

IIQM-ATLAS.ti Webinar Series: Karin Olson, Introduction to Grounded Theory

Question Asked	Answer Given
<p>She said we can start from positivest perspective, does it mean we can analysis data deductively by using outside them for example picking up from literature review</p>	<p>I think I said that grounded theory as originally developed had an objectivist ontology. In grounded theory, regardless of the ontology assumed by the research question, data are always analyzed inductively</p>
<p>I am a PhD student, conducting grounded theory to explore transgenerational trauama in Arab refugee children. I find difficulty in writing my literature review. I am not sure wheather I am preconceptulizing my theory before gathering data (the actual process)</p>	<p>What is your research question? It sounds like you have a topic here, rather than a question, which means that this is likely an ethnographic study. The writing of a literature reviewpresumes that you have first done a literature search of relevant data bases and can construct a PRISMA diagram. To do this search you had key search terms. These terms related to some part of your topic. Your job is to critically examine them. Many of the studies you review will have used a framework of some kind -- that is ok. Try making a big spread sheet, 1 row for each study, and then in the columns show the sample, sample size, framework if any, design, and findings. What were the problems with these studies methodologically? Where is the gap in knowledge? Based on this assessment, you should be able to develop a nice conclusion about why your study is needed.</p>
<p>I sometimes struggle to reach saturation and have become a little skeptical of the concept. Are my research questions maybe too broad?</p>	<p>I would need to know more about your research question. The problem might be that the question is not about process. Saturation is one of those tricky concepts that is hard to define. I keep recruiting until I think I have all the potential dimensions of the emerging categories. There could be more examples of a given dimension but not any new dimensions. Then I spend time in my research team discussing the category and its data and we try to think about what concept these indicators are pointing to.</p>
<p>about the worldview, you mentioned about the setting that we are currently engaged into (i.e., you in a nurse setting that is very much related to you). But what about student doing a phd research who have never really been into any specific profession that is related to him/her</p>	<p>We all carry a world view. Suppose you are PhD student in psychology. How did you end up where you are now? Why do you want to study the question you have chosen? What have you read that has informed this decision? Make more sense?</p>

<p>Thank you Karin for your lesson. My question: Would you say that GT needs a longer time, more researchers , more theories , more skills to complete as compared to other forms of Qualitative Study? I normally suggest for PhD students to consider multiple case studies before embarking on GT . Do you agree.</p>	<p>I love GT but as you say, it takes a long time. Maybe better for a postdoc. Case studies do go faster in my view. Lots also depends on how much time students have to complete their PhD.</p>
<p>Hello. I'm seeing a lot of manuscripts, particularly coming out of Medical Education, that state "data analyzed by grounded theory" but they really mean that used very select aspects, like constant comparative methods. What's the best way of addressing the mis-applications of grounded theory and grounded theory language? Do you have any suggestions for how to best address this without alienating researchers from qualitative methods?</p>	<p>I see those studies, too, and they really concern me. I nmy view this is an indicator that the article was reviewed by people without a qualitative background. I think one way to address this issue is by making sure that graduate students who want to do a qualitative study have a methodologist on their committee who is an expert in the design they plan to use. Qual methods training is still quite new, so another approach is to ensure that grad students have access to at least an intro qual course. A third way it so simply not include the study in any review of the literature -- if the methdology is jumbled up, the validity of the findings is questionable. In this case, you would need a exit in your PRISMA diagram for studies that did not meet some minimum qual methods benchmark in terms of rigor.</p>
<p>What's your take on picking and choosing the tools to conduct the analysis...I mean, they present many tools but it seems overwhelming to use all of them</p>	<p>Not quite sure what you mean. Are you asking about software?</p>
<p>Question 1) coding: if there is only 1 individual who fits into a certain code, would this mean that this code is less important than other codes in which there are multiple individuals who come under this? in other words, is there a hierarchy in codes?</p>	<p>If you have a code with only 1 person, chances are its an indicator for a concept that is within your research question. I don't think of this as a hierarchy - just concepts that fit and concepts that don't fit. I am trying to think of an example and that is always dangerous, but suppose your question was about the process parents use when deciding to home school their children. You have interviewed 12 parents who home school and 6 parents who do not home school. One parent talks at length about the influence of social media on the curriculum, but no one else mentions it. My conclusion would be that the data about social media and the curriculum is not part of the process describing decisions to home school. That is not to say that the social media. curriculum question is not important -- only that it seems to be about something else.</p>

<p>Question 2) how do you feel about using grounded theory approach in mixed methods research?</p>	<p>Just to make sure we are talking about the same thing around mixed methods designs, I use Morse's eight basic designs. Four of them (2 simultaneous and 2 sequential) have the qualitative design as the primary design. Grounded Theory would be fine as the primary design in these 4 cases. In the other designs, a quantitative design is the primary design and so one simply adds a qual or quan data collection strategy to give a more robust answer to the research question. The most common approach is to add some interviews for a subset of people in a quantitative study.</p>
<p>Hi, will we be sent a copy of the PPT?</p>	<p>You can access the Power Point and video next week at https://www.ualberta.ca/international-institute-for-qualitative-methodology/webinars/master-class-webinar/archived-webinars.html</p>
<p>Thanks for the descriptions. I am interested to know: what are the differences regarding data analysis between 2015 and 2008 versions in Strauss and Corbin's method of GT?</p>	<p>Not very much in my view. The units of analysis are very small in both cases. The main difference in my view is that the epistemology seems to be more explicitly constructivist in the later work.</p>
<p>Do you have any advice for a master's student just starting a project involving qualitative methods?</p>	<p>Make sure you take an intro course in qual methods and have someone on your committee who is an expert in the design you are planning to use.</p>
<p>it is a study using mixed methods. we are looking at pathways through graduate studies</p>	
<p>What is your process for designing the best interview questions?</p>	<p>Interview questions are hard to write. I sometimes begin by asking them to tell me generally about xx. In my fatigue studies I think I said something like, "I am interested in learning more about fatigue in people with cancer. It seems some have it while others do not. How about you?" Then, if had experienced fatigue I asked them to tell me about a time when they had fatigue. The main thing is to keep it descriptive.</p>
<p>Is there a resource that lists various theories? With grounded theory, it seems a little overwhelming to "find" that theory that fits.</p>	<p>Not that I know of. Once the theory starts to develop from the data, one typically spends lots of time in the library looking for related work.</p>

<p>Can Dr. Olson talk more about the process of going from concepts to theory during analysis?</p>	<p>The main challenge is to find the links between concepts. Grounded Theory is about a process, so the theory has to show how one gets from concept to the next. I often find myself going back to my interviews to find clues about connections. It took me a long time to come to the idea that fatigue was a marker for the failure to adapt within the context of stress theory. One needs several studies before a good theoretical frame can be seen.</p>
<p>My choice of research is participatory action research because it involves active engagement and meaningful participation of people that are being interviewed. Do you think this approach is appropriate, or should I consider other research method approaches?</p>	<p>PAR is great. The next master class is about PAR, but like everything, it still depends on the research question. Without know you question it is hard to know whether PAR is appropriate.</p>
<p>Where do theoretical frameworks fit within grounded theory? Heading into comps, a heavy focus is on theory, if I want to use grounded theory as a design, what do I suggest is my theoretical framework</p>	<p>Theoretical frameworks come in at the point the one is discussing the findings -- not at the beginning. The point of GT is to build a framework.</p>