

When data analysis
in order to develop



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When information for research is collected systematically, organized and recorded for interpretation it is considered data. Data is not random, but gives answers to questions a researcher needs to answer. If a researcher understands that data is not fixed but can be configured in different ways, then questions asked can be answered comprehensively. Antonius (2003) and Schostak & Schostak (2013) identified two methods used to analyse data, qualitative and quantitative.

In this study the quantitative data is based on interpretations made by observers, which gives the study a qualitative nature. A qualitative action study involves a very close connection between data collection and data analysis in order to develop a clear interpretation of study (Veal, 2006; Schurink et al., 2011; Atkins & Wallace, 2012; Tuckman & Harper, 2012). An assumption for qualitative researchers is people are always open to change to improve themselves so data needs to be presented in the most productive way for understanding. Morgan & Krueger (1998) revisit the importance that analysis of qualitative methods must be systematic, consecutive, provable and on a continuum. In this study, data collection became limited by the timeframe and number of student teachers available but fills the criteria of Morgan and Krueger. The study is reliant on the understanding of the student teachers.

At this point, it is necessary to mention the limitations of the study. The sample size is small, therefore far-reaching conclusions are not possible and the results are only a reflection on this case. The data is in a way self-reported, since the student teachers are part of our school community and work with the teachers involved in the study. Self-reported data is always

limited because it is almost impossible to be independently verified. This causes the data to be selective and telescoping¹(Hermam & Edwards, 2014).

Despite the shortcomings, the article could bring about interest in discussion and further research. At the conclusion of the first week of the study, the researchers met with the student teachers and teachers to discuss the reports and data. Five student teachers had been following the lessons of seven teachers from grades 2 to 5 daily. Altogether, one-hundred twenty three lessons were observed and monitored. 1 Selective: remembering or not remembering experiences or events that occurred at some point in the past.

Telescoping: recalling events that occurred at one time as if they occurred at another time.