TE938, Qualitative Data Analysis

Fall 2021, Wednesdays, 4:10-7pm, 133E Erickson Hall

Instructor:

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Office Hours: Mondays, 2-3pm or by appointment

Course Description

This course is designed to provide advanced doctoral students with the opportunity to develop knowledge and skills in qualitative data analysis in the field of education. We will explore different epistemological and theoretical approaches to analysis, interpretation, and representation of qualitative data. Students will also engage in analysis of their own data set. To maximize their learning experience in this course, participants must have a data set from which to work prior to the first class meeting. Using your own and sample data, we will practice methods for coding data, explore techniques for conducting in-depth analysis, and practice writing up results. Students will have opportunities to practice coding manually and using qualitative analysis software and will assess the benefits and limitations of different approaches and tools. Over the course of the semester, students will work closely with small groups to receive and provide feedback on their ongoing analysis. Participants should be committed to deep engagement with their own data and the work of others.

Course Objectives

Over the course of the semester, students will develop the skills and dispositions to:
- Identify and evaluate the connections between research questions, research methods, analytic approaches, and findings in scholarly work.
- Practice a variety of approaches to qualitative data analysis.
- Identify and employ analytic approaches best aligned with their research agenda.
- Work in collaboration with colleagues to give and receive feedback on their analytic trajectory.
- Think critically about and reflect on analytic decisions made throughout the research, analysis, and writing process.
- Identify important analytic themes in their research and begin to develop a manuscript based on those themes.

Required Texts

Bazeley, P. (2020). *Qualitative data analysis: Practical strategies*. 2nd edition. Sage.

Galman, S. C. (2016). *The good, the bad, and the data: Shane the lone ethnographer's basic guide to qualitative data analysis*. Routledge.

Miles, M.B., Huberman, A. M., & Saldana, J. (2020). *Qualitative data analysis: A methods sourcebook.* 4th edition. Sage.

Course Schedule

September 8

Preparing for Qualitative Analysis
Read before class:
>	Galman Ch. 1
>	Miles et. al. Ch. 1
>	Bazely Ch. 4

In and beyond class:
>	Galman Homework 1

September 15

Research Questions and Conceptual Framework
Read before class:
>	Galman Ch. 2
>	Smagorinsky, P. (2008). The method section as conceptual epicenter in constructing social science research reports. *Written communication*, *25*(3), 389-411.

In and beyond class:
>	Galman Homework 2

September 22

Reading and Exploring your Data
Read before class:
>	Bazely Ch. 5

In and beyond class:
>	Choose three strategies from Bazely Ch. 5 to try out

September 29

Inductive Coding, InVivo Coding, and Grounded Theory
Read before class:
>	Linneberg, M. S., & Korsgaard, S. (2019). Coding qualitative data: A synthesis guiding the novice. *Qualitative research journal*
>	Galman Ch. 3

In and beyond class:
>	Galman Homework 3 part 1 (just inductive) numbers 1-3

October 6

Deductive Coding and Related Approaches
Read before class:
>	Bazely Ch. 6: Coding as an analytic strategy
>	Miles et. al. pgs. 61-78 (first part of Fundamentals of Qualitative Data Analysis)

In and beyond class:
>	Galman Homework 3 part 2 deductive coding and number 4

October 13

Introduction to Microanalytic Approaches, Analysis of Visuals, & Narrative Analysis
Read before class:
>	Galman Chs. 5, 6, & 7

Bazeley Chs. 10 & 11
In and beyond class:
Choose 1: Galman Homework 5, 6, or 7

Second Cycle Coding and Patterns
Read before class:
Miles et. al. pgs. 79-100
Bazeley Ch. 8 & 12
In and beyond class:
Try out second cycle coding; create a second cycle codebook OR write about a concept using Bazeley pgs. 234&5

Analytic Memoing and Using Data Analysis Programs
Read before class:
Select videos; see D2L for links
Bazeley Ch. 7
In and beyond class:
Write an analytic memo

Data Displays
Read before class:
Bazeley Ch. 9 (Working with Cases)
Miles et. al. Part 2 (Displaying the Data)
In and beyond class:
Create a (very rough) draft of a data display

Writing as Analysis
Read before class:
Galman Ch. 4
Bazeley Ch. 13, 14, 15
In and beyond class:
Galman Homework 4

Writing the Methods Section
Read before class:
Miles et. al. Ch. 11 (beginning) & 12
In and beyond class:
Write a sample methods section to share with your analysis group before Dec.1

Writing up a Theme
   To do before class on Dec. 1:

- **Re-read** Smagorinsky, P. (2008). The method section as conceptual epicenter in constructing social science research reports. *Written communication*, *25*(3), 389-411.
- Draft a findings section on one theme from your analysis
- Meet (virtually or in-person) with your analysis group to workshop your sample methods section and findings section

December 1

Reliability, Validity, and Ethics
Read before class:
 Galman Ch. 8 & 9
 Miles et. al. Ch. 3 & 11 (second half)
In and beyond class:
 Write a section on researcher's positionality and make additions to methods section about validity, reliability, etc.

December 8

Flash Talk Presentations
Mini Paper due by Dec. 13, 11:59pm

Course Assignments

Note: Further details about assignment expectations and evaluation criteria will be made available on D2L well before the due date.

Me-search journal (5%), ongoing: At the beginning of class each week, you will document your analytic process for the previous week's analysis assignment in a google doc journal. At times, we will read and respond to each other's journals.

Weekly analysis assignments (12 all together) (70%), ongoing: Each week we will have an analysis assignment based on that week's analytic method. You will begin the assignment in class where you can collaborate with your analysis group, and you have until the following class period to complete the assignment and submit to D2L.

Flash Talk Presentation (5%), due Dec. 8: On the last day of class, you will give a 5-minute presentation on one of the themes from your ongoing qualitative data analysis

Mini Qualitative Paper (20%), due Dec. 13: You will pull together some of your work from across the semester into a mini (10-15 pages, double-spaced) paper made up of a brief conceptual/theoretical framework, methods section, and at least one theme from your findings. It won't be a complete paper, but it will be a good start on the way to a piece that you can use for comprehensive exams, practicum, or to send to a journal.

Expectations for the Course

Attendance

Attendance is required and essential for your learning (and your contribution to others' learning). It is important to come to class on time, every time, with all necessary reading and work

prepared. Missing all or part of class may affect your grade. If you must miss all or part of class, please contact me ahead of time.

In-Class Discussion

As a researcher and teacher, I ascribe to social theories of learning, particularly that we learn through participation in the practices of particular discourse communities, participation that takes place primarily through spoken and written language. As such, I expect that you will learn through talking, listening, thinking aloud, and letting your ideas bump up against each other's ideas. In fact, following Lave, I define learning as changing participation in a learning community; as you learn throughout this course, I expect to see you change in how you read, talk about, write about the readings on your own and with the community of our class. When we talk about ideas in class or try out new analytic methods, we should spend more time on "rough draft" talk rather than "final draft" talk, and we should honor the rough draft thinking and talking of others.

Grading
93-100: 4.0
87-92: 3.5
81-86: 3.0
75-80: 2.5
69-74: 2.0
63-68: 1.5

Late Work

I expect that in most cases you will meet the published deadlines of the course. If circumstances arise that you may need an extension on a due date, I expect you will contact me in advance and suggest an alternate due date for yourself. If you do not contact me in advance, or if you do not turn in the assignment at the agreed-upon date, you will lose 10% of the total points for the assignment for each day it is late.

COVID-19 Related Items

Face Masks
Appropriate face coverings must be properly worn – covering both mouth and nose – by everyone (including all faculty, staff, students, vendors, and visitors) while on property owned or governed by MSU and while participating in any indoor MSU-related or MSU-sponsored activities. If someone has a medical condition that prevents them from safely wearing a face covering, they should contact MSU's Resource Center for Persons with Disabilities (RCPD) to begin the accommodation process. They must receive documents attesting to their exemption from the mask mandate before entering an MSU building without a mask. We should refrain from eating or drinking during class to avoid having to remove our masks. If you do consume food or drinks inside, you should remove the mask only to take a sip of beverage or a bite to eat, and you must replace the mask properly between each bite and sip.

Medical-related absences

If you must miss class for a medical reason, we can discuss together an alternate set of assignments that will help you stay on track for the course.

Academic Honesty

The principles of truth and honesty are recognized as fundamental to the community of teachers and scholars. This means that all academic work is prepared by the student to whom it is assigned, without unauthorized aid of any kind. I assume that the student is honest and that all course work represents the student's own work. Article 2.3.3 of the Academic Freedom Report states that "the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations, 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in Spartan Life: Student Handbook and Resource Guide. Students who commit an act of academic dishonesty may receive a 0.0 on the assignment or in the course. For additional information, see the MSU's ombudsperson's website: http://www.msu.edu/unit/ombud/plagiarism.html.

I highly recommend using the free software iThenticate to check for inadvertent plagiarism in all coursework and other writing that you do: https://tech.msu.edu/teaching/tools/ithenticate/

Accommodations for disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at http://rcpd.msu.edu.   Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.) Requests received after this date will be honored whenever possible.

Counseling Center

MSU has an Office of Student Affairs and Services, with a Counseling & Psychiatric Services (CAPS). The phone number is 355-8270. The Center is at 207 Student Services Building.

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Writing Center

The Writing Center is a great resource for improving your academic writing. Website: http://writing.msu.edu/

Gender Expressions and Identities

This course affirms people of all gender expressions and gender identities. I will gladly honor your request to address you by an alternate name and/or gender pronoun. Please advise me of this request at any time during the semester so that I may make appropriate changes to my records, as class rosters are provided with each student's legal name unless it has been changed through the Registrar's Office. If you would like additional assistance regarding communication about your name and pronouns, please contact the LBGT Resource Center at lbgtrc@msu.edu.

For more information from the Office of the University Ombudsman: https://msu.edu/~ombud/classroom-policies/syllabus-faq.html#question2