
Crim 321: Qualitative Research Methods

Study Questions for Hennink et al / Chapter 10

Data Preparation & Developing Codes

1. The authors outline five different approaches to textual data analysis. In general terms, how are all five similar, and on what basis do they differ?
2. The first approach the authors outline is narrative analysis, which I presume you are paying especially close attention to given that this is what most of your term projects will be all about. But the authors say they are not talking “life history” here. So in what sense is this a life narrative?
3. Given your response to question 2, why then, does it make sense for you as the oral history interviewer to make your presence minimal and not get in the way while the person tells their story?
4. How does case study analysis differ from narrative analysis? Would the oral history you are doing as a class project be considered a narrative or case study analysis?
5. I’m not all that crazy about the authors’ discussion of “discourse analysis.” We’ll talk about it more in class. The term originally comes from Foucault; my understanding of it is that it is essentially a vocabulary that frames an issue or phenomenon in a particular way and reflects a certain way of thinking about it, e.g., whether “drug addiction” is considered a “criminal” or “health” issue.
6. After reading about content analysis, do you get the sense that it is a more qualitative or quantitative technique? Explain your answer.
7. What is unique about the “grounded theory” approach to data analysis?
8. Your text suggests that qualitative data analysis is both science and art. In what sense is it “science” and in what sense is it “art”?
9. Your text emphasizes the idea that transcripts should be verbatim, but why? The text also suggests that you approach transcription differently depending on whether your research is all about speech and its structure, versus the situation where you are more interested in the content of the speech. What difference would those make in how you would transcribe? Would your professor agree with all of that?
10. Your text indicates that interviews can be transcribed as soon as you finish them or after all the interviews are completed. But what advantages are there to transcribing as you go, i.e., transcribing as soon as possible, even if you have not completed all the interviews yet?
11. How long would it normally take to transcribe a one-hour interview?

12. Translation can become an issue when interviews are done in a language other than the one the research will be published in. A common technique is to first transcribe the interview in its original language, and then to do a translation of the transcript. The method of choice in that instance is called “back translation.” The authors don’t say too much about it in this chapter (on p.217), but check out the explanation they gave for you back on page 148, and ask your professor if you are not yet sure.
13. “Everyone wants to sound intelligent, so you should edit when transcribing to take out all the colloquial language and replace it with proper English.” Would the authors of your text agree with that statement? Would your professor?
14. How do you “anonymize” a transcript?
15. Much qualitative analysis involves coding -- developing codes -- as part of identifying repetitive patterns in our data. What are the “methodological and practical” reasons your text outlines for doing coding? What does coding give you?
16. Outline how you would approach coding in a *deductive* way. Where would your initial codes come from? How would you proceed with coding in an *inductive* way? Where would your codes come from? Can you incorporate both approaches in one research project?
17. What role do “memos” play as you go through the coding process?
18. How is a “codebook” a useful item to create and maintain?
19. Your text says, “It is important to distinguish the two processes of *code development* and *coding data*.” Why?
20. How much text should you include in a code? The answer is, “It depends.” But what does it depend on?
21. Why do the authors of your text believe it is important to check for inter-coder agreement as part of assessing the consistency with which codes are being implemented? How would you go about assessing it? What are some factors associated with inconsistency?
22. The text gives a bit of an introduction to CAQDAS – computer-assisted qualitative data analysis software. Can they analyze your data for you? For your information, the CAQDAS software available at SFU is NVivo, which your professor will describe in class.
23. What are some of the benefits of using CAQDAS software? What are some limitations?