

ary

constructiv neory wher neaning vi of qualitati ney will wo gent them

s will then systematic

Facilitator Preparation

MATERIALS

- interview transcript, focus group questions, open ended survey responses) in a document form
- The same piece of data in larger print and cut up into sections
- Sticky notes
- White board
 - White board markers

This activity was done with a youth participatory action research team collaborating with university educators to understand young people's experiences of feeling grounded in their bodies. Collaborators were asked to submit an artistic depiction of when they felt grounded and submit an audio clip explaining what grounded meant to them. To analyze the art and audio, the youth team and adult researchers worked together to identify emergent themes and then code the data under those themes. These themes were then used to inform the design of an intervention to support young people to eel grounded in their body.

Facilitation Tips

It is recommended that facilitators are familiar with qualitative data analysis prior to engaging in this activity. Facilitators should be prepared to facilitate a conversation about what constitutes a pattern or theme.

It is important to carefully select the piece of data so that there is rich enough information to generate patterns and conversation and that it is not too long.

It is important that the facilitator closely attends to the process of establishing consensus and moderates conversation to ensure that all perspectives are heard and valued. Make sure that all data that is shared is anonymous and that all collaborators are on the IRB protocol, if relevant. Make sure that this activity is in compliance with the IRB protocol, if relevant and if human subjects are involved.

more time to repeat this process to allow for a deeper shared understanding of the codes.



The Renée Convin Wellness Institute University of Colorado Boulder

Commitments to Equity

Traditionally, data has been coded and analyzed by researchers, without the collaboration of stakeholders. Research that honors multiple truths and that acknowledges multiple ways of knowing and being necessitates that the process of analyzing data incorporates multiple perspectives. Bringing stakeholders into the process is critical to the development of analytic frameworks and shared understandings

the values, experiences, and knowledge of stakeholders. Excluding the perspectives of stakeholders in the data analysis process could misrepresent the stakeholders. Engaging in collaborative processes of data analysis has the potential to mitigate the risk for harm and holds great opportunity for generating rich understandings and processes that support the wellbeing of all collaborators.

- Bejarano, C., García, M., Juárez, L., & Goldstein, M. (2019). Decolonizing ethnography: Undocumented immigrants and new directions in social science. Duke University Press.
- Bishop, R. (1998). Freeing ourselves from neocolonial domination in research: A Maori approach to creating knowledge. International Journal of Qualitative Studies in Education, 11(2), 199–219.
- Cahill, C. (2007). The personal is political: Developing new subjectivities through participatory action research. Gender, Place & Culture, 14(3), 267–292.
- Denzin, N. K., & Lincoln, Y. S. (Eds.) (2018). The Sage handbook of qualitative research (5th ed., pp. 1-19). Sage.

- Fine, M. (1994). Working the hyphens: Reinventing self and other in qualitative research. In Denzin, N. K., Lincoln, Y. S. (Eds.), Handbook of qualitative research (pp. 70–82). Sage Publications, Inc.
- Thambinathan, V. & Kinsella, E. A. (2021). Decolonizing methodologies in qualitative research: Creating spaces for transformative praxis. International Journal of Qualitative Methods, 20.
- Zavala, M. (2013). What do we mean by decolonizing research strategies? Lessons from decolonizing, Indigenous research projects in New Zealand and Latin America. Decolonization: Indigeneity, Education & Society, 2(1), 55–71.