



Research and Technical Writing Institute

Presented by NVivo, Citavi & XLSTAT

Day 3: Reporting Qualitative Findings:
Writing Considerations

Speakers



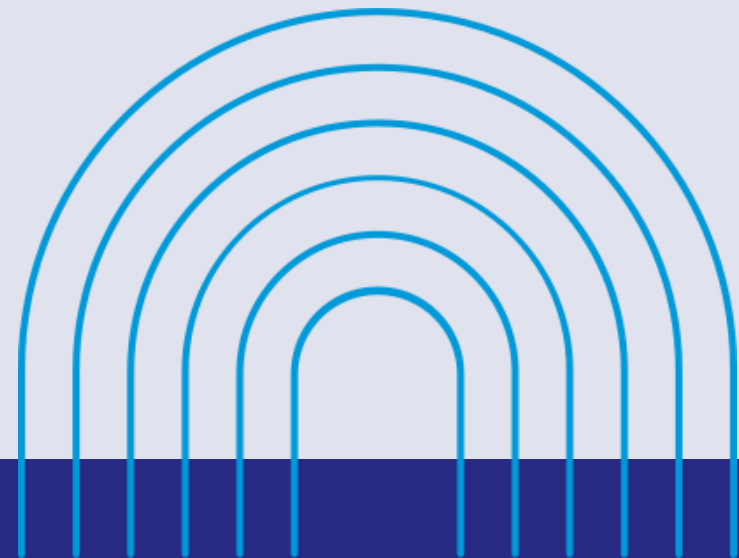
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From Analysis to Writing



About Me

- Researcher, writer, and educator
- Qualitative research strategist 15+ years
- Experienced academic coach who has supported 200+ researchers
- Foster research and literacy-related competencies, ethics, and building others' confidence in writing and research
- Always exploring new ways to highlight participants' voice through innovative methods



Veronica M. Richard, PhD
Qualitative Strategist, Coach,
Director of Operations
Dissertation by Design

01. Research Design and Aligning Findings
02. Participant Profiles
03. External and Internal Structures of Writing the Findings
04. Revising the Not-So-Perfect Draft
05. Live Demo of NVivo and Citavi



AGENDA





Poll

What is your qualitative research design?

- A. Basic
- B. Case Study
- C. Phenomenology
- D. Narrative
- E. Ethnography
- F. Grounded Theory
- G. Other



Common Qualitative Writing Structure

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**

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
• Topic/Pattern	• Topic/Pattern	• Topic/Pattern	• Topic/Pattern	• Topic/Pattern
• Topic/Pattern	• Topic/Pattern	• Topic/Pattern	• Topic/Pattern	• Topic/Pattern
• Topic/Pattern	• Topic/Pattern	• Topic/Pattern	• Topic/Pattern	• Topic/Pattern



Common Qualitative Writing Structure

Framed by Research Question

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

RQ 1

Theme 1

- Topic/Pattern
- Topic/Pattern
- Topic/Pattern

Theme 2

- Topic/Pattern
- Topic/Pattern
- Topic/Pattern

RQ 2

Theme 1

- Topic/Pattern
- Topic/Pattern
- Topic/Pattern

Theme 2

- Topic/Pattern
- Topic/Pattern
- Topic/Pattern

Theme 3

- Topic/Pattern
- Topic/Pattern
- Topic/Pattern

Multiple Case Study – Holistic

Case 1

Organization A

Case Context – **Describe**

Participants **Describe**

Findings - ABC Program

Four Organizational Leaders

- Theme 1
- Theme 2
- Theme 3
- Theme 4

Case 2

Organization B

Case Context – **Describe**

Participants – **Describe**

Findings - MNO Program

Four Organizational Leaders

- Theme 1
- Theme 2
- Theme 3
- Theme 4

Case 3

Organization C

Case Context – **Describe**

Participants – **Describe**

Findings – XYZ Program

Four Organizational Leaders

- Theme 1
- Theme 2
- Theme 3
- Theme 4

Cross-case Analysis

- Theme 1
- Theme 2
- Theme 3
- Theme 4

Single Case Study – Embedded

Case and Context – Describe

Participants – Describe as a group & individually

Findings

Theme 1	Theme 2	Theme 3
Principal Data associated with the theme	Principal Data associated with the theme	Principal Data associated with the theme
Superintendent Data associated with the theme	Superintendent Data associated with the theme	Superintendent Data associated with the theme
Trainer Data associated with the theme	Trainer Data associated with the theme	Trainer Data associated with the theme

Multiple Case Study – Embedded

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 Design



Creating an overall composite story with plot structure

- ☐ Situation and phenomenon
- ☐ Main characters
- ☐ Rising action
- ☐ Turning point
- ☐ Falling action; resolution

Narrative Design

Thematic presentation with participants' stories

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



Design Considerations & Representing Our Findings

Representation Methods

- ❑ Think about how your design informs analysis and writing
- ❑ Review guidance from scholars on the specific research design
- ❑ Design Matters!

Visualization of Findings

- ❑ Create a visual that represents you're analyses and findings structure
- ❑ Guides you and your reader
- ❑ Supports future researchers

Writing Structure

- ❑ Research design and visual informs your writing structure
- ❑ Methods establish some keywords
- ❑ Reader expectations



Presenting Participant Information



Participant Profiles



Group Characteristics

Information		Considerations
1	Total number of participants	Report planned and final numbers
2	Overall demographics	Report relevant characteristics in ways that organizes participants to benefit the reader's understanding
3	Phenomenon related info	Years of experiences in a position, related education level, etc.

EXAMPLES



Rodriguez, S. L. (2015). *Las mujeres in the STEM pipeline: how Latina college students who persist in STEM majors develop and sustain their science identities* (Doctoral dissertation).

This study focused on the experiences of 16 undergraduate Latina who are persisting in their STEM majors at the selected research site. This study engaged in purposive sampling in which the selection of participants is criterion based (Patton, 2002). Participants must meet the following criteria: (a) be over the age of 18, (b) identify as Latina or Hispanic, (c) identify as female, (d) be classified as a college junior or senior, and (d) be currently enrolled as a science, technology, engineering, or math major.

The study centers upon the perspectives of Latina juniors and seniors in STEM because their persistence through the college experience will yield an enhanced understanding of the science identity development process across multiple years within the STEM discipline and at the research site. Participation is limited to the College of Natural Sciences or the College of Engineering as these colleges represent the largest numbers of STEM majors within the university. First-generation college student and immigration status are deliberately left open in order to facilitate participant recruitment of an already small population as well as capture a wide range of experiences from possible participants.

EXAMPLES



Research Report Formal Report	Manuscript
<p>Of the total 8’646 respondents to the national surveys, 27 per cent accepted to be contacted. Of these, 82 people were interviewed some months after the survey (8 respondents per country, except for Spain where 10 people were recruited for an interview). The national research teams were given the instruction to purposefully select a group of respondents that reflected the diversity of their national sample, namely in terms of gender, age, level of education and the number of courses that the person had taken in the 12 months preceding the survey4. The different national teams made slightly different choices; however, the overall resulting sample of interviewees was overall quite similar in structure to the national survey samples, especially in terms of gender (about two-thirds women) and age (c.f. appendix). Compared to the survey sample, the qualitative sample had a higher proportion of “active” learners (i.e., people who had attended more than one adult learning course over the 12 months preceding the survey) and a somewhat lower proportion of respondents with low professional qualifications (see below for details).</p>	<p>Castellanos, M. (2016). Sustaining Latina student organizations: An exploratory instrumental case study. <i>Journal of Hispanic Higher Education</i>, 15(3), 240-259.</p> <p>I utilized snowball sampling to recruit individuals to participate in the study. I first interviewed <i>MU</i> student leaders and asked them to recommend participants for the study. Subsequent interviews were conducted with <i>MU</i> steering members (organization leaders), <i>MU</i> general members, <i>MU</i>’s faculty advisor, and student affairs personnel, yielding a total of 15 participants. Table 1 provides a summary list of the study participants and their role within <i>MU</i> or AUWC.</p>

Table 1. Participant List

Participants	Role in MU or AUWC ^a	Participation in Study
Jenny	Co-chair	Interview, focus group+
Remi	Co-chair	Interviews (2)+
Rosie	Academic chair	Online interview+
Ariel	Social chair	Online interview+
Crissy	Secretary	Online interview+
Valerie	Alumni liaison	Focus group+
Brandy	LUO liaison	+
Antonia	Historian	+
Hilda	Treasurer	+
Maria	General member	Focus group+
Lila	General member	+
Esmeralda	General member	Focus group+

Note. All names are pseudonyms. “+” indicates observations. *MU* = *Mujeres Universitarias*; *AUWC* = American University of the West Coast; *LUO* = Latino Umbrella Organization.

^aIndicates AUWC student affairs personnel.

Individual Profile

- Purpose: To help provide the reader with individualized contextual information to situate the findings (and to recognize individual differences and similarities)
- Present pseudonym (name used to protect confidentiality)
- Identify relevant information to include
 - Specific demographics
 - Individual background
 - Specific information regarding the research focus
 - Relevant quotes
 - Defining key concepts
 - Background—past and present
 - Perspectives about the research focus
- Structure – Present information in a structured manner to maintain consistency and support the readers' expectations and reading needs

EXAMPLE



Moving From Analysis to Writing





Poll

What are you currently analyzing data for?

- A. Coursework
- B. Dissertation
- C. Manuscript
- D. Formal Report
- E. Other



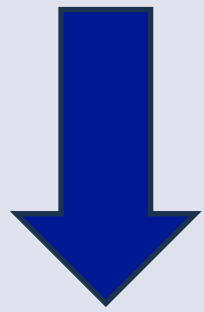
How Analysis Structure Informs Writing: External Structure



Analysis & Writing Structure

Analysis

1. First cycle analysis identifying segments of data relevant to the RQs
2. Second cycle analysis grouping the data & identifying topics within groups
 - Data reduction
 - Making meaning-based connections between the data
3. Third 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—result of analysis processes
3. Identifying **external** and **internal** structure for each theme or category

External Writing Structure

RQ: What are the experiences of international students using PK presentations in their EAP courses?
<u>Themes</u>
Feeling emotions due to PK presentations
Gaining awareness of cognitive processes due to PK presentation experiences
Developing presentation strategies due to PK presentation experiences

External Writing Structure

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

Themes	Example of Vague Writing Structure
Feeling emotions due to PK presentations	The data revealed three main themes: emotions, cognitive processes, and strategy use.
Gaining awareness of cognitive processes due to PK presentation experiences	
Developing presentation strategies due to PK presentation experiences	

Have I covered my RQ and topic?

Have I used keywords?

External Writing Structure

RQ: What are the experiences of undergraduate international students using PK presentations?	
Themes	Structure of the Writing
Feeling emotions due to PK presentations	Phenomenon (topic) + <u>RQ focus</u> + <u>theme 1</u>, <u>theme 2</u>, and <u>theme 3</u>.
Gaining awareness of cognitive processes due to PK presentation experiences	
Developing presentation strategies due to PK presentation experiences	

External Writing Structure

RQ: What are the experiences of undergraduate international students using PK presentations?	
Themes	Structure of the Writing
Feeling emotions due to PK presentations experiences	For the international undergraduate students in this study, the data analysis resulted in three main themes due to their experiences with PK presentations included: (a) feeling emotions , (b) gaining awareness of cognitive processes , and (c) developing presentation strategies .
Gaining awareness of cognitive processes due to PK presentation experiences	
Developing presentation strategies due to the use of PK presentation experiences	

RQ and topic?

Keywords used?

External Writing Structure

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

Themes	Topics (Dimensions of Meaning)
Feeling emotions due to PK presentations experiences	<ul style="list-style-type: none">Being overwhelmedExperiences emotions due to being an international presenterExperiencing emotions related to public speaking and PK presentation requirements

External Writing Structure

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

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

External Writing Structure

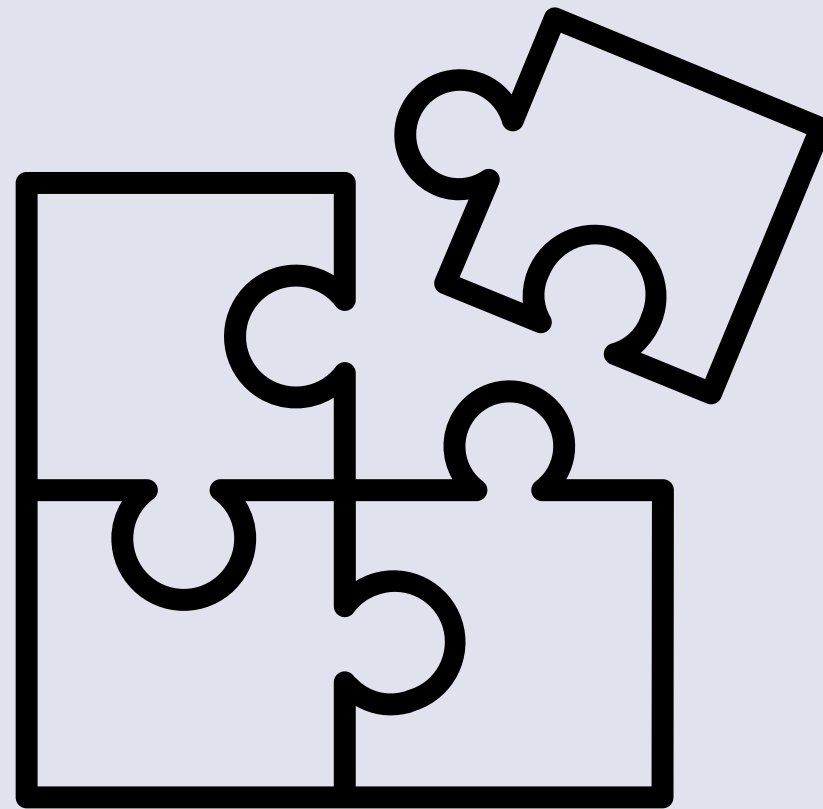
Key Words	Structure of the Writing
Experiences of undergraduate international students using PK presentations in EAP courses	<p>The EAP undergraduate international student data related to the first theme of feeling emotions included the many emotions the participants experienced as they planned for and presented using the PK presentation format during their EAP courses.</p> <p>In this theme, the participants data refers to the participants 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.</p>
Feeling emotions <ul style="list-style-type: none">- 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



External Writing Structure

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

Overall guiding sentence for the findings overall!!

Feeling Emotions Due to PK Presentation Experiences

Later, I will come back to this sentence and add more information to help guide the reader.

The EAP undergraduate international student data related to the first theme of feeling emotions included the many emotions the participants experienced as they planned for and presented using the PK presentation format 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

Overall guiding sentence for the first theme!!

How Analysis Structure Informs Writing: Internal Structure



Internal Writing Structure



RQ: What are the experiences of undergraduate international students using PK presentations?	
Theme	Topics
Feelings of emotions	<ul style="list-style-type: none">○ Being overwhelmed○ Being nervous○ Being afraid

Internal Writing Structure

RQ: What are the experiences of undergraduate international students using PK presentations?	
Theme	Main Points
Feelings of emotions	<ul style="list-style-type: none">○ overwhelmed with college demands○ overwhelmed with the responsibilities of being a presenter
<div>Topic 1</div> <ul style="list-style-type: none">● Being overwhelmed	

Internal Writing Structure

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

Theme 1:
Feeling of Emotions

Structure of the Writing

Topic 1: Being
overwhelmed

Phenomenon + RQ focus + Theme +
Topic 1 + Point 1 + Point 2

Internal Writing Structure

Key Words Experiences of undergraduate international students using PK presentations in EAP courses	
Feeling emotions	<p>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.</p> <p>RQ and topic?</p> <p>Keywords used?</p>
● Being overwhelmed	
<ul style="list-style-type: none">○ Overwhelmed with college demands○ Overwhelmed with responsibilities of being a presenter	

Internal Writing Structure

Key Words

Experiences of undergraduate international students using PK presentations in EAP courses

Feeling emotions

- Being overwhelmed

- Overwhelmed with college demands

Chris, Ivan and Mia shared their experiences of feeling overwhelmed with the demands of college, which caused them to lose sleep, forget tasks, and realize time management issues.

RQ and topic?

Keywords used?

Internal Writing Structure

Key Words

Experiences of undergraduate international students using PK presentations in EAP courses

Feeling emotions

- Being overwhelmed

- Overwhelmed with college demands

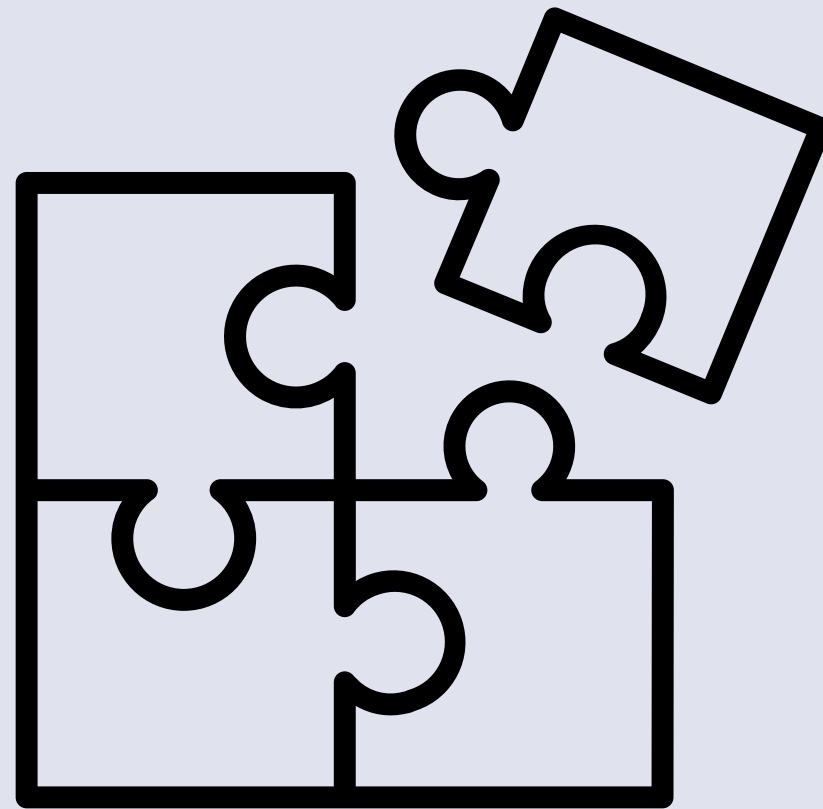
Mia, Ivan and Chris shared their experiences of feeling overwhelmed with the demands of college, which caused them to lose sleep, forget tasks, and realize time management issues.

Mia 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, Ivan commented about 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.

External & 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. Mia, Ivan and Chris shared their experiences of feeling overwhelmed with the demands of college, which caused them to lose sleep, forget tasks, and realize time management issues. Mia 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, Ivan reported being tired due to upcoming quizzes, causing him to forget tasks:

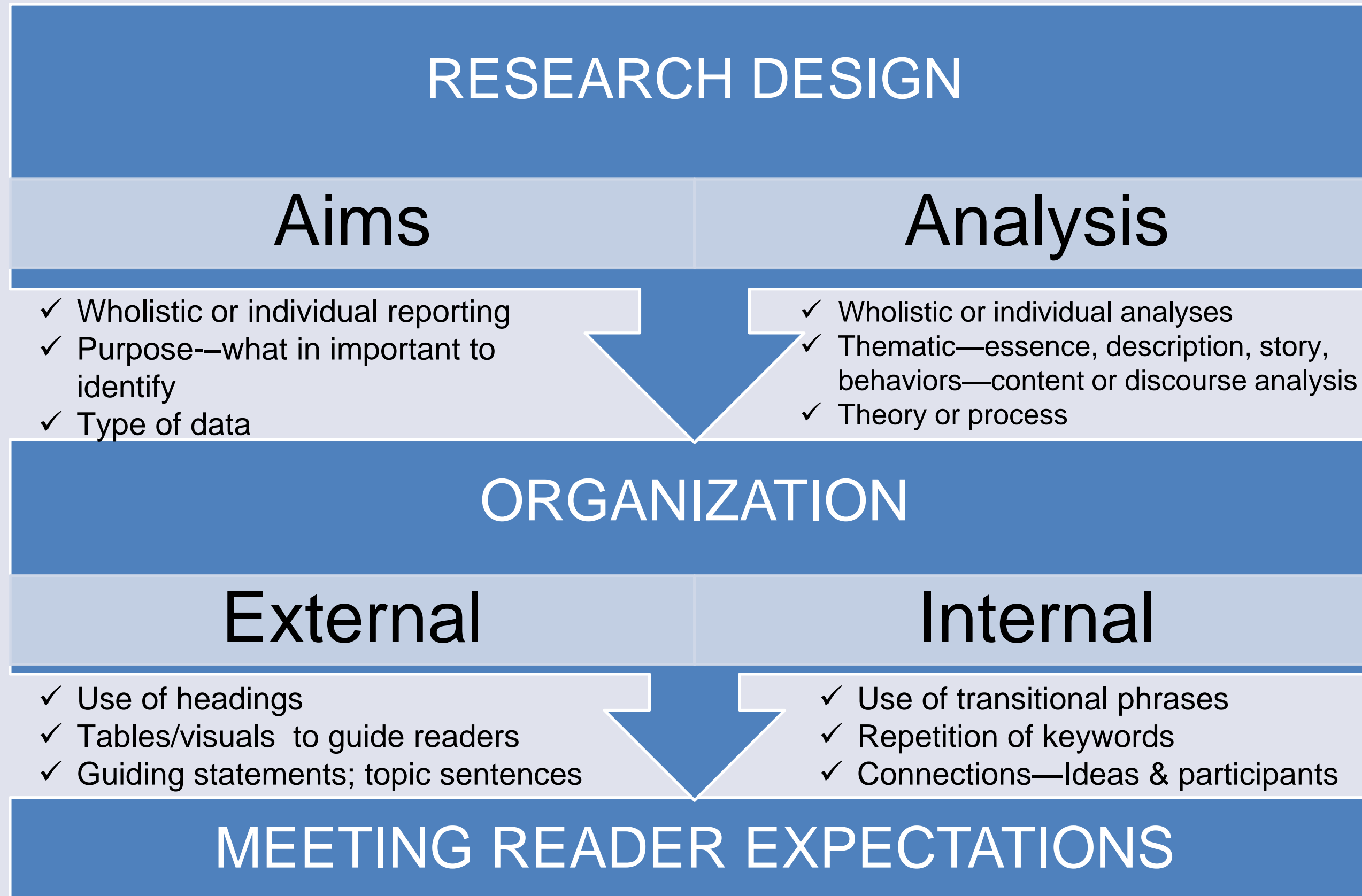
That week, I have a lot of quizzes and exams to do. I do not have a lot of time to practice a lot. I stayed up all night that day because I need to finish my homework and make my PowerPoint. I took one hour to practice. I forgot to submit my PowerPoint because I was so tired.

Regarding the emotions they experienced while planning for PK presentations, Mia, Ivan, and Chris all spoke about various aspects of time, which seemed to add a sense of overwhelm to their experiences.

Revising the Not-So-Perfect Draft



Revising the Not-So-Perfect Draft



Revising the Not-So-Perfect Draft

PRESENTING THE DATA

Making Claims

- ✓ Derived from your analyses processes
- ✓ Connected to your research questions
- ✓ Talking across the data and participants

Organization

- ✓ Topic sentences and visuals
- ✓ Intentional transitional phrases
- ✓ Themes must connect to the research questions

ORGANIZATION

Condensing of Data

- ✓ Intentional decision making about data
- ✓ Decisions about relevancy of data

Logical Order

- ✓ Order needs to make sense
- ✓ Explaining your rationale

MEETING READER EXPECTATIONS

Revising the Not-So-Perfect Draft

PRESENTING THE DATA

Time

- ✓ Importance of time away
- ✓ Allowing adequate time

Word Choice

- ✓ Have I used strong, meaning-based verbs to introduce the data?
- ✓ Have I repeated keywords?
- ✓ Have I avoided vague language?

ORGANIZATION

Guiding the Reader

- ✓ Have I used strong guiding sentences and topic sentences?
- ✓ Have I used meaning-based, transitional, phrases?

Logical Order

- ✓ Does the order make sense?
- ✓ Have I explained my rationale?

MEETING READER EXPECTATIONS

General Sections of 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: Universities, chairs, and journals differ in their requirements and expectations



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THANK YOU

Questions?

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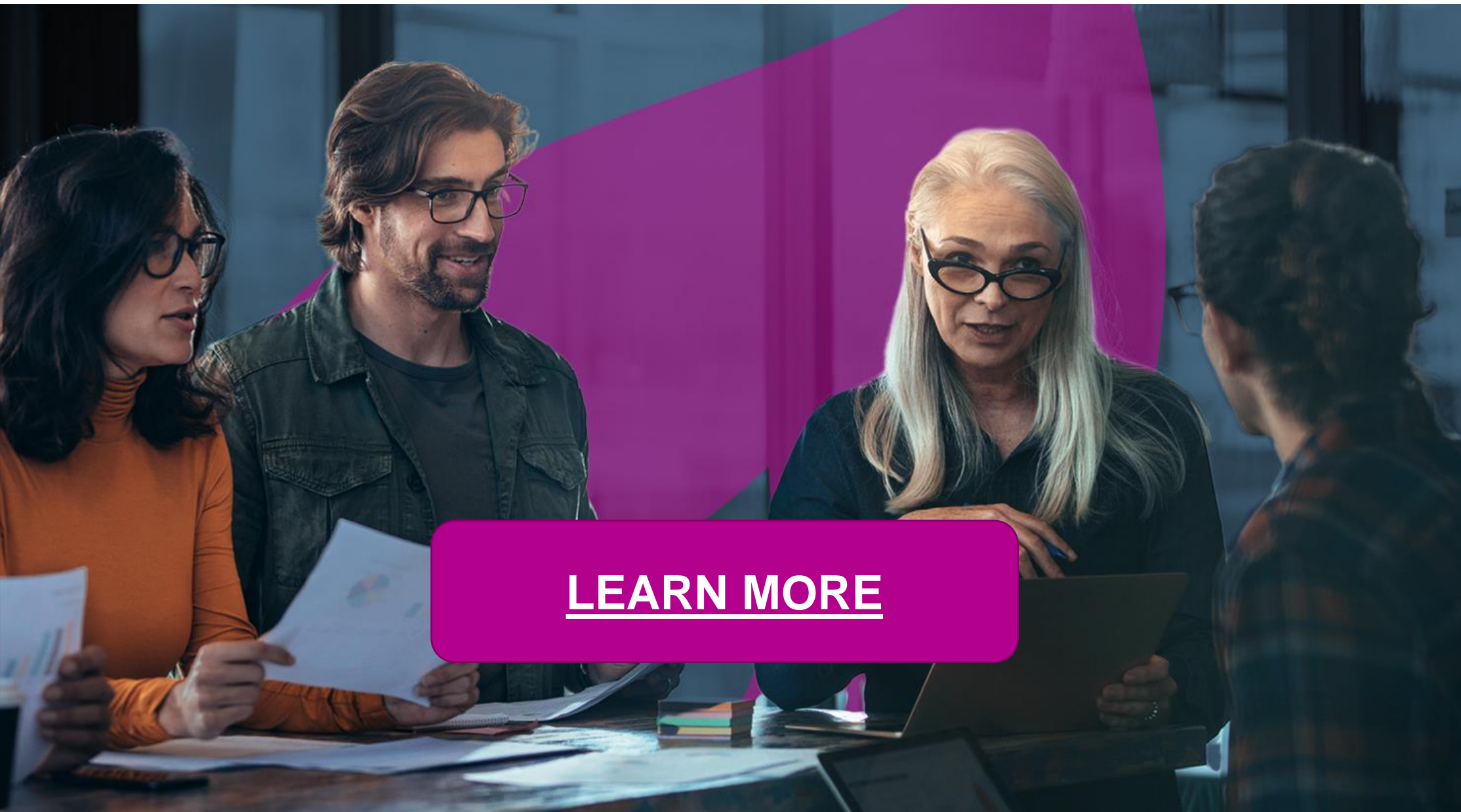
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- Statistical Methods and Applications
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- Mixed Methods
- Risk Management
- Collaboration
- Student Placement and Work Integrated Learning
- Writing and Reference Management

The background of the entire image is a dark blue gradient with a complex network of glowing white lines and dots, resembling a global data network or a constellation. In the center, there is a faint, glowing blue globe. The NVIVO logo is prominently displayed in the upper half of the image.

NVIVO

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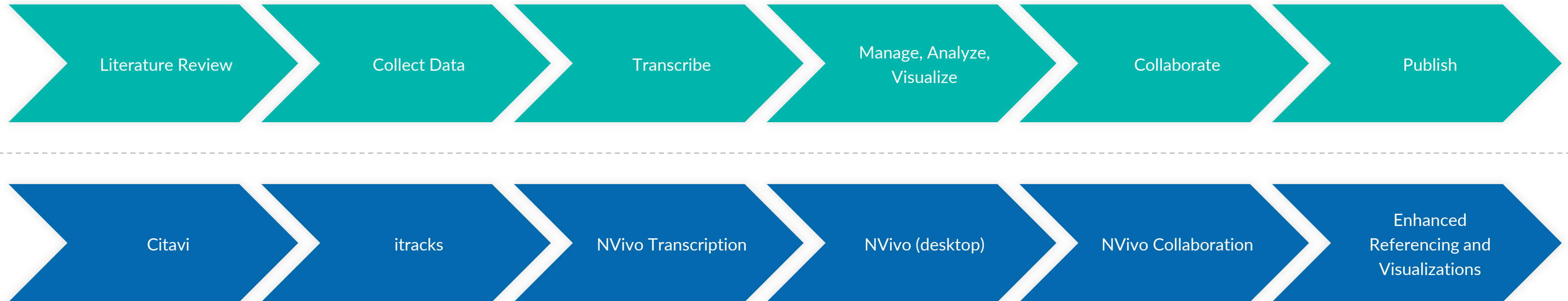
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