



EDCP 510: Video Ethnography

Activities

Ethnographic Interviews

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The purpose of this activity is to engage in ethnographic data analysis (EDA), a form of qualitative data analysis (QDA). EDA and QDA challenge researchers in terms of qualitative reasoning. What sense can researchers make of qualitative data? How do ethnographers deal with data, be it I or T or S? In simple form, QDA prompts researchers in various directions: *from* the data, *to* the data, *with* the data, etc. In QDA, working *from* the data is commonly seen as a challenge of grounded theory. In turn, bringing a framework or lens *to* the data is commonly a challenge of theory. In practice, qualitative researchers are challenged to work back and forth, as data collection and analysis are interrelated (Corbin & Strauss, 1990).

In simple form, qualitative research involves identifying units of analysis and coding, categorizing, or thematizing data. The unit of analysis helps to focus codes and categories. For example, is the unit of analysis an activity, classroom, individual, group, memory, story, system, discourse, etc.? The unit of analysis is crucial to stages of coding and categorizing. Codes, categories, and themes give latent meaning to analysis of manifest data or content.

Students are well advised to work with theory to inform the process of QDA. This is not to say that codes, categories, and themes should be superimposed on data, although there are times when theory ought to explicitly shape data analysis. Nor is this to say that QDA by definition ought to be “grounded theory” in nature, wherein codes and categories are emergent. The point is that researchers are challenged to demonstrate (or obliged) an articulation or relationship among data, codes, and categories or themes. There is an obligation of methodology to account for how or where codes and categories are generated or from what data source they emerge. A simple table with examples often satisfies this purpose of methodology (Table 1). One value of using QDA software is that the links among data, codes, and categories are made evident and maintained throughout the process.

Ethnographic Data Analysis: Life Histories

Activity

1. Groups of 2-3

- a. In the previous activity, you worked on a research problem concerning life history.
 - i. e.g., Just as “we teach who we are,” we research who we are. How might life histories inform an understanding of research culture?
- b. Work together from the audio file:
 - i. Transcribe a clip or segment of the recording:
 1. Assign a pseudonym
 2. Transcribe to text
 - ii. Describe the setting or scenario from which the data are derived or in which the data are situated.
 - iii. Provide an interpretation of the transcribed clip or segment of audio data
 1. It will help if parts of your description and interpretation are recorded, as typed notes, audio files, etc.
 2. Provide a rough draft of your description and interpretation in about 200-300 words.
 3. Begin to work through a process of QDA (Use Table 1)
 - a. Agree on potential codes, categories, or themes

| Data / Transcription | Codes | Categories / Themes |
|-----------------------------|--------------|----------------------------|
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