A brief introduction to NVivo

Yu-Leung Ng
School of Communication
Analyzing Qualitative Data using NVivo

NVivo is a software that mainly assists you to organize, analyze and visualize qualitative data (textual, not numerical data). It is also used for mixed-methods research, and this workshop focuses on the brief introduction of the analysis of unstructured text, audio, and image data. Targets are students who want to gain basic hands-on experience.
Focus Group Discussions are group discussions intended to identify the beliefs and opinions of a selected group of people on a specific topic.

In-depth interviews are one-on-one discussions designed to provide a detailed picture of an individual participant’s views about the area of interest.
<table>
<thead>
<tr>
<th><strong>Quantitative:</strong></th>
<th><strong>Qualitative:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers</td>
<td>Words</td>
</tr>
<tr>
<td>Researcher’s opinions</td>
<td>Participant’s opinions</td>
</tr>
<tr>
<td>Theory testing</td>
<td>Theory generation</td>
</tr>
<tr>
<td>Numerical based analysis</td>
<td>Process based analysis</td>
</tr>
<tr>
<td>Structured</td>
<td>Unstructured</td>
</tr>
<tr>
<td>Explanation</td>
<td>Understanding</td>
</tr>
<tr>
<td>Prediction</td>
<td>Interpretation</td>
</tr>
<tr>
<td>“Hard” data</td>
<td>“Soft” data</td>
</tr>
<tr>
<td>(measurements)</td>
<td>(diverse and rich)</td>
</tr>
<tr>
<td>Objective intent</td>
<td>Subjective tolerance</td>
</tr>
</tbody>
</table>
Inductive Reasoning vs Deductive Reasoning

- Theory
- Hypothesis
- Pattern
- Observation

- Theory
- Hypothesis
- Observation
- Confirmation
Deductive versus Inductive

I start with theory.
I confirm a hypothesis.
I tend to do quantitative research.

I start with data.
I infer conclusions from my data.
I tend to do qualitative research.

Deductive

Inductive
Themes
When you move into your own home, you're alone. There is no bustle of people around the house. I miss having someone to chat to when I get home. I put the TV or some music on so there's some background noise, the silence makes me feel so alone. Sometimes I will be sat watching trash TV and thinking I should be out doing something rather than watching this rubbish. I read a lot but sometimes I am too tired and just want to veg out. But it's been good to move out of mum and dad's as it's not healthy to rely on them as they won't last forever. I become independent and made my own decisions. It's good they still there when I need them. It's good to have some distance as when I was at home I was arguing a lot with my dad and that was made me decide it was time to go.
Coding Interview Transcripts

How do you keep track of the status of an operation?
You know by the surgeon’s voice, by his actions. Just by what he asks for, you know if he’s come upon things he’s not expecting(1). You have a procedure you follow and there are certain things you expect to happen(2) so you just go on and you go on and then when something isn’t right, you know it isn’t right because, if you can’t see, which often you can’t, he’ll ask for something you’re not expecting(3). At that point he usually says something to his assistant or to the anaesthetist(4) so you just gauge it. Or perhaps it’s the anaesthetist who has recognised something on the monitor, and you can hear it sometimes, different to the way it should be(5). It depends on the experience of the surgeon too, because if you have an inexperienced surgeon when things like that change they’ll maybe get a bit hot under the collar and you’ve got to be the one to keep it calm(6). The junior surgeons do look to you(7), mostly although some of them can get a bit stroppy in his voice and in his manner, those who want to remain in charge and you think, right, things aren’t going to plan here. But most of them will say something like, “what do they normally use here?” or “what does Mr X use here?” so they look to you to tell them that(8). So, that’s when you know that it’s not going clockwork(9).

Cognitive skills e.g. situation awareness, decision making
Social/ Interpersonal skills e.g. communication, teamwork, leadership
Task Management skills e.g. planning and preparation, prioritising
Stress/ Fatigue management skills
What do adolescent girls learn about gender roles from advertising images?

Kara Chan, Yu Leung Ng and Russell B. Williams

Abstract

Purpose – A qualitative study by autovideography was conducted to examine adolescent girls’ negotiation of their gender roles through the consumption of advertising images. This paper aims to document the study.

Design/methodology/approach – In total, 20 adolescent girls aged 15 to 18 in Hong Kong were asked to take pictures from the media that could illustrate “what girls or women should or should not be and what girls or women should or should not do”. Advertising images captured by the interviewees and their interpretations of those images were analyzed.

Findings – Seven dominant themes were isolated from the interpretations: appearance; personality; skills and work; activities, interests and lifestyle; family; health and safety; and caring for people and the
Autovideography
(Chan & Ng, 2013; Chan, Ng, & Williams, 2012a; 2012b; Chan et al., 2011)
Instruction to the female interviewees (aged 15 to 18)

“Please take seven to ten digital photographs each day for a week from any medium that are about what girls or women should be or should not be, or what girls or women should do or should not do. The images can come from all sorts of media, including newspapers, magazines, outdoor posters, television programs, Mass Transit Railway posters, web sites, books and so on. The media should be the one you are exposed to or sometimes use in your daily life. The media can be aimed at people like you or aimed at people who are different from you.”
Methodology

- A visual method: relevant to girls’ lifestyles
- Interviewees were asked to take 7-10 digital photographs each day for a week about what girls or women should or should not be, and what girls or women should or should not do
- Followed by a face-to-face individual interview