CONTENTS

Abo	out the author		xiii
Ack	nowledgements		xv
Wh	y 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
INITI	RODUCTION TO STAGE 1: RESEARCH DESIGN AND PREPARATION		83
INII	RUDUCTION TO STAGE I: RESEARCH DESIGN AND PREPARATION		82
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 (deduced)	ctive)	9
	Sottings for social research	Competence boundarie	13
	Social research: Underlying concepts		16
	Qualitative and quantitative research		16
	Mixed methods		18
	Critical research		19
	Why should you choose a qualitative approach?		20
	Summary		20
	What have you learned?		20
	Further reading		21
BA	Sales of suitant focus group moderation		96
2	Designing Qualitative Research: Your Key Question	ons	23
	Key learning points		23
	Induction and deduction		24
	Deductive research and research questions		24
	Inductive research		
	Research objectives		28
		Semi-structured intervi	28
	An example using the model of the research process (i	nductive)	30

Qualitative research and the inductive/deductive continuum	34
Research designs	25
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
a need this books getting samed	
3 Practical Issues in Qualitative Research	
Very learning points	43
Key learning points Forms of data collection	44
The state of the s	44
Interviews	45
Focus groups	46
Documentary analysis	47
Observation	10
Questionnaires	50
Sampling	
Negotiating access	
Maximising response	53
Ethical issues	53
Worthiness of the project	
Benefits and costs	
Competence boundaries — engeonoo golighabatti afonsoson ta	01
Informed consent	-
Honesty and truth	01
Privacy, anonymity and confidentiality	33
Use of results and conclusions	33
Intervention and advocacy	50
Summary	
What have you learned?	37
Further reading	37
Diago in the research process	58
Place in the research process	
INTRODUCTION TO STAGE 2: DATA COLLECTION and MANAGEMENT	
4 Collecting and Managing Interview Data	0.3
Key learning points	
Distinctive features of qualitative interviews	64
Types of qualitative interview	65
Semi-structured interviews (solloubal) accord dougsest sit to lebona?	
Unstructured interviews associated to be been self-anisated algorithms to	66
Life history interviews	67
Modes of data collection – meet, call or type?	67

	1
CONTENTS	vii

	Planning the interview and the interview guide	70
	Example of a section from an interview guide	71
	Computer assisted qualitative data analyst (CARDAS) or in terms of nontrollorini	71
	Background RAGINAL PARTY REPORTED AND PROPERTY REPORTED AND PROPER	71
	Motivation SACIDAS gulzu to assume when the same and the	71
	Exercise to assess a section from an interview guide will of sights and guide of sights and guide of sights and guide of sights are sights of sights and guide of sights are sights of sights and guide of sights are sights of sights are sights of sights and guide of sights are sights sights as a sight are sights are sig	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 the purpose of the matter analysis to the first before a first part of the first part	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 - associated and galaxian and end usite	81
	What have you learned?	82
	Further reading — — — — — — — — — — — — — — — — — — —	82
	Place in the research process	83
5	Collecting and Managing Focus Group Data of violating and Resident and	85
	Step Three for Analysing Your interview Data feets included and advanced	
	key learning points	85
	Planning a rocus group	86
	Mode of data collection	86
	Choosing respondents for focus groups	89
	The focus group guide	91
	Guide to seminar rocus groups	92
	Moderating a rocus 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 Summary Control of the Contr	98
	What have you learned?	99
	Further reading	99
	Place in the research process	100
	Step 4: using the conceptual theme to explain differences betweeled animisol you	
IN'	TRODUCTION TO STAGE 3: DATA ANALYSIS and INTERPRETATION	10
W.	step 1: identifying initial categories based on reading the transcripts grammas t	
6		103
	Key learning points	103
	What qualitative data analysis is	10

	What good data looks like	
	To code or not to code?	107
	Computer assisted qualitative data analysis (CAQDAS)	109
	Advantages of using CAQDAS	110
	Disadvantages of using CAQDAS	110
	Uploading transcripts to NVivo	111
	The crucial role of validity	113
	Exercise to identify commonalities in a dataset	114
	Exercising reflexivity	115
	Checking the accuracy of findings	116
	Summary wystyraint entitio tol softling sux3	117
	What have you learned?	117
	Further reading stab workered to not placement be a unibrood	118
	Place in the research process	118
	Extract from Interview, full transcription	
18	Reflections on the two versions of the extract	
7	Step One for Analysing Your Interview Data -	119
	Making Summaries and Comparisons	
	Key learning points	117
	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 forthoo to level etalogomea an anintainaM	144
	What have you learned?	145
	Further reading policiphon guora euror antico not all'isla	146
	Place in the research process	146
	Vbat have you learned?	
•		
8	Step Two for Analysing Your Interview Data - Using Codes	9.63
	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

	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	2
	part of the findings although they stand outside any category	162
	Identifying codes that stand outside any category and do not apply to	102
	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 Summar	172
	What have you learned?	173
	Further reading quoty super ending monit super	174
	Place in the research process	174
9	Step Three for Analysing Your Interview Data -	
118	the vacant the vacant manual control of the same of th	19175
	Finding Conceptual Themes and Building Theory	175
	Key learning points	175
	Characteristics of conceptual themes	176
	Characteristics of conceptual themes Two helpful tools for identifying conceptual themes	176
	Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos	176
	Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables	176 178
	Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables	176 178 178
	Characteristics of conceptual themes Two helpful tools for identifying conceptual themes Data memos Tables Analysing a conceptual theme step by step	176 178 178 178
	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	176 178 178 178 180 180
	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)	176 178 178 178 180 180
	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)	176 178 178 178 180 180
	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	176 178 178 178 180 180 182 183
	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	176 178 178 178 180 180 182 183
	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	176 178 178 178 180 180 182 183
	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	176 178 178 178 180 180 182 183 184
	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	176 178 178 178 180 180 182 183 184 188
	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	176 178 178 178 180 180 182 183 184
	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	176 178 178 178 180 180 182 183 184 188 192
	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	176 178 178 178 180 180 182 183 184 188 192
	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	176 178 178 178 180 180 182 183 184 188 192 192
	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?	176 178 178 178 180 180 182 183 184 188 192 192 194 195
	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? Further reading	176 178 178 178 180 180 182 183 184 188 192 192 194 195 196
	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?	176 178 178 178 180 180 182 183 184 188 192 192 194 195

10	, ,	197
	Key learning points	197
	What's different about analysing focus group data?	198
	Individual data analysis	199
	Croup data analysis	201
	Except 1 from face to face focus group	202
	Evergise to analyse focus group data	204
	Except 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
	Execut 2 from online focus group	216
	Summary	217
	What have you learned?	218
	Describing the province delegate techniques of the control of the	219
	According for an introduction of the state o	/ 1 4
	Place in the research process	
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 Street in Summary Street different elements of the unit set of the summary Street different elements of the unit set of the summary Street different elements of the unit set of the summary Street different elements of the unit set	238
	What have you learned?	239
	Further reading	240
	Place in the research process	241
	What are today and how can they be used? woods blind of but strahagoren	
INT	RODUCTION TO STAGE 4: DISSEMINATION	243
1141	A Step 2: withing codes alongside the translation	
12		243
	Key learning points	
	Types of research output	240

CONTENTS