

QUALITATIVE DATA ANALYSIS WITH ATLAS.TI-ON-SITE WORKSHOPS STANDARD PROGRAM

Instructors:

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Language of Instruction: English

Requirements: Basic knowledge of Windows, a personal computer with ATLAS.ti installed (version 6.2 preferred)

Duration: 14 hours

Introduction

In this workshop, we teach the key functions of ATLAS.ti emphasizing data integration, organization, and systematic documentation of the analysis process. At the end of the training, participants will know the following: a) the methodological basis of an analysis project with ATLAS.ti, b) to design an analysis project with ATLAS.ti, and c) to implement an integrated analysis project using the program's key descriptive, analytical, and interpretative tools. Participants will work with their own sources of information or those provided by the instructor.

Learning Objectives

1. Participants will learn about the methodological principles behind ATLAS.ti.
2. Participants will learn the fundamental functions of ATLAS.ti for data description, exploration, analysis, and interpretation.
3. Participants will learn to use ATLAS.ti following an approach that emphasizes function integration, data organization, and documentation.

Methodology

The teaching methodology combines lecturing with hands-on work. In the first hour and a half, the instructor will introduce ATLAS.ti within a conceptual framework analysis based on the notion of data transformation as proposed by Wolcott¹. This introduction will include a description and explanation of the hermeneutic unit, the central concept of the ATLAS.ti structure. Following, participants will create a hermeneutic unit to analyze their own text sources of information (or the instructor's sources if needed). The instructor will introduce and explain each function of the software and, simultaneously, participants will apply the function to their analysis project. Teaching will be highly interactive.

Outline

I. Introduction to ATLAS.ti

1. *Conceptual introduction*
 - a. ATLAS.ti as a tool of data transformation
 - b. Integration of data description, analysis, and interpretation
 - c. Qualitative methods and ATLAS.ti
2. *The hermeneutic unit*
 - a. What is the hermeneutic unit?
 - b. The objects of the hermeneutic unit

¹ Wolcott, Harry F. 1994. *Transforming Qualitative Data: Description, Analysis, and Interpretation*. Thousand Oaks, CA: Sage Publications.

3. *Safety measures to keep in mind*
 - a. Source document management
 - b. Backing-up the project file
 - c. Moving hermeneutic units between computers

II. Setting up the Hermeneutic Unit

1. *Creating the hermeneutic unit*
 - a. Saving the hermeneutic unit file in the right folder in Windows
 - b. Naming the hermeneutic unit
 - c. Commenting on the hermeneutic unit
2. *Assigning primary documents (external sources)*
 - a. Finding primary documents in the Primary Document Manager
 - b. Commenting on primary documents
3. *Creating embedded primary documents*
 - a. Creating a text document in the hermeneutic unit (e.g., fieldnotes)
 - b. Inserting an existing text document into the hermeneutic unit
 - c. Circumstances in which working with embedded documents is more convenient than working with external sources
4. *Importing survey data*
 - a. The Excel spreadsheet structure: symbols and format
 - b. Importing the Excel spreadsheet
 - c. Examining the automatically created primary document family organization as well as the coding of survey responses
5. *Organizing primary documents into families*
 - a. Thinking about the study attributes that allow to compare findings across cases (e.g., demographics, data collection sites, data collection waves)
 - b. Creating primary document families
 - c. Commenting on families
 - d. Examining primary document families in a network view
 - e. Applications of primary document families

III. Coding

1. *Creating a deductive coding structure (codebook) from research objectives or systems of hypotheses*
 - a. Strategies for naming codes: prefixes
 - b. Incorporating the codebook into the hermeneutic unit: memos
 - c. Writing operational definitions on each code
2. *Creating hierarchical structures of codes*
 - a. Using prefixes to represent hierarchies
 - b. Representing hierarchies in code-to-code transitive semantic networks
 - c. Applications of transitive networks: Semantic queries
3. *Grouping codes into code families*
 - a. Grouping codes according to shared characteristics
 - b. Applications of code families: focused exploration through filters and the Query Tool
4. *Coding by list*
 - a. Coding by list using the right-click strategy
 - b. Coding by list using the Code Manager strategy
 - c. Coding by list using the Object Explorer strategy

5. *Creating inductive or emergent codes*
 - a. Creating emergent codes through Open Coding
 - b. Creating emergent codes through In-Vivo Coding
 - c. Writing operational definitions of emergent codes
6. *Auto-coding*
 - a. Reasons for auto-coding
 - b. Strategies for auto-coding
 - i. Initial exploration
 - ii. Focused exploration
 - iii. Creation of a database of answers to specific questions

IV. Memos

1. Definition
2. Creating memos around the key topics of the analysis project
3. Linking memos to quotations and codes
4. Graphical representation of linked memos
5. Organizing memos into memo families

VI. Exploring the Data Through Filters

1. Reasons to use filters
2. Creating and applying primary document filters
3. Creating and applying quotation filters
4. Creating and applying code filters

VII. Exploring the Data Through Co-Occurrences

1. The Co-Occurrence Tree
2. The Co-Occurrence Table: qualitative and quantitative data
3. What to do with the information gathered through the exploration of co-occurrences?

VIII. Exploring the Data through Keywords in Context

1. The Search tool
2. The Object Crawler

IX. Outputs

1. *Quantitative outputs*
 - a. The Word Cruncher
 - b. The Codes-Primary Documents Table
 - c. Excel spreadsheet of co-occurrences
2. *Qualitative outputs*
 - a. The Query Tool: Boolean, Semantic, and Proximity operators
 - b. XML reports
 - c. HTML

X. Teamwork

XI. Conclusions