



A PRACTICAL GUIDE TO THE PRESENTATION OF QUALITATIVE RESEARCH FINDINGS

*A manual to support the work of the
Association of Graduate Researchers in Education (AGRE)*

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SECTION 1: INTRODUCTION & RATIONALE

Educators — inclusive of teachers, guidance counsellors, principals, and vice-principals — are amongst those who benefit from training in research methods given the positive outcomes that can result from educators undertaking research within their institutional contexts to address issues, problems, and challenges. Findings from such research can be used to spearhead improvement in teaching, learning and other facets of schooling. Indeed, educators may be those best positioned to research these issues given that they are working within the same settings and therefore would be the ones most familiar with them. Therefore, building the research capacity of those involved in education is significant in supporting research-based approaches to educational practices and outcomes.

Consequently, the School of Education within the Faculty of Humanities and Education at The University of the West Indies, Mona, is a suitable space to develop research competencies amongst graduate students with its intake of pre-service and in-service educators, and those involved in education at the different levels. Building these competencies is seen as important; hence, graduate students are required to sit a complement of research courses as part of their master's programme. These courses include a general Research Methods course and ensuing courses in quantitative, qualitative and mixed methods research. For those pursuing the Introduction to Qualitative Research in Education course, students are introduced to the philosophical assumptions of qualitative research, the nature and value of qualitative research, the main qualitative data collection techniques, qualitative data analysis, ethics and trustworthiness in qualitative research and the reporting of findings. Practical, experiential class activities alongside the opportunity to undertake an authentic mini qualitative research project offer students the means of developing and honing these research skills. The acquisition of these research skills further prepares students for qualitative research that they may wish to undertake as they pursue the final research component of their programmes. The final research has two options, the Research Project component which is the completion of a research project by students under the guidance of an assigned supervisor or the Applied Research course, which is a taught research course where students submit a research paper as their final assessment.

Notwithstanding the research groundings provided for students, anecdotal evidence, and informal feedback from fellow students, course facilitators and research project supervisors, as well as coursework and project submissions suggest that there is ongoing uncertainty with the presentation of students' qualitative findings. This need has led to the conceptualization and development of this manual, particularly to support students in this area.



INTRODUCTION & RATIONALE / 2

As part of the School of Education's thrust to strengthen the capacity of educators beyond the completion of a degree programme the Association of Graduate Researchers in Education (AGRE) began its active journey in early October 2016. Through its continued effort at ongoing professional development to strengthen research skills, AGRE has recognized the need for resources that offer practical application of concepts to support educators in their ongoing quest of conducting, presenting, and publishing research. This resource on presenting qualitative research findings is the first in a series of resources to support the work of AGRE. It is important that this manual be used alongside textbooks published on qualitative research since the focus in the manual is on a small element of qualitative research.

PURPOSE OF THE MANUAL

This manual aims to serve as a resource for researchers in education who wish to build their capacity in the presentation of the data/findings aspect of qualitative research. It is geared primarily at the novice researcher who requires support and guidance in presenting qualitative research findings.

The manual offers users (i) a brief and general overview of the data analysis process, (ii) an overview of various ways of presenting qualitative data, and (iii) useful resources on the presentation of data/findings for further learning.

Whilst not a prescribed learning resource, the developers of the manual envisage the following learning outcomes for users:

- An understanding of various methods of presenting qualitative data/findings.
- An understanding of the rationale for the selection of particular typologies for the presentation of qualitative data/findings.





INTRODUCTION & RATIONALE / 3

HOW TO USE THIS MANUAL

This manual includes the following sections:

- Overview of Data Analysis: A synopsis of the general approach to qualitative data analysis as a 'refresher' prior to engaging with the different strategies for presenting data.
- Considerations when Presenting Qualitative Research Findings: A summary of some of the elements to keep in mind when making decisions as to how to present findings, including some helpful questions that you can ask yourself.
- Methods for Presenting Qualitative Data: Brief outlines and explanations of different means of presenting qualitative data.
- Resources: An overview of recommended resources on qualitative research, qualitative data analysis, the presentation of qualitative data, and useful examples of qualitative research carried out by Caribbean scholars.

It is envisioned that this manual can be used as either a companion or stand-alone resource for those sitting qualitative research courses and/or undertaking qualitative research projects. Further, in considering the different approaches to the presentation of qualitative data/research findings, users should be guided by their research design and research questions.





AN OVERVIEW OF QUALITATIVE DATA ANALYSIS

One of the features of the qualitative research process is the detailed, in-depth, voluminous data that it can produce through data collection techniques such as interviews (one-to-one and focus group), observations and document analyses. The data analysis process centres on aiding researchers to manage and derive meaning from the mass of data produced, in written, visual and audio formats.

Qualitative data analysis is both an iterative and inductive process. Additionally, it encompasses a range of techniques and approaches including content analysis, discourse analysis, the constant-comparative method and more. Whilst there are differences amongst the approaches, some commonalities do exist amongst a number of approaches, for instance:

- Preparing and organising the data: This includes aspects such as inserting line numbers, anonymising the data, ensuring wide margins, creating folders and files to store your data, etc. This may be done manually or through the use of established software.
- Immersing oneself in the data: This includes reading and rereading your qualitative data again and again to become familiar and intimate with your data – the sites, participants, events and other aspects that are described and recorded in your interview transcripts, observation field notes and documents/artefacts.
- Memoing: Recording methodological, thematic and/or theoretical memos to ensure that reflections, thought processes and decision-making are recorded throughout the process of data analysis.
- Coding and generating themes: Identifying meaningful segments of data and assigning codes (summative, essence-capturing words or phrases for these segments) and moving through a clustering and categorising process to generate themes from the data.
- Interpreting the data: Making sense of the findings by drawing conclusions, making inferences, considering meanings, and considering the implications emerging from the findings.
- Exploring alternative understandings of the data: Searching for other plausible or alternative explanations of the findings and demonstrating how your interpretations are sound, logical and grounded in the data.
- Presenting the findings: Presenting and communicating your findings to your audience.

NOTE:

In the past decades, the use of computer-assisted qualitative data analysis software (CAQDAS) has become more prevalent. If you do opt to use software packages such as NVivo, ATLAS.ti, QDA Miner or any of the others, it would be beneficial to engage in a training course prior to usage, where possible. Additionally, bear in mind that the software will not undertake the analysis for you but will simply aid you as the researcher in managing your data and providing tools to support the analysis process.



AN OVERVIEW OF QUALITATIVE DATA ANALYSIS / 2

CONSIDERATIONS WHEN PRESENTING QUALITATIVE FINDINGS

Presenting your findings displays your organized accounts of what happened in the field and displays your carefully considered analytical explanations of those events (Miles et al., 2014). When presenting your findings, it is important that you remind yourself about the following in relation to the research you conducted:

- Purpose of the research
- Research questions
- Design
- Methods
- Instruments
- Analysis

For example, ask yourself the following questions:

- What method of presentation did I indicate in the Methodology section that I would use to present the findings?
- Is context important for the audience? If yes, how much?
- How will I show consistency and contradictions of findings?
- Does frequency matter in understanding this phenomenon?
- Is giving voice to participants crucial for understanding this phenomenon? If yes, how will I represent this?
- How will I maintain ethical considerations?

(Bogdan & Biklen, 2007; Miles et al., 2014)



SECTION 2: METHODS FOR PRESENTING QUALITATIVE FINDINGS

There are a variety of methods qualitative researchers may use to present the findings of their research. This section in any qualitative study is important as it communicates to the audience the answers to the research questions you explored. It is up to the researcher to choose the methods he/she thinks will best communicate the story about the research questions. Regardless of the method used to present the findings it is important that the audience can understand that the findings are credible and trustworthy. Extracts are a useful way of providing evidence from your data. Your aim in presenting the findings is to ensure that you use the data as evidence or as examples in supporting a finding you have decided you want to communicate to your audience. The aim is NOT to provide a 'listing' of extracts or inundate your readers/audience with an abundance of extracts. Instead, aim to present one or two illustrative, striking examples as evidence of each finding.

Additionally, in presenting the findings it is important that you begin the presentation of the findings section with an introductory paragraph that offers readers an overview of the main ideas that have emerged from the analysis of the data before presenting the findings. This paragraph should:

- Remind the audience about the purpose of the research
- State what the section seeks to do
- Indicate how the findings are presented in the section
- Summarise the main findings of the research

The following section outlines a variety of methods used to present qualitative research findings. Please note that our presentation here is not exhaustive and is done to provide practical and applicable examples for the novice researcher.

The decision-making process in terms of how to present qualitative findings is not an orderly and well-organised one as is usually assumed but rather, it can be messy and ambiguous. Ultimately, the decisions about how to present findings should be motivated by determining the best way to tell the stories of the participants. This decision is a personal one guided by the researcher's personality, research worldview, ideology, research design, and research genres. For instance, at times assertions can be easily described in sequence but at other times, the process is non-linear and unstructured, as supporting data are not neatly boxed into specific sequences or order. In these situations, presenting findings aligned to the research questions is a useful strategy.



USING THEMES

Themes are recurring patterns formed from categories/codes that are consistent across all data sets used in the collection of data. When presenting findings using themes it is important that you do the following:

- Explain themes/define themes. This means it is important that you tell the audience what this theme is about and what it comprises.
- Explain the relationship between themes. This is where you tell how the theme you are describing connects to your data collected and other themes you are using in your findings.

SAMPLE A An Example of an Introductory Statement Introducing the Themes

Four themes have emerged from the research data: course offerings and timetabling; perceived favouritism and exclusion; advanced placement and respect; support and role modelling. The findings are therefore presented according to each theme.

SAMPLE B Course Offerings and Timetabling

Several students felt the courses they were asked to undertake had very little relationship with their chosen careers and provided only limited or no benefit to them.

"We are wasting time doing courses that do not coincide with our choice of careers" (Jane).

"We feel certain courses are a waste of time and are not relevant to our course of study. For example - some of us do Biology but it is too general and not specific. It is not specifically linked to Family and Consumer Studies; it is more for those who specialize in Science. After completing my degree, I will not be using biology because it is not specifically aligned with foods, it's too general" (John).



USING THEMES FROM TWO DATA SOURCES

COMBINING INTERVIEW AND DOCUMENT ANALYSIS FINDINGS

SAMPLE C Support for Curriculum Implementation

Teachers and their Heads of Department (HODs) expressed that there was a lack of support for the implementation of the curriculum.

Sophie stated, "...there is a CIT [Curriculum Implementation Team], but it has been inactive". She was supported by Marsha (another HOD) who contended that, "one was formed in the initial stages of term one. I haven't seen it in operation". The curriculum document in the guides to use section notes that "a CIT should be in place in each school to guide the implementation of the strategies of the curriculum" (page iv).

COMBINING FINDINGS FROM INTERVIEW AND OBSERVATION

SAMPLE D Students First, not Standardized Tests

National or regional exams are used to judge the quality of the teacher as well as the quality of teaching. Miss Sheres believed in helping her students 'greatness' and to do well in their exams by reducing some of the socio-economic challenges they faced.

"...] students cannot learn if they have problems. Sometimes I use my last dollar to help these students whether it is getting them food or buying school supplies ..." (Miss Sheres)

From the classroom observation conducted, Miss Sheres' students seemed quiet, well-mannered and attentive. However, as her lessons progressed it was evident that some did not have writing tools.
(Lesson observation, March 16, 2018)



USING ASSERTIONS / 1

Assertions are statements that clearly tell what the findings are in relation to a research question. In other words, your audience should be able to read the statement and know the specific results for the research questions you sought to answer. Nolen and Talbert (2011) describe it this way, “an assertion is a statement that seeks to carefully communicate to the reader within the context of the research” (p. 264).

SAMPLE A Assertion: Adult learners experienced challenges associated with gendered roles and gendered spaces.

Shan Star, the graduate student who was not a mother, shared that she felt judged being a non-mother as persons felt this automatically meant she had no challenges concerning studying:

“...people will feel like, Oh, you don't have a child when you're studying or you don't have the immediate family, and sometimes they feel like you're not going through it but not because of not having a child or if you're not married. That doesn't mean that you're not, you don't have other challenges...” (Shan Star, 2020).

Assertions may be written by themselves as responses to a research question or they may also be written based on themes derived from the research question. Here are some examples of each.

USING THEMES AND ASSERTIONS

SAMPLE B Challenges Experienced by Non-Traditional Adult Learners

ASSERTION: The adult learners also encountered various systems and experiences that challenged them to be resilient.

Support systems of family and colleagues, lecturers and the photovoice group experience itself represented opportunities that enabled the adult learners to develop resilience in the face of obstacles. Janel shared how she initially began her journey of being a silent student.

“...that didn't work because Dr. X's approach as she is doing now, she would call people and you would have to, you would be forced to speak even if you did not intend to speak”. She went further on to explain, “What it did was to help me to grow in a particular area that had always had me challenged, and that is articulating my thoughts” (Roofe et al., 2022).



USING ASSERTIONS / 2

USING ASSERTION AND RESEARCH QUESTION

SAMPLE C **Research Question:** In what way has the collaborative process enhanced or inhibited my capacity to infuse ESD?

ASSERTION: The collaborative process enhanced lecturers' commitment and capacity to infuse ESD.

Lecturers indicated that the collaborative process strengthened their capacity and commitment to infuse ESD. This they indicated occurred in a community of learning where there was modelling, sharing of resources and collegiality in drawing on each other's expertise. The following comments are reflective of views shared:

"Colleagues keep referring to me as an 'expert' and I do not feel that way at all. However, seeing everyone's commitment, seeing people read more and research to understand sustainable development and education for sustainable development has been inspiring and encouraging and has made me stop doubting that this work is important." (Participant Five).

USING NARRATIVES

Narratives are the exact words of a participant extracted from data sets such as interviews and focus group discussions. They are used in presenting qualitative findings to provide readers with a written account of the data in support of a theme or assertion as noted in the examples earlier. Additionally, narratives may also be used when connecting observation data with interview data as in the example here.

SAMPLE A Using Narrative while Combining Findings from two Sources

At Renel High, the devices were available in limited supply if a teacher desired to incorporate them. In the nine face-to-face classes that were observed only one of them included the use of a computer to display a video, while in the other sessions, the whiteboard was the only tool that was incorporated. Teacher C (English Language) said he had not used any technology since being at the institution:

"There are a lot of kinks that we are still working out and until we work them out, I don't see myself using it".



VISUALIZING TECHNIQUES

Visualizing Techniques

Researchers may opt to present research findings using different figures or images to illustrate the findings. Figures may include photographs, word clouds, graphic timelines, the use of icons beside descriptions, heat maps, charts, and mind maps (Bhosale, 2022). These figures/images are useful for visualizing the data, showing connections between words, phrases, and concepts, and or mapping concepts and timelines in the findings.

Using Photographs

Research such as photovoice requires participants to provide their own pictures/images that form a part of the findings (see Sample A).



SAMPLE A: Growing



VISUALIZING TECHNIQUES / 2

Using Photographs (cont'd)

Support systems of family, colleagues, lecturers, and the photovoice group experience itself represented opportunities that enabled the adult learners to develop resilience in the face of obstacles. With respect to the influence of course lecturers, Janel shared:

What it did was to help me to grow in a particular area that had always had me challenged, and that is articulating my thoughts. I'm very good at thinking and overthinking, but I don't usually interrupt my thoughts to articulate.... I want to say that I'm growing. I'm still not where I think I want to be, because I'd sit here for the entire night and allow you guys to speak because I am more comfortable not speaking. However, I think I want to challenge myself somewhat to step out of that realm somewhat, and so here I am growing in this plant right here, referring to a photo of a potted plant (see Sample A).

Participants also spoke to the support from spouses, children, parents, and other family members. These support systems provided the impetus for potential growth. (Roofe et al., 2022).

Word Clouds

Word clouds comprise words or phrases used to reflect specific findings of the research. The size of the word may communicate the frequency of the word in the data and therefore its importance in understanding the findings of the research.

SAMPLE B Word cloud showcasing how beginning teachers describe their experiences





VISUALIZING TECHNIQUES / 3

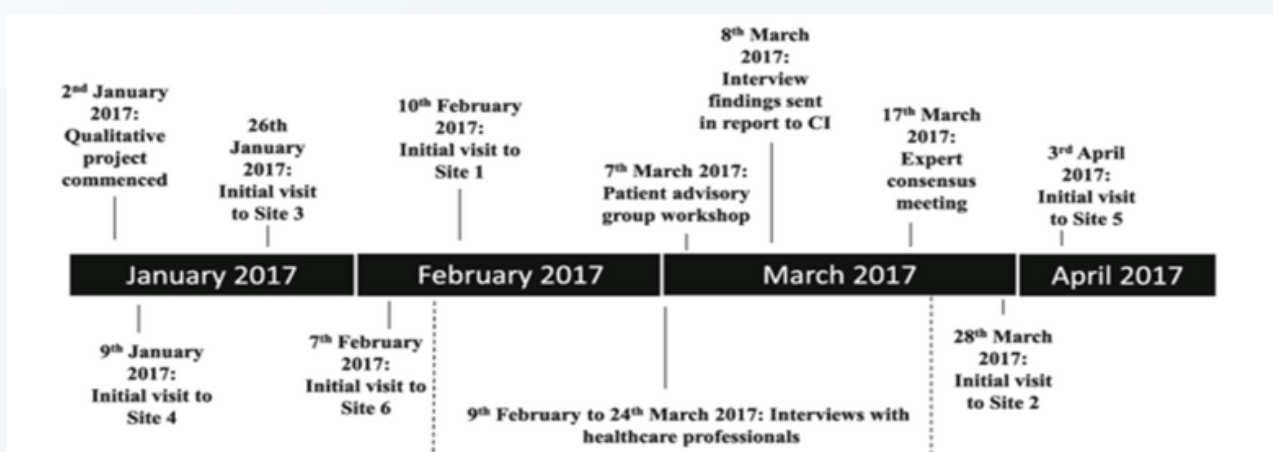
Word Clouds (cont'd)

- The word cloud presented here displays findings from research that sought to explore beginning teachers experiences in Jamaica, England and the United Arab Emirates. In particular, it is used to showcase how the beginning teachers described their experiences in that research.

Using Graphic Timeline

These are pictorial illustrations that display a series of events in chronological order. They are useful in helping audiences to understand key milestones in a research study (Bhosale, 2022). They may also be used to display the chronological order of data collected over a period of study. This is a creative and visually appealing way to communicate to the audience significant time periods within the research.

SAMPLE B Timeline of qualitative data collection and feedback



(Husbands et al., 2019)



VISUALIZING TECHNIQUES / 4






Use of Icons Beside Descriptions

Icons can be used alongside descriptions in reporting qualitative findings to make the information easily comprehensible for a wide range of audiences. It is used to break long paragraphs of descriptions and to present information creatively and succinctly. This is especially useful to grab the attention of the audience by using readily understood and familiar images such as icons.

SAMPLE C Icons showing how tax credits assist working families in America

Working-Family Tax Credits Help at Every Stage of Life

The Earned Income Tax Credit (EITC) and Child Tax Credit (CTC) not only reward work and reduce poverty for low- and moderate-income working families with children, but a growing body of research shows that they help families at virtually every stage of life:

-  **Improved infant and maternal health:** Researchers have found links between increased EITCs and improvements in infant health indicators such as birth weight and premature birth. Research also suggests receiving an expanded EITC may improve maternal health.
-  **Better school performance:** Elementary and middle-school students whose families receive larger refundable credits (such as the EITC and CTC) tend to have higher test scores in the year of receipt.
-  **Greater college enrollment:** Young children in low-income families that benefit from expanded state or federal EITCs are more likely to go to college, research finds. Researchers attribute this to lasting academic gains from higher EITCs in middle school and earlier. Increased tax refunds also boost college attendance by making college more affordable for families with high-school seniors, research finds.
-  **Increased work and earnings in the next generation:** For each \$3,000 a year in added income that children in a working-poor family receive before age 6, they work an average of 135 more hours a year between ages 25 and 37 and their average annual earnings increase by 17 percent, leading researchers have found.
-  **Social Security retirement benefits:** Research suggests that by boosting the employment and earnings of working-age women, the EITC boosts their Social Security retirement benefits, which should reduce poverty in old age. (Social Security benefits are based on how much one works and earns.)

Note: For further details on the research see Chuck Marr, Chye-Ching Huang, Arloc Sherman, and Brandon DeBot, "EITC and Child Tax Credit Promote Work, Reduce Poverty, and Support Children's Development, Research Finds," CBPP

CENTER ON BUDGET AND POLICY PRIORITIES | CBPP.ORG

(Husbands et al., 2019)



VISUALIZING TECHNIQUES / 5

Heat Maps

A heat map is used (see sample D) to represent findings using colours and temperature intensity to reflect information about your participants at a glance. They are very useful in helping audiences to depict trends in the findings being presented. It is important to note that a legend is needed alongside a heat map to assist the audience in interpreting the findings. The colour variations in sample D help to reinforce the differences in the data being presented. Additionally, the frequency and intensity in the data are represented in the colour variations. The use of the light blue colour is associated with minimal intensity, the use of the yellow colour is associated with mild intensity being a darker shade than the light blue, while the bright orange represents a great intensity in the data being a darker shade than the other colours the intensity is understood to be stronger. The colours coincide with the words low, medium and extreme in explaining the degree of intensity.

SAMPLE D Heat map showing the willingness of researchers to adopt to Artificial Intelligence in publishing

How Willing Are Researchers to Adopt AI in Publishing?					
	Rarely	Unlikely	Fairly	Most Likely	Certain
Life Sciences	Low	Low	Low	Medium	Medium
Chemical Sciences	Low	Low	Low	Medium	Medium
Humanities	Low	Low	Medium	Medium	Medium
Computer Sciences	Low	Low	Medium	Medium	Extreme
Engineering	Low	Medium	Medium	Extreme	Extreme
Artificial Intelligence	Low	Medium	Extreme	Extreme	Extreme

(Bhosale, 2022)

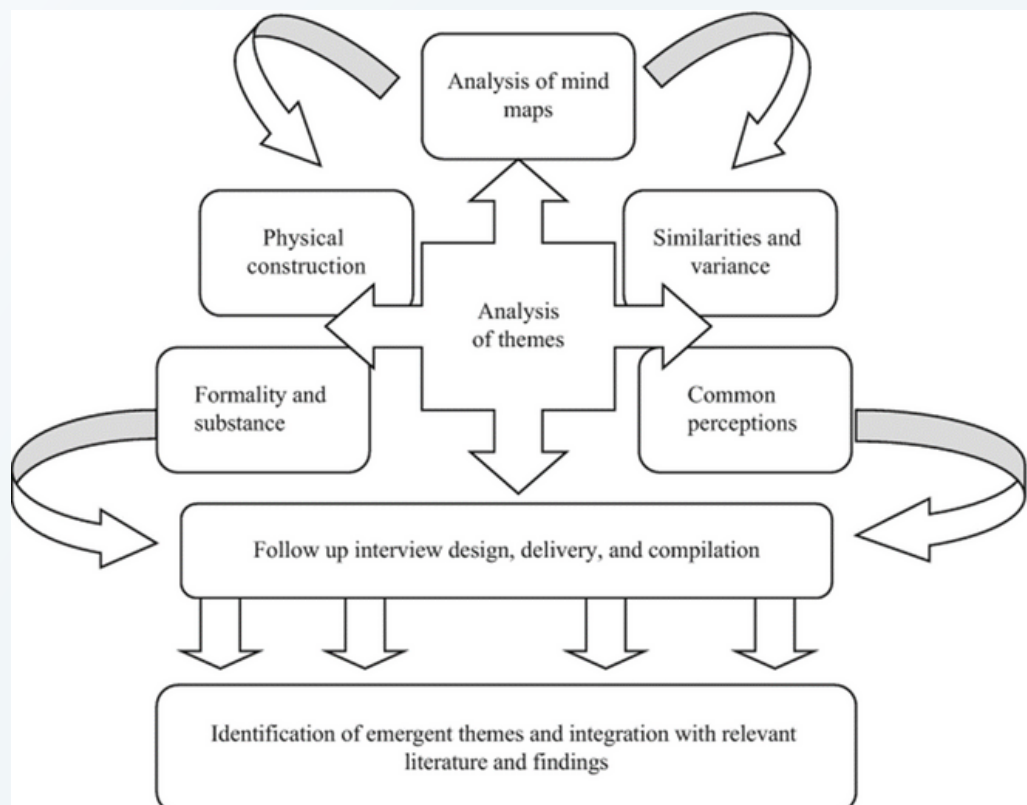


VISUALIZING TECHNIQUES / 6

Mind Maps

Mind maps can be used to display elements of research for audiences in graphic and visually appealing ways. They are centred around participants and can be used to ground data within the theory (Wheeldon & Ahlberg, 2017). They can also be used at different stages of the research for qualitative researchers in planning the research, collecting data, and analysing data (Wheeldon & Ahlberg, 2017).

SAMPLE E Using mind maps to present themes from data sets



(Wheeldon & Ahlberg, 2017)



USING FREQUENCY COUNTS

Given that qualitative data is about the use of words to describe the characteristics of a phenomenon, it is important that any numeric value used to report qualitative findings is used to describe the characteristics of the phenomenon. Frequency counts are therefore the tally of an occurrence in the data and are used to help the audience contextualize the findings and not to indicate a measure or generalize the findings as would be in the case of quantitative research findings.

SAMPLE A Using Frequency Counts

- In Jamaica 8 of the 12 participants were actively involved in decision-making. Their involvement occurred through committees, participation at staff meetings or submission of proposals to the principal.
- Of the 12 Jamaican teacher-leaders, 10 described the culture in their school as one that is flexible and positive towards teachers' use of their expertise. Teacher leaders considered their expertise manifested in ways such as years of experience in the same school, their ability to understand new reforms, their ability to utilize technology, and their ability to develop new initiatives to solve a challenge.





POETRY / 1

Poetry can be used to present the transcripts of participants' interviews, focus group discussions, and field notes from observations. In using poetry to present qualitative research findings, the researcher creates found poems to creatively present data from the research. Found poems refer to the act of taking words, phrases, and sentences from texts (qualitative data) and organising them aesthetically and coherently to create one poem. Poetry when used to present research findings can: help to present complementary perspectives, widen the audience to include those outside of academia, allow the researcher to connect with stakeholders (BJGP Life, 2022), and present an alternative lens to view data (Illingworth, 2022).

SAMPLE A This found poem was created from patients' interviews on their experiences with test taking.

On the Inside

On the outside I could be fine
on the inside my blood may be having
some different story

When you get a text saying
something's come up on your blood tests
please contact your GP
you go oh my god
I'm dying

I'm guessing it's due to the elevated levels
but I don't know what that is
what is it you are looking to find?
Is there a name for if this thing is elevated?

I try to trust as much as I can
they know better than I do

You almost hope for a result that's going to come
back
with something that can be treated

The receptionist said yes
oh yes, I've looked it up

everything's fine, no further action
you're here, all clear

Coming back normal is fine but
does that mean they're going to drop it?
does that mean there's going to be any further
investigation?
does that mean that this is we know
one of the other things
that they thought it could be?

It just leaves me with more questions
I wonder if I ought to make another appointment
with the doctor
I wish now I'd said to him
would you want to see me again

I just leave it and I think
well if nobody contacts me
its fine

On the outside I could be fine
on the inside my blood may be having
some different story

(BJGP Life, 2022)



POETRY / 2

SAMPLE B This found poem was created using transcripts from university staff and students sharing their experiences using digital support partnership during COVID-19.

Working off campus has broken a routine
more opportunities to attend online sessions
in relation to any number of issues and realities,
greater flexibility and understanding.

Working off campus has broken a routine
I have found it easier to manage my condition
it is easier to manage pain and fatigue,
and I am in a better state of mind because of it.

Working off campus has broken a routine
it has actually improved
my ability to communicate with others,
as they are easier to get in touch with.

Working off campus has broken a routine
it made meetings more democratic as it was
now more difficult for dominant personalities,
to talk over other participants.

Working off campus has broken a routine
it has led to improvements in online educational
experience and enabled communication,
with students outside Edinburgh.

Working off campus has broken a routine
I have experienced genuine collegiality
and community during lock-down,
I feel we all came together.

Working off campus has broken a routine
I have seen the efforts of a lot of amazing people
trying their hardest to perform a difficult job,
under far from ideal conditions.

Working off campus has broken a routine
my plea is to pause on that
and allow us to re-connect in person,
to the sense of belonging we had.

(Illingworth, 2022).



USING TABLES COMBINED WITH NARRATIVES

Tables are useful for presenting qualitative evidence in a succinct and organized manner. Tables may be useful for showcasing how findings align with the theoretical framework in your study, your research questions or for showcasing evidence of quotes from your participants to support a finding.

SAMPLE A Example of presenting findings aligned with a theoretical frame

TYPE OF IMPRESSION MANAGEMENT (IM)	PARTICIPANT	NARRATIVE
DEMONSTRATIVE ENGAGEMENT	Sean, Englandthe amount of reading I had to do, to plan lectures. Here reading and research has been a steep curve for me. People are shocked by it, I spoke to the head of science, being an AST (Advanced Skills Teacher) the amount of actual educational research that you actually have time to read and then pass it on to the students...
SELF-PROMOTION	Natalie, UAE	In the K-12 setting, I was simply tired of how often the administration team changed their mind and introduced new policies and teaching methodologies every other week... here in Higher Education, everything seems to be well thought out in advance. No one is in a hurry to prove things. I find the calmness and the systemic procedures in place very refreshing. I feel I have the necessary headspace here to think ideas through before rushing to implementation. For me this is huge!
SITUATIONAL ADAPTATION	Ken, Jamaica	Teaching has to be shifted to some extent in order to facilitate supervising student teachers. Then we have external assessment, and a few classes to teach....I find myself being in several other things and administrative duties, teaching plus supervision. So, it's a lot more work than the high school. It's no longer a nine to five job in my opinion, it goes beyond that.



USING TABLES TO COMBINE THEME, FREQUENCY COUNT AND NARRATIVE

SAMPLE A Presenting findings aligned with themes, participants, and narratives in a table

THEME	NO. OF PARTICIPANTS	SAMPLE NARRATIVE
POWER AND ABILITY TO INFLUENCE	7	"....in retrospect, my decision to become a teacher was for all the wrong reasons. I wanted to be feared, I wanted to be the giver of knowledge, I wanted to determine the future of my charges as my teachers have done to me...." (Celina) From a tender age, I would jump at any opportunity to simply be a figure of authority..... At this stage, teaching for me was having the opportunity to interact with and mould future thinkers, the ability to effect change, to be in charge of my space, and to simply share knowledge." (Judene)
PERSONAL DESIRE	2	I got my first job as an office attendant at a prestigious University where I worked as a cleaner for about 3- 4 years. Thus, seeing the students each day stirred up the desire I once had for teaching. I began to sit in the classes." (Latsah)

NOTE: While we have discussed each method of presenting qualitative research findings as a unitary example, qualitative researchers may also combine different methods of presenting their findings. The caution however is that one should avoid overwhelming your audience with too much information in one method.



USING TABLES TO SHOWCASE FINDINGS FROM DOCUMENT ANALYSIS

SAMPLE B Theme: ESD Issues, Values and Skills in the R&T Curricula

ISSUES	VALUES	SKILLS
Four statements reflective of ESD issues	Five statements reflective of ESD values	Seven statements reflective of the development of ESD skills
ESD issue of technology was common to all three R&	ESD value to promote the conservation of resources was common among all three grade levels	ESD skill of the capacity to develop an aesthetic response to the environment and the arts was common for Consumer Management and Industrial Techniques
ESD issues regarding awareness of solid and hazardous wastes and sewage was common between Business Management and Industrial Techniques	ESD value of care for interdependent life was common for both Industrial Techniques and Consumer Management	



USING STORIES/1

Storytelling is a powerful means of understanding human experience (McAlees & Kilty, 2019). In the context of presenting qualitative research findings a story is a connected series of words that are used to describe, give an account of, and convey imagery about a phenomenon.

SAMPLE A **Presenting Findings as a Story**

Heidi also came from a rural background and described similar struggles of competition and inequality in her story: It was about the time for the common entrance exam at my primary school. I remember at grade five when I was in my mother's class, then I moved grade five and went straight to my father's class which was like grade nine. One of the things I remember about being in that class was that you had to read, because every day my father who was the principal for the school bought the newspaper and we had to read. We also had to look at the map of the world, which was placed on the wall and know the countries, where they were situated and the capital of the countries. We would have to know the prime ministers of the countries. What was important to him was current events; he would call on everybody to find a particular country, and you had to be able to say who was the prime minister who was the president, you had to be able to know the capital of the country. And so, it kept you on your toes because you did not want to be seen as though you were not abreast with what was happening.

Because we were reading the newspapers, and we had to listen to the news we were able to relate something that happened especially what happened in the Caribbean. I found out then, that when I went to high school, it was what other students were struggling while this was like second-hand nature to me. I think what my father was trying to show all the students to remember where they came from. Where I went to school was a rural area and one of the things that was happening at the time was that for people to move out of where they were they had to be educated. Not many students were passing common entrance exam to go to high school, and it wasn't as it is now where more children are passing. The children in my community were accustomed to just grow up, leave high school, and settle for any job. There were a few students whose parents had money, while others would struggle to send their children to school. There were children who would aspire to go to high school others who did not go to high school, would get a job at the post office, the parish council and that sort of thing. So he was showing them that there was something outside of just where you live, that being the rural area.



USING STORIES/2

SAMPLE B Presenting Findings as a Story

So opening up to them and showing them and talking to them, giving them a newspaper to read. What you must realize at that time there wasn't any television around; people would have radio and the newspaper. There were only a few persons who could afford to buy newspapers though, so when the newspaper came around, everybody was encouraged to buy their own Children's Own, [this was a children's newspaper], and you had to be able to read it and come to class and discuss it. So it was opening another world to us as children and sort of increases the competitive edge. So he wanted to make sure that we came out on top and did not have the feeling that we could not compete.

Heidi's teacher influenced her, and she considered her to have been a good teacher:

I had a very influential literature teacher; she was very good. She was a good teacher because she made you understand, and listen; she made sure you had to read the textbook and that you got the concept, it was clear, and you understood the reason behind why some things happened.

SOURCE: Mayne, H. (n. d.). From roots to blossoms: A description of the shared teaching experiences of Jamaican teacher educators. <https://core.ac.uk/download/pdf/10200965.pdf>



RECOMMENDED RESOURCES

QUALITATIVE RESEARCH TEXTS

- Bogdan, R. C., & Biklen, S. K. (2006). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Pearson.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design. Choosing among five approaches*. SAGE Publications, Inc.
- Flick, U. (2018). *An introduction to qualitative research* (2nd ed.). SAGE Publications, Inc.
- Glesne, C. (2014). *Becoming qualitative researchers: An introduction* (5th ed.). Pearson.
- Lichtman, M. (2023). *Qualitative research in education: A user's guide* (4th ed.). Routledge.
- Lune, H., & Berg, B. L. (1998). *Qualitative research methods for the social sciences* (3rd ed.). Pearson.
- Marshall, C., Rossman, G. B., & Blanco, G. (2022). *Designing qualitative research* (7th ed.). SAGE Publications, Inc.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey Bass.
- Patton, M. Q. (1990). *Qualitative research and evaluation methods: Integrating theory and practice* (4th ed.) SAGE Publications, Inc.
- Rossman, G. B., & Rallis, S. F. (2016). *An introduction to qualitative research: Learning in the field* (4th ed.). SAGE Publications, Inc.



RECOMMENDED RESOURCES

QUALITATIVE DATA ANALYSIS

- Brown, N. (2019). "Listen to your gut": A reflexive approach to data analysis. *The Qualitative Report*, 24(13), 31-43.
<https://doi.org/10.46743/2160-3715/2019.4119>
- Chenail, R. J. (2012a). Conducting qualitative data analysis: Reading line-by-line, but analyzing by meaningful qualitative units. *The Qualitative Report*, 17(1), 266-269.
<https://doi.org/10.46743/2160-3715/2012.1817>
- Chenail, R. J. (2012b). Conducting qualitative data analysis: Qualitative data analysis as a metaphoric process. *The Qualitative Report*, 17(1), 248-253.
<https://doi.org/10.46743/2160-3715/2012.1818>
- Kalpokaite, N., & Radivojevic, I. (2019). Demystifying qualitative data analysis for novice qualitative researchers. *The Qualitative Report*, 24(13), 44-57.
<https://doi.org/10.46743/2160-3715/2019.4120>
- Lochmiller, C. R. (2021). Conducting thematic analysis with qualitative data. *The Qualitative Report*, 26(6), 2029-2044.
<https://doi.org/10.46743/2160-3715/2021.5008>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications, Inc.
- Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications, Inc.



RECOMMENDED RESOURCES

PRESENTING/DISPLAYING QUALITATIVE RESEARCH FINDINGS

Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education*, 74(8). Article 141.

Burnard, P., Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Analysing and presenting qualitative data. *British Dental Journal*, 204(8), 429-432. <https://doi.org/10.1038/sj.bdj.2008.292>

Chenail, R. J. (1995). Presenting qualitative data. *The Qualitative Report*, 2(3), 1-9. <https://doi.org/10.46743/2160-3715/1995.2061>

Sloane, D. J. (2009). Visualizing qualitative data. *The Qualitative Report*, 14(3), 488-497. <https://doi.org/10.46743/2160-3715/2009.1407>

Verdinelli, S., & Scagnoli, N. I. (2013). Data display in qualitative research. *International Journal of Qualitative Methods*, 12, 359-381.

Note: Several of the texts under the heading “Qualitative Research Texts” also contain useful chapters on qualitative data analysis and the presentation and visualisation of data.



RECOMMENDED RESOURCES

CARIBBEAN-BASED QUALITATIVE RESEARCH STUDIES

Anderson, S. (2009). A qualitative journey using the constant comparative method (CCM). *Journal of Education and Development in the Caribbean*, 11(1), 147-162.

Bennett, T. (2020). Teachers' experiences with the use of differentiated instruction in a Jamaican inner-city primary school. *Journal of Education and Development in the Caribbean*, 19(1), 120-143. <https://doi.org/10.46425/j119017942>

Clark, K. R. (2021). Giving a listening ear: Male student teachers' experiences and perspectives of practicum supervision. *The Qualitative Report*, 26(6), 1705-1723. <https://doi.org/10.46743/2160-3715/2021.4572>

Cole, S. (2019). Stakeholders' perspectives of the leadership practices in an inner city school. *Journal of Education and Development in the Caribbean*, 18(2), 56-87. <https://doi.org/10.46425/j318023801>

Cook, L. D. (2018). Students' reflections on interactions in a blended learning environment. *Journal of Education and Development in the Caribbean*, 17(2), 184-208.

Davis-Morrison, V. (2018). Educating for democratic citizenship: Views of selected Jamaican secondary students. *Caribbean Journal of Education*, 40(1&2), 53-79. <https://doi.org/10.46425/c03400102350>

Ferguson, T., & Gordon, T. (2019). "Miss, this is a lot of work": Exploring part-time students experiences of qualitative research. *The Qualitative Report*, 24(11), 2708-2721. <https://doi.org/10.46743/2160-3715/2019.3986>

Green-Mitchell, T. (2021). Exploring Jamaican primary school teachers' and students' experiences of project-based learning in the National Standards Curriculum. *Journal of Education and Development in the Caribbean*, 20(1&2). <https://doi.org/10.46425/j620125748>



RECOMMENDED RESOURCES

CARIBBEAN-BASED QUALITATIVE RESEARCH STUDIES

- Lambert, C. F., & Lambert, C. T. M. (2019). How do they teach? The Jamaican immigrant teacher pedagogy. *Caribbean Journal of Education, 41*(2), 84-109. <https://doi.org/10.46425/c541025877>
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- Mayne, H. (n. d.). *From roots to blossoms: A description of the shared teaching experiences of Jamaican teacher educators*. <https://core.ac.uk/download/pdf/10200965.pdf>
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- Newman, D. (2021). Mentoring graduate students at a Caribbean university: A qualitative study. *Journal of Education and Development in the Caribbean, 20*(1&2). <https://doi.org/10.46425/j720129342>
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- Roofe, C., & Ferguson, T. (2018). Technical and vocational education and training curricular subjects at the lower secondary level in Jamaica: A preliminary exploration of education for sustainable development content. *Discourse and Communication for Sustainable Education, 9*(2), 93-110.
- Roofe, C., Ferguson, T., Stewart, S., & Roberts, N. (2022). Provoking reflection: A photovoice exploration of non-traditional adult learners' challenges in a Jamaican higher education context. *The Journal of Continuing Higher Education*. <https://doi.org/10.1080/07377363.2022.2087169>
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