

How to present research findings

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CONTENT OF THE LECTURE

01

Research data reporting in qualitative study

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How to write the analytical part of the study – student thesis, report

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Presentation

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Terms for assignments

Selecting research topics & creating teams	6. 10.
Formulating research questions and aim	13. 10.
Formulating questions in the topic guide	20. 10.
Conducting practised interview 1 (a record)	3. 11.
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Contribution Description	8. 1. 2025



ESSENTIALS FOR ANALYTICAL PART

- Provide guidance at the outset: say at the outset what the purpose of the text is.
- **What is the central message of our research study?**
- Not to write the analytical part as a "detective story". It's a good idea to start writing this part after we have thought through the story we want to tell.
- **What is the contribution of our study?**



INTERPRETATION

- Sorting and structure by topics, questions or categories/types of identifications in analysis
- Participant, respondent, interviewee, informant
- Differs in narrative, referring to theory, working with illustrations from data, and referring to participants and their characteristics

Here is an example described by participant 13:

You know, when a shooter gets killed by the opposite team, in many cases he would blame support for not helping him. [...] Specifically, he might say “hey support, do you know how to play?” [...] And when this happens again, he might say something worse like “support don’t you have eyes? Are you blind?” Then he would swear words to insult your mother. You know, it is like a chain - once you start flaming, the rest of this chain follows naturally.



WRITING THE ANALYTICAL PART



- We are not concerned with reporting the number of participants who did this and that.

All except David, Lucie and Romana were watching TV series. Hana, Marie, Květa and Elisabeth preferred to receive messages on their way to work.

- On the other hand, we are particularly interested in the contexts, going more in-depth.
- It is good to support the data with excerpts from interviews / not to dominate the text.
- It is important to relate to our research question/objective/patterns that emerge in the data.

AN EXAMPLE OF HOW TO USE THE STATEMENTS OF THE PARTICIPANT(S)

“The frustration with the dynamic of the discussions on these topics reflects that participants are not willing to listen to each the other side. **Some participants say** they are exhausted from discussing these topics and unwilling to engage in discussions they describe as “pointless”. Moreover, participants perceive these debates as extremely divided. **Especially in discussions about the pandemic, participants perceived** no room for a middle-ground, with balanced opinions being pushed aside. Because extreme opinions were predominant, participants felt like balanced opinions were not endorsed **(Jonáš, male, 30).**”

As noted by prior research, frequent discussants tend to be less affected by anti-normative discourse (Hmielowski et al., 2014).



THE ROLE OF INCIVILITY

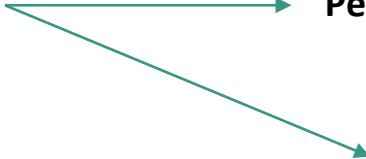


"Discussions of people from the other side, when I say it politely, so I just provoke, and then I don't look at those discussions anymore. Because it is just bunch of vulgar words and shits, so I do not follow discussions anymore." – **Jan** (60 years old)

"(...) so for instance they comment post and I am writing with him a bit, but in most of the cases it ended up with aggression and I do not want to be part of this (...)" – **Martin** (55 years old)

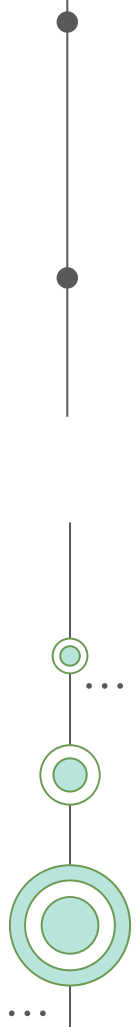
„When he/she downloads pictures from a profile of kids of the other discussants and writes down threats, it is something that I really do not like. I always report it.“ – **Bára** (25 years old)

INCIVILITY: KEY THEMES

- **Different coping strategies** – a different level of sensitivity
= **running away** (immediately/later/avoidance), punching back, unfriending/blocking, emotional responses
reading, active engagement, a mix of those strategies
- **Various types of incivility:** blurred terminology: incivility/intolerance attacks
= personal attacks X attacks toward political arguments
= extreme attacks (racism, xenophobia,..)
- **Personal characteristics** 
 - **Perceived incivility:** *conflict avoidance communication strategies*
 - **Initiating incivility:** *assertiveness, a lower level of education*
- **Role of the environment**



PRESENTATION OF RESULT: SUGGESTIONS

- You should be concise and lead with that argument.
 - A brief summary of what the implications are – perhaps even about the topic's relevance – **which contributions are surprising** and what is, on the contrary, consistent with what we already know.
 - Visualisation (mind maps)
 - Carefully consider what excerpts from participants' statements you will include in the analysis (what might help readers navigate the text).
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Challenges in qualitative data reporting

(Ritchie et al., 2014)



Tell a story

- Come up with the main story line
- The reader needs to be taken into account



Evidence for our interpretations

- More difficult than in the case of quantitative methods (tables, graphs)
- 10 % of direct quotations



Reporting of deflected statements

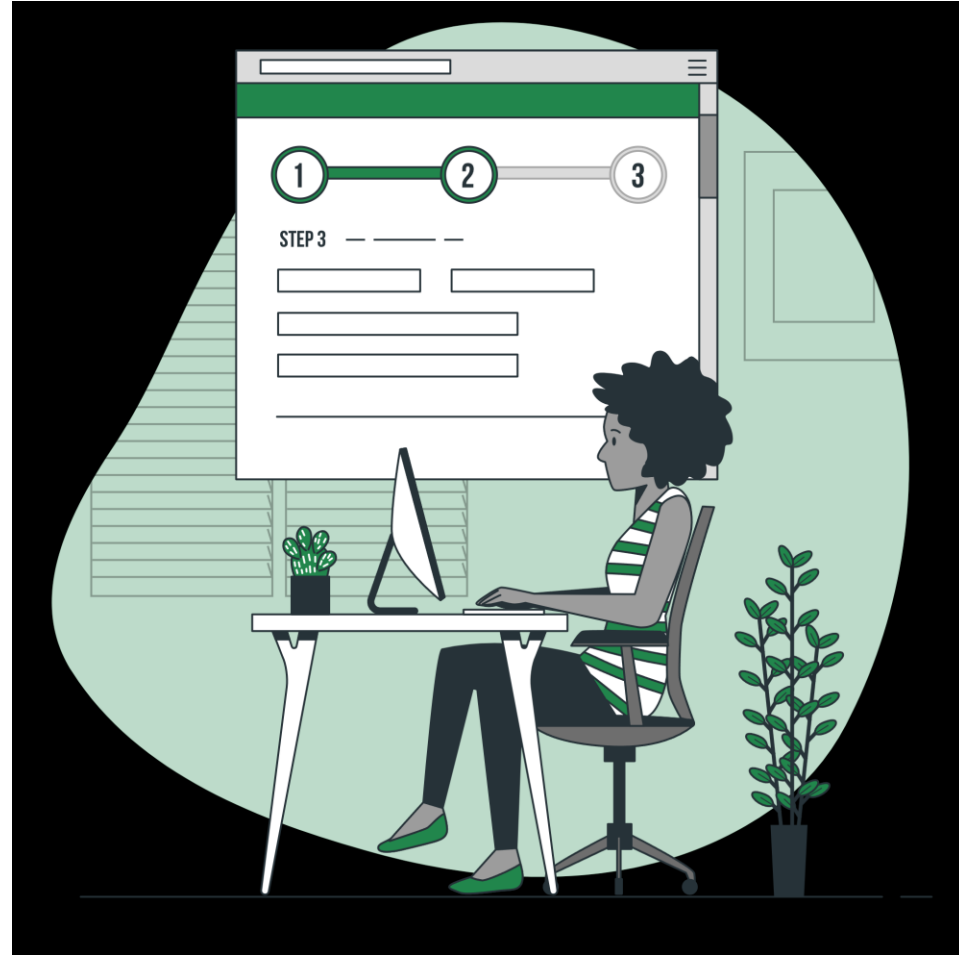
- We are interested in recurring patterns, but also in exceptional cases




Limits of qualitative research


- Impossibility to generalise data but possible implications for society

RESEARCH PROJECT WRITING






Purpose of the final report and information on the "origin" of the research



- The introduction should contain relevant information about the topic and explain why the research is significant.
- The proposal assists in ensuring that the researcher has a well-defined plan before commencing the study.
- The proposal is a communication between the researcher and other stakeholders (teachers).




Formulation of research objectives and research questions:

- Present the research design: why it is interesting, relevance
 - Research questions (you must clearly define what you are interested in within the research topic)
 - How you have tried to answer those RQs
- 



Explication of the research method

- Description of the selection of participants + then a description of their characteristics (basic soc. demo and variability)
 - Type of interviews (structured/unstructured/semi-structured interviews)
 - Conduct of interviews (online/offline)
 - Definition of data collection time
 - Duration of interviews
 - Financial reward for the interviews
- 



Barriers to Participation in Polarized Online Discussions about COVID-19 and the Russo-Ukrainian War

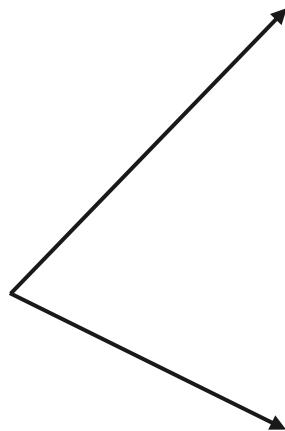
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THEORETICAL FRAMEWORK

POLITICAL PARTICIPATION

- Online political discussions are perceived as a valuable form of political participation (Ohme, 2019)
- Scholars have raised concerns about access and new barriers to the online public sphere (Habermas, 2022; Kennedy et al., 2021; Vochocová et al., 2016)



CROSS-CUTTING DISCUSSIONS

- An important element of active democratic citizenship.
- Might result in uncertainties about political opinion and further demobilization.

INCIVILITY

- Incivility may deepen the divide between people who hold different opinions.
- BUT reactions to incivility vary.



RESEARCH QUESTIONS

What discussion dynamics can demobilize participation in online debates during global crises?

RQ1: How are online **cross-cutting discussions** related to the perception of polarization among the public?

RQ2: How does **incivility** affect active participation in discussions on Facebook?

RQ3: How do **different types of incivility** affect people's perceptions and evaluations of their discussion partners?

METHODOLOGY

Context of the study

Czech Republic (CEE region)
COVID-19 pandemic and
Russo-Ukrainian War
Political participation (online
discussions) on Facebook



Data collection

Semi-structured
interviews (Spring
2021, 2022)



Participants

(N = 50), 21 to 74 (Mean
= 35, Median = 29),
gender (32% female)

Active commenters in
online discussions



Data analysis

Thematic analysis
(Braun & Clarke, 2006)



CONCLUSION AND LIMITS

Limits of methodology (specific sampling)

- „Our inferences refer to perceived experiences reported by a limited sample of participants, and self-reports of prior experiences may also differ from actual behavior.“

Further recommendations

- „Future research could address this gap and focus on participants who are part of racial minorities and who have personal experiences with more harmful comments, such as racism, which might bring a different perspective to the barriers to active engagement in online discussions.“

Thank you for your attention!

Do you have any questions?



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PRESENTATION

- 10 minutes (approx. 8 slides) – be on time
- Theory
- Main research aim/questions
- Methodology: Information about interviews
- Briefly describe suggested steps involved in the data analysis
- Conclusion and limits.



COURSE ASSIGNMENT (RESEARCH PROJECT)

- The main aim is to demonstrate an understanding of all phases of qualitative interview-based research.
- the word limit is a minimum of 2,500 and a maximum of 3,000 words (without references).
- Using a recognized academic style, such as APA or Chicago, is essential for proper citation and referencing. Consistency in style usage is necessary.



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**Any
questions?**



SOURCES

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- Habermas, J. (2022). Reflections and hypotheses on a further structural transformation of the political public sphere. *Theory, Culture & Society*, 39(4).
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Pictures and presentations motives

- <https://www.pexels.com/>
- <https://storyset.com/>
- <https://www.flaticon.com/>