# Overview of the Online Course:
# Qualitative Data Analysis
## Instructor: Dr. Deirdre M. Kelly

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Qualitative Data Analysis

THE UNIVERSITY OF BRITISH COLUMBIA

## "Qualitative Data Analysis": Course Overview

Instructor: Dr. Deirdre Kelly

Qualitative data analysis (QDA) involves both a disciplined use of intuition and introspection as well as a systematic sense-making of various forms of "data" (e.g., field notes based on participant observation, interviews, photographs, or documents).  There are many ways to produce the coherent stories that are the end result of qualitative data analysis.  To date, however, qualitative researchers have been better at writing about the dilemmas and tensions that arise in field work or in representing the research than they have been at elucidating the steps in between.  Thus, although analysis occurs at every phase of qualitative inquiry, this course will focus primarily on the middle steps of the QDA process.

Across the eight modules in this course, I discuss a variety of tools, strategies, and heuristic devices–but provide no magic solutions or guaranteed recipes.  I emphasize the need for, and importance of, ongoing reflexivity as well as offer a pragmatic, flexible, and iterative approach to QDA.  My examples draw inspiration primarily from ethnography, reflexive thematic analysis, narrative analysis, and counter-storytelling.

The following table provides an overview of the course's 8 modules and the segments within each module. The course also includes a list of suggested assignments, learning activities, and recommended readings.

# Qualitative Data Analysis

| Overview of Course Modules & Segments | | |
|---|---|---|
| **MODULE** | **SEGMENT** | **SEGMENT LENGTH** |
| **Course Information** | Course Introduction | |
| | Land Acknowledgement | |
| | Guiding Questions for Module 1 | |
| **1: Introduction:<br>QDA as Art & Science** | 1.1 QDA as Art & Science | 16:54 min. |
| | 1.2: Reflexivity | 7:18 min. |
| | 1.3: More Metaphors of QDA | 8:51 min. |
| | 1.4: CAQDA—Interview with David Romero | 27:16 min. |
| | 1.5: Looking Ahead to Module 2 | 5:13 min. |
| | TOTAL TIME FOR MODULE 1: | 35:32 min. |
| | Learning Activity 1.1: Judging Excellence | |
| | Learning Activity 1.2: Imagining Analytic Strategies from Findings | |
| | Guiding Questions for Module 2 | |

| 2: Reflexive Thematic Analysis | 2.1 Thematic Analysis, Codes, & Themes | 16:46 min. |
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| | 2.2 Preliminary Analysis | 9:17 min. |
| | 2.3 Fine-Tuning | 5:25 min. |
| | 2.4 Transforming Qualitative Data | 10:25 min. |
| | 2.5 Overview of QDA Process (Debriefing Learning Activity 2.1) | 7:24 min. |
| | 2.6 Codebooks & "Meta" Codes | 10:52 min. |
| | **TOTAL TIME FOR MODULE 2:** | **60:09 min.** |
| | Learning Activity 2.1: Getting an Overview of the QDA Process | |
| | Learning Activity 2.2: Practicing Coding | |
| | Guiding Questions for Module 3 | |
| **3: Strategies for Getting Started & for Fine-Tuning** | 3.1: Early Strategies | 15:21 min. |
| | 3.2: Timed Writing | 9:51 min. |
| | 3.3 Later Strategies | 17:58 min. |
| | 3.4: Data Displays | 30:04 min. |
| | 3.5 Looking Ahead to Module 4 | 0:59 min. |
| | **TOTAL TIME FOR MODULE 3:** | **74:13 min.** |
| | Learning Activity 3.1: Timed-Writing Prompts | |
| | Guiding Questions for Module 4 | |
| **4: Narrative Analysis & Counter-Storytelling** | 4.1: The Narrative Moment | 3:52 min. |
| | 4.2: Narrative Inquiry | 10:43 min. |
| | 4.3: Narrative Analysis Example | 6:29 min. |
| | 4.4: Narratives All the Way Down | 4:33 min. |
| | 4.5: Counter-Stories | 13:45 min. |
| | 4.6: Deconstruction & Reconstruction | 12:49 min. |
| | 4.7: Anti-Colonial Techniques | 13:04 min. |
| | 4.8: Anti-Racist Storytelling | 11:40 min. |
| | 4.9: Countering Deficit Thinking | 6:42 min. |
| | 4:10: Looking Ahead to Module 5 | 3:35 min. |
| | **TOTAL TIME FOR MODULE 4:** | **87:12 min.** |
| | Learning Activity 4.1: Experimenting with Personal Narrative | |
| | Guiding Questions for Module 5 | |

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| **5: Writing as a Method of Inquiry** | | |
| | 5.1: Misnomer of "Writing Up" | 22:24 min. |
| | 5.2: Audience & Style | 4:11 min. |
| | 5.3: Using & Editing Quotes | 8:18 min. |
| | 5.4: Ethical Issues | 8:33 min. |
| | 5.5: Fun with Verbs | 4:12 min. |
| | 5.6: Wrapping Up | 2:06 min. |
| | **TOTAL TIME FOR MODULE 5:** | **49:44 min.** |
| | Learning Activity 5.1: Fun with Verbs (English Prime Exercise) | |
| | Guiding Questions for Module 6 | |
| **6. Multimodal & Visual Analysis** | Visual Thematic Analysis | |
| | Visual Intertextuality | |
| | Analytic Questions to Ask of an Image | |
| | Multimodal Discourse Analysis | |
| | Guiding Questions for Module 7 | |
| **7. Ethics & the Politics of Representation** | 7.1: Ethics & Politics of Representation: Overview | 21:10 min. |
| | 7.2: Hermeneutics of Empathy vs. Suspicion | 9:11 min. |
| | 7.3: Discursive Colonization | 13:25 min. |
| | 7.4: Translation as Interpretation | 9:32 min. |
| | Mandarin to English Translation: Yu Guo's MA Thesis | 16:01 min. |
| | 7.5: Creative Forms of Presentation | 12:01 min. |
| | Amanda Bolderston: Research-Informed Fictional Narratives | 10:13 min. |
| | **TOTAL TIME FOR MODULE 7:** | **91:33 min.** |
| | Guiding Questions for Module 8 | |
| **8. Reflexivity & Judging Quality, Revisited** | 8.1: Reflexivity Defined | 17:10 min. |
| | 8.2: Qualitative Quality | 23:17 min. |
| | Incorporating Self-Reflexivity | |
| | **TOTAL TIME FOR MODULE 8:** | **40:27 min.** |

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**https://canvas.ubc.ca/enroll/7WN3KP**