Reflexivity is a critical mirror onto our subjectivities as researchers and those we research under the conditions and contexts of unequal power relations of our research and the world.

Qualitative Data Analysis, EDUC 504
EDUC 504, 021-Winter Term 2-2014.

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COURSE SYLLABUS

This seminar is for any masters or doctoral student with qualitative research data who wants to learn how to use them in the context of their own research. Student writing will comprise the primary text for this course since clarifying one’s research problem is an ongoing goal of qualitative data analysis. This courses draws upon debates in qualitative research, feminist cultural studies, sociology, and anthropology to clarify what researcher reflexivity means. You will learn how to turn your “raw data” into warranted evidence and justifiable interpretations that hone your research problem and goals. This course will demystify the idea that raw data simply and naturally “speak to you” in favor of developing reflexive research practices and praxis. Writing and thinking reflexively will be the primary goals. Emphasis will be placed on distinguishing research data collection which involves critical approaches to the status quo of power relations from those which are naturalistic and attempt to achieve value-neutrality. This is a hands-on course with the expectation that students come prepared to deepen and enhance their research data analysis skills in a studio setting with other students and
the instructor in the course. The course combines seminar presentations, hands-on data analysis with films, lectures and group work in a workshop in which you become supportive peers with one another. While we will use our “own” data in this course, it is not expected that the course could take the place of the concentrated time and focus necessary to complete the data analysis phase of writing a thesis or dissertation.

Prior Experience and Prerequisites

This is an advanced research methods course designed for Doctoral and Master’s students in research-based programs with dissertation or thesis components. Prerequisites are EDUC 503, EPSE 595, or their equivalent. Familiarity with the basic aspects of qualitative research methods is required. If you are not an Education graduate student, you still must have a qualitative research project underway with data collected.

Approach and Format of the Course

One guiding principle of this course is “learn by doing.” Another is “practice makes practice.” The course will have two classroom styles: seminar and workshop. Out-of-class preparation and reading will be essential for high-quality discussions and participation. For the workshop days, time will be given in class for hands-on activities and discussions around the activities. Students will be asked to bring materials for analysis to the workshop sessions. The recommended readings listed in the schedule are intended for reflection both before and after the class sessions.

Required


The primary text for this course in addition to the above is student writing as a media through which you reflexively work through your research data analysis and problem.

Recommended


Other suggested readings are listed throughout as recommended.

Articles

The articles listed below in this syllabus can be accessed for free through the library’s online journal subscriptions. Through the UBC Library’s EZproxy interface you have free access to the articles when off campus (see [http://services.library.ubc.ca/off-campus-access/connect-from-home/](http://services.library.ubc.ca/off-campus-access/connect-from-home/)). DO NOT
PAY any fees if you find yourself on a restricted access page. Please ask the library staff for help in locating articles if necessary.

Course Assignments and Evaluation Criteria (100 points total)

Reading Prior to Class and Participation in Class (not graded)
Preparation and participation is critical to the success of this course, both individually and collectively. The reading list is organized into two categories: essential and recommended. The essential readings will be used as the basis for the weekly class discussions and activities. Students should thoroughly engage with the essential readings prior to coming to class in order to participate fully. Recommended readings will add nuance to the activities and discussion.

Analytic Approach Summary and Reflection (60 points)
During seven class periods we will work in small groups or individually to better understand a particular analytic approach. Students will choose four of the seven sessions to “write up” and on the due dates listed below and in the course schedule, students will turn in (electronically) a 3-5 page document with the following:

1. a discussion of the relevance of the analytic approach to the student’s own research topic or interests,
2. a brief summary of pertinent literature on the approach, in relation to the student’s own research (include a bibliography with complete references in APA style), and
3. a sample analysis following the approach, using the student’s own data.

Due dates: Uploaded to Connect on or before April 1
Points: 15 points each x 4 papers = 60 points total.

Data Analysis Statement (40 points)
An often-neglected section of a research proposal, thesis or dissertation is “Data Analysis.” For this assignment, students will write a data analysis statement or queries suitable for inclusion in a formal research document such as a research proposal, thesis or dissertation. Sample data analysis sections will be reviewed in class. The length of such a section would vary with the context and content of the research. The assignment will be evaluated with regard to coherence, specificity, and the reflective use of appropriate literature, properly cited.
Due: Uploaded to Connect on or before April 1

Style guidelines for written work: Assignments for this class will adhere to APA style. This means that all technical matters are guided by the 6th edition of the Publication Manual of the American Psychological Association. Please note the guidelines for paper size (8.5 x 11 in. or 22 x 28 cm), typeface (12 point Times New Roman or Courier), double-spacing, and margins (1 in. or 2.54 cm on each edge). Pages should be numbered, and headings, citations, and references should be in APA
style. See http://wiki.ubc.ca/images/8/81/APA_Style_Guide_Sept_2013a.pdf for more information. Assignments should be clearly marked at the top with the date and name of the assignment in the header. All assignments will be uploaded to the course page on Connect.

**EDST Order of Marking Standards** (http://edst.educ.ubc.ca/current/policies-and-forms)

A+ = 90% to 100%  
A = 85% to 89%  
A- = 80% to 84%  
B = 68% to 79%

**Academic Misconduct**  
The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions such as acknowledging the work of others through careful citation of all sources used in your work. Plagiarism—including self-plagiarism—and other forms of academic misconduct are treated as serious offences at UBC, whether committed by faculty, staff or students. You should be aware of the sections of the University Calendar that address Academic Honesty and Standards (http://students.ubc.ca/calendar/). The UBC library also has a useful web-based Plagiarism Resource Centre that explains what plagiarism is and how to avoid it (www.library.ubc.ca/home/plagiarism/). If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with me.

**Out-of-Class Instructor Communication and Office Hours**  
I will usually respond promptly to email, but less quickly after regular work hours or on weekends. Appointments can be made for face-to-face meetings; my office hours are Tues. 2-4pm. Please send me an e-mail to confirm a time.

**UBC Connect**  
We will use a course management system to distribute materials and upload assignments. We will discuss how to use Connect in relation to this course on the first day of class. http://elearning.ubc.ca/connect/

**Food and Drink in Class**  
Please feel free to bring your beverages into class. We will have a snack sign up at the beginning of the term and non-junk snacks (veggies and dip, for example) are welcome. We will always take a 15 minute break part-way through the class. Please consult the UBC Food Services website for information regarding open hours for nearby dining facilities, but be aware that it is probably better to bring something with you to class for sake of time. You may use the dishware in the lounge area for breaks; just be sure to wash your own dishes. EDST actively participates in campus composting and recycling programs.

**Course Attendance**
Many circumstances in life can lead to a missed class (illness, work-related travel, etc.). Please let me know as soon as you can if you will have to miss class. In most cases, students will be expected to make-up missed classwork. Excessive absences (three) may result in a lower final grade.

The Classroom as a Safe and Positive Space
One of the values of UBC is Mutual Respect and Equity: “The University values and respects all members of its communities, each of whom individually and collaboratively makes a contribution to create, strengthen, and enrich our learning environment.” Respect for others is very important in an academic environment, particularly when challenging topics are raised. It is likely you may not agree with everything that is said or discussed in the classroom. We are expected to act and speak courteously and responsibly even as we are challenged to reflect upon our own values, positions and circumstances.

Religious Observances
Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance.

Accommodations for Students with Disabilities
If you require an accommodation in this course, please let me know as soon as possible and/or provide me with documentation and recommendations from Access & Diversity. You can find more information about the services provided by Access & Diversity at http://www.students.ubc.ca/access/index.cfm.
Weekly Schedule of Class Readings and Activities

January 7: Introduction to Reflexivity in Qualitative Data Analysis and Classroom Ground Rules for Respectful Dialog and Dissent; Confidentiality in the Classroom regarding uses of Data.

Readings:

*Essential*


*Recommended*

- Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry, 16*(10), 837-851. [http://qix.sagepub.com/content/16/10/837.short](http://qix.sagepub.com/content/16/10/837.short)


January 14: Theoretical and “Paradigmatic” Considerations. What can be meant by “data” and “analysis”?

Readings:

*Essential*

- Grbich (2013), Chapters 2, 3, 23
http://qix.sagepub.com/content/16/1/3.short

**Recommended**

http://qix.sagepub.com/content/19/4/261.short

http://csc.sagepub.com/content/early/2013/05/10/1532708613487880.abstract

http://qix.sagepub.com/content/19/5/339.short

http://www.tandfonline.com/doi/full/10.1080/07294360.2012.744712#.UrN7hOAUXJw

**January 21: What is “coding”? Coding, Codebooks, and Qualitative Software**

**Readings:**

*Essential*

Grbich (2013), Chapters 21, 22

http://fmx.sagepub.com/content/23/2/136.short

*Recommended*

Saldaña (2013), Chapter 1


http://www.tandfonline.com/doi/abs/10.1080/09518398.2013.788762#.UqDzkzlLrw
Choosing an Appropriate CAQDAS Package—University of Surrey
http://www.surrey.ac.uk/sociology/research/researchcentres/caqdas/support/choosing/

January 28: Analytic Approach—>Ethnography
Readings:

Essential
Grbich (2013), Chapters 4, 5, 10, 13

Recommended


February 4: Working in the Ruins of Qualitative Research
Readings:

Essential:
Grbich (2013), Chapters 6, 9, 14, 15

Feb 11: Analytic Approach—>Interview and Narrative Analysis
Readings:

Essential
Grbich (2013), Chapters 18, 19


Recommended


Feb 18 Reading Week — (February 16-20) No Class

Feb 25: Analytic Approach —> Inclusive and Participatory Analysis
Readings:

**Essential**


**Recommended**

Mannay, D. (2010). Making the familiar strange: Can visual research methods render the familiar setting more perceptible? *Qualitative research, 10*(1), 91-111. [http://qrj.sagepub.com/content/10/1/91.short](http://qrj.sagepub.com/content/10/1/91.short)


March 4: Analytic Approach—Visual Analysis

Readings:

*Essential*

Grbich (2013), Chapter 17


*Recommended*


Pauwels, L. (2013). ‘Participatory’ visual research revisited: A critical-constructive assessment of epistemological, methodological and social activist tenets. *Ethnography.* [http://eth.sagepub.com/content/early/2013/12/02/1466138113505023.abstract](http://eth.sagepub.com/content/early/2013/12/02/1466138113505023.abstract)

Film/DVD: Nettie Wild’s *Blockade*.

**March 11: Analytic Approach—>Content Analysis**

**Readings:**

*Essential*

Grbich (2013), Chapter 16


**Recommended**

Tamboukou, M. (2013). Archival research: Unravelling space/time/matter entanglements and fragments. *Qualitative Research.* [http://qrj.sagepub.com/content/early/2013/06/18/1468794113490719.abstract](http://qrj.sagepub.com/content/early/2013/06/18/1468794113490719.abstract)


March 18: Analytic Approach—>Discourse Analysis
Readings:

*Essential*

Grbich (2013), Chapter 20


*Tentative Guest Speaker: Topic-Semiotic Analysis*

*Recommended*


March 25: Analytic Approach—> “Creata”
Readings:

*Essential*
Grbich (2013), Chapter 11, 12, 24

http://csc.sagepub.com/content/13/4/293

*Recommended*
http://www.tandfonline.com/doi/abs/10.1080/095183997237278#.UrPmXzlLrww

http://csc.sagepub.com/content/early/2013/05/05/1532708613487862.abstract

http://qix.sagepub.com/content/18/1/86.short

http://csc.sagepub.com/content/13/4/228

http://www.tandfonline.com/doi/abs/10.1080/0951839032000060635#.UrOAluAUXJw

http://www.tandfonline.com/doi/abs/10.1080/09518398.2013.788755#.UrPkBIIrww

April 1: Discussion of Data Analysis Statements and Concluding Thoughts