NCRM Research Methods Festival, Oxford, July 8-10, 2014

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CAQDAS teaching in the UK

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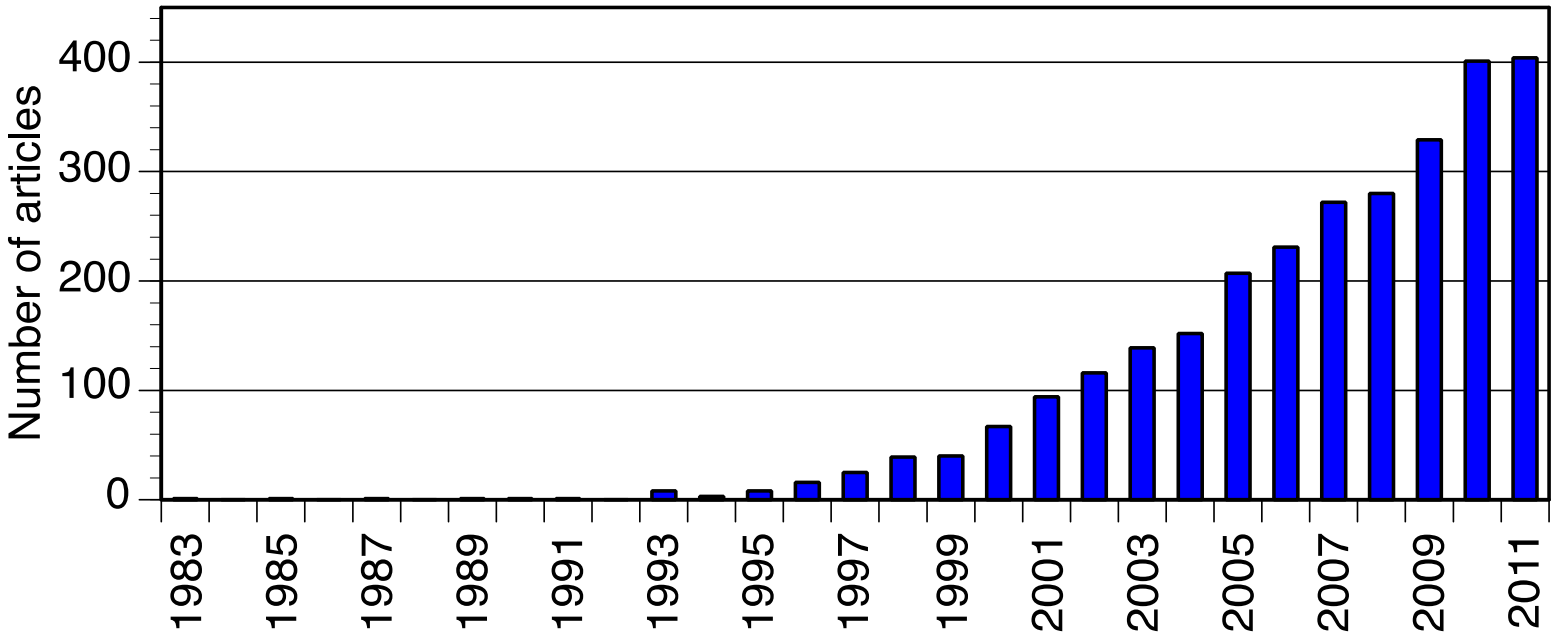
Growth in research use of CAQDAS



The number of refereed papers published using qualitative methods that used CAQDAS, 1983-2011. (Original to the author.)

- **So what is the situation in teaching?**

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Surveys of QDA teachers

- Using Bristol Online Survey, April 15th to May 12th 2013,
  - N=115
  - Of which 90% British, 4% other EU.
  - 2 from USA
  - Data from this study unless stated.
- Using BOS, January 2011
  - N = 94
  - UK – 39%, USA – 37%, other Europe – 12%

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Disciplines represented

Discipline	2013 %	2011 %
Business	*11*	*9*
Management	*9*	
Health	*16*	*9*
Education	*15*	*26*
Psychology	*13*	*13*
Sociology	*17*	*14*
Anthopology	*0*	*6*

BUT N.B. for 2013, 19 sociologists across approx. 160 institutions must mean about 6% response rate (assuming 2 qualitative sociology teachers per institution).

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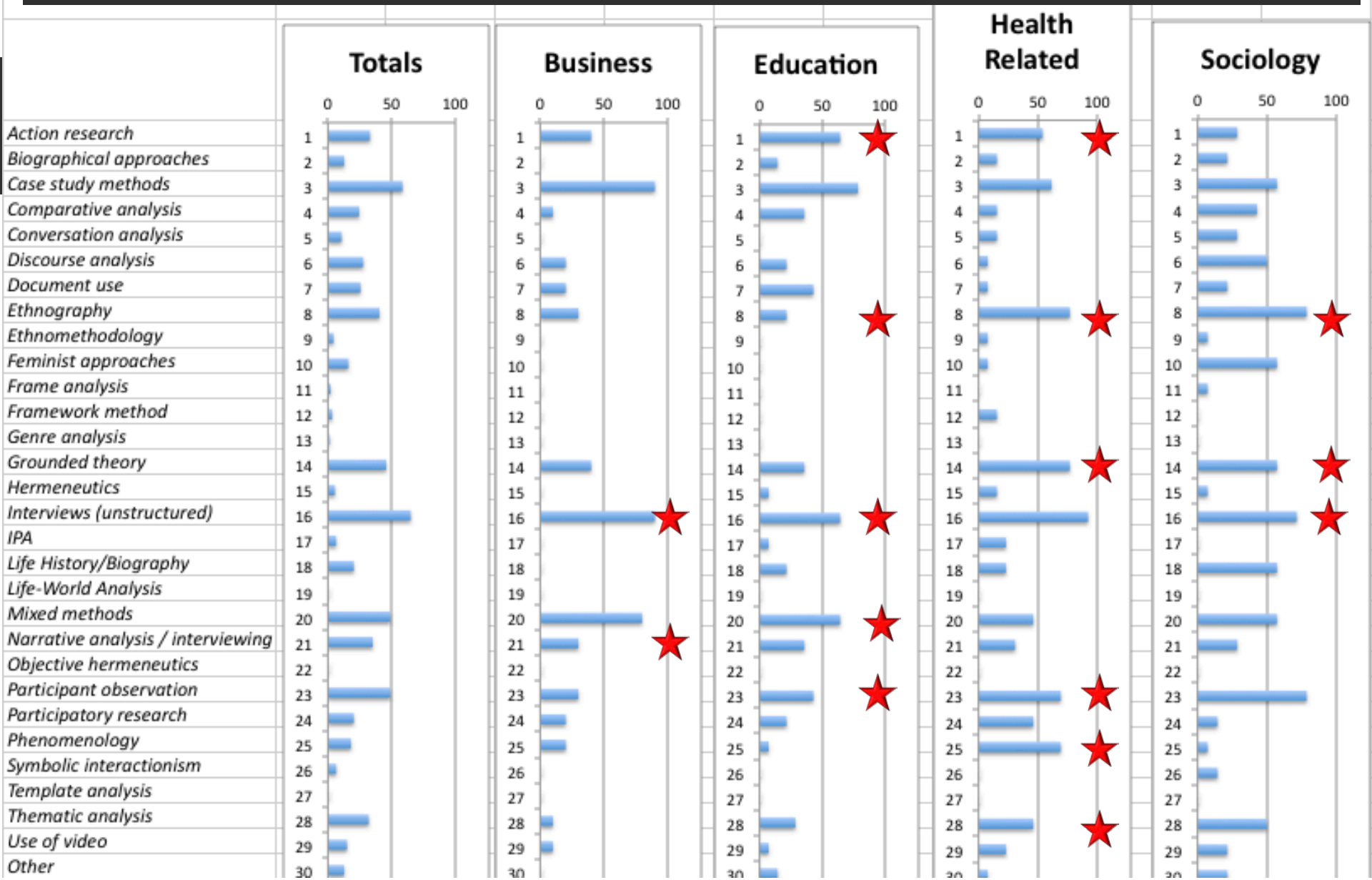
Methods taught

- Over 42 different methods mentioned. Most mentioned several
- Over 2/3 mentioned: Interviews and Case Studies
- Over half mentioned: **Mixed Methods**/Participant Observation/Grounded Theory/ Ethnography
- Substantial minority mentioned:
  - Narrative/Action Research/Thematic Analysis/Discourse Analysis/Document use/Comparative Analysis/Life History/Biographical/Participatory/Phenomenology/Feminist/Video/Conversation Analysis
- **Qual Res very diverse. No dominant method**.

Approaches by discipline



★ 2011 Survey. Used by > 75% in discipline

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Approaches by discipline

- Case study methods most popular in business, management and criminology.
- Ethnography most commonly taught in sociology, health related areas and criminology.
- Feminist methods were rarely mentioned except in sociology.
- Grounded theory most commonly taught in health related
- PO rare in business studies but commonly taught in sociology.
- Phenomenology commonly taught in health related areas but rare in other disciplines.
- Picture of diversity. No approaches were taught by all respondents
- Very few that taught by all respondents from the same discipline.

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Teaching to undergraduates

	Qualitative Research % per yr.	CAQDAS %	2011 QR % per yr.	2011 CAQDAS %
Year 1	*22*	*3*	*20*	*1*
Year 2 (and Yr. 3 in Scotland)	***72***	***13***	*36*	***6***
Final Year	***48***	***12***	*36*	
Undergrad dissertation	***42***		*29*	***14***
Other	*13*			
Not taught to undergrads		*60*		

N.B. some non-responses in CAQDAS.

2011 Survey: 6% of departments used CAQDAS @ undergrad level.

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CAQDAS/Text analysis s/w used

	Program	n (2013)	n (2011)
Undergrad use	**NVivo**	**21**	**3**
	Atlas.ti	**2**	**3**
	HyperResearch	**1**	**1**
	MAXQDA		**1**
Postgrad use	NVivo	46	37
	Atlas.ti	9	16
	MAXQDA	2	4
	Wordsmith	1	
	QDA Miner/Wordstat		3
	HyperResearch	1	2
	Other s/w	4	6
Site licence	**NVivo**	**63**	
	Atlas.ti	7	
	MAXQDA	2	
	Wordsmith	1	

Only **11%** in 2013 said they were thinking of expanding undergrad provision of CAQDAS

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Reasons s/w not used

Percentage of the 67 (81 for 2011) respondents not teaching at undergrad level

Big Reasons	2013 %	2011 %
No **time** to use software	*49*	*21*
Would take **too long** to teach	*52*	*30*
No teaching expertise in using software	*40*	*16*
No access to software	*34*	*17*
Data sets used are too small to warrant software use	*34*	*7*

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Reasons s/w not used cont.

Percentage of the 67 (81 for 2011) respondents not teaching at undergrad level

BUT N.B.	2013 %	2011 %
No local support for software use	*25*	*15*
Software does not support methodologies / theoretical approach used	*10*	*4*
Software not relevant or not needed for the methodologies / theoretical approach used	*19*	
I was not aware such software existed	*10*	*5*

- ?? Biased sample
- One respondent said “Teaching labs not adequately set up to support teaching”

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Main Barriers to CAQDAS/text analysis in institution

Percentage of all respondents

Reason	%
Lack of space in the timetable:	***50***
Too much additional learning for undergraduates:	***50***
Lack of qualified teachers:	*42*
Lack of experienced tutors to support students:	*40*
Lack of sufficient PC labs with the software:	*38*

Also N.B.	%
Lack of good learning resources:	***18***
Insufficient good data sets available:	***9***

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Main Barriers to CAQDAS/text analysis in general

- **Time** (mentioned by 21)

Too little time to cover qualitative methods in general - there is a 5 week lab and that's it.

Hardly any time to spend on qual in syllabus as it is, so core teaching focuses on qual fundamentals.

time constraints do not allow attention to statistical analyses

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Main Barriers to CAQDAS/text analysis in general

- **Teachers lack expertise** (mentioned by 15)

Lack of staff expertise and confidence.

Limited number of staff have used mixed methods in large projects so limited experience of other than content analysis techniques using basic frequency counts.

A lack of experienced tutors to support the teaching

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Main Barriers to CAQDAS/text analysis in general

- **Philosophical divide** (mentioned by 8)

I see these as significantly different methods. I want my undergrads to understand the ontological differences, before we support them in considering mixed methods.

Some people object to quantitizing qualitative data

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Main Barriers to CAQDAS/text analysis in general

- **Quants dominate** (mentioned by 4)

> **They already get three years of quantitative! The qualitative is usually crammed into one or two lectures, so they need to be dedicated purely to qualitative.**

- **Student Fear of Numbers** (mentioned by 6)

> **Generally speaking students don't like language of numbers :-)**

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Staff use of text mining etc.

- **69%** had used quantitative approaches to assist with the qualitative analysis of data or with reporting its results in their own work

Basic frequency counts of code use:	*44*
Word frequency counts:	*35*
Keyword in context:	*23*
Co-occurrence analysis:	*7*
Producing scales or typologies from qualitative data:	*14*
Mixed methods approaches:	***32***

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Materials/media used in teaching QDA

Material/media	%
PowerPoint slides:	***100***
Recommended texts:	*98*
Reading lists:	*86*
Prepared lecture notes:	*85*
Required reading:	*73*
Film/video/animation:	***72***
Case studies/role plays:	*64*
Tutorial/problem sheets:	*63*
Worked examples sheets:	*48*
In-class Quizzes/Tests:	*45*
Artifacts (as products, models, drawings/designs):	*23*
Computer-aided learning software / learning technology:	*21*
Task specific software:	*12*
Other ICT:	*11*

Where third party resources have come from

Resource	%
YouTube:	***50***
Your Libraries' digital resources (such as e-Books):	*44*
Other courses on your Institution's VLE (such as Blackboard):	*32*
Professional body website:	*24*
HEA website:	***19***
Discipline specific website (such as OnlineQDA.hud.ac.uk):	*16*
Corporate website:	*14*
Another Institution's website / VLE:	*11*
National educational repository (such as JORUM):	*8*
Open access repository (such as OpenLearn):	*8*
iTunesU:	*8*
Box of Broadcasts:	*8*
Flickr:	*4*
Other (incl. own developed resources):	*3*
BUFVC:	*1*
MOOC / opencourseware (such as edShare):	*0*

Lots of use of available digital resources

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Interviews

- Depth interviews
- 45 mins to 1.5 hours
- selected number of survey respondents + a number of experts in the software and data mining techniques and book authors

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Issues

- Based on teaching experience of interviewees
- Identified teaching dilemmas and some best practice in using CAQDAS in teaching u/g QDA.
- Here 9 issues highlighted:-

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1. Teach QDA then CAQDAS?

- Teach QDA on paper then teach CAQDAS
- Or
- Teach QDA as part of teaching CAQDAS
- Some students good at CAQDAS s/w but have superficial analysis – stay at descriptive level.
- **Use stages** – first descriptive then force students to develop some analytic/theoretical codes.

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2. A priori coding or own coding

- Use given coding scheme or let students develop their own coding scheme?
- A priori codes helps students get started
- Own codes are more motivating
- Again, **try a mixture**

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3. Code hierarchy or not

- Or other theoretical development of codes
- For undergraduates best left out
- Postgrads need this.

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4. Shared data set or own data?

- Strong consensus that better if students collect their own data
- Students more engaged and better contextual understanding of data
- But this takes time.
- **Use hybrid data**. Some pre-existing data (high quality basis) and students add some of their own data.

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5. Own research questions etc. or not?

- Usually guidance need to create sensible research design and interview schedule.
- **Hybrid solution** – common core of key, shared research questions and interview topics + students can add one or two issues of their own.

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6. Who does the teaching

- A few staff do it all. Good for the particular course – good motivation etc.
- But may create increased burden if students want to use CAQDAS in final year project.
- Need for staff development.

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7. Students need s/w on their own computer

- Site licence facilitates this
- Other possibilities
  - Use free (limited) versions of s/w
  - Use iPad version for early analysis.

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8. Heavyweight texts are intimidating

- Doorstop books like Bryman or Robson.
- Students need **shorter, more specific texts** and/or guidance on what to read.

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9. Students employability

- Some teachers thought skills in CAQDAS use were good for student CV
- Other thought employers not interested or ignorant of s/w
- One possibility = **badging**. Maybe in collaboration with s/w companies.

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Conclusions

- Software use in QDA
  - Common at postgrad level (but not ubiquitous)
  - Still uncommon at undergrad level.
- Common reasons
  - Time/space in curriculum
  - Staff expertise
- Good practice
- Hybrids – research question, interviewing, coding

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Acknowledgements

- Funding – Higher Education Academy.
- 2013 project report: Count: Developing STEM skills in qualitative research methods teaching and learning http://www.heacademy.ac.uk/assets/documents/events/SS_assets/TRM_12/Huddersfield_Final.pdf
- 2007-11 project report: Reusable Qualitative Learning Objects: Resources to support the learning of methods of qualitative data analysis in the social sciences http://www.heacademy.ac.uk/assets/documents/ntfs/projects/NTFS_Project_Huddersfield_Final.doc