

EAS 559 Interviewing and Qualitative Data Analysis (3 credits) Winter 2022 Syllabus**Time and Location:** Fridays 9:00 - 11:50 AM, 1040 DANA**Instructors:** Dr. Paige Fischer, Assistant Professor, SEAS, apfisch@umich.edu, 734-763-3830**Office hours:** Mondays 1-2:00 PM

Course overview: Individual and focus group interviews are critical methods for research and practice in environmental and sustainability fields. Interviews reveal detailed information about how and why people think and behave in the ways that they do, and the broader context in which people make decisions. This information can help decision-makers develop policies and programs to harness people's motivations to engage in environmentally sustainable behavior, and help them overcome constraints. This course will train students in individual and focus group interviewing as research strategies and practical tools for gathering information. It will also introduce students to techniques, tools, and frameworks for analyzing qualitative data by hand and with the aid of software. These analytical methods ensure rigor, usefulness, and communicability of results. The course will follow a combined lecture and studio format in which students will receive guidance on how to conduct qualitative research project. In-class activities will include lectures, interviewing and qualitative data analysis exercises, interviewing role plays, and peer feedback on interview project components, including research designs, interview guides, codebooks, analytical memos, and network and matrix displays of key findings.

Expectations: This is a graduate level course geared toward master's project and thesis students who are interested in research and practice in the fields of environmental management and sustainability. The course will entail reading, writing, and hands-on work collecting and analyzing interview data. Students will develop and field test their own interview guides, which they may be able to use their master's project or thesis research if appropriate. Each student is expected to complete weekly assignments, and conduct a progressive project involving the collection and analysis of interview data and communication of findings.

Learning outcomes: Upon completion of this course, students will be able to:

1. Explain the utility of interviewing as a method for data collection and different approaches to qualitative data analysis
1. Decide when interviewing methods are suitable for investigating a research goal or question
2. Understand key techniques for gathering information through interviews
3. Develop and test an interview guide
4. Understand how to manage qualitative data to protect confidentiality of human subjects
2. Apply key techniques, and tools in qualitative data analysis
3. Distill findings into conceptual models and matrices
4. Interpret the results of qualitative data analysis to answer a research question

Assessment: Progress toward learning outcomes will be assessed through evaluation of assignments in a progressive interview project and class participation.

The progressive interview project will consist of 10 assignments worth 10 points each:

Assignment 1: Interview project proposal

Assignment 2: Draft interview guide

Assignment 3: Revised interview guide

Assignment 4: Revised interview project proposal

Assignment 5: Codebook

Assignment 6: Interview transcript

Assignment 7: Analytical memo

Assignment 8: Revised codebook

Assignment 9: Network or matrix figure

Assignment 10: Research findings

Class participation: Students are expected to participate actively in class discussions and to attend every class unless arranged ahead of time. Students are also expected review each other's assignments, making written comments, ahead of class in preparation for the in-class studios.

Grading scheme: Assignments will be evaluated on the basis of whether they are submitted on time (5 points); incorporate information and techniques from lectures and readings (10 points); and follow instructions and are free of typos and other errors (5 points). Total scores for grading: Minimum for A+=97, A=93, A-=90, B+=87, B=80, B-=80, C+=77, C=73, C-70, D+=67, D=63, D-=60, F=40

Accommodations for students with disabilities: Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately

Academic Honesty: Students are expected to be honest and ethical in their academic work. For more information about academic integrity and the University's policies and procedures in this area please refer to the Student Conduct web site.

Readings (scanned PDFs on Canvas)

Atwell, R. C., Schulte, L. A., & Westphal, L. M. (2009). Linking resilience theory and diffusion of innovations theory to understand the potential for perennials in the U.S. Corn belt. *Ecology and Society*, 14(1).

Champ, J. G., Brooks, J. J., & Williams, D. R. (2012). Stakeholder understandings of wildfire mitigation: A case of shared and contested meanings. *Environmental Management*, 50(4), 581-597. 10.1007/s00267-012-9914-6.

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*: Sage publications.

Flick, U. (Ed.) (2014). *The SAGE Handbook of Qualitative Data Analysis*. London: SAGE Publications Ltd. <http://dx.doi.org/10.4135/9781446282243>

Krueger, R. and M. A. Casey (2015). *Focus groups: a practical guide for applied research*. Thousand Oaks, Sage Publications.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Los Angeles: Sage Publications.

- Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks, CA, Sage Publications.
- Rubin, H. J. and I. S. Rubin (2012). *Qualitative interviewing: The art of hearing data*. Los Angeles, Sage Publications: 265.
- Saldana, J. (2012). *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: Sage.
- Weiss, R. S. (1994). *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York, The Free Press.
- Wolf, J., Adger, W. N., Lorenzoni, I., Abrahamson, V., & Raine, R. (2010). Social capital, individual responses to heat waves and climate change adaptation: An empirical study of two UK cities. *Global Environmental Change*, 20(1), 44-52.
- Young, J. C., et al. (2018). A methodological guide to using and reporting on interviews in conservation science research. *Methods in Ecology and Evolution* 9(1): 10-19.

COVID-19 statement: Students and instructors are all adjusting to the changes and regulations that have been put in place this term in response to COVID-19. We are working to provide the best learning experience possible given the current circumstances of the pandemic. We have tried to add flexibility to our course structure and assignments to reflect the uncertainty that many students face. We are happy to work with students if anyone encounters a situation due to the pandemic that requires modified participation in the course. If you have suggestions for how we might support your learning in this course during this semester, please do not hesitate to let us know. You can find the latest updates about the University of Michigan and COVID-19 here: <https://campusblueprint.umich.edu/>

EAS 559 Interviewing and QDA Winter 2022 Course Schedule Paige Fischer <apfisch@umich.edu>

Week/ Class	Objectives	Assignments due	Lecture topics	In-class activities	Recommended follow-up reading
1 (1/7)	1. Understand course goals, expectations and schedule 2. Become acquainted with key concepts in qualitative interview-based research		Lecture 1: Introduction to Interviewing and QDA	Introductions	Cresswell et al. 2017, Ch. 3 and Ch. 6
2 (1/14)	3. Gain skills and techniques for designing individual interviews	Assignment 1: Interview project proposal	Lecture 2. Designing individual interviews	Studio: Project proposal Exercise: Individual interview guide	Patton 2002, Ch. 7
3 (1/21)	4. Refine skills and techniques for conducting interviews	Assignment 2: Draft interview guide Read: Weiss 1994 Ch. 4, Pp. 61-119	Lecture 3. Conducting interviews	Studio: Interview guide Exercise: Interviewing playbook	Rubin and Rubin 2012, Ch. 1-4
4 (1/28)	5. Gain skills and techniques for designing focus group interviews	Assignment 3: Revised interview guide	Lecture 4. Designing and conducting focus group interviews	Studio: Revised interview guide Exercise: Focus group interview guide	Krueger and Casey 2015, Ch. 1-3
5 (2/4)	6. Become acquainted with key concepts in qualitative data analysis (QDA)	Read: Young et al. 2018, Wolf et al. 2010	Lecture 5. Intro to QDA	Exercise: Evaluate Wolf with Young	Patton 2002 Ch. 8 on doing QDA Pp. 431-468
6 (2/11)	7. Learn about techniques for QDA project design and management	Read: Atwell et al. 2009, Champ et al. 2012	Lecture 6: Managing QDA projects	Activity: Discuss Atwell et al. and Champ et al.	Miles et al. 2014 Ch. 4 on doing QDA, Pp. 69-104
7 (2/18)	8. Learn about techniques for QDA	Assignment 4: Revised project proposal	Lecture 7: Coding and other QDA practices	Studio: Revised project proposal Activity: Coding	Saldana Ch. 1 on coding, Pp. 1-40 and Ch. 2 on analytical memos, Pp. 41-57

8 (2/25)	9. Practice techniques for QDA	Assignment 5: Codebook	Lecture 8: Computer assisted QDA	Studio: Codebook	Flick (ed) 2014 Ch. 19 on QDA software, Pp. 277-295 YouTube NVivo 12 tutorials: Hull Uni Library NVivo 12 for Windows 25 video playlist
9 (3/4)	No Class				
10 (3/11)	10. Learn about computer-aided QDA	Assignment 6: Interview transcript	Guest speaker	Studio: Interview transcript	
11 (3/18)	11. Gain experience with preliminary analysis	Assignment 7: Analytical memo	Guest speaker	Studio: Analytical memo Activity: TBD	
12 (3/25)	12. Gain skills in conveying findings graphically	Assignment 8: Revised codebook	Lecture 9: Graphic displays	Studio: Revised codebook	Miles et al. 2014 Ch 5 on matrix and network displays, Pp. 107-120
13 (4/1)	13. Learn techniques for building theory	Assignment 9: Network or matrix figure	Lecture 10: Validity in Qualitative research	Studio: Networks and matrices	
14 (4/8)	Research mini-conference	Assignment 10: Research findings			
15 (4/15)	Research mini-conference				