Qualitative Data Analysis Retreats: Creating New Spaces for Doctoral Student Analytic Work

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Background

- Personal Experiences
  - Doctoral Student Researcher
  - Faculty Mentor
- Dissertation Research – Qualitative
- Qualitative Data Analysis Retreat
- Autoethnography

Literature Review

- Some students report feeling isolated, ill-equipped for academic writing, or may lack the structure and support (Stevenson, 2021; Tremblay-Wragg et al., 2020)

- Writing retreats are common approaches to support doctoral students (Davis et al., 2016; Papen et al., 2018; Tremblay-Wragg et al., 2022)

- Qualitative data analysis often creates troublesome knowledge (Humphrey & Simpson, 2012; Kiley, 2009; Wisker, 2018)

- Use of retreats for qualitative data analysis in doctoral education – gap in knowledge

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Literature Review

Williams, J. K., & Todd, R. H. (2016). Debriefing the interpretive researcher: Spider sniffing with a critical friend. *Qualitative Report, 21*(12), 2161-2175.

- Intensive writing retreat
- Safe space – mutual trust and respect
- Inspired by their commitment and risk-taking

Retreat Design

- Intensive retreat dedicated to qualitative data analysis
- 2.5 days situated in a coastal setting
- A focused agenda
  1. icebreakers to stimulate synthesis thinking
  2. student-led analytic activities
 3. reflective writing to capture retreat experiences

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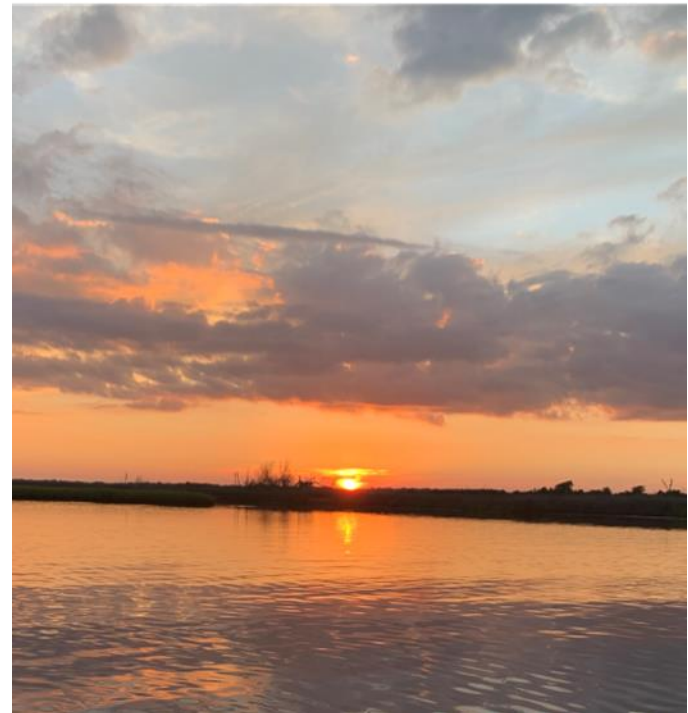
Method

- Analytic autoethnography (Anderson, 2006)

- Ethical considerations of our work

- Relational ethics (Ellis,2007)

  - Doing research with "intimate others"

- *Intimate others*, also conducting research in an *intimate space*

- Consideration for vulnerability that each of us brought to this space.

- Data collection

Method

- Data Analysis

- Venn Diagrams

- Gallery Walk
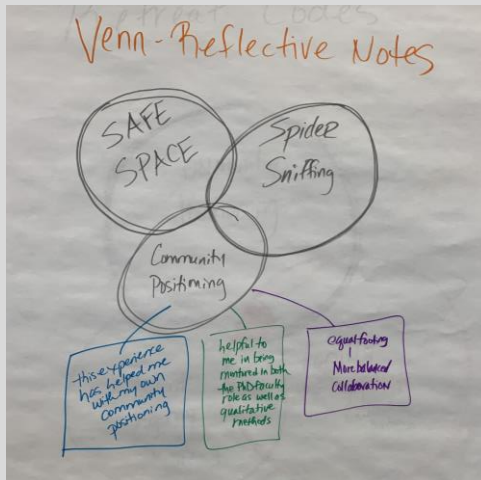
Mitzi's Narrative

- Qualitative data analysis – traversing unknown territory
- Openness to faculty support and mentoring
- Independence within a vulnerable space
  - Sense of ownership and control of the analytic process
- Sense of belonging
  - Non-judgmental bonded community
  - Sense of safety
- Support from faculty to retire and reflect
- Shift from student to researcher

Deby's Narrative

- Personal experiences (student & faculty)
- Creating a space where student was viewed as colleague
- Reciprocal Learning
- Opportunity to mentor novice faculty
- Unique experience written *with* students, rather than about them

Main Analytic Insight: All participants advanced their community positioning

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Key Components of Retreat Design

1. Student Agency
   – Student-led activities
   – Self-determination

Key Components of Retreat Design

2. Intensive Immersion
- Shared Goal
- Dual Spaces
- Logistics

QUALITATIVE DATA ANALYSIS RETREAT
Pestaner Dissertation
January 22-23, 2021

Friday January 22nd

Icebreaker: Getting in the Mood	9:00-9:15	Deby
Goal Setting	9:15-9:30	Mitzi
Analysis Activities	9:30-12:00	Mitzi
Lunch	12:00-1:00	
50 Shades of Gray	1:00-1:15	Deby
Analysis Activities	1:15-3:00	Mitzi
Day 1 Retreat Reflection*	3:00-3:30	Deby

Saturday January 23rd

Icebreaker: Staying in the Mood	9:00-9:15	Deby
Goal Setting	9:15-9:30	Mitzi
Analysis Activities	9:30-12:00	Mitzi
Lunch	12:00-1:00	
Mix it Up!	1:00-1:15	Deby
Analysis Activities	1:15-3:00	Mitzi
Day 2 Retreat Reflection*	3:00-3:30	Deby

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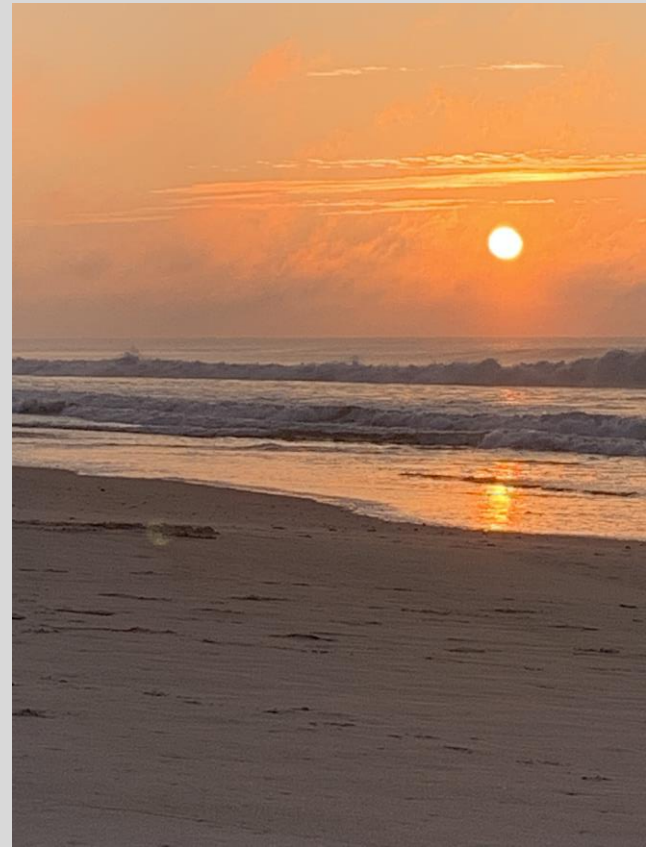# Key Components of Retreat Design

3. Faculty Mentoring & Support
  - Pre-Retreat Meetings
  - Faculty Presence & Engagement
  - Supportive Role

Key Components of Retreat Design

4. Metacognitive Activities
- – Daily reflective writing sessions
- – Reflective prompts

Conclusion

We hope this example sparks other doctoral faculty to expand on their educational practices and consider innovative retreat designs for student-faculty collaborative analytic work.

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