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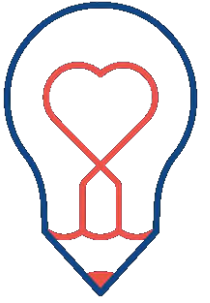
# Getting started in... Qualitative Analysis

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Newcastle University  
19th March 2026

Twitter: @ClinEdResearch #ClinEd

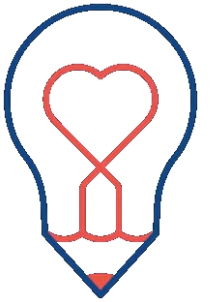
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# Who is in the room?

- Write in the chat function:
  - Your healthcare profession
  - Any previous experience in qualitative research-type, level of involvement



# Session Overview

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What is qualitative analysis?

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Principles of analysis

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Common types of analysis, and their use

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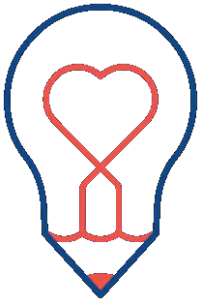
Quality within analysis

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Top tips and further reading

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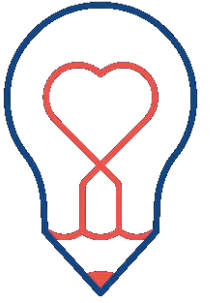
Q+A



# What is qualitative analysis?

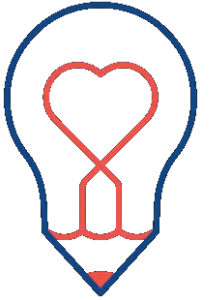
- Where we move from collected data into some form of explanation, understanding or interpretation of situations/phenomena/interactions etc.

The process of **deconstruction**, **reconstruction**, and **interpretation**



“Analysis is a breaking up, separating, or disassembling of research materials into pieces, parts, elements, or units. With facts broken down into manageable pieces, the researcher sorts and sifts them, searching for types, classes, sequences, processes, patterns or wholes. The aim of this process is to assemble or reconstruct the data in a meaningful or comprehensible fashion”

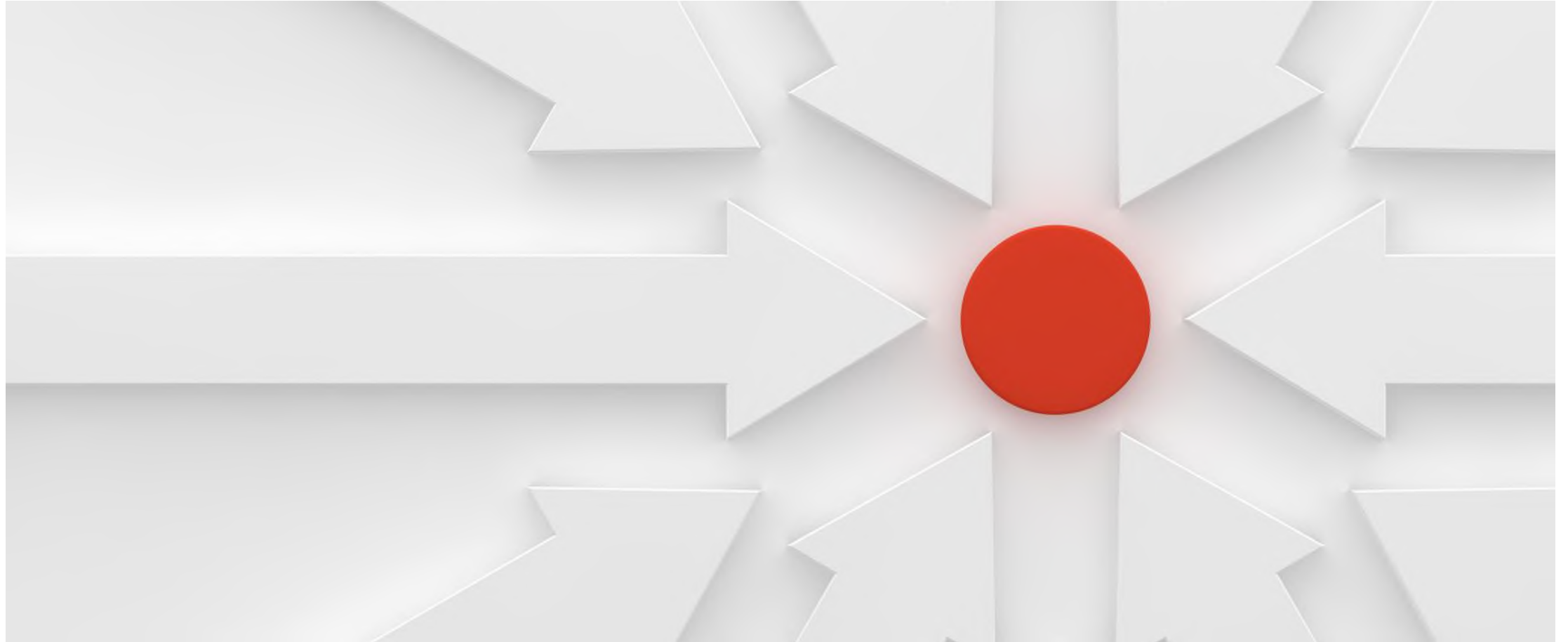
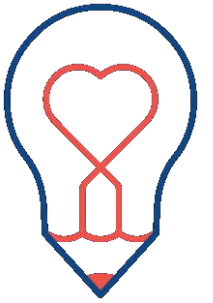
(Jorgensen 1989, p107)



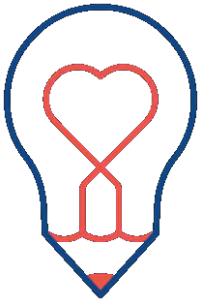
# Principles of qualitative analysis

- Can be used to describe phenomena, or generate theory and explanations
- Understanding human behaviour is a **non-linear** process, and may develop slowly. Analysis can be messy.
- Be clear regarding the paradigm you are working within in
  - Interpretivist paradigms most common: People differ in their experiences and understandings of reality, no single verifiable reality
  - Realist approaches gathering pace: Objective reality interpreted through subjective lenses within varied contexts.

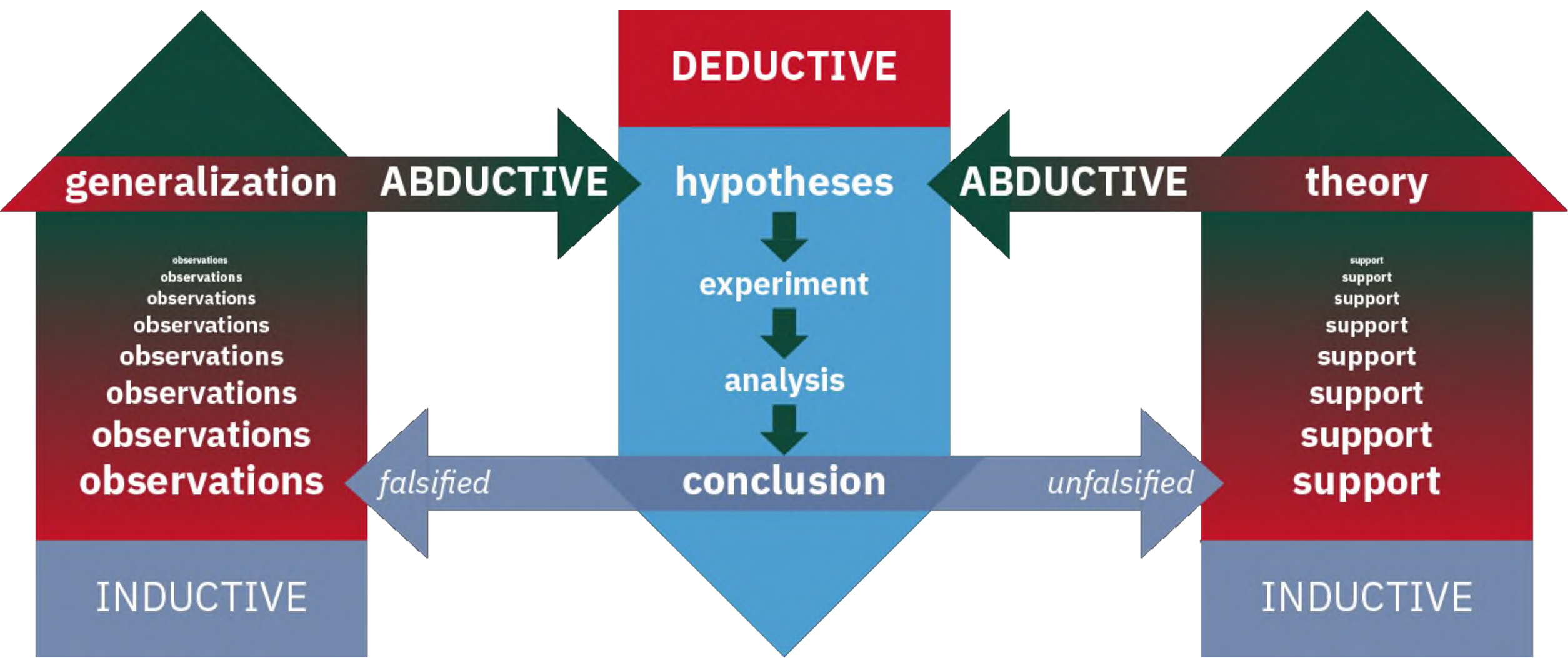
*Aim is to simplify data, remove noise, and tell a compelling, relevant story*



# Inductive, deductive, and abductive reasoning



- **Inductive:** involves generating new theories and hypotheses based on observations and data collected during the research process.
- **Deductive:** starts with a hypothesis or theory and involves testing this against observed data to confirm or refute the initial theory.
- **Abductive:** involves beginning with incomplete observations and data, then making the likeliest possible explanation or hypothesis for the observed phenomena.



**DEDUCTIVE**

**generalization**

**ABDUCTIVE**

**hypotheses**

**ABDUCTIVE**

**theory**

observations  
observations  
observations  
observations  
observations  
observations  
observations  
**observations**

experiment  
analysis

support  
support  
support  
support  
support  
support  
support  
**support**

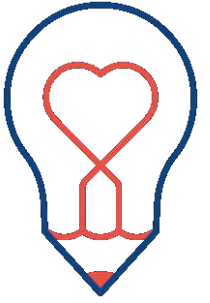
*falsified*

**conclusion**

*unfalsified*

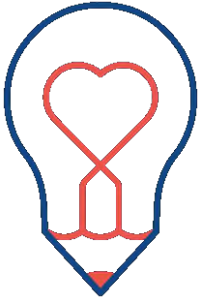
INDUCTIVE

INDUCTIVE



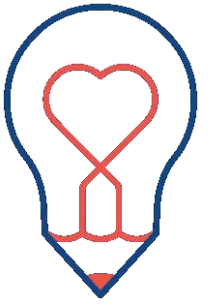
# Common types of analysis

- Thematic analysis
- Content analysis
- Framework analysis
- Grounded theory
- Phenomenological analysis
- Case study research
- Discourse analysis
- Narrative analysis



# Common types of analysis

- **Thematic analysis**
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# Thematic analysis

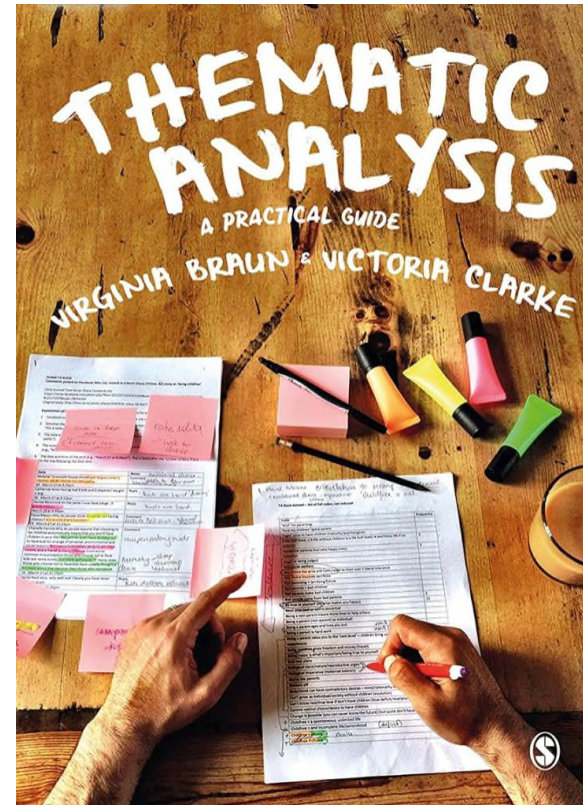
- Methodologically flexible
- Involves identifying patterns within qualitative data
- "Reflexive thematic analysis" (Braun and Clarke) is a specific type
  - Offers clear guidance

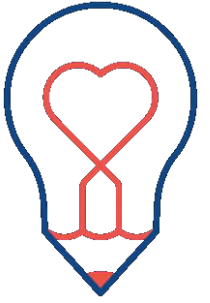
# Reflexive thematic analysis

- Developed by *Braun and Clarke* to address inconsistencies in thematic analysis
- Constructivist paradigm, acknowledging the researcher's active role in interpretation
- Offers a flexible approach applicable across various data types and methodologies

## Ideal for:

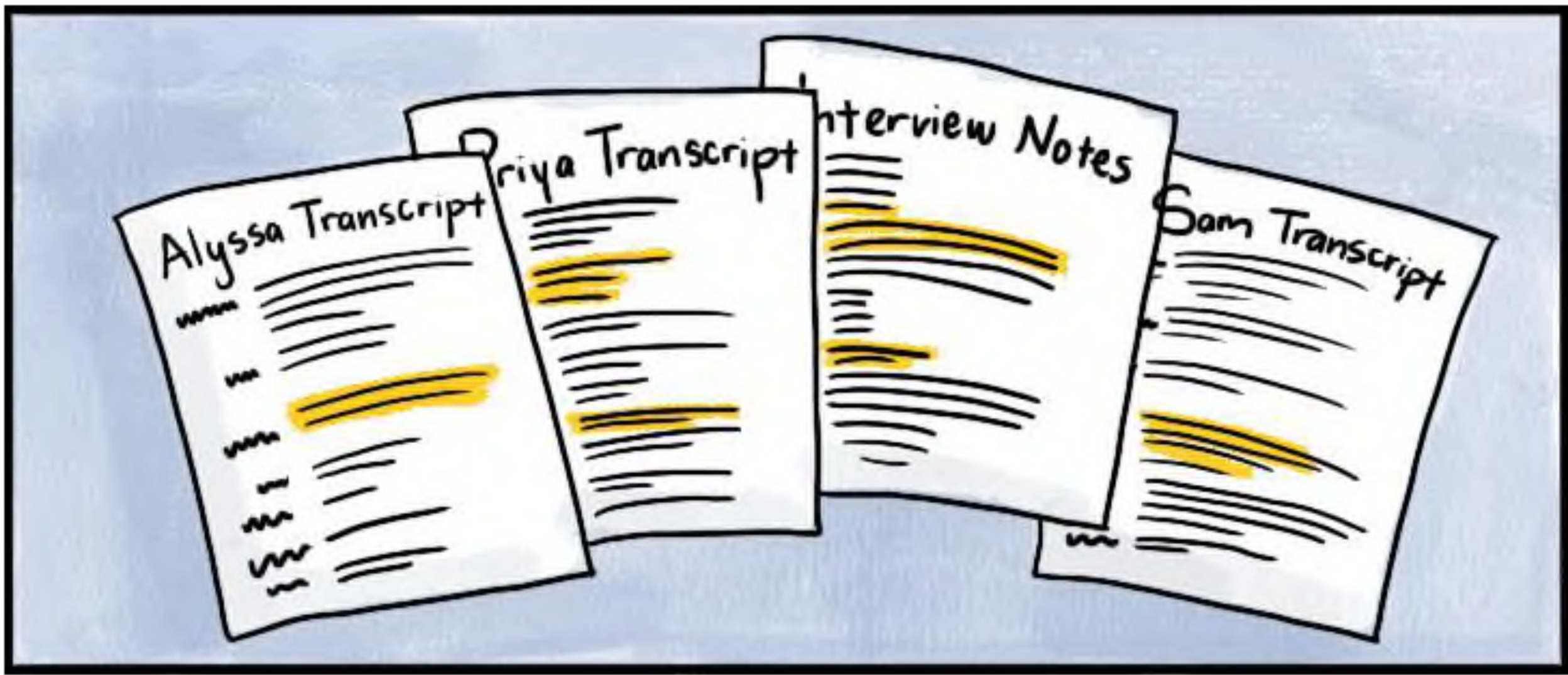
- Research involving subjective data: experiences, beliefs, values, thoughts
- Identifying and interpreting patterns to answer research questions





# Reflexive thematic analysis: key steps

- 1. Familiarisation:** Immersing oneself in the data to understand depth and detail.
- 2. Data Coding:** Systematically coding the data to categorise information.
- 3. Generating Initial Themes:** Identifying potential themes based on codes.
- 4. Reviewing and Developing Themes:** Refining themes to ensure they accurately represent the data.
- 5. Refining, Defining, and Naming Themes:** Finalising the essence of each theme.
- 6. Producing the Report:** Documenting the process and findings, telling the explanatory story of the data.



# Initial Codes

code

code

Code

Code

code

code

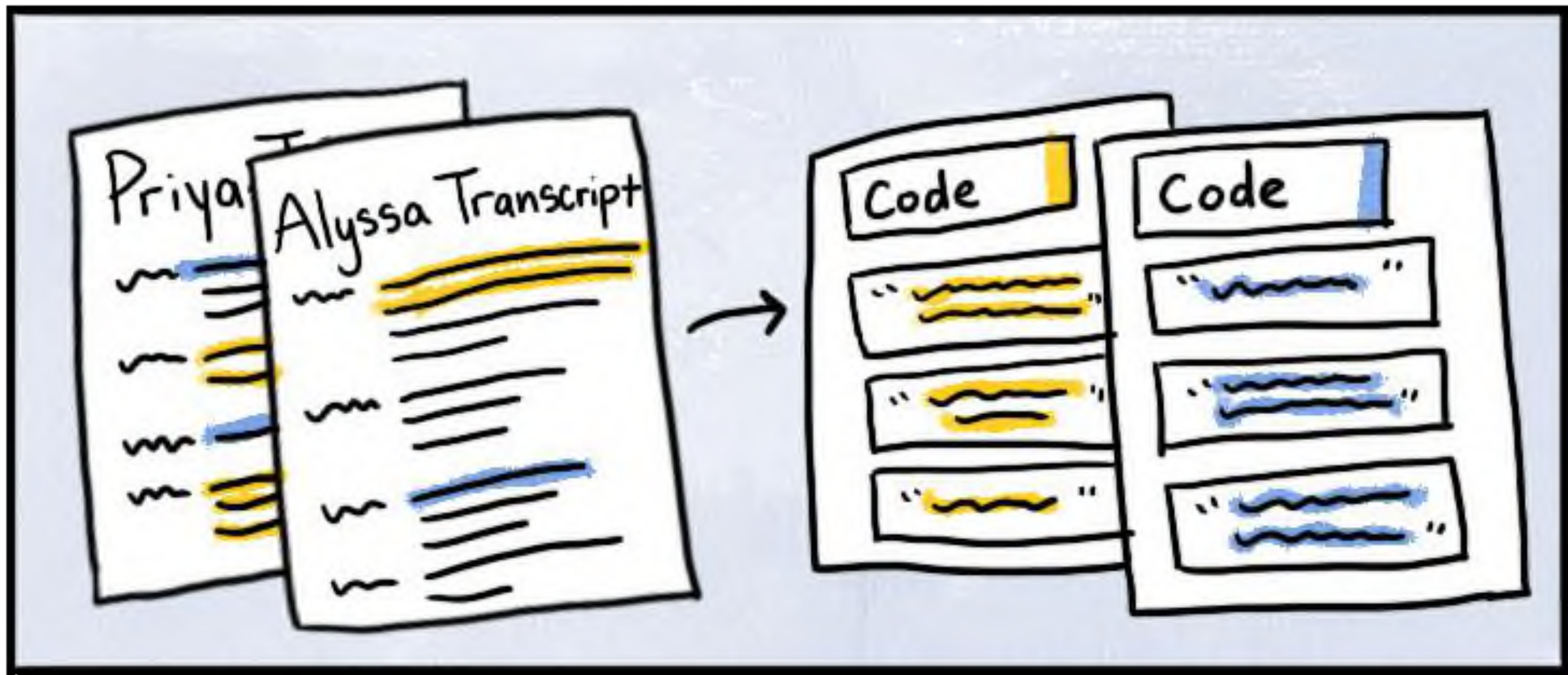
# Alyssa Transcript

w

w

w

w



Theme  
code  
code  
code

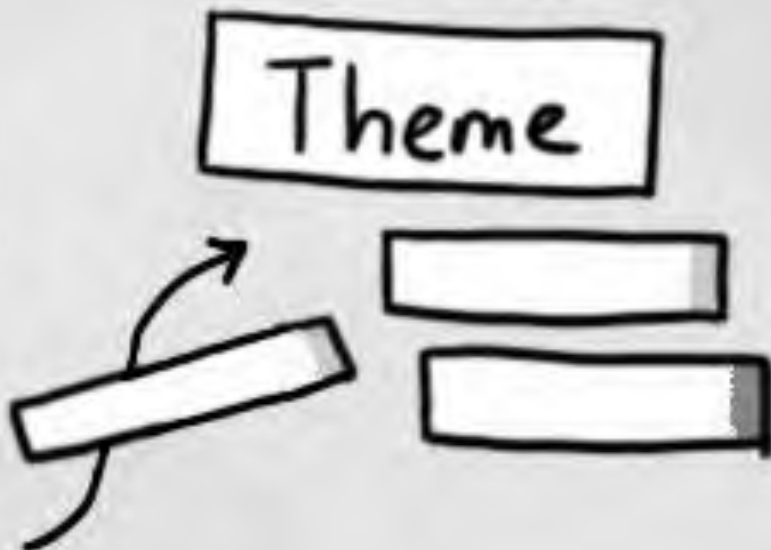
Theme  
code  
code  
code

Theme  
code  
code  
code

Merge



Re-arrange  
codes



Remove  
themes



Narrative

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"~~~~~"  
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}

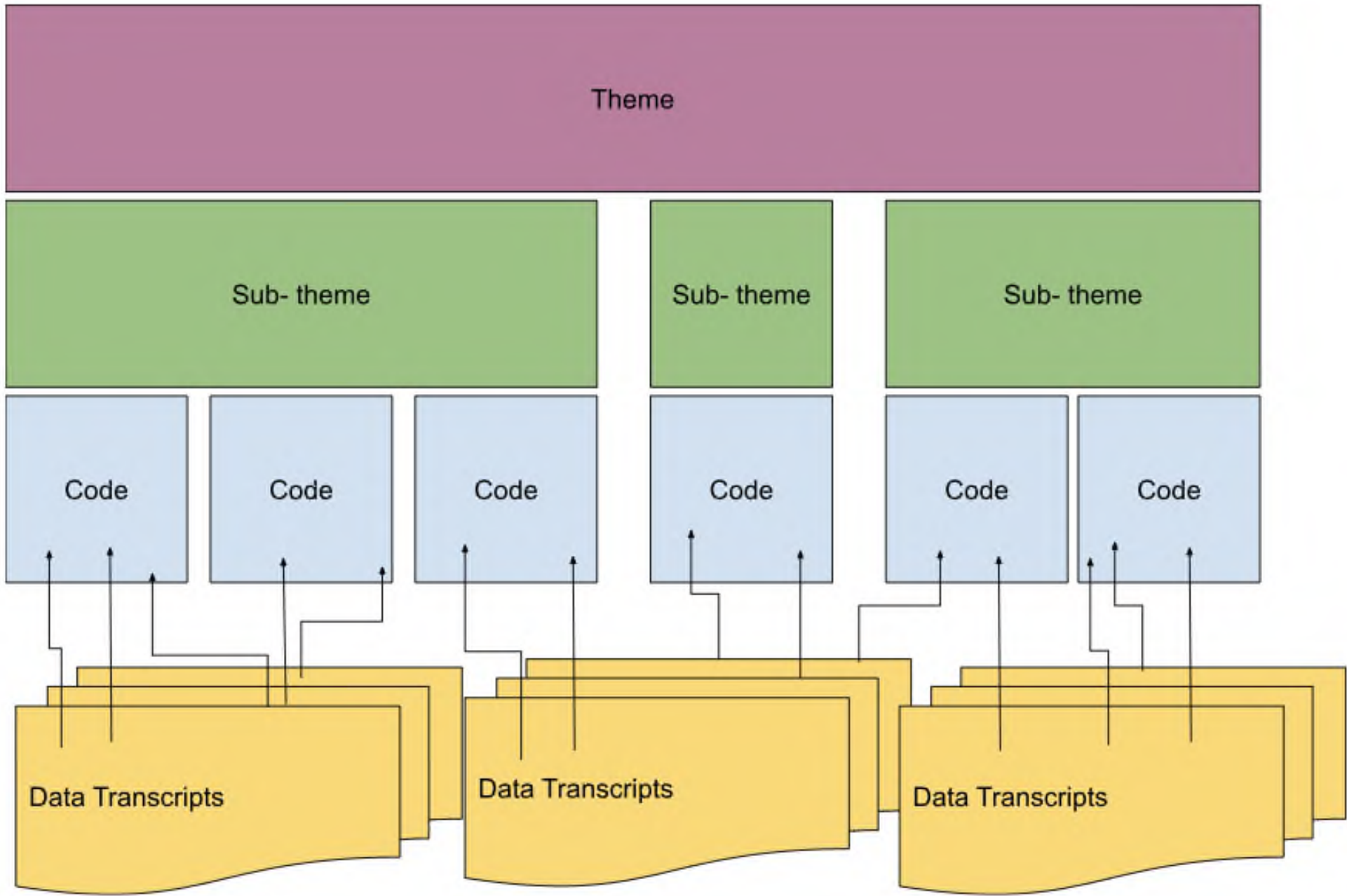
Theme

}

"Quote"

}

Theme



White people

Americans

Color-blind racial ideology

Intersectionality

Post-feminism

Gendered racism

African Americans

White guilt in popular culture

Neoliberalism

Racialized class dynamics

Multiculturalism

White guilt

White stereotypes

White shame

Heteronormativity

History of racism in the US

Modern racism

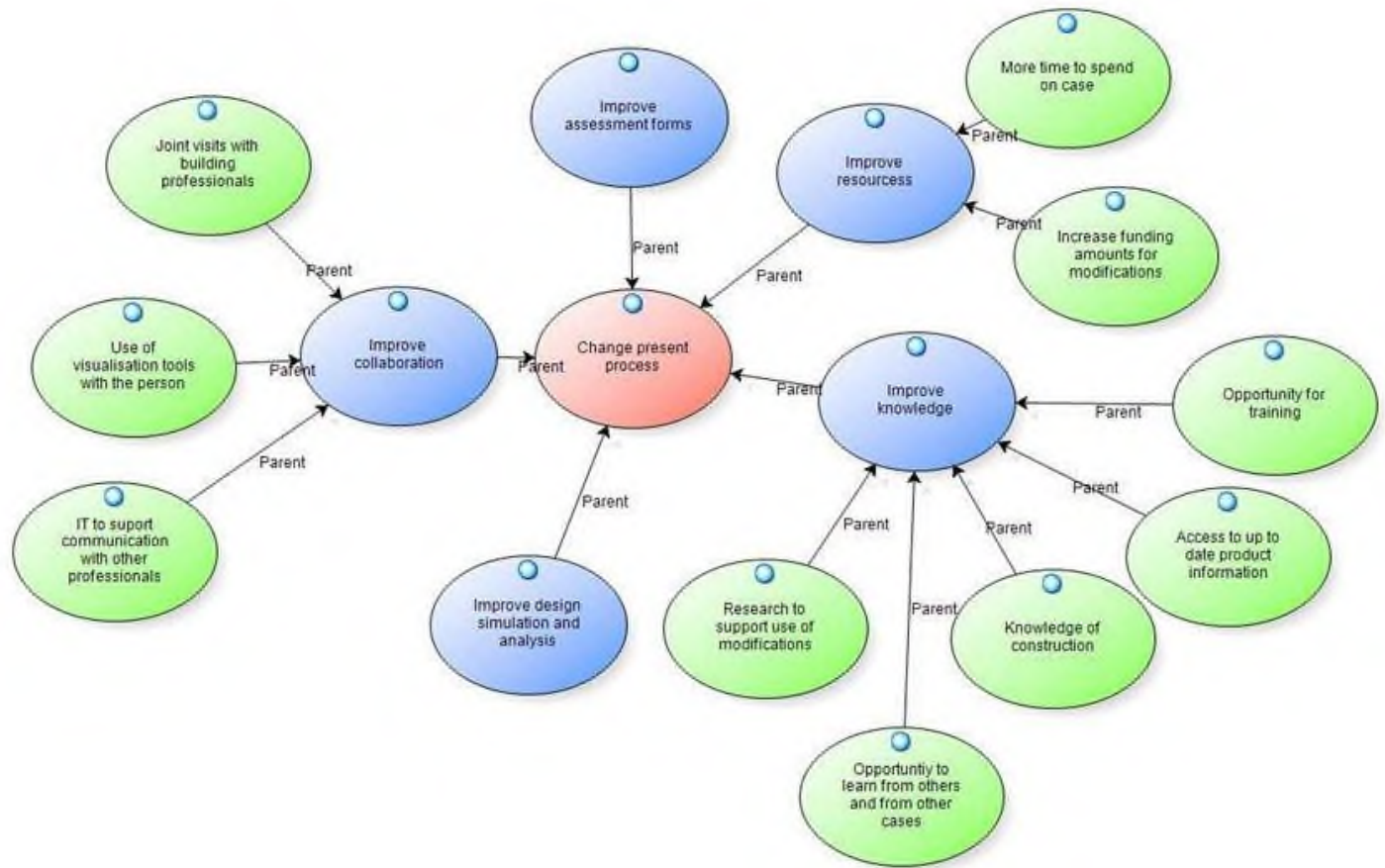
### Reflexive processes of youth-identity formation in Tottenham Thematic Analysis of Research Findings Julius Elster, University of Birmingham

Topic/thematic category	Past (relevant "time points")		Present activity	Youth-identity formation		
	Lived experiences	Reflexive activity	Type of reflexive orientation	Social identity and stereotypes	Personal identity	Self-stereotyping
Overarching theme	education, positive experience, negative experience, identity-forming experience, influence (structure-agency), family	autonomous, communicative, fractured, meta-reflexivity, identity-forming orientation		ethnicity, cultural identity, stereotype and media representation, (perceived) personal identity, identity-forming aspect, self-stereotyping and proactivity, external aspects and identity		
Example of code or sub-theme						
Date of interview: Sept. 2016	<ul style="list-style-type: none"> <li>I did enjoy my time at secondary school. I had a lot of opportunities there. In year 7, I enjoyed the... we didn't have an orchestra at that time, so we had just a string ensemble, but since that time it has grown into a symphony orchestra. [JE: What instrument did you play? L: Violin.]</li> </ul>	<ul style="list-style-type: none"> <li>JE: Were they just positive experiences of her [L's mother] talking about "excellence" or did you reflect upon what she talked about and thought, "this makes sense"? Did she tell you, "this is how you should live your life" and then you just did it, or did you think, "given my circumstances, this is how I want to live my life"?</li> </ul>	<ul style="list-style-type: none"> <li>I guess one way to describe myself is quite determined, quite driven and... I wrote a paragraph about myself the other day... one of the things that I wrote we had to be quite cheesy; one of the things that I wrote was a "trailblazer". Maybe that's a bit much, but again I was very proactive about the things that I did in school, while my counterparts were not that interested about extra-curriculars. I was willing to try more. I was reading a university brochure and something it said was, they believe in this ethos of "why not"; I can't remember if it was in Greek or Latin [...]</li> </ul>	<ul style="list-style-type: none"> <li>My identity... I guess... I think there are different, like, subcategories; there could be your cultural identity, I am Black, I am an African, I am half South-African and half Kenyan, but I was raised in England and I've been to Kenya maybe twice and would not necessarily call that home, so I guess to some degree you could call me flat-out British. Err, I am a young woman, who live in Tottenham. I don't think I really connect with this idea of living in Tottenham or perhaps the fact that the school was mainly done at around the Muswell Hill-Bounds Green-ish area [most affluent areas in Haringey]. And I think this idea of excellence was always giving me the borderline middle-class</li> </ul>	<ul style="list-style-type: none"> <li>[...] So, perhaps I think that I wrote that that's a bit much, but I'm proactive about the things that I did in school, while my counterparts interested about extra-curriculars. I was willing to try more. I was reading a university brochure and something it said was, they believe in this ethos of "why not"; I can't remember if it was in Greek or Latin [...]</li> </ul>	<ul style="list-style-type: none"> <li>Comment: perhaps pre-stereotypical representations that I wrote was that's a bit much, but I'm proactive about the things that I did in school, while my counterparts interested about extra-curriculars. I was willing to try more. I was reading a university brochure and something it said was, they believe in this ethos of "why not"; I can't remember if it was in Greek or Latin [...]</li> </ul>
Place of interview: 639 Centre	<ul style="list-style-type: none"> <li>We didn't have soloists, because it is just about giving everybody the opportunity to play. Being lead just meant that my role was to encourage others, and encourage my section.</li> </ul>					
Pseudonymous name: [redacted]						
Sex: Female						
Age bracket: 16-19	<ul style="list-style-type: none"> <li>JE: Is it totally down to you that you've achieved that much, or would you say that there may be certain other things in your life that may have influenced you?</li> </ul>					
Ethnicity: Black African						
Background/biography: "I live in Tottenham," "my primary school is on the border of Barnet and Haringey," "I went to [redacted] secondary school, which is in Haringey"	<ul style="list-style-type: none"> <li>L: I don't think that you could accredit everything to me, I think my mum definitely has influenced the things that I do. She's always encouraging me to do more, to try more. even during her time at school she was that kind of person who would do public speaking and drama fest and she was the prefect and she was going to be the head girl but thought it was too much responsibility. She wasn't head girl in the end. So, it's her encouraging me to do these things to a higher level, to a higher standard. I think she has definitely... embossed this theory of excellence in whatever you trying to do</li> </ul>					
	<ul style="list-style-type: none"> <li>It's my mum encouraging me to, "you know what, you should try, you should get</li> </ul>					

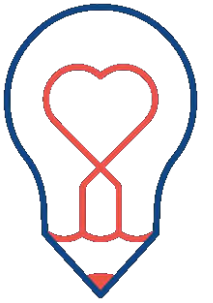
Survey participants

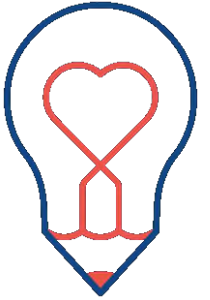
Interview (itself)

Rutgers University



Themes – buckets, diamonds, or stories?





# Activity: How did disabled medical students experience the transition to online learning during Covid-19?

## **1. Accessibility of Online Platforms:**

1. "Some platforms were not fully accessible, making navigation difficult."
2. "Captioning on live lectures was a game-changer for me."

## **2. Technical Support and Resources:**

1. "The lack of immediate technical support made resolving issues a challenge."
2. "Access to specialised software for visual impairment was inconsistent."

## **3. Adaptation to New Learning Formats:**

1. "Adapting to fully online anatomy teaching was frustrating due to the physical nature of my disability."
2. "Pre-recorded lectures allowed me to learn at my own pace, accommodating my needs better."

## **4. Peer Support and Interaction:**

1. "I felt isolated from my peers, as spontaneous interactions were less frequent."
2. "Online study groups and catch ups were essential for feeling connected and supported."

## **5. Faculty Understanding and Flexibility:**

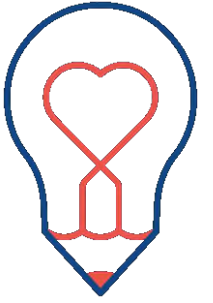
1. "Some instructors were incredibly accommodating, altering assignments to fit my needs."
2. "Lack of understanding from some faculty about the extra time needed for assignments."

## **6. Mental Health:**

1. "The isolation exacerbated my anxiety, making focus difficult."
2. "University-provided mental health resources were crucial during this period."

Look for contradictions

Iterative



Context

Reflexivity



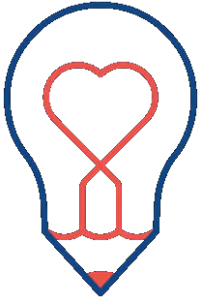
Creativity

Seek feedback

Interrogate

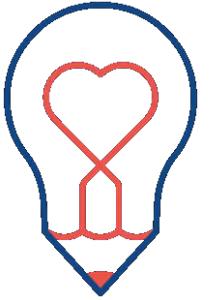
Theory

# Quality



- Credibility – prolonged observation, triangulation, member checks
- Transferability – thick description, reflexivity (discussion, journaling etc.)
- Dependability – audit research process to support consistency
- Confirmability – transparency, reflexivity, ethical conduct

# Top tips



Work in a team – assign roles.



Consider logistics – how will you manage data + analysis?



Take your time + be realistic with timelines



Plan reflexivity activities intentionally

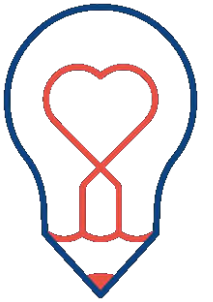
# Further reading

## Articles:

- Al-Ababneh, M., 2020. Linking ontology, epistemology and research methodology. *Science & Philosophy*, 8(1), pp.75-91.
- Barrett, A., Kajamaa, A. and Johnston, J., 2020. How to... be reflexive when conducting qualitative research. *The clinical teacher*, 17(1), pp.9-12.
- Boet, S., 2012. Medical education research: an overview of methods. *Canadian Journal of Anesthesia*, 59(2), p.159.
- Braun, V. and Clarke, V., 2021. Can I use TA? Should I use TA? Should I not use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches. *Counselling and Psychotherapy Research*, 21(1), pp.37-47.
- Braun, V., Clarke, V. and Hayfield, N., 2022. 'A starting point for your journey, not a map': Nikki Hayfield in conversation with Virginia Braun and Victoria Clarke about thematic analysis. *Qualitative Research in Psychology*, 19(2), pp.424-445.
- Clarke, V. and Braun, V., 2013. Successful qualitative research: A practical guide for beginners. *Successful qualitative research*, pp.1-400.
- Clarke, V. and Braun, V., 2021. Thematic analysis: a practical guide. *Thematic Analysis*, pp.1-100.

## Textbooks:

- Bhattacharyya, D.K., 2009. *Research methodology*. Excel Books India.
- Cleland, J. and Durning, S.J. eds., 2022. *Researching medical education*. John Wiley & Sons.
- Denzin and Lincoln's *The Sage Handbook of Qualitative Research*
- *Philosophy of Science: A Very Short Introduction*



**THANKS  
FOR  
LISTENING**

Any questions...?