Session 4: Analysis to Writing

Scholarly Writing Institute
June 17, 2022
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NVivo & Citavi Community Director
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Certified Platinum NVivo Trainer
laura@quoteswork.ca
Research methodologist Dr. Veronica Richard shares important tips for working with qualitative data. Veronica will help you understand important steps in qualitative data analysis so you can write about your findings in cogent ways. Planning for writing early in the data analysis process will help you stay organized and convey your findings with clarity. This highly instructive session helps you create and implement a plan for your qualitative data analysis and write up.

Session 4: Analysis to Writing

Agenda:

Dissertation by Design Coaches – 40 minutes
• Use thematic structure to begin writing
• Beginning writing
• Show how Citavi organizes your writing tasks and writing outline

NVivo Expert – 20 minutes
• Show how NVivo supports the coding and analysis of your data when writing your findings in a Word document.

Citavi Expert – 10 minutes
• Bring your work from Citavi and NVivo together in Word to go from your first draft to published paper.

Questions – 10 minutes
Session 4: From Analysis to Writing: How to Begin Writing Your Research Findings
(Session 2 of 2)

Dissertation by Design
June 17, 2022
Veronica M. Richard, PhD

- Director of Operations and Coach, Dissertation by Design
- Based in Greeley, CO
- Qualitative research expert
- Education, literacy, and leadership researcher
- Passionate about fostering research and literacy-related competence, ethics, and well-being in my work with scholars and researchers
- Passionate about exploring new ways to highlight participants’ voice through innovative methods
Learning Objectives

Learn how to make sure your findings align with your research design and how to visualize the structure of your findings.

Understand the difference between and the uses of external and internal writing structure.

See how repetition of keywords and structure helps to produce a first draft of your findings.

See how the structure of analysis helps to determine a formula for writing.
Research Design Matters in Writing Up Findings

POLL #1
What is your qualitative research design?
1. Basic
2. Case study
3. Phenomenology or IPA
4. Narrative
5. Ethnography
6. Other

https://dissertationbydesign.com/how-to-choose-a-qualitative-research-design/
## Common Structure for Multiple Designs

### Context/Setting
- Description of the research site and/or the phenomenon

### Participants
- Description of the participants as a whole and as individuals

### Findings
- Presentation of the data

<table>
<thead>
<tr>
<th>Theme 1</th>
<th>Theme 2</th>
<th>Theme 3</th>
<th>Theme 4</th>
<th>Theme 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic/Pattern</td>
<td>Topic/Pattern</td>
<td>Topic/Pattern</td>
<td>Topic/Pattern</td>
<td>Topic/Pattern</td>
</tr>
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<td>Topic/Pattern</td>
<td>Topic/Pattern</td>
</tr>
</tbody>
</table>
Framing the Common Structure with Research Questions

Context/Setting
- Description of the research site and/or the phenomenon

Participants
- Description of the participants as a whole and as individuals

Findings
- Presentation of the data

<table>
<thead>
<tr>
<th>RQ 1</th>
<th>RQ 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme 1</strong></td>
<td><strong>Theme 1</strong></td>
</tr>
<tr>
<td>Topic/Pattern</td>
<td>Topic/Pattern</td>
</tr>
<tr>
<td>Topic/Pattern</td>
<td>Topic/Pattern</td>
</tr>
<tr>
<td>Topic/Pattern</td>
<td>Topic/Pattern</td>
</tr>
</tbody>
</table>
# Single Case - Holistic Design

## Case Context

**XYZ Organization**

### Context/Setting

### Case Participants

<table>
<thead>
<tr>
<th>Executive Leader</th>
<th>Mid-level Leader</th>
<th>Department Leader</th>
<th>Department Leader</th>
<th>Department Leader</th>
</tr>
</thead>
</table>

### Findings

**Theme 1**
- Topic/Pattern
- Topic/Pattern
- Topic/Pattern

**Theme 2**
- Topic/Pattern
- Topic/Pattern
- Topic/Pattern

**Theme 3**
- Topic/Pattern
- Topic/Pattern
- Topic/Pattern

**Theme 4**
- Topic/Pattern
- Topic/Pattern
- Topic/Pattern

**Theme 5**
- Topic/Pattern
- Topic/Pattern
- Topic/Pattern
## Single Case - Embedded Units of Analysis

### Case and Context – **Describe**
### Participants – **Describe as a group & individually**
### Findings

<table>
<thead>
<tr>
<th>Theme 1</th>
<th>Theme 2</th>
<th>Theme 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Data associated with the theme</td>
<td>Principal Data associated with the theme</td>
<td>Principal Data associated with the theme</td>
</tr>
<tr>
<td>Superintendent Data associated with the theme</td>
<td>Superintendent Data associated with the theme</td>
<td>Superintendent Data associated with the theme</td>
</tr>
<tr>
<td>Trainer Data associated with the theme</td>
<td>Trainer Data associated with the theme</td>
<td>Trainer Data associated with the theme</td>
</tr>
</tbody>
</table>
Single Case - Embedded Units of Analysis

Case & Context - Describe

Writing Structure

- Embedded Unit of Analysis 1
  - Principals
    - Describe principals as a whole and as individuals
      - Theme 1
      - Theme 2
      - Theme 3
      - Theme 4

- Embedded Unit of Analysis 2
  - Superintendents
    - Describe superintendents as a whole and as individuals
      - Theme 1
      - Theme 2
      - Theme 3
      - Theme 4

- Embedded Unit of Analysis 3
  - Trainers
    - Describe trainers as a whole and as individuals
      - Theme 1
      - Theme 2
      - Theme 3
      - Theme 4

Cross-analysis of the embedded units of analysis
- Theme 1
- Theme 2
- Theme 3
- Theme 4
### Multiple Case - Holistic Design

<table>
<thead>
<tr>
<th>Case 1</th>
<th>Case Context — Describe</th>
<th>Participants Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization A</td>
<td>Findings - ABC Program</td>
<td>Four Organizational Leaders</td>
</tr>
<tr>
<td></td>
<td>Theme 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theme 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theme 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theme 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case 2</th>
<th>Case Context — Describe</th>
<th>Participants — Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization B</td>
<td>Findings - MNO Program</td>
<td>Four Organizational Leaders</td>
</tr>
<tr>
<td></td>
<td>Theme 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theme 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theme 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theme 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case 3</th>
<th>Case Context — Describe</th>
<th>Participants — Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization C</td>
<td>Findings – XYZ Program</td>
<td>Four Organizational Leaders</td>
</tr>
<tr>
<td></td>
<td>Theme 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theme 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theme 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theme 4</td>
<td></td>
</tr>
</tbody>
</table>

### Cross-case Analysis
- Theme 1
- Theme 2
- Theme 3
- Theme 4
Multiple Case - Embedded Units of Analysis

**Case 1 – Public Schools**

**Case & Context – Descriptions**

**Participant – Descriptions**

- **Theme 1**
  - Principals, teachers (School A)
  - Principals, teachers (School B)

- **Theme 2**
  - Principals, teachers (School A)
  - Principals, teachers (School B)

- **Theme 3**
  - Principals, teachers (School A)
  - Principals, teachers (School B)

- **Theme 4**
  - Principals, teachers (School A)
  - Principals, teachers (School B)

**Case 2 – Private Schools**

**Case & Context – Descriptions**

**Participant – Descriptions**

- **Theme 1**
  - Principals, teachers (School A)
  - Principals, teachers (School B)

- **Theme 2**
  - Principals, teachers (School A)
  - Principals, teachers (School B)

- **Theme 3**
  - Principals, teachers (School A)
  - Principals, teachers (School B)

- **Theme 4**
  - Principals, teachers (School A)
  - Principals, teachers (School B)

**Cross-case Analysis**
- **Theme 1**
- **Theme 2**
- **Theme 3**
- **Theme 4**
Narrative Research Design

Creating an overall composite (all participants) story with plot structure

- Situation & Phenomenon
- Main characters
- Rising action
- Turning point
- Falling action & resolution
Narrative Research Design

Thematic presentation with each participant’s story related to the phenomenon

- Participant A
  - Background
  - Challenges
  - Turning Point
  - Persistence for Future

- Participant B
  - Background
  - Challenges
  - Turning Point
  - Persistence for Future

- Participant C
  - Background
  - Challenges
  - Turning Point
  - Persistence for Future

Continuity ➔ Interaction ➔ Situation
How Analysis Structure Informs Writing of the Findings

External Structure
Analysis & Writing Structure

**Analysis**
1. 1st cycle analysis identifying segments of data relevant to the RQs
2. 2nd cycle analysis grouping the data & identifying topics within groups
3. 3rd cycle analysis determine theme names, definitions, & cross-checking

**Writing Structure**
1. Determine order of themes (inductive) or categories (deductive)
2. Definitions of themes or categories
3. Identifying external and internal structure for each theme or category
How Analysis Informs Writing

POLL #2

How much experience have you had in writing up qualitative research findings?

- I have never written up qualitative findings
- I wrote up a small study in my university coursework
- I have written up a number of findings sections
How Analysis Structure Informs Writing of the Findings

External Structure
RQ: What are the experiences of international students using PK presentations in their EAP courses?

<table>
<thead>
<tr>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings of emotions due to PK presentation experiences</td>
</tr>
<tr>
<td>Awareness of Cognitive Processes Used During PK Presentation Processes</td>
</tr>
<tr>
<td>Development of Strategies through PK Presentation Experiences</td>
</tr>
</tbody>
</table>
RQ: What are the experiences of undergraduate international students using PK presentations?

<table>
<thead>
<tr>
<th>Themes</th>
<th>Example of Vague Writing Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling emotions</td>
<td>The data revealed three main themes: emotions, cognitive processes, and strategy use.</td>
</tr>
<tr>
<td>Gaining awareness of cognitive processes</td>
<td></td>
</tr>
<tr>
<td>Developing presentation strategies</td>
<td></td>
</tr>
</tbody>
</table>
### Analysis & External Writing Structure

**RQ: What are the experiences of undergraduate international students using PK presentations?**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Structure of the Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling emotions</td>
<td><strong>Phenomenon (topic)</strong> + <strong>RQ focus</strong> + <strong>theme 1</strong>, <strong>theme 2</strong>, and <strong>theme 3</strong></td>
</tr>
<tr>
<td>Gaining awareness of cognitive processes</td>
<td></td>
</tr>
<tr>
<td>Developing presentation strategies</td>
<td></td>
</tr>
</tbody>
</table>
RQ: What are the experiences of undergraduate international students using PK presentations?

<table>
<thead>
<tr>
<th>Themes</th>
<th>Structure of the Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling emotions</td>
<td>For the international undergraduate students in this study, their experiences with PK presentations included three main themes:</td>
</tr>
<tr>
<td>Gaining awareness of cognitive processes</td>
<td>(a) feeling emotions, (b) gaining awareness of cognitive processes, and (c) developing presentation strategies.</td>
</tr>
<tr>
<td>Developing presentation strategies</td>
<td></td>
</tr>
</tbody>
</table>
Analysis & External Writing Structure

RQ: What are the experiences of undergraduate international students using PK presentations?

<table>
<thead>
<tr>
<th>Theme</th>
<th>Topics (Dimensions of Meaning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings of emotions</td>
<td>● Being overwhelmed</td>
</tr>
<tr>
<td></td>
<td>● Experiencing emotions due to being an international presenter</td>
</tr>
<tr>
<td></td>
<td>● Experiencing emotions related to public speaking and PK presentation requirements</td>
</tr>
</tbody>
</table>
RQ: What are the experiences of undergraduate international students using PK presentations?

<table>
<thead>
<tr>
<th>Theme 1: Feeling of Emotions</th>
<th>Structure of the Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being overwhelmed</td>
<td><strong>Phenomenon + RQ focus</strong> +</td>
</tr>
<tr>
<td>Experiencing emotions due to being an international presenter</td>
<td><strong>Theme + Topic 1, Topic 2, and Topic 3.</strong></td>
</tr>
<tr>
<td>Experiencing emotions related to public speaking and PK presentation requirements</td>
<td></td>
</tr>
</tbody>
</table>

*Phenomenon + RQ focus + Theme + Topic 1, Topic 2, and Topic 3.*
### Analysis & External Writing Structure

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Structure of the Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiences of undergraduate international students using PK presentations in EAP courses</td>
<td>The EAP undergraduate international student data related to the first theme of feeling emotions included the many emotions the participants experienced as they planned and presented their PK presentations during their EAP courses. In this theme, the participants discussed feeling emotions due to being overwhelmed, experiencing emotions due to being an international presenter, and experiencing emotions due to public speaking and PK presentation requirements.</td>
</tr>
</tbody>
</table>
| Feeling emotions  
- being overwhelmed  
- experiencing emotions due to being an international presenter  
- Experiencing emotions related to public speaking and PK presentation requirements | |

**RQ and topic?** Keywords used?
Analysis & External Writing Structure

Putting the pieces together!
For the international undergraduate students in this study, their experiences with PK presentations included three main themes: (a) feeling emotions, (b) gaining awareness of cognitive processes, and (c) developing presentation strategies.

**Feeling Emotions**

The EAP undergraduate international student data related to the first theme of feeling emotions included the many emotions the participants experienced as they planned and presented their PK presentations during their EAP courses. In this theme, the participants discussed feeling emotions due to being overwhelmed, experiencing emotions due to being an international presenter, and experiencing emotions due to public speaking and PK presentation requirements.
How Analysis Structure Informs Writing of the Findings

Internal Structure
RQ: What are the experiences of undergraduate international students using PK presentations?

<table>
<thead>
<tr>
<th>Theme</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings of emotions</td>
<td>Being overwhelmed</td>
</tr>
<tr>
<td></td>
<td>Being nervous</td>
</tr>
<tr>
<td></td>
<td>Being afraid</td>
</tr>
</tbody>
</table>
RQ: What are the experiences of undergraduate international students using PK presentations?

<table>
<thead>
<tr>
<th>Theme</th>
<th>Main Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings of emotions</td>
<td>○ overwhelmed with college demands</td>
</tr>
<tr>
<td></td>
<td>○ overwhelmed with the responsibilities of being a presenter</td>
</tr>
<tr>
<td>Topic 1</td>
<td></td>
</tr>
<tr>
<td>● Being overwhelmed</td>
<td></td>
</tr>
</tbody>
</table>
RQ: What are the experiences of undergraduate international students using PK presentations?

<table>
<thead>
<tr>
<th>Theme 1: Feeling of Emotions</th>
<th>Structure of the Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1: Being overwhelmed</td>
<td>Phenomenon + RQ focus +</td>
</tr>
<tr>
<td></td>
<td>Theme + Topic 1 + Point 1</td>
</tr>
<tr>
<td></td>
<td>+ Point 2</td>
</tr>
</tbody>
</table>
### Key Words

**Experiences of undergraduate international students using PK presentations in EAP courses**

<table>
<thead>
<tr>
<th>Feeling emotions</th>
<th>In the theme of feeling emotions, the EAP international students were overwhelmed during their undergraduate PK presentation experiences because of college demands and the responsibilities that come with being a presenter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Being <em>overwhelmed</em></td>
<td></td>
</tr>
<tr>
<td>○ Overwhelmed with college demands</td>
<td></td>
</tr>
<tr>
<td>○ Overwhelmed with responsibilities of being a presenter</td>
<td></td>
</tr>
</tbody>
</table>
## Analysis & Internal Writing Structure

### Key Words
Experiences of undergraduate international students using PK presentations in EAP courses

### Feeling emotions

<table>
<thead>
<tr>
<th>Feeling emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Being <em>overwhelmed</em></td>
</tr>
<tr>
<td>○ Overwhelmed with college demands</td>
</tr>
</tbody>
</table>

### Internal structure:
- **Theme** + **Topic 1** + **Point 1** + **Participants and Their Quotes**
**Analysis & Internal Writing Structure**

<table>
<thead>
<tr>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiences of undergraduate international students using PK presentations in EAP courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feeling emotions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Being <em>overwhelmed</em></td>
<td></td>
</tr>
<tr>
<td>○ Overwhelmed with college demands</td>
<td>Lia, Ian and Ming shared their experiences of feeling <em>overwhelmed</em> with the <em>demands of college</em>, which caused them to <em>lose sleep</em>, <em>forget tasks</em>, and <em>realize time management issues</em>.</td>
</tr>
</tbody>
</table>

**RQ and topic?**

**Keywords used?**
### Analysis & Internal Writing Structure

**Key Words**

Experiences of **undergraduate international students** using **PK presentations** in **EAP courses**

<table>
<thead>
<tr>
<th>Feeling emotions</th>
<th>Lia shared how her time management issues led to losing sleep. The first presentation, I had two days to do it, so I did it fast. During those two days, I had so many assignments, so I had to do it at last minute. That day, I really suffered, I did not sleep well, ‘cause I was trying to manage the time to do this presentation. Similarly, Ian reported being tired due to upcoming quizzes and exams causing him to forget tasks. That week, I have a lot of quizzes and exams to do. I do not have a lot of time to practice a lot. I stayed up all night that day because I need to finish my homework and make my PowerPoint. I took one hour to practice. I forgot to submit my PowerPoint because I was so tired.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Being <strong>overwhelmed</strong></td>
<td>Lia, Ian and Ming shared their <strong>experiences</strong> of feeling <strong>overwhelmed</strong> with the <strong>demands of college</strong>, which caused them to lose sleep, forget tasks, and realize time management issues.</td>
</tr>
<tr>
<td>○ Overwhelmed with <strong>college demands</strong></td>
<td></td>
</tr>
</tbody>
</table>

- **Feeling emotions**
  - Being **overwhelmed**
    - Overwhelmed with **college demands**

Lia, Ian and Ming shared their experiences of feeling overwhelmed with the demands of college, which caused them to lose sleep, forget tasks, and realize time management issues.
Analysis & External and Internal Writing Structure

Putting the pieces together!
Feeling Emotions

The EAP undergraduate international student data related to the first theme of feeling emotions included the many emotions the participants experienced as they planned and presented their PK presentations during their EAP courses. In this theme, the participants discussed feeling emotions due to being overwhelmed, experiencing emotions due to being an international presenter, and experiencing emotions due to public speaking and PK presentation requirements.

In the theme of feeling emotions, the EAP international students were overwhelmed during their undergraduate PK presentation experiences because of college demands and the responsibilities that come with being a presenter. Lia, Ian and Ming shared their experiences of feeling overwhelmed with the demands of college, which caused them to lose sleep, forget tasks, and realize time management issues. Lia shared how her time management issues led to losing sleep:

The first presentation, I had two days to do it, so I did it fast. During those two days, I had so many assignments, so I had to do it at last minute. That day, I really suffered, I did not sleep well, ‘cause I was trying to manage the time to do this presentation.

Similarly, Ian reported being tired due to upcoming quizzes, causing him to forget tasks:

That week, I have a lot of quizzes and exams to do. I do not have a lot of time to practice a lot. I stayed up all night that day because I need to finish my homework and make my PowerPoint. I took one hour to practice. I forgot to submit my PowerPoint because I was so tired.
Constructing the Not So Perfect First Draft!!
It’s all about the structure!!

➢ organizing themes, topics, & points
  ○ importance of research design
  ○ importance of analysis
  ○ repeating key words
  ○ NVivo & Citavi
It’s all about the structure!!

Making your case
➢ identifying significant data
➢ ordering data
➢ determining the amount of quote
➢ using NVivo & Citavi
Revising the Not So Perfect First Draft

Know your chair’s preferences

Connecting the ideas and quotations

➢ Insert transition phrases
➢ Repeat keywords (formula)
  ○ overall theme
  ○ main topic and points
  ○ words associated with your research design
➢ Be intentional about your word choice
Revising the Not So Perfect First Draft

➢ Use introduction and conclusions to themes
➢ Repeat key words
➢ Use visuals (tables and figures)
➢ Strong verbs that convey meaning
Main Sections of the Findings

- Introduction and Organization of the chapter
- Overview of the study
- Context or setting description (if appropriate)
- Participant descriptions
- Presentation of findings
- Summary of the chapter

Remember: University templates differ
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hello@dissertationbydesign.com

THE ACADEMIC WRITING CENTER
https://dissertationbydesign.com/the-academic-writing-center/
Demonstration

Laura Lagendyk
Session 4: how NVivo supports the coding and analysis of your data when writing your findings in a Word document.

Sample Project: Environmental Change Down East
Exporting codes and memos
Framework Matrix
Queries

Resource links:
• Check out the NVivo Research Network Spotlight recordings on
  – Project Set up
  – Coding
  – Cases & Classifications
    Watch Here
Demonstration

Stacy Penna, Ed.D.
Integration of Citavi and NVivo

- Finding and organizing secondary literature
- Outlining
- Task planning
- Writing your paper
- Literature reviews
- Taking notes
- Analysis of primary research
- Coding
- Transcription
- Data visualization
Publishing Process with Citavi and NVivo

The Publishing Process

- Collect Sources
- Organize
- Literature Review
- Note Taking
- Collaborate
- Writing and Citing
- Publish

Secondary Sources
- Citavi Picker
- Reference Management & Task Planner
- Knowledge Organizer
- Citavi Collaboration Tools
- Citavi Word Add-In
- Citavi Enhanced Referencing

Primary Sources
- NVivo - Office Integration
- Data Files and Code Hierarchy
- Analyze References and Data
- Memos and Annotations
- NVivo Collaboration Tools
- Export Codes and Memos
- NVivo Visualizations

Streamlined With QSR Solutions
Questions
Resources

Materials taken from our on-demand course, “How to Write a Literature Review”

Dissertation by Design Services:
1. One-on-one dissertation coaching
2. Statistical consulting
3. Professional Editing
4. On-demand courses
5. Doctoral Writing Community
Writing Process with Citavi and NVivo

The Writing Process

- Collect Sources
- Organize
- Literature Review
- Note Taking
- Collaborate
- Writing and Citing
- Publish

Citavi Picker
Reference Management & Task Planner
Knowledge Organizer
Annotations
Citavi Collaboration Tools
Citavi Word Add-In
Citavi Enhanced Referencing

Citavi Desktop - Citavi BDServer - Citavi Cloud

NVivo - Office Integration
Data Files and Code Hierarchy
Analyze References and Data
Memos and Annotations
NVivo Collaboration Tools
Export Codes and Memos
NVivo Visualizations

NVivo Desktop - NVivo Transcription - NVivo Collaboration Cloud and Server

Streamlined With QSR Solutions
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