

KVALITATIV FORSKNING I MEDICINSK UDDANNELSE

Hvad kan kvalitativ forskning?

Hvilke spørgsmål kan vi stille?

Hvordan udvælge deltagere og metoder?

Hvordan opnå kvalitet i kvalitative metoder?

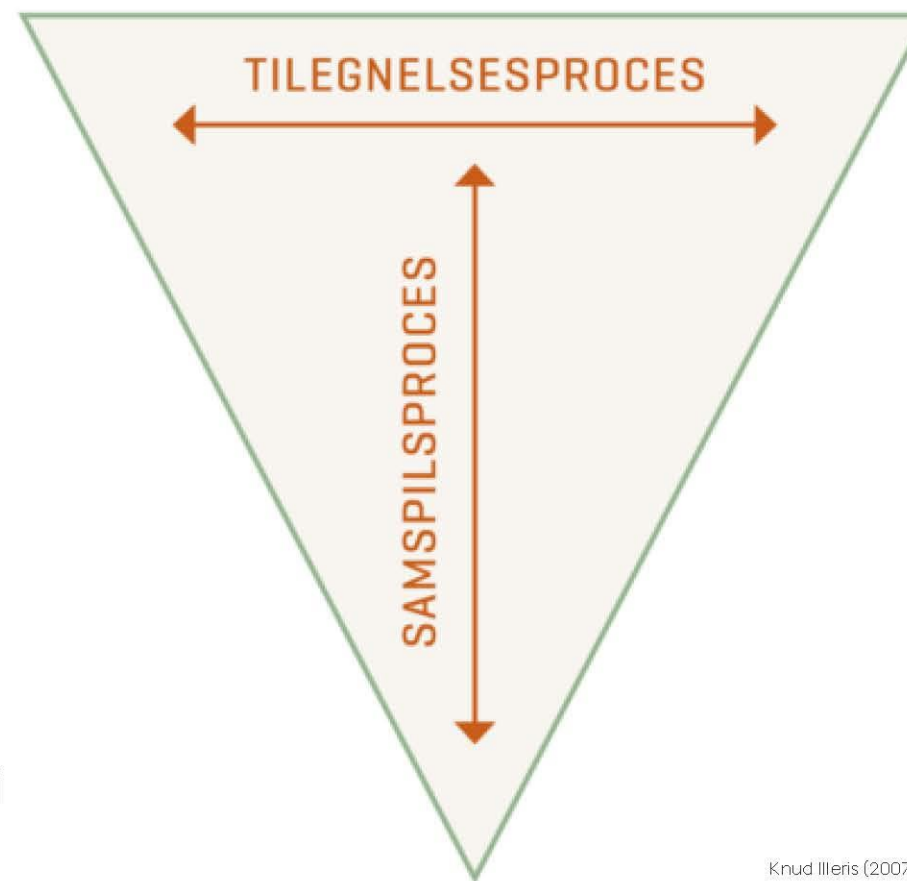
HVAD ER MEDICINSK UDDANNELSES- FORSKNING OPTAGET AF?

Læring
Undervisning
Udprøvning



Komplekse
(mellem)menneskelige
processer, som foregår i
specifikke kontekster

Indhold
viden
forståelse
færdigheder



Drivkraft
motivation
følelser
vilje

Samspil
handling
kommunikation
samarbejde

Knud Illeris (2007); *Læring*. Roskilde Universitetsforlag.

Illustration af Illeris's læringstrekant fra bogen *Tæt på pædagogik* af C.H. Schmidt (2020), Hans Reitzels Forlag.

KVALITATIV



Hvorfor?

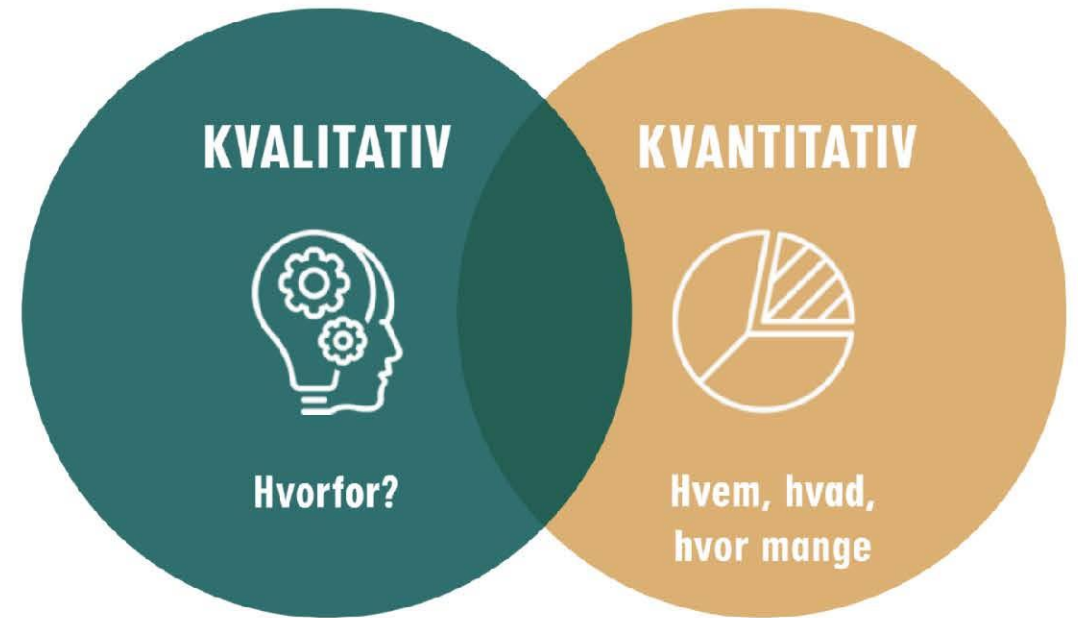
KVANTITATIV



**Hvem, hvad,
hvor mange**

HVAD KENDETEGNER KVALITATIVE FORSKNINGSMETODER?

Fokus på subjekter (mennesker)
Tekstmæssig data
Undersøgelser i naturlige omgivelser
Fortolkning og for-forståelse
Systematisk og fleksibel
Et lille udvalg (dybde fremfor bredde)
"Tykke" og "tætte" beskrivelser
Identificerer mønstre og temaer
Opbygger "teorier"
Tænker med teorier
Begrebsmæssig præcision og konsistens



KONKRETE VÆRKTØJER

Spørgemetoder: kvalitative interviews, fokusgruppeinterviews, audio diary, etc.

Observationsmetoder: aktiv og passiv deltagerobservation, feltstudier, videoobservation, etc.

Dokumentarmetoder: dagbøger, referater, strategiske dokumenter, skønlitteratur, etc.



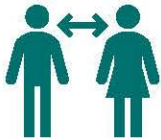
Metode er mere end værktøjer eller teknikker – det er et spørgsmål om at kunne vælge, gå bag om valgene og forstå konsekvenser af forskellige valg

(Launsø & Rieper, 2005, p.9)

KVALITATIVE FORSKNINGSMETODER KAN....



give os beskrivelser og analyser af karaktertræk, egenskaber eller kvaliteter ved de fænomener, som undersøges, og



gøre os i stand til at forstå menneskers erfaringer, oplevelser, værdier, handlinger og interaktioner (Malterud, 2001).

EKSEMPEL

“... While several reviews document the psychometric qualities of the Multiple Mini-Interview (MMI), we currently lack qualitative studies examining what we can learn from *MMI raters’ subjectivity*.

The present qualitative study, therefore, investigates rater subjectivity or taste in MMI selection interviews. Taste (Bourdieu, 1984) is a practical sense, which makes it possible at a pre-reflective level to apply ‘invisible’ or ‘tacit’ *categories of perception for distinguishing between good and bad*.

The study draws on data from *explorative* in-depth interviews with 12 *purposefully* selected MMI raters.”

Christensen, M.K., Lykkegaard, E., Lund, O. *et al.* Qualitative analysis of MMI raters' scorings of medical school candidates: A matter of taste?. *Adv in Health Sci Educ* 23, 289-310 (2018). <https://doi.org/10.1007/s10459-017-9794-x>





Gruppediskussion i 5 minutter:

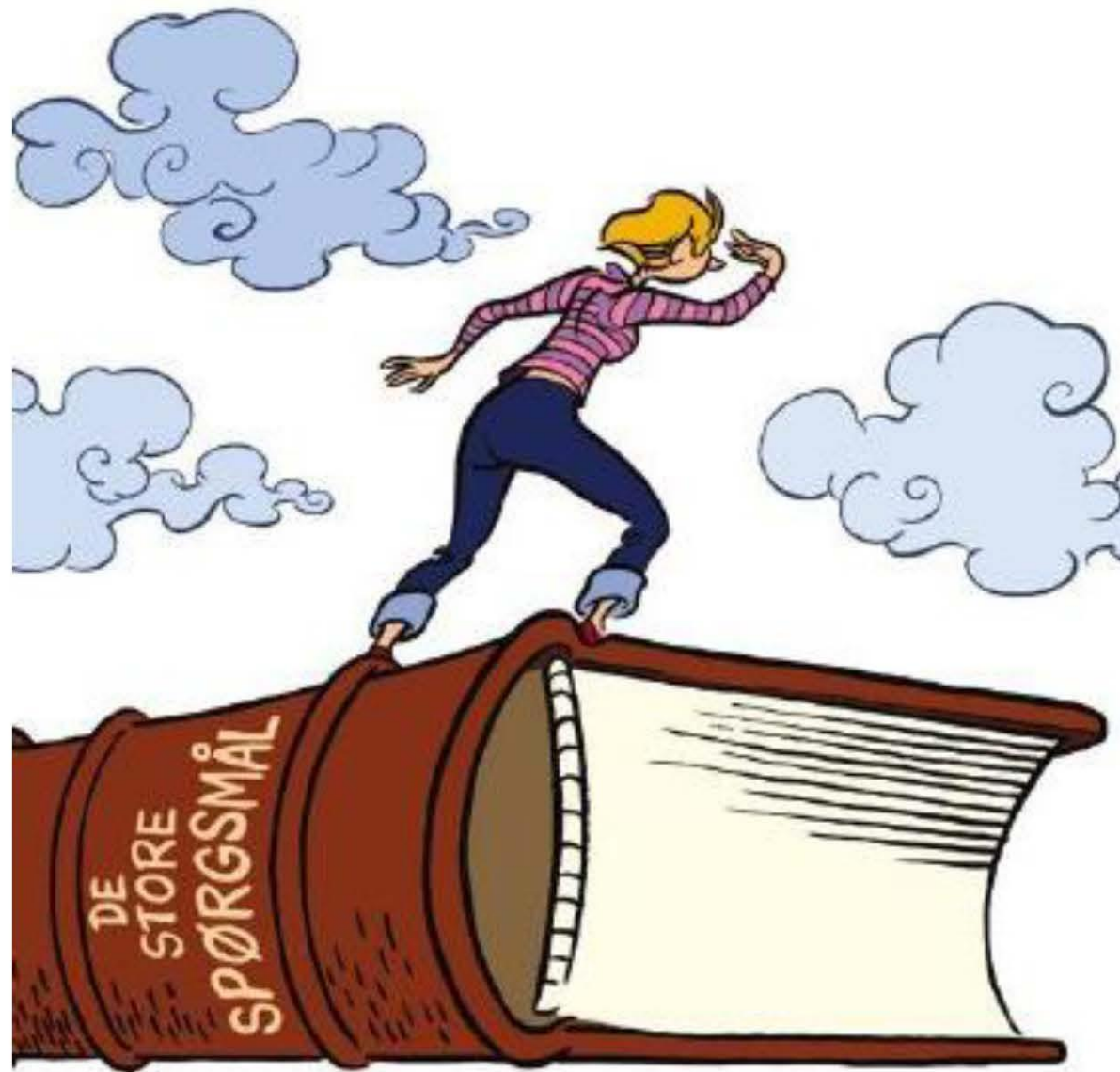
Hvilket spørgsmål om
medicinsk uddannelse kunne
du tænke dig at få svar på?

Hvad kan en kvalitativ
undersøgelse bidrage med?

HVILKE SPØRGSMÅL KAN MAN STILLE?

—

Kvalitativ forskning egne sig til
forskningsspørgsmål, som er handler om
HVORDAN og HVORFOR, og som involverer
teori.



TO ELEMENTER I OPBYGNINGEN AF FORSKNINGSSPØRGSMÅL



Litteraturgennemgang, der skal vise hvor der er et "gap"



Teoretisk begreb/forståelsesramme, der kan pege på en "hypotese" eller en sammenhæng

EKSEMPLER PÅ SPØRGSMÅL

- How are university students' and teachers' positionings established and re-established during participation in facilitated multi-source feedback? (Christensen et al. 2021)
- How do surgical trainees perceive the transfer of their training into clinical practice, and what characterizes the learning processes that take place when trainees engage in surgical training? (Sloth et al. 2023)
- How does the disruption of teaching contexts during Covid-19 affect teacher identity? (Christensen et al. 2022)
- How are aspiring surgical students 'stirred into practice' and learn to engage as surgeons? (Jensen et al. 2018)
- How are MD-PhDs positioned in the clinic, i.e., which competencies, rights, and duties are they attributed? (Andreassen & Christensen, 2018)
- How do practice architectures in clinical learning environments enable and constrain medical students' participation in student clinics? (Kjær et al. 2022)

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UDVÆLGELSE AF DELTAGERE OG METODER

Afgørende fase i kvalitativ forskning, fordi de **få** udvalgte deltagere skal udgøre et formålstjenligt udvalg, som undersøges med den mest formålstjenlige metode.



PROBLEM MED FÅ DELTAGERE?



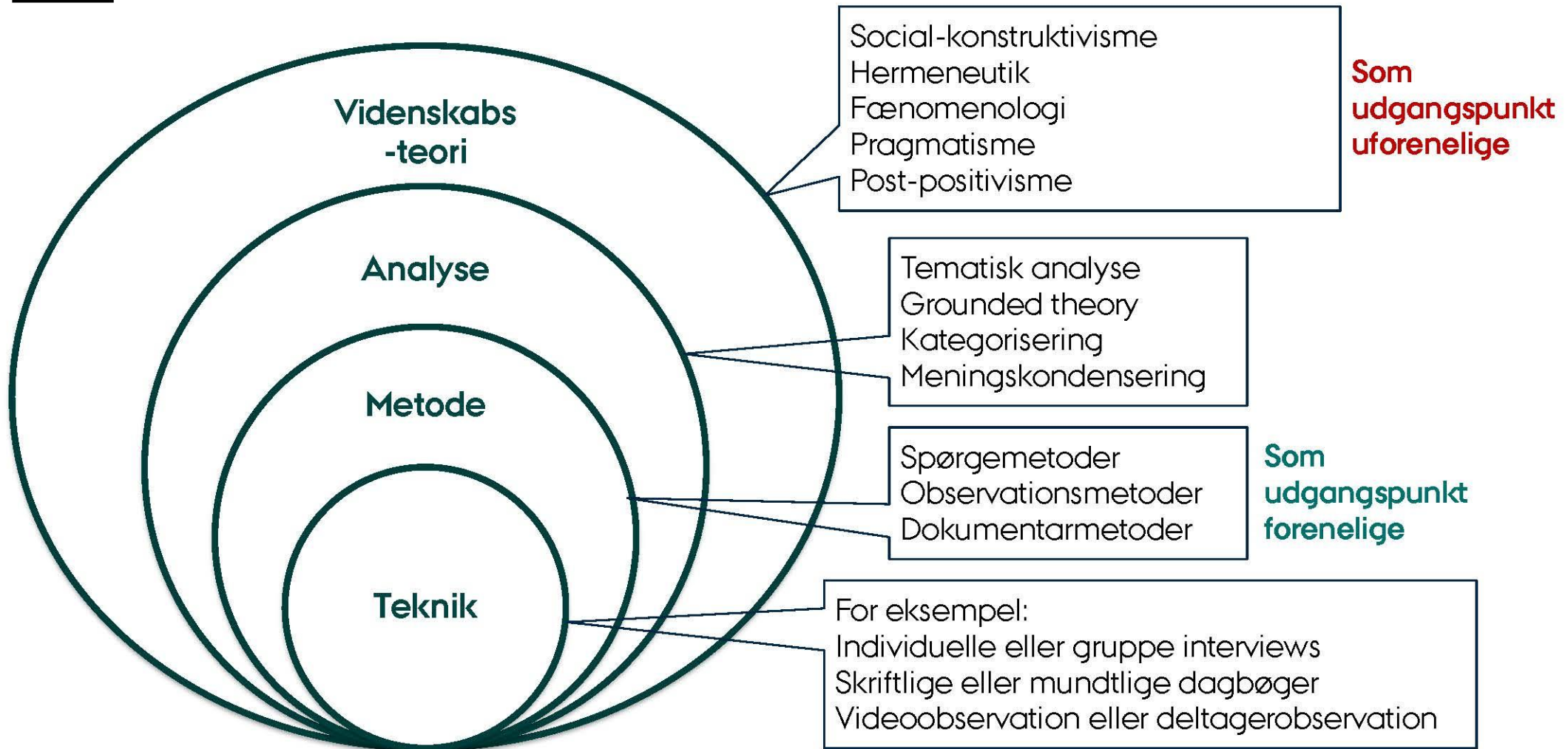
Man kan ofte generalisere på grundlag af en enkelt case, og casestudiet kan bidrage til den videnskabelige udvikling gennem generalisering som supplement eller alternativ til andre metoder... ”eksemplets magt” er undervurderet (Flyvbjerg 2010, 473)

Casestudiet er særligt velegnet til identificering af ”sorte svaner”, fordi casestudiet er designet til at gå i dybden: Det, der tilsyneladende er ”hvidt”, viser sig ofte ved nærmere eftersyn at være sort (Flyvbjerg 2010, 472)

”Det er falsifikation, og ikke verifikation” (Flyvbjerg 2010, 480), der karakteriserer erkendelsen.

Møller, J.E. (2015). *Metodefetichisme*. Aarhus Universitetsforlag (kapitel 1, p. 30).

TEKNIK, METODER OG METODOLOGIER.....



EKSEMPEL

The methodology is situated within the **interpretative paradigm**, which acknowledges that several different realities can co-exist and that no study can fully explain a phenomenon (Denzin & Lincoln, 2018).

We chose the **qualitative method ‘focused ethnography’** for this study because it allows for shorter, focused observations (Andreassen et al., 2020; Knoblauch, 2005).

The data consisted of **written field notes, recorded interviews, videos, and photos.**

Analysis comprised ethnographic analysis followed by application of the theory of practice architectures

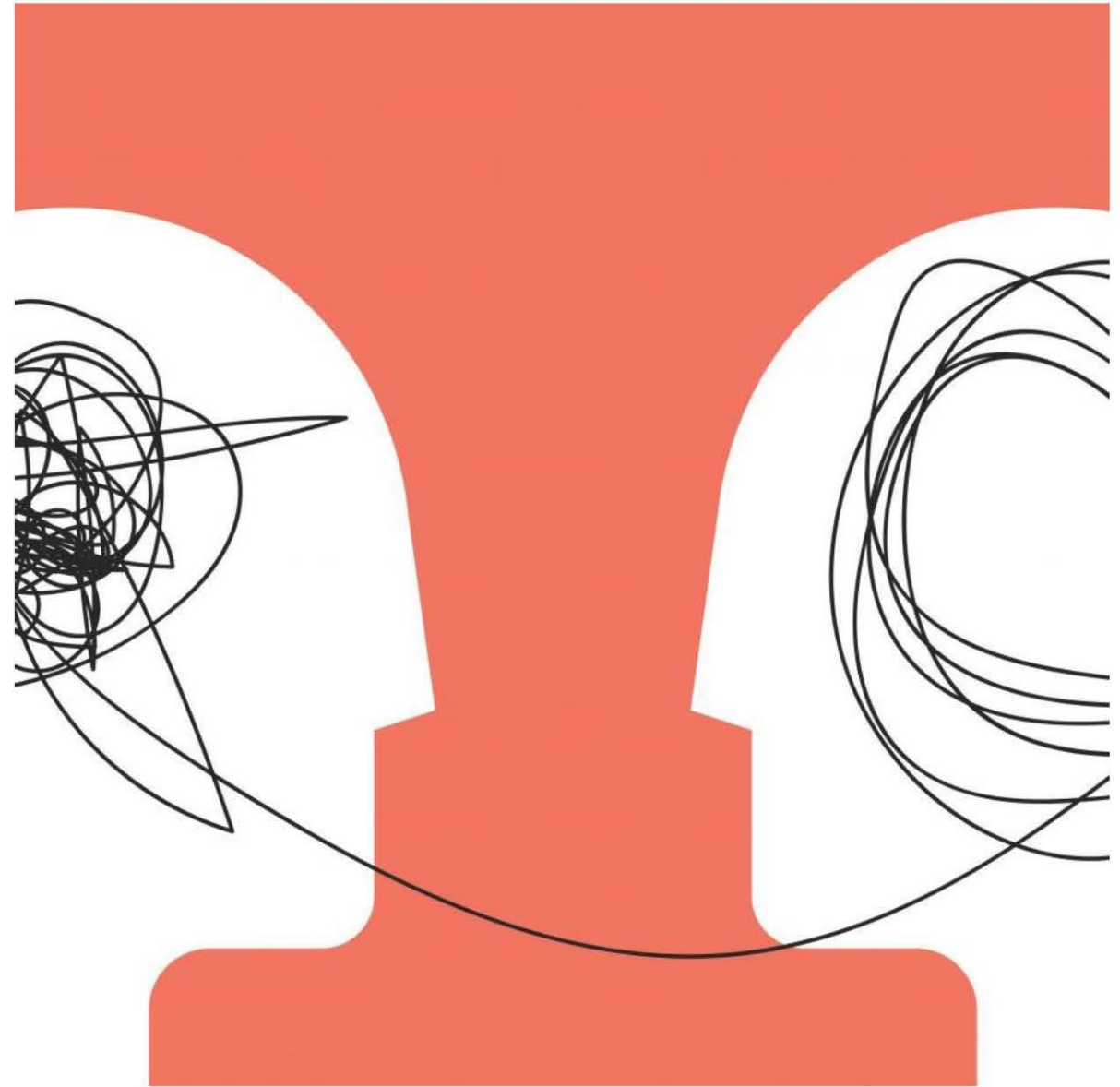
The ethnographic analysis resulted in **six themes...**



Kjær LB, Strand P, Christensen MK. 'Making room for student autonomy' - an ethnographic study of student participation in clinical work. *Adv Health Sci Educ Theory Pract.* 2022 Oct;27(4):1067-1094. doi: 10.1007/s10459-022-10131-9. Epub 2022 Jul 27. PMID: 35896868.

KVALITET I KVALITATIV FORSKNING

Som i al forskning er det afgørende, at forskeren gør sig umage med at vise sine overvejelser om valg og fravalg for at højne troværdighed og stringens.



MÅDER TIL AT OPNÅ KVALITET

Transparens

Videnskabsteoretisk ståsted

Valg af metode

Udvælgelse af kontekst og deltagere

Analysestrategi, inkl. anvendelse af teori

Ontologi:
Hvad består virkeligheden af?

Epistemologi:
Hvordan ved vi noget om virkeligheden?

Ravn (2020)
<https://ibravn.blogspot.com/2020/05/ontologi-og-epistemologi.html>

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Videnskabsteoretisk ståsted

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Udvælgelse af kontekst og deltagere

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Deltager- validering

Undervejs i datagenerering vha. dialog med deltagere, spørgeteknikker, triangulering, forskning **med** mennesker

Lad evt. deltagere læse transskriberinger og være medfortolkere

MÅDER TIL AT OPNÅ KVALITET

Transparens

Videnskabsteoretisk ståsted

Valg af metode

Udvælgelse af kontekst og deltagere

Analysestrategi, inkl. anvendelse af teori

Deltager- validering

Undervejs i datagenerering vha. forskning **med** mennesker

Lad evt. deltagere læse transskri

Personal, interpersonal, methodological, and contextual reflexivity is a set of **continuous, collaborative, and multifaceted practices** through which researchers self-consciously critique, appraise, and evaluate **how their subjectivity and context influence the research** processes. (Olmos-Vega et al., 2022)

Reflexivitet

Forskningsprocessen er påvirket af din forforståelse: vis hvordan!

En kvalitativ forsker sætter sig selv i spil og må derfor også sætte sig selv i parentes



Gruppediskussion i 5 minutter:

Hvilken form for kvalitative
forskning kunne du tænke dig
at lave?

Hvorfor?

Hvad ville det kræve af dig?

AM Last Page: Understanding Qualitative and Quantitative Research Paradigms in Academic Medicine

Laura Castillo-Page, PhD, senior director, Diversity Policy and Programs, Sue Bodilly, PhD, senior director, Research and Data Programs, and Sarah A. Bunton, PhD, research director, Organization and Management Studies, Association of American Medical Colleges

Qualitative research is becoming more prominent in academic medicine and health care fields, and an increasing number of publications using qualitative methods are featured in prominent journals¹⁻³; thus, recognizing the different available approaches can benefit researchers of all types. While a debate may wage between proponents of qualitative versus quantitative research, both sets of methods—and often a blend of the two—offer important insights into the problems the academic medicine community faces.⁴⁻⁶

Qualitative paradigm		Quantitative paradigm
How and why events or behaviors occur in complex settings where context is important to understanding. <i>Examples: How do a diverse student body and faculty affect teaching and learning? How does a resident make the transition to attending physician? What characterizes the phenomenon of a mentor-mentee relationship?</i>	Nature of the research question	How many, how often, what level, and what direction of relationships between defined variables in settings that can be decontextualized: <i>Examples: What is the relationship between student grades and graduation rates? What type and amount of monetary incentive or financial reward affects a medical student's specialty choice?</i>
Inductive by researchers (e.g., normative or transcribed text analyzed thematically for patterns)	Nature of data and analysis	Deductive by statistics (e.g., data and patterns analyzed through statistical means)
<ul style="list-style-type: none"> Case study: An in-depth study of a particular case, which can be descriptive, explanatory, or exploratory Ethnography: Research intended to provide descriptions of systems, processes, or phenomena within their specific context; stems from anthropology Grounded theory: A theory developed based on the examination of data (rather than applying a predetermined theory) Historiography: Research directed at the study of a past event, issue, or problem that uses information from the past Phenomenology: The study of individuals' perspectives on particular phenomena Action research: A reflective and team-based approach led by those involved in solving a particular problem Mixed methods: A combination of quantitative and qualitative approaches including triangulation design, embedded design, explanatory design, and exploratory design 	Types of designs	<ul style="list-style-type: none"> Experimental: The researcher manipulates all variables including the assignment to treatment and control groups in order to discern causality Quasi-experimental: Research using an experimental variable with groups not formed through random assignment or selection Surveys: Measurement procedures that involve asking questions of respondents Mixed methods: A combination of quantitative and qualitative approaches including triangulation design, embedded design, explanatory design, and exploratory design
Normative data from interviews, documents, focus groups, and/or observations	Data sources	Ordinal or cardinal data from surveys, financial reporting, census reports, test scores, demographics, and/or observations
<ul style="list-style-type: none"> Thematic analysis Content analysis Analysis of frequency 	Analytic techniques	<ul style="list-style-type: none"> Descriptive statistics Regression Regression discontinuity Hierarchical linear modeling
<ul style="list-style-type: none"> Internal validity (e.g., through triangulation, member checking, coding check) External validity (e.g., through representativeness check) Reliability (e.g., through chain of evidence and interrater reliability check) 	Assessment of rigor	<ul style="list-style-type: none"> Internal validity (e.g., through study design and procedures) External validity (e.g., through criterion measurement) Reliability (e.g., through test-retest, internal consistency)
<ul style="list-style-type: none"> Provides valid and dense information about real situations and contexts, including interactions of variables in context Allows an in-depth and comprehensive understanding of motives and social or behavioral processes Provides an understanding and description of people's personal experiences of phenomena 	Strengths	<ul style="list-style-type: none"> Delineates relationships among variables Provides generalizable research findings when the data are based on sufficiently sized random samples Provides generalizable results when research has been replicated in different populations/subpopulations Is useful for large populations
<ul style="list-style-type: none"> May produce findings that are not easily generalizable to other settings May be of limited scope due to the in-depth data-gathering approaches used May take more time to collect and analyze data May be more difficult to test theories with large participant pools 	Weaknesses	<ul style="list-style-type: none"> Narrow variables might not be valid Knowledge produced might be too general for direct application to specific contexts or individuals Phenomena may be missed if analysis focuses on hypothesis testing rather than hypothesis generation

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Hvis du har 10 minutter online:

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