## CONTENTS

Abc	out the author	Xiii
Acknowledgements		xv
Why you need this book: getting started		xvii
	Qualitative data analysis: help is at hand	xvii
	How to use this book	xviii
	Key terms to know about	xix
	What you will be able to do by the end of this book	xx
ib, T	RODUCTION TO STAGE I: RESEARCH DESIGN AND PREPARATION	1
1	Introduction to Qualitative Social Research	3
	Key learning points	3
	What is social research?	4
	Literature, secondary data and primary data	5
	A model of the research process (deductive)	6
	An example using the model of the research process (deductive)	9
	Settings for social research	13
	Social research: Underlying concepts	16
	Qualitative and quantitative research	16
	Mixed methods	18
	Critical research	19
	Why should you choose a qualitative approach? Summary	20
	What have you learned?	20 20
	Further reading	20
2	Designing Qualitative Research: Your Key Questions	23
	Key learning points	23
	Induction and deduction	24
	Deductive research and research questions	24
	Inductive research	27
	Grounded theory	27
	Research objectives	28
	A model of the research process (inductive)	28
	An example using the model of the research process (inductive)	30

	Qualitative research and the inductive/deductive continuum	33
	Research designs	34
	Ethnography	35
	Case studies	35
	The literature review	36
	Finding an appropriate theoretical background	37
	Summary	40
	What have you learned?	40
	Further reading	41
	Place in the research process	42
3	Practical Issues in Qualitative Research	43
	Key learning points	43
	Forms of data collection	44
	Interviews	44
	Focus groups	45
	Documentary analysis	46
	Observation	47
	Questionnaires	48
	Sampling	50
	Negotiating access	51
	Maximising response	52
	Ethical issues	53
	Worthiness of the project	53
	Benefits and costs	53
	Competence boundaries	54
	Informed consent	54
	Honesty and truth	54
	Privacy, anonymity and confidentiality	55
	Use of results and conclusions	55
	Intervention and advocacy	56
	Summary	56
	What have you learned?	57
	Further reading	57
	Place in the research process	58
INT	RODUCTION TO STAGE 2: DATA COLLECTION and MANAGEMENT	61
4	Collecting and Managing Interview Data	63
	Key learning points	63
	Distinctive features of qualitative interviews	64
	Types of qualitative interview	65
	Semi-structured interviews	65
	Unstructured interviews	66
	Life history interviews	67
	Modes of data collection – meet, call or type?	67

		CONTENTS	vi
	Planning the interview and the interview guide		70
	Example of a section from an interview guide		71
	Introduction		71
	Background		71
	Motivation		71
	Exercise to assess a section from an interview guide		72
	Exercise to write a section of an interview guide		73
	Reflective practice		73
	Unplanned probes		74
	Qualities of the qualitative interviewer		75
	Extra qualities for online interviews		76
	Pilot interviews		78
	Recording and transcription of interview data		79
	Extract from interview: words only and grammar edited		80
	Extract from interview: full transcription		80
	Reflections on the two versions of the extract		80
	Summary		81
	What have you learned?		82
	Further reading		82
	Place in the research process		83
5	Collecting and Managing Focus Group Data		85
	Key learning points		85
	Planning a focus group		86
	Mode of data collection		86
	Choosing respondents for focus groups		89
	The focus group guide		91
	Guide to seminar focus groups		92
	Moderating a focus group		92
	Preparation		93
	Recording		93
	Encouraging interaction		93
	Maintaining an appropriate level of control		94
	Ensuring that all contribute		95
	Skills for online focus group moderation		96
	Summary		98
	What have you learned?		99
	Further reading		99
	Place in the research process		100
INT	RODUCTION TO STAGE 3: DATA ANALYSIS and INTERPRETATION		101
6	A Brief Introduction to the Analysis of Qualitative Data		103
	Key learning points		103
	What qualitative data analysis is		104

	NAThorat was all data in a line like	105
	What good data looks like	105
	To code or not to code?  Computer existed qualitative data analysis (CAODAS)	107
	Computer assisted qualitative data analysis (CAQDAS)	109
	Advantages of using CAQDAS Disadvantages of using CAQDAS	110
	Uploading transcripts to NVivo	110
	. 6 1	111
	The crucial role of validity	113
	Exercise to identify commonalities in a dataset  Exercising reflexivity	114
		115
	Checking the accuracy of findings	116
	Summary What have your loans of 2	117
	What have you learned?	117
	Further reading	118
	Place in the research process	118
7	Step One for Analysing Your Interview Data -	
	Making Summaries and Comparisons	119
	Key learning points	119
	The importance of thorough reading	120
	Summarising interviews	120
	Examples for summarising interviews	121
	Exercise for summarising interviews	125
	The value of summaries	127
	The constant comparative method	129
	Step 1: Make a list of similarities and differences between the first two cases	130
	Step 2: Amend the list of similarities and differences as further	
	cases are added to the analysis	133
	Exercise for using the constant comparative method (1)	131
	Exercise for using the constant comparative method (2)	135
	Step 3: Identify reach findings once all the cases have been included in the analysis	137
	Using NVivo	142
	Summary	144
	What have you learned?	145
	Further reading	146
	Place in the research process	146
8	Step Two for Analysing Your Interview Data - Using Codes	147
	Key learning points	147
	What are codes and how can they be used?	148
	Step 1: identifying initial categories based on reading the transcripts	149
	Step 2: writing codes alongside the transcripts	150
	Coding example	151
	Exercise for coding	154

CONTENTS	

Step 3: reviewing the list of codes, revising the list of categories and deciding	
which codes should appear in which category	157
Complete list of codes used in relation to reflective practice	157
Identifying codes that should have been placed in pre-set categories	159
Creating sub-categories	161
Creating new categories	161
Identifying codes that apply to sufficient numbers of respondents to be	
part of the findings although they stand outside any category	162
Identifying codes that stand outside any category and do not apply to	
sufficient numbers of respondents to be considered to constitute a theme	164
Step 4: looking for themes and findings in each category	164
Remember the purpose of thematic analysis	164
Be content with simple findings	165
Identifying findings from the data on reflective practice	165
Exercise for creating sub-categories and identifying findings	166
Using NVivo	169
Summary	172
What have you learned?	173
Further reading	174
Place in the research process	174
Finding Conceptual Themes and Building Theory	4 - ~
	175
Key learning points	175
Key learning points Characteristics of conceptual themes	175 176
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes	175 176 178
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos	175 176 178 178
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables	175 176 178 178 178
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step	175 176 178 178 178 180
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category	175 176 178 178 178 180 180
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category Example of a data memo: responsibility (1)	175 176 178 178 178 180 180
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category Example of a data memo: responsibility (1) Example of a data memo: responsibility (2)	175 176 178 178 178 180 180
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category Example of a data memo: responsibility (1)	175 176 178 178 178 180 180
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category Example of a data memo: responsibility (1) Example of a data memo: responsibility (2) Step 2: bringing together codes from different illustrative issues	175 176 178 178 178 180 180 182
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category Example of a data memo: responsibility (1) Example of a data memo: responsibility (2) Step 2: bringing together codes from different illustrative issues in this category	175 176 178 178 178 180 180 182 183
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category Example of a data memo: responsibility (1) Example of a data memo: responsibility (2) Step 2: bringing together codes from different illustrative issues in this category Exercise for placing codes into conceptual categories Step 3: creating sub-categories that reflect different elements of the conceptual theme	175 176 178 178 178 180 180 182 183
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category Example of a data memo: responsibility (1) Example of a data memo: responsibility (2) Step 2: bringing together codes from different illustrative issues in this category Exercise for placing codes into conceptual categories Step 3: creating sub-categories that reflect different elements of the conceptual theme Exercise to sort codes into sub-categories when using a conceptual theme	175 176 178 178 178 180 180 182 183
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category Example of a data memo: responsibility (1) Example of a data memo: responsibility (2) Step 2: bringing together codes from different illustrative issues in this category Exercise for placing codes into conceptual categories Step 3: creating sub-categories that reflect different elements of the conceptual theme	175 176 178 178 178 180 180 182 183 184
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category Example of a data memo: responsibility (1) Example of a data memo: responsibility (2) Step 2: bringing together codes from different illustrative issues in this category Exercise for placing codes into conceptual categories Step 3: creating sub-categories that reflect different elements of the conceptual theme Exercise to sort codes into sub-categories when using a conceptual theme Step 4: using the conceptual theme to explain differences between respondents and to build theory	175 176 178 178 178 180 180 182 183 184
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category Example of a data memo: responsibility (1) Example of a data memo: responsibility (2) Step 2: bringing together codes from different illustrative issues in this category Exercise for placing codes into conceptual categories Step 3: creating sub-categories that reflect different elements of the conceptual theme Exercise to sort codes into sub-categories when using a conceptual theme Step 4: using the conceptual theme to explain differences between respondents and to build theory Summary	175 176 178 178 180 180 182 183 184 188 192
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category Example of a data memo: responsibility (1) Example of a data memo: responsibility (2) Step 2: bringing together codes from different illustrative issues in this category Exercise for placing codes into conceptual categories Step 3: creating sub-categories that reflect different elements of the conceptual theme Exercise to sort codes into sub-categories when using a conceptual theme Step 4: using the conceptual theme to explain differences between respondents and to build theory Summary What have you learned?	175 176 178 178 180 180 182 183 184 188 192
Key learning points Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step Step 1: identifying the conceptual theme and creating a category Example of a data memo: responsibility (1) Example of a data memo: responsibility (2) Step 2: bringing together codes from different illustrative issues in this category Exercise for placing codes into conceptual categories Step 3: creating sub-categories that reflect different elements of the conceptual theme Exercise to sort codes into sub-categories when using a conceptual theme Step 4: using the conceptual theme to explain differences between respondents and to build theory Summary	175 176 178 178 180 180 182 183 184 188 192

10	Analysing Your Focus Group Data	197
	Key learning points	197
	What's different about analysing focus group data?	198
	Individual data analysis	199
	Group data analysis	201
	Excerpt 1 from face-to-face focus group	202
	Exercise to analyse focus group data	204
	Excerpt 2 from face-to-face focus group	204
	Avoiding reaching findings that lack validity	207
	Group interaction data analysis	208
	Step 1: reading the transcript carefully to identify an area of disagreement	209
	Step 2: looking at the language used to construct the disagreement and	
	what it infers about relationships	210
	Step 3: making comparisons with other areas of disagreement to assess the	
	validity of the initial findings	211
	Combining analysis of the 'how' and the 'what'	211
	Differences when analysing online focus group data	214
	Excerpt 1 from online focus group	214
	Excerpt 2 from online focus group	216
	Summary	217
	What have you learned?	218
	Further reading	219
	Place in the research process	219
11	Alternative Approaches to Analysing Qualitative Data	221
	Key learning points	221
	Deductive coding and analysis	222
	· Choosing apriori codes	223
	Using apriori codes	223
	Reflections on the use of apriori codes	224
	Narrative analysis	225
	Thematic narrative analysis	228
	Structural narrative analysis	229
	Discourse analysis	231
	Exercise to demonstrate the use of discourse analysis	236
	Summary	238
	What have you learned?	239
	Further reading	240
	Place in the research process	241
INTF	RODUCTION TO STAGE 4: DISSEMINATION	243
12	Writing About Your Qualitative Research	245
	Key learning points	245
	Types of research output	246

	CONTENTS	xi
Presenting the literature review		247
Some practical advice on writing about literature		247
The methodology section		250
Example of a methodology section		251
Writing about qualitative findings		252
Using individual examples		254
Using quotations		255
Presenting focus group data		257
Example: writing about student employment		257
Citing literature in the findings section		259
The role of the conclusion		259
Recommendations		260
Example of literature review, findings and conclusion		261
Summary		264
What have you learned?		265
Further reading		265
Place in the research process		266
Appendix 1: Interview with Fern		267
Appendix 2: Additional material on writing about your qualitative data		275
Glossary		283
References		289
Index		301
TIMEN		201