Qualitative Methods Workshops, ATU, Tehran, 2019
Analysing Qualitative Data
Dr Lea Sgier
University of Geneva, Switzerland
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Content and aims

Qualitative data are notoriously difficult to analyse: invariably described as "voluminous, unstructured and unwieldy" (Bryman and Burgess 1994 :216) and, more generally "bulky". They are often hard to "reduce" and make sense of beyond simple description. Also, they are typically highly context-specific and therefore impossible to submit to standardised analytical procedures. Finally, qualitative data are inherently multi-layered, hence open to multiple interpretations, which complicates data analysis and makes it vulnerable to various analytical shortcomings (over-interpretation, one-sidedness in the analysis etc., cf. Antaki et al. 2003).

This workshop provides a first introduction to qualitative data analysis for the social and human sciences (and related disciplines). It focuses on the general principles and steps of qualitative data analysis that underpin a variety of approaches roughly known as involving some form of "coding", and applicable to a variety of types of data (textual, visual, audio-visual) (cf. for instance Miles, Huberman and Saldaña 2014; Maxwell and Chmiel 2014). We will go through the various steps that compose the coding process (from pre-analysis to the elaboration of a coding scheme to the actual coding, inventorising, mapping and analysis/interpretatin of data), both in practice and in theory. We will also discuss varieties in which this process unravels in practice, depending on the research aims, for example in terms of inductive vs deductive analysis, or exploratory and descriptive vs explanatory research, as well as the specific complexities that incur when we use this approach for comparative analysis. By the end of the workshop, the participants should have a good grasp of this method and have an idea how it would apply to their own data (if applicable). They should also have understood how the process of data analysis as such links to what comes before (research design and data collection in particular).

Understanding the general principles of qualitative data analysis is useful in itself: it gives researchers a handy and easily applicable tool that will help them organise, reduce and make sense of their qualitative data efficiently (whether for manual or for soft-ware assisted analysis). It also serves a second purpose though: a good understanding of the logic of coding is also very useful as a basis for types of qualitative analysis that are more interpretive in nature (discourse analysis, narrative analysis, some types of frame analysis etc.) that are typically less formalised and harder to explain in terms of how they "work". A good understanding of the logic of coding will help to see that these approaches, although different in spirit and aim, follow similar methodological steps.

Format

The workshop will include various types of activities: lectures by the instructor, group exercises, discussions of participants' questions and plans.

Participants are expected to be willing to engage in active data analysis exercises. A large portion of the workshop will consist in us going together through the key steps of a data analysis exercise and discussing issues as they arise (and how they could transpose to the participants' real-life concerns).

Participants

This workshop is mainly meant for participants with little or no knowledge of qualitative data analysis who wish to get a first grip of the basics, either as a method in itself that could be useful

to them, or as a preparation for learning other types of data analysis (such as discourse analysis) that work somewhat differently (and more interpretively), but that become easier to grasp and use if the basics of coding are understood. The workshop is also suitable for people with some understanding of qualitative data analysis who would like to reflect on their own ways of going about analysis.

The workshop is designed mainly for participants from the social and human sciences, but it is open to participants from other fields and disciplines as well, including participants from interdisciplinary fields.

Preparation

The participants will be provided with a few of texts in support of the workshop. The ones markes with an * are advised to be read ahead of the workshop. The others serve as reference material for before or after the workshop for participants who want to engage more deeply with this method. All readings will be provided in electronic format ahead of the workshop.

The participants will also receive some data extracts about ten days ahead of the workshop that they will be asked to simply read through before the beginning of the workshop.

Day-to-day outline (tentative)

Day 1:

8:00-10:00
Introduction to the workshop; overview of the field of qualitative data analysis; first exercise in qualitative data analysis
10:00-12:00
Introduction to the logic of coding (steps, processes); the role of theory in coding
13:00-15:00
Coding exercise (١): inductive and deductive coding scheme development; what is a "good" coding scheme?
15:00-17:00
Coding exercise (٢): coding (inductive/deductive; in vivo/analytic etc.)

Day 2:

8:00-10:00
Coding exercise (٣): validity checks on the coding; inventorising and mapping; searching for paterns.
10:00-12:00
Coding exercise (٤): searching for patterns (continued) beyond description; data analysis and interpretation.
13:00-15:00
Extensions of the basic process: types of analysis (descriptive, explanatory), comparative analysis, process tracing analysis, etc.; software-assisted analyis (with a brief demonstration of MaxQDA if desired).
15:00-17:00

Implications of data analysis on data collection (and management); participants' further questions.

Readings:

Bazeley, Patricia (2009). "Analysing Qualitative Data: More Than Identifying Themes". Malaysian Journal of Qualitative Research 2(2): 6-22. (http://www.researchsupport.com.au/Bazeley_MJQR_2009.pdf)
*Butcher, Howard Karl et al. (2001). "Thematic Analysis in the Experience of Making a Decision to Place a Family Member With Alzheimer's Disease in a Special Care Unit". Research in Nursing&Health 24:470-80.
Fereday, Jennifer and Muir-Cochrane, Eimear (2006). "Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development". International Journal of Qualitative Methods.5(1). 80-92.
Maxwell, Joseph A. and Chmiel, Margaret (2014). "Notes Toward a Theory of Qualitative Data Analysis", in Flick, Uwe (ed.), The Sage Handbook of Qualitative Data Analysis, London: Sage, pp.21-34.
(*)Miles, Matthew B., Huberman, A. Michael and Saldaña, Johnny (2014). Qualitative Data Analysis: A Methods Sourcebook. Thousand Oaks: Sage, ch.1,2,4,6-9.
Palmberger, Monika and Gingrich, Andre (2014). "Qualitative Comparative Practices: Dimensions, Cases and Strategies", in in Flick, Uwe (ed.), The Sage Handbook of Qualitative Data Analysis, London: Sage, pp.94-108.
*Ritchie, Jane and Spencer, Liz (2002). "Qualitative Data Analysis for Applied Policy Research", in Huberman, A. Michael and Miles, Matthew B. (eds), The Qualitative Research Companion. Thousand Oaks: Sage, pp.305-329.

The instructor

Lea Sgier is a political scientist by training. She is a senior lecturer in qualitative methodology at the University of Geneva (Switzerland) and a senior researcher at the Professional University of Social Work in Geneva. She is also an instructor at various international methodology summer and winter schools (Essex Summer School UK, ECPR Winter School, WSSR Concordia, Montreal, SSRM University of Hong Kong, CUSO doctoral programmes of the French speaking Swiss universities), where she teaches qualitative methodology and academic writing (in English and French). From 2010-17she was a professor of qualitative methodology at Central European University (CEU) in Budapest, Hungary. Since 2013, she is a member of the Steering Committee of the ECPR Standing Group on Political Methodology (Europe's main professional organisation of political scientists), and from 2009-16 she acted as an instructor and methodological advisor for two large scientific cooperation projects with the Western Balkans (RRPP) and with the South Caucasus (ASCN).
Her research interests are in gender and politics; dementiaand old age policy, and qualitative-interpretive methods. She is co-investigator of a project on older people's political citizenship in Switzerland (2017-19); is about to complete a project on health and care professionals' training needs in the field of dementia, for the Canton of Geneva (2018-19), and currently works for a project on cantonal dementia policies in Switzerland.
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Workshop on Content Analysis
Presenter: Dr. Ahmad Golmohamadi

Introduction
The dramatic growth of the production and availability of various types of texts from the second half of the 20th century increased the importance and application of content analysis dramatically. Today, the use of content analysis is inevitable for many psychologists, anthropologists, historians, political experts and social science researchers. Therefore, content analysis has become a valuable tool of research methods that allows the inference and induction from all types of written, visual, symbolic and communication data.

The importance of the workshop
Today, valid recognition is essential for the survival and promotion of social life, which can be acquired through scientific knowledge based on valid research methods. The foundation of this methodology is to identify, compile and analyze data. Content analysis is one of these methods that has many and varied applications

The foundation of these methods is to identify, compile and analyze data. Content analysis is one of these methods that has many and different applications. By using content analysis method, one can analyze a large amount of data types and extract the themes. In other words, content analysis enables the researcher, through analyzing data belonging to different contents of social life products (in particular the types of visual and / or audio linguistic representations such as essay, book, Document, photo, film), to identify individual, institutional, group, and social focus points. Additionally, content analysis may also provide the prerequisite of valid explanations and complement other methods.

Another point is that content analysis can be used both for current and historical realities. On the other hand, despite such importance, the teaching of research methods, including the method of content analysis in different fields of study, is mostly of a theoretical and formal nature, and students generally cannot apply their theoretical knowledge while undertaking a specific research project. Therefore, the proposed workshop can meet both the theoretical and cognitive needs and practical and applied requirements.

Purpose of the workshop
The purpose of this workshop is to: 1) justify the status and importance of content analysis in scientific research; 2) to define content analysis in the simplest possible way based on the most acceptable and valid definitions; 3) to, at least, introduce content analysis processes in the simplest and most practical ways so that it can be used by students of various social sciences; 4) to introduce conduct content analysis procedure through a real practice in a sample research project. Therefore, the participants in this workshop can answer the questions about importance and status of content analysis, the nature of content analysis (especially in comparison with similar techniques), the minimum steps required for content analysis, and how to use content analysis.

Workshop presentation method
The workshop (using PowerPoint) is presented in three stages: 1) introducing preliminary discussions so that the participants have a common understanding of this technique ; 2) defining content analysis using the available views and references; and introducing its various stages theoretically and in the simplest possible way; 3) Applying the above mentioned steps of content analysis in a sample research project in order to familiarize the participants with the use of this technique for conducting certain research (including text and image contents). The first step is

basically used for achieving the same understanding of the term. Since there are various influential views about the definition of content analysis, the stages of content analysis, and the sequence of content analysis steps, first of all, there should be a definite view on how to integrate these issues in order to minimize the ambiguity and confusion of participants attending the workshop and to help them have the same recognition of the term. Therefore, after defining content analysis (based on several valid definitions) as a research technique for interpretation of the text, we will then define the content analysis steps. In doing so, we limit the workshop to a few characteristics of content analysis so that we can have an agreement.

In other words, in identifying and defining the content analysis process, we will identify at least the steps that, as most scholars believe, are required for each content analysis. This simple definition of content analysis and its stages, makes the application of this method in the other fields possible and familiarizes the students with basics of content analysis.

After defining the stages of content analysis and determining their ordering, we first define the process steps theoretically. These steps include identifying the text, categorizing, unifying, punctuation, marking, deducing, and compiling an analysis report. After stating the problem and choosing content analysis as a data analysis method, the sample and population are identified. In the second step, or categorization, we actually define the categories or characteristics of the search in the text. In other words, this step deals with the definition of variables. Defining the units of analysis deals with the determination of the analytical units or the level of analysis. At this stage, the entire text is divided into relatively smaller units to provide better and more accurate analysis of the content. In fact, what is done at this stage is to define and determine units of the text in which the intended categories, characteristics or variables in question must be sought in those units.

At the marking (highlighting) stage, we want to identify and mark the features, categories or variables in the text units. Therefore, we examine individual units of text with the purpose of identifying the desired features or categories, and if identified, we encrypt them properly (eg with a number, color, or other signs). Data analysis is another phase of content analysis in which we try to count and classify tokens or codes. In fact, the simplest form of data analysis is to count the signs in order to find their relative and cumulative frequency. Of course, as mentioned above, this kind of counting is actually the simplest form of content analysis, and there are complex techniques of data analysis. After data analysis, it is time for deduction. If in the data analysis, the text features are quantified, in the deduction phase, the quantitative data are interpreted qualitatively. In this phase, we attempt to explain the common findings of the data analysis qualitatively. After analyzing the data and extracting the themes, the findings are reported.

After providing content analysis procedure theoretically, through applying this theoretical instrument, a specific content is analyzed to help the participants get familiar with content analysis of different texts. If there is enough time, the participants themselves can analyze a text through following the above mentioned themes.

References

 Krippendorff, Klaus (1980). Content analysis: an introduction to its methodology, 1980. (Translated by Naeeini).

 Holsti, L. R (1373). Content analysis for the social sciences and humanities (Translated by Salarzadeh Amiri, 1373). Tehran : Allameh Tabataba'i Publications

Bardin, Laurence. Content Analysis . Translated by Yamini, M., & Ashtiyani. M. (1374). Tehran: Shahid Beheshti University Publications.

Workshop on PLS Software
Presenter: Dr Ahmad Ghiasvand

At present, the use of various advanced statistical techniques for the analysis of univariate, bivariate and multivariate data by specific software has led to extensive and accurate studies. Social researchers call statistical analysis techniques of regression, path analysis, and factor analysis the first generation multivariate analysis of data. This technique could be done more easily through SPSS software; therefore, multivariate analysis of data was performed through regression tests, path analysis, factor analysis and Cronbach's alpha test.The second category, the multivariate analysis of data, which are called the "second generation of structural equation modeling, attempts to overcome the weaknesses of the first generation techniques, which can be more frequently done through LISREL, AMOS, EQS, MPLUS, and PLS software. Statistical software which is variance-oriented in structural equation modeling is PLS . This program which uses Bootstrap method to specify the distribution of data does not require data normalization. Moreover, the theoretical hypothesis of the research can be tested with a small size. Such a structural equation modeling is known as an easy method. Testing the complex models, low standard error of measurement, and the possibility of using a reagent for the variable and mixed methods design for measurement are advantages of this approach in comparison with covariance oriented approaches.

Partial least squares regression (PLS regression) is a statistical method that bears some relation to principal components regression; instead of finding hyperplanes of maximum variance between the response and independent variables, it finds a linear regression model by projecting the predicted variables and the observable variables to a new space. This software was initially developed by Wold Herman in 1974, and then developed in 1981 and 1985.

This software achieved its popularity in 2005 when Ringle, Wende, developed the SmartPLS through using Java software operating system at the University of Hamburg, Germany and through using the latest experimental research and assistance from researchers completed and published it all over the world.

Prerequisites:
Master's degree and Ph.D.
Familiarity with Quantitative Research –
Familiarity with Statistics and SPSS
Relevance to the student's field of study
Training hours required: 8 to 16 hours

Part One: Introduction to the Structural Equation Modeling
 Understanding multivariate analysis of data I
Introduction to Structural Equation Modeling
Features Structural Equation Modeling Pls

Part Two: How to use PLS software in data analysis
Determine path model of the research in PLS software
Structural Model in Structural Equation Modeling
Measurement Model in Structural Equation Modeling

Evaluation of the quality of the research path in PLS software

Part Three: Understanding PLS Software and Drawing the Roadmap for Research
Introducing the PLS
Creating project in PLS program
Drawing the path of research model

Part Four: Testing and output of research path model in PLS software
 Running and output command of the partial least squares algorithm
Running and output command of bootstrapping

Part Five: Reporting path model of research in PLS software
Reporting reflexive Measurement Model
Reporting combined Measurement Model
Reporting structural model and research path

Workshop on Discourse Analysis
Presenter: Dr. Mohammad Javad Gholam Raza Kashi

The workshop focuses on learning a few basic and fundamental approaches to discourse analysis. Participants are assumed to know something about theoretical issues of discourse analysis. In the workshop, only in the final minutes are theoretical issues discussed. The following areas will be discussed in the workshop:

Session 1: Free exercise in the production of verbal strategies in everyday life and politics
Session 2: A General discussion on Discourse Analysis and its Type
Session 3: Inter-textual description and analysis
Session 4: Meta-textual aspects
Session Five: Style and Identity
Session Six: Thematic Topics

References:
Sarah Mills (2003). Discourse. Translated by Fatah Mohammad Translation. Zanjan: Third Millenium Publication.
Marian Jorgensen and Louise Phillips (2010). Theory and Methods in Discourse Analysis. Translate by Hadi Jalili Tehran: Nehru Publishing,
Mohammad Javad Gholam Razakashi (2000). Speech Magic: The System of Meaning in the election on June 2nd .
"**Mohammad Javad Gholam Raza Kashi** https://atu-ir.academia.edu/"

Workshop on Qualitative Data Analysis trough Nvivo software
Presenter: Faez Dinparast , Ph.D

Faez Dinparast is assistant professor of political sciences at Allameh Tabataba'i University. His main interest areas are research methods and political economics. He attended different international workshops on qualitative research methods. In addition, he presented different national and international workshops on using Nvivo software in qualitative data analysis.
Workshop requirements for participants:
Participants, at least, need to be fully acquainted with the fundamentals, requirements and logic of qualitative methodology. Obviously, it is not possible to review the methodological issues in this workshop. Therefore, the interested participants are strongly recommended to participate in the workshops on qualitative data analysis which are presented before this workshop. Besides the related workshops on qualitative research methods, the following textbooks might be useful:
Flick, Uwe (1998). An introduction to Qualitative Research Methods (Translated by Jalili, H.). Tehran: Nay Publications

An introduction to workshop title
NVivo is a software package which supports qualitative and mixed methods research. It is designed to help the researchers and scholars of social and political sciences, medical sciences, nursing, management, social panning, education, etc to organize, analyze and find insights in qualitative or unstructured data such as interviews, open-ended survey responses, articles, and social media.
While working with qualitative data, if the researcher does not use NVivo, his/her work might be more challenging to manage , time consuming, and hard to navigate. More importantly, completing and analyzing qualitative studies without this software might make it very hard to discover connections in the researchers' data and find new insights. NVivo gives the researchers a chance and a place to organize and manage their materials so that they can find insights in their data. NVivo can also provide tools which allow the researchers to ask questions of their data in a more efficient way.
The software supports text files, audio and video files, digital photos, worksheets, web data and social media. One of the important features of this software is the ability to transfer data and information to software such as SPSS, WORD, EXCEL, and ENDNOTE. Through working with Nvivo, a researcher can:

Save time
Quickly organize, store and retrieve data
Work more efficiently
Unpack connections in ways that are not manually possible
back-up findings with evidence

Workshop Schedule

Introducing software and organizing data	an overview of software operationalizing research design in the software entering the text, audio, and video texts, and photos into software in line with Persian language requirements preparing literature review

	note-taking and merging the data with references
Coding and analyzing the data	Coding structured data Auto-coding Inductive and deductive coding Defining different codes suitable for research method Defining case Determining the values of cases
Reporting the output of the software	Exploring the data in the software Text and matrix exploration Writing the project reports Preparing the theory figure

Table of study and Practice
Participants are recommended to have a variety of text, video, and audio files from their project for practice.

Hardware Requirements: The workshop is presented at the computer site, but due to the limited number of computers, participants are advised to have their personal laptops.

Workshop on Grounded Theory
Presenter: Mohammasd Saeid Zokayi

An introduction to the workshop
The workshop aims at familiarizing graduate students and other interested scholars with logic, theoretical foundations, types (styles), design, implementation and writing of research using grounded theory method. Participating in this workshop will enable the participants to know about the merits and capacities of grounded theory as the most commonly used method in the interpretive social sciences and as an alternative approach for theoretical conceptualization in the humanities and social sciences, and participants will be able to independently carry out and evaluate this kind of research.

The required level of cognition
Familiarity with philosophy and fundamentals of basic qualitative research is necessary. In addition, it is also necessary and preferable that the participants be familiar with the field of studies similar to social sciences (sociology, psychology, management and planning, and communication).   The following sources are also useful:
 Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory (2nd edition)
Grounded Theory Online
Grounded theory research: Procedures, canons, and evaluative criteria, by Corbins
Theory and Method in Qualitative Research by Zokayi, Saeid (Online).
Main topics which are discussed in the workshop

Topics for discussion	Details of discussion
Logic and main elements of grounded theory	Theoretical Foundations, challenging Concepts, Abduction; permanent comparison, Theoretical Sampling
Different types of grounded theory	Classic grounded theory, structuralism, post modern
Planning, coding, Processing	Field note- taking, Open Coding, Axial and selective coding, Practicing different types of coding
Planning, coding, Processing	Paradigm coding, Categorizing
Writing and Evaluation of Grounded theory	Writing styles of grounded theory, evaluation criteria, relation with alternative methods
Practicing and running class projects	Practicing for interviewing, taking notes and designing proposals in basic theory

Workshop on Writing Research Papers
Presenter : Dr. Shoja Ahmadvand

Teaching hours: 12

Rationale
Understanding the proper ways to prepare scholarly research papers is essential for students, especially graduates, to reflect their research achievements, in particular, dissertations so that they can make their academic achievements accessible to the others.
Workshop Objectives: Presenting the latest scientific achievements about how to provide scientific articles about the literature of the field and explaining them to the students them with concrete examples to the students so that they can publish their findings.
Workshop audience: Students, especially graduate students

Pre-requisites for participation in the workshop: Understanding the foundations of research at the undergraduate level
The most important issues in the workshop are:

1) Article Title
2) Abstract
3) Introduction
4) Research literature
5) Research method
6) Presenting results and findings
7) Discussion and interpretation of results and findings
8) Conclusions and outcomes
9) Acknowledgement
10) References

Reference
Wallwork, A. (2016) .English for Academic Research: A Guide for Teachers.. Springer.
John W. Creswell (2015). Research Design: Qualitative, Quantitative, and Mixed Method Approaches. fourth edition. SAGE Publications.

Teaching Method/ pre/post teaching tasks
As usual after teaching each part, the students are required to do the same take and the related exercises and to solve the likely problems.
Evaluation Method:
The sample writings of each student are evaluated and the students are ranked based on their scores.

Workshop on Planning research (writing proposal)
Presenter: Faez Dinparast , Ph.D

Target audience : Master's and Ph.D. students of various field of social sciences (including sociology, political science, economics, communication, psychology, management, education, etc.)

Prerequisites for participation in workshop:
The main sub-topics of the workshop:

Research as a process of developing science is based on an internal rational logic. In this workshop, research procedure is explained to the participants step-be-step. The main topics of the workshop are:
-Explaining the nature of research
-Types and ways of writing research statements
-Objectives and research questions
-Different problem-solving strategies
-Role of theory in research
-Hypothesis
-Data collection methods
-Data analysis methods
-Validation and quality insurance of the research

Teaching Method:
 Participants are expected to read and do the assigned tasks

Evaluation:
Participants are evaluated based on the quality of the proposals

References

-Bliqui, Norman (2008) Planning Social Research, Translated by Hassan Chavashian Translation, Tehran: Nizar Ney
-Saee, Ali (2008) Research Method in Social Sciences, Tehran: Samt Publications
-Nabavi, Lotfollah (1393) The Foundations of Logic and Methodology, Tehran: Tarbiat Modares University Publications.
-John W. Creswell (2015). Research Design: Qualitative, Quantitative, and Mixed Method Approaches. fourth edition. SAGE Publications.
-Della PORTA, D. & M. KEATING (ed., 2008). Approaches and Methodologies in the Social Sciences. A Pluralist Perspective. Cambridge: Cambridge University Press
-NEUMAN, W.L (2006). Social Research Methods. Qualitative and Quantitative Approaches. Sixth Edition. Boston: Pearson.

The Qualitative Data Analysis Methods "Big 5". There are many different types of Qualitative Data Analyses, all of which serve different purposes and have unique strengths and weaknesses. So, how do you choose the right one? Well, selecting the right analysis largely depends on your research question. Qualitative data analysis works a little differently from quantitative data, primarily because qualitative data is made up of words, observations, images, and even symbols. Deriving absolute meaning from such data is nearly impossible; hence, it is mostly used for exploratory research. While in quantitative research there is a clear distinction between the data preparation and data analysis stage, analysis for qualitative research often begins as soon as the data is available. Several methods are available to analyze qualitative data. The most commonly used data analysis methods are: Content analysis: This is one of the most common methods to analyze qualitative data. It is used to analyze documented information in the form of texts, media, or even physical items. Data Analysis and Interpretation Validity and Reliability Writing the Qualitative Report Example 9.1. Qualitative Procedures Summary Writing Exercises Additional Readings. Chapter 9. Qualitative Methods • Using a checklist for qualitative research to form topic sections of a procedure • Stating the basic characteristics of qualitative research • Determining how reflexivity will be included in a proposed study • Weighing the different types of data collected in qualitative research • Employing steps in the qualitative data analysis process • Establishing validity in qualitative research.