

SEMINAR IN ADVANCED QUALITATIVE DATA ANALYSIS

SW 395 | Fall 2015 | Tuesday 8:30 – 11:30 | Room 2.118 (SWB)

DR. LAUREN E. GULBAS

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COURSE DESCRIPTION

This is an elective course for doctoral students who want additional training in qualitative methods. Most introductory courses offer students the opportunity to work on the early phases of a qualitative project, for example, developing a research question, choosing an approach, constructing an interview or observation guide, entering the field and collecting data; but students typically have little time to focus on the later phases of data analysis and writing. This course is designed to take up where introductory courses leave off by focusing on the epistemological and practical issues of analyzing qualitative data and writing up the results.

This course will be conducted in seminar fashion, allowing students to tailor the learning experience to their particular needs. Students must have permission of the instructor and have successfully completed SW 388R3 (Introduction to Qualitative Methods) or a similar course. They must have access to pre-collected data for analysis or consult with the instructor about a suitable project. While targeted to social work students, this course is appropriate for advanced doctoral students in any of the social and behavioral sciences.

COURSE OBJECTIVES

By the end of the semester, the student will complete analysis and writing on a qualitative study and should be able to:

- Identify the similarities and differences between major paradigms and traditions of text analysis
- Demonstrate a working knowledge of how to select and apply appropriate methods for analyzing texts, based on the aims and research questions of a given project
- Assess the potential uses of qualitative data analysis software and, if appropriate, demonstrate its use in their particular project.
- Apply different analytic strategies for identifying themes in qualitative data, coding, building data displays, and making comparisons within and between cases in a qualitative data set
- Identify threats to trustworthiness in a particular project and be able to apply appropriate strategies to enhance rigor. In particular, all students will maintain an audit trail of decisions made during the analytic process.
- Critically examine the limitations of their project.
- Communicate the results of analysis through oral presentation and written work.

TEACHING METHODS

In this seminar, the professor will act as a guide and facilitator. The format of the course will be hands-on, and students will have opportunities to *learn by doing* in all aspects of the course—in class meetings and in out-of-class assignments. Instruction will focus on key concepts and practice, and class time will be an opportunity to share “aha” moments and successes, as well as to seek guidance, ask questions, and offer critique and suggestions for addressing challenges in their individual projects. You will be expected to apply what you’ve learned in an independent project, using either data from your own research or secondary analysis of an existing data set.

TEXTS AND MATERIALS

Required Readings

- Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis*. Thousand Oaks, CA: SAGE Publications, Inc.
- Additional required readings will be made available electronically on Canvas

Software

Throughout the class, we will discuss the pros and cons of using software, our experiences with different kinds of software, and when software might be most beneficial. Software is neither required nor recommended for all projects, but you may be asked to install free versions of the following software to carry out class exercises and homework:

- ANTHROPAC (<http://www.analytictech.com/products.htm>)

If you are interested in using QDA software in this class, there are several free versions of QDA software available, including:

- QDAMiner Lite (<http://provalisresearch.com/products/qualitative-data-analysis-software/freeware/>)
- Coding Analysis Toolkit (<http://cat.ucsur.pitt.edu/>)
- Also, several programs offer free trial uses, including MAXQDATA, ATLAS.ti, and QSR NVivo

Supplementary Readings:

The following supplementary texts are recommended as supplementary reference materials, if you wish to deepen your skills in methods for analyzing qualitative data:

- Bernard, R. H. & Ryan, G. W. (2010). *Analyzing qualitative data: Systematic approaches*. Thousand Oaks, CA: SAGE Publications.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: SAGE publications.
- Schensul, J. J., & LeCompte, M. D. (1999). *Ethnographer's toolkit* (7 Volumes). Thousand Oaks, CA: Sage Publications.

COURSE REQUIREMENTS

Your final grade has four components: “Building your QDA Expertise” assignment (30%), homework exercises (15%), online field notes and audit trail (25%), final paper (25%), and a final presentation (5%).

Grade Scale

A	94.0 +	C+	77.0 – 79.999	D-	60.0 – 63.999
A-	90.0 – 93.999	C	74.0 – 76.9991	F	Below 60.0
B+	87.0 – 89.999	C-	70.0 – 73.999		
B	84.0 – 86.999	D+	67.0 – 69.999		<i>Please Note: Grades will not be rounded.</i>
B-	80.0 – 83.999	D	64.0 – 66.999		

“Building your QDA Expertise” Assignment (30%)

One of the requirements of a Ph.D. is that you develop methodological expertise as it relates to carrying out your dissertation research. Thus, an implicit objective of this class is that, through your own work, you will become an expert in qualitative data analysis. To help you build and expand your knowledge to

accomplish this objective, you will be required to complete the following assignment. After reading the required articles for a given week, identify and list five additional references cited in the class readings that you think are worth reading in order to expand your knowledge and build your expertise. Use this as an opportunity to go into depth about methodological and analytical questions you have as it relates to your own qualitative interests! After you have listed the references, choose one to read. Then, write a critical summary about the reference. In your critical summary, you should address the following questions: What is the article about (key questions, main arguments), what is the method or analytical technique being discussed, what are the key concepts, what is the significance of the article, what are the major conclusions. Your critical summary should be organized around pressing methodological/analytical questions and themes. Be prepared to discuss what you have learned in class. Critical summaries and the list of five references are due at the beginning of class in hard copy format.

Homework Exercises (15%)

On occasion, you will be expected to carry out additional homework assignments in order to gain hands-on experience carrying out certain analytical tasks. Homework assignments will be described in detail during class.

Online Field Notes and Audit Trail (25%)

You are expected to keep a running journal (e.g., field notes, research memos, audit trails) of your learning experience as you work on your independent research project.¹ The purpose of this assignment is to develop a reflexive understanding of your learning process and of the strengths and weaknesses of different methods. You will keep this journal in the form of a blog to which all course participants will have access. Each week, you should add one new blog post that addresses the following questions about your work on the independent research project:

- What new steps have you taken this week in the analysis of data for your project?
- What findings (themes, analytical or theoretical insights, patterns, and conceptual links) are you coming up with?
- What challenges or difficulties have you encountered?
- What are the strengths and weaknesses of the specific methods you have used this week?
- Describe how the last week's learning was/was not useful in helping you think about your data analysis.

Final Report (25%)

The purpose of the final report is to give you an opportunity to practice methods of analyzing qualitative data in a substantive area of interest to you. In the final report, you will analyze a qualitative data set. You must decide and inform me of the data set you will use no later than our third meeting of the semester. In choosing this data set, you have the following three options—in order of my preference—for choice of a data set to analyze:

- Qualitative data you have collected from your own research
- Secondary analysis of existing data available from another researcher or through a data archive such as Qualidata (<http://www.esds.ac.uk/qualidata/>)
- A new data set collected from naturally occurring text (e.g., published speeches, Internet discussion boards or blogs, published research articles).

¹ This assignment draws from the following sources: 1) Gravlee, C. C. (2010). Text analysis. Available at: [www.gravlee.org/aqd](http://www.gravlee.org/aqd;).; and 2) Wright, M. C. (2007). Making sense of data: How public health graduate students build theory through qualitative research techniques. *Qualitative health research*, 17(1), 94-101.

It is not my expectation that your final product be an article ready for publication. However, to prepare you for the steps necessary in publishing qualitative work, you should identify a peer-reviewed journal that would be appropriate for your research and prepare the paper according to the journal's submission guidelines. If you have questions about how to select an appropriate journal for publication, you might find the following resources helpful:

- "How to choose an academic journal for your article."
<http://getalifephd.blogspot.com/2011/09/how-to-choose-academic-journal-for-your.html>
- "Publishing strategies." <https://nequalsone.wordpress.com/2011/12/24/publishing-strategies-generally/>
- "How to write a journal article in 6 steps: Step 1-Analyze a model."
<https://nequalsone.wordpress.com/2014/03/09/how-to-write-a-journal-article-in-a-currently-unnumbered-number-of-steps-step-1-analyze-a-model/>

Although your report should include an introduction and discussion section, your report should prioritize a description of your research design/methodology and results. The main text (excluding references, tables, figures) should be between 5000 and 6000 words. A draft of your report is due in class November 17. You will be assigned to peer review another classmate's paper, which should be reviewed according to the assigned rubric by the beginning of class November 24. Final revised papers, with a letter of how you addressed "reviewer comments," are due Monday, December 7.

Presentation (5%)

On the last day of class, you will present your research. Presentations should be 15 minutes in length and should follow guidelines for delivering oral presentations at SSWR (see Canvas).

UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments

and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard

of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

CLASSROOM POLICIES

PARTICIPATION. You are expected to participate actively in classroom discussions. This means coming to class having completed the readings for that day and bringing both your questions and ideas / thoughts / reflections concerning those readings. If class discussion lags, I will not hesitate to call on you to offer your ideas. I also encourage you to bring “additional” sources of information to share with the class as pertaining to the topic(s) of discussion. This may include sharing information you have learned from other classes, news or pop culture media, or simply relating your own experiences and observations of everyday life.

To help foster a productive learning environment, each member of this class should avoid behaviors that are disruptive to other students and the professor. This means:

- Turning off cell phones *before* coming to class. If you must keep your cell phone available for emergency purposes, please notify me before class.
- Do not hold side conversations with your classmates at any time during class.
- Computers may only be used to take notes and carry out other requisite class activities. These means no checking email, chatting, surfing the web, etc. If I find that your use of computers distracts from classroom activities, I may revise my classroom policy toward computer use.

LATE WORK. Late work will be penalized 10% for every 24-hour period following the deadline for a given assignment (including weekends), and will only be accepted in the first week following an assignment’s due date. If you anticipate being unable to meet an assignment deadline, let me know in advance.

COURSE SCHEDULE

Note: The course schedule is a guide for the course and is subject to change with advanced notice.

Week 1 | September 1 | Introduction and Overview

Week 2 | September 8 | Foundations: Words, Numbers, and Paradigms

Required Reading:

- Guest, G., Namey, E. , Mitchell, M. L. (2013). Qualitative research: Defining and designing. In *Collecting qualitative data: A field manual for applied research* (pp. 1-40). Thousand Oaks, CA: SAGE.
- Bernard, R. H., & Ryan, G. W. (2010). Chapter 1, Introduction to Text: Qualitative Data Analysis. In *Qualitative Data Analysis* (pp. 3-16). Thousand Oaks, CA: SAGE.

- Onwuegbuzie, Anthony J., and Nancy L. Leech. 2005. Taking the “Q” Out of Research: Teaching Research Methodology Courses without the Divide between Quantitative and Qualitative Paradigms. *Quality and Quantity* 39 (3): 267-95.

Week 3 | September 15 | Developing an Analytic Plan

Required Reading:

- Guest et al. (2012), Chapter 2, pp. 21-48
- Guest et al. (2012), Chapter 9, pp. 217-240
- Guest, G., Namey, E., Mitchell, M. L. (2013). Qualitative data management. In *Collecting qualitative data: A field manual for applied research* (pp. 275-316). Thousand Oaks, CA: SAGE.
- Rodgers, B. L., & Cowles, K. V. (1993). The qualitative research audit trail: A complex collection of documentation. *Research in Nursing & Health*, 16, 219-226.

Week 4 | September 22 | Themes, Codes, and Codebooks

Required Reading:

- Guest et al., (2012), Chapter 3, pp. 49-78
- DeCuir-Gunby, J. T., Marshall, P. L., & McCulloch, A. W. (2011). Developing and using a codebook for the analysis of interview data: An example from a professional development research project. *Field Methods*, 23(2), 136-155.
- Weston, C., Gandell, T., Beauchamp, J., McAlpine, L., Wiseman, C., & Beauchamp, C. (2001). Analyzing interview data: The development and evolution of a coding system. *Qualitative Sociology*, 24(3), 381-400.
- Miles, Huberman, & Saldaña, (2014). Fundamentals of Qualitative Data Analysis. In *Qualitative Data Analysis: A Methods Sourcebook* 3rd Ed (p.69-104). Sage.
- Sobo, E. J. (2009). Refocusing focus group data collection and analysis. In *Culture and meaning in health services research* (pp. 177-196). Walnut Creek, CA: Left Coast Press.

Week 5 | September 29 | Establishing Validity and Reliability

Required Reading:

- Guest et al., (2012), Chapter 4, pp. 79-106
- Ryan, G. W. (1999). Measuring the typicality of text: Using multiple coders for more than just reliability and validity checks. *Human Organization*, 58(3), 313-322.

Week 6 | October 6 | Grounded Theory

Required Reading:

- Markovic, M. (2006). Analyzing qualitative data: Health care experiences of women with gynecological cancer. *Field Methods*, 18(4), 413-429.
- Bringer, J. D., Johnston, L. H., & Brackenridge, C. H. (2006). Using computer-assisted qualitative data analysis software to develop a grounded theory project. *Field methods*, 18(3), 245-266.
- Kearney, M. H., MURPHY, S., Irwin, K., & Rosenbaum, M. (1995). Salvaging self: A grounded theory of pregnancy on crack cocaine. *Nursing Research*, 44(4), 208-213.

Week 7 | October 13 | Narrative Analysis

Required Readings:

- McCormack, C. (2000). From interview transcript to interpretive story: Part 1—Viewing the transcript through multiple lenses. *Field Methods*, 12(4), 282-297.
- McCormack, C. (2000). From interview transcript to interpretive story: part 2—developing an interpretive story. *Field Methods*, 12(4), 298-315.
- Simons, L., Lathlean, J., & Squire, C. (2008). Shifting the focus: sequential methods of analysis with qualitative data. *Qualitative Health Research*, 18(1), 120-132.

- Roy, K. M. (2006). Father stories a life course examination of paternal identity among low-income African American men. *Journal of Family Issues*, 27(1), 31-54.

Week 8 | October 20 | Phenomenological Analysis

Required Reading:

- Giorgi, A. (1997). The theory, practice, and evaluation of the phenomenological method as a qualitative research procedure. *Journal of phenomenological psychology*, 28(2), 235-260.
- Priest, H. (2003). An approach to the phenomenological analysis of data. *Nurse Researcher*, 10(2), 50-63.
- Weston, J. M., Norris, E. V., & Clark, E. M. (2011). The Invisible Disease Making Sense of an Osteoporosis Diagnosis in Older Age. *Qualitative health research*, 21(12), 1692-1704.

Week 9 | October 27 | Specialized Techniques to Identify Themes

Required Reading:

- Guest et al., (2012), Chapter 5, pp. 107-128.
- Barkin, S., Ryan, G., & Gelberg, L. (1999). What pediatricians can do to further youth violence prevention—a qualitative study. *Injury Prevention*, 5(1), 53-58.
- Ryan, G., & Weisner, T. (1996). Analyzing words in brief descriptions: Fathers and mothers describe their children. *Cultural Anthropology Methods Journal*, 8(3), 13-16.

Week 10 | November 3 | Making Comparisons

Required Reading:

- Bernard, R. H. & Ryan, G. W. (2010). First steps in analysis: Comparing attributes of variables. *Analyzing qualitative data: Systematic approaches* (pp. 145-161). Thousand Oaks, CA: SAGE Publications.
- Miles, Huberman, & Saldaña, (2014). Designing matrix and network displays. In *Qualitative Data Analysis: A Methods Sourcebook 3rd Ed* (p.107-119). Sage.
- Ayres, L., Kavanaugh, K., & Knafl, K. A. (2003). Within-case and across-case approaches to qualitative data analysis. *Qualitative health research*, 13(6), 871-883.
- Boeije, H. (2002). A purposeful approach to the constant comparative method in the analysis of qualitative interviews. *Quality and quantity*, 36(4), 391-409.
- Antin, T. M., Constantine, N. A., & Hunt, G. (2014). Conflicting Discourses in Qualitative Research: The Search for Divergent Data within Cases. *Field Methods*, 1525822X14549926.

Week 11 | November 10 | Advanced Comparative Analysis

Required Reading:

- Guest et al. (2012), Chapter 7, pp. 161-186.
- Guest, G., & McLellan, E. (2003). Distinguishing the trees from the forest: Applying cluster analysis to thematic qualitative data. *Field Methods*, 15(2), 186-201.
- Bernard, R. H. & Ryan, G. W. (2010). Analytic Induction and Qualitative Comparative Analysis (pp. 325-340). *Analyzing qualitative data: Systematic approaches*. Thousand Oaks, CA: SAGE Publications.

Week 12 | November 17 | Quantifying Qualitative Data and other Mixed-Method Quandaries

Required Reading:

- Guest et al. (2012), Chapter 6, pp. 129-160
- Guest et al., (2012), Chapter 8, pp. 187-216
- Caracelli, Valerie J., and Jennifer C. Greene. "Data analysis strategies for mixed-method evaluation designs." *Educational evaluation and policy analysis* 15.2 (1993): 195-207.
- Jang, E. E., McDougall, D. E., Pollon, D., Herbert, M., & Russell, P. (2008). Integrative mixed methods data analytic strategies in research on school success in challenging circumstances. *Journal of Mixed Methods Research*, 2(3), 221-247.

DUE: Draft of final report

Week 13 | November 24 | Writing up Qualitative Research

Required Reading:

- Guest et al., Chapter 10, pp. 241-278
- Kaiser, K. (2009). Protecting respondent confidentiality in qualitative research. *Qualitative Health Research, 19*(11), 1632-1641.
- Tong, A., Sainsbury, P, & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal of Quality in Health care, 19*(6), 349-357.

DUE: Peer review

Week 14 | December 1 | Final Presentations

Final reports due Monday, December 7