

# Data analysis

Now it is time to make sense of what you have found and to interpret.

Come back to your notes again made during “Data Collection” and look at what you have highlighted. Analysis and interpretation are not easy and take time “The origin of thinking is some perplexity, confusion or doubt” (John Dewey). Reflective thinking needs practice.

We have found that teachers often become impatient. Pitfalls can be:

- Jumping to conclusions
- Overinterpreting
- Making sweeping statements

A method that has been found very useful is that of “Calibration”. The first step is to look at notes, e.g. from a classroom observation or from an interview searching for points that can be grouped together, e.g. moments of quiet in the classroom, confusing moments.

What does this mean?

Remember that it is important to base analysis and interpretation directly on evidence.

When you set up a hypothesis, double-check. Do you really have evidence for this? Ask a critical friend to look.

For full references and explanations:

Feldman, A., Altrichter, H., Posch, P. & Somekh, B. (2018) *Teachers Investigate their Work: An Introduction to Action Research across the Professions*. London: Routledge.

John Dewey, “Thinking and reflective experience” (1933). Cited from Pollard, A. (2002) *Readings for Reflective Teaching*. London: Continuum.