

# ATLAS.ti USER CONFERENCE 2018

QUALITATIVE DATA  
ANALYSIS AND BEYOND.

BERLIN, JUNE 20-22, 2018



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CONFERENCE PROGRAM  
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[www.atlasti.com](http://www.atlasti.com)

# WELCOME TO BERLIN

## ROOMS

Hotel Lobby: Registration  
Foyer: Networking breaks  
Alte Meierei: Lunches  
Salon Köpenick: Plenary sessions  
Glienicke: workshops  
Pankow: workshops  
Bellevue: workshops  
Grünewald: workshops

## DINNER

Welcome Dinner:  
Wednesday 20th, 19:00,  
Hotel Abion Pier

Good Bye Snacks & Drinks:  
Friday 22nd, 17:30,  
LANNINGER Terrasse



# WEDNESDAY, JUNE 20TH

## REGISTRATION

**8:30 – 9:30** **Registration + Coffee**  
**Hotel Lobby / Foyer**

## WELCOME AND SNEAK PEAK

**9:30 – 10:15**  
**Salon Köpenick** **Welcome & Sneak Peak**

## WORKSHOPS AND ROUNDTABLE

**10:30 – 13:30**

**Salon Bellevue** **Workshops (*networking break 11:30 - 11:45*)**  
Introduction to ATLAS.ti (Ani Munirah)

**Salon Glienike**

Einführung in ATLAS.ti (Maja Urbanczyk)

**Salon Pankow**

Different Forms of Qualitative Data Analysis Using ATLAS.ti  
(Susanne Friese)

## COFFEE, TEA, SNACKS

**10:30 – 13:30**

**Salon Grunewald** **Case Study Roundtable (*networking break 11:30 - 11:45*)**

Charmaine Williamson & Brigitte Smit, South Africa  
„Shuttle“ Analysis: helping students to abstract through  
iterating between model(s) and software

Sally Lanar, France

Using ATLAS.ti for longitudinal healthcare research:  
Method and challenges

Dilmeire Sant Anna Ramos Vosgerau, Brazil

The experience of incorporating ATLAS.ti into the teaching  
of methodology courses in Brazil.

Gregoria Smith, North Carolina

Congregational Identity Through Communicative Texts

Denise Pires, Brazil

Qualitative data analysis supported by ATLAS.ti in  
documentary research and literature review.

Rhoda Malgas, South Africa

How ATLAS.ti put biocultural conservation of South African  
honeybush (*Cyclopia* spp.) on the map

**13:30 – 14:30 Lunch**  
**Alte Meierei**

## WORKSHOPS, PECHA KUCHA AND MEET THE DEVELOPERS

**14:30 – 16:00 Workshops**

**Salon Bellevue** Working with Focus Group Data (Neringa Kalpokaite)  
**Salon Glienike** Abductive reasoning (Susanne Friese)  
**Salon Pankow** Analyzing and Presenting Multimedia Data (Steve Wright)

**Salon Grunewald** **Pecha Kucha Presentations (14:30 - 15:30)**

Barbara Class, Switzerland  
Training students in qualitative research with an authentic project

Kenny Cheah, Malaysia  
Creating a Qualitative Analyses Template for Coding in ATLAS.ti

Siti Bahirah Saidi, Malaysia  
Willingness to communicate in English among Malaysian undergraduates: A combination of SPSS and ATLAS.ti analysis

Verona Leendertz, South Africa  
The multi various use of ATLAS.ti to remodel professional development of Mathematics teachers for adjustable exploration and radical transformation

Nur Shahida Zakaria, Malaysia  
Using ATLAS.ti to analyze scientific reading of English text

**Salon Köpenick**

**User Feedback – meet the developers**

**16:00 – 16:30**

**Foyer Networking Break**

## KEYNOTE

**16:30 – 18:00**

**Salon Köpenick** **Keynote**

Prof. Klaus Krippendorff: “Why Reliable Data Matter.”

## WELCOME DINNER

**19:00 – 22:00**

**Hotel Abion Pier** **Welcome dinner on the boat**

# THURSDAY, JUNE 21st

## WORKSHOPS

**9:00 – 12:30** Workshops (*networking break 10:30 - 11:00*)

**Salon Bellevue** Intercoder Agreement (Susanne Friese)

**Salon Glienike** Develop the expertise you need in ATLAS.ti:  
The Five-Level QDA Method (Christina Silver)

**Salon Pankow** Network Visualization Tools in ATLAS.ti: Representing  
Connections and Eliciting Insights (Ricardo Contreras)

**Salon Grunewald** Using ATLAS.ti for Literature and Systematic Reviews  
(Steve Wright)

**12:30 – 13:30** Lunch

**Alte Meierei**

**13:30 – 15:00** Pecha Kucha Presentations

**Salon Köpenick** Vanessa Wijngaarden, South Africa  
Using ATLAS.ti to work with multiple languages and  
translations

Ajay Gupta, India  
Qualitative Study of Determinants Influencing Managers'  
Morale

Timothy Pittaway, South Africa  
Measuring agriculture research responsiveness in the  
Eastern Cape, South Africa

Mary Ellen Wriqth, USA  
Pathways to Safety Qualitative Study of Help-Seeking by  
Alleged Victims of Domestic/Interpersonal Violence

Sally Lanar, France  
Using ATLAS.ti for healthcare research for pharmaceutical  
clients

Lauren Wildschut, South Africa  
The intersection between monitoring and evaluation (M&E)  
and ATLAS.ti

Random Slides Improvisation

## FÊTE DE LA MUSIQUE

**15:00 – open end** Fête de la Musique

# FRIDAY, JUNE 22nd

## KEYNOTE

- 9:00 – 10:00** **Keynote**  
**Salon Köpenik** Dr. Anne-Katrin Luther: “The Entity Mapper: Data Visualization for Qualitative Methods.”
- 10:00 - 10:30** **Networking break**

## WORKSHOPS

- 10:30 – 13:00** **Workshops (networking break 11:00 - 11:30)**
- Salon Bellevue** Visualization with the Entity Mapper (Anne-Katrin Luther)
- Salon Glienike** How to Publish Your Research Faster With ATLAS.ti (Neringa Kalpokaite & Ivana Radivojevic)
- Salon Pankow** Collaborative Analysis Using ATLAS.ti (Susanne Frieze)
- Salon Grunewald** Staying Close to The Data: A Dialogic Model Of Data Analysis (Ricardo Contreras)
- 13:00 – 14:00** **Lunch**  
**Alte Meierei**

## WORKSHOPS

- 14:00 – 17:15** **Workshops (networking break 15:30 - 15:45)**
- Salon Bellevue** Further Analysis After Coding: Working with The Query Tool & Co. (Susanne Frieze)
- Salon Glienike** Integrating Geodata In A Qualitative Analysis Project / Introduction to Photo Elicitation (Luis Alfredo Loaiza and Ricardo Contreras)
- Salon Pankow** Strategies for successfully teaching ATLAS.ti (Neringa Kalpokaite, Ivana Radivojevic & Ani Munirah)

## GOOD BY DRINKS AND SNACKS

- 17:30 – 19:30** **Good bye drinks & snacks**  
Lanninger Terrassen

# ABSTRACTS





# WEDNESDAY, JUNE 20th

## WORKSHOPS

(10:30 -13:30)

### INTRODUCTION TO ATLAS.ti (ANI MUNIRAH)

This workshop is designed for beginners - to introduce the main features of ATLAS.ti 8 (for Windows) and ATLAS.ti Mac. The workshop is divided into 4 main parts: (1) introductory qualitative methodology (2) preparing your data (for analysis in ATLAS.ti), (3) going through your data, and (4) creating outputs.

### EINFÜHRUNG IN ATLAS.ti (MAJA URBANCZYK)

Der Workshop bietet eine Einführung in ATLAS.ti 8. Anhand von Beispieldaten lernen Sie, wie man ein Projekt erstellt, Daten organisiert, exploriert, kodiert, Berichte erzeugt und einfache Analysen durchführt.

### DIFFERENT FORMS OF QUALITATIVE ANALYSIS USING ATLAS.ti (SUSANNE FRIESE)

This workshop provides an overview showing how to use ATLAS.ti for different research approaches from thematic analysis to grounded theory. Depending on your chosen methodology, you will approach coding in different ways, or do not even start with coding the data material right away but remain on the quotation level. ATLAS.ti offers a variety of tools to support the various analytical approaches. We'll look at which tools are relevant for what kind of analysis, and of course there will be some hands-on exercises.

## CASE STUDY ROUNDTABLE

10:30 - 13:30

### USING ATLAS.ti FOR LONGITUDINAL HEALTHCARE RESEARCH: METHOD AND CHALLENGES (SALLY LANAR, MAPI GROUP, FRANCE)

We are healthcare consultancy working for pharmaceutical clients. We use ATLAS.ti v8 for analyzing longitudinal data from patients who are interviewed at multiple timepoints. Our goal is to track how disease symptoms and impacts on patients' health-related quality of life change over time and in particular to assess change in terms of stability, improvement, or worsening. To this end, we use ATLAS.ti's capabilities in a variety of ways. First, after creating codes and code groups, we use the query tool to create smart codes to join specific symptoms and impacts with the appropriate time points and descriptive code modifiers. Second, we use hyperlinks to join segments of text between timepoints that express a change or a cause. Third, we use networks to visualize descriptive and causal relationships between concepts as well as change over time. In our work with ATLAS.ti we are dealing with three challenges. The first is how to best present our findings to our clients so that they can be quickly and easily understood. The second is the time required to make smart codes for multiple time points and concepts; a process which is too time intensive in our time and money driven environment. The third is how to represent in a single network the change over time trajectories of patients whose diseases do not evolve in the same way so as to identify global trends and outliers. In the workshop, we propose to share the strategies we have developed for our work as well as to discuss the challenges we have encountered with the goal of enhancing ATLAS.ti use in the healthcare industry.

**„SHUTTLE“ ANALYSIS: HELPING STUDENTS TO ABSTRACT THROUGH ITERATING BETWEEN MODEL(S) AND SOFTWARE** (CHARMAINE WILLIAMSON & BRIGITTE SMIT, MUCKLENEUK CAMPUS, PRETORIA, SOUTH AFRICA)

Researchers following a qualitative approach are often probed as to how they achieve a high enough level of analysis (findings) when working from raw data to the level of scientific knowledge. This is uncovered when advisor and student debrief and confront common representational problems when it comes to the interpretative accounts of the data. Students are often too deeply rooted in their raw data and intensely pack this chapter with quotation after quotation of the verbatim participant voices, using this primary source to serve as their findings. They may also default to more quantitative thinking and present the number/percentage of their participants that converge or diverge around a particular view. Students also inelegantly muddle their way, interspersing codes with literature. In a number of years of advising students, the researcher has found that the overlay of a conceptual model (such as Saldaña's 2016 code-to-theory model), with the analytical logic of ATLAS.ti, provides better analysis and imbues students with more confidence to reach and defend their findings.

**THE EXPERIENCE OF INCORPORATING ATLAS.ti INTO THE TEACHING OF METHODOLOGY COURSES IN BRAZIL.** (DILMEIRE SANT ANNA RAMOS VOSGERAU, PONTIFICAL CATHOLIC UNIVERSITY OF PARANÁ, BRAZIL)

In this proposal I present the evolution of a course offered at the Pontifical Catholic University of Paraná - Brazil, since 2005, whose purpose is to train researchers in qualitative data analysis using ATLAS.ti software as a pedagogical resource. This course was a pioneer in Brazil, both in content, ie teaching concepts, methods and techniques of qualitative data analysis, and in the pedagogical proposal, which is the use of qualitative data analysis software to learn these concepts, methods and techniques. Approximately 200 masters and doctoral students took the course between 2005 and 2017. The course started with the version ATLAS.ti 5.0, however teaching and learning strategies were modified and adapted and improved to new versions. Among the aspects that I will present in this discussion, we highlight the possibility of deepening each time greater the concepts on analysis of qualitative data from the improvements implemented in each new version of ATLAS.ti.

**CONGREGATIONAL IDENTITY THROUGH COMMUNICATIVE TEXTS** (GREGORIA SMITH, FIELDING GRADUATE UNIVERSITY, NORTH CAROLINA)

Facing the threat of schism in a globalized church by a proposed ban on bishops in openly gay relationships, a parish rector turned to reconstructive rhetoric to promote a unified identity among members of his congregation. This case study uses a sampling of sermons delivered by the Reverend James Nutter, former rector of Palmer Memorial Episcopal Church, to examine how rhetoric was used to address his congregation, to promote and support collective identity in a potentially divisive atmosphere. The research asks, what was accomplished by the rhetoric and what resources did the congregants themselves bring into play in constructing and maintaining the collective identity of their community? The goal of this research was to find a resonant representative anecdote summing up the > parish's organizational identity. The study uses Burke's theory of > identification, which involves a systematic clustering of terms that denote association, disassociation, and transcendence. Data sources consist of 37 primary sample documents from sermons, personal interviews, and a focus group analyzed as a Hermeneutic Unit in ATLAS.ti.

## **QUALITATIVE DATA ANALYSIS SUPPORTED BY ATLAS.ti IN DOCUMENTARY RESEARCH AND LITERATURE REVIEW.** *(DENISE PIRES, FEDERAL UNIVERSITY OF SANTA CATARINA, BRAZIL)*

The objective of this presentation is to describe experiences of qualitative data analysis with ATLAS.ti by identifying the usefulness of the software in the analysis of different subjects with distinct data sources. Two studies will be described: one using data collected from public documents and the second one using literature data from electronic databases. In both studies, data analysis was supported by ATLAS.ti. The first study used data published by press media in Brazil and Portugal. The second one was a literature review. The data exploration started with selecting meaning units (quotations) and assigning a code to each quotation. Next, several associations among quotations, codes, and groups were made during the interpretation process. Finally, some networks were created, allowing for visualization of the results. The networks were extracted from the software to integrate research reports. All stages of the analysis process were based on a cyclical triad, namely: empirical data, theoretical foundation and researchers' perception of the studied phenomenon.

## **HOW ATLAS.ti PUT BIOCULTURAL CONSERVATION OF SOUTH AFRICAN** *(RHODA MALGAS, STELLENBOSCH UNIVERSITY, SOUTH AFRICA)*

Local ecological knowledge (LEK) of useful plants often includes nomenclature descriptive of ecological details of a species. Members of rural communities living in the natural distribution ranges of these plants bear important knowledge about them. Atlas t.i. has been used to record and analyse the local ecological details of *Cyclopia* spp. at a national heritage site. New location data for a species known elsewhere, together with associated LEK has been recorded using the geotagging function. The software allowed meaningful inclusion of the language, knowledge and identities of marginalised knowledge-holders. Results are being used to inform recommendations for the use and management of wild *Cyclopia* spp. at the historical mission station of Genadendal in South Africa.

## **WORKSHOPS** *(14:30 -16:00)*

### **WORKING WITH FOCUS GROUP DATA** *(NERINGA KALPOKAITE)*

When preparing your data for analysis in ATLAS.ti and setting up a project, you need to decide on which level your cases are. This influences the choice of tools that you can use in ATLAS.ti. Version 8.2 of ATLAS.ti introduces a new function that will facilitate working with focus group data, which we will present in this workshop. You will learn how to set up a project with focus group data and how to best prepare it for analysis.

### **ABDUCTIVE REASONING** *(SUSANNE FRIESE)*

Abductive reasoning is a form of logical inference which starts with an observation then seeks to find the most likely explanation – a process that is very common when building a code system in ATLAS.ti and more generally speaking, when analyzing qualitative data. Abductive reasoning will be explained in an easy-to-understand way based on a crime investigation by Father Brown and then applied to a case example in ATLAS.ti.

## **ANALYZING AND PRESENTING MULTIMEDIA DATA** (STEVE WRIGHT)

ATLAS.ti has extensive powerful options for working directly with multimedia for analysis of video and audio content and for developing innovative and efficient approaches to the transcription, description and presentation of multimedia data.

This practical workshop introduces and explores effective techniques and creative approaches to working with multimedia data including:

- Managing and organising the large file sizes associated with multimedia
- Practical approaches to resolving format and codec issues
- Creating and using quotations to segment video and audio and provide summary descriptions
- Creating a dynamic coding structure to quickly identify key media segments for further detailed analysis
- Using quotation comments to create partial or focussed transcriptions
- Using quotations to segment and link to a full transcript (e.g. one created in F4 transcript)
- Using quotation comments to provide full or partial translation for multi-lingual projects
- Ideas and approaches for creative presentation of video data analysis using snapshot sequences and (ATLAS.ti Mac only) Network visualisations of media segments.

## **PECH KUCHA PRESENTATIONS**

*(14:30 - 15:30)*

### **TRAINING STUDENTS IN QUALITATIVE RESEARCH WITH AN AUTHENTIC PROJECT**

*(BARBARA CLASS, UNIVERSITÉ DE GENÈVE, SWITZERLAND)*

Within the first year of the MA of educational technologies at the University of Geneva, students attend a 6 ECTS research methodology course - out of which 2 ECTS are dedicated to qualitative research. They discover how to conduct a qualitative study with semi-structured interviews as data collection method. Upfront the trainer provides them with a draft article including a literature review, the theoretical framework, the methodology part, a major research question and some sub-questions and conducts interviews that are then ready to be analysed (transcribed, anonymised, verified by participants). Students concentrate on this part of the research process using ATLAS.ti: they work in small groups and have to code one interview, verify the coding using the ICR function which usually ends up with a peer-coded interview. They then start the analysis process by exploring data experimenting word clouds and then dive into proper analysis using networks and the query tool. In the end, each group answers one sub research question. They complete the initial draft and the article is sent to participants of the study who review results and provide feedback in terms of their correspondence to reality. Finally, the trainer submits the article to a journal or conference so that students see the outcome of this learning and research process in the form of a product.

### **CREATING A QUALITATIVE ANALYSES TEMPLATE FOR CODING IN ATLAS.ti**

*(KENNY CHEAH, UNIVERSITY OF MALAY, MALAYSIA)*

Students in universities are commonly guided into the realms of what Qualitative research by knowing its philosophical base, the types, the methods for sampling and design. The application of CAQDAS (such as ATLAS.ti) is usually not embedded into the syllabus unless academicians who wish to adopt this approach have the attitude, knowledge or skills to teach and train students. This Pecha Kucha presentation will be based on the personal expertise of the educationist to demonstrate how to link lesson the lesson content with ATLAS.ti, more particularly in through the use of a self-designed Qualitative Analyses Template. It will reveal the preparation, reasonings, benefits and teaching methodologies that will benefit academicians, trainers and students who wish to embark on qualitative research 'without tears' and eventually knowing how to progress in their data analyses.

## **WILLINGNESS TO COMMUNICATE IN ENGLISH AMONG MALAYSIAN UNDERGRADUATES: A COMBINATION OF SPSS AND ATLAS.ti ANALYSIS**

*(SITI BAHIRAH SAIDI, UNIVERSITI MALAYSIA KELANTAN, MALAYSIA)*

Much research has been conducted to investigate L2 WTC especially in non-western contexts, where the heuristic L2 WTC model (Macintyre, Dörnyei, Clément, & Noels, 1998) was complemented by various models to incorporate the cultural perspectives such as the models by Wen & Clément (2003) and Peng (2014). However, these models are drawn based on monocultural societies, which might not have explanatory power in a plural society country like Malaysia. Acknowledging the urgent need to fill the vacuum of research on WTC, a mixed method study to document Malaysian learners' L2 WTC has been conducted. The present study employed questionnaire in the quantitative phase (n=1430) and interview in the qualitative phase (n=14). The key role of the interview was to triangulate the results of the survey. The questionnaire and interview findings were analysed using SPSS and ATLAS.ti software respectively. Thematic analysis conducted via deductive coding in the qualitative phase extends the results of the descriptive analysis in the quantitative phase. The questionnaire result showed that Malaysian undergraduates have low WTC level. However, the interview findings revealed that this low WTC level is not constant, rather, it rises, and falls based on two factors. First, the location learners are in. Second, interlocutors' proficiency and ethnicity. Therefore, the main contribution of this paper is it shows how ATLAS.ti can be utilised to triangulate and enrich data in a mixed-method study.

## **THE MULTI VARIOUS USE OF ATLAS.ti TO REMODEL PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS FOR ADJUSTABLE EXPLORATION AND RADICAL TRANSFORMATION**

*(VERONA LEENDERTZ, NORTH WEST UNIVERSITY, SOUTH AFRICA)*

The presentation discusses the use of ATLAS.ti during a full mixed sequential equal status multi-model research project. The study commenced in the interpretivist paradigm (Phase I) where I used ATLAS.ti to conduct a meta-analysis the systematically reviewed documents using inductive approaches according to qualitative constant comparative content analysis. The ATLAS.ti findings were exported and used for multiple purposes: (i) to conduct an exploratory factor analysis which clustered four overarching themes which were conceptualised as four Activity Systems; (ii) to confirm adjustable exploration (attainment of knowledge) by writing a literature review according to the four themes as four Activity Systems (Governance, School Environment, Professional Development, and Open and Distance Learning); and (ii) to identify the contradictions and use the constructs to develop a survey in the structuralist paradigm (Phase II) to distribute in more than 200 schools. The results enabled the researcher to standardise and validate the survey and compile guidelines for radical transformation by (i) indicating the disagreements and recognising prospects for intervention and improvement; (ii) reformulating the objects and outcomes for PD of Mathematics teachers for ICT integration through ODL; and (iii) identifying the roles and responsibilities of each role player to ensure high quality Mathematics teaching and learning in schools.

## **USING ATLAS.ti TO ANALYZE SCIENTIFIC READING OF ENGLISH TEXT**

*(NUR SHAHIDA ZAKARIA, UNIVERSITI MALAYSIA TERENGGANU, MALAYSIA)*

Intertextuality can be briefly referred to as the juxtaposition of manifold texts that facilitate meaning-making process, particularly in reading. While much research has been conducted in the field of literary and discourse studies (e.g. Bax, 2013; Hartman, 1995; Lenski, 2001) there is a paucity of research on how intertextual reading operates in scientific reading. This study aims to contribute to our understanding of intertextuality practices employed by second language readers at a postgraduate level. The research focused on identifying the intertextual patterns in scientific reading and the location of links made during the reading. 6 science PhD students at a Malaysian university participated in this qualitative study. The participants carried out 3 scientific reading tasks using think-aloud protocols. The reading sessions were followed by retrospective interviews. Data collected were analysed and triangulated using ATLAS.ti 7.0. The data analysis involved 372 pages of transcribed data. Deductive and inductive coding were adopted in the data analysis. The results showed that participants were employing various types of intertextual connections and diverse sources of intertextuality in reading English scientific texts. 8 intertextual

patterns (association, integration, evaluation, projection, affirmation, query, analysis and revision) and 3 locations of intertextuality (intratextuality, intertextuality and extratextuality) were identified. This paper, thus, demonstrates how ATLAS.ti can be a useful and effective tool when analysing immense amount of qualitative data.

## **USER FEEDBACK – MEET THE DEVELOPERS**

*(14:30 - 16:00)*

This is an informal session in the main meeting room. You will find a few of our developers sitting at a table waiting to talk with you, the user, whom they program for. Tell them about your experience with the software. What do you like about the software, which features helps you with getting your research done? It is always good to know what works well. But we are also interested in issues where you have problems, where you find the software difficult to handle and which features you are missing.

## **KEYNOTE**

*(16:30 -18:00)*

### **WHY RELIABLE DATA MATTER** (PROF. KLAUS KRIPPENDORFF)

Klaus Krippendorff (PhD in Communication, University of Illinois, Urbana, 1967) is Professor of Communication and Gregory Bateson Term Professor for Cybernetics, Language, and Culture at the University of Pennsylvania's Annenberg School for Communication. Besides numerous publications in journals of communication, sociological methodology, cybernetics, and system theory, he authored Information Theory, Structural Models for Qualitative Data, a Dictionary of Cybernetics, edited Communication and Control in Society, and coedited The Analysis of Communication Content and Developments and Scientific Theories and Computer Techniques. In his keynote speech, Prof. Krippendorff discusses the importance of reliability also for qualitative research. He will talk about different types of reliability, the conditions for generating reliability data, the pre-requisites for coding and how reliability can be inferred from measurement

# THURSDAY, JUNE 21st

## WORKSHOPS

(09:00 -12:30)

### **INTERCODER AGREEMENT** (SUSANNE FRIESE)

In this workshop, we will introduce the new ATLAS.ti intercoder reliability tool. You will practice it based on sample projects that we provide. You will learn about how to set up a coding system to make best use of the tool. We will explain the various coefficients that are at your disposal, when to use which one and for which purpose, their advantages, and disadvantages. Further we will also show how you can use the intercoder reliability tool to develop a high-quality coding system as a team.

### **DEVELOP THE EXPERTISE YOU NEED IN ATLAS.ti: THE FIVE-LEVEL QDA METHOD**

(CHRISTINA SILVER)

In this workshop you will learn about the Five-Level QDA® method for harnessing ATLAS.ti's tools for your analytic needs. This was developed by Nicholas Woolf and Christina Silver to unpack what expert ATLAS.ti users unconsciously do when they translate their analytic strategies into ATLAS.ti tools, regardless of their methodology. The workshop is in three parts: (1) The genesis and principles of the method (2) The difference between software features and tools (3) An overview of the five steps of translation: Analytic Planning Worksheets and how to use them to translate strategies into tactics. The workshop includes discussion, demonstrations and small-group work, and provides opportunity for questions.

### **NETWORK VISUALIZATION TOOLS IN ATLAS.ti: REPRESENTING CONNECTIONS AND ELICITING INSIGHTS** (RICARDO CONTRERAS)

In this workshop, the instructor will discuss and demonstrate the role of the network visualization tools in facilitating the analysis and interpretation of the data. The instructor will explain how the graphical representation of linkages between the different items of an analysis project can be a powerful tool to identify relationships and elicit new insights, but also as way of looking at the data from a systemic point of view. The instructor will also explain the way in which users can draw semantic linkages between concepts and pieces of the discourse and visualize those linkages graphically as way of representing concept maps, cognitive maps, folk taxonomies and argumentation maps. An argument will be made in the sense that representing connections graphically can help us build holistic representations of the data.

### **USING ATLAS.ti FOR LITERATURE AND SYSTEMATIC REVIEWS** (STEVEN WRIGHT)

This workshop explores some of the unique and powerful features for using ATLAS.ti 8 (Windows and Mac) in literature reviews and systematic reviews.

The initial presentation situates ATLAS.ti in the literature review workflow and the tools to support that including an introduction and short overviews of the steps preceding the use of ATLAS.ti:

- Introduction and using literature databases;
- approaches to selecting literature for a review (and tools for the systematic selection including DistillerSR and Covidence)
- Exporting selected references and papers to reference management software
- Frameworks and protocols for systematic reviews and how these shape approaches to coding (including PICO/S, CIMO, SPICE, SPIDER)

The tools in ATLAS.ti that are particularly relevant for literature reviews will then be explored in a practical session looking at:

- Importing the selected reference information and articles from reference management software
- Creating a coding framework based on the structure of the literature under review and the protocol and approach to the review
- Creating a systematic and consistent set of quotations for journal articles and other literature
- Using quotation comments to make annotations and notes about the literature
- Creating, organising and applying codes to support the review protocol
- Reviewing, refining and linking codes to support visualisations and queries.

The final stage includes presentation along with practical exercises to explore how to analyse, synthesise and export findings for a report through:

- Using code co-occurrence tables to explore and identify patterns in the literature, explore these use codes and memos to connect these insights together
- Developing and using queries to answer specific review questions
- Exporting memos with their linked quotations and quotation comments to provide empirical examples to support report conclusion.
- Ideas and approaches to using networks to visualise and represent review approaches in diagrams.

## **PECHA KUCHA** (13:30 -15:00)

### **USING ATLAS.ti TO WORK WITH MULTIPLE LANGUAGES AND TRANSLATIONS** (VANESSA WIJNGAARDEN, UNIVERSITY OF JOHANNESBURG, SOUTH AFRICA)

ATLAS.ti enables working with different languages, which can assist in bridging different worldviews, and how these relate to each other. In my research with Maasai people in Tanzania, I collected multi-media data, including field notes, photos, audio and video. Using the program, I created a database to code and analyze this vast amount of data. I worked with multiple source languages (most prominently Dutch, English, Swahili and Maa) and transcribed and translated in close cooperation with my Maasai research assistant. Reliable work with translations was made possible by using different features of ATLAS.ti, such as the multi-window option, and the possibility to instantly listen to the original audio or video segment when clicking a quotation, using the A-docs feature. I increased quality control of the translations by comparing different versions of the same data source, coding multiple translations and using the analysis tools to interrogate how on-site, live translations done by my local research assistant compared to professional translations of the recordings executed outside the field. This helped me understand my research assistant's mind and his strengths and shortcomings in producing interpretations for academic use, thus greatly improving our cooperation, my interpretations of the translations and the quality of our continued work. These processes helped me to think in African languages, not only in terms of using another speech, but to immerse myself in the deeper cultural contexts and ontological differences underlying Maasai approaches to events and reality.



## **QUALITATIVE STUDY OF DETERMINANTS INFLUENCING MANAGERS' MORALE**

*(AJAY GUPTA, VIVEKANAND INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH, MAHARASHTRA, INDIA)*

The purpose of the research was to conduct a qualitative study of determinants that influence managers' morale and offer insightful suggestions to management, policy makers and knowledge creation on morale. Semi-structured interviews were conducted with 23 respondents that included Chairman, Union Directors, and Managers. The interviews were recorded and transcribed. We used ATLAS.ti for a thematic analysis of the data. The results indicate that there are five paramount determinants that potentially influence managers' morale: 'Management attitude', 'disposition in employee treatment', 'affinity-based promotion', 'hardship in getting leave', and 'No management accountability' are the major determinants responsible for influencing morale. The results showed that on the management side high morale positively advances performance and vice versa; on the employment side high morale contributed towards society and its development. Employees with high morale were more likely to volunteer as a change agent in the society.

## **MEASURING AGRICULTURE RESEARCH RESPONSIVENESS IN THE EASTERN CAPE, SOUTH AFRICA** *(TIMOTHY PITTAWAY, NELSON MANDELA UNIVERSITY, SOUTH AFRICA)*

The Eastern Cape Province in South Africa, has a struggling agriculture sector which has been plagued by conflicts in land tenure, climate change and declining farm production. The rapidly changing agricultural demographic, social and economic environment in the Eastern Cape, makes it a complex task for research entities to respond to the needs and problems of this agriculture sector. In this study, a new form of research responsiveness measurement has been proposed through a rapid bibliometric method using ATLAS.ti (qualitative data analysis software). A sample of Google Scholar literature articles were captured and allocated a primary and secondary code based on the main research focus. All the codes were then allocated to themes and analysed for frequency of occurrence. The themes were compared to responsiveness to governmental strategic plans and responsiveness to the needs of the Eastern Cape Province. The findings indicated that the Eastern Cape showed higher research focus compared to the national trends in; Animal Production, Food Security and Capacity Development. The study shows that this research responsiveness measurement method has been able to present an evaluation of the main agriculture research divers. This rapid bibliometric method has the potential to identify changing knowledge or phenomena in research development and assist researchers to identify knowledge gaps and developing research needs.

## **PATHWAYS TO SAFETY QUALITATIVE STUDY OF HELP-SEEKING BY ALLEGED VICTIMS OF DOMESTIC/INTERPERSONAL VIOLENCE** *(MARY ELLEN WRIGTH, CLEMSON UNIVERSITY, NORTH CAROLINA, USA)*

Domestic and interpersonal violence is epidemic worldwide. In the most recent high-profile cases the worldwide community is becoming increasingly aware of the rates and impact on victims that this abusive treatment renders. Help-seeking post victimization has many barriers. The purpose of this research was to hear the stories by anonymous alleged victims as to their journey help-seeking post victimization. The theoretical framework used in the study was Boykin and Schoenhofer's Nursing as Caring combined with Brofenbrenner's Social Ecological Theory. Atlas ti was used to analyze the final data. Thematic analysis was performed by three reviewers. The findings identified both formal and informal levels of support post victimization. Incorrect information from trusted social supports, miscommunications, lack of resources, lack of long-term follow-up. Disciplines that the alleged victims identified as needing further education on the topic of response included: counselors, faith community leaders, law enforcement, attorneys, judges, and social service agencies. Shelters were identified as places that needed to improve the protection of victims from bullying by other victims.

## **USING ATLAS.ti FOR HEALTHCARE RESEARCH FOR PHARMACEUTICAL CLIENTS**

*(SALLY LANAR, MAPI GROUP, FRANCE)*

I am an employee of a healthcare consultancy working for pharmaceutical clients. The data we collect is used to develop „conceptual models,“ a term our industry uses to describe an illustration of a study's findings and their relationships. We use conceptual models most often to inform the choice of a questionnaire for a trial or to develop a new questionnaire. Before joining my company, I was trained as a sociologist with an emphasis on ethnography and grounded theory. Although there are some parallels between the methodologies used in my academic background and in my work, there are two differences that stand out. First, unlike in ethnography, our data collection methods are more focused and less rich in non-verbal cues: we do semi-structured interviews which last on average one hour and are done by telephone or face-to-face. This data collection approach translates to a use of ATLAS.ti which is oriented towards data retrieval and classification rather than exploration and theory-building. Second, unlike in ethnography, where „thick“ description often plays a role in how arguments are made, our clients need easy-to-understand visuals that can be shared internally. We therefore use the network function more as a way to present data and to tell a story than as a way to investigate relationships in the data. During my presentation, after briefly explaining the context of the healthcare industry, I will share examples from projects we have done with ATLAS.ti in order to illustrate how our methods are different from ethnographic ones.

## **THE INTERSECTION BETWEEN MONITORING AND EVALUATION (M&E) AND ATLAS.ti** *(LAUREN WILDSCHUT, STELLENBOSCH UNIVERSITY, SOUTH AFRICA)*

Qualitative data analysis programmes and new media and information technologies are changing monitoring, evaluation, research and learning (MERL) processes. Software and new technologies are opening up all kinds of possibilities for improving our efforts in monitoring and evaluating (M&E) development programmes and understanding their short and long-term impact. In many ways, the M&E field is currently undergoing a revolution in data collection and analysis tools and this means new engagement opportunities are impacting on existing M&E processes and methodologies. Alongside these new initiatives, we are seeing increasing documentation and assessment of technology-enabled MERL initiatives -good practice guidelines are emerging to assist those who are venturing into previously uncharted waters. My presentation will examine some of the key ways in which ATLAS.ti can intersect with M&E processes and will examine critical questions such as

- How can software programmes like ATLAS.ti systematically improve M&E?
- How can ATLAS.ti help or hurt the evaluation process?
- What are the best practices in embedding ATLAS.ti into M&E processes?
- In my presentation, I will focus on the intersection ATLAS.ti and M&E, with consideration of four key areas that require attention: understanding programmes, data analysis, reporting and ethical considerations.

# FRIDAY, JUNE 22nd

## KEYNOTE

(09:00 -10:00)

### THE ENTITY MAPPER: DATA VISUALIZATION FOR QUALITATIVE METHODS

(DR. ANNE-KATRIN LUTHER)

The keynote presents the state of the art in qualitative data visualization and introduces The Entity Mapper is an open source web application for visualizing qualitative data as an interactive node-link diagram. By abstracting away, the time-consuming process of constructing a visualization manually, the tool allows the researcher to focus on deriving insights from their data through an instant upload format. It features user authentication, dataset caching, and an integrated administration interface for dataset management. Luther developed the software at the Parsons Institute for Information Mapping (today Center for Data Arts) at the New School in New York City. The software is an interactive web tool that visualizes qualitative data analysis conducted in ATLAS.ti.

Anne Luther is a researcher, art manager and software developer whose work examines the contemporary art market and data visualization in qualitative research. She received her PhD from Central Saint Martins College of Art and Design, London and is currently researcher manager at The Center for Data Arts at The New School in New York City and is affiliated with the Department for Modern Art History at the Institute of Art History and Historical Urban Studies at TU Berlin.

## WORKSHOPS

(10:30-13:00)

### VISUALIZATION WITH THE ENTITY MAPPER (ANNE-KATRIN LUTHER)

In this workshop you can practice how to upload and work with your exported ATLAS.ti files in the software Entity Mapper. The ENTITY MAPPER is an open source web application for visualizing ATLAS.ti data as an interactive node-link diagram. We will provide sample data, but you are also welcome to try it out with your own project data.

### HOW TO PUBLISH YOUR RESEARCH FASTER WITH ATLAS.ti (NERINGA KALPOKAITE & IVANA RADIVOJEVIC)

Nowadays, not only do we need to research new concepts, but we also must publish our work to share this knowledge. However, publishing research is a challenging endeavour. ATLAS.ti is a powerful tool that can facilitate the entire qualitative research process: from organizing your data and staying on track, to conducting your analysis and generating rigorous results. In this workshop, we will first present the main requirements and expectations for publishing a qualitative study in an academic journal, including what editors are looking for, how can you make your study stand out, and how ATLAS.ti can help you meet those expectations and publish your work.

### COLLABORATIVE ANALYSIS USING ATLAS.ti (SUSANNE FRIESE)

In this workshop we will simulate various team scenarios. You will learn how to set up a team project, how to share it with team members, how to develop a code list in teams, how to merge projects, and how to distribute them again. You can practice the role of project administrator as well as being a team member. We will talk about how to manage project data and where they can be stored, including the creation and management of project libraries.

## **STAYING CLOSE TO THE DATA: A DIALOGIC MODEL** (RICARDO CONTRERAS)

It is becoming recurrent among users of software for qualitative data analysis to overemphasize the process of coding (i.e., attaching labels to segments of the data) over other important processes related to describing and reflecting upon the data. In this workshop, the instructor will present a model that places coding within a system that also includes an emphasis on writing and visualizing relationships. The instructor argues that to achieve an in-depth understanding, it is critical to describe, visualize, classify and reflect upon the data. A central argument to be made in this workshop is that a good analysis process requires to achieve a balance between two counteracting forces: fragmentation and integration. A sole emphasis on coding leads to fragmentation and only through writing and visualization we can integrate the pieces and advance towards building a holistic representation of the data.

## **WORKSHOPS**

(14:00-17:15)

### **FURTHER ANALYSIS AFTER CODING: WORKING WITH THE QUERY TOOL & CO.**

(SUSANNE FRIESE)

This workshop focusses on the use of the analysis tools: the code-document table, the code co-occurrence tools, the query tool, the use of smart codes and global filters. Based on sample data, we will work through a number of exercises that allow you to practice each tool and its functionality. You can bring your own project as well, if you want to try out a few queries based on your own data.

### **INTEGRATING GEODATA IN A QUALITATIVE ANALYSIS PROJECT / INTRODUCTION TO PHOTO ELICITATION**

(LUIS ALFREDO LOAIZA & RICARDO CONTRERAS)

In the first part of the workshop the instructors will discuss strategies of working with geographic data in ATLAS.ti. They will examine types of projects in which using geographic data could be beneficial, such as studies that make use of a participatory research approach. They will also show how to segment, code and annotate geographic documents and how to integrate them into analysis projects that include other methods of data collection. Additionally, the instructors will share strategies for building spatial sequences using the software tool to link geo quotations semantically.

In the second part of the workshop, you will learn how to work with photographic data as part of analysis projects that may include multiple methods of data collection. The instructor will provide recommendations on how to describe and organize the photo documents of a project, as well as tips on how to segment them, describe photo quotations and code them. Additionally, recommendations will be provided on linking photographic data with data from accompanying text documents (e.g., in the case of photovoice data) and on creating outputs that can be integrated into project reports.

### **STRATEGIES FOR SUCCESSFULLY TEACHING ATLAS.ti** (NERINGA KALPOKAITE, ANI MUNIRAH & IVANA RADIVOJEVIC)

What are the tips and strategies for success that ATLAS.ti trainers use? ATLAS.ti counts on an extensive, international network of over 200 trainers all around the world. Teaching any qualitative data analysis software can be challenging, as you need to teach both instrumental knowledge (how to use the software) as well as methodological knowledge (when to apply the different features in a study). Given this challenge, we conducted a survey with all the ATLAS.ti trainers to discover their strategies and tips for success for teaching ATLAS.ti. Thus, we will present the findings, and we will open a discussion for how we can continue to improve teaching methods for this powerful software.

GOOD BYE AND HAVE  
A SAFE TRIP HOME.