



**University
of South
Wales**

Professional Enquiry Croeso / Welcome

Dr Bethan Gordon, Dr Anna Bryant, Prof Gareth Loudon, Dr David Aldous, Dr Jennie Clement, Gemma Mitchell, Dr Judith Kneen, Dr Matthew Hutt & Neil Mahoney

**Cardiff Metropolitan University &
University of South Wales.**

Analysis

Bwriad y sesiwn
heddiw yw:

Purpose of
today's session is:

- Revisit how we might approach analysis
- Reflect on the core principles of analysis.
- Consider how you might use this in your enquiry.

Pam?

Why?

- Gain insights
 - Themes
 - Issues
 - What has worked well
 - Challenge assumptions
- Help develop new questions
- Inform new plans / actions
- Robust and rigorous approach
- Evidence-based

Ymchwil vs
ymholiad

Research vs
Enquiry

- Enquiry
 - For gaining insights
 - For informing action
 - Iterative / responsive
 - Not necessarily for academic publication
- Understand limitations
 - Sample size
 - Context
 - Broader implications



Why do it?



- Central to professional learning 'DNA'
- Undertaking analysis leads to **novel and unexpected paths** (there is no one answer)
- Process of listening, questioning **and valuing intuition**
- **Becoming immersed** in the detail of the data
- Data analysis can act as a spark that instigates **a new trajectory of thought**

DATA

- Your data, whether words or figures, are your anchor points for your enquiry
- By analysing the data, you are scrutinising and examining these anchor points in a structured and systematic way
- Your use of a systematic approach to analysis will add detail and depth to your findings
- The clarity of this system/structure will reassure the wider world that your enquiry is firmly anchored in evidence, and that your findings are more than a set of assumptions or assertions about the world around us

What is data analysis?



- Moving away from individual data and **focusing on the process** of how data is generated
- A process of **reflexive indwelling** & continual refinement
- **Making sense of data** to address research theme
- To **generate** new knowledge and **questions** (link back to model of professional enquiry)
- Developing a (qualitative & quantitative) **'analytic attitude'**
- Inductive/deductive exploratory process

Egwyddorion

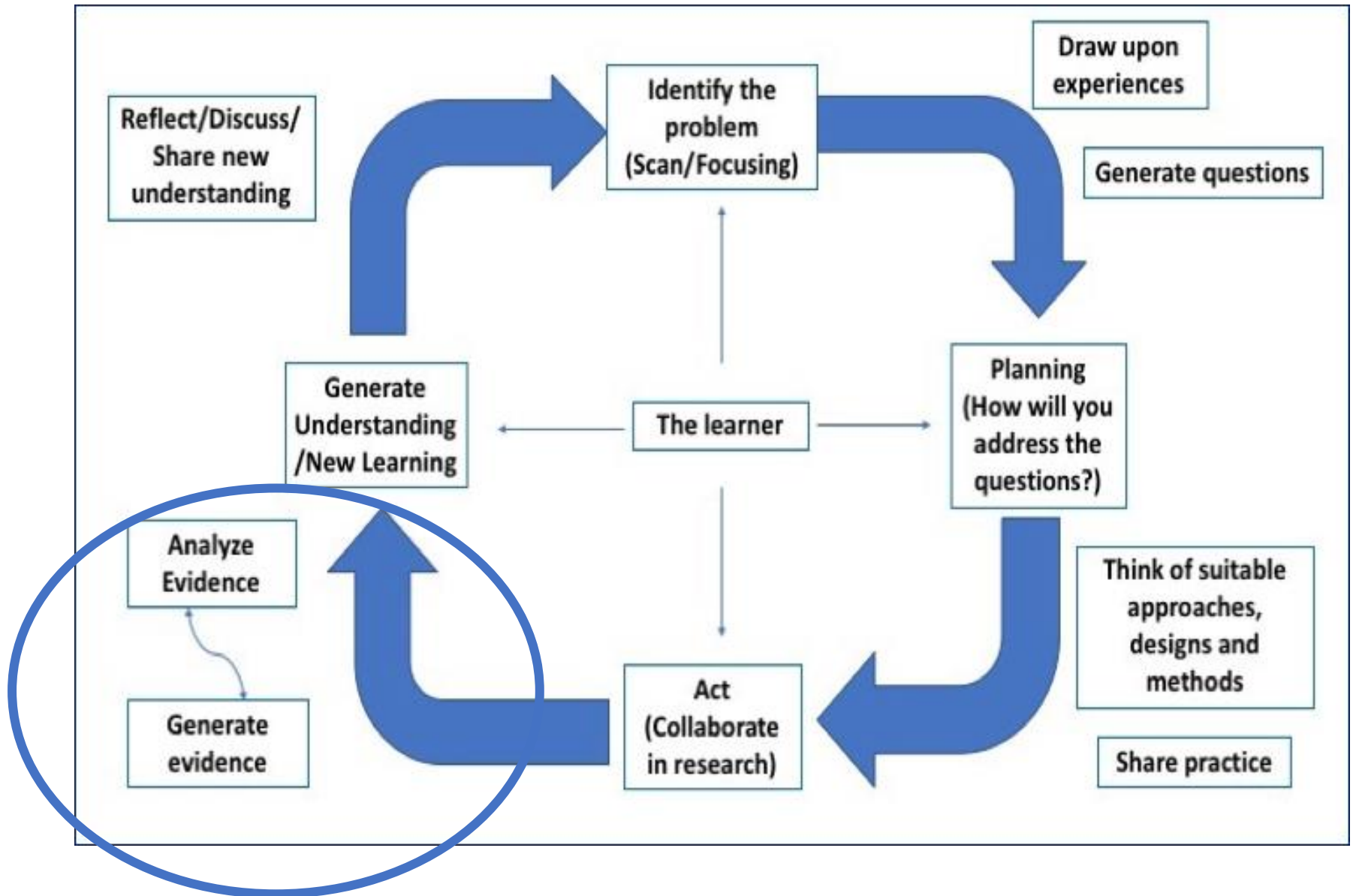
Principles

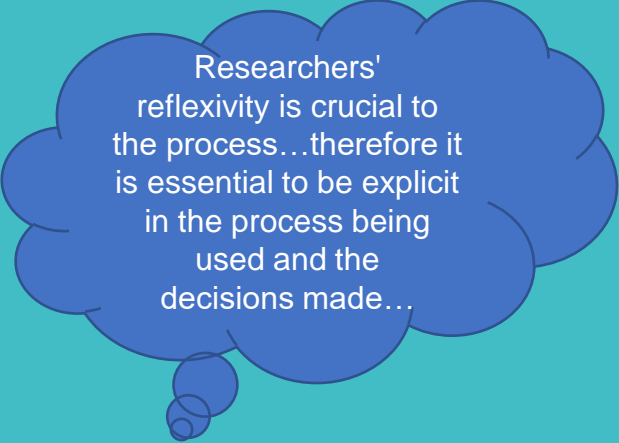
It is important to understand that **themes do not magically appear or emerge**; they are **creations of the researcher** and their **interpretations of the available data**. Indeed, two different researchers reading the same data set may well generate different themes, or at least different labels for those themes [Hastie and Glotova, 2012, p.313].

1. The choice of analysis should enable the enquirer to respond to the enquiry question.
2. The choice of analysis should align to the choice of methodology (qualitative, quantitative or mixed method approach)
3. Any use of data analysis should be accurate (start small, be focused, be accurate) and involves close engagement with data.
4. Data analysis is a generative process. Space is needed to meaningfully play with data.
5. Consider how you might represent the data (diagrams, tables, models).

Making sense of the role of analysis

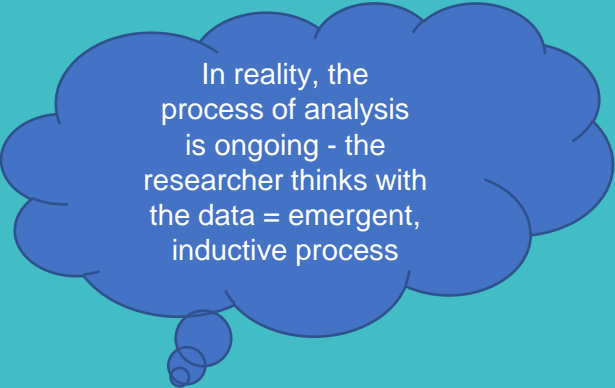
Illustrating the role of analysis within enquiry





Researchers' reflexivity is crucial to the process...therefore it is essential to be explicit in the process being used and the decisions made...

How? Getting started.....



In reality, the process of analysis is ongoing - the researcher thinks with the data = emergent, inductive process

Some generic steps (specific practices dependent on the type of analysis)

1. **Read / listen** immerse yourself into the data (individual transcript)
2. Using the **prompts** as guidance, make notes (highlight) anything interesting / unexpected
3. Make **reflections / summary** on the transcript / audio
4. Identify **patterns** across each of the transcripts / audio

Linking prompts to task?

Themes	Questions	Prompts
Making sense of the curriculum framework.	How do you plan to use ('make sense') of the curriculum framework and its elements to develop your school curriculum for the AoLE?	<ul style="list-style-type: none">• Using the 4 purposes as an organisational tool.• Planning to cover the 'What Matters' statements.• Identifying links, dependencies and interdependencies.• Using the progression steps.• Building in wider and cross-curricular skills.



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

Visuals examples

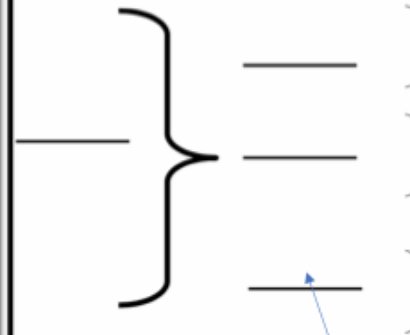
TREE MAP

Thinking Skill: Classify/Categorise



BRACE MAP

Thinking Skill: Whole to Part Reasoning



Use a **tree** or **brace** map to make **themes** and **descriptors**.



Participatory approach

- Collective analysis
- **Group** similar findings together (I love a post-it)
- Agree the **themes** that appear to be emerging
- **Discuss** the story that appears to be emerging from the data
- **Agree** the next stage, either action or further analysis of further research



Key dates.

Deadline 07/07/21

One format:

Format Structured Report /
Continuous prose/article / Playlist
/ Video or Animator / Podcast /
PowerPoint presentation / website
/ Blog

*(There are designated wordcounts and questions to
use as a guide.)*

Unrhyw
Gwestiynau?

Any
Questions?

