



Summer School on

Doing and Communicating Qualitative Research

School of Psychology, Criminology and Sociology,

Kingston University London

4-8 July 2016

KEYNOTE ADDRESSES

Monday 4th July

Researching the social world: The three pillars of rigorous qualitative research

Professor Catherine Campbell, London School of Economics

Qualitative research is core to our understandings of the complex nature of human social life, providing vital depth to complement the breadth of insight achieved by larger-scale quantitative methods. Some researchers mistakenly view qualitative research as an easy option but good qualitative research involves a great deal of skill, careful thought and planning, as well as dedication and commitment. In this keynote address, I will draw on 25 years' experience to lay out my views of the three pillars of rigorous qualitative research. The first pillar involves conceptual clarity about the types of claims that the researcher seeks to make on the basis of their qualitative research findings. These include clear and self-conscious starting assumptions about the role of the researcher in the process of knowledge construction, the nature of the knowledge they seek to construct and their conceptualisation of the nature of the individual-society relationship that underpins all human social experience. The second pillar relates to research design and more particularly to the clarity of the links between the research question, the methods selected by the researcher and the conclusions that they seek to draw. The final pillar relates to the write-up of findings and more particularly to the need for complete researcher transparency in reporting – with a clear account of every stage of data collection and analysis. Careful attention to each of these three factors is particularly vital in the light of the growing emphasis on rigour as a criterion for research excellence in the assessment of UK academics and in publication decisions by editors of high impact journals. Recognition of these three pillars also increases the likelihood that research findings will have actionable implications for social policies and interventions.

Catherine Campbell is Head of the Department of Social Psychology at the London School of Economics where she directs the Health, Community and Development Group. She holds distinguished career awards from the British Psychology Society and the American Sociologists AIDS Network for her work on social inequalities and health. She is a qualitative social scientist who has co-authored over 180 academic publications, with almost 10 000 Google citations. Her work was submitted under the LSE's Social Policy unit of assessment in the most recent Research Excellence Framework – a unit which was rated as top in the UK for overall research quality. She has been co-recipient of over £5-million of research grants from major international funders.

Wednesday 6th July

What a difference ethnography makes: Five good reasons to cultivate subjectivity in fieldwork

Dr Abby Day, Goldsmiths, University of London

Qualitative researchers are often made to look like quantitative researchers with a 'soft face': the pressure is on to quantify qualitative methods by subjecting the work to various technologies and practices that will code, count and 'Excel-ise'. This paper calls for a reversal of that trend and a return to basic ethnographic practice of drawing close to those whom we engage with in fieldwork. I identify five practices to enhance good scholarship through cultivating subjectivity emotionally, physically, intellectually, spiritually and temporally. The paper is based on research for my forthcoming book on *The Religious Lives of Older Laywomen: The Last Active Anglican Generation* which will be published by Oxford University Press in 2017.

Abby Day developed anthropology of religion teaching at the University of Kent and is Reader in Race, Faith and Culture at Goldsmiths, University of London. She is recent past chair of Socrel – the Sociology of Religion study group within the British Sociological Association (2010-2015) and an international speaker on research methods, publishing and funding.

Thursday 7th July

A qualitative research renaissance: New directions and opportunities

Professor Les Back, Goldsmiths, University of London

For fifty years the qualitative research imagination was held hostage by the tape recorder. To do qualitative research meant to conduct interviews, transcribe them and present the idiomatic voices of our participants in anonymous block quotations. In the digital age this has all changed. We are encountering unprecedented opportunities to work differently and communicate and circulate the fruits of our work in new ways. In this talk, I will review some of these opportunities drawing on examples of contemporary qualitative research. It

will focus on what constitutes qualitative data in a digital age. It will also examine some of the challenges produced by the new informational environment with regard to issues of ethical practice, shared authorship, and the political dimensions of social research in an era where the worth of social research requires the demonstration of relevance and 'impact'. Finally, I will argue we are on the cusp of a renaissance in qualitative research but these new possibilities are being constrained by the institutional structures for measuring value in an increasingly commercialized university environment. I will end by arguing that, in order to embrace the opportunities that lie before us, we need to be bold and license experimentation with the new modes and methods that are now available.

Les Back is Professor of Sociology at Goldsmiths, University of London. His work attempts to create a sensuous or live sociology committed to new modes of sociological writing and representation. His books include *Live Methods* with Nirmal Puwar (Wiley-Blackwell, 2012); *Cultural Sociology: An Introduction* with Andy Bennett, Luan Desfor Edles, Margaret Gibson, David Inglis, Ronalds Jacobs and Ian Woodward (Wiley-Blackwell, 2012); *The Art of Listening* (Berg, 2007); *The Auditory Culture Reader* with Michael Bull (Berg, 2003, 2015); *Out of Witnesses* with Vron Ware (University of Chicago, 2002); *The Changing Face of Football: Racism, Identity and Multiculture in the English Game*, with Tim Crabbe and John Solomos (Berg, 2001); and *New Ethnicities and Urban Culture: Racisms and Multiculture in Young Lives* (University College Press, 1996). In 2011 he published a free on-line book called *Academic Diary* (<http://www.academic-diary.co.uk/>) that argues for the values of scholarship and teaching. In April 2016, a book version of the blog was published including lots of new writing, entitled *Academic Diary: Or Why Higher Education Still Matters* (Goldsmiths Press). He also writes journalism and has made documentary films.

Friday 8th July

Publishing qualitative research: Some pitfalls and how to avoid them

Dr Nick Hopkins, University of Dundee

In this talk, Nick will draw on his experiences as an author and as co-editor of the *British Journal of Social Psychology*. He will describe some of the features of academic publishing and will consider the characteristics of strong and weak journal submissions. In particular he will discuss the criteria that reviewers and editors regularly adopt when evaluating manuscripts reporting qualitative data.

Nick Hopkins is Head of Psychology at the University of Dundee where he is a Senior Lecturer in Social Psychology. His research interests lie in the area of group behaviour. In particular, he is interested in how our identities are based upon our group memberships. Sometimes this research employs surveys or laboratory experiments; sometimes it employs qualitative data. For example, using interview data and public documents (such as speeches), Nick has explored the construction of national and religious identities and how

these constructions may be socially significant in organising group members' behaviour. Other research concerns group members' experiences of their group membership and the performance of identity. For example, using interviews, Nick has researched British Muslims' experiences of discrimination and misrecognition and has explored how these experiences impact on individuals' performance of their national, religious and gender identities.

WORKSHOPS AND FACILITATORS

Workshop 1 – Principles and Practicalities of Qualitative Research

This workshop is designed for participants who are new to qualitative research or who wish to reacquaint themselves with its core principles and practicalities. We strongly encourage any participants who are new to qualitative research to take this workshop in preparation for other workshops during the week. The workshop consists of short presentations and discussions about the basic features of qualitative research and of a qualitative paradigm, broad orientations in qualitative research, how we understand linguistic data in qualitative research, developing a qualitative research question, considerations that inform qualitative research design, robust and coherent vs. poor research design, and ethics in qualitative research. These presentations and discussions are designed to develop participants' knowledge base and understanding but also to equip participants to engage with group exercises in which learning is applied and extended. The exercises focus on reflexivity (the ways in which a researcher's personal values and commitments can shape the research process and outcome), different understandings of language in research and, most importantly, designing an actual qualitative study.

Workshop Facilitator: Adrian Coyle is Professor of Psychology at Kingston University, London. He is a Social Psychologist and his research and publications have addressed a range of topics, principally psychological issues in identity, religion/spirituality, loss and bereavement, and sexuality. Much of this work has been framed in terms of social psychological approaches, theories and concepts, particularly Identity Process Theory, discourse, and theories relevant to social inclusion and exclusion. The vast majority of his research is qualitative. He has contributed to the promotion of qualitative research in British psychology and is a keen advocate of its value in developing insightful and useful answers to research questions. He was co-editor of the award-winning book, *Lesbian & Gay Psychology: New Perspectives* (with Celia Kitzinger: BPS Blackwell, 2002), and *Analysing Qualitative Data in Psychology* (with Evanthia Lyons: SAGE, 2007, 2016).

Workshop 2 – Researching with Vulnerable Groups

This workshop focuses on conducting qualitative research with so-called 'vulnerable' populations. It considers definitions of 'vulnerability' within a wider socio-cultural and

political context and the inter-relationship between this wider societal context and the research context. Participants will be invited to consider and reflect on their own experiences of vulnerability, whether this is in terms of self-definition or other-definition, as those interacting with vulnerable populations or those being interacted with as 'vulnerable'. We will consider why and how qualitative research may be particularly useful when conducting research with vulnerable groups and which particular methods may be more suitable and why. There will be a special focus on ethical considerations, with attention given to power dynamics and the potential for abuse and how to avoid it, particularly at the recruitment and data collection stages but also when analysing participants' data and making claims about their meanings. Consideration is also given to negotiating the hurdles of the ethics application process. A large part of the workshop will consist in practical exercises. These will include practice interviewing exercises as well as exercises in analysing interview/focus group transcripts and video recordings. The workshop seeks to raise participants' awareness of and reflexive engagement with micro, meso and macro issues that need to be considered when doing research with vulnerable groups. It further aims to provide participants with relevant knowledge and practical skills for engaging in their own projects with sensitivity and confidence.

Workshop Facilitators: Mick Finlay is Reader in Psychology at Anglia Ruskin University. His research interests include communication and interaction involving people with intellectual disabilities and others, and discourses of group conflict. Among the topics that his most recent publications have addressed are breakdowns in interaction between people with learning disabilities and support staff; expressions of dissatisfaction and complaint by people with learning disabilities; how support staff pursue questions with people with learning disabilities; and the issue of 'understanding' in sexual health education for people with learning disabilities.

Edith Steffen is a Lecturer on the Practitioner Doctorate programme in Counselling Psychology at the University of Roehampton. She is also a Counselling Psychologist in private practice, having previously worked in NHS settings. She supervises and conducts research with adult mental health service users as well as with diverse non-clinical populations and different age groups including young teenagers. Her current research is in meaning-oriented grief group therapy interventions with people experiencing so-called 'complicated grief'. Edith is particularly interested in qualitative methodologies and social justice. She has recently contributed a chapter on 'Ethical considerations in qualitative research' to the second edition of *Analysing Qualitative Data in Psychology*, edited by Evanthia Lyons and Adrian Coyle (SAGE, 2016).

Workshop 3 and Workshop 7 – Doing Interpretative Phenomenological Analysis (IPA)

Interpretative Phenomenological Analysis (IPA) is an approach to psychological qualitative research which, following its inception 20 years ago, quickly gained enormous popularity in the UK and beyond. IPA focuses on exploring lived experience in detail and depth. It is interested in both how a phenomenon (typically something of significance to that person) is experienced and how the person makes sense of that, given their particular idiographic context. IPA is underpinned by ideas from phenomenology and hermeneutics. It is one of several phenomenological psychology approaches, although its combination of psychological, interpretative and idiographic components makes it distinctive. This workshop will introduce participants to the theoretical principles underlying IPA research. We will examine research questions, designs and data sources which are suitable for IPA work, and the place of IPA research in applied practice. We will outline the key stages in analysis, from the coding of data to the development of themes and writing up. The workshop will involve discussion and practical exercises to allow participants to engage in reflective and experiential learning. Practical tips for managing an IPA research project and recommendations for resolving common dilemmas will also be offered.

Workshop Facilitator: Zoë Boden is Senior Lecturer in Psychology at London South Bank University where she teaches qualitative methods to undergraduate and postgraduate students and supervises dissertations and PhD theses that use IPA. Zoë's own research uses phenomenological methods, including IPA, to explore relational and emotional experience in the context of mental health and wellbeing. She is the founder of the Qualitative Approaches to Affect, Feeling and Emotion research network and convenes the Independent Social Research Foundation's Relatedness and Relationships in Mental Health group. Zoë undertook her PhD with Virginia Eatough in Jonathan Smith's IPA@BBK research group at Birkbeck, University of London. She then worked as Research Fellow with Michael Larkin at the University of Birmingham where she is currently Associate Research Fellow. Zoë is particularly interested in combining visual and embodied methods with IPA and considering reflexive and ethical issues in qualitative research, and she has published on these topics. She also regularly examines MRes, Clinical Doctorate and PhD theses that use IPA.

Workshop 4 – Analysing, Generating and Disseminating Visual Data

This workshop will introduce participants to the key theoretical and methodological approaches which frame reading, generating and disseminating visual material. This will include working practically with visual media, including photographs, film and video, emotion maps and collages. The workshop will begin with an overview of theoretical perspectives and methods for analysing images and will include activities framed by questions about the analytical insights offered by different theoretical and methodological approaches but also what they might close down or make opaque. There will also be

opportunities for participants to explore the ethical dilemmas they might encounter in analysing and disseminating visual data.

The second part of the workshop will focus on the generation and communication of visual data, and participatory and emplaced methods in particular. Discussion will include the ways that such methods can enable a richer picture of participants' lives but also the challenges in maintaining the integrity of participants' visual voices while protecting them from any harm that may emerge from revealing visual information about them. Participants will be encouraged to reflect on

- how the meaning of visual material is shaped by the social processes and contexts of its production and its viewing;
- the implications of disseminating findings about the lives of participants when digital technologies and visual culture can infuse their images with new and unintended meanings.

Workshop Facilitators: Helen Lomax is Professor in Health and Wellbeing at the University of Northampton. Her research interests are in the social and environmental factors which support individual and community wellbeing. She has a longstanding interest in children's wellbeing, health and social inequalities and in working with communities to understand their experiences to inform policy and practice. Helen's theoretical and methodological expertise is in critical visual and discursive methods, and inclusive and participatory methodologies. Her current grants include an ESRC Award for advancing visual methods in the Social Sciences. Helen is Co-convenor of the British Sociological Association's Visual Sociology study group and is on the Editorial board for *Sociological Research On-line*.

Janet Fink is Professor of Childhood and Personal Relationships at the University of Huddersfield. Her research spans the disciplinary boundaries of social policy, sociology and social history and is connected through her interests in the intersections of personal lives, policy and visual culture. Janet's visual research has two strands: historical and contemporary. She has written extensively on how feature film and documentary photography can be used to explore socio-cultural norms of gender, childhood and motherhood in post-war Britain. Her research interests around personal lives in the 21st century have been informed by her expertise in participatory visual methodologies and mixed method approaches, which were central to her recently-completed ESRC study, 'Enduring Love?' Janet is a co-convenor of the British Sociological Association's Visual Sociology study group and the British Educational Research Association's Children and Childhood's Special Interest Group.

Workshop 5 – Researching the Online Social World: Conducting and Communicating Research on Social Media

This workshop is designed for participants who are planning to conduct research online or are interested in engaging with social media throughout the research process to network, find support and collaborations or disseminate their research. The workshop will consist of a series of presentations and activities focused on theoretical, methodological and practical issues involved in online research. We will tap into the epistemology of online data, ethical issues in conducting research online, online research methodologies, professional identity and networking on social media and disseminating research on social networking sites. By the end of the workshop, participants will have developed a critical awareness of key issues surrounding positioning oneself as an academic online and conducting online research and will have gained practical experience of online interactions in collaborative projects.

Workshop Facilitators: Sharon Coen is a Senior Lecturer in Media Psychology at the University of Salford. Trained as a Social Psychologist, her research interests focus on the role of media in public engagement with and understanding of social issues, such as political debates, social movements, immigration and climate change. Much of her work focuses on news and journalistic practices and how these inform public debates concerning current affairs. She is the Co-coordinator of the only MSc in Media Psychology in the UK. A keen advocate of the value of applied social psychological research, she is currently the Honorary Secretary of the Social Psychology Section of the British Psychological Society.

Donna Peach is a Lecturer in Social Work at the University of Salford. Donna was the Principal Investigator of the Rotherham Child Sexual Exploitation Needs Analysis study and has key roles in several child sexual abuse research projects. Her research interests are situated within a critical social psychology paradigm and include adoption, childhood sexual abuse, parenting, familial relationships, social and familial policy, power relations, feminist theory, social protest, ethics, social media, qualitative methodologies, pluralism, dialogism, phenomenology and discourse analysis.

Workshop 6 and Workshop 10 – Doing Thematic Analysis

This workshop will provide a practical and accessible introduction to thematic analysis as a method for analysing qualitative data. (Note that Workshop 10 is a repetition of Workshop 6.) Participants will be guided through Braun and Clarke's (2006) approach to thematic analysis. The workshop will explore different approaches to and varieties of thematic analysis and the relationship between thematic analysis and other analytic methods. We will then explore each phase in the analytic process starting with 'familiarising ourselves with data' and 'generating initial codes'. We will consider different types of coding and the assumptions and standpoints that we as researchers bring to the coding process. Participants will be invited to engage in various individual and group coding tasks. We will

then focus on how we develop our codes and initial themes into a coherent and convincing story about or interpretation of a data set. We will attempt to pin down what interpretative analysis actually entails and the types of questions we should be asking ourselves in the latter phases of analysis. Finally, we will explore issues around good practice in thematic analysis. We will also encourage participants to consider the kinds of research contexts where thematic analysis would be useful.

The workshop will be equally appropriate to individuals undertaking postgraduate study and experienced researchers who are new to qualitative analysis. This workshop is also suitable for people working in a range of settings who wish to develop skills in the analysis of qualitative data. The workshop is aimed at participants with little or no knowledge or experience of thematic analysis in particular and qualitative analysis in general. Our key concerns will be to ensure that the workshop is accessible, useful...and fun!

Workshop Facilitators: Cath Sullivan is a Senior Lecturer in Psychology at the University of Central Lancashire and her research interests are mainly focused on social psychology, gender and mindfulness. She teaches qualitative research methods to undergraduate and postgraduate students and has been developing resources and training to support lecturers teaching qualitative methods to psychology students for over 10 years. Cath is currently the Honorary Secretary of the Qualitative Methods in Psychology Section of the British Psychological Society. She was co-editor (with Stephen Gibson and Sarah Riley) of *Doing Your Qualitative Psychology Project* (SAGE, 2012) and authored a chapter on 'Theory and method in qualitative research' in Michael Forrester's edited book, *Doing Qualitative Research in Psychology* (SAGE, 2010).

Lynda Holyoak is a Principal Lecturer in Psychology at the University of Central Lancashire where she has been teaching for 25 years. For most of that time, she has been teaching qualitative methods to undergraduates and postgraduates and supervising research students undertaking qualitative research projects. Lynda's current research is focused on students with ADHD and their experiences of higher education.

Workshop 7 – Doing Interpretative Phenomenological Analysis (IPA)

See the description for Workshop 3.

Workshop 8 – Mixed Methods: Combining Qualitative and Quantitative Research Strategies

It is increasingly common for research designs to include more than one method and indeed to combine different methodological approaches. However, such a move requires considerable thought and planning if the advantages of a mixed methods approach are not

to be outweighed by the sheer volume of data usually generated, the epistemological complexities inherent in combining methods/methodologies, and the implications and practicalities of when and how to incorporate different methods into a research design. In this workshop we will first of all look at the rationale for using more than one method and then explore how that rationale should guide the choice of method, the design of the research, and the means of analysing the resultant data sets. Participants will have a chance to work in small groups to plan a mixed methods research design and examine the implications involved, with a particular emphasis on questions of epistemology and timing. The workshop will furnish a series of questions to be taken into account when designing research that includes mixed methods.

Workshop Facilitator: Jo Moran-Ellis is Professor of Sociology and Head of the Sociology Department at the University of Sussex. She joined Sussex in 2014, having previously been in the Department of Sociology at the University of Surrey. Her research focuses on two main strands: questions of research methodology with an emphasis on mixed methods and, separately, the sociology of childhood. In relation to mixed methods, she is interested in what is gained by using two or more methods/methodologies to study a social phenomenon, and the implications of the different ways in which these may be combined.

Workshop 9 – Qualitative Interviewing: Individual Interviews, Focus Groups and Beyond

Interviews are the most commonly used means of generating qualitative research data. This workshop will examine different forms of qualitative research interview, principally unstructured and semi-structured interviews and focus group interviews, and will consider the contexts in which these are particularly appropriate. Consideration will also be given to face-to-face interviews, telephone interviews and interview possibilities generated by relatively new technologies such as Skype. The interview is conceptualised as an interpersonal exchange which brings with it certain ethical requirements and raises questions about how the interviewer should position themselves in relation to participants and the research topic. These become particularly pertinent when conducting interviews on sensitive topics so this context will be given specific consideration. Overall the challenges (conceptual, interpersonal and practical) that qualitative interviews may present will be identified and suggestions will be offered for addressing these. The production of interview schedules and the crafting of interview questions will be discussed. Learning will occur through short presentations by the facilitator, role plays of optimal and suboptimal interviewing approaches, discussion among participants, and exercises involving the creation of interview questions and interview practice.

Workshop Facilitator: Adrian Coyle is Professor of Psychology at Kingston University, London. He is a Social Psychologist and his research and publications have addressed a range of topics, principally psychological issues in identity, religion/spirituality, loss and

bereavement, and sexuality. Much of this work has been framed in terms of social psychological approaches, theories and concepts, particularly Identity Process Theory, discourse, and theories relevant to social inclusion and exclusion. The vast majority of his research is qualitative. He has contributed to the promotion of qualitative research in British psychology and is a keen advocate of its value in developing insightful and useful answers to research questions. He was co-editor of the award-winning book, *Lesbian & Gay Psychology: New Perspectives* (with Celia Kitzinger: BPS Blackwell, 2002), and *Analysing Qualitative Data in Psychology* (with Evanthia Lyons: SAGE, 2007, 2016).

Workshop 10 – Doing Thematic Analysis

See the description for Workshop 6.

Workshop 11 – Doing Grounded Theory

Grounded theory is based on a commitment to develop theory in an inductive, ‘bottom up’ way, working from and always grounded in people’s accounts of their own experiences with the aim of describing and explaining those experiences. Since it was first systematically proposed in the late 1960s, it has developed in different forms and has waxed and waned in popularity. However it remains a standard part of the qualitative research canon within psychology and the social and health sciences. Despite the plethora of qualitative methods now available, it remains distinctive due to features such as a commitment to moving between data generation and data analysis across a project. Its commitment to producing analyses that are deeply grounded in people’s accounts of their experiences and are properly contextualised make it particularly useful for applied research which seeks answers to local and practical questions and problems. This workshop will introduce participants to the principles and practicalities of a commonly-used version of grounded theory (covering, for example, different types of coding, category development, memo writing and moving to theory). Although some learning will take place through short presentations, much of the time will be spent on exercises which will allow participants to obtain something of an ‘insider’ perspective on the processes, challenges and potential of grounded theory. This means that our grounded theory workshop will be appropriately grounded in experience.

Workshop Facilitator: Philip Hayton is Senior Lecturer in Counselling Psychology and Forensic Psychology at London Metropolitan University. He is also a Chartered Clinical Psychologist at the Child and Family Practice in London which provides comprehensive multi-disciplinary health, education, training, therapy and mediation services for children, adolescents, families, parents and couples. His teaching and research supervision focus on child, family and adult psychology; team work, leadership and organisations; multi-agency working and complex client care; multi-theoretical case formulation; stress and trauma; and psychology and religion/spirituality. Philip has long been a committed advocate and teacher

of grounded theory approaches to qualitative research and has supervised much grounded theory postgraduate research. He believes that grounded theory research carries enormous potential for informing and enriching practice within psychology and social services.

Workshop 12 – Researching with Children

This workshop will explore many practical and theoretical issues for qualitative researchers who are conducting research with children. The content of the workshop will include methods that have been used to collect high quality data with children; young children's communication modes in research; establishing rapport in interview-based research with children; dyadic interviews with mothers and children; and ethics in research with children. The workshop will be interactive and will provide ample scope for participants to exchange views and share best practice. Participants will learn about current research and theory concerning qualitative research with children, with a strong focus on multi-modal approaches and interviews with children, and will be able to reflect on practical research skills.

Workshop Facilitators: Jess Prior is Senior Lecturer in Psychology at Kingston University. She is a social developmental psychologist whose research focuses on the psychology of appearance. She employs qualitative methods with children and adolescents who look and feel 'different' (generating data through one-to-one interviews, dyadic interviews and focus groups). Her research interests include visible differences of the face, attitudes to face transplants, living with facial acne, and how families cope when a child has a visible difference. She has published a number of qualitative papers on these topics and is joint editor of a forthcoming book, entitled *Practical Research with Children* (which will be published by Taylor and Francis in 2016). This book explores a variety of qualitative and quantitative methods that are used in research with children.

Jane Murray is Senior Lecturer in Education at the University of Northampton. Before this, she spent twenty years as an early years and primary school teacher in the UK. Jane is a qualitative researcher whose work focuses on broad issues concerning education, early childhood education and social justice. She has a particular interest in qualitative pluralistic methodology which she employed for the *Young Children As Researchers (YCAR)* project, a study focused on conceptualising ways in which young children aged 4-8 years are researchers and may be considered researchers. Jane's publication portfolio includes both academic and practitioner writing. She is currently working on a book entitled, *Young Children are Researchers: Building Knowledge in Early Childhood*, which will be published by Routledge in 2016.

Workshop 13 – Doing Narrative Analysis

This workshop will introduce participants to narrative analysis. It will detail what narrative analysis is, why it might be used, and how it may be done. First, the workshop will outline the theoretical assumptions that inform a narrative analysis. It will present what a narrative analysis is and the variety of narrative analyses available through two standpoints: storyteller and story analyst. As part of making informed analytical choices, attention is then turned to why a narrative analysis might be selected. The strengths and weaknesses of a narrative analysis are highlighted. Some differences between a narrative analysis and other qualitative analyses are also noted. Having focused on the ‘What?’ and ‘Why?’ questions, the workshop will offer practical advice on how to *do* a narrative analysis. Throughout, narrative analysis will be articulated as a craft that approaches making sense of stories as a method of questioning rather than as a prescribed set of steps to follow. Participants should expect a workshop that presents narrative analysis as complex process that cannot be packaged into a prescribed and neat procedure.

Workshop Facilitator: Brett Smith is a Professor at the University of Birmingham. His research has been published widely in leading journals, such as *Social Science and Medicine*, *Health Psychology*, *Sociology of Health and Illness*, and *Qualitative Research*. It has also been communicated in numerous invited keynotes, workshops and the media as well as to policy makers, the Houses of Parliament, all-party parliamentary groups, clinical reference groups, the Royal Society of Medicine, sport organisations, disability user groups, and health professionals around the world. Brett serves on the Disability Rights UK ‘Get Yourself Active’ national steering group. He is Associate Editor of both *Psychology of Sport and Exercise* and *Sport, Exercise and Performance Psychology*. He also actively serves on seven editorial boards. Brett is co-author (with Andrew Sparkes) of *Qualitative Research in Sport, Exercise and Health: From Process to Product* (2014), co-editor (with Michael Giardina) of the Routledge book series on *Qualitative Research in Sport and Physical Activity*, and co-editor of the *Routledge International Handbook of Qualitative Methods in Sport and Exercise*. He is the founder and former Editor-in-Chief of the international journal *Qualitative Research in Sport, Exercise and Health*.

Workshop 14 – Doing Qualitative Metasynthesis

This workshop will introduce you to the systematic review and synthesis of qualitative research. We will first focus on methods for finding qualitative research studies and then methods for critical appraisal. Next, the synthesis approach will be described. The workshop will involve interactive exercises to give you a taste of what the method entails in practice. You will be asked to do some guided reading beforehand so that you can gain maximum benefit from the workshop. Previous participants have commented on how useful the workshop has been in helping them plan their own systematic reviews of qualitative research.

Workshop Facilitator: Rachel Shaw is a Health Psychologist at Aston University. Through my applied research in local health care services, I have become interested in the relationship between health practitioners and members of the public and the impact this relationship has on the management of health services and patients' quality of life. I use phenomenological methods in my empirical work and have been inspired by the notion of 'lifeworld-led care' which incorporates phenomenological theory into the understanding of health care and patient experience. I am committed to developing methods for synthesizing diverse evidence for the purpose of widening the evidence base on which good practice guidance is developed. I have done this through the promotion of meta-synthesis of qualitative evidence and by investigating methods for the appraisal and synthesis of primary studies using mixed designs or multiple methods.

Workshop 15 – Doing Discourse Analysis

This workshop is intended to provide an introduction to the diverse array of approaches often located under the label 'discourse analysis'. Participants will be taken through the history and concepts underlying discourse analysis as conducted within psychology and introduced to the various, and occasionally competing, underlying approaches, from Conversation Analysis (Sacks, 1992) and Discursive Psychology (Potter & Edwards, 1992), to Critical Discursive Psychology (Edley, 2001) and Foucauldian Discourse Analysis (Willig, 2008). Over the course of the workshop and through a range of practical activities, participants will move from the formulation of research questions appropriate to discourse analysis through the stages of the various forms of discourse analysis. Working with a variety of data, participants will develop their competence in examining texts in order to identify the discursive resources and interpretative repertoires that are drawn upon and the action orientations and rhetorical functions that these might serve, and the versions of reality and the self that they construct. Consideration will also be given to the concept of subject positions (Davies & Harré, 1990) and how these might shape subjectivity. By covering the array of approaches and through engagement with data, participants will be encouraged to find the form of discourse analysis and the level of explanation with which they feel most comfortable.

Workshop Facilitators: Chris Walton is a Lecturer in Social Psychology at Lancaster University. His research and publications have addressed a variety of topics, from masculinity and emotion to new genetic technologies to interactions involving people with intellectual disabilities. Consistent across these publications and his ongoing research interests is a commitment to the development of qualitative research methods, particularly the incorporation of non-verbal behaviour into Conversation Analysis.

Simon Goodman is a Research Fellow at Coventry University in the UK. His research uses discursive psychology to address a number of issues, including the discursive construction of

asylum seekers and refugees. His work focuses on what is and what is not considered to be racist, particularly with regard to asylum-seeking. His other interests include the British public's understanding of income inequality, the ways in which the political far right attempts to present its policies as acceptable, and non-racist, political discourse. He edits the British Psychological Society's *Qualitative Methods in Psychology Bulletin* and is the co-author of *The Language of Asylum: Refugees and Discourse* (Palgrave Macmillan, 2015).

Workshop 16 – Participative Film-Making as a Research Method

This workshop will show how participative film-making can be used as a strategic research method to elicit and disseminate knowledge in ethical and impactful ways. By involving research participants in the process of writing, producing and editing, participative film-making has the potential to capture the ways in which strategic concepts, discourses and practices emerge and evolve through the process of representation. The workshop will review different ways in which participative film-making can be integrated with visual, ethnographic and interview-based qualitative methods. It will also draw upon the facilitator's experience of directing experimental and participative ethnographic films, adopting different approaches to involve migrant sex workers in their self-representation.

Workshop Facilitator: Nicola Mai is a sociologist, an ethnographer and a film-maker working as Professor of Sociology and Migration Studies at Kingston University London. His academic writing and films focus on the experiences and representations of migrants working in the globalized sex industry in order to live their lives. Through experimental ethno-fictions and original research findings, Nicola Mai challenges the humanitarian politics of representation of the nexus between migration and sex work in terms of trafficking, while focusing on the ambivalent dynamics of exploitation and agency that are implicated.

Workshop 17 – Achieving and Measuring Social Impact

This workshop will focus on how researchers should engage with society and how such engagement can lead to more effective research and to wider dissemination of research. It will present the best ways to maximize the impact of research by including non-academic users within key moments of the research process, including the identification of research issues, project design and implementation, research material analysis and the dissemination of the findings. The facilitators will draw on their experiences of working on migrant-related projects and will discuss how they worked with non-governmental organisations and other civil society bodies to create outputs which had high impact.

Workshop Facilitators: Sonia McKay is Visiting Professor at the University of Greenwich and the University of the West of England. She has researched and published on documented and undocumented migrant workers and issues of employment law at an individual and

collective level. She was co-investigator (with Professor Alice Bloch) on a two-year ESRC project on 'Undocumented migrants, ethnic enclaves and networks' (see <http://archive.londonmet.ac.uk/metranet.londonmet.ac.uk/research-units/undocnet/>).

Recent books include *Living on the Margins: Undocumented Migrants in a Global City* (co-authored with Alice Bloch; Policy Press, 2016); *Workplace Equality in Europe: The Role of Trade Unions* (co-authored with Anna Paraskevopoulou; Routledge, 2016); and *Statutory Regulation and Employment Relations: The Impact of Statutory Trade Union Recognition* (co-authored with Sian Moore and Sarah Veale; Palgrave Macmillan, 2013).

Nicola Mai is a sociologist, an ethnographer and a film-maker working as Professor of Sociology and Migration Studies at Kingston University London. His academic writing and films focus on the experiences and representations of migrants working in the globalized sex industry in order to live their lives. Through experimental ethno-fictions and original research findings, Nicola Mai challenges the humanitarian politics of representation of the nexus between migration and sex work in terms of trafficking, while focusing on the ambivalent dynamics of exploitation and agency that are implicated.

Workshop 18 – Computer Assisted Qualitative Data Analysis: An Introductory OR Intermediate Workshop on N-Vivo (level to be decided on the basis of participant preferences)

Computer-assisted qualitative data analysis software has been available for some 25 years but has increased significantly in sophistication and uptake in recent years. This workshop provides either an introductory or intermediate-level workshop on N-Vivo, which is a very popular software package that has been designed for qualitative researchers working with rich text-based or multimedia information where deep levels of analysis on small or large volumes of data are required. Participants should state their preferred level when booking and a decision on the level of the workshop will be made one month before the Summer School starts on the basis of which level has been most frequently selected. Those who have booked will be informed about this and, if they do not wish to join the workshop at the chosen level, their booking will be refunded.

N-Vivo is used predominantly by academic, government, health and commercial researchers across a diverse range of fields, including social sciences such as anthropology, psychology, communication and sociology, as well as in fields such as forensics, tourism, criminology and marketing. N-Vivo is intended to help users organise and analyse non-numerical or unstructured data. The software allows users to classify, sort and arrange information and examine relationships in the data. The researcher can test theories, identify trends and cross-examine information in a multitude of ways. N-Vivo accommodates a wide range of research methods, including methods and approaches that are covered in other workshops

in the Summer School programme (particularly discourse analysis, grounded theory, and mixed methods research).

Workshop Facilitator: Sarah Hayes is a Lecturer in the Centre for Learning Innovation and Professional Practice (CLIPP) at Aston University, Programme Director for the Postgraduate Diploma and Masters in Education, and a Senior Fellow of the Higher Education Academy. Prior to joining CLIPP, Sarah taught Sociology, writing modules for undergraduates (such as 'Technology and social theory' and 'Tattoos, TV and trends: Understanding popular culture') and teaching research methods at all levels – including NVivo to staff and research students during the last seven years. Sarah's PhD thesis, *The Political Discourse and Material Practice of Technology Enhanced Learning (TEL)*, was a Marxist-based analysis of UK policy discourse for TEL in higher education during the last 15 years, through corpus-based Critical Discourse Analysis. It revealed a presupposition that technology alone has enhanced learning, where policy texts conceal the human labour involved. It recommended resistance to simplified claims politically, in the name of technology, by explicitly writing the actions of people back into policy to acknowledge the humans involved. Sarah's recent work is published through SAGE, Taylor & Francis, Springer, and Libri. She has also written a report on Massive Open Online Courses (MOOCs) and Quality, commissioned by the Quality Assurance Agency for Higher Education, and an entry on 'Digital learning, discourse and ideology' in Springer's *Encyclopaedia of Educational Philosophy and Theory*. Sarah is lead editor for a special Issue of *Knowledge Cultures* on 'Learning technologies and time in the age of global neoliberal capitalism'.

Workshop 19 – Doing Qualitative Evaluation Studies

The limited extent to which qualitative research has been utilised in evaluation studies is widely acknowledged. Recently, there has been a growing interest on qualitative research, especially for evaluation of health policy and health services delivery, as traditional approaches offer a limited understanding of the complexities involved in the development and implementation of policy and practice. In this workshop we reflect on our experience of using qualitative research methods to evaluate large scale policy innovations (programmes, services and interventions) and discuss the strengths and challenges of this type of research. Some of the strengths, such as working with and alongside multiple stakeholders, can also be a challenge because of varied perspectives and competing agenda's. Nevertheless, qualitative research can help to unpack some prior assumptions to inform policy development, as well as enabling triangulation to give rich additional insights to complement and explain quantitative analysis. We will draw examples from recent policy initiatives in relation to management of long-term health conditions, but the material will be relevant to other fields of policy and practice. This day workshop is suitable for participants with varied levels of experience in using qualitative approaches who want to strengthen their understanding of how to use a range of qualitative designs (including longitudinal

qualitative interviews, case studies, and ethnography/observation) as core evaluation methods for policy and applied services research. It aims to teach strategies of how to best use the qualitative enquiry for evaluative purposes, assess the quality of its evidence and disseminate findings to maximise its impact.

Workshop Facilitator: Theopisti (Theti) Chrysanthaki is a Lecturer in Integrated Care and 'eHealth' within the School of Health Sciences at the University of Surrey. She previously held positions at Imperial College London, Queen's University Belfast and the London School of Hygiene and Tropical Medicine. Her primary research interests lie in health and social psychology and she uses both qualitative and quantitative methodologies to explore complex policy issues in healthcare. Theti has a research interest in the evaluation of complex healthcare innovations and service delivery with a special interest in the relationship between policy, innovation and technology. In 2008, she worked on the programme evaluation of the biggest randomised controlled trial of remote care technology, the Whole System Demonstrator Programme. Collectively, this work forms the largest body of qualitative research on the organisational aspects of remote care technology implementation worldwide, including detailed ethnographic case studies and a large number of interviews with health and social care practitioners, managers, suppliers and policy makers. She has designed and led a number of courses on research methods on the Masters of Health Policy and International Health Management at Imperial College London where she is still a Visiting Fellow. She also worked on the largest service evaluation programme funded by the Department of Health investigating the effectiveness and cost-effectiveness of memory assessment services in England for people with dementia. She is currently teaching research and innovation in health modules and works on projects investigating the use of technology for people with long term health conditions, including dementia, and their carers.

Workshop 20 – Keys to Publication: Writing Qualitative Research

In order for research to have any chance of having an impact and making a difference in the world, it needs to be written up and disseminated to audiences whose thinking and practice might be shaped by it. However, writing up and disseminating research can be a daunting process because it puts us 'on the line' and it may also call for us to meet requirements that we may be unsure about. We may wonder about what expectations an academic journal or a research commissioning body holds about credible research and about how such research should be presented. These questions may be especially pertinent for researchers who have undertaken qualitative work but whose research socialisation was centred around quantitative work or who are aiming to present their work in contexts that might be equivocal about the value of qualitative research.

In this workshop, we shall examine and reflect upon the process of writing qualitative research. We shall focus particularly on building an analytic story in a paper, meeting quality criteria and responding to reviewers' comments. The workshop will involve a combination of short presentations, group discussions and group exercises. We want to emphasise that, although we have published many qualitative papers, this will not be a workshop in which participants are expected to gaze in awe upon 'enlightened experts'! We freely admit that we have encountered a host of challenges in writing up our own qualitative research and getting it published or getting it into a form in which it can speak clearly and effectively to a range of audiences. We will therefore work alongside participants and, based upon our collective experiences and struggles, will identify ways of overcoming barriers and moving to publication. The workshop will build upon and extend points raised by Nick Hopkins in his preceding keynote address on 'Publishing qualitative research: Some pitfalls and how to avoid them'.

Workshop Facilitators: Nick Hopkins is Head of Psychology at the University of Dundee where he is a Senior Lecturer in Social Psychology. His research interests lie in the area of group behaviour. In particular, he is interested in how our identities are based upon our group memberships. Sometimes this research employs surveys or laboratory experiments; sometimes it employs qualitative data. For example, using interview data and public documents (such as speeches), Nick has explored the construction of national and religious identities and how these constructions may be socially significant in organising group members' behaviour. Other research concerns group members' experiences of their group membership and the performance of identity. For example, using interviews, Nick has researched British Muslims' experiences of discrimination and misrecognition and has explored how these experiences impact on individuals' performance of their national, religious and gender identities. Nick is also co-editor of the *British Journal of Social Psychology*.

Adrian Coyle is Professor of Psychology at Kingston University, London. He is a Social Psychologist and his research and publications have addressed a range of topics, principally psychological issues in identity, religion/spirituality, loss and bereavement, and sexuality. Much of this work has been framed in terms of social psychological approaches, theories and concepts, particularly Identity Process Theory, discourse, and theories relevant to social inclusion and exclusion. The vast majority of his research is qualitative. He has contributed to the promotion of qualitative research in British psychology and is a keen advocate of its value in developing insightful and useful answers to research questions. He was co-editor of the award-winning book, *Lesbian & Gay Psychology: New Perspectives* (with Celia Kitzinger: BPS Blackwell, 2002), and *Analysing Qualitative Data in Psychology* (with Evanthia Lyons: SAGE, 2007, 2016).