Report February Visit
February 5 – 20, 2014

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Initial Proposal

Fulbright Specialist Project #5893
Host: Kyambogo University, Uganda
Grant Length: 42 days total, two visits
Proposed Start Date Visit 1: February 1, 2014 (14 days)
Proposed Start Date Visit 2: June 1, 2014 (28 days)

Project Summary

The activities outlined below will benefit students, research fellows, faculty/staff, administrators, collaborating universities and the community. Those activities and purposes highlighted in yellow are the ones attributed to Visit 1. The activities involved:

1-Lecturing to undergraduate and graduate students.
2-Training of trainers (TOT) to lecturers and research assistants in research methodology and software applications
3-Review of existing undergraduate and postgraduate curricula
4-Develop outreach programmes mainly in areas of peace and conflict resolution
5-Develop evaluation schemes for internship training of students
6-Formulate the Memorandum of Understanding (MOU) between Indiana University and Kyambogo University.

Project Purpose

- To develop faculty/staff competences in areas of imparting knowledge to students, conducting and supervising research
- To promote intellectual, educational and cultural development and cooperation between the two universities
- To develop a PhD programme in Peace and Conflict resolution that will benefit the communities recovering trauma, distress etc in the war torn areas of Uganda.
- To contribute to career development of students and staff in a developing economy like Uganda
- To acquire and apply new technologies in teaching and research.

Introduction

This report indicates activities and project goals for TRIP 1 inclusive of 14 days in February. The content of the report will include (1) a brief outline of activities as related to the project purposes, (2) materials for workshops and presentations [powerpoints and handouts provided for workshops and presentations], (3) accomplishments. Because there is a second trip involved, it is clear that all purposes and activities were not completed in this shorter visit.

I have an already-established working relationship with faculty and staff at Kyambogo University Psychology Department. This means I am able to just get right to work on the ground. I kept a blog to note some of the personal experiences I had along with photographs. The blog can be found at http://www.drbarbiekay.blogspot.com.

Brief Outline of Activities Related to Project Purposes

Date	Activities	Project Purposes
7-2-2014	Arrived. Was fetched from the airport by Dr. Kagaari	
8-2-2014	Met with Dr. Kagaari to talk about general schedule	
10-2-2014	Met with Department of Psychology (am) Met with Dr. Olema (pm)	• To develop faculty/staff competences in areas of imparting knowledge to students, conducting and supervising research • To contribute to career development of students and staff in a developing economy like Uganda
11-2-2014	Faculty Report on peace pilot study findings and discussion of instrumentation (am) Met with the Vice Chancellor about our project purposes and for the benefit of introductions Met with Bunoti on Ph.D. research (pm)	• To promote intellectual, educational and cultural development and cooperation between the two universities

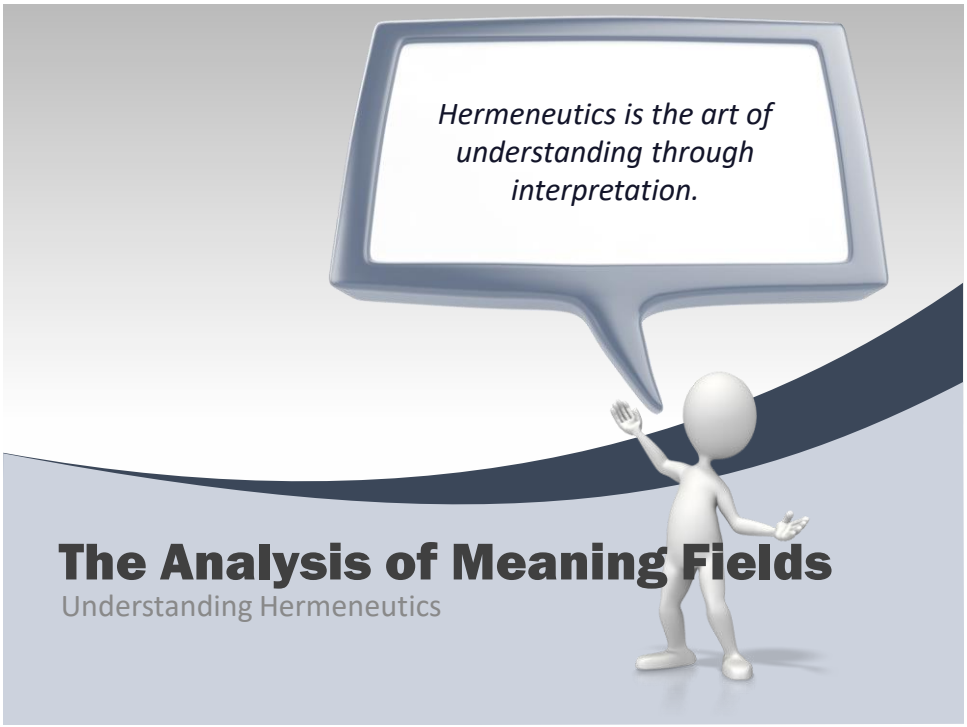
		• To contribute to career development of students and staff in a developing economy like Uganda
12-2-2014	Workshop on Faculty Research and Publishing (am) – see powerpoint Met with Mayengo and Namusoke on rural school research	• To develop faculty/staff competences in areas of imparting knowledge to students, conducting and supervising research • To contribute to career development of students and staff in a developing economy like Uganda
14-2-2014	Workshop Introducing Qualitative Data Analysis and Qualitative Analysis software (am) – see 2 powerpoints and handouts Met individually with 3 post graduate students/staff about Ph.D. program research (pm)	• To contribute to career development of students and staff in a developing economy like Uganda • To acquire and apply new technologies in teaching and research.
15-2-2014	Preparation for workshops	
17-2-2014	Hand-on Workshop with Software and pilot data (am) – see handouts and powerpoint. Met individually with Mr. Ojok on research interests	• To acquire and apply new technologies in teaching and research. • To contribute to career development of students and staff in a developing economy like Uganda
18-2-2014	Visited Circle of Peace Primary School with Research team (am) Visited Sir S.M. Nimrod Primary and Secondary School of Bulboa (pm)	• To develop faculty/staff competences in areas of imparting knowledge to students, conducting and supervising research

19-2-2014	Met with Mt. Okumu regarding the Development of Research Centers Workshop on Hands on Data Analysis of Qualitative data was cancelled due to student riots and police use of tear gas (am) Whole Faculty Presentations on Research/Research Supervision (pm) – see powerpoint.	• To develop faculty/staff competences in areas of imparting knowledge to students, conducting and supervising research • To contribute to career development of students and staff in a developing economy like Uganda
10-2-2014	Graduation participation (am) Leaving (pm)	• To promote intellectual, educational and cultural development and cooperation between the two universities

Materials

Presentation on Research and Publishing (double click right on the first slide and you are taken to a link with the whole presentation)

Workshop on Qualitative Data Analysis and Introducing Software



Downloaded software: QDA Miner 4 Lite (free qualitative analysis software)

Presentation Handout

Qualitative Data Analysis

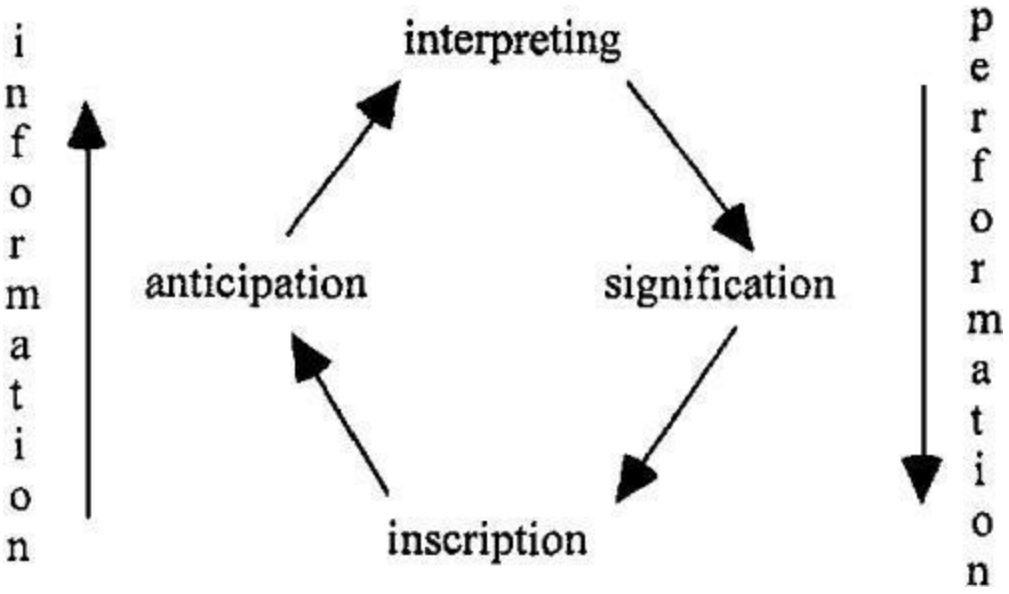
Coding: Theory and Principles of Practice

Theory of Meaning and Understanding

The general purpose and capacity of qualitative research is to reconstruct and understand the meaning of experiences and social phenomena from the perspective of participants. Secondly, if you think of yourself as a criticalist, as I do, then the research must also allow you to ask the question: How can the world be made better? *For our workshop today, we will be focusing on the first purpose: To reconstruct and understand the meaning of experiences and social phenomena from the perspective of the participants.*

Meaning Fields

Understanding is an intersubjective prospect that involves grasping what things will mean from varying perspectives. When one is in the position of interpreting an act as meaningful one must recognize the signifier or the inscription..the word, text, gesture to be interpreted and the interpret that thing from multiple perspectives. Then one responds or reacts in a way that indicates one understood the inscription. Gadamer, whose famous *Truth and Method* is a explication of hermeneutics as an approach to social science and the humanities. In this book Gadamer wrote about the role interpretation plays in social sciences and the humanities. Many people will use the word "interpretation" as a synonym for "hermeneutic" (and I will as well), but hermeneutics emphasizes the circle aspect of interpretation…that we must confirm and continue in the interpretive process and that nothing is ever fully interpreted. Here is an image from the web that illustrates this:



Meaning fields in ordinary life

When we understand one another, what we understand is a field of possible inferences or interpretations. The field has characteristics…(1) it is bounded (that is, it is not totally untethered to the interactions or others or expectations), (2) it indicates both interpretations from a preceding act and an expectations for a response, it includes, then, an awareness of how others might interpret what we just said or did, and (3) it indicates that there is not a one-to-one correspondence between and act and one "meaning" or between intention and "meaning". All acts have multipled and layered meanings, sometimes ambiguous and contradictory. In ordinary life we often understand all of these aspects of meaning, but we rarely explicate them all. We don't need to explicate them for understanding to proceed.

Analyzing Meaning Fields

To write a meaning field, you will select an act. You will articulate the range of possible interpretations of the act (meanings) from the perspective of the first person (which is mindful of second and third person perspectives as one's meaning is always set within the intersubjective context of possible

understanding). There is a bounded range of plausible interpretations. When we are first beginning our interpretive work we might have much broader meaning fields than we will toward the end of the same project. However, as a rule of thumb, we always want to err on the side of making these as broad as possible.

Principles of Practice

In many introductory qualitative research classes, one basic analytic technique is taught: coding. Coding is the word you will hear referred to most often in reference to qualitative data analysis. There are many strategies for coding that follow different principles. In this brief lecture, I want to expose you to a few of the more popular ones. Then I want to examine what coding principles are at work in the procedures. We will move toward coding procedures whose principles align with our critical social theory.

We will practice with each of these as we go along.

In the end, I will discuss various ways of physically/materially managing the coding.

So we will first look at coding conceptually and then practically.

Coding is simply a very general term for labeling bits of meaning that arise from the data. To label bits of meaning, one will usually invoke principles of meaning (semantic or pragmatic, for example) and principles of research relation (emic or etic, for example). It is very important to remember that qualitative data analysis seeks to explicate what is implicit.

To start with I want to identify the principles of emic or etic coding. Emic coding involves developing coding based on an internal understanding of the meaning of the data. Etic coding involves developing codes based on an external theory or understanding of the meaning of the data. For example, if we are studying the narratives of 10 year old children and we are coding using emic principles, then we are developing codes that match the way the 10 year children understand themselves. If we are coding using etic principles, we might use developmental theory to make sense of the complexity of the story. It is not likely that the ten year old children would be using developmental theories to make sense of each other's narratives. You will see the way other principles emerge in the coding process, but it is always important to first ascertain whether an emic, etic, or combination principle is being used.

Coding is often layered. First level coding is analyzed to create second level coding and so forth until one reaches general themes. The procedures for doing this vary across the coding types.

Now I want to present you with three very popular coding strategies that are linked to particular qualitative methodologies.

Content Analysis

Content Analysis is concerned with digging up the systematically deep meaning and structure of a message or communication usually in a written document, communications broadcast, film, video, advertisement. In other words, the point is to uncover 'hidden' or implicit themes and concepts and indicators of the message content. Content analysis involves articulating some working categories of codes through which the analyst observes occurrences (counts occurrences and notes examples of this). Content analysis can draw on either emic or etic principles. Because these codes get counted, content analysis also gives us a way to note dispersion, tendencies, distribution, prevalence, relationships.

1. Define the universe of the content. In our departmental research, this means "children's conceptions of peace"

2. Do the coding: (a) Write careful definitions of key categories being coded (this works a little differently if etic or emic). For emic coding read through a sampling of the materials and decide on codes that emerge through those readings, define the codes and then return to the data set and code using this established scheme. For etic coding, write out careful definitions of key categories known in advance and articulate a few examples from the data. (b) Decide on level of analysis: words, themes, characters, items, space-time, articles in papers, etc. (c) Analyst and a peer debriefer could examine one of the sample to see if the categories selected are 'trapping' the concepts of interest. The idea here is to "capture" or "trap" the phenomena of interest in the universe of content. [With our letter, we might say that we are interested in coding types of moral claims in the anti-racist student action so then we can read the letter and code for types of moral claims Now if we took an etic approach we could use Kohlberg's theory of moral development and code the moral claims according to what developmental level they reflect. If we take an emic approach we can establish, through the reading of a sample from the data, what types of moral claims are being made (I don't even want to be more precise about type without using the data to guide me). Without other samples of the data set we cannot really practice this type of coding, but

let's say we are just beginning to read through the sample in order to develop emic codes, what possibilities might arise from this letter? (d) Code the data.

3. Quantifiable analysis of data:
    - Frequency
    - Rank through some order (hierarchical, etc.)
    - Rate (level of inference or creativity, for examples)

It is through this quantifiable analysis of data that second and third level coding emerges using content analysis.

Grounded Theory Coding Procedures

Grounded theory coding is explicitly emic. These coding procedures should lead the researcher to articulate implicit theories and what are called "grounded" or "emergent" codes – that is, codes that are grounded in or emerge from the data – EMIC.

- Glaser and Strauss. 1967. *The Discovery of Grounded Theory*.
- Strauss and Corbin. 1990. *Basics of Qualitative Research*.

Open coding involves identifying, naming, categorizing and describing phenomena found in the text. Essentially, each line, sentence, paragraph etc. is read in search of the answer to the repeated question "what is this about? What is being referenced here?" Nouns and verbs of the conceptual world of actors are identified. You will want both abstract and concrete categories. The abstract categories help to generate a more general theory.

Axial coding is the process of relating codes to one another via a combination of both induction and deduction. To simplify things, most grounded theorists use this basic scheme of elements to derive axial codes:

Element	Description

Phenomenon This is what in schema theory might be called the name of the schema or frame. It is the concept that holds the bits together. In grounded theory it is sometimes the outcome of participants' interest, or it can be the topic of that interest.

Causal conditions These are the events or variables that lead to the occurrence or development of the phenomenon. It is a set of causes and their properties.

Context Hard to distinguish from the causal conditions. It is the specific locations (values) of background variables. A set of conditions influencing the action/strategy. Researchers often make a quaint distinction between active variables (causes) and background variables (context). It has more to do with what the researcher finds interesting (causes) and less interesting (context) than with distinctions out in nature.

Intervening conditions Similar to context. If we like, we can identify context with *moderating* variables and intervening conditions with *mediating* variables. But it is not clear that grounded theorists cleanly distinguish between these two.

Action strategies The purposeful, goal-oriented activities that agents perform in response to the phenomenon and intervening conditions.

Consequences These are the consequences of the action strategies, intended and unintended.

Selective coding involves choosing one category of codes to be the core or main category – this decision is usually based on frequency, but can be based on inferences related to intensity as well. When the core category is selected, then other coding categories are related to it.

In each case what principles connect the codes to the data?

Reconstructive Coding Analysis

This coding uses the principle of inference and the principle of pragmatics to bring about the coding. We usually start with emic coding, but etic coding is not disallowed once emic coding has been completed.

These coding procedures begin by focusing on the level of meaning we might ascertain through a meaning field – with labels that are intuitively sensible and capture nuggets of pragmatic meaning. Well that's sounds relatively poetic – but the point is that our coding should be evidenced in a meaning field or a validity reconstruction. So codes will link back to data through levels of inference. We will name codes close to the data. Then as we add examples of the codes we note the level of inference that links the code to the data (generally using three levels – high inference, medium inference, low inference).

Remember that there is not merely a one-to-one correspondence of codes to data because acts rarely mean just one thing.

This coding gets layered by collecting first level codes into families or super codes and by describing relations among supercodes and between super codes as themes. So we would have codes, families, super codes, themes.

Validity Questions and Procedures Relevant to Qualitative Data Analysis

Validity Questions:

- Are the interpretations plausible given an insider perspective?
- To what extent are the interpretations free of the effects of power between researcher and researched?
- To what extent do the interpretations put into discourse the fullest range of meaning plausible?

Validity Techniques:

- Use Dialogic methods
- Member Checks
- Peer debriefing
- Prolonged engagement
- Strip Analysis
- Negative Case Analysis

<u>Research Design:</u> Some Few Notes

A research design tells us how the elements of a research project hang together. In social science research we can think of designs as being flexible or fixed. Often times fixed designs are quantitative; in fact, hypothesis-testing

studies are always fixed designs. Qualitative studies are often conducted with flexible designs. Specific types of designs usually have common characteristics. For example, ethnographies are designs that usually involve the long-term, engaged study of the everyday life routines of a cultural or subcultural group. The researcher generally learns to take an insider's perspective. With case study designs, the phenomena of interest is an in-depth, detailed description of ONE case among a set. Multiple data collections techniques and perspectives regarding the case are collected and analyzed. With flexible designs, the researcher is not limited to a particular set of static designs, but can instead create a design. Even so, the researcher should be able to clearly describe the design or approach including how the various elements of the given project will hang together, elements such as purpose, phenomena of interest/research question, subjects/participants, data collection and analysis strategies, and validity issues.

There are some characteristics that qualitative designs tend to share:

- An interest in the lifeworld – draws the everydayness of participants' lives
- Data collection and analysis techniques which bring the research/researcher directly into contact with research participants
- An interest in articulating the world from the experiences and perspectives of participants – in understanding [this is connected to the interest in lifeworld]
- Use of narrative/language to produce findings – putting into discourse that which is generally unarticulated by participants
- The research is contextual and the findings are relative to the context
- Use of analytic strategies that are oriented toward understanding.

Hands-On Workshop on Qualitative Software Analyzing Pilot Data Handout

Hands-On QDA Miner 4Lite

Workshop

February 17, 2014

With Special Notes for Research Team

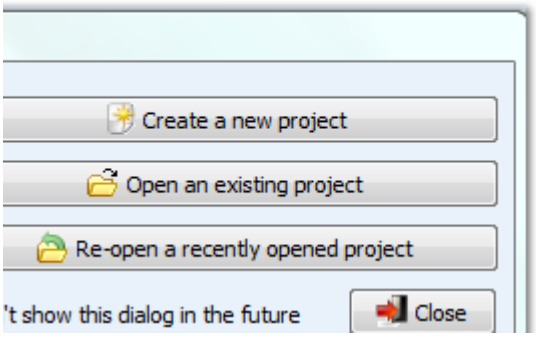
GETTING STARTED

Step 1: Install

Install the free version from:
http://provalisresearch.com/products/qualitative-data-analysis-software/freeware/

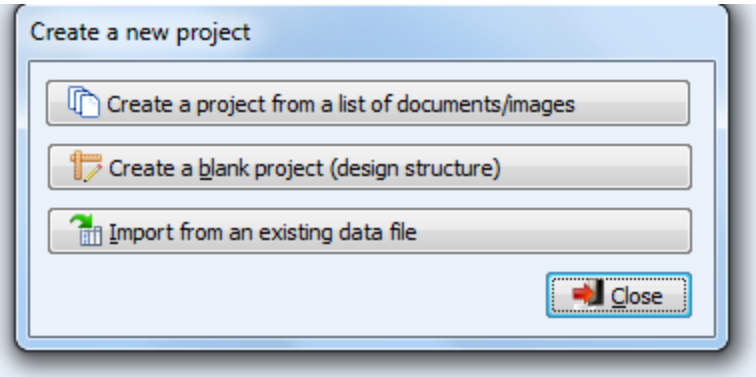
Step 2: Open it up

Step 3: Select Project status



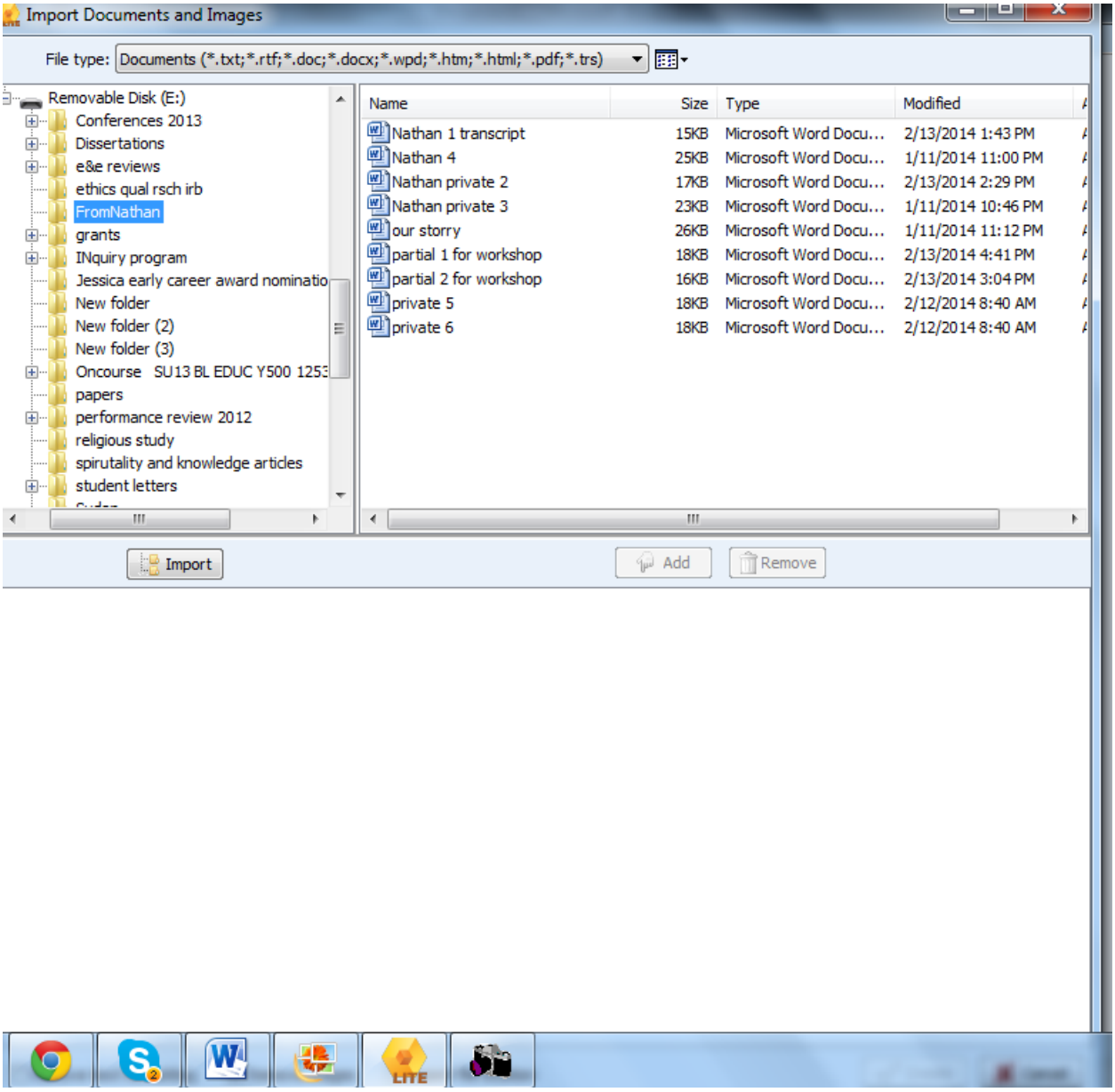
This time we will "Create a new project."

Step 4: In "Create a New Project" determine where the data for the project comes from.

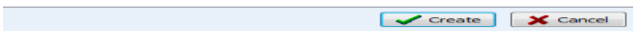


This time we will select “Create a project from a list of documents/images” and we will be uploading the transcriptions.

Step 5: Selecting and uploading documents into the program



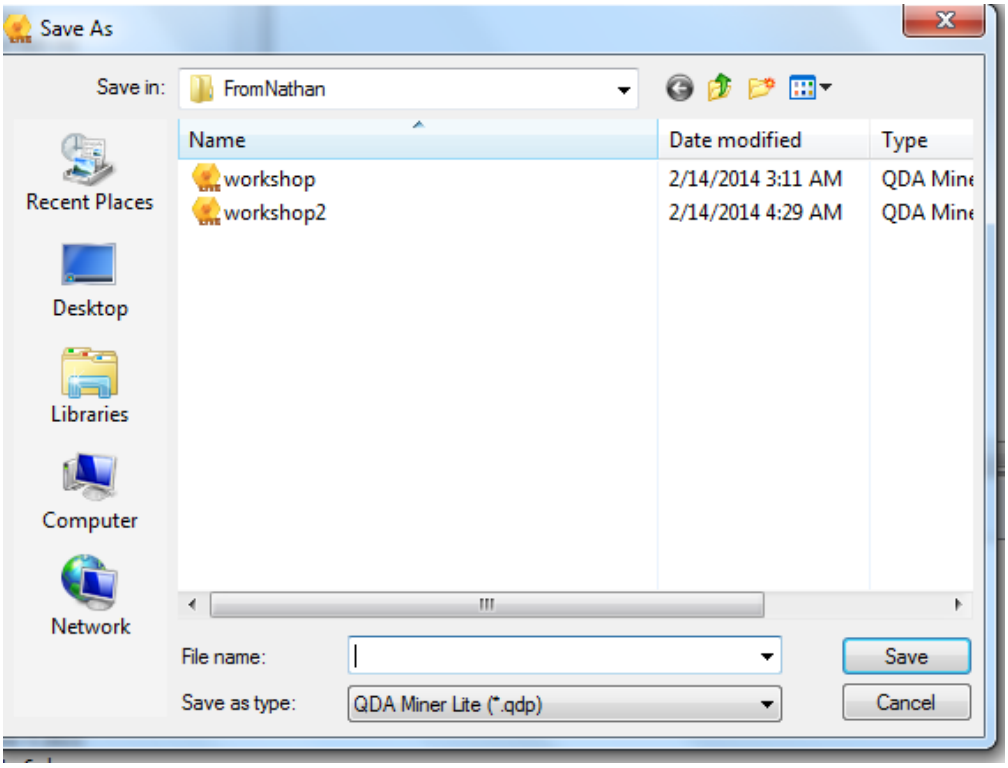
- Get the files you need to show up on the upper right hand corner of the box – here you can see I have the interview files from the study with Nathan and Jane. Click on the ones you want.
- The "Add" button will become bright. You click this and it adds the documents to the list for uploading
- Once you have all the documents you want added, then you click on the "Create."



There is another way to do this, if you have all the files you want in one folder, you can:

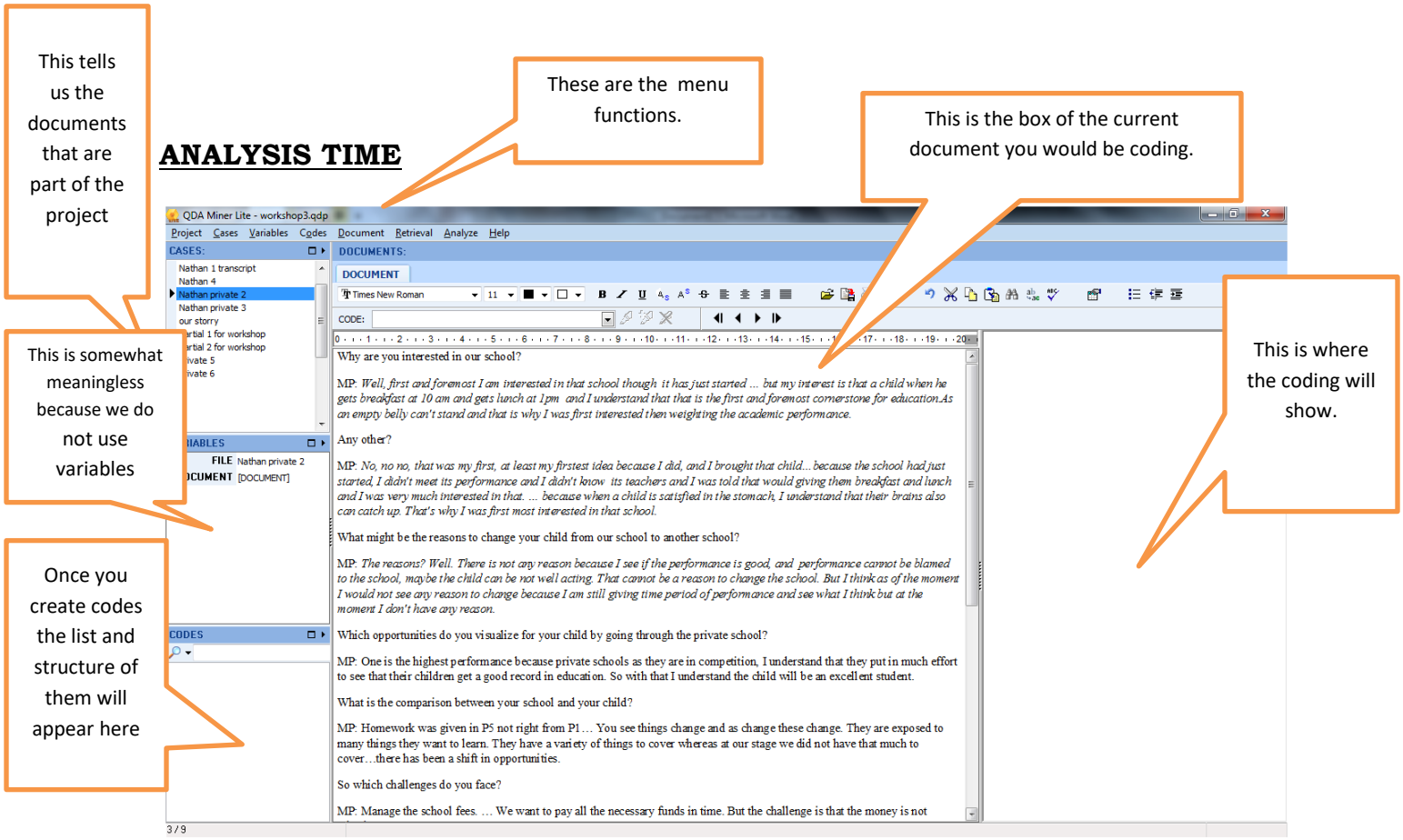
- Highlight the folder – see how the folder Nathan is highlighted in the picture above?
- Click import.
- You will get a dialogue box asking if you want to click everything in the folder. Make your selection and carry on. In the end you get to the same place.

Step 5: Name the Project and Save it in a place.



Remember what folder you put it in so you can find it again.

ANALYSIS TIME

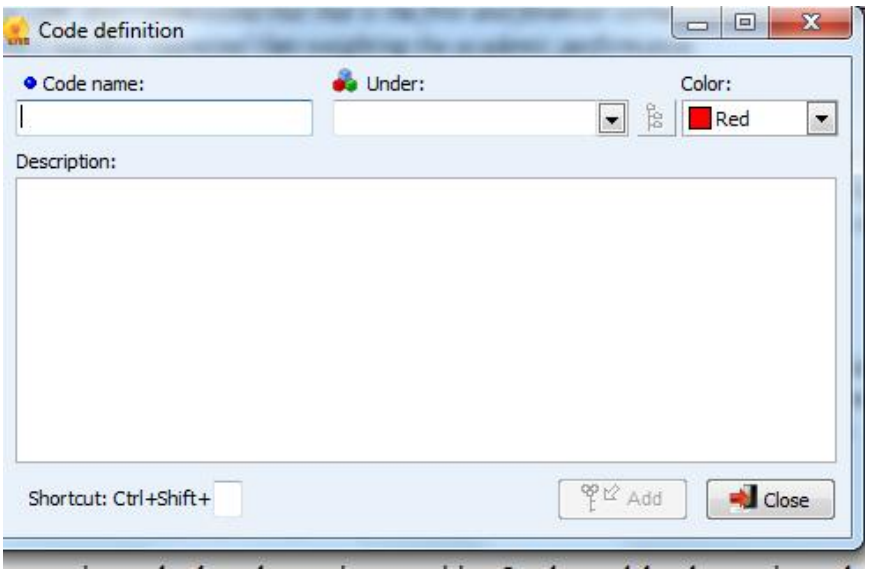


Once you are inside the program this is the main layout. I use callouts to describe each part.

Step 1: Decide on coding strategy. I usually begin with any larger level distinction that might be important to the analysis as a whole. [In the special case of our research team, we want to start by coding each question and by also coding each story as a whole.]

Then we will want to decide on a strategy for coding next.

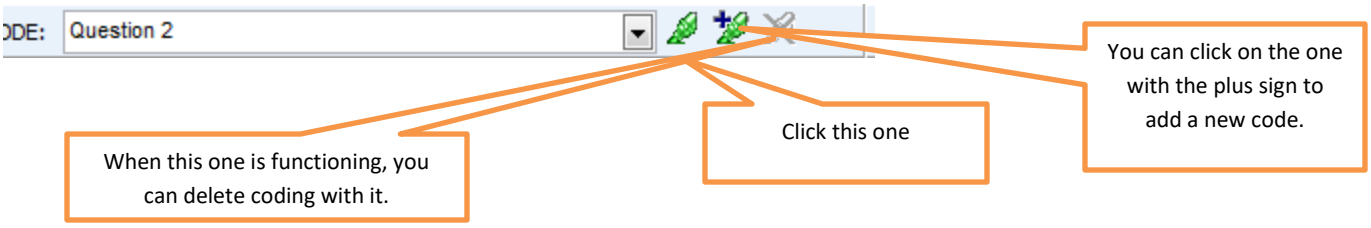
Step 2: To create a code you click on the code tab at the top of the page in the menu function area. When you do this you will the following screen:



You can also use Ctrl A to get to this screen.

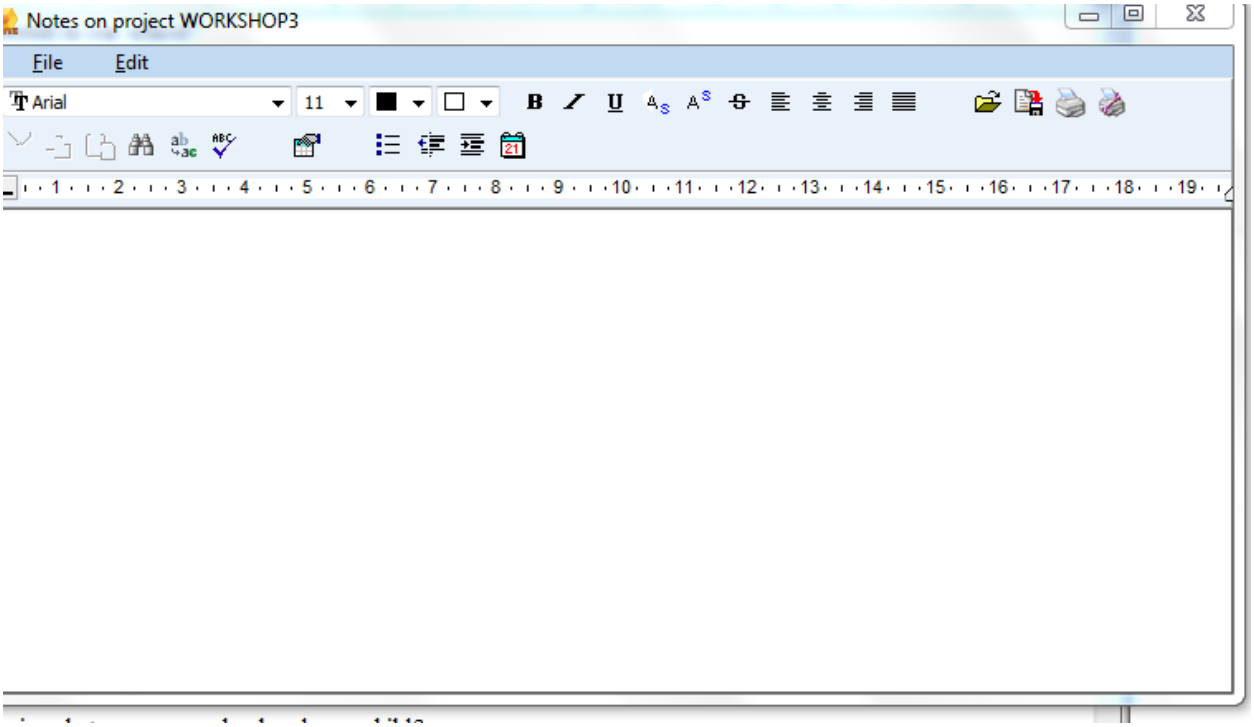
So there are two categories, one with the more refined code name and the other with the category that the code will fit into. Sometimes I use the color indicator to mark different code categories and sometimes I use it to mark different coding strategies. [The research team may want to use one color for questions, a different color for the stories, and a third color for the content or reconstructive or grounded theory coding.]

Step 3: Coding in the document. Block the text you want to code. Then the little green button will become available. Click it.

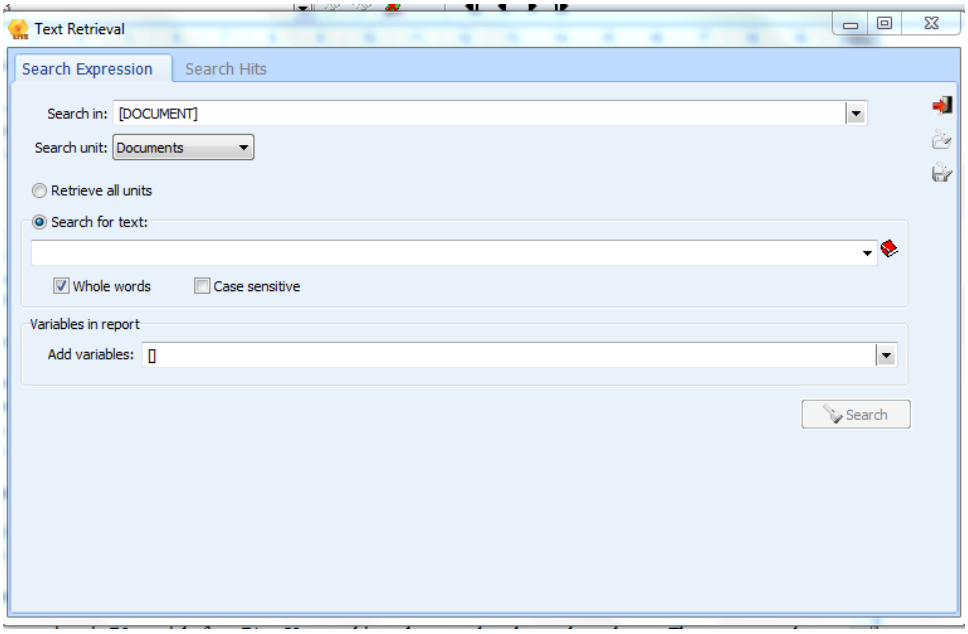


Other Things To Know

Making Notes on the project: Click on “Project” at the top left of the page and select “Notes”. It will take you to screen like this and you can type in our notes.



You can search for specific text in the documents. Click on “Retrieval” in the upper menu list. A drop down menu appears and you can click “Text Retrieval”. This takes you to a page like this:



If you want a list of all the codes for a code book, you can get this also by going to “Retrieval” in the menu list and selecting “Coding Retrieval.”

You can look at coding frequency by going to “Analyze” in the menu and selecting “Code frequency.”

There are many more things to learn. Let’s get these basics first.

Faculty Presentation on Research and Research Supervision

Accomplishments

To develop faculty/staff competences in areas of imparting knowledge to students, conducting and supervising research

- Delivered 3 presentations on topics determined by the faculty on the conduct and supervision of research.
- Worked with Research Team in the Department of Psychology using their recently conducted pilot study on children’s conceptions of peace to: (1) review the data from the pilot study, (2) finalize the focus group protocol to be used in the study, (3) visit one of the study sites, and (4) conduct hands-on analysis using the free software from Provalis.

To promote intellectual, educational and cultural development and cooperation between the two universities

- Met with Vice Chancellor to discuss an MOU
- Introduced research team to research site already established by Indiana University Professors (Barbara Dennis and Chalmer Thompson)
- Planned and facilitated direction and movement toward conduct of study on children's conceptions of peace

To contribute to career development of students and staff in a developing economy like Uganda

- Held daily one-on-one meetings with students and staff for advice and consultation

To acquire and apply new technologies in teaching and research

- Helped Department of Psychology faculty and staff download free qualitative analysis software
- Provided workshop on the use of the software for the department
- Provided hands-on workshop analyzing pilot data for Research Team

Budget Implications

Airfare: $1807.00 advance provided to bank account

Visa: $ 50.00 paid on arrival