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Peer debriefing: who, what, when, why, how. Marydee A. Spillett.  
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The research methods literature recommends peer debriefing as a process to enhance the credibility of qualitative research. However, few details about how to plan, implement, and report this process are provided. This article delineates specific issues to consider: whom to select, what to do, when to meet, how to conduct, and how to report the process. Students may use these guidelines to assist in designing, executing and evaluating qualitative research studies. Incorporating these considerations may result in more effective implementation of peer debriefing methods and more credible reports of qualitative research.

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The purpose of this article is to discuss peer debriefing in qualitative research--why it is important, who should do it, how to conduct it, and how to report it. Research methods texts advocate peer debriefing as a process to enhance the credibility or validity of qualitative research (Creswell, 1998; Ely, Anzul, Friedman, Garner, & Steinmetz, 1991; Lincoln & Guba, 1985; Maxwell, 1996; Merriam, 1998). Despite widespread recommendation of this technique, the methodological literature provides few specific details about how to implement and evaluate this process. This article provides a set of decision-making considerations for researchers who are designing and conducting peer debriefing methods. While this paper is directed primarily to doctoral students conducting qualitative research studies, this article may also be of interest to faculty who teach research methods and to experienced researchers.

**Why?**

In peer debriefing, researchers meet with one or more impartial colleagues in order to critically review the implementation and evolution of their research methods. The role of the peer debriefer is to facilitate the researcher's consideration of methodological activities and provide feedback concerning the accuracy and completeness of the researcher's data collection and data analysis procedures.

Works by Lincoln and Guba (1985) and Spall (1998) are useful sources for novice researchers contemplating peer debriefing. Lincoln and Guba provided an influential discussion of criteria to evaluate the trustworthiness of qualitative research and proposed a comprehensive list of techniques, including peer debriefing, to address these standards. Spall reported research on operational models used for peer debriefing by dissertation students. Her findings indicated the importance of trust in choosing