

Qualitative Inquiry Program

Course title: **QUAL 8420, 63-294, Analyzing Qualitative Data**
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Office Hours: **Wednesdays 2:30 – 3:30 pm; or by appointment**

Class Times: **Wednesday 4:40 – 7:40**
Location: **Aderhold Room 627**
Fall 2006: **August 16, 2006 – December 6, 2006**
Credits: **3.0**

If ethnography produces cultural interpretations through intense research experience, how is such unruly experience transformed into an authoritative written account? How, precisely, is a garrulous, overdetermined, cross-cultural encounter, shot through with power relations and personal cross purposes circumscribed as an adequate version of a more-or-less discrete “otherworld,” composed by an individual author?

(James Clifford)

Course 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.

Prerequisites and cross-listings

Prerequisite: ERSH/QUAL 8400, QUAL 8410

Required Texts (Available UGA Campus Bookstore)

Charmaz, Kathy C. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.
ISBN 0761973532

Ezzy, Douglas (2003). *Qualitative analysis: Practice and innovation*. New York: Routledge. ISBN 041528127X

Riessman, Catherine Kohler (1993). *Narrative analysis*. Qualitative Research Method Series 30. Newbury Park, CA: Sage. ISBN 0803947542

Additional Readings

All additional readings are available at the Reserve Desk at the Main Library, and all have been scanned and are available electronically as PDF files. To access the documents, go to the Course Reserve module in GIL (<http://gil.uga.edu>). **The password access is: analysis**

Course Description

This course is designed for doctoral students who intend to do a qualitative study for their dissertations. Class time will be spent analyzing your data. You will find that maximum benefit can be derived from this course if you have some data (interview transcripts, field notes, documents) already collected; ideally, these data are at least related to your dissertation study.

I see this course functioning as an advanced seminar to assist you in developing your skills at data analysis and writing up qualitative research findings. We will be focusing on two interrelated tasks: your own data and all the opportunities they present; and the on-going discourse among qualitative researchers concerning how to analyze qualitative data. I see our data bringing us to the literature for insight, as well as the literature illuminating and challenging our engagement with the data. Theoretical foundations learned in QUAL 8400 and 8410 will be revisited as you examine the ways in which theory informs and guides the analysis and interpretation of your data. Assignments are designed to facilitate the interaction between your data, your analysis, your write-up, and the literature.

Course Objectives

As a learner you will be able to:

1. compare and contrast 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 photographic records.
2. relate conceptual and theoretical frameworks from the social sciences that have informed qualitative data analysis in educational research.
3. match qualitatively formulated research problems and questions with appropriate selection and sampling procedures and appraise these procedures for how they affect qualitative data generation and analysis.
4. 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. You will be able to generate properties of the categories from the data and integrate the categories conceptually and empirically.

5. 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.

University of Georgia Honor Code and Academic Honesty Policy

All academic work must meet the standards contained in “A culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. All students should review the guidelines at the website http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. If you have questions about what would be considered violations of the standards, please raise them in class or ask me.

Need for Editorial Assistance

This course requires 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/home.html>.

Expectations and Evaluation of Learners

1. I expect regular and punctual attendance and will take excessive absences (missing more than 2 classes) into account in the final course grade. If you have a conflict with a session due to a prior commitment, please email or see me privately (so as not to use our limited class time with individual scheduling concerns).
2. I expect people to come to class prepared and on time and to contribute to class discussions and activities. Your participation in these activities is essential. Frequent lack of preparation, tardiness, or failure to contribute will also be taken into account in the final course grade.
3. I expect all assignments to be turned in by the due date. Points will be deducted for papers submitted after the due date. Remember that both the content and the quality of your writing will be assessed.
4. All students are required to use the WebCT services that support this course. Some course material will be available only on the course WebCT

site. We will use WebCT to post messages, ask questions, for group assignments, and for sharing resources on specific topics. Assignments are to be submitted on the WebCT site. For access go to: <http://www.uga.edu/> click on “My WebCT,” then log in using your UGA MyID.

5. All students are required to complete the following written assignments with the final grade based on the distribution indicated below:

Project	Points	Due Date
Inventory of Data	0	
Inductive Analysis	20	
Choice Analysis	20	
Group Demonstration	25	
Final Paper	25	
Attendance and Participation	10	
Total:	100 Points	

Assessment Criteria

Written assignments should show:

- Understanding and use of relevant readings
- A critical engagement with the idea presented
- Clear organization and structure, fluent and accurate writing

Grading

Grading follows the University of Georgia 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-	59 – 0 = F

Descriptions of Assignments

- Size 12 font; Times New Roman
- Double-spaced
- 1”margins
- Papers should be submitted on Webct by due date
- APA conventions

1. INVENTORIES DUE 8/23

- A. Abstract or description of study data you are working on. For an outline of writing abstracts, see “writing abstracts” under “course resources” on Webct.
- B. Inventory of all data. The inventory file should be dated and the inventory outline can be in the form of a graph, chart, list, or other organizational schema.

Inventory should include:

1. Categories of data collected
 - a. Maps
 - b. Transcripts (number and from whom)
 - c. Field notes (in situ and out of situation)
 - d. Facilitating documents – IRB application, consent form(s), interview protocols
 - e. Proposals (grant, committee, etc.)
 - f. Timelines of research
 - g. Timelines inherent to what you are studying
 - h. Artifacts – where you obtained it from, who created it, when?
 - Photographs
 - Audiotapes
 - Videotapes
 - Docuements
2. Who are you studying? (Description of participants)
3. Who collected the data? When? Where? For what purpose?
4. How? (participant observer, interview, focus group)
5. Memos/journals/peer debriefings
6. Reports/Write-ups

2. DATA ANALYSIS PROJECTS (20 points each)
8 to 10 pages including data appendix and references

Inductive Analysis DUE Friday 9/22

- **Inductive Analysis**
- **Grounded Theory**

Own Choice Analysis DUE Friday 10/13

- **Narrative Analysis**
- **Phenomenological Analysis**
- **Ethnomethodological or Conversation Analysis**

These analysis projects are designed to assist you in exploring a variety of ways to make meaning of your data. Each project should include the following elements:

1. A short description of the study and data used for analysis.
2. An introduction to the methodological literature related to the analytic procedures used for the project.
 - Who are the scholars who have contributed to this analytic approach? What have they written about it?
 - What are the strengths and weaknesses of this approach for analysis and interpretation?
3. Clear, specific description of how you applied this analytic strategy to your data and what you are trying to accomplish with it.
 - Include in an appendix one page of data that includes at least one of the data excerpts you've used in the interpretation.
4. Interpretation and presentation of findings.
 - In three pages (double-spaced, 12 font) report on something you've found about your topic using your analytic choice; focus on explanation. Be daring, don't worry about overgeneralizing. Speculate!
 - Include at least 3 excerpts from your data in the three-page interpretation.
 - Think visually – use charts, tables or diagrams, if applicable, to assist you in presenting your findings.
5. Research questions.
 - Tie interpretation to research question(s). Pretend this is the only data you have to address a research question or questions. What would you report? If it doesn't connect to any of your research questions, explain why not.

6. Reflections on the use of this strategy for your work.
 - What worked for you and what didn't work for you about this approach?
 - What have you learned about analysis using this approach?

3. Group Demonstrations (25 points)

In a group of 3 to 5, you will research a specific analytic approach and lead your classmates in a semi-workshop on the topic. Your demonstration should include:

1. A brief overview (1-2 page handout) of the analytic approach's history, paradigmatic assumptions, and uses, including key players in the field.
2. For the demonstration, focus on one author's approach.
3. Lead the class in a hands-on demonstration of that author's approach to analysis.
4. Provide a 2-part bibliography: 5 articles on the analytic method and 5 research articles that used some form of this method in practice.
5. Self-evaluation of your contribution to this project and a short (one page) statement of what you learned (liked, disliked, usefulness for future work) about this approach.

4. Final Paper (25 points)

15-20 page manuscript; double spaced, 12 font; excluding title page, reference page, and appendices.

Your paper should include the following:

A descriptive title

Introduction: Engage your reader in the topic, introducing the topic and research purpose and questions to be addressed. Entice us to read your paper. Provide a roadmap for where we are going in the paper.

Literature review: Situate your work in the context of current scholarly literature. This should be a comprehensive review of the literature, written concisely. Substantiate how your study will contribute to the field of inquiry.

Research design & methods statement: This is a clear, concise methods statement (the design of your study, the theoretical and methodological

framework from which you are working, data collection procedures, setting and/or participant descriptions). Be sure to cite the scholars who have informed your methods.

Data Analysis and Findings: Data presentation: This portion of the paper should provide a detailed description of the analytic approaches used to analyze your data. Your findings section should include the major concepts or themes you have constructed from your data with appropriate examples. Consider presenting your analysis in the form of a visual model, diagram or table. Quotes from your participants (or fieldnotes and/or documents) as well as data displays provide evidence for the findings that you present.

Discussion and conclusions: Summarize your findings with respect to the research questions. How do your findings contribute to the literature? What are the implications for policy/practice/further research? So what?

References: Include citations for all references used in your paper.

Accommodations for Qualified Individuals with Disabilities

It is the policy of The University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete your course requirements, please notify the course instructor as soon as possible to discuss your request.

Syllabus Changes

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Schedule of Class Meetings

Date	Topic	Readings Due	Assignment Due
1. 8/16	Introductions and overview. Initial data analysis activity. Sign up list for group demonstrations		
2. 8/23	Anticipating qualitative analysis: Varieties of analytic approaches	Ezzy Chs. 1-3 Miller & Fredericks (2003) Peshkin (2000)	Data Inventory Due 8/23
3. 8/30	Grounded theory Inductive analysis Open coding Introducing ATLAS/ti	Charmaz Chs. 1-4 Ezzy Chs. 4-5 *Muhr (1991)	Bring own data
4. 9/6	Doing grounded theory ATLAS/ti continued	Bogdan & Biklen (2003) Charmaz Chs. 5-8 Harry et al. (2005)	Bring own data
5. 9/13	The role of “theory” in qualitative research and analysis ATLAS/ti continued	Henstrand (2006) Kilbourn (2006) Schwandt (1993) Thomas (2002)	Bring own data
6. 9/20	Analyzing lived experiences: Phenomenological approaches	Danaher & Briod (2005) Hycner (1985) Moustakas (1994) Nielson (2005)	Inductive Analysis Project Due Friday 9/22
7. 9/27	Analyzing lived experiences: Narrative approaches	Freeman (2004) Marks (1996) Riessman (1993) Sacks (1991) *Polkinghorne (1995)	
8. 10/4	Analyzing text and talk: Ethnomethodology and conversation analysis	Baker (2000) Potter (2004) Rapley (2001) Roulston (2004)	

9. 10/11	Representing data through art, drama, poetry, and fiction	Cahnmann (2003) Clough (2002) Saldana (2003)	Own Choice Data Analysis Project Due Friday 10/13
10. 10/18	Analyzing material culture and other documents Demonstration: Qualitative Content Analysis	Hill (2001) Kim & Chung (2005) Rodriguez (2003)	
11. 10/25	Analyzing visual data Demonstration: PhotoVoice	Ball (2005) Becker (2002) Goldman-Segall (1998) Pink (2003)	
12. 11/1	TBA		
13. 11/8	Focus on identity Demonstration: Portraiture	Gee (2000-01) Honan et al. (2000) Jones et al (2002) Sfard & Prusak (2005)	
14. 11/15	Focus on Discourse Demonstration: Critical Discourse Analysis	Allred & Burman (2005) Mazzei (2004) Trueba (1999)	
15. 11/22	Thanksgiving Break – NO CLASS		
16. 11/29	Writing up qualitative research - class presentations	Ezzy, Ch. 6 Mauthner & Doucet (2003)	
17. 12/6	No Class (Friday class schedule)		Final Paper Due 12/6

Course Readings

Allred, Pam & Burman, Erica (2005). Analysing children's accounts using discourse analysis. In S. Greene and D. Hogan (Eds.), *Researching children's experience: Methods and approaches* (pp. 175-198). Thousand Oaks, CA: Sage.

Baker, Carolyn D. (2000). Locating culture in action: Membership categorization 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.

Ball, Mike (2005). Working in images in daily life and police practice: an assessment of the documentary tradition. *Qualitative Research*, 5(4), 499-521.

Becker, Howard S. (2002). Visual evidence: *A Seventh Man*, the specified generalization, and the work of the reader. *Visual Studies*, 17(1), 3-11.

Bogdan, R. C. & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theory and methods* (4th ed.). Boston: Pearson Education Group. Chapter 5, pp. 147-184.

Cahnmann, Melisa (2003). The craft, practice, and possibility of poetry in educational research. *Educational Researcher*, 32(3), 29-36.

Clough, Peter (2002). "The map is not the terrain" and "Klaus." Chs. 2-3 in *Narrative and fictions in educational research* (pp. 11-24). Buckingham: Open University Press.

Danaher, Tom & Briod, Marc (2005). Phenomenological approaches to research with children. In S. Greene & D. Hogan (Eds.), *Researching children's experience: Methods and approaches* (pp. 217-235). Thousand Oaks, CA: Sage.

Freeman, Melissa (2004). Toward a rearticulation of a discourse on class within the practice of parental involvement. *Qualitative Inquiry*, 10(4), 566-580.

Gee, James P. (2000-2001). Identity as an analytic lens for research in education. *Review of Research in Education*, 25, 99-125.

Goldman-Segall, Ricki (1998). *Points of viewing children's thinking: A digital ethnographer's journey* (pp. 91-112). Mahwah, NJ: Lawrence Erlbaum.

Harry, B., Sturges, K. M., & Klinger, J. K. (2005). Mapping the process: An exemplar of process and challenge in grounded theory analysis. *Educational Researcher*, 34(2), 3-13.

Henstrand, Joyce L. (2006). Seeking understanding of school culture: Using theory as a framework for observation and analysis. In V. Anfara Jr. & N. T. Mertz (Eds.), *Theoretical frameworks in qualitative research*. Thousand Oaks, CA: Sage.

Hill, Ronald Paul (2001). Surviving in a material world: Evidence from ethnographic consumer research on people in poverty. *Journal of Contemporary Ethnography*, 30(4), 364-391.

Honan, Eileen, Michele Knobel, Carolyn Baker, and Bronwyn Davies (2000). Producing possible Hannahs: Theory and the subject of research. *Qualitative Inquiry*, 6(1), 9-32.

Hycner, R. H. (1985). Some guidelines for the phenomenological analysis of interview data. *Human Studies*, 8, 279-303.

Jones, Susan R. & McEwan, Marylu K. (2002). A conceptual model of multiple dimensions of identity. In S. B. Merriam (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 163-180). San Francisco, CA: Jossey-Bass.

Kilbourn, Brent (2006). The qualitative doctoral dissertation proposal. *Teachers College Record*, 108(4), 529-576.

Kim, Minjeong & Chung, Angie Y. (2005). Consuming orientalism: Images of Asian/American women in multicultural advertising. *Qualitative Sociology*, 28(1), 67-91.

Marks, D. (1996). Constructing a narrative: Moral discourse and young people's experience of exclusion. In E. Burman, G. Aitken, P. Alldred, R. Allwood, T. Billington, B. Goldberg, A. J. Gordo-Lopez, C. Heenan, D. Marks, & S. Warner (Eds.), *Psychology, discourse, practice: From regulation to resistance* (pp. 114-130). London: Taylor and Francis.

Mauthner, Natasha S. & Doucet, Andrea (2003). Reflexive accounts and accounts of reflexivity in qualitative data analysis. *Sociology*, 37(3), 413-431.

Mazzei, Lisa A. (2004). Silent listenings: Deconstructive practices in discourse-based research. *Educational Researcher*, 33(2), 26-34.

Miller, Steven & Fredericks, Marcel (2003). The nature of "evidence" in qualitative research methods. *International Journal of Qualitative Methods*, 2(1). Article 4. Retrieved August 16, 2006 from http://www.ualberta.ca/~iiqm/backissues/2_1/html/miller.html

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage. Chapters 6-7. (pp. 103-154).

Muhr, Thomas (1991). ATLAS/ti – A prototype for the support of text interpretation. *Qualitative Sociology*, 14(4), 349-371.

Nielson, Thomas William (2000). Hermeneutic phenomenological data representation: portraying the ineffable. *Australian Art Education*, 23(1), 9-14.

Peshkin, Alan (2000). The nature of interpretation in qualitative research. *Educational Researcher*, 29(9), 5-9.

- Pink, Sarah (2003). Interdisciplinary agendas in visual research: re-situating visual anthropology. *Visual Studies*, 18(2), 179-192.
- Polkinghorne, Donald E. (1995). Narrative configuration in qualitative analysis. *International Journal of Qualitative Studies in Education*, 8(1), 5-23.
- Potter, Jonathan (2004). Discourse analysis as a way of analyzing naturally occurring talk. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (pp. 200-221). London: Sage.
- Rapley, Timothy J. (2001). The art(fullness) of open-ended interviewing: some considerations on analyzing interviews. *Qualitative Research*, 1(3), 303-323.
- Rodriguez, Amardo (2003). Sense-making artifacts on the margins of cultural spaces. In R. P. Clair (Ed.), *Expressions of ethnography: Novel approaches to qualitative methods* (pp. 231-240). Albany, NY: State University of New York Press.
- Roulston, Kathryn (2004). Ethnomethodological and conversation analytic studies. 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.
- Sacks, Harvey (1991). On the analyzability of stories by children. In F. C. Waksler (Ed.), *Studying the social worlds of children: Sociological readings* (pp. 195-215). London: Falmer Press.
- Saldana, Johnny (2003). Dramatizing data: A primer. *Qualitative Inquiry*, 9(2), 218-236.
- Schwandt, Thomas A. (1993) Theory for the moral sciences: crisis of identity and purpose. In Flinders, David J., and Mills, Geoffrey E., eds., *Theory and concepts in qualitative research: perspectives from the field*. New York: Teachers College, Columbia University. [pp5-23]
- Sfard, Anna & Prusak, Anna (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher*, 34(4), 14-22.
- Thomas, Gary (2002). Theory's spell: On qualitative inquiry and educational research. *British Educational Research Journal*, 28(3), 419-434.
- Trueba, Enrique T. (1999). Critical ethnography and a Vygotskian pedagogy of hope: the empowerment of Mexican immigrant children. *Qualitative Studies in Education*, 12(6), 591-614.