Qualitative Data Analysis: Step by Step Guidelines from Collection to Analysis

Nada J. Alsaleh

PhD student at School of Education

University of Leicester

Lecturer at King Saud University in Riyadh

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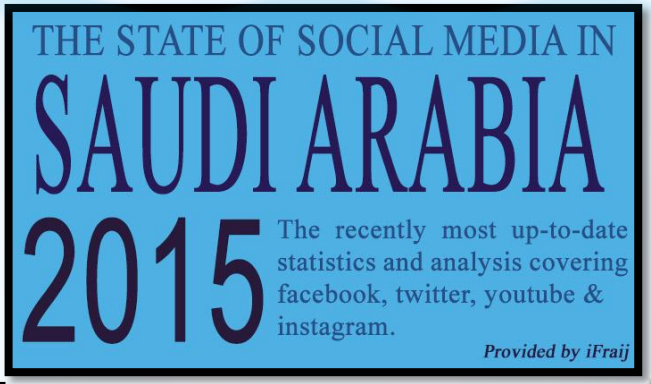
Who am I?

W18 M5 S7 T12 R6 A35

Employ an educational intervention related to the design and assessment of learning activities using SN website resources aimed at promoting students' CT skills.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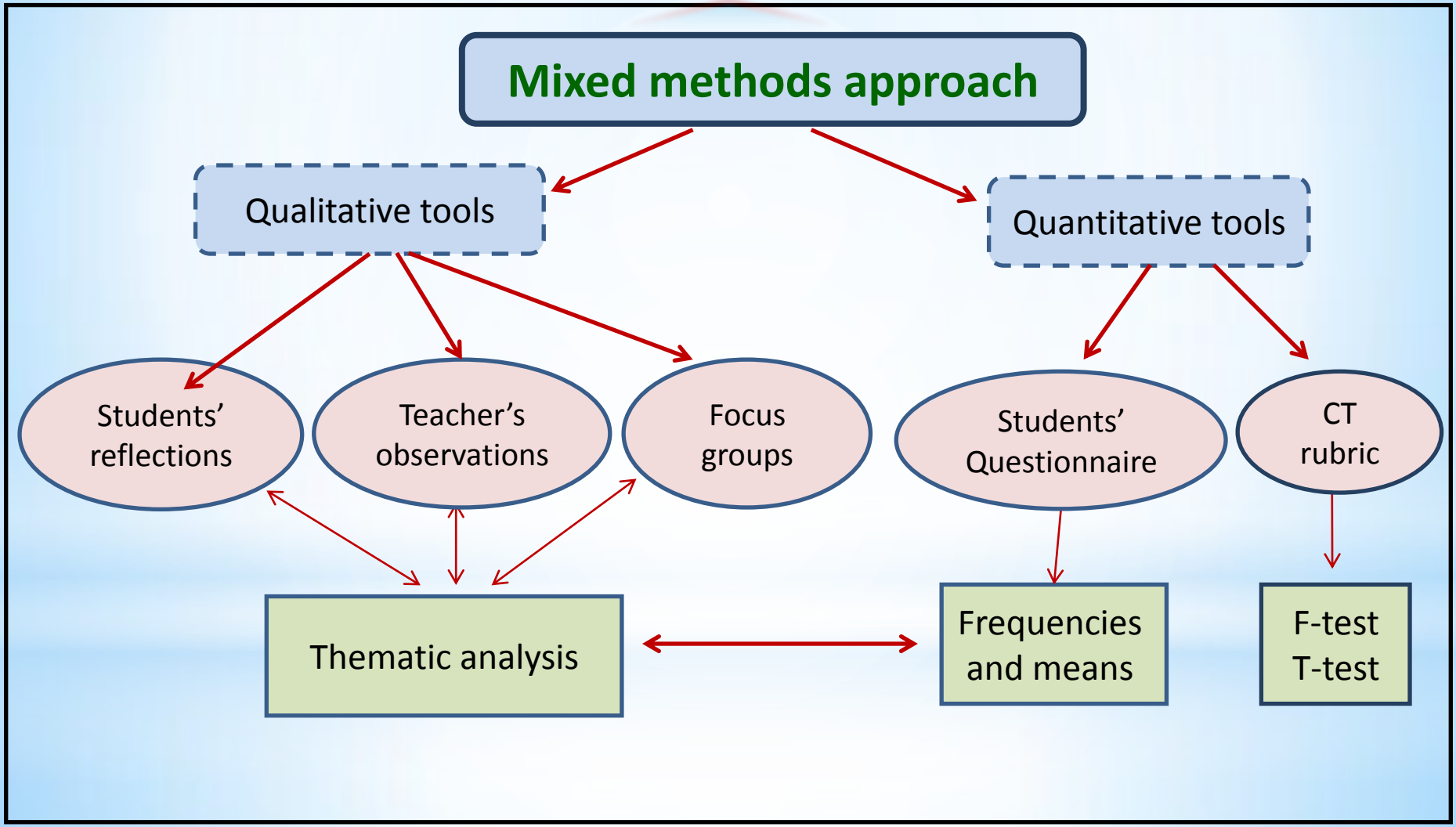
- Design and apply learning activities that aim to teach students how to evaluate different points of views and express their own opinions through argumentative writing.
- All the activities based on different SN websites' resources such as YouTube clips, Twitter tweets, Facebook pages, Wikipedia content and blogs.
- Undergraduate female students from School of Education at King Saud University.

- What is the effect of SN website-based learning activities on student participation in constructive activities and the development of CT skills?


Mixed methods approach
Qualitative tools
Quantitative tools
Students' reflections
Teacher's observations
Focus groups
Students' Questionnaire
CT rubric
Thematic analysis
Frequencies and means
F-test T-test

What is the smart way to collect right data?

Data Collection (Teacher observations)

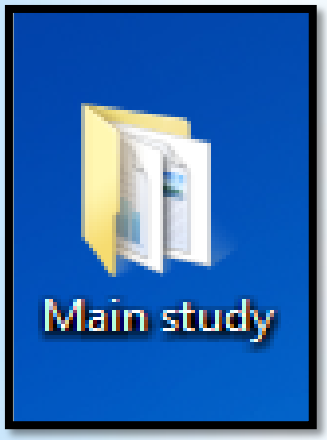
- Every week, during the classroom (lecture).
- Recording the lectures.
- Observing the lectures by the researcher assistants.
- Transcribing the record and adding other observers notices immediately.
- Collecting teacher dairy and students questions.

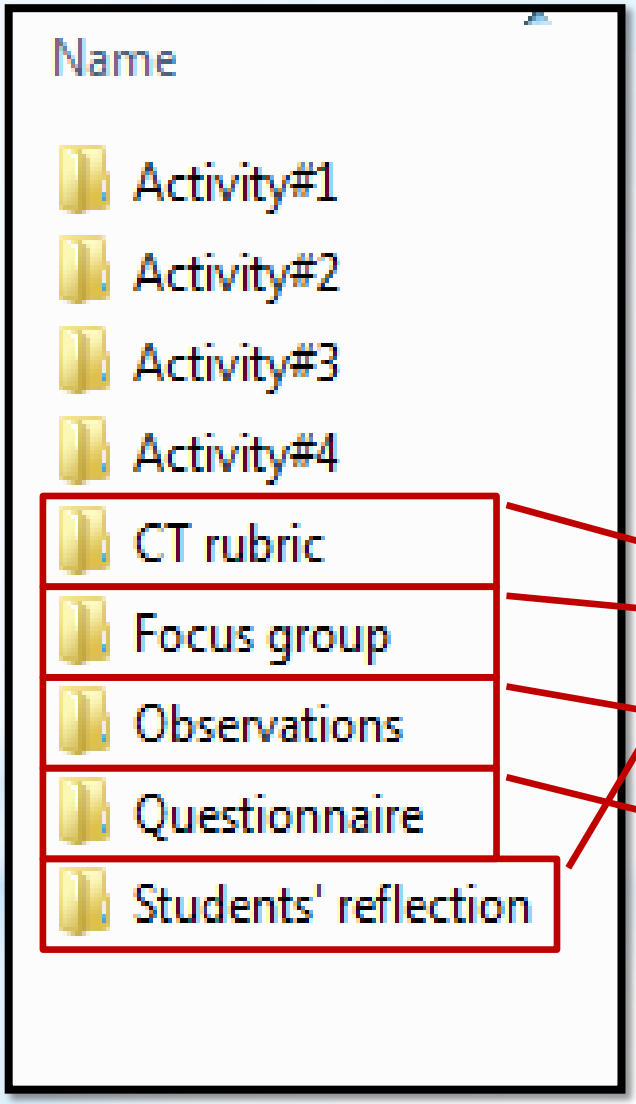
Data Collection (Students' reflections)

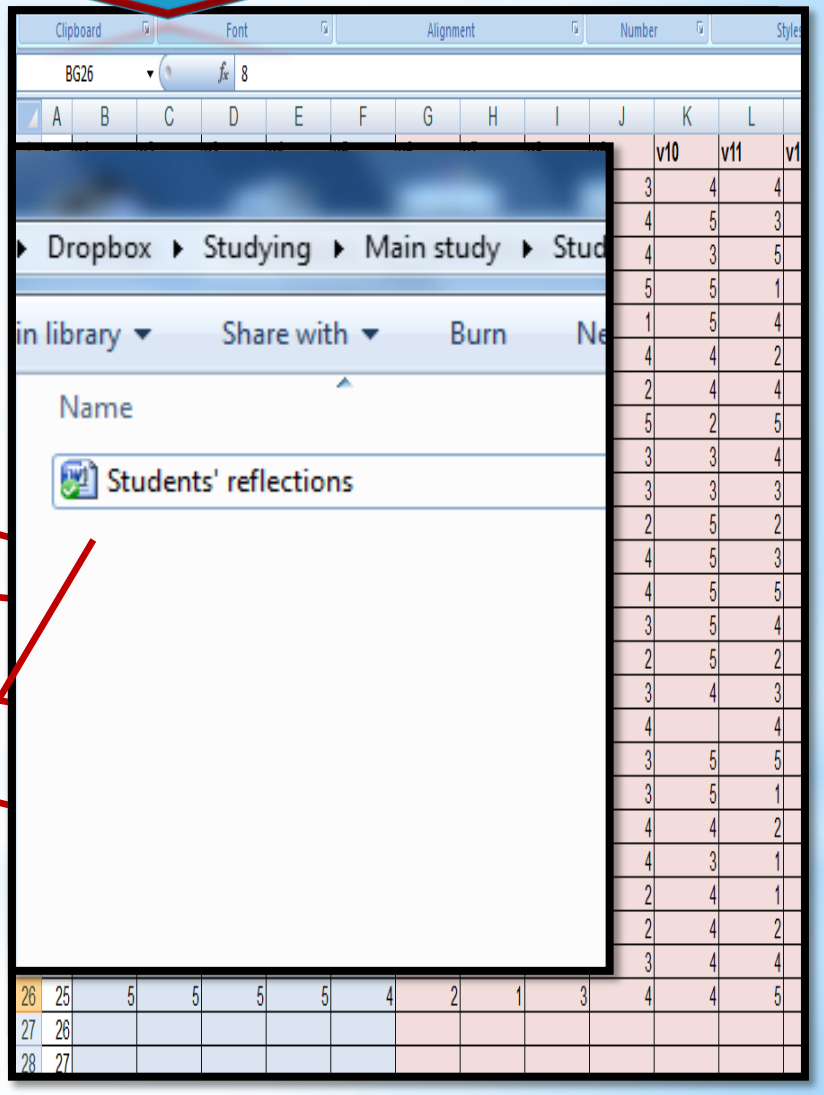
- During semester weeks (anytime).
- Via electronic media such as email or face to face.
- Collecting and organizing the reflections in one file.
- Sending specific questions to the students.

Data Collection (Students focus groups)

- In the end of the semester, after all the lecturers finished.
- Setting different times and days for conducting the focus groups.
- Conducting the focus group by myself and it observed by the researcher assistant.
- Recording the focus group.
- Transcribing the focus group immediately after finishing and adding the observer's notices.


Main study


Name
Activity#1
Activity#2
Activity#3
Activity#4
CT rubric
Focus group
Observations
Questionnaire
Students' reflection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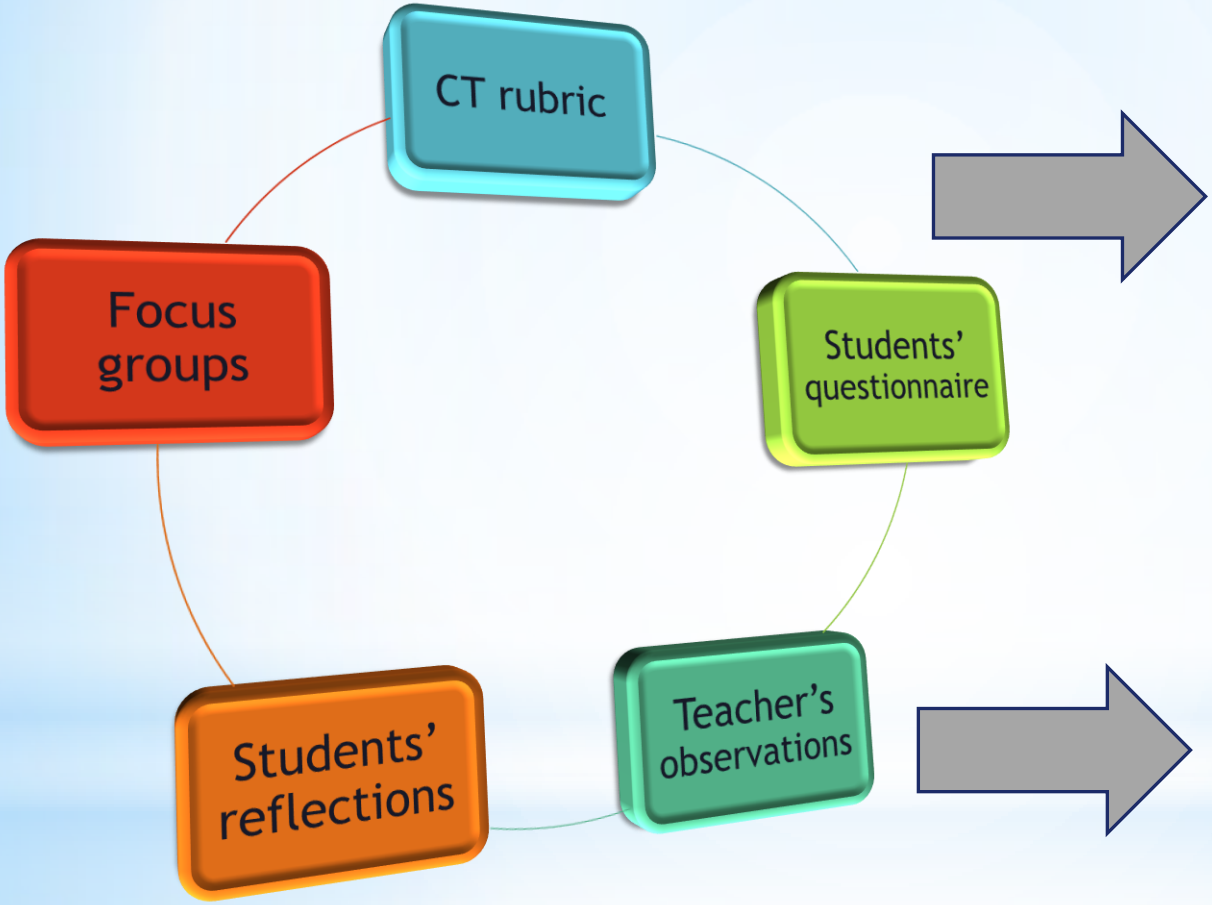
Name
Students' reflections



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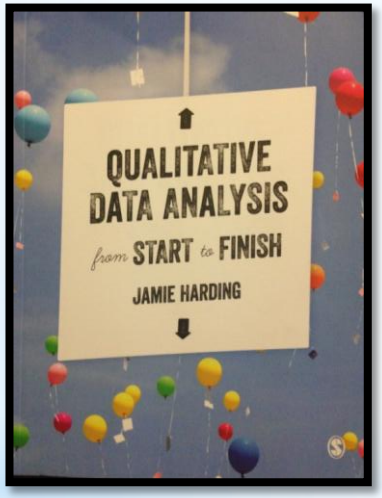
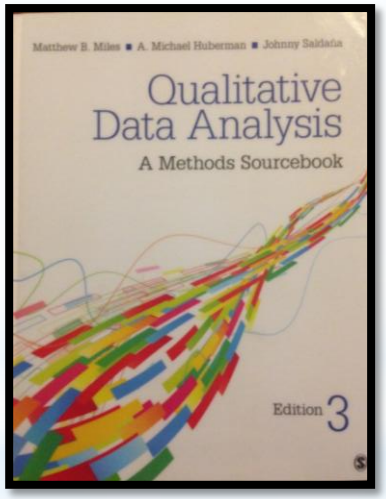
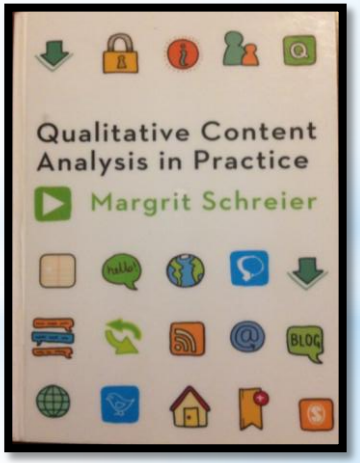
Before starting the qualitative data analysis:

1- Read some books about data analysis.







Before starting the qualitative data analysis:

2- Attended several online lessons in Atlas software.

3- Downloaded the software on my computer.

4- I had some tutorials with some specialist professors in the qualitative data analysis.

5- Uploaded my data on the software.

Doing qualitative data analysis:

1- Read the transcripts several times.

2- Identify initial categories based on your reading and your research questions.

Categorize

- CT skills
- CT awareness
- Factors
- SN using
- Attitudes
- Writing skills

3- Define the categorizes.

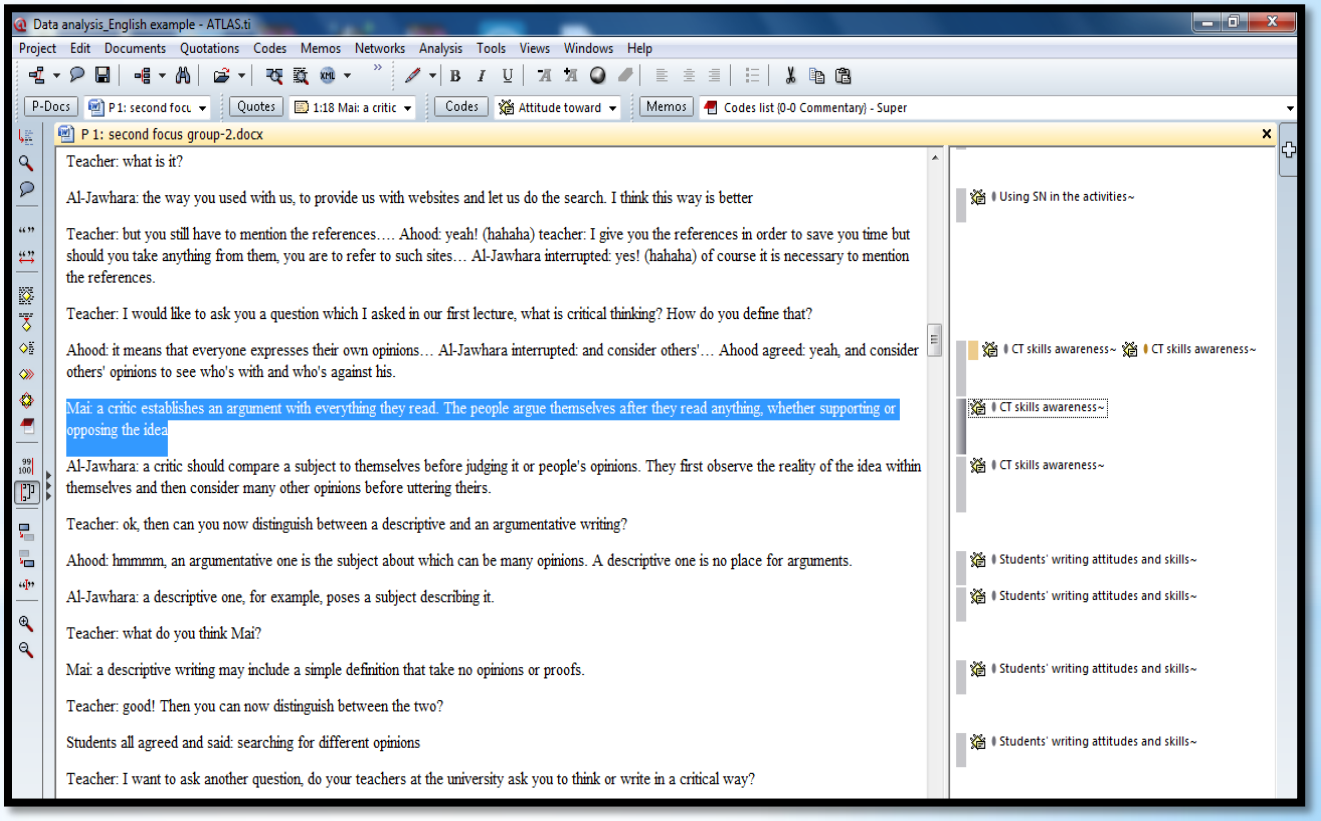
Categorize	Defining the categorizes
CT skills	Students' feeling about any changes in their abilities of CT skills
CT awareness	
Factors	
SN using	Students' positions toward these activities, and the reasons behind them.
Attitudes	
Writing skills	

4- Determine the codes alongside the transcripts.

Codes

Categorize

- CT skills
- CT awareness
- Factors
- SN using
- Attitudes
- Writing skills



5- Alert to an unexpected categorizes arising from data.

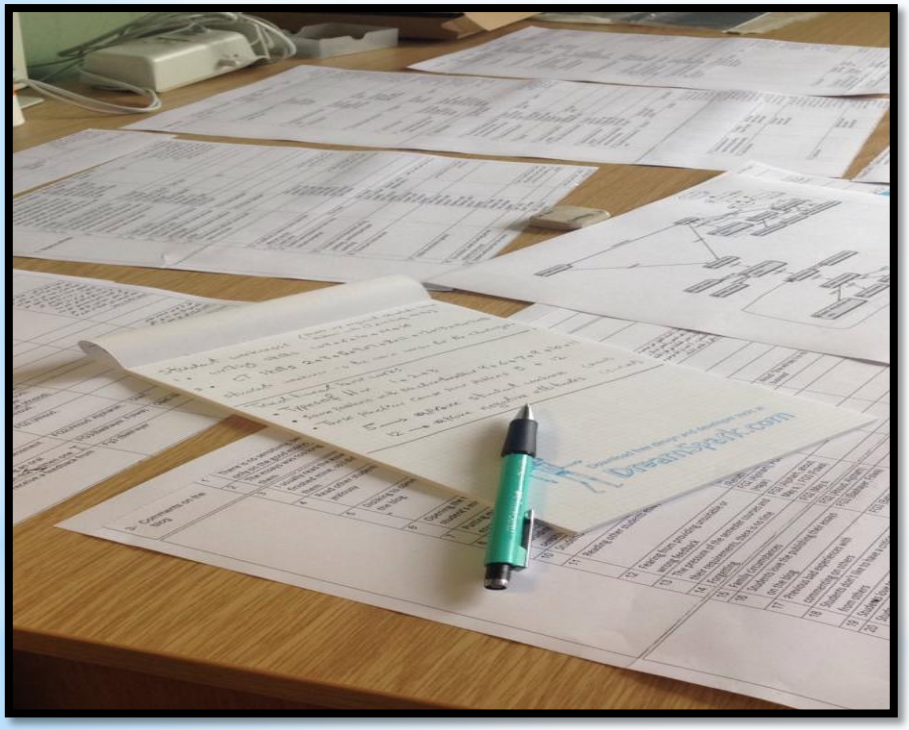
Feedback system
Traditional homework

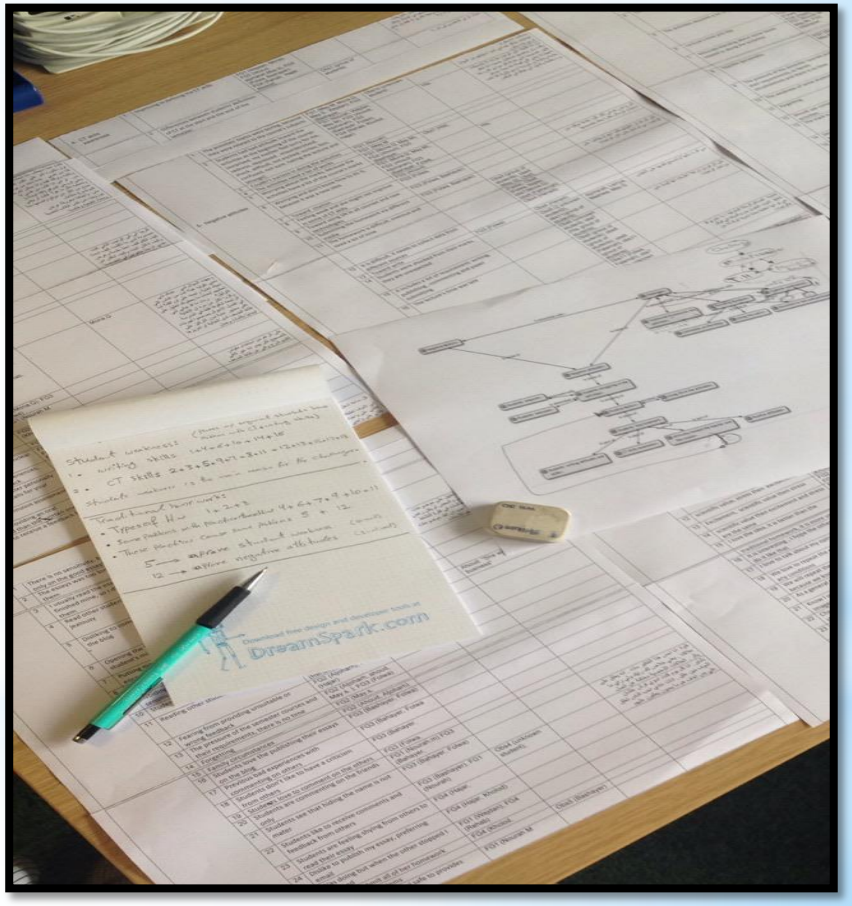
6- Review the codes and the categorizes.

7- Create sub-categorized and themes.

Categorizes	Sub-categorizes	Themes
CT skills	Positive attitudes	Toward themselves
Attitudes	Negative attitudes	Toward the course
CT awareness		Toward the teacher
Factors		
SN using		
Writing skills		

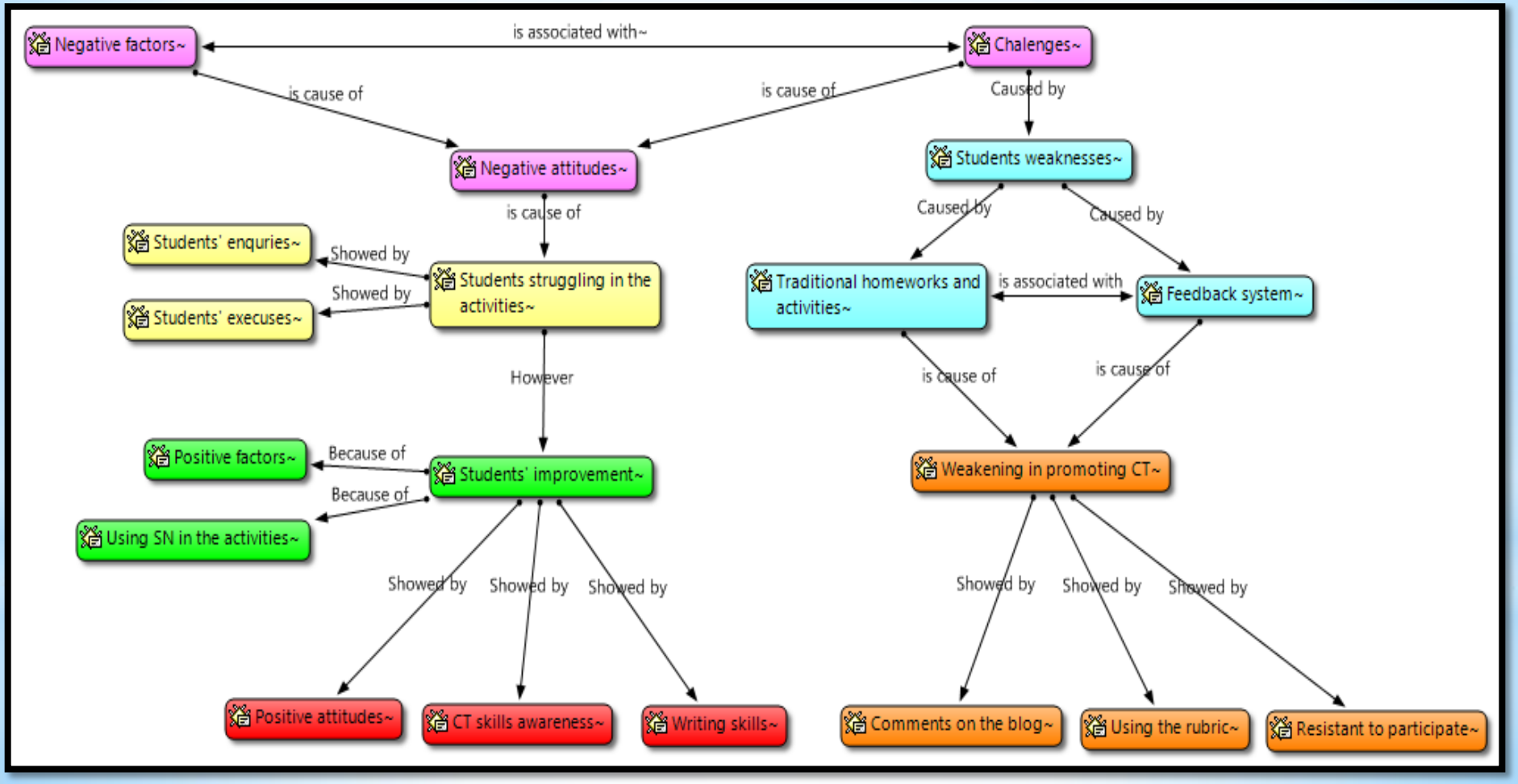
8- Review the codes and the themes and their related to each sub-categorize.



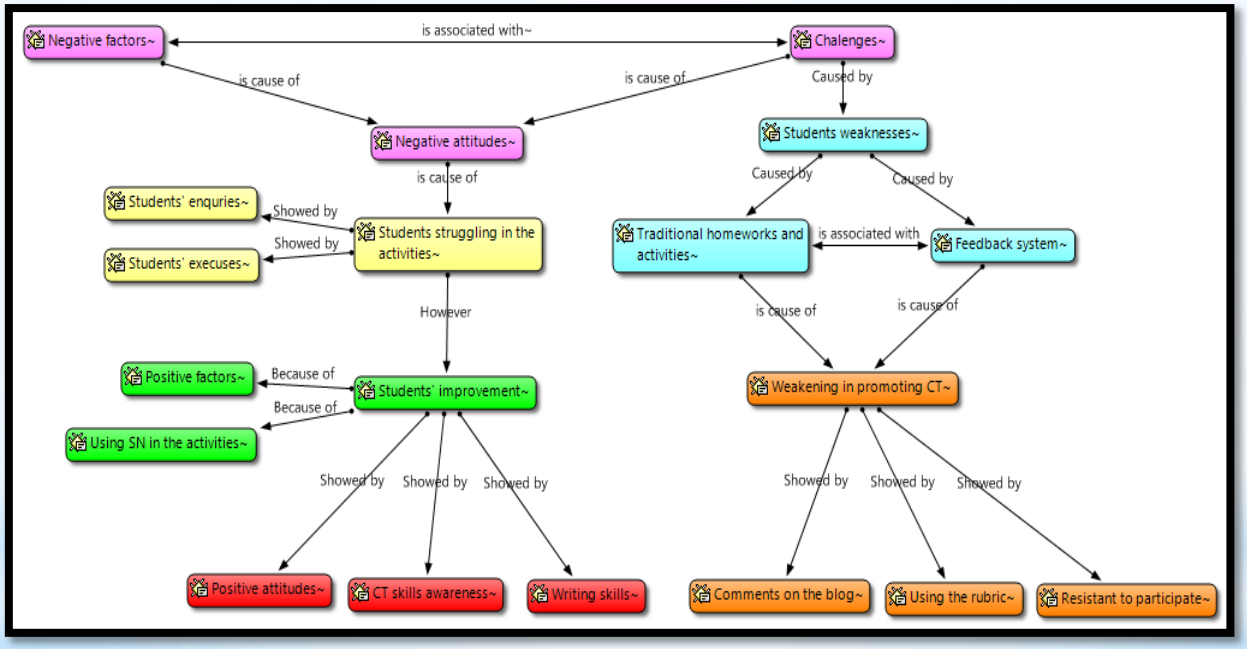


9- Find the relations between the themes.

9- Draw the relations between the themes.



Finally, write immediately about your findings.



Thank you for your attention

Nada J. Alsaleh

na245@le.ac.uk