NCRM E-Learning Event, 10th November 2009
QUIC, Christina Silver & Graham Gibbs

CAQDAS Networking Project & QUIC

- CNP since 1994

- Face-to-face training

CAQDAS/QUIC and Online QDA/Requallo

- 'sister' projects

- complementary purposes

- integrate resources

Using Video and Audio for training

Craft approach

- Learning 'at Nellie's knee'
- Form of apprenticeship with senior researcher
- Small numbers
- Focus on practical skills
- Skills caught not taught (Leonard, 2000)

Response to massification

- Procedural approach easier to teach and manage
- Craft approach etc. cannot deal with large numbers (Qual. Res. very popular)
- Plus, diversification of approaches.
- New text books esp. on QDA
- BUT learners want to see fine detail of real cases

REQUALLO

- Audio, Text and Video in RLOs

- RLO = Reusable Learning Object
  - Activity
    - Text
    - Images
    - Video
    - Audio
  - Feedback/exercises/tests

- And downloadable resources/assets

Making Audio

- Recording using [Roland Edirol R-09](#)
  - Record at high quality (WAV)
  - Edit using Peak LE6 (Mac) or Audacity (Mac, PC) or other.
  - Save as MP3 for loading on WWW.
- Quality Issues
  - background noise,
  - HQ recordings (WAV) - Big SD HC cards
  - Editing out dross
- WWW open player (Yahoo) - not reliant on Flash player in browser

REQUALLO   ONLINE QDA   CAQDAS
QUIC - Qualitative Innovations in CAQDAS

Elicitation of accounts

- Researchers talk about thinking and creativity involved in actual analysis
- Use text, video and audio. Learners get experience like apprentices
- Making suggestions not possible (unlike senior researcher) but does include commentary
- E.g. Frances on medical-based perspective.
- [Frances on initial template](#)

Making video

- Camera (HD or not)
- Software (Final Cut or Adobe Premiere Pro)
- Formats for Web
  - Flash good at this but needs browser plug in
- Dreamweaver for page makeup
- Studio -
  - Quiet
  - Probably two cameras.
  - Sound – directional mics.
  - Good background/ poor background

Making video cont.

- Making interesting
  - more advanced edits
  - combine with animations or text
- Can be done with PP e.g. using Camtasia

Promotes comparison

- Case by case and subject by subject.

- Students see how explanations are created

- Like apprenticeship. Teacher explains how this example is like or unlike novice's example.

- A kind of reverse construct elicitation

- King on template analysis vs. Frances

Includes procedures

- Steps to go through, moderated by how researchers modify them

- Exemplars, rather than explicit stages

- Steps illustrate thinking and creativity

- Learners must come up with own ideas

- E.g. [Frances on revising her codes](#)

Feedback

- Each exemplar contains assessments/tests/exercises/notes

- Provide frequent feedback

- Repeatable at student demand

- Builds confidence, reduces anxiety

- E.g. [test on getting the idea](#).

- All the sound, text and video files can be downloaded and used [separately](#)

'Training on using software'
Screen recording

- E.g. Camtasia
- E.g. [How to use software](#)
- Use of pen tool
- Editing recording
- No Streaming server required

Chroma Key

Combines video and PowerPoint/background images/video

Also called green (or blue) screen

As used by weather forecasters.

Chroma Key cont.

- [Demo at Huddersfield](#)

Rationale for QUIC Materials

- Supplement CAQDAS & Online QDA/Requallo

- Self-learning VLO's
  - Designed for learners...teachers...?

- Levels of provision
  - Basic & comparative support
    - Choosing software
    - Lack of institutional support

CAQDAS
QUIC - Qualitative Innovations in CAQDAS

Rationale for QUIC Materials cont…

Methodological Innovations in Computational Support (MICS)

- cutting-edge CAQDAS technology and its relationship with methodology
  - working papers
  - comparative evaluations

- step-by-step support for selected specific tasks
  - Data Integration
    - analysing open ended questions to surveys using CAQDAS packages
    - text mining tools
  - Visual Analysis
    - preparing audio-visual data for CAQDAS packages (using short video /audio clips)
    - handling multi-stream video data
  - Geo-referencing
    - integrating geographical data within CAQDAS packages

CAQDAS
QUIC - Qualitative Innovations in CAQDAS

Plan of Webpages for OEQ Materials

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                    ┌─────────────────────────┐              ┌─────────────────────────┐
                    │ Outline of architecture &│              │      Generic items      │
                    │ terminology for each     │              │     Relevant to all     │
                    │ package                  │              │       programs          │
                    └─────────────────────────┘              └─────────────────────────┘
                    ┌─────────────────────────┐              ┌─────────────────────────┐
                    │ Summary of strengths &   │              │  Description of BMRB Post│
                    │ weaknesses of each       │              │  Flood Event Survey data │
                    │ package in this context  │              │     used in examples     │
                    └─────────────────────────┘              └─────────────────────────┘
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	ATLAS.ti	MAXqda	NVivo	QDA Miner
Data Preparation Instructions	Data Preparation Instructions	Data Preparation Instructions	Data Preparation Instructions	Data Preparation Instructions
Qualitative Analysis Strategies	Qualitative Analysis Strategies	Qualitative Analysis Strategies	Qualitative Analysis Strategies	Qualitative Analysis Strategies
Quantitative Analysis Strategies within CAQDAS	Quantitative Analysis Strategies within CAQDAS	Quantitative Analysis Strategies within CAQDAS	Quantitative Analysis Strategies within CAQDAS	Quantitative Analysis Strategies within CAQDAS
Export data to SPSS or MS Excel	Export data to SPSS or MS Excel	Export data to SPSS or MS Excel	Export data to SPSS or MS Excel	Export data to SPSS or MS Excel

Generic items column:
- Discussion of "Document per Case" vs "Document per Question"
- Selection of variables/attributes to use in CAQDAS
- Checking Data Reduction coding

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