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| **THEME 17. QUALITATIVE DATA COLLECTION** |

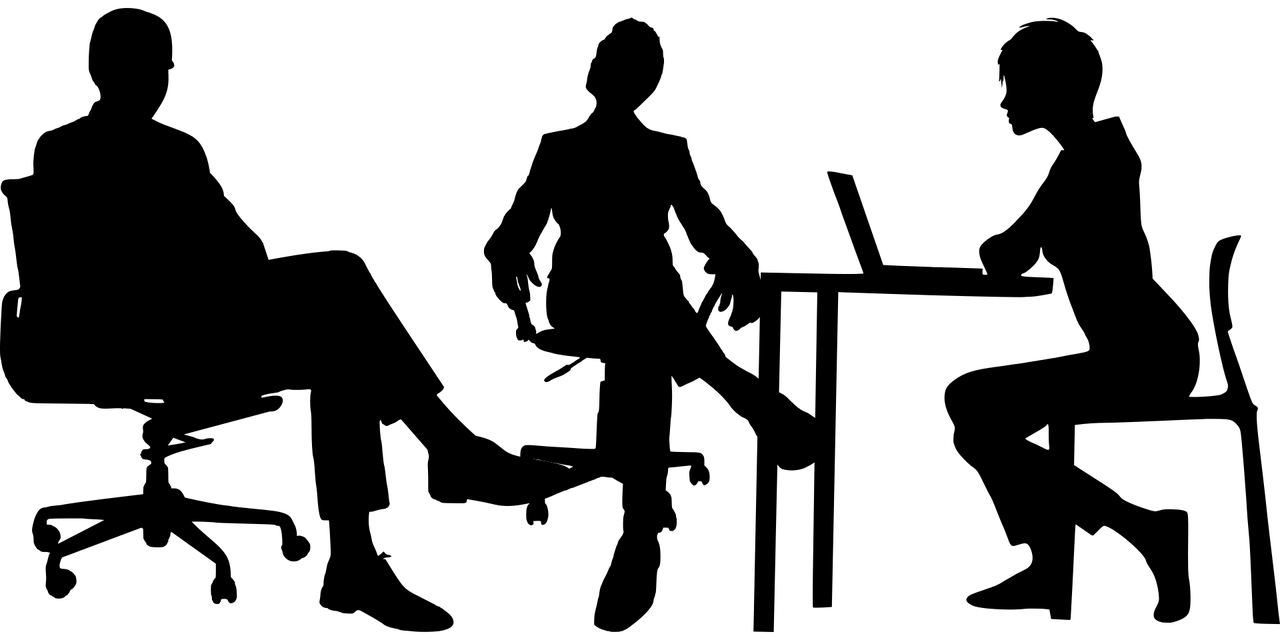
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| Learning outcomes  This lesson offers you opportunities to:   * Gain an overview about qualitative data collection; * Learn about types of qualitative data collection; * Develop note-taking skills while watching speech; * Develop knowledge about collecting the data in qualitative research.   *Key-words: qualitative, data collection, analysis, interviews, purposeful sampling,* *maximal variation sampling, extreme case sampling, institutional review board approval, observation, participant observer, documents, audiovisual materials* |

**Qualitative data collection** involves gathering non-numerical, descriptive information that clarifies individuals' experiences, behaviors, social interactions, and cultural events. This data is frequently collected through flexible and open-ended methods, such as interviews, observations, focus groups, and document analysis, allowing researchers to explore complex realities and understand the meanings individuals assign to their experiences. It emphasizes depth, context, and the richness of the data over numerical measurement.

Creswell (2015) outlines five interrelated processes involved in the qualitative data collection process. These processes should not be viewed as linear methods; instead, one step in the process frequently follows another. The initial phase entails the identification of individuals and locations for examination, succeeded by the application of a sampling technique that clearly clarifies your primary phenomena and research inquiry. The next step entails obtaining access to these individuals and locations through the acquisition of permits. Third, following the establishment of permissions, it is essential to assess which types of information will most effectively respond to your research questions. Fourth, it is crucial to develop procedures or tools for the collection and documentation of information. Lastly, it is crucial to conduct data collection with careful attention to potential ethical concerns that may arise.

Creswell (2015) indicates that the term used for qualitative sampling is purposeful sampling. In ***purposeful sampling***, researchers intentionally select individuals and locations to gain insight into the primary phenomena. When undertaking your own research with intentional sampling, it is crucial to clearly define your sampling technique and provide a rationale for its application. All tactics relate to sampling at a single instance or multiple instances during research, applicable to individuals, groups, or entire organizations and locations. In certain investigations, it may be necessary to employ a range of sampling procedures.

***Maximal variation sampling*** is a purposeful sampling method in which the researcher identifies and selects individuals or cases that demonstrate considerable differences in specific characteristics or traits, such as diverse age groups.

***Extreme case sampling*** is a method of intentional sampling that focuses on the analysis of an outlier case or one that displays extreme characteristics. Researchers identify these instances by locating individuals or entities that have been acknowledged by others for their achievements or distinguished characteristics.

***Typical sampling*** is a method of intentional sampling in which the researcher analyzes an individual or location that represents the standard for individuals unfamiliar with the context.

***Theory or idea sampling*** is a purposeful sampling method in which the researcher identifies individuals or locations that may contribute to the formulation or exploration of a theory or specific concepts related to that theory.

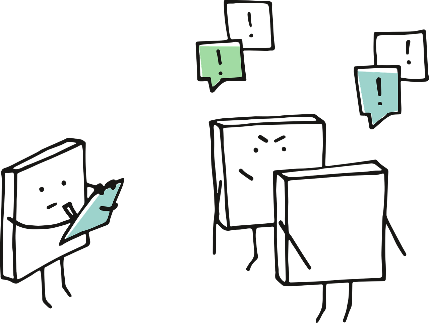
In ***homogeneous sampling***, the researcher deliberately chooses individuals or locations based on their association with a category that exhibits specific distinguishing characteristics.

***Opportunistic sampling*** is a strategic sampling method employed after the commencement of research, designed to leverage emerging circumstances that aid in addressing research questions. The sample emerges consistently during the investigation.

**Seek Institutional Review Board Approval**

Creswell (2015) asserts that researchers requesting authorization to investigate persons in a qualitative project must complete the approval procedure of a college institutional review board. The procedure includes securing board permission, drafting a comprehensive project description, developing an informed consent statement, and doing an exhaustive project review. Qualitative data collection entails prolonged durations devoted to obtaining information directly from people and recording their comprehensive personal viewpoints. Consequently, it is essential to provide a detailed account of your methods to the institutional review board. This information is crucial, since the board may lack familiarity with the qualitative method to educational research. It is also vital to highlight that data collecting will occur in many environments, including people' residences and workplaces.

Creswell (2015) identifies many qualitative data gathering techniques, including: Observations; Interviews; Documents; Audiovisual materials.

**Observation** is a method for gathering open-ended, firsthand data through the examination of individuals and locations within a study site. Effective observation in a context necessitates skilled listening capabilities and careful attention to visual details. The situation requires addressing challenges such as potential dishonesty from those being monitored and the initial unease of being an outsider without personal support in a particular setting.

A ***participatory observer*** is a research role where the investigator actively participates in activities within the observed environment. A ***non-participant observer*** is an individual who monitors a location and records observations without taking part in the activities of the participants.

A qualitative **interview** occurs when researchers ask broad, open-ended questions to one or more participants and record their responses. The researcher subsequently transcribes and enters the data into a computer file for analysis.

In qualitative research, ***open-ended questions*** are designed to enable participants to express their experiences freely, without the influence of the researcher's perspectives or previous study results. An open-ended response to a question allows the participant to develop their own potential answers.

A ***one-on-one interview*** is a method of data collection in which the researcher asks questions and records the responses of an individual participant at a time. A ***focus group interview*** entails the collection of data through interviews conducted with a group of individuals, typically comprising four to six participants. The researcher formulates a concise range of overarching questions and collects responses from all members of the group.

Conducting a **telephone interview** involves gathering data via telephone by asking a concise set of standard questions.

**E-mail interviews** involve collecting open-ended data through interviews conducted with individuals using computers and the Internet.

**Documents**

Documents may be a vital source of information in qualitative research. Documents include both public and private documents that qualitative researchers get about a site or study participants, including newspapers, meeting minutes, personal diaries, and letters. These sources provide crucial insights for researchers to understand significant occurrences in qualitative studies. They signify both public and private documents. Public documents include meeting minutes, official memos, records available to the public, and archival items stored in libraries. Private documents include personal notebooks, diaries, correspondence, personal annotations, and individual notes. Materials such as email comments and website data illustrate both public and private records, becoming a growing data source for qualitative researchers.

**Audiovisual Materials**

The last kind of qualitative data to gather is visual imagery. Audiovisual resources include pictures or sounds that researchers gather to facilitate their comprehension of the primary phenomena being investigated. Images and visual resources, including photos, videotapes, digital images, paintings, and unobtrusive measurements, are increasingly used as sources of information in qualitative research.

A fundamental procedure in qualitative research is data recording. This procedure includes documenting information via study methods, conducting data collecting to foresee possible challenges, and addressing ethical considerations that may impact data quality.

**Using Protocols**

The method of capturing information for documents and visual materials may be casual (note-taking) or professional (optical scanning to create a comprehensive digital text file). Qualitative researchers use specifically crafted techniques for observations and interviews. Data recording procedures are instruments used by qualitative researchers to document information during observations and interviews. An ***interview protocol*** is a document created by the researcher that outlines the interview procedure, including the questions to be asked, and provides space for recording the interviewee's replies.

Upon establishing the data collecting protocols, the qualitative researcher gathers data. Anticipating potential field concerns will streamline this approach. The data must be obtained responsibly, with consideration for persons, communities under study, and research locations.

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| **Activity 1. Reading. Read the text and answer the following questions.** |

1. What is qualitative research and what is its significance?
2. What components of qualitative data collection are you familiar with?
3. What is the preliminary phase in the qualitative data gathering process?
4. Could you provide information on observations, interviews, papers, and video materials?
5. What is the most efficacious approach to get approval?

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| **Activity 2. Watch the video about “How to Write an Essay: 4 Minute Step-by-step Guide”, make notes while watching.** |

You tube link: <https://www.youtube.com/watch?v=JjwJ_PiA19A&t=266s&ab_channel=SoPact>

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| **Activity 3. Speaking. Answer the following questions.** |

1. What is qualitative data as defined in the video?
2. What hurdles must the researcher surmount while doing qualitative research?
3. What methods are used in qualitative data collection?
4. What actions should be undertaken in qualitative data collection?
5. What kind of systems are available for analyzing qualitative data?
6. What makes qualitative research a challenging process?
7. What is the purpose of using open-ended questions in qualitative research?
8. What hurdles exist in integrating new techniques into qualitative research?
9. What kind of platform is CustomXM?
10. What tools may be used for qualitative data analysis in sentiment analysis?

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| **Activity 4. Listening. Complete the notes below. Write ONE WORD ONLY for each answer.** |

**Qualitative data collection**

Qualitative data allows us to capture the intricacies and 1\_\_\_\_\_\_\_\_\_\_\_\_ of human experiences through meticulous observation and analysis.

Qualitative insight guides us for 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ understanding and impactful decision making.

Transcripts from interviews and focus groups provides rich first-hand insights into participants 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Open-ended surveys allow respondents to express their thoughts freely, offering 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_ qualitative data.

**Collecting and analyzing qualitative data**

* The combination of this process is the preparation of a comprehensive report, this report must articulate the findings clearly and concisely, making them accessible to 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Crafting such a report demands a high level of academic and practical expertise.
* Qualitative research is inherently time consuming, requiring skilled professionals to conduct and analyze interviews and focus groups 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The subjective nature of this research introduces a high risk of bias.
* Crafting unbiased effective questions is a new on start essential.
* The transformative shift in data collection hinges on using open ended questions and the innovative 7\_\_\_\_\_\_\_\_\_\_\_\_ will explore in a plumbing session.
* Historically lacking specialized platforms meant that deep analytical review of open-ended responses was challenging.
* Existing software offers valuable 8\_\_\_\_\_\_\_\_\_\_\_\_\_ for organizing and analyzing qualitative data.

**Qualitative data analysis**

These tools are limited in their ability to provide deep nuanced insights.

They may offer surface level 9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ without delving into the underlying context or complexities of the data.

As a result, users may lack the depth of understanding needed for 10\_\_\_\_\_\_\_\_\_\_\_ decision making.

**Listening. Key:**

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| 1. Nuances 2. Meaningful 3. Perspectives 4. Valuable 5. Stakeholders | 1. Thoroughly 2. Patterns 3. Tools 4. Interpretations 5. Informed |

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| **Activity 5. Vocabulary. Match the words with an appropriate definition.** |

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|  | **Words** | **Definitions** |
| 1 | argument | a) to do something in a way that is too extreme |
| 2 | double-check | b) the quality of having been done in a way that shows skill and experience |
| 3 | evidence | c) a short description of something that provides general information about it, but no details |
| 4 | formatting | d) the process of changing, or a change from one form or condition to another |
| 5 | hook | e) to show clearly how something is going to develop |
| 6 | overdo | f) to make certain that something is correct or safe, usually by examining it again |
| 7 | overview | g) something that is used to attract readers' attention, and encourage them to read the essay |
| 8 | polish | h) the way in which text, pictures, etc. are organized, especially on a computer |
| 9 | signposting | i) a reason or reasons why you support or oppose an idea or suggestion |
| 10 | transition | j) one or more reasons for believing that something is or is not true |

**Activity 5. Vocabulary. Key:** 1.i, 2.f, 3.j, 4.h, 5.g, 6.a, 7.c, 8.b, 9.e, 10.d

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