

# Steps in Analysis\*

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1. Description
2. Sense making
3. Interpretation with evidence from the data
4. Implication drawing

Fichtman-Dana, N., & Yendol-Hoppey, D. (2009). *The Reflective Educator's Guide to Classroom Research (2<sup>nd</sup> Edition)*. CA: Corwin Press.

# An Example...

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## Inquiry question

How does peer interaction facilitate Adam's writing at the Kindergarten Writing Center?

Data/information sources (collected over 2 months)

1. Field notes with prepared form (Figure 5.4)
2. Teacher-researcher journal (Figure 5.3)
3. Supervisor scripted notes about interactions during teaching (Figure 5.5)

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# 1. Description

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(Put all data collected in a box)

1. Took each piece of data and organized it chronologically (by when it was collected), reading as she went.
2. Reviewed relevant readings (published) she had collected.

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## 2. Sensemaking

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1. Read through data a second time asking herself - “What am I noticing about my data?” Constructed a list of what was noticed. (Figure 5.1)
2. Looked at the list (Figure 5.1) and read the data again. This time focusing specifically on her question - [How does peer interaction facilitate Adam’s writing at the Kindergarten Writing Center?](#) Wrote this question on a card and put it in front of her to remind her what she was looking for.
3. Highlighted in [colour](#) anything that pertained specifically to this question.

4. Returned for a fourth reading – this time reading only what was highlighted in colour.

5. During this last reading, she generated a list of seven patterns/codes that seemed to capture the essence of what was happening in her data.

- Requesting drawings from peers (tree)
- Adam's verbalizations as drawing object (bubble)
- Labelling objects around the room (word "dog")
- Outgoing personality (smiley face)
- Role taking in group (hat)
- Burdens others (sad face)
- Asking for clarification (checkmark)

\* Coded all data types with these codes (Figures 5.2-5.5)

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# Interpretation

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1. Sorted data by codes/patterns (how to do this?)
2. Read each data organized by each code/pattern
3. As she read this, she asked
  - What is happening in each code/pattern?
  - How are the codes/patterns connected to each other?
  - What do these codes/patterns mean in relationship to my inquiry question?
4. Made notes in response to the questions.
5. She discussed her work with other teachers – who helped her articulate what she was learning.
6. In time, she generated a new, more specific inquiry question –  
[What does writing mean to Adam?](#)

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# Implication Drawing

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The “So what?” (See questions on page 132 #4)

\*\*\*Importance of the teacher-researcher data analysis journal

# Questions to ask yourself.....

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1. Is my question specific enough so that it leads me directly to the information I need to answer it?
2. Are there terms in my question that I need to think about more specifically so that I know what I am looking for (e.g. attitude, motivation, progress)?
3. Are the data sources I have identified directly related to my question?
4. Do I need all of the data types I am collecting?
5. Should I only look at part of the data I am collecting (e.g. include some, but not all student assignments in your database “box”)?