



Introduction to Qualitative Data Analysis

Graduate Course Reference Number (4): 40142

Summer Full Session (June 20 – September 2, 2022):

Asynchronous

4 Credit Hours

Online (Canvas)



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Office Location: Online (Zoom)

Office Hours: By appointment

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This syllabus is subject to revision.

Course Description: Qualitative data is an important part of applied research. Whether it comes from interviews, focus groups, texts, internet message boards, or elsewhere, qualitative data informs our understanding of how individuals and communities view the world with depth and nuance. This asynchronous class introduces students to qualitative data collection and analysis through an applied project. Students will have the opportunity to collect their own qualitative data and apply qualitative analysis tools to answer a question of interest.

Learning Objectives:

- Students will be able to develop a shared understanding of research using qualitative methods.
- Students will be able to assess what makes a piece of qualitative research “good” qualitative research.
- Students will be able to conduct observational field research and take effective field notes.
- Students will be able to design and conduct a semi-structured interview.
- Students will be able to develop a codebook for the interpretation of qualitative data.
- Students will be able to prepare a paper that effectively reports the results of qualitative research.

NOTES ON ASYNCHRONOUS AND SYNCHRONOUS TECHNOLOGY:

- Lectures are conducted asynchronously using the tool EdPuzzle (available through Canvas). In lieu of in-person lecturing, you are required to watch all lecture videos and other required videos on your own schedule, as well as answer any questions with the videos in order to receive credit. Each lecture will be accompanied by a Canvas-based discussion board to ask questions about the lecture content.
- Most readings will be posted online through the tool Perusall (available through Canvas). Perusall allows you to ask questions and get answers through collaborative reading of the text. You are required to post thoughtful comments on each reading to engage with your fellow asynchronous students.
- Most readings are accompanied by an audio version of the text accessible through SoundCloud, so that you can complete the readings while away from your computer screen, or complement your reading of the text with audio support.

NOTES ON LEARNING FROM AN ASYNCHRONOUS CLASS:

- This class is self-paced over the course of the full summer session, which begins Monday, June 20, 2022 and ends Friday, September 2, 2022. You can move through the modules sequentially at a pace that works for you, but all work must be complete by the final day of class.
- At the same time, the nature of qualitative data collection requires more time to conduct interviews with enough depth, process qualitative data by reading transcripts, taking enough time to sit in a field observation to watch meaningful events at the pace of everyday life, and spend several hours in the Evergreen college archive in person to dive into archival materials
- What this means is that you should do everything possible to NOT rush through all assignments at the end of the term, as you will miss the opportunity to gather feedback as you learn new skills.
- The first assignment asks you to reflect on yourself where you are right now and your life situation to develop a timeline for when you think you can complete the various asynchronous activities. My hope is that this will make the learning experience richer for you.

SAMPLE SCHEDULE

Summer 2022 Full Session Begins on Monday, June 20, 2022 and ends on Friday, September 2, 2022. Here is a sample schedule of how to complete everything on time, according to your own schedule:

Any time before June 20, 2022	Complete 1-2 readings and comment on Perusall; Then write Self-Reflection on Planning to Learn; Watch introduction videos (approx. 19 minutes of videos); Post your own introduction video to Canvas to get to know other students in the class.
Week 1 (June 20 – June 26)	Reach out to interview subject to schedule a time for Module 4 interview; Begin to read Josselsonn book; Watch microlecture videos on reflexivity (approx. 20 minutes of videos)
Week 2 (June 27 – July 3)	Read 2 readings; Schedule and complete 1/2 hour field observation with notes; Watch microlecture videos on interviewing (approx. 40 minutes of videos)
Week 3 (July 4 – July 10)	Plan and schedule visit to Evergreen archives. Complete and comment on reading on archival research.
Week 4 (July 11 – July 17)	Visit Evergreen archives (2-3 hours), taking notes on what you learn and find.
Week 5 (July 18 – July 24)	Catch up on any missed microlecture videos; Conduct 2nd 1/2 hour field observation with notes.
Week 6 (July 25 – August 7)	Break (planned vacation time)
Week 7 (August 8 – August 14)	Read and comment on 3 readings; Conduct interview and check audio recording for clarity and accuracy.
Week 8 (August 14 – August 21)	Finish reading Josselson; Transcribe interview, complete Assignment 3
Week 9 (August 22 – August 28)	Read 3 readings; Watch microlecture videos on qualitative coding (approx. 35 minutes of videos); Write codebook (Assignment 5)
Week 10 (August 29 – September 4)	Catch up on any missed microlecture videos; Write final paper about learning qualitative research

Course Policies:

• Evaluations

- Students will be required to log into the class Canvas site **at least twice per week**, regardless of where they are in moving through the self-paced assignments. Canvas will include discussion boards for each of the Modules where students can ask questions of the faculty and each other about how they are approaching each modules assignments and readings.
- Students will be evaluated based on collaborative comments on the readings in Perusall, timely submission of thoughtful writing projects, and active engagement with their classmates.
- Students are required to submit a self-evaluation and a faculty evaluation. You can submit these evaluations via the College’s online evaluation system at my.evergreen.edu. Students are not required to submit self-evaluations to their transcripts.

• Assignments

- **No late assignments will be accepted except under extraordinary circumstances. Please contact me as soon as possible if this occurs.**

Academic Honesty Policy Summary:

From the TESC Statement on Academic Honesty: “Academic honesty is essential in a learning community. It makes coherent discourse possible and is a necessary condition for all sharing, dialogue and evaluation. All forms of academic dishonesty, including cheating, fabricating, facilitating academic dishonesty and plagiarism, are violations of the Social Contract. Cheating is defined as using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication is defined as faking data, footnotes or other evidence. Plagiarism is defined as representing the works or ideas of another as one’s own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments.”

TESC Statement on Academic Honesty

<http://www.evergreen.edu/advising/academic-honesty>

TESC The social contract – College philosophy

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-121-010>

TESC Student Conduct Code

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

Authorship

The student must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, (See: <http://creativecommons.org/>) the student must provide attribution of that work in order to uphold the standards of intent and authorship.

Online Class Engagement Policies

The online learning environment is challenging for students and faculty alike. In order to gain the most from the class, the expectations of an Evergreen learning community also apply to the online environment. You are expected to treat everyone in the learning community with respect by promoting a cooperative, supportive atmosphere within the community; giving everyone opportunity for self-reflection and expression using high standards in reading, writing, lectures, and comments; handling all disputes in a spirit of goodwill; and respecting differences.

Specifically, in the online format, students are expected to:

- Engage with the asynchronous online tools (Canvas, Perusall, and EdPuzzle) in a timely fashion.
- Provide public comments (in Perusall, Canvas discussions, and Zoom chat) that are respectful of all community members.

Holidays for Reasons of Faith or Conscience:

Please inform me in writing within the first two weeks of the quarter if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let me know within that time frame, I will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: <https://www.evergreen.edu/policy/religious-observance>

Assignments

Shared Annotation in Perusall

As there is no requirement to purchase books for this class, readings are provided at no cost to you online through Perusall. Perusall is an online tool that facilitates shared reading and learning in an online environment. Instead of reading alone, you will be reading with everyone in the class, as well as your faculty, contributing to a shared learning environment. All readings utilizing Perusall are *required* and count towards your evaluation.

Please make sure you are meeting the following requirements for each reading in order to get full credit:

1. At least one original contribution that engages in critical thinking and makes a substantive contribution about some part of the reading.
2. At least one response to the original contributions of other students.
3. Make sure to complete the entire reading (some are divided into separate sections.)

Written Assignments

Details for all assignments are posted to Canvas. Be sure to check Canvas regularly.

All writing assignments should strictly follow the page limit guidelines, and be submitted in 1.5 spaced, 12 point font, using APA citation style. No matter what the format, students should consistently work to become better writers. Readers both academic and professional will always appreciate clear, straightforward writing with *short* paragraphs that avoids the use of jargon. I recommend having on hand *The Elements of Style* by William Strunk Jr. and E. B. White, which is small, inexpensive, and available in many editions.

Assignment 1: Self-Reflection on Planning to Learn Qualitative Research in a Digital World

2 pages

Assignment 2: Observational Field Notes Journal

Minimum 2 pages, no maximum

Assignment 3: Discovering Qualitative Data in the Evergreen Archives

2–3 pages

Assignment 4: Conducting and Transcribing an Interview

Interview Protocol: 1 page

Transcription: No page limit

Reflection: 1 page

Assignment 5: Qualitative Codebook

Codebook: No page limit

Coded text: 1 page

Assignment 6: Qualitative Analysis Final Paper

5 pages

Tentative Course Outline:

Each module must be complete before the next module's readings, videos, and assignments will become visible.

Readings are subject to change – Canvas has the most current reading list to keep current with.

Asynchronous Session	Content
Module 1	<p>Module 1: Understanding and interpreting research using qualitative methods</p> <p>Learning Objectives: Students will be able to develop a shared understanding of research using qualitative methods.</p> <p>Learning Objectives: Students will be able to assess what makes a piece of qualitative research “good” qualitative research.</p> <p><i>Readings:</i></p> <ol style="list-style-type: none">1. Miles, Huberman and Saldana (2014, Chapter 1)2. Mack et al. (2005, “Qualitative Research Methods Overview”) <p><i>Lecture Videos:</i></p> <ul style="list-style-type: none">• Class Preparation Videos (19 minutes)• Introduction to Methods of Qualitative Data (39 minutes) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none">• Assignment 1
Module 2	<p>Module 2: Reflexivity and the the central role of the researcher in qualitative research</p> <p>Learning Objectives: Students will be able to conduct observational field research and take effective field notes.</p> <p><i>Readings:</i></p> <ol style="list-style-type: none">1. Mack et al. (2005, “Participant Observation”)2. Emerson, Fretz and Shaw (2001) <p><i>Lecture Videos:</i></p> <ul style="list-style-type: none">• Observation for qualitative data collection (22 minutes) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none">• Assignment 2

<p>Module 3</p>	<p>Module 3: Discovering Meaning in Archival Qualitative Data</p> <p>Learning Objectives: Students will be able to locate and document qualitative data from archival sources.</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Roulston and DeMarrais (2021) 2. TBD (See Canvas) <p><i>Lecture Videos:</i></p> <ul style="list-style-type: none"> • Purpose and methods of archival research (25 minutes) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 3
<p>Module 4</p>	<p>Module 4: Qualitative data collection through semi-structured interviews</p> <p>Learning Objectives: Students will be able to design and conduct a semi-structured interview.</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Josselson (2013) <p><i>Lecture Videos:</i></p> <ul style="list-style-type: none"> • Semi-structured interviews as a data collection tool (48 minutes) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 4

Module 5	<p>Module 5: Qualitative coding</p> <p>Learning Objectives: Students will be able to develop a codebook for the interpretation of qualitative data.</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Mann (2016) 2. LaPelle (2004) 3. DeCuir-Gunby, Marshall and McCulloch (2011) <p><i>Lecture Videos:</i></p> <ul style="list-style-type: none"> • Analysis and coding of qualitative data (31 minutes) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 5
Module 6	<p>Module 6: Writing qualitative research</p> <p>Learning Objectives: Students will be able to prepare a paper that effectively reports the results of qualitative research.</p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Bleich and Pekkanen (2013) 2. TBD (See Canvas) <p><i>Lecture Videos:</i></p> <ul style="list-style-type: none"> • Effectively and persuasively presenting qualitative research <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 6

NOTES ON READINGS:

- All readings will be posted to Canvas

Readings

Bleich, Erik and Robert Pekkanen. 2013. How to Report Interview Data. In *Interview Research in Political Science*, ed. Layna Mosley. Ithaca: Cornell University Press.

DeCuir-Gunby, Jessica T, Patricia L Marshall and Allison W McCulloch. 2011. “Developing and

- using a codebook for the analysis of interview data: An example from a professional development research project.” *Field methods* 23(2):136–155.
- Emerson, Robert M, Rachel I Fretz and Linda L Shaw. 2001. *Writing Ethnographic Field Notes*. University of Chicago Press chapter Processing Fieldnotes: Coding and Memoing, pp. 142–168.
- Josselson, Ruthellen. 2013. *Interviewing for qualitative inquiry: A relational approach*. Guilford Press.
- LaPelle, Nancy R. 2004. “Simplifying Qualitative Data Analysis Using General Purpose Software Tools.” *Field Methods* 16(1):85–108.
- Mack, Natasha, Cynthia Woodsong, Kathleen M. MacQueen, Greg Guest and Emily Namey. 2005. *Qualitative Research Methods: A Data Collector’s Field Guide*. FHI 360.
- Mann, Steve. 2016. *The Research Interview: Reflective Practices and Reflexivity in Research Processes*. Palgrave MacMillan chapter Transcripts and Analysis, pp. 196–229.
- Miles, Matthew B., A. Michael Huberman and Johnny Saldana. 2014. *Qualitative Data Analysis: A Methods Sourcebook*. 3rd edition ed. Thousand Oaks, CA: SAGE Publications.
- Roulston, Kathryn and Kathleen DeMarrais. 2021. *Exploring the Archives: A Beginner’s Guide for Qualitative Researchers*. Stylus Publishing, LLC.