

QUAL PAL

FACILITATOR GUIDEBOOK

3
Contribute to the Code Definition
How does your reading add to the definition of your code?

Document Hunches as Hunches
Write down your hunches, but mark them as hunches.
Use fonts, colors, highlighters, question marks, _____
Example: ?I feel _____ way, but I'm not

8
Paraphrase
Write it for a 14 year old.
Write it for the participant.
Write it for _____

1
Choose Anchor Examples
Anchors can be good fits or poor fits or fringe fits. Write some of each down.

2
Circle Back to the Research Themes
How does this reading connect to the research question and themes?

CHRISTIAN SCHMIEDER
& KYRIE E. H. CALDWELL

UW
Extension
University of Wisconsin-Extension

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MATERIALS NEEDED

Set of 19 purple Technique Cards, available to download at:
<https://fyi.uwex.edu/datajams/qual-pal/>

Qual Pal can help when you're sitting in front of your data thinking, 'What's next?'

INTRODUCTION

With increasing emphasis on understanding the world through data, people have been learning more about what data are and can be, how to find them, and the ways those data can be represented, such as through infographics. However, the steps in between (collecting data, cleaning data, and especially *analyzing* data) are often obscured.

These materials and activities can help you facilitate solo or group analysis of qualitative data. They focus on concrete techniques and steps that experienced analysts use and that are often implicit in teaching resources on qualitative methods.



Some caveats

These materials assume that your data has already been collected and cleaned up so that it is in workable, readable form.

Please note that these materials focus on analytic process design, not overall research or project design.

These materials do not constitute a method. Rather, these materials are representing commonly used techniques and activities so you can “play” with them, explore them, expand them. You may find some things from your own methods and habits missing; an integral part of using these materials is to add and modify them to fit your needs.

These materials are designed to be modular; that is, they can be used together or separately as you find helpful. Each explanatory section on the following pages provides suggestions for using the components together and separately.

USING THE TECHNIQUE CARDS

The Technique Cards contain methodological techniques that analysts use when they do their work. These techniques are the building blocks of the analytic process. These are Cards we use and recommend, but we encourage you to create others to fit your analytic habits and methods.

Download the Technique Cards at <https://fyi.uwex.edu/datajams/qual-pal/>.

Choose Anchor Examples

Anchors can be good fits or poor fits or fringe fits. Write some of each down.

1

Circle Back to the Research Themes

How does this reading connect to the research question and themes?

2

Contribute to the Code Definition

How does your reading add to the definition of your code?

3

Document Hunches as Hunches

Write down your hunches, but mark them as hunches.

Use fonts, colors, highlighters, question marks, _____.
Example: ??I feel this way, but I'm not sure.??

4

Find an Alternative Interpretation

Revisit a piece of data, but come up with a completely different reading.

5

Have Others Challenge Your Reading

Ask colleagues or collaborators to look over, question, and suggest alternatives to your reading.

6

Listen to the Audio of Your Data

7

Paraphrase

Write it for a 14 year old.

Write it for the participant.

Write it for _____.

8

Read Aloud

9

Specify Your Terms

Create a list of working definitions of the terms you are using.

10

NOTES

Stop at Every Sentence

Stop at each sentence.

Break up longer sentences.

11

Swap Terms

"We need to expand access to people."

"We need to expand access to individuals."

"We need to expand access to communities."

How does the meaning change?

12

Take Notes in Full Sentences

13

Unpack That

Tell us more about what you mean when you say "_____".

Why is this important?

14

Use the Participant's Words

Take a key term and describe it in the participant's own words.

15

NOTES

What Is the Action?

What is the action being performed by the participant?

16

What Is the Prompt?

Consciously take the stance that data answer the prompts or questions the participant was asked.

What does it mean to assume that data are always relevant?

17

Where Is This in the Text?

Are they saying that? Or are we implying that?

What assumptions do we have to have to read it that way?

18

Write It Down

Whenever someone wonders, "Should we write this down?": Write it down.

Write your reflections after each segment of data.

19

NOTES

MODULAR USES AND ACTIVITIES

The Technique Cards can be used in many different ways: either by a solo researcher/evaluator or with a group, and either as a whole set or as smaller groups of the cards. Pages 6–7 contain activity suggestions.

PLAN

When you are stuck with your analysis, search through the Technique Cards and select two techniques that you have not used with this piece of data. Apply the technique and repeat as needed.

REVIEW

Participants read an assigned section of a methods book or article and make their own Technique Cards based on the readings. Participants can also use this to critique how clear the authors are when discussing methodological techniques.

OBSERVE

Shuffle the Technique Cards and have each participant draw up to four cards (depending on the size of your group). Model a talk-aloud analysis in front of the group. Participants look for the techniques on the Technique Cards in their hand and later share with the group what effects those techniques had.

YOUR ACTIVITY!

Use this space to record your own activity or take notes.

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PRACTICE

At the start of an analysis session, participants choose Technique Cards that they think will be helpful. The participants then analyze data together for 10–15 minutes. Then participants discuss if/when they used the chosen Techniques and how those affected the group’s analysis.

NEGOTIATE

Participants individually choose Technique Cards that represent “ground rules” that they think are always useful in their analyses. Participants then discuss their selections in the full group. The whole group then collectively decides on three ground rules to use in each participant’s or the group’s next analysis session.

REFLECT

Shuffle the Technique Cards and lay eight of them in front of you. Think of your most recent analysis. Sort all Technique Cards by techniques you used and techniques you did not use. How did this affect your analysis?



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Authors: Christian Schmieder is a Qualitative Research Specialist and a qualitative methodologist. Kyrie E. H. Caldwell is a Qualitative Research Assistant and a games and media researcher. Both are with the University of Wisconsin-Extension.

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