

Interpretive Dialoguing: A Relational Turn Toward Research Participants

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theme description:*

**“...but we also care for the
people who share their lives
with us. We care for their
struggles, their dreams, and
successes. We try to help
their voices to be heard...**

Interpreting Dialogue (ID)

- a method for closer and deeper engagement with research participants. (Gunzenhauser, 2006)
- collaborative interpreting session to mutually critique and co-construct the ongoing data analysis and interpretation.

Origins

- Developed for dissertation research
 - studying masters-level counseling students experience and process of being-in-relationship in counseling supervision
- Philosophical foundations
 - social constructionism
 - *focuses on social process and interaction; research grounded in this perspective seeks to construct meanings on the topic of study through dialogue*
 - symbolic interactionism
 - *from the work of Herbert Blumer; meaning is derived from social interaction; the process of interpretation influences and shifts meanings*
 - philosophical hermeneutics
 - *situated in the belief that meaning will be found through interpretation of dialogue and conversation (Schwandt, 2007)*

Interpretive Dialoguing

- research participant actively and relationally involved in the data analysis and interpreting process.
- demonstrates the researcher's intent to carefully and accurately represent the participant's shared experiences and meanings.
- creates a collaborative and more heterarchical relationship with the participant.
- increases trustworthiness of researcher's data interpretation.

A supposition is that all knowing occurs in relation, because it is through contact with knowing others that knowledge claims emerge. (Gunzenhauser, 2006)

Participant-Researcher Dialogue Sessions

- **Interview – Round 1**

- Initial data gathering dialogue

Researcher completes coding, analysis, interpretation of data

- **Interpreting Dialogue – Round 1**

- Dialogue on Round 1 data. Review excerpts of participant's Round 1 transcript and the accompanying coding, analysis, and interpretation by the researcher

Researcher completes coding, analysis, interpretation of ID data

- **Interview – Round 2**

- Second data gathering dialogue

Researcher completes coding, analysis, interpretation of data

- **Interpreting Dialogue – Round 2**

- Dialogue on Round 2 data. Review excerpts of participant's Round 2 transcript and the accompanying coding, analysis, and interpretation by the researcher

Researcher completes coding, analysis, interpretation of ID data

ID: Guiding Intentions

- Build a research partner relationship and create space for an open and collaborative dialogue.
- Create an opportunity for co-constructing the emerging data analyses and interpretations.
- Addressing how accurately the codings and analyses-interpretations represent the participant's experiences and meanings.
- Adding the participant's voice to the researcher data analysis and interpretation, further refining and deepening the understanding.

ID: Process

- Set up the interpreting dialogue session in the same manner as the interview session. Consider how the medium of communication may impact the relationship and comfort for the participant.
- Record the complete session.
- Discuss again with the P the purpose and goals for the ID session.
- Share the ID materials in the dialogue session, not prior, to capitalize on the P's full experience of reviewing the work.

ID: Process (cont.)

- P and R review and discuss representative excerpts of the prior interview transcription, codings, and emerging interpretations – review one excerpt together at a time and then dialogue about that excerpt.
- R attends to the relationship and creates conversational space to encourage P to share reactions, clarifications, corrections, confirmations, and additional ideas to the shared excerpts.
- R invites the P to address any unclear, vague, or confusing information from the interview transcript.
- Following the session, transcribe, code, analyze, and interpret any data related to the topic of study. Revise earlier analyses as indicated by the ID session data.

ID Materials

- Select a designated number of excerpts from throughout the length of the interview.
- Create a text document that displays the researcher's coding and analysis aligned with the participant data.
- Provide variation and representation across the different coding categories and process analyses.
- Provide variation across the different themes, topics, and contexts in the interview transcript.

Elements of Relationship & Care

- transparency
- vulnerability
- respect
- genuineness
- appreciation and gratitude
- meaningful connection
- recognizing and addressing researcher influence and power dynamics
- pace and rhythm of dialoguing
- walking along side as much as leading – partnering
- self-reflexivity

ID Session Excerpt: example of co-constructing the participant's shared experience and process [see diagram next slide] (Coe Smith, 2007)

During the interpreting dialogue session, the researcher and participant co-constructed a diagram (Figure 3.5) that further specified the participant's experience of the movement and interplay of *trusting*, **Supervisee** *risk-taking*, and **Supervisee Valuing** the relationship.

RYAN&R. 604-627. ID1

R: So in order to take risks you have-

RY: There's gotta be-

R: -to have the trust.

RY: Yes. There's gotta be some-

R: There's gotta be some level of trust.

RY: Yeah.

R: OK. And then is it kind of a cycle where that-, so that you have some level of trust, you take a risk, then good things happen-

RY: It's more like a-, um, building, not necessarily circular, more of a -, yeah, expansion.

R: OK.

RY: Right.

R: OK. Um, so with this being trust, and then risk is the action-

RY: Mmhm.

R: -and it expands this value.

RY: Yes.

R: Which then builds-

RY: Yes.

R: -the trust.

RY: Yeah.

R: That then takes the risk-

RY: Mmhm.

R: -and adds the value.

RY: Mmhm. Whoo! Yeah. That's awesome.

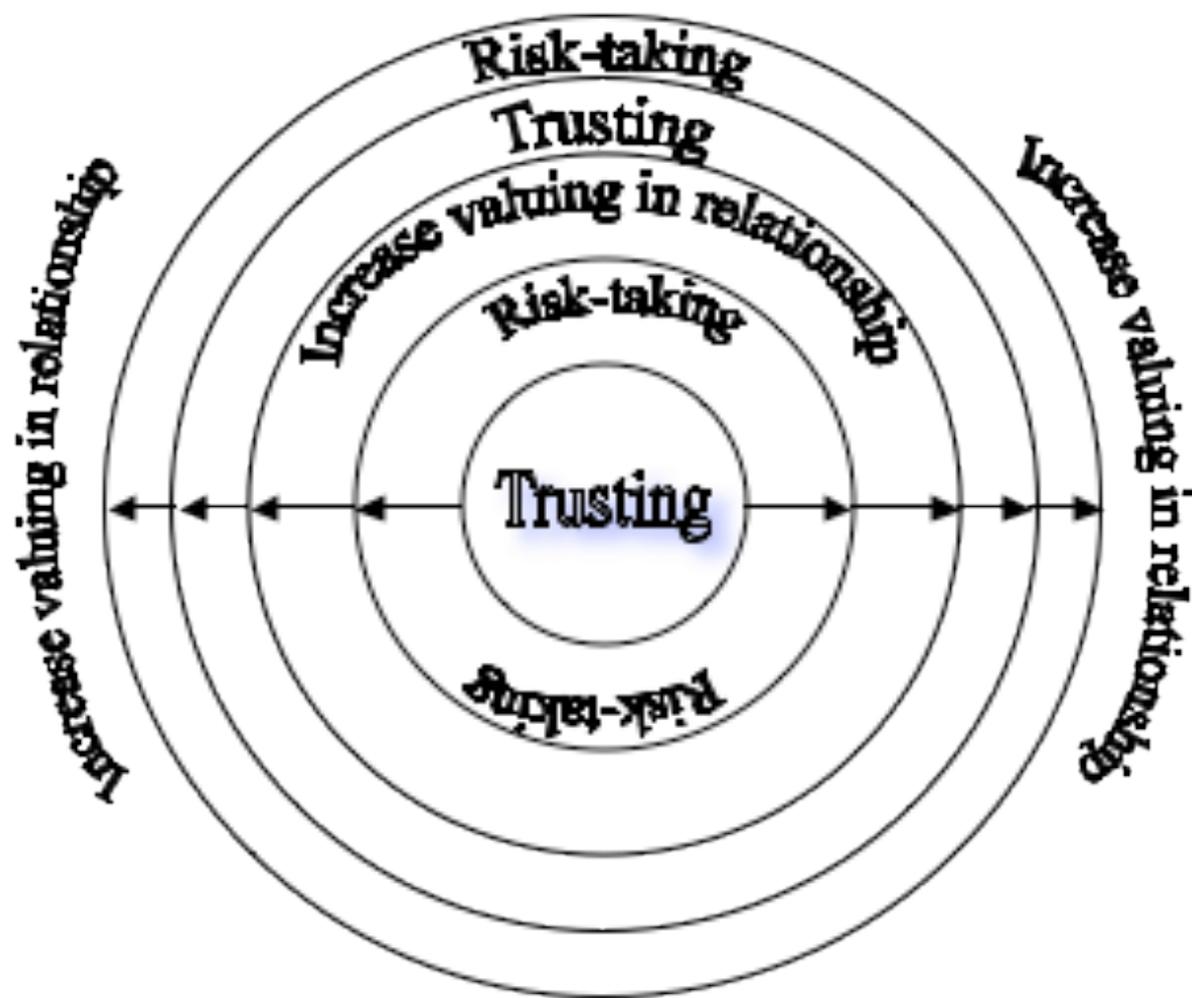


Figure 3.5. Co-Constructed diagram for one participant's relationship process: the expanding and mutually influencing elements of *trusting*, *risk-taking*, and **Valuing** the relationship.

ID Session Excerpts – showing participants’ experience with this co-constructing opportunity (Coe Smith, 2007)

MANUEL&R. 782-789. ID1

R: So-, what-, anything else that comes up for you that-. I’ll give you an opportunity to say just what this experience has been like or clarify anything.

M: No-, I think it’s neat. I think it’s neat to see, uh, themes come out of -, what I’m saying sometimes when I’m reading I have no idea, but, um, I-, I think it’s neat. I don’t know. Cool process.

R: So it-, it sounds like it’s resonating with you as far as it-, the interpretation, categories that I’m using seem to be representing your experiences and the process.

M: Yeah. And I’m glad my ideas are coming out, as intended.

RYAN&R. 1301-1309. ID1

R: I want to get your sense about this, that what I’m writing and how I’m interpreting if it seems to be overall fitting with your meaning and-

RY: Yeah. There’s only been one or two where we’ve had to kind of look at it and say, “Now, does this fit.” Overall, yeah.

R: So are you feeling-, how are you feeling about the accuracy on the representativeness of this section so far.

RY: Uh, it seems that you were able to get my meaning and not depart from what I was intending to say so I’m confident that that’s the same throughout.

MARY&R. 1335-1340. ID1

R: ... my purpose here is to look at the kind of accuracy of my interpretation, or how well I’ve represented your meaning here and-

M: Mmhmm, and I think it was-, you did well.

R: OK.

M: I didn’t have to clarify hardly anything. I just kind of built on it really.

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