Summer School on
Doing and Communicating Qualitative Research
School of Social and Behavioural Sciences,
Kingston University London
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Supported by the British Psychological Society’s Qualitative Methods in Psychology Section
Monday 17th July
‘As with qualitative research ...we keep the door ajar, but we publish very few of them’: A talk on qualitative methods and our place in the world
Dr Sarah Riley, Aberystwyth University, Wales

I start my talk with a quote from the *British Medical Journal*, which articulates one of the barriers qualitative researchers come up against. From this quote, I consider the historical place of qualitative methods in psychology and social sciences more broadly. In my first account, I describe a narrative of qualitative decline through progressive quantification, culminating in ‘big data’. I then offer evidence to challenge this narrative, highlighting a continuous influence of qualitative research in academic and commercial research. How then, can we be recognised? To address this question, I turn to social identity theory and consider minority group options. Can we assimilate and use quantitative criteria? Do we break away from the dominant group? Do we accept our second-class status? Can we go quantum and do both/and rather than either/or? And, given the exciting renaissance in qualitative methods that I will also talk about, how do we start setting the agenda?

Sarah Riley is 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. Her research is funded by Horizon 2020 (the EU Framework Programme for Research and Innovation), the Economic and Social Research Council, the British Academy, and charities. Her current work focuses on how people are making sense of themselves within the context of neoliberalism and postfeminism. She leads Aberystwyth’s Department of Psychology’s Critical Research in Psychology 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). She is a long-standing member of the Teaching Qualitative Methods Group (formally of the Higher Education Academy and now associated with the British Psychology Society’s Qualitative Methods in Psychology Section - QMiP); from July 2017 she is the QMiP Chair.
Wednesday 19th July
Qualitative discourse analysis and psychology: Extending the possibilities
Professor Dariusz Galasiński, University of Wolverhampton

My paper is an exploration of insights into lived experience offered by discourse analysis. My aim is twofold. First, I want to consider possibilities of discourse analytic insights into experiences which are normally labelled ‘psychological’ and as such are positioned outside the realm of discourse analysis. I want to position discourse analysis as a significant (potentially clinical) counterbalance to the traditional methods of psychological research and assessment. Second, I want to offer a few methodological remarks on how to achieve the most useful discourse analytic approach to ‘psychological experience’. I shall therefore argue for an ‘ecological’ discourse analysis in which data are ‘had’ rather than ‘collected’.

Dariusz Galasiński is Professor in Discourse and Cultural Studies at the University of Wolverhampton. He is a linguist working in areas traditionally occupied by psychology, and more recently, suicidology. His recent books include Men’s Discourses of Depression (Palgrave Macmillan, 2008) and Fathers, Fatherhood and Mental Illness: A Discourse Analysis of Rejection (Palgrave Macmillan, 2013). He has recently finished work on Discourses of Men’s Suicide Notes for Bloomsbury.

Thursday 20th July
Making a difference with qualitative research
Professor Celia Kitzinger, University of York

This talk will focus on how, throughout my 37-year academic career, I have drawn on both personal experience and political commitment as a basis for scholarly research using qualitative methodologies, with the aim of creating social change. I will focus especially on my most recent interview-based research (with my sister and colleague, Professor Jenny Kitzinger, Cardiff University) which aims to support families of patients in vegetative and minimally conscious states and to change policy and procedures concerning court applications to withdraw feeding tubes from these patients. I’ll address the ways in which we have worked collaboratively with families, clinicians, lawyers, allied health professionals and advocates; and the challenges of working with artists to ‘translate’ our research findings into paintings, music and ‘soundscape’, poetry, and a shadow puppet show. I’ll talk about our work with the legal profession (including our experience as the first academics ever to live-tweet from the Court of Protection) and the variety of ways in which we have engaged and addressed audiences of different stakeholders. The talk will describe my own experience of doing research designed from the outset to make a difference, and will consider the difference that the research has made. The – sometimes troublesome – intersection of campaigning zeal with the neo-liberal university climate will also be addressed, alongside the current notions of ‘impact’ and ‘impact capture’.
Celia Kitzinger is a Chartered Psychologist and Professor in the Department of Sociology at the University of York. She has published widely across her three key research areas: gender and sexuality; social interaction and conversation analysis; and end-of-life issues. She is Founding Co-Director of the Coma and Disorders of Consciousness Research Centre (cdoc.org.uk) and has co-produced (with Jenny Kitzinger) an online multi-media resource for families of people in vegetative and minimally conscious states. This resource was awarded first prize for Patient Information on Ethical Issues by the British Medical Association. CDoC’s work also won joint first prize from the Economic and Social Research Council for Outstanding Impact in Society. Celia’s work over the course of her career as a ‘passionate campaigner for social justice’ has recently been recognised with a Lifetime Achievement Award from the British Psychological Society (https://thepsychologist.bps.org.uk/volume-29/september/lifetime-achievement-tour-de-force)

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:

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. In addition, Mick is also a successful fiction writer. His debut novel, Arrowood, was published in 2017.

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 a widely-used approach to psychological qualitative research. It has an idiographic focus, which means that it aims to offer insights into how a given person in a given context makes sense of a given phenomenon. Usually the phenomena that IPA is used to examine are experiences of some personal significance, such as a major life event or the development of an important relationship. IPA has its theoretical origins in phenomenology and hermeneutics, and combines psychological, interpretative and idiographic components. This workshop will introduce participants to the principles and practicalities of an IPA stance. The workshop 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. The workshop will involve discussion and practical exercises to allow participants to engage in reflective and experiential learning. Some common dilemmas in IPA research will also be examined, and recommendations for addressing these will be offered. (Note that Workshop 7 is a repetition of Workshop 3.)

**Workshop Facilitator:** Michael Larkin is Reader in Psychology at Aston University in Birmingham. His research is concerned with the personal and relational context of coping with psychological distress. He has published extensively on phenomenology and on qualitative research in psychology, and particularly on IPA, most notably as co-author (with Jonathan Smith and Paul Flowers) of *Interpretative Phenomenological Analysis: Theory, Method and Research* (SAGE, 2009). Michael has collaborated on many health- and mental health-related studies where IPA was the analytic approach. He edits a webpage about IPA (http://ipacommunity.tumblr.com/) and hosts a twitter feed which occasionally deviates from complaining about politics and enlusing about cakes in order to share information about IPA (@ipanalysis). He has been involved in a range of health-related research projects, including projects funded by the National Institute for Health Research, the School for Social Care Research, Epilepsy Action, and an action research project on hospitalisation in early psychosis conducted in partnership with Coventry and Warwickshire Partnership Trust.
Workshop 4 – 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; 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 practical research skills and ethics in relation to researching with children.

Workshop Facilitators: Jess Prior is Senior Lecturer in Psychology at Kingston University London. 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 Practical Research with Children (Taylor and Francis, 2016). This book explores a variety of qualitative and quantitative methods that are used in research with children.

Lindsay O’Dell is Director of PostGraduate Studies in the Faculty of Wellbeing, Education and Language Studies at the Open University. She is a qualitative researcher who takes an applied, critical approach to developmental psychology. Her research projects focus on children, young people, and families who are in some way ‘different’ including child language brokers, children with autism, children with ADHD, and young carers. The projects have adopted a number of qualitative research techniques including one-to-one interviews and face-to-face and online discussion groups. She has published her research widely and is outgoing editor of the journal Children & Society.

Workshop 5 and Workshop 10 – Doing Thematic Analysis
This workshop provides a practical and accessible introduction to analysing qualitative data with thematic analysis, guiding participants through Braun and Clarke’s (2006) approach. (Note that Workshop 10 is a repetition of Workshop 5.) The workshop will consider different approaches to thematic analysis and its relationship to other analytic methods. We will then explore each phase in the analytic process starting with ‘familiarising ourselves with data’ and ‘generating initial codes’. Participants will use different types of coding in group and individual coding tasks and explore the assumptions and standpoints that we as researchers bring to the coding process. We will then focus on how we develop codes and initial themes into a coherent and convincing story that reflects our interpretation of the data. This will involve considering what makes analysis truly interpretative and what questions we should
be asking ourselves in the latter phases of analysis. Finally, participants will consider the kinds of research contexts where thematic analysis would be useful and we will explore issues around good practice.

The workshop assumes no previous knowledge or experience of thematic analysis and is suitable for people working in a range of settings who wish to develop skills in the analysis of qualitative data. It will be equally useful for postgraduate students and experienced researchers who are new to qualitative analysis. 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 focuses 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 6 – 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: Nick Caddick is a Postdoctoral Research Fellow in the Veterans and Families Institute at Anglia Ruskin University. His main research interests involve exploring the impact of military life and combat trauma on veterans and their families, and understanding how various approaches to mental health and social care can promote well-being in this population. Nick utilises narrative inquiry to understand how veterans’ and families’ stories shape their experiences of life post-trauma and following transition out of the armed forces. He has written and co-produced articles and book chapters on qualitative research and has taught narrative inquiry at post-graduate level and at international teaching seminars. Nick’s recent work – using narrative analysis – has been published in a number of leading journals including *Qualitative Health Research*, the *Journal of Health Psychology*, and *Sociology of Health and Illness*.

Workshop 7 – Doing Interpretative Phenomenological Analysis (IPA)
See the description for Workshop 3.

Workshop 8 – Computer Assisted Qualitative Data Analysis: An Introductory Workshop on N-Vivo
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 an introduction to N-Vivo. This 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. 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 Senior 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 Principal 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 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 was lead editor for a special issue of *Knowledge Cultures* on ‘Learning technologies and time in the age of global neoliberal capitalism’ and has recently co-edited a book entitled *Innovative Teaching and Learning in Higher Education* (Libri, 2017).

**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 Evanthisa Lyons: SAGE, 2007, 2016).

**Workshop 10 – Doing Thematic Analysis**
See the description for Workshop 5.

**Workshop 11 – Supervising Students’ Qualitative Research**
Qualitative research now forms an accepted part of the psychology curriculum at both undergraduate and postgraduate level. Yet the discipline’s dominant teaching discourse remains firmly rooted within a natural science paradigm. The continued marginality of qualitative research makes supervising qualitative projects a particular challenge. The field’s epistemological and methodological diversity can appear daunting and time-consuming to both students and supervisors. With the emphases on subjectivity, relationality, practice, and embodiment in qualitative research, supervising qualitative projects is as much about rapport, guidance and support as it is about academic knowledge and expertise. The ethics of research, considered alongside supervision, provides rich matter for discussion. Indeed, the marginal position of qualitative research also provides a unique vantage point from which to reflect on the discipline, our professional practice and our research and teaching. With a commitment to critical reflexivity and participation at its centre, this workshop will be collaborative and interactive. It will offer opportunities for individual reflection, group discussions and role plays. Participants are invited to bring their questions to the workshop and the voices of supervisors and students engaging in qualitative projects will inform a range of case studies to guide us along the sometimes vexing but always worthwhile journey of supervising students’ qualitative projects.

**Workshop Facilitators:** *Susanne Langer* is a Senior Lecturer in the Department of Psychology at Manchester Metropolitan University. A social anthropologist by training, she has worked on many innovative interdisciplinary qualitative and mixed-methods studies. Her research interests are in qualitative methods, chronic illness, welfare and well-being, suicide and self-harm. She teaches in the areas of disability, childhood, community psychology and qualitative methods at undergraduate and postgraduate level. Her approach to research and teaching is rooted in ethnographic and feminist traditions and their emphasis on agency, serendipity and reflexivity.

*Rebecca Lawthom* is Professor in Community Psychology in the Department of Psychology at Manchester Metropolitan University and leads the Social Change and Community Wellbeing research centre. Her work engages with narrative, participative and collaborative research
with those marginalised by the social system. Her research interests around disability, older adults, migration and community are enacted in partnership. She has supervised PhD students in work around therapy, feminism, masculinity, dance, and disability using creative and other forms of qualitative methods. Her approach to supervision is flexible and aligned to the belief we are all learners.

**Workshop 12 – 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 13 – The Whats, Whys and Hows of Qualitative Meta-synthesis: Building New Knowledge from Qualitative Research Literature

A meta-synthesis involves the systematic review and synthesis of qualitative research to reveal new knowledge concerning a specific research topic. This workshop will first explore what a meta-synthesis is and why a meta-synthesis might be conducted. It will detail the variety of methods available to synthesise qualitative research and critically explore the similarities and differences between them. The underlying assumptions of each method will be considered in line with the research question and purpose of the review. Strengths and weaknesses of these methods will be highlighted. Next, to understand how to conduct a meta-synthesis, the workshop will involve interactive tasks to provide a working example of what the method entails in practice. To enhance this understanding, critical reflections concerning the decisions made at each stage of the process of conducting a meta-synthesis will be discussed. Previous participants have commented on how useful the workshop has been in helping them plan their own systematic review and synthesis of qualitative research.

Workshop Facilitator: Toni Williams is a Senior Lecturer in Sport and Exercise Psychology at Leeds Beckett University. Her research broadly explores disability, health, physical activity and hope through various qualitative methodologies including meta-synthesis. Her work in this area has been published in leading international journals including Health Psychology Review, Disability and Rehabilitation and the International Journal of Qualitative Studies on Health and Well-being. It has also been communicated at various conferences, to healthcare practitioners and community-based physical activity and rehabilitation organisations. She has also published book chapters on the use of qualitative methods to conceptually advance the field of sport and exercise science. The most recent example is a chapter on ‘Synthesizing qualitative research: Meta-synthesis in sport and exercise’ in the Routledge Handbook of Qualitative Research in Sport and Exercise with health psychologist, Rachel Shaw.
Workshop 14 – Researching the Online Social World: The Potential (and Perils) of Analysing Online Social Media Data

This workshop is designed for participants who are planning to conduct research online, with a particular focus on online social media sites. Increasing use of online social media to spread information about health, politics and crises provides a rich source of data for psychologists to explore. Unfortunately, this data can sometimes be difficult to access, difficult to analyse and difficult to handle with appropriate ethical restraint. In this workshop, we will address some of these issues by considering how various platforms (such as Twitter, Facebook and Instagram) can be sources of data, how such data can be gathered (ethically), and how it can be analysed. One advantage of such data is that it often comes not only with text suitable for qualitative analysis but also with accompanying data about the person sharing the text, where they are from and how they describe themselves. This opens up new possibilities for enriching qualitative analysis and this workshop will explore these possibilities. Through presentations and group activities, participants will be guided through the process of collecting social media data relevant to their interests, analysing the data qualitatively and presenting the findings in an appropriate way. By the end of the workshop, participants will feel competent to generate appropriate research questions related to online social media data and analyse it in a way that yields helpful insight into social phenomena.

Workshop Facilitators: Andrew McNeill is a senior researcher in the PaCT (Psychology and Communication Technology) Lab at Northumbria University where he has conducted extensive research into online social media. Following the H1N1 (‘swine flu’) pandemic of 2009-10, he conducted research into how information and misinformation get disseminated through blogs and Twitter (INfluENCE). Following this, he has been working on a project (ACANTO) which is developing an online social network for older adults with a view to facilitating increased offline social contact. For his research, he draws on his experience of rhetorical and discursive psychology gained during his PhD research at Queen’s University Belfast, where he explored, in part, the way the media represent victims of the conflict in Northern Ireland.

Lisa Thomas is a senior researcher in PaCT (Psychology and Communication Technology) Lab at Northumbria University. Her research focuses on social media use, identity management online, technologies for ageing and reminiscence, and community psychology. She specialises in qualitative methods. She obtained a BA (Hons) Psychology from the University of Sheffield in 2004, and went on to complete an MSc in Environmental Psychology at the University of Surrey in 2006. She joined the PaCT research group at Northumbria University in 2008, working on her PhD which explored user perceptions of mobile location-based services (which she completed in 2011). She has since worked on a multidisciplinary research project, ‘IMPRINTS’, which asked about the influences on UK and US publics to engage and/or disengage with identity management practices, services and technologies of
Lisa is currently working on the ‘ReelLives’ project which is exploring new ways to represent people’s digital lives in filmic form. The project offers individuals the chance to reflect on their online identities and edit their digital selves in a number of different ways. Lisa has worked with social media data platforms including Facebook, Instagram and Pinterest.

**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 – 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.

Workshop Facilitators: Kate Gleeson is Research Director for the Practitioner Doctorate programme in Clinical Psychology at the University of Surrey. Kate’s research interests focus on identity, visual identity and appearance. Kate has published qualitative research using a range of methodologies including IPA, thematic analysis, Q-methodology, and ethnography in a range of topics including body image; the visual identity of men and girls; identity and diabetes, epidermolysis bullosa, autistic spectrum conditions, and strabismus; maternity bereavement care for still birth; dementia care; and the attitudes of staff working with people with learning disabilities. Kate’s most recent methodological book chapters address ‘Clothing and embodiment: Men managing body image and appearance’ (2012, in Miller-Spillman et al. – The Meanings of Dress); ‘Qualitative data collection: Asking the right questions?’ (2012, in Harper and Thompson – Qualitative research methods in mental health and psychotherapy: An introduction for students and practitioners); and ‘Polytextual thematic analysis for visual data: Pinning down the analytic’ (2010, in Reavey – Visual Psychologies: Using and Interpreting Images in Qualitative Research).

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). His most recent qualitative articles deal with ‘“A good method of quitting smoking” or “just an alternative to smoking”? Comparative evaluations of e-cigarette and traditional cigarette usage by dual users’ (with Tushna Vandrevala and others, *Health Psychology Open*, 2017) and ‘A case study of sense-of-presence experiences in bereavement and family meaning-making’ (with Edith Steffen, *Omega: Journal of Death and Dying*, 2017).