

# Presenting Qualitative Data

Global Health and Social Science Website

# Learning Objectives

- At the end of the session students will be able to:
  - Discuss strategies for presenting qualitative data
  - Discuss ways of giving an oral presentation

# Structure of the session

- Presenting qualitative research
- Using quotes, case illustrations, diagrams
- Framework for writing up qualitative dissertations

# Presenting qualitative research

- Presenting qualitative research, is the final stage of analysis and offers an opportunity to:
  - Refine and clarify thoughts
  - Further interrogate the data
  - Assemble findings in a coherent form
  - Tell a story

# Tips on presenting your qualitative findings

- Aims:
  - Record the work done
  - Give a sense of trustworthy process, methods and analysis
  - Please your audience

Adapted from Riley (1990:156) and Krueger and Casey (2000: 145-155)

# Presenting your qualitative findings - feelings

- Bursting to tell the world
- Jubilation and pride
- Facing an ordeal
- Relief at finishing
- Regrets at what is undone
- Sadness at ending

Adapted from Riley (1990:156) and Krueger and Casey (2000: 145-15)

# Tips on presenting your qualitative findings

- **Techniques:**

- Do it as you go along – develop a structure of your report early
- Think of your audience
- Look at others' reports
- Find what helps you write/make a good environment
- Edit ruthlessly and plan for multiple revisions
- Make the report visually attractive
- Signpost the report structure and how the different parts (chapters, sections) are integrated
- Playing critic
- Ask others to read through draft

# Oral presentations:

- Have a clear structure – be concise and clear
- Control pace and timing and allow time for questions
- Limit your points
- Use visuals and quotes
- Be positive in your approach and try to engage your audience
- adapted from Krueger and Casey (2000: 145-155) and the National Centre for Social Research, (2001)

# Mapping and interpretation: Stage 5 of the framework approach

The analytical hierarchy Spencer, Ritchie and O'Connor (2003)

- Descriptive analysis
- Explanatory accounts

# Descriptive analysis

- Greater understanding and meaning of main themes
- Note range of views, experiences across all cases
- Develop categories
- Describe common features of themes

# Explanatory accounts

- Higher stage of analysis
- Use charts to explore whole data set
- Find patterns in the data
- Build explanations about why the patterns occur

# Using quotes/case illustrations:

- To provide evidence, demonstrate authenticity
- To add colour or life to findings
- To illustrate a particular point
- To demonstrate the language used
- To illustrate details
- Demonstrate the complexity of processes or relationships
  - (source National Centre for Social research (2001) See appendix 1 for examples

# How should I present quotes?

- Use in their raw unedited form (i.e. why we need to write transcripts word by word)
- Only edit quotes to aid comprehension and coherence,
- Indicate omissions with three dots i.e. . . . ., insert clarifying words in square brackets i.e. [malaria] and explanations in ordinary brackets i.e. ( ).

# Presenting quotes - examples

- “At times...the situation demands for money and [mothers-in-law] will tell you there is no money, or the money for the hospital can be used for something else, hence the choice of herbal treatment” (women’s FGD, Blemazado)
- “There are some men, after making a woman pregnant, they...reject the woman and the child, so that when the child is ill and you inform them, they won’t mind (pay attention to) you the woman, let alone pay for any treatment” (individual interview with single mother, Keri).
- Source: Tolhurst & Nyongator (2006)

# How should I decide on which quotes to include?

- 3 criteria in selecting quotes:
- Length: ideally one line - a third of a page long.
- Choose quotations that are typical of the points that you are making.
- Ideal quotations are well expressed and striking – feeling of listening to participants
- (Riley, 1990:161)

# Dealing with translated quotes some challenges

- Should the quotes read as if the interviewees were speaking broken English language? The difference between verbatim and literal translation
- How to handle the terms that are difficult to translate from one culture to another

# How should I refer to a respondent in the text?

- **Preserve confidentiality and protect anonymity.**
- Can be done by using code e.g. F04 = female respondent, interview number 4, or MFGD3 = a male respondent from 3rd FGD. Give brief explanation of system
- Can also use pseudonyms – i.e. a made up name
- Can also use descriptors of type of respondent, location, type of method e.g. (women's FGD, Blemazado)

# Other strategies for presenting analysis of qualitative data

- Case illustrations (National Centre for Social Research)
- Summary chart (National Centre for Social Research)
- Diagrams, pictorial representations (National Centre for Social Research; Ritchie and Spencer, 1994)

# A framework for writing up research reports/dissertations

- Title
- Executive summary or abstract
- Introduction
- Secondary data review/literature review

# A framework for writing up research reports/dissertations

- Methodology
- Aims and objectives
- Overall approach – qualitative or mixed methods
- Research process/research team
- Data collection methods
- Respondents/ sampling
- Analysis process
- Trustworthiness
- Ethical considerations
- See Silverman (2000) for further discussion

# A framework for writing up research reports/dissertations

- Conventional approach as per dissertation guidelines:
  - Results
  - Discussion
- But, in papers and dissertations you will also see the qualitative tradition of interweaving results and discussion

# What should I include in each qualitative results chapter

- Presentation of findings as per emerging themes, use of quotes and other approaches for describing and explaining your findings.
- Contextualisation of findings, and where appropriate critical reflection on your methodology

# Discussion chapter

- Critical links with secondary data reviews, objectives, research process and methodological approach
- A critical reflection of your research process

# A framework for writing up research reports/dissertations

- Conclusion
- Recommendations
- References
- Appendices (possibly including topic guide(s), thematic analysis framework, example of chart)

# Trustworthiness check

- Where possible, have I contacted the person interviewed to get their responses to your analysis process?
- Have I honoured my commitments about confidentiality and privacy? Have I acted in the spirit of the informed consent I received? (Mason, 1996:159)
- Have I have captured the range of perspectives, meanings, understandings etc. from your study group – ‘Fair Dealing’
- Have I involved different people/ perspectives in the analysis process?

# Trustworthiness check

- Have I triangulated the findings - compared and contrasted different views and experiences reported through different methods and with different participants?
- Have I/we been reflexive?
- Is the analytical process I followed transparent and trustworthy?
- Have I achieved all my research objectives?
- Have I fulfilled my responsibility to produce good quality research? (Mason, 1996:159)

# References

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- Ritchie J and Spencer L (1994) 'Qualitative data analysis for applied policy Research' in Bryman A, Burgess G (Eds) Analysing Qualitative Data. London, Routledge.

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- Tolhurst, R., and Nyongator, F. (2006) 'Looking within the household: gender roles and responses to malaria in Ghana'. Transactions of the Royal Society of Tropical Medicine and Hygiene. 100, 321—326.