

Educational Psychology 604, special topics
Digital tools for qualitative research
Second Summer Session 2011

Time and place:

Mondays and Wednesdays, 5:00-9:25 pm

James D. Hoskins Library Room 110 (*not 110C). I am told that the Cumberland Avenue doors to the building lock promptly at 5 pm. I am also told that the doors facing White Avenue stay open until 6 pm.

Professor:

Trena Paulus, Ph.D., Associate Professor

Department of Educational Psychology & Counseling (EPC)

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I am generally on campus this summer from 1-5, M-R and am happy to arrange a meeting with you during those times. I also answer e-mails within 24 hours (usually much sooner).

Course description:

This hands-on, skills-based course will give students experiences using a variety of technologies for qualitative research studies. The course will highlight how new technologies are changing the essence of what it means to engage in qualitative inquiry. Many aspects of the research process will be explored, such as literature reviews, researcher reflexivity/collaboration/project management, transcription, data collection, data analysis, and representation of findings.

Students should have had an introductory course in qualitative research prior to taking this class. This course counts towards the *Graduate Certificate in Qualitative Research*.¹

Disability services: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Office of Disability Services at 865-974-6087 in Dunford Hall to coordinate reasonable accommodations for students with documented disabilities.

Required materials:

1. Assigned readings are posted in Blackboard.
2. Access to existing qualitative data and/or ability to collect it (e.g. interviews, conversations, observation field notes, documents, audio/video files and/or transcriptions).
3. *Publication Manual of the American Psychological Association*. 6th edition.

Software/equipment:

- Laptop/netbook running Windows
- I'll announce in class which software programs to install on your computer and when (most trial/demo versions are only good for 30 days)
- Gmail/google docs account
- Blogging account (blogger, wordpress, etc.)
- Headset/head phones
- Web cam

¹ http://epc.utk.edu/gradcert_qualresearch.html

Optional books. We will be reading chapters from quite a few of these, which will be available in Blackboard:

1. Anderson, T. & Kanuka, H. (2003). *E-Research: Methods, strategies and issues*. Boston, MA: Allyn & Bacon. Website: <http://www.e-research.ca/>
2. Di Gregorio, S. & Davidson, J. (2008). *Qualitative research design for software users*. New York, NY: McGraw Hill.
3. Fielding, N., Lee, R.M. & Blank, G. (2008). *The SAGE handbook of online research methods*. London: Sage Publications.
4. Gibbs, G. (2008). *Analysing qualitative data*. The Sage Qualitative Research Kit, Edited by U. Flick. London, Sage Publications.
5. Hart, C. (1999). *Doing a literature review: Releasing the social science research imagination*. London: Sage Publications.
6. Howell Major, C. & Savin-Baden, M. (2010). *An introduction to qualitative research synthesis: Managing the information explosion in social science research*. New York: Routledge.
7. Kozinets, R.V. (2009). *Netnography: Doing ethnographic research online*. London: Sage Publications.
8. Lewins, A. & Silver, C. (2007). *Using software in qualitative research: a step by step guide*. London: Sage Publications.
9. Maxwell, J.A. (2005). *Qualitative research design: An interactive approach*. London: Sage Publications.
10. Saldaña, J. (2009). *The coding manual for qualitative researchers*. London: Sage Publications.
11. Wolcott, H. (2009). *Writing up qualitative research*, 3rd edition. London: Sage Publications.

Useful journals to keep up with:

- Forum: Qualitative Social Research
<http://www.qualitative-research.net/fqs/fqs-eng.htm>
- International Journal of Qualitative Studies in Education <http://www.tandf.co.uk/journals/titles/09518398.asp>
- Qualitative Inquiry
<http://qix.sagepub.com/>
- The Qualitative Report
<http://www.nova.edu/ssss/QR/index.html>
- Qualitative Research
<http://www.sagepub.com/journals/Journal201501?siteId=sage-us&prodTypes=Journals&q=qualitative+research>
- International Journal of Qualitative Methods
<http://ejournals.library.ualberta.ca/index.php/IJQM/index>
- International Review of Qualitative Research
<http://www.lcoastpress.com/journal.php?id=8>
- Field Methods
<http://fmx.sagepub.com/>
- Journal of Contemporary Ethnography
<http://jce.sagepub.com/>

Expectations about attendance and participation:

1. Come to every class session on time and be fully engaged.
2. Be prepared by having read assigned materials thoroughly and critically and by having your computer/digital tools ready to go.
3. Check your UT email & Blackboard regularly for announcements.
4. Enthusiastically participate in whole class and small group discussions. Help each other out as much as you can with trouble-shooting and learning the new tools.

5. We will engage in a lot of small group work, so please let me know in advance about any irregularities in your attendance &/or participation.
6. As adults it is your choice whether or not to attend class and how to participate in class. My stance as the professor, of course, is that you should be in every class. I am not in the position to give or withhold permission for you to miss class. I simply ask that you let me know in advance if we should not expect you to be in class.
7. At the same time, late arrivals, early departures, absences &/or assignments submitted late will all negatively impact your participation grade, since participation requires being present.
8. No incompletes will be given.
9. If you plagiarize, you will receive a zero on the assignment, and I will contact your academic advisor for further consultation.
10. Let's make it a goal to be sure that everyone has the chance and is encouraged to participate.

Course philosophy

This class will be a combination of a seminar/workshop approach. The goal of this class is to provide you ample opportunity to play around with and learn some new technologies for qualitative research. At the same time, we'll revisit key concepts/processes related to qualitative research through reading and discussion.

I anticipate that the first part of each class will be spent talking about the readings, with the remainder of the class being spent demonstrating new tools and giving you a chance to practice them. I will be sharing and demonstrating some tools that I currently use (or plan to use soon), and I encourage you to share the tools that you use and/or additional tips that you may have. I'd like the class to be informal and collaborative, with you helping each other as you experiment and learn through trial and error. Keep in mind that we will vary widely in our tech-savvy natures and technophobias – some students will be more comfortable with technology than others, there will be a wide range of skill and ability levels, so let's all support each other and be patient as we learn together.

The assignments are designed to give you the chance to focus on and dig into the tools that are of most relevance to you, while encouraging you to thoughtfully consider what is gained and lost through the use of technology.

Academic Honesty¹

Academic integrity is a responsibility of all members of the academic community. An honor statement is included on the application for admission and readmission. The applicant's signature acknowledges that adherence is confirmed. The honor statement declares

An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

Plagiarism

Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense subject to disciplinary action that may include failure in a course and/or dismissal from the university. Some examples of plagiarism are

From the UT Graduate Catalogue.

- Using without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
- Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Extreme caution should be exercised by students involved in collaborative research to avoid questions of plagiarism. If in doubt, students should check with the major professor and the Dean of the Graduate School about the project. Plagiarism will be investigated when suspected and prosecuted if established.

Course activities:

Attendance and participation – 10%

See expectations outlined above.

Researcher reflections- 20%

Engaging in researcher reflexivity is a major part of being a qualitative researcher. This semester you'll begin, or continue, a research journal in which you keep track of your questions, a-ha moments, ideas, and conundrums related to our work in this class. Set up a blog for this assignment. You may reflect on your blog as often as you like throughout the semester, but please post at least once **after** each class in which you reflect on ideas from the readings, the overall class experience, your experience working with your data and the new technologies. These posts should happen by Tuesday and Thursday at midnight. I encourage you to read each other's blogs regularly, too.

Methods section – 35%

Draft a methods section for a study you would like to conduct, focusing in particular on providing a rationale for the use of technology in support of the methods you plan to use. Include citations to the literature we have read. This is your chance to create a document that synthesizes what you have learned from the readings this semester.

Skill building activities – 35%

This assignment gives you the chance to practice using the tools with your own data and have a product that will help you remember the tools affordances/constraints in the future. Select at least two:

- Set up your Mendeley site
- Collect data with a new tool
- Complete a transcription with Inqscribe
- Complete an analysis in Atlas.ti
- Complete an analysis in Transana
- Complete a collaborative research activity with a new tool
- Represent research findings with Prezi or a visualization tool

Submit both the completed project as well as a reflective paper that describes what you did, reflects on the tools' affordances (how the tools seem to work well for your project), constraints (how the tools may not work so well for this project), and what you will do next as you continue your work in this area.

Academic writing conventions and abilities

Written assignments (except for the reflective journal blog posts) must conform to the style and reference notation format outlined in the *Publication Manual of the American Psychological Association*. The APA manual is an essential tool for survival in graduate school. Please study it carefully and refer to it often. If you are unsure about particular APA formatting and citation rules, refer to the manual.

The ability to write in an appropriate academic manner is critical to successful graduate study and to qualitative research in particular. If you find that you need assistance with your writing, please visit the university's free Writing Center housed in the English department: <http://web.utk.edu/~english/writing/writing.shtml>. They do not proofread or edit your work, but they can help with idea development and organization – key elements of successful academic writing.

Submitting your assignments

- Please save your files as “your last name-assignment description.” For example, “Smith-methods”. This helps me organize the files as I download them from Blackboard.
- I ask you to post assignments publicly so that you can get a sense of the many possibilities for work in this area. I encourage you to read each other's work, preferably *after* you have submitted the assignment yourself. If you are not comfortable posting your work, you can email your work to me privately.
- I then download your assignments and insert my comments and feedback electronically in Word, then return it to you privately via e-mail. You should see comments inserted throughout your paper when it is returned. If you can't see these comments, please let me know.

Assessment:

Grades are updated regularly in Blackboard. Final grades will be given according to the UT grading scale:

A=90-100%

B+=85-89%

B=80-84%

C+=75-79%

C=70-74%

D=60-69%

F=59% and below

Tentative schedule (subject to change):

Class session	Topic	Readings	Notes/due today
1. July 11	Researcher reflexivity	Brown, D. (2002). Going digital and staying qualitative: Some alternative strategies for digitizing the qualitative research process. <i>FORUM: Qualitative Social Research</i> 3(2), Art. 12.	Introductions posted in Blackboard Come with questions about the syllabus

		<p>Maxwell, J.A. (2005). <i>Qualitative Research Design: An Interactive Approach, 2nd edition</i>. Chapters 1 & 2, pp. 1-32.</p> <p>Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. <i>The Qualitative Report</i> 12(1), 82-101.</p> <p>LaBanca, F. (2011). Online dynamic asynchronous audit strategy for reflexivity in the qualitative paradigm. <i>The Qualitative Report</i> 16(4), 1160-1171.</p>	
2. July 13	Literature reviews	<p>Hart, C. (1999). <i>Doing a literature review: Releasing the social science research imagination</i>. London: Sage Publications, Chapter 1.</p> <p>Anderson, T. & Kanuka, H. (2003). <i>E-Research: Methods, strategies and issues</i>. Boston, MA: Allyn & Bacon, Chapter 4.</p> <p>Howell Major, C. & Savin-Baden, M. (2010). <i>An introduction to qualitative research synthesis: Managing the information explosion in social science research</i>. New York: Routledge, Chapters 1-2</p>	<p>Post your reflective journal blog URL in Blackboard – post at least once after each class (by Tues/Thurs at midnight)</p>
3. July 18	Data collection	<p>Dominguez, D., Beaulieu, A., Estalella, A., Gomez, E., Schnettler, B. & Read, R. (2007). Virtual ethnography: Introduction to the special issue. <i>FORUM: Qualitative Social Research</i> 8(3).</p> <p>Wakeford, N. & Cohen, K. (2008). Fieldnotes in Public: Using blogs for research. In Fielding, N., Lee, R.M. & Blank, G. (Eds.) <i>The SAGE handbook of online research methods</i> (pp. 307-326). London: Sage Publications.</p> <p>O’Conner, H., Madge, C., Shaw, R. & Wellens, J. (2008). Internet-based interviewing. In Fielding, N., Lee, R.M. & Blank, G. (Eds.) <i>The SAGE handbook of online research methods</i> (271-289). London: Sage Publications.</p> <p>Gaiser, T.J. (2008). Online focus groups. In Fielding, N., Lee, R.M. & Blank, G. (Eds.) <i>The SAGE handbook of online research methods</i> (pp. 291-306). London: Sage Publications.</p> <p>Choose 1: Garcia, A.C., Standlee, A.I., Beckoff, J. & Cui, Y. (2009). Ethnographic approaches to the</p>	

		<p>Internet and computer-mediated communication. <i>Journal of Contemporary Ethnography</i> 38,52-84. OR</p> <p>Matthews, J. & Cramer, E.P. (2008). Using technology to enhance qualitative research with hidden populations. <i>The Qualitative Report</i> 13(2), 301-315.</p>	
4. July 20	Transcribing	<p>Lapadat, J.C. & Lindsey, A.C. (1999). Transcription in research and practice: From standardization of technique to interpretive positions. <i>Qualitative Inquiry</i> 5(1), 64-86.</p> <p>Hammersley, M. (2010). Reproducing or constructing? Some questions about transcription in social research. <i>Qualitative Research</i> 10(5), 553-569.</p> <p>Johnson, B.E. (2011). The speed and accuracy of voice recognition software-assisted transcription versus the listen-and-type method: a research note. <i>Qualitative Research</i> 11(1), 91-97.</p> <p>Evers, J.C. (2011). From the past into the future. How technological developments change our ways of data collection, transcription and analysis. <i>FORUM: Qualitative Social Research</i> 12(1), Art. 38.</p>	
5. July 25	Data analysis	<p>Seale, C. (2010). Using computers to analyze qualitative data. In D. Silverman, <i>Doing qualitative research, 3rd edition</i>, pp. 251-268.</p> <p>Saldaña, J. (2009). <i>The coding manual for qualitative researchers</i>. London: Sage Publications. Chapter 1.</p> <p>Konopasek, Z. (2008). Making things visible with Atlas.ti: Computer-assisted qualitative analysis as textual practices. <i>FORUM: Qualitative Social Research</i> 9(2), Art. 12</p>	ATLAS.ti webinar today
6. July 27	Data analysis	<p>Dempster, P.G. & Woods, D.K. (2011). The economic crisis through the eyes of Transana. <i>FORUM: Qualitative Social Research</i> 12(1), Art. 16.</p> <p>Friese, S. (2011). Using ATLAS.ti for analyzing the financial crisis data. <i>FORUM: Qualitative Social Research</i> 12(1), Art. 39</p> <p>Berger, R. (2009). Book review of Ann Lewins &</p>	QDA Miner workshop today

		<p>Christina Silver (2007). Using Software in Qualitative Research: A Step-by-Step Guide. <i>FORUM: Qualitative Social Research</i> 10(1), Art.23</p> <p>Lewins, A. (2010). Book review: Silvana di Gregorio and Judith Davidson's <i>Qualitative Research Design for Software Users</i>. <i>Qualitative Research</i> 10, 134-135.</p>	
7. August 1	Collaboration/project management	<p>Anderson, T. & Kanuka, H. (2003). <i>E-Research: Methods, strategies and issues</i>. Boston, MA: Allyn & Bacon, Chapter 6.</p> <p>Barry, C.A., Britten, N., Barber, N. Bradley, C. & Stevenson, F. (1999). Using reflexivity to optimize teamwork in qualitative research. <i>Qualitative Health Research</i> 9(1), 26-44.</p> <p>Paulus, T., Woodside, M. & Ziegler, M. (2010). "I tell you it's a journey, isn't it?" Understanding collaborative meaning making in qualitative research. <i>Qualitative Inquiry</i> 16(10), 852-862.</p>	Centra session today
8. August 3	Representing the findings	<p>Woo, Y.Y.J. (2008). Engaging new audiences: translating research into popular media. <i>Educational Researcher</i> 37(6), 321-329.</p> <p>Knoblauch, H., Baier, A., Laurier, E., Petschke, S., & Schnettler, B. (2008). Visual analysis. New developments in the interpretive analysis of video and photography. <i>FORUM: Qualitative Social Research</i> 9(3), Art. 14.</p> <p>Weisgerber, C. & Butler, S.H. (2009). Visualizing the future of interaction studies: Data visualization applications as a research, pedagogical and presentational tool for interaction scholars. <i>The Electronic Journal of Communication</i> 19 (1&2), Available at: http://www.cios.org/ejcpublish/019/1/019125.HTML.</p> <p>Emmel, N. & Clark, A. (2011). Learning to use visual methodologies in our research: A dialogue between two researchers. <i>FORUM: Qualitative Social Research</i> 12(1), Art. 36.</p>	

9. August 8	Wrap-up/ presentations		Final assignments due before class tonight
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