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## NVIVO BEGINNER'S GUIDE

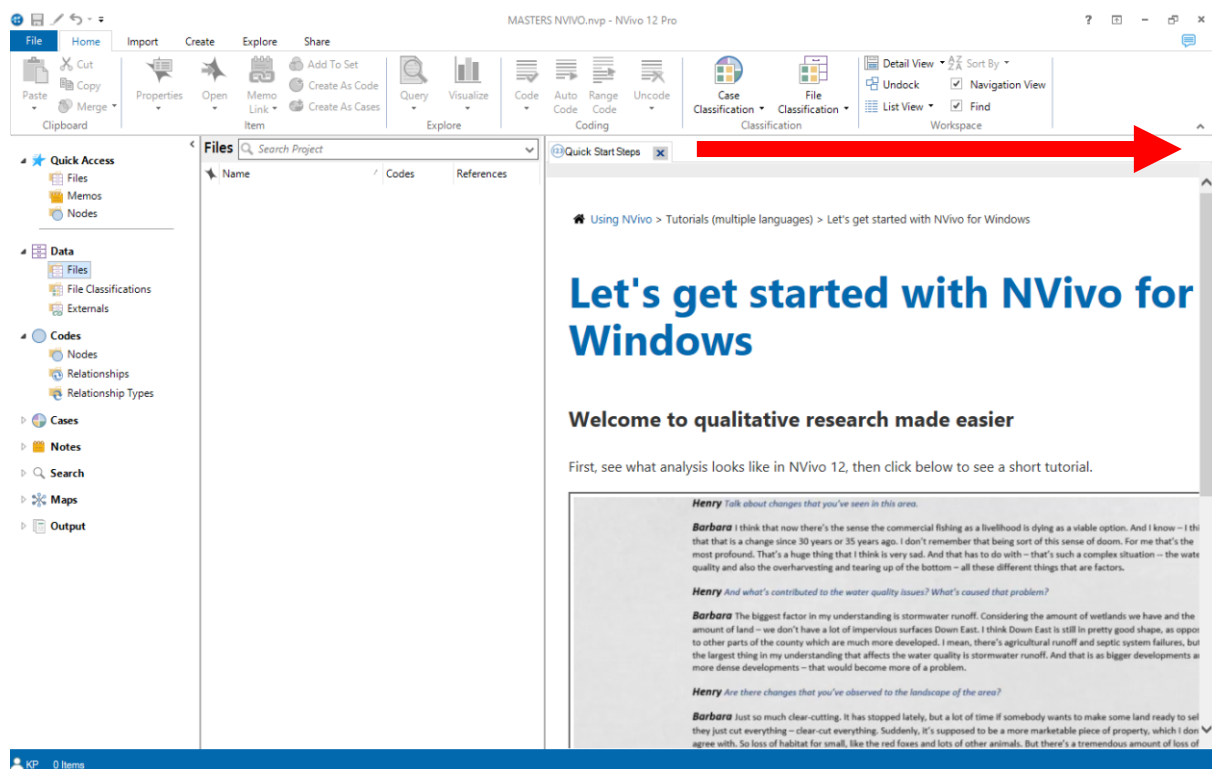
MA MSc Courses 2022

# NVIVO Guide

## Introduction

When using for the first time NVIVO will ask for your details for the licence key. Second window will ask for a name and initials. The initials will be used if you work on a shared document.

When NVIVO opens the right side window will give a small tutorial. This side of the window will hold multiple tabs depending on what is open in the software (Red arrow).



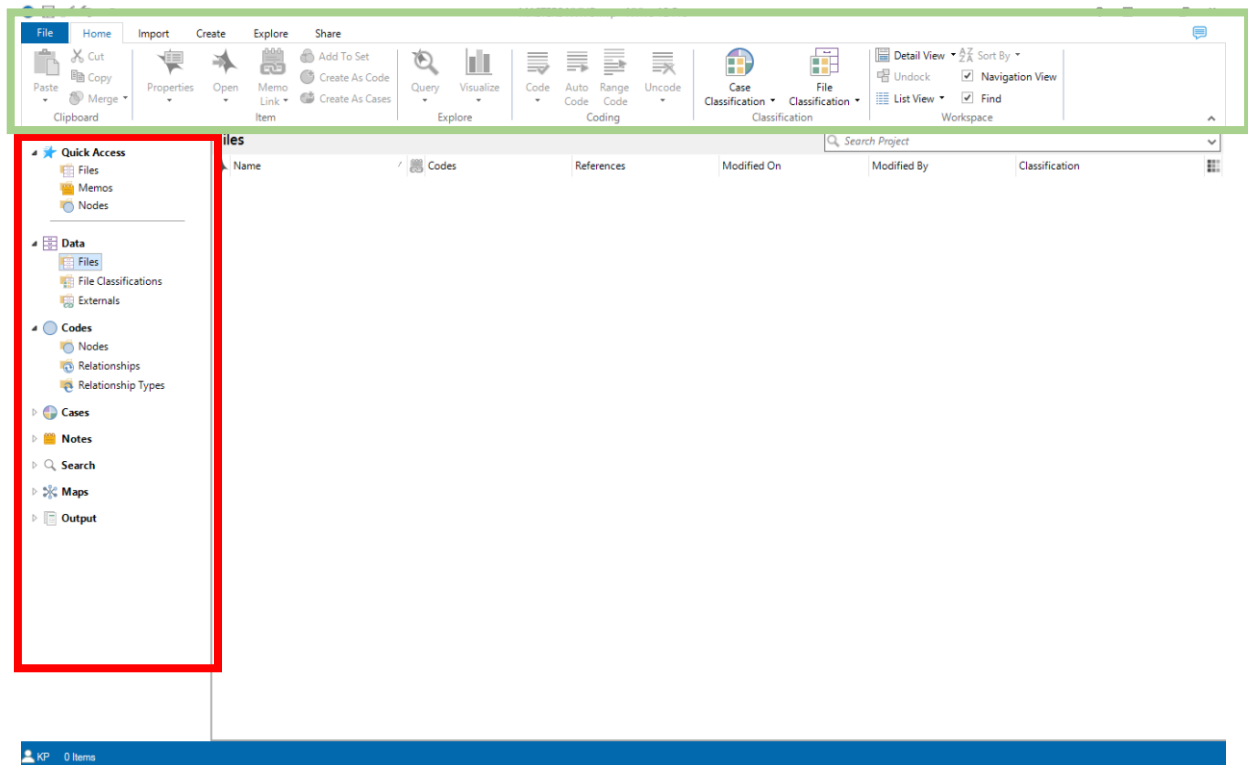
If no tabs are open this window will close. It will reopen when you click something else (below image).

Two key areas of the screen. First (red box) is storage. Here you will find all the documents of data that you have put into NVIVO. The software can handle word docs, pdf docs, sound files, plain text files, and image files. Also, here you will find reports and outputs you have made in NVIVO (to be covered later).

Second (green box), is actions. Similar to the Microsoft applications the top banner changes depending on what you would like to do. Examples of actions could be uploading a new document of data; creation of nodes and codes; running a query.

MAIN THING TO REMEMBER:

NVIVO IS NOT MAGIC. The software does not do anything by itself. NVIVO is digital analysis but YOU ARE STILL DOING THE ANALYSIS. To get the best from the software the documents needs to be organised and presented well. More information on this below.



Firstly, let's look at **storing the data.**

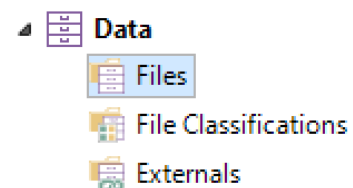
With qualitative research data such as Interview transcripts and open-ended qualitative questionnaire the data will more than likely be in word/pdf documents.

Before importing the documents to NVIVO, word docs can be formatted to help you code in the software. This is done, for example, when you interview the same person at multiple time points. Formatting their name using the 'headings' in Word will allow NVIVO to code all they say to one node (under the heading presented by the format). Here is a video link that explains this process well (although the videos are talking about NVIVO 9 the process still works with 11 and 12):

Part 1: <https://www.youtube.com/watch?v=ltBqSbg3Zio>

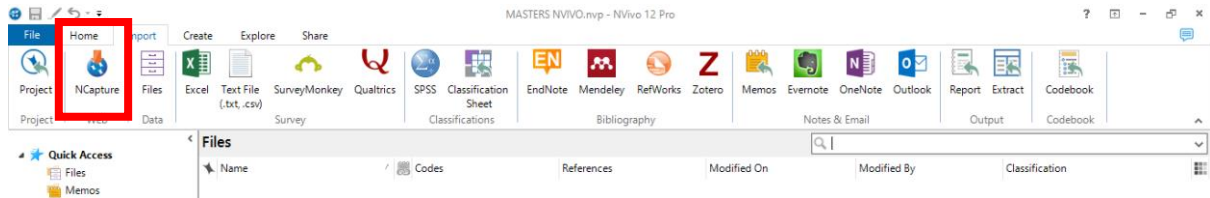
Part 2: <https://www.youtube.com/watch?v=8ZOCMiNzgSQ>

The videos above also show how to import the documents. You can also use the 'drag and drop' method from a files window into the 'files folder' in NVIVO.



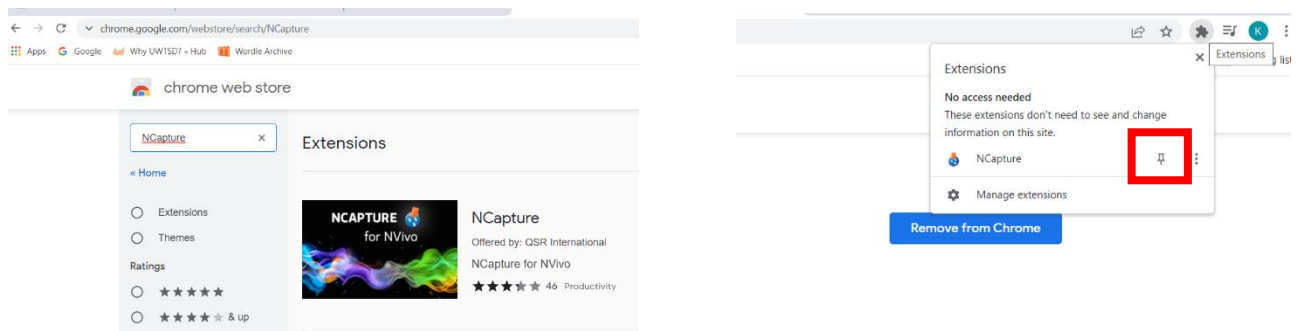
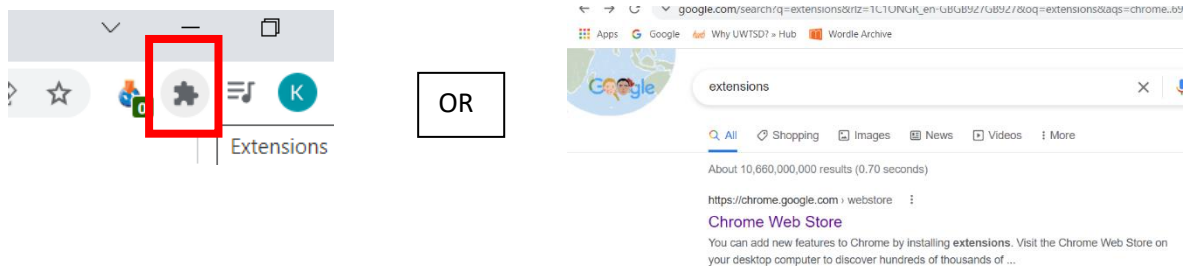
More importantly, organise your files and folders to easily find the documents you are after. Using a,b,c... or I,ii,iii to keep ranking order if needed.

Additionally, other sources of data can be imported to be analysed in NVIVO. See image below. A key source is website pages (red box) using NCapture.



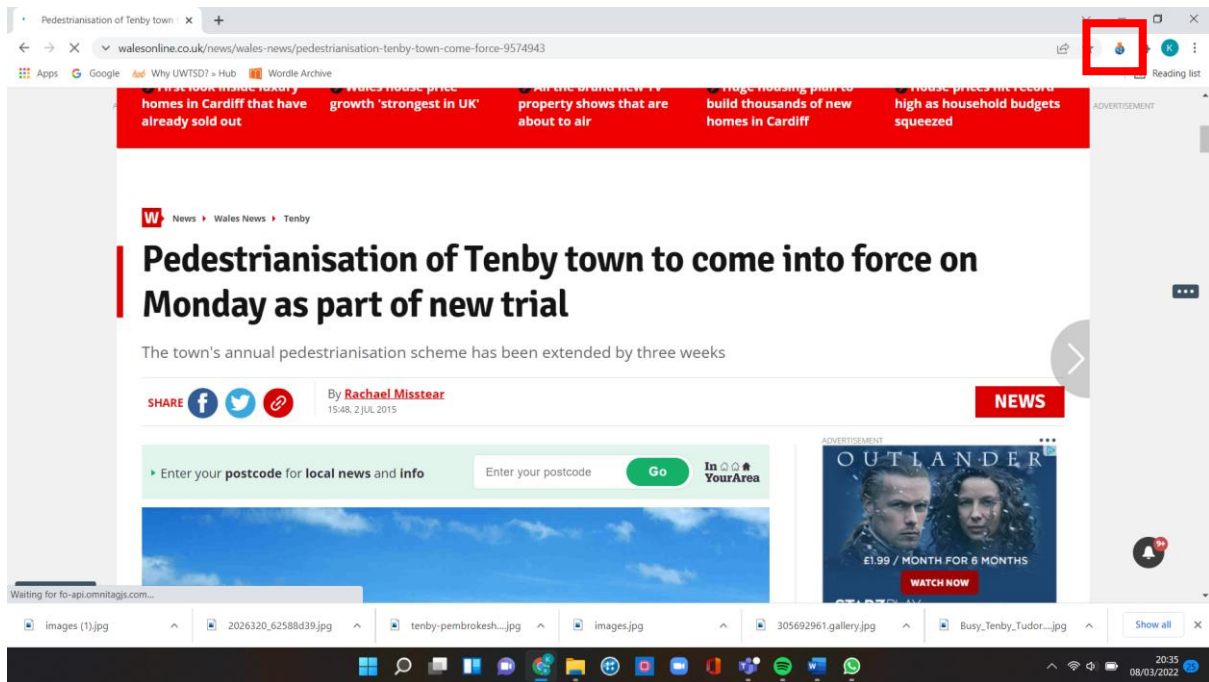
Firstly you need to add the extension to your internet browser. There are several youtube videos that will show you how you do this. I will work through Crome.

Find extensions on the browser. Find NCapture and “Add to Crome”. Pin to the top.

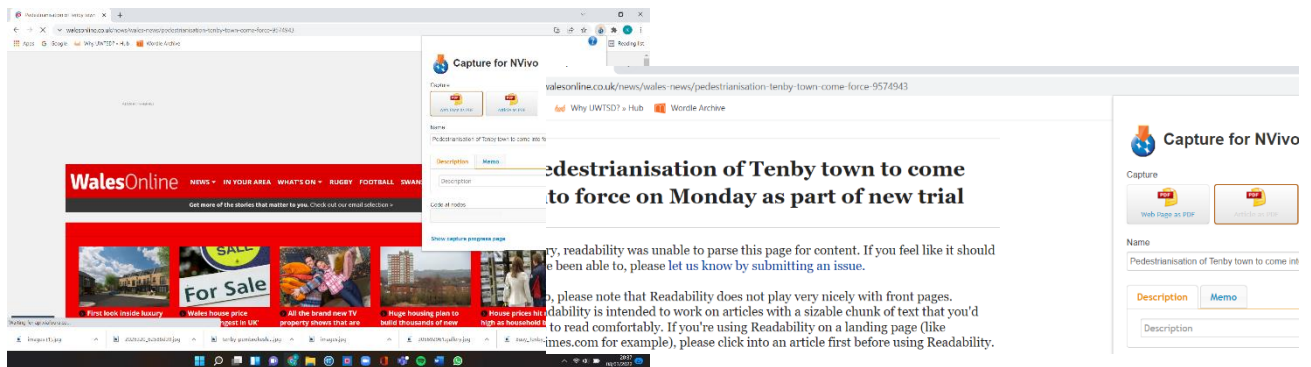


Once the extension is available. You can save pdf versions of webpages that can be imported to NVIVO. Example below.

Find the website you would like to use. Once loaded, click NCapture.



Two options to choose from “Webpage as PDF” will capture the webpage as it is seen with all images and adverts. “Article as PDF” will take the text of the page to create a simpler document (sometimes this is all you will need and makes it easier to use in NVIVO).

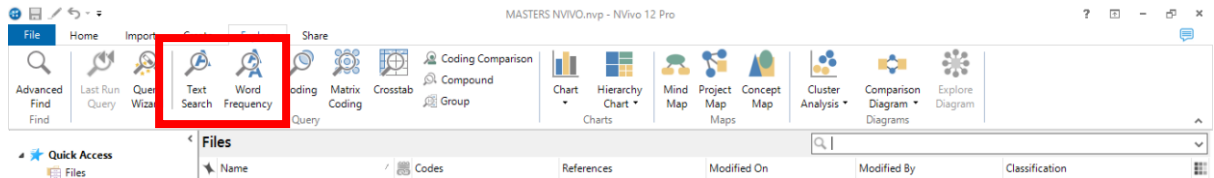


Back in NVIVO, in the appropriate files folder. On the ‘import’ banner click on NCapture. It will bring up a window with tick boxes to identify the certain pages to upload.

Once you have sources of data in NVIVO you can now start to explore it. For clarity and structure, we are going to use Braun and Clark’s (2007;2012;2014) stages of data analysis.

## 1. Familiarise yourself with the data.

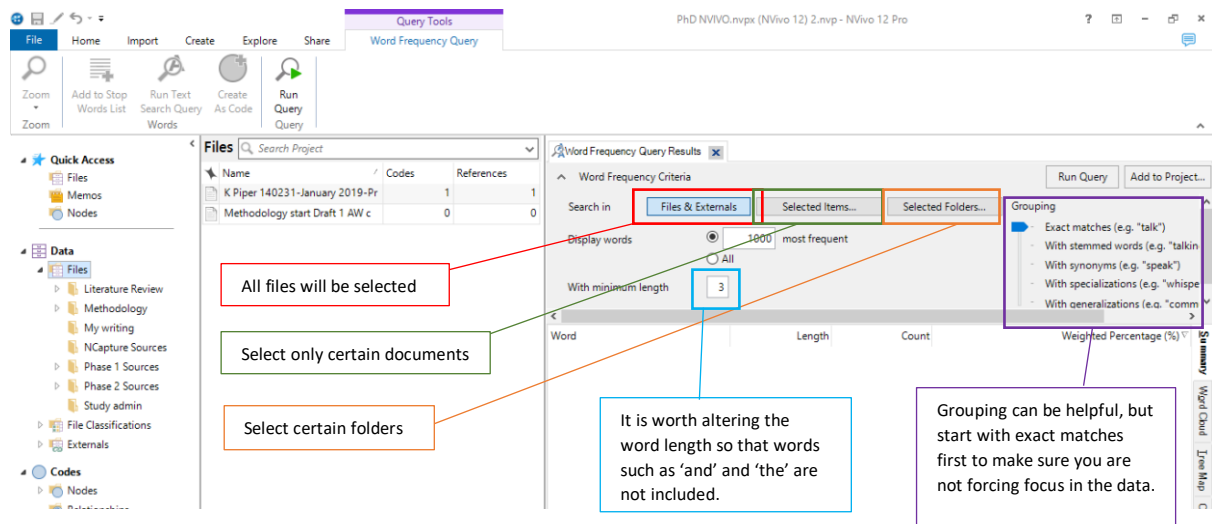
This will be done in part through transcribing and rereading/ listening to the data again. NVIVO has two helpful explore processes to help with familiarising yourself with the data.



- a. WORD FREQUENCY
- b. TEXT SEARCH

### Word Frequency

It does what it says on the tin! This explore action helps to illustrate the most frequent words used through the data or sources selected. This can be interesting when a word/words appear high, and they might have not been thought about in initial analysis process.



Below is an example where I used word frequency to analyse 24 blogs written by Ironman Wales participants.

PhD NVIVO.nvpx (NVivo 12) 2.nvp - NVivo 12 Pro

File Home Import Create Explore Share

Query Tools  
Word Frequency Query

Zoom Add to Stop Words Run Text Search Query Create As Code Run Query Query

Quick Access  
Files  
Memos  
Nodes

Data  
Files  
Literature Review  
Methodology  
My writing  
NCapture Sources  
Phase 1 Sources  
Phase 2 Sources  
Study admin  
File Classifications  
Externals  
Codes  
Nodes  
Relationships  
Relationship Types  
Cases  
Notes  
Search  
Maps  
Output

Files Search Project

| Name                           | Codes | References |
|--------------------------------|-------|------------|
| K Piper 140231-January 2019-Pr | 1     | 1          |
| Methodology start Draft 1 AW c | 0     | 0          |

Word Frequency Query Results

Word Frequency Criteria

Search in: Files & Externals Selected Items... Selected Folders... Grouping

Display words: 1000 most frequent All

With minimum length: 5

Exact matches (e.g. "talk")  
With stemmed words (e.g. "talkin")  
With synonyms (e.g. "speak")  
With specializations (e.g. "whisper")  
With generalizations (e.g. "comm")

| Word     | Length | Count | Weighted Percentage (%) | Similar Words                                                                 |
|----------|--------|-------|-------------------------|-------------------------------------------------------------------------------|
| ironmans | 8      | 337   | 1.02                    | @ironman, ironman, ironman', ironmans                                         |
| wales'   | 6      | 233   | 0.70                    | wales, 'wales', wales'                                                        |
| start    | 5      | 168   | 0.51                    | start start' started starting starts                                          |
| first    | 5      | 163   | 0.49                    | first, first', firstly                                                        |
| course   | 6      | 147   | 0.44                    | course, courses                                                               |
| finish   | 6      | 135   | 0.41                    | finish, finished, finisher, finishers, finishes, finishing                    |
| going    | 5      | 133   | 0.40                    | going                                                                         |
| tenby    | 5      | 125   | 0.38                    | tenby                                                                         |
| really   | 6      | 122   | 0.37                    | really                                                                        |
| second   | 6      | 113   | 0.34                    | second, secondly, seconds, seconds'                                           |
| training | 8      | 110   | 0.33                    | train, trained, training                                                      |
| running  | 7      | 109   | 0.33                    | running                                                                       |
| support  | 7      | 100   | 0.30                    | support, supported, supporter, supporter', supporters, supporting, supportive |
| around   | 6      | 97    | 0.29                    | around                                                                        |
| miles    | 5      | 95    | 0.29                    | mile', miles                                                                  |
| thank    | 5      | 87    | 0.26                    | thank, thanked, thankful, thankfully, thanking, thanks                        |
| great    | 5      | 86    | 0.26                    | great                                                                         |
| minutes  | 7      | 85    | 0.26                    | minute, minutes                                                               |
| marathon | 8      | 83    | 0.25                    | marathon, marathon', marathoners, marathons                                   |

Summary Word Cloud Term Map Cluster Analysis

Ways to present this information. Useful for presentations but not for full thesis. More detailed analysis is required. This provides a starting point.

Interesting finding to look into.

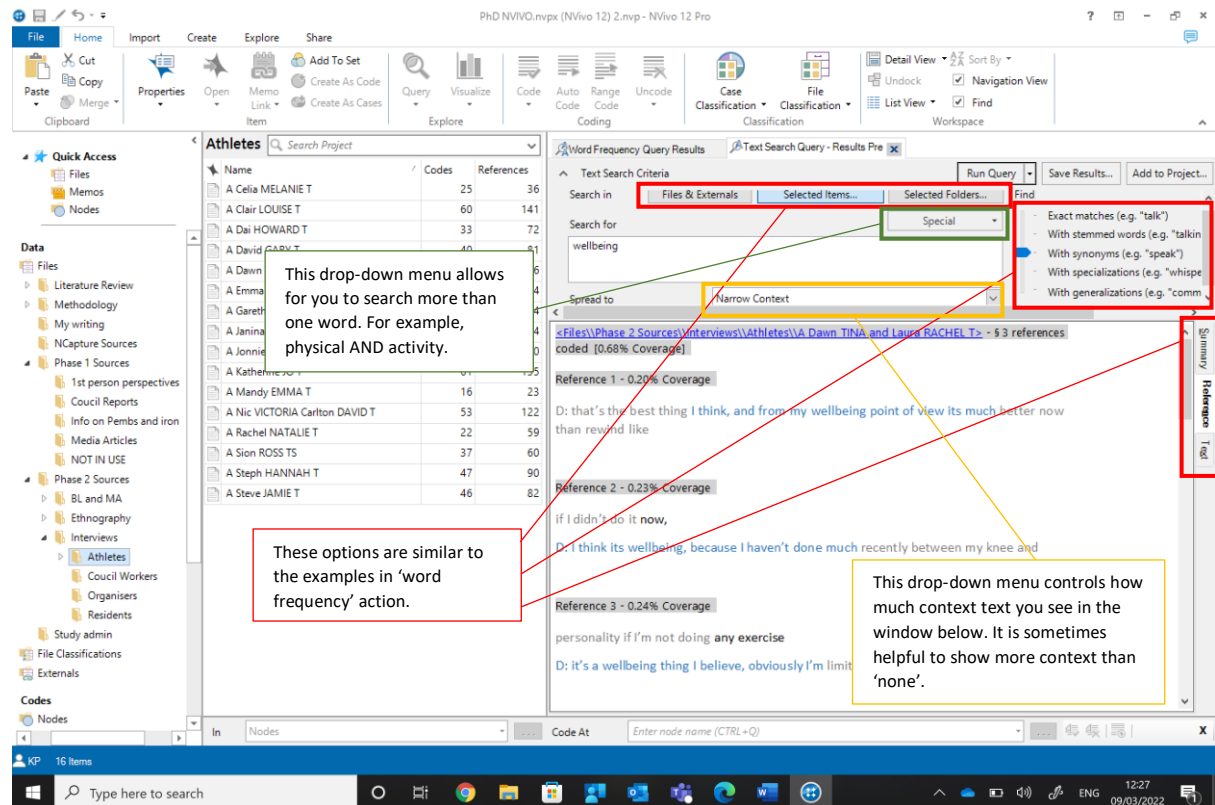
KP 1000 Items

Type here to search

11:47 09/03/2022

## Text Search

This is a helpful explore action when potential themes are known. This could be based on an underpinning theory or concept or key aspects discussed. For example, professional capital; physical literacy; ecological perspective; behaviour theories; nutrition guidance; teacher or instructor actions; child actions and behaviours, etc.



Within the image above is an example where I looked for the word 'wellbeing' within the athlete interviews.

These queries (both word frequency and text search) will not save automatically, you can run as many searches as you want but save the ones you want to revisit. You will find them again in the storage panel on the left under 'Outputs'.

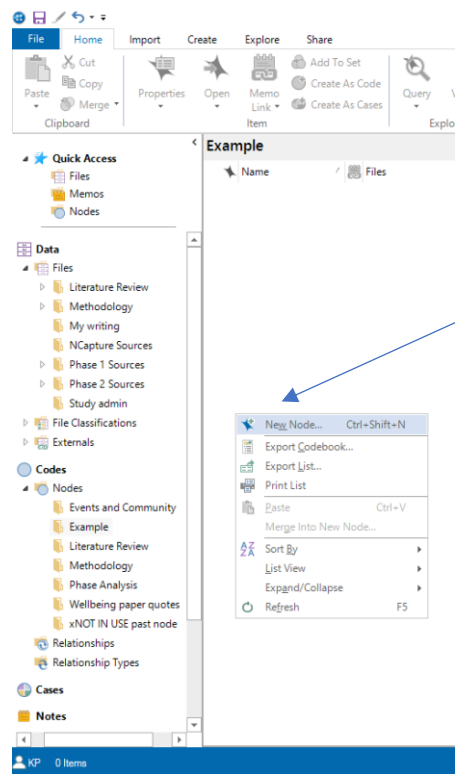
## 2. Initial Coding

- Codes
- Nodes
- Relationships
- Relationship Types

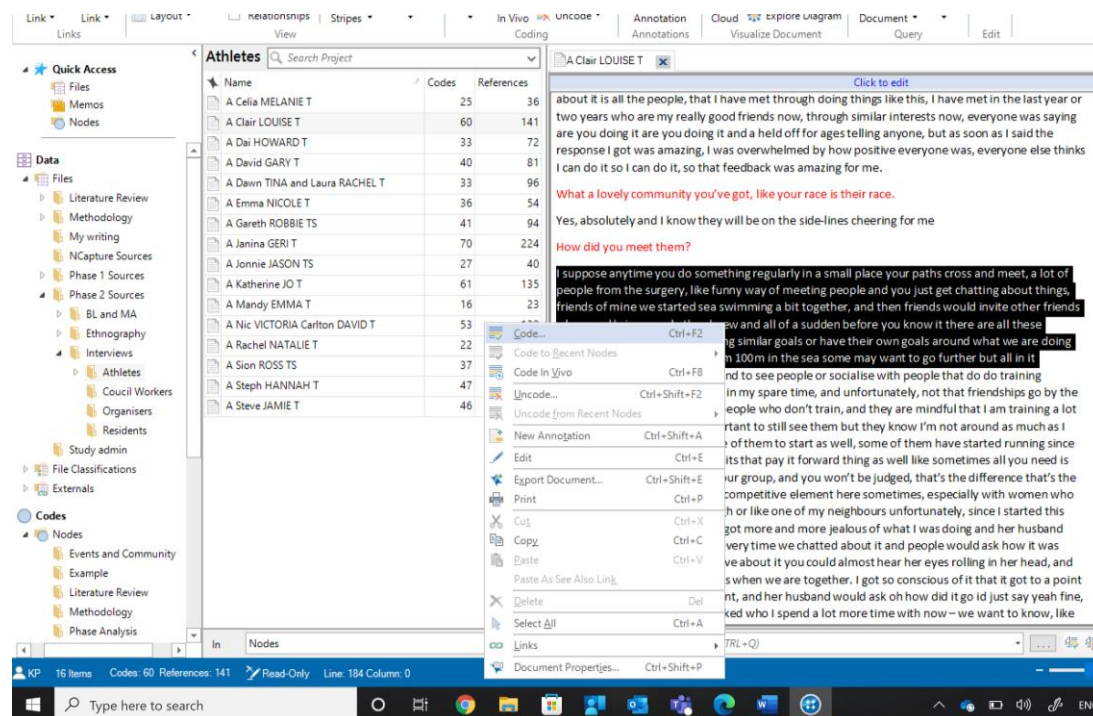
This step works in the same way as it would by hand. Read through the data and highlight key words/ phrases and sentences.

In the software data can be coded and saved into nodes (at this stage this might be just categories).

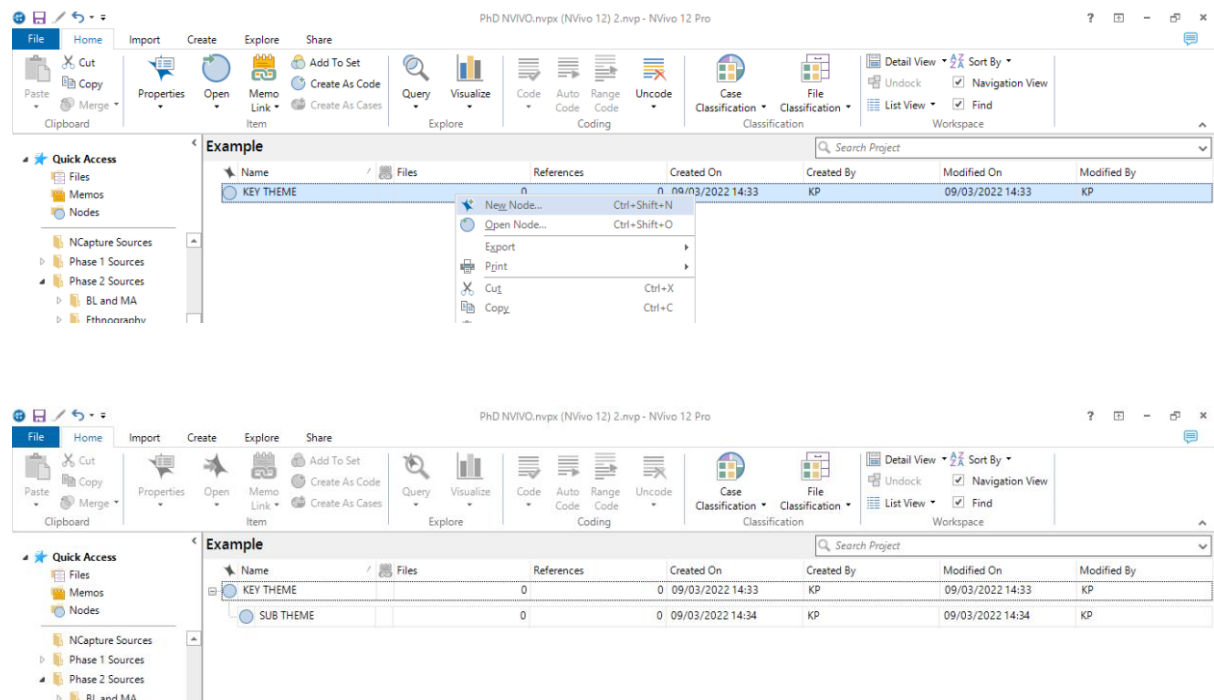
Nodes can be coded in many different ways through the 'right-click' menu options. You can then



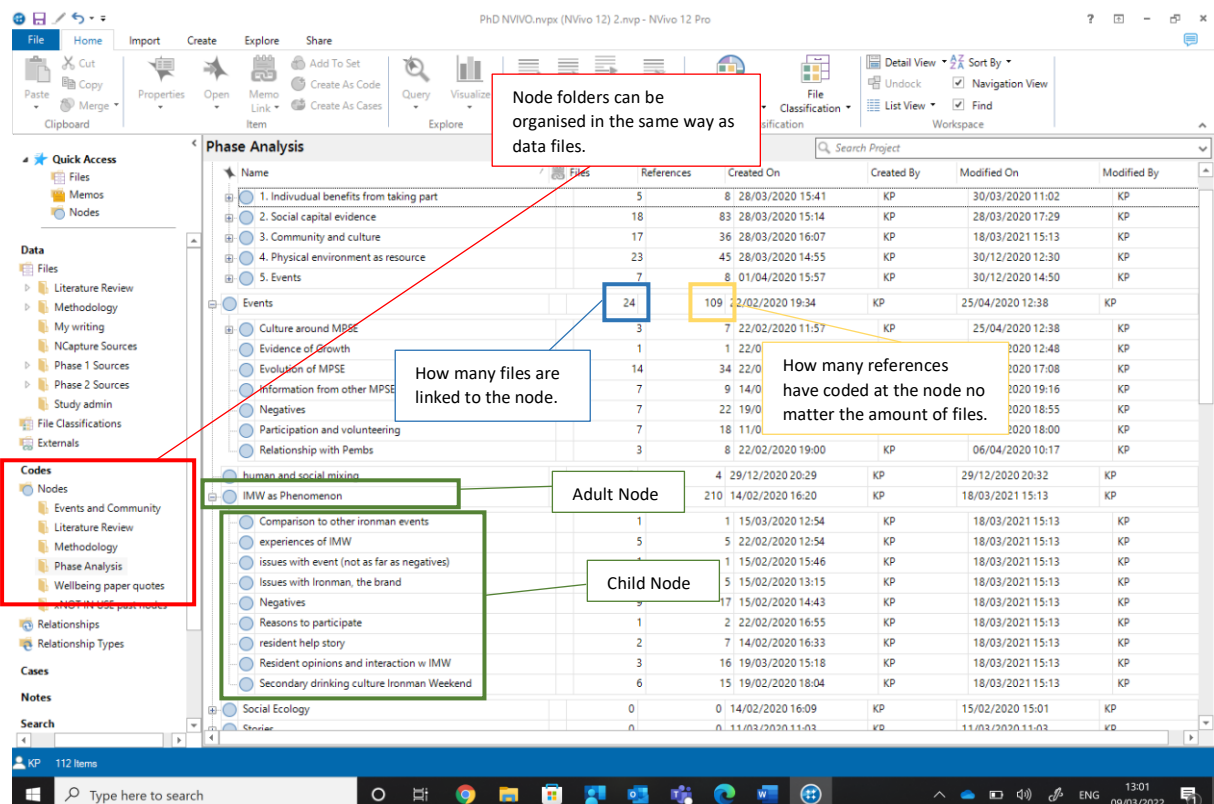
1. Create new nodes if you know certain themes from the start.
2. While you are reading through the data, sentences and phrases might spark interest – to be stored and labelled. This option will also allow you to add codes (words, phrases and sentences from data) to existing nodes.



Nodes within one folder can also be organised using adult and child nodes. Below shows an example of how to do this in a Node Folder. However, this can also be doing through right-click menu while reading the data.



Below you will see the examples of this across one window.



### 3. Generating themes.

This step follows on from the previous where categories (first nodes) are created and organised and reorganised as you revisit the data and introduce new data. It is worth making sure you have covered all the data and coded as much relevant information as possible to help with the next steps in the process.

Child nodes can be 'aggregated' within the adult node. Right-Click menu on the adult node will give an option (bottom of the menu) to include/exclude all data coded at the child node within the adult node.

Themes will be generated from this process – making sense of what you are reading in the data and nodes.

### 4. Reviewing the themes

Opening an adult or child node will open a list of all the data coded within the node (on the right of the window). Reviewing the trustworthiness and clarity of themes is vital. This step can become a little confusing.

The screenshot displays the NVivo 12 Pro software interface. The top menu bar includes File, Home, Import, Create, Explore, Share, and Node Tools. The left sidebar shows a tree view of the project structure, including Files, Memos, Nodes, and Codes. The main window is titled 'Phase Analysis' and shows a list of nodes with their respective file counts and reference counts. The 'IMW as Phenomenon' node is selected, and its details are displayed on the right. The details include a list of references with their coverage percentages and the text of the references.

| Name                                 | Files | Reference |
|--------------------------------------|-------|-----------|
| 2nd Analysis Reviewing potential the | 0     | 0         |
| 1. Individual benefits from taking   | 5     | 8         |
| 2. Social capital evidence           | 18    | 83        |
| 3. Community and culture             | 17    | 36        |
| 4. Physical environment as resourc   | 23    | 45        |
| 5. Events                            | 7     | 8         |
| Events                               | 24    | 109       |
| Culture around MPSE                  | 3     | 7         |
| Evidence of Growth                   | 1     | 1         |
| Evolution of MPSE                    | 14    | 34        |
| Information from other MPSE          | 7     | 9         |
| Negatives                            | 7     | 22        |
| Participation and volunteering       | 7     | 18        |
| Relationship with Pems               | 3     | 8         |
| human and social mixing              | 2     | 4         |
| IMW as Phenomenon                    | 59    | 210       |
| Comparison to other ironman eve      | 1     | 1         |
| experiences of IMW                   | 5     | 5         |
| issues with event (not as far as ne  | 1     | 1         |
| Issues with Ironman, the brand       | 4     | 5         |
| Negatives                            | 9     | 17        |
| Reasons to participate               | 1     | 2         |
| resident help story                  | 2     | 7         |
| Resident opinions and interaction    | 3     | 16        |
| Secondary drinking culture ironm     | 6     | 15        |

Reference 1 - 2.65% Coverage

Not just any walk down to the start, but a 1km parade in swim formation through the streets of Tenby, lined by cheering fans and spectators. The energy was amazing and I've never experienced anything like it. The beach felt like the centre stage of a huge arena, and when the Welsh National Anthem was sung before the race it was truly mesmerizing.

Reference 2 - 1.64% Coverage

There's absolutely no question the atmosphere at Ironman Wales is truly incredible. This was my first Ironman event so I've nothing to compare it to, but what I do know is the support was uplifting. Thank you Wales.

Reference 1 - 0.35% Coverage

Widely regarded as one of the most punishing Ironman courses in the world, I'd chosen Tenby's Ironman Wales as the location for my 'A' race of 2018.

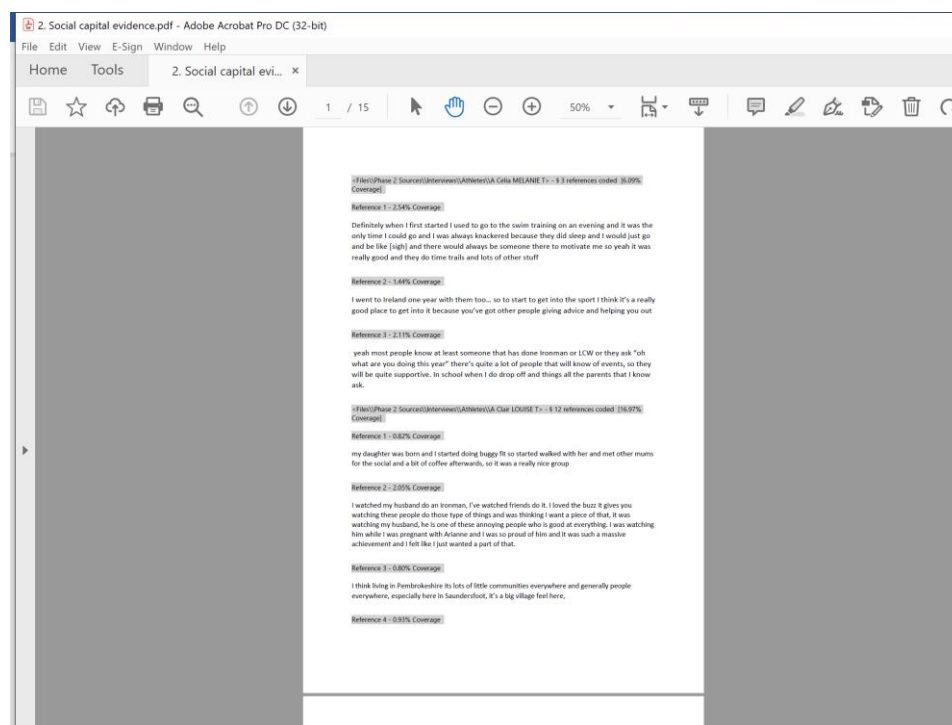
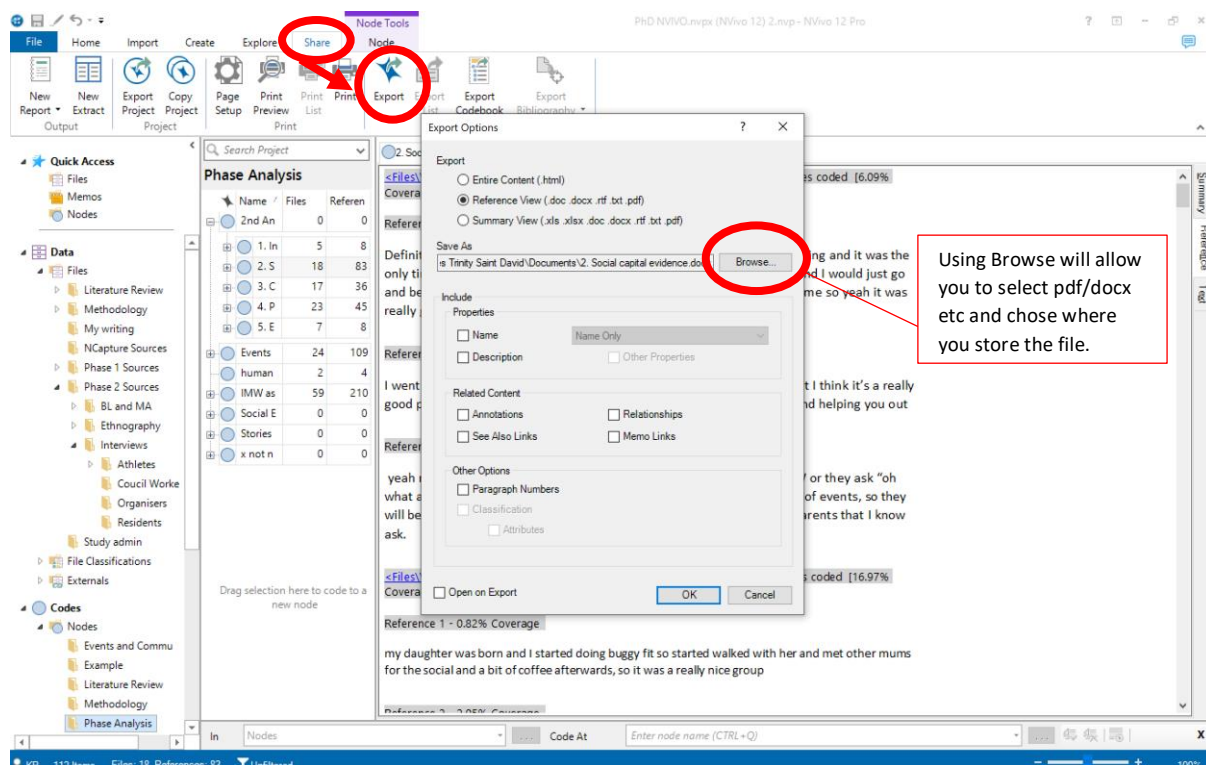
Reference 2 - 0.20% Coverage

all the hotels in Tenby itself having been booked up a year in advance of race week.

Reference 3 - 0.66% Coverage

and set about the 1km journey to T1. In the water you are somewhat isolated from the rest of the race, and even at the turn the swimcap and goggles form a fairly effective set of blinkers, so the wall of noise that his you as you tear these off is both staggering and uplifting.

You can recode to new nodes etc or at this point you might want to print out the key quotes you have included and carry out some analysis by hand at this point. Each node can be exported as word/pdf documents. This might even be needed in the previous step.

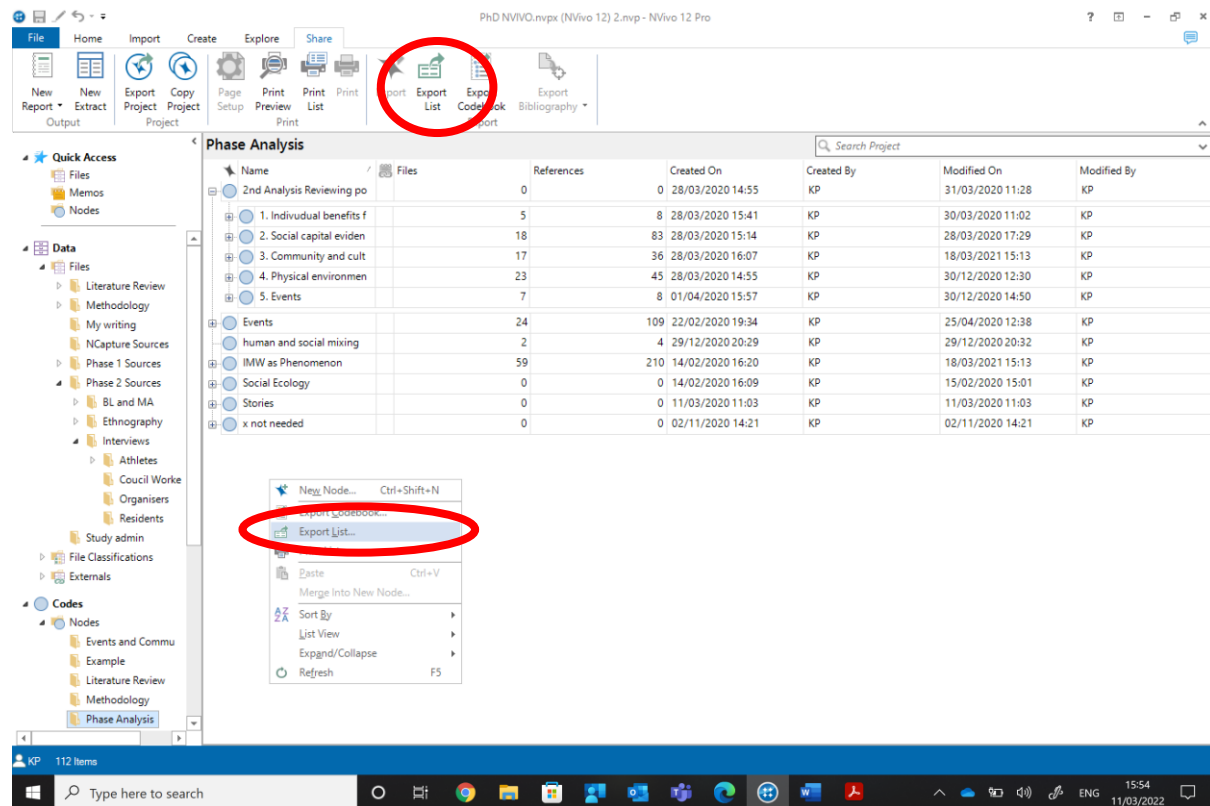


## 5. Defining and naming themes

Through the process of reviewing themes, defining and naming themes will help towards the findings of your study. If you have used a theory the defining or naming process will be underpinned by the theory.

## 6. Producing the report

There are several ways that finalised analysis can be used within a report. More commonly, a source and reference table can be produced to demonstrate the nodes that were referenced the most through the sources of data.



Below is an example of this from a study that was underpinned by the concepts of Curriculum Change (Fullan, 2015) and Professional Capital (Hargreaves and Fullan, 2012).

| <u>Name of node</u>                      | <u>Sources</u> | <u>References</u> | <u>Created</u> | <u>Created by</u> | <u>Modified</u> | <u>Modified by</u> |
|------------------------------------------|----------------|-------------------|----------------|-------------------|-----------------|--------------------|
| T1                                       | 3              | 85                | 12/11/16       | KP                | 12/11/16        | KP                 |
| T2                                       | 3              | 84                | 12/11/16       | KP                | 12/11/16        | KP                 |
| T3                                       | 1              | 14                | 12/11/16       | KP                | 12/11/16        | KP                 |
| TA1 and TA2                              | 1              | 75                | 12/11/16       | KP                | 12/11/16        | KP                 |
| Researcher Observations                  | 6              | 6                 | 12/11/16       | KP                | 30/11/16        | KP                 |
| Children                                 | 5              | 50                | 12/11/16       | KP                | 20/02/17        | KP                 |
| Children opinion on circus               | 2              | 9                 | 20/11/16       | KP                | 20/11/16        | KP                 |
| Children opinion on classroom activities | 3              | 15                | 20/11/16       | KP                | 20/11/16        | KP                 |
| Specific child cases                     | 3              | 6                 | 15/02/17       | KP                | 20/02/17        | KP                 |
| Initiation Circumstances                 | 7              | 68                | 30/11/16       | KP                | 29/08/17        | KP                 |
| Focus and Clarity                        | 5              | 20                | 15/02/17       | KP                | 29/08/17        | KP                 |
| Teacher training and CPD for approach    | 6              | 16                | 15/02/17       | KP                | 29/08/17        | KP                 |
| Planning                                 | 6              | 22                | 15/02/17       | KP                | 29/08/17        | KP                 |
| Preconceived ideas                       | 5              | 10                | 15/02/17       | KP                | 29/08/17        | KP                 |
| Circus                                   | 6              | 56                | 12/11/16       | KP                | 12/11/16        | KP                 |
| Working with professional circus workers | 6              | 8                 | 12/11/16       | KP                | 12/11/16        | KP                 |
| Teacher opinion                          | 5              | 15                | 12/11/16       | KP                | 12/11/16        | KP                 |
| Difference from mainstream               | 5              | 62                | 12/11/16       | KP                | 16/07/17        | KP                 |
| Teaching                                 | 3              | 14                | 15/02/17       | KP                | 16/07/17        | KP                 |

|                                                                                                   |          |           |                 |           |                 |           |
|---------------------------------------------------------------------------------------------------|----------|-----------|-----------------|-----------|-----------------|-----------|
| Learning                                                                                          | 4        | 15        | 15/02/17        | KP        | 16/07/17        | KP        |
| Class and Environment                                                                             | 5        | 12        | 15/02/17        | KP        | 16/07/17        | KP        |
| <b>Human Capital – understanding, competence, confidence, motivation, opinions and philosophy</b> | <b>7</b> | <b>87</b> | <b>30/11/16</b> | <b>KP</b> | <b>29/08/17</b> | <b>KP</b> |
| Traditional teaching and theme                                                                    | 4        | 17        | 15/02/17        | KP        | 29/08/17        | KP        |
| Traditional teaching and comfort zone                                                             | 4        | 15        | 15/02/17        | KP        | 29/08/17        | KP        |
| Understanding of physical literacy and holistic tasks                                             | 5        | 25        | 15/02/17        | KP        | 29/08/17        | KP        |
| Circus                                                                                            | 6        | 12        | 15/02/17        | KP        | 29/08/17        | KP        |
| Successes and areas for improvement                                                               | 7        | 10        | 15/02/17        | KP        | 29/08/17        | KP        |
| Teacher training and CPD for approach                                                             | 5        | 8         | 15/02/17        | KP        | 29/08/17        | KP        |
| <b>Social Capital – collaboration, support and culture</b>                                        | <b>7</b> | <b>77</b> | <b>30/11/16</b> | <b>KP</b> | <b>29/08/17</b> | <b>KP</b> |
| Set up in initiation phase                                                                        | 6        | 15        | 15/02/17        | KP        | 29/08/17        | KP        |
| Place of teachers in teacher group                                                                | 6        | 14        | 15/02/17        | KP        | 29/08/17        | KP        |
| Opinions of teacher collaborations                                                                | 6        | 17        | 15/02/17        | KP        | 29/08/17        | KP        |
| Teacher philosophy                                                                                | 5        | 12        | 15/02/17        | KP        | 29/08/17        | KP        |
| Collaboration between the four main teachers                                                      | 1        | 19        | 15/02/17        | KP        | 29/08/17        | KP        |

Key Finding 1: Initial circumstances impacted teacher experience

Key Finding 2: Social capital did not reach full potential

Key Finding 3: Human capital of teachers impacted the development of a holistic approach to teaching and learning