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# Session A: Thursday 8 May 11.30-1.00

## *Health and health management*

Convenor: Donna L. Richter, Department of Health Promotion, Education, and Behavior, Norman J. Arnold School of Public Health, University of South Carolina, USA.

**Qualitative Analysis in Health Promotion Research: Extracting Meaning Using NUD*IST and NVivo**
Donna L. Richter

**Abstract**:
This presentation demonstrates the evolution of qualitative analysis in one academic department as use of NUD*IST software increased.  Most of the research conducted in the department is funded by federal grants, and thus is very focused on answering specific research questions regarding health behavior and health-related decision making in a short time frame (often less than 12 months from project start-up to project final report).  While methodologies commonly used in a grounded theory approach are utilized, the research usually is based on one of a number of theories of health behavior (Social Cognitive Theory, Theory of Planned Behavior, Theory of Reasoned Action, Social Ecological Model, etc.) rather than grounded theory. Thus the researcher undertakes analysis of the focus group transcripts or interviews looking for answers to the research questions and approaches coding initially from the perspective of the theory in use in the study.

Using examples from studies of women's health-related decisions at mid-life, barriers and enablers of women's participation in physical activity, evaluation of a capacity-building intervention, and women's analysis of HIV risk in sexual relationships, this presentation will examine how the extraction of meaning from data changed as the research teams moved from N4 to NVivo 2. Initially (N4) data were coded at appropriate nodes using the software, but extraction of meaning from the data was regarded as a manual (and quite time-consuming!) process. In the more recent studies, the NVivo Assay tool was used extensively to guide the investigation of specific relationships in the data, making the extraction of meaning from the transcripts much more efficient. In addition, the value of the Attributes in both N6 and NVivo has been more fully explored and has changed the approach to transcription from distinguishing only between moderator and participant in focus groups to identifying each speaker and using the Case function in NVivo to track each participant's contributions to the discussion. Though evolving, the research teams have not yet utilized the Merge program in NVivo and reasons for this reluctance will be discussed. Actual examples from these projects showing the evolution of our qualitative analysis will be shared in this presentation.

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**Using NUD*IST N6 to Manage and Analyze Qualitative Data in Public Health Research**

Delores M. Pluto, PhD, Research Associate, Prevention Research Center, University of South Carolina

**Abstract**:

Qualitative research in public health often involves focus groups and interviews. This presents a challenge for managing and analyzing a large amount of qualitative data in the form of transcripts and moderator notes. Dr. Pluto has used NUD*IST to manage and analyze data in several such projects, including focus groups with women living with HIV, focus groups with staff and users of nursing homes, interviews with members of community coalitions developing teen pregnancy prevention programs. Currently, she is using NUD*IST in a case study about public policy that includes interviews with government representatives and text of public policies of interest.

This presentation will draw on examples from these projects to discuss both manual and automated methods of data management, coding, and analysis. "Data management" will touch on issues along the spectrum from creation and verification of transcripts to importing the text as a NUD*IST document. "Coding" will include a discussion of methodological issues in coding. These issues include coding off-line vs. on-line; the challenges of using multiple coders and processes used to compare and reconcile differences in coding; and different methods of working with complex code trees. "Analysis" will include identifying and coding themes across documents, using NUD*IST matrix tools and reporting features.

**The Use of N5 in the Analysis of Qualitative Internet Data**
Jacquie Fraser, PhD, CHES
Department of Health Sciences
Armstrong Atlantic State University

**Abstract:**
Qualitative research is typically assumed to mean a personal interaction between researchers and participants. Sometimes, however, it is not possible to arrange personal meetings. This may be because of time or organizational constraints; it may also be because of the sensitive nature of the inquiry. People may at times be reluctant to meet because of issues of confidentiality or possible disclosure of delicate information. In these cases, alternate forms of contact may be required. In this study of lesbians and menopause, an Internet snowball survey was conducted.

The analysis of the resulting data was undertaken using N5 software. Individual responses were treated as documents. Using the node browser, the researcher was able jump to the original document and code on to a new category. This allows the researcher

to go forward to get new ideas illustrating rich data full of new meanings.  The purpose was to go beyond the responses to theorize about possible needs and solutions for the respondents.  The use of this software in the data analysis aided the researcher's ability to hypothesize these conclusions.

# Paper Session B: Thursday 8 May 11.30-1.00

*Methodological issues*

Convenor: To be announced

## ANALYSIS AS CYCLING: SHIFTING BETWEEN CODING AND MEMOING IN USING QUALITATIVE SOFTWARE

Dr. Silvana di Gregorio
SdG Associates

There has been some discussion in previous conferences about the problems of qualitative software leading the researcher into a 'coding trap'. This can be a particular problem for researchers coming from a quantitative tradition but it is not unknown for experienced qualitative researchers new to software to get caught in this trap. The problem is that the structure of the software emphasises coding to the detriment of memoing. It will be argued that coding disaggregates the data to help the researcher manage the large amount of unstructured data that qualitative research generates. However, it is also important to synthesise the data in order to construct arguments about what is in the data. Coding and memoing should go hand in hand. Otherwise, researchers can get lost in coding. Analysing qualitative data is a process of cycling between disaggregating data to manage it and to see what is there and synthesising data in order to construct arguments grounded in the data. However, all qualitative packages do allow for memoing although often this feature is 'hidden' in the software. This is particularly true for N6 compared to NVIVO. However, it is possible to make memoing more upfront in both packages. This paper will show analysis techniques that can be used in both N6 and NVIVO that encourages the writing of memos and in the end lead to writing up the whole analysis in software.

## Using NVIVO in a grounded theory project

Bringer, J. D., Johnston, L. H. University of Gloucestershire
Brackenridge, C. H., Celia Brackenridge, Ltd.

The constructivist revision of grounded theory (Charmaz, 2000; Strauss & Corbin, 1990, 1998) is a process designed for systematic theoretical development where substantive theory does not exist. Grounded "theory" is not intended as an all-encompassing grand theory, rather it a methodology to assist in the development of an explanatory model derived from empirical data (Glaser & Strauss, 1967). The promise of theory and model development makes grounded theory an attractive methodology to follow. However, it has been argued that many researchers fall short and only provide a detailed description of the research area or simply a quantitative content analysis rather than an explanatory model (e.g., Becker, 1993; Glaser, 1992; May, 1996; Stern, 1994; Wilson & Hutchinson, 1996).

The purpose of this paper is to illustrate how the researchers used NVIVO 1.2 as a tool for moving beyond thick description of swimming coaches' perceptions of sexual relationships in sport to an explanatory model grounded in the data. Grounded theory is an iterative process whereby the researchers move between data collection and analysis, writing memos, coding, and creating models. The non-linear design of NVIVO facilitates such iterative approaches. Examples are provided of how the grounded theory techniques of open coding, writing memos, axial coding, and creating models were conducted within NVIVO. This paper concludes with a discussion about how the documents, nodes, memos, and models created in NVIVO become a record of analysis, or audit trail, contributing to the rigour of a grounded theory project.

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**DOING PHENOMENOLOGICAL ANALYSIS USING NVIVO**
Graham Gibbs

Abstract still to come

## Session C: Thursday 8 May 3.00-5.00

*Social Program Evaluation: The impact of QSR software upon the stakeholder decision making process*

Convenor: Daniel Kaczynski, Department of Curriculum, Diversity Studies and Applied Research, University of West Florida, USA.

**Adopting NVivo in Mid Stream: a national research and evaluation firm perspective**
Dr. Ed Miller and Dr. Dan Kaczynski

Research and Evaluation Associates, Inc. (REA), is a full-service applied research firm with offices in Washington, DC, and with headquarters in Chapel Hill, NC. It was founded to provide educational and social science research services to entities involved with governance at the federal, state, and local levels.

Research and Evaluation Associates, Inc. (REA), conducts research on issues pertaining to educational access, attainment, and enhancement; workforce preparation, readiness, and participation; economic development, participation, and parity; and social justice for youth, economically disadvantaged, and under represented populations. REA uses research results to help policymakers and practitioners make well-informed policy and program decisions that will improve educational outcomes, increase workforce participation, expand economic opportunities, and ensure justice for all people. In addition to federal and state sponsors, stakeholder constituents include school children and their parents, out-of-school and unemployed youth, single parents with dependent children, underemployed adults, under represented groups in technical professional areas, underutilized businesses, and the general populace.

Currently, REA is in the methodology design phase of integrating NVivo qualitative data analysis software with the appropriate national studies. REA is conducting two large national evaluation pilots for the federal government: The Youth Offender Demonstration Project and the Quality Child Care registered apprenticeship project. Another pending project included in this discussion is an evaluation contract for the third round of DOL's Youth Offender Demonstration Project (YODP). It includes an outcomes evaluation, process evaluation and an ethnography involving 29 sites. Currently REA is about half-way through a process evaluation for nine sites for the second cohort of the YODP. The final report will compare the first two cohorts in the analysis, which will involve 22 projects. In addition, REA recently won a contract with DOL to do a process evaluation of the Quality Child Care Initiative, which will include about 20 sites across the country.

This paper will discuss the unique organizational ramifications of transitioning to a new analysis and reporting system. Discussion will also include strengths and limitations of the transitioning process from the perspective of the various stakeholder.

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**Discussing findings with peers and stakeholders using qualitative research software:**
*The dangers of rising hopes for data analysis miracles*
Gonzalo Bacigalupe, Ed.D.

Collaborating with peers, evaluation stakeholders, or community participants during the data analysis process is a common practice in collaborative qualitative research and evaluation projects to interpret the data, to check for missing conceptual possibilities, and to generate new questions. When attempting to foster more invigorating discussions and feedback process, some of us have embraced the rich opportunities of qualitative research software in this stage of the work. There are tremendous advantages in presenting the evolving qualitative findings to collaborators and stakeholders using the data analysis software itself. The modeling features of NVivo, for instance, allow me to illustrate how the coding relates to the transcript data and in turn allow for a discussion of the connections that may suggest a more complex conceptual or theoretical model. In this situation, the researcher(s) can easily link components of a model and the transcript segments.

In this discussion I would like to reflect on issues that arise when we employ the qualitative research software to collaborate in the data analysis with those who are not directly responsible for the final research or evaluative product. NVivo makes the data analysis process to appear in a different (and bright!) light: the software becomes a third party player, raising expectations about its potential capacity, for example, making the data analysis appear easier and faster. The QSR "capacities" overshadows the long periods of coding, recoding, or reflection that leads the researcher decision making process. Moreover, because the software seems very compelling and attractive, how can a researcher/evaluator create a context in which the software is visualized as just one tool in the process rather than the magic tool that brings stakeholders to believe that this is like a statistical data analysis software package in which "after the data is collected and cleaned it is just a matter of working the data through a few formulas"? What are useful strategies in presenting the data that fosters participants' creative participation in the analysis? How does the evaluator make a compelling case for employing the QSR without generating false hopes or raising expectations about the data analysis?

My experience using QSR (NVivo) has included data analysis of individual and focus group interviews in the areas of therapeutic discourses among therapists working with Latino families, health care access, and medication use among Latino elder immigrants in Massachusetts. Before using NVivo, I employed Microsoft Word as a data analysis tool to explore how interdisciplinary professional teams construed domestic violence in Chile.

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**Bringing Stakeholders into the Design Process: Using NVivo in an evaluation of a Juvenile Justice Training Program**
Dr. Dan Kaczynski

The focus of this paper is on the evaluation methodological design of an experimental state funded residential vocational education transition program that serves formerly incarcerated juveniles. A university-based evaluation team of faculty and graduate students are conducting a multi-year study of an innovative state funded program designed to provide youth comprehensive education and training toward vocational certification.

The study was initially designed as an equal blending of an objectives-oriented program evaluation and a management-oriented program evaluation. This dual framework was intended to facilitate formative decision making by the stakeholders through the application of ongoing program process and outcome performance data. Although this blended design remains as a goal for second-year efforts, first year efforts were adjusted to meet the short-term political demands of program funding and management accountability efforts. Both the sponsor and the program provider modified key elements of the model design and altered measurable performance criteria. As a result, the management-oriented design orientation dominated evaluation efforts.

Qualitative data analysis software was used as a tool to manage data and to enhance theoretical analysis. NVivo (version 2.0) provides the capacity to maintain control over an evolving design process. Monthly and quarterly reports are thus generated based on immediate access to all available data and longitudinal analysis may be maintained from year to year. In addition, the modeling feature of this software program was used to capture the theoretical relationships among the variables. This enhances the formative evaluation process by allowing immediate access to data by stakeholders at any given stage of a project.

First year evaluation results are proving to be a valuable management-oriented tool for the stakeholders. The flexibility and responsiveness of the qualitative data analysis software has encouraged on-going modifications to the evaluation design while maintaining research integrity. This accessibility of the qualitative data permits real-time

management-oriented decision making that can support responsive policymaking and shape reform.

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**Using NVivo to Manage and Analyze Data from Follow-up Evaluation Site Visits in a Capacity-Building Intervention for Community-based Organizations**
Donna L. Richter, EdD, FAAHB


The Institute for HIV Prevention Leadership (Institute) is an intensive national program designed to enhance the capacity of community-based organizations (CBOs) to provide HIV prevention interventions to the at-risk populations they serve.  Funded by the Centers for Disease Control and Prevention, the Institute provides instruction and training in public health prevention and strategic planning and management to HIV prevention program managers (referred to as Institute scholars) who are in residence at the Institute for 4 weeks during a 9-month period.  This interactive on-site instruction is supplemented by distance learning and an assigned project which is conducted at the scholar's CBO with the involvement of other CBO staff in the project.  Capacity-building is tracked through both quantitative and qualitative measures over time from pre-Institute to 6-months post Institute. An additional long-term evaluation was recently added which focuses on the extent to which knowledge and skills gained at the Institute are diffused within the organization and by what means they are diffused.  This evaluation of diffusion is accomplished through site visits to the scholars' CBOs and consists of individual interviews and group discussions involving the scholar, his/her supervisor and peers, and staff supervised by the scholar.

This presentation will focus on evaluation data from the site visits and the use of NVivo 2.1 in the data analysis process. Since the analysis of this data with NVivo is accomplished by a team of researchers with varying levels of experience with the software, issues raised in the use of multiple coders will be addressed.  Code book development as a collaborative process will be discussed and the team's reluctance to use the Merge function will be explored. The usefulness of Attributes and the Assay tool in exploring trends emerging from the data and the use of the Modeler in presentations to stakeholders will be addressed.

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## Session D: Thursday 8 May 3.00-5.00

*Techniques and Strategies*

Convenor: TBA

**DOING VISUAL ETHNOGRAPHY USING NUD\*IST VIVO: WHY USE "DATABITES" AND HOW TO USE THEM**

*Pilar Lacasa[1], Héctor del Castillo, Carmen Cruz-Torres, Ana Belén García, & Raquel Velez*
*University of Alcalá. Spain.*

The focus of this paper is to explore the mechanics of acquiring and using different media in NVivo and how these media are integrated into and affected our research. We demonstrate how a continuous reconstruction of data can be carried out using multiple types of texts, particularly visual and audio systems of representation that are crucial to produce ethnographic knowledge. Specifically, *we are interested in exploring the possibilities that NVIVO offers in the analysis of human practice when participants use a multimedia system in a extra school programme.* That is, the fact that we explore the use of multimedia systems in natural settings forces us to look for computer analytical instruments that enable us to consider different types of discourses as data. In this presentation, we will show that images and sounds, introduced as files in the **"DataBites" format,** extend our knowledge of the information presented via written texts. The presence of the above-mentioned images and sounds also allows continuous reconstruction of the information.

In this presentation we explore the use of the following codes: a) "Video" images (files captured with the program *Pinacle Studio, version 8*); the use of "video scripts" allows us to consider movement situations from which it is possible to define the context of our work. b) Fixed Images (obtained across the same program or from *Photoshop* 6.0), which allows consideration of the evolution of situations and exploration of the changes that take place among them; fixed images also allow us to consider children and adults' products in each session. c) Audio recordings, obtained by using *Cakewalp Pyro, 2003*, when we are interested in exploring social relationships among the participants, by showing specific examples of codification. d) *HTML files*, which allow us to explore web pages, created or consulted by the children, and whose exploration turns out to be necessary to understand the changes produced in their activities.

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**Handling and Geo-Referencing Large-Scale Public Comment Data Sets Utilizing N6, GIS, and Student Assistance**

Jeffrey O. Durrant, PhD
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Brigham Young University

This paper focuses on the advantages of attaching locational information (geo-referencing) to qualitative data–particularly in land use research. Three questions are posed: One, why attempt to geo-reference qualitative data? Two, how can qualitative data be effectively geo-referenced? Three, how does geo-referencing enhance qualitative and geographic information analysis? These questions are explored through the examination of a case study in Utah's San Rafael Swell where historical land uses and traditional opinions and experiences are often in conflict with new uses and "outside" opinions about the proper use and designation of vast tracts of federal public land. Specifically the focus is on the Bureau of Land Management's public scoping and planning process for developing a new travel plan (designating and limiting motorized access) as part of updating the region's resource management plan.

A combination of qualitative software (N6), geographic information software (ArcView), and intensive student assistance were utilized in order to transcribe, import, handle, and geo-reference over a thousand unique public comments and connect to dozens of relevant geographic features.

In short it is believed that geo-referencing qualitative data is useful in these efforts. Attitudes, opinions, feelings, knowledge, behaviors, and interactions are often tied to experiences and are the core of qualitative inquiry. Experiences are associated with place(s) and in research such as the struggle over the San Rafael Swell connections made by geo-referencing qualitative data provide additional context, richness, integration, and understanding of the data and questions under consideration. In addition students involved in the project were exposed to the multiple approaches and possible benefits of integrating qualitative and geographic information software.

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**Preserving and sharing qualitative data: users needs uncovered**

Louise Corti

In this paper I will provide a report back from a recent consultation exercise on users needs undertaken by the Qualitative Data Service, part of the national ESRC/JISC Economic and Social Data Service. In 2003, a new Qualitative Data Service was launched replacing and augment the former ESRC funded service previously offered by Qualidata. A key feature of the new service is to provide a range of enhanced and

accessible qualitative data and documentation resources for research and teaching purposes, and to significantly enhance user support activities relating to these data. The service aims to promote a training programme designed to generate a significant increase in the use of these datasets and an appreciation of secondary analysis of qualitative data. The work builds on Qualidata unit's expertise and international reputation in this area.

The user consultation looked specifically at what kinds of data enhancements, support services and training programmes should be prioritised for the Qualitative Data Service. One of the themes pertinent to this conference is the extent to which data and research products derived from CAQDAS projects, such as NVivo and NUD*IST should be preserved and shared. Do researchers of the future want to have access to original researchers' coded segments, memos and so on, in addition to 'raw' data, for example, verbatim transcripts, audio recordings and photographs. If so, how can we make these 'archived projects' widely accessible and transferable across different software solutions? What, if any, are the cultural, ethical and technical barriers to sharing these products?

I hope that this forum will provide a unique opportunity to both share the findings from the consultation and elicit further debate and expert advice on these issues.

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**Mapping methods for qualitative data structuring**
By Jenny Brightman, Banxia Software Ltd.

The purpose of this paper is to outline and discuss the characteristics and use of a number of different methods for "mapping" qualitative data. The methods discussed are Mind Mapping (Buzan, T. (1993)), Concept Mapping (Novak, J.D., Gowin, D. B,. (1984), Novak, J.D,. (1993)), Cognitive Mapping (Ackermann, F., Eden, C., Cropper, S,. (1992); Eden, C., Ackermann, F., (1998)) and Dialog Mapping (Conklin, E.J. (2001)). Each of these methods provides a framework for giving structure to unstructured qualitative data. Any one of these methods might be of interest and use to individuals and groups of researchers who either need to structure their own thinking about a project or who wish to use a mapping method to gain new insights into their research data. While there are some similarities between the methods, each has its own distinct characteristics. Which method you use to map your data depends on what you are trying

to achieve. As a result of the different  characteristics of the four mapping methods their use is suited  to a number of different situations.

# Session E: Friday 9 May 10.45-12.15

## Social Programme Evaluation II

Convenor: Daniel Kaczynski, Department of Curriculum, Diversity Studies and Applied Research, University of West Florida, USA.

**Using N6 in a large-scale national evaluation project: a multi-site team experience**

Chih hoong Sin

Matrix Research and Consultancy Ltd

London

There is a need for more literature on the social organisation surrounding the use of software aiding qualitative data analysis. The use of technology is always mediated by various social, economic, political, and cultural conditions. The same piece of technology can be employed differently to yield different results in different social contexts. There is a need for these contexts to be unveiled in order to advance our understanding of the 'mundane messiness' in the research process. No matter how comprehensive instruction manuals or training courses are, the actual experience of using such pieces of software on an actual project always throws up issues that are often not the result of the technical capabilities of those particular pieces of software or the user(s) proficiency in their use. Instead they are often the consequence of particular sets of social relations surrounding the use of software. This paper explores the use of NUD*ist N6 in the context of a large-scale three-year national evaluation of the Street Wardens programme commissioned by the Neighbourhood Renewal Unit under the auspices of the Office of the Deputy Prime Minister. Despite the demands for a highly quantitative approach, this piece of evaluative study is unusual in terms of the focus on the qualitative aspects of evaluation. This reflected a need to open up the 'black-box' of evaluation to scrutiny in terms of the structures, processes, and organisational behaviour involved. NUD*ist N6 was chosen to help with the organisation and interpretation of a considerable amount of data generated via semi-structured interviews and observations. As the evaluation is ongoing, this paper seeks to explore the use of NUD*ist N6 in terms of (1) the rationale for its use; (2) the importance of antecedence and learning from past individual and group experiences; (3) the role of the research funder; (4) the nature of the project; (5) the nature of the research team; and (6) the types of desired outputs.

**THE ROLE OF NUD-IST IN A RAPID MAPPING OF YOUNG PEOPLES' ISSUES AND PROGRAMS IN VIETNAM FOR THE UN**

Dr Damien Ridge & Bernadette Murphy, Faculty of Health and Behavioural Sciences, Deakin University

With busy schedules and limited resources, how is it possible for researchers to conduct rapid qualitative evaluations that are not only systematic, but also occur iwith limited resources? In this paper, an approach taken by two UN consultants in late 2002 to conducting a rapid qualitative social mapping of youth issues and programs in Vietnam using the NUD-IST software is outlined. The authors discuss the strategies they adopted

in order to develop a widely endorsed report within a short frame of time. The approaches discussed in this paper include simultaneous translation of data into electronic form; directing the use of NUD-IST with an intuitive 'mind map'; prioritising specific features of NUD-IST; undertaking a systematic analysis; working with a trusted contact in Vietnam; taking a recursive approach to interviewing; allocating quality 'in country' time for analysis and writing up; ensuring the quality of the data (e.g. by using highly skilled interpreters and having both researchers attend each interview and debate interpretations); conducting (and gaining feedback on) the NUD-IST based analysis before leaving the country. The paper discusses how the report became widely embraced as well as acted upon by the UN. Interestingly, NUD-IST was unknown in Vietnam at the time, and the paper here discusses the role NUD-IST played in changing expectations about evaluations and the role of qualitative data.

## USING NVIVO IN APPLIED RESEARCH:
## A CASE STUDY IN HUMAN RESOURCE MANAGEMENT
Raiden, A.B.[1], Dainty, A.R.J.[1] and Neale R.H.[2]

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This paper describes the use of NVivo in an EPSRC funded research project which is investigating employee resourcing practices within the construction industry. Interview material has been collected via semi-structured interviews in seven medium-large UK based construction contractors. This has included one in-depth case study and six validation/ best practice studies. Fifty-nine respondents have been interviewed. The interview material has been tape-recorded, transcribed verbatim and analysed using NVivo and summary statement matrices. NVivo has played an integral role in the process of coding, sorting, organising and analysing the research material. A critical evaluation of the overall usefulness of NVivo in the research process is provided with insides to the benefits and downsides of using computers for qualitative data analysis. The authors found that the main benefit of NVivo was in managing the large quantities of data acquired. A multi-layered, tree-structured coding process was developed that allowed the data to be explored in manageable sections. Document attributes were used to allow for cross-referencing by interviewees' personal characteristics. These functions were found helpful. However, the coding process tended to result in duplication of much of the data as sections of text were found to refer to a number of issues, which resulted in extremely complex links between different nodes and documents. This required that efforts were concentrated on the coding *process* itself rather than the rich accounts found in the data. Although the distractions were recognised at an early stage of the analysis, they resulted in clear division of the operational processing of the data and the creative analytical stages of the research development. Consequently, radical data reduction was required. This was accomplished utilising matrix intersection analysis. This helped in bringing the quantitative content analyses drawn from the node structures and rich, detailed qualitative accounts together, and with the extensive use of the search facility and data modeller

proved NVivo an invaluable tool in supporting comprehensive analysis of large, complex sets of qualitative data.

# Session F: Friday 9 May 10.45-12.15

## *Techniques and Strategies II*

Convenor: Dr. Silvana di Gregorio, SdG Associates

**Using NVivo for Literature Analysis**
Mary Clisbee, University of Massachusetts, Lowell

Organizing and systematizing literature for analysis in literature reviews is often a challenge. This presentation will examine the comprehensive use of NVivo as an aid to increase efficiency in an analysis of literature on the topic of gender differences in leadership style.  I will explain the process used to transfer information from the individual pieces of literature into NVivo as well as the use of features to analyze the literature.

In this presentation I will share a literature analysis that I conducted of two strands of literature pertaining to women and leadership: (a) Women in the superintendency, and (b) Gender differences in leadership style. Using NVivo, I created a database of information on each of the two strands of literature, coded each using predetermined and emerging codes, and was then able to cut across the data using the tools available through NVivo.

This literature review used NVivo version 1.2, to coordinate and analyze 36 pieces of literature. Features of NVivo that will be discussed include doc links, attributes list, search tools, and modeler. Coding strategies and the use of memos will be covered. The project will be demonstrated during the presentation as one example of the effectiveness of the software.  Additional features of NVivo 2.0 will be addressed.

**Transcribing Interviews and Focus Groups with Transcriber, Importing into NVivo and Initial Autocoding**
Duncan Branley, Applications Officer, Information Services, Goldsmith's College and Dr. Silvana di Gregorio, SdG Associates

There are several methods for transcribing audio recordings of interviews which create textual data importable into NVivo for qualitative analysis. Most common is listening to a tape or minidisc and typing into a word processor or directly into NVivo. This session will first look at computer-based transcription which ties the transcription to audio files using freely available software called Transcriber http://www.etca.fr/CTA/gip/Projets/Transcriber/ .Turn-takers are easily indicated. An export filter has been devised which enables the export of the textual data from Transcriber with the turn-takers marked up with heading styles. This marked up plain text file can be readily imported into NVivo and the turns automatically coded on the basis of the headings. A sample

file with just two speakers will be coded live and exported. We will look at the file produced, highlighting the significant parts for autocoding in NVivo. Then the file will be imported into NVivo and autocoded. Then the transcription of focus groups will be demonstrated using a different approach. This requires the use of an Assistant Moderator who will be recording turns during the focus group. He/she will then design a Word template from these notes. The transcriber will use the template to transcribe. The finished transcript will be ready for autocoding. An example focus group project in NVIVO and N6 will illustrate how autocoding for speaker and main topics will be done. We will also look at current technical limitations and show what can be done linking documents with sound files automatically rather than manually creating sound databites."

## Session G: Friday 9 May 1.30-3.00

**WORKSHOP: Will your software analyse my data? The challenges of supporting software and its users**

Lyn Richards and Fiona Wiltshier, QSR

This workshop is an opportunity for open discussion of what QSR does, what it should do and what it can't do in provision of help services, documentation, training and research resources. A very interactive workshop with Lyn Richards, Director, Research Services, and Fiona Wiltshier, Research Support Consultant, from QSR International.

## Session H: Friday 9 May 1.30-3.00

**WORKSHOP: Making the choice – N6 or NVivo. Presentation of factors and issues in choices by researchers and institutions, with discussion of the implications**

Tom Richards, chief Scientist, QSR International.

## Plenary 1: Thursday 8 May 10.15-11.00

*Bridging the divides: Using and supporting NVivo in South Africa*

Patsy Clarke, Centre for IT in Higher Education (ITEd), University of Natal, Durban, South Africa

This paper draws on the teaching and research practice of the presenter as well as on her contact with other researchers and projects in the Kwa-Zulu Natal region that incorporate technology tools into their (qualitative) research practice. The paper uses a bridge metaphor to span between a range of existing and potential 'divides' that impact on such practice. These include issues around the 'digital divide' e.g. inequitable access to technology, bandwidth and other technology-related resources, as well as gender issues and other demographics. Included are illustrative references to a number of strategies that have been harnessed in post-1994 South African education and research arenas that aim to redress access imbalances that resulted from apartheid. In addition the paper touches on a range of examples of qualitative projects and research practices in the region that incorporate use of QSR software.

## Plenary 2: Thursday 8 May 2.00-3.00

*Assessing the latest NUD\*ISTs: N6 and NVivo 2.*

Tom Richards, Chief Scientist, QSR International.

Their designer reflects on the ways N6 and NVivo have grown apart, and the purposes to which their differences can be put. The commonalities are more significant, he argues, and the way forward for these programs has been set in the early architecture. Asking of both, what did computing add to method, the paper reflects on current directions of development.

## Plenary 3: Friday 9 May 9.30-10.15

*Qualitative software in the commercial world – challenges and possibilities*

Gill Ereaut

Academic and commercial qualitative research communities have tended to know little of each other's practice, while in fact sharing many issues and problems. Channels of communication between these communities are beginning to open up. However, one thing they clearly do not share is an embrace of CAQDAS - of growing significance within academia but virtually unknown within commercial qualitative research. Why should this be?

This paper presents some of the issues that software use poses for commercial market research, and explores the resistance commonly displayed towards it. Some of the

sources of this resistance are superficial and perhaps easily remedied - a lack of awareness of relevant software, for example. However, others reflect more fundamental differences between conducting qualitative analysis within an academic environment and within a commercial environment. Looking at these differences opens up a highly-developed but little-known area of applied qualitative research practice. It also, however, presents an alternative perspective on qualitative analysis, and on CAQDAS, that is potentially of general interest to academic users and methodologists.

Topics to be considered include:

- Qualitative research methods in a commercial environment - the distinctive nature of qualitative market research
- Diversity of practice within market research - not all market research groups are 'focus groups'
- Outcomes and objectives for commercial research
- Everyday practices of analysis and interpretation in qualitative market research
- Issues of content and issues of process; analysing 'the moving picture'
- The nature of resistance towards CAQDAS in commercial research
- The future for CAQDAS within market research.

## Plenary 4: Friday 9 May 3.30-4.30

***Genies in Bottles and Method in Software: what we now know about how software skews methods (and what didn't happen).***
Lyn Richards, Director, Research Services, QSR International.

Innocent tool or deus ex machina? At its advent, software for qualitative research was frequently greeted with fear that it would pre-emptively determine method. Two (contradictory) arguments dominated - that qualitative computer programs are skewed to support for grounded theory and that hierarchical index systems forced top-down thinking. Neither has been seriously debated, and it seems that this debate may now not take place. As the use of computer programs becomes taken for granted the implications for methodological choice are rarely discussed. This keynote argues the question should be addressed, not allowed to fade with familiarity.

# Roundtable Discussions Thursday May 8 5.00-6.00

### *You Can't Train a Horse Like you Train a Frog: Intensive NUD\*IST training "do's and don'ts" for doctoral students.*

Marilyn R. Gugliucci, Ph.D.
University of New England
College of Osteopathic Medicine

The goal of this session is to share an instructional design and methodology for intensive NUD\*IST training for doctoral students, and to discuss changes and improvements for future intensive trainings. Other novice NUD\*IST trainers may benefit from the experiences and techniques used, and find the teaching/learning aids constructed as a result of this training, useful.

Most intensive NUD\*IST training sessions are conducted using the tutorials provided on the NUD\*IST software. This training tried a new approach, offering the eleven doctoral student trainees an opportunity to use their own data, while developing skills that were necessary to operate NUD\*IST. A pre-requisite for participation was successful completion of a 3-4 credit course in manual qualitative research applying grounded theory methodology.

Prior to the intensive training session, students were instructed to conduct at least 2 interviews and transcribe the data. They then sent two of the transcripts to the trainer for pre-review. Students were sent instructions on how to format the transcripts for NUD\*IST 4 prior to attending the session. This laid the foundation for the first instructional session. The trainees then came together for 20 hours of instruction/participation - lasting 2 ½ days. Student evaluations declared the intensive training huge success. For the trainer, it was quite time demanding, but attained the goal of teaching how to operate NUD\*IST to analyze their research.

A step-by-step set of instructions was written and distributed to support the training. This instructional guide will be shared with the round-table attendees.

Round-table session Objectives:
1. Review the existing design and methodology for a 2 ½ day intensive NUD\*IST training
2. Outline the features that lead to the success and challenges of this training
3. Identify changes that can lead to improved training for the trainees
4. Address issues and concerns of round-table participants regarding intensive NUD\*IST training

***Feeding-back: join a group to talk back to the developers! A feedback session on NVivo***

Tom Richards, Chief Scientist, QSR International.