EDUC 3106: Advanced Applied Qualitative Analysis Spring 2026

University of Pittsburgh
5400 Wesley Posvar Hall
Wednesdays 12pm-2:40pm

Instructor:
Dr. Hayley Weddle, hweddle@pitt.edu
Office hours: Please email me to set up a meeting—I look forward to connecting.

Course Overview

Welcome to the Advanced Applied Qualitative Analysis course! I am thrilled to learn with you this semester and to support your research. This in-person course will focus on approaches to analyzing qualitative data. It is designed for students who have some experience with qualitative research methods (introductory coursework or project experience) and ideally have access to qualitative data they are interested in analyzing. Small amounts of data or practice data are welcome! If you do not yet have access to any qualitative data, I am happy to work together to find suitable data to practice with. *Note: If you plan to use the data for purposes beyond the course, an IRB is likely required (see Pitt's guidance).*

The aims of the course are to: (1) support students with making informed and well-documented choices regarding the analysis of qualitative data; (2) explore a range of analysis strategies, techniques and tools; and (3) consider how issues related to ethics and equity arise in qualitative research and analysis.

The core text for this course provides an overview of qualitative methodologies, technical aspects of various approaches to qualitative analysis, validity/trustworthiness, and issues related to communication of qualitative research. We will also explore examples of published qualitative studies and methodological essays.

The course is designed to be practical, and thus we will often have time in class for students to consult on their individual qualitative analysis projects in pairs, small groups, and with the instructor. Students will have opportunities to gain feedback on their analyses and engage in an iterative research and writing process throughout the course.

Acknowledgments: An earlier version of this course was by Dr. Jenn Russell, and the main assignment reflects her iterative style of teaching. Dr. Gabrielle Oliveira shared several influential pieces that resulted in reimagining some of the readings and assignment prompts. Dr. Mariko Yoshisato Cavey provided thoughtful feedback on the aims of the course, and is a continuous inspiration. My syllabus design has also been informed by Dr. Leigh Patel and Dr. Shanyce Campbell, including the importance of acknowledging those who have shaped my thinking and my teaching.

Core text

Miles, M. B., Huberman, A. M. & Saldana, J. (2019). *Qualitative data analysis: A methods sourcebook, 4th Edition.* Sage.

Please share, rent, borrow, or purchase the book above. Copies are available at the Pitt library on reserve that can be borrowed for free. All other readings are available on Canvas.

Course Requirements

Students are asked to complete the weekly reading assignments and prepare to actively participate in class activities. Students are also expected to prepare for engagement and feedback with peers through completing memo assignments focused on analysis.

Individual meeting (Weeks 1-2): During the first two weeks of class, please sign up for a 20-minute virtual meeting with me so that I can begin supporting your project. I am excited to learn about what brought you to your graduate program, how I can best support your learning, and your experiences/interests related to qualitative research.

Ongoing analysis memos (all semester): In keeping with the goals of the course, students will engage in various analytic activities and write a series of memos throughout the semester. Memos should typically be 2 pages double-spaced max. These memos will be refined and combined to form the final analytic paper, due Week 14 (see below).

Culminating Project: Analytic Paper (due Week 14): Students will develop an analytic paper that outlines their project framing, analysis process, initial findings, and conclusions. Think of this as a short empirical paper **bringing together the memos drafted throughout the course**. The paper should be about 10-12 pages double-spaced. This paper is designed as a learning opportunity, and thus preliminary information/approaches are welcome. More details about the final assignment are available here.

Celebratory Presentation (Week 14): Learning stemming from the final project will be shared with peers on the last class session through a brief one-slide presentation focused on what you came to understand about your data through analysis OR what you came to understand about qual research (three minutes max). More details will be provided in class, as well as time to make your slide. The week 14 session will be celebratory and informal.

Grades will be determined by active participation in class discussions and activities (25%), completion of memos (50%), and final paper and presentation (25%).

Attendance and engagement: This is an in-person course, and engagement in class activities will be the foundation of our collective learning. While consistent attendance and engagement is what I care most about as an instructor, flexibility is also a cornerstone of my teaching. Recognizing that students may feel more comfortable participating in different ways, I am open to many forms of engagement (e.g. sharing during small group breakouts, participating in full-class discussions, adding insights to online platforms such as Mentimeter, etc.). Please reach out if you cannot attend a class session or have other circumstances you'd like to address, and I will provide an alternate engagement opportunity or assignment extension as appropriate. I encourage anyone who is sick to stay home, rest, and not worry about class. I'm happy to connect about course material once you're feeling better.

Weekly Schedule

Please note: The readings are what will be discussed in that week's class. For example, we will discuss Chapter 1 of Miles et al. and the Green (2020) article during class on Jan. 14th

Week 1 Jan 14th	**Course Overview** Miles, Huberman & Saldaña, Chapter 1. *Provided as a PDF on Canvas for this week. For future weeks, you'll need access to a copy of the core text.* Green, K. L. (2020). Radical imagination and "otherwise possibilities" in qualitative research. *International Journal of Qualitative Studies in Education, 33*(1), 115-127. **In class:** Discuss course and individual goals, revisit features of qual research. **Memo due next week**: Prepare a memo outlining an overview of your project, including a brief summary of the problem/topic (with citations to relevant literature), the data available, and draft research questions. [*Submit via canvas by 1/21 10am]*
Week 2 Jan. 21st	**Study Design** Miles et al. Chapter 2 [skim] Hatch, J. A. (2002). Doing qualitative research in education settings. Chapter 1: Deciding to do a qualitative study. Suny Press. [skim] Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review, 79*(3), 409-428. **In class:** Extended introductions to individual projects. Explore epistemological stances. **Memo due next week**: Prepare a memo that outlines the framing for your project. What prior literature, theories, and/or other forms of expertise are informing your work? What are the key factors/concepts you're examining, and the relationships among them? *Please include your refined research question(s) at the top. *[Submit via canvas by 1/28 10am]*

Week 3 Jan 28th	**Study Design Continued** Miles, Huberman & Saldaña Chapter 3 Enoch-Stevens, T., Daramola, E. J., Jabbar, H., & Marsh, J. (2022). Accountability Battle: A Critical Analysis of a Charter Renewal Decision. *Urban Education* **<u>In class</u>:** Discuss refined research questions and preliminary framing. **<u>Outside of class</u>**: There is no memo due next week, but if you'd like to send me a revised introduction and/or framework I'd be happy to provide feedback.
Week 4 Feb. 4th	**Situating Ourselves in Qualitative Research** Muwwakkil, J. (2023). You have never lived a day outside of your body: Engaging racialized and gendered positionality in ethnographic research. *Transforming Anthropology, 31*(2), 125-136. Weddle, H., & Oliveira, G. (2024). Exploring new possibilities through participatory qualitative methods. *International Journal of Qualitative Methods.* [skim] Martinez-Benyarko, M & Gonzalez, S. (in press). Plática as methodology and method: Using a critical lens to research Latine college experiences. *Qualitative Research.* **<u>In class:</u>** Enjoy guest lecture from Dr. Sergio Gonzalez and refine study framing. **<u>Memo due next week:</u>** Draft a short (2 paragraph max) memo exploring your positionality and/or relationality within your analysis project. Please include your research questions and description of your data (e.g., "5 teacher interviews") at the top. *[Submit via canvas by Feb 11th at 10am]*
Week 5 Feb 11th	**Exploring Coding** Miles, Huberman & Saldaña, Chapter 4 Winkle-Wagner, R., Sulé, V. T., & Maramba, D. C. (2018). Analyzing policy critically: Using critical race theory to analyze college admissions policy discourse. In *Critical theory and qualitative data analysis in education* (pp. 193-203). Routledge. **<u>In class:</u>** Discuss coding and software options; begin developing codes. **<u>Outside of class</u>**: Develop codes. There is no memo, but if you'd like to send me any revised intro/framing ideas, I'd be happy to provide feedback.

Week 6 Feb 18th	**Coding Continued** Saldaña, J. (2013). The coding manual for qualitative researchers–Chapter 1. *Sage.* Harry, B., Sturges, K. M., & Klingner, J. K. (2005). Mapping the process: An exemplar of process and challenge in grounded theory analysis. *Educational Researcher, 34*(2)*,* 3-13. **In class:** Discuss ongoing coding process. **Memo due next week**: Draft a code book along with a 2-3 paragraph description of how these codes were developed and will help you to answer your research question(s). Please also include your research questions, short description of your data, and one-sentence summary of the framing at the top. *[Submit via canvas by Feb 25th 2pm *later time*]*
Week 7 Feb 25th	**NO SYNCHRONOUS CLASS–Friendly reminder to submit memo for asynchronous feedback**
Week 8 March 4th	**Moving Beyond Coding: Matrices & Other Displays** Miles, Huberman & Saldana, Chapter 5 Jabbar, H. (2015). "Every kid is money" market-like competition and school leader strategies in New Orleans. Educational Evaluation and Policy Analysis, 37(4), 638-659. **In class:** Discuss preliminary code book and alignment with research questions. **Memo due in 2 weeks:** Draft a matrix or exploratory display as well as 1-2 paragraphs explaining what the display is helping you understand. Put another way, how is the analysis process helping you answer your research questions? *[Submit via canvas by March 18th at 10am]*

SPRING BREAK	**No class March 11th.** Wishing you all a restful break!

Week 9 March 18th	**Writing About Methods** Miles, Huberman & Saldaña, Chapters 6 & 7 [skim what is less relevant to you, dive deeper into what is helpful] **<u>In class:</u>** Discuss the readings, ongoing coding and display development, and assignment for next week. **<u>Memo due next week</u>**: For this memo, submit a draft of the **methods** section of your final paper (see final paper details, 3-4 double-spaced pages). *[Submit via canvas by March 25th at 10am]*
Week 10 March 25th	**Making Meaning** Miles, Huberman & Saldaña, Chapter 8 [focus on what is most relevant to you] Ishimaru, A. (2014). Rewriting the rules of engagement: Elaborating a model of district-community collaboration. *Harvard Educational Review, 84*(2), 188- 216. **<u>In class:</u>** Support one another with meaning-making. **<u>Memo due next week:</u>** Outline 1-3 preliminary findings and provide evidence to support each claim. Please also keep alignment with your framing in mind. *[Submit via canvas by April 1st at 10am]*
Week 11 April 1st	**Drawing Conclusions and Revisiting Ethics** Miles, Huberman & Saldaña, Chapter 11 pp. 273-288 only Salazar, C. (2022). Participatory action research with and for undocumented college students: Ethical challenges and methodological opportunities. *Qualitative Research, 22*(3), 369-386. Maxwell, J. A. (2012). The importance of qualitative research for causal explanation in education. *Qualitative Inquiry, 18*(8), 655-661. **<u>In class:</u>** Discuss and develop findings. **<u>Memo due next week:</u>** Draft brief implications of your findings for theory, practice, policy, or future research. *If your project was a pilot/practice for a bigger study, feel welcome to focus on what is next for your research (e.g., how will the project from this class inform your next steps?) *[Submit via canvas by April 8th 10am]*

Week 12 April 8th	**Presenting Qualitative Data to Support Findings** Miles, Huberman & Saldaña, Chapter 11 (pp. 289-314) and Chapter 12 Gutiérrez, K. D., & Penuel, W. R. (2014). Relevance to practice as a criterion for rigor. *Educational Researcher, 43*(1), 19-23. **In class:** Engage in strategies for confirming findings and peer review activity **Outside of class:** No memo due next week, but your final paper will be due in 2 weeks. Please let Hayley and Crystal know if you need any support!
Week 13 April 15th	**Reflecting on Qualitative Research** Tuck, E., & Yang, K. W. (2014). Unbecoming claims: Pedagogies of refusal in qualitative research. Qualitative Inquiry, 20(6), 811-818. **In class:** Plan for final paper and informal presentations **Paper due next week**: Finalize analytic paper (culminating project). *[Submit via canvas by April 22nd 10am]*. ***Note****:* When you submit your paper via Canvas, feel welcome to let me know in the submission comment if there are particular pieces you're most interested in receiving feedback about.
Week 14 April 22nd	**Celebrating our learning and final presentations** Read something that supports your project, or take a break from reading. **In class:** Celebrate our collective learning through small-group roundtable presentations.
Week 15	**NO CLASS** Have a lovely summer break, and for those of you attending graduation, enjoy!

University Policies and Resources

**Language on this page comes directly from the University of Pittsburgh, unless noted in italics*

Academic Integrity
Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the Academic Integrity Guide for an overview of the topic. For hands- on practice, complete the Academic Integrity Modules.

Disability Services
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Well-Being, Health, and Safety
Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit Thrive@Pitt to learn more about well-being and the many campus resources available to help you thrive. If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The University Counseling Center is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact the Resolve Crisis Network at 888-796-8226.

My priority is your well-being, and I am committed to being flexible. Please reach out with any concerns, scheduling conflicts, or other circumstances you would like to address so that we can strategize together.