Surprises and excitement: doing qualitative research in academic practice

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Professor Susan Smith, Centre for Learning and Teaching
Career timeline so far….

- NHS (9 years)
- Completed my Postgraduate degree
- Leeds Beckett University- Former Faculty of Health
- Interprofessional education joint lead
- Institute for Enterprise
- Completed my PhD
- Centre for Learning & Teaching (2011- to date...)
Surprises and Excitement and .... Failures
I have been thinking about ... (the 4 diversions)

• Livening up academic writing
• What makes excellent qualitative research for educators in academic practice? ...real, tough rigour
• How emotion in the classroom should be central
• The Equality Agenda
Ethnographic Inquiry in Physiotherapy Research
1. Illuminating the Working Culture of the Physiotherapy Assistant

Susan Smith

Key Words
Ethnography, physiotherapy assistant, observation, interviewing, reflexivity.

Summary
This paper defines and discusses ethnography with reference to a qualitative study of hospital-based physiotherapy assistants undertaken by a physiotherapist.

The paper identifies the place of an ethnographic approach within qualitative research. The research process is described by focusing particularly on the emergent research questions, access, and the specific pitfalls of observation and interviewing in ethnographic fieldwork.

Qualitative Research and Ethnography
Quantitative sociological research has been criticised for failing to capture the true nature of social behaviour (Atkinson and Hammersley, 1994) because it tends to reduce meanings to what is observable and to study people only in artificial settings (in the case of experiments). These researchers tend to extract themselves from the everyday social world and seldom study it at first hand. On the other hand, qualitative research, which has its historical roots in the social and human sciences, takes an interpretive, naturalist perspective.

Smith, S.V. (1996b) Ethnographic Inquiry in Physiotherapy Research. 1. Illuminating the Working Culture of the Physiotherapy Assistant. *Physiotherapy*, 82, 6, 342 – 347
Encouraging the development of team working skills in physiotherapy students

Sue Smith

This research report provides an overview of the main findings from the student focus groups at the beginning and end of a module, undertaken on 50 first-year students on a BSc (Hons) Physiotherapy course. One of the module’s learning outcomes was to ensure the development of team working skills. This module and this research project echoed the aims of the Department of Health’s Meeting the Challenge, reflecting the government’s commitment to modernizing education for allied health professionals. An understanding of the roles of other health workers and developing team working skills is integral to educational culture in terms of preparing physiotherapy students to be effective practitioners who can work well with others.

Students discussed their experiences, challenges and coping strategies used while working together in a small group (n=5) on a group assessment of a case study. Qualitative data were supplemented by the Team Reflexivity Questionnaire and consideration of the principles underpinning Belbin’s work.

Exploring the Black and Minority Ethnic (BME) Student Attainment Gap: What Did It Tell Us? Actions to Address Home BME Undergraduate Students’ Degree Attainment

Dr Susan Smith, Leeds Beckett University, UK

ABSTRACT
This paper explores work in progress on six key actions derived from a project exploring Black and Minority Ethnic (BME) student degree attainment at Leeds Beckett University (LBU). In 2014–15, in common with the wider national picture in higher education, at LBU there was a significant disparity between the percentage achievement of good degrees (Firsts and 2:1 classification) between the white students (64%, who comprise 84% of the total institutional student population) and the BME students (49%, who comprise 16% of the total institutional student population). This attainment gap existed across all the degree programmes after controlling for UCAS tariff points on entry. Indeed, it has been indicated in the literature that the degree
Diversion 1: More colourful writing
Dry, old text books
Male, pale, but certainly not stale
Encouraging the use of reflexivity in the writing up of qualitative research

Susan Smith

There is no set formula to guide researchers in writing up qualitative research projects. Much writing up of any research tends to eliminate the self-analysis of the researcher. This article analyses the author’s position in relation to the qualitative research process.

Reflexive research is defined as a method that fully embraces and exploits the subjectivity of the researcher. Increasing reflexivity of research can increase the credibility and trustworthiness of qualitative data. In this article, examples from a qualitative study are used to illustrate how much of the reflexive self-analysis undertaken as part of the original design was lost in the study’s formal scientific write-up.

“........ Despite the most human of subject matter, our writing of qualitative research often fails. It can be conventional, formulaic and, sometimes, even stilted. Where can the potential of our qualitative work find place in our qualitative writing?”

Mitchell and Clarke (2018)
Even medics write more personally than educators

Figure 1: Relative percentages of personal pronouns in articles from ten academic disciplines (n=500, 50 articles per discipline)

Sword, H. (2012). The road to academic success is paved with stylish academic writing. [online] Impact of Social Sciences. Available at: https://blogs.lse.ac.uk/impactofsocialsciences/2012/05/14/stylish-academic-writing/ [Accessed 4 Jun. 2019].
Diversion 2: Real, tough rigour
Credibility
Transferability
Dependability
Confirmability
Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research

Sarah J. Tracy

Abstract
This article presents a model for quality in qualitative research that is uniquely expansive, yet flexible, in that it makes distinctions among qualitative research’s means (methods and practices) and its ends. The article first provides a contextualization and rationale for the conceptualization. Then the author presents and explores eight key markers of quality in qualitative research including: (a) worthy topic, (b) rich rigor, (c) sincerity, (d) credibility, (e) resonance, (f) significant contribution, (g) ethics, and (h) meaningful coherence. This eight-point conceptualization offers a useful pedagogical model and provides a common language of qualitative best practices that can be recognized as integral by a variety of audiences. While making a case for these markers of quality, the article leaves space for dialogue, imagination, growth, and improvisation.

Keywords
qualitative pedagogy, rigor, credibility, criteria, ethics, evaluation

Twenty-five years ago, Lincoln and Guba (1985) asked, “How can an inquirer persuade his or her audiences that the research findings are sufficiently secure to construct social policy or legislation based on them? (Guba & Lincoln, 1985). This article contributes to the discussion by providing a framework for evaluating the quality of qualitative research. It is argued that there are eight key markers of quality in qualitative research: worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethics, and meaningful coherence. These markers are seen as integral to the development of a common language of qualitative best practices. While making a case for these markers of quality, the article leaves space for dialogue, imagination, growth, and improvisation. The article also provides a pedagogical model that can be used to teach qualitative research.

Eight “Big Tent” criteria for excellent qualitative research

- Worthy topic
- Rich rigor
- Credibility
- Resonance
- Meaningful coherence
- Sincerity
- Ethical
- Significant contribution
How significant is your pedagogic research?

- Theoretically significant
- Heuristically significant
- Methodologically significant
- Practically significant
Diversion 3: How emotion should be central in the classroom
Integrating medical humanities into physiotherapy and occupational therapy education

Sue Smith, Matthew Molineux, Nick Rowe, Louise Larkinson

This paper outlines an innovative curricular development at Leeds Metropolitan University. Two new programmes the MSc occupational therapy (OT) and MSc physiotherapy (PT) (preregistration) which have a strong element of shared learning in their curricula are running for their first year post approval.

Medical humanities (MH) is frequently used as method of education with preregistration OT students and medical students (Hunter, 2003) but is much less commonly used in PT preregistration education. The OT and PT students jointly took part in a week of MH involving workshops, discussion and a ‘performance’ of work in progress. The week focused on the use of literature and the arts as a channel for exploration and discussion of human issues that are pertinent to health professionals. The aim was to help foster empathy, compassion and skills which the students would need to use on an everyday basis when dealing with a wide spectrum of service users and colleagues at the University and on practice placement.
Diversion 4: The Equality Agenda
Commuter students... an additional challenge on top of everything else
The sticky campus
And finally.....
References

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References

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