Research Methods

Qualitative Analysis

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Outline of session:

- Features of qualitative analysis
- Thematic Analysis – Braun and Clarke's six-phase framework
- Stages of analysis explained

Common features of qualitative analysis

There are several common features regardless of which approach is used:

- Analysis begins with written transcripts, and creating and organising files of information
- Process of general reading and ‘memoing’ of information occurs to develop in-depth understanding of the data
- Develop categories/ codes to sort text
- Describe, classify and interpret
- Aim to finish with a story evolving around 5 or 6 key categories

Transcripts

Transcripts are the basis of your analysis

Transcription should take place as soon as possible after the interview ends

Wide margin either side of text

Line numbers

Double spaced

2

3 Nope not at th

4

5 **Great. I'd also like to just reiterate that anything that you mention today that**
6 **could be traced back to identify you will be replaced with some**
7 **unidentifiable context - so if you do say the names of any members of your**
8 **family or friends I will just replace those with different names when writing**
9 **up this interview. Is that ok?**

10

11 Yep that's fine.

12

13 **So first of all, can you please describe to me what eating healthily means to**
14 **you?**

15

16 Umm – the first thing that comes to my mind when I think of health eating is veg
17 [laughs]. And fruit. I mean… that's not all is it – it's about eating a balanced diet
18 and getting the correct amount of nutrients and stuff, isn't it? And minerals that
19 your body needs to function properly… I think that's what eating healthy mainly

Analysis involves gathering, structuring, and interpreting non-numerical data

Analysis requires time!

Analysis is jeopardised by delay

Analysis should entertain alternative explanations

Analysis must be systematic and verifiable

What to do with qualitative data

Transcribe data **verbatim**

(note: 1 hour of audio typically = 10 hours of transcription)

Remain systematic and organised

Engage in the appropriate analysis to interpret data effectively.

Thematic Analysis:
"the first qualitative method of analysis that researchers should learn" (Braun & Clarke, 2006, p.78

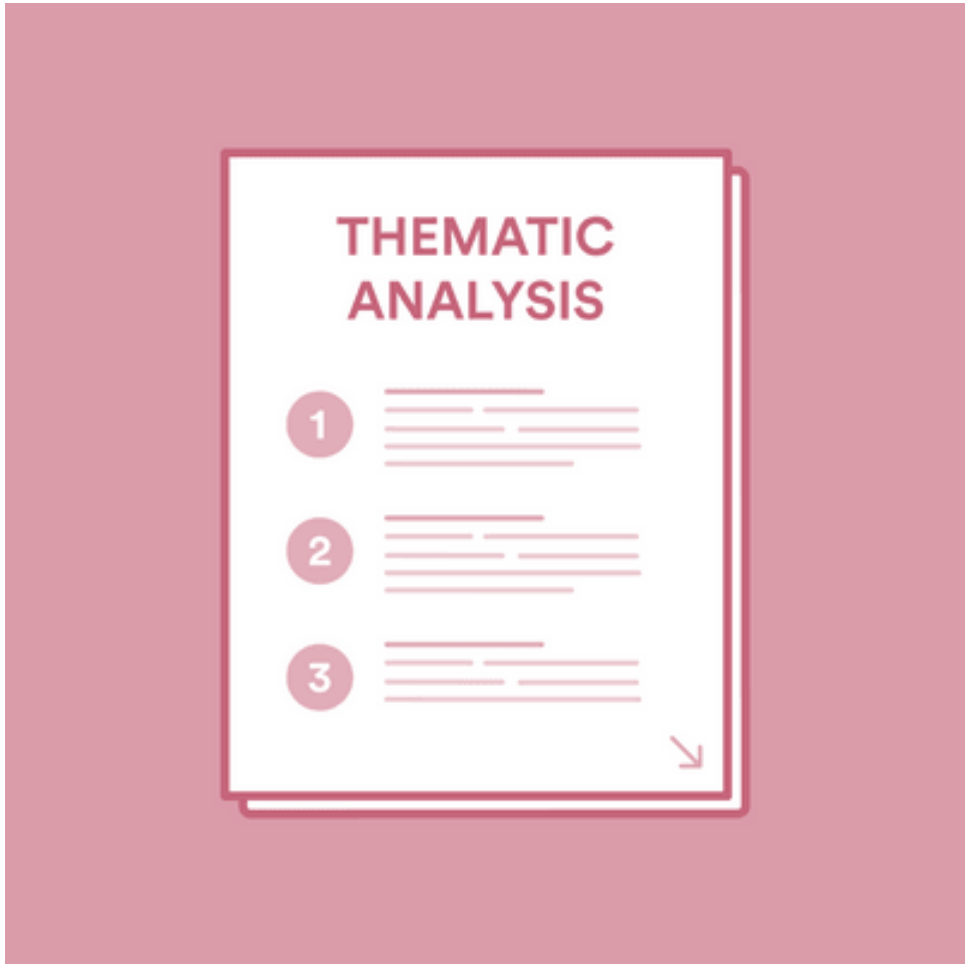
Analysis

What does the data say?

Interpretation:

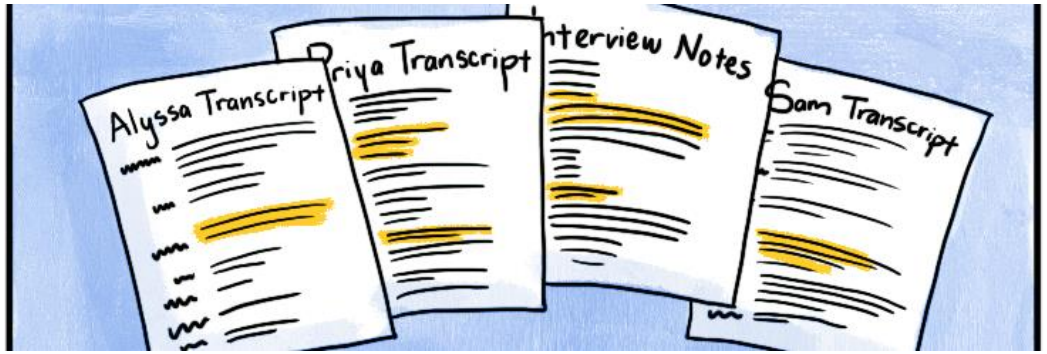
What does it mean?

Analysing and Interpreting Data



Thematic Analysis

Thematic Analysis



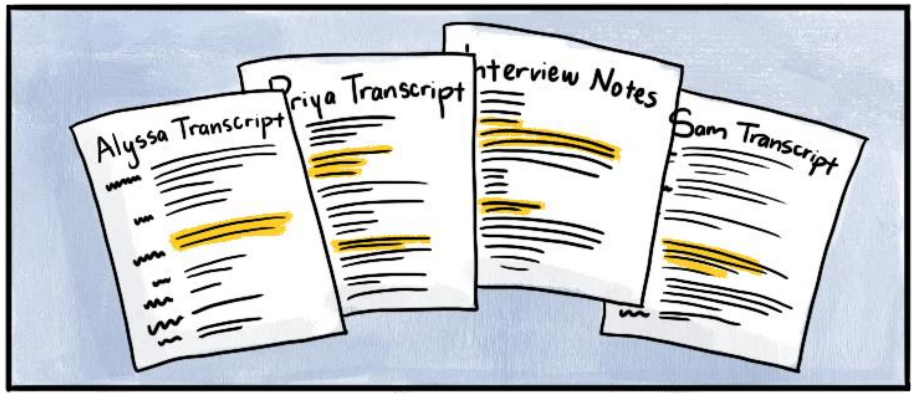
Involves reading through a data set to identify **patterns or themes**

TA is more than simply summarising qualitative data

Phases of thematic analysis

(Braun & Clarke, 2006)

Familiarise	Familiarise with data
Generate	Generate initial codes
Search	Search for themes
Review	Review / group themes
Define and name	Define and name themes
Produce	Produce the report



Phases of thematic analysis

(Braun & Clarke, 2006)

Familiarise Familiarise with data

- Read the transcripts, and then re-read them many more times
- Make notes here if you feel you need to
- The purpose of this stage is to allow you to be very familiar with the entire body of data (i.e., all interviews / focus groups)
- The key is **immersion** – consider breadth and depth of the content

Phases of thematic analysis

(Braun & Clarke, 2006)

Generate Generate initial codes

- Codes are labels that mean something to you – they need to make sense to you as the interpreter
- A code = a word, a short phrase, or a term that represents an idea
- Highlighting the transcript is useful here to match up the data (quotes) with your initial ideas
- Purpose of this stage is to simplify the data and focus on key characteristics

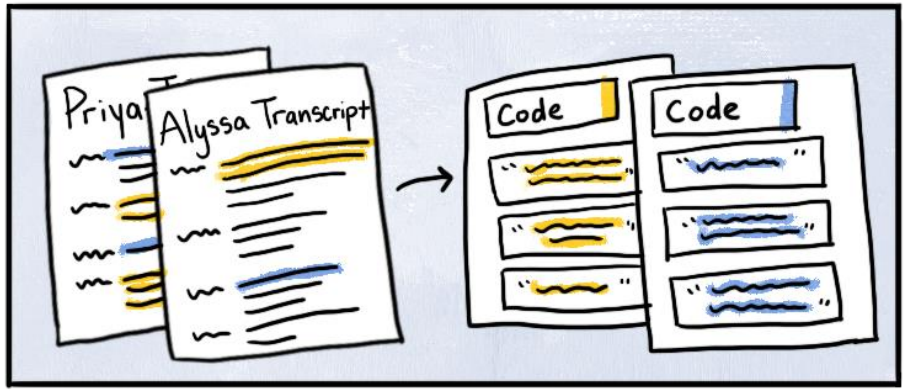
Phases of thematic analysis

(Braun & Clarke, 2006)

Generate Generate initial codes

- Codes or labels can be anything you think is relevant, such as…

- Something the participant says more than once
- Something surprising (unexpected)
- The participant explicitly says it is important
- A lack of information (withholding a response, stuttering, etc)

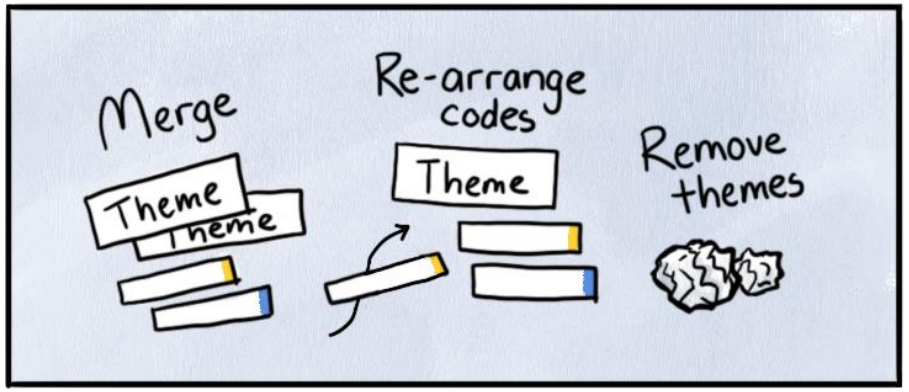


Phases of thematic analysis

(Braun & Clarke, 2006)

Search Search for themes

- A ‘theme’ is the subjective meaning of the data
- During this phase you want to start grouping together codes
  - ‘cutting and pasting’ of information
- Highlighting in the previous phase becomes useful here
- Start to consider quotes that support themes

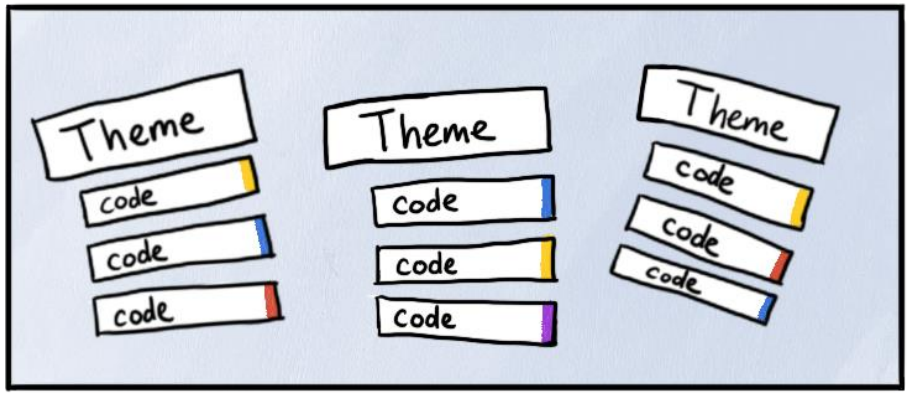


Phases of thematic analysis

(Braun & Clarke, 2006)

Review Review themes

- Want to make sure themes are coherent and distinct from one another
- Themes may be deleted, collapsed, merged, and sub-themes may be identified
- Do the themes make sense?
- Does the data support your themes?



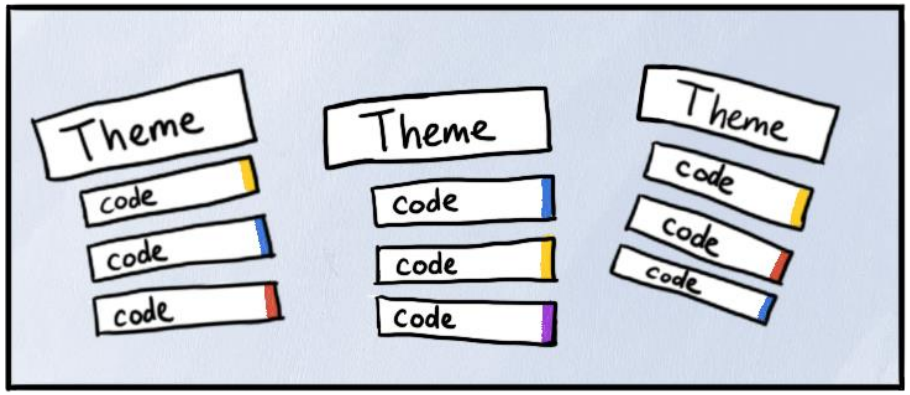
Phases of thematic analysis

(Braun & Clarke, 2006)

Define and name

Define and name themes

- At end of previous phase, you should have a good idea of the different themes, how they fit together, and how the narrative will start to play out (interpretations)
- Phase 5 = refining and finalising themes
- Begin to write analysis for each theme and tell the story of how each theme has developed



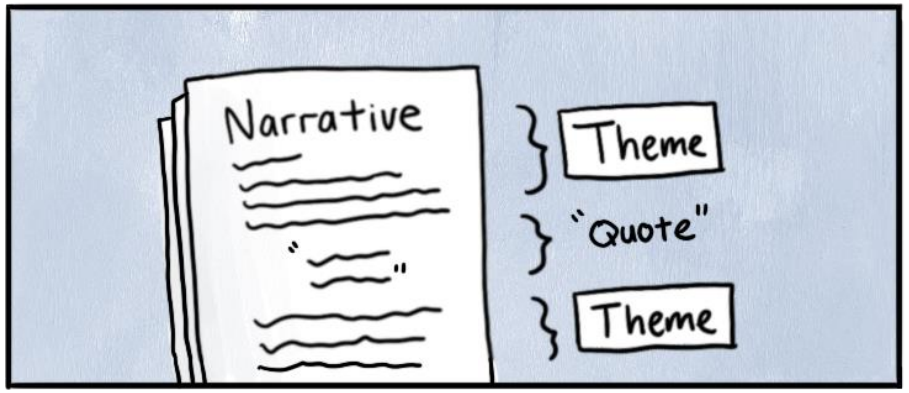
Phases of thematic analysis

(Braun & Clarke, 2006)

Define and name

Define and name themes

- Renaming themes often occurs during this stage
- Theme names – short, punchy, and explanatory



Phases of thematic analysis

(Braun & Clarke, 2006)

Report Produce the report

- Start to tell the story of your data
- Themes should be fully considered – communicate to read about the validity of analysis
- Ensure a coherent story is told and use vivid quotes
- Go beyond description and ensure your own interpretative analysis comes through

Narrative example

Theme 1: The impact of past experiences

As the interviews progressed it became clear that John's past experiences affected how he coped with the risk assessment process. Two main sub-themes were identified: having a personal experience of cancer, and prior medical experiences.

Personal Experience of Cancer

John stated that: *"Having already had cancer, and survived it, I suppose in a way I was a bit blasé about [how I felt when waiting for my risk results]"* . He went on to further comment:

> *"I know when I was initially diagnosed XX years ago it was a bit of a shock……but I've always thought, as long as I know what the problem is, and I know what's going to be done about it, I can cope with it"* .

Displaying themes

Themes, sub-themes, and exemplar quotations should be provided in a table within your results section

Also in appendices (may have a larger table)

“That’s life”	The effects of life transitions upon the sibling relationship.
“How do I understand who I am?”	Exploring identity and the concept of self.
“They did their best”	Parenting styles and the Impact upon the adult sibling relationship.
“they were always there”	Perceived support in the sibling relationship
“It is normal to fight”	The influence of the experience of conflict within the sibling relationship.
The society of family.	

Final considerations re: themes

- Are some themes/sub-themes present in some talk but absent from other?
- Are some present in more than one person's talk but spoken about differently
  - Could be in different interviews or in a focus group

Introduction of main aims of the study

a) Introduction of **Themes** **(Theme 1, 2…)**
b) Introduction of **subthemes** (subtheme 1, 2….)
Within each theme with brief detail. May use lists, tables or diagram format if you wish

Theme 1
General description and justification

Subtheme 1, 2
Subtheme 1, etc. introduction, interpretation and example quotes. Brief summary

Theme 2
General description and justification

Subtheme 1, 2
Subtheme 1, etc. introduction, interpretation and example quotes. Brief summary

Theme 3
General description and justification

Subtheme 1, 2
Subtheme 1, etc. introduction, interpretation and example quotes. Brief summary

Summary of themes

Example of TA – all stages

Stages of Thematic Analysis: 15-minute video