

# Restructure: (Graphic Organiser)

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

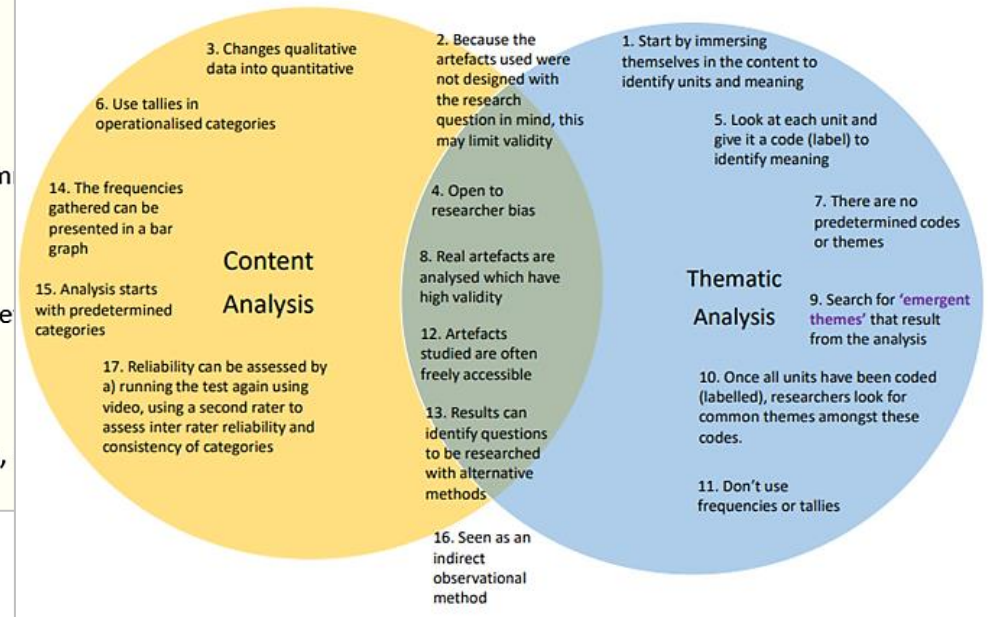
In this example, Psychology pupils were asked to create a venn diagram based on the content of their essays, so that they could see how the themes were similar or different.

**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
6. 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
10. Once all units have been coded (labelled), researchers look for common 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 methods
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, using a second rater to assess inter rater reliability and consistency of categories

## Comparing Content Analysis and Thematic Analysis.



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