

# DOWNLOAD PDF KWIC ANALYSIS, WORD COUNTS, AND SEMANTIC NETWORK ANALYSIS.

## Chapter 1 : Staff View: Analyzing qualitative data :

*The authors first cover word-based techniques (such as KWIC, word counts, componential analysis, taxonomies, mental maps, and semantic networks). They next cover discovery techniques (grounded theory, schema analysis, sequential analysis, and analytic induction) followed by confirmatory techniques (tables and matrices, classic content analysis).*

Jeet Kune Do is not a novel set of fighting techniques, but rather a more focused style of combat that synthesizes the most useful techniques from numerous fighting arts. For Lee, this was an emancipatory endeavor that allowed practitioners of Jeet Kune Do to choose from a wide range of techniques and employ the most appropriate ones for a given objective. I have not invented a "new style," composite, modified or otherwise that is set within distinct form as apart from "this" method or "that" method. On the contrary, I hope to free my followers from clinging to styles, patterns, or molds. He has not digested the simple fact that truth exists outside all molds; pattern and awareness [are] never exclusive. Approaches to qualitative data collection and analysis are numerous, representing a diverse range of epistemological, theoretical, and disciplinary perspectives. Yet most researchers, throughout their career, cling to one style with which they are familiar and comfortable, to the exclusion and often disparagement of all others. In the spirit of Jeet Kune Do, we feel that good data analysis and research design, for that matter combines appropriate elements and techniques from across traditions and epistemological perspectives. From such a perspective, it does not make sense to exclude a particular technique because of personal discomfort with it, or misconceptions about or prejudices regarding how and why it might be used. Eschewing a compartmentalized view of qualitative research and data analysis is the underlying theme of this book and the analytic process we describe. Briefly put, ATA is a type of inductive analysis of qualitative data that can involve multiple analytic techniques. Below, we situate ATA within the qualitative data analysis literature to help both frame the process and provide a rationale for the name we have given it. Before defining our process, we first lay out the overall rationale for the book as well as provide the reader with a sense of what this book does, and does not, cover. As noted in the preface, we have written this book in response to a perceived need for a published volume that gives researchers a practical framework for carrying out an inductive thematic analysis on the most common forms of qualitative data. Although we cover some of the theoretical underpinnings of qualitative research, this book is primarily about process and providing researchers usable tools to carry out rigorous qualitative data analysis in commonly encountered research contexts. To this end, we wanted to keep the content as focused as possible and present readers with what we believe to be the most efficient, yet rigorous, analytic techniques. We begin from the point of having qualitative data in hand, and therefore do not address research design or data collection strategies. By this, we mean data generated through in-depth interviews, focus groups, or field observations. We recognize that qualitative data can be generated through other activities such as open-ended questions on a survey, free-listing and other semistructured elicitation tasks, or visual data collection techniques. These methods are all useful and appropriate for certain types of research objectives; however, they are not commonly used methods in the broadly defined world of qualitative research. This book, then, is intended for the researcher, student, or other interested party who has been tasked with analyzing, and making sense of, a set of field notes or transcripts from focus groups or in-depth interviews. How does one go about thematically analyzing these types of data in a systematic way that results in credible answers to the research questions and objectives embedded within a study? Helping readers meet this challenge is the fundamental purpose of this book. Note that the process we delineate can also be used to analyze free-flowing text from secondary data sources, such as in document analysis. But to keep this book simultaneously concise and broadly appealing, the examples and exercises provided are from studies employing the more traditional qualitative data collection techniques. Many existing definitions are constrained by a dichotomous typology that contrasts qualitative and quantitative research or assumes a particular epistemological foundation. Another common descriptive practice is to list attributes as if they are

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exclusive or necessary features of qualitative research. These types of characterizations exist despite the fact that the attributes listed are: For example, the Online Dictionary of the Social Sciences n. Research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. Sociologists using these methods typically reject positivism and adopt a form of interpretive sociology. Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. The interpretive approach is generally set in contrast to a positivist approach, and indeed, for many the two are incompatible. Quantitative research methods are generally difficult to reconcile with an interpretive approach, while qualitative methods provide considerable room for an interpretive inquiry. From this, many then conclude that qualitative research methods are difficult to reconcile with a positivist approach. This is not true. It is what you do with qualitative data, and not the methods themselves, that define whether you are engaged in a research endeavor that is interpretive, positivist, or hybrid of the two. We prefer the simpler and more functional definition of qualitative research as offered by Nkwi, Nyamongo, and Ryan. Essentially, the data in qualitative research are non-numeric and less structured data than those generated through quantitatively oriented inquiry, because the data collection process itself is less structured, more flexible, and inductive. An outcome-oriented definition such as that proposed by Nkwi and colleagues avoids unnecessary and inaccurate generalizations and dichotomous positioning of qualitative research with respect to its quantitative counterpart. It allows for the inclusion of many different kinds of data collection strategies and analysis techniques which we describe later as well as the plethora of theoretical frameworks associated with qualitative research. Exclusion of specific data collection or analysis methods from the definition also paves the way for a more refined view of qualitative data analysis, one that distinguishes between the data themselves and the analyses performed on data. As Bernard notes, many researchers fail to make this distinction, made graphically apparent in Figure 1. Most definitions of qualitative research include only the top left quadrant of the figure and miss an entire group of analytic strategies available to them—that is, those that utilize quantitative analytic procedures on qualitative data lower left quadrant. Throughout this book, we try to emphasize the complementarity of both types of analytic procedures on the left side of Figure 1. In this book, we focus on inductive analyses, which primarily have a descriptive and exploratory orientation. We provide a summary of the differences between the two approaches in Table 1. Further reading on how to do confirmatory qualitative research using a thematic approach, also known as classic content analysis, can be found in several comprehensive works, including Krippendorff, Weber, and Neuendorf. By contrast, a confirmatory, hypothesis-driven study is guided by specific ideas or hypotheses the researcher wants to assess. The researcher may still closely read the data prior to analysis, but his analysis categories have been determined, a priori, without consideration of the data. Objectives are also formulated differently: Research questions are better suited to exploratory research while hypotheses better capture objectives of a confirmatory nature. Other differences between the two approaches relate to sampling and data sources. Exploratory studies generally are based on nonprobabilistic samples of research participants and generate primary data. Conversely, confirmatory studies typically employ probabilistic sampling strategies to select text from existing sources. The distinction between inductively exploring data versus assessing hypotheses with data are made clear above. But here we wish to emphasize that while exploratory approaches to qualitative analysis are not specifically designed to confirm hypotheses, this does not mean that they are atheoretical. Exploratory analyses are commonly used to generate hypotheses for further study. And some exploratory approaches, such as grounded theory, are used to build theoretical models derived from the data. Likewise, applied research initiatives, although intended to address a practical problem in the world, are based

on theory. Theory, however implicit, gives direction to what we examine and how we examine it. If we had no idea at all about what the key issues for a participant might be, it would be difficult to find a starting point for questioning. At the first branch of the tree, data are divided into three basic types – text, images, and sound. This book focuses exclusively on text, which is by far the most common form of qualitative data analyzed in the social and health sciences. Although many of the techniques and procedures we present can be applied to images as well, we suggest that readers seriously interested in analyzing visual data refer to other sources that deal explicitly with these topics, to ensure a more nuanced and sophisticated analysis. For analyzing video, we recommend starting with the comprehensive volume edited by Kno- blauch and Schnettler For more general usage of visual data collection methods, the reader might also wish to look at Banks or Prosser Elicitation Conversation Narratives Analysis of: This strategy is most common in linguistic analyses and concerns itself with the structure and meaning within the text and words themselves. This latter type of text analysis, known as the socio- logical tradition Tesch, , is the method most often employed in the social and health sciences and is the branch of qualitative analysis upon which this book focuses. Even when utilizing text as a proxy for experience, there is substantial breadth in the ways data can be collected and analyzed. Data elicited with these types of techniques require a different type of analysis than does free-flowing text typically elicited in less structured data collection events such as unstructured or semistructured interviewing or document analysis. Because most qualitative data collected or available are in the form of free-flowing text i. Comparisons can then be made with respect to these metrics between groups of interest. Word-based analyses also can include associated attributes of key words and other semantic elements, such as synonyms, location in the text, and surround- ing words or phrases Dey, , p. The key-word-in-context KWIC method, for example, entails locating all occurrences of particular words or phrases in the text and identifying the context in which the word appears. Typically, one can do this by predetermining how many words e. A less formal variation of the technique simply locates the key word and includes in the analysis as many of the surrounding context words as are needed to achieve the given analytic aims Guest et al. Word-based techniques are valued for their efficiency and reliability. Specialized software can quickly scan large numbers of text files and tally key words. The main drawback to this type of analysis is that context is usually not considered or is highly constrained, limiting the richness of the sum- mary data produced. Also, key concepts can be completely glossed over in a word- based analysis. People might talk about being shunned by their family or losing their job due to their HIV status while never using the actual term stigma. We discuss word searches in more detail in Chapter 5. Thematic Analysis Thematic analyses, as in grounded theory and development of cultural mod- els, require more involvement and interpretation from the researcher. Thematic analyses move beyond counting explicit words or phrases and focus on identify- ing and describing both implicit and explicit ideas within the data, that is, themes. Codes are then typically developed to represent the identified themes and applied or linked to raw data as summary markers for later analysis. Such analyses may or may not include the following: This issue is even more pronounced when working in teams with multiple analysts. To maintain rigor, strategies for monitoring and improving intercoder agreement, and therefore reliability, should be imple- mented in the analytic process see Chapters 3 and 4. Despite these few issues related to reliability, we feel that a thematic analysis is still the most useful in capturing the complexities of meaning within a textual data set. It is also the most commonly used method of analysis in qualitative research. For these rea- sons, it is the primary focus in the chapters that follow. One important dimension of qualitative analysis is not represented in Figure 1.

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## Chapter 2 : Analyzing qualitative data : systematic approaches - Deakin University Library

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What to do with your data after data collection: A student comes to you and tells you that now all 12 interviews have been conducted, maybe they have been transcribed already and asks you: What should I do next? SteinardKvale has devoted an article and later a book chapter to this with the title: The method of analysis decided on " or at least considered " will then direct the preparation of the interview guide, the interview process, and the transcription of the interviews. You can opt to transcribe verbatim, word by word as it was spoken including all repetitions, half sentences, erm, mmh, pauses, etc. When you first transcribe data, you will find out that we you included do not talk printed language. At first it feels awful. Is it really me, you may think, that asks the questions in such a way? Do I really talk like that? A verbatim transcript has the advantage of best capturing the original interview situation. Often when we speak, we think about what we want to say next " while we talk. We need breaks to reflect on questions. Sometimes we have no answer yet and need to clarify our thoughts " even as we talk. The results are sentences that remain unfinished, sentences that flow into each other or overlap. This is important data and helps the analyst to interpret the content of what was said. When you however are only interested in facts and information, transferring spoken language into grammatically correct sentences may be an appropriate option as well. You need to take this decision in the context of your research question. There are very fine grained transcription systems like GAT see below ; you may also derive your own transcription notation from existing systems. What is important is that you do not just transcribe your data, but have thought about what level of detail is necessary for the type of analysis you want to carry out. Below you see a number of examples how data can be transcribed:

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## Chapter 3 : Tools for Corpus Linguistics

*A how-to guide for the qualitative researcher and student. Bernard and Ryan have produced a text of surgical precision which cuts through the rhetoric about qualitative research and arms researchers with the knowledge and tools to deliver refined analysis and troubleshoot classic issues.*

Includes bibliographical references and index. Qualitative Data Analysis Chapter 2. Collecting Data Chapter 3. Finding Themes Chapter 4. Codebooks and Coding Chapter 5. Introduction to Data Analysis Chapter 6. First Steps in Analysis: Comparing Attributes of Variables Chapter 8. Conversation and Performance Chapter Narrative Analysis Chapter Grounded Theory Chapter Content Analysis Chapter Schema Analysis Chapter Ethnographic Decision Models Chapter Rather than cover data collection in separate chapters isolated from analysis techniques, the authors pair each data collection technique with the appropriate analytic method. The authors first cover word-based techniques such as KWIC, word counts, componential analysis, taxonomies, mental maps, and semantic networks. They next cover discovery techniques grounded theory, schema analysis, sequential analysis, and analytic induction followed by confirmatory techniques tables and matrices, classic content analysis, content dictionaries, and ethnographic decision modeling. In the last section of the book, the authors tackle philosophical issues related to sampling, reliability and validity as well as how to select the appropriate software. Carefully crafted exercises will provide readers with experiences for practicing the concepts in each chapter. This book will provide readers with not only the most complete information on doing qualitative collection and analysis, but a guide to selecting among the complete variety of qualitative techniques. Nielsen Book Data Subjects.

## Chapter 4 : Analyzing Qualitative Data : H. Russell Bernard :

*Introduction to the text: qualitative data analysis -- Collecting data -- Finding themes -- Codebooks and coding -- Introduction to data analysis -- Conceptual models -- First steps in analysis: comparing attributes of variables -- Cultural domain analysis: free lists, judged similarities, and taxonomies -- Kwic analysis, word counts, and.*

## Chapter 5 : Analyzing qualitative data : systematic approaches in SearchWorks catalog

*, Analyzing qualitative data: systematic approaches / H. Russell Bernard, Gery W. Ryan Sage Thousand Oaks, Calif Wikipedia Citation Please see Wikipedia's template documentation for further citation fields that may be required.*

## Chapter 6 : Qualitative Data Analysis

*- Use KWIC programs (Key word in Context) Types of Content Analysis Word Counts are Only a Start (Semantic Network analysis).*

## Chapter 7 : INTRODUCTION TO APPLIED THEMATIC ANALYSIS | Antonis Tsirikos - www.nxgvision.com

*The first half is an overview of the basics, from choosing a topic to collecting data, and coding to finding themes, while the second half covers different methods of analysis, including grounded theory, content analysis, analytic induction, semantic network analysis, ethnographic decision modeling, and more.*