

Ed. P&L 967: Analyzing Qualitative Data, Spring 2008

T 4:30-6:48, RAM 166

Patti Lather, Instructor, Office: 101 B Ramseyer. Office hrs: T 2-4, and by appointment, phone: 688-3044, lather.1@osu.edu

NVivo instructor: Sharon Saunders, Saunders.183@osu.edu

Course Description: This course rounds out work started in Ed. P&L 966 and focuses on the analysis of qualitative data and the writing of research reports. There will be an especial focus on various issues in contemporary procedures and theories of interpretation, including coding and categorizing, grounded theorizing, narrative analysis, discourse analysis, and the politics of representation. Prerequisites: Ed. P&L 800 and 966 or equivalents. A weekly lab is a required part of the course. This can be either computer assisted qualitative data analysis OR writing support group. The prerequisite for the computer lab is a one hour credit introduction to NVivo or equivalent.

Spring 08 NVivo labs: Tuesdays 7- 9 and Thursdays 9-11, beginning week 2.

Student Learning Outcomes: By the completion of the course, students will be able to: 1) code, categorize and write up an array of qualitative data, experimenting with various narrative strategies in this process, including tables, graphs and charts; 2) experiment with theoretical framing of data; 3) either utilize computer software programs for the management and analysis of qualitative data and analyze their value and limitations OR work with a writing support group; 4) identify and position themselves regarding various issues in contemporary procedures and theories of interpretation; and 5) develop the section on data analysis and the politics of representation for the methodology chapter of their dissertation.

Reading

Required:

Research Methods in the Social Sciences, Bridget Somekh and Cathy Lewin, eds. London: Sage, 2005.

Cop-Ez reader (Tuttle, 2055 Millikin Mall). Check availability: uniprint.osu.edu

Recommended:

Working the Ruins: Feminist Poststructural Theory and Methods in Education, Elizabeth St. Pierre and Wanda Pillow, eds. Routledge, 2000.

Tales of the Field: On Writing Ethnography, John Van Maanen, University of Chicago Press, 1988.

The Stinky Cheese Man and Other Fairly Stupid Tales, Jon Scieszka and Lane Smith. Viking, 1992.

Fields of Play: Writing an Academic Life, Laurel Richardson, Rutgers, 1997.

Troubling the Angels: Women Living With HIV/AIDS, Patti Lather and Chris Smithies, Westview, 1997.

Discourse, Sara Mills. London: Routledge, 1997.

George Kamberellis and Greg Dimitriadis (2005) Qualitative Inquiry, NY: Teachers College Press.

Homegirls in the Public Sphere, Marie “Keta” Miranda. Austin TX: University of Texas Press, 2003.

Procedural Issues:

- All written work is to be typed, double-spaced, with dark ribbons and generous margins.
- Late work will not be accepted without prior arrangements. Late work receives sketchy comments and gets evaluated when I have the time.
- Incompletes must be requested in writing no later than the last class period and involve a grade reduction except in the case of extenuating circumstances.
- Contact me regarding absences in order to arrange for make-up work.

Course Requirements:

In recognition of the very different places that students are at in their doctoral careers, I am structuring course requirements around two tracks.

Track 1: those involved in their dissertation research;

Track 2: those at an earlier point in their doctoral programs who are pre-dissertation or still "shopping around" for dissertation topics.

Regardless of track, as I aspire to a seminar format in this class, it is critical that you come to class having done the reading and fieldwork assignments and prepared to contribute to class discussion.

Track 1: negotiate an individual contract with me that reflects your needs at this point in time. The goal is to come together on a set of course requirements that push you forward from wherever you are in terms of your dissertation research. Steps in this process include the following:

-by third week of course, submit a brief narrative description of what you might do in terms of the analysis of qualitative data within the context of your specific project. This might include such items as 1) getting "computer literate" in terms of software programs that help handle qualitative data, 2) working with the data you have already generated in terms of beginning analysis assignments of first half of course, 3) beginning to write up sections of your data analysis in draft form; you might even aim for a draft of one of the data chapters in your dissertation, and 4) I'm open to suggestions on what you might find helpful. I'll expect a midterm report **week 6** that both clarifies exactly what you are doing to meet course requirements and a report on how that work is progressing. **For the final, I will expect, in addition to whatever else you contract to turn in, some writing that wrestles with the usefulness of the reading and the issues raised in class to your particular research project.** Turn in copy of contract with final work.

Track 2:

I. Research journal turned in at **final**. Note how the discussions/readings relate to your issues in terms of data analysis. The journal is NOT so much a READING journal as a reflexive accounting of how the course relates to your struggles to learn both the basics of qualitative data analysis and the complications of issues of representation and writing. Unlike 966, this is not a description of what you did so much as a place to ponder: analytic memos, theoretical wrestlings, interpretive insights etc.

II. Data analysis:

-Due at Midterm: Beginning Analysis Assignments. Your job with these assignments is to make sense of whatever data you have accumulated by 1) reducing it via codes and categories, 2) analyzing via the identification of significant patterns, and 3) analyzing via some movement toward theorizing, both a priori and grounded. Draft assignments due along the way for purposes of "show and tell" and getting class feedback, with final iterations due at midterm. Models are provided in reader.

-Due at Final:

A. Going further with midterm effort to code, categorize and analyze data. Construct a text that communicates the intersection of "what the data reveal" and what sense you make out of it, resulting in a "data story" that "plays" with writing a section of your data up in varied ways based on some of the very varied exemplars we will be reading. You **MUST** write a "realist tale" and then some other sort of "data story," with analytic reflections on each sort of tale that you tell. Models are provided in reader.

B. One of the following:

1. Continue working to develop your methodology chapter for your dissertation, with an especial focus on developing the section on data analysis and the politics of representation.

2. Write a 2-3 p. review of one of the recommended books that gives an overview of the book and ties it to the issues raised in class.
3. Pull a "hunk" of data together as a draft for a journal article. This can be based on the "data story" required of everyone, but it is expected to be both longer and more refined into the form of a submission for publication.
4. Write a methodological self-reflective piece regarding issues of data analysis, interpretation and representation. This, too, could be in the form of a journal submission.

"What we now need is not more data, but more questions" (Michelle Rosaldo, "The Use and Abuse of Anthropology," 1981).

"Do More With Less Data," Patti Lather

Course Schedule

March 25: Instructor gone to AERA. Syllabus emailed out.

April 1: Questions regarding syllabus. Discuss: What's your data? How did you get it? What do you want to do with it? Discuss "four notions of truth" from front of packet. For those in writing groups, read "On Writing Groups" and "Validity and Value in Educational Research" in front of packet and form groups. Coding exercise using data excerpts from "pro-ana" web sites in front of packet. Come to class with this data underlined and beginning codes and themes identified. Overview "Beginning analysis assignments" (Erickson) and coding exercise for next week.

April 8: Come to class with a "hunk" of your data coded. **Topics: Coding Procedures and Grounded Theorizing in the "Post-Everything Moment."** Readings 1-4 plus ch. 5, 15 and 36-37 of S&L. Draft analysis assignments #1&2 due.

April 15: **Topic: Theories of Interpretation.** Readings 5-7 plus ch. 13-14 and 35 of S&L. Draft analysis assignment #3 due.

April 22: **Topic: Narrative Analysis and Data Displays.** Readings 8-10 plus ch. 18 of S&L. Draft analysis assignments 4&5 due.

April 29: Video: "Standing Ovation: Performing Social Science Research About Cancer," reading 11. **MIDTERM WORK DUE, including analysis assignment 6.**

May 6: **Topic: Discourse, Document and Visual Analysis.** Readings 12-14 plus ch.17 & 19 of S&L.

May 13: **Topic: Narrative Strategies and Issues of Reflexivity.** Issues and examples of postpositivist scientific writing. Readings 15-21 plus ch. 2, 7-9 of S&L.

May 20: **Topic: Writing Up Qualitative Research: Exemplars.** Readings 22-24. Ch. 34 & 38 of S&L. Choose one to help lead discussion on. Use Talburt reading to structure discussion.

May 27: **Topic: The Politics of Representation.** Oral reports on efforts to tell data stories. Final self, course and instructor evaluation, reading 25.

Wednesday June 4: **All written work due by noon in box in Ramseyer 122.** Work can be picked up in Ramseyer 122 anytime after June 10.

967 Readings Packet, Spring, 2008, Lather
(starred readings indicate the particularly important
in terms of class discussion)

-cartoons, Lather's "pomo" chart & handouts, Nvivo/NUDIST purchasing information, "four notions of truth" from Truth and Reconciliation Committee of South Africa Report, 1998

coding assignment: data excerpts from "Identity as an analytic problem: Who's who in 'pro-ana' web -sites?"

A Writer's Community: How Teachers Can Form Writing Groups, Russel Durst. Pp. 261-271 in Teacher as Writer, Karin Dahl, ed. Urbana Illinois: NCTE, 1992.

Validity and Value in Educational Research, Suzanne Spring. Paper presented at AERA, April 2002, New Orleans.

Examples of A project, analysis journal and writing group journal.

beginning analysis assignments: course handout

week 2: examples of analysis assignment 2

1. The 1,000-Page Question, Steinar Kvale. Qualitative Inquiry, 2(3), 1996, 275-284.

***2. Naturalistic Inquiry and the Saturation Concept: A Research Note, Glenn A. Bowen. Qualitative Research, 8(1), 2008, 137-152.

***3. This is not included in packet due to copyright cost, but be sure you have a copy of it: Data analysis and reporting, Fred Erickson. Pp. 145-152 plus References from Qualitative Methods in Research on Teaching, Handbook of Research on Teaching, third edition, Merlin C. Wittrock (ed.). NY: Macmillan, 1986, 119-161.

PLUS excerpts from Wilkinson, "The Social and Symbolic Construction of Violence." Unpublished dissertation. Rutgers University, 1998. Used with permission.

4. Situational Analysis: Grounded Theory Mapping After the Postmodern Turn, Adele E. Clarke. Symbolic Interaction, 26(4), 553-576.

week 4: examples of analysis assignment #3

*5. The Black Male Crisis in the Classroom, Francis James-Brown. Unpublished dissertation, Ohio State University, 1995.

6. A Partial Telling: Dilemmas of Narrating Self and Others, Randi Dickson. English Education, April, 2003, 174-194.

7. Meaning from Method: Re-presenting Narratives of a HIV-affected caregiver. Qualitative Social Work, 1(1), 2002, 59-78.

week 5: examples of analysis assignment #4

8. Theorizing from Practice, Jan Fook. Qualitative Social Work, 1(1), 2002, 79-95.

9. Excerpts from Madness, Heresy, and the Rumor of Angels: Revolt against the Mental Health System, Seth Farber. Chicago:Open Court, 1993, 7-17.

10. Excerpts regarding data displays in the analysis of qualitative research, including examples of student work for analytic exercises 5 & 6.

week 6

***11. Review Notes, Mary Gergen, Forum Qualitative Social Research [on-line journal], 4(3), September, 2003. PLUS excerpts from Standing Ovation: Performing Social Science Research about Cancer, Ross Gray and Christina Sinding. Walnut Creek CA: Altamira Press, 2002, pp. 11-34. PLUS "Performance Ethnography: A Brief History and Some Advice," Michal M. McCall. Pp. 421-433 of Handbook of Qualitative Research, second edition, Norm Denzin and Y. Lincoln, eds. Thousand Oaks CA: Sage, 2000.

week 7

**12. Discourse analysis: Chapter 7, "Discourse," of Qualitative Psychology: Introducing Radical Research, Ian Parker. NY: Open University Press, pp. 88-104 plus 66-67, 82-82 & 140-41. PLUS document for discourse analysis: Rod Paige, April 2002 NCLB letter.

13. Handout from Lisa Weems, 966 discourse analysis from Sharon Saunders, and working papers on CDA from Elizabeth Allan (grew up to be "Constructing Women's Status: Policy Discourses of University Women's Commission Reports," Harvard Educational Review, 73(1), 2003, 44-72) and Beth Marshall (grew up to be "Stripping for the wolf: Rethinking representations of gender in children's literature," Reading Research Quarterly, 39(3), 2004, 256-270).

14. It's Not Written here, But This is What Happened: Students' Cultural Comprehension of Textbook Narratives on the Israeli-Arab Conflict, Dan Porat. American Educational Research Journal, 41(4), 2004, 963-996.

Week 8

15. Excerpt from Patti Lather, Getting Smart (Routledge, 1991), pp. 128-133.

*16. Multiple data tales assignment from past students.

*17. (Re)constructing strategies: a methodological experiment on representation, Bibi Holge-Hazelton and Jo Krojer. Qualitative Studies in Education, 21(1), 2008, 19-25.

18. Poethical: Breaking ground for reconstruction, Jo Krojer and Bibi Holge-Hazelton. Qualitative Studies in Education, 21(1), 2008, 27-33.

*19. On Writing Reflexive Realist Narratives, Douglas Foley. Pp. 110-129 of Being Reflexive in Critical Educational and Social Research, Geoffrey Shacklock and John Smyth, eds. London: Falmer. Plus 1997 commentary from Lather to Foley.

*20. "The Question of Belief": Writing Poststructural Ethnography, Deborah Britzman. Qualitative Studies in Education, 8(3), 1995, 229-238.

*21. Circling the Text: Nomadic Writing Practices, Bettie St. Pierre. Qualitative Inquiry, 3(4), 1997, 403-417.

week 9

22. Learning to Teach in the Shadows of 9/11: A Portrait of Two Arab American Preservice Teachers, Roberta Newman. Qualitative Inquiry, 11(1), 2005, 81-94.

23. Indigenous discourse and "the material": a post-interpretivist argument, Alison Jones and Kuni Jenkins. International Review of Qualitative Research, in press.

24. Ethnographic Responsibility without the "real," Susan Talburt. The Journal of Higher Education, 75(1), 80-103.

week 10:

*25. Course evaluation form.

NVivo LABS: attend one of the following beginning week 2.

Lab times:

Beginning 4/01: 7-9PM, RA009

Tuesday

Beginning 4/03, 9-11AM, RA009

Thursday

Bring some data on flash drive to the first class meeting.

First lab meeting: Discuss the lab syllabus, review preparing documents to import, and begin working on the 967 NVivo project.

Contact Sharon Saunders with any questions: saunders.183@osu.edu

WRITING GROUPS:

Ed. P & L 967 offers students two different opportunities for increasing their skills: the NVivo lab (described above) and the writing group (explained below). Students may take part in either opportunity, or both.

Purpose:

The purpose of the Writing Group is to provide the advanced student with a community of peers with whom they can discuss their writing problems and share writing samples. The Writing Group provides a safe haven for students to try out writing ideas, to express doubts, fears, and triumphs, and to develop their peer mentoring skills. Ideally, the bonding that occurs during these groups will provide the student with support throughout her/his academic career. (Truly, that has happened.)

Structure:

Each group should be composed of from 3-5 members (three is actually a good number). Group members may come from any section of 967. Groups work best when the students have similar or overlapping research issues and interests.

Groups will meet for 2 hours a week, at a time and place of the group's choosing. At the first meeting, get everybody's contact information.

For each meeting, you will probably want to have a facilitator—especially if there are 5 members in your group. The facilitator keeps the group on track, encourages all members to participate, reorients the conversation as necessary, moves the group along.

It is a good idea to have a “ritual” or “routine” through which you open and close the group meeting. One routine that works well is to find out briefly what topics are on each person's mind, before settling on the discussion of a particular topic. Some groups set time limits per topic in order to attend to everyone's topics. You may find you'll want to email each other writing pieces, so they'll be ready for discussion. You may want to experiment with hyper-texts or alternative writing. You'll find your group will develop its own cultural norms.

Be sure to set the time and place of the next meeting.

Requirements:

Two hour meeting per week minimum---

An individual journal/log turned in with final work that includes: (1) Names of all members of your group; (2) the dates, times, and places where you met; (3) what you shared that week with your group; and (4) a brief (paragraph or so) synopsis of the meeting; and (5) your overall estimation of how the group worked for you.

(If you have missed a meeting of your group—report that—but try to find out from one of your members what happened.)

Reminder:

People in Writing Groups are sharing works-in-progress, for the most part—and they are sharing issues and concerns they have with their projects. **TREAD LIGHTLY. Be Helpful. Listen. Respect.** Read “A Writer’s Community” and Suzanne Spring conference paper on writing groups at front of reading packet for ideas on how to provide feedback to one another.