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# New pedagogies and new resources in qualitative research teaching

Graham R Gibbs  
University of Huddersfield

Re-energising undergraduate research methods pedagogy in education  
18th June 2013 Liverpool Hope University



# Teaching qualitative research methods

- Apprenticeship model
- Dark art of data gathering and analysis
- Now large number of students to be taught



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# Outline

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- Data sets and linked teaching resources
- Online resources for qualitative research
- Video resources for qualitative research
- Issues about video use and production



# Data sets for qualitative data analysis

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- Qualidata
- TQRMUL- Teaching Qualitative Research Methods at Undergraduate Level in Psychology
  - [http://www.heacademy.ac.uk/resources/detail/subjects/psychology/TQRMUL\\_Resources](http://www.heacademy.ac.uk/resources/detail/subjects/psychology/TQRMUL_Resources)

# Qualidata

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- Now part of the UK Data Service
  - Making in much harder to find things! ('Discover' search tool)
- Teaching Resources include:
  - [Exploring diverse interview types](#)

[Exploring non-interview methods](#)

[Re-using qualitative data - The Last Refuge](#)

# e.g. Interview types

- Semi structured interviews – interview schedule

**Study Title:** Cross-Generational Investigation of the Making of Heterosexual Relationships, 1912-2003

**Interview Schedule** INVITE EXAMPLES IN EACH CASE.

ASK HOW GRAND/PARENTS/CHILDREN VIEWED THEIR DECISIONS /ACTIONS IN PARTICULAR INSTANCES.

1. How did you find out about 'sex'/periods etc? Do you think that boys/girls were treated differently?

PROBE AROUND SOURCES OF SEXUAL KNOWLEDGE

2. When did you first notice/become 'interested' in boys/girls?

3. What was/is courtship like for people of your generation? What do/did you get up to?

(ACTIVITIES: CINEMA, MEALS, OUTINGS, CLUBS, DANCING, HOLIDAYS, SEX?)

4. How did you know when you'd found what you thought was the 'right one'? What was 'right' about them?

5. The first time you slept together/were intimate together, was it a) what you expected? b) what your partner expected?

(Was this on your wedding night or some other time or place?)

PROBE AROUND LOCATIONS (IF EXPERIENCED WITH MORE THAN ONE PARTNER)

6. Do/did you find yourself comparing other partners to your 'true love'? How have earlier or subsequent partners compared with this person sexually, emotionally etc?

Etc.

# Data Sets

- Pioneers of Qualitative Research
  - Includes interviews with researchers (e.g. Colin Bell, Mildred Blaxter, Stan Cohen, Mary Douglas, Janet Finch, Ramond Firth, David Lockwook, Dennis Marsden, Anne Oakley, Meg Stacey) their data sets and teaching materials.
- Qualitative thematic guides
  - Shortcuts to selected data sets
- How to guides
  - Including e.g. Analysing health data using ESDS Qualidata Online: binge drinking - a new phenomenon? (Video)
- The full Qualidata data sets (use Discover)





# TQRMUL Data Set

- [http://www.heacademy.ac.uk/resources/detail/subjects/psychology/Shazias\\_Interview](http://www.heacademy.ac.uk/resources/detail/subjects/psychology/Shazias_Interview)

An extensive User Guide has been created which provides suggested teaching and learning activities to use in conjunction with the data compiled, together with two separate transcriptions for each interview:

1. Jeffersonian transcript (Shazia)
2. Playscript transcript (Shazia)

## Videos



Download the video: Shazia - part 1 (size: 18.2 MB, duration: 15.10 minutes)

# TQRML Resources

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[Conversation Analysis Practical](#) - Mike Forrester, University of Kent

[Qualitative Interviewing Methods Practical](#) - Brendan Gough, University of Leeds

[Qualitative Methods Overheads \(DOC, 61 kB\)](#) (Discourse Analysis) - Sarah Riley, University of Bath

[Accreditation of Undergraduate Psychology Courses at the University of Central Lancashire under 2004 BPS Syllabus: Implications for the Teaching of Research Methods \(PDF, 24 kB\)](#) - Cath Sullivan, University of Central Lancashire

[Qualitative Methods Assignment used at University of Central Lancashire \(DOC, 71 kB\)](#) - Cath Sullivan, University of Central Lancashire

[Learning to use discourse analysis on a professional psychology training programme: Accounts of supervisees and a supervisor \(PDF, 119 kB\)](#) - David Harper, Julia O'Connor, Philip Self and Peter Stevens, University of East London

[Integrating quantitative and qualitative approaches in psychology research methods teaching: the example of a classroom debate \(PDF, 118 kB\)](#) - Sally Wiggins, University of Strathclyde and Sarah Forrest, Nottingham Trent University

[Guidelines for the Supervision of Undergraduate Qualitative Research in Psychology \(DOC, 143 kB\)](#) - Sarah Riley, University of Bath

[Exercises and Assessment Sheets \(PDF 48 kB\)](#) - Carol Percy, Coventry University



# Multimedia resources on qualitative data analysis

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- Online QDA
- Requallo 
- CAQDAS networking project
- NCRM



# OnlineQDA web site

- Text
- Audio
- Video
- Tests

The screenshot shows the OnlineQDA website interface. At the top, there is a navigation bar with links for 'How to use', 'Analysis', 'Tutorials', 'Using software', and 'Software guides'. The main content area features a sidebar on the left with a 'Where am I?' menu containing links to 'Methodologies', 'Resources', 'Glossary', 'Contribute Materials', 'Site Map', and 'Contact'. Below this is a 'Notes' section with a portrait of a man and a list of Bourdieu's works: 'Outline of a Theory of Practice' (1977), 'Language and Symbolic Power' (1991), 'Masculine Domination' (1998), and 'Pascalian Meditations' (2000). The main article, 'Getting started and the theory of Bourdieu', is written by Graham R. Gibbs from the University of Huddersfield. It includes 'Learning outcomes' such as understanding personal experience and theoretical ideas. A video player at the bottom shows a woman in a library setting.

# Videos on qualitative analysis

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- REQUALLO produced video of [interviews with PhD students about their qualitative analysis](#)


## PLUS:

- Videos of lectures
- Expert interviews
- Videos of [conference presentations](#)
- Camtasia recordings on website use



# CAQDAS Networking Project

- [Website](#)
- [Support materials for CAQDAS](#)



**CAQDAS**

- About Us
- People
- QUIC
- News
- Training**
- Support
- Resources
- Contact Us
- Back to Sociology Research

**CAQDAS networking project**  
Computer Assisted Qualitative Data Analysis

## WHAT IS THE CAQDAS NETWORKING PROJECT?

Practical support, training and information in the use of a range of software programs designed to assist qualitative data analysis. Platforms for debate concerning the methodological and epistemological issues arising from the use of such software packages. Research into methodological applications of CAQDAS.

See [Events Calendar](#) to view forthcoming events and to book a place.

We have no commercial links to any software developer or supplier. We can therefore provide independent advice about software.

See more about our [history](#), [remit](#), [mission](#) and [research](#).

## COLLABORATIONS

We work closely with a number of other projects in order to provide the best possible set of resources and training events possible. These include [Day Courses in Social Research](#), the [South East Doctoral Training Centre](#), the [Online QDA](#) and [REQUALLO](#) websites and the [NCRM](#).

## Day Courses in Social Research

We work in close partnership with the [Day Courses programme](#) also located within the [Sociology Department](#) at the [University of Surrey](#) who administer most of our training and capacity-building events.

## South East Doctoral Training Centre (SEDTC)

Through our connection with [SEDTC](#) we are able to offer very good value fees for our training events for doctoral students. Rates depend on discipline and institution.

## FORTHCOMING EVENTS

<b>26</b> Jun	<a href="#">NVivo Intermediate / Advanced workshop »</a>
<b>3</b> Jul	<a href="#">1 day Atlas.ti Intermediate/Advanced Workshop »</a>
<b>10</b> Jul	<a href="#">Introduction to Qualitative Data Analysis »</a>
<b>17</b> Jul	<a href="#">NVivo Training Workshop »</a>
<b>7</b> Sep	<a href="#">Open Day »</a>

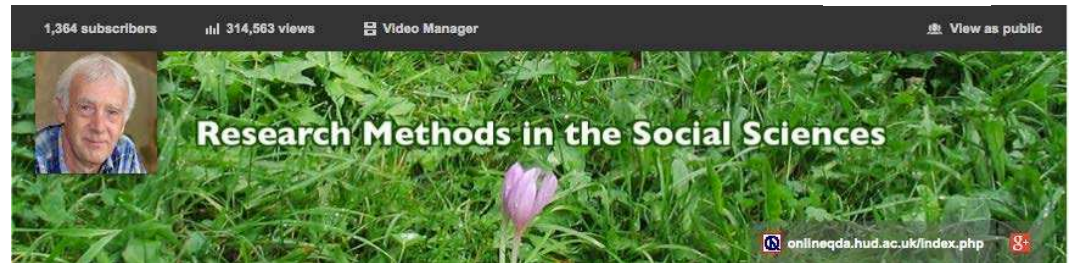
**@Caqdas\_Project**  
Loading feed, please wait...



- Mainly research oriented.
- Some videos and other materials aimed at postgrad students.
- E.g. Research Methods Festival Keynotes
  - Gillian Rose: “[Now you see it, now you don't - visual culture and visual methods](#)”

# Video resources on qualitative methods

- Good resources now on **YouTube**



- My Channel

- E.g. lecture capture on GTM
- E.g. how to do a research interview
- Anthropology/ethnography
  - See esp. Alan MacFarlane's channel (Ayabaya)
- Other resources e.g. Kathy Charmaz



# Where third party resources have come from

Resource	%
<b>YouTube:</b>	<b>50</b>
Your Libraries' digital resources (such as e-Books):	44
Other courses on your Institution's VLE (such as Blackboard):	32
Professional body website:	24
<b>HEA website:</b>	<b>19</b>
Discipline specific website (such as OnlineQDA.hud.ac.uk):	16
Corporate website:	14
Another Institution's website / VLE:	11
National educational repository (such as JORUM):	8
Open access repository (such as OpenLearn):	8
iTunesU:	8
Box of Broadcasts:	8
Flickr:	4
Other (incl. own developed resources):	3
BUFVC:	1
MOOC / opencourseware (such as edShare):	0

Lots of use of available digital resources

2013 survey.  
N=115

# Issues 1 - Selection

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- How to find resources
  - Reason why YouTube popular
- Need to watch all the way through and make judgement
  - Accuracy
  - Approach/philosophy
- Are data sets/topics used suitable?
  - Students like to have data they can relate to or relevant to their discipline.
- Production quality
  - Good sound needed
  - Is the speaker too chatty/amateurish etc.



# Issues 2 – Pedagogic Use

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- In class lecture
  - Can show only parts
  - Can pause and explain, excuse, etc.
- Use in guided independent study
  - Probably best if linked with lab instructions, used when needed, i.e. when doing assessment
  - Listen on mobile device while doing chores??
- Use in labs
  - Needs headphones to stop noise for others





# Student views of videos

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- Find use in lectures good. Can follow and then practice in following lab.
- Use less frequently outside sessions
- Like ability to pause and replay
- Some preferred to use textbook and reading material
- Prefer handwriting worked examples on screen to prepared PowerPoints

# Issues 3 - Creating videos

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## Range of technologies:

- Camera, mic and digital editing suite
- Camtasia screen recording
- Flash/HTML 5
- Screen writing (with stylus and tablet) (Kahn University style) <http://youtu.be/J1twbrHel3o?t=35s>
- iPad solutions (include recording and screen writing)

# Video Production – Skills needed

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- Films skills – camera, sound, editing
- Interviewing (asking right questions etc.)
  - Needs subject experts
- Scripting – converting video into learning object
  - Needs subject experts
  - Work with editor

# Making it accessible

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- Short videos good
- Use screen writing – students like this
- Use graphics, visual devices etc.
- Sound quality – more impt. than picture
- Visual quality – depends. Needs good quality for text. HD can look more professional
- Visual aesthetics (composition, lighting etc.)
- Licensing – find free to use music etc.
- Copyright – Not at all clear, but now use the CC licence.



# Towards a pedagogy of the visual

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- **Makes** the **abstract concrete**
  - As a metaphor (charts, tables)
  - By demonstration on screen
- Demonstrates **process**
  - Transformation, calculation, decision making
  - Change be shown by visual changes
- **Time:**
  - So changes can be seen, manipulated, repeated, paused
  - Provides space/time for absorption.



# Conclusions

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- Resources, there's a lot out there
- Videos good and getting better
- Real data sets and real resources available
- **But**
  - Needs time and effort to select (same as selecting text books)
  - needs new pedagogic approaches (to incorporate into curriculum)