质性研究方法课程（四）：
质性研究的数据分析及研究报告的撰写及发表

柯晓玲

2016 年 6 月 2 日

主要内容：

- 1．研究报告或研究论文的构成及写作

- 2．研究论文的发表

- 3．质性数据分析软件的使用

- 4．质性研究的效度问题

质性研究报告的主要特征：

◈ 撰写研究报告是质性研究的最后一个环节，与研究环节同等重要。

◈ 研究数据分析和研究报告的撰写同时交叉进行。

◈ 研究报告的撰写是对数据进行阐释的重要环节。

◈ 质性研究论文通常比定量研究论文篇幅稍长，一般要求是5000-8000字。

◈ 质性研究报告通常建立在建构主义和主观主义的认识论基础上，重在阐释，而不是在验证假设。

◈ 质性研究报告或论文的读者更为广泛，也包括非研究人员和普通大众。

◈ 质性研究报告的目的：对数据的分析和阐释有没有帮助读者构建和分享新的意义？（Does description and analysis increase readers' understanding of how humans construct and share meaning?）

质性研究的读者包括：

学术研究人员

行业从业人员

政策制定者

公众

所以写作过程中要使用适合报告的读者的方式和写作风格。

研究报告的结构:

³ Title and abstract:

³ Introduction: scene setting and rationale.

³ Contexts (literature; theoretical perspectives; academic debates; current policy).

³ Research Design and Methods (description of data collection and analytical techniques).

³ Report of findings.

³ Discussion: re-visits issues raised earlier in light of data.

³ Implication of findings and future research.
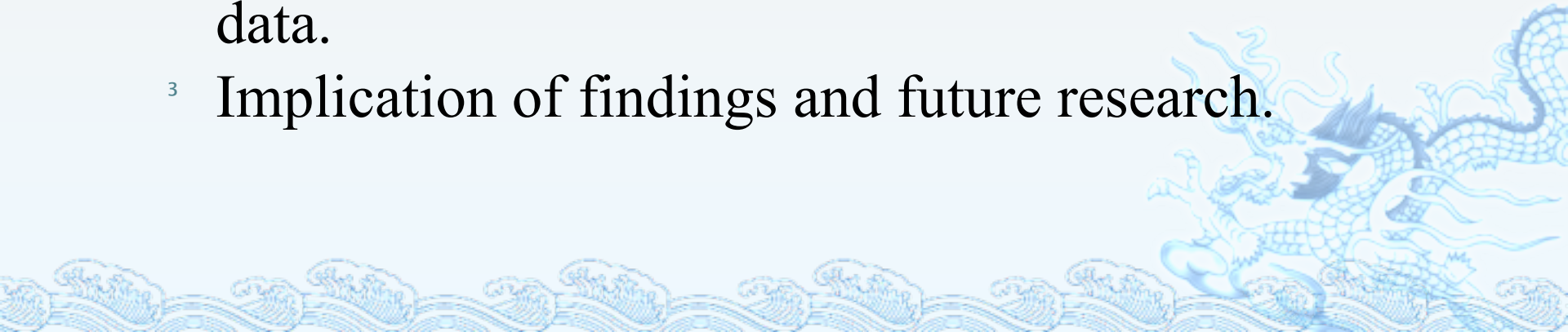
Title and Abstract

◈ Draft a title that sums up what the paper is about, using key words if possible:
  'Health, ethics and environment: a qualitative study of vegetarian motivations'.
  Eliminate "A Qualitative Study of . . ."

◈ Draft an abstract: this will help you organise your paper as you write it.

◈ Abstract includes:
  ³ Overall objective of research
  ³ Brief explanation of research method
  ³ Brief summary of results

◈ When you have drafted the paper, review and revise the title and abstract.

Introduction

- Introductory premise to frame what follows
- Provide explanations
    - Why researcher was in this particular setting
    - Why this setting is important or interesting
- Begin with dramatic quote or field note
- Or, begin with more traditional literature review

Contexts

- Relevant literature;
- Current issues or events.
- Theoretical perspectives or debates.
- Policy issues.

Design and Methods

Explains and justifies:

- Epistemological commitments (interpretive, naturalistic, etc.).
- Research design/methodology (ethnography, case study, etc.).
- Methods (observation, focus group etc.).
- Setting (who, where, when).
- Data analysis methods.

- When/where the fieldwork was conducted

- Extent of researcher involvement in the interaction environment

- Detailed information about the participants, context, and scene

- Validity: Extent to which data were triangulated
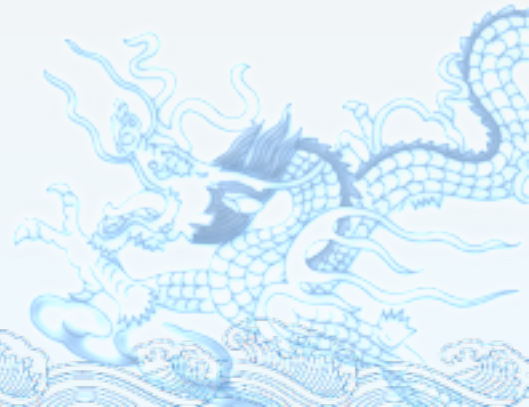
Revealing Identity of Participants

◈ Keep your agreement about confidentiality and anonymity with participants

◈ May need to develop fictitious names

   ³ Sometimes must go beyond simply changing name of people, place, and organization

   ³ But do not camouflage an identity so that it is misleading
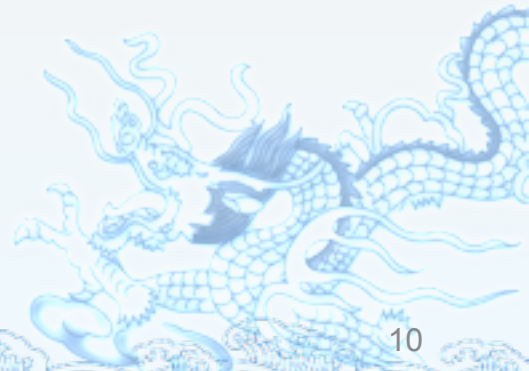
Reports of Findings

◈ Findings will usually be 30 – 40% of paper.

◈ Findings need to 'tell a story'.

◈ Write down your sub-headings (max = 4), perhaps relating to themes in the analysis.

◈ The findings section should be 'topped and tailed': introducing the themes and summarising the findings.

◈ 质性研究报告对数据进行描述和阐释的过程通常被形容为"讲述一个故事"。
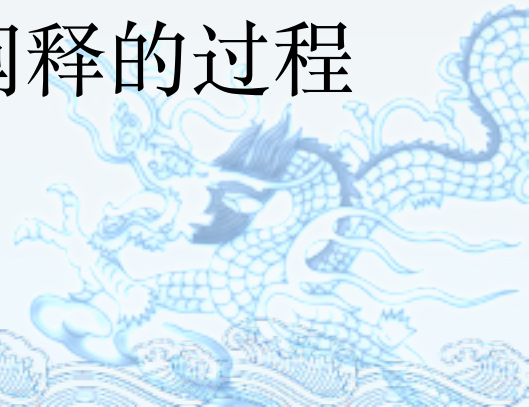
Presenting the Data

◈ Because qualitative research produces abundant data –need to judiciously edit data to a manageable amount

◈ 质性研究的数据丰富全面，因此需要研究者作出选择，在最后的报告中采用最为恰当的数据。

◈ Decide what to tell and how to tell it

  ³ What is the basic story?

  ³ Who will do the telling?

  ³ Authorial voice?

数据展示形式（Organizing Patterns）

- Sequence of events
  - Good for ethnographies
- Critical points
  - Across a number of cases
- Order of importance
  - Major to minor
  - Minor to major

Discussion and Conclusion

◈ Refer back to the contexts, re-interpreted in the light of the data.

◈ Practice, policy or theoretical implications.

◈ Shortcomings.

◈ Conclusion summarises the answer to the research question.

◈ What decisions can be made given the descriptions and analyses presented?

◈ Closing paragraphs
  - What has been attempted?
  - What has been learned?
  - What new questions have been raised?

◈ Consider statement of personal reflection
  - Discuss how you added to our knowledge
  - Find areas of dis/agreement with literature
  - Make suggestions for future research

Findings or Discussion?

³ **Findings** section is where you impose an analytical structure on your data.

³ **Discussion** is where you make links between your analysis of the data and the literature, theory or relevant policy, and where you show the importance of your findings for scholarship, practice or policy.

Revisiting Your Analysis

◈ Analytical skills are related to writing skills

- ³ Accuracy and exactness
- ³ Economical
- ³ Conclusions should be consistent
- ³ Conclusions should ring true
- ³ Framework apparent to reader
- ³ Explain as much of the data as possible
- ³ Heuristic and fertile

Citation and references

- Citing others' work
  - Direct citation
  - Indirect citation

- Considering using bibliographic database and reference management software such as EndNote, ProCite, or NoteExpress.

- Creating the reference list
  - Complete alphabetical list by authors' last names
  - Includes all literature cited in the report
 - Accuracy

Criteria for Evaluating Writing

◈ Is your manuscript
- ³ Well written and engage the reader?
- ³ Present credible and interesting data?
- ³ Ethically and politically accountable?

◈ Does your manuscript include
- ³ Reflections on your role?
- ³ An invitation to participate in the interpretation?

Using theory

◈ Theory can be used to:
  ³ Define your over-arching perspective (e.g. social model of illness).
  ³ Give you a structure within which to analyse your data (e.g. explanatory models).
  ³ Situate your findings (e.g. patriarchy).
  ³ Add 'value' to your research, by showing how it enhances or develops broader theory.

◈ Some journals may not accept papers that do not engage with theory.

  ✓ Grand theory: (e.g. post-structuralism).
  ✓ Middle-order theory (e.g. stigma, medicalization).
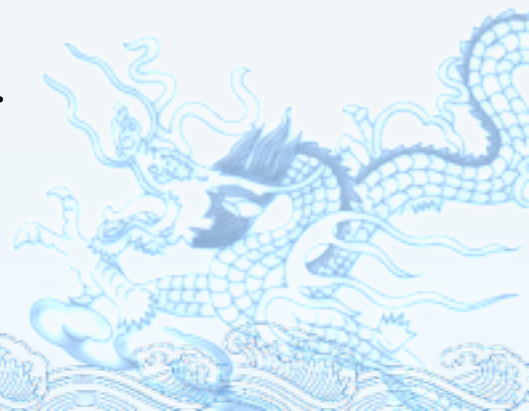
Use of quotations

- Quotations are used to increase the credibility of your findings.
- Never expect a quotation to speak for itself.
- Summarise the finding in your own words, and then illustrate it with a quotation.
- One quotation is usually enough to illustrate a finding; not all findings need a quotation.

- Interpret all quotes
- Find balance between quotes and your description and analysis
- Short quotes are better than long ones
- Use only the best quotes
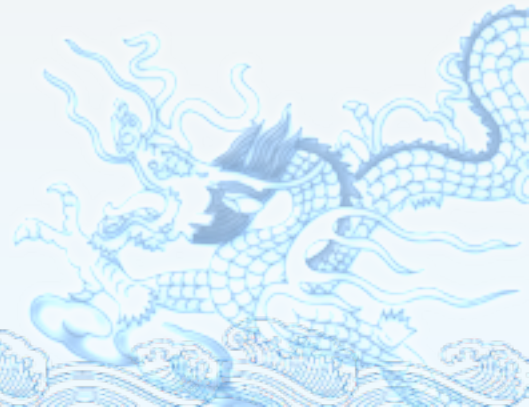
Getting the balance

For an 8000-word paper, rough balance is:

- Abstract   150
- Introduction   500
- Literature Review and Contexts   1300
- Research Design and Methods   800
- Findings   2500
- Discussion and Conclusion   1500
- References   1200

# Improve the quality

- Use simple language and avoid jargon.
- Get a friend or colleague to read the draft and offer criticisms.
- Ask yourself: what is *new* about what I am saying here?
- Proof-read, and don't rely on spell-check.

Writing styles and genres

◈ The narrative style tends to see the case study or ethnography as the writing of history叙事的故事

◈ The literary style uses fiction-writing techniques to tell the story. The author uses dramatic plots, narration and so forth to tell us about the research findings文学的故事

◈ The jointly told style is where the research report or article is co-authored by the researcher and a 'native'联合讲述的故事
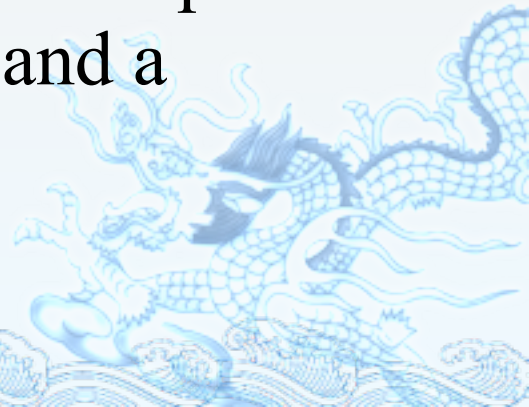
Some practical suggestions on writing

◈ Start by writing down your purpose statement: "The purpose of this study is …"

◈ Start writing as soon as possible

◈ Write a good 'story'

◈ Make sure you know your conclusions before you finalise the Introduction and Contexts.

◈ In a WORD document, create all the sub-headings for the paper, then fill in the content to length.
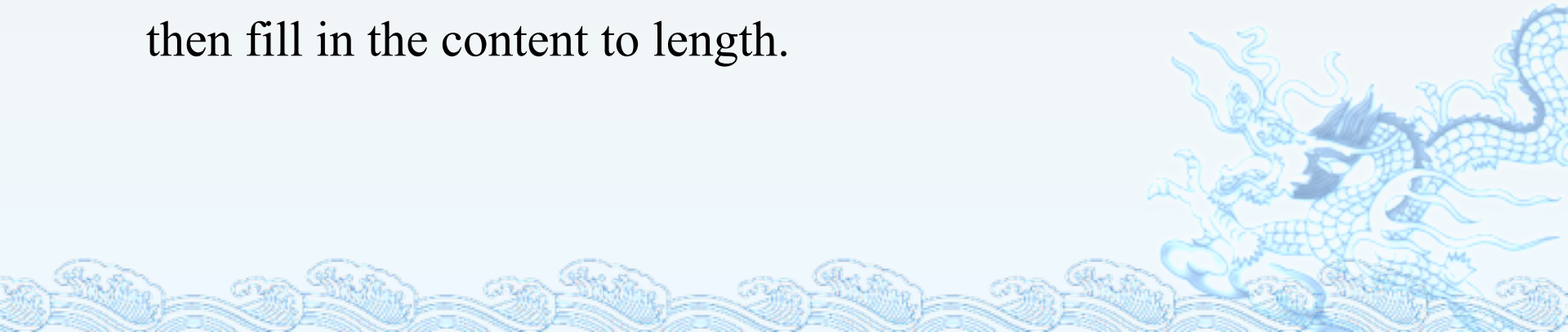
Some practical suggestions

◈ Arrange a block of time to write the paper, or a regular slot (e.g. a day a week).

◈ Find a place to write without interruptions.

◈ Don't use displacement activities to avoid starting (e.g. reading e-mail or cleaning).

◈ Take a break every two hours.

◈ Set yourself a target e.g. 1000 words or a section.

Tips on overcoming blockages
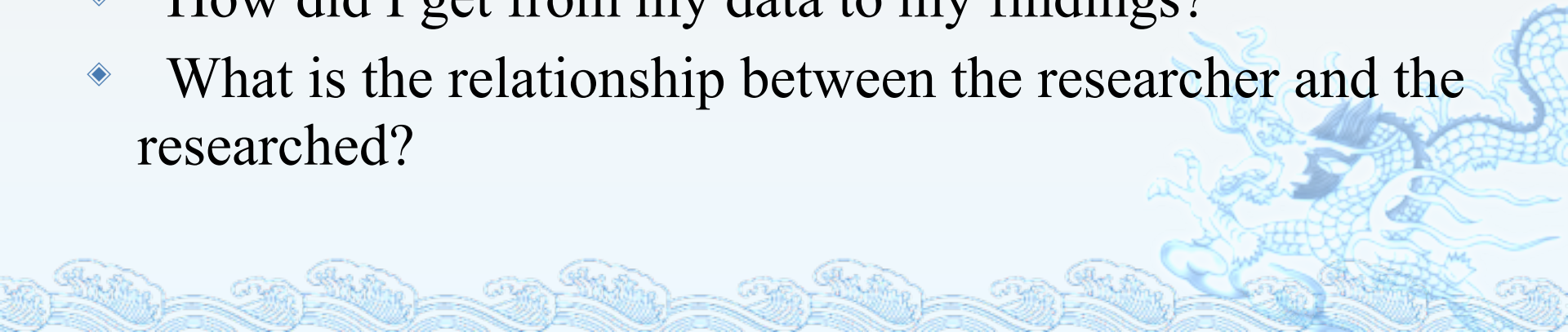
- Everyone gets writer's block sometimes.
- Before you start a section, summarise what it is going to say in two sentences.
- If you are struggling with a section of the paper, work on a different part.
- If still blocked, do something different for a while, then go back to it.

1. Make sure your methods section includes "the basics":

◈ Discuss why this research is needed.

◈ Are you building new theory or elaborating existing theory?

◈ Why did you choose this context and this "unit of analysis?"

◈ How did I get from my data to my findings?

◈ What is the relationship between the researcher and the researched?

- ## 2. Show data-in a smart fashion.

- "no precise rules regarding balance [of theory and data], only order-of-magnitude guidelines" (Lofland & Loafland, 1995)

- Showing ample data allow editors and reviewers to make some wonderful suggestions to authors about how to craft their theoretical stories.

- Have data both in the body of the paper and in tables ("power quotes" and "proof quotes")

- **3. Think about using organizing figures.**
- Using figures to organize thinking and clarifying thinking
- Figures can be used to depict how a methodological process unfolded, to capture chain of evidence, and to show how you moved from raw data to the theoretical labels and constructs you are using to represent the data.
- Make sure that you integrate tables and figures into the text.
- Make sure you explain the figures in sufficient details.

4. Think about telling a story

◈ Think of each theme as a character in a story, and ask the questions:

◈   Who is the central character or protagonist?

◈   What obstacles does the protagonist faces?

◈   What does the protagonist hope to accomplish?

◈   How he/she handle it? Etc.

◈ A qualitative story should have a focus around which the rest of the content revolves.

◈ A common mistake: having too many characters in a study, each demanding ample "screen time."
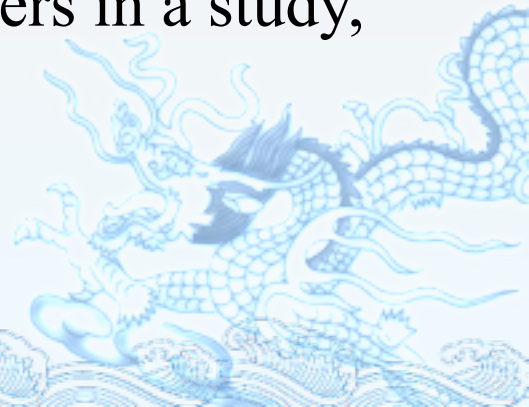
5 Tips on writing up Qualitative Research (Pratt, 2009)

- **5. Consider "modeling" someone whose style you like who consistently publishes qualitative work.**
- Very useful practice for beginning qualitative researchers.

Pitfalls and Dangerous Paths (Pratt, 2009)

◈ Telling about data, not showing it.

◈ Showing too much data, and not interpreting it.

◈ Using deductive "short hand" ("I wanted to control for other variance to eliminate other possible confounds")

◈ Quantifying qualitative data.

◈ Inappropriately mixing inductive and deductive strategies.
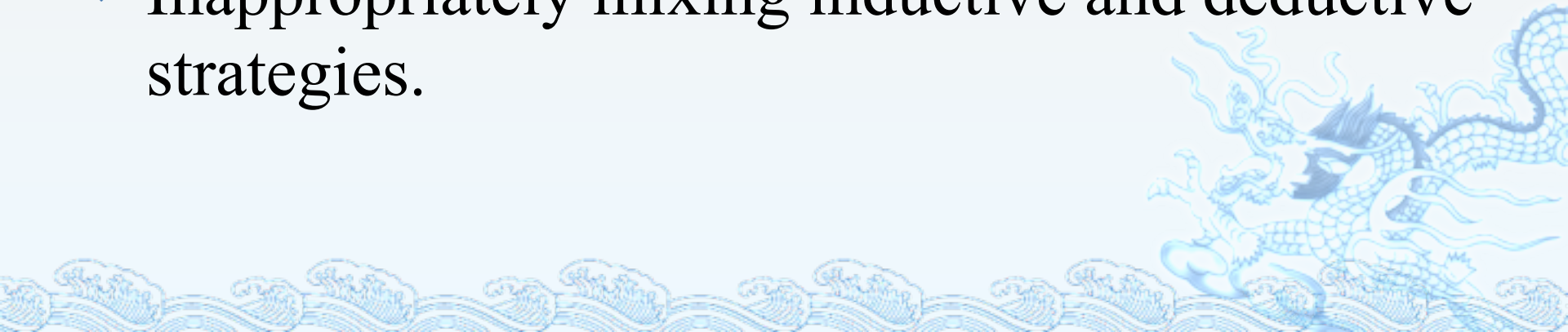
How to start writing (Wolcott, 2009):

◈ If you find it hard to start writing, try writing up your purpose statement: "The purpose of this study is …" as your first sentence.

2. 质性研究论文的发表:

◈ Choosing a journal.

◈ Impact factors.

◈ Preparing and submitting the manuscript.

选择刊物发表：

◈ Do not write a word before you have chosen the preferred journal.

◈ Choice of journal is critical to:
  - Likelihood of successful publication.
  - Timely publication.
 - Academic impact of your paper.
  - Knowledge transfer.

Selecting the journal 1

◈ Which journal published the key papers that your research builds upon?

◈ Which of these accept or specialise in qualitative research?

◈ Which of these will reach your target audience?

◈ What is its reputation?

◈ What is the acceptance rate?

◈ How long does it take from submission to publication?

◈ Is it widely indexed?

Selecting the journal 2

◈ How do you find this information?

  - Check which journals appear in reference sections of papers in your literature review.

  - Look at the contents of recent issues.

  - Read the 'aims and scope' on journal web-site.

  - Check rating (e.g. impact factor) on Journal Citation Reports.

  - Ask your colleagues about their experiences.
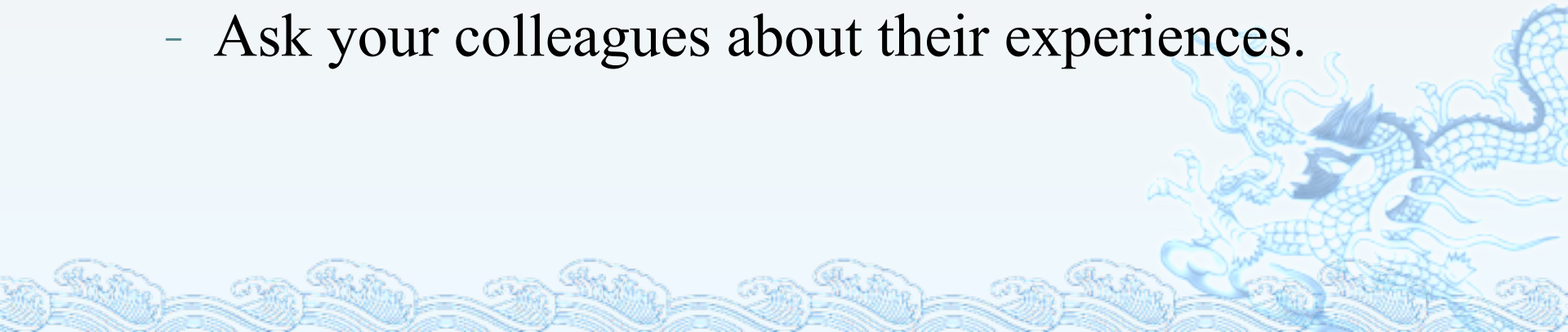
Multiple papers from one research:

◈ Most research,especially doctoral dissertation, deserves more than one paper.

◈ Multiple papers can be published based on the different aspects of the findings:
  - different themes of the analysis;
  - Methodological discussion;
  - Theoretical development;
  - Ethical issues raised in research;
  - Etc.
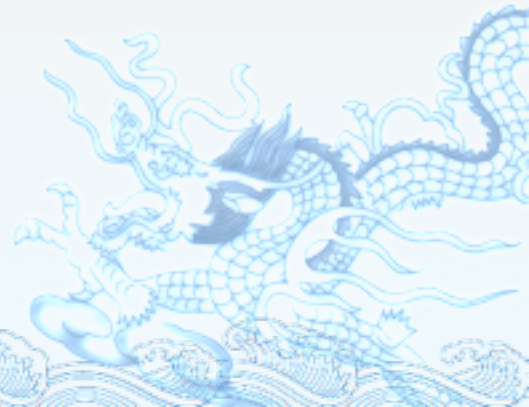
Special issues

◈ Special issues of a journal have advantages:

- Higher chance of acceptance.

- Increased readership/citation.

- Quicker publication/guaranteed timescale.

- May improve your networking with other researchers.

E-journals and new journals

- There may be a new journal that is looking for authors:
    - Pros: quick turn-round, higher chance of acceptance.
    - Cons: low impact, may not be widely indexed or available online so low readership.
- E-journals will have quick turn-around, but might charge you for publication.

Impact Factors (IFs)

◈ A journal's impact factor is a summary of the citations of *all* the papers it published in a year.

◈ IF is one indicator of a journal's paper quality.

◈ No guarantee that your paper will get cited more because a journal has a higher IF.

◈ Choose a journal based by assessing its audience profile, reputation and online access, not just on its IF or other metrics.
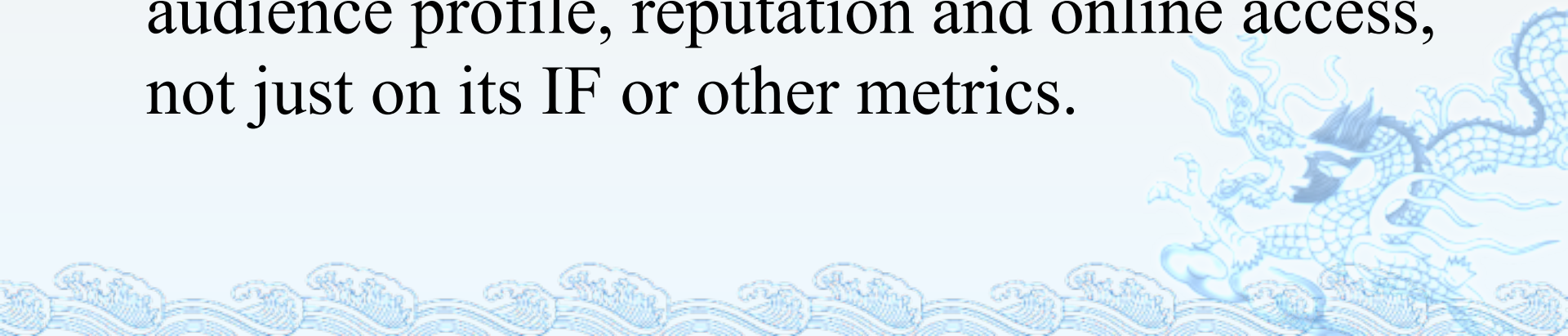
Preparing the manuscript

‣ Read author guidelines on the journal web site before you write the paper:
- Stick to word length.
- Comply with journal format e.g. abstract.
- Comply with reference style, e.g. APA.

‣ Get a friend to read it critically.
· Do a spell and grammar check.

Submitting your manuscript

- Most journals now have online submission.

- Check if you need to anonymise your manuscript (including references to your own work, acknowledgements).

- Complete any declarations required (e.g. originality; ethics; intellectual property).

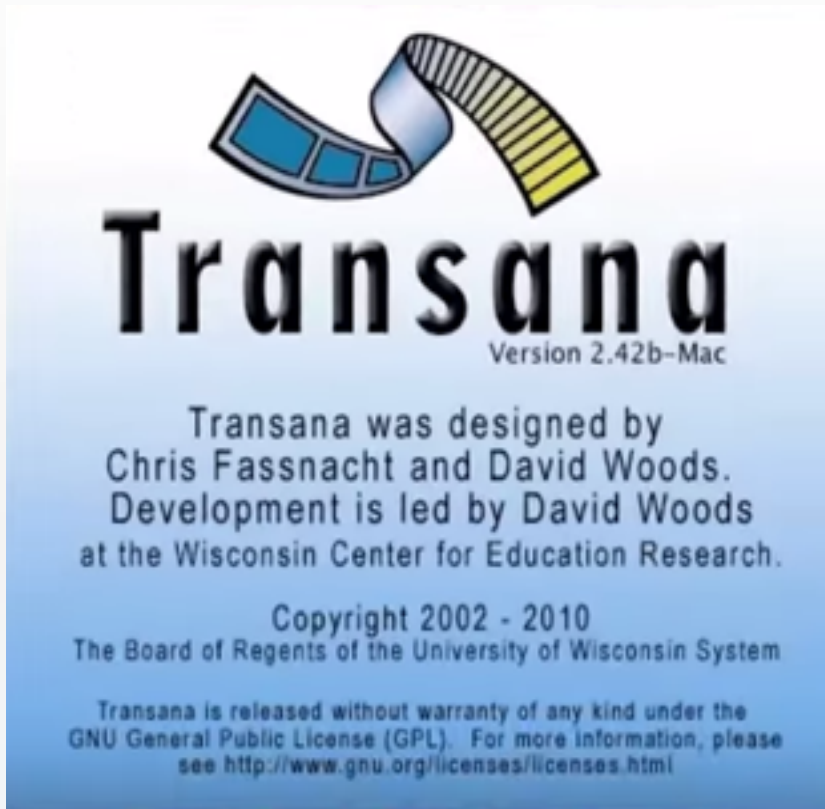- Do a final check of the manuscript before you press the submit button!
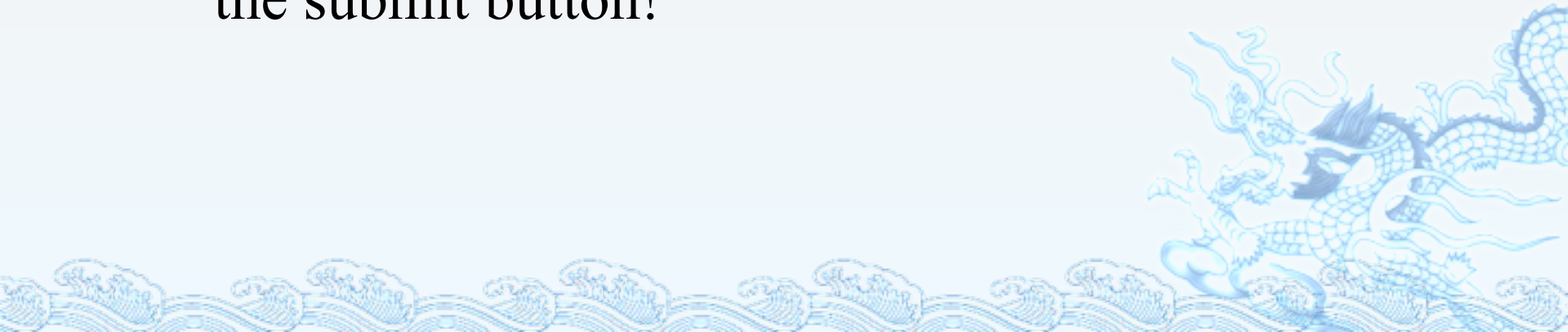
If you're unsuccessful ...

- Read the reviewers' comments carefully.
- Highlight key points you need to address.
- Seek clarification from the editor if advice is unclear or contradictory.
- Do any revisions before the deadline, and re-submit.
- If rejected, find another suitable journal immediately, but take on board all the comments from the original journal reviewers.

3. 质性数据分析软件 Transana

Transana

Version 2.42b-Mac

Transana was designed by
Chris Fassnacht and David Woods.
Development is led by David Woods
at the Wisconsin Center for Education Research.

Copyright 2002 - 2010
The Board of Regents of the University of Wisconsin System

Transana is released without warranty of any kind under the
GNU General Public License (GPL). For more information, please
see http://www.gnu.org/licenses/licenses.html

◈ a computer program that assists researchers in the qualitative analysis of large collections of text, still image, video, and audio data.

Procedures:

◈ Add Your First Media File To Transana and transcribe

◈ Set up time codes

◈ Create Keyword Groups and Keywords

◈ Create standard clips and quick clips

◈ Formulate text-based report
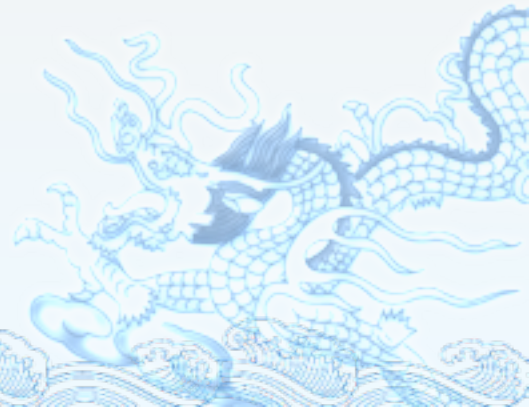
◈
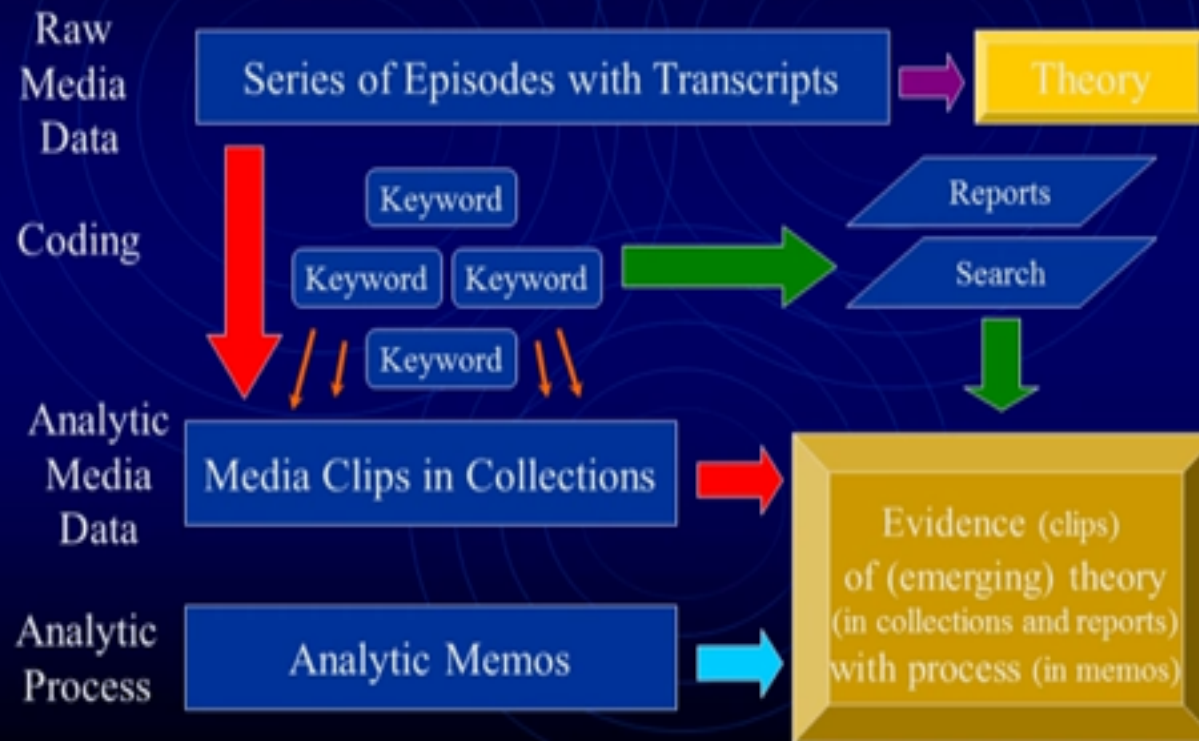
Compare and Contrast

- Standard Clips
  - Collection-centered
  - Clip is named, placed in a named Collection
  - May or may not be coded
  - Slow, deliberate creation process
  - Understanding through collection manipulation
  - Front-loads analysis
 - Can be coded

- Quick Clips
  - Keyword-centered
  - Auto-named, numbered, auto-placed in the Quick Clips collection
  - Always coded with triggering keyword
  - Faster creation process
  - Understanding through reports, graphs, search
  - Back-loads analysis
  - Can be named, moved

4. 质性研究的效度问题

Reliability, Validity Generalizability and Replicability: Do they apply to qualitative research?

These four concepts are always at the fore-font of any discussion about research methods and need some consideration here.
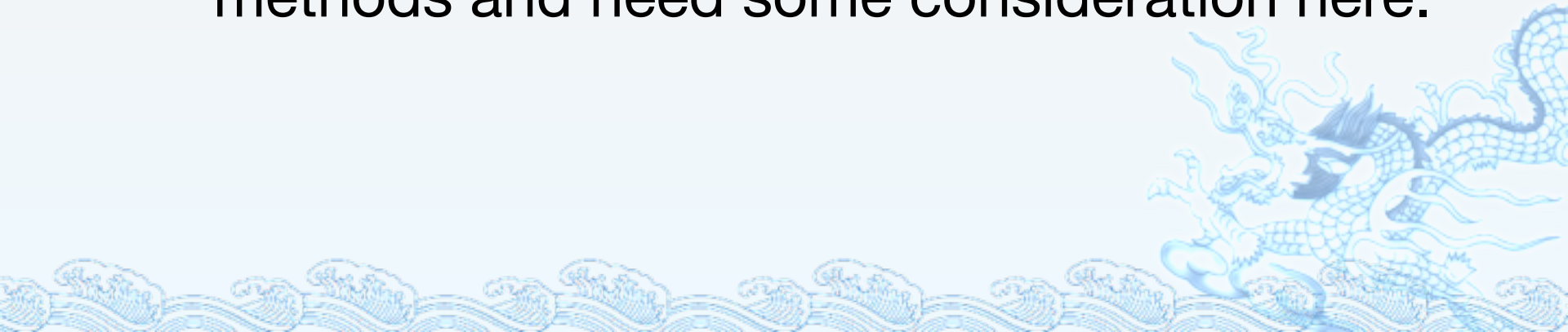
Trustworthiness in Qualitative Research

由于质性研究的特殊性，Lincoln and Guba (1985) 提出可以用"可信赖度"（trustworthiness）的四个具体准则来检验质性研究的效度问题。

因此，谈到质性研究的效度，我们更多地是讨论研究的"可信赖度"，而不是Reliability, Validity Generalisability or Replicability.

◈ <u>Lincolon & Cuba (1985) – four criteria for trustworthiness</u>:

(1) Credibility 可信度

(2) Dependability可靠性

(3) Confirmability 可确认性

(4) Transferability 可转换性

◈ **<u>Credibility</u>** – refers to confidence in the truth of the findings, good research design & practice.

◈ **<u>Dependability</u>** – refers to data stability over time and over conditions. – you are advised to keep a complete record of the research process so it can be 'audited'.

◈ **<u>Transferability</u>** – refers to the extent to which the findings from the data can be transferred to other settings or groups = similar to the concept of generalizability. you could expect to see similar (if not exact) processes under similar circumstances

◈ **<u>Confirmability</u>** –refers to the neutrality of the data. Researcher must account for the fact that their own biases may influence the results, sometimes this is also referred to as reflexivity.

Techniques for achieving the four criteria

- Techniques for establishing credibility:
- Prolonged engagement 长期投入
- Persistent observation 持久的观察
- Triangulation 三角测量法
- Negative case analysis 相异个案分析
- External checks – peer debriefing & member checks 外部检验，包括邀请研究同行讨论和数据的再验证
- Thick description深描
- Researcher reflexivity 研究者的反思
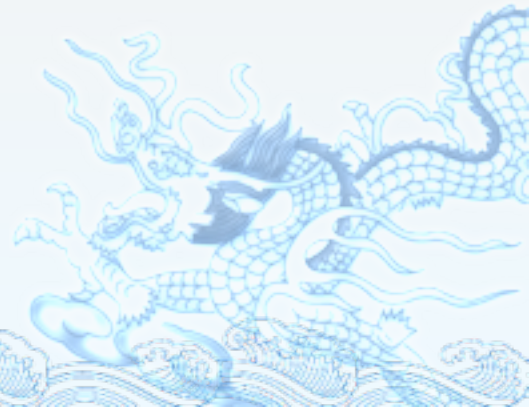
Prolonged Engagement (长期投入到研究中去)

◈ Spending sufficient time in the field to learn or understand **the culture**, **social setting**, or **phenomenon of interest**.

◈ This involves spending adequate time observing various aspects of a setting, speaking with a range of people, and developing relationships and **rapport** with members of the culture.

◈ Development of **rapport** and **trust** facilitates understanding and co-construction of meaning between researcher and members of a setting.
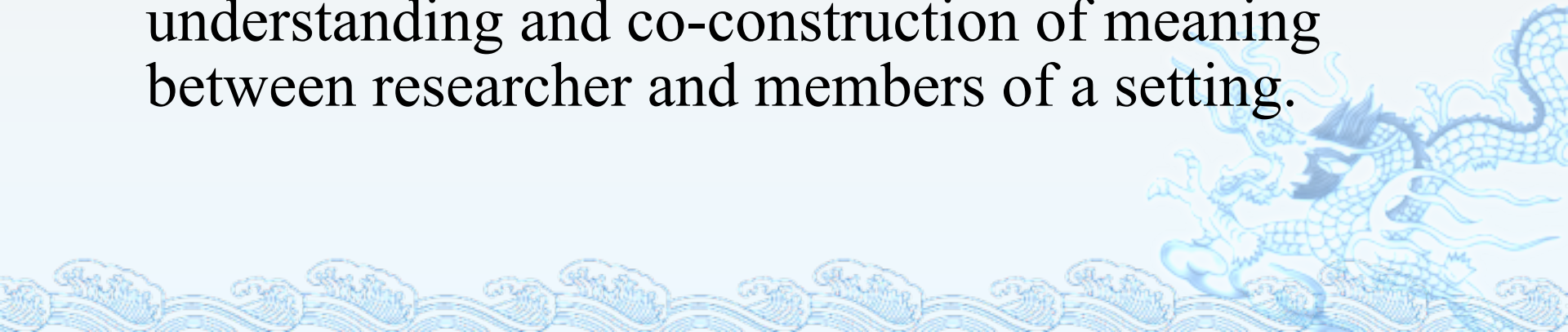
The observer should be there long enough to:

- become oriented to the situation so that the context is appreciated and understood
- be able to detect and account for distortions that might be in the data (e.g. researcher begins to blend in; respondents feel comfortable disclosing information that no longer 'tows the party-line')
- The researcher can rise above his or her own preconceptions
- The researcher builds trust
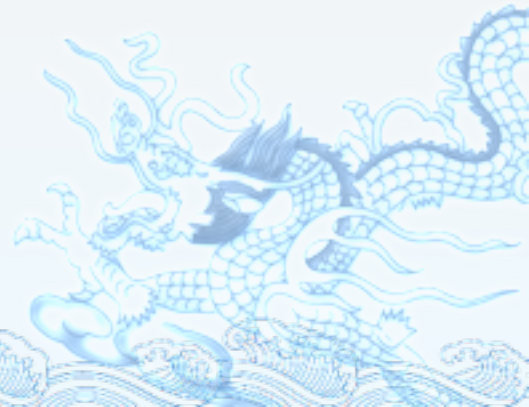
Persistent Observation（对研究对象持久的观察)

◈ "the purpose of persistent observation is to identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued and focusing on them in detail. **If prolonged engagement provides scope, persistent observation provides depth**" (Lincoln & Guba, 1985, p. 304).

Triangulation （三角测量法）

- Triangulation involves using multiple data sources in an investigation to produce understanding.

- A single method can never adequately shed light on a phenomenon. Using multiple methods can help facilitate deeper understanding.

- Qualitative researchers generally use this technique to ensure that an account is rich, robust, comprehensive and well-developed.
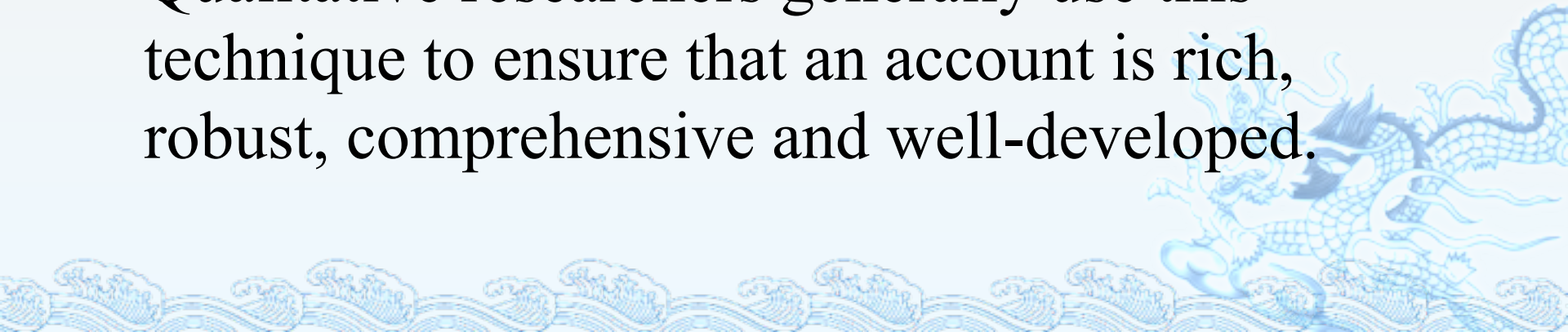
Four types of triangulation (Patton, 2002):

◈ **Methods triangulation** - checking out the consistency of findings generated by different data collection methods.
   - It is common to have qualitative and quantitative data in a study
   - These elucidate complementary aspects of the same phenomenon
◈ **Triangulation of sources** - examining the consistency of different data sources from within the same method. For example:
   - at different points in time
   - in public vs. private settings
   - comparing people with different view points
◈ **Analyst Triangulation** - using multiple analyst to review findings or using multiple observers and analysts
   - This can provide a check on selective perception and illuminate blind spots in an interpretive analysis
   - The goal is <u>not</u> to seek consensus, but to understand multiple ways of seeing the data
◈ **Theory/perspective triangulation** - using multiple theoretical perspectives to examine and interpret the data
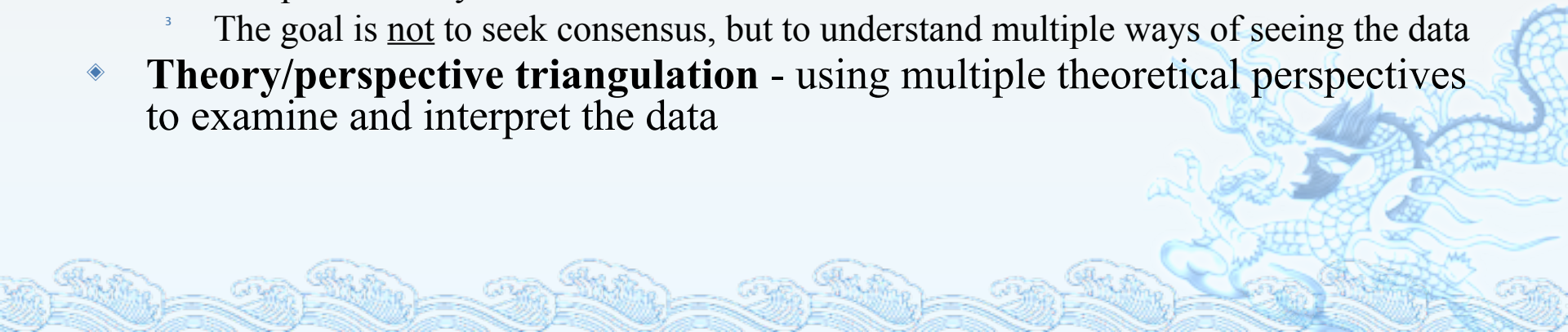
Peer debriefing (邀请研究同行参与讨论)

◈ "It is a process of exposing oneself to a disinterested peer in a manner paralleling an analytical sessions and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind" (Lincoln & Guba, 1985, p. 308)

◈ 与跟本研究不相关的研究同行讨论研究过程中的问题和困惑，会得到意想不到的启示。
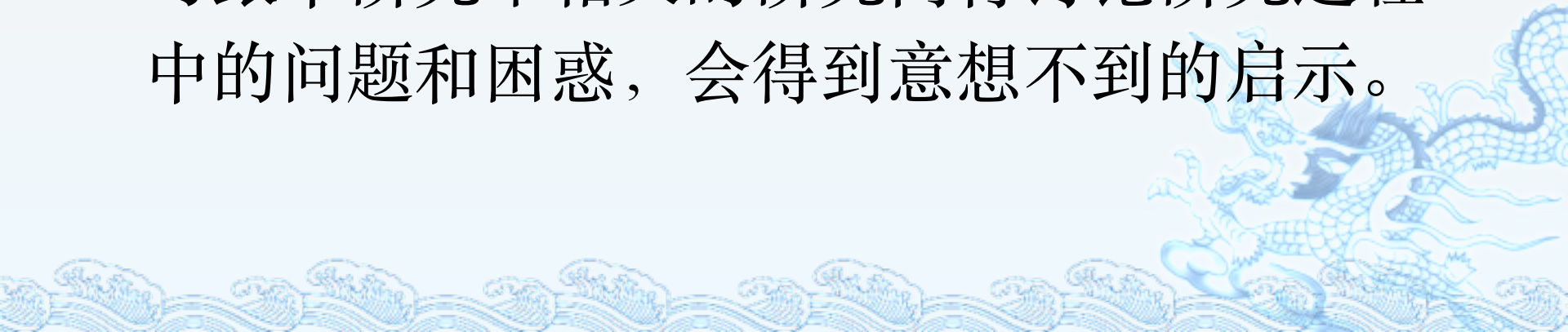
Purpose of debriefing:

- 1. Through analytical probing a debriefer can help uncover taken for granted biases, perspectives and assumptions on the researcher's part;

- 2. Through this process the researcher can become aware of his/her posture toward data and analysis.

- 3. This is an opportunity to test and defend emergent hypotheses and see if they seem reasonable and plausible to a disinterested debriefer and provide the researcher with an opportunity for catharsis (净化)
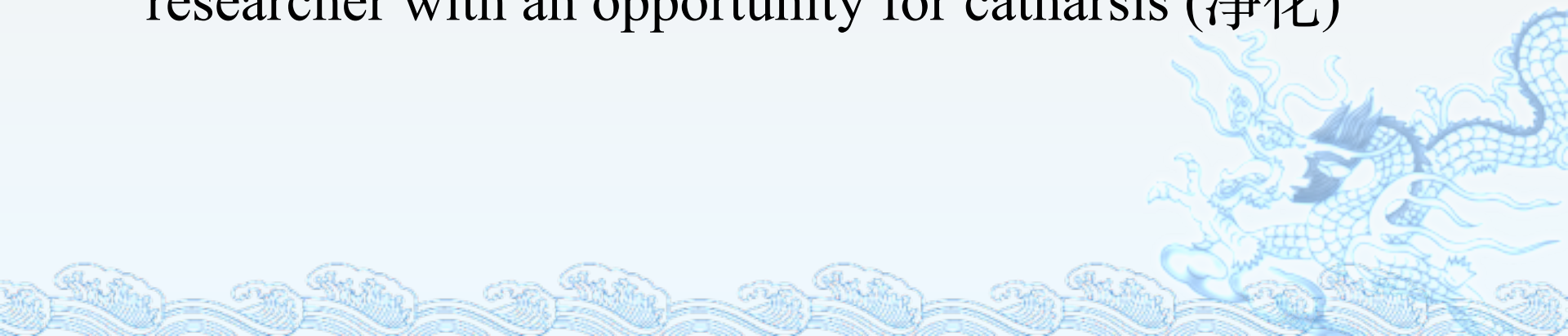
Negative case analysis (抽取负向个案的样本)

◈ This involves searching for and discussing elements of the data that do not support or appear to contradict patterns or explanations that are emerging from data analysis.

◈ Deviant case analysis is a process for refining an analysis until it can explain or account for a majority of cases.

◈ Analysis of deviant cases may revise, broaden and confirm the patterns emerging from data analysis.

◈

Member-checking (数据的再验证)

◈ This is when data, analytic categories, interpretations and conclusions are tested with members of those groups from whom the data were originally obtained.

◈ This can be done both formally and informally as opportunities for member checks may arise during the normal course of observation and conversation.

◈ Typically, member checking is viewed as a technique for establishing the validity of an account.

◈ Lincoln and Guba posit that this is the most crucial technique for establishing credibility. However, this technique is controversial. *Why?*

The Positive Aspects of Member-checking

◈ Provides an opportunity to understand and assess what the participant intended to do through his or her actions

◈ Gives participants opportunity to correct errors and challenge what are perceived as wrong interpretations

◈ Provides the opportunity to volunteer additional information which may be stimulated by the playing back process

◈ Gets respondent on the record with his or her reports

◈ Provides an opportunity to summarize preliminary findings

◈ Provides respondents the opportunity to assess adequacy of data and preliminary results as well as to confirm particular aspects of the data

The Drawbacks and Problems with Member-checking

◈ Member checking relies on the assumption that there is a fixed truth of reality that can be accounted for by a researcher and confirmed by a respondent

  ³ From an <u>interpretive perspective</u>, understanding is co-created and there is no objective truth or reality to which the results of a study can be compared

  ³ The process of member-checking may lead to confusion rather than confirmation because participants may change their mind about an issue, the interview itself may have an impact on their original assessment, and new experiences (since the time of contact) may have intervened

◈ Respondents may disagree with researcher's interpretations. Then the question of whose interpretation should stand becomes an issue.

◈ Both researchers and members are stakeholders in the research process and have different stories to tell and agendas to promote. This can result in conflicting ways of seeing interpretations.
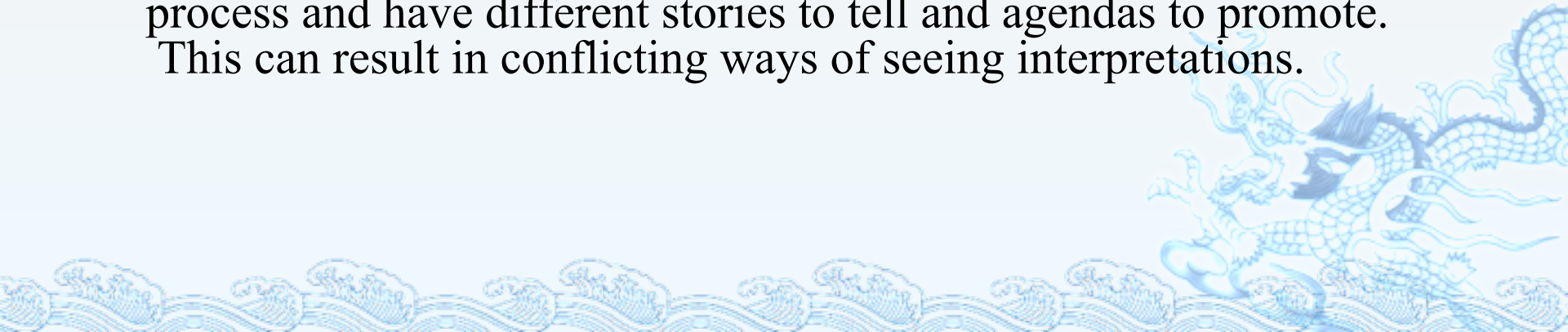
- Members struggle with abstract synthesis
- Members and researchers may have different views of what is a fair account
- Members strive to be perceived as good people; researchers strive to be seen as good scholars. These divergent goals may shape findings and result in different ways of seeing and reacting to data
- Members may tell stories during an interview that they later regret or see differently. Members may deny such stories and want them removed from the data
- Members may not be in the best position to check the data. They may forget what they said or the manner in which a story was told
- Members may participate in checking only to be 'good' respondents and agree with an account in order to please the researcher
- Different members may have different views of the same data

Morse (1994), Angen (2000), Sandelowski (1993)
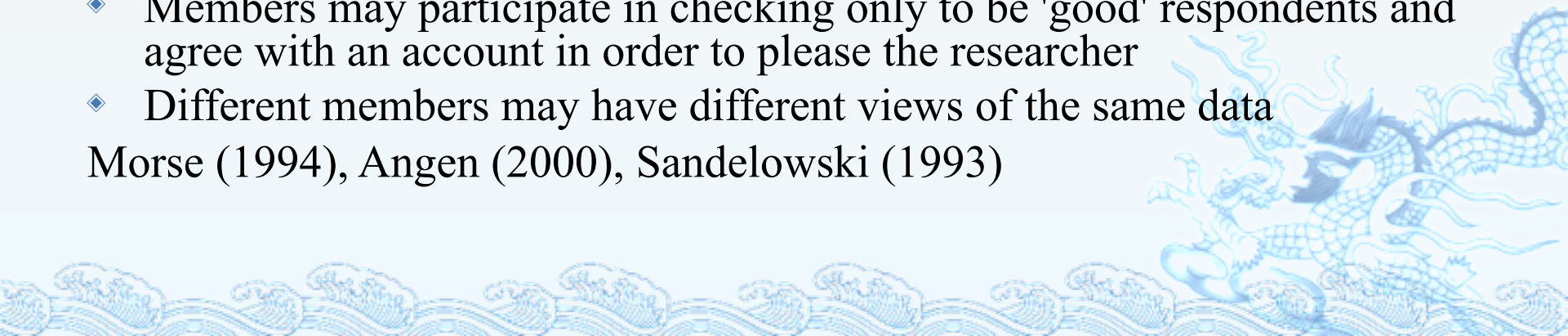
深描 （Thick description）

- By describing a phenomenon in sufficient detail one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people.

- The term thick descriptions was first used by Ryle (1949) and later by Geertz (1973) who applied it in ethnography.

- **Thick description** refers to the detailed account of field experiences in which the researcher makes explicit the patterns of cultural and social relationships and puts them in context (Holloway, 1997).
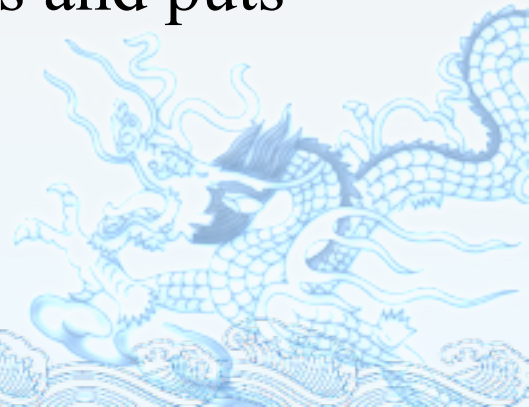
反思性（Reflexivity）

◈ Reflexivity is an attitude of attending systematically to the context of knowledge construction, especially to the effect of the researcher, at every step of the research process.

◈ "A researcher's background and position will affect what they choose to investigate, the angle of investigation, the methods judged most adequate for this purpose, the findings considered most appropriate, and the framing and communication of conclusions" (Malterud, 2001, p. 483-484).
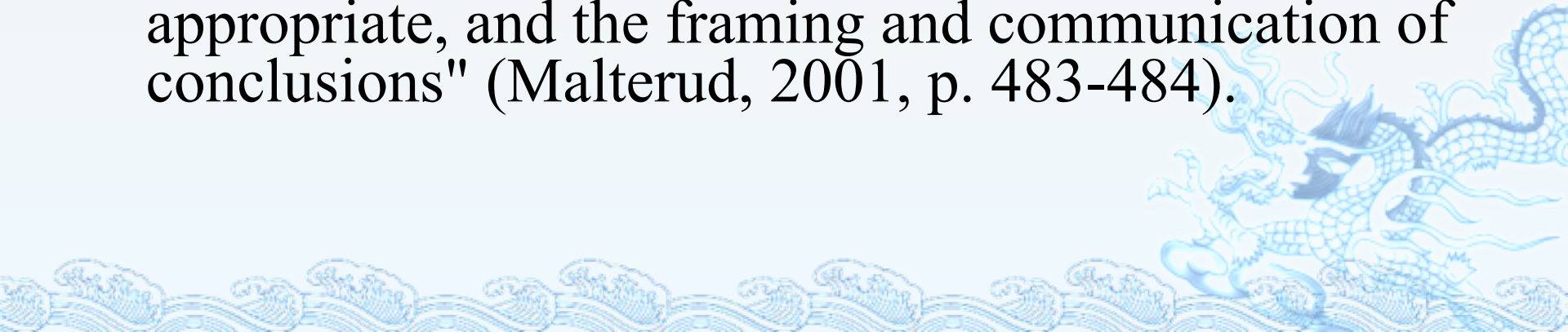
- The perspective or position of the researcher shapes all research - quantitative, qualitative, even laboratory science.

- Understanding something about the position, perspective, beliefs and values of the researcher is an issue in all research, but particularly in qualitative research where the researcher is often constructed as the 'research instrument.'

1. Designing research that includes multiple investigators

◈ This can foster dialogue, lead to the development of complementary as well as divergent understandings of a study situation and provide a context in which researchers' - often hidden - beliefs, values, perspectives and assumptions can be revealed and contested.

2. Develop a reflexive journal （坚持写反思日记）

◈ This is a type of diary where a researcher makes regular entries during the research process. In these entries, the researcher records methodological decisions and the reasons for them, the logistics of the study, and reflection upon what is happening in terms of one's own values and interests. Diary keeping of this type is often very private and cathartic.
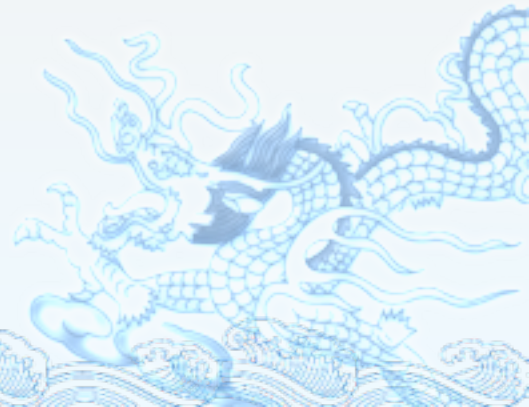
3. Report research perspectives, positions, values and beliefs

◈ Many believe that it is valuable and essential to briefly report in manuscripts, as best as possible, how one's preconceptions, beliefs, values, assumptions and position may have come into play during the research process.

References

◈ Lofland, J., & Lofland, L. (1995) (3rd ed.). *Analyzing social settings: A guide to qualitative observation and analysis*. Boston: Wadsworth. (3rd ed.). Boston: Wadsworth.

◈ Patton, M. Q. (2002)(3rd ed.). Qualitative research and evaluation methods. Thousand Oaks, CA: Sage.

◈ Pratt, M. G. (2009). For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research. *Academy of Management Journal, 52* (5), 856-862.

◈ Van Manen, J. (1988). Tales of the field: On writing ethnography. Chicago & London: The University of Chicago Press.

◈ Wolcott, H. E. (2009) (3rd ed.). *Writing up qualitative research*. Thousand Oaks, CA: SAGE.

◈ 陈向明.质的研究方法与社会科学研究. 教育科学出版社，2000.