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QUALITATIVE
DATA ANALYSIS

ATLAS.ti in Practice:

Annotated Bibliography in Education

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Paulus, T. M., & Lester, J. N. (2015). ATLAS.ti for conversation and discourse analysis studies. *International Journal of Social Research Methodology*, 1-24. doi: 10.1080/13645579.2015.1021949

The use of computer-assisted qualitative data analysis software (CAQDAS) has not been without controversy, with a pervasive sense of skepticism and resistance towards its adoption by many scholars. Language-based researchers in particular, such as conversation and discourse analysts, have been slow to embrace such tools for their work. In this paper we illustrate how we have used ATLAS.ti to support our own conversation and discourse analysis work, in order to demonstrate how such a tool can be leveraged to complete nine analytic tasks. Tasks and features we describe include, among others, transcribing and synchronizing transcripts with media files, engaging in unmotivated looking through creating quotations, and conducting a close, line by line analysis through writing memos. We illustrate how ATLAS.ti has allowed us to document our analytic decisions in a transparent, reflexive, rigorous and systematic way. We note, too, limitations of the software such as a lack of real-time collaboration support and challenges inherent to the analysis of video and online interactional data. Rather than taking control away from the researcher, we argue that ATLAS.ti enables the analyst to solve a range of methodological challenges, such as working with large data-sets and supporting deeper levels of analysis than is possible by hand.

Sart, G. (2015). The new leadership model of university management for innovation and entrepreneurship. *Eurasian Journal of Educational Research (EJER)*, Winter 2015(57), 73-90.

Problem Statement: Today's ever-changing educational environment has created a need for new leadership styles that encourage positive change and improvement. In Turkish universities, the most commonly used leadership models are the classic and/or traditional ones, which lead to stagnation in innovation and entrepreneurship. Only a limited number of universities are actively engaged in innovative research activities and achieve success in terms of entrepreneurship and cooperative work with industry. A broad effort is needed to improve cooperation and encourage leadership development. **Purpose of Study:** This paper attempts to show and critically analyze the role of leadership models of university management in creating a learning environment for innovation and entrepreneurship. **Methods:** Semi-structured interviews were conducted with 42 different faculty members and 12 graduate students over a period of three months at three different universities in Istanbul. Interviews were centered on 6 core research questions. Interpretative Phenomenological Analysis (IPA) was used to analyze the interview outcomes. The data were analyzed using the Atlas.ti 7 software kit. **Findings and Results:** A large percentage of the participants, 78%, mentioned that participatory democracy is an important new leadership model that can empower innovation and entrepreneurship. Most respondents, 80%, also identified the important role of intensive collaboration with industry managers. In the transformation of the university, a significant percentage of the participants, 69%, agreed that experts should be frequently consulted and their views

taken into consideration. Slightly more than half of the participants, 54%, said that their university could do more to encourage innovation and innovative ideas from students and faculty members; out of the respondents who expressed this idea, the majority, 86%, said that new leadership and management styles would be critical in promoting this change. Conclusions and Recommendations: As the current study shows, universities that apply new leadership styles create an environment more conducive to fostering entrepreneurship and innovation. Consistent with previous research, the leadership model of university management plays a vital role in universities' readiness to accept innovative and entrepreneurial changes. Universities should adopt new leadership styles instead of using conservative and traditional leadership models that discourage innovation and entrepreneurship. Generally speaking, democratic leadership models are more effective at fostering open innovation. In the new management framework, leaders can create new environments and spaces, such as technology transfer offices, to collaborate with industry. [ABSTRACT FROM AUTHOR]

Sherman, S., Grode, G., McCoy, T., Vander Veur, S. S., Wojtanowski, A., Sandoval, B. A., & Foster, G. D. (2015). Corner Stores: The perspective of urban youth. *Journal of the Academy of Nutrition & Dietetics*, 115(2), 242-248.

Objective We examined the perspectives of low-income, urban youth about the corner store experience to inform the development of corner store interventions. Design Focus groups were conducted to understand youth perceptions regarding their early shopping experiences, the process of store selection, reasons for shopping in a corner store, parental guidance about corner stores, and what their ideal, or "dream corner store" would look like. Thematic analysis was employed to identify themes using ATLAS.ti (version 6.1, 2010, ATLAS.ti GmbH) and Excel (version 2010, Microsoft Corp). Setting Focus groups were conducted in nine kindergarten-through-grade 8 (K-8) public schools in low-income neighborhoods with 40 fourth- to sixth-graders with a mean age of 10.9 ± 0.8 years. Results Youth report going to corner stores with family members at an early age. By second and third grades, a growing number of youth reported shopping unaccompanied by an older sibling or adult. Youth reported that the products sold in stores were the key reason they choose a specific store. A small number of youth said their parents offered guidance on their corner store purchases. When youth were asked what their dream corner store would look like, they mentioned wanting a combination of healthy and less-healthy foods. Conclusion These data suggest that, among low-income, urban youth, corner store shopping starts at a very young age and that product, price, and location are key factors that affect corner store selection. The data also suggest that few parents offer guidance about corner store purchases, and youth are receptive to having healthier items in corner stores. Corner store intervention efforts should target young children and their parents/caregivers and aim to increase the availability of affordable, healthier products. [ABSTRACT FROM AUTHOR]

Speirs, K. E., Vesely, C. K., & Roy, K. M. (2015). Is stability always a good thing? Low-income mothers' experiences with child care transitions. *Children and Youth Services Review*, 53(June 2015), 147-156.

Recent research has drawn attention to the deleterious effects of instability on child development. In particular, child care instability may make it hard for children to form secure attachments to their care providers which may have a negative impact on their development and school readiness. These effects seem to be heightened for low-income children and families. However, there remains a lack of clarity regarding how and why low-income mothers make changes to their child care arrangements. Using ethnographic data from *Welfare, Children, and Families: A Three City Study*, this study explored 36 low-income mothers' experiences of child care instability and stability and the factors that promoted each. We identified four kinds of child care transitions: planned, averted, failed, and forced. Financial resources, transportation and the availability of care during the hours that mothers work were important for helping mothers find and maintain preferred care arrangements. Our findings have im-

plications for research on child care instability as well as the development of policy and programs to help low-income families secure high quality child care and maintain stable employment. (author abstract)

Sturges, K. M. (2015). Curriculum testing on the persistent fringes: Neoliberal policy and the New Regime of Title I high school reform. *Anthropology & Education Quarterly*, 46(2), 129-146.

Neoliberal policies have opened the door to a steady stream of contract providers who assist struggling schools while producing market-ready reforms. This ethnographic example of Allport High School illustrates how constant aid, in combination with internal market expansion, destabilizes school structures, obscures curricula, and transfers local resources to compliance measures. I advance the term persistent fringe to describe schools like Allport that serve as proving grounds for educational reform prototypes.

Webster, T. E., & Son, J.-B. (2015). Doing what works: A grounded theory case study of technology use English at a Korean university. *Computers & Education*, 80(January 2015), 84-94.

Despite considerable effort and expenditure by the Korean government and universities to promote technology use in tertiary education, few teachers of English in Korea regularly and consistently employ technology in their teaching. Moreover, research into the hindrances and enablers of technology use in English education in Korea has been limited for primary and secondary schools and conspicuously absent on the tertiary level. This case study examines what teachers in a general English department at a private university in Seoul undergo as they consider the use of technology both in and out of classrooms. It attempts to provide a holistic look into teacher decision-making in this context. It employs a grounded theory of investigation underpinned by a close reading of the diffusion of innovations theory by Rogers (2003). Data for the study involves three main techniques: semi-structured interviews, a survey questionnaire, and classroom observations. Analysis follows an iterative, grounded method and includes use of both qualitative and quantitative software programs (Atlas.ti 5.0 and SPSS 16.0 respectively). Results from the study form a substantive theory entitled "what works" which helps explain the myriad of decisions that teachers make while trying to manage personal (internal) and administrative (external) goals and aims. Further, all decisions within this system are underpinned by "what works" for teachers in any situation both in terms of reliability and consistency. Implications suggest that the use of technology in the classroom exacerbates preexisting pedagogical and infrastructure issues, leading to inconsistencies in representation and application, as well as an overall limitation of potential use by teachers.