



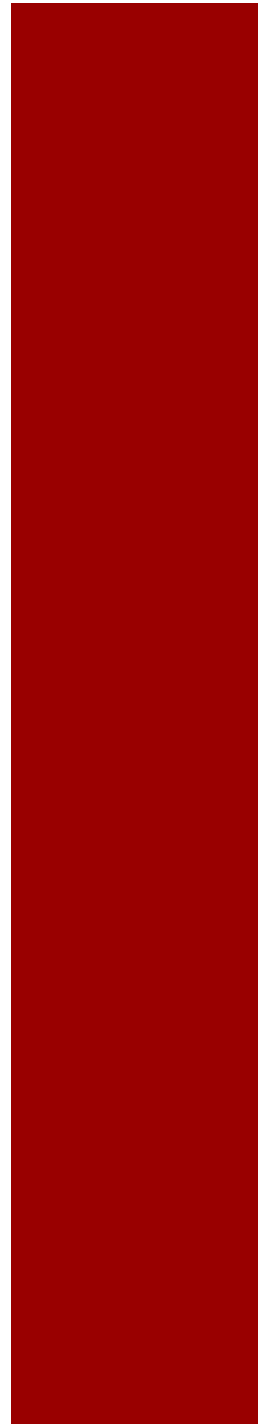
EDUC 890 Class 11

Finish up Chapter 10—Qualitative Participants & Data Collection
Assignment 6: Literature Review
Chapter 11—Qualitative Data Analysis & Findings



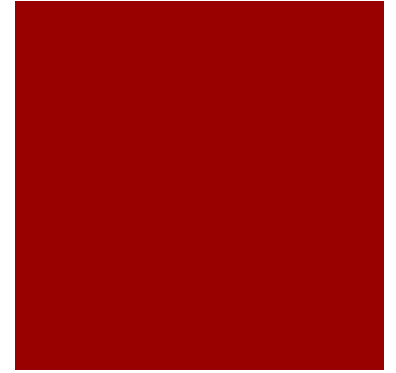
Chapter 10

Qualitative Participants & Data Collection



Data collection

- *Interviews
- *Observations
- Documents
- Audiovisual material





interviews

- Open ended questions!!!!
 - Focus group
 - One-on-one
 - Telephone
 - E-mail
 - Questionnaire

Interview protocol (list of questions)

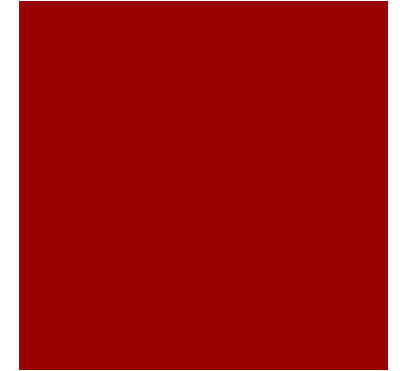
Probe (subquestions to get more info)



Designing interview questions

- Building on the imagined qualitative study you designed for homework...
 - create 3 interview questions In discussion with your partner
 - ...with probes if appropriate
 - *Check out the example of questions and probes on p. 341*





Observation

- Descriptive, firsthand info
- Could describe participants, setting, events, activities, interactions
 - Participant observer
 - Non-participant observer
 - Changing observational role

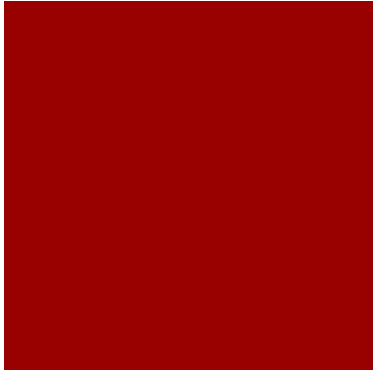
Field notes

- Words & images recorded by researcher during observation
- Can be both *descriptive* and/or *reflective*



Practice Observation!

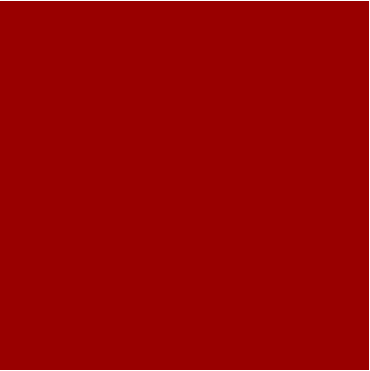
- Imagine you are researching the central phenomenon:
 - ***'classroom dynamics in a graduate education course.'***
- For three minutes, observe and record what you see in this classroom. Please ensure your field notes are purely ***descriptive***.
- For the next three minutes, record ***reflective*** field notes of what you see.
- *Compare your notes with a partner.*



Consider article p. 306



1. a) What type(s) of data?
b) Did these data suit the study's purpose?
2. What data collection **procedures** did the researchers describe?



1. a) What type(s) of data? b) Did these data suit the study's purpose?

- a) interviews, observations, documents, audiovisual materials.
- one-on-one interviews with participating preservice teachers & their supervisors/instructors.
 - nonparticipant observations of participants' practices in the classroom
 - documents: student work & course syllabi.
 - audiovisual materials: video recordings of participants in the classroom
- b) The researchers explained how they used each of the different data sources to help develop an in-depth understanding of the preservice teachers' perceptions, experiences, and practices





2. What data collection *procedures* did the researchers describe?

- each observation and interview was...
 - scheduled at a certain point in the semester (e.g., beginning, middle, and end)
 - lasted a certain length of time (e.g., 30–90 minutes)
 - tape-recorded
- researchers did not include the full interview protocol, but *do* share the major questions that were asked



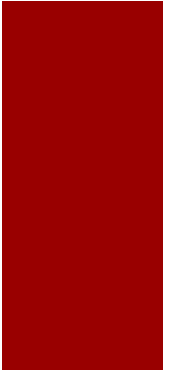
What makes the research good?

Quantitative

- Valid conclusions about how variables are related
- Findings are *generalizable*
 - sample is large
 - employs probability (random) sampling

Qualitative

- In depth descriptions that enable understanding of a central phenomenon
- Findings are *credible*
 - Small sample
 - info-rich participants



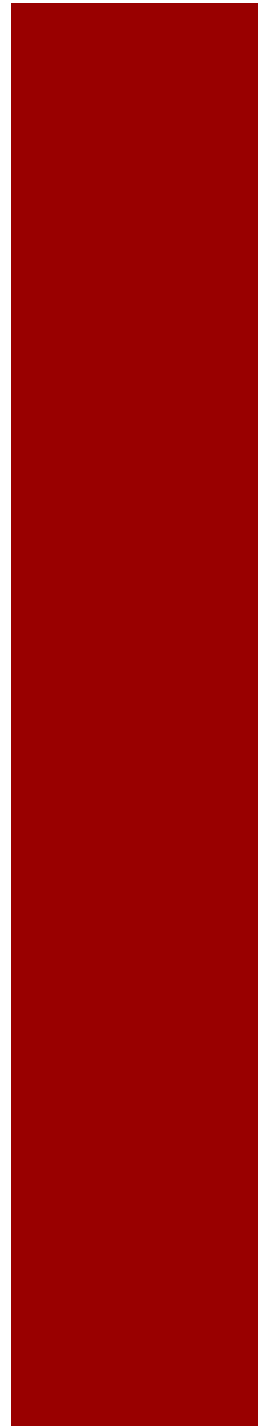
Assignment #6

Literature Review

study-by study review

- Describe 4-5 research articles in detail:
 - research purpose and/or questions,
 - research design,
 - data collection & analysis,
 - summary of results,
 - your comments
- 4-5 ***research*** articles described,
 - map,
 - intro,
 - transitions,
 - closing summary,
 - APA headings throughout,
 - 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”***





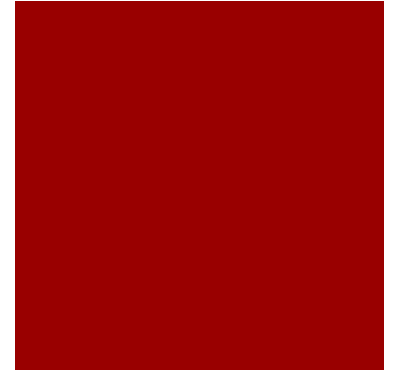
Validating results

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—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

Homework

- Read Ch. 12
- Think of questions re:
literature review assignment

