



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA



The Bean, taken in Chicago, April 2011 by Dr. Roman

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.

Instructor: Dr. Leslie G. Roman

Dept. of Educational Studies

Class Meets: Wed. at 1-4 pm. 110 West Mall Annex Building

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Office hours by appointment by email

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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 course 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

Grbich, C. (2013). *Qualitative data analysis, Second edition*. Thousand Oaks, CA: Sage. [Available at the UBC Bookstore]. You may wish to order as an e-book through Sage. Paperback will be at the UBC Bookstore in week two. It’s on back order.

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

Saldaña, J. (2013). *The coding manual for qualitative researchers, Second edition*. Thousand Oaks, CA: Sage. You may order online as an e-book. It’s not ordered through the UBC Bookstore.

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/>). 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.
4. Dates of analytic approach workshops: Jan 28, Feb 11, Feb 26, Mar 4, Mar 11, Mar 18, and Mar 25.

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

Grbich, C. (2013). Chapter 1: Introduction. *Qualitative data analysis, Second edition*. (pp. 3-14).

Mauthner, N. and Doucet, A. (2003). *Reflexive Accounts and Accounts of Reflexivity in Qualitative Data Analysis. Sociology*. . vol. 37(3): 413-431. PDF-Instructor

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>

Frankham, J., Stronach, I., Bibi-Nawaz, S., Cahill, G., Cui, V., Dymoke, K., Dung, M. T. T., Lungka, P., Mat-Som, H., & Khir, M. M. (2013). De-skilling data analysis: The virtues of dancing in the dark. *International Journal of Research & Method in Education*, (ahead-of-print), 1-14.

<http://www.tandfonline.com/doi/abs/10.1080/1743727X.2013.795531#.UqD0azlRww>

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, 2nd Edition. <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>

American Educational Research Association. (2006). Standards for reporting on empirical social science research in AERA publications. *Educational Researcher*, 35(6), 33-40.

http://www.sagepub.com/upm-data/13127_Standards_from_AERA.pdf

Pauwels, L. (2008). Taking and using. *Visual Communication Quarterly*, 15(4), 243-257.

<http://www.tandfonline.com/doi/abs/10.1080/15551390802415071#.UqDjuTlRww>

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

Readings:

Essential

Grbich (2013), Chapters 2, 3, 23



Lincoln, Y. S. (2010). "What a long, strange trip it's been...": Twenty-five years of qualitative and new paradigm research. *Qualitative Inquiry*, 16(1), 3-9.
<http://qix.sagepub.com/content/16/1/3.short>

Recommended

Jackson, A. Y., & Mazzei, L. A. (2013). Plugging one text into another: Thinking with theory in qualitative research. *Qualitative Inquiry*, 19(4), 261-271.
<http://qix.sagepub.com/content/19/4/261.short>

Amatucci, K. B. (2013). Here's data now, happening. *Cultural Studies ↔ Critical Methodologies*.

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

Masny, D. (2013). Rhizoanalytic pathways in qualitative research. *Qualitative Inquiry*, 19(5), 339-348.

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

Golding, C. (2013). Must we gather data? A place for the philosophical study of higher education. *Higher Education Research & Development*, 32(1), 152-155.

<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

DeCuir-Gunby, J. T., Marshall, P. L., & McCulloch, A. W. (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.

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

Recommended

Saldaña (2013), Chapter 1

MacLure, M. (2013). Classification or wonder: Coding as an analytic practice in qualitative research. In R. Coleman & J. Ringrose (Eds.), *Deleuze and research methodologies*, pp. 164-183. Edinburgh : Edinburgh University Press.

Jackson, A. Y. (2013). Posthumanist data analysis of mangling practices. *International Journal of Qualitative Studies in Education*, 26(6), 741-748.

<http://www.tandfonline.com/doi/abs/10.1080/09518398.2013.788762#.UqDzkzILrww>



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

Gershon, W. S. (2013). Vibrational affect: Sound theory and practice in qualitative research. *Cultural Studies* ↔ *Critical Methodologies*.

<http://csc.sagepub.com/content/early/2013/05/13/1532708613488067.abstract>

Snow, D., Morrill, C., & Anderson, L. (2003). Elaborating analytic ethnography: Linking fieldwork and theory. *Ethnography*, 4(2), 181-200.

<http://eth.sagepub.com/content/4/2/181>

Lather, P. (2001). Postbook: Working the ruins of feminist ethnography. *Signs: Journal of Women in Culture and Society*, 27(1), 199-227. <http://links.jstor.org/sici?sici=0097-9740%28200123%2927%3A1%3C199%3APWTR0F%3E2.0.CO%3B2-U>

Pink, S. (2001). *Doing visual ethnography: Images, media and representation*. London: Sage.

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

Roulston, K. (2013). Interviews in qualitative research. *The Encyclopedia of Applied Linguistics*.

<http://onlinelibrary.wiley.com/doi/10.1002/9781405198431.wbeal0572/full>

Weston, C., Gandell, T., Beauchamp, J., McAlpine, L., Wiseman, C., & Beauchamp, C. (2001). Analyzing interview data: The development and evolution of a coding system. *Qualitative Sociology*, 24(3), 381-400.

<http://link.springer.com/article/10.1023/A:1010690908200>



Recommended

Urrieta Jr, L., & Villenas, S. A. (2013). The legacy of Derrick Bell and Latino/a education: A critical race testimonio. *Race Ethnicity and Education*, 16(4), 514-535.
<http://www.tandfonline.com/doi/abs/10.1080/13613324.2013.817771#.UrPtSTILrww>

Roberts, R. A. (2013). How do we quote black and brown bodies? Critical reflections on theorizing and analyzing embodiments. *Qualitative Inquiry*, 19(4), 280-287.
<http://qix.sagepub.com/content/19/4/280.short>

Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. *International Journal of Qualitative Studies in Education*, 8(1), 5-23.
<http://www.tandfonline.com/doi/abs/10.1080/0951839950080103#.UrOH0-AUXJw>

Bamberg, M. (2012). Why narrative? *Narrative Inquiry*, 22(1), 202-210.
<http://www.ingentaconnect.com/content/jbp/nari/2012/00000022/00000001/art00016>

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

Feb 25: Analytic Approach—>Inclusive and Participatory Analysis

Readings:

Essential

Lather, P. (2013). Methodology-21: What do we do in the afterward? *International Journal of Qualitative Studies in Education*, 26(6), 634-645.
<http://www.tandfonline.com/doi/abs/10.1080/09518398.2013.788753#.UqD1YjLrww>

Beeman-Cadwallader, N., Quigley, C., & Yazzie-Mintz, T. (2012). Enacting decolonized methodologies: The doing of research in educational communities. *Qualitative Inquiry*, 18(1), 3-15. <http://qix.sagepub.com/content/18/1/3.short>

Salmon, A. (2007). Walking the talk: How participatory interview methods can democratize research. *Qualitative Health Research*, 17(7), 982-993.
<http://qhr.sagepub.com/content/17/7/982.short>

Recommended

Braye, S., & McDonnell, L. (2013). Balancing powers: University researchers thinking critically about participatory research with young fathers. *Qualitative Research*, 13(3), 265-284. <http://qrj.sagepub.com/content/13/3/265.short>



Brayboy, B. M., & Deyhle, D. (2000). Insider-outsider: Researchers in American Indian communities. *Theory into Practice*, 39(3), 163-169.

http://www.tandfonline.com/doi/pdf/10.1207/s15430421tip3903_7

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>

Lewis, S. J., & Russell, A. J. (2011). Being embedded: A way forward for ethnographic research. *Ethnography*, 12(3), 398-416.

<http://eth.sagepub.com/content/12/3/398.short>

Lehtomäki, E., Janhonen-Abuquah, H., Tuomi, M. T., Okkolin, M. A., Posti-Ahokas, H., & Palojoki, P. (2013). Research to engage voices on the ground in educational development. *International Journal of Educational Development*.

<http://www.sciencedirect.com/science/article/pii/S0738059313000072>

Fox, R. (2013). Resisting participation: Critiquing participatory research methodologies with young people. *Journal of Youth Studies*, 16(8), 986-999.

<http://www.tandfonline.com/doi/abs/10.1080/13676261.2013.815698#.UrPvNzILrww>

March 4: Analytic Approach—>Visual Analysis

Readings:

Essential

Grbich (2013), Chapter 17

Metcalfe, A. S. (2013). Visual juxtaposition as qualitative inquiry in educational research. *International Journal of Qualitative Studies in Education*, (ahead-of-print), 1-17.

<http://www.tandfonline.com/doi/abs/10.1080/09518398.2013.855340#.UrP0gzILrww>

Metcalfe, A. S. (2012). Imag(in)ing the university: Visual sociology and higher education. *The Review of Higher Education*, 35(4), 517-534.

http://muse.jhu.edu/journals/review_of_higher_education/v035/35.4.metcalfe.html

Recommended

Liebenberg, L., Didkowsky, N., & Ungar, M. (2012). Analysing image-based data using grounded theory: the Negotiating Resilience Project. *Visual Studies*, 27(1), 59-74.

<http://www.tandfonline.com/doi/abs/10.1080/1472586X.2012.642958#.UrP1TjILrww>

Prosser, J. (2007). Visual methods and the visual culture of schools. *Visual Studies*, 22(1), 13-30.

<http://www.tandfonline.com/doi/abs/10.1080/14725860601167143#.UrP7nTILrww>



Pauwels, L. (2010). Visual sociology reframed: An analytical synthesis and discussion of visual methods in social and cultural research. *Sociological Methods & Research*, 38(4), 545-581.

<http://smr.sagepub.com/content/38/4/545.short>

Burri, R. V. (2012). Visual rationalities: Towards a sociology of images. *Current Sociology*, 60(1), 45-60.

<http://csi.sagepub.com/content/60/1/45.short>

Rose, G. (2013). On the relation between 'visual research methods' and contemporary visual culture. *The Sociological Review*.

<http://onlinelibrary.wiley.com/doi/10.1111/1467-954X.12109/full>

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>

Film/DVD: Nettie Wild's Blockade.

March 11: Analytic Approach—>Content Analysis

Readings:

Essential

Grbich (2013), Chapter 16

Green, T. L. (2012). Introductory economics textbooks: What do they teach about sustainability? *International Journal of Pluralism and Economics Education*, 3(2), 189-223.

<http://inderscience.metapress.com/content/p1196k3573l59836/>

Hart, J. (2006). Women and feminism in higher education scholarship: An analysis of three core journals. *The Journal of Higher Education*, 77(1), 40-61.

<http://muse.jhu.edu/journals/jhe/summary/v077/77.1hart.html>

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>

Hartley, M., & Morphew, C. C. (2008). What's being sold and to what end? A content analysis of college viewbooks. *The Journal of Higher Education*, 79(6), 671-691.

<http://muse.jhu.edu/journals/jhe/summary/v079/79.6.hartley.html>



Watkins, B. A., & Lewis, R. (2013). Building marketing relationships on Twitter: A content analysis of university Twitter accounts. *International Journal of Interactive Communication Systems and Technologies (IJICST)*, 3(1), 32-46.
<http://www.igi-global.com/article/building-marketing-relationships-on-twitter/84813>

March 18: Analytic Approach—>Discourse Analysis

Readings:

Essential

Grbich (2013), Chapter 20

Fairclough, N. (2013). Critical discourse analysis and critical policy studies. *Critical Policy Studies*, 7(2), 177-197.
<http://www.tandfonline.com/doi/abs/10.1080/19460171.2013.798239#.UrQA3jLrww>

Forchtner, B. (2013). Critical Discourse Analysis. *The Encyclopedia of Applied Linguistics*.
<http://onlinelibrary.wiley.com/doi/10.1002/9781405198431.wbeal0272/full>

Tentative Guest Speaker: Topic-Semiotic Analysis

Recommended

Salmon, A. (2009). *It takes a community: Constructing Aboriginal Mothers and Children with FAS/FAE as Objects of Moral Panic in/through FAS/FAE Prevention Policy*. Journal for the Association of Research on Mothering. Vol. 6(1): 112-123. PDF on Connect.

Maguire, M., Hoskins, K., Ball, S., & Braun, A. (2011). Policy discourses in school texts. *Discourse: Studies in the Cultural Politics of Education*, 32(4), 597-609.
<http://www.tandfonline.com/doi/abs/10.1080/01596306.2011.601556#.UrQDrTILrww>

Hyatt, D. (2013). The critical higher education policy discourse analysis framework. *International Perspectives on Higher Education Research*, 9, 41-59.
<http://www.emeraldinsight.com/books.htm?chapterid=17097808>

Monkman, K., & Hoffman, L. (2013). Girls' education: The power of policy discourse. *Theory and Research in Education*, 11(1), 63-84.
<http://tre.sagepub.com/content/11/1/63.short>

Guo, S., & Shan, H. (2013). The politics of recognition: Critical discourse analysis of recent PLAR policies for immigrant professionals in Canada. *International Journal of Lifelong Education*, (ahead-of-print), 1-17.
<http://www.tandfonline.com/doi/abs/10.1080/02601370.2013.778073#.UrQELTLrww>



March 25: Analytic Approach—> “Creatia”

Readings:

Essential

Grbich (2013), Chapter 11, 12, 24

Petersen, E. B. (2013). Cutting edge(s): An ethnographic drama in three acts. *Cultural Studies* ↔ *Critical Methodologies*.

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

Recommended

St. Pierre, E. A. (1997). Methodology in the fold and the irruption of transgressive data. *International Journal of Qualitative Studies in Education*, 10(2), 175-189.

<http://www.tandfonline.com/doi/abs/10.1080/095183997237278#.UrPmXzLrww>

Pierre, E. A. S. (2013). The appearance of data. *Cultural Studies* ↔ *Critical Methodologies*.

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

Davidson, J. (2012). The Journal Project Research at the boundaries between social sciences and the arts. *Qualitative Inquiry*, 18(1), 86-99.

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

MacLure, M. (2013). The wonder of data. *Cultural Studies* ↔ *Critical Methodologies*.

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

Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education*, 16(2), 175-196.

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

MacLure, M. (2013). Researching without representation? Language and materiality in post-qualitative methodology. *International Journal of Qualitative Studies in Education*, 26(6), 658-667.

<http://www.tandfonline.com/doi/abs/10.1080/09518398.2013.788755#.UrPkBDILrww>

April 1: Discussion of Data Analysis Statements and Concluding Thoughts



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