

WHERE IS THE ANALYSE BUTTON?

TEACHING QUALITATIVE ANALYSIS AND INTERPRETATION USING SOFTWARE

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QUALITATIVE ANALYSIS AND INTERPRETATION

- ☐ Sociology: second year BA course (since 2007)
- ☐ Four weeks intensive (since Januari 2012)
- ☐ About 100 students

PRIOR KNOWLEDGE STUDENTS

- ☐ **Sociological Theory**
- ☐ **Methodology** course (Bryman 2008)
(Ontology, epistemology, nature of quantitative and qualitative research, mixed methods)
- ☐ Basic **Statistics** Course (Agresti & Finlay 2009)
(Univariate and bivariate analysis, SPSS)
- ☐ **Fieldwork project** (Bryman 2008)
(Using open interviews & observation)

STUDENT TYPIFICATIONS

1. "I love qualitative research, I hate computers"
2. "Methodology-as-Philosophy" (Hammersley, 2011)
3. "Good qualitative research is virtually impossible"
4. "Where is the analyse button?"
 - ☐ "Software = the method"
 - ☐ "Neophilia" (Carvajal, 2002)
 - ☐ "I know what button to click, but not why I click it"

Our typification
Qualitative analysis and interpretation is done by reflexively relying on theories and methods of analysis. Atlas.ti is only a helpful tool.

HOW DO WE TRY THIS?

- ☐ Multiple strategies
 - ☐ Exaggeration
 - ☐ Frustration
 - ☐ Curiosity
 - ☐ Multiple learning theories
 - ☐ Active learning
 - ☐ Experiential Learning
 - ☐ Guided discovery learning
 - ☐ Classic lecturing / instruction

QUALITATIVE ANALYSIS AND INTERPRETATION LEARNING OBJECTIVES

Objectives

Theoretical objectives

- ☐ Introduction in Interpreting Qualitative Data
- ☐ Overview of different analysis strategies

THEORETICAL OBJECTIVES

I have lost count of the run of the mill qualitative research papers I have come across which find it necessary to define their work in terms of obscure philosophical positions such as phenomenology or hermeneutics.

You will not find either of these terms in the glossary of this book for one simple reason. In my view, you do not need to understand these terms in order to carry out good qualitative research. Indeed, if you try to understand them, my guess is that you will not emerge from the library for many years!

Silverman (2006, p. 7)

Essential for:
academic development
understanding a constructionist critique



THE EXAGGERATION

Objectives

Theoretical objectives

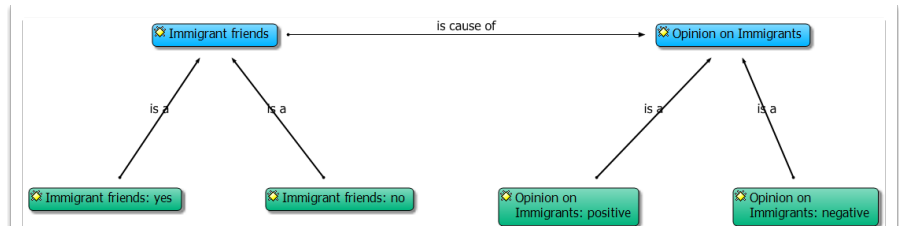
- ☐ Introduction in Interpreting Qualitative Data
- ☐ Overview of different analysis strategies

Practical objective

- ☐ Doing qualitative analysis using ATLAS.ti

THE FRUSTRATION ASSIGNMENT I

- ☐ First assignment (week I)
- ☐ Two student objectives:
 - ☐ Using ATLAS.ti, (coding, several retrieving functions and networks)
 - ☐ Deductive content analysis
- ☐ Predefined coding scheme, based on Allport's (1954) contact hypothesis



THE FRUSTRATION ASSIGNMENT II

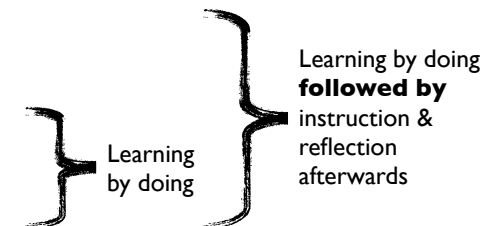
Students get extremely frustrated

Not with ATLAS.ti,
but with the simple hypothesis

THE FRUSTRATION ASSIGNMENT III

Three solutions:

- ☐ Quit
- ☐ Force theory
 - ☐ Minimalistic
 - ☐ Critically reflecting
 - ☐ Adjust the theory



STUDENT TYPIFICATIONS

1. "I love qualitative research, I ~~hate computers~~"
2. "~~Methodology as Philosophy~~"
3. "Good qualitative research is virtually impossible"
4. "~~Where is the analyse button?~~"
 - ☐ The "~~software = the method~~"
 - ☐ Neophilia (Carvajal, 2002)
 - ☐ "~~I know what button to click, but not why I click it~~"

THE CURIOSITY ASSIGNMENT

- ☐ Final assignment (week 2 to 4)
- ☐ Student objectives:
 - ☐ Doing an inductive analysis using Grounded Theory
 - ☐ Using ATLAS.ti
 - ☐ Reflect in teams
- ☐ General topic: How do people define and do **Participation** and/or **Protest?**
- ☐ Data are newspaper archives and/or internet sources



CONCLUDING REMARKS

Many learning theories are single focused and ignore typifications. In order to re-construct the student typifications of Qualitative Analysis and Interpretation using software we do some *breaching*. We

- ☐ **Exaggerate** contrast between theoretical objectives and practical objectives
- ☐ Deliberately **frustrate** our students to make them reflect on (qualitative) deductive analysis
- ☐ Use their **curiosity** to enthuse their combined theoretical and practical thinking in an inductive approach