Qualitative Methods of Data Analysis

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1. Course description

1.a. Title of a Course:
Qualitative Methods of Data Analysis

1.b. Pre-requisites
A variety of attendees are eligible, including bachelor and master students, PHD students, from different departments of the National Research University-Higher School of Economics. The prerequisites include basic knowledge of qualitative research methods and readiness to analyze the data collected by the students themselves as a part of their research projects.

1.c. Course Type
This is an elective course for all university students and university employees.

1.d. Abstract
The course is aimed at improving the theoretical understanding and practical skills of students who use qualitative methods in their research projects (dissertations). The students will attend lectures, discuss qualitative research papers from different fields, analyze and revise qualitative data from their projects in a peer-group under the supervision of the lecturer. By contextualizing their research project in the published academic research where similar methodologies were applied, students will be able to reflect on their research progress and research design, develop their capability for research results communication. In addition, analyzing their data in a group will help them validate their research findings, revise analytical strategies. Work in a peer group will be organized as an open discussion of qualitative research materials (interviews, transcripts, videos, documents etc.) that students will bring to the class; the discussion will address the questions of how to integrate theories and qualitative methodology, including issues of research planning in an interdisciplinary peer group. The methodologies applied in papers will be discussed in English, whereas the data of students and their research designs will be discussed in Russian. Each class will start by a short lecture introducing various research methods.

2. Learning objectives
The aim of the course is to improve both knowledge and skills in qualitative research, provide an opportunity for discussing individual research projects and for validating research tools and research findings.

3. Learning outcomes
The student will be able to:

- Improve their knowledge of qualitative research methods, types of qualitative data, and practical aspects of data analysis.

- Compare their own research strategies to those used by other researchers.

- Critically reflect on their research process and preliminary findings.
- Develop skills of qualitative data collection and analysis.
- Develop their awareness of various qualitative methods and capability for creatively and rigorously applying them in their research.
- Improve skills of communication of research results.
- Develop an understanding of the research context and research ethics, understand the potential outcomes of research.

4. Course plan

<table>
<thead>
<tr>
<th>№</th>
<th>Theme</th>
<th>Overall 1. hours</th>
<th>Classroom hours</th>
<th>Individual work</th>
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<tr>
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<td></td>
<td></td>
<td>Lectures</td>
<td>Seminars</td>
</tr>
<tr>
<td>1</td>
<td>Introduction</td>
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<td>2</td>
<td>Document analysis. Case studies</td>
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<tr>
<td>3</td>
<td>Focus groups. Ethics</td>
<td>4</td>
<td>2</td>
<td>2</td>
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<td>4</td>
<td>Qualitative interviewing</td>
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<td>1</td>
<td>3</td>
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<td>5</td>
<td>Participatory techniques</td>
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<td>3</td>
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<tr>
<td>6</td>
<td>Using video in analysis</td>
<td>4</td>
<td>1</td>
<td>3</td>
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<tr>
<td>7</td>
<td>Using observations in your research</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Expanding your research. Communication of results</td>
<td>4</td>
<td>1</td>
<td>3</td>
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</table>

1. Introduction. Qualitative methodology and research design.

Inductive and deductive research logics. Research questions, using qualitative methods in your research project. Overview of qualitative research methods. Planning your research. 2 academic hours.

Reading:

Optional reading:


Combining document analysis with other methods of data collection. Integrating documents in the analysis. Document analysis and case study approach. 2 academic hours.

Reading:

**Optional reading:**


3. **Ethics and research practice. Qualitative focus groups.**

   **Invited expert: Ekaterina Golik, Project Director at TNS Russia.**

   Qualitative research ethics in academic context and beyond. Ethics and rapport. Ethics and legal considerations while dealing with different types of individuals and groups. Focus groups: selection of participants, commonly used techniques, tensions, analysis and reporting, discussing a video example. 2 academic hours.

   **Reading:**


   **Optional reading:**


4. **Qualitative interviewing.**

   Sampling, conducting interviews, types of interviews, analytical strategies, coding exercise. 4 academic hours.

   **Reading:**


   **Optional reading:**


5. **Participatory techniques.**

Invited experts: Dr. Elena Minina, HSE, Institute of Education.

Designing participatory research, action research, participative techniques and surveys, participative research and policy-making. 4 academic hours.

**Reading:**


**Optional reading:**


6. **Using video in qualitative analysis.**

Video-stimulated recall interviews, ethnomethodology and conversation analysis. 4 academic hours.

**Reading:**


**Optional reading:**


7. **Using observations in your research.**

   Combining observations with other methods of data collection. Integrating observations in the analysis. 4 academic hours.

**Reading:**


**Optional reading:**


8. **Extending your research. Triangulation. Validity and generalizability. Communication of results.**

   **Invited expert: Ekaterina Golik, Project Director at TNS Russia.**

   Strategies of improving validity and generalizability in qualitative research. Presenting your research design and findings in academia. Communicating research results to non-academic professionals. Reporting and presenting. 4 academic hours.

**Reading:**


**Optional reading:**


5. **Reading List**

5.a. **Required**

5.b. Optional


6.a. Criteria of evaluation

Students have to demonstrate knowledge of the basic terms, approaches and techniques of qualitative analysis, skills of data collection and analysis, self-reflexivity, self-criticism and willingness to improve the research project. The student should be able to rigorously develop qualitative research strategy in his or her research project, as well as identify a potential for improvement in the research projects of the peers. Students will formulate questions to the papers (reading) at every class and write one essay on how their research strategy can be improved.

Forms of knowledge control

<table>
<thead>
<tr>
<th>Type</th>
<th>Form</th>
<th>1 year</th>
<th>Parameters **</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of third week</td>
<td>Homework</td>
<td></td>
<td>Upgrading project design and analysis strategies: self-evaluation of your own research project. Preparing strategies for improvement</td>
</tr>
<tr>
<td>Regular, every week</td>
<td>Homework</td>
<td></td>
<td>Preparing questions to a particular text</td>
</tr>
<tr>
<td>Final evaluation</td>
<td>Essay</td>
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<td>Written</td>
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6.b. Grading System

For all types of activities are evaluated at a 10 grade scale.

Resulting grade is defined by a formula:

\[ O = O_{накопленная} \text{(cumulative)} \]

The cumulative grade is defined by the formula:

\[ O_{накопленная} = 0,3 * A + 0,5 * O_{эссе(essay)} + 0,2 * O_{текущий(regular)} \]

The grade \( O_{текущий} \) is an average of grades for the homework:

\[ O_{текущий(regular)} = \frac{ДЗ}{8}. \]

The grade \( A \) is defined as attendance. Attendance is blocking and only two classes can be missed. \( A \) is defined as 10 in case of up to 2 classes are missed.

6.c. Self-evaluation report (essay) (a preliminary list of topics to be addressed)

1. What is the research question of your study?
2. How would you prove novelty of your study?
3. What is the current stage of your analysis?
4. What kind of methods are you using in your study?
5. Would you please list strengths and weaknesses of the methods used? What can be improved?
6. Which authors apply these methods? How their research differs from yours? How can your research benefit from their methodological approaches?

7. Please reflect on your current research: are the data and methods sufficient for answering the research question? How can I improve my strategy of data collection and analysis?

8. How do you plan to validate your research? What is the prospective audience of your findings?

9. What are your plans for the next 3-4 months?

7. Methods of instruction

Active forms of teaching will be used, including disputes and case studies, reviews and coding exercises. Some of the classes will be organized as master classes with invited practitioners and researchers. At the seminar, a projector and audio-video devises will be used.