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| **logo** | **UNIVERSITY OF THESSALY** **Master of Science in** **SPORT & EXERCISE PSYCHOLOGY** | **kedavros se kyklo** |

**TITLE OF MODULE: Analysis of Qualitative Data**

**CODE OF MODULE: C**

**MAIN LECTURER:** Μarios Goudas Tel:+30.2431047045, Email: mgoudas@pe.uth.gr

**OTHER LECTURERS:**

**TEACHING MODE: Six** 2-hour classes

**MODULE ID:** Module of the 3rd semester

***Key-words:*** Qualitative data collection, analyses, analysis interpretation, write up.

**AIM OF THE MODULE**

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| For students to acquire the necessary knowledge and competencies that will enable them to conduct qualitative scientific research in the area of sport and exercise psychology. |

**LEARNING OUTCOMES**

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| At the end of this module students should:* + Be in position to state the problem to be studied, find best fit to study the problem, collect qualitative data, analyze the data, and interpret it for answering the research questions
	+ Know the most often used qualitative data collection and analyses approaches in the areas of sport and exercise psychology
	+ Prepare themselves for their masters’ thesis
	+ Be able to think critically regarding issues in the context of conducting qualitative research
	+ Develop a qualitative perspective for the advancement of knowledge in sport psychology
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**TIMETABLE & PLANNING**

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| **Date** | **Lecturer** | **Topic** | **Assignment due** | **Applies to** |
| 1/10 | Goudas | 1. Stating the problem and choosing the approach I
 | (1/10)Perceived Usefulness EssayPaper Presentation in class  | All |
| 1/10 | Goudas | 1. Stating the problem and choosing the approach II
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| 5/11 | GoudasGoudas | 1. Data collection I—interview I, Thematizing the interview
 | 4/11Assignment Part A-draft 1 | Students who opt for the Qualitative Assignment |
| 1. Data collection II – interview 2, Drafting Questions
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| 3/12 | GoudasGoudas | 1. Analyzing data I
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| 6.Analyzing data II & Writing up qualitative research |  |  |
| **28/1** |  |  | **Assignment due** | Students who opt for the Qualitative Assignment |

* + \*\*The Mini Assignment applies to a. Students who opt for the Quantitative Assignment. **Required to for a PASS**
	+ Elements: a. Brief Rationale for an interview b. Interview transcription, c. Brief conclusions, d. References, e. Interview Guide

**TEACHING METHODS**

Lectures and assignments

**Module Evaluation**

A semester long assignment ought to be completed in parts for this module. The purpose of the assignment is to acquire hands-on experience in conducting qualitative scientific research in the area of sport and exercise psychology.

**Part A.** Statement of the problem (15%);

**Part B**. Data collection (15%);

**Part C**. Data analysis and write up (15%); and

Overall presentation of final paper (5%)

**Assignment Information**

You may approach some part of your thesis qualitatively or find another sport psychology topic that interests you and complete the following:

**Part A (your first draft of it is due 4/11)**

1. Identify a ‘Research Problem’ or ‘Need for such Study’
2. Think of a rationale of need for studying the particular issue--Why is this study needed?
	* 1. When trying to establish the need of the study…
			1. consider the source of the problem
			2. frame it within the literature
			3. Foreshadow for 1 of the 5 approaches
3. State the purpose of your study
4. Establish your research question(s) and sub-question(s) if needed

**Part B**

1. Develop the interview guide
2. Find the best source for your study and interview him/her for 10-20 minutes
3. Consider how will you ensure trustworthiness
4. Transcribe the interview verbatim

**Part C**

1. Analyze the interview
2. Write up of your findings and
3. Draw few conclusions relating them to the existing literature

**The final paper of your assignment should include the following (due 28/1/2023)**

* + 1. Title page
		2. Introduction to the problem
		3. Positioning of the problem within the literature
		4. Research question(s)
		5. Brief description of the best source of information you selected (i.e., participant)
		6. How you establish trustworthiness
		7. Data collection method used and presentation of your analysis
		8. Findings and conclusion
		9. References
		10. Appendix A: Interview transcription

The final paper should be prepared according to manuscript guidelines of the APA 6th edition manual. The length of the final paper is minimum 5 pages and maximum 7 pages (excluding the title page and reference pages). Part B (i.e., the transcribed interview) will be included as an appendix in the final paper.

**Evaluation Criteria**

**Part A**

Introduction to the problem and need of study (5)

Positioning of the problem within the literature (5)

Your research question(s) (5)

**Part B**

Brief description of the best source of information you selected (i.e., participant) (5)

How you establish trustworthiness (5)

Data collection method and information gathered (5)

**Part C**

Data analysis (method to be used and actual analysis) (5)

Findings and conclusion (10)

Overall

Grammar, syntax, flow of text (2)

APA 6th guidelines (1)

Overall presentation (2)

TOTAL (50)

**LECTURE OUTLINES**

The assigned readings ought to be completed before you come to class. When in class, the instructor assumes the readings were done, you know the basics, and expects you to be in position to express your opinion critically.

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| **Lecture 1** |
| **Title** | **Content** | **Key-words** |
| Stating the problem and choosing the approach | Focus your studyStating your research problem and finding the best fit for your research question. | Research questions,Qualitative approaches  |
| **Readings** | Creswell, J.W. (2013). a. Five Qualitative Approaches to Inquiry (pp. 69-110) & b. Introducing and focusing the study (pp. 129-143). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). London: Sage.AdditionalPatton, M.Q. (1990). Designing qualitative studies (pp.145-198). *Qualitative evaluation and research methods* (2nd ed.) London: Sage.Lincoln, Y.S. & Guba, E.G. (1985). Designing a naturalistic inquiry (pp. 221-249). *Naturalistic Inquiry*. London: Sage  |

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| **Lecture 2** |
| **Title** | **Content** | **Key-words** |
| Stating the problem and choosing the approach II – Data Collection | Interviewing, observing people, actions and events, fieldwork and observation, field notes, participant observation – case studiesAsking the questions, Interview forms | data collection |
| **Readings/Assignments** | Creswell, J.W. (2013). Data collection (pp. 145-178). *Qualitative inquiry and research design: Choosing among five approaches* (3nd ed.). London: Sage.Kvale, S. & Brinkmann, S. (2009). Chapters 4, 7, 8 (pp. 61-80; 123-142; 143-160). *Interviews: Learning the craft of qualitative research interviewing*. London: SageAdditionalPatton, M.Q. (1990). Fieldwork strategies and observation methods (pp.199-276). *Qualitative evaluation and research methods* (2nd ed.) London: Sage. |

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| **Lecture 3** |
| **Title** | **Content** | **Key-words** |
| Data collection I—interview I, Thematizing the interview | Interview guideCredibility, transferability, dependability, confirmability  | Interview, trustworthiness |
| **Readings/Assignments** | Kvale, S. & Brinkmann, S. (2009). Chapters 4, 6, 7, 8 (pp. 61-80; 123-142; 143-160). *Interviews: Learning the craft of qualitative research interviewing*. London: SageAdditionalPatton, M.Q. (1990). Qualitative interviewing (pp.277-368). *Qualitative evaluation and research methods* (2nd ed.) London: Sage.Sparkes, A.C., & Smith, B. (2009). Judging the quality of qualitative inquiry: Criteriology and relativism in action. *Psychology of Sport and Exercise, 10,* 491–497. |

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| **Lecture 4** |
| **Title** | **Content** | **Key-words** |
| Data collection I—interview II – Developing the interview  | Scripting the interviewInterviewer questions | Conducting an interview |
| **Readings/Assignments** | Kvale, S. & Brinkmann, S. (2009). Chapters 4, 6, 7, 8 (pp. 61-80; 123-142; 143-160). *Interviews: Learning the craft of qualitative research interviewing*. London: SageAdditionalPatton, M.Q. (1990). Qualitative interviewing (pp.277-368). *Qualitative evaluation and research methods* (2nd ed.) London: Sage.Creswell, J.W. (2013). Data analysis and representation (pp. 179-212). *Qualitative inquiry and research design: Choosing among five approaches* (3nd ed.). London: Sage.Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3, 77-101.Kvale, S. & Brinkmann, S. (2009). Chapters, 11, 12, 14. *Interviews: Learning the craft of qualitative research interviewing.* London: Sage.Saldana, J. (2009). *The coding manual for qualitative researchers*. London: Sage.Boyatzis, R.E. (1998). *Transforming qualitative information: thematic analysis and code development*. Thousand Oaks, CA: Sage. |

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| **Lecture 5** |
| **Title** | **Content** | **Key-words** |
| Analyzing data I | Transcribing interviewsOrganizing the dataDecisions about analysisStrategies for analysisInductive – deductive analysis Content analysis Finding patterns and categories Computer programs in qualitative research | data analysis |
| **Readings/Assignments** | Creswell, J.W. (2013). Data analysis and representation (pp. 179-212). *Qualitative inquiry and research design: Choosing among five approaches* (3nd ed.). London: Sage.Kvale, S. & Brinkmann, S. (2009). Chapters, 11, 12, 14. *Interviews: Learning the craft of qualitative research interviewing.* London: Sage.Saldana, J. (2009). *The coding manual for qualitative researchers*. London: Sage.Boyatzis, R.E. (1998). *Transforming qualitative information: thematic analysis and code development*. Thousand Oaks, CA: Sage. |

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| **Lecture 6** |
| **Title** | **Content** | **Key-words** |
| Analyzing data IIWriting up qualitative research | Thematic analysis Presenting your analysis.Organizing your report & report your findings Structuring a qualitative thesis/dissertation | Qualitative dissertation, qualitative data presentation |
| **Readings/Assignments** | Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3, 77-101.AdditionalCreswell, J.W. (2013). Writing a qualitative study (pp. 213-241). *Qualitative inquiry and research design: Choosing among five approaches* (3nd ed.). London: Sage.Wolcott, H.E. *Writing up qualitative research* (3rd ed.). London: Sage. |

**Grading system**

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| A | 90-100 | C | 70-79 | E | 50-59 |
| B | 80-89 | D | 60-69 | Failed | <49 |

**SUGGESTED TEXTBOOKS**

* Denzin N.K. & Lincoln Y.S. (2011) *The SAGE handbook of qualitative research*. London: Sage
* Silverman D. (2009) *Doing qualitative research*. London: Sage.
* Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3nd ed.). London: Sage.
* Glesne C. (2006).*Becoming qualitative researchers: An introduction* (3rd ed.). Boston: Pearson/Allyn and Bacon.
* Boyatzis, R.E. (1998). *Transforming qualitative information: thematic analysis and code development*. Thousand Oaks, CA: Sage.
* Rossman, B. G., & Rallis, S. F. (1998). *Learning in the field: An introduction to qualitative research*. London:Sage.
* Janesick, V.J. (1998). *“Stretching" exercises for qualitative researchers.* Thousand Oaks, CA: Sage.
* Patton, M.Q. (1990). *Qualitative evaluation and research methods* (2nd ed.) London: Sage.
* Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic Inquiry*. London: Sage