



Qualitative Data

Summer Institute 2018

Available at: www.evalresearchgroup.com

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Outline



- Expectations of Session
- Qualitative Methods
 - *What are they?*
 - *When do you use them?*
 - *How do you analyze results?*

Expectations



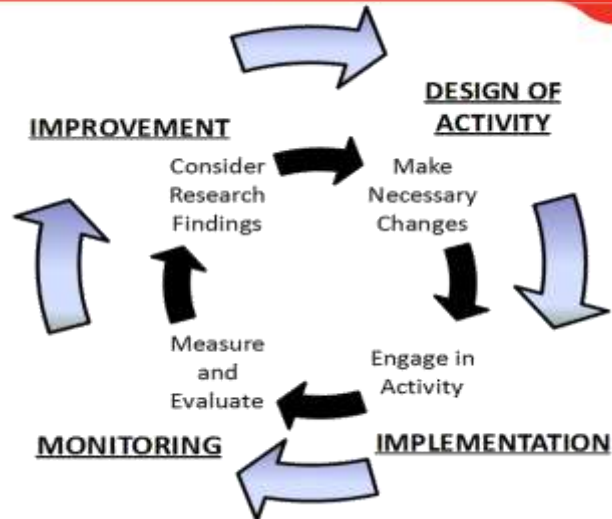
- What are your expectations for the session?
- What questions would you like answered?

Program Evaluation



“Program evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming.” (Patton)

Cycle of Evaluation



Tool Design



There are no rigid rules for making methods decisions.

Therefore:

- There is no single best plan for an evaluation
- There is no perfect design
- There are always errors and ambiguities

****RESOURCE:**

http://www.tbs-sct.gc.ca/eval/dev/sma-pet/guidelines/guidebook_e.pdf

Validity & Reliability



Reliability: the level of measurement error that exists in the instrument or the data.

Internal Validity: the extent to which it correctly answers the questions it claims to answer about what is being evaluated

External Validity: the extent to which the results can be generalized to other situations

Consider...

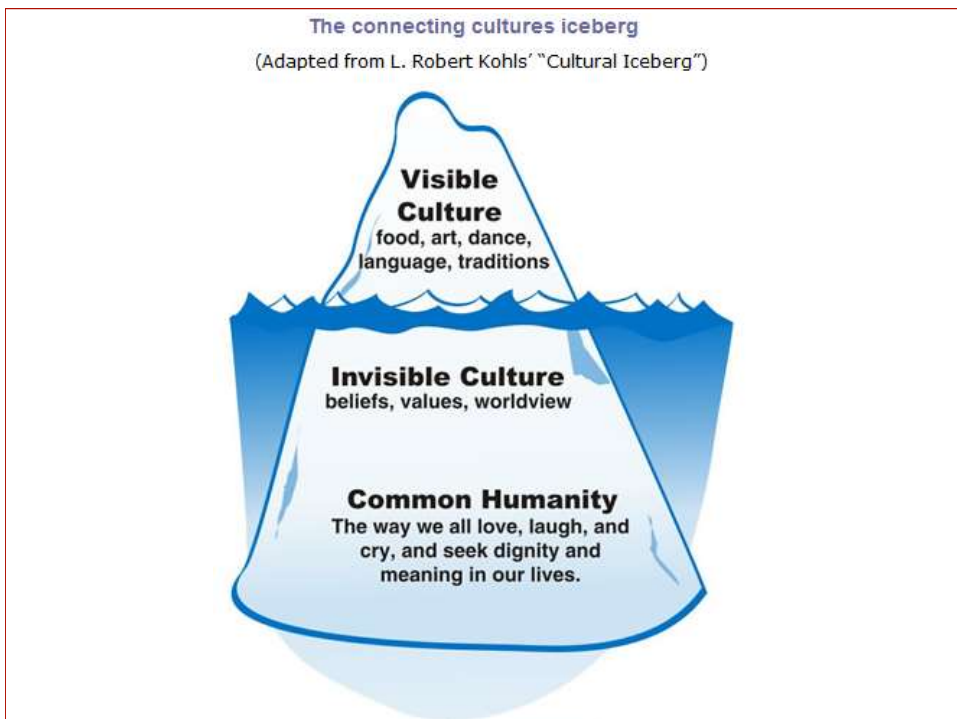


1. The purpose of your evaluation
2. The respondents
3. How information will be used/reported

Also consider...



- Resources available
- Type of information needed
- Least intrusive method
- Advantages and disadvantages of each method
- Need for credible and authentic evidence
- Multiple methods
- Importance of cultural appropriateness



Qualitative data



- Sometimes known as content analysis or thematic analysis
- Identifies themes/patterns in data
- Themes are coded and categorized to better understand the outcome being evaluated
- *Words, text, narrative*

Qualitative data



- Primarily exploratory research
- Often used to learn more about reasons, opinions, and motivations
- Provides more in-depth insights in response to the evaluation question



	Quantitative	Qualitative
Advantages	<ul style="list-style-type: none"> • Answers 'how much/may' • Provides numerical statistics which may be easier to present/understand • More questions answered • Little interpretation is needed (therefore less subjective) 	<ul style="list-style-type: none"> • Can ask for clarifications, 'why' • Non-verbal cues • Allows flexibility • Provides more detailed responses
Challenges	<ul style="list-style-type: none"> • Need to understand how to analyze/interpret • Doesn't allow for expansion/clarification 	<ul style="list-style-type: none"> • Resource heavy • Small number of responses • Facilitator may influence responses • Subjective/bias • Time consuming to analyze



Quantitative	Qualitative
<ul style="list-style-type: none"> • Scales • Frequencies • Percentages • Mean (average) • Mode (most common response) • Median (middle response when responses are arranged in sequential order) • Rubrics 	<ul style="list-style-type: none"> • Open ended questions • Testimonials • Interviews • Focus groups • Content analysis • Case studies • Stories • Observations • Drawings • Photo voice • Path • Colours/Drawing

Data Collection Tools



What tools do you commonly use to collect data?

What works?

What doesn't?

Focus Groups



Purpose	Strengths	Limitations
To explore a topic in depth through group discussion	<ul style="list-style-type: none"> • Can identify unanticipated issues • Helps explain quantitative findings (can expand/follow up) • Opportunity to share opinions • Empowers participants 	<ul style="list-style-type: none"> • Responses need to be analyzed • Requires a good facilitator • Can be difficult to get group together/participation • Group perspective may distort individual views • Can be time/labour intensive to organize

Focus Groups: *Before the session*



- Define objectives (determine purpose)
- Choose (train) a moderator
- Prepare 4-6 questions and test them; develop a discussion guide
- Recruit participants (usually 8-12, offer incentive)
- Prepare consent forms
- Find appropriate space (consider location, comfort)
- Assign a note taker and set up recording device

Focus Groups: *During the session*



- Get consent forms signed
- Explain the purpose
- Explain the session (who will take notes, how information will be recorded)
- Explain 'ground rules'
- Move from general to specific topics
- Be creative – small exercises will help maintain interest and engagement
- Ensure all participants are included in discussion

Focus Groups: *Managing the session*



- Arrange the group to your advantage
- Use eye contact and body language to help participation
- Feel free to move around
- Make sure that all input is valued but redirect as necessary
- Call on specific individuals as needed
- Do not be afraid of silence
- Asking an individual to leave as a last resort

Focus Groups: *After the session*



- Thank your participants (either send a card, email, thank them in a newsletter etc...)
- Transcribe data
- Summarize data
- Analyze data (be careful not to generalize too easily)
- Prepare a report and share your findings

Interviews



Purpose	Strengths	Limitations
To provide a fuller understanding of someone's impressions or experiences and to learn more about responses to questions.	<ul style="list-style-type: none"> • Permits clarification and elaboration of responses • Process builds trust therefore 'better' data • Process does not require a high level of literacy or technology • Greater completion rate than paper surveys 	<ul style="list-style-type: none"> • Time consuming • Difficult to analyze and compare • Can be costly, resource intensive • Requires skilled Interviewers – relationship may influence responses

Case Studies, Testimonials and Story Telling



Purpose	Strengths	Limitations
To provide a comprehensive examination of a participant's experiences.	<ul style="list-style-type: none"> • Provides "rich" information on specific cases • Can answer cause and effect questions • Participant determines what is important • Gather information on the full story, not just pieces 	<ul style="list-style-type: none"> • Time consuming to collect, organize, and describe • Reflects only one individual's experience

Analysis



1. Get to know your data:
 - *transcribe and organize*
 - *read and re-read*
2. Focus the analysis
3. Categorize the information (preset & emergent categories)
4. Identify patterns and connections within and between categories
5. Interpret data & verify with participants if possible
6. Report data

<http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf>

Analysis



3-13-02 Evaluation Workshop, Madison

Q 5. What do you need next to continue your learning about evaluation?

Trg	1	More advanced data analysis
T, R	2	More time/information on all the same concept
P	3	Just start doing them
Trg	4	Another workshop
Fdbk	5	Assessment feedback on how beneficial (or how well I did) the evaluation of my project was for USDA
Trg	6	How to measure long range planning outcomes
	7	Yes
P	8	Do it!
Trg	9	Need additional training and review

Line 7 is left uncoded because "Yes" is not usable data.

Coding



- A systematic way of processing qualitative data
- Refers to the development of concepts and categories in the recognition and ordering of themes
- Not a linear process
- Open vs. focused coding (preset vs emergent)

Categories: *Preset vs Emergent*



- Pros & Cons
- May need to do both (ie. start with preset & consider additional categories)
- Some categories may have subcategories
- Categories should be mutually exclusive and exhaustive

Coding Elements



- A label
- A definition of what the theme relates to
- A description of how to know when the theme occurs (how to flag it)
- A description of any qualifications or exclusions to the identification of the theme
- Examples, both positive and negative, to eliminate possible confusion when looking for the theme

Inter-rater Reliability



- A way of ensuring as much 'objectivity' as possible in your analysis
- Involves 2 or more coders ('raters') working iteratively toward a common understanding of the themes and codes to be used
- Can be very time-consuming and expensive

Group Activity



1. Form groups of 5
2. Review the responses to the hand out “What major factors lead you into teaching?”
3. Develop categories/review preset categories
4. Categorize data
5. Summarize data
6. Be prepared to share with the group

Be Aware of Unanticipated Outcomes



<http://www.youtube.com/watch?v=Ahg6qcgoay4>

Interpreting Data: *Before*



- Include representatives from various constituent groups.
- Have all the results organized ahead of time.
- Use tables and graphs to present your data, as appropriate.
- Have information on the purpose and process of the original data collection.

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Interpreting Data: *During*



- Remind people of the purpose/process
- Identify any limitations
- Describe the data as it has been analyzed; then, interpret data
- Be clear about the differences between descriptive analysis and interpretation
- Be cautious about moving to the judgment ('evaluation') stage.
- Look for themes or trends in the data
- Be open to multiple interpretations.

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Interpreting Data: *After*



- Identify areas for follow-up; is there something more you need to know?
- To whom should the data and its interpretation be presented?
- Determine how the data and its interpretation should be presented to various audiences.
- Ensure that you have the documentation of all stages of the process for future reference.

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Verifying Qualitative Data



- Prolonged engagement/observation
- Triangulation
- Peer review/debriefing
- Negative Case Analysis
- Clarify Evaluator Bias
- Member reviews
- Detailed description

Presenting the Data



- For questionnaire data, organize by question
- Indicate how many respondents answered the question and how many were coded
- Discuss the themes, starting with most prominent or significant
- Provide examples of responses that illustrate the theme

Photo Voice



Purpose	Strengths	Limitations
To provide a fuller understanding of someone's impressions or experiences by examining their view	<ul style="list-style-type: none"> • Provides "rich" information on specific cases • Can answer cause and effect questions • Involves participants • Less dependent on language and/or high level of literacy 	<ul style="list-style-type: none"> • Potentially time and resource consuming • Difficult to analyze and compare • Subjective; based on participants' experiences/views

Photo Voice: 2013 State of the Inner City Report



<https://www.youtube.com/watch?v=n6uu0y93LAW>

Pitfalls to Avoid



- Avoid generalizing
- Choose quotes carefully
- Address limitations and alternatives

<http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf>

Things to remember...



- There is no one right method of collecting data.
- Choose a method that makes sense for your participants, setting, resources and evaluation goals.
- The goal is to obtain trustworthy, authentic and credible evidence in a good way.
- Use evaluation as an opportunity for continuous learning & quality improvement.
- Always ensure that evaluation results are utilized in the intended way!

Review



Did we answer all of the questions we wanted answered?

Any other questions?



<http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf>



HAPPINESS IS



...an Aha! moment.

Resources



Evaluation

- Canadian Evaluation Society, <http://www.evaluationcanada.ca>
- Canadian Evaluation Society, Manitoba Chapter, <http://mb.evaluationcanada.ca/>
- Health in Common, <http://www.healthincommon.ca/>
- My M&E, <http://www.mymande.org/howto>

Data Collection

- Analyzing Qualitative Data - University of Wisconsin Extension, <http://learningstore.uwex.edu/assets/pdfs/G3658-12.PDF>

Mixed Methods

Creswell, John W. *Qualitative, Quantitative, and Mixed Methods Approaches Fourth Edition*. Nebraska: Sage Publications, Inc., 2014.

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Thank



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You