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# Week 9

Going native, like Jane Goodall. Qual methods part 2.

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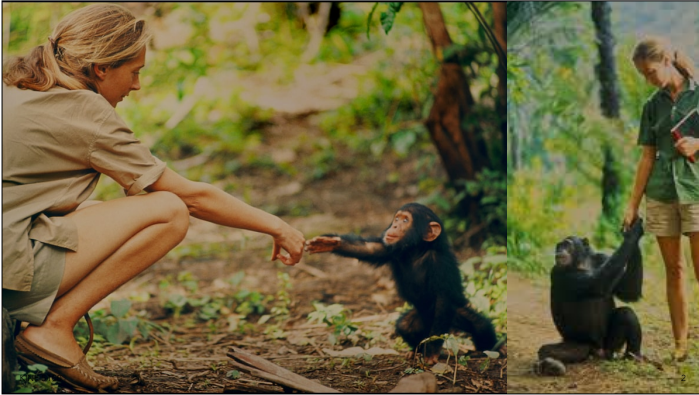
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# Today.

- Criteria for evaluation.
- Strategies for to increase rigor.
- Application.

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# Evaluation.



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# Qualitative Evaluation.

- Markedly different from quantitative methods.
- Validity => Trustworthiness
- Methodological rigor is demonstrated through description and procedure.

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# Trustworthiness

- Introduced by Guba (1981), refined by Lincoln & Guba (1986).
- Response to "lack of validity or rigor" in the view of predominant quantitative paradigm.
- Highlights authenticity and rigor, through **truth value, applicability, consistency, and neutrality.**

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Quality Criteria and Coinciding Terms from Published Qualitative Studies

Reflexivity	Credibility	Resonance	Ethics	Contribution	Coherence
Audibility	Adequacy	Aesthetic merit	Caring	Actualisation	Achieve purpose
Balance	Authenticity	A story that moves	Dialogic	Advocacy	Adequacy
Criticality	Commitment	Clarity	Engagement	Community	Clarity
Engagement	Concreteness	Craftsmanship	Empathetic	Construction of further Questions	Coherence
Explicitness	Contextual sensitivity	Creativity	Empowered	Contribution	Congruence
Honesty	Credibility	Divergent Reactions	Ethical Self-Consciousness	Heuristic, Methodological, Practical, Theoretical	Delimitation
Impact	Critical interpretation	Fittingness	Ethics: Procedural	Impact	Integration
Openness	Data sufficiency	Formulation	Ethics: Situational	Importance	Internal consistency
Positionality	Dependability	Generalisation	Ethics: Relational	Originality	Interpretation
Positioning	Explicitation	Naturalistic	Ethics: Existing	Outcome	Meaningful coherence
Process	Express a reality	Presentation	Reciprocity	Persuasive	Transparency
Researcher	Plausibility	Relevance	Sacredness	Rational	Understandability
Presuppositions					
Self/Social Critique	Reliability	Resonates	Sensitivity	Relevance	
Sincerity	Trustworthiness	Responsiveness		Scope and Purpose	
Subjectivity	Validity	Social Context		Social Validity	
Transparency	Verification	Transferability		Substantive Contribution	
Vulnerability	Verisimilitude	Typicality		Usefulness	
	Voice	Vividness		Value	
		Writing		Worth/Worthy Topic	

Source: Zitomer, M.R., and Goodwin, D., *Adapt. Phys. Activ. Q.*, 31, 193-218, 2014.

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## Definitions

- **Reflexivity** is the means by which researcher background and theoretical assumptions impacting study process and findings becomes apparent. The extent to which reflexivity would be evident in qualitative papers depends on the paradigmatic approach with which you align.
- **Credibility** encompasses the extent to which findings represent experiences shared by participants or observed by researcher.

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- **Resonance** is the impact a study has on readers and its ability to meaningfully reverberate with them. Depending on the paradigmatic approach with which you align, resonance can be achieved by the adjacent considerations.
- **Contribution** addresses ways in which research contributes to deeper understanding, clarifying confusion, extending knowledge, and generating insights.

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- **Ethics** addresses the importance of carrying out research in a respectful, humane, honest, and empathic way. Ethical considerations are imperative in all stages of a research process, but may differ in their relevance and interpretation based on the paradigmatic approach.
- **Coherence**. A coherent study follows a consistent, clear, and concise epistemological perspective from its introduction through to its conclusions.

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## Quality indicators.

- **Interview studies** (or interview components of comprehensive studies)
  - Appropriate participants are selected (purposefully identified, effectively recruited, adequate number, representative of pop of interest).
  - Interview questions are reasonable (clearly worded, not leading, appropriate, and sufficient for exploring domains of interest).
  - Adequate mechanisms are used to record and transcribe interviews.
  - Participants are represented sensitively and fairly in the report.
  - Sound measures are used to ensure confidentiality.

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- **Observation Studied** (or Observation Components of Comprehensive Studies)
  - Appropriate setting(s) and/or people are selected for observation.
  - Sufficient time is spent in the field (number and duration of observations, study time span).
  - Researcher fits into the site (accepted, respected, unobtrusive).
  - Research has minimal impact on setting (except for action research, which is purposely designed to have an impact).
  - Field notes systematically collected (videotaped, audiotaped, written during or soon after observations).
  - Sound measures are used to ensure confidentiality of participants and settings.

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- **Document Analysis**
  - Meaningful documents (texts, artefacts, objects, pictures) are found and their relevance is established.
  - Documents are obtained and stored in a careful manner.
  - Documents are sufficiently described and cited.
  - Sound measures are used to ensure confidentiality of private documents.

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- **Data Analysis**
  - Results are sorted and coded in a systematic and meaningful way.
  - Sufficient rationale is provided for what was (or was not) included in the report.  
Documentation of methods used to establish trustworthiness and credibility are clear.
  - Reflection about researchers' personal position/perspectives are provided.
  - Conclusions are substantiated by sufficient quotations from participants, field notes of observations, and evidence of documentation inspection.
  - Connections are made with related research.

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Quality Criteria and Accompanying Strategies for Qualitative Research

Reflexivity	Credibility	Resonance	Ethics	Contribution	Coherence
Articulate theoretical position	Abundant detail	Aesthetic	Collaboration	Future research suggested	Appropriate research aims
Audit trail	Adequate data	Attention to context	Confidentiality	Implications for practice	Coherence across aim, purpose, question, sampling method, and data collection
Bracketing	Analysis described	Evocative	Data safeguarded	Influences multiple audiences	Methodological congruence
Disclose researcher bias	Code checking	Presentation	Ethics approval	Moves reader to action	
Reflexivity	Complex narratives	Sample situated	Informed consent	New methodological approach	
Self-reflective journaling	External audits	Thick description	Legend of cautions	Question and interpretation grounded in current research	
Transparency	Member checks		Participant welfare		
	Negative cases		Promises to participants kept	Theory applied in new context	
	Peer debriefing		Reflexivity		
	Prolonged engagement		Researcher and participant hierarchy challenged		
	Reciprocity				
	Sampling				
	Triangulation				

Source: Zitomer, M.R., and Goodwin, D., *Adapt. Phys. Activ. Q.*, 31, 193-218, 2014.

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- Identify your background as a researcher/ practitioner in the field.
  - Identify your personal bias that may impact the research process and findings and how it was addressed (distancing one-self or incorporate it into your study).
  - Clearly identify the strategies you used throughout your data collection process in order to demonstrate the credibility of your work.
  - Explain how your chosen strategies align with your paradigmatic perspective.
  - **Writing style.** Is the writing aesthetic and evocative in a way that can make readers feel like they are present in the context with the researcher?
  - **Transferability.** Are context and findings described in depth allowing readers to consider other situations to which they may be relevant?
  - Do the introduction and review of literature clearly demonstrate the need for the study?
  - How do the study findings contribute to professional practice in the field?
  - How do the study findings contribute to enhancing theoretical knowledge and thought in the field?
  - How do study findings enhance other research findings in the field?
  - Is future research suggested based on the study findings?
  - Was ethical approval obtained from a university ethics review board or other form of ethics review board?
  - What was the nature of the relationship between researcher and participants during the research process?
  - How did your relationship with participants impact your findings?
  - What procedures did you follow for leaving the field and sharing your findings?
  - Is there a clear line of thought from the introduction throughout to the conclusions?
  - Do your methods align with your methodology and stated paradigmatic approach?
  - Do the strategies you chose align with your stated research purpose?
  - Did your study achieve its stated purpose?
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- It is important to note that not all the mentioned six criteria would necessarily be equally important or evident in all qualitative studies. So:
  - Be aware of and indicate the paradigm under which you are working.
  - Indicate the criteria of importance to your work based on your paradigmatic perspective and criteria that can be broken without impacting the quality of your work.
  - Demonstrate evidence that your criteria of importance were achieved.
  - Demonstrate evidence that your chosen criteria and strategies are consistent with the overall intent and value of your study.
  - How did you assess methodological quality?
  - Did you use guidelines or a rubric for systemic review?
  - Did you have quality summary scores to distinguish between high- and low-quality studies?
  - Did you exclude studies of low methodological quality?
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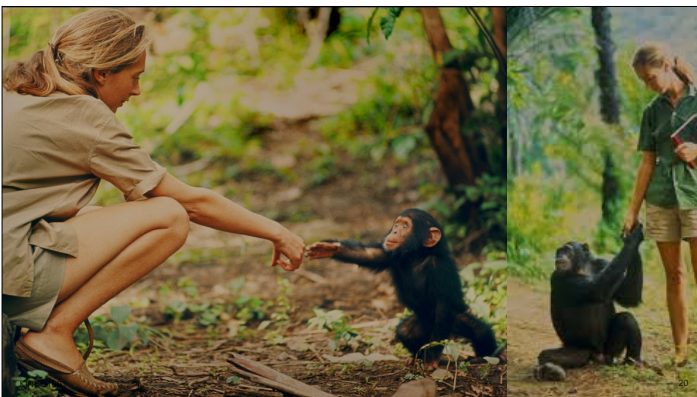
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# Activity (Discussion #1)

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Quantitative	Qualitative	Description	Strategies
Objectivity or neutrality	Confirmability	The extent to which the findings are the product of the inquiry and not the bias of the researcher	Audit trail of the process of data analysis
Reliability	Dependability (consistency, auditability)	The extent to which the study could be repeated and variations understood	Triangulation Member checking Reflexive research journal Audit trail of procedures and processes
Internal validity	Credibility (truth value)	The degree to which the findings can be trusted or believed by the participants of the study	Triangulation Reflexive research journal Prolonged engagement Persistent observations
External validity	Transferability (applicability, fittingness)	The extent to which the findings can be applied in other contexts or with other participants	Referential adequacy materials Peer debriefing Member checking Triangulation Negative case analysis Reflexive research journal Thick description Purposive sampling Reflexive research journal

- Get out qualitative artic
- Read through method, aspects of trustworthine used.
- How did the authors rej applicability? The consi

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# Application (Discussion #2)

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- Pick one research topic:
  - High rate of public school teacher turnover.
  - Low rate of recreational gym usage by individuals with disabilities.
  - Senior citizen adherence to daily physical activity regimen.
- Design a qualitative study focused on above topic.

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# Conclusion

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- the 'process of data collection involves a dynamic interaction between the researcher and the participants and context under investigation' (Gerdes & Conn, 2001, p. 186).
- There exist multiple means to demonstrate Trustworthiness; the method you choose should align to the research project.
- Having a better understanding of one's self will help guide qualitative research practice.

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