

Intro to NVivo 8 in two sessions workbook

Helen Marshall

Introduction

The aim of these workshops is to give you an overview of how to use QSR's NVivo. The assumption is that you have some understanding of qualitative research methods and want mainly to learn the software, but you will find occasional discussions of methodological issues in this workbook.

The first session covers the tasks of setting up a project and basic coding. The second looks at how to use the other tools in NVivo.

Each session is divided into segments. Segments explore in steps how to use NVivo for the tasks a qualitative research project demands. Each segment has a list of further resources. They include:

- The relevant headings in NVivo help
- (where applicable) the relevant video tutorial accessible through NVivo help or the QSR website
- The relevant tutorial in QSR's 'Teach yourself NVivo 8'
http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf
- The relevant section of Pat Bazeley's *Qualitative Data Analysis with NVIVO* (Sage London 2007).

Outline of the day

Session 1	Steps
First hour and a half Starting out	1 Setting up a project. 2 Bringing in material, transcribing, making links 3 Cases and attributes 4 Organising sources using sets
	15 minute break
Second hour and a half Coding	5 Coding, free nodes, tree nodes, coding stripes 6 Speeding up coding using autocode 7 Make and manage the nodes you need
	Lunch Break
Session 2	Steps
First hour Developing your analysis	8 Using find. 9 Text searches and word frequency queries 10 coding queries,
Second hour Seeking patterns	11 Using a matrix. Showing matrix results visually. 12 Using relationships
	15 minute break
Third hour Reporting data	13 Reports 14 Models There is usually some time for free play and consolidation at the end of session 2

This workbook usually takes you through tasks using the menus in NVivo. You can often use the right mouse button (RMB) instead, just as you can in Windows. If you prefer this, do it!

Starting Out

1: Start your project

Issue: Basic project structure. How do I start a project? What is in a project?

Task: Create a first project!

What	How
OPENING A PROJECT	Open NVivo - File menu - New Project. (NB You can now also open projects made with some other CAQDAS software and convert them to NVivo)

Task: Get into your empty project, and look at it. Look at the items in the navigation pane of your project. Two terms that will come up a lot: *Sources* are your research materials of all kinds and nodes are collections of references about the material. You gather the references by reading through sources, and categorizing information into the relevant node i.e. ‘coding’. Take charge. Think about the options you want for access. (Password protect? Save reminders only every 30 minutes?) Get comfortable with the navigation process and customize appearance.

What	How
CUSTOMIZING ACCESS	File - Project properties
CUSTOMIZING APPEARANCE	Tools – Customize - Options

Now you have a project, think about project safety. How to save and back up copy your precious work?

Issue: Protecting your project

Task: Save your project and copy it to another location for back up.

What	How
SAVING	File - save. (Default goes to my documents)
COPYING	Close Project – File - Copy Project (You need a copy somewhere other than your hard disk in case of theft/fire/ major crash!). Think about the routine you will use for backing up.

<p>Resources for step 1</p> <p>NVivo Help topics: About Projects, Copying and Backing-up Projects, Setting Project Properties, Working in Teams</p> <p>NVivo video tutorial 1 and 2 (accessible via NVivo Help or from the QSR website)</p>

Teach yourself NVivo8 tutorial 1:

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

Bazeley, 2007: chapters 1, 2

2: Getting your data in and using NVivo during preliminary thinking

Making documents in NVivo is easy. A date-stamped project diary is always a good idea for capturing ideas on the run and noting what you did about them (very handy for the methodology chapter!)

Issue: How to write stuff within NVivo?

Task: Make a document

What	How
CREATING DOCUMENTS	Sources (select folder) - New
DATE STAMPING	(In the Source) –Format - Insert – date/time
DELETING DOCUMENTS	Select source – Edit - Delete

You will want to bring in data from outside your project too. You can bring in formatted Word documents, and import media (.mp3, .wma, .wav, .mpg, .mpeg, .mpe, .avi, .mov, .qt, .mp4) and PDFs. (PDFs are saved as text. Format will vary and you may encounter problems).

Issue: Getting data sources into your project.

Task: Bring in a document or a media item

What	How
IMPORTING DOCUMENTS OR MEDIA	(List view) Sources - Internals (select subfolder if you wish) - Project - import internals.

Sometimes people want to use data in table format. It is common for SPSS, Microsoft Excel, Microsoft Access and other database or spreadsheet applications to be used to collect or format survey data. The same thing applies if you have collected data with survey monkey. You might end up with a spreadsheet like this one. Data in table form can be imported into NVivo 8, although prior to importing it needs to be converted into a Microsoft Word document.

	A	B	C	D	E	F	G
1	ID	Gender	Age	Current Occupation	Q.1 Current use of time	Q.1a Feelings about current time use?	Q.2 Time use ten years on
	Anna	Female	20-29	Student	I am still studying so an ordinary week for me is mainly spent studying and working part time. I send about 32 hours a week at work, 6 contact hours at university, and I spend my weekends and evenings studying. I also play Netball and attend a Yoga class of an evening once a week.	Look, it's as effective as it can possibly be given my current commitments. I do wish I had more leisure time to spend with my friends and family and my partner. I also wish I had time to take dancing classes and learn a second language, but these things will need to wait until I have completed my course.	In ten years time I expect to be well established in my career, have a family of my own. I expect to be working in a senior role. But I hope to have a balance between work and family life. When I'm not working I imagine the majority of my time will be spent as a domestic engineer! That's carrying out the chores and responsibilities you win with being married with children.
2	Ken	Male	60+	Retired	I am a retired person so I have a lot of time to spare. Most of my time is spent reading and gardening.	I'm a little bored particularly in the winter months where it's too cold and miserable to garden and the lawns don't grow quickly enough to need mowing. I'm no shopper but I will take my wife for something to do. I also spent time on the phone talking to my old mates. I love seeing my family. I phone my grandchildren each week for a chat.	Hopefully I'll still be on this planet
3	Sunil	Male	20-29	Software Consultant	Currently, I spend about 50 hours at work (including commuting). The bulk of the remainder (4 hours each weekday + 28 hours on weekends) is spent on	I would definitely like to work less. Four days a week (with Wednesday off) would be great. I would like to spend more time on exercise. I would also like to spend time hang-gliding, something my schedule and habits currently do	Ten years from now I would like to be working four days a week for about 6 hours each day. The rest of my time would be spent with my wife and children, socializing, playing

Intro to NVivo. FOR use at V>U only

Author Helen Marshall

NVivo 8 allows you to import Microsoft Word documents containing tables and then code the individual cells in these tables. If a table contains both demographic and textual data, it may be more appropriate to split the table into two and import the demographic data as attributes, and the textual data as documents. If you have put survey questions and answers into a table, you may be able to use word and Nvivo's autocoding to create separate documents for each case (see resources below).

Transcribing from video or audio files

Of course not all your data comes ready transcribed. You can use NVivo for transcribing, or more likely for partial transcripts, with constant access to your media files within the project. (Note however that lots of media files make for a large project.)

Issue: Transcribing from audio or video files

Task: Open a transcript, make some notes

What	How
TRANSCRIBING	Open your source (from media toolbar select) Play mode - transcribe - play speed - slow
STOPPING AND STARTING USING FUNCTION KEYS RATHER THAN MENUS	F7, (Play) F8 (Stop) F9 (skip back)

Links

Data sources are the raw fodder for thoughts. You often want to add notes of various kinds to the sources even before you start coding. In Nvivo, you can make *memos*, *annotations* and *see also links* to help you bring together project items and your reflections on them. For example, you might want to add notes about the context of an interview to the transcript with a memo. Memos could stand alone, but are best used linked to the project item (internal document source, external source or node) that inspired the reflection. Note that you can only have one memo per project item. You can create the memo as a document then link it to the item, or you can create a memo already linked to an item.

Issue: Memoing.

Task: Make a memo linked to a source.

What	How
LINKING A MEMO TO A DOCUMENT	Select the source- Links New memo link

Memos are not the only kind of note you may want to make. You might want to create a sort of footnote about part of a project item- the equivalent of writing a reminder about the text in the margin of a transcript. You do this with annotations. (They can be really useful if you want to explain to a co-researcher why you have coded this portion of the document under one heading rather than another). You can annotate text (and images) in a source or node and have as many annotations per source as you like. Since a node is a collection of source references, annotations added in the node content are

automatically applied to the coded source. Although you cannot code the content of annotations directly, you can code the annotated text. When you open the relevant node, the annotations are displayed in the Annotations tab. You can also include annotations in a text search query or when looking for content within a source or node.

Issue: adding footnotes to a document

Task: Make an annotation to a document

What	How
ANNOTATING	highlight relevant text- links- annotation – new annotation

As you do your preliminary thinking about your sources (and by the way, you shouldn't wait till you have collected all the data to do this), you may find you want to link the contents of two sources, or to make a link between two segments of one source. For example, you might want to link a bit of an interview to your notes about a theory you encountered in the lit review. On paper, you'd write 'see also XXX' or you might want to link the two segments of an interview where your participant seems to contradict herself. On paper, you'd draw arrows or write 'see also page...' In NVivo, you use 'see also' links.

Issue: making links between two documents

Task: Link an extract from one document to a whole new document or link an extract to another extract

What	How
LINKING TO A DOCUMENT	highlight relevant text- links- see also link – new see also link - select document
LINKING TO PART OF A DOCUMENT	Work backwards!-Open the source or node you want to link highlight – copy. Open and highlight the portion of the item you want to link from. Edit menu - Paste As See Also Link.

Resources for step 2

NVivo Help: About sources, creating documents, importing sources, Annotations, Memo Links and See Also Links.

NVivo video tutorials 2 and 4 (accessible via NVivo Help or from the QSR website)

Teach yourself NVivo8 tutorials 2 and 4

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

Bazeley, 2007: Chapter 3 covers introducing data Memoing is covered in various places especially chapter 4.

For detailed instructions on preparing your databases for importing, download the article 'Preparing Your Table data for NVivo8 from the QSR site.'

http://www.qsrinternational.com/FileResourceHandler.ashx/RelatedDocuments/DocumentFile/401/Preparing_Your_Table_Data_for_NVivo_8.pdf

Here is a useful table from Pat Bazeley's *Qualitative Data Analysis with NVIVO* that gives you ideas about when to use memos, links and annotations:

TABLE 4.1 Memos, annotations or links: which should it be?

	Document linked memos	Node linked memos	Annotations	See also links	Hyperlinks
Primary use:	Field notes and observations; reflective thoughts about the source as a whole or points in it	Reflective thoughts about the concept or case represented by the node; ideas for further analysis	Notes which illuminate or reflect on a specific part of the text (seen in a document or node)	Links from a specific point in the text to project items of any kind, or to specific content in memos or other documents.	Links from points within documents or externals to non-project on-line items or websites
Display to indicate presence	Icon next to source in List View	Icon next to node in List View	Blue highlight on text	Red wavy line under text	Underlined blue text
Coding of linked item	Can be coded	Can be coded	Content can't be coded (code the anchor)	N/A (code the anchor)	Can't be coded (code the anchor)
Searching for a word or phrase	Content can be searched	Content can be searched	Content can be searched	N/A	Can't be searched
How many can you have?	One linked memo per document	One linked memo per node	As many as are needed	As many as are needed	As many as are needed
Help topic	About memo links	About memo links	About annotations	About see also links	Hyperlinks
To create:	From source item in either List or Detail View: RMB>Memo Link>Link to New Memo; or Ctrl+Shift+K		RMB>Links from selected text in source or node; or select icon (🔗 or 📌) in Links toolbar		RMB>Links from selected text in source
To view:	RMB>Memo Link>Open Linked Memo; or key Ctrl+Shift+M		View>Annotations; or click on 📌 in the View toolbar	RMB>Links>Open to Item	Ctrl+click on highlighted text

3: Cases and their attributes

We often use ‘cases’ in our research even if not doing ‘case studies’ because a ‘case’ is just a unit of analysis. It represents a person or entity involved in your research. For example, you might create a case out of participants, sites or institutions in your study. A case in NVivo is a type of node. It can have ‘attributes’ like ‘gender’ or ‘location’ (only case nodes can have attributes). As you work through your sources, you can code selected content at the relevant case node. Or you can get NVivo to code the whole item at a case node as you bring the item in to your project.

To comprehend your ‘unit of analysis’ think about what you may want to compare in your data. Do you want to see how individuals you interviewed differed (e.g. men with women.) Then your cases will be your interviewees. You will want to create cases for Anna who works in company 1, Alan, who works in company 2 Belinda (company 1), Benjamin (company 2) and so on, and to record for each case the attributes relevant to your analysis, such as gender. Do you only want to know what the material in your interviews with individuals tells you about how company 1’s practices differ from those of company 2? Then your cases will be the companies. The interviews with Anna and Belinda will both be coded to the case node company 1; those with Alan and Benjamin will be coded to the case node company 2. If you want to know both about how company practices are different and how individual men and women differ, then you select the smallest unit as the unit of analysis – individuals. You could create the attributes gender and company and compare interviewees using the attributes.

An attribute has two parts – its name (e.g. ‘gender’ or ‘company’) and its values (e.g. ‘male’ ‘female’ or ‘company 1’ ‘company 2’). Attribute values are mutually exclusive- a case can only be ‘male’ or ‘female’ not simultaneously male and female. To cope with bisexual interviewees you would need three values for the attribute gender.

Since attributes provide a way of classifying cases, you make them using Classifications (see navigation pane) and store them in the Attributes folder.

The information about cases however is stored in the casebook (see the tools menu). NVivo can automatically create a casebook from a tab-separated text file, so you can import demographic data from excel or SPSS to your case book.

If you plan on doing any comparison using demographic style information in your study, create case nodes! You can bring in sources as cases, or can create them as cases later.

Issue: Assigning data to cases

Task: Creating Cases

What	How
IMPORTING SOURCES AS CASES	When importing an internal select ‘Code sources at new cases...’
CREATING CASE NODES INSIDE PROJECT	Nodes- cases- new

With cases created (which automatically create the casebook) you can create case attributes with their values. Values can be numbers, strings of characters, Boolean (yes/no) or dates. If you know what attributes you need, consider creating them early and consistently storing the information as cases are introduced and coded. They can be changed later. You can create attributes and their values and assign them to cases individually, or as noted above by importing a Casebook from any software that makes tables. (We won't cover this, but see resources for where to go for help).

Issue: Assigning data to cases

Task: Create attributes and values. Enter the values for cases

What	How
CREATING ATTRIBUTES	Classifications – Attributes - New
CREATING VALUES	(In attribute property box) Values – add - OK
RECORDING ATTRIBUTE VALUES FOR A CASE	Open Casebook – click required cell - use drop down arrow to insert existing values or click on it to make value cell editable and type in new value

Resources for Step 3

NVivo help: about cases and attributes – follow to Importing Cases and Attributes for information about formatting and importing data from SPSS or Excel.

NVivo video tutorial 2 (accessible via NVivo Help or from the QSR website)

Teach yourself NVivo8 Tutorial 3

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

Bazeley, 2007: 151-3 for an overview of managing data using cases pp135-43 on bringing demographic data into your NVIVO projects.

4: Using sets to help manage data

As your sources grow, you will need to manage them- for example to collect together the stuff you have not yet read! Sets are a (perhaps temporary) way of grouping your sources (and later nodes) member. Items in a set are references or 'shortcuts' to the original file so you can delete an item from a set without removing it from your project. A set can include any number of sources or nodes and a source or node can belong in multiple sets (which make sets different from folders- use folders for permanent organization.)

Issue: Sorting your sources for easy managing

Task: Create a set, put sources into it, and delete sources from a set

What	How
MAKING SETS	Sets - New
ADDING TO SETS	Sources - add to set
DELETING A SOURCE FROM A SET	<p>Open a Set - Click the required items. Click and drag to select multiple consecutive items or hold down the CTRL key to select non-consecutive items- Edit – Delete – Yes</p> <p>Or (Right-click the required item(s) in List View Click the Delete option)</p>

Resources for Step 4

NVivo help: About Sets.

NVivo video tutorial 1 (accessible via NVivo Help or from the QSR website)

Teach yourself NVivo8 tutorial 3

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

Bazeley, 2007: 151-3 for an overview of managing data using cases, sets and folders pp111-4 on sets.

Interlude before we begin to code

Well, you've started out now. The project is created, some sources are in and you have some preliminary ideas. Now is the time to do some coding. Since this is an important task, here are some general notes. Even though there is no single right way to code, I think the points below are important, hence the capital letters.

- **BEGIN THINKING ABOUT CODING YOUR DATA EVEN BEFORE YOU COLLECT IT.** Imagine what categories you will want to have in your coding system. You might want to create the containers for those categories (nodes) and practice coding using your funding application, your literature review.
- **CODE EARLY AND OFTEN! DO NOT WAIT UNTIL 'ALL THE DATA ARE IN' TO START CODING.** Your coding system will change over time, and it will be easier to change while it's relatively small.
- **ALWAYS ALTERNATE CODING AND THINKING ABOUT CODING!** If you spend eight hours coding, you will end up as what one researcher called 'a zombie in front of a confuser'.
- **After about an hour, it's time to STOP AND THINK ABOUT WHAT YOU HAVE DONE AND WHAT YOU HAVE LEARNED.** Then make some decisions about what to do and **MAKE NOTES ABOUT YOUR LEARNING AND YOUR DECISIONS.** (The project diary or log is always useful for this).

Now here are some more methodological notes about coding in general:

Coding in NVivo is 'the process of bringing together passages in your data that seem to exemplify an idea or concept (represented in your project as nodes). As such, coding is a way of abstracting from your source data to build a greater understanding of the forces at play' (From NVivo help). It can generate ideas, and by putting together everything related to a category it can help you think about patterns. This sounds high-flown, but coding is basically just filing! All qualitative researchers do it whether they use software to help them or not. . Here are a few filing-type statements:

There is a really interesting bit in the interview with Noah where he talks about the animals in the ark. I'm fascinated that he has such a binary division – he kept on saying 'male and female' and he made them walk in two by two. The interview with Noah is in the third stone tablet on the bottom shelf. The passage about the animals is underlined three times. I recorded Noah's age as 949 years

Note that the statements do four things.

First, they enable our researcher to find the material in its source - that's literally filing. The statement notes the location of the whole and the interesting bit of it. That's a basic task -it's a chore to locate material without some sort of filing system by the time you have ten largish documents, and impossible if you have a large qualitative study with lots of different kinds of data. Once you have created the source, NVivo goes on telling you where to find it just like windows explorer (and it too has a 'find' tool). So once your material is in NVivo, you can (more or less) ignore that aspect of filing.

Next, the filing type statement includes some very basic **description** of the source of the quote- Noah is nearly 950 years old. We've seen that in NVivo you can store this kind of descriptive material in the casebook. Or you could use sets (e.g. of interviews old people and young people).

Then, the filing statement is about a **topic**- animals. Or it's about animals and the subtopic is the ark. NVivo allows you to 'topic code' using single broad categories ('animals') or multiple broad categories ('animal' and 'the ark) or single or multiple finer more hierarchical categories (animals-in the ark vs. 'animals left out of the ark).

And finally the filing statement links part of the interview to an **analytic** insight about binary divisions and gender.

Most research involves a mix of **descriptive, topic** and **analytic** coding. You (usually) want to end up with some analytic coding, but you will (probably) start with topic coding. What you want to avoid is getting stuck at the descriptive level and having lots of nodes each with very little content. One way to avoid this fate is to do initial topic coding, which can be pretty rough, and to start a cycle of coding, thinking about/querying your data then more coding.

An example might help. Imagine you are evaluating the subject 'qualitative research'. You have a lot of emails in which students who studied the subject this semester have answered two very broad questions'

- What did you like about the subject qualitative research?
- What did you dislike about the subject qualitative research?

Here are the first three emails

Student 1

I liked learning NVivo. The hands on approach enhances understanding.

I found the lectures a bit difficult because the room was so cold.

Student 2

I like the lectures- Helen's sense of humour is terrific

I disliked using NVivo - ATLAS-ti is a better program in my view.

Student 3

I absolutely loved NVivo – it does just what I need for my project

I loathed the lectures – Helen is so boring!

You might set up all kinds of nodes on the basis of these statements, but you don't want to end up with the structure below, even though you might begin that way. The structure over the page says to me "I've got three students and six statements and I can't really see any story in my data!"

FREE NODE liked NVivo because hands on approach enhances understanding
QUOTE student 1

FREE NODE strongly liked NVivo because it does just what I need for my project
QUOTE student 3

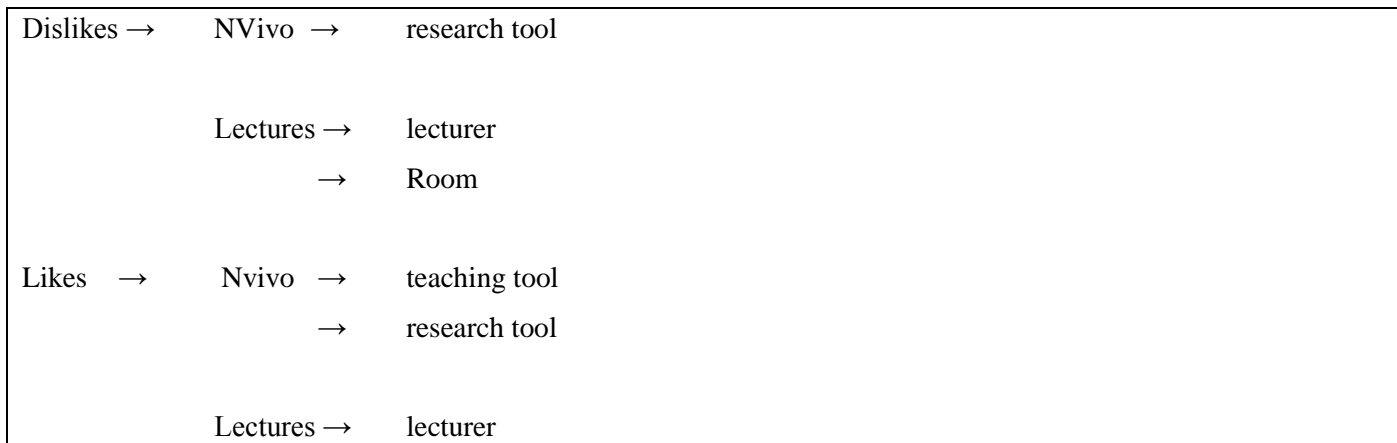
FREE NODE disliked NVivo because ATLAS-ti is a better program
QUOTE student 2

FREE NODE strongly disliked lectures because Helen is so boring
QUOTE student 3

FREE NODE somewhat disliked lectures because the room was so cold
QUOTE student 1

FREE NODE liked the lectures because Helen's sense of humour is terrific
QUOTE student 2

One way or another, you want to end up with a filing system that tells some kind of story. For example you might end up with a structure like this:



I think the story here is clearer – the coding structure suggests there were two main elements in likes and dislikes, though people had different views on those elements. You could get there from your messy start by thinking about your free nodes and moving them into trees once you saw the pattern. Or you might contemplate working like this:

- Get all the material on likes together in one node and repeat for dislikes. (You could start with a big free node 'likes' and just quickly bung quotes into it, or may be able to autocode two tree nodes- see step 6)

Can you see some pattern emerging? People are talking about two main things- NVivo and lectures. So maybe you would now

- Add some children for like and dislike by 'coding on'.

Or, for a more sophisticated system that could be used in many ways:

- Get all the material on lectures together in another node (a fairly easy job of topic coding) and repeat for all the material on NVivo.
- Find material coded both at 'likes' and 'NVivo' and save it in a new node – under 'likes' as a subcategory 'NVivo' if the story you want to tell is the one diagrammed above. Do the same for dislikes and NVivo, then repeat the process for lectures. To do this is to use coding queries, covered in step 10.

If you decided that you don't want to tell the story around likes and dislikes, but rather around elements of the subject (for example, use of NVivo and use of lectures) then redoing your coding structure is not a matter of going back into the data and starting over again, but of moving nodes in their trees or of doing a new query to create some new nodes by bring old ones together in a new way.

To tell the methodological story of your analysis, consider saving your node structure (see step 13) at intervals. Or use the project diary or memos to write up how your ideas are changing you're coding and your coding is changing your ideas.

There are some more references on coding in the resources at the end of this workbook. There is no such thing as the 'right' way to code in abstract, but there are better and worse ways and there is the 'right' way for your project's purposes. That is the way that you find most useful for your purposes and comfortable for your working habits.

Qualitative Coding

Coding, free nodes, tree nodes, coding stripes. Managing nodes

5: Coding

In NVivo, two project items are always involved in coding – the source whose content is being coded, and the node at which you place a reference to the relevant material. Nodes can be created in any of four folders, *Free Nodes* (free of organization), *Tree Nodes* (stored in hierarchical catalogues), *Cases* (already discussed) or *Relationships* (covered later). NB It's usually wise to define the meaning of the node in its properties. Define it when you create it, and redefine if needed as you progress.)

Issue: Coding down from an idea into a free node

Tasks: Create a Free node to represent an idea, code into the node from a source, see what coding has been done in a source

What	How
TO MAKE AN EMPTY FREE NODE	Nodes - free - New
TO CODE TEXT INTO YOUR NODE	Open Source - Select text in document or transcript text (take it slowly) Use code menu, coding bar or drag & drop into existing node. (To drag and drop, you might want to set your view so that your detail view is to the left use the view menu).
TO CODE DIRECT FROM AUDIO OR VIDEO INTO YOUR NODE	Use the play controls on the Media toolbar to locate the portion of the audio or video you want to code. You can also drag the media playhead to the required position on the timeline. Click and drag the timeline to select the required timespan Code menu – code at existing node.
TO 'CODE ON' FROM A NODE TO A NEW NODE	Open the node, - Select the text and code

Issue: Coding up from data into a free node

Tasks: Create a Free node from within a source

What	How
TO MAKE A FREE NODE AS YOU CODE	Open Source - Select text - use code menu or coding bar (or right click). Coding 'In Vivo' names the node with the selected text. For media, select the portion of the audio you want to code. Code menu – code at new node. ('In Vivo' only possible if there is text)

‘Free nodes’ are stand alone containers. At some stage in your project you will want to group some free nodes together. You may come to see that ‘altruistic’ and ‘having time to spare’ are both images of volunteers. Or it may be that as you thought about what you wanted to do with your data you realised that you wanted a catalogue of the images of volunteers or a tree’ with a ‘top level’ or ‘parent’ node called ‘images’ and ‘lower level’ or ‘child’ ‘grand child’ great grand child’ and so on nodes for each different image. In the first case, you might move your free nodes into a ‘tree’ structure (see step 7). In the second case, you might make a tree first, and then do some coding into it. The process is exactly like the process of making a free node. Coding into tree nodes is exactly the same as coding into free nodes.

A tree structure can help you see (and show others) how your ideas are shaping. Warning: hierarchies with more than three levels may not be useful. (Do you really want to go looking for the great-great-great grandchildren nodes by expanding the nodes in the list view? Maybe you don’t need such fine gradations!).

Issue: Coding using tree nodes

Tasks: Make an empty tree node, code into it.

What	How
TO MAKE A NEW TREE NODE	Nodes - tree – RMB or New Menu -New Tree node. Make child nodes from your parent node.
TO MAKE A TREE NODE AS YOU CODE	Open Source - Select text - use code menu or coding bar (or right click). Coding ‘In Vivo’ names the node with the selected text. For media, select the portion of the audio you want to code. Code menu – code at new node. (‘In Vivo’ only possible if there is text)

Think about whether you want your ‘parent’ nodes to be empty, or to have in them all the stuff that is also sorted into ‘child’ nodes – usually empty is fine. (And if you decide you want all the images of volunteering coded into their categories and also in the top level node, you can easily copy and merge the coding- see step7).

Keeping an eye on how your coding is going

You will quickly create a lot of nodes. You can open any node and view its contents, which will give you an idea of what sources have been coded. You may also want to see how a particular source has been coded. *Coding stripes* help you review your coding within a source or node. You can select one or more specific stripes, or see what has been most coded or coded most recently. NVivo8 coding stripes also enable you to explore demographic attributes. For example, you can display a stripe to show everything coded within a node from cases to which the attribute value 'male' has been assigned. Right-click on the

coding stripe for a node to do a range of things to the coding for that node. Your *coding density stripe* is a guide to just how much coding there is in a source or to items within a node.

Issue: How have I coded this source?

Task: Using Coding Stripes

What	How
TO VIEW YOUR CODING	In a source select text,- View - coding stripes or coding stripes button In a node (to see attribute coding) – view coding stripes or use button - selected items Turning on coding stripes locks the text so you cannot edit it though you can code it. To edit text, just set coding stripes for ‘none’.

You can also view your coding highlighted if you prefer this.

Other things you can do with nodes include adding links - memos, annotations and see also links to nodes just as you did to sources. (See step 2).

Resources for Step 5

NVivo help: About coding, about nodes, tree nodes, free nodes, coding stripes

NVivo video tutorial 3 (accessible via NVivo Help or from the QSR website)

Teach yourself NVivo8 Tutorial 5

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

Bazeley, 2007: ch 4 on coding

6: Speeding up Coding using autocode

Nothing does your analysis for you, but NVivo will do some boring indexing automatically if you have formatted your text sources. **Autocoding** using headers can enable fast identification and coding of topics. Autocoding requires that your text documents be formatted using heading levels. A node is created for each paragraph that is formatted as the selected heading level—and the text under the heading is coded at the node. .

Issue: mechanically sorting material without too much thought

Task: autocoding

What	How
TO AUTO CODE FORMATTED DOCUMENTS	Select the sources - Code - Auto Code - Headings - Code at Nodes to store the created nodes as children of a new or existing node- OK.

Resources for Step 6

NVivo help: about coding, autocoding

NVivo video tutorial (accessible via NVivo Help or from the QSR website)

Teach yourself NVivo8 Tutorial 5 Coding, and Working with Coded Data.

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

Bazeley, 2007: ch 4 on coding and pp164-72 on searching. Her advice on formatting for autocoding is on her website under resources- technical resources. Go to <http://www.researchsupport.com.au>

Towards Analysis

Refining and testing your developing ideas.

Coding is essential to ‘analysis’ but it is usually not enough on its own. As you code, you will be asking questions of your data and your insights into it. You can generate answers about your data and your insights using queries. Queries come in several sorts: *Text Search*, *Word Frequency search*, *Coding Query*, *Compound Query* (combining searches of text and coding) and *Matrix Coding Query* (covered in step 11) on. As you develop queries, you may want to find and group items. Because it’s a step in managing your data that you might use in queries, we’ll take finds first.

8: Asking questions using find

Use find when you want to locate project items and can’t remember where you put them, for example, a particular node that may be nested three deep in any of a whole forest of trees.

Issue: finding a lost project item or collecting particular types of items together

Task: using find

What	How
FINDING PROJECT ITEMS	Enter name (or partial name and * or?) in Look for on the Find bar. (The find bar is at the top of list view)
GATHERING PROJECT ITEMS OF A PARTICULAR TYPE	Use ‘intermediate’ or ‘advanced’ tab on the Find bar
SAVING FINDS	Select items you wish to save , RMB, create-create as set

Resources for Step 8

NVivo help: Find

NVivo video tutorial 1 (accessible via NVivo Help or from the QSR website)

Teach yourself NVivo8 Tutorial 8 Finding Items and Querying the Data

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

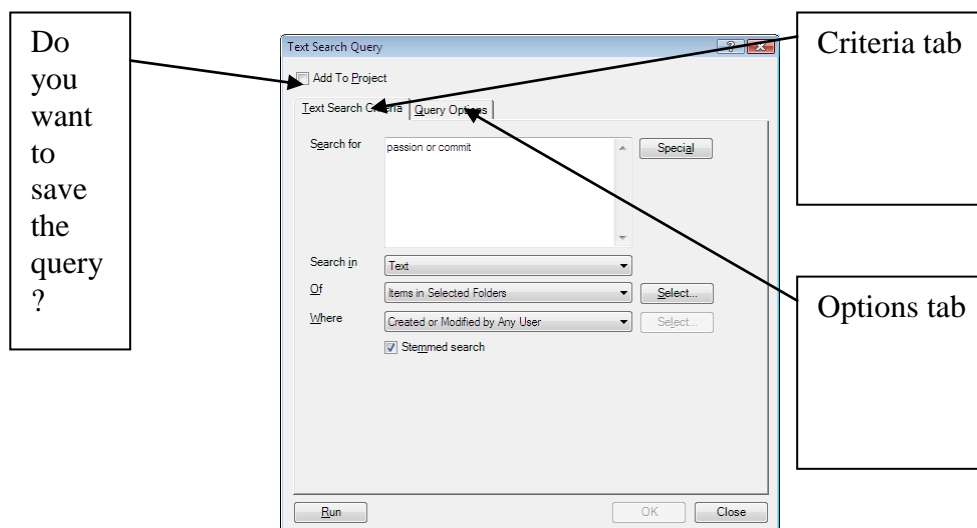
Bazeley, 2007: pp 134 on find

9: Querying data with text searches and word frequency queries

All NVivo queries come in a similar format. You to work through three steps s to:

- Add the query to the project for re-use (this is an option)
- Specify the criteria of what you want and the scope for the search
- Select from the options for the results

Here are the steps as they appear when you create a new text search query



Text searching enables you to find items of text – words, phrases, sentences – from a particular scope (all interviews, all sources, the interview with Anna...) You might want to explore an idea about your data (do lots of people talk about ‘passion’ and ‘commitment’ or am I imagining this? Just check to see how many sources these words are in (and yes, you can search for multiple words). If the words seem to be used by many participants, you might want to get back into the sources and spread the results so you can see the context. Or text searching is useful in limited circumstances to find material for coding (e.g. when you want to identify topics like use of a specific medicine).

Issue: Quickly locating text for exploring data or ideas

Task: Searching text

What	How
<p>TO CREATE AND RUN A SEARCH TEXT QUERY</p>	<p>Query- New- Text Search</p> <p>Set criteria (use special to choose and/or etc, check ‘stemmed search’ to get related words, select scope.</p> <p>Set options for the results</p> <p>Don’t forget to check the results and MAKE A NOTE OF WHAT YOU NOW KNOW</p>

You can check the most frequent words in particular places (e.g. certain sources or certain coding) – for example to see if one participant is a total optimist.

Task: Run a word frequency query

What	How
TO CREATE AND RUN A WORD FREQUENCY QUERY	New query-word frequency- select context and display options- run Don't forget to check the results and MAKE A NOTE OF WHAT YOU NOW KNOW

Resources for Step 9

NVivo help: Text Search Queries, Word Frequency Queries

NVivo video tutorial 6 (accessible via NVivo Help or from the QSR website)

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

Teach yourself NVivo8 Tutorial 8 Finding Items and Querying the Data

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

10: Testing ideas with coding queries

Issue: Is my brilliant insight that everyone of this kind talks about this topic supported by the data, or have I been seduced by one memorable participant? To check this I might want to see what female participants in a particular age group say about a topic. If the only person I find is Anna, then my insight is clearly the result of seduction. If all or most of the participants of this type turn up when I run the query, my insight is worth further exploration.

Issue: Checking an insight

Task: Run a single coding query

What	How
TO CREATE AND RUN A CODING QUERY	Query - New – Coding query -choose simple or advanced. If advanced, define criteria and set operators -run Don't forget to check the results and MAKE A NOTE OF WHAT YOU NOW KNOW

You can build complex queries that combine the results of searching with coding queries- the trick is to think carefully about what you want to know. Maybe, for example, you want to know if participants of a particular kind who talk about one topic also talk at the same time about a second topic.

Task: Run a compound query

What	How
TO CREATE AND RUN A COMPOUND QUERY	Query - New – Compound Query. Select subquery type for the first part of the query, select options for proximity, select options for the second subquery type –run Don't forget to check the results and MAKE A NOTE OF WHAT YOU NOW KNOW

Resources for Step 10

NVivo help: coding queries, compound queries

NVivo video tutorial 6 (accessible via NVivo Help or from the QSR website)

Teach yourself NVivo8 Tutorial 8 Finding Items and Querying the Data

[8http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf](http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf)

Bazeley, 2007: pp 113-5 on coding queries p171 compound queries

Seeking Patterns

Even though most of the time we are very cautious about extrapolating any pattern in our data to a wider situation, we want to know if there are patterns within our material. The matrix query is a powerful tool for the kind of sorting and sifting that once was done by putting pages in piles (and risking having the baby eat a quotation!). It requires some thought about what you want, so there is a note in this step about interpreting matrices

11: Showing patterns with a matrix

The Matrix query tool enables you to do comparisons. It's called a matrix *coding* query because matrices are made of nodes that code data. The items you specify for rows or columns are nodes, and the cells of the table will contain data coded at the combination of those nodes you specify. You specify what nodes or attribute values make the columns and the rows and the relation between them that builds the matrix. As for any query, you can also specify the scope of data searched. For most qualitative research, the critical purpose of building such a table is to return to the data and try to understand and interpret the pattern. For any matrix, you can view all the content that belongs in each cell and work with the data, because the cell is a node. You can specify what you do with the result - save it as coding so it can be used in another search, and/or add it to the project so it can be rerun. You can export the whole matrix or copy and paste it into a document or PowerPoint presentation. Or you can export or copy and paste the content of cells to help with writing up the meaning of your patterns. You can also display patterns with charts.

Issue: Is there a pattern in this data? (E.g. do men and women differ in their views?)

Task: Create and run a matrix query

What	How
TO CREATE AND RUN A MATRIX QUERY	Query, New Matrix coding Query, (useful here to 'add to project'), define your rows and columns (don't forget to 'add to list') select operator (e.g. 'and') set your query options, run Don't forget to check the results and MAKE A NOTE OF WHAT YOU NOW KNOW

Issue: I want a visual pattern

Task: Create a chart.

What	How
CREATE A MATRIX chart	Tools - charts

Remember you get what you ask for and need to interpret the numbers carefully!

Resources for Step 11

NVivo help: Matrices, charts

NVivo video tutorial 6 (accessible via NVivo Help or from the QSR website)

Teach yourself NVivo8 Tutorial 9 Exploring Patterns in Matrices

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

Some Notes on interpreting matrices

It's important to think about what the results of a matrix mean. They depend on what you have asked for! If you have asked NVivo to locate material from all your internal sources you will get a different matrix from if you restrict it only to the interview sources. If you wanted cases not sources, you might get something different again. If you ask for the number of words coded, you will get something different (and in some cases more useful to you) than if you ask for the number of sources or cases.

If you ask for percentages, be very careful about interpretation. Matrices give you the percentage of the total row or column item that is coded at the intersection. For example in the matrix 'Images of Volunteers by Age Range' in the tutorial project asking for a row percentage we find that 34.75% of all the material coded at image of volunteering commitment to doing good is also coded at 'age group 20-29'

Extract from Images of Volunteers by Age Range – row percentages'

	Age Group = 20-29	Age Group = 30-39	Age Group = 40-49	Age Group = 50-59	Age Group = 60+
1 : adventurous	0%	26.83%	0%	0%	73.17%
2 : commitment to doing good	34.75%	0%	0%	0%	65.25%
3 : community minded	16.54%	59.56%	5.88%	0%	18.01%

If what you want is 'an answer to the question' what % of my cases who had an image of volunteering as commitment to doing good were 20-29', you actually need to ask NVivo for cases. Out of four cases where there is coding for that image, two (i.e. 50%) were aged 20-29.

	Age Group = 20-29	Age Group = 30-39	Age Group = 40-49	Age Group = 50-59	Age Group = 60+
1 : adventurous	0	1	0	0	2
2 : commitment to doing good	2	0	0	0	2
3 : community minded	2	3	1	0	1

One way to get from the matrix with numbers of cases (or words or coding references) to percentages is to export the results of the matrix. (See step 13 for exporting) and then do the maths.

Incidentally, if you wanted to know what % of cases with an attribute where people can only be in one category at a time are coded at nodes where any case could be in several categories at once, don't arrange the matrix with the attribute the columns. Take the example of age group and images of volunteering. People can easily talk about volunteering in ways that show several images, so any case might be coded at more than one of the nodes under images of volunteering. But any case can only be coded at one age group value. If you ran a matrix with age in columns as above, you could not just add up numbers in the age column to find the total for the age group. But putting the age group in the row will give you the correct total and make it easier to calculate a percentage if you want to do so. And changing the columns to rows only requires you to be in the detail view of the matrix, RMB and 'transpose'.

	adventurous	commitment to doing good	community minded
1 : Age Group = 20-29	0	2	2
2 : Age Group = 30-39	1	0	3
3 : Age Group = 40-49	0	0	1
4 : Age Group = 50-59	0	0	0
5 : Age Group = 60+	2	2	1

12: Using Relationships

Coding at free and tree nodes has indexed content as being about a category (a ‘topic’ or an analytic ‘concept’ perhaps). Relationship nodes store material, but instead of being a category it is a statement (and possibly evidence) of a relationship between two items in your project. The material under the category ‘Bill’ can be linked to material under the category ‘Jane’ with the statement ‘is married to’. This relationship might not have anything in the node. But a relationship “encouragement” ‘is important to “motivation”’ might have in the node all the material providing evidence of a link between these two concepts.

Issue: bringing together material on causation or other relationships

Task: create a relationship type, a relationship node and put in some material

What	How
CREATE A RELATIONSHIP TYPE	(navigation view) Classifications, New, (list view) Relationship type, New, select direction
ADD A RELATIONSHIP	(In navigation) Nodes, relationships, New relationship. Select items for the ‘to’ and ‘from’ fields, select type.
CODE FOR A RELATIONSHIP	In a source, select the material that is evidence of the relationship and code it at the relationship node

Resources for Step 12

NVivo help: Relationships

NVivo video tutorial 4 (accessible via NVivo Help or from the QSR website)

Teach yourself NVivo8 Tutorial 6 Relationships and other nodes: Handling ideas

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

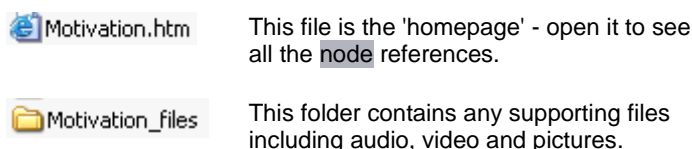
Bazeley, 2007 pp116-8

Reporting Data

There are many ways in which NVivo can help you report what you are thinking and demonstrate the rigour of your approach. You can copy and paste material, or export entire items. You can generate reports for exporting. You can export to a Word (or .txt or .rtf) file.

13: Exporting items and getting reports

If you are thinking of exporting the contents of a source document or node so you can write about them, you can simply **copy** and **paste** from the detail view using icons or fast keys* But while hyperlinks remain live in pasted text if you copy and paste from an NVivo source to a document in Word, annotations are lost. So if you want the full detail, it is better to export the item. You can export documents in several forms (the default is a Word .doc). You export nodes in HTML and can view them as a 'website' in your Internet browser. When you export the whole of a node (e.g. 'motivation' from the tutorial project), you get a 'homepage' and files as shown below.



Issue: getting all the data and ideas about a theme out of NVivo for writing up in the final report

Task: Export a source or a node with associated memos, annotations etc.

What	How
EXPORT A DOCUMENT SOURCE	Select the source you wish to export, Project, Export Item, select the options you want, OK, Save As, specify name, location and type of file, OK. (In the saved files Annotations or See Also Links will appear as endnotes to the detail)
EXPORT A NODE OR A DOCUMENT SOURCE	Select the node you wish to export, Project, Export Item, select the options you want, OK, Save As dialogue, specify name, location and type of file, OK. (In the saved files Annotations or See Also Links will appear as endnotes on the word documents)

You might want to convince readers that you have covered your data thoroughly. You can export the list view for the sources in question, or create a report of sources or nodes. The second way gives a formal report that appears on the screen as a formatted document, and can be printed. If you want to save and edit it, it can be exported as a Word file. But be a little careful here- large reports take time. Don't request a coding report of all sources and all nodes!

Issue: Showing the extent of coding

Tasks: Create and export a coding summary report

What	How
CREATE A REPORT	Tools, Reports, select the type you require, define format options, OK. The report is displayed in the report viewer.
EXPORTING A REPORT	In the report viewer hit the export icon

You may not want such a formal report, and you might want to show people the structure of your coding- especially if you have tree nodes. You can export the list view of the nodes or indeed any list view material.
Issue: Showing the structure of your coding

Task: Export your expanded trees

What	How
Exporting the structure of your coding	(Nodes and List View) expand all trees, Project, Export list (or RMB Export list). Save as word or Excel for tidying up.

You may want to export matrices in various forms. You can export the results for a matrix to give you a table, so you can show the overall picture, or you can export the contents of a cell for use in explaining detail the same way you would export any node

Issue: showing patterns or details of data

Task: Export a matrix or contents of a matrix cell

What	How
Exporting a matrix	(Detail view) either copy and paste (easiest for dropping straight into a word document) or rmb export result (easiest for doing arithmetic on the table). You might want to remove any matrix shading to make viewing in word or excel easier. (detail view, RMB, matrix cell shading none)
Exporting contents of a cell	Open the cell and either copy and paste or Project export cell (gives you a web page)

Resources for Step 13

NVivo help: About Reports, Exporting items

NVivo video tutorial 6 (accessible via NVivo Help or from the QSR website)

Teach yourself NVivo8 Tutorial 10 Reporting and showing your project

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

14. Showing with Models

Models are another way to report on data and convey developing ideas. They can also help generate the ideas!

Models can be created and items added to them at any time. You can place in them

- shapes you can name, colour and resize
- project items, including relationships
- Connectors between items.

Connectors can show direction or simply association. As you move towards a final report, models can show the project in part or as a whole

Issue: Would you be helped by visual representations of your work?

Task: Create a dynamic model

What	How
MAKING A NEW MODEL	Model, New

You can ask to see a project item's **associated items** and have them brought into the model.

Models are dynamic (If you bring in a node, you can get back to the content by clicking on the item in the model). This is helpful for thinking, but takes up space. You can save any model as a **static model** – no longer live to the data. This helps you show the progress of your project. The model made last month may contain nodes you have since merged or deleted, or relationships that proved insignificant. They will not appear in a dynamic model, since they are not in the project. But they are still there in a static model, and you might want to save these models so you can show readers how your thought evolved. You may want to write a memo for each static model saved, summarizing why you saved it, and what it shows.

Task: saving a model as static

What	How
SAVING A MODEL AS A STATIC ITEM	Detail View of the model you wish to save as static Project menu Create, Create As Static Model, name and describe model,
TAKING A MODEL OUT OF NVivo	Select items you want, Edit, Copy. Open location in destination file – a word document/ PowerPoint slide etc, Paste.

Resources for Step 14

NVivo help About Models

NVivo video tutorial 6 (accessible via NVivo Help or from the QSR website)

Teach yourself NVivo8 Tutorial7 Models and tutorial 10 Reporting and showing your project.

http://download.qsrinternational.com/Document/NVivo8/Teach_Yourself_NVivo_8_Tutorials.pdf

Finally: moving on

NVivo is a tool that you use to suit your own project and your own analysis. It enables you to keep your data and your ideas together in one project, in ways that should help you move from sources to conclusions. You can use it as a filing system alone, but contemplate going further than this. The resources below will help you think about other ways to use NVivo.

On using NVivo for analysis

- Those who have attended this workshop are entitled to one small consultation with me about their projects (for example, an email, short 'phone call, or a quick visit to me).
Helen.marshall@rmit.edu.au ph 99259073
- The online help in NVivo8 covers each area like any Help function. Use the section working with Your Data, when you're unsure why you would be doing something.
- The online video tutorials are noted in this workbook. Access them through www.qsrinternational.com
- Pat Bazeley's *Qualitative Data Analysis with NVIVO* (Sage London 2007) is a great resource- it's noted in this workbook. Like Richards 2005 (see below) it refers to NVivo7, but Pat's website has updates for 8. Go to <http://www.researchsupport.com.au>
-

On CAQDAs and qualitative methods in general

- Lyn Richards *Handling Qualitative Data*, (2nd edition Sage, London, 2009) does not talk about NVivo directly, but is a very useful resource. The companion website has a great deal of useful material, again not specific to NVivo. <http://www.uk.sagepub.com/richards/default.htm>. There are some exemplar projects on the 'Methods in practice site' that do talk about NVivo. The earlier edition of HQD (2005) does use NVivo as an example. (It's the edition used in this workbook)
- Methodspace <http://www.methodspace.com/> is Sage's site where you can find a great deal of material on using qualitative data in many ways. SAGE Research Methods Online (SRMO), launching later this year will be an online tool with content from SAGE authors search and discovery tools and a "methods map". Commercial but worth a browse.
- The CAQDAS project aims to increase awareness and debate about Computer Assisted Qualitative Data Analysis Software. It maintains a status report on nine of the most commonly used packages is provided with links to the developers' websites. It also provides links to find out about free and low-cost software. Go to <http://caqdas.soc.surrey.ac.uk/SoftwareNews.html>
- The Qualsoft *e-mail discussion group associated with CAQDAS seeks to create an instant forum for users and developers to air problems, offer opinions, argument & advice on the variety of packages in use* Go to [JISCmail - QUAL-SOFTWARE List at JISCMAIL.AC.UK](mailto:JISCMAIL-QUAL-SOFTWARE@JISCMAIL.AC.UK) to join
- Text Analysis Info discusses text analysis and software supporting it. It offers a comprehensive and updated list of programs for qualitative analysis. Go to <http://www.textanalysis.info/>

- The American Evaluation Association website has a full and up to date list of CAQDAS with details of products, prices and links to developers' websites. Go to <http://www.eval.org/Resources/QDA.htm>
- Real people from several universities meet face to face in RMIT's 'Qualitative Interest Group' at lunchtime on the first Tuesday of each month. Contact lyn.richards@rmit.edu.au for information.

On coding

- The books by Bazeley and Richards (see above) are both very useful
- Gibbs G, *Analyzing Qualitative Data* (Sage London 2007) has a good discussion
- Saldaña, J *The Coding Manual for Qualitative Researchers* (Sage London 2009) is a thorough discussion of issues at many levels.
- Marshall, H 'What do we do when we code data?' *Qualitative Research Journal* 2:1 2002 pp56-70. is my own take on some of the practical issues involved in coding? It's available electronically via INFORMIT or through the website of The Association for Qualitative Research <http://www.latrobe.edu.au/aqr/>

On using NVivo to demonstrate rigour

- Bringer, J., Johnston, L.H., and Brackenridge, C.H (2006) 'Using Computer Assisted Qualitative Data Analysis Software (CAQDAS) to Develop a Grounded Theory Project', *Field Methods*, 18(3):245-266.
- Bringer, J.D., Brackenridge, C.H. and Johnston, L.H. (2004) 'Maximising transparency in a doctoral thesis: The complexities of writing about the use of QSR*NVIVO within a Grounded Theory study', *Qualitative Research* 4 (2): 247-265.
- Davidson, Judith and Jacobs, Cynthia. 'The Implications of Qualitative Research Software for Doctoral Work: Considering the Individual and Institutional Contexts' [online]. *Qualitative Research Journal*, Vol. 8, No. 2, 2008
:<<http://search.informit.com.au/documentSummary;dn=425496252675286;res=IELHSS>>.
- Robertson, Stuart P. 'The Qualitative Research Process as a Journey: Mapping Your Course with Qualitative Research Software' [online]. *Qualitative Research Journal*, 8, No. 2, <<http://search.informit.com.au/documentSummary;dn=425552151589061;res=IELHSS>>
- Siccama, Carolyn J and Penna, Stacy. 'Enhancing Validity of a Qualitative Dissertation Research Study by Using NVIVO' [online]. *Qualitative Research Journal*, Vol. 8, No. 2, 2008: <<http://search.informit.com.au/documentSummary;dn=425570784560319;res=IELHSS>>

Good luck with your research!

Helen Marshall

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NVivo 8 System Requirements

Component	Minimum	Recommended
Processor	1.2 GHz Pentium III-compatible processor	1.6GHz Pentium 4-compatible processor or faster
Memory	512MB RAM	1GB RAM or more
Display	1024 x 768 screen resolution	1280 x 1024 or higher
Operating System	Microsoft Windows 2000 Professional Service Pack 4	Windows XP Service Pack 2 or later, including Microsoft Windows Vista Service Pack 1
Hard Disk	Approximately 1GB of available hard-disk space	Approximately 2GB of available hard-disk space
Other		Internet connection

NVivo 8 is designed to operate on Microsoft Windows natively. If you are running the software on a virtual platform on a Mac, different system requirements may apply.

On formatting Documents for NVivo in Word 2007

I have a few paper copies of Pat Bazeley's very useful notes on this for anyone who knows they will be trying to autocode sources. You will find them on her website:

<http://www.researchsupport.com.au>