

QUALITATIVE RESEARCH PROGRAM

QUAL 8420 Qualitative Data Analysis Fall, 2008

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Office Hours: Tuesdays & Wednesdays 2.00-4.00 pm & by appointment
Class Times: Wednesdays, 4.40-7.40 pm

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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. QUAL 8400 (formerly ERS 7400/8400) and ERS 8410 (formerly QUAL 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, 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/or challenging our engagement with the data. Theoretical foundations learned in QUAL 8400/ERS 7400 and QUAL 8410/ERS 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 UGA Bookstore)

Books:

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage.

Grbich, C. (2007). *Qualitative data analysis: An introduction*. London: Sage.

Lewins, A., & Silver, C. (2007). *Using software in qualitative research*. Los Angeles: Sage.

Riessman, C. K. (2008). *Narrative methods for the human sciences*. Los Angeles: Sage.

Wolcott, H. (2001). *Writing up qualitative research* (2nd ed.). Thousand Oaks: Sage.

Recommended:

A. P. Association., (2001). *Publication manual of the American Psychological Association*. (5th edn.). 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. For urgent messages, the class listserv should be used. Other email may be facilitated via WebCT, so be sure to check WebCT regularly.

Posting to the discussion list:

To send mail to the list (ie, to all list subscribers), send the message to the *list* address,

QUAL8420-08@listserv.uga.edu

The default settings for the list are that any replies go to the whole list; and any attachments will be rejected.

Assignments

Please complete reading and written assignments by the due date. Points will be deducted for papers submitted after the due date (0.5 points per day). Remember that **both** content and quality of your writing products are very important. If there are extenuating circumstances for which you require an extension, please arrange an appointment to discuss this with me. 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. 706 542 7575.

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

http://www.slc.uga.edu/students/writing_center.html

The Aderhold writing center is located in 124-B in Aderhold across the hall from the Department of Language & Literacy Education office. This service is available to students working on course papers, conference proposals, manuscripts, and dissertations. For more information see:

<http://www.coe.uga.edu/lle/awc.html> or to schedule an appointment

<http://freecal.brownbears.w.com/AWC>

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.

"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." UGA Student Honor Code

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>

A Note on the 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.

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	August 27
Data analysis project I <ul style="list-style-type: none"> • Coding & Categorization 	20	September 24
Data analysis project II <ul style="list-style-type: none"> • Own choice method 	20	November 5
Class presentation	20	November 19 December 3
Draft of final paper	Not graded <u>Optional</u> if you would like feedback on your manuscript	October 29
Final paper	20	December 8
Class participation/reading questions & “big ideas”	10	Weekly
Writing drafts	10	Intermittent
Total Points	100	

Grading policy follows that of The University of Georgia.

The course will be graded on A-E basis. You will receive comments for your consideration for each item of assessment.

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70

Data Analysis Projects (20 points) 4000-5000 words, excluding references

This data analysis project is designed to assist you in making meaning of your data. The 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?

Class participation/reading questions & “big ideas” (10 points)

Prior to each class, everyone needs to post to WebCT two or three big ideas and questions related to the week’s readings. The class will be organized into small discussion groups on WebCT, and your ideas and questions should be posted to your group members no later than 12.00 noon each Wednesday so they may be reviewed before class.

Ideas: What were the main ideas that you derived from the readings? (e.g. 2 or 3 sentences)

Questions: What questions do you still have about what you have read?

Your ideas and questions will provide the basis of class discussion, and I consider these as “thinking in progress”, therefore there is no “right” or “wrong” way to complete this task. By discussing our ideas of what we have read, we can learn from others, work through misunderstandings, and learn how to situate our own views within a body of scholarship.

Class presentation (20 points)

Select an analytic approach to qualitative data that appeals to you. For example:

- Analytic Induction
- Ethnographic analysis
- Arts-Based Inquiry and Creative Analytic Practices (e.g. Poetry, Drama, Fictional forms of interpretation & representation)
- Conversation Analysis or Membership Categorization Analysis
- Deconstructive or Poststructural Analyses
- Discourse Analysis
- Multimodal Analysis
- Phenomenological analysis
- Portraiture
- Visual or Image-Based Analysis

In a group of 3 to 4, you will research a specific analytic approach and lead the class in a workshop on the topic. Your 45 to 60 minute class presentation should include the following:

- A brief overview (1-2 page handout) of the history of the analytic approach, theoretical assumptions, uses and key players in the field;
- For the demonstration, focus on a description of the analytic approach. This may include steps used and methodological literature that outlines steps; and may refer to a specific scholar's work, or a group of scholars;
- Provide a two-part annotated bibliography: 5 articles on the analytic method; and 5 research articles that used some form of this method in practice;
- Lead the class in a practical activity that relates to the analytic approach; and
- Self-evaluation of your contribution to this project and a one-page statement of what you learned (likes, dislikes, perspectives on the usefulness of this approach for future work).

Writing drafts (10 points)	250-500 word excerpts
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Over the semester, you will provide copies of three 1-2 page (double-spaced) excerpts from your drafts of papers for the course to members of your small data analysis group, in addition to the instructor. The purpose of submitting these drafts to other members of your data analysis group is to learn how to present your work to others. This is work-in-progress, and class time will be spent in reading and discussing one another's work in a way that you request. These excerpts would ideally include ways in which you are presenting data that you have been working on during the course, but could also include excerpts from other sections of your papers (e.g. participant and context descriptions, discussion and interpretations etc.). Use these exercises as a way to take risks with writing. In taking risks, you may possibly fail to effectively convey your ideas to others. This is part of how scholarly writing is accomplished, and this activity provides a safe space to fail and will not result in a loss of points. Grading for these writing tasks will be based on "submission"; and the only way to lose points is by submitting your work late, or not submitting your writing drafts to your small group and the instructor.

Final Paper (20 points)	8000-10,000 words including references
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Title of study

Abstract

This is a 150 words synopsis of your paper that addresses the following issues: the research problem, research questions, research methods and design, analytic method, findings, and significance of the study.

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. In this section address the issue of “quality” – what steps have you taken to ensure that this is research of quality?

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. Consider presenting your analysis in the form of a visual model, diagram or table. Quotes from your participants (or field notes and/or documents) as well as data displays provide evidence for the findings that you present. You may draw on multiple analytic methods we have covered this semester, or a single approach. If the single analytic method you use is the one used for the data analysis project, you will be expected to have developed your analysis and interpretations.

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.

Course Schedule of Readings and Activities

Classes begin August 18

Week 1 August 20 Course overview

- Initial data analysis activities
- Introduction to data analysis
- Groups for WebCT

Week 2 August 27 Writing about qualitative data

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

Grbich, C. (2007). *Qualitative data analysis: An introduction*. London: Sage. Part 1, pp. 1-36.

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

Week 3 September 3 Approaches to data analysis I

Grbich, C. (2007). *Qualitative data analysis: An introduction*. London: Sage. Part 2, pp. 37-107.

Week 4 September 10 Approaches to data analysis II

Grbich, C. (2007). *Qualitative data analysis: An introduction*. London: Sage. Part 3, pp. 109-181.

Week 5 September 17 Grounded theory I

Charmaz, K. (2006). Constructing grounded theory: A practical guide through qualitative analysis. Chapters 1-4, pp. 1-95.

Writing draft 1 due

Week 6 September 24 Grounded theory II

Charmaz, Chapter 5-8, pp. 96-185.

*******1st Data analysis project due — Coding & Categorizing*******

Week 7 October 1 Narrative approaches I

Riessman, C. K. (2008). *Narrative methods for the human sciences*. Los Angeles: Sage. Chapters 1-4, pp. 1-103.

Week 8 October 8 Narrative approaches II

Riessman, C. K. (2008). *Narrative methods for the human sciences*. Los Angeles: Sage. Chapters 5-7, pp. 105-200.

Midterm: October 9

Week 9 October 15 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.

Creative Nonfiction:

Caulley, D. N. (2008). Marking qualitative research reports less boring. *Qualitative Inquiry*, 14(3), 424-449.

Drama:

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

Poetry:

Faulkner, S. L. (2007). Concern with craft: Using *Ars Poetica* as criteria for reading research poetry. *Qualitative Inquiry*, 13(2), 218-234.

**Week 10 October 22 Computer Assisted Qualitative Data Analysis Software
Room 227/228 Aderhold**

Lewins, A., & Silver, C. (2007). *Using software in qualitative research: A step-by-step guide*. Los Angeles: Sage. Pp. 1-116, Introduction & Chapters 1-6.

Writing draft 2 due

**Week 11 October 29 Computer Assisted Qualitative Data Analysis Software
Room 227/228 Aderhold**

Lewins, A., & Silver, C. (2007). *Using software in qualitative research: A step-by-step guide*. Los Angeles: Sage. Pp. 117-230, Chapters 7-13.

Draft of final paper (Optional)

Fall Break: October 31

**Week 12 November 5 Approaches to qualitative data analysis & 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.
- Maxwell, J. A., & Miller, B. A. (2008). Categorizing and connecting strategies in qualitative data analysis. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of emergent methods* (pp. 461-477). New York & London: Guilford Press.

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

Week 13 November 12 Writing it up Part II

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

Grbich, C. (2007). *Qualitative data analysis: An introduction*. London: Sage. Part 4, pp. 185-222.

Writing draft 3 due

Week 14 November 19 Class presentations

Thanksgiving Holidays: November 24-28

No class November 26

Weeks 15 December 3 Class presentations

Final projects due December 8

Classes end December 9

Additional references

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.
- Ezzy, D. (2002). *Qualitative analysis: Practice and innovation*. Crows Nest, NSW: Routledge.
- 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. (2008). Grounded theory as an emergent method. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of emergent methods* (pp. 155-170). New York & London: Guilford Press.
- 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.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Los Angeles, London, New Delhi & Singapore: Sage.
- 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.
- Strauss, A. L., & Corbin, J. (Eds.). (1997). *Grounded theory in practice*. Thousand Oaks, CA: Sage.
- Strauss, A. L., & Corbin, J. (1998). *Basics of qualitative research: Grounded theory procedures and techniques* (2nd ed.). Newbury Park, CA: Sage.

Conversation Analysis and Ethnomethodology

- Francis, D., & Hester, S. (2004). *An invitation to ethnomethodology: Language, society and interaction*. London & Thousand Oaks: Sage.
- Hutchby, I., & Wooffitt, R. (1998). *Conversation analysis: Principles, practices and applications*. Cambridge, UK: Polity Press.
- Psathas, G. (1995). *Conversation analysis: The study of talk-in-interaction*. Thousand Oaks, CA: Sage.
- Have, P. T. (2007). *Doing conversation analysis: A practical guide*. (2nd edn.). London: Sage.
- ten Have, P. (2004). *Understanding qualitative research and ethnomethodology*. London: Sage.

Wooffitt, R. (2002). *Conversation and discourse analysis: An integrated introduction*. Thousand Oaks: Sage.

Document Analysis

- Altheide, D., Coyle, M., DeVriese, K., & Schneider, C. (2008). Emergent qualitative document analysis. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of emergent methods* (pp. 127-151). New York & London: Guilford Press.
- Prior, L. (2003). *Using documents in social research*. Thousand Oaks: Sage.
- Prior, L. (2008). Researching documents: Emergent methods. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of emergent methods* (pp. 111-126). New York & London: The Guilford Press.

Narrative analysis

- Bell-Scott, P. (ed.). with Johnson-Bailey, J. (1998). *Flatfooted truths: Telling Black women's lives*. New York: Henry Holt & Co.
- Clandinin, D. J. (Ed.). (2007). *Handbook of narrative inquiry*. Thousand Oaks, CA: Sage.
- 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.

Ethnographic analysis

- Goetz, J. P. (1976). Behavioral configurations in the classroom. *Journal of Research and Development in Education*, 9(4), 36-49.
- Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.). Belmont, CA: Thomson, Wadsworth.
- Spradley, J. (1979). *The ethnographic interview*. Fort Worth: Harcourt Brace Jovanovich College Publishers.
- Spradley, J. P. (1980). *Participant observation*. New York: Holt, Rinehart & Winston.

Phenomenology

- Dahlberg, K., Drew, N., & Nystrom, M. (2001). *Reflective lifeworld research*. Lund, Sweden: Studentlitteratur.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks: Sage.
- 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

- Cahnmann-Taylor, M., & Siegesmund, R. (Eds.). (2008). *Arts-based research in education: Foundations for practice*. New York: Routledge.
- 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.
- 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.
- 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.

Poststructural analysis

- Meadmore, D., Hatcher, C., & McWilliam, E. (2000). Getting tense about genealogy. *International Journal of Qualitative Studies in Education*, 13(5), 463-476.
- Søndergaard, D. M. (2002). Poststructural approaches to empirical analysis. *International Journal of Qualitative Studies in Education*, 15(2), 187-204.

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 and data analysis

- 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.