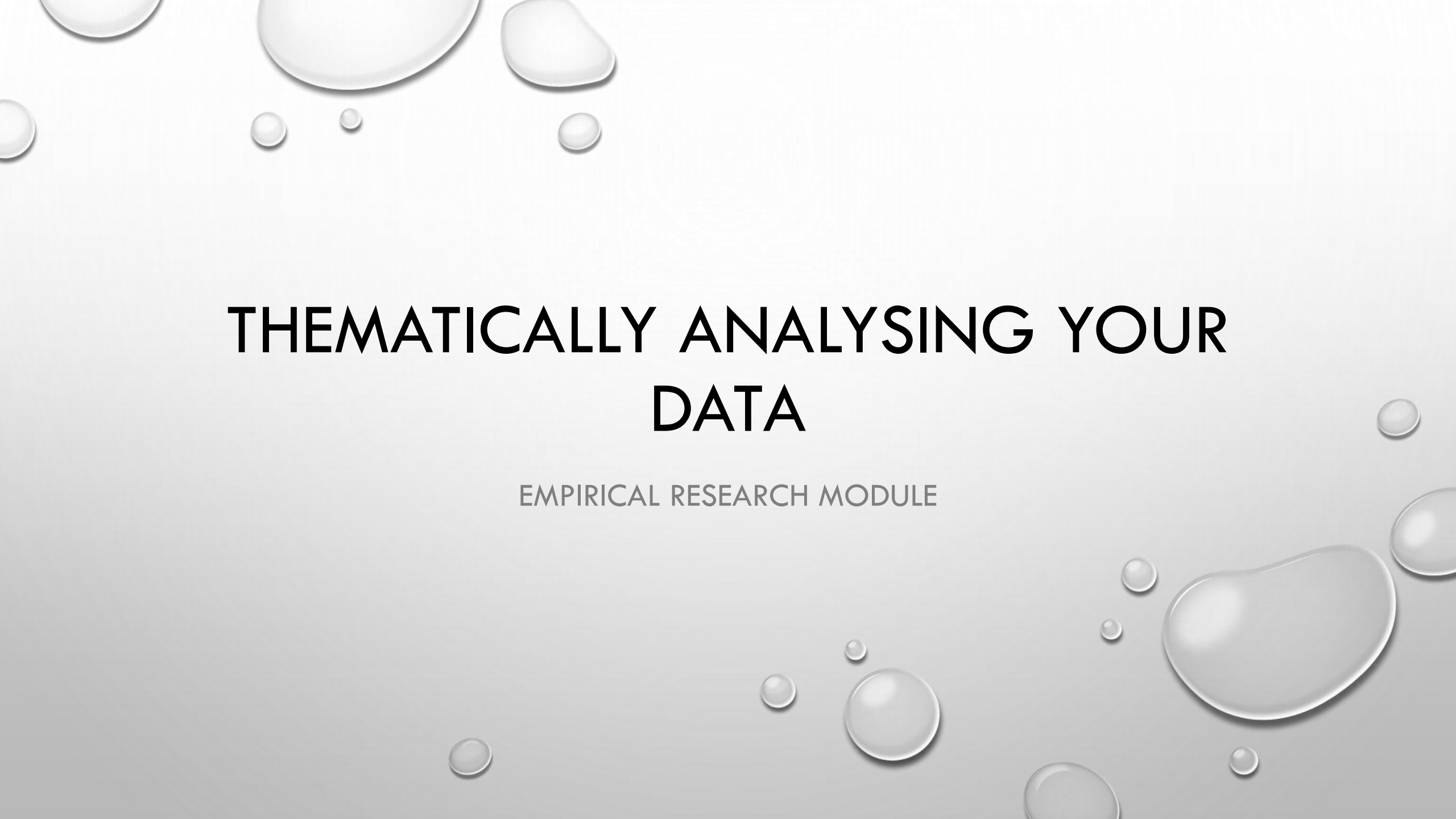


The background of the slide is a light gray gradient. It is decorated with numerous realistic water droplets of various sizes. Some droplets are large and prominent, while others are small and subtle. They are scattered across the slide, with a higher concentration in the top-left and bottom-right corners. The droplets have highlights and shadows, giving them a three-dimensional appearance.

THEMATICALLY ANALYSING YOUR DATA

EMPIRICAL RESEARCH MODULE



THE AIM OF THIS LESSON:

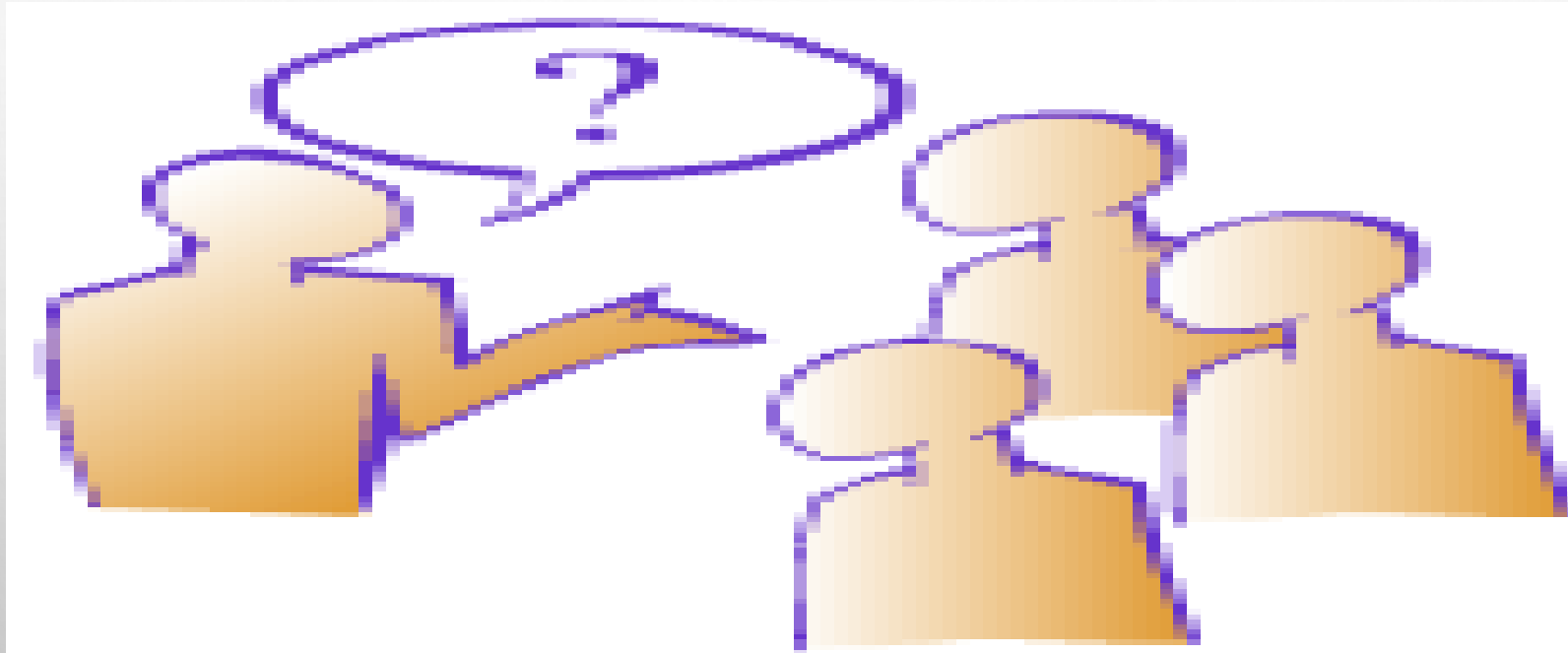
- TO BE ABLE TO THEMATICALLY ANALYSE YOUR FOCUS GROUP DATA
- 



SMALL GROUP WORK.....

- IN PAIRS, DISCUSS YOUR UNDERSTANDING AND PERCEPTION OF THE BRAUN AND CLARKE PAPER.....
- 

FULL GROUP DISCUSSION....





SIX PHASES OF THEMATIC ANALYSIS

1. FAMILIARISING YOURSELF WITH THE DATA AND IDENTIFYING ITEMS OF POTENTIAL INTEREST
 2. GENERATING INITIAL CODES
 3. SEARCHING FOR THEMES
 4. REVIEWING POTENTIAL THEMES
 5. DEFINING AND NAMING THEMES
 6. PRODUCING THE REPORT FOR PRESENTATION
- 

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FAMILIARISATION

STEPS OF ANALYSIS

1) FAMILIARIZING YOURSELF WITH THE DATA AND IDENTIFYING ITEMS OF INTEREST

- TRANSCRIBE YOUR RECORDING
- READ THROUGH EACH DATA ITEM INDIVIDUALLY
- NOTE ITEMS OF INTEREST
- TRY TO BE AS INCLUSIVE AS POSSIBLE
- DO THIS FOR ALL DATA ITEMS
- READ ACTIVELY, ANALYTICALLY AND CRITICALLY (READ DATA AS *DATA*)



CODING

SIX PHASES OF THEMATIC ANALYSIS

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2. GENERATING INITIAL CODES
3. SEARCHING FOR THEMES
4. REVIEWING POTENTIAL THEMES
5. DEFINING AND NAMING THEMES
6. PRODUCING THE REPORT

SIX PHASES OF THEMATIC ANALYSIS

- “CODES IDENTIFY A FEATURE OF THE DATA (SEMANTIC CONTENT OR LATENT) WHICH IS INTERESTING TO THE ANALYST....

(2) GENERATING INITIAL CODES

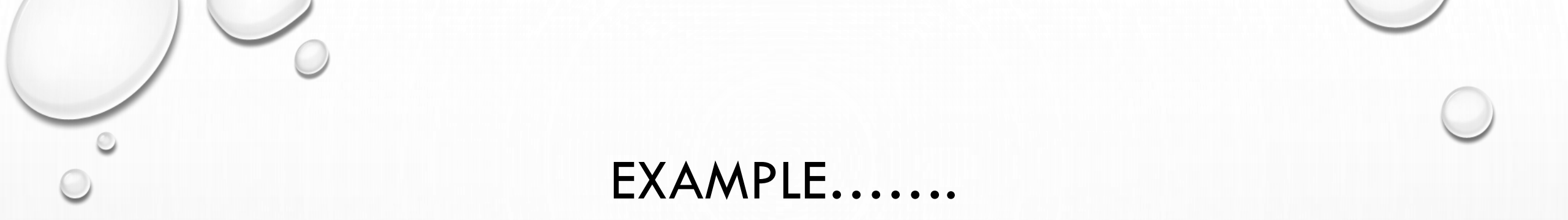
- A CODE IS A PITHY LABEL THAT CAPTURES WHAT IS INTERESTING ABOUT THE DATA
- CODE INCLUSIVELY, COMPREHENSIVELY AND SYSTEMATICALLY
- CODES CAN BE SEMANTIC OR LATENT; CODING CAN BE FINE OR COARSE
- CODE EACH DATA ITEM EQUALLY
- END THIS PHASE, WITH A LIST OF CODES AND ALL THE DATA RELEVANT TO EACH CODE COLLATED (IMPORTANT FOR NEXT PHASE)

MANAGING THE CODING PROCESS

- CODE ON THE TRANSCRIPTS/DATA ITEMS PRINTED WITH WIDE MARGINS – HIGHLIGHTING/UNDERLINING THE RELEVANT DATA (HELPS STAY CLOSE TO THE DATA) – AND THEN COLLATE DATA
- *FILE CARDS
- *CUTTING AND PASTING INTO A WORD FILE
- *COMPUTER SOFTWARE
 - *THESE CODING STRATEGIES ALLOW FOR SIMULTANEOUS CODING AND COLLATION OF CODED EXTRACTS AND CAN HELP YOU TO CODE *BEYOND* THE DATA SURFACE

SEMANTIC AND LATENT CODES

- SEMANTIC CODES CAPTURE THE SURFACE MEANING OF THE DATA
- LATENT CODES CAPTURE THE ASSUMPTIONS UNDERPINNING THE SURFACE MEANINGS, OR USE PRE-EXISTING THEORIES AND CONCEPTS TO INTERPRET THE DATA:



EXAMPLE.....

- FAMILIARITY

- A GOOD, OR A BAD THING?
- 

CODING EXERCISE

- WORKING IN SMALL GROUPS, CODE THE DATA EXTRACTS
- TRY TO DEVELOP AROUND FOUR CODES, WITH AT LEAST ONE SEMANTIC AND LATENT CODE
- DO YOU ALL AGREE ON HOW BEST TO INTERPRET THE DATA?
 - IF THERE ARE DIFFERENCES, HOW DO YOU MAKE SENSE OF THESE?
- WHAT IF ANYTHING HAS CHANGED FROM YOUR INITIAL OBSERVATIONS?
- WHAT ASSUMPTIONS UNDERPIN YOUR CODING?
- FEEDBACK!



THEME DEVELOPMENT AND INTERPRETATION

FINDING YOUR ANSWER.....

SIX PHASES OF THEMATIC ANALYSIS

1. FAMILIARISING YOURSELF WITH THE DATA AND IDENTIFYING ITEMS OF POTENTIAL INTEREST
2. GENERATING INITIAL CODES
3. **SEARCHING FOR THEMES**
4. REVIEWING POTENTIAL THEMES
5. DEFINING AND NAMING THEMES
6. PRODUCING THE REPORT

WHAT IS 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 & CLARKE, 2006: 82)
- A COHERENT AND MEANINGFUL PATTERN IN THE DATA RELEVANT TO THE RESEARCH QUESTION THAT HAS A **CENTRAL ORGANISING CONCEPT**



EXAMPLE OF A CENTRAL ORGANISING CONCEPT:

THEME:

- **THEME THREE: MIND THE GAP**

CENTRAL ORGANISING CONCEPT:

- ISSUES WITH ELEMENTS OF BOTH POSITIVITY AND NEGATIVITY, STRADDLING THE GAP BETWEEN 'MOSTLY GOOD EXPERIENCES' AND 'NOT ALL PLAIN SAILING'
- 



EXAMPLE OF A CENTRAL ORGANISING CONCEPT:

THEME:

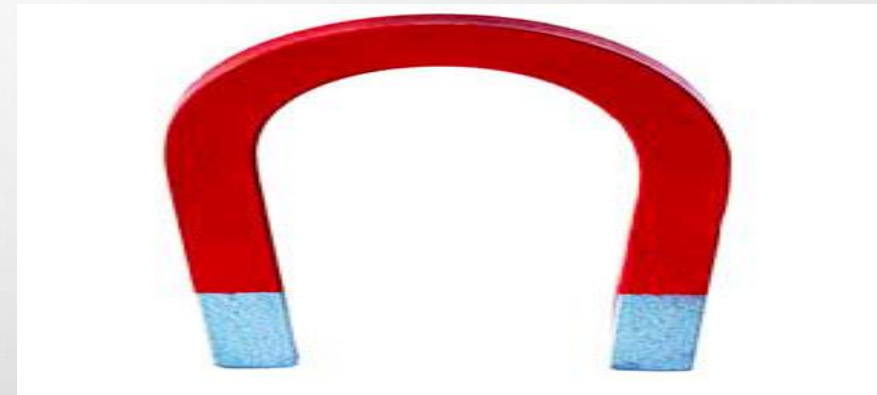
- **LEARNING BY DOING**
-
-

CENTRAL ORGANISING CONCEPT:

- GREATEST KNOWLEDGE AROSE FROM ACTUAL EXPERIENCE; WORKING AT THE PLACEMENT FACILITATED LEARNING
- 

(3) 'SEARCHING' FOR THEMES

- SEARCHING FOR THEMES IS AN ACTIVE PROCESS; THEMES DON'T 'EMERGE' FROM DATA FULLY FORMED!
- ORGANISING THE CODES INTO POTENTIAL THEMES:
- CLUSTER TOGETHER SIMILAR CODES
- GATHER ALL THE CODED DATA
RELEVANT TO EACH THEME (IMP FOR NEXT PHASE)

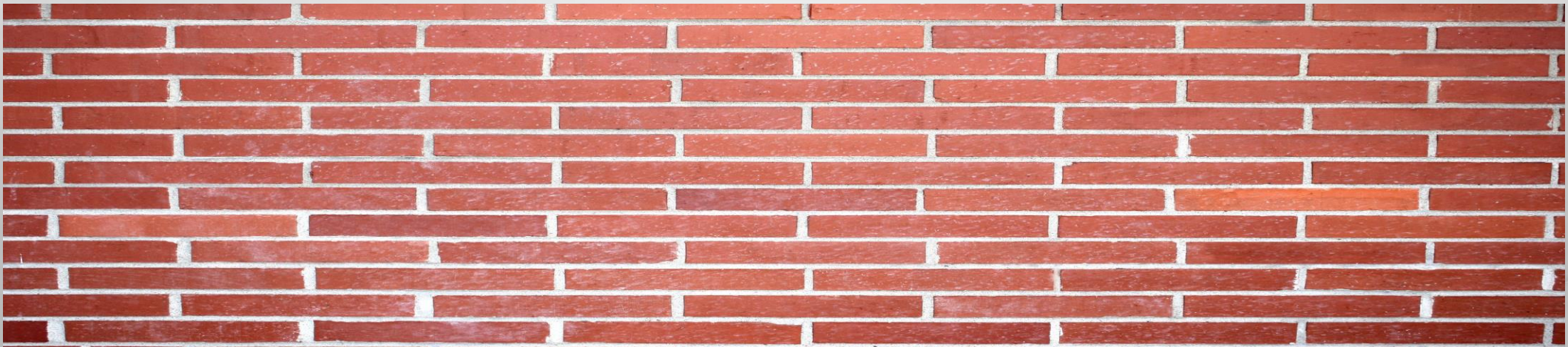


THEMES

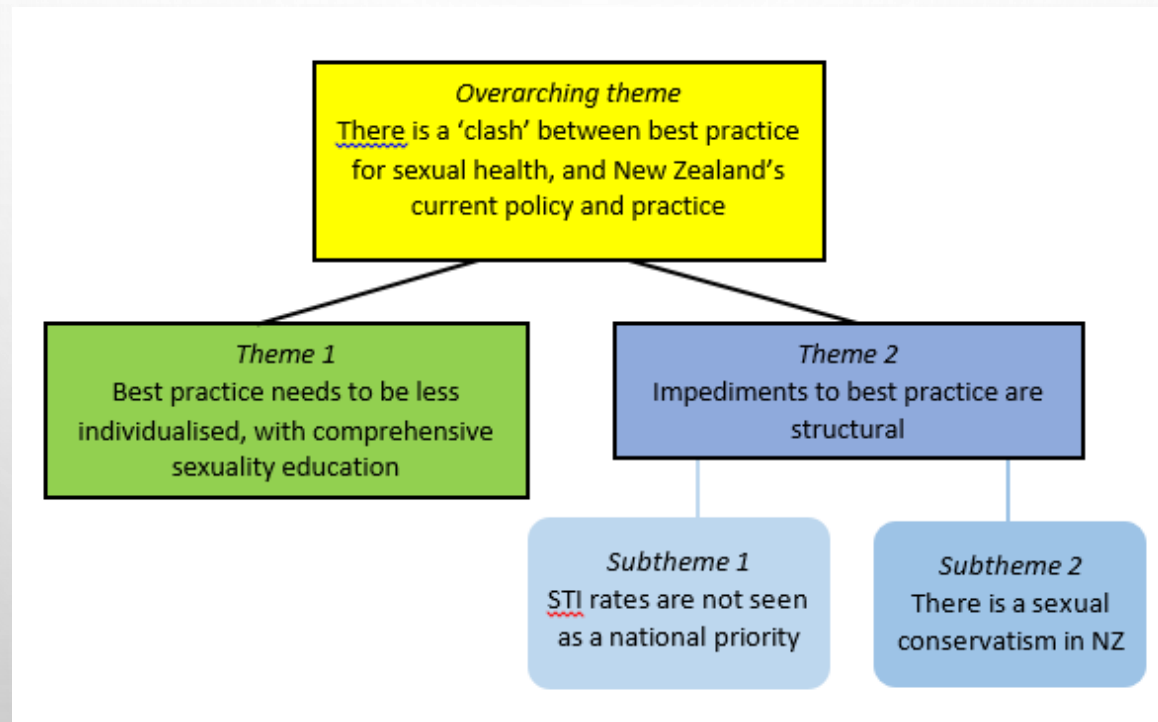
- USE THEMATIC MAPS/TABLES
- START TO THINK ABOUT THE RELATIONSHIP BETWEEN THEMES – WHAT'S THE OVERALL STORY?
- GOOD THEMES ARE DISTINCTIVE *AND* PART OF A LARGER WHOLE

CAN YOU FIND ANY THEMES IN THAT DATA.....

- CODES ARE YOUR BUILDING BLOCKS FOR THEMES



FINALISED THEMATIC MAP (TERRY ET AL)



Men are very practical in choosing their clothes	Real men shouldn't care about how they look	Clothes are used to conceal or reveal	Clothes are used to fit a cultural ideal	Miscellaneous
Comfort is a priority Clothes must fit well Clothes must be functional Physical size imposes limitations Clothes are used to communicate about roles	Body shape does matter We shouldn't care too much about appearance The shape of my body is irrelevant I want to look good I want clothes that flatter the body I respond to fashion I am not a fashion victim I don't want to appear vain Using clothes to look attractive is not an issue for men My personal style is important I want to look tidy Clothes affect people's judgments I want my clothes to reflect my images	Clothing is used to hide the body Men have nothing to hide I have mixed feelings about displaying the body I want to display the body I use clothes to emphasize particular features of the body Clothing choices are linked to confidence Age affects clothing choice Clothing is used to reflect a desire to blend in Clothing can reflect shyness	Clothing reflects acceptance of the body I want to appear taller I want to look muscular I want to appear slim I am concerned with not appearing too thin I want to look masculine I want to appear heterosexual Continuing in appearance is valued I like labels I hate labels I use smaller clothes to motivate weight loss I want to be attractive to women Clothes can reflect not being smart There is pressure from others about appearance	Overlapping and specificity of the questions Shoes and accessories Style and colour Cross-dressing Cultural aspects of clothing Is it the body or the clothes that make the difference Male image as holistic

4) REVIEWING POTENTIAL THEMES

- **START TO IDENTIFY THE NATURE OR CHARACTER OF THE POTENTIAL THEMES**
- **QUESTIONS TO ASK:**
 - **IS THIS A THEME?**
 - **WHAT IS THE QUALITY OF THIS THEME?**
 - **WHAT ARE THE BOUNDARIES OF THIS THEME?**
 - **ARE THERE ENOUGH (MEANINGFUL) DATA TO SUPPORT THIS THEME?**
 - **ARE THE DATA TOO DIVERSE AND WIDE-RANGING?**
- **CHECK IF THE THEMES WORK IN RELATION TO (A) THE CODED EXTRACTS AND (B) THE ENTIRE DATA SET**
- **BE PREPARED TO LET THINGS GO**
- **FINALISE YOUR THEMATIC MAP**

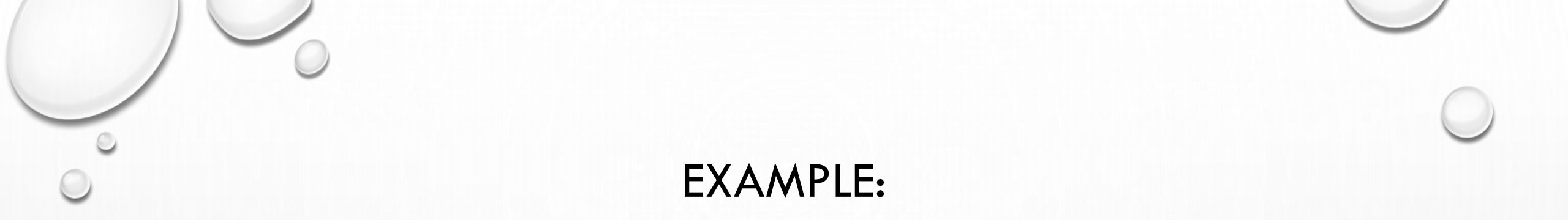
5) DEFINING AND NAMING YOUR THEMES

- A NAME OR LABEL
- A DEFINITION/DESCRIPTION OF THE THEME
- REFINE THE SPECIFICS OF EACH THEME AND THE OVERALL STORY OF YOUR ANALYSIS
- *HOW MANY THEMES ARE ENOUGH (OR TOO MANY)?*
 - THERE IS NO MAGIC FORMULA THAT STATES THAT IF YOU HAVE X AMOUNT OF DATA, AND YOU'RE WRITING A REPORT OF Y LENGTH, YOU SHOULD HAVE Z NUMBER OF THEMES!



THEME LEVELS

- **OVERARCHING THEMES**
 - **THEMES**
 - **SUB-THEMES**
- 



EXAMPLE:

- OVERARCHING THEME HAS:
 - A NAME
 - A CENTRAL ORGANISING CONCEPT
 - DESCRIPTION
- 

EXAMPLE:

- **OVERARCHING THEME THREE: MIND THE GAP.**
- **CENTRAL ORGANISING CONCEPT:** ISSUES WITH ELEMENTS OF BOTH POSITIVITY AND NEGATIVITY, STRADDLING THE GAP BETWEEN 'MOSTLY GOOD EXPERIENCES' AND 'NOT ALL PLAIN SAILING'.
- **SUB-THEME 3.1: A GREY ZONE OF DIFFERENT VERSUS BETTER**
- **SUB-THEME 3.2: A TRANSIENT ZONE OF TEMPORARY VERSUS PERMANENT.**
- **SUB-THEME 3.3: A BLURRY ZONE OF INDISTINCT PROCEDURES AND ACCOUNTABILITY.**

6) PRODUCING THE PRESENTATION

- **FINAL CHANCE FOR ANALYSIS!**
- **ANALYSIS CONSISTS OF ANALYTIC COMMENTARY, DATA EXTRACTS AND THEMES**
- **DECIDE ON THE ORDER IN WHICH TO PRESENT YOUR THEMES**
- **SELECT VIVID AND COMPELLING EXAMPLES OF DATA TO ILLUSTRATE EACH THEME**
- **FINAL ANALYSIS OF SELECTED EXAMPLES (IF USING DATA ANALYTICALLY TO FURTHER YOUR ANALYSIS)**
- **RELATE ANALYSIS TO RESEARCH QUESTION AND THE LITERATURE (AND THE WIDER CONTEXT)**
- **(STILL) BE PREPARED TO LET THINGS GO**

The background is a light gray gradient. It is decorated with numerous realistic water droplets of various sizes, some clustered and others isolated. A faint, circular, embossed-style logo is visible in the upper center of the image.

QUALITY IN TA

SOME COMMON PROBLEMS (I)

- FAILS TO ADDRESS THE RESEARCH QUESTION
- WEAK OR UNCONVINCING ANALYSIS:
 - TOO MANY OR TOO FEW THEMES
 - TOO MUCH OVERLAP BETWEEN THEMES OR THEMES ARE UNRELATED
 - THEMES ARE VAGUE OR NOT INTERNALLY CONSISTENT OR COHERENT
- ANALYSIS FAILS TO PROVIDE A RICH OR 'THICK' DESCRIPTION OF THE DATA
- NO ANALYTIC WORK HAS BEEN CARRIED OUT: USING DATA COLLECTION QUESTIONS AS THEMES
- THE DATA ARE INTERPRETED IN A SOCIAL VACUUM

SOME COMMON PROBLEMS (II)

- MISMATCH BETWEEN DATA AND ANALYTIC CLAIMS OR EXTRACTS ARE NOT COMPELLING
- TOO FEW OR TOO MANY DATA EXTRACTS (AND LITTLE OR NO ANALYTIC COMMENTARY)
- PARAPHRASING NOT ANALYSING/INTERPRETING DATA
- FAILURE TO CONSIDER OTHER (OBVIOUS) ALTERNATIVE READINGS OF THE DATA AND VARIATION AND CONTRADICTION IN THE DATA
- ARGUING WITH THE DATA
- THE ANALYSIS AND THEORETICAL FRAMEWORKS ARE CONTRADICTORY OR THE ANALYSIS IS THEORETICALLY INCONSISTENT

GOOD PRACTICES IN REPORTING A TA

- **A GOOD BALANCE BETWEEN ANALYTIC NARRATIVE AND DATA EXTRACTS (ROUGHLY HALF AND HALF)**
- **THE ANALYTICAL COMMENTARY PROVIDES ORIGINAL AND NOVEL INSIGHTS INTO THE MEANING OF THE DATA**
- **THERE IS A GOOD FIT BETWEEN THE DATA AND ANALYTIC CLAIMS**
- **EACH THEME HAS A CLEAR CENTRAL ORGANIZING CONCEPT AND IS DISTINCTIVE**
- **AN APPROPRIATE NUMBER OF THEMES ARE PRESENTED**
- **EACH THEME IS DISCUSSED IN SUFFICIENT DEPTH AND DETAIL**
- **THE THEMES WORK *TOGETHER* TO *TELL A STORY* ABOUT THE DATA**
- **THE ANALYTIC CLAIMS FIT WITH THE OVERALL THEORETICAL POSITION OF THE ANALYSIS AND ARE CONSISTENT**

GOOD PRACTICES IN REPORTING A TA

- **THE ANALYSIS IS DESCRIPTIVE AND INTERPRETATIVE**
- **THE ANALYSIS PROVIDES A CRITICAL ANALYSIS OF THE ASSUMPTIONS UNDERPINNING THE DATA AND THE IMPLICATIONS OF THE DATA**
- **THE DATA IS LOCATED IN THE WIDER SOCIAL CONTEXT**
- **THERE IS STRONG EVIDENCE OF A SYSTEMATIC AND THOROUGH ANALYTIC PROCESS**
- **THE ANALYSIS CAPTURES SOME OF THE DIFFERENT 'STORIES' IN THE DATA AND CONSIDERS OTHER PLAUSIBLE INTERPRETATIONS OF THE DATA**
- **THE ANALYSIS EXPLAINS WHY THE DATA ARE INTERESTING AND SIGNIFICANT OR IMPORTANT IN RELATION TO THE RESEARCH QUESTION**
- **THE ANALYSIS MAKES AN ARGUMENT**

CHECK OUT THIS 15 POINT PLAN TO EVALUATE YOUR
THEMATIC ANALYSIS.....



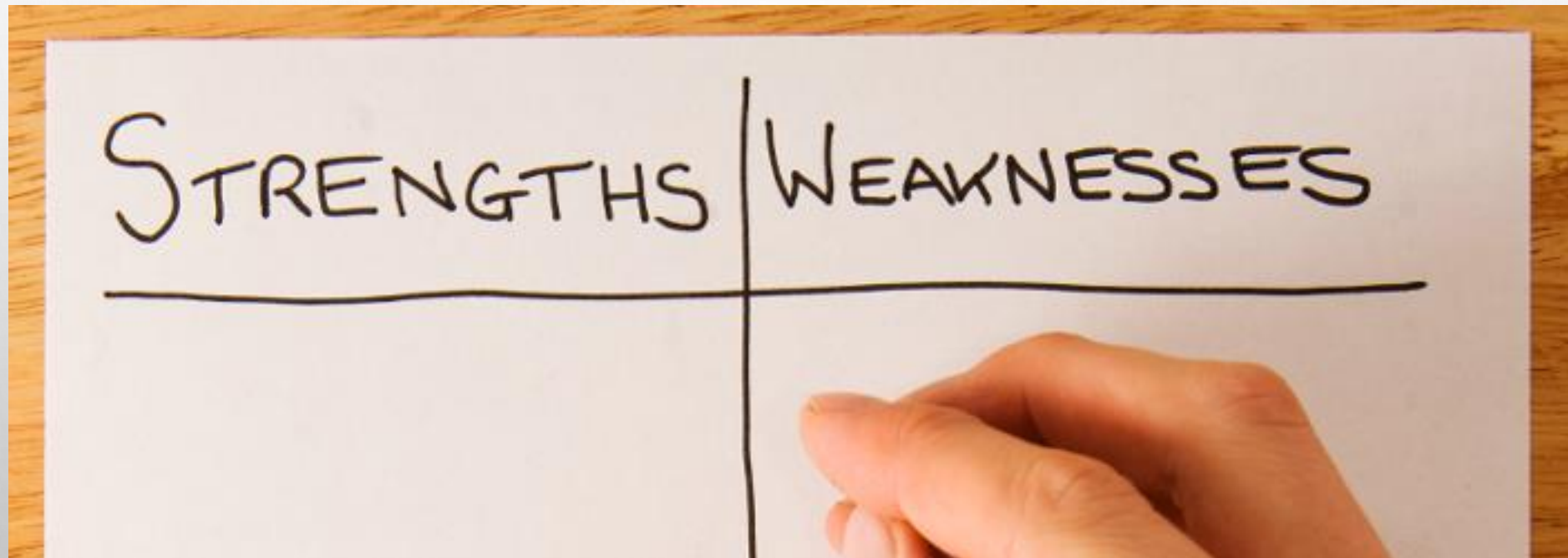
A 15-POINT CHECKLIST OF CRITERIA FOR GOOD TA

- 1) **TRANSCRIPTION – APPROPRIATE LEVEL OF DETAIL AND ‘ACCURACY’**
- 2) **CODING – EACH DATA ITEM GIVEN EQUAL ATTENTION**
- 3) **CODING – THOROUGH, INCLUSIVE AND COMPREHENSIVE**
- 4) **CODING – ALL RELEVANT EXTRACTS FOR EACH THEME HAVE BEEN COLLATED**
- 5) **CODING – THEMES HAVE BEEN CHECKED AGAINST EACH OTHER AND THE ORIGINAL DATA SET**
- 6) **CODING – THEMES ARE INTERNALLY COHERENT, CONSISTENT AND DISTINCTIVE**
- 7) **ANALYSIS – DATA HAVE BEEN INTERPRETED/ANALYSED RATHER THAN JUST PARAPHRASED OR DESCRIBED**
- 8) **ANALYSIS AND DATA MATCH, EXTRACTS ILLUSTRATE ANALYTIC CLAIMS**

A 15-POINT CHECKLIST OF CRITERIA FOR GOOD TA

- 9) **ANALYSIS – TELLS A CONVINCING AND WELL-ORGANISED STORY ABOUT THE DATA AND TOPIC**
- 10) **ANALYSIS – GOOD BALANCE BETWEEN EXTRACTS AND ANALYTIC NARRATIVE**
- 11) **OVERALL – ENOUGH TIME ALLOCATED TO COMPLETE ALL PHASES ADEQUATELY, NO RUSHING OR ONCE-OVER-LIGHTLY**
- 12) **WRITTEN REPORT – ASSUMPTIONS AND SPECIFIC APPROACH EXPLICATED**
- 13) **WRITTEN REPORT – GOOD FIT BETWEEN WHAT CLAIM TO DO AND WHAT HAVE DONE**
- 14) **WRITTEN REPORT – LANGUAGE AND CONCEPTS CONSISTENT WITH THEORETICAL POSITION**
- 15) **WRITTEN REPORT – THE RESEARCHER IS ACTIVE IN THE RESEARCH PROCESS**

CHECK OUT THE STRENGTHS AND WEAKNESS OF THEMATIC ANALYSIS



WHAT ARE THE *STRENGTHS* OF TA?

- FLEXIBLE – CAN BE USED ACROSS A RANGE OF RESEARCH QUESTIONS, THEORETICAL FRAMEWORKS, TYPES OF DATA, LARGE AND SMALL DATA SETS
- RELATIVELY EASY AND QUICK TO LEARN AND DO – LESS LABOUR INTENSIVE THAN OTHER METHODS
- ACCESSIBLE TO RESEARCHERS WITH LITTLE OR NO EXPERIENCE – A GOOD ‘STARTER’ METHOD
- RESULTS ACCESSIBLE TO EDUCATED GENERAL PUBLIC (FOR THIS REASON, ALSO A USEFUL METHOD FOR PARTICIPATORY APPROACHES AND POLICY-ORIENTED RESEARCH)

WHAT ARE THE *WEAKNESSES* OF TA?

- MANY DISADVANTAGES DEPEND ON POORLY CONDUCTED ANALYSIS AND INAPPROPRIATE RESEARCH QUESTIONS, AND MISPERCEPTIONS OF TA AS ESSENTIALIST OR ATHEORETICAL
- NO SENSE OF CONTINUITY AND CONTRADICTION THROUGH AN INDIVIDUAL ACCOUNT (UNLIKE NA AND IPA), AND THE 'VOICES' OF INDIVIDUAL PARTICIPANTS CAN GET LOST (ESP. WHEN WORKING WITH LARGER DATA SETS)
- CANNOT MAKE CLAIMS ABOUT LANGUAGE PRACTICE OR THE FUNCTIONALITY OF TALK (UNLIKE DA)

QUESTIONS!



A GOOD BOOK:





HAVE WE ACHIEVED THE AIM OF THIS LESSON:

- TO BE ABLE TO THEMATICALLY ANALYSIS YOUR FOCUS GROUP DATA
- 

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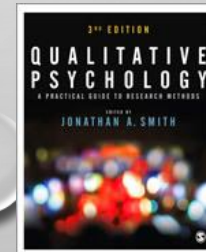
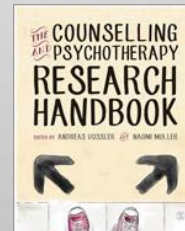
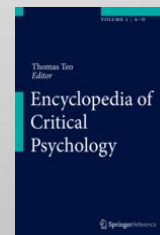
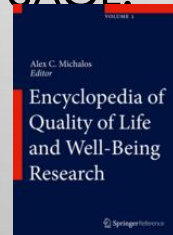
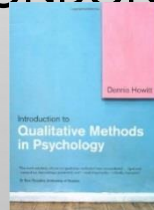
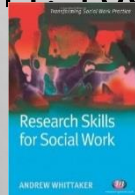
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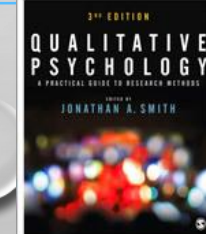
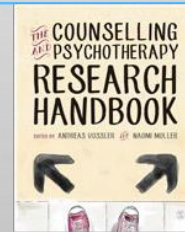
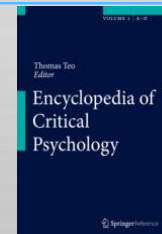
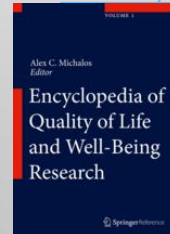
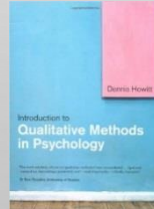
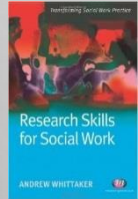
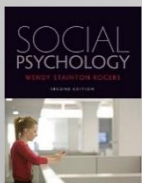
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ONLINE RESOURCES

- BRAUN & CLARKE THEMATIC ANALYSIS WEBSITE: WWW.PSYCH.AUCKLAND.AC.NZ/THEMATICANALYSIS
- SUCCESSFUL QUALITATIVE RESEARCH: A PRACTICAL GUIDE FOR BEGINNERS COMPANION WEBSITE: WWW.SAGEPUB.CO.UK/BRAUNCLARKE