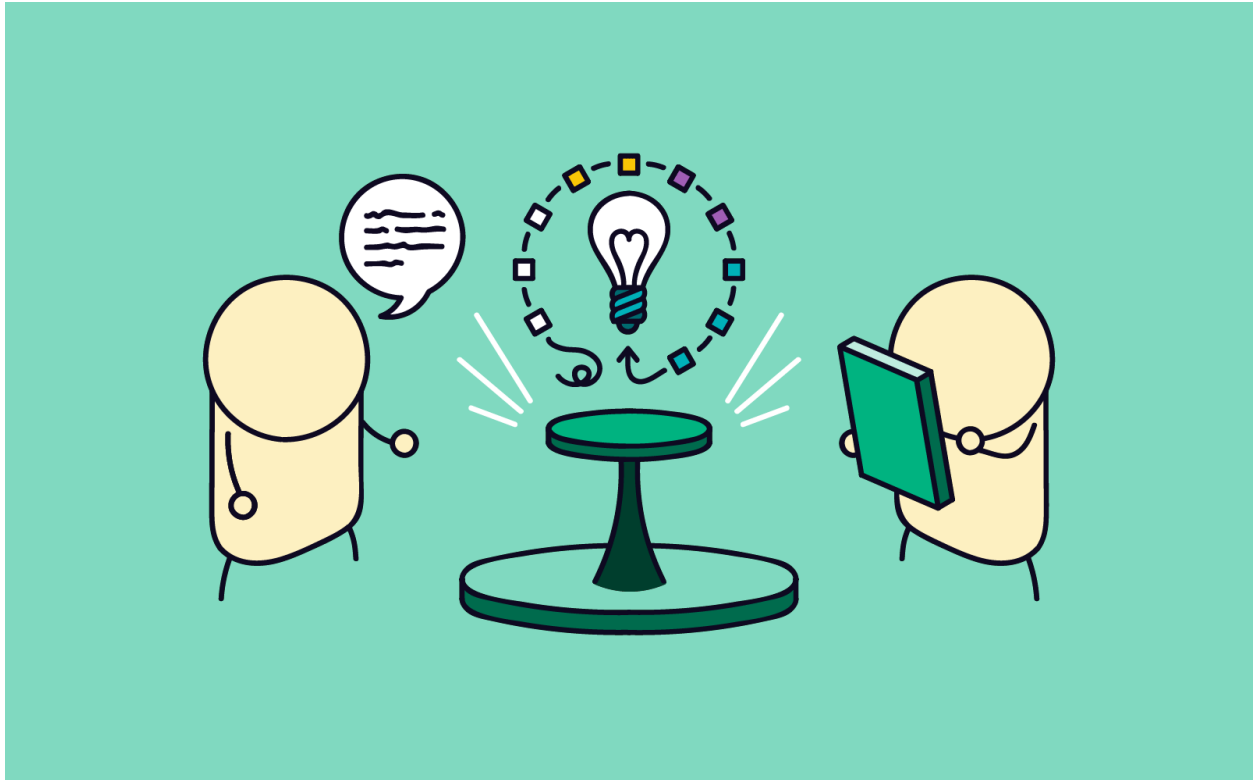


Psychology 182: Qualitative Research Methods

Summer 2022



Key Locations, Times, and Contact Information

Lectures (In Person): Tuesdays and Thursdays, 1:00pm - 4:30pm Jack Baskin Engineering, Room 372 Instructor: Sam Hughes	Weekly Office Hours and Contact Information Instructor: Sam Hughes (He/Him) Email: sadhughe@ucsc.edu Office Hours Time: Mondays, 10:00am-Noon (Also available by appointment) Office Hours Location: Social Sciences 2, Room 206
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Outline of the Course

Course Description: While the field of psychology often foregrounds quantitative and experimental approaches to the study of human behavior, many aspects of human behavior, psychological phenomena and lived experiences are not easily or adequately captured by numbers. As a result, a wide variety of qualitative approaches in psychology have been developed to both compliment quantitative approaches, as well as to generate valuable and insightful knowledge around human behavior in their own right. In this course, we will explore the wide world of qualitative approaches to psychology, to provide you with a solid foundation for reading, interpreting, and evaluating qualitative and mixed-method studies (studies which include both qualitative and quantitative components). You will also have the opportunity to collect qualitative data and analyze it, surrounding a subject of your choice, and in close collaboration with a research partner, to help hone your own qualitative research skills. I look forward to working with all of you this summer in helping guide you through designing and conducting your qualitative research project.

Course Objectives: By the end of the course, you will be able to:

1. Differentiate between the aims and possibilities of qualitative and quantitative research studies.
2. Describe different methods for collecting qualitative data in psychology, including focus groups, individual interviews, couples' interviews, Delphi panels, life-course approaches, qualitative data-scraping, case studies, nominal group techniques, participant diary generation, ethnography, participant observation, archival methods, autoethnography, photo-voice and other arts-based methods, oral history, open-ended survey question design, and participant sampling strategies more commonly used in qualitative research.
3. Choose the most appropriate data collection method for different qualitative research situations, questions, and contexts (as well as choose when mixed-methods approaches are preferable)
4. Describe different methods (and the philosophical assumptions behind them) for analyzing and interpreting qualitative data in psychology, including grounded theory approaches, content analysis, thematic analysis, the listening guide, interpretive

phenomenological analysis, intuitive inquiry, discourse analysis, narrative analysis, network analysis, and framework analysis.

5. Choose the most appropriate data analysis method for different qualitative research situations.
6. Navigate working collaboratively with a co-researcher to design a qualitative study, collect qualitative data and analyze that data around a psychological topic that interests you.
7. Discuss how issues of reflexivity and positionality impact your study design and analysis.
8. Communicate qualitative research results both verbally, and in writing, in alignment with contemporary qualitative reporting standards.

Prerequisites: PSYC 100 (Research Methods) or equivalent course from another institution

General Education Fulfillments: This course satisfies the Collaborative Endeavor (PR-E Code) requirement for your general education requirements, as the final project involves extensive collaboration with a partner.

Course Requirements

Canvas: All required readings, assignments, and other course-related documents and communications will be posted on canvas: <http://canvas.ucsc.edu>. You are responsible for accessing the site and checking it frequently.

Attendance in Class (10% of course grade): Attending class is important, as class often includes activities which cannot be replicated outside of the classroom. While class is automatically recorded via lecture capture, to assist students who may need to miss class due to extenuating circumstances, missing class and watching the recorded video will often not be enough to replicate the learning that was missed in class. For example, class discussions and activities offer an opportunity to reflect on and deepen your understanding of course material, as well as learn from each other, which can't be replicated at home. You will also regularly be given time to work with your partner on developing your research project in this class, with assistance and feedback from me, so missing class can also negatively impact both you and your research partner. As a result, you will be graded on your attendance and participation in class on a holistic basis. So please attend regularly and come prepared, having read the assigned readings for that day (see the course schedule at the end of the syllabus). If you have extenuating circumstances preventing you from being able to attend class, please reach out to me as soon as you can so we can make alternative arrangements. Similarly, you should also communicate with your partner about your absence so your partner can also plan accordingly.

Course Readings and Reading Responses (8% of course grade): Readings offer you the opportunity to dive deeper into topics that expand beyond lecture materials, as well as give you the opportunity to read more about qualitative methods from papers published in the field. Some course readings will provide theoretical foundations behind different methods, while others will provide practical, hands-on tips for conducting studies using qualitative methods. Other readings will serve as examples of these methods being used. Please ensure you come to class having read all the readings assigned for that day (see the course schedule below). There is no course textbook. Assigned readings can all be found on Canvas, and you are not asked to purchase anything for this course. To help you keep up with course readings, and encourage you to read them more deeply, for each day of class, except Days 1, 8, and 10, in addition to doing **ALL** the readings, I ask that you select **ONE** of the readings assigned for that day to write a short Reading Response on. Please submit at least one full page of writing, accomplishing **at least one** of the following two tasks regarding the article you chose (You can do both if you wish):

- 1) Provide a detailed summary of the article. (This may take the form of either paragraphs summarizing the article, or a very detailed set of notes in an outline format).
- 2) Offer an insightful, specific critique you have of the article.

NOTE: This assignment comes with a Consistency Bonus: Turning in all seven reading responses will earn you three additional points.

Lecture Review Quizzes (11.2% of course grade): Immediately following each lecture, except for Days 8 and 10 (see course calendar below), a multiple-choice quiz will become available on

canvas based on the lecture material to check your understanding. These quizzes are not intended to be a stressful assessment of whether you have memorized something, but instead as another opportunity to review and practice applying the material. In line with this goal, you may re-take these quizzes as many times as you wish until you get a score you are happy with, up until the start of the following class period. The quizzes are completely open-book, so you may rely on your notes, the readings, collaboration with classmates, the videos of lecture uploaded to canvas, the slides uploaded to canvas, and/or any other materials you wish for guidance. NOTE: because the answers to these quizzes are revealed in each class period, this is the only category of assignments in this class which can't be turned in late (unless there is an extenuating circumstance).

Collaborative Qualitative Research Pilot Study (70.8% of final grade): In this course, you will be asked to design, conduct, and report on an original qualitative research project, conducted collaboratively with one partner (with one group of 3 if there are an odd number of students in the class). To complete this goal, there will be nine assignments to help scaffold your project. These assignments must be completed in-order, and you cannot start on the next assignment until you have gotten approval on the previous assignment. Given the very fast pace of this course during summer quarter, Sam will provide feedback within 24 hours of the due date for each assignment (and potentially earlier if you turn in the assignment early). Please see these assignments below:

Step 1: Partner Selection and Topic Proposal Form (1% of Final Grade)

On the first day of class, we will do some brainstorming activities and research “speed-dating” activities to help you settle on a general topic of research interest, and find a partner with well-aligned interests, who you will be working with throughout the quarter to design and conduct your qualitative research study with. For this assignment, you will be given a short 1-page form to fill out once you’ve identified a partner and research topic, to help with developing your initial topic idea, and potential research questions, setting you up to begin Step 2. The topic must be a topic in psychology (though interdisciplinary topics including psychology and other fields are also welcomed), but you have substantial freedom in terms of topics to explore.

Step 2: Annotated Bibliography and Research Question Refinement (12% of Final Grade)

To help you feel comfortable with the general background on your topic, and better refine your research question, you will be asked to turn in an annotated bibliography, in which you summarize at least 12 peer-reviewed papers in your chosen area of interest (6 papers for each partner). If you are in a group of 3, 18 papers are expected (still 6 papers for each partner). Doing this assignment will also likely help you to identify larger patterns in the literature and identify potential gaps or more specific questions you wish to explore. At the top of your annotated bibliography, you should have a revised and refined research question that will help to guide your decisions about data collection in Step 3.

Step 3: Data Collection Method Proposal (5.4% of Final Grade)

Once you have your research question, and after we explore a variety of potential data collection methods in detail in lecture, you will be asked to decide together with your partner on what the most appropriate and feasible method for data collection will be, given the time-frame of the class, and the nature of your target participants. For the Data Collection Method Proposal, you will need to include a short paragraph identifying the data collection method you have selected, and your reasons for doing so. You will also need to identify if your study is going to be Inductive, or Hypothetico-Deductive. If your study will be Hypothetico-Deductive, then you will also need to state your hypothesis/es before you begin data collection. For most studies (unless you have a justified reason to waive informed consent, such as an observation of public behavior, and you have talked to Sam beforehand about this) you will also need to include an Informed Consent form. A “fill-in-the-blank” informed consent form will be provided to you to reduce the labor involved in constructing this form. Then, depending upon the method you have selected, you will need to turn in additional materials:

Focus Groups, Semi-structured and Structured Interviews: You will need to turn in a full interview protocol, with each question, branching question logic, follow-up probes, and any other activities (if applicable) you plan to include with the interview. This should be very detailed, such that you could use it to conduct the interview or focus group tomorrow if desired. For interviews, you should plan on an interview taking at least 45 minutes, and plan to conduct at least 2 interviews (one per partner). For focus groups, you should plan on conducting one focus group (co-led by both partners), with at least 4 participants. Your focus group should last at least 1 hour.

Unstructured Interviews: You will need to turn in the small handful of “Big Questions”, and at least 2 pages of writing discussing why you have selected these as your Big Questions, and your contingency plans in the event the participant doesn’t respond very well to those Big Questions. You should also include a plan for how you will manage. You should plan on an interview taking at least 45 minutes, and plan to conduct at least 2 interviews (one per partner).

Data-Scraping-based Studies, and Archival Methods: You will need to turn in a detailed plan for how you plan to scrape and/or access, and systematically collect data from your chosen source. If you select a data-scraping plan, your complete set of data, in total, should include at least 10000 words. For example, this might include 18 or more news articles, selected via a systematic method you have chosen, or 80 or more Tweets, selected via a systematic method, or any other word-based data, collected via a systematic method. Feel free to talk with Sam in advance regarding your plans for your dataset. If you are planning on analyzing sources that do not consist of words (such as works of art, historical advertisements, etc.), talk with Sam in advance to negotiate an appropriate size for your plan.

Case Studies and Ethnography: You will need to turn in a detailed plan regarding how you plan to conduct your case study or ethnography, a description of the person or community you plan to analyzing, a plan for how you will feasibly gain access to the space, community, and/or participant you want to analyze, and how you will manage any issues you anticipate might come up. You will need to talk about how you plan to make ethnographic fieldnotes, and how you plan to handle that note-writing either separately or collaboratively, and your reasons for doing so. You should also discuss your potential role in the space, such as if you plan to be a participant-observer, or to merely observe. If you plan to observe public behavior in a public space, you will need to justify why participants would not have a reasonable expectation of privacy in the space you have selected. Your detailed plan should be at least 2 pages in length. If you plan to conduct an interview for your case study, then you should include an interview protocol (see above), but you only need to include 1 page of detailed plan, instead of two.

Open-ended survey: You will need to turn in a working link to your full survey protocol, created in Qualtrics, functioning properly, and with at least three well-crafted open-ended questions you plan to analyze. You should also have a variety of questions (most likely closed-ended with open-ended options) available to collect demographic data (such as age, gender, race/ethnicity, and any other demographic data directly relevant to your research question) from your participants. You should plan to recruit at least 50 participants, and have a detailed discussion of your recruitment plan for how to do so, and what contingencies you will fall back on if you don't reach that goal.

All Other Methods: Some Methods (such as Delphi panels) are not at all feasible for the time frame of this course. However, if you think you can feasibly conduct a study using some other qualitative method discussed in this course, talk to Sam about arranging an appropriate size and scope for data collection.

Step 4: Data Collection Completion Report (8% of Final grade)

For this Step, you will need to actually collect your data, and then turn in a short paragraph, describing how your data collection went, and any issues that emerged (if any). Then, depending upon the method you chose, you will need to provide additional materials:

Focus Groups, Unstructured, Semi-structured and Structured Interviews: You will need to turn in 2, fully transcribed interviews (one interview transcribed per partner) or 1, fully transcribed focus-group session (½ transcribed by one partner, ½ transcribed by the other partner), as well as how long each interview or focus group session lasted.

Data-Scraping-based Studies, and Archival Methods: You will need to turn in all of the data that you collected, in some kind of standardized format (all articles in a single word document, separated by page breaks, each tweet in a spreadsheet,

with links to any associated pictures, Gifs, etc.) Talk to Sam for details on an appropriate format, based on the type of data you have collected.

Case Studies and Ethnography: You will need to turn in at least 10 pages of field notes (5 pages per partner) detailing your observations, either of the participant, or the space you encountered. If you conducted an interview for a case study, you should include a transcription of that interview, and you can reduce the expected number of case notes down to 2 pages per partner instead of 5.

Open-ended survey: You will need to turn in an SPSS or Excel file, with all of your data cleaned, labeled, and useable, with at least 50 participants who completed at least 1 of your 3 open-ended questions with a response other than “n/a” or some equivalent. Participants who did not answer any of the open-ended questions do not count towards your goal.

All Other Methods: You will need to turn in your data for analysis. Talk to Sam for details, depending upon your plan.

Step 5: Data Analysis Method Proposal (5.4% of Final Grade)

For this Step, you will need to turn in a 2-page paper, discussing in detail how you plan to analyze the data you collected in Step 4. You should identify the method you plan to use, as well as any specifics appropriate to include for that method. You should also discuss why that method is the most appropriate to the dataset and research questions that you have.

Step 6: Data Analysis Completion Report (8% of Final Grade)

For this Step, you will need to turn in data, completely analyzed in a format that I can read. This will differ significantly depending upon the method you have chosen but might include an excel spreadsheet with separate pieces of data (Such as Tweets or survey responses) coded into content or thematic codes if you have data from many participants. It might include annotated google documents for each interview, with thematic analysis, and your final thematic codes. It might also include data on intercoder reliabilities, reflexive memos, a codebook, or any other analysis method you choose, in alignment with your Data Analysis Method Proposal. Talk to Sam if you are uncertain or have questions about what form this will need to take.

Step 7: Final Data Presentation (5% of Final Grade)

On the Final Day of Class in Week 5, you will be asked to present together with your partner, an 8-12 minute summary of your project, including the background, data collection and data analysis methods, results, and discussion, to the class, with accompanying powerpoint slides. Please email the slides to me (sadhughe@ucsc.edu) by the start of class, or bring your slides on a USB drive, to be transferred to my laptop at the start of class.

Step 8: Partner Evaluation Form (1% of Final Grade)

On the Final Day of Class in Week 5, you will be asked to confidentially review your partner via a form that will be provided to you in class, providing feedback to me about your experience with your partner, and especially if you feel the work was significantly unequally distributed, or if you have any additional issues that emerged with your partner. Depending upon the severity of the issues, this feedback may affect your partner's grade.

Step 9: Final Study Report (25% of Final Grade)

By the Sunday following Week 5 of Summer Session 1, you will be asked to turn in a final report, totaling at least 9 pages (this is substantially easier to do in qualitative research, as significant portions of your results section will very likely be quotations). The final report should align with APA style empirical reporting standards. The report should include a title page, abstract, literature review, method section, results section, discussion, and bibliography. The Title Page and Bibliography do not count towards the 9-page minimum.

Note on ALL Papers for this class: All papers must be 12-point, Times New Roman Font, with 1-inch margins, double-spaced, and, if citing a paper, include a References page and in-text citations in APA style. References pages and title pages do not count towards page length. Please see Canvas for more detailed grading rubrics.

Class Policies

Late Policy: All written papers are given a 5-minute grace period in which they will receive no late penalty if they are turned in up to five minutes late. Late papers and outlines turned in more than five minutes late lose 10% of their maximum point value for each 24-hour period for which they are late. The exception to this policy are the lecture review quizzes, which can't be turned in late unless there are extenuating circumstances (as the correct answers are released immediately after the deadline) Papers and outlines that are more than 5 days late will not be accepted. If extenuating circumstances (see below) will prevent you from completing the assignment on time, please contact the instructor via email to let them know so that alternative arrangements can be made.

Workload Management: In a regular 5-credit course, 15 hours a week are expected on average for the workload per week, as per UCSC policy. However, in a summer course, because it happens at an accelerated pace, you should expect to spend 30 hours per week on average. 7 of those hours will be in-person in class, but you should still plan on working 23 hours outside of class on other course content (Reading, completing lecture quizzes, and most importantly, working on your Qualitative Research Project)

Extenuating Circumstances: Sometimes sudden circumstances come up, such as hospitalizations, deaths of close family members, and mental health challenges. If an extenuating circumstance is affecting your performance in this course, or making it so that your coursework will be turned in late, please communicate with the instructor as soon as possible to notify them, so appropriate accommodations can be made. This is especially important in this course, as it can affect not only you, but also substantially affect your partner.

Accommodations for Disabilities: Any student who thinks they may need an accommodation based on the impact of a disability should contact the instructor privately to submit their Accommodation Authorization and discuss specific needs, preferably within the first week of the quarter. Please contact the Disability Resource Center at 831-459-2089, in room 146 Hahn Student Services, or by e-mail at drc@ucsc.edu to coordinate those accommodations.

Academic Integrity: Academic dishonesty is not tolerated. Cheating and plagiarism are very serious academic offenses. Penalties can include a failing grade in an assignment, quiz, exam, or in the course, or suspension or expulsion from the university. Please consult the following website for more information: http://www.ue.ucsc.edu/academic_integrity

Unauthorized Sale of Course Notes and Materials: Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose—whether or not the student himself or herself took the notes. The unauthorized sale of lecture notes (and handouts, readers, or other course materials) is a violation of campus policies, state law, and may also constitute copyright infringement subject to legal action.

Mutual Respect: Qualitative research involves a wide variety of potential methodologies, allowing you to potentially explore highly controversial topics and issues. Some of these issues may touch on very personally challenging questions and experiences. Your own experiences may

also affect your interpretations of the data, and you will likely be asked to reflect upon that. As a result, it is extremely important that we foster an environment where people feel comfortable disagreeing and discussing ideas productively. That will include being mindful of your level of participation, being mindful of when you are expecting others to do emotional labor for you and practicing any self-care you may need. Students are expected to treat one another with mutual respect, and refrain from insults and personal attacks, even in the midst of heated debate about ideas or data.

Communication: The best way to get into contact with me is via email: sadhughe@ucsc.edu. I will do my best to respond to emails within 48 hours. I am also available via office hours, and by appointment, so please don't hesitate to reach out.

Grading Policies

Course Grade: Your final grade will be weighted as follows:

Assignment	Point Value	% of Final Grade
Attendance in Class	10 (x10) = 100	10%
Lecture Review Quizzes (After each lecture)	14 (x8) = 112	11.2%
Reading Responses (Before each lecture)	11 (x7) = 77 (+3 Consistency Bonus points for completing all 7) = 80	8%
Step 1: Partner Selection and Topic Proposal Form	10	1%
Step 2: Annotated Bibliography and Research Question Refinement	120	12%
Step 3: Data Collection Method Proposal	54	5.4%
Step 4: Data Collection Completion Report	80	8%
Step 5: Data Analysis Method Proposal	54	5.4%
Step 6: Data Analysis Completion Report	80	8%
Step 7: Final Data Presentation	50	5%
Step 8: Partner Evaluation Form	10	1%
Step 9: Final Study Report	250	25%
Total	1000	100%

Translating Points into Letter Grades:

Points	Percentage	Letter Grade
970-1000	97.0%-100.0%	A+
930-969	93.0%-96.9%	A
900-929	90.0%-92.9%	A-

870-899	87.0%-89.9%	B+
830-869	83.0%-86.9%	B
800-829	80.0%-82.9%	B-
770-799	77.0%-79.9%	C+
730-769	73.0%-76.9%	C
700-729	70.0%-72.9%	C-
670-699	67.0%-69.9%	D+
639-669	63.0%-66.9%	D
600-629	60.0%-62.9%	D-
0-599	59.9%-0.0%	F

Note: If you are taking the course **PASS-FAIL**, 700 points and above (70.0% and above) is passing; 699 points and below (69.9% and below) is failing.

Course Schedule

Day of the Week	Date	Lecture Topic	Assignments Due
Tuesday,	June 21	Day 1: Course Introduction, Syllabus, The Nature of Qualitative Research, Brainstorming a Research Topic, and Partner Selection	<p>Read (By Start of Class): Labuschagne, A. (2003). Qualitative research: Airy fairy or fundamental. <i>The qualitative report</i>, 8(1), 100-103.</p> <p>No Reading Response Due Today</p> <p>Complete (By End of Class): Partner Selection and Topic Proposal Form (we will select research partners for the Collaborative Qualitative Research Study in-class)</p>
Thursday,	June 23	Day 2: Mainstream Qualitative Data Collection Methods: 1) Focus groups, 2) Interviews, 3) Data-scraping, 4) Case studies, 5) Ethnography and participant observation and 6) Open-ended survey questions	<p>Read (By Start of Class): McParland, J. L., & Flowers, P. (2012). Nine lessons and recommendations from the conduct of focus group research in chronic pain samples. <i>British Journal of Health Psychology</i>, 17(3), 492-504. Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. <i>Qualitative health research</i>, 28(3), 381-388. Stake, R. E. (1978). The case study method in social inquiry. <i>Educational researcher</i>, 7(2), 5-8. Turner III, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. <i>The qualitative report</i>, 15(3), 754-760.</p> <p>Optional Readings: Poncheri, R. M., & Thompson, L. F. (2007). Open-ended comments: To require or not to require. In <i>22nd annual meeting of the Society for Industrial and Organizational Psychology</i>, New York, NY. 1-17</p>

			<p>One Reading Response Due Today (By Start of Class)</p> <p>Complete (By Monday, June 27th): Annotated Bibliography and Research Question Refinement</p>
Tuesday,	June 28	<p>Day 3: Atypical and Niche Qualitative Data Collection Methods: 1) Delphi panels, 2) Life-course approaches, 3) Nominal group techniques, 4) Participant diary generation, 5) Archival methods, 6) Autoethnography, 7) Photo-voice and other arts-based methods and 8) Oral history</p>	<p>Read (By Start of Class):</p> <p>Gallagher, M., Hares, T., Spencer, J., Bradshaw, C., & Webb, I. (1993). The nominal group technique: A research tool for general practice?. <i>Family Practice</i>, 10(1), 76-81.</p> <p>Gray, J., & Dagg, J. (2018). Using reflexive lifelines in biographical interviews to aid the collection, visualisation and analysis of resilience. <i>Contemporary Social Science</i>, 14(3-4), 407-422</p> <p>Mayfield-Johnson, S., & Butler III, J. (2017). Moving from pictures to social action: An introduction to photovoice as a participatory action tool. <i>New Directions for Adult and Continuing Education</i>, 2017(154), 49-59.</p> <p>Wall, S. (2008). Easier said than done: Writing an autoethnography. <i>International Journal of Qualitative Methods</i>, 7(1), 38-53.</p> <p>Optional Reading:</p> <p>Bolger, N., Davis, A., & Rafaeli, E. (2003). Diary methods: Capturing life as it is lived. <i>Annual Review of Psychology</i>, 54(1), 579-616.</p> <p>One Reading Response Due Today (By Start of Class)</p>
Thursday,	June 30	<p>Day 4: Ethical Considerations, Informed Consent, and Data Collection Protocol Workshop</p>	<p>Read (By Start of Class):</p> <p>Bashir, N. (2018). Doing research in peoples' homes: fieldwork, ethics and safety—on the practical challenges of researching and representing life on the margins. <i>Qualitative Research</i>, 18(6), 638-653.</p> <p>Damianakis, T., & Woodford, M. R. (2012). Qualitative research with small connected communities: Generating new knowledge</p>

			<p>while upholding research ethics. <i>Qualitative health research</i>, 22(5), 708-718.</p> <p>Parry, O., & Mauthner, N. S. (2004). Whose data are they anyway? Practical, legal and ethical issues in archiving qualitative research data. <i>sociology</i>, 38(1), 139-152.</p> <p>Optional Reading:</p> <p>McCorkel, J. A., & Myers, K. (2003). What difference does difference make? Position and privilege in the field. <i>Qualitative sociology</i>, 26(2), 199-231.</p> <p>One Reading Response Due Today (By Start of Class) Complete (By Friday, July 1st): Data Collection Method Proposal</p>
Tuesday,	July 5	<p>Day 5: Other Considerations in Qualitative Data Collection: 1) Transcription, 2) Mixed-Methods Approaches, 3) Grounded Theory Approaches to Data Collection 4) Participatory Methods</p>	<p>Read (By Start of Class):</p> <p>Collins, K. M., & O’cathain, A. (2009). Introduction: Ten points about mixed methods research to be considered by the novice researcher. <i>International Journal of Multiple Research Approaches</i>, 3(1), 2-7.</p> <p>Groen, C., Simmons, D. R., & McNair, L. D. (2017, June). An introduction to grounded theory: Choosing and implementing an emergent method. In <i>2017 ASEE Annual Conference & Exposition</i>. 1-18</p> <p>Kidd, S. A., & Kral, M. J. (2005). Practicing participatory action research. <i>Journal of counseling psychology</i>, 52(2), 187-195</p> <p>Oluwafemi, A., Xulu, S., Dlamini, N., Luthuli, M., Mhlongo, T., Herbst, C., ... & Seeley, J. (2021). Transcription as a key phase of data analysis in qualitative research: Experience from KwaZulu-Natal, South Africa. <i>Field Methods</i>, 33(4), 417-423.</p> <p>Stuckey, H. L. (2014). The first step in data analysis: Transcribing and managing qualitative research data. <i>Journal of Social Health and Diabetes</i>, 2(01), 006-008.</p> <p>One Reading Response Due Today (By Start of Class)</p>

Thursday,	July 7	Day 6: Mainstream Qualitative Data Analysis Methods: 1) Content Analysis, 2) Thematic Analysis, 3) Grounded Theory Approaches to Data Analysis, 4) Interpretive Phenomenological Analysis and 5) Narrative Inquiry	<p>Read (By Start of Class): Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative research in psychology</i>, 3(2), 77-101.</p> <p>Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. <i>Qualitative health research</i>, 15(9), 1277-1288.</p> <p>Miller, R. M., Chan, C. D., & Farmer, L. B. (2018). Interpretative phenomenological analysis: A contemporary qualitative approach. <i>Counselor Education and Supervision</i>, 57(4), 240-254.</p> <p>Bell, J. S. (2002). Narrative inquiry: More than just telling stories. <i>TESOL quarterly</i>, 36(2), 207-213.</p> <p>One Reading Response Due Today (By Start of Class)</p> <p>Complete (By Saturday, July 9th): Data Collection Completion Report</p>
Tuesday,	July 12	Day 7: Atypical and Niche Qualitative Data Analysis Methods: 1) The Listening Guide, 2) Discourse Analysis, 3) Network Analysis, 4) Framework Analysis and 5) Intuitive Inquiry,	<p>Read (By Start of Class): Ahmadvand, M. (2011). Critical discourse analysis: An introduction to major approaches. <i>Dinamika Bahasa Dan Budaya</i>, 5(1), 82-90.</p> <p>Anderson, R. (2019). Intuitive inquiry: Inviting transformation and breakthrough insights in qualitative research. <i>Qualitative Psychology</i>, 6(3), 312-319</p> <p>Clifton, A., & Webster, G. D. (2017). An introduction to social network analysis for personality and social psychologists. <i>Social Psychological and Personality Science</i>, 8(4), 442-453.</p> <p>Gilligan, C., Spencer, R., Weinberg, M. K., & Bertsch, T. (2003). On the Listening Guide: A voice-centered relational method. In P. M. Camic, J. E. Rhodes, & L. Yardley (Eds.), <i>Qualitative research in psychology: Expanding perspectives in</i></p>

			<p><i>methodology and design</i> (pp. 157–172). American Psychological Association. https://doi.org/10.1037/10595-009</p> <p>One Reading Response Due Today (By Start of Class)</p> <p>Complete (By Wednesday July 13th): Data Analysis Method Proposal</p>
Thursday,	July 14	Day 8: Data Analysis Workshop (Bring your Data with you to Class!)	<p>No Readings Due Today</p> <p>No Reading Response Due Today</p> <p>Complete: (By Monday, July 18th): Data Analysis Completion Report</p>
Tuesday,	July 19	Day 9: Communicating Qualitative Research and Reporting Standards	<p>Read (By Start of Class): Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. <i>American Psychologist</i>, 73(1), 26-46 O'Brien, B. C., Harris, I. B., Beckman, T. J., Reed, D. A., & Cook, D. A. (2014). Standards for reporting qualitative research: a synthesis of recommendations. <i>Academic Medicine</i>, 89(9), 1245-1251.</p> <p>One Reading Response Due Today (By Start of Class)</p> <p>Complete: (By Sunday, July 24th): Final Study Report</p>
Thursday,	July 21	Day 10: Qualitative Data Presentations and Course Wrap-Up	<p>No Readings Due Today</p> <p>No Reading Response Due Today</p>

			Complete (During Class): Present your Final Data Presentation Partner Evaluation Form
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