

Systematic Visuo-Textual Analysis:

A framework for analysing visual and textual data

Nicole Brown

@ncjbrown

www.nicole-brown.co.uk

office@nicole-brown.co.uk

Background

Developments in qualitative research
sensory, visual, embodied, reflexive

Search term	Number of results for the period from 2000 to 2010	Number of results for the period from 2010 to July 2020
art-based	100	317
photo voice	4,399	8,177
creative data collection	7,423	17,492

Existing analytical frameworks

Framework	Process		
Gleeson (2011)	Look at images repeatedly and group into proto-themes (noting features). Build notes through additional evidence and write descriptions of proto themes	Revisit other images to see if proto-theme is recognisable anywhere else, pull in more evidence: can this be elevated to a theme?	Continue to identify themes until no more themes (relevant to your questions) emerge. Consider the extent to which your themes are distinct. Do the themes cluster together in a way that suggests a higher order theme? Define higher order themes.
Saldaña (2016)	First cycle (initial coding which might be grammatical, elemental, affective, literary and language-based, exploratory, procedural and/or theming.	Eclectic coding: "using a select and compatible combination of two or more first cycle coding methods" (213) to plan for...	Second cycle methods – "require such analytical skills as classifying, prioritising, abstracting, conceptualising and theory building" (68).
Collier and Collier (1986)	"Open" and "unstructured viewing" and immersion in images/film (181)	Structured analysis, when you ask specific questions of the material	Microanalysis "repeated, careful examination" to perceive patterns (182)
Braun and Clarke (2006)	<ol style="list-style-type: none"> 1. Familiarization 2. Generating initial codes 3. Searching for themes 	<ol style="list-style-type: none"> 4. Reviewing themes (across whole data set) 	<ol style="list-style-type: none"> 5. Defining and naming themes
Chapman et al. (2017)	<ol style="list-style-type: none"> 1. Data organization 2. Code creation 	<ol style="list-style-type: none"> 3. Coding photographs 4. Finding relationships 	<ol style="list-style-type: none"> 5. Interpretation

Critique of existing frameworks

Connecting of visual and textual elements is implicit

Art/artefact not considered as language

"Translation" of images into words

Analytical frameworks missing

"output or creation is not used" (Brown, 2019a:1)



Systematic Visuo-Textual Analysis

Systematic Visuo-Textual Analysis in Practice

	Element 1 visual only	Element 2 textual only	Element 3 visuo-textual combined
Level 1 noticing and describing	artistic in visuals (use of colour, space, composition)	linguistic in textual work (use of words, phrases, structures)	connect the visual and the textual (structure, meanings, expressions)
Level 2 conceptualising	essential elements that unite artefacts	words/phrases that capture patterns/themes	connections between artefacts and themes



Living with Fibromyalgia has become the primary concern in my daily life & most likely for the rest of it. Every day I strive to improve my health. Photo A is of my swimming goggles & the timetables for all the local pools I go to. swimming/hydrotherapy is my main source of exercise & everything else is planned around it..

For over 20yrs I used to socialise with my partner at our local Country Club, but now I use my Chemist Rewards card more than my Country Club Card (photo B). I can't work anymore & so I receive the Disability Pension. There's a card for that too, the blue one in photo B.

The apple (plastic) signifies the way I've had to adapt my diet to optimise my health & the steel wool represents how my body physically feels every day....abrasive. My attitude is often like that too!

My relationship with my partner is the torn piece of (orange) paper, being pulled apart by my illness & his inability to accept that I really do have an illness and no doctors can "fix it" (photo C).

I fortunately have a friend who understands my health issues & she recently gifted to me an 8wk course of Physio/Pilates classes that she won (also photo C) I was so excited because I saw a physiotherapist who treats Fibro & programmed a workout to suit my needs. It was sooooo good to NOT have to explain my condition to her. It was exciting to know there were still ways available to improve my health even more. I had made a lovely dress & upholstered a chair for her 2yo granddaughter & it made us both feel good to help each other.. .Unfortunately I need to spend the rest of the day in bed after any exercise.

Lastly, My mother also understands my condition & is always collecting any info she finds in papers & magazines. She cuts them out & puts them in a plastic sleeve to give to me (also photo C) .

Fibromyalgia is so complex it leads to a complex lifestyle that is always about learning new ways to deal with it every day.

P.S. The photos may not be in order.

Breakout group discussions

Using the details from slide 5 and data from slide 8, apply the framework.

Discuss the following questions:

What does it feel like to analyse data using the Systematic Visuo-Textual Analysis?

In how far is the analytical process the same/different to other analytical frameworks?

What are the benefits/drawbacks of this framework?

Post your responses/comments to these questions on the padlet:

https://padlet.com/n_brown/hcbyyfoyz3mpks82



My inhaler and a spacer to take it with (by far the bulkiest items and the ones that define a minimum size for my bag), my emergency migraine drugs (in the blue box), and two bus cards for different bus companies so I can get home easily when I'm ill and not fit to cycle safely.

Principles of the Systematic Visuo-Textual Analysis

- A framework, not a philosophical or theoretical approach
- Bounded in phenomenological, metaphorical, embodied understanding of human communication (Brown, 2019b)
- Researcher's "interpretative control" (Riessman, 2008)
- Iterative, cyclical/spiral, dynamic process linking the specific to the general, the idiographic to the nomothetic and the one mode of communication to the other
- Critical-reflexive openness (Dahlberg et al., 2011)

Concluding reflections

Role of subjectivity and skills in analysis

Attention to embodied nature of research

Connection between visual and textual

Rigour of levels and elements



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**The following slides are for
the breakout group task**

Breakout group discussions

Using the slides, apply the framework to the data set presented.

Discuss the following questions:

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