

How to do interviews literature

Literature

A practical guide for conducting qualitative research in medical education: Part 1— How to interview

<https://insight7.io/how-to-perform-descriptive-analysis-in-qualitative-research/>

Interviews in Education Research

- Interviews are particularly helpful in illuminating individual perspectives or experiences surrounding a specific topic or phenomenon, especially when little is known about the targeted question or when substantial depth of opinion is desired.

1. Create questionnaire:

- a. Types, unstructured, structured, **semistructured**. That provide a framework for the interview but also allow the interviewer to probe more deeply into responses of the participants. There is a half-way house, where the researcher designs a set of key questions to be raised before the interview takes place, but builds in considerable flexibility about how and when these issues are raised and allows for a considerable amount of additional topics to be built in in response to the dynamics of conversational exchange
- b. Generally, it is preferred to move from simple to complex questions and to save questions on sensitive topics for later in the interview to allow for rapport to be established between the interviewer and the interviewee.
- c. Every interview must have a purpose, ie it must draw from some underlying hypotheses about what are the important facts or opinions and even make some predictions about which facts may be relevant in explaining the opinions expressed.
- d. To write questions: to be careful not to ask questions in such a way that you lead respondents into providing confirmation of your own views rather than eliciting theirs.
- e. Thought-provoking questions: it is helpful to make sure the questions you want to ask can't be answered with a single yes or no (because some students will do that and then stare at you awkwardly) but require a more drawn out example. For example, asking "Did you benefit from using the

AI tutor?" vs "Can you give me an example of a time where an AI tutor helped you?"

2. Choose subjects
3. Invitation to an interview:
 - a. This should include a personalized introduction of the researcher, the purpose of the study, a description of what participation entails (including a realistic expectation of time commitment and what portions of the interview will be recorded), and any compensation for participation.
 - b. It is advisable to produce an easily readable version of your ethics protocol that you can send in advance or provide for your informants before you begin the interview. They should feel happier telling you all they know if they are confident that you won't use the information in any way that will harm them, that you will respect confidentiality, that you will seek their approval before using anything that might reveal their identity, that you will provide them with a transcript or a copy of your notes, that you will show them how you intend to make use of what they've said in the report you write
4. Interview conduction:
 - a. Record + taking notes
 - b. For novice interviewers, it is beneficial to conduct a few rehearsal interviews in advance of formal data collection.
 - c. Taking time to explain the structure of the interview, explicitly communicating what information will be recorded (i.e., audio, video, both) and what will happen after the interview concludes is vital.
 - d. Demonstrating active listening and maintaining eye contact throughout the interview can help engage many participants.
 - e. search for opinions ('What do you think of that?' 'Do you believe that?'); ask for clarification ('What do you mean by...?' 'Can you say a little more about...?' 'In what way?' 'Can you give me some examples?'); ask for explanations, pose alternatives ('Couldn't one also say...?');
 - f. At the conclusion of the interview, the interviewee can be invited to share any additional thoughts.
 - g. The researcher may consider sharing their understanding of the comments and any key concepts or themes noted during the interview and checking for confirmation from the participant.
 - h. A written or electronic thank you note expressing their important role in elucidating the study question with a promise to share the results when available closes the loop as an appreciation of time spent.

5. Preparation of data or analysis

- a. Once the interview is completed, the recording must be transcribed for analysis.
- b. All transcripts should be anonymized prior to formal analysis.
- c. Categorize and code the data
 - i. Identify recurring words, phrases, and concepts in responses.
 - ii. Manually or automatically code data by assigning labels to key topics
 - iii. Group similar codes into categories
- d. Summarize key themes and patterns without overinterpreting the content.

Main steps	Further considerations	Pearls	Pitfalls to avoid
Develop questionnaire (Instrument)	<ul style="list-style-type: none">- Select an existing instrument- Develop a new instrument	<ul style="list-style-type: none">- Be mindful of length- Align questions with study aim(s)- Utilize a coherent organization structure to questions	<ul style="list-style-type: none">- Irrelevant questions- Poorly worded or ambiguous questions
Gather validity evidence for study instrument	<ul style="list-style-type: none">- Content validity- Response process validity	<ul style="list-style-type: none">- Dedicate time and effort to gather as much validity evidence to support the instrument as possible	<ul style="list-style-type: none">- Not piloting instrument prior to use
Select study subjects (purposeful)	<ul style="list-style-type: none">- Homogeneous sampling- Snowball sampling- Stratified sampling	<ul style="list-style-type: none">- Have a thoughtful rationale for the sampling strategy considering which participants will be best able to address the research question	<ul style="list-style-type: none">- Random selection of subjects- Failure to consider important stakeholder views
Invite subjects to an interview	<ul style="list-style-type: none">- Develop invitation- Invite	<ul style="list-style-type: none">- Streamline all communications- Include purpose of study and description of participation	<ul style="list-style-type: none">- Not including a realistic estimation of time required for the interview- Not describing the study objectives
Conduct the interview	<ul style="list-style-type: none">- Proper environment- Rapport- Explain format- Consent- Choose data gathering/recording strategy- Active listening- Response process validation	<ul style="list-style-type: none">- Create a comfortable, open environment- Listen more than speak- Perform real-time member checking	<ul style="list-style-type: none">- Failure to consider cultural or power differential factors during the interview- Failure to test recording equipment- Exceeding the allotted time for the interview.- Talking too much or directing responses
Prepare the data for analysis	<ul style="list-style-type: none">- Transcription of interviews- Review of transcriptions by interviewer- Clarifying comments by interviewer- Anonymize transcriptions	<ul style="list-style-type: none">- Write memos as you review transcripts- Assure transcripts are anonymized and prepared for review	<ul style="list-style-type: none">- Not reviewing transcripts proximate to interview to correct errors- Forgetting to anonymize transcripts

6. Analyze the data

- a. Summarize key themes with supporting quotes and examples
- b. Include visuals like tables, word clouds, or simple bar charts.