

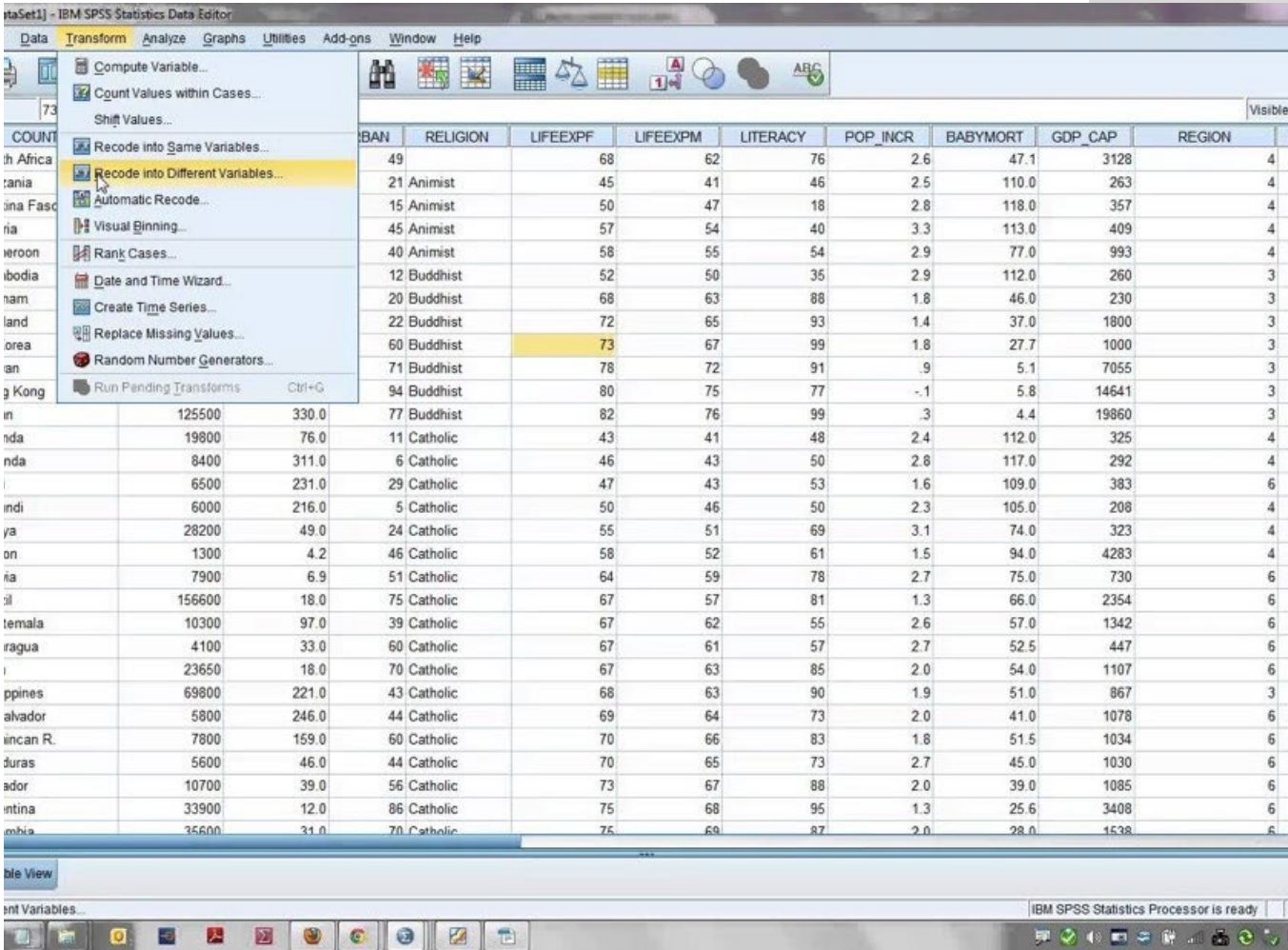
Dr. Anne de la Croix

# Behind the scenes of qualitative research





# What is qualitative research?



COUNTY	RELIGION	LIFEEXP	LIFEEXPM	LITERACY	POP_INCR	BABYMORT	GDP_CAP	REGION
49		68	62	76	2.6	47.1	3128	4
21	Animist	45	41	46	2.5	110.0	263	4
15	Animist	50	47	18	2.8	118.0	357	4
45	Animist	57	54	40	3.3	113.0	409	4
40	Animist	58	55	54	2.9	77.0	993	4
12	Buddhist	52	50	35	2.9	112.0	260	3
20	Buddhist	68	63	88	1.8	46.0	230	3
22	Buddhist	72	65	93	1.4	37.0	1800	3
60	Buddhist	73	67	99	1.8	27.7	1000	3
71	Buddhist	78	72	91	.9	5.1	7055	3
94	Buddhist	80	75	77	-.1	5.8	14641	3
77	Buddhist	82	76	99	.3	4.4	19860	3
11	Catholic	43	41	48	2.4	112.0	325	4
6	Catholic	46	43	50	2.8	117.0	292	4
29	Catholic	47	43	53	1.6	109.0	383	6
5	Catholic	50	46	50	2.3	105.0	208	4
24	Catholic	55	51	69	3.1	74.0	323	4
46	Catholic	58	52	61	1.5	94.0	4283	4
51	Catholic	64	59	78	2.7	75.0	730	6
75	Catholic	67	57	81	1.3	66.0	2354	6
39	Catholic	67	62	55	2.6	57.0	1342	6
60	Catholic	67	61	57	2.7	52.5	447	6
70	Catholic	67	63	85	2.0	54.0	1107	6
43	Catholic	68	63	90	1.9	51.0	867	3
44	Catholic	69	64	73	2.0	41.0	1078	6
60	Catholic	70	66	83	1.8	51.5	1034	6
70	Catholic	70	65	73	2.7	45.0	1030	6
56	Catholic	73	67	88	2.0	39.0	1085	6
86	Catholic	75	68	95	1.3	25.6	3408	6
70	Catholic	75	69	87	2.0	28.0	1538	6



# New researchers' struggles



## Starting Research in Clinical Education

Edited by  
Eliot L. Rees • Alison Ledger • Kim A. Walker



WILEY Blackwell

### 19 Behind the scenes of qualitative analysis: learning from new researchers' struggles

*Anne de la Croix, Malou Stoffels, and Jan Willem Grijpma*

#### Learning objectives

By the end of this chapter, you should be able to:

- Anticipate common struggles in qualitative analysis.
- Develop strategies for navigating common dilemmas when undertaking qualitative analysis for the first time.
- Explain how ingrained post-positivist ideas can impact the qualitative analysis process.

- Embrace subjectivity and refine ways of thinking about rigour.
- Deal with uncertainty when making analytic decisions.
- Select ways to talk about qualitative analysis with



# A qualitative mindset



1

The data

2

The researcher

3

The process



# Qualitative mindset 1 - the data



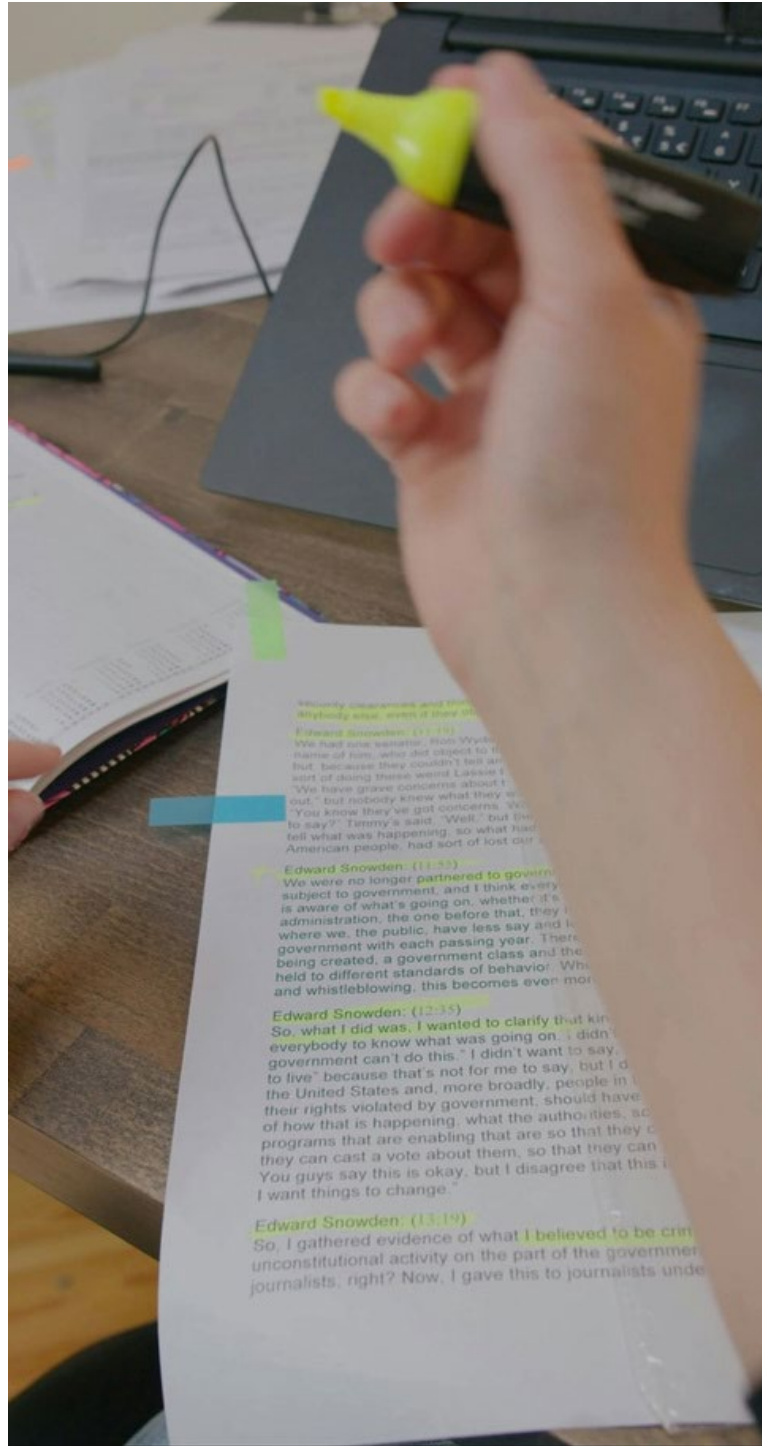


# Example

Our study group meeting is from 3.45 – 5.45 PM. Well, I had to work in the morning that day, so I got up at 6.30 AM. [...] I think I also had a drink the day before, so I was not feeling very well. So yeah, it all piles up and you just get tired. But I could get myself to do something you know, that is not a problem. But you get the feeling that after a while everybody feels like ‘guys, we could also skip the last assignment?’

Grijpma, J. W., Mak-van der Vossen, M., Kusurkar, R. A., Meeter, M., & de la Croix, A. (2022). Medical student engagement in small-group active learning: A stimulated recall study. *Medical Education*, 56(4), 432-443.

# The data

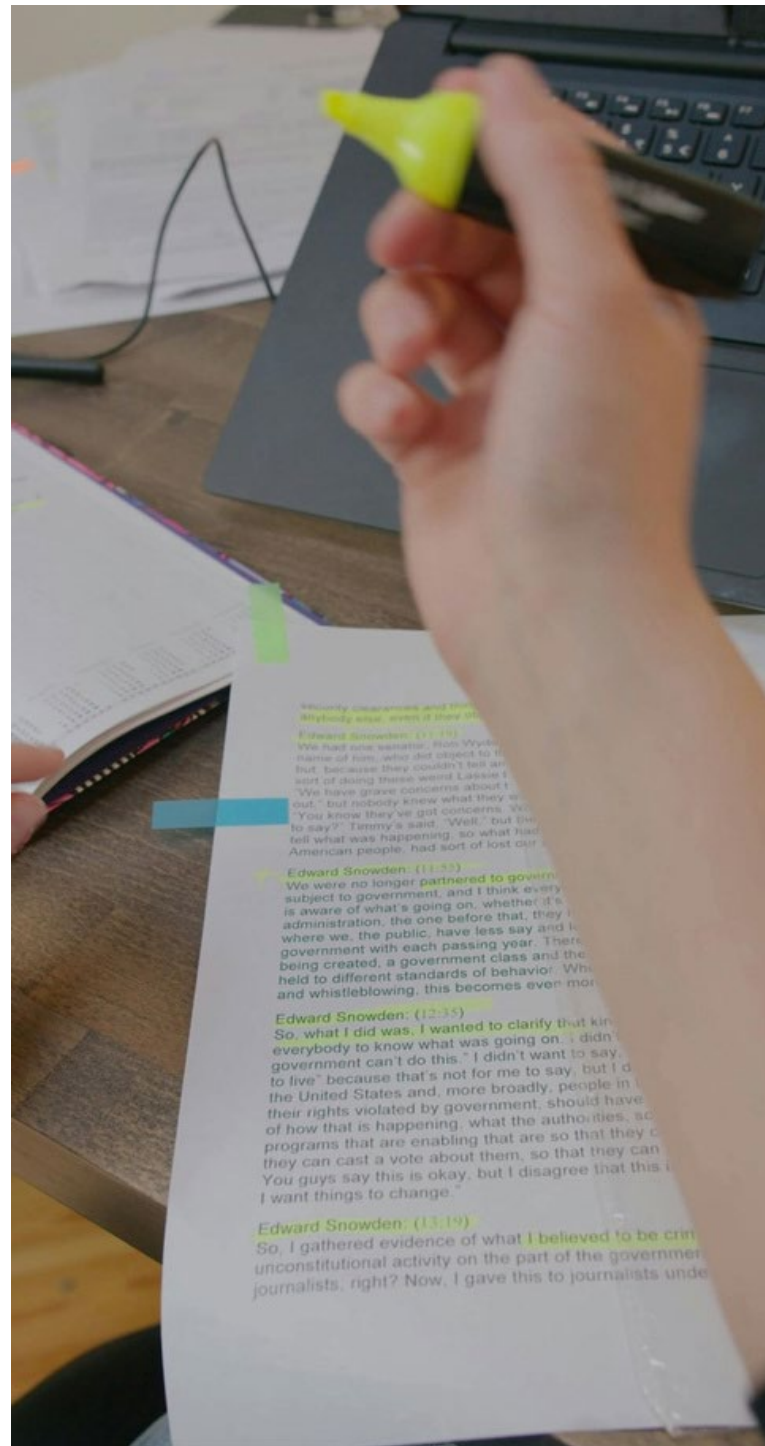


## Remember:

- Each data set has multiple potential 'stories'
- You choose, based on your research question (relevance, originality)
- When familiarising yourself with data: look at multiple aspects

Mattick, K., Johnston, J., & de la Croix, A. (2018). How to...write a good research question . The clinical teacher, 15(2), 104-108.

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## Potential pitfalls:

- Not feeling confident enough to choose
- Staying too close to the data
- Wanting to rush to your results
- Having a desire for interrater reliability early on



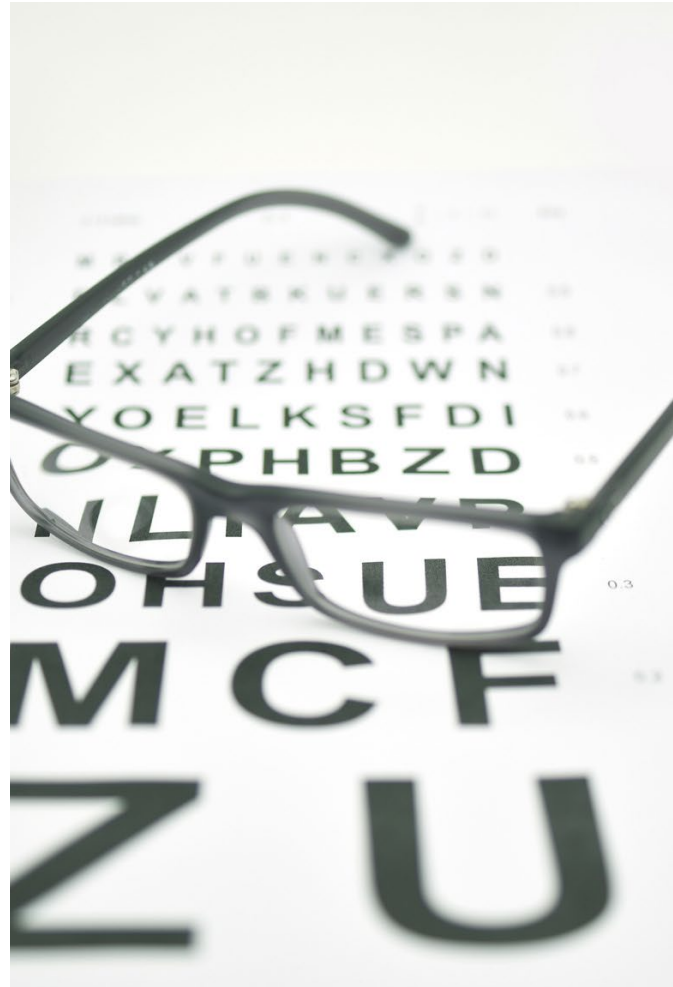
# Qualitative mindset 2 - the researcher(s)



Adapted from: Anderson, R. C., & Pichert, J. W. (1978). Recall of previously unrecalled information following a shift in perspective. *Journal of verbal learning and verbal behavior*, 17(1), 1 - 12.



# The researcher(s)



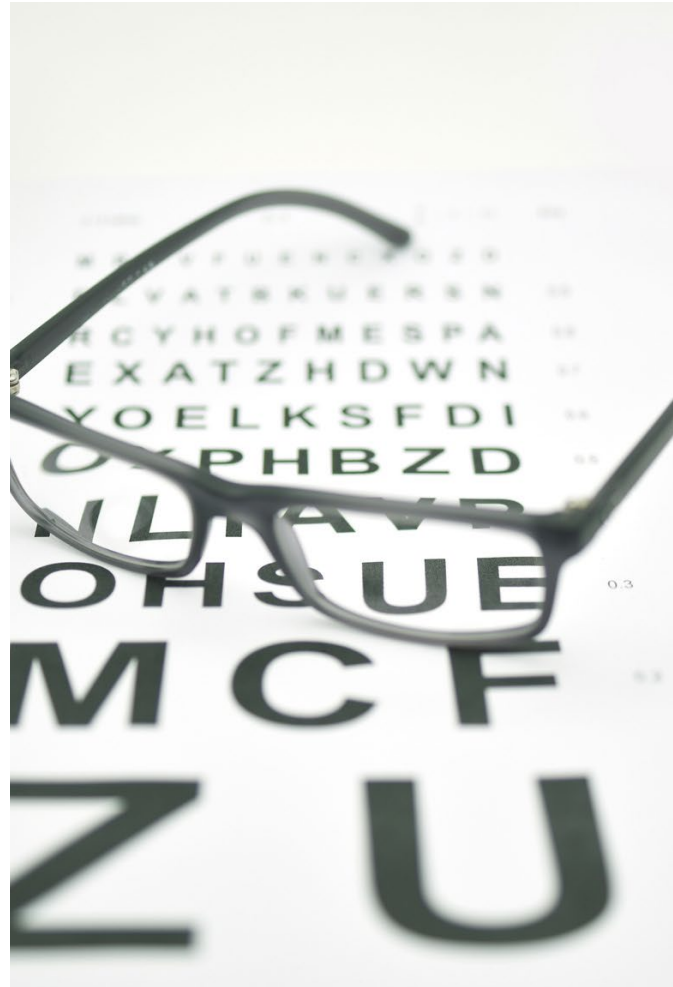
## Remember:

- Know thyself and be clear about your motives
- Never do qualitative research alone!
- Be reflexive in the team, keep track of the process

Olmos-Vega, F. M., Stalmeijer, R. E., Varpio, L., & Kahlke, R. (2023). A practical guide to reflexivity in qualitative research : AMEE Guide No. 149. Medical teacher, 45(3), 241-251.



# The researcher(s)



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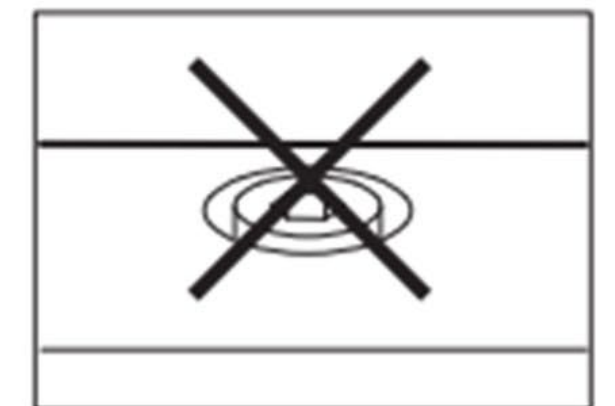
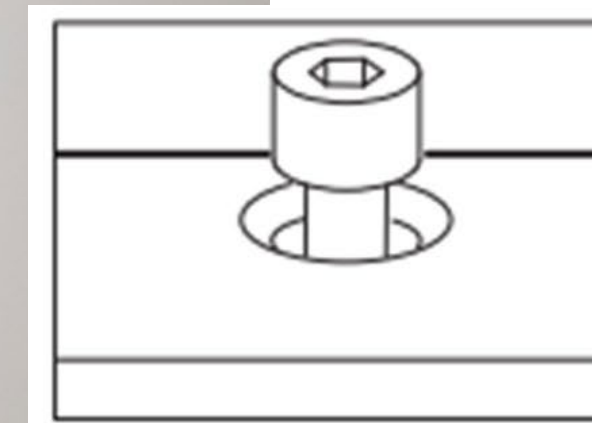
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## Potential pitfalls:

- Seeing different viewpoints in the team as 'wrong'
- Trying to be neutral and objective
- Working alone



# Qualitative mindset 3 - the process





# The process



## Remember:

- Qualitative research has an iterative character
- Quality means alignment between all elements
- ‘Good qualitative questions are usually developed or refined in all stages of a reflexive and interactive inquiry journey’

Agee, J. (2009). Developing qualitative research questions : A reflective process . International journal of qualitative studies in education, 22(4), 431-447

Maxwell, J. A. (2012). Qualitative research design : An interactive approach . Sage publications .

# The process



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Maxwell, J. A. (2012). Qualitative research design : An interactive approach . Sage publications .

## Potential pitfalls:

- Thinking the process is as chronological as a manuscript
- Feeling like there are no ‘anchors’, doubts about decisions
- Confusion in the research team



# A qualitative mindset



1

The data

2

The researcher

3

The process



# Thank you!

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