**Course Description: Thematic Analysis**

*3 cp, doctoral level*

*October 9-10, 2017*

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*Language: English*

*Course level: Doctoral level*

*Eligibility criteria: Accepted for studies at doctoral level within social sciences including public health*

*Main field of study: Psychology*

*Host department: Department of Psychology, Stockholm University*
Thematic analysis

Course Content
Thematic analysis (TA) is a now-widely-used qualitative data analysis method. It is one of a cluster of methods that focus on identifying, and interpreting, patterned-meaning across a dataset. The method is highly popular across the social, behavioural, health, and clinical sciences, as well as in other areas such as education, and even marketing and computing.

Various versions of thematic analysis exist, some bound to particular epistemological, ontological and methodological assumptions and practices; others freer to be applied in diverse ways. The version of TA taught in this course exemplifies the latter: it offers a method, not a methodology. It offers a framework for the analysis of data, but does not pre-specify the interpretative or theoretical bases of the analysis. Researchers need to interpret the meanings they identify through thematic analysis within frameworks they themselves specify. This means thematic analysis can address a very wide range of research questions, from quite essentialist or realist ones, through to more critical or constructionist ones.

This course is designed to give a theoretically-informed, hands-on introduction to the doing of thematic analysis, according to the approach developed by AP Victoria Clarke and Prof Virginia Braun. The teaching combines a range of pedagogical styles and activities, from mini-lectures through classroom discussion, small-group and individual class-time activity, and homework. Students are expected to actively engage in the classroom discussion and activities, and do the preparatory work.

At the end of the teaching sessions, the students have a deep understanding of the potential (and limitations) of thematic analysis. Due to the nature of qualitative analysis, not every aspect is covered in depth, but the students gain, that set them on the path for

Learning outcomes
Having finalized the course, students will be able to:

1) understand the potential (and limitations) of thematic analysis, the theoretical and methodological choices to be made, and what doing thematic analysis looks like in practice
2) work independently with the process of coding and starting theme development
3) present analytic results of examples or own data and discuss validity of results derived from doing rigorous and theoretically/methodologically coherent analysis.

Instruction
The course is given over the course of two days as follows:

Day 1 – Getting started on TA – focuses on:

• introducing and locating thematic analysis
• exploring and understanding key concepts
• dataset familiarisation
• understanding and starting coding

Day 1 also includes ‘take home’ work as preparation for Day 2

Day 2 – Developing your analysis – focuses on:
• developing coding
• coding rigour and quality
• theme development and exploration
• theme/data interpretation.

Learning environment

Lectures and data based individual exercises.

Examination

Successful completion of the course is evidenced by completion of the two ‘examination’ activities:

1. Homework: Doing the homework exercise in preparation for Day 2. To be completed by the start of teaching 10 October
2. Examination task: completion of the specified analysis development task. Submission by 17 October 2017.

Grade and grade criteria

The course is graded on a pass/fail basis.

Pass: For a passing grade, the doctoral student has completed the examination task and thereby shown that the expected learning outcomes are achieved.

Fail: The examination task has been solved insufficiently, in such a way that the expected learning outcomes are not met.

Course literature

Ca 400 pages