

A glowing lightbulb is the central focus, with its filament illuminated. The background is a soft, light blue gradient. Overlaid on the lightbulb and background is a white circuit board pattern with various lines and nodes. A dark, rounded rectangular box is positioned in the center, containing the text.

SHANTU WORKSHOP SERIES

QUALITATIVE RESEARCH METHODS & PRACTICES

WEDNESDAY, 22 DEC 2021

WRITING A RESEARCH PROPOSAL

- The format of a research protocol...

Aims and objectives

The 'what' of the study, including the broad aim (what you are going to do) broken down into measurable objectives

Background

The 'why': why this is an interesting question, an important question or a policy-relevant question

Methods

The 'how': a detailed description of the data you will collect and how, including sample sizes, if appropriate, and issues of access

Ethical issues

Particular ethical issues raised by your study, including whether you need and have ethical approval, and how you will address them

Resources

Costings for staff, travel and materials

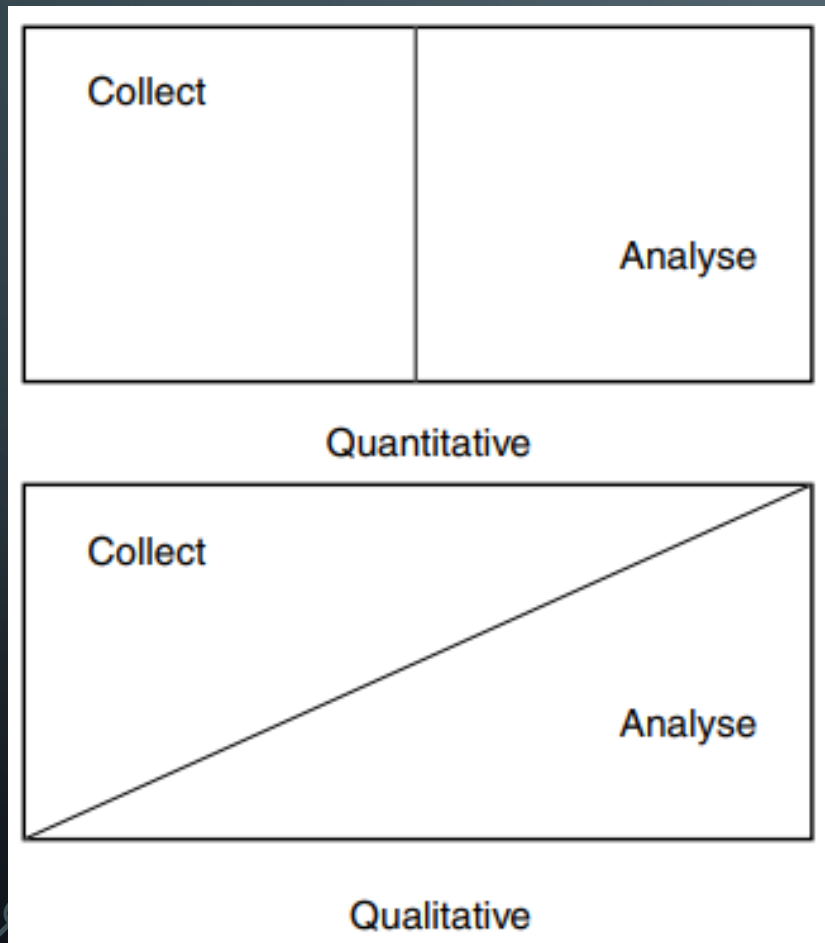
Time scale

This should include important milestones, such as commencement and completion of fieldwork, draft report completion

Dissemination and outputs

How will you inform others, including participants, of the findings? What other outputs are you expecting?

ETHICS AND REFLEXIVITY



- This process is fluid and non-linear.
 - **Anonymity** of participants' identity
 - **Confidentiality** of the provided information
 - **Informed consent** from the participants
- Review of ethical problems and dilemmas as part of reflexive research practice

IRB (ETHICAL APPROVAL) APPLICATION

- Evaluating:
 - Review exemption
 - Minor-risk review
 - Normal review
- Preparing documents (depending on each institution):
 - Application form
 - **Research proposal**
 - Informed consent form
 - Interview guide / Questionnaire
 - Recruitment advertisement
 - CV & ethical training certificate
 - Application fee

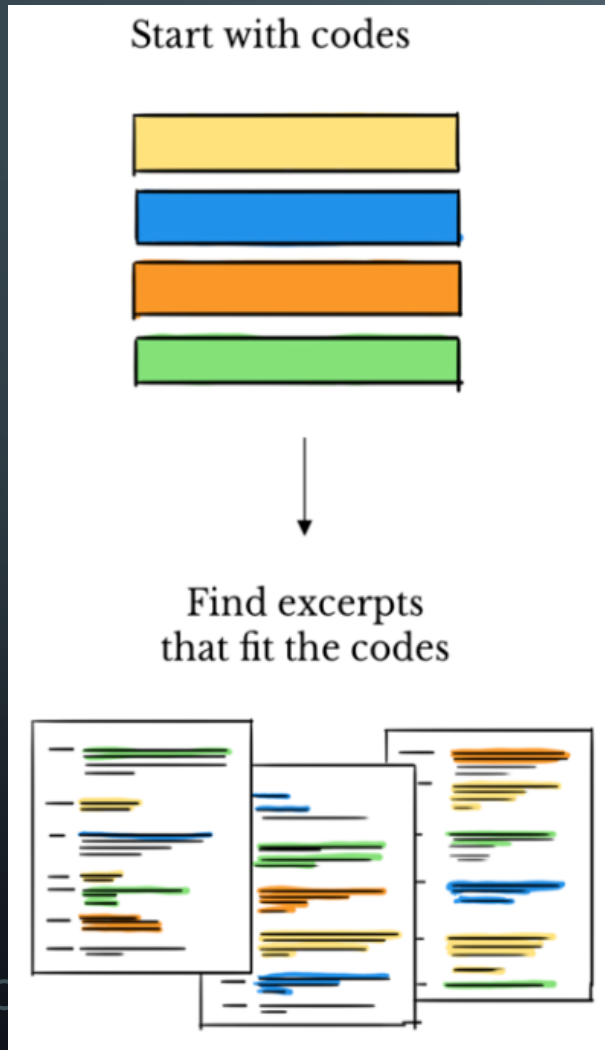
RESEARCH PROPOSAL

- Project title
- PI & Co-PI
- Research topic
- Research aims & literature review
- Research methods & procedure
- Sampling of participants
- Research design & process
- Research timetable
- Data analysis approach
- Risk/benefit to participants
- Conflict of interests
- List of references

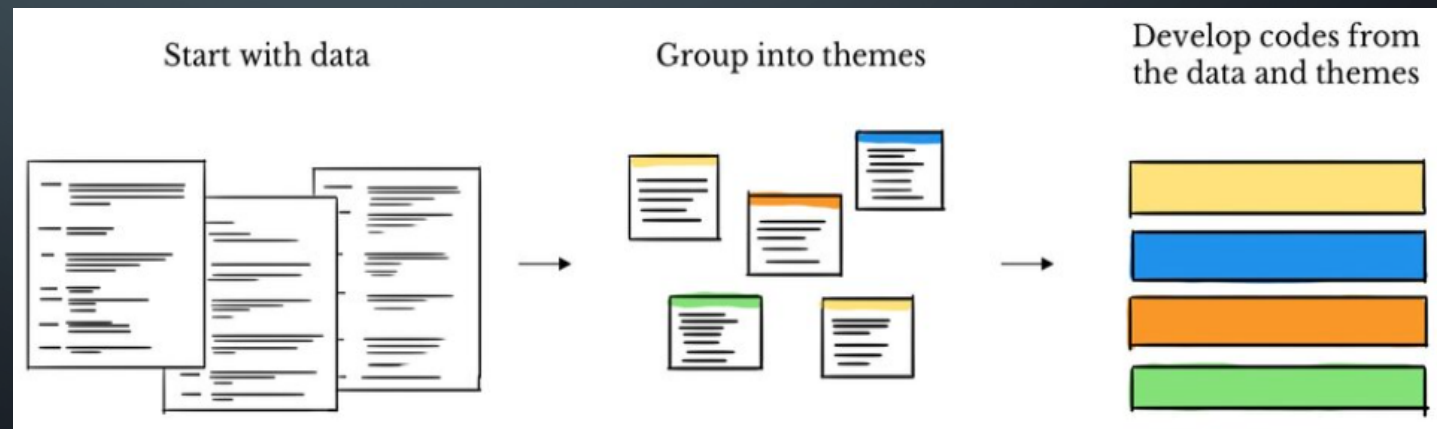
INFORMED CONSENT CHECKLIST

- Funding sources
- Inclusion/exclusion criteria of participant selection
- Taboos, risks, and benefits
- Data storage and safety (and for how long)
- Conflict of interest: commercial interests
- Compensation and insurance
- Voluntary participation and the freedom of withdrawal
- **Be careful:** child participant – guardians'/parents' consent

APPROACHES TO QUALITATIVE DATA



- A continuum of researcher 'contamination':
 - Deductive coding (top down):
theoretical analysis (interpreting the story beyond the storytellers)
 - Inductive coding (ground up):
simple editing of narrative accounts (allowing the story to speak for itself)



STEPS FOR CODING QUALITATIVE DATA

- First round pass at coding data:
 - Using the participant's own words
 - Capturing an action
 - Open coding: An initial round of loose and tentative coding
 - Descriptive coding
 - Structural coding
 - Values coding
- Organise your codes into categories and sub-codes
- Further rounds of coding
- Turn codes and categories into your final narrative

THREE COMMON APPROACHES

- **Thematic content analysis:** key themes labelled as 'codes' + context = thick description
- **Grounded theory:** data saturation + constant comparison
- **Framework analysis:** thematic analysis + grounded theory (indexing)

Extract from focus group with five women with glaucoma, with themes marked

1. **Ann:** The problem is that we all look, well, normal. It's not like
2. we're carrying white sticks or anything –
3. **Bertha:** No, and even if you're being guided, you could just be
4. with a friend or something
5. **Connie:** I've got a white stick – but usually it's in my handbag!
6. I hate using it – people stare at you, and you get offered seats on
7. the bus – you get more attention, more than I want anyway
8. **Ann:** Well, that's the problem – it's embarrassing. People,
9. people, who don't know, assume
10. that if you're using a white stick, you can't see anything, so
11. they look – quite openly, staring, thinking you can't see them
12. staring.
13. **Interviewer:** So do you prefer looking 'normal'?
14. **Bertha:** Well, I feel pretty normal, mostly
15. **Connie:** With the white stick – it's meant for car drivers, really,
16. so they see you in case you suddenly jump in the road – but I
17. do feel very conscious when I'm carrying it. People jump out
18. of the way like you've got the plague or something.
19. **Donna:** I use one when I'm out on my own, when my sister's
20. not with me, and it's mainly for dealing with stairs – I have
21. problems with steps, not being able to see, with depth
22. perception –
23. **Ann:** Oh, me too!
24. **Donna:** – and contrasts, you know, coming into a dark room
25. outside, can't see a thing
26. **Bertha:** Oh, god, lifts are the worst! I just can't see anything
27. when I step into a lift –
28. **Connie:** because it's all dark! I know – you just have to hope
29. someone else comes in to press the buttons
30. **Ann:** That's why I wear dark glasses outside – it makes the
31. contrast less

- Symbols of disability/passing
- Passing
- Stigma
- Misunderstandings
- Embarrassment
- Aids for coping
- Stigma
- Aids for coping
- Problems
- Problems
- Impact of problems
- Strategies for coping
- Strategies for coping
- Strategies for coping

Some features of rigorous qualitative analysis

| Criteria | Possible methods |
|-----------------------|--|
| Transparent | Provide a clear account of procedures used An 'audit trail' that others could follow |
| Maximizes validity | Analysis of deviant cases and disconfirming data 'Member validation' Including enough context for reader to judge interpretation |
| Maximizes reliability | Analysis of the whole data set Using more than one analyst/coder Simple frequency counts of key themes |
| Comparative | Compares data between and within cases in the data set Compares findings to other studies |
| Reflexive | Accounts for the role of the researcher in the research |

KNOW YOUR RESEARCH GOAL: RELATING ANALYSIS TO QUESTIONS

- Analysis might aim for some of the following outcomes:
 1. Developing conceptual definitions;
 2. Developing typologies and classifications;
 3. Exploring associations between attitudes, behaviours and experiences;
 4. Developing explanations of phenomena;
 5. Generating new ideas and theories;
 6. Supporting policy decisions and/or evaluation.