REVIEW OF RESEARCH IN EDUCATIONAL METHODS:
QUALITATIVE INTERVIEWING
EDST 508F, Winter Term 2012
Instructor: Marilou Carrillo, Ph.D.

Classes January 5 – April 5, 2012 Thursdays, 4:30–7:30 pm, Room: PonH 123
Term break Feb 20–24 week

Purpose

The purpose of this course for graduate students is to enhance understanding of qualitative interviewing (QI) as an effective research methodology. On the one hand, it is intimately tied to the inter-relational nature of a conversation between researcher and interview subject; while it requires that results be integrated to academic questions that reflect individuals, groups, and societies. This course will attempt to examine issues and learn techniques in three areas structured in the objectives, readings, assignments, and in-class participatory activities:

- Framework of QI within qualitative research and the formulation of research questions
- Interviewing skills in light of ethical/research issues
- Gathering and interpretation of data that lead to research results

Course Objectives

1. To bring to light basic issues (history, knowledge) in the study and use of qualitative interviewing in qualitative research methodology
2. To formulate questions on your specific research topic or interest and learn to move from research question to interview questions that are the basis of conversation, by structuring an interview that accounts for researcher location, interview subject(s)'s context(s), and perspective taking
3. To learn interviewing skills for research that respect reciprocal learning, by conducting interviews, choosing forms of documentation, transcribing interviews, and making follow-up decisions
4. Following interviews, to further reflect and analyze issues of ethics, formulation of other questions and probing, co-construction of knowledge between researcher and interview subject(s)
5. To apply methods of organizing and interpreting information towards data analysis and reporting of results
6. To present a research outline that integrates your learning of qualitative interviewing from this course to your area of study

Text Sources


Articles (Coursepack, UBC Bookstore, see below; Online sites)


Course Requirements and Evaluation

Class participation (20%) – oral and written skills, respectful listening and responses, appropriate use of in-class and social network technology, cooperative, reciprocal learning; first half of the class is instructor-led class discussion of theory, content, and questions; and the second half will be hands on activities facilitated by the instructor or student presentations facilitated by student(s) (partners or groups); an integrated summary of the entire class will be offered.

Critical reflection papers on readings (30%) – total 6 (suggestion: one for each objective), each 2 pages no more than 3 (!), double-spaced; do not summarize articles or chapters, rather, evaluation will be based on (a) critical engagement and reflection: how you name critical issues as you see and interpret them, put forward insights and suggestions, integrate readings with other readings and/or your own experience where possible, and ask new or other questions, (b) comprehensiveness in addressing the purpose of the reading and class objective, and (c) organization and quality of writing.

Interview Questions, Transcription, and Interpretation (30%)

(a) Interview Proposal based on research question, needs to include the interview questions and consent form; present the problem/issue/question you are exploring, why QI is an appropriate method of data collection, your rationale for choosing this subject(s), and how you will recruit or gain consent. It is based on an hour-long interview and meets the minimal risk requirements (of subjects) as delineated in the Behavioural Research Ethics Board (BREB) (see below).

(b) Field Notes and Transcription of interview(s); transcribe verbatim at least 20 minutes of the audiotaped interview and submit the full tape and transcription (single spaced, header and footer coded, pages numbered for future tracking). Field notes are descriptions of the nature of the interaction, logistics and circumstances of the interview, your comments about what worked well, needed improvement, what was missing, what can be added.

(c) Organizing and Interpreting Information (30%). Include the protocols or forms you devised or adapted to organize data, methods or techniques of documentation, how you approached data analysis and the bases of interpretation; interpretation can be enhanced or elaborated at the final class presentation.

Class presentation of integrated research proposal or question and QI results (20%); we have 2 classes in which to schedule all presentations; include: (a) 2-page maximum summary paper and (b) Choose one only – a poster, creative art, or Power Point presentation. I will have a sign-up sheet for this; if we need more time, we can extend the presentation to the last day of class.

Timeline:

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<th>January</th>
<th>Basic issues and formulate question</th>
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<tr>
<td>February</td>
<td>Interview skills: Interview Proposal due, complete interviews, critical/ethical issues</td>
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<tr>
<td>March</td>
<td>Data analysis and presentation: Transcription, field notes, organization &amp; interpretation protocols due, research proposal presentation</td>
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VERY IMPORTANT NOTE: Please review UBC policy on plagiarism in guide to academic integrity links.
Principal Investigator: Instructor, Marilou Carrillo, Ph.D.
Co-Investigator(s): [add your name, UBC Department, Institution, and contact telephone number.]

Purpose:
“I am interested in learning more about your views and experiences in relation to .... [add topic of interest]. In addition to learning more about these issues or topic, this interview is also an opportunity for me to learn more about conducting qualitative interviews. It is one of the assignments in a graduate course: EDST 508D Review of Research in Educational Methods – Interviewing Methodology, taught by Marilou Carrillo. The interview may be also used as data for [add your name] thesis or dissertation.” Also provide an explanation of why they have been asked to participate. For example, “You are being invited to take part in this interview because – then describe the characteristics of the sample population being recruited or the inclusion criteria.

Study Procedures:
Explain in simple lay terms where you will conduct the interview (usually at a mutually agreed upon location – NB avoid noisy cafes where it is hard to hear tape recordings and hard to maintain confidentiality). Outline what kinds of questions or issues you will be asking them about. Then add this information: “The interview will take approximately one hour of your time. It will be audio-taped (with permission) and 20 minutes of the interview will be transcribed. If you wish, a copy of the tape and transcription will be provided to you. As noted, the tape and transcription will be submitted to the instructor as part of an assignment for the course, the other part of that assignment will be field notes that document where the interview took place, how the interview proceeded, and reflections on the nature of the conversation.”

Potential Risks:
Given that for this assignment you should all be conducting interviews with those who can give full consent, without coercion, and that you are exploring a topic that is not sensitive, the risks should be minimal so you might say “There are no anticipated risks for participating in this interview. Discussing [add focus of interview] could, for a variety of reasons, be uncomfortable. Every effort will be taken to minimize that occurrence. You can, at any time, during and following the interview, indicate that you do not wish to answer posed questions.”
Potential Benefits:
Describe the possible benefits, if any, to the subject e.g. they might find talking about the topic an enjoyable experience. “Participating in this interview, may or may not have any benefits. Exploring with another person issues that are of mutual interest could be an enjoyable experience for you.”

Confidentiality:
“All documents will be identified only by code number and kept in a locked filing cabinet. Transcript files will be saved with a password known only to the interviewer. You will not be identified by name in any reports of the completed study, unless you wish your direct quotations to be attributed to you. The raw data may include your name and/or other identifiers, such as a code, which can be used to link the data to your name. The interviewer and the instructor of the course will be the only person to have access to this information, and it will not be included in the final reports of the research.”

If the study involves focus groups, you should note in the consent form that only limited confidentiality can be offered in focus groups, as they cannot control what other participants do with the information discussed. For example include as sentence that says something like, “We encourage all participants to refrain from disclosing the contents of the discussion outside of the focus group; however, we cannot control what other participants do with the information discussed.”

Remuneration/Compensation:
I don’t expect any of you will be providing remuneration but if you are, you might include this statement. “In order to defray the costs of inconvenience, and/or transportation/loss of wages each participant will be reimbursed or will receive an honorarium in the amount of - $. “Remuneration or compensation should not be dependent on completion of the project, but should be pro-rated for those that withdraw before completion.

Contact for information about the study:
“If you have any questions or desire further information with respect to this study, you may contact Marilou Carrillo, at 604-822-3897; email: marilou.carrillo@ubc.ca and [add your name and contact information]”

Contact for concerns about the rights of research subjects:
“If you have any concerns about your treatment or rights as a research subject, you may contact the Research Subject Information Line in the UBC Office of Research Services at 604-822-8598 or if long distance e-mail to RSIL@ors.ubc.ca.”

Consent:
“Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time without jeopardy to your [for example, employment, class standing, access to further services from the community centre, day care, etc.]. “Your signature below indicates that you have received a copy of this consent form for your own records. Your signature indicates that you consent to participate in this study.

____________________________________________________
Subject Signature

___________________________
Date
OBJECTIVE 1: Basic Issues

Week 1 Jan. 5: Introduction  Class as collaborative, reciprocal, diverse learning process and mini-community building. Assignment: listen/watch a radio/TV/internet interview and make notes for next week’s discussion
Readings:
(1) Rubin & Rubin, Chapter 1 Listening, Hearing, and Shared Social Experiences & Chapter 2 Why We Do What We Do: Philosophy of Qualitative Interviewing
(2) Kvale & Brinkmann, Chapter 1 Introduction & Chapter 2 Research Interviews, Philosophical Dialogues, and Therapeutic Interviews

Week 2 Jan. 12  In pairs or small group, discuss a recent radio, TV, or internet interview you have listened to or watched; name issues (interview or topic) that have arisen.

OBJECTIVE 2: Formulate Questions – from research to conversation – location, context, perspectives
Readings:
(1) Rubin & Rubin, Chapter 3 Design: Choosing Topics and Anticipating Data Analysis and Chapter 4 Continuing the Design: Making the Research Credible
(2) Kvale & Brinkmann, Chapter 3 Epistemological Issues of Interviewing, Chapter 4 Ethical Issues of Interviewing & Chapter 5 Learning the Craft of Qualitative Research Interviewing

Week 3 Jan. 19  Activity: In pairs, do an interview of a text chapter read by your partner.

Week 4 Jan. 26  Activity: practice making a semantic map that represents a process of how various ideas can stem from or be results of a focused topic or question

OBJECTIVE 3: Interviewing Skills for Research
Readings:
(1) Rubin & Rubin, Chapter 5 Conversational Partnerships, Chapter 6 The Responsive Interview as an Extended Conversation, Chapter 7 Structuring the Interview, and Chapter 8 Designing Main Questions and Probes
(2) Kvale & Brinkmann, Chapter 6 Thematizing and Designing an Interview Study, Chapter 7 Conducting an Interview, Chapter 8 Interview Variations, and Chapter 10 Transcribing Interviews

Week 5 Feb.2  Activity: Readers Theatre

Week 6 Feb.9  NOTE: Interview Proposal due
Activity: Triads (interviewer, subject being interviewed, observer roles) on a particular topic

**Week 7 Feb.16** Activity: In pairs or small group, discuss and receive feedback on draft interview questions, name issues that have arisen, explore tableaus and sculptures to represent issues named

**OBJECTIVE 4: Post-Interview Reflection and Analysis – review ethics, co-construction of knowledge, follow-up**

**Week 8 March 1**

Readings:
1. Rubin & Rubin, Chapter 9 Preparing Follow-up questions
2. Kvale & Brinkmann, Chapter 17 Conversations about Interviews, review chapters 3 (epistemology) & 4 (ethics), Chapter 14 Eclectic and Theoretical Analysis of Interviews

**OBJECTIVE 5: Organizing and Interpreting Information**

Readings:
1. Rubin & Rubin, Chapter 10 The First Phase of Analysis: Preparing Transcripts and Coding Data, & Chapter 11 Analyzing Coded Data
2. Kvale & Brinkmann, Chapter 11 Preparing for Interview Analysis, Chapter 12 Interview Analyses Focusing on Meaning, & Chapter 13 Interview Analyses Focusing on Language

**Week 9 March 8** NOTE: Transcription and Field Notes due

**Week 10 March 15** NOTE: Organizing and Interpretation Protocols due

**OBJECTIVE 6: Present Research Outline**

Readings:
1. Rubin & Rubin, Chapter 12 Presenting Results
2. Kvale & Brinkmann, Chapter 15 The Social Construction of Validity, & Chapter 16 Reporting Interview Knowledge

**Week 11 March 22** Student presentations

**Week 12 March 29** Student presentation

**Week 13 April 5** Student presentations (if needed), Reflection, Feedback, Evaluation

With thanks,
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