

Analiza podataka u kvalitativnim istraživanjima

Koraci u analizi

1. Transkripcija
2. Iščitavanje teksta i upoznavanje sa sadržajem
3. Kodiranje
4. Identifikacija tema
5. Analiza tema – kreiranje mapa
6. Definisanje i imenovanje tema
7. Pisanje analize

Prvi korak - dobar transkript!

- Transkriptom prenosimo podatke u formu koja se može analizirati
- Transkriptom vršimo niz izbora
- Dvije vrste transkripta:
 - Ortografski (verbatim) – ono što se čuje (riječi i zvukovi)
 - Paralingvistički – šta je i kako je rečeno
- Dobar kvalitet transkripta izuzetno važan

Prvi korak - dobar transkript!

- Osnovne informacije – ko je nešto rekao i šta je rekao
- Ništa ne smije da se koriguje – čak ni greške (dunno – don't know)
- Greške:
 - Greške koje nastaju kod konstruisanja rečenica – ljudi ne pričaju u rečenicama i rečenice u govornom jeziku nemaju sve elemente. (I hate it. You know. I do – I hate it. You know I do)
 - Greške kod upravnog govora – šta je čiji tekst
 - Greške zbog propuštanja djelova teksta
 - Greške zbog lošeg prenošenja riječi ili fraza
- Anonimiziranje transkripta! Zamijenite imena alijasima ili oznakama. Npr. Ž1 (prva ženska osoba).

Šta sve bilježimo i kako?

Identitet onoga ko je nešto rekao	Ime ili alias, praćen sa dvije tačke i uvučenim tekstom. Ana: Ja sam rekla sve što znam o toj temi
Smijanje, kašljanje	(smijeh), (glasan smijeh svih), (neko kašlje)
Pauze (duže)	(tišina)
Skraćenice	Onako kako je govornik izgovorio. Unesko, a ne Fond Ujedinjenih nacija za zaštitu kulturnih spomenika
Govor koji se preklapa	Oba govora paralelno. Onaj koji preklapa prvi
Nismo sigurni ko govori	Znak pitanja. Npr. Ana?:
Neverbalni signali	Hmmm, khkh...

BOX 7.1 ANNOTATED EXAMPLE OF ORTHOGRAPHIC TRANSCRIPTION

Start the first word of a new turn of talk with a capital letter.

You can use the interviewer/moderator's name, but it is often clearer to use their role (often abbreviated to 'Int' or 'Mod').

You can use this symbol to indicate very short pauses if you are doing pattern-based DA.

Give each new speaker/new turn of talk a new line.

Cut-off speech or sounds.

Best guess.

Underlining used to indicate emphasis.

UK English speakers tend to say 'erm' whereas people speaking US or New Zealand English tend to say 'um'.

A longer pause.

Moderator: Okay so (.) I want to focus on (.) obesity rates (.) within individuals (.) so why do you think people become fat or obese.

Sally: I think there are a number of reasons erm. I think ~~one o-erm~~ one of the main reasons I became obese was because ((pause)) erm I had to go through a number of various orthopaedic surgeries which actually meant that I was in a wheelchair for quite a few months at a time and unfortunately (.) part of when you're stuck in a wheelchair you suddenly feel like a little bit depressed as well so (well) you tend to have the knock-on effect of eating so you're eating more than you should do cos really when you're very immobile you shouldn't eat very much at all because hence you do gain weight and you get there and that's one of the reasons a lot of people erm who were generally quite fit people who I've spoken to have gained weight through ((pause)) mainly things like surgery and various life impacts like that life events

Moderator: What does everyone else think

Rebecca: I think that I think you're right about life events even if you know nothing to do with surgery I think

Sally?: Oh

A question mark after a name signals your best guess as to who is speaking – unless you know participants' voices very well, it can be hard to identify the speaker of very short bursts of speech and sound, especially when there are multiple speakers as in a focus group.

Drugi korak u analizi: upoznavanje sa tekstom

- Kroz iščitavanje upoznajemo tekst i počinjemo da prepoznavamo kodove i teme koje ćemo izdvojiti
- Analitičko i kritičko iščitavanje:
 - Kako učesnik razumije sopstveno iskustvo?
 - Zbog čega ga razumije na taj način?
 - Na koje još načine ostali razumiju?
 - Koliko je to što pričaju u skladu sa uobičajenim razmišljanjem?
 - Kako bih se ja osjećala u istoj situaciji?
 - Od kojih pretpostavki polaze?
 - Kakav svijet je otkriven kroz njihove riječi?
- Kreirajte zabilješke – prvi korak ka kodovima

Kodiranje

- Kodiranje je process identifikacije određenih aspekata podataka koji korespondiraju sa našim istraživačkim pitanjem
- Dvije vrste:
 - Selektivno – redukcija podataka – kodiramo samo ono što je važno
 - Potpuno kodiranje – kodiramo cijeli tekst bez obzira da li je relevantan
- Još dvije vrste:
 - Unaprijed postavljeni kodovi (iz teorije)
 - Kodovi koji proističu iz podataka

Primjer

Data	Codes
Moderator: What do you think about the modern lifestyle and weight and obesity? Do you think that's had a big effect?	
Sally: I think it's had a huge effect because I remember, say forty years ago, we had a lot more industry in this country, so people were actually what you might call working harder. I know we all work hard, but erm working more...	<ul style="list-style-type: none"> Important factor influencing obesity Modern lifestyles are sedentary Lack of physical work nowadays Hard physical work is beneficial to avoid obesity Times have changed
?: ((in overlap)) Physically.	
Sally: ...physically harder. Erm and, you know, we didn't all have cars. So like my Mum used to walk two or three miles to go to the train station to go another ten miles to work, you know, it was like there was a lot more impact. There was no bus for her so she had to walk. And nowadays we think 'oh I can't do that, can't miles to go and do that' ((laughs)).	<ul style="list-style-type: none"> Lack of exercise Times have changed Choice and exercise (none in past) Physical activity was an integral part of life in the past Humans as naturally lazy Exercise as negative (chore and burden) Implicit <i>ideal</i> person is fit/physically active and thin
Rebecca: Take the car yeah.	<ul style="list-style-type: none"> Humans as naturally lazy
Sally: Yeah exactly.	
Rebecca: Yeah.	
Sally: Erm and I think over the decades as technology's advanced, we've suddenly... our lifestyle has changed and it's had an impact on society now. So we've got kids growing up who are going um ((pause)) who are growing up thinking 'oh well if I just jump in the car', you know, 'Mum'll take me to so and so' or...and they're not in that sort of exercise is a luxury. You go	<ul style="list-style-type: none"> Times have changed Negative impacts of technology Different lifestyles Kids learn bad habits from parents (laziness is learnt behaviour) Exercise as negative (inherently unpleasant) Exercise is not a natural desire or activity

Šta onda?

Eating badly leads to obesity

Carla: I think there is more of an issue of what we eat and the crap that we eat and people not cooking and not using real food.

Rebecca: Then that's the individual's choice if they want to eat because nobody asks them, even if you are a bit depressed, you have got that... that mentality to think 'oh I'm not going to eat my fifth cream cake today' because that's just a bit piggish.

Sally: Yeah cos I remember seeing a programme about the uh what is it, Britain's Fattest Man or something. And I mean he just really pigged out.

Judy: But then if they don't want to be that fat they shouldn't eat it.

Children are being brought up in a way which promotes obesity

Sally: We've got kids growing up who are going um ((pause)) who are growing up thinking 'oh well if I just jump in the car', you know, 'Mum'll take me to so and so' or...

Carla: And then their children are growing up not know- having the faintest idea to even cook or prepare food. And also, like you said, the modern technology, it's like MSN, kids live on it.

?: Yeah ((laughs)).

Carla: It's like we've got a trampoline outside. I have to drag them out by their hair to try and get them to get on it, you know. Sort of constantly just talking to seven different people. 'I'm on MSN, I'll be there in a minute.' ((laughs)) You know. It's not good.

Rebecca: I think it starts at home really. Like the Government can stick their labels on and schools can not give kids chips, but you spend... I think you spend most of your time at home and I think a lot of it is down to erm parents and how you have dinner time at home. And when I was a kid we all used to sit round the table, whereas now everyone just makes their own meals and just sits in front of the TV and it's dangerous I think.

Humans are naturally lazy

Sally: [...] And nowadays we think 'oh I can't do that', can't walk four miles to go and do that ((laughs)).

Rebecca: Take the car yeah.

Sally: Yeah exactly.

Rebecca: Yeah.

Sally: You go and you have to motivate yourself to go to the gym. Where at one time you didn't have to go to a gym because you worked physically or whatever, and now we have to motivate and I'm not motivated ((laughs)).

Sally: I think there's got to be some sort of push towards physical education in school. Although they... we obviously do PE and stuff, erm without... I don't want to get over into the nanny state type thing cos I hate that, erm but something to actually motivate kids into exercise. Not making it a chore. Making it fun.

Judy: I think modern technology, like allows you to be lazy as well cos you don't have to do things for yourself. You can get machines and stuff to do things for you.

Načini kodiranja

- Ručno
- Kompjuterski (Nvivo, ATLAS.ti)

20	more <u>difficult</u> because for example, if you are teaching	students' background; professional; increased workload; class makeup; students' learning; effective teaching; teaching difficulty; addressing situation;
21	physics to arts students, we are, we have to make sure that	
22	we are <u>aware of their prior knowledge before teaching</u> and	
23	we have to <u>take extra effort to do that</u> before we actually	
24	carry out <u>our lessons because the class may consist of wider</u>	
25	<u>variety of students with different levels of background</u>	
26	<u>knowledge. So we have to pitch our lessons accordingly.</u>	
27	This is <u>slightly more difficult, as compared to before.</u>	
28	I: Have you had any experience in teaching this group of	
29	students that are different from the normal group?	
30		
31	P: Yes. I have taught H1 physics to <u>students who mainly</u>	students' background; learning difficulty;
32	<u>doing, who have mainly done combined science before,</u> and	
33	as I go along through the lesson, I assume that they know	
34	certain concepts but actually, you know, when I actually,	
35	proceed say halfway through the lesson and <u>then they tell</u>	
36	<u>me that, oh actually teacher, I, we have not learn this. So I</u>	
37	<u>actually have to go back and start all over again.</u> This I find	
		learning difficulty; addressing students' concerns; teaching effectiveness;

Identifikacija obrazaca kroz podatke

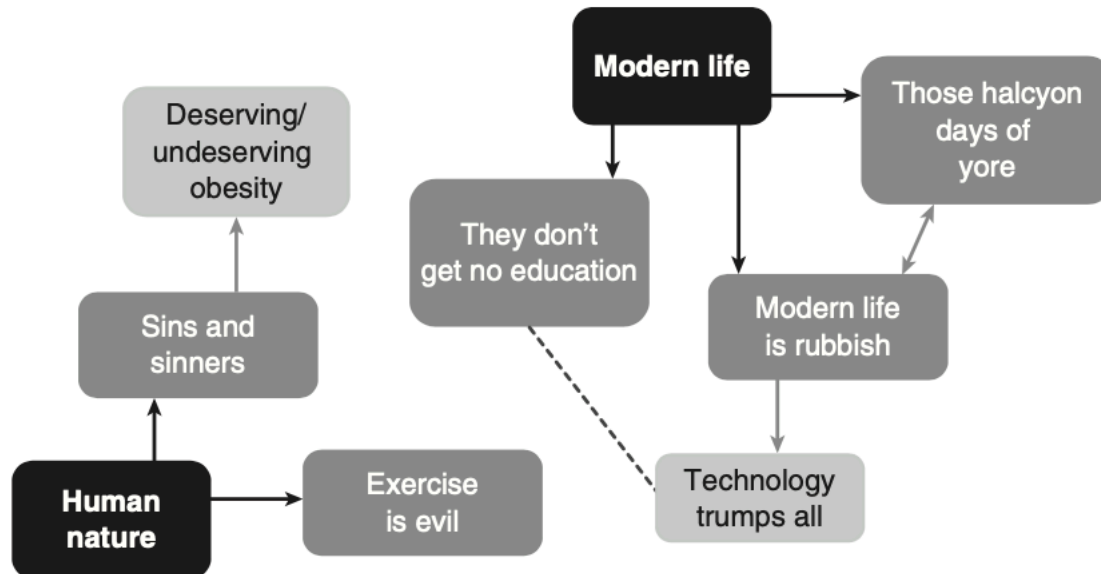
- Tema – ilustruje elemente iz podataka koji su relevantni za istraživačko pitanje, a koji predstavljaju neku vrstu obrasca u odgovoru
- Centralni organizacioni objekat
- Generalizacija kodova – kodove sortirati u klustere, analizirati i identifikovati te klustere – tako kreirati teme

Primjer

1. Human Nature			2. Modern Life			
1.1. Sins and sinners	1.1.1. Deserving/undeserving obesity	1.2. Exercise is evil	2.1. Those halcyon days of yore	2.2. Modern life is rubbish	2.2.1. Technology trumps all	2.3. They don't get no education
<p>'Liking food' as negative; associated with overeating</p> <p>Convenience (pre-prepared food); convenience of modern lifestyles is hard to resist</p> <p>Emotional eating/'overeating' has no validity – not an 'eating disorder'; it's just gluttony!</p> <p>Home cooking as onerous (time, effort); cooking is a hassle</p> <p>Humans are naturally gluttonous: unless controlled will eat too much/wrong foods; BUT we <i>should</i> have restraint</p>	<p>'Deserving' and 'undeserving' obesity: if in control, can judge them; if not, can't</p> <p>Blaming (eat what he likes) and <i>not</i> blaming (he's fed bad food)</p> <p>Doesn't take a lot to cause obesity</p> <p>External factors/life events: obesity impinges <i>upon</i> you (you have little control)</p>	<p>Choice and exercise (none in past; now we have it, but won't do it)</p> <p>Constraints and supports for regular exercise</p> <p>Exercise as negative: boring (common story); chore and burden; inherently unpleasant; inherently lacking fun</p> <p>Exercise as self-indulgent</p> <p>Exercise can be a luxury/pleasure</p> <p>Exercise easier if part of a regular routine – becomes something you just do</p>	<p>'Dadadada' – common story – a past we all recognise</p> <p>Different lifestyles</p> <p>Past – no such thing as 'exercise'; physical activity an integral part of life</p> <p>Times have changed</p> <p>Times have changed: junk food not <i>everyday</i> food in the past</p>	<p>Cost as a bottom line that determines what you eat</p> <p>Time poor (money rich)</p> <p>'Bad foods' associated with positive things in ads/marketing</p> <p>Advertising/marketing of junk food (to children) problematic</p> <p>Children engage in sedentary 'play'</p> <p>Commodification of exercise</p> <p>Prepared food as cheap and therefore appealing ...</p>	<p>Children engage in sedentary 'play'</p> <p>Modern technology encourages/facilitates obesity/lack of exercise</p> <p>Negative impacts of technology</p> <p>She's not responsible for her children's behaviour: tries to promote good behaviour but powerless in face of technology and 'modern life'</p>	<p>Adequate socialisation: cooking needs to be learned (taught in home or school)</p> <p>Children's socialisation is important (but inadequate)</p> <p>Irresponsible parenting: adults pander to children; don't regulate children's eating towards healthy foods; feed them unhealthy food</p> <p>Kids have an inherent desire to be able to cook, but education system denies them this</p> <p>Socialisation (school PE teaching) as inadequate</p>

Analiza tema

- U kakvom su odnosu?
- Vizualne mape kao pomoć



Pisanje izvještaja-analize

- Vratiti se na istraživačko pitanje
- Objasniti koje teme su identifikovane i šta sadrže
- Objasniti kakav je odnos tih tema sa istraživačkim pitanjem
- Koristiti citate kao potvrdu
- Primjeri analiza:
<https://studysites.sagepub.com/braunandclarke/study/additional.htm>