EDLD 6385 – Advanced Data Analysis in Qualitative Methods

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Email: nancy.smith@tamucc.edu
Office: Faculty Center #221
Office hours: Mondays 1:00-4:00 and Thursdays 1:00-4:00 or by appointment
Classroom: Bay Hall 128
Class hours: Saturdays 10:00 – 2:00

I. COURSE DESCRIPTION
This course is designed for doctoral students who want to pursue their interests in qualitative methods and who want to use these methods in their dissertation. Students would need to have a qualitative research methods course completed in order to take this class. Students will learn to use various qualitative data analysis methods using multiple data sources.

II. RATIONALE
Qualitative inquiry relies on developing an in-depth data analysis and understanding of the topic being investigated. Such in-depth understanding emerge from triangulation of various data sources as well as using multiple approaches to data analysis to confirm understanding. Students in education who wish to conduct a qualitative dissertation will need to engage in this data analysis process to present their work that is grounded in academic rigor and trustworthiness. This course will also help students produce a conference proposal and develop skills for documenting their findings, data analysis processes, and representing final outcomes of their studies.

III. STATE ADOPTED PROFICIENCY DOMAINS: N/A

IV. TEXES COMPETENCIES: N/A

V. GOALS, COURSE OBJECTIVES, AND LEARNING OUTCOMES:
After completing this course, the learner will be able to:

- Identify the processes involved in qualitative data collection (interview, observations, document analysis)
- Implement the process of data collection in your own work
- Identify various forms of inductive analysis
- Implement a form of inductive analysis in your own work
- Conduct arts-based analysis on data collected
- Discuss and define the limits and possibilities of academic rigor that you were able to maintain in your own work and ethical issues that emerged
- Maintain a research journal during the entire class reflecting on the process, and the kinds of knowledge you are producing, including their potentials and possibilities
- Produce a draft of a methodology chapter
- Engage in community building exercises
VI. TOPICS
The major topics of this course are:

- Designing and executing interviews
- Participant Observation
- Document Analysis
- Visual Methods
- Qualitative Data Management and Analysis
- Narrative Approaches
- Phenomenological Research Methods
- Ethnodrama and Autoethnography
- Computer Assisted Data Analysis
- Alternative Approaches to Data Analysis and Representation
- Writing Up Qualitative Research

VII. INSTRUCTIONAL METHODS

- Discussions
- Group work
- Project based learning
- Lectures

VIII. REQUIRED TEXTS


EndNote Software – Available FREE at http://it.tamucc.edu/downloads You will need your Island ID and Password to sign-in and download. You will find the product key on the site with the download.

SUGGESTED ADDITIONAL TEXTS


RESOURCES

Journal articles will be distributed via Dropbox as appropriate for weekly topic discussions.


Bell Library – http://rattler.tamucc.edu/
IX. EVALUATION, GRADE ASSIGNMENT, AND DELIVERABLES

Grades will be calculated based on A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F < 60%

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Topic, Research Purpose, &amp; Questions</td>
<td>100</td>
</tr>
<tr>
<td>Project Description, Data Inventory, and Timeline</td>
<td>100</td>
</tr>
<tr>
<td>Annotated Bib / Literature Review</td>
<td>100</td>
</tr>
<tr>
<td>Chapter Presentation</td>
<td>150</td>
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<tr>
<td>Inductive analysis paper</td>
<td>200</td>
</tr>
<tr>
<td>Methodology paper</td>
<td>200</td>
</tr>
<tr>
<td>Online &amp; class participation and memos</td>
<td>150</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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DELIVERABLES

- Researcher’s Memos
- Topic, Research Purpose, & Questions [part 1]
- Project Description, Data inventory, and Timeline [part 2]
- Annotated Bib / Literature Review
- Chapter Presentation from The Qualitative Dissertation
- Inductive analysis paper
- Methodology paper

REQUIREMENTS FOR DELIVERABLES

Detailed handouts with instructions and rubrics for each assignment will be provided and discussed in class.

X. COURSE EXPECTATIONS AND POLICIES:

1. **Attendance and Participation:** This class requires you to invest time for preparation, assignments, and application of critical concepts in leadership. You will need to stay on top of things in order to perform well. While you might be an independent learner, and perhaps a strong performer, the research is consistent on the value of social learning and reviewing difficult concepts face-to-face. Your respectful and meaningful participation in discussions will be required for your final grade.

2. **Competencies:** There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   a. Ability to proof read your work before submitting
   b. Ability to use APA style to write and cite references when making general and/or specific statements that are not entirely your own
   c. Ability to communicate effectively when you do not understand the instructions or expectations about assignments
   d. Ability to connect to the Internet, download required materials, and transmit required materials as needed. I will not entertain excuses emerging from last minute computer troubles. Therefore, plan ahead and have back up plans in place should something go wrong.
3. **Tardiness and Courtesy to Peers:** All class meetings will start on time unless otherwise announced in advance. There will be no exceptions. I will NOT negotiate participation at the end of the semester. Make sure you communicate with me if you have any extenuating circumstances.

4. **Electronics:** Cell phones must be turned off during class. When using laptops, iPads, or similar devices, please refrain from participating in emailing, texting, FaceBook, or other forms of messaging and social networking.

5. **Disabilities Accommodations:**
   The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.
   If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

6. **Professional Conduct and Academic Honesty:** Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism. Cheating, plagiarism and other forms of academic dishonesty will result in disciplinary actions.
   All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education and the University.

7. **Diversity Statement:** The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

8. **End of Semester Negotiations:** I will support you in every way possible during the semester to ensure that you perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will not entertain any end of semester negotiations about grades, and your grade in the course is a direct reflection of your engagement in your own learning process.
Please understand that, despite the strict expectations and policies outlined above, I do care about you as an individual and am always willing to listen and be flexible in order to help you have a successful semester if you are faced with unusually difficult circumstances. I encourage you to get in touch with me if you want a conference to explain your circumstances. Do not wait until you have accumulated absences, fallen behind, and failed to do the required work to discuss any personal difficulties that are affecting your performance.
### XI. Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic &amp; In-class Activities</th>
<th>Readings and Actions</th>
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<tbody>
<tr>
<td><strong>Before 1st class</strong></td>
<td>Introduction on Blackboard Review Syllabus.</td>
<td>Check into Blackboard on Jan 21&lt;sup&gt;st&lt;/sup&gt;. Familiarize yourself with contents. Read:</td>
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<tr>
<td></td>
<td><strong>Bring to first class:</strong></td>
<td>Saldana – pp. 1-31. Be thinking about your 1&lt;sup&gt;st&lt;/sup&gt; data source. Supplemental reading:</td>
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<tr>
<td></td>
<td>• Top 10 topics list - ranked</td>
<td>Glesne – Ch 2: Prestudy Tasks</td>
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<td></td>
<td>• Paragraph on #1 choice</td>
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<td></td>
<td>• 3 articles on that choice</td>
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<tr>
<td><strong>WK 1 – Jan 24</strong></td>
<td>IRB presentation (Erin Sherman)</td>
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<td>F2F</td>
<td><strong>2&lt;sup&gt;nd&lt;/sup&gt; ½ of class:</strong></td>
<td>Actions:</td>
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<tr>
<td>DUE: List of top 10 topics ranked; Paragraph on top topic; 3 articles on topic</td>
<td>• Create Research Purpose and Questions.                                                     P&amp;G – look over chapters and think about ones you’re interested in presenting</td>
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<td>• Discussion of data inventory project</td>
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<td>• Create a basic draft of 1) Data Inventory &amp; 2) Project Timeline [Examples in Bb].</td>
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<td>Discussion and choice/division of P&amp;G chapters for presentation</td>
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<tr>
<td><strong>WK 2 – Jan 31</strong></td>
<td>No class meeting. Bb discussion. All original posts must be done by 10 am class time.</td>
<td>Read:</td>
</tr>
<tr>
<td>Due: Project Description, RPQ, Data Inventory, &amp; Timeline (submit via Bb)</td>
<td>On discussion board, post: Share you topic, RPQ, project description, data inventory, &amp; timeline.</td>
<td>deMarrais – Qualitative Interview Studies</td>
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<td>• Collecting what types of data would be most appropriate for your topic? Why?</td>
<td>P&amp;G – Section One</td>
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<td>• What coding methods have you considered for your data?</td>
<td>Saldana – Chapter 5: Post-coding and Pre-writing</td>
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<tr>
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<td>**You should have collected your first source of data by now. ** Transcribe</td>
<td>Glesne – Chapter 5: Post-coding and Pre-writing</td>
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<td><strong>Supplemental reading:</strong></td>
<td>Charmaz – Constructing Grounded Theory</td>
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<td><strong>Charmaz – Constructing Grounded Theory</strong></td>
<td>Glesne – Ch 4: Making Words Fly, Ch 3: Being There, Ch 6: But is it Ethical?</td>
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<tr>
<td></td>
<td><strong>Glesne – Ch 4: Making Words Fly, Ch 3: Being There, Ch 6: But is it Ethical?</strong></td>
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<tr>
<td><strong>WK 3 – Feb 7</strong></td>
<td>Discuss data collection efforts. Discuss Coding Chapters 1 &amp; 2 – Presentation by</td>
<td>Read:</td>
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<td>Second ½ of class – Observation Exercise and/or coding.</td>
<td>LeCompte – Analyzing Qualitative Data</td>
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<td><strong>Bring 1&lt;sup&gt;st&lt;/sup&gt; transcript</strong></td>
<td>Saldana – Ch 2: Writing Analytic Memos &amp; Ch 3: First Cycle Coding</td>
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<td><strong>Supplemental reading:</strong></td>
<td>Spradley Step 2 &amp; 4.</td>
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<td><strong>Glesne – Ch 7: Finding Your Story</strong></td>
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## Topic & In-class Activities

### WK 4 – Feb 14
- Discuss on Bb the following:
  - What did you notice about how a dissertation is organized?
  - What stood out to you methodologically about a qualitative dissertation?
  - When looking at chapter three, what stood out to you methodologically?
  - What strategies of academic voice were incorporated in the dissertations?
  - Based on your experience reviewing these documents, what would you like to improve on and incorporate in your own work?

**Make sure you have conducted and transcribed at least one interview by now. Collect 2nd source of data.**

### WK 5 – Feb 22
- **Inductive Analysis**
  - Bring all data to class – at least 2 types, transcribed.
  - Coding in pairs – peer debriefing
  - Discussion of Data Analysis assignment.
  - Chapters 3 & 4 – Presentation by ___________

**Bring transcripts to class = 2 transcripts from 2 data sources.**

**Read:**
- **P&G – Section Two**
- **QUAL Ch 3’s – choose 2 examples**

After reading example dissertations: Prepare and post an outline of your impression of the parts of Chapter 3. Put meat on your outline, i.e.

I. Colors
   a. Red
   i. magenta
   b. Blue
   c. Yellow
II. Numbers

### WK 6 – March 1
- **DUE: Annotated Bibliography – submit in Bb**
- In the discussion board:
  - How does a researcher begin to connect the experiential text to the phenomenon understudy? What part does your theoretical framework play?
  - Pick 1 or 2 of the points in Reflective Interlude 9.1 (p. 115) and discuss in terms of the question above.

**Read:**
- **P & G – Section Three**
- **You should have your 3rd data source collected and transcribed.**

### WK 7 – March 7
- **Data Analysis & Representation**
  - CAQDAS – Introduction to MaxQDA
  - Will software analyze your data?
  - Chapters 7 & 8 – Presentation by ___________
  - Chapter 9 – discussion

**Bring Laptop and download trial version of MaxQDA**

**Read:**
- **Miles, Huberman, Saldana – Ch 5 – Designing Matrix and Network Displays**
- **Creswell – Ch 8 – Data Analysis and Representation**
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<tbody>
<tr>
<td>WK of – March 14</td>
<td>SPRING BREAK</td>
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</tbody>
</table>
| WK 8 – March 21 | Narrative Inquiry  
Chapters 5 & 6 – Presentation by ____________ | Read:  
CIQM – Chapter 2: Narrative Inquiry  
Supplemental readings: |
| WK 9 – March 28 | Peer Review of Data Analysis                  | Read:  
P & G – Section Four  
Action: In your peer review, provide helpful feedback to at least 2 people. Use the rubric and offer examples of places that could use improvement.  
Supplemental readings: |
| DUE: Peer Review of Data Analysis Paper – post rough draft in Bb | Bb Work: Peer Review Data Analysis paper of 2 other people  
Comment on everyone’s work by midnight on Sunday. |  |
| WK 10 – April 4 | Qualitative Writing  
Chapters 10 & 11 – Presentation by ____________ | Read:  
CIQM – Writing: A Method of Inquiry  
Supplemental readings:  
Supplemental readings: |
| DUE: Data Analysis Paper – post FINAL draft in Bb |  |  |
| WK 11 – April 11 | Phenomenology  
Use Moustaka’s data reduction on your own data & post results  
Bb Work: Take a paragraph from your raw data [like Kaufmann’s dissertation example], perform Moustaka’s data analysis, and reflect on what you were able to learn from performing this type of data reduction.  
Comment on everyone’s work by midnight Sunday. | Read:  
Moustakas, C. (1994). Phenomenological research methods. Parts 1, 2 & 3 [Dropbox, password data]  
Thompson – Existential Phenomenology |
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<th>Readings and Actions</th>
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<tbody>
<tr>
<td>WK 12 – April 18</td>
<td>Ethnography</td>
<td><strong>Read:</strong></td>
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<td><strong>Denzin</strong> – Reading and Writing Performance Ethnography</td>
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<td><strong>Spradley</strong> – Step twelve: Writing an Ethnography</td>
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<td><strong>Supplemental readings:</strong></td>
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<td><strong>Chaudry, L.N.</strong> (1997). Researching “my people”</td>
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<tr>
<td>WK 13 – April 25</td>
<td>Bb Work:</td>
<td><strong>Read:</strong> NONE</td>
</tr>
<tr>
<td>DUE: Peer Review of Methodology Paper – post rough draft in Bb</td>
<td>Peer Review Data Analysis paper of 2 other people</td>
<td><strong>Action:</strong> In your peer review, provide helpful feedback to at least 2 people. Use the rubric and offer examples of places that could use improvement.</td>
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<td><strong>Comment on everyone’s work by midnight on Sunday.</strong></td>
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<td>WK 14 – May 2</td>
<td><strong>Final Wrap Up</strong></td>
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<tr>
<td>DUE: Methodology Paper – post FINAL draft in Bb</td>
<td>Chapters 14 &amp; 15 – Presented by</td>
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*Parts of this syllabus may be subject to change based on class needs. Students will be notified of all changes. Additionally, I reserve the right to widen point ranges on assignments as needed.*