

SENSURVEILEDNING

Emnekode og navn: PSY3101	Semester / År / Eksamenstype: H-2020/Skriftlig hjemmeeksamen, 4 timer
<u>Besvar to (2) av de tre oppgavene nedenfor</u>	
Oppgave 1: You are writing the research proposal of your PhD project. In this project you plan to investigate risk perception of COVID-19 among Norwegian healthcare professionals. It is believed that there would be a high probability for them to become infected. You plan to conduct 40 qualitative research interviews to find answers to your research questions. You should write the methodological section of the research proposal and are convinced that Grounded Theory is the appropriate qualitative approach to give answers to your research questions. You believe that the <i>subjectivity</i> of the researcher is essential in qualitative research, and you would define yourself as a <i>constructivist</i> . What approach in Grounded Theory would you choose for project and why? What are the differences between your chosen approach and the first and classic approach in Grounded Theory? What are the criticisms made to the approach you have chosen? Oppgave 2: You have recently completed an interview assignment and decided to use Thematic Analysis (or Thematic Content Analysis) as qualitative method. You believe you have acquired enough experience to explain what Thematic Analysis is to a fellow student who has never heard of qualitative methods before. Explain to your fellow students the steps one must follow when using thematic analysis and give include at least three critiques to the method. You can either base your explanations on Anderson (2007), Braun and Clarke (2006) or both articles. Oppgave 3 Explain and discuss differences and similarities between the concepts of <i>role</i> and <i>position</i> as presented in Positioning Theory (Moghaddam, Harré, & Lee, 2008). Can a position become a role over time? And if it does, explain how? Give an example of malignant positioning and explain the negative effects it can have for people's identity, self-esteem and well-being.	
Relevant pensumlitteratur:	
Oppgave 1: Glaser, B.G. & A.L. Strauss, (1967). <i>The Discovery of Grounded Theory</i> . New York: Aldine de Gruyter, (pp. 1-77). Charmaz, K. (2006). <i>Constructing Grounded Theory. A Practical Guide through Qualitative Analysis</i> . London: Sage (pp. 1-71). Kenny, M., & Fourie, R. (2015). Contrasting Classic, Straussian, and Constructivist Grounded Theory: Methodological and Philosophical Conflicts. <i>The Qualitative Report</i> , 20(8), 1270-1289. Retrieved from http://nsuworks.nova.edu/tqr/vol20/iss8/9	
Oppgave 2: Anderson, R. (2007). Thematic Content Analysis. Descriptive Presentation of Qualitative Data.	

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Oppgave 3:

Moghaddam, F. M., R. Harré & N. Lee (Eds.) (2008). *Global Conflict Resolution through Positioning Theories*. New York: Springer (pp.3-20; 65-78; 293-294).

Eksamenskrav:

Oppgave 1:

The approach students must choose is Constructivist Grounded Theory (Charmaz, 2006). Constructivist Grounded Theory relies on adaptable coding guidelines and a principle of flexibility. It has an emphasis on in-depth, intensive interviewing aimed at achieving an intimate exploration of the meanings that participants attribute to their experiences. The researcher's interpretative understanding is presented in the form of a story or narrative and it more descriptive than explanatory. The coding departs from two key questions: 1) What is the chief concern of participants?; and 2) How do they resolve this concern?. From this approach it is advised to use codes for actions and potential theoretical cues rather than for themes, thereby it is preferable to use gerunds (e.g. revealing, defining, feeling, or wanting). Using gerunds helps to define what is happening in a fragment, making connections between codes, and keeping analyses active and emergent. It is also suggested to utilize the language of the participants as codes. Then, it is important to identify the codes that are recurring or significant for the studied phenomenon. These codes are relevant to conduct the analysis. Codes should be considered as provisional theoretical categories. Memo writing is vital to the process of constructing a theory. The researcher can scrutinize the codes and categories, highlight determining conditions, and trace progression and consequences. The memos may also document "gaps in the data" and help develop conceptual hypotheses. Writing and sorting memos captures the unfolding process of interpreting the phenomena and constructing a theory.

Differences to Classic Grounded Theory approach (Glaser & Strauss, 1967). Classic Grounded Theory aims at discovering an emergent theory through systematic analysis of data. Charmaz's approach encapsulates a more impressionistic coding, the goal of which is to construct a grounded theory instead of finding a grounded theory. Thus, the subjectivity of the research is more important in Charmaz approach than Glaser and Strauss' approach. In Charmaz approach the literature should be employed throughout all phases of the research, from conception to conclusion. She suggests including specific sections for the literature review as well as recommends using the literature for the interpretation of results and conclusions. On the other hand, Glaser and Strauss argue that it is essential not to consult relevant academic literature because prior knowledge interferes with the understanding of the new phenomenon. However, the literature may be used to make comparisons at the end of the analytic process. These two approaches have distinct coding conventions that arise from opposing philosophical positions embedded within competing research paradigms. In addition, in Charmaz

Criticisms to Charmaz. The researcher interferes with the phenomenon under investigation. The interviewer and the interviewee's mutual construction and interpretation of data puts the researcher as co-creator/participant.

Oppgave 2:

Thematic Analysis (or Thematic Content Analysis) is a method for identifying, analyzing, and reporting patterns (themes) within data. Themes represents some level of patterned response or meaning within the data set. It is both and inductive (bottom-up) and deductive (top-down)

approach in qualitative research. Thematic analysis is a relatively easy and quick method to learn and do, as a result, it is accessible to researchers with little experience. Results of studies coming from the use of Thematic Analysis are generally accessible to the public as it enables researchers to summarize key features of a large body of data, and also to offer a “thick description” of a subset of the same data. Thematic Analysis allows researchers to highlight similarities and differences in the data set, however, it has limited interpretative power beyond mere description if it is not used within another theoretical framework in the social sciences. Many approaches to qualitative analysis are better described as methodologies within particular theoretical frameworks and epistemological traditions (e.g., Constructivist Grounded Theory). Thematic Analysis is independent from any epistemological and ontological base and this makes it distinct from other qualitative approaches in the social sciences.

These are the steps researcher should follow when using Thematic Analysis (or Thematic Content Analysis). Students can explain one of the two approaches only or both in their response.

Braun and Clarke’s 6 steps are: 1) Become familiar with the data; 2) Generate initial codes; 3) Search for themes; 4) Review themes; 5) Define themes; and 6) Produce the report.

Anderson’s 15 steps are: 1) Before beginning a Thematic Content Analysis (TCA), make multiple copies of interview transcript (or other extant text, including post-interview notes) as relevant and stipulated in your Methods chapter; 2) Mark with a highlighter (real or electronic) all descriptions that are relevant to the topic of inquiry; 3) From the highlighted areas, mark each distinct unit of meaning; 4) Cut out units and put similar units together in a pile; 5) Label each pile as initial categories (themes) using key words or phrases copied from highlighted texts and revise categories as you continue to code; 6) If obvious information is missing from text, identify categories that are missing; 7) Go through the entire interview transcript identifying distinct units, grouping and regrouping similar and dissimilar units, and re-labeling categories as you go along; 8) Read through all meaning units per category and redistribute units as appropriate; 9) After a few days, reread the original interview transcript or text without looking at your units or categories; 10) Return to meaning units and categories made on the first pass, and reconsider each unit and category; 11) Look over your categories as a whole; 12) For each additional interview transcript (or other texts), use the Thematic Content Analysis as above; 13) When all analyses are complete, read each of them separately and then while retaining meaning units, combine categories/themes for all interview transcripts and notes; 14) After a few days, reread your total categories as a whole and consider whether you have too many (or too few) categories to make overall sense of the interview transcripts given your topic; and 15) Redo all the instructions above until you are satisfied that the categories reflect the interview transcripts as a whole.

Oppgave 3

Positioning theory focusses on the ways in which people use words (and discourse of all types) to locate themselves and others in relation to rights and obligations. It is with words that we ascribe rights and claim them for ourselves and place duties on others. Positioning has direct moral implications, such as some person or group being located as ‘trusted’ or ‘distrusted’, ‘with us’ or ‘against us’, ‘to be saved’ or ‘to be wiped out’.

Positioning Theory is complementary to the older framework of Role Theory. Roles are relatively long-lasting norms determining what a person in role can do. Roles are often formally defined, delineating possible and forbidden kinds of actions. Roles are sometimes realized in people's shared beliefs about what they can do, but often the location of role-content is in the living structure of the social world. Role are stable over time whereas positions concerns conventions of speech and action that are liable, contestable and ephemeral. Position may become roles over time. Assignments of rights and duties arising through an act of positioning can become crystalized into the long requirements of a role, therefore, in certain cases positioning acts are the birthplace of roles (e.g. bullying).

Malignant positioning refers to catastrophic effects of a priori psychological categorizing of people with declining powers in old age or any other physical and/or cognitive disabilities. For instance, phrases such as 'They don't know anything anymore' and 'Treating an Alzheimer's patient is like doing veterinary medicine' from health care professionals delete patients' rights and their duties towards them. These behaviors position people as having no right to be heard, on the presumption that such people have nothing worth listening to, the sufferer is cut off from communal cognition, the thinking together that is such a feature of language using beings like ourselves. However, by re-entering the communal conversation the effects of malignant positioning can be reversed by the restoration of rights (and sometimes the taking on of duties), that is by repositioning the person.

Karakterbeskrivelse:

<https://innsida.ntnu.no/wiki/-/wiki/Norsk/karakterskalaen>

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Sted / dato: Trondheim, 05.11.2020