

The background is a solid purple color with a pattern of various colorful geometric shapes. These shapes include circles, ovals, and elongated rounded rectangles in shades of blue, orange, red, green, and yellow. Some shapes are solid, while others are outlined or have a slight transparency effect. The shapes are scattered across the entire background, creating a vibrant and abstract visual.

ECDE7018

Session 7:

Qualitative Data Analysis

27/11/25

صبح بخیر

Investigating food preference

Many theories have been offered to explain food preference in humans, some of which are biological, others due to environmental influence.

carry out a study to investigate:

1. Whether more males or females are vegetarians;
2. How long the males and female participants have been vegetarian.

Task:

1. Decide whether this is a qualitative, quantitative or mixed-methods study.
2. Consider why we might need this information – who would use it?
3. What could you add to or change about the study to 'improve' its value?



What is data analysis in qualitative research?



Data analysis in qualitative research involves examining and interpreting non-numerical data to identify patterns, themes, and insights.

Why do I need to choose a data analysis method?



- Choosing a method of data analysis is essential for ensuring that your research is conducted rigorously, ethically, and in a way that best addresses your research questions and objectives.
- The chosen method shapes the way you collect, interpret, and draw conclusions from your data, ultimately influencing the validity and reliability of your research findings.

How will I know which method of data analysis to use?



Determined by:

- the nature of your **research question**;
- the **approach** and **paradigm** within which your research operates;
- the **methods** used;
- the type of data gathered.



What are my options?

- **Content analysis:** used to identify the patterns that emerge from text by grouping content into words, concepts and themes
- **Narrative analysis:** focuses on the stories people tell and the language they use to make sense of them.
- **Discourse analysis:** used to get a thorough understanding of the political, cultural and power dynamics that exist in specific situations.
- **Thematic analysis:** used to deduce the meaning behind the words that people use. This is accomplished by discovering repeating themes in text.
- **Grounded theory:** formulates a theory around a single data case based on actual data and not entirely speculative. Then, additional cases can be examined to see if they are relevant and can add to the original theory.
- **Interpretative phenomenological analysis (IPA)**



Method #1: Content Analysis (or Qualitative Content Analysis)

Used to **evaluate patterns** within a piece of content (for example, words, phrases or images) or across multiple pieces of content or sources of communication.



Examples

Using a collection of newspaper articles, political speeches or on social media, you could:

- identify the **frequency** with which an idea is shared or spoken about; e.g. by counting how many times David Cameron is mentioned on Twitter (conceptual data analysis)
- identify **patterns** of deeper underlying interpretations; e.g. identifying phrases or words in tourist pamphlets that highlight India as an ancient country (relational content analysis – the relationship between the words).



Method #1: Content Analysis

It is important to go into your analysis with a **very specific question** and goal.

- Group large amounts of text into 'codes'
- Summarise these into categories
- Possibly tabulate the data to calculate the frequency of certain concepts or variables.

(Because of this, content analysis provides a little **quantitative thinking** within a qualitative method.)



When is this method most helpful?

Topics focused on:

- Changes
- Patterns

in communication around social, economic or political issue.

e.g. changes in a specific government policy.



Strengths

- **Flexible** – can use a wide range of data sources
- **Unobtrusive** - can analyse existing data

Limitations

- **Time-consuming** - requires lots of reading and re-reading of the text.
- Tends to concentrate on a **very specific timeline** and doesn't take into account what happened before or after that timeline.
- **Reliability** – subjective
- Cannot usually be generalised





Method #2: Narrative Analysis

- Focused on interpreting individual human experiences and motivations
- About listening to people **telling stories** (narratives) and analysing what that **means**.
- Gain insights into the ways that people deal with and make sense of reality by analysing their stories and the ways that they tell them.



Two approaches

Inductive approach – text speaks for itself
(without the influence of preconceived notions)

Deductive approach – testing data against an existing theory
(looking for evidence in the data to support or refute them)



Examples

Exploring whether **how** something is being said is important.

e.g.

- the narrative of a prisoner trying to justify their crime could provide insight into their **view of the world** and the justice system.
- analysing the ways entrepreneurs talk about the struggles in their careers could provide powerful insights into their **mindsets and perspectives**.

It is about paying attention to the stories that people tell – and more importantly, the **way** that they tell them.



When is this method most helpful?

When you want to understand topics that focus on:

- social
- personal
- cultural or
- ideological

events or phenomena and how they are understood at an individual level.

e.g. investigating the stories of people within the same situation.



Strengths

- Flexible - can be used on primary and secondary data
- Generates a rich insight of the participant's experience – reveals details that might be missed in other methods
- Can be used in a range of topics

Limitations

- **Sample sizes are generally quite small** due to the time-consuming process of capturing narratives = can be quite difficult to reproduce in subsequent research.
- **Researcher bias** can have a strong influence on the results here, so you need to be particularly careful about the potential biases you can bring into your analysis when using this method - be careful not to draw broad conclusions.





Method #3: Discourse Analysis

- About **analysing language** within its **social** context.
- i.e. analysing language – such as a conversation, a speech, etc – within the **culture** and **society** it takes place.

Discourse = a fancy word for written or spoken **language** or **debate**.

Example



e.g. you could analyse:

- how a lecturer speaks to the Vice Chancellor
- how politicians speak about terrorism

To truly understand these conversations or speeches, the **culture**, **history** or **power** dynamics of those involved in the communication are important factors to consider.



When is this method most helpful?

When you want to understand how social groups communicate or the relationship between language and social phenomena.





Strengths

- Flexible - the potential use of discourse analysis is vast due to the many social influences in terms of how we speak to each other
- Can incorporate different types of sources – interview transcripts, written records

Limitations

- Time-consuming - you need to analyse the data to the point of saturation (i.e. until no new information emerges.)
- Relies on the researchers' ability to analyse the text and to understand the language being used
- Subjectivity of interpretation of data



Method #4: Thematic Analysis

- Looks at **patterns of meaning** in a data set, e.g. using a set of interviews or focus group transcripts.
- Takes bodies of data (which are often quite large) and groups them according to similarities – in other words, themes.
- These themes help us make sense of the content and derive meaning from it.



Example

- Analyse 100 online reviews of a popular ice cream parlour to find out what patrons think about it.
- You could identify the themes that crop up repeatedly within the data; for example, “friendly staff” or “flavour”.

“friendly staff”

●●●●○ Reviewed 19 October 2018

Gorgeous ice cream

Good quality ice cream at a fair price. **Staff** really **friendly** and a tables to sit outside with your four legged family.



●●●●● Reviewed 28 August 2019 via mobile

Best vanilla ice cream

Friendly staff and t
amazing but doesr
it's out of this world

However

e in the world
o go there again.

●●●●● Reviewe

Grand daughter

How can you fault "Jo
heard a wrong word about the place.

●●●●● Reviewed 21 October 2018

Toffee Apple Sundae

Have not written a review of “Joe's” for almost a year although we are there (St. Helen's Road) almost weekly, sometimes a couple of times a week. This morning we called in and treated ourselves to the “October Special” Toffee Apple Sundae. Quite Delicious. As the name suggests plenty of apple with toffee sauce and, of course, the wonderful Joe's ice-cream. Always very busy whatever time of year and the **staff** are always very **friendly**.



“flavour”

●●●●● Reviewed 5 June 2019

Amazing Vanilla Ice Cream

We visited Joe's at my daughter's request when we were visiting Swansea. The vanilla ice cream is amazing - smooth, creamy, velvety with a delicious vanilla **flavour**. Reasonably priced too.

●●●●● Reviewed 7 August 2019

Yummy chocolate sunda

We very often visit Joe's ice cream and it never disappoints. There's plenty of different **flavours** to choose from and the seating arrangements are very nice and comfortable. We highly recommend giving Joe's a visit if you're in the area. There's also a Joe's in Mumbles too where the views are wonderful across the bay.

●●●●○ Reviewed 18 August 2019 via mobile

Not enough options

This ice cream restaurant did not have enough ice cream **flavours**, other people would probably be fine with this but it was not for me

●○○○○ Reviewed 3 May 2021

No taste at all

I wanted to give it another chance as the first time I had an ice cream there I was very disappointed. I love ice cream and have been to many places in different countries but honestly this is the tasteless ice cream I have had in all my life. I honestly don't know why there are queues all the time for a thing with no **flavour**, maybe I don't get it?



●●●●● Reviewed 21 August 2019 via mobile

Best Ice Cream in the World

If you haven't been for a Joe's, you haven't been to Swansea. This place was so busy during the Winter, we struggled to get a seat! The classic vanilla is all you need, **flavours** simply complicate things! You can also buy merchandise as a souvenir. Couldn't recommend this place enough!

●●●●● Reviewed 18 July 2023 via mobile

Best Ice Cream

Always a must to stop over for Joe's ice cream wherever we are in Swansea/Mumbles. The rum and raisins was really good and vanilla **flavour** was different from other vanilla ice creams from other places. The kids loved it. Parking can be tricky but worth the walk especially on a sunny day.



When is this method most helpful?

When you want to understand people's opinions, experiences or values.





Strengths

- Useful for finding out about people's experiences, views, and opinions.
- Can analyse large amounts of data
- Can investigate underlying concepts and explains why they occur.
- Easy for you to explain new concepts that affect human behaviour
- Can use interviews, conversations, open-ended survey responses, social media posts.
- Useful for large sample sizes when you want to identify overarching patterns across the full dataset

Limitations

- **Time-consuming** - data needs to be re-reviewed if a research question is adjusted.
- Subjective – relies on the researcher to analyse
- Coding system is subjective and open to interpretation = inaccurate results and unreliable conclusions



Method #5: Grounded Theory

- The intention is to create a new theory (or theories) using the data at hand, through a series of 'tests' and 'revisions'.
- Strictly speaking, grounded theory is more a **research design type** than an analysis method, but it is often referred to as a method.
- What's most important with grounded theory is that you go into the analysis with an open mind and let the data speak for itself (and not by using existing hypotheses or theories).
- In other words, your analysis must develop from the ground up.



Example

You are interested in developing a theory about the factors that influence students to watch a YouTube video about qualitative analysis. You would start with this general overarching question about the given population (i.e. graduate students).

1. Approach a small sample – for example, five graduate students in a department at a university. Ideally, this sample would be representative of the broader population.
2. Interview these students to identify what factors lead them to watch the video.
3. Analyse the interview data. Here, you may see a general pattern, e.g. you might notice that graduate students are more likely to watch a video if they are just starting on their thesis, or if they have an upcoming test about research methods.
4. Next, you will look for another small sample, e.g. five more graduate students in a different department and interview them to see whether this pattern holds true for them.
5. If not, you'll look for commonalities and adapt your theory accordingly.

As this process continues, the theory would develop.



When is this method most helpful?

When you want to understand or analyse social processes and relationships when little is already known.



Strengths

Limitations



- Usually produces richer and more diverse data than traditional research methods
 - A very useful method when you're researching a topic that is completely new or has very little existing research about it, as it allows you to start from scratch and work your way from the ground up.
 - Offers a systematic and rigorous process of data collection and data analysis so a research problem can be studied in a great level of depth.
- Has comparatively little structure
 - Requires the collection of a great deal of data
 - Time consuming
 - Difficult to conduct
 - Researcher-induced bias = subjectivity



Method #6: Interpretive Phenomenological Analysis (IPA)

- IPA is designed to help you understand the personal experiences of a subject (for example, a person or group of people) concerning a major life event, an experience or a situation.
- This event or experience is the 'phenomenon' that makes up the 'P' in IPA.



Examples

Can range from relatively common events; e.g.

- motherhood
- being involved in a car accident

to those which are extremely rare; e.g.

- someone's personal experience in a refugee camp.

So, IPA is a great choice if your research involves analysing people's personal experiences of something that happened to them.



Points to remember:

1. IPA is **subject-centred** i.e. it is focused on the **experiencer**.

This means that, while you'll likely use a coding system to identify commonalities, it's important not to lose the depth of experience or meaning by trying to reduce everything to codes.

2. The sample size will generally be very small so you often won't be able to draw broad conclusions about the generalisability of your findings.

But that's okay, as long as it aligns with your research aims and objectives.



When is this method most helpful?

When you want to understand what it is like to experience a specific situation or life event from the perspective of someone who actually lived it.





Strengths

- Provides a chance to examine more personal perspectives on the issue than other research approaches – to reach, hear and understand the experiences of the participants.
- Helps us to understand what it is like to experience a specific situation or life event. By describing the stories of people who actually lived through a particular experience and their perceptions of it, the research can get to the heart of what it was truly like.

Limitations

- Very small sample size so results cannot be generalisable
- Personal bias can have a significant impact on the results
- Subjectivity
- Time-consuming

How do I choose the right analysis method?



Selecting the right qualitative analysis method largely depends on your research aims, objectives and questions.

The best tool for the job depends on what you're trying to build.

Each of the following research aims are distinctly different = different analysis methods would be suitable for each one.





How do I choose the right analysis method?

1. Your research aims to analyse the ways entrepreneurs talk about the struggles in their careers in order to discover insights into their mindsets and perspectives;
2. Your research aims to develop an understanding of the unique personal experiences of people that have experienced a certain event;
3. Your research includes several interviews and aims to find out if there are commonalities in the responses of different participants.

Narrative
analysis

IPA

Thematic
analysis



How do I choose the right analysis method?

- All these qualitative analysis methods make use of **coding and theme-generating techniques**,
- However, the intent and approach of each analysis method differ.
- It is very important to come into your research with a clear intention before you decide which analysis method to use.
- Start by reviewing your research aims, objectives and research questions to assess what exactly you are trying to find out – then select a qualitative analysis method that fits.
- Never choose a method just because you like it or have experience using it – your analysis method must align with your broader research aims and objectives.

What is **coding**?

Coding is a systematic process of categorising and labelling the data to identify patterns, themes, and concepts.

Coding is a crucial step in the analysis of qualitative data as it helps researchers organise, condense, and make sense of large volumes of information collected through methods such as interviews, focus groups, observations, or textual analysis.

	INTERVIEWER: So, what do you think of the current strategies to prevent road traffic collisions and neurotrauma in your city and country?	Codes
	PARTICIPANT: You know, the government has instituted things like traffic rules and all that, but these are not being enforced properly. There don't seem to be enough traffic police to cover the many areas in the city where there is a lot of traffic, and I suppose what you could call accident-prone areas. I have read on the internet that many other countries are having things like speed cameras and all that to prevent speeding. I know we have things like speed bumps and maybe the signs which show the speed limit. The problem is people are not following the rules. For that reason, it would be good to have these speed cameras, for example, so that people will	Gov. role Lack of compliance Lack of enforcement Accident reduction strategies Lack of compliance Accident reduction

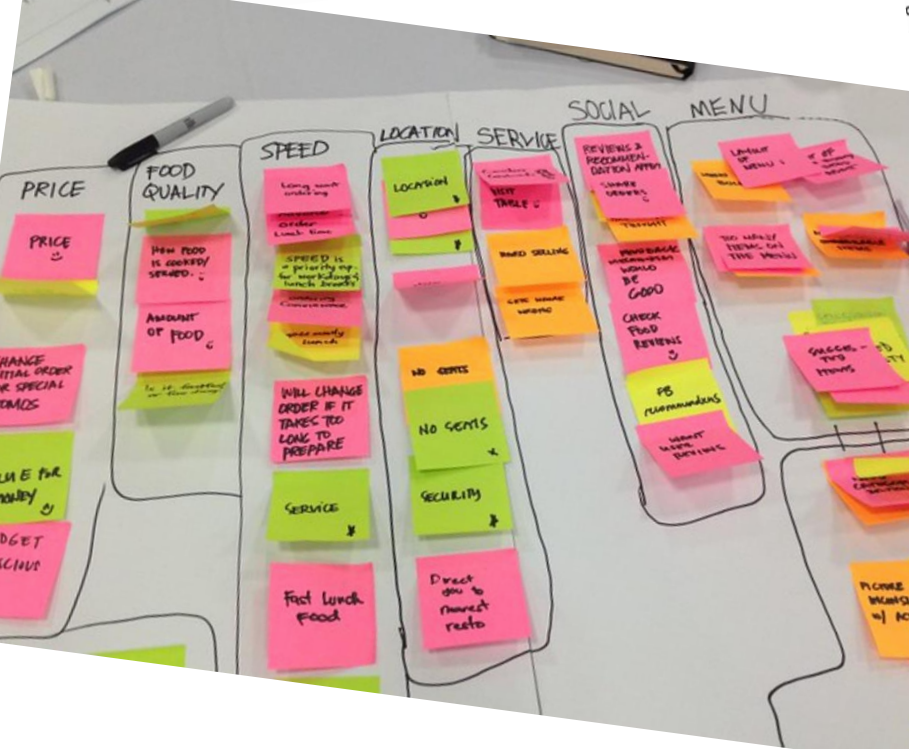
Nodes

Name	Files	References
Adopted Nomenclature	3	6
Causes and cost impact of delays	1	4
Distribution list of MoOSTs report	3	3
Dynamics of maintenance team	3	5
Estimated duration	2	2
Formalised approach for learning	3	3
ICT for storing Knowledge	3	4
Knowledge use	3	3
Major activities during MoOSTs	3	2
Mode of communication	3	3
Barriers to learning	2	1
Personal experience of learning	3	4
Prediction phase	3	2
Procedure for debriefing contractors	2	6
Responsibility for Knowledge and experience	3	3
Review sequence and structure	3	3

References

- Reference 1 - 0.74% Coverage
- Reference 2 - 2.34% Coverage
- Reference 3 - 3.95% Coverage
- Reference 4 - 1.17% Coverage
- Reference 5 - 2.26% Coverage

think anything that is in school that's on paper is difficult to relate to students [C1]. And, this is the great thing about the new junior-cycle, there's a lot more of the hands on approach in most academic subjects [C2]. I think, that needs to be brought into areas like SPHE [C3]. Theory is fine – I don't know if you want me to talk about the wellbeing indicators [interviewer gestures to continue]. I have them there on my wall, this is maybe my third year to have them on the wall [C4]. To be honest, I feel that that's just way too abstract! It means nothing to a 13 or 14 year old, absolutely nothing [C5]. So, that's what I mean by simplifying it, just to say, you know, we might do a topic and I'll say; "how does that make you feel?" Can you imagine – if you didn't feel connected, what would that be? You know, trying to get them to relate to viewee gestures towards the wellbeing indicators in the classroom [C6]. But to be quite honest, I think it's w...



Theme: The purpose of feedback. Codes Help to learn what you're doing wrong. Unable to judge whether question has been answered properly. Improving grade. Improving structure.	Theme: Lecturers. Codes Ask some Ls. Some Ls more approachable, Some Ls give better advice. Reluctance to admit difficulties to L, Fear of unspecified disadvantage. Unlikely to approach L to discuss fdbk. Lecturer variability in framing fdbk. Unlikely to make a repeated attempt. Have discussed with tutor. Example: Wrong frame of mind.	Theme: Reasons for using feedback (or not). Codes To improve grade. Limited feedback. Didn't understand fdbk. Fdbk focused on grade. Use to improve grade. Distinguish purpose and use. Improving structure improves grade. Can't separate grade and learning. New priorities take precedence = forget about feedback.
Theme: How feedback is used (or not). Codes Read fdbk. Usually read fdbk. Refer to fdbk if doing same subject. Not sure fdbk is used. Used fdbk to improve referencing. Example: using fdbk to improve referencing. Refer back to example that went right. Forget about fdbk until next assignment. Fdbk applicable to similar assignments. Fdbk on referencing.	Theme: Emotional response to feedback. Codes Like to get fdbk. Don't want to get fdbk if haven't done well. Reluctance to hear criticism. Reluctance to hear criticism (even if constructive). Fear of possible criticism. Experience: unrealistic fear of criticism. Fdbk taken personally initially. Fdbk has an emotional impact. Difficult for L to predict impact. Student variability in response to fdbk. Want fdbk in L's office as emotional response difficult to manage in public. Worded doesn't make much difference. Lecturer variability in framing fdbk. Negative fdbk can be constructive. Negative fdbk can be framed in a supportive way.	Theme: What students want from feedback. Codes Usable fdbk explains grade and how to improve. Want fdbk to explain grade. Example: uninformative fdbk. Very specific guidance wanted. More fdbk wanted. Want dialogue with L. Dialogue means more. Dialogue more personalised/ individual. Dialogue more time consuming but better. Want dedicated class for grades and fdbk. Compulsory fdbk class. Structured option to get fdbk. Fdbk should be constructive. Fdbk should be about the work and not the person. Experience – fdbk is about the work. Difficulties judging own work. Want fdbk to explain what went right. Fdbk should focus on understanding.

Sticky Notes:

- Difficult to find videos
- not easy to find something
- using search
- confusing interface
- Angerance

Printed Page:

I: And how concretely did you discover the different videos she suggested?
 Peter: She was just sort of browsing around on our apple TV. You know when we decided to look for it, and search with our remote is really a hassle... something, there's so much stuff and they seem to suggest...
 I: oh yeah?
 Peter: Yeah, it has this little sort of joystick and you have to move it around to get to the different letters...
 I: so how did that make you feel?
 Peter: I think it's a bit of a hassle...
 I: I think it's a bit of a hassle...
 Peter: Yeah, it has this little sort of joystick and you have to move it around to get to the different letters...
 I: so how did that make you feel?
 Peter: I think it's a bit of a hassle...
 I: I think it's a bit of a hassle...
 Peter: Yeah, it has this little sort of joystick and you have to move it around to get to the different letters...
 I: so how did that make you feel?
 Peter: I think it's a bit of a hassle...



Assessment Component 2

Section	Suggested content	Suggested word count
Introduction	Briefly introduce your topic and the research question that you have chosen to focus on in this part of the assignment. What is the aim of your study?	200
Chosen method	What is/are your chosen method(s)? • Quantitative • Qualitative • Mixed-methods approach	1000
Sampling	What is/are your sampling method(s)?	600
Ethics	What are the ethical considerations that relate to your study?	500
Research tool(s)	What is/are the research tool(s) that you have selected?	1000
Data analysis method(s)	Which method(s) of data analysis have you chosen?	400
Conclusion	<u>Summarise</u> your intentions.	50



Follow-up Tasks

Follow-up tasks

Task 1

In preparation for Assessment Component 2:

For your chosen research question(s), consider which method of data analysis would be most appropriate in order to answer the question(s).

Undertake some additional reading about your chosen method and take notes.

Task 2

Catch up on any tasks from previous weeks that you have not yet had the opportunity to complete; e.g. readings that relate to your research tools or about data analysis methods that relate to your research question.

Before next week

Download the ECDE7018 Ethics Form from Moodle onto your laptop OR print a copy.

A close-up photograph of a snow-covered evergreen branch, likely a Christmas tree, with warm, out-of-focus lights in the background. The branch is covered in a thick layer of white snow, and the needles are dark green. The background is a soft, out-of-focus grey, suggesting a snowy outdoor setting. The lighting is warm and golden, creating a cozy and festive atmosphere.

See you on the 4th of December.