

Qualitative Research Methods for Livestock Systems Research

Course Manual

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Notes from the Author to the Trainers

This manual outlines a **2-week, full-day** Qualitative Research Methods course. The format of this manual will follow the suggested agenda and session plans for the 2-week course. **Modifications to this course to allow for a 1-week and 3-day format have been included in the Appendices.** The course is modularized to allow for facilitators to modify the course as needed. Many words in ALL CAPITALIZATION are placeholders that can be replaced with specific examples. All materials are adaptable to the local context and instructors are encouraged to use and adapt the materials as needed.

All materials including the syllabus, agendas, session plans, handouts, and lecture materials are included in this manual. They are also available in PDF and Word form via a zipped folder, which can be accessed through the Livestock Systems Innovation Lab.

Objectives

At the end of the course participants will be able to:

1. Articulate the paradigmatic differences, strengths, and weaknesses between quantitative and qualitative methods.
2. Discuss the use of theory in qualitative research methods.
3. Demonstrate the operationalization of theory in qualitative research.
4. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses.
5. Discuss and demonstrate techniques for engaging research participants.
6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.
7. Utilize basic qualitative data analysis techniques.
8. Discuss research ethics including consent, protection of participants, and creating a safe and secure atmosphere for participants.

Course Structure

This course has been structured similarly to a full-semester, graduate-level, introductory Qualitative Research Methods course. It is designed as a highly practical course to meet the needs of faculty and graduate students in livestock research. The course explores some theory in order to understand the foundational differences between quantitative and qualitative methods, and why/when a researcher might employ one over the other. The majority of the course is focused on qualitative data collection including surveys, interviews, focus groups, and participatory methods. Data analysis methods include thematic, discourse, narrative, and 4-voices. Due to time, this course does not cover quantitative survey analysis. There is work that is required outside of the scheduled class time. Because this is an intensive class with two weeks of in-class seat time, outside-of-class assignments provide practice and preparation for the next class period. There are readings and videos required for preparation before each class period.

Modules and Activities

Module	Obj #	Activity/Lecture Title	Activity Type	Time Required	Page
Module 1: Course Introduction	--	Floor Map Introductions	Class Activity	60m	4
	--	Hopes and Concerns	Group Activity	25m	5
	--	Norms and Expectations	Class Activity	25m	5
	--	Brainstorm Qualitative/Quantitative Research	Class Activity	40m	6
Module 2: Theory	I	Grand Theories Lecture	Lecture	20m	98
	I	Grand Theories Case Study	Group Activity	35m	7
	I,3	Mid-Range Theories Lecture	Lecture	30m	99
	I,3	Mid-Range Theory Constructs	Group Activity	90m	17
	I,3	Operationalizing Constructs	Class Project	40m	17
	I,3	Class Project Constructs	Class Project	35m	26
Module 3: Qualitative Research Design	3,4	Research Questions Buzz Group	Pair Activity	15m	7
	2,4	Problem Statements and Research Questions	Lecture	30m	99
	3,4	Class Project Research Questions	Class Project	75m	8
	2,4	Research Design Lecture	Lecture	45m	101
	2,4	Research Design Case Study	Group Activity	45m	18
	4	Population and Sampling Lecture	Lecture	15m	101
	4	Population and Sampling Methods Gallery Walk	Pair Activity	45m	21
	4	Class Project Research Design	Class Project	30m	25
Module 4: Qualitative Data Collection	4,6	Survey Question Types Lecture	Lecture	30m	102
	4,6	Class Survey Question Workshopping	Class Project	2h	27
	8	Research Ethics Lecture	Lecture	15m	103
	8	Research Ethics Case Study	Group Activity	60m	43
	8	Consent Forms	Group Activity	30m	39
	8	Ethics Statements	Group Activity	30m	39
	4,6	Class Project Survey Review	Class Project	25m	41
	4,6	Brainstorming Surveys, Focus Groups, Interviews	Class Activity	45m	50
	4,6	Class Project Interview & Focus Group Questions	Class Project	75m	50
	5	Communication Styles That Annoy People	Class Activity	25m	51
	5	Empathic Listening Lecture	Lecture	20m	104
	5	Empathic Listening Practice	Pair & Group Activity	90m	51
	5	Moderating Focus Groups Role Plays	Class Activity	45m	63
	5	Moderating Focus Groups Fishbowl	Class Activity	45m	64
	4,6	Participatory Methods	Group Activity	90m	65
Module 5: Qualitative Data Analysis	7	Thematic Coding Lecture	Lecture	15m	105
	7	Thematic Coding Practice	Individual & Pair Activity	2h	79
	7	Other Forms of Analysis	Group Activity	60m	80
	7	Coding with Other Analysis Methods	Group Activity	3h 15m	80
	I,7	Comparing Quantitative & Qualitative Results	Lecture	30m	105
Module 6: Course Closure	--	Final Review	Group & Class Activity	30m	88
	--	Hopes and Concerns Review	Group Activity	20m	88
		Course Feedback	Group Activity	20m	89
	--	Snowball Fight	Class Activity	15m	89
	--	Commitment Circle	Class Activity	15m	89
	--	Course Evaluation	Individual Activity	25m	90

Session Plans: Day 1

Day 1 Agenda

Objectives	I. Articulate the paradigmatic differences, strengths, and weaknesses between quantitative and qualitative methods.
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Markers ✓ Flipchart paper ✓ Half sheets of blank paper ✓ Colored sticky dots ✓ Nametags
Facilitator Preparation	<ul style="list-style-type: none"> • Print Handout: Syllabus (Page 9) • Print Handout: Grand Theories: Three Simplified Ways of Looking at Science (Page 12) • Print Activity: Grand Theory Case Study Practice (Page 14) • Prepare Lecture: Grand Theories (Page 98) • Assign participants to groups for reading homework
Suggested Readings & Assignments for Next Class	<ul style="list-style-type: none"> • 7 Tips for Good Survey Questions (YouTube 4:01)* • Types of Sampling Methods (YouTube: 4:49) • Non-Probability Sampling (YouTube: 8:02) • Divide students into groups and assign a theory. Tell students to be prepared to explain their assigned theory and if/how it might be used as a foundation for the class research questions. <p>Group 1:</p> <ul style="list-style-type: none"> • Diffusion of Innovations (Wikipedia)* • Heffernan, C., Thomson, K., and Nielsen, L. (2007). Livestock vaccine adoption among poor farmers in Bolivia. Remembering innovation diffusion. Vaccine 26. 2433-2442. <p>Group 2:</p> <ul style="list-style-type: none"> • Social Learning Theory (Wikipedia) • Everett-Murphy, K., De Villiers, A., and Steyn, K. (2015). Using formative research to develop a nutrition education resource aimed at assisting low-income households in South Africa adopt a healthier diet. Health Education Research. 30(6). 882-896. <p>Group 3:</p> <ul style="list-style-type: none"> • Elaboration Likelihood Model (Wikipedia) • Rumble, J.N., Rogers-Randolph, T.M., and Black, E.B. (2019). Should livestock images provide historical reference or modern reality? An examination of the influence of livestock communication on attitudes. Journal of Applied Communications. 103(2). 1-14. <p>Group 4:</p> <ul style="list-style-type: none"> • Social Identity Theory (Wikipedia) • Happel, C.A.C. (2012). You are what you eat: Food as expression of social identity and intergroup relations in the colonial Andes. Cincinnati Romance Review. 33. 175-193. <p>Group 5:</p> <ul style="list-style-type: none"> • Social Exchange Theory (Wikipedia) • Schwab, K., Dustin, D., and Briker, K. (2017). Reframing humankind's relationship with nature: Contributions from social exchange theory. Journal of Sustainability Education. 12. 1-12.

*Follow links or search YouTube and Wikipedia to obtain the resource and its reference information.

Obj#	Time	Activity/Lecture Title	Page
--	09:00-10:00	Floor Map Introductions	4
--	10:10-10:35	Hopes and Concerns	5
--	10:35-10:50	Break	--
--	10:50-11:15	Syllabus Review and Learning Approach	--
--	11:15-11:40	Norms and Expectations	5
1	11:40-12:00	Brainstorm Qualitative/Quantitative Research	6
--	12:00-13:00	Lunch	--
1	13:00-13:20	Brainstorm Qualitative/Quantitative Research	6
2	13:20-13:40	Lecture: Grand Theories	6, 98
2	13:40-14:15	Grand Theories Case Study	7
4	14:15-14:30	Research Questions Buzz Group	7
--	14:30-14:45	Break	--
4	14:45-15:45	Class Project Research Questions	8
--	15:45-16:00	Class Preparation for Next Day	8

Floor Map Introductions

Time	60 minutes	Lecture Materials	None
Objectives	Course introduction		
Materials	✓ Masking Tape		
Process	<ol style="list-style-type: none"> Place 2-3 rolls of masking tape on the floor in the center of the room As participants arrive, ask if they have lived/worked/studied outside of the country <ul style="list-style-type: none"> If several say yes: Ask participants to use the tape to create a map of the world on the floor. If very few say yes: Ask participants to use the tape to create a map of the country on the floor. Remind participants that everyone must use the tape at least once. When the map is finished, ask the participants to stand in a circle around the map Ask the participants one-by-one to step onto the map and tell their “story” up until the present day. The participant should move around the map as applicable to their story. <i>Note: It is helpful if the facilitator first demonstrates with their own story:</i> <ul style="list-style-type: none"> Name and affiliation What are you studying/researching? Where did you grow up? Where did you go to school? Where have you worked? After ever few people have had their turn, take a moment and review the names that have been learned thus far 		
Discussion	<ul style="list-style-type: none"> Did any stories/experiences grab your attention? (2-3 examples) Who found that they had something in common with a person in the room who they did not know before? (quick go around) Why did we do this exercise? <ul style="list-style-type: none"> Ice breaker – safe space for people to speak Group task – create map on floor together Learn about each other’s histories/stories Movement (psychomotor) Visual cues help us recall info Illustrate diversity of group – and homogeneity... 		

Hopes and Concerns

Time	25 minutes	Lecture Materials	None
Objectives	Course introduction		
Materials	<ul style="list-style-type: none"> ✓ Flipchart paper ✓ Markers 	<ul style="list-style-type: none"> ✓ Masking tape ✓ Handout: Syllabus (Page 9) 	
Process	<ol style="list-style-type: none"> 1. Divide participants into groups of 4-5 2. Provide flipchart paper and markers to each group 3. Ask the participants to write their names on the flipchart paper 4. Ask the groups to discuss their hopes and concerns for the class and write on them on the flipchart paper 5. When the groups are finished (or after 15 minutes) ask each group to share what they wrote on the flipchart paper and why 6. After all groups have reported their results, address their hopes and concerns. 7. Handout the course syllabus 8. <i>Note: Save the flipcharts from this activity for the end-of-course review (Page 88)</i> 		
Discussion	None		

Norms and Expectations

Time	25 minutes	Lecture Materials	None
Objectives	Course introduction		
Materials	<ul style="list-style-type: none"> ✓ Flipchart paper ✓ Markers 	<ul style="list-style-type: none"> ✓ Masking tape 	
Process	<ol style="list-style-type: none"> 1. Explain that the purpose of this activity is for the participants to develop a set of norms and expectations for behavior during the course – such as cell phone use, participation, etcetera. The facilitator will leave the room during this process 2. Ask for two volunteers to run the discussion and to write the norms on the flipchart paper 3. After approximately 15 minutes remind the group that the rules must be agreed upon by all participants, and should be written succinctly on flipchart paper 4. After another 5 minutes ask the group to report out on the norms 5. Post the flipchart in a visible location to remind the group of the norms for behavior and participation 6. <i>Note: Norms and expectations should remain on display for the duration of the training.</i> 		
Discussion	<ul style="list-style-type: none"> • Did everyone have a chance to speak? • Is everyone in agreement on this norms and expectations? • Are there any concerns? 		

Brainstorm Qualitative/Quantitative Research

Time	20 minutes each brainstorm 40 minutes total	Lecture Materials	None
Objectives	1. Articulate the paradigmatic differences, strengths, and weaknesses between quantitative and qualitative methods.		
Materials	✓ Markers ✓ Masking tape ✓ Half-sheets of blank paper		
Process	<p><i>Brainstorm Qualitative Research (20)</i></p> <ol style="list-style-type: none"> Hand out half sheets of blank paper. Each person should have at least 5-6 sheets of half-paper. If possible, provide half-sheets of the same color (non-white). Ask participants to brainstorm all of the words (single words or short 2-3 word phrases) that they think of when they think of “qualitative research.” Give 5 minutes for brainstorming. After participants brainstorm ask them to tape all of the words onto one wall. Ask the participants if they have any questions about the words on the wall. Point out similarities and difference. Ask for clarifications if needed. Point out the stereotypes about qualitative research versus the benefits and challenges. Ask the participants to think of how they could categorize the words into different clusters. Show an example (for example, “qualitative data collection” Ask the participants to work together to categorize the remaining papers. <p><i>Brainstorm Quantitative Research (20)</i></p> <ol style="list-style-type: none"> On a different wall and if possible, with a different color of sheets of half-paper, repeat the same process as above for quantitative research 		
Discussion	<ul style="list-style-type: none"> When you look at what we have brainstormed, what do you think are the major differences between Qualitative and Quantitative Inquiry? What are the similarities that you see? What do you think are the challenges you face when conducting qualitative research? What do you think are the benefits you get from conducting qualitative research? 		

Lecture: Grand Theories

Time	20 minutes	Lecture Materials	Page 98
Objectives	2. Discuss the use of theory in qualitative research methods.		
Materials	✓ Masking tape ✓ Flipchart Paper ✓ Markers ✓ Handout: Grand Theories: Three Simplified Ways of Looking at Science (Page 12)		
Process	<p>Mini-Lecture – Grand-Theory:</p> <ul style="list-style-type: none"> The “Grand” Theories Positivism (Logical Empiricism) Realism Constructivism/Constructionism (Relativism) 		
Discussion	Q&A		

Grand Theories Case Study

Time	35 minutes	Lecture Materials	None
Objectives	3. Discuss the use of theory in qualitative research methods.		
Materials	✓ Handout: Grand Theory Case Study Practice (Page 14)		
Process	<ol style="list-style-type: none"> 1. Divide participants into three groups 2. Hand out the Grand Theory Case Study Practice activity 3. Ask each group to read the case study and discuss their responses to the questions posed 4. After 20 minutes ask each group to share their responses to the questions 5. Clarify any mistakes and answer any questions the other groups may have 6. Emphasize that qualitative research rests in Realism and Constructivism. Remind the group that the categories explained are exaggerated and further reading can provide more detail. 		
Discussion	<ul style="list-style-type: none"> • Given the differences in the way that qualitative inquiry “sees” the world, what are some of the challenges that you anticipate you would face in conducting this kind of research? 		

Research Questions Buzz Group

Time	15 minutes	Lecture Materials	None
Objectives	4. Design a research study with qualitative research questions, data collection methods, and planned analyses.		
Materials	<div> <div>✓ Masking tape</div> <div>✓ Flipchart or PowerPoint slide: Qualitative Problem Statements and Research Questions</div> <div>✓ Flipchart Paper</div> <div>✓ Markers</div> </div>		
Process	<ol style="list-style-type: none"> 1. Ask the participants to turn to the person next to them to form dyads. 2. Ask the participants to discuss with their partner, “What makes a ‘good’ research question. 3. Give the participants 5 minutes to discuss 4. After discussion, go around the room and ask each dyad to give their responses, recording them on flipchart paper. Put a checkmark next to repeated responses. 5. Show the “Qualitative Problem Statements and Research Questions” flipchart paper or PowerPoint slide. 		
Discussion	<ul style="list-style-type: none"> • Which of the items on your list are different than on my list? Why do you think that is? • Which of the items on your list are the same as my list? Why do you think that is? • When you look at the flipchart, what do you think is the difference between a problem statement and a research question? 		

Class Project Research Questions

Time	75 minutes	Lecture Materials	None
Objectives	4. Design a research study with qualitative research questions, data collection methods, and planned analyses.		
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Flipchart Paper 	<ul style="list-style-type: none"> ✓ Markers ✓ Sticky dots cut into strips of 3 	
Process	<ol style="list-style-type: none"> 1. Divide participants in groups of 4-5 2. Ask the participants to develop a problem statement and 3 potential research questions that can be used for the basis of the class research project (<i>Note: If the timing does not allow for the full 2-week course, this can be adapted as the basis for other class activities. It is recommended to proceed with this activity</i>) 3. Keep the “Qualitative Problem Statements and Research Questions” flipchart or slide visible 4. Explain to the participants that given the short time frame, they must narrow their suggestions to be: <ol style="list-style-type: none"> a. Near the training location and/or within a reasonable traveling distance b. Involving people (as this is qualitative research) that we have access to c. Relevant to the interests of the group (Ex. animal-source foods, nutrition, livestock) d. Involving interactions, opinions, beliefs, practices, perceptions, etc. e. Realistic in the given time frame 5. Provide the participants with flipchart paper and markers 6. Give the participants 30 minutes to write their problem statements and research questions 7. After participants finish, ask each group to present their flipchart paper to the group 8. After each group, ask the participants if the problem statements and research questions meet the requirements of the parameters and is appropriate for qualitative research 9. After the groups report out, hand out the sticky dots. Each person should have 3 dots. 10. Ask the participants to walk around the room and look at the suggested research projects. Each dot is a single vote. They may vote 3 times, but only once for their own flipchart. 11. After the votes are cast, count the dots on each flipchart. The flipchart with the most dots will be the class project 12. <i>Optional:</i> If the voting by dots is close, repeat the voting but with only one dot per person, and with only the top two flipcharts. 		
Discussion	None		

Class Preparation for Next Day

Process	<ul style="list-style-type: none"> • Assign participants a reading (see Day 1 Agenda) on Theory for the next session. Ask the participants to come to class prepared having read their articles and the Wikipedia page. The purpose is to gain an understanding of the general components of the theory and how they work together to explain human behavior. • Provide readings for next session
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Day 1 Handouts and Printed Materials

(Next page)

QUALITATIVE RESEARCH METHODS

Short-course
VENUE NAME
DATE, TIME

Instructor: NAME
Email: EMAIL
Website: WEBSITE ***All course readings will be located on this website***
Phone: PHONE
WhatsApp: NUMBER

Course Description

This course has been structured similarly to a full-semester, introductory Qualitative Research Methods course at the University of Florida. It has been modified to be a highly practical course to meet the needs of DESCRIPTION. The course will explore some theory in order to understand the foundational differences between quantitative and qualitative methods, and why/when a researcher might employ one over the other. The majority of the course will be focused on qualitative data collection including surveys, interviews, focus groups, and participatory action methods. We will also focus on data analysis methods including thematic, discourse, narrative, and 4-voices. Due to time, we will not be covering quantitative survey analysis. **There will be work that is required outside of the scheduled class time.** Because this is an intensive class with two weeks of in-class seat time, I have minimized the outside-of-class assignments and prioritized those that provide **practice** and **preparation** for the next class period. There will also be **readings and videos** required for preparation before each class period. Upon successful completion of the course, you will receive a certificate of participation.

Course objectives

At the end of the course participants will be able to:

1. Articulate the paradigmatic differences, strengths, and weaknesses between quantitative and qualitative methods.
2. Discuss the use of theory in qualitative research methods.
3. Demonstrate the operationalization of theory in qualitative research.
4. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses.
5. Discuss and demonstrate techniques for engaging research participants.
6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.
7. Utilize basic qualitative data analysis techniques.
8. Discuss research ethics including consent, protection of participants, and creating a safe and secure atmosphere for participants.

Course Schedule

There will be readings posted on the course website for each day. Please visit WEBSITE to access the course readings. *The schedule may be adjusted depending on the needs of the students.*

#	DATE	TIME	TOPIC	ASSIGNMENT* Instructions in Syllabus
1		9am-12pm	Introduction to Course Introduction to Qualitative Inquiry	<ul style="list-style-type: none"> Website: Prep for next class
		1pm-4pm	Theoretical & Epistemological Foundations of Qualitative Research Research Questions	
2		9am-12pm	Applying theory in qualitative research design	<ul style="list-style-type: none"> Website: Prep for next class
		1pm-4pm	Research design, theoretical framework, operationalizing constructs, sampling	
3		9am-12pm	Hypotheses	<ul style="list-style-type: none"> Website: Prep for next class Email: Practice survey questions by 6pm
		1pm-4pm	Surveys	
4		9am-12pm	Survey workshoping	<ul style="list-style-type: none"> Website: Prep for next class Email: Final survey questions by 6pm
		1pm-4pm	Ethics, IRB, participant consent and rights	
5		9am-12pm	Interviews	<ul style="list-style-type: none"> Website: Prep for next class
		1pm-4pm	Engaging full participation	
	Weekend		*Field Practice – Surveys and Interviews	
6		No class	*Field Practice – Surveys and Interviews	<ul style="list-style-type: none"> Website: Prep for next class Email: Survey results 6pm Email: 3-4 Page Transcript by 6pm Email: Details of Focus Group or PAR Group
7		9am-12pm	Focus Groups	<ul style="list-style-type: none"> Website: Prep for next class
		1pm-4pm	Participatory Action/Appraisal	
8		9am-12pm	Coding, thematic analysis	<ul style="list-style-type: none"> Website: Prep for next class
		1pm-4pm	*Field Practice – Focus Groups and PAR	
9		9am-12pm	Coding, continued	<ul style="list-style-type: none"> Website: Prep for next class
		1pm-4pm	Moving beyond themes: <ul style="list-style-type: none"> Narrative analysis Discourse analysis 4 voices analysis 	
10		9am-12pm	Interpreting results	
		1pm-4pm	Final thoughts Course evaluation	

* This will be conducted outside of the classroom.

Required Assignments

The course assignments have been chosen specifically for you to prepare for class and to get practice using qualitative methods in the field. I have minimized the required assignments as much as possible for the intensiveness of a 2-week course. Please be sure to complete your assignments in a timely manner so that I can use your submissions for the following class period. All assignments can be emailed to: EMAIL

Email your assignments with the heading “Qualitative Methods” and the assignment name.

Preparation for Next Class - DAILY

Before each class period, visit the Instructor’s website at: WEBSITE and read/watch the assigned readings and videos. As this is an intensive course, I have focused only on the most important readings that will help you to prepare for class. Be aware – if you do not do your readings, you may find yourself unable to participate in class. Preparation is a key to the structure of this course.

Practice Survey Questions – DUE DATE, TIME

As a group, submit a minimum of 10 survey questions related to the research question and constructs that we will be identifying in class. Groups will be identified in class and you will have class time to work on the survey questions. When you submit your assignment, please be sure to include the names of all the members of your group.

Final Survey Questions – DUE DATE, TIME

As a group, submit your final suggested survey questions related to the research question and constructs that we will be identifying in class. This should include a compilation of all the survey questions you have developed. Groups will be identified in class and you will have class time to work on the survey questions. When you submit your assignment, please be sure to include the names of all the members of your group.

Field Practice: Surveys and Interviews

- **Excel Data Compilation – DUE DATE, TIME**
- **Transcript Sample – DUE DATE, TIME**

Over the weekend (and on Monday), you will be responsible (**as individuals**) for conducting a minimum of TEN surveys using the questionnaire that we developed in class, and a minimum of TWO in-depth interviews. Be sure that you gain CONSENT for both surveys and interviews and RECORD your interviews (a cell phone should suffice). *This will require that you access our population sample, which we will identify during class.* This should be done on your own time. Be sure that you give yourself enough time before class to finish the two deliverables that are a part of this assignment:

- **Excel Data Compilation:** Compile the raw data from your survey into an excel spreadsheet. An example of how to do this will be handed out in class. Submit to Dr. Williams via email.
- **Transcript Sample:** Listen to your in-depth surveys and find a segment that is compelling in regard to our research question. Transcribe a minimum of 3-4 pages (double spaced) of this segment. You are welcome to pick more than one segment – however, be sure that you transcribe an ample amount of the recording to have a good understanding of the context in which the segment is occurring. An example of how to transcribe will be handed out in class. Submit to Dr. Williams via email.

Be prepared to discuss how your activity went in the next class period.

PAR/Focus Group Preparation – DUE DATE, TIME

Participatory methods and focus groups require organizing so that participants are in the same place at the same time. **You may do this in pairs with a classmate, but not in groups.** You are responsible for organizing a minimum of 6 participants for a focus group or participatory research activity. **You will be given the afternoon of DATE to conduct this activity (class will end at noon on this day). It is suggested that you plan for one hour with the participants.** Email NAME with the following information about your group:

- When/where will your activity take place?
- How many participants have you confirmed will participate (do not send names for the privacy of your participants)?
- How are the participants related to our sample (again, do not email names of people)?
- What kind of method will you use (Focus group or name the specific PAR method)?
- Why is this method appropriate for the sample and the research question?

Field Practice: Focus Groups and Participatory Methods

On the afternoon DATE, you will be responsible (as individuals or in pairs) for conducting EITHER a focus group or a participatory method with the group that you have identified. Be sure that you gain CONSENT for participation. Be prepared to discuss how your activity went in the next class period.

Grand Theories: Three Simplified Ways of Looking at Science

This handout purposefully uses extreme versions of positivism and constructivism. It purposefully treats a large group of epistemologies that lie “somewhere between” extreme positivism and constructivism as a single group (realism). This handout simplifies very complex ideas into a few brief statements in order to provide the greatest possible distinction between epistemological stances. As such, this is a simplistic treatment of a very complex set of ideas. These views and relationships are not nearly this simple. There are many, many shades of grey. Please take this as a guide to help you understand the broad, most compelling differences in rather exaggerated form – not a sophisticated explanation. (Source: Dr. Mickie Swisher, University of Florida)

	Positivism (Logical Empiricism)	Realism	Constructivism (Relativism)
What is reality?	Reality exists independently of what anyone knows, thinks, or believes about it – it “is”. Ultimately, we will be able to explain and predict all phenomena accurately and precisely. In this sense, reality is “immutable.”	Reality exists independently of what anyone thinks, but human values, beliefs, knowledge and creativity are an integral part of reality. The ability of humans to translate their knowledge, values and creativity into actions shapes and forms reality. In this sense, reality evolves over time.	Reality is purely a construction that exists in human minds and every individual’s reality is different. It is impossible to establish any general agreement about what is “real.” Put another way, every reality in every living individual’s mind is equally real.
What can we know about reality?	Science deals with discovering universal laws (no exceptions) that describe the causal relationships among phenomena. Theories are statements of these universal laws and require repeated confirmation and no instance of disconfirmation.	Science deals with understanding and explaining the relationships between phenomena, including the effects (expressions) of human knowledge, creative works, and beliefs or values. Theories are logically consistent, proposed explanations of these relationships for which there exists empirical evidence. Universal laws, highly repetitive patterns, and the effects of actions by individuals and groups are all involved in explanation.	Science, if it exists, deals with becoming aware of how individuals experience and perceive reality. Ultimately, what is “knowable” is what is in your own mind. What is “known” cannot be determined without referring to the individual.
What are the objectives of scientific research?	The researcher’s objective is to discover the underlying laws that are universally applicable to explain the outcome or phenomena under study. Individual responses are of little interest and responses that vary greatly from the norm (outliers) are treated as part of the variance (deviation from the central tendency) of the overall pattern of response.	The researcher’s objective is to understand patterns and relationships and to generalize these understandings over time to build a more complete theoretical framework that is logically consistent and leads to anticipated outcomes when put into practice. Ultimately, “good” explanations or theories must account for the full range of responses observed.	The researcher’s objective is to share, understand and describe, as faithfully as possible, the reality experienced by different individuals or groups of people. There is a deep commitment to exploring and exposing how reality differs among people and groups and to taking these multiple realities “seriously,” rather than treating them as competing or exclusive versions of a single reality.
What is a theory?	A theory is an explicit statement of the precise, invariable causal relationships between two or more phenomena based on underlying laws that are universally applicable. When there are two or more theories, one will eventually be shown to be true, valid or correct.	A theory is a set of relatively concrete and specific concepts or constructs and the proposed interactions among them. Theories can describe, explain, or predict the relationships between phenomena. Different theories may contribute to understanding the same phenomena because they often focus on different aspects of the phenomena of interest.	A theory explains how one person or group of people perceive or experience any given phenomena. Theories are specific to the standpoint or experience of individuals and groups and there is no way to provide a general theoretical explanation that is free of positional bias.
What do we accept as evidence?	Scientific evidence consists of directly observable events or phenomena based on hypothesized outcomes that flow deductively from laws or	Scientific evidence consists of directly and indirectly observable events and phenomena, including things that people tell us about their thoughts, feelings,	Evidence exists in the mind of the individual human being. There is little or no interest in developing hypotheses.

	“lawlike” statements about cause and effect. Directly observable events and phenomena include those that require an MRI machine, massive telescope, or psychological test to observe.	beliefs, behaviors and perceptions. Deduction, induction and practice all yield hypotheses or propositions, both of which are statements about the relationships between phenomena that we expect exist.	Perhaps more fairly put, all conclusions about the relationships between phenomena are regarded as existing only from the perspective of a particular standpoint defined by the individual and his/her place in society.
How do we get evidence?	There is a strong reliance on the traditional hypothetico-deductive model of the scientific method in which theories generate formal hypotheses that are tested by collecting empirical data. The true experiment is regarded as the best, and perhaps the only, research design that yields valid evidence.	Testing hypotheses, building theory through observation and analysis, and evaluating theory-based interventions through practice all provide equally valid information. The multiple designs covered in this course yield different kinds of evidence, with no design holding a preferred or superior position.	Traditional considerations in research design like internal and external validity are not important. The degree to which the researcher can express an individual or a group’s true experience of reality is a critical component in assessing the value of the information gained.
What do we mean by a “valid conclusion?”	The concept of “disconfirmation” or falsifiability is very important to reaching valid conclusions. Only those hypotheses that can be “falsified,” or shown not to be correct, are valid. Confidence that a given explanation is “true” or “valid” is based on accumulating a large mass of confirming data from numerous studies, preferably experiments. Replication is critical both within each experiment and by multiple researchers. Ultimately, one explanation (theory) should prove to be the best explanation of an independently existing reality.	The concept of competing explanations is important to reaching valid conclusions. This implies testing competing explanations both within a single study and by multiple researchers. Multiple forms of evidence accumulated through hypothesis testing, theory building through observation & analysis, and evaluation of theory through practice are required to create confidence that an explanation is “true” or valid. Multiple explanations or theories are encouraged in order to create a more comprehensive explanation, with the view that they may ultimately come together into a more elaborated theoretical framework.	All experience and therefore all conclusions are subjective and are not amenable to confirmation or disconfirmation. Perhaps more important, the validity of any conclusion must be understood within the specific experiential domain of a person or group. Validity, itself, is a contested term that has meaning only within a social context.
Should the researcher strive for objectivity?	The researcher should be isolated from the phenomena that s/he studies and ideally has no (or minimal) effect on what is measured. Double blind experiments, for example, are one way to separate the researcher from the research process. The person who creates the research question & design does not know the people who implement the research (collect the data) and those people do not know what treatments they are implementing.	The researcher cannot be isolated from what s/he studies. People, including researchers, affect what is “objectively real.” However, there is a difference between a random “researcher effect” and bias. Bias refers to research procedures that we can identify <i>a priori</i> as having a potential effect on the data we collect. The researcher must avoid introducing bias in research and clearly distinguish between findings and his/her interpretation of the findings	The researcher cannot help but intervene in the processes or phenomena s/he studies because s/he becomes a part of the reality of the research participant. Research findings are socially constructed and the researcher’s interpretation of what s/he observes is a valid research finding in and of itself.
How does research inform practice?	Eventually, through replication of deductively derived hypotheses, one “best” solution to any problem will be determined. In the extreme version, there can only be one correct way to proceed.	Different theories will lead to different conclusions about how to improve practice. These conclusions will “compete” in the world of practice. The practice-based evidence that results is as critical as any other for improving theory and understanding.	Practice must be rooted in the experience of the people affected by practice. Research can reveal the different standpoints of these groups and help practitioners ensure that the different realities, particularly of the oppressed, guide practice.

Grand Theory Case Study Practice

Group 1 Theory Practice – Positivism

In your group, read the handout “Three Simplified Ways of Looking at Science” and pay particular focus to the column on **Positivism**. Think about a research project that would investigate conflict between wildlife and livestock animals in the _____ region of _____. Discuss how a **Positivist** approach would address the following questions, and **provide examples**:

1. What would be the primary objective of a Positivist study on this topic?
2. How would a Positivist approach measure hunting practices?
3. How would a Positivist approach handle outliers or some evidence that was contrary to the majority of the evidence?
4. How would a Positivist approach determine that the results of the study are valid?
5. How would a Positivist approach involve the researcher in the study?

Group 2 Theory Practice – Realism

In your group, read the handout “Three Simplified Ways of Looking at Science” and pay particular focus to the column on **Realism**. Think about a research project that would investigate conflict between wildlife and livestock animals in the _____ region of _____. Discuss how a **Realist** approach would address the following questions, and **provide examples**:

1. What would be the primary objective of a Realist study on this topic?
2. How would a Realist approach measure hunting practices?
3. How would a Realist approach handle outliers or some evidence that was contrary to the majority of the evidence?
4. How would a Realist approach determine that the results of the study are valid?
5. How would a Realist approach involve the researcher in the study?

Group 3 Theory Practice – Relativism

In your group, read the handout “Three Simplified Ways of Looking at Science” and pay particular focus to the column on **Relativism**. Think about a research project that would investigate conflict between wildlife and livestock animals in the _____ region of _____. Discuss how a **Relativist** approach would address the following questions, and **provide examples**:

1. What would be the primary objective of a Relativist study on this topic?
2. How would a Relativist approach measure hunting practices?
3. How would a Relativist approach handle outliers or some evidence that was contrary to the majority of the evidence?
4. How would a Relativist approach determine that the results of the study are valid?
5. How would a Relativist approach involve the researcher in the study?

Session Plans: Day 2

Day 2 Agenda

Objectives	<ol style="list-style-type: none"> 1. Discuss the use of theory in qualitative research methods. 3. Demonstrate the operationalization of theory in qualitative research. 4. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Markers ✓ Flipchart paper
Facilitator Preparation	<ul style="list-style-type: none"> • Prepare Flipchart: Class problem statement and research questions from previous session • Prepare Flipchart: Theory of Planned Behavior from previous day • Prepare Flipchart: If none of the theories assigned for the next session do not adequately match the research question that the class voted on, research and find an appropriate theory and draw a flipchart with the concepts and linkages. • Print Activity: Case Study: Research Design (Page 20) • Print Activity: Sampling Gallery Walk • Prepare Lecture: Theory of Planned Behavior (Page 99) • Prepare Lecture: Research Design (Page 101) • Prepare Lecture: Population and Sampling Frame (Page 101)
Suggested Readings & Assignments for Next Class	<ol style="list-style-type: none"> 1. The difference between indexes and scales (https://www.thoughtco.com/indexes-and-scales-3026544) 2. How to Construct an Index for Research (https://www.thoughtco.com/index-for-research-3026543) 3. Scales used in Social Science Research (https://www.thoughtco.com/scales-used-in-social-science-research-3026542)

Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:15	Review Activity	16
2	9:15-9:45	Lecture: Theory of Planned Behavior	16, 99
2	9:45-10:30	Theory and Constructs	17
--	10:30-10:45	Break	--
2	10:45-11:30	Theory and Constructs, continued	17
3	11:30-12:00	Operationalizing Constructs	17
--	12:00-13:00	Lunch	--
--	13:00-13:15	Energizer	106
4	13:15-14:00	Lecture: Research Design	18, 101
4	14:00-14:45	Case Study: Research Design	18
--	14:45-15:00	Break	--
4	15:00-15:15	Lecture: Population and Sampling Frame	18, 101
4	15:15-16:00	Sampling Methods Gallery Walk	19

Review Activity

Time	15 minutes	Lecture Materials	None
Objectives	--		
Materials	None		
Process	<ol style="list-style-type: none"> 1. Divide participants into groups of 3-4 making sure that each group has at least one person that was not present during the first day (<i>if applicable</i>) 2. Ask the groups to explain what was covered during the first day to the new participants 3. After 10 minutes, ask each new participant to introduce themselves and give 2-3 items that were covered the first day. Their group may help them if they are unsure. 4. Introduce the topics for the session: <ol style="list-style-type: none"> a. More theory – why it is important for qualitative research and how it connects to research questions and data collection instruments b. Operationalizing theoretical constructs for research – how to turn abstract theory into something measurable 		
Discussion	None		

Lecture: Theory of Planned Behavior

Time	30 minutes	Lecture Materials	Page 99
Objectives	3. Demonstrate the operationalization of theory in qualitative research.		
Materials	✓ Masking tape ✓ Markers ✓ Flipchart Paper		
Process	Mini-lecture: Theory of Planned Behavior: <ul style="list-style-type: none"> • Theory vs. Model vs. Framework • Blank Theory of Planned Behavior • Behavioral beliefs • Attitude towards beliefs • Normative beliefs • Subjective norms • Control beliefs • Perceived behavioral control • Actual behavioral control • Intention • Behavior • Theory vs. Concepts vs. Constructs 		
Discussion	Q&A		

Theory and Constructs

Time	90 minutes	Lecture Materials	None
Objectives	3. Demonstrate the operationalization of theory in qualitative research.		
Materials	<div> <div>✓ Masking tape</div> <div>✓ Flipchart Paper</div> <div>✓ Markers</div> </div> <div> <div>✓ Class research question and problem statement written onto a flipchart for display. This should remain on display for the remainder of the training.</div> </div>		
Process	<ol style="list-style-type: none"> 1. Divide participants into groups based on the readings that they were assigned the previous day (See Day 1 Agenda) 2. Ask the participants to discuss their article with a focus on the parts (concepts) of the theory and how these concepts fit together to explain human behavior. 3. Ask the participants to draw a diagram of their theory. Leave the “Theory of Planned Behavior” flipchart or slide visible as an example. 4. While the participants are working on their theories, walk around the room and answer any questions. 5. Approximately halfway through the activity, if the participants are struggling refer them to “Google Images” to see how others have drawn their respective theory. 6. After 30 minutes ask each group to show their diagram and explain their theory to the group. 		
Discussion	<ul style="list-style-type: none"> • Would any of the theories we have seen today be appropriate for our research question? Why or why not? • <i>Alternatively:</i> Do any of these theories explain the behavior that we want to study through our research question? Why or why not? • <i>If none of the proposed theories explain the research question, present the prepared flipchart</i> 		

Operationalizing Constructs

Time	40 minutes	Lecture Materials	None
Objectives	4. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses		
Materials	<div> <div>✓ Masking tape</div> <div>✓ Flipchart Paper</div> </div> <div> <div>✓ Markers</div> <div>✓ Theory of Planned Behavior flipchart</div> </div>		
Process	<ol style="list-style-type: none"> 1. Refer the group back to the Theory of Planned Behavior 2. Explain that operationalizing means to turn the abstract concept that is in a theory into something measurable, or a “construct.” 3. Provide some examples from Theory of Planned Behavior <ol style="list-style-type: none"> a. Behavioral beliefs b. Attitude towards beliefs c. Normative beliefs 4. Ask the participants in a whole group, “how would you operationalize:” <ol style="list-style-type: none"> a. Subjective norms b. Control beliefs c. Perceived behavioral control 5. Ask the groups to return to their groups from the theory activity 6. In groups, decide how we will “operationalize” the concepts in the theory that we will be using for our class project 		
Discussion	<ul style="list-style-type: none"> • How would you operationalize each of the concepts? • Which of the proposed constructs should we focus on based on our research questions? • Why would we not aim to measure all of the constructs? 		

Lecture: Research Design

Time	45 minutes	Lecture Materials	Page 101
Objectives	4. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses		
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Flipchart Paper 	<ul style="list-style-type: none"> ✓ Markers 	
Process	<p><i>Lecture: Research Design</i></p> <ul style="list-style-type: none"> • Why research design? • Threats to validity • Four major designs (there are many more, these are basic) <ul style="list-style-type: none"> ○ Quasi-Experimental ○ Cross-Sectional ○ Case Study ○ Longitudinal • <i>Note: Many others not included. Can be swapped out based on the interests of the group. Ex: Hermeneutics, Phenomenology, Survey, Ethnography, etc.</i> 		
Discussion	O&A		

Case Study: Research Design

Time	45 minutes	Lecture Materials	None
Objectives	4. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses		
Materials	✓ Masking tape ✓ Flipchart Paper	✓ Markers ✓ Handout: Case Study – Research Design (Page 20)	
Process	<ol style="list-style-type: none"> 1. Divide participants into groups of 4-5. 2. Hand out the “Case Study – Research Design” practice activity. 3. Ask the participants to read and discuss the case study to identify the best research design based on the research question, population, and sample. 4. After 25 minutes ask each group to provide their responses to the prompts. 5. Clarify any mistakes and allow the class to ask any questions to each group 		
Discussion	Q&A		

Lecture: Population and Sampling Frame

Time	15 minutes	Lecture Materials	Page 101
Objectives	4. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses		
Materials	✓ Masking tape ✓ Flipchart Paper	✓ Markers	
Process	Lecture: Population and Sampling <ul style="list-style-type: none"> • Population • Sample • Sampling Frame • Example: Simple Random Sample 		
Discussion	Q&A		

Sampling Methods Gallery Walk

Time	45 minutes	Lecture Materials	None
Objectives	4. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses		
Materials	<div> <div>✓ Masking tape</div> <div>✓ Flipchart Paper</div> </div> <div> <div>✓ Markers</div> <div>✓ Handout: Sampling Gallery Walk (Page 19)</div> </div>		
Process	<ol style="list-style-type: none"> 1. Divide the participants into 7 groups 2. Give each group one of the sampling handouts <ol style="list-style-type: none"> a. Simple random b. Cluster random c. Stratified random d. Purposive/judicial e. Snowball f. Quota g. Convenience h. Volunteer 3. Ask each group to draw a graphic representation of what the sampling method looks like. Leave the “Simple Random Sample” flipchart or slide visible as a reference point. 4. After each group draws their sampling method, tape all of the methods on a wall. 5. For each method, as the participants “Based on what this group drew, how do you think this sampling method works?” Only those who are NOT in the group should respond. 6. Clarify any errors or important points 7. Repeat step 5 and 6 for each method 		
Discussion	<ul style="list-style-type: none"> • Which of these methods are considered parametric, meaning that they rely on an underlying statistical representation of the population? • Which of these methods are considered non-parametric, meaning that they are not representative of the population? • When do you think you would choose a parametric method? A non-parametric? 		

Class Preparation for Next Day

Process	<ul style="list-style-type: none"> • Ask those who have laptops to bring them to the next session • Provide readings for next day
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Day 2 Handouts and Printed Materials

Case Study: Research Design

In groups, read the case below and decide the following:

1. WHAT is the problem statement or research question(s)?
2. WHICH research design would be the most appropriate for this study, and WHY?
3. What are the threats to the validity that may occur in this study, given the explanation in the case, and WHAT would you do to avoid it?

You are a researcher working with ten communities that are located right along forest edges. These communities are very respectful of wildlife and have many cultural and historical beliefs associated with animals. As much as is possible, the people in these communities avoid conflicts with wildlife. However, these are farming communities located along the forest edge, and sometimes households are forced to take drastic measures when a predatory animal repeatedly attacks their livestock or damages their crops. You want to conduct a research study to identify alternative ways of reducing the encroachment of predatory animals. First, you want to determine what the cultural and historical beliefs of the communities are, and how this influences the way in which they handle predatory and encroaching animals. Then, you want to measure the effectiveness of alternative ways of reducing the encroachment of predatory animals. These alternative ways have not yet been implemented but will be within the next six months, with the participation of the ten communities.

Sampling Gallery Walk

Cluster Random Sample

A cluster random sample is used when there are intact groups that are representative of your sample, and rather than sampling individuals, you sample the group. This is often then followed up with a simple random sample WITHIN the groups, but not always.

Some reasons to use a cluster random sample:

Classrooms of schoolchildren: If you are conducting an intervention or experiment in a school, it might be inappropriate to divide students WITHIN a classroom. Instead, you would treat each classroom as a single unit, and would conduct a random sample by classroom instead of by student. Then you can compare students in classroom A to students in classroom B.

Many communities: If you are conducting a study that involves many communities that are geographically disperse and varying in population size, a simple random sample might result in having to visit households across a huge area. This may not be feasible. Instead, a cluster random sample would treat each community as a single unit. Then you can sample community 1, 7, and 10 as representative of the entire list of communities.

Stratified Random Sample

A stratified random sample is used to sample different groups from within a population. The population is divided into non-overlapping groups (called strata, or stratum for singular) using criteria relevant to the study (such as gender, ethnicity, political affiliation, membership in a cooperative, or other). The researcher then collects a random sample from within each stratum. This ensures that there is a representative sample from each of the non-overlapping groups.

For example: I want to have an understanding of how attitudes towards animal-source food consumption within the community of ABC differ between men and women, and by generations. So, I will create the following groups (strata) and then I will sample from WITHIN each of these groups (stratum). Note that this would occur only within the community ABC (per the example):

Strata 1: Men 18 and under

Strata 2: Men 19-30

Strata 3: Men 31-50

Strata 4: Men 50 and over

Strata 5: Women 18 and under

Strata 6: Women 19-30

Strata 7: Women 31-50

Strata 8: Women 50 and over

Snowball Sample

Snowball sampling is a non-parametric (non-random) sample where research subjects are recruited through the identification of an initial subject who is used to provide the names of other potential subjects. Those who agree to participate will offer more relevant names to participate. And so on until saturation is reached. Saturation is the point at which those offering names are no longer identifying unique individuals.

Why you might use a snowball sample: This is often used when a population of experts is required and only the other experts know who is in the population.

Purposive/Judicial Sample

A purposive (also called judicial) sample is a non-parametric (non-random) sample that is used when there is a specific criteria or criterion used to select study participants. The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. This is often accomplished by applying expert knowledge of the population to select in a nonrandom manner a sample of elements that represents a cross-section of the population.

For example: I want to understand how attitudes towards poaching (illegal hunting) have changed over the past twenty years. To conduct a purposive sample, I will identify X people who never have hunted illegally, X people who still hunt illegally, and X people who used to hunt illegally but now do not. I will then interview them about their attitudes and why/how they have or have not changed.

Quota Sample

A quota sample is a non-parametric (non-random) sample in which a specific number of people are targeted for participation in order to represent a non-overlapping group or groups. A quota sample should be representative of the size of the population and the distribution of that population in comparison with other groups.

For example: I want to conduct a study in which I gather information on the opinions of the residents of ABC on animal-source food consumption. The sample must be representative of the ABC population, which according to the last census (2012) had 118,363 people.

- 53% of the population identified as black/African
- 24% as mixed race,
- 20% as East Indian
- 1.1% as Amerindian
- and the rest (2.9%) as “other.”

My study will have 1,000 ABC residents. That means that my study team will conduct interviews until we have:

- 530 black/African participants
- 240 mixed race participants
- 200 East Indian participants
- ...and so on.

Once we have reached our target number for each group, we will stop sampling that group.

Convenience Sample

A convenience sample is a non-parametric (non-random) sample in which there are no criteria that determine how the sample will be drawn, other than the study topic. This is the least reliable and most biased sampling method and should only be used when there is no other viable option. A convenience sample is exactly that – convenient. It might be the first 20 people you encounter at the Botanical Gardens, or your friends because they owe you a favor, or your classmates because you interact with them, frequently. The defining characteristic of a convenience sample is that objective criteria are not used to select the participants.

For example: I want to conduct a study of the attitudes of ABC residents towards *animal-source food consumption*. My friends at the University all live in *the community of ABC*, so I will interview them on their opinions.

Volunteer Sample

A volunteer sample is a non-parametric (non-random) sampling method. A volunteer sample is made up of people who self-select, or volunteer, to participate in the data collection activity. Usually those who volunteer will have an interest in the study. This method is often used when the study is very sensitive and/or when the population is hard to reach. It is considered an ethical option for many studies that are sensitive in nature.

For example: I want to conduct a study *on the mental health of livestock holders after a major drought event that resulted in major livestock losses. The most ethical way to recruit participants for this study may be through a volunteer sample as mental health is a sensitive topic. I will place advertisements in places that people from that population may frequent and this will have my phone number and email information so that they can contact me if they wish to participate. I may also contact cooperatives, livestock associations, or other groups who can spread the word that I am looking for volunteers to participate.*

Session Plans: Day 3

Day 3 Agenda

Objectives	<ol style="list-style-type: none"> Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement 		
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Flipchart paper ✓ Markers ✓ Scissors 		
Facilitator Preparation	<ul style="list-style-type: none"> Prepare Lecture: Survey Question Types (Page 102) Print Handout: SOME Major Issues in Survey Design (Page 30) Print Handout: Types of Survey Questions (Page 32) Print Handout: Theory of Planned Behavior Flowchart (Page 29) Cut flipchart paper into half-sheets for Gallery Walk activity 		
Suggested Readings & Assignments for Next Class	<ol style="list-style-type: none"> Swisher, M. E. (2018). <i>Approach to Measurement in Surveys</i>. University of Florida. Department of Health, Education, and Welfare. (1979). <i>The Belmont Report</i>. The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. Trust in research -- the ethics of knowledge production, Garry Gray (YouTube: 12:24) 		
Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:15	Review Activity	25
4	9:15-9:45	Class Project Research Design	25
4	9:45-10:20	Class Constructs	26
4	10:05-10:45	Writing Hypotheses	26
--	10:45-11:00	Break	--
6	11:00-11:30	Lecture: Survey Question Types	27, 102
6	11:30-12:00	Class Survey Questions Workshopping	27
--	12:00-13:00	Lunch	--
6	13:00-14:23	Class Survey Questions Workshopping Cont.	27
--	14:30-14:45	Break	--
6	14:45-14:45	Class Survey Questions Workshopping Cont.	27
--	15:45-16:00	Class Preparation for Next Day	--

Review

Time	15 minutes	Lecture Materials	None
Objectives	--		
Materials	None		
Process	<ol style="list-style-type: none"> 1. Ask participants to turn to the person next to them and discuss what was done in the previous session 2. After 2-3 minutes go around and ask each person to share one thing that was done the previous day, with no repeating of what has already been shared (<i>Note: The group often will find it humorous when somebody mentions introductions, lunch, break, etc. This is helpful in lightening the mood and establishing a positive environment</i>) 3. Ask participants if there are any questions about the previous day 4. Introduce the topics for the day: <ol style="list-style-type: none"> a. Review of the class constructs b. How to write a qualitative hypothesis c. How surveys fit into qualitative research d. How to write survey questions e. Survey do's and don'ts 		
Discussion	None		

Class Project Research Design

Time	30 minutes	Lecture Materials	None
Objectives	4. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses		
Materials	None		
Process	<ol style="list-style-type: none"> 1. Divide the participants into groups of 4-5 2. Ask each group to reflect on our research questions and the various sampling methods that were discussed in the previous session. In groups, determine: <ol style="list-style-type: none"> a. Who is our population of study? b. Is there a sampling frame that we can use? c. What sampling procedure should we use? 3. After 15 minutes, ask each group to report on their responses. Clarify any errors and allow the class to ask any questions to each group 		
Discussion	<ul style="list-style-type: none"> • Which of the suggestions do you think are the best? • Why would we choose one over another? • How does the research question drive the sampling method? • When would we use more than one sampling method? Should we use more than one for our study? Why or why not? 		

Class Project Constructs

Time	35 minutes	Lecture Materials	None
Objectives	4. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses		
Materials	<ul style="list-style-type: none"> ✓ Theory of Planned Behavior flipchart from previous session. Add letters to each construct that is a part of the study ✓ Class Theory flipchart from previous session 		
Process	<ol style="list-style-type: none"> 1. Review Theory of Planned Behavior and how the constructs are operationalized 2. Divide the participants into groups of 3-4. 3. Ask the groups to discuss how the theory that forms the basis of the class research project should be operationalized to become something we can measure 4. After 20 minutes ask each group to report out on their results. Discuss which construct definitions are the best. 		
Discussion	<ul style="list-style-type: none"> • Which of the constructs in this theory are the ones we should focus on in our research study? Why? • Which of the definitions best describes (<i>construct</i>)? Repeat question for each construct that will be measured 		

Writing Hypotheses

Time	50 minutes	Lecture Materials	None
Objectives	4. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses		
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Flipchart Paper ✓ Markers ✓ Handout: Theory of Planned Behavior Flowchart (Page 29) ✓ Handout: Some Major Issues in Survey Design (Page 30) ✓ Types of Survey Questions (Page 32) 		
Process	<ol style="list-style-type: none"> 1. Hand out the “Theory of Planned Behavior Flowchart” to the participants 2. Review the flowchart for what has thus far been covered in the class: <ol style="list-style-type: none"> a. Definitions of constructs b. Problem statement c. Research questions d. Operationalization e. Population and sampling 3. Review the section on “variables and hypotheses” and provide an explanation for predictor (independent) and outcome (dependent) variables if necessary 4. Ask the participants to define the predictor and outcome variables in our study 5. Review the section on “Hypotheses,” explaining that these hypotheses are appropriate for a survey where the researcher is assuming statistical representation of the participants 6. Using the Theory of Planned Behavior, demonstrate how the hypothesis would be written for example main effects and interaction effects 7. Divide the participants into groups of 3-4. If possible, ensure that at least one person who is comfortable with statistical hypotheses is present in each group (<i>Note: Null hypotheses are not covered in this course as this topic is more appropriate for a full survey design course. This course will focus on basic hypotheses</i>) 8. Give each group a hypothesis to write, including at least one main effect and one interaction effect. Example: Group 1: A:B and A:B:C or Group 2: B:C and B:C:D 9. After 20 minutes ask the groups to share post their flipcharts on a wall 10. Go through each flipchart and ask the participants to troubleshoot the hypotheses 		
Discussion	Q&A		

Lecture: Survey Question Types

Time	30 minutes	Lecture Materials	Page 102
Objectives	6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	✓ Masking tape ✓ Flipchart Paper ✓ Markers		
Process	Mini-Lecture <ul style="list-style-type: none"> • Introduction to methods: categories: surveys, interview and focus groups, participatory/action • Survey question types • Major issues in survey design 		
Discussion	Q&A		

Class Survey Questions

Time	2 hours, 30 minutes	Lecture Materials	None
Objectives	6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	✓ Masking tape ✓ Markers ✓ Flipchart Paper cut into strips ✓ Sheets of paper with each construct written on it		
Process	<ol style="list-style-type: none"> 1. Divide participants into groups of 3-5. If possible, ensure that at least one person per group has a laptop computer <p><i>Part 1 – 60 minutes</i></p> <ol style="list-style-type: none"> 2. Ask the participants to discuss our research question and hypotheses and choose the types of questions that will be most appropriate to measure the constructs 3. Ask the participants to write 5 survey questions relevant our class research question. There should be one survey question per strip of flipchart paper so that they can be moved around 4. While the groups are working, tape the sheets of paper with the construct names onto the wall so that later the participants can tape their questions under the relevant constructs 5. After 30 minutes, ask the groups to tape their questions under the appropriate construct 6. Review the questions with the whole group checking to see if the question meets the parameters discussed in the lecture, and ensuring they are readable, measure the construct, and are grouped appropriately <p><i>Part 2 – 90 minutes</i></p> <ol style="list-style-type: none"> 7. Remind the participants of the importance of scales and indices in the measurement of certain kinds of constructs. 8. Ask the participants which of our constructs might need to be measured through an index and/or scale 9. Ask the groups to continue writing survey questions focusing on indices and scales for certain constructs. Consider assigning each group a specific construct or constructs to focus on. Groups should write as many questions as possible (though with good quality) 10. When there are 15 minutes remaining, ask each group to read 2 survey questions to the group and troubleshoot 11. Ask the participants to email their survey questions to the instructor to compile for the next day, by TIME 		
Discussion	None		

Class Preparation for Next Day

Process

- Ask those who have laptops to bring them to the next session
- Provide readings for next day
- Remind participants to email their survey questions to the instructor before leaving for the day
- Instructor: Compile the survey questions into appropriate groupings for review in the next class session

Day 3 Handouts and Printed Materials

(Next page)

Theory of Planned Behavior Flowchart

<p>Theory of Planned Behavior</p> <pre> graph LR BB[Behavioral Beliefs] --> ATB[Attitude Toward the Behavior] NB[Normative Beliefs] --> SN[Subjective Norms] CB[Control Beliefs] --> PBC[Perceived Behavioral Control] ATB --> BI[Behavioral Intentions] SN --> BI PBC --> BI BI --> B[Behavior] </pre> <p>Definitions of Constructs in the Theory of Planned Behavior</p> <ul style="list-style-type: none"> • Behavioral belief is the subjective probability that the behavior will produce a given outcome. • Attitude toward a behavior is the degree to which performance of the behavior is positively or negatively valued. • Normative beliefs refer to the perceived behavioral expectations of important individuals or groups as the person's spouse, family, friends (can be other close groups depending on the research question) • Subjective norm is the perceived social pressure to engage or not to engage in a behavior. • Control beliefs have to do with the perceived presence of factors that may facilitate or impede performance of a behavior. • Perceived behavioral control refers to people's perceptions of their ability to perform a given behavior. • Actual behavioral control refers to the extent to which a person has the skills, resources, and other prerequisites needed to perform the behavior in question. • Intention is an indication of a person's readiness to perform a given behavior. • Behavior is the manifest, observable response in a given situation with respect to a given target. 	<p>Problem Statement: This study will investigate how personal beliefs and attitudes, and social beliefs influences the decision to participate in illegal hunting.</p> <p>Research Questions:</p> <ol style="list-style-type: none"> 1. How do attitudes about illegal hunting differ between people who have never hunted, who still hunt, and who have stopped hunting? 2. How do personal beliefs about illegal hunting differ between people who have never hunted, who still hunt, and who have stopped hunting? 3. How do social beliefs about illegal hunting differ between people who have never hunted, who still hunt, and who have stopped hunting? 4. How do attitudes, personal beliefs, and social beliefs interact to influence participation in hunting? 	<p>Variables</p> <ul style="list-style-type: none"> • Predictor (Independent): Behavioral belief, attitudes, normative beliefs, subjective beliefs • Outcome (Dependent): Intention <p>Hypotheses</p> <p>MAIN EFFECTS</p> <ol style="list-style-type: none"> A. A positive behavior belief about illegal hunting will have a significant positive association with the intention to participate in hunting at a p-value of .05 or higher B. A positive attitude about illegal hunting will have a significant positive association with the intention to participate in hunting at a p-value of .05 or higher C. Positive normative beliefs about illegal hunting will have a significant positive association with the intention to participate in hunting at a p-value of .05 or higher D. Positive subjective norms about illegal hunting will have a significant positive association with the intention to participate in hunting at a p-value of .05 or higher
	<p>Operationalization of the Constructs in the Theory of Planned Behavior</p> <ul style="list-style-type: none"> • Behavioral belief: Beliefs about the costs and benefits of participating in an activity. • Attitudes: How good or bad does an individual think it is to participate in an activity. • Normative beliefs: How encouraging are friends and family about participating in an activity. • Subjective beliefs: How encouraging are social norms about illegal hunting. • Intention: How likely are you to participate in an activity within the next X months <p><i>Notice that not every single part of the theory has been operationalized. That's because in this study they did not use every single construct in their measurements. And that is okay!</i></p> <p>Sample and Comparison Groups</p> <p>Sample: Men in communities that border the X forest located in the X zone of Guyana.</p> <p>Group 1: Men who have never illegally hunted.</p> <p>Group 2: Men who have illegally hunter in the past year.</p> <p>Group 3: Men who used to illegally hunt but have not hunted in the past X years.</p>	<p>INTERACTION EFFECTS</p> <p>A:B. Positive behavioral beliefs about illegal hunting will interact with positive attitudes about illegal hunting to increase the intention of participation in hunting at a p-value of .05 or higher</p> <p>A:C Positive behavioral beliefs about illegal hunting will interact with positive normative beliefs about illegal hunting to increase the intention of participation in hunting at a p-value of .05 or higher</p> <p>A:D Positive behavioral beliefs about illegal hunting will interact with positive subjective beliefs about illegal hunting to increase the intention of participation in hunting at a p-value of .05 or higher</p> <p>This would be continued with...</p> <p>B:C B:D C:D A:B:C A:B:D A:C:D B:C:D A:B:C:D</p>

Some Major Issues in Survey Design

Leading questions: A leading question is a type of question which forces the respondent to answer in a particular way. Often implying or encouraging a certain answer by manipulating the respondent. They are undesirable as they produce inaccurate information. Leading questions can often be answered with a yes or no. (Though not all yes-no questions are leading). This includes:

Assumption principle: the question implies something is true, even though there's no evidence for it. For example, "how much do you think the Bengal Tiger population will drop?" already assumes that the Bengal Tiger population will drop. This question can only work if it was preceded by a positive answer on "Do you think that the Bengal Tiger population will drop?"

Piggybacking on previous questions: Another form of leading questions is constructing your survey in such a way that the answer to the most poignant question becomes more or less desirable based on their previous answers. For example:

1. Are you worried Bengal Tiger affecting the livestock population? –
Yes
2. Are you worried that the Bengal Tiger affecting the livestock population will hurt your job? –
Yes
3. Do you think that something needs to be done to reduce the Bengal Tiger population? –
Yes
4. Do you think we should institute hunting quotas to reduce the Bengal Tiger population –
Yes

Notice that the questions lead the respondent from one Yes answer to the next. After they answer the second question, they are almost forced (or will feel forced) to answer Yes to the other questions. Also noticed that “are you worried” is leading by assuming that the participant should be worried.

Double-barreled questions: A double-barreled question is a question composed of more than two separate issues or topics, but which can only have one answer. A double-barreled question is also known as a compound question or double-direct question. In research, they are often used by accident. Surveyors often want to explain or clarify certain aspects of their question by adding synonyms or additional information. Although this is often done with good intentions, this tends to make your question confusing and, of course, double-barreled. There's no way of discovering the true intentions of the respondent from the data afterward, which basically renders it useless for analysis.

Opening questions: Opening questions should be easy to answer and not in any way threatening to the respondents. The first question is crucial because it is the respondent's first exposure to the interview and sets the tone for the nature of the task to be performed. If they find the first question difficult to understand, or beyond their knowledge and experience, or embarrassing in some way, they are likely to break off immediately. If, on the other hand, they find the opening question easy and pleasant to answer, they are encouraged to continue.

Question flow: Questions should flow in some kind of psychological order, so that one leads easily and naturally to the next. Questions on one subject, or one particular aspect of a subject, should be grouped

together. Respondents may feel it disconcerting to keep shifting from one topic to another, or to be asked to return to some subject they thought they gave their opinions about earlier.

Question type variety: Respondents become bored quickly and restless when asked similar questions for half an hour or so. It usually improves response, therefore, to vary the respondent's task from time to time. An open-ended question here and there (even if it is not analyzed) may provide much-needed relief from a long series of questions in which respondents have been forced to limit their replies to pre-coded categories. Questions involving showing cards/pictures to respondents can help vary the pace and increase interest.

Use of jargon/Appropriate wording: Avoid using words that are very specific to a field. If you ask, “How do you feel about the local herpetofauna in your community,” the respondents may not know what you are talking about. This can make them frustrated, unwilling to answer, they may lie to give you the answer they think you want, and it can set an overall poor tone for your survey. Use *simple language* that is appropriate for the reading or comprehension level, age, and knowledge of your respondents. This may also mean using *locally appropriate words or phrases*.

Phrasing: *The way you ask a question matters. A lot.* This is mentioned in a few different ways above, but it bears repeating. The way you phrase a question *should be as neutral as possible* from the perspective of the researcher. Of course, you may have to ask questions that have some intensity or severity to them. That’s why you have questions like Likert-Type that range from “Strongly Agree” to “Strongly Disagree.” What you want to avoid, is *phrasing a question so that the participants give you the answer they think you want*.

Survey fatigue: If your survey is too long, people will get tired and may refuse to respond, not think about their responses, give you the response they think you want, or they might even just quit! There is a delicate and very challenging balance between asking what you need to answer your research questions comprehensively, and keeping your survey short enough that people will willingly participate. If your survey is approaching an hour, you are running the risk of survey fatigue. *Once your respondents start to look or behave as if they are tired – they have been tired for a while, already.* If you absolutely **MUST** ask more than an hour of questions, then you will need to give breaks or even break up the survey into different days. This is often done in census research. I suggest trying to keep your survey to a maximum of 45 minutes. One hour if you must. Beyond that ... you might be getting bad data....

Context: Be sure that the way in which you create your survey is appropriate for the context. For example, if your respondents have a low literacy level, a Likert scale might be hard for them to understand. However, a series of smiley faces can have a similar effect.



Use of color might be appropriate as well. Although, remember that different cultures might interpret color differently than a typical “red is bad” and “green is good” scale that we associate with traffic lights.



Think about if you need to read a survey out loud, and how many options the respondent might have to remember. Think about using pictures to help people remember. Think of the context of the respondents, and how you may need to modify your survey to meet their needs. Remember, you want to make it as easy for them as possible to participate. If it is easy for them to understand, they are more likely to give you honest responses.

Types of Survey Questions

There are two overall categories of survey questions (1) closed-ended questions, and (2) open-ended questions.

Closed ended questions: This means that a survey respondent can only choose one or more items from a list of predefined answers. The questions where you have no possibility of explaining your chosen answer, no specification by a text description. The most commonly used type of questions that are closed-ended are simple yes/no questions, multiple-choice questions and every kind of rating question.

Advantages

- They are perfect when you need to examine a set of very different qualities or variables.
- Questions like these will give you “clean data”, in the same structure for every respondent.
- It is easier and quicker for respondents to answer
- The answers of different respondents are easier to compare
- Answers are easier to code and statistically analyze
- The response choices can clarify question meaning for respondents
- Respondents are more likely to answer about sensitive topics
- There are fewer irrelevant or confused answers to questions
- Less articulate or less literate respondents are not at a disadvantage
- Replication is easier

Disadvantages

- They can suggest ideas that the respondent would not otherwise have
- Respondents with no opinion or no knowledge can answer anyway
- Respondents can be frustrated because their desired answer is not a choice
- It is confusing if many response choices are offered
- Misinterpretation of a question can go unnoticed
- Distinctions between respondent answers may be blurred
- Clerical mistakes or marking the wrong response is possible
- They force respondents to give simplistic responses to complex issues
- They force people to make choices they would not make in the real world

There is another option called a “semi-closed ended” question. This is typically a closed-ended question with an open-ended option for something like, “other.”

Open-ended questions: This is the type of question where you need a personal explanation or point of view. It offers room for a respondent to give a very specific and detailed answer (if they choose to do so!). You can usually recognize these questions because they tend to start with words such as “what”, “why”, “how” and “describe”. An open-ended question (also known as Comment or Verbatim) cannot be answered with a simple “yes”, “no”, or one-word answer. Instead, an open question is likely to receive a long answer,

which makes them ideal for qualitative instead of quantitative information. Although any question can receive a long answer, open questions deliberately seek longer answers in the form of a list, a few sentences or something longer such as a speech, paragraph or essay.

Advantages

- Allow an infinite number of possible answers
- Give you qualitative data
- Collect more detail
- Gain (unexpected) insights
- Understand how your respondent thinks
- Ask without knowing the answer (unlike closed-ended questions, where all possible options are given)
- Will give you opinions and feelings, adding value to the answer

Disadvantages

- Will give you opinions and feelings, thus making some answers subjective
- They take longer to complete, increasing survey fatigue and reducing completion rate
- Limited amount of questions you can ask
- Analysis can be complex (non-statistical)
- It can be difficult to get respondents to participate

Some Specific Question Categories (This is a starting point)

Demographic: Demographic questions ask basic information about the respondents that is not directly related to the research question but may differentiate between respondent categories. Demographic information is important to account for variables that may confound your research. For example, the age of a participant can influence their experience level. The education level can influence their understanding of a topic. The religion could influence beliefs about a topic, and so on.

Dichotomous: Dichotomous questions are simply Yes/No questions. For example:

Have you even had an issue with a Jaguar killing livestock? Yes/No

Dichotomous questions usually are followed up by other more nuanced questions. However, Yes/No questions can be used to create a score of responses. For example, if I ask five questions about issues with Jaguars killing livestock with the questions increasing in intensity, I can create a score that can represent their overall view of Jaguars. Notice in the following example the difference in how these questions are framed, in comparison to simple dichotomous questions. In this example, a “Yes” answer would be given a score of 1 and a “No” answer a score of 0, and then the scores to these questions would be summed.

Would you kill a Jaguar for killing a small livestock animal such as a chicken?	Yes = 1	No = 0
Would you kill a Jaguar for killing a large livestock animal such as a cow?	Yes = 1	No = 0
Would you kill a Jaguar for repeatedly killing or attacking livestock?	Yes = 1	No = 0
Would you kill a Jaguar for killing livestock close to your home?	Yes = 1	No = 0
Would you kill a Jaguar if you fear for the safety of your family?	Yes = 1	No = 0
Sum of Scores:		

Multiple choice: Multiple choice questions give a set of options that the respondent must either choose from or select multiple of. For example:

In your experience, which of the following animals are you aware of being hunted in your community (select all that apply):

- Deer
- Jaguars
- Tapir
- Primates
- Birds

Rank order: Rank order question asks respondents to order the presented options from high to low. By asking this, respondents cannot say that all things are equally important. They are forced to prioritize. A rank order question gives a series of responses that the respondent must rank, usually on a number scale. Each item in the series must be given a number order, and a number cannot be used more than once. For example:

Rank the following items that indicate your concerns about conflict with Elephants from most important to least important:

Repeated attack on livestock	[Rank from 1-5, each number can only be used once]
Destruction of agricultural crops	[Rank from 1-5, each number can only be used once]
Danger to pet animals	[Rank from 1-5, each number can only be used once]
Getting too close to home	[Rank from 1-5, each number can only be used once]
Danger to children	[Rank from 1-5, each number can only be used once]

Likert-type: Likert scales are one of the most commonly used scales in human dimensions research. They offer a simple rating system that is common to surveys of all kinds. The scale is named for the psychologist who created it, Rensis Likert. One common use of the Likert scale is a survey that asks respondents to offer their opinion on something by stating the level to which they agree or disagree. For Example:

In my experience, predation by the Bengal Tiger is having a more detrimental effect on the livestock population than drought:

- Strongly Agree
- Agree
- Neither Agree nor Disagree (or Neutral)
- Disagree
- Strongly Disagree

To create the scale, each answer choice is assigned a score (for instance, 0-4), and the answers for several Likert items (that measure the same concept) can be added together for each individual to obtain an overall Likert score.

Likert scales can range in size, and typically are either a 4, 5, 7, or 10-point scale. Most commonly used are the 4 and 5-point scale. The 5-point scale allows for participants to give a neutral response. The 4-point scale forces the participant to respond in a positive or negative.

Going from Simple Questions to Sophisticated Question Sets

Indices (an Index) and Scales take single question items and put them together to provide a much more sophisticated and valid way of measuring complex items such as attitudes and behaviors. Indices and Scales require a more complex method of validation, but also give a more powerful explanation of the constructs under study.

Indices: Indexes are very useful in quantitative human dimensions research because they provide a researcher a way to create a composite measure that *summarizes responses* for multiple rank-ordered related questions or statements. In doing so, this composite measure gives the researcher data about a research participant's view on a certain belief, attitude, or experience. An index is an accumulation of scores from *a variety of individual items*. To create one, you must select possible items, examine their empirical relationships, score the index, and validate it. An example is given in the second example of Dichotomous questions, above.

Scales

A scale is a type of composite measure that is composed of several items that have a *logical or empirical structure* among them. That is, scales make use of *differences in intensity* among the indicators of a variable. For example, when a question has the response choices of "always," "sometimes," "rarely," and "never," this represents a scale because the answer choices are rank-ordered and have *differences in intensity*. Another example would be the Likert-Type questions discussed above.

Even though scales and indexes are similar in many ways, they also have several differences. First, they are constructed differently. An index is constructed simply by accumulating the scores assigned to individual items. For example, we might measure religiosity by adding up the number of religious events the respondent engages in during an average month.

A scale, on the other hand, is constructed by assigning scores to patterns of responses with the idea that some items suggest a weak degree of the variable while other items reflect stronger degrees of the variable. For example, if we are constructing a scale of political activism, we might score "running for office" higher than simply "voting in the last election." "Contributing money to a political campaign" and "working on a political campaign" would likely score in between. We would then add up the scores for each individual based on how many items they participated in and then assign them an overall score for the scale.

Scales and Indices can give a powerful explanation to a phenomenon IF they (1) measure what they are intended to measure, and (2) are tested and then validated statistically using BOTH inter-item correlation AND factor analysis, and then (3) are given to a proper random sample.

Session Plans: Day 4

Day 4 Agenda

Objectives	<ol style="list-style-type: none"> Design a research study with qualitative research questions, appropriate sampling, data collection Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Markers ✓ Flipchart paper ✓ Scissors
Facilitator Preparation	<ul style="list-style-type: none"> Prepare Lecture: Ethics (Page 103) Print activity and cut into individual pieces: Survey Question Review (Page 41) Print Activity: Case Study: Ethics (Page 43) Print Handout: Research Participant Rights (Page 46) Print Handout: Consent Forms (Page 47) <p><i>Note: The instructor may wish to clarify the terms “anonymous” and “confidential” to the participants as in some regions there may not be a clear distinction.</i></p>
Suggested Readings & Assignments for Next Class	<ol style="list-style-type: none"> Siedman, I. (2013). <i>Why Interview? Ch. 1, Interviewing as Qualitative Research</i>. New York: Columbia University. Siedman, I. (2013). <i>Technique Isn't Everything, But It Is a Lot. Ch. 6, Interviewing as Qualitative Research</i>. New York: Columbia University.

Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:15	Review Activity	37
6	9:15-10:30	Survey Workshopping	37
--	10:30-10:45	Break	--
6	10:45-12:00	Survey Workshopping Cont.	37
--	12:00-13:00	Lunch	--
--	13:00-13:15	Energizer	106
8	13:15-13:30	Lecture: Ethics	37, 103
8	13:30-14:30	Case Study: Ethics	38
--	14:30-14:45	Break	--
8	14:45-15:15	Consent Forms	39
8	15:15-15:45	Ethics Statement	39
--	15:45-16:00	Class Preparation for Next Day	40

Review Activity

Time	15 minutes	Lecture Materials	None
Objectives	--		
Materials	✓ Handout – Survey Question Review		
Process	<p>Review (15)</p> <ol style="list-style-type: none"> 1. Randomly hand out the question titles and definitions to the participants. Note that you may need to print more than one set for everyone to be able to participate 2. Ask the participants to walk around the room and find their match. 3. When all participants have made their match, ask the participants to form a circle 4. Ask the participants to go around the circle and give one detail about writing survey questions. 5. Ask participants if there are any questions about the previous day 6. Introduce the topics for the day: <ol style="list-style-type: none"> a. Continuation of survey workshopping b. Research ethics c. Participant rights and consent 		
Discussion	None		

Survey Workshopping

Time	2 hours	Lecture Materials	None
Objectives	6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	✓ Laptop (if available) ✓ Compiled survey questions from previous day ✓ Projector (if available)		
Process	<ol style="list-style-type: none"> 1. Print and/or email the compiled survey questions from the previous day to the course participants. Ask at least one person to take notes/revise during the class discussion. This can also be done in front of the class on a computer if a projector is available 2. Starting with the first section, ask the participants to read the research questions to determine: <ol style="list-style-type: none"> a. Appropriateness for the section b. Appropriateness for the research question c. Appropriateness of the survey question type d. If the question is repeated e. If the question is necessary 3. Revise the survey questions with the class 4. When finished, allow the participants to continue working on developing questions. Ask the participants to focus on developing appropriate scales and indices. Give each group a specific section to develop. 5. Ask the participants to email their final survey questions by the end of the session. 		
Discussion	None		

Lecture: Research Ethics

Time	15 minutes	Lecture Materials	Page 103
Objectives	8. Discuss research ethics including consent, protection of participants, and creating a safe and secure atmosphere for participants.		
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Flipchart paper ✓ Markers 	<ul style="list-style-type: none"> ✓ Print Handout: Research Participant Rights (Page 46) ✓ Print Handout: Consent Forms (Page 47) 	

Process	<p>Mini-Lecture: Research Ethics:</p> <ul style="list-style-type: none"> • Consent/assent • Protected groups • Belmont report <p>1. After the lecture, hand out the Research Participant Rights and Consent Form handouts. Answer any questions.</p>
Discussion	Q&A

Case Study: Research Ethics

Time	60 minutes	Lecture Materials	None
Objectives	8. Discuss research ethics including consent, protection of participants, and creating a safe and secure atmosphere for participants.		
Materials	✓ Case Study: Ethics (Page 43)		
Process	<ol style="list-style-type: none"> 1. Divide the participants into groups of 3-5. 2. Hand out one ethics case study to each group. If you have more than 3 groups than you can repeat the case studies with some groups. 3. Ask the participants to read the case studies and respond to the questions. 4. After 20 minutes ask each group to describe their case study and their responses to the questions. 5. Allow the other groups to ask questions or clarifications from each group. 6. Hold a Q&A on ethics for the remaining time. 		
Discussion	<ul style="list-style-type: none"> • <i>(If there is no in-country IRB process)</i> In the absence of an official IRB review board, what are the responsibilities of the researcher? • <i>(If there is no in-country IRB process)</i> In the absence of an official IRB review board, how can you ensure that you are conducting ethical social research? • <i>(If there is no in-country IRB process)</i> In the absence of an official IRB review board, how can you ensure that you gain ethical consent from your participants? • If you see something unethical occurring when you are conducting research, such as with the participants, what is your responsibility as a researcher? What should you do? Can you do anything? Why or why not? • Q&A 		

Consent Forms

Time	30 minutes	Lecture Materials	None
Objectives	8. Discuss research ethics including consent, protection of participants, and creating a safe and secure atmosphere for participants.		
Materials	<ul style="list-style-type: none"> ✓ Handout: Research Participant Rights (Page 46) ✓ Handout: Consent Forms (Page 47) 		
Process	<ol style="list-style-type: none"> 1. If it was not already done in the prior activity, hand out the Research Participant Rights and Consent Forms handouts. 2. Divide the participants into groups of 3-5. 3. Ask the participants to work together in groups to write a consent form that is appropriate for the country context. 4. After 20 minutes ask for one group to volunteer to read their consent form. 5. Ask the other groups to share what they did differently and why. 6. While they are sharing and the group is discussing, ask the first group to make changes to their consent form. This may also be done in front of the group if there is a computer connection. 7. At the end of the session, as the group who shared their consent form to send it to the INSTRUCTOR via email 		
Discussion	<ul style="list-style-type: none"> • Which consent form do you think was the most complete? Why? • Are there areas of recommendation for the consent forms that are not appropriate or relevant to your country context? Why or why not? • What are some challenges that you would face in using consent forms to gain consent from participants? What are some ways that you can address these challenges? • How should we handle participant consent for our own research project? 		

Ethics Statement

Time	30 minutes	Lecture Materials	None
Objectives	8. Discuss research ethics including consent, protection of participants, and creating a safe and secure atmosphere for participants.		
Materials	<ul style="list-style-type: none"> ✓ Flipchart paper ✓ Markers ✓ Masking tape 		
Process	<ol style="list-style-type: none"> 1. If it was not already done in the prior activities, hand out the Research Participant Rights and Consent Forms handouts. 2. Ask the participants and discuss: "What do you think should go into an ethics statement for the institution?" 3. Write the ideas onto a flipchart paper during the discussion 4. After initial ideas are provided, ask the participants to suggest an ethics statement 5. Discuss the suggestions until an ethics statement is formed 6. Write the ethics statement onto a flipchart paper for the participants 		
Discussion	<ul style="list-style-type: none"> • Why should your institution should have an ethics statement? • How is an institutional ethics statement related to the conduct of ethical research? Is it necessary to have one? Why or why not? • What do you think should go into an ethics statement for the institution? 		

Class Preparation for Next Day

Process

- Ask those who have laptops to bring them to the next session
- Provide readings for next day
- Remind the students to send their final survey questions
- Instructor: Aggregate the surveys that are sent by the participants, add formatting if time allows

Day 4 Handouts and Printed Materials

(Next page)

Survey Question Review

Likert-Type Survey Question	<p>Rate your response to the following question on a scale of 1-5, with 1 being “Completely Agree” and 5 being “Completely Disagree”</p> <p>Nationally recognized indigenous groups should be exempted from laws against hunting.</p> <ol style="list-style-type: none">1. Completely Agree2. Agree3. Neutral4. Disagree5. Completely Disagree
Dichotomous Survey Question	<p>Have you or a member of your household visited a Dairy within the last six months?</p>
Demographic Survey Question	<p>What is the highest level of education that you have completed?</p>
Open-Ended Survey Question	<p>How do you think that fishermen would react to a law requiring that trolling nets have excluder devices, to reduce accidental bycatch?</p>
Rank Order Survey Question	<p>XXX is a popular eco-tourism destination. The government would like to invest more in promoting this destination. Please read the following statements and put them in order from MOST important to LEAST important challenge to growing XXX as an eco-tourism destination.</p> <ul style="list-style-type: none">___ Unreliability of flights___ Cost of flights___ Lack of accommodation at or near XXX___ Lack of trained guides___ Distance from Capital City to XXX___ Lack of advertisements

Purposive or Judicial Sample	I am conducting a study on the personal experiences of livestock holders who have had problems with Elephants. I chose to interview 20 livestock holders who (1) I know have had a problem with Elephants, (2) Who had that problem within the past six months, and (3) who are likely to be representative of the views of other livestock holders
Multiple Choice Survey Question	Which of the following would increase the likeliness that you would use a portable testing kit for mastitis? <input type="checkbox"/> If I was given training on how to use a portable testing kit <input type="checkbox"/> If there was subsidized or reduced cost of purchasing a portable testing kit <input type="checkbox"/> If other livestock holders used a portable testing kit <input type="checkbox"/> If it was required by law <input type="checkbox"/> If I was fined for not using a portable testing kit <input type="checkbox"/> If it improved my overall milk productivity
Convenience Sample	I am conducting a study on what people see as the most important nutrition issues in the city. I go to the mall to collect my data because that is the easiest place to find people.
Simple Random Sample	I am conducting a study on the perceptions of livestock holders on new regulation that has been passed to protect Bengal Tigers. I want to be sure that I have an accurate representation, so I acquire a list of all livestock holders who are members of cooperatives in the XXX valley. I assign each member a number, and then I use random number generator to pick who I will give my survey to.

Case Study: Ethics

Case #1: Homeless Adolescents

Background

In parts of CITY NAME, one can readily find groups of homeless adolescents and young adults who congregate on city squares and greens. Often these youth have been victims of abuse in their homes and thus frequently exhibit a variety of emotional and physical problems including depression, substance abuse, and violence. Much research is currently being conducted to explore both the causes of youth homelessness as well as interventions aimed at re-integrating these individuals into society. It is vitally important in constructing therapeutic interventions to more fully understand how and why these youth became homeless and how they cope with their circumstances.

Project

A University of CITY NAME student was asked by Catholic Relief Services to conduct an exploratory study to help the organization better understand the situation of homeless youth, and how the organization could conduct outreach and interventions to best serve them. The University student proposed to study the environmental culture and organizational strategies of homeless youth and young adults who congregate in areas of CITY NAME. The study planned to conduct 30 semi-structured, open-ended interviews which were to be audiotaped. The student also planned for ten participants to keep a journal of their daily activities for a period of two weeks and upon completion, the journals would be collected by the investigator for use in analysis.

Recruitment

The student intended to recruit these youths by directly approaching them in the city square, describing the research and asking if they would be willing to participate in the study.

Consent

The student proposed to waive signed informed consent and sought to obtain verbal consent after description of the study and provision of an information sheet describing the details of the study and some of the essential elements of informed consent. There were no plans to compensate study participants in any way.

CASE STUDY ANALYSIS:

1. What are the ethical issues that you see in this study?
2. Given your responses to #1, what should the student do to address these issues?
3. What other ethical issues might arise in the field while doing this work?
4. Given your responses to #3, what should the student do to address these issues?

Adapted from: Yale Interdisciplinary Center for Bioethics, <https://bioethics.yale.edu>

Case Study #2: The Impact of Vitamin A on Diarrhea in Children in rural Ecuador

Background

A student is working with the Ministry of Health and cooperating NGOs to conduct a study to evaluate the impact of periodic doses of high-dose vitamin A on the incidence of diarrhea and acute respiratory infection (ARI) in children less than five years of age. This student has a background in public health. The study is taking place in an indigenous community, as vitamin A deficiency is a particular issue in this indigenous population. The student was granted IRB approval by his/her advisor to conduct the study.

Project

The Ministry plan is to use a randomized control trial to provide a high-dose vitamin A capsules or placebo administered in a double-blind fashion, every four months for one year to children from six months to five years of age. A record of morbidity (diarrhea and ARI) and mortality data would be measured weekly, and blood samples for vitamin A status would be drawn at zero, six, and 12 months. To inform the community of the impending study, the local chief and council of elders called the villagers together. In a festive environment, the researchers described the study and answered questions from community members and the council. Later, the village chief and council met briefly and gave their approval.

Shortly thereafter, the student began going house to house to obtain signed parental informed consent for children to participate in the study. The mothers (usually the parent at home during the visit) said that they did not need to sign anything as the chief had already approved the study and they could not sign anything because they could not read what they would be signing. On the second day, the student was summoned to the chief's house and politely informed that since the chief and council had given approval for the study, it was both unnecessary and unacceptable to seek individual signatures.

CASE STUDY ANALYSIS:

1. What are the ethical issues that you see in this study?
2. Given your responses to #1, what should the student do to address these issues?
3. What other ethical issues might arise in the field while doing this work?
4. Given your responses to #3, what should the student do to address these issues?

Adapted from: Research Ethics Training Curriculum. Harvard School of Public Health, Boston: USA.

https://www.fhi360.org/sites/all/libraries/webpages/fhi-retc2/Resources/RETC2_Case_Studies.pdf

Case #3: Voices of Pacific Children with Disability Project

Background

The voice of children with disability in Guyana is largely missing in the Guyanese development agenda. To date, no research has directly captured these children's concerns and aspirations and linked them to human rights priorities. Frequently, research activities (even in developed countries) do not seek to collect data directly from people with disability or, if they do, tend to utilize research methods that do not enable the self-reporting of people with diverse disabilities. In this context, the Voices of Guyanese Children project, implemented by Save the Children, decided to collaborate with University graduate student to collect and analyze data collection that enabled children with diverse disabilities (intellectual disability, vision or hearing impairment, physical disabilities, etc.) to report on their life needs and aspirations.

Training Workshop

A range of data collection methods was developed utilizing visual, aural and activity prompts relevant to different communication modes and impairments. The involvement of Disabled Persons Organization (DPO) members with disability in the adaptation and design of methods was particularly important in this regard. At the commencement of the research, a one-week training workshop that involved all stakeholders and aimed to finalize the recruitment, consent and data collection methods to be used.

Recruitment

After the training workshop, the University student suggested that the research team be mindful of possible stigma and discrimination in relation to disability in Guyana. He/she suggested that the team needed to consider the potential negative implications of recruitment, where approaching potential participants (families and children) could identify them as having a disability where this may not be publicly known, or where identifying or recording a type or level of disability as part of data collection may further stigmatize children. It is important to note that almost all children recruited had not been formally diagnosed as having a disability, so this required sensitivities and added complexities to the process. Discussion with DPOs and Save the Children during initial training identified the need to promote positive messages regarding disability and raise awareness generally in communities. In some instances, a DPO member facilitated introduction to communities or attended initial meetings.

CASE STUDY ANALYSIS:

1. What are the ethical issues that you see in this study?
2. Given your responses to #1, what should the student do to address these issues?
3. What other ethical issues might arise in the field while doing this work?
4. Given your responses to #3, what should the student do to address these issues?

Adapted from: Australian Council for International Development. (2015). Ethical issues and lessons in the Voices of Pacific Children with Disability project. https://rdinetwork.org.au/wp-content/uploads/2017/05/Case-Study_3_Ethical-issues-and-lessons-in-the-Voices-of-Pacific.pdf

Research Participant Rights

Research Participant Rights

As a research participant, you have the right to...

- know why the research is being done
 - know what will happen to you
 - know the risks, side effects, or pain that may occur
 - know what good may come of the study
 - know what other treatments exist if you do not take part in the research
 - know how your private information will be kept safe
 - know what will happen if you are hurt
 - know whom to contact with questions or concerns
 - ask questions at any time
 - decide whether to participate without being pressured
 - drop out at any time without penalty
 - keep a copy of the consent form
-

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- ask questions at any time
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- drop out at any time without penalty
- keep a copy of the consent form

Consent Forms

The following guidelines are from the University of Florida's Institutional Review Board (IRB) for research with human subjects (non-medical). Currently, COUNTRY does not have a set of guidelines like these.

Ethical research dictates that **consent must be obtained from study participants before conducting any research**. All of the following should be included in consent forms:

Consent Forms must all have:

- ✓ Study Title
- ✓ Name of Principle Investigator
- ✓ Who you are (your job, your institution, etcetera)
- ✓ What the research is about
- ✓ How much time is required to participate
- ✓ A statement that participation is voluntary
- ✓ Any potential risks to participation (you must also state if there are NO risks)
- ✓ Any potential benefits to participation (you must also state if there are NO benefits)
- ✓ What you will do with the data (example, recording, transcribing, writing a report or a paper, etc.)
- ✓ How the identity of the participants will be protected
- ✓ Contact information in the case of any questions about the study
- ✓ Date the consent form was signed
- ✓ Signature of the participant (or a Yes/No acknowledgement that the consent form was read to the participant and they verbally agreed to participate)

If you are working with anybody under the age of 18 you must also:

- Get consent from the parent or guardian
- Get **assent** from the young person. This is an adaptation of the consent form with appropriate language for the age of the participant.

Important considerations:

- ***The identity of the participant must be protected.***
- If literacy is an issue, consent forms ***can be read*** to the participant, but they ***must give you a Yes/No*** answer and that ***must be documented***.
- If signing a consent form could be dangerous for the participant (for example, a very sensitive study on violence) then **assent** is sufficient. This means reading a consent form to the participant, acquiring a Yes/No response to participate, and NOT documenting the response. This should only be done in situations where there is a valid and important reason to NOT acquire the signature of the participant as a way of consent.
- Assuming the study is not sensitive, you should leave a copy of the consent form for the participants to keep in case they want to contact you with questions.

Session Plans: Day 5

Day 5 Agenda

Objectives	<ol style="list-style-type: none"> Discuss and demonstrate techniques for engaging research participants. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement. 		
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Markers ✓ Flipchart paper 		
Facilitator Preparation	<ul style="list-style-type: none"> Print aggregated Class Survey questions Print Activity: Communication Styles that Annoy People (Page 53) Add topic and print activity: Empathic Listening Practice (Page 55) Print Handout: Instructions for Weekend Assignment (Page 57) Print Handout: How to Organize Data in Excel (Page 58) Print Handout: Skills for Listening (Page 54) Print Handout: Transcription Protocol (Page 59) 		
Suggested Readings & Assignments for Next Class	<ol style="list-style-type: none"> Traoré, S.G., Fokou, G., Ndour, A.P.N., Yougbare, B., Koné, P., Alonso, S., Roesel, K., Bakau, S.N., Dao, D., Grace, D., and Bonfoh, B. (2018). <i>Assessing knowledge, beliefs and practices related to the consumption of sheep and goat meat in Senegal. Global Food Security.</i> 19. 64-70. Okell, C.N., Pinchbeck, G.P., Stringer, A.P., Tefera, G., and Christley, R.M. (2013). <i>A community-based participatory study investigating the epidemiology and effects of rabies to livestock owners in rural Ethiopia. Preventive Veterinary Medicine.</i> 108. 1-9. 		
Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:20	Review Activity	49
6	9:20-9:45	Class Survey Review	49
6	9:45-10:30	Brainstorm: Surveys, Focus Groups, Interviews	50
--	10:30-10:45	Break	--
6	10:45-12:00	Class Project Interview and Focus Group Questions	50
--	12:00-13:00	Lunch	--
5	13:00-13:15	Energizer	106
5	13:15-13:40	Communication Styles that Annoy People	51
5	13:40-14:00	Lecture: Empathic Listening	51, 104
5	14:00-14:30	Empathic Listening Round 1 & 2	51
--	14:30-14:45	Break	--
5	14:45-15:45	Empathic Listening Round 3	51
--	15:45-16:00	Class Preparation for Next Day	52

Review Activity

Time	20 minutes	Lecture Materials	None
Objectives	--		
Materials	None		
Process	<ol style="list-style-type: none"> 1. Ask the participants to find a partner. 2. Ask each pair to decide who will be person 1 and who will be person 2. 3. Ask the participants who are person 1 to form a circle in the middle of the room. 4. Ask those who formed the circle to turn around 180 degrees so that they are facing outward. 5. Ask those who are person 2 to stand in front of person 1. This should result in two concentric circles with the person 1 group facing outward and the person 2 group facing inward and looking directly at their partner. 6. Ask the participants to share 2 things that they learned in the previous class with their partner 7. After 30 seconds, ask the inside circle to take a single step to their left. The outside circle will not move. This will result in each person standing in front of a new partner. 8. Repeat 6 and 7 several times. 9. Ask participants if there are any questions about the previous day 10. Introduce the topics for the day 		
Discussion	None		

Class Project Survey Review

Time	25 minutes	Lecture Materials	None
Objectives	6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	<ul style="list-style-type: none"> • Final compiled survey questions • Print Handout: Instructions for Weekend Assignment (Page 57) • Handout: How to Organize Data in Excel (Page 58) 		
Process	<ol style="list-style-type: none"> 1. Print and/or email the compiled survey questions from the previous day to the course participants. This can also be done in front of the class on a computer if a projector is available 2. Point out to the participants any revisions you have made to the study and why, especially focusing on: <ol style="list-style-type: none"> a. Formatting b. Changed question types c. Completion of scales and indices d. Number of questions in each section e. Number and labeling conventions f. Other relevant issues 3. Explain the Survey assignment (see Syllabus, Page 57) <ol style="list-style-type: none"> a. Hand out the "How to Organize Data in Excel" handout b. Minimum of 10 surveys per person c. Must be from target population d. Compile results into an Excel spreadsheet per the convention and email INSTRUCTOR by DAY at TIME 		
Discussion	Q&A		

Brainstorm: Surveys, Focus Groups, Interviews

Time	45 minutes	Lecture Materials	Page 102
Objectives	6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	✓ Masking tape ✓ Markers ✓ Flipchart paper		
Process	<ol style="list-style-type: none"> 1. Divide the participants into groups of 4-5. 2. Ask the groups to brainstorm when they would use surveys, focus groups, and interviews. 3. After 15 minutes report out 4. Mini-lecture: Focus Groups and Interviews 		
Discussion	Q&A		

Class Interview and Focus Group Questions

Time	75 minutes	Lecture Materials	None
Objectives	6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Flipchart paper cut into strips 	<ul style="list-style-type: none"> ✓ Markers ✓ Scissors 	
Process	<ol style="list-style-type: none"> 1. Divide the participants into groups of 3-5. 2. Ask the participants to reflect on our class research questions and discuss the following: <ol style="list-style-type: none"> a. What other questions would be appropriate/help to answer the research questions, thoroughly? b. When would you use an interview or focus group? c. How do interviews and focus groups fit in to our research project? d. What kinds of questions/constructs did the survey not cover, and how should those be asked in a focus group or interview? e. What kinds of questions/constructs would be good to ask for triangulation purposes? 3. After 20-30 minutes give the groups 3-4 strips of flipchart paper. 4. Ask the participants to use the class research questions and their responses to step 2 to develop 3-4 open-ended interview and focus group questions that would be appropriate for our research questions. Ask the participants to write each question on a different strip of flipchart paper 5. After 30 minutes ask the participants to tape their questions onto the wall 6. Ask the participants to stand and look at the questions and to work together to put them in an appropriate order. Remind them that they can ask clarification from any group while they are organizing the questions. 7. Ask the participants to reflect on the questions and revise, eliminate, or add any relevant questions 8. After the group has finished, provide feedback to the group on the questions. 9. Ask one volunteer to type up the finished questions and email them to INSTRUCTOR. 		
Discussion	<ul style="list-style-type: none"> • What other questions would be appropriate/help to answer the research questions, thoroughly? • When would you use an interview or focus group? • How do interviews and focus groups fit in to our research project? • What kinds of questions/constructs did the survey not cover, and how should those be asked in a focus group or interview? • What kinds of questions/constructs would be good to ask for triangulation purposes? • Who is the target sample and how will you access/recruit? 		

Communication Styles that Annoy People

Time	25 minutes	Lecture Materials	None
Objectives	5. Discuss and demonstrate techniques for engaging research participants.		
Materials	<ul style="list-style-type: none"> Activity: Communication Styles that Annoy People (Page 53) 		
Process	<ol style="list-style-type: none"> 1. Hand out the “Communication Styles that Annoy People” handout to the participants. 2. Ask the participants to fill out the “Round 1” column and indicate the communication styles that other people use that annoy them. 3. After 5 minutes, ask the participants to fill out the “Round 2” column and indicate the communication styles that they use that annoy other people. 4. After 5 minutes, ask the participants to turn to the person next to them and discuss the communication styles that annoy them. 5. After a few minutes ask the participants to stand up and form a circle. 6. Ask the participants to go around in the circle and share one communication style that they use that annoys other people. 		
Discussion	<ul style="list-style-type: none"> What do you think this activity has to do with conducting interviews and focus groups? 		

Lecture: Empathic Listening

Time	20 minutes	Lecture Materials	Page 104
Objectives	5. Discuss and demonstrate techniques for engaging research participants.		
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Flipchart paper ✓ Markers 		
Process	Mini-Lecture: Difficult Dynamics <ul style="list-style-type: none"> ✓ Behaviors that block communication ✓ Body language ✓ Reflective listening 		
Discussion	Q&A		

Empathic Listening

Time	90 minutes	Lecture Materials	None
Objectives	5. Discuss and demonstrate techniques for engaging research participants.		
Materials	<ul style="list-style-type: none"> ✓ Activity: Empathic Listening Practice (Page 55) ✓ Handout: Skills for Listening (Page 54) 		
Process	<i>Empathic Listening Round 1 – Body language</i> <ol style="list-style-type: none"> 1. Ask participants to find a partner and move their chair so that they can sit with one another. 2. Ask the participants to decide who will be Person A and Person B 3. Ask Person A to be the interviewer and Person B to be the participant 4. Ask Person A to demonstrate bad body language during the practice 5. Give the participants the prompt “Things that stress you out about research.” 6. Give the participants 3 minutes to discuss 7. Ask the participants to switch roles and repeat the process 8. After 3 minutes ask the participants: <ol style="list-style-type: none"> a. How did you feel when the researcher was displaying poor body language? b. If you feel this way, how do you think an interviewee who does not know you would feel? 9. Repeat 4-7 but ask the participants to display good body language during the process 10. At the end of the activity ask the participants if they felt different during the second round and why. 		

	<p><i>Empathic Listening Round 2 – Body language + Blocking behaviors</i></p> <ol style="list-style-type: none"> 1. Ask the participants to find a new partner and identify who will be A and B 2. Ask A to be the interviewer and B to be the participant 3. Ask the interviewer to demonstrate good body language and avoid blocking behaviors. 4. Give the participants a new TOPIC 5. After 7 minutes ask the pairs to switch roles 6. After 7 more minutes ask the participants: <ol style="list-style-type: none"> a. Who felt like their partner did a good job of interviewing and would be willing to share their experience? b. How did this method influence your own willingness to speak? c. Why do you think this encourages speaking? d. What kinds of challenges do you think using this method would pose in research? <p><i>Empathic Listening Round 3 – Adding it all Together</i></p> <ol style="list-style-type: none"> 1. Ask the participants to form groups of 3 2. Hand out the “Empathic Listening” practice activity. Each group should have the role of: Researcher, Participant, and Observer 3. Give the participants a few minutes to read the instructions. Answer any questions they may have 7. After 7 minutes ask the pairs to switch roles. Repeat so that each person has an opportunity to serve in each role. 8. Ask the participants: <ol style="list-style-type: none"> a. Who felt like their partner did a good job of interviewing and would be willing to share their experience? b. How did this method influence your own willingness to speak? c. Why do you think this encourages speaking? d. What kinds of challenges do you think using this method would pose in research? 9. Give participants the Skills for Listening (Page 54) handout
Discussion	<ul style="list-style-type: none"> • Embedded in activity above

Class Preparation for Next Day

Process	<ul style="list-style-type: none"> • Provide readings for next day • Review assignment to conduct 10 surveys and 2 interviews • Remind participants to compile survey results into an excel spreadsheet and send to INSTRUCTOR by DAY at TIME • Remind participants to select a part of their interview and/or focus group recording that is interesting and write them into a transcript. The transcript should be at least 3-4 pages of data (double spaced). Follow the protocol. • Ask the participants to practice empathic listening skills outside of class • Ask participants to identify 5-6 people to participate in a Focus Group or Participatory Group.
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Day 5 Handouts and Printed Materials

(Next page)

Communication Styles That Annoy People

Round Round

1 2

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Talks loudly |
| <input type="checkbox"/> | <input type="checkbox"/> | Goes off on tangents (<i>also termed rants, asides, digressions</i>) |
| <input type="checkbox"/> | <input type="checkbox"/> | Repeats ideas that someone else has already expressed |
| <input type="checkbox"/> | <input type="checkbox"/> | Repeats his/her own point over and over again |
| <input type="checkbox"/> | <input type="checkbox"/> | Argues as a way of clarifying an idea |
| <input type="checkbox"/> | <input type="checkbox"/> | Criticizes without offering constructive suggestions |
| <input type="checkbox"/> | <input type="checkbox"/> | Openly shows/expresses strong emotion |
| <input type="checkbox"/> | <input type="checkbox"/> | Makes long and extensive speeches |
| <input type="checkbox"/> | <input type="checkbox"/> | Uses technical terms that are difficult to understand |
| <input type="checkbox"/> | <input type="checkbox"/> | Continually raises a favored issue no matter what topic is being discussed |
| <input type="checkbox"/> | <input type="checkbox"/> | Complains about how little progress the group is making |
| <input type="checkbox"/> | <input type="checkbox"/> | Blames other people without acknowledging his or her own part |
| <input type="checkbox"/> | <input type="checkbox"/> | Apologizes for everything s/he says |
| <input type="checkbox"/> | <input type="checkbox"/> | Hides disagreements with insincere but sweet-sounding words and phrases |
| <input type="checkbox"/> | <input type="checkbox"/> | Argues over minor details |
| <input type="checkbox"/> | <input type="checkbox"/> | Takes the discussion to a very abstract level |
| <input type="checkbox"/> | <input type="checkbox"/> | Finds minor faults whenever someone uses an analogy to make a point |
| <input type="checkbox"/> | <input type="checkbox"/> | Whispers to someone sitting nearby, while someone else is talking |
| <input type="checkbox"/> | <input type="checkbox"/> | Acts superior and self-assured, as if s/he knows everything |
| <input type="checkbox"/> | <input type="checkbox"/> | Just sits silently and rarely contributes |

Skills for Listening

HOW TO	HOW TO
ATTEND, ACKNOWLEDGE	Provide verbal and nonverbal awareness of the other; i.e., eye contact, body language, minimal “encouragers”, open and closed questions.
RESTATE, PARAPHRASE	Respond to the person’s basic verbal message (ex: “So what you are saying is...”, “If I understand correctly...”).
REFLECT/MIRROR	Reflect feelings, experiences, or content that has been heard or perceived (ex: “You sound frustrated”).
SUMMARIZE, SYNTHESIZE	Bring together in some way feelings and experiences; show relationship of main points; provide a focus. (Ex: So initially X happened followed by Y and now you are faced with Z, is that right?).
PROBE	Question in a supportive way that requests more information or that attempts to clear up confusion (Ex: “Could you help me better understand why X acted that way? I’m not sure that I understood.”).
SUPPORT	Show respect in your own individual way.
CHECK PERCEPTIONS	Are your interpretations and perceptions valid and accurate? (Ex: “Am I right in understanding that you feel it was a poor decision?”)
RESPECT PAUSES	Give the other person time to think as well as to talk. Don’t be afraid of silence.

Adapted by Marta Hartmann and Jonathan Dain from:

Pickering, M. (1986). “Communication” in *Exploration, A Journal of Research of the University of Maine*, Vol. 3, No. 1, Fall 1986, pp 16-19; and Covey, S. R. (1990). *The 7 Habits of Highly Effective People*. Simon and Shuster.

EMPATHIC LISTENING, (Covey, 1990)

Empathic listening is a way of listening and responding to another person in order to improve mutual understanding. It involves a structured approach that *focuses attention on the speaker*. The goal is to effectively understand and accurately interpret another person’s meanings, to “seek to understand before seeking to be understood.”

- In **empathic listening** we listen for what is said and what is not being said.
- To be able to **listen empathically** we need to manage our own self-talk (the things we think about while others are speaking).
 - Temporarily suspend counter arguments and problem-solving suggestions (Try not to *offer advice* like: “Why don’t you just try X or do Y?”)
 - Strive to *avoid thinking about things others than those being discussed by the speaker* (Ex: “I need to meet Z for lunch in 15 minutes...”, “Ugh, he is going on and on and on and I need to go study...”).
 - Quiet those “internal judges” that tend to *impose your way of thinking or behaving on others* (“She really does not get this at all...”, “he is being irrational”, and “it seems so obvious that she should...”).
 - *Avoid making the conversation about you* (“This sounds like what I went through last year...”; “Oh yes, that happened to me! So, I was meeting with my committee and...”)
- **Empathic listening** involves allowing and accepting differences of opinion and different communication habits and styles. Not necessarily agreeing or liking what is being said (and how it is being said) but trying to understand.
- **Empathic listening** has several benefits: It forces us to listen attentively to others; it helps avoids misunderstandings, and it tends to open people up, to get them to say more. Empathic listening helps build trust.
- In **Empathic listening** we do NOT assume that we know what the other person is trying to say.
- It takes a **lot of energy to listen...** This is especially true when we are tired, when we are speaking with someone whose dialect is different from ours and when we do not like (or are angry, bored, frustrated with) the person with whom we are speaking.

“We were given two ears but only one mouth, because listening is twice as hard as talking” (Unknown)

Empathic Listening Practice

STUDY PARTICIPANT ROLE

Your role is the person being interviewed in a research project.

PART 1: Interview Practice

The **Interviewer** will ask you questions about _____(TOPIC). Your task is to share information that allows the interviewer to practice their interviewing skills. Please try to share your personal feelings and opinions in addition to facts, so that the experience is similar to a real interview. Of course, ***you are not required to disclose any information that you do not wish to.***

PART 2: Discussion in Triad Groups

When the conversation is over, your task is to provide feedback and suggestions to the Interviewer on how he/she used the listening skills

- 1) **reflecting content and feeling:** Did you feel listened to? Did the Listener have any habits you found distracting? Did you feel comfortable enough to be honest? Why or why not?
- 2) **attentive body language**
- 3) **summarizing** at the end of the conversation. (*Your feedback and suggestions to the Listener are essential to the learning process*)

After you provide your comments, the **Observer** in your group will share his/her thoughts about how the **Interviewer** applied their listening skills.

And finally, the **Interviewer** will share their experiences of how they felt using these techniques.

OBSERVER ROLE

Your role is to be an objective observer. Consider this a good test of your participant observation skills!

The Interviewer will interview the Study Participant about _____(TOPIC). Your task as the Observer is to observe and keep track of the Interviewers behavior and responses.

PART 2: Discussion in Triad Groups

When the conversation is over, the Study Participant will provide feedback to the Interviewer on how he/she used the listening skills

- 1) **reflecting content and feeling**
- 2) **attentive body language**
- 3) **summarizing** at the end of the conversation. (*Your feedback and suggestions to the Listener are essential to the learning process*).

After you the **Study Participant** provides comments, you will share your thoughts about how the **Interviewer** applied their listening skills. Was the **Interviewer** practicing reflection of content and feeling? Were they evaluating or advising? Were their responses made at the appropriate time? Were they engaged in body language, voice, interest level or were they distracted? Note the effectiveness of their skills on the Study Participant.

And finally, the **Interviewer** will share their experiences of how they felt using these techniques.

RESEARCHER ROLE

Your role is to be the researcher who is conducting an interview with a study participant.

PART 1: Interview Practice

You will conduct a short interview with the Study Participant while the Observer observes. The study will be about _____(TOPIC). Use the following guide for your questions *but you are welcome to go off script, if you would like.*

REMEMBER:

- Try to concentrate on what is being said and the emotions involved in a way that shows that you are really listening and **seeking to understand**. At the end, try to **summarize** what you have heard (*even though this may seem unnatural or awkward*). Be aware of the pitfalls of evaluating what you are hearing and of offering advice.
- Concentrate on following the **Study Participant's** train of thought. Use eye contact, body language, silences, and verbal minimal encouragers.
- Your primary verbal actions should involve occasionally rephrasing **content** of the **Study Participant's** story and **reflecting/acknowledging the feelings involved** as opposed to asking lots of questions.

Introduce yourself and briefly explain the study topic

Questions (*Note: You may not get through all of these, and you are welcome to add more or change questions*):

1. _____(QUESTION)
2. _____(QUESTION)
3. _____(QUESTION)
4. _____(QUESTION)
5. _____(QUESTION)
6. _____(QUESTION)

PART 2: Discussion in Triad Groups

When the conversation is over, the Study Participant will provide feedback and suggestions on how you used the listening skills, especially:

- 1) **reflecting content and feeling**
- 2) **attentive body language**
- 3) **summarizing** at the end of the conversation. (*Your feedback and suggestions to the Listener are essential to the learning process*).

After the **Study Participant** has provided comments, the **Observer** in your group will share his/her thoughts about how you applied your listening skills.

And finally, the **Interviewer** will share their experiences of how they felt using these techniques.

Instructions for Weekend Assignment

Instructions for Weekend Assignment:

1. **Conduct 10 surveys**
 - a. Ask parental permission to survey children and get their signature on the consent form
 - b. Ask kids if it is okay to ask them questions about their experience
 - c. ***Look at the syllabus for detailed instructions***
 2. **Conduct 2 interviews**
 - a. Get signature on consent form
 - b. Record the interviews on your phone
 - c. ***Look at the syllabus for detailed instructions***
 3. **Compile the results** of the survey into an Excel Spreadsheet and email to INSTRUCTOR NAME. Be sure to use the guide provided. REMEMBER. Questions are in columns and individual surveys are in rows.
 4. Find 3-4 minutes of the recording of your interview and **transcribe it into a Word document**. Be sure to use the guide provided. Email to INSTRUCTOR NAME
 5. Find 4 or 5 people that you can conduct EITHER a Focus Group OR a Participatory Activity with. You will have Wednesday afternoon to do this.
 - a. Because we don't have much time, you can use a convenience sample for this one instance – but NOT people who live with you.
 - b. ***Look at the syllabus for detailed instructions***
-

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How to Organize Data in Excel

How to organize data in Excel to transfer to SPSS

		In SPSS, each VARIABLE is in a COLUMN			
These three rows do NOT go in SPSS	In the top row I put a couple of words that help me remember what the question was	Continue Studying	Work outside the home	Improve the community	Be a leader
	In the next row, I put a reminder for myself on what the scale is.	1 = not important at all 2 = a little bit important 3 = somewhat important 4 = very important 98 = no response	1 = not important at all 2 = a little bit important 3 = somewhat important 4 = very important 98 = no response	1 = not important at all 2 = a little bit important 3 = somewhat important 4 = very important 98 = no response	1 = not important at all 2 = a little bit important 3 = somewhat important 4 = very important 98 = no response
	Notice that I have a special number for "no response" Which is 98. You MUST document when someone doesn't answer the question and give it a code, so you can run statistics on it.				
	In this row I put the question number from the survey	2.1	2.2	2.3	2.6
These rows are the data	In SPSS each INDIVIDUAL goes in a row. So, the rows are each of the responses that a single individual gives you.	1	4	4	5
		4	4	4	4
		4	2	3	4
		4	3	4	4
		2	4	4	1
		2	3	4	4
		4	4	4	5
		2	4	4	3
		4	4	1	4
		2	4	2	1

How to organize data in Excel to transfer to SPSS

		In SPSS, each VARIABLE is in a COLUMN			
These three rows do NOT go in SPSS	In the top row I put a couple of words that help me remember what the question was	Continue Studying	Work outside the home	Improve the community	Be a leader
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	Notice that I have a special number for "no response" Which is 98. You MUST document when someone doesn't answer the question and give it a code, so you can run statistics on it.				
	In this row I put the question number from the survey	2.1	2.2	2.3	2.6
These rows are the data	In SPSS each INDIVIDUAL goes in a row. So, the rows are each of the responses that a single individual gives you.	1	4	4	5
		4	4	4	4
		4	2	3	4
		4	3	4	4
		2	4	4	1
		2	3	4	4
		4	4	4	5
		2	4	4	3
		4	4	1	4
		2	4	2	1

Transcription Protocol

PAGE LAYOUT:

- Header line 1: Document title and date
- Double spaced
- Be sure you have page numbers
- Number all lines (Easiest way to do this in word is to go to *page layout* --> *line numbers* --> *continuous*)
- Put an extra line between interviewer and participant

TRANSCRIPTION PROTOCOL

- Label speakers P = Participant (P1, P2, P3), I = Interviewer (I1, I2, I3) in bold
- Words with a lot of emphasis use italics: I was *very* excited.
- Long pause, type pause in parentheses (pause); short pause use ellipses for length + comma (., OR ...,)
- Indicate nonverbal in brackets and caps [LAUGHING] OR [SIGHS]
- Inaudible sections indicate time inaudible and recording time stamp [inaudible – 30:45]
- Remove names and locations and replace with brackets, ex: My uncle [NAME] was at [NAME OF CHURCH]

EXAMPLE

1. **I1:** Lorem ipsum dolor sit amet, consectetur adipiscing elit. Suspendisse sollicitudin porta lacus, ac rutrum tellus?
- 2.
- 3.
4. **P1:** Etiam ac sapien id *diam gravida feugiat* [LAUGHS]. Sed imperdiet nec augue nec condimentum.
5. Phasellus ut suscipit metus [NAME OF ORGANIZATION], vel viverra turpis. Nullam scelerisque tempus leo
6. eget ultricies. Cras et congue ligula. Mauris sit amet magna vel metus suscipit venenatis a laoreet libero.
- 7.
8. **P2:** Suspendisse at magna augue [PAUSE]. Nullam tempor leo nec dolor placerat, ac sodales ante congue.
9. Integer tincidunt lectus vel lectus tincidunt (...,) [SIGHS] sed tincidunt ipsum venenatis. Pellentesque
10. posuere hendrerit aliquet. Pellentesque vitae turpis a massa iaculis posuere. [inaudible – 2:12] Morbi
11. malesuada consectetur rutrum. Nam semper felis sed accumsan *imperdiet*.
- 12.
13. **I1:** Sed ac placerat est?

Session Plans: Day 6

Day 6 Agenda

Objectives	FIELD PRACTICE ACTIVITY <ol style="list-style-type: none"> 4. Demonstrate the operationalization of theory in qualitative research. 5. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses. 6. Discuss and demonstrate techniques for engaging research participants. 7. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement. 		
Materials	<ul style="list-style-type: none"> ✓ Printed surveys ✓ Printed consent forms ✓ Printed interview questions 		
Facilitator Preparation	<ul style="list-style-type: none"> • Provide the class participants with 10 printed surveys and consent forms and 1 printed interview guide. This will need to be done via email with the participants printing their own copies or the participants will need to come to the training venue prior to conducting their interviews • Remind the participants of the class assignment instructions, as needed (Page 57). 		
Suggested Readings & Assignments for Next Class	<ol style="list-style-type: none"> 1. Traoré, S.G., Fokou, G., Ndour, A.P.N., Yougbare, B., Koné, P., Alonso, S., Roesel, K., Bakau, S.N., Dao, D., Grace, D., and Bonfoh, B. (2018). <i>Assessing knowledge, beliefs and practices related to the consumption of sheep and goat meat in Senegal. Global Food Security.</i> 19. 64-70. 2. Okell, C.N., Pinchbeck, G.P., Stringer, A.P., Tefera, G., and Christley, R.M. (2013). <i>A community-based participatory study investigating the epidemiology and effects of rabies to livestock owners in rural Ethiopia. Preventive Veterinary Medicine.</i> 108. 1-9. 		
Obj #	Time	Activity/Lecture Title	Page
4-7	---	FIELD PRACTICE ACTIVITY	57

Session Plans: Day 7

Day 7 Agenda

Objectives	<ol style="list-style-type: none"> Discuss and demonstrate techniques for engaging research participants. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement. 		
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Flipchart paper ✓ Markers ✓ Scissors 		
Facilitator Preparation	<ul style="list-style-type: none"> Prepare Lecture: Difficult Dynamics (Page 104) Print Activity: Focus Group Role Plays (Page 66) Print activity and develop a discussion prompt: Focus Group Fishbowl (Page 67) Print Activity: Participatory Action Research Practice (Page 69) Print Assignment: Focus Group/PAR Assignment (Page 75) 		
Suggested Readings & Assignments for Next Class	<ol style="list-style-type: none"> Coding Part 1: Alan Bryman's 4 Stages of qualitative analysis (YouTube 9:36) Coding Part 2: Thematic coding (YouTube 6:44) Qualitative Data Analysis - Coding & Developing Themes (YouTube 10:38) Saldana, J. (2015). An Introduction to Codes and Coding. Ch. 1: The Coding Manual for Qualitative Researchers. Pages 3-11 and 16-21. <p>GROUP 1: Four-Voices</p> <ul style="list-style-type: none"> Kiegelmann: Qualitative-Psychological Research Using the Voice-Approach (PDF) Gilligan: Listening as a path to psychological discovery: an introduction to the Listening Guide (PDF) Petrovic: Learning to Listen: An Analysis of Applying the Listening Guide to Reflection Papers (PDF) <p>GROUP 2: Discourse Analysis</p> <ul style="list-style-type: none"> Gee: Chapter 8, Discourse Analysis (PDF) Mogashoa: Understanding Critical Discourse Analysis in Qualitative Research (PDF) Goodman: How to conduct a psychological discourse analysis (PDF) <p>GROUP 3: Narrative Analysis</p> <ul style="list-style-type: none"> Earthy: Narrative Analysis (PDF) McAlpine: Why might you use narrative methodology? A story about narrative analysis (PDF) Hunter: Analysing and representing narrative data: The long and winding road (PDF) 		
Obj #	Time	Activity/Lecture Title	Page
--	9:15-9:45	Mid-Course Review	62
6	9:45-10:30	Field Practice Reflection	62
--	10:30-10:45	Break	--
5,6	10:45-11:00	Lecture Difficult Dynamics	51, 104
5,6	11:00-12:00	Moderating Focus Groups Role Plays	63
--	12:00-13:00	Lunch	--
--	13:00-13:15	Energizer	106
5,6	13:15-14:00	Moderating Focus Groups Fishbowl	64
5,6	14:00-14:45	Participatory Action Research	65
--	14:45-15:00	Break	--
5,6	15:00-15:45	Participatory Action Research	65

--	15:45-16:00	Class Preparation for Next Day	--
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Mid-Course Review

Time	30 minutes	Lecture Materials	None
Objectives	6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	✓ Masking tape ✓ Markers (hold out black markers separately) ✓ Flipchart paper		
Process	<ol style="list-style-type: none"> 1. Divide the participants into 4 groups 2. Provide each group with a flipchart and several different colored markers (enough for each person to have at least 1 marker) withholding the black markers 3. Ask the participants to brainstorm everything that has been covered in class so far including activities, themes, topics, concepts, etc. Participants should be encouraged to be messy. The flipchart does not have to be neat. It is more important that everyone participate and write. There does not need to be consensus or agreement as to what is written. 4. After 5 minutes ask the participants to put down their markers. 5. Ask the participants to move clockwise to the flipchart paper of the group next to them. 6. Ask the participants to read what the group has written and continue adding to it. 7. Repeat steps 5-6 until each group has been able to read and respond to each other group. 8. Ask the participants to return to the flipchart where they started. 9. Provide each group with at least 1 black marker 10. Ask the groups to read their flipchart and each person circle ONE item that has been the most influential thus far. 11. Ask the participants to tape their flipcharts on the wall. 12. Ask the participants to form a semi-circle so that they can see the flipcharts. 13. Reflect on the amount of material that has been covered during the training/course thus far. 14. Ask the participants to go around the circle and share what they circled and why they circled it. 15. After everyone has had an opportunity to share, introduce the topics for the day: <ol style="list-style-type: none"> a. Processing field work b. Focus Groups – Dealing with difficult behavior c. Participatory Action Research <p>NOTE: Keep the flipcharts from this activity for the end-of-course review</p>		
Discussion	Q&A		

Field Practice Reflection

Time	45 minutes	Lecture Materials	None
Objectives	6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	✓ Masking tape Markers ✓ Flipchart paper		
Process	<ol style="list-style-type: none"> 1. Divide participants into groups of 4-5. 2. Provide the participants with flipcharts and markers 3. Ask the participants to discuss in their groups: <ol style="list-style-type: none"> a. What went well? b. What problems did you face? 4. After 10 minutes ask the groups to write a flipchart with the responses to: <ol style="list-style-type: none"> a. What 3 recommendations would your group give to others? 5. Ask each group to report out on their flipcharts 		
Discussion	Q&A		

Lecture: Difficult Dynamics

Time	15 minutes	Lecture Materials	Page 104
Objectives	5. Discuss and demonstrate techniques for engaging research participants. 6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	✓ Masking tape ✓ Markers ✓ Flipchart paper		
Process	1. Mini-Lecture: Difficult Dynamics <ul style="list-style-type: none"> a. Dynamics that block communication b. 3-step intervention c. Other interventions 		
Discussion	Q&A		

Role Plays

Time	60 minutes	Lecture Materials	None
Objectives	5. Discuss and demonstrate techniques for engaging research participants. 6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	✓ Scissors ✓ Activity: Focus Group Role Plays (Page 66)		
Process	1. Cut the “Focus Group Role Plays” into strips 2. Divide participants into 6 groups, or groups of 4 (depending on how many participants you have). 3. Give each group one of the “Focus Group Role Plays” scenarios. 4. Ask the participants to read their scenario and role play <ul style="list-style-type: none"> a. Round 1: How NOT to handle the situation b. Round 2: How TO handle the situation 5. Give the participants 20-30 minutes to prepare their role plays 6. When the groups are ready, ask each group one at a time to come to the front of the room and act out their role plays. First displaying what NOT to do, and then displaying what they SHOULD do. 7. Allow the other groups to make comments and ask questions. 8. Clarify any issues		
Discussion	Q&A		

Focus Group Fishbowl

Time	45 minutes	Lecture Materials	None
Objectives	5. Discuss and demonstrate techniques for engaging research participants. 6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	✓ Scissors ✓ Activity: Focus Group Fishbowl (Page 67)		
Process	1. Add a topic to the Focus Group Fishbowl activity. This topic should be related to the interests of the group but controversial or engaging enough to elicit discussion, 2. Cut the "Focus Group Fishbowl" activity into strips. 3. Place 6-9 chairs in a circle where the rest of the participants are able to easily see. 4. Ask for 6-9 volunteers to sit in the chairs. 5. Give each volunteer a Fishbowl role. 6. Give the participants the prompt. The prompt should be related to the interests of the group but should also be controversial or engaging enough to elicit discussion. 7. Give the volunteers a few minutes to read their roles and remind them that they should not share their role with anyone else. If they have questions, move away from the rest of the group to answer them. 8. Ask the facilitator role to begin the focus group with the aim of facilitating discussion as they would in a conventional focus group. 9. Ask the participants who are watching the focus group to identify the different issues that they see in with the focus group participants and what the facilitator does well. 10. After 7-10 minutes of discussion ask the volunteers to stop discussing. Instruct them to stand up and leave their role on their chair. Ask the participants to rotate one seat to their left. 11. Repeat steps 6-8. This rotation can occur as many times as the facilitator desires 12. After 20-25 minutes proceed to discussion		
Discussion	1. What kinds of issues did you see/encounter in the focus group? 2. What did the facilitator do well? 3. How would you have handled the situations differently? 4. How can you ensure that everyone has a chance to participate?		

Participatory Action Research

Time	90 minutes	Lecture Materials	None
Objectives	5. Discuss and demonstrate techniques for engaging research participants. 6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	✓ Masking tape ✓ Markers ✓ Flipchart paper ✓ Activity: Participatory Action Research Practice (Page 69)		
Process	<p><i>Note: There is no lecture that is specific to this activity as the best way to learn participatory research is through participation. However, the instructor may wish to spend some time sharing the background of participatory research as it is grounded in a research epistemology which seeks to reduce the influence of the researcher and promote social change.</i></p> <ol style="list-style-type: none"> 1. Divide the participants into 3-6 groups. If you have sufficient time to run the activity twice, it is recommended to divide the participants into 3 groups and then repeat this activity for the other 3 methods. If you do not have sufficient time, it is recommended to divide into more groups to cover more methods. 2. Provide the groups with flipchart paper and markers 3. Hand out the “Participatory Action Research Practice” activities. Note that some of the activities require the groups to split by gender, thus ensure that there is gender representation in these groups. 4. Ask the participants to follow the instructions in the practice activity 5. After 45 minutes ask the participants to regroup. Each group should present out on their method including the discussion questions below. 		
Discussion	<ol style="list-style-type: none"> 1. How does the method “work?” 2. What are some ways that you could use this method in qualitative research? 3. What kinds of research questions would be relevant to this method? 4. What are some of the challenges you would face in using this method? 5. What do you like and dislike about the method (pro’s and con’s) 		

Class Preparation for Next Day

Process	<ul style="list-style-type: none"> • Review the Focus Group/PAR Assignment (Page 75) • Provide readings for next day • Ask participants to bring their laptops for the next class session so that they have access to the readings.
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Day 7 Handouts and Printed Materials

(Next page)

Difficult Dynamics Role Play

Scenario 1

You are conducting a focus group. James rolls his eyes at Fatimah whenever she starts to make a point. Just now he said, “I don’t think we have time for this right now.” Fatimah is really upset at being cut off by James. She immediately shuts down and withdraws from the discussion.

Scenario 2

You are conducting a focus group. Alberto has a lot of good ideas – too many in fact. He tends to talk far too much and dominates the discussions to the point where the others can hardly get a word in.

Scenario 3

You are conducting an interview with the mother of a household. You were one-on-one, but then other family members come home. They start listening to what the mother is saying, and she starts to look uncomfortable and her answers become short.

Scenario 4

You are conducting a focus group with young men aged 14-18. The group is not participating in the discussion, despite your efforts to encourage participation and draw out comments.

Scenario 5

You are conducting a participatory workshop. The group is getting a lot done, but two of the participants keep whispering to one another and giggle in the back of the room. This is starting to distract the others from participation

Scenario 6

You are conducting an interview with a husband and wife. Whenever you ask a question the husband jumps in and answers – even if you ask the wife the question, directly.

Focus Group Fishbowl

Focus Group Facilitator

You are a researcher who is leading a focus group that is studying what the people of COUNTRY think need to be done about TOPIC. You have two tasks as the focus group facilitator. (1) Get people to talk about the topic and gather as much pertinent data as possible. (2) Manage the group so that everyone has the chance to talk, conversation happens (about the topic), and conflict is at a minimum. Here are some questions to help guide the group:

1. QUESTION
2. QUESTION
3. QUESTION
4. QUESTION
5. QUESTION
6. QUESTION
7. QUESTION

Disrupter

During the focus group, I would like for you to **Hold Side Conversations and Joke around**. You do this by whispering your opinions or amusing comments to the person next to you, telling jokes and/or making funny observations about the people trying to lead. *In your mind you are not being disrespectful, you are just trying to lighten the atmosphere by being friendly, warm and witty.* **Do not over-act.** Behave like somebody you know who disrupts meetings and conversations.

Dominator

During the focus group, I would like for you to be a **Know-it-all** or **Boaster**. Indicate that you know a great deal about the topic and have experience dealing with similar problems. **Do not over-act.** Behave like somebody you know who dominates meetings and conversations.

Follower

During the focus group, I would like for you to **remain closed-mouthed**. You are a bit shy and very reluctant to participate. Your body language should suggest your reluctance to participate (little or no eye contact, crossed arms and/or drawn in on yourself, etc.) *Do not participate unless someone makes a concerted effort to draw you out.*

Blocker

During the focus group, I would like for you to be a **Blocker**. Don't talk much (you are relatively quiet) but scowl and *occasionally* show that you think differently than the rest of the group. *When agreement is nearly reached, voice an opposite point of view.* You can slow up the group by reviewing something already settled or stop the group by taking an unreasonable stand. You are not doing this to be mean, you just don't trust some of these people, especially that "know-it-all" who keeps trying to take over. ***Do not over-act.*** Behave like somebody you know who can be unreasonable.

Regular Participant

During the focus group, I would like for you to be a normal participant. Share your views just as if you were really participating in this research. ***Do not over-act or make up a role.*** Other people have been assigned roles in which they will do a little bit of acting. In this role, you are just being your regular self.

Regular Participant

During the focus group, I would like for you to be a normal participant. Share your views just as if you were really participating in this research. ***Do not over-act or make up a role.*** Other people have been assigned roles in which they will do a little bit of acting. In this role, you are just being your regular self.

Participatory Action Research Practice

Community Mapping

You will have 45 minutes to complete this activity

Community mapping is a tool that helps a researcher/practitioner gather valuable data about a community including resources, important locations, roads, forests, fields, etc. It is easily adaptable to any number of scenarios. A community map is not going to be geographically accurate, unless you give a group a map and have them fill in important locations – which is often done by urban planners. For most of you, a “perceived” map is adequate.

In your group, break into pairs by male and female. In your pairs, draw a map of CITY and indicate spaces that are for Men and spaces that are for Women. Indicate where you feel safe/unsafe in CITY. Be as detailed as you can be. Are there places that you would or would not go based on your gender? Are there places that are taboo, uncomfortable, or even dangerous? Are there “safe spaces?” Are there places that are safe during the day but not at night? Use symbols to represent these things as well as colors and other various markings. ***This is a Map, so have some kind of landmarks and geographic direction.***

Take about 30 minutes to draw your maps (keep your own time). Then join back together and discuss amongst your group the following (10 minutes):

1. How are your maps similar or different?
2. Where are there areas/spaces that are only for men or only for women?
3. Where are there areas/spaces where you feel particularly safe or particularly unsafe? Why?
4. How does gender, race, class, sexuality, etc. play into these perceptions?

Be prepared to present to the rest of the class in 5 minutes (no flipchart needed, you can use the ones you drew for the activity)

1. What do you think are the strengths/weaknesses of this activity?
2. How would you envision using this activity for community development and/or participatory research?
3. How could you adapt this activity for your own research/community development needs?

Future Visioning

You will have 45 minutes to complete this activity

Future visioning is a tool that helps a researcher/practitioner understand a current situation, how a community envisions a changed future, and the steps in between. This activity is adaptable to many scenarios. For example, we can use this tool to envision the current situation and how we are HOPING it WILL change, or we can use it to express CONCERNS about change.

This about how animal-source food consumption can improve nutrition among the population of *COUNTRY*. What is the current status and what should the future look like? Take 30 minutes to draw TWO flipchart visions (keep your own time). The FIRST flipchart, draw how you perceive the CURRENT situation. On the SECOND flipchart, draw how you would LIKE for the situation to change and/or your CONCERNS for how it will change in the FUTURE (you can define the future insofar as timeline).

After you draw your visions, take 10 minutes to discuss the following in your group:

1. Compare your two flipcharts. What do you think needs to happen to change the scenario from the first flipchart to the second flipchart?
2. What are concrete steps that can be taken to BEGIN this process? Be as detailed as you can be – think realistically, but with hope.

Be prepared to present to the rest of the class in 5 minutes (no flipchart needed, you can use the ones you drew for the activity)

1. What do you think are the strengths/weaknesses of this activity?
2. How would you envision using this activity for community development and/or participatory research?
3. How could you adapt this activity for your own research/community development needs?

Body Mapping

You will have 45 minutes to complete this activity

Body mapping is an activity that allows a researcher/practitioner to see the internal and external influences on a person, based on a scenario or issue. This activity is adaptable to any scenario or issue that has some sort of external factors that are influencing internal issues and vice/versa. Typically, you will want to conduct this activity in small groups separated by gender, because this is often a sensitive topic. You will often see this tool used for issues such as health and illness, sexual assault, and similar intense issues. As such, for this activity, divide into male and female pairs.

Choose one of the two of you to lie down on a large sheet of paper. The other person will outline your body. Both of you will draw the rest of the activity together on the same sheet of paper. The topic for your body map will be the high levels of suicide and the stigma of mental health in CITY. Inside of the body outline, draw how the challenges of the stigma in asking for help for mental health of yourself **or others that you know** (*if you are not comfortable talking about yourself, draw what you think other people might feel*). Outside of the body outline, draw the different external factors that influence one's mental health in CITY. Use illustrations rather than words as much as possible. Be as detailed as you are comfortable with.

Take 30 minutes to make your drawings (keep your own time). When you are finished, reform your group of four and discuss the following (10 min):

1. How are your maps similar or different? What do you think are the reasons these maps may look different?
2. Now that you have identified the internal and external struggles that influence mental health in Guyana (and perhaps some good things as well), what are methods/resources that can help a person cope?

Be prepared to present to the rest of the class in 5 minutes (no flipchart needed, you can use the ones you drew for the activity)

1. What do you think are the strengths/weaknesses of this activity?
2. How would you envision using this activity for community development and/or participatory research?
3. How could you adapt this activity for your own research/community development needs?

Historical Mapping

You will have 45 minutes to complete this activity

Historical mapping is an activity that can be used for a multitude of purposes including timeline of events, past traumas, changes in the life cycle, etcetera. It is adaptable to any scenario in which as a researcher/practitioner you and/or the community needs to know more about what has happened in the past. For this activity, document in as much detail as possible how CITY has changed in terms of protecting the environment. You may define the “start” time for your historical timeline but capture as much interesting change and information as you can. Then continue the timeline by Projecting 5-10 years into the future if nothing changes. If CITY is too large of a scale, you can reduce the scale to AREA. Document visually, using images rather than words, as much as possible.

Take about 30 minutes to draw your history (keep your own time), then discuss the following (10 min):

1. Where were areas of great difficulty for you both? Did these overlap? Why or why not? How did you overcome them?
2. Where were areas of great successes for you both? Did these overlap? Why or why not?
3. Do you see any other interesting patterns?

Be prepared to present to the rest of the class in 5 minutes (no flipchart needed, you can use the ones you drew for the activity)

1. What do you think are the strengths/weaknesses of this activity?
2. How would you envision using this activity for community development and/or participatory research?
3. How could you adapt this activity for your own research/community development needs?

Seasonal Calendaring

You will have 45 minutes to complete this activity

Seasonal calendaring is perhaps one of the most specific of the tools we will look at during class this week. It is usually used in agricultural situations in order to understand trends that influence food security, crop cycles, disease, and so on. It can, however, be adapted for any kind of scenario that takes place over the scope of a year and that is cyclical in nature. For this activity, we will focus on your shared experience of university schooling.

Start your calendar with MONTH, YEAR and project it until MONTH, YEAR. Draw columns for each month of the year. Draw rows for each of the topics that you will cover. Decide on some kind of key or legend that will indicate the different topics (feel free to Google an example). Then populate the calendar with as much information as possible. Consider adding the following:

- Semester cycles
- Typical due dates, major assignments, primary academic milestones
- Holidays, trips home, vacations, breaks
- Major deadlines and activities
- Weather patterns in CITY
- Times of the year people get sick, tired, burned out
- Major activities that you are involved with such as sports seasons (spectator and/or participant)
- *Any other cyclic or yearly event that comes to mind – be creative!*

Take about 30 minutes to draw your calendar (keep your own time) and then discuss the following (10 min):

1. Do you see any trends?
2. Where are there areas that may indicate times of high stress?
3. Where are there areas that may indicate times of low stress?
4. What does this calendar tell you about the seasonal nature of graduate school? How can you use this information to improve upon your graduate school experience?

Be prepared to present to the rest of the class in 5 minutes (no flipchart needed, you can use the ones you drew for the activity)

1. What do you think are the strengths/weaknesses of this activity?
2. How would you envision using this activity for community development and/or participatory research?
3. How could you adapt this activity for your own research/community development needs?

Problem Tree

You will have 50 minutes to complete this activity

A problem tree is a very common participatory activity that can be used for virtually any kind of scenario that involves identifying a problem and how that problem is influencing other things. It is easily adaptable to many kinds of scenarios. Typically, you will see a problem tree near the beginning of a participatory process, and then other methods are used afterwards to continue discussion and problem-solving.

For this activity, think of the challenges that are faced in COUNTRY in terms of improving human nutrition through animal-source food consumption. What do you think is the Core problem of this deal? This core is the Trunk of your tree. It is the primary problem. Draw the trunk of the tree and write in the core problem.

What are the Root causes of this problem? This will form the roots of the tree. For each root cause of the problem, draw a tree root and write the cause along the root.

What are the Effects (including current and potential) of the problem? This will form the branches and crown of the tree. For each effect, draw a branch/leaves/part of the crown of the tree.

Take about 30 minutes to draw your tree (keep your own time) and then discuss the following (10 min):

1. How did thinking about the tree with roots, core, and branches, influence the way you see the challenges that are faced in COUNTRY in terms of improving human nutrition through animal-source food consumption
2. What do you think needs to be done about the root causes?
3. How do you think the effects could be mitigated?

Be prepared to present to the rest of the class in 5 minutes (no flipchart needed, you can use the ones you drew for the activity)

1. What do you think are the strengths/weaknesses of this activity?
2. How would you envision using this activity for community development and/or participatory research?
3. How could you adapt this activity for your own research/community development needs?

Focus Group/PAR Assignment

PAR/Focus Group Assignment – DUE DATE, TIME

Participatory methods and focus groups require organizing so that participants are in the same place at the same time. You may do this in pairs with a classmate, but not in groups. You are responsible for organizing a minimum of 6 participants for a focus group or participatory research activity. You will be given the day of DATE to conduct this activity. It is suggested that you plan for at least one hour with the participants. Email INSTRUCTOR with the following information about your group:

- When/where will your activity take place?
- How many participants have you confirmed will participate (do not send names for the privacy of your participants)?
- How are the participants related to our sample (again, do not email names of people)?
- What kind of method will you use (Focus group or name the specific PAR method)?
- Why is this method appropriate for the sample and the research question?

On DATE you will be responsible (as individuals or in pairs) for conducting Either a focus group Or a participatory method with the group that you have identified. Be sure that you gain Consent for participation. Be prepared to discuss how your activity went in the next class period.

PAR/Focus Group Assignment – DUE DATE, TIME

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- How are the participants related to our sample (again, do not email names of people)?
- What kind of method will you use (Focus group or name the specific PAR method)?
- Why is this method appropriate for the sample and the research question?

On DATE you will be responsible (as individuals or in pairs) for conducting Either a focus group Or a participatory method with the group that you have identified. Be sure that you gain Consent for participation. Be prepared to discuss how your activity went in the next class period.

Session Plans: Day 8

Day 8 Agenda

Objectives	FIELD PRACTICE ACTIVITY <ol style="list-style-type: none"> 4. Demonstrate the operationalization of theory in qualitative research. 5. Design a research study with qualitative research questions, appropriate sampling, data collection techniques, and planned analyses. 6. Discuss and demonstrate techniques for engaging research participants. 7. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.
Materials	<ul style="list-style-type: none"> ✓ Markers ✓ Printed focus group questions ✓ Flipchart paper ✓ Printed consent forms
Facilitator Preparation	<ul style="list-style-type: none"> • Provide the class participants with a copy of the printed focus group questions and 5-6 consent forms. This will need to be done via email with the participants printing their own copies or the participants will need to come to the training venue prior to conducting their interviews • Remind the participants of the class assignment instructions, as needed (Page 75).
Suggested Readings & Assignments for Next Class	<ol style="list-style-type: none"> 1. Coding Part 1: Alan Bryman's 4 Stages of qualitative analysis (YouTube 9:36) 2. Coding Part 2: Thematic coding (YouTube 6:44) 3. Qualitative Data Analysis - Coding & Developing Themes (YouTube 10:38) 4. An Introduction to Codes and Coding (PDF) Pages 3-11 and 16-21 <p>GROUP 1: Four-Voices</p> <ul style="list-style-type: none"> • Kiegelmann: Qualitative-Psychological Research Using the Voice-Approach (PDF) • Gilligan: Listening as a path to psychological discovery: an introduction to the Listening Guide (PDF) • Petrovic: Learning to Listen: An Analysis of Applying the Listening Guide to Reflection Papers (PDF) <p>GROUP 2: Discourse Analysis</p> <ul style="list-style-type: none"> • Gee: Chapter 8, Discourse Analysis (PDF) • Mogashoa: Understanding Critical Discourse Analysis in Qualitative Research (PDF) • Goodman: How to conduct a psychological discourse analysis (PDF) <p>GROUP 3: Narrative Analysis</p> <ul style="list-style-type: none"> • Earthy: Narrative Analysis (PDF) • McAlpine: Why might you use narrative methodology? A story about narrative analysis (PDF) • Hunter: Analysing and representing narrative data: The long and winding road (PDF)

Session Plans: Day 9

Day 9 Agenda

Objectives	6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement. 7. Utilize basic qualitative data analysis techniques		
Materials	✓ Masking tape ✓ Markers ✓ Flipchart paper		
Facilitator Preparation	<ul style="list-style-type: none"> • Prepare Lecture: Thematic Coding (Page 105) • Print Handout: Thematic Coding Example (Page 81) • Print Activity: Transcript Practice (Page 82) or provide transcripts from the facilitator's data 		
Suggested Readings & Assignments for Next Class	<p>GROUP 1: Four-Voices</p> <ul style="list-style-type: none"> • Kiegelmann: Qualitative-Psychological Research Using the Voice-Approach (PDF) • Gilligan: Listening as a path to psychological discovery: an introduction to the Listening Guide (PDF) • Petrovic: Learning to Listen: An Analysis of Applying the Listening Guide to Reflection Papers (PDF) <p>GROUP 2: Discourse Analysis</p> <ul style="list-style-type: none"> • Gee: Chapter 8, Discourse Analysis (PDF) • Mogashoa: Understanding Critical Discourse Analysis in Qualitative Research (PDF) • Goodman: How to conduct a psychological discourse analysis (PDF) <p>GROUP 3: Narrative Analysis</p> <ul style="list-style-type: none"> • Earthy: Narrative Analysis (PDF) • McAlpine: Why might you use narrative methodology? A story about narrative analysis (PDF) • Hunter: Analysing and representing narrative data: The long and winding road (PDF) 		
Obj #	Time	Activity/Lecture Title	Page
--	9:15-9:30	Review	78
7	9:30-9:45	Thematic Coding Lecture	78, 105
7	9:45-10:30	Thematic Coding Practice	79
--	10:30-10:45	Break	--
7	10:45-12:00	Thematic Coding Practice continued	79
--	12:00-13:00	Lunch	--
6	13:00-13:45	Field Practice Reflection	79
7	13:45-14:45	Other Forms of Qualitative Analysis	80
--	14:45-15:00	Break	--
7	15:00-16:00	Coding with other Analysis Methods	80

Review

Time	15 minutes	Lecture Materials	None
Objectives	--		
Materials	Ball or equivalent item to throw		
Process	<ol style="list-style-type: none"> 1. Ask the participants to stand and form a circle 2. Ask the participants to throw a ball (or equivalent item to throw) to someone in the group. That person should share one thing that was done during the last session, but only using 3 words. Repeat until each person has had a chance to share. 3. <i>Note:</i> This should be a rapid throw and share activity. 4. Ask participants if there are any questions about the previous day 5. Introduce the topics for the day: <ol style="list-style-type: none"> a. Field practice review b. Coding practice – Thematic analysis c. Introduction to other forms of coding: Narrative, Discourse, 4-Voices (<i>Add others as desired</i>) 		
Discussion	Q&A		

Thematic Coding Lecture

Time	15 minutes	Lecture Materials	Page 105
Objectives	7. Utilize basic qualitative data analysis techniques		
Materials	✓ Masking tape ✓ Markers ✓ Flipchart paper		
Process	<ol style="list-style-type: none"> 1. Mini-Lecture: Thematic Coding <ol style="list-style-type: none"> a. Basic thematic coding 		
Discussion	Q&A		

Thematic Coding Practice

Time	2 hours	Lecture Materials	None
Objectives	7. Utilize basic qualitative data analysis techniques		
Materials	<ul style="list-style-type: none"> ✓ Markers, colored pencils, colored pens, crayons, and/or highlighters ✓ Handout: Transcript Example (Page 81) ✓ Handout: Transcript Coding Practice (Page 82 or from the instructors' data) 		
Process	<ol style="list-style-type: none"> 1. Ask participants to form pairs and/or give them the option to work individually. 2. Hand out the Transcription Example handout. <i>Note: Instructors are encouraged to add other ways of organizing codes and categories as needed. The example provided in this activity is but one way of organization.</i> 3. Hand out the Transcript Coding Practice activity 4. Instruct the participants to practice thematic coding by looking for themes, categories, contradictions, etc. 5. After 30 minutes, stop the group and ask/run a 15-minute discussion on: <ol style="list-style-type: none"> a. What is your process? b. What are you finding? c. What struggles are you having? d. What codes are people finding? How did you find them? 6. Ask the participants to continue coding 7. Walk around the room and assist with the coding, making sure to emphasize: <ol style="list-style-type: none"> a. What constitutes a code b. How to collapse like codes c. How to form categories d. Using quotes to support codes 8. With 30 minutes left run a discussion on: <ol style="list-style-type: none"> a. What codes did you find? b. Did anyone find any conflicting codes? Why do you think this is the case? c. Did anyone find any "silent" codes, or codes that you found by "reading between the lines" or "inferring?" How can these codes be justified or supported by the data? d. When you look across the codes, what is it "telling" you about the data? 		
Discussion	<ul style="list-style-type: none"> • Discussion is integrated into the activity 		

Field Practice Reflection

Time	45 minutes	Lecture Materials	None
Objectives	6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	<ul style="list-style-type: none"> ✓ Masking tape ✓ Flipchart paper ✓ Markers 		
Process	<ol style="list-style-type: none"> 1. Divide participants into groups of 4-5. 2. Provide the participants with flipcharts and markers 3. Ask the participants to discuss in their groups: <ol style="list-style-type: none"> a. What went well? b. What problems did you face? 4. After 10 minutes ask the groups to write a flipchart with the responses to: <ol style="list-style-type: none"> a. What 3 recommendations would your group give to others? <p>Ask each group to report out on their flipcharts</p>		
Discussion	Q&A		

Other Forms of Analysis

Time	60 minutes	Lecture Materials	None
Objectives	7. Utilize basic qualitative data analysis techniques		
Materials	✓ Masking tape ✓ Markers ✓ Flipchart paper ✓ Assigned readings		
Process	1. Divide participants into groups based on the readings that were assigned to them (Page 76) 2. As the participants to take time to discuss the articles making sure that they understand the concepts, constructs, and how they interact. Instruct the participants to use the internet to find additional information if needed. 3. Ask the groups to create a flipchart that includes: <ol style="list-style-type: none"> The purpose of the form of analysis (what makes it unique or different than thematic analysis) When you would use it Steps to conducting the analysis 4. Ask the groups to share their flipcharts with the participants. 5. Allow the participants to ask questions. Make any needed clarifications.		
Discussion	Q&A		

Coding with other Analysis Methods

Time	3 hours 15 minutes	Lecture Materials	None
Objectives	7. Utilize basic qualitative data analysis techniques		
Materials	✓ Masking tape ✓ Assigned readings ✓ Flipchart paper ✓ Handout: Transcript Example (Page 82) ✓ Markers		
Process	1. Divide participants into groups based on the readings that were assigned to them (Page 76) 2. Ask the groups to practice coding with their assigned method. Provide them with the transcript example or with other data per the instructor. 3. Ask the groups to share their findings		
Discussion	1. How does <i>analysis method</i> differ from basic thematic coding? 2. What kinds of results did the <i>analysis method</i> deliver that build on thematic coding? 3. What benefits do you see in using <i>analysis method</i> ? 4. What challenges do you see in using <i>analysis method</i> ?		

Class Preparation for Next Day

Process	<ul style="list-style-type: none"> Provide readings for next day
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Day 9 Handouts and Printed Materials

(Next page)

Thematic Coding Example

Thematic Coding Example 1: Hand Coding on Paper

When I hand-code on paper, I use colors, underlines, circling, brackets, notes in the margins, and so on to help me tell the difference between the codes that I am seeing. Always write down what these different things represent. I like using color/shape/line coding because it helps me to see patterns visually.

- ★ 1. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam aliquet, magna id
2. volutpat lacinia, nunc felis vehicula orci, vel condimentum diam mauris ac elit. Sed
- Notes between the lines
3. euismod ex ac scelerisque blandit. Phasellus non urna lorem. Nullam suscipit eget
4. magna aliquet mollis. Mauris quam urna, porttitor sed vehicula eget, commodo non
- Notes in the margins
5. velit. Praesent a pulvinar orci. Proin nec bibendum neque. Quisque pulvinar
- Notes in the margins
6. sollicitudin nisi a dignissim. Nullam faucibus, purus at convallis porta, risus nisi
7. blandit metus, ac sodales enim mauris vel odio. Suspendisse dapibus mattis nisl, non
- Notes between the lines
8. tempor felis

Thematic Coding Example 2: Hand Coding in Excel

When I hand-code in Excel, I use a system to help me remember which transcript I am referencing. I then paste quotes directly under categories and themes. I use the exact quote so that later I can use the quotes when I am writing up my report. Notice that I also will use color, because I am a very visual person, so it helps me to quickly locate which transcript I am referring to.

Category Name		Concerns about Environmental Impact
Theme Name		Increases in Bovine Population
Code to help you remember which transcript you are referencing. In this case: P2P is my method (peer-to-peer interview, F/M is Female or Male, A/B is if it is peer A or peer B, and the # is the # of the interview)	P2P-MA-04	Lorem ipsum dolor sit amet, consectetur adipiscing elit.
	P2P-MB-03	Mauris quam urna, porttitor sed vehicula eget, commodo non velit.
	P2P-FB-02	Praesent a pulvinar orci. Proin nec bibendum neque. Quisque pulvinar sollicitudin nisi a dignissim.
	P2P-MA-04	Nam aliquet, magna id volutpat lacinia, nunc felis vehicula orci, vel condimentum diam mauris ac elit.
	P2P-FA-02	Quisque pulvinar sollicitudin nisi a dignissim.
	P2P-FA-02	Nullam faucibus, purus at convallis porta, risus nisi blandit metus, ac sodales enim mauris vel odio. Suspendisse dapibus mattis nisl, non tempor felis.
		The exact quote that you are putting under the category and the theme

I will also use BOTH of these methods together. For my dissertation research, I categorized the first round in Excel. Then I took each theme, printed it out, and pasted them on large pieces of paper so I could look BETWEEN the different themes to find more nuanced explanations.

Transcript Practice

INSTRUCTOR: The following transcript is from the research conducted by the author of this manual. The original transcript was in Spanish and it has been translated into English. This transcript can be used for the thematic coding practice or the Instructor may provide their own transcript.

1. P1: Do you feel like our community is a safe place to live?
- 2.
3. P2: Well, it's, it's a safe community to live in. It can be said, there have been some problems, but it is not from
4. people here. It is a safe community to live. I do not know, it's a quiet community, a community where you can
5. make friends with anyone, a beautiful community. You can say that this place is beautiful. It makes you appreciate
6. what you have and ... and, also people who can come can appreciate, what is this place. But people talk about how
7. things are generally in COUNTRY, and that's a different theme. Everybody knows that COUNTRY is a violent
8. country, a country where every day there are murders.
- 9.
10. P1: How has violence influenced your life?
- 11.
12. P2: It has not affected me. In my case, [Inaudible - 5:05] a violence that is specifically in this place. But ... it has
13. affected me that, in that I don't fear of some things. I know that people in other places can see a massacre, can
14. see death, and they are scared. They are scared because it is not common. Instead, here in COUNTRY, are used
15. to seeing blood in the streets. Things that do not affect you ... like, drugs. But, I believe that, it affects you in the
16. sense that you have lost your childhood, but to see how things are going, you have to adapt to the lifestyle.
- 17.
18. P1: What kinds of violent situations have influenced your life or the life of people you know?
- 19.
20. P2: What types of violence? I was assaulted once. And... also, well, the majority of COUNTRY, the majority of
21. COUNTRY. Also, there have been robberies. I was assaulted, and it made me very afraid, and afterwards I didn't
22. want to go out into the streets. They robbed the houses of some of my family, and some of the people I know.
23. And... a few of them were home when it happened. In my life, I haven't had a lot of violence, only between
24. family, because, above all, outside violence, mostly to do with the family.
- 25.
26. P1: How did this cruel assault happen?

27.

28. P2: I went to a party. It wasn't very late. And, I was getting ready to go home. You are just chill, you don't think
29. about what could happen, but it did. Two guys came, two guys where I was walking. And.... One had a dagger, a
30. knife. And they threatened that if I didn't give them all my money, my cell phone and all that, that they were
31. going to ask me and if I didn't give them everything then they would come find me. And then my friends saw us
32. and recognized them and the two guys ran away, and I didn't have any more problems with them.

33.

34. P1: Okay, tell me a story about how violence has affected somebody that you know.

35.

36. P2: How violence has as affected someone I know? Well, an uncle, an uncle of mine, was assaulted in his own
37. home. They entered through the roof and robbed them of all their money. I don't know, if they did it just to find
38. money or to find other materials. They just looked for cash and that affected my uncle a lot. He had things he had
39. to pay for, he had a business. And that affected him morally, too. He had angry feelings for a few days. But,
40. everything passes. Everything passes.

41.

42. P1: Are there youth that are involved in violence in your community or near your community?

43.

44. P2: Yeah, there are communities involved. Maybe some of them are involved for money. But anyway, I don't give
45. them any importance. Maybe they haven't educated for any years in school. There are various youth, and various
46. young people who are involved in drugs, or bad thoughts. And, the help for them is not sufficient to eradicate
47. this behavior.

48.

49. P1: What kinds of violent activities have these young people done?

50.

51. P2: There are kids that are drug addicts. Kids who rob. Including assassins. They are people, young people who
52. kill for money. These are some of the things they do. And you might know them... as a person... but you can't
53. say anything to anyone, even anonymously. Because... because... it's a village, a very small community, and
54. people are afraid to say what they see and know.

55.

56. P1: Why do you think a young person would choose to participate in violence or crime?

57.

58. P2: Why do I think a person would participate? Because... because there are no opportunities to work. There are
59. no opportunities for people to study. And people, well not the majority, but the people... they... don't have the
60. mentality to get a diploma and because of this they dedicate their time to opportunities to get money, like
61. robbery, assaults, or other various things. There isn't the help in this society that is needed. There is no help, no
62. future, they see no life. They think that they have to do it. They only do it like an easy business. An uncomplicated
63. way to get money.

64.

65. P1: Do you think that there are benefits to participating in violence?

66.

67. P2: For them it is a benefit, especially for them. The majority of these acts, like assaults, are so a person can
68. improve their economic situation. But for society, no. For society no... look... it's not convenient to be
assaulted

69. or to be a victim of a crime.

70.

71. P1: Tell me a story about a young person that you know who has participated in violence or crime, and the
72. benefits that they received.

73.

74. P2: Okay... um, youth that I know who have participated in assaults... they have assaulted taxi drivers, one guy in
75. particular. But not in this community, they go to other municipalities and assault people and take all of their
76. money.

77.

78. P1: Now, tell me a story about a young person that you know who has participated in violence or crime and the
79. kinds of economic benefits they received from it.

80.

81. P2:... Okay... um... okay. Like I said earlier, like assaults, not only one person, I know various people. But not
82. specifically my friends. And the economic benefits they had were... well, only getting money. Money. They were
83. looking for money. That's how they get them money they need to live, sometimes.

84.

85. P1: As a man, has violence influenced you differently than women?

86.

87. P2: No. Um... the violence has affected me equally. All of us have been affected in some way. We have all been
88. affected by the lack of jobs and... and there is gender equity in violence.

89.

90. P1: Tell me a story about a man or boy that you know, and how violence has influenced their life differently than
91. a woman.

92.

93. P2: How it has affected him differently? Okay, well... a girl I know has been the victim of many rapes,

94. And I can say that this is more serious among women. And... not many, but, I have known women who have
95. been the victim, but I'm not sure about men.

96.

97. P1: What do you think needs to happen for violence and crime to decrease in this community?

98.

99. P2: Well. More help for little kids in education. Really, there has to be more accessible education. More help for
100.society, for the lower class. More accessible jobs. And yeah, for violence, well, people need to report and there
101.has to be a way to eradicate it, some way to change the way that people who commit violence and crimes think.
102.And that there is a lot of help in the country and in society, every zone is dangerous, and with the level of need,
103.you can't do everything. Everyone needs to understand that when there is so much unemployment that exists,
104.there will be violence.

Session Plans: Day 10

Day 10 Agenda

Objectives	5. Utilize basic qualitative data analysis techniques
Materials	✓ Masking tape ✓ Markers ✓ Flipchart paper
Facilitator Preparation	<ul style="list-style-type: none"> • Prepare flipchart from the Mid-Course Evaluation activity (Page 62) • Prepare flipchart from the Hopes and Concerns activity at the beginning of the training (Page 5) • Prepare sheets of scrap paper, should be about the size of a regular half-sheet of paper • Print Activity: Transcript Practice (Page 82) or provide transcripts from the facilitator's data (<i>if not done in previous session</i>) • Print Activity: Course Evaluation (Page 91)
Suggested Readings & Assignments for Next Class	None

Obj #	Time	Activity/Lecture Title	Page
--	9:15-9:30	Review	86
7	9:30-10:30	Report Out Other Methods	87
--	10:30-10:45	Break	--
7	10:45-12:00	Report Out Other Methods continued	87
--	12:00-13:00	Lunch	--
7	13:00-13:30	Lecture: Comparing Quantitative and Qualitative Results	87
--	13:30-14:00	Final Review	88
--	14:00-14:20	Hopes and Concerns Review	88
--	14:20-14:35	Break	--
--	14:35-15:05	Feedback	89
--	15:05-15:20	Snowball Fight	89
--	15:20-15:35	Commitment Circle	89
--	15:35-16:00	Course Evaluation	90

Review

Time	15 minutes	Lecture Materials	None
Objectives	--		
Materials	None		
Process	<ol style="list-style-type: none"> 1. Ask participants to turn to the person next to them and discuss what was done in the previous session 2. After 2-3 minutes go around and ask each person to share one thing that was done the previous day, with no repeating of what has already been shared 3. Ask the participants if they have any questions about the previous session 4. Introduce the topics for the day: <ol style="list-style-type: none"> a. Qualitative data analysis methods that build on thematic b. Comparing qualitative and quantitative data c. Course wrap-up and evaluation 		
Discussion	Q&A		

Report Out Other Methods

Time	2 hours 15 minutes	Lecture Materials	None
Objectives	7. Utilize basic qualitative data analysis techniques		
Materials	<div> <div>✓ Masking tape</div> <div>✓ Flipchart paper</div> </div> <div> <div>✓ Markers</div> <div>✓ Handout: Transcript coding practice (Page 82 or from the instructors' data)</div> </div>		
Process	<ol style="list-style-type: none"> 1. Divide participants into groups based on how many qualitative methods were assigned in the previous class session. Suggested groups include: <ol style="list-style-type: none"> a. Narrative analysis b. Discourse analysis c. 4-Voices analysis 2. Ask the participants to either a) share and compile their results from practicing on their own, or b) to work together to practice using this method of data analysis on the transcript coding practice handout 3. After 60 minutes, ask each group to present their results including: <ol style="list-style-type: none"> a. When to use it b. How to do it c. Pro's and con's of using it d. Synopsis of their results 4. Allow the other groups to make comments and ask questions 5. Clarify any questions 		
Discussion	Q&A included as part of the process		

Lecture: Comparing Quantitative and Qualitative Results

Time	30 minutes	Lecture Materials	Page 105
Objectives	7. Utilize basic qualitative data analysis techniques		
Materials	None		
Process	<ol style="list-style-type: none"> 1. Mini-Lecture: <ol style="list-style-type: none"> a. When NOT to Compare b. Triangulation c. Side-by-side 		
Discussion	Q&A		

Final Review

Time	30 minutes	Lecture Materials	None
Objectives	6. Identify and utilize qualitative research methods including surveys, focus groups, interviews, and methods for participatory action research and community engagement.		
Materials	✓ Masking tape ✓ Markers (<i>hold out black markers separately</i>) ✓ Flipchart papers from mid-course review (Page 62)		
Process	<ol style="list-style-type: none"> 1. Divide the participants into 4 groups 2. Provide each group one of the flipcharts from the mid-course review and several different colored markers (enough for each person to have at least 1 marker) withholding the black markers 3. Ask the participants to brainstorm everything that has been covered during the second half of the class including activities, themes, topics, concepts, etc. Participants should be encouraged to be messy. The flipchart does not have to be neat. It is more important that everyone participate and write. There does not need to be consensus or agreement as to what is written. 4. After 5 minutes ask the participants to put down their markers. 5. Ask the participants to move clockwise to the flipchart paper of the group next to them. 6. Ask the participants to read what the group has written and continue adding to it. 7. Repeat steps 5-6 until each group has been able to read and respond to each other group. 8. Ask the participants to return to the flipchart where they started. 9. Provide each group with at least 1 black marker 10. Ask the groups to read their flipchart and each person circle what they feel like was the most important or influential thing they learned or gained from the class 11. Ask the participants to tape their flipcharts on the wall. 12. Ask the participants to form a semi-circle so that they can see the flipcharts. 13. Reflect on the amount of material that has been covered during the training/course 14. Ask the participants to go around the circle and share what they circled and why they circled it. 		
Discussion	None		

Hopes and Concerns Review

Time	20 minutes	Lecture Materials	None
Objectives	--		
Materials	✓ Masking tape ✓ Hopes and Concerns flipchart paper from start of training (Page 5) ✓ Markers		
Process	<ol style="list-style-type: none"> 1. Hand out the Hopes and Concerns flipchart paper from the start of training to those who were in the group. If there are participants that did not participate in this activity disseminate them throughout the groups. 2. Ask the participants to review what was written on the flipchart paper and discuss in their groups the following: <ol style="list-style-type: none"> a. Did the course meet your expectations? b. Were your concerns alleviated? c. Did you get what you hoped out of the course? 3. Ask the groups to share their thoughts. 		
Discussion	None		

Feedback

Time	30 minutes	Lecture Materials	None
Objectives	--		
Materials	✓ Masking tape ✓ Markers ✓ Flipchart paper		
Process	<ul style="list-style-type: none"> • Divide participants into groups of 3-5 • Ask the participants to discuss the training and answer the following questions on a flipchart paper: <ul style="list-style-type: none"> ○ What were the 3-4 topics/activities that were the most beneficial? ○ What were the 3-4 topics/activities that you felt were less useful? • Ask the groups to report out. Ask any clarifying questions • <i>Note: Keep this feedback to improve the course for the next group</i> 		
Discussion	None		

Snowball Fight

Time	15 minutes	Lecture Materials	None
Objectives	--		
Materials	✓ Markers ✓ Sheets of scrap paper. This can be from previous activities. Sheets of paper should be at least the size of a normal half-sheet of paper		
Process	<ol style="list-style-type: none"> 1. Provide the participants with a marker and a half-sheet of paper 2. Ask the participants to write one thing that they learned from the other participants during the training. Instruct the participants to NOT write their name on the paper. Inform the participants that someone else will read their paper aloud. 3. When everyone has written on their half-sheet ask them to crumble their paper up into a ball. 4. Ask the participants to form a circle. 5. Instruct the participants to have a “snowball fight” where they throw the paper at one another. Allow the participants to throw papers for a few minutes. 6. At the end of the snowball fight, instruct the participants to find one “snowball” each. 7. Ask the participants to reform the circle 8. Ask the participants to un-crumble their snowball and one at a time to read aloud what was written. 		
Discussion	None		

Commitment Circle

Time	15 minutes	Lecture Materials	None
Objectives	--		
Materials	✓ Markers ✓ Sheets of scrap paper. This can be from previous activities. Sheets of paper should be at least the size of a normal half-sheet of paper		
Process	<ol style="list-style-type: none"> 1. Provide the participants with a marker and a half-sheet of paper 2. Ask the participants to write 2-3 things that they resolve to “do” or “change” after the training. Starting with the words “I resolve to...” 3. After everyone has had a chance to write down, ask the participants to form a circle. 4. Ask the participants to go around the circle and share ONE thing that they resolve to “do” or “change” after the training. 		
Discussion	None		

Course Evaluation

Time	25 minutes	Lecture Materials	None
Objectives	--		
Materials	✓ Course Evaluations (Page 91)		
Process	<ol style="list-style-type: none">1. Share any final thoughts with the participants2. Hand out the course evaluations and ask for a volunteer to collect them3. Leave the room during the evaluation so that they participants can write freely4. After the evaluations are handed in, thank the participant.		
Discussion	None		

Day 10 Handouts and Printed Materials

(Next page)

Course Evaluation

		Poor/ Low 1	Below Average 2	Average 3	Above Average 4	Excellent or High 5
1	Description of course objectives and assignments					
2	Communication of ideas and information					
3	Expression of expectations for performance in this class					
4	Availability to assist students in or out of class					
5	Respect and concern for students					
6	Stimulation of interest in course					
7	Facilitation of learning					
8	Enthusiasm for the subject					
9	Encouragement of independent, creative, and critical thinking					
10	Overall rating of the instructor					
11	Amount learned					
12	Amount of effort required					
13	Difficulty of the subject matter					
14	The educational value (relevance) of this course					
15	Qualities of Instructor which contributed to success of the course.					
16	Qualities of Instructor which hindered success of the course.					
17	Opinions of course, including printed materials.					
18	Additional comments to improve overall quality of the course.					
19	Any other comments.					

Appendix I: Suggested Agendas

2-Week Agenda

This manual is envisioned as a 2-week course. By following the daily schedule as is written, you will have a 2-week course.

1-Week Agenda

The 1-week course eliminates the class project assignment, though a class research question should still form the basis of the activities. The time for workshoping surveys is thus cut significantly as it is not necessary to develop a full survey during the course period. Thematic Analysis is the only analysis method covered as this forms the basis of other methods. Other activities are eliminated where there is redundancy in meeting the course objectives. As this course is modularized, activities and lectures can be moved as necessary.

Day 1

Obj#	Time	Activity/Lecture Title	Page
--	09:00-10:00	Floor Map Introductions	4
--	10:10-10:35	Hopes and Concerns	5
--	10:35-10:50	Break	--
--	10:50-11:15	Syllabus Review and Learning Approach	--
--	11:15-11:40	Norms and Expectations	5
1	11:40-12:00	Brainstorm Qualitative/Quantitative Research	6
--	12:00-13:00	Lunch	--
1	13:00-13:20	Brainstorm Qualitative/Quantitative Research	6
2	13:20-13:40	Lecture: Grand Theories	6
2	13:40-14:15	Grand Theories Case Study	7
4	14:15-14:30	Research Questions Buzz Group	7
--	14:30-14:45	Break	--
4	14:45-15:45	Class Project Research Questions	8
--	15:45-16:00	Class Preparation for Next Day	8

Day 2

Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:15	Review Activity	16
2	9:15-9:45	Lecture: Theory of Planned Behavior	16, 99
2	9:45-10:30	Theory and Constructs	17
--	10:30-10:45	Break	--
2	10:45-11:30	Theory and Constructs, continued	17
3	11:30-12:00	Operationalizing Constructs	17
--	12:00-13:00	Lunch	--
--	13:00-13:15	Energizer	106
4	13:15-14:00	Lecture: Research Design	18, 101
4	14:00-14:45	Case Study: Research Design	18
--	14:45-15:00	Break	--
4	15:00-15:15	Lecture: Population and Sampling Frame	18, 101
4	15:15-16:00	Sampling Methods Gallery Walk	19

Day 3

Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:15	Review Activity	25
4	9:15-9:45	Class Project Research Design	25
4	9:45-10:20	Class Constructs	26
4	10:05-10:45	Writing Hypotheses	26
--	10:45-11:00	Break	--
6	11:00-11:30	Lecture: Survey Question Types	27, 102
6	11:30-12:00	Class Survey Questions Workshopping	27
--	12:00-13:00	Lunch	--
6	13:00-14:30	Class Survey Questions Workshopping Cont.	27
--	14:30-14:45	Break	--
8	14:45-15:00	Lecture: Ethics	37, 103
8	15:00-15:45	Case Study: Ethics	38
--	15:45-16:00	Class Preparation for Next Day	--

Day 4

Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:20	Review Activity	49
6	9:20-9:45	Class Survey Review	49
6	9:45-10:30	Brainstorm: Surveys, Focus Groups, Interviews	50
--	10:30-10:45	Break	--
6	10:45-12:00	Class Project Interview and Focus Group Questions	50
--	12:00-13:00	Lunch	--
5	13:00-13:15	Energizer	106
5	13:15-13:40	Communication Styles that Annoy People	51
5	13:40-14:00	Lecture: Empathic Listening	51, 104
5	14:00-14:30	Empathic Listening Round 1 & 2	51
--	14:30-14:45	Break	--
5	14:45-15:45	Empathic Listening Round 3	51
--	15:45-16:00	Class Preparation for Next Day	52

Day 5

Obj #	Time	Activity/Lecture Title	Page
--	9:15-9:45	Mid-Course Review	62
5,6	9:45-10:00	Lecture Difficult Dynamics	51, 104
5,6	10:00-10:45	Moderating Focus Groups Fishbowl	64
--	10:45-11:00	Break	--
5,6	11:00-12:00	Participatory Action Research	65
--	12:00-13:00	Lunch	--
--	13:00-13:15	Energizer	106
5,6	13:15-13:45	Participatory Action Research	65
7	13:45-14:00	Thematic Coding Lecture	78, 105
7	14:00-14:45	Thematic Coding Practice	79
--	14:45-15:00	Break	--
--	15:00-15:20	Final Review	88
--	15:20-15:40	Hopes and Concerns Review	88
--	15:40-16:00	Course Evaluation	90

3-Day Agenda

The 3-day course eliminates the class project assignment, though a class research question should still form the basis of the activities. The 3-day agenda is significantly truncated. It is presented here as a series of options for covering the basics of qualitative research with a focus on either theory, data collection, or data analysis. As this course is modularized, activities and lectures can be moved as necessary.

3-Day Agenda, Theory and Research Design Focus

Day 1

Obj#	Time	Activity/Lecture Title	Page
--	09:00-10:00	Floor Map Introductions	4
--	10:10-10:35	Hopes and Concerns	5
--	10:35-10:50	Break	--
--	10:50-11:15	Syllabus Review and Learning Approach	--
--	11:15-11:40	Norms and Expectations	5
1	11:40-12:00	Brainstorm Qualitative/Quantitative Research	6
--	12:00-13:00	Lunch	--
1	13:00-13:20	Brainstorm Qualitative/Quantitative Research	6
2	13:20-13:40	Lecture: Grand Theories	6
2	13:40-14:15	Grand Theories Case Study	7
4	14:15-14:30	Research Questions Buzz Group	7
--	14:30-14:45	Break	--
4	14:45-15:45	Class Project Research Questions	8
--	15:45-16:00	Class Preparation for Next Day	8

Day 2

Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:15	Review Activity	16
2	9:15-9:45	Lecture: Theory of Planned Behavior	16, 99
2	9:45-10:30	Theory and Constructs	17
--	10:30-10:45	Break	--
2	10:45-11:30	Theory and Constructs, continued	17
3	11:30-12:00	Operationalizing Constructs	17
--	12:00-13:00	Lunch	--
--	13:00-13:15	Energizer	106
4	13:15-14:00	Lecture: Research Design	18, 101
4	14:00-14:45	Case Study: Research Design	18
--	14:45-15:00	Break	--
4	15:00-15:15	Lecture: Population and Sampling Frame	18, 101
4	15:15-16:00	Sampling Methods Gallery Walk	19

Day 3

Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:15	Review Activity	25
4	9:15-9:45	Class Project Research Design	25
4	9:45-10:20	Class Constructs	26
4	10:05-10:45	Writing Hypotheses	26
--	10:45-11:00	Break	--
6	11:00-11:30	Lecture: Survey Question Types	27, 102

6	11:30-12:00	Class Survey Questions Workshopping	27
--	12:00-13:00	Lunch	--
6	13:00-14:30	Class Survey Questions Workshopping Cont.	27
--	14:30-14:45	Break	--
8	14:45-15:00	Lecture: Ethics	37, 103
8	15:00-15:45	Case Study: Ethics	38
--	15:45-16:00	Class Preparation for Next Day	--

3-Day Agenda, Data Collection Focus

Day 1

Obj#	Time	Activity/Lecture Title	Page
--	09:00-10:00	Floor Map Introductions	4
--	10:10-10:35	Hopes and Concerns	5
--	10:35-10:50	Break	--
--	10:50-11:15	Syllabus Review and Learning Approach	--
--	11:15-11:40	Norms and Expectations	5
1	11:40-12:00	Brainstorm Qualitative/Quantitative Research	6
--	12:00-13:00	Lunch	--
1	13:00-13:20	Brainstorm Qualitative/Quantitative Research	6
4	13:20-13:35	Research Questions Buzz Group	7
4	13:35-14:35	Class Project Research Questions	8
--	14:35-14:50	Break	--
6	14:50-15:15	Brainstorm: Surveys, Focus Groups, Interviews	50
6	15:15-16:00	Class Project Interview and Focus Group Questions	50

Day 2

Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:20	Review Activity	49
5	9:20-9:45	Communication Styles that Annoy People	51
5	9:45-10:15	Lecture: Empathic Listening	51, 104
--	10:15-10:30	Break	--
5	10:30-12:00	Empathic Listening	51
--	12:00-13:00	Lunch	--
5,6	13:00-13:15	Lecture Difficult Dynamics	51, 104
5,6	13:15-14:00	Moderating Focus Groups Fishbowl	64
5,6	14:00-14:45	Participatory Action Research	65
--	14:45-15:00	Break	--
5,6	15:00-16:00	Participatory Action Research	65

Day 3

Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:20	Review Activity	49
6	9:20-9:50	Lecture: Survey Question Types	27, 102
6	9:50-10:30	Class Survey Questions Workshopping	27
--	10:30-10:45	Break	
6	10:45-12:00	Class Survey Questions Workshopping Cont.	27
--	12:00-13:00	Lunch	--
--	13:00-13:15	Energizer	106
8	13:15-13:30	Lecture: Ethics	37, 103
8	13:30-14:30	Case Study: Ethics	38
--	14:30-14:45	Break	--
--	14:45-15:15	Final Review	88
--	15:15-15:40	Hopes and Concerns Review	88
--	15:40-16:00	Course Evaluation	90

3-Day Agenda, Theory and Data Analysis Focus**Day 1**

Obj#	Time	Activity/Lecture Title	Page
--	09:00-10:00	Floor Map Introductions	4
--	10:10-10:35	Hopes and Concerns	5
--	10:35-10:50	Break	--
--	10:50-11:15	Syllabus Review and Learning Approach	--
--	11:15-11:40	Norms and Expectations	5
1	11:40-12:00	Brainstorm Qualitative/Quantitative Research	6
--	12:00-13:00	Lunch	--
1	13:00-13:20	Brainstorm Qualitative/Quantitative Research	6
2	13:20-13:40	Lecture: Grand Theories	6
2	13:40-14:15	Grand Theories Case Study	7
2	14:15-14:45	Lecture: Theory of Planned Behavior	16, 99
--	14:45-15:00	Break	--
2	15:00-16:00	Theory and Constructs	17

Day 2

Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:15	Review Activity	16
3	9:15-10:00	Operationalizing Constructs	17
7	10:00-10:15	Thematic Coding Lecture	78, 105
--	10:15-10:30	Break	--
7	10:30-12:00	Thematic Coding Practice	79
--	12:00-13:00	Lunch	--
--	13:00-13:15	Energizer	106
7	13:15-14:15	Thematic Coding Practice continued	79
7	14:15-14:30	Other Forms of Qualitative Analysis	80
--	14:30-14:45	Break	--
7	14:45-16:00	Other Forms of Qualitative Analysis continued	80

Day 3

Obj #	Time	Activity/Lecture Title	Page
--	9:00-9:15	Review Activity	16
7	9:15-10:15	Other Forms of Qualitative Analysis continued	80
7	10:15-10:45	Report Out Other Methods	87
--	10:45-11:00	Break	--
7	11:00-12:00	Report Out Other Methods continued	87
--	12:00-13:00	Lunch	--
--	13:00-13:15	Energizer	106
7	13:15-13:45	Lecture: Comparing Quantitative and Qualitative Results	87
--	13:45-14:15	Final Review	88
--	14:15-14:30	Break	--
--	14:30-15:00	Hopes and Concerns Review	88
--	15:00-15:30	Course Evaluation	90

Appendix 2: Lecture Materials

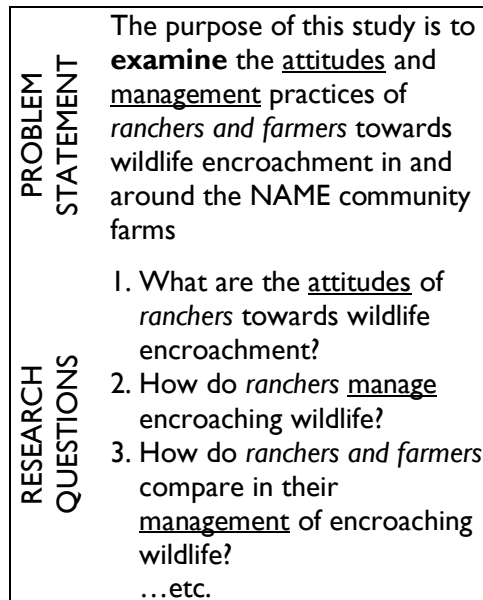
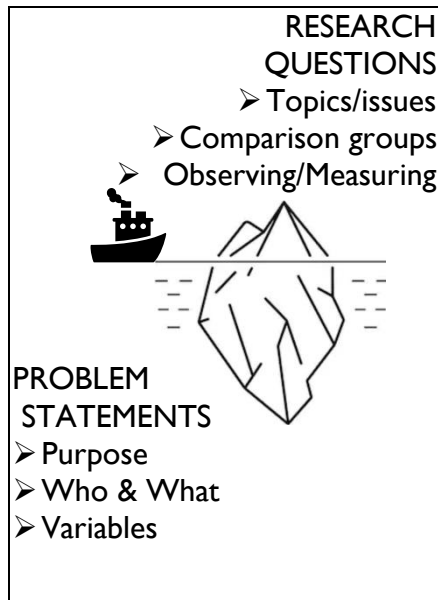
The lectures developed for this course/training are modeled for delivery by Flipchart paper. They can easily be transferred to PowerPoint presentations if the instructor desires. Per the outline provided in this manual, the lectures are all intended to be short 15-30 minutes in length with accompanying practice activities. The practice activities have been developed to elicit discussion and greater depth in understanding than the lecture alone. Trainers are encouraged to add to these Flipchart lectures and change as is necessary per the needs of the target audience.

Lecture: Grand Theory

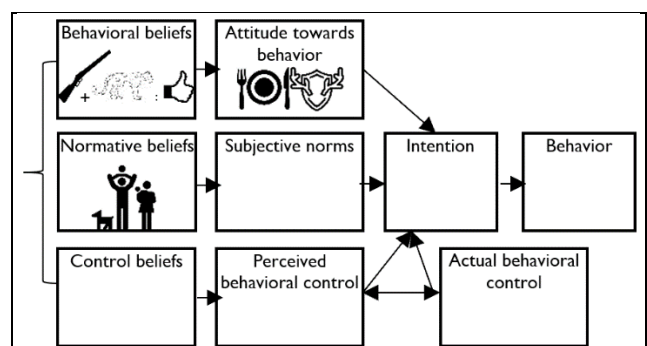
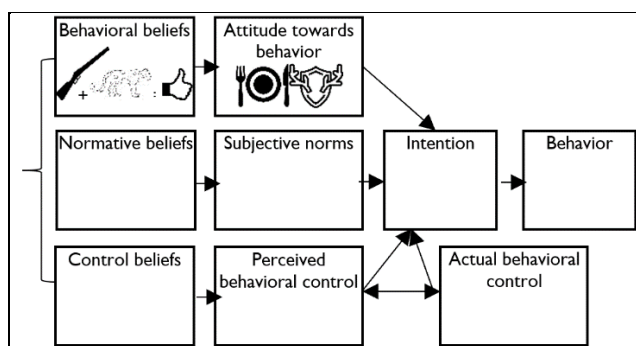
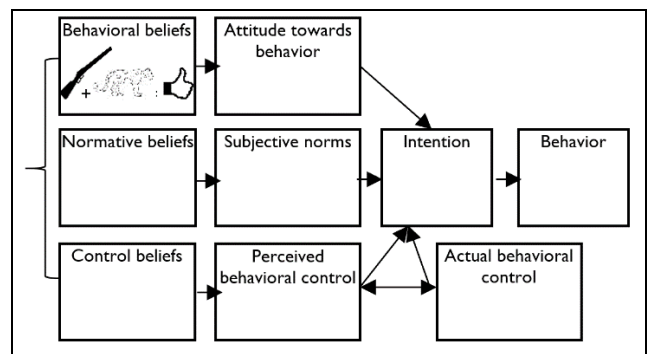
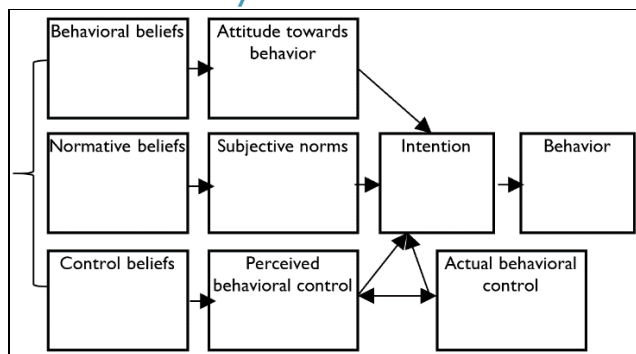
THE GRAND THEORIES			POSITIVISM
POSITIVISM	REALISM	RELATIVISM	
<i>also called</i>	<i>also called</i>	<i>also called</i>	✓ Reality is <u>independent</u> of experience
Logical Empiricism	Post-Positivism	Interpretivism	✓ There are universal laws
		and	✓ These laws can be discovered... ...and <i>explain phenomena</i>
		Constructivism	✓ Observation, scientific method, experimentation, empirical data
			ResearcherX..... Researched
			✓ (remember this is exaggerated)

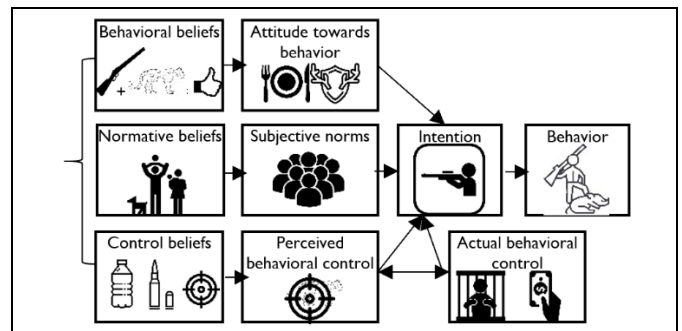
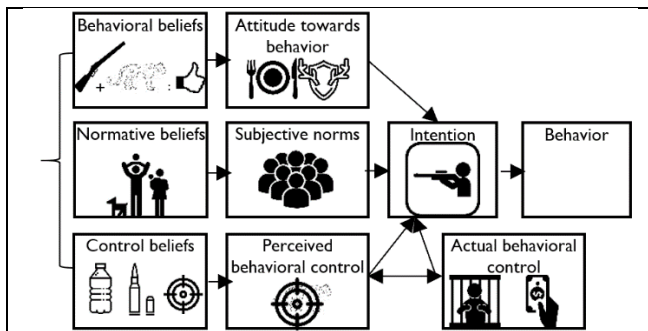
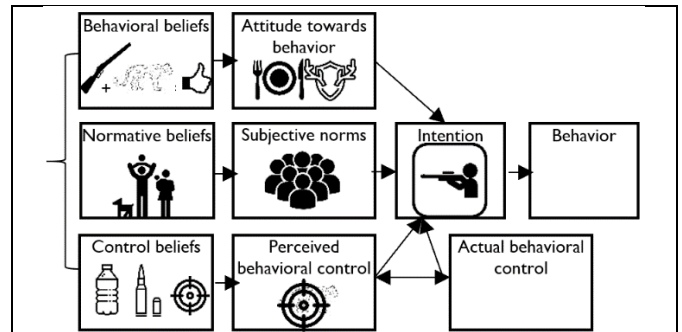
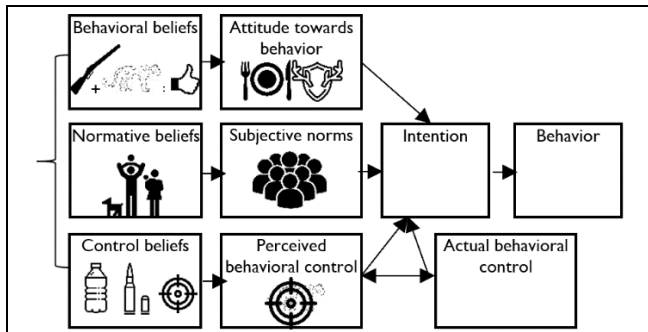
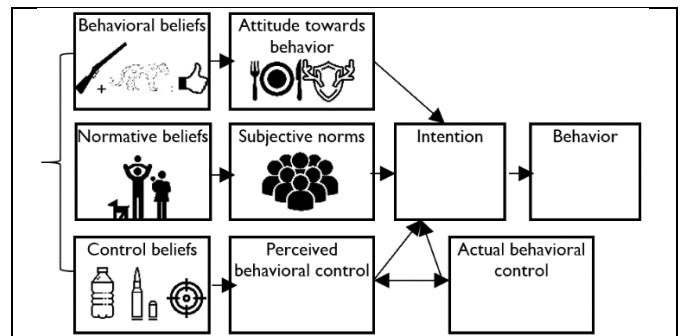
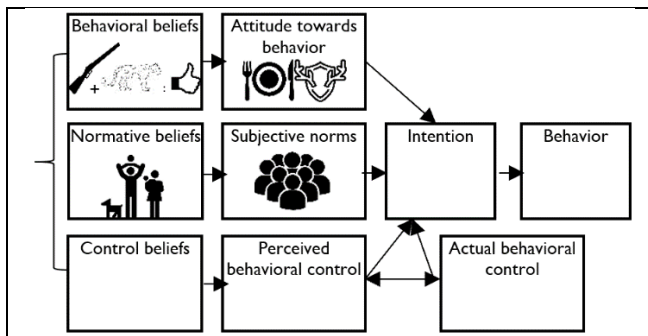
REALISM	RELATIVISM
✓ Reality exists independently, <u>but</u> we interpret/translate through experiences	✓ Reality is a construct
✓ Universal laws + patterns + actions and experiences	✓ How individuals <u>perceive</u> reality
✓ Direct and indirect observation, behavior, perception, beliefs, etc.	✓ Explain the reality of individuals (and groups)
Researcher ←---→ Researched	✓ Standpoint and representation
	R
	RESEARCHER
	S
	E
	A
	R
	C
	H
	E
	D

Lecture: Problem Statements and Research Questions



Lecture: Theory of Planned Behavior





Lecture: Research Design

RESEARCH DESIGN

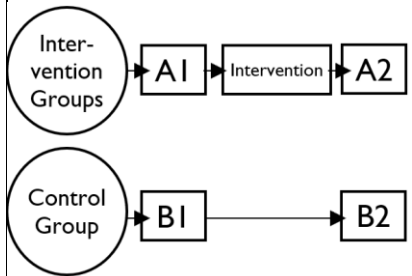
- Confidence in conclusions
- Generalizability
- Provide the most thorough explanation

THREATS TO VALIDITY

- History
- Instrument Decay
- Maturation
- Selection Bias
- Mortality

- Regression to Mean
- Response Bias
- Construct Validity
- Reproducibility
- Sensitization
- Artificiality

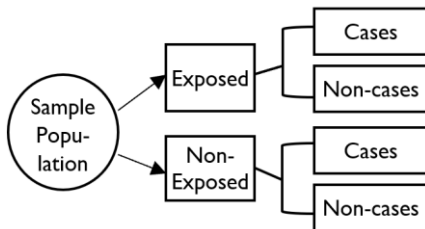
CLASSIC QUASI-EXPERIMENTAL DESIGN



Random within group

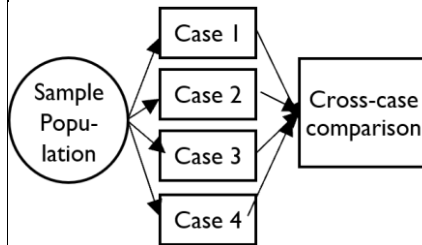
- Strong design
- Cause & effect
- Test hypotheses
- Parametric Statistical analyses (for us this means survey)

CROSS-SECTIONAL DESIGN



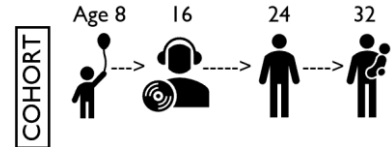
- Somewhat strong depending on use
- Tentative causality
- Parametric sample
- Statistical modeling (qualitative or quantitative)

CASE STUDY DESIGN



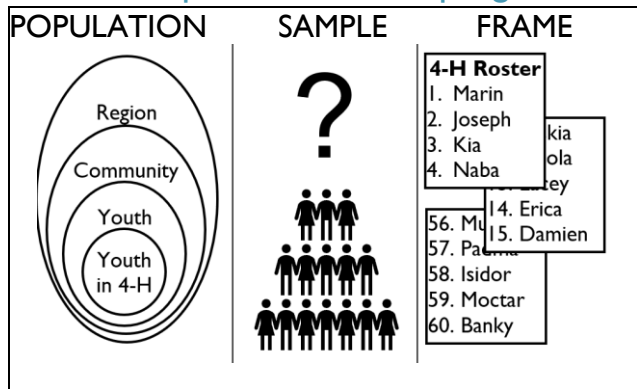
- Strong contextual conclusions
- Parametric or non-parametric
- Explanatory or exploratory
- Usually qualitative analysis

LONGITUDINAL DESIGN



- Somewhat strong, depending on use: historical effects, comparison groups
- Causality is fairly strong
- Sampling may vary
- Qualitative or Quantitative analysis

Lecture: Population and Sampling Frame



SAMPLE SIZE = MATH

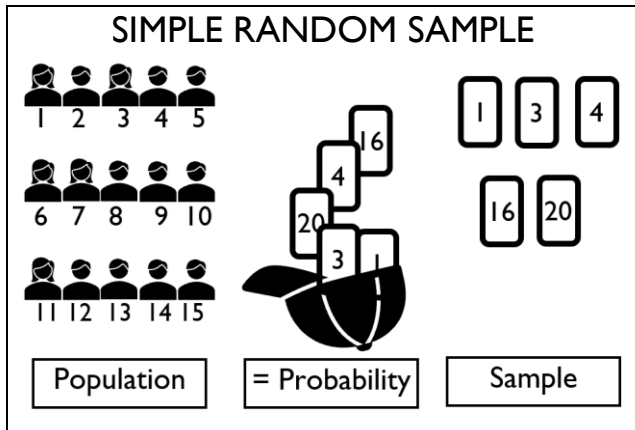
Simplest Formula (Slovin, 1960)

$$n = \frac{N}{1 + N(e)^2}$$

n = sample size
N = population size
(e) = confidence level

$$n = \frac{2000}{1 + 2000(.05)^2}$$

n = 333 (95% confidence)
Plus an oversample!



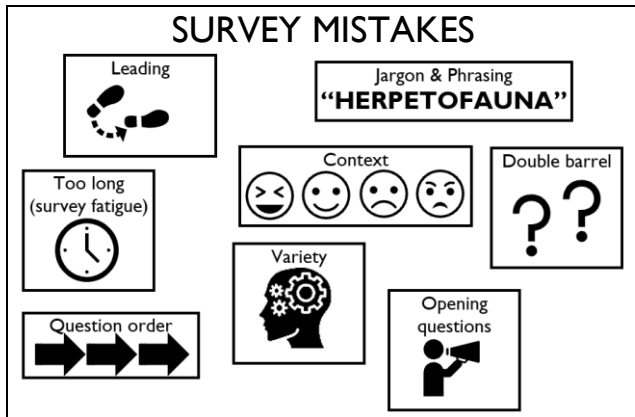
Lecture: Data Collection Methods



Lecture: Survey Design

TYPES OF QUESTIONS	Demographic	Dichotomous	Multiple Choice
			<input type="checkbox"/> Option 1 <input checked="" type="checkbox"/> Option 2 <input type="checkbox"/> Option 3 <input type="checkbox"/> Option 4
	Rank Order	Likert-Type	Open-Ended
	4 Option 1 1 Option 2 3 Option 3 2 Option 4	<input checked="" type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree	_____ _____ _____ _____

SCALES & INDICES	Indices	Scales
	<ul style="list-style-type: none"> Summary of responses Variety of individual items Accumulation of scores 	<ul style="list-style-type: none"> Logical or empirical structure Measured by intensity Patterns of variables Rank ordered
	1) Have you done A? Yes = 1 2) Have you done B? Yes = 1 3) Have you done C? No = 0 4) Have you done D? Yes = 1 Total = 3	Always, Sometimes, Rarely, Never Strongly agree, Agree, Neutral, Disagree, Strongly disagree Never, Once, A Few Times, Many Times



Lecture: Ethics

RESPECT FOR PERSONS

- ❖ Voluntary participation
- ❖ No coercion!!
- ❖ Quit any time with no penalty
- ❖ Refuse to answer
- ❖ Ask questions any time
- ❖ Protection of identities
- ❖ Protection of raw data
- ❖ Protection of special populations:
 - Under 18
 - Terminally ill
 - Pregnant
 - Fetus/neonate
 - Prisoners
 - Risky subjects
 - Disabilities

BENEFICENCE

- Do not harm
- Maximize potential benefits (share potential benefits)
- Minimize potential harm (disclose potential risks)
- Share purpose of study

JUSTICE

- Oversight
- Equal treatment or explanation of distribution
 - Share
 - Need
 - Merit
 - Effort
 - Contribution

Lecture: Empathic Listening

DYNAMICS THAT BLOCK COMMUNICATION

Blocking Joking
Being disrespectful
Domination by one person
Passive aggressive
Side conversations
Arguing
Dismissing others
Not participating

BODY LANGUAGE

- ✓ Sit directly in front of the participants
- ✓ Place feet flat on the floor
- ✓ Avoid crossing your arms & legs
- ✓ Sit slightly inclined forward
- ✓ Maintain eye contact
- ✓ Use appropriate facial & body expressions
- ✓ Put your cell phone on silent mode and avoid checking for messages

REFLECTIVE LISTENING

- ✓ Suspend judgement and argument
- ✓ Control urge to speak
- ✓ Quiet your internal dialogue
- ✓ Reflect what the person says
- ✓ Reaffirm, paraphrase
- ✓ Respect pauses, don't be afraid of silence
- ✓ Probe with respect

Lecture: Difficult Dynamics

DYNAMICS THAT BLOCK COMMUNICATION

Blocking Joking
Being disrespectful
Domination by one person
Passive aggressive
Side conversations
Arguing
Dismissing others
Not participating

3-STEP INTERVENTION

1. Describe what you are seeing
 - Non-judgmental
 - Do not assume motive
2. Make an impact statement
 - People
 - Process
3. Redirect
 - Ask for suggestions
 - Tell them what to do
 - Refocus the group

OTHER INTERVENTIONS

- Request clarification
- *Take a break*
- Ask for those who have not yet commented
- *Go around the group and let each person share*
- Share your interests
- *Acknowledge distractions*
- Set norms/rules for engagement
- *Change approach*
- Remove the disruptor

Lecture: Basic Thematic Coding

BASIC THEMATIC CODING

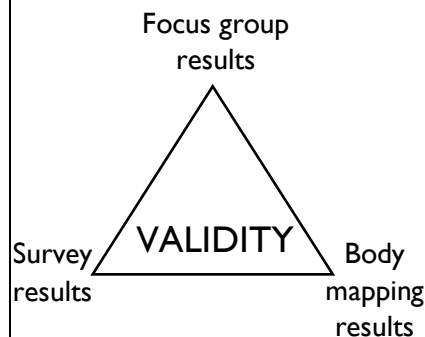
1. Read the transcripts
2. Find phrases, comments, words, emotions, etc. that are similar and assign them a code
3. And/or assign individual phrases, comments, words a code
4. Look through codes and combine those that are similar
5. Put several similar codes into categories
6. Beware of the context

Lecture: Comparing Qualitative and Quantitative Data

WHEN NOT TO COMPARE

- ☒ Qual and Quant have different foundational “understandings” of the world
- ☒ They should not be *mixed together* but should be viewed *side-by-side*
- ☒ Qual data should not be quantified in the same way as Quant data:
 - 80% of participants
 - 8 out of 10 participants

TRIANGULATION (Example)



SIDE-BY-SIDE

Qualitative data can:

- ✓ Explain the *why* of Quant findings
- ✓ Can *inform* survey questions and quantitative data collection methods
- ✓ Can be triangulated with other methods

Appendix 2: Energizers and Icebreakers

The lectures developed for this course/training are modeled for delivery by Flipchart paper. They can easily be transferred to PowerPoint presentations if the instructor desires. Per the outline provided in this manual, the lectures are all intended to be short 15-30 minutes in length with accompanying practice

Icebreakers

The purpose of an Icebreaker is to begin to form a collaborative and safe environment with participants. Icebreakers can vary in length depending on the length of the training. It is suggested to devote adequate time to introductions and icebreakers in order to facilitate this process. When necessary, an icebreaker can also be an instructive activity. Choose and adapt Icebreakers as appropriate for the cultural context. Some of the activities may be more appropriate in cultures where touching is not a taboo. There are other activities that may be more appropriate for cultures that may be more passive. This list of Icebreakers is not exhaustive and many more can be found online. The following Icebreakers are reproduced from the *Oxfam Gender Training Manual*, pages 42-43 (Williams, Seed, & Mwau, 1994, <https://oxfamlibrary.openrepository.com/handle/10546/141359>)

Greeting

Explain or ask how people in different countries greet each other. Then ask participants to pick a pre-prepared slip from a hat or basket, on each of which will be written one of the following:

- Place hands together and bow (India)
- Kiss on both cheeks (France)
- Rub noses (Iceland)
- Hug warmly (Russia)
- Slap on each hand and bump each hip (some parts of Southern Africa)
- Ask the participants to move around the room greeting each other in the way indicated on their slip.

Your own space

Ask each person to find a space where they do not touch anyone else. Then ask them to close their eyes and do anything they wish to do within their own space (e.g. jump, dance, exercise etc.) Then ask them to hug themselves and generally feel and touch themselves. Ask them to move again within their own space, and then ask them to describe quickly how they feel about themselves (relaxed, tense, good, bad etc.)

Wallpaper

Ask participants to draw a picture of themselves doing something they enjoy doing. After 10 or 15 minutes ask each one to show and explain their picture. Afterwards each person signs their picture and puts it up on the wall. As some people feel very anxious about drawing, only do this with a group of people who will be able to do it without anxiety.

Beautiful Bee

'I'm Bee and I'm beautiful'... Each person says their name and a positive word to describe themselves (no putdowns allowed!) and goes on to introduce the preceding members of the group: 'I'm Lynne and I'm lovely... this is Sue and she's super... William and he's wonderful... Cathy and she's courageous...'. A variation on this is for people to say their name and one thing about themselves (not necessarily starting with the same letter): 'I'm Cathy, I have three children'. In the same way they introduce the preceding members: 'I am Thandi and I like working in groups, this is Cathy, she has three children', and so on.

What I do

This is useful near the beginning to help get to know each other in a fun way. Each person briefly shows in mime something that they do. This does not have to be something to do with their work — in fact it is better if it is something that is unknown by most of the participants. The second person does the previous person's action and then their own. The third person does the first, second and third actions until the last person does the actions for the entire group. This can be made more fun by also including a sound (not words) to go with the mime.

Energizers

The purpose of an Energizer is to provide a short break for participants, particularly if they are appearing to be tired, stressed, bored, or simply have been sitting for too long. Most energizers are fast and active and may or may not be related to the topic. Choose and adapt Energizers as appropriate for the cultural context. Some of the activities may be more appropriate in cultures where touching is not a taboo. There are other activities that may be more appropriate for cultures that may be more passive. This list of Energizers is not exhaustive and many more can be found online. The following Energizers are reproduced from the [Oxfam Gender Training Manual](#), pages 44-46 (Williams, Seed, & Mwau, 1994)

Opening the day

Stand in a circle. Each person takes a turn to make a sound and a gesture to show how he or she is feeling. This is a good one to do at the start of a day, for people to express their feelings. A variation is for people to imitate the sounds and actions of others.

Untangling

Ask the group to stand in a circle, and close their eyes, until you tell them to open them again. Move slowly towards each other stretching out your hands until each person is holding some-one else's hand in each of their hands. Check to make sure that everyone is holding only one hand in each hand. Then all open your eyes. You will find the group is in a tangled knot. Then, with eyes open, but still holding hands, try and untangle yourselves until you are standing in a circle again holding hands.

All change

Take away one of the chairs, or mats so that there is enough room for all except one person to sit down. The standing person calls out all people who have a certain characteristic e.g. 'all people wearing something blue' or 'all people who have an E in their name'. Those people then stand up and rush to find another seat. The person who is the caller also rushes to try and find a seat. One person fails to get a seat, and then they go into the center. If the person calls 'all change', then everyone has to stand up and run to get a seat. This game can be used just to get people moving, but it can also be used to build awareness and provide information on a topic: you could ask for people who are parents, grandparents, daughters, brothers, managers, heads of household, etc. An alternative, non-threatening way to play the game is to allocate names of fruit or vegetables to people; the caller then calls out these names, and those people run to get a new seat.

Be aware with this game that there may be certain areas that people do not feel comfortable to share in such a public way. Also, be aware that some people may not be able to run. In this case it is possible to have other people act as 'runners' for them.

Word and deed

The first person in the circle does one action, while describing another. For example, she says 'I'm cooking' while pretending to type. The second person then acts out the thing that the first person says she was doing,

while saying she's doing something else: 'I'm scratching my nose' while pretending to cook. This then continues round the circle. This one is hilarious — but it's not for people who want to remain dignified at all costs!

Tropical rainforest

Standing in a circle, the facilitator starts rubbing her hands together and the next person copies, then the next all the way round. Then the facilitator changes to snapping her fingers, and everyone gradually changes over... then she starts slapping her hands on her thighs... then stamping her feet... then repeats the sounds in reverse until everyone is silent again. It sounds like a rainstorm in a forest, starting quietly, building up and gradually dying away again. It is important that each person copies the actions of the person to the right of them, not the facilitator; and that the facilitator waits until everyone is doing the action before changing to a new one.

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