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Stories as Data; Data Analysis
Process; Starting to Get to Outcomes

SI 623

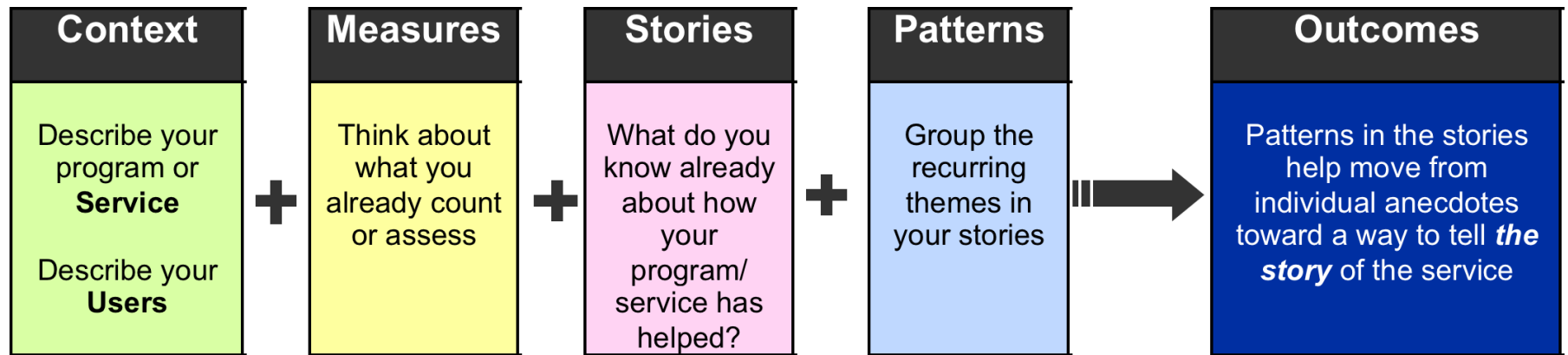
Week 7

March 3, 2009

Analyzing Data to Identify Patterns

- Aim here: To Capture the findings (see HLLH tables that include activities, outcomes, and supporting data —this helps show connections).
- BUT FIRST You will go through the process of:
- Becoming familiar with the data.
- Reading/rereading transcripts/notes & identifying themes (types of outcomes).
- Codebook building. Assigning preliminary codes and beginning to group data.
- Continuing to analyze; looking for patterns. Firming up codebook.
- Refining patterns & beginning to develop relevant graphics.
- Identifying “candidate” outcomes that staff might monitor over time.

Incorporate Anecdotal Data if Possible by Asking Staff for Examples



Selected Flint Quotes

- Working by yourself, identify “candidate” outcome themes within each quote.
- Make a list of these outcome themes.
- Working with a partner compare your categories
- Build a combined list you both agree on.
- Be prepared to discuss the process and your outcomes.

Flint Quote 1 for Coding

Quote beginning
“I was
interested...”
removed

This Quote can be found in the “Community Information Agents Online (CIAO) Outcomes Report: Indicators of Impact of the CIAO Project, Section II. Learning/Knowledge Gains, B. Increased Knowledge of the Community” at

<http://www.si.umich.edu/~durrance/casestudies/casestudyreports/FlintReport.html>

Flint Quote 2

Quote beginning
“I did my web
page...”
removed

This Quote can be found in the “Community Information Agents Online (CIAO) Outcomes Report: Indicators of Impact of the CIAO Project, Section II. Learning/Knowledge Gains, B. Increased Knowledge of the Community” at <http://www.si.umich.edu/~durrance/casestudies/casestudyreports/FlintReport.html>

Flint Quote 3

Quote beginning
“If you would
speak to my
mother...”
removed

This Quote can be found in the “Community Information Agents Online (CIAO) Outcomes Report: Indicators of Impact of the CIAO Project, Section II. Learning/Knowledge Gains, C. Progression of interest/broadening of worldview” at <http://www.si.umich.edu/~durrance/casestudies/casestudyreports/FlintReport.html>

Flint Quote 4

Quote beginning
“At school I’ve
helped...”
removed

This Quote can be found in the “Community Information Agents Online (CIAO) Outcomes Report: Indicators of Impact of the CIAO Project, Section V. Impacts on Families and the Community” at <http://www.si.umich.edu/~durrance/casestudies/casestudyreports/FlintReport.html>

Patrick Canon's Statement

From Chaos to Pattern Building

- Read through your notes; make comments on patterns, themes on your data (in the margins, with sticky notes, etc.)
- Use whatever device works for you. 5 X 7 cards, tagging different codes using different color codes,
- Start tagging--you're beginning to develop your coding scheme;
- Read data again and begin to settle on terms for concepts you are seeing across your data;
- Read it again and begin to develop your codebook and to identify patterns
- Work separately at first; each team member developing their own emerging coding scheme; THEN share, since your perspectives will yield better coding.
- Patterns are beginning to emerge. Now build a "codebook." Code separately first. Then compare and discuss.

Codebook Components

- The Code mnemonic (A-2; A-3)
- A brief definition of each code (This code is used for . . .)
- Inclusion criteria (why put it *here*?)
- Exclusion criteria (why THAT doesn't fit *here*)
- Examples from data (e.g., E-2 p 5 of Hartford)
- See Hartford Codebook (not an outcomes codebook, but good example of codebook components)

Outcomes from Different Types of Community-Focused Services

See HLLH Chapters 9-12 and C-tools Website Reports

Examples:

- A2-Ypsi Community Read
- LBPD
- OSLIS

Newest examples:

- Ozone House
- A2DL Teen Axis Coffeehouse
- LBPD Technology Training Center

After-School Technology Center Outcome Categories

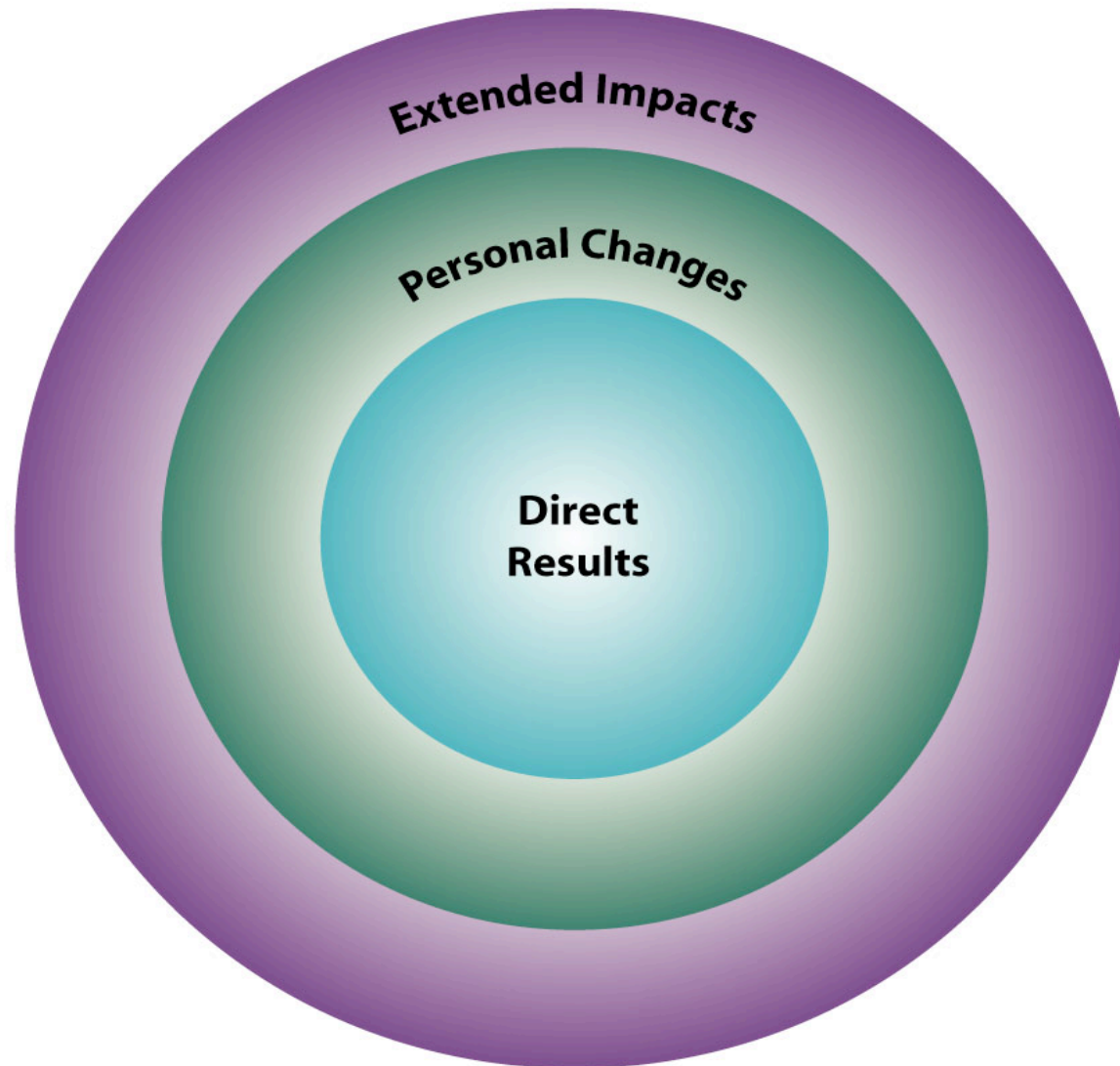
- Range of technology skills gains
- Perception changes re librarians
- Communication gains
- Social skills
- Personal gains (sense of self-confidence, responsibility, etc.)
- Active learning gains
- Increased community knowledge
- Broadened world-view
- Increased civic engagement
- Broadened social networks
- Increased social capital
- Family gains

Pattern Development

- The challenge of convergence-finding out what actually fits together
- Look for recurring items--patterns, themes, that you will sort into categories
- Note the differences among categories--too many overlapping categories, too much unassignable data suggests a coding problem.
- Other people should be able to see the same patterns in your data (inter-coder reliability)
- Can the stakeholders see these patterns?

Visualization Examples

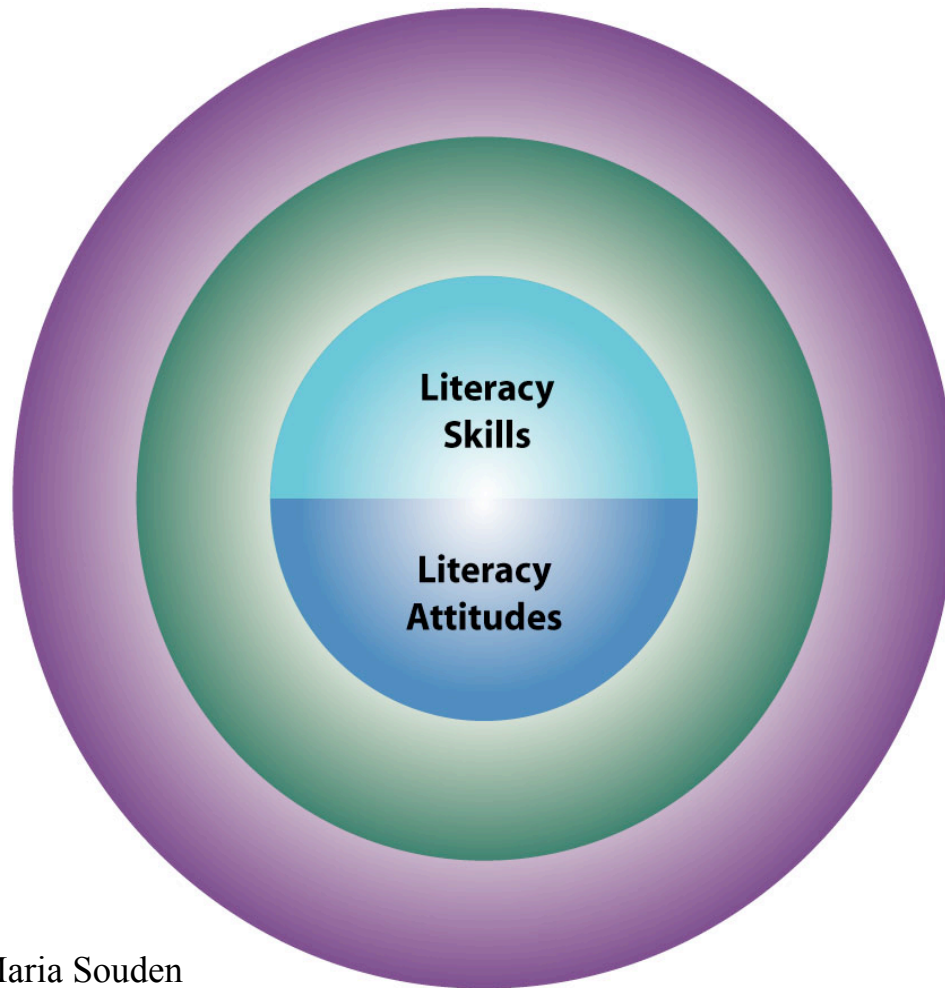
Outcomes Model for Washtenaw Literacy: "Ripples of Impact"-Maria Souden



Maria Souden



Souden's Direct Results: Literacy Skills and Attitudes

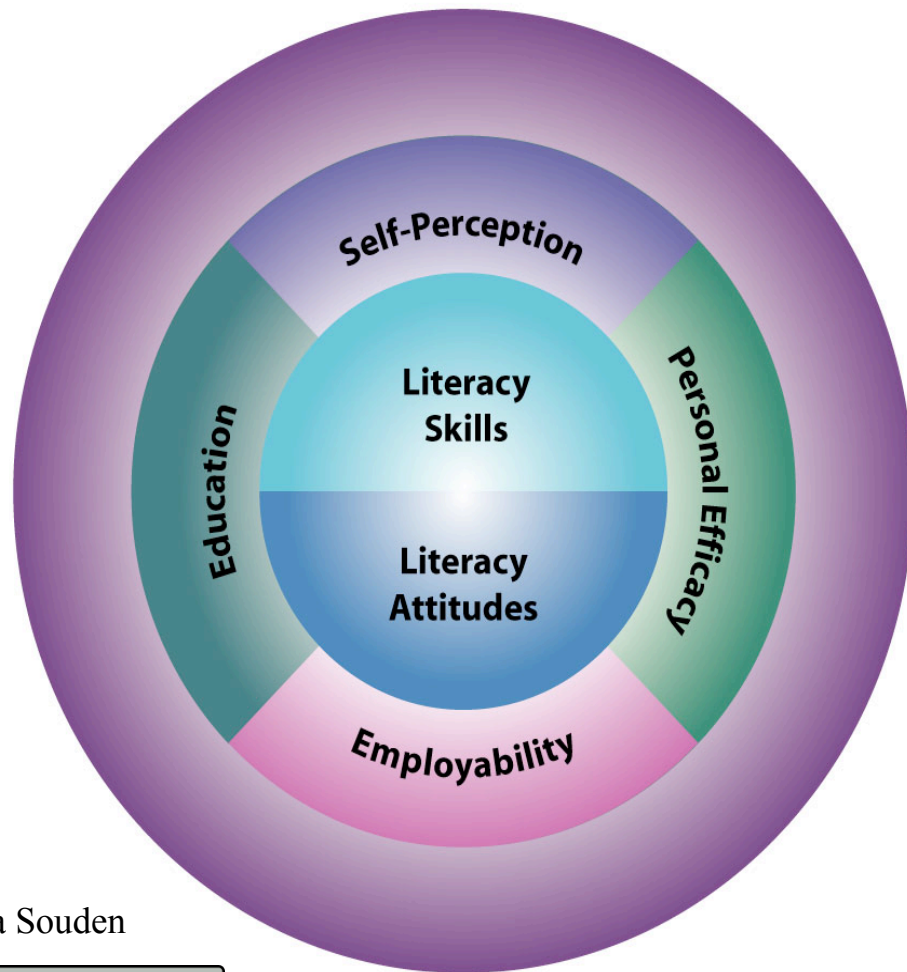


- Improved reading, writing
- Learning disabilities
- Become readers
- Importance of reading
- Changed attitude toward library

Maria Souden



Souden's Personal Change Outcomes: Self-perception, Personal Efficacy, Education, Employability

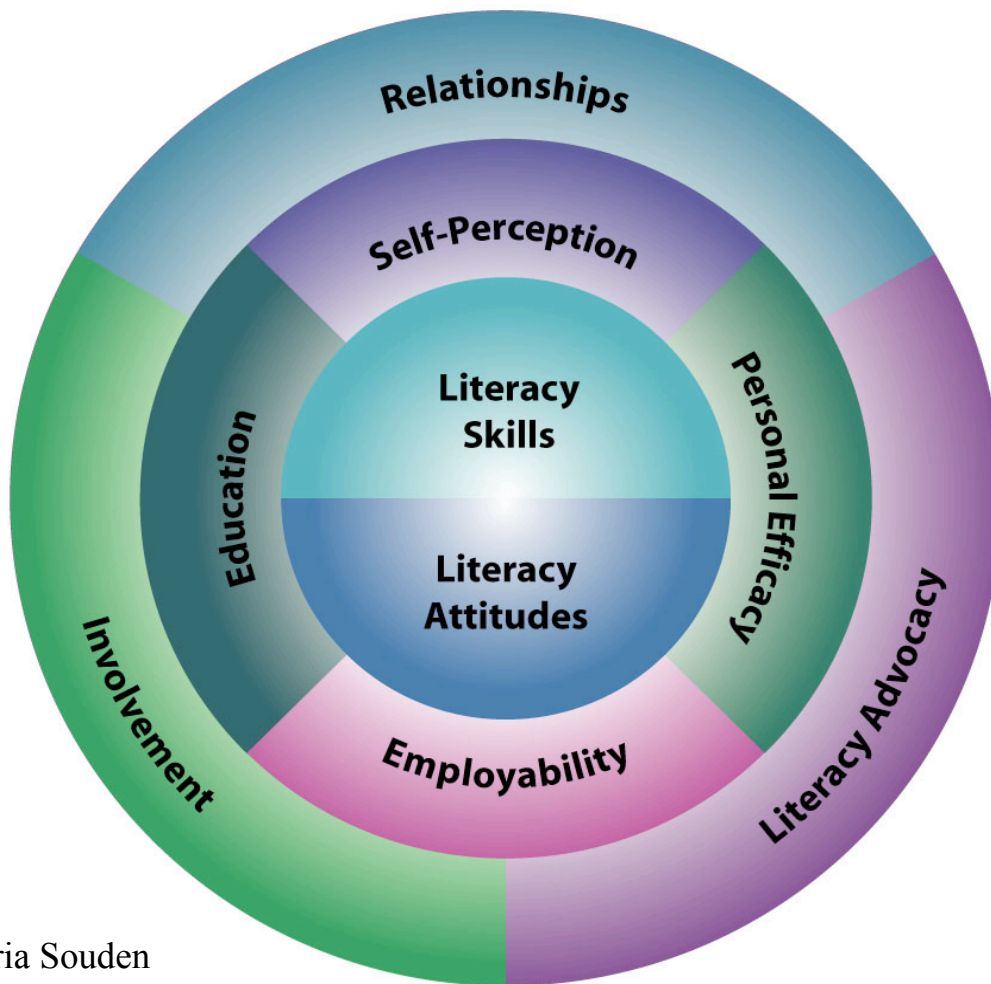


- Increased confidence
- Decreased shame
- Expanded worldview
- Ability to learn
- Independence
- Life skills
- Complete degree
- Take courses
- Better job
- Job skills

Maria Souden



Souden's External Impacts: Relationships, Involvement, Advocacy



- Increased social comfort
- Family connections
- Tutor relationship
- Improved home life
- Correspondence
- More visible at work
- WL involvement
- Community participation
- Role model
- Recruitment
- Passion for literacy
- Learners become tutors

Maria Souden

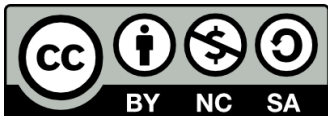


Figure 1.
Progression of
Outcomes
Found in QBPL
New Americans
and Adult
Learner
Programs
removed

Figure 1 can be found in the “Queens
Borough Public Library New Americans
(NAP) and Programs Case Study Report”
at
[http://www.si.umich.edu/~durrance/casestudies/
casestudyreports/QueensReport.html](http://www.si.umich.edu/~durrance/casestudies/casestudyreports/QueensReport.html)

J.W. Creswell's
data analysis
spiral
removed

The data analysis spiral (Figure 9) from J.W. Creswell's *Qualitative Inquiry and Research Design* (2nd Edition) can be found on page 151 at

<http://books.google.com/books?id=DetLkgQeTJgC&pg=PA151>