

QMMMR

Qualitative and Multi-Method Research

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Inside:

[Online Appendix for Eck and Lanigan](#)

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KEY TO REFERENCES (full citations at the end of the document)

A19: Arjona et al. (2019)
B99: Barry et al. (1999)
B17: Berry et al. (2017)
B18: Bouka (2018)
BH09: Borneman & Hammoudi (2009)
BH18: Boesten and Henry (2018)
BR: Breuer and Roth (2003)
H09: Henry et al (2009)
M19: Mwambari (2019)
EL24: Eck and Lanigan, this symposium
R17: Ricker (2017)
T18: Thomas (2018)
T19: Thaler (2019)
TG13: Tuck and Guishard (2013)
TG14: Tuck and Yang (2014)
SG20: Soedirgo and Glas (2020)

BEFORE:

The following questions can be posed in the early phases of the research conceptualization and design process.

Personal Reflection

In what way might my experience shape my participation in the project? (B99)
What experiences have I had with qualitative research? (B99)
What is my orientation to qualitative research? (B99)
What theories do I tend to favor while analyzing data? (B99)
What is my stake in the research? What do I hope to get out of it? (B99)
What are my fears? (B99)
What do I know about the topic? (BR03)
What do I consider un/important or uninteresting? (BR03)
What are my preconceptions that have arisen from my own life story, scientific literature, or other sources? (BR03)
What seems ab/normal, un/attractive, and im/moral to me? (BR03)
Where do I want to look and where not? Why? (BR03)
How open/closed and I am toward the dynamic of focusing and refining a topic? (BR03)
What does this attitude say about me, about the subculture I come from, and the participants? (BR03)
What do I appear to ignore? (BR03)
What assumptions am I making? How will I know if my assumptions played out in practice? (SG20)
Is my reflexive practice reinforcing what it is designed to prevent by presuming that commonalities or connections beget horizontal power relations? (B17)

The Participants

- What are the ascriptive characteristics of the participant? (EL24)
- What assumptions am I making based on these characteristics? (EL24)
- What power dynamics do I assume are at play as a result of these characteristics? (EL24)
- How do these characteristics, power dynamics, and the related assumptions influence the questions I plan to ask? (EL24)
- How did I come into contact with the participant? Were intermediaries involved? (EL24)
- If intermediaries were involved, what power dynamics do I assume are at play between the intermediary and the participant, and how might this affect our interaction? (EL24)
- What are the ascriptive characteristics of anyone else who is present at the interaction (e.g., a translator or research assistant)? What assumptions am I making based on their characteristics? How might the presence of the translator/RA affect the interaction? (EL24)

Interpersonal Interactions

- How might I be “read” by my participants and interlocutors? (SG20)
- Which factors are likely to influence our interactions before we meet? (SG20)
- Which factors are likely to influence our interactions after we meet? (SG20)
- Is there space for the research participants to engage in refusal safely and comfortably? (TG14)

The Context

- What geopolitical contexts shape disclosure and the field itself? (BH18)
- What are the geopolitical contexts that shape our research? (BH18)
- What are the social, racial, ethnic, and historical (e.g., colonialism) pieces of this context? (T18)
- What are the multiple politics at play within these spaces and processes? (H09)

The research process and design

- What is the research question? (BH18)
- What data is already available? (BH18)
- What will the research do for the subjects of the study? (BH18)
- What results do I expect to come out of this project? (B99)
- How much uncertainty along the trajectory to the knowledge claims can I (am I willing) to tolerate? (BR03)
- What types of accounts can be generated in the research process? (H09)
- What is our theory of change and is/how can it be useful to communities as opposed to academia? (TG13)
- In what ways does my research design perpetuate a damage-centred approach and how can this be avoided? (TG13)

DURING:

The following questions provide guidance on how researchers can engage in reflexive practice in order to position themselves during the process of human participant interaction.

Personal Reflection

What are my own feelings (insecurities, anxieties, embarrassments, sympathies, or antipathies)? (BR03)
How does “the emotional weight” from earlier interviews affect later ones? (T19)
What research lenses do I use? What modes of thought am I committed to (personal, political, epistemological, philosophical) and how can these shape my research interactions? (EL24)
What are the ultimate aims of my research? Is it academic publication? Knowledge production? Do I have plans to engage with the researched community about my results? How do these aims affect research interactions? (EL24)

Considering Participants

What were my prior assumptions about participant’s ascriptive identities? (EL24)
Have these assumptions changed after the interaction? (EL24)
Were the power dynamics as expected? (EL24)
Did any unexpected elements come forth that shifted the power dynamics in relation to the participant? (EL24)
How did I react to new assessments of positionality that arose during the interaction? What can I learn from this experience for the next interaction? (EL24)
What dimensions of participant identity did I miss in my initial assessment? How have I adjusted my interactions to account for these? (EL24)
Is there space for reflexivity and refusal by the participants and is it being utilized? (EL24)

Interpersonal Interactions

To what extent do I need or use my scientific authority (the scientific authority ascribed to me) to demarcate myself from my participants? (BR03)
Do I sufficiently acknowledge participants’ expertise and concerns? (BR03)
Do I (intend to) arrange interactions as decentering and growth opportunities for the participants? (BR03)
How is power diffused across complex relationships amongst peacekeepers, beneficiaries, and researchers? (H09)
And what accounts are demoted, silenced, or ignored? (H09)
What are the power dynamics inscribed on bodies representative of your own social locations? (T18)
In what ways am I reproducing those power dynamics? (T18)
How does that shape my interactions with others in the community? (T18)
How is that informing my decisions in the field? (T18)
Ask of the participants: Does my understanding of your response make sense to you? (EL24)
Were there silences and nonverbal communication during the interaction? What assumptions did I make as a consequence? What other interpretations could I have made? (EL24)
Did I feel uncomfortable during the interaction? At what times? What prompted this discomfort? How do I think the participant felt in these moments? How does discomfort affect my analytical process? (EL24)
What am I satisfied with about the research interaction? What am I dissatisfied with about the research interaction? (EL24)

Who set up the interaction? What are their identities, and what are the social power dynamics inform their relations with the participant? (EL24)

Ask of the participants: Is there anything I am missing? (EL24)

What information should I give participants about myself? Am I being disingenuous or deceptive in any way in my omissions? Am I oversharing? (EL24)

What am I omitting and why? Are there insights that a participant placed particular importance on that I am dismissing? Are there any systematic patterns to what I omit (e.g., from certain categories of people)? Should omissions be alluded to or communicated in any way to either the participants or the consumers of my research? (EL24)

What power dynamics are present in my interactions with research associates? Am I reproducing violent research structures through my interactions and collaborations? (EL24)

Have I given research associates the security, space, and tools to engage in reflexive practice throughout the research project? (M19)

Have research associates expressed their opinions, concerns, fears, and insecurities around the research process? If not, what does this say about the power dynamics of relationship I have built with my research associates? (EL24)

Have I adequately considered the safety and security of research associates, especially those that are raced and gendered? Have I actively involved research associates in discussions around safety and security? (M19)

Have I considered how these risks might change or shift depending on the context? Have I recalibrated risk assessments and safety and security measures accordingly as contexts shift? (EL24)

Do research associates feel comfortable voicing local knowledge and expertise that contradicts my research claims? Am I giving proper weight to this knowledge if research associates do feel comfortable voicing it? (EL24)

Do research participants and associates have proper agency and security engage in refusal? (TY14)

Have I considered what sort of identities are signaled by research associates and translators? What social status do they have in the community? How is this reflected in their language? (EL24)

How embedded are the research associates and translators in each community and how might this impact on participants comfort or concerns about repercussions? (EL24)

Are associates and participants incurring or paying debts via their participation? Are there bonds of reciprocity or patronage? (EL24)

The Context

Who shows me what? (BR03)

What is hidden? (BR03)

How do I enter the field, by which means, who are the gatekeepers, and in which function do I enter the field? (BR03)

How do I deal with rules, regulations, and commitments to the diverse contexts of field and research community? (BR03)

What kind of language or terminology should I use? What is the language of everyday life amongst these respondents? (EL24)

Who may know or not know about it? (BR03)

Which language games and discourse choices are used in the description? Do these choices depend on the personhood of the researcher, scientific standards, participants, and the communities of practice with which we interact? (BR03)

The Research Process and Design

What aspects of the research process do I record? What do I leave out? (BR03)

Which events and facets of the field are silenced? (BR03)

How did the answers to my questions change during the interactions I have had? (EL24)

Questions for Research Associates

What are my own feelings (insecurities, fears, anxieties, embarrassments, sympathies, or antipathies)? (BR03)

What risks am I incurring through this interaction? Has the lead researcher taken these risks into account? (M19)

Are participants incurring any risks because of their interactions with myself or others on the research team? (EL24)

Do I feel comfortable voicing my concerns and fears to the lead researcher? Are these taken seriously? (M19)

Am I incurring or paying any debts because of arranging this interaction? Are the participants? (EL24)

How does “the emotional weight” from earlier interviews affect later ones? (T19)

What are the ultimate aims of my participation in this research? (EL24)

What is my role in the community and what power dynamics are present between myself and the participants? Myself and the researcher? (EL24)

In what ways am I reproducing those power dynamics? (T18)

Do I feel comfortable engaging in refusal? Do research participants feel comfortable engaging in refusal? (TY14)

Do I sufficiently acknowledge participants’ expertise and concerns? (BR03)

And what accounts are demoted, silenced, or ignored? (H09)

How does that shape my interactions with others in the community? (T18)

How is that informing my decisions in the field? (T18)

Ask of the participants: Does my understanding of your response make sense to you? (EL24)

Were there silences and nonverbal communication during the interaction? What assumptions did I make as a consequence? What other interpretations could I have made? (EL24)

Did I feel uncomfortable during the interaction? At what times? What prompted this discomfort? How do I think the participant felt in these moments? How does discomfort affect my analytical process? (EL24)

What information should I give participants about myself? Am I being disingenuous or deceptive in any way in my omissions? Am I oversharing? (EL24)

What am I omitting and why? Are there insights that a participant placed particular importance on that I am dismissing? Are there any systematic patterns to what I omit (e.g. from certain categories of people)? Should omissions be alluded to or communicated in any way to either the participants or the lead researchers? (EL24)

AFTER:

The following questions are a starting point to help researchers interrogate their research processes and results after the human participant phase is completed.

Personal Reflection

Do I know when/ need to engage in refusal to publish findings? (TY14)

What do I deem (not) worth reporting? (BR03)

What do I understand and what seems obscure to me? What findings are congruent with my preconceptions or the emergent model of the object? (BR03)

Who do I want to reach and what do I want to achieve with my text? (BR03)

Does authority derive from my authorship? (BR03)

Considering Participants

How did the assumptions I made about the participants change over time? (EL24)

Did this influence my results? How did this influence shift over time? (EL24)

What did I learn from my interactions with participants throughout? (EL24)

Did participants feel comfortable enough to give any feedback or engage in reflexive consideration throughout? (EL24)

In what ways did I incorporate this feedback? (EL24)

Interpersonal Interactions

How do I structure the dialogue with participants and their feedback to my interpretations? (BR03)

The Context

What are the tradeoffs between transparency and safety in violent contexts? (A19)

What audiences do I address? How may I win over, impress, or alienate them? (BR03)

How are my texts received by different audiences and what is the impact of this? (BR03)

The Research Process and Design

How persistent am I in structuring the phenomena? (BR03)

To what extent do I trust my own structuring processes and products? (BR03)

To what extent do I bring to bear existing scientific concepts, constructs, and theories? (BR03)

Which perspectives do I depict in my text? (BR03)

How do I construct plausibility, coherence, and credibility? (BR03)

How do I anticipate my results would be received by the researched community? (EL24)

THROUGHOUT:

The following questions can be used to interrogate reflexive practices and frameworks themselves throughout the research process to encourage a more in-depth and rigorous reflexive approach.

Personal Reflection

Am I engaging in performances of neutrality that replicate colonial power structures? (B17)

Am I using shallow and personal reflexivity to avoid putting the academic structures and institutions that I benefit from under the microscope? (B18)

Is my reflexive practice grounded in self-consciousness or self-obsession? (EL24)

Have I used reflexivity as a crutch for legitimization or to mask my privilege? (EL24)

Interpersonal Interactions

Does my reflexive process have the potential to cause harm, especially to research associates, participants, and researched communities who are marginalized? (M19)

The Context

Will publishing information gathered via methods of reflexivity and positionality endanger myself or research associates? (BH09)

The Research Process and Design

Have I defaulted to or relied on rigid or binary categorizations in my reflexive practice? (BH09)

How do the answers to my questions change during the research process? (BR03)

QUANTITATIVE:

Though reflexivity and positionality are generally viewed as within the realm of qualitative research, scholars have suggested that a reflexive approach can be applied in large-N research as well.

Questions for Personal Reflection

How do you, as a researcher reenact and reinforce invasion as a structure, not an event through coding practices? (TY14)

Interpersonal Interactions

What knowledge is desirable, who profits, who loses or gives something away? (TY14)

How much are we participating in the big data process and at what point of the process do we as researchers have experience? (R17)

Who gets to know, who gets known throughout the process? (TY14)

The Context

How are institutional frameworks and research trends determining what stories are natural, wild, and thus claimable under the doctrine of discovery? (TY14)

When framing the research question consider: What does this research do for researched communities?

Is this data already available? What larger contexts shaped this research question? (R17)

Is the coding process domesticating sacred knowledge into scientific data? (TY14)

The Research Process and Design

What are we calling “claims”? (TY14)

What space is left in the coding process for you, and those at the core of your generated data, to engage in refusal? (TY14)

What is the rationale for the methodological choices made in this study? (R17)

What are the various positionalities present in the research team that have shaped the data throughout the process? How do these positionalities contribute to the framing and interpretation of the data? (R17)

Consider what is coded as the “neutral” or default categorization, and what assumptions might be behind this? (EL24)

What do these and other coding choices signal to the audience? (EL24)

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