Qualitative Data Analysis Workshop
Qualitative Data Analysis

- Qualitative data analysis procedures are described in Chapter 3 of the applied dissertation proposal.
- After qualitative data are collected via interviews, focus groups, or open-ended questions on surveys, the researcher must make sense of the findings through a rigorous data analysis process.
- This workshop will cover qualitative data analysis.
- The session will provide insight into how to incorporate a description of this method in Chapter 3 of the proposal.
- The presentation of results in Chapter 4 will also be highlighted.
Chapter 3: Methodology

Aim of the Study
Qualitative Research Approach
Participants
Data Collection Tools
Procedures
Data Analysis
Ethical Considerations
Trustworthiness
Potential Research Bias
Limitations
Chapter 4: Findings

- With an ethnographic approach, the findings may be reported in a smooth and flowing description narrative. The aim of the narrative is to portray a full context of the experiences and the culture of research participants as observed and analyzed.

- With a phenomenological approach, the findings will be reported differently. Examples might include descriptions of (a) experiential themes, (b) the essences of experience, and (c) relationships among essences.
Overview

- What is qualitative data analysis?
- How do I conduct qualitative data analysis and present results?
Defining Qualitative Data

- Words
- Feelings
- Actions
- Rituals
- Experiences
- Perspectives
- Impressions
- Events
- Artifacts
- Symbols
Defining Qualitative Data Sources

- Interviews and Transcripts
- Observations and Field Notes
- Documents
- Pictures and Images
- Audio and Visual Recordings
Qualitative data analysis is the rigorous process of selecting qualitatively distinct data, articulating the qualitative meaning ascribed to those units, and commenting on the qualitative similarities and differences noted between and among these distinct units of data.
The goal of qualitative data analysis is to describe, explain, and/or interpret qualitative patterns by using words, numbers, matrices, pictures, sounds, or other forms of representation.
No Findings (Not Research)

- Presenting data as if they were the findings
- Reproducing interview data, case histories, or collected stories in a reduced form with minimal or no interpretation of those data
- Containing no analysis and no interpretation

(Sandelowski & Barroso, 2003, pp. 909-910)
The “Nuts and Bolts”

- Codes, Categories, and Themes
- Analysis
- Memos
- Evidence
- Style
Decide How You Will Code

- Look at the tradition.
- Are you going to have pre-existing categories (to support the literature)?
- Identify what type of coding you will use (this depends on your tradition).
- Are you going to use software?
Example of Coding

- Open coding: First, you look at your data. Read the data over and over again. Next, you create labels to establish meaning from the things people are saying. You call these labels categories. It is like summarizing what you see happening. You look at words that participants are saying and you start labeling them. Categories emerge through the text; the categories will have meaning. Meaning will come from these explanations.
Tips for Open Coding

- Read the data carefully. Read and reread the transcripts.
- Identify key statements in order to form categories.
- Assign categories; these categories or codes should relate to the significant statements.
- After you name the codes, you organize the related statement under its appropriate code. This is referred to as open coding.
Coding

Identify the type of coding you will use; for example,

Axial coding: Looks at the relationships among the open codes. You have to look at what is common between the codes. What connections do you see? What influences these connections? Look for the conditions that make it happen, the context in which it is part of, and the strategies that are used to accomplish it? Last, what are the consequences of these strategies?
Tips for Axial Coding

- After identifying the categories, the researcher rereads the transcripts to look for significant statements that fit under these categories. Then the researcher continues to read these significant statements over and over to find other codes that explain these significant statements. An explanation of these statement will emerge.

- Further codes may also be developed in this stage.
Coding Continues...

- Selective coding: You are looking for core variables that make up all the data together. Then you look at the transcript and look for coding data that connects to these core variables.

- There are many types of coding you can use
Codes, Categories, and Themes

- Articulating the relationship between meaning and data (codes, categories, themes)

- Internal integrity (i.e., Is there a high degree of homogeneity across the individual codes or across the coded units within the categories?)

- External integrity (i.e., Is there a high degree of heterogeneity or differentiation between the array of homogeneous codes, categories, or themes?)
  
  (Chenail, 2008)
Codes, Categories, and Themes (cont.)

- Exhaustive system of codes, categories, and themes (i.e., no significant and meaningful feature of the phenomenon under study falls outside of the array)

- Dual planes of focus: horizontality (i.e., category-to-category relationships) and verticality (i.e., category-to-phenomena relationships)

(Chenail, 2008)
Codes, Categories, and Themes (cont.)

- Origination (i.e., Where does the responsibility reside for the creation of the codes/categories?)

- Verification (i.e., How are the codes/categories justified?) (Constas, 1992)
Codes, Categories, and Themes (cont.)

- Nomination (i.e., What are the sources of names for codes and categories?)
- Timing (i.e., sharing when decisions were made--before the data collection began, after the data are collected, or throughout the data collection process) (Constas, 1992)
Analysis

- Making sense of the codes, categories, and themes in context (i.e., research question and literature)
- Shifting from information to knowledge
- Asking yourself the question, “What have I learned?”
Memos

- Memos are notes in which we make transparent the meaning of our codes, categories, themes, and analysis.

- Memos are the start of the analysis and the results.

- Memos create our audit trails.
Evidence

- Data as star
- Juxtaposition
- Exemplars for every assertion, pronouncement, or declaration (Chenail, 1995)
Style

- Avoid errors of deficiency and exuberance by staying close to the data.
- Develop a rhythm.
  - list section heading
  - present the distinction or finding
  - introduce the first data exemplar of this distinction
  - display the first data exemplar of this distinction
  - comment on the first data exemplar as evidence
  - make transition to second data exemplar and repeat the pattern until the closing of this section

(Chenail, 1995)
Relationships

- Relationship between data collection and data analysis
- Relationship between data analysis and writing up results
Quality Control: Validating Your Data

- Instrumentation
- Piloting
- Transparency
- Audit Trails
- Constant Comparison
- Member Checking
- Peer or Expert Debriefing
- Multiple Coders
- Exemplars
- Themes Verification
Things to Remember

- Maintain Coherence and Build Confidence
- Stay Focused on the Research Question
- The Role and Place of the Literature
- Technology
Themes

- Explain the themes that emerged.
- Verify the themes.
- Relate the themes back to the research questions.
- Did you answer your questions?
- Did any new themes emerge?
- Relate everything back to your framework.
The ordinary wood... has the ultimate feel, it feels like it’s a golf club that you're very much in control of, rather than its in control of you. club swung very well, it felt nice. You felt as if you were in control. The whole just feels as though I'm in control of the clubhead right throughout the shot.

feel that I've no control over that clubhead at all.

This feels much more difficult to control...

but I could not control it due to the length and the flex of the shaft.
Resources

- http://learningstore.uwex.edu/assets/pdfs/G3658-12.PDF
Examples

- http://onlineqda.hud.ac.uk/Intro_QDA/phpcheckoutpage_titleOnlineQDA-Examples_QDA.php


References (cont.)

[Qualitative data analysis slides courtesy of Ron Chenail]


Resources

- Online QDA: http://onlineqda.hud.ac.uk/index.php

- The Qualitative Report and The Weekly Qualitative Report: http://www.nova.edu/ssss/QR/