Using videorecording to enhance interviewing skills

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Background

- No formal training on qualitative research interviewing (Roulston et al 2003)
- To gain effectiveness as researcher they often rely on literature (Denzin & Lincoln 2000, Kvale 1996)
- Or gain inspiration through graduate courses (Barone et al 2005, O’Keefe, Sawyer & Roberton 2004, Pfeiffer, Kosowicz, Holmboe & Wang 2005)
- And through triel and error (Sargeant, Mann & Ferrier 2005)
- Feel unprepared to deal with the expected challenges and complexities (Roulston et al 2003)
- A common adage is that practising... (Donalek, 2005, Miles & Huberman 1994).
- Different structures, organizations, or processes are efficient or beneficial in different situations (Albæk 1996).
Literature review

Review of two fields of studies:

- The teaching of interviewing in clinical settings, and
- Qualitative research interviewing

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Literature review: teaching of interviewing in clinical settings

- How students can be taught how to become skilled interviewers of patients (DiCicco-Bloom & Crabtree, 2006)
- Most common: simulation, or “learning by doing” (Wilhelm et al 2000), and videorecording.
- Simulation involves students interview peer in role-play, reflect on the transcript and/or receive feedback from an expert (Aspegren & Lønberg-Madsen, 2005).

- Major limitations
  - students might be reluctant (Hand, 2003; McEvoy, 2001).
  - Are simulations transferable? (Bragard et al 2006)
  - An expensive and time consuming strategy (Mounsey et al 2006).
Literature review: teaching of interviewing in clinical settings

- Multifacetedness of video analysis (Francis, 2004). ... when students reflected on their videorecorded interviews in groups, they reported increased confidence in their ability to reflect independently.

- Self-evaluation must be aligned with clear expectations about what novices should observe and how to make sense of what they see in the videotape (Rosengren et al. 2005).

- Novices were unable to recognize on a videorecord of their interview with a patient when they took too much control of the interview (Rosengren et al. 2005). .. novices’ reflexivity must be guided by a framework to assist them in recognizing these behaviors.

- Videorecording novices’ interviewing has been demonstrated to assist them in developing empathy ... and encourage interviewees to elaborate about their responses (Barone et al., 2005).
Literature review: qualitative research interviewing

- A set of well-defined skills and competencies that can be taught to novice researchers (Donalek, 2005).
- We know little about the efficacy of these techniques (Elliot et al. 2002).
- How novice researchers should reflect (Francis, 2004).
- Through reflection on their practice, novices participate consciously and creatively in their personal development as interviewers (Alvesson & Skoldberg, 2000; Freese, 1999).
- Be able to move beyond the technical aspects of interviewing (Clarke, 2006, Doane, 2003, McAlpine et al 2002).
**Literature review: qualitative research interviewing**

- “contextually bound and mutually created story—the interview” (Fontana and Frey 2005: 696).
- To learn about the techniques is one thing; to apply these is a separate task (Roulston and colleagues 2003).
- Permits the researcher to assume an outside view of the phenomenon under study (Paterson, Bottorff, & Hewatt, 2003).
- The video recorded data can be reviewed in slow motion, rapid speed, frame to frame, and as a microanalysis of behaviors, language, and interactions (Andersen & Adamsen, 2001).

No research extrapolated these benefits to the development of researchers as reflexive interviewers
In this paper, it is argued that...

1. Little has been written how to teach novice researchers about qualitative research interviewing (QRI).

2. A guided framework can develop a reflexive qualitative research interview practise.
Our contribution

- Based on our literature review we propose that novice researchers who videorecord their interviews can foster their development as interviewers.

- We contribute with a guided reflection framework derived from relevant research-based literature and our experiences as qualitative researchers.
A guided framework

Paralinguistic

Proxemics

Timing

Context
## A guided framework

<table>
<thead>
<tr>
<th>Term</th>
<th>Content i.e.</th>
</tr>
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<tbody>
<tr>
<td>Paralinguistic</td>
<td>Gestures, voice, positioning, speed</td>
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<td>The perception &amp; use of intimate space</td>
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<td>Pauses, distracted speaking</td>
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<td>Circumstances and conditions</td>
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## A guided framework

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<tr>
<td>Paralinguistic</td>
<td>Gestures, voice, positioning, speed</td>
<td>What facial gestures, … signal a response to questions/answers in the interview? How is the nature of that response?</td>
</tr>
<tr>
<td>Proxemics</td>
<td>The perception &amp; use of intimate space</td>
<td>Did …look away from the other at any point in the interview? If yes, what was happening in the context or the interview at the time?</td>
</tr>
<tr>
<td>Timing</td>
<td>Pauses, distracted speaking</td>
<td>When did the timing of questions indicate the interviewer’s uncertainty/lack of assurance about how to phrase a question?</td>
</tr>
<tr>
<td>Context</td>
<td>Circumstances and conditions</td>
<td>How could the context of the interview been more conducive to the interview process?</td>
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An illustration
## A guided framework

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<td><strong>Paralinguistic</strong></td>
<td>LU used the participants pauses to ask the next question on her list, she tended to go on with her agenda instead of stopping and listening to the information given.</td>
</tr>
<tr>
<td><strong>Proxemics</strong></td>
<td>The participant often took sip of her tea, as a way of signalling that she needed more time to her response</td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>LU looked down at her papers to ensure that she was covering the interview questions. It caused her not to recognize times when she should have prompted the participant to offer clarification or more detail to her responses. Memorizing the questions beforehand would reduce the reliance on written notes.</td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td>The video was recorded on two tapes by an external helper, this caused a bit of disturbance</td>
</tr>
</tbody>
</table>
Conclusions

- The framework we propose has not been tested empirically, and future research should assess its efficacy in fostering the development of novice researchers’ interviewing skills.

- Novices will have to learn the framework, but it is not yet clear what strategies for teaching the use of the framework are the best.

- In addition, there is a need for research that compares the contribution of the framework at different stages in the novice’s development as an interviewer (e.g., after the first interview, after the 30th interview).

- The outcomes of the use of videorecording as a means of applying the framework should be contrasted with those involving observation by an expert interviewer of an interview conducted by a novice.
Conclusions

- Learning QRI is a complex and often challenging endeavor,
- we suggest that the reflexive framework will assist novices in detecting errors and the need for changes in their QRI, and
- support their growth as interviewers in elements of the interview that are not immediately visible.
Thank you for your attention

Your questions or comments?*

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