



Southeast Asian Ministers of Education Organization
Regional Training Center

QUALITATIVE DATA COLLECTION

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Objectives

- Construct an analytical framework that bridges theory and data, providing a structured approach to interpret qualitative findings with clarity and coherence
 - Employ effective strategies for collecting rich, contextually grounded qualitative data through interviews & discussions with attention to ethical and methodological rigor
 - Code qualitative data using inductive and deductive approaches, enabling the identification of meaningful patterns and analytical categories
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Objectives

- Synthesize coded data into coherent themes that reflect the underlying narratives, perspectives, and constructs emerging from the dataset
- Understand qualitative data analysis software such as NVivo to enhance efficiency, transparency, and depth in data organization, coding, and thematic development
- Enhance the trustworthiness of qualitative findings through strategies such as triangulation, member checking, audit trails, and reflexive practices.

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OUTLINE

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Analytical Framework

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Data Generating

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Data Coding

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Theme Generating

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Supporting Software

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Trustworthiness

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1 Analytical Framework

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1. Analytical framework	
Theoretical Framework	Analytical Framework
Offering a foundation of theories and concepts that inform the research	Offering the specific steps of data analysis (indicators and techniques)
Including multiple theories or concepts	Including the specific methods used to analyze the data
Used to explain a phenomenon, draw connections, and make predictions	Used to provide a structured approach to analyzing and interpreting data

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1. Analytical framework

Theoretical Framework

Sociocultural theory (Vygotsky, 1986) focuses on the fundamental role of social interaction and cultural context in the development of cognition and language. Language learning is therefore considered to be a socially mediated process.

Analytical Framework

To understand how peers can support the development of learners' vocabulary, the study uses turn-taking as a unit of analysis, supporting strategies from peers like prompting, and the encouragement for affective support.

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Vygotsky's mediated learning

Mediated Learning

assistance

appropriation

higher mental processes

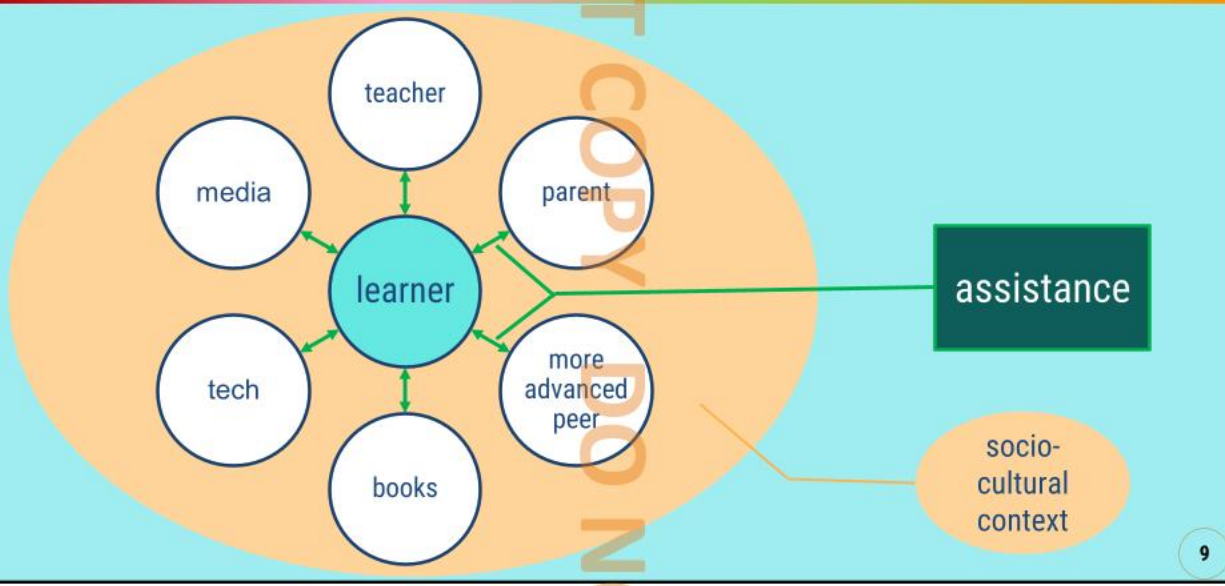
zone of proximal development

defossilizing and distributed cognition

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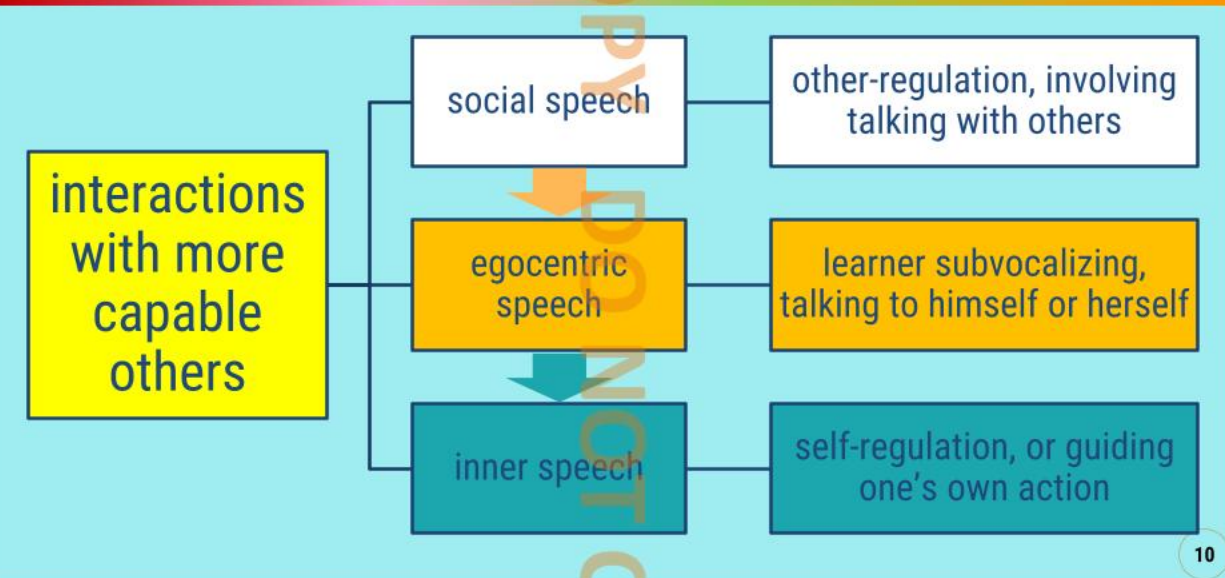
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V's mediated learning: Assistance

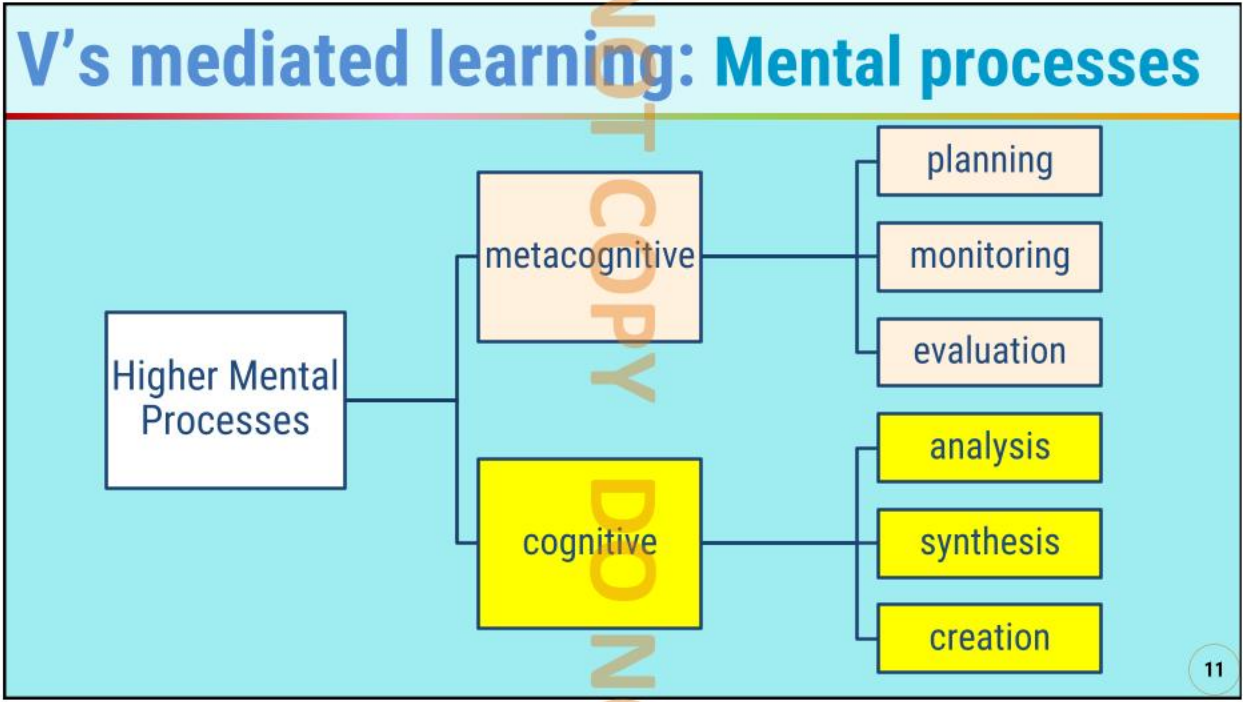


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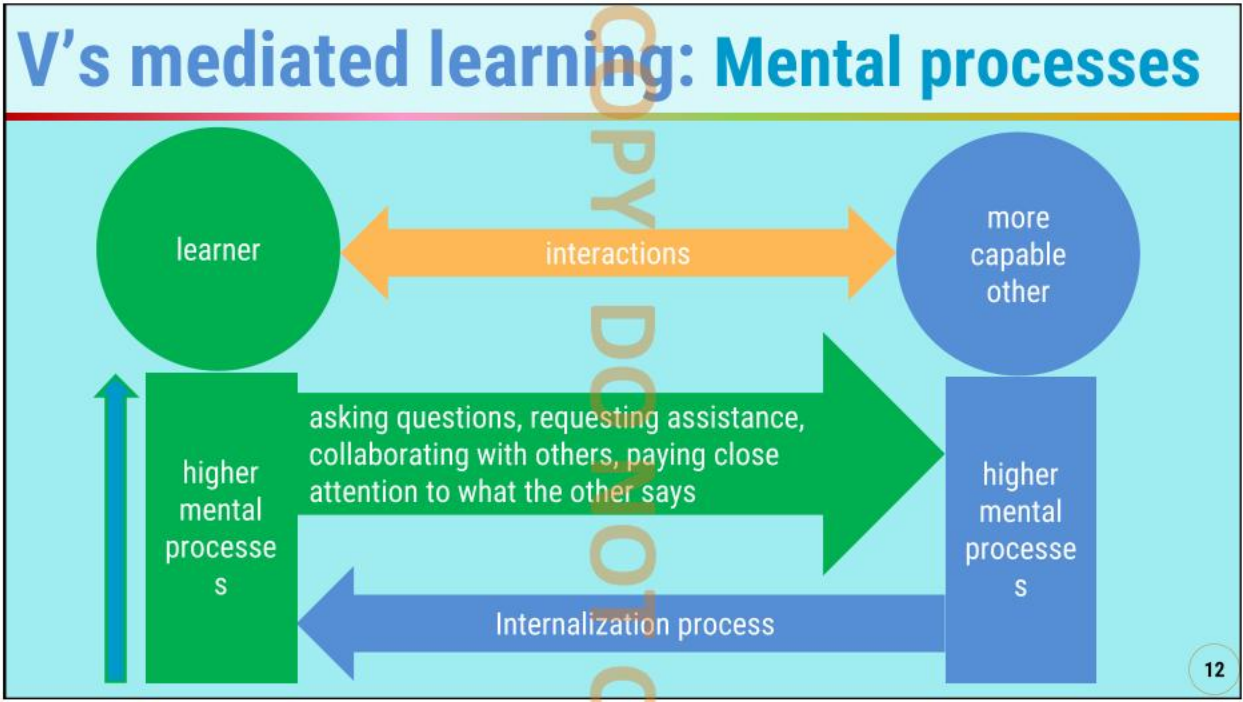
V's mediated learning: Appropriation



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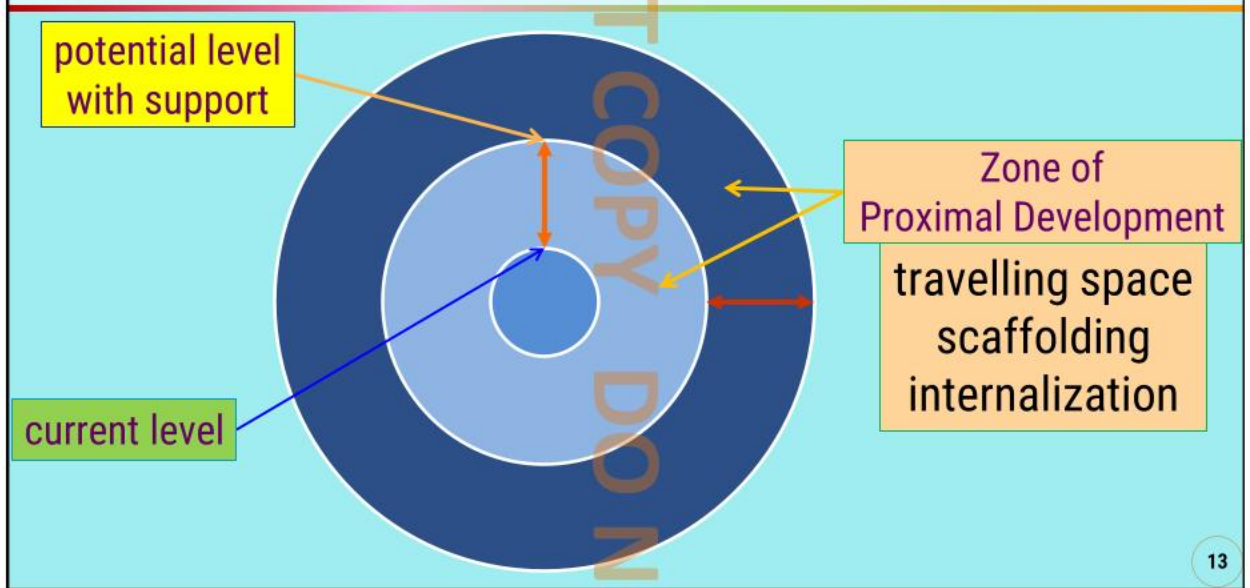


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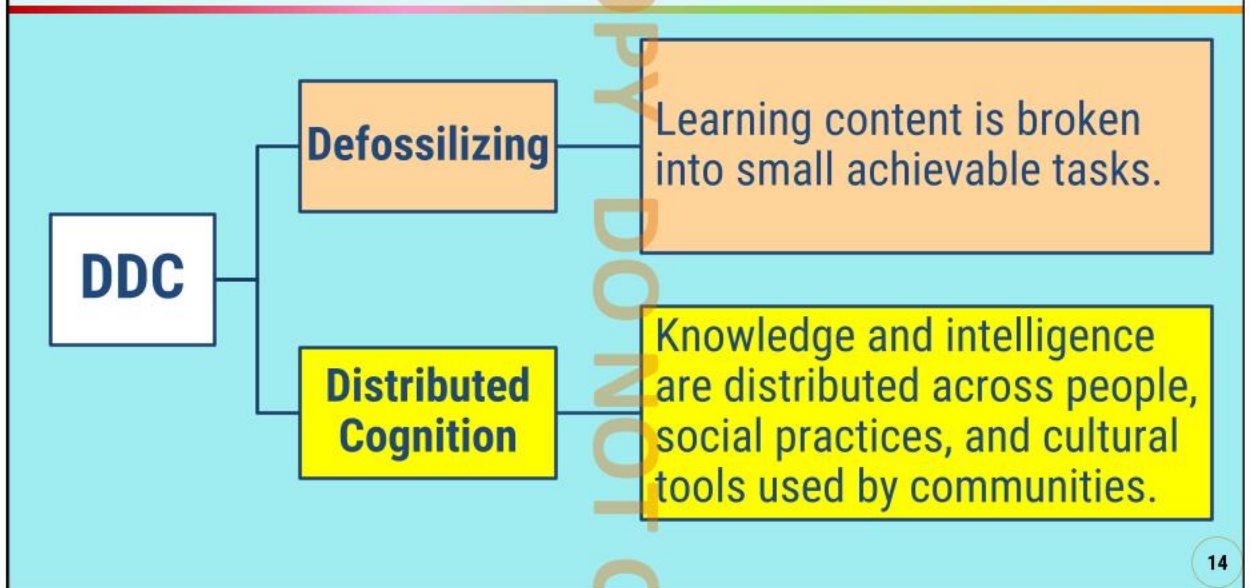
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V's mediated learning: ZPD



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V's mediated learning: DDC



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1. Analytical framework

Analytical Framework

Analytical element	Description	Coding Category
Unit of analysis	Turn-taking in peer interactions	excerpts from group tasks
Scaffolding	support strategies among peers	Prompting, modeling, clarifying
ZPD evidence	Actions just beyond current ability	Co-constructed answers
Affective support	Actions showing emotional encouragement	Praises and encouragement

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1. Analytical framework

- Help researchers think of qualitative data in a systematic way, particularly when info can be subjective or open to interpretation
- Highlight the methodology of the research and allow others to understand how your results are produced
- Allow researchers to easily find key information during report writing, without needing to re-read interview notes or re-listen to the initial interview
- Protect privacy and confidentiality.

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1. Analytical framework

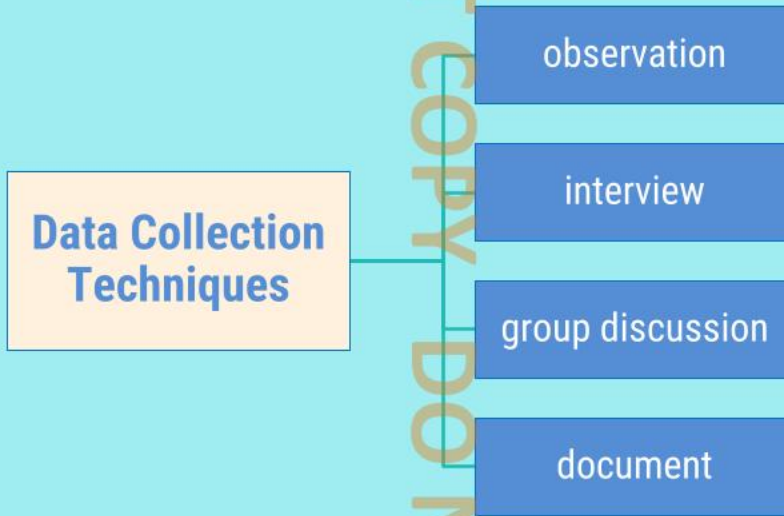
Theory-Driven Framework	Data Driven Framework
Guided by existing theories or models	Developed from the data itself
Established before data collection and analysis	Established responsively to the participants' lived experiences
Deductive codes and categories	Inductive and emergent codes and themes
Useful for testing or applying a specific theory	Useful for exploratory research or grounded theory approaches

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2 Data Generating

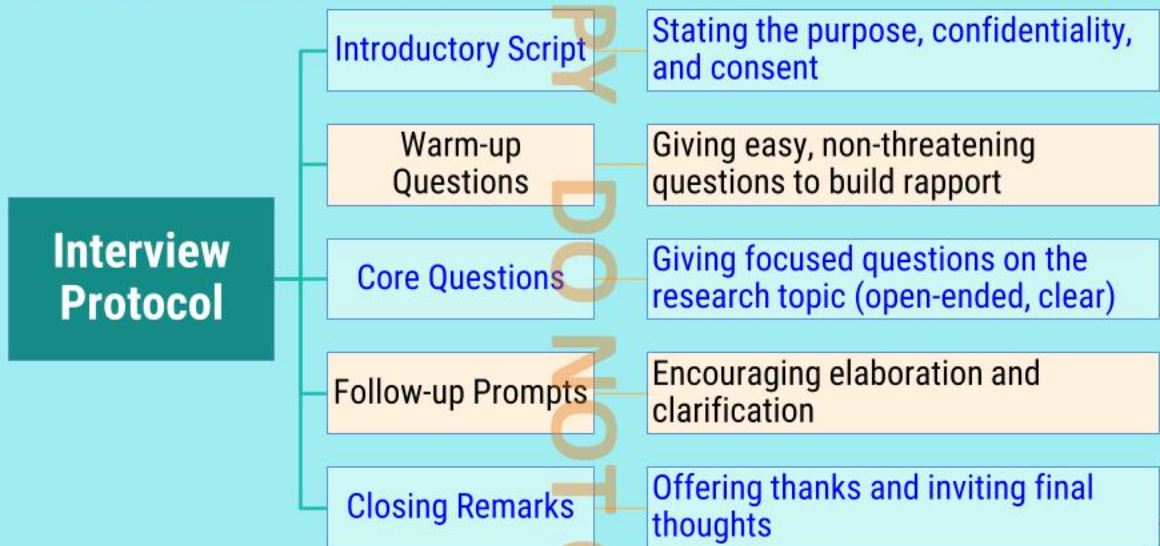
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2. Data generating



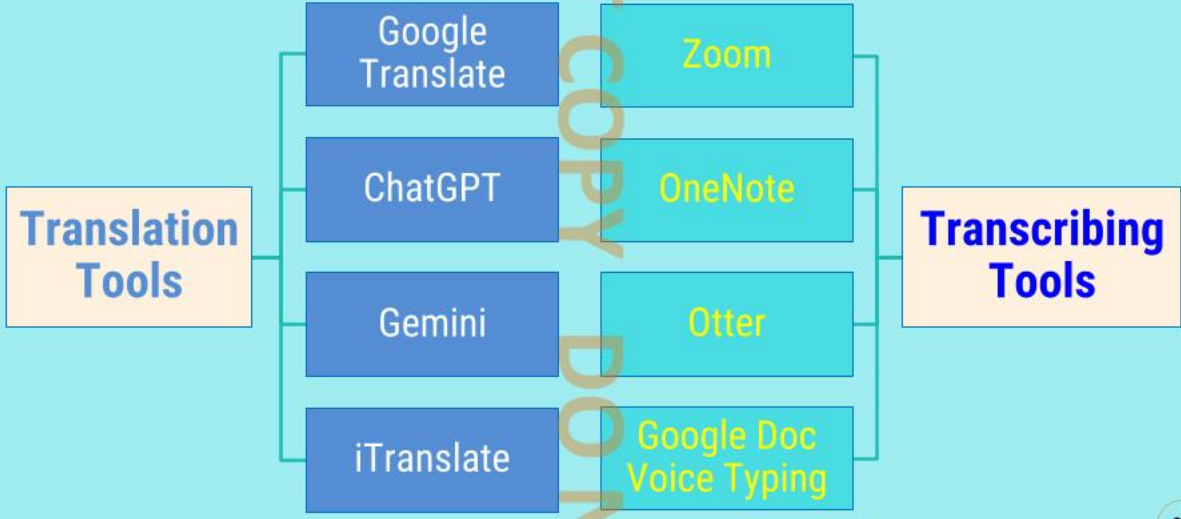
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2. Data generating



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2. Data generating



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3 Data Coding

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3. Data coding

3.1 Inductive vs. deductive coding

3.2 Codebooks and memos

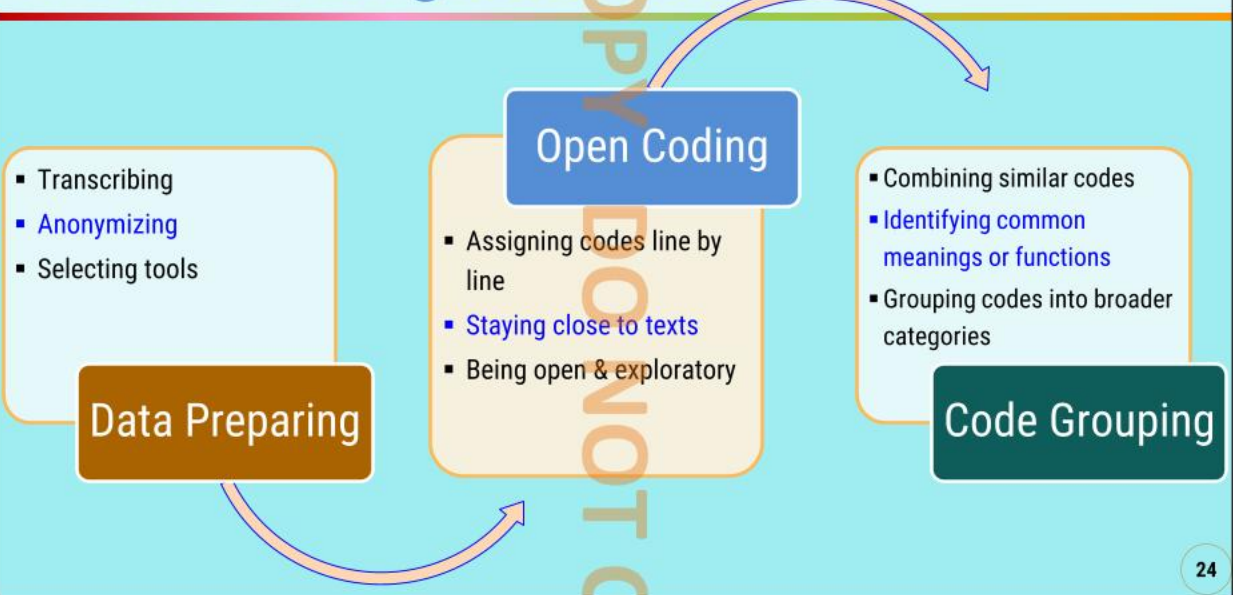
3.3 Coding process

3.4 Inter-coder reliability

3.5 Peer debriefing

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3. Data coding: Process



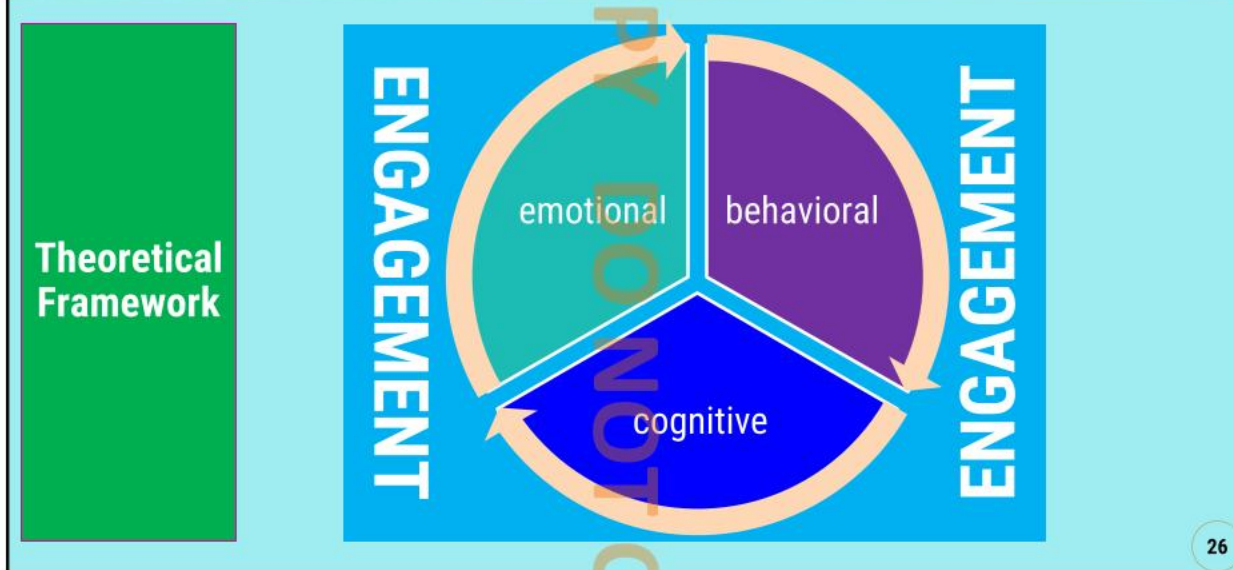
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3. Data coding: Raw data

Research Question	What are EFL students' learning participation patterns in the asynchronous learning space?
Semi-Structured Interview Questions	<ul style="list-style-type: none"> ▪ Did you often visit the online discussion forum? ▪ What did you choose to read? Why (not)? ▪ Did you start any new discussion thread? Why? ▪ Why did you choose a topic and respond to it?
Coding Approach	Data-driven framework

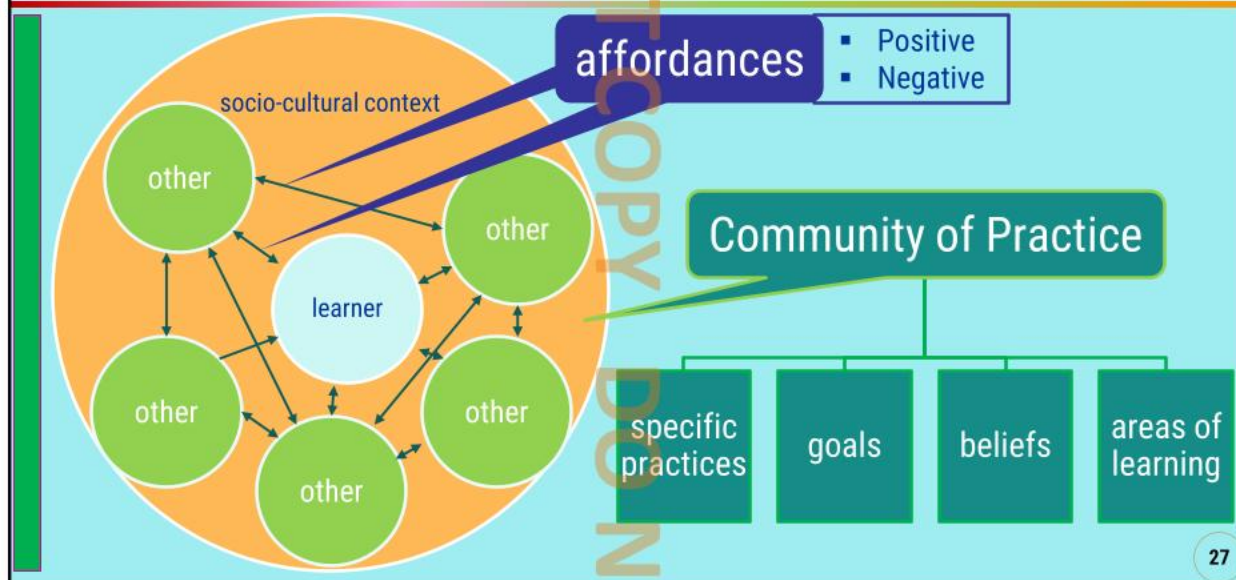
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3. Data coding: Raw data



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3. Data coding: Raw data



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3. Data coding: Raw data

An

To be honest, I don't really enjoy online forums that much. I go there mostly because the teacher asks us to post weekly. If it weren't for that, I probably wouldn't go often. That said, sometimes I get curious about what my classmates are saying. I've noticed that some students always post very well-written, detailed responses. I know a few of them are top scorers in the class. I don't really talk to them in person, but online, I read what they post. Sometimes I even reply just to start a conversation or to let them know I'm paying attention. It makes me feel a bit more connected.

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3. Data coding: Raw data

Binh

I use the forum when I have something interesting to share. I don't comment on everything. I only respond when a topic relates to my experiences or ideas. I also use it to get to know my classmates better. In the beginning of the semester, I didn't know anyone. But now I look for posts from people who seem friendly or thoughtful. I once responded to someone's post about learning difficulties, and we've talked a few times since. I don't usually start new threads unless I really feel like I have a unique angle. Most of the time, I just enjoy responding to what others start.

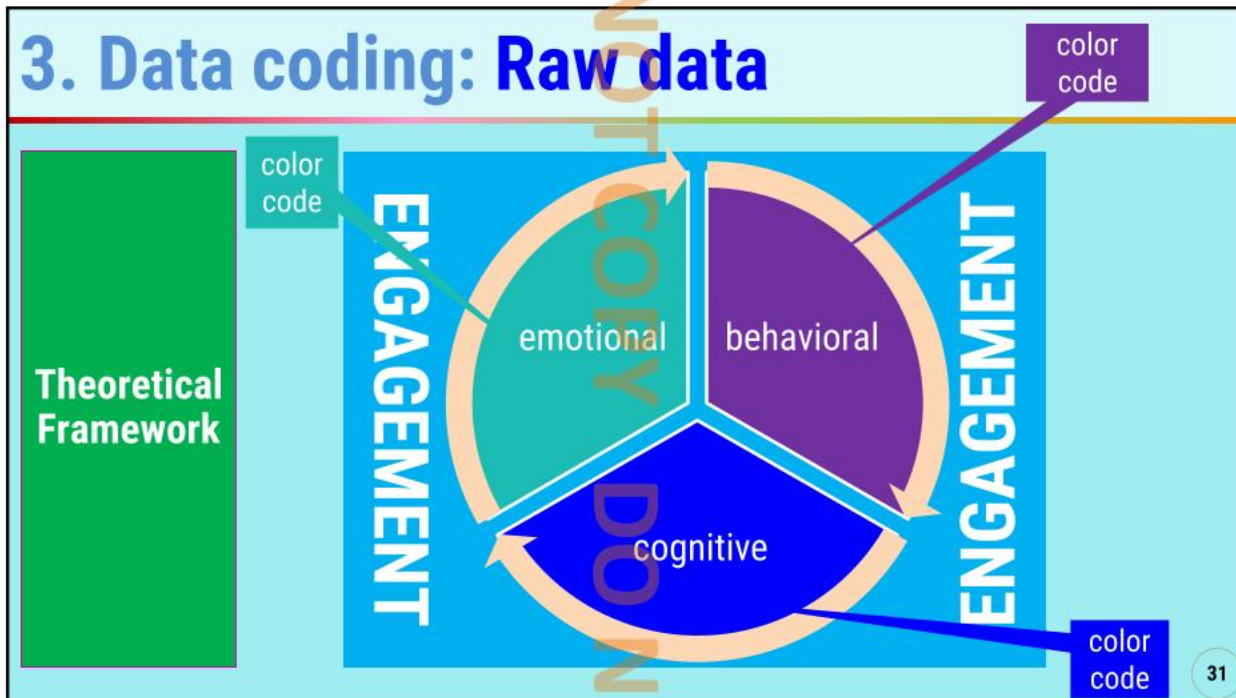
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3. Data coding: Raw data

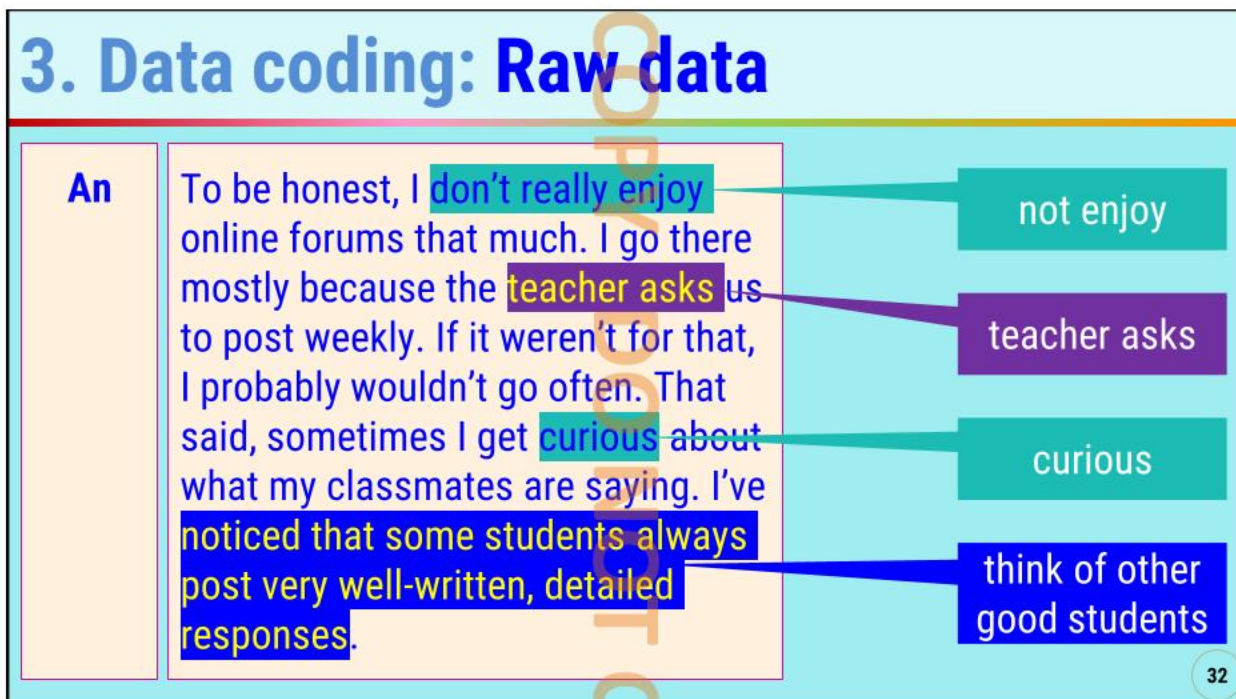
Canh

Sometimes I choose to reply to the posts of students who are known for getting high marks. I think interacting with them might help me understand how they think. Also, teachers seem to notice when we engage more, so I try to be active. I don't always have deep things to say, but I'll ask questions or agree with what someone said. I usually avoid starting new threads unless the teacher says it's required. I feel more comfortable reacting to what's already there. Once, I posted a question about a reading and got three replies. I felt encouraged and continued to do it as the topic is interesting to me.

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3. Data coding: Raw data

An

I know a few of them are top scorers in the class. I don't really talk to them in person, but online, I read what they post. Sometimes I even reply just to start a conversation or to let them know I'm paying attention. It makes me feel a bit more connected.

think of other top scorers

connecting with peers

connected

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3. Data coding

Practice

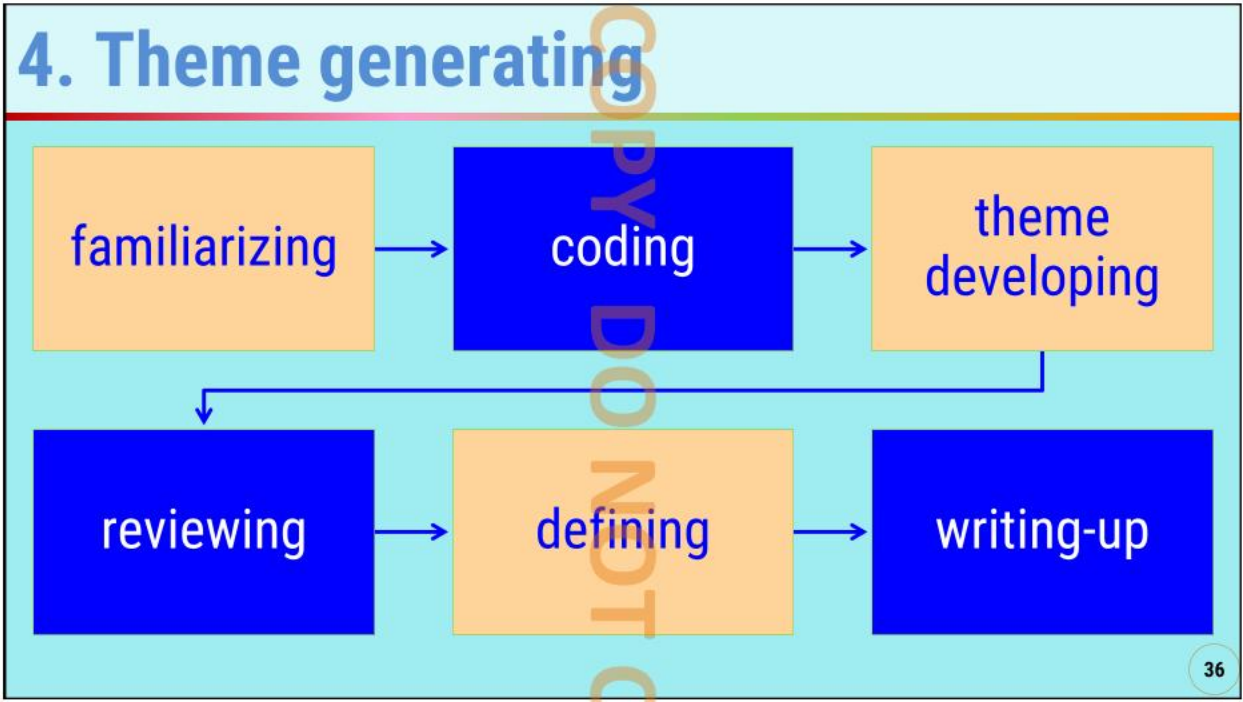
Look at the transcripts that you have got on your MS Word document and start the coding process. Choose the theory-driven approach or data-driven approach for your process. Develop a code book if necessary.

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4 Theme Generating

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4. Theme generating

Feature	Codes	Themes
Size	small (word/phrase)	larger, conceptual
Function	labeling specific text	organizing codes into meaning
Level	descriptive/detail level	interpretive/pattern level
Example	connecting with peers passing the course	community-oriented task-oriented

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4. Theme generating: Data

not enjoy	teacher asks	curious	think of other good students
fun	connecting with peers	read interesting topics	get grades
reply to good posts	making friends	think of other top scorers	connected

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4. Theme generating: Data

not enjoy	teacher asks	curious	think of other good students
fun	connecting with peers	read interesting topics	get grades
reply to good posts	making friends	think of other top scorers	connected

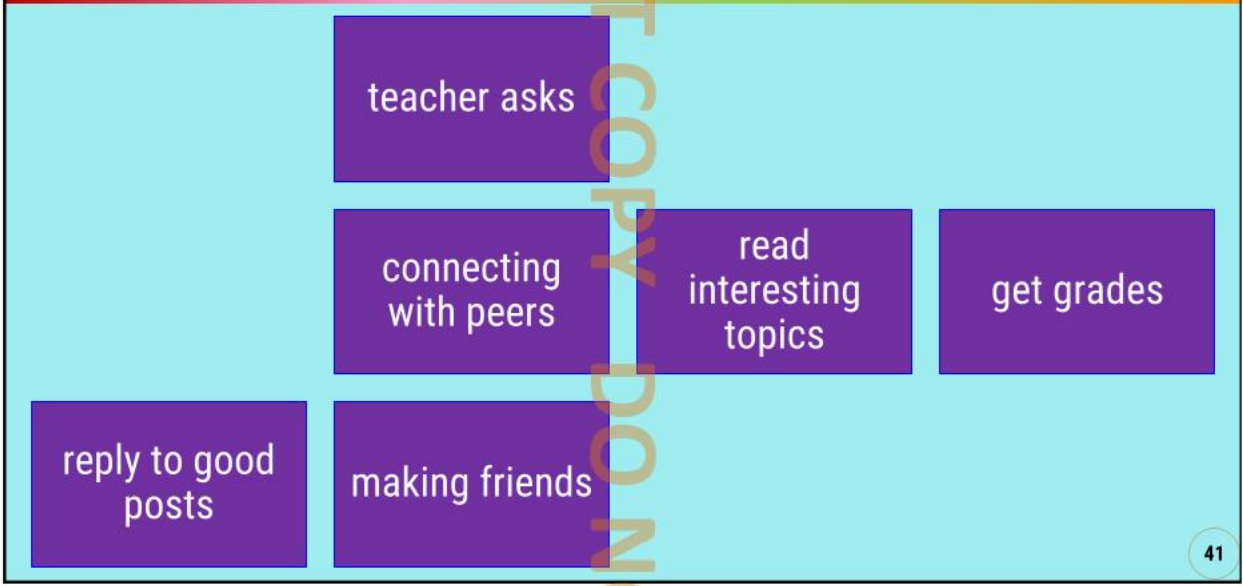
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4. Theme generating: Data

not enjoy	teacher asks	curious	
fun	connecting with peers	read interesting topics	get grades
reply to good posts	making friends		connected

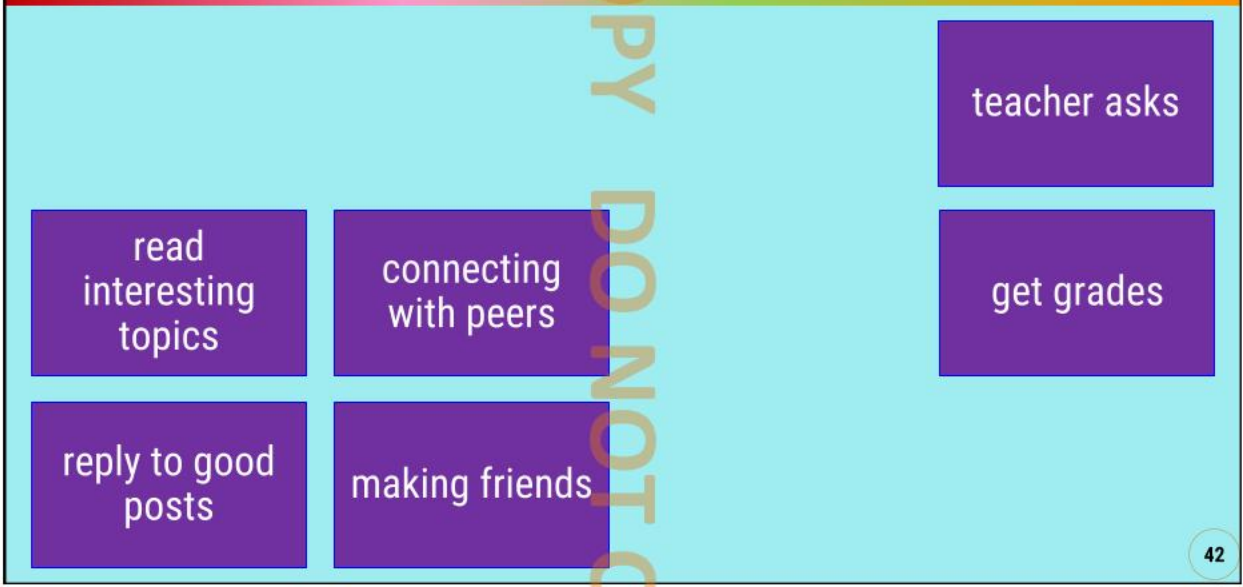
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4. Theme generating: Data



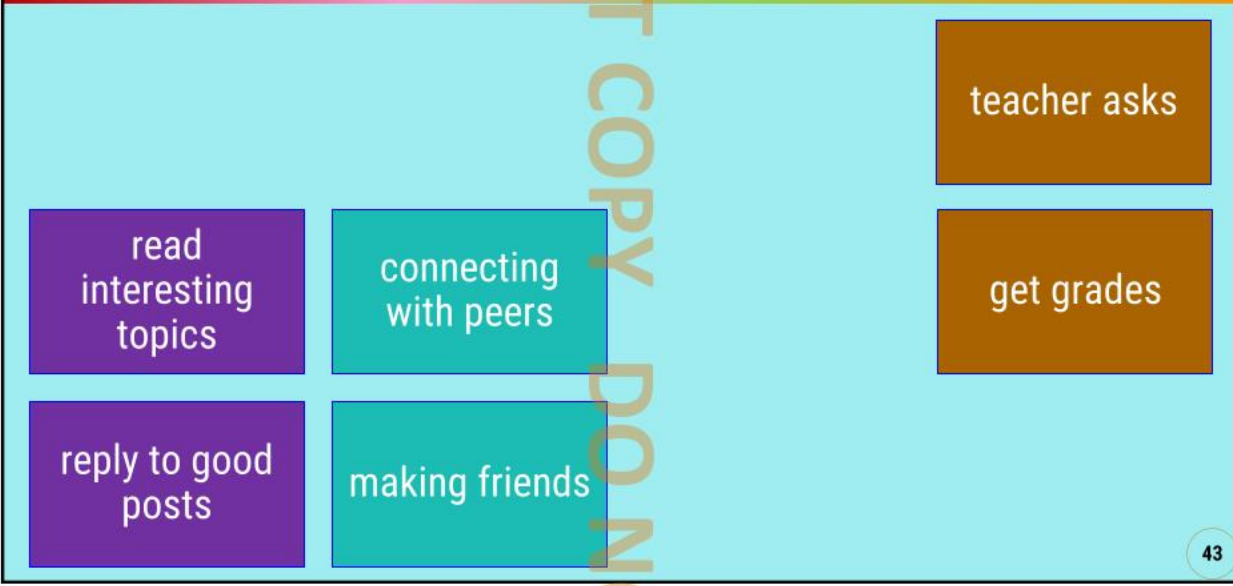
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4. Theme generating: Data



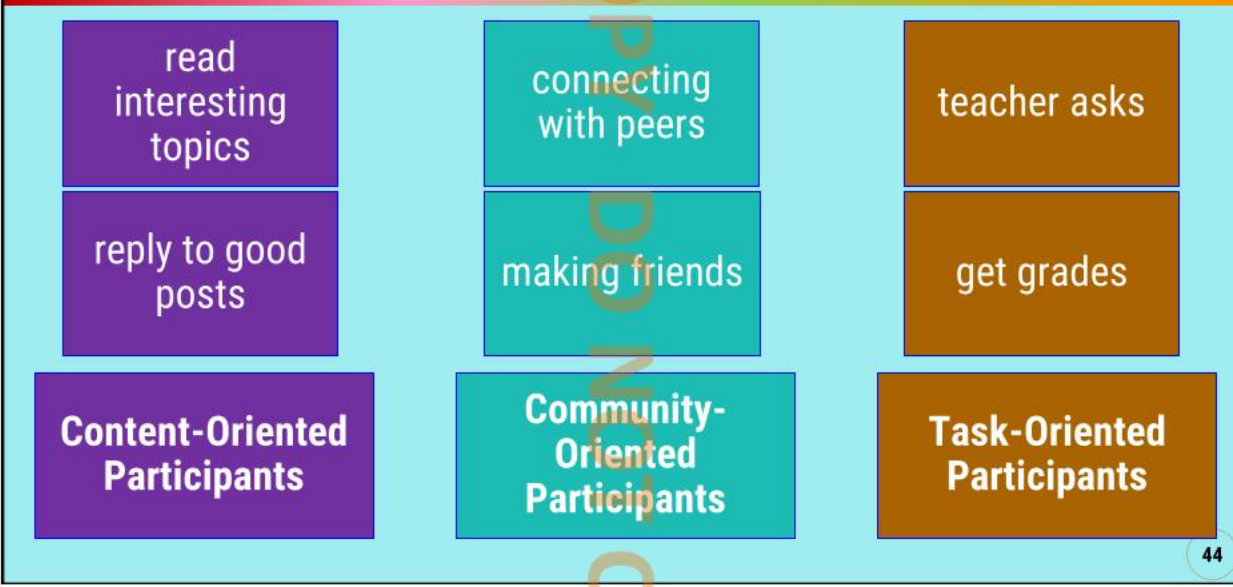
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4. Theme generating: Data



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4. Theme generating: Data



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4. Theme generating: Data

Students' engagement in Web 2.0

(Dang and Robertson, 2010)

<https://search.informit.org/doi/abs/10.3316/ielapa.112445276967123>

Objectives	Students' engagement patterns on the Web 2.0 learning space
Participants	Undergraduate students majoring in English
Design	Different requirements for students' postings
Instrument	Semi-structured individual interview

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4. Theme generating: Data

Students' engagement in Web 2.0

(Dang and Robertson, 2010)

<https://search.informit.org/doi/abs/10.3316/ielapa.112445276967123>



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5 Supporting Software

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5. Supporting Software



ATLAS.ti
QUALITATIVE DATA ANALYSIS

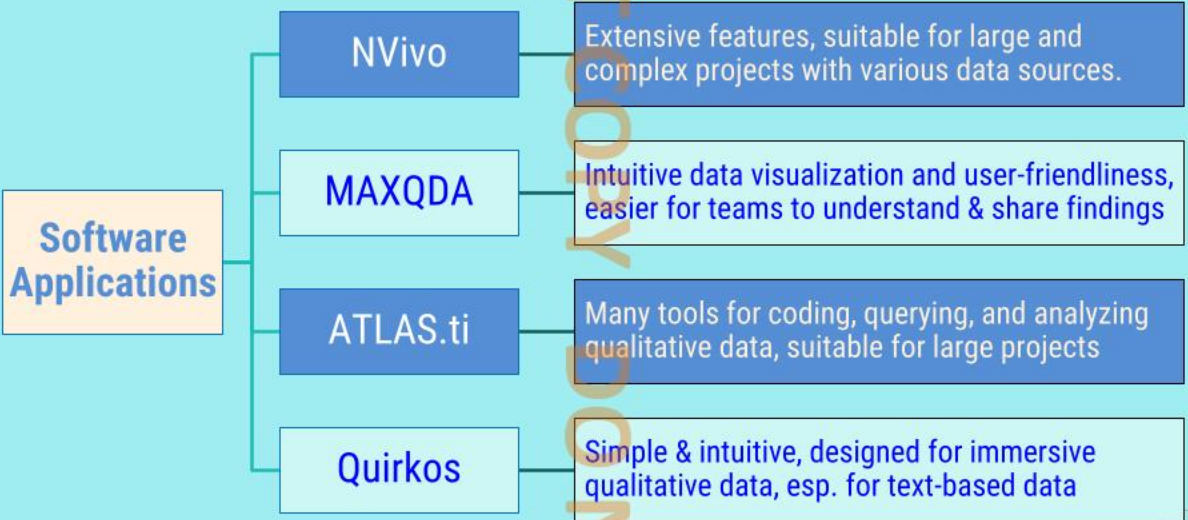
NVIVO

Quirkos



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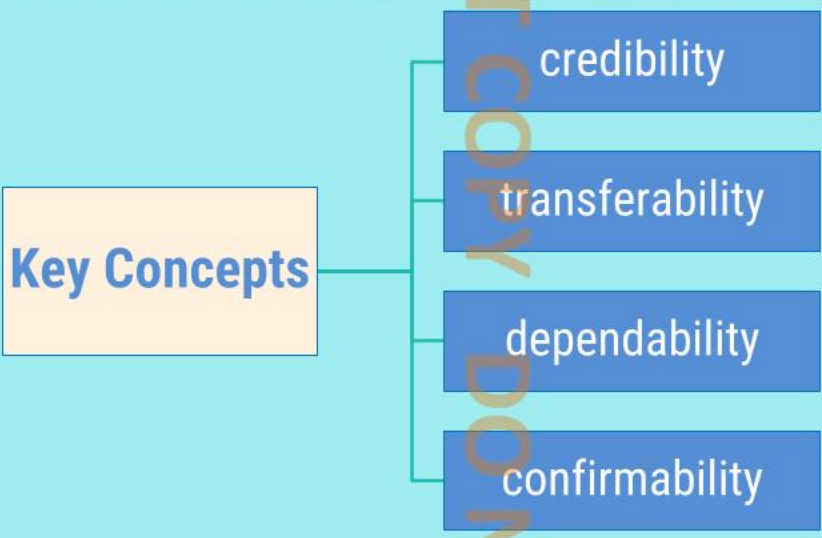
5. Supporting Software



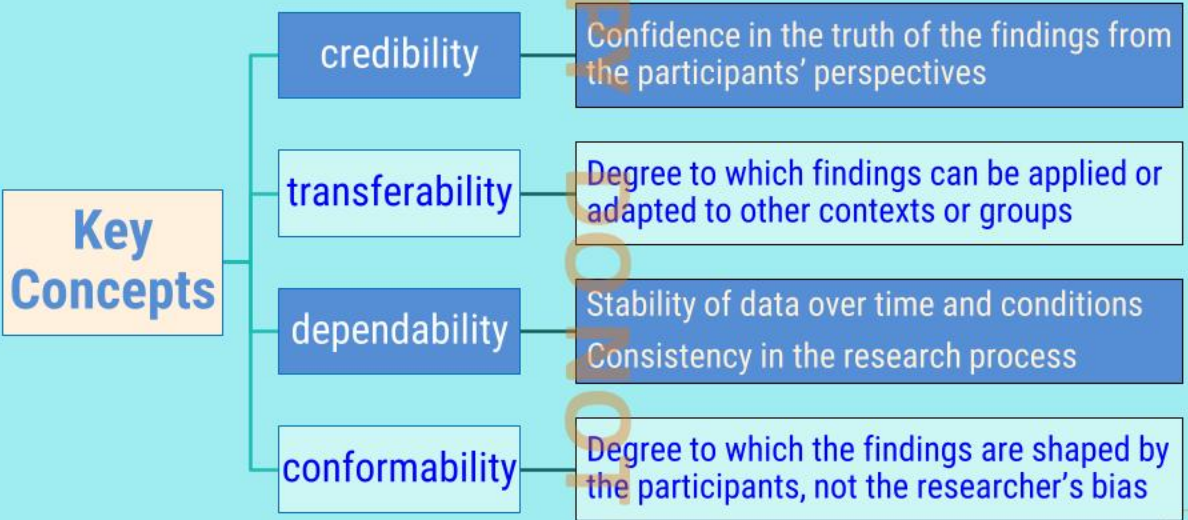
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Trustworthiness

6. Trustworthiness



6. Trustworthiness



6. Trustworthiness

Trustworthiness Strategies	Reliability Strategies
member checking	audit trails
triangulation	codebook consistency
prolonged engagement	reflexive journaling
peer debriefing	back translation

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