

QUALITATIVE DATA, TOOLS, & DESIGNS: Putting It All Together!

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OVERVIEW

- ▶ This session will provide an overview of qualitative inquiry, data sources, tools, research designs...and examples of qualitative studies that combine all these elements

Qualitative Research Defined

- Naturalistic inquiry
- Purposeful/purposive sampling
- Multiple data sources, triangulation
- Participant perspectives
- Emergent design
- Reflective practices
- Researcher as ‘instrument’



When to use a qualitative approach?

- To explore an idea or topic, process or event
- To explore phenomenon(a) which is not measurable
- To gain insight into a group's culture, lifestyle, history, behaviors
- To supplement quantitative research findings/mixed methods study

The Sources of Qualitative Data

- ▶ Words, conversations, stories
- ▶ Synergistic discussions
- ▶ Observations
- ▶ Conversations, discourse interactions
- ▶ Documents, artifacts, material culture
- ▶ Reflections, diaries, journals

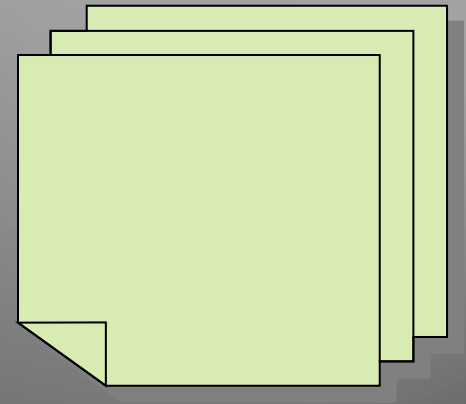


Qualitative Data Collection Tools

- ▶ Interview protocols
- ▶ Focus group moderator guides
- ▶ Note-taking recording sheets
- ▶ Observation rubrics
- ▶ Conversational/discourse analysis logs
- ▶ Document, artifact analysis rubrics
- ▶ Reflective questionnaires
- ▶ Diary & journal logs/notebooks



What do the tools look like?



Semi-Structured Interview Protocol

TITLE OF PROJECT

DATE: _____ TIME & PLACE: _____

INTERVIEWER: _____ INTERVIEWEE: _____

OTHER: _____

PRE-INTERVIEW INFORMATION & PROCEDURES

Introductions: Researcher introduces his/herself, reviews process for session, how long interview will last and general format for questions

Study purpose and applications: Researcher reviews study's purpose and uses of the findings, including how the findings will be reported and shared

Consent forms, approvals: Informed consent forms distributed to participant, signatures secured, assurance of privacy/confidentiality/anonymity as appropriate, protection of the participant assurances reviewed, questions answered; note that the interview will be recorded and obtain permission for that, as well.

Treatment of data: Researcher indicates how data will be managed, secured, and disposed of after a specific time period

Other questions or concerns? Other issues are discussed prior to beginning the interview session

OPENING THE INTERVIEW SESSION

Introductory questions: Use these questions to introduce your topic and to establish a rapport with your participant.

Q1: Introductory question

KEY INTERVIEW QUESTIONS

The central portion of the interview consists of questions directly related to your research question and the elements of your topic that you wish to explore. Remember to structure your questions from the broad to the specific in order to help your participant ease into the questioning route.

Q3. Content

Probes:

Q4. Content

Probes:

CONCLUDING THE INTERVIEW

Transition to the end of your interview session with 1-2 questions that allow the participant a chance to debrief or communicate any final thoughts, clarification, or comments that still need to be shared. A single open-ended question, posed by the researcher, is the best way to capture these final sentiments or thoughts.

Q7. Concluding question: To obtain your final thoughts, is there anything else you wish to share?

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Focus Group Moderator's Guide: Single Purpose

INFORMATION ABOUT THE FOCUS GROUP

Participants (general): _____ Moderator: _____ Group: _____
Date: _____ Time: _____ Place: _____

INTRODUCTION, PROCESS, CONSENT

- Introduce yourself.
- Review the study's purpose, how long you expect the focus group to take, and your plans for using the results.
- Note that the interview will be audio-recorded and that you will keep their identities confidential.
- Distribute any profile survey questionnaires at this time, as appropriate to your study

GROUND RULES

Ground rules and group norms are always established at the beginning of a focus group session to ensure mutual respect, consideration, and a supportive atmosphere for the discussion:

- All group members have a right to their viewpoints and opinions
- All group members have a right to speak without being interrupted or disrespected by other group members
- Group members will avoid dominating the conversation and will allow time for others to speak
- The moderator has the right to guide the timing and flow of the session topics, but will allow the group to determine the importance and focus of the conversation, as appropriate
- Identities of group members will remain confidential; first names only will be used for name tags and in reference to one another during the session

QUESTIONING SEQUENCE

1. Ice Breaker Question (60 seconds per participant)
2. Introductory Question (90 seconds per participant)
3. Transition Question (1-2 sentences in description per participant)
4. Content Questions
 - a. Content #1
 - i. Probes
 - b. Content #2
 - i. Probes
 - c. Content #3
 - i. Probes

CLOSING QUESTION/DEBRIEFING...AND THANK YOU!

5. What else would you like to tell me about _____?

Interviewer Note-Taking Recording Sheet

INTERVIEWER NOTES/OBSERVATIONS

NONVERBAL CUES

QUOTABLE QUOTES

Observation Rubric for Formal or Informal Settings

TITLE OF PROJECT

Title of Study: _____

Date/Time/Day of the Week: _____

Number of participants: _____ Setting: _____

While observing the setting, the researcher will describe activity related to the following categories:

	Individual behaviors	Group Behaviors	Nonverbal cues	Conversation topics and threads
<i>Relates to:</i>				
Participants				
Setting and use of space/objects				
Types of ongoing activities				
Demographic details				
Researcher reflections				

Conversational or Discourse Analysis Log

RECORDING LOG

Title of Study: _____

Date/Time/Day of the Week: _____

Number of participants: _____ Description of setting: _____

While observing conversation in process, the researcher will record features of the discourse related to the following categories:

Participants	Topics/content	Significant Statements	Beginning or ending a conversation – catalyst or resolution
<i>Relates to:</i>			

- A. Individual behaviors, cues
- B. Group interactions and behaviors: Who does this person relate to? acknowledge? defer to in a power distribution?
- C. What is the pairing of speakers? Who tends to lead or follow in the conversation/discourse?
- D. Setting and use of space/objects as they relate to the conversation
- E. How does the conversation relate to the daily work, routines, interactions of the speakers?
- F. How would you describe the organizational context for the interactions of participants? What are the challenges, issues that are in process during these conversations? How do participants refer to them?
- G. How do participants infer meaning to the topics they discuss?
- H. Demographic details

RESEARCHER REFLECTIONS

Combined Document/Artifact Rubric

TITLE OF PROJECT					
Document/artifact	Location/source And Author/Creator	Original purpose of item	Date created	Consistent with findings	Divergence from findings
Doc-art 1					
Doc-art 2					
Doc-art 3					
Doc-art 4					
Doc-art 5					

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Billups, F. D. (2020). *Qualitative data collection tools: Design, development, and applications*. The Qualitative Research Methods Series. Thousand Oaks, CA: Sage.

Single Topic Reflective Questionnaire

TITLE OF PROJECT

Thank you, again, for your willingness to meet with me regarding (insert title of the study). I would like to ask you one final question to follow up on our discussion.

QUESTION: Insert a single question that directly relates to the topic of your prior meeting.

Example: Now that you have had a chance to reflect further on our discussion regarding (insert topic), is there anything else you wish to share regarding your experience/perceptions?

Please feel free to share any thoughts, details, examples, or experiences that you believe will add to our discussion on this topic. Your insights and your perceptions are important and will add richness to this study's findings.

I would appreciate your response within the next week, by (insert date). Please feel free to contact me if you have any questions or wish to talk further.

Thank you,

Signature/researcher's contact information

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Journal or Diary Log/Notebook

Name of Participant:

Name of Log: _____ Date: _____

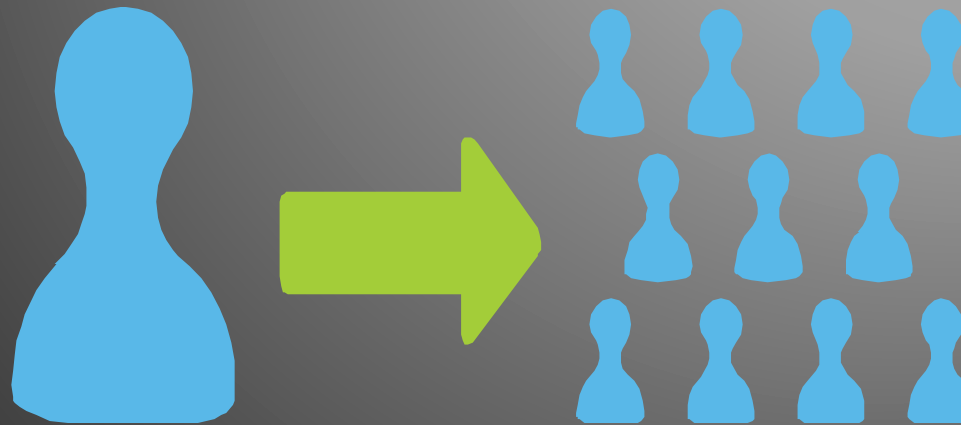
(Insert prompt, if desired) _____

Qualitative Research Designs: Definitions and Applications



- ▶ Descriptive/Interpretive (Merriam)
- ▶ Phenomenological (Moustakas, van Manen)
- ▶ Case Study (Stake)
- ▶ Ethnographic (Fetterman, Van Maanen)
- ▶ Narrative (Atkinson, Clandinin)
- ▶ Grounded Theory (Corbin, Strauss, Glaser)
- ▶ Historical (Brundage, McDowell)

Let's put it all together...



Barely Scratching the Surface: Culturally Responsive Teaching Practices in Teacher Prep Programs (Descriptive)

- ▶ **Data Source: Interviews**
 - ▶ Semi-structured interview protocol
 - ▶ **Data Source: Reflections**
 - ▶ Single question reflective questionnaire
 - ▶ **Data Source: Documents, artifacts**
 - ▶ Combined document/artifact rubric
- ▶ (Martinez, 2020)

Data Sources

Data Collection Tools

Relegated to a Separate Room: The Lived Experience of English Learners (Phenomenological)

- ▶ **Data Source: Interviews**
 - ▶ Phenomenological interview protocol
- ▶ **Data Source: Reflections**
 - ▶ Reflective questionnaire
- ▶ **Data Source: Participant stories (recorded)**
 - ▶ Audio–Visual log
- ▶ **Data Source: Documents, artifacts**
 - ▶ Combined document/artifact rubric
 - ▶ (Storey, 2021)

Data Sources

Data Collection Tools

The Rapid Transition to Remote Learning in a Pandemic: Stakeholder Perspectives on the Student Learning Experience (Instrumental Case Study)

- ▶ **Data Source: Interviews**
 - ▶ Semi-structured interview protocols
 - ▶ **Data Source: Focus Groups**
 - ▶ Single-topic moderator's guide
 - ▶ **Data Source: Dyads**
 - ▶ Dyad moderators guide
 - ▶ **Data Source: Reflections**
 - ▶ Scenario Reflective questionnaire
 - ▶ **Data Source: Documents, artifacts**
 - ▶ Combined document/artifact rubric
- ▶ (Brunetti, 2021)

Data Sources

Data Collection Tools

A Safe Haven Shattered *(Ethnographic/Cultural Studies)*

- ▶ **Data Source: Interviews**
 - ▶ Ethnographic interview protocol
- ▶ **Data Source: Focus Group**
 - ▶ Single-topic moderator's guide
- ▶ **Data Source: Conversational Analysis**
 - ▶ Conversational analysis log
- ▶ **Data Source: Observation**
 - ▶ Observation rubric (participant)
- ▶ **Data Source: Documents, artifacts**
 - ▶ Combined document/artifact rubric

Data Sources

Data Collection Tools

Doctoral Students in Education: The Privilege of the Journey (Narrative)

- ▶ **Data Source: Interviews**
 - ▶ Life history interview protocol
- ▶ **Data Source: Conversational Analysis**
 - ▶ Conversational analysis log (interactions with family, workers, other individuals in their lives)
- ▶ **Data Source: Reflections**
 - ▶ Reflective free word exercise
- ▶ **Data Source: Documents, artifacts**
 - ▶ Combined document/artifact rubric (personal belongings, memorabilia, extant writings)

Data Sources

Data Collection Tools

Jumping into the Abyss: Life After the Doctorate (Grounded Theory)

- ▶ **Data Source: Interviews**
 - ▶ Semi-structured interview protocols
- ▶ **Data Source: Reflections**
 - ▶ Reflective questionnaire, free word association
- ▶ **Data Source: Journaling**
 - ▶ Journal/recording log w/prompts
- ▶ **Data Source: Documents & artifacts**
 - ▶ Document rubric (EdD program messaging)
- ▶ **Data Source: Linguistic analysis**
 - ▶ Log for patterning, developing schema

Data Sources

Data Collection Tools

Redefining Student Affairs Through Digital Technology: A Ten-Year Historiography of Digital Technology Use by Student Affairs Administrators (Historical-Futurology)

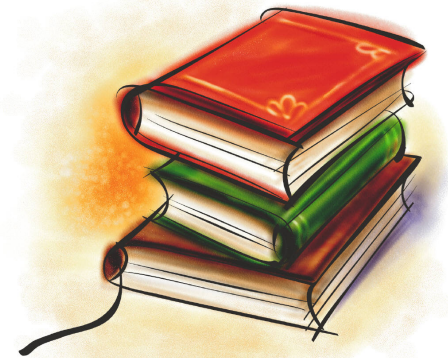
- ▶ **Data Source: Interviews**
 - ▶ Semi-structured interview protocol
 - ▶ **Data Source: Documents, extant/archival**
 - ▶ Document rubric
 - ▶ **Data Source: Chronology**
 - ▶ Timeline
- ▶ (Cabellon, 2016)

Data Sources

Data Collection Tools

Data Sources and Tools to Storytelling Through Designs

- Thematic
- Essence statements, essence meaning
- Storytelling, Narrative
- Chronological
- Flashback
- Critical Incidents
- Theater
- Visual representation
- Figures, tables, charts, diagrams

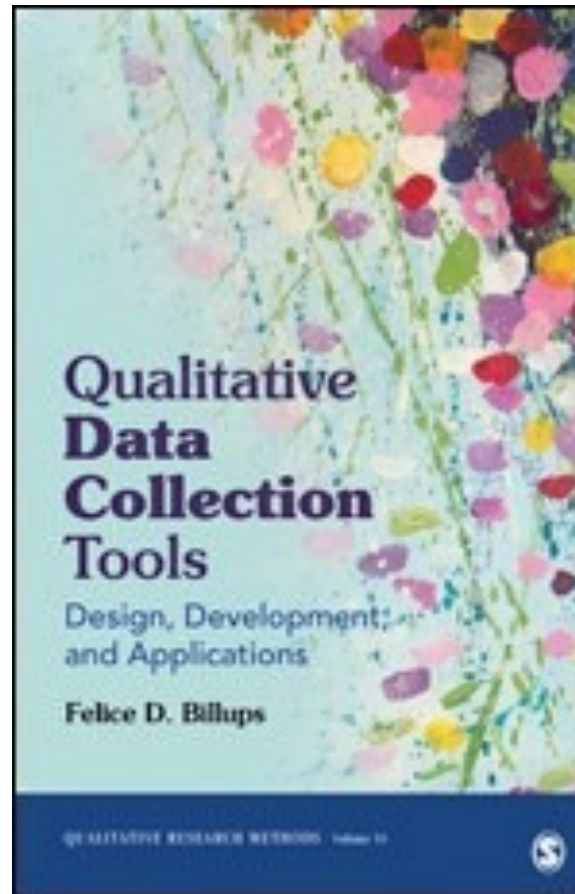


QUESTIONS?



References

- ▶ Billups, F. D. (2020). Qualitative data collection tools: Design, development, and applications. Sage.



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Webinar Presentation

Research study references:

- ▶ Brunetti, L. M. (2021). *The Rapid Transition to Remote Learning During a Pandemic: Stakeholder Perspectives of the Student Learning Experience*. (Unpublished Dissertation, JWU Scholars Archive).
- ▶ Cabellon, E.T. (2016). *Redefining Student Affairs Through Digital Technology: A Ten-Year Historiography of Digital Technology Use by Student Affairs Administrators*. (Unpublished Dissertation, JWU Scholars Archive).
- ▶ Martinez, S. (2020). *Barely Scratching the Surface: A Study of Culturally Responsive Teaching Practices in Teacher Preparation Programs*. (Unpublished Dissertation, JWU Scholars Archive).
- ▶ Storey, A. (2021). *Relegated to a Separate Room: The Lived Experience of English Learners*. (Unpublished Dissertation, JWU Scholars Archive).

Feel free to contact me...

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