



Southeast Asian Ministers of Education Organization
Regional Training Center

QUALITATIVE DATA COLLECTION

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DO NOT COPY

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Objectives

- Explore the core functions and interface of NVivo, and understand how it supports rigorous analysis of textual, audio, and visual data
- Create and manage a structured NVivo project by importing sources, classifying data, and organizing files for efficient workflow
- Practice creating, applying, and managing codes (nodes) to identify patterns and categorize meaning across different types of qualitative data

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Objectives

- Define participant cases, assign attributes, and link them to data sources to enable cross-case analysis and demographic comparisons
- Use queries, charts, word clouds, and matrix coding to examine coded content, uncover themes, and interpret findings with analytic depth
- Learn to extract coding summaries, visualizations, and data matrices from NVivo to support transparent reporting and academic dissemination.

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OUTLINE

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Introducing NVivo

4

Creating Cases

2

Setting up a NVivo Project

5

Analyzing Data

3

Coding Data in NVivo

6

Reporting Results

4

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1. Introducing NVivo



Organizing mainly qualitative data

Imposing structure on unstructured data

Unable to analyze data

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1. Introducing NVivo

Nvivo is unable to

analyze your data for you

take control away from you

make the analysis process easier or faster

support only one kind of analysis
(grounded theory, ethnography, discourse analysis)

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1. Introducing NVivo

Nvivo is able to

Make your project portable

Make your analytic strategies visible

Support collaboration with others

Create an audit trail

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1. Introducing NVivo

Nvivo is able to

Assist you in every phase of your study

Create a textual lab to organize study materials

Capture field notes, social media, and other data types

Find every instance of a word in the data for preliminary analysis

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1. Introducing NVivo

Nvivo is able to

Create a research journal to track study progress

Transcribe data and connect it to the media file

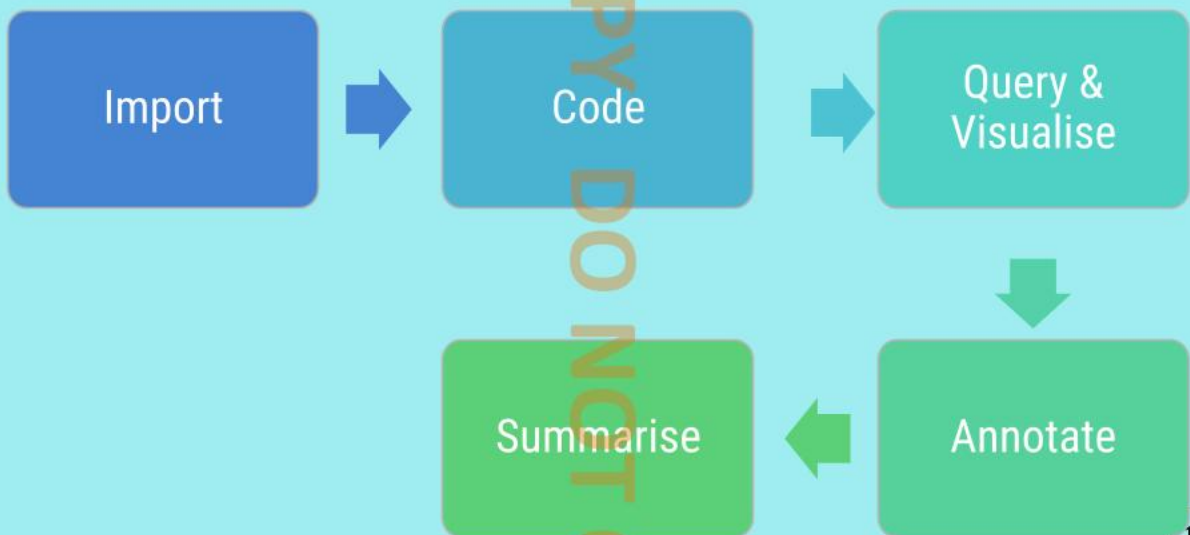
Create written reflections while reading through data

Visualize relationships between codes to generate theory

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1. Introducing NVivo



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2 Setting up a NVivo Project

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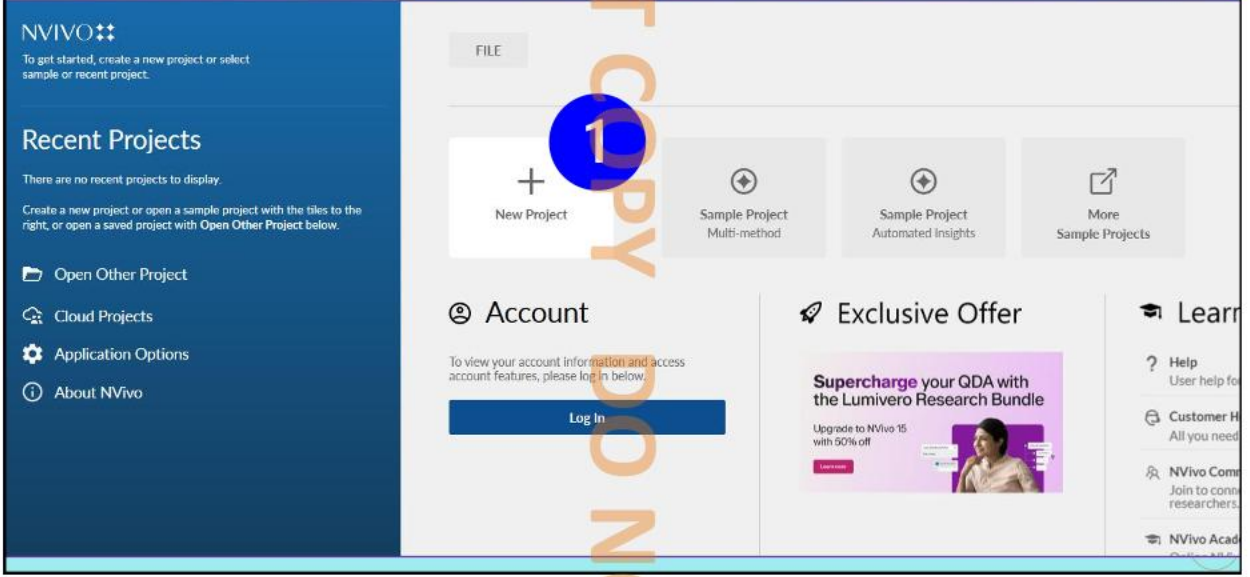
2. Setting up a NVivo project

Transcript Files and Profile File

	A	B	C	D	E
1	ID	Class	Gender	Age	LMS
2	Andy	1	Male	19	Compulsory
3	Bella	2	Female	20	Compulsory
4	Cathy	3	Female	19	Optional
5	Daisy	4	Female	20	Optional

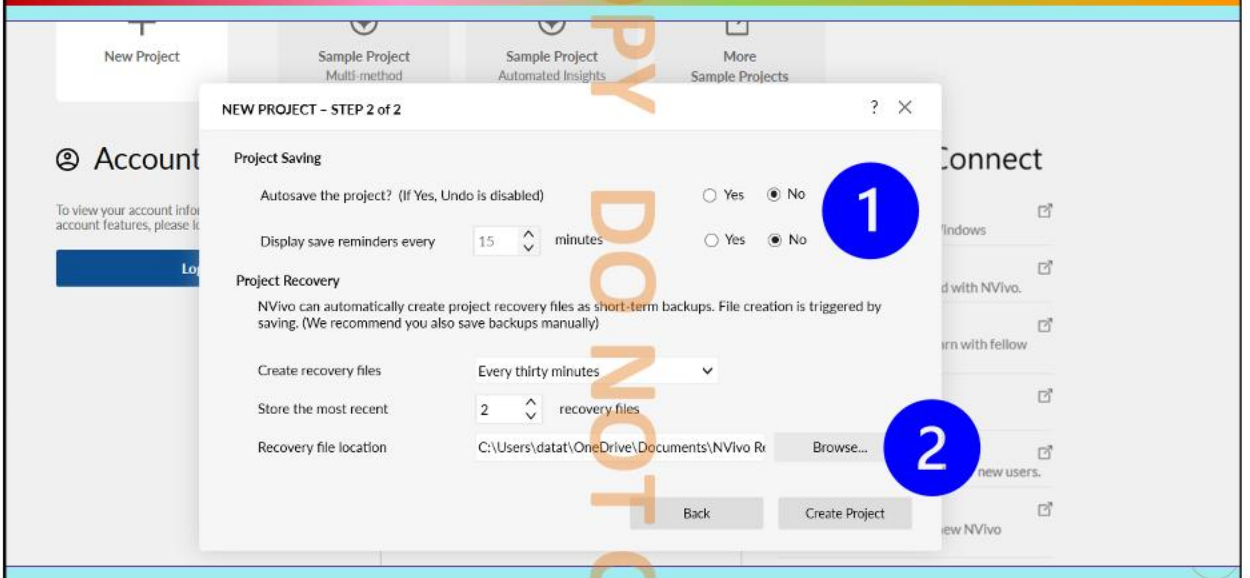
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2. Setting up a NVivo project



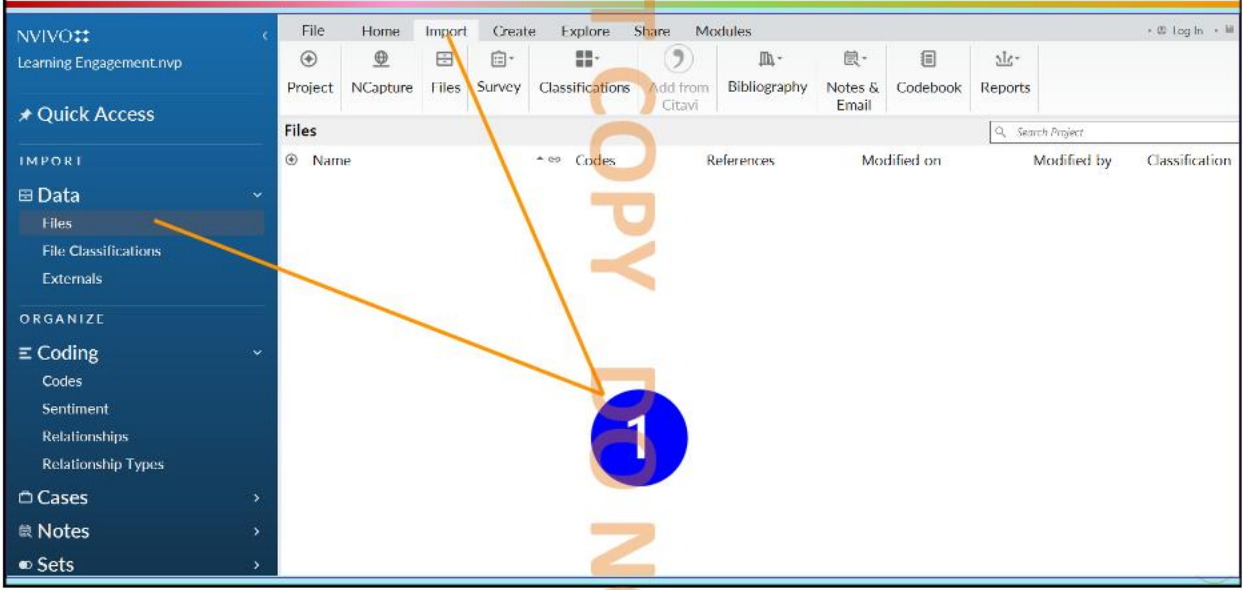
15

2. Setting up a NVivo project



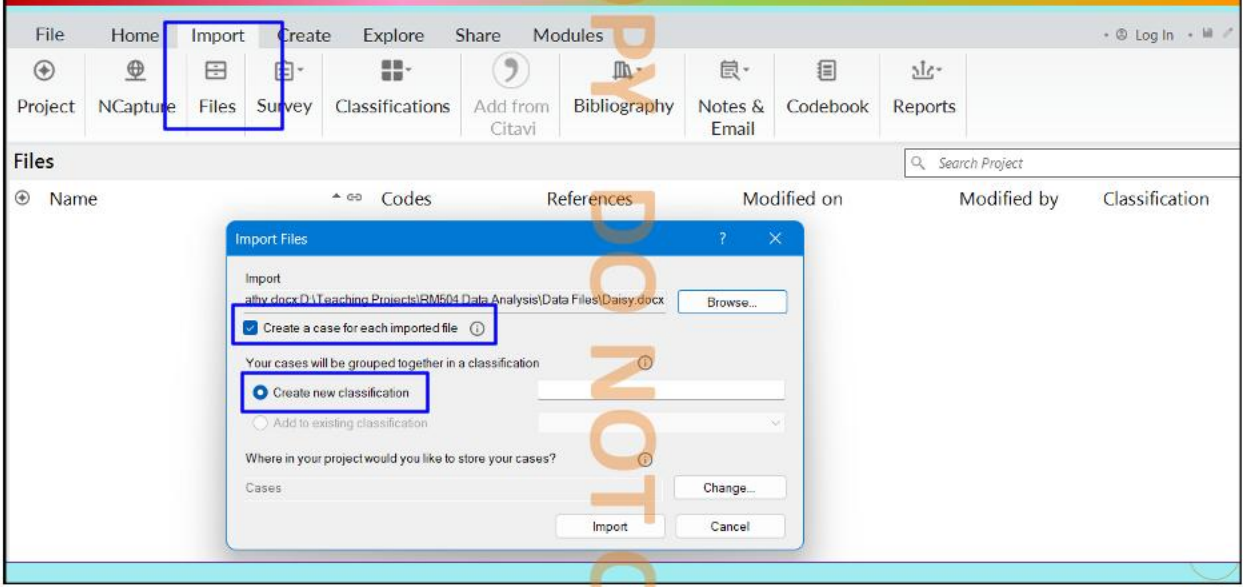
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2. Setting up a NVivo project



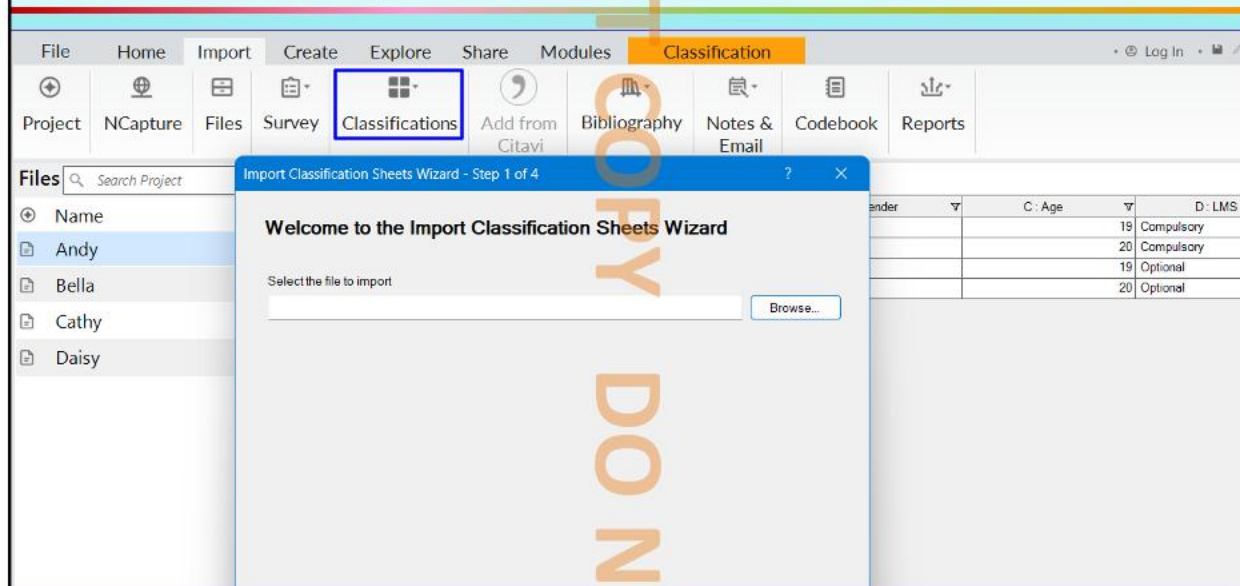
17

2. Setting up a NVivo project



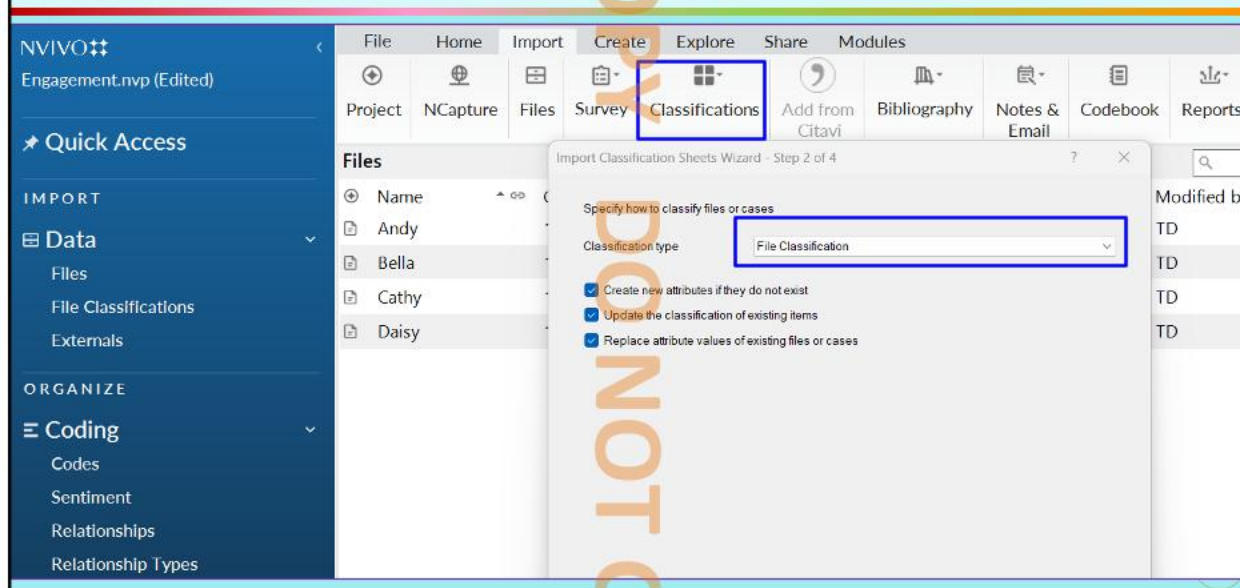
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2. Setting up a NVivo project



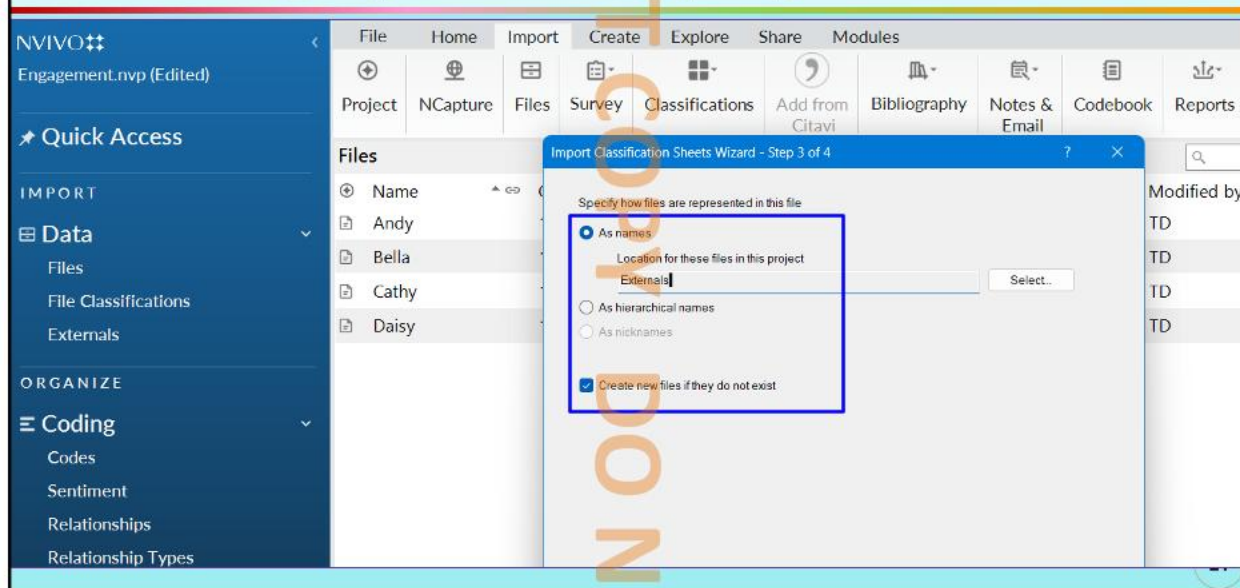
19

2. Setting up a NVivo project



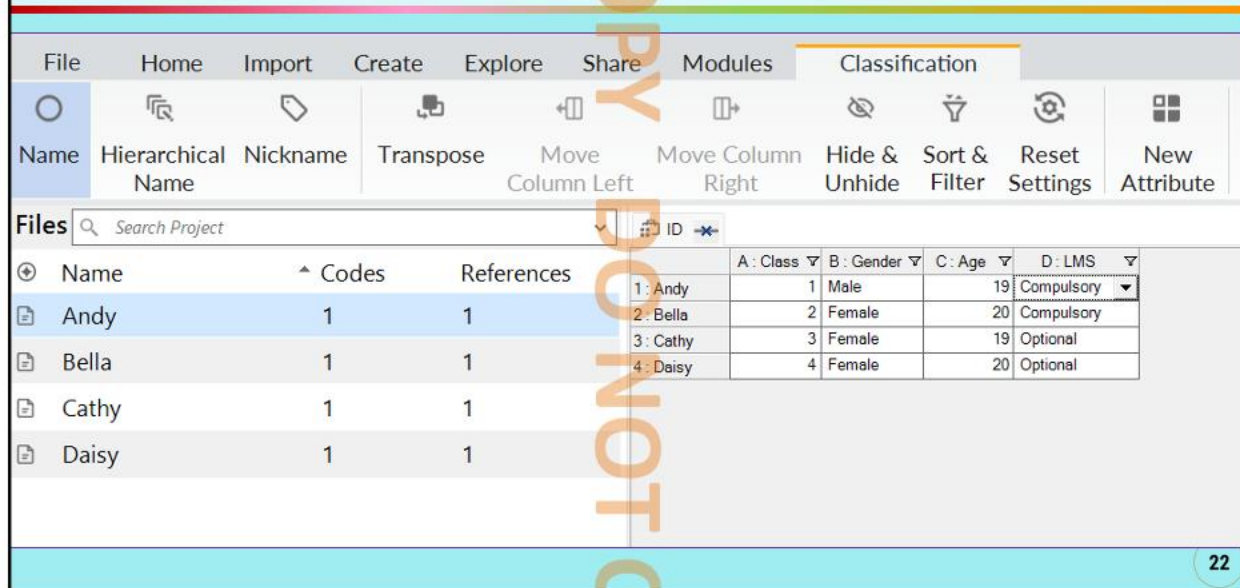
20

2. Setting up a NVivo project



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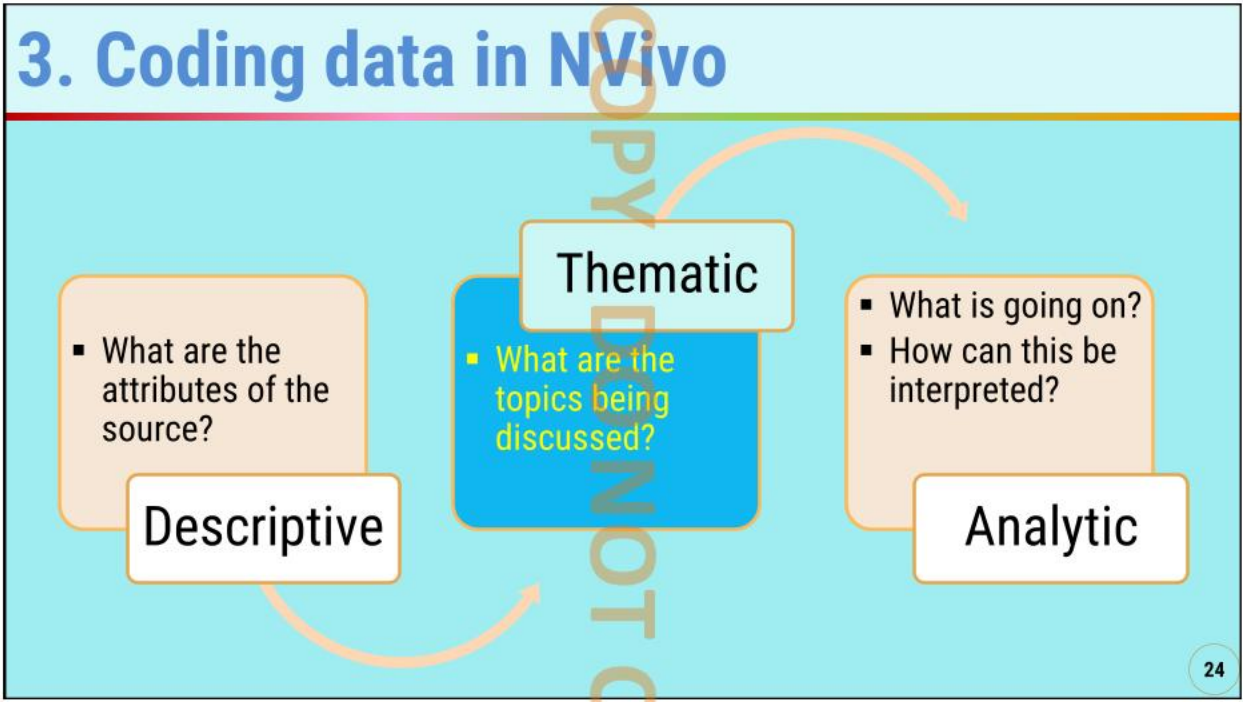
2. Setting up a NVivo project



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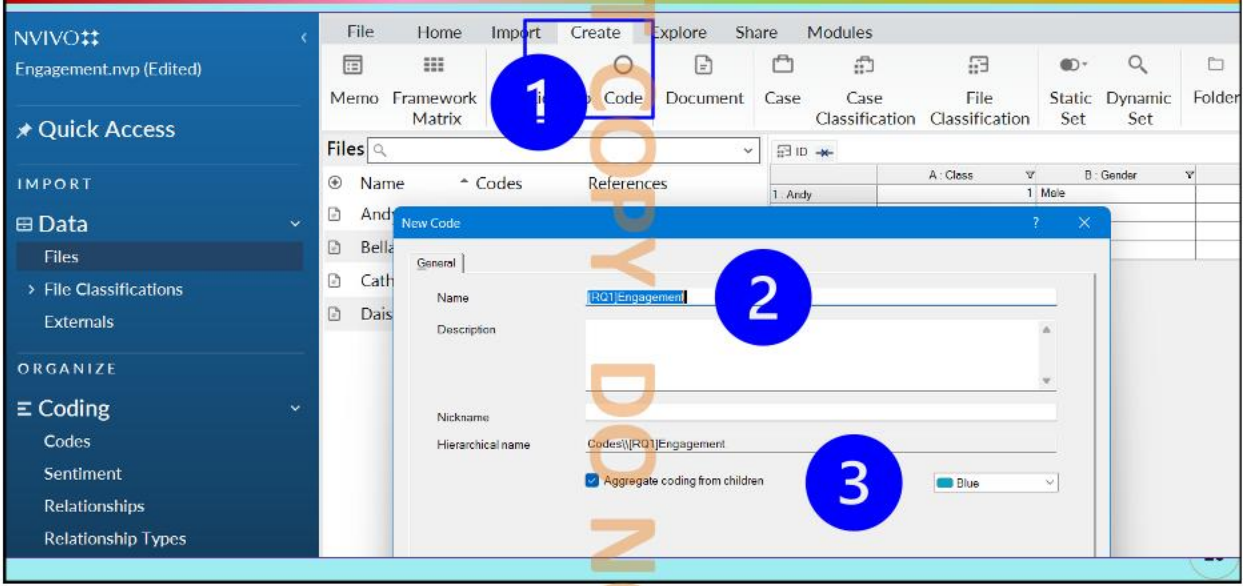
3 Coding Data in NVivo

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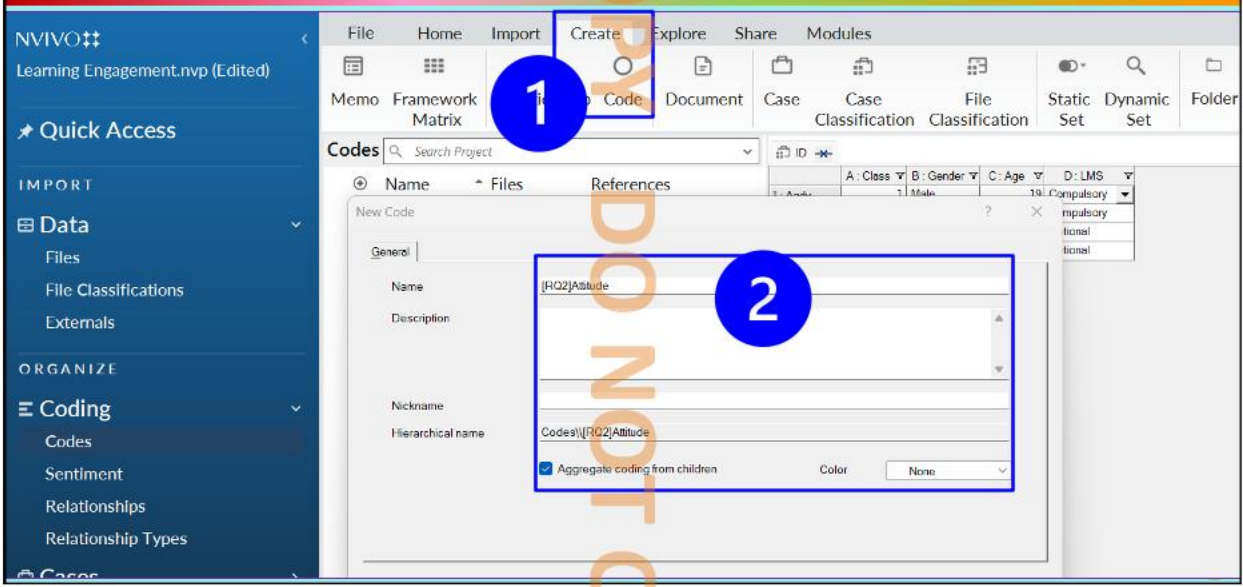
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3. Coding data in NVivo



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3. Coding data in NVivo



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3. Coding data in NVivo

The screenshot shows the NVivo interface with the 'Codes' pane open. The left sidebar shows the 'Coding' section with 'Codes' selected. The main pane displays a tree view of codes:

- [RQ1]Engagement (0 files, 0 references)
 - [RQ2]Attitude (0 files, 0 references)
 - Affective (0 files, 0 references)
 - Negative (0 files, 0 references)
 - Positive (0 files, 0 references)
 - Behavioral (0 files, 0 references)
 - Negative (0 files, 0 references)
 - Positive (0 files, 0 references)
 - Cognitive (0 files, 0 references)
 - Negative (0 files, 0 references)
 - Positive (0 files, 0 references)

To the right, a table shows the 'Cases' pane with the following data:

ID	A: Class	B: Gender	C: Age	D: LMS
1: Andy	1	Male	19	Compulsory
2: Bella	2	Female	20	Compulsory
3: Cathy	3	Female	19	Optional
4: Daisy	4	Female	20	Optional

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3. Coding data in NVivo

The screenshot shows the NVivo interface with the 'Files' pane open. The left sidebar shows the 'Coding' section with 'Files' selected. The main pane displays a table of files:

Name	Codes	References
Andy	1	1
Bella	1	1
Cathy	1	1
Daisy	1	1

To the right, a text view shows a transcript with the following content:

R: Regarding the VietCALL website, what do you usually go there for?
I: Usually, I go there to post something.

R: When you first log into the website, where do you go?
I: I go into my class, then into the audio/video sharing section.

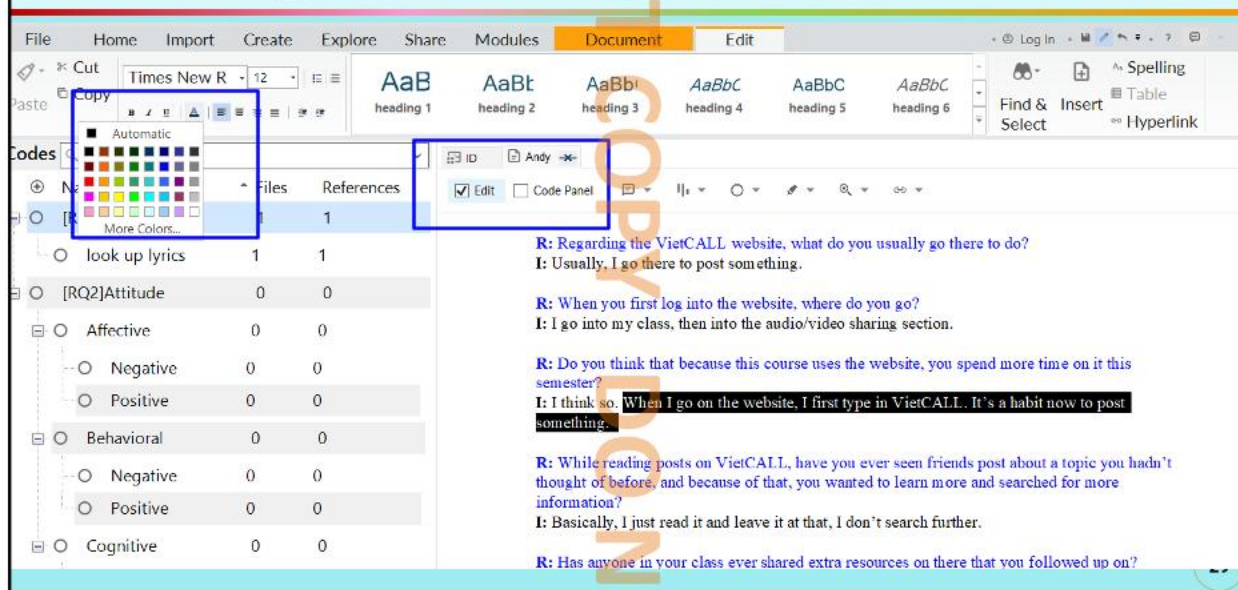
R: Do you think that because this course uses the website, you spend more time on it?
I: I think so. When I go on the website, I first type in VietCALL. I then search for something.

R: While reading posts on VietCALL, have you ever seen friends' posts that you thought of before, and because of that, you wanted to learn more about them?
I: Basically, I just read it and leave it at that, I don't search further.

R: Has anyone in your class ever shared extra resources on there like songs?
I: If it's songs, then I'll look up the lyrics or other songs by that singer.

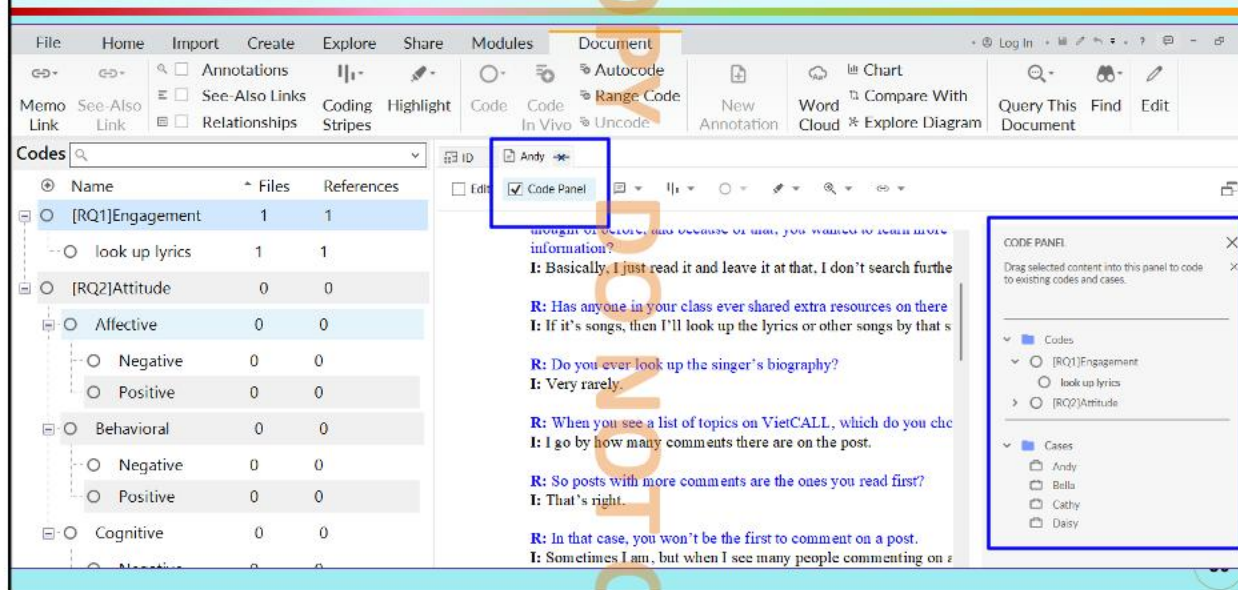
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3. Coding data in NVivo



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3. Coding data in NVivo



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3. Coding data in NVivo

The screenshot shows the NVivo interface. The 'Codes' pane on the left lists codes: [RQ1]Engagement (1 file, 1 reference) and look up lyrics (1 file, 1 reference). A 'Select Project Items' dialog box is open, showing a tree view of codes. The 'Affective' code is selected, and a blue circle with the number '2' is placed over it. The background text includes: 'R: Has anyone in your class ever shared extra resources on there that you followed up on?' and 'I: If it's songs, then I'll look up the lyrics or other songs by that singer.'

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3. Coding data in NVivo

The screenshot shows the 'New Code' dialog box with 'Location' set to 'Codes' and 'Name' set to 'Read post having many comments'. A 'Select Location' dialog box is also open, showing a tree view of codes. A blue circle with the number '4' is placed over the 'look up lyrics' code. The background text includes: 'R: Do you ever look up the singer's biography?' and 'I: Very rarely.' and 'R: When you see a list of topics on VietCALL, which do you choose to read first and why?' and 'I: I go by how many comments there are on the post.' Blue circles with numbers 1, 2, and 3 highlight other parts of the interface.

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3. Coding data in NVivo

R: In that case, you won't be the first to check it out.

I: Sometimes I am, but when I see many posts I check it out.

R: Do you pay attention to the title of the posts?

I: No, the author's name doesn't catch my eye, but I read the title.

R: Every time you go on the site and see the posts, do you check them more often?

I: Mostly, it's because I want to learn, partly because I want to post each week. I also post more because I see interesting things on YouTube to share.

R: When reading posts, what matters most to you? Do you care about the content—I don't really care about the author's name?

I: Both in class and online, do you often ask questions? Do you compare yourself regularly?

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3. Coding data in NVivo

R: If you see your work is similar to someone else's but your grade is lower, do you ask your teacher about it?

I: If the difference is big, I would ask. But if it's just 1 point, I wouldn't.

R: Why do you often compare your abilities with others?

I: I just want to see how I'm progressing. If my grade is lower, I want to know why.

R: When reading posts online, do you compare them to your own work?

I: Sometimes, but not much. I mainly just read for the content.

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3. Coding data in NVivo

The screenshot shows the NVivo software interface. The 'Document' menu is open, highlighting the 'Uncode...' option (Ctrl+Shift+F2). Below the menu, a list of codes is displayed with their respective counts:

Code Name	Count 1	Count 2
[RQ1]Engagement	1	1
look up lyrics	1	1
Post due to teacher	1	1
Post something int	1	1
Read good posts	1	1
Read posts having	1	1
Read to know frien	1	1
Repond to friends	1	1
[RQ2]Attitude	0	0

The background text from a document is partially visible, showing a conversation snippet:

I: Yes, but not entirely. For example, I have a quiet classmate, but they post ve and use great sources on VietCALL.

R: After writing a post on the site, do you want the teacher to comment?

I: I do, but teachers rarely comment.

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3. Coding data in NVivo

The screenshot shows the NVivo software interface. The 'Codes' list is expanded, showing a table of codes and their references:

Name	Files	References
[RQ1]Engagement	1	10
look up lyrics	1	1
Post due to teacher's requireme	1	1
Post something interesting	1	1
Read good posts	1	4
Read posts having many comm	1	1
Read to know friends	1	1
Repond to friends	1	1
[RQ2]Attitude	0	0
Affective	0	0

The main text area shows a conversation snippet with annotations:

I: I just want to see how I'm progressing. If my grade is lov

R: When reading posts online, do you compare them to you

I: Sometimes, but not much. I mainly just read for the cont

R: Do you think the website helps you understand your clas

I: Yes, but not entirely. For example, I have a quiet classma and use great sources on VietCALL.

R: After writing a post on the site, do you want the teacher

I: I do, but teachers rarely comment.

R: Why?

I: Because teachers have more experience.

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4 Creating Cases

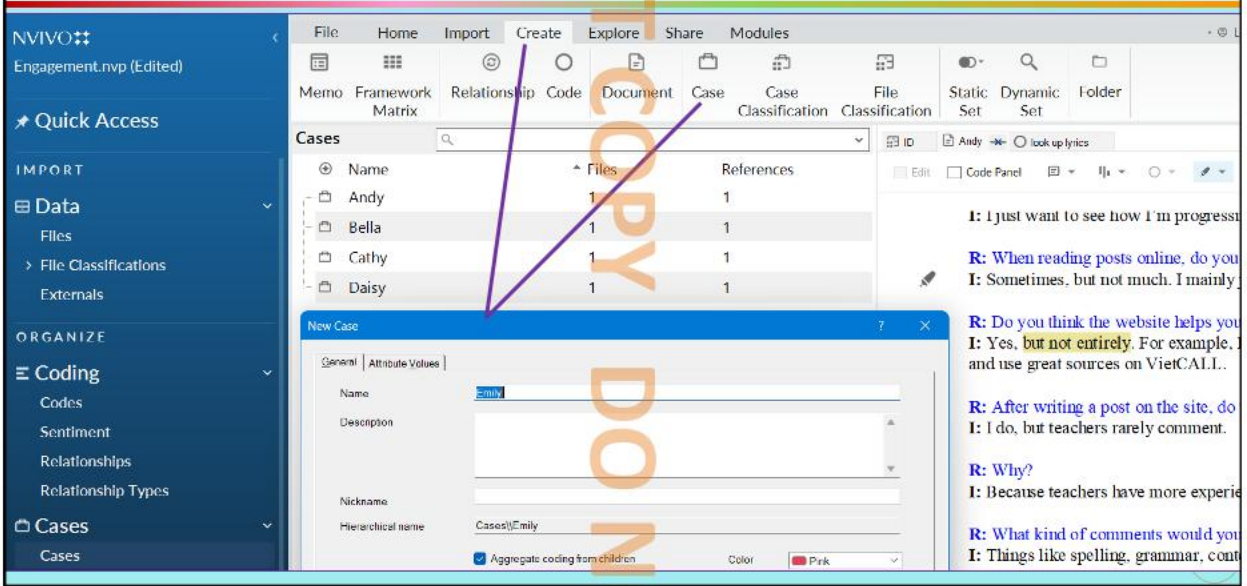
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4. Creating cases

	A	B	C	D	E
1	ID	Class	Gender	Age	LMS
2	Andy	1	Male	19	Compulsory
3	Bella	2	Female	20	Compulsory
4	Cathy	3	Female	19	Optional
5	Daisv	4	Female	20	Ontional

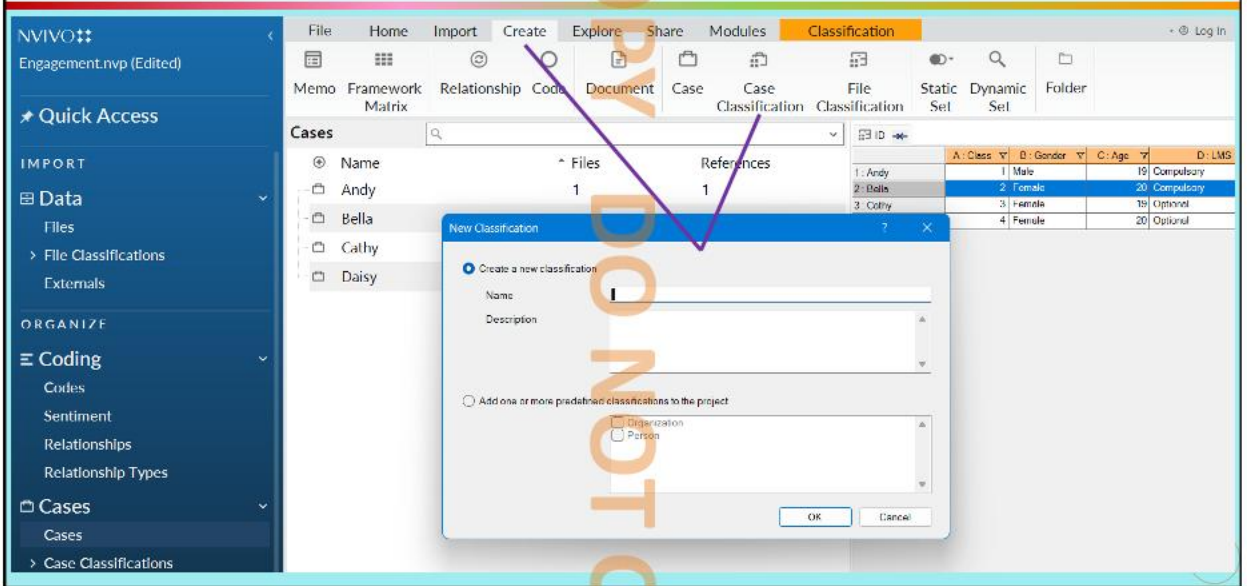
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4. Creating cases



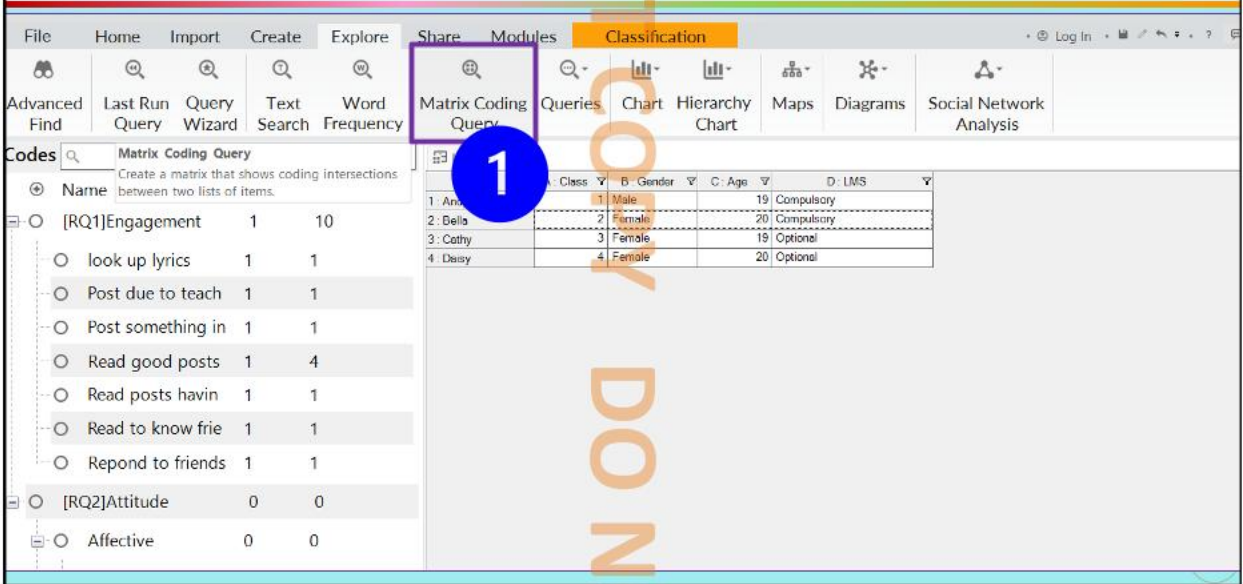
39

4. Creating cases



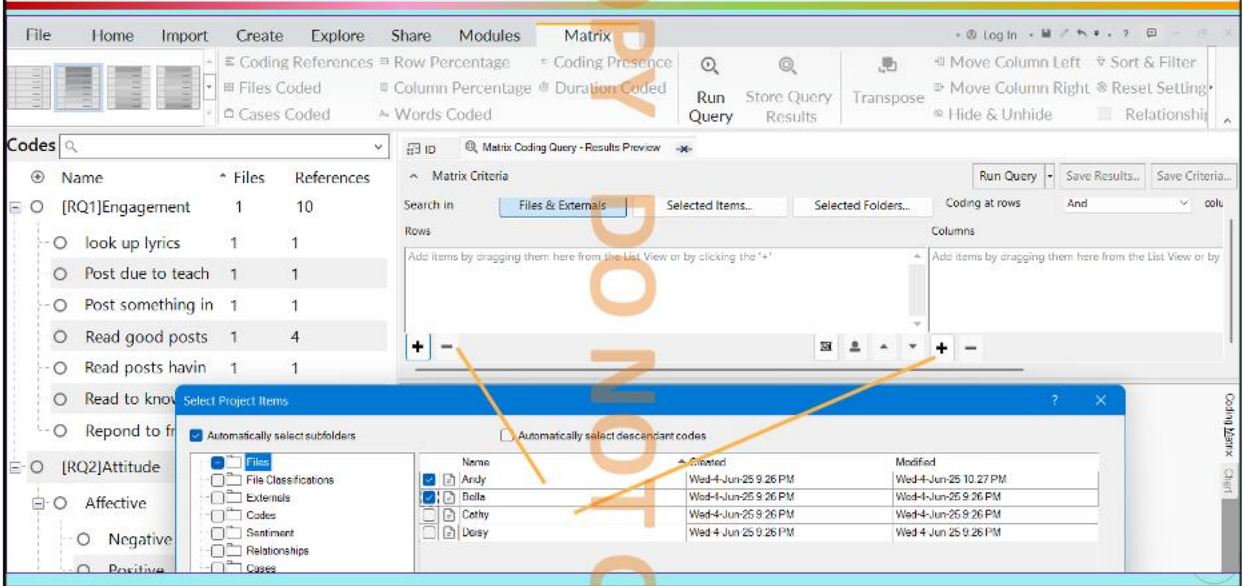
40

4. Creating cases



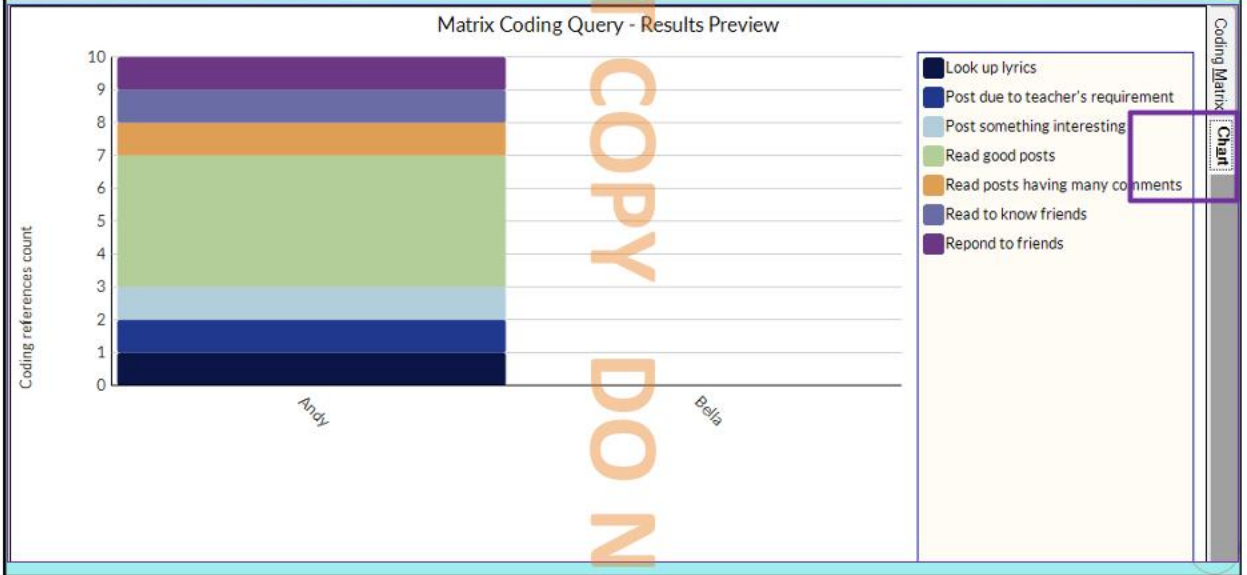
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4. Creating cases



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4. Creating cases



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5 Analyzing Data

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5. Analyzing data

Word Frequency Query

File Home Import Create Explore Share Modules

Advanced Find Last Run Query Query Wizard Text Search Word Frequency Matrix Coding Query Queries Chart Hierarchy Chart Maps Diagrams Social Network Analysis

Codes

- [RQ1]Engagement 1 1
 - Look up lyrics 1 1
 - Post due to teach 1 1
 - Post something in 1 1
 - Read good posts 1 4
 - Read posts havin 1 1
 - Read to know frie 1 1
 - Repond to friends 1 1
- [RQ2]Attitude 0 0
 - Affective 0 0
 - Negative 0 0
 - Positive 0 0

Word Frequency Criteria

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

Display words: 1000 most frequent All

With minimum length: 3

Grouping:

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talking")
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisper")
- With generalizations (e.g. "communicate")

Word Length Count Weighted Percentage (%)

Run Query Save Criteria...

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5. Analyzing data

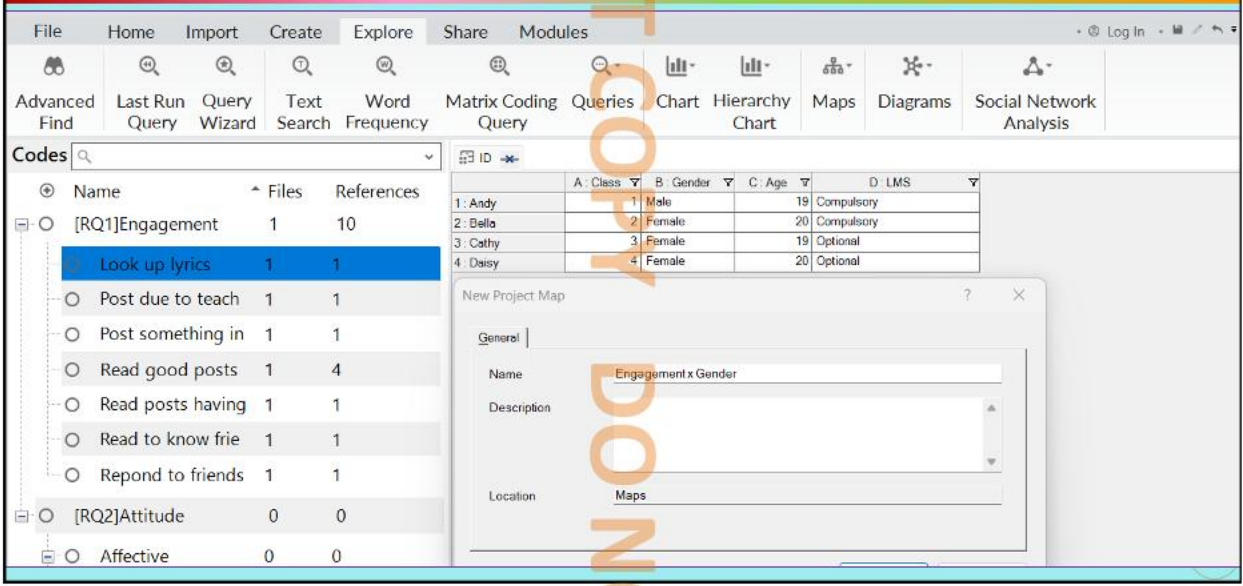
Query results exclude project stop words. Add or remove stop words in project properties.

Wor	Lengt	Coun	Weighted Percentage (%)	Similar Words
frien	7	81	2.60	friend, friends, friends'
blog	4	79	2.53	blog, blogging, blogs
post	4	73	2.34	post, posted, posting, posts
com	7	50	1.60	comment, commented, commenter, commenting, comments
peo	6	43	1.38	people
read	4	43	1.38	read, reading
adds	4	35	1.12	add, adds
first	5	33	1.06	first
just	4	33	1.06	just
like	4	21	0.90	like, liked

Summary Word Cloud Tree Map Cluster Analysis

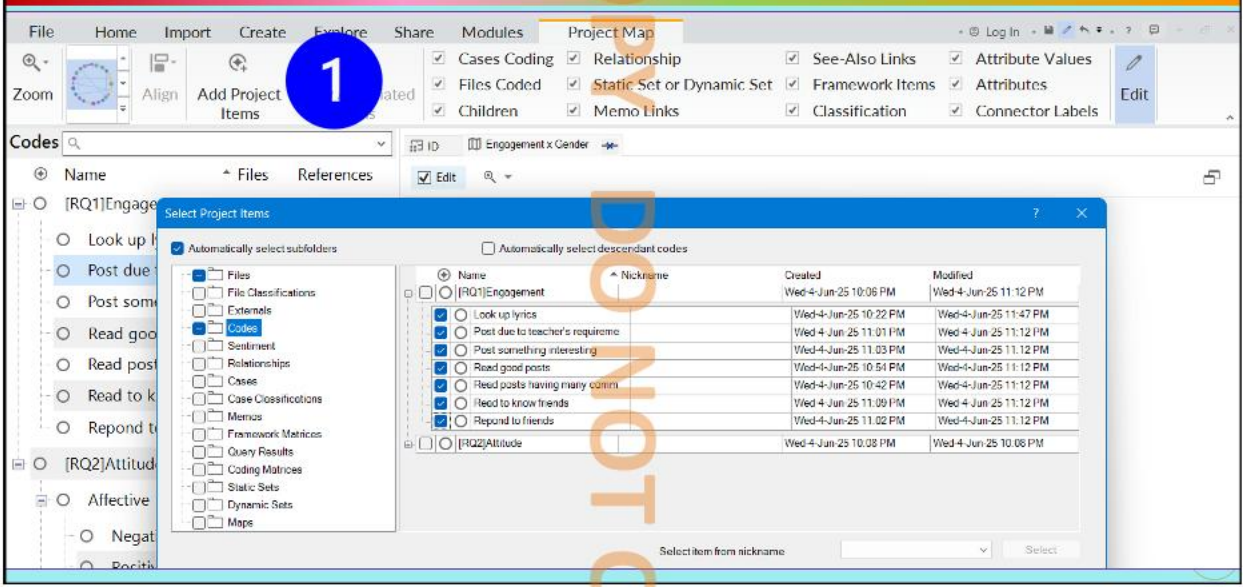
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5. Analyzing data



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5. Analyzing data



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5. Analyzing data

Name	Files	References
[RQ1]Engagement	1	10
Look up lyrics	1	1
Post due to teach	1	1
Post something in	1	1
Read good posts	1	4
Read posts having	1	1
Read to know frie	1	1
Repond to friends	1	1
[RQ2]Attitude	0	0
Affective	0	0
Negative	0	0
Positive	0	0
Behavioral	0	0
Negative	0	0

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5. Analyzing data

Name	Files	References
[RQ1]Engagement	1	10
Look up lyrics	1	1
Post due to teach	1	1
Post something in	1	1
Read good posts	1	4
Read posts havin	1	1
Read to know frie	1	1
Repond to friends	1	1
[RQ2]Attitude	0	0
Affective	0	0

ID	A - Class	B - Gender
1 - Andy	1	Male
2 - Bello	2	Female
3 - Cathy	3	Female
4 - Daisy	4	Female

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6 Reporting Results

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6. Reporting results

Word Clouds	Show frequency of terms
Charts	Bar/pie charts of node frequency
Matrices	Compare cases across themes
Mind Maps Tree Maps	Display conceptual structure

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Considerations

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6. Reporting results

- Code data at multiple nodes
- Use descriptive, thematic and analytic codes
- Keep a record of your codes and the themes that evolve
- Use a Word Frequency query to help you identify key phrases
- Use Text Search queries to help you explore themes
- Take time to reflect on what you have found and record ideas using memos
- Keep a journal of your analysis process.

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