

## Q-methodology Essentials

I wanna welcome you to our Q Methodology Essentials webinar.

My name is Stella Smith, and if you've been on several of the webinars, you might've seen me behind the scenes.

Normally I am, uh, the host and technical support for our amazing speakers.

Uh, but today I have the opportunity to share with you, uh oh, Austin.

Hi. I mean, I actually live in Austin as well.

Um, so I have the opportunity to share with you a little bit about Q Methodology.

And before we jump into it, I just wonder, um, what brought you to this webinar? I mean, what have you heard about Q or, um, what, what interests you with Q methodology? Anyone can unmute and share, or you can share it in the chat.

Hi, my name is Jane.

I am, uh, new to the doctoral program, so I really don't know much about it at all, and I'm just trying to get a headstart of understanding what I'm in for.

Yes. Yeah, so this is one of the options, and I think it's really interesting where it's placed in the, uh, the dissertation handbook.

So we're gonna talk a little bit about that.

Um, in that it's, it's considered, um, a mixed methods, or it's, it's listed under quantitative, but it's also considered a mixed method.

Um, but it, uh, captures opinion, which is sometimes really powerful depending on what your research questions are.

Thank you. What about someone else? What made you come to the session? Session? I'm also in the same boat as Jane.

Um, I'm only in my second class for, uh, research 7 0 9.

So I'm just trying to soak in as much information as possible.

Wonderful. Well, thank you for coming.

And Stella, this is Andy.

I, I was curious to see if there's a difference between Q and uh Delphi.

So I was curious about that.

Um, and I have yet to have a student who proposed using Q methodology, but I figure, uh, better to find out now.

Exactly. And it's so interesting that you asked that question.

I asked our Delphi e expert that same question, and it was like, oh my gosh, you said these things are the same.

I find a lot of similarities in them.

I think that people that are very much Delphi, like in staunch Delphi might say that they are different, but as we talk through it, um, we can, you know, you can see how you, what your impression is as we talk about it, but it's, it that is so hilarious.

'cause I remember it was like, it was a faux pa.

I was like, roll, let me roll back. Let me roll back.

'cause I apparently I, I missed something.

I, I don't understand.

So I am gonna go ahead and share my screen here.

People are still coming in, so forgive me if I'm a little scattered because I'm trying to run the backside as well as doing the presentation.

So if I stall for a moment, I'm either letting somebody in or a message has popped up that I'm trying to respond to as I'm, as I'm speaking to you.

The way that I'm thinking this presentation will go is I'll present about 40 minutes of information.

We're gonna be looking at the essentials of Q methods, so we're not gonna go into the technical part.

So I have to be honest, I am more a qualitative researcher, so I understand the qualitative part and the basics much better than the, the analysis for Q method.

It's very interesting.

There are lots of statistical packages that are designed specifically for q to do the analysis and crunch the numbers and the data and the significance and all of that, the correlation on the backend.

So we're not really gonna get into that in this particular webinar.

That would be another setting.

So hopefully you're not coming for the hardcore quant.

Part of this really gonna be talking about when do you use a queue, what is it for, um, what can you learn from it, what kind of research questions might you have when you're using a q? Talk through mo um, several of the steps, most of the steps other than the analysis and the interpretation, and see a couple of examples that are in the literature related to, uh, that, that are of Q methods.

And then depending on how much time we have at the end, I'm gonna throw up the, um, university of Phoenix, uh, dissertations and thesis, and we can look at some examples of Q methods of students, uh, of studies from students who use Q Method, um, for their dissertation.

Um, Stella, if I can interrupt for just one second, this is Andy again.

Sure. I think there was another link that was published, um, a Zoom link.

So I just posted a message on the chat there and said they need to go to Eventbrite to connect to this meeting.

So there may be a couple of people that are joining late.

Oh, that's fine. I'll let them in.

Thank you for managing that for me. Sure, sure.

I really appreciate that. Uh, so are there any questions about how we'll proceed today? Okay, put this up here.

Let please let me know if you can see my screen where it says Q methodology, um, essentials.

Are you able to see that? Yes, Yes, yes. Okay, fantastic. Fantastic.

Yes, I had to pull some things over so I could see folks, and I am very much a vocal person.

Um, so if you want to say something, please do.

We can have a conversation.

I'm much better conversationally than, um, sage on stage, and I don't ever purport to be sage on stage at all.

So, um, I love conversation and interaction.

So if you are wanting, uh, or have a question or have a comment or a thought, please feel free.

So we can have a kind of conversation about, um, Q method.

Okay, we kind of talked about this, what webinar expectations, what to expect, um, and that we won't focus on the data analysis, interpret and interpretation in this particular webinar.

And so I wanna make sure, for those of you that might not have the dissertation guide, you should have this already, I'm assuming even early in the program that we've already directed you to this.

But if you want to have, if you have your phones and you wanna hit this QR code, this will get you to the CDS uh, dissertation guide.

Um, the most up-to-date version of the guide is, I think it's February 13th, 2023.

Um, so as you're using the guide and as you're thinking about your method for your dissertation, um, ensure that you're using the most up-to-date version of the guide so that you're getting the most up-to-date guidance from dis uh, from University of Phoenix about the work that you're doing in your, um, in your dissertation.

So, um, you will get a copy of these slides and also the recording of this presentation.

Um, we'll have it up in the res the research methodology group team site.

And I will show you that at the end of the webinar.

If you are not a member, you feel free to join the, the site.

It's free. You just have to click the link and then I'll let you in and you'll have access to all of the recordings for the, for the webinars, uh, that have been conducted in 2024.

Okay. Our agenda, a focus on Q methodology, uh, design essential components.

We're gonna look at some examples, and then I wanna answer your questions either at the end or along the way.

So Dr. Stevenson is the predominant methodologist for Q.

So, um, in your dissertation, if you are thinking about or talking about Q, you should reference him as the father of Q.

Um, I know in some, um, when you're getting guidance related to your dissertation, was talking about like using recent citations, and that is absolutely true when you're looking at, you know, why something is a problem.

Um, but when you're in your methodology section and you're tying back to who are the, uh, the Seminole scholars related to your method, you should go back to who actually started that method or who is the person that created that method.

And for Q methodology, that is, um, Dr. Stevenson.

So what is q and I'm just gonna read this and then we can, um, talk a little bit about it.

So, Q methodology provides a foundation for the systematic study of subjectivity, a person's viewpoint, opinion, beliefs, attitudes, and the like.

So Q gives us an opportunity to cross the line from qualitative to quantitative by, by measuring, um, based on someone's perception or their opinion, how much they value one thing over another.

So it takes it into a quantitative realm, um, when you are looking at people's opinions.

So there's a, this is a synopsis of what happens throughout a Q method, um, research project.

And so we're gonna talk about the different pieces of this, but there's a focus on the subjective dimension of any issue towards which different points of view can be expressed.

So you want, so an example of that is viewpoints of the role of qualitative methods in psychology.

So you really wanna have, in you, when you're doing a Q methodology, you wanna represent all viewpoints on a subject.

That's what your goal is to develop a set of statements that represent all state, uh, all thoughts around a subject.

Then you get participants into your study and figure out how they would sort those so you can figure out which opinion is, um, based on your research, um, is more valued or less valued based on, um, how they sorted that information.

And so we'll get, dive deeper into it, but that is really what you're doing with a, with a Q sort.

So, or with a, with a Q methodology.

So you'll have a sample of participants, which is called a p set.

You'll have a set of items, which is a Q set, and then you'll have a Q sort, which is when your participants sort that q set into their, um, desired preference for what those statements say.

And again, we'll get into it in more detail.

I put the other part, the q analysis in the f set in in black, because we won't be covering that in this particular webinar.

Alright, so I'm gonna pass by this given the timeline we have.

But when you get the PowerPoint, this is a wonderful YouTube video that talks about Q methodology.

It's a really great learning tool to get an overview of what is what you do with q it was called quick Q.

So the first question I think you might ask, or one of the first questions you might ask is, when do you use a Q methodology? So you use it, um, to exploring qualitative subjective perspectives by using quantitative techniques.

So when you wanna figure out what opinions are and how divergent those opinions are, or which ones are more, um, distinct than others.

So examples might be when you have a wide range of perspectives, potential perspectives or viewpoints to be shared, um, when it would be beneficial to develop consensus around a topic.

Um, when the topic being investigated is not easily defined or understood, um, when there are multiple contrasting viewpoints around a topic, when viewpoints are not always readily articulated by stakeholders or participants.

And part of that is, um, connected to the, the fact that you force your participants to rank a certain set of items.

So even though they might not wanna tell you how they feel about something, once you have to start ranking something, then you demonstrate how you feel about it.

Why is this thing better than this thing better than this thing? You start to share what your actual perspective is on it when the topic does not normally accept or value qualitative research methods.

So that's interesting. I think qual is getting, has a better reputation now, but based on this information, they say that that's one of the reasons why you might use it.

And then when the researcher wishes to combine qualitative and quantitative methods.

So, um, some of the, some other examples might be some, uh, political research that you might do where you're really looking at topics that have very, um, disparate or, or, or people's feel very strongly about the topics that you are talking about.

Um, you want somebody to have an emotional reaction to the different statements that you're having so that they will be able to rank them in a way that truly represents how they feel about the topic.

So here, so Q sort is a mixed methodology when you're looking at a set of statements and you're working with people to rank those statements, that is qualitative, what the quantitative part comes in when you do the factor analysis of how these things have been sorted.

Um, so it's a useful compliment to a range of other objective evaluation measures.

So for example, Q Method can be used to examine teachers' perspectives on teaching as part of an evaluation of a school district.

So other evaluative measures could include test scores, attendance and completion.

Hi candy, what you got? So is it kind of a quantification of a qualitative methodology? Is that the way to think of it? That's the way that I like to think about it.

It's like you get these opinions, people do this q sort and we'll talk a little bit about what that process is, and then you take that Q sort, um, you assign values to whatever is on the Q sort, and then you do a factor analysis to figure out which ones have this, uh, correlations Are. So maybe you're gonna talk about this, so I apologize, but it, so are there standard instruments then that go along with Q methodology? So there are, um, there are suggestions, there are guidelines, and I'm gonna get into those guidelines and like examples.

Um, but they also give you a lot of autonomy in terms of how you develop, um, the statements, um, and, and move through the process.

But once you get to that kind of factor analysis that is standard and, and has been programmed into many programs to create that, but you have some autonomy as a researcher related to one, the participants that you're choosing, what statements are you sharing with people, um, and how you want your q sort to look.

And I'll talk a little bit about that in a minute. Okay.

That's a great question though. Any other questions? Okay. Okay. So key terms.

So as I'm talking through this, there's some key things that you need to understand.

So the concourse is the selection or the collection of viewpoints that provide a comprehensive summary of a given topic.

So if we were talking about, uh, politics, that was our topic and that was the purpose of our research, we would have a concourse that had a selection of topics or perspectives from people from all of the political parties and people that aren't in political parties.

So it is, uh, expected to, um, have, uh, include statements that are comprehensive over all the types of viewpoints that might be available, uh, that people might have.

This is the place where I think you spend a lot of time because depending on what your topic is, you're trying to develop, um, a group of statements that really encompasses and summarizes every viewpoint that you could think of related to this topic, right? The condition of instruction is basically your rules for doing the Q sort.

So once you give people the statements, you tell them, okay, I want you to sort it this way or that way.

Um, and they need to follow that as well.

How do you select your participants? Great question.

Uh, if you gimme just a couple of minutes, I will go, I will get to that one and we'll talk through how that, how that works and what the responsibilities are related to that.

Um, so the condition of instruction force distribution, we talked about this in the last slide.

So this is very critical to q so this is why you might wanna do a queue versus just sending out a survey and asking someone, what's your opinion, right? Because in a queue, you force them to give you, um, a ranking, a true ranking of, uh, as compared to each other of the statement that you put in there, right? So if you put a statement in one place, no other statement can go in that spot, right? But if you did a survey and you only had a Likert scale one to five, then you might have 10, 15 statements that everyone just put five on, right? So you don't get the characteristic of, okay, this one is more important or this one is more important, you know, they're all important.

Um, but it doesn't give you that, that distinction and that nuance where you could compare, uh, contrast and compare, like why one state, whether one statement is, uh, more evident in this population or in your participants than another one is, um, so your PS a is what you call your participants.

Your Q grid is the actual physical grid that people put the statements on when you ask them to sort them, whether it's online or whether, um, some people have these kind of Q methodology meetings, and then they've got an actual physical grid where they give you cards and you have to put them down.

Um, your q set is the set of statements that you use.

So once you get your concourse, you pull a set of, um, you pull a set of, uh, representative statements, which becomes the Q set.

And then your sort is the actual process of sorting the documents.

So those are some key methodologies that you have to understand when you're thinking about Q.

So these are the steps that we're gonna talk through here, and it's gonna get to your point about the participants.

Um, that's, um, the four step here.

So seven steps to designing a Q method.

There's a definition of the domain of the discourse on the particular issue.

So that's really creating the concourse development of your set of statements.

That's your q set selection of participants representing different perspectives.

The the participants do the q set, um, then you conduct the post q set, uh, Q sort interview.

So after your participants sort, you might come back and say, well, why did you have a qualitative interaction with them? Whether that be interview or focus group and say, why did you do this the way that you did that, um, in order to enhance the research.

And then there's analysis and interpretation. Alright? So the first step is really just understanding your particular issue and creating your concourse.

Now you can, uh, what is, which is where you're gonna pull your Q set from, right? Your, your, your representative statements.

So you can do this in two legs.

You can do this naturalistically by obtaining information from your participants, or you can have a already made one obtained from published information such as books, newspapers, journals, websites, and social media.

So if you were doing this for your dissertation, the way that you would start to create your concourse, um, and figure out which of those statements in your concourse is going to be your Q set is really your literature review.

Chapter two is gonna tell you every, most, everything about what your topic is, right? And so that would be the place to start to about what are some key statements about my topic that my people might, um, agree with or disagree with.

So, um, so if, if you're thinking about doing a queue in your dissertation work, that is where I would begin to think about your, um, to think about your, uh, creating your concourse and then pulling those indicative statements.

You can also talk to folks like talk to experts about the topic, to try to glean what different disparate opinions might be in the field related to your topic.

And, and, and, and I'm number two, the ready made.

You'll notice I did, I said chapter two, and I know the types of literature that you have to have in chapter two, you know, research-based literature, but you also find information to build your concourse from newspapers, journals, websites, social media, any place where you can find disparate opinions about your topic.

So you're not just only, um, focusing in on your, um, on your chapter two, but you're looking broadly to try to really encompass all of the possible, um, perspectives on your topic.

Alright, I think we talked this, so this is really interesting.

So as a researcher in Q method, you have a lot of responsibility, right? Because you are saying that I have done the work to create this q set that represents all the viewpoints about this topic.

And then I'm going to pick my participants, which I've forgotten about that question, pick my participants, and they are going to share their experiences.

And, and I say that these participants also represent a variety of different perspectives around this topic.

So, um, as you think about Q methodology, the researcher takes on a lot of responsibility in terms of ensuring the, uh, validity and trustworthiness of the work that they're doing.

Um, and again, one thing that's here on the slide that I'd like to just read is the Q set is of critical importance in allowing participants the ability to express their own personal viewpoint on a topic.

So making sure that you're not o omitting a a a viewpoint is really important.



Um, of course you could might be able to kind of bring it back in if you do the interviews afterwards.

Um, but really doing a thorough job in creating one, finding your core, your concourse, and then creating the representative statements, which are the, that q uh, set is important.

Okay, so as you're writing these statements, there is some guidance by weer, uh, Danielson and Tooler, um, that talk about what is a good, um, so a q set is equal to a Q sort statement.

So I know it might be confusing on here, but you use all this, the, the, the items that are in your Q set, that is what people sort when they do the Q sort.

So I don't wanna get it confused.

I did this presentation once and people were confused and I got confused, but no, that's, that is what, that's what it is.

So your statement must be salient.

So it's, uh, most important, uh, prominent, relevant, significant, it must be meaningful to people.

So you want people, again, to have a reaction to it, whether it's a strong reaction in the positive or in the negative to the statements.

Um, it needs to be understandable.

Um, it can be interpreted in different ways.

That's important to know.

Like if I'm getting something and you're getting something when I interpret it, I might think it's important you might not.

That is, um, that is telling as we think about your topic and how people are thinking about your topic, you want people to have an opinion about it.

So you do want them to have a physical, um, reaction to the topics that you're talking about, or at least an opinion.

And then you want both positive and negative, um, questions in order to make sure that there is a balance within your qsip.

So you can have, um, uh, statements that are on both sides of the coin related to your topic.

Um, so I, I think we kind of talked about like we cover all viewpoints.

So there are different, um, rules of thumb related to how many items should be in your Q sort.

So how many q set statements do you include in the Q sort? So there is, uh, there are lots of, uh, rules of thumb.

You know, there are lots of research researchers that have different opinions on this, but a standard is 40 to 80 statements.

Um, you wanna remember that someone is gonna have to sit there and sort these, right? And you wanna make sure that you don't lose people in the process.

So really making sure that you are covering all of the essential items associated with the topic, but not doing so much that people might not be motivated to be engaged.

And so, um, the research says that 40 to 80 statements is a good, uh, sweet spot for that.

Alright, so this is also interesting.

Q sets don't have to be words, they can be pictures.

Uh, they could be, uh, they don't have to be statements, they can be single words, they can be images.

Um, some people have used smells or tastes or objects.

So it really is just an opportunity to put together a group of things that is representative of whatever the topic is that you're talking about.

Most of the ones that I've seen have been words or phrases, but I think it's interesting to be able to understand, um, the different ways in which we could use the method.

Okay, so this was the question that was in the chat.

So how do you select participants for your Q story? So you want to make sure that your pset, which is your set of participants, has diverse viewpoints and characters.

So you want the most diverse set of folks that you could get to come and, and give you information about your topic to share how they sort it, to share how they think about it, what their opinions are about it.

Um, and so the researcher takes it on themselves to ensure that there are many diverse individuals within their PS a.

And so again, there's some guidance that suggests that there's no more than 40 participants that you would want to have in your study.

And then there's some that say one to three dozen, which is basically 12 to 36.

So between 12 and 40 is what you're looking at.

Um, because you have to manage this process and you need these people to be engaged in the sorting process.

You probably don't wanna have hundreds or thousands of people in your queue, uh, in your, um, pset.

But you do wanna make sure that you have a lot of different individuals that represent many different perspectives on your, uh, whatever topic it is that you're studying, um, so that you get a really robust set of responses, um, because you would hate to have someone come back and say, well, there was too much similarity between the individuals in your pset and so maybe your results aren't as valid as you think because you didn't have all of the different viewpoints in your, uh, in your pset.

So again, it's the researcher's responsibility to ensure that they include all of these viewpoints in.

So, um, if it was a political thing, your look might look at different people from political backgrounds.

You might look at, um, um, different, um, uh, genders, ages, different areas and regions.

You know, depending on how your research is bounded, you wanna make sure that you have done your best to ensure that anyone that might have a different, uh, perspective or disparate perspective is included in your pset.

So you can capture that in your analysis.

Can I ask you a question? Sure. Yeah.

Okay. Maybe I'm getting a little confused here, but, so you're picking people that have disparate viewpoints mm-hmm.

Asking them to rank 40 statements in some kind of order.

Mm-hmm. And then if, if they all have disparate viewpoints are, are you trying to find commonality between all the participants? So if, okay, so the presumption is, I guess, that even though they're a heterogeneous group, there, there's gonna be commonality of opinion mm-hmm.

On this topic In some way.

Because your p set should, or your, your, your q set should have all of the different viewpoints in there.

So, so when you do the analysis, then if you find something that's common, that's like a needle in a haystack, right? You've got all sorts of different statements, you've got all sorts of different people with different viewpoints, you do the analysis on there, and there's one statement that everyone agrees on, and you can get consensus related to that statement. I see. Okay. That's gold.

Gotcha. Yeah. Yeah.

I know it seems like, okay, well why are you doing this? But yes, that, that's why.

So in that earlier, um, slide where we talked about if you need to try to get consensus on a statement, this is how you would do it.

Take every statement about it, take every kind of viewpoint about it, have them sort it, and see if there's any place where there is some kind of commonality.

So if, if the results are too similar, I mean, then you'd suspect homogeneity, I guess, among the participants, right? If they all agree on everything or agree on a lot of it, then you'd wonder whether you really did have a diverse, uh, population. I guess It could be that, or as a society, we feel so strongly about this particular thing that it crosses, you know, it, it, it crosses all different viewpoints.

I see. So, so let's say you were investigating attitudes towards abortion.

Mm-hmm. And you had a population that represented Democrats and Republicans and old people and young people and everything else, and they all, and they found some commonality on the subject.

That would be a relevant finding.

It would be because it shows how strongly, uh, it seems like it appears based on that research that, um, that people galvanize around one opinion related to, to that topic.

And, and if you found that there were two distributions, let's say, is that a Q methodology as well, that there, the, So there's two fine, like two areas that come, Well, let's say you have this, uh,

heterogeneous, uh, population that resolves itself into two distri, you know, they sort everything in two different ways.

Say that that would be a reasonable finding then to say, so the findings can reflect not only on the, uh, agreement of the topic, but also what it says about the population that you've, uh, collected the data from.

Exactly. And so this is often used in, in political research, you know, where they're trying to figure out, okay, in terms of what platforms or what, what should our platform be? Let's figure that out by looking at all of these different individuals and, and look at all of these possible platform or possible topics that we could talk about where is there some commonality or consensus, and then we know we could carry that forward. So that's an example, Very interest Where you would find that.

Got it. Thank you. You are welcome.

Any other questions? Oh, it's 6 35.

I'm gonna move a little faster. Uh, so let's see here.

So let's say you've done your concourse, you've done all your research, you've created your Q set and you found your participants.

So you have your p set.

Now you need your participants, your p set to sort these items, right? And so there's three ways in which they do, we have to, or three steps to doing it.

So we have to create the grid, we do the condition of instruction, which we talked about a little bit at the beginning, and then we allow the participants to complete the, the, uh, the sort.

So there is a traditional way in which Q grids are generally done.

It's a quasi normal distribution.

I have a picture of that on the next slide.

And so that's d generally how they're done.

But the researcher can change the shape as they feel is appropriate to the statements that they have.

Um, and the researcher will also need to assign a score or a value to each column.

So lemme go to this next slide so you can see what I'm talking about.

So QQ sort example, A is the normal shape.

So you see it's a quasi normal distribution, so it's going from most relevant to least relevant.

And you'll notice that the numbers are assigned there.

So a positive three all the way to the negative three.

And it forces your participant to choose whether something is most rel relevant or least relevant.

They only have an opportunity to put one on each one of the ends, right? So they have to show an opinion about which one is either most, most, most relevant or least, least, least relevant.

And then they move forward towards the center about things that are, they may be more neutral about, which is that zero call it.

Sometimes you might wanna do a flattened distribution, and that is what Q sort example B is, where it's just a set of, of groups where you have, um, the positive three to negative three.

But, but participants, your pset have an opportunity to put the same number of, uh, of your, of your statements in each one of the categories.

So your condition of instruction is basically the instructions for the set.

So if you have, and I'm gonna go back here.

If you are gonna do the quasi normal distribution, then you would tell them, you know, you're gonna do this, you're gonna sort it from three to uh, or uh, three to negative three, you can only have one that's a three.

You can only have one that's a negative three, you can have two and, and et cetera, et cetera.

Or you would tell 'em, you can put three statements in each one of the categories, which is the Q sort example B.

So this is important because you wanna make sure that they know what they're doing when they are doing the sort so that you get the, um, uh, trustworthy results.

So even though that one said sometimes they say most relevant to least relevant, it can be agree, disagree, like dislike, most favorite, less least favorite, that kind of terminology.

So the force distribution piece is the result of your condition of instruction.

So when you tell 'em exactly how you want 'em to do it, then you force them to share which part of, uh, which one of the statements is more important than the other.

And so, as I mentioned, this is the reason why this is different than just having a 20 statement questionnaire where participants are asked to mark if they agree or disagree with each statement using a standard liker scale, uh, because all of the statements could be agreed with equally, and then you don't figure out what the consensus part is.

But if you force them to sort in a way that gives their opinion, then you know, they think more critically about those topics and you know more about their viewpoints.

Related to that, see if there's any questions.

I think I see a question. What are the restrictions on selectivity, uh, ex um, would you unmute and just explain that to me a little bit more? Do you mean in terms of the in instructions? When, uh, I'll come, I'll come back to that one.

If it's bet on the, in, in, um, instructions, it would just be making sure that they understand basically the shape of your grid so they know what can be in each spot.

Okay, so when they do the Q sort, um, you have different two phases.

So if you give someone 40 cards and you ask them to sort them in that queue, uh, format, that might be a little bit difficult because they haven't read all of the cards, they don't know what all the statements are, right? And so the first thing that you would do is ask them to look through all of your statements, have a pile for agree or relevant, have a pile for neutral, and have a pile for disagree.

That's the first pass that participants would have on the statements related to your topic.

Then you would go back and ask them to actually put it in the sort order so that they have an opportunity to react to all of the statements as they are doing that sort.

Um, because sometimes, uh, if you don't do that, then you're asking them to put them in the sort spots and they haven't read all of the, uh, statements.

So they don't know whether they agree with this one more than this one or that one more than that one.

They need to have an opportunity to read the whole set of statements.

Um, so, and then you ask them to rank, which I put on here.

And, and this isn't like, um, they're locked in, right? So they can, as long as they're in the queue, the sorting process, they can adjust and move as much as they'd like.

They only have to follow the structure of your Q grid.

So after they do that, you take that away from them and you're gonna take that over to the, to the place where they, we do the, uh, the quantitative part.

But you might add a step where you actually ask participants in interviews or focus groups why they chose to do what they do.

Uh, and so there are different ways in which you can do that.

The literature talks about a one to one type interview process that you could use, or you could do focus groups to just talk about why people specifically sorted something in a certain space to, to get more depth around their answers.

And this detailed information will be in the PowerPoint that you can see.

Um, some of the questions are why did you select this statement as most relevant, least relevant? Uh, why was this one more important than that one, et cetera.

And this is more about when you're conducting the focus groups, uh, and then recording that.

So any of you that are qualitative researchers know the importance of recording that and um, making sure that you are, um, uh, getting consent and all of that.

So that's what that this particular slide is talking about.

Uh, and so then you would move it into the data analysis.

As I mentioned, I'm not, um, gonna talk about this as much, but you would do a factor extraction.

So there are a lot of different data, uh, analysis software packages that can do this for you.

There are also some data analysis packages that are specifically for Q methodology that you can use in order to do this factor analysis.

And then once you do that, then you will be able to see which one of the, um, um, where you find consensus within the data that and, and the statements that you have.

So the interrelationship between the different items.

Okay, so that was a quick overview.

I don't want to be able to get into the examples.

And then, um, and then talking about, um, some other things that I have over here.

Does anyone have any questions so far? Okay, so this is an example of a article, um, that, uh, use Q methodology.

So it's mathematics teacher's Perceptions of practice, a Q method study.

And so this is the, um, abstract.

So the reason why they use Q method in this one is Q methodology was used to investigate the divergent perceptions of mathematics teachers teaching practice teaching practices.

So we talked about, um, uh, Dr.

Baron and I were talking about, you know, you can find that needle in a haystack consensus, but you can also find that everything is different in this particular topic.

And this one was looking for the divergent perceptions using a Q methodology.

Um, so they had 38, um, perceptions from 38 elementary, middle school level, and high school level teachers from Pennsylvania, North Carolina, and Mississippi.

And they were able to identify five factors from doing that factor analysis after the Q sort, uh, the after the Q sort.

So another example is this one here, the attribution and ideology of American politics, causal reasoning, political cognition, and partisan polarization, and the age of Trump.

So this was actually two QIQ studies addressing the possibility that the partisan political divide, defining, defining contemporary American politics derives from differences in the way right, the right and the left reason causally, in addition to more obvious content, specific contrast and political positions and the like.

So as we mentioned when we were talking through the presentation for political, um, for political studies, Q method is really, um, uh, a possibility because people do have very divergent and very strong opinions many times on different issues or on different political groups.

So this is, um, this was one of them.

So let's see, who did they use? Oh, so it looks like I'll, I'll just go to the second study 'cause I was able to pull that faster.

The second study amplifies and extends the findings by comparing, so they compared Republican and democratic accounts of the 2016 election results.

So very disparate opinions in order to find or not find, uh, consensus related to, um, that election.

Okay? And this is the last example that I have.

Um, an examination of journalists' perceptions toward covering tragedy and trauma.

And so for this one, it was a perceptions of 16 current and former print and broadcast journalists in central Indiana and upstate New York about their role in reporting on tragedy and trauma.

So they had 40 statements, which ended up being sorted into five different categories relating to this.

And so, um, I'm assuming hopefully there was some difference in these current and former print and broadcast journalists that really talk about what, um, those differences were in this particular, um, abstract.

Um, but it looks like they also looked at personal interviews and did a short survey to interpret the perceptions that were done in the q sort.

So I wanna get to some questions, but I also wanna just kind of finish up these slides here.

So, uh, what are the next steps? So we have other meth, uh, webinars on Q method.

So if you join the research methodology group, there is a, a channel focused on Q method.

And so, um, uh, there are some re there will be some resources there for you, uh, where you can review materials, you can re review recorded webinars.

There are some short verse learning videos there, and we offer some methodology office hours.

And then I will put in the chat the link for, to the survey for you to provide your feedback.

Uh, this is a QR code for our upcoming events.

If you want to click that, I'm also gonna drag over, uh, uh, Google, uh, or, or g um, right there, a webinar and a web, a website in order to show you that.

And then this is again, the link to CDs Central.

And when you're working on your dissertation, I strongly recommend, or even now that you start to look at the dissertation criteria assessment, which will give you some information about where you're going, right? So that you know, as you're writing your dissertation, as you're writing the sections, what are you being graded on in terms of what needs to be included? These are some selected, uh, references.

There is a journal of QQ methodology, so you wanna see more examples of it.



Um, operate sub uh, subjectivity is the International Journal of Q method, and there's all sorts of wonderful resources there on that, uh, on that website.

And I'm going to, um, get rid of this and pull this over.

And I see that there's a question in the chat.

So are there any bias associated with the Q method? How do we ensure reliability and validity? That is an amazing question.

Yes, there can be bias because as a researcher, you are developing not only the concourse, but the Q state, the, but the, um, the, uh, queue set and you are determining who the uh, participants are.

So because of that, you really need to, um, ensure that you are looking at a balanced as, as a researcher, you should be looking at, um, ensuring that you're very balanced and versed in your topic, and that you're including all of your perspectives in the, the actual concourse and the number of the, the, um, and the Q set.

What I would say helps most is to be able to share your q set with experts in the field to ensure that you have, might not have missed something or an opinion that might be, um, in the field.

But because you're doing research on the field, maybe you're not in the field specifically, but, um, but you have an idea based on your research, but really testing that.

So just like you would do a field test and other types of method, qualitative method, sharing your set of, uh, statements with, uh, researchers in the field to just, um, kind of take a temperature of whether you have really, um, if you really represented all of the opinions in the, in the field.

So that is one way that you would do that.

Um, I think I would also check in with those individuals as you're thinking about who your participants are, just to get a second opinion about that, um, and ensure that you really have thought broadly and widely about your topic in order to be able to glean that information.

Any other questions? Okay, so what, uh, hopefully what you see right now is the research methodology group page.

And so often we are asked where are the webinars? So if you are in the research methodology group, when you come in, it generally you come in on a channel, right? And so what you'll need to do, and this is the new teams, so I just wanted to just say that because sometimes there's a difference in what you see, but you're, we're looking for the homepage.

So in the new teams, the homepage is on the left hand side, on the old teams, I believe the homepage is, is, is linked up at the top.

But if you click on that and scroll down, you will see that the, uh, webinars and links to the PowerPoints are here on this front page for you to access.

Uh, so, uh, if you join us, uh, on this, uh, page, you will be able to, um, to get all of the webinars at least from this year, um, that are here.

The other thing that I wanted to show you, it's over is, uh, this is CDS central, but that's not what I wanted to show you.

So if you haven't done it yet, I know some of you are earlier in your, earlier in your program, you can go look at dissertations and thesis at University of Phoenix in the university library.

So if you go to research databases, which is on the homepage, and then go to dissertation.

So here, this is the icon for it, click there and go to D for dissertations.

You can go there and, uh, this is that page you can look for, um, dissertations either based on method or based on topic.

I would suggest that you do both.

So here are a set of, um, dissertations that were done based on Q methodology.

It doesn't look like we'll have time to go through these, but I did wanna just share that as a resource.

Um, so I would, once you decide what your topic is, I would look for dissertations on your topic regardless of method.

I would look for dissertations of your topic with the method you're choosing.

And then I'd also look for dissertations that are just about your method.

Uh, and I will look for the ones from the last five years or so so that you can ensure that they, um, have any updates or changes that have happened within, um, the College of Doctoral studies.

Um, and then the last thing I wanted to show y'all, Uh, Uh, is the events calendar.

So this is on the research hub.

Our goal is to put every event that is happening within the College of Doctoral studies on this calendar.

And so the yellow one right now is what we're doing today, but there are other things happening.

If you're at, um, going for an EDD in, um, for your degree.

There's EDD essentials, there's the DHA as, um, meeting.

Um, there are other webinars and there are also deep dives and, um, what is this one? The doctoral student orientation.

So lots of different events that are going on to support you as you are, um, journeying, um, through this process, which we are so proud of you for doing this.

We wanna make sure that we provide you with all the support that we can.

So I am going to put a link in the chat here.

This is a link to the feedback survey.

You're also gonna get this via Eventbrite.

Um, so you don't exactly have to do it right now, but if you would please give me some feedback on how I did, what I could do better,

how I could talk, uh, what other, um, topics you might want be interested in.

I we look at that feedback and really take it seriously.

So if you could do that.

This is a research design webinar, so, um, that's important because you won't get the correct types of questions if you don't put that in as the type of design, um, that this webinar, uh, or the type of de of webinar we were having, um, today.

So I still have a couple of more minutes.

Um, what other questions might I ask? Answer, Um, Ella, this is Annie.

Do you, do you find that key methodology is, uh, more aligned with one of the doctoral programs than others, or, or is it equally spread across all programs? I do not think it's equally spread across.

It is very much one of the ones, I, I actually haven't seen it very often.

Um, it is in our, in, in the dissertation handbook, so we, we cover it.

But students recently have not used Q method as much.

Um, they've really, the most, uh, students that I see normally do qualitative.

Um, and if they're doing quantitative, it's one of the like stronger quants.

It's not, or, or very specific.

And I won't say stronger specific quants, I haven't seen as much of Q method at all, to be honest with you.

It is very much, um, a unicorn when you're thinking about dissertation research.

But I think that it could make a resurgence.

I mean, it, it, there are, there is some value and what we could do with this method, and I think we talking about it more, sharing it more helping students understand it more, um, would be more, would be helpful.

I think they do Delphi more than they do Q But you wouldn't roll it out for like a DBA program or anything like that? Mm-hmm.

Mm-hmm. Not at all. Okay. It could be really interesting.