Seminars on qualitative data analysis workshop

Presenter: Marie-Hélène Paré

These seminars address the foundations of Qualitative Data Analysis (QDA), the approaches to code qualitative data, the techniques to seek patterns and identify relationships, and the best strategies to present qualitative findings. They provide participants with a solid understanding of the concepts, practices and procedures underlying the process of QDA from the beginning to the end. They are essential for PhD students and researchers alike who are new to qualitative research and will have to analyse data qualitatively at some point. Seminars have either half- or full-day duration and can be taught before, after, or intertwined with a NVivo course. Below is a description of each seminar&#39s main topics.

Aim: To situate the phase of QDA within a qualitative research design
Contents:

- Definition of QDA;
- The qualitative analysis cycle;
- Historical problems associated with QDA (aka 'black box');
- The links between research questions, study purpose, data collection, and QDA methods;
- Epistemological and methodological influences on QDA practices;
- Overview of content analysis, thematic analysis, cross-case analysis, grounded theory;
- Coding qualitative data.

	Topic(s)	Details
1	**Foundations of QDA** - History and problems with QDA - Role of QDA in research design - Approaches to QDA	9:00-10:30: lecture 10:30-10:45: break 10:45-12:00: exercise on analytical plan 12:00-12:30: workshop with NVivo
2	**Coding data** - Strategies in coding qualitative data - Descriptive, interpretive, pattern codes - Developing a coding scheme	9:00-10:30: lecture 10:30-10:45: break 10:45-12:00: exercises on coding data 12:00-12:30: workshop with NVivo
3	**Seeking patterns** - Inductive coding and codes aggregation - Cross-tabs and codes subsuming - Codes clustering, frequency counting	9:00-10:30: lecture 10:30-10:45: break 10:45-12:00: exercises patterns seeking 12:00-12:30: workshop with NVivo
4	**Reporting findings** - Moving beyond quotes citation - Graphic displays: types and purposes - Reporting the QDA process	9:00-10:30: lecture 10:30-10:45: break 10:45-12:00: exercises on visualisations 12:00-12:30: workshop with NVivo

Ethnography Workshop

Presenter: Samuel Blanch

This workshop introduces the core methods and agendas that characterise the discipline of *anthropology*. It will develop participants' practical skills, allowing them to utilise the central techniques adopted by ethnographers: participant observation, fieldnotes, genealogies, and anthropological approaches to ethical research and writing.

But importantly this workshop will emphasise the peculiarity of anthropological approaches to research: theoretical contestation over the selection and interpretation of data, concern about whether and in what sense humans (anthropoi) can indeed be data, and more recently a peculiar obsession with reflexivity. We will therefore ask what kind of research questions do ethnographic methods help us to address? What kind of evidence will help to support which kind of anthropological claims? What kind of processes of writing and anthropological communication can help translate or perhaps equivocate other social worlds, other human experiences?

Objectives

Students gain a working knowledge of basic field-skills utilised by ethnographic approaches to research,

critiques and theoretical issues associates with core ethnographic methods, and Central disciplinary concerns about the ethnographer's positionality and subjectivity.

Day	Topic	Details
1	Approaching the discipline Defining the field Theoretical elements The idea of anthropological data	Session 1: seminar based on Gupta and Ferguson, (text will be provided as essential pre-reading) Session 2: seminar based on short excerpts from key theoretical texts (texts will be provided in the workshop) Session 3: practical exercises in data selection and identification
2	Techniques Participant observation Genealogies and mapping Interviews Survey methodologies	Session 1: seminar based on Asch and Chagnon's The Ax Fight (documentary) Session 2: seminar on participant observation and supplementary techniques Session 3: practical exercise in participant observation
3	Themes and dilemmas Reflexivity and activist anthropology Dilemmas Ethics	Session 1: feedback exercises on results and interpretation of participant observation Session 2: seminar on reflexivity, activist and collaborative anthropological methods Session 3: practical exercises in research ethics and ethnographic dilemmas OR exercises in techniques of ethnographic writing

Workshop on Content Analysis

Presenter: Dr. Ahmad Golmohamadi

Introduction

The dramatic growth of the production and availability of various types of texts from the second half of the 20th century increased the importance and application of content analysis dramatically. Today, the use of content analysis is inevitable for many psychologists, anthropologists, historians, political experts and social science researchers. Therefore, content analysis has become a valuable tool of research methods that allows the inference and induction from all types of written, visual, symbolic and communication data.

Importance of the Workshop

Today, valid recognition is essential for the survival and promotion of social life, which can be acquired through scientific knowledge based on valid research methods. The foundation of this methodology is to identify, compile and analyze data. Content analysis is one of these methods that has many and varied applications.

The foundation of these methods is to identify, compile and analyze data. Content analysis is one of these methods that has many and different applications. By using content analysis method, one can analyze a large amount of data types and extract the themes. In other words, content analysis enables the researcher, through analyzing data belonging to different contents of social life products (in particular the types of visual and / or audio linguistic representations such as essay, book, Document, photo, film), to identify individual, institutional, group, and social focus points. Additionally, content analysis may also provide the prerequisite of valid explanations and complement other methods.

Another point is that content analysis can be used both for current and historical realities. On the other hand, despite such importance, the teaching of research methods, including the method of content analysis in different fields of study, is mostly of a theoretical and formal nature, and students generally cannot apply their theoretical knowledge while undertaking a specific research project. Therefore, the proposed workshop can meet both the theoretical and cognitive needs and practical and applied requirements.

Purpose of the Workshop

The purpose of this workshop is to: 1) justify the status and importance of content analysis in scientific research; 2) to define content analysis in the simplest possible way based on the most acceptable and valid definitions; 3) to, at least, introduce content analysis processes in the simplest and most practical ways so that it can be used by students of various social sciences; 4) to introduce conduct content analysis procedure through a real practice in a sample research project. Therefore, the participants in this workshop can answer the questions about importance and status of content analysis, the nature of content analysis (especially in comparison with similar techniques), the minimum steps required for content analysis, and how to use content analysis.

Workshop presentation method

The workshop (using PowerPoint) is presented in three stages: 1) introducing preliminary discussions so that the participants have a common understanding of this technique ; 2) defining content analysis using the available views and references; and introducing its various stages theoretically and in the simplest possible way; 3) Applying the above mentioned steps of content analysis in a sample research project in order to familiarize the participants with the use of this technique for conducting certain research (including text and image contents). The first step is basically used for achieving the same understanding of the term. Since there are various influential views about the definition of content analysis, the stages of content analysis, and the sequence of content analysis steps, first of all, there should be a definite view on how to integrate these issues in order to minimize the ambiguity and confusion of participants attending the workshop and to help them have the same recognition of the term. Therefore, after defining content analysis (based on several valid definitions) as a research technique for interpretation of the text, we will then define the content analysis steps. In doing so, we limit the workshop to a few characteristics of content analysis so that we can have an agreement.

In other words, in identifying and defining the content analysis process, we will identify at least the steps that, as most scholars believe, are required for each content analysis. This simple definition of content analysis and its stages, makes the application of this method in the other fields possible and familiarizes the students with basics of content analysis.

After defining the stages of content analysis and determining their ordering, we first define the process steps theoretically. These steps include identifying the text, categorizing, unifying, punctuation, marking, deducing, and compiling an analysis report. After stating the problem and choosing content analysis as a data analysis method, the sample and population are identified. In the second step, or categorization, we actually define the categories or characteristics of the search in the text. In other words, this step deals with the definition of variables. Defining the units of analysis deals with the determination of the analytical units or the level of analysis. At this stage, the entire text is divided into relatively smaller units to provide better and more accurate analysis of the content. In fact, what is done at this stage is to define and determine units of the text in which the intended categories, characteristics or variables in question must be sought in those units.

At the marking (highlighting) stage, we want to identify and mark the features, categories or variables in the text units. Therefore, we examine individual units of text with the purpose of identifying the desired features or categories, and if identified, we encrypt them properly (eg with a number, color, or other signs). Data analysis is another phase of content analysis in which we try to count and classify tokens or codes. In fact, the simplest form of data analysis is to count the signs in order to find their relative and cumulative frequency. Of course, as mentioned above, this kind of counting is actually the simplest form of content analysis, and there are complex techniques of data analysis. After data analysis, it is time for deduction. If in the data analysis, the text features are quantified, in the deduction phase, the quantitative data are interpreted qualitatively. In this phase, we attempt to explain the common findings of the data analysis qualitatively. After analyzing the data and extracting the themes, the findings are reported.

After providing content analysis procedure theoretically, through applying this theoretical instrument, a specific content is analyzed to help the participants get familiar with content analysis of different texts. If there is enough time, the participants themselves can analyze a text through following the above mentioned themes.

References

Krippendorff, Klaus (1980). *Content analysis: an introduction to its methodology*, 1980. (Translated by Naeeini).

Holsti, L. R. (1373). *Content Analysis for the Social Sciences and Humanities* (Translated by Salarzadeh Amiri, 1373). Tehran: Allameh Tabataba'i University Press.

Bardin, Laurence. *Content Analysis*. Translated by Yamini, M., & Ashtiyani. M. (1374). Tehran: Shahid Beheshti University Publications.

Workshop on Qualitative Data Analysis trough Nvivo software

Presenter: Faez Dinparast, PhD

Faez Dinparast is assistant professor of political sciences at Allameh Tabataba'i University. His main interest areas are research methods and political economics. He attended different international workshops on qualitative research methods. In addition, he presented different national and international workshops on using Nvivo software in qualitative data analysis.

Workshop Requirements for Participants

Participants, at least, need to be fully acquainted with the fundamentals, requirements and logic of qualitative methodology. Obviously, it is not possible to review the methodological issues in this workshop. Therefore, the interested participants are strongly recommended to participate in the workshops on qualitative data analysis which are presented before this workshop. Besides the related workshops on qualitative research methods, the following textbooks might be useful:

Flick, Uwe (1998). *An introduction to Qualitative Research Methods* (Translated by Jalili, H.). Tehran: Nay Publications

An Introduction to Workshop Title

NVivo is a software package which supports [qualitative](#) and mixed methods research. It is designed to help the researchers and scholars of social and political sciences, medical sciences, nursing, management, social panning, education, etc to organize, analyze and find insights in qualitative or unstructured data such as interviews, open-ended survey responses, articles, and social media.

While working with qualitative data, if the researcher does not use NVivo, his/her work might be more challenging to manage, time consuming, and hard to navigate. More importantly, completing and analyzing qualitative studies without this software might make it very hard to discover connections in the researchers' data and find new insights. NVivo gives the researchers a chance and a place to organize and manage their materials so that they can find insights in their data. NVivo can also provide tools which allow the researchers to ask questions of their data in a more efficient way.

The software supports text files, audio and video files, digital photos, worksheets, web data and social media. One of the important features of this software is the ability to transfer data and information to software such as SPSS, WORD, EXCEL, and ENDNOTE. Through working with Nvivo, a researcher can:

- Save time
- Quickly organize, store and retrieve data
- Work more efficiently
- Unpack connections in ways that are not manually possible
- back-up findings with evidence

Workshop Schedule

Introducing software and organizing data	an overview of software operationalizing research design in the software entering the text, audio, and video texts, and photos into software in line with Persian language requirements preparing literature review note-taking and merging the data with references
Coding and analyzing the data	Coding structured data Auto-coding Inductive and deductive coding Defining different codes suitable for research method Defining case Determining the values of cases
Reporting the output of the software	Exploring the data in the software Text and matrix exploration Writing the project reports Preparing the theory figure

Table of study and Practice
Participants are recommended to have a variety of texts, videos, and audio files from their project for practice.

Hardware Requirements:
The workshop is presented at the computer site, but due to the limited number of computers, participants are advised to have their personal laptops.

Workshop on grounded theory

Presenter: Mohammasd Saeid Zokayi

Introduction to the Workshop

The workshop aims at familiarizing graduate students and other interested scholars with logic, theoretical foundations, types (styles), design, implementation and writing of research using grounded theory method. Participating in this workshop will enable the participants to know about the merits and capacities of grounded theory as the most commonly used method in the interpretive social sciences and as an alternative approach for theoretical conceptualization in the humanities and social sciences, and participants will be able to independently carry out and evaluate this kind of research.

The Required Level of Cognition

Familiarity with philosophy and fundamentals of basic qualitative research is necessary. In addition, it is also necessary and preferable that the participants be familiar with the field of studies similar to social sciences (sociology, psychology, management and planning, and communication).   The following sources are also useful:

Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory (2nd edition)
Grounded Theory Online
Grounded Theory Research: Procedures, Canons, and Evaluative Criteria, by Corbins
Theory and Method in Qualitative Research by Zokayi, Saeid (Online).

Main topics which are discussed in the workshop

Topics for discussion	Details of discussion
Logic and main elements of grounded theory	Theoretical Foundations, challenging Concepts, Abduction; permanent comparison, Theoretical Sampling
Different types of grounded theory	Classic grounded theory, structuralism, post modern
Planning, coding, Processing	Field note- taking, Open Coding, Axial and selective coding, Practicing different types of coding
Planning, coding, Processing	Paradigm coding, Categorizing
Writing and Evaluation of Grounded theory	Writing styles of grounded theory, evaluation criteria, relation with alternative methods
Practicing and running class projects	Practicing for interviewing, taking notes and designing proposals in basic theory