Restructure: (Graphic Organiser)



Ask pupils to re-do their work, but present it in a different way.

In this example, Psychology pupils were asked to create a venn diagram based on the content of their essays, so that they could see how the themes were similar or different.

ANALYSE

TASK: Create a Venn Diagram on A3 with the content below.

- 1. Start by immersing themselves in the content to identify units and meaning
- 2. Because the artefacts used were not designed with the research question in mind, this may limit validity
- 3. Changes qualitative data into quantitative
- 4. Open to researcher bias
- 5. Look at each unit and give it a code (label) to identify meaning
- Use tallies in operationalised categories
- 7. There are no predetermined codes or themes
- 8. Real artefacts are analysed which have high validity
- 9. Search for 'emergent themes' that result from the analysis
- Once all units have been coded (labelled), researchers look for com amongst these codes.
- 11. Don't use frequencies or tallies
- 12. Artefacts studied are often freely accessible
- 13. Results can identify questions to be researched with alternative me
- 14. The frequencies gathered can be presented in a bar graph
- 15. Analysis starts with predetermined categories
- 16. Seen as an indirect observational method
- 17. Reliability can be assessed by a) running the test again using video, rater to assess inter rater reliability and consistency of categories

Comparing Content Analysis and Thematic Analysis. 2. Because the 1. Start by immersing 3. Changes qualitative artefacts used were themselves in the content to data into quantitative not designed with identify units and meaning the research 6. Use tallies in question in mind, this 5. Look at each unit and operationalised categories may limit validity give it a code (label) to identify meaning 14. The frequencies 4. Open to 7. There are no gathered can be researcher bias predetermined codes presented in a bar or themes 8. Real artefacts are Content analysed which have Thematic 15. Analysis starts high validity 9. Search for 'emergent **Analysis** with predetermined Analysis themes' that result 12. Artefacts from the analysis studied are often 17. Reliability can be assessed by freely accessible 10. Once all units have been coded a) running the test again using (labelled), researchers look for video, using a second rater to 13. Results can common themes amongst these assess inter rater reliability and identify questions codes. consistency of categories to be researched with alternative 11. Don't use methods frequencies or tallies 16. Seen as an indirect observational method



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