



EDUC 890 Class 11

Assignment 6: Literature Review

Chapter 11—Qualitative Data Analysis & **Findings**

Chapter 12—Mixed Method Research Designs

APA Headings!!!!!!

Assignment #6

Literature Review

(a) **study-by study review**

- Describe 4-5 research articles in detail
- research problem, question, data collection, results

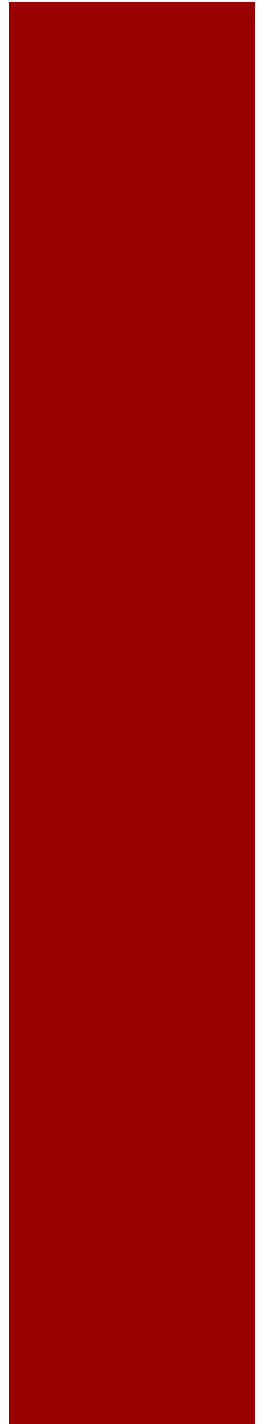
(b) **thematic review**

- Cite approx. 8-10 research articles to document themes in the literature
- major ideas or results only, not full descriptions

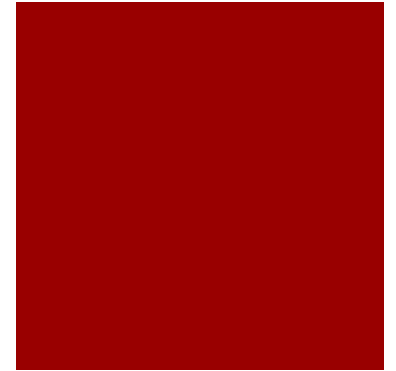
Assessment: Completeness (6 marks)

- map,
- 4-5 or 6-10 ***research*** articles described,
 - intro,
 - closing summary,
 - transitions,
 - references

Chapter 11
**Qualitative Data
Analysis & Findings**



Data analysis



- Preparing the data—*transcribing*
- Exploring the data—*reading, memoing*
- *Coding the data
- *Developing descriptions and themes
- *Validating the findings



Coding the data

- Identify (highlight) significant segments of text
- Assign a code that describes the segment's *meaning*
 - *E.g., participants' feelings, perspectives, strategies, contexts, behaviours*
- A priori coding
 - Informed by theories or literature
- Open coding
 - Derived from the data itself
 - Expressed in researcher's language or the participant's (*in vivo*)

See coding example p. 360

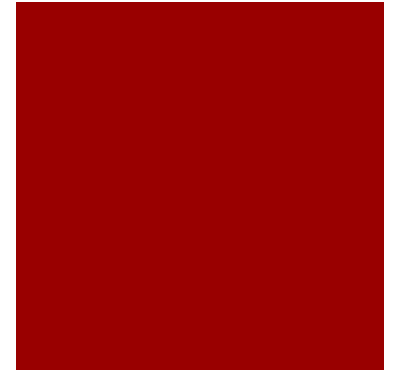


Developing themes

- Collapse/combine codes to eliminate overlap/redundancy
- Themes (categories) bring together related codes to form a major idea about the central phenomenon, E.g....
 - *Central phenomenon: curriculum in a rural school;*
 - *Theme: community*
- Layering themes
 - Identifying layers of themes, e.g. *community values* as a sub-theme of *community*
- Interconnecting themes
 - Explaining how themes relate to each other, e.g. developing a model of a process in grounded theory

See model of code-to-theme process, p. 361

Coding practice



- Imagine the research question:
 - *How do arts teachers at Central Secondary School nurture student development?*
- Data collection:
 - Students are asked to describe significant memories of their influential arts teachers
- Your task:
 - Underline significant text segments
 - Assign suitable open coding labels, e.g., ***“empowerment”***





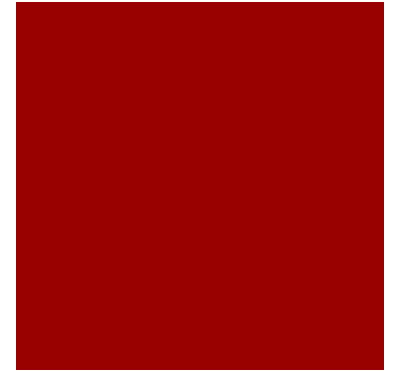
Validating results

To ensure findings are accurate/ credible/ trustworthy

- Bracketing
 - Acknowledge and describe personal experiences of the central phenomenon, then work to set them aside (*to mitigate biases*)
- Triangulation
 - Get corroborating evidence from multiple sources
 - Different individuals (principal & student & teacher)
 - Different data types (interview & observation & documents)
- Member checking
 - Ask participants to check accuracy of findings
 - Descriptions realistic? themes appropriate? interpretations fair?
- Audit
 - Someone outside the study checks it over, e.g. codes some of the data

Findings....

- *Descriptive findings
- *Reporting themes
- Tables and figures
- *Findings that fit the research design





Descriptive findings

- Detailed rendering of people, places, or events
 - Ideally transports you into the context of the research, e.g. *describing a classroom*
- Features of good qualitative description:
 - **Broad-to-narrow**, e.g., *neighbourhood, school, classroom*
 - **Vivid details**, e.g. *giant speaker sitting precariously on an unused student desk*
 - **Focus on facts and what occurred**, do not interpret—that comes later, in unpacking the themes
 - **Action words**, e.g. words like *'ripped up'* make you feel you are there
 - **Participant quotes**, words of those who were there bring the description to life

See description example **p. 367**...what does it tell you about the context?



Reporting themes

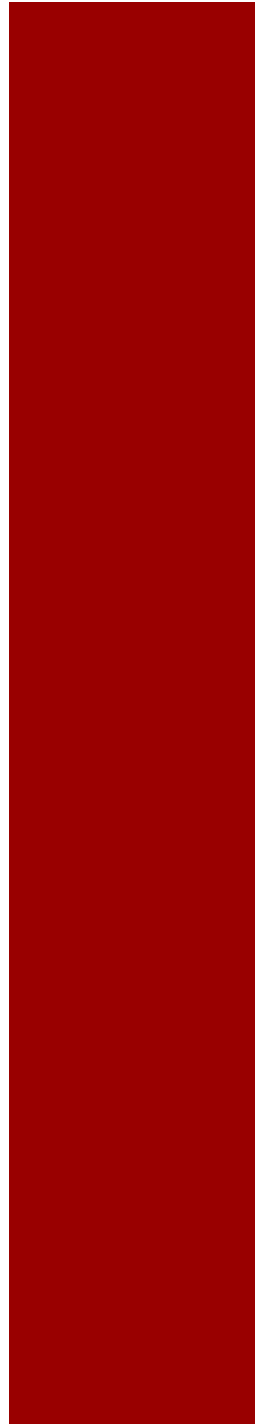
- Themes: 5-7 major ideas about the central phenomenon, E.g....
 - Central phenomenon: *teaching composing*; Theme: *sharing student work*
- Theme names: *nouns, verbs, phrases, questions, participant quotes...*
- Features of good qualitative themes:
 - **Subthemes** often represent the different codes combined to form the theme—unpacking the complexity of the phenomenon
 - **Multiple perspectives and contrary evidence**
 - **Participant quotes as evidence:** short or long quotes, even dialogue to capture feelings, emotions, and how people talk about their experiences
 - **Literary devices e.g. metaphor, analogy, tension,** e.g. “As the bickering continued, students watched their education dreams tossed around like a political football”



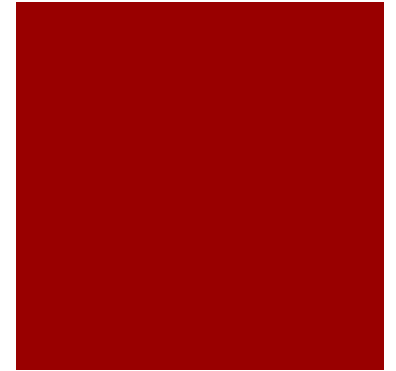
Findings fit the research design

- **General qualitative approach**
 - Report of themes
- **Narrative research**
 - Description of context
 - re-telling of the participant's story
 - themes that emerged from story
- **Case study**
 - In-depth description of each case;
 - Themes from each case
 - Themes across cases
- **Ethnographic**
 - Detailed description of context and how the group thinks, talks, behaves
- **Grounded theory**
 - Themes/categories;
 - a figure showing interconnections;
 - discussion of emergent theory, e.g. propositions

Chapter 12
**Mixed Method
Research Designs**



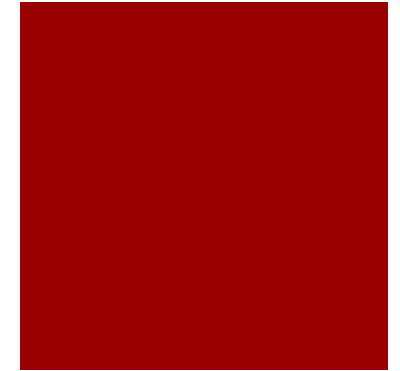
Mixed methods research involves....



- Two datasets (one quant & one qual)
- Two types of analyses (statistical & thematic)
- Some way of combining what is learned from each component of the research

E.g. combining survey data with focus group data

Why use mixed methods research?



- To combine the strengths of both approaches, i.e. to provide a more complete picture,
 - e.g. *'the frequency of experience of stressors & specific details about stressors'*
- To build from one type of data to the other,
 - e.g. *qualitative data informs the development of a quantitative measure (use of alternative medicine)*
- To answer two questions
 - A) *measure group differences for effect of an intervention*
 - B) *explore participant experiences of intervention*

Group work

Design a mixed methods study!

- In pairs or trios design an imaginary study that conforms to one of the three reasons to use mixed methods





Characteristics that distinguish mixed methods designs

- **Timing**
 - Concurrent or sequential collection of quant vs. qual data
- **Priority**
 - Equal priority vs. one component is more important (unequal priority)
- **Mixing**
 - How datasets and results are combined or interrelated, i.e. how components are compared, linked, or shaped by each other

Group work 2

Mixed method research designs



- In groups, create a presentation to teach the class about one of the following designs:
 - *Convergent parallel* (pp. 392-4)
 - *Sequential explanatory* (pp. 395-7)
 - *Sequential exploratory* (pp. 397-400)
 - *Embedded* (pp. 400-403)

See figure on p. 392 for an overview

Homework

- Read Ch. 13 & 14

