

**QUALITATIVE
RESEARCH:
THEMATIC ANALYSIS
(TA) AND
INTERPRETATIVE
PHENOMENOLOGICAL
ANALYSIS (IPA)**

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THE RESEARCH PROCESS

WHAT IS RESEARCH?

- **What is research for you?**
- **What are your perceptions and feelings regarding being involved in research?**
- **Can research support your practice and in what way?**

RESEARCH DEFINITION AND MEANING

Research Definition

- Research can encompass the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, meanings, applications and understandings.

The difference between Primary and Secondary Research

- A primary source gives you direct access to the subject of data collection for your research.
- Secondary sources provide second-hand information and commentary from other researchers. Examples include journal articles, reviews, and academic books. A secondary source describes, interprets, or synthesises primary sources.

- **As practitioners, can we be ongoing researchers?**

SOME CHARACTERISTICS OF A GOOD RESEARCHER

- Curiosity
- Analytical ability and foresight
- Determination
- Assimilating and application
- Understanding, creating meaning and transformative change

WHAT IS PRACTITIONER RESEARCH?

Practitioner research developed as a recognized method of research in the last quarter of the 20th century.

It refers to research performed by individuals who also work in a professional field as opposed to solely being full-time academic researchers. Practitioners are professionals who have a role that involves direct practice with service users.

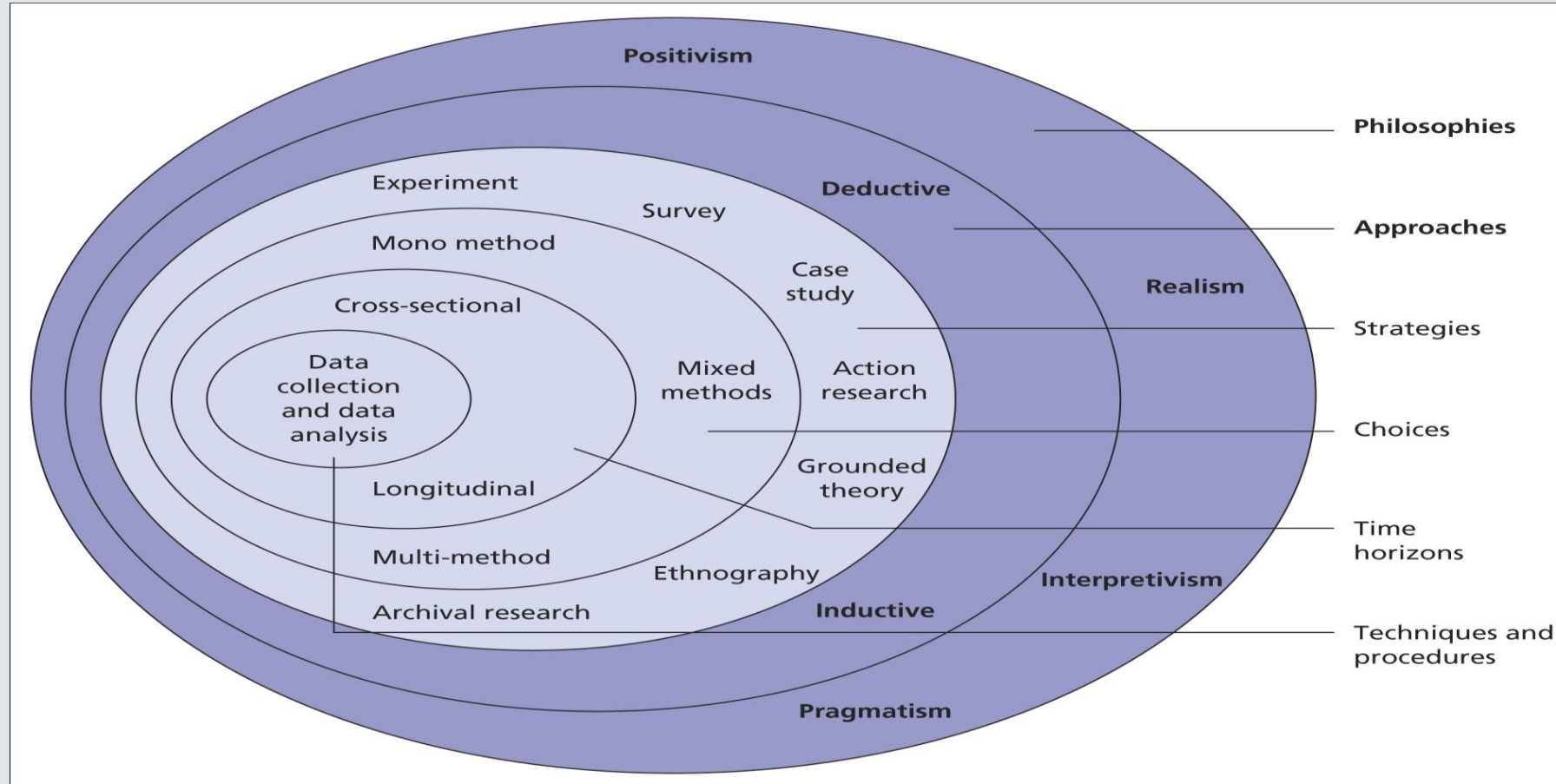
Research concerned with issues and problems that arise in professional practice. It is conducted with the aims to evaluate, analyse and bring about change, or influence policy in the practice arena. It is research carried out by practitioners for the purpose of advancing their own practice and the practice within the professional field. (John McLeod, 1999)

David Kolb's phases of learning, namely concrete experience, reflective observation, abstract conceptualization and active experimentation, are used as a lens through which to examine the process and effects of practitioner research on the practitioner, their service users, and the contextual setting.

POSITIONING ONESELF WELL IN THE RESEARCH PROCESS

Ontological	Delineating the nature of the research and reality as perceived.
Epistemological	Concerning all aspects of the validity of what constitutes acceptable knowledge, scope, and methods of acquiring knowledge.
Axiological	Defining the value and ethical assumptions underlying the study, encompassing the effect of one's own values on the research process.

RESEARCH ONION ACCORDING TO THEMATIC ANALYSIS



THEMES OF INTEREST IN OUR FIELD

- **Discuss a list of themes that you would like to know more about?**
- **How can you attain that knowledge?**



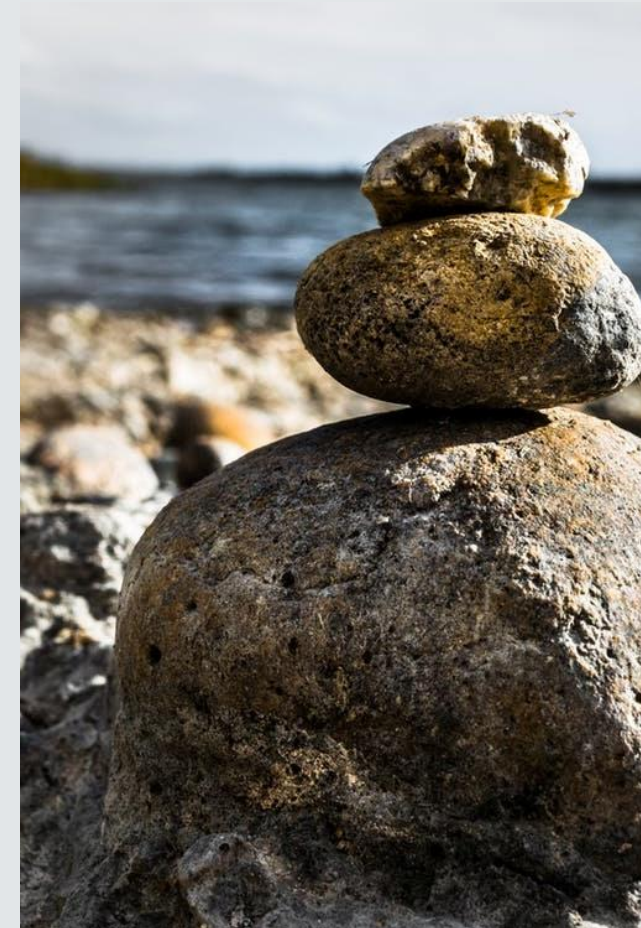
REFLEXIVE THEMATIC ANALYSIS

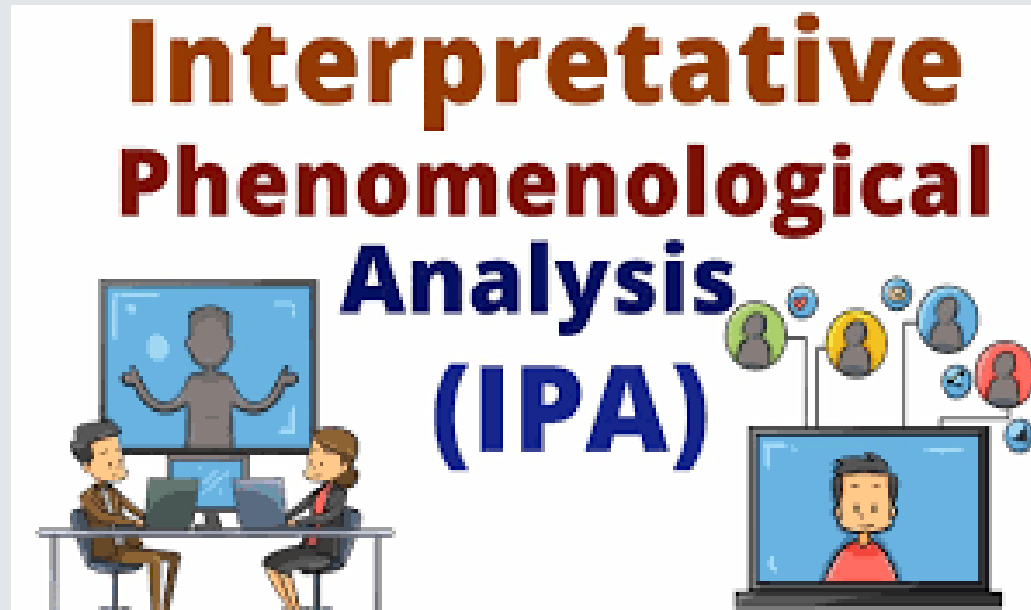
BRAUN AND CLARKE'S THEMATIC ANALYSIS AND REFLEXIVE THEMATIC ANALYSIS

- ❖ Virginia Braun and Victoria Clarke first wrote about TA in 2006: *Using thematic analysis in psychology*.
- ❖ Their approach to thematic analysis has been hugely influential within and beyond psychology, mostly as an analytic **method**.
- ❖ They developed their approach further towards Reflexive TA (2022) to highlight the emphasis on researcher reflexivity in their approach.
- ❖ In reflexive thematic analysis, themes are instead conceptualised as patterns of shared meaning underpinned by a central concept.
- ❖ **Themes don't passively emerge** from the data; they are actively generated by the researcher!

SIX PHASES OF REFLEXIVE THEMATIC ANALYSIS

1. Familiarisation with the data.
2. Coding the data.
3. Generating initial themes.
4. Reviewing and developing themes.
5. Refining, defining and naming themes.
6. Producing the report.





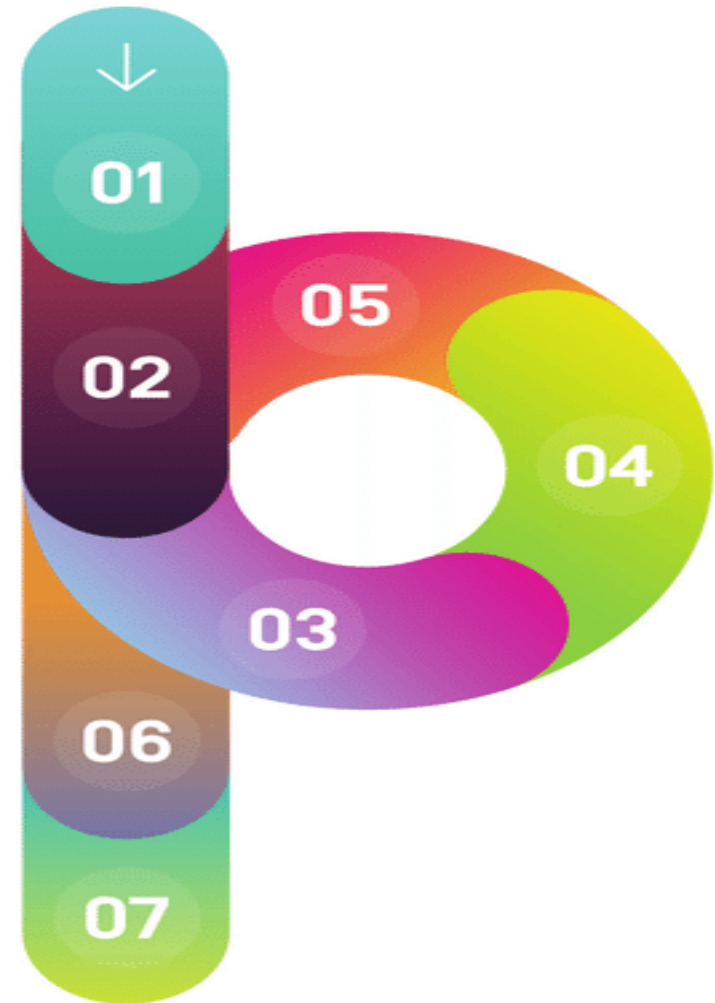
**INTERPRETATIVE PHENOMENOLOGICAL
ANALYSIS (IPA)**

INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS (IPA)

- Interpretive phenomenological analysis is a modern and universal version of phenomenology; it was first introduced in psychology as a qualitative research design by Johnathan Smith in 1996 (Smith, 1996). However, throughout the years it has shifted to other disciplines such as education and nursing (Biggerstaff and Thompson, 2008; Noon, 2018).
- Although this approach tries to investigate the participant's experience from their point of view, it understands that such an investigation must, unavoidably involve the researcher's worldview, as well as the nature of the researcher-participant relationship (Willig, 2008). As a result, the researcher's phenomenological analysis is always an interpretation of the participant's experience (Willig, 2008).

THE ANALYTIC PROCESS OF IPA

- 01 Reading and re-reading**
Immersing oneself in the original data.
- 02 Initial noting**
Free association and exploring semantic content (e.g. by writing notes in the margin).
- 03 Developing emergent themes**
Focus on chunks of transcript and analysis of notes made into themes.
- 04 Searching for connections across emergent themes**
Abstracting and integrating themes.
- 05 Moving to the next case**
Trying to bracket previous themes and keep open-minded in order to do justice to the individuality of each new case.
- 06 Looking for patterns across cases**
Finding patterns of shared higher order qualities across cases, noting idiosyncratic instances.
- 07 Taking interpretations to deeper levels**
Deepening the analysis by utilizing metaphors and temporal referents, and by importing other theories as a lens through which to view the analysis.



QUALITATIVE RESEARCH PROCESS

Qualitative Research Process

