Grounded Theory Analysis: Synthesising Multiple Data Sources in Investigating What Counts as School Literacies
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About This Dataset

Data source citation


Full title of originating dataset

Lesson Fieldnotes: A Lesson on Teaching Composition Writing (Appendix 4.6)

Open Codes: Data Analysis – Open Coding (Appendix 4.7)

Axial and Selective Coding: Data Analysis – Axial and Selective Coding (Appendix 4.8)

Data author(s) and affiliations

Sau Kew Chong, National Institute of Education (NIE), Singapore.

The data were obtained from schools in Singapore. Sau Kew Chong was affiliated to Lancaster University when she analysed the data, occasionally with the help of her supervisor.

Funding sources/suppliers

The research study was self-funded.
Data collection dates

May–September 2008

Time frame of analysis

January 2009–May 2011 (including writing up)

Unit of analysis

Activities where reading and writing constitute an integral part of meaning making.

Location covered by data

Classrooms, outside classrooms (e.g., canteens, corridors/passageways, foyer, assembly hall, restrooms)
Singapore

Other sources

Information on documents and speeches from the Ministry of Education (Singapore) and schools’ websites was drawn but these had been cited.