**What is “analysis”?**

**Analysis** means to break something up into parts, pieces, reasons, or steps and look at how those pieces are related to each other.

Analysis usually goes together with synthesis because first you break down a concept/idea into its important parts (analysis), so you can draw useful conclusions or make decisions about the topic or problem (synthesis).

**An Example of Analysis**

Research Question: What increases student motivation?

This answer is broken down into three parts: (a) clear goals, (b) meaningful work, and (c) a respectful learning environment.

To analyze the three different parts (and their relationship), a grid is a great reading strategy that keeps you focused. This student is in the process of creating a grid using key paraphrases from different authors:

<table>
<thead>
<tr>
<th>Author’s Names</th>
<th>clear goals</th>
<th>meaningful work</th>
<th>respectful learning environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowles (1978)</td>
<td>???. Builds upon learners life experiences, and link new knowledge with previous life experiences</td>
<td>Open respectful environments that involve the learners in identifying, planning, conducting, and evaluating their learning (p. 89)</td>
<td></td>
</tr>
<tr>
<td>Seifert (2004)</td>
<td>Clear goals lead to increased motivation (see quote on page #).</td>
<td>Contribute to confidence</td>
<td>Feelings of autonomy and competence are key</td>
</tr>
<tr>
<td>Rogers (2002)</td>
<td>Tasks meet an immediate need</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bandura (1997)</td>
<td>Leads to task persistence</td>
<td>Leads to task persistence</td>
<td>Did not comment on RLE</td>
</tr>
<tr>
<td>Craft (2005)</td>
<td>Reflective journals can be meaningful to the student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miflin et al. (2000)</td>
<td>students need “guidance” to achieve their goals, especially at the beginning</td>
<td>Students become independent more quickly if the expert introduces the concepts effectively, ie: sets them up for success</td>
<td></td>
</tr>
</tbody>
</table>

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Key Features of an Analysis

Asks:
What are the key parts of your argument?
In defining the problem, can you break it into parts, reasons, causes, or contributing factors?
Is there an established structure, hierarchy, or process for this topic, concept, or idea?
How is part A related to part B?
Does one part or piece of your argument have more available research? For example, there might be a lot of information on “clear goals” and “motivation” but little research on “respectful learning environments”.

Strategies for Analyzing Ideas and/or Research Literature

- Following the grid method illustrated above
- Recording the key quotes and paraphrases on post-it notes or recipe cards; then, grouping them together into categories or themes
- Using different coloured highlighters (with each colour representing a theme)
- Drawing a picture, a diagram, or sketch out an outline of the key ideas as you read the research texts

Go to the document “What is synthesis???” to learn the next step.

Thank you for sharing your work: