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Qualitative Methods and Mixed Methods

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FHI 360

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Mixed Methods Research Design
Qualitative Methods

SCELC RESEARCH DAY
MARCH 2019

Emily Namey

What's on deck…

Intro to Qual Methods	What are they?
	When/why do we use them?
The Traditional Methods	Individual interviews
	Focus groups
	Participant observation
Add-ons and Innovations	Projective techniques
	Design-centered activities
Practical Considerations for Design	Sample size
	Cost
	Mode of data collection

Qualitative methods… anyone, anyone?

- Who has used?

- How would you define?
  - What are the distinguishing features?

What is qualitative research?

Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. (Merriam, 2009, p. 13)

Topic oriented

Qualitative research is research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. Sociologists using these methods typically reject positivism and adopt a form of interpretive sociology. (Parkinson & Drislane, 2011)

Method oriented

What is qualitative research?

Qualitative research i_____er in the world. It consists of a set of _____he world visible. These practice_____into a series of representations, inclu_____photographs, recordings, and mem_____rch involves an interpretive, naturalis_____qualitative researchers study thi_____nake sense of, or to interpret, phenc_____g to them.

_____ln, 2011, p. 3)

What is qualitative research?

"Qualitative research involves any research that uses data that do not indicate ordinal values." (Nkwi, Nyamongo & Ryan 2001)

Data oriented

TEXT (>98%)

IMAGES (<2%)

Strengths of qualitative research

- Enhanced flexibility

- Can probe into responses as needed and get explanations

- Can get information not anticipated by researcher

- Can capture complex information/processes

- Generates data in the vernacular

- In general, obtains better validity than more structured inquiry

How?

Why?

Note: "Ethnography", "Formative Research" and "Rapid Assessment" <u>not</u> synonymous with qualitative research

Use qualitative research when…

Little/less is known about topic/population

Fixed-response categories

Systematic Elicitation (e.g., free lists, pile sorts)

Topics established – questions scripted

Topics established – questions unscripted

Topics not established

Structure

Use qualitative research to…

- identify or explore things

- establish the range of responses/ideas/etc.

- examine processes

- understand complex experiences/beliefs/behaviors

- generate in-depth explanations and/or understand causation

- engage and involve

Use qualitative research in a mixed methods design to…

- Generate a broad understanding of the issue(s) before trying to quantify their frequency or distribution
  - Before developing a quant instrument, to understand the appropriate topics and response options
  - To generate vignettes, case studies, examples for use in quant

- Better understand causality, once statistical associations are known
  - After quant, to understand the how and why of results/findings
  - To generate explanations of findings in participants' own words

Don't use qualitative research alone if...

- You need to measure things/variation

- You need large sample sizes

- Statistical methods are your primary form of analysis
  - (e.g., do you need p values?)

- Your audience is numerically inclined

In-Depth Interviews

(IDIs)

IDIs: What are they?

- 1 on 1 discussion (typically)
- Open-ended questions
  - Unscripted follow-up "probes" for depth, clarification, elaboration
- Conversation-like
- Relaxed rapport
- Usually audio-recorded

Participant is the expert!

Use IDIs if…

- you're interested in personal narratives

- you have "key" informants

- the topic is sensitive

- response independence is important

IDIs are analytically 'cleaner' than focus groups.

IDI example

- What makes a good birth experience for women in the US?
- Surveys identify some of the what – but not *why*
- Qualitative methods needed: IDI or FG?
    - Personal narratives
    - Topic can be sensitive
    - Response independence is important

- FG got at normative level – what women think they should think/say (cultural norms)

- IDI allowed direct expression of individual beliefs & priorities

Interviewing logistics

Where to interview

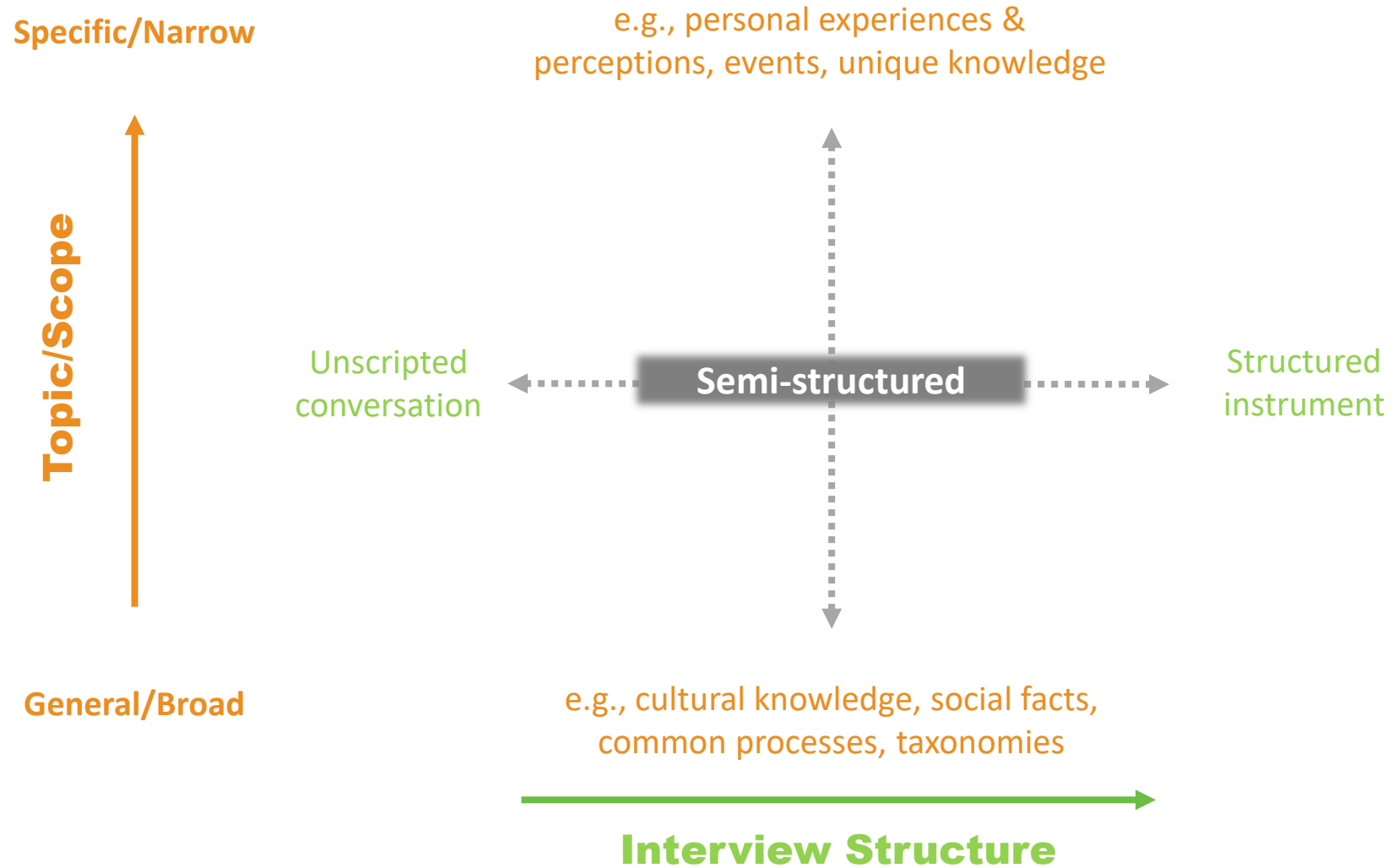- quiet and private location (if possible)

When to interview

- scheduled (preferred) vs. spontaneous
- informal IDI may be part of participant observation

Length

- typically 1 hour
- prioritize questions to time allotted

Interview typology

Specific/Narrow

e.g., personal experiences &
perceptions, events, unique knowledge

Topic/Scope

Unscripted
conversation

Semi-structured

Structured
instrument

General/Broad

e.g., cultural knowledge, social facts,
common processes, taxonomies

Interview Structure

Interview topic/scope (y-axis)

Depends on:

- Research objectives
- How much is already known

Generally, start broader then move to the specifics

- Within interview itself
- Within larger research context

The more broadly shared something is, the easier it is to investigate.

Interview structure (x-axis)

The less known about the topic, the less question structure possible

- But, structure greatly facilitates comparative analysis – across time, space and interviewers
- At the very least, establish interview TOPICS

If in doubt, err on the side of more structure

If don't even know topics, do more formative research

Less-Structured Guide

BIRTH NARRATIVE
Why don't you begin by simply telling me the story of your childbirth experience[s], highlighting three things that made it "good" and three things that made it "bad".

POTENTIAL PROBES

Preparation
Did you feel prepared for the experience you had? How did that affect your feelings about the birth? Was there anything in particular that you did not feel prepared for? What impact, if any, do you think your level of preparedness had on whether or not you had a good birth? Is there anything you would suggest for expectant mothers to help them prepare?

Relationship with provider
How would you describe the relationship you had with the provider who delivered your baby?
What effect do you think that relationship had on your experience?

Social support
How did the people around you contribute to your birth experience?   (spouse/partner, nurses, doula, providers) What specifically did they say or do? How did having these people with you make you feel?

Mode of delivery
How did you feel about the way you delivered (e.g., vaginal, VBAC, planned C/S, unplanned C/S)? How did the mode of delivery affect your birth experience, in a good or bad way?

Control/Self-efficacy
How much control did you want in your labor and birth? Did you feel you experienced this level of control? Why/why not? What contributed to this? Can you define what "having control" or "being in control" means to you? What impact, if any, do you think being in control had on whether or not you had a good birth?

Semi-Structured Guide – Sequential

domain headers

CONDOM USE
Let's now talk about condoms. When you have sex with a woman, how is it decided to use or not use condoms?
[If respondent does not mention, ask: who usually makes the decision? What criteria are used to make this decision?]

Which circumstances would change your mind about using or not using a condom?

In thinking about the different kinds of sexual partners that you mentioned earlier, explain how your condom use may be different with different types of partners.

sub-questions

COMMUNICATION
Thank you for your responses. Let's now move to the next section of the interview and discuss what you talk about before having sex with a woman.

rapport

topic transition explanation

What do you usually talk about with your sexual partners before having sex?

How is the conversation different with different types of partners?

question type transition explanation

RELATIONSHIP TERMS
Thank you for your responses. We are now at the last section of the interview. In this section, I'm going to give you three different words related to relationships between men and women. I will then ask you what each word means to you and ask you to give examples.

In the context of relationships between men and women, what does the word "faithful" mean to you?

Semi-structured guide - Matrix

	Set-Up	Pre-Intimacy	Intimacy	Post Intimacy
Context	□ When & where meet? □ What else was going on at the time (e.g., social occasion, etc)? □ Who was around?	□ Where were you? □ Where did you go? □ Was place familiar?	□ Any discussion about condom use/previous sexual experiences?	□ Any discussion about condom use/previous sexual experiences and condom use this partner?
Behavior	□ What did you do? □ Was meeting planned?	□ What happened? □ Who made first move?	□ What activities? □ Petting, masturbation, oral	□ What did YOU do/ where go? □ Where go? □ What did HE do/Where go?
Thoughts, Decisions, Condoms	□ What thinking? □ Did you think you would have sex with him?	□ What thinking? □ Was sex planned? □ How decide on sex?	□ What thinking? □ Condoms?	□ What thinking?
Feelings	□ What feeling (mood)? □ What do you think he was feeling (mood)?	□ What feeling (mood)? □ What do you he was fee	Matrix approach allows for more natural flow (no need for explicit transition statements)...but harder to compare...	od)? k he was
Alcohol & Drug Use	□ Who drank/did drugs? □ What? How much? □ Who started? □ What role did alcohol or drugs play in your decision to become more intimate?	□ Who drank/drugs? □ What? How much? □ Who started? □ What role did alcohol or drugs play in your decision to have sex?	drugs? □ What? How much? □ Who started? □ What role did alcohol/drugs play in your decision to use/not use condom?	ugs? □ What? How much? □ Who started? □ What role did alcohol/drugs play in your decision to use/not use condom?

Effective Interviewing

- Be respectful and be the novice

- Know your research objectives

- Know your "spiel"

- Practice interviewing

    - Role-playing exercises, pilot interviews, informal practice sessions

- Practice using the equipment

    - Check batteries (have spares), microphone

    - Know how to use special features (don't use VAR)

- **Know your interview guide/topics!!!**

    - Use an "intent guide"

Intent Guide E.G.

Interview Question	Rationale or Intent
WARM UP Describe for me your history of counseling on HIV prevention. This can be within the context of a clinical trial and through HIV prevention programs.	Here we just want to know who this counselor is and what experience(s) she has had. Essentially, what knowledge and experiences is she drawing from when we ask her the subsequent questions.
• How long? • What study or studies or programs? • What were the general characteristics of the population involved? • What has been your general experience in your career as a HIV counselor?	The follow up probes are to be used if these points are not covered in her open response to Q1. I think the first two are self-explanatory. The third, about general characteristics of the population involved, we want to know whether she counseling women or men, if they were sex workers or general population, average income (low, middle, high) of participants, education level, etc. The final bullet is asking her to reflect on her general experience – has it been rewarding? Challenging? Has she seen lots of different responses to counseling, or some major trends? You don't have to go into a lot of detail and probing here, but these are ideas of the types of information that we're asking for.

Focus Groups

(FGs)

FGs - What are they?

A research method!

- Carefully planned discussion with a small group of people on a focused topic

- Group dynamics are used to stimulate conversation

    - Cognitive triggers

    - Sharing experiences

Use focus groups...

- If want a broad range of perspectives

- When studying social norms

- If interested in group dynamics

- If topic is a group process

- When evaluating a product/service/program

- When time and funds are limited

Don't use focus groups…

- When topic is highly charged or controversial

- If the topic is sensitive or highly personal

- If interested in individual narratives

- If you need quantifiable results

Focus Group Example

❖ Comparable prevalence of urinary incontinence (UI) across ethnic groups

- 70% of white compared to 16% Hispanic, 6% Black, and 5% Asian women with UI admitted to seeking care (Morrill, Lukacz, Lawrence, Nager, Contreras, & Luber 2007)

❖Used FGs to compare norms around UI among different ethnic groups in the southern US

- White, African American, Latina

FGs - Logistics

- Length
  - Approx. 2 to 2.5 hours
  - Approx. 12 questions
- Staff
  - Moderator - Facilitates discussion & manages group
  - Note-taker - Takes notes, runs technology, manages logistics
  - Both debrief after FG

- Environment
  - Consider seating, eye contact, food, privacy
- Size
  - Recommended ranges: 6 to 12 people
  - Typically aim for 8

FGs - Composition

✓ Participants usually do not know each other

  • Pre-existing social relationships can influence what people are willing to say

✓ Participants are generally similar

  • "Similarity" defined to some extent by the research

✓ Avoid power differences

✓ Key is creating comfortable environment

Participant Observation

(PO)

PO – What is it?

- **Free form observation technique**
  - Immersed in context
  - Includes observing and informal conversations
  - Distinguished from "direct observation"
- **Why observe?**
  - Researchers may not know the right questions to ask
  - What people say they did/do/will do is not always accurate
  - Physical context is often important determinant of behavior
- **Often used in early formative research**
- **Rarely used alone**

Participation continuum

Applied research

Traditional ethnography

Minimal Participation

Full Participation
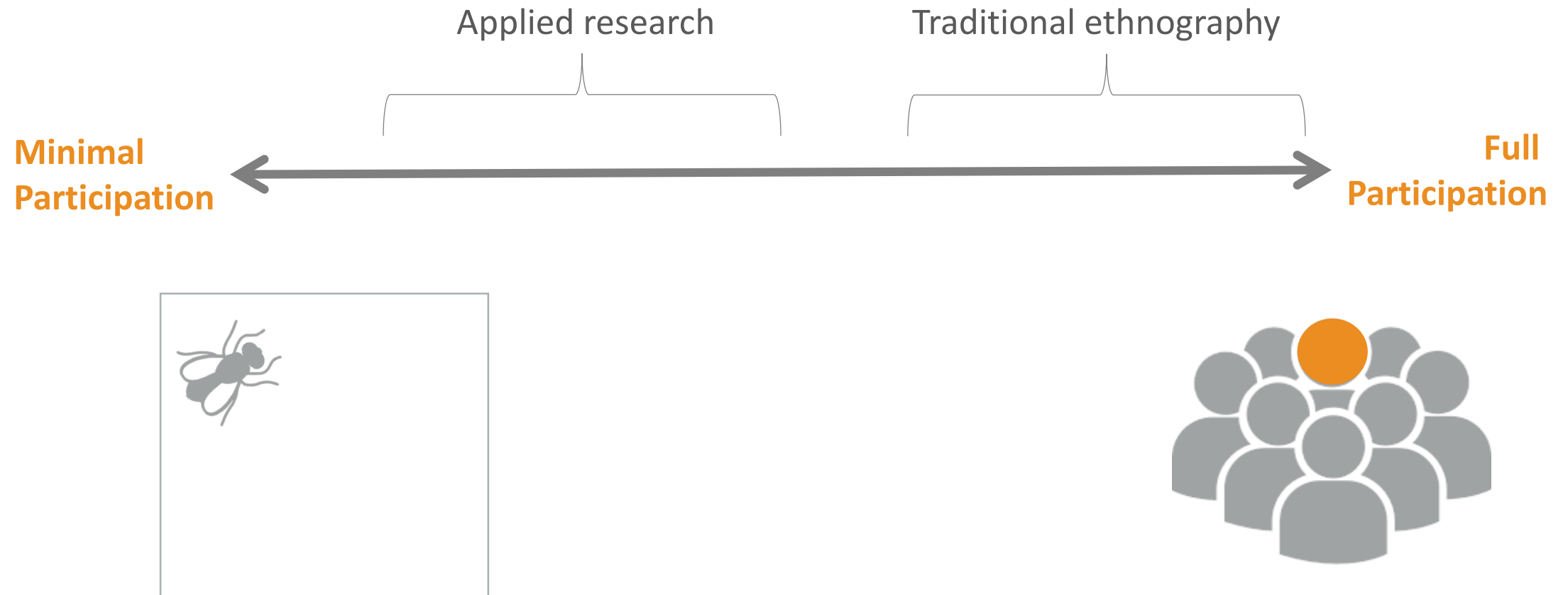
When to Use Participant Observation

- When topics of inquiry are not established (i.e. exploratory)

- When validity of self-reported data is suspect

- Identify what goes unreported

  - Reporting biases

  - Limitations of "procedural memory"

- When physical context is critical to research objectives

- When <u>observable</u> behavior is an outcome of interest

PO example
(Koester & Hoffer 1994)

- Early 1990s needle sharing declined among drug users
  - HIV transmission persisted in this population

- Participant observation of heroin users
  - Confirmed needle sharing did not occur
  - Cross-contamination of instruments to cook & share heroin was observed (i.e., "indirect sharing")

PO Example
(Page & Evans, 2003)

- State of FL survey finding that tobacco use by African American youth was relatively low.

- Used PO to investigate

  — Found that "Black & Milds," a cigarillo with 5 to 12 times the nicotine of cigarettes, was the tobacco product of choice among youth

- Concluded that since users of these cigarillos "tend not to recognize them as tobacco and believe they contain no nicotine"

  — the self-reported survey data were probably *truthful*, though an *inaccurate representation* of tobacco use among African American youth

PO logistics

What to observe?

- Physical area, who's there, what they are doing

Where to observe?

- Places where behavior of interest occurs
- Often public space or event, but privately owned spaces also used (need permission!)

When to observe?

- Consider temporal variations in topic of interest
- Capture temporal range of behavior/activity
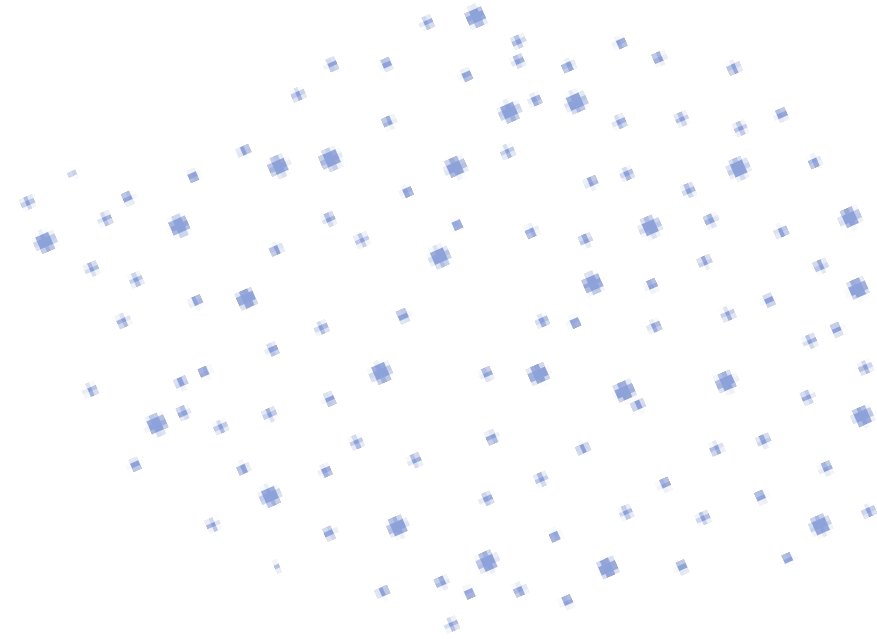 - Does it vary by: Time of day? Day of week? Season?

Taking field notes

- Begin each entry with the date, time, and place

- Leave space on the page for expanding your notes

- Use shorthand (key words/phrases) and/or recording device

- Expand raw notes ASAP (within 24 hours)

- **Separate observations from interpretations!**

Add-ons & Innovations

Projective Techniques

Projective techniques

"Indirect" methods used in qualitative research

- **Questions or activities that have no obvious answer**

- Since the answer is not obvious to the respondent, s/he is required to *project* a truthful answer

- Can circumvent politically correct or socially desirable answers to reveal deep motivations, beliefs, attitudes and values
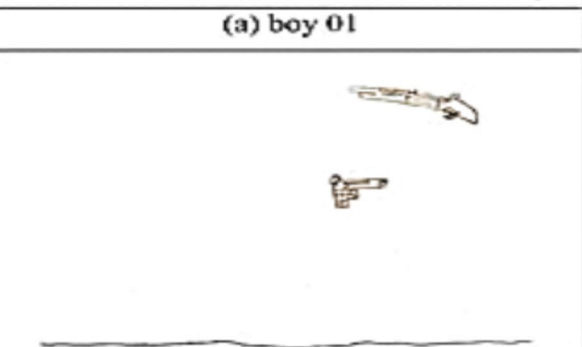 - emotional drivers of behavior lie below conscious awareness
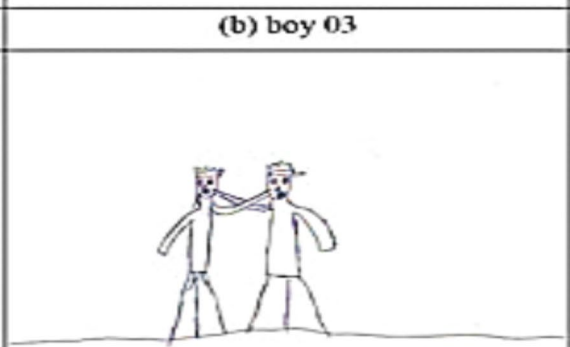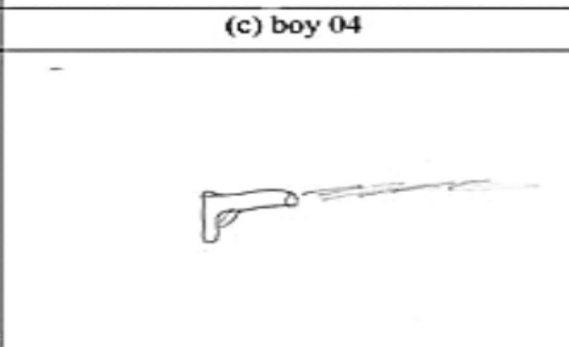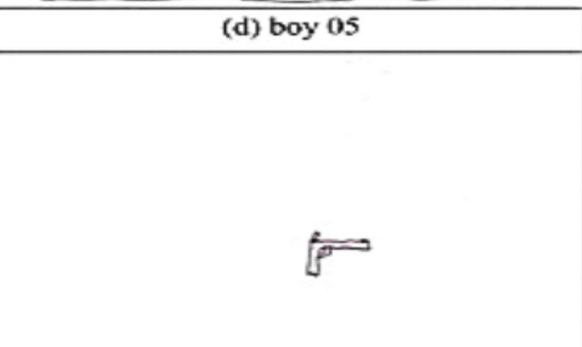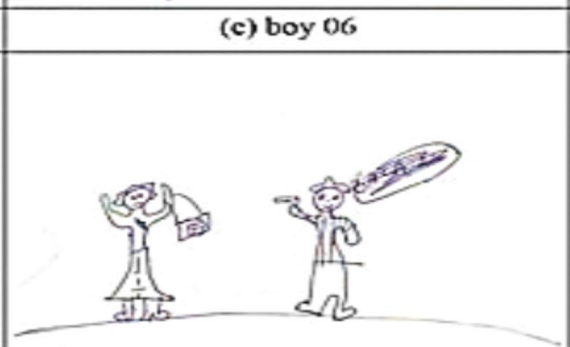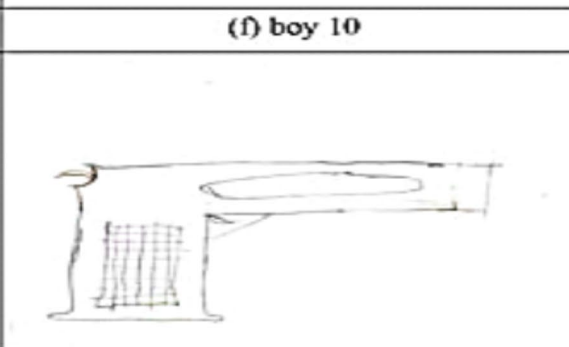
Projective techniques

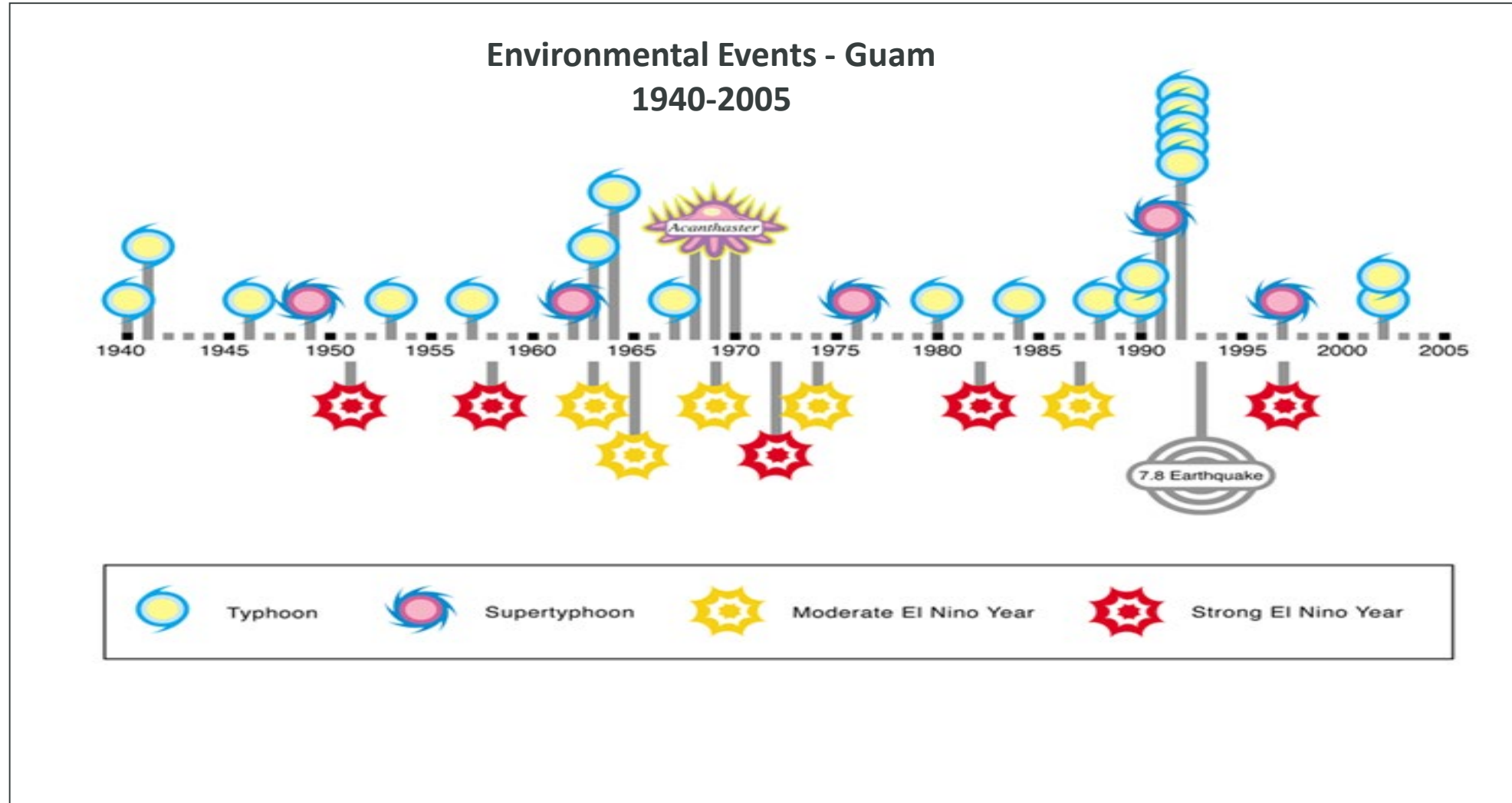|				
Status	Belonging	Achievement	Recognition	Family Values
Power	Nurturing	Time	Love	Control
Fun	Adventure	Reinvention	Curiosity	Wish Fulfilment

Visual techniques

- Use of images to stimulate discourse
  - Can be participatory (participants generate images) or researcher-driven (researcher provides images)
  - Can be video, photographs, drawings
- Participants discuss images (individual or group)
- Typically analyze discourse (can directly analyze images but is highly interpretive)

Drawing

(a) boy 01   (b) boy 03   (c) boy 04   (d) boy 05   (e) boy 06   (f) boy 10   (g) boy 12   (h) boy 13   (i) boy 16

http://www.qualitative-research.net/index.php/fqs/article/viewArticle/1296/2804#g1

Timeline

Environmental Events - Guam
1940-2005

Activity mapping

Personification

- Associative technique

  - What do people associate with certain behaviors (or products, places, etc....)

  - Uncover **stereotypes** or preconceived notions associated with certain behaviors or people who enact certain behaviors

- Constructive technique

  - Build a story around each picture, what led to it and what may happen in future

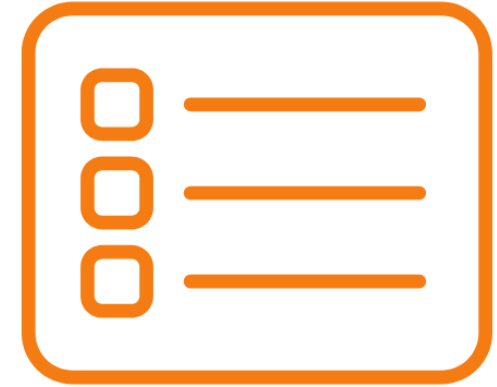- Picture sorting activity allows people to use visual markers as prompts
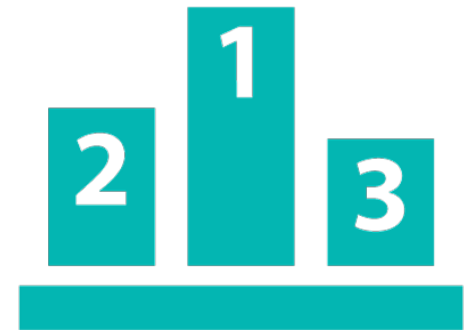
Personification

Structured IDI and FG activities
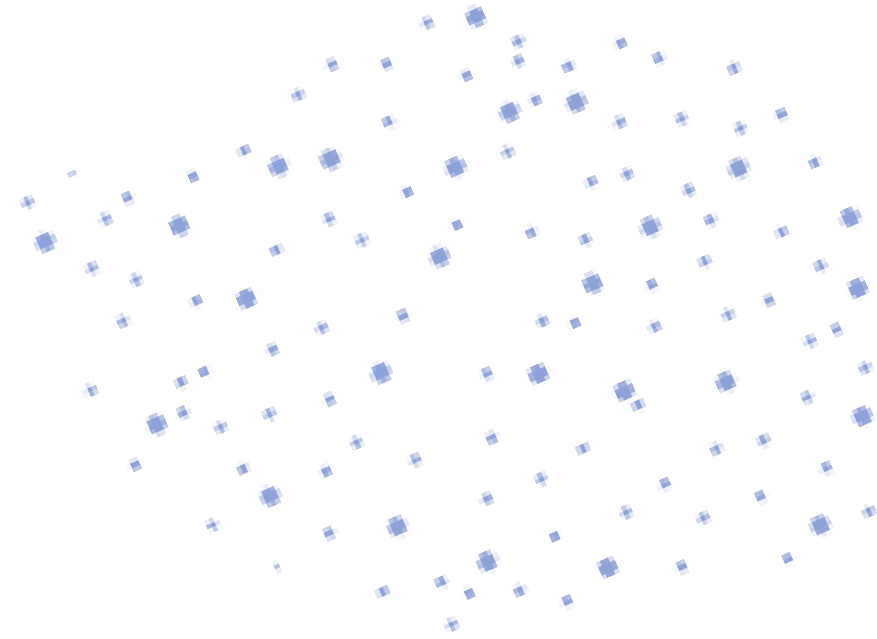
- Listing
    - Helpful for identifying range of items in a domain
    - Good starting point for an IDI/FG
    - After list, can get explanation/elaboration

- Categorizing

- Rating/Ranking

Design Thinking/ HCD
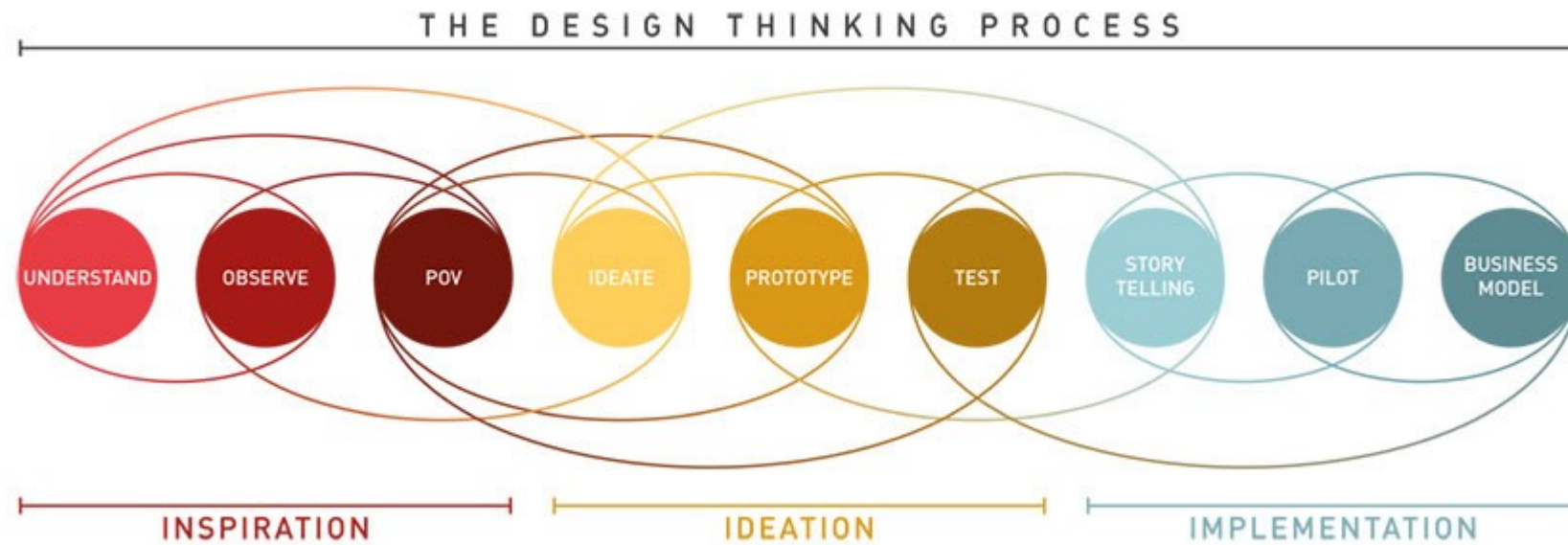
HCD and Ideation

*Human Centered Design is a **multi-stage**, **interactive**, and **iterative** process that prioritizes an individual's **lived experiences** and seeks to **identify solutions** to address **context-specific challenges**.*

Traditional Qualitative SBR		Human-Centered Design Research
Generate information / theories about behaviors **to inform design or intervention goals**	Overall Objective	**Arrive at new solutions** based immersive experience of end-user & context
Immersion by researchers often "**behind the scenes**" to reduce participant "reactivity"	Proximity to Field	Immersion by multidisciplinary research team **in the field**, allowing for immediate feedback
Audio-recordings and verbatim transcriptions preferred	Data Capture	Field notes and rich media assets preferred
Step-by-step "auditable" process, with **emphasis on scientific rigor**	Synthesis of Findings	**Rapid and iterative** review of data to generate **creative insights**
Text to convey the content with dissemination in peer-reviewed **journals**	Outputs & Dissemination	**Rich media collateral** and a toolkit of assets that facilitate empathetic ideation

Adapted from Tolley 2018

HCD and Ideation

THE DESIGN THINKING PROCESS

UNDERSTAND · OBSERVE · POV · IDEATE · PROTOTYPE · TEST · STORY TELLING · PILOT · BUSINESS MODEL

INSPIRATION · IDEATION · IMPLEMENTATION
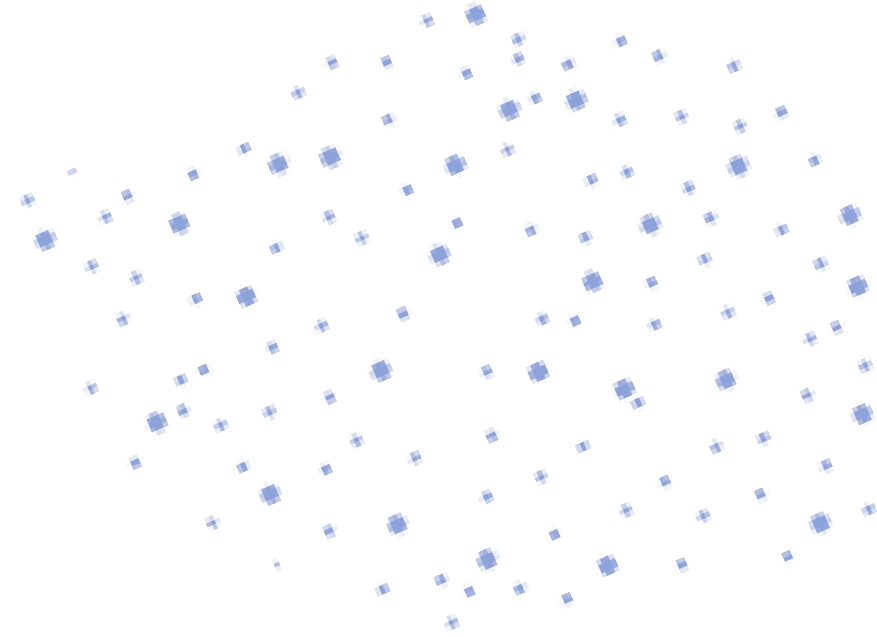
Source: https://www.interaction-design.org/literature/article/design-thinking-a-quick-overview

Idea generation

Role Play

Role Playing

- Uses personas and scenarios to direct participants to consider how a product or service would be received by people in different roles and situations to:

    - Explore an existing situation or product

    - Generate empathy by simulating an experience or situation

    - Verify concepts through trial and rapid, iterative prototyping

- SIMPLE + INEXPENSIVE

Role Playing

Journey Mapping

Journey Mapping

- Involves key stakeholders in an interactive, creative process to identify how an individual engages in a given *experience.*

  - Product, service, process, place

- Allows users an opportunity to determine key moments, including pain points, facilitators, and opportunities for improvement.

- Considering the arc of an individual's experience provides more opportunities for innovation to improve the experience.

Journey Mapping
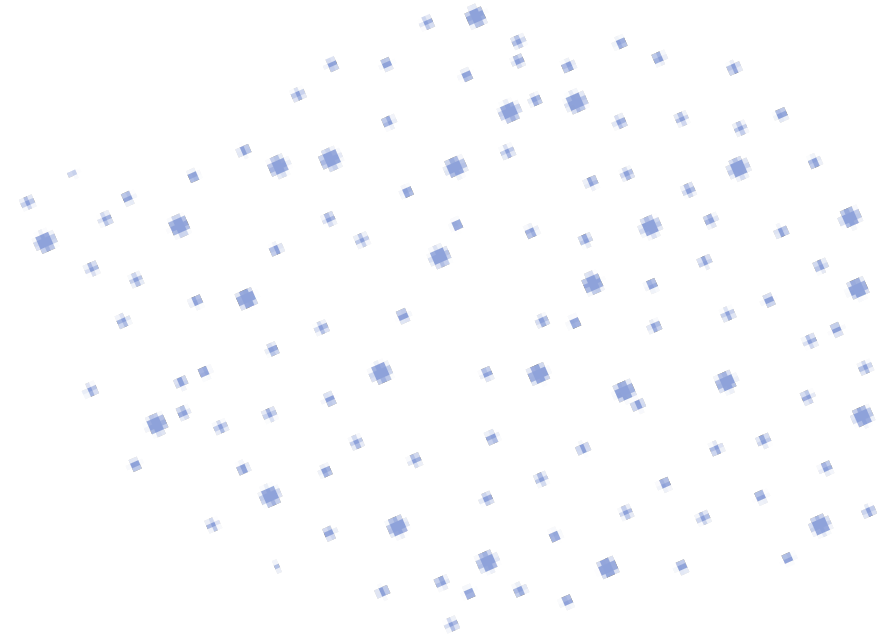
Future-building

Future building

- Imagine the headlines of tomorrow

    - Encourage people to get as "out there" as they can

    - Does not need to be limited to the specific topic area of interest

- To move beyond a mindset of only being able to "predict the future as a reflection of the past"

    - Stretches mindsets into a place that is beyond where previous experiences can build assumed narratives

    - Facilitates a rebound effect that allows participants to return to the task at hand with less focus on the limitations of current technologies

Take-aways
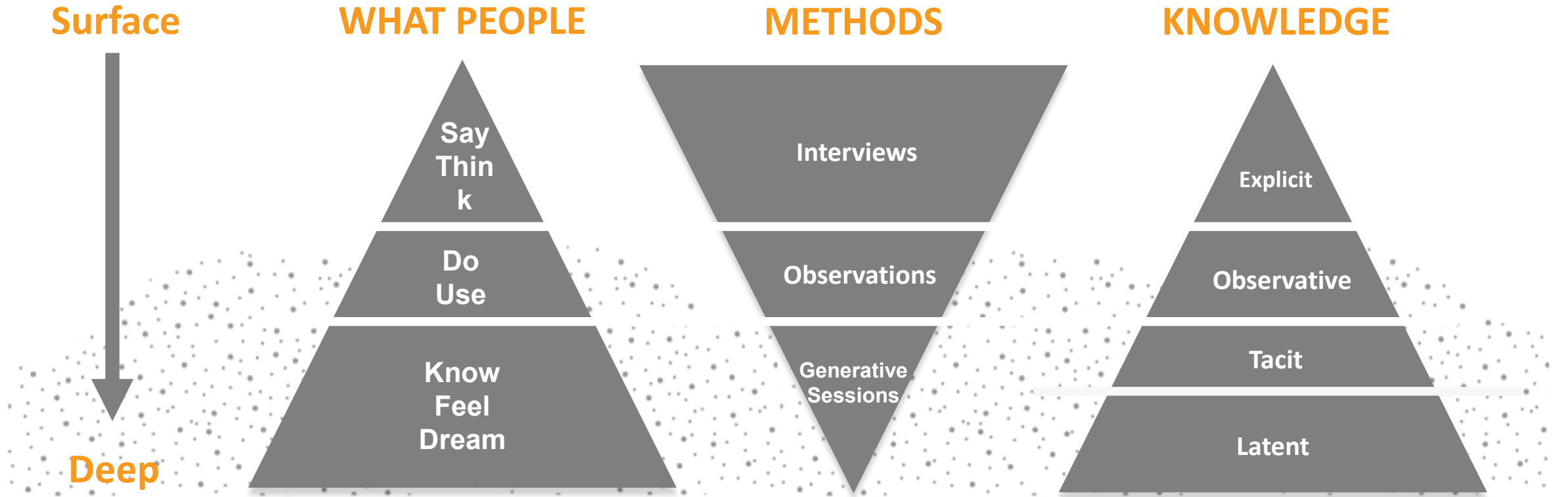
Sample Size & Cost

CONSIDERATIONS & EVIDENCE

Sample size for qualitative research

Most commonly cited criterion is (theoretical) "saturation"

"The point at which no new information or themes are observed in the data."

SATURATION depends on . . .

- Homogeneity/knowledge of sample
- Complexity & breadth of topic
- Degree of instrument structure
- Analytical objectives
- Analyst categorization style

What we know about saturation – IDIs

- Usually 10-12 in-depth interviews is enough (>80% of themes), if:
    - Topic is focused
    - Sample is relatively homogeneous

- As few as 6 individuals may be enough to get high-level themes (~70%)

- For heterogeneous groups and different objectives will require more . . .

Guest et al. 2006

⚠️ Audience may need more to be convinced!

What we know about saturation - FGs

- > 80% of all themes found within 3 focus groups

- > 90% of themes found within 4-6 focus groups

- 3 focus groups enough to identify all of the most prevalent themes (most frequent tercile)

Guest, G., Namey, E., McKenna, K. How many focus groups are enough? Building an Evidence Base for Non-Probability Sample Sizes. *Field Methods*. In press. (doi:10.1177/1525822X16639015, first published online April 28, 2016)

Taking it a little further – Bootstrap samples

- **IDIs required:**
  - 8 to reach 80% saturation (CI 5-11)
  - 16 to reach 90% saturation (CI 11-26)

- **FGs required:**
  - 3 to reach 80% saturation (CI 2-4)
  - 5 to reach 90% saturation (CI 3-7)

Namey, E., Guest, G., McKenna, K. Evaluating Bang for the Buck: A Cost-Effectiveness Comparison between Individual Interviews and Focus Groups based on Thematic Saturation Levels. *Am J Eval*. 37: 425-440. Sept 2016.

IDIs or FGs?

Using data from the same study, we compared IDIs and FGs on:

- Ability to generate an exhaustive list of items (brainstorming task)
- Likelihood of generating sensitive themes/information
- Cost to conduct

Guest, G., Namey, E., Taylor, J., Eley, N., McKenna, K. Comparing focus groups and individual interviews: findings from a randomized study. Intl J Soc Res Meth. 2017. http://dx.doi.org/10.1080/13645579.2017.1281601.

Namey, E., Guest, G., McKenna, K. Evaluating Bang for the Buck: A Cost-Effectiveness Comparison between Individual Interviews and Focus Groups based on Thematic Saturation Levels. Am J Eval. 37: 425-440. Sept 2016.

Number of Items Generated in Free-Listing Task

Q: *What are the most common health problems in the African American community in Durham?*

- Focus groups and individual interviews generated 75% (27 of 36) of the same items

- 5 items unique to focus groups; 4 items unique to individual interviews

- At event level, focus groups and individual interviews generated similar numbers of unique items

- On a per-person basis, individual interviews generated a broader range of items

New items generated per data collection event
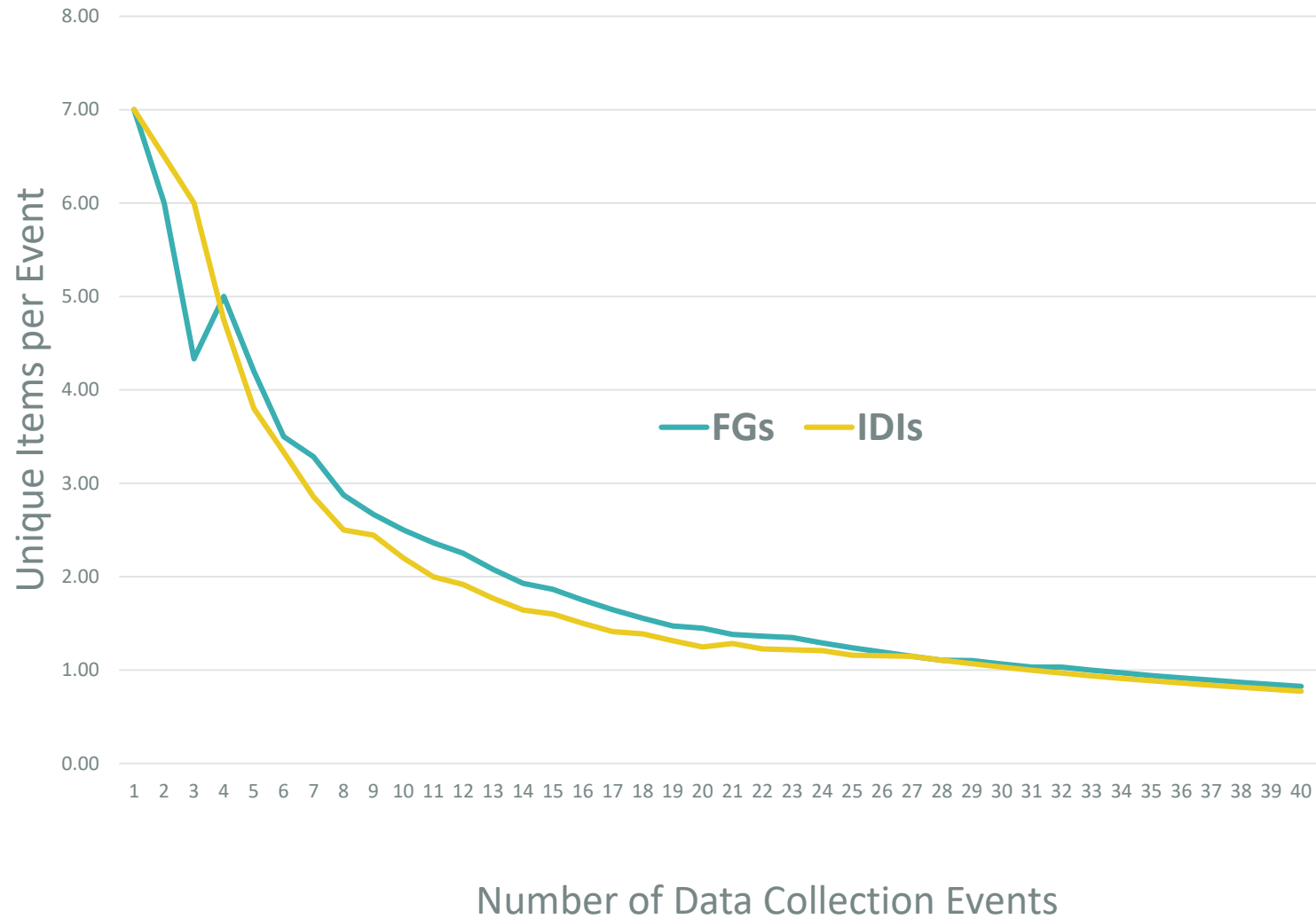
New items generated per participant by data collection event
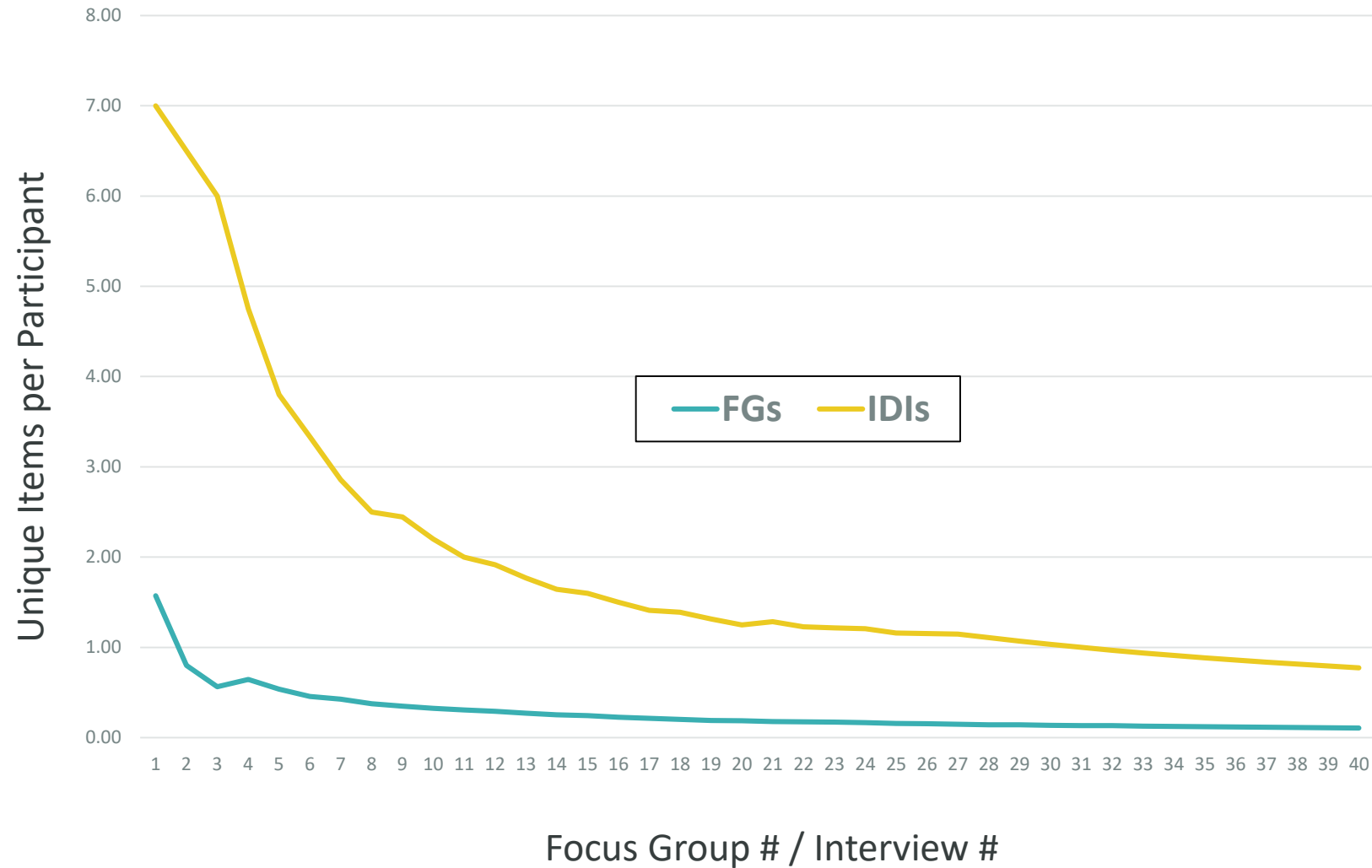
Spontaneous mention of sensitive themes

Sensitive Theme

Information one would reasonably expect people to be reluctant to disclose to a stranger, such as in a data collection context. E.g., information that is highly personal, taboo, illegal, or socially stigmatized in nature.

- Total of 10 sensitive themes identified across FGs and IDIs

- No sensitive themes unique to, or more prevalent in, IDIs

- 2 themes — homosexuality and sexual abuse —only expressed in FGs

- 4 sensitive themes identified statistically more frequently in FGs than in IDIs (Fisher's Exact Test; p-value < 0.05)
  - Addiction/substance abuse, Incarceration/criminal activity, Mental illness, Illicit drug use

Cost-effectiveness comparison – FGs & IDIs

Compares the cost-effectiveness of focus groups and individual interviews in reaching thematic saturation.

- Bootstrap simulation generated 10,000 random samples from each dataset (FG and IDI)

- Calculated the number of data collection events to reach 80% and 90% levels of thematic saturation

  - Computed the median and the 5th and 95th percentiles (non-parametric 90% CI)

Calculated the cost of data collection to reach saturation levels across several contexts.

Cost calculations

Costs from researcher's perspective

Co = [x (ppts x I)] + [y (DC + T)], where:

Co = total cost

x = number of events to saturation

$ppts$ = number of participants per event

I = participant incentive cost

y = number of hours to reach saturation

DC = moderator's hourly rate

T = hourly rate for transcription

Comparison of number of data collection events, time, and costs to reach 80% saturation, based on distribution of bootstrap samples

| | Type of data collection | (x) # Events to saturation | (y) # Hours | (Co) Total cost to saturation | IDIs relative to FGs | | | |
					Time diff. (hrs)	% Time diff.	Cost diff.	% Cost diff.
Lower	IDIs	5	3.74	$929	0.28	8.09%	-$524	-36.05%
[5th]	FGs	2	3.46	$1,453				
Median	IDIs	8	5.64	$1,420	0.20	3.68%	-$819	-36.57%
	FGs	3	5.44	$2,238				
Upper	IDIs	11	8.55	$2,107	0.88	11.47%	-$975	-31.64%
[95th]	FGs	4	7.67	$3,082				

Comparison of number of data collection events, times, and costs to reach 90% saturation, based on distribution of bootstrap samples

		(x)	(y)	(Co)	IDIs relative to FGs			
	Type of data collection	# Events to saturation	# Hours	Total cost to saturation	Time difference (hrs)	% Time difference	Cost difference	% Cost difference
Lower	IDIs	11	7.85	$1,971	1.95	33.07%	-$376	-16.01%
[5th]	FGs	3	5.90	$2,346				
Median	IDIs	16	12.09	$2,998	2.97	32.57%	-$746	-19.92%
	FGs	5	9.12	$3,743				
Upper	IDIs	26	19.09	$4,763	5.49	40.40%	-$673	-12.38%
[95th]	FGs	7	13.60	$5,435				

Effects of independently varying input values at 80% saturation
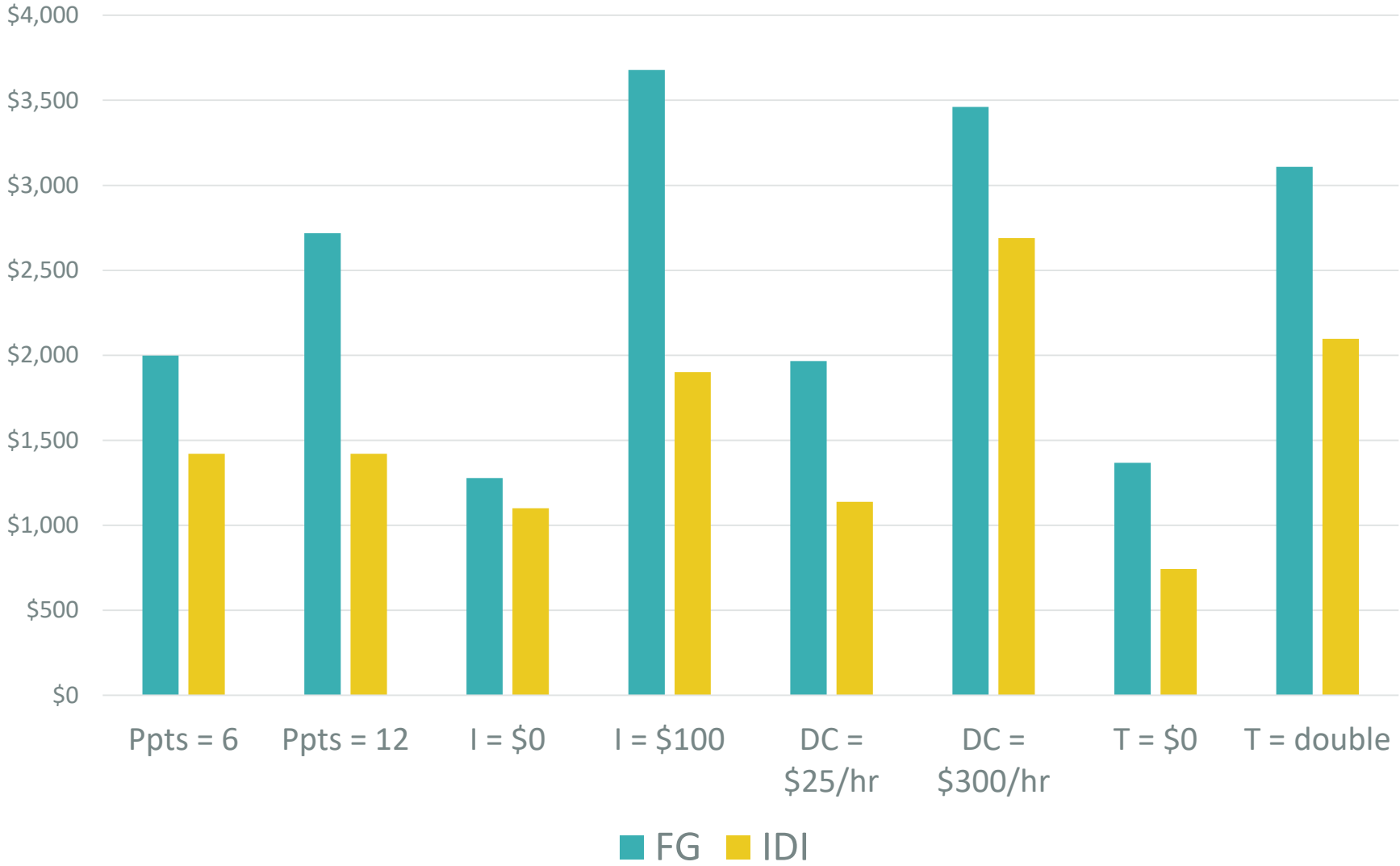
Effects of independently varying input values at 90% saturation
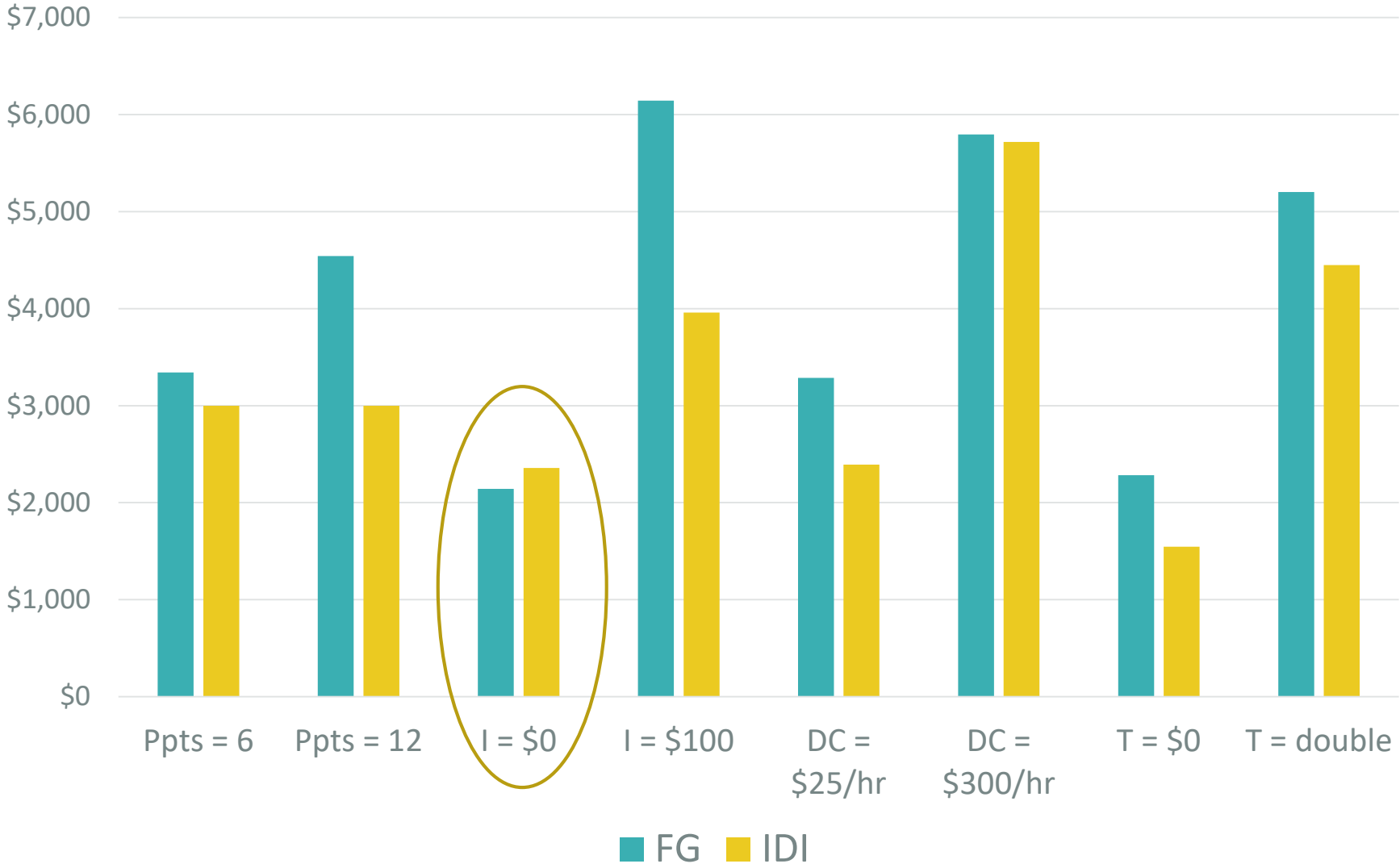
Mixing up the mode

REMOTE QUALITATIVE DATA COLLECTION

Summary of Modifications

Medium	Place	Time	Non-verbal cues	Probing	FG appropriate
Face to face	Same	Same	Yes	Yes	Yes
Telephone	Different	Same	No	Yes	Yes
Email	Different	Different	No	No	No
Online/IM	Different	Same	Some	Yes	Some

(Silverman, ND)

Other considerations: Recording/transcription, cost, distractions, access, etc.

Experimenting with mode of data collection

Eight study arms by data collection mode and method

Data Collection Mode	Mode of Communication	Timing	Data Collection Method (n)	
			Individual Interviews	Focus Groups
In-person (control)	Verbal/visual	Synchronous	12	6
Online: Video-based	Verbal/visual	Synchronous	12	6
Online: Chat-based	Text/typing	Synchronous	12	6
Online: Email/message board	Text/typing	Asynchronous	12	6
	Total data collection events		48	24

- Compared thematic content (number of unique themes per dataset)
- Cost to conduct

Thematic content by mode of data collection

	Individual Interviews				Focus Groups			
	In-person	*Online Video*	*Online Chat*	*Online Email*	*In-person*	*Online Video*	*Online Chat*	*Online Posts*
Number unique codes/dataset	77	79	73	73	80	75	79	77
(% of total codes)	(91)	(93)	(86)	(86)	(94)	(89)	(91)	(93)
ANOVA F Test (p-value)	F = 1.86 (p=0.15)				F = 1.04 (p=0.40)			

Data collection cost inputs

Cost inputs	In-person	Online Video	Online Chat	Online Email/Posts
Participant incentives	X	X	X	X
Participant refreshments	X	--	--	--
Scheduling time	X	X	X	X
Interviewer/moderator time	X	X	X	X
Assistant time	X	--	--	--
Online hosting platform fee	--	X	X	X
Transcription	X	X	--	--
Transcript formatting	--	--	X	X
Travel*	X	--	--	--
Travel time	X	--	--	--

*Based on travel costs estimated in Rupert et al. (2017)
X = applies for FGs only

Cost of data collection by mode

	Individual Interviews				Focus Groups			
	In-person	Online Video	Online Chat	Online Email	In-person	Online Video	Online Chat	Online Posts
Average cost/event	$245	$351	$248	$154	$872	$1,595	$1,046	$1,411
with travel	$445	--	--	--	$1,672	--	--	--

Namey, E., Guest, G., O'Regan, A., Godwin, C., Taylor, J., Martinez, A. How does mode of data collection in qualitative research affect outcomes? Findings from a quasi-experimental study. Provisionally accepted to *Field Methods*.

Take-aways

- 12 IDIs or 3 FGs per sub-group should uncover 80% of themes (including all of the most common)
- IDIs and FGs can be used to productively elicit lists; IDIs may be more productive per person (more efficient, lower cost)
- FGs can encourage sharing of sensitive/personal information if the group dynamics are conducive
- FGs don't save as much $$ as people tend to think
  - More expensive, unless you are not providing participant incentives
- Online approaches are more cost efficient at uncovering themes
  - Online data are "thinner", may lose context/examples with low word count

Questions
&
Open Discussion

Thank You

Demo(ralizing) IDI

Demo interview 1 by I-TECH   www.go2itech.org

https://youtu.be/U4UKwd0KExc

What could be improved?

- Intro/spiel

- Rapport

- Time for questions/purpose

- Structured/demog Qs

- Yes/No Qs

- Leading

- Talking, talking, talking

- Probing (lack thereof)

- Inattention/distraction

- Timing

- Eye contact

- Checking time

- Failure to listen

- ….?

Demo(nstrably better) IDI

https://youtu.be/eNMTJTnrTQQ