms will also need to be drafted

## Appendix

Gibbs - Sage series book; Analysing Qualitative Data

10 sections

1. The nature of qualitative analysis
2. Data prep
3. Writing
4. Thematic coding and categorizing
5. Analyzing biographies and narratives
6. Comparative analysis

7. Analytic quality and ethics
8. Getting started with caqda
9. Searching and other analytic activities using software
10. Putting it all together

*Michael Angrosino  Doing Ethnographic and Observational Research*

9 sections

1. Introduction – Ethnography and participant observation
2. What kinds of topics can be effectively and efficiently studied by ethnographic methods?
3. Selecting a field site
4. Data collection in the field
5. Focus on observation
6. Analyzing ethnographic data
7. Strategies for representing ethnographic data
8. Ethical considerations
9. Ethnography for the 21st Century

*Pat Bazeley Qualitative Data Analysis with NVIVO*

8 sections

1. Perspectives: Qualitative computing and NVivo
2. Starting a project
3. Data records
4. Working with data
5. Connecting data
6. Managing data
7. The 'pit stop'
8. Going further