

Chapter 9: Analytic Synthesis:

This chapter focuses on three specific analytic skills: **condensing**, **Patterning**, and **unifying**

On Synthesis

Synthesis combines different things in order to form a new whole.

Researchers review a relatively large and varied assemblage of empirical materials (field notes, interview transcripts, documents, etc.) and reflect on how they interrelate and work together.

A quantitative parallel is determining the mean or average of a set of numbers.

How do we average 20 different codes or 20 different interview?

There are methods for synthesizing the collective to arrive at a consolidated meaning.

That meaning might take the symbolic form of a category, or the crystallization of a new theory.

Analysis is an ongoing process throughout the research project, not a task undertaken after all the data have been collected.

The five critical skills qualitative researchers and analysts should possess:

1. Condensing large amounts of data;
2. Noticing patterns in textual and visual materials;
3. Unifying seemingly different things;
4. Understanding social processes of human action, reaction, and interaction

5. Interpreting The routines, rituals, rules, roles, and relationships of social life (**the five Rs**)

As for which specific method(s) are ultimately chosen for a study's

Analysis:

1. *The forms of data collected*; interviews, surveys.
2. *The research methodology employed*. For example, **grounded theory** generally relies on codes and coding, category construction, concepts and theory development.
Phenomenological analysis tends more toward categories, themes, and assertions.
autoethnography ventures more into found poetry, themes, or vignettes.
3. *The study's research questions*: If researchers want the best answers to their questions, they should select the method(s) that will best generate those answers.

Condensing Large Amounts of Data:

for focusing analysis on the most salient portions of the data corpus.

in most cases-not everything collected in the field will require intensive analysis. Should encourage the analysis of only what is **relevant** related to and can help answer the research questions of interest.

condense and reorganize a set of interview transcripts to one third their full length 10, while **codes** transform extended passages of data into rich textual symbols.

Relevant text might be that which describes mundane routine rather than significant rituals.

codes are not the only way but are instead just one way of analyzing data. They serve as prompts or triggers for reflection, through analytic memo writing, but they also serve as symbolic representations for the constituent.

We use rich text features help differentiate between four analytic forms·

- **CODES AND THEMES ARE SET IN CAPS**
- *SUBCODES ARE SET IN /TAIK CAPS*
- Categories are set **in bold**
- *Subcategories are set in bold italic*

Descriptive coding and subcoding

Descriptive Coding summarizes in a word or short phrase -most often as a noun-the basic topic of a passage of qualitative data. Appropriate for of ethnographic fieldwork.

We recommend that this method not be used for interview transcripts because noun-based descriptive codes will not reveal very much insight into participants' minds. Nouns suggest what is being thought, but not how, why, or in what ways.

The goal is to simply create an indexical account of the fieldwork environment and the manifest action within it.

Example page 217: if we had in a text: “One cabinet door's handle is broken from overuse. Another door is dented in, making it look slightly warped. “ this sentence can be coded with the code “MAINTENANCE”

After data have been descriptively coded, two methods of reorganization are Available.

First, comparably coded data can be assembled together to explore how the topic manifests itself in the data.

المعنى أنو ببحث عن الكود يلي كتبتو لجملة معينة، وبشوف شو الجمل الثانية من النص يلي استخدمتلها نفس الكود، وبشوف شو بيثبهو بعض والعلاقة بينهمون.

If we need more detail about this topic, or later realize that the code was too broad, we can subcode the data even further by adding **tags**.

Subcodes that share the same parent code are called **siblings**.

A second method for analyzing the collective descriptive codes is to arrange them in outline formats to prompt an analytic memo or to organize a report discussion about the field site and its participants.

Example: Code (Management)

- 1- Subcode (classmates) وبكتب تلخيص بكلمتين تلاتة عن الفكرة المذكورة عن كل نص استخدمتلو هاد السب كود
- 2- Subcode (students) : etc...

Dramaturgical coding

Dramaturgical Coding applies the basic conventions of dramatic character analysis onto naturalistic social interaction or onto a participant stories contained in an interview.

1. OBJ: participant-actor *objectives*, motives in the form of action verbs;

2. CON: *conflicts* or *obstacles* confronted by the participant.
3. TAC: participant-actor *tactics* or *strategies* to deal with Conflicts.
4. ATT: participant-actor *attitudes* toward the setting, others, and the conflict;
5. EMO: *emotions* experienced by the participant-actor;
6. SUB: *subtexts*, the participant-actor unspoken thought.

Dramaturgical Coding is particularly relevant for case studies, ethnographies, narrative inquiry, dramatic writing, and even autoethnography for deeply introspective writers.

يعني مثل كل جملة بالمقابلة بفصل فيها على جنب شعور الشخص، بالاختصارات المذكورة، مثل وقت يحكي مريض سكري عن هدفه من العلاج وشعوره تجاه المرض، والباحث يبصنف الكلام حسب الاختصارات.

Example page 220: 1- TAC: FOOD AWARENESS

2 EMO: WORRY

3 CON: LOW BLOOD SUGAR

the interviewer infers from the participant body language and vocal tones.

Dramaturgical Codes can be examined systematically by categorizing them.

Dramaturgical Codes can also be ~chained" or streamed" into strings of action and reaction to examine how a conflict or problem is handled

يعني هدفه كذا فواجه كذا فخطط لكذا الخ

Versus coding

Versus Coding is best applied to data in which conflicts between and among participants are overtly evident or covertly implied. an X VS. Y format.

Versus Coding is appropriate for critical inquiry, evaluation research, action research, and studies that collect data with an unanticipated amount of microaggressions or conflict-laden perspectives.

This method hones in on how people associate within the five Rs, particularly with rules, roles, and relationships.

For initial analysis, Versus Codes can be categorized into three general classifications of what's "at stake":

1. The Stakeholders
2. The Issues at Stake
3. Stakeholder Perspectives

Category: Profit vs. Customer Accommodation

CODES:

PROFIT VS. CUSTOMER SERVICE

PROFIT VS. CUSTOMER SATISFACTION

Found poetry

Poetic inquiry utilizes the conventions of literary poetry to construct an evocative representation of fieldwork or the researcher's reflections about self or others.

Found poetry exercises one's creative capacities and can reveal unique insights about the phenomenon through its representational and aesthetic power.

Patterning Textual and Visual Materials

pattern construction is a second necessary analytic skill for qualitative researchers. different things have in common, such as butter, ice, and candle (they all melt).

Categories

A category in qualitative analysis is a label in the form of a word or short phrase applied to a grouped pattern of comparable codes and coded data.

A category also condenses the collective symbolic meanings of codes even further into a new symbolic representation according to their pattern.

There is no predetermined categories to hunt for, unless several different studies from the literature review have identified the same types of categories, are referred to as **a priori codes** and categories.

Eyeballing analytically browsing the list several times can make one aware of repeating ideas (several codes appear more than once) and possible clusters for potential categories. يعني بكتب كل الكودات يلي اختصرت فيهنو الجمل قبل على صفحة جديدة وبشوف كيف ممكن يتصنفو معي

categorizing codes into groups that "look alike and ~feel alike according to what the analyst interpret they might have in common. Each category--divided further into **subcategories** If the data merit them--is then assigned a label that best symbolizes the collection.

The categories and subcategories initiate reflection through an analytic memo, or even the framework for the narrative write-up itself.

Coding does not always have to precede category construction, because there are other ways to formulate categories.

Methodologists vary in their recommendations for a final number of categories ranging from three to seven.

Themes

A theme is an extended phrase or sentence that identifies and functions as a way to categorize a set of data into a topic that emerges from a pattern of ideas. explain their constituent elements.

Themes can derive from initial analytic work with codes and categories, or they can be independently constructed from a holistic review of the data corpus for patterns of reoccurring ideas.

To clarify with an example, CORDIALLY is a code; CORDIALITY IS AN EMPLOYEE FACADE is a theme.

Example page 232: interviewing someone with diabetes , and writhing aside the best theme for each different section according to what you can infer from the text, written like:

- 1- DM IS KNOWING HOW THE DISEASE AFFECTS YOUR BODY
- 2 DM MEANS UNDERSTANDiNG YOUR SYMPTOMS

Note that some begin with "DM IS~ (observable action) and others with DM MEANS (conceptual action).

As with codes and categories, themes can be initially analyzed by arraying them into an outline format according *w* commonality and, if feasible, hierarchy to suggest importance.

Just as codes are categorized for further analysis, themes can get categorized into **theoretical constructs** or phrases that serve as category-like, abstract summations of a set of related themes. Since one of the goals of themeing the data is to get to ideas, nm topics, theoretical constructs better ensure an analytic leap into bigger-picture meanings.

If appropriate, a word or phrase from the supporting themes can serve as a theoretical construct:

Theoretical Construct 1: DM as Physical Caretaking

Supporting Themes:

DM IS KNOWING HOW THE DISEASE AFFECTS YOUR BODY

DM IS EATING A HEALTHY DIET.

Thematic statements can get analysts into the conceptual scheme of things by looking beyond case-specific data and working toward broader meanings for general populations and applications.

Themes might be a more narrative-friendly way of exploring the ideas inherent in data.

Themes are particularly helpful if a research study's methodology is phenomenological, content analytic, or ethnographic.

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