EDF7483 (22C7): Qualitative data collection

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Office Hours: Tuesday 1- 4 pm  Class times: Wednesday 1:55 – 4:55

Course description
This course on qualitative data collection addresses both theoretical and practical dimensions of conducting qualitative research. Data collection concerns are embedded within the larger processes of qualitative research methods and should be considered in holistic ways. For example, data collection method decisions are inherently tied to particular epistemological stances and theoretical orientations as well as to the specific research focus. In addition, data collection processes are often interwoven with analysis and shaped by researcher’s reflections. The intent is not to drown yourself in data but to collect less but more meaningful data. Students should prioritize and focus based on their research question and study purposes yet stay open to changes and modifications.

Main objectives:
1) To learn to tailor your methods to your study purposes and research questions
2) To learn to consider data quantity versus quality when designing a study
3) To learn about different data collection methods and approaches commonly used in qualitative research studies

Required Texts and materials


Access to Course Reserves on Ares
This course also includes a selection of additional readings that students will access online through the UF Library. To access these materials, students will need to create an account on the course reserves website on Ares: http://cms.uflib.ufl.edu/

Off-campus students can only access course reserve material through a VPN connection. The instructions for establishing a VPN connection are found on the library website.
Academic Integrity

“UF students are bound by the Honor Pledge which states, “We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (http://www.dso.ufl.edu/sscr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Disability Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. Staff will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. More information is available at this website: http://www.dso.ufl.edu/drc/.

This course utilizes the electronic course reserve service offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries.

- Students who have registered with the University of Florida Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials.
- The Center will work with the Libraries Course Reserve Unit to provide accessible course materials.
- Information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential.
- Information on services for students with disabilities is available through the University of Florida Disability Resource Center at 352-392-8565 or at accessuf@dso.ufl.edu
- General information on course reserves is available through the Course Reserves Unit at 352-273-2520, or email at ares@uflib.ufl.edu.

Other Support Services

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources: http://www.counseling.ufl.edu/cwc/Default.aspx
- Resources for handling student concerns and complaints
- Library Help Desk support
- UF Police Department: Please call 392-1111 or 911 for emergencies
Assessment

All forms of assessment are grounded in a professor’s assumptions about learning and expected outcomes for students. In doctoral level classes, my primary concern is that students grasp the material and demonstrate mastery in ways commensurate with how they are likely to be assessed in their professional careers. One key attribute is the ability to read complex material and present strong critiques in oral and written form similar to defending one’s research in a defense or job interview, or preparing a paper for public presentation and/or publication. A second attribute is the ability to identify a problem or concern that needs further investigation, acquire the skills to collect information (data), analyze it, and analyze the results in relation to future actions.

Grades will be based on meeting the following expectations:

♦ It is your responsibility to contact me in advance to explain any absence. More than two unexcused absences will impact your final grade.
♦ Students are expected to have read the assigned material and be prepared to ask questions and engage in class discussions.
♦ All students are required to complete the written assignments on the due dates listed on the syllabus. Any exceptions must be approved by me in advance. No ‘incomplete’ grade will be given except under rare circumstances.

All written assignments should demonstrate:

• Critiques of the relevant literature
• Ability to develop a critical and justified argumentation structure
• Reflections on personal subjectivity
• Clear organization and structure with no spelling and grammatical errors
• Use of APA style

Assignments

1. **IRB proposal (20 points)**

Construct a research proposal for your research project that can be submitted to UF’s Institutional Review Board. At the beginning of the course we will discuss the IRB process and protocols to ensure that you are clear on your research purposes and questions. IRB approval will enable you to use your research project for conference presentations and future publications.

**Due: September 30**

2. **Group article review and student led classroom discussion and activities (30 points)**

Students will be divided into small groups. Each group will choose and review three qualitative research articles that specially focus on a particular qualitative data collection technique or approach. The will then identify two methodological dilemmas related to the uses of the selected method. Each group will facilitate and lead a class discussion about the summary of the methods and identified dilemmas. Students can also prepare some class activities that address their dilemma. The review and classroom discussion/activities must be prepared by all group members.
Due: November 18

3. Data project (50 points)
The data project can take many forms. It can be a report/movie/installation of a) a research project (data collection and preliminary analysis), b) conceptual paper manuscript about the concept of data, c) data experiment, d) or something else you negotiate with the instructor. In addition, you need to prepare a presentation of your report/movie/installation (7 min) to be shared during the last class. Keep the focus on data.

Due: Presentation (visual and textual) December 8th

Grading Scale

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Course outline

Aug. 26th
Introductions
IRB protocols /review process
Interrogating informed consent
  • Johnson, T.S. (2008). Qualitative research in question: A narrative of disciplinary power with(in) the IRB. *Qualitative Inquiry, 14*(2), 212-232.
  • Seidman: Chapter 5

Sept. 2nd
Field methods
  • Emerson, Fretz, & Shaw: Chapters 1 – 2
  • Tieken, M. C. (2013). The distance to delight: A graduate student enters the field. *Qualitative Inquiry, 19*(4), 320-326

Sept. 9th
Taking Notes
  • Emerson, Fretz, & Shaw: Chapters 3 – 5
Sept. 16th  Individual interviews and interview design  
Building rapport
  • Seidman: chapters 1 – 3  

Sept. 23rd  No class - Data collection in the field

Sept. 30th  Focus group interviews  
Interview guide and transcription  
Studying elites
  • Seidman: chapters 4, 6, 7  
  • *IRB proposals due.*

Oct. 7th  Introduction to visual methods
  • Pink: Chapters 2 – 4  
  • *PowerPoint on visual methods*

Oct. 14th  Visual mapping and photovoice
  • Pink: Chapters 6 & 8  

Oct. 21th  Arts in qualitative research
  • Pink: Chapters 5 & 7  
  • Lapum, J., Ruttonsha, P., Church, K., Yau, T., & Matthews-David, A. (2011). Employing the arts in research as an analytical tool and dissemination method. *Qualitative Inquiry, 18*(1), 100-115.
Oct. 28th  Visit to Harn museum ("All the World's a Frame")

Nov. 4th  Introduction to documentary research/ data logging
- Pink: Chapters 11-12

Nov. 11th  Qualitative research in the digital world

Nov. 18th  Group presentations

Nov. 25th  **No class – Thanksgiving**

Dec. 2nd  Mixed methods/mixed meaning

Dec. 9th  Students’ individual project presentations