KULIAH TAMU INTERNAL "ANALISIS DATA KUALITATIF"

Program S2 Pendidikan Dasar, Universitas Negeri Surabaya

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Teaching and Researching

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AGENDA

- Data collection
- Coding
- Memo
- Analysis
- Mini Workshop

Check in question

"Penelitian kualitatif"

GENRES OF QUALITATIVE RESEARCH (Miles et al., 2014)

Case study

Ethnography

Phenomenology

Grounded theory

Content analysis

Narratives inquiry

Critical research

Poetic inquiry

Ethnodrama

Authoethnography

Duoethnography

Other genres: content analysis, conversation analysis, discourse analysis, arts-based research, and photovoice.

QUALITATIVE DATA

- Qualitative data are a source of well-grounded, rich descriptions and explanations of human processes. With qualitative data, one can preserve chronological flow, see which events led to which consequences, and derive fruitful explanations. (Miles et al., 2014)
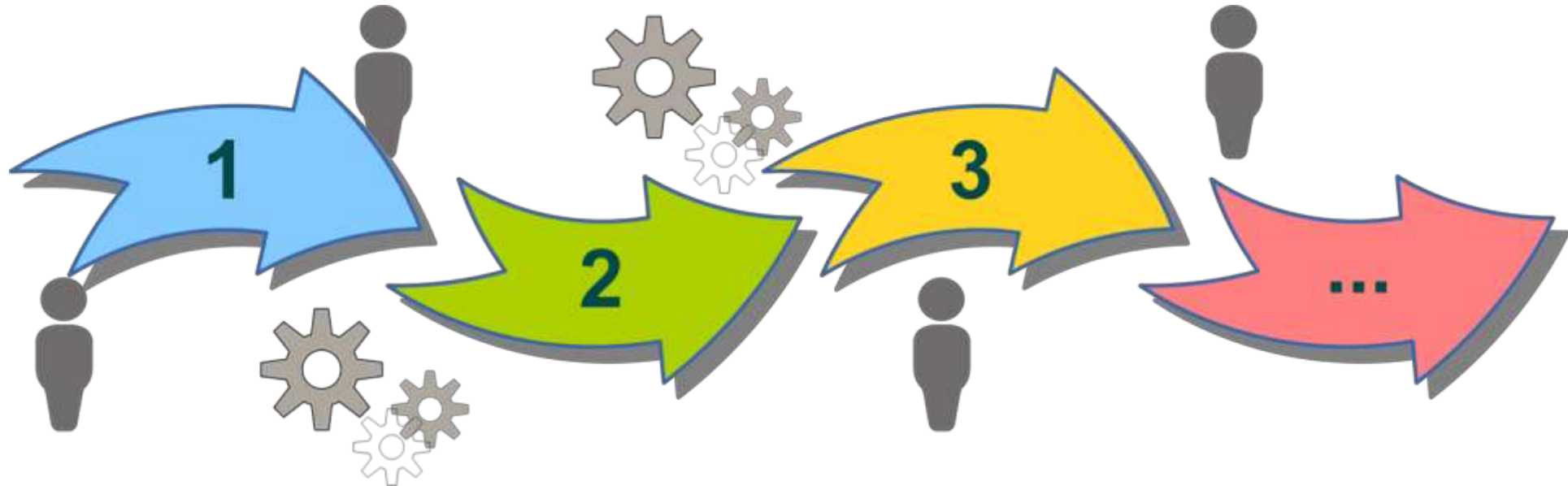
Data collection

Interview

Focus group discussion

Journal

Observation

Artifacts / documents

Etc.

- Chat WA
- Foto selfie
- Status social media (i.e., Facebook, Instagram, etc)?

Data collection

"The data collection strategy is determined by the question of the study and by determining which source(s) of data will yield the best information with which to answer the question" (Merriam, 2022, p. 12)

Data Collection

Online semi-structured interview	**7 teachers**
Online Focus Group Discussion	**1 session=60 minutes (2 teachers)**
Online observations each teacher = about 3 – 5 hours	**total 35 hours**
Field notes	**Total 30 files**
Journal	**22 pages**
Classroom Documentations and Relevant Artifacts	**Screenshot of the classroom activities and materials**

Field notes

INFORMATIONS SHOULD BE INCLUDED:

- Place of Observation:
- Date / Time:
- Field Notes: FN
- Personal Notes: PN
- Video / Audio log: VL /AL
- Summary

Field notes

Field Notes: 1ˢᵗ day in Mrs. M's class.
Monday September 22, 2008 from 9am-1:30pm
Written by SG (only researcher present)

Today is the first day that I observe Mrs. M's kindergarten class. I am present for her before school prep time, getting kids from the playground to the opening of the school day, morning routines of collecting things sent from home, emergent literacy letter sound practice and writing, read-aloud of a book called "Alphabet Under Construction", workstations with letters as Mrs. M tests kids emergent literacy skills as a college student works w/ students on differentiating letters/words/sentences, recess, math (calendar type stuff in mostly English and some Spanish), and then my lunch with teachers and part of Mrs. M's prep time to discuss my visit. My focal students are Bernarda (B) from Fam A and Abi(AB). This is AB's first day back to school from being out for a positive test to TB—she had only been present the first two days of school and has missed the weeks since then.

Observations	Interpretations/Comments	CODE
At a few minutes till nine o'clock I walk in to Mrs. M.'s classroom where she is seated at her table working on some math visual aids. On each small poster is a number and some objects with that number represented (such as five stars). As we talk about the general schedule for the day and that I will be observing she explains that she didn't like the visuals that she had done before and so she is re-drawing them.		
We go out to the playground where kids are running around, and then form lines to be walked in to their classroom. Children lineup by grades and it appears that one teacher from each grade walks them in. A little girl brings a crying AB over to Mrs. M. this is ABs first day back since the second day of school and she is not exactly sure what to do and asked her friend to help her find her teacher. As soon as she	Mrs. M hadn't known why AB was out for so long—she thought she had had surgery b/c her attendance list just said medical.	

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CODING

WHAT IS A CODE?
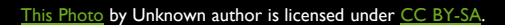
CODING

Coding: a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language- based or visual data.

- Coding: "critical link" between data collection and their explanation of meaning (Charmaz, 2001).

- Coding is an interpretive process.

- It involves an interaction between the researcher and the data; therefore, the concepts derived are a combination of participants' data and researchers' ability to discern the meaning implied in those data (Morse, et.al., 2021).

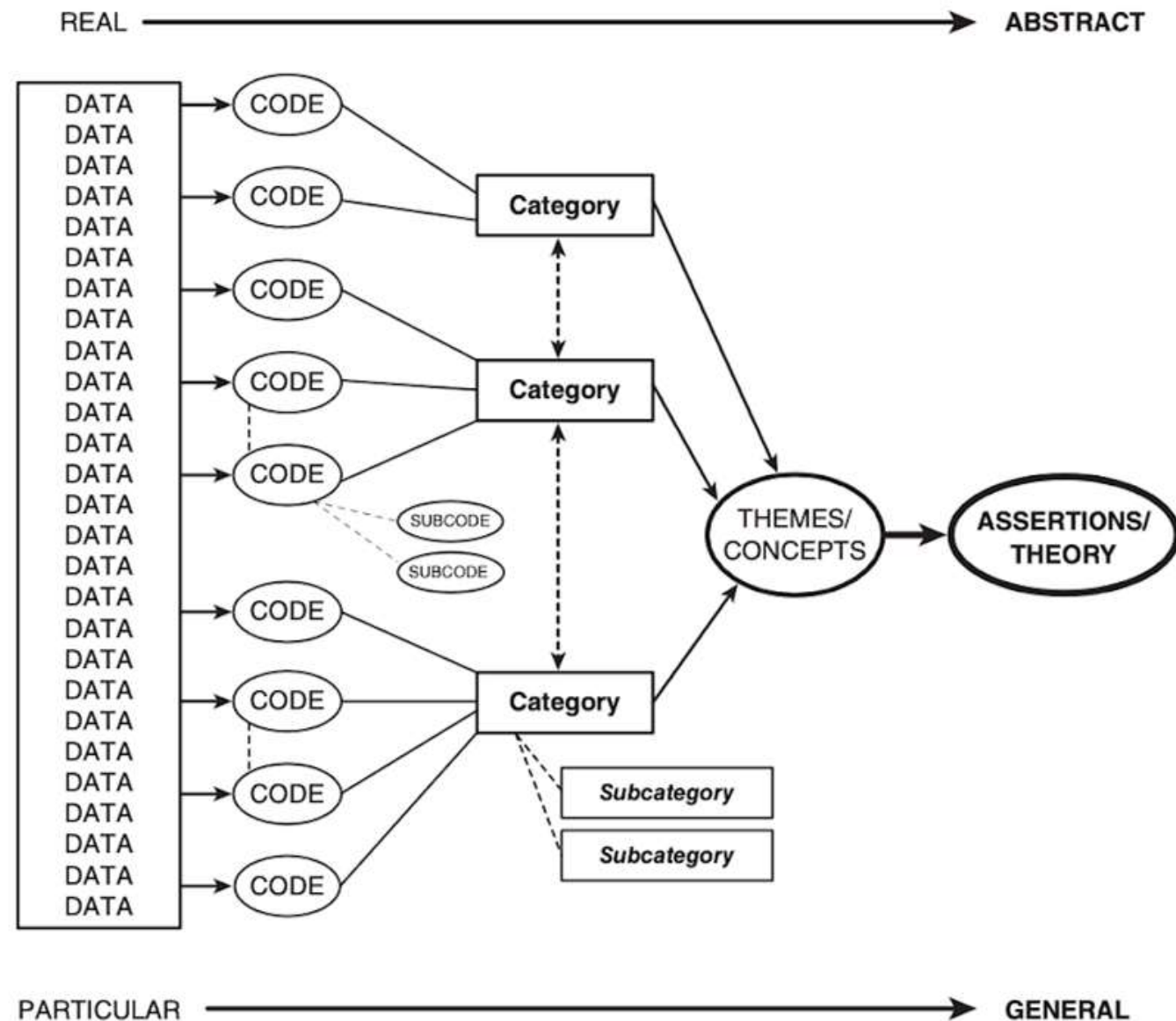- Coding requires: Scrutinize - check - recheck for meaning.

Figure 1.1 A streamlined codes-to-theory model for qualitative inquiry

CODING

- 1. **Open line-by-line coding**
- Going through the data (online interviews, online observations, journal, field notes, artifacts, and online Focus Group Discussion) (Charmaz, 1995).

- 2. **Axial coding**
- Reflecting on the open code.
- "In axial coding, categories are related to their subcategories, and the relationships tested against data" (Corbin and Strauss, 1990, p. 13).

- 3. **Selective coding**
- Selecting the "core category" to find several themes.
- Relating the themes to the codes that I found.
- "the process by which all categories are unified around a "core" category, and categories that need further explication are filled-in with descriptive detail" (Corbin & Strauss, 1990, p. 14).

CODING INTERVIEW Ms. Hana

Yellow highlight: the main code
The bold phrase: the sub code

Educational background
Working experience
Length of teaching in After-school
Reasons to love teaching at After-school **– third graders**
Ways to obtain information about After-school and other schools
Information about After-school
Reasons of being a teacher - Support from community
Family history
Crucial moment in life
Feeling
Conceptualize teaching
Larger connection – to help people – academic needs
Larger connection – education system globally
Larger connection – global issue
Teaching materials
Teaching materials – infuse students' culture
Students' cultural background
The importance of infusing students' culture
Effects of losing cultural identity
Challenges in nurturing culture between young children and older children
Pros and cons of online teaching
Rules in teaching
Family involvements
Communication: teachers – parents
Internet support for students
Types of school
Information about her class
A MUSLIM TEACHER AS A ROLE MODEL - – COUNTER NARRATIVE
Supporting academic needs

Educational background

i'm originally from Columbus went to East more academy and then I went to undergrad and graduate school in Atlanta.

I was an English major I graduated from Spelman college.

And then I went on to morehouse school of medicine, where I received my master's in public health.

Working experience

Oh yeah so my so my teaching I also work for Columbus public health that's like my full time job so just in the evenings I just still enjoy Tutoring and giving back so I figured that this is a way that I can still be close to the Community.

Do you have any similar teaching experience to immigrant students before after-school. Maybe overseas or in another organization.

yeah So while I was in undergrad I spent time abroad, I studied abroad for like two months, that would be my only experience.

Everything else is just kind of been from learned experiences or having friends of the same cultural background.

which has kind of helped me understand, but I did not do any teaching, while I was in abroad, mostly just like volunteer experiences.

Maretha Dellarosa: What kind of volunteer is it?

Ms. Hana: um it was just I, so I went over there, to take classes, but while we were there we also did volunteering in their different communities specifically like and their lower income communities, which we call the villas um.

But that was probably my only experience.

so I was in Brazil, specifically, I was in Salvador

Length of teaching in after-school
Reasons to love teaching at after-school – **third graders**
Ways to obtain information about after-school and other schools
Information about after-school
Reasons of being a teacher - Support from community

how do you become a teacher

Okay um so I started out with ETS s in 2019 I actually interned with them when I was in high school um I started, I went to school, so I went to school and was going down the stem route.

And in 2019 I moved back to Columbus and started as a site coordinator with ETS s and then started as a tutor.

So my background in teaching comes from well my mom she was a teacher most of

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MEMO

- Analytic memo documents reflections on: your coding processes and code choices; how the process of inquiry is taking shape; and the emergent patterns, categories and sub- categories, themes, and concepts in your data – all possibly leading toward theory (Saldana, 2015).

Conceptual Memo

"ESSENCE OF REFLECTIVE ETHNOGRAPHY" (HAMMERSLEY & ATKINSON)

Is well labeled in terms of researcher, dates of period covered by memo, sites included, and primary activities or scenarios observed.

Thoughtfully identifies and considers problems and setbacks, particularly with respect to data collection.

Provides a thorough overview, including hours in the field, physical locations, and primary data sources.

Identifies and discusses compelling patterns, insights, and breakthroughs.

Conceptual Memo

Maretha Dellarosa

Duration of the study: January – March

Good Muslim = Good Person

The discussion that I had about coding in virtual class guided me to think what were the words or phrases that I found from my data. Those words or phrases were codes used to analyze my data. I went back to my fieldnotes, interview transcripts, and data log to search for relevant codes. I re-read my interview transcript and found how my participants explained Good Muslim to me. Then, I found the phrase "Good Muslim, good person". Specifically, I found this phrase from the interview transcripts with my two participants.

I noticed the same phrase came up as my participants explained what it meant to be a good Muslim during the interview with them. I had the first interview with Mrs. Sarah on February 2nd, 2020. I remember at that time I came earlier, at 1 pm. When I arrived I did not see Mrs. Sarah in classroom. I walked down the hallway and went out of the mosque, looking for Mrs. Sarah. I went to the parking area and, finally, I saw her just arrived with her daughter. I sat on a chair and Mrs. Sarah sat on different chair, in front of me.

The interview with Mrs. Sarah revealed one of crucial tenets in conceptualizing their religious identity within the U.S.' current society. Mrs. Sarah explained to me that as a Muslim, a person must follow the five pillars of Islam. These were:

If something <u>hurt</u> you, you have to thank and except one another. Okay. (9Feb20InterviewMegan, Line 269 – 271)

References:

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Method(ology) in Ethnographic Research Encounters. *Journal of Contemporary*

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Heath, S. B., & Street, B. V. (2008). *On ethnography: Approaches to language and literacy*

research. Teachers College <u>Press</u> : NCRLL/National Conference on Research in

Language and Literacy.

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- Coding
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DATA ANALYSIS

ORGANIZE DATA: Data Log
WHAT WORKS FOR YOU!

LAppendix A- WF Data Log for Ethnography Paper paper-1

D23   fx   WF Obs21 video 4.12.18

	A	B	C	D	E	F	G	H
1	Date	Fieldnotes	Images/Docs	Video	Video length	Audio	Audio length	Transcript
2	mo.da.yr	WF Obs# FN mo.da.yr	(#): WF Obs# mo.da.yr image# (description	WF Obs# video mo.da.yr (notes)	00;00	WF Obs# audio mo.da.yr (notes)	00;00	WF Obs# Transcript of video
3	1.9.18	WF Obs1 FN 1.9.18	none	none	00;00	none	00;00	none
4	1.18.18	WF Obs2 FN 1.18.18	none	none	00;00	WF Obs2 audio 1.18.18 conferencing	60;35	none
5	1.22.18	WF Obs3 FN 1.22.18	(6): WF Obs3 1.22.18 image1-6	none	00;00	(2) WF Obs3 audio 1.22.18 conferences/re	100;45	none
6	1.25.18	WF Obs4 FN 1.25.18	(8): WF Obs4 1.25.18 image1-9	none	00;00	WF Obs4 audio 1.25.18 conferencing	61;11	none
7	1.29.18	WF Obs5 FN 1.29.18	(1): WF Obs5 1.29.18 image1	none	00;00	WF Obs5 audio 1.29.18 conferencing and	84;22	none
8	2.1.18	WF Obs6 FN 2.1.18	(1): WF Obs6 2.1.18 image1	none	00;00	WF Obs6 audio 2.1.18 conferencing	52;22	none
9	2.5.18	WF Obs7 FN 2.5.18	(5): WF Obs7 2.5.18 image1 Joseph book1-	none	00;00	WF Obs7 audio 2.5.18 conferencing and R	86;17	none
10	2.8.18	WF Obs8 FN 2.8.18	(8): WF Obs8 2.8.18 image1-8	none	00;00	WF Obs8 audio 2.8.18 conferencing and R	91;22	none
11	**2.12.18**	**WF Obs9 FN 2.12.18**	**(3): WF Obs9 2.12.18 image1-3**	**none**	**00;00**	**WF Obs9 audio 2.12.18 interview**	**58;22**	**WF Obs9 transcript of audi**
12	2.20.18	WF Obs10 FN 2.20.18	(9): WF Obs10 2.20.18 image1-9	none	00;00	(2): WF Obs10 audio 2.20.18 sm grp and V	58;00	none
13	2.22.18	WF Obs11 FN 2.22.18	none	none	00;00	WF Obs11 audio 2.22.18 conferencing	37;17	none
14	2.26.18	WF Obs12 FN 2.26.18	Notebook: drafting ninja book; ninja book	WF Obs12 video 2.26.18	44;90	none	00;00	none
15	3.1.18	WF Obs13 FN 3.1.18	Ebook: The Ninja Battle (by All)	WF Obs13 video 3.1.18	32;10	(2) WF Obs13 audio 3.1.18 video backup;	17;43	none
16	3.5.18	WF Obs14 FN 3.5.18	none	WF Obs14 video 3.5.18	48;00	WF Obs14 audio 3.5.18 video backup	00;00	WF events for paper
17	3.8.18	WF Obs15 FN 3.8.18	(3) eBooks: from all 3 students- Azul's is fin	WF Obs15 video 3.8.18	42;38	WF Obs15 audio 3.8.18 video backup	00;00	none
18	3.20.18	WF Obs16 FN 3.20.18	(2) eBooks from J and J; image1 google tra	WF Obs16 video 3.20.18	44;37	(2) WF Obs16 audio 3.20.18 video backup	16;27	WF events for paper
19	3.22.18	WF Obs17 FN 3.22.18	none	WF Obs17 video 3.22.18	35;39	WF Obs17 audio 3.22.18 video backup	5;49	none
20	4.3.18	WF Obs18 FN 4.3.18	(3) eBooks: from all 3 students- in progress	WF Obs18 video 4.3.18	45;55	WF Obs18 audio 4.3.18 video backup	00;00	none
21	4.5.18	WF Obs19 FN 4.5.18	(2) eBooks from J and J- edited Mexico	WF Obs19 video 4.5.18	44;30	WF Obs19 audio 4.5.18 video backup	00;00	none
22	4.9.18	WF Obs20 FN 4.9.18	(2) pictures: student drawings (3) ebooks:	WF Obs20 video 4.9.18	38;17	WF Obs20 audio 4.9.18 video backup	00:00	none

Sheet1 +

Data analysis

- Several strategies to do data analysis: it depends on the type of qualitative study.

- Qualitative research: "data analysis is simultaneous with data collection".

COMMON DATA ANALYSIS

- Content analysis: tool for determining presence of words, themes, / concepts.

- Narrative analysis: to a cluster of analytic methods for interpreting texts or visual data that have a storied form.

- Thematic analysis: a method for identifying, analyzing, and reporting patterns (themes) within data.

- Discourse analysis: study the written / spoken language in relation to its social context.

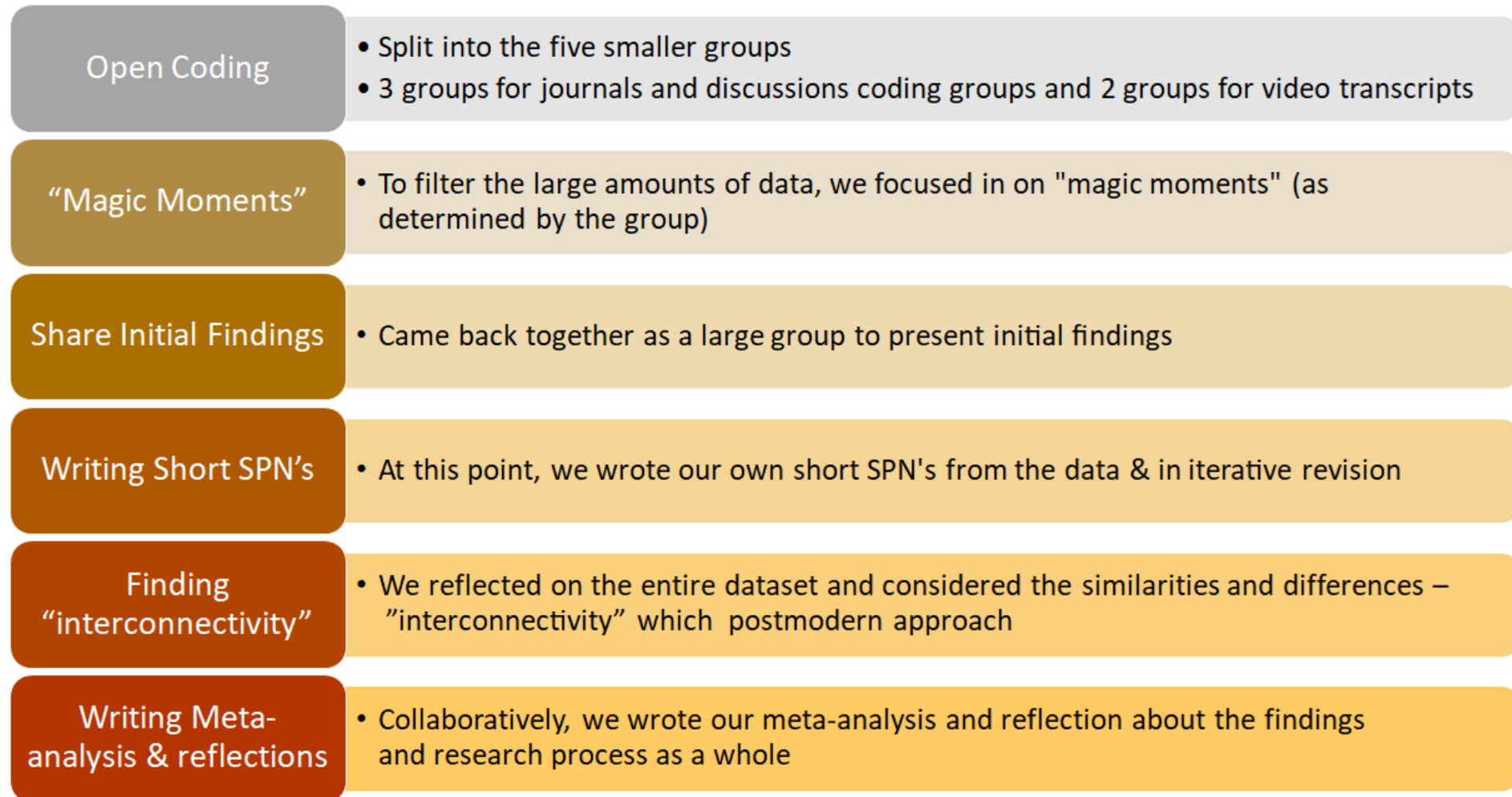- Grounded theory: unravel the meanings of people's interactions, social actions, and experiences.

PROCESSES

- Data collection
- Data analysis
- Write

- Data collection
- Write
- Data analysis
- Write

SPN (Scholarly Personal Narratives) Analysis

Open Coding
- Split into the five smaller groups
- 3 groups for journals and discussions coding groups and 2 groups for video transcripts

"Magic Moments"
- To filter the large amounts of data, we focused in on "magic moments" (as determined by the group)

Share Initial Findings
- Came back together as a large group to present initial findings

Writing Short SPN's
- At this point, we wrote our own short SPN's from the data & in iterative revision

Finding "interconnectivity"
- We reflected on the entire dataset and considered the similarities and differences – "interconnectivity" which postmodern approach

Writing Meta-analysis & reflections
- Collaboratively, we wrote our meta-analysis and reflection about the findings and research process as a whole

Writing

- Who is your audience (academics, students, lay people)?
- Whose stories are you telling (yours or your research participants)?
- Why are you telling the story – what do you want it to do?
- Who are you (research positionality)?

TAKE THESE: METHODOLOGY

- Data collection
- Code
- Memo
- Writing

Quote

"… a Method section is critical in readers' sense of trust in the claims of the study" (Smagorinsky, 2008).

TERIMAKASIH

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