



PHILIPPINE EDUCATIONAL MEASUREMENT AND
EVALUATION ASSOCIATION

HOW TO CONDUCT
**QUALITATIVE
DATA
ANALYSIS**

JANUARY 27, 2018 AT 8:00AM

REGISTRATION FEE: 1,500PHP

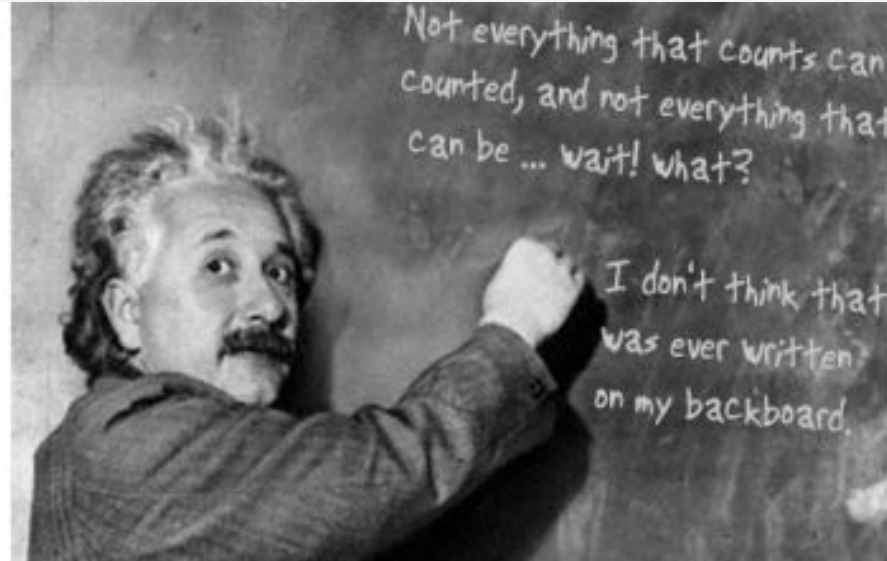
ST. PAUL UNIVERSITY QUEZON CITY, AURORA BLVD.,
COR. GILMORE AVENUE, NEW MANILA, QUEZON CITY

HOW TO DO QUALITATIVE DATA ANALYSIS

Alejandro S. Ibanez
Assistant Director
Global Resources for Assessment
Curriculum and Evaluation
donalejandroibanez@gmail.com

ST. PAUL COLLEGE QC
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- “Not everything that counts can be counted, and not everything that counts can be counted” – Einstein



“You may have heard the world is made up of atoms and molecules, but it's really made up of stories. When you sit with an individual that's been here, you can give quantitative data a qualitative overlay” - William Turner 16th century British scientist and naturalist

QUALITATIVE RESEARCH

- The word *qualitative* implies an emphasis on the qualities of entities and on process and meanings that are not experimental (if measured at all) in terms of quantity.
- It stresses the socially constructed nature of reality, the intimate relationship between the researcher and what is studied and the constraints that shape inquiry

Reality is what we perceive it to be

Reality is not fixed, thus, cannot be measured

QUALITATIVE RESEARCH

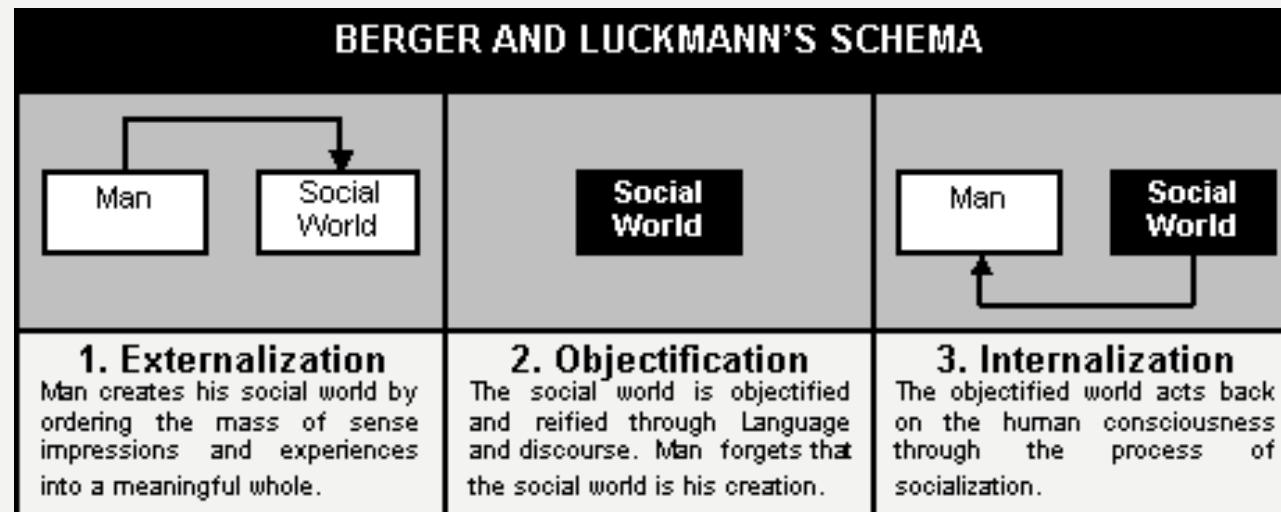
- Qualitative research can provide insight which is not possible to elucidate with purely quantitative data
- A means for exploring and understanding the meaning individuals or groups ascribe to social or human problems
- Study human behavior and social world
- Help us to understand the world in which we live and why things are the way they are

QUALITATIVE RESEARCH ANSWER QUESTIONS ON:

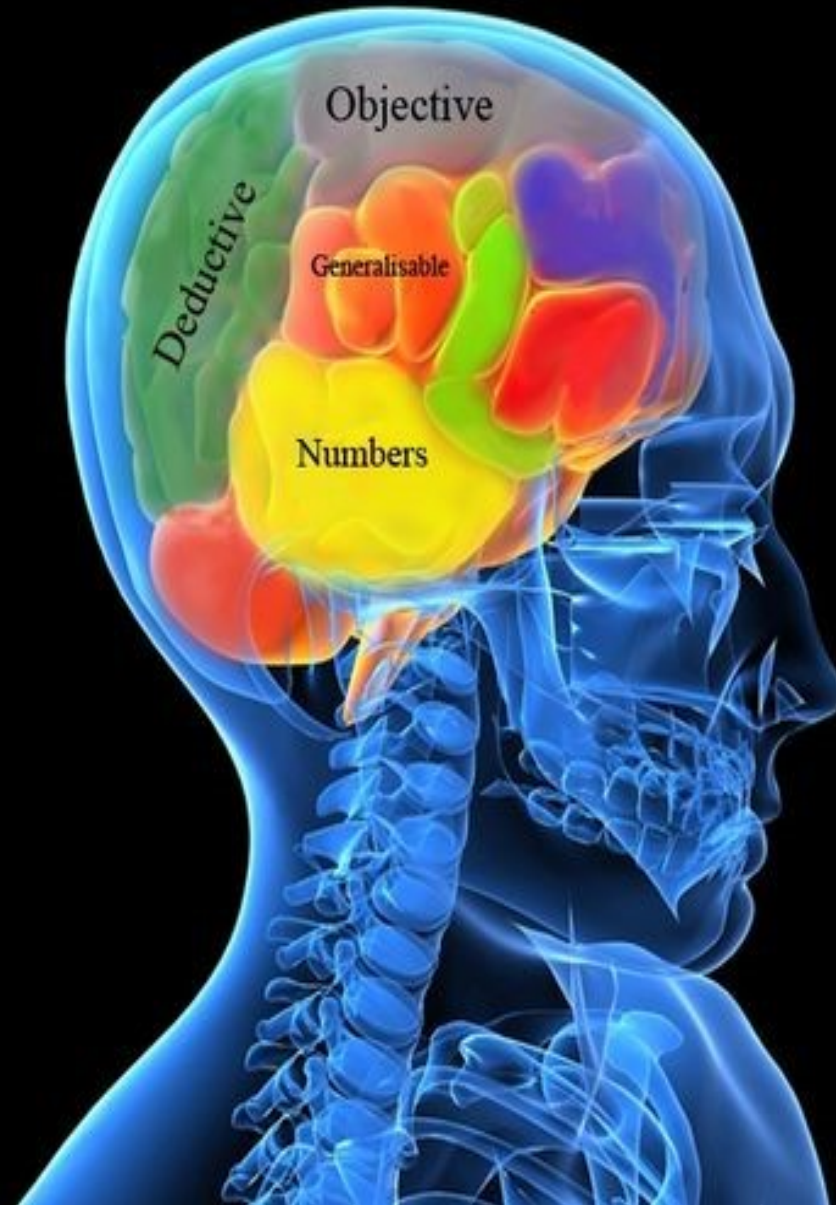
- ✓ Why people behave the way they do?
- ✓ How opinions and attitudes are formed?
- ✓ How people are affected by the events that go on around them?
- ✓ How and why cultures have developed?
- ✓ The difference between social groups ?

SOCIAL CONSTRUCTION OF REALITY (BERGER AND LUCKMAN)

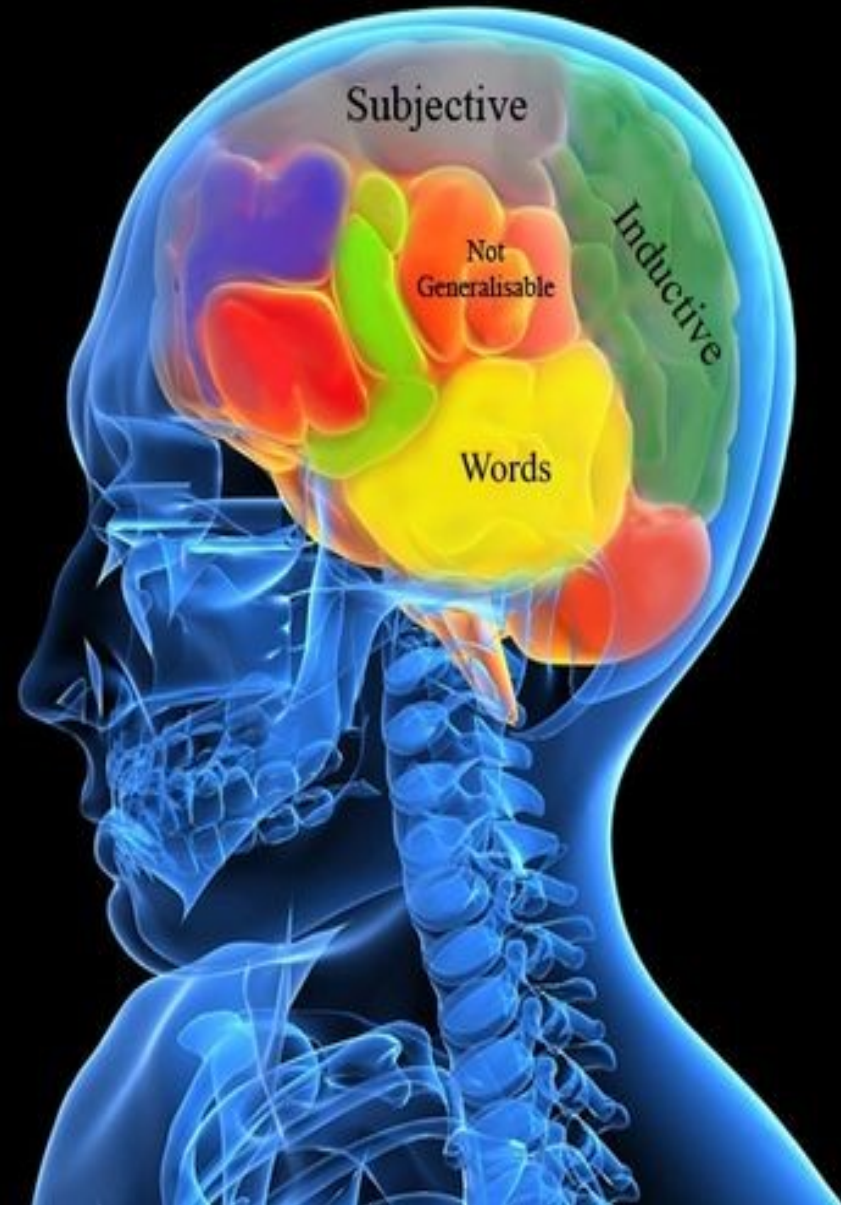
- The central theme is that individuals or people interact with each other in a social system that leads to representations of actions and these concepts become habituated in relation with each other



Quantitative



Qualitative



EPISTEMIC DIFFERENCES

(MARSHALL, 1996)

	QUANTITATIVE	QUALITATIVE
Philosophical foundation	Deductive; reductionalist	Inductive; holistic
Aim	To test pre-set hypothesis	To explore complex human issues/phenomenon
Design of the study	Step-wise; predetermined	Iterative; flexible
Position of the researcher	Aims to be detached and objective	Integral part of the research process
Assessing quality outcomes	Direct tests of validity and reliability using statistics	Indirect quality assurance methods of trustworthiness
Measures of the utility of results	Generalizability	Transferability

	The Qualitative Traditions				
Dimension	Narrative	Phenomenology	Grounded Theory	Ethnography	Case Study
Focus	• Exploring the life of an individual	• Understanding the essence of experiences about a phenomenon	• Developing a theory grounded from data in the field	• Describing and interpreting a cultural or social group	• Developing an in-depth analysis of a single case or multiple cases
Data Collection	• Primary interviews and documents	• Long interviews with up to 10 people	• Interviews with 20-30 individuals to “saturate” categories and detail a theory	• Primarily observations and interviews with additional artifacts during extended time in the field (e.g. 6 months to a year)	• Multiple sources including documents, archival records, interviews, observations, • Physical artifacts
Data Analysis	• Stories • Epiphanies • Historical content	• Statements • Meanings • Meaning themes • General description of the experience	• Open coding • Axial Coding • Selective Coding • Conditional Matrix	• Description • Analysis • Interpretation	• Description • Themes • Assertions
Narrative Form	• Detailed picture of an individual’s life	• Description of the “essence” of the experience	• Theory or theoretical model	• Description of the cultural behavior of a group or an individual	• In-depth study of a “case” or “cases”

PRINCIPLES IN QUALITATIVE DATA ANALYSIS

- "Those who are not familiar with qualitative methodology may be surprised by the sheer volume of data and the detailed level of analysis that results even when research is confined to a small number of subjects" (Myers, 2002).
- "If everything is data, are we going to study everything?"

PRINCIPLES OF QUALITATIVE DATA ANALYSIS

(DENZIN AND LINCOLN, 2014)

- People differ in their experience and understanding of reality (constructivist-many meanings)
- A social phenomenon cannot be understood outside its own context (context-bound)
- Understanding human behavior emerges slowly and non-linearly
- Exceptional cases may yield insights in to a problem or new idea for further inquiry

QUALITATIVE DATA ANALYSIS (QDA) AS AN ART (SANCHEZ, 2017)

- When the researcher reads the text literally (L), the focus is on its literal content and form, so the text leads the dance
- When the researcher reads the text reflexively (R), the researcher focuses on how his or her own orientation shapes interpretations and focus. Now the researcher leads the dance
- When the research reads the text interpretively (I), the researcher tries to construct his or her own interpretation of what the text means.

POSITIVIST

CRITICAL

POSITIVIST

QUALITATIVE COMPARED TO QUANTITATIVE DATA ANALYSIS

- A focus on meanings, rather than on quantifiable phenomenon
- Collection of many data on a few cases, rather than few data on many cases
- Study in depth and detail without predetermined categories or directions, rather than emphasis on analysis and categories determined in advance

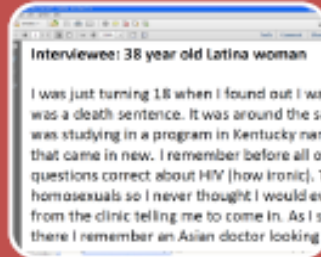
QUALITATIVE COMPARED TO QUANTITATIVE DATA ANALYSIS

- Conception of the researcher as an instrument, rather than as the designer of the objective instruments to measure particular variable
- Sensitivity to context, rather than seeking universal generalizations
- Attention to the impact of the researchers and other values on the course of the analysis, rather than presuming the possibility of value-free inquiry
- A goal of rich descriptions of the social world, rather than measurement of specific variables

ROLE OF THE RESEARCHER

- YOU are a data collection instrument
- YOU are driving the analysis
- YOU make decisions in the analysis based on your:
 - Epistemological perspective
 - Approach to the problem
 - Particular research questions

WHAT DOES QUALITATIVE DATA LOOK LIKE?



Text

- Transcriptions of interviews & focus groups
- Notes & memos



Audio

- Audio recording



Visual

- Video
- Photograph

DATA MANAGEMENT

- How and where will you store your data?
 - Paper copies vs. digital copies
 - Teams: How will you share data while retaining security
 - How and where will you back up your data?
- Removal of names and identifying characteristics on transcriptions (Anonymization) as early as possible

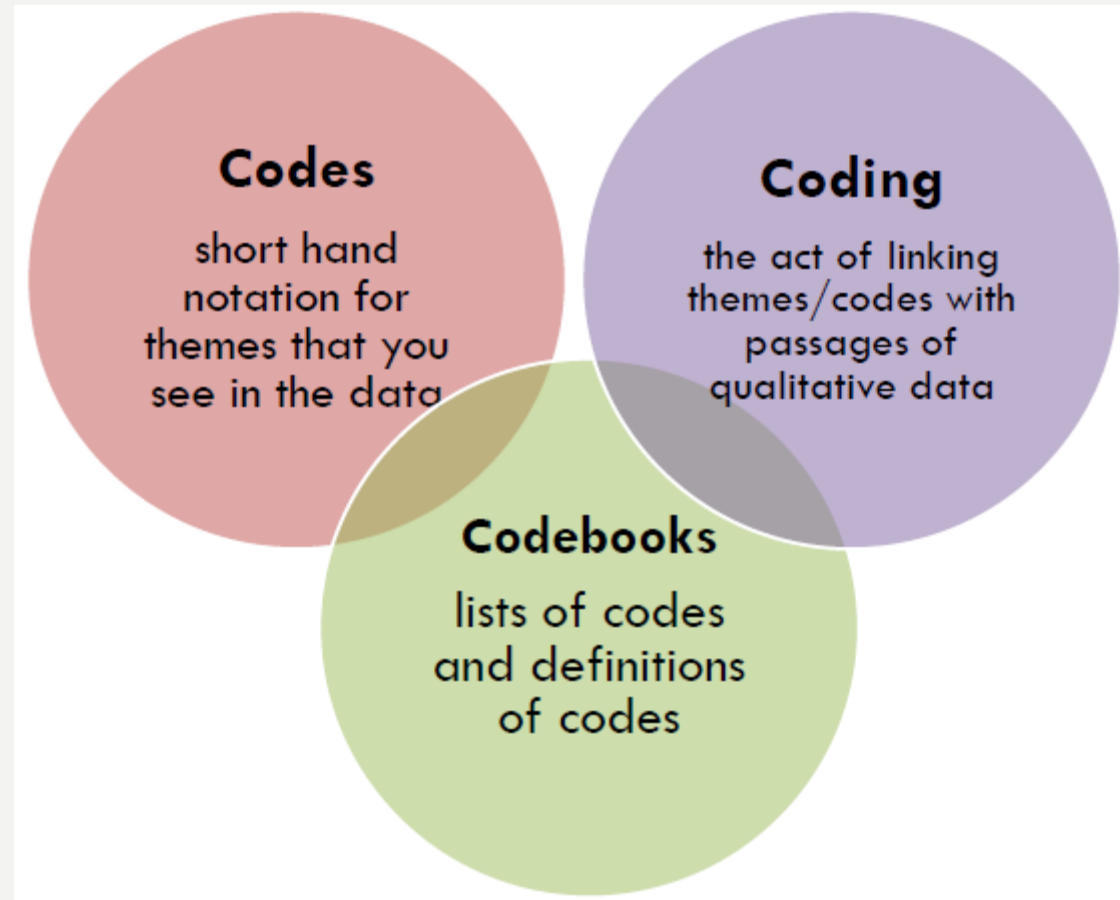
HANDLING QUALITATIVE RESEARCH DATA

- Recording VS. note taking
- Transcribing qualitative data
 - it builds theoretical sensitivity (Strauss & Corbin, 1990)
 - brings the researcher closer to the data
 - provides a unique opportunity to critique and improve on the interview process

HANDLING QUALITATIVE RESEARCH DATA

- **Consideration should be given to tone and inflection**
 - By listening and noting the intensity and feeling in the interviewee's voice it is possible to detect:
 - Positive/negative continuum
 - Certainty/uncertainty
 - Enthusiasm/reluctance
- **Constant comparative analysis: data collection and data analysis occur on ongoing basis**
 - Each interview is analyzed before another interview takes place – Findings of first interview are incorporated in the analysis – Later interviews might be completely different from the initial ones

CODING



CODING

- While reading the text, the researcher should always ask herself/himself:
 - What is this saying? What does it represent?
 - What is an example of this?
 - What do I see is going on here?
 - What is happening?
 - What kind of events are at issue here?
 - What is this text trying to convey?
 - What message do I need to look for?

CODING

- A process of organizing qualitative data that results in **data reduction**. It helps the researcher see what is in the data
- Coding is more than organizing the data. Coding helps you to begin the process of systematically analyzing it, working out what the data is telling you and the relationships and patterns in the data
- Unfortunately, the most popular method is cut-paste method
 - The researcher cuts and pastes quotes from interviews or any source of data and this serves as analysis

TYPES OF CODES

- “A priori” codes / pre-set codes
 - These are codes derived from your review of related literature, conceptual framework, list of research questions. These codes can also come from prior knowledge of the subject matter being studied
- Emergent codes
 - These codes are ideas, concepts, meanings that come from the data that are entirely different in the pre-set codes
- Recommended: “Hybrid” codes

SAMPLE TRANSCRIPT WITH CODES

Figure 1: Illustration of Coding and Marginal Remarks

REACTION { It was really good. There was a variety of activities, the overhead and information where they talked about it, and the opportunity to practice the activities together. I liked it. The 5 hours went really quickly. We had a good group, and felt very comfortable because everyone was open and sharing. And the lunch was wonderful. Having lunch was a good idea. } STRUCTURE ACTIVITIES
COMFORT LEVEL

Yes, the structure helped my grasp the information, and I enjoyed the group size and variety of activities. 5.5 hours was good enough, and it went quickly. It all seemed to follow their outline, and it gave the opportunity to listen and then practice and get to know other people, because I was there by myself. } STRUCTURE VARIETY
SOCIAL NETWORKING

ONSITE SOCIAL ASPECT { I think I would have gotten the same information either way with the overheads and printouts, but the interpersonal and opportunity to relate to other people and have back and forth and the ability to ask questions was more personal and enjoyable. In a webinar, I don't feel comfortable asking questions to someone I don't know, so the personal, face to face was better than if I did the webinar. I imagine I would have gotten the same information, but it wouldn't have been as enjoyable, and without the activities and other people's questions, I probably wouldn't remember as much. } FACE-TO-FACE VS REMOTE
ONSITE IMPACT

1. What was your overall impression of the training in terms of its usefulness to your work?

REACTION { It is great because I do survey development and work with people that develop surveys. It was really helpful. Afterward, I analyzed surveys and it made me wish I had attended the training before, because now I know there's better ways to do it. Yes, it has definitely met my expectations. } EXPECTATIONS

2. Has your confidence level about designing or adapting surveys changed at all because of what you learned in the training?

CONFIDENCE INCREASE IN KNOWLEDGE { I think my confidence increased because before I just did it, and now I know the reason why I should be doing such things. I am more confident in my abilities. I feel more knowledgeable. The one trap I know to be very careful of the double barreled questions and to use simpler words in the surveys so it's more easily understood. I also like the idea of putting similar kinds of questions together, like putting yes/no questions together and putting multiple choice questions together, and other formatting issues that make it pleasing to the eye and easy to follow. The double barrel one is the one that I have encountered in the past. } SURVEY FRAMEWORK TRAPS & "BILLMAN"

And another thing I've never done, and made me wish I had the training before I did a survey, was that I would have known to field test the survey first to make sure that the questions are clear and easily understood and you're getting a clear idea of what their thoughts are instead of things that can be ambiguous. } PILOT TESTING

SAMPLE TRANSCRIPT WITH CODES

CD: When I say 'culture' to you, what comes into your head?

Clodagh: Eh, it kind of defines a person's country, where they are from. Like myself personally, I would kind of distinguish Europe and America as having different cultures. For instance in America, although I haven't been there, from reading, it doesn't really have much of a culture about it. Whereas, in Europe, especially somewhere like France where I have been a good few times, there is a distinct culture about it. Whether it's the food or the way people socialise or just generally how people get on with themselves. It has a distinct culture about it.

CD: But you wouldn't think the States do?

Clodagh: No, the States, I think they kind of...it's more just mainstream the States. They don't have an individual like culture about the country. Like Ireland is known for having a culture, and like Irish food, like Irish stew for example. That's associated as being part of the Irish culture. And drinking [laughs]. It mightn't be quite a good thing but...! Yeah, Europe would have a better culture than American. The would be my personal view. Richer, more family orientated.

CD: And in DCU are there students from cultures other than your culture?

Clodagh: Em, for instance in my course I think there is an Estonian girl, and there's a Latvian girl. And there's....I'm not that close to them but...they'd always be quite polite and they're very into their studies. But in terms of their culture I don't know much about them personally.

Defining culture based on where you're from;

Europe being more culturally rich than the USA;

Defining culture based on social behaviours;

Alcohol being central to Irish culture;

European culture being more family oriented than US culture;

CD students being academically focused;
Not being friends with CD students;

HOW MANY CODES ARE ENOUGH?

Lichtman (2006) – Generate 80-100 codes that will be organized into 15-20 categories which eventually synthesize into five to seven (5-7) major concepts

Cresswell (2007) – Begin with a short-list of five to six provisional codes to begin the process of “lean coding”. This expands to no more than 25-30 categories that then combine into five to six (5-6) major themes

Wolcott (1994) – 3 of anything major is a good quantity for reporting qualitative work

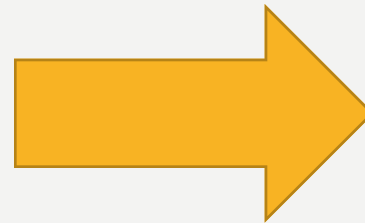
Final number of themes/concepts should be kept to a minimum to keep analysis coherent

No Magic or standardized number to achieve.

METHODS IN DATA ANALYSIS

- Taxonomy
- Grounded Theory / Constant comparison
- Logical Analysis / Matrix Analysis
- Quasi-statistics
- Event Analysis / Microanalysis
- Metaphorical analysis
- Domain analysis
- Hermeneutical analysis
- Discourse analysis
- Semiotics
- Content Analysis
- Heuristic Analysis / Phenomenology
- Narrative Analysis

COMPUTER ASSISTED QUALITATIVE DATA ANALYSIS SOFTWARES (CAQDA)



COMPUTER-ASSISTED QUALITATIVE DATA ANALYSIS SOFTWARE (CAQDAS)

- Qualtrics
- Atlas
- NVIVO
- N6
- Max QDA
- Weft QDA
- Open code 3.4
- HyperResearch 2.8



**VALIDITY AND
RELIABILITY IN
QUALITATIVE
RESEARCH**

VALIDITY AND RELIABILITY?

- The issue of reliability and validity in qualitative research should be addressed by characterizations of “trustworthiness”, “rigorousness”, “quality”
- Trustworthiness not “truth”
- (*mapagkakatiwalaan kaysa makatotohanan*)
- Reliability: Process of “*pakikipagkwentuhan*”
- (*pagpapatibay, pagpapatotoo*)
- Lincoln and Guba (1985) formulated four (4) criteria in evaluating qualitative research work
 - Credibility
 - Transferability
 - Dependability
 - Confirmability

Qualitative Research Rigor

Credibility

- Triangulation
- Member checks
- Time sampling

Transferability

- Provide thick description
- Purposive sampling

Dependability

- Create an audit trail
- Code-recode strategy
- Triangulation

Confirmability

- Triangulation
- Practice reflexivity
- Negative case analysis, (Anfara et al., 2002; Patton,

HOW DO WE ADDRESS TOO MUCH SUBJECTIVITY?

- *INTERSUBJECTIVITY*
 - &
- *TRANSPARENCY*

- CODING EXERCISE

TYPICAL APPROACHES IN QUALITATIVE DATA ANALYSIS

- Content Analysis
- (Applied) Thematic Analysis
- Discourse Analysis
- Narrative Analysis

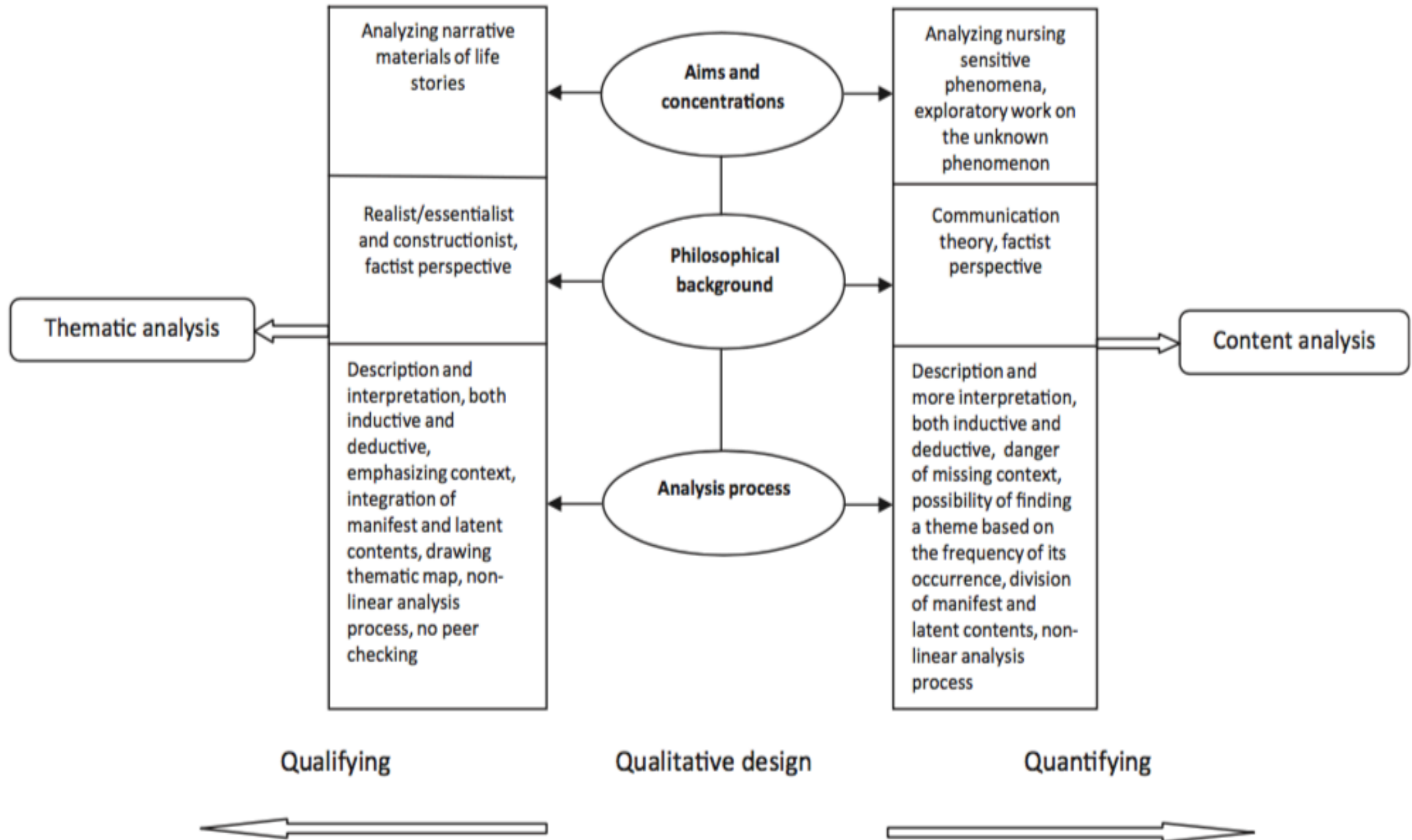
Discourse analysis is a method of analyzing naturally occurring talk and all types of written text. How discourse is shaped by everyday use of language and linguistics

Narrative analysis is a technique of reformulation of stories presented by people in different contexts and based on difference experiences

CONTENT VS. THEMATIC ANALYSIS

(VAISMORADI, TURUNEN, AND BONDAS, 2013)

- Focuses on the generation of codes and categories
- Oriented towards manifest content
- Focus on the generation of themes and sub-themes
- Oriented towards latent content



Analysis phases and their descriptions

Thematic analysis (Braun & Clarke, 2006: 87)

Familiarising with data

Transcribing data, reading and rereading the data, noting down initial ideas.

Generating initial codes

Coding interesting features of the data systematically across the entire data set, collating data relevant to each code.

Searching for themes

Collating codes into potential themes, gathering all data relevant to each potential theme.

Reviewing themes

Checking if the themes work in relation to the coded extracts and the entire data set, generating a thematic map.

Defining and naming themes

Ongoing analysis for refining the specifics of each theme and the overall story that the analysis tells, generating clear definitions and names for each theme.

Producing the report

The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a report of the analysis.

Content analysis (Elo & Kyngäs, 2008: 110)

Preparation

Being immersed in the data and obtaining the sense of whole, selecting the unit of analysis, deciding on the analysis of manifest content or latent content.

Organising

Open coding and creating categories, grouping codes under higher order headings, formulating a general description of the research topic through generating categories and subcategories as abstracting.

Reporting

Reporting the analysing process and the results through models, conceptual systems, conceptual map or categories, and a story line.



CONTENT ANALYSIS

OUTLINE

- Origin of Content Analysis
- What is content analysis?
- Approaches and levels of CA – decision points
- How to do content analysis?
 - Processes
 - Sample coding matrix
- Issues and debates of CA

ORIGIN OF CONTENT ANALYSIS

- The term came from Bernard Berelson in his 1952 book *Content analysis in Communication Research*.
- It came as fully developed scientific method after the World War II when Harold Laswell published the *Language of Politics* in 1940

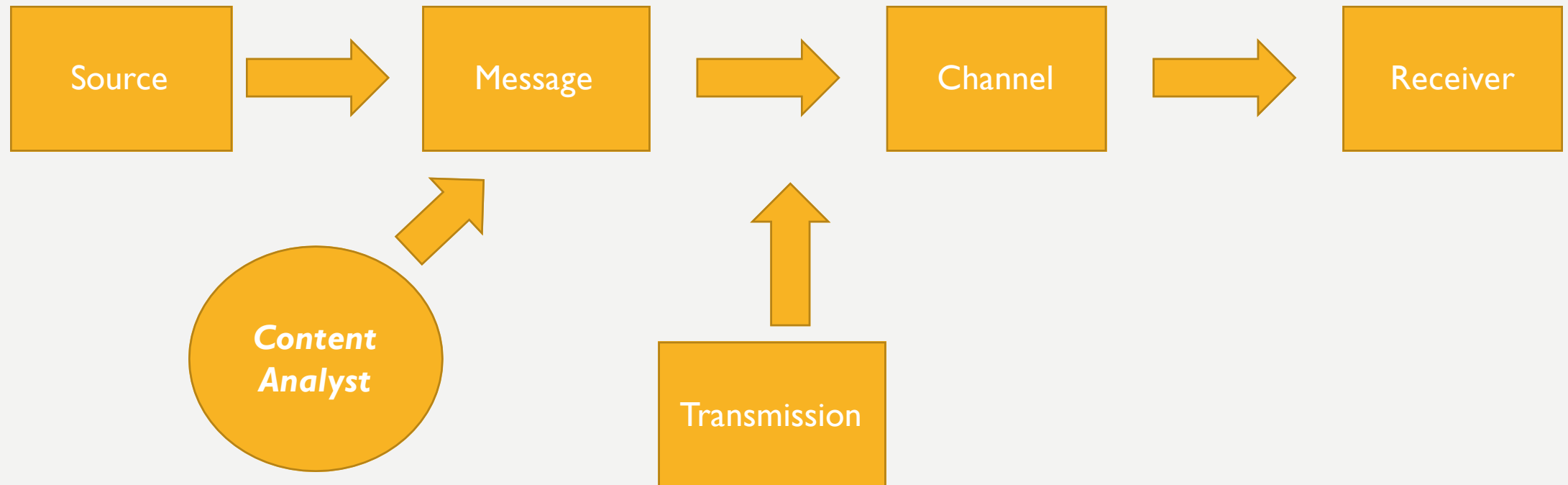
WHAT IS CONTENT ANALYSIS?

Content Analysis is the study of the content with references to the meanings, contexts, and intentions contained in any form of material (Prasad, 2008)

- It is a research technique that explores the content of various media in order to discover how particular issues are presented (Elo & Kyngas, 2008)

WHO says **WHAT** to **WHOM** with **WHAT EFFECT**?

WHERE DOES CONTENT ANALYST FINDS HIMSELF/HERSELF?



CONTENT ANALYSIS

Two (2) orientations in content analysis:

- Quantitative Content Analysis
 - Krispendorff, K. (2004) “Content Analysis: An Introduction to Its Methodology”, 2nd edition, Sage Publications, CA, USA
- Qualitative/Relational Content Analysis
 - Mayring, Philipp (2014) “Qualitative content analysis: theoretical foundation, basic procedures, and software solution”

CONTENT ANALYSIS CONFORMS TO THREE (3) BASIC SCIENTIFIC PRINCIPLES

(KRISPENDORFF, 1990)

- Objectivity
 - Rules must be explicitly established to be able to rule out subjectivities and biases
- Systematic
 - Materials used must be collected in a manner that includes other relevant contents
- Generalizability
 - The results obtained can be applied or seen to other situations

APPROACHES AND LEVELS IN CONTENT ANALYSIS

- 2 Major approaches in Content analysis
 - Inductive approach
 - Deductive approach
- Levels of analysis
 - Manifest
 - Latent
- Content Analysts have to decide based on their own perspective and nature of research problem

HOW TO DO CONTENT ANALYSIS?

- There are many ways in doing content analysis.
- Scholars and social thinkers are debating whether to analyse the content in a quantitative or qualitative manner.
- The best way to do content analysis is to establish the ***criteria of selection***

CRITERIA OF SELECTION

- What is the material?
 - Document, Song, Images, etc.
- What is the unit of analysis?
 - Words, texts, paragraphs, stanza, musical note, semantics, canvass, etc.
- In what manner do we want to analyse the material?
 - Counting the frequency of words, emphasizing the intensity of words used, relevance to the research objective, etc.

STEPS IN CONTENT ANALYSIS

- Content analysis involves the following steps:
 1. Read the transcript and make brief note of interesting or relevant information
 2. Make a list of the different type of information from the notes
 3. Categorization of the listed items
 4. Identify the categories that are some how linked to each other (major categories)
 5. Compare and contrast various categories

6. Repeat the process from stage 1-5 on next transcripts

- Identify new categories of information
- Accommodate data in the existing categories
- Color code different categories and review

7. Collect together all the extracts from the transcribed interviews that you have put into one category

8. Review different categories and move items if required from one category to another

9. Review and check if two or more categories can fit together

10. Check the initial notes, consider if any previously excluded data is relevant and should be included in results

The process of doing content analysis*

- Open Coding
- Cluster the codes into groups
- Categorize these groups
- Label these categories



CODING FRAME

TYPES OF CODES

- “A priori” codes / pre-set codes
 - These are codes derived from your review of related literature, conceptual framework, list of research questions. These codes can also come from prior knowledge of the subject matter being studied
- Emergent codes
 - These codes are ideas, concepts, meanings that come from the data that are entirely different in the pre-set codes
- Recommended: “Hybrid” codes

TIPS IN CODING

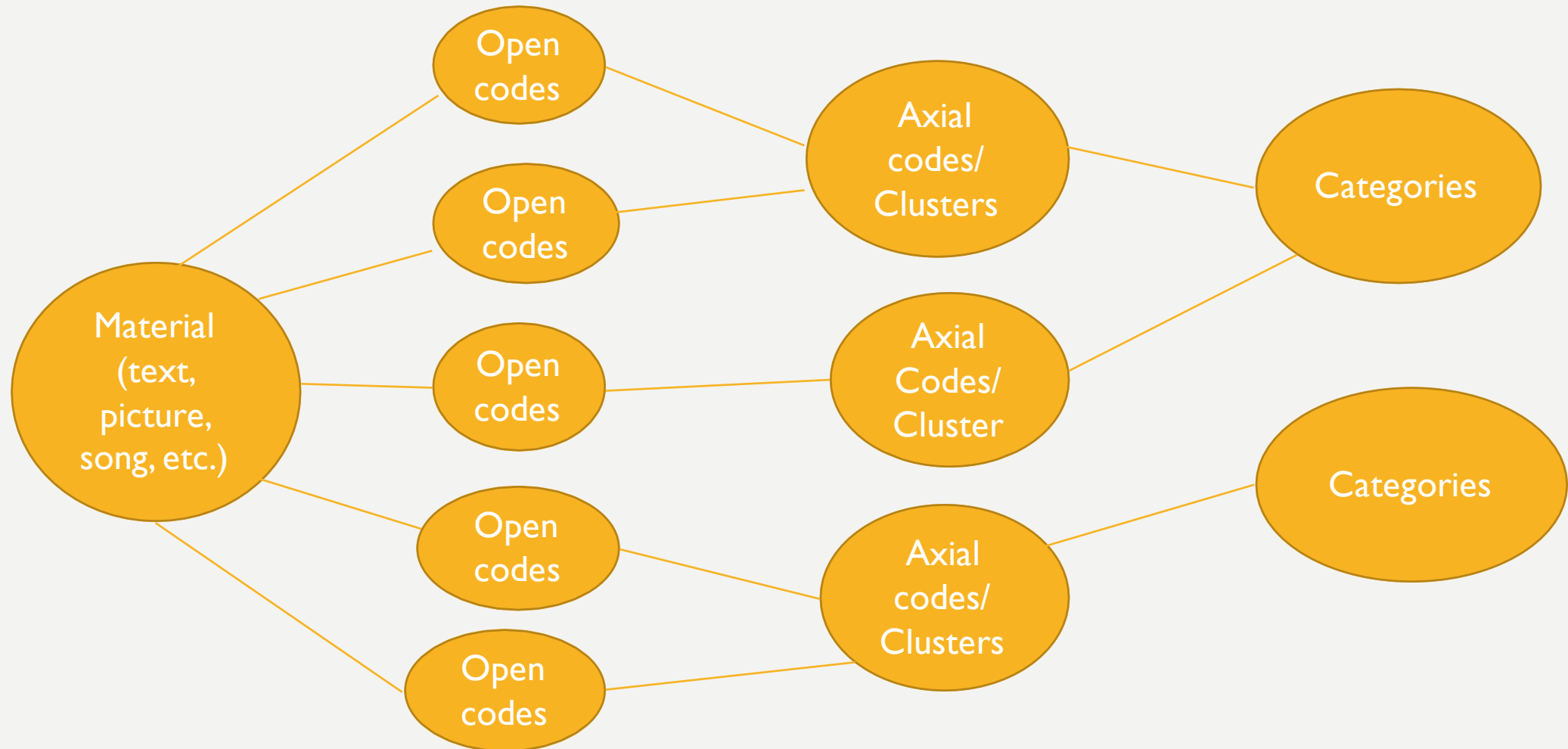
- Careful transcription (read the text at least 3 times)
- Be careful in using too much 'anecdotal' approach
- Consistent checking of codes
- Codes must be coherent, consistent, and distinctive
- Codes are just descriptions, they are not analysis

TIPS IN CODING TEXTS, WORDS, ETC.

Look for...

- pre-established criteria (e.g. specific word/s or group of words)
 - You look for answers through words/group of words that seems relevant in answering your research objective
- recurring words or group of words vs. the magnitude/intensity of the word
 - The number of occurrence matters
- patterned meanings/meaningful statements/related statements
 - Pattern of reasoning or consistent line of thought

Conceptual/Analytical Map of doing Content Analysis



SAMPLE CODING FRAME

Unit of Analysis (text, paragraph, etc.)	Codes	Clusters	Source/location	Remarks	Memo/s

EXAMPLE CODING

- “Birds have an instinct to build nests and lions have an instinct to defend their territory...but people eat animals, that’s part of evolution; it’s just the way things are...”

*Taken from 2 Focus groups in the study of cultural representation of nature in Britain (Attride-Stirling, 1998)

SAMPLE CODING

- “Birds have an instinct¹ to build nests and lions have an instinct¹ to defend their territory...but people eat animals, that’s part of evolution; it’s just the way things are²...”
- Codes
 - Instinct (1)
 - it’s just the way things are/ Natural/Law (2)

ISSUES AND DEBATES IN DOING CONTENT ANALYSIS (KRISPENDORFF, 1990; MCFADZEAN, 2007)

- Content Analysis tends to “essentialize” everything; texts have no objective qualities
- Meanings are not *inherent* in a text or any form of media
- Achieving reliability or “common ground” by subjecting the codes to review by someone is too ideal
- Text or any form of communication is reflective of certain contexts and power relations; without understanding the latent meaning, content analysis cannot be achieved

THEMATIC ANALYSIS

**Notes were taken from Strauss & Corbin, 1998; Stirling, 2001; Auerbach & Silverstein, 2003; Braun, V. and Clarke, V., 2006; McFadzean, 2007*

OBJECTIVES

- To learn a technique for conducting thematic analysis of qualitative material
- To aid ourselves with a tool for the systematization and presentation of qualitative analyses
- To appreciate a qualitative tool that can be used for future research projects

LIMITATIONS

- The technique/methodological tool to be presented aims to describe thematic analysis through the aid of thematic network/s
- This is only one technique among a plethora of qualitative approaches (see Bryman and Burgess, 1994; Miles and Huberman, 1997; McFadzean, 2007)

[APPLIED] THEMATIC ANALYSIS

- Comprises a bit of everything – *grounded theory, positivism, interpretivism, and phenomenology*- synthesized into one methodological framework. (Auerbach & Silverstein, 2003)
- A method for identifying, analyzing, and reporting patterns (themes) within data

PURPOSE OF THEMATIC ANALYSIS

- It seeks to unearth the themes salient in a text at different levels.
 - Basic Theme (Initial codes)
 - Organizing Theme (Middle-order code)
 - Global Theme (Super-ordinate Code)

PURPOSE OF THEMATIC ANALYSIS

- To construct and illustrate thematic network/s

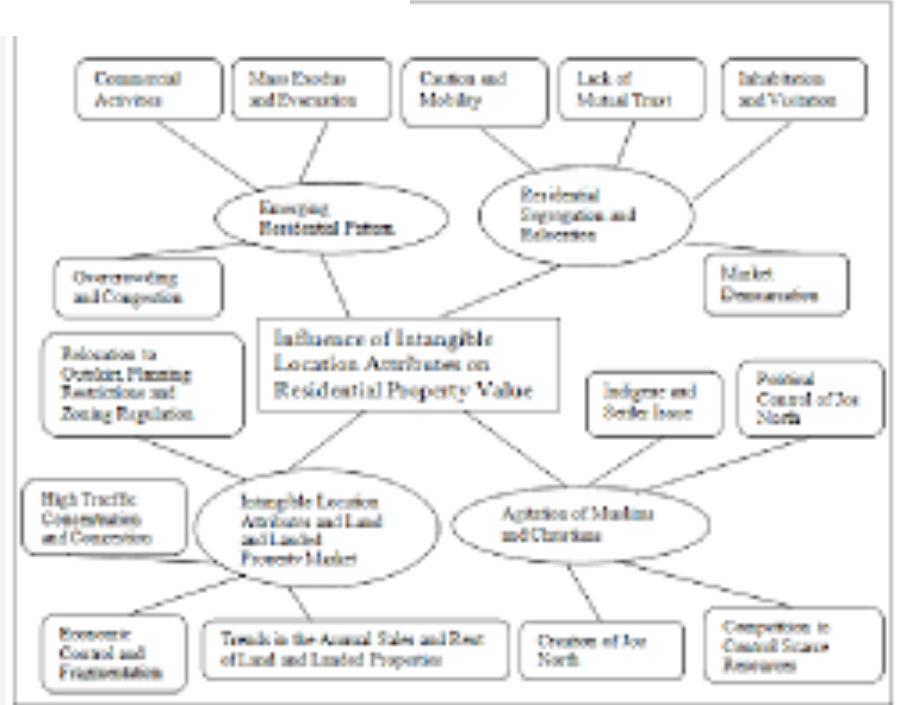
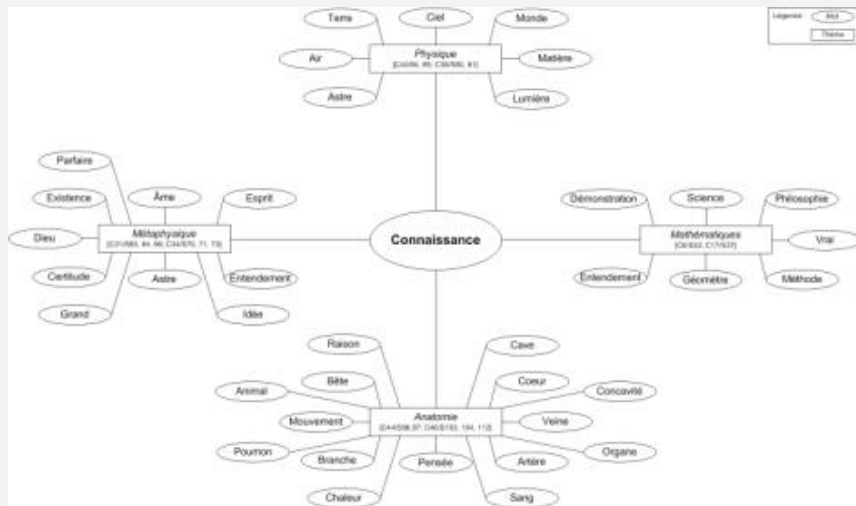
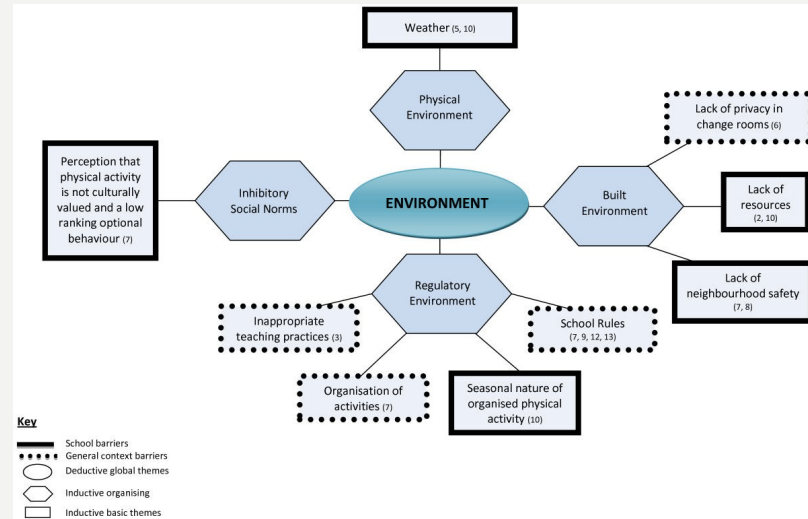
“...simply a way of organizing a thematic analysis of qualitative data.”
(Attride-Stirling, 2001; p.387)

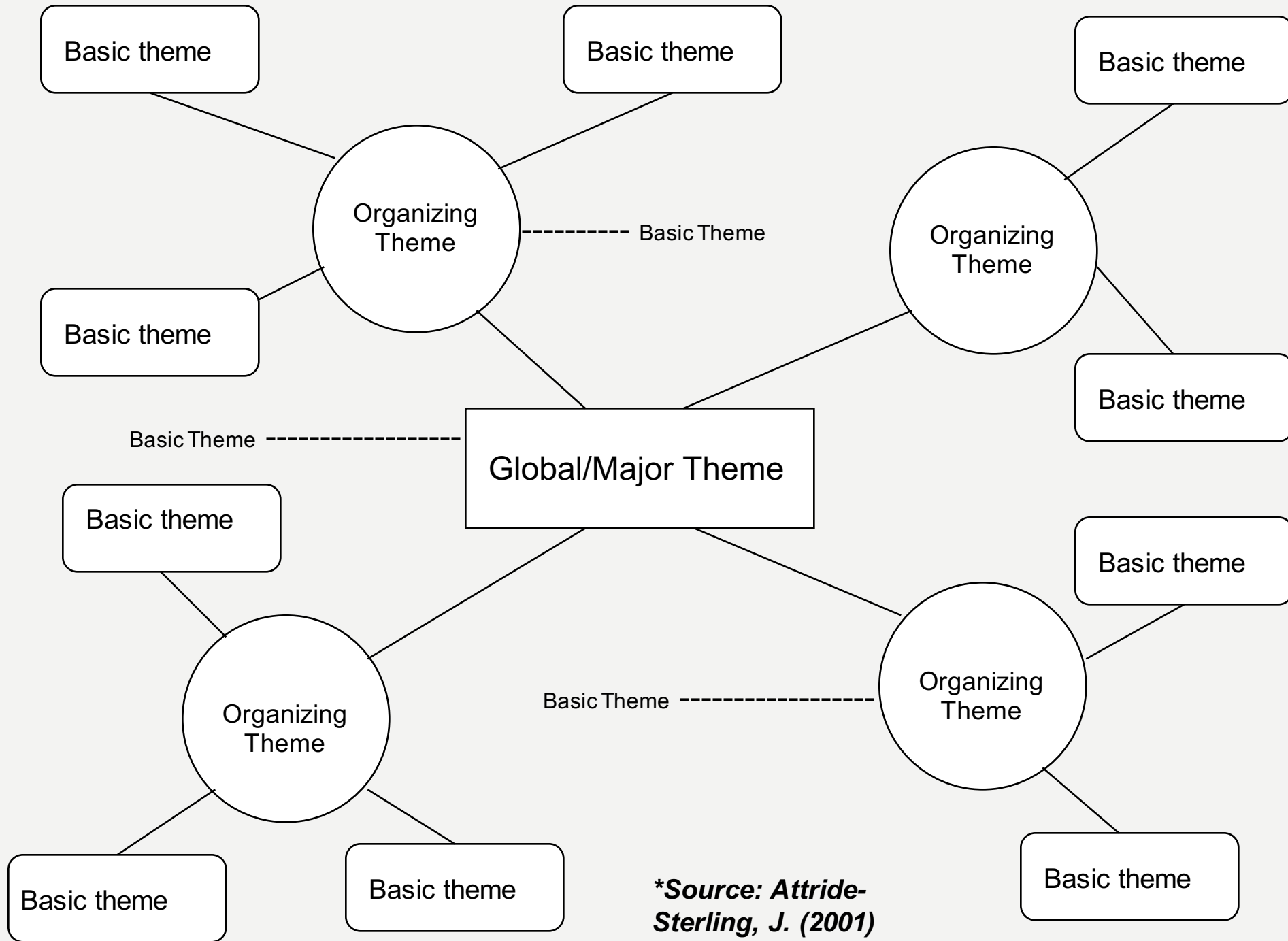
“...web-like illustrations (networks) that summarize the main themes constituting a piece of text” (McFadzean, 2007; p.294)

PURPOSE OF THEMATIC NETWORK/S

- It simply provides a technique for breaking up text, and finding within it explicit rationalizations and their implicit signification (Attride-Stirling, 2001)

SAMPLE THEMATIC NETWORKS





****Source: Attride-Sterling, J. (2001)***



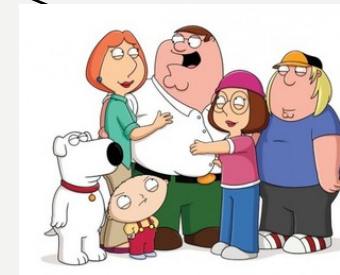
Basic theme



Organizing theme



Global theme



WHAT CONSTITUTES A THEME?

- A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set. (Braun and Clarke, 2006)

TIPS IN CODING/CREATING THEMES

- Careful transcription
- Be careful in using too much ‘anecdotal’ approach
- Consistent review of themes
- Themes must have “illustrative power”
- Themes must result from analysis and not from mere descriptions
- Congruence and balance between extracts (explicit) and analytic claims
 - Manifest vs. Latent meanings
- There must be “**data saturation**”

TIPS IN CODING TEXT SEGMENTS

Look for...

- pre-established criteria (e.g. specific word/s or group of words)
 - You look for answers through words/group of words that would answer the specific question
- recurring words or group of words
 - The number of occurrence matters since it has been repeated consistently by the participant
- patterned meanings/meaningful statements/related statements
 - Pattern of reasoning or consistent line of thought

ANALYTIC PROCESSES IN DERIVING A THEME*

- One general “Global” theme? Or “set of organizing themes”?
- ‘Bottom-up’ (Inductive) or ‘top-down’ (Deductive) analytic process?
- Themes identified at a “semantic” or a “latent” level?

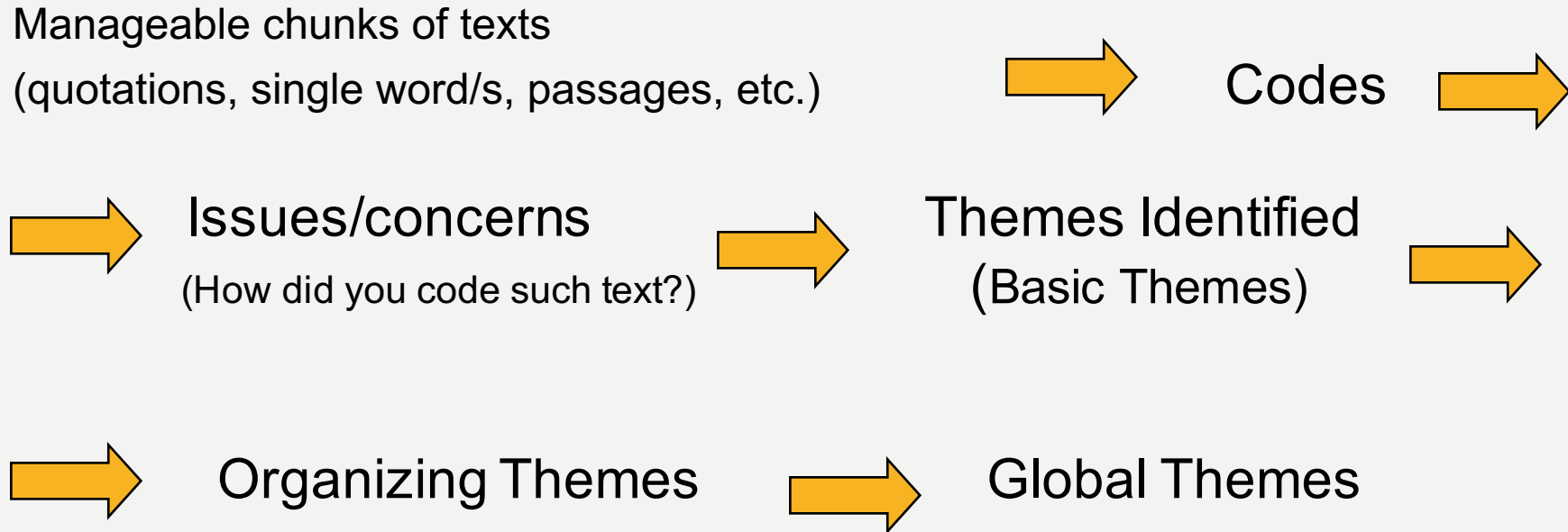
*Source: Attride-Stirling, J. (2001).

PROCESS OF THEMATIC ANALYSIS

(BRAUN AND CLARKE, 2006)

1. Becoming familiar with the data
2. Generating initial codes
3. Searching/Identifying themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the final thematic network

FLOW OF GENERATING THEMES



Codes	Basic Themes	Organizing themes	Global Themes
Instinct Order/Natural laws	Instincts are complex/Inherent characteristics Inherent order	Inherent dispositions	Nature as "natural"

CRITERIA OF A GOOD THEMATIC ANALYSIS

Process	No.	Criteria
Transcription	1	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'.
Coding	2	Each data item has been given equal attention in the coding process.
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.
	4	All relevant extracts for all each theme have been collated.
	5	Themes have been checked against each other and back to the original data set.
	6	Themes are internally coherent, consistent, and distinctive.
Analysis	7	Data have been analysed _ interpreted, made sense of _ rather than just paraphrased or described.
	8	Analysis and data match each other _ the extracts illustrate the analytic claims.
		Analysis tells a convincing and well-organized story about the data and topic.
	10	A good balance between analytic narrative and illustrative extracts is provided.
Overall	11	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.
Written report	12	The assumptions about, and specific approach to, thematic analysis are clearly explicated.
	13	There is a good fit between what you claim you do, and what you show you have done _ ie, described method and reported analysis are consistent.
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis.
	15	The researcher is positioned as active in the research process; themes do not just 'emerge'.



WORKSHOP

PREPARED BY:

Alejandro S. Ibanez

Assistant Director, GRACE

Board Member, PEMEA

donalejandroibanez@gmail.com

+639064721194

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