

HACETTEPE UNIVERSITY
INSTITUTE OF POPULATION STUDIES

**A DISCUSSION FOR FACE-TO-FACE AND ONLINE
IN-DEPTH INTERVIEWS**

Silacan BİNGÖL

Department of Social Research Methodology

Master's Thesis

Ankara

February, 2023

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Supervisor

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Sılacan BİNGÖL

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ABSTRACT

In-depth interviews are the most preferred data generation technique in the data generation process of qualitative research. In-depth interviews have a structure in which the researchers establish a mutual relationship and bond with the participant and produce data together. In terms of this structure, face-to-face communication between the participant and the researcher during the data generation process is an important factor affecting the depth of the research. However, different social or individual processes experienced during the research process may not allow the participant and the researcher to interview face to face.

Based on the impact of the physical distance measures created by the Covid-19 Pandemic, which emerged as an important example and trigger of this situation, on the qualitative research process, this study addresses what can be experienced while conducting online in-depth interviews, which situations may become more evident, and in the light of this information, it offers a perspective on how the participants perform in in-depth interviews. For this purpose, 24 in-depth interviews were conducted, half face-to-face and half online. In line with this practice, comparisons were made between the interviews and the effects of the modes on the course of the interviews and participant, or researcher behavior were discussed.

In the evaluation based on the interviews, the interaction between the participant and the researcher was analyzed with Goffman's concepts. In this framework, the factors affecting the performance of the participants during the interview process were analyzed and it was discussed in which environment in the qualitative research process it is more useful to conduct in-depth interviews in terms of research quality.

Key Words: in-depth interviews, online in-depth interviews, qualitative research, Erving Goffman, dramaturgical analysis

ÖZET

Derinlemesine görüşme nitel arařtırmaların veri üretme sürecinde en çok tercih edilen veri üretme tekniđi olarak karřımıza çıkmaktadır. Derinlemesine görüşmeler arařtırmacıların katılımcı ile karřılıklı bir ilişki ve bađ kurduđu, beraber veri üretiminde bulunduđu bir yapıya sahiptir. Bu yapı açısından katılımcı ile arařtırmacının veri üretim sürecinde yüz yüze iletişim kurması arařtırmanın derinliğine etki eden önemli bir faktördür. Ancak arařtırma sürecinde yaşanan farklı toplumsal ya da bireysel süreçler katılımcı ve arařtırmacının yüz yüze görüşme yapmasına olanak vermeyebilir.

Bu çalışma, bu duruma önemli bir örnek ve tetikleyici olarak ortaya çıkan Covid - 19 Pandemisi'nin yarattığı fiziksel mesafe tedbirlerinin nitel arařtırma sürecine etkisinden yola çıkarak, çevrimiçi derinlemesine görüşmeler gerçekleştirilirken nelerin yaşanabileceğine, hangi durumların daha çok belirginleşebileceğine değinmekte ve bu bilgiler ışığında derinlemesine görüşmelerde katılımcıların nasıl bir performans sergilediğine dair bir bakış açısı sunmaktadır. Bu amaçla arařtırma kapsamında yarısı yüz yüze, yarısı çevrimiçi olacak şekilde 24 derinlemesine görüşme gerçekleştirilmiştir. Bu uygulama doğrultusunda görüşmeler arasında karřılařtırmalar yaparak modların görüşmelerin gidişatı ve katılımcı ya da arařtırmacı davranışı üzerindeki etkileri tartışılmıştır.

Görüşmelerden yola çıkarak yapılan değerlendirmede katılımcı ile arařtırmacı arasındaki etkileşim Goffman'ın kavramlarıyla incelenmiştir. Bu çerçevede katılımcıların görüşme sürecindeki performanslarının hangi faktörlerden etkilendiđi irdelenerek nitel arařtırma sürecinde hangi ortamda derinlemesine görüşme yapmanın arařtırma kalitesi açısından daha yararlı olduđu tartışılmıştır.

Anahtar Kelimeler: derinlemesine görüşme, çevrimiçi derinlemesine görüşme, nitel arařtırma, Erving Goffman, dramaturjik yaklaşım

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CHAPTER 1. INTRODUCTION

Research is a concept that is constantly needed because the world and social life are constantly transforming and changing. Regardless of the current system in the world and in societies, or whether the system fails or continues to exist and develop without any problems, research itself does not lose its importance and value. Ultimately, there are many events, facts or ideas waiting to be discovered, learned, and noticed in the existing state. Social researchers are concerned with seeking answers to questions to learn about the different dimensions of society, social life, politics or economy, etc. In this respect, there is a never-ending need for research. However, research processes are also affected by the changes in the world and are changing. This change can sometimes arise from the need to adapt to the times, or it can sometimes be caused by the chaos and crises that arise. Considering this situation, it is clearly seen that the Corona Virus Pandemic, which is still in effect today, has a significant impact on research processes.

The Covid-19 virus, which emerged for the first time in the last quarter of 2019 in Wuhan, China, became a pandemic in a short time, causing the start of a process that deeply affected the world. The epidemic, which grew with the rapid spread of the virus, turned into a global pandemic and greatly changed the flow of human life. Along with the pandemic, which has greatly reduced the frequency of individuals' presence in the public sphere, human mobility has also decreased considerably, regardless of the scale. When it comes to social research, these new conditions created by the pandemic have created a need for a detailed thinking and action plan on how to continue research.

The reason that develops different techniques and ways of collecting or generating data for research is the fact that there is always a subject that needs to be investigated (Neuman, 2014). Ultimately, research is a systematic inquiry into a topic or problem (May & Malcolm, 1996). The accuracy and reliability of the results of the research are also affected by the method of this systematic inquiry. In this context, especially when quantitative research methods are considered, techniques or modes that can provide reliable results depending on the conjuncture in which the research is

conducted have already emerged in the development of the method. It is relatively easier to generate information with quantitative research methods, especially in a pandemic that is experienced today and continues to spread with various variants and changes in intensity. Because, in the development of the method, especially with the advancement of technology, techniques that can be applied in conditions such as pandemics have already been used for a long time to observe their efficiency. For example, telephone, SMS, mail, online surveys or other mobile modes, in which communication technologies that can be used to access people in today's conditions with high mobility are included in the research technique, have ensured that quantitative research is relatively less affected by the pandemic process. In the pandemic process, where face-to-face interaction is limited, it is possible to reach people who can participate in quantitative research under conditions where physical contact is at minimum levels. At this point, it is possible to say that quantitative research modes create an environment conducive to the highest possible participation in current conditions, depending on the welfare or socioeconomic level of individuals.

However, when we look at qualitative research methods, data generation methods in which interpersonal interaction figure an important role have lagged in the pandemic process. Because in qualitative research, the researcher is not in a position to be involved in the process at a certain level, to observe and collect data, as in the quantitative research method. Unlike the quantitative researcher, the qualitative researcher is in a situation that is personally involved in the research process, generates data with the participant and sometimes functions as a data collection tool (Yıldırım & Şimşek, 2018). In other words, qualitative research refers to a state of cooperation rather than a process in which the researcher collects information from the participant (Miles & Huberman, 2019). Ultimately, in qualitative research methods, there is a continuous and mutual form of communication between the researcher and the participant. In this context, the pandemic process has created a situation that inhibits this moment of cooperation in the qualitative research process. Because the mutual presence of the researcher and the participant in a place expresses both a mutual approval and a shared purpose (Yıldırım & Şimşek, 2018).

As it is known, nonverbal expressions as well as verbal expressions declared by the participants in the qualitative research method have a very important place. For example; during in-depth interviews, an participant's gestures and mimics are seen as an important data source for the researcher/interviewer as well as his verbal expressions. Seeing and understanding the body language of the contacted person is of great importance in qualitative research, both in terms of data generation and in terms of managing the interview. Gestures, facial expressions, and body language can be seen as an important element of communication in this respect. At this point, the cognitive scientist Cooperrider expresses it as follows:

“The body is enlisted in co-speech gesture in everything from the articulation of the grammatical category of person-- in both speech and sign---to the articulation of our most abstract of experiential notions, such as courage and comfort (Cooperrider, 2014, s. 15).”

In this respect, the fact that the researcher and the participant are physically close in the data generation process in qualitative research adds a separate analysis dimension to the research, along with the chance to observe the participant. And in addition to those, being physically close figures an important role in establishing the relationship between the participant and the researcher in the process. However, the health risks that emerged with the pandemic and the necessity to increase physical distance accordingly are one of the factors that cause the loss of such data obtained in qualitative research. At this point, there may be various synchronous and asynchronous methods that disable the locational dimension of the interview. For example, phone calls, e-mail calls and online voice calls are among these methods. However, as can be expected, these modes will naturally cause loss of visual data for in-depth interviews. Relating that, integrating the current technological progress into the research method in the processes that prevent being in the same place, such as the pandemic experienced today, provides a solution for this problem. Online in-depth interviews which held by video calls appear as an important solution in enabling the participant and the researcher to see each other and to witness body language elements such as gestures and facial expressions, albeit from a limited area.

Although there have been studies on this subject since the early 2000s, the pandemic has been the beginning of an important process that prompted researchers to consider the integration of video interviews into the qualitative research method. The necessity of the measures taken during the pandemic has seriously affected how and how quickly this integration will take place.

Goffman's dramaturgical approach is a seminal sociological perspective for examining the interactions of individuals in everyday life. Considering his studies on face-to-face interaction, Goffman looks at the dynamics of interpersonal communication using the concepts of theater. With his approach, he explains how individuals present their selves to others and how those with whom they interact direct their impressions of and control over them. Although Goffman offers a more individual-based perspective, he also mentions the social factors that affect the individual. However, as underlined, he shapes his sociological approach from an individual-based perspective. In this framework, Goffman's dramaturgical approach is likely to offer a valuable perspective for the qualitative research process. In qualitative research and in-depth interviews, where questions such as "How?" and "Why?" dominate, this view of the nature of interpersonal interaction can be a good tool for examining the structure of participant and researcher communication and thus the factors that influence research quality.

Goffman's artistic approach, which is based on theater, is also seen in some studies on qualitative research methodology in some frameworks. Especially when Mason and Glesne's approach to qualitative analysis is considered, it is seen that they both have a more artistic perspective. Mason treats the qualitative research process as a creative activity rather than a fabricated production process (Mason, 2002). Glesne, on the other hand, talks about a different reading experience for readers with a form of writing he calls poetic transcription. Especially Glesne's poetic transcription can be considered as an important tool for readers to break the power and dominance of the researcher (i.e. the author) over the text. Because with this form of writing, it may be possible for the reader to experience another process of understanding through the content (Glesne, 2016).

Based on all these, Goffman's dramaturgical approach can be considered as an enlightening tool for the qualitative research process. This approach, which is fed by an artistic field like Glesne and Mason, can be supportive in examining the relationship and balance between the researcher and the participant in the research process, in producing practical ways for the researcher during the research process and in making sense of the process.

1.1 Motivations and Aim of the Study

The research question of this thesis is "What are the main differences between online and face-to-face interviews?" and its sub-questions are "What are the factors affecting online in-depth interviews?", "What factors affect participant and researcher interaction in online and face-to-face in-depth interviews?", "How do the participant and researcher perform in which interview mode?" and "In which cases can online interviews be used as an alternative to face-to-face interviews?". This thesis has attempted to answer these questions and to put forward a view on the extent to which online interviews can be used as a substitute for face-to-face interviews. Considering all these elements together, this thesis aims to understand how adequate online interviews are for qualitative research in qualitative research methods, where close-distance communication is an important requirement, as has been widely emphasized. In today's process, pandemic conditions are the trigger that brings online mode into the qualitative research process. However, even if this trigger loses its effect, there are many factors that can affect the data generation process for qualitative research. These can be economic, political, social or cultural factors, as well as conditions arising from individuals' personal preferences and living conditions. And naturally, the effects of these factors on the data generation process can occur at different intensities.

On the other hand, online in-depth interviews provide a roadmap that can enrich the qualitative research method in order to ensure the inclusion of individuals who would not have been included in the research process without a factor affecting the data generation process. For example, online in-depth interviews can be functional to eliminate the existence of financial, geographical, time etc. obstacles that restrict the researcher's or participant's range of movement. Because it is easier to reach people

who are difficult to reach under normal conditions and to conduct comparative research among different groups through internet technologies (Yıldırım & Şimşek, 2018).

Therefore, the aim of this study is to discuss the sufficiency of the modes in terms of research quality in this process where the use of online technologies is seriously on the agenda, taking into account the impact and dimensions of individuals' interactions between online and face-to-face interviews.

1.2. Organization of the Thesis

This thesis consists of 5 chapters. The first chapter, the introduction, provides a brief explanation of the purpose and motivation of the study.

In the second chapter, the literature on online qualitative research and studies on the interaction of individuals in online environments within the framework of Goffman's dramaturgical approach are presented.

The third section discusses the methodology of this study, the field process, participant selection and the video interview application used in the online interviews.

The fourth section presents the findings of the study. According to the results, this section is divided into two main headings. The first section provides basic information about the interviews such as time, place, and duration of the interviews; the second section presents the findings on participant and researcher performance in online and face-to-face in-depth interviews.

The final section, discussion and conclusion, discusses the results of the analysis.

CHAPTER 2. LITERATURE

When we look at the literature on online qualitative research, it can be seen that a considerable amount of work has been carried out in this field, especially since the beginning of the 2000s. First of all, it is necessary to mention the three factors distance-time, budget and rapport are most emphasized in all studies. Especially when doing qualitative research, it is not impossible for the researcher to go out of his own geography and reach individuals belonging to different cultures, but it is quite challenging in offline modes. Many studies conducted in this area to this date also mention that online qualitative research makes it possible to communicate with geographically dispersed individuals and to include people from different parts of the world in the research process (Archibald et al., 2019a; Gray et al., 2020; Iacono et al., 2016; Lawrence, 2022; Nehls et al., 2014; Saarijärvi & Bratt, 2021).

Online in-depth interviews also save researchers and participants from a serious budget problem. Due to the circumstances of the researcher and the participant who plan to conduct an in-depth interview, it may be necessary for one or both parties to travel at the same time. Interviewing with the participants, especially by researchers working with large samples, can cause a serious budget problem in the research process. As can be seen in Sedgwick's study, economic conditions can become an important factor for mode selection (Sedgwick & Spiers, 2009). The fact that gasoline reached the highest price of all time in the time period up to that year became an important event in terms of budget and logistics, which led the researcher to rethink the research environment and re-select the mode (Sedgwick & Spiers, 2009). On the other hand, as Sedgwick states, the use of online mode in qualitative research can even be affected by weather conditions. The fact that a record 30-year snowfall was experienced in the rural area where the participants reside is the second important factor that pushes the researcher to rethink about travel (Sedgwick & Spiers, 2009).

In online qualitative research, rapport and trust are the most important factors for the healthy conduct of the research and the data quality. As advocated by many researchers working on this subject, face-to-face interviews are seen as the gold standard of qualitative research. However, in some cases, face-to-face interviews,

which are referred to as the gold standard in some research topics and in some participant profiles, may not always be the best option. Rapport emerges as an issue that should be considered especially together with ethics. As Lawrence stated, some questions can be best used in some modes, and some modes can be used best in some participants (Lawrence, 2022). For example, interviewing people from the last generation who are relatively familiar with internet use and technology, or individuals who are more introverted and feel uncomfortable about expressing themselves in public, can positively affect the quality of interviews and data (Sedgwick & Spiers, 2009). In-depth interviews are one of the interview types that are quite open to being influenced by the trust relationship between the participant and the researcher. However, in addition to this, the place or time of the interviews can be unsettling for both the researcher and the participant. At this point, the fact that both parties are in places where they can feel safe during the interviewing has a very important effect on establishing an efficient communication. However, an ideal environment in which both the participant and the researcher will feel safe may not always be created. The times when the calendars of the researcher and the participant match each other or the distance between the two are very effective in choosing the interview place. At this point, using the internet as a tool for in-depth interviews can become a facilitating solution for the researcher and participant. In addition to all these, the necessary conditions may not be provided for the participant and the researcher to interview face to face, or a suitable interview place and time may not be determined for both. Besides in-depth video interviews seem more convenient to communicate with disadvantaged groups, stigmatized individuals or social exclusions. Particularly, the fact that the participants are in places where they feel safe and do not come face to face with a stranger during the interview usually creates a positive effect in the way they express themselves and answer questions (Jenner & Myers, 2019). At this point, Lo Iacono argues that this situation may also be advantageous for researchers who have difficulties in communicating. On the other hand, communicating online with individuals living in rural areas, with low education, digital literacy, or who use a dialect of a language intensively can affect quality negatively (Iacono et al., 2016).

It should be added that online in-depth interviews are one of the convenient methods for interviewing people suffering from physical or mental disorders that cause disruptions in their lives. For example, online interviews may be a choice to increase participation in research for individuals with disabilities or those with psychological disorders such as agoraphobia. Evaluating the processes that participants with such characteristics can experience before and after the interview is one of the important ethical issues for the researcher. In such situations and participant profiles, face-to-face interviews can make participants feel tired, powerless or vulnerable. At this point, mode selection is of vital importance in terms of ethics and conversation quality. If people with these characteristics have digital literacy or basic computer/telephone usage skills, and these individuals avoid interviewing in public or in places where they will be unfamiliar, online in-depth interviews are one of the most likely solutions. (Groves & Heeringa, 2006; Lindsay et al., 2021; Synnot et al., 2014; Topping et al., 2021).

Communicating with another person through a technological device or screen can help create an environment that makes the participant feel more comfortable for some research topics. It is normal for the participant to feel vulnerable or in danger, especially in interviews where sensitive issues will be discussed (Neville et al., 2016). The person may be ashamed of the experiences they will talk about during the interview or may be triggered when retelling these experiences; At this point, the fact that s/he is not side by side with the stranger s/he tells about her/his experiences can make the participant feel safer and therefore more comfortable in expressing her/his thoughts. On the other hand, if there is a sensitive issue, it can be beneficial for the researcher to be side by side with the participant in terms of the balance of intimacy and trust (Sedgwick & Spiers, 2009). However, the comfort of the participant during the interview may not be evaluated only in the context of the research topic. As the advantages of online qualitative research are emphasized a lot, the flexibility of time and place can be a factor that makes the researcher and especially the participant more comfortable. Since the online interview will require relatively less effort for the participant, it is highly likely that it may have an incentive to participate in the research (Weller, 2017).

On the other hand, since there is no physical intimacy in online in-depth interviews, the behaviors and actions of the participants and the researcher may be different from face-to-face interviews. According to Goffman's thoughts, individuals are more likely to relax in situations where physical distance is greater. Although this idea was put forward due to the behavioral differences between the two navies, which were highly and less likely to be supervised during the war, the inability to fully enter the personal place during online communication can be seen as a basis for the emergence of a different level of comfort in the behavior and movements of individual. On the contrary, in face-to-face interaction, people are expected to behave more cautiously. Being interacting with each other at a short physical distance can create awareness in individuals, and therefore people can develop a defense mechanism and take precautions regarding their expressions and actions. (Lawrence, 2022).

As there is no face-to-face interaction in online interviews, signs such as body language and gestures to understand the mood of the participant are seen as important losses for researchers. Lo Iocano argues that as a minor compensation for this loss, the researchers had the opportunity to access clues about their lives in the living places of the participants who participated in the interview from their own fields. Seeing the objects in the participant's house or hearing the sounds during the interview can become meaningful details according to the research topic (Iacono et al., 2016). At this point, visual elements that we pay attention to in order to get to know people at close distance and that are not directly in the individual's body (such as accessories, decorative items, photo frames, etc.) may unfortunately not be in the field of view in long-distance online interviews, and this can be considered as a loss of non-verbal expressions as an element that enriches the study. However, the most important limiting detail for online qualitative research is the area in which the participant participated in the online interview. On the other hand, as can be seen in the study of Zadkowska et al., participants' choice of venues to prove their identity or the persona they prefer to display can also have an effect that resembles an online interview to a face-to-face interview. This situation can create a clue for the researcher, as well as the technology and applications used today have the opportunity to eliminate such a clue. As seen in the suggestion in the study, the background setting within the Zoom

application also offers the participant the opportunity not to open their own area. (Żadkowska et al., 2022)

In addition, the fact that the participant and the researcher have the freedom to participate in the interview from an area where they feel safe appears as a detail that strengthens the sense of volunteering in the research. At this point, a participant who communicates with the researcher mutually and outside of his/her safe area may feel nervous for a long time at the beginning of the process, but a participant who starts the interview from the area he/she chooses may feel less threatened because he/she will be safely in his/her own area without being close to a stranger (Neville et al., 2016). From the beginning and before the in-depth interview, one of the important solutions to reduce this potential tension is to provide the participant with the necessary information about the research. Especially at the beginning of the interview, reassuring the participant that their participation is voluntary, and getting approval especially about the record is an important step for the quality of the interview and the comfort of the participant. In the continuation of this, it is highly important not to be in a stagnant attitude and a fixed pose, in order to make the participant feel that he/she is not only connecting with the screen during the interview. Despite all its facilitating effects and advantages, conducting an in-depth interview online can also involve risks for intimacy, trust and sharing. In order to eliminate such risks, it may be a more effective solution for the researcher to be aware of himself/herself and act appropriately, rather than inculcating and encouraging the participant. (Żadkowska et al., 2022).

Due to the nature of the method, the researcher should have a flexible structure. Being prepared for circumstances to change at any time may also include delaying or extending interview appointments. However, researchers who have been trying to interview people with a busy personal calendar before this, may have to leave their safe areas if they try to comply with the participants' schedules. In particular, the choice of time and place of researchers who try to eliminate the conditions that will force the participant can be indexed to the participant. For a researcher whose schedule can hardly match with the participant, online interviews can be a powerful and productive option (Neville et al., 2016).

On the other hand, another issue that seriously affects the quality of research is, of course, the internet technologies used. The quality of the locally used internet network is an important variable that directly affects the quality of research. A bad internet network can have a daunting and tedious effect on the participant and researcher. In an interview where there are constant interruptions and disconnections, the researcher may lose attention while trying to solve the problem, and the participant may get bored in an interview that needs to be repeated over and over (Deakin & Wakefield, 2014; Gray et al., 2020; Sedgwick & Spiers, 2009). For this, researchers recommend that researchers who conduct online interviews generally use a wired internet network and make backup plans. In addition to this, the quality of the devices used together with the quality of the internet network is of great importance. The best possible quality of audio and video in online interviews, which are the equivalent or alternative to face-to-face interviews, is a factor that can completely focus both parties on each other. The use of a bad microphone or speaker/headphones, especially during conversation, can radically affect communication. At this point, it is one of the best precautions to be taken by the researcher to use his own equipment in the best possible quality as well as to prepare a roadmap for the participant against possible problems. Although freezes in the image can be tolerated during the interview, audio interruptions or low-quality audio transmission may force the participant or researcher to repeat their sentences. Constant repetition can be seen as a distraction as well as a discouraging situation (Nehls et al., 2014). However, an important point to be noted here is that the management of the internet and other technological devices may not be solely and exclusively for individuals. For example, if there is a strong internet network in the countries or regions where the researcher or participants live, this is a factor that automatically improves online interviews (Archibald et al., 2019; Gray et al., 2020). However, research continues in places where such advantages are not available, and in this process, researchers may have to cover the extra costs for the internet network and the devices used (Dayan, 2021). Nevertheless, the effect of the internet on online qualitative research is not limited to interviews. The most important disadvantage of conducting a qualitative research via the Internet in terms of research is that it excludes individuals who have no internet network or who provide low quality internet connection. This disadvantage confronts us as an important dilemma despite

the democratization goal of online qualitative research in the field of participant diversity (Shamsuddin et al., 2021).

In addition to all these, communicating via the internet, again depending on the research topic, also includes a good advantage that allows the participant to share more information with the researcher: fast document sharing. During the online interviews, the participants can provide video, photo, audio, etc. related to the topic. It can be very easy to share (Iacono et al., 2016).

As underlined in most studies, online in-depth interviews make the data generation process flexible both positively and negatively. Spreading over large areas and involving people from different groups in the research process is an opportunity to increase the quality of research, and the process of communicating with these people can be stressful or challenging for the researcher. As emphasized in the literature, communicating with participants from different countries may require the researcher to set a schedule outside of his daily life. For example, to interview a participant from a country in a different time zone, the researcher must make sacrifices. This is also an ethical behavior that the researcher, who invites the participant to the research, should also perform (Nehls et al., 2014).

In the research, in which online and face-to-face interviews were conducted with adolescents through a chat program, it is stated that video interviews can have a self-awareness-raising effect on the participants, and this may cause a decrease in quality (Shapka et al., 2016). Especially if the society/community where the participant is located has strict rules, recording the participant's image can be a strong factor in terms of self-censorship during the interview. As Lawrence, who conducted ethnography study in China online due to the pandemic, stated that in strong authoritarian regimes, individuals may have a tendency to keep their thoughts outside of social norms and values to themselves and distort or hide their own thoughts in their interactions with other individuals (Lawrence, 2022). On the other hand, another reason for the self-censorship of the participants in video calls may be that they feel suspicious and insecure that the interview is being listened to during the interview (Seitz, 2016).

In addition, the research process in online interviews progresses quite easily if there are participants who are familiar with the technology used. If the participants have used the application used by the researcher before or if they have participated in similar research, the process can progress faster and healthier because they have a command of the process (Seitz, 2016). For example, according to Sullivan, since younger generations are more familiar with technology, privacy does not seem to be an important detail or concern for these generations. Therefore, the online interview experience becomes easier for these generations (Sullivan, J, 2012).

When it comes to online interviews, some of the most important problems besides distance, time and budget are digital literacy depending on the education level of the participants and the quality of the internet providers in their location/country. It is critically important for the participants of online qualitative research to have a basic level of digital literacy, depending on the application or intermediary technology used, for the healthy conduct of the research and the data quality. In the end, although the participants who do not have good digital literacy or have little contact with technological devices are given information before the interview, familiarity with the environment/device/application used becomes a very effective factor for the healthy continuation of mutual communication during the interview. On the other hand, sufficient internet infrastructure in the region where the participants or researchers are located is seen as a great advantage during the interviews (Archibald et al., 2019a)

On the other hand, Goffman's dramaturgical approach is one of the approaches that comes to the fore when considering the strategies of individuals towards the way they interact. When we look at Goffman's approach, the interactions of individuals in daily life are handled by likening them to a theater play. The point Goffman underlines here is that individuals have a high awareness of their own selves and strive to present this self in the best way possible in front of others. In this framework, individuals reconstruct their movements and expressions in interaction, in Goffman's words, their performances in front of the individuals they interact with. The sociologist, by addressing this order of fiction through the concepts of theater, reveals that the behavior of the individual as an interactant is not a product of improvisation; it is a performance staged in line with the individual's perception of his/her own self.

Therefore, based on this approach, it is possible to say that individuals make a presentation to each other in daily life, just as actors make a presentation to their audience while performing on stage (Goffman, 2021).

Today, however, individuals do not only interact with one another through face-to-face communication. With the increasing use of the Internet and thus social media, a significant part of the interaction has moved to the digital world. Therefore, in this period when social media applications are very diverse, individuals also realize a self-presentation through internet applications. When we look at the studies on this subject in the literature, it is underlined that social media interaction has very important aspects for the performance styles of individuals as a presentation method. For example, Birnbaum (2008), in his doctoral dissertation study on the use of Facebook by university students, underlines that they realize a calculated self-presentation through the platform (Birnbaum, 2008). Or, on the other hand, the study titled "The Presentation of Self in the Age of Social Media: Distinguishing Performances and Exhibitions Online" underlines that the presentation of self on social media is an exhibition rather than a performance and that the impression control in Goffman's approach is more prominent in social media channels (Hogan, 2010). On the other hand, as an important contribution and perspective, the study titled "Self-Concept Clarity and Online Self-Presentation in Adolescents" deals with the effects through which adolescents' self-presentations in online environments differ from their self-presentations in offline environments (Fullwood, James, & Chen-Wilson, 2016). It underlines that adolescents can realize different self-presentations in online environments as an act of discovery in cases where they have low clarity about their own identities and selves. In this respect, it is seen that the online world may be in conflict with the offline world, and that the online world opens many doors for self-presentation for individuals who do not have a clear idea about their self or identity (Fullwood, James, & Chen-Wilson, 2016). "The presentation of self in the online world": Goffman and the study of online identities", interviews were conducted with bloggers and users of Second Life, a kind of virtual world application (10 participants), and a research was conducted on how the participants present themselves on these platforms. In line with the findings of the study, it has been observed that individuals

sometimes reveal only a part of their identities as much as they display their offline selves on such platforms. At this point, it is seen that the underlined online world does not reveal something completely different from the offline identity of the individual, but emphasizes only the preferred parts of his/her self in line with his/her choices according to the platform he/she is on. At this point, it becomes apparent that one of the factors that trigger individuals' preferences is the desire to adapt and consequently to be accepted/liked (Bullingham & Vasconcelos, 2013).

CHAPTER 3. METHODOLOGY

This thesis focuses on face-to-face in-depth interviews and online interviews and the differences between these two interview methods. In this direction, these two modes were evaluated in the light of the interviews made throughout the research process, and their conditions created for the participant and researcher discussed. At this point, the necessity of conducting researchs remotely, especially since the emergence of the Covid-19 Pandemic, has become an important starting point for this thesis. As underlined in the introduction, it can be said that conducting remote research during the pandemic is relatively easier for quantitative research. Because, within the development of the method itself, modes like SMS or online surveys have developed which are able to adapt to these conditions. However, when it comes to qualitative research, the fact that the researcher plays an active role in the data generation process and is in a position to "generate data" with the participant raises questions in terms of the integration of online technologies into qualitative research. Although studies have been carried out on this issue since the beginning of the 2000s, it did not become that widespread until the pandemic conditions. However, the physical distance rule or curfews or travel bans applied in different dimensions, primarily due to the health measures taken, have become an important factor for carrying the qualitative research method to online mediums. Although face-to-face interviews are seen as a gold standard for a research, pandemic conditions have led to an increase in the distance between the researcher and the participant and naturally to produce different solutions to carry out researches. Under the pandemic conditions, the applications closest to the face-to-face interview experience were tried to be realized with online (video call) interviews.

Unlike a perspective that seeks to identify and correlate variables to explain a situation, qualitative research seeks to understand and interpret the perceptions and perspectives of those who experience the situation (Miles & Huberman, 2019). For this reason, in qualitative research, a process where the researcher as an actor who interacts with the participant as an other actor in interaction and generates data together is carried out, rather than a structure that is prepared beforehand and does not go

beyond its framework. That is why it is essential for the qualitative research method that the researcher builds a relationship and closeness with the participant. In this respect, the fact that the researcher has a participatory role in the research process and that she/he has a place as a data generation tool does not make it possible to distance researcher from the participant. For this reason, face-to-face communication is a very important part of qualitative research. To that effect, the focus of this thesis is to find solutions to such situations that can increase the distance between the researcher and the participant, together with the effect of the current pandemic, and to offer perspectives on how to minimize the problems created by such situations. In this thesis, it has been tried to make a comparison between face-to-face and online in-depth interviews and to make a prediction about what kind of experiences researchers can have in both modes as a result of this comparison. And of course in the light of this comparison, it is tried to create a general framework on how to conduct in-depth interviews and how to ensure the quality. At this stage, the research topic was determined as "Experiences of Mothers Working Remotely in the Pandemic". Within the scope of this issue, questions were asked about the daily lives, work and home lives, relationships with family and children of women working remotely during the epidemic.

3.1. Research Sample

Qualitative research was conducted on the experiences of mothers working remotely during the pandemic and 24 in-depth interviews were conducted. Twelve of these interviews were conducted online, and the remaining 12 were conducted in face-to-face mode. In line with the research topic, the focus has been on women in the private sector and occupational groups who have transitioned to the remote working system. The primary reason for determining the participant profile as women working in the private sector is that working conditions in private institutions are relatively more flexible than in public institutions. In private sector conditions, the working hours of the employees are extended, and their job descriptions may expand within the period they are in. These processes, which create difficulties for people in the standard working system, have become more complicated and worn out with the transition to remote working, especially with the disappearance of the time spent on the road. It has

been observed that the working hours of individuals working remotely have been extended and it has become easier to stay overtime in the home environment (Baycık, Doğan, Dulay Yangın, & Yay, 2021). In addition to these criteria, the participants were limited to mothers with children under the age of 12 in order to see the different dimensions between the two modes and to make a more detailed comparison. The primary reason for determining the child's age is that children at this age need and depend more on their parents than older children. Or whether children aged 12 and younger go to school or not also plays an important role in home life during the pandemic process. Particularly, the participation of children under the age of 12 in distance education causes different difficulties in adapting to online education, digital literacy, and distraction. In this respect, the experiences of women with children in this age group during the remote working process are more complex and layered.

It is observed that finance and education are among the sectors that switched to remote working in Turkey in line with the pandemic measures. These occupational groups are also followed by call center employees due to the relatively convenient system. The main factor that leads the field of education and finance is the nature of the work done and the fact that it is more applicable to carry out the work outside the workplace in accordance with the job descriptions of the employees. In other fields of work, there has been a transition to remote working mainly in administrative staff. For this reason, it was tried to establish contact with people who could participate in the research by reaching people from these occupational groups. The sampling technique in the research design was determined as snowball sampling. As a result, the research sample consists of 24 women aged between 30 and 41. Although the education level of one of these 24 participants is unknown, 16 of them are university graduates and 7 of them are master's graduates. 12 of the participants included in the research sample work in the finance sector and 8 of them work in the education sector. The remaining 4 participants took part in different positions in the service and industry sectors.

In the first stage, women working in banks, call centers and private education institutions were reached with the reference of the researcher's close circle; and they were contacted via their mobile phone numbers. A total of 32 women who have children aged below 12 agreed to participate in the study. However, 7 of the planned

interviews were canceled mainly due to problems regarding the timing of the interviews. With one of the 7 participants, the planned interview was terminated because there were connection problems during the online interview. A second interview was planned with the participant whose interview was terminated, but this time, the interview could not be held because there was a problem with the interview application on the participant's computer at work. Of the 7 people whose interviews were directly canceled, 4 were contacted to interview face-to-face and the other 3 for online interviews. Since the changes in the agenda of the participants during the field process did not allow them to contact the researcher, it was not possible to meet with these participants; still, 2 people living in the same city with the researcher were offered an online interview offer from those who agreed to be interviewed, but no positive response was received. One of the 12 participants who were interviewed online was initially contacted for a face-to-face interview, but the interview was held online because suitable conditions for face-to-face interview could not be met in the process until the appointment with the participant.

3.2. In-depth Interviews

The mode of the interview with each participant was determined by the researcher. Interviews were held with the participants who said that the proposed interview mode was suitable for them. At this point, in order to learn about their preferences, questions about the interview were asked in the last part of the semi-structured interview directive. In the semi structured guideline which is presented in ANNEX A. used in the interviews, questions were asked about the background information of the participants, family - children and work life, the processes and practices they experienced during the epidemic, the psychological effects of the epidemic and remote working. In the last part of the guideline, questions were asked about their thoughts on the interview and which mode they would prefer if they were to have another in-depth interview. (ANNEX A.)

3.3. Fieldwork

The fieldwork started on June 20, 2021, but due to the inability to reach the targeted participant, the field process, which should have ended on September 30,

2021, was extended until February 15, 2022 by revising the research period and informing the ethical commission of the Hacettepe University. Face-to-face interviews were conducted in the city where the researcher was in the field. For all online interviews, an informed consent form was sent to the participants before the interview, and the questions asked by the participants were answered in detail. For face-to-face interviews, consent forms were delivered to the participants in hard copy before the interview. All interviews were initiated with the consent of the participants, and at the beginning of the interview, the interview was continued by giving information about the research and obtaining their verbal consent that the recording was carried out with their consent. During the research process, in order to improve the interview process for the participant and to minimize the possibility of postponement or cancellation, it was conveyed to the participants who were interviewed face-to-face, that the interview could be held at a time and place of their choice. In this respect, the researcher's time management during the field process was completely dependent on the participant. In online interviews, the participant was given the opportunity to determine the interview time, as in face-to-face interviews, but there was no restriction on this issue as there was no process that the researcher could manage in choosing a venue. Prior to the online interviews, participants were asked to stay in an area where they could be alone and use earphones, if possible, in order to ensure their privacy during the interview, especially while they were at work. In terms of safety, the researcher also used headphones during the online interviews to ensure the privacy of the participant while the interview was under conditions where the interview could be heard.

3.4. Zoom Application for Online In-depth Interviews

Zoom application was used in online interviews. There are 2 primary reasons for choosing the Zoom application. The first of these, the use of Zoom application mainly in remote working and education processes during the pandemic process has made people familiar with the application. Although individuals in their business life use the systemic infrastructure of the institution they are affiliated with and hold online meetings through their existing software, many of the individuals who have children have the Zoom application on the devices they use due to the education process. At this stage, it can be considered as evidence that none of the participants who accepted

the online interview did not install Zoom on their phones or computers afterwards. Another reason why Zoom application is preferred is the opportunities that the application provides to users. At this point, a few important points can be listed as follows:

i. Zoom's interface (excluding language support) is designed to facilitate the user experience,

ii. Accessing organized online meetings via link and password is one level safer in terms of privacy,

iii. The application has a recording option within itself and the recordings are saved to the device used, both with video and audio only.

3.5. Analysis

There are several important evaluation points that emerged as a result of the themes that emerged from the coding of the interviews conducted within the scope of the thesis and the interview observations. Before addressing these, it may be an important start to talk about the structural factors of interviews as seen in the literature on online and face-to-face interviews. As can be seen in the literature, studies mainly focus on the extent to which online interviews can be equivalent to face-to-face interviews, what advantages they can create for the researcher and the participant, and the budget and time balances. However, such results, which also appear in the literature, are predictable as long as there are no marginal situations in the research or interview processes. After all, it is more profitable in terms of budget and time to conduct an online interview with a participant living abroad. Therefore, evaluations of online in-depth interviews in the literature emphasize the technique's structural contributions to the researcher and research design over face-to-face interviews.

However, when it comes to the interaction established in an online environment, there are also different dimensions that affect the behavior of individuals. At this point, which factors affect participant behavior and how effective the researcher can be in this process becomes another important evaluation point for in-depth interviews. At the very beginning, the ethical concerns of the researcher in the research

process, ensuring the confidentiality of the interview with the participant in terms of the research subject and ensuring a certain degree of privacy during the interview are indispensable details for in-depth interviews. Of course, qualitative research is a research method that has a methodology and is meticulously constructed by the researcher. However, as in quantitative research, it does not have a structure with a fixed prescription, a clear path, and a predominance of closed-ended questions. Therefore, it has a more flexible structure and a course in which the human factor is more effective. In fact, quantitative research has a respondent, while qualitative research has a participant. In this framework, looking at qualitative research and in-depth interview process, which gives the participant an active role in the data generation process and positions the researcher as an data generating tool, with human behavior can offer a useful perspective.

In this context, the thesis will examine the interaction between the participant and the researcher during the interview based on Goffman's dramaturgical approach. Accordingly, in order to examine the factors that differentiate participant and researcher behavior in online and face-to-face interviews, their presence in the interview process and the way they present their selves, observation notes of the interviews will be mainly used and the results will be examined by establishing similarities between the elements of the interview and Goffman's concepts.

The first point of evaluation is the relationship of trust and intimacy between the researcher and the participant. In the qualitative research process, establishing a relationship of trust and intimacy between the participant and the researcher is a very decisive factor for the course of the interview. The fact that the participant trusts the researcher who asks questions about his/her own experience and gives sincere answers is the most important factor affecting the depth of the information produced during the interview and thus the quality of the interview. This is because the trust the participant has in the researcher and the intimacy of the established relationship determine how transparent the participant will be in expressing herself/himself. However, as discussed in this thesis, the relationship of trust and intimacy between the researcher and the participant during the interview is influenced not only by the level of closeness that two people can feel to each other, but also by the environmental conditions. In other

words, there are external factors other than the researcher's strategies to communicate with the participant during the interview. In this framework, the theme of trust and intimacy, where this relationship between the researcher and the participant is discussed, will be analyzed in the analysis section based on Goffman's dramaturgical approach. An evaluation of the relationship between trust and intimacy will be made based on the concepts of stage and performance. At this point, the interview venue, the stage, the participant's expressions and behaviors in the interview will be discussed through concepts such as performance and personal front.

The performance of the participant and the researcher is highly influenced by the relationship established during the interview as well as the conditions provided for the interview. In this framework, evaluating in-depth interviews by considering the basic aspects of human communication can be a useful approach to examine the quality of the interviews and thus the quality of the information produced. Ultimately, the conditions under which participants interact with the researcher in in-depth interviews have a significant impact on the way they express themselves and present their selves. This is similar to ordinary communication between individuals in the ordinary course of daily life. For example, individuals who come together to discuss a specific topic organize their communication accordingly if they are under the influence of negative conditions such as the presence of people around and the openness of communication to interference. In this context, the openness of communication in in-depth interviews and the way individuals present themselves are affected by similar conditions. Although the researcher carefully constructs such details in the research process, mishaps may occur during the process and actions may need to be taken accordingly.

On the other hand, when it comes to the process of involving the participant in the research, there is the possibility of conducting one or more preliminary interviews before the in-depth interviews. However, the environment and conditions that can occur for the familiarity of the participant and the researcher with each other are quite limited in remote research where direct online interviews are aimed. In this framework, the time required for the participant and the researcher to establish bond and intimacy automatically increases in online in-depth interviews. This is because a preliminary

preparation and acquaintance process, as may be the case in face-to-face interviews, may not always be provided for online interview conditions.

In addition, in both modes, the locations preferred by the participants for the interviews have significant effects on the course of the interview. In this framework, in the analysis section, the interview place is analyzed through Goffman's concepts of stage and performance around the conditions it creates. In order to examine the factors that interrupt the interaction between the participant and the researcher during the interview, or the conditions around which the participant's performance is woven, looking at the interview venues and considering the meanings of these venues for the participant can provide a meaningful perspective on the distinction between the two interview modes and which mode can be chosen depending on the conditions in the research process.

Finally, based on Goffman's Stigma theory, it will be discussed under which conditions the participants reveal or may reveal which aspects of their identities (Goffman, 2014). In this framework, the conditions under which the characteristics or ideas that make individuals different from others can be shared with others and the extent of this sharing will be examined. For this examination, an evaluation will be made based on the answers given by the participants to the questions asked in both modes and it will be discussed which mode prepares the appropriate conditions for the sharing of such information and for the participant to express himself more openly.

CHAPTER 4. ANALYSIS

This section provides information about the interviews conducted during the research period. At the first stage, structural information such as the length of the interviews, interview place, interview time and modes will be presented, and then the advantages and disadvantages of the interviews for both modes will be discussed in the context of six themes.

4.1. Information About The Interviews

Twenty four interviews conducted within the scope of this study were divided into 2 equal groups as online and face-to-face. All of the participants interviewed face-to-face resided in the same city as the participant. All face-to-face interviews were held at places preferred by the participants. The earliest of these interviews started at 11:50, and the latest at 20:36. 3 out of 5 participants preferred to conduct the interview on working days. And they also preferred to meet for the interview during lunch breaks. Since one of the other 2 participants was doing her own job, the interview was started at 14:31, again at noon, but different hour from the standard lunch break. The last two of the participants, who participated in the interview from the workplace, preferred to interview in one of the empty classes at the school where they teach.

In online interviews, the earliest interview was held at 12:30 and the latest at 23:46. As in face-to-face interviews, the number of participants who preferred to interview on working days was 8. Particularly, the participants who preferred to interview on working days also tended to do the interviews in the same way as the participants who interviewed face-to-face, during their work breaks or before or after working hours. The hour at which the interviews were carried out was chosen mainly depending on the daily time management of the participants, at this point, the participants were informed during the interview that the researcher would adapt to them about time. For this reason, the participants chose the time in a way that would not disrupt their daily routines, or the participants whose appointment date or time were not clarified were able to request an interview spontaneously. Apart from this, when the participants who had disruptions in their daily schedules requested to

postpone the interviewing time, interviews could be conducted without any problems. 1 in 12 respondents to online interviews was a UK resident; For this reason, the interview with her was held at 23:46 Turkish time and 21:46 UK time.

4.1.1. Timing and Duration of The Interviews

The average interview length of the 24 interviews is 55 minutes; This average is 56 minutes in online interviews and 55 minutes in face-to-face interviews. At this point, it can be thought that these groups are similar both within themselves and between the two groups in terms of the duration of the interview. While the longest of the online interviews lasted 90 minutes and the shortest 37 minutes; the longest face-to-face interviews lasted 97 minutes and the shortest 20 minutes.

At this stage, it is seen that there is a remarkable difference between the two shortest interviews of the online and face-to-face interviews. The participant who was interviewed online participated in the interview from the workplace; The participant, who was interviewed face to face, participated in the interview from the common area of the hotel where she had a winter holiday. In both interviews, suitable conditions were not provided for the researcher and the participant to be alone in the venue. However, as another factor, the fact that the participant's baby is with him/her during the face-to-face interview can be considered as an effective point.

However, an important point to be taken into account when examining the length of the call is the internet connection and the device. From the longest to the shortest, the quality of the device and connection used in online calls directly affects the length of the call. While it is not possible to experience a problem with the transmission of the voice between the participant and the researcher in face-to-face communication, it is possible to experience problems with the transmission of the voice to the other party in online interviews. For example, in cases where the sound is lagging due to a slowdown in the connection, the listener's waiting and response time increases automatically, thus increasing the call time in a biased way. For this reason, considering the duration of the interview, an average of -1 or -2 minutes can be taken into account for each interview.

4.1.2. Place of Interviews

Four of the face-to-face interview participants invited the researcher to their home for the interview; One of them preferred to come to the researcher's house for the interview. Again, one of the participants who were interviewed face-to-face preferred to do the interview at a relative's house. 3 of the remaining 6 face-to-face interview participants are at work; the other 3 preferred to hold the interviews outdoors. Only 3 of the 12 participants could be interviewed in a place where they could be completely alone, 2 of them were held in the participants' own home and 1 in the researcher's own home.

In online interviews, 5 participants attended the interview from their workplace and 7 participants attended from their home. 2 of the 5 participants who participated in the interview from the workplace are from an environment where they can be completely alone; out of 7 participants who attended from home, only 1 participated in the interview from an environment where they could be completely alone.

4.1.3. Technology and Interviews

The technological devices used by the researcher and participant in online interviews, and more importantly the internet connection, are of great importance in terms of the flow of the conversation. If the internet connection or device used by one of the parties during the interview is insufficient, serious problems arise regarding the sustainability of the conversation. At this point, if the participant and researcher cannot produce a quick solution during the process, problems may arise in terms of interview quality or the interview may have to be terminated. In this context, 2 different experiences were experienced during the study. In the interview with Nergis, although the participant and the researcher waited for the connection to improve at a time when the internet connection became very slow, the interruptions continued for a while. At this point, the researcher tried to produce a solution by closing her own display for a while in order not to terminate the interview. This situation, which was experienced due to the quality of the connection, continued for a short time, but not being able to predict how long the problem would continue in the process became a situation that

created stress and pressure. On the other hand, during the interview with Beyza, the participant's problem in internet connection by directly switching to mobile connection is a very facilitating step in terms of continuation of the conversation. At this point, it is of great importance for the continuity that the participant and the researcher have the opportunities and technical knowledge to solve such problems. In addition, in order to understand a problem that may be experienced with the application, internet connection or device from the participant's point of view, and to quickly find a solution, the researcher's foresight of what kind of problems may occur in the devices and connection that the participant can use, being prepared for this and directing the participant in this direction can increase the participant's desire to continue and prevent himself/herself from the disruption experienced during the interview. It can prevent them from feeling nervous or inadequate because of this.

4.1.4. Cost of The Research

As mentioned by the researchers in many studies on the subject, online in-depth interviews are in a very advantageous position in terms of minimizing the cost. At this point, the cost in this study is also very low, especially compared to a scenario where online interviews are made face-to-face. While face-to-face interviews were conducted during the research process, only urban transportation costs were in question for the researcher. At this point, a low-cost process was realized as it was possible to reach the places where face-to-face interviews were held by public transportation vehicles. Since only one face-to-face interview was held on a snowy day, transportation was provided by taxi. The cost of this did not make a major difference, as it was about 7 times the cost of public transport in the city.

Apart from this, since all the equipment required for online interviews was already bought by the researcher in the past, no expenditure item was incurred in this regard. Therefore, the cost was very low during the research period.

4.2. Participant and Researcher Performance Between Online and Face-to-face Interviews in The Framework of Goffman's Concepts

Integrating online technology into the qualitative research process and conducting in-depth interviews online, as in this thesis, has important consequences in many aspects both in the field process and in the post-field process. When we look at the qualitative research process from the very beginning, we know that there are many factors that affect the quality during the research. However, perhaps the most important of these factors is the relationship of trust and intimacy between the researcher and the participant. This sense of trust and intimacy is the most important igniter of the level of sharing and thus knowledge production between the participant and the researcher. In its simplest form, within the scope of the research topic, the researcher asks the participant questions about the participant's experiences and how the participant perceives and makes sense of these experiences and how he/she constructs the action that emerges from that experience. Through these questions, the researcher has the opportunity to look through the participant's mind and window. From a very human perspective compared to the ordinary course of life, diving into the deepest recesses of another mind can be possible either in a moment of great vulnerability or with a high sense of trust. However, research is a systematically designed process of discovery rather than a primitive sense of curiosity to chase the aforementioned vulnerability. Therefore, the method of reaching the intended knowledge in this process of discovery is for the researcher to build a sense of trust with the participant and to manage the research process around ethical principles. This process requires the researcher to act with serious care. However, qualitative research has a more flexible, non-artificial structure that is carried out under conditions more suitable for the ordinary flow of life, rather than a structure that takes place in a laboratory environment, where external factors are eliminated. Therefore, in the qualitative research process, there is a researcher who walks the path with the participant rather than a set of instructions directing the respondent to follow certain ways and commands. This journey, which involves a number of uncertainties for both sides from the beginning to the end, can be likened to an adventure that requires the

companions to trust each other in the dilemmas and moments of vulnerability that may be encountered.

However, on the other hand, in order to develop trust and intimacy in the qualitative research process, especially in in-depth interviews, the structural features of the interviews are as important as the communication strategies of the researcher. Because even though the researcher is specialized and has gained a kind of professionalism, considering the uniqueness of the interviews and the participants, there may be situations that are beyond the limits of his/her competence and that he/she cannot intervene. At this point, an evaluation of the online and face-to-face interviews conducted within the scope of this thesis will be made in this context.

Face-to-face communication paves the way for a good communication between two individuals even with the simplest element, namely eye contact. Especially when in-depth interviews are considered, the mutual and face-to-face communication between the participant and the researcher creates a space where all elements of interaction can be grasped. When this area is considered, it is known that non-verbal expressions enrich interaction at least as much as verbal expressions. At this point, it is as important as verbal expressions that individuals witness each other's body language during face-to-face communication and have an opinion about their appearance as well as their gestures and facial expressions. These non-verbal clues are also needed for the two to "recognize" each other. Recognition here underlines the state of acceptance rather than merely meeting, rather than acquiring sufficient information about the other person. Individuals show themselves to the other person around these acceptances. Therefore, face-to-face interaction creates more opportunities to show some elements that may be included in the boundaries of acceptance. In this respect, face-to-face interviews provide an indisputable opportunity to present a holistic perspective. For example, as the simplest example, clothing, appearance, attitude and demeanor, and how body language is used can be important for shaping the communication that the individual establishes with the individual with whom he/she interacts and determining the level of closeness and intimacy that he/she naturally establishes. In other words, the sense of similarity that can be captured with

elements such as the aforementioned appearance can create a sufficient basis for the transparency of communication.

As far as the subject of this thesis is concerned, the distinctions between face-to-face and online interviews are mainly based on the sharing of place. Being side by side is a factor that enriches sharing and intimacy. Performing an action in the same place and time naturally creates a sense of togetherness and intimacy. This can also be considered as a kind of cooperation. And at this point, face-to-face interviews are always more advantageous in terms of the strength and size of the relationship between the researcher and the participant. This is because the resulting state of togetherness also creates the result of cooperation. However, some disadvantages may also occur if the conditions provided during face-to-face interviews are not close to the best possible. At this point, the choice of time and place, the presence of third parties in the interview venue are the most important structural elements that affect the richness of the communication, the relationship of trust and intimacy, and of course the level of openness of the participant in the communication. Therefore, if these conditions are not in place to ensure that the interview proceeds well, it may be useful not to insist on face-to-face interviews.

Online interviews, which provide more flexible conditions in terms of time and place management, appear as a substitute for face-to-face interviews when the necessary conditions are not met. This flexibility of time and place is a more facilitating choice for both parties compared to face-to-face interviews that require the participant and the researcher to use a common agenda. However, at this point, this structure, which positions the participant and the researcher in distant places from each other, hinders the sense of intimacy that strengthens with the comprehension of all elements of communication. This is because online interviews involve individuals watching each other on a screen rather than making eye contact. The screen in question is also a digital wall between two individuals. And of course, the images of individuals reflected on a screen with a narrow frame from a camera with limited visibility make it difficult for them to master their appearance and to fully comprehend the body language that is unquestionably used.

In addition, not sharing the same place is an important factor affecting the sense of commitment for the participant. In drawing this conclusion, comparing online interviews with face-to-face interviews is an inevitable starting point. Because face-to-face interviews, where individuals interact with each other, also have a structure in which the rules of courtesy are much more dominant. Ultimately, when face-to-face interviews are considered, whether the communication is for a research or not, ending the interaction without an explanation can be seen as an impolite behavior unless there is a very negative or disturbing situation. Under normal circumstances, individuals try as much as possible not to show unkind behavior towards each other. However, online conversations are in a position to remove an unkind behavior more easily within the framework of feelings of belonging and commitment, or to create the best possible conditions for this behavior to take place.

The first example that comes to our mind when we consider the interviews based on all these is the interview with Görkem. In the online interview with Görkem, Görkem regularly muted himself because his children entered the interview venue many times. This seems to be a measure taken by the participant to make the interview go more smoothly rather than a malicious behavior. Görkem is trying to prevent embarrassing situations that may arise with this action. However, regardless of his motivation, this situation, which created a feeling of talking to the wall for the researcher, created a difficulty in communication. In face-to-face interaction, such a situation would not be possible and it would be considered impolite for one of the parties to show a similar behavior.

Or the online interview with Yeşim could be a similar example. In the interview with Yeşim, Yeşim's husband was present at the interview venue but was not included in the video, at one point in the interview Yeşim stated that her husband was there and when she asked a question about spousal relations and housework, he communicated with her with gestures and mimics and guided her for the answer she was going to give. As in this example, in face-to-face interviews, when one of the parties communicates with a third party in an invisible way, it can be considered rude/inconsiderate. However, online interviews, due to their structural conditions, can allow this kind of communication to take place quite comfortably. This is because, as

underlined above, a structure such as a camera, which has a narrow viewing angle and makes it difficult to follow the movements made, is a factor that weakens people's observations of each other. If this situation had taken place in a face-to-face environment, the incident could have been recognized without the need for the person to declare it, as it would have been possible to follow and see where one of the people was looking, even if there was no verbal expression.

All in all, online and face-to-face interviews show clear differences in terms of intimacy and trust. Online interviews create a more artificial environment for interaction and therefore a more fragile sense of commitment. At this point, especially for the participant, being involved in the research process can be considered less binding in online interviews than in face-to-face interviews. Face-to-face communication, in its simplest form, offers a structure in which the parties are more loyal to the communication due to the rules of courtesy. This loyalty can be considered as an important factor in the formation of trust and intimacy.

4.2.1. Participant and Researcher Performance

Of course, although distance or proximity alone does not determine the level, intensity or direction of feelings such as intimacy and trust, it reveals their strength depending on the conditions in which people are living. Therefore, while the interviews conducted under this heading will be evaluated in two separate groups, namely online and face-to-face, these interviews will also be evaluated separately within themselves. Considering the interviews conducted during the research, there are significant differences between face-to-face and online interviews. Before looking at these differences directly, it may be enlightening to start with some reasoning. If we imagine the communication of two people who have just met in its simplest form, there are a few simple scenes that we will encounter: Meeting outside (public place) or in a place belonging to one of the individuals (private place). Looking at these two scenarios, one can more or less estimate the extent to which the interactants might have ideas or clues about each other. In this respect, under this heading, the interviews conducted and thus the level of bonding between the researcher and the participant will be discussed primarily in terms of the settings in which they interacted.

4.2.2. Recruiting and First Meet

First of all, the first and simplest conclusion we come across when comparing online and face-to-face interviews is how the participants and the researcher meet and get acquainted. During the field period, the process of first meeting the online interviewees and offering them to participate in the research was carried out only through written communication. All 12 participants who were interviewed online were first contacted via Whatsapp application, and only one participant was contacted by phone before the interview. At this point, it is possible to say that in the absence of face-to-face interviews, the extent to which people get to know each other narrows considerably. In face-to-face interviews, the impressions gained due to the appearance of people cannot be obtained in online situations. For example, under normal circumstances, looking at a person's hands to understand their marital status may be enough to have an idea to a certain extent although it does not indicate a definite information. Or the dress and attire of a person seen and met during the day and during working hours can be taken as a starting point to get an impression of their professional profile. However, when it comes to online conversations, which can be as simple as a social media interaction, a certain amount of questioning is needed to make a judgment about people. In this thesis, such questioning is encountered in the process of including online interview participants in the research. One participant, who was contacted by phone before the interview to confirm the time and discuss the details of the research, had the opportunity to ask a question about the marital status of the researcher during the conversation. As a starting point, this is an important clue for online and face-to-face interviews. Simple elements of human interaction in everyday life become more complex in online situations. This complexity stems not from the difficulty of asking questions, but from the necessity of questioning clues that can be more easily captured in face-to-face interaction in daily life. Obtaining information about the other person, however superficial this information may be, is facilitated by simple observations in face-to-face communication. In fact, the mishaps that may arise in the interaction are further reduced in face-to-face conversations, as people can carry out this information gathering activity in a more subtle way compared to online environments. This is because in online scenarios, regardless of the interaction place, there is an acceptance

that there is a limit to what individuals show. Online interactions that start with this presupposition may therefore bring along a skeptical approach.

At this point, when we look at face-to-face communication, it is quite possible to say that the small talk at the moment of meeting or afterwards makes it easier for people to obtain simple but enlightening information about each other. The fact that people see and hear each other and stay at a close distance before these small talk conversations is a very valuable facilitator for the rest of the communication process. On the other hand, it is also inevitable that impressions of appearance are decisive for the relationship. This may not only be about understanding details such as marital status and professional profile, but also about the extent to which the stranger is able to appeal to the details that are personally important to individuals. For example, one can also take into account very simple but effective details such as neat clothing, ironed and clean clothes, or make-up and hairstyles. Because these image elements can be important indicators of how close a person can be to the other person. And once this first glance is overcome, it is natural for the other person to reach a simple level of acquaintance. When all this is considered, face-to-face communication is one of the most important elements for the construction of the bond between the participant and the researcher as an initial stage.

4.2.3. Stage and Performance

Qualitative research, and therefore the interview techniques used, is a process in which the participant and the researcher produce knowledge together. And this is the most valuable point of the research. However, if we look at the in-depth interview process based on Goffman's dramaturgy approach, interviews are a kind of performance place as well as a production space for participants and researchers. As mentioned above, qualitative research method is a method in which the researcher and the participant interact and produce information. In this framework, during the interaction, the researcher performs the researcher's performance by constructing the subtleties and details of communication and applying the steps towards research design, while the participant performs an answerer/participant performance against an unfamiliar questioner. And therefore, both parties realize a self-presentation during

this performance. While the researcher presents his/her self to the participant with the way he/she expresses himself/herself, asks the questions and analyzes the participant's answers, the participant presents his/her self as an element of curiosity to be learned in the face of the researcher's questions. The way the person describes himself/herself, the way he/she conveys the experience, perhaps the details he/she adds to the conversation about what he/she tells during the interview or the details he/she does not share can also be considered as a part of this presentation. Apart from the verbal and non-verbal (body language) expressions that emerge in this whole process, the elements that correspond to the concepts of personal front and setting that Goffman uses in his theory can also be seen as important clues.

When looking at the interviews based on Goffman's approach, it would be useful to start with the interview places in order to make an evaluation between online and face-to-face interviews. For example, in this thesis, 5 women who were face-to-face participants were interviewed in private places, four of them in their own homes and one in the home of a relative. Considering this situation, it is possible to encounter two important points of evaluation. First, the fact that the participant invited the researcher to her home should be considered as a step of establishing a bond at the most basic point, even if it is challenging for the researcher depending on her personal approach. Considering that the researcher and the participant are two people who do not know each other at all, the fact that one person accepts the other into his/her private place can be seen as the beginning of the construction of trust in the relationship. For this reason, being included in the participant's private place, even for a short time, can be considered as an encouraging detail for the researcher. Because, in the first place, the home as a private place is a place that we can call the individual's safe zone. At this point, the invitation to this private place can be considered as a kind of intimacy and trust indicator. But besides all these, the home as a private place can also be described as the backstage of the individual. When the individual moves into his/her private place, that is, backstage, he/she leaves aside the many social roles he/she has assumed in the public sphere, puts aside the selves he/she presents and returns to his/her true self. In this framework, the researcher's entry into the participant's private place corresponds to the transition to the backstage where the participant can perform

the performance closest to his/her true self under the influence of all the elements of his/her home, even if he/she hosts a stranger and limits his/her performance accordingly.

Considering the aforementioned state of limitation and control, the appearance of the person can be considered as a factor determining the course of the interaction. For example, the fact that the participant welcomes the participant in a very ordinary way at home with his/her natural appearance can be taken as a kind of comfort, a sign of intimacy. If we return to Goffman's approach, we can see that one of the elements of the performance of individuals for their roles is their appearance. The individual who creates an image in accordance with the self he/she presents in front of the stage can leave this image in a cloakroom in his/her private place, i.e. behind the stage, and automatically eliminate the barriers he/she limits himself/herself to. For example, a person who wears a uniform or a suit for work every day can switch to the opposite image outside of working hours. This is because a banker is expected to have a neat and tidy "smart casual" or outright "smart" look when at work. This is seen as one of the unique dress codes of the profession. However, a woman working in a bank can also be a more elegant or vampy woman in her social life or someone who dresses more bohemian. In addition to these, the same woman can also wear a pajama with bleach stains on it at home, in her private place. In other words, the individual organizes herself according to her environment.

In this framework, the environment in which the researcher and the participant interact in in-depth interviews, the purpose of which is a certain interaction, is also decisive for the course of the interviews. The performance of the participant in front of the researcher, who does not have a permanent role in the participant's life, may be related to how seriously he/she takes his/her involvement in the research process and what meaning he/she attributes to the process. At this point, it may not be a realistic expectation to expect a performance from the participant that is constructed as seriously as the researcher. Therefore, the participant's performance as an interacting individual and the self he/she presents can be a guide to understanding the meaning he/she attributes to the research process. One of the most important examples that emerged in this thesis can be seen both in the statements of the participants and even

in their actual presence during the interviews. For example, the participants who invited the researcher to their homes for the interview were dressed in very ordinary home clothes, while the participants who preferred to be interviewed outside maintained the image they used outside the interview hours of the day during the interview hours.

In Goffman's approach, features such as appearance, which are considered as elements of personal front, are as important as the characteristics of the stage where individuals perform their performances. The elements that Goffman considers as sets and correspond to the physical characteristics of the stage are also important for in-depth interviews. At this point, interviews that can be included in the participant's private place come to the fore. Although interviews conducted in public places certainly create various effects for interaction and communication between the participant and the researcher during the in-depth interview, being in a place that belongs to a person, as opposed to being in a place that does not belong to one of the persons or especially the participant and does not provide clues about the person, adds a different dimension to the in-depth interview. For example, a participant who invites the researcher to his/her home for the interview may not be able to remove all clues about his/her personal life or values, no matter how much he/she reorganizes the place/room where the interview will take place. These clues may include very simple items found at home, such as trinkets or paintings, or a photograph of all family members. Therefore, entering people's personal places offers more chances to get an impression of them. In other words, entering a place that belongs to the participant or is regularly used by the participant enriches the clues for the researcher. However, unlike face-to-face interviews, researchers may not have this opportunity in online interviews. The main reason for this is that the participant's place is dominated by the camera angle set by the participant and the size of the area where the participant prefers to move. Wherever the participant is participating in the interview, he/she can plan his/her personal front at any scale and even do it with almost minimal effort. In the research process, when the participants were asked questions related to this issue, answers parallel to the structure of the interviews emerged; it was seen that in the online meeting or course processes that individuals carry out depending on their professions,

especially in the initial stages of distance learning, they usually set their backgrounds as a wall without any object on it. However, this situation gradually disappeared as they got used to the online interaction and the people they met online. However, this situation occurred as habit and familiarity were gained in the process. In other words, individuals' developing trust in both the medium and the people with whom they communicate in online interaction can be considered as a precursor for the level of displaying elements of their private lives. On the other hand, in Zoom and similar applications used in this thesis, it is also possible to select a background image during the interview and thus hide the real background. For this reason, the non-verbal elements of interaction in online interviews can be eliminated in the process without the need for great effort. This is the most important evidence that the participant has the ability to act in a more controlled manner in an online scenario than in a private interaction. With such a choice, the participant not only realizes his/her own presentation but also limits the researcher's field of action. In this respect, the use of an artificial background on the Zoom screen is also an indicator of the participant's level of comfort and trust. Therefore, the level and extent of the intimacy and trust relationship that is desired to be established in such situations can pass through silent agreements between the participant and the researcher. And these silent agreements can very simply involve the appearance of people or, in online scenarios, even the background images of people.

Continuing with face-to-face interviews, as another example, especially in Turkey, the kitchen of the house is actually used as a living place as well as a cooking space. When we look at the use of the home in Turkey, the living room stands out as an area used for more formal and special occasions, and the kitchen is the place where household members generally prefer to spend time. The kitchen of the house is decorated with furniture such as armchairs or large dining sets, and even has a television, making it a place where individuals' daily life practices can be realized. Therefore, considering this usage habit, being hosted in the kitchen is often considered as an indicator of a more intimate relationship. The choice between the two places determines the intensity of intimacy in the relationship. For example, the interview with Gaye was conducted in the kitchen and became a very comfortable interview for

the researcher. At this point, especially in the interview with Gaye, it is more comfortable for the researcher to be involved in the ordinariness of Gaye's own life while she is preparing coffee and even ordering coffee from the grocery store because the coffee was out of coffee at home when she attempted to prepare coffee. Because, as an analogy can be drawn with Goffman's theory, being involved in this unprepared moment can be seen as almost indistinguishable from going behind the scenes. Ultimately, this situation, which is similar to being involved in the backstage where the stage where the performance is performed is pre-prepared, creates the impression that the participant does not limit himself/herself to a role. Such a situation can move the participant to the position of the one who constructs the play with the actor rather than the one who watches the actor.

4.2.4. Confusion: Places and Roles

The audience is as important for the individual's performance as the physical characteristics of the stage and the personal front of the participant. Ultimately, the audience are the people the actor tries to convince of his role and therefore of the self he presents. And of course, the actor who presents his/her self through his/her performance aims to leave a positive impression on the audience. While up to this point we have been focusing on interviews conducted in private places, in this part of the analysis we will make an evaluation based on interviews conducted in places that do not belong to the researcher or the participant. Individuals assume different roles in different areas of their lives and naturally realize different self-presentations for the audiences of these roles. For example, a kindergarten teacher with a harsh temperament and distance in her private life will take on a much more friendly and sympathetic personality for her students when she enters the classroom. This is because the audience on the stage and the role she assumes require her to perform in this way and present her self in this way. However, at this point, when there is an audience with different expectations on the stage where she performs, some kind of confusion and mishaps may occur, as can be seen in this thesis.

At this point, we come across a few valuable examples in the face-to-face and online interviews included in the thesis. The first two of these examples are the

interviews with Mine and Pırıl, two of the participants whose workplaces were visited for the interviews. Differences emerged between these two participants depending on the places where the interviews were conducted. When we look at the effect of venue preference on the interview, Mine and Pırıl's interviews differ in this respect. Pırıl, a mathematics teacher, preferred to be interviewed in an area that could be used as a resting area at work. The interview room is not a place that houses any materials related to Pırıl's profession, on the contrary, compared to a standard room in schools, it is an area where there is only an empty table and two chairs without any education-related element or even a computer in the simplest form. Mine, a science teacher, preferred one of the empty laboratory classrooms in the school to conduct the interview while at work. When we look at the places used for these two interviews, there is a difference in terms of the presence of elements that remind the participants of their identities. It is of course possible that the location can also create a state of emotion for the participant and the researcher. As emphasized in the literature, the place can create a sense of security, as well as an awareness of the individual's identity with the elements that hit the identity of the individual. This awareness can direct the interaction in different dimensions and allow it to be reconstructed. Therefore, for in-depth interviews, place is a factor that affects the quality of the interview not only in terms of the participant and the researcher being alone and communicating, but also with its structural features. Participating in the interview at the workplace and especially in an area where he fully practiced his expertise made a significant difference for Mine in terms of oratory. Trying to change roles without a change of field can be a challenging and chaotic experience, just as the women participating in this study expressed in the face of questions. However, the detail that should be emphasized at this point is the effect of this situation on the depth of the area that the researcher can examine depending on the subject of the research, rather than the disruption of the interview. The more the participant's role in experiencing the research topic/question is in the foreground, or the more he/she can be free from the elements that will overshadow that role for that moment, the freer he/she can become in terms of expression and interaction. In cases where such deformations are eliminated, the burdens that the researcher takes on due to his/her position as "manager" can be reduced and thus communication can become more organic. At this point, in the

interview with Mine, the participant tended to adopt a more academic language and answer the questions from a more holistic perspective. It is possible that the factor that influenced this was the fact that she was being interviewed in a place where she was supposed to use such a language. Because in conditions where detachment from the place is not realized, it may become difficult for the individual not to respond to the role expectation created by the place. At this point, in the interview with Mine, the researcher needed to move the participant towards statements in which personal experiences predominated rather than generalizing and framing statements.

Another example of this situation emerges in one of the online interviews. Selen, who works in the accounting department of a professional chamber, participated in the online interview from her workplace. And while conducting the interview, she was not completely alone in the place she was in at all times, so she performed her participatory performance in front of the audience of that role in a place where she assumed the role of employee. At this point, Selen had to manage her performance for the audience of her two different roles. As a participant, she had to perform in front of the researcher; as an employee, she had to perform in front of her colleagues. Therefore, this situation brought about the display of two roles together during the performance and naturally led to more careful construction and mechanization of the performance. Selen's statements, like Mine's, contained more generalizing and descriptive comments on the research topic, and her subjective experiences remained in the background. This is likely to be due to the fact that during her performance she was side by side with individuals who were not the audience of that performance. Ultimately, the questions about the research topic are related to her personal life and hit on more intimate areas. At this point, while her interaction with the researcher would evolve to a more intimate point, she has a different identity and face that she has to protect due to her role and duty at her workplace. Naturally, it can be thought that she had to make a choice as to which of the audiences of the two performances she performed simultaneously she had to protect her face against. At this stage, in interviews of this kind, protecting one's face in front of the individuals with whom the individual will continue to interact regularly in his/her daily life can be seen as a normal choice under the circumstances. Because while the role and performance of

the participant, and naturally the stranger who poses questions to him/her as a researcher, does not have continuity in his/her life, the employee has to perform his/her performance over and over again every working day. Therefore, making a choice for the continuity of this performance and for his face, which must maintain his dignity in front of his audience, can be seen as a normal situation.

However, this situation may also be related to the trust and intimacy relations that the individual has with his/her constant audience in his/her daily life. At this point, the performance of another participant who participated in the interview under the conditions in which Selen's interview took place can be considered. Selvi, a science teacher, like Selen, participated in the online interview from her workplace, even from the teachers' lounge. During the interview, she was in the teachers' lounge during her free period. In the meantime, some of her colleagues were also present in the same place as she was. Unlike Selen, Selvi answered the research questions more openly and clearly throughout the interview, with more details about her personal experiences. At this point, the two interview experiences overlap. For example, structurally, the interview times are similar and the places where the participants were during the interview process are similar in their scenarios. Likewise, the researcher participated in the interview from her home and in an environment where she was alone. However, in the two interviews, the bond and intimacy that the participants established with the researcher and thus the way of communication differed. At this point, it may be useful to make predictions about the effect of the participants' audiences other than the researcher on their performances. Rather than pointing to a truth, these predictions may have a function in thinking about what risks might be involved in constructing the performance and planning the interaction. In online interviews, if the actors are not alone, they perform simultaneously on two stages. Therefore, their relationship with their audience on the second stage is also important. In other words, if the participant's relationship with the people who are the audience of his/her performance on the off-screen stage is based on trust and intimacy, his/her performance to the audience on the screen may be shaped accordingly. At this point, although it is difficult to make a determination about this situation, the statements during the interview can make it easier to make a prediction. At the beginning of the interview with Selvi, when the

recording had not yet started, she was told that she could wear headphones if she wished, and that it would be more comfortable to speak with headphones to express herself comfortably. At this point, Selvi stated that she was like friends with her coworkers and that there was nothing to be afraid of. From this point of view, it can be said that her performance and self-presentation in that place in her daily life are also effective during the interview, and therefore her intimacy with the other audience members around her may determine the intimacy she establishes with the researcher in interviews conducted under such conditions. At the last point, when we look at Selvi's approach, the face she shows to the audience in the teachers' room and the audience in front of the screen and the strategies to maintain that face are the same for her; this allows her to perform the interaction, that is, her performance, in a holistic manner, and naturally, her participant role is not fragmented.

Again, another example emerges at this point in the interview with Gizem. Gizem, who is a bank employee and more careful in terms of protecting personal informations due to the fact that banks' digital channels are also operating more during the pandemic process, was determined not to mention the names of her husband and child throughout the interview.

“Like I said, we didn't talk about anything very private. If you've noticed, I didn't even tell you my son's name during our conversation. [...] I referred to him as my son.” (Gizem)

Being on the stage, where he/she performs one of the most important roles in his/her daily life, can be considered as an important detail that affects the language, expressions and even the tone of voice he/she prefers while conveying another experience. At this point, it is possible to say that the command of the field affects the course of the dialog. This is not only in terms of oratory, but also in psychological terms. One's spatial belonging may affect the form and continuity of the interaction, the trust relationship and intimacy with the person with whom one interacts.

At this stage, the interview with Elçin is of great importance and provides a space for discussion on how roles and the interview venue can make a difference to

the course of the interview. Elçin is a university graduate, married woman with a 7-year-old daughter. She works with her father in the company that he has owned for years. This simple background information is an important point in understanding which roles Elçin has in her life and which roles she fulfills simultaneously. The interview with Elçin was conducted face-to-face at her workplace. Therefore, the fact that Elçin did not leave the place can be considered as important information for this section.

At this point, before evaluating Elçin's interview, starting with an excerpt from the interview with Pırlıl will provide more important paths for the course of the analysis. First of all, it is already known that all the women interviewed in this thesis were interviewed about their experiences during the pandemic. For the research topic, questions were asked about the roles women have in many areas of their lives and how they experience these roles. For example, family relationships, work life and personal areas were examined with questions in the semi-structured interview form. In this respect, the whole of the person's life was viewed in a certain period. When conducting such an interview, it is usual for the person to both exclude all the roles they have during the interview and to experience them internally at the same time. In the end, as underlined, a lot of questions are answered about how she experiences almost all parts of her identity in a certain period of time. This becomes a process that triggers the person to look at himself/herself from the outside as an "I". One of the most important evidences of this, as can be seen in the interview with Pırlıl, is revealed in the following statement.

"The interview went very well, but I... I thought that we really lived the last year hard, because this is the first time I have ever expressed it like this for such a long time and yes, you know, everyone is very difficult... We kept saying let's go back to schools, let's go back, let's go back, but I mean, we don't realize how we really lived while we were living. [...] But when I look back now, yes, we really went through very troubled times. When I think like a movie strip..." (Pırlıl)

Based on this statement, in order to be able to look at oneself from the outside during the in-depth interview and to fully experience a state of re-experiencing that will ignite the production of knowledge about the research topic, being free from the roles one has, but also from the obligations and responsibilities brought by those roles, can help to create a structure that both enriches the information produced in the process, creates a moment of awareness for the participant and strengthens the relationship between the participant and the researcher.

At this point, it may be useful to consider the interview with Elçin from this perspective. As mentioned before, the interview with Elçin was conducted at her workplace. In this workplace, which is a family business far from a corporate structure, Elçin works with her father and other members of the family have the opportunity to commute to and from the workplace. This was experienced when her daughter also came to the workplace during the interview with Elçin. The interview with Elçin took place at the workplace by her choice and coincided with lunch hours. Therefore, the time period in which the interview took place corresponded to the lunch time of other employees. The interview lasted 91 minutes in total and was interrupted 4 times during this period. The reasons for these interruptions were a customer call in the first one, her father's request for a food order in the second one, her daughter's office visit in the third one, and an attempt to chat with a person she knew on the occasion of work in the fourth one. Before the second call, her father first contacted Elçin by phone and asked her to order food, and when his request was not fulfilled, he came to the room where the interview was taking place and aggressively demanded the researcher to stop for a while so that his daughter could come along. This situation led to several outcomes in the course of the interview. The first of these was, of course, the researcher's request to end/terminate the interview in order not to put the participant in a difficult situation. Upon Elçin's rejection of this offer, the interview was interrupted for approximately 20 minutes. After this break, Elçin had an embarrassed mood when she returned to the interview. The most important factor that led to this result was the fact that the participant could not leave the main stage, which occupied an important place in her daily life and where she assumed more than one role. During the Elçin interview, while the participant was there to perform her performance, she

had to simultaneously assume the roles she had to perform in that place. This causes the participant's performance to be fragmented, as well as the need for a recovery and correction after this moment of fragmentation. In the interview with Elçin, the interruption of Elçin's performance in this way caused the performance, whose integrity was disrupted, to be performed differently than before, and the moment of breakage caused the communication to become mechanized. However, at this point, the researcher's performance also had to transform. This transformation caused the researcher to perform a performance in which ethical behavior became more dominant in order for the participant to recover his/her life for the rest of the day. Because from that moment on, the interaction in the interview becomes based on politeness rather than intimacy. While the participant wants to protect her face, the researcher prioritizes protecting the participant.

As can be seen, in in-depth interviews, both the participant and the researcher assume a role in the knowledge production process. During the interview, the participant plays the role of the person who has knowledge about the research topic and provides the researcher with information about his/her experience and the research topic. Therefore, the researcher accepts this role of the participant and communicates with him/her, and these roles bring mutual respect. In order to maintain these roles during the interaction, individuals need to maintain their dignity and continue to collaborate on the stage.

Another important example of the embarrassment seen in the interview with Elçin also emerges in the interview with Gözde. First of all, the interview with Gözde was an online interview. In online interviews, the fact that the participant and the researcher do not share the same place brings with it the fact that both parties have different controls over the scenes they create for the interview. The management of the place and the situation is done separately rather than together during the interview. For example, although this is not observed in the interview with Gözde and other interviews, the researcher may also be involved in scenarios that may harm the researcher's performance at the moment of the interview. This may be primarily due to the choice of venue. Like the participants who participated in the interview from their own homes, the researcher may be subjected to interventions and interruptions

while conducting the interview from her own home, depending on her roles within the household. This can undermine the role of the researcher in the eyes of the participant and lead to a decrease in respect for the researcher and thus a differentiation of the performance and the self presented. This can lead to distortion of the performance/face and the need for improvisation. At this point, it can be considered that the performance of the researcher as an actor in front of the participant as an audience becomes more fragile. This is because when the researcher selects his/her participants, he/she sets out with the awareness of the disadvantages of the participants and the communication strategies for these breaking moments are set up from the beginning. For this reason, in the case of participant performances that are interrupted, as in the interviews subject to this study, the researcher handles the situation in a more professional manner in line with this awareness, expresses to the participants that such situations are quite "normal" and cooperates with the participant who tries to protect her face. This is because the researcher is not someone with whom the participant is constantly in daily life, but someone who interacts with him/her for a purpose and whose presence in his/her life is short under normal circumstances.

In the interview with Gözde, the participant participated in the online interview alone from a room in the house. Gözde is a working woman who lives in the same house with her mother, brother and her nuclear family. During the interview, her two children, aged 9 and 3, constantly entered Gözde's room and caused serious interruptions in the interview. At least 2 members of the family, excluding the children, were also present in the house where Gözde was at the time of the interview. At this point, these details, which were not included in the interview but had an impact on the interview, point to her team, which was not overtly influential in the interview process but was an important factor for the course of Gözde's performance.

At this point, the household members who were in the same house with Gözde during the interview but were not involved in the interview can be considered as Gözde's teammates who were behind the scenes and influenced the course of her performance. This perspective can offer a different way for both online interviews and Goffman's dramaturgical approach. For in online environments, the actor and the audience perform a play without being on the same stage in person. And the

interactions that Goffman likens to a theater stage bring about the fact that in online situations, individual actors have a different backstage team in different venues. The most important condition for the interacting actors to maintain their performances as they have constructed them is the loyalty and cooperation of their teammates. Gözde experienced a disruption in her performance when she entered the room with her children during the interview. This caused a disruption in her own scene and caused her to be embarrassed in front of the researcher. At first, she tried to remove the children from the room as they entered the room, but as the situation persisted, she started to mute herself during the interview. This naturally caused the performance to become mutually difficult. Because the moment Gözde was on stage, she had to perform two performances simultaneously. This situation caused Gözde to verbalize her embarrassment throughout the interview. Likewise, as a part of the interaction, this situation created a process that also forced the researcher. At this point, the researcher, as an actor, had to constantly reorganize his/her performance and control the emotions and deadlocks that would cause a breakdown in communication. This points to the concept of dramaturgical discipline in Goffman's approach. Dramaturgical discipline is a concept that emerges as a defense mechanism and describes the actor's self-control against situations that may damage his/her role. At this point, the behaviors exhibited by both the participants and the researcher during the disruptions experienced in both the interview with Gözde and the interview with Elçin correspond exactly to the concept of dramaturgical discipline.

Returning to the interview with Gözde, it may not be sufficient to consider the interview only with the feeling of embarrassment in terms of Goffman's approach. There is another data for Goffman's dramaturgical approach in this interview. According to Goffman, improvisation is minimized in the process of individuals' performances. This is because behind the stage where the role takes place, the performance has already been set up and the path the actor will follow for his/her performance is clear; therefore, the actor avoids performances and situations that are not in accordance with the script and fiction. However, as seen in a few of the interviews conducted for this thesis, performances were interrupted and there were moments when the embarrassing situations that the participants avoided to protect

their faces could not be avoided. In online interviews, participants are always more likely to improvise. This is because in face-to-face interaction there is no pause or mute button, whereas in online interviews this button is overtly present. Therefore, the presence of this pause button makes it possible to improvise in order to preserve the face. This possibility to pause opens the way for the participant as an actor to instantaneously reorganize his or her performance. The same possibility also applies to the researcher, who has to construct his or her performance more meticulously and be prepared for any disruptions in advance. Ultimately, according to Goffman's theory, individuals always have an idea of their appearance (self) in their environment and they try to construct and control this appearance while performing. Since face-to-face interaction is more instantaneous, this control mechanism is more rigid for individuals. However, it can be assumed that this control is more flexible in online media as there is an option to undo, stop or pause. For example, in the case of widely used social media applications such as Instagram, Facebook or Twitter, it is known that posts can be deleted instantly if they cause problems for the individual or if they are not created as intended, and depending on the individual's realization time, this action can be undone before the audience sees it. Again, in these applications where there are sharing formats such as live broadcasts and sound rooms, actors can stop the broadcast or exit the broadcast if something goes wrong during the performance. Considering that emotions are involved in Goffman's theory, in face-to-face interaction, the audience's appreciation of the actor's performance is one of the most important parts of the interaction for individuals due to values such as dignity, reputation or the effect of emotions such as shame or embarrassment. In this sense, in interviews that can be conducted through applications such as Zoom, it is possible for the individual or the actor to improvise rather than performing a fictionalized performance to protect his/her face in the event of a situation in which he/she feels embarrassed.

As stated in the interview with Gözde, the fact that individuals are in the same team brings about cooperation. Therefore, individuals who are members of the same team act together for the continuity of the performance they perform, and they organize agreements for performance and remain loyal to these agreements. This loyalty appears as one of the important defense mechanisms during performance. What is

meant at this point is that the members of a team maintain the performance with certain assumptions on behalf of the team and do not betray the secrets and decisions of the team. This is a very important point for the protection of the face/image created by the individuals who are members of the team. As an interacting actor, the individual presents his/her performance to the audience. Teammates are also an audience of the individual's performance as well as the people he/she cooperates with and acts together with, and can be considered as the group to which he/she belongs or reorganizes his/her relationship day by day due to his/her position in the society. Therefore, there may be various agreements between teammates and the individual, and there may be expectations for them to perform according to these agreements on the stage they play together. These expectations may be to perform the same attitude and behavior for someone who is not accepted into the social group to which one belongs, or it may be to keep the information hidden about the team absolutely hidden. At this point, the individual should remain loyal to the expectations of the team during his/her performance and act in line with these expectations. This betrayal situation can be considered as damaging the performance and reputation of the individual while hiding the truth rather than revealing the truth that the individual is hiding. At this point, one of the important moments that can be given as an example in this thesis is seen in the interview with Gizem. Gizem preferred to meet with the researcher outdoors and, thinking that she could participate, she came to the interview with a friend who met the criteria set for the research. Gizem's friend was present at the same table throughout the interview and acted as an observer. At this point, the important part is that Gizem and her friend avoided one-to-one dialog as much as possible and did not reveal all the information that Gizem did not disclose in order to ensure her confidentiality. In the end, during the interview, the participant was asked many questions about family and child relations and Gizem answered these questions without sharing the name of her spouse or child. At this point, if his friend made a blunder despite this effort of confidentiality, it would lead to an outcome that would damage the team game. When considered from this point of view, not only through this example, but also through a reasoning, it is likely that during in-depth interviews, in scenarios where the participant and the researcher cannot be alone, the participant is likely to cooperate with the

individuals he/she is close to at the moment and place, which is already an expected behavior in the interaction, not a rejected one.

This cooperation may also occur in order for the participant to make his/her presentation in a healthy and organized manner as he/she has constructed it, rather than behind the researcher's back. But ultimately, in the case of in-depth interviews, for the participant, the presence of a stimulus other than the researcher during the interview creates a situation that affects his/her performance and naturally determines the depth and extent of the interaction with the researcher during the interview. The presence of a person whom the participant trusts more than the researcher may cause the participant to scale his/her behavior and make more cautious decisions about how to perform. For the researcher, this is also a very difficult process as it requires a singular performance in front of a team, which limits his/her maneuvering. Ultimately, when it comes to in-depth interviewing, the participant and the researcher are both actors and observers on the stage at the same time. The participant plays the role of the researcher as the observer and the researcher plays the role of the participant as the observer. As in the interview with Gizem, the researcher's performance as an actor in front of this team of two audiences brings with it various risks in order to protect her face. For example, questioning about unspoken family member names under the observation of a third person becomes more uneasy. The pressure of rejection and shame that may follow this interrogation affects the course of the performance and limits the actor's space for movement. In a way, this is also related to the face the researcher chooses to present. Because the participant, who asks questions that hit the personal lives of individuals and declares that he/she does not have to answer the questions he/she does not want in the consent form he/she submitted to the participants before the research, should remain loyal to the face he/she presents and make an effort to protect it when he/she cannot obtain the meaningful information he/she wants to get about the research subject. This is a fictional behavior at some point. Otherwise, when the researcher exceeds this limit, he/she may fall into a situation where he/she will feel embarrassed in front of the participant, who is his/her audience, and the self and the image he/she presents under these conditions may be damaged. In the same way, the participant, while assuming the role of participant, is a source of information that collects the roles

that the questions hit while being an individual who has experience with the questions asked by the researcher. At this point, in the interaction during the interview process, both the participant and the researcher continue the interview by mutually recognizing the roles assumed at that moment. This mutual recognition brings about a silent agreement for individuals to protect their faces. Although the researcher or the participant is aware of the other roles involved in the interview, they primarily strive to protect the role of researcher and participant. For this reason, they cooperate to recover performance interrupted by family members, children or coworkers of the participant, as is the case in these interviews. In fact, interruptions are normal in the normal course of life. However, in order not to disrupt the performance that is actively put forward during the interview, they may be bypassed.

4.2.5. Stigma and Disadvantages

Looking at the literature, one of the important points underlined in the evaluations and reviews of online and face-to-face in-depth interviews is that online interviews offer the participant more freedom in terms of self-expression. Face-to-face communication is a more controlled and structured interaction, as mentioned in the previous sections of the analysis. And the fact that individuals communicate at a minimum physical distance causes them to activate many control mechanisms while constructing their performances and presenting their selves. This is because individuals show a natural tendency to avoid emotions such as embarrassment and shame and the possibility of being judged during communication. Therefore, in case the selves and faces they present are jeopardized, they carefully construct their performances behind the scenes and meticulously perform their roles on stage. However, interaction with others can be a more challenging process, especially for marginalized individuals who are stigmatized or who have committed stigmatizing acts or possess stigmatizing traits. Regardless of visible or invisible stigmas, the stigmatized individual's communication with what is relatively normal or what is considered normal by society can create very stressful conditions for him/her. At this point, looking at qualitative research and especially online in-depth interviews, it may be possible to say that there is a very favorable environment for communicating with stigmatized individuals. The advantage that emerges at this point is not only to reduce

the sense of shame of the stigmatized or stigmatizable individual during communication and thus to ensure their participation in the research, but also to create an environment conducive to communication. At this point, as a prominent example in this study, Gözde stated that she had inflicted physical violence on her children for the first time during the pandemic process when asked about her relationship with her children during the interview. Such behaviors or stories that may cause stigmatization and are not accepted by the society in general may not be easily told during face-to-face communication. However, because online interviews, by their very nature, create a significant physical distance between the participant and the researcher and an associated level of engagement, it may be easier for the participant to share such information. The binding of the interaction in the moment may be effective in changing the scope and details of the self presented by the person. Although it is not a definite point of inference at this point, when we look at the face-to-face interviews, in the answers regarding the relationship with the child, there are statements that they only communicate with their children by shouting loudly and shouting in moments of tension during the process. At this point, the situation mentioned here is not a questioning of the participants' statements, but rather the possibility that individuals may convey their experiences more carefully and within certain limits, despite the possibility of being judged. At this point, online interviews, where the interaction can be ended instantly and are apparently less binding for both parties, offer a space where the individual can feel more protected against such judgments.

On the other hand, face-to-face interviews may not always provide a favorable structure for expressing ideas that may not be accepted by the majority of society. Especially if these ideas are dangerous for the person's life, they may prefer to keep them hidden. At this point, the limits of the participant's trust in the researcher may be more effective than the participant's ability to be alone with the researcher in the place where the face-to-face interview takes place. For example, when Deniz was asked about her thoughts on the measures taken during the pandemic process, she did not want to answer because her opinions did not match the general opinion.

“I shouldn't comment much on them, because my thoughts are a little different...” (Deniz)

At this point, the presence of a recording device in face-to-face interviews may be effective in terms of making the participant feel comfortable or not. The participant may limit their expressions due to being recorded and speak in a more controlled manner. In fact, Emel's expressions are an example of this.

“Oh, this is a bit disturbing, of course... You know, you talk a little more measuredly. Maybe if it wasn't for it... Maybe I could have spoken more comfortably there [...] You prefer to be more controlled there.” (Emel)

Of course, in online interviews, it is also possible to record the interview and even include video footage in this recording. However, in online conditions, the participants' awareness that the interview is being recorded may disappear over time, as the recording is done with the program used during the interview, not with a separate device. The fact that a separate device is not used for the recording procedure may cause an illusion in the participant's perception. At this point, although it is not possible to say that the participants answer such questions with full transparency in online interviews, there are not as strict statements as in the interview with Deniz.

For example, in the online interview with Begüm, it is seen that she gave a more rounded and relatively more moderate answer for the same question.

“Precautions have been taken... But I mean, I think... [...] on some issues... [...] I am one of those who think that the schools, that is, the education process, have been disrupted and there are about 2 years lost.” (Begüm)

Although it is not possible to draw a definite conclusion, it is possible that in face-to-face interviews, participants are likely to hide ideas that they think will have negative consequences for them and reveal this preference relatively more openly. In online interviews, it seems more possible to share such information or ideas by softening the framework a bit, even if the depth is not as deep. But of course, in order for this sharing to take place, it is essential that the participant feels safe even in online conditions. For this reason, even if the interviews are online, it is necessary to take into

account the findings of Lawrence's (2022) study in research where such questions will be asked, and to consider in detail all social conditions, including the political atmosphere experienced by the society during the period of the research. At this point, Deniz's attitude is manifested as a more protective, defensive approach.

On the other hand, in addition to these stigmas that may cause individuals to face negative attitudes, there may be some characteristics that individuals personally do not want to share, regardless of society's perceptions. One of the simplest examples of these may be the occupation of the individual, and as it is known, some occupations require the individual to conceal their identity. Although there is no exact example of this, a similar situation was experienced in the interview with Begüm. Begüm did not want to share her husband's occupation in line with her husband's preferences and therefore gave more vague answers to questions that she could answer by making a connection with her husband's work. However, when she realized that these vague answers created uncertainty for the researcher and made the interview difficult, she explained her husband's occupation at some point and expressed the situation as follows:

“I honestly experienced it while giving information about my husband's profession. You know, this is because of the thing: people in that profession generally don't want their profession to be heard, etc. I was afraid to say this in order not to contradict my husband's opinion or to be disrespectful to her. But then I looked at it, you know, I can't detail, you know, there are such gaps in your mind... That's why I felt the need to explain. But this was not because of insecurity etc., as I said, it was because of the thought that it would be disrespectful to him...”
(Begüm)

At this point, if this interview had taken place face to face, there could have been 2 possibilities. The first one, as a more positive assumption, could be that Begüm's husband would have shared the job information earlier. However, the other possibility would have made it impossible to obtain this information. For example, in a face-to-face interview, the participant and the researcher are likely to have more

information about each other before or during the interview. In a face-to-face interaction, it is more likely to obtain a lot of information about the identities of the parties through verbal or non-verbal expressions. This information can range from where the person is from to their physical appearance, and can accelerate people's judgments about each other. In this context, if the interview with Begüm had taken place face-to-face, she might not have preferred to share her husband's occupational information in line with the characteristics she might have noticed in the researcher or the ideas she might have gained. From this point of view, it is possible to think that online interviews, which cause the participant to have less information about the researcher, may prevent the formation of certain prejudices and have a positive effect on the knowledge production process.

CHAPTER 5. DISCUSSION AND CONCLUSION

This thesis aims to draw a framework for participant and researcher performance between online and face-to-face in-depth interviews. In this direction, 12 online and 12 face-to-face in-depth interviews were conducted, and in these interviews, the relationship between the participant and the researcher and the factors around which the participant's performance are shaped were tried to be addressed. While trying to identify these factors, Goffman's dramaturgical approach and stigma theory were taken as a starting point and it was tried to discover how individuals organize their interactions and to what extent the environment in which the interaction is carried out affects the ways of self-expression.

Goffman argues that individuals realize a self-presentation in daily life. This self is a dramatic result that emerges on the stage where the individual realizes this presentation (Goffman, 2004). When we look at Goffman's approach, it is seen that individuals realize different self-presentations in front of different audiences in different areas of their lives. Therefore, it is not possible to think of the self of individuals as a single self and identity as a single identity in the ordinary flow of life. Because they perform many social roles that affect their existence due to their presence in social life. For example, someone who does not want to have children in his/her life, or even dislikes children, can work as a teacher and establish a friendly relationship with his/her students. In these circumstances, the difference between a person's attitude in his/her private life and his/her professional life is essentially the result of two different performances in two different fields. In this respect, it is possible to say that one's self is the product of the interaction between oneself as an actor and one's audience. These presented selves can be considered as a life strategy of individuals in social life. This is because the self that a person presents and freely realizes behind the scenes may not match the roles in different areas of his/her life, may not coincide with what he/she needs to realize in order to sustain his/her life, and may even be so unusual that he/she cannot fully display his/her true self and may even be in a structure that may cause exclusion. If we take the example of the teacher above, the performance of a teacher who tells his/her students and colleagues that he/she does not like children will be jeopardized in his/her professional life and his/her audience will not accept the

self he/she presents in the ongoing process. In this framework, individuals carry different selves throughout their lives. For this reason alone, Goffman states that it is never possible for a person to be only a woman or a man (Goffman, 2016).

From this perspective, when we look at the in-depth interviews conducted during the qualitative research process, it may be possible to make important inferences about places and roles. Because the conditions under which individuals interact in in-depth interviews will be decisive for the course of the interview. In this direction, the place where the participant prefers to be interviewed in in-depth interviews can determine the level of trust and intimacy to be built between the researcher and the participant during the interview, and is one of the most important elements for the formation of observations about the participant. As can be guessed very simply, conducting an interview in a place belonging to the participant is the most favorable environment for drawing a profile of the participant in the light of various parts of the place and making healthier observations. In the worst case scenario, if the setting is an office, the personal belongings that the respondent keeps in the office, such as a photo frame, a painting, awards, etc., can be clues that point to the respondent's values and tastes. However, for in-depth interviews, the choice of the place gains meaning not only through visual clues, but also through the interactions and choices made by the individual in that place. This is because the place where the individual spends time is not only a stage with its physical characteristics, but also a stage where the roles attributed to the individual are constructed, and sometimes some places can be divided within themselves and allow for role transitions. The simplest example of this situation can again be given through the teaching profession. In a school, when the teacher is in the classroom, he/she is the one who should have all the authority and power, but when he/she enters the teachers' room where his/her colleagues are present, he/she leaves this authoritarian attitude behind the door because there are not his/her students over whom he/she should exercise authority, but his/her colleagues who are practicing the same profession and sharing the same problems. His authoritarian behavior does not have the same meaning in the teachers' room as it does in the classroom; in fact, when the same behavior is exhibited in the teachers' room, it leads to a negative result for work relations. Therefore, spatial differences bring about

behavioral differences. In other words, as in Goffman's dramaturgy, the individual creates a self depending on the stage and the audience with whom he/she interacts.

When this perspective is carried over to the qualitative research process, it becomes an important point of departure for expanding the evaluations of the interview venue on participant and researcher performance. First of all, it is one of the preferred situations for research that the participant prefers the interview venue for the in-depth interview. This is a strategy for conducting the interview in a good way. Because conducting an interview in a place where the participant can feel comfortable and which is suitable for his/her daily life provides an opportunity for the interview to proceed in a healthy way. However, as seen in this thesis, this strategy may not always yield the best results. This is because the motivation of the participants in choosing the place and time for the interview is due to their schedules during the day rather than the best possible way to conduct the interview. For this reason, a significant portion of the interviews conducted within the scope of this thesis took place during the participants' working hours. This is a natural consequence of the choices people make in order to organize their daily lives and agendas, rather than a strange situation. However, these preferences have certain consequences for the interaction that takes place. In particular, the interviews, which took place during lunch breaks on working days, progressed at a pace that seemed to race against time, which created considerable pressure for both the participant and the researcher. However, the most important detail that emerged in this thesis is the consequences of the choice of venue for participant performance. Of the 12 face-to-face interviews, 1 was conducted at the researcher's home, 3 at work, 4 at the participant's home, 3 outdoors, 1 at the home of one of the participant's family members; 7 of the 12 online interviews were conducted at home and the remaining 5 were conducted at work. The location preferences made in these interviews allowed significant differences to emerge both within online and face-to-face interviews and against each other. As revealed in the analysis section, the participant's choice of location paved the way for the continuation or non-continuation of the roles they assumed in that location in their normal life. In particular, the presence of third parties in the interview venue creates valuable results not only in terms of trust and intimacy but also in terms of the participant's performance. For example, in both

face-to-face and online interviews, out of a total of 8 participants who preferred to participate from their workplace, only 3 of them could be completely alone and they were online interview participants. However, hoping that being able to be alone during the online interview in which the participant participates from the workplace will create a high level of comfort for the participant should be considered as an unrealistic expectation. Because the moment of the interview, which requires privacy, is very vulnerable to external interventions and the witnessing of others in areas where there are more than one person and strangers, such as the workplace. Therefore, for participants who share their experiences and intimate memories of motherhood, marriage, home and work life, conducting an interview in such an environment requires a significant level of self-control and self-censorship. As such, it becomes difficult to deepen during the interview. This is because the space opened by the participant for the researcher's scrutiny narrows considerably.

In addition to all these, in order to evaluate online and face-to-face interviews, it may be useful to consider what kind of a picture we would see if the interviews conducted in this thesis were conducted under different conditions. While evaluating both methods, it would be useful to generate an idea about the efficiency or quality of online and face-to-face interviews based on a hypothetical approach that the participants are involved in the research in different mediums. For example, the face-to-face interview with Elçin, which is also discussed in the analysis section, was interrupted 4 times by her father with whom she worked. In line with the interruptions and interventions, Elçin's participant performance throughout the interview was interrupted and after the last interruption, Elçin's performance continued on the axis of embarrassment. As mentioned in the analysis section, one of the important factors affecting the participant's performance is that the interview is conducted in a place where the participant performs multiple roles. Therefore, if the interview with Elçin had been online, it would have been possible for Elçin to provide the conditions for the interview that she would be comfortable with, as the participants of other online interviews did. Of course, as seen in online interviews, each of the settings in which the participants participated in the interview has different disadvantages. However, given the number of children and the number of households, it may be possible to

assume that Elçin would have been subjected to minimal intervention in the online environment and therefore the interview would have been minimally interrupted.

Based on this assumption about how the interview with Elçin will be conducted under online conditions, using this hypothetical approach for all interviews conducted within the scope of the thesis can again provide a useful roadmap for the research design process. In the analysis section, Goffman's dramaturgical approach underlines the many dynamics that affect participant and researcher performance within the two methods. These dynamics that shape the interaction are simply the interview place, characteristics, stigmatizing features and expressions. In this framework, first and foremost, differentiating the place where the participants participate in the research can make their experiences in the interview process completely different. Considering that the participants who were interviewed face-to-face and online in this study switched places, it is likely that their performances will differ in terms of both their characteristics and the factors that are effective in the interview process. For example, if the interview with Deniz, who was less alone with the researcher compared to face-to-face and other interviews and accordingly the intimacy and trust relationship established was weaker, had been conducted online and under conditions where the participant could be relatively more alone, the participant's expressions could be expected to be more open. Therefore, face-to-face interviews where the participant and the researcher cannot be alone or where there are time constraints may be challenging in terms of establishing a relationship of intimacy and trust with participants who are more distant in character. Of course, although face-to-face interviews have an undeniable advantage in terms of strengthening the bond between the participant and the researcher, it is the most reasonable option to choose the interview environment by taking into account the characteristics of the participant. At this point, preliminary interviews with the participant before the interview can provide important clues to the researcher to make the choice of online or face-to-face interview. In line with these clues, the researcher can positively affect the quality of the interaction by offering the participant an option or suggesting a method.

On the other hand, as seen in the interviews conducted within the scope of this thesis, in the interviews with women, the guidance and interventions to the participants

come predominantly from men in the environment where the women are present. Herein, one of the important points underlined by this thesis is that interviews with women are subjected to interventions by men for different reasons, regardless of the environment and method in which the participant participates in the interview. For example, during the online interview with Yeşim, her husband was present in the environment where Yeşim participated in the interview and tried to direct her answers, or during the face-to-face interview with Elçin, her father interrupted the interview for demands that he could easily fulfill himself. The fact that these interventions usually come from men is an important data for in-depth interviews with women. Moreover, when we look at the interventions, there is no clear difference between face-to-face or online interviews. Basically, the most influential factor is how alone and comfortable women can be, regardless of the interview setting. In this respect, aside from the quality of the interview, it is important that the researchers act more diligently in terms of the ethical concerns of the research, so that the female participants who will share their experiences are not negatively affected by the interview process. In a research design based on this ethical understanding, it is more likely that the participant will be comfortable before, during and after the in-depth interview and thus the quality of the data will improve.

From this point of view, if it is necessary to offer suggestions to researchers regarding the choice of setting for in-depth interviews, the most important of these would be to take into account the characteristics of the participant and the participant's current daily life conditions. Participants' agendas are the most influential factor in terms of the quality of the interview. For example, as in this thesis, participants with young children, busy working hours on weekdays, or weekdays off may have limited time to conduct face-to-face interviews. Considering such details, it would be reasonable to prefer the online interview method for participants in these circumstances. When it comes to online interviews, it would be an important solution to ask the participant to participate in the research in an environment where they can be alone, and if the conditions where they can be alone cannot be provided to the maximum extent, it would be an important solution to ask them to use the most appropriate equipment (headphones, etc.) for the privacy of the interview. Again,

considering the online interviews, for the sincerity and trust relationship that the participant will establish with the researcher, it will be useful for the researcher to answer the questions that the participant is curious about as clearly as possible. Aside from the purpose of the research, if requested and if it is reasonable for the researcher, answering personal questions (background information such as age, marital status, number of children, etc., which are important for the participant to get an idea about researcher) will be an important key point for the clarification of the participant's answers. This is because personal questions become an important key for the participant to connect with the researcher and clarify the way they express themselves, rather than questioning the researcher. With using an appropriate communication channel for the participant, creating a casual conversation atmosphere in the time before the interview or just before the interview can be seen as an important strategy to reduce the limiting and distancing effect of the digital wall. For online interviews, which by their nature do not allow for the warm-up period and mutual impression-making that face-to-face interviews do, completing these steps in advance will be an advantage for the participant to communicate both willingly and openly.

On the other hand, when we look at the technical details, internet connection is one of the most important factors in online interviews. In this respect, it may be advantageous to request the participant to use a wired connection, if possible, in order to provide conditions where the connection is relatively more stable. However, it may be necessary to recommend the use of mobile internet, especially in regions where internet connection is low due to both infrastructure and providers. However, since this would be an extra expense for the participant, allocating a budget for this during the research design process can be considered as a solution to both encourage participation and eliminate existing disadvantages. However, beyond all these, when the research process is considered, one of the most important points for the researcher is that the process requires a flexible use of time. Especially for online interviews, which also enable communication across countries, the need to act according to local time differences and therefore adapt to the participant stands out as issues that the researcher should consider in the design process. Again, as seen in this study, the preference of weekdays for face-to-face interviews and therefore the preference of

working individuals for lunch breaks or at the end of working hours is one of the key points for the researcher to design the field process. Designing the research process by taking into account that participants may have such tendencies will ensure that individuals are included in the research and that the research process flows easily.

Before concluding, it should be noted that when we look at the studies on Goffman's dramaturgical approach, we come across several important criticisms. The first of these is a criticism that Goffman does not give enough place to power and hierarchy in his microsociology. Another criticism is that Goffman's studies focus on the world of white-collar workers and therefore deal with a masculine and middle-class world. In this framework, there is a view that Goffman's dramaturgical approach bypasses different classes of society in various fields. However, Goffman's own defense at this point is that the dramaturgical approach is one of the five perspectives that can be used to understand the social order. On the other hand, despite the criticism that Goffman focuses on a masculine and middle-class social structure, his contributions to feminist theory are also mentioned (Psathas, 1980). At this point, it may be meaningful to consider two different views from the feminist perspective in order to grasp the dimensions, shortcomings and contributions of Goffman's approach. First, Deegan's article "Goffman on Gender, Sexism, and Feminism: A Summary of Notes on a Conversation with Erving Goffman and My Reflections Then and Now" (2014) touches upon Goffman's problematic aspects for feminism. In her article, Deegan criticizes Goffman's ironic language and the secondary roles of women in his work, despite his contribution to feminist sociology by revealing the attitudes of patriarchal society. In this framework, she argues that feminist dramaturgy is more liberating than Goffman's dramaturgy. In West's evaluation, we see that he underlines Goffman's contribution to the "the personal is political" approach. In this perspective, Goffman's microsociology, although there are criticisms that it bypasses power and hierarchical structures, seems to have an important impact in terms of providing an important perspective to look at who says what to whom and how by looking at the daily interaction patterns of people (West, 1996).

While Elwood and Martin (2000) argues that participants having the chance to choose the interview venue can empower them, he also suggests that the researcher

can reach some clues and make observations in line with the choice made by the participant. At this point, the ideas of Elwood and Martin (2000) were also valid in this thesis. First of all, all of the participants to be interviewed face-to-face during the field process were given the chance to choose the interview location. The participants who preferred to conduct the interview outdoors and especially in more distant areas gave a performance in interview that confirmed this preference. The basis of behavior lies in the participant's choice of how they distance themselves from the research and the researcher. Letting a stranger into a private place, or a place that is not exactly private but where the individual spends a significant part of his/her daily life, is an important basis for the construction of a relationship of intimacy and trust. From this point of view, the idea is not that the participant develops less intimacy or bonds less with the researcher in outdoor interviews, but rather that the percentage at the starting point will be higher in which choice. From this perspective, having access to one of the participant's own scenes is a more encouraging opportunity for the researcher. However, the most overt indicators of this situation emerge in face-to-face interviews. Although structurally facilitating the witnessing of the private place, online interviews are not as encouraging for the researcher and therefore not as effective in establishing the bond between the two as face-to-face interviews.

Online interviews, where the participant connects from their private place, are not as powerful as face-to-face interviews, which are also conducted in a private place, although they provide more freedom and flexibility for the participant to participate in the interview and express themselves. For this reason, it may be more useful for online in-depth interviews to discuss how the choice and management of the venue can be decisive for the interview.

Which venue the participant chooses for the online interview and how he/she organizes it can be taken as a clue to the information and trust relationship that he/she will share with the researcher during the interview. First, the first place where clues about individuals in their personal lives can be captured will be their homes. Following this, if the job description of the individual makes it possible, the second area where the individual can harbor elements of his/her identity can be seen as the workplace. At this point, every detail in the area belonging to the person can be taken as a clue to the

identity and self. In its simplest form, this can be thought of as the paintings hanging on the walls of the house or the color of the furniture or personal belongings such as the photo frame on the desk/work area at the workplace. The stranger in the individual's place can infer by looking at such details. Alternatively, the individual can manage all this spatial design and organization according to the impression they want to create. These small details are more important in online interviews than face-to-face ones. Because online interviews are conducted without facing the participant face to face and at a distance, every element included in the participant's image on the screen becomes important clue for the researcher's impression of the participant.

In this framework, when face-to-face and online interviews are compared, different results emerge for both interview modes. First of all, face-to-face communication is the gold standard for in-depth interviews as evaluated in the literature. This is because face-to-face interaction ensures that all elements are thoroughly grasped during the interview and that the researcher has an instant command of all the factors affecting the participant's expressions. At this point, sharing the place together plays an important role in strengthening the sense of cooperation and commitment between the participant and the researcher. However, face-to-face interviews that take place in conditions where the participant and the researcher cannot be completely alone, because the conditions suitable for the interview in the research process may not always occur, may not be favorable for the realization of the ideal process. In cases where the ideal environment for in-depth interviews does not exist where the participant and the researcher can be alone, the effect of the interaction of the participant with the people around him/her comes to the fore. As exemplified in this thesis, the roles the participant assumes in the place and the people they interact with, i.e. the audience, play a decisive role in their performance during the interview. Under conditions where the participant cannot be alone with the researcher, he/she may avoid giving information that may destroy the self he/she presents due to the role he/she assumes on the stage.

In conclusion, the in-depth interview technique is similar to the interactions in daily life due to its structure. However, when viewed as a knowledge production process, it needs to be organized more meticulously as a purposeful action apart from

this similarity. Of course, the researcher who sets out for his/her research constructs every stage of the study by taking into account the fine details but knowing what risks may arise in the research or field process or situations beyond the control of the researcher during the interview is an important key to dealing with these risks and the disadvantages they create. In this study, we have emphasized that the relationship between the researcher and the participant is not purely influenced by the communication between the two, and that the circumstances of the in-depth interview process are as influential as the personal characteristics of the individuals. In this framework, when face-to-face and online interviews are analyzed internally and mutually, we reach several conclusions about the conditions under which the interview environment may be preferred. First, the conditions and roles of the participants involved in a qualitative research process, especially in the field process, create different grounds for the interview process. For example, as seen in this thesis, women with children under a certain age, if they are single mothers, may have less leeway to manage their day than single mothers or women without children. The qualitative researcher who wants to conduct interviews with participants with such conditions has some challenges to overcome during the field process. These may include interviewing the participant so they cannot be alone, being interrupted too often, or experiencing moments when the participant is in a difficult situation. In addition to these risks of face-to-face interviews, certain risks also arise in online interviews, which offer a more controlled environment for the participant. Due to its structure, online interviews allow the participant to use time and place flexibly. In this respect, the conditions under which the participant starts the interview are beyond the researcher's control. In this respect, considering the findings of this thesis, it is possible to offer a few suggestions for qualitative researchers regarding the choice of the interview setting. First of all, in any case, face-to-face interviews should always be the first choice when the participant and the researcher can be alone and the conditions that pose the least risk in terms of external intervention are created. As much emphasized in the literature, face-to-face interviews provide a gold standard for interview quality. However, if the best possible conditions are not created, face-to-face interviews pose risks not only in terms of vulnerability to interventions but also in terms of the performance of the participant. At this point, when such conditions required for face-to-face interviews cannot be met,

it may be appropriate for the researcher to consider the online interview option so that the participant can express himself/herself in the most comfortable way possible and feel less stressed. However, if the participant cannot be alone again in the online interview, if the risks in the face-to-face interview continue in the same way, the online environment is not a good option for in-depth interviewing as it has a weaker power in terms of the binding power of the interview. At this point, the researcher needs to consider the participant's circumstances and make the choice accordingly. In online interviews, if the participant joins in the interview from work or if there are conditions where the participant will be highly affected by external factors when participating from home, it will be possible to choose between a face-to-face interview that creates the same conditions and a face-to-face interview by making assumptions about the conditions in which the participant will be after the interview. At this point, this choice should be made with ethical concerns rather than concerns about the quality of the interview. Ultimately, one of the main ideas put forward throughout the analysis is that face-to-face communication provides a more binding structure for the parties, and from this point of view, even the cultural values of the society to which the participant belongs should be taken into account, especially the cultural values of the society to which the participant belongs.

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ANNEX A. SEMI-STRUCTURED GUIDELINE

1. First of all, I would like to get to know you a little bit, can you tell me about yourself?
 - a. Age
 - b. Education
 - c. Job
 - d. Marriage
 2. Can you tell me a little about your family and home?
 - a. Spouse Info
 - b. Number of children
 - c. Household Information
- Pre-Pandemic Experiences:
3. Can you tell me about your life before the pandemic?
 - a. Domestic Life (Housework, Division of Labor, Assistant Support)
 - b. Business life
 - c. Relations with Spouse and Children
 - d. Childcare
 - e. Social Life
- Experiences During the Pandemic Process:
4. We talked about your life before the pandemic. So how has the pandemic affected your life in general? What changes have you experienced in your life?
 - a. Psychological Effects
 - b. Thoughts on Being at Home
 - c. Social Life
 - d. Thoughts on Pandemic Measures
 5. How has the pandemic process affected your home and family life?
 - a. Relations with Spouse
 - b. Relationships with the Child/Children
 - c. Child's Distance Education Process
 - d. Domestic Life (Housework, Division of Labor)
 - e. Encountered Challenges and Their Solutions
 6. You are currently working from home, can you tell me a little bit about this? What is it like to work from home?
 - a. Working Time (Flexible Working)
 - b. Advantages and Disadvantages
 - c. Considerations Regarding the Non-Discrimination Between Home and Work
 7. Due to the epidemic, what is it like for you to be performing the roles you took in different places in the same place before the epidemic?
 8. What do you think about being in the same place with your spouse and child in this process?
 - a. Advantages/Disadvantages

- b. Encountered Problems
 - c. Answers
9. So, when you imagine the end of the pandemic, what would you like to change or stay the same? Why?
10. Video Call Experience:
- a. How do you evaluate this online interview we had?
 - b. Is it better to have a video call with a person you do not know, or is it better for you to interview face to face? Why?
 - c. What kind of effects do you think attending the interview from your current location?
 - d. What difference would it make if we had done the interview face-to-face and in a less private setting?
 - e. If you were to participate in a similar research later, would you prefer to interview online or face to face? Why?
11. Face-to-Face Experience:
- a. How do you evaluate this interview we had?
 - b. Is it better to have a face-to-face interviewing with a person you don't know, or is a video call a better option?
 - c. What do you think about discussing the issues we talked about at the time and environment we are currently discussing?
 - d. What do you think would be different if we were talking via video call?
 - e. If you were to participate in a similar study later on, would you prefer to interview online or face to face? Why?

ANNEX B. FEATURES OF THE PARTICIPANTS

PARTICIPANT	AGE	AGE OF CHILDREN	OCCUPATION	MODE OF INTERVIEW	LEVEL OF EDUCATION
PIRİL	37	8	MATH TEACHER	FACE TO FACE	BACHELOR'S DEGREE
DENİZ	33	3 6 MONTHS	RECRUITMENT SPECIALIST	FACE TO FACE	MASTER'S DEGREE
DAMLA	35	3,5	MUNICIPAL EMPLOYEE	ONLINE	MASTER'S DEGREE
SELVİ	33	3	SCIENCE TEACHER	ONLINE	BACHELOR'S DEGREE
MİNE	34	5	SCIENCE TEACHER	FACE TO FACE	BACHELOR'S DEGREE
MELİKE	33	3,5	HUMAN RESOURCES SPECIALIST	ONLINE	MASTER'S DEGREE
SEDA	41	8 6	MATH TEACHER	FACE TO FACE	BACHELOR'S DEGREE
EMEL	35	7	ENGLISH TEACHER	FACE TO FACE	BACHELOR'S DEGREE
ELÇİN	39	7	INSURER	FACE TO FACE	BACHELOR'S DEGREE
BURCU	31	1,5	RESEARCH AND DEVELOPMENT MANAGER	FACE TO FACE	MASTER'S DEGREE
BEYZA	30	1	HUMAN RESOURCES SPECIALIST	ONLINE	MASTER'S DEGREE
CEREN	32	2,5	COMMERCIAL LOAN SPECIALIST	ONLINE	BACHELOR'S DEGREE
SELMA	30	1,5	TREASURER	FACE TO FACE	BACHELOR'S DEGREE
GAYE	33	5,5	MATH TEACHER	FACE TO FACE	BACHELOR'S DEGREE
GİZEM	39	9	BANK EMPLOYEE	FACE TO FACE	BACHELOR'S DEGREE
GÖRKEM	38	8 (TWINS)	CALL CENTER TEAM LEAD	FACE TO FACE	BACHELOR'S DEGREE
ÇİSİL	33	12 6 MONTHS	FORM TEACHER	FACE TO FACE	BACHELOR'S DEGREE
BEGÜM	30	4	MUNICIPAL OFFICER	ONLINE	MASTER'S DEGREE
SUZAN	35	7,5 6 1,5	ENGLISH LECTURER	ONLINE	BACHELOR'S DEGREE
SELEN	41	9 5	ACCOUNTING SPECIALIST	ONLINE	BACHELOR'S DEGREE
NERGİS	35	6	ACTUARY	ONLINE	BACHELOR'S DEGREE
GÖZDE	37	9 3	OFFICER AT TRADE ASSOCIATION	ONLINE	-
YAĞMUR	36	6	STOCK MARKET EXPERT	ONLINE	MASTER'S DEGREE
YEŞİM	38	9 2	COMMERCIAL LOAN DIRECTOR	ONLINE	BACHELOR'S DEGREE

ANNEX C. APPROVAL OF ETHICAL COMMISSION



T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Tarih: 02/11/2021
Sayı: E-35853172-010.99-00001845662

0001845662

Sayı : E-35853172-010.99-00001845662
Konu : Sılacan BİNGÖL (Etik Komisyon İzni)

2.11.2021

NÜFUS ETÜTLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 12.10.2021 tarihli ve E-85844849-010.99-00001814576 sayılı yazı.

Enstitünüz Sosyal Araştırma Yöntemleri Anabilim Dalı tezli yüksek lisans programı öğrencilerinden Sılacan BİNGÖL'ün Doç. Dr. İlnur YÜKSEL-KAPTANOĞLU danışmanlığında yürüttüğü "Çevrimiçi ve Yüz Yüze Yapılan Derinlemesine Görüşmeler İçin Karşılaştırmalı Bir Analiz / A Comparative Analysis For Online And Face-To-Face in-Depth Interviews " başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 26 Ekim 2021 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

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