The Third Annual
South West Qualitative Research Symposium

FROM THE ESTABLISHED TO THE NOVEL:
THE POSSIBILITIES OF QUALITATIVE RESEARCH

Wednesday 1 February 2017, 09.00 – 17.00
The Chancellors’ Building, University of Bath

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INTRODUCTION

The University of Bath and Faculty of Humanities and Social Sciences would like to welcome you to the Third Annual South West Qualitative Research Symposium (QRS). This year the Symposium coincides with the 50th Anniversary of the University of Bath, which provides a moment for reflecting upon the process, progress, and continued development of qualitative research. Over 50 years qualitative research has generated its own traditions whilst also becoming a hive of innovation.

The theme this year, From the established to the novel: The possibilities of qualitative research, was conceived as a way to connect earlier forms of qualitative inquiry with contemporary practices and thus provides an opportunity to recognize the histories of qualitative inquiry as we look toward its futures. One aim of this Symposium is to facilitate an interdisciplinary discussion of common features, challenges, and changes in qualitative research – such as methodological approaches, innovative methods, sampling techniques, theoretical integration, and enhancing quality.

The initial idea for organizing a Symposium grew out of the Qualitative Methods Forum (QMF) at the University of Bath. The QMF meets monthly to discuss methodological and theoretical issues arising from qualitative research for all interested staff and students across campus. In 2014, this group’s organizers developed the initial QRS, which was hosted at Bath in 2015, in order to connect and collaborate with our colleagues and peers across the South West of England.

Following on from the continued interest and success of the first and then second Symposia in 2015 and 2016, we are pleased with the continued positive response this year both in terms of the abstract submissions and registration. The Symposium continues to prove to be highly popular, and we very much look forward to welcoming all delegates. We hope that the event will be a fascinating and insightful day for everyone involved.

Papers include contributions from: University of Auckland, Auckland University of Technology, Bath Spa University, University of Bath, University of Bournemouth, University of Bristol, Cardiff University, University of East Anglia, University of Exeter, Johns Hopkins University, University of the West of England, and University of Winchester. The varieties of qualitative methodologies and methods include: collective biography, digital inquiries, discourse analysis, dramaturgy, ethnography, interviews, memory work, phenomenology, q-sort, qualitative impact protocol, surveys, vignettes, and visual approaches. These examine such issues as: creative approaches and analytical practices, innovations in interviewing techniques, theoretical influences in qualitative research, working with sensitive topics and concerns, ethical dimensions, researcher presence, framing surveys, evaluation, and several more.

We wish to warmly thank the postgraduate organising team, contributors, speakers, and chairs. Importantly, our thanks also go to the event’s funders—the Faculty of Humanities and Social Sciences, and 50th Anniversary Support at the University of Bath—and the University’s Departments of Health, Education, Psychology, and Social and Policy Sciences for their support for this event.

We, the Symposium Organisers, hope you all value and enjoy the Symposium this year,

Bryan Clift,
Jenny Hatchard,
Konstantina Vasileiou,
Alex Masardo,
and Saltanat Rasulova
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From the Established to the Novel  
1 February 2017, University of Bath
TRAVEL INFORMATION

The Symposium will be held in the Chancellors’ Building at the University of Bath. The Building is centrally located on the campus (please see Campus Map, p. 6), close to the terminus and East Car Park. On the day of the Symposium we will have signposts around campus directed toward the Building.

The introductory, plenary, and closing sessions will be held on the second floor in room 2.6. All presentation sessions will be held on the third floor in rooms 3.5, 3.9, and 3.16. Lunch and each coffee/tea break will be held in the Level 2 Foyer.

For all further travel information, please visit http://www.bath.ac.uk/travel-advice/.
KEYNOTE PRESENTATION

SARAH RILEY
UNIVERSITY OF ABERYSTWYTH

The qualitative interview:
Consigned to an old people’s home in an unfashionable part of
town or reformed and selling out stadiums?

Sarah Riley is a Reader in Psychology at Aberystwyth University, Wales. She is an interdisciplinary researcher who draws on psychology, sociology, cultural and media studies to understand the person in context. Her work focuses on identity issues around gender, embodiment, health, youth culture and citizenship. She uses a range of qualitative methods including discourse analysis, visual and participatory methods. She has been funded by H2020, ESRC, British Academy and charities. Current work focuses on how people are making sense of themselves within the context of neoliberalism and postfeminism. She leads the Department of Psychology’s Critical Social Psychology at Aberystwyth research group. Her main publications include the following collaborative works: Critical Bodies: Representations, Practices and Identities of Weight and Body Management (Palgrave/MacMillan, 2008), Doing Your Qualitative Research Project (Sage, 2012); Technologies of Sexiness: Sex, Identity and Consumer Culture (Oxford University Press, USA, 2014) and Postfeminism and Health (Routledge, forthcoming).
SESSION 1

Session 1A: Co-creating Knowledge with Bodies and Objects
10.45-12.00, Chancellors’ Building 3.16

Of words, leaps and bridges: Musings of a bricoleur
Nicola de Martini Ugolotti
University of Bournemouth

The space taken in the last years by the development of “performance texts” (see Finley 2005) redirected attention to the process of doing research, rather than looking for truth, answers, and expert knowledge. This focus on the process of knowledge construction, rather than the generalizability of “evidence-based” knowledge, has made the process of methodological design and representation a fundamental element in contemporary qualitative research. Through methodology, the researcher articulates the ontological, epistemological and axiological perspectives informing a study, therefore not shying from stating one’s personal and political stance on the knowledge construction process. By drawing on a long-term research engagement with young men of migrant origins negotiating self, place and belonging through the practice of capoeira and parkour in Turin, Italy, I address the relationship between the above mentioned perspectives and the embodied research act.

In doing this, I intend to explore the complexity, reflexivity and empirical vulnerability of doing embodied research on physical cultures and inequality, by considering the methodological bricolage (Kincheloe, 2001, 2005; Lincoln, 2001; Kincheloe and McLaren, 2002) that enabled me and the participants to co-create knowledge during the research process. In reflecting on the set of qualitative methods used in the research (from ethnographic participation to collaborative forms of writing and video composition with participants, to textual analysis) I do not claim for a particular methodological novelty. Instead, I am wary of claims regarding innovative approaches enabling to do “better” research, but possibly implying the constitution of emerging hierarchies of knowledge. Rather, I intend to elaborate on what kind of knowledge was enabled by the tentative blurring of the boundaries between researcher and researched, and the co-emergence of meaning and experience in the bodily, spatially, and temporally connotated dimensions of the ethnographic encounter (see also Pink, 2011; Francombe et al., 2014). The findings of this ongoing reflection will inform a discussion on the possibilities and challenges of embodied critical research in illuminating and addressing sites of inequality at the intersection of body, space, self and power.
Medical objects lost in translation
Teodora Manea
University of Exeter

Background: The practice of medical interpreting expects from an interpreter to bridge the language gap. In some situation, the interpreters’ job is to raise awareness about possible cultural issues that might affect the outcome of medical interaction, consultation or treatment. A widely ignored area of medical interpreting regards the interaction with medical materialities, with cultural artefacts present in the immediate environment. Is it the interpreter’s job to “interpret”, “translate”, or to make those materialities culturally comfortable for the patient? How would they interact with narrative processes in mediated language scenarios?

Method: My intention is to analyse, using the autoethnographic method and ANT, my encounters as a medical interpreter with medical objects and to discuss my efforts to mediate the meaning of those objects between cultures. The autoethnographies will stretch over a period of 10 months. I will focus on seven categories: machines (computers, ultrasound, X-ray equipments), papers (forms, job sheets, questionnaires, consent forms, information booklets), chairs, rooms (dark rooms, little rooms, waiting rooms), pictures, tubes (for cardiac operations and investigations) and cardboard trays, telling “real stories” precipitated around those objects.

The advantage of the interpreter perspective for those objects is that an interpreter is a third observer. For an interpreter, the artefacts are not tools or means as they are for healthcare professionals. Nor are they something frightening and invading, as they often are for the patients. But voicing patients and health professionals, the voice of the interpreter is in most cases the one manipulating, explaining, justifying or rejecting the presence of those materialities. They carry messages and meanings. The deeper level of question is about the complexity of language in medical settings. If the artefact’s messages can be considered as part of a language, the duty of interpreting may encompass decrypting their message for the patient. This is a complex interactional process, which has not been properly researched yet.

Conclusion: Through the autoethnographic method, ANT, and hermeneutics, I will shed light on the following aspects of that process: 1. Artefacts messages as part of language, 2. Relationships of power through materialities, and 3. Limits of understanding.

From memory work to collective biography:
The performance of flesh and discourse
Bryan C Clift
University of Bath

The use and analysis of memory within research is a common practice across several disciplines, both qualitatively and quantitatively. Memory Work, as inspired by the work of Frigga Haug and colleagues, represents a novel and quasi-established qualitative research method emerging in the 1980s. More recently, Collective Biography represents a novel qualitative research method inspired by Bronwyn Davies and Susanne Gannon that builds from the Memory Work of Haug and colleagues. The aim of this paper is to explore and examine the use of Collective Biography for better understanding and working with constructions of the self, making use of shared family experience to inform research and teaching practices in the academy. Both Memory Work and Collective Biography involve a collaborative process amongst researchers seeking to learn about their
constructions of self both individually and collectively. In Collective Biography, however, the written product serves as both the site of analysis and its representation, bringing forward questions about analyzing and representing the fleshiness of subjectivity. The Collective Biographical process requires focus upon the body and language as constitutive sites of the production of subjectivity. To accomplish this, the method embraces a more performative form of writing and representation. Analytically, doing so blurs distinctions between the real and the fictional, truth and truths, and flesh and discourse. This also reshapes the interaction amongst research participants as writing, sharing, and discussing become ways of understanding and working with subjectivity. In this project, I further explicate how working with a family member paints the Collective Biographical process. By working with a family member the method challenges the boundary between personal and professional senses of self. Writing with family creates a vulnerability that is risky and yet productive for participants; academically, bridging the personal and professional through writing informs our pedagogical practices in the academy, but not without notable risks. The generated memories speak to the powerful nature of embodied discourse in relation to the creation of and working with subjectivity. Moreover, performative forms of analysis and representation generate evocative and readerly data and texts.

Session 1B: Critical Analysis of Narrative Data
10.45-12.00, Chancellors’ Building 3.5

Hypothetically speaking:
Using vignettes as a stand-alone qualitative method
Debra Gray
University of Winchester

This paper focuses on stand-alone vignettes, where a hypothetical short story or narrative (the vignette) is presented to participants, who then respond in writing to a series of open-ended questions. Vignettes have been widely used across the social and health sciences since at least the 1950s. However, to date, they have predominantly been used as a quantitative method or, in qualitative research, as a complement to other data collection methods, like interviews or focus groups. In this paper, we explore possibilities and challenges of using vignettes as a stand-alone method for qualitative research, rather than vignette use within other designs. Drawing on our experiences of using vignettes across a range of projects – and, particularly, a project on lay discourses of teenage ‘anorexia’ – we argue that vignettes offer great potential for exploring participants’ interpretations of a particular phenomenon, within a given context. They also offer a variety of practical benefits, not least of which is being able to collect data with relatively few resources. We explore both the theoretical and practical aspects of using vignettes and provide personal reflection on how to do research using this method.
Understanding experiences of assessment under the Mental Health Act: What does discourse analysis offer?
Rosie Buckland
University of Bath

This paper draws on current PhD research into people’s experiences of assessment under the Mental Health Act (MHA). The research will involve undertaking interviews with people who have been assessed, Approved Mental Health Professionals (AMHPs), assessing Doctors, family, friends, crisis team workers and any other actors, focusing on a number of recent assessments. It is in the early stages, prior to data collection, but at the point of seeking ethical approval from the NHS and ADASS and this paper will focus on the methodological issues associated with the research so far. The PhD extends previous published research in which I conducted semi-structured interviews with AMHPs and used Foucauldian Discourse Analysis to understand them. For this research I plan to use Critical Discourse Analysis but am also interested in the possible contribution of Narrative Analysis and the possible ways in which Critical Narrative Analysis seeks to understand the positioning of everyday narratives within institutional discourses (Souto-Manning, 2012). This paper will explore this current process of finding the best methodological fit and seek to understand what types of knowledge would be produced using different methodologies. It will also engage with the ethical and methodological issues presented by my position as both a researcher and a practicing AMHP.

Story completion method as a feminist post-structuralist tool for Applied Psychology
Iduna Shah
University of the West of England

Introduction: The British Psychological Society is placing increasing emphasis on the importance for applied psychologists to understand the context in which they work and to locate their therapeutic work with clients socially, culturally, historically and politically. In the absence of rigorous interrogation of such context and the nuanced ways in which they may impact on clients lived experience, psychologists risk developing ‘blind spots’ in their therapeutic practice which can ultimately exacerbate rather than alleviate client distress.

Sexuality has often been neglected on the training agendas for applied psychologists and without access to critical feminist conceptualisations of sexuality, psychologist may rely on heteronormative understandings of sexual experience. Story Completion (SC) Method within a feminist post-structuralist paradigm offers new, exciting and relevant ways to explore the social context of sexual experience. Particularly the comparative component of SC expands current qualitative analysis. The current paper examines to what extend therapists engagement with heteronormativity differs to people who have not been therapeutically trained, if story completion is a useful tool for exploring such issues and whether critical feminist approaches can and should be a tool for applied psychologists.

Method: 200 Story completions written by 58 therapists and 53 non-therapists where used to explore trends and patterns in current conceptualisations of heterosex.

Findings: A comparative, constructionist thematic analysis of the story completions showed that discursive imperatives to do ‘normal’ gender coalesce in participants’ accounts of heterosex to
perpetuate prescriptive notions of sexual practice, produce unequal gendered relationships and generate different obligations and entitlements for women and men. Whilst both therapists and non-therapists drew on the same problematic heteronormative discourses to construct heterosex, the ‘difficulties’ that these caused in relationships were generally framed by therapist’s as opportunities for personal growth and for increasing emotional depth within relationships. It is suggested that therapists’ understanding of relationships and intimacy may be informed by their therapeutic training and their overreliance on narrow and restrictive discourses of heterosex may to point towards a gap in critical training in sexual issues. The findings are situated within a wider discussion of applied psychology’s role in addressing heteronormativity in psychological practice.

Conclusion: Using SC within a critical feminist paradigm offers a rewarding line of inquiry and offers an example of how critical approaches and applied psychology can be connected in a new and purposeful way that will enrich both psychological research and practice.

Session 1C: Novel Interview Approaches
10.45-12.00, Chancellors’ Building 3.9

Clean eating of rich data:
Trajectory drawings to home in on the tasty bits of interviews
Shona McIntosh
University of Bath

Introduction: The interview has a long history in educational research but is considered by some as “data to go” (Delamont, 2002: p122). The connotations of convenience inherent in this remark imply a diet of dubious quality and contrast with the idea of interviews as a rich source of new knowledge. This ‘richness’ can be difficult to digest when faced with the analysis of cumbersome interview transcripts. This paper explains how trajectories, drawn by participants, were used to pinpoint key moments in multiple lengthy interviews with trainee teachers during research into their professional development.

Theory: During interviews for the research, development of concepts related to teaching formed just one aspect of trainees’ abundant reflections about teaching practice, creating a problem of choice; how could I zoom in on those influences which were key to trainees’ professional development? Vygotsky’s sociocultural approach, and accompanying methodology (Vygotsky, 1978), framed trainees’ professional development as a historically evolving process incorporating turning points in trajectories of development of concepts about teaching.

Methods: Carrying out three sets of hour-long active interviews (Holstein and Gubrium, 1998) per trainee was designed to track the evolution of their developing concepts about teaching during PGCE training. During interviews, trainees drew linear graphs showing the ups and downs of school placement, representing their trajectories of professional development. Transforming a series of lived events into a graphic representation involved concentrated reflection and selection of highly relevant moments in their professional development (McIntosh, 2013). Once drawn, interviewees
selected the key turning point from their trajectory upon which they reflected in detail and which could be homed in on when it came to transcript analysis.

Findings and conclusions: This combination of methods pinpointed those formative experiences of professional development, concluding that it is a process of concept development emerging when working jointly with professional colleagues to overcome problems identified by trainees. Intersecting the technique of trajectory drawings with active interviews allowed interviewees to focus on key moments and generated purposefully ‘rich’ data for ‘clean’ analysis.

Using qualitative methods to develop a typology of mentoring programmes for young people in secondary schools
Heide Busse, Rona Campbell, Angela Beattie, and Ruth Kipping
University of Bristol

Introduction: Despite a lack of robust evidence on their effectiveness, mentoring programmes for young people have grown rapidly in the UK in the last three decades. Programmes aim to help improve the young person’s health and educational outcomes and currently operate in various settings and formats. In order to obtain a better understanding of mentoring programmes and what a “mentoring” intervention entails, this study aimed to develop a typology of currently active mentoring programmes that provide formal mentoring for young people in UK secondary schools.

Methods: Eight websites were searched to retrieve details of UK organisations that provide mentoring programmes for young people. Maximum variation sampling based on country and the type of mentoring programme was used to include a variety of different programmes. Programme managers of purposefully selected organisations were invited to take part in semi-structured telephone interviews to obtain a thorough account of their mentoring programme(s) and to explore views on how mentoring programmes differ. Interviews were facilitated using a topic guide and were audiotaped, transcribed verbatim and analysed iteratively using framework analysis.

Findings: Of 29 invited programme managers, 23 agreed to take part in interviews which took place in three waves between September 2015 and May 2016. A total of 28 separate mentoring programmes were described and interviewees distinguished between mentoring programmes through a range of categories. The typology drawn from this work differentiates mentoring programmes by three overarching categories which subsequently influence a range of other categories: main aims, setting and the type of mentor. Based on different combinations of these factors, 12 overarching “mentoring models” were identified.

Conclusions: Using semi-structured telephone interviews allowed for a thorough investigation of differences between mentoring programmes that was grounded in participants’ accounts of their programmes. The typology enables mentoring programmes to be categorised into one of 12 “mentoring models”. A future research study will test the typology by surveying existing mentoring programmes to ensure its generalisability and ability to capture the different types of programmes currently available in the UK.
Following murky objects and hidden networks: 
The use of semi-structured interviews in a social network analysis of British think-tanks

Jordan Soukias Tchilingirian
University of Bath

Overview: Think-tanks and their research staff are important actors within the policy-knowledge nexus. The world of think-tanks is murky; the organisations which nestle under the label ‘think-tank’ are, diverse and confusion abounds about their motives and professional status. This is because think-tanks are found within ‘spaces between fields,’ and draw upon symbols and practices from the more stable fields of politics, media, academia, and business. In this paper I report on the innovative use of semi-structured interviews as part of a social network analysis (SNA) of British think-tanks. I suggest this method brings clarity to the study of these ‘murky objects’ and the relations between them; provides a richer understanding of their intellectual life; and acts as a novel case study of the usefulness of mixed-method SNA.

Method: Rather than using traditional name or position generators often used in social network research, I invited participants to ‘tell the story’ of their research project from inspiration to dissemination, mapping out alters using participant completed sociograms. Qualitative networks were then contrasted with quantitative organisational networks.

Significance: Generating networks through participants recounting a typical task allowed structure and meaning to be explored ‘in action’. This enabled the interview to go beyond the simple recording of weak or strong ties from name generating studies. It enabled me to elucidate the way in which these ties are found and cultivated, the conventions which underpin these relations, and how the think-tank researcher positions (and repositions) themselves within their diverse professional networks.

Elucidating personal repositioning and movement between alters was vital for transcending the simplistic images of the think-tank as either a value free expert ‘bridge’ between science and politics, or as a conduit for elite interests. The approach facilitated the mapping of the social space of the policy-knowledge nexus from the perspective of the interventions of intellectuals, rather than imposing a specific field onto their labour. This is a significant break with the structural approaches which have dominated the sociology of knowledge. Furthermore this method makes a strong case for the role of traditional qualitative methods in strengthening the findings derived from cutting edge quantitative methods.
SESSION 2

Session 2A: Ethical Considerations in Online Qualitative Research
14.00-15.15, Chancellors’ Building 3.16

Be flexible and resilient – In the case of interviewing a tabooed topic in a sensitive culture
Chao Fang
University of Bath

Bereavement is considered a tabooed topic in contemporary China not only because of superstitious beliefs on death itself but also due to its sensitive nature for bereaved people. Therefore, it is challenging to access Chinese bereaved people, further, to interview them about details of such a sensitive and even traumatic topic. In this presentation (paper), I would like to share my experiences of conducting these interviews by adopting different approaches in corresponding circumstances.

First, the attention will be paid to how to recruit interviewees with following concerns: 1) how methods were modified to work with government staffs and social workers differently in terms of approaching bereaved people, especially Shidu parents (who lost their only child due to the One Child Policy) with politically sensitive issues, through government staffs and social workers; 2) how methods were chosen to recruit interviewees through my own social network as well as the internet.

Second, this presentation will also demonstrate techniques of how to lead interviewees comfortably to the topic and how to identify their bereavement as a part of life through a conversation on their everyday life. In so doing, I expect to contribute to interview skills on sensitive or traumatic issues, but also enrich diversity of qualitative methods.

Just because it’s there doesn’t mean it’s fair
Noreen Hopewell-Kelly
University of the West of England

Social media (SM) have altered the way we live and, for many, the way we die. The information available on even the rarest conditions is vast. Free from restrictions of mobility, time and distance, SM provides a space for people to share experiences of illness, death and dying, and potentially benefit from the emotional and practical support of others in similar positions. The communications that take place in these spaces also create large amounts of ‘data’ which, for any qualitative researcher, cannot be ignored. These online interactions, from blog comments to Twitter posts, could provide researchers with a vast amount of useful data, however, the way researchers use this data comes with some very serious ethical dilemmas that need consideration. Concerns about peoples’ privacy and consent, to using historical online content appropriately are two examples of many ethical concerns involved with this research tool. The author of this paper undertook a two day consensus forum in order to generate a set of guidelines by which to conduct future qualitative research. The primary focus of discussion did not reflect the concerns of Comabella and Wanats use of social media as a tool for recruitment (1), but instead reflected those issues raised in Zimmer’s work (2) around the ethics of using SM, specifically in relation to privacy and anonymity. The two consensus-day discussions placed significant emphasis on establishing a position over the debated
status of the internet and internet data (public/private), which encompassed a focus on the intentions of SM users, and how these should be incorporated into what we considered to be ethical research. This paper will reflect on those discussions and consider whether the set of guidelines that were published as a result of those discussions (3) can realistically help ensure that qualitative research via social media in sensitive subject areas can be conducted ethically.

Access all areas: Negotiating the methodological and ethical challenges of qualitative research in online fields
Andrew Bengry-Howell
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The process of gaining access to field work settings and research participants is widely overlooked in social research methodological literature, and treated as a fairly unproblematic and instrumental stage in the research process. The failure to acknowledge, let alone examine, this critical transitional stage wherein a research design is practically implemented, can leave researchers with little formal guidance on how to ethically negotiate their way into field settings and establish and maintain field relations. The concept of the ‘field’ was traditionally constructed as a naturalistic geographical, but post-modern constructions have transcended links to geographical or spatial location (Clifford, 1997:78), and seen the term applied more broadly to cultural settings and sites of social interaction. This more fluid notion of ‘the field’ has been utilised to theorise online sites of social interaction and Internet-based communities, which Kozinets (2002) has termed the ‘field behind the screen’.

The capacity to access archived and live social interactions online has transformed many of the practices associated with the social sciences (Kozinets, 2015: 4). The practical methodological challenges associated with establishing field access are effectively inverted, and researchers may have open access to field settings they wish to study and the capacity to assume a covert position as a ‘lurking observer’, without having to communicate directly with field participants or gatekeepers. Online fields raise complex ethical issues regarding the nuanced nature of the public and private in online settings (Lange, 2008), and fundamental practices like obtaining informed consent (Snee, 2008; Morey et al. 2012). It is tempting to view publicly available online social interactions as ‘naturally occurring data, although the people who were engaged in the online conversation might have similar expectations of privacy as they would in offline settings (Smith, Dinev and Xu, 2011). Jacobson (1999) equates ‘naturally occurring’ online conversation with conversations one might overhear in a public park, and argues that they cannot be treated as a public conversation if those involved have reasonable expectations of privacy.

This paper will explore some of the challenges posed by online fields and how researchers can study this important site of social interaction without engaging in unethical practices.
Evolving methods for research into a complex world
Melissa Hawkins and Chris James
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There are alternative conceptions of how we can research the social world: one is that it can be easily reduced, measured and controlled, and another that it cannot due to its inherent complexity (Boulton et al., 2015). We have chosen to take the latter conception, and therefore conceive of a social world which cannot be understood merely by focusing in on its parts, where cause and effect is non-linear due to many interactions between social agents, and constant control of individuals by individuals is impossible (Hawkins and James, 2016). Complexity theorists, for example, (Morin, 1992, Cilliers, 1998, Room, 2014) conceive of the social world in such a way, and this assumption underpins our research into the nature of schools as organisations.

The methods we use are consistent with the complexity perspective, and this in turn requires a different perspective on traditional methods (Room, 2014). So, the methods applied in systematic reviews have been adapted for qualitative research into complexity theories by using Noblit and Hare’s meta-ethnographic technique (Noblit and Hare, 1988). This method allows for a systematic review of research that is interpreted and then qualitatively compared rather than aggregated, so accounting for the complexity of context. We have also evolved the semi-structured interview method by drawing upon the concept of the active interview (Holstein and Gubrium, 1995). The active interview perspective assumes that new meaning is actively constructed during interaction between interviewer and interviewee, and not simply relayed between the participants.

A complexity perspective acknowledges that researching the social world is problematic and has several implications. If cause and effect is difficult to identify then the question is asked as to what is the purpose of our research. We are ultimately engaged in sense-making (Weick, 2012); attempting to further understanding of the nature of schools as complex organisations (Hawkins and James, 2016). In addition, it is assumed that schools are emotive places to work and therefore affect should be considered when interviewing teachers (James, 2009). This calls for techniques such as active interviewing where conversation is paramount and reflexivity (Giddens, 1979) is required when considering the validity of outcomes.

On methodological innovation, pragmatism and purity:
Commercialising a qualitative impact protocol (QuIP) for use in international development
James Copestake
University of Bath

Members of the international development ‘community’ face strong pressure to produce credible evidence of their discrete contributions to the highly ambitious targets for 2030 set out under the Sustainable Development Goals. This contrasts with questions about both technical evaluability and the political economy of evidence-based development policy and practice. One point of contention
concerns the granularity of (a) action and (b) impact evidence production: from grand strategies to micro-management, and from aspirations to scientific rigour to highly personalised performance assessment. Advocates of adaptive and flexible development action informed by a complexity ontology are struggling to identify impact assessment methodologies compatible with often acute (and contested) time, cost, credibility and replicability constraints.

In this context we report on an ESRC-DFID action research project that set out in 2012 to design and pilot use of a qualitative impact protocol (‘the QuIP’) as an alternative to established methods for assessing the causal claims of multi-faceted NGO development interventions in complex rural contexts across Sub-Saharan Africa. Following completion of the research in 2016 a non-profit company - Bath Social and Development Research Ltd – was set up to promote the QuIP and some of the ideas embodied in it. This has since delivered impact ‘reality checks’ to a range of public and private development agencies in contrasting contexts. These rely primarily on partially blinded semi-structured interviews and focus group discussions to elicit self-reported narratives of causal drivers affecting predetermined outcome domains which are then systematically analysed against commissioning agencies’ own change theory.

The paper will reflect on some of the lessons learnt from this experience of adapting relatively established qualitative methods (including process tracing, contribution analysis and realist evaluation), and to the pathway chosen for achieving research impact. I conclude that considerable room for manoeuvre exists to adapt qualitative and mixed social research methods to generate useful evidence, but not without confronting sharp trade-offs between pragmatism and methodological purity.

**Assessing advocacy, communication and social mobilization interventions in tuberculosis control:**

**Role of qualitative explorations in establishing effectiveness**

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**Background:** Large scale, health promotion programs targeting behavior change through communication-especially mass media -do not usually have the option of controlling for exposure to intervention. The challenge becomes compounded when the evaluation is designed close to the end of implementation phase. We evaluated the Advocacy, Communication and Social Mobilization (ACSM) component of Tuberculosis (TB) control in Pakistan where TB poses a significant burden. Between 2004 and 2009, several ACSM campaigns were carried out. Achievements during this period were also observed in TB prevention and control. How much of this could be attributed to ACSM? We addressed this question through a nation-wide study.

**Methods:** We adopted a convergent, concurrent design where quantitative correlational data was collected as well as qualitative individual and group interview data. Quantitative component included knowledge, attitudes and practices (KAP) survey while qualitative comprised of interviews and discussions with planners, implementers and beneficiaries. Both data were collected simultaneously and analyzed by merging, comparing.
Findings: Quantitative results revealed a higher level of knowledge, favorable attitudes and positive practices among those exposed to campaigns. Since this one-time data was a mere correlation, the qualitative component helped in establishing the effectiveness as all levels of discussants quoted positive outcomes including higher commitment, higher diagnosis and treatment numbers. Moreover, TB emerged as a ‘social’ and not merely a biomedical problem.

Conclusion: The study successfully used mixed-methods in evaluating impact of knowledge and behavioral interventions. Research questions called for real-life contextual understandings, multi-level perspectives, and cultural influences. In the absence of baseline for the quantitative survey, the qualitative component provided deeper meanings to survey findings. The combined use was instrumental in drawing meaningful conclusions for policy makers for future program planning and resource allocation.

Session 2C: Eliciting Qualitative Data Differently
14.00-15.15, Chancellors’ Building 3.9

Qualitative surveys:
A wide-angle lens on perceptions and practice
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Quantitative surveys have a long history of use by social researchers. A quantitative focus is so common in survey research that it is often assumed or stated in texts devoted to survey development. That said, it is not uncommon for primarily quantitative surveys to contain some qualitative questions and for ‘mixed-method’ surveys to combine qualitative and quantitative questions. However, the qualitative data generated from such questions is often treated in a very limited fashion, including reduction to quantified variables for statistical analysis. So although qualitative questions in largely quantitative surveys are common, the purely and fully qualitative survey remains limited in uptake, and somewhat invisible. It doesn’t always feature in qualitative textbooks or lists of qualitative methods, in the same way some version of “interviews, observation and document analysis” do (Hewson & Laurent, 2008, p. 67). In this paper, we draw on our experience of using qualitative surveys in research on – among other things – views on pubic hair, experiences of orgasm, and meanings of sexuality and appearance, and of supervising student research using surveys, to reflect on the possibilities and challenges of qualitative survey research. We will also address common criticisms – from reviewers, editors and examiners – that, for example, survey data are shallow and lack the depth, richness and complexity of interview data (“you should have used interviews”!) and surveys are too structured and standardised a technique for qualitative research. We show that qualitative surveys in fact mix openness with standardisation. They contain a fixed set of questions, asked of participants in the same order. However, open responding means the (valid) critique of surveys as ‘precluding the unexpected’ no longer applies. Participants are
required to put things in their own words, and are asked to respond from within their own sense-making frameworks. Thus qualitative surveys are useful for exploring questions of perception and practice, and even lived experience; they are also particularly well suited to examining sensitive topics. We will also show how surveys also offer researchers many practical benefits: Data are easy to collect, and the ability to gather responses from a great number of participants offers the qualitative researcher a novel wide-angle lens.

Reducing researcher dominance in qualitative interviewing: The intersection of the novel and the mundane
Aimee Grant, Dawn Mannay, and Melanie Morgan
Cardiff University

Within qualitative research, interviews have long been established. Alongside this, in recent years, the use of visual methods in qualitative research has been of growing interest. One stated aim of adding visual methods to interview studies is to reduce researcher dominance, however the use of the visual alone will not engender more equal power relations. In this paper, we outline the practical, ethical and methodological issues in moving from the established (interviews) to the novel (visual methods) via “the mundane” (contact with participants outside of the interview context).

In our study, we aimed to gain an in-depth understanding of the psychosocial experiences and health behaviours of 10 pregnant women living on a low income in deprived areas. In order to build sufficient rapport to encourage discussion of sensitive subjects, including domestic violence and smoking and alcohol use during pregnancy, the use of an empathetic participatory lens was essential.

There were three methodological components within the data production phase. First, we asked pregnant women to complete a timeline in order to help tell their life story (timeline facilitated life history interviewing). Second, prior to a second data production meeting, participants created collages. Third, within the second meeting, participants also created sandscapes alongside the researcher during the interview. The use of researcher-dyad visual methods, where the researcher also creates a visual artefact and is an active participant also telling their story, is not commonly used within research, but resulted in a rich exchange of experiences, including a range of sensitive topics. This approach can be linked to feminist traditions of sharing within interviews which have been applied extensively in research with mothers.

Whilst we used visual and creative techniques, including dyad sandscaping, our approach to communicating with mothers within and between interviews was also crucial to reduce the natural power imbalance. Thus, the need to foster research relationships outside of the data production phase should also be considered. We conclude that researchers should consider both the novel and mundane ways in which they can reduce their dominance within interview studies.
Interrogating the gendered self – Timeline interviews as a tool to examine young people’s lived experiences

Joanna White

University of the West of England

This paper analyses the use of timeline interviews as an appropriate and fruitful tool for exploring young people’s early experiences as “gendered individuals”, and the various sources and individuals which informed their nascent understanding of gender relations and intimate and sexual relationships. Emerging from an ongoing participatory project aimed at training a group of 16 – 18 year olds to be peer researchers, timeline interviews emerged as an accessible and productive approach to engaging with interviewees. The paper examines the multifarious benefits of using timeline interviews to capture respondents’ experiential journeys into young adulthood, including the safe space constructed through the use of creative artefacts and relatively less eye contact than traditional interviewees (the latter aspect proving particularly important in relation to respondents of particular cultural backgrounds). The creation of ownership on the part of the study participant, which can frequently lead to a sense of co-production as well as surprising results and learning points for both the researcher and the study participant, is detailed with examples. The strengths of this methodological tool for identifying key learning points and phases and, specifically, as well as the current sources and inadequacy of information and support at particular stages of emotional and sexual development, are discussed. The challenges and ethical issues involved in this novel approach are also outlined.
Exploring perceptions of pain relief behaviours as subjective gender norms using Q-sort methodology

Samantha Wratten
University of Bath

Broad stereotypical and ideological norms for men and women held in Western societies are well documented, and have also been explored specifically in relation to pain expression. Notably, the generation of the Gender Role Expectations of Pain measure has fuelled a wealth of investigations, finding that both men and women reported the ideal and typical woman to be more willing to report pain, and to demonstrate lower pain endurance and higher pain sensitivity than the typical and ideal man. This study seeks to build upon and extend this research to behavioural pain relief, by exploring the gender stereotypes and norms surrounding pain relief. Of course, it is possible to speculate the ways in which pain relief behaviours might be gendered, with acceptability varying between the sexes. However, to date no research has explicitly explored and confirmed these ideas. This study will utilise a Q-sort methodology to explore the varied constructions of pain relief behaviours as gendered, and the perceived consequences of behaving (un)desirably when seeking pain relief. The Q-sort will involve ranking items/statements relating to pain relief on a normal distribution grid according to a condition of instruction, in this case the social desirability of each item in relation to either men or women. The ranking task will be followed by individual interviews to gain a richer and more detailed understanding of the Q sort, and to explore the participant’s perceived consequences for either conforming to or violating the norms as ranked in their Q Sort. The focus is on representations of a subject matter; participants reflect on how the topic is typically constructed within their cultural setting. Q-sort is a mixed method approach that builds upon traditional interviews by asking participants to complete a ranking task and then allowing them to reflect on their construction and the meaning behind it. The ranking data will be factor analysed to reveal groups of people who build similar constructions, whilst the interview data will be analysed qualitatively to understand the deeper roots underlying perceptions of pain relief norms and perceived consequences of (non)conformity.
Gendered constructions of weight-loss motivations and health citizenship
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University of the West of England

Introduction: Existing research suggests that girls seem to be more likely to attempt to diet than boys (e.g. Steen, Wadden, Foster & Anderson, 1996), that women generally worry more about their health and their physical appearance and consequently eating behaviours (e.g. Dewberry & Ussher, 2001), and that there are perceived gender differences in relation to motives for the uptake of dieting behaviours (Markey & Markey, 2005). In an age where weight-loss is generally considered beneficial for the majority of the population, and where an energy balance approach to body weight is taken as common sense, not enough research focuses on the gendered constructions of weight-loss motivations, of responsibility and health citizenship, and the positioning of (individual) women and men in society through dominant lifestyle and health discourses. This paper therefore focuses on these issues, using the established method of discourse analysis for the analysis of data collected with a relatively novel method (story completion) encouraging the elicitation of taken for granted and normalised ways of talking about body weight and weight loss.

Method: Two hundred and six women, comprising university undergraduate students from two British Universities, participated in a story-completion task online. Roughly equal numbers (47%/53%) of the participants responded to a story stem with a man/woman protagonist respectively. The data were analysed qualitatively, using discourse analysis.

Findings/discussion: Dynamic and at times contradictory constructions of gendered appearance ideals, femininity/masculinity, health, as well as motivations/intentions for weight-loss and dieting were identified, produced in discourses of health promotion, heteronormative sexual attraction, and neoliberal good citizenship. I will be discussing these constructs and discourses, and the conditions of possibility, subject positions and ways of being they make un/available, in the context of contemporary western society.

Towards better health communication: Process evaluation
Elizabeth Kaplunov, Martyn Standage, Peter Rouse, and Thomas Curran
University of Bath

Introduction: People with limited hearing tend to have poorer physical and psychological health, due to poor provision of health and care. Continued ill health, missed diagnosis and poor treatment place additional and unnecessary costs on the NHS in excess of £20m per year. This research is based on a Department of Health funded randomised control trial (RCT) of a videoconferencing app for deaf people aimed at providing British Sign Language (BSL) users a much-improved patient experience and equal access to health service. It is hoped this will enhance their ownership of their health, support informed health-care decisions, and subsequently support better physical and mental well-being. The aims of this study are therefore to examine experiences of staff working on the RCT. In doing so, we reflect on the process of undertaking qualitative research with deaf participants.

Methods: Based on a review of literature about team interpreting, deaf population interviews, process evaluation and semi-structured interviews, three semi-structured interview schedules were
developed for three groups of staff involved in the study: healthcare practitioners, support workers and British Sign Language (BSL) interpreters. Interview schedules were tested with experienced researchers, expert opinion was sought from an experienced qualitative researcher, and the schedules were subsequently refined. Two of the interviews were with deaf support workers and required 1-2 BSL interpreters. NVivo will be used to undertake a thematic analysis of the data.

Findings and Conclusions: This paper reflects on the process of developing interview schedules for deaf and non-deaf participants in qualitative research. There are three key aspects to consider. First, from the perspective of deaf participants, research shows that it is more ‘deaf-friendly’ for interviews with deaf people to be conducted by another deaf person as they can communicate in BSL and they share a common culture, which is often missing in deaf-hearing interactions. Second, from the perspective of interpreters, it has been found that when interpreters work in a team they are less likely to make mistakes or get fatigued and can rely on each others’ experience. Finally, the choice between video (recording facial expressions and gestures of the signer) and audio recording (the interpreter verbalises the deaf person’s BSL responses) may offer alternative types of data. With regard to the RCT, the app had limitations in terms of quality, but was found to be useful for deaf people in emergencies, last minute appointments and when no face to face BSL interpreters were available.

Session 3B: Creativity in Qualitative Data Collection and Analysis
15.30-16.45, Chancellors’ Building 3.5

Analysing story completion data using story mapping techniques: The example of stories of male body hair removal
Victoria Clarke
University of the West of England

Story completion (SC) is an established technique in clinical contexts and in quantitative attachment research but its use in qualitative research remains novel. Even more novel is the use of story mapping to analyse qualitative SC data (Braun & Clarke, 2013). The aim of this paper is to demonstrate and explore the use of story mapping techniques for analysing SC data, using the example of male body hair removal. In the handful of published qualitative studies using SC, the data are most often analysed using some form of thematic analysis. However, the storied nature of SC data raises questions about how best to analyse them and whether the loss of the story form is problematic when using thematic techniques that identify patterns horizontally across data. Story mapping requires a modification of traditional thematic techniques, and a focus both on horizontal patterning and on vertical patterning – patterns in how the stories unfold (and ultimately are ‘resolved’), as well as a concern for how the central characters are portrayed. The aim of the body hair study reported here was to examine how young people make meaning of body hair. Data were collected from sixth form pupils and undergraduate students. To explore meanings of male body hair removal, participants were invited to complete a story about a man (David) about to start removing his body hair. David was most often portrayed as a young heterosexual man who was excessively hairy, often subject to teasing and bullying, and concerned about his diminished sexual capital as a
result. Hair removal did not always end happily ever after for David – in some stories David ‘got the girl’, in others he was punished for his vanity and foolishness. Other less common stories centred on the heroic nature of David’s hair removal. These data speak strongly to the power of social norms surrounding body hair practices, and suggest that SC provides a useful tool in interrogating the discourses that sustain these norms. Furthermore, the use of story mapping techniques alongside thematic analysis allowed the identification of the thematic elements of the data without the loss of precisely what is unique about SC – the stori ed character of the data.

Public peer review:
What happens when you ask young people to become the critics?
Dawn Mannay
Cardiff University

This paper reflects on a novel approach to the review process where the traditional peer review was married with the perspectives, suggestions and corrections of young people. The project was a book ‘Our Changing Land: Revisiting Gender, Class and Identity in Contemporary Wales’, which presented research on education, politics and culture. It was important to move beyond the academic voice and open up the collection to young people, and funding was sought to develop a creative form or review and revision. Young people looked at the chapters and themes of the book and responded with their agreement, their challenges and their additions. Working with an artist, a photographer, songwriters and musicians, these critiques were represented with a visual image for each chapter, a music video for each theme, and a concluding section of the book that reflected on these contributions. Importantly, the young people involved were not research participants but critics and collaborators. Each song dealt with topics that they felt were missing from the collection, and brought to life the issues of ethnicity and hybrid identities, body image and bullying, and political (dis)engagement. The photographs created and selected either supported the arguments of each chapter or challenged their findings and brought new perspectives. The paper argues that traditional peer review is useful but that if we work creatively it is possible to move outside of the ivory tower and to engage with communities in creative ways to refine, relocate and redress the focus of our qualitative inquiries; and consider whose voice is being spoken and whose voice is heard. The intersections of novel and established methods does not make the traditional obsolete, however, arguably it helps to reframe our work and take us in new directions.

Telling sibling stories through creative methods and dramaturgy:
Living in the context of cystic fibrosis
Amie Hodges
Cardiff University

Background: Siblings are identified as being a marginalized group because there is limited recognition of their voice within the literature when living in the context of cystic fibrosis (CF). The disease trajectory of cystic fibrosis has changed and there is limited recognition of the NON-CF sibling experience within this co-voyage with their brother/sister with the disease
Aim: This study explores the experiences of siblings who are living with a child with CF, to present specific insight into their worlds.


Method: Qualitative methodological narrative inquiry was used to engage siblings within the context of their family with the use of a bricolage of creative participatory methods. Narrative interviews, observations and a variety of creative media, including pictures, poems, songs and artifacts have provided a platform for sibling’s expression/performance. Dramaturgy was used as the exploratory lens in which to view the sibling front stage, back stage and centre stage stances (Goffman1959). Data analysis was presented as a three act play called segments of the sibling mosaic where the siblings are presenting on the stage set of family life through their interactive performances.

Results: Through interactive performances siblings acted out scenes of multiple presentations of self in relation to their performance of role, space, position and emotional wellbeing. This revealed the contradiction between the ideology and reality of their lives in the context of CF.

Discussion: Sibling’s expression of voice goes beyond the spoken word and can be seen in constructed and co-constructed performance. They are skillful in their interactions as they fluctuate easily between front stage and back stage stances. Despite being seen in a decentralised position, siblings are silently central. As key members of the family team they play a role in maintaining family equilibrium, but they are containers of emotion of self and others.

Conclusion: Through the use of creative methods and dramaturgy greater awareness has been gained of the daily impact of CF on the sibling. More emphasis needs to be placed on addressing sibling’s needs.
orientations towards teaching (Whiting et al., 2016). Restricted access to schools and teachers being unable to give their time means that the favoured forms of research, including recording lessons, longitudinal observation and semi-structured interviewing are becoming increasingly difficult to undertake.

One other issue regarding research is that even though personal orientations and beliefs are important, individuals during interview find it hard to articulate them as much lies within the subconscious. Despite the difficulties regarding access and self-awareness, given the multiple pathways through which beginner teachers can achieve full teaching status, research is still vital. Hence, new fieldwork approaches are required.

The application of the photo-elicitation interview (PEI is well established in social sciences and a few domains of education research. However, regarding beginner teacher preparation research, this form of enquiry is generally lacking. In my research, to supplement traditional semi-structured interviewing in fieldwork with beginner teachers I have been combining visual stimuli with verbal prompts, with the aim being to elicit whether carefully chosen stimuli can ‘challenge participants, provide nuances, trigger memories, lead to new perspectives and explanations, and help to avoid researcher misinterpretation’ (Hurworth, 2003:2). Moreover, in prior research that has employed this technique it has emerged that the interviewees are presented with a non-threatening environment (Kjellstand, 2015) because it allows for them to distance themselves from potentially uncomfortable reports and yet, still results in the collection of rich data with respect to the participants’ personal experience.

To be, qualitative or not to be, qualitative that is the question: A thematic analysis

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There are many ways in which we can understand the occurrence of sustainable consumer behavior, but which approach is best? A rapidly growing approach is the use of quantitative research focusing on how consumer’s identities predict sustainable consumer behavior. Yet, the field contains many disjunctions regarding what these identities are, and which ones are important for predicting sustainable consumer behavior. An unintended consequence is that over 200 constructs are potentially relevant for explaining sustainable consumer behavior. Therefore, for the first time in our field, we use a well-established qualitative method, but in a unique way. That is, rather than conducting interviews/observations, we conduct a thematic analysis on the already published primary research articles looking at identity for predicting sustainable consumer behavior. Therefore, the study aims to realign the quantitative research in the area of identity and sustainable consumer behavior. Furthermore, with this clarity, we hope to inform future theoretical and applied research of how to move the field forward. Specifically, we examine over 200 identities that are labeled, described and recognized in the articles informing us of the key identity themes. Second, we infer how the themes explain sustainable consumer behavior. Third, we provide a theoretical framework of the themes that explain sustainable consumer behavior. Finally, we use this qualitative approach on quantitative primary research to see if it is useful for realigning the field of identity in sustainable consumer behavior. The thematic analysis reveals that out of the over 200
potential identity constructs, only 17 are key themes considered important for explaining sustainable consumer behaviors. In order of importance for explaining behavior, the themes are: environmentally concerned identity, environmental group member, thoughtful self-identity, no environmental identity, anti-pesticide use, carbon off-setter identity, anti-carbon off-setter, close community identity, connectedness with nature, active ethical identity, national identity, cyclist identity, environmental place identity, green-space visitor identity, identification with developed countries, identification with thoughtful organization, and environmental gardener identity. Furthermore, we reveal a theoretical framework that is parsimonious showing which identities are important to target when encouraging sustainable consumer behavior. Finally, in our field, a qualitative approach can be used on quantitative secondary data.

Using photographs in psychological appearance research:
An exploration of bisexual women’s appearance and visual identity
Nikki Hayfield and Victoria Clarke
University of the West of England

Within psychology research, the spoken word has tended to be privileged over the use of the visual. However, more recently there has been an increased interest in visual methodologies. This paper reports on the use of visual methods in a research project on bisexual women’s dress, appearance and visual identity.

Self-identified bisexual women volunteered to participate in a semi-structured qualitative interview to talk about their (bisexual) visual identity and were given the opportunity to include photographs. It was envisaged that a visual methodology would correspond well in the exploration of visual identity, and accordingly it was anticipated that the women’s visual worlds could be brought to life through their photographs (for example, of clothes, social spaces, or of theirs and others’ appearance). The women were asked a range of questions about their appearance, with the broad aim of exploring bisexual women’s (lack of) visual identity, using the photographs as focus for discussion.

Another key aim of using a photo methodology was to empower the women to be more involved in the interview process. In terms of findings, some of the women used the photographs in order to lead the interviews, which corresponded well with the feminist approach, which was chosen because of the potential it holds to reclaim, validate, legitimise and name bisexual women’s experiences. The focus of discussion is the first author’s findings in relation to the practical aspects of using visual methods. The talk focuses on the anticipated and unanticipated advantages, as well as some considerations for future research. In conclusion, the use of photographs enhanced the research in a number of ways, but there were also restrictions that arose as a result of the photo methodology.