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Learning Theory and OERs: The REQUALLO Experience

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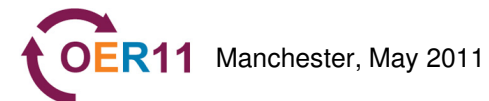
Learning Theory and OERs: The REQUALLO Experience



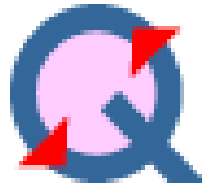
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Greenwich)



REQUALLO



- HEA funded
- 5 exemplars based on real researchers
- Across disciplines and methods
- Produce Open Educational Resources (Reusable learning objects, RLOs)



First challenge

- Deal with large numbers
- QDA taught at postgrad level and mainly one-to-one
- Now taught in new disciplines and to large numbers.
- E.g. online survey - 32% of teachers in depts with undergrad QDA class of >100 (and some postgrad large too, 14% >50).

The Second Challenge



Much learning theory assumes that the teacher or designer has total control over learning environment.

BUT

- Rarely true for most teachers
- Especially not true for designers of OERs and RLOs

Third Challenge: Teaching Creativity



- Doing qualitative analysis is a creative process.
- E.g. grounded theory - produce a novel explanation.
- Or data are novel so they need different interpretation
- So teacher must encourage creativity in students - not simple routines.

Responses to the design challenges



1. Multiple entry points
2. Vicarious learning
3. Support to do things differently
4. Focus on process



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Welcome to Online QDA

Start here

Online QDA is a set of learning materials which address common issues of undertaking qualitative data analysis (QDA) and beginning to use Computer Assisted Qualitative Data Analysis (CAQDAS) packages. We aim to complement courses run by, for example, [the CAQDAS Networking project](#), many independent trainers and the large number of undergraduate and postgraduate social sciences research methods training courses.




Materials consist of text pages outlining issues and aspects of analysis and the approaches and theories found in qualitative research along with tutorials with audio and video materials. The [Intro](#) section explains how the information and tutorials are arranged and makes some suggestions about how to use this site.

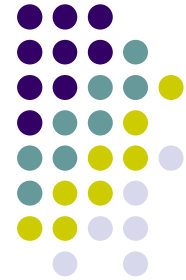
We hope that members of the qualitative research community will not only find this material useful, but also will wish to contribute material of their own. This may vary from short reviews of books and web sites to more substantial essays and training materials. Please get in touch with us if you wish to contribute.

Online QDA and the CAQDAS Networking Project

The CAQDAS Networking Project resource is closely connected with Online QDA. Resources have been developed in close collaboration and are intended to provide a rounded service to qualitative researchers. The Online QDA site provides support for learning a range of qualitative data analysis approaches with some materials to support getting started with CAQDAS.

The [CAQDAS Networking Project](#) resource concerns itself with the use of software to assist in the processes of qualitative data analysis. In particular it aims to provide researchers with face to face training events at introductory level and online resources which will enable simple/complex and innovative aspects of data integration and project design to be considered and planned.

The appearance of the CAQDAS Networking Project logo  on pages in this site will indicate a link to the more advanced materials on the CAQDAS site.



Multiple entry points



- Provide a number of entry points
- Some guidance to learners about which to use
- Make it easy to move to other points (good UI)
- Allows for undergrad and postgrad users
- [Guidance](#)
- [Academic on analysis](#) = advanced



How to use	Analysis	Tutorials	Using software	Software guides
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Notes

 [A listing of all the movies available on this site](#)

Introduction and guide

This site is designed for several different kinds of user who have questions about QDA (qualitative data analysis) and CAQDAS (Computer Assisted Qualitative Data Analysis) programs. The links below are for some of these categories of users.

- [Complete beginners](#)
- [Undergraduates](#) learning about QDA
- [Postgraduates](#) learning about QDA and perhaps [Thinking of using the software](#)
- [Researchers](#) learning about QDA and [Thinking of using the software](#)
- [Researchers and others, Just starting with software](#)
- [Academics and teachers](#) running courses on QDA and needing resources for their teaching

 [A video of a talk on online resources](#) including the CAQDAS Networking site (part 1) and this website (part 3) and a look at Methodspace and a discussion (part 2).

TOP ▲

Complete beginner

This is someone who is new to qualitative data analysis in general and especially to the use of software. This might include researchers from backgrounds outside the social sciences who now need to undertake qualitative analysis or possibly those just starting social science PhDs who may have studied a little about qualitative research for their first degree, but who now feel they could do with a revision of the basics.

- If you really are new to qualitative research then have a look first at some basic information about doing a qualitative research project. The [Beginners](#) page will prompt you with some questions you need to answer before starting your project.
- Next explore the [Analysis](#) pages - this should inform you of the basic approaches and philosophy that underpin qualitative data analysis
- In particular try to come to some clear view of what kind of analytic approach you are going to take. Many of these are reviewed in the [Analysis](#) pages. But you may also want to refer to further information about qualitative research approaches that can be found in the [Resources](#) menu on the left.





King discusses issues concerned with coding, that is making links between themes or codes in the template and sections of text in the transcripts.:



Vicarious learning



- This is learners learning by seeing or experiencing others' learning.
- Done via case studies of students describing their own, sometimes hesitant, even chaotic learning
- [Frances on trying to sort out analysis](#)



Initial template construction

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Affiliation: [University of Huddersfield](#)

Date written: 29th August 2008

Updated: 5th July 2010

Learning outcomes

1. Learn how to choose from the many approaches to qualitative analysis.
2. Understand the value of collaboration and supervisors in getting started with coding.
3. Learn the role of reflection in coming to terms with possible personal biases in coding.

Once Frances had begun to gather her data she had to decide on her approach for the data analysis. Frances undertook the interviews over a long period of time and therefore she began her analysis during the time she was still conducting interviews. This meant she was able to use some of the results of the analysis of the initial interviews to formulate additional questions for the 2nd and 3rd interviews.



Hear Frances explain why she made that choice:



I think my early ideas of analysis were very much influenced by my medical way of looking at the problem, at the condition and that's really evident in the codes and headlines of a template. One of the reasons I chose to try template analysis as a way of managing the data was that I felt that it would be a way of actually holding that experience of mine, of recognizing it and actually setting it aside. I mean I didn't know if it would work but because of the fact that I'd had injury I was very close to some of the data. Because it wasn't my experience, it was *their* [the participants] experience so I was very aware that there were different experiences but there would be, I guess, some commonness that we'd touch on, that it was important that there was something that would help me to flag that up. So rather than just think I'm going to look for themes that are common and do it that way and draw things out I wanted something that was a bit more structure.

Support to do things differently



- Support learners to move away from the familiar and formulaic
- Be creative by dealing with things differently, something new.
- Try to discourage steps or stages
- Offer a variety of approaches, no 'best'
- [Weeding example](#)



However, despite the support from her supervisors Frances found herself struggling with the development of the template. She began to find herself 'immersed' in one way of looking at the data which was influenced by her medical background, when what she wanted to explore were the social aspects of whiplash injury. :



Frances explained how she tried to overcome this bias:



on a practical level my head was full of stuff and I was looking at all these things [the different perspectives]. So I was just in the garden weeding and as I was weeding I was thinking about stuff, it's just going round in my head all the time, but the weeding almost helped in one sense, the weeding I was doing in the ground was also what I was doing in my head. I guess putting some space between me and the transcripts and the data..... I don't write lots and lots of things down but I do reflect in my head a lot about things and so in a sense there was that I'll do things that are very mundane that'll help me to just, you see knitting's another thing, you know little bits of rather than just take away, if that makes sense.

That Frances was doing SOME gardening is not essential. What is interesting is first, that she was thinking about her data analysis even when she was doing other things and second, her use of the metaphor of weeding to describe how she was dealing with the large amount of data. She allowed herself to move away from her research and gave herself time to think. This is an essential part of the research process and one that all researchers need to factor in when planning their research schedule.

Focus on process



- Learning to be creative means focussing on process not outcome.
- Teacher cannot specify final product or even provide a *pro forma*
- Examples are not provided to be copied
- [Video on role of theory.](#)



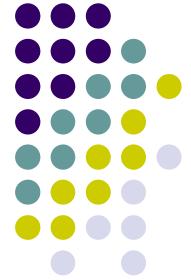
In this 12 minute video, Frances discusses how she collapsed together many of the lower level codes into just a few codes grouped under the category or top-level code of The Healthcare Experience. She also explains how she came across the idea of embodiment in her reading and how she revised both the codes and her interpretation of the respondents' interviews to accommodate this in the analysis:

Block



01:30 12:30





Feedback from users

- Feedback forms & after-presentation discussion.
- Found valuable - “A revelation”, said one.
 - Liked Videos
 - Used as supplement to other materials - gives confirmation and reassurance
 - Postgrads happy with text
 - Undergrads - probably need more images etc.
 - Date and author on page important
 - Learning outcomes - useful for teachers, students ignored.

Conclusions



- Online resources can support teaching about creativity
 - May not be as responsive as human teacher can be, but is always available.
- User Interface and multiple entry points to deal with different learning needs
 - Short narratives/lessons to avoid too much fragmentation
- Resources open and available (for re-use)
- Online resources, BUT usable with large numbers