

Qualitative Inquiry Program

Course title: **QUAL 8420, Analyzing Qualitative Data**
Instructor: **Melissa Freeman**
Class Times: **Mondays 4:40-7:40pm**
Location: **Aderhold Room 601**
Fall 2009: **August 17 – December 7, 2009**
Credits: **3.0**
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There are two types of reflexivity: personal reflexivity and epistemological reflexivity. *Personal reflexivity* involves reflecting upon the ways in which our own values, experiences, interests, beliefs, political commitments, wider aims in life and social identities have shaped the research. It also involves thinking about how the research may have affected and possibly changed us, as people and as researchers. *Epistemological reflexivity* requires us to engage with questions such as: How has the research question defined and limited what can be 'found'? How has the design of the study and the method of analysis 'constructed' the data and the findings? How could the research question have been investigated differently? To what extent would this have given rise to a different understanding of the phenomenon under investigation? Thus, epistemological reflexivity encourages us to reflect upon the assumptions (about the world, about knowledge) that we have made in the course of the research, and it helps us to think about the implications of such assumptions for the research and its findings. (Willig, 2001, p. 10)

Willig, Carla (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia, PA: Open University Press.

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: ERSB/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 0-7619-7353-2
- Denzin, Norman K., & Lincoln, Yvonna S. (Eds.) (2007). *Collecting and interpreting qualitative materials* (3rd ed.). Thousand Oaks, CA: Sage. ISBN 141-295-7575
- Holliday, Adrian (2007). *Doing and writing qualitative research* (2nd ed.). Thousand Oaks, CA: Sage. ISBN 978-1-4129-1130-6

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>).

Course Description

This course is designed for doctoral students who intend to do a qualitative study for their dissertation. Class time will be spent analyzing data and discussing multiple approaches to analysis and interpretation. 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/honesty/>. If you have questions about what would be considered violations of the standards, please raise them in class or with 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>.

A Note on Human Subjects & IRB

Data from research involving human subjects that is collected during qualitative research courses, or used in project-based work in qualitative courses in the College of Education (whether taken by students inside or outside the COE), must either be approved for research under an existing UGA Institutional Review Board (IRB) approved application or under the IRB-approved class project application submitted by the instructor of the class.

Students who plan to use data analyzed in QUAL 8420 in their dissertations MUST have IRB approval for their project.

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 eLearning services that support this course. Some course material will be available only on the course eLearning site. We will use eLearning to post messages, ask questions, for group assignments, and for sharing resources on specific topics. Assignments are to be submitted on the eLearning site as well as any emails to the instructor. For access go to: <http://elc.uga.edu/>
5. All students are required to complete the following written assignments with the final grade based on the distribution indicated below:

Project	%	Due Date
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Inventory of Data	0	8/24
Constant Comparative Analysis	20	9/26
Alternative Representation Presentation	20	10/19 & 10/26
Qualitative Analysis Portfolio	20	11/18
Own Choice Analysis/Final Paper	25	12/10
Participation & Attendance	15	
Total:	100 %	

Assessment Criteria

Written assignments should show:

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

And should be formatted:

- 12 font, Times New Roman, double-spaced, 1" margins, APA conventions, eLearning submissions should be titled lastname_title

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

1. Data Inventory: DUE 8/24

- A. A brief description of study topic(s) from which you have collected the data you are working on. Please include this information:
 - Who are you studying? (Description of participants)
 - Who collected the data? When? Where? For what purpose? If you didn't, do you have permission to use this data for this course?
 - How? (participant observer, interview, focus group)
- B. Data sample (transcript, fieldnote, document)
- C. 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. It should include:
 - Transcripts [List who (pseudonym) and descriptor (college student, high school teacher, etc.), date of interview, date of consent form signature for each participant, and identify interviewer (self or other)]
 - Field notes [Non-identifying description of location, date and time of observation.]
 - Artifacts (such as documents, photographs, maps, etc.) – where you obtained it from, who created it, when?

2. Constant Comparative Analysis Paper: DUE 9/26

8 to 12 pages including data appendix and references. Include the following:

Title page

An **introduction** to the paper

A short description of the study and data used for analysis.

An **introduction to the methodological literature** related to the use of the constant comparative analytic procedures used for the project (cite at least 3 sources).

- Who are the scholars who have contributed to this analytic approach? What are its key assumptions?
- What are the strengths and weaknesses of this approach for analysis and interpretation?

Clear, specific **description of how you worked inductively** on your data and what you were 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.

Interpretation and presentation of findings.

- In three pages (double-spaced, 12 font) report on something you've interpreted about your topic; focus on explanation. Be daring, don't worry about overgeneralizing. Speculate!
- Include at least 3 excerpts from your data in the three-page interpretation that back up the claims you are making.
- Think visually – use charts, tables or diagrams, if applicable, to assist you in presenting your findings.

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.

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. Alternative Representation Presentation: DUE 10/19 or 10/26

Barone (2001, p. 26) writes: "Searching educational settings, observing with a quizzical eye, and then searching again-re-searching involves discipline. The research of artists may not involve inquiry that is rigidly systematic, but neither is it merely "intuitive" (an unfortunate adjective that serves to perpetuate a myth about how artists work). In fact, the work of artists of all sorts requires deep, intricate research, as noted by Arthur Sabatini (personal communication, March 30, 1993):

In the preparation of a play, for example, directors, dramaturges, and actors often thoroughly investigate languages and fashions of a particular period; or the history of production of a given work. Visual artists may probe the chemistry and durability of materials, or inquire into perceptual processes; . . . composers and performance artists search libraries, collect oral histories, or engage in ethnographic study, without naming what they do. (pp. 1-2)"

- ☞ For this assignment you are encouraged to think outside the box and consider other ways of knowing and reasoning such as artistic and literary frameworks to inform your work. You are free to choose any form of representation to communicate some aspect of your data, your participants' experience, your own journey as a researcher, or your perspective on the literature or some other documentary source. You need to find the "story" you wish to tell as a result of conducting your study. The product you prepare should communicate your findings and have an audience(s) in mind. Such audiences might be your colleagues conducting research on the same topic, the participants of your study, policy makers, the general public, and so on. (For example: you might produce a photographic essay to share with participants; or compose a document to encourage policy makers to implement some type of change; or write a poem or play that represents some aspect of the research that you wish to share with colleagues or research participants). As will become apparent from reading about writing qualitative research, there is no right way to write (or represent) and you will have considerable freedom in how you do this.

There are a few requirements for this project, however.

- The first is that this is primarily a **presentation** and you will have **about 8 minutes** to conduct your presentation with **3 minutes for questions**. You will primarily be graded on your ability a) to clearly and concisely introduce what you are about to share, b) to organize the material as an effective presentation, c) to convey/conclude the main point or take away message, and d) to do so within the time-frame.
- Second, you need to provide a **one-two-page handout** of the work on the day of the presentation (x-copies). This should include a **title, a purpose statement** not about your overall research but **about the actual product you are presenting**, such as "the intention is to report a series of critical incidents in schooling as a human story" (Clough, 1999, p. 428), a **rationale** for what you were hoping to accomplish using this mode/form of representation – either in terms of effect on the audience or in terms of your own understanding of your research topic or participant, or both (**here cite 1 or 2 sources that inform this rationale**). Finally, include a short **description of the steps** you took (your thinking process or a guide for others wishing to try this approach) – cite sources if you followed the guidelines provided by others.
- Third, you are a **member of the audience**, and so your response/feedback is important to each presenter. Since we won't have time to field everyone's questions or get into a constructive dialogue between presentations, it is important that everyone provides feedback on eLearning for each presenter.
- Finally, if you follow all the steps above, the only required product to upload into **eLearning** is your **one page handout**. I will use that to frame my own feedback comments. Turning in the alternative representation as a product is **optional**.

Works cited:

Barone, Tom (2001). Science, art, and the predispositions of educational researchers. *Educational Researcher*, 30(7), 24-28.

Clough, Peter (1999). Crises of schooling and the "Crisis of representation": The story of Rob. *Qualitative Inquiry*, 5(3), 428-448.

4. Qualitative Analysis Portfolio: DUE 11/18

Qualitative research is a complex and multifaceted field. This assignment exposes you to the kind of critical and reflective reading and writing you will need to carry out during your dissertation study and beyond. For this assignment you will put together a portfolio of critical reflections made during the course of the semester. Your portfolio will include:

- A Table of Contents
- A ½-1-page introduction of yourself and your research interests.
- A 2-page synthesis of the key points made in the introductory chapter by Denzin and Lincoln (2008) and the overview chapter on analytic perspectives by Atkinson and Delamont (2008).
- Three 2-page critical/reflective summaries of different analytic approaches covered in class beyond the ones you have or are using in the other three assignments. Conclude with a reflective statement about what you learned from these approaches and their usefulness to your work.
- A 2-page reflective essay on an analytic concept of your choice, such as, theoretical sampling, intersubjectivity, bracketing, authenticity, audit trail, drawing from at least 3 sources.

5. Own choice analysis - Final paper: DUE 12/10

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 (you should have at least 5 references for this section). 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 (reference at least 4 sources).

Data Analysis and Findings: Data presentation: This portion of the paper should provide a detailed description of the analytic approach(es) used to analyze your data (reference at least 2 sources). 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 for Class	Assignment Due
1. 8/17	Overview of Class		
2. 8/24	Anticipating Qualitative Analysis	Denzin & Lincoln Intro (pp. 1-43) Atkinson & Delamont (Ch. 9: pp. 285-311) Savage (2000)	Data Inventory Due 8/24 11pm
3. 8/31	Inductive Analysis Grounded Theory Open coding	Charmaz (2006) Chs. 1-3 Saldaña (2009) Read one: Mueller (2005) Thornberg (2008)	Bring own data
4. 9/7	NO CLASS	Labor Day	
5. 9/14	Memo Writing and Theorizing in Inductive and Grounded Theory Approaches	Charmaz (2006) Chs. 4-6 Cranton & Carusetta (2004) Chapman (2007)	Bring own data
6. 9/21	Interpretive Research and Writing	Holliday (2007) Chs. 1 - 4 Witz (2007)	Constant Comparative Analysis Project Due 9/26 11pm
7. 9/28	Thick Description and Other Analytic Strategies	Holliday (2007) Chs. 5-8 Geertz (1973) Schwandt (1993) Optional:	

		Ponterotto (2006)	
8. 10/5	Writing as Inquiry into Self and Others	Jones (Ch.7, pp. 205-245) Lee (2008) Ellis (1991) Optional: Richardson & St.Pierre (Ch. 15, pp. 473-499)	
9. 10/12	Art and Performance	Finley (Ch.3, pp. 95-113) Clough (1999) Poindexter (2002) Optional: Conquergood (2002)	
10. 10/19	Narrative Analysis	Chase (Ch.2, pp. 57-94) Hole (2007) Optional: Ely (2007)	Alternative Representation Presentations
11. 10/26	Focus on Identity	Skinner et al. (2001) Uszynska-Jarmoc (2004)	Alternative Representation Presentations
12. 11/2	Phenomenological and Hermeneutical Analysis	Finlay (2008) Freeman (2007) Dahlberg (2006)	
13. 11/9	Analyzing Talk and Text	Peräkylä (Ch.11, pp. 351-374) Pascale (2008) Lee (2007)	
14. 11/16	Visual Analysis	Harper (Ch.6, pp. 185-204) Sparrman (2005) Optional: Becker (2002)	Qualitative Analysis Portfolio DUE 11/18 11pm
15. 11/23	NO CLASS	Thanksgiving Break	
16. 11/30	Validity and Politics	Flick (2007) Smith & Hodkinson (Ch.13, pp. 411-434)	

17. 12/7	Validity and Representation	Anfara et al (2002) Cho & Trent (2006)	Final Papers DUE Dec 10 11pm
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Course Readings

- Anfara, Jr., V. A., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Researcher*, 31(7), 28-38.
- Barone, Tom (2001). Science, art, and the predispositions of educational researchers. *Educational Researcher*, 30(7), 24-28.
- Becker, Howard S. (2002). Visual evidence: A *Seventh Man*, the specified generalization, and the work of the reader. *Visual Studies*, 17(1), 3-11.
- Chapman, Thandeka K. (2007). The power of contexts: Teaching and learning in recently desegregated schools. *Anthropology & Education Quarterly*, 38(3), 297-315.
- Cho, J., & Trent, A. (2006). Validity in qualitative research revisited. *Qualitative Research*, 6(3), 319-340.
- Clough, Peter (1999). Crises of schooling and the “Crisis of representation”: The story of Rob. *Qualitative Inquiry*, 5(3), 428-448.
- Conquergood, Dwight (2002). Performance studies: Interventions and radical research. *The Drama Review*, 46(2), 145-156.
- Cranton, Patricia & Carusetta, Ellen (2004). Perspectives on authenticity in teaching. *Adult Education Quarterly*, 55(1), 5-22.
- Dahlberg, Karin (2006). The essence of essences – the search for meaning structures in phenomenological analysis of lifeworld phenomena. *International Journal of Qualitative Studies in Health & Well-being*, 1, 11-19.
- Ellis, C. (1991). Sociological introspection and emotional experience. *Symbolic Interaction*, 14(1), 23-50.
- Ely, Margot (2007). In-forming re-presentations. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 567-598). Thousand Oaks, CA: Sage.
- Finlay, Linda (2008). A dance between the reduction and reflexivity: Explicating the “phenomenological psychological attitude.” *Journal of Phenomenological Psychology*, 39, 1-32.
- Flick, Uwe (2007). Triangulation revisited: Strategy of validation or alternative? *Journal for the Theory of Social Behavior*, 22(2), 175-197.
- Freeman, Melissa (2007). Performing the event of understanding in hermeneutic conversations with narrative texts. *Qualitative Inquiry*, 13(7), 925-944.
- Geertz, Clifford (1973). Thick description: Toward an interpretive theory of culture. In C. Geertz, *The interpretation of cultures* (pp. 3-30). NY, NY: Basic Books.
- Hole, Rachelle (2007). Narratives of identity: A poststructural analysis of three Deaf women's life stories. *Narrative Inquiry*, 17(2), 259-278.
- Lee, Carmen K.-M. (2007). Affordances and text-making practices in online instant messaging. *Written Communication*, 24(3), 223-249.
- Lee, Karen V. (2008). White whispers. *Qualitative Inquiry*, 14(6), 896-900.
- Mueller, Mary-Rose (2005). Talk, research technology, and the achievement of human subject “status passage.” *Symbolic Interaction*, 28(3), 349-366.
- Pascale, Celine-Marie (2008). Talking about race: Shifting the analytical paradigm. *Qualitative Inquiry*, 14(5), 723-741.

- Poindexter, Cynthia C. (2002). Research as poetry: A couple experiences HIV. *Qualitative Inquiry*, 8(6), 707-714.
- Ponterotto, Joseph G. (2006). Brief note on the origins, evolution, and meaning of the qualitative research concept "thick description." *The Qualitative Report*, 11(3), <http://www.nova.edu/QR/QR11-3/ponterotto.pdf>
- Saldaña, Johnny (2009). *The coding manual for qualitative researchers* (chapter 1: an introduction to codes and coding, pp. 1-31). Thousand Oaks, CA: Sage.
- Savage, Jan (2000). One voice, different tunes: Issues raised by dual analysis of a segment of qualitative data. *Journal of Advanced Nursing*, 31(6), 1493-1500.
- 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]
- Skinner, D., Valsiner, J., & Holland, D. (2001). Discerning the dialogical self: A theoretical and methodological examination of a Nepali adolescent's narrative. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* 2(3).
- Sparman, Anna (2005). Video recording as interaction: participant observation of children's everyday life. *Qualitative Research in Psychology*, 2, 241-255.
- Thornberg, Robert (2008). School children's reasoning about school rules. *Research Papers in Education*, 23(1), 37-52.
- Uszynska-Jarmoc, J. (2004). The conception of self in children's narratives. *Early Child Development & Care*, 174(1), 81-97.
- Witz, K. G. (2007). "Awakening to" an aspect in the other: On developing insights and concepts in qualitative research. *Qualitative Inquiry*, 13(2), 235-258.