Setting up a qualitative analysis system with Atlas.ti
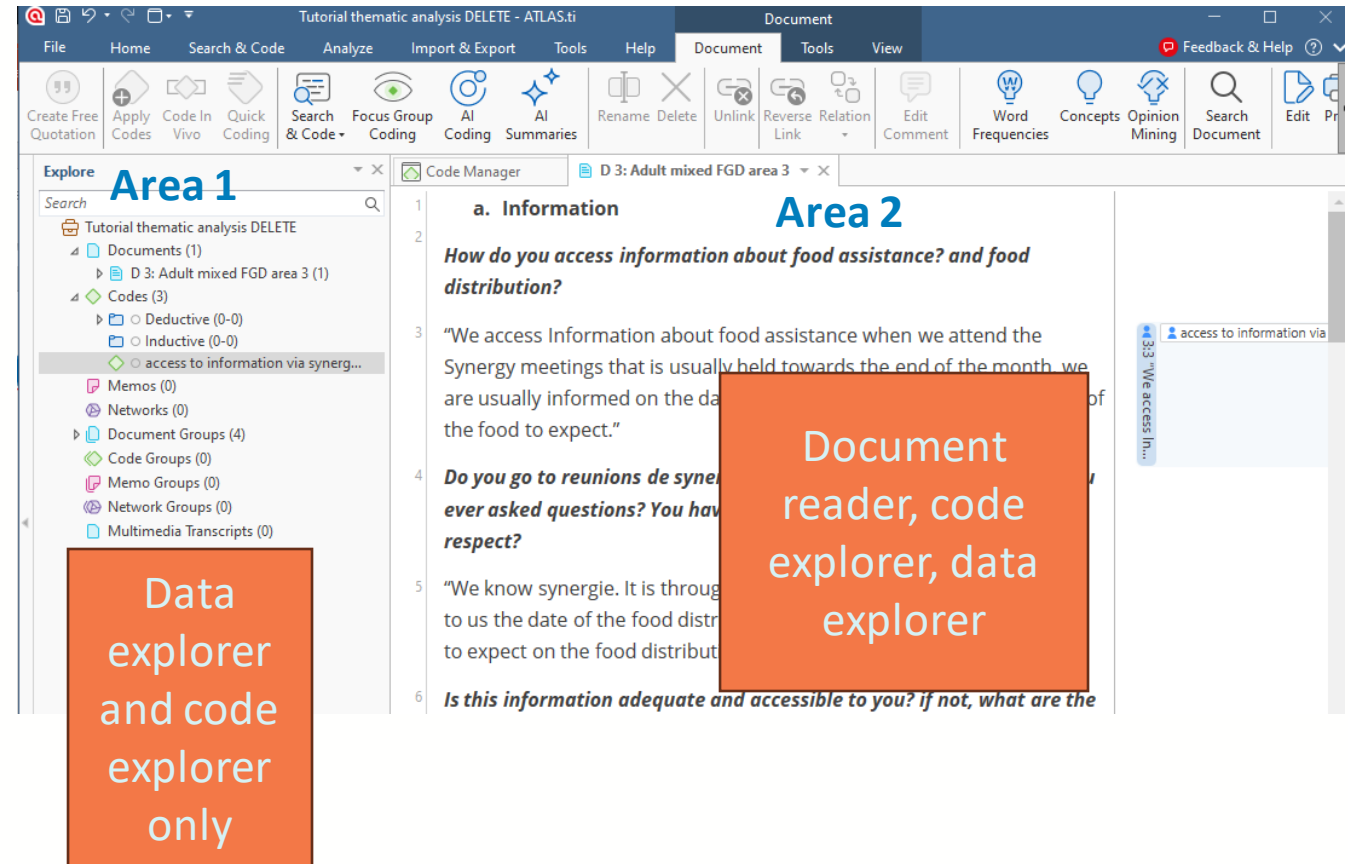
December 2023

WFP
World Food Programme

SAVING LIVES
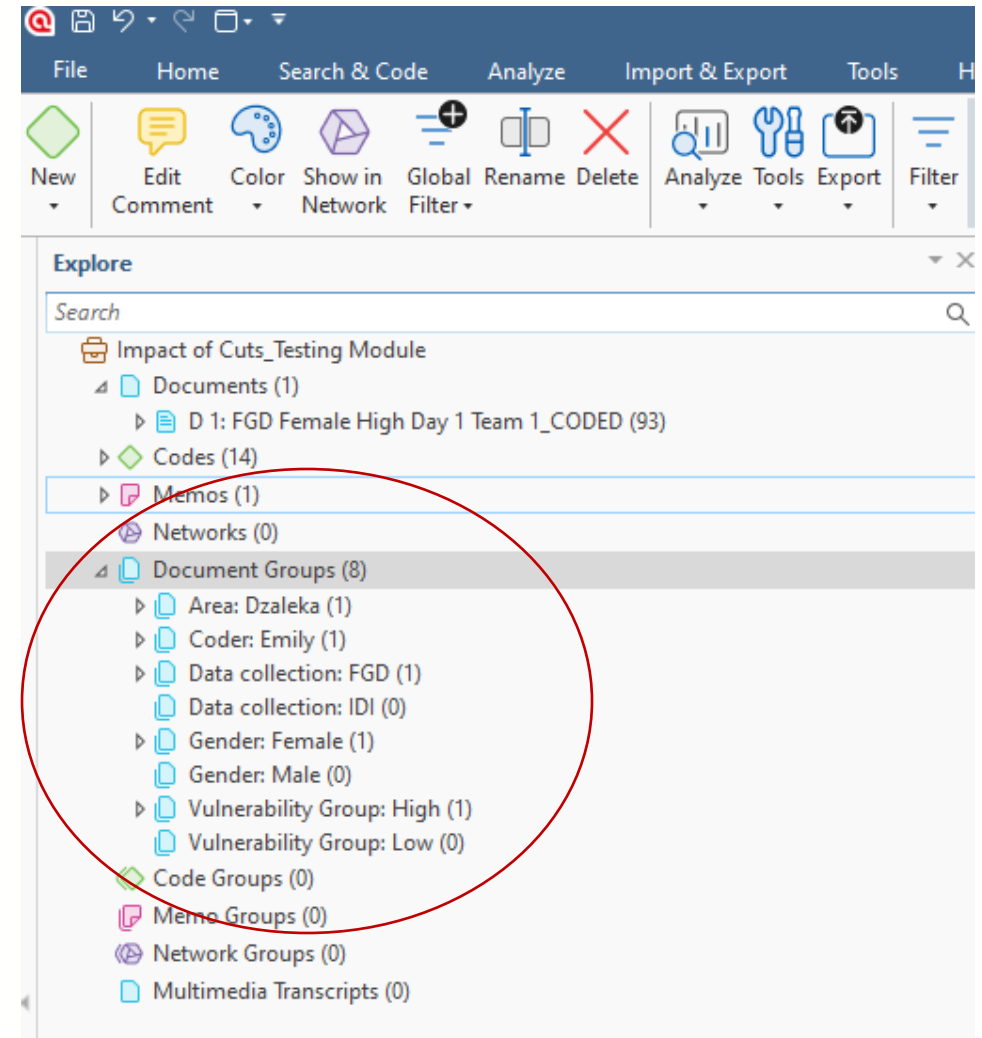CHANGING LIVES

Coding the document

Getting to know the Atlas.ti Interface

- Area 1 can be used to explore data (e.g., what kind of data do I have?) as well as codes (e.g., what kind of codes do I have?)

- Area 2 can be used to code and read documents, as well as explore codes and data, and analyze data.

1. Import and sort the file into our collaborative project

- Make sure that your document is CLEANED- meaning no comments.

- Import it into Atlas.ti

- Under "Document Groups" create or find the relevant attribute and classification groups that you can fit your document into.
  - Drag your document file into the relevant document groups.

2.1 Create codes for your document

- Create a code by selecting a piece of text, right clicking and selecting Apply Code

2.2 Create codes for your document

- Type your unique descriptive code into the search and click the + sign to code.

- Don't forgot that you can add more than 1 or even 2 descriptive codes for a piece of text.

- Code extracts of text based on what you can summarize in a descriptive code.

REMINDER: What is a descriptive code?

For thematic analysis: descriptive codes represent "what passages of data are about, they are a snapshot of the text

🚫 "attitude," "behavior"

✅ "dislike of the programme", "carelessness in preparing dinner"

Codes should be as specific and precise as possible

Code names should be **neither too broad nor too narrow**

🚫 "roles," "baking"

✅ "food preparation by women"

Example:

Field notes about food assistance distribution:

"Yes, we have the disabled and the elderly. We no longer see this type of group being assisted adequately by the UNHCR. But they get food assistance. If they are unable to get to the distribution centers to collect the food themselves, they send their kins or people they trust to collect for them food."

Codes:

- INADEQUATE ASSISTANCE VULNERABLE PEOPLE

- FOOD COLLECTION VUNLERABLE PEOPLE

Sorting the codes into containers

1. Open your Code Manager

- Open your coding manager by double clicking "Codes" in the explorer panel on the left hand or by finding the drop-down tab at the top.

2. Prepare to sort your codes into the Code Folders
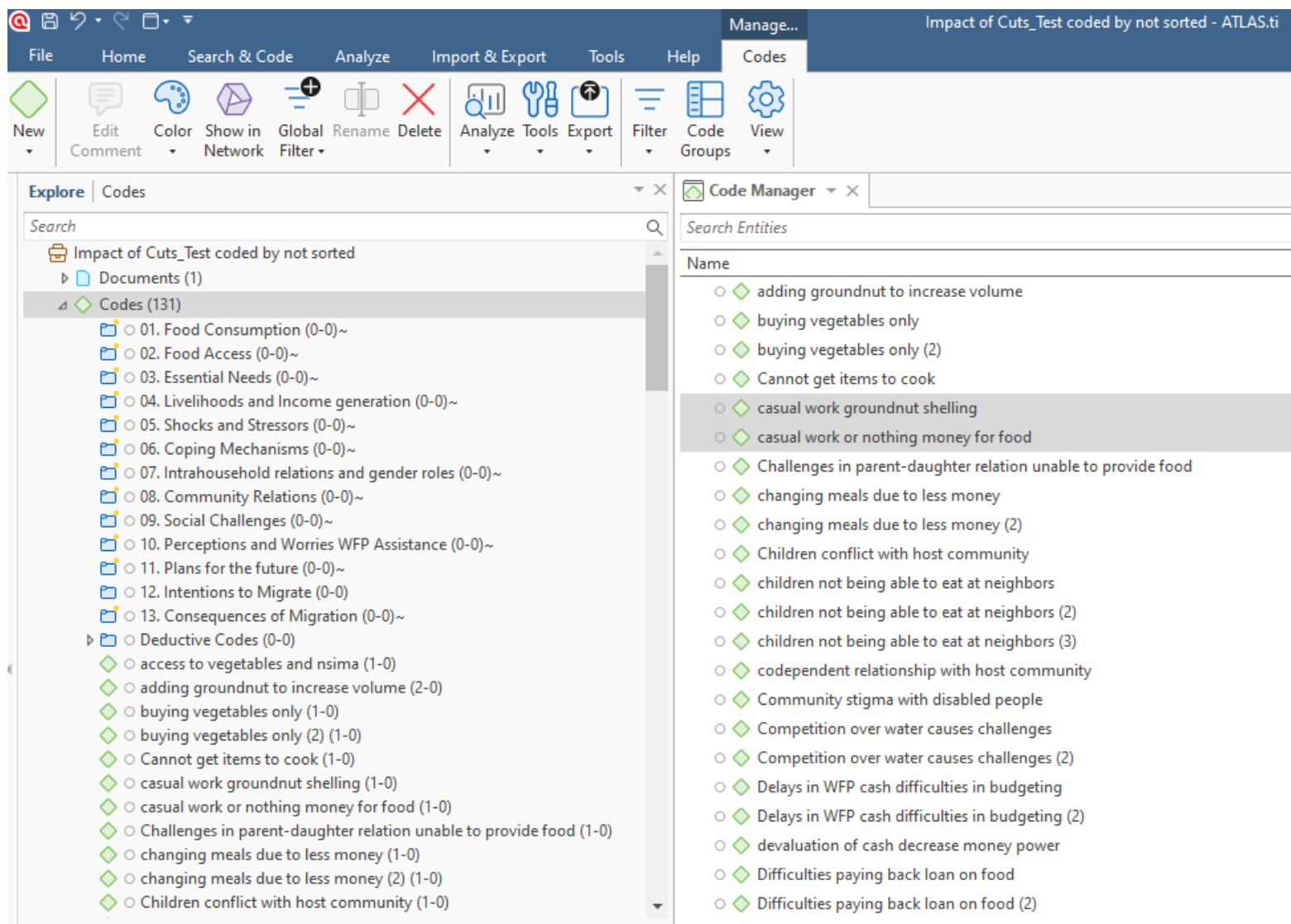
- Stretch your explore panel, close the Code Groups panel, and stretch out the "name" column in the code manager so that you can easily read the Code Folders on the left and the code names on the right.

- The **Code Folders** represent each of the thematic research questions that we used to develop the question guide.

- If you click on any of the folders, the research question will appear at the bottom of the Explore panel as a comment.

- Recommend to wait until you have coded all the files you are responsible for before starting this step.
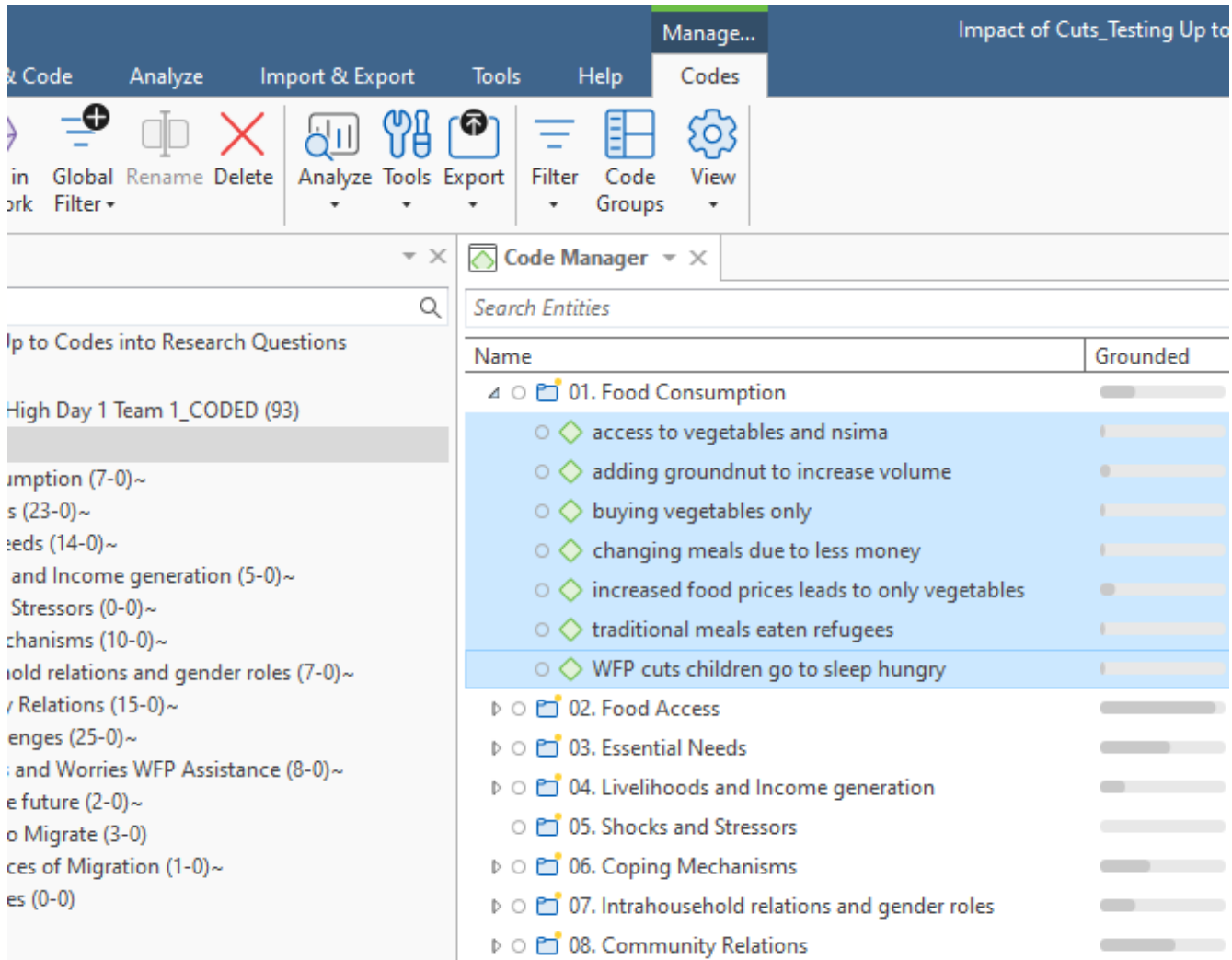
3. Sort the codes into the Folders
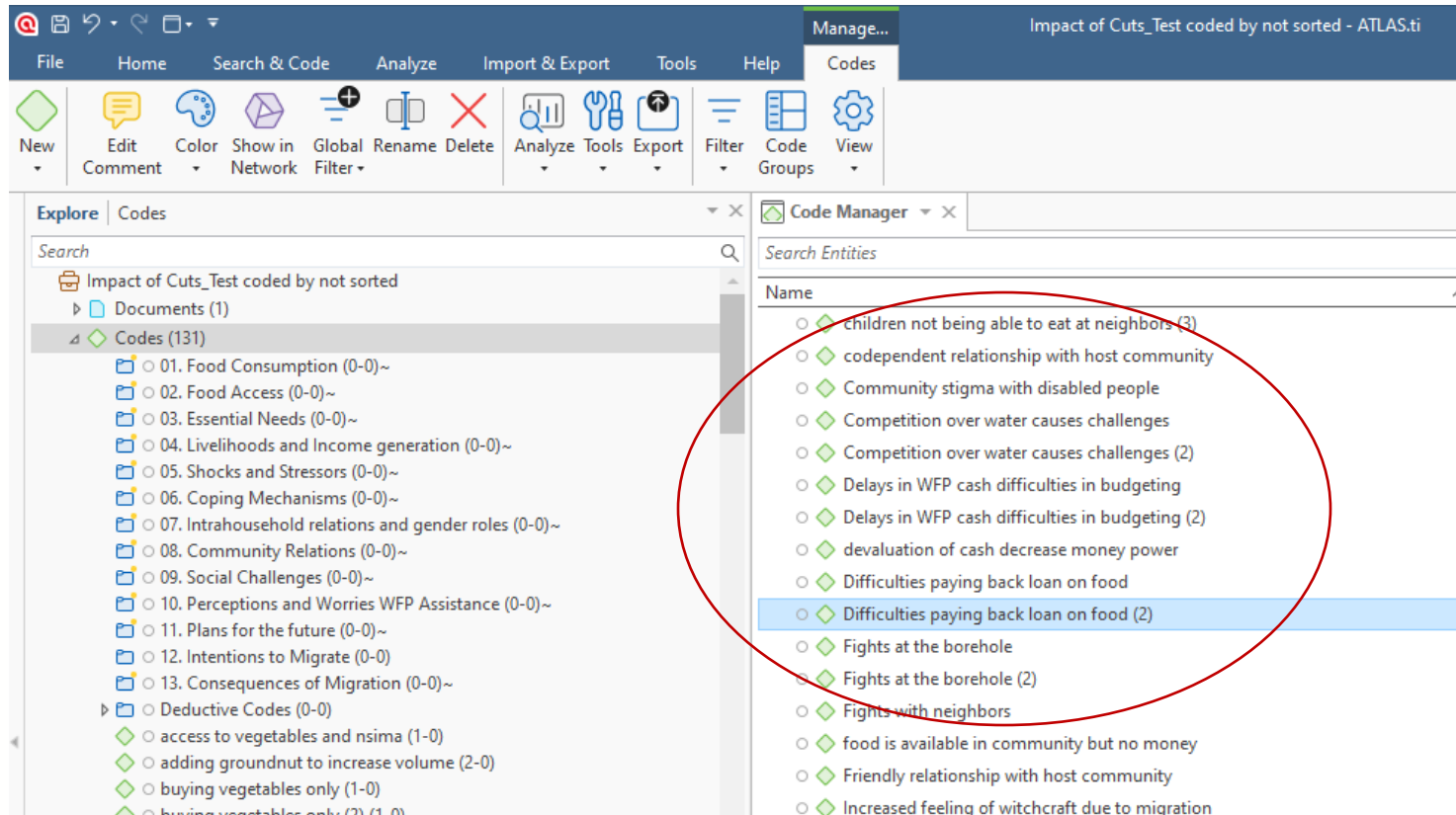
- To sort the code into the appropriate Code Folder, reflect on whether that code is related to a particular thematic research question(s).

- **If a code relates to 2 or more Code Folders, right click on the code and "Duplicate"**

- Drag the code into the relevant Code Folders

Categorizing the codes

1. Selecting all the codes in a Code Folder

- In the Code Manager, select a Code Folder, select all the files that have been sorted under that folder and copy.

2. Paste into a Separate Word Document

Research question: 1. How have household food consumption practices shifted in the context of the ration cuts for different household members?

Current meal changes lack of money : vegetables, nsima, groundnut	Children eating less than before
access to vegetables and nsima adding groundnut to increase volume buying vegetables only changing meals due to less money increased food prices leads to only vegetables increased food prices leads to only vegetables traditional meals eaten refugees	children not being able to eat at neighbors WFP cuts children go to sleep hungry

access to vegetables and nsima

adding groundnut to increase volume

buying vegetables only

changing meals due to less money

children not being able to eat at neighbors

increased food prices leads to only vegetables

traditional meals eaten refugees

WFP cuts children go to sleep hungry

- Open a word document
- Copy and paste in the thematic research area or question (the label of the container were the codes were held)
- You are going to categorize codes per thematic research question/area
- Create a table with at least 2 columns
- You can add more as you see fit
- Copy and paste in the codes from that thematic research question/area into the document and try to group them into columns based on similarities or patterns.
- Label each column.

3. Bring back these categories into Atlas.ti
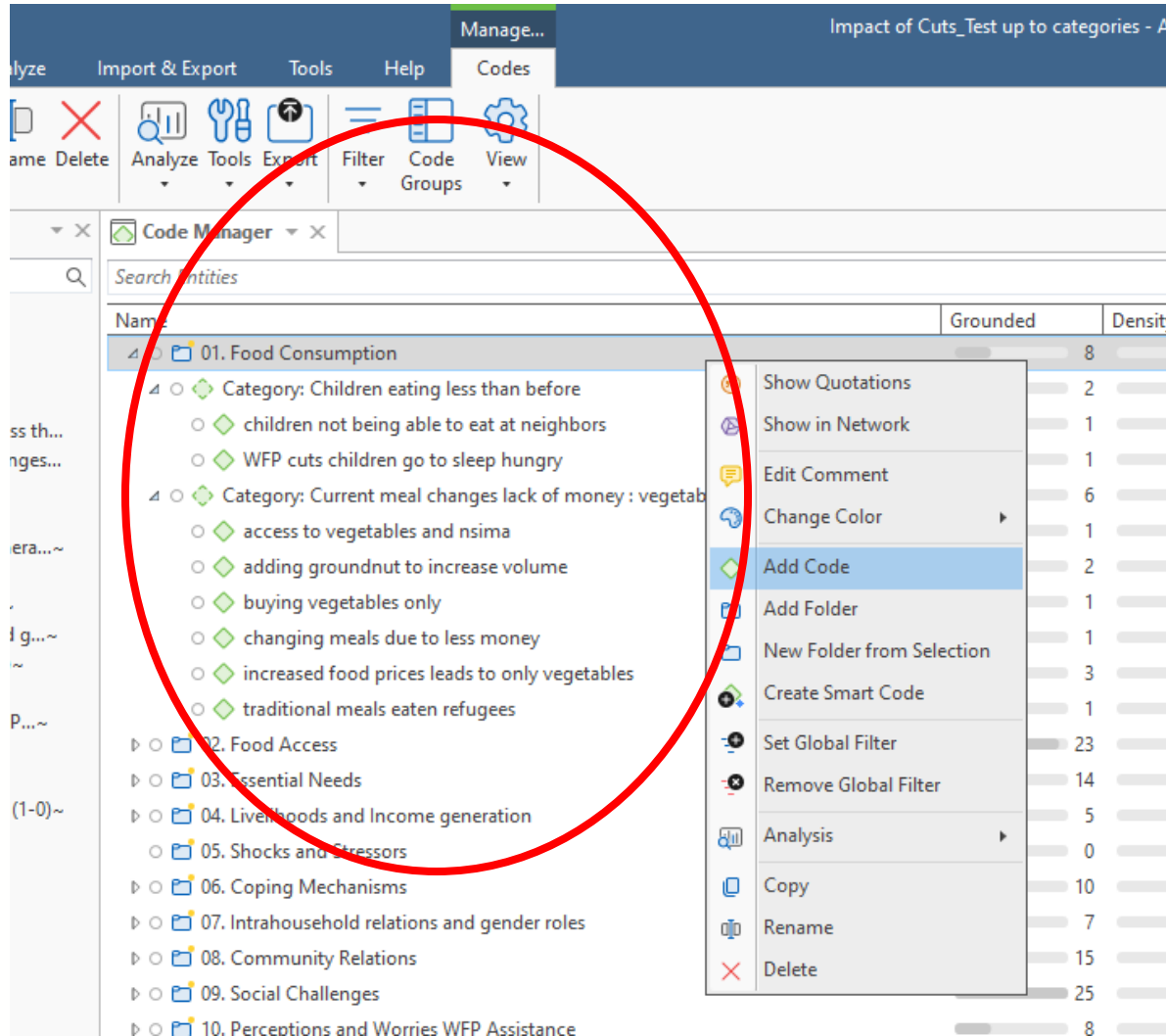
- Right click on the relevant Code Folder and select "Add Code"
  - Create a code for the category you've developed on word.
  - Remember to label it first with "Category: "
- Drag the codes into the relevant categories, remembering that codes can be sorted into multiple categories by duplicating that code
- Repeat steps 1-4 for all Code Folders

Interpreting codes for themes

Step 1: brainstorm how codes/categories answer thematic area/question

| Module questions	Themes	Key points	Categories	Narrative on key points	Key quotations
1. How have household food consumption practices shifted in the context of the ration cuts for different household members?	Adults are taking measures to ensure that children are fed but cuts have impacted children's eating patterns and consequently their health and nutrition	adults in general reduce own meals to ensure children are fed (both Region X and Y) so that children eat enough.	children's eating patterns	HHS are struggling to afford food, and many are skipping meals or eating less nutritious food. Children are especially affected by food insecurity, and some are malnourished.	I provide three meals for my children, but I personally only have one meal each day. My children are too young to comprehend the situation
		Region X beneficiaries describe children experiencing malnutrition, challenges with with school feeding expenses for children, and some health issues due to their current diet.	children's eating patterns	HHs are sacrificing their own meals to ensure children have enough to eat, but children still lack essential nutrients and suffer from malnutrition. This affects their	child has come to understand the situation and says that he is not hungry and does not want to eat in order to save the food for the rest of the family - the child is
		Region X beneficiaries describe reducing the amount of food children eat due to the cuts	children's eating patterns		8-year-old son, who is frequently asks about the taste of barbecue.

- When all documents have been coded and categorized, you are ready for developing themes and interpreting the data. Use the linked template.

- Reflect on the categories against the thematic research area/question within which the codes /categories are contained:
  - How do these categories speak to the research area/question?

Step 2: filling in the template for themes, linked categories and key points

| B	C	D	E	F	G
Module questions	Themes	Key points	Categories	Narrative on key points	Key quotations
1. How have household food consumption practices shifted in the context of the ration cuts for different household members?	Adults are taking measures to ensure that children are fed but cuts have impacted children's eating patterns and consequently their health and nutrition	adults in general reduce own meals to ensure children are fed so that children eat enough.	adults eat less for children	HHS are struggling to afford food, and many are skipping meals or eating less nutritious food. Children are especially affected by food insecurity, and some are malnourished.	I provide three meals for my children, but I personally only have one meal each day. My children are too young to comprehend the situation
		children experience malnutrition, and some health issues due to their current diet.	children's health	HHs are sacrificing their own meals to ensure children have enough to eat, but children still lack essential nutrients and suffer from malnutrition. This affects their education and overall well-being.	child has come to understand the situation and says that he is not hungry and does not want to eat in order to save the food for the rest of the family - the child is
		Beneficiaries say that they are reducing the amount of food children eat due to the cuts	children reduced eating	Children are eating once a day and sometimes going to bed hunger due to the cut and experincing mental and emotional stress due to hunger.	8-year-old son, who is frequently asks about the taste of barbecue.

- Develop a few themes that reflect how the categories answer to the thematic research area/question and put these themes into **Column C.**

- In **Column E**, enter all of the categories that were used to develop each particular theme (tip: categories can speak to multiple themes).

- In **Column D**, expand on what the category means in one full and complete sentence.

Step 3: filling in the template for Narrative and key quotations

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- To fill out **Column F,** go back to the codes that are contained within that category and write a more detailed narrative based on what the codes are saying specifically within that category.

- In **Column G,** extract any particularly important or notable quotes that help to explain the key point within that category.

Tips on extracting quotes from Atlas.ti
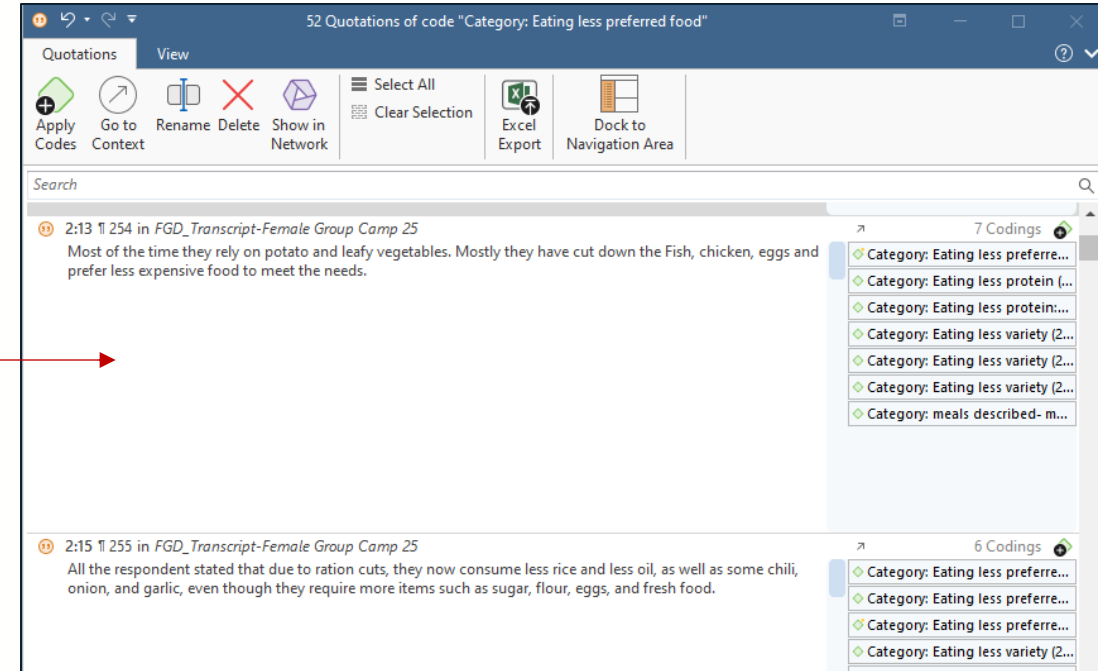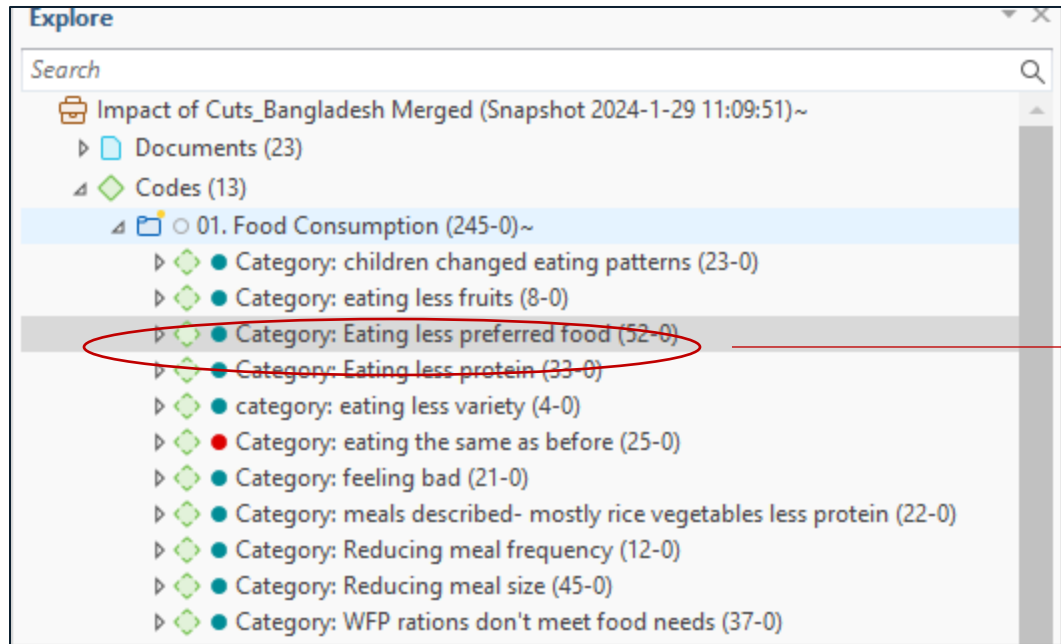
- In Area 1, double click on the category you would like to explore.

- Scroll through the list of quotes attached to the category, right click and select "Copy Content."

THANK YOU for your attention