Computer-Assisted Qualitative Data Analysis (CAQDAS) and the Internet
Digital Social Research: Methods Options - Group B

Academic Year: 2015-16, Hilary Term
Day and time: Weeks 6-9, Mondays 11:30-1:30
Location: Meeting Room, 34 St Giles

Course Convenor
Eric T. Meyer, Associate Professor, eric.meyer@oii.ox.ac.uk, Tel. 287218

Teaching Assistant
TBC

Background
Analysis of qualitative data gathered during the course of social research about the Internet requires both a set of specialized skills and an understanding of the philosophical underpinnings of qualitative approaches to social research. This course is designed to provide students with the knowledge and skills to carry out qualitative data analysis of a variety of kinds of data (e.g. text, photos, videos) collected from both online and offline settings. Students will gain familiarity with techniques for using a variety of Internet-related methods, and will understand their challenges.

Prerequisite
Since this course works from the assumption that the student has already gathered qualitative data that they wish to analyse, students should have done one of the following prior to taking this course:

1. Taken “Digital Ethnography” module in the first half of Hilary Term
2. Taken “Digital Interviewing” module in the first half of Hilary term
3. Gained permission from the convenor. Permission will be granted to students who can demonstrate they have a body of qualitative data (from any source/sources) in hand which they wish to analyse.

Course Objectives and Outcomes
This course is designed to give students experience analysing qualitative data, and to give them a conceptual understanding of the reasons for using qualitative analytic approaches, the limits of the techniques they will be using, and the opportunities and challenges unique to qualitative social research methods and the Internet.

Each week, students will develop their conceptual understanding and analysis skills via the discussion of key academic texts and through working with authentic qualitative data. Sessions will require the students to work with and analyse the data they have collected, using appropriate methods and software.
At the end of the course students will be able to:

- Describe various approaches to interpretation of qualitative data
- Learn about different qualitative analysis software options in order to identify a suitable package that meets the specific analytical needs of their research projects.
- Use qualitative analysis software to assist in organising and managing qualitative data.
- Develop their analysis skills and learn how qualitative data analysis works in practice.
- Develop coding schemes corresponding to the theoretical orientation, research questions and analytical strategy of their final assignment for the course.
- Apply analytic techniques to qualitative data, and write a paper based on that analysis.

**Teaching Arrangements**

The course will be taught during the second half of Hilary term in four weekly classes, consisting of a mix of lectures, hands-on work, student presentations, and seminar discussion.

Each student will be required to submit formative work throughout the term.

- **Every week** all students should submit two questions raised by the readings for the week via Plato. These questions should be a combination of critical questions on the themes of the reading and questions about anything you don’t understand, either in the readings or in the course more generally. These should be submitted by noon on Friday preceding the class.
- Additionally, two specific formative assignments are indicated in the weekly reading lists, and are due by noon on the Friday preceding the class. These formative assignments should be submitted via Plato.

**Note**

Students should note that over the course of the year, small changes may be made to the content, dates or teaching arrangements set out in this reading list, at the course provider's discretion. These changes will be communicated to students directly and will be noted on the internal course information website.

**Summative Assessment**

The course will be formally assessed by means of a final report of approximately 2,500 words on the case study project each student has carried out during the course. This report will focus on a short but critical analysis of related literature, a presentation of findings, suggestions for future work suggested by the project, and several required appendices (which are in addition to the 2,500 words) that detail the coding structure, coding methods, and tests of reliability. Additional details about the form, content, and structure of the report will be discussed during class sessions.

The report is due on **Friday of Hilary Term Week 10 by 12:00pm** and should be submitted to the Examinations School. The report should also be submitted electronically by 5:00 pm on the same day (Friday of Week 10) to teaching@oii.ox.ac.uk. The report should follow the normal OII formatting guidelines.

Please note that the assessment for this course is different for DPhil students who would like to take the course for credit. DPhil students should speak to the course convenors for details.

**Submission of Summative Assignments**

All coursework should be submitted in person to the Examinations School by the stated deadline. All coursework should be put in an envelope and must be addressed to "The Chairman of Examiners for the MSc in Social Science of the Internet c/o The Clerk of Examination Schools, High Street. Students should also ensure they add the OII coversheet at the top of the coursework and that two copies of the coursework are submitted. Please note that all work must be single sided. An electronic copy will

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also need to be submitted to the department. Please note that all coursework will be marked anonymously and therefore only your candidate number is required on the coversheet.

Please note that work submitted after the deadline will be processed in the standard manner and, in addition, the late submission will be reported to the Proctors' Office. If a student is concerned that they will not meet the deadline they must contact their college office or examinations school for advice. For further information on submission of assessments to the examinations school please refer to http://www.ox.ac.uk/students/academic/exams/submission/. For details on the regulations for late and non-submissions please refer to the Proctors website at https://www.admin.ox.ac.uk/proctors/examinations/candidates/.

Any student failing this assessment will need to follow the rules set out in the OII Examining Conventions regarding re-submitting failed work.

Topics
1. Foundations of Qualitative Research, and CAQDAS tools and approaches
2. Coding content
3. Advanced coding: axial coding, intercoder reliability
4. Analysing, interpreting, and reporting qualitative data

General Readings
Miles, Matthew B. Huberman, Michael

Richards, Lyn

Saldaña, Johnny

Selected Internet Resources
NCRM ePrints Methods Archive: http://eprints.ncrm.ac.uk/view/subjects/. Particularly note the many publications in section 4.1: Data handling and data analysis, Qualitative Approaches, and section 5.2: Qualitative software.
CAQDAS Networking Project: http://caqdas.soc.surrey.ac.uk
Forum Qualitative Sozialforschung / Forum: Qualitative Social Research: http://www.qualitative-research.net/index.php/fqs
Qualitative Inquiry Journal: http://qix.sagepub.com/
MIT OpenCourseWare resource list: http://ocw.mit.edu/courses/political-science/17-878-qualitative-research-design-and-methods-spring-2005/readings/

Key to Readings and Assignments
A reading list is given below for each class. Those items marked with an asterisk (*) are essential reading and MUST be read by all students in preparation for the class. Items which are not marked with an asterisk are additional suggested readings which can be consulted by students with relevant interests.

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All assignments shown below should be prepared in advance of the class session for which they are assigned, and submitted to the course convenor via Plato by the deadlines given.

**Week 6: Foundations of Qualitative Research, and CAQDAS tools and approaches**

In this session students will be introduced to some basic principles of qualitative research and a number of different approaches to qualitative data analysis (e.g. grounded theory, narrative research, conversation analysis and discourse analysis) will be explored. The session will build upon some of the ontological and epistemological ideas about qualitative research introduced in the methods course during the first term, including a discussion of the particular ethical challenges of qualitative research. The initial themes identified in this session will be developed and expanded in later weeks.

The second half of this week will provide students with a general overview of what qualitative data analysis entails. We will discuss different methods and approaches to qualitative analysis with a particular emphasis on the role software packages can play in this process. We will outline how specific packages have different features that can be used for different purposes. Having engaged with the affordances of different software options, students will be asked to reflect on the characteristics and challenges of the data they are planning to collect for their final course assignment. Based on this, students will decide which software package would be most appropriate for their data analysis.

### Readings

- **Denzin, Norman K. Lincoln, Yvonne S.**
  
  
  Chapter 38: *Qualitative Research and Technology: In the Midst of a Revolution*

- **Markham, Annette N. Baym, Nancy K.**
  
  
  Chapter 1: *How Can Qualitative Internet Researchers Define the Boundaries of their Projects?*
  
  Chapter 2: *How Can Researchers Make Sense of the Issues Involved in Collecting and Interpreting Online and Offline Data?*

- **Flyvbjerg, Bent**
  

### Assignment

Bring a laptop computer (Mac or PC) to class on which you are able to install software and access the internet.
Week 7: Coding content

Students will also be introduced to a range of techniques and software for dealing with qualitative data in all its forms (e.g. field notes, photographs, audio or video recordings, documents of varying types, archival data). Coding and codebooks will be discussed, as will methods for organizing qualitative data.

Readings

* Richards, Lyn
  Part I: Setting Up
  Part II: Working with the Data

* Miles, Matthew B. Huberman, Michael
  Chapter 4: Early Steps in Analysis, pp. 50-88

* Saldaña, Johnny
  One: An Introduction to Codes and Coding
  Two: Writing Analytic Memos
  Three: First Cycle Coding Methods
  Four: After First Cycle Coding

Hsieh, Hsiu-Fang Shannon, Sarah E.

Bernard, H. Russell Ryan, Gery W.
Chapter 1: Introduction
Chapter 2: Collecting Data
Chapter 3: Finding Themes
Chapter 4: Codebooks and Coding

Berg, Bruce L.
Chapter 11: An Introduction to Content Analysis

Bong, Sharon

Neuendorf, Kimberly
The Content Analysis Guidebook. 2002. Thousand Oaks: Sage. (Also accompanying website has some useful information: http://academic.csuohio.edu/kneuendorf/content/)

Bezemer, Jeff Jewitt, Carey

Rose, Gillian
Chapter 4: Content Analysis: Counting What you (Think You) See

Formative Assignment 1
Write a short annotated catalogue discussing the data you are using for your analysis. Discuss any issues unique to your data, in terms of how you will have to work with them. Bring this data catalogue to class as well to discuss with your peers.
Week 8: Advanced coding: axial coding, intercoder reliability, and more

Students will continue with data analysis using more advanced techniques. Students will discuss their progress on answering their research question(s). Issues in relation to research quality and validity will also be discussed and demonstrated.

Readings

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<td>Chapter 6: <em>Within-Case Displays: Explaining and Predicting</em>, pp. 143-170</td>
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<td>Chapter 10 (partially): <em>Making good sense: Drawing and verifying conclusions</em>, pp. 245-263 only</td>
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<td>Five: Second Cycle Coding Methods</td>
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<td>Six: After Second Cycle Coding</td>
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<td>Joyce, Mary</td>
<td>Picking the Best Intercoder Reliability Statistic for your Digital Activism Content Analysis. 2013. Online: <a href="http://digital-activism.org/2013/05/picking-the-best-intercoder-reliability-statistic-for-your-digital-activism-content-analysis/">http://digital-activism.org/2013/05/picking-the-best-intercoder-reliability-statistic-for-your-digital-activism-content-analysis/</a></td>
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<td>Jensen, Klaus Bruhn Helles, Rasmus</td>
<td>‘Who do you think we are?’ - A content analysis of websites as participatory resources for politics, business, and civil society. 2005. Available at: <a href="http://www.modinet.dk/pdf/antologier/InternetDemocracyModinet.pdf">www.modinet.dk/pdf/antologier/InternetDemocracyModinet.pdf</a></td>
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Formative Assignment 2
Submit the coding scheme developed as the result of week 2, and include a few paragraphs discussing how you choose what to include in the coding scheme, and any lessons you have learned from this.
**Week 9: Analysing, interpreting, and reporting qualitative data**

In this session students will consider the nature of validity and reliability in qualitative research, the ways in which qualitative researchers try to address questions of rigour in their work, and then apply some of these ideas to the analysis of their own case study. This session will build upon ideas presented in the core research methods course, and will include working with data students have been using. It will also discuss methods and modes of reporting qualitative analysis.

**Readings**


Also read the following two articles:


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