

The Benefits of Using Qualitative Analysis

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Thematic Content Analysis

Identifying analysis and reporting patterns in data

- Familiarisation with the data
- Coding
- Searching for themes
- Reviewing the themes
- Defining and naming
- Writing up

Braun, V & Clarke, V. (2006). Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3:2, 77-101.

Coding Framework

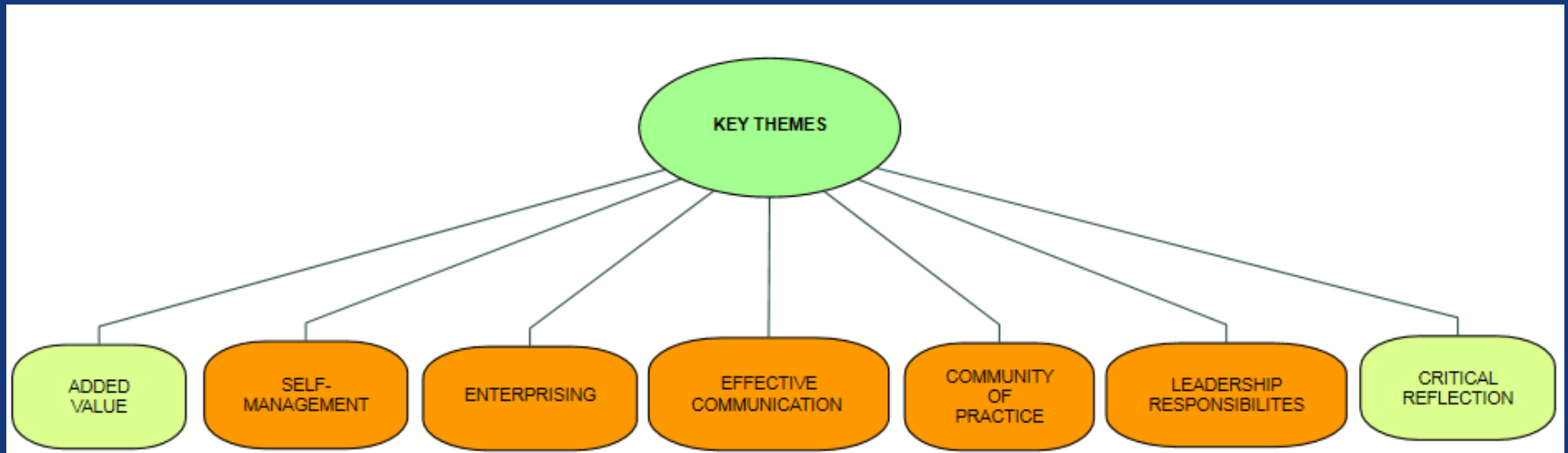
Name	Description	References	total	%
SELF MANAGEMENT	Working independently, taking responsibility, planning organisation confidence and self awareness. Being adaptive to respond to changing situations	700	700	31
Self-sufficiency	An individual's application of skills i.e. teamwork, management, time management, skills development, decision making or planning.	480		
Organisational skills	Organising skills through event organisation and planning	144		
Planning skills	Broad range of planning skills also includes patience, passion and delegation.	134		
Time management	Learning how to balance study with placement or self time management in the workplace generally.	67		
Technical skills	Learning the technical aspects of sports management or science including structuring training sessions and coaching processes,	53		
Management skills	Management skills development. Includes staff management and supervision.	43		
Decision making	Decision making, problem solving and turning ideas into actions, includes making decisions about facilities management	39		
Self-confidence	Gaining confidence through independent responsibility	124		
Confidence	Gaining confidence through individual actions.	84		
Independent responsibility	Learning how to make one's own decisions. Includes needing to be assertive and proactive.	40		
Self-awareness	Self-awareness through being flexible and adaptable	96		
Self-awareness	Self-awareness	59		
Flexibility or adaptability	Learned the need to be both flexible and adaptable	37		
ADDING VALUE	Benefit to ones self through enjoyment, achievement, mediated through academic and placement supervisor.	461	461	21
Enjoyment	Placement enjoyable experience	156		
Supervisor relationship gratitude	Comments about the supervisor student relationship	127		
Reinforce employment decision	Reinforce the decision to follow this employment path	113		
Adding value	Adding value to the organisation or to the individual through innovation or creativity	42		
Academic supervisor gratitude	Any comments specifically about the academic supervisor	23		
ENTERPRISING INDIVIDUALS	Individuality, creativity, innovation, risk taking and opportunism.	315	315	14
Organisational awareness	Developing an awareness of the organisation, its people and the role it plays.	160		
Achievement	Achieving, making a contribution	125		
Research-based	Undertaking research for a project or initiative	25		
Innovative and creative	Using innovating or creative thinking to solve problem	5		
EFFECTIVE COMMUNICATION	Identify, locate, evaluate and communicate through oral written or other visual methods to inform motivate and effect change. Developed from the ma	249	249	11
Communication generally	General comments about communication not specifically included in other nodes. Including event communication and promotion	147		
Oral communication	Oral communication including speaking meeting attendance, interviews	64		
Digital communication	Any form of online communication including database management, social media, email, facebook and web pages	34		
Written communication	Any acknowledgement of the awareness and or use of written communications	4		
COMMUNITY OF PRACTICE	Engaging ethically and efficiently with diverse communities and cultures. Includes volunteers in the not-for-profit sector, organisational awareness and n	201	201	9
Networking	Networking and other relationship building	65		
Sponsorship	Any aspect of sponsorship generation or liaison	49		
Volunteer contributions	Any activity relating to the contribution that volunteers make to our communities	38		
Diversity of participants	Working with different groups and different ages	31		
Contribution sport plays in the community	The contribution that sport plays	18		
LEADERSHIP RESPONSIBILITIES	Ability to work confidently and collaboratively with a group of people, encouraging, motivating team members towards a shared vision. Includes risk ma	174	174	8
Regulatory responsibilities	Managing the compliance activities relating to events includes H&S, risk management, policy development and ethics.	38		
Leadership	Demonstrating leadership through activity management and other opportunity	37		
Teamwork	Benefits of working with others in the group	37		
Financial responsibility	Financial responsibilities	21		
Professionalism	Maintaining high standards and professional attitude	21		
Customer Relationship Management	Any aspect of customer service or support	11		
Motivation, inspire	Motivating others	9		
CRITICAL REFLECTION	Ability to consider and reflect often based in the application of theory to practice	124	124	6
Theory to practice	Any reference about a applying theory to practice	77		
Reflection	Evaluation or monitoring progress of activities or evaluation effectiveness	47		
		2224	2224	

Project 1: The Added Value of WIL

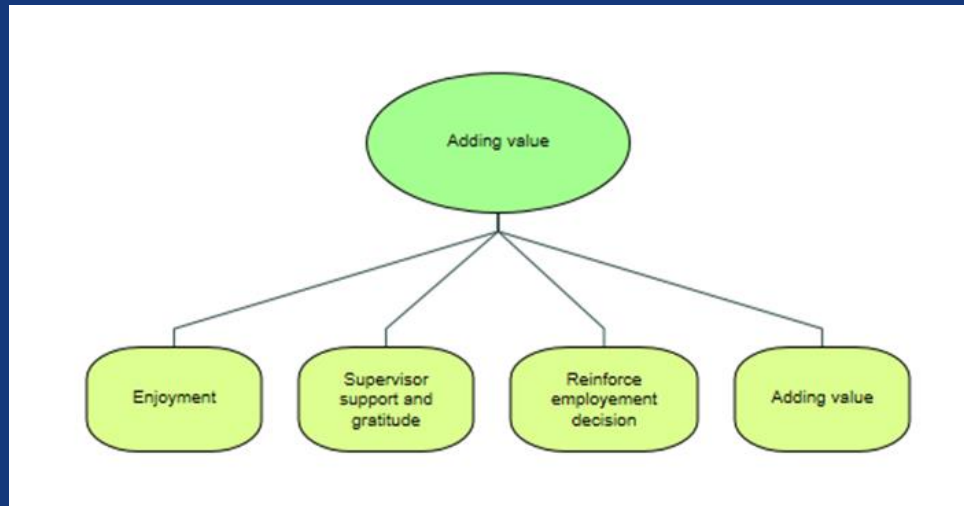
A Case Study of Massey University's
Sport Management & Coaching Programme
2007 to 2016

- N= 271 Reflective Journals coded
- Entirely qualitative

Outputs Key Themes



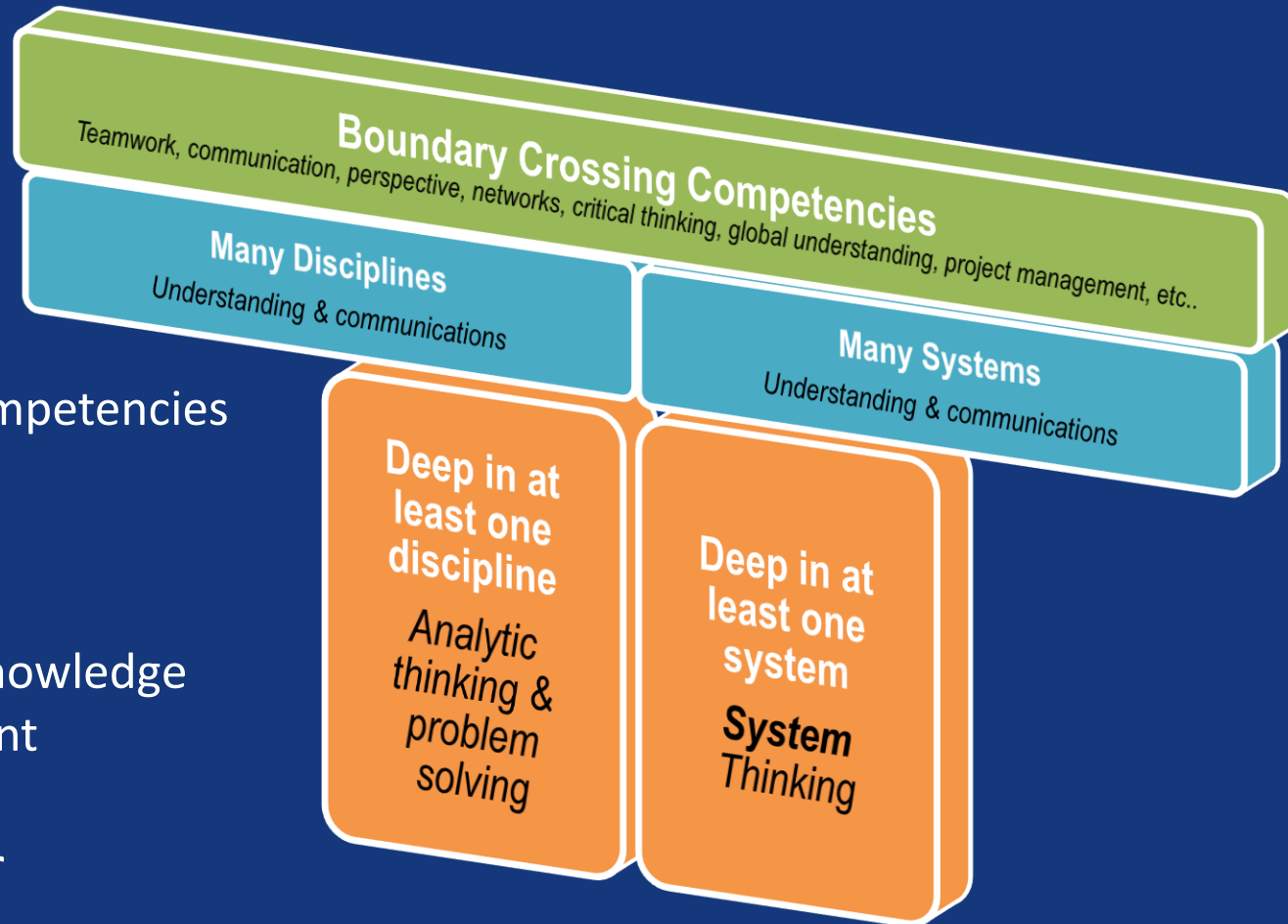
Adding Value: Benefit to Oneself



This practicum has allowed me to grow as an individual and gain the necessary skills required to add value to any organisation in the sports industry I may be a part of in the future.

- Placement clearly has a significant impact
- Gratitude towards workplace and academic supervisor
- Enjoyment the most frequently cited comment

T-Graduate: Adaptive Innovator



Breadth

- Boundary spanning competencies
e.g. business activity

Depth

- Discipline & systems knowledge
e.g. event management

Reflective Practitioner

- Reflective process encourages critical, analytical and systems thinking – needs to be facilitated
- Integrating theory to practice

Project 2: JISC Digital Survey

- Mixed methods
- Was intended to be used for external benchmarking and an extensive output
- Response rates very poor thus no major quant output
- 1400 Qual comments were coded and reported separately.

JISC outcomes

Students like:

- Quizzes
- Online forums
- Online tutorials
- Recorded lectures

Students say we could improve:

- Our LMS template
- Training for staff
- Quantity of video content
- Improve WiFi

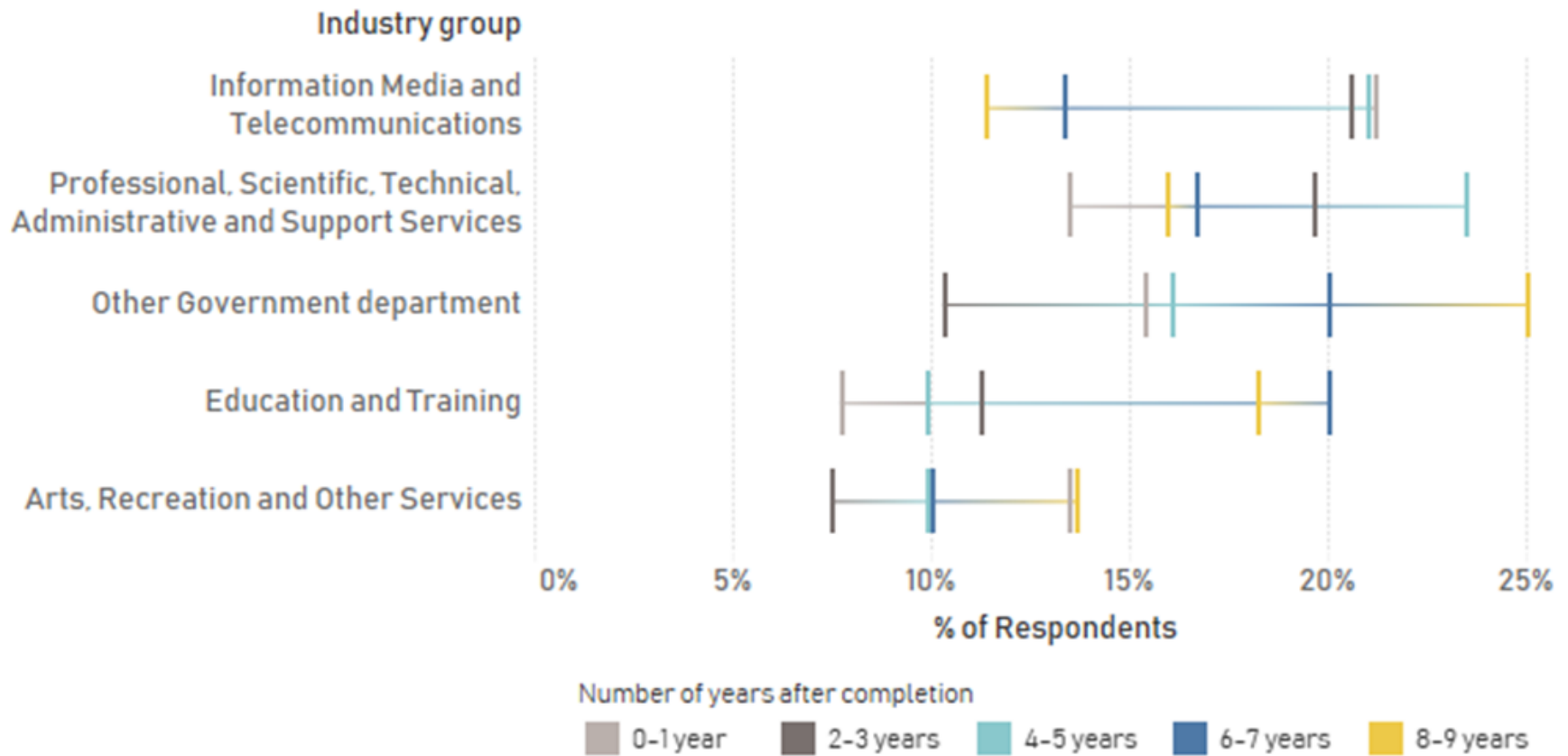
Project 3: GDS on all graduates from a qualification

- Mixed methods survey of entire graduate population since the programme began in 2004.
- N= 1200 graduates
- N= 390 survey respondents

- Job titles
- What skills did you learn? (list up to 4) n=950
- What skills were not addressed ? (list up to 4) n=450

B Communication GDS

Top 5 Industries in which BC graduates are employed by years after completion



GDS Outcomes

- Nearly 300 different job titles
- Major contribution to the imminent programme review.
Improvements required included:
 - Business knowledge e.g. finance, planning, analysis
 - Digital communication and tools
 - Access to work placement opportunity
 - Greater understanding of social media

Project 4: Recoding Teacher items from the 2016 and 2017 SES results

- Recoding of the comments from the combined 2016 and 2017 Student Experience Surveys that relate to:
 - Teaching and programme design
 - Degree structure
 - Course/Unit content
- N = 7500 comments
- Significant piece of work both in scale and output

Outcomes

- Variable experience teaching and communication
- Consistency required in many areas
- Attention to Distance Learners

“In summary, student feedback highlighted that there is much evidence of exemplary teaching .. but there is a need for best practice models to be implemented and consistently applied, in order to ensure the best learning experience for all students.”

Why bother with detailed qual projects

- Very in-depth analysis in every case
- Some mixed some purely qualitative
- Data is mostly collected deliberately for this type of analysis
- Some of the outputs:
 - Broadened understanding of what students are learning – WIL case study, GDS Project
 - Changed teaching practice.
 - Redevelopment of a qualification - GDS
 - Added value of work placements - WIL case study
 - Improve efforts with digital learning - JISC project
 - Significant contribution re teaching quality – SES teaching report.
- Provided evidence for improvements needed to teaching practice - All the projects

Benefits

- 4 x peer reviewed reports
- 5 x conference presentations
- 2 x publications (so far). One accepted and one under review
- 1 x research colloquium invitation
- 1 x online handbook (Ako Aotearoa output)
- 1 x book chapter invitation (Due 2019)
- 1 x funding support for PD credentialing
- Evidence for staff member's teaching portfolio
- Co-oped onto UniversitiesNZ WIL working group

Weaknesses

- TCA analysis is not always straightforward
- Have to grasp the use of new software
- Scale of projects daunting
 - Scale of the outputs can be significant
 - External support
- Need content in digital format
- Not automated so slow process
- Subjectivity versus objectivity
- Reflexive process
- Need embedded data – think ahead
- Invariable requires a significant report written.

Where to from here?

- Dissemination results better and evaluate outcomes
- Sentiment Analysis to semi-automate
 - Already in Qualtrics
- Social Networking Analysis
 - Contribution to Learning Analytics
- Auto-transcription service
- Community of Practice
- Opportunities for further research from every project

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