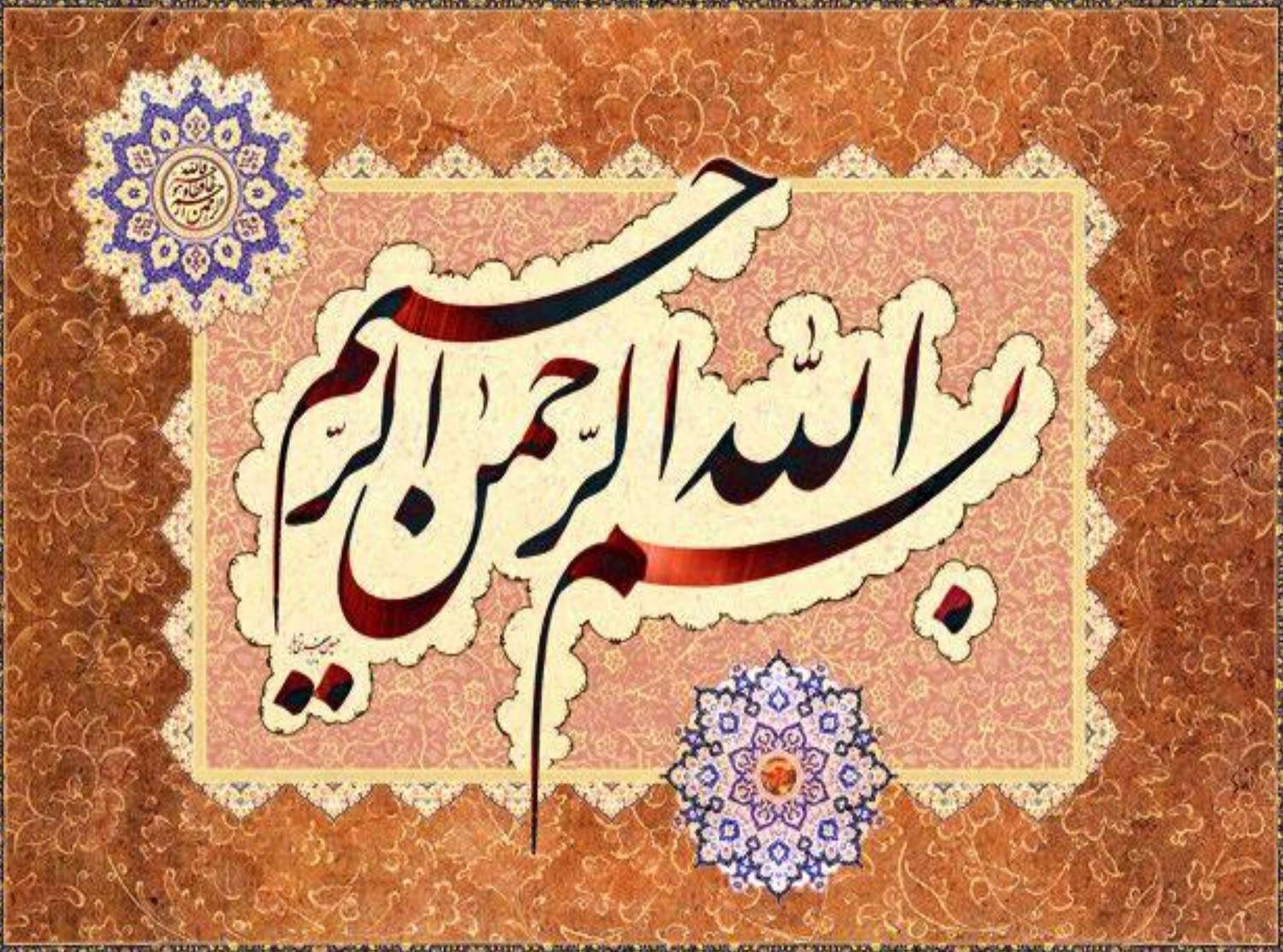


اللَّهُمَّ صَلِّ وَسَلِّمْ عَلَى نَبِيِّكَ مُحَمَّدٍ وَعَلَى آلِهِ الطَّيِّبِينَ الطَّاهِرِينَ



**روش پژوهش کیفی**  
**Quantitative Research**  
**Methods**

دکتر مهدی محمدی

دکتر مهدی محمدی

دکتر مهدی محمدی



# فلسفه تحقیقات کیفی

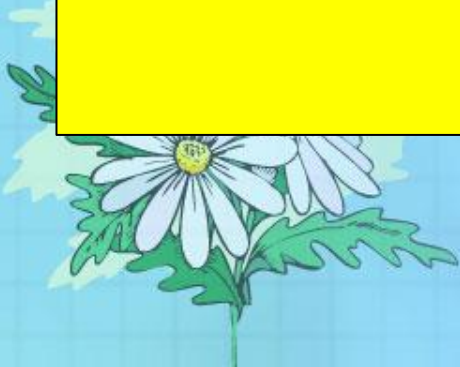
۱- ماهیت واقعیت

۲- فاصله محقق با نمونه تحقیق

۳- ارزش شناسی

۴- روش شناسی

۵- قالب نگارش تحقیق

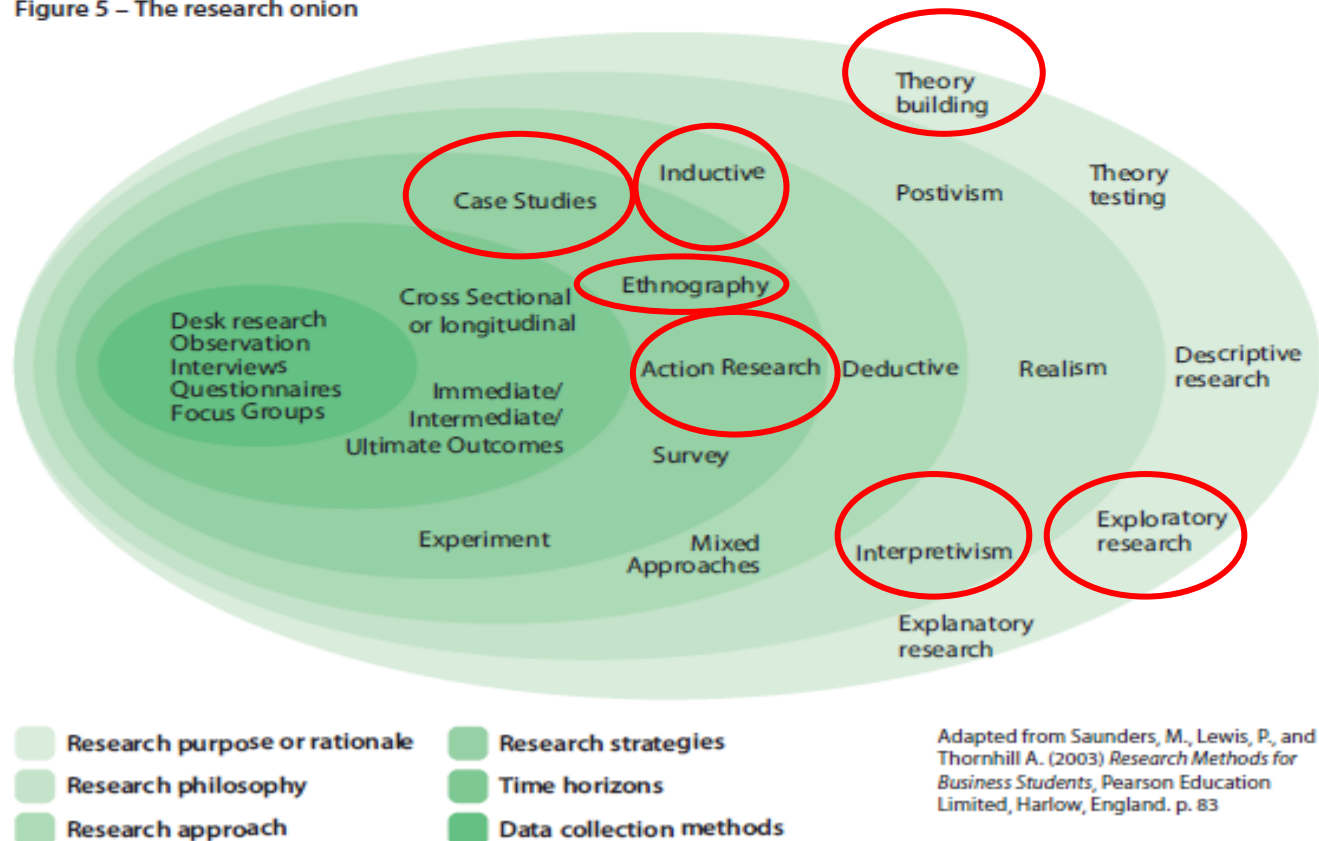


# Appendix D

## A framework for thinking about research

When first thinking about research, there is a tendency to believe it is about how to administer a questionnaire or how to run a focus group. However, these activities or 'data collection methods' belong in the centre of the 'research onion' (see Figure 5). The methods chosen result from consideration of the the purpose of the research, the research philosophy under which you are working, the type of approach you wish to use, the strategies that best fit that approach and the timeframe for the research. To get the whole picture you need to peel away the layers of the onion to expose the elements that make up research.

Figure 5 – The research onion



# Signal Words

- Narrative
- Case study
- Ethnography
- Grounded theory



# Signal Words

- Perspectives
- Qualitative study
- Focus groups



# Signal Words

- Words that indicate narrative (or text-based) data, such as:
  - One-on-one interview
  - Focus group interview
    - Transcription
  - Observation field notes



# Signal Words

- Words that indicate textual analysis, such as:
  - Themes
  - Content analysis
  - Description





## Review:

### • In Quantitative Research:

- Explanation ←
- Static ←
- Narrow questions ←
- Experimental and nonexperimental ←
- Large number of individuals ←
- Statistical procedures ←
- Comparing results with past research ←
- Standard format and present objective and impersonal information ←

Problems

Literature Review

Purpose

Approach

Data collection

Data analysis

Conclusions

Reports

### • In Qualitative Research:

- Exploration →
- Dynamic →
- Broad questions →
- General or formal qualitative design →
- Small number of individuals →
- Text analysis and description →
- Interpretation of the meaning of finding →
- Flexible format and present subjective and reflexive information →

## Quantitative Research:

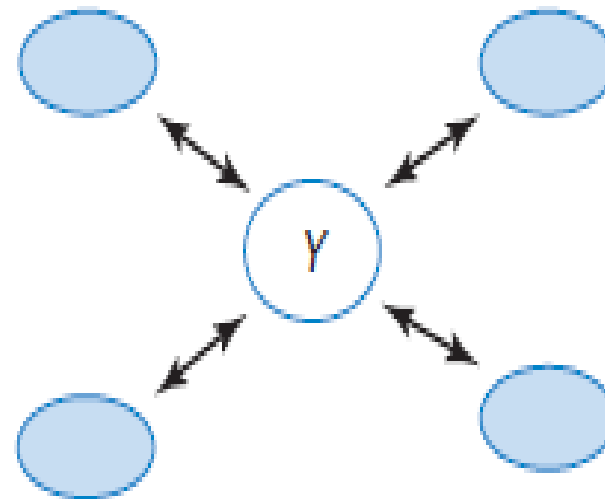
Explaining or Predicting Variables:

$$X_1 + X_2 \rightarrow Y$$

The independent variables ( $X_1 + X_2$ ) influence the dependent variable ( $Y$ ).

## Qualitative Research:

Exploring or Understanding a Central Phenomenon:



In-depth understanding of the meaning and complexity of central phenomenon  $Y$ ; including the external forces that shape and are shaped by  $Y$ .

**FIGURE 5.4** Comparing How Researchers Explain or Predict Variables Versus How They Explore or Understand a Central Phenomenon

# ویژگی های اصلی روش های تحقیق کیفی

- 1- Exploration
- 2- Inductive approach
- 3- Interactive and Reflective
- 4- Holistic
- 5- Flexible

# دلایل انجام تحقیقات کیفی

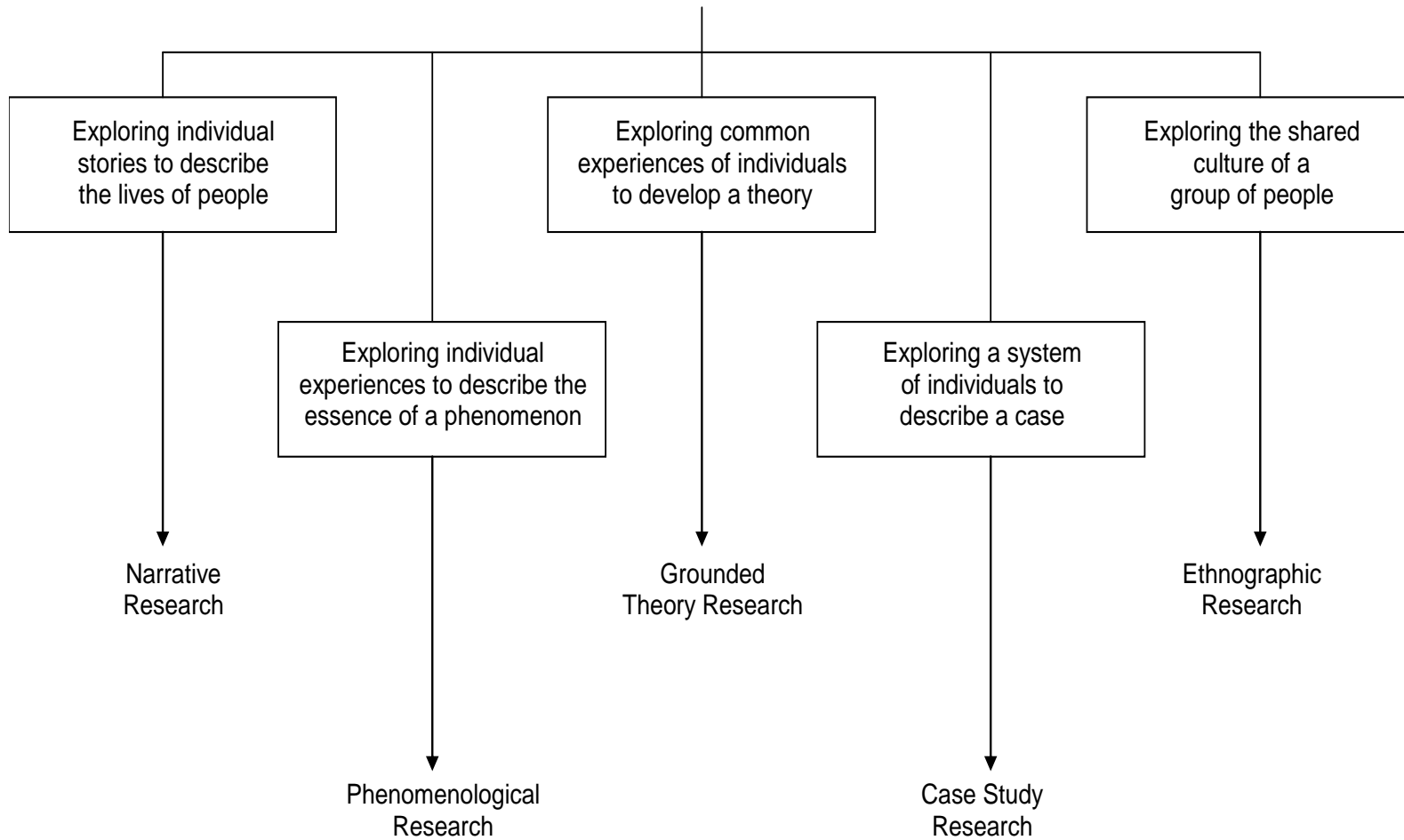
1. Understanding Political, Social Change
2. Examining Dynamics (not just 'Demographics') of Group Membership
3. Accessing Sensitive Issues and Stigmatized/Marginalized Groups
4. Explaining Context Idiosyncrasies
5. Unpacking Understandings of Concepts and ('Fixed') Categories
6. Facilitating Researcher-Respondent Interaction
7. Exploring Alternative Approaches to Understanding 'Causality'
8. Observing 'Unobservables'
9. Exploring Characteristics of 'Outliers'
10. Resolving Apparent Abnormalies, Observing 'Unobservables'

# روش های تحقیق کیفی

Figure 9.2

*Types of Qualitative Research Designs and Their Use*

**Qualitative Research Designs**



# Main Types of Qualitative Research

<u><a href="#">Case study</a></u>	Attempts to shed light on a phenomena by studying <u>in-depth a single case example of the phenomena</u> . The case can be an individual person, an event, a group, or an institution.
<u><a href="#">Grounded theory</a></u>	Theory is developed <u>inductively from a corpus of data acquired by a participant-observer</u> .
<u><a href="#">Phenomenology</a></u>	<u>Describes the structures of experience as they present themselves to consciousness, without recourse to theory, deduction, or assumptions from other disciplines</u>
<u><a href="#">Ethnography</a></u>	Focuses on the sociology of meaning through close <u>field observation of sociocultural phenomena</u> . Typically, the ethnographer focuses on a community.
<u><a href="#">Historical</a></u>	Systematic collection and objective evaluation of data related <u>to past occurrences</u> in order to test hypotheses concerning causes, effects, or trends of these events that may help to explain present events and anticipate future events. (Gay, 1996)

## Feminist

**Understanding how women are oppressed in society**

## Narrative

**Understanding how people assign meaning to their life stories. This is also used to analyze transcripts of therapy sessions**

## Qualitative content Analysis

**Qualitative content analysis generally involves carefully reading and coding passages of the text of each document.**

**Case records, Audio tapes, videotapes, TV shows, and films. Books, People's diaries, Newspaper accounts of event**



**TABLE 9.1 Overview of the Central Phenomenon, Intent, and Key Procedures for Different Qualitative Research Designs**

Design Name	Central Phenomenon	Intent	Key Procedures
Basic qualitative research approach	<ul style="list-style-type: none"> <li>■ A topic</li> </ul>	<ul style="list-style-type: none"> <li>■ To explore multiple perspectives</li> </ul>	<ul style="list-style-type: none"> <li>■ Collecting qualitative data, analyzing the data to develop themes, and discussing general conclusions about the themes</li> </ul>
Autoethnography	<ul style="list-style-type: none"> <li>■ The researcher's own personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand a larger cultural issue</li> </ul>	<ul style="list-style-type: none"> <li>■ Recording, reflecting on, and analyzing data about one's personal experiences within the larger cultural context</li> </ul>
Case study	<ul style="list-style-type: none"> <li>■ A system of people (a case) bounded by space and time</li> </ul>	<ul style="list-style-type: none"> <li>■ To describe and interpret what is happening</li> </ul>	<ul style="list-style-type: none"> <li>■ Collecting and analyzing multiple forms of data for description, themes, and lessons learned</li> </ul>
Discourse analysis	<ul style="list-style-type: none"> <li>■ How individuals communicate about a topic</li> </ul>	<ul style="list-style-type: none"> <li>■ To examine the use of language</li> </ul>	<ul style="list-style-type: none"> <li>■ Collecting naturally occurring oral or written data and analyzing how language is used in the data (rather than focusing on the content of the data)</li> </ul>
Ethnography	<ul style="list-style-type: none"> <li>■ The language, behaviors, and beliefs (i.e., the culture) of a group of people</li> </ul>	<ul style="list-style-type: none"> <li>■ To describe cultural patterns</li> </ul>	<ul style="list-style-type: none"> <li>■ Collecting data primarily through observations and analyzing the data to describe cultural patterns in the everyday language, behaviors, and attitudes of the group</li> </ul>

Grounded theory	<ul style="list-style-type: none"> <li>■ A process, action, or interaction</li> </ul>	<ul style="list-style-type: none"> <li>■ To generate a theory</li> </ul>	<ul style="list-style-type: none"> <li>■ Collecting data, identifying and relating categories in the data, developing a figure that depicts the theory, and stating predictions that follow from the theory</li> </ul>
Historical analysis	<ul style="list-style-type: none"> <li>■ Events of the past</li> </ul>	<ul style="list-style-type: none"> <li>■ To reconstruct a historical account</li> </ul>	<ul style="list-style-type: none"> <li>■ Collecting artifacts that represent multiple sources of data about the event, assessing the authenticity of the artifacts, and reconstructing the event</li> </ul>
Narrative research	<ul style="list-style-type: none"> <li>■ The experiences of one or more individuals</li> </ul>	<ul style="list-style-type: none"> <li>■ To describe the meaning of experiences through stories</li> </ul>	<ul style="list-style-type: none"> <li>■ Collecting data as field texts in the individual's own words, analyzing the data to organize the story, and retelling the story and identifying the context and themes of the story</li> </ul>
Phenomenology	<ul style="list-style-type: none"> <li>■ An experience</li> </ul>	<ul style="list-style-type: none"> <li>■ To describe the meaning</li> </ul>	<ul style="list-style-type: none"> <li>■ Collecting data from people who have had the experience, analyzing the meaning of significant statements in the data, and describing themes about and the essence of the experience</li> </ul>
PhotoVoice	<ul style="list-style-type: none"> <li>■ Individuals' social circumstances</li> </ul>	<ul style="list-style-type: none"> <li>■ To give voice to individuals through visual and textual forms</li> </ul>	<ul style="list-style-type: none"> <li>■ Providing cameras to participants and asking them to take photos about the topic, interviewing them about the photos, and presenting visual and textual themes</li> </ul>
Portraiture	<ul style="list-style-type: none"> <li>■ Everyday life issues</li> </ul>	<ul style="list-style-type: none"> <li>■ To create an artistically crafted portrait of one or more individuals to gain insight into what is good about an issue</li> </ul>	<ul style="list-style-type: none"> <li>■ Collecting data primarily through interviews, reflecting on the researcher's own role in the research, and creating an engaging portrait of the studied individual(s)</li> </ul>

# Identifying a Topic

–Qualitative studies  
tend to narrow the  
topic throughout the  
research process itself

# Identifying a Topic

- The formal statement of a qualitative research topic...
  - emerges *over the course* of the study.
  - begins as *an initial statement* that tends to be stated as a *general issue or concern*.
  - becomes *focused as* more is learned about the *context, participants, and phenomena of interest*.
  - is typically stated *late in a written study*.

# Ethical considerations

- **Mutual respect and trust (prolonged interaction)**
- **Respect for social and cultural contexts**
- **Voluntary participation**
- **Informed consent**
- **Beneficence – doing good for others and preventing harm**
- **Confidentiality**

- **Issues in qualitative research...**

- a. gaining entry**

- b. contacting potential research participants**

- c. selecting participants**

- d. enhancing validity and reducing bias**

- e. leaving the field**

# Qualitative research...

- Commonly called “interpretive research”

**...its methods rely heavily on**

**“thick” verbal descriptions**

**of a particular social context being studied**

# Emerging Processes

- **In Qualitative research purpose statements and research questions *may* change during the research process as feedback from participants warrants it.**



# A Qualitative Purpose Statement

- Use words such as purpose, intent, or objective to signal attention to this statement as the central controlling idea.
  - *The purpose (or intent or objective) of this study is (was) (will be) ....*
- Focus on a single phenomenon (or concept or idea).
- Use action verbs to convey how learning will take place.
  - *e.g., describe, understand, develop, examine the meaning of, discover...*
- Use neutral words and phrases (nondirectional language).
  - (O) experiences of individuals*
  - (X) successful experiences of individuals*
  - *Problematic words: useful, positive, informing....*

**TABLE 5.4** Model of a Purpose Statement for Qualitative Research Intents

Qualitative Intent	Words Commonly Used to Indicate the Intent	Example Model of a Purpose Statement
<p>Explore a central phenomenon to:</p> <ul style="list-style-type: none"><li>■ describe themes</li><li>■ generate a theory</li><li>■ describe the essence</li><li>■ interpret a case</li><li>■ understand a group's culture</li><li>■ describe an individual's story</li></ul>	<p>Explore Describe Discover Understand Generate Interpret</p>	<p>■ The purpose of this qualitative study is to [<i>qualitative intent</i>] [<i>the central phenomenon</i>] for [<i>participants</i>] at [<i>the research site</i>].</p>

# A Qualitative Purpose Statement

- A script for drafting a complete statement:

▶The purpose of this \_\_\_\_\_ (strategy of inquiry, such as ethnography, case study, or other type ) study is (was? will be?) to \_\_\_\_\_ (understand? describe? develop? discover?) the \_\_\_\_\_ (central phenomenon being studied) for \_\_\_\_\_ (the participants, such as the individual, groups, organization) at \_\_\_\_\_ (research site).

▶At this stage in the research, the \_\_\_\_\_ (central phenomenon being studied) will be generally defined as \_\_\_\_\_ (provide a general definition).

# Examples of Purpose Statements

- The purpose of this study is to **explore** parent stories regarding Internet communications with teachers about their students in one Midwestern school district.

# Qualitative Research Questions

- Qualitative researchers pose research questions
  - Not objectives - Not hypotheses
- Two types of qualitative research questions to focus a study's purpose:
  - Central question
    - broad question that asks for exploration of the central phenomenon
  - Subquestions
    - Questions that narrow the focus of the study

# A Script for Writing a Qualitative Central Question

- *(How or What) is the (“story for” for narrative research; “meaning of” the phenomenon for phenomenology; “theory that explains the process of” for grounded theory; “culture-sharing pattern” for ethnography; “issue” in the “case” for case study) of (central phenomenon) for (participants) at (research site).*

# research questions

## Qualitative - more open-ended

1. Descriptive (“What happened?”)
2. Interpretive (“What was the meaning to people of what happened?”)
3. Process-oriented (“What happened over time?”)

# Use good qualitative wording for these questions

- **Begin with words such as “how,” “what,”**
- **Tell the reader what you are attempting to “discover,” “generate,” “explore,” “identify,” or “describe”**
- **Ask “what happened?” to describe**
- **Ask “What was the meaning to people of what happened?” to understand**
- **Ask “What happened over time?” to explore a process**



# Avoid words such as:

- “relate”
- “influence”
- “impact”
- “effect”
- “cause”

## Examples of Research Questions

- **What types of Internet experiences do parents have with teachers about the performance of the parents' children?**

**Notice: This question is more open-ended.**

# Qualitative

# Literature Review

–Qualitative reviews are ongoing throughout the entire study reflecting the need to understand data as it is collected, analyzed, and interpreted

# Review of Literature: Qualitative

Use of literature	Criteria	Examples of Suitable Types of studies
<b>“Frame” the problem in the introduction</b>	<b>Must be some literature available</b>	<b>Typically used in all qualitative studies regardless of type.</b>
<b>Presented as a separate section – review of literature</b>	<b>Acceptable to those most familiar with positivist approach</b>	<b>Used with studies employing a strong theory and literature background at the beginning of a study (e.g. ethnographies)</b>
<b>Presented at the end as a basis for comparing and contrasting</b>	<b>Most suitable for the inductive process; does not guide and direct but becomes an aide once patterns or categories have been identified</b>	<b>Used in all qualitative studies; most popular in grounded theories</b>

فصل سوم

روش شناسی تحقیق



# **Sampling**

## **(Theoretical)**

# Determining a sample

- **Even if it were possible, it is not necessary to collect data from everyone in a community.**
- **In qualitative research, the researcher needs to define and select a sample.**
- **The study's research objectives and the characteristics of the study population determine which and how many people to select.**

# Sample size

- Usually smaller than quantitative study.
- Two general guidelines: the number of participants is sufficient when...
  - the extent to which the selected participants represent the range of potential participants in the setting
  - the point at which the data gathered begin to be redundant (data saturation)



# Four considerations for selecting people/sites to study:

- Can the people and sites help us learn about our central phenomenon? (purposefully select people and sites)
- How many people and sites should we study? (keep sample size small)
- Do we have access? (gain access)
- Do we have permissions (obtain permissions)

### Quantitative Researchers

Use probability sampling



To select representative individuals



To generalize from the sample to the population



- To make claims about the population
- To test theories that explain the population

### Qualitative Researchers

Use purposeful sampling



To select sites or people who can best help explore the central phenomenon in depth



To develop a detailed understanding



- To provide useful information
- To help people learn about the phenomenon
- To give voice to those who have not been heard

**FIGURE 10.2** Differences Between Sampling in Quantitative and Qualitative Research

**TABLE 10.1** Types of Purposeful Sampling Strategies

Type	Intent	Characteristics	Example for a Study About Student Violence
Intensity sampling	To describe cases that dramatically illustrate the situation	The researcher samples exceptional cases that represent the central phenomenon in dramatic (but not extreme) terms	A researcher selects a college campus where a violent event occurs to describe the campus reactions
Extreme case sampling	To describe particularly troublesome or enlightening cases	The researcher samples outlier cases or individuals that display extreme or unusual characteristics	A researcher selects an anti-fighting program in elementary education that has received awards as an outstanding case to describe program activities
Homogenous sampling	To describe a subgroup in depth	The researcher samples individuals or sites based on membership in a subgroup that has defining characteristics	A researcher selects students from rural schools who are members of a gun club to describe their perspectives about gun ownership
Maximal variation sampling	To describe diverse perspectives	The researcher samples cases or individuals that differ on some characteristic or trait	A researcher selects students based on school type (rural, suburban, and urban) and gender (male and female) to explore diverse experiences about student violence
Theory or concept sampling	To generate a theory or explore a concept	The researcher samples individuals or sites because they can help the researcher generate or discover a theory or specific concepts within the theory	A researcher is developing a theory about coping strategies of adolescents incarcerated for weapons charges and identifies students who have experiences that can inform this theory
Typical sampling	To describe cases that are typical	The researcher samples persons or sites that are typical or average	A researcher selects principals that represent schools in a state that report an average number of violent events per school year
Confirming/ disconfirming sampling	To explore cases that confirm or disconfirm emergent findings	The researcher samples individuals to test or confirm preliminary findings	During a study, a researcher finds that Hispanic girls report different experiences with violence than African American girls. The researcher selects additional girls from these two groups to confirm these preliminary findings
Opportunistic sampling	To take advantage of emerging insights	The researcher samples individuals or sites to take advantage of unfolding opportunities that will help answer research questions	While conducting a study of school antiviolence programs, the researcher learns about a special program at another school and decides to select individuals from that school
Snowball sampling	To locate people or sites to study	The researcher samples individuals or sites based on the recommendations of others	A researcher studying the perceptions of gang members about violence asks interviewees to invite other individuals to participate

# Types of data

- **Written field notes**
- **Audio recordings of conversations**
- **Video recordings of activities**
- **Diary recordings of activities / thoughts**
- **Documents**
- **Depth information on:**
  - *thoughts, views, interpretations*
  - *priorities, importance*
  - *processes, practices*
  - *intended effects of actions*
  - *feelings and experiences*

# Data collection

# What types of information can be collected in qualitative research?

- Observations
- Interviews
- Documents
- Audio-Visual Materials

# If we choose to observe, how do we do it?

- Create an observational protocol
  - Record descriptive notes
  - Record reflective notes
- Decide on your observational stance
- Enter site slowly
- Conduct multiple observations
- Summarize at end of each observation



# Observational Studies

- **What can be observed?**
  - Human behavior and action
  - Verbal behavior
  - Expressive behavior
  - Spatial relations
  - Temporal patterns
  - Physical objects



# If we choose to interview, how do we interview?

- Decide on the type of interview to use
  - Individual
  - Focus group
  - Telephone
  - e-mail
- Create an interview protocol
- Ask open-ended questions (5-7)
  - allows the participant to create options for responding
  - participants can voice their experiences and perspectives
- If possible, tape record and transcribe for analysis

- Let's write down in our plan our data collection approach
  - 1) Sites to be studied
  - 2) People to be studied
  - 3) Permissions needed
  - 4) Types of data to be collected
  - 5) Forms needed for data collection

# Interview Question Design: Good Questions

- Sound conversational
- Use words participants would use
- Are easy to say
- Are clear
- Are short
- Are open-ended
- Are one-dimensional

# Types of Interview Questions

(Kvale 1996: 133)

- **Introducing questions**
  - E.g. “Can you tell me about...”? Etc.
- **Probing questions**
  - E.g. “That’s interesting. What else can you tell me about...”?
- **Specifying questions**
  - E.g. “Can you give me an example of...”?
- **Direct questions**
  - E.g. “Earlier you said... How does that relate to...”?
  - These may need to come later in the interview; may be slightly confrontational or ask for clarification of discrepant information
- **Indirect questions (useful when trying to avoid social desirability bias)**
  - E.g. “What should someone else in that situation do...”?
- **Structuring questions**
  - E.g. “I would now like to introduce a new topic...”
- **Silence – just a nod or a pause**
- **Interpreting questions**
  - Rephrasing an answer, more speculative questions
  - E.g. “So does that mean...”? “Are you saying...”? “Would I be right in interpreting that as...?”

# Questioning Pitfalls

- Avoid asking “why”?
  - Can put respondents on the defensive
- Be cautious about giving examples
- Double-barreled questions
- Abbreviations / Jargon / Slang
- Double-negatives

# Interview Skills

- The good interviewer needs to be attentive.
- The good interviewer is sensitive to the feelings of the informant.
- The good interviewer is able to tolerate silence.
- The good interviewer is adept at using prompts.
- The good interviewer is adept at using probes.
- The good interviewer is adept at using checks.
- The good interviewer is non-judgemental.

(Denscombe 1999:135)

# Documents

- E-mails, Letters, Memos, reports and minutes of committees
- Annual reports
- Could ask participants to keep journals (case studies and narrative research)

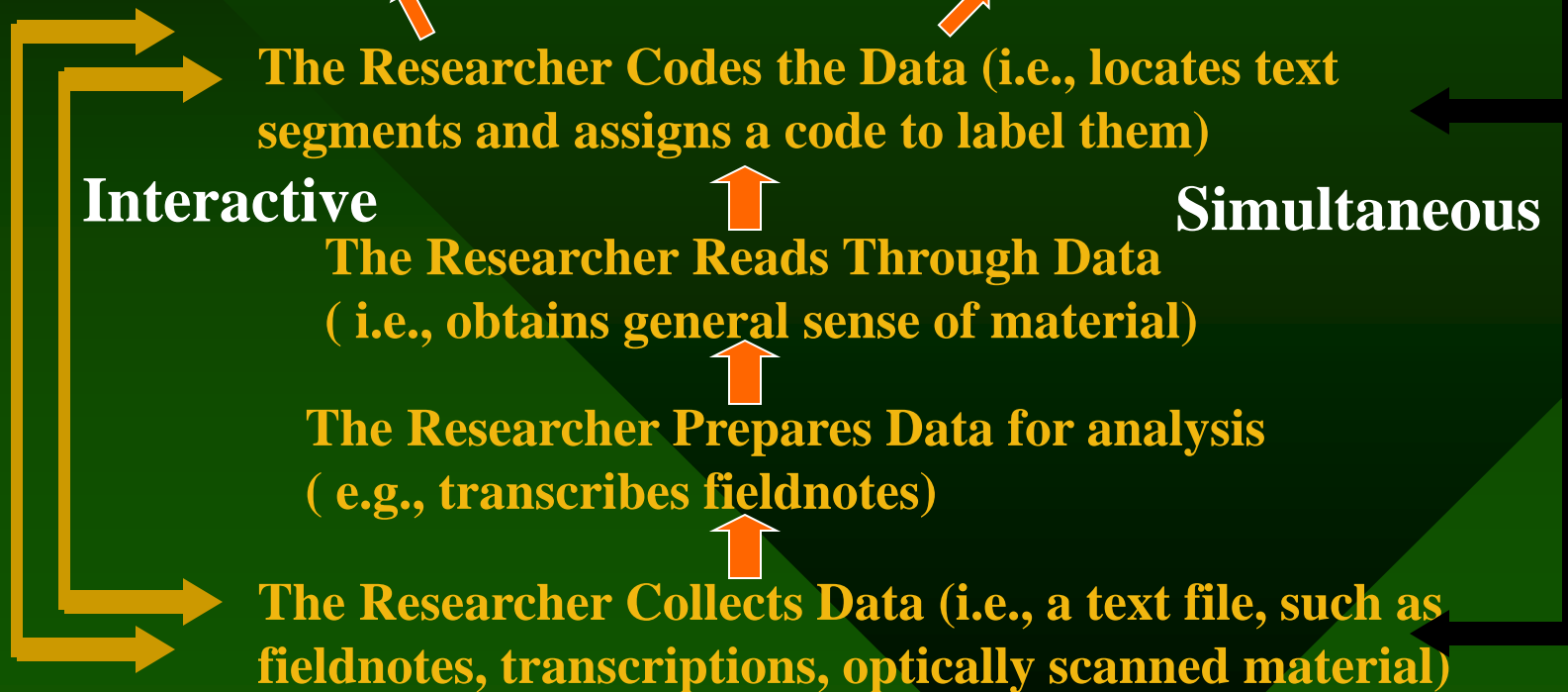




# Once we collect the data, how will we analyze it? The overall process

**Codes the Text for  
Description to be Used  
in the Research Report**

**Codes the Text for  
Themes to be Used  
in the Research Report**



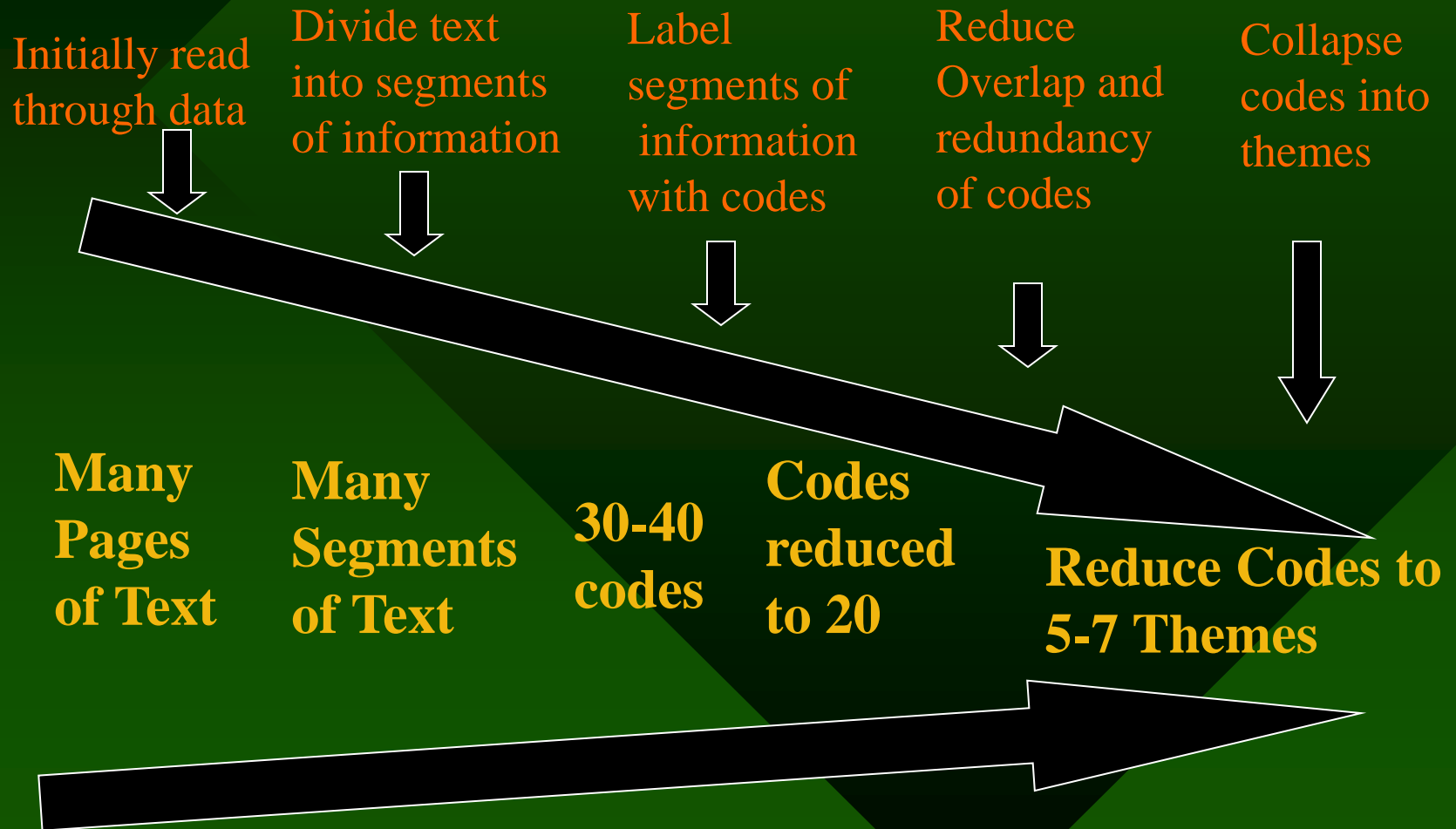
# More specific steps in the analysis process

- Exploring the database
- Coding the data
- Developing findings - a description and themes
- (Re) presenting the description and themes
- Interpreting the findings
- Validating the findings

# How do we first explore the database?

- Obtain a general sense of the data
- Write down memos on hard copy
- Think about the organization of the data
- Consider whether more data are needed

# Then we engage in the coding process that involves several steps:



# How do we divide the text into segments? (actual coding)

- Transcribe the interview
- Initially read through for general meaning
- Determine coding frame (sentence, paragraph, or phrase) and determine what the person is saying in the coding frame
- Assign code labels in left margin
  - Use *in vivo* coding (their words) when possible
  - Do not over code - practice “lean coding”
  - Stay away from interpreting comments (10 sec rule)
- Look for overlap among codes
- Combine codes into 5-7 themes

# What are themes?

- Themes are broad categories of information (codes grouped together)
- Themes can describe a setting
- Themes can describe what occurred
- In the 5-7 themes, have some be: a) what you would expect; b) what you would not expect (unusual themes)
- Themes can also be related (chronology, grounded theory model)

- Let's practice the coding procedures using a sample two-page transcript on the topic of how department chairs balance their personal and professional lives

- Describe the procedures we will use for analyzing the data



In this analysis process, should we use a computer program to help?

Some computer programs available:

Atlas.ti	<a href="http://www.atlasti.de/index.html">http://www.atlasti.de/index.html</a>
N6	<a href="http://www.qsrinternational.com/">http://www.qsrinternational.com/</a>
NVivo	<a href="http://www.qsrinternational.com/">http://www.qsrinternational.com/</a>
Maxqda	<a href="http://www.maxqda.com">http://www.maxqda.com</a>

- Demonstration of the basic features of N6 including:
  - entering documents (we will enter the department chair project we have coded)
  - coding texts
  - tree diagram
  - searching codes

# How will we report our findings? (What topics do we present in the findings?)

- We might describe the setting
- We might identify and discuss 5-7 themes (including multiple perspectives, good quotes, useful dialogue, even metaphors or analogies)
- We write in detail
- We try to make the narrative as realistic as possible (even note tensions/contradictions)
- We report the narrative in a way consistent with our tradition
  - Narrative – typically a chronology
  - Phenomenology – typically description building toward the essence of the phenomenon
  - Ethnography – description of the setting and cultural themes that display the way culture-sharing works
  - Grounded theory – categories of information leading to a theoretical model
  - Case study - description of the case and themes of the case

# As we present these findings, what visual presentations can we use to convey them?

- Create a visual image of the information in a “comparison” table
- Depict physical layout of the setting
- Describe personal or demographic information for each person or site
- Present a model of a theory

# At the end of our study, what interpretations can we make? (Discussion section of studies)

- Interpretation is stepping back – asking what all of this means; it is not neutral
- Options:
  - We can give our own personal reflection (based on our experiences, history)
  - We can compare our findings with the literature
  - We can summarize in a general sense what we found
- We also need (as shown in scholarly discussion sections)
  - Raise potential limitations in our study
  - Make suggestions for future research
  - Discuss the practical implications for our study

# How do we know that our interpretation (or themes, or questions, or the entire research report) is accurate?

- Member checking: Members check the accuracy of the account
- Triangulation: Looking for themes across different types of data; different researchers; different participants
- Others: peer review, external audit, report disconfirming evidence, clarify researcher's stance, thick description, prolonged time in the field

# Let's put it all together – What topics are addressed in a proposal for a qualitative study?

- Introduction
  - Statement of the problem (including literature)
  - Purpose of the study
  - Research questions
  - Delimitations and limitations

# A qualitative proposal (cont'd)

- Procedures
  - Characteristics of qualitative research (optional)
  - Qualitative research strategy
  - Role of the researcher
  - Data collection procedures
  - Data analysis procedures
  - Strategies for validating findings
  - Narrative structure



# A plan for a qualitative proposal

- Anticipated ethical issues
- Significance of the study
- Preliminary pilot findings
- Expected outcomes
- Appendices (interview questions, observational forms, timeline, and proposed budget)

- Let's review the plan we have developed collectively and share plans that you have developed on your own

# Qualitative Methods

Before collecting data, you have to determine what you want to accomplish.

## Tight versus Loose Design

Ask yourself:

- How much time do I have?
- What resources are available?
- What is the purpose of the study?
- In what am I really interested?

## More structure can prevent waste

- If we already know about the context, it would be wasteful to go exploring
- If you have targeted topic, you can reduce data at the collection stage and cut down on analysis time
- Loose produces more data, more “surprise discoveries” can be made

# Qualitative Methods

Choose your unit of analysis.

- Individuals
  - Certain experiences
  - Experiences in particular settings
  - Identities such as student with disabilities, ex-con
- Groups
  - Demographic groups
  - Intervention groups
  - Types of people such as ball players, secretaries
  - Those in one setting versus another
  - Organizations

Qualitative research *quickly* exhausts resources and time.

Limit the amount of data collected.

*It's not the size that matters, it's what you do with the data.*

- Be very clear about the research focus
  - Write down your foggy ideas and then get more specific.
    - Concentrate on most important issues and not others.
      - Start writing specific questions you want to answer.
      - Now get even more specific...reduce

When you move into your own home, you're alone. There is no bustle of people around the house. I miss having someone to chat to when I get home. I put the TV or some music so there's some background noise, the silence makes me feel so alone. Sometimes I will be sat watching trash TV and thinking I should be out doing something rather than watching this rubbish. I read a lot but sometimes I am too tired and just want to veg out. But it's been good to move out of mum and dads as it's not healthy to rely on them as they won't last forever. I become independent and made my own decisions. It's good they still there when I need them. It's good to have some distance as when I was at home I was arguing a lot with my dad and that was made me decide it was time to go.

feelings

Living alone

New relationship with parents

Independence

Old relationship with parents

Argument with Dad  
Relation with father

# Coding

## What is coding?

- ❖ Coding is one of the main processes used to analyze qualitative data, to *discover concepts within the data* (make sense of the data)
- ❖ It is the **analytical method** through which researchers **generate and use concepts** to *reduce large amounts of data to smaller more manageable chunks*.
- ❖ In qualitative analysis, coding is the **process of** 1) **identifying categories and meanings in text**, 2) **creating and applying a name or code to each**, and 3) **systematically marking similar strings of text with the same code name**.
- ❖ Coding permits **systematic retrieval of categories and meanings during analysis**. **Codes help researchers identify patterns in data**.

# Coding

- **One** codes only relevant data (Not all text must be coded to complete the project)

- Codes may be based on:

**Actions, Behaviors, Topics, Ideas, Concepts, Terms, Phrases, Keywords, and so forth**

- Coding is **purposeful interpretation**, with **mindful reflection on the meanings** of the **persons, context, interactions, statements, assumptions**, and so forth
- Codes may **evolve**
- **A string of text** may contain **more than one code**.



# Coding

## Sources of codes (typically both):

### 1. A priori codes—expected, looked for

- Previous research
- Previous theory
- Research question
- Your intuition of the data or setting

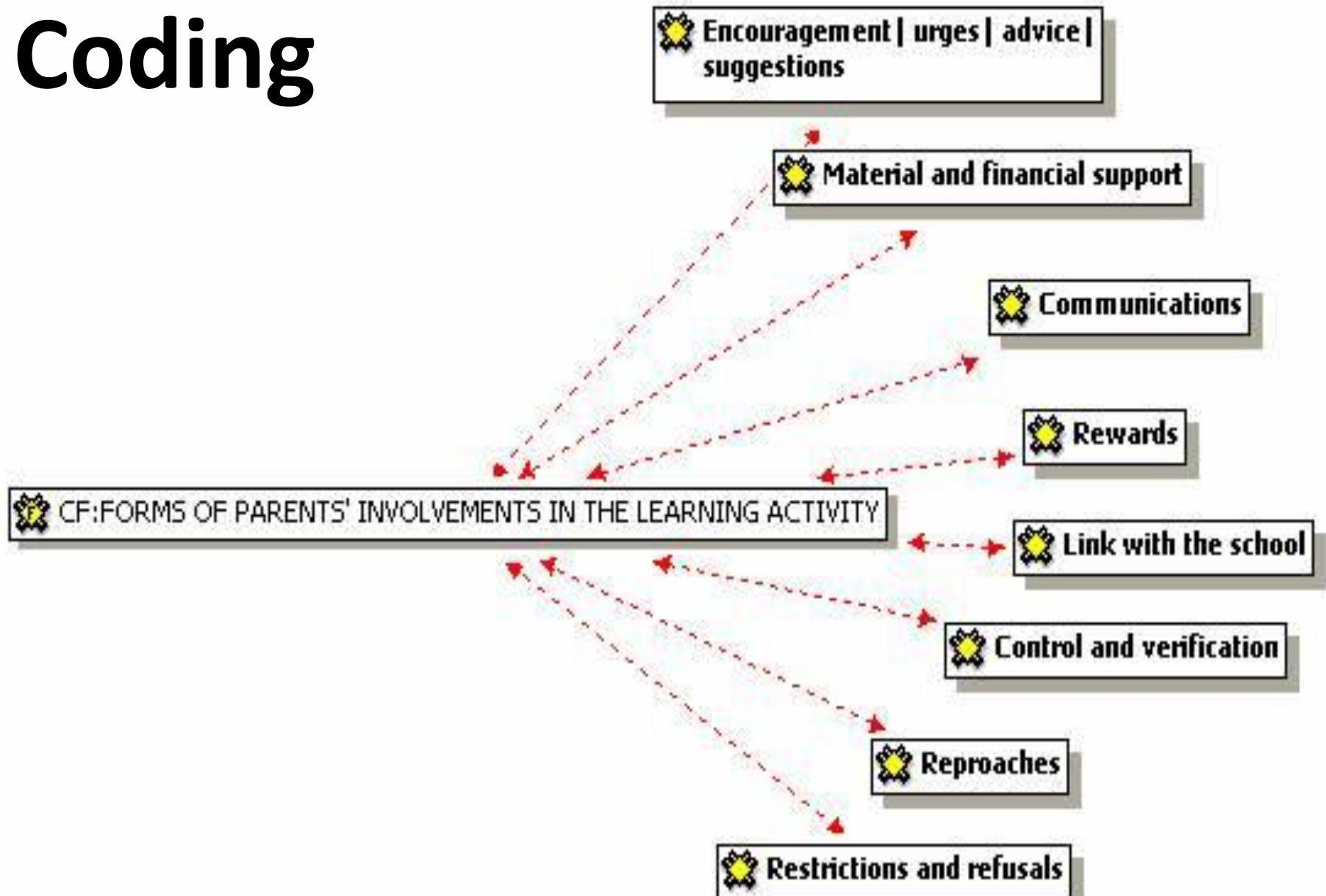
### 2. Grounded codes—discovered

(suspend ideas about the subject and let the data determine codes)

# Three Types of Qualitative Data Coding

- **Open Coding** The researcher *locates initial concepts and assigns initial codes* or labels in an attempt to condense the mass of data into categories or codes.
- **Axial Coding** In axial coding the researcher *begins with a set of tentative codes or preliminary concepts and looks at relationships or connections among these concepts*.
- **Selective Coding** Selective coding involves scanning the data and the developed codes to look *selectively* for cases that illustrate themes and makes comparisons and contrasts *after most or all of the data collection is complete*, that is at “saturation point”.

# Coding



# Steps of Qualitative Data Coding

## **1. Coding- classifying or categorizing individual pieces of data**

- Choosing a concepts to code
- Physically coding- by hand or with software
- Creating codes
- Open coding- naming and categorizing phenomena through close analysis of the data. Categories arise from the data

# Steps of Qualitative Data Coding

- **2- Memoing- writing notes to yourself as you code data**
  - **Code notes-** identify code meanings and labels
  - **Theoretical notes-** reflections on meanings, relationships among concepts, theoretical propositions, etc.
  - **Operational notes-** notes on methodological issues, data-collection circumstances, etc.
  - **Sorting memo-** attempt to discover or create meaning in the data
  - **Integrating memo-** ties it all together

- **Coding steps**
- **1. Initial coding**
- It's usually best to start by generating numerous codes as you read through responses, identifying data that are related without worrying about the variety of categories. Because codes are not always mutually exclusive, a piece of information might be assigned several codes.

- **. Focused coding**
- After initial coding, it is helpful to review codes and eliminate less useful ones, combine smaller categories into larger ones, or if a very large number of responses have been assigned the same code, subdivide that category. At this stage you should see repeating ideas and can begin organizing codes into larger themes that connect different codes. It may help to spread responses across a floor or large table when trying to identify themes.

Question: *“What in this course has helped you the most?”*

Response	Initial Coding	Focused Coding
<i>I appreciate how much the instructor encouraged us to voice our opinions and to ask questions in class. As much as possible, he took the time to respond to everyone's questions and opinions, to explain concepts, and then to make sure everyone understood his answers. This helped me because I felt like I was being heard and I became more involved in learning the material.</i>	<p>Encouraging expression of viewpoint</p> <p>Encouraging questions</p> <p>Responded to questions</p> <p>Explained content</p> <p>Check for understanding</p> <p>Student feels valued</p> <p>Student feels involved in own learning</p>	<p>Encouraging student participation</p> <p>Presentation of content</p> <p>Student empowerment</p>



# ANALYSIS

1. Read Data, develop ideas and feelings
2. Code Data, tag items with same meaning using a unique code
3. Search and extract instances of codes
4. Identify patterns among codes (pattern coding)
5. Create figures, tables, or descriptions of patterns

THEMES



# Methods checklist

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## Data Analysis Methods:

- \_\_\_\_ Discuss preparing the data (transcriptions)
- \_\_\_\_ Indicate the general procedure of data analysis (reading through the data and memoing, coding the data, description, developing themes, interrelating the themes)
- \_\_\_\_ Indicate any specific procedures related to your approach to qualitative research (e.g., in grounded theory, you may use open coding, axial coding, selective coding).
- \_\_\_\_ Discuss the use of qualitative data analysis software to help analyze the data (e.g., Atlas.ti, MAXqda, etc.)
- \_\_\_\_ Discuss use of multiple coders (i.e., intercoder agreement) if used in the study and how this process was accomplished with % agreement
- \_\_\_\_ Discuss validity strategies (e.g., member checking, triangulation, negative case analysis, peer audit, external audit, immersion in the field)
- \_\_\_\_ Discuss reflexivity – how the researchers' experiences and role will influence the interpretation of the findings.

• به طور کلی، روشهای تحلیل کیفی را میتوان به دو دسته تقسیم کرد:

1. یک دسته، روشهایی هستند که عمدتاً از جایگاه نظری یا معرفت شناسی خاصی نشأت میگیرند. مانند تحلیل محاوره و تحلیل پدیدارشناسی تفسیری که به کارگیری آن ها تنوع نسبتاً محدودی دارد؛ برخی از این روش ها نیز، مانند نظریه داده بنیاد از چارچوب نظری کلانی بهره میبرد.

2. دسته دوم، روش هایی است که اساساً مستقل از جایگاه نظری یا معرفت شناسی خاصی هستند و در طیف گسترده ای از روش های نظری و معرفت شناسی میتوان از آنها استفاده کرد.

• تحلیل مضمون در این دسته جای میگیرد؛ از این رو، ابزار تحقیقاتی

• منعطف و مفیدی است که برای تحلیل حجم زیادی از داده های پیچیده و مفصل،  
• میتوان از آن استفاده کرد

# Thematic Analysis

تحلیل مضمون، روشی برای شناخت، تحلیل و گزارش الگوهای موجود در داده های کیفی است. این روش، فرایندی برای تحلیل داده های متنی است و داده های پراکنده و تحلیل متنوع را به داده هایی غنی و تفصیلی تبدیل میکند

مضمون، صرفاً روش کیفی خاصی نیست بلکه فرایندی است که میتواند در اکثر روشهای کیفی به کار رود. به طور کلی، تحلیل مضمون، روشی است برای:

الف- دیدن متن؛

ب- برداشت و درک مناسب از اطلاعات ظاهراً نامرتب؛

ج- تحلیل اطلاعات کیفی؛

د- مشاهده نظام مند شخص، تعامل، گروه، موقعیت، سازمان و یا فرهنگ؛

ه- تبدیل داده های کیفی به داده های کمی

• تحلیل مضمون، یکی از روش‌های رایج کیفی  
است که پژوهشگران رشته‌های ادبیات، روان  
شناسی، جامعه‌شناسی، علوم تربیتی، مردم  
شناسی، تاریخ، هنر، علوم سیاسی، علوم  
اجتماعی، اقتصاد، ریاضیات، فیزیک، شیمی،  
زیست‌شناسی و پزشکی از آن استفاده کرده

اند

• پژوهشگران علوم اجتماعی و انسانی، غالباً از تحلیل مضمون جهت شناخت الگوهای کیفی و کلامی و تهیه کدهای مرتبط با آنها استفاده میکنند.

# مضمون چیست؟ و چرا و چگونه در داده ها شناخته میشود؟

- **مضمون یا تم، مبین اطلاعات مهمی درباره داده ها و سوالات تحقیق است و تا حدی، معنی و مفهوم الگوی موجود در مجموع های از داده ها را نشان میدهد**
- **مضمون، الگویی است که در داده ها یافت میشود و حداقل به توصیف و سازماندهی مشاهدات و حداکثر به تفسیر جنبه هایی از پدیده میپردازد**

## جدول ۲. انواع مضامین از دیدگاه صاحب نظران

پژوهشگر	شرح مضمون	انواع مضمون	مبنای طبقه بندی
Ryan & Bernard, 2003	<ul style="list-style-type: none"> <li>• در مراحل اولیه تحقیق، شناخته می شود.</li> <li>• در گزارش نهایی تحقیق، عرضه می شود.</li> </ul>	<ul style="list-style-type: none"> <li>• اولیه<sup>۲۳</sup></li> <li>• نهایی<sup>۲۴</sup></li> </ul>	زمان شناخت مضمون
King & Horrocks, 2010, p. 153	<ul style="list-style-type: none"> <li>• آنچه در متن آمده، همان گونه توصیف می کند.</li> <li>• آنچه در متن آمده، تعبیر و تفسیر می کند.</li> <li>• نشان دهنده نوع رابطه در متن است.</li> </ul>	<ul style="list-style-type: none"> <li>• توصیفی<sup>۲۵</sup></li> <li>• تفسیری<sup>۲۶</sup></li> <li>• رابطه ای<sup>۲۷</sup></li> </ul>	ماهیت مضمون در متن
King, 2004, p. 258; Ryan & Bernard 2003	<ul style="list-style-type: none"> <li>• در سطوح بالاتر سلسله مراتب مضامین قرار می گیرد.</li> <li>• در سطوح پایین تر سلسله مراتب مضامین قرار می گیرد.</li> </ul>	<ul style="list-style-type: none"> <li>• اصلی<sup>۲۸</sup></li> <li>• فرعی<sup>۲۹</sup></li> </ul>	سلسله مراتب مضمون در قالب مضامین
Attride-Stirling, 2001	<ul style="list-style-type: none"> <li>• در کانون شبکه مضامین قرار می گیرد.</li> <li>• واسط مضامین فراگیر و پایه شبکه است.</li> <li>• مبین نکته مهمی در متن است و با ترکیب آنها، مضمون سازمان دهنده ایجاد می شود.</li> </ul>	مضامین عالی دربرگیرنده اصول حاکم بر متن به مثابه کل <ul style="list-style-type: none"> <li>• فراگیر<sup>۳۰</sup></li> <li>• سازمان دهنده<sup>۳۱</sup></li> <li>• پایه<sup>۳۲</sup></li> </ul> (کدما و نکات کلیدی متن)	جایگاه مضمون در شبکه مضامین



Braun & Clarke, 2006	<ul style="list-style-type: none"> <li>• به صورت مستقیم در متن مشاهده پذیر باشد.</li> <li>• به صورت مستقیم در متن مشاهده پذیر نباشد.</li> </ul>	<ul style="list-style-type: none"> <li>• مشهود<sup>۳۳</sup></li> <li>• مکنون<sup>۳۴</sup></li> </ul>	<p>قابلیت مشاهده</p> <p>مضمون در متن</p>
	<ul style="list-style-type: none"> <li>• بر اساس داده‌های تحقیق، شناخته می‌شود.</li> <li>• بر اساس نظریه‌ها و تحقیقات، شناخته می‌شود.</li> </ul>	<ul style="list-style-type: none"> <li>• داده‌محور<sup>۳۵</sup></li> <li>• نظریه‌محور<sup>۳۶</sup></li> </ul>	<p>منشأ شناسایی</p> <p>مضمون</p>
King & Horrocks, 2010, p. 159	<ul style="list-style-type: none"> <li>• بخش عمده‌ای از مضامین و کدهای شناخته را در خود جای می‌دهد.</li> <li>• مضامین کلیدی را حول یک محور مشترک گرد هم می‌آورد.</li> <li>• مبین نکته مهم و برجسته‌ای در متن است.</li> </ul>	<ul style="list-style-type: none"> <li>• کلان<sup>۳۷</sup></li> <li>• یکپارچه‌کننده<sup>۳۸</sup></li> <li>• کلیدی<sup>۳۹</sup></li> </ul>	<p>نقش مضمون</p> <p>در تحلیل</p>
Richards, 2008	<ul style="list-style-type: none"> <li>• جایگاه و ارتباط آن با سایر مضامین، مشخص نیست.</li> <li>• جایگاه و ارتباط آن با سایر مضامین، مشخص است.</li> </ul>	<ul style="list-style-type: none"> <li>• تثبیت نشده<sup>۴۰</sup></li> <li>• تثبیت شده<sup>۴۱</sup></li> </ul>	<p>تثبیت موقعیت</p> <p>مضمون</p>

### جدول ۳. روش‌ها و فنون مناسب جهت شناخت مضامین در متن پژوهی

روش شناخت مضمون	فنون	نحوه کاربرد
توجه به کلمات در متن	<ul style="list-style-type: none"> <li>• توجه به کلمات تکراری</li> <li>• توجه به کلمات مکتون</li> <li>• توجه به کلمات کلیدی</li> </ul>	<ul style="list-style-type: none"> <li>• شناخت کلمات و عبارات مترادف و تکراری</li> <li>• شناخت اصطلاحات و عبارات ظاهراً ناآشنا</li> <li>• شناخت واژه‌های کلیدی و مصادیق آنها</li> </ul>
موشکافی و دقت در متن	<ul style="list-style-type: none"> <li>• مقایسه و هم‌سنجی</li> <li>• کاوش موضوعات مهم</li> <li>• جست‌وجوی اطلاعات مفقود</li> </ul>	<ul style="list-style-type: none"> <li>• شناخت شباهت‌ها و تفاوت‌های موجود</li> <li>• شناخت موضوعات برجسته و مهم نظری</li> <li>• شناخت مسائلی که بدیهی فرض شده یا بدان‌ها اشاره نشده است</li> </ul>
توجه به آرایه‌های ادبی و خصوصیات زبان‌شناختی متن	<ul style="list-style-type: none"> <li>• بررسی استعاره‌ها</li> <li>• توجه به تغییرات متن</li> <li>• کشف رابطه‌ها</li> </ul>	<ul style="list-style-type: none"> <li>• شناخت استعاره‌ها، تشبیهات و کنایه‌ها</li> <li>• شناخت تغییرات محسوس در موضوع یا لحن بیان</li> <li>• شناخت واژه‌های مبین رابطه علی یا شرطی و ...</li> </ul>
دستکاری و جابه‌جایی فیزیکی متن	<ul style="list-style-type: none"> <li>• به‌کارگیری ماژیک برای برجسته کردن متن</li> <li>• توجه به بخش‌های رنگ‌نشده متن</li> <li>• برش و جایگذاری مطالب و مرتب کردن متن</li> </ul>	<ul style="list-style-type: none"> <li>• استفاده از ماژیک یا خودکار با رنگ‌های متفاوت جهت برجسته کردن قسمت‌های مورد نظر</li> <li>• شناخت بخش‌هایی از متن که برجسته نشده و یا زیر آن خط‌کشی نشده است</li> <li>• شناخت بخش‌های مرتبط با هم و برش و انتقال آنها در کنار هم و مرتب کردن مجدد متن</li> </ul>

## ۳. ابزارها و روش‌های تحلیلی تحلیل مضمون

### ۱-۳. کاربرد نرم‌افزارهای رایانه‌ای در تحلیل مضمون

(Wickham & Woods, 2005). برخی نرم‌افزارهایی که تحلیل مضمون را می‌توان به کمک آنها انجام داد عبارت‌اند از: NVivo, ATLAS.ti, CAITA, Kwalitan, Quarlus, MAXQDA, Weft QDA

### ۲-۳. قالب مضامین

فهرستی از مضامین شناخته در ادبیات نظری و یا استخراج شده از متن داده‌ها را به صورت درختی و سلسله مراتبی نشان می‌دهد. ویژگی کلیدی این روش، سازماندهی سلسله مراتبی مضامین و گروه بندی مضامین سطوح پایینتر در قالب خوشه‌ها و ایجاد مضامین سطح بالاتر از آنها است. پژوهشگر می‌تواند جهت سازماندهی مضامین شناخته، از چهار یا پنج سطح استفاده کند.

mp - Nivo - الگوی رهبری خدمتگزار از دیدگاه امام خمینی

File Edit View Go Project Tools Window Help

Look for: Search in: Tree Nodes Find Now Clear Options X

### Nodes

- Free Nodes
- Tree Nodes
- Cases
- Relationships
- Matrices
- Search Folders
- All Nodes
- Sources
- Nodes**
- Sets
- Queries
- Models
- Links
- Classifications
- Folders

### Tree Nodes

Name	References	Sources
جرایم رهبری خدمتگزار	0	0
جست‌وجوی رهبری خدمتگزار	0	0
اصول حکیمانه رهبر	0	0
رفتار خادمانه رهبر	0	0
باسم‌گویی	8	7
رشد و توانمندسازی	42	13
صلوات‌بخشی	59	15
عزم‌داری	55	16
خدمتگزار	71	19
فرمانی و نظری	45	16
فدائری و شهادت	36	17
سازگاری	71	19
تواضع	80	20
غیر خواستن و نخواستن	82	20
خدمت به نیکنان	109	21
اهتمام به امور بیرون و تامین خواسته‌های آنها	119	21
بازخورد رفتار خادمانه رهبر	126	21
نتایج رفتار خادمانه رهبر	88	21
جوشان رهبری خدمتگزار	243	21

N 231 items

### ۳-۳. ماتریس مضامین

از ماتریس مضامین<sup>۱۸</sup> جهت مقایسه مضامین با یکدیگر و یا مقایسه مضامین در منابع داده‌ها استفاده می‌شود. این روش را اولین بار مایلز<sup>۱۹</sup> و هابرمن<sup>۲۰</sup> (۱۹۹۴) استفاده کردند. ماتریس، اساساً از تقاطع ردیف‌ها و ستون‌ها شکل می‌گیرد و در آن، ترکیبی از دو فهرست به صورت جدول توافقی، عرضه می‌شود. ردیف‌ها و ستون‌های ماتریس مضامین می‌تواند به مضمون‌ها یا منبع داده‌ها یا سایر موارد اختصاصی باشد. از این رو، می‌توان ماتریس‌های مختلفی با ترکیب‌های متفاوت، ایجاد کرد. مثلاً در ماتریسی می‌توان رابطه میان دو دسته از مضامین را بررسی و در ماتریس دیگری، مضامین یک یا چند منبع را مقایسه کرد.

نمودار ۳. ماتریس کدهای مشترک برخی مضامین مستخرج از صحیفه امام (ره)

File Edit View Go Project Links Tools Window Help

Look for: Search In: Results Find Now Clear Options X

### Results

Name	References	Sources	Created On	Modified On	Modified By
بارخورد و مسئولیت پذیری	14	9	10/1/2011 2:59 PM	10/1/2011 4:47 PM	M
برادرم فخری و همان قصاص	84	20	9/22/2011 12:47 PM	9/28/2011 8:20 AM	M
هرم داری و توانمندی و خدمتگاری	191	21	9/22/2011 2:38 PM	10/1/2011 2:12 PM	M
خدمتگاری و شایع	31	15	9/22/2011 2:44 PM	10/1/2011 2:15 PM	M

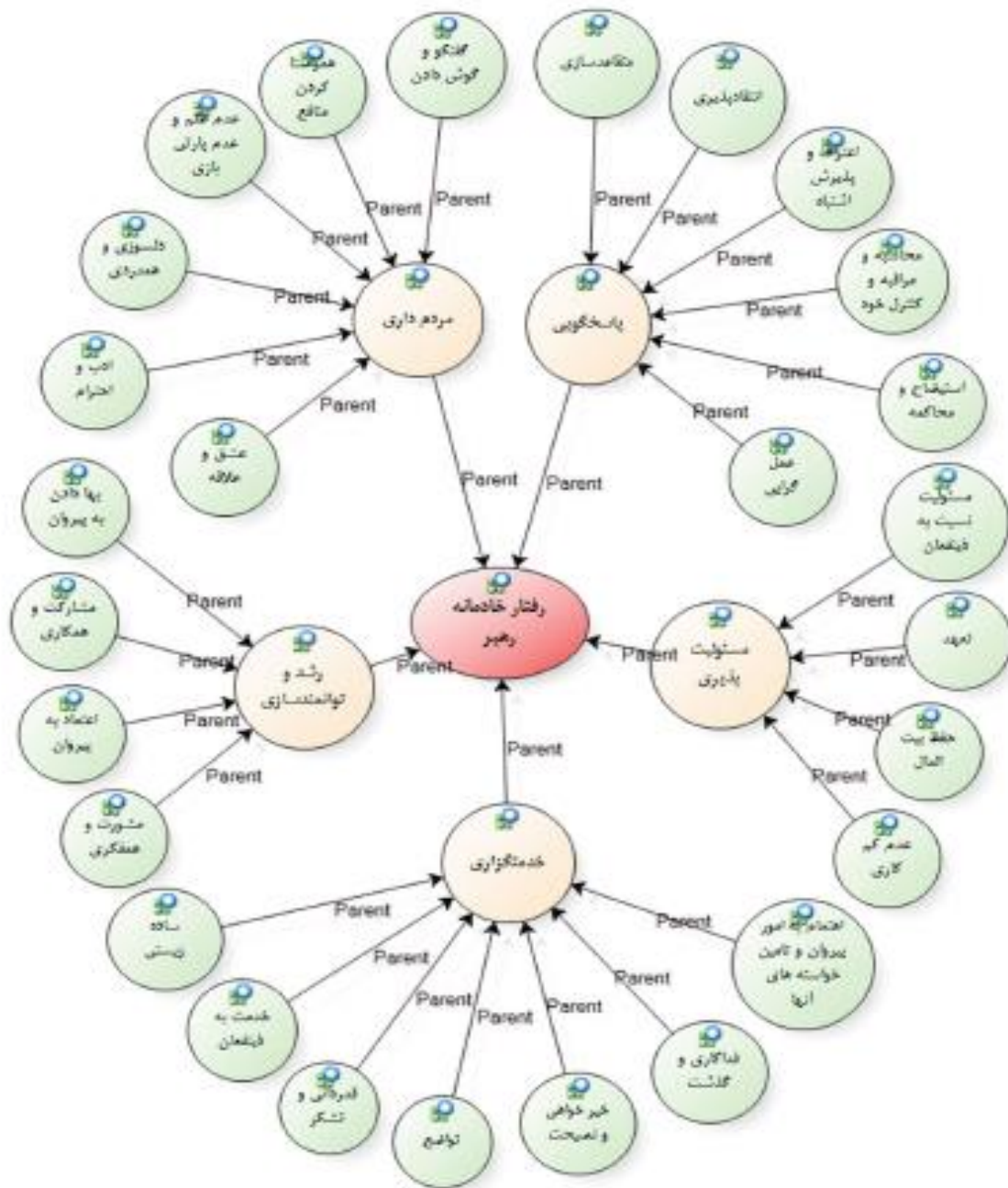
### هرم داری و توانمندی و خدمتگاری

	خدمتگاری	انجام به امور بیرون	خبر خواندن و نصیحت	اندکتری و گفتند	تواضع	ساده ریختن	انزادای و لشکر	خدمت به اسلام	خدمت به مسلمین	خدمت به وطن
هرم داری	5	0	3	0	2	3	1	0	5	1
شوق و شتاب	5	3	5	2	5	2	2	4	5	2
شعوری و همدردی	2	13	4	1	5	5	7	0	5	0
انب و احترام	2	0	3	1	0	1	0	1	3	1
گفتگو و گوش دادن	1	2	0	1	5	3	4	2	5	1
هر استا کردن صانع	2	0	0	0	0	0	1	0	0	1
رسم قدم و رسم بار	2	2	3	0	2	1	0	0	1	0
رشد و توانمندی	2	0	0	0	0	0	0	0	1	1
انتقاد به بیرون	1	2	1	0	0	0	0	0	1	0
بها دادن به بیرون	0	0	1	1	4	1	1	0	0	0
مشورت و همکاری	1	1	1	0	0	0	1	0	1	0
مشارکت و همکاری	0	5	1	0	1	0	0	3	2	1

M 17 Items Cell context: Coding references count Unfiltered

### ۳-۴. شبکه مضامین

شبکه مضامین<sup>۵۱</sup> نیز روش مناسبی در تحلیل مضمون است که آتراید-استرلینگ (۲۰۰۱)، آن را توسعه داده است. آنچه شبکه مضامین عرضه می‌کند نقشه‌ای شبیه تارنما به مثابه اصل سازمان‌دهنده و روش نمایش است. شبکه مضامین، بر اساس روندی مشخص، مضامین پایه (کدها و نکات کلیدی متن)، مضامین سازمان‌دهنده (مضامین به‌دست‌آمده از ترکیب و تلخیص مضامین پایه) و مضامین فراگیر (مضامین عالی دربرگیرنده اصول حاکم بر متن به مثابه کل) را نظام‌مند می‌کند؛ سپس این مضامین به صورت نقشه‌های شبکه تارنما، رسم و مضامین برجسته هر یک از این سه سطح همراه با روابط میان آنها نشان داده می‌شود.

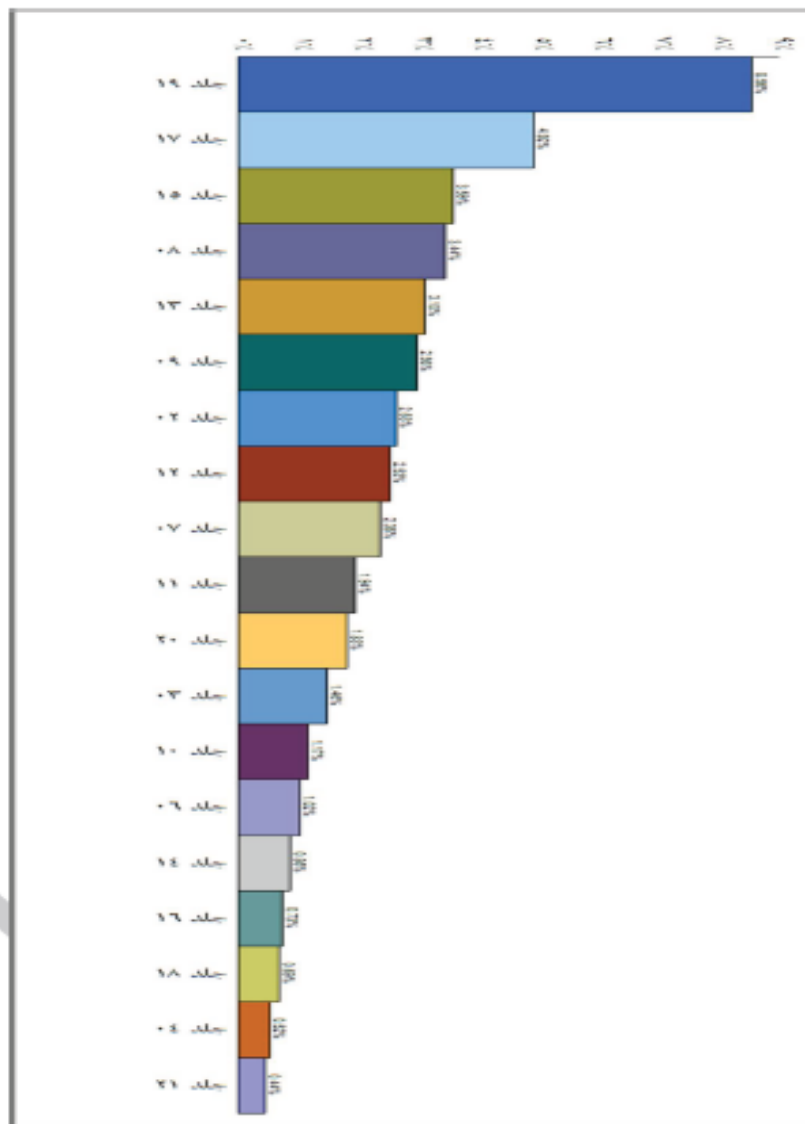


نمودار ۴. شبکه مضامین رفتار خدماتانه رهبر بر اساس تحلیل صحیفه امام (ره)



## ۲-۵. تحلیل مقایسه‌ای

یکی دیگر از روش‌هایی که همراه با تحلیل مضمون به کار می‌رود، تحلیل مقایسه‌ای<sup>۵۲</sup> است. با این روش، مضامین در بین منابع و افراد مختلف با هم مقایسه می‌شود. از آنجایی که در تحلیل مضمون، جمع‌آوری و تحلیل داده‌ها، هم‌زمان است از تحلیل مقایسه‌ای هنگام جمع‌آوری اطلاعات، کدگذاری داده‌ها، مرور ادبیات نظری و یادداشت‌های پژوهشگر استفاده می‌شود. با این روش، داده‌های به‌دست‌آمده از منابع مختلف، با یکدیگر مقایسه و تطبیق می‌شود تا شباهت‌ها و تفاوت‌ها، شناخته شود؛ این فرایند تا جایی ادامه می‌یابد که پژوهشگر احساس کند نکته جدیدی از مقایسه داده‌ها حاصل نمی‌شود. از تحلیل مقایسه‌ای می‌توان برای مقایسه مضامین در بین پاسخ‌دهندگان مختلف (بر اساس جنسیت، سن، سمت و ...) و همچنین برای منابع مختلف داده‌ها (مانند مصاحبه، پرسشنامه، گروه کانونی و ...) و ... استفاده کرد.



نمودار ۵. تحلیل مقایسه‌ای فراوانی مضمون خدمتگزاری در جلد‌های مختلف صحیفه امام (ره)

## ۴. تصمیم‌های مهم قبل از شروع تحلیل مضمون

۴-۱. پژوهشگر به دنبال توصیفی غنی از مجموع داده‌هاست یا توضیح مفصل جنبه خاصی در داده‌ها؟<sup>۵۳</sup>

۴-۲. پژوهشگر می‌خواهد از روش استقرایی استفاده کند یا از روش قیاسی؟<sup>۵۴</sup>

۴-۳. پژوهشگر به دنبال شناخت مضامین مشهود است یا مضامین مکنون؟<sup>۵۵</sup>

۴-۴. پژوهشگر به دنبال پاسخ دادن به سؤالات اکتشافی و کلان است یا سؤالات توصیفی و خرد؟

جدول ۴. نمونه‌ای از گدهای مشهود و مکنون برای مضمون تواضع رهبر در صحیفه امام (ره)

گدهای مکنون در رابطه با مضمون تواضع	گدهای مشهود در رابطه با مضمون تواضع
<p>۷۲۵. من نمی‌دانم چگونه از عهده مراتب این زحمات برآیم. من خدمتی که مورد پسند باشد نکرده‌ام (موسوی خمینی، ۱۳۸۵، ج ۶، ص ۵۰).</p>	<p>۲/۳۰. من با کمال تواضع، دست خود را به سوی ملت نجیب ایران دراز می‌کنم (موسوی خمینی، ۱۳۸۵، ج ۳، ص ۲۱۷).</p>
<p>۷۱۰۲. شما بر همه ما منت دارید. من از همه شما، منت می‌کشم؛ من خادم همه شما هستم (موسوی خمینی، ۱۳۸۵، ج ۶، ص ۲۷۰).</p>	<p>۷/۱۸۷. گمان نکنید که شما صاحب مقام هستید، منصب هستید باید به مردم فشار بیاورید. هر چه صاحب منصب، ارشد باشد باید بیشتر خدمتگزار باشد. مردم بفهمند که هر درجه‌ای که این بالا می‌رود با مردم متواضع‌تر می‌شود (موسوی خمینی، ۱۳۸۵، ج ۷، ص ۵۱۲).</p>
<p>۱۴/۱۸۹. خمینی، دست یکایک شما را می‌بوسد و به یکایک شما احترام می‌گذارد و یکایک شما را رهبر خودش می‌داند که بارها گفته‌ام من با شما یکی هستم و رهبری در کار نیست (موسوی خمینی، ۱۳۸۵، ج ۱۴، ص ۴۷۴).</p>	<p>۱۸/۵۷. وقتی قدرت دستتان آمد بیشتر مواظب باشید که متواضع بشوید. وقتی رئیس یک گروهی شدید بیشتر مواظب باشید که متواضع باشید، برای اینکه اگر مستی کنید، در این قدرت روحی از شیطان زمین می‌خورید (موسوی خمینی، ۱۳۸۵، ج ۱۸، ص ۲۰۹).</p>
<p>۲۱/۷۱. امیدوارم از نصایح و تذکرات مشفقانه این پدر پیر و این خدمتگزار حقیر خود، دلگیر نشده باشید (موسوی خمینی، ۱۳۸۵، ج ۲۱، ص ۲۹۲).</p>	

جدول 6. فرایند گام به گام تحلیل مضمون و تحلیل شبکه مضامین

مرحله	گام	اقدام
۱- تجزیه و توصیف متن	۱- آشنا شدن با متن	<ul style="list-style-type: none"> <li>- مکتوب کردن داده‌ها (در صورت لزوم)</li> <li>- مطالعه اولیه و مطالعه مجدد داده‌ها</li> <li>- نوشتن ایده‌های اولیه</li> </ul>
	۲- ایجاد کدهای اولیه و کدگذاری	<ul style="list-style-type: none"> <li>- پیشنهاد چارچوب کدگذاری و تهیه قالب مضامین</li> <li>- تفکیک متن به بخش‌های کوچک‌تر</li> <li>- کدگذاری ویژگی‌های جالب داده‌ها</li> </ul>
	۳- جست‌وجو و شناخت مضامین	<ul style="list-style-type: none"> <li>- تطبیق دادن کدها با قالب مضامین</li> <li>- استخراج مضامین از بخش‌های کدگذاشته متن</li> <li>- پالایش و بازبینی مضامین</li> </ul>
۲- تشریح و تفسیر متن	۴- ترسیم شبکه مضامین	<ul style="list-style-type: none"> <li>- بررسی و کنترل همخوانی مضامین با کدهای مستخرج</li> <li>- مرتب کردن مضامین</li> <li>- انتخاب مضامین پایه، سازمان‌دهنده و فراگیر</li> <li>- ترسیم نقشه(های) مضامین</li> <li>- اصلاح و تأیید شبکه(های) مضامین</li> </ul>
	۵- تحلیل شبکه مضامین	<ul style="list-style-type: none"> <li>- تعریف و نام‌گذاری مضامین</li> <li>- توصیف و توضیح شبکه مضامین</li> </ul>
۳- ترکیب و ادغام متن	۶- تدوین گزارش	<ul style="list-style-type: none"> <li>- تلخیص شبکه مضامین و بیان مختصر و صریح آن</li> <li>- استخراج نمونه‌های جالب داده‌ها</li> <li>- مرتبط کردن نتایج تحلیل یا سؤالات تحقیق و مبانی نظری</li> <li>- نوشتن گزارش علمی و تخصصی از تحلیل‌ها</li> </ul>

## Qualitative Research Methods

# Reliability & Validity

# Reliability & Validity

- Qual vs. Quant Criteria

- 

- 

Quantitative	Qualitative
Internal Validity	Credibility
External Validity	Transferability
Reliability	Dependability
Objectivity	Confirmability

## Reliability & Validity

- **Criteria**

- ***Credibility***: the extent to which interpretations can be validated as **true, correct, and dependable**



# Reliability & Validity

## • Criteria

### • *Credibility:*

✓ Use triangulation to overcome inherent flaws

- - data - investigator
- - interdisciplinary - theory

✓ Have *adequate engagement in data collection*

- Holistic
- Look for data that supports alternate explanations

✓ Employ reflexivity

*Reflexivity:* the process of reflecting critically upon the self as the researcher, the “human instrument”

# Reliability & Validity

- **Criteria**

- ***Transferability:*** degree to which the results can be applied to other settings/situations

- - Researcher supplies *thick* (detailed) descriptions

- - Pays careful attention to the sample

## Reliability & Validity

- **Criteria**

- ***Transferability:*** “In qualitative research, a single case or small, nonrandom, purposeful sample is selected precisely because the researcher wishes to understand the particular in depth, not to find out what is generally true of the many.”

• (Merriam, 2009, 224)

# Reliability & Validity

- **Criteria**

- ***Dependability***: concerned with whether or not the findings can be duplicated/repeated

- Describes changes in the setting and how those changes affected the research

- ✓ Difficult because human behavior is constantly changing

many interpretations

no benchmarks or static means of measurements

similarity of answers does not ensure accuracy

# Reliability & Validity

- **Criteria**

- ***Dependability***: More important to ask if whether the results are consistent with the data collected

- ✓ **Strategies to help with dependability:**

- triangulation
- peer examination
- investigator's position
- audit trail:

# Reliability & Validity

- **Criteria**

- **Confirmability**: the degree to which the results can be corroborated by others
  - - Results should be well-reasoned
  - - The results of the study vs. the researcher's bias?
- ✓ One concern is *reactivity*
  - - How the act of observation changes a situation