Introduction to ATLAS.ti Through Web Conferencing

Language of Instruction: English
Instructors:
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Requirements:
Workshops will be taught using GoToWebinar, a user-friendly web conferencing system. Participants may connect by telephone (toll number) or VoIP (computer microphone and speakers). Participants will be given a guide with instructions on how to connect to the web conferencing sessions.

Introduction
In this workshop, we teach the key functions of ATLAS.ti using version 7 of the software. The teaching methodology combines lecturing and hands-on work with sample source documents provided by the instructor. Teaching will be interactive. Participants will be given a set of supplementary learning material.

Learning Objectives
1. Participants will learn about the methodological principles behind ATLAS.ti.
2. Participants will learn the basic functions of ATLAS.ti.
3. Participants will learn to use ATLAS.ti in data analysis following an approach emphasizing data integration, organization, and constant documentation of the process.

Outline
Day 1

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
   3. Safety measures to keep in mind
      a. Backing-up the project file
      b. 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. Adding primary documents
      a. Finding primary documents in the Primary Document Manager
      b. Commenting on primary documents
3. **Creating text documents (“embedded” primary documents)**
   a. Inserting an existing text document into the hermeneutic unit
   b. 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
   d. Examining the codes created from open-ended questions
   e. Examining the quotations that were automatically linked to the codes as the survey was imported. In other words, examining the answers given by each participant to the survey open-ended questions
   f. Interrogating the survey responses using the Query Tool

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

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**Day 2**

III. **Coding**

1. **Creating a deductive coding structure (codebook) from research objectives or systems of hypotheses**
   a. Strategies for naming codes: prefixes
   b. Incorporating codes into the HU
   c. Writing operational definitions on each code

2. **Organizing the system of codes**
   a. Using prefixes to group codes according to shared characteristics
   b. Using colors to distinguish codes across categories
   c. Grouping codes into code families
   d. Exploring through code-to-code networks the relationships between the codes that belong to a given code family

3. **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 short-cut menu strategy

4. **Creating inductive or emergent codes**
   a. Creating emergent codes through Open Coding
   b. Creating emergent codes through In-Vivo Coding
   c. Writing operational definitions for each emergent code

5. **Auto-coding**
   a. Reasons for auto-coding
   b. Strategies for auto-coding
      i. Initial exploration
      ii. Focused exploration
Day 3

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
6. Differences between memos and comments

V. Exploring the Data Through Co-Occurrences
1. Code co-occurrence outputs
2. The Co-Occurrence Tree
3. The Co-Occurrence Table: qualitative and quantitative data
4. What to do with the information gathered through the exploration of co-occurrences?

VI. 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 operators
   b. XML reports
   c. HTML

VIII. Conclusion