



**FACHHOCHSCHULE
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Austrian Network for Higher Education

University of Applied Sciences

Academic Skills II – Lecture 3

Qualitative Research – Analysis

B-BCI 2020

Summersemester 2022

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Learning Outcomes



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- Observation
- Secondary Data
- How do I ensure the quality of my research?
- How do I describe a qualitative research design?
- How do I analyse qualitative research?

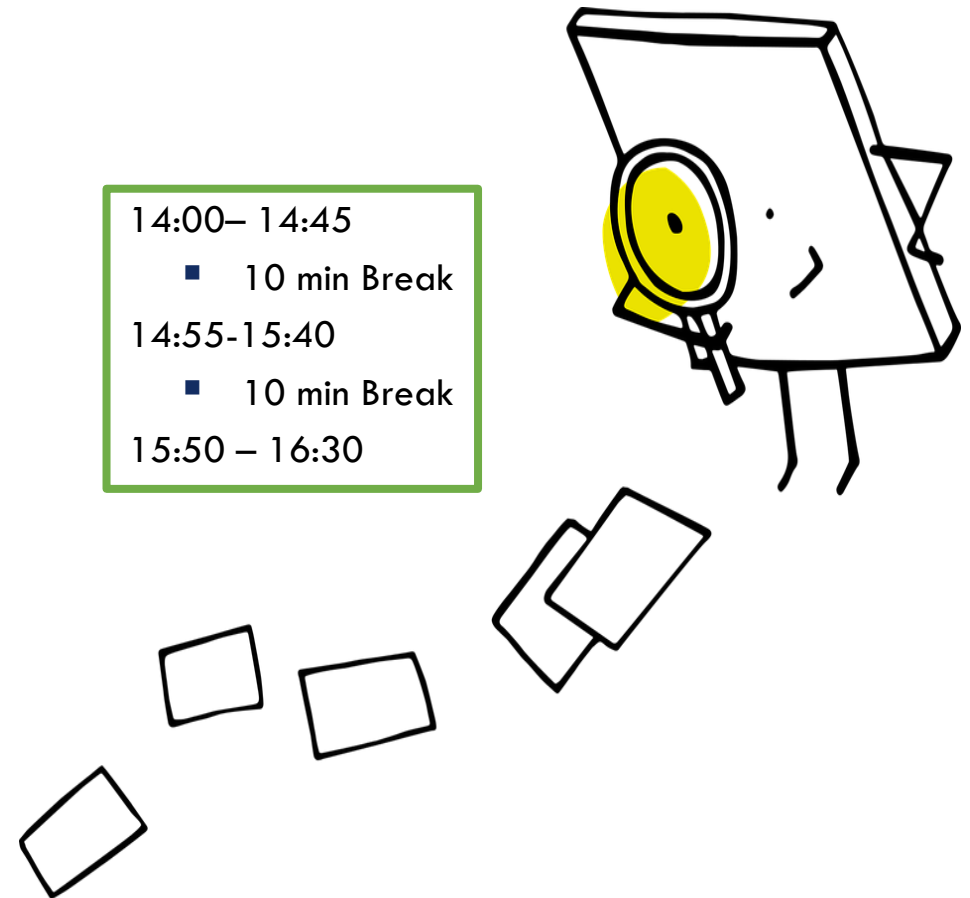
14:00– 14:45

■ 10 min Break

14:55-15:40

■ 10 min Break

15:50 – 16:30



Recap



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1. Practical Insight: How To Interviews

- Observation
- Secondary/Existing Data

1.1. Observation



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1.1. Observation

“Observation is the systematic description of events, behaviours, and artifacts of a social setting.”

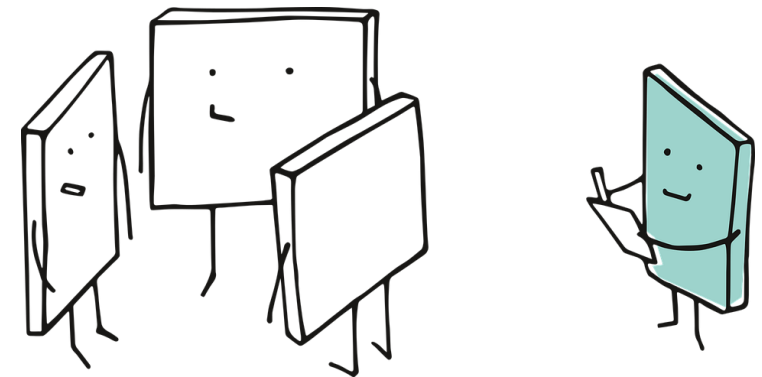
- Watching things happen which take place in the real world
- Used in both, qualitative and quantitative studies
- Not as easy as it seems → Observation is quite complex

Why can ethnographical methods be useful for social research...?

- People are not always able to fully and accurately report on their behaviour.
- People do not always do what they say.

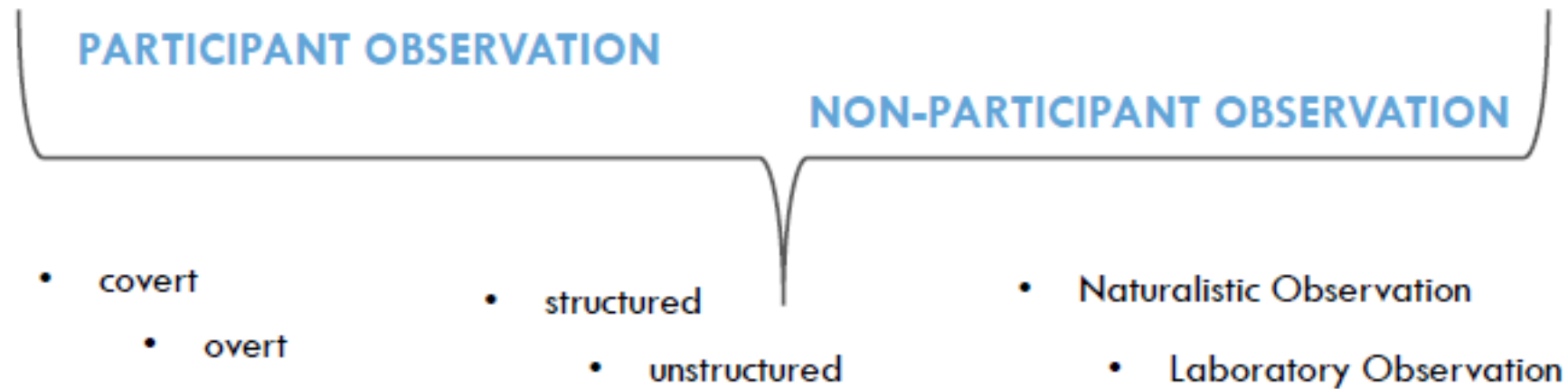
What can be observed?

- ... you can check for nonverbal expressions of feelings
- ... you can determine who interacts with whom
- ... you can find out more about how people communicate with each other
- ... helpful to answer descriptive research questions
- ... can be used to test hypotheses
- ... can generate new hypotheses and theories of social phenomena or/and human behaviour



1.1. Observation

move directly in the field and participate in processes/interactions/... participate or observe from the outside, stay out of it



Does the researcher make him/herself known? Do the respondents know that they are being observed?

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Observation by means of a systematic survey plan vs. without observation scheme but oriented towards guiding research questions

1.1. Observation



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Participant

Participant/Observer

Mostly participant

PARTICIPANT OBSERVATION



Observer/Participant

Observer

Mostly observer

DIRECT OBSERVATION (NON-PARTICIPANT OBSERVATION)

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1.1. Observation

PRO

- Can provide a lot of information of how people behave and what they feel (emotions)
- Can provide a detailed picture of social phenomena
- Data collection with observation is often very rich

CON

- Researcher Effects (e.g. Hawthorne Effect)
- Can be difficult to stay focused on what you want to observe (*use guidelines!*)
- Can be very time-consuming
- Researchers can lose objectivity
- Researcher`s Bias

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1. Practical Insight: How To Interviews

- Observation
- Secondary/Existing Data

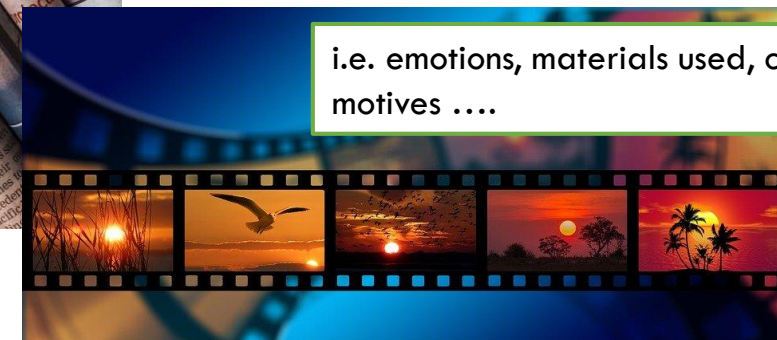
1.2. Working with existing Data



i.e. topics discussed, language used,



i.e. presentation of gender roles
Communication/language used, content,
topics discussed, clothes....



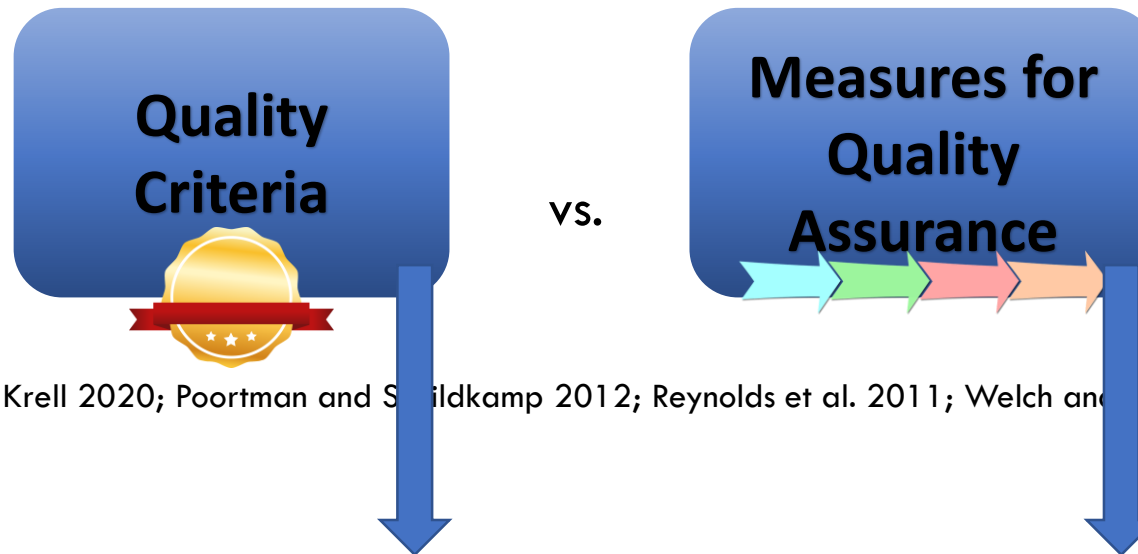
i.e. emotions, materials used, colours used,
motives



2. How do I ensure the quality of qualitative research?

2. How do I ensure the quality of qualitative research?

Distinction between ...



(Göhner and Krell 2020; Poortman and Schildkamp 2012; Reynolds et al. 2011; Welch and Piekkari 2017)

→ Reynolds et. al (2011): „quality as assessment of output“ & „quality during the process“



2. How do I ensure the quality of qualitative research?

Measures or Quality Criteria?

- Being aware of a potential bias (Qu and Dumay 2011)
- Being neutral (Qu and Dumay 2011; Irvine and Gaffikin 2006)
- Combining the material with theory (Skjott Linneberg and Korsgaard 2019; Irvine and Gaffikin 2006)
- Creating rapport with participants (Qu and Dumay 2011; Irvine and Gaffikin 2006)
- Documentation (Göhner and Krell 2020)
- Getting a feeling for and deep understanding of the data (Skjott Linneberg and Korsgaard 2019; Bogdanovic et al. 2012)
- Inclusive Sampling & Field Access (Busetto et al. 2020; Göhner and Krell 2020; Qu and Dumay 2011; Irvine and Gaffikin 2006)
- Peer Review & Discussion in the team (Busetto et al. 2020; Göhner and Krell 2020; Reynolds et al. 2011)
- Systematic Approach (Göhner and Krell 2020; Skjott Linneberg and Korsgaard 2019; Kapoulas and Mitic 2012)
- Triangulation (Göhner and Krell 2020; Reynolds et al. 2011; Alam 2005)
- ...



2. How do I ensure the quality of qualitative research?

RESEARCH DIARY



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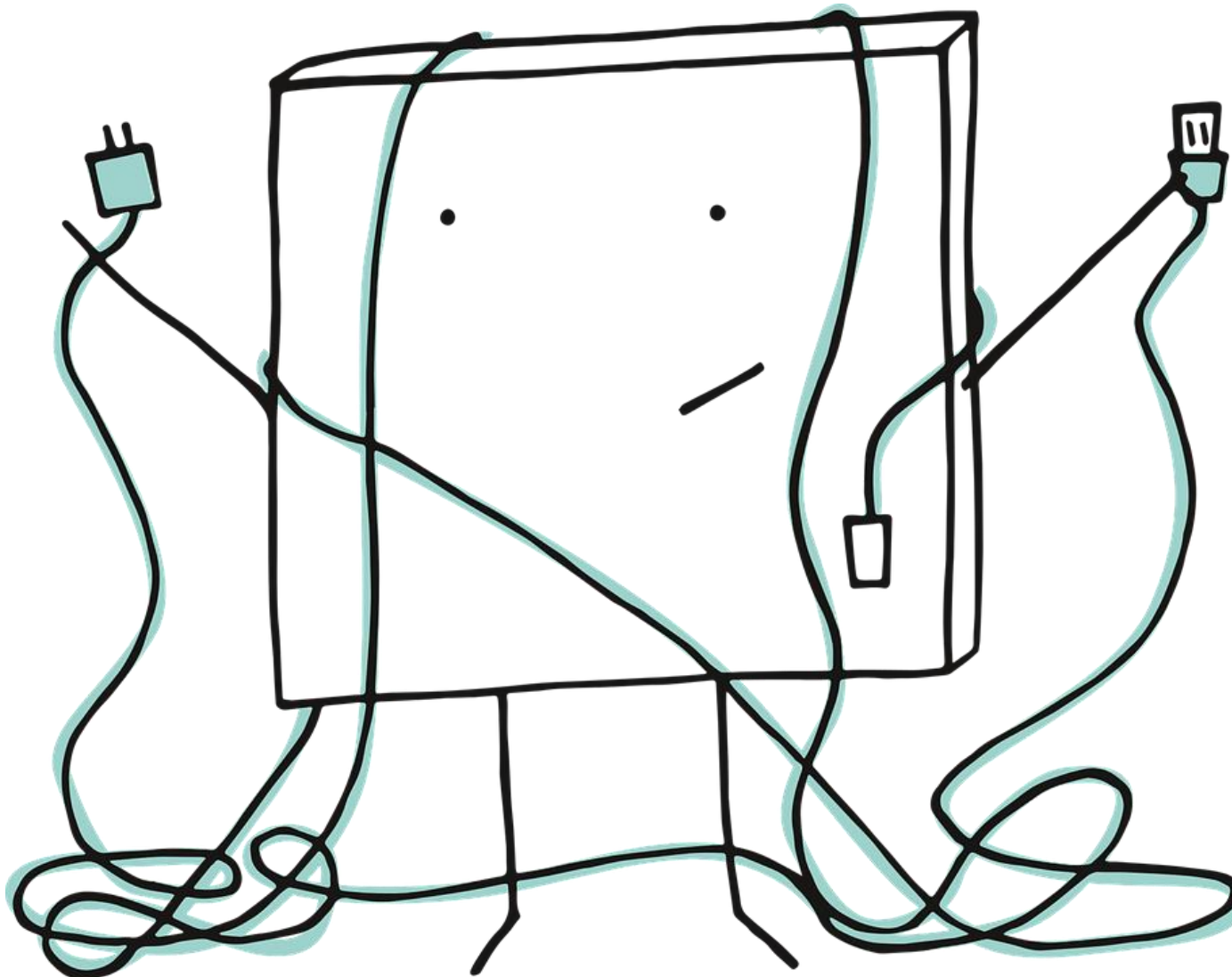
Questions?



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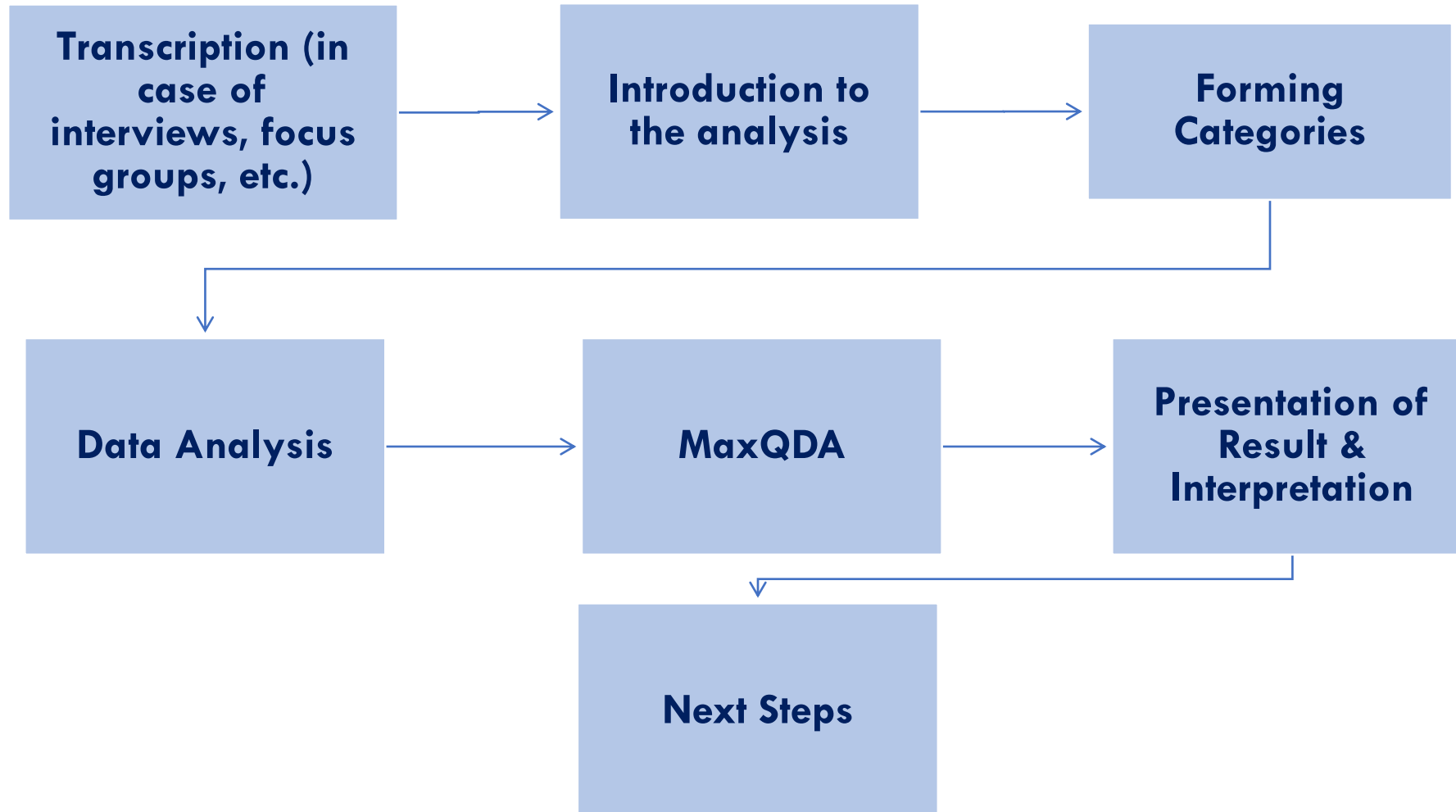
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3. Analysing qualitative data



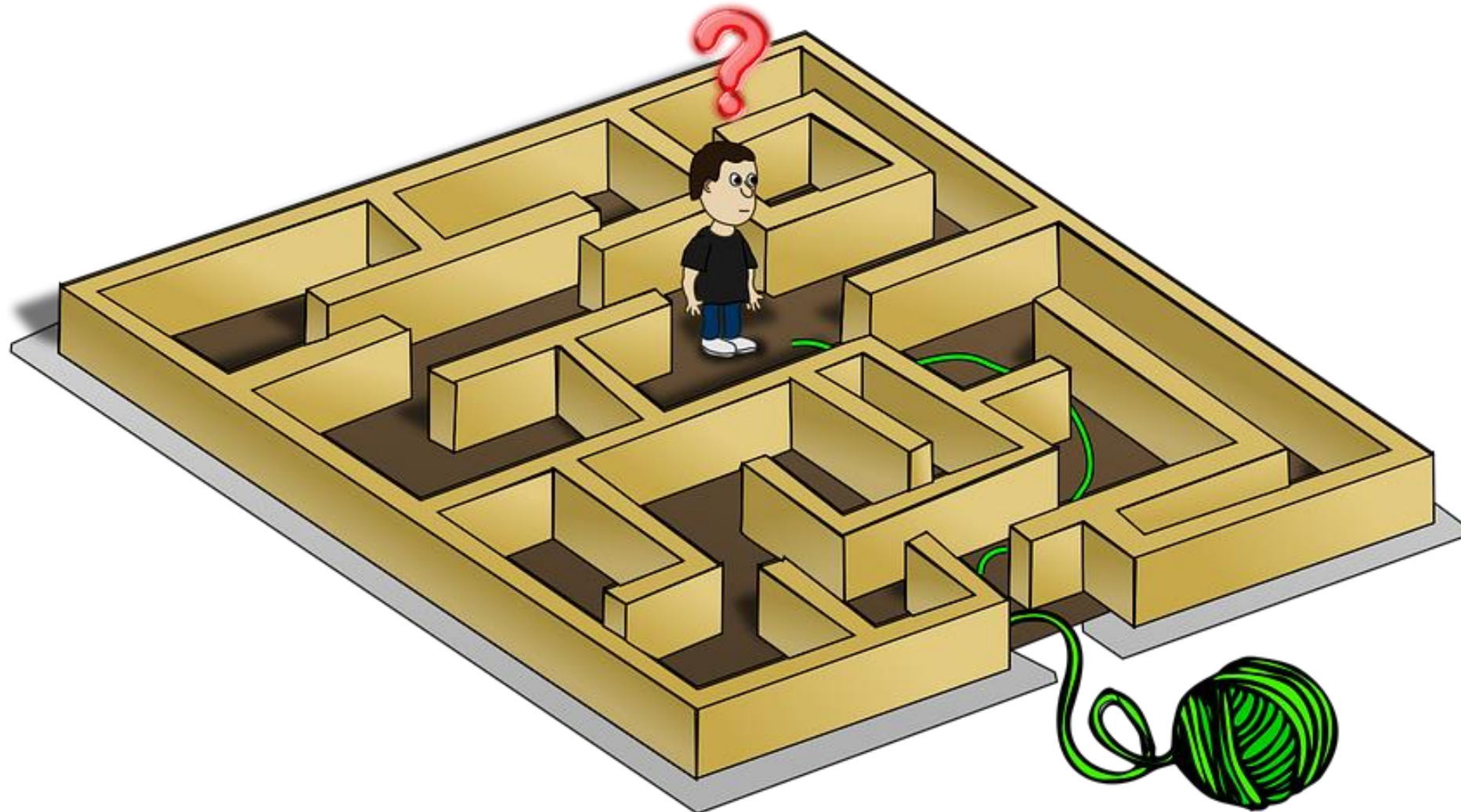
WHY?



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Disclaimer



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Stay flexible: in the analysis of qualitative data there usually isn't the "one way to go", it is much more an open "work in progress" that can, may and should be adapted and changed at any time.

For qualitative social research is characterised above all by "openness, communicativity, naturalism and interpretativity" (Lamnek 2005, 508).



2. Introduction to the analysis



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Total material



- All interviews conducted
- All selected documents
- All observation protocols
- etc.

(Kuckartz 2018, 30)

2. Introduction to the analysis



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• **= Basic unit of a content analysis** (Kuckartz 2018, 30)

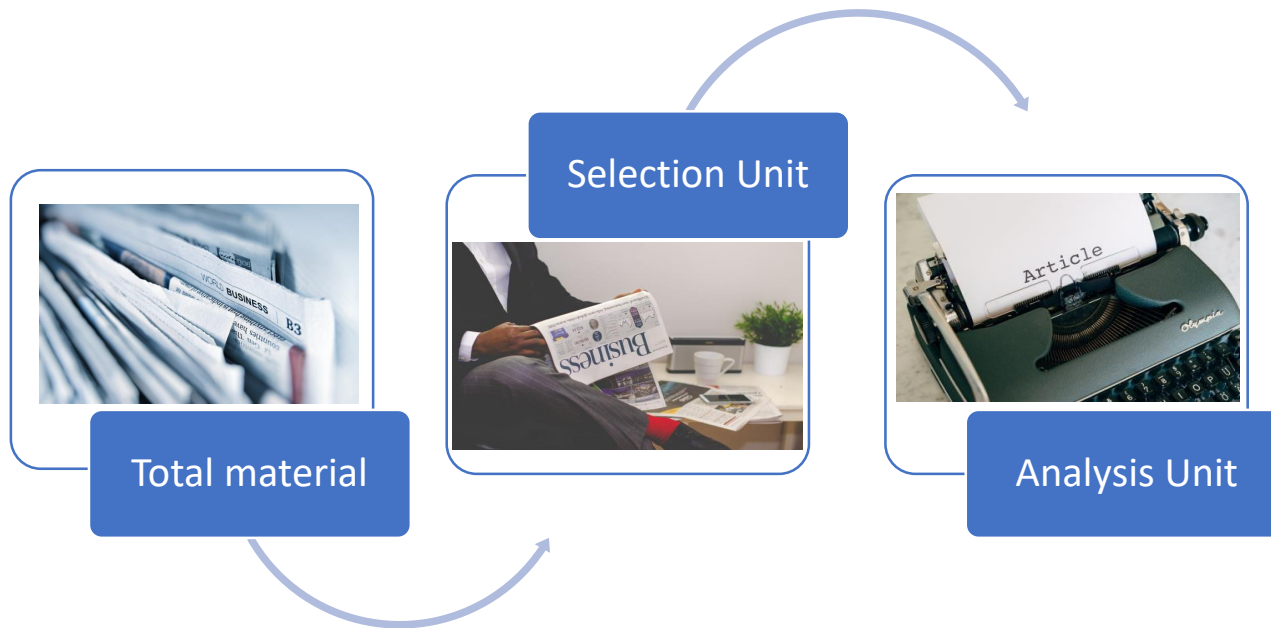
(Kuckartz 2018, 30)

2. Introduction to the analysis



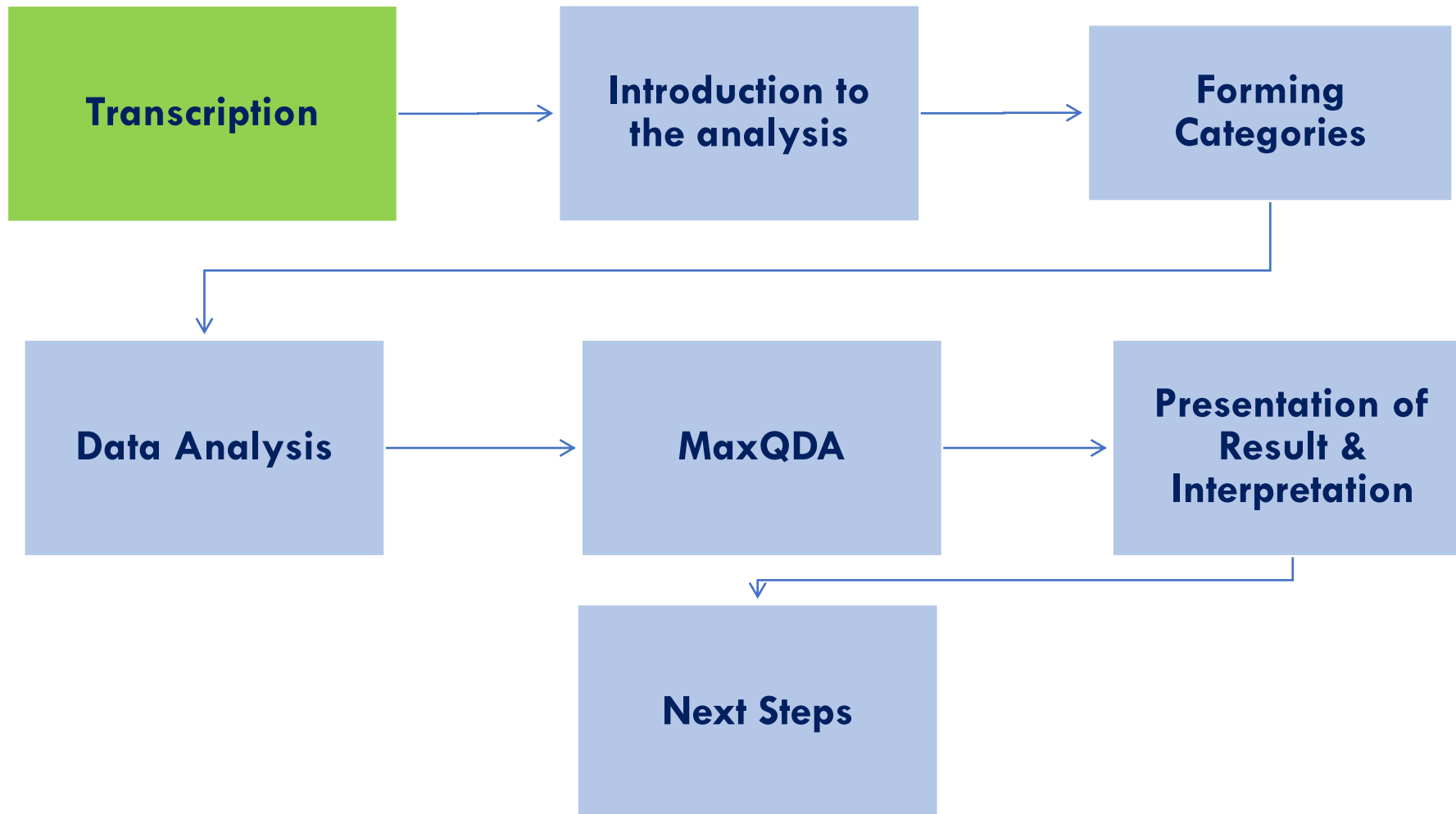
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- A specific section / question of the interview
- A selected article
- Etc.

(Kuckartz 2018, 30)



1. Transcription

The data material must be transcribed in order to be able to analyse it.



simple transcription rules = when the main goal is researching the content of what was said and not the way how something was said

- the sentence structure and phrases are largely retained, but filler words such as "Um", "laughing, coughing, groaning, etc." are omitted
- Pauses are only noted from a noticeable length (3 seconds and up)



Exact transcription = when the behaviour, underlying thoughts, reactions, etc. of participants are to be analysed

- "Um", "laughing, coughing, groaning, etc.", dialect, pauses and the accentuation of words are being retained



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1. Transcription

General Rules

- The interviewer is marked with I, the interviewee with B1, B2,....
- Each new speech contribution gets a new line → do not forget to number those lines in order to be able to correctly cite the interviews.
- Incomprehensible statements are marked.
- Pauses are indicated by dots (.) (..) (...).
- Important: Do not forget to anonymise the transcripts (unless stated otherwise in the consent form).

1. Transcription

Further Infos

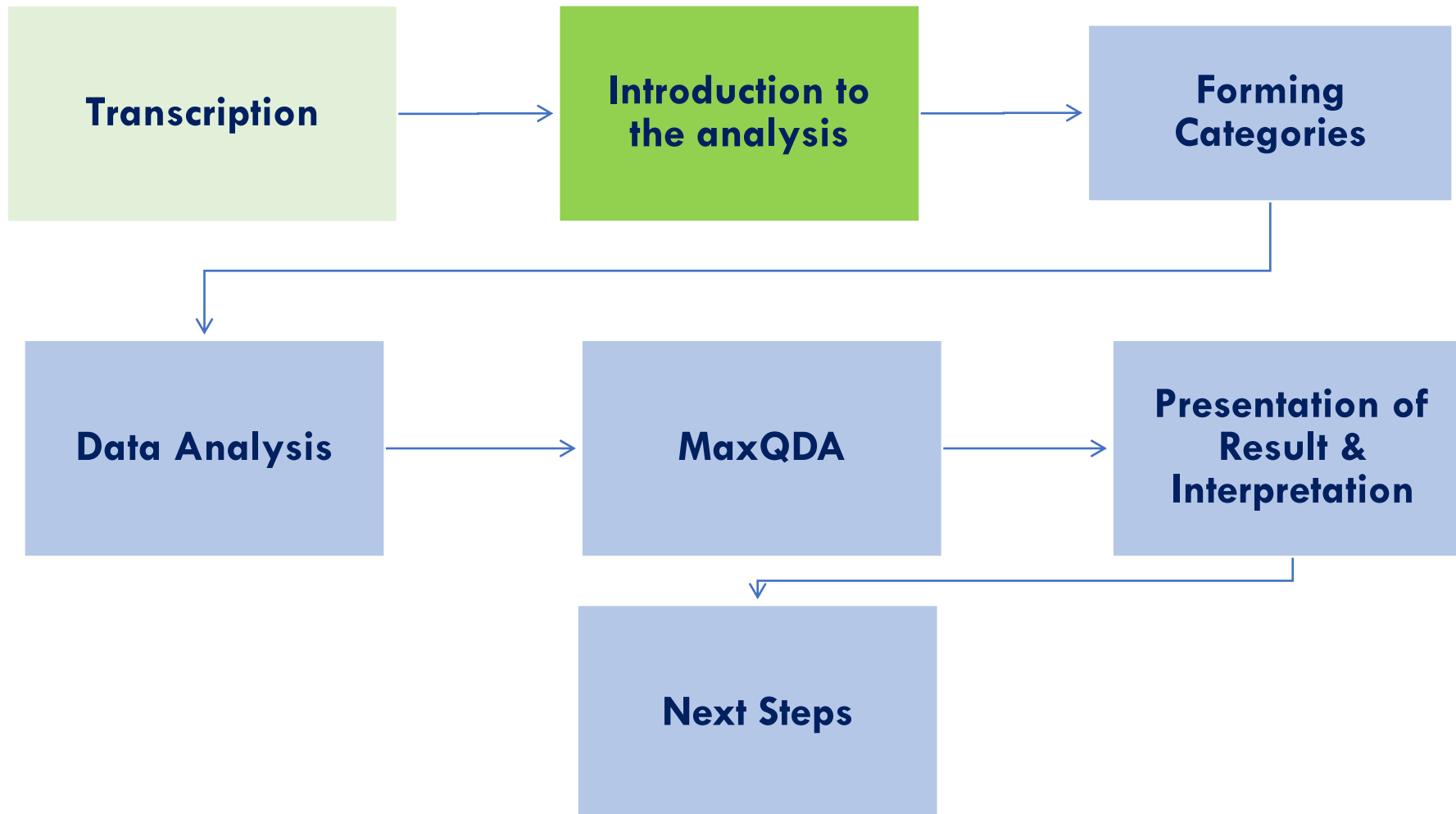
- MaxQDA = Software for computer-assisted qualitative data and text analysis



- How To: Youtube / Website

Getting started: <https://www.youtube.com/watch?v=y5pt5vpwuQ0>

Transcription <https://www.youtube.com/watch?v=BbPI7jQcYHU>



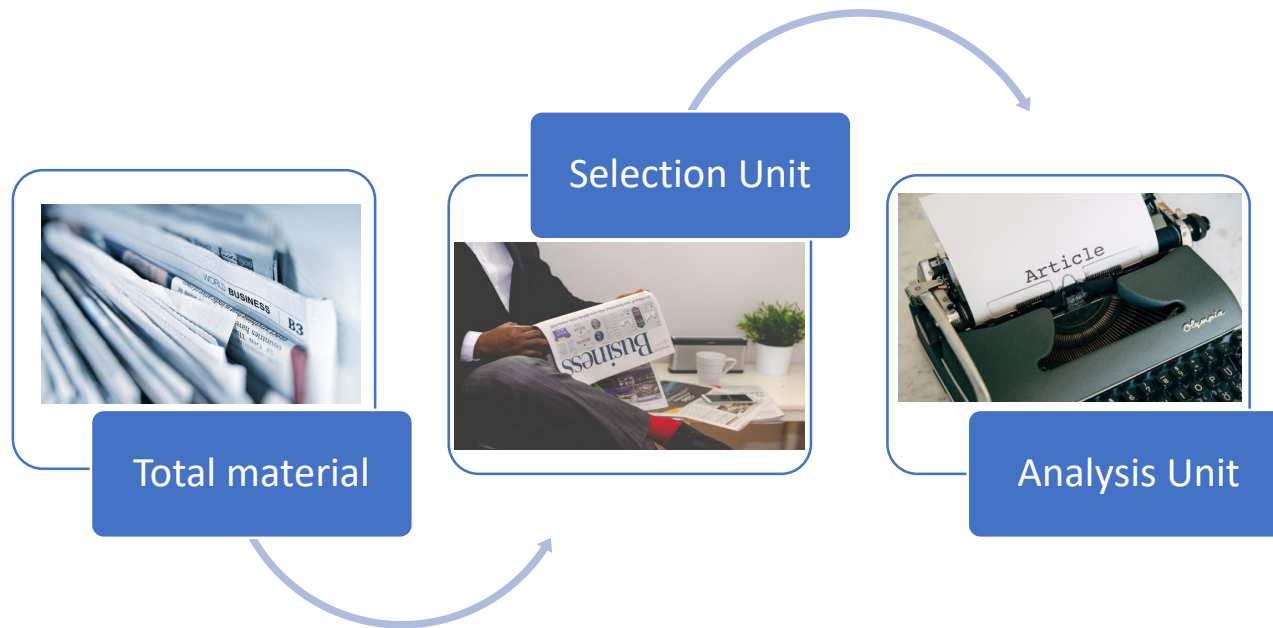
2. Introduction to the analysis



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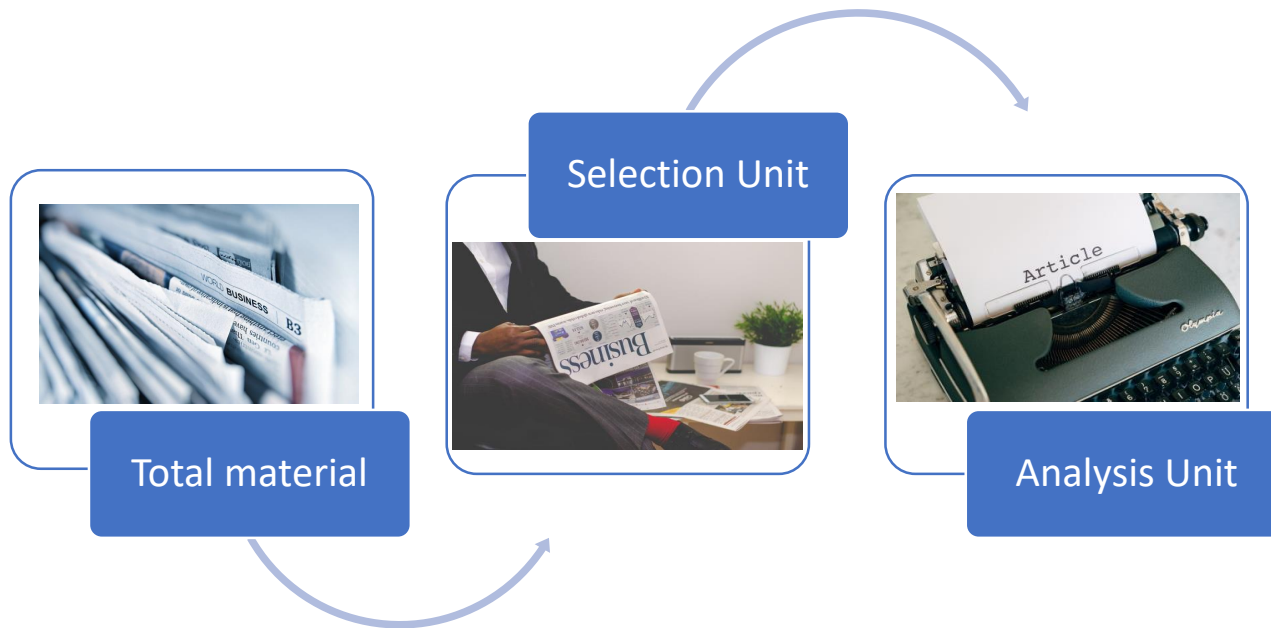
What would you do?

2. Introduction to the analysis



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You need a **comprehensible scheme** according to which you can analyse your "material".

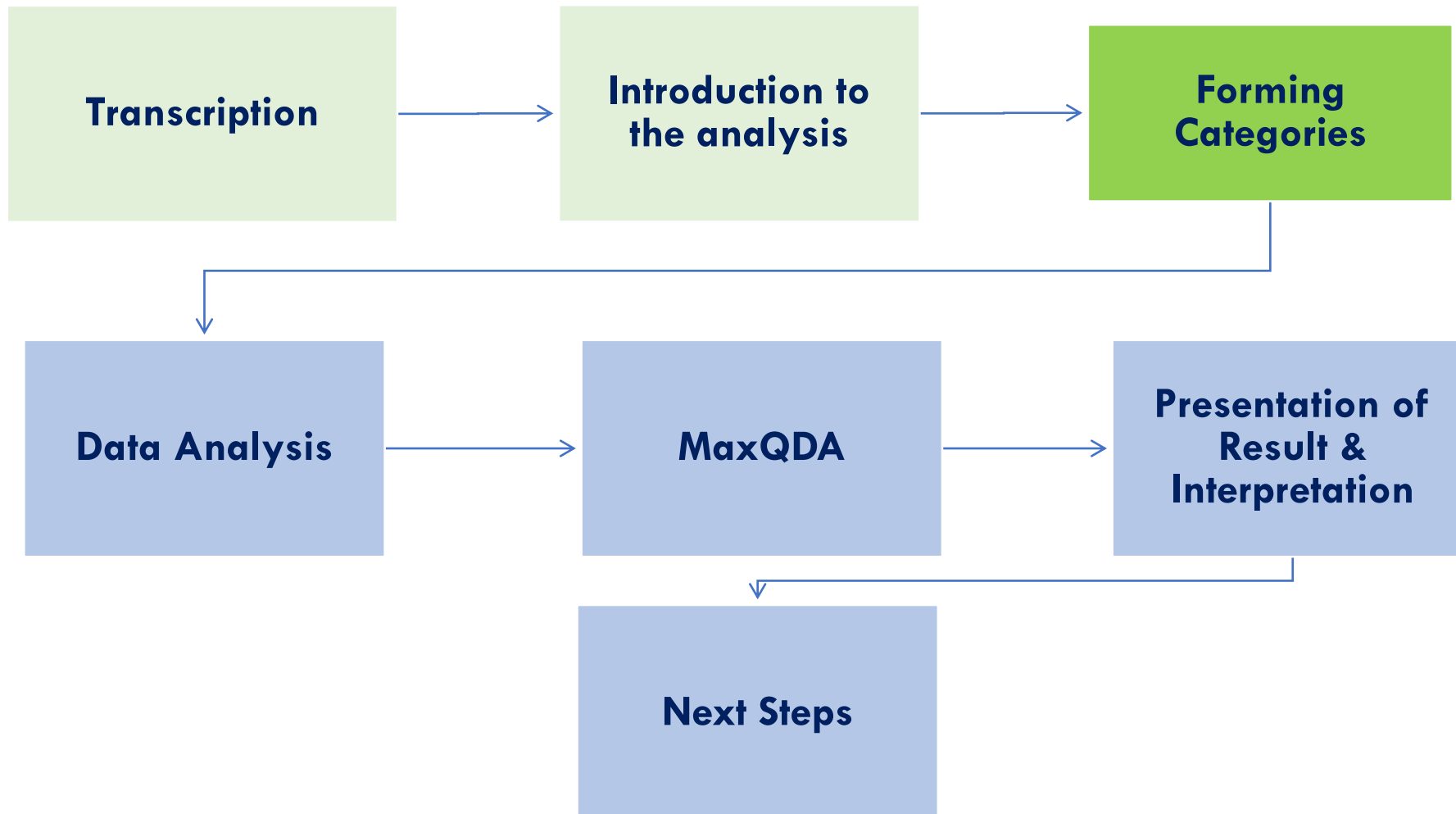
(Kuckartz 2018, 30)



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10 Minute Break





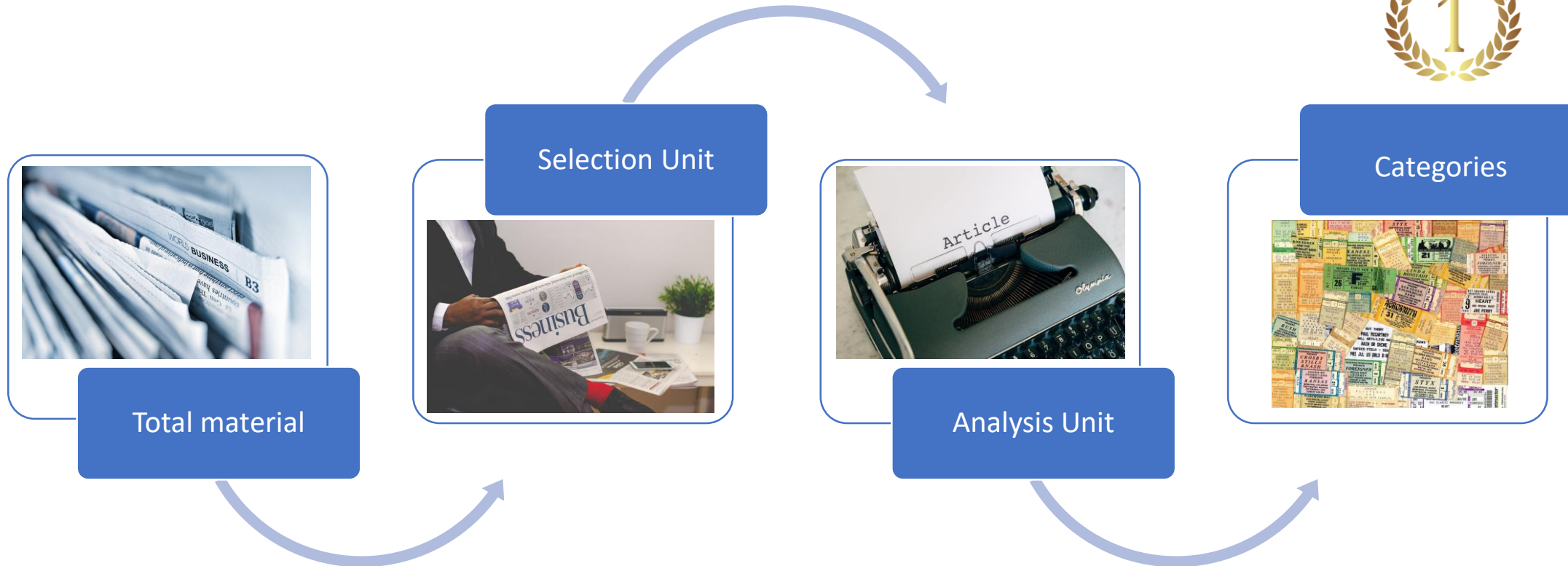
3. Forming Categories



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(Kuckartz 2018, 30)

3. Forming Categories

Categorie (Code)

A categorie is....

“Categories are the result of the classification of text units” (Kuckartz 2018, 32-35).

- ...an essential part of a content-structuring content analysis.
- ...something significant to which passages of text are assigned.
- ...a collection of relevant themes and aspects (e.g. of an interview).
- ...can be complex, but does not have to be.
- ...assigned to a category system.



3. Forming Categories

Categorie (Code)



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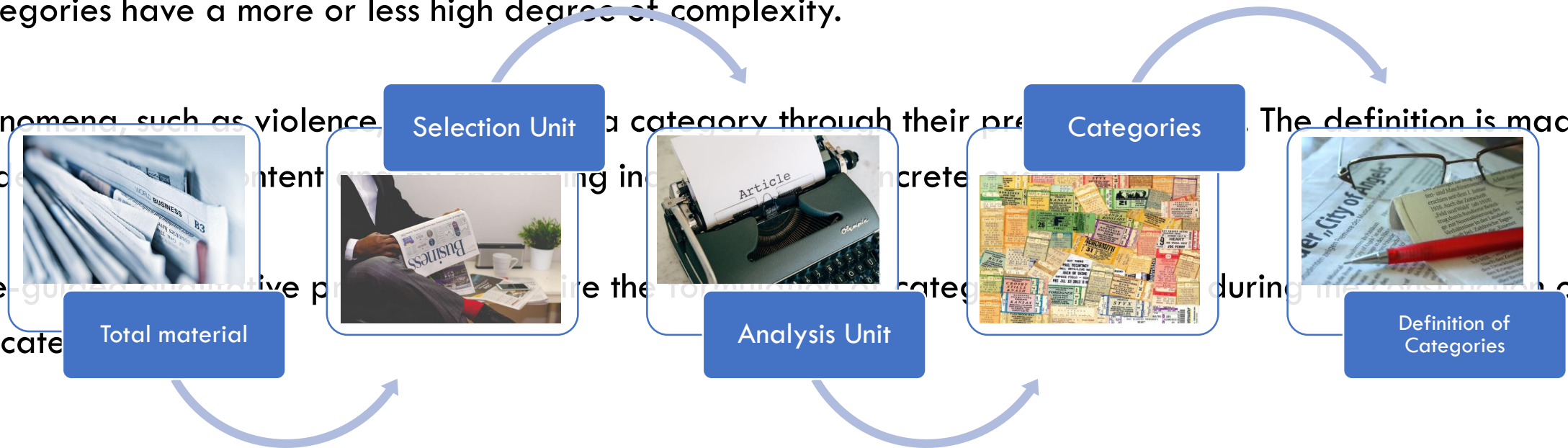
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Interviewtext	Summary	Category					
B2: I believe that climate change, as it is predicted or painted in black, will not happen. I mean, there are also some people, such as physicists or meteorologists, I don't know which professional group that is exactly, who don't think that climate change will happen.	There is scepticism about climate change within the scientific/professional community.	Scepticism about climate change					
	<table><tr><th>Interviewtext</th><th>Summary</th><th>Category</th></tr><tr><td>B2: I believe that climate change, as it is predicted or painted in black, will not happen. I mean, there are also some people, such as physicists or meteorologists, I don't know which professional group that is exactly, who don't think that climate change will happen.</td><td>Sceptical participant mentions meteorologists and physics as a source.</td><td>Sources</td></tr></table>	Interviewtext	Summary	Category	B2: I believe that climate change, as it is predicted or painted in black, will not happen. I mean, there are also some people, such as physicists or meteorologists, I don't know which professional group that is exactly, who don't think that climate change will happen.	Sceptical participant mentions meteorologists and physics as a source.	Sources
Interviewtext	Summary	Category					
B2: I believe that climate change, as it is predicted or painted in black, will not happen. I mean, there are also some people, such as physicists or meteorologists, I don't know which professional group that is exactly, who don't think that climate change will happen.	Sceptical participant mentions meteorologists and physics as a source.	Sources					

3. Forming Categories

Category Definition

- Categories have a more or less high degree of complexity.
- Phenomena such as violence, ... a category through their pre ... The definition is made by de ... content ... ing in ... concrete
- Rule-guided ... the cate ... the ... during ... of



(Kuckartz 2018, 35-37)

3. Forming Categories

Category Definition

Category	Definition	Example
Scepticism about climate change	Statements that doubt the existence and or impact of climate change.	Physicists or even meteorologists (...) who don't believe that climate change is happening." "Trump doesn't believe in it either

"The better the definitions, the more illustrative the examples, the better the coding and the more likely it is to achieve a high level of agreement among coders" (Kuckartz, 2018, 40).



3. Forming Categories

Category Definition

- Category definition "Source": This category collects all statements in which respondents refer to sources used to strengthen their arguments.
- Category definition "Scepticism": This category collects all statements in which respondents express scepticism towards climate change.
- → 1 text part may also be assigned to several categories (Kuckartz 2018, 35-37)

3. Forming Categories

How to find categories:

"The way in which categories are formed depends to a particular extent on the research question, objective and the prior knowledge that researchers have about the subject area of the research" (Kuckartz 2018, 63).



In general: Stay flexible. The categorisation process is not very linear and can always be further developed/adapted in the course of the analysis. This is what characterises qualitative research and may or should even be done this way.

(Kuckartz 2018, 45)

3. Forming Categories



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Inductive vs. Deductive

Deductive: Categories are established and defined before the analysis of the data material

Goal: Extraction of specified elements

Inductive: Categories are derived directly from the material

Goal: Narrowing down the text elements. Important: content of the material should not be distorted in the process!



Important: One must not see a black/white dichotomy here.

(Kuckartz 2018, 63f.)

3. Forming Categories

How to find categories:

- **Start with your research question:**

What do I need to be able to answer these? What topics do I want to cover in my research report? Is my work based on theories that can already be used to derive initial categories? What exactly do I want to find out? Which contents are the focus of my interest? Which concepts and constructs play a role? What relationships do I want to show? What assumptions do I have about these relationships? What do I ask in my interview? How could my chapters be divided?

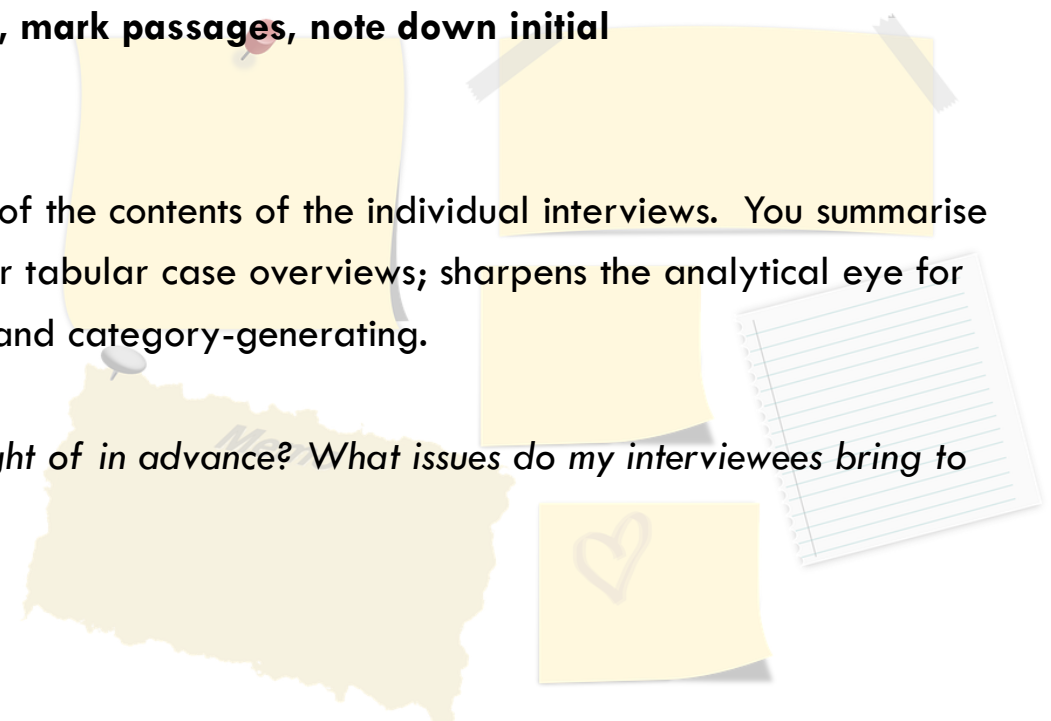
= "deductive" category building

3. Forming Categories

How to find categories:

- **Get to grips with your material = read the transcripts, write memos, mark passages, note down initial ideas/thoughts/analyses that come to you as you read, etc.**
 - One possibility here are case summaries = systematic overview of the contents of the individual interviews. You summarise your interviews **WITHOUT** interpreting them → Starting point for tabular case overviews; sharpens the analytical eye for similarities and differences; case summaries can be hypothesis- and category-generating.
 - *What aspects came up in the interview that I might not have thought of in advance? What issues do my interviewees bring to the table? What does this mean for answering my question?*

= „inductive“ category building



3. Forming Categories

Practical Application

Option 1: Direct category formation on the material

Interviewtext	Category
B2: I believe that climate change, as it is predicted or painted in black, will not happen. I mean, there are also some people, such as physicists or meteorologists, I don't know which professional group that is exactly, who don't think that climate change will happen.	Scepticism about climate change



3. Forming Categories

Practical Application

Option 2: Via focused summary

Interviewtext	Summary	Category
B2: I believe that climate change, as it is predicted or painted in black, will not happen. I mean, there are also some people, such as physicists or meteorologists, I don't know which professional group that is exactly, who don't think that climate change will happen.	There is scepticism about climate change within the scientific/professional community.	Scepticism about climate change



3. Forming Categories

Memo

21

22

23

24

Dokument: Interview_3_Csendes

Verknüpfte Codes

Titel: Memo 19

Autor: stranzl Geändert an 29.05.2019 1

Typ:       >>

Typ Label:

Calibri 11

Wichtig für die Gründung im Team, aber auch für offizielle Förderanträge= Teamauftritt, Teamkompetenzen (Welche Skills sind bereits vorhanden)

--> Wie bewerten Förderstellen wie Pioniere Einzelgründungen, wenn Teamarbeit stark gewichtet wird?

--> Teams: Gibt es da wirklich immer eine Sales Verantwortliche, Marketing Expertin, Organisatorin, Produktentwicklerin? Wie heterogen sind sie? --> Kriterium für Erfolg?

Österreich eine Vorreiterrolle für sich beanspruchen kann.

Punkto Startup Gründungen: „80 Prozent der Start-ups sind

Geld aus oder es gibt unterschiedliche Vorstellungen bei den ges. Oft lösen sie kein relevantes Problem, Worauf was ich da

n versucht etwas zu verkaufen, so geht das nicht. Die Fragestellung

s Problem dann auch gelöst. Und das ist für mich auch so die

und einer Innovation ist natürlich ganz sichtig für die Gründer. Im

ung umgesetzt? AR/VR welche komplementären Assets brauche ich?

h auch ein Wert geschaffen wird. Und das ist schon auch sehr

d Umsetzung und damit beschäftigt man sich zu wenig damit.

Umsetzung dann aus?

werber muss man ja entsprechende Kriterien erfüllen um daran

Wir bewerten in erster Linie das **Team**. Der Startup wird noch mehrmals umgestellt, die Idee wird sich ändern und die Umsetzt und das Geschäftsmodell und die value Proposition wird sich noch oft ändern. Aber ein Durchschnittliches Team kann aus der besten Idee nichts machen. Aber ein gutes Team kann auch aus einer durchschnittlichen Idee was Cooles bauen. Wir versuchen Ideen zu definieren mit deren Hilfe wir das Team bewerten können. Welche Vorverfahren haben sie? Haben sie schon gegründet vorher? Decken sie komplementär und Ergänzende Expertise, Bereiche ab? Oder sind alle drei Techniker und schauen nicht gleich aus, überspitzt gesagt. Welche Heterogenität gibt es da im Team. Gibt es einen Tec Guy, gibt es einen Business Guy der Verkaufen kann oder Frau, welche Bereiche sind abgedeckt. Schaffen sie die ersten 15 Leute für sich zu gewinnen?





3. Forming Categories

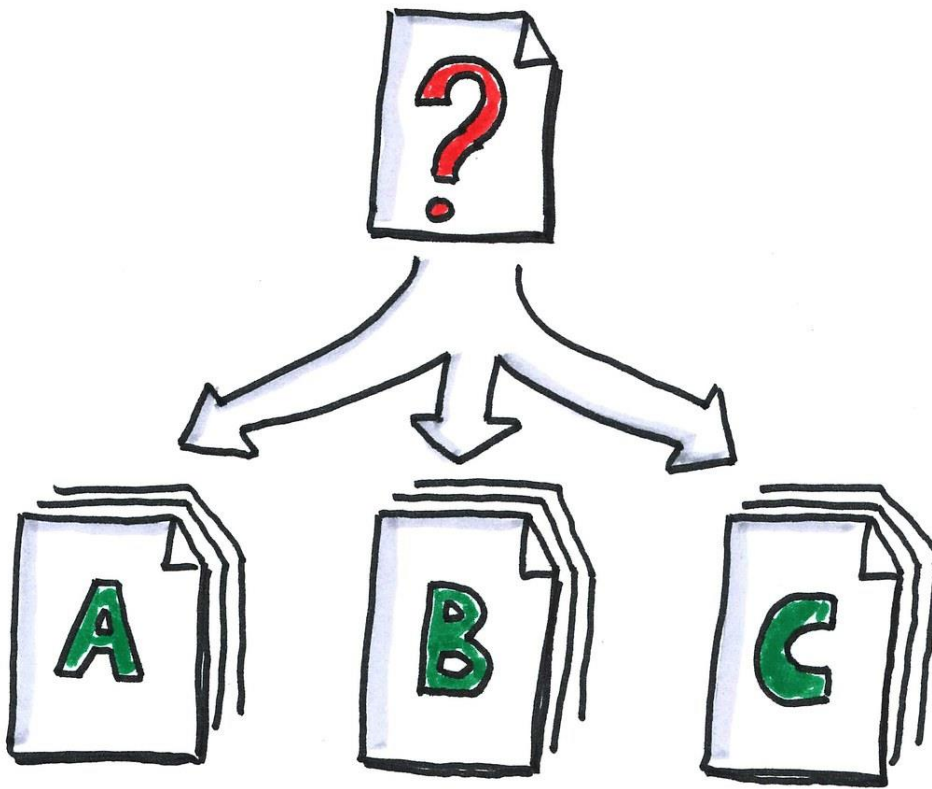
Practical Application

For reasons of comparability, however, a fixed procedure should be followed in scientific analyses, which according to Kuckartz (2018, 57) includes the following steps:

1. Approach the text with research questions
2. Read intensively
3. Highlight key terms
4. Mark and note important sections
5. Mark incomprehensible passages
6. Mark arguments and lines of argument
7. Consider formal structure
8. Define content structure (breaks)
9. Pay attention to the sequence of events

3. Forming Categories

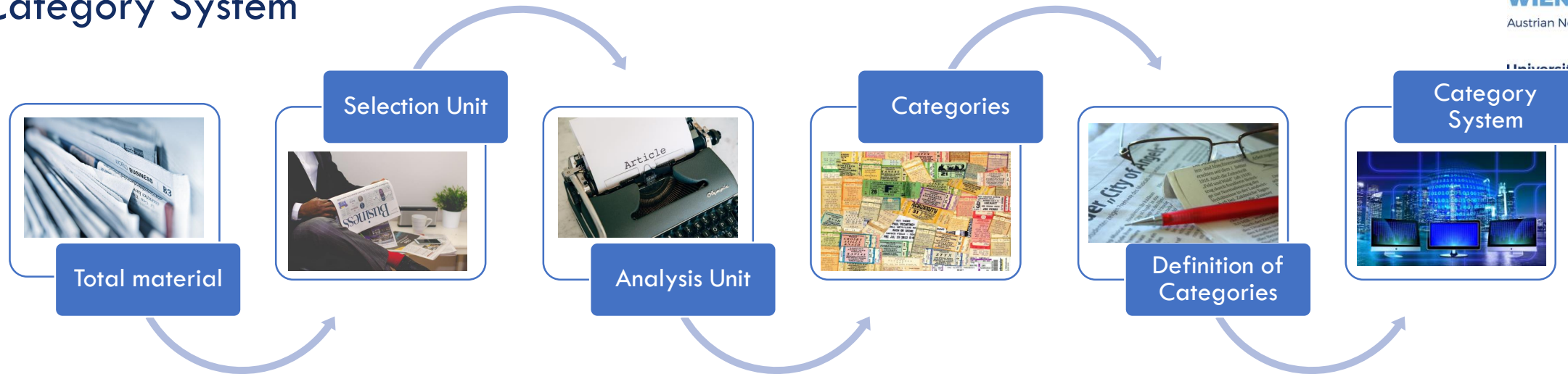
This gradually creates a "category system". This should...



- be closely related to the research question + objectives of the project
- not be TOO fine-grained and COMPREHENSIVE
- contain a description of the categories that is as precise as possible.
- ... be formulated with a view to the outcome report
- be tested on a subset of the material
- Further:
- Can be as deep as desired = main categories and subcategories (advisable: no more than three levels)
- Keep the number of main categories small
- Pay attention to the relationship of the categories to each other

3. Forming Categories

Category System



= Totality of all categories.

- Can be organised as a) linear list b) hierarchy c) network.
- Codebook: Document containing all categories/codes and their descriptions.
- Category guide: Codebook + instructions and help for coders.

(Kuckartz 2018, 38f.)

3. Forming Categories



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Class exercise: Open the exemplary interview guidelines from last week and develop a first coding system.

15 minutes

3. Forming Categories



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Example of category system & definition from the research project

NERD -.

Benefits, effects & risks of an app for regulating digital accessibility

CATEGORIES FOR EVALUATION, INTERVIEWS PART 1 IN MAXQDA

During the analysis, the respective statements from the interviews are assigned to the following categories including subcategories. Subsequently, everything is imported from MAXQDA into an Excel spreadsheet so that it can then be clustered and summarised.

Perception of the phenomenon of ubiquitous accessibility

Definition: The text passages assigned to this category contain mentioned emotions, thoughts and reactions of the interview participants to the phenomenon and the widespread trend of ubiquitous, digital accessibility. Statements or contents are subsumed here that contain both perceived changes, advantages and also disadvantages/problem areas of the possibility of work without boundaries.

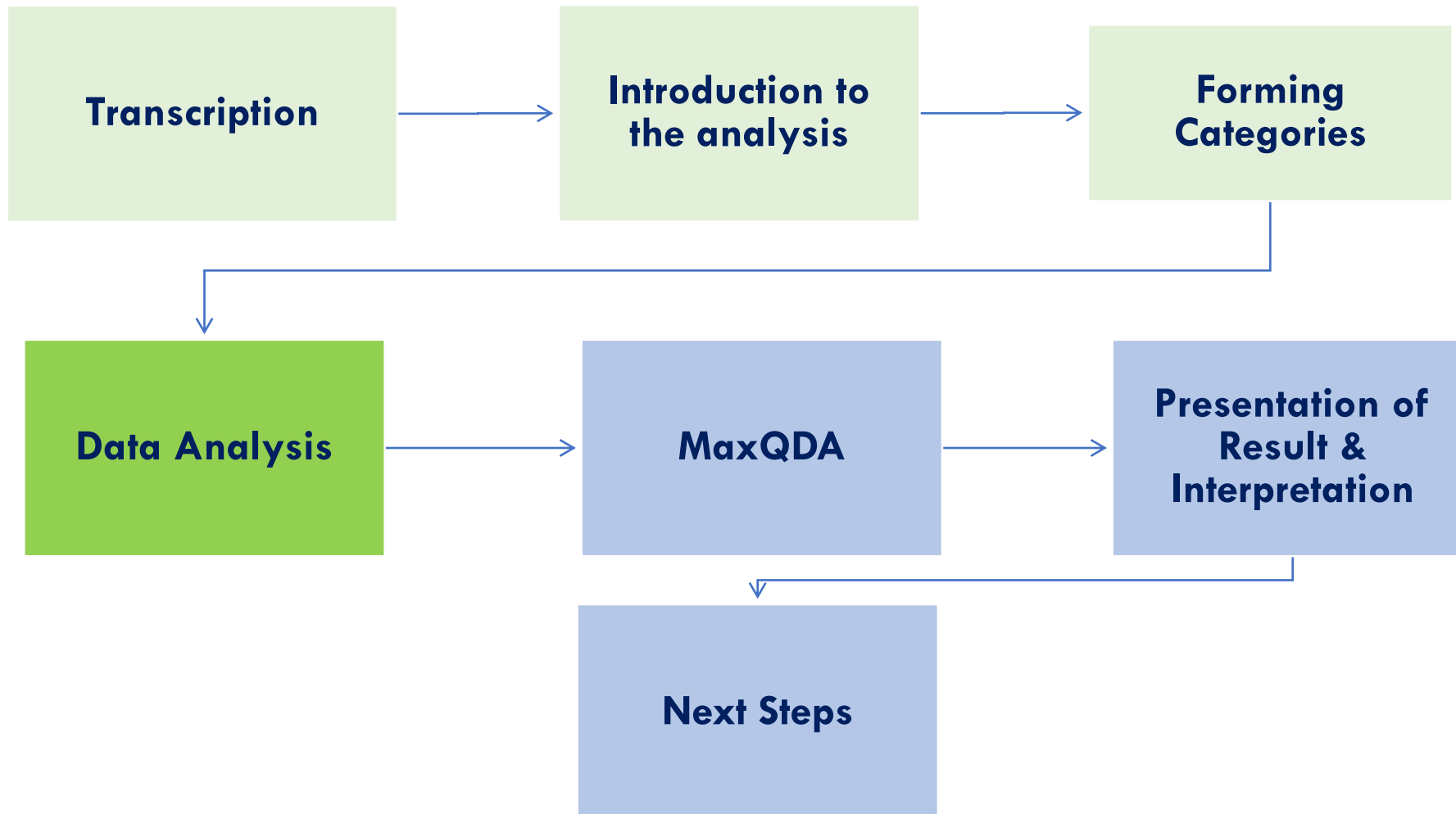
- Perceived presence of this phenomenon in society/the world of work...
- Personal assessment of this phenomenon
 - Positive (facilitating, enriching...)
 - Negative (stressful, too much...)

Personal ubiquitous accessibility

Definition: The text passages assigned to this category provide information about the personal ubiquitous accessibility of the interview partners. In particular, information is subsumed about the extent and concrete situations of one's own unrestricted accessibility, as well as about independent activity for professional purposes - outside of professional periods.

- Named extent of personal accessibility
- Situations of ubiquitous accessibility
 - People (personal accessibility)
 - Laptop/mobile phone (media-related accessibility)

▼ ● Codesystem	828
● Others	3
▼ ● Perception of the phenomenon of ubiquitous accessi...	0
● Perceived presence	34
▼ ● Assessment of the phenomenon	9
● Negativ	20
● Positiv	13
▼ ● Personal ubiquitous accessibility	0
▼ ● Own accessibility	51
● Extent of lived ubiquitous accessibility	65
● Assessment of one's own ubiquitous access...	44



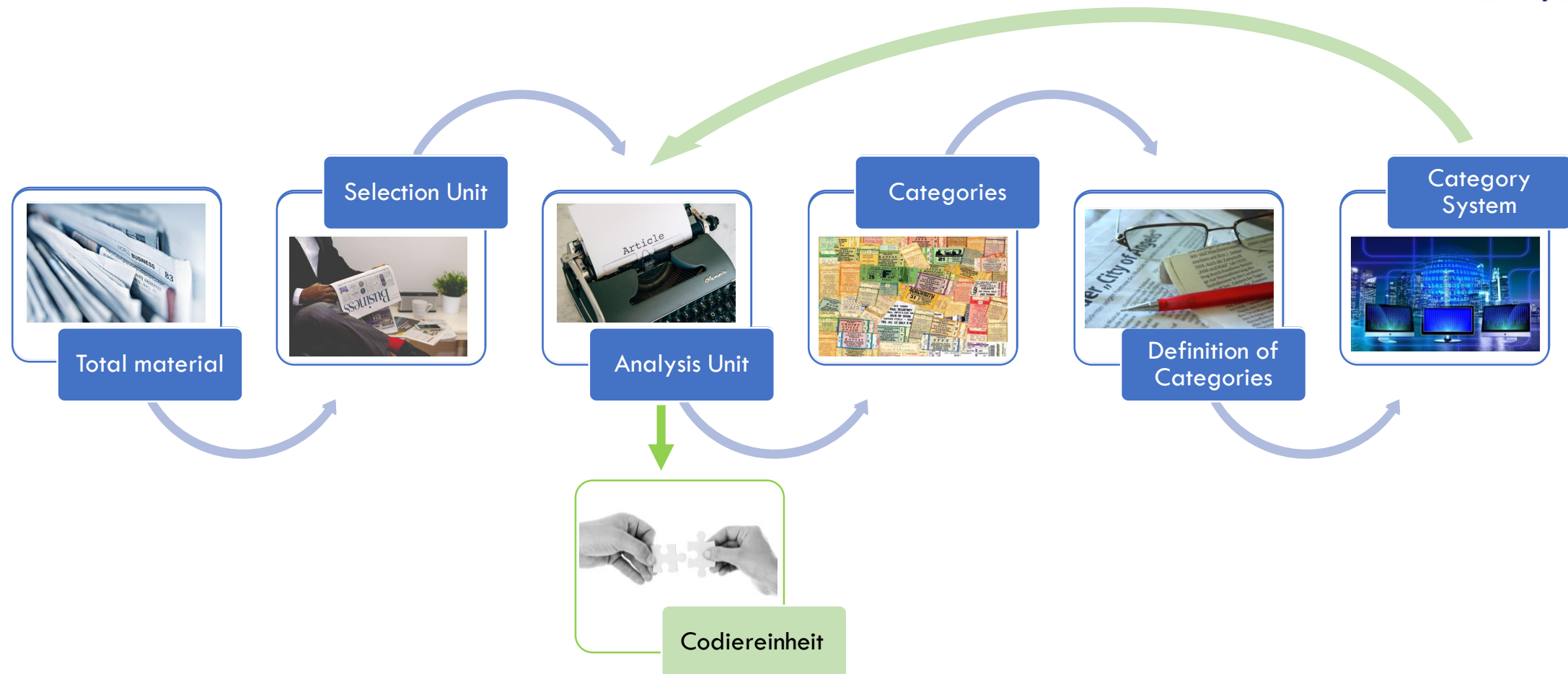
4. Data analysis



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You "code" your selection or analysis units, i.e. text passages etc. are assigned to the individual categories.



4. Data analysis

Coding

- Coding can be
 - a) an act of summing under a category formed.
 - b) an act of generating, the elaboration of a term for a phenomenon that one has identified in the empirical data.

Kuckartz (2018) specifically on coding units:

Within the framework of qualitative content analysis, sense units are chosen as coding units in which the coded segments may well overlap or nest. The only criterion is that it should be comprehensible outside the text.

Coders: are people who assign categories to text passages. A single assignment is called coding.

4. Data analysis



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Coding unit

Interviewtext	Category	Definition	Example
B2: I believe that climate change, as it is predicted or painted in black, will not happen. I mean, there are also some people, such as physicists or meteorologists, I don't know which professional group that is exactly, who don't think that climate change will happen.	Scepticism about climate change	Statements that doubt the existence and or impact of climate change.	"Physicists or even meteorologists (...) who do not believe that climate change is happening". "Trump doesn't believe in it either"



Coding performed by the encoder

4. Data analysis



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If coding units are chosen too small...

Interviewtext	Zusammenfassung	Kategorie
B2: I believe that climate change, as it is predicted or painted in black, will not happen. I mean, there are also some people, such as physicists or meteorologists, I don't know which professional group that is exactly, who don't think that climate change will happen.	There is scepticism about climate change within the scientific/professional community.	Scepticism about climate change

Is this text part later (extracted in Excel) still understandable/classifiable/reproducible?

Or was the text part only understandable/classifiable/reproducible in the "overall package"?

4. Data analysis



Sense units can be relatively short (example from the NERD research project)...

The screenshot shows a tree view on the left with the following structure:

- Personal ubiquitous accessibility
 - Own accessibility
 - Extent of lived ubiquitous accessibility (highlighted in green)
 - Assessment of one's own ubiquitous access...

To the right of the tree is a table with counts:

Code	Count
Personal ubiquitous accessibility	0
Own accessibility	51
Extent of lived ubiquitous accessibility	64
Assessment of one's own ubiquitous access...	45

Next to the table is a slider for the selected code, labeled "Assessment of one's own ubiquitous access...", with a value of 33. To the right of the slider is a text snippet:

...wirklich, das gleicht sich dann irgendwie aus.
B:: Yes, we have already got used to it, let's put it that way. Either my phone rings or her phone rings. So, we've already got used to it.

...but also stretch over several lines:

The screenshot shows a tree view on the left with the following structure:

- Liste der Codes
 - Codesystem
 - Others
 - Perception of the phenomenon of ubiquitous accessi...
 - Perceived presence (highlighted in green)
 - Assessment of the phenomenon
 - Negativ
 - Positiv
 - Personal ubiquitous accessibility

To the right of the tree is a table with counts:

Code	Count
Codesystem	828
Others	3
Perception of the phenomenon of ubiquitous accessi...	0
Perceived presence	34
Assessment of the phenomenon	9
Negativ	20
Positiv	13
Personal ubiquitous accessibility	0

Next to the table is a slider for the selected code, labeled "Perceived presence", with a value of 3. To the right of the slider is a text snippet:

B: It occurs to me that digital media, in the sense of mobile phones and laptops, have become ubiquitous companions, accompanying us not only at work, but also, as I see it, in our free time, i.e. on holiday, during the journey to or from work, or at home to work, or even when we are ill, and apparently even in bed. That this is actually a bit of a normal state, this constant accessibility.

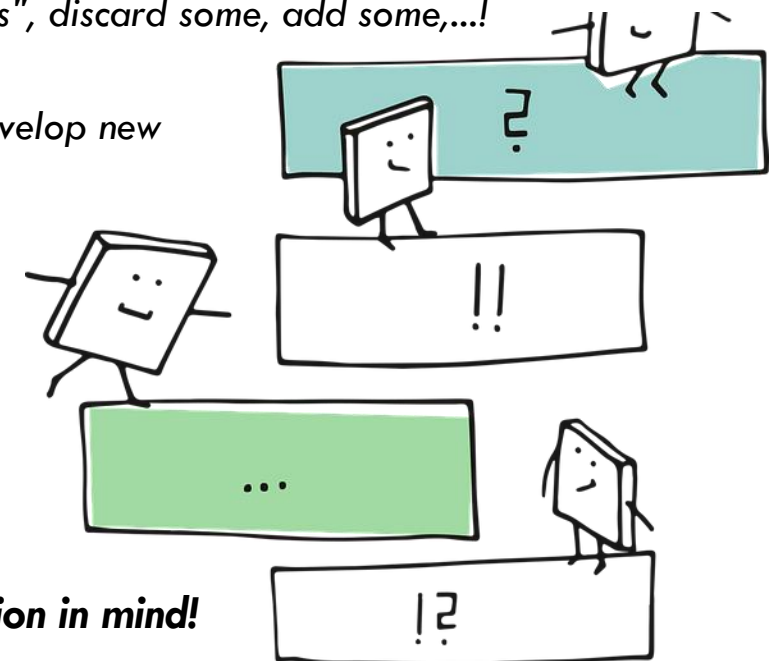
4. Data Analysis

Lastly:

Important: Coding is not a one-dimensional, strict path. Coding is always a process with many iterations.
→ *Keep developing your categories as you go through the analysis.*

These are not signs of poor quality material processing, quite the contrary.

- You will find that some categories were too imprecise and define "subcategories", discard some, add some,...!
- You will make assignments of text passages, discard them, change them.
- If categories are not clear, or many passages are coded as "other", you will develop new categories.



And it is precisely this flexibility that makes qualitative research work.

Important: Always keep your research question in mind!

4. Data Analysis

Don't forget: Memos & Research Diary



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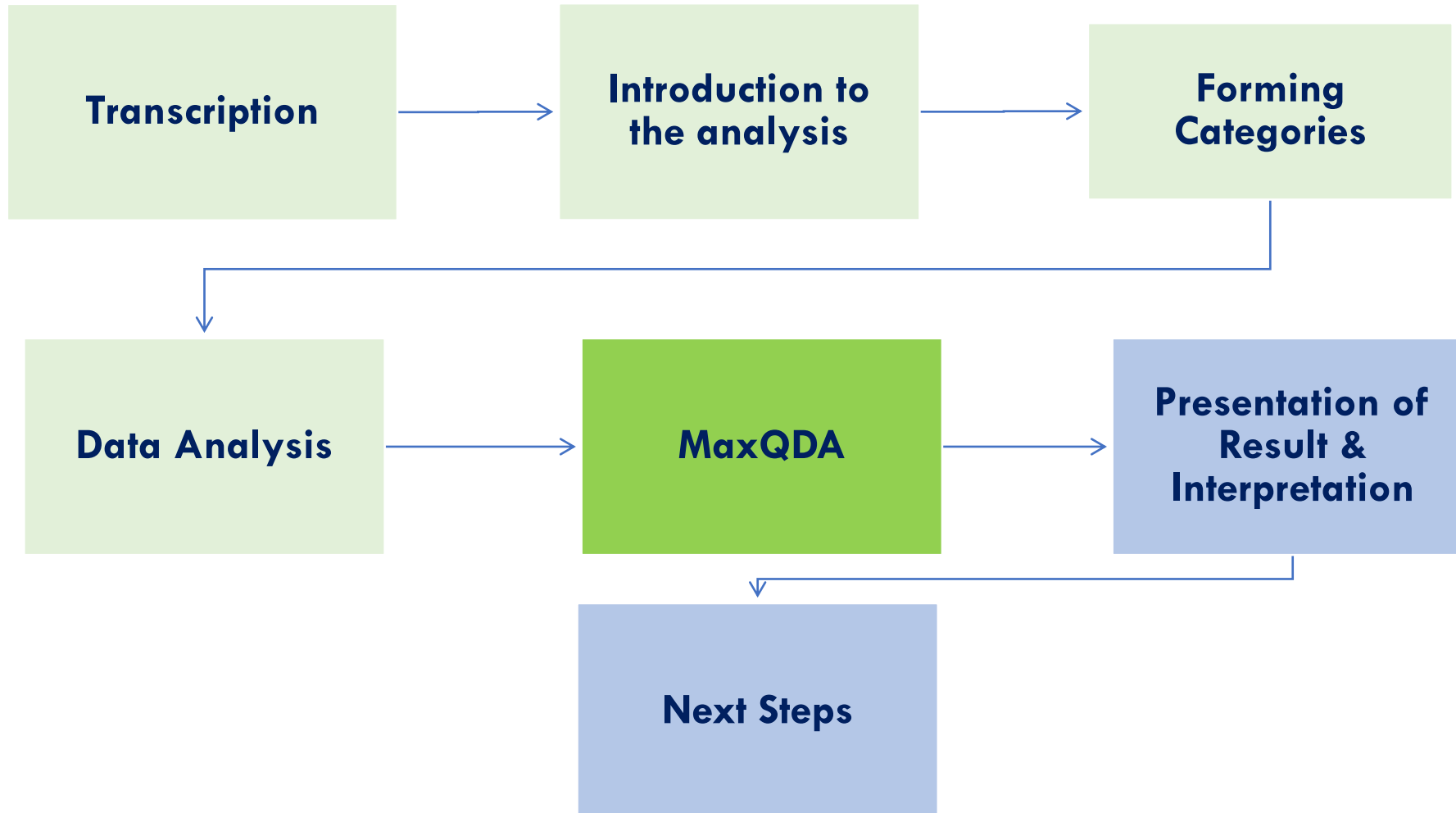
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10 Minute Break





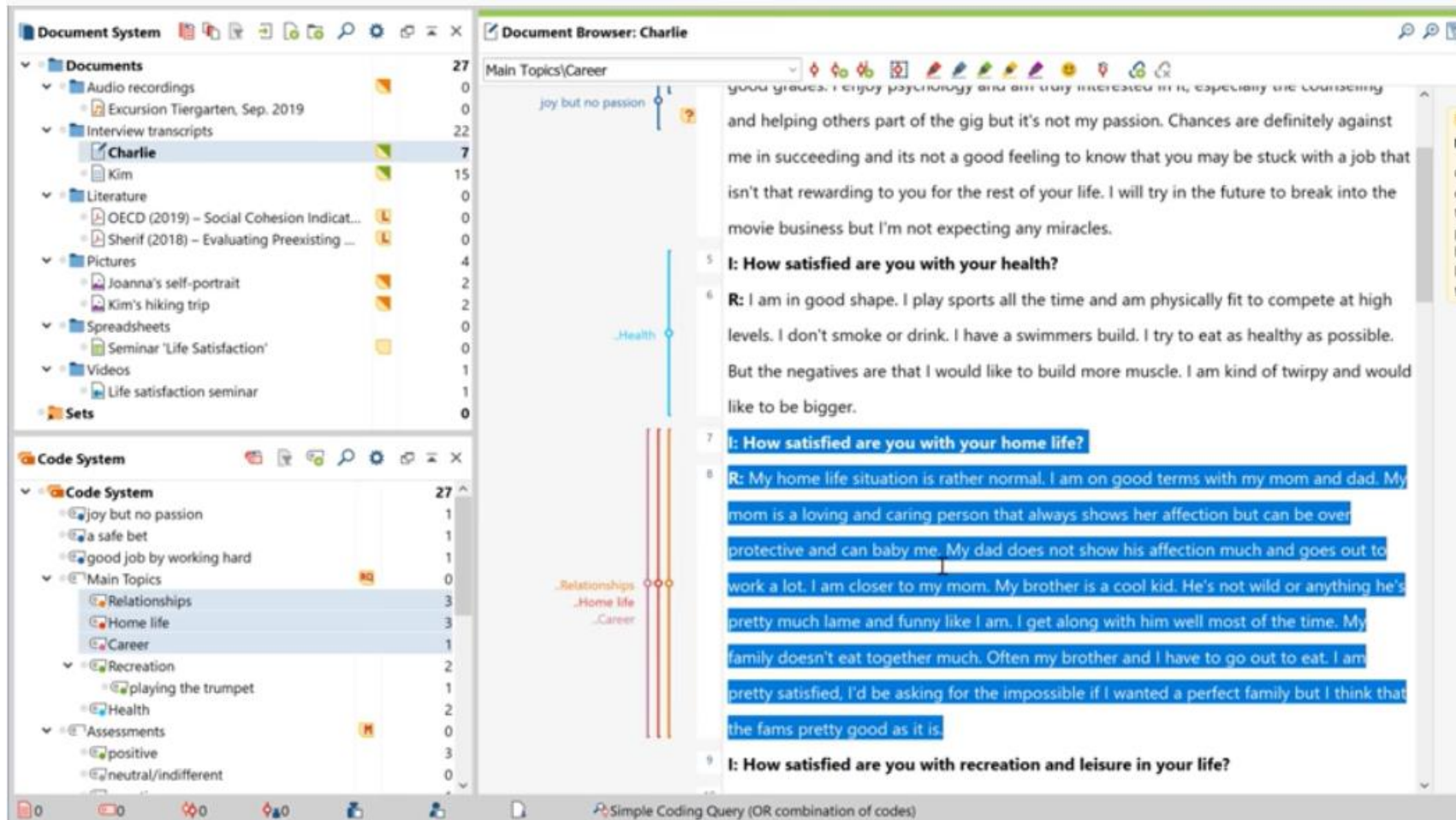
5. MaxQDA → Provided by the FHWN



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Source: Screenshot from Minute 2:50 https://www.youtube.com/watch?v=souWT64AD_g

5. MaxQDA



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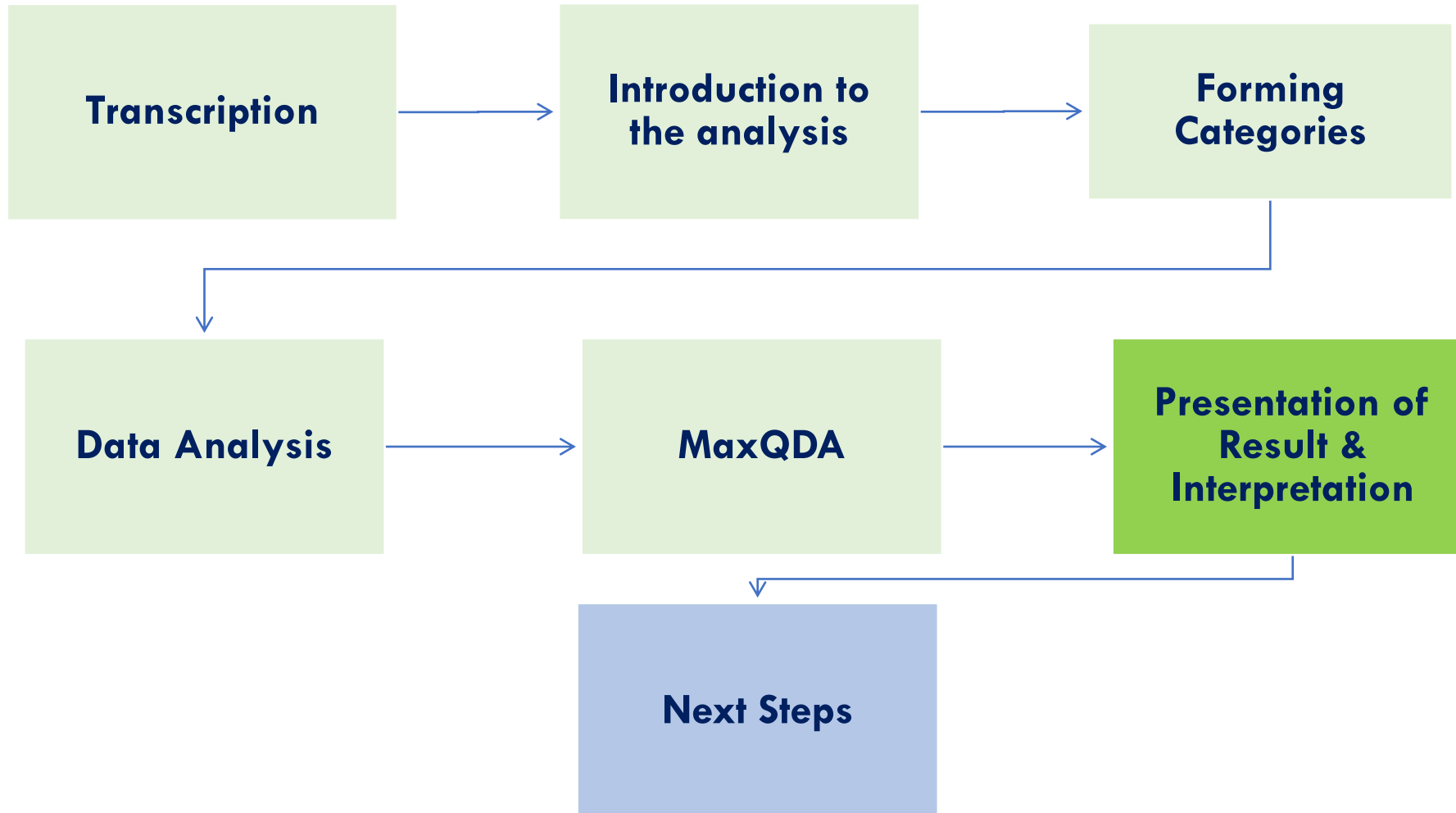
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Coding : https://www.youtube.com/watch?v=souWT64AD_g

Organisation of the codes : <https://www.youtube.com/watch?v=niBpJiUZAsc>

Working with memos: <https://www.youtube.com/watch?v=8EYxXKzju-A>



6. Presentation of results & interpretation

Discuss 10 Minutes

How would you proceed?



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6. Presentation of results & interpretation

3 parts

- Chapter Results
- Chapter Discussion
- Conclusio



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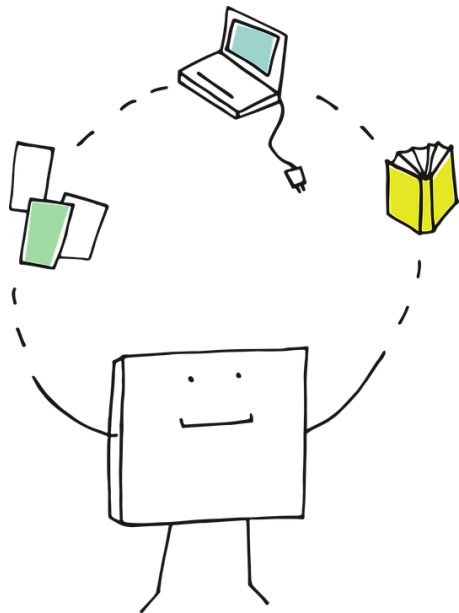
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6. Presentation of results & interpretation

Starting point: Research question & category system

- Writing does not only take place in the final phase
- Write continuously throughout the analysis
- Source material for results section: memos, category description + examples, case summary



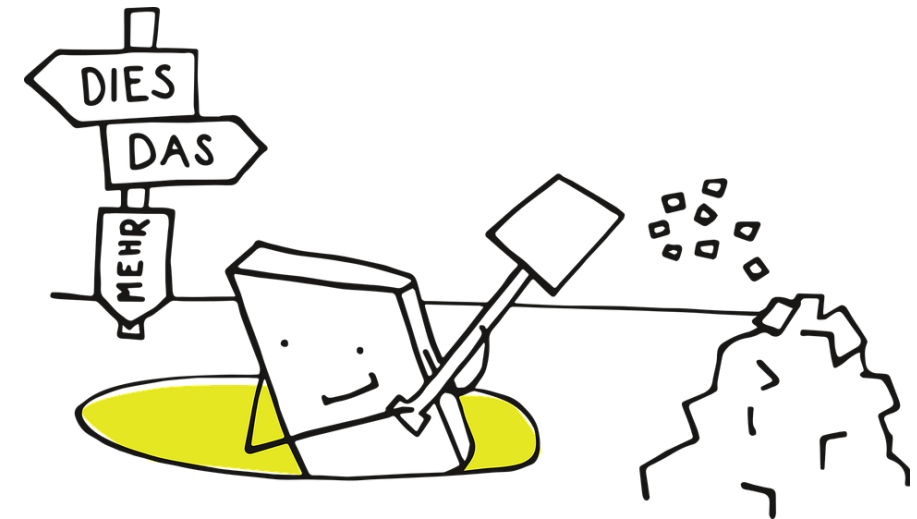
„You cannot really do qualitative research without writing it [...] because qualitative analysis is writing. It uses word to tell the story about textual (and visual) data. (Braun und Clarke 2013, 248 - 249).“

6. Presentation of results & interpretation

Possible course of action:

- 1. **Export** the assigned categories from MaxQDA to an Excel document.
- 2. **Work through** the individual categories & subcategories step-by-step.
 - **Identify** patterns, themes, etc.
- 3. **Assign the contents** to the individual chapters of the paper
- 4. **Summarise, analyse & interpret** the content & write the text → balance summaries & actual narratives/quotes from the text to underline arguments
- 5. Repeat steps 1 - 4 for all categories
- 6. **Discuss & Interpret** your results → draw comparisons with the literature, answer your research question

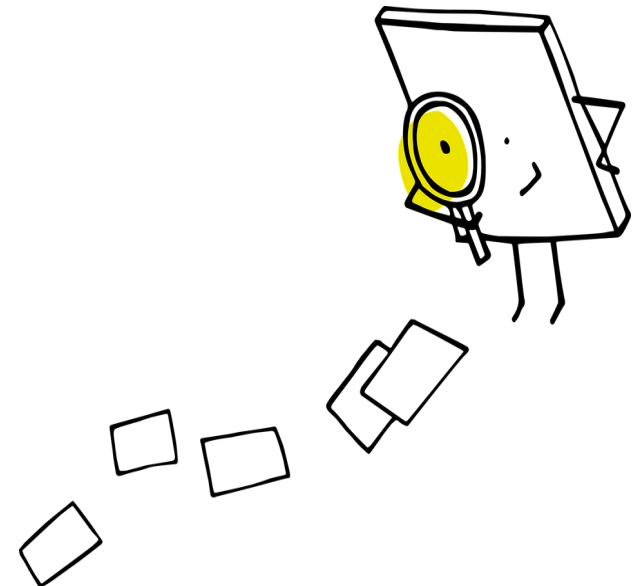
See Chapter 11 – Analysing and interpreting patterns across data von Braun und Clarke (2013, 248 ff.)



6. Presentation of results & interpretation

Possible structure of the results chapter:

- Describe categories and subcategories in blocks: What was said about each category? → commonalities and differences; patterns; accurate description of the facts → give examples of **anchors/key quotes to support important findings**.
 - You can use tables, graphs, bullet point lists,...
- The results section does not need to contain scientific sources, only quotations from the interviews at appropriate places.



6. Presentation of results & interpretation

Work through categories and subcategories & assign the content to your chapters

.... respondents point out that especially lemon juice, orange juice and grape juice are important for mixing a multivitamin juice. Interviewee 4 also adds the need to look at mint and pineapple before starting to blend. Especially for the development of a multivitamin juice, interviewee 4 points out that a sole focus on lemon, orange juice and grape juice is not sufficient. All the other three respondents did not mention these foods. The following quote illustrates the interjection: "But if you want to make multivitamin juice really savoury, the mixture needs mint. And if I think about it, it is mint and pineapple that are missing in a classic version" (B4, 34-39).

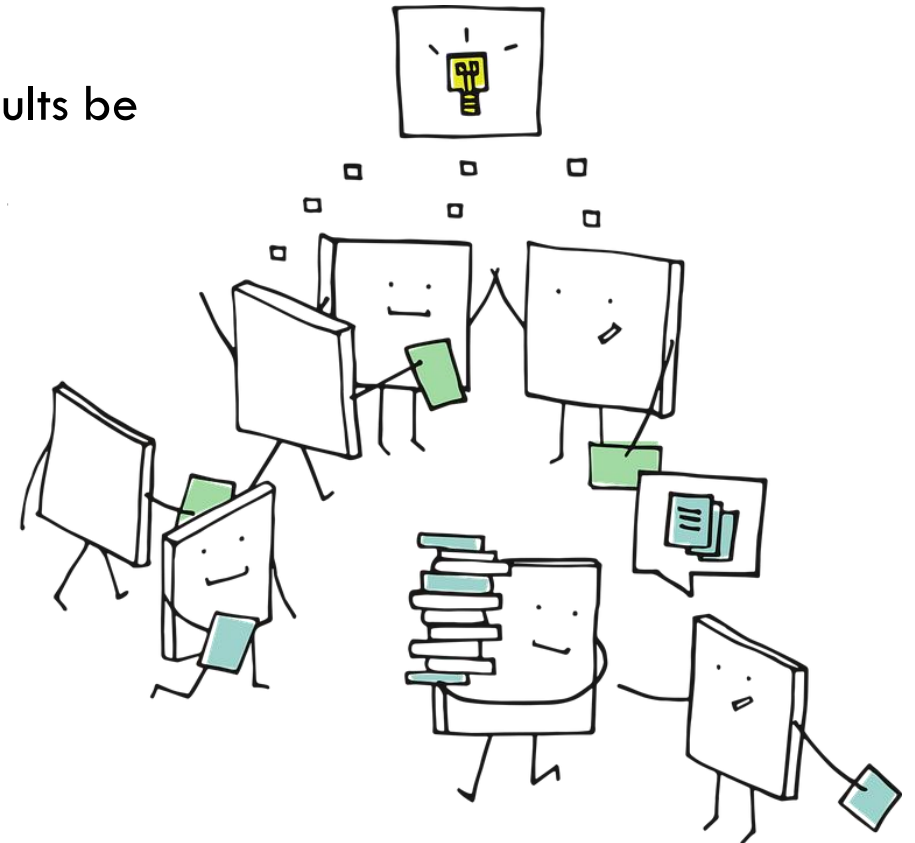
....In the context of energy juices, all interviewees mention the importance of bananas, kiwis and oranges. However, the perspectives on energy juices differ in terms of evaluation. Interviewee 1, for example, values kiwi particularly important, interviewee 2 values bananas more important than kiwi and interviewee 3 sees both contents as central.

....another important topic in the discussion of multivitamin juices and energy juices was mentioned by the interviewees. Dealing with added sugar is the most difficult challenge for the interviewees when it comes to developing multivitamin juices and energy juices. „.....“ (B2, 35-40).

6. Presentation of results & interpretation

Interpretation / Discussion

- What do the results mean in terms of the research question?
- Do the results differ from those in the literature? How can the results be
- compared with existing concepts etc.?
- What are the critical objections to the method used?
- What outlook do the results offer for practice?
- Where does further research need to be done?



6. Presentation of results & interpretation

Example of the interpretation & discussion

Overall, the interviewees agreed on the minor importance of CSR compared to other purchase criteria such as price, quality, brand, country of origin, or service. This is in accordance with prior research, which shows that CSR is not “at the top of many consumers’ lists” (Beckmann et al. 2001; Belk et al. 2005; Bray et al. 2011; Lichtenstein et al. 2004) and that only a very small segment of consumers consider CSR when purchasing products (Mohr et al. 2001). The following statements illustrate this conclusion:

“For me, it is important that it is affordable, I would say, and that I am able to make use of it. That is what I primarily take into account: that it is inexpensive, that it is a good value-for-money-ratio” (male, 25).

“In the case of sport equipment, for example, quality is, for me, crucial. I mean, for instance, a running shoe: I look at the functional parts. I think that is important, that it is a good product” (male, 41).

Öberseder et al (2011)

6. Presentation of results & interpretation

Difference of "language" between quantitative and qualitative

BOX 13.3 LANGUAGE IN QUALITATIVE RESEARCH REPORTS (AND PRESENTATIONS)

Because of the nature of qualitative analysis, when writing about your analysis we suggest using language like: 'identify' 'categorise' and 'report' – terms which acknowledge that the researcher has an active role in analysis. For example, use sentences like: 'We identified two discourses in the data ...'; 'We categorised the data into five main themes'; 'The patterns we report in our analysis ...' If you're astute, you'll have picked up that all of these are written in the first person. Writing in qualitative research often involves putting yourself in the text and writing in the first person. Some examples of the different types of language and writing approaches used in quantitative and qualitative paradigms are provided below. But it's also important to remember that you are also always writing for a specific purpose, so check the specific requirements for your report.

Quantitative paradigm	Qualitative paradigm
Hypotheses	Research questions
Experiment	Study/project
Subjects	Participants
Found	Identified (e.g. themes)
Findings/results	Analyses/results
Significant	Noteworthy/key/important
Third person	First person
Passive tense	Active tense
Researcher absent in the written article	Researcher present in the written article; first person language

Normally, results are **not quantified** and (except in special cases) no statements are made about frequency. This means that you would not write that "7 out of 10 interview participants said that...".

It is much more a matter of mapping and interpreting different views and supporting this with key quotes of the material.

6. Presentation of results & interpretation

Conclusio

- Summary of key findings
- Limitations: What are the critical objections to the data collection method used or to other aspects of the research work? Which questions could not be answered?
- Recommendation for action: What outlook do the results offer for practice? Where is further research needed? What new questions have arisen during the research process?

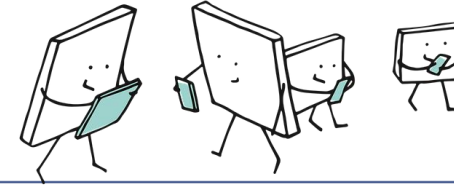


6. Presentation of results & interpretation

Tips from my personal experience

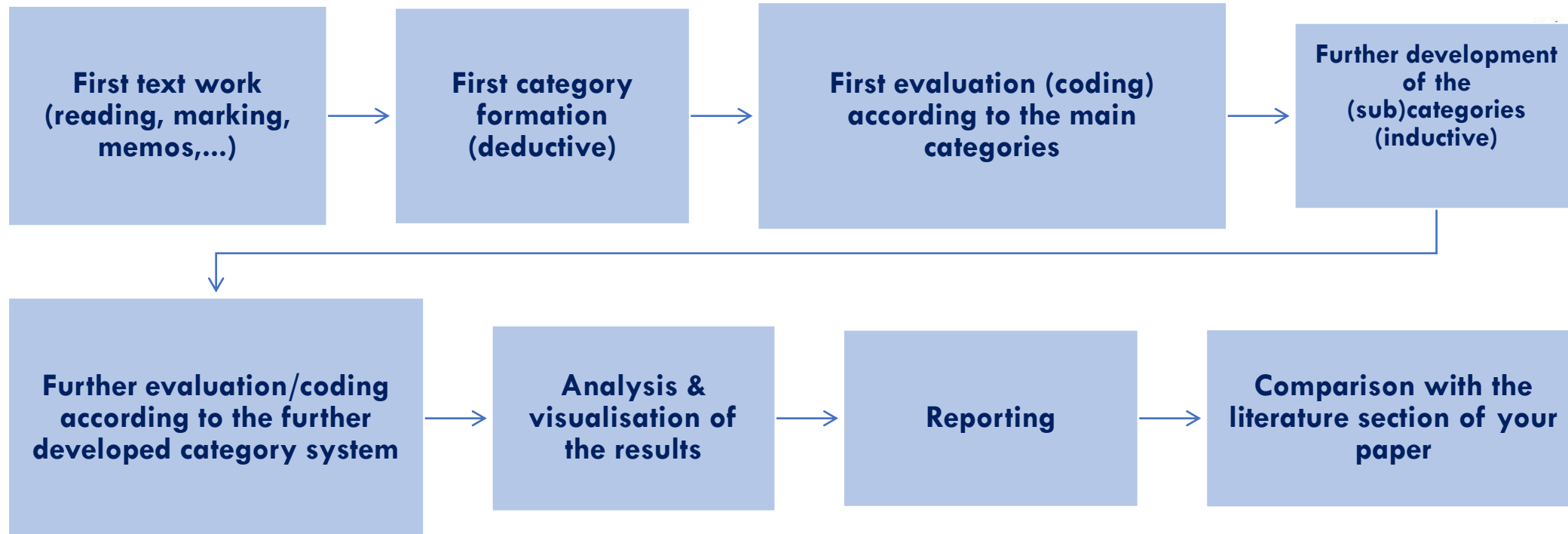
- ENOUGH time
- Memos & Research Diary
- Interpretation
- EXACT examination of literature & transcripts
- Exchange with supervisors
- Citavi/Endnote
- MaxQDA
- Find the evaluation system that suits your research
- Write constantly!

Summary



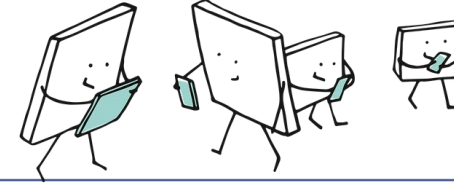
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Recommendation: Discuss this process with lecturers / peers / other researchers to get the best outcome possible

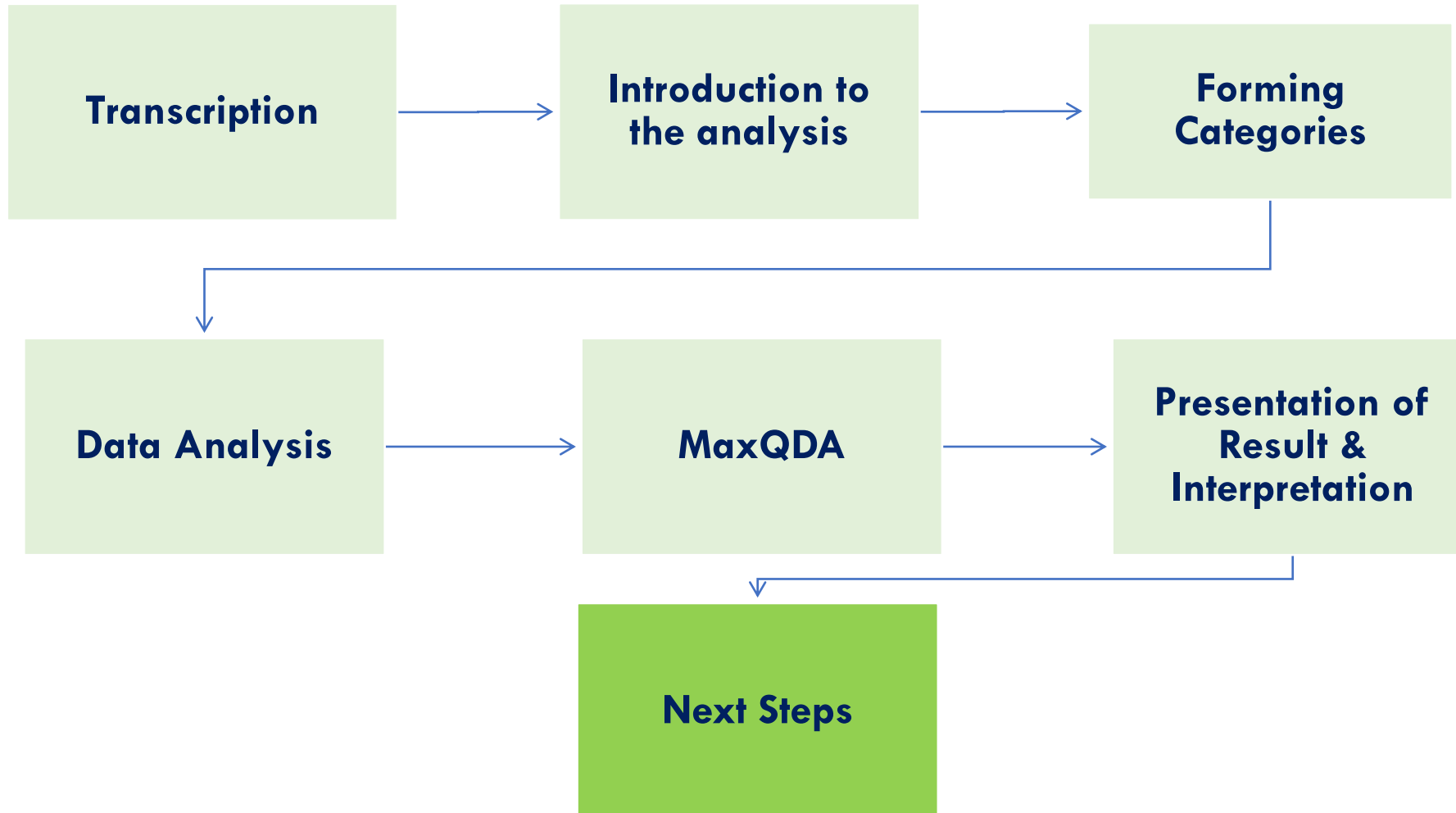
(vgl. Kuckartz 2018)



**MENTIMETER → PUT THE PROCESS IN
THE CORRECT ORDER 😊**

www.menti.com - 3918 4436

<https://www.menti.com/j91615jdhu>



What does this mean for your group project?

- You will follow a „**slimmed down analysis process**“
 - Define broad deductive categories together as a group
 - Individually listen to your audiofiles – you can skip the transcription step
 - Take notes while listening and add them to your categories
 - You might need to develop some inductive categories as well: Do so and always discuss them with your group
 - Once you are done: Compare your results and try to summarize them in a meaningful structured way
 - What different aspects were you able to reveal?
 - Did all interviews/focus groups reveal similar results or are there differences? What do these differences mean?
 - How would you interpret the results?
- Answer your research question!
 - Note: There is not only one single answer. Rather, **we want you to discover and present the various facets of your results!**

„Homework“

- Plan & Conduct your interviews
- Meet up with your peers to discuss the outcomes
- Prepare the results presentation
 - You will get some input on how to present research results during your ZUB lesson.



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Good luck with the evaluation!

I am happy to answer individual questions!



Literature



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Braun, V., Clarke, V., 2013: Successful qualitative research. A practical guide for beginners. London: Sage.

Kuckartz, Udo, and Juventa Verlag. 2018. *Qualitative Inhaltsanalyse: Methoden, Praxis, Computerunterstützung* 4. Auflage ed. Grundlagentexte Methoden. Weinheim: Beltz Juventa.

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