

Content Analysis Defined

Why narratives are so important to content analysis?

- “People are storytellers by nature.”
- “Stories provide coherence to one’s experience and have a central role in our communication with others.”
- “One of the clearest channels for learning about the inner world is through verbal accounts and stories.”
- (Lieblich, Tuval-Mashiach, & Zilber, 1998, pg. 7)

- “Narrative research studies the whole person in context and examines whole lives. Stories convey information in a present time sense and include a felt sense, giving new perspectives and clarity to understanding experiences. The patterns of these experiences become apparent. Storytelling taps unconscious emotional material and memories that contain salient content about an event(Nelson et al, 2008, pg. 2).”

Methodology vs Data Analysis

- How you will collect data--Methodology: qualitative open ended interviews, hermeneutic, phenomenology, ethnography
- How you will analyze data--Data analysis technique: content analysis

Types of Content Analysis

Lieblich, Tuval-Mashiach & Zilber's Definition of Narrative Research Analysis

- **Holistic Content**, look at the text as a whole to find themes
- **Holistic Form**, look at plot analysis, patterns of progression, regression, steady line
- **Categorical Content**, look at separate parts of the texts to find themes, this is what is often used in Fielding dissertations
- **Categorical Form**, focus on a certain part of text related to research question and then do a plot analysis

Example of Holistic Content

- “Unpacking myth and meaning: women executives’ narratives of personal & positional power” Jewel Ray Chaudhuri 2005
- Archetypal Image for a Person’s Interview
- Sophia, Saraswati, “Margaret Thatcher,” Joan of Arc, Oprah Winfrey, Hester, David Rockefeller, female warrior, Persephone, magician

Example of Holistic Form

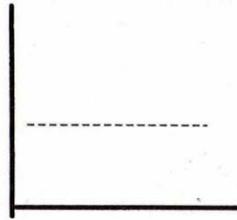


Figure 5.4. Moratorium

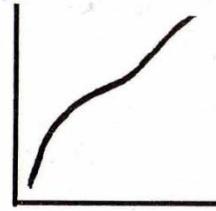


Figure 5.6. Slowly Ascending

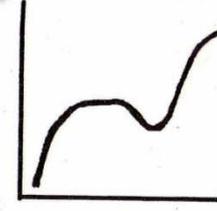


Figure 5.8. Descent and Gain

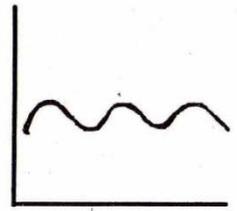


Figure 5.5. Trial and Error

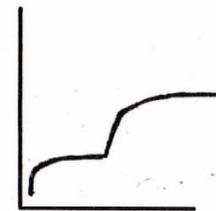


Figure 5.7. Risk and Gain

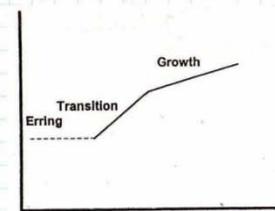


Figure 5.11. Structure of the Two Life Stories

Example of Categorical Content

**Storytelling Narratives: Social Bonding as Key
for Youth at Risk**

**Annabelle Nelson · Charles McClintock · Anita Perez-Ferguson ·
Mary Nash Shawver · Greg Thompson**

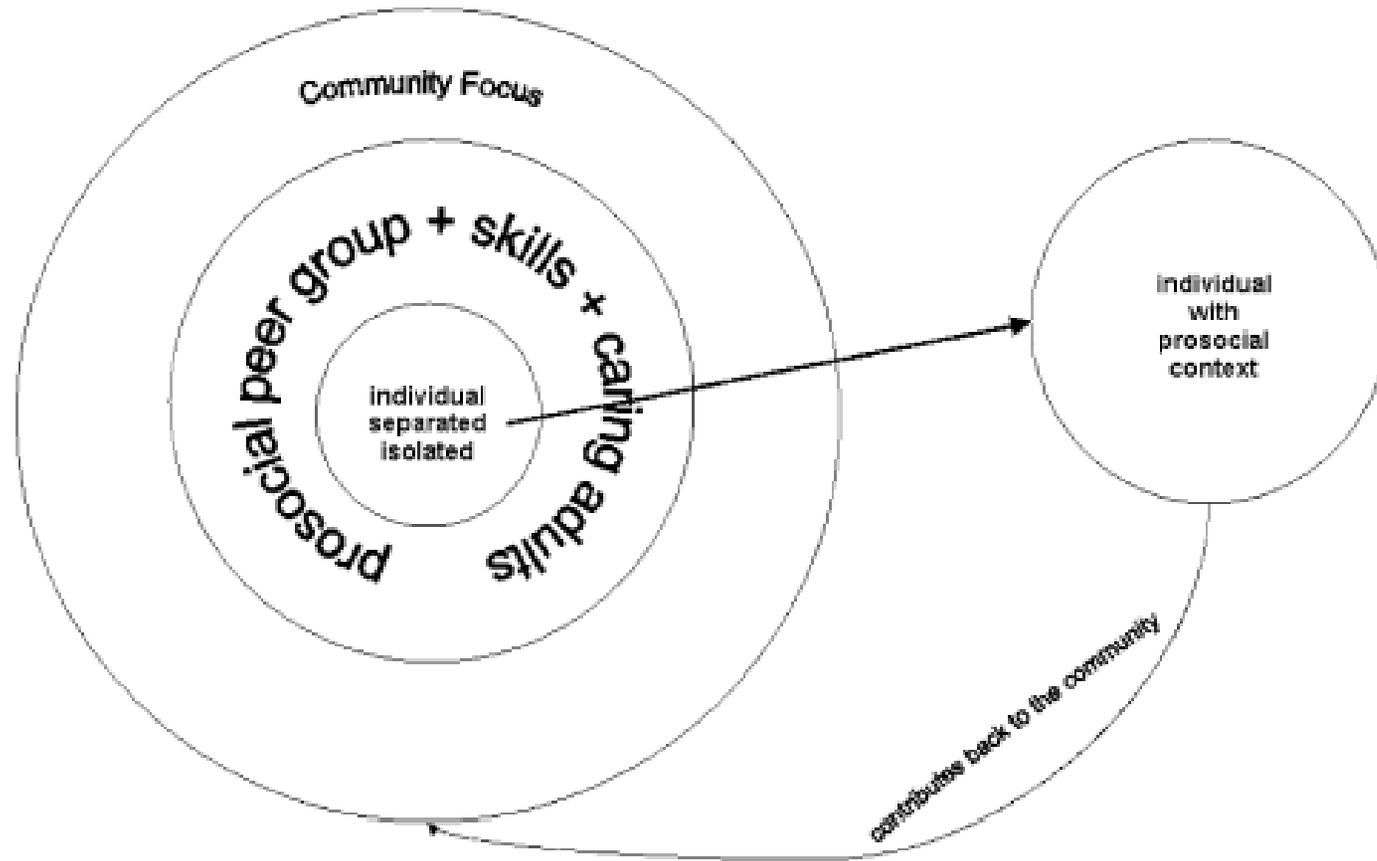
Example of Content Categorical Analysis-Major Themes

Topic	Theme	Supporting Info
Fun or Adventurous Activities	Group social, instructional or field trip is important	Pizza Party Water Balloon Fight Canal Swimming Camping Art Activity Watching commercials at the office “then we had so much fun with the WHEEL Council”
Friends Meeting new Friends	Having activities with friends & meeting new friends is important	Many names of friends listed e.g. Mireya, Yahaira, Claudia, Phabiola, Ricardo, Carols “be with our friends longer” “everyone in the club was there”
Drug Education	WHEEL Council teaches health risks of drugs and unprotected sex (at a lesser frequency)	“Not do drugs or unprotected sex. “Not to do drugs” “I learn a lot at the Wheel Council and I am happy to be in it” “Don’t need to do drugs to feel good about something”

Categorical Content Example -Minor Themes

Youth Workers (Albert & Kristy)	An adult taking them on an activity	Albert was named frequently
Learning to Make Choices	WHEEL Council teaches choices	“good choices” Say “no” to peer pressure
Experiences that they wouldn’t have otherwise	WHEEL Council opens new vistas	“It changed me, because I never have had a lot of und” “I never want to be home because the Wheel Council is fun and my casa isn’t”
Feelings	Activities engender emotions	Happiness Excitement Scared
Helping Family	Spillover to family communication and family activities	“It showed me what to do, it helped my family” “What can be made around the house” “I talked to my parents”

Categorical Content Theory Building: interconnection of themes



Categorical Content Analysis

- **Step 1:** Select subtext of transcripts as it relates to the research question.
- **Step 2:** Define content categories. These are themes that cut across subtext which in turn will classify units of the subtexts (i.e. words, sentences, groups of sentences). There are two primary sources of categories: (a) Predefined and driven by theory, or (b) Empirically created from reading, rereading, suggesting categories, sorting subtext into categories, generating ideas for new categories, repeating process.
- **Step 3:** Sorting material
- **Step 4:** Drawing conclusions.

Practical How-Tos in Content Categorical Analysis

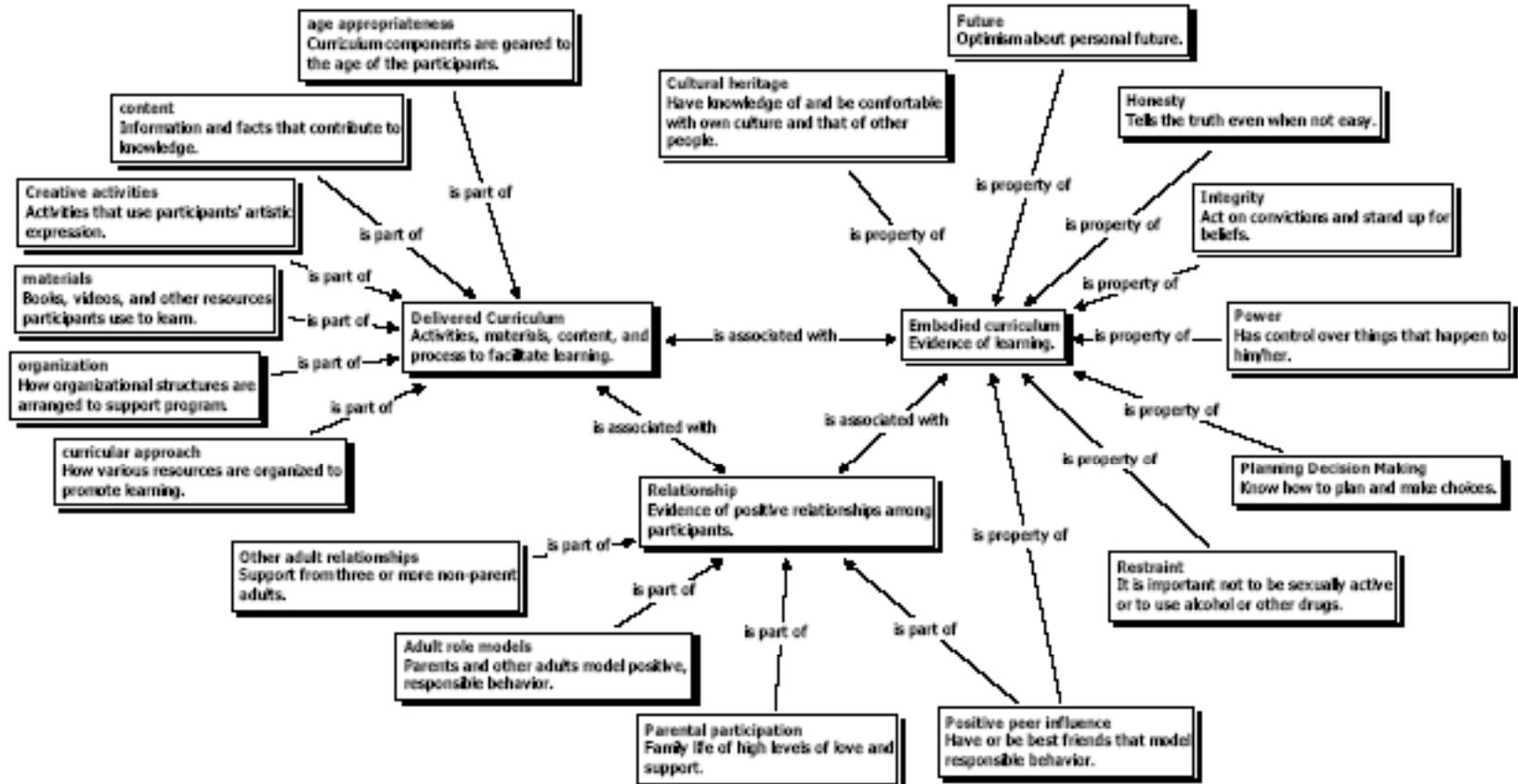
Steps in Completing Categorical Content Analysis

- Read transcripts
- Write down what you think is happening, any assumptions you have. Then consciously put those aside. This is called “bracketing”
- Read through again.
- Read thru and mark phrases that stand out
- Create some system to review the phrases that you have marked (cut out or enter in soft ware).
- Group phrases in similar categories
- Collapse categories
- Continue Process
- Create list of themes (should be an explanatory phrase, not just a word topic)
- Examine themes, you may be able to look at interrelationship and begin model building.

Coding Template

- Protective Factors: School and Family Bonding, Social Setting
- Example of Themes (pg. 132)
 - Social support critical (peers and facilitators)
 - Program created increased school performance
 - Family-style setting of program helpful
 - Learning to contribute to community opened vistas
 - Individual growth happened

Example of “Naked Coding” & Connection of Themes



References

- Lieblich, A., Tuval-Mashiach, R., and Zilber, T. (1998). Narrative research: Reading, analysis and interpretation. Thousand Oaks, CA: Sage.
- Marshall, C. and Rossman, G. B. (1995). Designing qualitative research. Thousand Oaks, CA: Sage.
- Josselson, R., Lieblich, A. and McAdams. D.P. (2002). Up close and personal: The teaching and learning of narrative research. Washington, DC: American Psychological Association.