

ATLAS.ti-The Qualitative Data Analysis Software Making Sense of Research Data

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August 16, 2011

Agenda



01. Applications

02. Central concept: the Hermeneutic Unit (HU)

03. Objects of the HU:

primary ocuments

quotations

codes

memos

families

networks

04. What kinds of questions to ask?

05. Is team work possible?

06. How can data be exported?

Research Applications



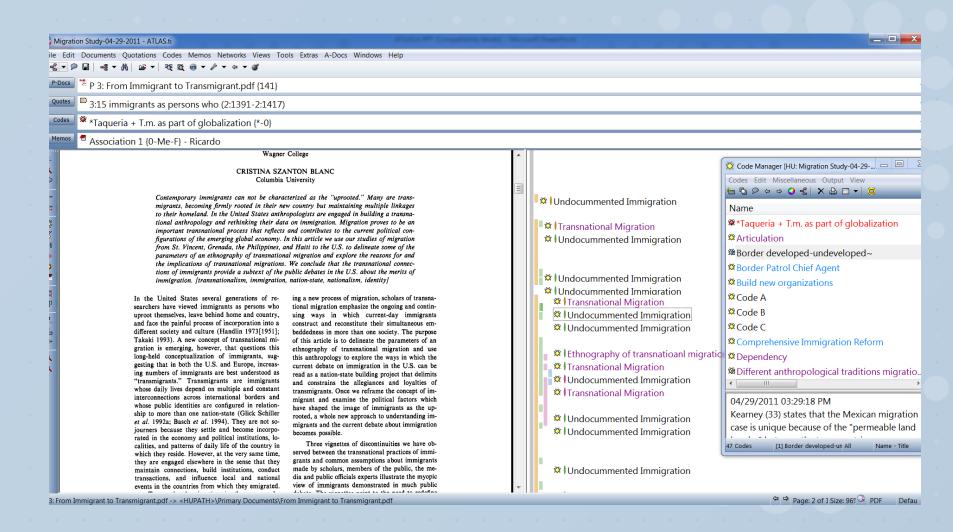
- It assists researchers in the process of identifying and making sense of people's points of view and perspectives on issues.
- It allows for rich analysis of complex studies involving different sources of information.
- It allows for the study of single cases as well as for comparative studies across cases.
- The researcher is always in control: methodological freedom (from hypothesis-testing to grounded theory).

Central Concept: Hermeneutic Unit (HU) atlasti

- Integrated context for data description, analysis, and interpretation.
- Container that holds the sources of information and all of the analytical work done around them.
- Every research project requires a single hermeneutic unit holding all of the sources of information to be analyzed.

The HU Interface





The Objects of the HU



- Primary documents
- Quotations
- Codes
- Memos
- Families
- Networks

Objects of the HU: Primary Documents



- Sources of information to be analyzed (no limit in terms of quantity).
- Triangulate different methods of data collection, such as:
 - Structured, semi-structured, and unstructured interviews
 - Focus groups
 - Surveys with open-ended questions (Excel format)
 - Field notes from observations
 - Archival sources: institutional records, websites, e-mails, blogs, etc.
 - Literature reviews
 - Drawing and pictures
 - Videos
 - Mapping
- Accepts documents in different formats:
 - Text: Word, RTF, PDF, TXT
 - Excel
 - Audio
 - Video
 - Graphic
 - Google Earth

Primary Documents



on Study-04-29-2011 - ATLAS.ti					
Documents Quotations Codes Memos Networks Views Tools Extras	A-Docs Windows Help				
⁷² P 3: From Immigrant to Transmigrant.pdf {141}					
■ 3:15 immigrants as persons who (2:1391-2:1417)					
** *Taqueria + T.m. as part of globalization {*-0}		✓ Drimany Dog Man	ager [HU: Migration Study-04-29-2011]		
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Columbia University	™ P7	How Many Hispanics.pdf	PDF	Qu	
Contemporary immigrants can not be characterized as a	Contemporary immigrants can not be characterized as the "uprooted." Many are trans- migrants, becoming firmly rooted in their new country but maintaining multiple linkages to their homeland. In the United States anthropologists are engaged in building a transna-	≥1 7 ≜ P 8	Maria Hernandez.WMA	Audio	
		₽ P 9			
tional anthropology and rethinking their data on immigration. Migration proves to be an important transnational process that reflects and contributes to the current political con- figurations of the emerging global economy. In this article we use our studies of migration		Picking on ladder.avi	Video		
	₹P10	Stereotypes of Hispanic and Latino Americans.pdf	PDF		
from St. Vincent, Grenada, the Philippines, and Haiti to	n St. Vincent, Grenada, the Philippines, and Haiti to the U.S. to delineate some of the	■P11	Fieldnotes	Text	
parameters of an ethnography of transnational migration and explore the reasons for and the implications of transnational migrations. We conclude that the transnational connections of immigrants provide a subtext of the public debates in the U.S. about the merits of immigration. [transnationalism, immigration, nation-state, nationalism, identity]	■P12	Focus Group	Rich Text		
		■P13	Taqueria.jpg	Image	
	ie, nationalism, taenity)	■P14	Fieldnotes May 3 2011	Text	
	process of migration, scholars of transna- gration emphasize the ongoing and contin-	⊌P15	Obama;s view on immigration reform	Rich Text	
uproot themselves, leave behind home and country, uing wa	ys in which current-day immigrants	P20	Test1	Text	
	and reconstitute their simultaneous em-				
Takaki 1993). A new concept of transnational mi-	ticle is to delineate the parameters of an	₽21	Test2	Rich Text	
	ohy of transnational migration and use ropology to explore the ways in which the	■P22	case 1	Rich Text	
gesting that in both the U.S. and Europe, increas-	ebate on immigration in the U.S. can be	■P23	case 2	Rich Text	
	nation-state building project that delimits	₽24	case 3	Rich Text	
whose daily lives depend on multiple and constant transmigr	ants. Once we reframe the concept of im-	₽25	case 4	Rich Text	
whose public identities are configured in relation-	and examine the political factors which ped the image of immigrants as the up-				
ship to more than one nation-state (Glick Schiller rooted, a	whole new approach to understanding im-	•	III		•
journers because they settle and become incorpo-	and the current debate about immigration possible.				
calities, and patterns of daily life of the country in	e vignettes of discontinuities we have ob-	21 Primary Docs	[1] P 3: From Immigrant to Transmigrant.pdf All	Id - The P index	
which they reside. However, at the very same time, served be	tween the transnational practices of immi- d common assumptions about immigrants		TI.		
	scholars, members of the public, the me-		Undocummented Immigration		

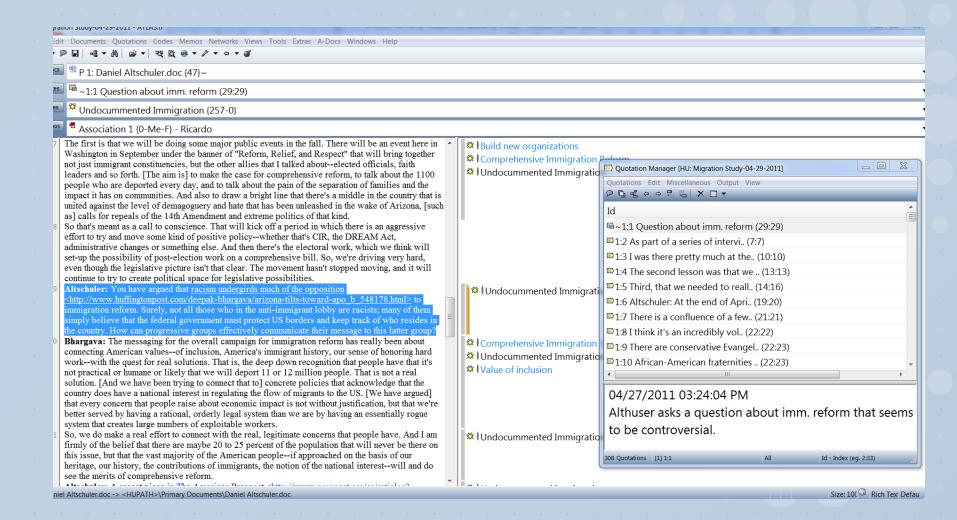
Objects of the HU: Quotations



- Segments of the text that the researcher selects according to research interests.
- Quotations can be as short as a single character and as long as the entire primary document.
- All quotations become part of a 'database' of the quotations from all primary documents used in the analysis.
- Quotations can be linked to codes (concepts), and memos (reflections).
- Quotations can be linked to each other semantically (hyperlinks).
- Quotations are always shown within their larger context.
- Quotations can be described, renamed, and outputted in Rich Text Format.

Quotations





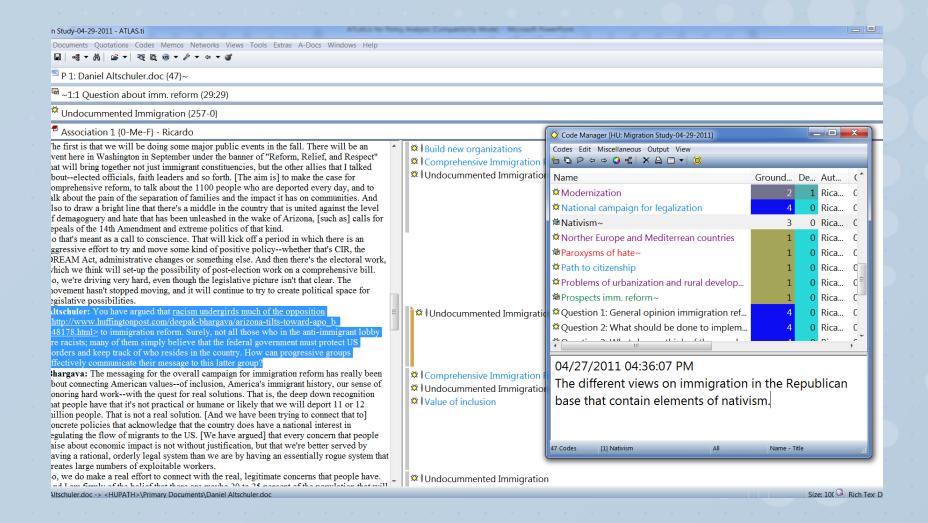
Objects of the HU: Codes



- Concepts that can either derive from external frameworks of reference or emerge from the text.
- Codes are linked to quotations from any primary document of the HU, memos, and other codes through semantic relationships.
- Codes can be grouped together according to shared conceptual characteristics (eg., all codes that respond to research objective 1).
- Codes can be linked to quotations by the researcher or automatically by the system (auto-coding).
- Codes can be commented (operational definitions).
- All codes are stored in a database of codes, which allows for easy access and exploration.

Codes





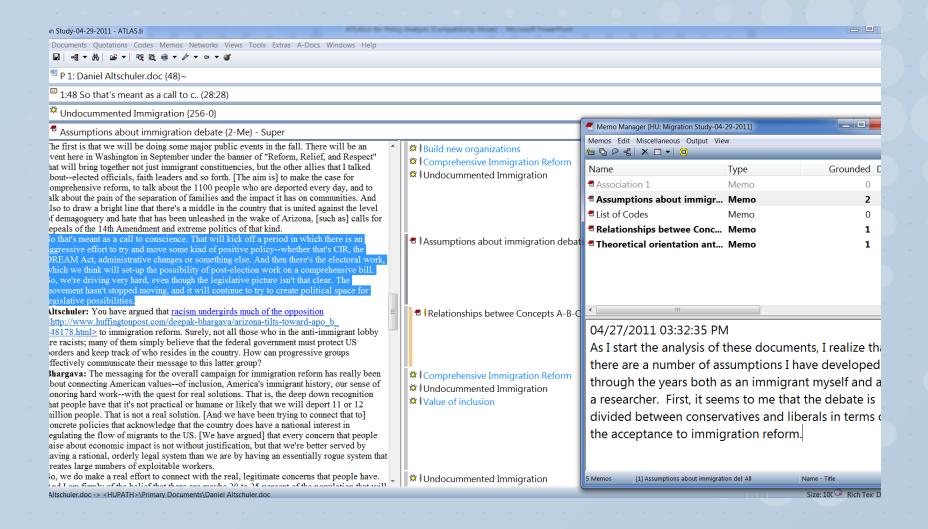
Objects of the HU: Memos



- Spaces for reflection.
- This is where the analyst brings together what has been discovered, described, and analyzed.
- Memos can be linked to quotations, codes, and other memos.
- A good memo (or a good system of memos) can become the basis for the research report.
- Memos can be grouped together according to shared characteristics.

Memos





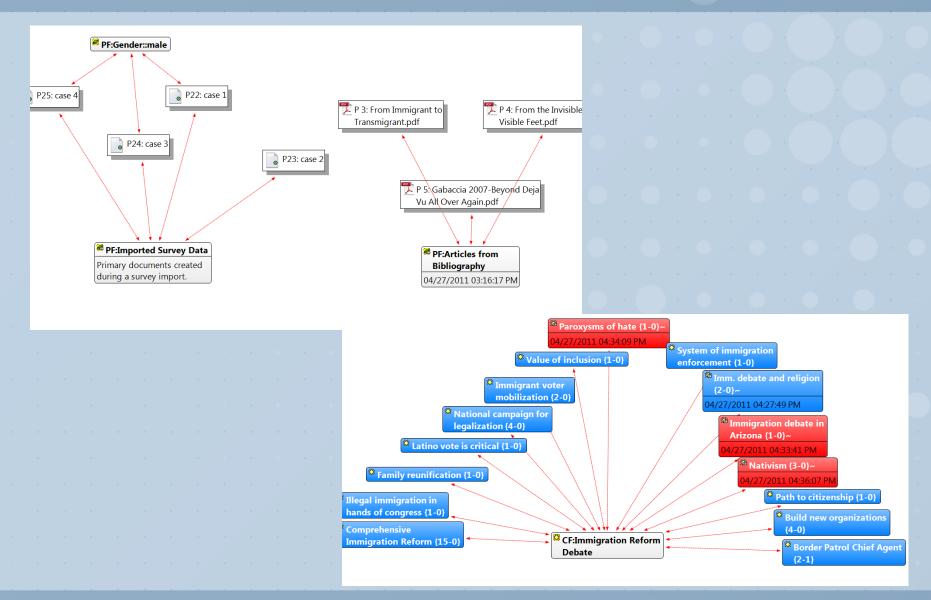
Objects of the HU: Families



- **Primary document families**: group documents according to specific attributes, such as demographic (e.g., age, gender, ethnicity), sites (e.g., Belfast, London, Berlin), and waves of data collection (e.g, first wave, second wave).
- Code families: group codes according to shared conceptual characteristics, such as codes representing the point of view of the participant, codes related to a specific research objective, codes that represent a given hypothesis.
- Memo families: group memos according to shared characteristics, such as memos exploring the findings related to a given research objective or hypothesis, memos reflecting upon the method of analysis, or memos analyzing the literature.

Families





Objects of the HU: Networks

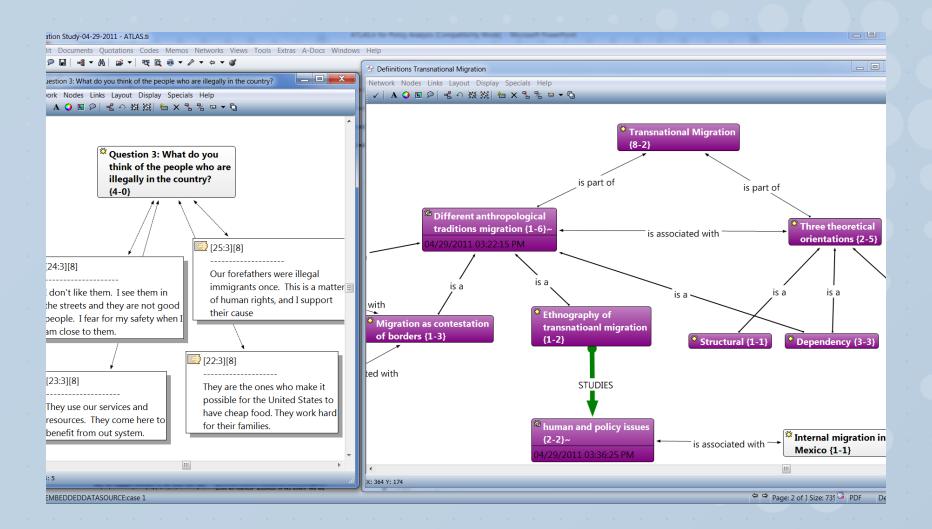


Graphical representations showing linkages between objects of the HU. Conceptual maps.

- Weak Link Networks: Networks that are given by default by the system, such as the network of all the quotations created in a primary document, and all the codes linked to all quotations in that primary document.
- Strong Link Networks: Semantic networks connecting codes to codes through a given meaning (e.g., is part of, is a, is associated with), and quotations to quotations also through a given meaning (e.g., contradicts, explains, supports, illustrates).

Networks





What kinds of questions to ask?

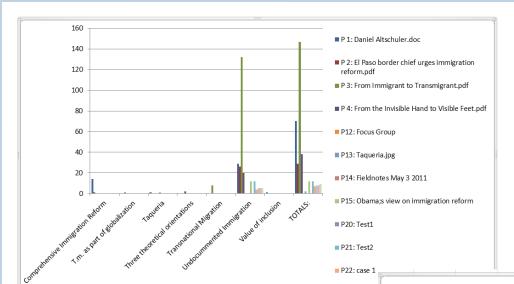


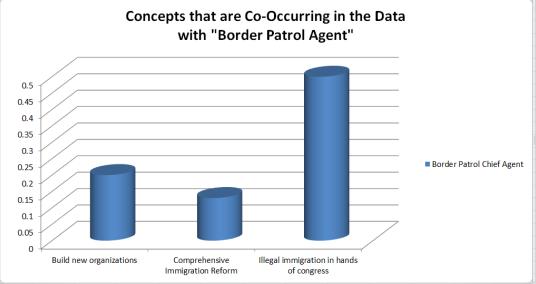
Examples of research questions that can be asked

- What themes are found in the data? What themes are more/less significant from a quantitative perspective?
- What is the qualitative signficance of themes? Does it vary accross cases, participants, or waves of data collection?
- Whenever study participants talk about Theme X, what else are they talking about?
- What do participants say about Theme X AND/OR Theme Y? Any variation across cases, participants, or waves of data collection?
- How does the literature/theory inform the study's findings?

What questions to ask: the co-occurrence explorer







Is team work possible?



- Each team member can be in charge of coding a specific set of primary documents.
- Each team member can be in charge of exploring a specific conceptual domain.
- No limit in terms of the number of people working in different aspects of the analysis in a team setting.
- Need for strong coordination and transparency in collaboration.
- Inter-rater reliability may be required.

Team Work: Merging HUs



Primary Docs	Add	Unify	Ignore	
Primary Docs				
	()			
Quotations	•			
Codes		•		
Memos			•	
Netviews			•	
PD-Families	•			
Code-Families			•	
Memo-Families			(a)	
A-Docs	(a)			
✓ Merge Comme	ents			
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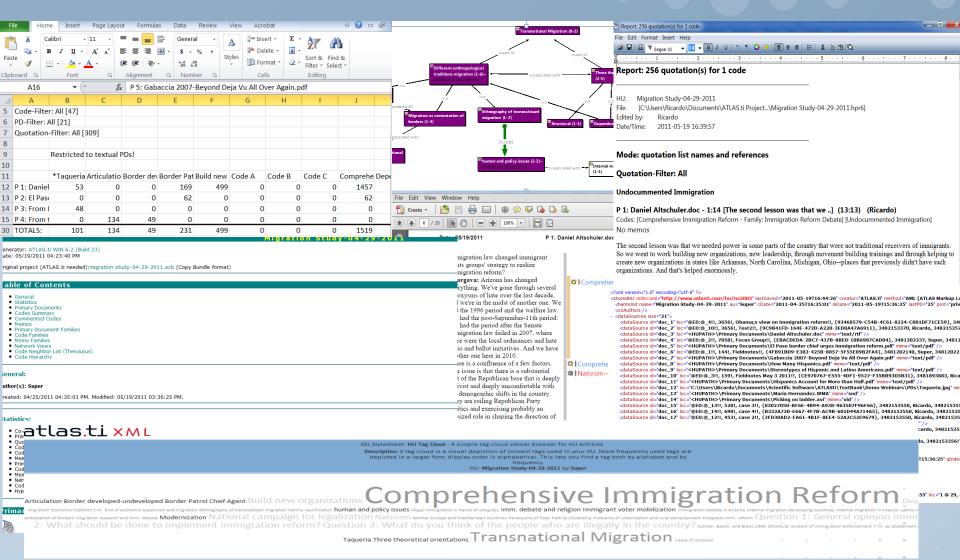
How can data be exported?



- XML
- HTML
- SPSS
- Excel
- Rich Text Format (RTF)
- PDF
- Graphic formats

Outputs: Different formats







Thank you!

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