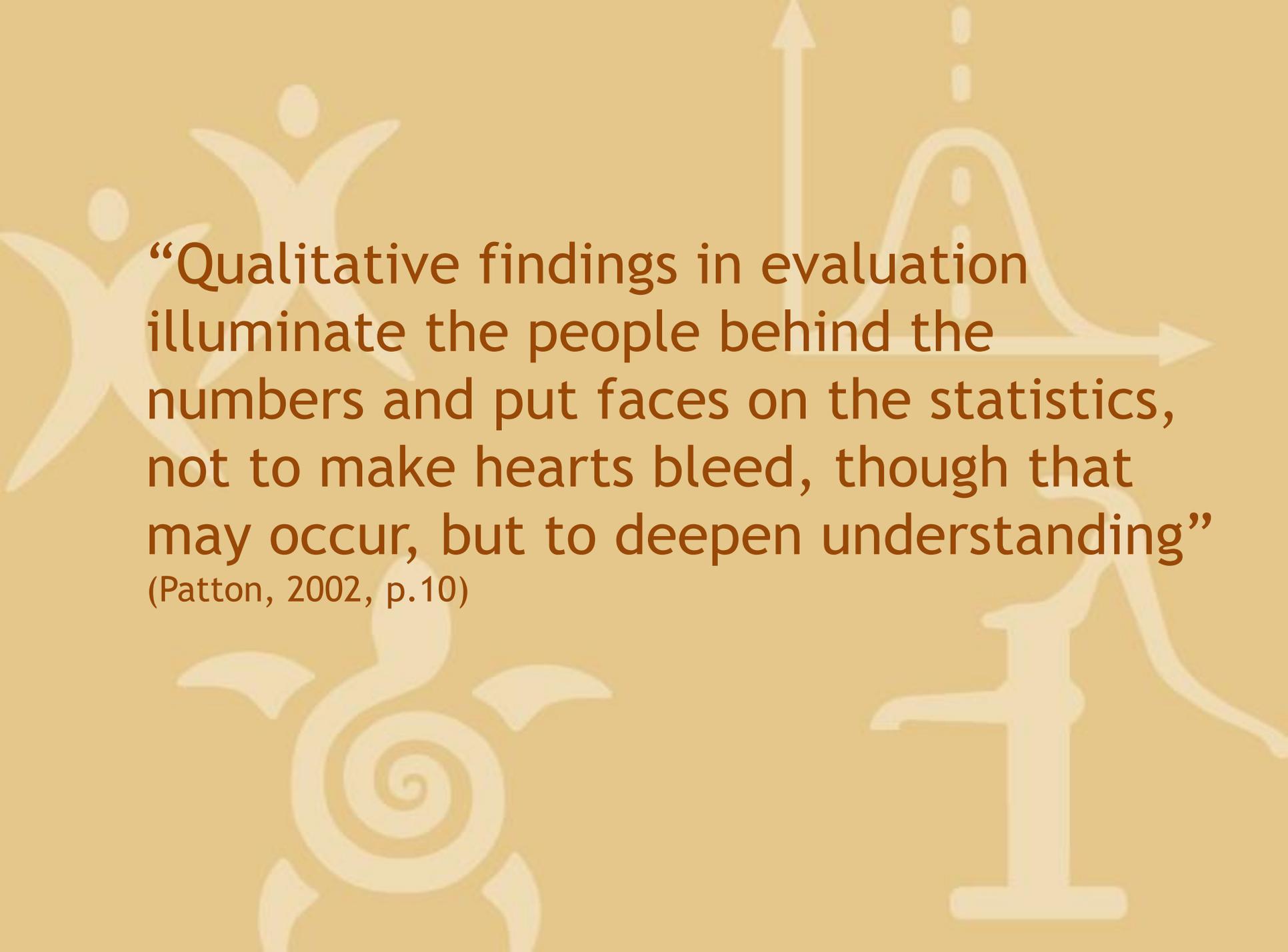


# Capturing the Voice of Your Community: Finding Value in Feedback



Inter Tribal Council of Arizona, Inc.  
Tribal Epidemiology Center

The background features several light-colored, stylized graphics on a warm orange-brown gradient. On the left, there are three human figures with arms raised. In the center, there is a bell curve with a vertical dashed line through its peak and a horizontal arrow pointing right. At the bottom, there is a spiral graphic on the left and a stylized human figure on the right.

“Qualitative findings in evaluation illuminate the people behind the numbers and put faces on the statistics, not to make hearts bleed, though that may occur, but to deepen understanding”  
(Patton, 2002, p.10)



# Module Objectives

By the end of the module, participants will:

- Define qualitative inquiry
- Describe how stories can enrich evaluations
- Summarize how to plan and execute story collection
- List the steps in story analysis
- Identify ways to share story data



# Module 1: Outline

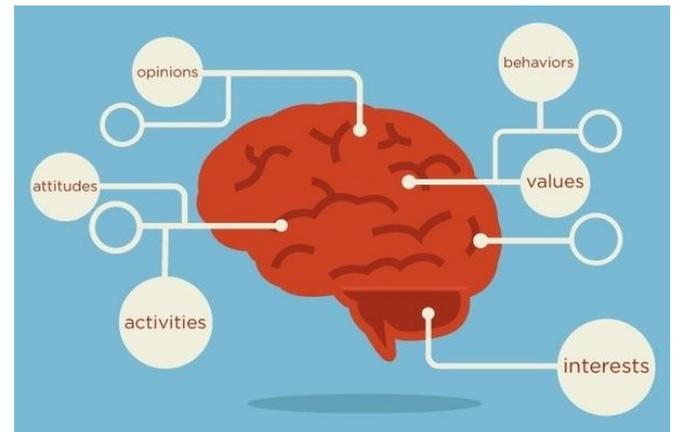
- Introduction to Qualitative Inquiry
- How Stories Can Enrich Evaluations
- Planning Story Collection
- Collecting Stories
- Analyzing Story Data
- Sharing Story Data



# Introduction to Qualitative Inquiry

# Qualitative Inquiry

- “Seeks to understand a problem or topic from the perspectives of the local population” (Mack et al, 2005)
  - Culturally specific information about the values, opinions, behaviors, and social contexts





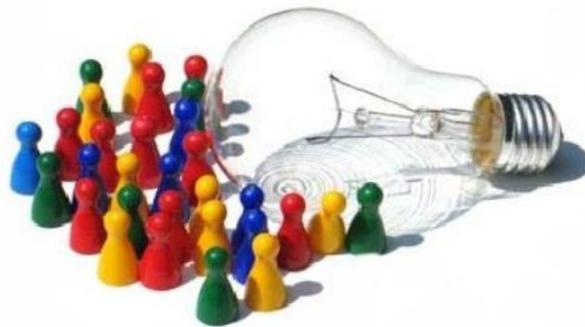
# Qualitative Inquiry

- Explores
  - Studies personal events in detail & depth
- Describes
  - Generates data through rich description
- Interprets
  - Strives for event understanding & meaning

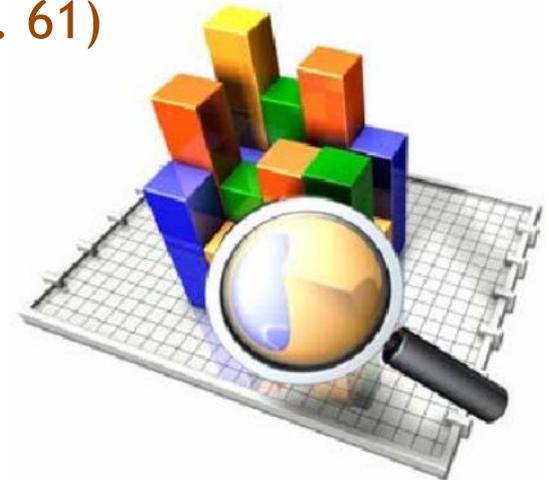
To understand the essence or nature of human experience and the meaning that people within complex social environments bring to their experience

# Quantitative vs. Qualitative

“It is not the topic of the research that makes it qualitative or quantitative—the distinction lies in the nature of the data and methods of analysis” (Remler, 2014, p. 61)



**QUALITATIVE**

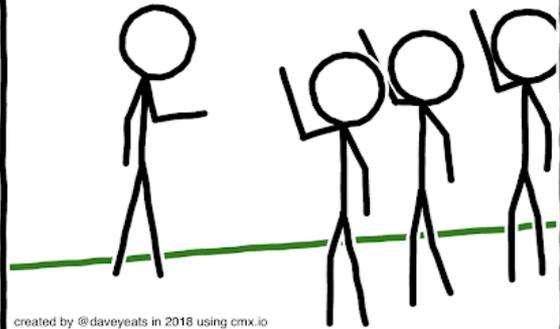


**QUANTITATIVE**

COUNTING THINGS

LET'S GET A SHOW OF HANDS...

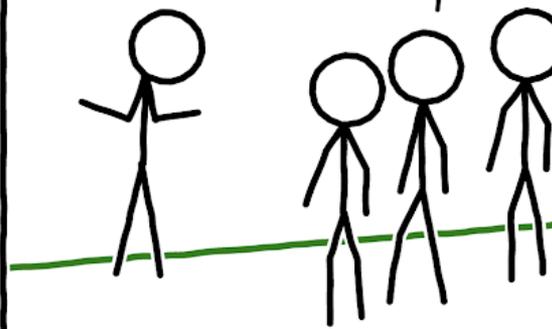
WHO HERE PREFERS  
QUANTITATIVE DATA  
OVER QUALITATIVE DATA?



1...2...3...

OK! LOOKS LIKE EVERYBODY!  
TELL ME, WHY DO  
YOU PREFER QUANT?

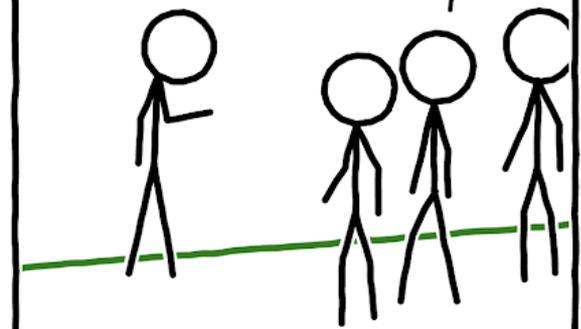
WELL, QUANT DATA IS  
THE ONLY WAY TO  
REALLY KNOW...



OH, SORRY...

I SHOULD HAVE MENTIONED,  
PLEASE ONLY USE NUMBERS  
IN YOUR RESPONSE.

\*PAUSE\*  
SEVEN?



created by @daveyeats in 2018 using cmx.io



# How Stories Can Enrich Evaluations

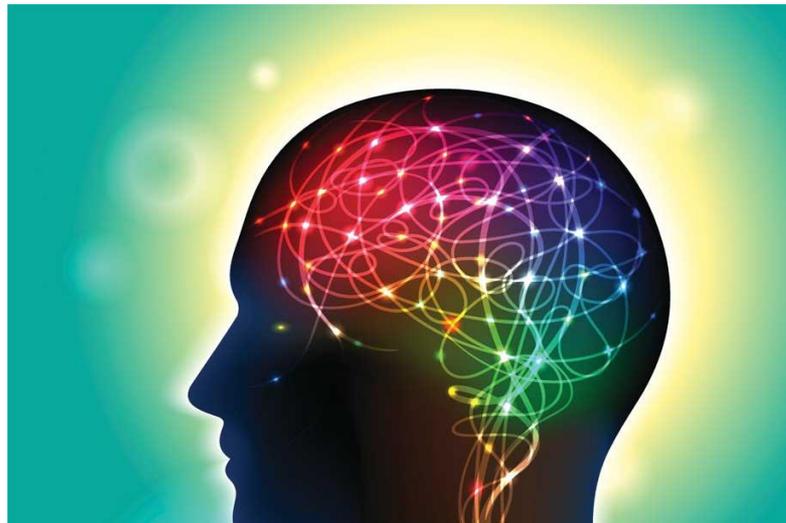


# Why Stories Resonate

- Social and personal significance of stories is evident throughout history and across cultures
- Used to:
  - Entertain
  - Teach
  - Pass on traditions and knowledge

# The human brain is hardwired for stories

- Activates both sides of the brain
  - Process words
  - Interpret the story
  - Store its meaning in memory



# Stories are a valuable data source

- Accessible
- Enlightening
- Versatile
- Empowering
- Effective





# Ways Stories Can be Used

- Illustrating numerical data
- Enhancing quantitative methods
- Identifying patterns and themes
- Offering insights into rare occurrences



# Planning Story Collection



# What are your objectives and research questions?

- Exploratory
- Descriptive
- Explanatory

## Stories can...

Answer research questions that ask how or why about and experience event or outcome

Provide in-depth information and understanding of individuals' thoughts, behaviors, and experiences

Provide data that are sometimes more compelling than quantitative data

Describe patterns, themes, and rare occurrences

## Stories cannot...

Answer research questions about how much, how many, or how often about an experience, event, or outcome

Provide information that is generalizable to other people or settings

Make quantitative assessments or predictions about outcomes

Assess measurable impact or change in outcomes



# Examples of Types of Stories

- Program's **structure and procedures**
- **Implementation processes**
  - e.g., Facilitators and barriers to implementation
- Program **success or lessons learned**
- Program and participant **outcomes**



## More Examples of Types of Stories

- Provide **contextual information** about the community and the history of your program
- **Topics or trends** that have been identified as program themes or patterns
- **Unusual or rare occurrences or outcomes**

Objective	Research Question	Story Type
<p><b>Exploratory:</b> Understand a concept or situation you know little about</p>	<ul style="list-style-type: none"> <li>• What are participants' experiences with your program</li> <li>• How do participants feel about your program?</li> </ul>	<ul style="list-style-type: none"> <li>• Stories about participants' outcomes</li> <li>• Stories about program successes and/or lessons learned</li> </ul>
<p><b>Descriptive:</b> Document and describe a concept in more detail</p>	<ul style="list-style-type: none"> <li>• What are the characteristics of the community you serve?</li> </ul>	<ul style="list-style-type: none"> <li>• Stories that can provide contextual information about the community and the history of your program</li> </ul>
<p><b>Explanatory:</b> Explain patterns and relationships</p>	<ul style="list-style-type: none"> <li>• How do certain factors (attitudes, beliefs, events, or policies) affect outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Stories on identified themes or patterns</li> <li>• Stories about implementation processes (e.g., facilitators and barriers to implementation)</li> </ul>



# Who is your audience?

- Prospective participant
- Community leader
- Grant manager

## Challenge

## Strategy

Collecting and using stories takes time.

- Plan carefully. Choose storytellers thoughtfully and organize editing tasks.

Stories can be dismissed as anecdotes.

- Be deliberate and systematic in your approach to collecting stories.
- Clearly describe in your report the process used for obtaining, handling, and verifying the stories you collect.

Obtaining stories requires skill.

- Develop guidelines and protocols for collecting stories, and review them with story collectors.

Stories do not often emerge in perfect form for sharing.

- Plan time for several rounds of editing and verifying stories.



# Collecting Stories





# Interview and Small Group Interview Methods

- Participant interviews
- Institutional memory/staff interviews
- Oral history/community interviews
- Story circles



# Methodological Considerations

- Individual vs. group interviews
- Type of questions
- How many stories?



# Ethical Concerns

“Because qualitative methods are highly personal and interpersonal....  
—qualitative inquiry may be more intrusive and involve greater reactivity than surveys, tests or other quantitative approaches” (Patton, 2002, p. 407)



# Ethical Concerns

- Who is the interviewer?
- Informed consent
  - Honoring the storyteller
- Audio recording or note-takers

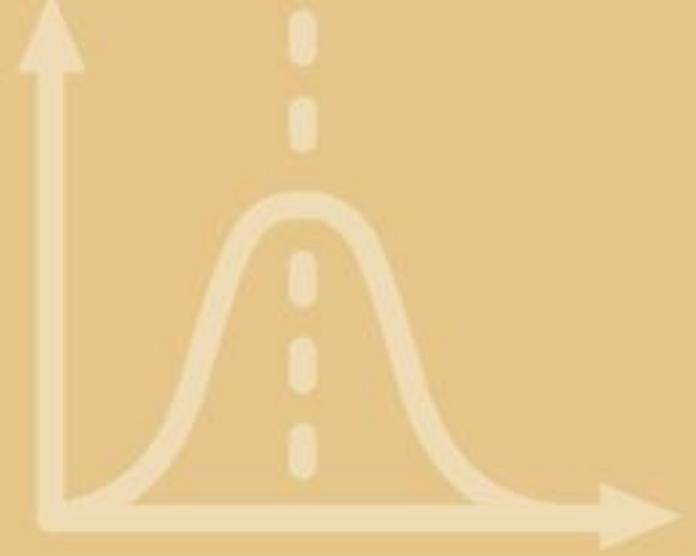


# Analyzing Story Data



# Steps

1. Transcription
2. Familiarize yourself with the data
3. Organize the data
4. Code the data
  - a. Deductive Coding
  - b. Inductive Coding
5. Identify themes, patterns, and relationships
6. Report



# Reporting Story Data



# Types of Qualitative Reporting Formats

- Vignette
  - Brief evocative description, account, or episode
- Case studies
- Web-based multimedia
- Alternative presentations



# Vignettes

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## Box 1. An example of a specific health state vignette

"A woman of about your age. Recently she was treated for breast cancer which involved surgery to remove her breast and underarm glands. She takes a daily tablet as continuing treatment. She now finds herself in physical health as good as before with the exception of occasional discomfort around her chest wall and stiffness in her shoulder as a result of the treatment. The nature of the surgery means that she must now take extra care with her appearance, especially with the clothes she can wear. Mentally, her state of health has also returned to its former level. She is not unduly anxious about her diagnosis of cancer."

*Example presented by Ritu Sadana at the WHO informal consultation in January 2000 (17).*

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# Web-based Multimedia and Alternative Presentations

- Web-based multimedia
  - Digital storytelling
  - Other visual and performance-based stories
- Alternative presentations
  - Examples: brochures, poetry, skits, photography, music, and song



# Conclusions

- Qualitative data definition
- Qualitative methodology
- Importance of using stories in program planning and improvement



# Acknowledgements

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Questions?



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Phone 602.258.4822

[TECinfo@itcaonline.com](mailto:TECinfo@itcaonline.com)