Methods, Results, and Discussion
(for Qualitative Research)

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Methods

Paradigm
Constructivism
Pragmatism
Feminism
Phenomenology

Participants
Sampling
Demografis
Psikografis
Geografis

Data Collection
Observasi
Interviews
Focus Groups
Documents/Artifacts

Data Analysis
Thematic analysis
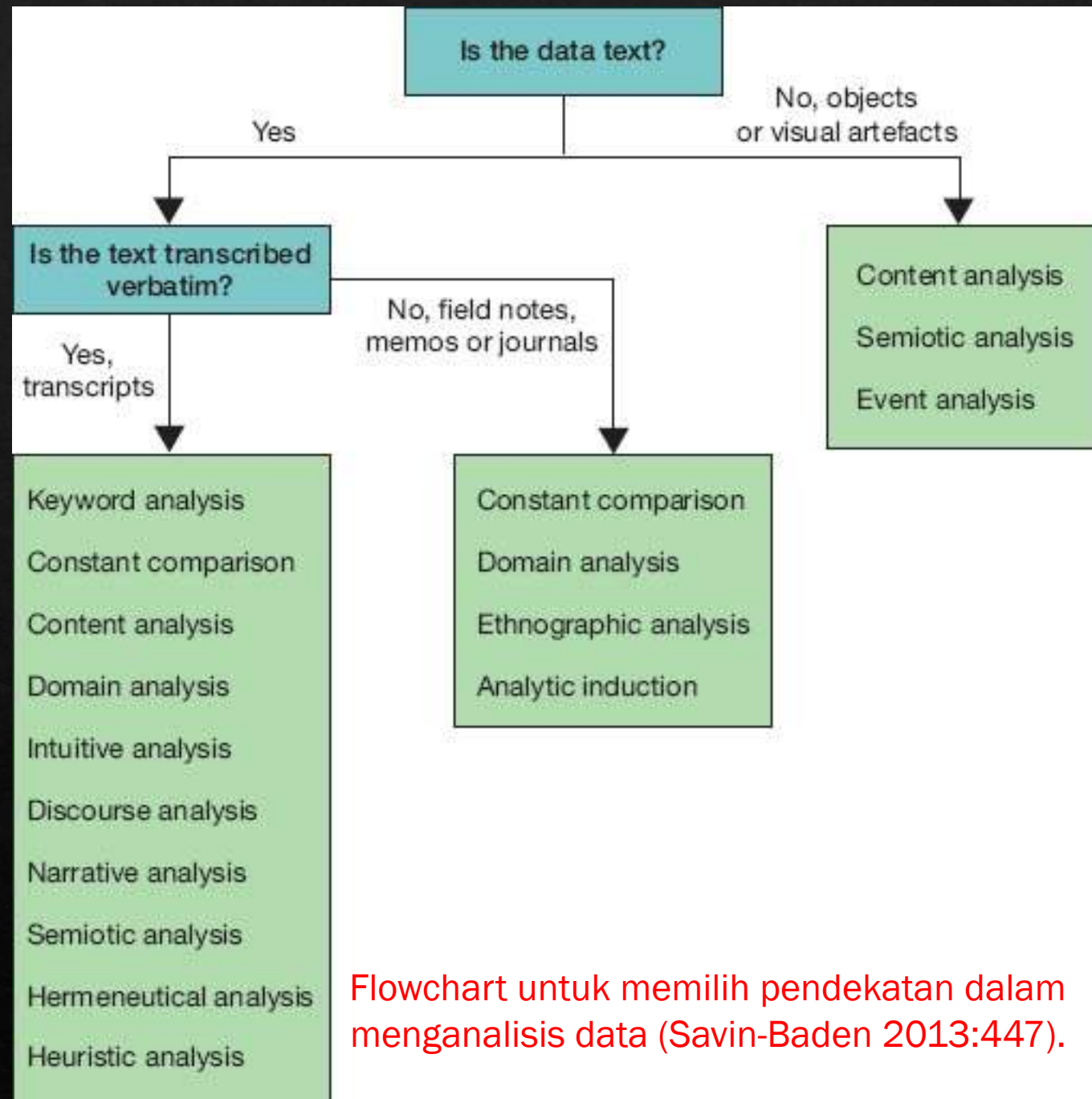Semiotic analysis
Grounded theory
Hermeneutics, etc

Research Design

Analisis Data Kualitatif

Analisis data yang diperoleh dari literatur, interview atau observasi dapat dilakukan dengan menggunakan pendekatan seperti tertera dalam bagan ini. Karakteristik data dapat berupa teks, catatan harian, benda, obyek visual. Keyword analysis, content analysis, dan thematic analysis adalah yang seringkali dipilih oleh peneliti di bidang sosial dan humaniora.

Is the data text?

Yes

No, objects or visual artefacts

Is the text transcribed verbatim?

No, field notes, memos or journals

Content analysis

Semiotic analysis

Event analysis

Yes, transcripts

Keyword analysis

Constant comparison

Content analysis

Domain analysis

Intuitive analysis

Discourse analysis

Narrative analysis

Semiotic analysis

Hermeneutical analysis

Heuristic analysis

Constant comparison

Domain analysis

Ethnographic analysis

Analytic induction

Flowchart untuk memilih pendekatan dalam menganalisis data (Savin-Baden 2013:447).

Proses analisis data kualitatif menggunakan NVivo untuk mengorganisasi data yang kompleks. Bila data diolah menggunakan software, perlu disebutkan pada bagian analisis data.
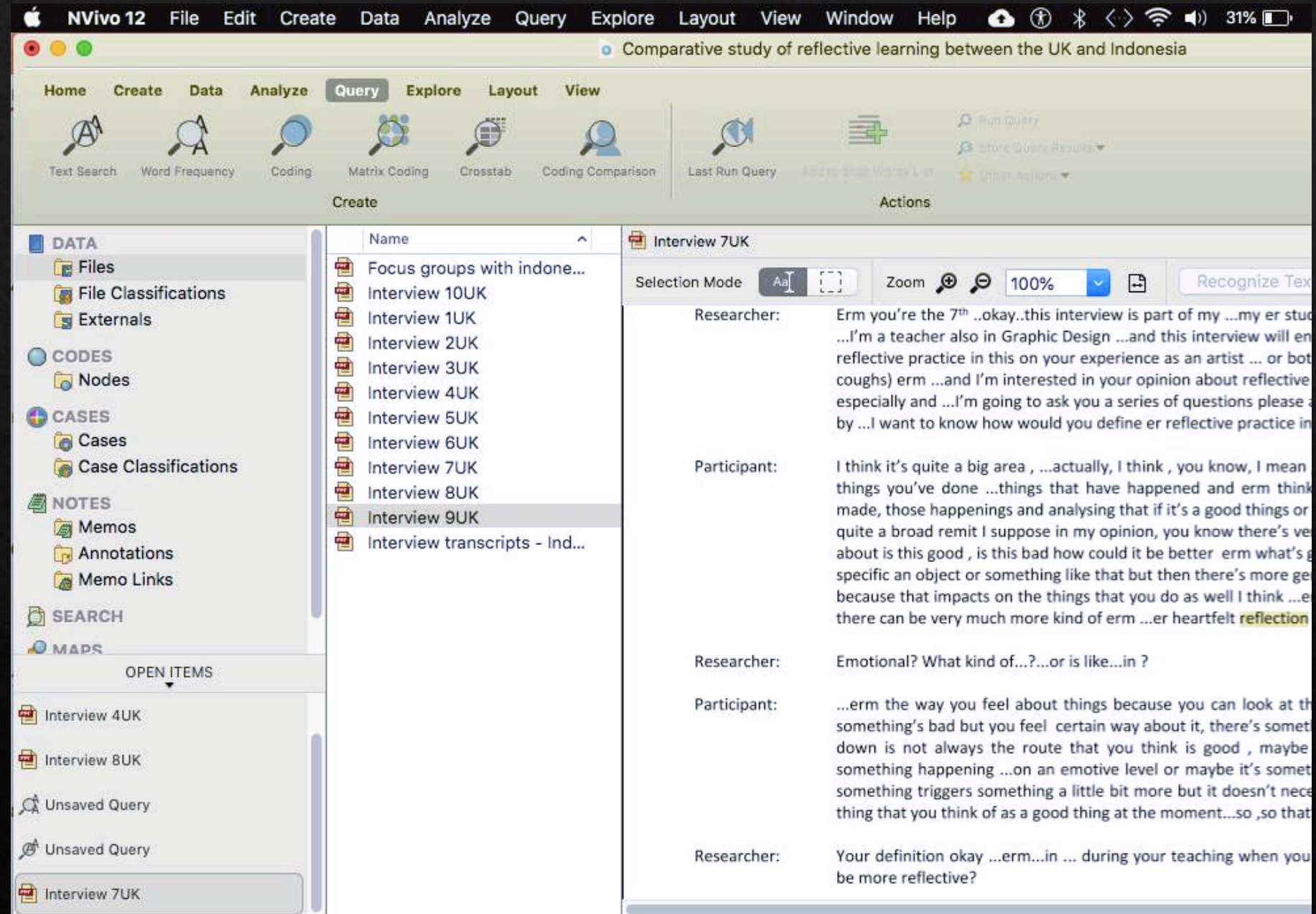
INTERPRETASI data KUALITATIF

Analysis

describes what was said.

Interpretation

attempts an explanation or translation of what underlies what was said.

"Interpretation is the act of explication, explanation and elucidation. The process requires a mix of logic and intuition" (Savin-Baden 2013:452).

Explication: the process of analysing literally work in order to reveal its meaning
Elucidation: explanation that makes something clear; clarification

Statement: **We love the traditional red London bus**

Analysis	Interpretation
• *Key terms appear to relate the symbolism attached to 'London bus', 'red', 'traditional'*	• *The London bus represents what it means to be English. They are symbolic of London and all that is associated with its history and culture*

Examples

Examples

ABSTRACT

In the context of the Teaching Excellence Framework (TEF), we examine academics' perspectives on the discourse of 'teaching excellence' based on an empirical study with 16 participants from five post-1992 universities. The article reports the findings on academics' views of the term and concept of 'teaching excellence', examples of what 'teaching excellence' may look like in practice, whether a distinction between 'good', 'good enough' and 'excellent teaching' can be made, and the measurability of 'teaching excellence'. The research findings suggest we need a more nuanced inclusive interpretation of 'teaching excellence' which recognises the conjoined nature of teaching and research in higher education, and also rebalances a focus on outcome-related measures with understandings of purposes and development of the processes of learning.

Research Purpose

Methods

Results

Discussion

Methods

This study draws on empirical data gathered via email interviews with 16 academics in higher education. Email was chosen as the main medium for the interviews because it overcame issues of distance and consequent resource implications, email exchange could be entered into asynchronously, thus having advantages of convenience and flexibility for our participants, and because this asynchronous, iterative nature of the exchange was believed to facilitate reflection by participants. The research participants were at different stages of their careers, ranging from postdoctoral teaching fellow to full professor. The participants were from five post-1992 universities in England perceived foremost as 'teaching-led' or 'teaching intensive' institutions. The participants were recruited via professional academic networks. Some of the participants' contact details were located from the staff index on the universities' websites. These participants were subsequently

Uraian di bagian metode penelitian, penting dijelaskan lebih rinci protokoler mengenai jenis data yang dipilih, alasan mengapa metode pengambilan data dipilih, dan uraian mengenai partisipan (karakteristik, jumlah, cara merekrut)

contacted directly to participate in the research. Over thirty academics were invited to participate in the study and sixteen of them subsequently did so. In the email interviews, participants were asked to reflect on their perceptions of teaching excellence and to explore whether 'teaching excellence' can be evidenced and 'measured'. (See Appendix for interview protocol and questions).

Appendix: Interview protocol and questions

Dear Colleagues,

We would like to ask if you would be kind enough to participate in our study of academics' perceptions of 'teaching excellence' in higher education. Participation will not be onerous and it amounts to responding to the five questions below. There is a short information sheet attached. The research has been given ethical approval by the researchers' institutions.

1. How do you understand the term 'teaching excellence'? What is your view of this term?
2. Can you give a specific example of 'teaching excellence' (as you would have defined it) and tell us what are the factors/ attributes that make it so?
3. How would you know if you are 'excellent' or not in your teaching? What distinguishes 'excellent' teaching from 'good' or 'good enough' teaching?
4. Do you believe that 'teaching excellence' can be measured? If so, how might we measure it?
5. Is there anything else you would like to share with us on the topic of 'teaching excellence', e.g. the forthcoming Teaching Excellence Framework (TEF)? Please feel free to do so.

Prosedur jumlah partisipan yang diundang juga disebutkan
Daftar pertanyaan disertakan (pada umumnya bila pendekatan yang dipilih adalah theory driven)

Email as an interview tool to collect research data offers speed and immediacy. As an 'epistolary interview', it allows the conduct of in-depth personal interviews at a distance in an asynchronous fashion (Debenham 2007). It enables participants to respond to interview questions at a time to suit their own circumstances and permits time for reflection. Wellington (2015) argues that the choice of the interview formats should facilitate gathering a research respondent's views, perspective or life-history. The email interview approach provided the researchers and the participants with an online dialogic space and reduced the problem of interviewer effect in the conventional face-to-face interviews. The research process often involved a number of email exchanges to clarify or explore participants' responses further. The use of email interviews in this study was crucially important to elicit substantial, reflective responses to the interview questions.

Pada bagian ini juga disarankan menggunakan referensi untuk mendukung argumen pemilihan metode pengambilan data.

As academics in higher education with responsibilities for research and teaching, the authors acknowledge their 'positionality' in relation to this research. Between us, we have experience as academics in a post-1992 university and also in universities that have achieved university status relatively recently. It is important therefore to recognise our subjectivities and that our interest in this topic we have chosen to study, together with our experiences of teaching in higher education, will make any claims to objectivity questionable. We have been mindful of this in the design and conduct of this study; for example, we have aimed to allow our participants' voices to be heard in the presentation of the findings and to offer some validation for our judgements by referencing these to the literature. We are also grateful to peers who have offered formative comments on the inferences we have drawn from our data which have supported the development of robust analysis. Ethical approval was obtained from both authors' institutions prior to the commencement of the study.

Pada uraian Metode, perlu mencakup:
- Posisi peneliti (insider/outsider)
- Persetujuan etika penelitian

Results

- Diawali dengan merujuk kembali ke maksud dan tujuan penelitian

- Menjelaskan dengan mengacu pada tabel atau bagan/diagram

- Menyoroti hasil yang signifikan dari data yang disajikan

- Menyatakan/melaporkan hasil/reaksi positif/negative

- Menyorot hasil yang tidak diduga atau yang sangat menarik

- Menyajikan respon hasil interview/observasi/survey/focus groups

- Melaporkan berbagai sudut pandang yang berbeda dari setiap partisipan

- Membuat rangkuman pada results section.

Results

Academics' views on the term and concept of 'teaching excellence'

Most participants viewed the term 'teaching excellence' as innocuous and even positive. They suggested that in their minds it primarily relates to the effectiveness of academics in enabling students to learn. At the same time, each participant articulated it differently.

> It means achieving a level of competence in teaching which maximises students' learning gain and their capacity for original, critical thought, and which is recognised as exemplary practice by peers. (OD, female education developer)

> The term teaching excellence summarises the essence of good practice. The term encompasses the need for research driven and pedagogically informed teaching. It should be fundamentally relevant and up to date and should aim to have an impact on the student's knowledge and experience. (SA, male senior lecturer in Education)

Pada bagian hasil biasanya terdiri dari sub-sub tema yang sesuai dengan pertanyaan penelitian

Untuk hasil interview, biasanya menyertakan beberapa quotes dari partisipan, dengan mencantumkan inisial partisipan dan perannya

Results

Observation on Graphic Design (undergraduate) Teaching and Learning at Coventry University, UK (2012)

Code	Keywords				
	Critical Thinking Skills	Active Learning	Independent Learning	Positive Interactions	Social/ Collaborative Learning
Lecture theatre	1	1	1	1	1
Studio room	1	1	1	1	1
Computer lab	1	1	1	1	1
Group discussion	2	3	1	2	3
Peer review	3	1	1	2	3
One-to-one tutorials	3	1	1	3	1
Small group tutorials	2	3	1	3	3
Reflective journal	1	1	3	1	1
Personal development planning	1	1	3	1	1
Seminar and critiques	3	2	1	2	2
Workshop	1	2	2	3	3
Self-reflection	3	2	3	1	1
Degree shows	1	2	1	2	3
Questioning	3	1	1	3	1
Dialogues	3	3	1	3	3
Written feedback	2	1	1	3	1
Academic pastoral tutorial (APT)	1	1	1	3	3
Approachable tutor	1	2	1	3	3
Total	33	29	25	37	35

Contoh hasil temuan dari metode observasi menggunakan keyword dan content analysis (ciri: dikuantifikasi).

Discussion

- Mengkaitkan hasil yang diperoleh dengan literature review yang telah ditulis

- Mengkaitkan hasil yang diperoleh dengan pertanyaan penelitian

- Mengungkapkan klaim* atas beberapa hasil yang mendukung tujuan penelitian

- Mengidentifikasi dampak yang tidak terduga yang diperoleh dari hasil

- Membandingkan hasil yang diperoleh dengan hasil penelitian sebelumnya

- Membandingkan hasil yang kontradiktif dengan hasil penelitian sebelumnya

- Memberikan saran untuk kegiatan selanjutnya agar memperoleh hasil yang lebih optimal

*berupa argumen (dapat dilakukan menggunakan Toulmin Method)

Discussion

Discussion – towards a more inclusive interpretation of 'teaching excellence'

The study findings demonstrate a range of understandings, meanings and emphases in response to what constitutes excellence. For some, excellence seemed to refer primarily to pedagogic competence and skills, for some it embraced research-informed pedagogic practice, for some the relationship with the students and the teacher's influence on them appeared to have particular importance, whilst others emphasised subject knowledge. The research participants recognised limitations inherent in the discourse of 'excellence' and that the term is open to myriad interpretations and understandings.

Diawali dengan membuat introduksi mengenai semua hasil yang diperoleh.

Discussion

The data therefore points us towards the importance of locating excellence within the pedagogical relationship between teacher and learner. A 'good' pedagogical relationship is one which points beyond the teacher and the learner to embrace a wider sphere, recognising cosmopolitanism is part of human life and understanding in a globalised world (Nixon 2012, 14–15). The over-privileging of economic concerns has diverted attention from the purpose of higher education (Harris 2011), the language has become impoverished, and economic value has dominion over the processes and the relational:

It is strange that a phrase such as 'the delivery of learning outcomes' is taken to be serious and meaningful, but not 'inspiring a love of learning'. (Rowland 2008, 353)

Nixon (2008, 106) has remarked

Teaching is about encouraging people to learn; and encouraging people to learn is about helping them find reasons for taking their own learning seriously; and helping them do that involves reaching out to them beyond our existing horizons.

Contoh diskusi yang mengkaitkan hasil temuan dengan literature review

Contoh mengungkapkan argument menggunakan Toulmin's method

- Ground: data / gejala / fenomena.
- Backing: informasi yang telah dimiliki.
- Warrant: informasi umum yang mendukung.
- Claim: pernyataan / argumen / judgement yang dibuat.
- Qualifier: kemungkinan yang mendukung argument.
- Rebuttal: kemungkinan lain yang dapat menghambat / menyangkal argument.
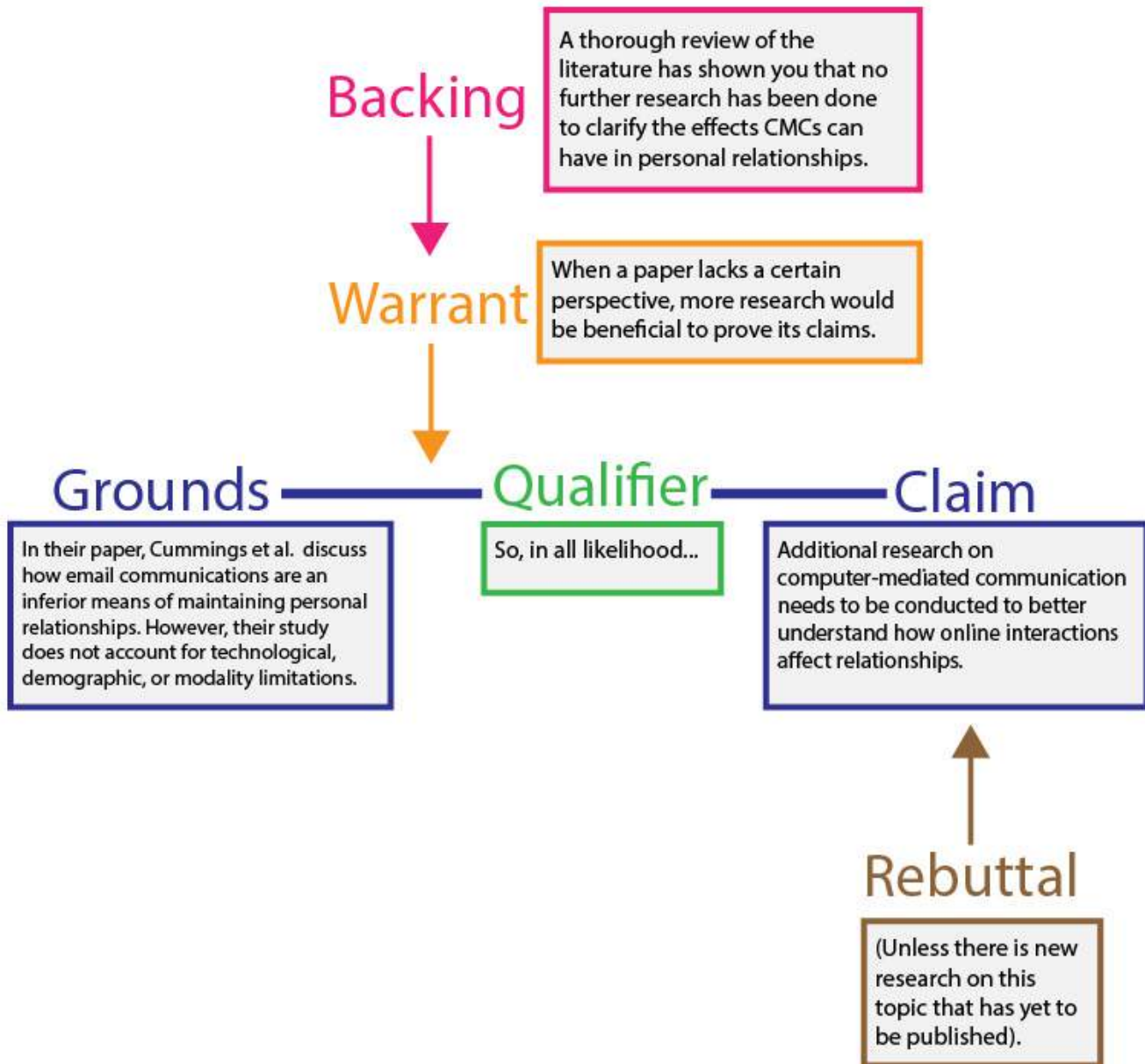
Grounds diperoleh dari data sekunder, untuk mengungkapkan argument dalam penulisan Literature Review.

Backing dan warrant bisa menjadi penguat sebelum menentukan claim. Biasanya diperoleh dari data primer (Results/Findings),

Setelah memperoleh hasil, maka claim yang telah ditulis pada lit.review, dikuatkan kembali di bagian Discussion.

Further Reading

http://www.phrasebank.manchester.ac.uk/describing-methods/

https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on _argumentation/toulmin_argument.html