Qualitative Data Methods
Assessment Team Meeting
Presentation Outline

- Outcomes
- Introduction to qualitative research
- Primary forms of qualitative data collection methods
- Questions
Outcomes

0 Team members will be able to define qualitative research/assessment
0 Team members will gain a basic understanding of four strategies for collecting qualitative data for assessment purposes
Qualitative Research/Assessment

- Employed to understand how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences.
- Attempts to gain a better understanding of an event or phenomenon.
- Answers the questions of “How?” and “What?”
- Not used to make predictions.
- Samples are typically small and purposefully chosen.
Strategies for Data Collection

- Interviews
- Observations
- Document Analysis
- Rubrics
Interviews

*Common Interview Formats*
- E-mail
- Face-to-face
- Focus groups
- Online focus groups
- Telephone

*Interview Types*
- Structured
- Semi-structured
- Unstructured
Interviews Cont.

**Advantages**
- Make connection with participants
- Rich descriptive data
- Balance flexibility and intentionality

**Challenges**
- Transcription
- Focus group dynamics
- Sensitive nature of topics
- Size of groups
Interviews Activity

Listening Exercise
Observations

What is it?

- Observations take place in the setting where the phenomenon occurs naturally.
- Data represent a first-hand encounter with the phenomenon of interest (Merriam, 2009).

Popular Observation Types

- Complete participant
- Observer as participant
- Complete observer
Observations Cont.

**Advantages**
- Help to uncover information participants find routine
- Triangulation
- Behavior and actions observed firsthand
- Better understanding of uncomfortable topics

**Challenges**
- Balancing insider/outsider views
- Affect of administrator presence
- Human perception is highly selective
- Very time intensive
Observations Activity

Love Actually
Document Analysis

What is it?
Document analysis is a technique for making inferences by objectively identifying characteristics of messages.

Types of Documents
- Public records
- Personal documents
- Physical evidence (artifacts)
Document Analysis Cont.

Advantages

0 Unobtrusive
0 Helps avoid survey fatigue
0 Low cost
0 Administrator does not influence the document
0 Connect the administrator to a social, political, and historical frame of reference

Challenges

• Incomplete documents
• May be difficult to locate
• Documents contain bias
• No way to clarify confusing documents
Document Analysis Activity

- The Sentinel
Rubrics

What is it?
A rubric is a scoring tool developed to measure a student’s performance, achievement, or mastery on a given activity. A rubric lists the areas of performance to be evaluated and the specific criteria used to evaluate each area.

Types of Documents
- Structured Observation Guide
- Holistic Rubric
- Rating Scale Rubric
- Analytic Rubric
Rubrics Cont.

**Advantages**
- Help students understand your expectations/involve students in the assessment of learning
- Provide a direct measure of student learning/promote learner-centered education
- Make measurement more unbiased and consistent
- Improve feedback to administrators and students

**Challenges**
- Creating rubrics takes time
- Developing rubrics is complex
- Lack of clarification on assessment items
- They don’t always consider environmental factors
**Rubrics Cont.**

**CRITICAL THINKING VALUE RUBRIC**

for more information, please contact value@aacu.org

**Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
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**Explanation of issues**

- Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
- Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.
- Issue/problem to be considered critically is stated and description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.
- Issue/problem to be considered critically is stated without clarification or description.

**Evidence**

Selecting and using information to investigate a point of view or conclusion

- Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.
- Viewpoints of experts are questioned thoroughly.
- Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.
- Viewpoints of experts are taken as fact, without question.

**Influence of context and assumptions**

- Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
- Identifies own and others' assumptions and several relevant contexts when presenting a position.
- Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).
- Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

**Student's position (perspective, thesis/hypothesis)**

- Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).
- Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).
- Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.
- Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

**Conclusions and related outcomes (implications and consequences)**

- Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
- Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.
- Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.
- Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
Rubrics Activity

Chocolate Chip Cookies and Rubrics
Homework Assignment

- Choose “problem” in your department/unit/area
- Complete steps 1-6
References


Next Meeting
Friday, January 13
9am; KH 1203
Qualitative Data Analysis