

Qualitative Research in the Classroom: Data Collection and Analysis

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3:00pm, Friday December 2, , 2022

Series offered by The Office of Research, Scholarship, and Sponsored Programs (ORSSP)



Qualitative Research is Focused... (a reminder)

- On meaning; lived experiences of the participants

Qualitative researchers seek to gather meaningful data

Examine perceptions, motivations, and experiences that are significant (meaningful) to people

- On analyzing texts (written word, images), talk (spoken word, conversations), and interactions (encounters, events) --rather than numbers and statistics,

Examines social processes, not probabilities or predictions

Qualitative research is an iterative and you could say, creative craft; no single “recipe” for qualitative research



This workshop
will explore...

...various ways in which teachers/professors can conduct research using a class that they teach as the site of inquiry. Both ethical and practical concerns will be considered.

Orienting Questions....

What am I curious about?

What classes do I teach that would allow me to “get at” those interests?

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Do I want to study a sub-section of the course?

How long (duration) do I want to be active in data gathering?

Do I want to have students do “something else” on top of the regular curriculum of the course?



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More Questions

Is my class ONLINE, HYBRID, or FACE-to-FACE?

How does the mode of interaction impact what/how I am able to collect data?

What **kinds of qualitative data** CAN I collect?

What **kinds of qualitative data** do I WANT to collect?

Interviews (Audios/videos); Observations; Videos; Documents.....[Transcripts from video/audio data]



There's a lot to consider: I don't have all the answers

But it's really important to raise the questions!

What about the IRB process?

When should I plan to do it....

How long should I give myself to write and revise the IRB and, hopefully, get permission?

How much lead time should I give myself?



Pause/Share/Reflect



study#1

Fukamizu, J., Verstegen, D., & Ho, S. C. (2021). International trainer perceptions of simulation-based learning: a qualitative study. *International Journal of Medical Education*, 12, 267–273. <https://doi-org.ezproxy.uttyler.edu/10.5116/ijme.61b3.214c>

Objectives: This study examined trainer perceptions of simulation-based learning for Continuing Professional Development in international settings.

Methods: A **qualitative research** methodology was used to gain insight into trainer perceptions. **Seventeen international physician trainers involved in simulation training in cardiovascular catheterization and intervention were interviewed.** An inductive thematic analysis was performed following steps described by Braun and Clarke; researchers inductively approached, and then carefully dissected the **transcripts** into individual stories, grounded the problems, and explored themes.

Results: Trainer perceptions are largely aligned with learning theories, even though they were not specifically educated in simulation-based learning and program design principles in advance. Trainers perceive their primary role as facilitators to be most important and consider structuring sessions, facilitating group learning, and stimulating reflection to be crucial themes in simulation-based learning. They believe that building trust is an underlying principle to function in their role and feel responsible for being prepared to improve trainee satisfaction as adult learners. Trainers believe that learning from making mistakes is an important mechanism in simulation-based learning, but they give less attention to giving feedback.

Conclusions: Trainers with basic training in facilitation skills in a **classroom** may unconsciously follow teacher-student instructional models with which they are familiar. This study confirms that trainers in simulation-based learning need pedagogical and facilitating skills to guide trainees and facilitate group processes. Educational training for trainers should include building trust and giving feedback in a more explicit place. In future studies, a mixed-method methodology is suggested to evaluate multi-layered complexities of educational practices.

(Research NOT conducted in a university classroom per se)

Study #2

Ashby-King, D. T., & Hanasono, L. K. (2019). Diverging discourses: Examining how college students majoring in communication define diversity. *Qualitative Research Reports in Communication*, 20(1), 9–18. <https://doi-org.ezproxy.uttyler.edu/10.1080/17459435.2019.1572645>

Colleges and universities in the United States often promote diversity through a neoliberal lens by framing diversity as a celebration of individual differences or a commodity that students can gain by attending their institution. In communication courses, diversity has been conceptualized through both neoliberal and critical lenses, but limited research has investigated how communication students define and explain diversity. **The focus of this study was to understand how communication students define diversity. We performed thematic analyses on open-ended survey responses to investigate how communication students define diversity.** Four themes emerged from our analyses: (a) diversity is a mechanism for unifying communities, (b) diversity is an affirmation of individual differences, (c) diversity is a harbinger of acceptance and equality, and (d) diversity is a disruptive force that re-centers the voices of traditionally marginalized people. Our findings indicate most communication students define diversity through a neoliberal lens. However, 3% of our participants conceptualized diversity through a critical lens by explaining that diversity should create space for those who are marginalized to have their voices heard. We conclude by providing recommendations for communication instructors to incorporate more critical conversations about diversity into their classrooms and foster diverging discourses about diversity across communication curricula.

(Campus-wide recruitment of Ss taking Communication courses – not “classroom” research per se)

study#3

Carroll, K. S., & Sambolín Morales, A. N. (2016). Using university students' L1 as a resource: Translanguaging in a Puerto Rican ESL classroom. *Bilingual Research Journal*, 39(3/4), 248–262. <https://doi-org.ezproxy.uttyler.edu/10.1080/15235882.2016.1240114>

Framed within Ruiz's language-as-resource orientation, **this article uses data from a college ESL classroom where a translanguaging approach was used for the teaching of a novel. After defining key terms, the article describes the linguistic context of higher education in Puerto Rico and its influence on one instructor's Basic English course.** Using **qualitative** inquiry throughout a month-long unit, the researchers describe a bilingual instructor's translanguaging approach and how it enhanced the reading of Abraham Rodríguez Jr.'s *The Boy Without a Flag*. The **findings** present how the translanguaging approach was implemented by using literature circles as a strategy to promote collaborative learning across the two languages. Ultimately, the authors argue that the use of a translanguaging approach complements Ruiz's language-as-a-resource orientation in that students' home language and varying linguistic repertoires are respected and weaved into this ESL course as resources for constructing meaning and building on students' cultural knowledge.

(Much more fully classroom research with one voluntary focus group.)

study#4

Blakemore, T., Agllias, K., & Pallas, P. (2019). “What you need to do is ...”: social work students’ reflections on an advice giving audit exercise. *Journal of Social Work Practice*, 33(1), 67–80. <https://doi-org.ezproxy.uttyler.edu/10.1080/02650533.2017.1419464>

This paper reports on **qualitative research** investigating the advice giving behaviours of social work **students**. **Second-year students, who were enrolled in an interpersonal communication skills course, were required to undertake an 'advice-giving audit' exercise across 6 days, with the aim of strengthening their awareness of the interactive nature of advice giving.** **Students then wrote a diary entry about the frequency of their everyday advice giving behaviour, its intent and reception. Nineteen students provided these reflections for analysis.** **Findings** included three themes pertaining to advice-giving: (i) Giving advice as a natural, comfortable and unconscious way of communicating; (ii) Power and position influences advice dissemination, and (iii) Withholding advice opens, deepens and confuses norms of communication. A fourth theme pertained to the insights that students reported from engaging with the exercise. These findings illustrate the complex interactional process associated with professional advice giving. The research also suggests that experiential activities, which are conducted outside of the classroom, have significant potential to promote the critical examination of embedded communicative practices.

(University classroom research)

study #5 Yestrebsky, C. L. (2015). Flipping the classroom in a large chemistry class-research university environment. *Procedia - Social and Behavioral Sciences*, 191, 1113-1118. <https://doi.org/10.1016/j.sbspro.2015.04.370>.

Mixed methods

Abstract: A study was done to ascertain the effectiveness of 'flipping the classroom' for very large, freshman chemistry classes at a large research university. The term 'flipping the classroom' refers to having recorded lectures available to students on-line and using class time for the instructor to work out extra examples and facilitate more interaction in problem solving. **The study involved two very large classes (415 and 320 students) of second semester general chemistry. One class served as the control class and was taught in the traditional lecture format normally utilized within the department while the other class accessed all lectures on-line with class time devoted to instructor led problem solving and examples.** Results show that the percentage of high final grades ('A' and 'B') increased in the test group compared to the control group but average performing students (final grade of 'C') decreased in the test group with little to no effect on the lower performing students. This indicates that the average performing students were aided by this teaching method compared to the traditional teaching format. A survey was administered to both classes at the end of the semester to determine their perception of instruction. A high percentage of students in the test class found the on-line instruction valuable and watched at least some recorded lectures more than once. The control class did not express a high evaluation of the on-line instruction even though they had the same slide modules available to them but without the audio lecture.

(University classroom research—two classrooms)

Study #6:

Consalvo, A. (2016). Preservice secondary teachers' text sets: Constructing pathways into disciplinary literacy for adolescents. In Martinez, E., Pilgrim, J., Sharp, L., Ortlieb, E., Verlaan, W., & Kern, D. (Eds.), *What's Hot in Literacy: 2016 Literacy Summit Yearbook* (pp. 68-73). San Antonio: TALE/SLP.

*This article explores ways in which preservice secondary teachers of a southern state university, in a required disciplinary literacy course, constructed text sets to provide engaging, multimodal entry points to disciplinary topics for their future middle and high school students. **Seven preservice teachers' text sets were analyzed using comparative case study to assess the degree to which their authors designed their text sets as multimodal engagements.** Results suggest that preservice teachers need sustained instructional support in order to conceive of their discipline's texts as multimodal. Examples are drawn from five text sets representing four disciplines.*

(University classroom research)

#7: Delello, J., & Consalvo, A. (2019). “I found myself retweeting”: Using Twitter chats to build professional learning networks. In J. Yoon & P. Semingson (Eds.) *Educational technology and resources for synchronous learning in higher education* (pp. 88-108). IGI Global.

This chapter describes a mixed-method, multiple case study that examined ways in which synchronous educational Twitter chats were used, first, to enhance graduate and undergraduate university student learning, second, to build professional networks, and third, to provide a loosely regulated means to achieving self-determined professional development goals. Findings suggest that while difficult at the onset, participation in Twitter educational chats was an enhancement to students’ overall course learning experience. Specifically, university students’ use of chats for educators helped them achieve social presence in this virtual environment, as well as to better understand the connections between positive student-teacher relationships and K12 student learning. Included are recommendations for use of Twitter synchronous educational chats in the college classroom as well as future directions in research.

(Two university classrooms – mixed methods)

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Other thoughts?

Visit the ORSS page to schedule a consult with colleagues about your research.

<https://www.utt Tyler.edu/research/ors-research-design-data-analysis-lab/consultants/>

