Digital Tools for Qualitative Research

Digital Tools sessions at the International Congress of Qualitative Inquiry
University of Illinois at Urbana-Champaign

May 19-21, 2016

The full conference program (May 18-21, 2016) is available at:
http://icqi.org/program/
Welcome to Digital Tools for Qualitative Research: Bringing together qualitative researchers to discuss the role of digital tools in the ongoing construction of qualitative research practice.

This program provides details about our Special Interest Group (SIG) sessions at the International Congress of Qualitative Inquiry, 2016.

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COMMUNITY ACTIVITIES

Meet & Greet

- Raffle at the Opening Midwest BBQ
- Time: Thursday, May 19, 2016; 7:00 – 9:00 p.m.
- Location: Bardeen Quad (Across from the Illini Union, North of Green Street) cash bar, 7–9 p.m. Music by Cornstalkers String Band.
- Look for the blue balloons to find us, and join us for a raffle at 8:00 p.m.!

Opening Panel

- The Construction and Use of Digital Tools for Qualitative Research: Challenges on the Horizon
- Time: Friday, May 20, 2016; 8:00 – 9:20 a.m.
- Location: Noyes 217

Closing Meeting

- Digital Tools for Qualitative Research SIG Mashup: A Working Meeting
- Time: Saturday, May 21, 2016; 11:00 a.m. – 12:20 p.m.
- Location: Noyes 217
Session: Fri005  
Noyes 217, 8:00-9:20 am

Opening Panel

The Construction and Use of Digital Tools for Qualitative Research: Challenges on the Horizon  
Chair: Judith Davidson, University of Massachusetts Lowell  
Discussant: Trena Paulus, University of Georgia

New technologies have created new contexts for research and new tools with which to explore them. Understanding the social world can no longer be limited to in-person observations, interviews and face-to-face relationships. Instead, researchers must also explore the online self – how the communities we work with use various technologies in their daily lives. While most researchers have heard of qualitative data analysis software, fewer think about how digital tools are impacting every phase of the research process. The relationship between qualitative research and technology is not neutral and has been under-theorized; this plenary session will bring together a variety of perspectives on this relationship in an effort to foster critical dialogue. Scholars working in the areas of digital humanities, virtual ethnography, qualitative data analysis software, and qualitative pedagogy will discuss what they see as challenges on the horizon for how we construct the role of digital tools in qualitative research.

Accidentally Naked: Ethical Issues When Conducting Virtual Ethnographic Research  
Kakali Bhattarachya, Kansas State University

Digital Humanities and Qualitative Inquiry: Digging into Data on a Large Scale  
Harriett Green, University of Illinois

Operationalising our Responsibilities: Equipping University Teachers to Embed CAQDAS into Curricula  
Christina Silver, University of Surrey

Determinism vs. Constructivism: The Polarizing Discourse Regarding Digital Tools for Qualitative Research and how it Threatens our Scholarship  
Kristi Jackson, Queri
Exploring Identity and Gender in Digital Spaces

Chair: Vladimir Santiago Arias, Texas Tech University

Using Digital Tools and Arts-Informed Methods to Construct a Third-Space Research Diary and Reconstruct Identity
Rosemary C. Reilly, Concordia University

This work chronicles a research project of La Ruche d’Art (art hive), a third space, which functions as both an open and free community art studio and as a university storefront classroom embedded in a local neighborhood. Third spaces are places where people can let their real selves show, and where different identities remake boundaries. They are experiential, sensory, and multi-interpretive; however, most ethnographic accounts do not present these dimensions since they are constrained by text. I was moved by my work at La Ruche; I wanted to communicate this to others, and move them as well. Therefore, using digital tools, I constructed a multi-layered account of this third space, one in which viewers could immerse themselves, using multiple ways of knowing: affective, sensory, intuitive, and observational. In addition, I employed the powerful processes I witnessed using arts-informed methodologies, blending them together in a digital third space.

More Data, More Problems: Examining Neoliberal Institutional Challenges to Online Research
Jasmine R. Linabary, Purdue University, Danielle J. Corple, Purdue University, Cheryl Cooky, Purdue University, and Emily Fogle, Purdue University

The internet offers an attractive site for qualitative inquiry; however, efforts to conduct research online are fraught with both institutional challenges and ethical concerns, especially as neoliberal institutions construct barriers to qualitative research. Access to data is controlled by companies that privilege high-paying corporate, governmental, or research bodies interested in extracting “big data,” often for capitalist gains. Additionally, institutional review boards’ regulative practices and slow adaptation to emerging online ethical dilemmas create challenges for qualitative researchers sensitive to issues of power and vulnerability. We examine these challenges in the context of an ongoing feminist qualitative study examining the hashtag event #WhyIStayed, which emerged in response to intimate partner violence committed by NFL Baltimore Ravens running back Ray Rice. Informed by our feminist ethic, reflexive journaling, and analysis of recorded research meetings, we interrogate the implications of these challenges and offer strategies to develop more transformative qualitative online research.
First Impression Formation and Online Dating: An Exploratory Study of Tinder

Vladimir Santiago Arias, Texas Tech University

Online dating had always been severely criticized for its ‘overemphasis’ on physical appearance. However, disregarding the communication context (i.e., Face-to-Face and Online), physical appearance is always the initiator for communication behaviors. The online dating success trend is widely explained by the new media pervasiveness argument. If new media pervasiveness explains this new social trend, why did not online dating become so popular before? Little attention has been directed to how online dating mirrors with human perception of first impression formation. Therefore, the present study is an exploratory attempt to understand the role of human perception of physical appearance tuning with Tinder interface. The results suggest that the online dating process through Tinder feels more natural to users compared to other dating apps, and this explains its increasing popularity in addition to the pervasiveness argument.

It’s Not a Woman Problem: Challenging Neoliberal Approaches to Online Community Research

Danielle J. Corple, Purdue University

The neoliberal university loves internet research. However, large-scale studies of online communities often ignore the humans behind the usernames as well as ethical issues that arise in online research. Drawing on a qualitative study of women Wikipedia editors, this project critiques neoliberal approaches to research in online communities, advocating instead for a feminist ethic that privileges lived experience, subjugated knowledge, and attention to matters of power and representation in the research process. This paper first problematizes neoliberal research that attributes the Wikipedia “gender gap” to women’s lack of confidence and technical skill; it then describes how feminist inquiry into the experiences of women editors tells a different story about women’s participation. Finally, the paper discusses feminist approaches to ethical issues surrounding privacy and representation in online community research. The presentation will conclude by inviting reflection among attendees about further ways to address these evolving ethical issues in research online.
Panel

Negotiating Digital Tools on Complex Research Teams: Dilemmas for Qualitative Research and QDA Software

Chair: Judith Davidson, University of Massachusetts Lowell

Universities, government agencies, and policy makers increasingly ask questions that can only be answered by complexly configured research teams. Qualitative researchers participating on such teams bring new methodological approaches to the table and introduce new kinds of digital tools to the mix—in particular, Qualitative Data Analysis Software (QDA Software). In evaluating the results emerging from such team work, it is important to understand how knowledge and skills in the use of qualitative research and QDA Software was distributed within the team and how those capacities shaped the final outcomes. In this session we present four different cases that explore how complex research teams negotiate digital tools and the implications this process raises for qualitative research.

Sexting Times Three and NVivo: The Complexities of Team Research in the Digital Age and the Implications for Qualitative Research

Judith Davidson, University of Massachusetts Lowell, Shanna Rose Thompson, University of Massachusetts Lowell, and Andrew Harris, University of Massachusetts Lowell

Strategies and Tools for Complex Collaborative Projects: Emergent Literacy Research as Exemplar

Eli Lieber, University of California, Los Angeles; Michelle Salmona, SocioCultural Research Consultants, and Dan Kaczynski, Central Michigan University

When worlds unite: Creating a complex team process across two QDAS programs, three disciplines, four researchers and 15 time zones

Trena Paulus, University of Georgia; Megan Woods, University of Tasmania; David Atkins, University of Tennessee, and Rob Macklin, University of Tasmania

Crossing Geographical and Cultural Boundaries: International Collaboration with Culturally-Specific Media Data using Transana

David K. Woods, University of Wisconsin Madison, Wisconsin Center for Education Research
Working with Digital Data Sources: Challenges and Solutions

Chair: Anna Smith, University of Illinois, Urbana-Champaign

Changing CMC into “Data”: What Comes Before QDAS?
Amber Warren, Indiana University; Jay Pfaffman, University of South Alabama

Increasingly, qualitative data analysis software packages (QDAS) are being used to organize and annotate data. However, gathering text from computer mediated communication (CMC) environments and putting it into a form suitable for analysis in a QDAS package remains surprisingly difficult. Many researchers lack either the programming skills or the resources necessary to pay a programmer to convert raw online data to a form suitable for analysis. This presentation demonstrates how a script was developed to transform discussion forum data from a learning management system (LMS) into anonymized data ready for QDAS, rather than manually manipulating individual documents to replace identifying information and maintain threading and organization, thereby streamlining the process. Discussion includes how to use and modify these scripts as well as how to approach programmers to engage their help.

Anonymous Social Media and Qualitative Inquiry: Methodological Considerations/Implications for Using YikYak as a Data Source
Caitlin Byrne, University of Alabama

Twenty-first century researchers face new methodological challenges as they include digital tools in their research processes. One digital arena that presents a unique set of challenges is social media. In recent years, social media use has increased dramatically, with new forums and applications emerging almost daily. Social media sites offer a unique look into their users’ lives and interactions, thus offering a rich data source for qualitative inquirers. This paper explores the methodological considerations and implications of using the social media application Yik Yak as a qualitative data source. This paper examines how people engage on Yik Yak, as well as how their communications are impacted by some of the application’s features including anonymity and community moderation/censorship. Finally, this paper describes the methodological and ethical implications of conducting research within social media spaces, and looks specifically at researchers’ roles and responsibilities when using Yik Yak as a data source.
Methods for Tracing Mobile Literacy Practices: A Transliteracies Approach
Anna Smith, University of Illinois, Urbana-Champaign; Nathan C Phillips, University of Illinois, Chicago; Amy Stornaiuolo, University of Pennsylvania

This paper explores methodological quandaries that arise in studying how people make meaning in a networked, globally-connected, and digitally-mediated landscape. We describe their mobile, emergent meaning-making practices as transliteracies. In developing a transliteracies framework to theorize the practices of everyday physical and virtual traversals, we argue that researchers must take an inquiry stance in following people and things as they travel. This session explores the central tension that emerges in this effort to trace mobile literacy practices: How can researchers take up a nimble, reflexive, and responsive stance that foregrounds perspectives of circulating people/things while simultaneously ‘fixing’ meanings analytically? How can researchers address this tension of simultaneously flattening and unflattening the analytic landscape? We offer four tools for inquiry we have found generative in this process—emergence, scale, resonance, uptake—as we examine one case study of adults’ remix practices in an online network.

Digital Tools for Focus Group Analysis
Anne Kuckartz, VERBI

Focus group discussions have become a major technique in qualitative research. They allow for gathering and discussing the opinions, attitudes and perceptions of multiple attendees in one session. Focus groups are not only an option to minimize the effort to integrate a wide range of different standpoints; they also allow to extend the scope of analysis to the different levels of the individual, the group and even the dynamic of interaction. Thus, focus group data provide a richer data base as one-on-one interview data. However, the complexity of a focus group discussion raises the challenges of an appropriate analysis. The paper will show - using a research example and the QDA software MAXQDA - how a digital tool can support the analytical process of this highly complex type of data.

Interview on an Inter-face: Using Skype to Conduct a Qualitative Interview
Yin Yin, University of Alberta; Erika Goble, NorQuest College; Catherine Adams, University of Alberta; Francisco Vargas Madriz, University of Alberta

Over past decades, telecommunication software such as Skype and Google Hangout have been pervasively adopted in as a qualitative data collection method. It offers a cost-efficient alternative to supplement, and sometimes even replaces the traditional face-to-face interview. But how does this digital technology alter the nature of the interview? How can we, as qualitative researchers, recognize therefore respond to these possible changes as our research locale increasingly migrating over a digital interface? Drawing upon our experience conducting phenomenological studies, we will discuss how in-depth qualitative interviews differ when they are conducted using telecommunication software as opposed to being undertaken face-to-face and over the telephone. In this presentation, we will address the desire for but impossibility of eye contact; the interviewer being aware of his or her own actions, a variance in temporal sensibility, and the simultaneous closeness and distance created by the digital tool.
Adopting New Tools: Expectations, Use and Effective Training

Chair: Eli Lieber, University of California, Los Angeles

Magical Thinking and QDA Software Expectations: Uncovering Coding, Analysis and Data Management Issues
Katherine Gregory, CUNY/New York City College of Technology; Sarah DeMott, NYU

Qualitative Data Analysis (QDA) software tools have been developed in large part to assist researchers with data management, coding, and analysis of their data sets. Much of the functionality of the current QDA software available on the commercial market is inseparable from key practices used in qualitative research methods. Mimicking the protocols of pre-software coding and analysis practices, QDA software, our findings suggest, affects multiple stages of the research process. This conceptual project also examines user assumptions about the capacity of these software tools and exposes the ways in which these tools influence strategies for coding, analysis and data management. Through a comparative study of user expectations, we conclude that the use of QDA software significantly shapes the choices researchers make during the coding and analysis phase, and therefore has an impact on the instrument of qualitative research when produced through these means.

Using Simple QDA Software with Participants: Results From a Pilot Study
Daniel Turner, Quirkos Software

The complexity of software for Qualitative Data Analysis (QDA) can restrict their use in participatory approaches, complicating attempts to include participants in the analysis stage (Jackson 2008, Nind 2011). However, inclusive methodologies can provide representation to those excluded from social processes (Chambers 1998), and challenge researcher’s interpretations (Pinter and Zandian 2012). We present results from a pilot qualitative study, in which participants analysed interview transcripts using a new software package called Quirkos: specifically designed to reduce the training requirements of QDA software for researchers and participants. 12 semi-structured interviews with voters in Edinburgh were conducted to investigate how the Scottish Independence Referendum influenced voting intentions for the 2015 UK General Election. Respondents took part in workshops where they analysed transcripts themselves. Participants found using the software easy, and quickly coded multiple transcripts. Session feedback reveals research-naïve respondent’s worries about impartiality and limitations of different coding approaches.
International Survey Results on How Technological Tools are Used in Qualitative Research
Eli Lieber, University of California, Los Angeles; Michelle Salmona, SocioCultural Research Consultants; Dan Kaczynski, Central Michigan University

An international survey was conducted to better understand the characteristics and perceptions of individuals considering the adoption of technology in their qualitative research. Previous research by the authors describes barriers users often face in deciding to adopt and appropriately make use of technology. Yet, little is known about how researchers that differ in their experience with qualitative methods with varying levels of technological skills perceive their readiness to overcome these barriers. The study further considers these tensions of helping users capitalize on the benefits of technology while confronting and overcoming barriers to adoption. Outcomes of this research promote a broader understanding of strategies to engage researchers in understanding and conceptualizing qualitative research methodology. Advancements in methodological quality are identified by integrating learning and teaching improvements into research training and doctoral supervision.

Five-level QDA: A Pedagogy for Improving Analysis Quality When Using CAQDAS
Nicholas H Woolf, Woolf Consulting; Christina Silver, University of Surrey

CAQDAS packages are used by researchers with varying degrees of success and quality. In this paper we illustrate how Five-level QDA, a CAQDAS pedagogy that transcends methodologies, software packages and teaching modes, enables researchers to harness CAQDAS packages powerfully by designing and implementing high-quality computer-assisted analysis. We focus on three aspects of Five-level QDA. First, we outline its genesis based on our combined 40 years of experience in teaching multiple CAQDAS packages. Second, we present the theory of Five-level QDA for overcoming quality challenges to computer-assisted data analysis, centering on the distinction between analytic strategies (what you plan to do) and analytic tactics (how you plan to do it), and the process of translation between them which enables software tools to be selected or constructed appropriately in the service of specific analytic tasks. Finally, we demonstrate with case-study examples how to implement Five-level QDA through the use of specially designed Analytic Planning Worksheets.

All about That Case: Using Phenomenology to Examine Instructional Technology Trainer Beliefs and Perceptions
Leslie Pourreau, Kennesaw State University

Instructional technology training is as much about the technology tools themselves as is about the people who use them and, in turn, teach others to do so. Literature in this field typically focuses on how mandates including state codes, technology standards and national law govern training procedures and timelines; it seldom examines technology trainers’ beliefs and perceptions about effective training approaches. I believe that how instructional technology trainers implement these mandates depends greatly on how a single trainer perceives and understands them, such that each instance of instructional technology training is its own uniquely bound context or case. I propose using phenomenological case study to examine how instructional technology trainers synthesize their understanding of technology training mandates and marry them with their own beliefs and perceptions when conceiving what they believe is the epitome of effective instructional technology training.
Reflections on QDA Software Use in Specific Research Projects

Chair: Denise St Clair, Westat

Analyzing the Analysis: Using Consumer Feedback as the Impetus for Change
Andrew Hinzman, Westat

The additional comment section of any web survey is one that is often left blank. But what can be done with the comments that users actually do leave? How can those remarks be systematically digested? This paper discusses how a meta-analysis of web survey comments submitted to a Federal physician quality website was used to inform development efforts of the website. Digital tools such as Dedoose allow us to evaluate, absorb, and communicate user feedback and make timelier, more meaningful, user-informed changes. Such tools also afford the opportunity to gauge public reaction surrounding website releases and enhancements, and track before and after trends. Qualitative analysis of web survey comments fills the void left behind from current big data website analytics. The use of digital tools bridges the gap between consumer feedback and the systematic development of website updates and enhancements.

Digital Analytic Design in Focus: Shaping and Implementing a Mixed-Methods Secondary Analysis of Archival Material Using the CAQDAS Package MAXQDA
Christina Silver, University of Surrey; Rose Lindsey, University of Southampton

This paper explores opportunities and challenges in using the Computer Assisted Qualitative Data Analysis System (CAQDAS) package, MAXQDA, in analysing complex secondary qualitative data drawn from the Mass Observation Project (MOP). The MOP is a UK volunteer writing project involving approximately 4000 self-selected individuals who regularly respond to broadly themed questions. Narratives provide diverse accounts of writers’ attitudes towards a range of issues, are rich sources of insight into changes and continuities in people’s lives, and represent a complex, underexploited source of longitudinal secondary data. We discuss challenges involved in designing the analysis and outline the three-phased approach that resulted: i) high-level mapping of semantic content, ii) thematic prioritisation, and iii) in-depth latent thematic analysis. Its implementation using MAXQDA is then illustrated. We conclude by discussing the value of undertaking mixed analyses of secondary qualitative data using digital tools like MAXQDA and summarise key lessons learnt.
How Digital Tools Saved My Life: Dedoose and the Anatomy of a Dissertation
Denise St Clair, Westat

When your dissertation is a 15-year journey, being thorough is the only option. But, is it humanly possible to analyze 2,187 news articles written about Africa in the New York Times across 40 years in a meaningful way? Does this size analysis illustrate any more than a deep analysis of a much more “manageable” sample of articles? Thanks to digital tools like Dedoose, the answer to both questions is a resounding yes. This paper is a postmortem of the anatomy of my dissertation process and a discussion of the pros and cons of digital tools in the conceptualization, construction, and execution of a qualitative dissertation. Digital tools open new worlds for the qualitative researcher and scholar, but they also present new questions and decisions throughout the research process. Interrogating these questions can help us best leverage digital tools in qualitative research.

Using Computer Assisted Qualitative Data Analysis Software in Education Policy Research
Chad R Lochmiller, Indiana University

Education policy researchers who conduct qualitative research studies rarely share methodological insights from their work. This represents a significant weakness in the education policy literature. Drawing upon my own work as an education policy researcher, I use this paper to discuss the ways in which computer assisted qualitative data analysis software (CAQDAS) has enabled me to carry out more rigorous policy related analyses. In particular, I drawn upon three illustrative studies I have conducted to give attention to the ways in which the software promotes consideration of the researcher’s positionality within the broader policy environment; provides a structure to integrate policy-based theories in the development of a priori coding schemes; and creates spaces to document biases emerging throughout the analysis using memos. I conclude this paper noting the skills and understandings that novice qualitative researchers need in order to be prepared to undertake independent analyses using CAQDAS within their work.

The Process of Applying Qualitative Coding Strategies into Asynchronous Discussions
Funda Ergülec, Indiana University; Zulfukar Ozdogan, Indiana University

This presentation aims to seek possible ways for using the qualitative coding strategies to understand online class data, which includes students’ asynchronous discussions, weekly reflections, interviews, and class artifacts. With the development of Internet and cyber culture, the nature and nurture of data collection and analysis have been drastically and critically changed. These changes enable us to rethink the roles of researchers. To contemplate those roles, this study is particularly interested in the possible paths to code online data and question the nature of data as well as the orientations of the researcher. With having both empirical and pragmatic concerns, our questions are what we want to code, how we want to develop the coding frame, what the intentions of the researcher are to produce the code, how we can reach the shared understanding of the meaning when being against each other.
Examining the Learning and Teaching of Qualitative Research Methodology in Online Contexts

Chair: Trena Paulus, University of Georgia

This session focuses on examining the learning and teaching of qualitative research methods in on-line contexts. The session begins with an overview of program design and implementation, followed by a report of findings from analysis of faculty and student data. These findings are derived from analysis of data collected over four successive semesters. We conclude the session with a presentation of viewpoints and experiences from a panel of students who have taken multiple courses delivered in an on-line format.

Teaching and Learning Qualitative Research at a Distance
Trena Paulus, University of Georgia; Kathryn Roulston, University of Georgia; Kathleen deMarrais, University of Georgia; Elizabeth Pope, University of Georgia

Learning about Qualitative Research Online: Students’ Perspectives
Elizabeth Pope, University of Georgia; Trena Paulus, University of Georgia; Kathryn Roulston, University of Georgia; and Kathleen deMarrais, University of Georgia

Learning to Teach Qualitative Methods Online: Faculty Perspectives
Kathryn Roulston, University of Georgia; Kathleen deMarrais, University of Georgia; Elizabeth Pope, University of Georgia

Learning On-Line: Student Voices
Sabrina Tindal Cherry, University of Georgia; Chad Steacy; University of Georgia; Iris Michele Saltiel, Columbus State University
SATURDAY
Session: Sat029
Noyes 217, 9:30 – 10:50 a.m.

Visual Data and Visualizing Data
Chair: Christian McKay, Indiana University, School of Informatics and Computing

Attempting to Understand Role, Position, and Significance of Visuals within Multimodal Ensembles
Olga Gould, SUNY, Buffalo

Oftentimes, people are able to correctly make meaning of observed events without audio component being available. After my 2014 qualitative case study with 14 International college students found that 100% of the research participants strongly relied on visuals for meaning making in the process of reading a multimodal text, I conducted a multimodal analysis of that multimodal text aiming to understand how such modes as postural behavior, head position, gaze, and color might assist readers with comprehension. I aimed to understand significance of visuals, as means for meaning making, within multimodal ensembles. This analysis found that non-verbal visual language allows viewing audiences to read non-verbal information, thus, people can use multiple modes within multimodal ensembles of human communication that allow them to correctly read non-verbal language at the instances when auditory mode is non-existent or minimal.

Getting the Most Out Of Qualitative Data: Techniques for Managing Analytic Complexity Using Media Data
David K. Woods, University of Wisconsin, Madison

This presentation will focus on proven techniques for getting as much detailed analytic information out of your data as possible, whether you are conducting interviews, running focus groups, or collecting observational data in situ. I will describe techniques for capturing complexity in dynamic environments such as classrooms, teasing out multiple analytic layers in multimedia data, and integrating visual information in the analytic process. I will demonstrate data analysis within Transana, highlighting some of the unique features of this tool that make handling these analytic challenges possible.

End Effector: Post-Human Actors and Materiality in the Network of Educational Technocracy
Christian McKay, Indiana University

As Bruno Latour points out, the exploded diagram falls far short of the object it purports to represent. It is an idealized materiality that focuses on the mathematical representation of the object at the expense of the thingness of the thing. But can we re-employ the technical diagram to diagram the full extent of the links? This paper is an attempt at linking the actors in a large network of learning and technology, specifically the learning technologies of the “revolutionary,” “new,” “maker movement” by drawing on the beautiful tyranny of Edward Tufte’s theories of visual information display. I am attempting to map this space through text-rich descriptives intertwining with the visuals of the exploded diagram. This is my push to move Latour’s critique of idealized materiality as represented by the exploded diagram into the more intricate networks that he has envisioned Damien Ortega’s “Cosmic Thing” being able to move toward.
It is More than One Beautiful Quote: Building a Visual Web of Meaning
Michelle Salmona, SocioCultural Research Consultants; Eli Lieber, University of California, Los Angeles; Dan Kaczynski, Central Michigan University

Glaser and Strauss (1967) cautioned against building meaning upon a theory bit. Theory bits may be viewed as unsubstantiated points of meaning which the researcher has deductively drawn from a fragment of sparkly data which lack credibility. Today research studies continue to confront the challenge of presenting credible qualitative evidence. Showing evidence increasingly requires the visualization of complex meanings. Visualization also promotes transparency by concurrently displaying multiple levels of insight. Consider the proverb that a picture is better than a thousand words. If stakeholders or audiences can visualize the findings, buy-in is promoted and shared deeper understandings can be achieved. This presentation explores innovations in the reporting of qualitative data by combining visualization methods from Dedoose and C map. Particular attention is given in this study to honor the inductive methodological tenants of qualitative inquiry which are increasingly challenged by the rapidly evolving technological strength of deductive tools.

What is the Visualization QDA Software is Looking for?
Cesar Antonio Cisneros-Puebla, UAM Iztapalapa

Connections between social sciences and visualizations tools have been scarcely explored and few discussions are emerging today. This paper explores the role some QDA Software approaches has played on it. What is the QDA Software visualization tools looking for in the field of qualitative inquiry? Is time for a critical reflection around the authority of data visualization and its role in social sciences and humanities and I would like to problematize the use of images grounded on such reflection. In this paper, I describe the “visual tools“ evolution in QDA Software based on my experience as trainer and researcher. Is possible to interrogate and deconstruct the art of computer assisted text analysis” current episteme based on which tools have been provided to represent data findings? What role has played the mapping and modeling strategies on provide somewhat orthodox and dominant practices in communicating some models or patterns?
Join our “town hall” style meeting designed to leverage the strengths of our diversities. We will review our activities since ICQI 2015, determine our priorities for the upcoming year, and identify a concrete, collaborative activity for the SIG. After this 45-minute meeting, we will begin working on our activity while getting to know one another better. Whether you are a longstanding contributor to this community or new to the field of Digital Tools for Qualitative Research, we welcome your perspectives and are here to help you find resources that further your interests.
The following companies donated raffle items to help support the Digital Tools for Qualitative Research SIG at the 2016 International Congress of Qualitative Inquiry. We are thankful for their role in helping to bring together our community.

ATLAS.ti
http://atlasti.com/

Dedoose
http://www.dedoose.com/

DiscoverText
http://discovertext.com/

HyperRESEARCH
http://researchware.com/products/hyperresearch/why-hr.html

InqScribe
https://www.ingscribe.com/

MAXQDA
http://www.maxqda.com/

NVivo
http://www.qsrinternational.com/default.aspx

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