

QUAL 8420e Analyzing Qualitative Data+
Fridays, 4:30-9:00 pm, Rivers Crossing 316
Face-to-Face* on 8/21, 9/18, 10/9, 10/23, 12/4
and online on eLearning Commons

Fall 2009: Version 090823

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Bulletin Description

Approaches to analysis in the design of qualitative research studies. Procedures are surveyed and compared from a range of social science and professional disciplines for use in studying educational problems and topics.

Course Schedule and Topical Outline

- 8-21-09* **Introduction to qualitative data analysis;**
 Course overview and requirements
 Institutional Review Board issues
- 8-28-09 **Anticipating qualitative analysis;**
 Varieties of analytic approaches, methods, and techniques
 LeCompte and Preissle, Ch. 7
 Ezzy, Chs. 1-2
 Bogdan and Biklen (Supp)
- 9-4-09 **Varieties of qualitative data**
 Charmaz, 2006, Pref. & Chs. 1-4
 Roulston, 2001 (Supp)
 Inventory with abstract due
- 9-11-09 **Resources for qualitative analysis;**
 Theory and analysis
 Riessman, Front matter and Chs. 1-2
 Ryan and Bernard
 Dey (Supp)
 Pigeon and Henwood (Supp)
- 9-18-09* **Analytic units and categorization of data**
 Goetz (an example)
 Ezzy, Chs. 3-4
 Lofland and Lofland, Ch. 6

- 9-25-09 Strauss and Corbin (Supp)
Formulating and selecting qualitative data
 Alridge
 Riessman, Chs. 3-4
 Twine (Supp)
- 10-2-09 DeCuir and Dixon (Supp)
Sequential selection methods
 Charmaz, 2006, Chs. 5-6
 Katz, 1 and 2 (Supp)
 Gergen (Supp)
Inductive analysis or plan due
- 10-9-09* **Analytic Variations**
 Dr. Jori Hall on mixed methods analysis
 Dr. Kathryn Roulston on ethnomethodology and conversation analysis
 Dr. Derrick Alridge on historical analysis
 Dr. Melissa Freeman on hermeneutic phenomenological analysis
- 10-16-09 **Generating relationships from qualitative data**
 LeCompte
 Riessman, Chs. 5-7
 Maxwell (Supp)
 Harry et al. (Supp)
- 10-23-09* **Presenting and interpreting qualitative analysis**
 Angrosino (an example)
 Charmaz, 2006, Ch. 7
 Wolcott, Chs. 1-2
Data analysis overview due
- 10-30-09 UGA fall break
- 11-6-09 **Phenomenological Analyses**
 Van Manen
 Moustakas
 Hyncner (Supp)
 Polkinghorne (Supp)
 Thompson, Locander, and Polloi (Supp)
- 11-13-09 **Computer applications for qualitative analysis**
 Ezzy, Ch. 5-6 & Concluding Reflections
 Wolcott, Chs. 3-4
 Weitzman and Miles (Supp)
 Anfara, Brown, and Mangione (Supp)
Narrative analysis or plan due
- 11-20-09 **Ethnomethodological and conversation analyses**
 Roulston, 2004
 Charmaz, 2006, Ch. 8
 Potter (Supp)
 Baker 2000, (Supp)

- Pomerantz and Fehr (Supp)
- 11-27-09 Thanksgiving break
- 12-4-09* **Student data analysis summaries**
 Wolcott, Chs. 5-7
 Richardson and St. Pierre, 2005 (Supp)
- 12-11-09 **Final Projects due by 5 pm**

Required Textbooks

- Charmaz, Kathy
 2006 *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*.
 London: Sage.
- Ezzy, Douglas
 2002 *Qualitative Analysis: Practice and Innovation*. London: Routledge.
- Riessman, Catherine Kohler
 2008 *Narrative Methods for the Human Sciences*. Los Angeles: Sage.
- Wolcott, Harry F.
 2009 *Writing Up Qualitative Research*. 3rd ed. Los Angeles: Sage.

Reserve Reading

- Alridge, Derrick
 2003 The Dilemmas, Challenges, and Duality of an African American Educational Historian. *Educational Researcher* 32(9): 25-34, December. Also available at <http://www.aera.net/publications/?id=401>
- Anfara, Vincent A., Jr., Kathleen M. Brown, and Terri L. Mangione
 2002 Qualitative Analysis on Stage: Making the Research Process More Public *Educational Researcher* 31 (7): 28-38. October. Available online at <http://www.aera.net/publications/?id=437>
- Angrosino, Michael V. [NA]
 1998. Chapter 1: The Ghost of Dallas Lumbley. In *Opportunity House: Ethnographic stories of mental retardation*. Pp. 43-54. Walnut Creek: Altamira Press.
- Baker, Carolyn D. [E/CA]
 2000 Locating culture in action: Membership categorisation in texts and talk. In A. Lee & C. Poynton (Eds.), *Culture and text: Discourse and methodology in social research and cultural studies* (pp. 99-113). St Leonards: Allen & Unwin.
- Bogdan, Robert C., and Biklen, Sari Knopp
 2003. Chapter 5 "Data Analysis," in *Qualitative research for education: An introduction to theory and methods* (4th ed.). Boston: Pearson Education Group, pp. 147-184.
- DeCuir, Jessica T., and Adrienne D. Dixson
 2004 "So When It Comes Out, They Aren't That Surprised That It Is There": Using Critical Race Theory as a Tool of Analysis of Race and Racism in Education.

- Educational Researcher 33(5), pp. 26-31. June July Available online at <http://www.aera.net/publications/?id=336>
- Dey, Ian
1999 Ch. 1: Introduction. Grounding grounded theory: Guidelines for qualitative inquiry (pp. 1-24). San Diego: Academic Press.
- Gergen, Mary [NA]
2004 Once upon a time: A narratologist's tale. In C. Daiute & C. Lightfoot (Eds.), *Narrative analysis: Studying the development of individuals in society* (pp. 267-285). Thousand Oaks: Sage.
- Goetz, Judith Preissle
1976 Behavioral Configurations in the Classroom: A Case Study. *Journal of Research and Development in Education* 9(4), 36-49.
- Harry, Beth, Keith M. Sturges, and Janette K. Klingner
2005 Mapping the Process: An Exemplar of Process and Challenge in Grounded Theory Analysis. *Educational Researcher*, 34 (2) pp. 3-13. March. Available online at <http://www.aera.net/publications/?id=659>
- Hyncner, Richard H. [P]
1985 Some guidelines for the phenomenological analysis of interview data. *Human Studies* 8, 279-303.
- Katz, Jack
2001 From How to Why: On Luminous Description and Causal Inference in Ethnography (Part 1). *Ethnography* 2(4), 443-473.
- Katz, Jack
2002 From How to Why: On Luminous Description and Causal Inference in Ethnography (Part 2). *Ethnography* 3(1), 63-90.
- LeCompte, Margaret D.
2000 Analyzing Qualitative Data. *Theory into Practice* 39(3): 146-154.
- LeCompte, Margaret D., and Judith Preissle
1993 Ch. 7. Analysis and Interpretation of Qualitative Data. *Ethnography and Qualitative Design in Educational Research*. Pp. 234-278. New York: Academic Press..
- Lofland, John, and Lyn H. Lofland
1995 Ch. 6. Thinking Topics. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Pp. 101-122. Belmont, CA: Wadsworth.
- Maxwell, Joseph A.
2004 Causal Explanation, Qualitative Research, and Scientific Inquiry in Education. *Educational Researcher* 33 (2), March, pp. 3-11. Available online at <http://www.aera.net/publications/?id=333>
- Moustakas, Clark [P]
1994 Phenomenological research: Analyses and examples. Ch. 7 in *Phenomenological research methods*. Pp. 120-154. Thousand Oaks, CA: Sage Publications.
- Pidgeon, Nick and Henwood, Karen
2004 Grounded theory. In M. Hardy & A. Bryman (Eds.), *Handbook of data analysis* (pp. 625-648). London: Sage.
- Polkinghorne, Donald E. [NA]

- 1995 Narrative Configuration in Qualitative Analysis. *International Journal of Qualitative Studies in Education*, 8(1), 5-23.
- Pomerantz, A., & Fehr, B. J. [E/CA]
 1997 Conversation analysis: An approach to the study of social action as sense making practices. In T. A. van Dijk (Ed.), *Discourse as social interaction* (pp. 64-91). London: Sage.
- Potter, Jonathan [E/CA]
 2004 Discourse analysis as a way of analysing naturally occurring talk. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (pp. 200-221). London: Sage.
- Richardson, Laurel, and St. Pierre, Elizabeth
 2005 Writing: A method of inquiry. Ch. 38 in Denzin, N. K. & Lincoln, Y.S. (Eds.). *Sage Handbook of qualitative research, 3rd Edition*. Thousand Oaks, CA: Sage, pp. 959-978.
- Roulston, Kathryn [E/CA]
 2001 Data Analysis and 'Theorizing as Ideology.' *Qualitative Research* 1(3), 279-303.
- Roulston, Kathryn [E/CA]
 2004 Ethnomethodological and conversation analytic studies. Ch. 9, in K. B. deMarrais & S. Lapan, (eds.). *Foundations for research: Methods of inquiry in education and the social sciences* (pp. 139-160). Mahwah, NJ: Lawrence Erlbaum.
- Ryan, Gery W., and H. Russell Bernard
 2000 Data Management and Analysis Methods. Ch. 29 in Norman K. Denzin and Yvonna Lincoln (Eds.) *Handbook of Qualitative Research*. 2nd Ed. Pp. 769-802. Thousand Oaks, CA: Sage.
- Strauss, Anselm, and Juliet Corbin
 1998 Open coding. Ch. 8 in *Basics of qualitative Research: Grounded theory procedures and techniques* (2nd ed.). Pp. 101-121. Newbury park, CA: Sage.
- Thompson, C. J., W. B. Locander, H. R. Pollio [P]
 1989 Putting consumer experience back into consumer research: The philosophy and method of existential-phenomenology. *Journal of Consumer Research*, 16, 133-146.
- Twine, France Winddance
 2000 Racial Ideologies and Racial Methodologies. Ch. 1 in France Winddance Twine and Jonathan W. Warren (Eds.) *Racing Research, Researching Race: Methodological Dilemmas in Critical Race Studies*. Pp. 1-34. New York: New York University Press.
- Van Manen, Max [P]
 1990 Hermeneutic Phenomenological Reflection. Chapter Four in *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy*. Pp. 77-109. State University of New York Press. [P]
- Weitzman, Eben A., and Miles, Matthew B.
 1995 "How to Choose Software: Key Questions" and "Software Types and Functions." Chapters 2-3 in *Computer programs for qualitative data analysis: A software sourcebook*. Pp. 9-22. Thousand Oaks, CA: Sage.

Reserve reading is available on e-reserve at Main Library under Preissle, QUAL 8420. Password is analysis3. Coded materials: E/CA = ethnomethodology/conversation analysis; NA = narrative analysis; P = phenomenology.

Course Requirements

1. I expect regular attendance and participation and will take these into account in the final course grade.
2. I expect students to come to class prepared and to contribute to class and online discussions and activities. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade.
3. All students are required to use the eLearning Commons services that support this course. Assignments are to be submitted on the eLearning Commons site.
4. Assignments:

Assignment	Points	Due Date
Attendance and participation	10	
Inventory of data with project abstract	10	9-4-09
Analytic projects		
Inductive analysis or plan	20	10-2-09
Narrative analysis or plan	20	11-13-09
Mid-point data analysis plan	20	10-23-09
Final data analysis project	20	12-11-09
Total Points	100	

Grading follows Qualitative Research Program policy:

100-93 = A	79-77 = C+
92-90 = A-	76-73 = C
89-87 = B+	72-70 = C-
86-83 = B	69-60% = D
82-80 = B-	below 59 = F

Course Objectives

1. Students can compare and contrast, through an illustrative diagram, major forms of qualitative data and assess them for credibility, authenticity, reliability, and validity: observational field notes, interview and questionnaire transcripts, public and private documents and other participant artifacts, and film, tape, and photograph records.
2. Students can chart and relate conceptual and theoretical frameworks from the social sciences that have informed qualitative data analysis in educational research.
3. Students can match qualitatively formulated research problems and questions with appropriate selection and sampling procedures and appraise these procedures for how they affect qualitative data collection and analysis.
4. Students can generate credible units from narrative and visual data and develop categories from the units by comparing, contrasting, aggregating, and ordering the narrative and visual data. They can generate properties of the categories from the data and integrate the categories conceptually and empirically.
5. Students can specify, describe, and apply the variety of sequential selection methods used to formulate constructs during simultaneous collection and analysis of qualitative data: negative case selection, discrepant case selection, theoretical sampling, and Campbell's (1979) theory-implications method.
6. Students can generate provisional descriptive, correlational, or causal relationships among the categories derived from narrative and visual data by demonstrating time orders, covariances, and eliminations of rival hypotheses.
7. Students can synthesize an analysis of qualitative data by presenting it in a chronological or thematic case example or case history, in an essay formulated around topics or theses, or in an alternative format appropriate to the analysis.
8. Students can interpret a qualitative analysis within its appropriate conceptual, theoretical, and empirical frameworks.

University of Georgia Academic Honesty Policy

All of us are expected to abide by the standards for academic honesty adopted by the university. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. I expect all students to review the guidelines at <http://www.uga.edu/honesty/>. If you have questions about what would be considered violations of the standards, please raise them in class or ask me.

“All academic work must meet the standards contained in ‘A Culture of Honesty.’ All students are responsible to inform themselves about those standards before performing any academic work” (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).

Accommodations for Qualified Individuals with Disabilities

University of Georgia policy is to make reasonable accommodations for qualified individuals with disabilities. Please let me know if you have a disability request.

Need for Editorial Assistance

Requirements for the course depend on substantial writing. Students who need editorial assistance are encouraged to make such arrangements. A good place to start is the UGA Writing Center: <http://www.english.uga.edu/writingcenter/>.

Nature of This Course

Qualitative research on human experience often involves controversial topics. People have strong feelings, values, and beliefs that affect how they interpret scientific and other scholarly information. Although diversity of opinions is central to the scholarly inquiry encouraged in this course, everyone is expected to accurately represent the variety of views discussed. We may agree to disagree, but we must be able to express the viewpoint with which we disagree. Sound scholarship depends, then, on respectful listening and sometimes respectful disagreement.

Instructor

I can be reached by telephone at 542-6489, by e-mail through WebCT for course business, and in my office, River's Crossing 303, during office hours and by appointment. For business not related to QUAL 8420, you may use my UGA email address, jude@uga.edu. Preissle is pronounced price-lee with the accent on the first syllable. I work in the qualitative research program here at the University of Georgia. My degrees are an A.B. in history from Grinnell College in 1964 and an M.A. (University of Minnesota) in 1971 and an Ed.D. (Indiana University) in 1975, concentrating in anthropology and education. My scholarly interests and publications focus on sociocultural theory, gender studies, classroom social life, immigration and education, ethics, the philosophy of education, and qualitative research design. My personal interests include books, music, gardening, birding, miniature schnauzers, and ballroom dancing. See my website at <http://www.coe.uga.edu/leap/faculty/preissle/index.html>.

+ *"The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary"* (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).