

UNIVERSITY OF COPENHAGEN

FACULTY OF LIFE SCIENCES

Institute of Food and Resource Economics

The Interview
Facilitation, timing and the interview guide

Jesper Lassen
Consumption, Bioethics and Governance
IFRO

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Research questions about the social life calling for an interview study

Understanding / describing practices, perceptions, ideas, values, knowledge etc. about society and social life (and agriculture...).

- How will the introduction of self-policing in animal welfare control influence consumers trust in the level of animal welfare of the meat they purchase?
- What factors determine organic consumers and farmers perception of alternatives to the use of conventional manure in organic farming?
- What is the importance of environmental concerns in lay people's perception of organic meat products?
- How is pig production and its consequences for animal welfare perceived by ordinary Danish citizens?
- Will the public perceive pigs, genetically manipulated to resist swine flue, as a risk?



Four conceptions of research interviews/ interviewing

	The interviewer	The interview
Semiskilled labor	No/ limited knowledge of field required No particular interview skills required Mechanically follow guide	SOP Highly structured interview guide Highly predictable High status (outside soc.sci.)
Skilled craft	Knowledge of the field required Possesses a toolbox of interview techniques May require supervision	Operational guidelines Semi structured interview guide Medium status (outside soc.sci.)
Professional expertise	Master theoretical knowledge of the field Master theoretical knowledge of interviewing Relaxed use of the interview guide	Operational guidelines Semi structured interview guide Medium status (outside soc.sci.)
Art	Intuitive Creative Improvising Braking rules	No guidelines No or sketchy interview guide No/ low level of structure No/ low status (outside soc.sci.)

Based on Kvale & Brinckmann (2009): Interviews. Sage.



Recruiting

- What population do you want to study?
 - Consult your research question!
- Who to interview?
 - Entire population? E.g. Female mink breeders
 - A sample
- Sampling techniques
 - Convenient
 - Strategic (all arguments/ conflicting or extreme arguments)
 - Relative representative (equal representation)
- Sampling criteria
 - Based on your review
 - E.g. socio demographic criteria of assumed importance for the field
 - Gender; occupation; education; urbanization ...
- Making contact
 - Snowballing
 - Professional bureaus



Operationalization Facilitation

Specification of how to make the respondent(s) talk about the theme

- Consider implications of/for the analytical strategy
 - Narratives & storylines
 - Arguments & values
 - ...
- Be creative
 - Questions
 - Comment cards with statements/ information/ etc
 - Rank cards (in focus groups: individually or in plenum)
 - Comment pictures
 - Make drawings or collages (in focus groups: alone or together)
 - Respondents interviewing each other (in focus groups)
 - ...
- Mix your tools
 - People are different and have different skills
 - Some are oral others are not



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Con-cepts	Dimen-sions	Theme	Facilitation
Risk	Human health risks	Eating pork Pork/GM pork associations Feeding your children	<p>Questions:</p> <ul style="list-style-type: none"> •Would you consider buying GM pork? Why/ why not? •Would you eat it? Why? Why not? <p>Exercises:</p> <p><i>Here are five cards with pork from different GM and non-GM pigs? What is your reaction to these different kinds of pork?</i></p> <ul style="list-style-type: none"> •Please rank the cards according to... what you would prefer to eat; your own criteria... etc. •Why this ranking? Why is a) below d)?... <ul style="list-style-type: none"> •It is possible to produce GM pigs resistant to swine flue; What is your reaction to that?

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Exercise

Suggest and describe facilitation of one of more themes **using other means than just questions**

Operationalization Timing

Determining the order of themes, questions, exercises etc.

Issues to consider:

- Comfort
 - Start out with an introduction making respondents feel safe
 - Move from the safe to the more controversial /personal
- Knowledge and concepts
 - Consider when you feed what information/ knowledge
 - Consider when you mention your dimensions – if at all!

CASE: An interview with pet-owners who decided to treat their recently deceased chronically ill dog instead of euthanizing.

Interview guide A

1. The death of *Fido*. What happened? What did you feel?
2. Your everyday life with a chronically ill dog
3. Other animals you have owned

CASE: An interview with pet-owners who decided to treat their recently deceased chronically ill dog instead of euthanizing.

Interview guide B

1. Introduction. Why this interview? Conditions etc.
2. Animals in the life of the respondent in a historical perspective.
3. Getting *Fido*? Why? How? When?
4. The daily life with *Fido*.
5. *Fido* falling ill...
6. ...
7. ...
8. Debriefing

Feeding information/knowledge in the right order CASE: The usefulness of GM lab-animals

"(...) I don't know an awful lot about obesity, but I think you should use every means in your power first: eat some vegetables and take some long walks. To me it's a bit pointless spending a lot of time and money on such things. I am very much against – at least if obesity is self-inflicted, caused by overeating and doing too little. Taking some pills to be helped!? I would prefer some proper treatment!"

Suggested application:
Development of transgenic rats predisposed to obesity to be used in obesity research

YES
Acceptable because obese are suffering and we have an obligation to help

NO
Not acceptable because diabetes type 2 is a self-inflicted luxury problem – people should control their eating habits



Feeding information/knowledge in the right order CASE: usefulness of GM lab-animals II

Feeding knowledge:

What if the transgenic rats are to be used in diabetes-2 research – knowing that there is a relation between obesity and the development of diabetes-2?

That makes a difference

"I don't think it makes a difference, obesity is still the cause. People should pull themselves together! I can't understand why people allow themselves to grow bigger and bigger and bigger – it's a luxury problem, that's what it is!"

That doesn't change anything

"...even if you are fat and get old-age diabetes, you need some medicines. And there are also elderly people who are not fat, but who get diabetes – they should not suffer because some are overweight. Rather sacrifice some rats – that's my opinion."

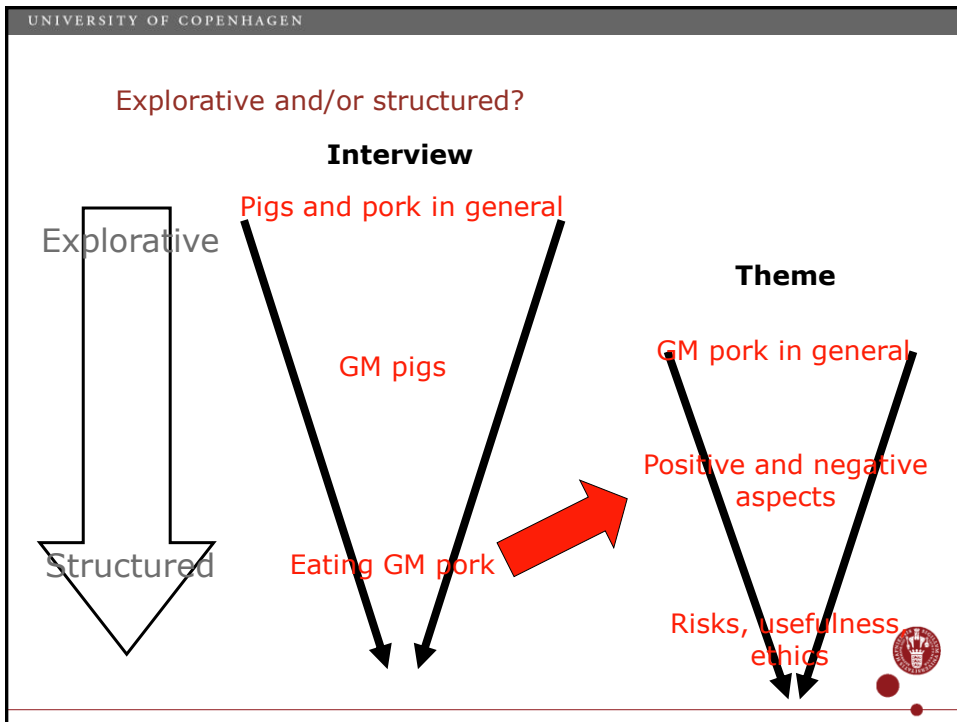
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- Explorative and/or structured?
 - Move from the explorative to the structured
 - Associations before specific questions – what comes into your mind when...





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Operationalization
Timing

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 - Consider when you feed what information/ knowledge
 - Consider when you mention your dimensions – if at all!
- Explorative and/or structured?
 - Move from the explorative to the structured
 - Associations before specific questions – what comes into your mind when...
- The context
 - How does (changing) contexts influence the identity of the respondent? And his/her answers?
 - Consumer? Citizen? Client? Patient?...

Operationalization Timing

Determining the order of themes, questions, exercises etc.

Con-cepts	Dimen-sions	Theme	Facilitation	Timing
Risk	Human health risks	Eating pork	<p>Questions:</p> <ul style="list-style-type: none"> •Would you consider buying GM pork? Why/ why not? •Would you eat it? Why? Why not? •Is it dangerous to eat? <p>Exercises:</p> <p>Here are five cards with pork from different GM and non-GM pigs? What is your reaction to these different kinds of pork?</p> <ul style="list-style-type: none"> •Please rank the cards according to... what you would prefer to eat; your own criteria... etc. •Why this ranking? Why is (a) below d)?... 	1 2 3 4 5 Explorative: associations pigs, pork and GM pigs 6 Structured ranking 7 Structured questions
		Pork/GM pork associations	<ul style="list-style-type: none"> •What comes into your mind when I say "pork"? GM pork? •It is possible to produce SF-resistant GM pigs. What is your reaction to that? 	8 9

The guide – the long version

Interview Guide PhD Animal Welfare – Long version

ceth/2.dec 2013

1. [Introduction](#) (10 min.)
2. [Quality and everyday life](#) (20 min.)
3. [Quality and production](#) (25 min.)
4. [Animal welfare and obligations](#) (30 min.)
Break (5 min)
5. [Animal welfare and production practices](#) (25 min.)
6. [Animal welfare, dilemmas and responsibility](#) (25 min.)
7. [Closure](#) (5 min.)

1. [Introduction](#) (10 min.)

Aim: To introduce ourselves, this kind of interviewing, themes, time frame and other practical information (Note it is important that we do not focus on animal welfare in the presentation). The informants introduce themselves so that everyone gets a feel for each other - to break the ice.

Method:

- [Welcome](#). My [name](#) is...
- We are from the Copenhagen University in Denmark, a Food- and Resource department.
- We are here to hear your thoughts, opinions and attitudes, and not to examine your knowledge. There are no wrong [answers](#), so do not hesitate if you disagree with anything that is said or have anything to add.
- It's not a traditional interview, but a group interview where we're particularly interested in conversations between you based on the themes and tasks I [present you](#) along the way.
- It also means that our role is as passive as possible.



The guide – the short version

Interview Guide PhD Animal Welfare

SHORT UK version

dec 2013

Introduction: 10 min.

Method and comments	Questions and clues
<p>Introduction: 19.00-19.05</p> <p>Our background The Theme The type of interview Timeframe Anonymity and recording</p>	<ul style="list-style-type: none"> Welcome. My name is... We are from the Copenhagen University in Denmark, a Food- and Resource department. We are here to hear your thoughts, opinions and attitudes, and not to examine your knowledge. There are no wrong answers, so do not hesitate if you disagree with anything that is said or have anything to add. It's not a traditional interview, but a group interview where we're particularly interested in conversations between you based on the themes and tasks I present to you along the way. It also means that our role is as passive as possible. I encourage you to ask questions to each other. If you are wondering about something, just ask one another. The interview lasts approx. 2 ½ hours with a small break, and the toilet is... We record the interview on tape but it will be anonymous when we refer to you. Along the way, I ask you to do some exercises, and again there is no focus on right and wrong.
<p>Presentation round: 19.05-19.10</p> <p>Name</p>	<ul style="list-style-type: none"> We start with a presentation round where each of you tell your names, what you do for a living, whether you have pets, and if you have had

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The Guide – the long version

4. Animal welfare and obligations (30 min.)

Aim: To investigate what informants think about production animals in general and how they are articulated. To get an impression of how the animals are ranked relative to each other and the argumentation used, including how the different animals are attributed to different utility, respect and usefulness. To get a sense of the informants' assessment of Danish contra foreign issues relating to animal welfare. To identify how the informants specifically assess the pig.

Method:

- PART 1: Ranking Exercise. Plastic animals will be handed out to be placed on an A2 sheet. Plastic animals are used to inspire play and encourage people to move them around on the sheet. A picture is taken of the plastic animal location. The animals are ranked according to the following: **Some of you mentioned productive animals and this is a theme I would like to discuss further. I will now ask you to rank the animals on a scale of how important it is that they are cared for properly, and to what extent you think they are cared for properly as it is now. There is no right or wrong answers – the exercise is about you placing the animals where you think they belong. Please remember to explain why you place them there.**
 - o Animals included: cow, horse, chicken, pig, rabbit, rat, goat, sheep, dog and cat
- PART 2: Joint discussion based on these questions: **Now we focus particularly on pigs. I can see you have put the pig there - how is it different from the others? At this exercise you were primarily focusing on animal production in the UK. But what about other countries – Do you think the animals are being treated differently in this country than in other countries? What about Sweden? And what about Denmark?**

Expectations:

- Now there is very little focus on the material qualities because the live animals are made explicit, and instead informants discuss intangible qualities. The informants will discuss animal welfare and usefulness. There will be discussions about the horse's role as productive animal (or pet animal), but especially on the rat's status and function, with a focus on pest animals, pets and laboratory animals.

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The Guide – the short version

Animal welfare and obligations: 30 min.

Method and comments	Questions and clues
<p>Ranking exercise 19.55-20.15</p> <p>Plastic animals will be handed out to be placed on an A2 sheet. Animals included: cow, horse, chicken, pig, rabbit, rat, goat, sheep, dog and cat.</p> <p>Remember to take a picture of the sheet with animals. Then remove them from the table.</p>	<ul style="list-style-type: none"> Some of you mentioned productive animals and this is a theme I would like to discuss further. On the table you will see a bunch of plastic animals and a large sheet of paper. I will now ask you to rank the animals on a scale of how important it is that they are cared for properly, and to what extent you think they are cared for properly as it is now. You have to do it all together. There is no right or wrong answers – the exercise is about you placing the animals where you think they belong. Please remember to explain why you place them there. Feel free to start now.
<p>Joint discussion 20.15-20.25</p>	<ul style="list-style-type: none"> Now we focus particularly on pigs. I can see you have put the pig there - how is it different from the others? At this exercise you were primarily focusing on animal production in the UK. But what about other countries – Do you think the animals are being treated differently in this country than in other countries? What about Sweden? And what about Denmark?

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The Guide – the long version

<p>are your thoughts on this?</p> <ul style="list-style-type: none"> On this card it says Gas stunning. When butchering pigs one has to anesthetize them before you actually butcher them, among other things, to avoid them feeling the cuts when they are slaughtered. In many countries including the UK, it is common that you do it with CO2. What do you think about that? Pigs prefer to be handled in groups because they stress when handled alone and it makes them uncomfortable. When using gas as an anesthetic it is possible to perform it groupwise and thus reduce the stress. However, on the other hand, the pigs will smell the CO2 before the gas actually works and they might panic and back away for 5-10 seconds. As an alternative one could use electric stunning instead, which means the animals are restrained and stunned individually. (group handling vs stress and discomfort) What are your thoughts on this? 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Distribution of vouchers</th> <th style="text-align: left; padding: 2px;">(distribution of vouchers)</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"> <ul style="list-style-type: none"> Good night and thanks for the help (Answer questions regarding the project) </td> </tr> </tbody> </table>	Distribution of vouchers	(distribution of vouchers)		<ul style="list-style-type: none"> Good night and thanks for the help (Answer questions regarding the project)
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<p>Joint discussion 21.20-21.25</p>	<ul style="list-style-type: none"> Lastly, I would like to ask you: Who do you think has the greatest responsibility for animal welfare in relation to pigs – should it be dealt primarily with through legislation or through consumer choice? 				
<p style="text-align: center;">Closure: 5 min.</p>					
<p>Method and comments 21.25-21.30</p>	<p>Questions and clues</p> <ul style="list-style-type: none"> Now we are coming to an end. Is there anything you would like to add? Is there anything that has caused you to look different on agriculture and animal welfare during this interview? What and why? 				

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