Themes 10 and 11: Findings and Discussion

Qualitative Data in the Findings and Discussion

# QUANTITATIVE VS QUALITATIVE DATA

Complete the table below with the following descriptions:

1. It is collected using questionnaires, interviews, or observation.
2. Used when a researcher is trying to quantify a problem or address the "what" or "how many" aspects of a research question.
3. It can be examined for patterns or meaning, sometimes through the use of coding. Coding allows the researcher to categorize the data to identify themes that correspond with the research questions.
4. The data may be in the form of descriptive words and frequently appears in narrative form.
5. Describes qualities or characteristics.
6. It is data that can either be counted or compared on a numeric scale.
7. This data is usually gathered using instruments such as a questionnaire which include a ratings scale.
8. Statistical analysis software, such as SPSS, is often used to analyze this data.

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Category | Quantitative Data | Qualitative Data |
| 1 | Qualities |  |  |
| 2 | Purpose |  |  |
| 3 | Data collection |  |  |
| 4 | Data analysis |  |  |
| 5 | Example | The number of first year students at Macalester College, or the ratings on a scale of 1-4 of the quality of food served at Cafe Mac. | Notes taken during a focus group on the quality of the food at Cafe Mac, or responses from an open-ended questionnaire. |

# QUALITATIVE DATA ANALYSIS

Fill the gaps in the text below using these words/phrases:

epistemology interpretation interviews researchers

evidence counted data theory inductive themes

Your approach to data analysis reflects the extent to which you come to the process with pre-conceived ideas, or whether you aim to identify new ideas and explanations. To some degree, the purpose of your data analysis dictates the most appropriate approach. These approaches have specific philosophical implications, and their use potentially tells us something about the researchers’ views on the nature of knowledge (their …) and on social reality (their ontology).

* **Content analysis**

Content analysis was first used by newspaper advertisers in the 1940s; when they wanted to find out what interested a particular readership, they simply … references to specific topics. This form of qualitative data analysis has been called quasi-quantitative, because it involves counting, but it is qualitative in the sense that it is working with text and aiming to understand what is meaningful to people. It is a deductive approach to data analysis, meaning that the researcher has a preconceived idea about what he is seeking in the data and looks for … that this is present.

* **Thematic analysis**

Thematic analysis is probably the most common form of qualitative data analysis, especially for those aiming to explore or understand phenomena and social situations. In thematic analysis, you seek to identify basic ideas about the phenomenon under study, or the situation, and place your own … on the meaning of participants’ words. Thematic analysis is generally regarded as …, meaning that themes arise from the data, but often thematic analysis may be a mixture of deductive and inductive. So, for example, a researcher who is seeking to understand colleagues’ perceptions about professionalism may be aware of … reported in the literature and may look for evidence of these in his or her data, but will likely be interested to identify novel themes, or contradictions. Possibly, because … often combine deductive and inductive data analysis, this contributes to the perceived ‘murkiness’ of the methodology.

* **Grounded theory**

Arguably the most well-known form of qualitative data analysis is grounded theory, in which themes and … are generated inductively, from the …. However, grounded theory is considered difficult to do well, and is potentially very time-consuming, because of the need for data saturation, which refers to the situation where no new themes arise when the data set is expanded (e.g., when more … are undertaken). Grounded theory is generally regarded as out-with the scope of masters-level projects, and not advised for newcomers to medical education research.

# CODING QUALITATIVE DATA

Watch the video and note down what the presenter says about the following terms:

* **Codes**
* **Patterns**
* **Themes**

Coding qualitative data for categories and themes (University of Glasgow)

<https://www.youtube.com/watch?v=YP3yAX5w6x8&feature=youtu.be>

# USING QUALITATIVE DATA IN THE FINDINGS & DISCUSSION CHAPTER

Below is an adapted extract from the following article:

**Thurnell-Read, T., Brown, L., & Long, P. (2018). International students’ perceptions and experiences of British drinking cultures. Sociological Research Online, 23(3), 572-588. doi:10.1177/1360780418761207**

Identify the following:

1. Instances of qualitative data
2. Instances of qualitative data: numbers and titles
3. Citation showing the source of the data
4. Linking the data to particular themes
5. Linking the data to secondary literature

Alicja also reported violence and, like others, associated it with very young drinkers who were unable to control themselves when drinking:

**Example 3**

Most of my experiences in a pub were really good, I mean you just come there to drink and I’ve never met anyone in the pub being aggressive. But clubs are much different … I had one situation when I went to the club with my friends, we were just dancing on the dance floor and then a young guy, he just punched my boyfriend from the back and there were some girls and they were trying to fight with us and we didn’t do anything to them. I said to the security ‘why, why you haven’t done anything when those people just interrupt us?’ and they didn’t care so I was really put off and I don’t really like to go to the clubs. I prefer pubs much more because you can just spend nice times with your friends rather than go to the club and have situation like that.

(Alicja)

This potential for violence at night is noted by Brown and Jones (2013), who documented a high degree of racism against international students in the UK, which led to their participants adopting self-protective strategies, including avoiding going out at night. Strikingly, we see how both the perception and actual experience of risks and danger present in the night-time economy led both Inés and Katerina, respectively, to give accounts of how they learnt to avoid certain spaces or to strategically modify their mobility through the local urban space by saying,

**Example 4**

There is a time I think, like, around 1 or 2 am when things can get really ugly because people start fighting, like I think it’s very easy to fight. There is a pub down my street, I’ve seen an ambulance in front of the pub more often than I need to, like that’s why I don’t go to that one.

(Inés)

**Example 5**

I have experience before where people would follow us from the pub and that is very very scary. It was a couple of times we left the pub with a group of friends, us girls and we would have people following us and we would have to take a detour because we didn’t want to go home and we had to pretend we talk on the phone to the police for them to stop. How men behave, it can be dangerous […] I’m starting to learn what to avoid, which hours, not to go alone, when we go out to go back home in groups just to take care of ourselves.

(Katerina)

These concerns relate to what Thomas and Bromley (2000: 1245) have referred to as a ‘spatial expression of anxiety’ whereby parts of the city centre at night are ‘widely perceived as a threatening environment’. They also resonate with recent work by Nicholls (2016, 2017) which shows many young women engaging in active management of their gendered and sexualised visibility as they negotiate their presence in the night-time economy.

**Activities adapted from:**

* Jamieson, S. (2016) Analyse qualitative data. *Education for Primary Care*, 27(5), pp. 398-402. doi:10.1080/14739879.2016.1217430.
* Thurnell-Read, T., Brown, L., & Long, P. (2018). International students’ perceptions and experiences of British drinking cultures. *Sociological Research Online*, 23(3), 572-588. doi:10.1177/1360780418761207
* https://libguides.macalester.edu/c.php?g=527786&p=3608639