

Lecture 12: The wider research toolbox

The right tool for the job

Dr. Gordon Wright

January 15, 2024

Rummaging around in the Toybox

Introduction

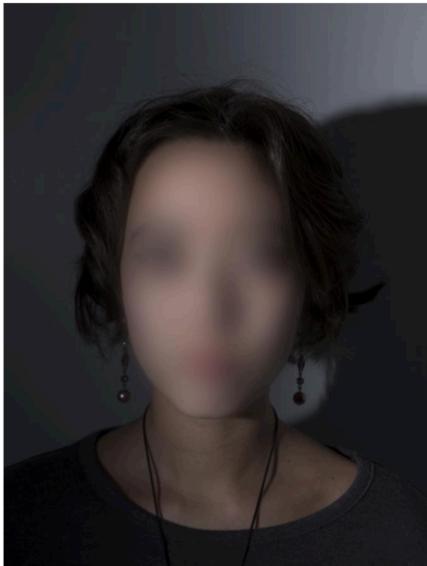
- I want to briefly talk about some methods we haven't covered yet.
- And to a certain extent, the topic doesn't matter, soooo..
- I'm going to tell you about a few of my own studies for a change.
- Key objective: Show how different methods can bring different insights.
- AND: To give you some ideas for next year

Mixing Methods

Quantitative Research has been our primary focus until this term

You've started hearing about Qualitative Methods with Hilary

Qualitative Questions



Facts about prosopagnosia

- “Prosopagnosia, or face blindness, is a neurological condition that affects an individual’s ability to recognise familiar faces.” (FaceBlind UK, n.d.)
- It is estimated to affect about 2% of the population (FaceBlind UK, n.d.).
- There appears to be a genetic component to developmental prosopagnosia (Grueter et al., 2007)
- There is some evidence suggesting a higher incidence of prosopagnosia in people with ASD (Cook et al., 2015)

Qualitative Data Collection

Qualitative data collection

The method of data collection will follow from the research question – who, what context, what do you want to know?

Methods of data collection

- Semi structured interviews
- Focus groups
- Open ended survey questions
- Observations
- Secondary data
- Visual methods



Qualitative Analysis

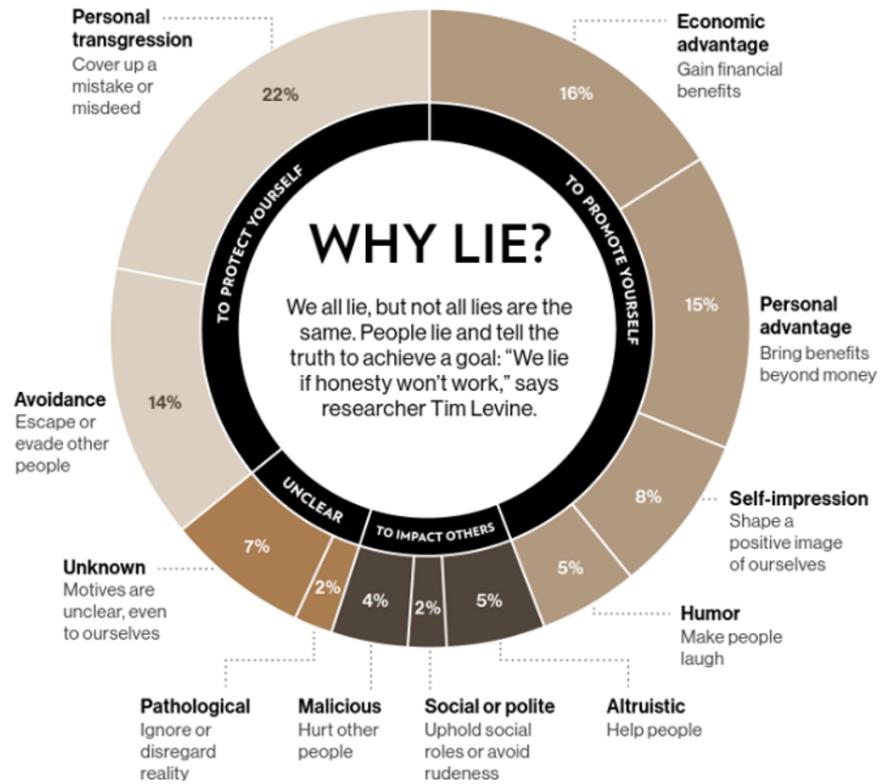
Table 1 Phases of thematic analysis

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Braun and Clarke, 2006, p. 87.

Let's start with deception

So why do people lie?



Levine (2010)

BBC Horizon: The Honesty Experiment



So how do you explore such a broad range of contexts/motives?

One simple approach is to blend methods based on the requirements of the study.

A rare opportunity to combine methods! Thanks BBC!



In case I missed any methods, here is the full list



In case I missed any methods, here is the full list

- Behavioural Indices (akin to polygraph - GSR/EDA, Heart Rate, Blood Pressure, Accelerometry)
- Language - Linguistic Inquiry & Word Count - Language Style Matching
- Paraverbal behaviour - non-speech utterances, turn-taking, chronometrics
- Non-Verbal Behaviour - Posture, Facial Expressions, Eye behaviour, self-touching etc
- Full body motion Capture (XSens - 17 accelerometers across the body)

continued...

- Daily Diary and Reflective Prompts
- Self/Other Triangulation
- Interviews/Video-Reflection
- Case Studies
- **AND viewer feedback!**

Case Study #2 - Quarterlife Crisis

Interpretative Phenomenological Analysis

Interpretative Phenomenological Analysis (IPA)

- **Definition:** IPA is a qualitative research approach that focuses on exploring how individuals make sense of events. Focused on understanding individuals' subjective experiences and perspectives regarding specific situations.

- The core of this approach lies in comprehending how people perceive and **make sense** of events, rather than examining the external events themselves. It demands '**double hermeneutics**'

- **Methodology:**

- Involves detailed, reflective examinations of participants' lived experiences.
- Typically uses small, purposively selected samples to provide in-depth insights.
- Data is usually collected through semi-structured interviews or personal diaries.

Interpretative Phenomenological Analysis (IPA) 2

- **Analysis:**

- Emphasizes the interpretative role of the researcher (*hermeneutics*) in making sense of participants' experiences (*double hermeneutics*).
- Involves a cyclical process of reading and re-reading data, coding, and theme development.
- Seeks to uncover the meaning and significance of experiences from the participant's perspective.

- **Application:**

- Particularly useful in psychology for understanding complex, emotionally laden, and deeply personal experiences.
- Aims to provide a detailed, nuanced

- **Case Study - Quarterlife Crisis.**

Quarterlife Crisis?

Robinson & Wright (2013) Robinson et al. (2013)

EVENING STANDARD TUESDAY 2 JULY 2013

The MEL eve

Trend Spot
Don't let your phone get scurvy! Give it some juice with a USB adapter charger that can drain from any mains. £11.99 from firebox.com

London

Are you having a QLC*?

*That's quarterlife crisis

TRENDS
Temp job become permanent? Skipping nights out for early yoga workouts? Got a wheat intolerance? Say hello to condition 25, says **Susannah Butter**

BACK in the heady days of 2008 Charlotte Owen had a successful fashion career as a stylist at Koko nightclub in Camden. She had recently graduated with a 2:1 in English, and moved back to London to try and find a job in the publishing industry. Everyone told her how well she had done and how many opportunities she had. All her friends and her boyfriend had needed their funds and bought her a necklace that she'd spotted in Spitalfields Market a few weeks before.

Four years later she woke up in the same shared flat in Hackney Wick which she has realised is too far from the Tube station and has damp, discoloured walls that she has eaten all her cereal, and dragged herself off to her job temping as a receptionist at a bank. She ended the day crying in the toilet of The Dolphin on Mare Street because she regretted breaking up with her

a QLC. "I have suddenly realised that time is slipping away and I don't have a career," she says. "Where people were my age they were married and doing the jobs they wanted. I don't want to blame the babyboomers but now we're the ones who are stuck. And according to Facebook I have 867 friends but I feel lonely."

She is one of many Londoners realising they are struggling with the QLC. Charlotte is not the only one approaching 25 who is aware that her 25-year-olds might live to be 100 years old. 25 really is a quarter of the way through life.

Growing numbers of 25-year-olds are struggling with pressures and feelings felt by them in their mid-twenties, says Dr Barbara Stasko of Get it Together: A Guide to Surviving Your Quarterlife Crisis. "The truth is that our twenties are not as they were for our parents. Being twentysomething now is scary –

young adults, their 20s and quarter-life crisis". Faced with toms of a mid-life crisis

ions, driving them to feel "a marriage or a job that viewed 50 people aged are now more footloose to

n a quarter-

Comments

young adults, their 20s and quarter-life crisis". Faced with toms of a mid-life crisis

ions, driving them to feel "a marriage or a job that

viewed 50 people aged are now more footloose to

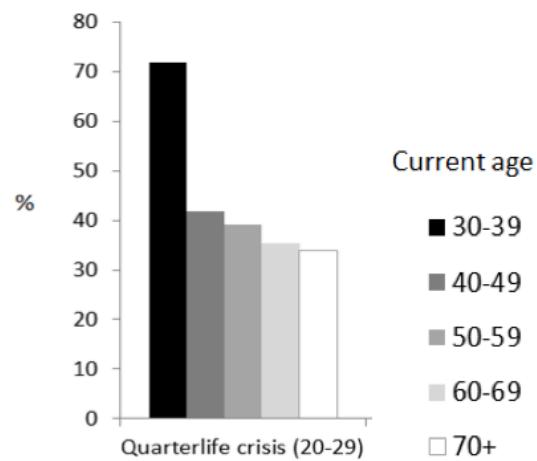
Is it serious?

Past Appraisals of 20s QLC: Prevalence

Respondents over age of 30
(N=922):

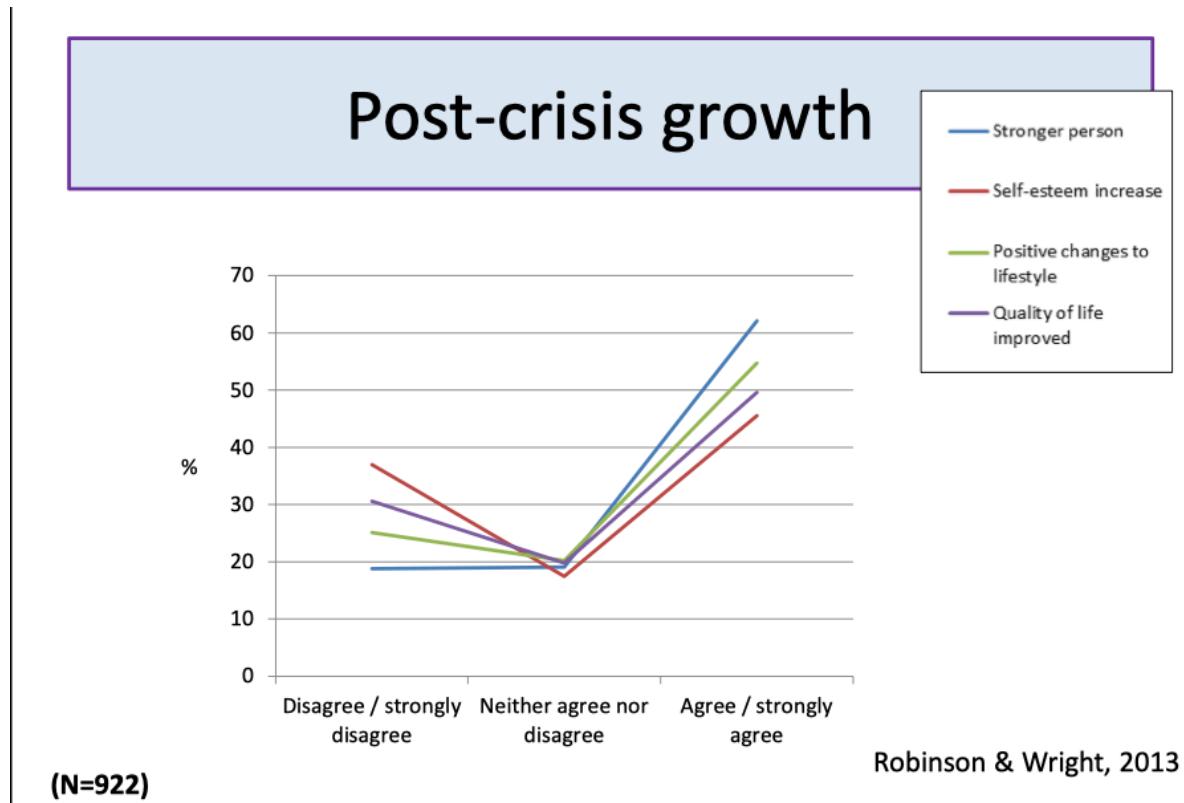
- 24% of men and 27% of women reported a crisis in 20-24 age range
- 26% of men and 31% of women reported a crisis in 25-29 age range
- 39% of men and 50% of women reported a crisis in both or either age range

Prevalence rates by current reporting age



Robinson & Wright, 2013

But it can't be all bad, surely?



Types of Crisis Episode

1. Locked-out crisis

Typical age: 23-25

Key features: Feeling unable to enter adult commitments in relationship and/or career; loss of self-esteem; feelings of unwanted dependence on others; feelings of isolation

Resolved crisis: Breaking *in* to major commitment



2. Locked-in crisis

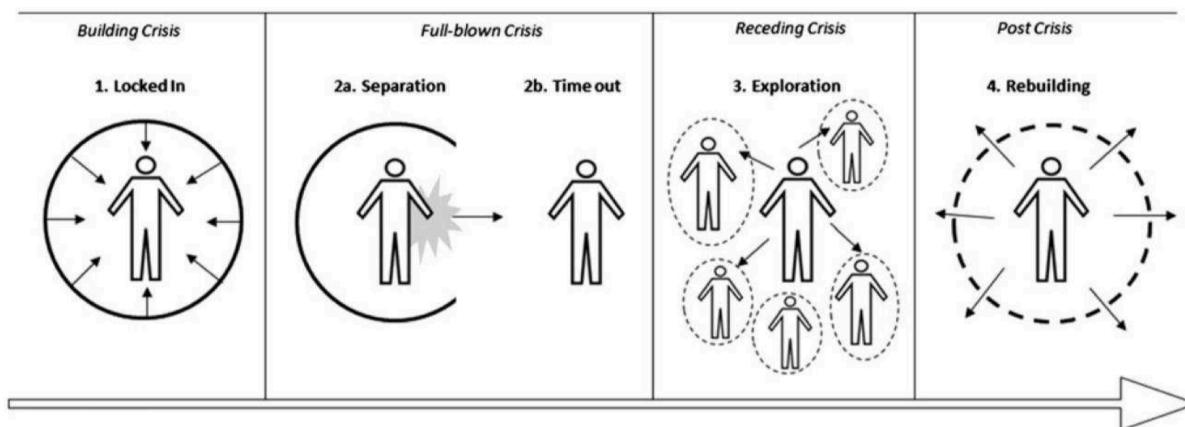
Typical age: 25-35

Key features: Feeling stuck or trapped in a career; relationship or life style that frustrates; emotionally traumatic separation from commitments; feelings of inauthenticity

Resolved crisis: Breaking *out* of major commitment

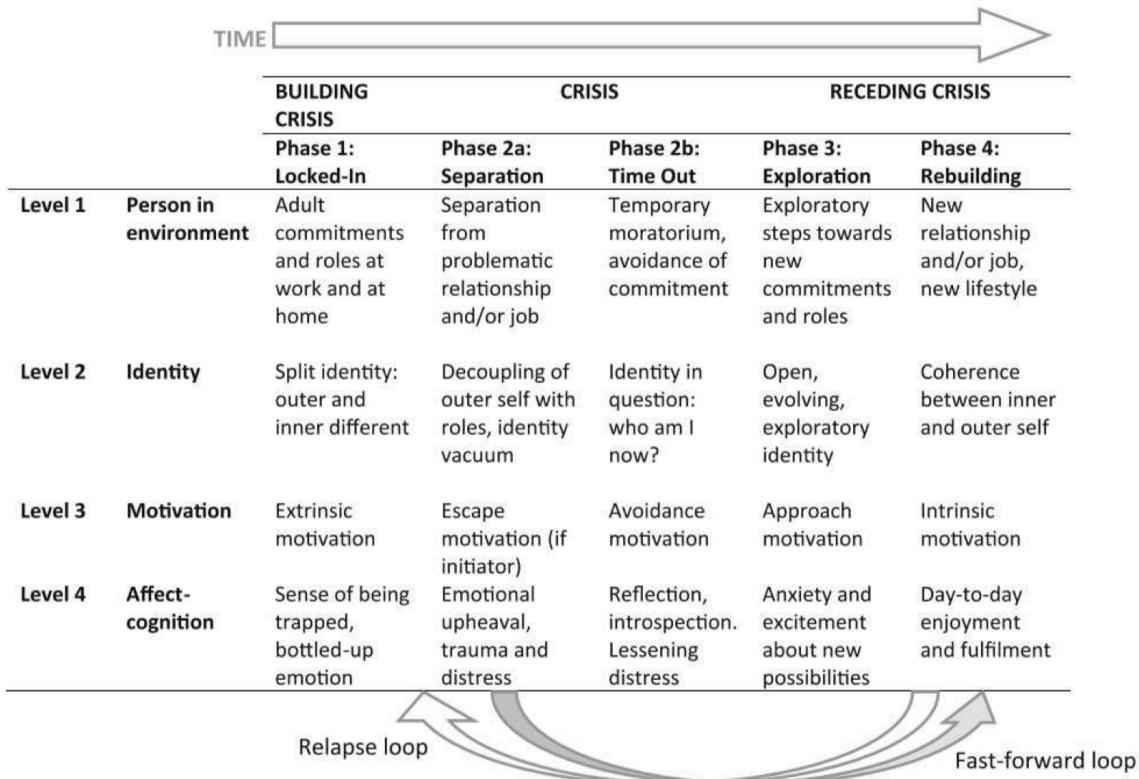


Phase Model



Themes / Descriptors

Robinson, Wright and Smith (2010)



Data collection Robinson et al. (2013)

Data Collection and Procedure

Semi-structured interviews were used as the mode of data collection. Participants chose the location of the interview, with the option of a university room. The interviews, lasting between 45 min and 1 h, were audio-recorded and fully transcribed. The names of the participants, significant others and places were changed to protect anonymity. The flow of the interview was managed by the use of an interview topic guide, which consisted of key questions and probes. The final part of the interview involved showing participants a diagram of the phases and levels of the provisional model and asking them to what extent it corresponded to their own crisis episode. They were asked which elements fitted with their own crisis, which did not and why.

Coding (Robinson2103a?)

Initially, lists of themes and superordinate themes were developed for individual interviews through an intensive theoretically informed interrogation of interview transcripts. The phases and levels of the model were then developed by placing themes on a timeline for each individual participant and then comparing these thematised timelines across cases to locate commonalities. This led to the derivation of conceptual levels and temporal phases, which when crossed led to cells of the model. These cells were then allocated the status of second-level superordinate themes. First-order super-ordinate themes were grouped within each of these cells.

As the research progressed, analysis evolved to become more deductive, and for the second phase of data collection, 28 interviews were systematically compared with a provisional model and areas of fit or discrepancy were highlighted.

Throughout the analysis process, triangulation of findings between researchers was used as a source of inter-researcher reliability; this was achieved by regular scheduled discussions between researchers during which interview analyses would be compared, and themes correspondingly modified and agreed. To view the various documents that specify the steps of the analysis in detail, the reader is asked to contact the corresponding author.

Ethnography - The study of Groups 1

- **Definition:** Ethnography is the in-depth study of a group and its culture over an extended period. Derived from Greek 'ethnos' (nation or group) and 'graph' (writing), it's a key method in cultural anthropology and other social sciences.
- **Focus:**
 - Everyday behaviors, interactions, language, and rituals of a group.
 - Cultural norms, beliefs, practices, social structures, and patterns.
 - Both explicit (observable) and implicit (subconscious) cultural elements.
- **Applications:**
 - Originally used in anthropology, now applied in education, social sciences, marketing + Psych.
 - Studies diverse cultures, from traditional societies to modern online communities.

Ethnography - The study of Groups 2

- **Fieldwork Essentials:**
 - Prolonged engagement in the group's natural setting for authentic observation.
 - Gaining access through gatekeepers, establishing rapport, and ensuring informed consent.
 - Balancing roles from an outside observer to an immersed participant, maintaining objectivity.
- **Data Collection:**
 - Participant observation, interviews, extensive field notes, and collection of artifacts.
 - Critical ethnographies focus on marginalized groups, seeking transformative insights.

Ethnography - The study of Groups 3

- **Note:**
 - Ethnography requires a balance between involvement and objectivity.
 - Ideal for researchers interested in the complexities of sociocultural dynamics.

- **Can be adapted:**
 - e.g. Video-Reflective Ethnography
- **Reference:** Parker (2004)
<http://ndl.ethernet.edu.et/bitstream/123456789/14598/1/1428.pdf>
- and Atkinson et al. (2014)

Diary Studies in Qualitative Research 1

- **Overview:**
 - Diary studies involve participants keeping regular records of their daily lives, experiences, thoughts, and feelings.
 - These records provide real-time, first-person accounts, offering rich, contextual insights.
- **Methodology:**
 - Participants are asked to record entries over a set period, which can range from days to months.
 - Diaries can be structured with specific prompts or unstructured, allowing free expression.
- **Applications in Psychology:**
 - Useful for studying patterns in behavior, mood, social interactions, and psychological states.
 - Provides a longitudinal perspective, capturing changes and developments over time.

Diary Studies in Qualitative Research 2

- **Advantages:**
 - Captures data in participants' natural environments, leading to high ecological validity.
 - Offers a deeper understanding of subjective experiences and daily life contexts.
 - Enables the study of phenomena as they occur, reducing recall bias.
- **Challenges:**
 - Relies on participant commitment and honesty in regular entries.
 - Data can be voluminous and varied, requiring careful and sensitive analysis.
 - Potential issues with privacy and ensuring confidentiality of personal records.

- **Tips:**

- Engage the participant with the study's purpose and diary guidelines to participants.
- Attrition is HUGE.
- Be prepared for a detailed and nuanced analysis of the diary entries (qual AND quant).
- Consider alternatives such as **Experience Sampling**, or **Day Reconstruction** Silvia & Cotter (2021)

Any Questions?

References

- Atkinson, P., Coffey, A., Delamont, S., Lofland, J., & Lofland, L. (Eds.). (2014). *Handbook of ethnography* (Reprinted). SAGE.
- Levine, T. R. (2010). A Few Transparent Liars Explaining 54. *Annals of the International Communication Association*, 34(1), 41–61.
<https://doi.org/10.1080/23808985.2010.11679095>
- Parker, I. (2004). *Qualitative psychology: Introducing radical research*. McGraw-Hill Education (UK).
- Robinson, O. C., & Wright, G. R. T. (2013). The prevalence, types and perceived outcomes of crisis episodes in early adulthood and midlife. *International Journal of Behavioral Development*, 37(5), 407–416. <https://doi.org/10.1177/0165025413492464>
- Robinson, O. C., Wright, G. R. T., & Smith, J. A. (2013). The Holistic Phase Model of Early Adult Crisis u1 - robinson2013a. *Journal of Adult Development*, 20(1), 27–37.
<https://doi.org/10.1007/s10804-013-9153-y>
- Silvia, P. J., & Cotter, K. N. (2021). *Researching daily life: A guide to experience sampling and daily diary methods*. American Psychological Association.