

# Computer-Assisted Qualitative Content Analysis with MAXQDA CAQD 2013

Prof. Dr. Udo Kuckartz

Philipps-University Marburg

## Three Points

- |||| Characteristics of Qualitative Content Analysis and Performing QCA with MAXQDA
- |||| **The Summary Grid and the Summary Tables - new options for Computer-Assisted QCA**
- |||| Conclusion

## Characteristics of Qualitative Content Analysis

Qualitative Content Analysis ...

- |||| is systematic and replicable
- |||| is centered on categories
- |||| segments the data in coding units ("coded segments," "quotations")
- |||| is guided by a research question (or a theory)
- |||| works with the entire data set
- |||| structures the data
- |||| is guided by explicit rules
- |||| goes through all the data step-by-step following the same procedure
- |||| claims to be inter-subjective
- |||| accepts standards, e.g. inter-coder-agreement (reliability)
- |||| integrates interpretation and hermeneutics
- |||| ... and QCA is a family of different methods and not a single rigidly defined procedure

## Three Types of QCA

### Three main types of qualitative content analysis

1. Thematic (structural)
2. Evaluative
3. Type-building

An example to clarify the difference: A content analysis of brochures available on AIDS (in Gerd Gigerenzer's book "Calculated Risks"). The theme "false-positive probability" was defined as category:

- 1 *Thematic* -> Identify and code, summarize, systematize and present the relevant text passages concerning the category "false-positive probability"
- 2 *Evaluative* -> Evaluate how the "false-positive probability" is treated (extensive, incomplete, not at all), count the frequencies, present examples
- 3 *Type-building*: Identify the different types of treatment of the "false-positive probability." Typologies are developed: "false-positive rate" (1) evidence-based scientific (2) calming by using numbers (3) ...

## How is cross-case analysis possible?

„Cross-case data need to be made comparable via common codes, common displays of commonly coded data segments, and common reporting formats for each case. Codes, displays, and reporting formats are all data-reductive devices for condensing hundreds of pages of text into workable, intellectually coherent units – tables or figures and associated analytic text.“

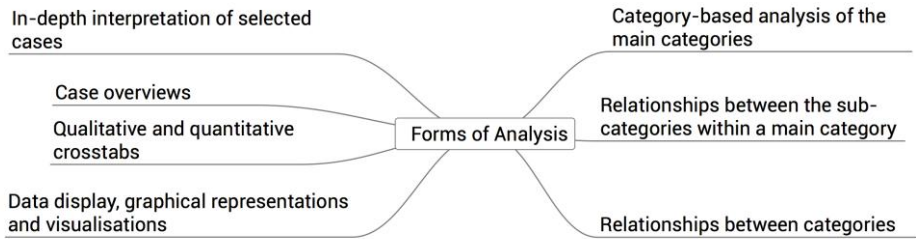
(Miles & Huberman: Qualitative Data Analysis, 1994: 178)

## Matrix Cases by Themes

	Topic A	Topic B	Topic C	
Person 1	Person 1's text passages about Topic A	Person 1's text passages about Topic B	Person 1's text passages about Topic C	⇒ Case summary for Person 1
Person 2	Person 2's text passages about Topic A	Person 2's text passages about Topic B	Person 2's text passages about Topic C	⇒ Case summary for Person 2
Person 3	Person 3's text passages about Topic A	Person 3's text passages about Topic B	Person 3's text passages about Topic C	⇒ Case summary for Person 3
Category-based analysis for				
	↓	↓	↓	
	Topic A	Topic B	Topic C	

-> „monster-dog“ or „monster-matrix“

## Thematic QCA: Options for Analysis and Presentation



## The Summary Grid and Summary Tables

Case-Level Display for Meta-Matrix (Miles & Huberman, 178)

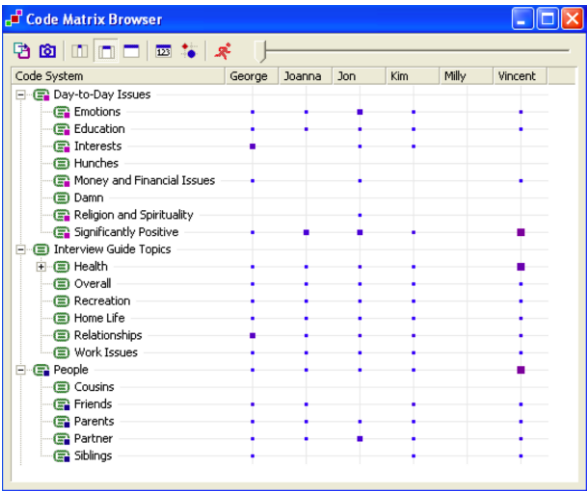
Users	Feelings/Concerns	How Innovation Looked	What Was User Doing Most?	Problems
1.				
2.				
3.				
4.				
5.				

Tame the monster-dog ...

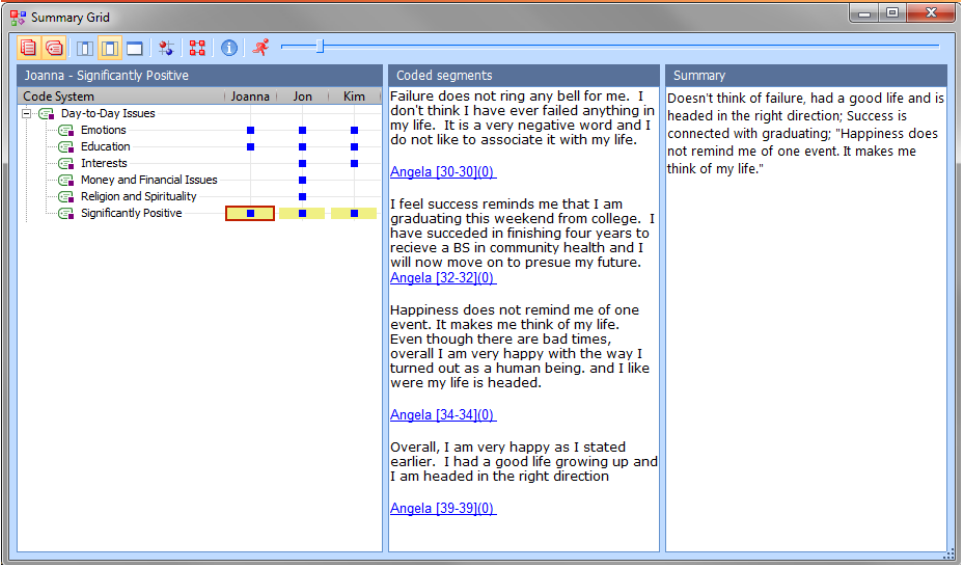
Users	Feelings/Concerns	How Innovation Looked	What Was User Doing Most?	Problems
1. Vance	More comfortable with style of teaching and with having kids outside	Still useful, giving good direction & helpful ideas, activities	Working through materials Giving, participating in env'l educ workshops Working with community Off-campus site work	Time too limited for tasks to be done
2. Drew	Concern with growing number of non-achievers in forestry/ecology class	Too discovery-oriented for kids without biology basics; lecture style more appropriate	Adapting materials & lessons to growing non-achiever population Off-campus site work	Dealing with more non-achievers successfully

# Display of Themes by Cases

A monster-dog named **Code Matrix Browser**



# Summary Grid: Reading Segments and Writing Summaries



Summary Grid

Jon - Significantly Positive

Code System

	Joanna	Jon	Kim
Day-to-Day Issues			
Emotions			
Education			
Interests			
Money and Financial Issues			
Religion and Spirituality			
Significantly Positive			

Coded segments

I dance my ass off every week and I play basketball whenever possible. I try and get out and do stuff whenever possible.

I am relatively satisfied with my recreational/leisure activities. I am one of those people who feel guilty if I sit inside and watch TV on a beautiful day. I feel like I should be at the beach or at the park playing ball, or just outside doing something. But I feel I get a good amount of exercise without actually going to the gym or whatever. Every week I go to 2 clubs or so, dancing into the wee hours of the morning. I know breathing in all that smoke doesn't do too much for me but damn I sure do sweat a lot...gotta be doing something right.

[Angela \[21-22\]\(0\)](#)

**SUCCESS:**

I find success in little things. For example, just this past Saturday I was playing ball at the park and we were playing against these guys who were really good. But their weakness was that they were talking trash the entire game. So I found my moment

Summary

Likes to do sports and to go outside. Finds success and happiness in little things. "For now things are good."

Principle of Summary Grid

Summary Grid

Kim - Significantly Positive

Code System

	Joanna	Jon	Kim
Day-to-Day Issues			
Emotions			
Education			
Interests			
Money and Financial Issues			
Religion and Spirituality			
Significantly Positive			

Coded segments

**HAPPINESS:**

There were many moments I felt happy. Graduation, my first film, senior yearbook, first floor director, and my friends. But out of all it was my surprise birthday party, my friends had put on for me. May 25, 1997. My 17th birthday party. Two of my friends took me out to dinner and back to their house. The house was dark and as so as the lights went on I heard the word "surprise" out loud. At that moment, I felt so, shocked, and happy and loved. I was very grateful that I have such friends and thanked everyone.

[Angela \[38-39\]\(0\)](#)

**SUCCESS:**

I guess that I made it to college. I think everyone's life is a success. Without the real events that made you feel like you have succeeded. But knowing you live everyday without regret is success. I feel that I have so far succeeded 18 years of my life to come here and stand here on my feet today. If there has to be an

Summary

Happiness is associated with concrete moments, like graduation, first film etc. especially with a surprising birthday party organized by friends. "knowing you live everyday without regret is success." No feeling of failure.

## Characteristics of the Summary Grid

- |||| Summary level is a new level of analysis
- |||| 2<sup>nd</sup> Order Data, primary data -> responses of the research participants, the language of the field / Secondary data -> transformed level, the language of the researchers
- |||| Aggregated, more abstract, evaluative, more analytical
- |||| No more “monster-dog” or “monster-matrix”
- |||| But the “ground level” of primary data is always near
- |||| Summaries can be modified at any time

## Display Results as Grid Table

**Create new Grid Table**

Choose documents and variables    Choose codes

Documents

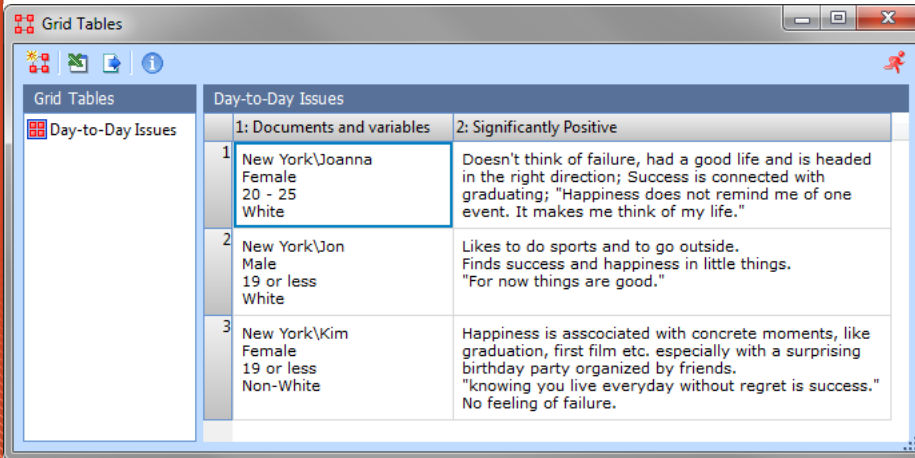
☒ All documents    ☐ Only for activated documents

Variables

All variables	Selected variables
<ul style="list-style-type: none"> <li><input type="checkbox"/> Document group</li> <li><input type="checkbox"/> Document name</li> <li><input type="checkbox"/> Creation date</li> <li><input type="checkbox"/> Number of coded segments</li> <li><input type="checkbox"/> Number of memos</li> <li><input type="checkbox"/> Author</li> <li><input type="checkbox"/> Bytes</li> <li><input checked="" type="checkbox"/> Age 19</li> <li><input checked="" type="checkbox"/> DM Approach</li> <li><input checked="" type="checkbox"/> career path</li> <li><input checked="" type="checkbox"/> Emotions</li> <li><input checked="" type="checkbox"/> Education</li> <li><input checked="" type="checkbox"/> city</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Gender</li> <li><input checked="" type="checkbox"/> Race Ethnicity</li> </ul>



## The Grid Table



The screenshot shows a software window titled 'Grid Tables'. On the left is a sidebar with a tree view containing 'Grid Tables' and 'Day-to-Day Issues'. The main area displays a table with the following structure:

Day-to-Day Issues		
	1: Documents and variables	2: Significantly Positive
1	New York\Joanna Female 20 - 25 White	Doesn't think of failure, had a good life and is headed in the right direction; Success is connected with graduating; "Happiness does not remind me of one event. It makes me think of my life."
2	New York\Jon Male 19 or less White	Likes to do sports and to go outside. Finds success and happiness in little things. "For now things are good."
3	New York\Kim Female 19 or less Non-White	Happiness is associated with concrete moments, like graduation, first film etc. especially with a surprising birthday party organized by friends. "knowing you live everyday without regret is success." No feeling of failure.

## Final Remarks

- ||||| Compared with other qualitative methods like "Grounded Theory," QCA is more strict and uses the entire data set
- ||||| QCA is a very flexible method: Different types of Qualitative Content Analysis offer different approaches for different research problems
- ||||| QCA can be done easily with computer assistance
- ||||| The option to use thematic summaries in a systematic way offers new horizons beyond coding of primary data
- ||||| Future development: more tools that directly support the within-case and cross-case analysis like *the Summary Grid* and the *Summary Tables*

**Thank you for your attention!**