

Research Writing
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Lecture – 19
Presenting Qualitative Data

Welcome back to the MOOC course on research writing. My name is Aradhna Malik, and I am helping you with this course. And we were discussing how to present different types of data. So, in the previous class we have discussed how to present quantitative data. In this class we are going to talk about presenting qualitative data. So, let us see what we have here for you ok, presenting qualitative data.

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Purposes of qualitative data writing & presentation
(Thody, 2006)

- “To convey the reader to the research site. This creates ‘the conditions that will allow the reader, through the writer, to converse with (and observe) those who have been studied’.” (Denzin, 1998, in Thody, 2006).
- To produce a rich picture of reality, detailed, extensive, reliable in its internal consistency & representative in the width of voices it reports. The whole must be believable.
- To provide the facts that make a worthwhile, substantive contribution to knowledge & comprehension.
- To communicate atmosphere, emotion and attitudes of both the subjects & the researcher. This can include political, social, economic, gender & religious affiliations.”

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The purposes of qualitative data writing and presentation; this is again from the book by Thody. Primary purpose is to convey to the reader the reader to the research site. This creates the conditions that will allow the reader through the writer to converse with and observe those who have been studied ok. to produce a rich picture of reality, detailed, extensive, reliable in it is internal consistency and representative in the width of the voice it reports. The whole must be believable. To provide the facts, that make a worthwhile substantive contribution to the knowledge and comprehension, and to communicate atmosphere, emotion and attitudes of both subjects and the researcher. This can include political, social economic, gender and religious affiliations.

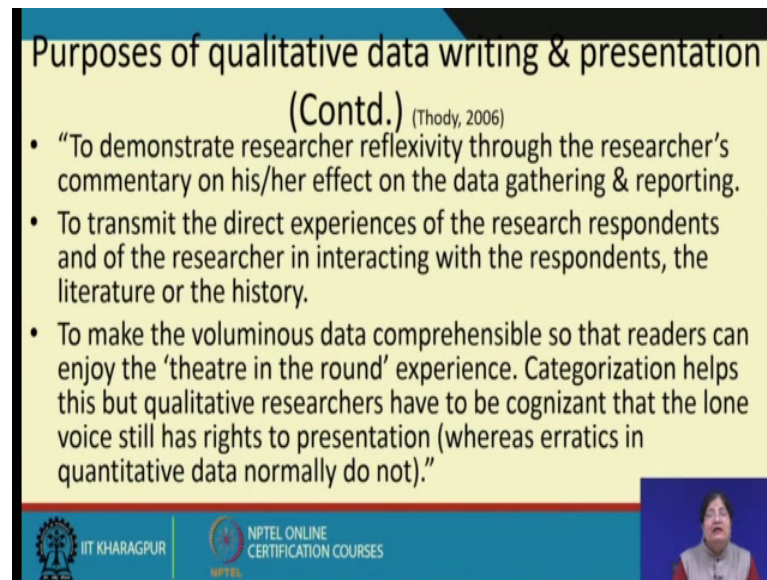
Now, for those of you who have, who do not have any experience with qualitative research; let me just briefly introduce you to the concept. The extended discussion on qualitative researchers beyond the scope of this class; however, I can share with you a little bit about qualitative research. Now, when we present qualitative data, we assume, that the readers biases, the readers opinions, the readers emotions, the readers involvement with the data will be a part of the study, and will influence how the study progresses. And that is all considered a part of the study either researcher.

What the researcher does is, that the researcher goes from being a part of the situation, experiencing it, writing about it from the perspective of somebody who, is involved in and is affected by the situation, and outside and comes out of the situation and someone who comes out of the situation, observes it objectively as an academic, as a researcher connects it to past experiences. And then, takes that knowledge, understands what has gone on as a researcher, not as a participant and then, goes back into the situation and experiences some more of the situation.

So, this dance is an integral, this dance between being involved and understanding the situation, that is being studied as a participant, as a person who is affected by the situation, and the an objective researcher who understands the situation from a totally unbiased point of view, who is able to connect whatever, is learned from the situation to past experiences, and build a solid base for future knowledge is called qualitative research. This forms an element this forms the basis for qualitative research. This is you know, the qualitative researchers is by definition it is not quantified, it is not objective, it is in the grey area.

So, it is assumed, that it will be biased, your opinions will feature into it; however, knowing fully well that your opinions and biases are a part of the situation, you will be able to come out distance yourself, and study the situation as a as a researcher and an academic, and go back and apply whatever, you have studied into the situation. And or into your understanding of the situation and then, be a part of the situation again. So, that is what forms qualitative research, and that is when we talk about it, or when we write it is a very you know it is; so, when we write about it, we it becomes ah that that dance that balance has to be presented in such a way that a comprehensive idea of the situation is presented.

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Purposes of qualitative data writing & presentation
(Contd.) (Thody, 2006)

- “To demonstrate researcher reflexivity through the researcher’s commentary on his/her effect on the data gathering & reporting.
- To transmit the direct experiences of the research respondents and of the researcher in interacting with the respondents, the literature or the history.
- To make the voluminous data comprehensible so that readers can enjoy the ‘theatre in the round’ experience. Categorization helps this but qualitative researchers have to be cognizant that the lone voice still has rights to presentation (whereas erratics in quantitative data normally do not).”

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Then, another purpose of qualitative data writing and presentation is to demonstrate researcher reflexivity, through the researchers commentary on his or her effect on data gathering and reporting. So, what is happening is, I as we said, in the previous slide here to communicate atmosphere, emotion and attitudes of both the subjects and the researcher.

You are a part of the situation, you are communicating the emotions associated with that situation, you are communicating your attitudes associated with the situation, you are also communicating what has happened to the subjects by virtue of your presence in that situation. And then, you come out of the situation and you demonstrate researcher reflexivity, which means you think back you reflect on whatever, you have experienced, you connected through to whatever, you have studied or whatever, you have learnt from past literature.

So to demonstrate researcher reflexivity through, the researchers commentary on his or her effect on the data gathering and reporting; you understand, you acknowledge, you mention it explicitly that just because you were a part of this situation the data gathering and reporting was effected by your being part of the situation to transmit the direct experiences of the research respondents and of the researcher in interacting with the respondents, the literature or the history. So, that is another purpose, to make the voluminous data comprehensible. So, that readers can enjoy the theatre in the round

experience, categorization helps with this, but qualitative researchers have to be cognizant, that the lone voice still has rights to presentation whereas, erratic in quantitative data normally, do not.

So, what happens is, that in quantitative data we weed out the out liars because, including the out liars in quantitative analysis can severely skew the results, but when we talk about qualitative data, when we talk about understanding qualitative data, these lone voices the out layers the voices or the data, that does not fit into any predetermined shape or moored or form is also included because, qualitative research primarily focuses on studying the grey areas.

So, you can not quantify so many things. So, you study the grey areas. So, all these lone voices, all these out liars, all these data points or data, ah or the data I would not call them data points, but the information on the data that is, that does not fit into any predetermined form or mold or model is then taken into account, and those voices, those descriptions are included in the way you present your data, to respect the sensitivities of the respondents, qualitative data reporting should avoid being intrusive and personal.

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Purposes of qualitative data writing & presentation
(Contd.) (Thody, 2006)

- “To respect the sensitivities of respondents. Qualitative data reporting should avoid being intrusive & personal.
- To be artistically pleasing. Creativity is welcome.
- To create impact. It should affect readers emotionally & intellectually.”

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So, on the one hand we are trying to represent the emotions and the attitudes of the respondents, on the other hand we are trying to not be so intrusive, we respect the privacy of the respondents, we respect what the respondents might be sensitive to? We respect the way the information can effect the respondents.

Just to give you an example, there is worldwide study going on about, several studies are actually going on, that are recounting the experiences of the indo pak partition now, I had written to the researchers once, I never got a response, I hope they will listen to this video and then respond, but one of these studies talked about, the first hand experiences of the people who were part of that partition now one must understand that, you know these are people who are valiant to their late 70s or probably early 80s India received earned it is independence in 1947. So, we are already you know it is it is almost 70 plus years almost 71 years, and ah these are people who are very old and many of them suffered loss of their loved ones immediate family members.

Now, many of you in the who are listening to this would also probably have heard stories, many of you must be you know you must have heard stories about your great grandparents being affected by it or grandparents being affected by it. And like many of you people of my family have also been directly affected by it. So, people on both sides of the border were affected.

Now, when you recount these stories, people who have actually lived these experiences, feel a lot of pain, why? Because, so many years have passed, their wounds have healed and then, you ask them [FL] you know how did you feel? What happened to you? Who was shot? How old were you? And somebody will say, oh I was 8 years old and I saw my parent being shot, or I we had to live our parent dying, and we had to flee or you know so and so and my family lost the limb or we lost the person in the family we could never find them, we do not know if they are dead or alive.

Now, these are very, very personal traumas, and when a researcher goes in and they ask people about, these stories people who are who have actually gone through these things and who, remember the pain say it and there a researchers have a way of getting a lot of information out; however, what we forget in doing so is that, the healing process is damaged to quite an extent.

So, when the stories are pulled out from the person who you are talking to, their healing process becomes disturbed and it becomes the researcher responsibility to one on the one hand you want to get as much information as possible, but on the other hand you also do not want to damage the or you do not want to hurt the sensitivity of the person, who has gone through such a traumatic experience. So, what we do is ethically, what one must do

is the briefing or helping with either pulling out this information such a way that, it does not disturb the person, which means you do not get it out in one shot, you build a wrapo with a person and do it in excerpts in a very slow manner, and then you stop when you realize that, it is causing lot of pain to the person who is telling you that story.

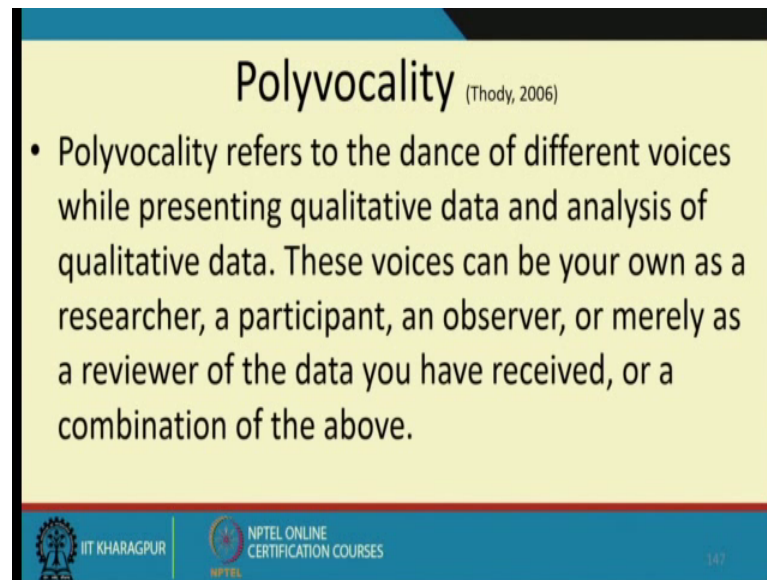
Another way of doing it is to have a counselling session or a description briefing session, after this is done to have a professional counsellor come in, and help the person go back into that mode, often the healing does not really happened, for many people it may be cathartic, for other people it may really refresh those wounds, that had healed several decades ago.

So, one must respect the sensitivities of the people, who are there. Now, many times a lot of these stories, of may be some people say, you are studying criminology and somebody is had a criminal a person, who is been convicted of some crime in their family, they tell you the details, but they do not want details, that can help identify or that can link the criminal to their family, why? Because, the family has a certain social standing, and when you report these things as a researcher it is your responsibility to respect that feeling and remove and sanitize the data, and remove all identifying information from the data.

That is what we mean by this statement to respect the sensitivities of respondents, qualitative reporting should avoid being intrusive and personal to some extent you have to be personal, but you stop when you realize, that you can not go any further without severely damaging, it persons you know a persons mind or heart not I mean not mine, but a persons feelings ok, to be artistically pleasing creativity is welcome, in qualitative research it has to be artistically pleasing you use the right words, you must have a very good vocabulary, to create impact it should affect readers emotionally and intellectually.



On the one hand, it should bring out certain emotions on in the reader, that can help the reader connect to what is being talked about, and on the other hand it should stimulate future thought analysis in the readers mind. So, that dance between the researcher and the participant must be transmitted through, whatever is being talked about to the person who is reading your paper and it must percolate through, your paper and then find a place in the in the way the reader reads, whatever is being presented.

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Polyvocality (Thody, 2006)

- Polyvocality refers to the dance of different voices while presenting qualitative data and analysis of qualitative data. These voices can be your own as a researcher, a participant, an observer, or merely as a reviewer of the data you have received, or a combination of the above.

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Polyvocality is another one, what is polyvocality? Polyvocality refers to the dance of different voices while presenting qualitative data and analysis of qualitative data. These voices can be your own as a researcher, a participant, an observer, or merely as a reviewer of the data you have received, or a combination of the above. Like I told you, the researcher becomes a participant, the researcher may be an observer, the researcher may be just the reviewer of the data, but you move between these rolls, and the movement between these rolls is and how you describe these experiences in moving through, this rolls is called polyvocality, poly means many, vocal means has something to do with your voice.

So, the voice, that you I am not talking about physical voice, but the genre you use to write, whatever you are writing. So, that or the perspective from, which you write different parts of your paper, come together and form a polyvocal presented representation of your data.

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Presenting polyvocal data (Thody, 2006)

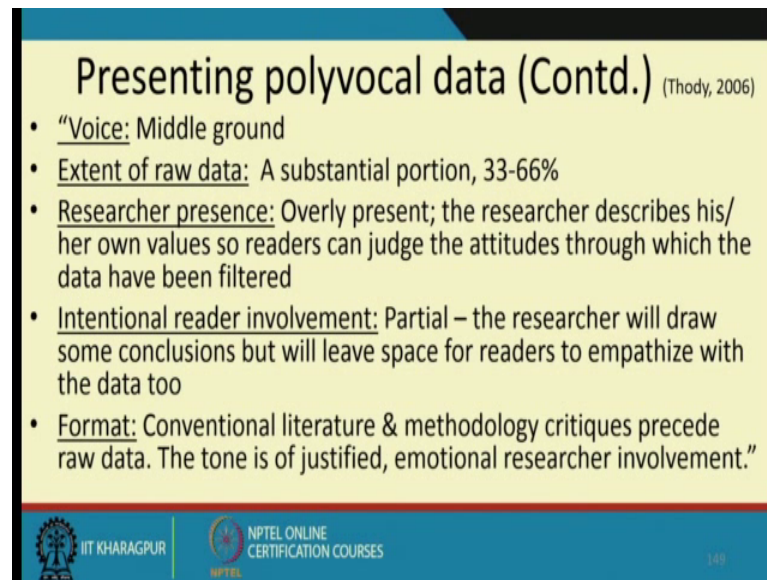
- "Voice: Conventional extreme
- Extent of raw data: Up to 33%
- Researcher presence: Overly absent. Covertly present in having chosen the data, format & conclusions
- Intentional reader involvement: Nil: the researcher structures the document to point readers to unavoidable conclusions
- Format: Scientific. The tone is of distant reasoned debate."

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Presenting your polyvocal data voice, if the voice is a conventional extreme then, the extent of raw data would be up to 33 percent, the researcher presence is overly absent, it is covertly present in having chosen the data format and conclusion. So, you are outside the situation and you are viewing it from outside the situation. The researcher presence is overly absent, it is covertly present in having chosen the data, format and conclusions, the intentional reader involvement is nil. So, you do not you are not involved in the presentation of the data intentionally, the researcher structures, the document to point readers to unavoidable conclusions.

So any one, who had access to that data, would probably process it in a and anyone, who processed or analyzed the data in a similar manner would probably arrive at a similar conclusion, if you are using a conventionally extreme voice. The format would be scientific, the tone is of distant reasoned debate and so, it is it is more or less like present presenting quantitative results.

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Presenting polyvocal data (Contd.) (Thody, 2006)

- "Voice: Middle ground
- Extent of raw data: A substantial portion, 33-66%
- Researcher presence: Overly present; the researcher describes his/her own values so readers can judge the attitudes through which the data have been filtered
- Intentional reader involvement: Partial – the researcher will draw some conclusions but will leave space for readers to empathize with the data too
- Format: Conventional literature & methodology critiques precede raw data. The tone is of justified, emotional researcher involvement."

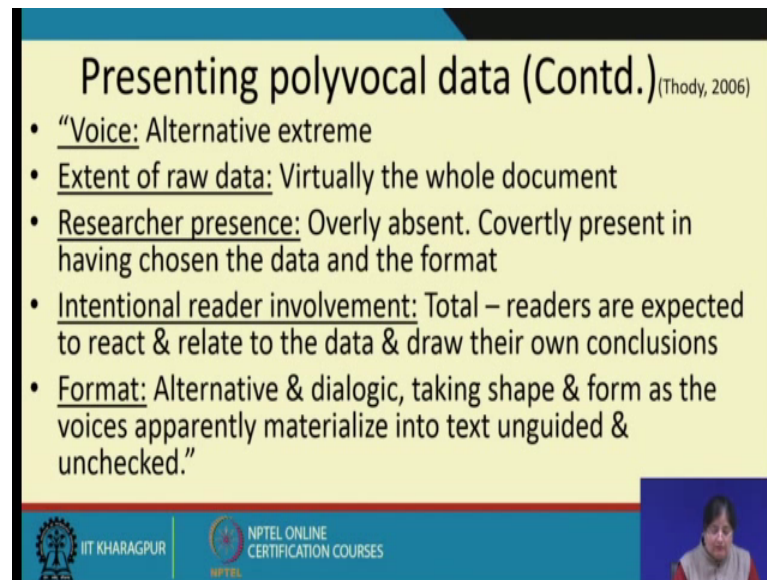
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Now, if the voice is a middle ground voice. So, you are neither a participant nor an observer, but you are somewhere between the 2 then, the extent of raw data is a substantial portion it is 33 to 66 percent. The researcher presence is your the researcher is overly present, the researcher describes his or her own values. So, readers can judge the attitudes through which, the data has been filtered.

So, you talk in first person. Intentional reader involvement is partial, the researcher will draw some conclusions, but will leave space for readers to empathize with the data too. So, this is the part where, this dance is presented you go in, and then you go out, and then you go in, and then you go out and somewhere, in the middle that middle portion is presented through this. Format is conventional, literature and methodology critiques precede raw data, the tone is of justified emotional researcher involvement I feel, I believe, you know these kinds of statements come in. Now, if the voice is an alternative extreme, the extent of raw data, is virtually the whole document.

So, you present your raw data, in the document and you live it to the readers to analyse, whatever it is your saying the researcher presence is overly absent, you are a participant, you present, whatever you are presenting from the perspective of a person, who is involved in the situation covertly present in having chosen the data and the format.

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Presenting polyvocal data (Contd.) (Thody, 2006)

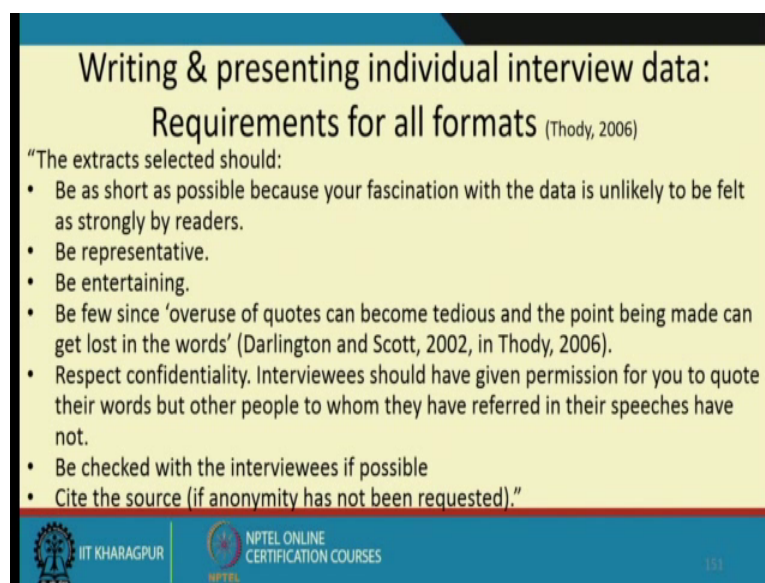
- "Voice: Alternative extreme
- Extent of raw data: Virtually the whole document
- Researcher presence: Overly absent. Covertly present in having chosen the data and the format
- Intentional reader involvement: Total – readers are expected to react & relate to the data & draw their own conclusions
- Format: Alternative & dialogic, taking shape & form as the voices apparently materialize into text unguided & unchecked."

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So you say, this is what I am presenting, and then you go in and you describe your emotions and your involvement, and your understanding of the situation as an insider. Intentional reader involvement is total, readers are expected to react and relate to the data and draw their own conclusions. Format is alternative and dialogic taking shape and form as the voices apparently materialize into text, unguided and unchecked, this is free narrative, that is provided and you let the reader assess what is going on for example, a person a victim of emotional abuse writing about her own experiences during the abuse situation.

A researcher, who has been a victim of emotional abuse in a family or professional setting, is writing about her own experiences in that setting. So, that would indicate you know, that that is a very and you leave it to the readers and you present the information in such a way, that the readers are drawn to certain conclusions; however, it is all in first person with your own emotions, your own experiences and then, the readers can draw conclusions from it in the form of ok, anyone who goes emotional abuse in the work place is going to experience a b c d e, or the impact of emotional abuse on a person, with this kind of a you know on a an employee is going to be a b c d e. So, that is how this is presented.

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Writing & presenting individual interview data:
Requirements for all formats (Thody, 2006)

"The extracts selected should:

- Be as short as possible because your fascination with the data is unlikely to be felt as strongly by readers.
- Be representative.
- Be entertaining.
- Be few since 'overuse of quotes can become tedious and the point being made can get lost in the words' (Darlington and Scott, 2002, in Thody, 2006).
- Respect confidentiality. Interviewees should have given permission for you to quote their words but other people to whom they have referred in their speeches have not.
- Be checked with the interviewees if possible
- Cite the source (if anonymity has not been requested)."

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Writing and presenting individual interview data requirements for all formats, which is conventional extreme, middle ground and alternative extreme; the extracts selected should be as short as possible because, your fascination with the data is unlikely to be felt as strongly by the readers. So, whenever, you present interview data, in your when you are talking about the data, that you have collected and you sharing, that with the readers.

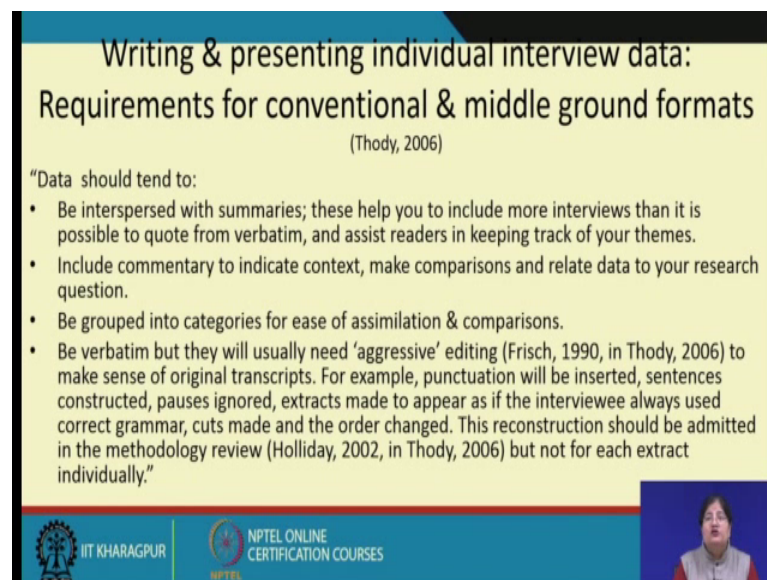
So, it should be short because, people do not have time and people you know the whole since, you already presented your analysis excerpts should be as short as brief as possible. Excerpt should be representative. So, at some point you have to draw a representative expert excerpt because, you see a lot of information is being repeated, you will see patterns, even though you will say we are talking about qualitative research, and qualitative data is seems to be all over the place that is not so.

You will still see some very settle patterns emerging and you take one section, you pick it up and you place it here. So, it is a representative be entertaining because, people would want to know what is new in this? That they have not heard before. Be few since, overuse of quotes can become tedious and the point being made can get lost in the words. You must respect confidentiality like I told you, if it needs to be confidential, you must sanitize the data and you must present it in a sanitized manner, making sure that no identifying information is present in how you ah share the data?

Interviewees should have given permission for you to quote their words, but other people to whom they have referred in their speeches have not. So, you must take care of you know, you must seek permission to the extent possible from people, who you are talking about, and have that and writing have it with you, and sanitize the data wherever, you feel you have not been able to get the persons permission. Be checked with the interviewees if possible.

So, you put the extract in and then, may be go back to the interviewee, and find out if whatever you are saying is with them, before actually publishing whatever you are talking about. Cite the source if anonymity has not been requested, just say personal conversation with x y z.

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The slide is titled "Writing & presenting individual interview data: Requirements for conventional & middle ground formats" and is attributed to "(Thody, 2006)". It lists four requirements for data presentation:

- "Data should tend to:"
 - Be interspersed with summaries; these help you to include more interviews than it is possible to quote from verbatim, and assist readers in keeping track of your themes.
 - Include commentary to indicate context, make comparisons and relate data to your research question.
 - Be grouped into categories for ease of assimilation & comparisons.
 - Be verbatim but they will usually need 'aggressive' editing (Frisch, 1990, in Thody, 2006) to make sense of original transcripts. For example, punctuation will be inserted, sentences constructed, pauses ignored, extracts made to appear as if the interviewee always used correct grammar, cuts made and the order changed. This reconstruction should be admitted in the methodology review (Holliday, 2002, in Thody, 2006) but not for each extract individually."

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Writing and presenting individual interview data, requirements for conventional and middle ground formats. The data should tend to the interspersed with summaries, these help you to include more interviews than is possible to quote from verbatim and assist readers in keeping track of your themes. So, you present an abstract, and extract, and then you summarize the theme of the whole interview. Include commentary to indicate context, make comparisons and relate data to your research question.

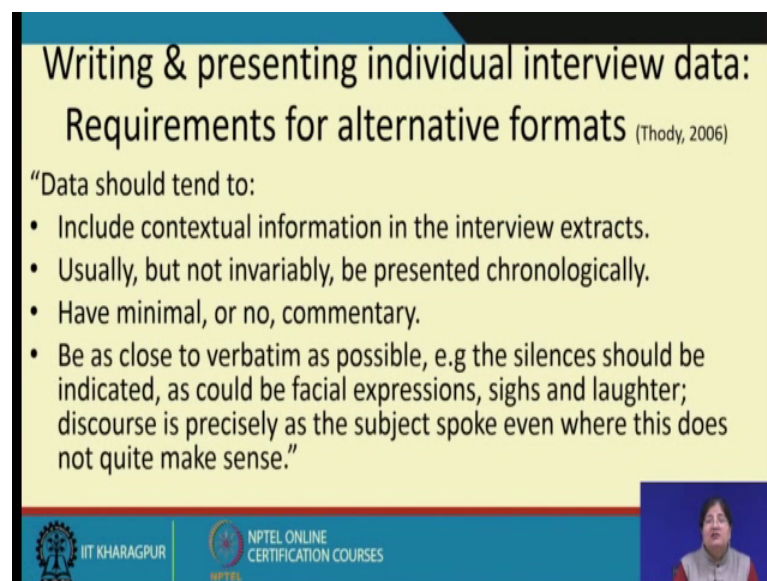
Be grouped into categories for ease of assimilation and comparisons. Be verbatim, but they will usually need aggressive editing to make sense of the original transcripts for example, punctuation will be inserted, sentences constructed, pauses ignored, extracts

made to appear as if the interviewee always used correct grammar, cuts made and the order changed.

This reconstruction should be admitted in the methodology review, but not for each extract individually. So, when you are talking about methodology you say that, you know in processing this information, when you are actually talking about the method, that was used in that, you say well this is how this data was processed and this is how it has been presented.

Because, when we speak many times we do not speak grammatically correct language, many times are pauses and punctuation are all over the place, many times when people write, you know it is not grammatically correct or it is not there are there are words, that are here and there and then, we write it up we wanted to look as presentable as possible. So, if you done that, then you must admit it in the methods section.

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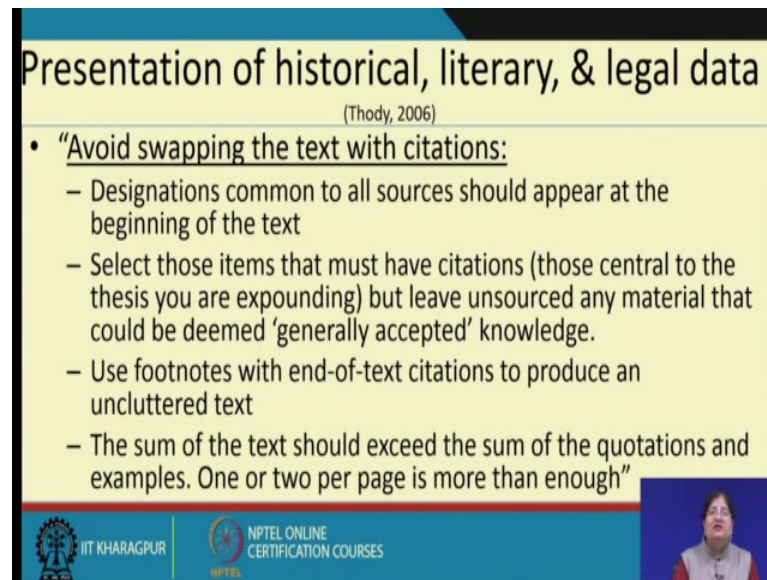
The slide is titled "Writing & presenting individual interview data: Requirements for alternative formats (Thody, 2006)". It lists requirements for data presentation:

- "Data should tend to:"
 - Include contextual information in the interview extracts.
 - Usually, but not invariably, be presented chronologically.
 - Have minimal, or no, commentary.
 - Be as close to verbatim as possible, e.g the silences should be indicated, as could be facial expressions, sighs and laughter; discourse is precisely as the subject spoke even where this does not quite make sense."

The slide also features logos for IIT KHARAGPUR and NPTEL ONLINE CERTIFICATION COURSES at the bottom, and a small video inset of a speaker in the bottom right corner.

Writing and presenting individual interview data requirements for alternative formats, the data should tend to include contextual information in the interview extracts because, you are presenting raw data. So, you must describe the context, that the data took place in. Usually, but not invariably be presented chronologically have minimal or no commentary be as close to verbatim as possible, for example the silences should be indicated, as could be facial expressions, sighs and laughter; discourse is precisely as the subject spoke even where, this does not quite make sense.

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Presentation of historical, literary, & legal data
(Thody, 2006)

- “Avoid swapping the text with citations:
 - Designations common to all sources should appear at the beginning of the text
 - Select those items that must have citations (those central to the thesis you are expounding) but leave unsourced any material that could be deemed ‘generally accepted’ knowledge.
 - Use footnotes with end-of-text citations to produce an uncluttered text
 - The sum of the text should exceed the sum of the quotations and examples. One or two per page is more than enough”

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Presentation of the historical literary and legal data, avoid swapping the text with citations. Designations common to all sources should appear at the beginning of the text. Select those items that must have citations those central to the thesis you are expounding, but leave unsourced any material, that could be deemed generally accepted knowledge use footnotes with end of text citations to produce an uncluttered text.

The some of the text should exceed the sum of the quotations and examples. 1 or 2 per page is more than enough. Many times in legal data, historical data we want to present, or we like to present a lot of information that is, we need to present citations, but make sure that, your explanation of those citations is more or is more than the volume of the citations as a whole.

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Presentation of historical, literary, & legal data (Contd.) (Thody, 2006)

- “Seek opportunities within the genres themselves: Use legal situations to explicate legal arguments, poetry to describe poetical analysis, etc.
- Avoid repetition: Group together, in an opening chapter or section, the elements common to the whole.
- Utilize the visual wealth of your subject to break up text and for emphasis.
- Use structural devices to focus readers’ attention.
 - The introduction must outline the whole of your document
 - Reiterate principal points at intervals to help readers follow your themes.”

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Seek opportunities with the genres themselves within the genres themselves; use legal situations to explicate legal arguments, poetry to describe poetical analysis, etc. So, whatever you are presenting, if you provide an example of the same language, then it helps avoid, repetition group together in an opening chapter or section the elements common to the whole, utilize the wealth of your subject to break up text for emphasis, use structural devices to focus readers attention, and this the introduction must outline the whole of your document, reiterate principal points at intervals to help readers follow your themes ok, and that is all we have time for in this class, we will continue with some more discussion on research writing in the next class, thank you very much for listening.