EDUC 890 Class 11

Assignment 6: Literature Review
Chapter 11—Qualitative Data Analysis & **Findings**
Chapter 12—Mixed Method Research Designs

Assignment 5 Feedback

- When designing purposed statements and research questions…

- *Review textbook Chapter 5!!!*

  - *Quantitative: pp. 172-176*

  - *Qualitative: pp. 179-183*

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

- map,
- intro,
- 4-5 *research* articles described,
- transitions,
- closing summary,
- APA headings throughout,
- references

Chapter 11
Qualitative Data Analysis & Findings
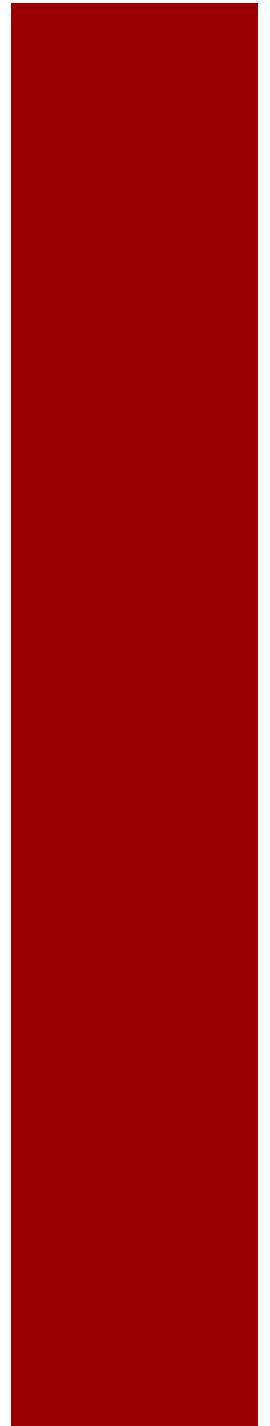
Developing themes

- 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*

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
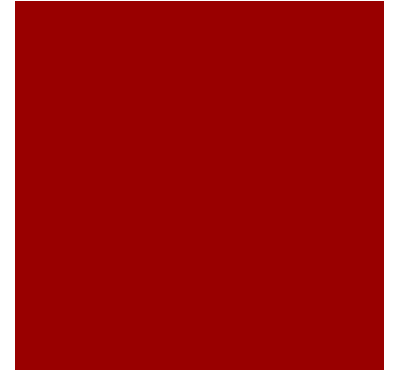
Descriptive findings

- 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

Chapter 12
Mixed Method Research Designs
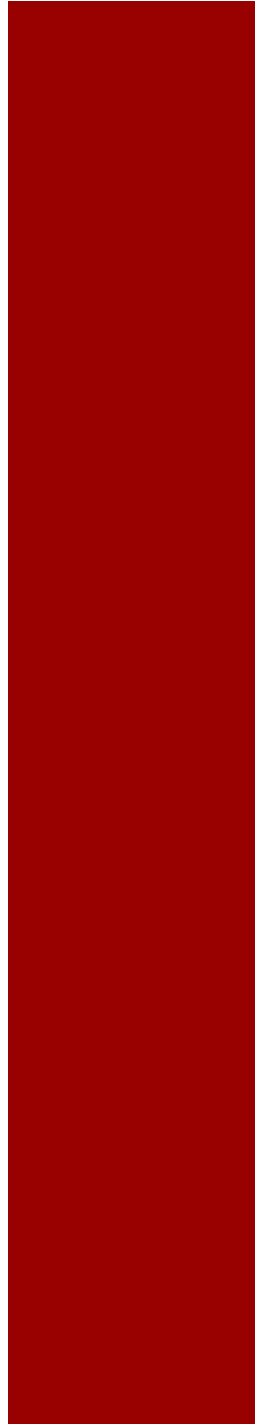
Mixed methods research involves....
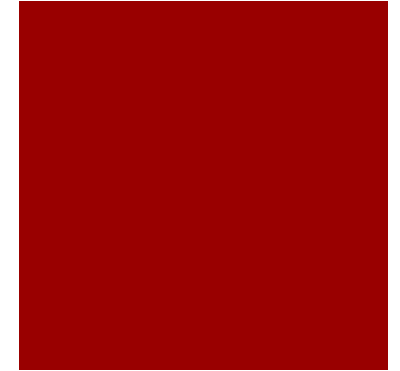
- Two datasets (one quant & one qual)

- 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
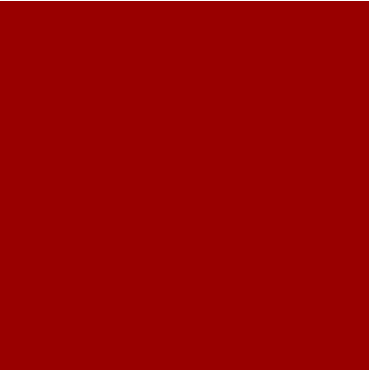
Why use mixed methods research?

- To combine the strengths of both approaches, i.e., to provide a more complete picture,
  - *the frequency of experience of stressors &*
  - *specific details about stressors*

- To build from one type of data to the other,
  - *qualitative data informs…*
  - *the development of a quantitative measure (e.g., measuring how cancer patients use alternative medicine) used with a larger sample*

- 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 of 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