

## QUALITATIVE RESEARCH PROGRAM

### QUAL 8420: Analyzing Qualitative Data

Fall 2007

Dr. Jamie Lewis

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**Office Hours:**

Mondays & Thursdays 2.00-4.00 pm &  
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**Email:** [jamblew@uga.edu](mailto:jamblew@uga.edu)

**Class:** Monday; 4:40 – 7:40 pm

**Room:** 531 Aderhold

### Prerequisites and cross-listings

Prerequisite: ERSH/QUAL 8400, QUAL 8410

### 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.

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.

## **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.

## **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.

## **Course Requirements**

1. I expect regular attendance and will take excessive absences (missing more than 6 hours of a 3 credit-hour course) into account in the final course grade.

2. I expect people to come to class prepared and to contribute constructively to class discussions and activities. Frequent lack of preparation and either dominating or avoiding classroom contributions will also be taken into account in the final course grade.
3. 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 be emailing one another for individual and group purposes using this site. Assignments are to be submitted on the WebCT site.
4. All students are required to complete the following written assignments with the final grade based on the distribution indicated below:

<b>Project</b>	<b>Points</b>
Inventory of Data	0
Inductive Analysis	20
Choice Analysis	20
Group Demonstration	25
Final Paper	25
Attendance and Participation	10
<b>Total:</b>	<b>100 Points</b>

5. 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

### **1. INVENTORIES DUE 8/27**

- A. A brief description of study topic(s) from which you have collected the data you are working on.
- B. A transcript sample.
- 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.

Inventory should include:

1. Data collected

- a. 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)]
  - b. Field notes [Non-identifying description of location, date and time of observation.]
  - c. Artifacts – where you obtained it from, who created it, when?
    - Photographs
    - Audiotapes
    - Videotapes
    - Documents
    - Maps
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 Monday 10/1**

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

**Own Choice Analysis DUE Friday 10/29**

- **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): [Ex: Feminist research, portraiture, Foucauldian discourse analysis, deconstruction]**

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 or an integrated approach.
3. Lead the class in a hands-on demonstration of that 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) DUE 12/3**

**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.

#### **Required Texts**

Charmaz, Kathy C. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.  
ISBN 0-7619-7353-2

Grbich, Carol (2007). *Qualitative data analysis: An introduction*. Thousand Oaks, CA: Sage. ISBN 9781412921435

Pink, Sarah (2006). *The future of visual anthropology: engaging the senses*. New York: Routledge. ISBN 0-415-35765-9

### Reserve Reading

Arminio, Jan (2001). Exploring the nature of race-related guilt. *Journal of Multicultural Counseling and Development*, 29, 239-252.

Becker, Howard S. (1998). Categories and comparisons: How we find meaning in photographs. *Visual Anthropology Review*, 14(2), 3-10.

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

Elvy, JC (2004). Notes from a Cuban diary: Forty women on forty years. *Journal of Transformative Education*, 2(3), 1-14.

Freeman, Melissa; Mathison, Sandra; & Wilcox, Kristen C. (2006). Performing parent dialogues on high-stakes testing: Consent and resistance to the hegemony of accountability. *Cultural Studies ↔ Critical Methodologies*, 6(4), 460-473.

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

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.

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

Lynch, Michael & Peyrot, Mark (1992). Introduction: A reader’s guide to ethnomethodology. *Qualitative Sociology*, 15(2), 113-122.

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

McCormack, C. (2000a). From interview transcript to interpretive story: Part 1 – Viewing the transcript through multiple lens. *Field Methods*, 12(4), 282-297.

McCormack, C. (2000b). From interview transcript to interpretive story: Part 2 – Developing an interpretive story. *Field Methods*, 12(4), 298-315.

Morse, Janice M. (1994). "Emerging from the data": The cognitive processes of analysis in qualitative inquiry. In J. M. Morse (Ed.), *Critical issues in qualitative research methods* (pp. 23-43). Thousand Oaks, CA: Sage.

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

Piantanida, Maria; Tananis, Cynthia A.; & Grubs, Robin E. (2004). Generating grounded theory of/for educational practice: the journey of three epistemorphs. *International Journal of Qualitative Studies in Education*, 17(3), 325-346.

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

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.

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.

Spencer, J. William (2005). It's not as simple as it seems: Ambiguous culpability and ambivalent affect in news representations of violent youth. *Symbolic Interaction*, 28(1), 47-65.

Turgeman-Goldschmidt, Orly (2005). Hackers' accounts: Hacking as a social entertainment. *Social Science Computer Review*, 23(1), 8-23.

Waskul, Dennis & Lust, Matt (2004). Role-playing and playing roles: The person, player, and persona in fantasy role-playing. *Symbolic Interaction*, 27(3), 333-356.

\*Available on reserve at main library (for e-reserves the password is )

## Course Schedule and Topical Outline

- 8-20-07 Introduction and goal setting: Sign up for group demonstrations
- 8-27-07 Anticipating qualitative analysis; varieties of approaches  
Grbich, Chs. 1 and 2  
Morse (1994)  
Data inventory due
- 9-03-07 NO CLASS – LABOR DAY
- 9-10-07 Ethnographic Approaches  
Grbich, Chs. 3 and 4 (pp.37-69)  
Waskul and Lust (2004)  
Bring own data
- 9-17-07 Grounded Theory, Inductive analysis, Open coding  
Charmaz, Chs. 1-4(pp.37-69)  
Piantanida et al. (2004)  
Grbich, Ch.5 (Straussian Overview)  
Bring own data
- 9-24-07 Grounded Theory “theorizing”  
Charmaz, Ch. 5-8  
Turgeman-Goldschmidt (2005)  
Bring own data
- 10-1-07 Analyzing Lived Experiences: Phenomenological approaches  
Grbich, Ch. 6  
Armiino – Hermeneutic Phenomenology  
Hycner – Descriptive Phenomenology  
Inductive Analysis Project due
- 10-8-07 Analyzing Lived Experiences: Narrative approaches  
Grbich, ch. 9  
Polkinghorne (1995)  
McCormack (2000a and 2000b)  
Demonstration
- 10-15-07 Feminist approaches to research  
Grbich, Ch. 7  
Content analysis of texts  
Grbich, Ch. 8

- 10-22-07 Analyzing text and talk: Ethnomethodology and conversation analysis  
Grbich, Ch. 10  
Lynch and Payrot (1992)  
Roulston, (2004)  
Demonstration
- 10-29-07 Focus on identity and discourse  
Grbich, Ch. 11, 13  
Spencer (2005)  
Gee, (2000-01)  
Sfard and Prusak (2005)  
Demonstration
- 11-05-07 Representing data through art, drama, poetry, and fiction  
Clough (1999)  
Freeman et. Al  
Elvy (2004)  
Demonstration
- 11-12-07 Analyzing and representing visual data  
Pink  
Becker (1998)  
Rodriguez (2003)  
Own Choice Data Analysis Project Due
- 11-19-07 Theorizing and interpreting: Making sense of data  
Grbich (2007), Ch. 14  
Honan et al. (2000)  
Peshkin (2000)
- 12-03-07 Writing up qualitative research  
Mauthner and Doucet (2003)  
Grbich (2007) Ch. 16  
Project presentations
- DECEMBER 6<sup>th</sup> last day of class
- 12-10-07 Final Research Project Due

## GENERAL POLICIES AND INFORMATION

### **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 me as soon as possible to discuss your request.

### **Non Native Speakers**

Non native English speakers are strongly encouraged to recruit an editor outside of class to review their written work.

### **Free and Open Exchange of Ideas: Classroom Climate**

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. It depends on what the philosopher Hannah Arendt called “visiting”; visiting is listening carefully to what others have to say, engaging in interactive dialogue with others, and respecting differences in perspectives.

As a graduate student at The University of Georgia, the free discourse of ideas should be expected. We believe the open exchange of ideas is necessary for learning. We 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 we may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with us. If you feel that we are violating this commitment, please arrange an appointment to discuss the issue.

Additionally, class discussions can easily be environments that are unfair to some students. As scholars at a major research university, we must all be sensitive in our participation. Numerous studies have found that Whites tend to dominate other races unless many of the discussants are members of those other races. In addition, some students, both male and female and of all races, tend to dominate class discussions, while others participate very little. Certainly some people, for various reasons, choose a lower level of participation. The important issue is that we all be sensitive that we are not unfairly dominating by talking too much or talking too loudly. The 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 agree.

Additionally, we request that students not discuss problems of local school districts when attempting to highlight an argument they are presenting. It is inappropriate to mention the names of administrators, teachers, or school districts in class discussions. The professional integrity of our colleagues in education should be respected. A graduate class at The University of Georgia should not become a forum for discussion of political issues facing a school district.

### **Academic Honesty**

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to serve these goals. 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. Academic honesty is vital to the very fabric and integrity of the University. 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. All members of the University community are responsible for knowing and understanding the policy on academic honesty. The statement on policy and procedures will be made readily available to all students and faculty to ensure understanding of the academic honesty system and its proper functioning. The entire University Community works together to operate the academic honesty system. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the academic process and integrity while ensuring due process. The academic honesty system is an academic process, not a court of law.

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.

See <http://www.uga.edu/honesty/> for more information.

### **Instructor information**

My contact information is on the first page. WebCT and e-mail are the preferred contact methods for most class questions, but please do not hesitate to make personal appointments if needed. I will also be available briefly after each class.

I received my PhD Social Foundations of Education from the University of Georgia in 2004. My research interests involve sociopolitical contexts of teaching and learning for disenfranchised students. My dissertation, *Protecting white privilege: A legal, historical analysis of segregated education in Kansas*, was a genealogy of segregated education in Kansas. Currently, I am the director of the college's Student Services Office, and provide oversight of undergraduate academic affairs.

On a personal note, my hobbies include cycling, historic restoration, gardening and reading. On the weekends, I spend my time with my dogs, Sophie and Jessie, as well as my cats.