

# Thematic analysis steps

In the 5 steps to the right we look at some basic steps you can take to conduct thematic analysis, used to analyse qualitative data in the format of words or pictures. Across the steps we have included an example of analysing text from a series of open-text boxes in a questionnaire.

We go into more detail on the steps to the right in our Impact measurement and management (IMM): Builder eLearning course:

[Click here to view the course](#)



## 1 Familiarise yourself with the data

The first step involves reading through the raw data more than once and getting familiar with the data. It is also helpful at this stage to review your theory of change and indicators to get a refresher on what to look for when analysing the data. Taking the time to go through this preparation can save time further down the line, with the other analysis steps.

<p>The main benefits I gained from the project relate to my own personal development as a teacher. The project has given me more confidence to deliver inclusive education sessions by increasing my overall knowledge and understanding of inclusive education. I have been able to share this knowledge with other teachers at my school and they are now adopting inclusive education practices too.</p>	<p>The e-learning courses and online resources were great I was able to fit the learning around my workload and it definitely improved my knowledge of inclusive education. At the live training I was able to put what I learnt online into context it gave me a lot of confidence then use inclusive education in my own teaching.</p>	<p>The project gave us a lot of good information about how to plan and deliver inclusive education. The InclusiveEd staff really helped improve my confidence and I feel I can add inclusive education delivery to my CV as a teacher now. But most importantly it has influenced my teaching, I now feel I better understand the needs of each of my students.</p>	<p>The main benefit for me is that because I understand the needs of each student more, I am able to adapt my teaching so now the students are better engaged and I feel I've improved my relationships with them. My classrooms feel more inclusive overall and the project has without a doubt influenced my wider approach to teaching.</p>
<p>I really enjoyed taking part in the InclusiveEd project it gave me lots of practical strategies to plan and deliver inclusive education. I now feel more confident delivering inclusive education and I believe it has benefited all of my students greatly. The students are more engaged in lessons. For example, by allowing the students to choose how they show what they've learned, through different methods like posters or stories, there is something that suits each of the children and it allows them to be more creative too.</p>	<p>The main benefit for me was the children becoming more engaged through using inclusive education approaches, I feel it has improved my relationships all my students. I use the approaches we learnt wherever I can, the project has influenced my teaching style and approach a lot.</p>	<p>Before the project I was having real problems including some students who have multiple needs in my lessons, it impacted their learning and those of other students in the class. So I've really gained a lot from this project I now better understand the needs of all of my students and I have learnt how to adapt my teaching to best meet their needs.</p>	<p>The online courses really increased my knowledge and understanding of how to make my teaching more inclusive. Now I feel overall my classes are more inclusive and I personally have become a better teacher as a result of this project.</p>

## 2 Develop codes

In the next step, we develop codes – a means of categorising an initial list of what we find interesting in the data. Codes are more numerous and specific than the themes we develop in the next step, and can also be used more than once

Influenced wider teaching	Improved student/teacher relationships	Increased confidence	Students are more engaged
More inclusive overall	Increased knowledge of inclusive education	Better understand the needs of each students	Personal development
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## 3 Search for themes

Our third step involves taking the codes and developing broader themes within the data, looking at the links between the codes and patterns emerging between them. This is often the stage when learning from the data really starts to emerge. The themes in this example are shown in 'version 1' below.

## 4 Review themes

The penultimate step involves reviewing the themes against the coded extracts from step two and ensuring that there is sufficient evidence for the themes you have come up with. It is also helpful to consider whether specific themes could be combined or dropped, as with the change below from version 1 at step 3, and version 2 at step 4.

Version 1	<p><b>Theme 1: Students benefit from teachers applying inclusive education practices</b></p> <ul style="list-style-type: none"> <li>Students are more engaged</li> <li>Better understand the needs of each students</li> <li>Improved student/teacher relationships</li> </ul>	<p><b>Theme 2: Participant personally and professionally develop as teachers</b></p> <ul style="list-style-type: none"> <li>Personal development</li> <li>Increased confidence</li> <li>Increased knowledge of inclusive education</li> </ul>	<p><b>Theme 3: Classrooms are more inclusive</b></p> <ul style="list-style-type: none"> <li>More inclusive overall</li> </ul>	<p><b>Theme 4: Teachers apply inclusive education practices more widely in their work</b></p> <ul style="list-style-type: none"> <li>Influenced wider teaching</li> </ul>
	Version 2	<p><b>Theme 1: Students benefit from teachers applying inclusive education practices</b></p> <ul style="list-style-type: none"> <li>Students are more engaged</li> <li>Better understand the needs of each students</li> <li>Improved student/teacher relationships</li> </ul>	<p><b>Theme 2: Participant personally and professionally develop as teachers</b></p> <ul style="list-style-type: none"> <li>Personal development</li> <li>Increased confidence</li> <li>Increased knowledge of inclusive education</li> </ul>	<p><b>Theme 3: Teachers apply inclusive education practices more widely and therefore classrooms become more inclusive</b></p> <ul style="list-style-type: none"> <li>More inclusive overall</li> <li>Influenced wider teaching</li> </ul>

## 5 Pull it all together

The final step is to write up a summary of the themes, identifying the essence of what each theme is about and writing a detailed analysis. It is important to be aware at this stage that you ensure your summary accurately reflects what the data is telling you, and try to avoid bringing in your own viewpoints, that might bias the reporting against each theme.

### Theme 2: Participant personally and professionally develop as teachers

- Personal development
- Increased confidence
- Increased knowledge of inclusive education

When identifying the benefits participants experienced from the project in our annual questionnaire, the majority of respondents identified personally developing as teachers. Several teachers reported that the project increased their knowledge of inclusive education practices, making them feel comfortable to add inclusive education to their CV. The second most common category relating to personal development of teachers was respondents reporting that the project has increased their confidence in planning and delivering inclusive education.