

UNIVERSIDAD DE ANTIOQUIA
ESCUELA DE IDIOMAS
MAESTRÍA EN ENSEÑANZA Y APRENDIZAJE DE LENGUAS EXTRANJERAS

RESEARCH III METHODS OF DATA ANALYSIS

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INTRODUCTION

This course is designed to help you improve your theoretical understanding and acquire some practical tools to carry out the process of data analysis in your research. This includes becoming familiarized with different techniques to analyze and validate qualitative data through hands-on experiences. The content proposed will support you in the process of writing a findings section, discussing these findings and drawing conclusions for your thesis.

COURSE OBJECTIVES

By the end of the course you will

Acquire both theoretical and practical knowledge about the analysis of different types of qualitative data.

Write preliminary findings based on the analyses performed.

Sate interpretations, opinions and implications of findings in order to write a discussion section.

Summarize the main evidence of the research to write a conclusions section.

METHODOLOGY

To achieve the objectives proposed for the course and help you in the development of the thesis research in the analysis stage, I designed the course with a strong practical orientation. In class, we will analyze sets of data collected in two local studies for two different purposes. One, as part of my instructional procedures to show you examples of the processes conducted (Study 1) and two, as an application of the knowledge acquired (Study 2). Study 1 explored the

effects of a classroom-based and a web-based distance English course taught by the same teacher on the reading comprehension of graduate students. Study 2 explored how the National Program of Bilingualism was implemented in the State of Antioquia. Additionally, you will also analyze the findings, discussion and conclusions sections presented in a research paper from your research line.

To create an environment conducive to learning, you are expected to be actively involved in the class sessions, participate in pair or small group tasks, do the mandatory readings, and share reflections and questions. As I am committed to share with you the best of my experience and knowledge as a teacher, teacher educator and researcher, I expect the same level of commitment from you. I would like to start the sessions on time and avoid interruptions caused by phone calls, text messages or inappropriate classroom behavior. If you have a personal situation that requires your attention to an emergency call or leave the class before the end, please let me know. Dates for tasks will be negotiated, but if you have a contingency situation that may delay your work or make you miss a class session or segment, please let me know in advance or as soon as possible.

Plagiarism: This has become a great issue today in schools and universities over the last years. The most common forms of plagiarism have been taking material from the Internet and handing it in as your own, or handing in papers that were written for the same course by someone else. Other forms of plagiarism are:

- You use another person's words, expressions or ideas in your writing without directly citing them by using quotation marks and including an appropriate reference,
- You paraphrase an author's argument (e.g., through rearranging words, or changing only some of the words) without providing an appropriate reference,
- You hand in work that someone else wrote.

PLEASE NOTE: According to the Graduate Students' Code of Conduct (Acuerdo Superior 122 of July 7, 1997), the first time a student is caught plagiarizing, or attempting to plagiarize, any aspect of any course assignment, s/he will receive a grade of 0.0 for the assignment. The second time, s/he does or attempts to do so, s/he will both receive a grade of 0.0 for the assignment and be expelled from the university for a period of 10 years.

ASSESSMENT

I have designed the following proposal to be discussed with you on the first day of class. Both the activities and the percentages are to be negotiated.

Aspects	%
Writing a findings section	20%
Writing a discussion section	20%
Writing a conclusions section	20%
Meta analysis of study	20%
Self-assessment	10%
Class participation	10%

CLASS/DATE	TOPICS	ACTIVITIES	READINGS AND ASSIGNMENTS
Session 1 Friday April 5	Overview of the Course	<p>Syllabus reading and discussion (objectives, methodology, readings, assignments, assessment, etc)</p> <p>The Students' expectations and their current research status</p> <p>Data collection techniques inventory</p>	Analysis of María Jimena Duzan's interview
Session 2 Saturday April 6	<p>Analyzing qualitative data</p> <p>Introduction</p> <p>Transcription of data recorded</p> <p>The research question and the analysis process</p>	<p>Discussion of interview analyzed</p> <p>Analysis of their data techniques and research question</p> <p>On site reading of Rogers and Kalmanovich (n.d) adaptation of</p>	<p>Assignments:</p> <p>Suter, W. N. (2012). Qualitative data, analysis, and design. In <i>Introduction to Educational Research. A Critical Thinking Approach</i> (pp 342-486). Little Rock, AR:SAGE Publications.</p> <p>Saldaña, J. (2009). An</p>

		Ives, E. D. (1972). The tape-recorded interview. Knoxville TN: Tennessee University Press, pp. 94-101	introduction to codes and coding. In <i>The Coding Manual for Qualitative Researchers</i> (pp 1-30). Thousand Oaks, CA: SAGE Publications. Taylor-Powell, E. & Renner, M. (2003). Analyzing qualitative data. Program Development and Evaluation. University of Wisconsin, Madison. G3658-12
Session 3 Friday April 12	Methods of qualitative data analysis Creation of codes and categories Analyzing interviews	Discussion of readings assigned Example of interview analysis from Study 1	
Session 4 Saturday April 13	Creation of codes and categories Analyzing questionnaires and surveys	Report of findings from interviews analyzed from Study 1 Examples of survey analysis from Study 1	Assignments: Folkestad, B. (2008). Analysing Interview data. Possibilities and challenges. Euroshepere Working Papers Series. Online working paper No 13. Questionnaires and Analysis Analyze the interviews and surveys provided from Study 2 to report categories in a findings section due on April 27
Session 5 Friday April 19	Creation of codes and categories Analysis of	Discussion of readings assigned Discussion of findings	

	documents and class observations from Study 1	from interviews and surveys analyzed from Study 2	
Session 6 Saturday April 20	<p>Triangulating different data sources</p> <p>Example from Study 1</p>	<p>Discussion of readings assigned</p> <p>Reflection on data triangulation in study 2</p>	<p>Assignments</p> <p>Guion, Diehl, and McDonald (2002).</p> <p>Analyze the class observations and surveys provided from Study 2 to report categories in a findings section due on April 27</p>
Session 7 Friday April 26	<p>Writing a findings section</p> <p>Tips for writing a discussion section</p> <p>Examples of findings section from Study 1</p>	<p>Discussion of readings assigned</p> <p>Discussion of findings from class observations and surveys from Study 2</p>	
Session 8 Saturday April 27	<p>Writing a discussion section</p> <p>Components of a discussion section</p> <p>Analysis of discussion sections</p>	<p>Discussion of readings assigned</p>	<p>Assignments:</p> <p>Hess, D.R. (2004)</p> <p>Shuttleworth, M. (2009)</p> <p>How to write a discussion section (2012). bxscience.enschool.org/.../...</p> <p>Write a findings section based on the analysis of the instruments analyzed from study 2 (To be graded)</p> <p>Read article from research line</p>

Session 9 Friday May 3	<p>Analysis of the discussion section from the paper read</p> <p>Perform the initial analysis of the section</p>	Group meta analysis of the discussion section in the study read.	
Session 10 Saturday May 4	<p>Writing a conclusion section</p> <p>Examples from study 1 and other studies</p>	Group meta analysis of the conclusions drawn in the study read.	<p>Assignments:</p> <p>Assan, J. (n.d). Writing the conclusion chapter.</p> <p>Read: Writing a Conclusion. University of Canberra Academic Skills Center.</p> <p>Submit the discussion section for the data analyzed from study 2 (To be graded)</p> <p>Prepare a power point presentation and handout of Sharing data analysis and findings sections or findings and discussion and conclusions from Study 2</p>
Session 11 Friday May 10	Sharing data analysis and findings sections or findings and discussion and conclusions from Study 2	Group presentations (use a power point and a handout to support your analysis)	<p>Assignments:</p> <p>Submit the group meta analysis of the discussion sections and conclusions from paper read (students per line)</p>
Session 12 Saturday May 11	Reflection on the processes of data analysis and data report performed		<p>Assignment:</p> <p>Submit the conclusions section of the data analyzed from</p>

	the course		study 2 (To be graded)
	Course evaluation		

References

- Assan, J. (n.d). Writing the Conclusion Chapter: the Good, the Bad and the Missing. Retrieved from [http://www.devstud.org.uk/downloads/4be165997d2ae_Writing_the_Conclusion_Chapter, the Good, the Bad and the Missing, Joe Assan%5B1%5D.pdf](http://www.devstud.org.uk/downloads/4be165997d2ae_Writing_the_Conclusion_Chapter,_the_Good,_the_Bad_and_the_Missing,_Joe_Assan%5B1%5D.pdf)
- Creswell, J. (1994). *Research design: Qualitative and quantitative approaches*. London: Sage.
- Denzin, N.K. & Lincoln, Y.S. (1994). *Handbook of qualitative research*. Newbury Park, CA: Sage.
- Feldman, M. (1995). *Strategies For Interpreting Qualitative Data*. Thousand Oaks, CA: Sage.
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- Guion, A; Diehl, D; and McDonald, D. (2002). Triangulation: Establishing the validity of qualitative studies. Retrieved from <https://edis.ifas.ufl.edu/fy394>
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- Shuttleworth, M. (2009). Writing a Discussion Section. Retrieved Apr 01, 2013 from Explorable.com: <http://explorable.com/writing-a-discussion-section>
- Somekh, B. (2006). *Action research: A methodology for change and development*. Maidenhead: Open University Press.
- Stringer, E. T. (2004). *Action research in education*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Strauss, A. & Corbin, J. (1993). *Basics of qualitative research*. London: Sage.
- Suter, W. N. (2012). Qualitative data, analysis, and design. In *Introduction to Educational Research. A Critical Thinking Approach* (pp 342-486). Little Rock, AR: SAGE Publications.

Web sites

In the following web sites you may find complete examples of theses and dissertations to gather ideas about writing styles and contents.

New Zealand Educational Theses Database: Access to full text theses and dissertations. You may search by field or key words (i.e English teaching)
<http://library.nzcer.org.nz/nzetbasic.php>

University of Cambridge Faculty of Education: Ph D Dissertations completed
<https://www.educ.cam.ac.uk/people/doctoralstudents/theses/>

McGill University: Access to full text thesis searching by key words
<http://www.mcgill.ca/library/library-findinfo/theses>

Other resources:

How to write a discussion section
bxscience.enschool.org/.../...

Questionnaires and analysis. Retrieved from
www.cimt.plymouth.ac.uk/projects/mepres/book8/bk8_20.pdf