

***1-Unit Methods Module—COM 692: Advanced Qualitative Data Analysis
Spring 2012 – Stauffer 417***

8-10:30 a.m. - Thur Mar 8, 15, 29; Tue April 3, Thur April 12, 19, 26

The Hugh Downs School of Human Communication, Arizona State University-Tempe

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Office Hours: Wednesday 1:45-3:15 p.m. & by appt. (STAUF 424A)

Doctoral Assistants: Timothy Huffman and Shawna Malvini Redden

Timothy.Huffman@asu.edu - Tues/Thur 10:30-11:15 & by appt. (STAUF 415A)

Shawna.malvini@asu.edu - Wed 2-3; Thur 10:30-11:30 & by appt. (STUAF 316A)

This module engages students in the active *doing* of qualitative data analysis. It assumes students have a clear understanding of data collection methods and a preliminary background in qualitative analysis. Students will use their own collection of qualitative data texts (e.g., transcribed interviews or focus groups, typed fieldnotes, electronic documents and visuals) and learn advanced techniques for analyzing and interpreting this data.

The course briefly reviews basic coding and thematizing techniques covered in most introductory qualitative data analysis courses. It then moves quickly into the introduction of the computer-aided qualitative data analysis software program NVivo. Students will be expected to engage in self-directed NVivo study at the beginning of the class, creating and getting started on an Nvivo project within the first couple weeks.

In week four, we will have an Nvivo workshop where we will practice data analysis using nodes and cases. For this workshop to be most useful, it is important that students have set up an Nvivo project, uploaded their data and begun playing with the software. I continue to learn and use NVivo myself. As such, I will serve as a software guide, rather than a “software expert.” Past students may visit the class and serve as “recent use” experts.

In addition to working with NVivo, we will practice advanced analysis methods such as developing a code book, vignettes, dramatisic strategies, typologies and exemplars. Along the way, we will also create data matrices, engage in a mini metaphor analysis and work with chronological/ causative data analyses such as discourse tracing. By the end of the module, students will be introduced to various qualitative analysis approaches, gain a working knowledge of NVivo and have the opportunity to analyze their own qualitative data in innovative ways that will advance conference papers, journal articles, or dissertations.

Course Readings and Resources:

- Bazeley, P. (2007). *Qualitative Data Analysis with NVivo*. Sage. [and her Nvivo 9.1 reference guide available here: <http://www.researchsupport.com.au/> and on Blackboard]
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. Thousand Oaks, CA: Sage.
- NVivo Qualitative Data Analysis Software version 9 – available on the HDSHC lab computers, a one month trial is free or a one semester use can be purchased by students for \$135 at <http://www.qsrinternational.com/>.
- Tracy, S. J. (Under contract). *Qualitative Methodology Matters: Creating and communicating qualitative research with impact*. Wiley-Blackwell Publishing. [chapters available online]
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.
- Journal article readings (to be distributed in class or electronically)
- NVivo 9 Web Tutorials (do a search on You-Tube) – as useful and helpful

Assignments & Evaluation:

Practica: The bulk of the assignments consist of data analysis practica (~1 a week), which may include:

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| Research Questions & Open Coding | Analytic Memos (ala Charmaz) | Codebook |
| Visual Data Display or Matrix | One or more interpretive strategy (vignette, dramatic strategy, typology, exemplar) | NVivo Narrative (e.g., as you would explain in a methods section) |
| Metaphor Analysis | Discourse Tracing, Chronology or Predictive Display, Causation Analysis | Misc in-class data analysis activities |

Most practica will be focused your own data and will include a brief discussion of how this type of analysis could advance or fit into the goals of your overall qualitative methods research project.

Final Project: Students will turn in a portfolio of data analysis techniques practiced throughout the module. This will conclude with a 3-5 page paper describing, evaluating and creating future goals regarding the analysis practices most central to their future research (what do you still want/need to do in regard to data collection and analysis and why?). As part of this paper, please also include suggestions / feedback regarding the module (readings, assignments, timing, course format, practica).

The Fine Print

Assignments, Due Dates & Incompletes:

Practica are based upon analysis of your original research and are evaluated, in part, based on their informed reflection upon and incorporation of concepts from course readings. Please turn in these assignments via blackboard before class, bring a paper or electronic copy to class for reference, and be prepared to share and/or workshop your ideas from these assignments with the class.

Assignments will be marked down up to 10% each day and will not receive points more than two weeks past their due date (and none will be accepted after April 27th). In-class work will receive credit only on the day they are due. **All coursework must be completed in order to pass the class.**

Unique Academic Needs:

Students with unique academic needs who desire special accommodations should contact me in the first couple sessions to discuss options and document their needs with ASU's disability resource center (<http://www.asu.edu/studentaffairs/ed/drc/lab/>).

Plagiarism/Academic Dishonesty:

Your 692 practica and writing should be original work devised for this class. If you plan on using material prepared for a different course in your 692 assignments, please consult with me regarding appropriateness. The University and School's academic integrity policies are applicable to work in this course.

| Day & Time | Topic / Readings and Assignments Due (Subject to change via electronic or class announcement) |
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| 1 3/8 | <p><i>Introduction to Course</i> (this should be review for most students) Miles & Huberman Chapter #1 – Introduction & #2 – Focusing & Bounding... Bazeley Chapter #1 – Persp of: Qual Computing & NVivo & #2 - Starting a Project Saldaña Chapter #1 – An Introduction to Codes and Coding Bring for discussion: Some of your project’s data texts</p> |
| 2 3/15 | <p><i>Review of Basic Analysis Practices</i> (this should be review for most students) Miles & Huberman Chapter #4 – Early Steps in Analysis Charmaz, K. (2001). Grounded Theory. In R. M. Emerson (Ed). <i>Contemporary field research</i>, (pp. 335-352). Prospect Heights, IL: Waveland Press. Saldaña Chapters 2 – Writing Analytic Memos Tracy #9 – The Pragmatics, Art and Magic of Data Analysis 1: An Iterative Approach Bazeley Chapter #3 – Making data records & #4 – Working with data</p> |
| 3 3/29 | <p><i>Creating Codebooks and Within Case Analyses</i> Saldaña Chapters #3 and #4 – First and Second Cycle Coding Methods [read the ones recommended and any others of interest] Bazeley Chapter #5 – Connecting ideas & #6 – Managing data</p> <p><i>Nvivo Workshop Part one</i> Bring: All data sets (hard copy and electronic copy); bring lap-top with NVivo if you have it; any materials that will help you with NVivo - For this workshop to be most useful, please set up an Nvivo project, upload data and begin playing with the software. Course assistants Shawna Malvini-Redden and Timothy Huffman are willing to help with this.<i>Metaphor Analysis</i></p> |
| 4 4/3 This is a Tuesday | <p><i>Moving Toward Advanced Coding and Analysis Methods</i> M & H Ch 5–Within-Case Displays: Exploring & Describing & #9–Matrix displays: rules of thumb Tracy #10 - Data Analysis 2: From Coding to Advanced Methods of Analysis</p> <p><i>Metaphor Analysis</i> Tracy, S. J., Lutgen-Sandvik, P., & Alberts, J. K. (2006). Nightmares, demons and slaves: Exploring the painful metaphors of workplace bullying. <i>Management Communication Quarterly</i>, 20, 148-185.</p> |
| 5 4/12 | <p><i>Discourse Tracing, Qualitative Chronology and Prediction</i> Guest Speaker – Marianne LeGreco LeGreco, M., & Tracy, S.J. (2009). Discourse tracing as qualitative practice. <i>Qualitative Inquiry</i>, 15, 1516-1543. Miles and Huberman Chapter #6 – Within-Case Displays: Explaining and Predicting</p> |
| 6 4/19 | <p><i>Nvivo Workshop Part 2</i> <i>Reflecting, Writing and Verifying</i> Bazeley Chapter #7 – The ‘pit stop’ Miles & Huberman #10 – Making good sense: Drawing and verifying conclusions</p> |
| 7 4/26 | <p><i>Drawing and Verifying Conclusions</i> Saldaña #5 - Post-Coding and Pre-Writing</p> <p><i>Recommended</i> -- Miles & Huberman #12 – Producing Reports & #13 – Conclusion</p> <p><i>Informal Presentations of Portfolios and Where to Go From Here?</i></p> |