

## Chapter 1 : Guide: Content Analysis

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However, going into greater detail concerning these issues would be beyond the scope of this paper. However, depending on the depth and range of the extant literature, the initial focus of the case study may be quite focused or broad and open-ended. Therefore and because the case study strategy is ideally suited to exploration of issues in depth and following leads into new areas of new constructions of theory, the theoretical framework at the beginning may not be the same one that survives to the end HARTLEY, , p. Besides, theory development does not only facilitate the data collection phase of the ensuing case study, the appropriately developed theory also is the level at which the generalization of the case study results will occur. This role of theory has been characterized by YIN as "analytic generalization" and has been contrasted with a different way of generalizing results, known as "statistical generalization" pp. The four conditions or tests are cf. Construct validity; external validity; reliability. However, these issues will be addressed again in Section 4. Use of multiple sources of evidence; creation of a case study database; maintaining a chain of evidence. This will help to refine the data collection plans with respect to both the content of the data and the procedures to be followed. As another fundamental characteristics he puts forth that "you do not start out with a priori theoretical notions" *ibid.* Besides, a careful description of the data and the development of categories in which to place behaviors or process have proven to be important steps in the process of analyzing the data. The data may then be organized around certain topics, key themes or central questions, and finally the data need to be examined to see how far they fit or fail to fit the expected categories *ibid.* According to YIN a, pp. Relying on theoretical propositions; thinking about rival explanations; developing a case description. This step is called reporting, with numerous forms of reports being available, and the typical case study report being a lengthy narrative YIN, , p. Content Analysis This section provides a brief introduction to qualitative content analysis as a text analysis method for qualitative social research. At the end of this section, quality criteria and validation issues relevant for qualitative content analysis will be highlighted see Section 4. However, there does not seem to exist a homogenous understanding of this method at present, but originally the term "referred only to those methods that concentrate on directly and clearly quantifiable aspects of text content, and as a rule on absolute and relative frequencies of words per text or surface unit" TITSCHER et al. Later, the concept was extended to include all those procedures which operate with categories, but which seek at least to quantify these categories by means of a frequency survey of classifications *ibid.* It is "essentially a coding operation," with coding being "the process of transforming raw data into a standardized form" BABBIE, , p. They contend that "coding forces the researcher to make judgments about the meanings of contiguous blocks" and that coding is "the heart and soul" of whole text analysis *ibid.* According to them, classical content analysis "comprises techniques for reducing texts to a unit-by-variable matrix and analyzing that matrix quantitatively to test hypotheses" and the researcher can produce a matrix by applying a set of codes to a set of qualitative data e. More will be said on the topic of coding in Sections 4. In fact, the theoretical basis of the first moves towards analyses of contents was Harold D. But even before that, different approaches to analysis and comparison of texts in hermeneutic contexts e. Bible interpretations , early newspaper analysis, graphological procedures and even Freudian dream analysis can be seen as early precursors of content analysis MAYRING, a, [6]. According to GILLHAM , the "essence of content analysis is identifying substantive statementsâ€”statements that really say something" p. The simplest type of evaluation consequently consists of counting the numbers of occurrences per category assuming there is a relationship between frequency of content and meaning. Besides, different indices which correlate two separate measurements and contingencies, more complex procedures can also be used for analysis TITSCHER et al. He contended that the quantitative orientation neglected the particular quality of texts and that it was important to reconstruct contexts. MAYRING a, [6] even speaks of "a superficial analysis without respecting latent contents and contexts, working with simplifying and distorting quantification. The context of text components; latent structures of

sense; distinctive individual cases; things that do not appear in the text. In fact, qualitative content analysis claims to synthesize two contradictory methodological principles: Being a little bit more specific he defines qualitative content analysis in the following way: There is an emphasis on allowing categories to emerge out of data and on recognizing the significance for understanding the meaning of the context in which an item being analyzed and the categories derived from it appeared" BRYMAN, , p. Thus, a clear and concise definition of qualitative research can hardly be found. Therefore, qualitative methods are often used when the field of research is yet not well understood or unknown and aim at generating new hypotheses and theories, while quantitative methods are frequently used for testing hypotheses and evaluating theories cf. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" p. Its development Section 4. However, not only the manifest content of the material is analyzed, but also so-called latent content as well as formal aspects of the material MAYRING, b, pp. Central to it is a category system which is developed right on the material employing a theory-guided procedure. Categories are understood as the more or less operational definitions of variables. Fitting the material into a model of communication: It should be determined on what part of the communication inferences shall be made, to aspects of the communicator his experiences, opinions, feelings , to the situation of the text production, to the socio-cultural background, to the text itself or to the effect of the message. The material is to be analyzed step by step, following rules of procedure, devising the material into content analytical units. Categories in the center of analysis: The aspects of text interpretation, following the research questions, are put into categories, which were carefully founded and revised within the process of analysis feedback loops. Subject-reference instead of technique: This implies that the procedures of content analysis cannot be fixed but have to be adapted depending on the subject and its context. Verification of the specific instruments through pilot studies: Due to the subject-reference, fully standardized methods are abstained from. That is why the procedures need to be tested in a pilot study. Inter-subjective verifiability is a case in point here. Technical fuzziness of qualitatively oriented research needs to be balanced by theoretical stringency. This means that the state-of-the-field of the respective research subject as well as subjects closely related are required to be taken into account and integrated into the analysis. Inclusion of quantitative steps of analysis: Quantitative analyses are especially important when trying to generalize results. As a matter of fact, this notion of triangulation to argue in favor of an integration of qualitative and quantitative methods is not limited to content analysis but has been raised by many researchers cf. Quality criteria of reliability and validity see also Section 4. The procedure has the pretension to be inter-subjectively comprehensible, to compare the results with other studies in the sense of triangulation and to carry out checks for reliability. As a matter of fact, it is this kind of systematics what distinguishes content analysis from more interpretive, hermeneutic processing of text material MAYRING, , p. Consequently, MAYRING has developed a sequential model of qualitative content analysis and puts forward three distinct analytical procedures which may be carried out either independently or in combination, depending on the particular research question MAYRING, , p. For this the text is paraphrased, generalized or abstracted and reduced. As a first step a lexico-grammatical definition is attempted, then the material for explication is determined, and this is followed by a narrow context analysis, and a broad context analysis. Finally an "explicative paraphrase" is made of the particular portion of text and the explication is examined with reference to the total context. Here the text can be structured according to content, form and scaling. The first stage is the determination of the units of analysis, after which the dimensions of the structuring are established on some theoretical basis and the features of the system of categories are fixed. Subsequently definitions are formulated and key examples, with rules for coding in separate categories, are agreed upon. In the course of a first appraisal of the material the data locations are marked, and in a second scrutiny these are processed and extracted. If necessary the system of categories is re-examined and revised, which necessitates a reappraisal of the material. As a final stage the results are processed. However, the basic difference between

classical content analysis and structuring within qualitative content analysis is the development and use of the coding agenda 7. Thus, the material is reduced and a new basis of information separate from the original text comes into existence *ibid*. Therefore they argue in favor of a theory-based category system, which is more open and can be changed during extraction when relevant information turns up but does not fit into the category system. Both the dimensions of existing categories can be modified and new categories can be designed. It is actually a package of techniques from which the analyst can choose and then adapts to his research question 8. Basic proceeding of qualitative content analysis Source: Determination of the material; analysis of the situation in which the text originated; the formal characterization of the material; determination of the direction of the analysis; theoretically informed differentiation of questions to be answered; selection of the analytical techniques summary, explication, structuring ; definition of the unit of analysis; analysis of the material summary, explication, structuring ; interpretation [59] Among the procedures of qualitative content analysis MAYRING a, [8] hallmarks the following two approaches as central to developing a category system and finding the appropriate text components as a result: But within the framework of qualitative approaches it is essential to develop the aspects of interpretationâ€”the categoriesâ€”as closely as possible to the material, and to formulate them in terms of the material. The steps of inductive category development are displayed in Figure 2. MAYRING, a, [11] [61] The main idea of the procedure is to formulate a criterion of definition, derived from the theoretical background and the research question, which determines the aspects of the textual material taken into account. Following this criterion the material is worked through and categories are deduced tentatively and step by step. Within a feedback loop the categories are revised, eventually reduced to main categories and checked in respect to their reliability MAYRING, a, [12]. Or, put the other way round: The qualitative step of analysis consists of a methodologically controlled assignment of the category to a passage of text MAYRING, a, [13]. Figure 3 shows the steps of deductive category application. MAYRING, a, [14] [64] According to MAYRING a, [15]; , [15] the main idea here is to give explicit definitions, examples and coding rules for each deductive category, determining exactly under what circumstances a text passage can be coded with a category. Finally, those category definitions are put together within a coding agenda. It is widely accepted that measurement or the methods of measurement should be as objective, reliable and valid as possible *cf.* In fact, the research strategy that is regularly pursued in content analysis is governed by these traditional criteria of validity and reliability, where the latter is a precondition for the former but not vice versa TITSCHER et al. Since arguments concerning the content are judged to be more important than methodical issues in qualitative analysis, validity takes priority over reliability MAYRING, , p. Two specific problems of content analysis that are often discussed in this context are problems of inference and problems of reliability TITSCHER et al. Problems of inference relate to the possibility of drawing conclusions, on the one hand, about the whole text on the basis of the text sample and, on the other hand, about the underlying theoretical constructs such as motives, attitudes, norms, etc. As a result, inference in content analysis confines itself only to specific features of external and internal validity.

### Chapter 2 : Content Analysis In Qualitative Research | educational research techniques

*Advantages of Content Analysis looks directly at communication via texts or transcripts, and hence gets at the central aspect of social interaction can allow for both quantitative and qualitative operations can provides valuable historical/cultural insights over time through analysis of texts allows a closeness to text which can alternate between specific categories and relationships and.*

The History Learning Site, 22 May Media content analysis is the deconstruction of pieces of media with tendency towards either quantitative or qualitative research methods. Quantitative research methods within Media Content Analysis point to a far more structured and consequently restricted form of gathering information from clips of media. Qualitative methods involve a viewing of the clip and then unstructured open discussions and debate on the themes and effects of the clip. Media content analysis was introduced as a systematic method to study mass media by Harold Lasswell , initially to study propaganda. Today it helps you define and understand your media profile by evaluating issues, messages, advocates, critics, media and journalists by giving qualitative ratings to print, broadcast and online coverage and recommending PR action and response. What are the advantages of media content analysis? Media content analysis benefits research using combined methods. Some parts of the mass media may provide sociologists with useful data to see how society reacts to the media and how companies use the media to promote consumerism. Media content analysis can be used to analyse the ideologies of those who produce them and how they try to spread this ideology. Media content analysis looks directly at communication via texts or transcripts, and hence gets at the central aspect of social interaction. It can allow for both quantitative and qualitative operations. Media content analysis allows a closeness to the text which can alternate between specific categories and relationships and also statistically analyses the coded form of the text. Media content analysis is an unobtrusive means of analysing interactions and it provides an insight into complex models of human thought and language use. What are the disadvantages of media content analysis? Media content analysis relies heavily upon researcher interpretation. Mass media analysis may also not correspond to the interpretation of other researchers as it is about how you operationalise the information acquired. There is an assumption that the audience is simply a passive consumer of the message given out by mass media, and that there is no attempt made to examine how they actually interpret the text if this is the format mass media is presented in. Media content analysis may produce a distorted image of society. This may mislead the public or adversely affect the socialisation of children. Media content analysis can be extremely time consuming and is subject to increased error particularly when relational analysis is used to attain a higher level of interpretation. Media content analysis is often devoid of a theoretical base, or attempts too liberally to draw meaningful inferences about the relationships and impacts implied in a study. It is inherently reductive particularly when dealing with complex texts tends too often to simply consist of word counts. Media content analysis often disregards the background in which something has been produced. How prevalent is X on certain types of programmes if X equals sex, violence, homosexuality, smoking, drug or alcohol use? What types of news stories are prevalent in the evening news, on the front page, on magazine covers? What percentage of TV or newspaper news is crime, accidents, promotional, human interest? How do commercials differ between different types of programming? To what extent do different magazines, TV shows reflect the target market of advertisers? What categories or subject matter are prevalent among bestselling books, hit movies or music, popular video games?

### Chapter 3 : Content analysis in qualitative research- Research Methodology | Aysha Sharif - blog.quintoap

*Quantifies the meaning of text, can uncover terminology and frequency of occurrence among texts Relatively cheap High in reliability as it follows systematic procedures to be replicated can be based on words, images or sounds and is a major source of research on the media.*

In the inductive approach, codes, categories, or themes are directly drawn from the data. The deductive approach starts with preconceived codes or categories derived from prior relevant theory, research, or literature. The deductive approach is appropriate when the objective of the study is to test existing theory or retest existing data in a new context. Second is the ability to extract manifest and latent content meaning. The author should note that this is also a disadvantage of qualitative content analysis, as it places a profound emphasis on researcher bias. The techniques of data sampling are different, as the quantitative approach requires random sampling or other techniques of probability to ensure validity, while qualitative analysis uses intentionally chosen texts. There are different products of the two approaches; while quantitative analysis caters for statistical methods and numerical results, the qualitative approach brings descriptions. Mixing qualitative and quantitative methods is known as one of the ways of using triangulation, which, according to Flick , p. Researchers use qualitative content analysis to illustrate the range of meanings of phenomena, describe the characteristics of message content, and identify themes or categories within a body of text. Bryman maintained that qualitative content analysis comprises a searching out of underlying themes in the texts being analyzed by researchers. Researchers, if they intend to better explain the characteristics of message content, or understand phenomena, must possess an encyclopedic knowledge of qualitative content analysis. The discussion would include a summary of how the findings from her study contribute to knowledge in the area of interest and suggestions for practice, teaching, and future research. Existing theory or research can help focus the research question. It can provide predictions about the variables of interest or about the relationships among variables, thus helping to determine the initial coding scheme or relationships between codes. Operational definitions for each category are determined using the theory. Latent content analysis refers to the process of interpretation of content Holsti, Researchers report using content analysis from this approach in studies that analyze manuscript types in a particular journal or specific content in textbooks. Word frequency counts for each identified term are calculated, with source or speaker also identified. It allows for interpretation of the context associated with the use of the word or phrase. Researchers try to explore word usage or discover the range of meanings that a word can have in normal use. It is an unobtrusive and nonreactive way to study the phenomenon of interest Babbie, It can provide basic insights into how words are actually used. The findings from this approach are limited by their inattention to the broader METHODOLOGY All approaches to qualitative content analysis require a similar analytical process of seven classic steps, including formulating the research questions to be answered, selecting the sample to be analyzed, defining the categories to be applied, outlining the coding process and the coder training, implementing the coding process, determining trustworthiness, and analyzing the results of the coding process Kaid, The question of whether a study needs to use a conventional, directed, or summative approach to content analysis can be answered by matching the specific research purpose and the state of science in the area of interest with the appropriate analysis technique. Validity may be addressed in terms Construct validity: Reliability issues associated in content analysis are with the ambiguity of word meanings or coding rules. Stability can be ascertained when the same content is coded more than once by the same coder. High reproducibility is the minimum standard of for content analysis. Content analysis as a research method in investigating the cultural components in foreign language textbooks, Journal of language and culture education, pg.

### Chapter 4 : Advantages and disadvantages of content analysis

*Disadvantages of Content Analysis Content analysis suffers from several disadvantages, both theoretical and procedural.*

### Chapter 5 : Advantages and disadvantages of content marketing | [blog.quintoapp.com](http://blog.quintoapp.com)

*By content analysis I assume you are referring to simply measuring the performance of your content. If that's the case, there are many advantages and very few disadvantages. The biggest advantage is by far clarity and understanding, where the only disadvantages I can think of are time and energy, which can be saved in the long run.*

### Chapter 6 : Media Content Analysis - History Learning Site

*Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such.*

### Chapter 7 : SAGE Reference - Content Analysis: Advantages and Disadvantages

*Content analysis is a systematic, quantitative process of analyzing communication messages by determining the frequency of message characteristics.*

### Chapter 8 : Content Analysis: Advantages and Disadvantages - SAGE Research Methods

*Content analysis allows the researcher or analyst to transcend the external interpretations, historical milieus or scholarly opinions of a piece of content to shed light upon different, possibly subversive interpretations as well as the impact of the content itself (its ROI).*

### Chapter 9 : Advantages and disadvantages of Content Analysis | [nuhaalzadjali9oo00oo9](https://nuhaalzadjali9oo00oo9)

*Content analysis serves the purpose in qualitative research to enable you to study human behavior indirectly through how people choose to communicate. The type of data collected can vary tremendously in this form of research. However, common examples of data include images, documents, and media. In.*