RESULTS SECTION – Dr. Meshkah Bani Mustafa

Steps of Thematic Analysis

1. Familiarization
2. Initial coding
3. Initial theme development
4. Review the themes
5. Final themes development with names and descriptions
6. Narration: writing down your report in more detail

Important Note

- Make sure to deidentify participants.
- Use codes when mentioning them, for example: (participant B1, code 1, interview 1, etc.)

Detailed Process

1. Familiarization & Initial Coding

- After several rereadings → look for meanings of answers.
- Assign initial codes or labels.
- Highlight statements with the same meaning using the same color.
- Use different codes for different labels.

2. Initial Theme Development

- Combine labels with common meaning → form initial themes.

3. Reviewing Themes

- Review initial themes to:
  - Merge similar ones
  - Delete weak ones
- Themes with insufficient evidence (e.g., only 1–2 participants out of 10) can be omitted.

4. Final Theme Development

- Merge into final comprehensive themes.
- These should answer the research question.
- Approach:
  - Inductive (most commonly used)

- Deductive

5. Narration (Reporting)
For each theme:

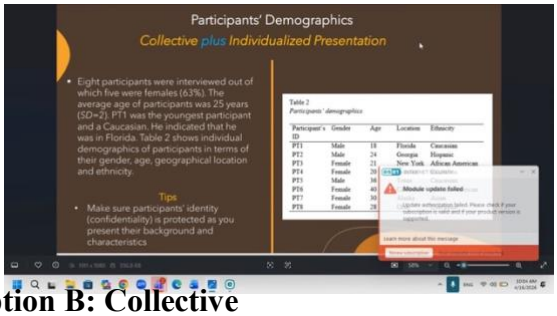
- Mention the final theme separately
- Include:
  - Theme name
  - Description
  - Subthemes
  - Number of participants mentioning it
- Add participant quotes:
  - In italic font
  - Inside parentheses
  - Refer to participant code (participant 1 for ex)

How to Present Findings

1. Demographics Section

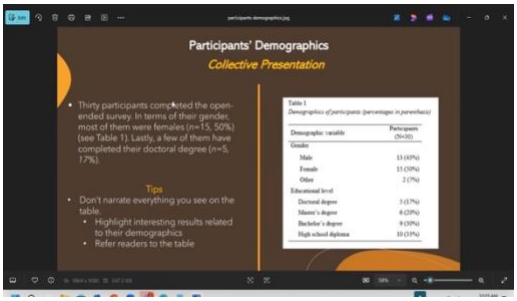
Option A: Individualized

- Participant 1 = male – 19 yrs – GPA 2.9 – Jordanian
- Continue for all participants



Option B: Collective

- Gender, age, GPA summarized (e.g., 6 males, 6 females)
- Use frequencies and percentages



In Text

- Briefly mention key values
- Refer to (Table 1)

Note:

- Table titles are written above tables (unlike figures)

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2. Final Themes Presentation

Each theme should include:

- Meaning
- Evidence

Themes Table (Table 2)
Each row includes:

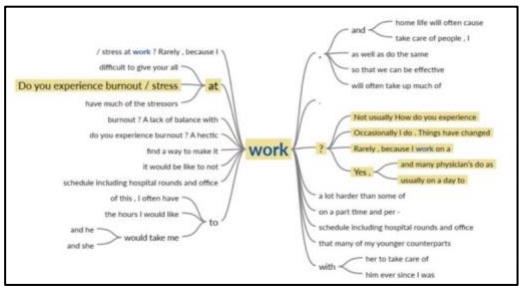
1. Theme name
2. Description
3. Number of participants mentioning it
4. Number of evidences (quotes)
5. One clear example quote:
    - Italic
    - In parentheses
    - With "…" before and after
    - Include participant number

Table 13.3

Themes and their features under 'GM concerns factors (RQ1)'

Theme	Description (What it represents)	Cases (No. of Participants)	Counts (No. of Empirical Indicators)	Empirical Indicator (Evidence)
1. Unfavorable depiction of GM technology	This is about the media exaggeration of the side effects of GM technology and the interest groups' strategy of unfairly criticizing GM research findings – fueling public attitude towards GM food.	5	11	*"...people like Greenpeace . actually promoting the the bad sides of GM..."* ('NS5')
2. Limited knowledge about GM research	This represents the notion that the public have limited understanding of the meaning of genetic modification, what it involves, its benefits and potential risks.	6	11	*"...I think there's a lack of information . and a lack of understanding . by the public..."* ('NS5')
3. GM risks uncertainties	This depicts the public sense of uncertainty about the GM research and products including lack of definitive response from GM scientists on whether GM foods has side effects.	3	3	*"[It is about] perceived uncertainty of . possible potential future outcomes..."* ('S13')
4. Mistrust towards GM stakeholders	This theme encompasses all issues related to the public mistrust of the government, GM companies and GM scientists in relation to assuring them of GM safety.	3	9	*"...lack of trust in scientists... but there seems to be as much as . of a lack of trust in . special knowledge that a only a certain number of people . are perceived to have..."* ('S5')
5. Lack of effective communication	This represents GM scientists' ineffective communication and, in some situations, their reluctance in helping the public to understand GM research and technology. It also entails mixed messaging about GM safety on part of GM scientists and the government.	4	10	*"...I say I think our . communication of science's 's s been very poor"* ('S6')
[illegible]	This portrays the public lack of [illegible]	[illegible]	19	[illegible]

Additional Presentation Methods



Word Cloud

- Large bold words → final themes
- smaller words → initial themes
- Faded background → initial codes

Word Tree

- Stem → final theme
- Branches → initial themes
- Thin branches → initial codes

Project Information Diagram

- Final theme at top
- Initial themes below
- Participants and their characteristics linked

Writing the Results Section

Structure

1. Demographics

- Brief description in text
- Refer to (Table 1)

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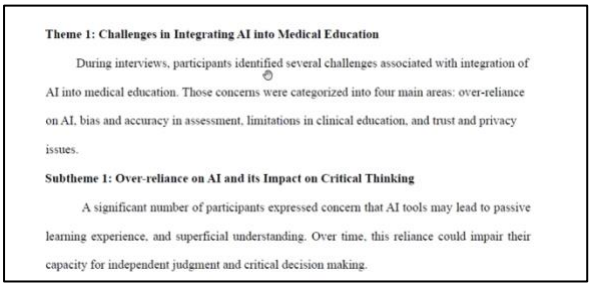
2. Themes (Table 2: Final Themes Overview)



Theme 1: Challenges in Integrating AI into Medical Education

During interviews, participants identified several challenges associated with integration of AI into medical education. Those concerns were categorized into four main areas: over-reliance on AI, bias and accuracy in assessment, limitations in clinical education, and trust and privacy issues.

Subtheme 1: Over-reliance on AI and its Impact on Critical Thinking

A significant number of participants expressed concern that AI tools may lead to passive learning experience, and superficial understanding. Over time, this reliance could impair their capacity for independent judgment and critical decision making.

Theme 1: [Name]

- Presentation of the theme
- Subthemes: initial themes contributing to it
- Participants: e.g., 5 out of 9 expressed that…
- Evidence (2–3 quotes):
    - *"…quote…" (Participant X)*

Repeat the same format for: Theme 2, Theme 3 …
Until all themes are covered.
Written by : Mas Nafoukh – best of luck !