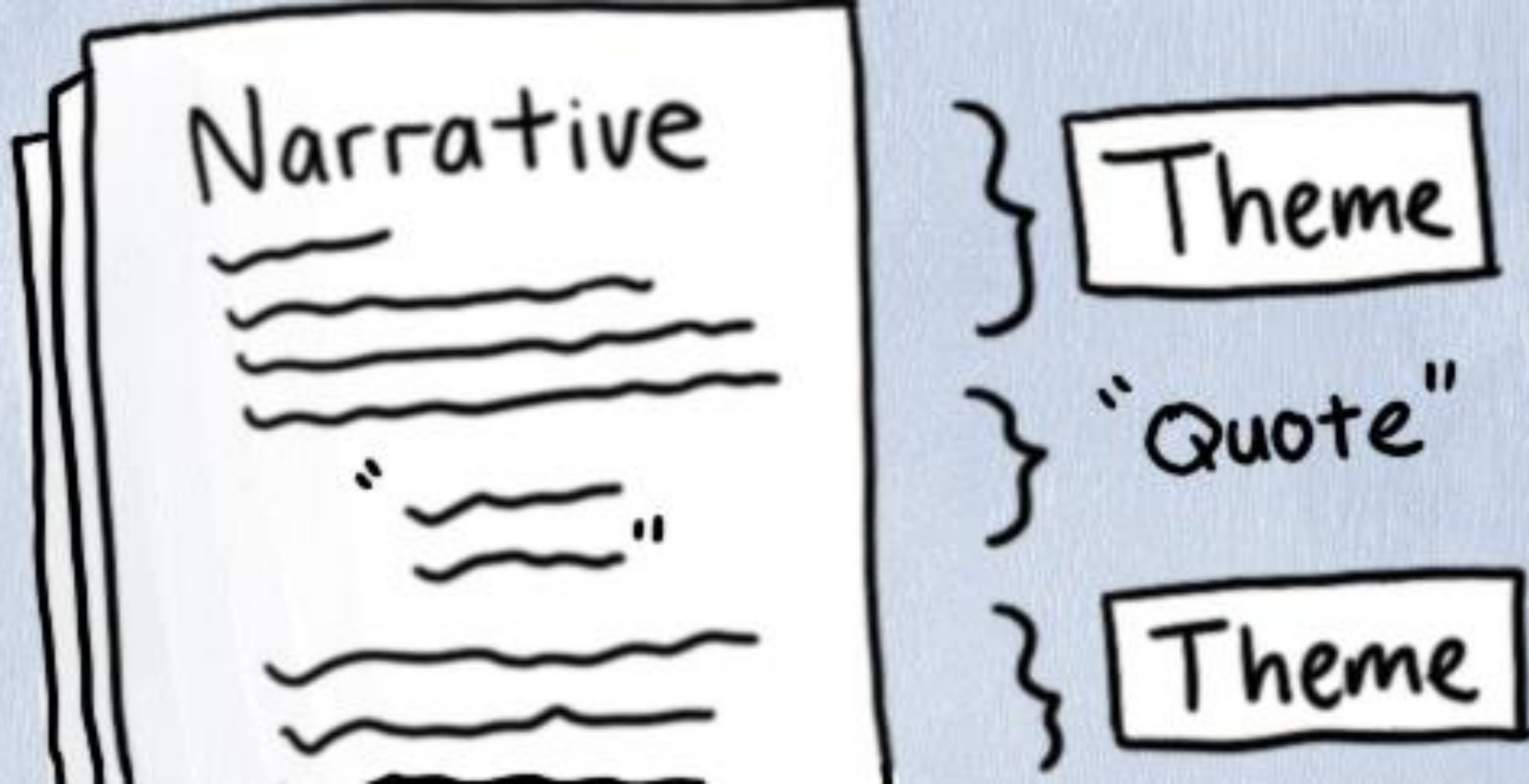




Writing and Presenting Thematic
Analysis Results

Writing up a qualitative report

- No single correct way to present qualitative interpretations
- Researcher must choose which story to tell and how best to tell it
 - Subjective interpretation
- What is the storyline?
 - What is your research question?
- The important ideas will not be 'in' the data themselves
 - The data are there to think about and **interpret**

Assessment pointers

How does the conversation between participant(s) and researcher construct an account?



Points / arguments?

*Dominant themes and / or similarities
and differences*

Specific ways in which the participants answer questions or tell their story



*Similarities and differences in themes across
participants/groups*

Assessment pointers



The final thematic map/coding structure is translated into a narrative account illustrated with quotes from participants



The quotes are your 'data' that support the statements you make, so you **must** have quotes within your results section



The rest of the report should look no different from any report in psychology in terms of main sections/sub-headings (see proforma for specific qualitative structure for method section)

Using quotes

For quotes with less than 40 words

Contain quote within "quotation marks" within the text

e.g., Participant 1 supported this further when she stated that "I didn't think it was fair, but it happened" (page 7, line 321)



Identifiers must be used!

Using quotes

For quotes with more than 40 words:

Set quote as a block quotation and indent the whole quotation. No quotation marks are used

I loved the fandango. I could play a song with the group by the end of the workshop. It was fun. I was going through a hard time, divorce, my kids were with their father and I was lost. This community gave me something to look forward to and now every one of my close friends is here. Even with everything we have talked about, I believe in this place as one that has the potential to be a truly free one for all of us.



Whole quotation is indented ½ inch

Remember to consider . . .

- Is there a consensus regarding a theme or sub-theme?
 - Are some themes present in some talk but absent from others?
 - Are some present in more than one person's talk but spoken about differently
 - Could be in different interviews or in a focus group
-

Analysis of data

- Use the data selectively to exemplify, illustrate or illuminate what you are trying to tell us about the topic of your study!
 - Does not mean cherry picking the most extreme or dramatic examples
 - Sometimes what appears to be mundane can tell us a lot about how people feel/think
 - You decide how best to present themes
-

Themes	Sub-Themes	Supporting Quotes
Support	Relationship building and trust	"It can take a little bit of time to build up that sort of trust level. Obviously, emotional eating is a quite a personal thing, so it takes a lot for people to open up about it." (Helen)
	Re-education in healthy eating	"And obviously, like when they're working off plan, I make sure that through each step they can regulate their weight and work out what calories like, suit them best, like re-educate them about food and what's of good things to eat." (Karen)
	Developing a healthier lifestyle	"Like, encourage like exercise into their like weekly routine because some people can get like obsessive with like exercise and to overcompensate for the sort of binge, maybe. So, if it's like a natural thing that they do every day and they won't feel guilty about the little slip ups they do have." (Karen)
Self-Awareness of eating behaviours	Self – Acceptance of emotional eating	"Signs that you become aware of, and things and a lot of people will with some probing open up and this can be a real turning point in their journey as it is sometimes almost like um, a secret they have been storing away and they feel free from it." (Helen)
	Denial	"Instead of admitting like they've emotionally eaten; they'll almost point blame. Like for example blame the diet or the consultant instead" (Karen)
	Self-Sabotage	"Cheat an that, that they just kind of basically sabotage themselves out of guilt" (Karen)

Always begin by indicating what the primary aim of the research is

'The primary aim of this research was to.....'

Then introduce your themes and sub-themes (refer to table if appropriate) and indicate which/how many themes will be referred to within your results section

Reflexivity

Acknowledge that your interpretations are just that; your own account of the story within the data

"It is important at this point to recognise that the themes developed are only one possible account of the experience of siblinghood and do not incorporate all aspects of the participant's full experience."

(Sarah Hocking-Rees, Psychology and Counselling Graduate)

Introduction of main aims of the study

a) Introduction of Themes (Theme 1, 2...)

b) Introduction of subthemes (subtheme 1, 2....)

Within each theme write some brief detail. May use lists, tables or diagram format if you wish (as long as the content is clear)

Theme 1

General description
and justification

Theme 2

General description
and justification

Theme 3

General description
and justification

Subtheme 1, 2

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

Subtheme 1, 2

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

Subtheme 1, 2

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

Overall summary of themes

Analysis: Themes

NOTE: The results section here is reporting IPA (hence reference to superordinate themes) – the structure is very similar to TA, but please see the H5P on Moodle for differences in IPA and TA

Theme 1 *(explain what this theme is about – why is this a theme?)*

“That’s life” : the effects of life transitions upon the sibling relationship

The first superordinate theme captures the sense that the sibling relationship experiences many transitions from childhood to the end of life, the sibling relationship has longevity and holds significance in relation to understanding how each transition impacts upon the sibling bond. Participants each spoke differently about types of life transitions such as divorce of parents, divorce as a parent, parental death, sibling death, remarriages, geographical distances and the strength of the childhood connection in relation to the adult bond.

Analysis: Sub-themes

Loss of the relationship

The subject of 'loss' was identified as a distinct subtheme, as out of the total eight participants six commented in the area relating to loss of a relationship. For example in the case of participant three the notion of loss is discussed in relation to offering sibling support as highlighted in the following transcript extract:

(Detailed explanation of how this became a subtheme)

"Um, yeah, I think in particular, with my eldest sister, but brother passed away five years ago"

(Participant 3, female, 30s)

(Quote to support)

This loss has obviously made an impact upon the sibling relationships which have survived it, strengthening the connection further. Another area of loss was the loss of a parent as demonstrated in the succeeding transcript extract:

(Interpretation and link to next point/quote)

Deal with each theme/subtheme in the order in which you have stated they will be presented

Summarise at the end of each subtheme/ theme - tie up each before moving on to the next

- The responses regarding.....strongly suggest that/could be interpreted as.....

Summarise at the end of the Results (Findings) chapter

- e.g. What threads have been the strongest/most dominant throughout the focus group sessions/interviews?
- The accounts of the participants show how the presence of siblings provided the resources with which to form and maintain a sense of identity. The design of the study involved asking men and women to discuss their memories of different aspects of sibling relationships. The analysis demonstrated that the participants....."

Discussion

- Discuss themes in the order you think **tells the story** you have interpreted in the most effective way
 - Explain **how your findings contribute to the literature** by linking your findings to the prior research you have included in your introduction
 - Consider **strengths and limitations**, plus **further potential research** in this area
 - Provide an **overall conclusion**
-

Tips and reminders



Read journal papers
that report on
qualitative thematic
analysis studies



DO NOT leave writing
up to the last minute



Begin with notes,
memos and mind maps

Cutting and pasting of
quotes to build your
themes/sub-themes



Always have your
research question in
mind



What theory is your
research based on?
What does the literature
suggest you should
look for (to answer your
research question)

Tips and reminders



Start to make notes as you gather and transcribe data – you may begin to notice potential themes/sub-themes as you listen to participants talk



Do not forget to include an **introduction to your results section** – do not begin with a table of themes!



The quotes are your data! you **must** include quotes to support your interpretations (analysis)

Quotes should include participants name [pseudonym], age or gender [if appropriate] and an identifier from the transcript [page and/or line number is often used]



A table of themes must be in the report – preferably in the Results section for clarity and ease of reading. However, it could be in the appendices if very long

Tips and reminders

Braun and Clarke's stance on themes 'emerging' from data



The idea that themes emerge is problematic, as it assumes that meaning is simply sitting within the data waiting to be seen. This isn't the case - the researcher is active in their interpretation of the data, not a neutral conduit for the revelation of said meaning.



Analysis is a situated and interactive process, reflecting the data, the positionality of the researcher, and the consent of the research itself.

Useful reading

Howitt, D. (2010). *Introduction to qualitative methods in psychology*. Pearson.

- (Chapter 7; Thematic Analysis)

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. Sage.

- (Chapter 13: Writing and Communicating Qualitative Analysis)
 - Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. Sage
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