

# Analysis and writing it up

IN 5000/9000  
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# ANALYSIS AND WRITING

The dictionary on analysis

- From Greek: ἀνάλυσις (ana: up, lysis: loosening)
- «Examine (something) methodically and in detail, typically in order to explain and interpret it”
- “Discover or reveal (something) through close examination” ([en.oxforddictionaries.com](http://en.oxforddictionaries.com))

Difficult to separate «writing» and «analysis»

- Writing and thinking is intertwined (van Maanen 2006)
- Reworking and re-re-re...-working is quite usual



detailed  
exploration, pr  
**analysis. noun**  
examination,  
inspection, s  
anning, s

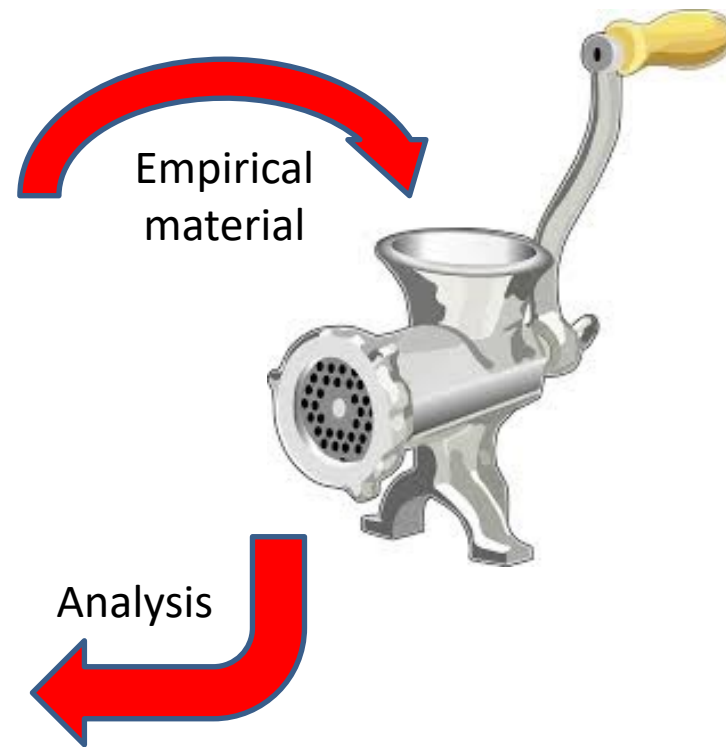
# WHAT IS ANALYSIS ?

- Looking for interesting stuff and patterns in the material
- To make formal sense of empirical material generated through fieldwork by reconsidering it, looking at it carefully and critically (Crang & Cook 2007, p 133).
- «It's about translating a messy process into a neat product" (Crang & Cook 2007, p 133)
- View relationships between patterns as 'structures' in the data which create explanations (Madden 2010, p 148-149)

From Eklund and Tomt (2016):  
«Hæ? Hvorfor har ingen fortalt  
meg dette?» En analyse av IT-  
løsningene ved UiO i et  
Tjenstedesignperspektiv”



# Analysis as a grinder (1)



# Analysis starts early

- Analysis starts early in the research process
  - Focusing and refocusing of research aims and questions
  - Addressing specific issues with specific people
  - Methods used and the kinds of data they help you to construct
  - Who you choose to involve
  - Issues in the interview guide
  - Photos and stories from you and your participants
  - The way you made sense of research experiences in your field notes



# Coding in practice

- A code is «a term that tells the ethnographer that a theme or issue of interest is to be found at this point in their fieldnotes.» (Madden 2010, p 142)
- Thematic indexing: “With a color pen I marked out (circled or boxed in) events of interest. These color marks are attended by comments, explanations and references to similar and other events of interests. All of this is written in the margin or on blank back pages of my field material. Sometime I made notes on the cover of a piece of field material to indicate thematic events in the text” (Finken 2005, using Sanjek 1990 to talk about thematic indexing)
- Take backup – work on copies!!!!



# A looser approach



Walsham (2006):

«I write impressions during the research, after each interview for example.

I generate more organized sets of themes and issues after a group of interviews or a major field visit.

I then try to think about what I have learnt so far from my field data.

If this sounds a rather subjective and relatively unplanned process, well it is. I believe that **the researcher's best tool for analysis is his or her own mind, supplemented by the minds of others** when work and ideas are exposed to them» (p. 325).

About software for analysis:

“The software does not remove the need for thought”

# Contradictions

What with contradictions and things that don't fit together?

- Registration error?
- Difference between sources?
- Erroneously grouping of different phenomena?

This will lead you to:

- Clarify your interpretations between two conflicting sources, or
- Decide that this contradiction is part of normal human inconsistency, or
- Think that it is an important part of your understanding of a topic

These iterations gives you an understanding of important themes and events

- These may turn into chapters in your master or thesis

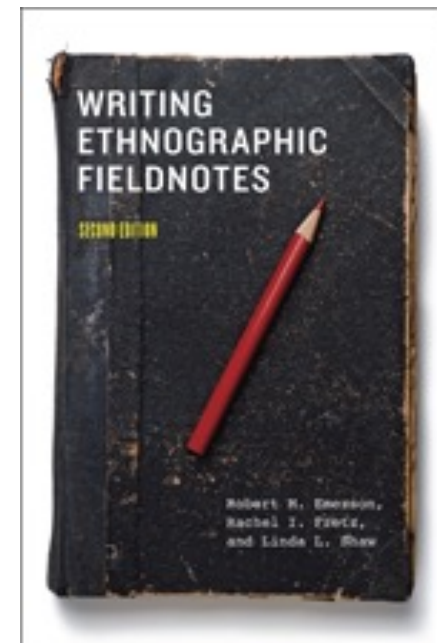




# Analysis and theory

- Theory and the generation of data cannot be separated.
- We bring theory to the field - data do not stand alone, **analysis unfolds in all phases of field research** (observations, when recording fieldnotes, when coding the notes in analytical categories, and when developing theoretical propositions).

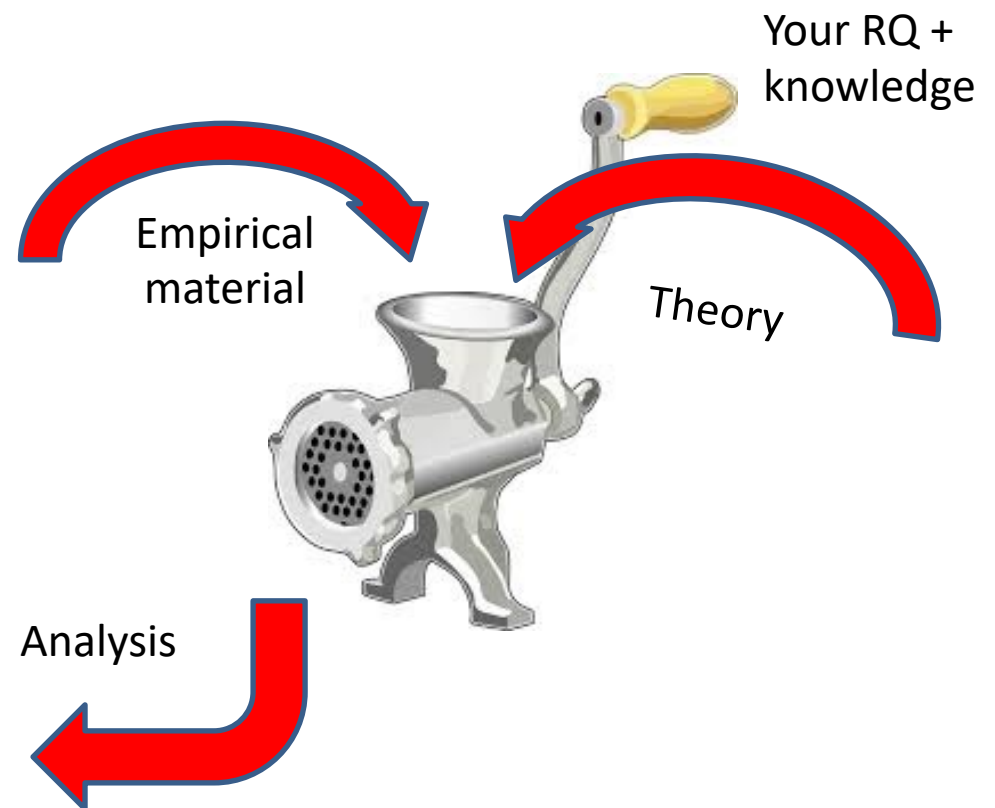
Emerson, R. M., R. I. Fretz and Shaw, L. (1995): *Writing Ethnographic Fieldnotes*. The University of Chicago Press.



# Analysis as a grinder (2)

With theory:

- Theoretical concepts as sensitizing, what you look for in your material
- GT – «without theory»



# WRITING

Why is **writing style** an issue?

- A «realist» account pretends to describe «the world as it is»
- Indicate that «knowledge involves perfect omniscient sight» (C&C 2007, p. 153)
- We are creating and making stories, there is no “natural” way
- Reflexivity, positionality

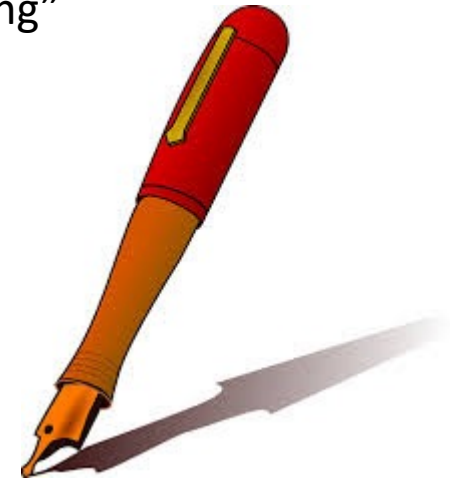
Crang & Cook (2007)



# WRITING

“We co-constitute the field with our informants. So we have tried to suggest and show ways of representing those entanglements through (...) styles of writing”  
(Crang & Cook 2007, p. 202)

- Writing through codes (build on the coding)
- Autoethnographic writing (personal and co-construction)
- Montage-writing (fragmentary understandings arranged alternatively)
- More traditional top-down (in Sørensen)



We are creating and making stories, there is no “natural” way.

“Set your own criteria early on in terms of ‘aims’ of your research: e.g. ‘to use (this form of writing) to achieve (these sorts of effects)’. Then invite your reader to judge what follows accordingly” (Griffiths 2004 in Crang & Cook 2007, p. 206).

"It is hard to over-emphasise the importance of good writing." (Myers living version)

**Overall message from Crang & Cook and Sørensen: find your own voice and style**

Diana's slides here.....

# WHAT GOES WHERE IN A MASTER THESIS OR DISSERTATION?

- Title
- Summary /Abstract (1 page)
- Acknowledgements
- Table of content

- Introduction
- Literature review
- Theoretical chapter
- Methodology and empirical setting
- Analysis chapter(s)
- Discussion/Interpretation
- Conclusion

*What others have done*

*Goes into the grinder*

*Discuss with yourself  
- and others*

- References
- Appendix

See Appendix to this lecture on the course page