

Lecture is based on the thesis by A. Biilíková, recommended books and notes taken from:

FRAENKEL, J. R., WALLEN, N. E. 1993. *How to Design and Evaluate Research in Education*. 2. vyd. New York : McGraw-Hill Inc. 571 s. ISBN 0-07-021771-8.

By the end of this lecture, successful students should be able to:

- explain what is meant by qualitative research
- explain the differences between the qualitative and quantitative research
- describe the major features that most qualitative studies have in common
- discuss the steps in qualitative research
- explain the techniques used by qualitative researchers
- name four types of interviews conducted by educational researchers
- give examples of questions asked by a qualitative researcher
- explain what is meant by participant vs. non-participant observation
- explain what is meant by field notes
- explain the difference between descriptive and reflective field notes
- describe techniques which are used for checking the validity and reliability of the qualitative research
- implement new knowledge into practise

1. QUALITATIVE RESEARCH

Aim:

- to gain holistic impression of teaching and learning (why? What's going on in particular classroom? School?)
- to document and portray the everyday experiences of students/teachers
- to investigate the quality of relationships, activities, situations, or materials

Differences:

Quantitative Research	Qualitative research
Hypotheses stated at the <i>outset</i>	Hypotheses emerge <i>during the research</i>
Definitions are formulated at the <i>outset</i>	Definitions in context or as study <i>progresses</i>
<i>Numerical</i> scores	<i>Narrative</i> descriptions
Validity: <i>statistical indices</i>	Validity: cross checking sources of information (<i>triangulation</i>)
<i>Random choice</i> of techniques	Expert informant (<i>purposive</i>) <i>samples</i>
<i>Precise description</i> of procedure	<i>Narrative</i> descriptions of procedures
<i>Statistical summary</i> of results	<i>Narrative summary</i> of results
<i>Analytical</i> approach	<i>Holistic</i> approach

Common features of qualitative research (QLR):

- The *natural setting* where the researcher is the *key instrument* (spending time at schools talking to teachers, students, observing and interviewing individuals, observation sheets, audio/videotaping equipment)
- Qualitative data are collected in the form of words, pictures rather than numbers (*data collected* in QLR include: interview transcripts, field notes,

photographs, videotapes, audio recordings, diaries, personal comments, memos, textbook passages). QLResearches take into consideration gestures, fillers, jokes, even classroom decoration).

- *Process and product*. How? Why? (how people interact? How certain questions are answered? How students seem to be affected by teacher's actions?)
- *Inductive analysis of data*. Data is collected first. Then research questions are asked.
- Researcher's attempt is to capture the *thinking of the participants from the participant's perspective* (reporting how participants see the things from their point of view, not from the researcher's point of view).

Steps in qualitative research:

1. Identification of the phenomenon to be studied.

Example: *To what extent are the first graders at KAaA able to communicate in English via using communication strategies?*

- "foreshadowed problems"

2. Identification of the participants.

Purposive sample, not random. The subjects of the study should possess certain characteristics relevant to the study.

3. Generation of hypotheses.

Hypotheses emerge from the data as the study progresses. Modifications, additions, changes of hypotheses during the research study.

4. Data collection.

Collection of data is ongoing, it does NOT happen at the end of the study. Continuous observation of people, events, occurrences, examination of various documents, records etc.

5. Data analysis.

Synthesizing the information from various sources (observations, interviews, document analysis) into a coherent *description* of what he/she has observed and discovered.

6. Drawing conclusions.

Conclusions are drawn continuously throughout the study, not at the end as in QNTR.

Techniques used in QLT research

1. OBSERVATION

- of how people act or how things look
- Observer's roles: complete participant, participant-as-observer, observer-as-participant, complete observer

2. INTERVIEW

Aim:

- to verify the impressions of the researcher he/she has gained through observation
- to find out what they think or how they feel about something,
- to find out the things that cannot be observed (behaviours, feelings, thoughts, intentions)

Types of interviews:

a. structured (semi-structured) interviews

- asking a set of structured questions, they are like "*verbal questionnaires*"
- they are recommended to be conducted at the end of the study to obtain information to test a specific hypothesis

b. informal interviews

- “*casual conversations*”, no questions prepared in advance, natural situation and behaviour of respondents,
- good atmosphere, trust, cooperation, mutual respect must be established by a researcher

c. retrospective interviews

- a researcher tries to get a respondent to recall and then reconstruct from the memory something that has happened in the past

Types of interview questions:

- background or demographic questions
- knowledge questions
- experience /behaviour questions
- opinion/values questions
- feelings questions
- sensory questions

Interviewing etiquette (respecting culture, age, listening to answers, reformulations of questions in many ways, waiting time, be natural)

3. DOCUMENT ANALYSIS

- analysis of written or visual contents of a document (textbooks, essays, newspapers, political speeches, diary entries...)
- *choice of texts to be analysed,*
- *formulating relevant categories*
- *preparation of coding sheet to tally the data in each of the categories*

Forms of qualitative research

1. Participant observation

- researcher participates in the situation/setting which he/she observes
- overt vs. covert observation

2. Non- participant observation

- researcher is not involved but sits on the sidelines and watches
- types: Naturalistic observation, simulations, case studies

3. Ethnographic research

- appropriate for the behaviours that are best understood by observing them within their natural settings
- techniques: in-depth interviewing, highly detailed and continual , ongoing participant observation of a situation
- it provides the researcher with a much more comprehensive perspective than other forms of educational research

PUTTING DOWN THE DATA

Field notes- the notes researchers take in the field (in the classroom while interviewing e.g. teachers), they are descriptive and reflective

Field jottings- quick notes about something the researcher wants to write more about later. Stimulus to recall the wanted information later.

A field diary- a personal statement of the researcher's feelings, opinions, perceptions about others

VALIDITY VS. RELIABILITY IN QLT RESEARCH

Validity- appropriateness, meaningfulness, usefulness of the inferences researchers make based on the data they collect

Reliability- consistency of these inferences over time

- *triangulation*: using a variety of instruments to collect the data
- learning to understand what informants mean
- recording own thoughts
- using audiotapes and videotapes
- interviewing individuals more than once
- observing the setting or situation of interest over a period of time.

DISCUSSION QUESTIONS:

1. What are the greatest strengths of qualitative research?
2. Which topics/questions cannot be studied using a qlt approach?
3. How can a qualitative researcher be objective when participating during the research?

Study sources:

FRAENKEL, J. R., WALLEN, N. E. 1993. *How to Design and Evaluate Research in Education*. 2. vyd. New York : McGraw-Hill Inc. 571 s. ISBN 0-07-021771-8.

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ŠVEC, Š. 1995. Kvalitívna metodológia humanitných vied o výchove (Predslov editora). In *Pedagogická revue*, roč. 47, č. 9-10, s.1-2.

ŠVEC, Š. a kol. 1998. *Metodológia vied o výchove : Kvantitatívno-scientické a kvalitatívno-humanitné prístupy v edukačnom výskume*. Bratislava : IRIS. 303 s. ISBN 80-88778-73-5.

Examples:

 **TEACHER'S NOTES:**

1. Ako hodnotím obsah a priebeh hodiny?

Počas týchto dvoch hodín som si stanovila príliš veľa cieľov a naplánovala som veľa časovo náročných aktivít. Z daného dôvodu som mala pocit, že som nestihla splniť všetky vopred stanovené ciele. Príliš veľký dôraz sme kládli na vyjadrenie pocitov na začiatku hodiny a počas aktivity *Statues*. Na samotné prezentácie nám nezostalo veľa času. Študenti boli ku koncu seminára veľmi vyčerpaní. Súvisí to so zmenou času a počasia? Musím voliť menej aktivít a venovať im viac času.

2. Čo ma zaujalo? (reakcie študentov, názory, postoje...)

Študenti mali problém otvorene rozprávať o svojich pocitoch a niektorí ich nevedeli ani definovať. Jedna študentka dokonca povedala: „*I feel normally*“. Taktiež mali problém vyjadriť sa hlasovo. Napríklad, nemali odvahu hlasom vyjadriť negatívne emócie (*angry, furious, upset* a pod.). Rozprávali potichu, neutrálne, bez emócií. Predpokladám, že je to kvôli formálnosti prostredia a kvôli tomu, že niektorí študenti mi ešte stále nedôverujú (alebo navzájom si nedôverujú). Stále sú „poslušní“ a priveľmi kontrolujú svoje správanie, Sú akademickí a formálni. Začína mi to vadit? Trochu áno, pretože ja sa snažím byť neformálna a prirodzená.

3. Čo zaujalo študentov? (myšlienky, aktivity, riešenie problému, diskusia...)

Študenti si pomocou drámy začali viac všímať seba a svojich kolegov počas komunikácie. V denníkoch píšú, že sa učia jeden od druhého, že chápu lepšie proces a pravidlá komunikácie. Viac si uvedomujú svoje nedostatky v role hovoriaceho a počúvajúceho. Študentov zaujala skutočnosť, že nálada hovoriaceho môže naozaj vplývať na kvalitu jeho ústneho prejavu. Negatívna nálada hovoriaceho sa ľahko prenáša aj na počúvajúceho. Vtedy sa obsah výpovede stáva ťažšie zrozumiteľným. Konkrétne v aktivite, keď bol učiteľ v role nudného a znučeného, neskúseného prezentujúceho, študenti si všímali len spôsob a nie obsah prezentácie.

Zápis v denníku (S14: November, 2005)

When I should write the truth, last session was quite boring for me and I felt nervous. For me, it was in general not very good day. The only thing I wanted was to go home. I have to write that I cannot see any sense behind the activities which we did last session. I felt like an actress in the theatre or somewhere. I felt like we studied some performance and I should have not been there because I couldn't play. I can't imagine something that is not real. I'm too racional. Why should I pretend that I'm angry, shout at somebody that I don't like him and do faces on someone when it is not necessary? For me, it is strange and crazy. Maybe someone can say about me: Oh, she is so boring, because she couldn't do this. But I personally don't think that I'm boring. I can be also a clown, I can entertain other people. And this is another problem in our session. Most of them are unknown for me, they are strangers. I can talk with them, laugh with them but they aren't my friends and when I don't know the people around me, I'm very careful, because I don't believe them. So performances are all right for me, but only among the people whom I know well.

Zápis v denníku (S18: November 2005)

To be sincere, I hate playing (acting) and making up the sketches. I'm an introvert and so I don't like being in the centre of the attention. So at the last session I just said: "Oh, no! Why did I come?" But then, when we were doing exercises, I thought about it. And I said again to myself: "Well, you are here so you are going to do it the best way you can! You can do it, you don't have to be limited by your character! Do it and take the best from it!"

In fact, it was not very difficult to say it, but it was quite difficult to do it in the real situation. But I tried it. At first, I felt blocked, then it was better but I always had to persuade myself that it is good to do such activities. Said in other words, when I have to act, it is not at all natural for me. I know people who adore it (acting), but for me it's only the question of overcoming myself. However, I felt quite good at the end, I liked the session. I think (I'm convinced) that also things and activities (in this case) we don't like really can enrich us in some way, can teach us something. I forgot to say that I'm usually very optimistic so I'm sure that the last session was good for me and that it gave me a lot even though it is not obvious, yet. Thank you for all your creativity, enthusiasm and energy.

Príloha G: Ukážky prepísaných študentských nahrávok počas pretestovania

v experimentálnej skupine (Opis neznámeho predmetu):

S1: U? hmm.....this object is yellow colour...it's something strange...uh, I mean, it's...um, top of something, ...it'svery strange.....shape.....it's a circle aaaannd it's

(otvor? *Gap*...)

Znenie pozorovacieho hárka

Pozorovanie neverbálnej komunikácie študentov v experimentálnej a kontrolnej skupine počas opise neznámeho predmetu a odohrania dialógu.

Dnešný dátum:

Inštrukcie pre pozorovateľa: Na pozorovanie neverbálnej komunikácie študentov v experimentálnej aj v kontrolnej skupine Vám predkladáme dva rovnaké pozorovacie hárky. Naším cieľom je pomocou kódovania frekvencie výskytu jednotlivých javov zistiť, ako študenti neverbálne komunikujú pri opise neznámeho predmetu a odohraní dialógu. Pri výskyte pozorovaného javu Vás prosím, aby ste ho zaznamenali do príslušnej kolonky v podobe napr. S1 (študent 1). Ďakujem.

	Pozorované javy	Kódovanie frekvencie pozorovaného javu
Pozícia Tela	1. Celková pozícia študenta naznačuje pokoj počas jeho ústneho prejavu.	
	2. Študent sedí na stoličke nepokojne (hmýri sa na mieste počas odpovede)	
	3. Študent používa celé telo na objasnenie svojej výpovede.	
Gestikulácia	4. Študent prejavuje nepokoj pohybovaním a poklopkávaním nohy .	
	5. Študent prejavuje nepokoj nevhodným používaním rúk (poklepkávaním, obhrýzaním nechtov, škrabaním sa, luskaním prstov)	
	6. Študent používa ruky na objasnenie neznámej slovnej zásoby.	
	7. Študent používa ruky na zdôraznenie toho, čo bolo povedané.	
Mimika	8. Študentova mimika naznačuje pokoj počas jeho ústneho prejavu.	
	9. Študentova mimika naznačuje nepokoj počas jeho ústneho prejavu.	
	10. Študent sa usmieva počas jeho ústneho prejavu.	
	11. Študent sa mračí počas jeho ústneho prejavu.	
	12. Študent udržiava priamy očný kontakt.	
	13. Študent sa vyhýba priamemu očnému kontaktu.	
	* 14. Študent neverbálne spolupracuje so svojím partnerom počas dialógu, mimikou naznačuje porozumenie a neporozumenie.	
	*15. Študent sa dotýka svojho partnera počas komunikácie, napr. pri pozdrave podaním ruky, poklepaním po pleci a pod.	
	*16. Študent komunikuje so svojím partnerom v tesnej blízkosti (v osobnej sfére).	

*Poznámka: Položky 14-16 sme použili pri pozorovaní neverbálnej komunikácie pri odohraní dialógu.

