NTNU

Institutt for psykologi

Mal for sensorveiledning

Emnekode	PSY2118, PSYK4318
Emnenavn	Kvalitativ metode 2
Emneansvarlig/oppgavegiver	Lucas Bietti
Kvalitetssikret av	Renzo Bianchi; Kjersti Zakariassen Fosse; Rumi Anne Holbech Nielsen
Semester, år	Høst, 2024
Vurderingsform, lengde	Skole-eksamen
Tillatte hjelpemidler	**D**: Ingen trykte eller håndskrevne hjelpemidler tillatt. Bestemt, enkel kalkulator tillatt.

Emnets læringsutbyttebeskivelser angitt I kunnskaper, ferdigheter og generell kompetanse.	https://www.ntnu.no/studier/emner/PSY2118/2023/1#tab=omEmnet
Pensum	Braun V. & Clarke, V. (2006.) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101. Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39, 124-130 Howitt (2010). Ethnography and participant observation. *Introduction to qualitative Methods in psychology*. (Chapter 5). Knott, E., Rao, A. H., Summers, K. & Chana, T. (2022). Interviews in the social sciences. *Nature Reviews Methods Primers* 2. https://doi.org/10.1038/s43586-022-00150-6 Morgan, D. L. (1996). Focus Groups. *Annual Review of Sociology*, 22, 129-152
Eventuelle formelle krav til besvarelsen	
Hvordan de ulike oppgavene i eksamenssettet er vektlagt	Likt vekting

Sensurveiledning

Besvar tre (3) av de fem oppgavene nedenfor

Oppgave 1: Forklar konseptet triangulering i kvalitativ forskning og dens rolle som en validitetsprosedyre. Beskriv de fire typene og diskuter hvordan triangulering bidrar til å identifisere

hoved- og mindre temaer i en studie. Gi et eksempel på hvordan flere kilder eller metoder kan brukes for å bekrefte funn i kvalitativ forskning.

Oppgave 2: Beskriv den analytiske prosessen i tematisk analyse. Suppler gjerne beskrivelsen med et eksempel – enten et reelt eksempel hentet fra den obligatoriske gruppeoppgaven eller et hypotetisk eksempel dersom du ikke benyttet tematisk analyse i oppgaven din (for eksempel: 'Hvis jeg skulle bruke tematisk analyse i oppgaven min, ville jeg ha gjort X').

Oppgave 3: Hvilke etiske hensyn er det viktig å ivareta når man skal gjennomføre intervju? Bruk et eksempel hvor etiske utfordringer kan oppstå i en intervjusammenheng og hvordan du ville løst disse.

Oppgave 4: Drøft styrker og svakheter ved fokusgrupper som en kvalitativ forskningsmetode. I svaret ditt, forklar hvordan de unike interaksjonene innen fokusgrupper bidrar til forståelsen av komplekse atferder og motivasjoner. Beskriv også de potensielle begrensningene knyttet til moderatorens rolle og gruppens effekt på deltakerne, spesielt i sensitive emner eller kulturelt mangfoldige settinger. Gi eksempler for å støtte argumentene dine.

Oppgave 5: Skisser hovedelementene i etnografisk forskning slik de er presentert i Howitt (2010). Diskuter formålet, utfordringene og praktiske hensyn for hvert element.

Eksamenskrav

Oppgave 1:
Triangulation in qualitative research is a validity procedure that strengthens the accuracy and reliability of findings by seeking convergence across multiple data sources, perspectives, or methods. This approach mitigates the limitations of relying on a single source or method by integrating diverse forms of evidence to form a comprehensive understanding of the study topic.
Denzin (1978) describes four types of triangulation:
Data Source Triangulation: Involves gathering information from different participants or groups to reveal consistent patterns across varied perspectives.
Theory Triangulation: Uses multiple theories or theoretical perspectives to interpret the data, offering alternative explanations and reducing bias.
Methodological Triangulation: Employs different methods - such as interviews, observations, and document analysis— to cross-check information, improving the robustness of findings.
Investigator Triangulation: Involves multiple researchers analyzing the same data to reduce individual bias and increase credibility.
Triangulation aids in identifying major and minor themes by verifying patterns that appear consistently across sources or methods, thus filtering out incidental findings and reinforcing core insights. For instance, in a study on workplace culture, a researcher might corroborate data by comparing interviews with direct observations and reviewing internal documents. If all sources consistently highlight "teamwork" as a core value, it can be confidently interpreted as a major theme within the study.

Oppgave 2:
Six-phase analytic process:
1) Familiarizing with the data;
2) Generating codes;
3) Constructing themes;
4) Reviewing potential themes;
5) Defining and naming themes;
6) Producing the report.

1. Familiarizing with the data

Familiarization provides the researcher with an entry point into analysis. Way of engaging with, and gaining insight into, what can sometimes appear to be an overwhelming mass of data. Familiarization is about knowing the dataset. Reading and re-reading all textual data, making casual observational notes. It might involve (re)listening or (re)watching, if the dataset is audio or video.

2. Generating codes

Coding is the systematic and thorough creation of meaningful labels attached to specific segments of the dataset – segments that have meanings relevant to the research question. Identifying these relevant data within each data item, and then 'tagging' them with a few words or a phrase that captures the meaning of that data segment to the researcher. Codes vary in what they capture or highlight, from the semantic obvious meaning to more conceptual ideas. Good coding is open and inclusive, identifying and labelling all segments of interest and relevance within the dataset, and everything that is of relevance within those segments. Sometimes a data segment might be tagged with more than one code; other segments might not be coded at all, as they have no relevance to the research question. There is no need to code every line of data. Codes generated need to be meaningful to the researcher, capturing their interpretations of the data, in relation to their research question- Coding is a process of data reduction, and a way of starting to organize the data and researcher observations of it into patterns.

3. Constructing themes

Very active process of pattern formation and identification. The research question helps keep the analysis relevant. Theme development involves examining codes, and combining, clustering or collapsing codes together into bigger or more meaningful patterns. Thinking and effort are required to identify features of similarity and relationship across codes. The researcher needs to identify a central organizing concept that is shared across the range of codes. This helps the researcher determine what a theme is about, and whether or not any particular code fits within it

Visual mapping tools may enhance the researcher's ability to identify and understand potential themes in relation to each other, and the overall dataset.

4. Reviewing potential themes

Quality control exercise to ensure that the themes work well in relation to the coded data, the dataset, and the research question. It may lead to adjustments to the candidate themes and/or thematic map, or even considerable further analytic work. The first stage of review involves checking whether your candidate themes capture the meaning in the collated, coded data segments

Check that their candidate themes work well across the whole dataset – so going back to the entire dataset. Reach balance between making sure that themes are distinct from each other, and ensuring

that they relate to each other. If themes are distinctive, most of the codes will only be allocated to one theme. If many are allocated to more than one theme, they risk blurriness. Reviewing analysis involves making choices about the best and sharpest boundaries for inclusion and exclusion.

5. Defining and naming themes

The researcher should have started to move away from thinking about themes to an interpretative orientation. This involves telling a story that is based on, and about, the data, that makes sense of the patterning and diversity of meaning. Theme definitions are short summaries of the core idea and meaning of each theme. Give themes working titles and keep them until this final stage.

6. Producing the report

Final period of focus and refinement. Researchers weave together data, analysis, and connections to the literature into a singular output that answers their research question(s).

Hypothetical scenario:

"If I were to use thematic analysis in my assignment, I would analyze interviews conducted with participants about their experiences with remote learning during the pandemic. I would first familiarize myself with the interview transcripts, generate codes such as "challenges with technology," "lack of social interaction," and "flexibility in learning." After identifying themes like "impact on social relationships" and "adaptation to new learning environments," I would review and define these themes, ultimately reporting how participants' experiences reflect broader trends in education during crisis situations"

Oppgave 3:

The candidate should explain the main content of the article from Knott et. al (2022), where in the part on ethical considerations is explained, and be able to draw lines to how the challenges they present can be solved. Ethical considerations of informants within healthcare research are partly taken care of through projects being approved by SIKT and REK (this was discussed in the lecture but is not in the article). It is not compulsory to mention but would be appropriate in a Norwegian research setting.

To show that the candidate has read and understood the syllabus they should discuss relevant forms of harm (social, economic, physical, psychological, political, professional/reputational) relevant to the example they have chosen and discuss how these ethical considerations can be ensured.

A point mentioning the researchers training as a measure to limit potential ethical harm can be discussed as well. Knott et. al (2022) also mention how the researcher should reflect on and show sensitivity towards the informants when sensitive topics are being brought up. Mentioning the researcher's role in reflexivity and positionality would be beneficial, including how the researchers in a project should be aware of possible fallacies. Memos can be mentioned here as a preventive tool in ensuring their own assumptions and preconceptions have been evaluated.

Informed consent through either written or oral, should be included as an ethical consideration. Further, anonymisation and how to ensure this is also important to include (i.e. excluding names of people and places or other types of disclosing information). Here it is natural that the candidate mentions how anonymity may work in transcriptions of interviews and storing information.

Oppgave 4:

Focus groups offer unique strengths as a qualitative research method by creating a setting that fosters interaction among participants, helping researchers understand complex behaviors and motivations.

This interaction, sometimes referred to as "the group effect," allows participants to question and explain themselves to each other, generating data that highlights the extent of consensus and diversity among perspectives. Unlike individual interviews, focus groups provide a way to directly observe agreement, disagreement, and the dynamics that may underlie participants' motivations.

One of the main advantages of focus groups is their ability to explore nuanced perspectives on specific topics. They are particularly useful in uncovering the sources of complex behaviors, as the dialogue within the group can reveal underlying motivations that may not surface in one-on-one interviews. Additionally, researchers can ask participants to compare their experiences directly, yielding richer insights than aggregated individual data. This interaction thus contributes to identifying both major and minor themes within a study.

However, focus groups also present certain limitations. The role of the moderator is critical but complex. Moderators guide the discussion to encourage meaningful interaction without over-directing it, which can inadvertently disrupt the natural flow of conversation. Studies have found that moderators can sometimes impose too much control, making focus groups resemble structured meetings rather than open conversations. Consequently, understanding the variation in moderating styles is crucial, as different approaches can significantly affect the nature and quality of data gathered.

Another limitation arises from the group dynamics themselves. The "polarization effect" suggests that group discussions may sometimes lead participants to adopt more extreme views, although this effect is generally small. Furthermore, group settings may not be suitable for all topics, particularly those requiring high levels of personal self-disclosure. While focus groups have been effectively used to study sensitive subjects, like sexual behavior, certain topics might be uncomfortable or inappropriate for specific participants or cultural groups, potentially skewing responses or limiting open discussion.

In sum, while focus groups are valuable for examining behaviors and motivations through participant interaction, researchers must consider the potential influence of the moderator and group dynamics on data quality, especially with sensitive topics or culturally diverse participants.

Oppgave 5:

Elements to Consider in Ethnographic Research (Howitt, 2010).

Formulating the Research Question: In traditional ethnographic research, researchers typically do not enter the field with a precise research question in mind. Instead, they refine and develop questions throughout the observation process. Although preliminary planning begins before field entry, it is essential to remain flexible and avoid rigid adherence to a pre-formed research design.

Assessing Method Suitability: Evaluate whether ethnography is the most suitable method for the research topic. Consider potential ethical concerns, particularly if covert observation is involved, and anticipate the possibility of needing adjustments to protect participants' rights and safety.

Defining Observational Focus: Clearly outline what will be addressed in the observation phase. This entails defining the research question and the specific situations to be studied. Recognize, however, that in unfamiliar settings, it may be challenging to determine relevance until observations begin.

Defining the Researcher's Role: Establish a role that enables meaningful observation, whether by participating directly or remaining on the periphery. Consider the researcher's characteristics and the nature of the setting; public, loosely structured settings (e.g., music events) may offer easier participation opportunities.

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Gaining Entry to Fieldwork: Entry requirements vary by setting. Formal organizations often need official permissions, such as ethical clearances for hospital research, while informal groups may involve navigating gatekeepers. Consider ethical committee approvals early in the process.
Maintaining Field Access: Ethnographic research requires ongoing relationships with participants beyond initial entry. Strong interpersonal skills are essential for maintaining trust. Provide clear written information on data confidentiality, security, and participant anonymity, tailored to the specific research context.
Using Key Informants: Key informants can play a crucial role in facilitating access to activities, providing insights, and offering social support. They may have greater familiarity with the research goals and stronger rapport with the researcher.
Field Notes and Data Logging: Detailed field notes are vital for capturing the social dynamics and context of the study. Record observations promptly, whether through voice recordings, handwritten notes, or digital entries, to prevent memory decay. Plan observation sessions to ensure ample time for note-taking.
Sampling Strategy: Focus on identifying individuals and situations that best enhance understanding. Actively seek out participants who offer valuable perspectives, often identified with assistance from informants.
Determining Fieldwork End: Cease data collection when additional observations no longer yield new insights for the research's guiding concepts or theories. Repetition of familiar patterns in field notes may indicate that data saturation has been reached.
Exit Strategy for Disengagement: The conclusion of fieldwork, whether due to completion or resource limitations, requires sensitive and deliberate separation from the field site. Establish a clear plan for responsibly exiting the setting, respecting any established bonds with participants.

Karakterskala som er benyttet

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Bokstavkarakter: https://innsida.ntnu.no/wiki/-/wiki/Norsk/Karakterskalaen