Session Three
Doing Analysis

The three steps of data analysis:
• What's in the data? (coding)
• How does it fit together? (categorising)
• What does it mean? (interpreting)

Increasing abstraction

Description

versus

Interpretation

are two analysis
better than one?

Reflexivity

Types of reflexivity

What is reflexivity?
• Being aware of the researcher's values and assumptions and how they shape and direct the research
• Being aware of the assumptions behind research more broadly and being reflexive about how they shape and focus the research

Review

What are the two issues giving you most trouble so far in the workshop?
Write these down and submit them
session three
doing analysis
The invisible processes of data collection and analysis

• A roadmap
  • Gathering process
  • Analysis process
  • Interpretive process
  • Reflexivity process
  • Representation process
  • (Crabtree & Miller, 1999)
A roadmap for the invisible research processes (Crabtree & Miller, 1999)

Gathering Process
- Sampling / Collecting
- Describing
- Organizing
- Connecting

Reflexivity Process

Interpretive Process
- Representing the account

Analysis Process
- Corroborating
- Legitimating
Gathering process

Gathering Process

Sampling / Collecting

Describing

Reflexivity Process

Interpretive Process

Representing the account

Analysis Process

Organizing

Connecting

Corroborating

Legitimating
Interpretive process

Gathering Process
- Sampling / Collecting
- Describing

Reflexivity Process
- Representing the account

Analysis Process
- Organizing
- Connecting
- Corroborating Legitimating

Interpretive Process
Reflexivity and representation

Gathering Process
  - Sampling/Collecting
  - Describing

Reflexivity Process

Interpretive Process

Representing the account

Analysis Process
  - Organizing
  - Connecting
  - Corroborating
  - Legitimating
the three steps of data analysis

- what's in the data? (coding)
- how does it fit together? (categorising)
- what does it mean? (interpreting)

developing increasing abstraction
coding

But first:
- data organisation and transcription
- do computers help?

Level of coding?
- manifest or latent?
- inductive (in vivo) or
- deductive (coding frame, theory)

Units of coding?
- line
- utterance
- sentence
- paragraph
- image
- story scene

Labelling codes
- in vivo or interpreted
- overlaps and independence

Focus of coding
- what’s the question / topic?
- incorporating novelty
coding
But first:

- data organisation and transcription
- do computers help?
Level of coding?

- manifest or latent?
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Labelling codes

- in vivo or interpreted
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Units of coding?

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focus of coding

- what's the question / topic?
- incorporating novelty
categorising

levels of categories
- layering up the codes
- relationships
- combing / splitting / new categories
- back to the codes
- using theory

fitting the codes together

focus of analysis
- what's the question / topic?
- incorporating novelty
- balancing discovery and confirmation
- limits to number and scope of categories?

labelling the categories
- capturing meaning
- overlaps and independence
categorising
fitting the codes together
levels of categories

- layering up the codes
- relationships
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- back to the codes
- using theory
Labelling the categories

- capturing meaning
- overlaps and independence
focus of analysis

• what's the question / topic?
• incorporating novelty
• balancing discovery and confirmation
• limits to number and scope of categories?
interpreting

what's the story?

getting beyond the data
getting a good fit
looking up / looking down
going beyond the themes
interpreting

No story?
what's the story?
getting beyond the data
going a good fit
looking up / looking down
getting beyond the themes
increasing abstraction
description
versus
interpretation
going beyond the "eye of the tycoon"
going beyond the "gaze of the tourist"
why you should never do thematic analysis
are two analysts better than one?
reflexivity

types / levels
what is reflexivity?

- Being aware of the researcher’s values and assumptions and how they shape and direct the research
- Being aware of the assumptions behind research more broadly and being reflexive about how they shape and focus the research
Types of reflexivity
(lynch, 2000)

**Methodological** – on methods and practices of research, considering the role and values of the researcher in shaping research practices, and the relation between the researcher and the researched.

**Epistemological** – on epistemological and ontological assumptions underlying the research, and how these shape research practices and interpretations.

**Textual or hermeneutic** – consideration of the meanings and possible alternative interpretations of the representations offered in texts about the research.

**Reflection** – reflexive introspection about research processes that does not impact on research activity or appear in published accounts of the research.

**Meta-theoretical** – stepping back from the research and considering its place and role as a social activity; disengagement from the research for the purposes of critically examining the activity; deconstruction of the research and/or the researcher’s role to determine taken-for-granted assumptions; using deliberate variation in disruption of the activity and undertaking an examination of the consequences arising.

Reflexivity: from the perspective of the reader rather than the researcher (Usher, 1997)

- **con-text** (what comes with the text) – the "situated autobiography of the researcher"
- **pre-text** (what comes before the text) – the linguistic meanings, textual strategies, discourses and rhetorical devices used to construct the written presentation
- **sub-text** (what lies beneath the text) – how the research traditions and paradigms used have shaped the outcomes in influence the presentation
- **inter-text** (what lies between texts) – texts refer to and are interrelated with other texts; this text will be used in other texts
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exercise
what sort of analytic strategy will you choose for your project?
review

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