

## Interviewing

### Level 1: Introduction/Exposure (Introduction to Sociology, Psychology, or Criminal Justice)

**Topic:** An introduction to interviewing.

**Learning Outcomes:** By the end of this module, students will be able to:

- (1) Describe the interview data collection and analysis methodology.

**Time (approximate):**

Instructor Presentation	20 minutes
Student Exercise/Activity	30-45 minutes

**Reading Suggestions:**

Babbie, Earl R. 2016. *The Practice of Social Research*, 14<sup>th</sup> ed. Wadsworth Publishing.  
Chapter 9.

### Instructor's Notes and Student Exercise/Activity:

This module will provide students an opportunity to conduct a qualitative interview study. The module will use the steps displayed in Figure 3: write research questions; develop a data collection instrument; select and interview interviewees; analyze the interview data; draw conclusions; and write the final report. Interviews typically are conducted on a one-to-one basis with Rs who have knowledge about the topic of the study. The interviews last for only a few minutes or as long as a couple hours depending on the nature of the study and prior arrangements made with the R. Although the module will suggest a research topic, the instructor should feel free to modify the project according to the needs of the class.

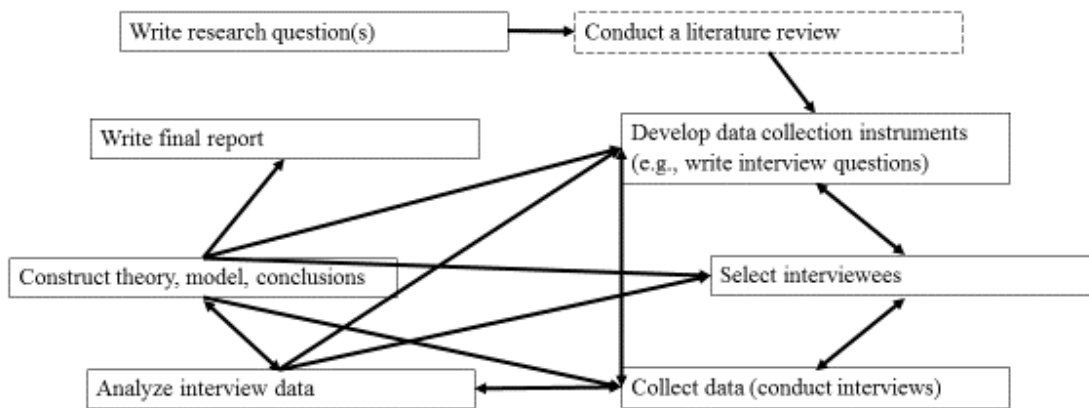


Figure 3. Steps in qualitative research.

Before beginning the class interview project, it will be helpful to examine an example of a qualitative study. Abbot and Slater (2000) conducted interviews with members of Omaha Indians living on the reservation to learn more about their family dynamics.<sup>1</sup> Point out the following sections in the article to the students, noting how the article followed Figure 3:

- Purpose of the project (or research question): p. 146

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<sup>1</sup> Abbot, Douglas A. and Glenna Slater. 2000. "Strengths and stresses of Omaha Indian families living on the reservation." *Great Plains Research* 10 (Spring): 145-168.

- Literature review: pp. 145-146
- Data collection instruments (questions): p. 149
- Interviewees: pp. 149-150
- Data collection: p. 149
- Data analysis: pp. 150-154
- Conclusions: pp. 154-160 (results); pp. 160-164 (discussion)

Exercise: This exercise will familiarize students with the interview research methodology.

1. Read the article, “Strengths and stresses of Omaha Indian families living on the reservation,” by Douglas Abbot and Glenna Slater.
2. Answer the following questions.
  - a. What was the purpose of the project (or research question) (p. 146)?
  - b. What were the highlights in the literature review (pp. 145-146)?

**Assessment/Scoring Rubric:**

	<b>Needs Improvement 1</b>	<b>Satisfactory 2</b>	<b>Excellent 3</b>
<b>Level 3</b>			
Objective 1. Describe the interview data collection and analysis methodology	<input type="checkbox"/> Vaguely describe the interview research methodology	<input type="checkbox"/> Broadly describe most of the steps in the interview research methodology	<input type="checkbox"/> Clearly and accurately describe each step in the interview research methodology

**Model example of Exercise at the “excellent” level:**

(Kalley)

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