

QUALITATIVE RESEARCH PROGRAM

QUAL 8420 Qualitative Data Analysis Spring, 2006

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Office Hours: By appointment
Class Times: Mondays 5.00-7.45 pm

Catalog 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 Description

This course is designed for doctoral students who intend to do a qualitative study for their dissertations. ERSH 8400 (formerly ERSH 7400) and ERSH 8410 are prerequisites. 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.

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/or challenging our engagement with the data. Theoretical foundations learned in ERSH 8400/7400 and ERSH 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 research 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. You will be able to interpret a qualitative analysis within its appropriate conceptual, theoretical and empirical frameworks.

Required Texts (available at Off-Campus Bookstore, Baxter Street)

Books:

Ezzy, D. (2002). *Qualitative analysis: Practice and innovation*. Crows Nest, NSW: Routledge.

Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis interpretation*. Thousand Oaks, CA: Sage Publications

Wolcott, H. F. (2001). *Writing up qualitative research* (2nd ed.). Newbury Park: Sage Publications.

Recommended:

A. P. Association., (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington, DC: American Psychological Association.

Articles/Chapters

All readings will be available for copying from the OIT Office, 232 Aderhold for the duration of the course. They are also available electronically. To access the on-line documents, go to the Course Reserve module in GIL (<http://gil.uga.edu>). The password access is: **analysis**

WebCT

Additional resources will be posted on WebCT. Use your UGA MyID to access these.

Policies and Procedures

Attendance and Participation

Please be prompt to class.

I expect regular attendance and points will be deducted from the final grade if there are excessive absences (missing more than 6 hours of a 3-credit course). Your participation in class discussions and course activities is essential. If you have a conflict with a session due to prior commitments, please see me privately (so as not to use our limited class time with individual scheduling concerns).

I expect people to come to class prepared, to contribute to class discussions, and participate in activities. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade.

You will be expected to share written work with others in the class for discussion and feedback.

Email

All students are required to have and to use an electronic mail account. Email will be facilitated via WebCT, so be sure to check WebCT regularly.

Discussion Board

The discussion board on WebCT will be used to post messages, queries, and facilitate discussion. Be sure to check the WebCT discussion board at least twice weekly.

Assignments

Late assignments are not accepted. If there is an extenuating circumstance arrange an appointment to see me to make arrangements. Points will be deducted for papers submitted after the due date (10% of the total points per day). Remember that **both** content and quality of your writing products are very important. Extensions will not be granted on the due date of assignments.

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 have a disability and desire accommodations to complete your course requirements, please notify me as soon as possible to discuss your request.

Tutorial assistance

Assistance with writing and editing is available from The Division of Academic Enhancement at Milledge Hall Learning Center. Ph. 542 7575.

Walk in assistance is also available at the Student Learning Center. See:

<http://www.slc.uga.edu/students.html#writing>

Free and Open Exchange of Ideas: Classroom Climate

As a graduate student at The University of Georgia, the free discourse of ideas should be expected. I believe the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views and theoretical frameworks. I expect openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you.

I have opinions, and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that I may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please arrange an appointment to discuss the issue.

Please be sensitive in your class participation by not unfairly dominating discussions. My goal is to create a psychologically safe space in which everyone feels that they can participate in the discussion. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree.

Academic Honesty

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. Academic honesty is defined broadly and simply -- the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest university, and all must work together to ensure the success of the policy and code of behavior. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the academic process and integrity while ensuring due process. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

I take academic honesty seriously, and plagiarism will not be tolerated. Quality academic writing includes accurate reference to others' ideas with appropriate acknowledgement.

Further Information

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

Note:

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

Requirements and Grading

| Assignment | Points | Due Date |
|---|------------|--------------|
| Inventory of data <ul style="list-style-type: none"> • transcript sample • project description | Not graded | January 23 |
| Data analysis projects 1. <u>Inductive analysis</u> Draw on readings in ethnographic analysis and/or grounded theory to analyze <u>one</u> interview transcript (or equivalent data). 2. Choose one of the following approaches to data analysis or representation: <ul style="list-style-type: none"> *Narrative analysis *Phenomenological analysis *Discourse analysis *Poetic representation *Ethnodrama *Alternative representation | 20 | February 20 |
| | 20 | April 10 |
| Mid point paper | 20 | March 20 |
| Final paper | 20 | May 1 |
| Class participation | 10 | |
| Readings summaries and discussions | 10 | Intermittent |
| Total Points | 100 | |

Letter grades will be determined as follows:

- 90 - 100 points = A grade
- 80 - 89 points = B grade
- 70 - 79 points = C grade
- 60 - 69 points = D grade

Class Participation

10 points

50% of the points for participation will be allocated to interaction on the WebCT discussion board; with the remainder allocated to in-class participation.

- A = 10 or more substantive postings to WebCT
- B = 5-9 substantive postings to WebCT
- C = 1-4 substantive postings to WebCT.

Formatting of papers:

- Size 12 font; Times New Roman
- Double-spaced

- 1” margins
- Papers should be stapled. Please do not submit binders or notebooks
- APA conventions

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|---|
| 2 Data Analysis Projects (20 points each) 4000-5000 words each, excluding references |
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These two data 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 review of 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?
 - How have they applied this approach to analysis/interpretation?
 - What are the critiques of this approach?
2. Clear, specific description of how you applied this strategy to your data. Include a data analysis sample to show how you conducted analysis and/or representation in this way.
3. Presentation of findings
 - Clear representation of analysis
 - Inclusion of descriptive summary/visual charts as applicable
4. Reflections on the use of this strategy in your own work.
 - What do you think about the approach?
 - What have you learned that you could use in your own work?

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|---------------------------|------------------|
| Readings summaries | 10 points |
|---------------------------|------------------|

Each class member will be responsible for posting two (2) readings summaries to the discussion list on WebCT, and leading class discussions about these readings. Please send summaries as Word or rtf attachments to facilitate downloading the documents. Sign up lists will be available at the beginning of the course. Each posting must:

- include the full reference at the beginning;
- be submitted by Sunday of the week the reading is set for class;
- be up to one single-spaced page in length (these may be longer if you wish);
- summarize the key points in the article or chapter you have read;
- include personal comments, reflections and/or critiques on the reading; and
- include relevant questions for class discussion.

By the end of the course, these readings summaries will constitute an annotated bibliography that the whole class will have access to. An “A” grade for readings summaries will be assigned if all of the above points have been adequately addressed.

| | |
|---|--|
| Midpoint Paper (20 points) Final Paper (20 points) | 5000-6000 words excluding references 7000-8000 words excluding references |
|---|--|

The midpoint project is the beginning of what you will submit for your final paper. With the exception of the “conclusions/implications” section, it should contain the same components in as much detail as you have at that particular time. This midpoint submission enables you to get your paper structured and many of the chunks written. Data analysis is writing; you must write along the way. Both your mid-point and final papers should include the following elements:

Introduction

Engage your reader in the topic, introducing the topic and research 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 purpose and design of your study, the theoretical and methodological framework from which you are working, data collection procedures, setting and/or participant descriptions and a detailed description of your data analysis procedures). Be sure to cite the scholars who have informed your methods.

Findings: Data Presentation

This portion of the paper is an analysis of your database. You should include the major concepts or themes you have constructed from your data with appropriate examples. You 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 (Final paper only)

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.

Appendix (Midpoint project only)

Example of your data analysis processes (such as tables, coded data, transcripts, diagrams that demonstrate your “work in progress”).

Course Schedule of Readings and Activities

Week 1 January 9 Course overview

- Initial data analysis activities
- Introduction to data analysis
- Sign up list for discussion questions

January 16, No class, Martin Luther King Day

Week 2 January 23 Writing about qualitative data

Wolcott, H. F. (2001). *Writing up Qualitative Research*. (2nd. ed.). Newbury Park: Sage Publications. Part 1: pp 3-106.

Ezzy, D. (2002). *Qualitative analysis: Practice and innovation*. London: Routledge. Ch. 6. pp. 138-163.

*****Data Inventory due*****

Week 3 January 30 Beginning data analysis: Overviews

Ezzy, D. (2002). *Qualitative analysis: Practice and innovation*. London: Routledge. Chapters 1-4, pp. 1-110.

LeCompte, M. D. & Preissle, J. (1993). *Ethnography and qualitative design in educational research* (2nd ed.). San Diego: Academic Press. Chapter 7: Analysis and interpretation of qualitative data. [GIL: Ethnography & qualitative]

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. [GIL: Qualitative Research for Education]

Week 4 February 6 Asking questions of ethnographic data

Lofland, J., & Lofland, L. (1995). *Analyzing social settings: A guide to qualitative observation and analysis*. (3RD edn.). Belmont, CA: Wadsworth Publishing Company. (Chapters 6 & 7) [GIL: Chapter 6 Thinking topics; Chapter 7: Asking questions]

Spradley, J. (1979). *The ethnographic interview*. Fort Worth: Harcourt Brace Jovanovich College Publishers. pp. 92-119. [GIL: The ethnographic interview]

Spradley, J. P. (1980). *Participant observation*. New York: Holt, Rinehart & Winston. pp. 112-121; 130-139. [GIL: Participant observation]

Week 5 February 13 Grounded theory approaches

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

Pidgeon, N., & Henwood, K. (2004). Grounded theory. In M. Hardy & A. Bryman (Eds.), *Handbook of data analysis* (pp. 625-648). London: Sage. [GIL: Grounded theory]

Strauss, A. & Corbin, J. (1990). *Basics of qualitative Research: Grounded theory procedures and techniques* (2nd ed.). Newbury Park, CA: Sage, Chapter 8, "Open coding." [GIL: Open coding]

Charmaz, K. (2002). Qualitative interviewing and grounded theory analysis. In J. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research* (pp. 675-694). Thousand Oaks: Sage.

Week 6 February 20 Narrative approaches

Gergen, M. (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. [GIL: Narrative analysis: Studying the Development of Individuals in society]

Langellier, K. M. (2003). Personal narrative, performance, performativity: Two or three things I know for sure. In Y. Lincoln & N. Denzin (Eds.), *Turning points in qualitative research: Tying knots in a handkerchief* (pp. 441-468). Walnut Creek, CA: Altamira Press. [GIL: Turning points]

Riessman, C. K. (2002). Analysis of personal narratives. In J. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research: Context and method* (pp. 695-710). Thousand Oaks: Sage.

Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. *International Journal of Qualitative Studies in Education*, 8(1), 5-23. [GIL: Narrative]

*******1st Data analysis project due — Inductive/thematic analysis*******

Week 7 February 27 Discourse Analysis

Readings to be announced.

Week 8 March 6 Phenomenological methods

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

Thompson, C. J., W. B. Locander, H. R. Pollio. (September, 1989). Putting consumer experience back into consumer research: The philosophy and method of existential-phenomenology. *Journal of Consumer Research*, 16, 133-146. [GIL: Putting]

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

March 13, no class, Spring Break

Week 9 March 20 Alternative practices in representation of data

An overview:

Richardson, L., & St. Pierre, E. A. (2005). Writing: A method of inquiry. In N. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 507-535). Thousand Oaks, CA: Sage.

Fiction:

Banks, S. P., & Banks, A. (1998). The struggle over facts and fictions. In A. Banks & S. P. Banks (Eds.), *Fiction and social research: By ice or fire* (pp. 11-29). Walnut Creek, CA: Altamira Press.

Drama:

Saldana, J. (2003). Dramatizing data: A primer. *Qualitative Inquiry*, 9(2), 218-236.

Poetry:

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

*******Mid-Point Paper Due*******

**Week 10 March 27 The role of description in meaning making
Data analysis groups**

Wolcott, Part I: Emphasis on Description, pp. 1 – 172

**Week 11 April 3 The role of analysis in meaning-making
Data analysis groups**

Wolcott, Part II: Emphasis on Analysis, pp. 173-254

**Week 12 April 10 The role of interpretation in meaning-making
Data analysis groups**

Wolcott, Part III: Emphasis on Interpretation, pp. 255-375.

Wolcott, Part IV: Teaching and Learning Qualitative Research, pp. 375-422.

*******2nd Data analysis project — Own choice*******

Week 13 April 17 Considering race; and theorizing the “subject” in research

Alridge, D. (2003). The dilemmas, challenges, and duality of an African-American educational historian. *Educational Researcher*, 32(9), 25-34.

Twine, F. W. (1995). Racial ideologies and racial methodologies. In F. W. Twine & J. Warren (Eds.), *Racing research, researching race: Methodological dilemmas in critical race studies* (pp. 1-34). New York and London: New York University Press.

Honan, E., Knobel, M., Baker, C., & Davies, B. (2000). Producing possible Hannahs: Theory and subject of research. *Qualitative Inquiry*, 6(1), 9-32.

Roulston, K. (2001). Data analysis and "theorizing as ideology". *Qualitative Research*, 1(3), 279-302.

Week 14 April 24 Computer Assisted Qualitative Data Analysis Software

Ezzy, Chapter 5, pp. 111-137.

Weitzman, E. A. & Miles, M. B. (1995). *Computer programs for qualitative data analysis: A software sourcebook*. Thousand Oaks, CA: Sage. Chapters 2-3.

**Week 15 May 1 Writing it up Part II
Updates: 3-5 minute presentations on your project**

Wolcott, H. F. (2001). *Writing up qualitative research*. Newbury Park: Sage. Part 2, pp. 109-184.

Final projects due May 1

Additional references

Ethnographic analysis

- Goetz, J. P. (1976). Behavioral configurations in the classroom. *Journal of Research and Development in Education*, 9(4), 36-49.
- Lofland, J., & Lofland, L. (1995). *Analyzing social settings: A guide to qualitative observation and analysis*. (3RD edn.). Belmont, CA: Wadsworth Publishing Company.
- Spradley, J. (1979). *The ethnographic interview*. Fort Worth: Harcourt Brace Jovanovich College Publishers.
- Spradley, J. P. (1980). *Participant observation*. New York: Holt, Rinehart & Winston.

General introductions to data analysis

- Bauer, M. W., & Gaskell, G. (Eds.). (2000). *Qualitative researching with text, image and sound: A practical handbook*. London: Sage.
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks: Sage.
- Hollway, W., & Jefferson, T. (2000). *Doing qualitative research differently: Free association, narrative and the interview method*. London: Sage.
- Merriam, S. B., & Associates (Eds.). (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco: Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd. ed.). Thousand Oaks: Sage.

Grounded theory

- Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In Denzin, N. K. & Lincoln, Y.S. (Eds.). *Handbook of qualitative research* (2nd Ed.) pp. 509-535. Thousand Oaks, CA: Sage.
- Charmaz, K. (1983). The grounded theory method: An explication and interpretation. In R. M. Emerson (Ed.), *Contemporary field research* (pp. 109-126). Boston: Little Brown.
- Dey, I. (1999). *Grounding grounded theory: Guidelines for qualitative inquiry*. San Diego: Academic Press.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York: Aldine de Gruyter.
- Hutchinson, S. A. (1990). Education and grounded theory. In R. R. Sherman & R. B. Webb (Eds.), *Qualitative research in education: Focus and methods* (pp. 123-140). London: Falmer.
- Strauss, A. L., & Corbin, J. (Eds.). (1997). *Grounded theory in practice*. Thousand Oaks, CA: Sage.

Conversation Analysis and Ethnomethodology

- Baker, C. D. (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.
- Hutchby, I., & Wooffitt, R. (1998). *Conversation analysis: Principles, practices and applications*. Cambridge, UK: Polity Press.
- Myers, G. (2000). Analysis of conversation and talk. In M. W. Bauer & G. Gaskell (Eds.), *Qualitative researching with text, image and sound: A practical handbook* (pp. 191-206). London: Sage.
- Psathas, G. (1995). *Conversation analysis: The study of talk-in-interaction*. Thousand Oaks, CA: Sage.
- ten Have, P. (1999). *Doing conversation analysis: A practical guide*. London: Sage.
- ten Have, P. (2004). *Understanding qualitative research and ethnomethodology*. London: Sage.

Narrative analysis

- Bell-Scott, P. (ed). *Life notes: Personal writings by contemporary Black women*. New York: W. W. Norton & Co.
- Bell-Scott, P. (ed.). with Johnson-Bailey, J. (1998). *Flatfooted truths: Telling Black women's lives*. New York: Henry Holt & Co.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.
- Cortazzi, M. (2001). Narrative analysis in ethnography. In P. Atkinson & A. Coffey & S. Delamont & J. Lofland & L. Lofland (Eds.), *Handbook of ethnography* (pp. 384-394). London: Sage.
- Cortazzi, M. (1993). *Narrative analysis*. London: Falmer.
- Daiute, C., & Lightfoot, C. (Eds.). (2004). *Narrative analysis: Studying the development of individuals in society*. Thousand Oaks: Sage.
- Mishler, E. G. (1995). Models of narrative analysis: A typology. *Journal of Narrative and Life History*, 5(2), 87-123.
- Ochs, E., & Capps, L. (2001). *Living narrative: Creating lives in everyday storytelling*. Cambridge, MA: Harvard University Press.
- Riessman, C. K. (1993). *Narrative analysis*. Newbury Park, CA: Sage.

Phenomenology

- Bottorff, J. (1991). The lived experience of being comforted by a nurse. *Phenomenology + Pedagogy*, 9, 237-252.
- Pollio, H. R., Henley, T. B., & Thompson, C. J. (1997). *The phenomenology of everyday life*. New York: Cambridge University Press.
- van Manen, M. (1990). *Research lived experience: Human science for an action sensitive pedagogy*. London, Ontario: State University of New York Press.

Alternative approaches to representation

- Barone, T. & Eisner, E. (1997). Arts-based educational research. In R. Jaeger (Ed.), *Complementary methods for research in education* (2nd ed). pp. 73-99. Washington, DC: American Educational Research Association.
- Brady, I. (2003). *The time at Darwin's Reef*. Walnut Creek, CA: AltaMira Press.
- Clair, R. P. (Ed.). (2003). *Expressions of ethnography*. Albany, NY: State University of New York Press.
- Denzin, N. (2003). *Performance ethnography: Critical pedagogy and the politics of culture*. Thousand Oaks: Sage.
- Denzin, N. (1997). *Interpretive ethnography: Ethnographic practices for the 21st century*. Thousand Oaks: Sage.
- Glesne, C. (1999) Improvising a song of the world: Language and representation. In *Becoming qualitative researchers: An introduction*. (2nd ed). pp. 175-192. New York: Longman.
- Mieczakowski, J. (2001). Ethnodrama: Performed research: Limitations and potential. In P. Atkinson & A. Coffey & S. Delamont & J. Lofland & L. Lofland (Eds.), *Handbook of Ethnography* (pp. 468-476). London: Sage.
- Pelias, R. J. (2004). *A methodology of the heart: Evoking academic and daily live*. Walnut Creek, CA: AltaMira Press.
- Richardson, L. (2002). Poetic representation of interviews. In J. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research: Context and method* (pp. 877-892). Thousand Oaks: Sage.
- Richardson, L. (1999). Feathers in our CAP. *Journal of Contemporary Ethnography*, 28(6), 660-668.

CAQDAS

- Weitzman, E. A. (2000). Software and qualitative research. In Denzin, N. K. & Lincoln, Y.S. (Eds.). *Handbook of qualitative research, 2nd Edition*. Thousand Oaks, CA: Sage, pp. 803-820.

QSR's bibliography of texts:

<http://www.qsr.com.au/resources/literature/booksonnivo/Bibliography.pdf>

Theorizing

- Becker, H. S. (1998). *Tricks of the trade: How to think about your research while you're doing it*. Chicago: The University of Chicago Press.
- Feldman, M. S. (1995). *Strategies for interpreting qualitative data*. Thousand Oaks: Sage.
- Mithaug, D. E. (2000). *Learning to theorize: A four-step strategy*. Thousand Oaks: Sage.

