

EAS 677.056 Qualitative Data Analysis (1.5 credits)

Fall 2019 Syllabus

Time and Location: 1006 Dana, Wednesdays, 11:30AM – 12:50PM

Instructor: Dr. Paige Fischer, Assistant Professor, SEAS, apfisch@umich.edu, 734-763-3830

Office hours: By appointment, Friday afternoons 1-5 generally work well.

Course overview: Interviews, documents, and other texts are important sources of information about people's perceptions and behaviors regarding environment and sustainability issues. Because these sources yield large amounts of non-numerical descriptive data, analysis often follows a qualitative approach. This course will introduce students to techniques, tools, and frameworks for qualitative data analysis. The course will follow a combined lecture and studio format in which students will receive guidance on how to conduct qualitative data analysis as well as peer-feedback on their own qualitative data analysis efforts. Class meetings will involve short lectures by the instructor, qualitative data analysis exercises, and studio critiques in which students provide feedback on each other's analyses. Students will learn about methods for analyzing qualitative data by hand and with the aid of software.

Expectations: This is a graduate-level course geared toward students who are engaged in applied research. To participate, students must have interview transcripts, field notes, or other texts, or be willing to analyze the transcripts or field notes of their classmates.

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

1. Explain the utility of different approaches to qualitative data analysis
2. Understand how to manage qualitative data to protect confidentiality of human subjects
3. Apply key techniques, and tools in qualitative data analysis
4. Distill findings into conceptual models and matrices
5. Interpret the results of qualitative data analysis to answer a research question

Assessment: Progress toward learning outcomes will be assessed through evaluation of:

- Six assignments in a progressive qualitative data analysis project, using templates provided (10% each) 60%
- Class participation: Students are expected to participate actively in class discussions and to attend every class unless arranged ahead of time 40%

Grading scheme: Pass/fail or letter grade. 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: Accommodations are collaborative efforts between students, faculty and on campus service. Students with accommodations 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.

Required and Recommended Readings (available 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. (2007). *Qualitative inquiry and research design: Choosing among five approaches*: Thousand Oaks, CA: Sage publications.
- Flick, U. (Ed.) (2014). *The SAGE Handbook of Qualitative Data Analysis*. London: SAGE Publications Ltd. <http://dx.doi.org/10.4135/9781446282243>
- 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* (Third ed.). Thousand Oaks, CA: Sage Publications.
- Saldana, J. (2012). *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: Sage.
- Saldana, J. (2012). *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: Sage.
- Young, J. C., Rose, D. C., Mumby, H. S., Benitez-Capistros, F., Derrick, C. J., Finch, T., Garcia, C., Home, C., Marwaha, E., Morgans, C., Parkinson, S., Shah, J., Wilson, K. A., & Mukherjee, N. (2018). A methodological guide to using and reporting on interviews in conservation science research. *Methods in Ecology and Evolution, 9*(1), 10-19. 10.1111/2041-210X.12828.

Class	Objectives	Assignments (due 24 hours before class)	In-class activities	Recommended follow-up readings and activities
Week 1 Sept 4	Become acquainted with key concepts in qualitative data analysis (QDA)		Lecture 1: Intro to QDA and course Introductions	Obtain/assemble data for QDA projects, ideally 5-10 interview transcripts or documents
Week 2 Sept 11	Learn about techniques for QDA project design and management	Read: Young et al. 2018	Lecture 2a: Designing QDA projects Discuss Young et al.	Creswell 2007 Ch. 5 on designing QDA Pp. 53-81
Week 3 Sept 18	Learn about QDA project management	Read: Atwell et al. 2009 and Champ et al. 2012	Discuss Atwell et al. and Champ et al. Lecture 2b: Managing QDA projects Studio 1: QDA Project Description (early birds)	
Week 4 Sept 25	Gain experience in project design	Assignment 1: QDA Project Description	Studio 1: QDA Project Description (finish) Lecture 3: QDA practices	Patton 2002 Ch. 8 on doing QDA Pp. 431-468 Miles et al. 2014 Ch. 4 on doing QDA, Pp. 69-104 Saldana Ch. 1 on coding, Pp. 1-40 Saldana Ch. 2 on analytical memos, Pp. 41-57
Week 5 Oct 2	Learn about techniques for QDA		Lecture 3: QDA practices (continued)	
Week 6 Oct 9	Gain experience with preliminary analysis	Assignment 2: Codebook	Studio 2: Codebook	
Week 7 Oct 16	Gain experience with preliminary analysis		Finish Studio 2: Codebook Lecture 5: Computer assisted QDA	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

Week 8 Oct 23	Learn about computer-aided QDA	Set up QDA project in NVivo	Coding activity and CA-QDA	
Week 9 Oct 30	Gain experience with preliminary analysis	Assignment 3: Coded text document(s) Assignment 4: Analytical memos on code(s)	Studio 3 and 4: Coding and Analytical code memos	
Week 10 Nov 6	Learn techniques for illustrating findings		Studio 3 and 4: Coding and Analytical code memos (continued) Lecture 6: Graphic displays	Miles et al. 2014 Ch 5 on matrix and network displays, Pp. 107-120
Week 11 Nov 13	Gain skills in conveying findings graphically	Assignment 5: Network or matrix figure	Studio 5: Networks and matrices	
Week 12 Nov 20	Learn techniques for building theory		Studio 5: Networks and matrices (continued) Lecture 7: Validity and reliability	Flick (ed) 2014 Ch. 37 on generalization, Pp. 540-569 Flick (ed) 2014 Ch. 38 on theorization, Pp. 554-569
Week 13 No class	<i>Thanksgiving week</i>			
Week 14 Dec 4	Gain experience with reporting on QDA	Assignment 6: Research findings	Studio 5: Qualitative research findings	
Week 15 Dec 11	Gain experience with reporting on QDA		Studio 5: Qualitative research findings (continued)	