

Qualitative interviewing, researcher reflexivity and conversational space

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Do you know how you influence your research?

Realities of qualitative interviewing

- Co-construction of knowledge
 - Power dance (Vähäsantanen & Saarinen 2013)
- Interactional challenge
 - Phrasing questions (Roulston et al. 2003)
 - Lack of mutual understanding (Roulston 2011)
 - Refusal to engage (Roulston 2014)
 - 'Failed interview' (Jacobsson & Åkerström, 2013)

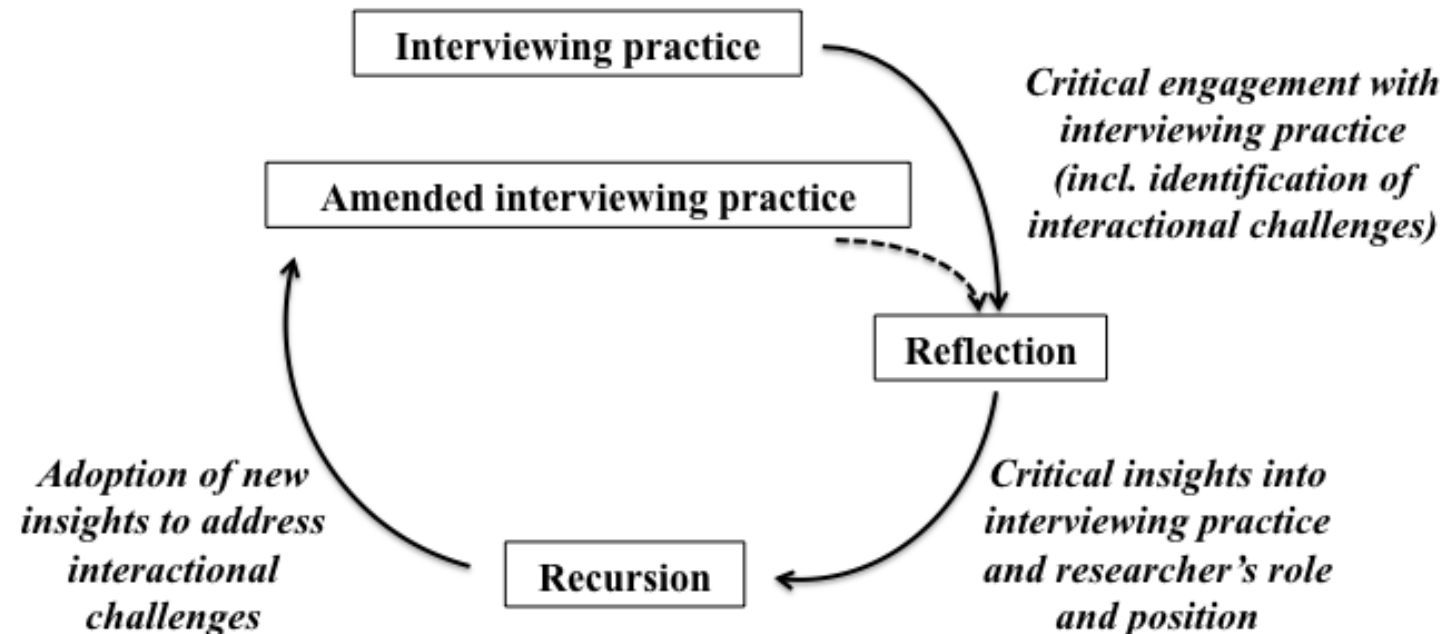




Our duty as researchers

- Raise awareness about our research practice:
‘What am I doing and why?’
- Constantly develop our research practice:
‘What could I do differently and why?’
- Hone our communication skills:
‘How can I best describe what I have done?’

Reflexivity in qualitative interviewing





Reflexivity: How to do it?

(1) Reflective strategies

- Contemplating ‘how do I shape my research?’
- Introspection or dialogue
- Reflective diaries, journals, blogs
- New awareness through reflection
- Can be done whenever and wherever...
- ... but can also be easily postponed...



(2) Engagement strategies

- Immersion in data through repeated watching, listening, reading
- Deep engagement with data fosters learning
- Great tool to get to know data extremely well...
- ... but abundance of data may distract from considering research process...

(3) Relational strategies

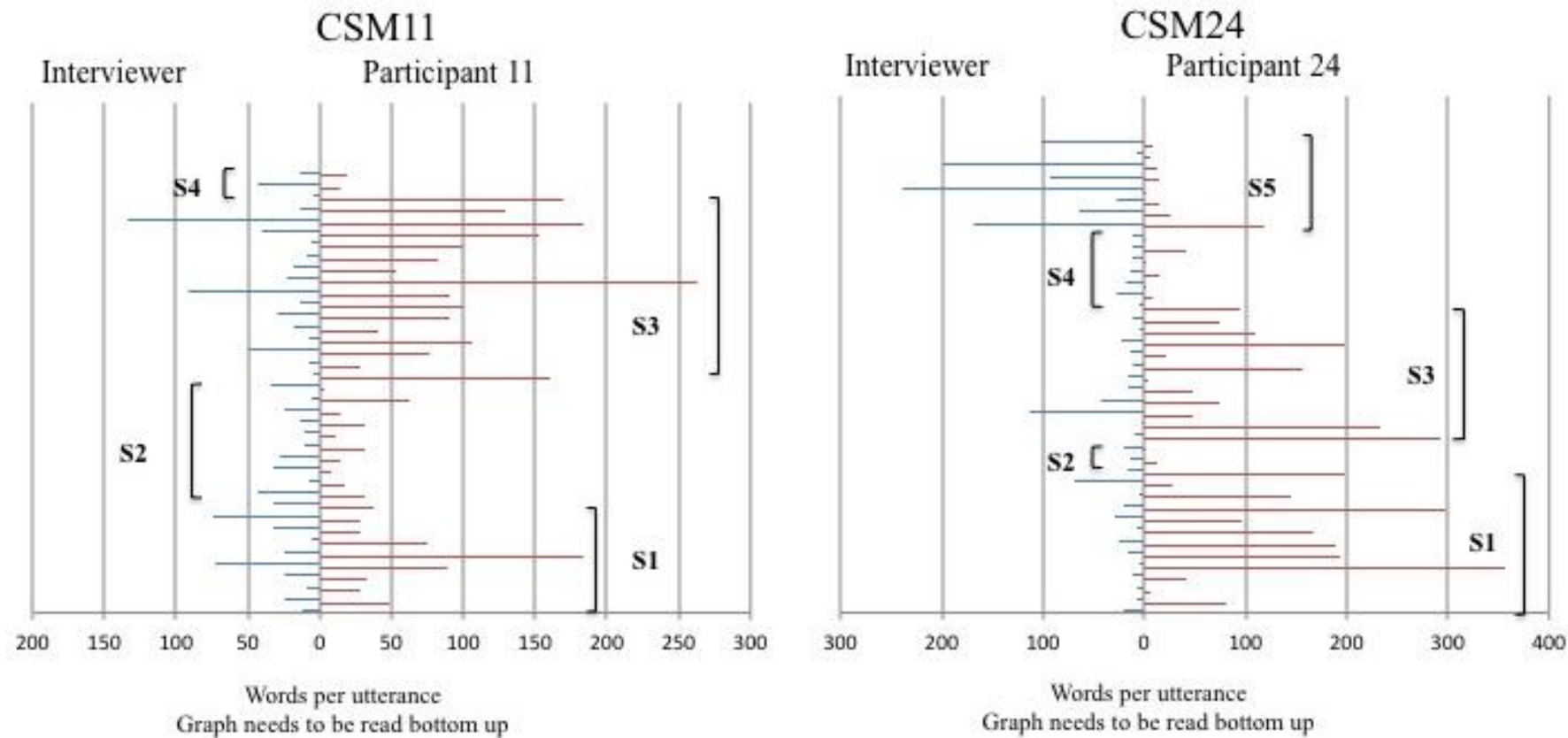
- Enlisting research participants in reflexive conversations
- Possibility of deep exploration of research process
- Third-party insights foster researcher self-awareness...
- ... but how many research participants are willing to invest even more time in the project?



(4) CA strategies

- Detailed analysis of verbal interaction based on turns of talk and participants' interpretive resources
- Detail analysis of talk aids learning
- Systematic interrogation of recordings or transcripts based on specific transcription method
- Technical and onerous to learn

(5) Visual strategies: CSMs



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Interactional patterns and challenges

Table 3 Common interactional patterns, their uses and limitations

<i>Pattern</i>	<i>Example in text</i>	<i>Typical use</i>	<i>Interactional challenge</i>
Short-short	<ul style="list-style-type: none">•Interview 11, Sequence 2•Interview 24, Sequence 4	<ul style="list-style-type: none">•Beginning of an interview, researcher collecting demo-graphic data.•At any time of the interview when a party seeks clarification.•At any time of the interview when a party interrupts.	Prevalence of this pattern indicates that the interviewer is unable to establish flow or that the participant refuses to engage. Further analysis of the interview transcript can identify whether this is to do with phrasing and negotiating questions and/or failure to reach mutual understanding.
Long-short	<ul style="list-style-type: none">•Interview 11, U15–21•Interview 24, Sequence 5	<ul style="list-style-type: none">•Putting a question into context.•Reluctant participant.	Prevalence of this pattern indicates interviewer dominance or excessive researcher self-disclosure.
Short-long	<ul style="list-style-type: none">•Interview 11, Sequence 3•Interview 24, Sequence 1	<ul style="list-style-type: none">•Often regarded as the ideal in qualitative research interviews.•Eliciting answers through follow-up questions.•Talkative participant.	Prevalence of this pattern indicates participant dominance and/or interviewer inability to phrase and negotiate questions appropriately.
Long-long	<ul style="list-style-type: none">•Interview 11, U54–56 and U64–68	<ul style="list-style-type: none">•Establishing dialogue among equals.•Discussing key ideas.	Prevalence of this pattern indicates an exchange of ideas between interviewer and participant that may be contrary to the purpose of the interview.



Working with CSMs: Focused-textual analysis

- Focused analysis of interview transcript to encourage reflection on:
 - Phrasing of questions, e.g. clarity of wording
 - Characteristics of interaction, e.g. showing empathy
 - Effects of probing questioning
 - Researcher's v participant's agenda
- Self-awareness as step towards amending practice

How may you use CSMs?

- To understand your preferred patterns of interaction and the impact of these on the continuing interview
- To learn about your generative role in the interview and the way in which participants respond to you
- To use CSMs in conversation with your colleagues, peers and/or research participants to engage in deeper reflection about your interviewing practice



Thank you!
Any questions?