Welcome to Qualitative Data Analysis! In this advanced research class you will study various qualitative data analysis techniques and examine ways in which different theories inform and guide the analysis and interpretation of your data. We will look across the analysis process—from theory/guiding frameworks to analyzing data to presenting/writing translatable results.

This course is intended for students who have finished (or are conducting) their qualitative data collection activities (e.g. interviews, focus groups, participatory methods).

Discuss the difference between qualitative and quantitative data analysis.

Discuss and demonstrate the connections between theoretical/conceptual frameworks and qualitative data analysis.

Conduct basic qualitative coding, categorization, and development of themes by hand and by using qualitative data analysis software.

Conduct complex qualitative data analysis using advanced analysis techniques.

Develop qualitative memos, journals, and notes.

Discuss the role of validity, triangulation, and generalizability in qualitative data analysis and results.

Interpret qualitative data analysis results to answer research questions*, evaluate a program**, or provide a needs assessment**.

Identify qualitative journals within one’s field of interest including rank and impact factor.

Write a qualitative journal article*, theses/dissertation chapter*, or technical paper** for peer-review including appropriate submission guidelines and citation styles.

*Courses in a research masters or PhD program
**Courses in a professional masters (non-thesis)

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This class is listed as an in-person class. However, due to the COVID-19 pandemic, this class will meet online through Zoom during the regularly scheduled class period. Other course activities will take place via Canvas. If/when the pandemic crisis has passed or reached a reasonable risk (as determined by the CDC, within the UF guidelines, and under the discretion of the instructor) we MAY shift from online to in-person class meetings. This will only be done in consultation with the students in the class.

The Zoom link to the class can be found in Canvas on the course home page. If you have any concerns or special considerations, please email me directly.

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Welcome, syllabus, and introduction to qualitative data analysis

Transcripts, coding, code books, deductive and inductive analysis, memos, research journals, and notes

Theoretical/conceptual frameworks and links to qualitative analysis

Theoretical/conceptual frameworks and links to qualitative analysis Part II

Coding software (atlas.ti) Guest instructor: Dr. Rebecca Hanson

Revisiting codes using “basic” analysis methods including: thematic analysis, constant-comparative analysis, and grounded “theory”

Introducing advanced techniques, credibility, reliability, triangulation, generalizability

Organizing qualitative research papers, presenting qualitative analyses, interpreting results

Advanced analysis techniques: Specific analysis method to be decided per student interests. To be drawn from: narrative, 4-voices, discourse, conversation, hermeneutics, rhizome, Foucauldian, semiotics, content, historic, case study, phenomenology/heuristics, ethnographic, conversation or others.

No class or discussion board this week. Dr. Williams will be online during the regular class period for questions/assistance on your article assignment

Final thoughts, bringing together the pieces, paper presentations

Paper presentations, course evaluation

* No revised assignments will be accepted after December 11th
PARTICIPATION (25%)

Attendance is critical. One excused absence is allowed although not encouraged. Additional missed classes* mean a drop in grade. Students are required to critically read all assigned materials prior to class and participate actively (to be defined) during in-class discussions, on-line discussions and in small/large group activities. Each student will meet individually with the instructor two times during the semester (August/September, November/December). [*non-emergency]

ON-LINE CANVAS DISCUSSIONS (15%)

The learning that takes place in class and through readings is greatly enhanced by active discussion. Unfortunately, a once-per-week class rarely allows adequate time for dialogue. To better take advantage of the activities and readings selected, students will engage in web-based reflection and discussion, sometimes responding to specifically posed questions, other times reacting to the thoughts of others. Pay careful attention to the prompt instructions as you will often be asked to make multiple postings (e.g. respond to the posts of others). All postings by class members must be completed by Mondays at midnight. It is expected that participants will review everyone’s on-line postings before each Tuesday class. Back and forth dialogue is strongly encouraged on Canvas and postings should reflect your reaction to how readings relate to class themes and/or to experiences you may have had. NOTE: Once in the semester you will run an in-class activity (between Weeks 9-13). When it is your turn to run the in-class activity you will be excused from the online canvas discussion.

JOURNAL ARTICLE, CHAPTER, OR TECHNICAL REPORT (50%)

The major assignment for this class will be the completion of a journal article, thesis or dissertation chapter, or a technical report (non-thesis students). Ideally, you will be using your own data and this paper will contribute to your masters or PhD defense and/or will be a publishable paper to help you advance towards your career goals.* This assignment will be broken into five pieces to help you a) distribute the work over the semester, b) revise and resubmit the “pieces” of the paper based on instructor and peer feedback, c) improve the paper over time as you master the course objectives. You are strongly encouraged to get in the habit of working on this project a little bit every day – as establishing an every day writing habit is one of the keys to publishing success.

Part 1 - Introduction, Literature Review, Methods, and Theoretical Foundation: Provide the base of your study including research questions/objectives, literature review, theoretical or conceptual framework, sampling, and data collection methods.

Part 2 - Raw Data Analysis: Provide your initial data analysis including codes, categories, themes, quotations, etcetera as appropriate for your chosen method.

Part 3 - Analysis + Theory: Provide your final qualitative analysis results linked with your theoretical or conceptual framework.

Part 4 - First Draft: Provide a full draft of the paper including introduction, literature review, methods, analysis, discussion, conclusions, and correct formatting and citation style for the target submission guidelines.

Part 5 - Final Draft: Provide a submission-ready qualitative research paper demonstrating mastery of the course objectives.

MEMO JOURNAL (15%)

Memo Journals (MJ) are designed to help you and us monitor your learning during the semester. Unlike the Canvas Discussions, MJ focus on “Ah-ha moments”, questions, observations and experiences. Reflections can be inspired by readings, class activities, participation in non-course related activities, talking or listening to someone, writing, or simply thinking. Note how the classroom discussions/readings/exercises/experiences shaped and relate to your experiences with data analysis. The journal is NOT so much a reading journal as a probing of how this course and the course content relates to your struggles and successes to learn different aspects of qualitative data analysis and the issues of data representation.

MJ thoughts are confidential and will be seen only by the instructors. They are to be turned in weekly. Some students write a paragraph, others 3 paragraphs or more and others prefer a few succinct but detailed bullet points. The important thing is that YOU find it useful and YOU can understand its meaning when you re-read it a few months from now. MJ should be submitted to Canvas by Wednesdays at midnight.

Don’t panic! Keep reading!
Grading approach

My grading approach is based on demonstration of mastery of the learning objectives stated on the first page of the syllabus. All assignments have a scoring rubric that states exactly how you will be scored on each assignment (see the course Canvas page). Please read these rubrics carefully. If you are scored low on an assignment (particularly the Article/Chapter/Tehcnical Report project worth 50% of your grade) you can improve your score by addressing/correcting your mistakes and resubmitting. No revised assignments will be accepted after December 11th. Your overall course grade will be given based on the standard UF scoring system.

If there any barriers to submitting your assignments on time, please let me know in advance (or as soon as possible if it is an emergency). I am flexible within reason, but if there is a pattern of late and/or incomplete submissions, I reserve the right to drop your assignments by a letter grade for every day they are late.
HONOR CODE
The University of Florida Honor Code, signed by all students upon registration, states: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. “In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.” (Student Handbook). In this course, students are expected and encouraged to work together. Plagiarism of written sources without proper citation is of course forbidden. Students with disabilities are entitled to classroom accommodation. Please register with the Dean of Students Office in Peabody hall, who will provide documentation that the student will then provide to the Instructor when requesting accommodation.

STUDENT HEALTH SERVICES
The University of Florida has excellent counseling services available on campus for students having personal problems or needing help in defining career and academic goals pursuant to good academic performance. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resources Center, Reitz Union, 392-1601, career development assistance and counseling