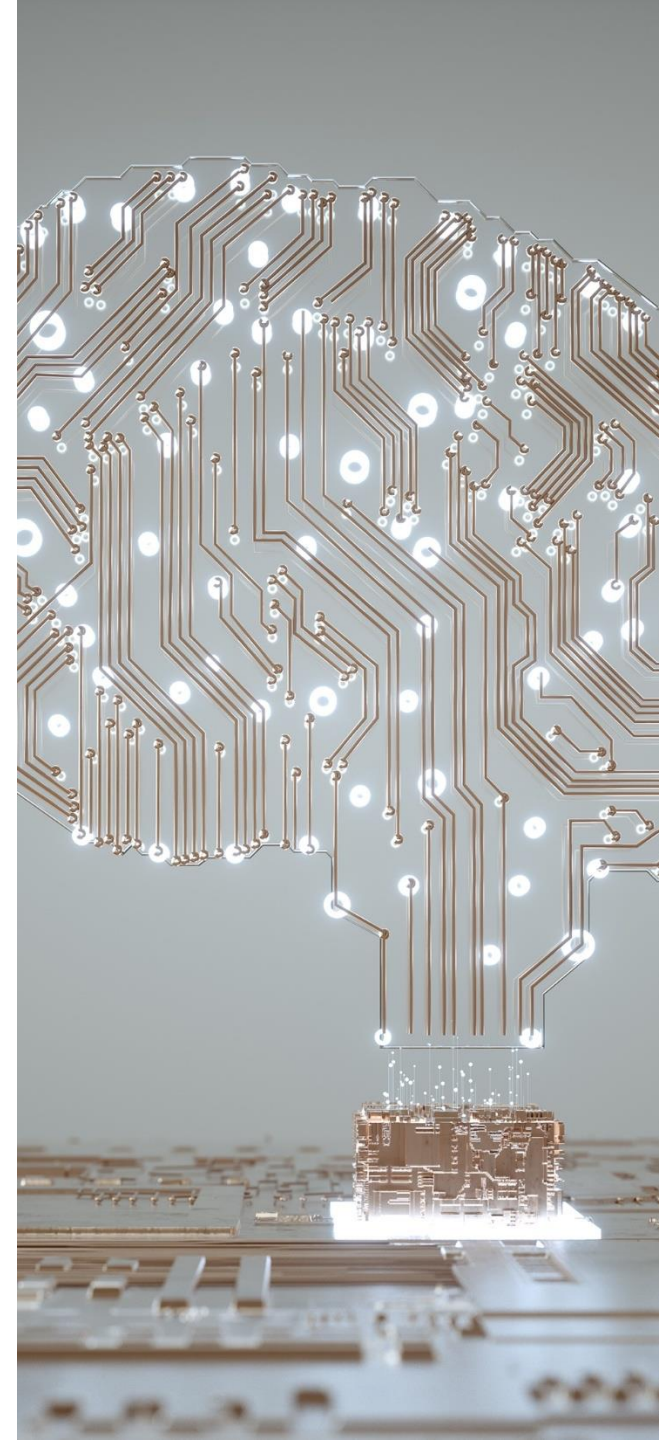


Congress SEVAL 2025

The Use of AI in Qualitative Research

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04. September 2025



01 Introduction

Transformation of qualitative research

Traditional qualitative research process: **manual, human-driven interpretation**

- ☺ AI potentially brings **efficiency, scale**, and potential new insights
- !! But: A critical perspective is important



02 Applications in the Qualitative Research Process

Data Collection

Possible applications (not exhaustive)

- Assist in designing interview questions, e.g. by analyzing existing literature and identifying gaps:
 - Generative AI (e.g. ChatGPT, Gemini)
- Collection of qualitative data, conduction of interviews:
 - Qualz.ai, Mimitalk, Whyser, Xelper etc.

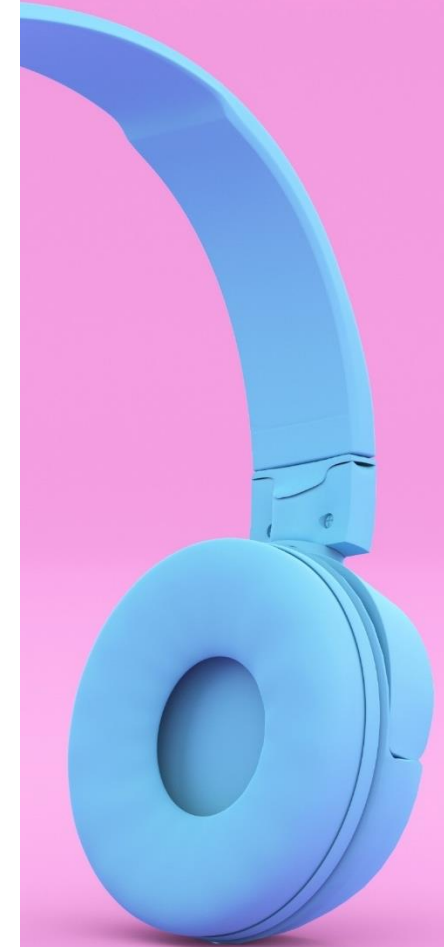


02 Applications in the Qualitative Research Process

AI in Audio Recording Transcribing

Converting audio recordings into written text:

- Copilot in Microsoft Teams
 - MAXQDA
 - TöggI, Swiss Transcript, swiss transcribe (specifically designed to transcribe Swiss German)
 - Otter.ai
 - OpenAI Whisper
 - Sonix
 - Trint
 - Happy Scribe etc.
- !! Plan time to correct transcript –not always 100 percent correct, depending on accent, ductus etc.

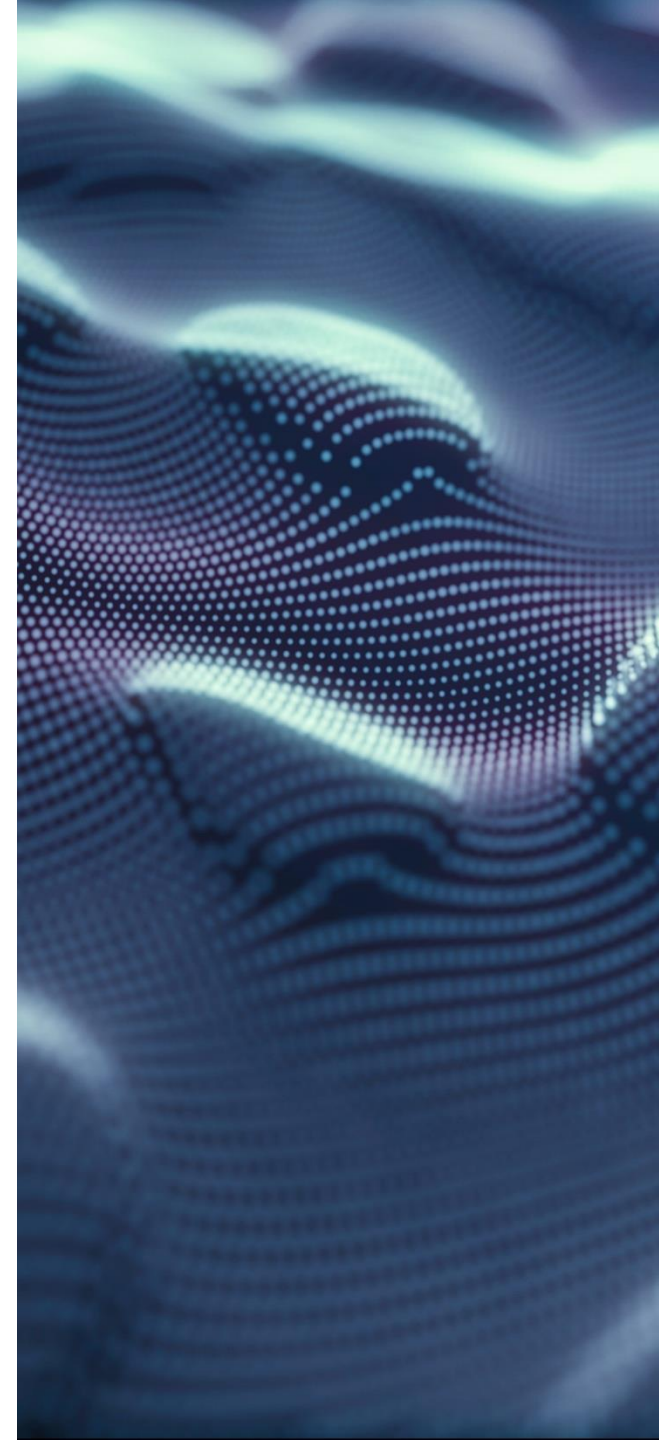


02 Applications in the Qualitative Research Process

AI in Data Analysis

How AI assists in qualitative data analysis:

- Automated Coding and Tagging
- Thematic Identification
- Summarization
- Sentiment Analysis
- Data Organization and Visualization



02 Applications in the Qualitative Research Process

Best AI Tools for Qualitative Data Analysis

- MAXQDA
- ATLAS.ti
- NVivo
- Dovetail
- Delve
- Generative AI (e.g. ChatGPT, Gemini, Claude)
- Ailyze

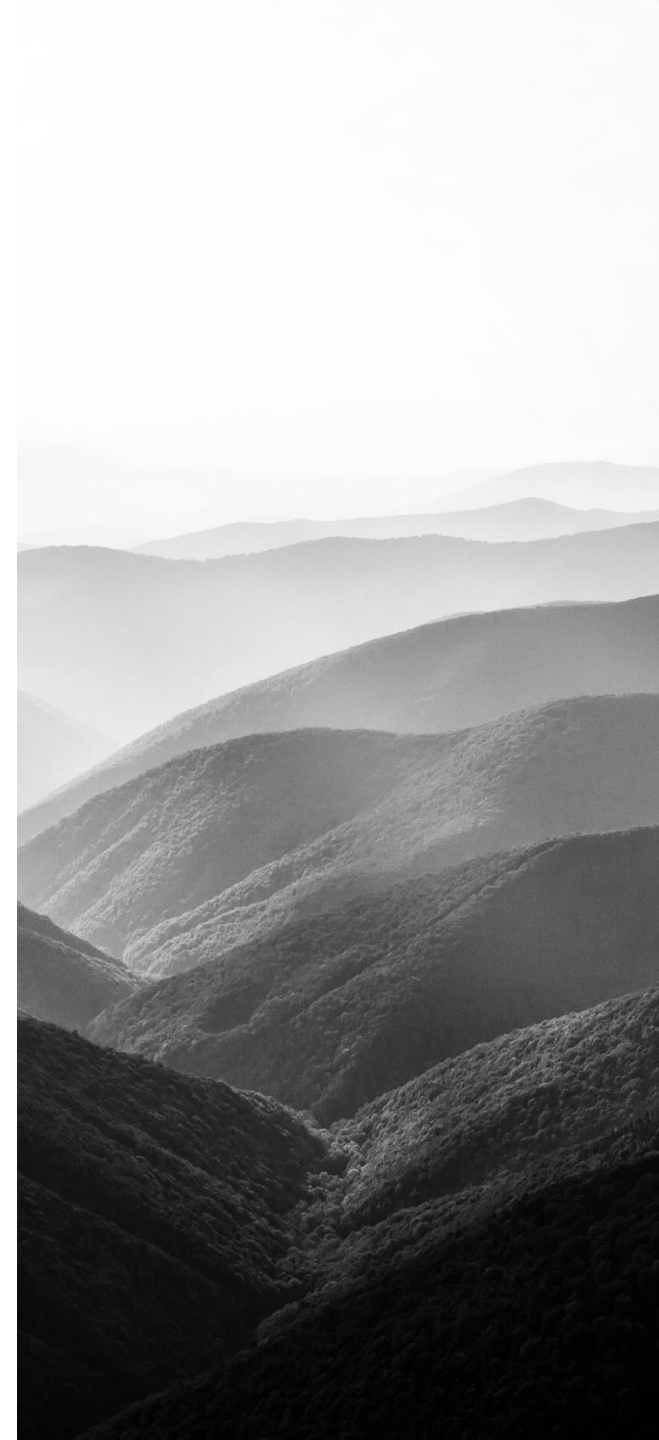


04 Conclusions

Conclusions and Advice

AI offers valuable assistance in automating certain tasks ->

- Use AI as a tool to augment your capabilities
- Gather your own experiences, exchange with others
- Maintain a critical stance
- Ensure human oversight
- Ethical considerations remain paramount
- ??How to report AI use in Qualitative reports



Prompt to design an Interview Guide (Gemini)

Please design an interview guide to explore challenges experienced by girls in Zimbabwe with regards to menstrual hygiene management

This interview guide is designed to explore the challenges that girls in Zimbabwe face with regards to menstrual hygiene management. The questions are divided into several key thematic areas to ensure a comprehensive understanding of the issue, from a personal, social, and institutional perspective. The guide uses a semi-structured format, allowing for flexibility and follow-up questions to delve deeper into the girls' experiences

Gemini response and thinking

◆ Thank you for the confirmation. The interview guide I provided is a comprehensive tool to explore the challenges faced by girls in Zimbabwe regarding menstrual hygiene management. The guide's structure, which moves from personal experiences to broader social and institutional factors, is designed to capture the multifaceted nature of the problem.

The key thematic areas covered in the guide are:

1. **General and Background Information:** To build rapport and understand the participant's context (age, school, family).
2. **Knowledge and Understanding:** To assess their awareness of menstruation and the sources of that information, which is often limited and influenced by cultural taboos.
3. **Access to Menstrual Products:** To investigate the issue of "period poverty," where the high cost and limited availability of sanitary products force girls to use unhygienic alternatives like rags, leaves, or cotton wool. This is a major barrier to effective MHM. [🔗](#)

Gemini response and thinking...

4. **Water, Sanitation, and Hygiene (WASH) Facilities:** To uncover the state of facilities at home and, crucially, at school. Inadequate or non-existent private toilets, lack of running water, and poor disposal systems are significant challenges that lead to discomfort, health risks, and school absenteeism.
5. **Experiences and Social Impact:** To explore the psychological and social effects of MHM challenges. The guide asks about feelings of shame, embarrassment, fear of leakage, and the experience of being teased or bullied. These factors directly contribute to girls missing school, which has long-term consequences for their education and future.
6. **Support and Solutions:** To identify existing support systems and to gather the girls' own ideas for improvement. This is a crucial step for developing effective, community-led interventions.

This guide is designed to be flexible. The interviewer can adapt the questions and use follow-up prompts to dig deeper into the unique experiences of each participant. The goal is to move beyond simple "yes" or "no" answers and to capture the rich, lived realities of girls in Zimbabwe as they navigate this natural process in a challenging environment.

Gemini generated Interview guide in word

Interview Guide for Menstrual Hygiene Management (MHM) Among Girls in Zimbabwe

This interview guide is designed to explore the challenges that girls in Zimbabwe face with regards to menstrual hygiene management. The questions are divided into several key thematic areas to ensure a comprehensive understanding of the issue, from a personal, social, and institutional perspective. The guide uses a semi-structured format, allowing for flexibility and follow-up questions to delve deeper into the girls' experiences.

1. General and Background Information

These questions establish a rapport with the interviewee and gather basic demographic and contextual information.

- How old are you?
- Which grade are you in and which school do you attend? (or, if out-of-school, what do you do?)
- Where do you live? (e.g., rural village, urban township)
- Who do you live with?

2. Knowledge and Understanding

This section aims to assess the girls' knowledge about menstruation and MHM.

- When did you first get your period?
- How did you learn about menstruation? (e.g., from your mother, sister, friends, school, a health worker)
- Before your first period, did you know what was happening to your body? Please tell me about that experience.
- What do you know about good menstrual hygiene practices?
- Are there any beliefs or taboos about menstruation in your community or family?
- Can you discuss menstruation with your family, friends, or teachers? What about male family members or teachers?

3. Access to Menstrual Products

This part explores the financial and practical challenges related to obtaining menstrual products.

- What materials do you use to manage your period? (e.g., disposable pads, reusable pads, cloth rags, cotton wool)
- Who buys these materials for you, or where do you get them from?
- Are the products you use easy to get in your community?
- Are the sanitary products you use affordable for your family?
- Have you ever had to use something other than a proper sanitary product because you couldn't afford or find one? Please tell me about that.

4. Water, Sanitation, and Hygiene (WASH) Facilities

This section focuses on the adequacy of facilities at home and at school.

- At home, do you have a private and clean place to change your menstrual materials? Is there a place to wash and dry reusable materials without others seeing?
- Is there always clean water available at home to wash your hands and body?
- At school, what are the toilets like? Are they clean? Do they have doors for privacy?
- Is there a reliable water source at school to wash your hands or rinse out materials?
- Is there a private and safe place at school to dispose of used sanitary pads or rags?

5. Experiences and Social Impact

These questions explore the social and psychological effects of MHM challenges.

- During your period, do you ever feel shy or embarrassed? Can you give me an example?
- Have you ever missed school because you were on your period? How often?
- What happens when you are on your period at school? Do you worry about leakage?
- Have you ever been teased or made fun of by other students (girls or boys) or even teachers because you were on your period?
- How does being on your period affect your ability to concentrate in class or participate in school activities?
- Have you ever experienced physical discomfort or pain during your period? What do you do to manage this?

6. Support and Solutions

This final section looks at existing support systems and potential solutions.

- Do you receive any support from your parents, teachers, or community leaders regarding menstruation?
- Do you know if your school provides any help, like free sanitary pads or a place to rest?
- If you could change one thing about how girls in Zimbabwe manage their periods, what would it be?
- What do you think is the most important thing to help girls manage their periods with dignity?

Audio Recording Transcribing (1/2)

S3: Voilà. [0:07:03.5]

S1: Mais envoyez-moi quand même par email et puis je regarderai à nouveau. [0:07:07.8]

S2: WE could get this project or this project. (...) Or even berichten. (...) Zorgen Machten.
Zufrieden sind die Gruppen Erreicht haben. [0:07:27.8]

Transcription of a bilingual interview with MAXQDA

L'esperienza del SUV ci ha aiutato anche a capire che non bastavano avere però degli
strumenti e che l'uso non l'uso degli strumenti permetteva in qualche modo un
riconoscimento tempestivo per cui se il nostro obiettivo era quello di vedere quali
erano gli strumenti che mettevano in atto le il.

Personale medico infermieristico, inizialmente c'eravamo un po' resi conto che non
erano molteplici gli strumenti che mettevano in atto.

Transcription with MS Teams

Audio Recording Transcribing (2/2)

MAXQDA

S2: ·Vielen·Dank·.·Es·war·sehr·interessant·.·Also·über·das·App·noch·mal·zu·hören·.·Also·,·ich·habe·das·.·Ich·kannte·ja·das·schon·bereits·und·es·war·wirklich·noch·mal·sehr·interessant·.·[1:22:30.0]¶¶

S8: ·Dankeschön·.·Es·war·wirklich·sehr·interessant·.·Ja·.·[1:22:34.6]¶¶

S7: ·Danke·auch·von·meiner·Seite·.·Wirklich·sehr·.·[1:22:37.5]¶¶

S4: ·Sehr·vielen·Dank·.·Und·heute·haben·wir·doch·noch·etwas·gelernt·.·Also·zusätzlich·.·[1:22:44.1]¶¶

MS Teams

↵
RE [redacted] ·1:22:21↵
Herzlichen·Dank·es·war·sehr·interessant·,also·über·die·App·nochmal·zu·hören·also·ich·
hab·das·,·ich·kannte·ja·das·schon·bereits·und·es·war·wirklich·nochmal·sehr·
interessant.¶¶

↵
AW [redacted] :22:22↵
Seypass.¶¶

↵
RE [redacted] 22:30↵
Dankeschön·,·das·war·es·wirklich·sehr·interessant·,ja.¶¶

↵
HH [redacted] :22:35↵
Ja·,·danke·auch·von·meiner·Seite·wirklich·war·sehr·,·sehr·,·sehr·lernreich.¶¶

↵
AW [redacted] :22:39↵
Vielen·Dank·und·heute·Abend·noch·etwas·gelernt·also·zusätzlich?¶¶
↵

Qualitative Data Analysis

MAXQDA Tailwind: Thematic Identification, Summarization

Medizinische und rechtliche Definitionen von [REDACTED] ...

Beschreibung

Dieses Thema umfasst die verschiedenen medizinischen Definitionen von [REDACTED] und [REDACTED] sowie deren rechtliche Einordnung im Schweizer Kontext und die damit verbundenen Herausforderungen bei der Datenerfassung

Topic Summary

Die vorliegende Dokumentensammlung behandelt die medizinischen und rechtlichen Definitionen von [REDACTED] in der Schweiz aus verschiedenen Perspektiven. Ein gemeinsames Thema ist die Unschärfe und Inkonsistenz der Begrifflichkeiten [REDACTED] insbesondere [REDACTED] bezüglich der Abgrenzung nach [REDACTED] Während [REDACTED] Protokoll [REDACTED]

Prävalenz und Häufigkeit von [REDACTED] ...

Beschreibung

Dieses Thema befasst sich mit der Häufigkeit von [REDACTED] in der Schweiz. Es beinhaltet die Schwierigkeiten bei der genauen Bestimmung der Prävalenz aufgrund von untererfassten Fällen,

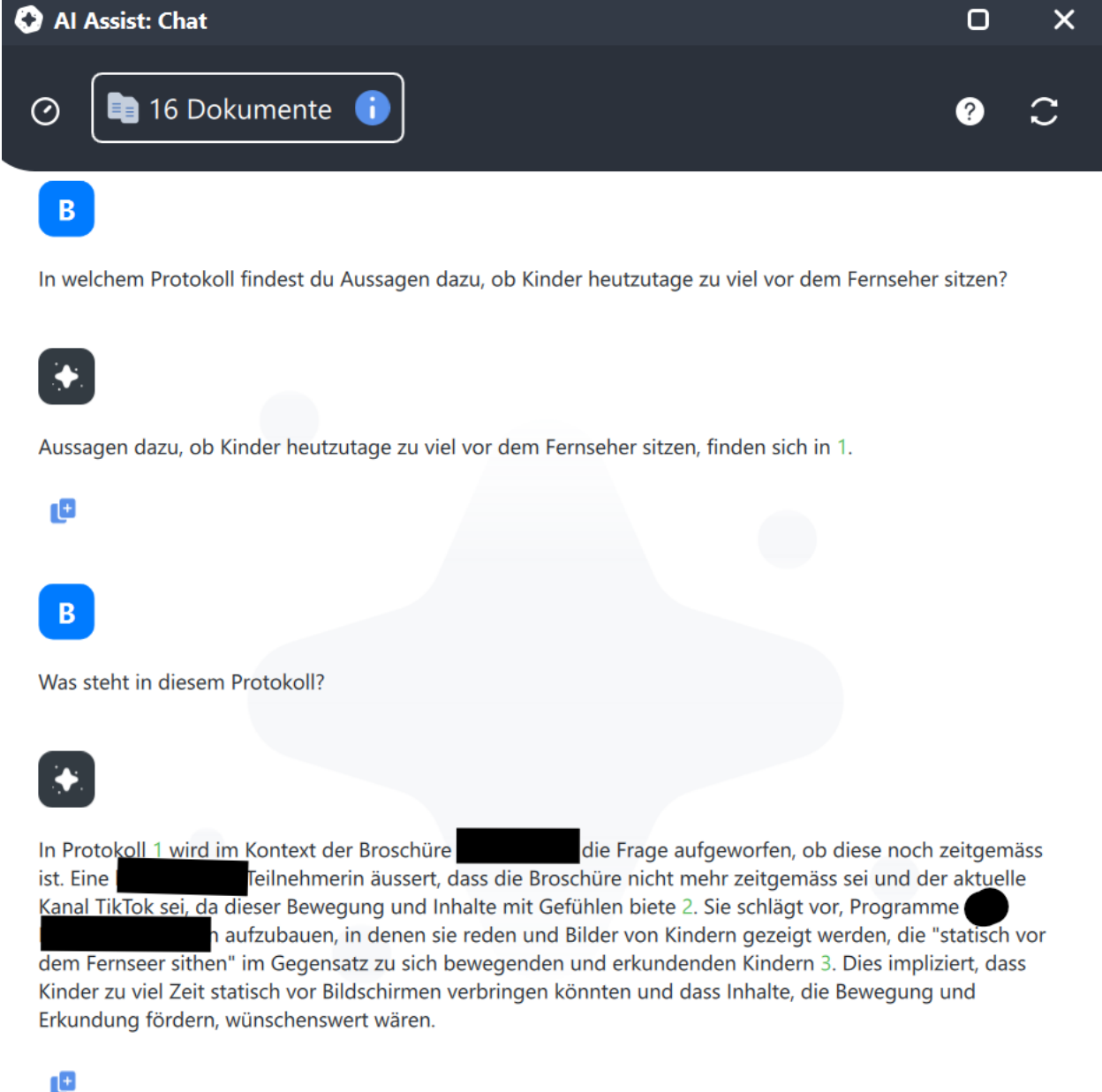
Topic Summary

Die Dokumente belegen übereinstimmend die erheblichen Schwierigkeiten bei der Bestimmung der genauen Prävalenz von [REDACTED] in der Schweiz. Ein zentraler Grund hierfür ist die hohe Dunkelziffer, besonders [REDACTED]

Protokoll [REDACTED] Protokoll [REDACTED]
Protokoll [REDACTED]
Protokoll [REDACTED]

Qualitative Data Analysis

- MAXQDA AI Assist: “Advanced Search” via AI Assist Chat



The screenshot shows a chat window titled "AI Assist: Chat". At the top, there is a status bar indicating "16 Dokumente" (16 documents) and a search icon. The chat history shows a user asking: "In welchem Protokoll findest du Aussagen dazu, ob Kinder heutzutage zu viel vor dem Fernseher sitzen?" (In which protocol do you find statements about whether children these days sit too much in front of the TV?). The AI assistant responds: "Aussagen dazu, ob Kinder heutzutage zu viel vor dem Fernseher sitzen, finden sich in 1." (Statements about whether children these days sit too much in front of the TV are found in 1.). The user then asks: "Was steht in diesem Protokoll?" (What is in this protocol?). The AI assistant provides a detailed response: "In Protokoll 1 wird im Kontext der Broschüre [redacted] die Frage aufgeworfen, ob diese noch zeitgemäss ist. Eine [redacted] Teilnehmerin äussert, dass die Broschüre nicht mehr zeitgemäss sei und der aktuelle Kanal TikTok sei, da dieser Bewegung und Inhalte mit Gefühlen biete 2. Sie schlägt vor, Programme [redacted] aufzubauen, in denen sie reden und Bilder von Kindern gezeigt werden, die "statisch vor dem Fernseher sitzen" im Gegensatz zu sich bewegendem und erkundenden Kindern 3. Dies impliziert, dass Kinder zu viel Zeit statisch vor Bildschirmen verbringen könnten und dass Inhalte, die Bewegung und Erkundung fördern, wünschenswert wären." (In Protocol 1, in the context of the brochure [redacted], the question is raised whether it is still up-to-date. A [redacted] participant expresses that the brochure is no longer up-to-date and that the current channel TikTok is, because it offers movement and content with feelings 2. She suggests building programs [redacted] in which they talk and pictures of children are shown, who "sit statically in front of the TV" in contrast to moving and exploring children 3. This implies that children could spend too much time statically in front of screens and that content that promotes movement and exploration would be desirable.).