



FACULTY CONTACT INFORMATION

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COURSE INFORMATION

Course description: This course is designed to assist you in developing diverse skills in qualitative data analysis. Because data construction and analysis are inextricably intertwined, you will work with your own set of data (field notes from a observations or written interview transcript). Ideally these data relate to your potential dissertation study.

In this research course you will study various qualitative data analysis techniques and examines ways in which different theories inform and guide the analysis and interpretation of your data. The course assignments are designed to facilitate interactions among research paradigm, specific literature, data theories, data, analysis techniques, and writing.

By the end of class you should be able to:

- Explore the relationship between description, analysis, and interpretation in qualitative research;
- Develop skills in qualitative coding, categorizing, theming, and writing;
- Develop an assertion or claims about your case and support those claims with evidence from your dataset;
- Write in a way that makes evident the trustworthiness and significance of your findings;
- Continue to develop techniques and habits of ongoing reflection and reflexivity.

COVID: COVID will throw us some challenges, please stay in touch and let me know what you need to learn best. If you or a family member gets sick, we will use a grade change form to provide an additional 12 months to complete the course.

Approach: Becoming competent in research requires practice. Thus, *in this course we scaffold assignments*—we will repeatedly develop small-scale research questions and methodologies. The ability to craft a good research question is developed by repeatedly posing a question and revising it based on more reflection and comments received from colleagues. The ability to develop appropriate methodologies comes with repeated practice in proposing and revising methods for answering research questions. *Your goal in this class is to make mistakes!*

COURSE MATERIALS:

1. American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington DC. Available at <http://www.apastyle.org/apa-style-help.aspx>. *NOTE you can use the 6th edition.
2. Digital copies of all readings will be provided in blackboard
3. Depending on the methodological approach you choose to understand in greater depth, you will want to check out some books from the library.
4. At some point in the semester, you may wish to use the digital app (e.g., Otter AI) or similar for transcription.
5. You will need to contact TAC to set up your Dedoose Account.

SUGGESTED CLASS SCHEDULE

Module	Suggestion	Meetings	Lead	Focus
1	8/18-9/4	Blackboard opens		Research Questions & Theory
2	9/5-9/18	Sync. Class #1: 9/11/21		Quality Metrics & Positionality
3	9/19- 10/2	Meet with Instructor		Data Collection & Prep
4	10/2-10/8	Work in Small Groups		Coding and Code Book
5	10/9-10/23	Sync. Class #2: 10/9/21	Group 1	Case Study & Discourse Analysis
6	10/24-11/6	Meet with Instructor		Narrative & Ethnography
7	11/7-11/20	Sync. Class #3: 11/13/21	Group 2	Phenomenology & Grounded Theory
	11/21-11/27	Reflection Time		Rest
8	11/28-12/9	Sync. Class #4: 12/4/21		Data Analysis & Reflection

ASSIGNMENT DETAILS AND RUBRICS

Citations and Grounding Your Work in the Literature: You must ground your research within the existing peer reviewed literature. Therefore, unless otherwise stated, please make sure each paragraph you write has 2-3 citations. Assignments turned in with insufficient or no citations will be returned to the student for revisions without additional feedback or grading. Students are expected to use proper APA citation for direct quotes and paraphrasing of sources.

Errors: I very much appreciate when students catch syllabus or blackboard errors. If you see something, please email me!

Late Assignments: The dissertation does not have a faculty member to “assign” you deadlines. After a lifetime of teacher imposed due dates, the lack of structure is difficult for some students to adjust to. I would like to start preparing you for the dissertation but asking you to create your own deadlines for each of our modules. I provide a “suggested” class schedule as guidance.

Group and Individual Meetings: We will meet three times as a large group: September 11th, October 9th, and November 13th. My online office door is always open, but I would like to meet with you at least once during the semester to think through your research ideas. It isn’t fun to hear me talk the whole class, so I will break the cohort into two groups and assign a class for you to take the “lead” on.

Work smarter, Not harder: All of the assignments in this class are: (1) designed to build your skill set as a researcher or (2) intended to provide the building blocks for your dissertation (if using qualitative). Start to develop your dissertation game plan. For example, the methodology paper is designed for you to start exploring a methodology you might want to use in your dissertation. If done well, this assignment can inform part of Chapter 3. I do not like busy work.

Summary of Course Assignments:

Assignment	Points
Pilot Study	50
Methodological Approach Paper	30
Playing with Data	10
Participation / Class Lead	10
TOTAL	100 points

Pilot Study: During this course, you have the opportunity to develop a pilot research project to answer one of your research questions. You will design this research project based on the course content and building off the methodology synthesis assignment. You will choose one method and then design a small project that would facilitate seeing the strengths and limitations of using that method as an inquiry lens. The goal is get you hands-on preliminary research experience; this is the best way to try a research method before you buy it for your dissertation. There are 5 parts.

1. *Planning stage (10 points)*: Define the research problem (using at least 5 peer review citations), write the purpose statement, and provide research question (s). Describe your methodological approach and the rationale for this choice. See the template on blackboard for further details.
2. *Research tool stage (10 points)*. Provide a research tool and introductory cover letter for your pilot study. For example, you can prepare an email cover letter and interview protocol. Make sure you have informed consent information in this documentation. Please do not collect before revising your tool based on instructor feedback.
3. *Data collection stage and preparation (10 points)*: After receiving approval from the instructor, launch your pilot study. For example, conduct 45-60 minute interview with one person and tape-record the interview session. Then, prepare the data for analysis (e.g., transcribe your interview). Upload the interview audio and transcript to blackboard. If you are using visual images, you may need to upload pictures or send this assignment via email.
4. *Data analysis stage (10 points)*. Using the data, you collected in #3 to engage in a first round of coding. Submit: 1) one analytic memo connecting your data to your research question(s), 2) your code book, and 3) your coded data. For example, if you did an interview you will submit a written memo, your code book, and the transcript with coding (either word doc, dedoose download, or pictures of hand coding) to blackboard. Note: you will need at least a week to do this well. Take the data with you as you go about your week; carry your participant around in your backpack. Allow yourself to “passively think” by walking the dog, taking a shower, driving the car, working out, writing down the thoughts that come to you before you fall asleep, etc. Give yourself the space to think.
5. *Reflection (10 points)*: Reflect on the pilot study. Think about what worked? What would you change or do differently if you took this topic into your dissertation? Make sure to reflect the following three questions: (1) What is the basic sense you get from the preliminary peek of the data? (2) To what extent does your methodology and study design allow your research question(s) to be answered? (3) How do you function as a human instrument? Are there spaces you enjoyed and areas that you want to work to improve on? Think of this as a journal entry to your future self. You can either write a 1-2 page paper or create a 4-5 minute video.

Methodological Approach Paper: This is a two-part assignment intended to provide students with familiarity in one approach (e.g., case study, narrative) by introducing them to books and articles germane to that topic. Readings will take two formats: (1) instructional materials on how to conduct research within a given approach and (2) examples of peer reviewed research that uses the specific approach.

1. *APA References and Draft (10 points)*: For this initial assignment: (1) select the methodology you will explore, (2) produce a reference page for 5-7 sources in APA format, and (3) submit a draft version of the paper. A draft can be anything from an outline to a full paper.
2. *Final Draft (20 points)*. Write a paper describing the qualitative methodological approach you choose. Please make sure to address (1) description of the approach including key qualities or hallmarks (2) the philosophical and epistemological underpinnings of the method, (3) and an analysis of how the method was used in two peer review journal articles. Think of this as the first steps in laying the groundwork for writing Chapter 3 of your dissertation. Try to focus on writing a synthesis, not a summary or annotated bibliography. Ideally your paper will be 5-6 pages; and will have at least 7-10 citations.

Playing with Data: Over the course of the semester, our class will work through a group qualitative project. To help you explore creative ways to engage with data, you will post data to our group Dedoose project and practice data analysis. There will be 7 data options (photos of artifacts, audio/visual, social media post, journal entry, documents, field notes from an observation, and short interview) you only need to post 4 and code 3. Prompts for each of these data options and a video describing the assignment are under the “Play with Data” section in blackboard.

Participation: We are a community of learners- the class will be split into two groups and each group is assigned to be the “lead” for one of the synchronous classes. For the class your group is leading, make sure you have done the readings well enough to help guide our discussion.

Students are encouraged to:

- Ask questions and contribute with probing comments and constructive feedback [on discussion board]
- Volunteer to speak in the whole class or small group discussions [during WebEx meetings]
- Take initiative with assignments and
- Support, encourage, be kind to, and listen to other class members

Students will be marked on:

- Contribution to class activities with comments, expressing opinions, asking questions and brainstorming
- Listening and responding kindly and thoughtfully to other group members

Grading Scale Grade Point	Percentiles
A	100–93%
AB	92–88%
B	87–83%
BC	82–78%
C	77–70%
D	69–69%
F	<60%

**This course was built on the work of others. I am grateful to Dr. D-L Stewart, Dr. Ellen Broido, Dr. Susan Jones, and Dr. Susana Muñoz whose syllabi I consulted when developing this course. Further, Brett Nachman created Module 4; I am grateful for his time, intellectual labor, and from the opportunity to learn from him as a guest lecturer.*

MISSION, POLICIES, AND EXPECTATIONS

Edgewood Disability Accommodations: If you are a student with a documented disability and are interested in accommodations for this course, contact the Disabilities Services Coordinator (AccessDisabilityServ@edgewood.edu). All requests for services and disabilities documentation are confidential.

Affirmative Action Statement

Edgewood College respects the dignity and gifts of each person. We strive to create environments in which the value of diversity is understood, practiced, and embraced by our faculty, staff, and students. Diversity encompasses race, color, ethnicity, national origin, religion, gender, age, sexual orientation, disability, and veteran status. For more information please visit https://diversity.edgewood.edu/Portals/Diversity/_Resources/PDFs/Policies_Statements.pdf

Non-Discrimination and Harassment Policy

Edgewood College will not tolerate discriminatory or harassing behaviors. The College affirms and protects the rights and opportunities of all persons to a working and learning environment free from discrimination. For more information please visit https://diversity.edgewood.edu/Portals/Diversity/_Resources/PDFs/Policies_Statements.pdf

Edgewood Academic Honesty Policy

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share responsibility for maintaining high standards of honesty and integrity in their academic work. For more information please visit <https://catalog.edgewood.edu/content.php?catoid=11&navoid=435#academic-policies-information>

SCHEDULE OF WORK

Note: I don't have dates on here because I want YOU to put due dates on your own work. This is good practice for the dissertation.

Module 1: Qualitative Research Design and Intro to Theory			
Topics/ Objectives	Read/Watch	Assignments	Meetings
1. What is qualitative research 2. Role of theory in research 3. Purpose statement 4. Research questions 5. Introduction to approaches	<p>Watch: Syllabus Overview: http://youtu.be/UTapAvQP0p8?hd=1 Welcome Video: http://youtu.be/OQdmBvFBHbk?hd=1 Dedoose Getting Started: http://youtu.be/58M93IzM3Vo?hd=1 Theory in Educational Research: http://youtu.be/dU3ZyTm4KmA?hd=1</p> <p>Read: Merriam, S.B. & Tisdell, E. J. (2016). Chapter 1 & 4. Readings relate to objectives #1, 2, 3, and 4. Bloomberg & Volpe (2019) Chapter 3 (pay attention to table 3.1; focus on pp 109-123 as it relates to objective #5). Bhattacharya, K. (2017), read pp 1-3 and complete Table 1.1 as it relates to objective #2. Read pp. 41-48 and answer questions on page 45-46 as it relates to objectives #3 & #4. Solórzano, D.G. & Yosso, T.J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. <i>Qualitative Inquiry</i>, 8(1), 23-44 as it relates to #2.</p> <p>Optional: Read: Bloomberg & Volpe Chapter 1: Big Picture, the Dissertation. Brown (n.d.) Quant vs. Qual Research Questions Agee (2009) Developing qualitative research questions a reflective process</p> <p>Watch: Qualitative Research Overview https://youtu.be/gESfZGSd2t8 (note this is a review from ED 852).</p>	Playing with data option Photo Artifact. Pilot study planning stage: Enter contact information into google doc so your Dedoose account can be set up.	None, Blackboard opens

Module 2: Qualitative Research Design and Intro to Theory			
Topics/ Objectives	Read/Watch	Assignments	Meetings
1. Ethics 2. Alignment 3. Positionality 4. Reflexivity 5. Transferability 6. Trustworthiness	<p>Watch: Module Lecture Video: Link Embedded in Module</p> <p>Positionality in Qualitative Research: https://youtu.be/LHN15lb-hVc</p> <p>Ethics, IRB, & Qualitative Research: https://youtu.be/8K4hwRawEHY</p> <p>Read: Levitt (2018) APA JARS Qualitative Standards (read pp. 27-30; 32-33; skim Table 1) as it relates to objective 3.</p> <p>Bloomberg & Volpe (2019) pp 154-179 as it relates to objective #2; pp. 325-338, table 8.5 and Reflexive Questions as it relates to #4 & 5).</p> <p>Merriam, S.B. & Tisdell, E. J. (2016). Chapter 9: as it relates to #1, 3, 4, 5, & 6.</p> <p>Wagle & Cantaffa (2008) Working our hyphens: Exploring identity relations in qualitative research. As it relates to #1, 3,4, and 6.</p> <p>Optional: Linder (2018) Chapter 4 in Kelly & Kortegast, focus on ethics p. 70 – end. Ethics for people using visual data (e.g., pictures)</p> <p>Harper (2012) Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms. (This is an example for the video above: focus on pp. 14-16 look at positionality and steps taken towards confidentiality/anonymity.)</p> <p>Saldaña, J. & Omasta, M. (2018) Chapter 8. Analyzing Research Ethics (review from ED 852 as it relates to #1)</p> <p>Lincoln & Guba (1985) Naturalistic Inquiry p. 289-331 as it relates to objective #6. *Note classic reading.</p> <p>Watch: Overview of Quality in Qualitative Research https://youtu.be/EsZqXl8J5iQ (review from ED 852 as it relates to #3, 4, & 5)</p> <p>Watch: Alignment of your study https://youtu.be/1CmqaCr2F1Q (review from ED 852 as it relates to #2).</p>	<p>Playing with data Audio/Visual artifact.</p> <p>Methodological Approach Draft and APA Citations</p>	<p>Synchronous class #1</p>

Module 3: Data Collection and Preparation			
Topics/ Objectives	Read/Watch	Assignments	Meetings
1. Types of Data 2. Observations 3. Documents/Artifacts 4. Interviews 5. Additional data options.	<p>Watch: Module Lecture Video: Link Embedded in Module</p> <p>Interviewing: https://youtu.be/6PhcgI0GFg8 (you can start at the 8 minutes if you want; pay attention to the wording choices and rational for question development).</p> <p>Interviews and Participant Observation/Field Notes: http://youtu.be/CzHAWj8otug?hd=1</p> <p>Read: Bhattacharya, K. (2017), pp. 51-54 as it relates to objective #1; answer questions on page 53-54.</p> <p>Merriam, S.B. & Tisdell, E. J. (2016). Chapters 5, 6, & 7. As it relates to objectives 2, 3, and 4.</p> <p>Select one optional reading you would like to learn more about.</p> <p>Optional: Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009). A qualitative framework for collecting and analyzing data in focus group research. <i>International journal of qualitative methods</i>, 8(3), 1-21.</p> <p>First, J. M., Cheak-Zamora, N. C., Teti, M., Maurer-Batjer, A., & L First, N. (2019). Youth perceptions of stress and coping when transitioning to adulthood with autism: A photovoice study. <i>Qualitative Social Work</i>, 18(4), 601-620.</p> <p>McLellan, E., MacQueen, K.M., & Neidig, J.L. (2003). Beyond the qualitative interview: Data preparation and transcription. <i>Field Methods</i>, 15(1), 63-84.</p> <p>Weis, R. S. (1994). Learning from strangers: The art and method of qualitative interview studies. New York. NY: Free Press. Chapters 1-3</p> <p>Hopper, M.J., & Quinones, S. (2012). A hunch without a sound: Co-constructing meanings of nonverbal and verbal interactions in video data. <i>International Journal of Qualitative Methods</i>, 11(5), 547-572.</p> <p>Rolon-Dow, R. (2011). Race(ing) stories: Digital storytelling as a tool for critical race scholarship. <i>Race Ethnicity and Education</i>, 14(2), 159-173.</p>	<p>Playing with data short interview.</p> <p>Pilot Study: Research Tool</p> <p>Mid Semester Check In: https://edgewood.col.qualtrics.com/jfe/form/SV_3BE mNEz2Amr9mcd</p>	<p>Meet one-on-one with faculty.</p>

Module 4: Coding and Code Book			
Topics/ Objectives	Read/Watch	Assignments	Meetings
1. Approaches to Coding 2. Using Dedoose 3. Code Book	<p>Watch: Module Lecture Video: Link Embedded in Module</p> <p>Kipar (2019) Coding qualitative data for categories/themes https://youtu.be/YP3yAX5w6x8 [objective 1]</p> <p>Ho (2020) Introduction to Coding https://youtu.be/FMh_2Q2t6kA (stop at 24 minutes) [objective 1]</p> <p>Excerpting and Video/Audio Excerpting: https://www.dedoose.com/resources/videos [objective 2]</p> <p>Brown (2021) Making a Codebook http://youtu.be/IR9-yxftewQ?hd=1 [objective 3]</p> <p>Read: Saldaña, J. (2016). <i>The Coding Manual for Qualitative Researchers</i>. LA: Sage. Chapter 1 (skip pp. 30-35); skim pp. 57-64 on Visual Data; reference read Chapter 3; read Chapter 4. [objective 1]</p> <p>Saldaña & Omasta (2018) Chapter 3. Analyzing Documents, Artifacts & Visual Materials [objective 1]</p> <p>DeCuir-Gunby et al (2011) Developing and Using a Codebook for the Analysis of Interview data. (read 137-147; skip “training RA’s”; skim “establish reliability”) [objective 3]</p> <p>Roberts et al., (2019) Attempting rigor and replicability in thematic analysis of qual research data; a case study of codebook development (read pages 1-2; 5-7; pay attention to tables 1 and 2) [objective 3]</p> <p>Pugh (2009) Longing and Belonging. Chapter 3. (will be used in class on 6/12 as an example)</p> <p>Select Two Reading or Videos (* are examples; + are objectives): +Ho (n.d.) The Essential Guide to Coding Qualitative Data https://delvetool.com/guide [objective 1]</p> <p>+Turner (n.d.) Beginners guide to coding qualitative data https://youtu.be/IYzhgMZii3o (stop at 8:30)</p> <p>*Saldaña, J. (2013). Coding examples https://study.sagepub.com/node/31740/student-resources/chapter-3</p> <p>+Barlett (2015) Practical issues with diary design and analysis</p> <p>*Reyes et al., (2021) The living codebook: Documenting qualitative data analysis [objective 3]</p> <p>+Merriam & Tisdell (2015) Qualitative Research: Chapter 8 Qualitative Data Analysis [objective 1]</p> <p>*Nassauer (2018) How Robberies Succeed or Fail: Analyzing Crime Caught on CCTV [objective 1]</p>	Coding and Codebook	Small Groups Meet with Instructor.

Module 5: Case Study and Discourse Analysis***This Module was created by Brett Nachman, Guest Instructor**

Topics/ Objectives	Read/Watch	Assignments	Meetings
1. Case Study Overview 2. Case Study Example 3. Discourse Overview 4. Discourse Example 5. Case Study Depth 6. Discourse Depth	<p>Watch: Module Lecture Video: Link Embedded in Module</p> <p>Case study and your dissertation: https://youtu.be/M_3g18F8tVc</p> <p>"What Is Discourse Analysis?" https://www.youtube.com/watch?v=EUeA0PEF_g4</p> <p>Read: Baxter & Jack (2008): Qualitative case study methodology: Study design and implementation for novice researchers as it relates to objective #1.</p> <p>Example of Case Study: Park, J. J. (2012). "Man, this is hard": A case study of how race and religion affect cross-racial interaction for Black students. Objective #2</p> <p>Fairclough, N. (1993). Critical discourse analysis and the marketization of public discourse: The universities. Relates to objective #3.</p> <p>Example of Discourse Analysis: Squire, D. & Nicolazzo, Z. & Perez, R. J. (2019). Institutional response as non-performative: What university communications (don't) say about movements toward justice. Relates to objective #4.</p> <p>Optional: Yazan, B. (2015): Three approaches to case study methods in education: Yin, Merriam, and Stake. Relates to objective 5. Will help you choose between 3 key texts on Case Study. as it relates to objective #5.</p> <p>Merriam (1998) Chapter 2 and 3. Relates to objective 5. Will provide greater depth on types of case studies, connection to literature, and sampling. (this is an older text but written in a very accessible manner). as it relates to objective #5.</p> <p>Broido, E. M., Brown, K. R., Stygles, K. N., & Bronkema, R. H. (2015). Responding to gendered dynamics: Experiences of women working over 25 years at one university. The Journal of Higher Education, Read pp 601- 608 as it relates to objective #2.</p> <p>Gee (2011) Introduction to Discourse Analysis. Chapters 2 & 3 as it relates to objective #6.</p> <p>Kimball & Friedensen (2019) The search for meaning in higher education research: A discourse analysis of ASHE presidential addresses. Read pp. 1553-1560 as it relates to objective #4.</p>	<p>Playing with data Journal Entry.</p> <p>Playing with data Social Media Data</p> <p>Pilot Study: Data Collection</p>	<p>Synchronous class #2</p>

Module 6: Narrative & Ethnography Approaches			
Topics/ Objectives	Read/Watch	Assignments	Meetings
1. Narrative Overview 2. Narrative Example 3. Ethnography Overview 4. Ethnography Example 5. Narrative Depth 6. Ethnography Depth 7. How do theory, gender, and race inform research.	<p>Watch: Module Lecture Video: Link Embedded in Module</p> <p>Narrative: Dr. Debbie Rudman, University of Toronto on Narrative https://youtu.be/rPyomRrBn_g as it relates to Objectives #1 and #7</p> <p>Ethnography: Dr. Marsha Henry on Ethnography Objectives #3 and #7 https://methods.sagepub.com/video/qualitative-research-and-ethnography</p> <p>Read: Kim (2016) Understanding Narrative. pp. 5-8, 18-20 & Chapter 3. Objective #1.</p> <p>Example of Narrative: Gonzales, L. D., & Terosky, A. L. (2019). On their own terms: Women's pathways into and through academe. <i>Journal of Diversity in Higher Education</i>. As it relates to objective #2.</p> <p>Trondman, et al, (2018). Lived Forms of Schooling: Bringing the Elementary Forms of Ethnography to the Science of Education. objective #3</p> <p>Example of Ethnography: Nicolazzo, Z (2016). "Just go in looking good": The resilience, resistance, and kingship-building of trans* college students. <i>Journal of College Student Development</i>, 57(5), 538-556. As it relates to objective #4.</p> <p>Optional: Watch: Center for Virginia Humanities: Nikki Giovanni & Tressie McMillam (start at 8 minutes; focus on self, voice, Black feminist thought) Objectives # 5, 6, and 7.</p> <p>Abes, E.& Wallace, M. (2018). " People see me, but they don't see me": An intersectional study of college students with physical disabilities. <i>Journal of College Student Development</i>, 59(5), 545-562. As it relates to Objective #2.</p> <p>Leo, A. (2020). Success & failure in the "land of opportunities": How social class informs educational attitudes among newcomer immigrants & refugees. <i>American Educational Research Journal</i>, pp. 1573-1576 as it relates to Objective #4.</p> <p>Dennis, B. (2018). Tales of working without/against a compass: Rethinking ethical dilemmas in educational ethnography; Objective #5</p> <p>Collins, P. H. (1986). Learning from the outsider within: The sociological significance of Black feminist thought. <i>Social problems</i>, 33(6), 14-32; Objective 7</p>	<p>Playing with data Participant Observation and Field Notes.</p> <p>Pilot Study: Start process of Data Analysis (this will take time).</p>	<p>Meet one-on-one with faculty.</p>

Module 7: Phenomenology & Grounded Theory			
Topics/ Objectives	Read/Watch	Assignments	Meetings
1. Grounded Theory Overview 2. Grounded Theory Example 3. Phenomenology Overview 4. Phenomenology Example 5. Grounded Theory Depth 6. Phenomenology Depth	<p>Watch: <i>This module has a choose your adventure version of videos. Please engage with the Dating Your Theory podcast and the select one video from Grounded Theory and one video from Phenomenology to explore in greater depth.</i></p> <p>Module Lecture Video: Link Embedded in Module</p> <p>Dating Your Theory Podcast. https://www.youtube.com/watch?v=INKd8gdgtCk</p> <p>Grounded Theory choices are: 1) Gerben Moerman's 11 minute Overview of the Three Versions of Grounded Theory (https://youtu.be/JX42ld18kao) 2) Kathy Charmaz's 11 minute description of Constructivist Grounded Theory (https://youtu.be/Es-PHU52qEE) 3) If Constructivist Grounded Theory is your jam, Kathy Charmaz's 1 hour lecture. If watching this, you can start at minute 7 and data analysis examples start around 26 minutes (https://youtu.be/zY1h3387txo).</p> <p>Phenomenology choices are: 1) Katarzyn People overview of Phenomenology. This is 35 minutes, she gives a brief history of phenomenology, key terms, and uses a cats as an example. https://youtu.be/JGSn-AQS804 2) Tom Nicholas short description of Phenomenology. This is a 10 minute version which uses time and theater a an example. https://youtu.be/h95vUgnFdbk 3) Max van Manen describes how his book translates the ideas within Phenomenology to practitioner focused work. There is a short version (https://youtu.be/bltKpArxnaA) and a longer version (https://youtu.be/vJZ98rA02bg).</p> <p>Read: Willig, C. (2013). Grounded Theory Methodology. In C. Willing <i>Introducing qualitative research in psychology</i>. McGraw-hill education (UK). Objective #1</p> <p>Example of Grounded Theory: Edwards, K. E., & Jones, S. R. (2009). " Putting my man face on": A grounded theory of college men's gender identity development. <i>Journal of College Student Development</i>, 50(2), 210-228. Objective #2.</p> <p>Van Manen, M. (1990). <i>Researching lived experience: Human science for an action sensitive pedagogy</i>. Pp 8- 51. Routledge. Relates to objective #3.</p>	Playing with data: Document Analysis Method Approach Final Paper	Synchronous class #3

	<p>Example of Phenomenology: Salis Reyes, N. A. (2019). “What Am I Doing to Be a Good Ancestor?”: An Indigenized Phenomenology of Giving Back Among Native College Graduates. <i>American Educational Research Journal</i>, 56(3), 603-637. As it relates to objective #4.</p> <p>Optional:</p> <p>Charmaz, K. (2005). Grounded theory in the 21st century: Applications for advancing social justice studies. In N.K. Denzin & Y.S. Lincoln (Eds.), <i>The SAGE handbook of qualitative research</i> (3rd edition; pp. 507-535). Relates to objective #5</p> <p>Vaccaro, A. (2015). “It’s not one size fits all”: Diversity among student veterans. <i>Journal of Student Affairs Research and Practice</i>, 52(4), 347-358. As it relates to objective #2</p> <p>Duran, A. (2019). A photovoice phenomenological study exploring campus belonging for queer students of color. <i>Journal of Student Affairs Research and Practice</i>, 56(2), 153-167. As it relates to objective #4.</p> <p>Kafle, N.P. (2011). Hermeneutic phenomenological research method simplified. <i>Bodhi: An Interdisciplinary Journal</i>, 5, 181-200. As it relates to objective #6.</p>		
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Module 8: Data Analysis & Reflection			
Topics/ Objectives	Read/Watch	Assignments	Meetings
1. Analytic Memo 2. Writing and thinking 3. Approach specific analysis 4. Member checking 5. Peer Debriefing 6. Negative Case Analysis 7. Audit Trail	<p>Watch: Module Lecture Video: Link Embedded in Module</p> <p>Overview of Qualitative Analysis https://youtu.be/opp5tH4uD-w</p> <p>Qualitative Analysis https://youtu.be/jWh3ahjX4C0</p> <p>Read: Merriam, S.B. & Tisdell, E. J. (2016). Chapter 8.</p> <p>Saldana, J. (2013). <i>The Coding Manual for Qualitative Researchers</i>. LA: Sage. Chapter 1 (skip pp. 30-35 on CAQDAS and team coding) and Chapter 3 (skim 3 first round approaches of your choice) relates to objective #1.</p> <p>Saldana, J. (2013). <i>The Coding Manual for Qualitative Researchers</i>. LA: Sage. Chapter 2 as it relates to objective #2.</p> <p>Lemont, A. (1994) Bird by Bird. "Shitty First Drafts," "Short Assignments," and "Index Cards" relates to objective #3.</p> <p>Optional: How to Analyze Visual Data: https://youtu.be/RqgAfu9IdyM</p> <p>Wertz, et al., (2011) <i>Five ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry</i>. Guilford Press. New York: NY. Select the chapter that matches your method approach paper as it relates to objective #4.</p> <p>Ashworth, P. (1999). " Bracketing" in phenomenology: Renouncing assumptions in hearing about student cheating. <i>International Journal of Qualitative Studies in Education</i>, 12(6), 707-721.</p> <p>Bowleg, L. (2008). When Black + lesbian + woman ≠ Black lesbian woman: The methodological challenges of qualitative and quantitative intersectionality research. <i>Sex Roles</i>, 59, 312-325</p> <p>Van Manen, M. (1990). <i>Researching lived experience: Human science for an action sensitive pedagogy</i>. pp 77- 109.</p>	<p>Playing with data: Code 3 units of data and write a memo</p> <p>Pilot Study: Data Analysis</p> <p>Pilot Study: Reflection</p>	<p>Synchronous class #4</p>