

# What to Know About Nvivo – Part I

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# Agenda

1. Overview of qualitative methods
2. Coding and how to do it
3. Six phases of thematic analysis
4. NVivo demo & practice

# Learning Objectives

1. Identify the qualitative methods commonly used at DFM
2. Understand how to code, categorize and make themes from qualitative data
3. Recognize the basic structure and key functions of NVivo

# Qualitative methods

- Debates about qualitative methods and approaches
  - *Qualitative description* commonly used at DFM
  - *Content analysis with thematic analysis*: code, categorize data; identify themes
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- **Recommended reading**: Neergaard 2009; Sandelowski 2000, 2007, 2010
  - **Recommended resources**:
    - Qualitative Research: Overview of Methods, Meredith Vanstone
    - Grounded Theory, Phenomenology and Narrative, Meredith Vanstone
    - <https://fammedmcmaster.ca/research/research-resources/in-services/>

# Thematic Analysis & Content Analysis - Definitions

- “A method for identifying, analyzing, and reporting patterns (themes) across a data set” Braun & Clarke 2006
- “Content analysis is a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena” (p. 314, Downe-Wambolt, 1992)
- Recommended reading: Braun & Clarke, 2006; Downe-Wamboldt, B. (1992)

# What are codes anyway?

- “The most basic segment, or element, of the data that can be assessed in a meaningful way” (Boyatzis 1998)
- “A word or short phrase that symbolically assigns a summative, salient, essence-capturing and evocative attribute for a portion of language or visual data” (Saldana 2015)

➤ Recommended Reading: Saldana Coding Manual 2015

20 MS\_005: As far as pedestrian friendly, it honestly, we just have a small nucleus of things that  
21 are in the Oxford area. So, if you are living out in the surrounding areas, you would have a  
22 tough time as far as access to that. Even in the city, or the City of Oxford, access - sometimes is  
23 one of those 'you can't get there from here', kind of thing. To me, yes, as far as the landscape  
24 and the variety of hills and flat areas and all those kinds of things, that's fine. You could if you  
25 were athletic, or if you were prone to be a person that liked to walk, run, jog whatever, but we  
26 don't promote that very much, even in the city. We are beginning to with the bike path and  
27 trying to make some of the, even the campus pedestrian only and trying to get people to walk a  
28 little bit more, but it hasn't been one of those things that we have pushed to say "hey, why don't  
29 you walk to the park?" or "why don't you walk to a shopping area?" Because the residential  
30 areas and then the areas that you have to get to whether it be just basic shopping or whatever,  
31 they don't join. They are not accessible. They are surrounded by highways and byways and it's  
32 just not that way. Rural Mississippi, it's all accessed through vehicles or trying to get there  
33 another way. It is not like we have green spaces that are out there even around the Oxford area  
34 that people can go to, to appreciate parks or different types of activities.

#### Q4: Do you believe there are sidewalks available in most areas?

38 MS\_005: Sidewalks, yes. I think the structure is there, if, like I said, if you are not going to  
39 what we perceive the busier part of Oxford, which is the loop over there by the old mall and the  
40 Wal-Mart area. I would hate to be a pedestrian in that area even though there are sidewalks.  
41 Yes, there are sidewalks. The structure is there. It is just pretty much our culture. It has not  
42 been that of "let's walk". It has always been, "let's ride".

- First 2/10/2018 17:11  
Comment [1]: 20 small nucleus
- Rater 2 2/10/2018 17:14  
Comment [2]: 21 tough time in surrounding areas  
23 you cannot get there from here
- First 2/10/2018 17:12  
Comment [3]: 24 variety of hills and flats
- First 2/10/2018 17:12  
Comment [4]: 25 athletic or prone to move
- Rater 2 2/10/2018 17:13  
Comment [5]: 27 we are beginning to
- Rater 2 2/10/2018 17:13  
Comment [6]: 28 why don't you walk
- Rater 2 2/10/2018 17:13  
Comment [7]: 29 walk to shop
- First 2/10/2018 17:11  
Comment [8]: 30 Areas "don't join"  
31 "not accessible"
- Rater 2 2/10/2018 17:14  
Comment [9]: 32 all accessed through vehicles
- First 2/10/2018 17:11  
Comment [10]: 33 no green spaces

# How to categorize these buttons?



Acknowledgement: slides 8-11 are borrowed from Meredith Vanstone



# Start by describing what's there



Light blue, flower shaped, four holes, opaque, decorative, matte



Spring green, shiny, four holes, round, concave, faint design pattern that looks like stone.



Round, cream and brown, more dramatic design pattern, four holes, saucer lip, shiny.

# Then look for patterns, categories.



Light blue, flower shaped, four holes, opaque, feminine, matte



Spring green, shiny, four holes, round, concave, faint design pattern that looks like stone.



Round, cream and brown, more dramatic design pattern, four holes, saucer lip, shiny.

colour

finish

# Return to the data with these patterns in mind



N.B. Buttons analogy is useful to a point, as some buttons can belong in more than one category

# Questions to ask as we code

- What is the topic of this passage?
- What is the main idea in this piece of text?
- What is the key concept here?
- What is the gist?
- Is this relevant to our research question?



# Coding considerations

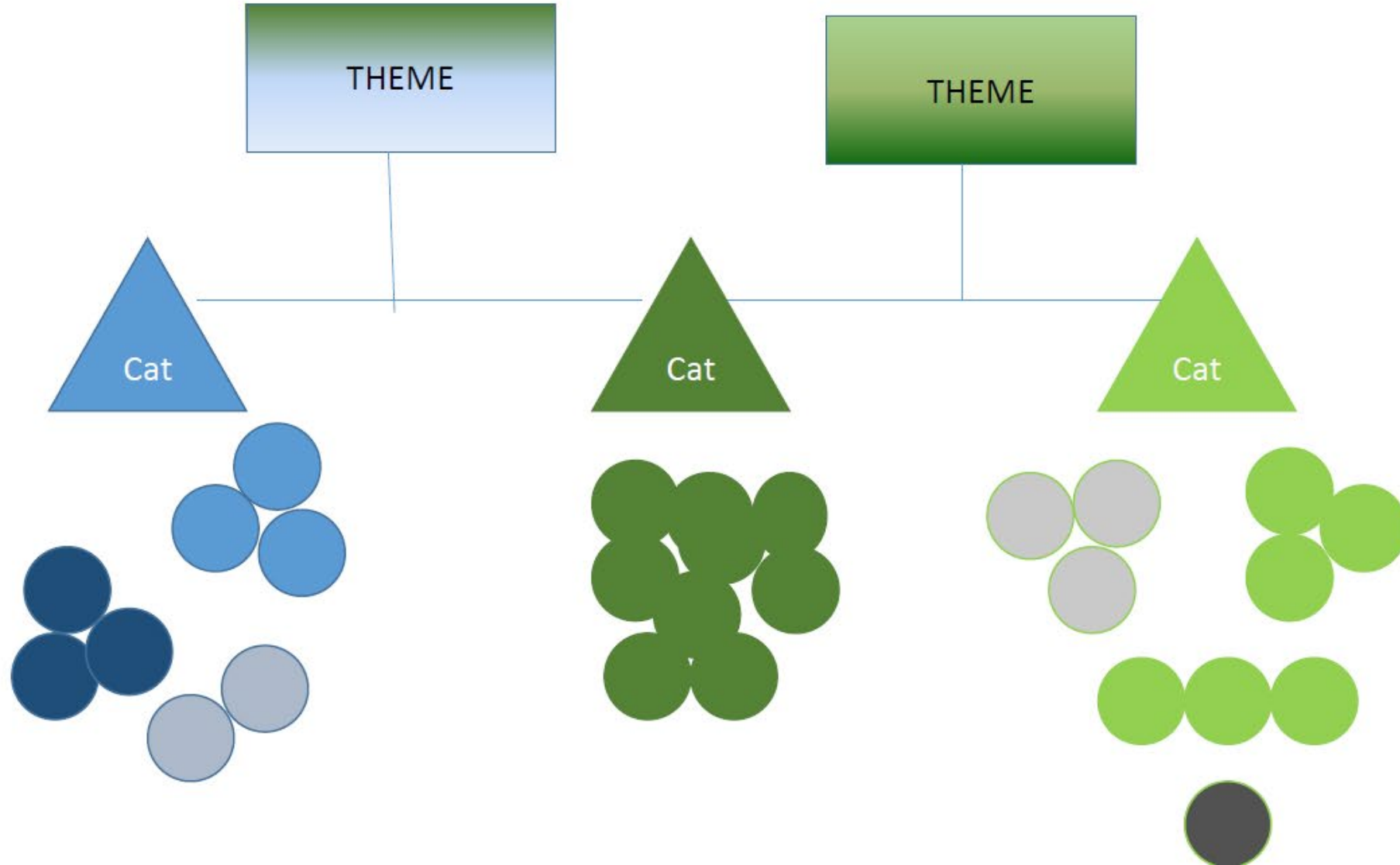
- One passage can represent many ideas
- A code can capture a word, or a line, or a whole paragraph
- Codes that don't fit into categories are just as important as those that do fit
- Goal is to describe, categorize, synthesize the data
- Okay to code a chunk of text in more than one place

The screenshot displays a text analysis interface. On the left, a passage of text is shown with line numbers 20 to 43. The text discusses pedestrian accessibility in the Oxford area. On the right, a list of comments is displayed, each with a date and time. The comments are color-coded: red for 'First' comments and blue for 'Comment' entries. Red lines connect specific words or phrases in the text to their corresponding comments. For example, 'small nucleus' is linked to Comment [1], 'tough time' to Comment [2], 'you can't get there from here' to Comment [3], 'variety of hills and flats' to Comment [4], 'athletic or prone to move' to Comment [5], 'we are beginning to' to Comment [6], 'why don't you walk' to Comment [7], 'walk to shop' to Comment [8], 'Areas "don't join"' to Comment [9], 'all accessed through vehicles' to Comment [10], and 'no green spaces' to Comment [11].

20 MS\_005: As far as pedestrian friendly, it honestly, we just have a small nucleus of things that  
21 are in the Oxford area. So, if you are living out in the surrounding areas, you would have a  
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29 you walk to the park?" or "why don't you walk to a shopping area?" Because the residential  
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36 Q4: Do you believe there are sidewalks available in most areas?  
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# From codes to themes





# Considering coding and analysis styles

- In DFM research, we primarily do (with exceptions!):
  - Rich descriptions of *overall data set, key themes* to answer research question(s)
  - *Descriptive* coding rather than interpretive, though some interpretation is used in identifying themes
  - *Inductive*, data-driven coding rather than deductive, analyst-driven coding
    - Often start with a simple framework, like the questions asked (deductive)
    - Then build from there, based on emerging codes and categories

# Six phases of thematic analysis

1. Familiarize yourself with the data
2. Generate initial codes
3. Categorize codes creating themes
4. Review themes
5. Define and name themes
6. Produce the report



***These do not go in strict order - a lot of back-and-forth***

➤ Recommended Reading: Braun & Clarke 2006



# Resources

## 1. University of Alberta International Institute for Qualitative Methodology

See the webinars archive and other resources for qualitative and mixed methods

➤ <https://www.ualberta.ca/international-institute-for-qualitative-methodology/webinars/master-class-webinar/archived-webinars.html>

## 2. DFM's own resources located on the shared drive and on our website:

- <https://fammedmcmaster.ca/research/research-resources/in-services/>
- Qualitative Research: Overview of Methods, Meredith Vanstone
- Grounded Theory, Phenomenology and Narrative, Meredith Vanstone
- Data Coding and Analysis, Meredith Vanstone
- Interviews and Focus Groups, Jessica Jurgutsis
- Responding to Sensitive Health and Social Issues in Interviewing, Laura Cleghorn and Jessica Gaber

# References

- Boyatzis, R.E. (1998) *Transforming qualitative information: Thematic analysis and code development*. Sage.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2):77-101.
- Downe-Wamboldt, B. (1992). Content analysis: Method, applications, and issues. *Health Care for Women International*, 13(3): 313-321.
- Neergaard, M. A., Olesen, F., Andersen, R. S., & Sondergaard, J. (2009). Qualitative description – the poor cousin of health research?. *BMC Medical Research methodology*, 9(1), 52.
- Saldaña, J. (2015). *The coding manual for qualitative researchers*. Sage.
- Sandelowski, M. (2010). What's in a name? Qualitative description revisited. *Research in Nursing & Health*, 33(1), 77-84.

# Demo & Practice Using NVivo

The screenshot displays the NVivo software interface, which is used for qualitative data analysis. The interface is divided into several sections:

- Top Ribbon:** Contains tabs for File, Home, Import, Create, Explore, and Share. The Home tab is active, showing various icons for clipboard operations (Paste, Cut, Copy, Merge), properties, opening files, creating sets and codes, exploring data (Query, Visualize), coding (Code, Auto Code, Range Code, Uncode), case and file classifications, and workspace management (Detail View, Sort By, Undock, Navigation View, List View, Find).
- Left Sidebar:** Contains a 'Quick Access' section with links to Files, Memos, and Nodes. Below this is a 'Data' section with links to Files, File Classifications, and Externals. The 'Codes' section is expanded, showing a tree view of nodes and relationships. The 'Cases' section shows a list of cases, and the 'Notes' section shows a list of notes. The 'Search' section shows a list of search results. The 'Maps' section shows a list of maps. The 'Output' section shows a list of output files.
- Nodes List:** A table showing the hierarchy of nodes. The selected node is '6. Changes they would make'. The table columns are Name, Files, Refere, and Created.
- Search Project Bar:** A search bar with the text 'FGD final San Roque'.
- Text Document:** A document titled 'FGD final San Roque' with a 'Click to edit' button. The document contains text from a focus group discussion, with several segments highlighted in yellow. The segments are: 'Participant 14: We come up with the idea of initiating the Diabetic and Hyper Barangay, wherein we enrol newly diagnosed patients from the CHAP-P session their own area within the Barangay and it's their advocacy to take care Through this, a lot of residents are now visiting the Health Centre for F medications. We also do re-scheduling and follow-ups for those who can designated schedule for follow-up.', '\*\*Facilitator 2: Was there an instance wherein you find it difficult to invite participate in the CHAPP session?', 'Participant 14: Yes we do experience that. I am reminding the BHV particular area to make a follow-up to those patients who cannot at them on next session.', '\*\*Facilitator 2: How many of you are part of the CHAPP Team?', 'Participant 14: six out of our ten BHWs are part of the CHAPP team.', and 'Facilitator 2: What would be the best schedule and location for CHAP-P sessions? Participant 14: For our CHAPP sessions, we usually do it every Monday and Friday. With regards to location, although we can gather the residents for means of visiting them Purok by Purok, we still prefer to do it here in Recently we have this School Based Immunization Program and Filiricic Pr'.

Name	Files	Refere	Created
6. Changes they would make	13	176	FDA
Changes involving personnel	12	54	JG
Changes to session process	12	39	FDA
Changes involving materials	12	39	JG
Changes to session schedule	11	24	FDA
Other changes	6	14	FDA
Changes to session venue	5	6	FDA
2. Experience in the check-ups	13	142	FDA
4. Best schedule and location for CHAP-P session	13	57	FDA
7. Training, preparation and barriers to carry out r	13	56	FDA
5. Impacts on you	13	47	FDA
3. Things to improve attendance in community	13	41	FDA
1b. Things that are helpful and should continue	10	25	FDA
Good quotes	6	10	FDA
1. General experiences implementing CHAP-P ses	0	0	FDA
1a. Things that can be improved	0	0	FDA

Drag selection here to code to a new node

In Nodes Code At Enter node name (CTRL+Q)