

Mixed Methods Workshop

Part 5: Qualitative Research

IMS³

June 16, 2023

Day 1: Mixed Methods Workshop



"What are you talking about? Duh!"

Jett Blue as a rescued puppy (2 months old)
April 2022

AGENDA

- TYPES OF QUALITATIVE RESEARCH
- PRESENTERS: SOME SELECTED TOPICS
- TERMINOLOGY

GROUP ACTIVITY

- REVIEW RECOMBINED FACULTY FOCUS GROUP DATA WITH CODES
- THEMATIC ANALYSIS OF FOCUS GROUP
 - IDENTIFY THEMES
 - USE QUOTES AS NEEDED

Types of qualitative research

- Ethnography
- In-depth Interviews
- Focus groups

- Case study
- Content analysis
- Photographs
- Video recordings
- Documents
- Audio recordings
- Field notes

PRESENTERS: SOME SELECTED TOPICS

- Dr. Hou: "Translanguaging and Raciolinguistics" & "Analyzing Multi-Word Expressions in ASL"
- Dr. Adam: "Researching Sign Language Contact"
- Nora Duggan: "Translanguaging and Multilingualism"
- Leala Holcomb: "Translanguaging and Deaf Education"
- Dr. Schönström: "Generalizability in Research-A Discussion"
- Brennan Terhune-Cotter & Matthew Dye: "Beginner's Guide to R"
- Dr. Kusters: "Researching Family Language Policy"
- Dr. Rowley: "Assessing Multilingual Individuals"
- Moa Gärdenfors: "Integrating Quantitative and Qualitative Written Data"
- Dr. Hill: "Attitudes Towards Black ASL"

News At A Quick Glance

❖ <https://www.washingtonpost.com/nation/2023/06/14/white-starbucks-manager-wins-discrimination-lawsuit/>

Reflexivity and Difference

- Reflexivity is the process through which researchers recognize, examine, and understand how their own social background and assumptions can intervene in the research process.
 - Beliefs
 - Backgrounds
 - Feelings
- Awareness of ***positionality***: gender, race or ethnicity, class, and any other factors that might be important to the research process (Band-Winterstein, Doron, & Naim, 2014)
- Researchers can use the process of *reflexivity* as a tool to assist them with studying across differences.

Denaturalization

- Unique data develop as participants disagree, explain themselves, and question each other, often negotiating their original ideas with new thoughts resulting from the discussion.
- This form of data often helps to both elucidate and challenge ***taken-for-granted assumptions that are difficult to discern.***
- This process is known as **denaturalization.**
- One fairly common goal for researchers is to *denaturalize* commonsense assumptions about the social environment.
- Yet because people interpret culture, this process of understanding normative ideas and customs is complicated for the researcher and participants.
- Focus groups are a useful method of data collection, particularly when the researcher is studying *issues that are largely taken for granted by the participants.*

EXAMPLES: Assumptions about sex and sexual identity in the study of gender, sexuality, and the mass media and eleven (11) distinct cultures of American Indians or Alaskan Natives living in Alaska.

Group Effect

- The dynamic produced within the group is termed the **group effect** (Carey, 1994; Morgan, 1996; Morgan & Krueger, 1993)
- The group effect serves as an important and unique source of data and is why focus group data are **not** equivalent to the sum total of individual interviews.

“The participants both [sic] question each other and explain themselves to each other...Such interaction offers valuable data on the extent of consensus and diversity among participants”

(Morgan, 1996, p.139)

Group Level of Analysis

- The group dynamic and group interaction influence the data and become a part of the data.
- When thinking about how to represent focus group data, one must consider the following:
 - ❑ What is the research question? What information are we trying to get at?
 - ❑ At what level has analysis occurred (individual, group, or both), and how can this best be represented accurately? (see the discussion of "Generalizability in Research" by K. Schönström).

Let's return
to faculty
focus group
data for
more
analysis

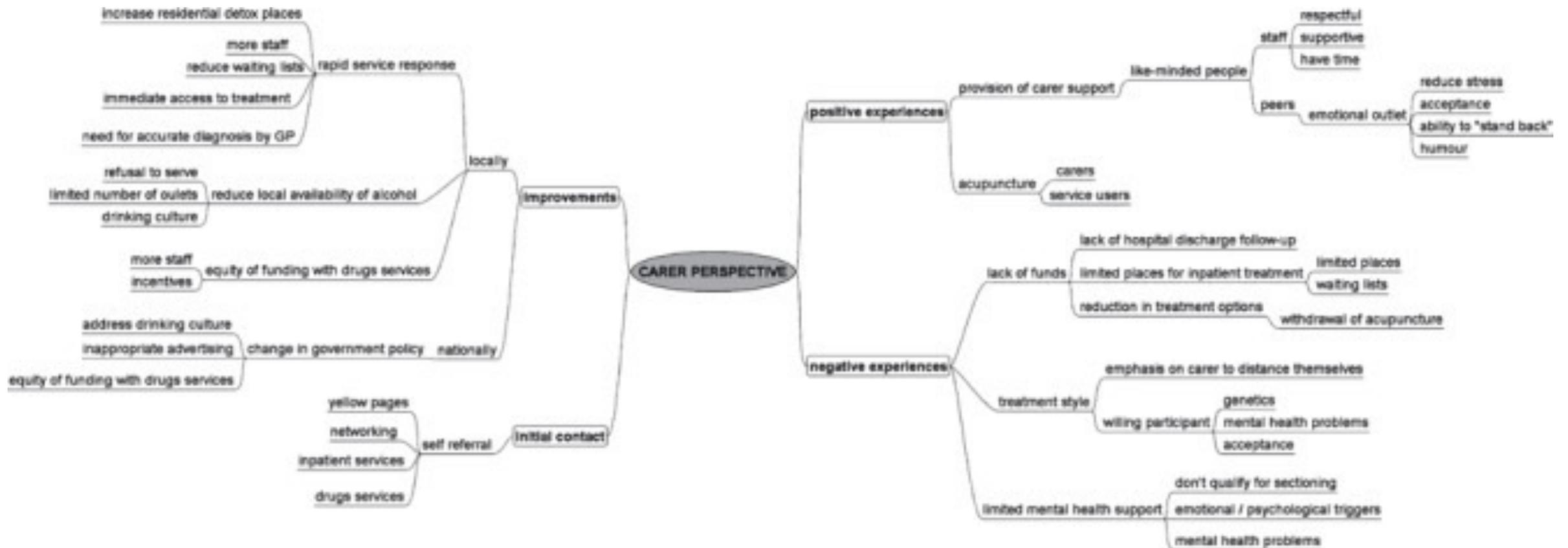


Analyze and Represent Focus Group Data

- Your initial impressions are important. The following are some questions noted by Kruger and Casey (2015) that you might want to consider:
 - What are the themes?
 - What are the most important points that you've learned from this group?
 - What is surprising or unexpected?
 - What quotes are helpful?
 - Does anything need to be changed before the next group?

Mind-Mapping

To develop a mind-mapping approach to interpret the qualitative data from focus group

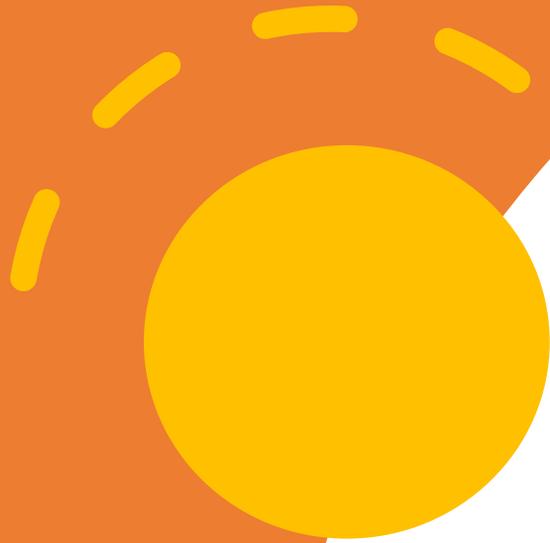


REFLECTIVE QUESTIONS

- How do group members influence each other in focus groups?
- How does this impact data produced by focus groups?
- Describe the group effect (group dynamic).
- How do you identify reflexivity and denaturalization?
- What is the role of the researcher (moderator)?
- Discuss the strengths and weaknesses of a less-structured focus group.
- How does one sample for a focus group? Discuss the benefits of homogeneous versus heterogeneous focus groups.

Wrapping Up





Ongoing reflection on the meaning of any given focus group is crucial to the overall interpretation of a focus group study's findings.

(Kruger and Casey, 2015)

Day 5: Mixed
Methods Workshop

*"I THINK I GOT IT.
UM, QUAL RESEARCH
SEEMS COOL!"*

Jett Blue as a 1-year-old dog
May 2023

