



SHERIDAN
INSTITUTE OF HIGHER EDUCATION

RS292 Research Methods

Data Collection: Interviewing

Lecturer: Dr Maya Krayneva

Textbook: Textbook: Gray, D. (2018). *Doing research in the real world* (4th ed.). Los Angeles: Sage. (Chapter 15)

Interviewing

- Interview – a data-collection encounter in which one person (interviewer) asks questions of another (respondent)
- Interviewer usually have a set of written questions (structured and methodological) to remind of the key areas that need probing; otherwise: unstructured, ‘on the fly’
- Pose question, listen to and capture the responses & note other elements e.g. body language)

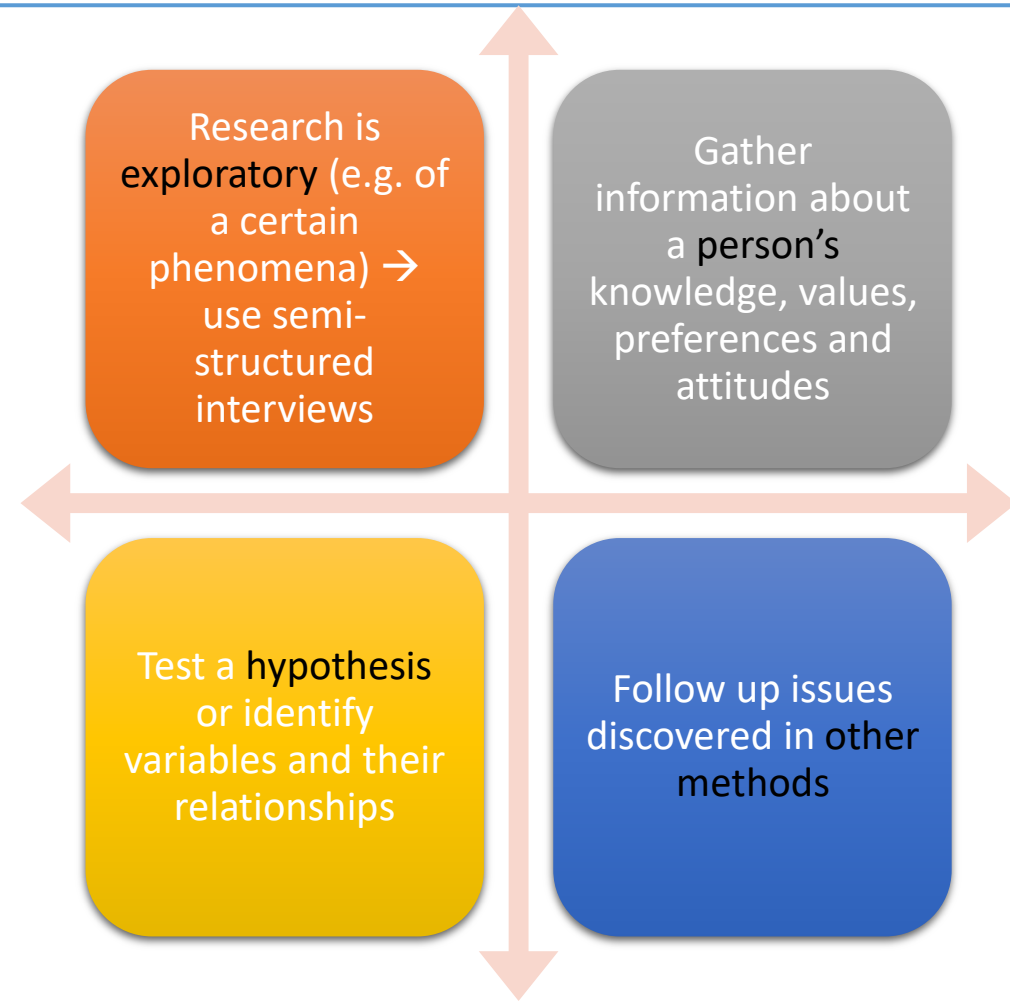


Why Use Interviews?

- understand the lived experiences & their interpretation/meaning assigned to them

“best stories are those that stir people’s minds, hearts and souls and by so doing, give them new insights into *themselves*, their *problems* and their *human condition*.”

Why Use Interviews?



Interview Is the Best Approach When . . .

The **research objectives** are based upon understanding experiences, opinions, attitudes, values and processes

There is a need to attain highly **personalized data**

Opportunities for **probing** are required

A good **return rate** is important

Respondents are not fluent in the native language of the country, or where they have **difficulties with written language**

See Table 15.1, p. 380

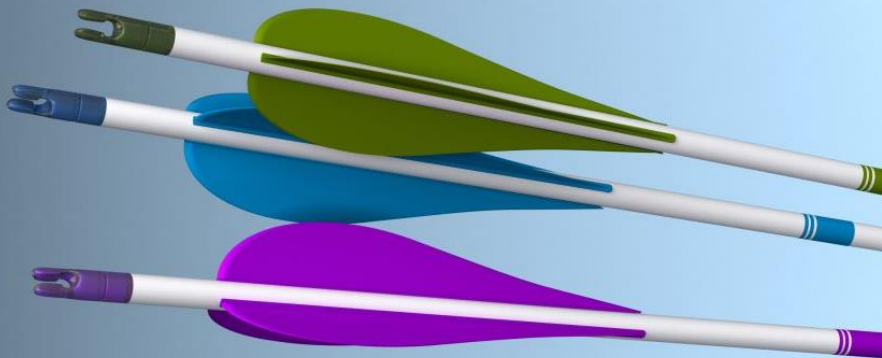


Interview Structures

Type of Interview	Method
Structured	Use pre-prepared questionnaires and standardized questions
Semi-Structured	Interviewer has a list of issues and questions to be covered but may not deal with all of them in each interview. Order of questions can change, or additional questions added
Non-Directive	An issue or topic in depth and questions are not, generally, pre-planned. Respondents allowed to talk freely around a subject.
Focused	Respondent's subjective responses to a known situation in which they have been involved. The interviewer has prior knowledge and can refocus respondents.
Informal Conversation	Spontaneous generation of questions as the interview progresses. Interviewee may not even know an interview is taking place.
Problem-Centred	Open approach with minimal interview structuring in the first phase of the interview, followed by a second semi-structured phase which allows interviewer to set a focus.

Criteria of Measurement Quality

- **Validity** – instrument measures what it is *intended* to measure & the extent to which findings can be generalized.
- **Reliability** – the same data would have been collected each time in *repeated* observations of the same phenomenon (consistency)
 - aim for “standardization”, e.g. ask questions in the same way, with the same tone of voice, behave the same
- **Accuracy** – data is a fair representation of responses
- **Neutrality** – own actions and perceptions have been accounted for



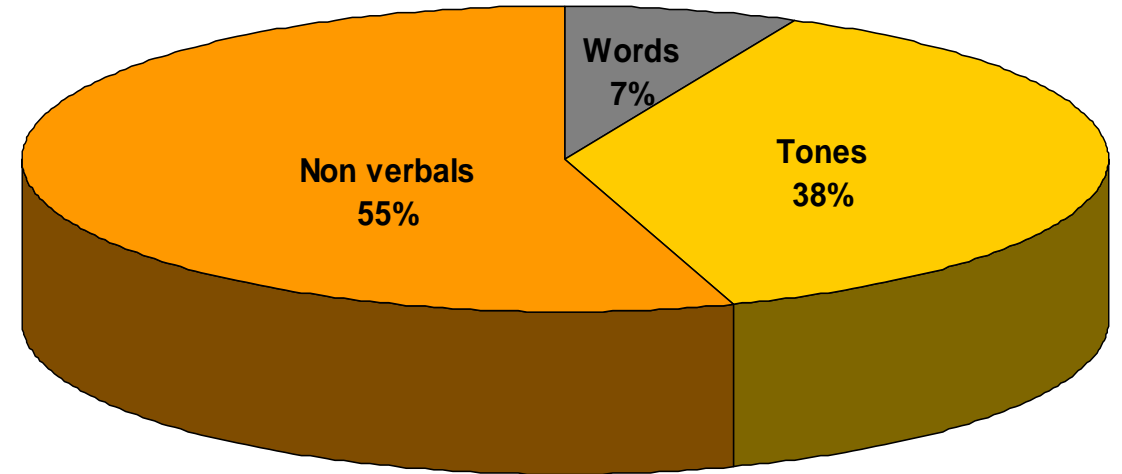
Interview Skills: Getting Started

- **Preparing:** cannot be rushed, and may take several hours or days leading up to interview
- **Preliminaries:** introduce yourself, explain purpose, importance of the info, how info will be handled (including confidentiality), provide the consent form, ask permission to record, acceptable seating arrangement (see Image 15.1, p. 388)

Interview Skills: Getting Started

- **Build rapport:**

- respect, trust, honesty
- make the respondent relaxed
- active and attentive listening
- repeat back to the interviewee what you believe they have just told you
- think of verbal and non-verbal communication



Mehrabian '70

Interview Skills: Conducting the Interview

- **Impression management:** give an impression appropriate for the environment and situation
- **Adapting language:** beware of different meanings/contexts of words
- **Asking questions:** clear, neutral voice, grouped in a logical order; 6-12 well-chosen questions

Interview Skills: Conducting the Interview

- **Improvise:** vary question order and phrasing and go strategically 'off track' when necessary
- **Maintaining control:** ask the right questions, minimize long-winded responses, channel the interview back onto the right track
- **Observing and reflecting:** progress of the interview, respondent's concentration level, self-observation
- **Closing the interview:** any questions or final comments that the interviewees would like to make; finish with positive sense of achievement (& watch for valuable information after the 'official' end of the interview)

Interview Skills: Recording and Transcribing

- 'All' is wasted unless the words of the interviewee are captured accurately
- Can help formulate new questions, identify important quotations

Interview Skills: Writing Up the Report

- Identify **themes emerging** from the data
- Avoid many **quotations** unless they are **vibrant, exciting, controversial, or surprising**
- Report **'disagreements'** as they demonstrate richness of results

DO

Provide a balance between open and closed questions

Establish clearly what the interviewee thinks

Listen carefully to all responses and follow up points that are not clear

Repeat the response, if for interviewer time or for the clarity of the audio recording

Give the interviewee plenty of time to respond

Where interviewees express doubts or hesitate, probe them to share their thinking

Be sensitive to possible misunderstandings about questions, and if appropriate repeat the question

Be aware the respondent may make self-contradictory statements

Try to establish an informal atmosphere

Be prepared to abandon the interview

DON'T

Indicate to the interviewee of your meanings and understandings or appear to judge their responses

Ask leading questions or questions to which it is easy for interviewees to simply agree

Rush to the next question before thinking about the last response

Respond with a modified version of the response, but repeat exactly what was said

Allow embarrassing silences

Create the impression that you would prefer some kinds of answers rather than others

Make any assumptions about the ways in which the interviewee might be thinking

Forget earlier responses in the interview

Interrogate the interviewee

Continue if respondent appears agitated, angry or withdrawn



Group Interviews

- **Multiple interviewers:** different roles can be performed (e.g. one person chairs the interview, other person takes notes)
- **Joint interviews:** one researcher talking with two people simultaneously about one phenomenon
- **Focus groups:** people brought together for a data gathering purpose (e.g. to test their attitudes to new products; 1950)

Ethical Issues

- Interviewees have right not to answer individual questions or terminate the interview before its completion
- End the interview if respondent becomes anxious or upset & offer contact details of organizations that could provide help
- Interviews can't be used as a devious means of selling something to the respondent

Assessment 2: Methodology Report

- Format: Written Report
- Length: 1,000 words
- Weighting: 15%
- Due date: 5pm Friday the 26th of March
- You are required to produce a written report detailing your methodology employed in your research project thus far. This report must include discussion on: participants, sampling, ethical considerations and data collection instruments. Also discuss any problems encountered in your research thus far and the problem-solving strategies employed to overcome these challenges.

Methodology Report Rubric

Criteria /Grade	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	Fail (0-49%)
Explanation and justification of chosen methodology	Demonstrates a pronounced ability to clearly explain and justify chosen research methodology	Demonstrates ability to clearly explain and justify chosen research methodology	Demonstrates ability to explain and justify chosen research methodology	Demonstrates ability to explain or justify chosen research methodology	Limited or no evidence of ability to explain and justify chosen research methodology
Understanding of Issues/Problems	Fully grasps all concepts addressed	Exhibits a sound grasp of all concepts addressed	Exhibits a sound grasp of most concepts addressed	Has begun to grasp the concepts addressed	Has not grasped the concepts addressed
Connection to Practice/Personal Experience	Demonstrates a pronounced ability to connect theory to personal research experiences	Demonstrates a ability to connect theory to personal research experiences	Shows promise in task of connecting theory to personal research experiences	Evidences engagement of theory with personal research experiences	Limited or no evidence of ability to connect theory to personal research experiences
Ethical Behaviour	Strong evidence of ability to model ethical behaviour, personal integrity and respect for others in a research environment; demonstrates profound insight into consequences of potential unethical behaviour	Strong evidence of ability to model ethical behaviour, personal integrity and respect for others in a research environment; recognising the consequences of unethical behaviour	Sound evidence of ability to model ethical behaviour, personal integrity and respect for others in a research environment	Some evidence of ability to model ethical behaviour, personal integrity and respect for others in a research environment	Limited evidence of ethical behaviour, personal integrity and respect for others in a research environment
Language Conventions	Excellent vocabulary, free of language errors (spelling, grammar and referencing)	Consistently uses correct spelling, grammar and referencing	Few errors evidenced (spelling, grammar and referencing)	Some errors evidenced (spelling, grammar and referencing)	Many errors evidenced (spelling, grammar and referencing)

Homework

READ CHAPTER 25 (GRAY)

WORK ON METHODOLOGY REPORT

SUBMIT ETHICS CHECKLIST

START COLLECTING DATA

TOPIC WEEK 9:

QUANTITATIVE DATA ANALYSIS