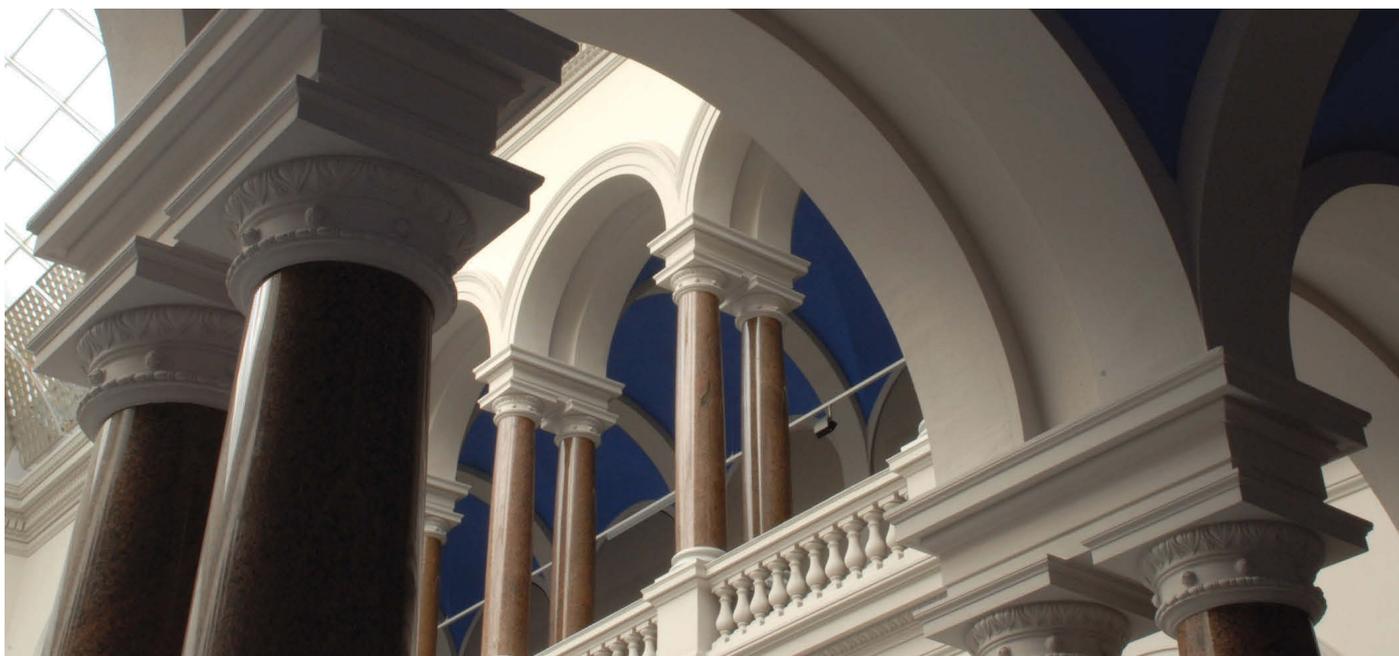


Susanne Friese · Thomas G. Ringmayr (eds.)

ATLAS.ti User Conference 2013 Fostering Dialog on Qualitative Methods



Proceedings of the International ATLAS.ti Conference
12th–14th September, 2013 at Technische Universität Berlin

ISBN 978- 3-7983-2692-7 (online)

Universitätsverlag der TU Berlin

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Bibliographic information published by the Deutsche Nationalbibliothek

The Deutsche Nationalbibliothek lists this publication in the Deutsche Nationalbibliografie; detailed bibliographic data are available in the Internet at <http://dnb.dnb.de>.

Universitätsverlag der TU Berlin 2014

<http://www.univerlag.tu-berlin.de>

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Tel.: +49 (0)30 314 76131 / Fax: -76133

E-Mail: publikationen@ub.tu-berlin.de

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Layout: hypertext.com

ISBN 978-3-7983-2692-7 (online)

Online published on the Digital Repository of the Technische Universität Berlin:

URL <http://opus4.kobv.de/opus4-tuberlin/frontdoor/index/index/docId/5157>

URN <urn:nbn:de:kobv:83-opus4-51577>

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-51577>

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01 Susanne Frieze

Methods and methodologies for qualitative data analysis

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44138>

The main aim of this paper is to introduce the contributions that are published in the proceedings. As a side-line, I follow up on an observation that I made (not only) at the conference – which is the distinction between methods and methodology. I hope that you will enjoy and benefit from reading the articles in the proceedings and watching the corresponding videos of the original presentations on the conference YouTube channel (<http://www.youtube.com/user/ATLAsconference>)

02 Heiner Legewie

ATLAS.ti – How it All Began (A Grandfather’s Perspective)

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44140>

In this article Heiner Legewie describes the story of ATLAS.ti – from the first idea that resulted in the research project ATLAS (Archive of Technology, Life World and Language), to the various stages of developing the software ATLAS.ti from a first prototype up to its first commercial version. The story includes a number of anecdotes from this time showing the human touch behind the software ATLAS.ti that is still present even many years later.

03 Nicholas Woolf

Analytic strategies and analytic tactics

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44159>

Using ATLAS.ti powerfully is a specific skill that has little to do with learning to operate the software. In this keynote address I present the core of my propositions that will be fleshed out in more practical terms in my forthcoming book, “How to use ATLAS.ti powerfully”. The key issue is how we resolve the contradictions between the iterative and emergent nature of qualitative research that is expressed in our analytic strategies, and the pre-determined, linear nature of computer software that is expressed in the analytic tactics we use to execute the qualitative data analysis (QDA). Contradictions can be resolved in several ways: through denial, by choosing between the contradictory alternatives, or by trading off between them. These variously lead to approaches to QDA that I refer to as one-level, two-level, and three-level QDA. However, these approaches to reconciling the contradictions do not easily lead to using ATLAS.ti powerfully. By learning from the general principles described in Edward Luttwak’s five-level model of military strategy, I propose a five-level QDA that resolves the contradictions by transcending them. I propose that this is the best approach to using ATLAS.ti powerfully.

04 Michael Kolocek

The Human Right to Housing: Using ATLAS.ti to combine qualitative and quantitative to analyse global discourses

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44166>

The paper is part of the author's PhD research considering the human right to housing. In this exploration, ATLAS.ti is utilized for a global discourse analysis of about 500 States Parties reports and 250 concluding observations of a human rights committee. The author differentiates between two forms of inadequate housing: homelessness and SPaces of Inadequate Housing (SPIH). The Primary Document Family Manager and the Query Tool aid to compare these inadequate housing forms and the responding policies of different states and UN regions. The focus of this paper lies on the description of the Auto Coding Dialog. The paper argues that the Auto Coding Dialog can facilitate dealing with a vast amount of data because it aids to separate the text segments relevant for housing. Additionally, the author illustrates how research findings that have been worked out with ATLAS.ti can be visualized through diffusion maps. These maps give an overview of the different contents of the human right to housing in a global perspective.

05 Tanja Kornberger

Decoding Privacy – An Anthropological Study of the Privacy Concept in Mobile Software Development

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44174>

Despite its ubiquitous social importance, the concept of privacy is challenged in unprecedented ways by the emergence of mobile technologies. Previous research has shed some light onto user concerns regarding privacy in a mobile context, however, only little attention has been paid to the attitudes and practices of mobile developers. To close this gap, this study presents an empirical account for the role of privacy within mobile software development from the perspective of developers. The study is comprised of two samples of unstructured interviews with developers from the United States of America and Germany; it applies an anthropological method in an engineering context and uses ATLAS.ti to implement a grounded theory approach. ATLAS.ti is used to analyze developer's conceptualization of privacy as well as country specific aspects of user privacy. The code system generated with ATLAS.ti further represents developer's awareness of privacy relevant conflicts, their assessment of the different stakeholders involved in the user privacy debate and their knowledge of and experience with privacy measures. Based upon this code system a framework is derived that structures crucial factors for the understanding and implementation of privacy strategies in mobile software development.

06 Brett Hansen

Grounding ethnographic content analysis, etic as well as emic strategies; a study of context for instructional designers

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44183>

Parallels were realized between Krippendorff's (2004) validity evidence for content analysis and Fereday and Muir-Cochrane's (2006) interpretation of Schultz's (1967) postulates for increasing rigor within the examination of social phenomenon. In order to increase empirical

validity of content analyses Krippendorff (2004) suggested concentrating on the structure of the analysis, validity of the data, and the relational aspects of the findings. Fereday and Muir-Cochrane introduced a step-by-step analysis process containing deductive and inductive coding, allowing their research to begin grounded and then progress to a thematic, data-driven discovery. Ethnographic Content Analysis (Altheide, 1987) disregards a priori coding as a quantitative characteristic; however, the etic (and emic) quality of the Fereday & Muir-Cochrane methodology adds grounding and structure to ECA without disrupting the discovery, descriptive nature of the methodology. Instructional designers must be familiar with the characteristics and relationships of context when designing for context-based learning environments. No design or analysis models exist that account for the variable relationships of context. ATLAS.ti® provided the capacity, foundation, and modeling to support both etic and emic qualities and validity evidence through an ECA of internet job postings identifying and modeling contextual elements and their relationships.

07 Ani Munirah Mohamad

Using ATLAS.ti 7 for Researching the Socio-Legal Implications of ICT Adoption in the Justice System of the High Courts of Malaysia

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-51241>

The paper describes the use of ATLAS.ti 7 in examining the socio-legal implications of the adoption of information and communication technologies (ICT) in the justice system of the High Courts of Malaysia. Engaging a qualitative method, the study includes both secondary data involving library-based research, and primary data generated from a case study of four High Courts of West and East Malaysia. The paper discusses steps in preparing the data, coding the data and finally analysing the data. ATLAS.ti was used throughout the research process to manage both primary and secondary data, to build up the code list inductively and deductively, to track the relevant quotations from time to time, to explore the data using the Query Tool, to connect ideas and notes and to visually arrange objects in order to make sense of the data in an iterative way.

08 Denise Elvira Pires de Pires, Eliane Matos, Eliana Pinho de Azambuja, Letícia de Lima Trindade, Magda Duarte dos Anjos Scherer

New Technologies and Workloads of Health Care Professionals

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44200>

Multiple case studies were carried out in Brazil and the Netherlands from 2003 to 2009, with the objective of analyzing the influence of high-technologies on the workloads of health care professionals. The data was obtained and analyzed through a triangulation of methods. ATLAS.ti, software program for qualitative data analysis, was used for data analysis. The interviews, observation notes, and documents studied from each case were initially bundled in three Hermeneutic Units (HUs), with the purpose of identifying elements that may decrease or increase workloads. Afterwards, the three HU were merged into a single new HU that included all research data. Our findings were that the great majority of those interviewed perceived that high technologies decrease workloads. First, because new equipment is more ergonomic, which reduces physical strain, and it also provides more precise data about patients. Second, because new technologies in the organization of work contribute to a more

collaborative and satisfactory job environment. Stronger collaboration and greater satisfaction improve the safety and quality of health care, thus reducing workloads. Innovation increases workloads: in the initial use of new technologies, when it occurs in the contexts of cost reductions, non-participative managerial models and in poor working conditions, or when there is a lack of training to work with new technologies. In conclusion, high technologies may increase or decrease workloads depending on the context, which is especially influenced by work conditions, management models, and institutional values.

09 Sylvia J. Hysong

The Role of Organizational Culture on a Subculture of Feedback

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-54163>

Organizational culture has long been studied in relationship to organizational performance, though this relationship has not been established consistently. Martin (2002) suggested the simultaneous existence of a general culture, and multiple, context-specific subcultures in an organization. Are subcultures simply context-specific reflections of the larger organizational culture? Or do they serve as potential moderators of the relationship between the larger organizational culture and organizational performance? To explore this question, we employed ATLAS.ti 6.2 to conduct a content analysis of organizational culture at four United States Department of Veterans Affairs Medical Centers (VAMCs).

Sites were selected purposely based on their performance on 15 clinical measures. At each facility we conducted one-hour telephone interviews of the facility director, the director of primary care, and one full-time primary care physician and nurse. Participants answered questions about the types of clinical performance information they receive, and seek out, the utility of such data, and how they use said information.

Each site's culture was highly distinct. However, despite these differences across sites, the mirror relationship between organizational culture and feedback subculture was present in all four sites, suggesting the subculture is a reflection of the parent culture.

10 Benson Banda

Continuing Professional Development through Sustainable In-service Teacher Training System in Kenya, Malawi and Zambia

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-51251>

A teacher is critical in modelling a learner. Continuing Professional Development (CPD) for teachers is important in attaining sustainable education. Africa has had several In-Service Training (INSET) systems as interventions towards CPD. Respective governments owning, managing, driving and sustaining INSET is vital if effective teacher professional development aimed at sustainable quality teaching and learning is to be achieved in any country. However, the problem is the presence of un-sustained CPD and INSET systems in Kenya, Malawi and Zambia running for short periods with un-sustained continuity. With the view to propose owned and sustained INSET system, the objective of this qualitative research was to identify governmental strategies that would enhance CPD through sustainable INSET. Secondly, it was to clarify teacher professional development with the focus on implementation of programs at operational levels, the role played by: individual governments through in-country trends and its structures as well as international trends and cooperation. To achieve this, a qualitative

study based on the Grounded Theory approach examining historical records, perception and field visit was conducted. The data was analysed with the support of ATLAS.ti 6.2 This paper discusses how the software worked to reduce the data so that it can be explained to the benefit of this research.

11 Óscar Enrique Gómez Rodríguez

Using ATLAS.ti for extracting the social representation of kidnapping in Colombia in the online media

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-51269>

The article begins by briefly describing what social representation is and introducing the topic of study. The focus however is on the description of how ATLAS.ti was used in the process of analyzing a large volume of data encompassing a period of 6 years including text, image and video documents. Described are the process of coding and the various uses of the network view function including the formation of hypertext and the development of conceptual network views.

12 George Rossolatos

A methodological framework for conducting multimodal rhetorical analyses of advertising films with ATLAS.ti

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44257>

The aim of this paper is to present a novel methodological framework for analyzing the multimodal rhetorical structure of advertising films. By drawing on a corpus of 87 TV commercials from the world's most valuable brands according to the BrandZ 2012 report and a resulting pool of 561 ad filmic segments, it will be shown how (i) TV ads may be segmented (ii) how individual segments may be coded with one or more verbo-visual rhetorical figures in the light of three distinctive levels of analysis (iii) how statistical output pertaining to the rhetorical structure of TV ads may be produced and interpreted. The filmic syntagms are segmented and coded by applying a rhetorical taxonomy of four operations and thirty-nine verbo-visual figures with the aid of ATLAS.ti 7 as content analytical tool. The exposition of the adopted rhetorical approach covers conceptual, methodological and interpretive areas, with view to yielding a coherent and holistic view of the technical issues involved in conducting multimodal rhetorical analyses of ad films with ATLAS.ti, while highlighting how 'figurative competitive advantages' may be yielded for brand discourses.

13 Trena Paulus, Jessica Lester

Using ATLAS.ti for a discourse analysis study of blogging in an educational context

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44263>

While some scholars have claimed that data analysis software tools are not useful for discourse analysis work (Macmillan, 2005), in this presentation we report on our use of ATLAS.ti for conducting a discourse analysis of blog posts and comments made in the context of an undergraduate nutrition course (Lester & Paulus, 2011; Paulus & Lester, 2013). We describe several aspects of our analysis, including: managing the data through document families and quotations, collaborating as a team, engaging in “unmotivated looking” through memos, maintaining a focus on discursive actions through hyperlinking and network views, and narrowing the analytic focus through codes and queries. While we found ATLAS.ti to be extremely useful for documenting our analytic decisions in a transparent and systematic way, we also call for features that would allow the analysis of online interactional data in a more seamless way.

14 Komalsingh Rambaree

Three Methods of Qualitative Data Analysis Using ATLAS.ti: ‘A posse ad esse’

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44270>

This article appraises the possibilities, limitations and challenges in undertaking three different methods of qualitative data analysis using ATLAS.ti. The discussion is based on three different research projects carried out from 2004 to 2012. In the first project, a grounded theory analysis of data collected in 2004 was carried out using an inductive approach to make a theoretical proposition on Mauritian early adolescents’ internet-mediated dating pattern. In the second project, an abductive thematic network analysis was carried out using qualitative data collected in 2006 from Kenya and Zambia on adolescent sexual and reproductive health. In the third project, a deductive critical discourse analysis was carried out using an eco-social work research from Mauritius, undertaken in 2012. This article concludes that ATLAS.ti presents numerous possibilities for researchers to carry out different methods of qualitative data analysis. However, there are certain limitations and challenges that need to be considered by the researchers when undertaking computer assisted qualitative data analysis.

15 Azza J. Ahmad-Tajuddin

Defining Professional Communication Skills for Malaysian Graduates:

Looking at trustworthiness

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-51278>

Lincoln and Guba (1985) posit that trustworthiness of a qualitative research study is important to evaluate its worth. The use of data analysis software like ATLAS.ti raises the issue of trustworthiness—specifically: credibility, transferability, dependability, and confirmability—in defining the Professional Communication Skills (PCS) for Malaysian graduates. In this study, PCS for the workplace is defined by the Malaysian stakeholders: employers of the private sector, the Malaysian government, and academia. ATLAS.ti was utilised to analyze and triangulate data from in-depth interview recordings, annual reports, Human Resource documents, government policies as well as documents from academia. By using ATLAS.ti,

meticulous, yet rapid and concise data analysis can be carried out without risking trustworthiness. It is believed that ATLAS.ti has helped to develop the PCS framework in order to help instructors and policy makers of Malaysian HEIs in making a sound judgment in teaching PCS in classrooms. Since ATLAS.ti covers the issue of transferability, a similar study can be replicated from time to time to ensure that the PCS framework is updated, based on the needs of the stakeholders, which then help to develop the graduates' potential to be more marketable employees.

16 Rebecca Chikondi Ngalande, Esmey Mkwinda

Benefits and challenges of Using ATLAS.ti

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44224>

The first time I used ATLAS.ti was during my master's program. Part of the program was to take a course that would benefit faculty members, students at the college and other nursing college back home on my return through capacity building. Therefore, learning about ATLAS.ti was ideal as it had not yet been introduced at the college in 2002. The model used to acquire knowledge and skills of ATLAS.ti was the participatory empowerment model by Fetterman. This was to be realized by enrolling in an ATLAS.ti course, practice using different data sets as well as mentor at least four people on my return home to evaluate my knowledge and skills. The first experience was when I used the software to analyse data of my thesis. The major benefit noted was that the software directs the researcher, through use of different types of codes that enhances formulation of categories and themes, thus reducing time used to analyse data manually. At college level it meant sharing of new knowledge on data management which is congruent with the academic tradition. The challenges were lack of adequate software; technical support and time to practice. Based on my experience, I recommend that knowledge and skills of ATLAS.ti are important in this era of technology and when working at a higher institution of learning. The college needs to build capacity and encourage faculty to know and use this software.

17 Christina Silver, Christine Rivers

Learning from the Learners: The role of technology acceptance and adoption theories in understanding researchers' early experiences with CAQDAS packages

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44300>

This paper presents findings of a qualitative longitudinal study tracking the use of different CAQDAS tools over the period of 12 months. This is the first project of its kind that follows researchers from learning a CAQDAS software to applying skills and using it in a research project. Findings illustrate that initial enthusiasm with the potential of software is often tempered by frustrations with its actual use. Users frequently attribute frustrations and cessation of use to lack of software functionality. However, successful adoption of CAQDAS technology is related to methodological awareness, adeptness in the techniques of analysis and technological understanding. Theories of technology acceptance and adoption have been used to contextualise findings and to develop a CAQDAS-specific model that helps teaching CAQDAS software.

18 Andrea Potgieter

Learning through teaching: ATLAS.ti and Social Media

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44230>

Social Media is no longer a foreign concept in the current business environment. Companies, for the most part, understand the value that an effective Social Media strategy can add. Firstly, this paper reports on the possible use of ATLAS.ti in analysing user interaction on Social Media platforms, in order to generate feedback that may assist companies in developing and maintaining a customer-focused Social Media strategy. Furthermore, this paper will discuss the researcher's decision to apply ATLAS.ti for this specific purpose, as well as the challenges and victories that were faced in introducing a post-graduate student to this tool.

19 Trena Paulus, Ann Bennett

Teaching qualitative research methods with ATLAS.ti: Beyond data analysis

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44240>

This presentation will share best practices for integrating ATLAS.ti into advanced qualitative research methods courses. During the spring, summer and the current fall 2013 semesters, students were required to use ATLAS.ti as a project management tool for their semester's work in order to develop the skills they would need to continue its use during the thesis phase of their programs. In these courses students are typically engaged in independent field work projects, in which they are reviewing the literature, collecting data, transcribing, and/or engaging in data analysis. Each of these phases were conducted within ATLAS.ti and shared with the instructor at regular intervals throughout the semester for feedback. By introducing ATLAS.ti during coursework, positioning it as a project management tool in addition to a data analysis tool, and supporting students' early experiences with its use, we anticipate that these novice researchers will be more likely to continue using the tool to support their work. Suggestions for best practice for this instructional approach will include a focus on how to: provide adequate access and technical support, balance methodological and technical instruction, create meaningful student assignments, and provide effective feedback.

20 Florio Arguillas, Janet Heslop, Kim Burlingame, William Block

How to Collaborate as a Team Using ATLAS.ti within a Shared Computing Environment

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-51287>

This paper discusses three scenarios of Cornell University research teams collaboratively using ATLAS.ti on a shared computing environment. The first scenario involves a Project Administrator (PA) creating a master team HU and a team library on a shared folder. The two other scenarios discuss the pitfalls of not correctly managing team project files. We describe each scenario and offer step-by-step instructions and solutions. All three scenarios described in this paper have team/my libraries located on a shared folder and used same PD-same code stock strategy when merging HUs. We also discuss the particulars of our shared computing environment, our general and team-specific recommendations as to how each team should manage their files, and other use cases concerning ATLAS.ti that came to our Helpdesk.

21 Trena Paulus, Megan Woods, David Atkins, Rob Macklin

Current Reporting Practices of ATLAS.ti User in Published Research Studies

<http://nbn-resolving.de/urn:nbn:de:kobv:83-opus4-44295>

Scholars investigating Computer-Assisted Qualitative Data Analysis Software (CAQDAS) have noted that we know relatively little about how researchers use packages such as ATLAS.ti in their practice. We report findings of a content analysis of 321 empirical articles, published between 1994 and 2013, on the use of data analysis software. The purpose of this analysis was to characterize both who is reporting the use of CAQDAS tools, and how they are reporting that use in their publications. Studies were analysed for subject discipline and researcher country of origin, overall methodological approach, and use of the software in different phases of the research process. We found that researchers were predominantly from the health sciences (69 %) and published in health sciences journals (66 %). Forty-eight percent of corresponding authors were from the United States, with 43 countries represented. Interview and focus groups were the most common data sources used; most studies did not identify a particular methodology beyond "qualitative". Few studies (13 %) provided any details on their use of ATLAS.ti beyond mentioning that it was used, and 97.5 % of the articles used it only for data analysis. We encourage researchers to provide more detail as to their use of ATLAS.ti and explore the potential for ATLAS.ti to support aspects of their study beyond data analysis.

Conference YouTube Channel:

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<https://www.youtube.com/user/ATLASconference>