

# AM Last Page: Quality Criteria in Qualitative and Quantitative Research

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Good research in medical education is characterized by evidence that is trustworthy, applicable to (multiple) practical settings, consistent, and neutral (unbiased)—regardless of whether a qualitative or a quantitative approach is used. However, while qualitative and quantitative research share similar standards for good evidence (quality criteria), the conception and operationalization of these quality criteria differ between the two. Below, we provide an overview of these criteria and a number of techniques that researchers can use to meet them. In addition, we note that the criteria are interlinked, and that some of the techniques contribute to multiple criteria at the same time.



**Suggestions for further reading:**

- Fraenkel JR, Wallen, NE. How to Design and Evaluate Research in Education. 6th ed. New York: McGraw-Hill; 2006.
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- Kuper A, Lingard L, Levinson W. Critically appraising qualitative research. BMJ. 2008; 337: 687-689.
- Polit DF, Beck CT. Nursing Research: Generating and Assessing Evidence for Nursing Practice. 9th ed. Philadelphia: Lippincott Williams & Wilkins; 2012.

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Dr. Durning is an associate editor for *Academic Medicine*, but he was not involved in the review of, or decision to publish, this Last Page.

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