Assignment #5: MAXQDA Analysis Assignment

Charles Titus

Grand Canyon University: RES – 866

October 15, 2019

**Coding System**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code System** | **Memo** | **Coded Segments** | **Documents** |
| Code System |   | 302 | 3 |
|   | Abil | Abilities | 18 | 3 |
|   | Collab | Collaboration | 24 | 3 |
|   | Difficult | Difficulties | 13 | 3 |
|   | Political Correct | Political Correctness | 11 | 3 |
|   | Success | Successes | 17 | 3 |
|   | Trans | Transition | 12 | 3 |
|   | RES-866-RS-TSFocusGroup (1) |   | 0 | 0 |
|   |   | Jodee |   | 33 | 1 |
|   |   | TS2 |   | 6 | 1 |
|   |   | TS1 |   | 5 | 1 |
|   |   | TS7 |   | 7 | 1 |
|   |   | TS6 |   | 7 | 1 |
|   |   | TS4 |   | 9 | 1 |
|   |   | TS3 |   | 9 | 1 |
|   |   | TS5 |   | 4 | 1 |
|   |   | [00 |   | 1 | 1 |
|   | RES-866-RS-SpedInterview (1) |   | 0 | 0 |
|   |   | Jodee |   | 13 | 1 |
|   |   | Sped4 |   | 20 | 1 |
|   | RES-866-RS-SpedFocusGroup (1) |   | 0 | 0 |
|   |   | Jodee |   | 41 | 1 |
|   |   | TS5 |   | 1 | 1 |
|   |   | Sped5 |   | 15 | 1 |
|   |   | Sped7 |   | 6 | 1 |
|   |   | Sped3 |   | 7 | 1 |
|   |   | Sped1 |   | 16 | 1 |
|   |   | Sped6 |   | 8 | 1 |
|   |   | Sped2 |   | 6 | 1 |
|   |   | Sped4 |   | 15 | 1 |
|   |   | [00 |   | 6 | 1 |

**One coded segment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Color** | **Document name** | **Code** | **Beginning** | **End** | **Weight score** | **Segment** |
| ● | RES-866-RS-TSFocusGroup (1) | Trans | 81 | 81 | 0 | TS6: [00:41:01] Really just knowing the resources are available. Well it kind of goes back to the training and knowing what resources are available and what all the different options are that are available for the students |
| ● | RES-866-RS-SpedInterview (1) | Trans | 10 | 10 | 0 | Sped4: [00:06:50] OK so then yeah I mean I have more and I feel like a lot of my students have been successful. So when that comes to mind I kind of wordsmith because I haven't been at the school for very long. It's only my fourth year there so haven't followed a student but I got a kiddo as a sophomore my first year so followed him through and he was very interested at first started out he wanted to be a NASCAR driver. And you know we look at that tried to you know look at what resources and what things we had related to that we started realizing and talking and collaborating with parents like they had looked into there are some schools some driving schools but it was cost prohibited out-of-state et cetera. And so it's just sort of channeling him with his focus. But in a different route I looked at and that's where we connected with it man programs there had him tour there. He started getting into the auto detailing allow that but found that through a course and there there's some doubt that he was doing that. He really likes coming up with the estimates for that and liked that more than actually doing the body work. And so he kept up with that learn how to do the bodywork learn how to figure out did that estimating gut on with an insurance company a local insurance company and was doing some work for them and sort of Fortunately got taken under the wing of an estimator there and so was getting answers. And he's he's still doing the physical body work for him since graduated high school. That was last year. |
| ● | RES-866-RS-SpedFocusGroup (1) | Trans | 66 | 66 | 0 | You want them to if there is someone that is capable of going into higher education first of all finding a university or finding a community college or a program right. That meet their needs is also challenging. I mean as special education teachers at the secondary level we know a lot of programs but there's so much out there that is still developing. And you never know where they're going to actually fit it. You can do your best to try to get them there. You don't know if they're going to make it or not or if it's going to be the appropriate placement for them because once you set them free you set them free. |
| ● | RES-866-RS-SpedFocusGroup (1) | Trans | 66 | 66 | 0 | I think that's the most challenging in finding that right fit. I mean on top of that we've talked about being realistic a million times now but finding the right fit for that student. |
| ● | RES-866-RS-SpedFocusGroup (1) | Trans | 40 | 40 | 0 | Sped6: [00:19:05] I think even. I mean depending on their cognitive level as well. I think that putting them in some kind of situational situations where they are doing different jobs for example. You know I used to have my kids go and do on the job training out in the community from work places where we did grocery stores we did old age homes folding towels we did Costco Sam's Club that kind of stuff. So I mean giving them the opportunity to explore different career that they may or may not have bought. You know it may spark an interest which would give them more of an opportunity to want to create their own transition plans to follow through on their goals. |
| ● | RES-866-RS-SpedInterview (1) | Trans | 8 | 8 | 0 | We have them try out different programs and so it yeah that's not not that's what we do you know based on that we look at you know what things we offer on campus as far as elective classes that they can take that would be geared towards it. |
| ● | RES-866-RS-SpedInterview (1) | Trans | 8 | 8 | 0 | We look at that and then try and get as many of our kids to that are interested in a program like that that have the ability you know help to make sure that they get it and get the connections. |
| ● | RES-866-RS-SpedInterview (1) | Trans | 8 | 8 | 0 | I mean It literally does another resource that I have on the east side is EVIT. So I know that's not necessarily university or but it's a post-secondary training and we do work with that and then we work with the people at EVIT and we get the students and we have them tour. |
| ● | RES-866-RS-SpedInterview (1) | Trans | 33 | 33 | 0 | But go through that like I said then it's just it's individualized to that kids that we keep up with them. We help them. If it's if it they want vocational training we ensure that they they actually enroll in it are attending it are doing it though the vocational training people are invited to their meetings. If that's not what they choose and they choose either the college route whether the university or community college you know like proof of registration like this. This is the step not step and the goals are scaffolding working up to that |
| ● | RES-866-RS-SpedInterview (1) | Trans | 33 | 33 | 0 | So I guess that's the support process and there's always myself and the transition specialist. We invite our counselors to our meetings as well. So they're checking transcripts and grades are you on track. OK you want University. They're the ones that are helping because they kind of know exactly what universities are looking for. So they're sort of their expert for that. So I mean I'm learning a lot. What are some things I don't always know the answer to but they do. And then our transition specialists and she knows other stuff like I said she tends to be the one that actually makes the phone calls the connections et cetera with the vocational training schools and those kind of things and set up tours. So then she's there to help with that. The kids get to know all of us and just how they have of us as resources. |
| ● | RES-866-RS-SpedFocusGroup (1) | Trans | 20 | 20 | 0 | Yeah ok. I'm about five years removed we're almost six now removed from the special education. But I was at the high school level before and we that's what we would work through. We wouldn't really predraft the IEP we'd have that transition plan started and a all of times parents are notified. But yeah we didn't we would draft it there but I could see how that would have been all. All it takes is one parent to to start that rolling and then it. |
| ● | RES-866-RS-TSFocusGroup (1) | Trans | 4 | 4 | 0 | Also with taking a look at the transition plan and what the student actually wants to do. Being realistic about what the student is going to be able to do. And I actually said it instead of saying that. Instead of saying that a student can or cannot do something you have to be politically correct about it. |

**Paper on MAXQDA:**

 There are many things that a doctoral student has to be aware of in order to be successful in their pursuit of their doctoral degree. One of the many things a doctoral student has to be aware of is how to properly hand code and code data that is collected. The reason why this is important for a doctoral student is that it will allow them to look for common themes in any sort of data that is collected. By knowing how to code will allow a doctoral student to be able to determine if a qualitative or quantitative manner is the best way to carry out the research at hand. If a doctoral student is not able to code properly then it could mean that a doctoral student might not pick the best method possible in carrying out the research.

**Personal Experience with Coding**

 When looking at the experience that I have with hand coding and the use of MAXQDA is limited to my time here at Grand Canyon University. I have never hand coded anything until the week 6 assignment of this class. As a result of this I had to do a lot of research on how to properly hand code. My experience with MAXQDA is limited as well. I have used MAXQDA now for two classes at Grand Canyon University. Both of these times I had to read the directions multiple times and then find a YouTube video on how to properly do the assignment at hand.

**Benefits and Limitations**

 There are both benefits and limitations of the use of MAXQDA. There are many benefits that can be seen by using MAXQDA. The first benefit is the ease of use found within the program. Another major benefit of MAXQDA is that it has many different functions such as the memo option to make coding very easy (Woolf & Silver, 2017). Another benefit that can be seen is how easy it was to learn how to use the program to code the data that has been uploaded into the system (Woolf & Silver, 2017). A benefit that became very useful in coding was the option to search the data in the actual program (Marjaei, Yazdi, & Chandrashekara, 2019). This was useful because it made it simple to look for even more data that might be related by typing in one word and searching the data. The last major benefit to the program is that it can analyze many different sorts of data such as focus groups, interviews, surveys, and even articles that are uploaded (Marjaei, Yazdi, & Chandrashekara, 2019). Although there are some benefits to using this program there are a couple of limitations. One limitation is that this program can seem daunting and take a lot of work when first being used. Another limitation in using the system to learn how to code, was how confusing the system was at first. The reason is if you did not put the cursor just right on the text and then drag it over to the code, then it would not be coded correctly. In other words, there were some minor kinks in how the system worked. However, overall the benefits outweigh the limitations as once you figure out how to overcome the limitations it was easy to use the MAXQDA program.

**Hand Coding Complement MAXQDA**

 The way that hand coding complements MAXQDA is that once I had the codes already determined it was really simple to upload the data into the MAXQDA software and organize it. In other words, one would have to come up with codes or themes before coding anything. Hand coding and the software made it really simple to label the statements of the focus groups and the interview that was carried out. The MAXQDA software made it simple to read the data that was previously hand coded and much easier to comprehend. When just using hand coding it was very overwhelming and complicated. By adding in MAXQDA it made the data look much less and less complicated to read and sort.

**Conclusion**

 A doctoral student has to be aware of many different things in order to be successful in their pursuit of a doctoral degree. One of the most important aspects of carrying out research in a dissertation is figuring out how to collect and sort the data. By having a clear understanding of how to use MAXQDA can allow a doctoral student to determine how to analyze the data at hand. By knowing how to analyze data can allow a doctoral student to have a more likely chance of success in getting their doctoral degree.

**References**

Marjaei, S., Yazdi, F. A., & Chandrashekara, M. (2019). MAXQDA and its Application to LIS Research. *Library Philosophy and Practice*, 1-9.

Woolf, N. H., & Silver, C. (2017). Orientation to MAXQDA. In *Qualitative Analysis Using MAXQDA* (pp. 61- 65). Routledge.