

Welcome to

Qualitative Research

Week 6

Lecture 2

Qualitative Data Analysis

(QDA)

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Qualitative Data Analysis (QDA)

is the range of processes and procedures whereby we move from the qualitative data that have been collected, into some form of explanation, understanding or interpretation of the people and situations we are investigating'.

QDA as an interpretative philosophy.

The idea is to examine the meaningful and symbolic content of Qual Data and to analyse:

- Someone's interpretation of the world,
- Why they have that point of view,
- How they came to that view,
- What they have been doing,
- How they conveyed their view of their situation,
- How they identify or classify themselves and others in what they say,

Types of Qualitative data sets

- **Semiotic analysis**: Analysing signs and symbols (e.g. A participant captures an image and is filmed whilst talking through what the image means to them– it is important to note that the analysis is of the picture and its meaning in a particular social context)
- **Thematic analysis** – An account from the participant is captured by an interviewer driving the conversation through asking questions.
- **Conversational analysis** – capturing a conversation between two people without any prompts.
- **Narrative analysis** – A deep analysis of the dimensions of social life. This is one person giving an account of an issue, similar to 'story telling'.

Different analysis methods

You can apply different analytic methods to a data set depending on how the data has been collected.

Framework analysis

You have a pre-existing research question(s) and you are looking to prove this through analysing the data set.

VS

Grounded theory

Analyse the data set looking for themes derived from the content and make a decision as to whether 1 theme is worth exploring more than other. Grounded theory is the basis of thematic analysis and state that the theory emerges out of the data.

Validity & Reliability

Issues to consider

- 1) How can we be sure we are measuring what our we set out to?
- 2) To what extent are we describing and measuring what our RQ set out?

As Qual Researchers we need to be able to account for how inferences were made in our analysis and our conclusions reached.

This is the only way our findings are credible.

Reliability

If we repeated the research, would we find the same results?

Objectivity needs to be embedded into the research process.

Demonstrating reliability through keeping detailed records of the links between the claims you are making and the evidence on which it is based.

Be aware of the boundaries of the claims that you make from analysing your Qual Data and remain transparent throughout your analysis about all of the processes that you have used.

Are there any instances that contradict the claim that you are making? Disruptions can exist and not contradict your argument. Be upfront about these anomalies and this will help your reliability.

Preparing and managing your data set

- Leave large margins for annotations
- Do not tidy the language – although it is tempting to correct language and make it more your own style...RESIST!
- Keep your field notes to hand when analysing your data set.

Stage 1 : Initial coding

‘Define, understand and explain what is happening in the data’

1. Number each line in the data
2. Code every new concept – keep this basic and do not attribute a feeling to the code. Simple codes such as ‘bereavement’. To code ‘loss’ would come later because attributing an emotion here.
3. Code everything else, not just content in the data. For example, when the data was collected, where it was collected or if there were any external influences?

Stage 2 : Focussed coding

Synthesise the most significant/frequently used codes across cases to create categories/themes/conceptual similarities.

1. Move from initial descriptive codes, onto groups of codes. This is where 'loss' would become relevant.
2. Compare your data to see if the same codes are appearing.

Stage 3 : Selective/theoretical coding

For example, if you had some initial codes of Money, Income, Receipts. The selective code could be Finance.

Ensure you hold coding meetings. Having more than 1 person help with coding adds creativity and validity to your analysis.

Keep a 'coding book' throughout the entire coding process. Include this in your appendix when writing your report.

Example...

'X' is an overall outstanding lecturer. One, if not the ONLY lecturer on my course that I feel has my best interests at heart and takes an interest in his students. 'X' is always networking and engaging with PR practitioners and agencies to ensure we get the best chances of securing Work Experience or future job vacancies.

'X' always encourages us to raise our chances for employability and helps us with this through his own personal contacts as well as arranging regular networking events - dedicating his time outside of class. 'X' is fair and organised - which the whole class appreciates - and he is able to communicate his messages well.

Example...

He explains why we are being taught a certain topic and how this will add to either our employability or personal development. He is always looking for new ways to enhance these two areas, and often drafts in live clients and professionals - which enables us to experience real life simulations, as well as development of our abilities.

I could have nominated 'X' for 'Open door', 'outstanding feedback' or 'strongest supervision' because he really is a fantastic influence. I think 'X' is a credit to UWTSD and I know I would have dropped out last year, if it wasn't for his support.

Stage 1: Initial coding

- 1) Outstanding
- 2) Best interest
- 3) Takes an interest
- 4) Networking agencies
- 5) Securing work experience
- 6) Raises chances of employability
- 7) Helps make new contacts
- 8) Arranges networking events
- 9) Dedicates time outside class
- 10) Organised
17. Communicates well
18. Explains why
19. Personal development
20. Develops abilities
21. Fantastic influence
22. Credit to university
23. Would have dropped out if not for lecturer

Stage 2: Focussed coding

Code 1: Organisation/style of teaching: 8, 10, 11, 12, 14, 3, 7, and 2

Code 2: Skills: 1, 5, 7, 10, 11, 12, 14 & 17

Code 3: Outside of classroom behaviour: 4, 5, 6, 7, 8, 9, 17 & 13

Code 4: Employability opportunities: 4, 5, 6, 7 & 8

Code 5: Admiration of lecturer: 15, 16

Stage 3: Selective coding

Improving employability prospects
(Code 4)

Adopting a style of teaching that
moves beyond standard academic
practices/teaching (Code 1, 2, 3)

Admiration/Respect for lecturer (Code
5)

Theoretical saturation

This is where you reach a point where no new information is coming out of the data. Be realistic about how much time and resource you have and stop analysis at a sensible point.

Writing up your findings

What have you found?

In many cases what you write may be analytic ideas.

In other cases it may be some form of précis or summary of the data, though this usually contains some analytic ideas.

Make it your own!

Ensure you evidence reliability and validity and include your coding book in your appendix