

INTRODUCTION TO QUALITATIVE RESEARCH

Ellen Meents-DeCaigny,
Assistant Vice President and Chief of Staff for Student Affairs
DePaul University

WHAT IS YOUR INTEREST IN QUALITATIVE
RESEARCH?

WORKSHOP OVERVIEW

- Why Collect Qualitative Data
 - Types of Qualitative Data
 - Key Considerations for Analysis
 - Steps to Developing Themes
-

WHY COLLECT QUALITATIVE DATA

- To understand people's life histories, everyday behavior or personal experiences
 - Allows for flexibility, subjectivity and deeper exploration
 - Focuses on words and images
-

TYPES OF QUALITATIVE RESEARCH

- Phenomenology
- Ethnography
- Case study
- Grounded theory

TYPES OF QUALITATIVE DATA

Text

- Written Documents
- Interviews
- Focus Groups (Group Interviews)
- Observation
- Websites

Images

- Photo Journals
 - Mind Mapping
-

BEGIN WITH THE END IN MIND

No matter what type of data collection, it is important to determine the analysis strategy in the beginning

ANALYSIS CONSIDERATIONS

- When data is collected
- How data is collected
- Who is collecting data
- The setting in which data is collected

DOCUMENT ANALYSIS

DOCUMENT ANALYSIS

- Research-Generated Documents - For what purpose were the documents produced?
- Our (the investigator's) responsibility is to ask questions regarding the documents origin, reasons for being written, its author and the context in which it was written.

PRIMARY SOURCES

- Reflection papers are primary sources
- The originator of the document is recounting a firsthand experience
- The best primary sources are recorded closest in time and place to the phenomenon of interest by a qualified person

LIMITATIONS OF DOCUMENTS

- Subject to purposeful or non-purposeful deception
- Distortion may be unintentional: writer is unaware of biases or simply does not remember accurately
- Differences caused by manner in which data is collected

STRENGTHS OF DOCUMENTS

- Can yield more data or better data than other tactics
- Easily accessible and contains information that would take enormous time and effort to gather
- May be the only means for studying certain problems
- Stability - the presence of the investigator does not alter what is being studied

REFLECTION EXAMPLES

When we encourage our students to experience, reflect and evaluate, we may not provide a means for students to concretize and to interpret their learning. As Nowacek and Mountin (2012) contend, in order for students to be able to meaningfully reflect and evaluate, they must first understand *how* to reflect effectively and with purpose. The faculty member's role, then, is to provide the direction that enables students to reflect in meaningful ways.

-Hidding, Scheidenhelm, and Milligan, 2014

LOYOLA'S ENGAGED LEARNING ASSESSMENT

Loyola University Chicago Mission Statement: “We are Chicago’s Jesuit, Catholic university – a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith.”

We ask all students enrolled in an Engaged Learning class to complete this reflection.

Holding in mind the University’s mission statement, please compose a written reflection of at least two double-spaced pages that explains:

- How did you connect your in-class and out-of-class Engaged Learning experiences?
- How did your Engaged Learning experience help you connect to the University’s mission?
- How did the Engaged Learning experience in this course affect your personal, intellectual, civic, and/or professional development?

LOYOLA'S ENGAGED LEARNING ASSESSMENT

Engaged Learning Pilot Assessment ×

Synthesis through Reflection		
<div>1</div> <p>DOES NOT MEET/ PARTIALLY MEETS EXPECTATIONS (1)</p> <p>Does not clearly connect out-of-class and in-class experiences as they relate to the Engaged Learning Experience, or does not demonstrate meaningful reflection upon the experience.</p>	<div>2</div> <p>MEETS EXPECTATIONS (2)</p> <p>Articulates clear connections between the in-class and out-of-class components of the Engaged Learning Experience, and reflects meaningfully upon the experience.</p>	<div>3</div> <p>EXCEEDS EXPECTATIONS (3)</p> <p>Demonstrates clear connection/s between the in-class and out-of-class components of the Engaged Learning Experience, and demonstrates exceptional insight in meaningful reflection upon the experience.</p>
Relate Experience to Development		
<div>1</div> <p>DOES NOT MEET/ PARTIALLY MEETS EXPECTATIONS (1)</p> <p>Lacks clear connection between the Engaged Learning experience and the student's intellectual, personal, professional, and/or civic development, or does not demonstrate meaningful reflection upon the experience.</p>	<div>2</div> <p>MEETS EXPECTATIONS (2)</p> <p>Clearly articulates how the Engaged Learning experience contributed to the student's intellectual, personal, professional, and/or civic development, and reflects meaningfully upon the experience.</p>	<div>3</div> <p>EXCEEDS EXPECTATIONS (3)</p> <p>Clearly articulates how the EL experience contributed to intellectual, personal, professional, and/or civic development, and demonstrates exceptional insight in meaningful reflection upon the experience.</p>
Connect Engaged Learning to Loyola University Chicago Mission		
<div>1</div> <p>DOES NOT MEET/ PARTIALLY MEETS EXPECTATIONS (1)</p> <p>Does not articulate a clear connection between the Engaged Learning experience and Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."</p>	<div>2</div> <p>MEETS EXPECTATIONS (2)</p> <p>Articulates a clear connection between the Engaged Learning experience and Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."</p>	<div>3</div> <p>EXCEEDS EXPECTATIONS (3)</p> <p>Demonstrates how the Engaged Learning experience helped put into action Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."</p>

Ok

FOCUS GROUPS

PURPOSE OF FOCUS GROUPS

- Efficient
 - Interviewing in a social context (e.g., flexibility, rich data)
 - Group dynamics (e.g., synergy, divergent opinions)
 - Data derived from group process in a focused manner (participant influence)
 - Data collection through observation, conversation and other means (demographics)
-

STRENGTHS OF FOCUS GROUPS

- Gather information about a specific topic
- Group environment
- Allow interaction and discussion by participants

STRENGTHS OF FOCUS GROUPS

“Focus groups provide an excellent opportunity to listen to the voices of students, explore issues in depth, and obtain insights that might not occur without the discussion they provide.”

(Palomba & Banta, 1999, p. 196-197)

LIMITATIONS OF FOCUS GROUPS

Group dynamics

- Responses influenced by others
- Domination by vocal participants
- Withheld opinions (silence \neq no opinion)

Requires skilled moderation

“Reactivity bias”

- Purposeful or non-purposeful deception

Limited # questions

GUIDING PRINCIPLES FOR ASKING FOCUS GROUP QUESTIONS

- Be conversational
- Be clear
- Seek Help

CATEGORIES OF FOCUS GROUP QUESTIONS

- Opening Question
 - Introductory Questions
 - Transition Questions
 - Key Questions
 - Ending Questions
-

SEQUENCING FOCUS GROUP QUESTIONS

- Provide background information
- General questions before specifics
- Positive questions before negative questions
- Consistency is important
- Usually questions are not changed

FOCUS GROUP ANALYSIS IS UNIQUE

- Data collection through observation, conversation and other means (demographics)
- Data derived from group process in a focused manner (participant influence)
- Silence does not imply lack of opinion
- Important to note body language, intensity and non-verbal interactions

OBSERVATIONS

PURPOSE OF OBSERVATIONS

- To watch the behavioral patterns of people (Johnson and Christensen, 2008); to provide a firsthand account of the situation under study (Merriam, 2009)
- Allows for data collection “when people cannot or will not discuss the research topic” (Merriam, 2009, p. 136)
- **What to observe:** physical setting, participants, activities, interactions, conversations, subtle factors, and your own behavior

“SENSITIZING CONCEPTS”



Test Your Awareness

<http://youtu.be/Ahg6qcgoay4>

STRENGTHS & LIMITATIONS OF OBSERVATIONS

- **Strengths**
 - Brings to light what we ordinarily give only passing attention (Merriam, 2009)
- **Limitations**
 - Remaining descriptive, NOT inferring meaning or perceptions
 - Intertwine with informal interviews and conversations
 - Trustworthiness of results questionable when sole data collection method – triangulate!

WHAT TO OBSERVE

- The physical setting
- The participants
- Activities and interactions
- Conversation
- Subtle Factors
- Your own behavior
- Refer to the Participant and Direct Observation Guide Template

ANALYSIS

ANALYSIS MUST BE PRACTICAL

- Only collect data you will use in your analysis
- Select a sample set of data, when possible
- Depending on the size of the project and your interest, there is qualitative research software that can be helpful

ANALYSIS MUST BE INTENTIONAL

- Your research question(s) must guide the analysis
- Questions are the raw material of analysis
- Do not get locked into one way of thinking
- Let the words and actions of your participants guide your analysis
- Analysis reflects not what participants should be saying, but what they are saying
- Effective analysis goes beyond words

ANALYSIS MUST BE **SYSTEMATIC**

- Sequence questions
- Be consistent in capturing data (tape recording, notes, papers, etc.)
- Maintain records of coding the data
- Consider using participant verification (e-mail)

ANALYSIS MUST BE **VERIFIABLE**

- Another professional should arrive at similar conclusions
- Keep track of everything you do during analysis (research memo or journal)

CONSIDERATIONS FOR QUALITATIVE ANALYSIS

Consider the . . .

- words
- context
- internal consistency
- frequency of comments
- extensiveness of comments
- intensity of comments
- specificity of responses
- what was not said

Find the big ideas!

DEVELOPING THEMES

CODING

Definition: Combining text to build a broad picture of the data

- Developing categories
- Organizing into themes
- Substantiated by evidence and quotes

DEVELOPING CODES

1. Read all documents thoroughly
 - Help familiarize yourself with the material
 2. Read through transcripts second time
 - Jot down ideas in margin
 3. Read through transcripts a third time
 - Ask question “What is this about?”
 - Begin to underline and box sets of words
 4. Final Reading
 - Develop labels for these sections (Codes)
-

DEVELOPING CODES

1. Codes can be stated as
 - Participants actual words
 - In educational terms
 - In your own words
 2. Make list of all coded words (30-50)
 - Cluster together similar codes
 - Look for redundant codes
 3. Repeat the process
-

Interview Coding

PRECODES/SUBCODES

Types of leadership roles
Good leadership practices
Bad leadership practices



Mentor/role model
How they got into leadership

Differences in male/female
leadership
Leadership styles



Role of Creek Women
Values



Self Identity
Men's views on female
leadership

CODES

Perceptions of leadership

Influences on leadership

Differences in leadership

Cultural referents

Being a Creek Woman

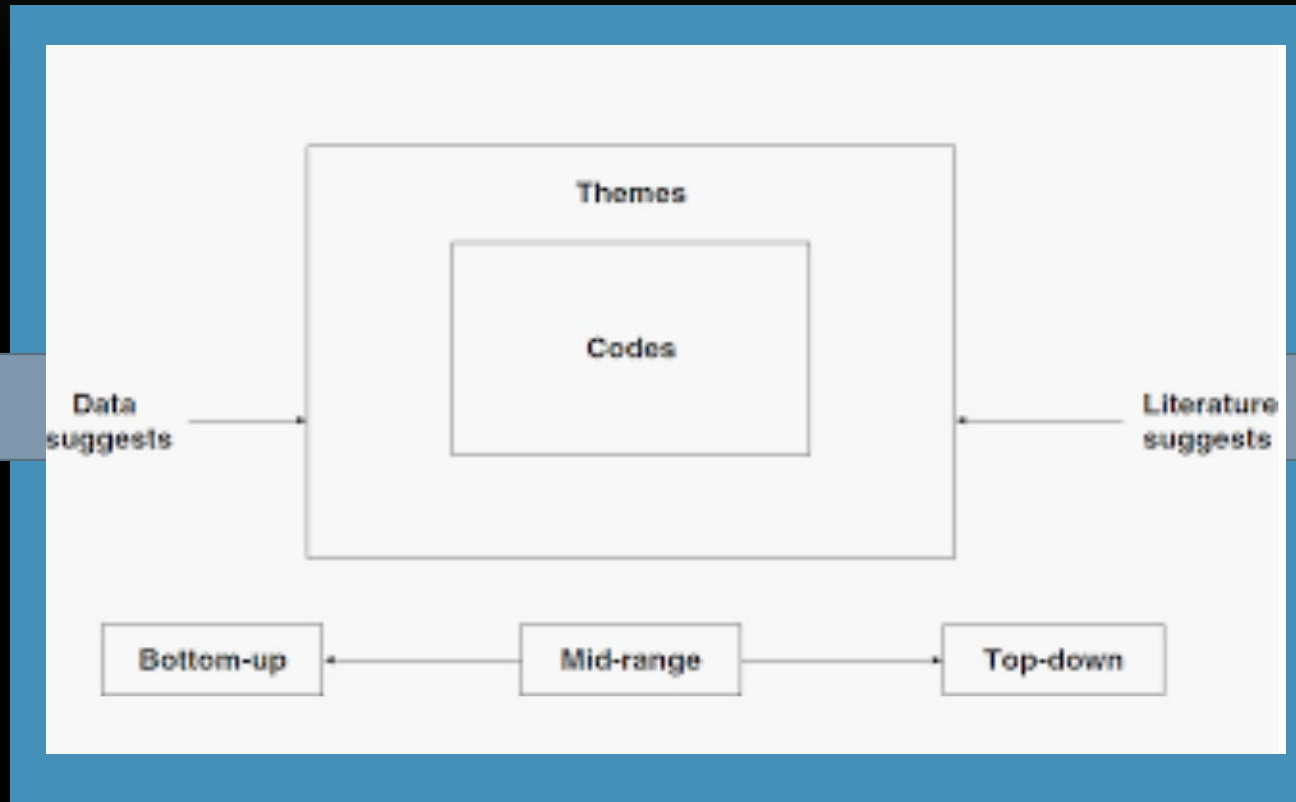


THEMES

Leadership

Culture

Interview Coding



Inductive:
Emerge
from the
data as
repetitive
themes

Deductive:
Concepts from
literature;
validate codes
are in data

Jean Jones

The Process of Reconstructing Curriculum in a Rural High School Setting

Codes were:

Close knit
community

Results of
community
or
community
values

Change is
threatening

JJ: One thing, Lori, that I've heard talked about was the fact that schools reflect the strengths of communities. What do you perceive as strengths of Wakefield as a community and how that relates to schools?

LU: Well, I think Wakefield is a fairly close knit community. I think people are interested in what goes on. And because of that, they have a sense of ownership in the schools. We like to keep track of what our kids are doing and feel a connection to them because of that. The downside of that perhaps is that kids can feel that we are looking TOO close. But most of the time, that is the nurturing environment that we do provide an atmosphere of concern and care. To back up, you said the health of the community itself is reflected in schools. A lot of times communities look at schools and say they are not doing this or they aren't doing that, or we're missing something in our schools. I think perhaps we look at the school and see, this is probably a pretty conservative community overall, and look to make sure that what is being talked about in the schools really carries out the communities values. There is a little bit of an idealization I think, perhaps in terms of what we thought of "basic education". And I think there might be a tendency to hold back a little bit too much because of that idealization of "you know, we learned the basics, the reading, the writing and the arithmetic." So you know, any change is threatening. And I think that goes for the community as well as what we see reflected at the school. Sometimes that can get in the way of trying to do different things. I think, again, idealization, older members of the community forget, some of the immaturity that they experienced when they were in school and forgetting that kids are kids. So there is a little bit too much of that mental attitude. But for the most part, I think there is a sense of we're all in this together, and concern for the kids.

JJ: In terms of looking at leadership strengths in the community, where does Wakefield set in a continuum there with planning process, understanding the need to plan, forward thinking, visionary people. You talked about that a little bit before.

LU: I think there are people that have wonderful visionary skills. I would say that the community as a whole would be... would not reflect that. I think there are people who are driving the process, but the rest of the community may be lagging behind a little bit. I think we have some incredibly talented people who become frustrated when they try to implement what they see as their

Thompson and
Jones (2001)

Potential
theme:
The community

Getting a
little bit
of the community
and its values

Good
first

Potential
theme:
Leadership

Potential
theme:
Community
values

DEVELOPING THEMES

- Similar codes aggregated to form a major finding (Theme)
- Usually 5-7 (2-4)
- Identify themes by:
 - Frequency
 - Uniqueness
 - Most evidence to support them
- Use specific quotes as supporting evidence

DEVELOPING THEMES

- Different types of themes

Ordinary themes

Unexpected themes

Hard-to-classify themes

Major and Minor themes

- Themes represent multiple perspectives of the participants
 - Once themes are developed look for contrary evidence
-

CONNECTING THEMES

- Layering the analysis
 - Representing the data using interconnected levels of themes
 - Going beyond merely stating themes
 - Minor themes are subsumed by major themes
 - Major themes lead to broader themes
 - Working upward toward broader and broader themes
-

ANALYSIS SEEKS TO ENLIGHTEN

- Analysis should lift the level of understanding to a new level
- Analysis should inspire a search for new information

TECHNOLOGY TOOLS

Nvivo

http://www.qsrinternational.com/products_nvivo.aspx

The screenshot shows the QSR International website for NVivo 10 for Windows. The header includes the QSR International logo, language options (Deutsch, Español, Français, Português, 中文, 日本語), and a shopping cart with 0 items. The main navigation bar lists: HOME, WHAT IS QUALITATIVE RESEARCH?, PRODUCTS, EXPERTS, SOLUTIONS, SUPPORT, TRAINING AND EVENTS, NEWS, ABOUT QSR, and CONTACT. A secondary navigation bar lists: Free Trial Software, How to Buy, NVivo for Windows, NVivo for Mac, NVivo for Teams, Books and Manuals, Previous Products, and Shopping Cart. The main banner features the NVivo 10 for Windows logo. The left sidebar contains a 'NVivo home' section with links to Overview, Features and benefits, System requirements, Free trial software, Software updates, Upgrading to NVivo 10 for Windows, Pricing, Add-ons, Working with other software, and Transcription services. Below this is an 'Information for' section with links for Education, Commercial, and Government. The 'Support and training' section includes links for Getting started, Tutorials, Frequently asked questions, Training and events, Search the knowledgebase, and Contact Support. The main content area is titled 'NVivo 10 for Windows' and describes the software as a platform for analyzing unstructured data. It includes a paragraph about its use by researchers and a link to a case study. Below this are four featured sections: 'Introducing NVivo' (Find out how our software supports the research process), 'eDemos' (Let us take you on a tour of NVivo), 'What's new?' (NVivo is faster and easier to use, plus web and social media analysis), and 'Literature reviews' (Improve your literature reviews with NVivo). At the bottom are two more sections: 'Work with your surveys' (Import SurveyMonkey surveys directly into your NVivo project) and 'Transcription Services' (Conveniently order transcripts from within your NVivo project). The right sidebar contains a 'What is NVivo for Windows?' section with links to Introducing NVivo video, NVivo Overview, NVivo Feature List, Watch an online demonstration, Download a free 30-day trial, and View eDemo video. Below this is a 'Free NVivo Upgrades' section with a paragraph about the subscription and a link to Find out more. At the bottom is a 'Quick links' section with links to Browse NVivo tutorials, Play short NVivo 'how to' videos, View upcoming training workshops, Get pricing or buy, Talk to other NVivo users, Information on previous releases, and NVivoとは.

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NVivo 10 for Windows

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QUESTIONS OR COMMENTS

Ellen Meents-DeCaigny,

Assistant Vice President and Chief of Staff

Division of Student Affairs

DePaul University

emeentsd@depaul.edu
