

PLAN 522: QUALITATIVE DATA COLLECTION AND ANALYSIS 2018-2019 Winter Term 2

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| Course Number | PLAN 522 |
| Course Credit(s) | 2.0 |
| Course Title | Qualitative Data Collection and Analysis |
| Term | 2018-2019 Winter Term 2 |
| Dates | January 9 to March 6, 2019 |
| Day/Time | Wednesdays from 2:00 -5:00 pm |
| Location | WMAX Room 150 |

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| Instructor | Sara Ortiz Escalante |
| Email | sara.ortizescalante@ubc.ca |
| Office Hours | Thursday 3:30-4:30 pm |
| Office Hours location: | Room 125 WMAX |

Course Description

This two-credit course focuses on the what, why, who and how of qualitative mixed methods research design, data collection and analysis relevant to professional planning practice. As a core course for SCARP Master's students, this practice-based course provides beginning and more advanced students an opportunity to prepare for their professional careers. Students will learn about and apply each step of various methods and strategies in qualitative data collection and analysis useful for planning practice.

Course Format

The class meets once a week for three hours, with a 10-minute break in the middle. This course is a required core course for all SCARP Master's students and not open to students outside of SCARP.

Learning Objectives

The overall purpose of the course is to develop learners' skills in qualitative research to aid their planning practice, particularly in framing planning-oriented research issues and community-identified needs, and prepare for their theses or professional projects. By the end of the course, learners are expected to be able to:

- a) **Develop** a mixed methods research design for planning practice;
- b) **Formulate** clear and answerable research purposes/objectives/goals and questions;
- c) **Identify** suitable qualitative design, methodology and method(s) to answer specific research questions in the planning field and other related disciplines;

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- d) **Employ mixed methods** research using traditional, as well as participatory or community-based, research approaches.
- e) **Collect, organize analyse, and report** qualitative data;
- f) **Evaluate and assess** qualitative research results in planning literature;
- g) **Discuss and address** strategic problem-solving needs, as well as logistical, and ethical challenges in planning research and practice; and
- h) **Critically reflect** on the qualitative researcher's role in the knowledge production process in local and international contexts.

Special Needs

Please inform the Instructors as soon as possible if you have special needs and require accommodation of any kind. Please visit <http://www.students.ubc.ca/access/> for more information on campus resources.

Supplemental Resources for Students

UBC has numerous research, pedagogical and health resources available to students. These include the Koerner and Main Libraries' Resource Desks, Centre for Teaching, Learning and Technology (CTLT), the Irving K. Barber Learning Centre, the UBC Writing Centre, Student Health Services, UBC Access and Diversity (Brock Hall), Graduate Student Society (GSS), Faculty of Graduate and Post-Doctoral Studies (FGPS) and UBC Student Counselling Services. Please make use of these resources or contact the instructor if you have any questions. Students new to UBC are especially encouraged to become familiar with the [broad spectrum of resources](#) that UBC provides.

Course Requirements

- 5% - TCPS Tutorial Ethics Review & Certificate
- 35% - In-Class Exercises (Seven In-Class Exercises at 5% each)
- 20% - Group Presentation (**Due Date: March 6, 2019**)
- 40% - Group Report (**Due Date: March 22, 2019**)

- **TCPS TUTORIAL & ETHICS REVIEW APPLICATION (5%):** This assignment will be marked and given full 5% marks upon submission of the Certificate. It is also required by UBC for all students doing research on/with human subjects. Students are expected to complete the TCPS 2 Tutorial On line, if they have not done so for their other courses. The Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS) 2 Tutorial Course on Research Ethics (CORE) is on the Government of Canada's Panel on Research Ethics link: <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>. The complete 216-page Policy Statement regarding ethical guidelines for researchers, including those doing research on indigenous communities, and Research Ethics Boards is available as PDF: http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf. You may search the document's chapters relevant to your interest using: <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-epct2/Default/> Interested students can seek help from the Instructors in developing the research ethics review design (e.g. letters of initial contact, consent form, recruitment posters,

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etc.) to be attached to the BREB application on the UBC Office of Research Services website: www.ors.ubc.ca.

- **CLASS PARTICIPATION AND IN-CLASS EXERCISES (35%):** This course gives importance to class attendance, the foundation of participation in our in-class exercises or workshops related to (1) the SEEDS Class Project and (2) the Assigned Readings for the week. A total of seven (7) class exercises worth 5% each are tied to the readings and the SEEDS Class Project. With permission of the Instructors, medical notes and signs of work done may be substituted for classes unavoidably missed. Absences will affect Class Participation and In-Class Exercise marks. For class participation, the Instructor is looking for thoughtful written outputs in in-class exercises; active listening (e.g., encouragement of others and indications that you are addressing the issues they raise), and overall active participation in all in-class learning exercises related to the readings and the class project.
- **SEEDS UBC STUDENT CLASS PROJECT GROUP PRESENTATION (20%) & GROUP REPORT (40%):** Students in groups will work on one Class Project developed under the UBC Student Engagement and Educational Development for Sustainability (SEEDS) Program. The Class Project is anchored in a Community-Based Research (CBR) Methodology focused on collecting and analysing data about Nightlife at UBC campus. The following two goals will guide the project: (1) to increase knowledge on UBC campus Night Life; (2) to provide insights into Campus Night Life and Animation; (3) to provide recommendations to address Campus night life gaps and opportunities.

Students under the guidance of the Course Instructor will be responsible for (1) creating a research design, (2) collecting and analysing data, (3) writing a research report and (4) reporting the research results to address the following general questions to be refined in the final research design:

Project 1: Campus Night Life Gap and Opportunity Analysis

For existing night-life events: (1) What would engage the audience to spend more time before or after events? (2) What is keeping them from doing so now? (3) What would compel the potential audiences to stay on campus after classes/work to attend cultural events? (4) What's stopping them from doing so now?

Project 2: Campus Animation: UBC Night Life Events

(1) What would an inclusive UBC night-time event look like, across all UBC communities? (2) What would make this event uniquely UBC?

The research results will be used to provide recommendations to client on actions related to UBC Campus night life. In-Class Exercises are created to help move the Class Project forward. Resources related to the Class Project will be distributed throughout the term.

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Grading Practices and standards (from FGPS website)

UBC courses are graded on a percentage basis. Corresponding letter grades are assigned automatically by the Registrar. (See UBC Calendar, Academic Regulations, Grading Practices). For master's students registered in the Faculty of Graduate Studies, Fail (F) for individual courses is defined as below 60%:

| Percentage (%) | Letter Grade |
|----------------|--------------|
| 90-100 | A+ |
| 85-89 | A |
| 80-84 | A- |
| 76-79 | B+ |
| 72-75 | B |
| 68-71 | B- |
| 64-67 | C+ |
| 60-63 | C |
| 0-59 | F (Fail) |

Grading Criteria

The following guidelines offer a broad-brush characterization of the type of work that might be associated with various ranges of grades.

80% to 100% (A- to A+)

- Exceptional performance: strong evidence of original thinking; good organization; capacity to analyse, synthesize, apply and evaluate; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

68% to 79% (B- to B+)

- Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues and/or application of skills expected; evidence of familiarity with the literature and professional practice standards.

50% to 60% (D to C+)

- Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking in analytic rigour, style and vigour in argumentation or evidence.

00% to 49% (F)

- Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

Academic Integrity

The University is an environment that fosters learning and free exchange of ideas while maintaining responsibility and integrity. Violations of academic integrity include but are not limited to plagiarism, cheating, dishonesty, fabrication of information, submitting previous work & misusing or destroying school property. Any material or ideas obtained from digital or hard copy sources must be appropriately and fully referenced. Students are expected to uphold all the standards articulated in [UBC's academic integrity site](#).

Plagiarism 'Plagiarism is using someone else's thoughts or publications, and presenting them as one's own, without citing the source. It is considered a serious academic offence. The UBC [Calendar](#) describes plagiarism as an act of academic misconduct subject to discipline.' [Penalties](#) can range from giving a failing grade to suspension from the university, depending on the severity of the plagiarism.' See the UBC Library <http://toby.library.ubc.ca/subjects/subjpage2.cfm?id=673> for information on how to avoid plagiarism.

Required Texts

On-line PDF copies of journal articles and E-Books (E-links and/or PDF Copies available on UBC Library or Canvas)

Optional Readings as References

1. Sharlene Nagy Hesse-Biber. ed. *Feminist research practice: A primer*. Sage Publications, 2013. (on-line)
2. Bagele Chilisa. *Indigenous research methodologies*. Sage Publications, 2011 (pbk)
3. Liamputtong, Pranee. *Performing qualitative cross-cultural research*. Cambridge University Press, 2010. (on-line)
4. Bradbury, Hilary, ed. *The Sage handbook of action research*. Sage, 2015. (on-line)
5. Hesse-Biber, Sharlene Nagy, and R. Burke Johnson, eds. *The Oxford handbook of multimethod and mixed methods research inquiry*. Oxford University Press, 2015. (on-line)

COURSE OUTLINE AND SCHEDULE - JAN. 9 – MARCH 6, 2018

Week 1: Ethical Design of Qualitative Methods, Community-Based Research & Community Engagement Process

January 9

REQUIRED READINGS:

Sweet, Elizabeth L. 2018. "Cultural Humility: An Open Door for Planners to Locate Themselves and Decolonize Planning Theory, Education, and Practice." *eJournal of Public Affairs*, 7(2)

Liamputtong, Pranee. 2010. "Moral and ethical perspectives", In *Performing Qualitative Cross-cultural Research*. (pp. 31-57)

Jacobs, Jane M. "The city unbound: qualitative approaches to the city." *Urban Studies* 30.4-5 (1993): 827-848.

Gibson, Christopher R., and Ben Gallan. 2011. "New dawn or new dusk? Beyond the binary of day and night." *Environment and Planning A*, vol. 43.

| Topic | Key Learning Outcomes: | Class Activities |
|---|---|---|
| Qualities of qualitative methods research design Qualitative methods design for planning practice Qualitative Research Needs for Community Engagement in Planning Research and Practice Community-Based Research Methodology | <ul style="list-style-type: none"> • Develop a qualitative methods design for ethical planning practice • Discuss and apply community-based research ethics and methodology in relation to planning practice • Formulate and focus researchable and manageable research questions, objectives, methodology and tentative outline for the Class Project | <ul style="list-style-type: none"> • Lecture to discuss the Course outline and requirements, particularly the Class Research Project • Visit by Clients UBC SEEDS Program • In-Class Exercise on Ethics and Qualitative Methods Design for the Class SEEDS Project |

Week 2: Qualitative Methods in Planning Research, Plan Implementation, Monitoring and Evaluation

January 16

REQUIRED READINGS:

"Putting together your research proposal". In Hess-Biber, Sharelene Nagy. 2013. *Feminist Research Practice. A primer*. (pp- 330-349).

"The 'What' of the Study", In Catherine Marshall and Gretchen B. Rossman, 2006. *Designing Qualitative Research*. 3rd Edition. SAGE Publications

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Hok Bun Ku & Jackie Y.C. Kwok. 2017. "The Action Research Practice of Urban Planning: An Example from Hong Kong", in Hilary Bradbury. *The SAGE Handbook of Action Research*.

Marion Roberts and Adam Eldridge. 2007. "Quieter, safer, cheaper: Planning for a more inclusive evening and night-time economy." *Planning, Practice & Research* 22.2: 253-266.

| Topic | Key Learning Outcomes: | Class Activities |
|---|---|---|
| Designing a Community Engagement Process: Goal & Objective Setting, Visioning, Structured Decision-Making | <ul style="list-style-type: none"> • Discuss what family (or families) of qualitative data collection and analysis methods are most frequently used in planning practice • Explain how qualitative research process works in relation to planning research, plan implementation, plan monitoring and evaluation • Review the draft SEEDS Project Proposal for approval | Lecture and Discussion In-Class Exercise |

Week 3: Verbal-Textual Data Collection

January 23

REQUIRED READINGS:

Literature Review & Documents Analysis:

Glenn Bowen (2008). Document analysis as a qualitative research method. *Qualitative Research Journal* 9 (2): 27 – 40.

Andy Lovatt and Justin O'Connor. (1995) "Cities and the night-time economy." *Planning Practice & Research* 10.2: 127-134.

Interviews, Life History, Narrative Analysis:

"Decolonizing the interview method", in Bagel Chilisa. *Indigenous research methodologies*. Sage Publications, 2011 (pp-203-224)

Focus Group and other group verbal methods:

Patricia Lina Leavy. The practice of feminist oral history and focus group interviews. In *Feminist Research Practice*. A primer.

Loretta Jessop Waitt, Gordon and Andrew Gorman-Murray. 2011. "'The guys in there just expect to be laid': Embodied and gendered socio-spatial practices of a 'night out' in Wollongong, Australia." *Gender, Place and Culture* 18.02: 255-275.

Frederick Steier, Juanita Brown & Flavio Mesquita da Silva. 2015. The World Café in Action Research settings, in Hilary Bradbury. *The SAGE Handbook of Action Research*.

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| Topic | Key Learning Outcomes: | Class Activities |
|--|---|---|
| Methods for Verbal-textual data collection & analysis through various methods Interviews, Focus Groups, Narrative Analysis, Life/Policy/ Community Histories, Discourse & Conversation Analysis | <ul style="list-style-type: none"> • Explain the characteristics, strengths and weaknesses of various types of verbal-textual data collection and analysis in planning research. • Construct an interview and focus group guide. • Identify and address problems associated with using verbal-textual data in planning research, particularly. | Lecture and Discussion In-Class Exercise on Collecting Verbal-Textual Data |

Week 4: Visual-Spatial-Digital Data Collection

January 30

REQUIRED READINGS:

Sweet, Elizabeth L.; Ortiz Escalante, Sara. Engaging territorio cuerpo-tierra through body and community mapping: a methodology for making communities safer. *Gender, Place & Culture*, 2017, 24.4: 594-606.

Women in Cities International. 2011. *Tools for Gathering Information about Women's Safety and Inclusion in Cities*. https://femmesetvilles.org/wp-content/uploads/2018/04/GICP-Tools-Report_internet.pdf

Su-Jan Yeo and Chye Kiang Heng. 2014. "An (extra) ordinary night out: Urban informality, social sustainability and the night-time economy." *Urban Studies* 51.4 : 712-726.

Nina J. Morris. 2011. "Night walking: darkness and sensory perception in a night-time landscape installation". *Cultural geographies*, 18.3: 315-342.

Melanie Lambrick. 2013. "Safe discursive space. Artistic interventions and online action research". In Whitzman, Carolyn et al. (ed). *Building inclusive cities: Women's safety and the right to the city*. Routledge.

| Topic | Key Learning Outcomes: | Class Activities |
|--|--|---|
| Visual-spatial-digital data in ethnographic research methods for planning Social, Asset, Cognitive, Network & other types of mapping practice | <ul style="list-style-type: none"> • Explain the characteristics, strengths and weaknesses of various types of spatial-visual- digital data collection methods. • Construct a planning research design with spatial-visual data collection and analysis methods. • Use mapping and other visual data collection and analysis techniques in planning research. • Identify and address problems associated with using visual- spatial data in planning research. | Lecture and Discussion In-Class Exercise on Collecting Visual-Spatial Data |

Week 5: Qualitative Data Analysis

February 6

REQUIRED READINGS:

Attride-Stirling, J. (2001) Thematic networks: an analytic tool for qualitative research, *Qualitative Research* 1(12):385-405.

Guest, Greg; MacQueen, Katherine & Namey, Emily. (2012) Planning and Preparing the Analysis. *Applied Thematic Analysis*. Sage Publications. 1-29.

Guest, Greg; MacQueen, Katherine & Namey, Emily. (2012) Themes and Codes. *Applied Thematic Analysis*. Sage Publications. 1-32.

| Topic | Key Learning Outcomes: | Class Activities |
|--|--|---|
| Planning and Preparing Your Data Analysis | <ul style="list-style-type: none"> • Discuss and address the ethical issues in qualitative research • Plan and prepare or data analysis • Develop themes, codes and thematic networks • Use the raw interview, focus group and visual data for data analysis | Inputs on Class SEEDS Project, Lecture on QDA and Discussion |
| Developing Themes and Codes, Thematic Networks | | In-Class Exercise on Qualitative Data Analysis and Report Writing for the Class SEEDS Project |

Week 6 -February 7: Validity & Case Studies in Data Analysis

February 13

REQUIRED READINGS:

Guest, Greg; MacQueen, Katherine & Namey, Emily. (2012) Validity and Reliability (Credibility and Dependability) in Qualitative Research and Data Analysis. *Applied Thematic Analysis*. Sage Publications. 1-28.

Knigge, LeDona & Cope, Meghan (2006) Grounded visualization: integrating the analysis of qualitative and quantitative data through grounded theory and visualization, *Environment and Planning A* 38:2021-2028.

| Topic | Key Learning Outcomes: | Class Activities |
|--|--|---|
| Validity in Qualitative Data Analysis | Use the raw interview, focus group and visual data for data analysis | Lecture on Case Studies Application of Qualitative Research |
| Grounded Theory Visualization Analysis Used in Social Research | Write preliminary data analysis sections of the Final Report | In-Class Exercise on Qualitative Data Analysis Check-In Visit by (SEEDS) |

February 20 – Reading Week – NO CLASS – WORK on CLASS PROJECT

Week 7: Data Report Writing

February 27

REQUIRED READINGS:

Guest, Greg; MacQueen, Katherine & Namey, Emily. (2012) Writing Up Thematic Analysis. *Applied Thematic Analysis*. Sage Publications. (pp. 1-35).

Bennett, Gavin and Nasreen Jesani, *The Knowledge Translation Toolkit, Bridging the Know-Do Gap, A Resource for Researchers*. (Ottawa: IRDC, 2011)

<http://www.idrc.ca/EN/Resources/Publications/Pages/IDRCBookDetails.aspx?PublicationID=851>

“Writing and disseminating in cross-cultural research”. In Liamputtong. *Performing Qualitative Cross-cultural Research*

| Topic | Key Learning Outcomes: | Class Activities |
|---|---|--|
| Writing Up Qualitative and Mixed Methods Research Reports and other Outputs | Finalize the Final Report sections. Review the outline and preliminary Final Report draft. | Lecture on Planning Case Studies Application of Qualitative Research In-Class Exercise on Qualitative Data Report Writing for the Class SEEDS Project |

Week 8: Presentations and Conclusion

March 6

| Topic | Key Learning Outcomes: | Class Activities |
|------------------------------|--|--|
| UBC Campus Night Life Report | Discuss and communicate the final research report to clients | Class Project Presentation to the AMS Council & SEEDS Program Officers |