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Surprises and excitement: doing qualitative research in academic practice

27th June 2019

Professor Susan Smith, Centre for Learning and Teaching

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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…)

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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

RESEARCH REPORT

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, natural-

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

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Smith, S. (2005). Encouraging the development of team working skills in physiotherapy students. International Journal of Therapy and Rehabilitation, 12(10), pp.454-461.

TALKING THE TALK AND WALKING THE WALK - DEVELOPING INTERPROFESSIONAL LEARNING IN HIGHER EDUCATION

Authors: Kate Karban and Sue Smith, Faculty of Health

leeds metropolitan university

Introduction

There is currently a high level of interest in the need for 'joined up working' across a range of professions and agencies in health and social care. This represents one of the cornerstones of the 'modernisation' agenda and health and social care policy where interprofessional (IP) working is emphasised as an essential and integral aspect of professional practice. (DoH, 2000).

The need to promote the skills and knowledge for interprofessional practice is therefore recognised as a crucial element of learning at all stages of professional education and training and is identified within the curricula and required competencies of most health and social work programmes.

The importance of preparing teachers for interprofessional education (IPE) is recognised, (Barr, 2002) and the need to value diversity and to use the 'IPE facilitation team as a means of role modelling.' (Cooper et al, 2004) is recognised.

Aim of Project:

This project explored the experiences of academic staff based in the Faculty of Health who are involved in the design and delivery of the interprofessional curriculum

Methodology and analysis

- 12 taped interviews with academic staff involved in the development and delivery of interprofessional teaching and learning.
- Convenience sampling was used to ensure representation from different professional groups.
- Information and consent forms were completed by all participants.
- A semi structured interview questionnaire was generated.
- The transcribed qualitative data was analysed and coded for themes (Cresswell,1998).

Ethical approval was gained for this project from the Faculty Research and Ethics sub committee.

Findings and discussion

1. **Staff involvement with IPL at the University**

A range of factors appeared to influence how staff became involved in the IPE agenda in the Faculty of Health.

A positive experience in NHS or social care practice prior to working at the university embedded a sense that IP working was the "cultural norm"

Clinical

An investigation of occupational therapy and physiotherapy roles in a community setting

Susan Smith, Pennie Roberts

This qualitative study investigated current occupational therapy and physiotherapy practice in a community rehabilitation setting to elicit areas of role difference, skill sharing and commonality within the two professions. The study was carried out with service users (n=4), occupational therapy and physiotherapy clinicians (n=11) and therapy service managers (n=9) to try and explore as many different opinions and experiences as possible. Focus groups were used to gather the data.

Smith, SV and Karban, K (2007) Tutor experiences of developing an interprofessional learning (IPL) programme in higher education (HE): recognising a parallel process in tutors and students. In: World Conference of Physical therapy, 02 June 2007 - 06 June 2007, Vancouver.

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JOURNAL OF
Perspectives in Applied Academic Practice

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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

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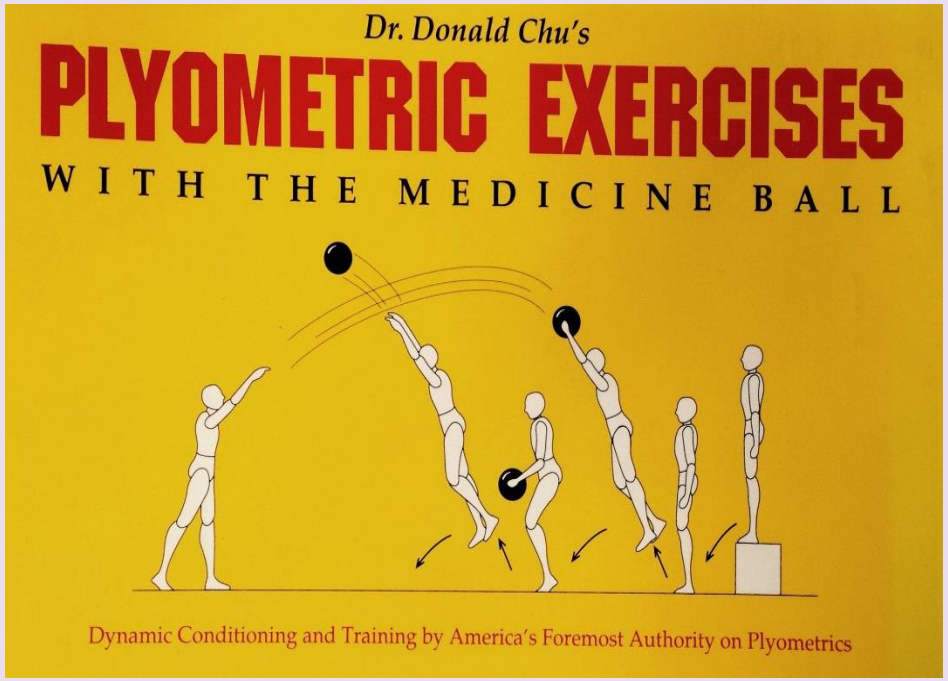
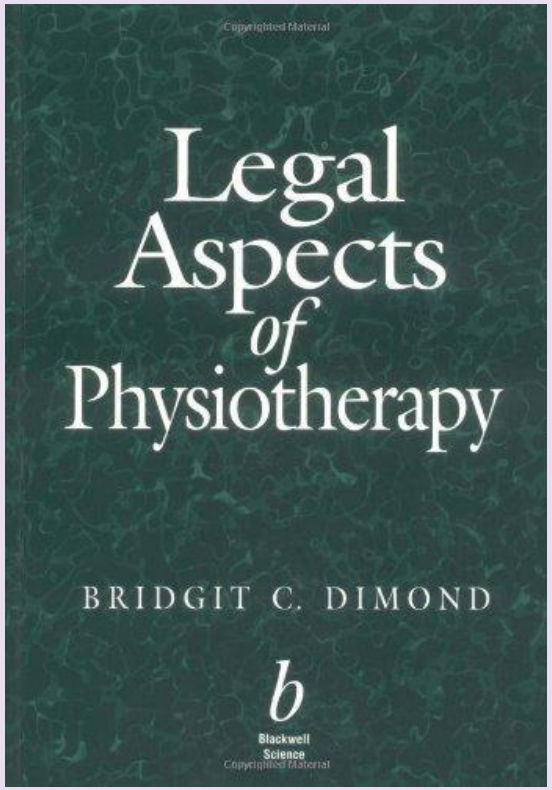
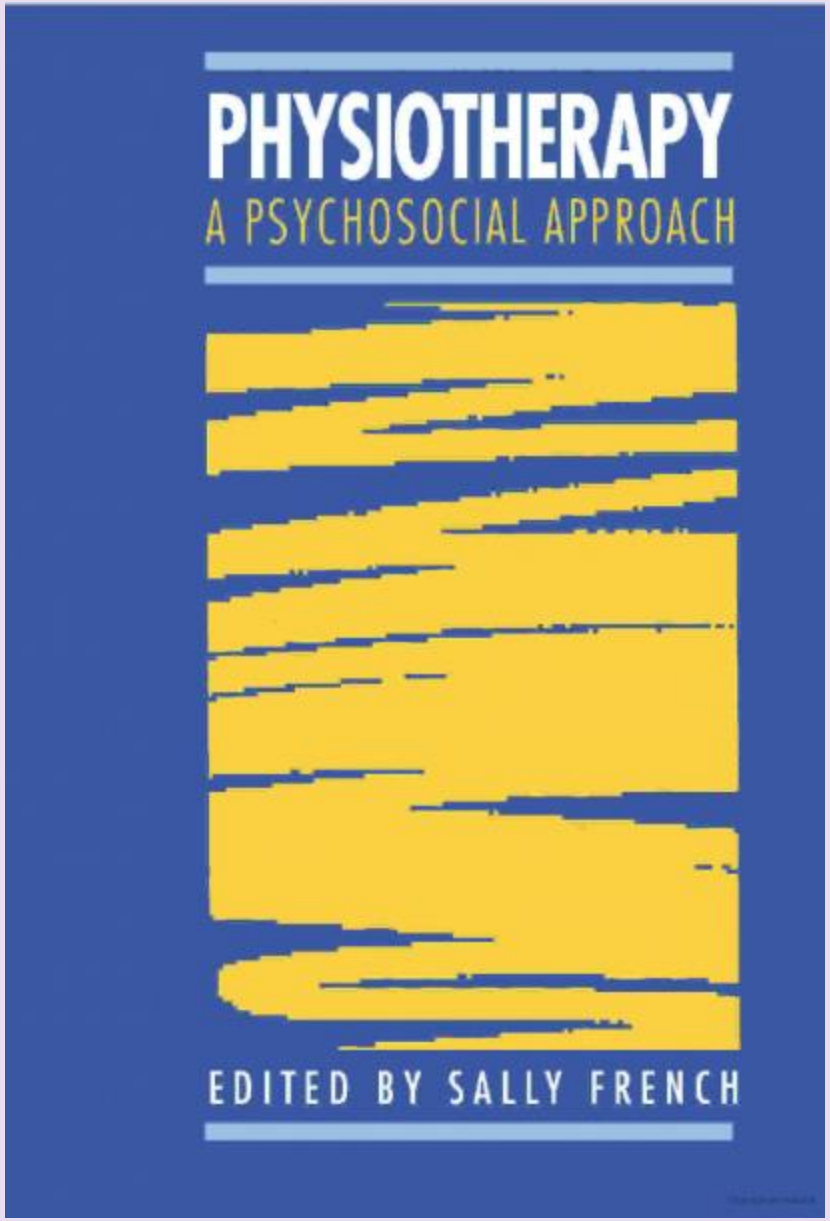
Smith, S. *(2017) The Leeds Beckett University (LBU) Deep Dive (DD) Project: What did it tell us? Actions to Address home Black and Minority Ethnic (BME) Undergraduate Students' Degree attainment. Journal of Perspectives in Applied Academic Practice, 5,1,doi:10.14297/jpaap.v5,1.239.*

Diversion 1: More colourful writing

Dry, old text books







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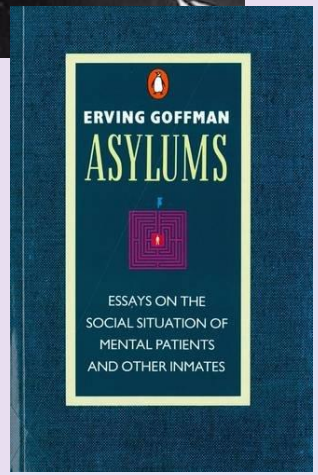
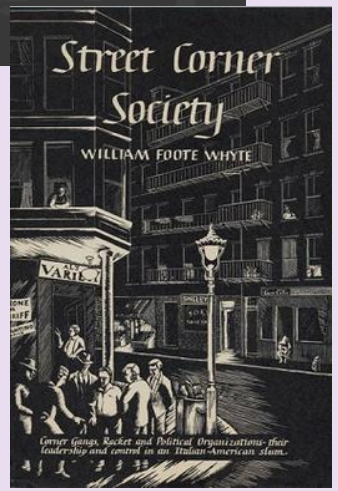
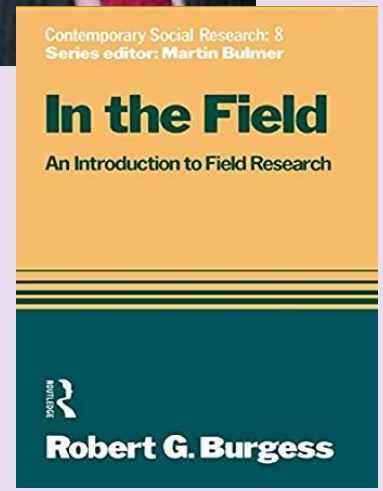
Male, pale, but certainly not stale







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Clinical

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.

Smith, S. (2006). Encouraging the use of reflexivity in the writing up of qualitative research. International Journal of Therapy and Rehabilitation, 13(5), pp.209-215.

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“…….. 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)

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Mitchell, K. M., & Clark, A. M. (2018). Five Steps to Writing More Engaging Qualitative Research. International Journal of Qualitative Methods. https://doi.org/10.1177/1609406918757613

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Even medics write more personally than educators

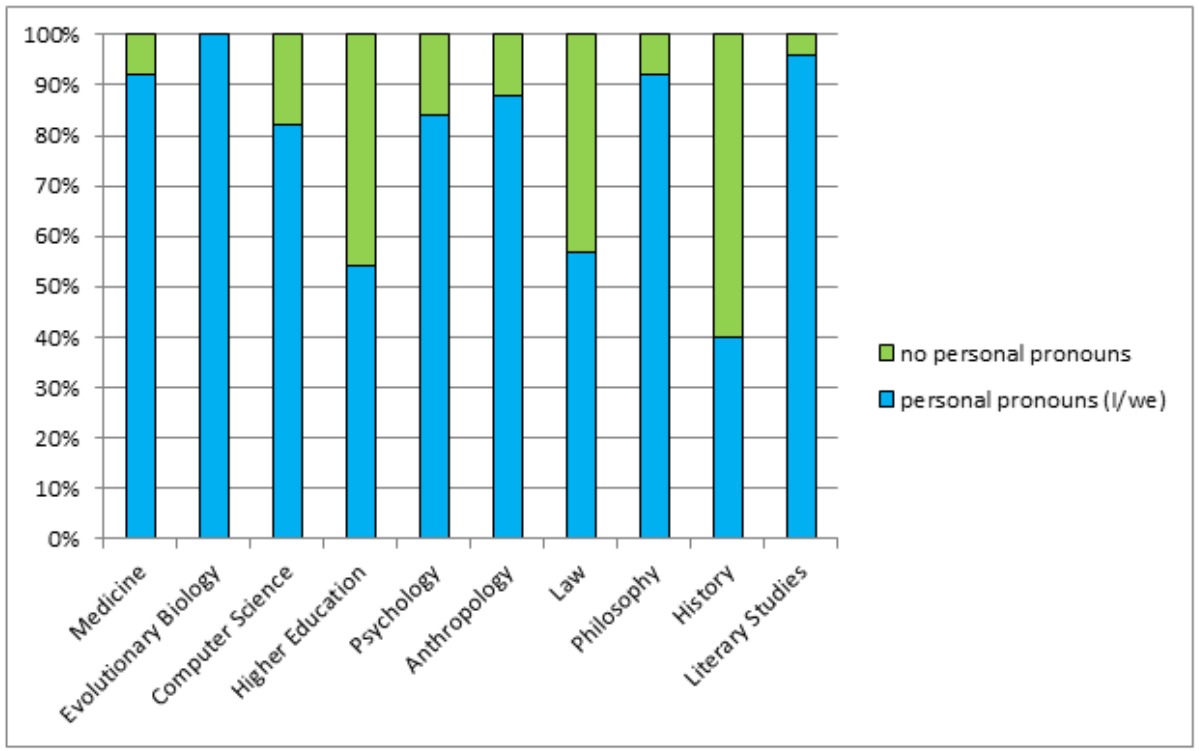

Figure 1: Relative percentages of personal pronouns in articles from ten academic disciplines (n=500, 50 articles per discipline)

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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

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Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research

Sarah J. Tracy[1]

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

sufficiently secure about these findings to construct social policy or legislation based on them? (Guba &

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Tracy, S. (2010). Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research. Qualitative Inquiry, 16(10), pp.837-851.

Eight “Big Tent” criteria for excellent qualitative research

- Worthy topic
- Rich rigor
- Credibility
- Resonance
- Meaningful coherence
- **Sincerity**
- **Ethical**
- **Significant contribution**

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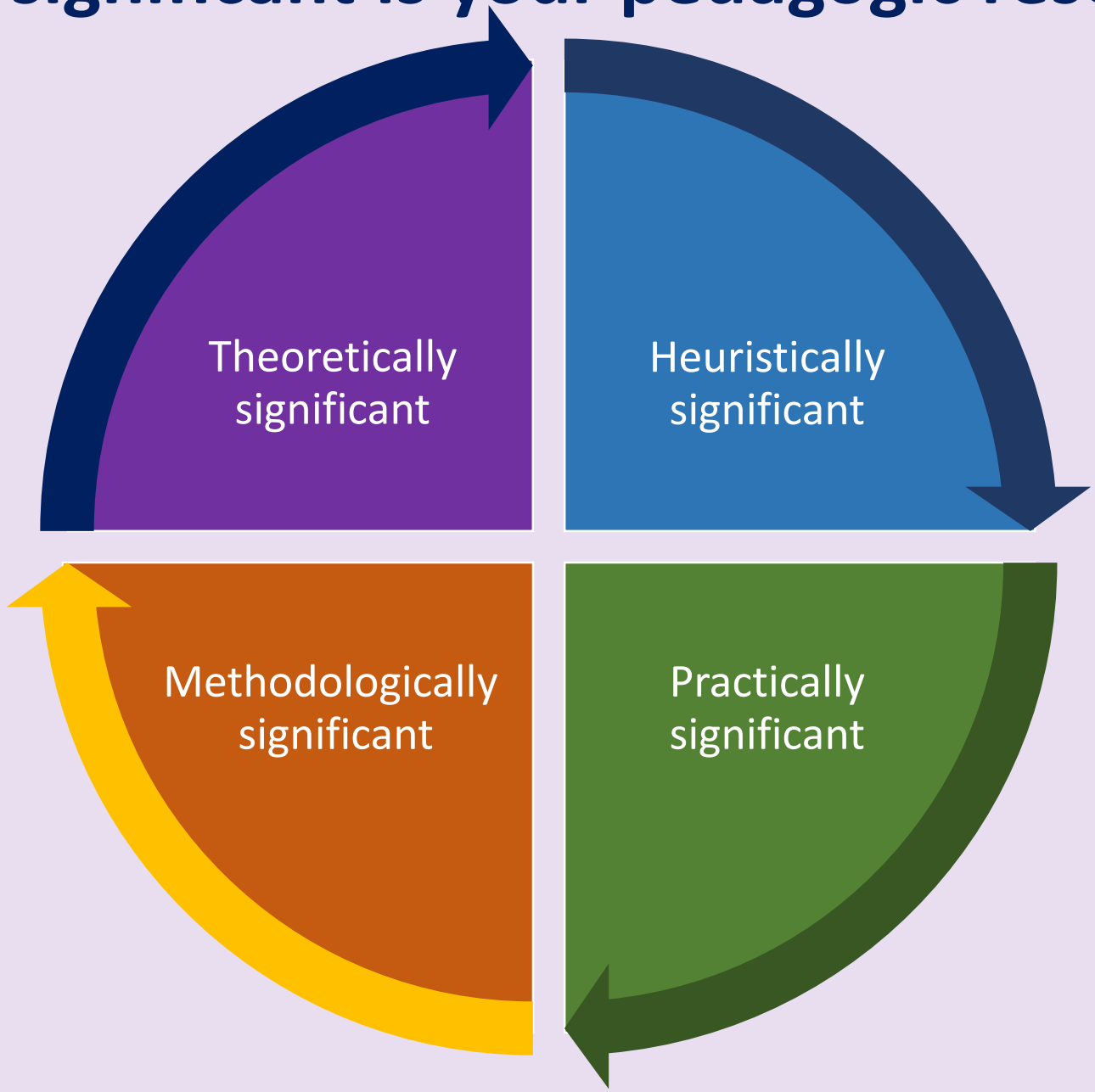
How significant is your pedagogic research ?



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Diversion 3: How emotion should be central in the classroom

College Teaching

Routledge
Taylor & Francis Group

ISSN: 8756-7555 (Print) 1930-8299 (Online) Journal homepage: http://www.tandfonline.com/loi/vcol20

How Emotion Matters in Four Key Relationships in Teaching and Learning in Higher Education

Kathleen M. Quinlan

To cite this article: Kathleen M. Quinlan (2016) How Emotion Matters in Four Key Relationships in Teaching and Learning in Higher Education, College Teaching, 64:3, 101-111, DOI: 10.1080/87567555.2015.1088818

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Quinlan, K. (2016). How Emotion Matters in Four Key Relationships in Teaching and Learning in Higher Education. College Teaching, 64(3), pp.101-111.

Clinical

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 (Hurwirz, 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.

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Smith, S., Molineux, M., Rowe, N. and Larkinson, L. (2006). Integrating medical humanities into physiotherapy and occupational therapy education. International Journal of Therapy and Rehabilitation, 13(9), pp.421-427.

Diversion 4: The Equality Agenda

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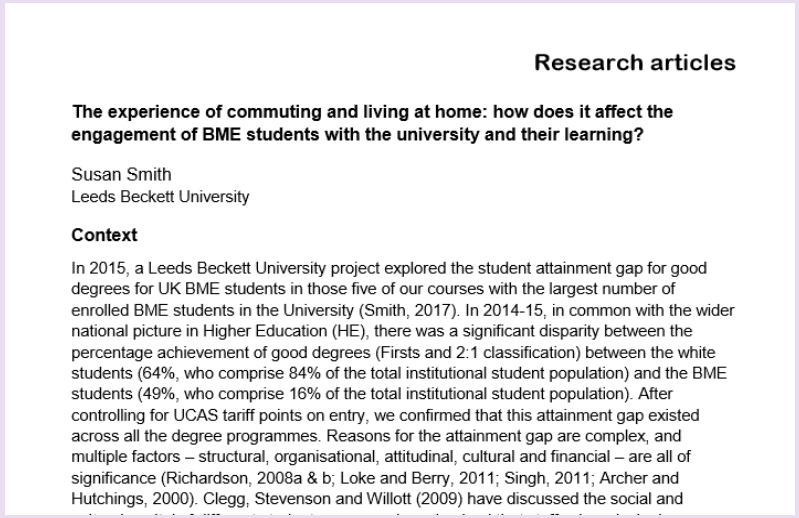
Commuter students… an additional challenge on top of everything else



Research articles

The experience of commuting and living at home: how does it affect the engagement of BME students with the university and their learning?

Susan Smith
Leeds Beckett University

Context

In 2015, a Leeds Beckett University project explored the student attainment gap for good degrees for UK BME students in those five of our courses with the largest number of enrolled BME students in the University (Smith, 2017). In 2014-15, in common with the wider national picture in Higher Education (HE), 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). After controlling for UCAS tariff points on entry, we confirmed that this attainment gap existed across all the degree programmes. Reasons for the attainment gap are complex, and multiple factors – structural, organisational, attitudinal, cultural and financial – are all of significance (Richardson, 2008a & b; Loke and Berry, 2011; Singh, 2011; Archer and Hutchings, 2000). Clegg, Stevenson and Willott (2009) have discussed the social and

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The sticky campus

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And finally.....

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Image Attribution

Slide 3

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Slide 9

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Slide 10

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