



# Introducción al Análisis Cualitativo con ATLAS.ti

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Doctor en Ciencias Sociales, Máster en Inteligencia Artificial (UNIR) y en Problemas Sociales (UGR) y Licenciado en Sociología y Comunicación Audiovisual, ha trabajado en las Universidades de Granada, Jaén, Girona, Alcalá de Henares y UNIA (Universidad Internacional de Andalucía), así como en diversos gabinetes y medios de comunicación, entre ellos como periodista de investigación en VerificaRTVE, el equipo de verificación de RTVE (Radio Televisión Española). Acreditado por la ANECA como Profesor Contratado Doctor y Profesor de Universidad Privada, con un 1 sexenio de investigación reconocido. En su tesis investigó el impacto de Instagram en la construcción de la cultura visual de una ciudad (Granada), siendo la primera investigación de este tipo en España. Imparte clase e investiga en Universidad Internacional de La Rioja (UNIR), Universitat Oberta de Catalunya (UOC) y Universidad Isabel I (UII) sobre temas de desigualdad, metodologías y técnicas de investigación, teorías sociológicas, pensamiento visual, comunicación, periodismo, verificación de información y visualización de datos. Miembro de los grupos de investigación Nar-Trans (Narrativas Transmediales, en UGR) y PROCOMM (Prospectivas de la Comunicación Multimedia, en UNIR). Investigador en el Proyecto IBERIFIER. IP del Proyecto monitorIA (transferencia UNIR). Vibe-coder.

# Objetivos

## Introducción al Análisis Cualitativo con ATLAS.ti

- Conocer los fundamentos del análisis cualitativo asistido por software.
- Aprender a crear y gestionar un proyecto en ATLAS.ti.
- Codificar datos manual y automáticamente.
- Generar memos y comentarios para apoyar el análisis.
- Visualizar y exportar información.

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# Competencias y habilidades

## Introducción al Análisis Cualitativo con ATLAS.ti

Que los participantes comprendan el flujo de trabajo básico en ATLAS.ti y sean capaces de:

- Crear un proyecto.
- Importar y organizar datos cualitativos.
- Codificar manual y automáticamente.
- Generar memos y comentarios.
- Explorar y visualizar información mediante redes.
- Extraer información útil para la redacción de resultados.

# Estructura

## Introducción al Análisis Cualitativo con ATLAS.ti

1. Introducción al CAQDAS.
2. Entorno de trabajo y creación de proyectos.
3. Importar y organizar datos.
4. Codificación básica y automática.
5. Memos y comentarios.
6. Visualización y exploración de datos.
7. Exportación de resultados.
8. Referencias y materiales adicionales.

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# Introducción al CAQDAS

Javi Cantón

Universidade Vigo

# Singularidad de las Ciencias Sociales

- ¿EXISTE UN “MÉTODO CIENTÍFICO”?
- ¿LAS CIENCIAS SOCIALES HAN DE UTILIZAR EL MÉTODO DE LAS FÍSICO-NATURALES?
- NO existe un MÉTODO CIENTÍFICO ÚNICO (aunque sí existen valores comunes).
- NO es el mismo método el de la ciencias sociales y ciencias naturales: ¿Por qué?
  - En el objeto está incluido el propio investigador.
  - El objeto es no sólo objetivo (estructuras, procedimientos, ambientes etc.), sino también subjetivo (personas con voluntad, libertad y reflexividad).
  - El objeto es reactivo: cuando estudiamos la sociedad la cambiamos.
  - Las personas que constituyen la sociedad son un ser complejo, difícil de aprehender.

# ***Cinco vías de acceso a la realidad social, Miguel Beltrán***

El objeto de la sociología no permite una aplicación de los métodos físicos-naturales de forma automática, sino que más bien existe un pluralismo metodológico, dependiendo del objeto que queramos estudiar y del tipo de orientación teórica que estamos buscando.

1. Histórico
2. Comparativo
3. Método crítico-racional
4. Método cuantitativo
5. Método cualitativo

# Métodos cuantitativo-cualitativo

El método cuantitativo es más apropiado en las ciencias físico-naturales (aunque también se utilicen técnicas cualitativas) y debido a su éxito en los orígenes de la ciencia, los sociólogos pretendieron imitarlo (Saint-Simón, Comte, Spencer, etc.). Con Weber y otros autores se propuso que la sociología tenía su método propio, más cualitativo, que busca no explicar, sino comprender los fenómenos (*verstehen*).

De ahí han surgido dos escuelas que (aunque ahora menos) tradicionalmente se han excluido mutuamente entre sí, acusándose unos a los otros de ser los verdaderos representantes del rigor científico.

# Métodos cuantitativo-cualitativo

Así, mientras que los cuantitativitas insisten en la medición, en lo numérico, en lo estadístico, en la relación entre variables (correlaciones), etc.; los cualitativitas insisten en el lenguaje como objeto (de ahí las entrevistas, grupos de discusión, análisis de textos, etc.), en la observación, en el sentido subjetivo que las personas dan a sus acciones, etc.

En realidad, aunque todos los sociólogos tenemos predilección por uno u otro de estos dos métodos, en realidad ambos son compatibles en el estudio de la realidad social, dependiendo del objeto y del tipo de enfoque que queramos dar a nuestra investigación (Ej. Durkheim y el suicidio).

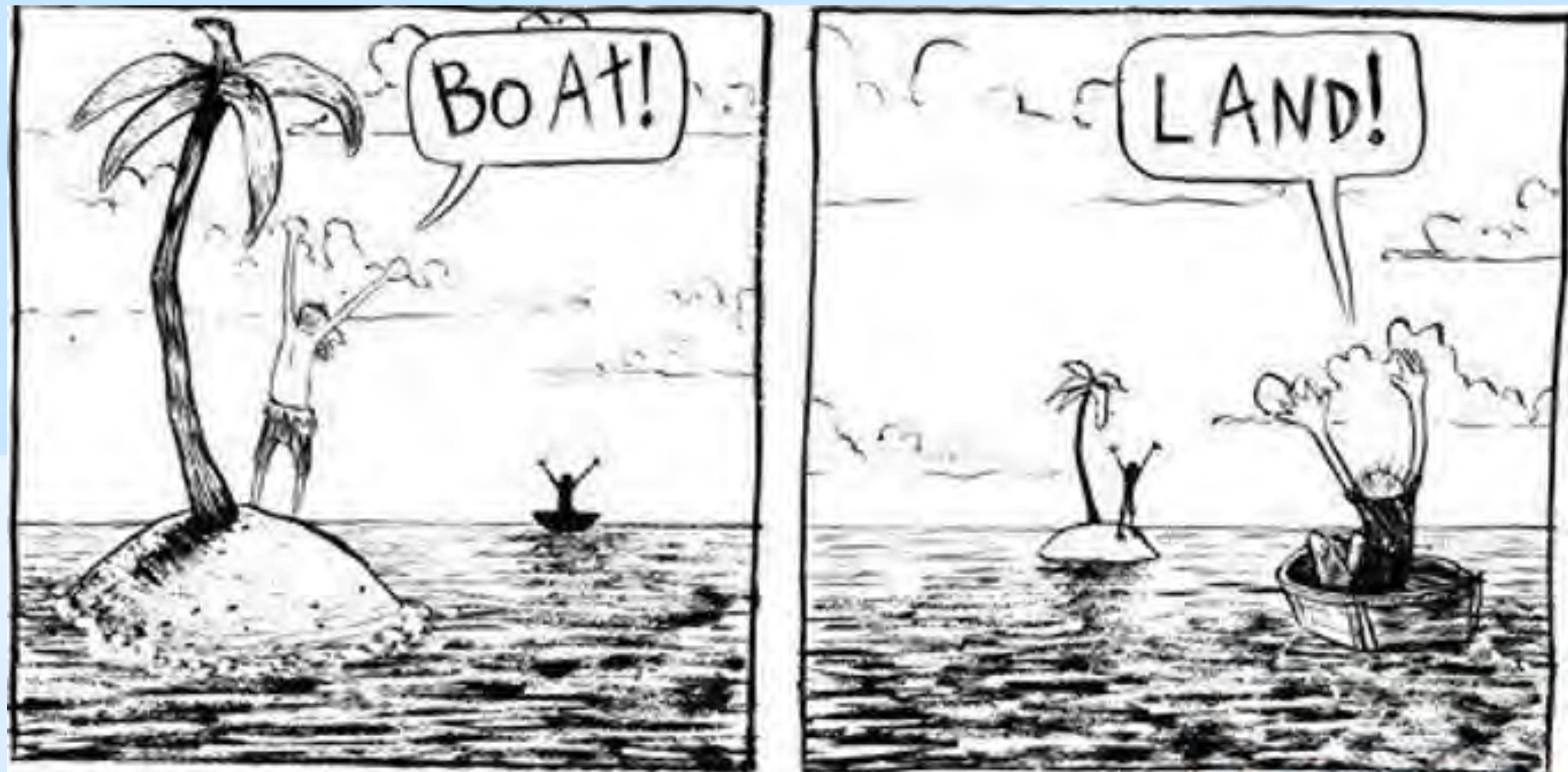
## Quantitative Methods



## Qualitative Methods

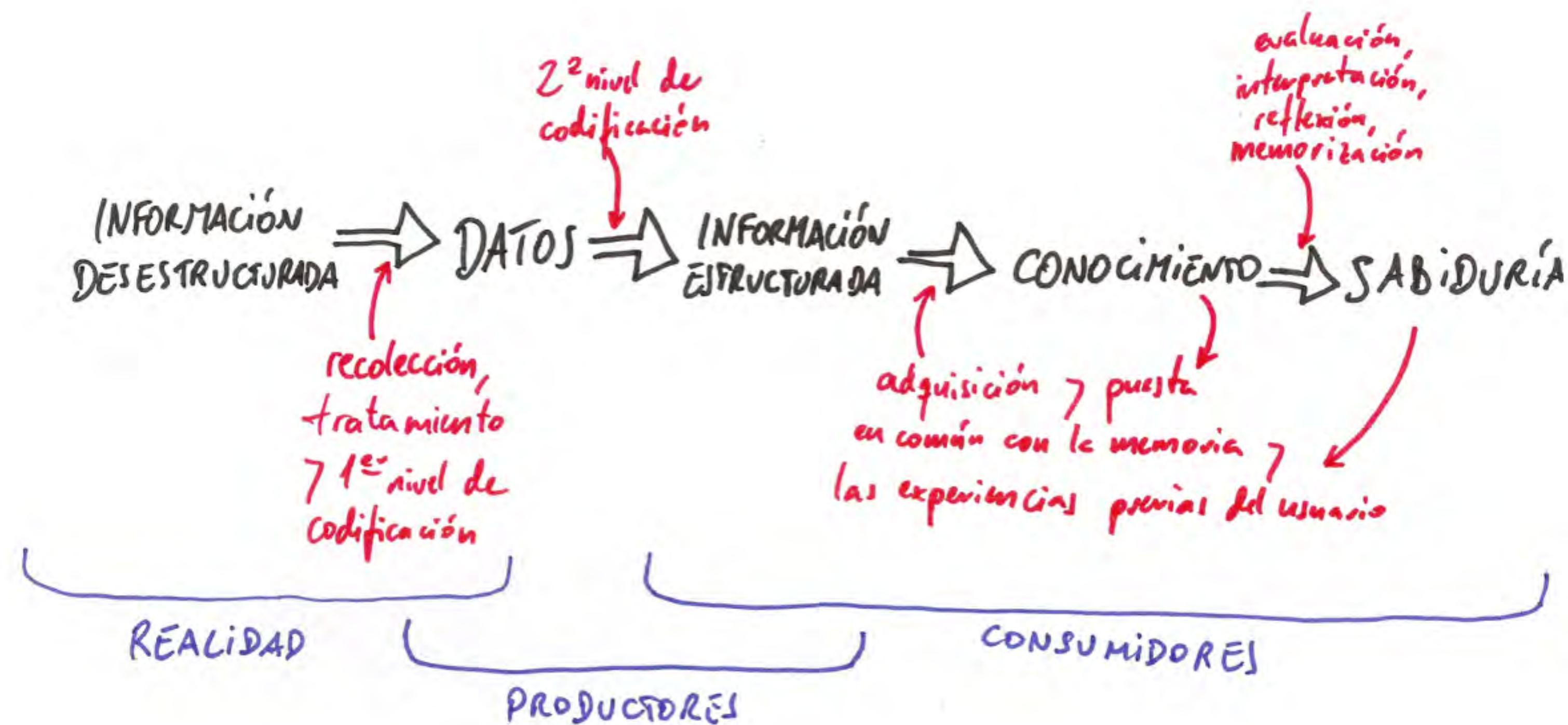






Reinvented by dlafarga for iFunny :)

iFunny mobile



by @albertocairo  
(El Arte Funcional, 2011)  
basado en R.S. WURMAN

# Datos cualitativos

El análisis implica: **Gestión** de los datos, “administrativo”: clasificación, recuperación, indexación, manejo, registro... **Interpretación**: narrar de nuevo, imaginativo y especulativo.

**Diversidad** de datos cualitativos. No hay recuentos y medidas, pero sí cualquier forma de comunicación, escrita o audiovisual, o comportamiento humano, símbolos o artefactos culturales -> ejemplo: analítica cultural, de Lev Manovich.

Forma más común: texto. Forma sencilla de registro que es posible manejar usando técnicas “administrativas” y CAQDAS.

¿Ejemplos de fuentes de datos cualitativos?

# Ejemplos de datos cualitativos



# Ejemplos de datos cualitativos

Entrevistas individuales y grupos de discusión (transcripciones).

Observación participante etnográfica.

Correos electrónicos.

Páginas web.

Anuncios: impresos, cines y TV.

Grabaciones de TV.

Vídeo-diarios.

Vídeos de entrevistas y grupos de discusión.

Diversos documentos como libros y revistas.

Diarios.

Chats.

Hemerotecas en línea.

Fotografías.

Películas.

Vídeos caseros.

Grabaciones de vídeo de sesiones de laboratorios.

# CAQDAS

C omputer  
A ssisted/Aided  
Q ualitative  
D ata  
A nalysis  
S oftware

Análisis de una transcripción  
Codificación e interpretación de texto  
Abstracción recursiva  
Análisis de contenido  
Análisis de discurso  
Metodología del muestreo teórico

# CAQDAS

- Transformación del proceso, antes manual
- Textos, memos, notas, códigos. Tareas de gestión que necesitaban de eficiencia, coherencia y sistematicidad.
- El ordenador ha conseguido simplificar todos estos procesos.
- Parecería presuponerse que la digitalización potenciaría el análisis cuantitativo, pero no el cualitativo. El aumento de la potencia permite análisis cada vez más complejos.
- No obstante, la labor última de interpretación de los datos sigue siendo tarea del investigador.



# CAQDAS: *must-have*

Herramientas de búsqueda de contenido

Herramientas de codificación

Herramientas de enlazado

Herramientas de Mapeo o Red

Herramientas de Consulta

Herramientas de Escritura y de anotación

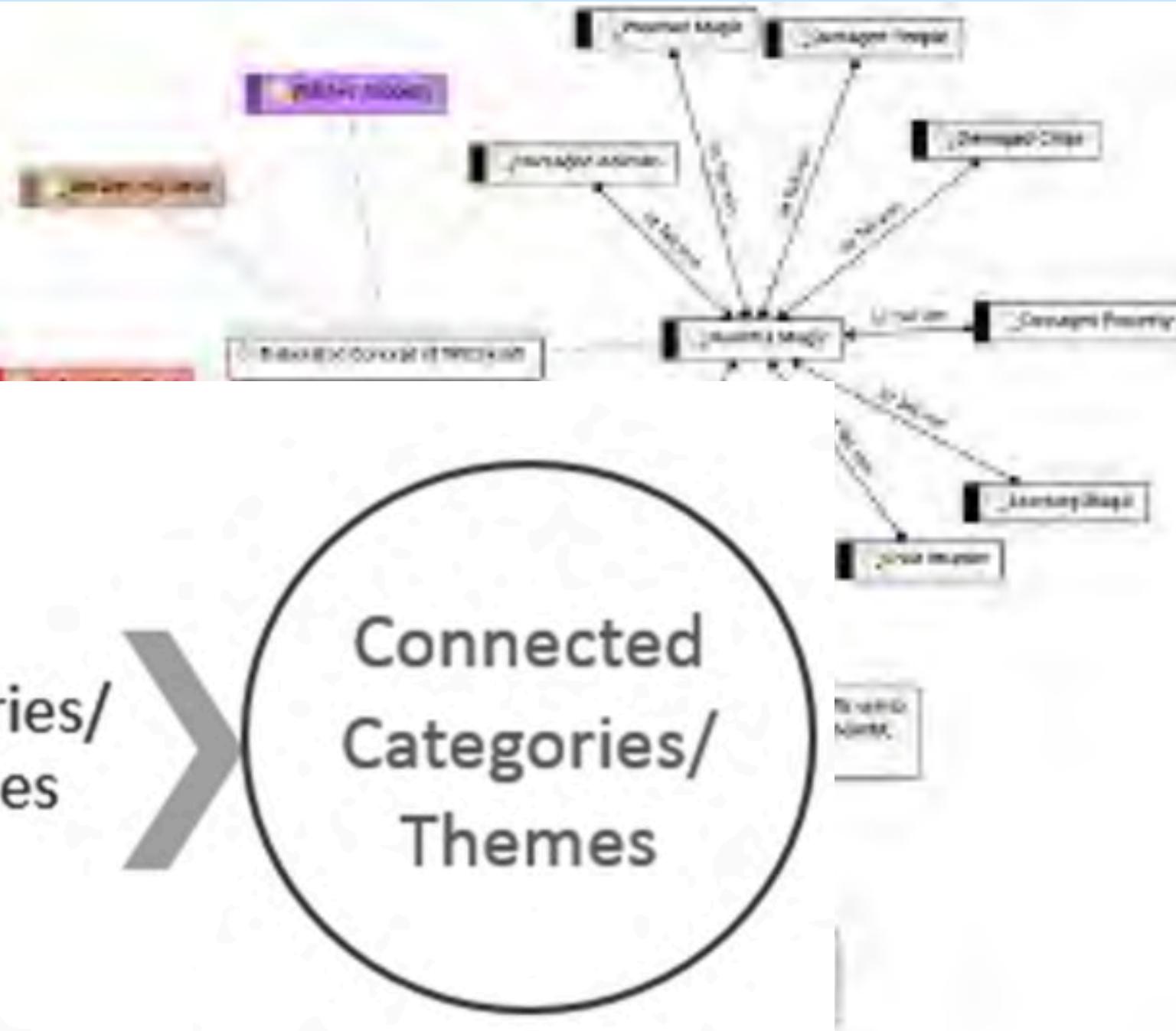
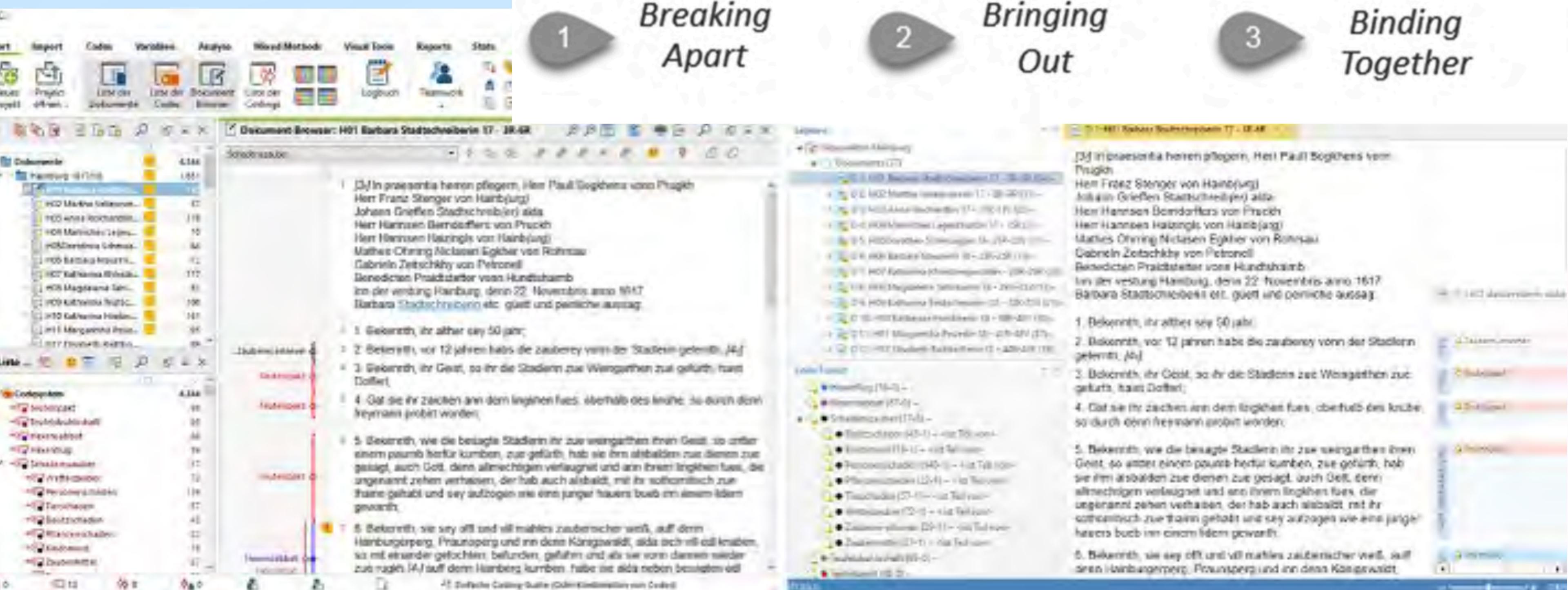
# CAQDAS



CAQDAS



# CAQDAS



# Ventajas de usar CAQDAS

Ahorro de tiempo

Organización

Inclusividad

Exploración de los datos

Hipertextualidad

Intersubjetividad interna

Intersubjetividad externa

Datos secundarios

Modelización y visualización analítica

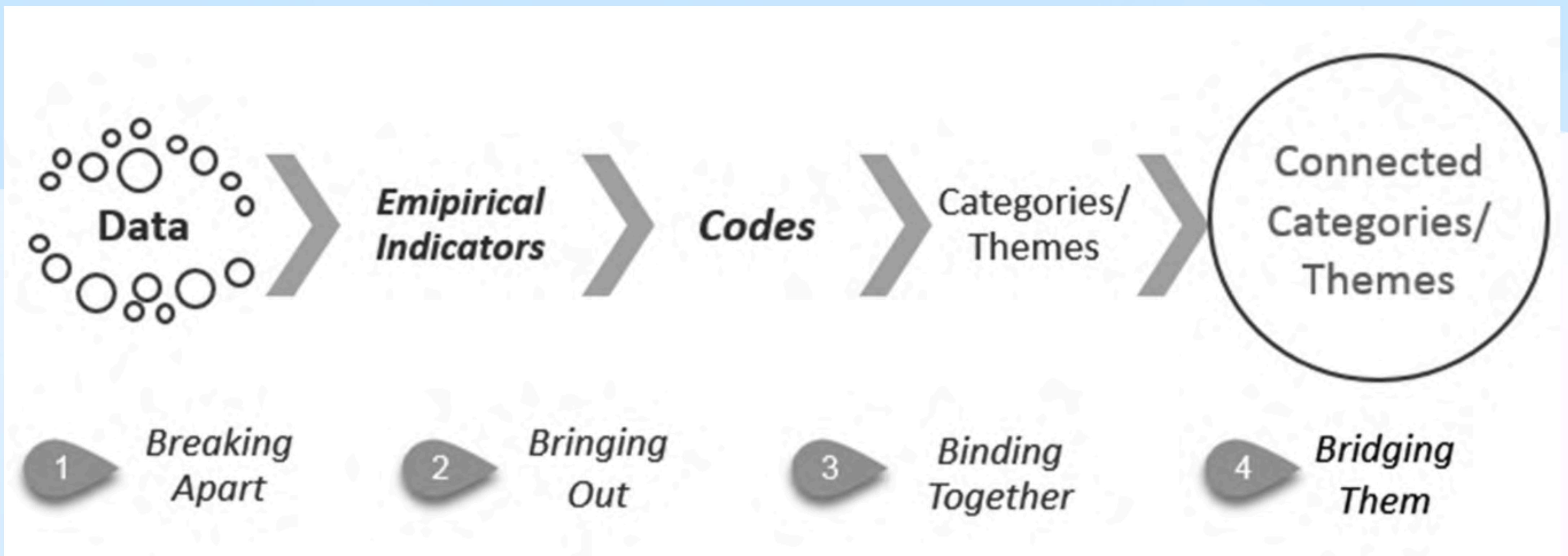
Exportación de datos

# Resistencias a usar CAQDAS

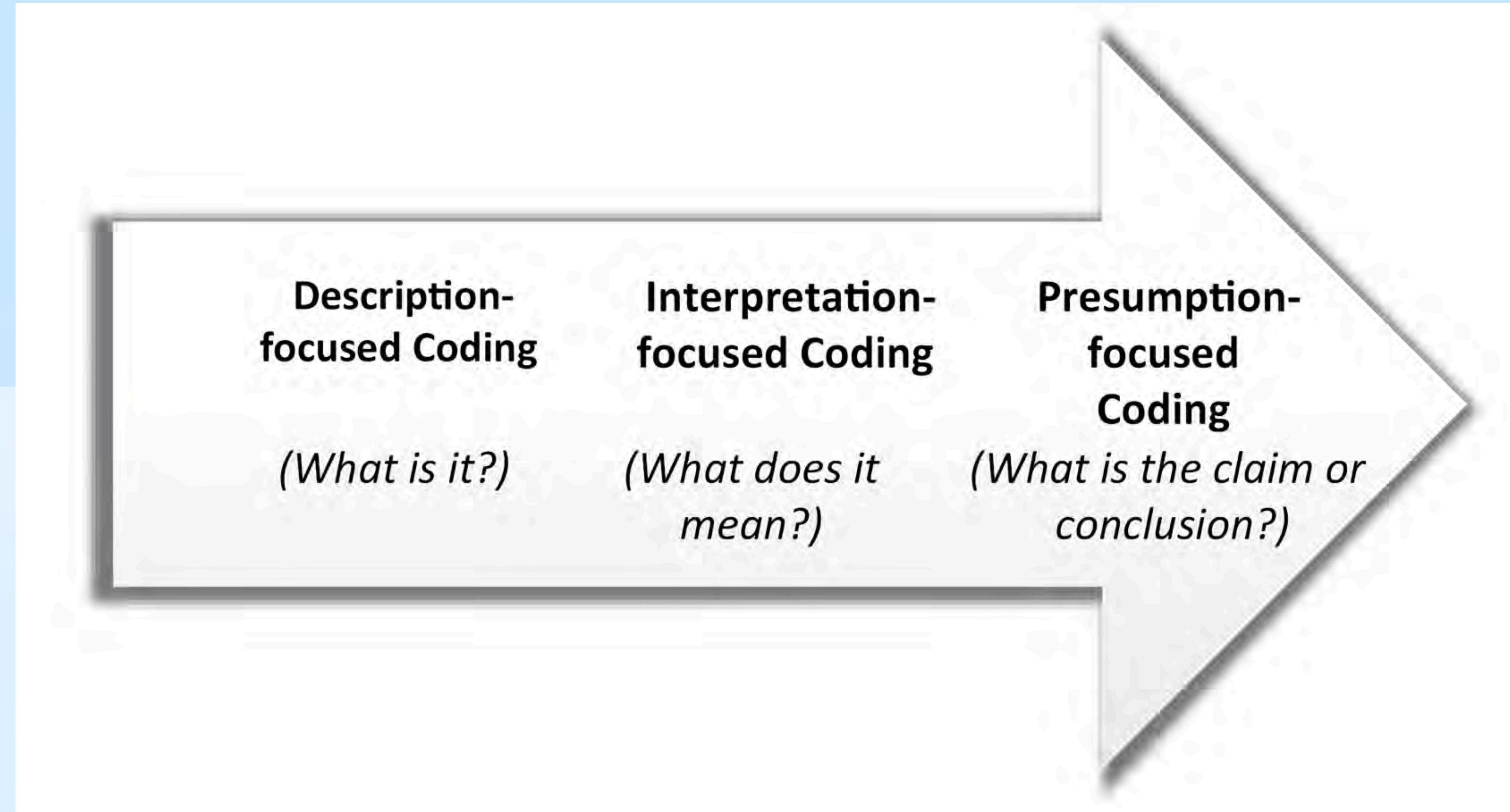
**Problemas epistemológicos:** relativamente modernos (80s), sistematización a asumir, procesamiento “artístico” de los datos, riesgo de homogeneización, pérdida del aporte individual, ordenador como herramienta, no como experto; alejamiento de lo cualitativo; mitificación de la informática

**Problemas operativos:** necesidad de aprendizaje; coste y difusión; falta de traducciones de manuales; uso de formatos determinados para el tratamiento; exportación e intercambio de datos; tiempo y coste de transcripción de entrevistas (subsanable próximamente?)

# CAQDAS



# Estrategia de codificación: método DIP



# Enfoques de investigación cualitativa

- Enfoque fenomenológico: Explora experiencias vividas de los participantes. El análisis busca identificar temas o conceptos que representen esas experiencias.
- Fenomenología hermenéutica: Interpreta documentos escritos para comprender significados subyacentes. Se centra en el contexto, intenciones del autor y sentido del texto.
- Análisis fenomenológico interpretativo (IPA): Examina cómo las personas comprenden su experiencia. Combina descripción de vivencias con interpretación por parte del investigador.
- Fenomenología trascendental: Persigue un análisis “libre de sesgos”, suspendiendo ideas previas (epoché) para acercarse a la esencia pura de la experiencia.
- Etnografía: Estudia fenómenos en su entorno natural, combinando observación y participación prolongada. Busca describir procesos y generar teoría.
- Enfoque narrativo: Recoge y reestructura historias de los participantes, presentándolas en forma de relato cronológico o temático.
- Estudio de caso: Analiza casos únicos o comparativos mediante múltiples fuentes de datos, con el fin de describir o explicar fenómenos complejos.
- Teoría fundamentada: Desarrolla una teoría emergente basada en los datos, a través de codificación constante, comparativa y teórica.

# Enfoques de investigación cualitativa

*Table 2.1 Qualitative research methods and their respective purpose and data analysis goal*

Research method	Main purpose of the method	Main goal of the data analysis
<b><i>Phenomenological approach</i></b>	Examine participants' experience	Develop themes or concepts which represent participants' experience
<b><i>Hermeneutic phenomenological approach</i></b>	Examine and interpret documents to capture their underlying meaning (i.e. making sense of text)	Provide the meaning of the text in a condensed form
<b><i>Interpretative phenomenological analysis</i></b>	Explore participants' thoughts about a phenomenon experienced	Assess participants' perspectives of their experience and interpret their views
<b><i>Transcendental phenomenological approach</i></b>	Examine participants' experience and make sense of the experience from a bias-free perspective	In a bias-free state, develop themes which reflect participants' experience and determine the essence of the experience
<b><i>Ethnography</i></b>	Explore a phenomenon or an event as it happens in its natural setting	Develop themes to describe or generate a theory to explain a process, phenomenon or event which occurred in its natural environment
<b><i>Narrative approach</i></b>	Gather participants' stories with the aim of restating those narratives	Combine participants' stories and narrate them in a chronological order and/or specified themes
<b><i>Case study</i></b>	Understand a case or bring to light a unique case – collecting multiple kinds of data	Develop themes, models or theories to explain a case, describe a unique case or compare cases
<b><i>Grounded theory</i></b>	Explain a process, behavior, event or phenomenon	Develop a statement, model or theory to explain a process, behavior, event or phenomenon

2

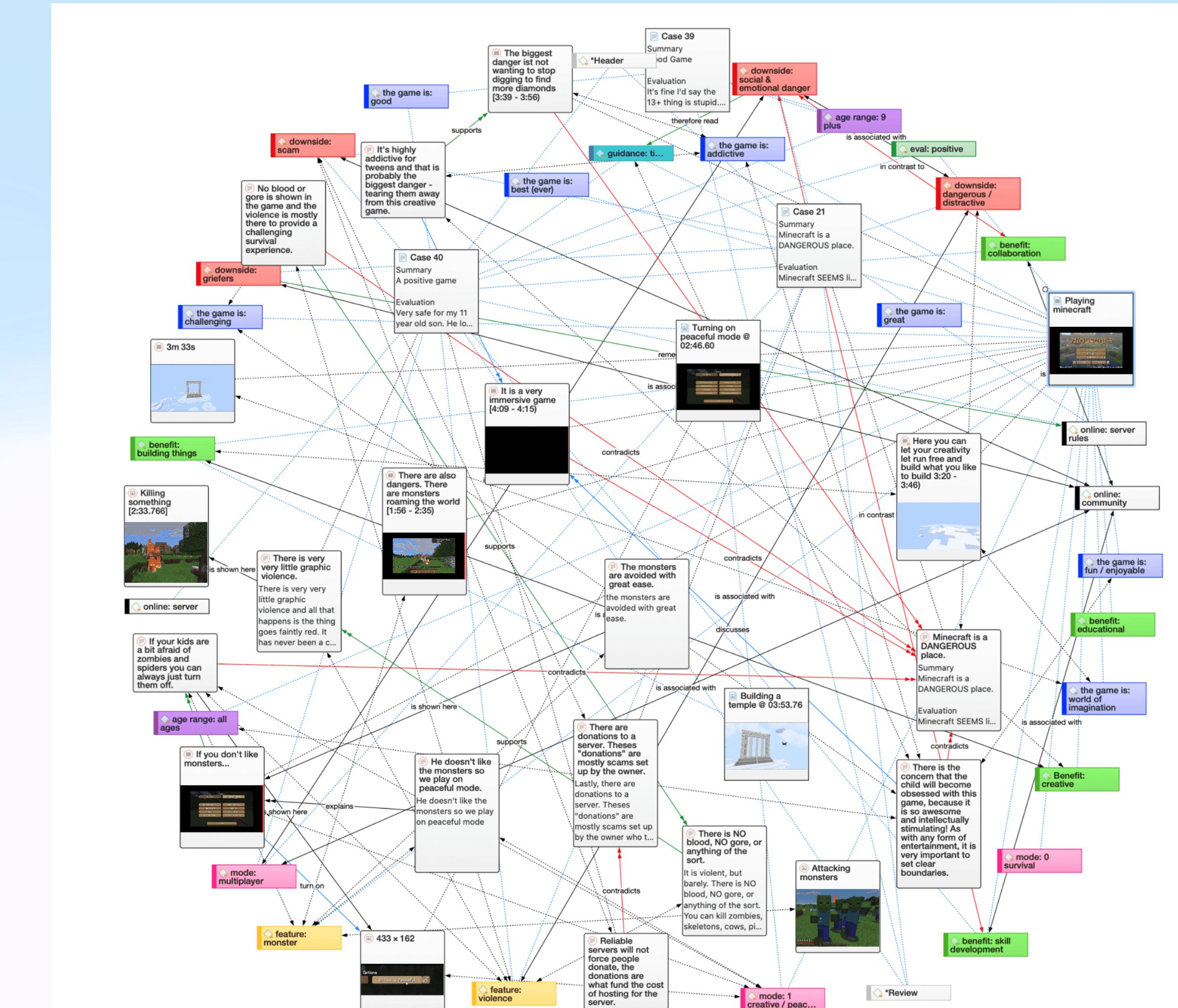


# Primeros pasos Entorno de trabajo Creación de proyectos

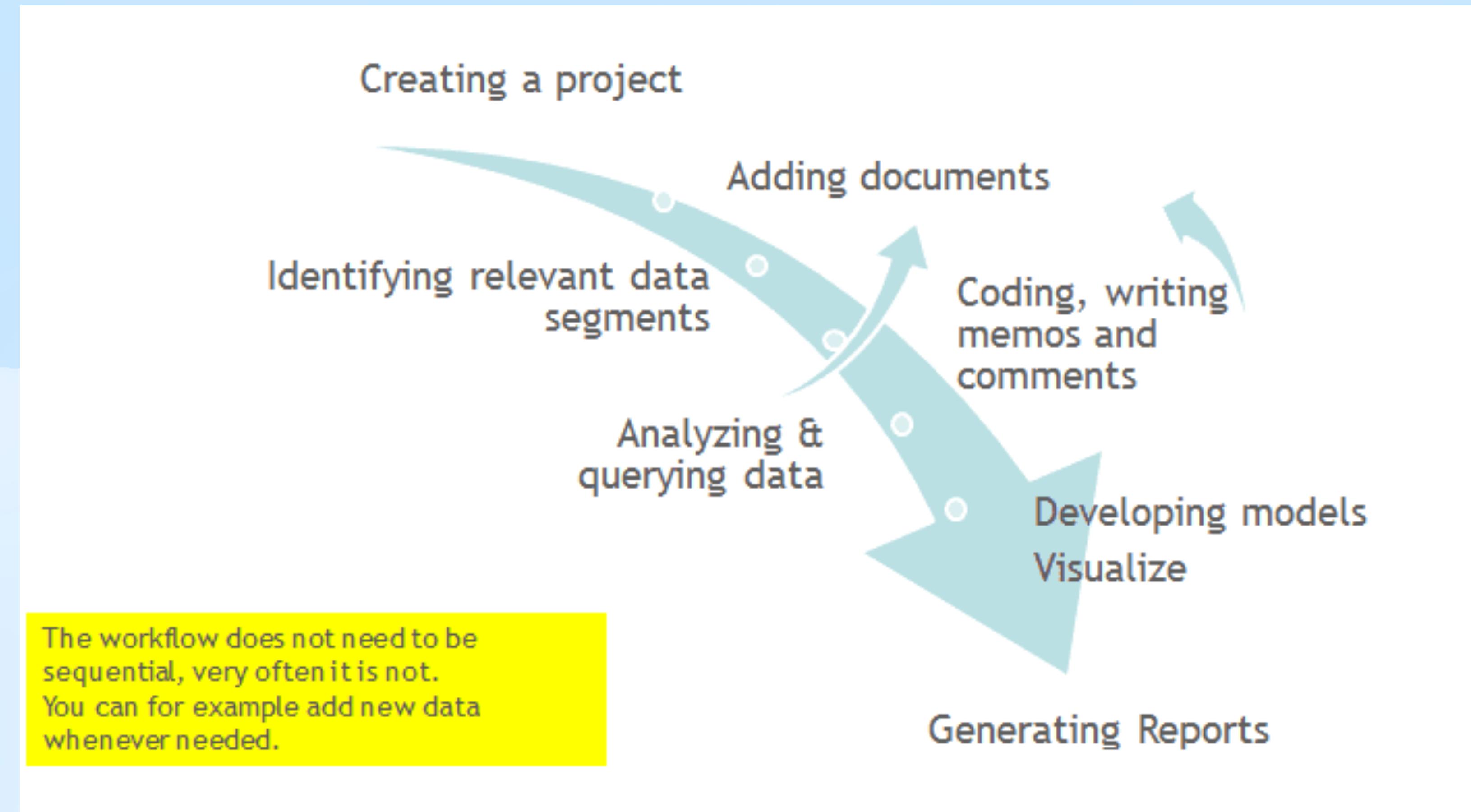
# El principio VISE: la filosofía detrás de ATLAS.ti

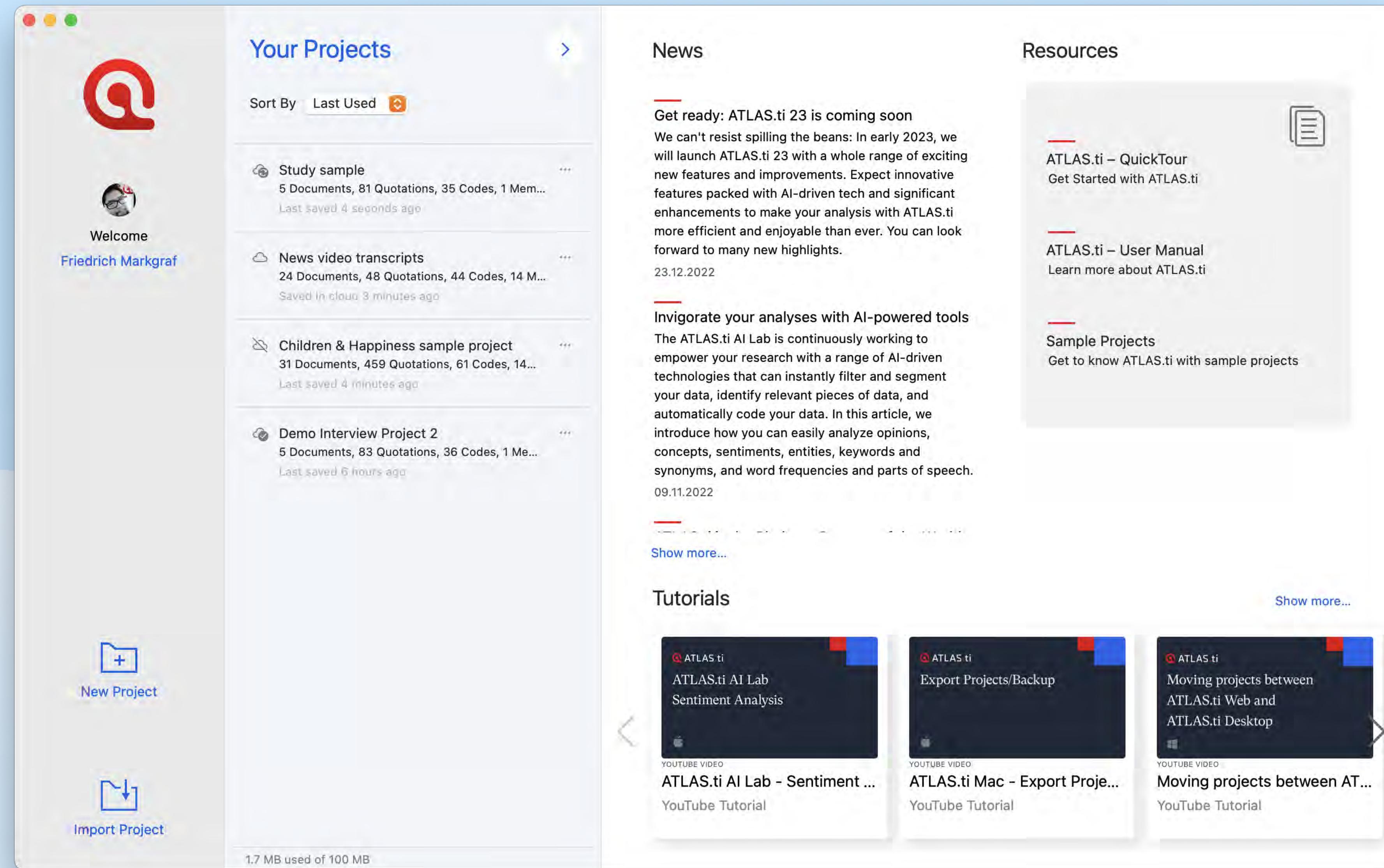
ATLAS.ti se basa en el enfoque VISE, que resume cómo trabajar con datos cualitativos de manera efectiva:

- **Visualización:** Facilita ver patrones, relaciones y estructuras de tus datos.
- **Inmersión:** Permite sumergirse en los materiales de manera constante, manteniendo siempre el contacto con los datos originales.
- **Serendipia:** Favorece descubrimientos inesperados al explorar y navegar de forma flexible.
- **Exploración:** Promueve un enfoque creativo y sistemático para construir significado y teorías.



# Trabajo a 2 niveles: datos y conceptualización





The screenshot shows the ATLAS.ti desktop application interface. On the left, there's a sidebar with icons for 'New Project' (a folder with a plus sign) and 'Import Project' (a folder with a downward arrow). The main area has a header 'Your Projects' with a sort dropdown set to 'Last Used'. Below this is a list of five projects:

- Study sample**: 5 Documents, 81 Quotations, 35 Codes, 1 Mem... (Saved 4 seconds ago)
- News video transcripts**: 24 Documents, 48 Quotations, 44 Codes, 14 M... (Saved in cloud 3 minutes ago)
- Children & Happiness sample project**: 31 Documents, 459 Quotations, 61 Codes, 14... (Last saved 4 minutes ago)
- Demo Interview Project 2**: 5 Documents, 83 Quotations, 36 Codes, 1 Me... (Last saved 6 hours ago)

On the right, there are three sections: 'News', 'Resources', and 'Tutorials'.

**News** section:
 

- Get ready: ATLAS.ti 23 is coming soon**: We can't resist spilling the beans: In early 2023, we will launch ATLAS.ti 23 with a whole range of exciting new features and improvements. Expect innovative features packed with AI-driven tech and significant enhancements to make your analysis with ATLAS.ti more efficient and enjoyable than ever. You can look forward to many new highlights. (23.12.2022)
- Invigorate your analyses with AI-powered tools**: The ATLAS.ti AI Lab is continuously working to empower your research with a range of AI-driven technologies that can instantly filter and segment your data, identify relevant pieces of data, and automatically code your data. In this article, we introduce how you can easily analyze opinions, concepts, sentiments, entities, keywords and synonyms, and word frequencies and parts of speech. (09.11.2022)

 A 'Show more...' button is at the bottom.

**Resources** section:
 

- ATLAS.ti – QuickTour**: Get Started with ATLAS.ti
- ATLAS.ti – User Manual**: Learn more about ATLAS.ti
- Sample Projects**: Get to know ATLAS.ti with sample projects

**Tutorials** section:
 

- ATLAS.ti AI Lab - Sentiment Analysis**: YouTube Tutorial
- ATLAS.ti Mac - Export Projects/Backup**: YouTube Tutorial
- Moving projects between ATLAS.ti Web and ATLAS.ti Desktop**: YouTube Tutorial

 A 'Show more...' button is at the top right.

# ¿Qué es un proyecto en ATLAS.ti?

Un proyecto es el contenedor donde se guarda todo tu trabajo:

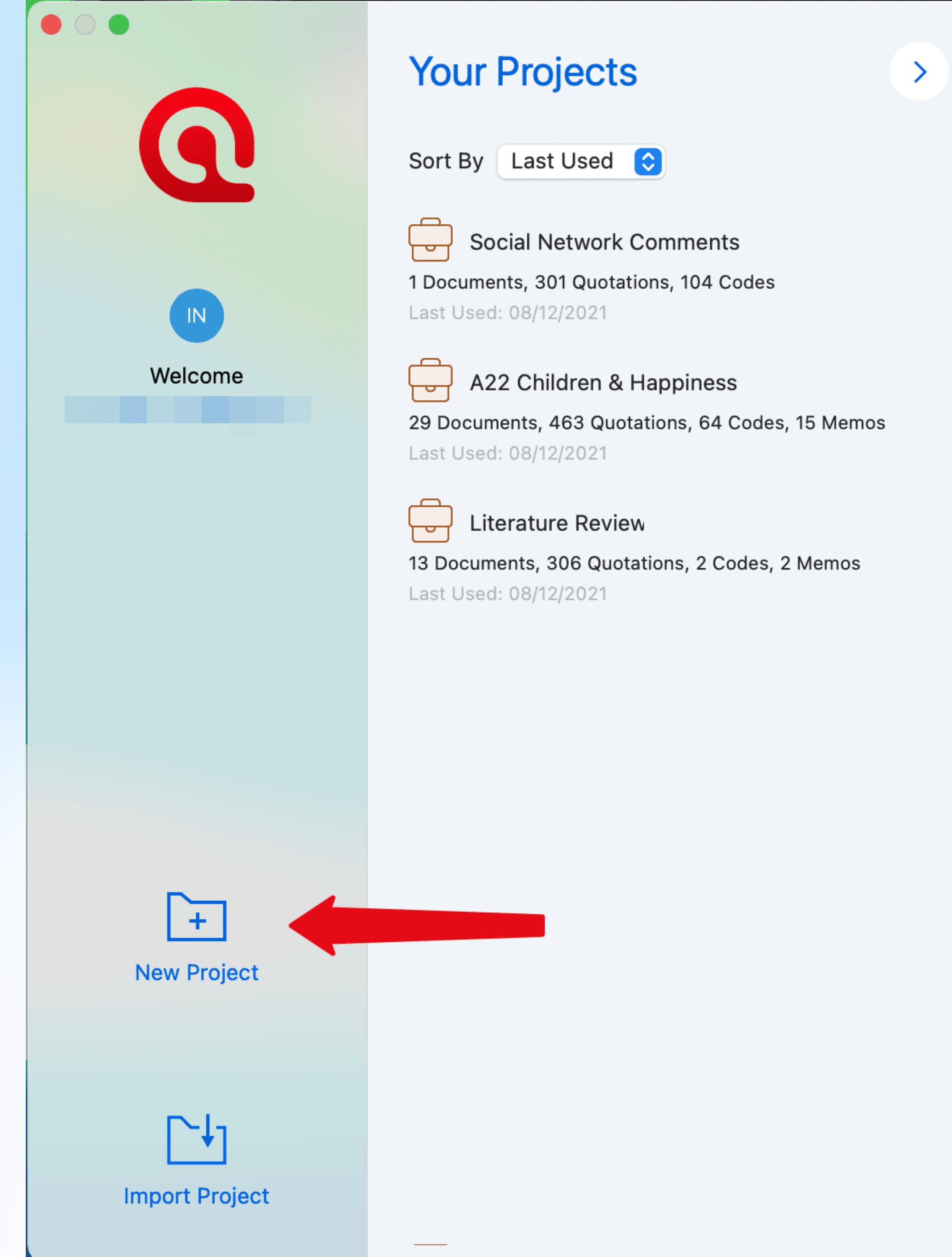
- Los documentos y datos que vas a analizar.
- Los códigos y memos creados.
- Las relaciones y redes conceptuales.

Cada proyecto:

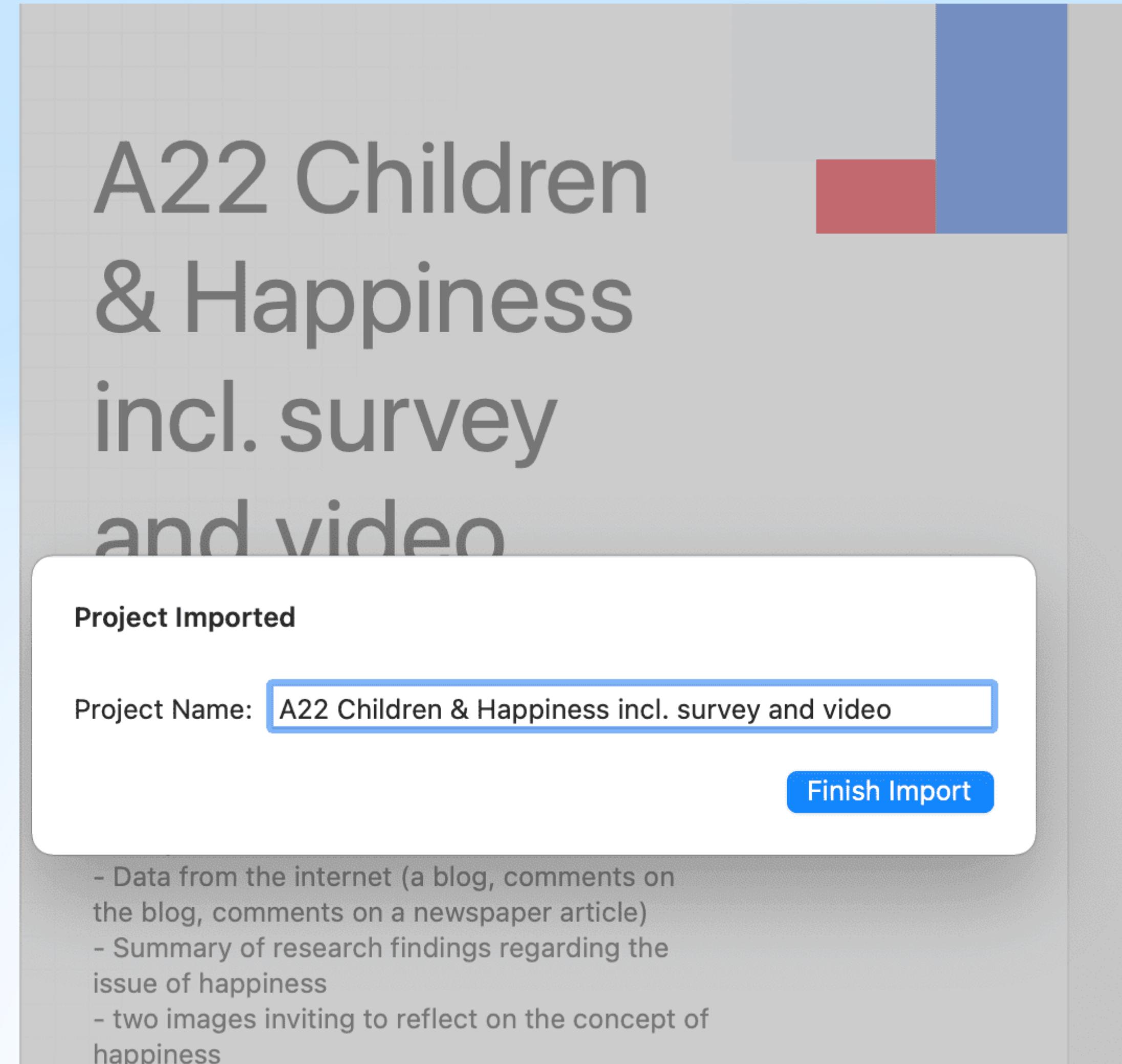
- ✓ Es un archivo independiente.
- ✓ Puede compartirse o almacenarse en la nube.
- ✓ Mantiene el historial de tus análisis.

# Crear proyecto

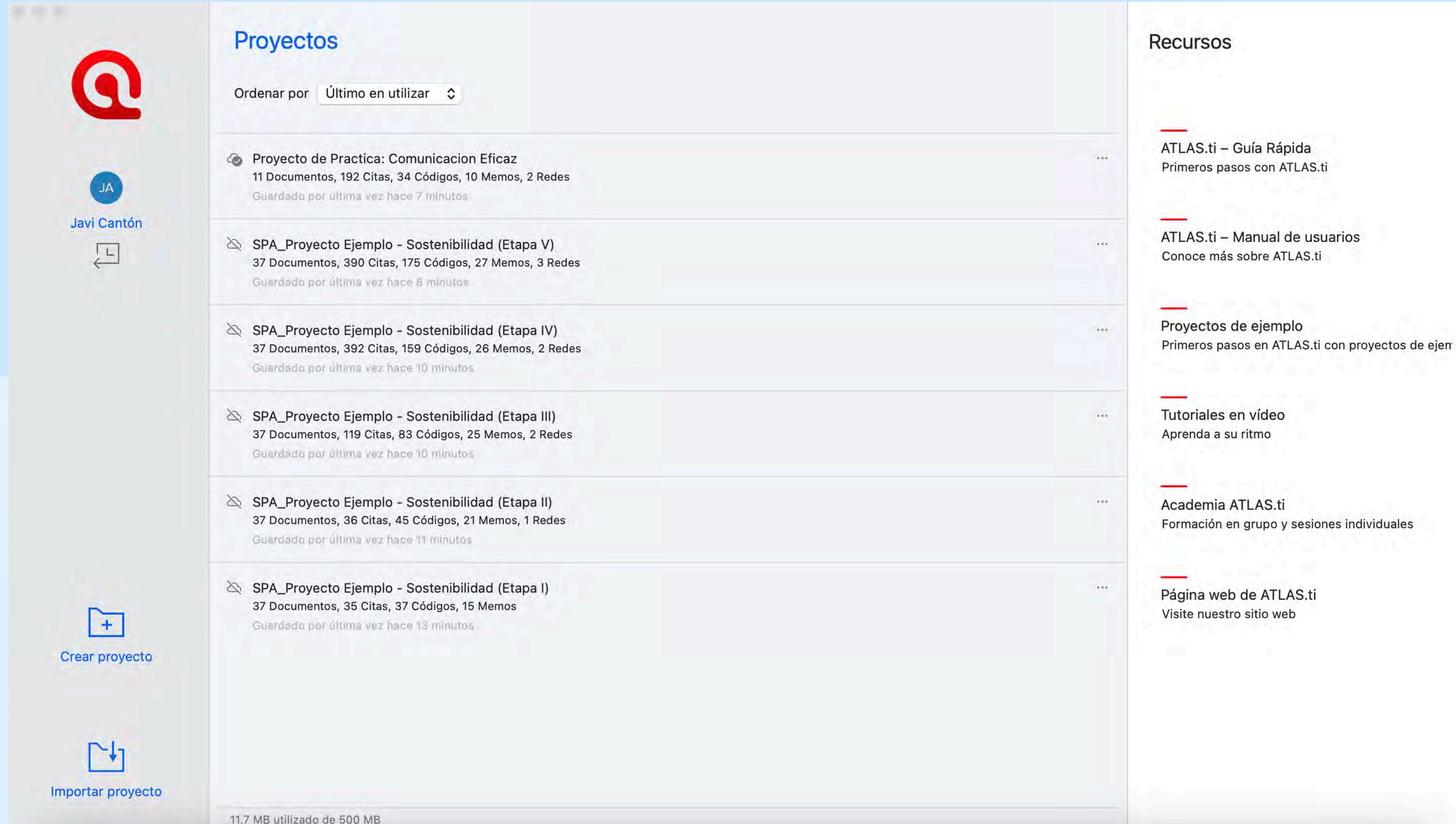
- Project exists only on this computer
- Project exists only in the cloud
- Project is in the cloud and on this computer, both versions are identical
- Project is in the cloud and on this computer, the version on this computer is newer
- Project is in the cloud and on this computer, the version on this computer is out of date



# Importar proyecto



# Abrir proyecto



Proyectos

Ordenar por Último en utilizar

Proyecto de Practica: Comunicacion Eficaz  
11 Documentos, 192 Citas, 34 Códigos, 10 Memos, 2 Redes  
Guardado por última vez hace 7 minutos

SPA\_Proyecto Ejemplo - Sostenibilidad (Etapa V)  
37 Documentos, 390 Citas, 175 Códigos, 27 Memos, 3 Redes  
Guardado por última vez hace 8 minutos

SPA\_Proyecto Ejemplo - Sostenibilidad (Etapa IV)  
37 Documentos, 392 Citas, 159 Códigos, 26 Memos, 2 Redes  
Guardado por última vez hace 10 minutos

SPA\_Proyecto Ejemplo - Sostenibilidad (Etapa III)  
37 Documentos, 119 Citas, 83 Códigos, 25 Memos, 2 Redes  
Guardado por última vez hace 10 minutos

SPA\_Proyecto Ejemplo - Sostenibilidad (Etapa II)  
37 Documentos, 36 Citas, 45 Códigos, 21 Memos, 1 Redes  
Guardado por última vez hace 11 minutos

SPA\_Proyecto Ejemplo - Sostenibilidad (Etapa I)  
37 Documentos, 35 Citas, 37 Códigos, 15 Memos  
Guardado por última vez hace 13 minutos

Recursos

ATLAS.ti – Guía Rápida  
Primeros pasos con ATLAS.ti

ATLAS.ti – Manual de usuarios  
Conoce más sobre ATLAS.ti

Proyectos de ejemplo  
Primeros pasos en ATLAS.ti con proyectos de ejem

Tutoriales en vídeo  
Aprenda a su ritmo

Academia ATLAS.ti  
Formación en grupo y sesiones individuales

Página web de ATLAS.ti  
Visite nuestro sitio web

# Tipos de datos en un proyecto

ATLAS.ti permite trabajar con datos muy diversos:

- Textos: transcripciones, documentos, artículos.
- PDFs: informes, publicaciones.
- Imágenes: fotografías, gráficos, en bmp, gif, jpeg, jpg, png, tif y tiff.
- Audio (aac, m4a, mp3, mp4) y vídeo (avi, m4v, mov, mp4): entrevistas grabadas.  
Recomendación: mp3 y mp4 en AAC (códec).
- Datos geográficos: mapas interactivos.

Esta versatilidad facilita el análisis multimodal. Se usan anotaciones de los PDFs y los comentarios de los documentos de texto.

Formato	Tipo de archivo
MS Word, .doc, .docx, .rtf.	
Open Office	.odt
Lenguaje de marcado de hipertexto	.htm; .html
Texto sin formato	.txt
otros	.ooxml

# Tipos de datos en un proyecto

86 FIELD METHODS

*important*

of much social science research. Without thematic categories, investigators have nothing to describe, nothing to compare, and nothing to explain. If researchers fail to identify important categories during the exploratory phase of their research, what is to be said of later descriptive and confirmatory phases?

Second, being explicit about how we establish themes allows consumers of qualitative research (including those who fund it) to assess our methodological choices.

Third, qualitative researchers need an explicit and jargon-free vocabulary to communicate with each other across disciplines and across epistemological positions. As we see it, theme discovery is practiced by avowed positivists and interpretivists alike. In fact, some of the techniques we describe are drawn from the interpretivist tradition, while others reflect the efforts of positivists who analyze qualitative data. We see nothing wrong with this. All the techniques we describe can help researchers see their data in a new light. Each has its advantages and disadvantages.

We rarely see descriptions (even in footnotes or appendices) of how researchers came to discover the themes they report in their articles. The techniques we use for finding themes are, of course, shared within invisible colleges, but wider sharing is impeded by disciplinary or epistemological boundaries. "Many researchers," said Renata Tesch (1990:115), "read only certain authors and remain quite ignorant of analysis purposes and procedures different from the ones their favorite methodological writers describe." More than a decade later, little appears to have changed.

WHAT IS A THEME?

This problem has a long history. Seventy years ago, Thompson ([1932-1936] 1993) created an index of folktale motifs that filled six volumes. Anthropologist Morris Opler (1945) saw the identification of themes as a key step in analyzing cultures. "In every culture," he said,

are found a limited number of dynamic affirmations, called themes, which control behavior or stimulate activity. The activities, prohibitions of activities, or references which result from the acceptance of a theme are its expressions.... The expressions of a theme, of course, aid us in discovering it. (pp. 198-99)

Opler (1945) established three principles for thematic analysis. First, he observed that themes are only visible (and thus discoverable) through the manifestation of expressions in data. And conversely, expressions are meaningless without some reference to themes.

1.2 435,248 x 160,2 Imported annotation

1.7 15,4... Imported annotation

1... Imported annotation

1.3 We rarel... Imported annotation

1.4 442,2 x 116,2 Imported annotation

1.5... Imported annotation

**Hand-written notes will be turned into image quotations and coded with the code "Imported annotation".**

# Tipos de datos en un proyecto

INT: Yeah, ok. Right so er, so this project is about friends and erm, I think about one of your friends erm and can you tell me a bit about her?

DEB: A particular, just one particular friend?

INT: Yeah for now.

DEB: Er I've met a good friend from university, I've not known her long but I class her now as a friend kind of thing, we're both mums and we both you know we're on the phone all the time and wherever, whenever, like she'll probably come here and meet me now cos I'm here kind of thing and we'll have a cup of coffee together and stuff, and I just met her through starting this degree and just erm, yeah I think we just had a lot in common and we just sort of stuck together when we first started, even though we never knew each other and I'd never seen her in my life before, but it was nice.

INT: So how, how, how did you strike up a friendship together?

DEB: Erm I don't know, I'm the sort, I don't really struggle making friends cos erm everyone tells me I've got a big mouth and I don't stop talking [laughs] so I'm quite, I don't know I'm just chatty so I sort of meet friends that way just by not being quiet and sitting there cos I sort of do chat to people and you sort of get to know people then don't you?

INT: Yeah, yeah so is that how, is that how you met just, just through you striking up a conversation?

DEB: Yeah, yeah, I'm trying to think exactly [laughs] yeah I think that's what it was, we were both in the same research methods class erm I just remember sitting next to her and we just started talking and she was a mum and I was a mum and we just had little things like that, but then the more, you know every, every time we came in we swapped phone numbers and we've just got more friendlier, so instead of her just being like a uni friend or someone I've just met in uni I will class her as my friend now, a proper friend.

**For easy retrieval comments from a Word document are coded with the code "Imported comment".**

Imported comment

Imported comment

Imported comment

Imported comment

Imported comment

Imported comment

The content of the word comment will be converted into a quotation comment.

In Document  
Transcript with annotations.rtf

Codings  
Imported comment

Status  
Created: 3:2, I've not known...  
Changed: Impc

Comment  
Susanne Friese 5/26/2022  
4:18:00 PM:  
Activities: talking on the phone,  
drinking coffee, visiting

**Social Network Comments**

Edited

Documents Quotations Codes Memos Networks

Support Sidebars

# Social Network Comments

This is a new sample project introducing the use of social network comments as data source.

Click to Edit Comment

Project Overview

Documents	1	Created by Susann...arc) on 5 Dec 2021
Codes	103	Last edited on 8 Dec 2021
Quotations	278	Current user: Susanne
Memos	0	Version: 22.0.0 (3194)
Networks	2	

Comment

This is a new sample project introducing the use of social network comments as data source.

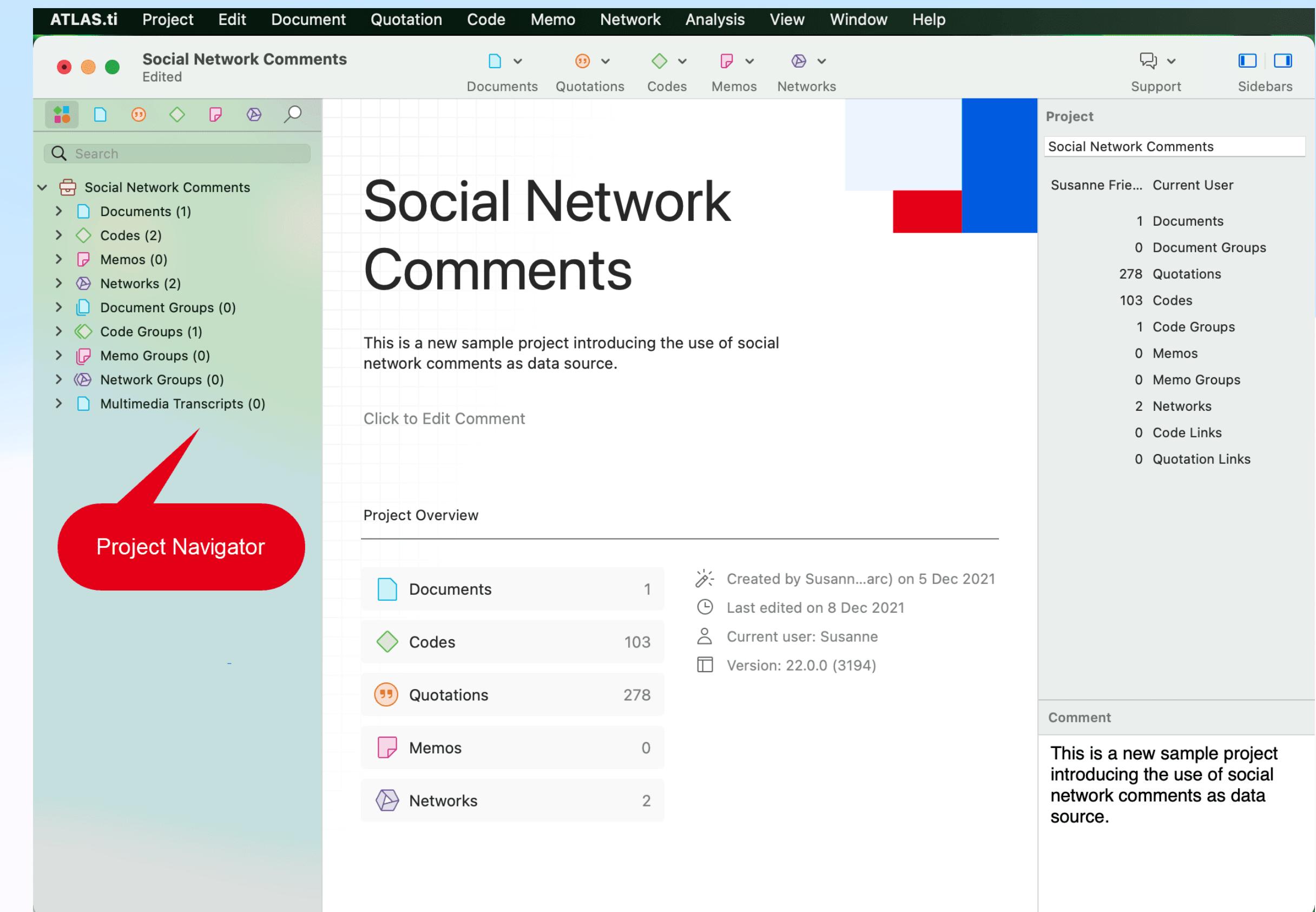
**Project Navigator**

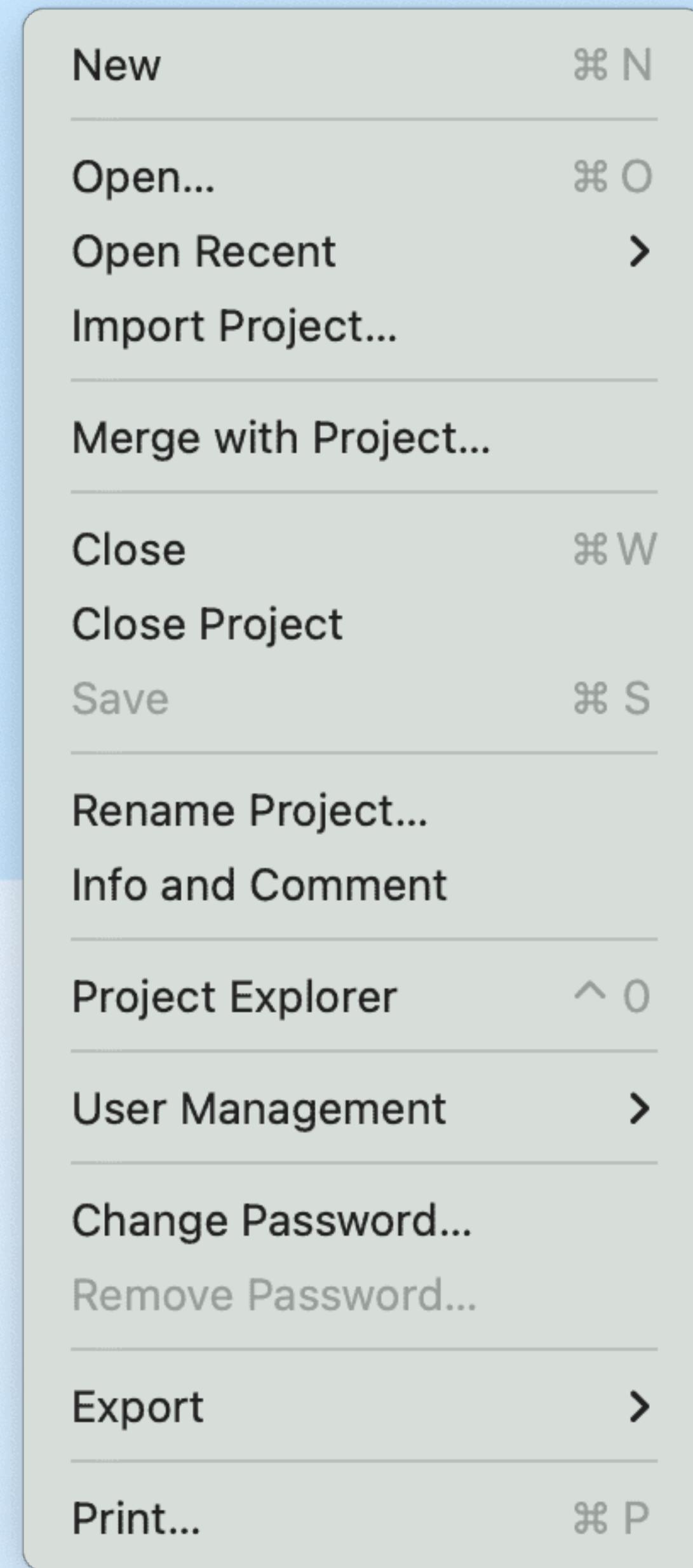
- Social Network Comments
  - Documents (1)
  - Codes (2)
  - Memos (0)
  - Networks (2)
  - Document Groups (0)
  - Code Groups (1)
  - Memo Groups (0)
  - Network Groups (0)
  - Multimedia Transcripts (0)

# Tipos de datos en un proyecto

## Menú > Proyecto

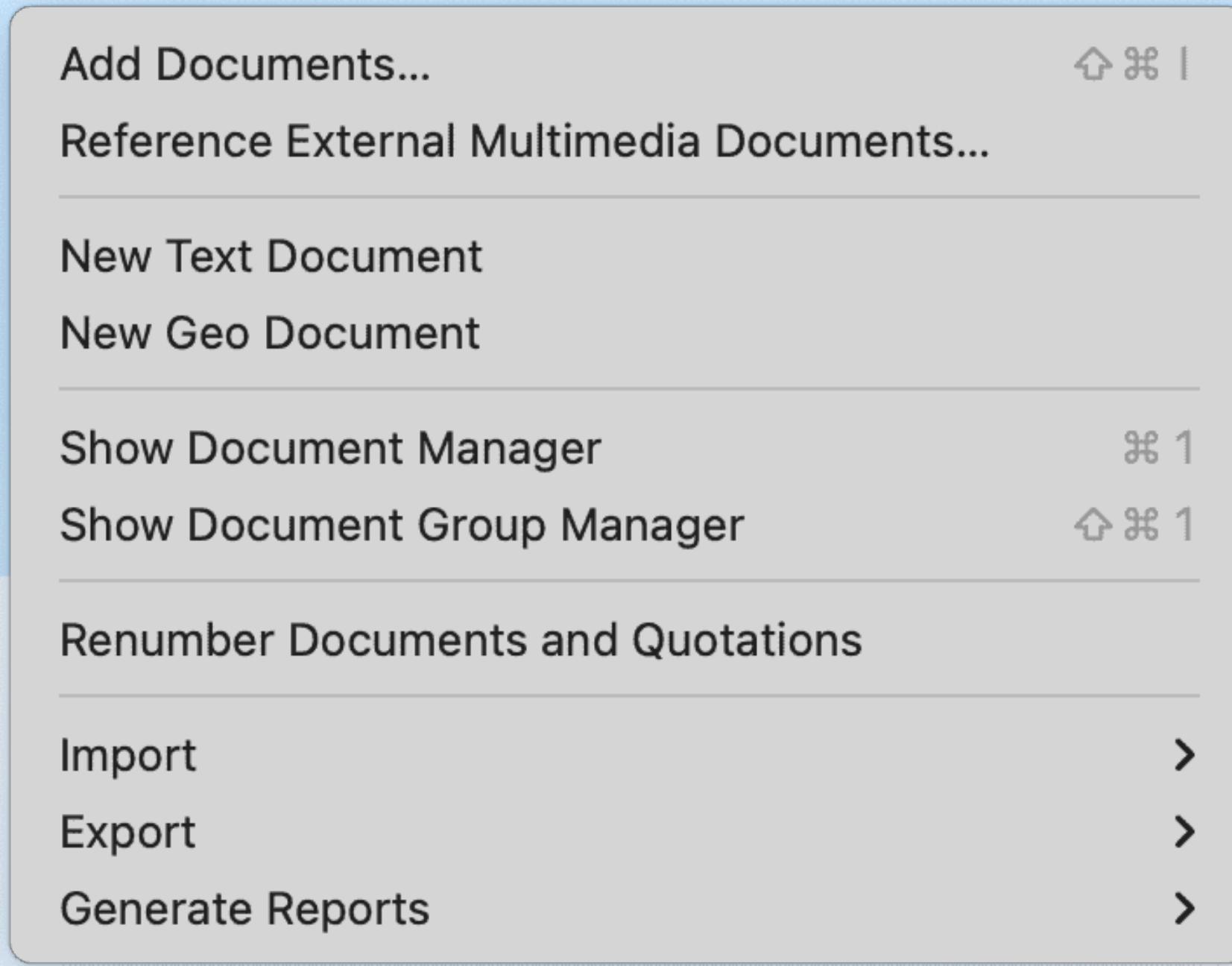
- abrir, cerrar o renombrar un proyecto
- importar un proyecto
- gestión de usuarios
- fusión de proyectos
- exportación de proyectos
- exportación de proyectos para el intercambio universal de datos
- exportación de datos para su posterior análisis estadístico





## Menú > Proyecto

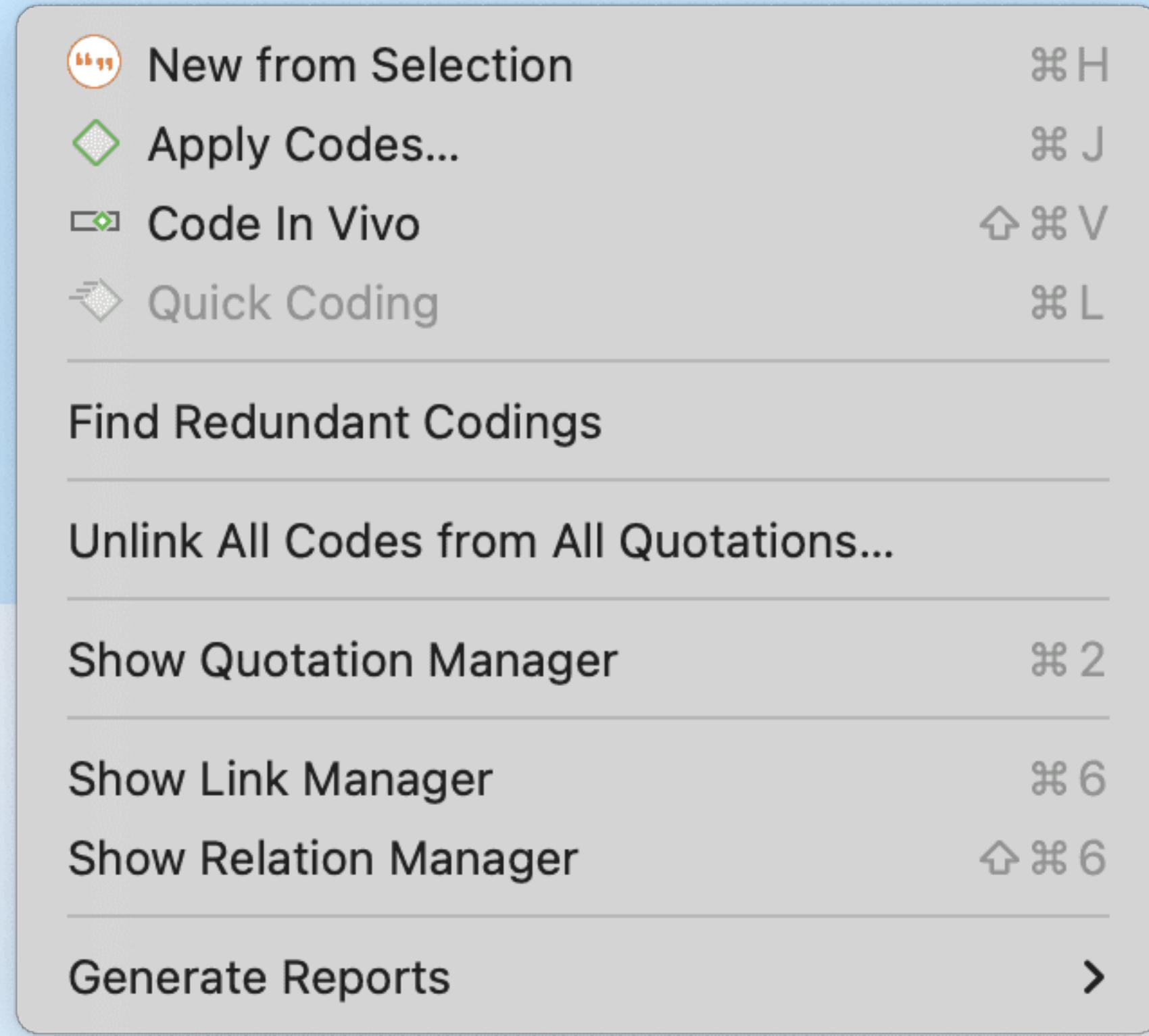
- abrir, cerrar o renombrar un proyecto
- importar un proyecto
- gestión de usuarios
- fusión de proyectos
- exportación de proyectos
- exportación de proyectos para el intercambio universal de datos
- exportación de datos para su posterior análisis estadístico



## Menú > Documento

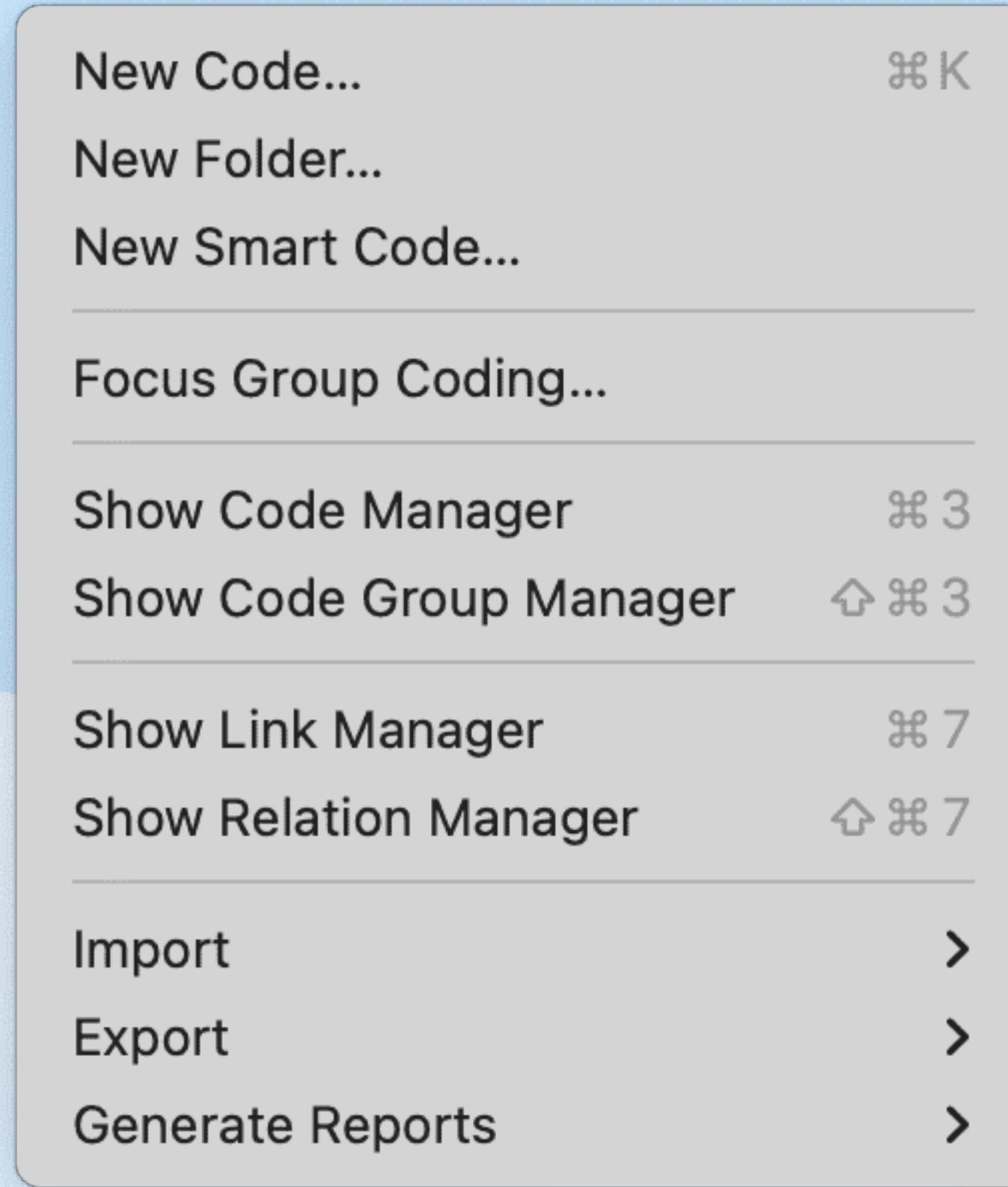
- Agregar documentos
- Añadir un documento geográfico
- Importación de datos de encuestas
- Importación de datos del gestor de referencias
- Importar comentarios de redes sociales
- Mostrar el gestor de documentos
- Renumeración de documentos y citas
- Importación de grupos de documentos
- Exportación de grupos de documentos
- Generación de informes

## Menú > Cita



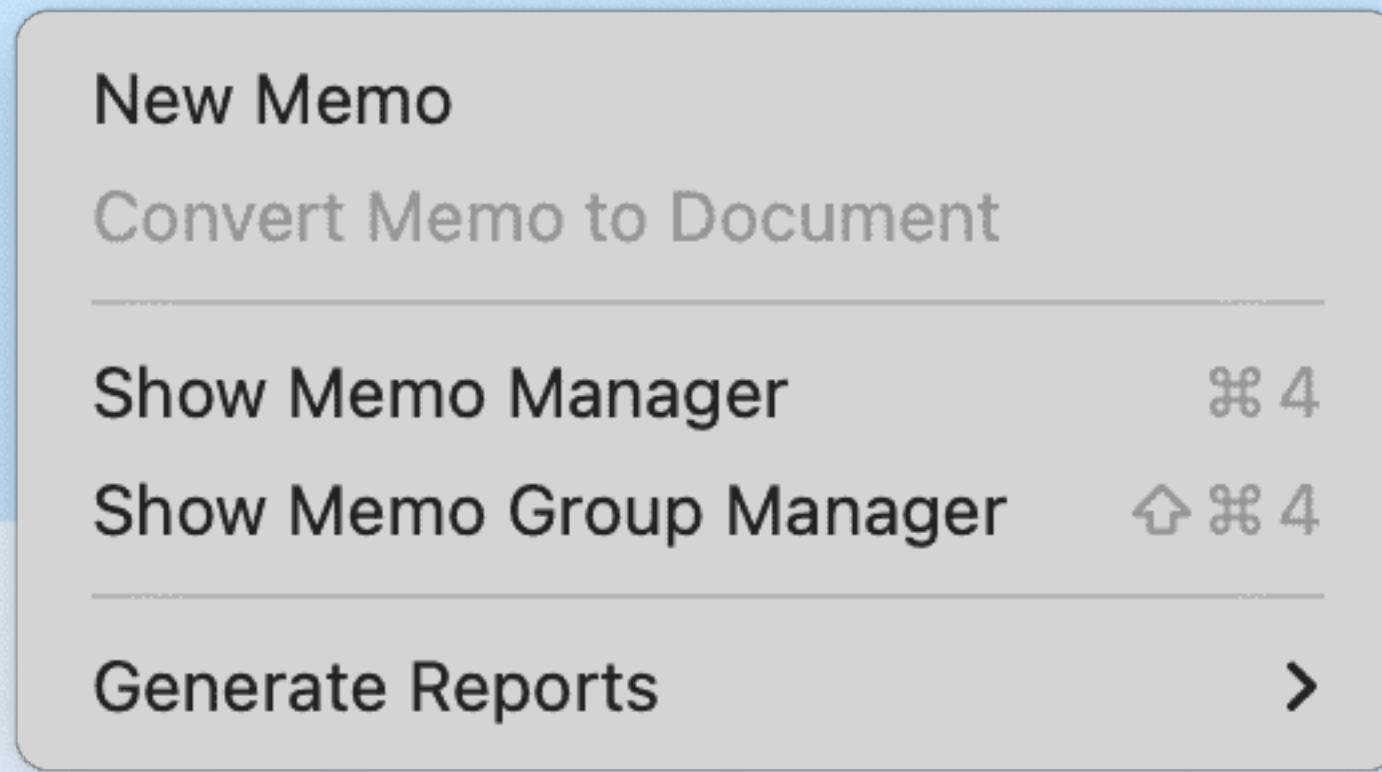
- Creación de citas
- Aplicación de códigos
- Buscar codificaciones redundantes
- Desvincular todos los códigos de todas las citas
- Mostrar el administrador de citas
- Mostrar el gestor de vínculos
- Mostrar el gestor de relaciones
- Generación de informes

## Menú > Código



- Crear un nuevo código
- Creación de un nuevo código inteligente
- Codificación por grupos de discusión
- Mostrar el gestor de codificación
- Mostrar el gestor de vínculos
- Mostrar el gestor de relaciones
- Importar y exportar un libro de códigos
- Generación de informes

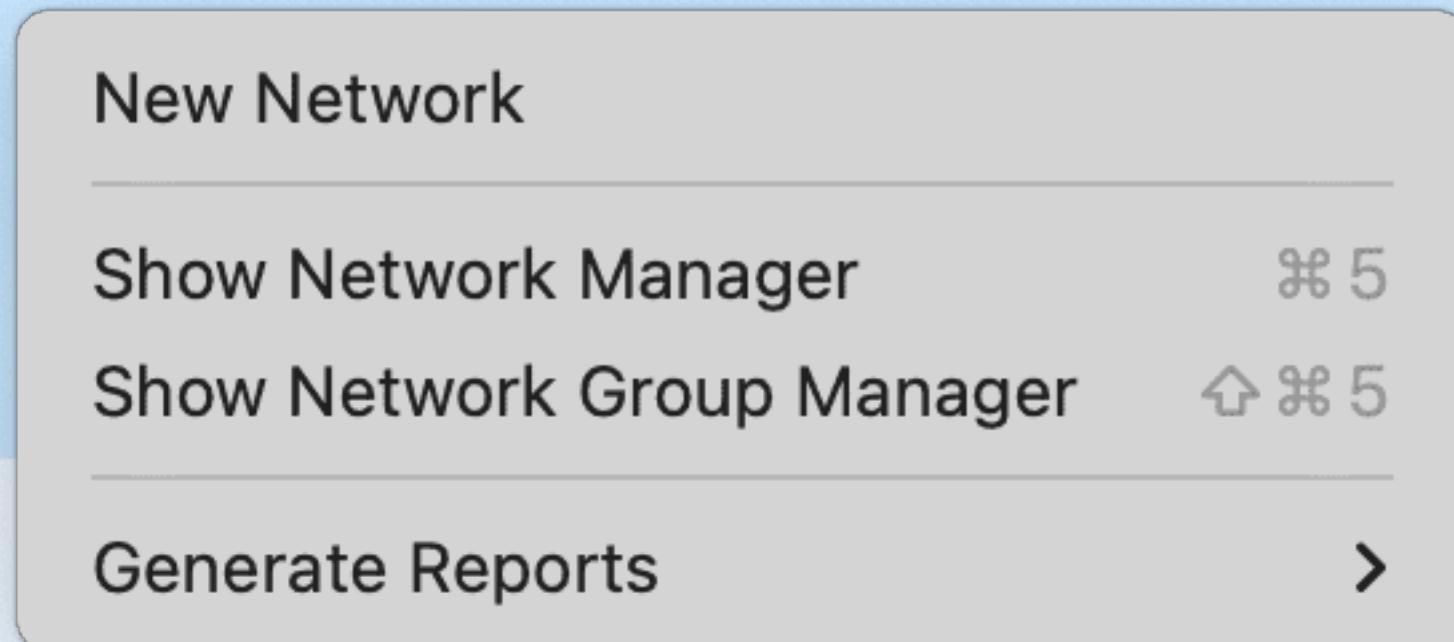
## Menú > Memo



- Crear un memo
- Convertir memo en documento
- Mostrar el gestor de memo
- Generación de informes

## Menú > Red

- Creación de una red
- Mostrando el Gestor de Red
- Generación de informes



**Query Tool****Code Co-occurrence Analysis**

⌘9

**Code-Document Analysis****AI Coding****Text Search****Regular Expression Search****Named Entity Recognition****Sentiment Analysis****Concepts****Opinion Mining****Word Frequencies**

⌘8

**Stop and Go Lists...****Intercoder Agreement Mode****Calculate Intercoder Agreement...****Menú > Análisis**

- La herramienta de consulta
- Herramientas de co-ocurrencia de códigos
- Herramientas de análisis de documentos de codificación
- Codificación de IA
- Búsqueda de texto
- Búsqueda por expresiones regulares
- Reconocimiento de entidades nombradas
- Análisis de sentimiento
- Tablas de conceptos
- Creación de listas de palabras y nubes
- Acceso a las listas de exclusión/inclusión
- Ajuste del modo de acuerdo entre codificadores
- Abrir la herramienta de análisis del acuerdo entre codificadores

# Navegador de proyectos

**A22 Children & Happiness 2** Edited

Documents Quotations Codes Memos Networks Add Quotation Apply Codes... Edit Text Support Sidebars

3\_Parenting blog: reader comments

Comments on parenting blog

I was happy before I had kids and am happy now. However, the first year of motherhood was rough. I was only 25 and becoming a mom forced me to grow up. All of a sudden I had to become a lot less selfish and a lot more responsible, which is not easy in a culture that glorifies self-centeredness and irresponsibility.

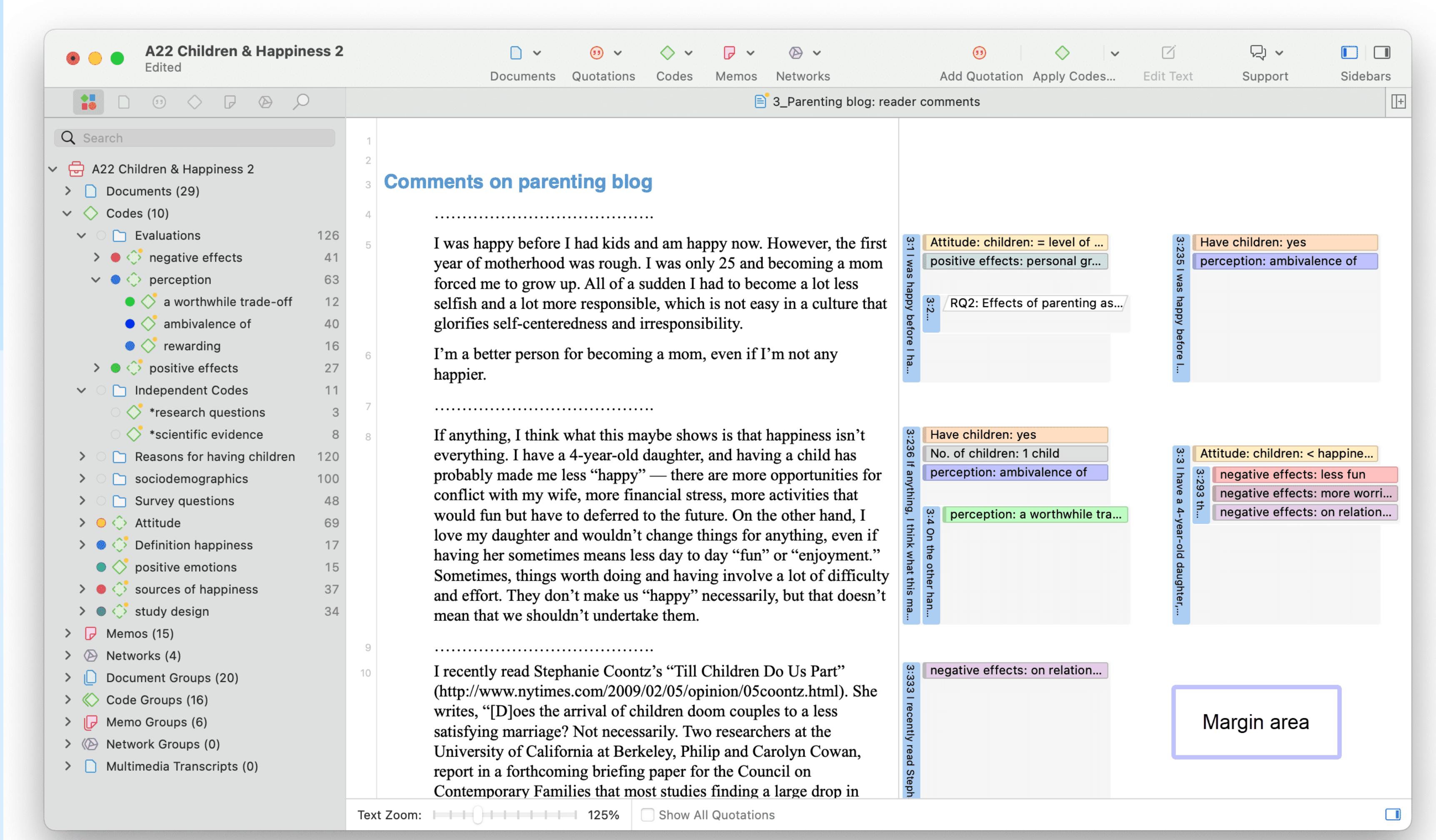
I'm a better person for becoming a mom, even if I'm not any happier.

If anything, I think what this maybe shows is that happiness isn't everything. I have a 4-year-old daughter, and having a child has probably made me less "happy" — there are more opportunities for conflict with my wife, more financial stress, more activities that would fun but have to deferred to the future. On the other hand, I love my daughter and wouldn't change things for anything, even if having her sometimes means less day to day "fun" or "enjoyment." Sometimes, things worth doing and having involve a lot of difficulty and effort. They don't make us "happy" necessarily, but that doesn't mean that we shouldn't undertake them.

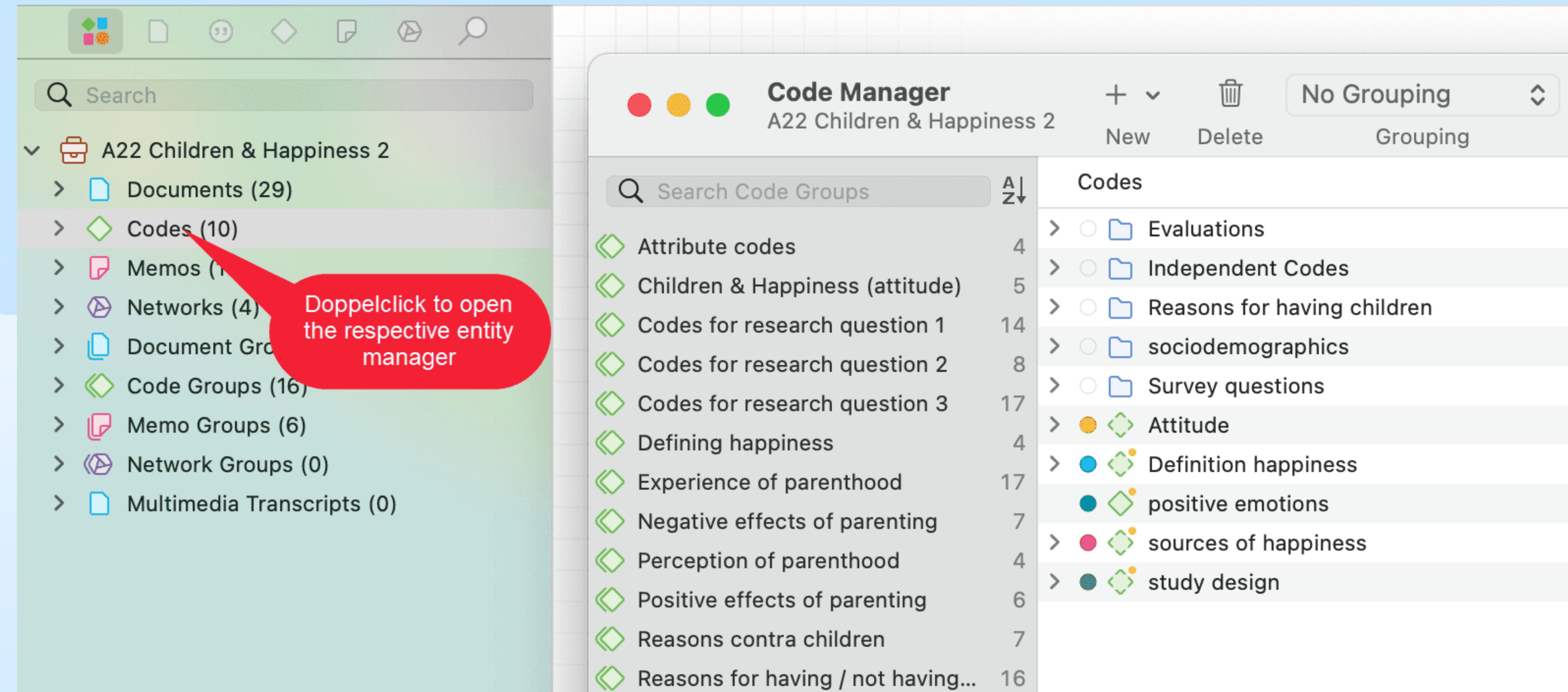
I recently read Stephanie Coontz's "Till Children Do Us Part" (<http://www.nytimes.com/2009/02/05/opinion/05coontz.html>). She writes, "[D]oes the arrival of children doom couples to a less satisfying marriage? Not necessarily. Two researchers at the University of California at Berkeley, Philip and Carolyn Cowan, report in a forthcoming briefing paper for the Council on Contemporary Families that most studies finding a large drop in

Text Zoom: 125% Show All Quotations

Margin area



# Navegador de proyectos



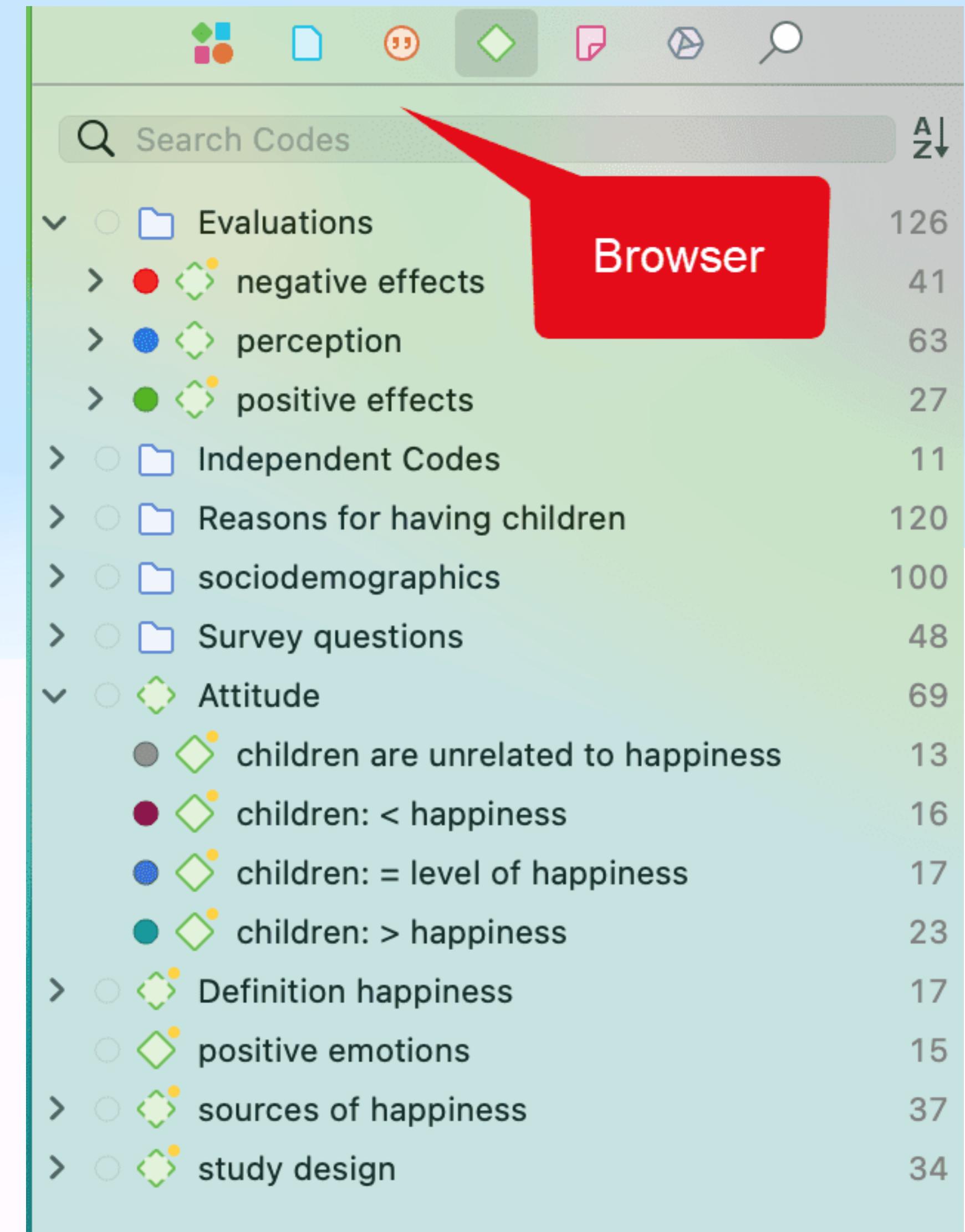
The screenshot shows the ATLAS.ti software interface. On the left, the 'Project Navigator' displays a tree view of project components: A22 Children & Happiness 2 (selected), Documents (29), Codes (10), Memos (1), Networks (4), Document Groups, Code Groups (16), Memo Groups (6), Network Groups (0), and Multimedia Transcripts (0). A red callout bubble points to the 'Codes (10)' item with the text: 'Doppelclick to open the respective entity manager'. On the right, the 'Code Manager' window is open for the selected project. It shows a list of codes under 'A22 Children & Happiness 2'. The list includes: Attribute codes, Children & Happiness (attitude), Codes for research question 1, Codes for research question 2, Codes for research question 3, Defining happiness, Experience of parenthood, Negative effects of parenting, Perception of parenthood, Positive effects of parenting, Reasons contra children, and Reasons for having / not having... . The code 'Attitude' is highlighted with a yellow dot.

Code	Count
Evaluations	4
Independent Codes	5
Reasons for having children	14
sociodemographics	8
Survey questions	17
Attitude	4
Definition happiness	17
positive emotions	7
sources of happiness	4
study design	6
Reasons contra children	7
Reasons for having / not having...	16

# Navegador de proyectos

## Entidades:

- Documentos
- Citas
- Códigos
- Memo
- Redes
- Vínculos

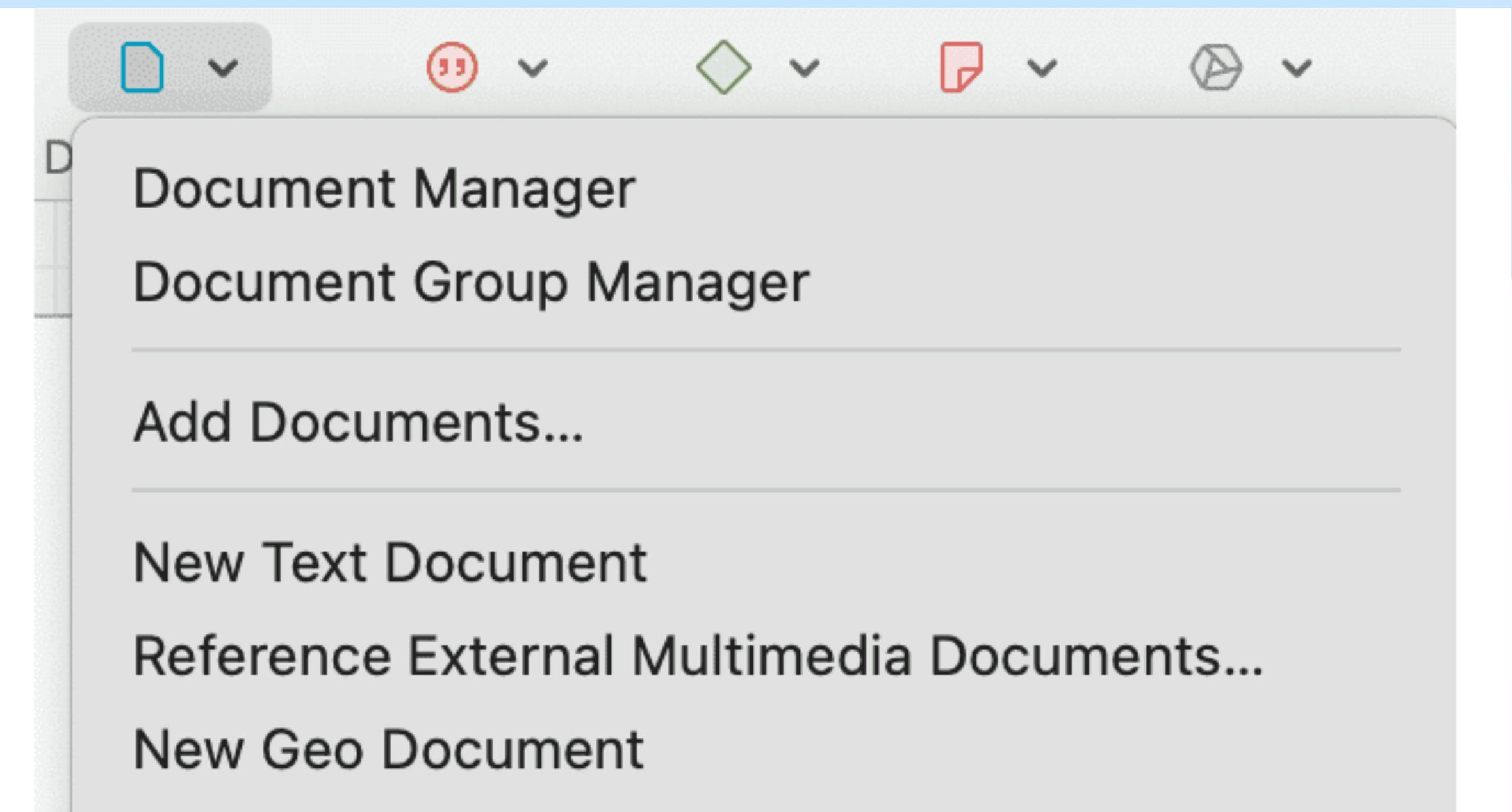
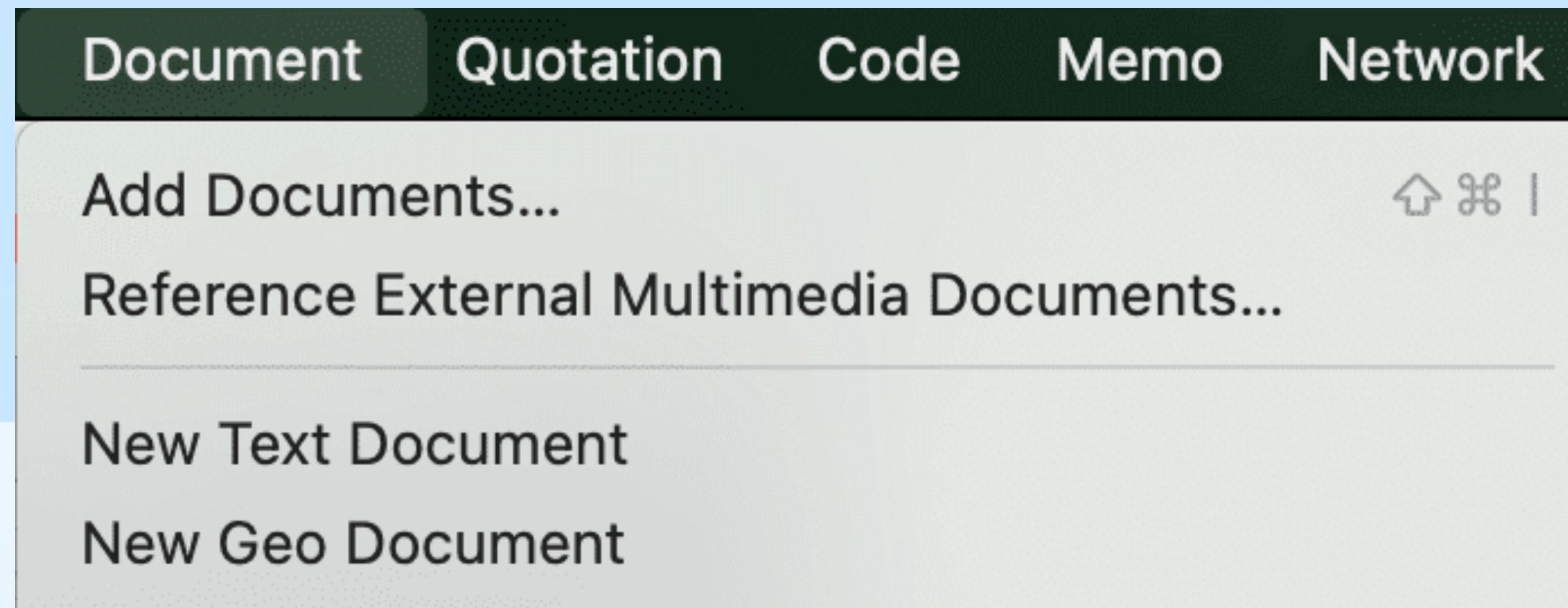


3



# Importación y organización de datos

# Añadir documentos

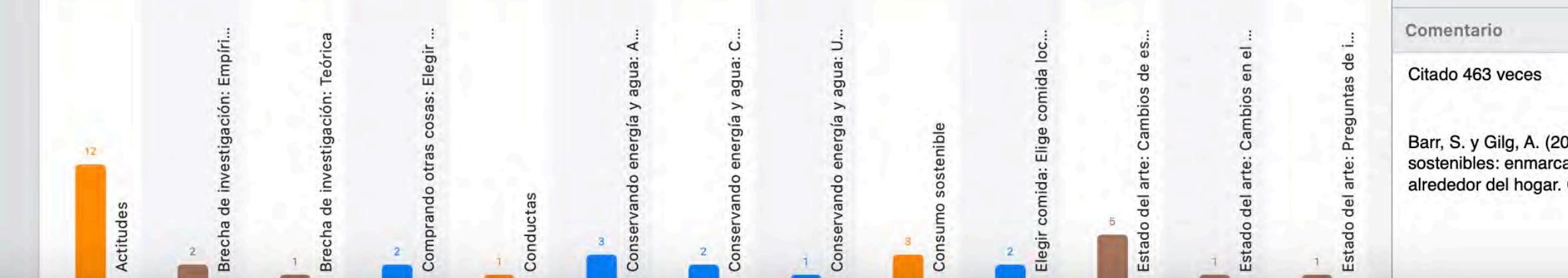


# Gestores de entidades > Documentos

**Administrador de documentos**  
SPA\_Proyecto Ejemplo - Sostenibilidad (Etapa V)

#	Nombre	Tipo	Citas	Grupos	Comentario
1	Barr, S., y Gilg, A. (2006). Estilos...	PDF	44	Revisión de lit...	Citado 463 veces Barr, S. y Gilg, A. (2006)
2	Barr, S., Gilg, A., & Shaw, G. (2011...)	PDF	31	Revisión de lit...	Citado 282 veces Barr, S., Gilg, A. y Shaw,
3	Evans, D. (2011). Ahorrador, ecoló...	PDF	8	Revisión de lit...	Citado 292 veces Evans, D. (2011). Ahorr...
4	Entrevista - Experto 01	Texto	18	Entrevistas_ E...	
5	Entrevista - Experto 02	Texto	20	Entrevistas_ E...	
6	Entrevista - Experto 03	Texto	7	Entrevistas_ E...	
7	Entrevista - Experto 04	Texto	8	Entrevistas_ E...	
8	Entrevista - Experto 05	Texto	7	Entrevistas_ E...	
9	Entrevista - Experto 06	Texto	7	Entrevistas_ E...	
10	Entrevista - Experto 07	Texto	7	Entrevistas_ E...	
11	Entrevista - Experto 08	Texto	6	Entrevistas_ E...	
12	Entrevista - Experto 09	Texto	8	Entrevistas_ E...	
13	Entrevista - Experto 10	Texto	7	Entrevistas_ E...	
14	Entrevista - Ciudadano 01	Texto	10	Entrevistas_ C...	
15	Entrevista - Ciudadano 02	Texto	17	Entrevistas_ C...	

Distribución del código en los documentos



Vista previa Gráficos

Documento 1

Barr, S., y Gilg, A. (2006). Estilos de vida sostenibles: enmarcando la acción ambiental dentro y alrededor del hogar

En grupos

Revisión de literatura

Memos vinculados

Resumen IA: Documento 1 "Barr, S. y Gil...

Información

Creado: 3 de abril de 2023  
Ivana Radivojevic

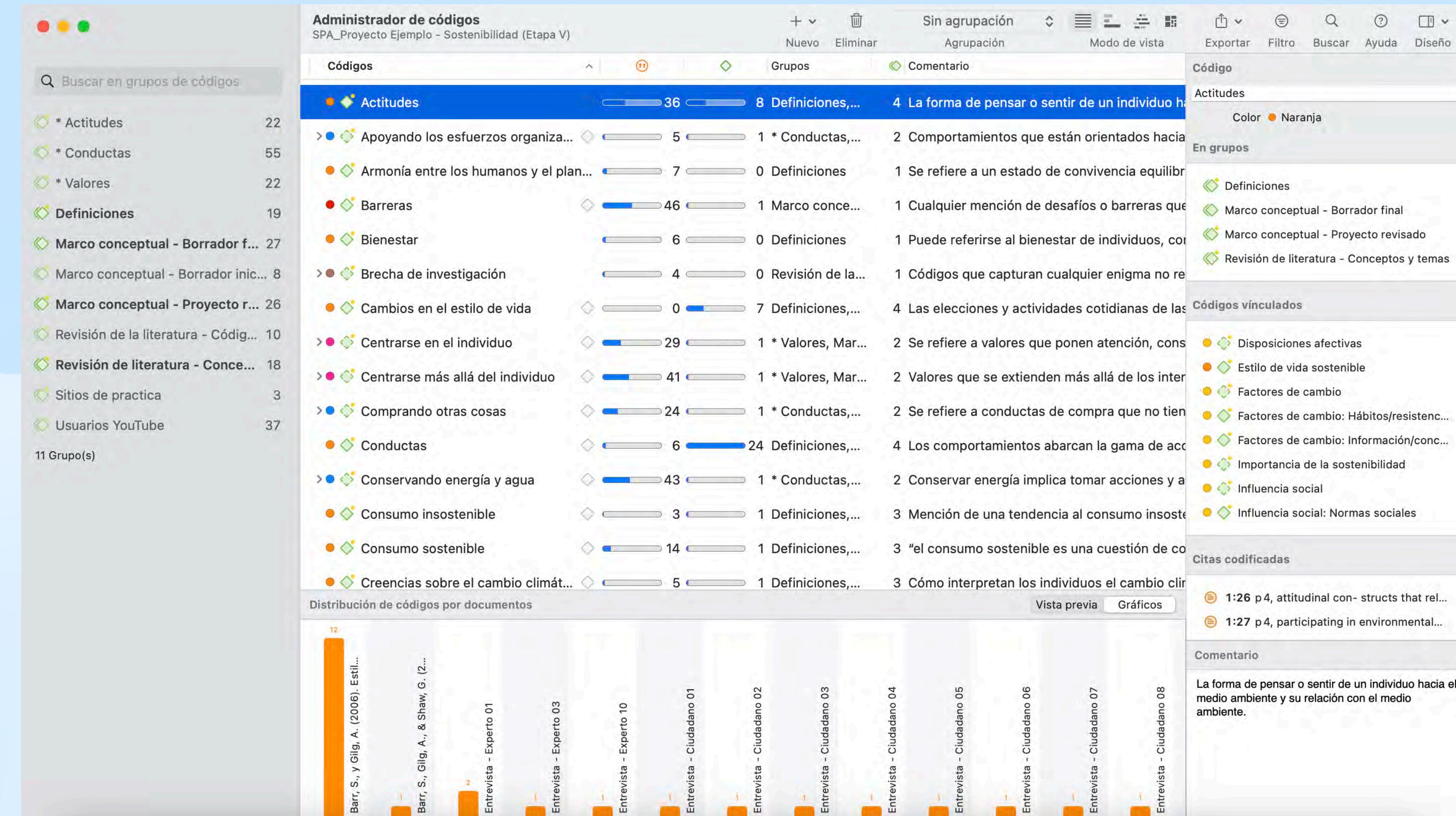
Modificado: 13 de noviembre de 2024  
veronika de la Cruz Villegas

Comentario

Citado 463 veces

Barr, S. y Gilg, A. (2006). Estilos de vida sostenibles: enmarcar la acción ambiental dentro y alrededor del hogar. Geoforo, 37(6), 906-920.

# Gestores de entidades > Códigos



# Gestores de entidades > Memos

Administrator de memes  
SPA\_Proyecto Ejemplo - Sostenibilidad (Etapa V)

	Nombre	Grupos	Comentario	Longitud	Memo
5	*Descripción del proyecto de muestra	0	0 Notes	673	*Descripción del proyecto de muestra
2	Ciclo de inspección	0	0 Metodología	172	En grupos
13	Desarrollo del marco conceptual.	0	0 Metodología	701	Notes
3	Diario de investigación	0	0 Notes	920	Información
4	Guía de entrevista	0	0 Metodología	134	Creado: 13 de marzo de 2023
4	Metodología	0	0 Metodología	198	Ivana Radivojevic
4	OA 01) Projecto en ATLAS.ti	0	0 Objetivos de...	219	Modificado: 16 de agosto de 2024
	OA 02) Importando datos	0	0 Objetivos de...	310	veronika de la Cruz Villegas
	OA 03) Organizando datos	0	0 Objetivos de...	298	
	OA 04) Codificando información	0	0 Objetivos de...	449	
	OA 05) Exploración y codificación...	0	0 Objetivos de...	1206	
	OA 06) Redacción de memes	0	0 Objetivos de...	583	
	OA 07) Examinar datos codificados	0	0 Objetivos de...	390	
	OA 08) Organización de códigos	0	0 Objetivos de...	499	
	OA 09) Creando redes	0	0 Objetivos de...	393	

Arial 10 Familia Tamaño Primer plano Fondo Estilo Alineación Inserte Imprimir

**Introducción**  
 Este proyecto de muestra se creó para compartir un ejemplo de cómo se vería un proyecto en ATLAS.ti. Le invitamos a utilizar este proyecto de muestra para aprender a utilizar ATLAS.ti, enseñar el software a otras personas o, por supuesto, simplemente explorarlo por su propio interés.  
 Porque queremos ofrecer un proyecto de muestra que pueda ser fácilmente comprendido por investigadores de cualquier área y que, con suerte, también sea interesante. — nos centramos en el tema general de la sostenibilidad.

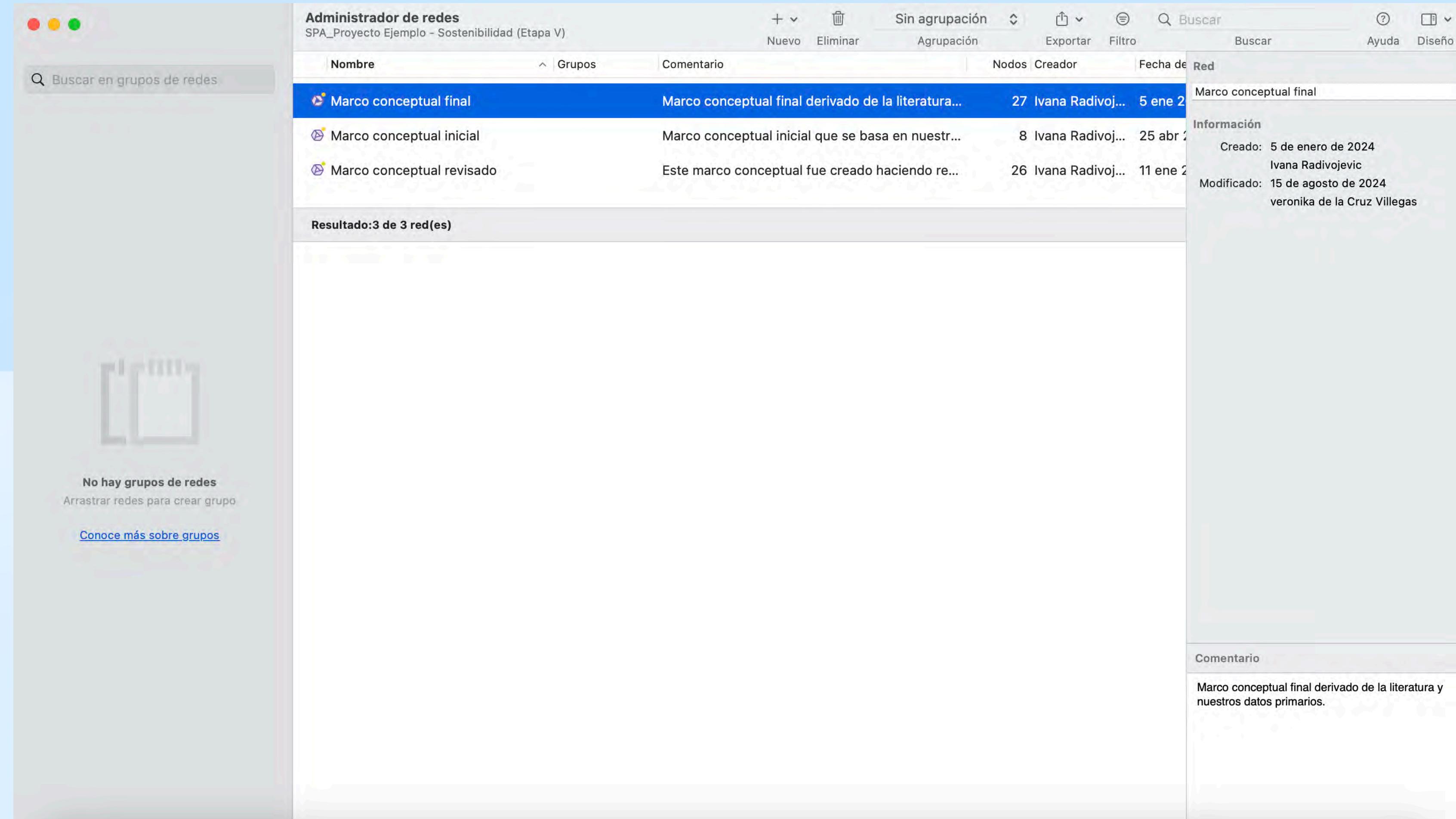
**Cómo utilizar este proyecto de muestra**

Zoom al texto: 125 %

Comentario

Cliquear para agregar comentario

# Gestores de entidades > Redes



The screenshot shows the ATLAS.ti Network Manager interface. The main window displays a list of three networks:

Nombre	Comentario	Nodos	Creador	Fecha de
Marco conceptual final	Marco conceptual final derivado de la literatura...	27	Ivana Radivoj...	5 ene 2024
Marco conceptual inicial	Marco conceptual inicial que se basa en nuestros...	8	Ivana Radivoj...	25 abr 2024
Marco conceptual revisado	Este marco conceptual fue creado haciendo re...	26	Ivana Radivoj...	11 ene 2024

The sidebar on the left indicates "No hay grupos de redes" and provides a link to "Conoce más sobre grupos". A detailed view of the "Marco conceptual final" network is shown on the right, including its creation and modification dates, creators, and a comment section.

# Gestores de entidades > Vínculos

Administrador de vínculos entre códigos  
SPA\_Proyecto Ejemplo - Sostenibilidad (Etapa V)

Fuente	Relación	Ítem de destino	Comentario
Apoyando los esfuerzos orga...	● SON PARTE DE	● Conductas	
Barreras	● INFLUYE	● Cambios en el estilo de vida	
Cambios en el estilo de vida	● EN	● Sitios de practica	
Centrarse en el individuo	● SON PARTE DE	● Valores	
Centrarse en el individuo: Cre...	● influences	● Conductas	
Centrarse en el individuo: Nec...	● influences	● Conductas	31/8/23, 16:39, merged with Convenience
Centrarse más allá del individuo	● SON PARTE DE	● Valores	
Comprando otras cosas	● SON PARTE DE	● Conductas	
Comprando otras cosas: Elegi...	● ES UNA (2)	● Conductas	
Conservando energía y agua	● SON PARTE DE	● Conductas	
Conservando energía y agua:...	● ES UNA (2)	● Conductas	
Conservando energía y agua:...	● ES UNA (2)	● Conductas	
Conservando energía y agua:...	● ES UNA (2)	● Conductas	
Consumo insostenible	● INFLUYE	● Cambios en el estilo de vida	
Consumo sostenible	● INFLUYE	● Cambios en el estilo de vida	
Creencias sobre el cambio cli...	● INFLUYE	● Cambios en el estilo de vida	
Disposiciones afectivas	● SON PARTE DE	● Actitudes	
Elegir comida	● SON PARTE DE	● Conductas	
Elegir comida: Elige comida lo...	● ES UNA (2)	● Conductas	
Estilo de vida sostenible	● INCLUYE	● Conductas	
Estilo de vida sostenible	● INCLUYE	● Actitudes	
Estilo de vida sostenible	● FACILITA	● Cambios en el estilo de vida	

● becomes  
 ● can be  
 ● contradicts  
 ● depend on  
 ● EN  
 ● ES PARTE DE (2)  
 ● ES UNA (2)  
 ● FACILITA  
 ● facilitates  
 ● in  
 ● in the  
 ● includes  
 ● INCLUYE  
 ● influence  
 ● influences  
 ● INFLUYE  
 ● is a  
 ● is associated with  
 ● is cause of  
 ● is part of  
 ● is property of  
 ● noname  
 ● PUEDE SER  
 ● related to  
 ✓ ● SON PARTE DE  
 ● strengthen

Buscar en relaciones

Nuevo Eliminar Sin agrupación Agrupación Exportar Filtro

Comentario

Cliquear para agregar comentario

# Administrador de relaciones

Administrador de relaciones código-código  
SPA\_Proyecto Ejemplo - Sostenibilidad (Etapa V)

Nombre	Formal	Comentario	Creador	Fecha de creación	Modificador	Fecha de modificación
● are part of	Asimétrico		Ivana Radivoj...	11 ene 2024	Ivana Radivoj...	11 ene 2024
● becomes	Asimétrico		Ivana Radivoj...	25 abr 2023	Ivana Radivoj...	25 abr 2023
● can be	Asimétrico		Ivana Radivoj...	25 abr 2023	Ivana Radivoj...	25 abr 2023
● contradicts	Simétrico		ATLAS.ti	1 ene 1	ATLAS.ti	1 ene 1
● depend on	Asimétrico		Ivana Radivoj...	22 may 2023	Ivana Radivoj...	22 may 2023
● EN	Asimétrico		veronika de la...	16 ago 2024	veronika de la...	16 ago 2024
● ES PARTE DE (2)	Asimétrico		veronika de la...	16 ago 2024	veronika de la...	16 ago 2024
● ES UNA (2)	Asimétrico		veronika de la...	16 ago 2024	veronika de la...	16 ago 2024
● FACILITA	Asimétrico		veronika de la...	16 ago 2024	veronika de la...	16 ago 2024
● facilitates	Asimétrico		Ivana Radivoj...	10 ene 2024	Ivana Radivoj...	10 ene 2024
● in	Asimétrico		Ivana Radivoj...	5 ene 2024	Ivana Radivoj...	5 ene 2024
● in the	Asimétrico		Ivana Radivoj...	25 abr 2023	Ivana Radivoj...	25 abr 2023
● includes	Asimétrico		Ivana Radivoj...	25 abr 2023	Ivana Radivoj...	25 abr 2023
● INCLUYE	Asimétrico		veronika de la...	16 ago 2024	veronika de la...	16 ago 2024
● influence	Asimétrico		Ivana Radivoj...	11 ene 2024	Ivana Radivoj...	11 ene 2024
● influences	Asimétrico		Ivana Radivoj...	31 may 2023	Ivana Radivoj...	31 may 2023
● INFILUYE	Asimétrico		veronika de la...	16 ago 2024	veronika de la...	16 ago 2024
● is a	Asimétrico	Use the "is a" relation to link specific concepts...	ATLAS.ti	1 ene 1	ATLAS.ti	1 ene 1
● is associated with	Simétrico	Establish a reciprocal relation between concep...	ATLAS.ti	1 ene 1	ATLAS.ti	1 ene 1
● is cause of	Asimétrico	Represent causal links, processes, etc.	ATLAS.ti	1 ene 1	ATLAS.ti	1 ene 1
● is part of	Asimétrico	Use the "part of" relation to link entities (not c...	ATLAS.ti	1 ene 1	ATLAS.ti	1 ene 1
● is property of	Asimétrico	Establish a meta relation between a concept an...	ATLAS.ti	1 ene 1	ATLAS.ti	1 ene 1

**Relación**  
 are part of  
 Direccionalidad: Asimétrico  
 Estilo de línea: Sólido  
 Color: Negro  
**Información**  
 Creado: 11 de enero de 2024  
 Ivana Radivojevic  
 Modificado: 11 de enero de 2024  
 Ivana Radivojevic  
**Comentario**  
 Cliquear para agregar comentario

# Administrador de citas

Administrador de citas  
SPA\_Proyecto Ejemplo - Sostenibilidad (Etapa V)

+ - Sin agrupación Nuevo Eliminar Agrupación Modo de vista Exportar Filtro Buscar Ayuda Diseño

Buscar códigos

Filtrar citas codificadas con código **Conductas**

1:36 p5 en Barr, S., y Gilg, A. (2006). *Estilos de vida sostenibles: enmarcando la acción ambiental dentro y alrededor del hogar* environmental action is constructed according to existing everyday practices, rather than being framed around specific environmentally-related practices

2:14 p3 en Barr, S., Gilg, A., & Shaw, G. (2011). Ayudar a la g...ng the behaviour change agenda for environmental sustainability. behaviours (such as recycling waste, saving water and energy, 'green' or ethical consumption, travel and conservation) that characterise a particular population segment.

2:27 p4 en Barr, S., Gilg, A., & Shaw, G. (2011). Ayudar a la g...ng the behaviour change agenda for environmental sustainability. The participants in the focus groups were, irrespective of segment, largely in agreement that pro-environmental actions in and around the home were positive and posed little threat to accepted social norms

2:30 p4 en Barr, S., Gilg, A., & Shaw, G. (2011). Ayudar a la g...ng the behaviour change agenda for environmental sustainability. 'home' based behaviours represented a relatively convenient and simple way of making minor lifestyle changes that had few or no consequences for over consumption practices. In this way, such practices became accepted as normal behaviour; the reasons for non-participation being pragmatic and largely unpri...ncipled in nature.

2:52 p7 en Barr, S., Gilg, A., & Shaw, G. (2011). Ayudar a la g...ng the behaviour change agenda for environmental sustainability. These sites of practice not only frame different trajectories of behaviour, as one might expect, but they also

No se han seleccionado citas

Color Naranja

En grupos

- Definiciones
- Marco conceptual - Borrador final
- Marco conceptual - Borrador inicial
- Marco conceptual - Proyecto revisado

Códigos vinculados

- Comprando otras cosas: Elegir prove...
- Conservando energía y agua
- Conservando energía y agua: Ahorro d...
- Conservando energía y agua: Conserv...
- Conservando energía y agua: Utilice e...
- Elegir comida
- Elegir comida: Elige comida local y/o o...
- Estilo de vida sostenible
- Experimentando la naturaleza
- Experimentando la naturaleza: Particip...
- Gestión de residuos

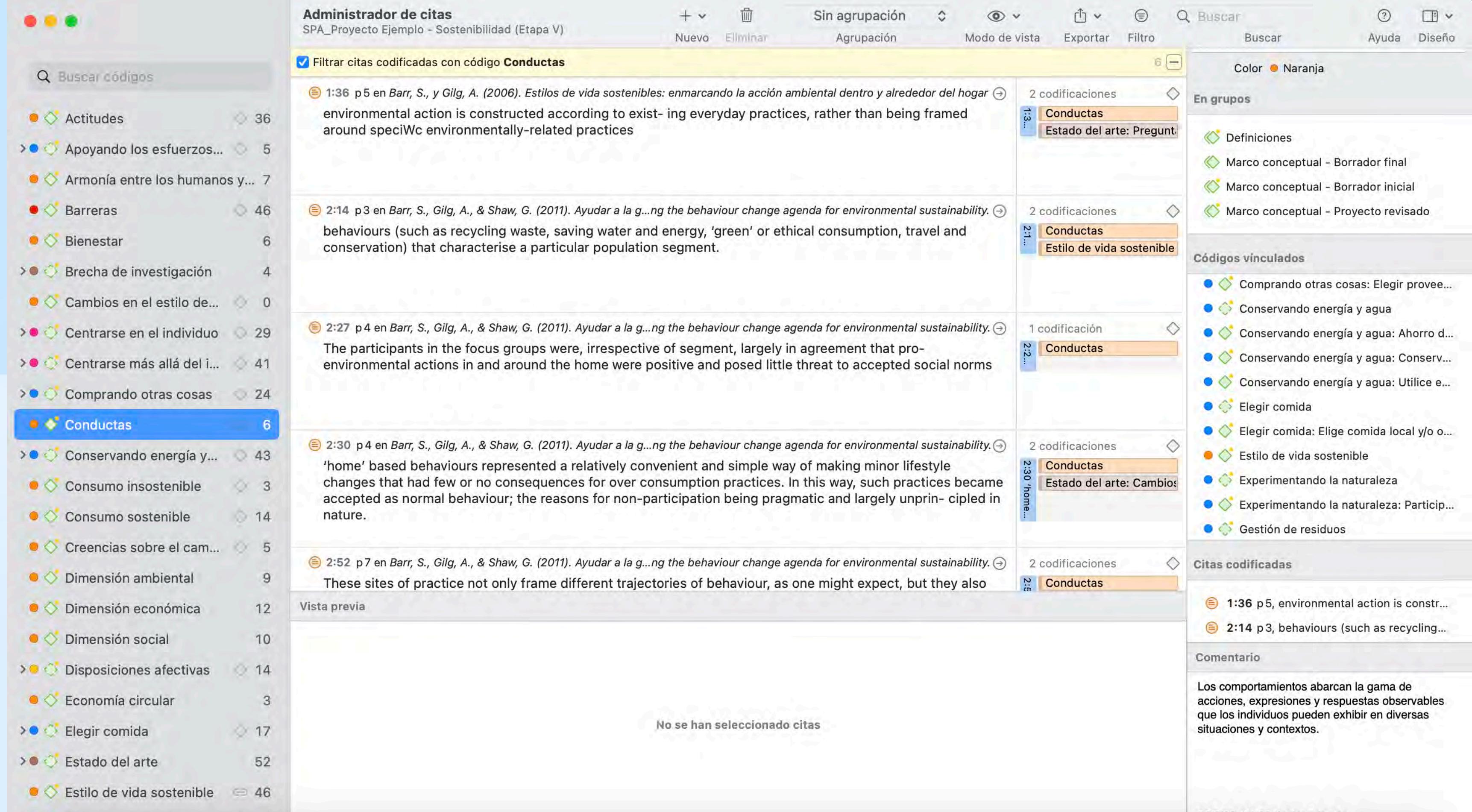
Citas codificadas

- 1:36 p5, environmental action is constr...
- 2:14 p3, behaviours (such as recycling...

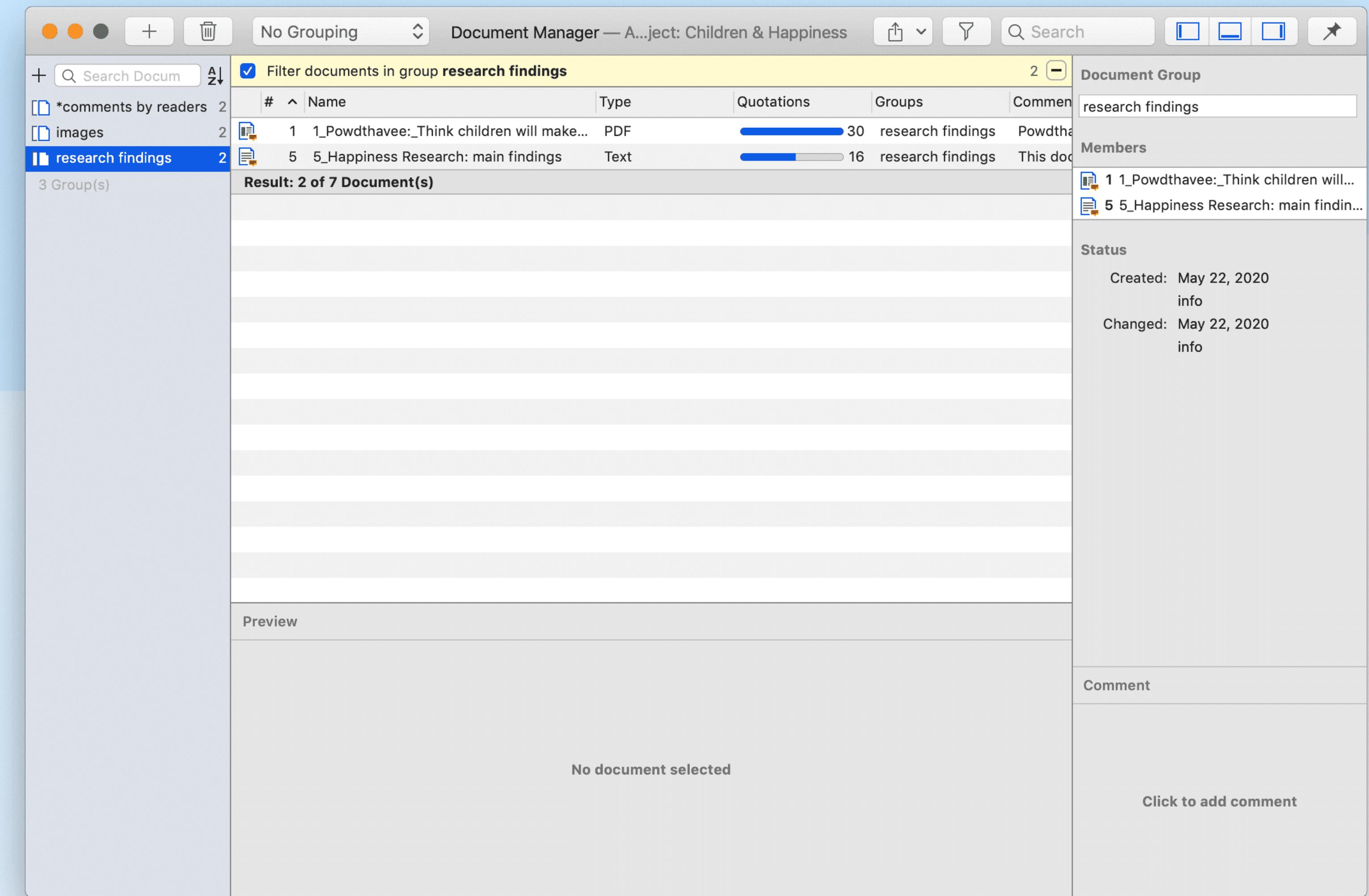
Comentario

Los comportamientos abarcan la gama de acciones, expresiones y respuestas observables que los individuos pueden exhibir en diversas situaciones y contextos.

22/5/23, 14:26, fusionado con

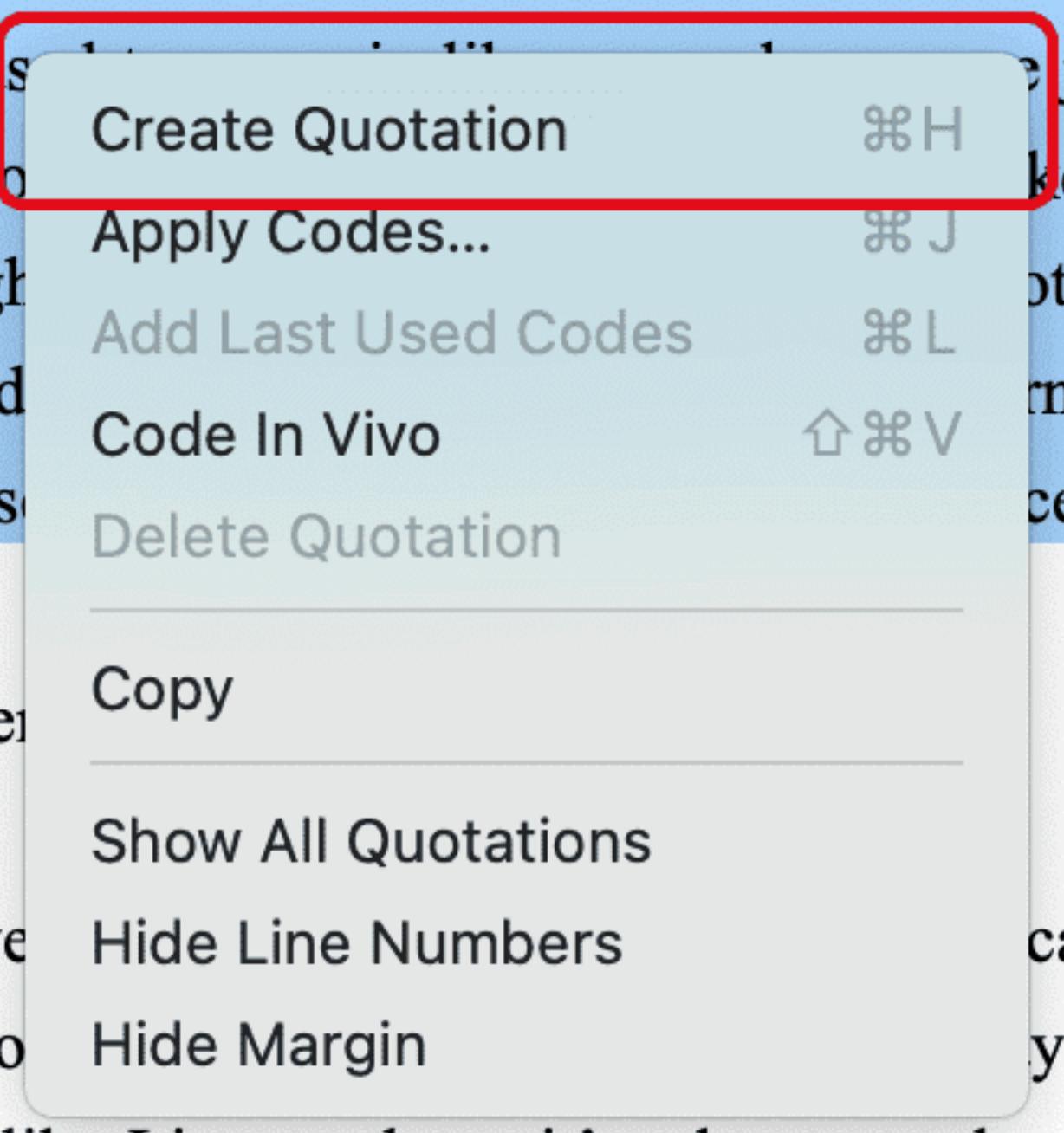


# Trabajando con grupos



# Creación de citas

66 STU: Er I'll use one that's probably my er best friend I suppose, I was er, I was working as a fitness instructor for the  
67 council and he was a, he was a customer, he us twelve years ago, and then er we just got to know then er we're still friend now and that, although we just stayed friends, so we're still really good we always talk to each other on the phone and s



68 INT: Ok, and does he tend to go over to or do you tend

69 STU: Er if we go for a night out he tends to come over nowhere we tend to go over and it'll be like how night out he'll come over here cos he prefers like Liverpool cos it's where we always used to go out when we were younger anyway.

cause he lives like in the middle of y over there, but if we're having a

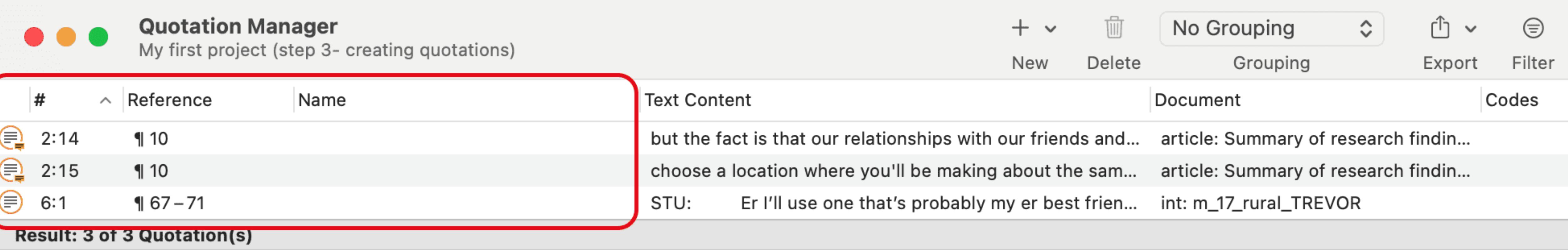
# Modificación de límites de citas

65 INT: Ok, so as you know this project is about friendship, erm I want you to think about one of your friends erm and can you tell me how you became friends with this person.

66 STU: Er I'll use one that's probably my er best friend I suppose, I was er, I was working as a fitness instructor for the council and he was a, he was a customer, he used to come in like every day, so we just er, this is about, this is about twelve years ago, and then er we just got to know each other and like he came on like a few of the staff nights out and then er we're still friend now and that, although I'm not a fitness instructor cos I got ill and you know, you know, but we just stayed friends, so we're still really good friends, although he lives in Runcorn now and I still live in Liverpool, we always talk to each other on the phone and see each other like once a month, twice a month for a night out or ...

6:1 name your quotation

# Identificación de citas



The screenshot shows the ATLAS.ti Quotation Manager interface. The title bar reads "Quotation Manager" and "My first project (step 3- creating quotations)". The main area is a table with the following data:

#	Reference	Name	Text Content	Document	Codes
2:14	¶ 10		but the fact is that our relationships with our friends and...	article: Summary of research findin...	
2:15	¶ 10		choose a location where you'll be making about the sam...	article: Summary of research findin...	
6:1	¶ 67–71		STU: Er I'll use one that's probably my er best frien...	int: m_17_rural_TREVOR	

Result: 3 of 3 Quotation(s)

# Metadata de citas: título y comentarios

**Quotation Manager**  
My first project (step 3- creating quotations)

#	Reference	Name	Text Content
2:1	¶ 1	What does happiness mean?	So happiness - isn't that the thing that all of us str...
2:2	¶ 1	fleeting nature of happiness	Nobody is happy all of the time, but some people a...
2:3	¶ 1	Happiness unrelated to material well...	Studies on what makes people happy reveal that it...
2:4	¶ 3	is a matter of attitude	but it's also largely influenced by how you think.[1]
2:5	¶ 3	happiness of lottery winners	In the 1970s, researchers followed people who'd w...
2:6	¶ 3	hedonic adaptation	They called it hedonic adaptation, which suggests...
2:7	¶ 3	Baseline happiness due to genetics	Some people have a higher baseline happiness leve...
2:8	¶ 5	choice experiment	In one study, two groups of people were asked to p...
2:9	¶ 5	make in-tuitive decisions	So next time you have a decision to make, and you'
2:10	¶ 8	Push yourself beyond the comfort zo...	Your comfort may increase with your salary, but co...
2:11	¶ 7	Happiness increases up to meeting a...	....food, shelter, and clothing. In the US, that mag...
2:12	¶ 7	level of optimism important	but by your level of optimism.[3]
2:13	¶ 10	increasing salaries does not make ha...	We live in a mobile society, where people follow jo...
2:14	¶ 10		but the fact is that our relationships with our friend...
2:15	¶ 10		choose a location where you'll be making about the...
6:1	¶ 67–71		STU: Er I'll use one that's probably my er best...

**Quotation 2:4**

is a matter of attitude      **Quotation Name**

In Document  
article: Summary of research findings on happiness

Codings

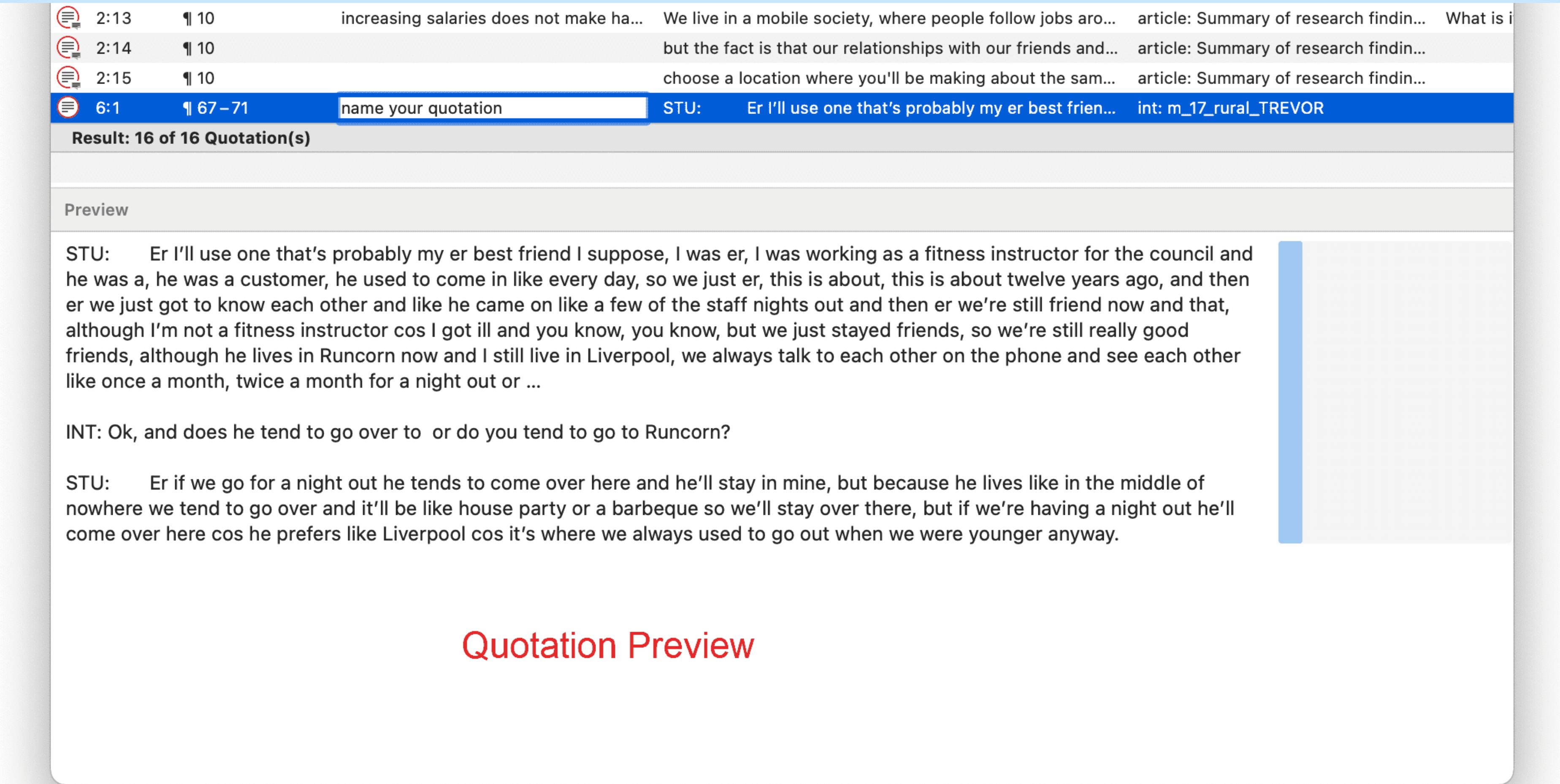
Ways to achieve happiness

Fonts **B** **I** **U**

Add a summary or an interpretation of what is said in the selected text passage.

**Quotation Comment**

# Metadatos de citas: título y comentarios



The screenshot shows the ATLAS.ti software interface. At the top, there is a table of quotations with columns for ID, duration, file number, text, context, and metadata. A specific row for '6:1 ¶ 67-71' is highlighted in blue. Below this, a 'Result: 16 of 16 Quotation(s)' message is displayed. A 'Preview' section follows, containing transcriptions of two statements from 'STU' and 'INT'. The text is as follows:

STU: Er I'll use one that's probably my er best friend I suppose, I was er, I was working as a fitness instructor for the council and he was a, he was a customer, he used to come in like every day, so we just er, this is about, this is about twelve years ago, and then er we just got to know each other and like he came on like a few of the staff nights out and then er we're still friend now and that, although I'm not a fitness instructor cos I got ill and you know, you know, but we just stayed friends, so we're still really good friends, although he lives in Runcorn now and I still live in Liverpool, we always talk to each other on the phone and see each other like once a month, twice a month for a night out or ...

INT: Ok, and does he tend to go over to or do you tend to go to Runcorn?

STU: Er if we go for a night out he tends to come over here and he'll stay in mine, but because he lives like in the middle of nowhere we tend to go over and it'll be like house party or a barbecue so we'll stay over there, but if we're having a night out he'll come over here cos he prefers like Liverpool cos it's where we always used to go out when we were younger anyway.

Quotation Preview

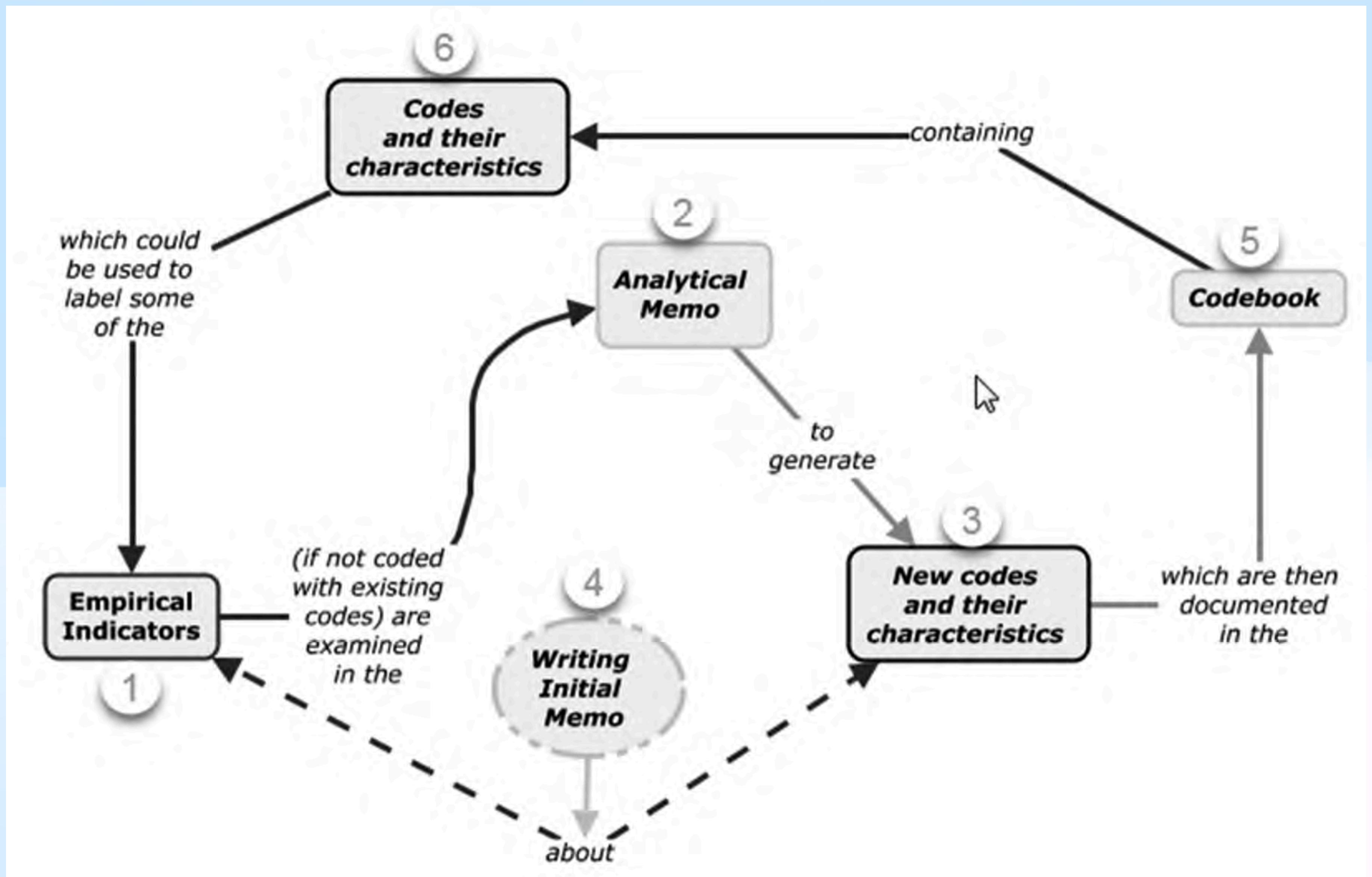
4



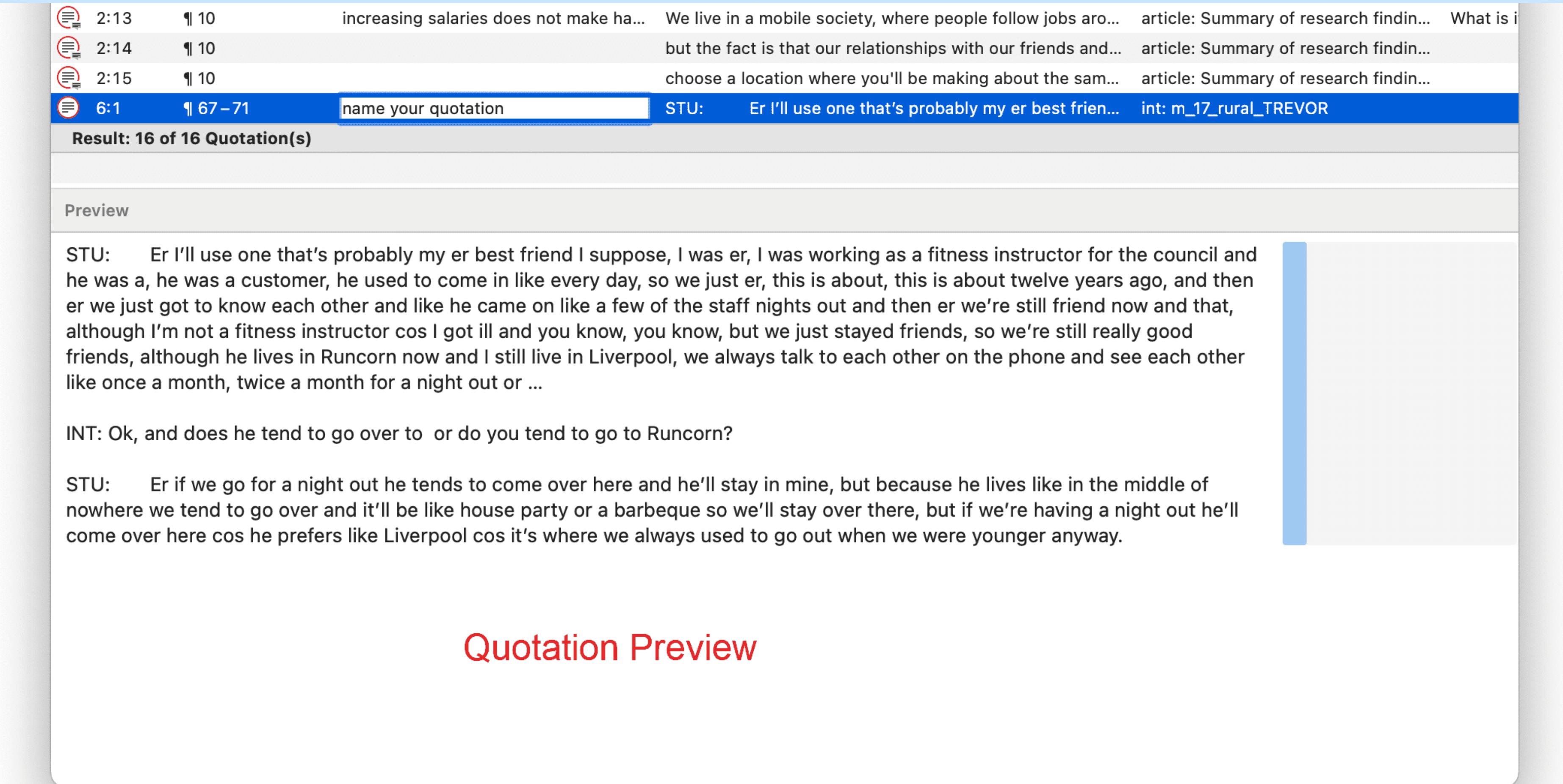
# Codificación básica y automática

Javi Cantón

Universidade Vigo



# Metadatos de citas: título y comentarios



The screenshot shows the ATLAS.ti software interface. At the top, there is a table with four columns of metadata for quotations. The first three columns show timestamp, duration, and transcription. The fourth column shows the context and source information. A blue bar highlights the row for entry 6:1. Below this, a message box displays the transcription of the selected quotation. Further down, a preview section shows two examples of transcribed dialogue.

2:13	¶ 10	increasing salaries does not make ha...	We live in a mobile society, where people follow jobs aro...
2:14	¶ 10		article: Summary of research findin...
2:15	¶ 10		What is i...
6:1	¶ 67–71	name your quotation	but the fact is that our relationships with our friends and... article: Summary of research findin...
			choose a location where you'll be making about the sam... article: Summary of research findin...
			STU: Er I'll use one that's probably my er best frien... int: m_17_rural_TREVOR

**Result: 16 of 16 Quotation(s)**

**Preview**

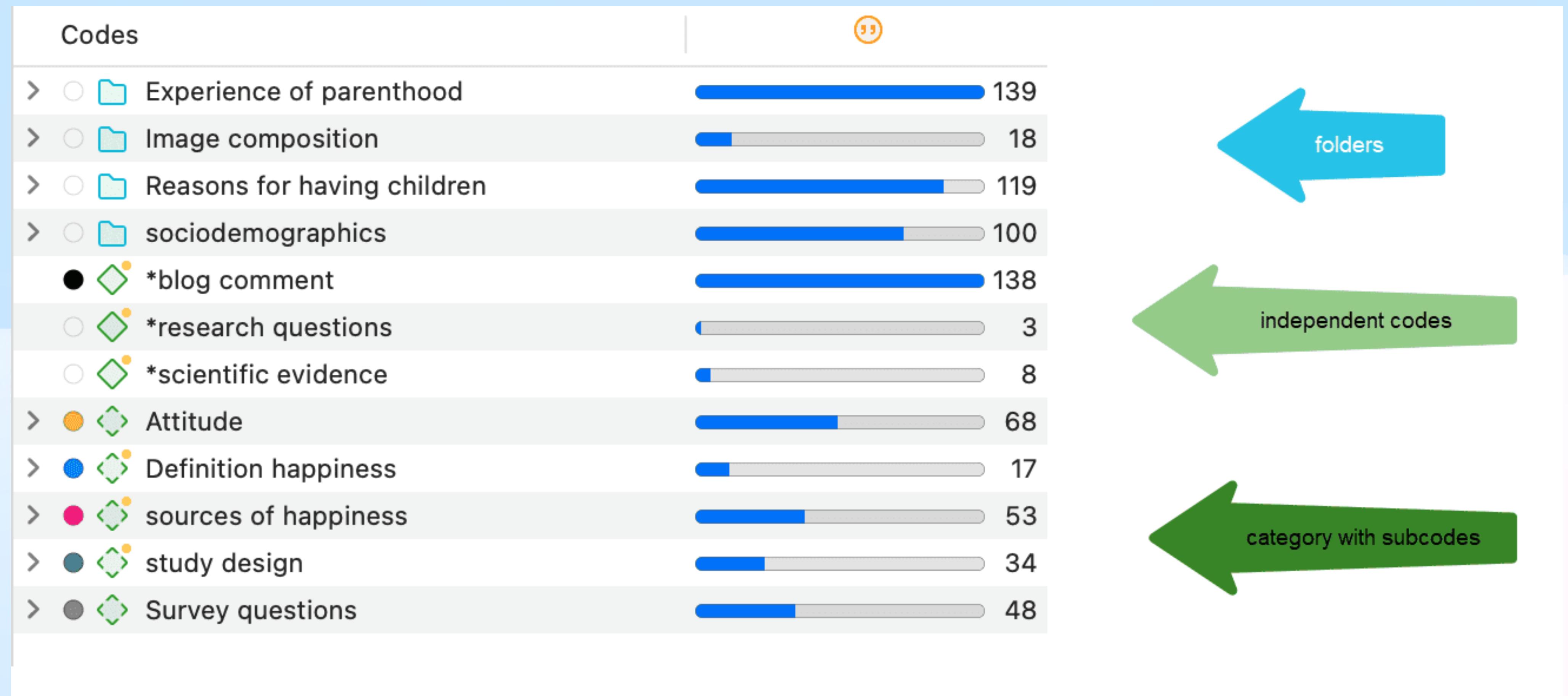
STU: Er I'll use one that's probably my er best friend I suppose, I was er, I was working as a fitness instructor for the council and he was a, he was a customer, he used to come in like every day, so we just er, this is about, this is about twelve years ago, and then er we just got to know each other and like he came on like a few of the staff nights out and then er we're still friend now and that, although I'm not a fitness instructor cos I got ill and you know, you know, but we just stayed friends, so we're still really good friends, although he lives in Runcorn now and I still live in Liverpool, we always talk to each other on the phone and see each other like once a month, twice a month for a night out or ...

INT: Ok, and does he tend to go over to or do you tend to go to Runcorn?

STU: Er if we go for a night out he tends to come over here and he'll stay in mine, but because he lives like in the middle of nowhere we tend to go over and it'll be like house party or a barbecue so we'll stay over there, but if we're having a night out he'll come over here cos he prefers like Liverpool cos it's where we always used to go out when we were younger anyway.

**Quotation Preview**

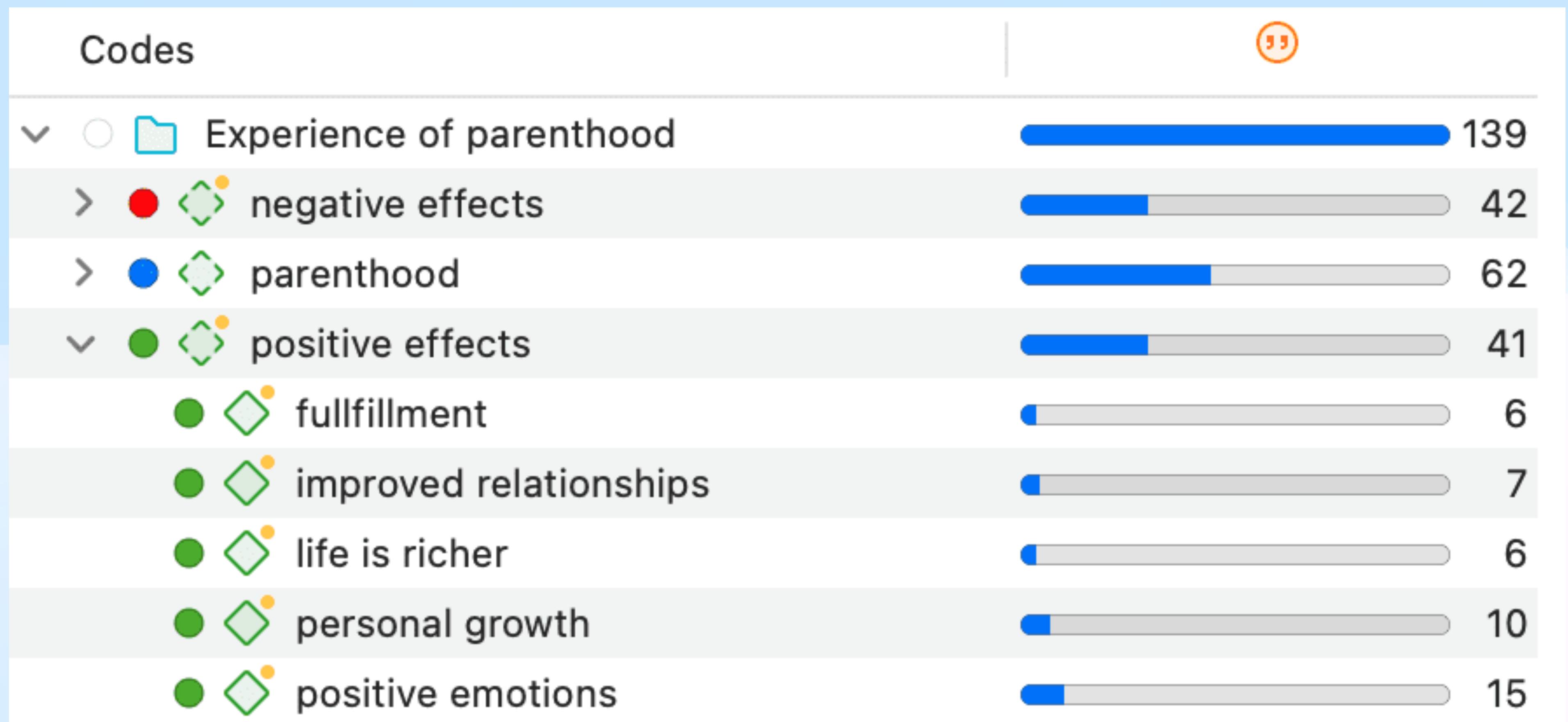
# Código independiente / Código de categoría / Subcódigo



# Código independiente / Código de categoría / Subcódigo

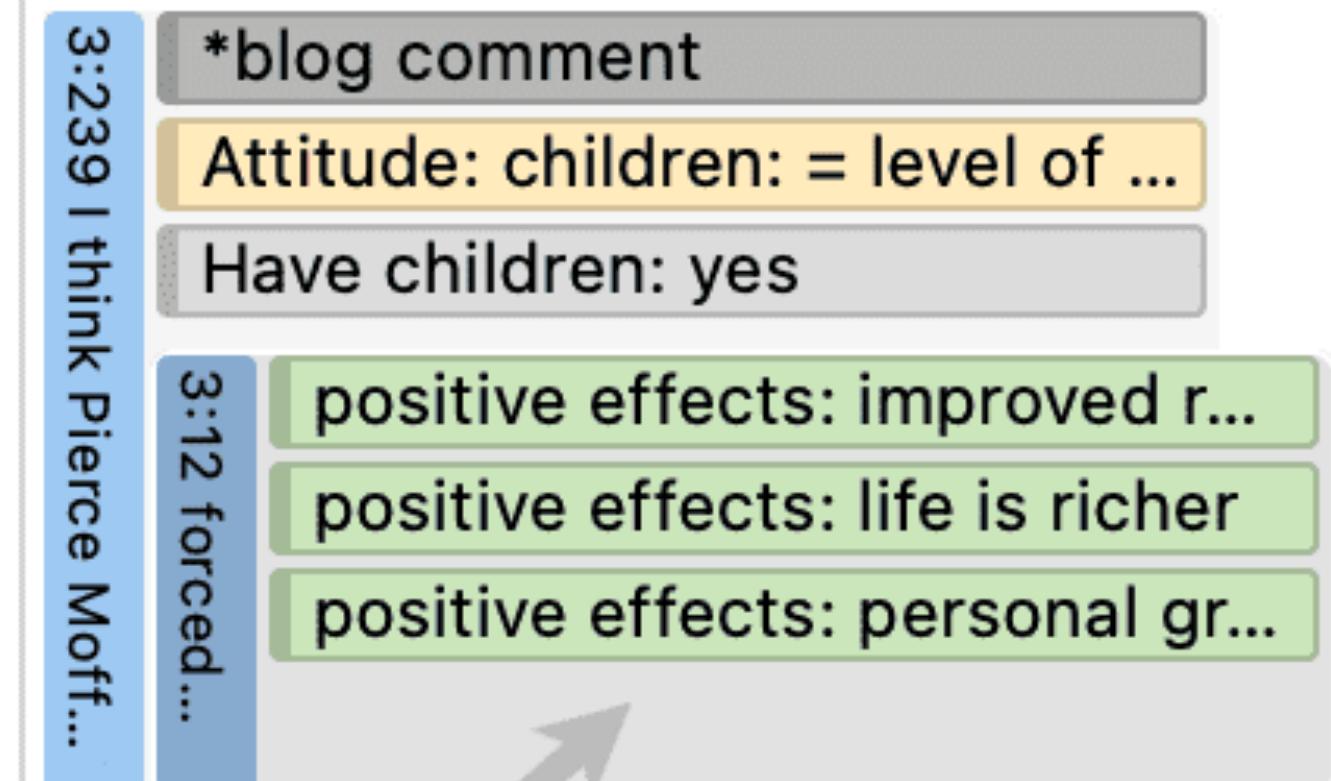
1. **Código independiente:** Si empieza a codificar sus datos, y comienza por crear algunos códigos nuevos, éstos serán códigos independientes de primer nivel. Seguirán siendo códigos independientes hasta que los añada a una categoría como subcódigo. La fundamentación de un código independiente es el número de citas codificadas por él.
2. **Código libre:** Un código libre también es un código independiente, pero que (aún) no se ha utilizado para codificar. Su fundamentación es cero y no tiene subcódigos.
3. **Código de categoría:** Un código se convierte en categoría cuando arrastra y suelta códigos debajo de él. Pueden ser códigos independientes o subcódigos que se mueven desde una categoría diferente. La categoría en sí no codifica citas. Por lo tanto, sólo puede insertar otros códigos como subcódigos debajo si el código no está vinculado a citas.
4. **Subcódigo:** Un subcódigo es un código que se clasifica bajo un código de categoría. No se pueden crear más subcódigos bajo subcódigos. La razón es más metódica que técnica. Cada código sólo debe aparecer una vez en un sistema de codificación.
5. **Carpeta:** Las carpetas le ayudan a organizar sus códigos. Puede mover códigos independientes y categorías con sus subcódigos a carpetas. Una carpeta también puede contener carpetas, tantas como desee. Las carpetas no pueden utilizarse para codificar datos.

# Cuantificación de códigos



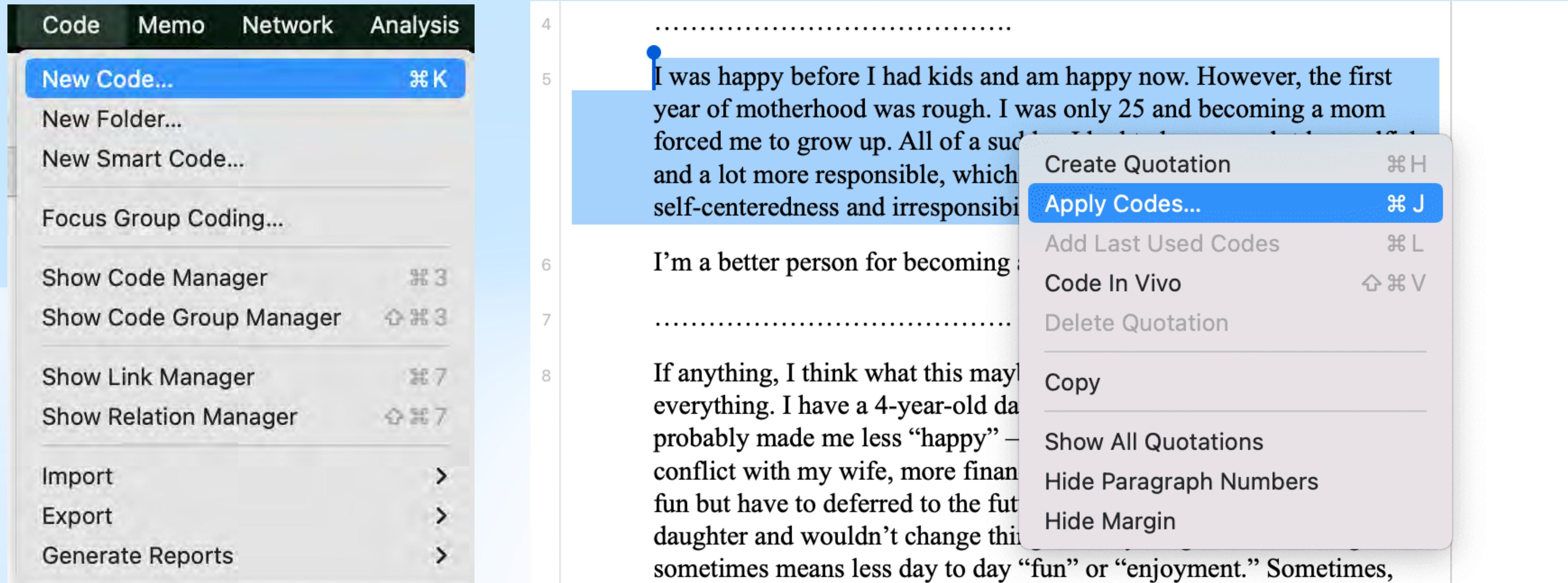
# Cuantificación de códigos

.....  
I think Pierce Moffett #2 hit the nail on the head. While having children certainly hasn't made me happier in the skipping-down-the-street sense, it has enriched my life, forced me to understand things about myself and really made me appreciate my own parents in a new way.  
I am not always happier than before I had children, but my life is richer for having had them.



More than one subcode has been applied to the same quotation.

# Creación de códigos



The screenshot shows the ATLAS.ti software interface. At the top, there is a menu bar with tabs: Code, Memo, Network, and Analysis. The Code tab is selected. A dropdown menu is open under the Code tab, with 'New Code...' highlighted in blue. The main workspace displays two quotations. Quotation 5 is selected and has a context menu open. The context menu includes options: Create Quotation (⌘ H), Apply Codes... (⌘ J) - which is also highlighted in blue, Add Last Used Codes (⌘ L), Code In Vivo (⇧ ⌘ V), Delete Quotation, Copy, Show All Quotations, Hide Paragraph Numbers, and Hide Margin. Quotation 5 contains the text: "I was happy before I had kids and am happy now. However, the first year of motherhood was rough. I was only 25 and becoming a mom forced me to grow up. All of a sudden I became more responsible and a lot more responsible, which I think is good. But it's also hard because I'm less self-centeredness and irresponsibility. I'm a better person for becoming a mom." Quotation 8 is partially visible below it. The bottom of the interface shows a toolbar with icons for New Code, New Folder, New Smart Code, Focus Group Coding, Show Code Manager, Show Code Group Manager, Show Link Manager, Show Relation Manager, Import, Export, and Generate Reports.

# Creación de códigos

am happy now. However, the first was only 25 and becoming a mom Iden I had to become a lot less selfish is not easy in a culture that glorifies lity.

a mom, even if I'm not any happier.

be shows is that happiness isn't ughter, and having a child has – there are more opportunities for cial stress, more activities that would ure. On the other hand, I love my ngs for anything, even if having her

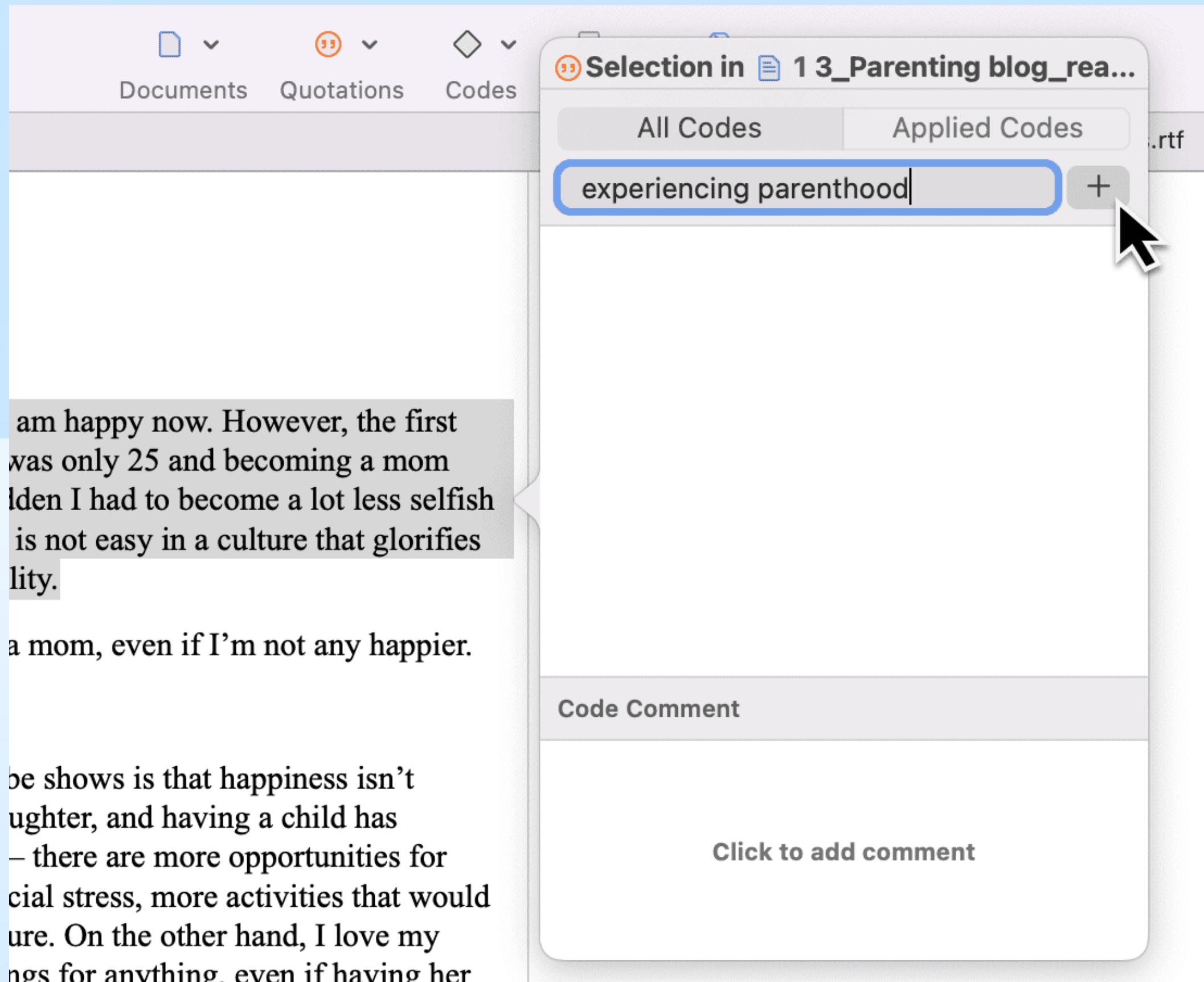
**Selection in 1 3\_Parenting blog\_rea...**

All Codes Applied Codes

experiencing parenthood +

Code Comment

Click to add comment



I'm a better person for becoming a mom, even if I'm not any happier.

If anything, I think what this maybe shows is that happiness isn't everything. I have a 4-year-old daughter, and having a child has probably made me less "happy" — there are more opportunities for conflict with my wife, more financial stress, more activities that would fun but have to deferred to the future. On the other hand, I love my daughter and wouldn't change things for anything, even if having her sometimes means less day to day "fun" or "enjoyment." Sometimes, things worth doing and having involve a lot of difficulty and effort. They don't make us "happy" necessarily, but that doesn't mean that we shouldn't undertake them.

I recently read Stephanie Coontz's "Till Children Do Us Part" (<http://www.nytimes.com/2009/02/05/opinion/05coontz.html>). She writes, "[D]oes the arrival of children doom couples to a less satisfying marriage? Not necessarily. Two researchers at the University of California at Berkeley, Philip and Carolyn Cowan, report in a forthcoming briefing paper for the Council on Contemporary Families that most studies finding a large drop in marital quality after childbirth do not consider the very different

**Selection in 3 3\_Parenting blog: rea...**

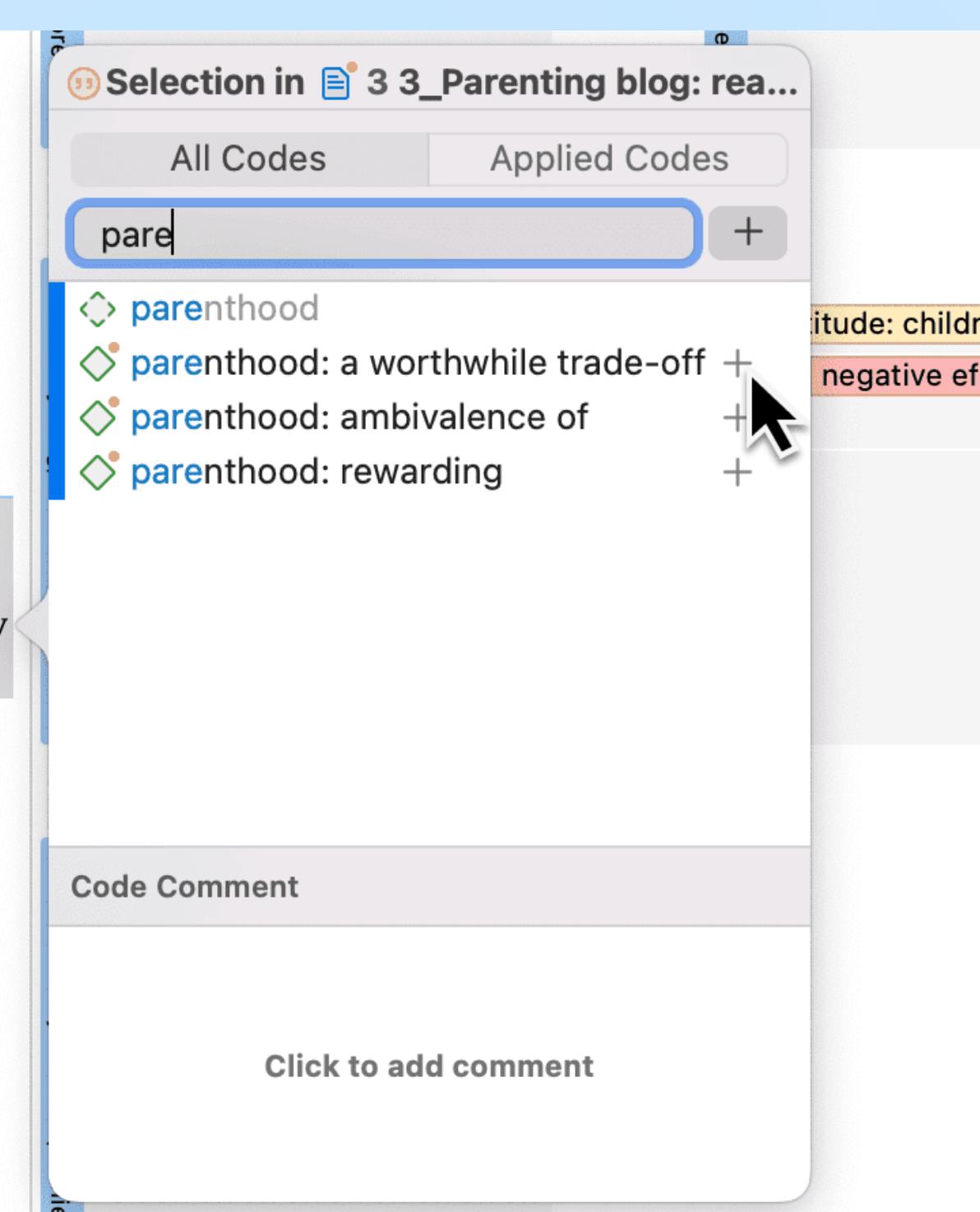
All Codes Applied Codes

pare +

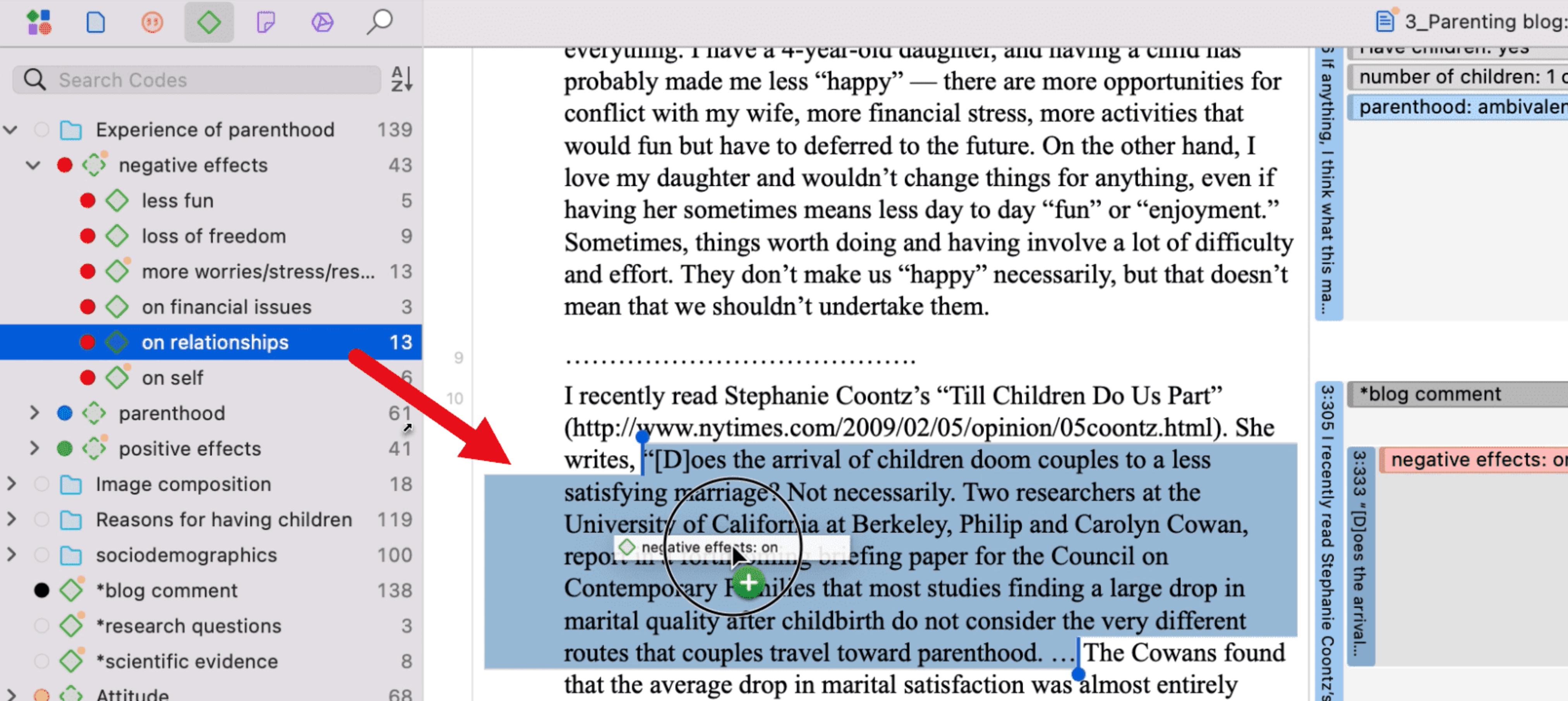
- parenthood
- parenthood: a worthwhile trade-off
- parenthood: ambivalence of
- parenthood: rewarding

Code Comment

Click to add comment



# Creación de códigos: arrastrar y soltar



The screenshot shows the ATLAS.ti software interface. On the left, the 'Search Codes' bar is at the top, followed by a tree view of codes. A red arrow points from the 'Experience of parenthood' node to the text document on the right. The text document contains a quote about parenthood and a reference to Stephanie Coontz's article. A green circle highlights a specific word in the text.

**Search Codes**

- Experience of parenthood
  - negative effects
  - less fun
  - loss of freedom
  - more worries/stress/res...
  - on financial issues
  - on relationships** (highlighted)
  - on self
  - parenthood
  - positive effects
- Image composition
- Reasons for having children
- sociodemographics
- \*blog comment
- \*research questions
- \*scientific evidence
- Attitude

everyuning. I have a 4-year-old daughter, and having a child has probably made me less “happy” — there are more opportunities for conflict with my wife, more financial stress, more activities that would fun but have to deferred to the future. On the other hand, I love my daughter and wouldn’t change things for anything, even if having her sometimes means less day to day “fun” or “enjoyment.” Sometimes, things worth doing and having involve a lot of difficulty and effort. They don’t make us “happy” necessarily, but that doesn’t mean that we shouldn’t undertake them.

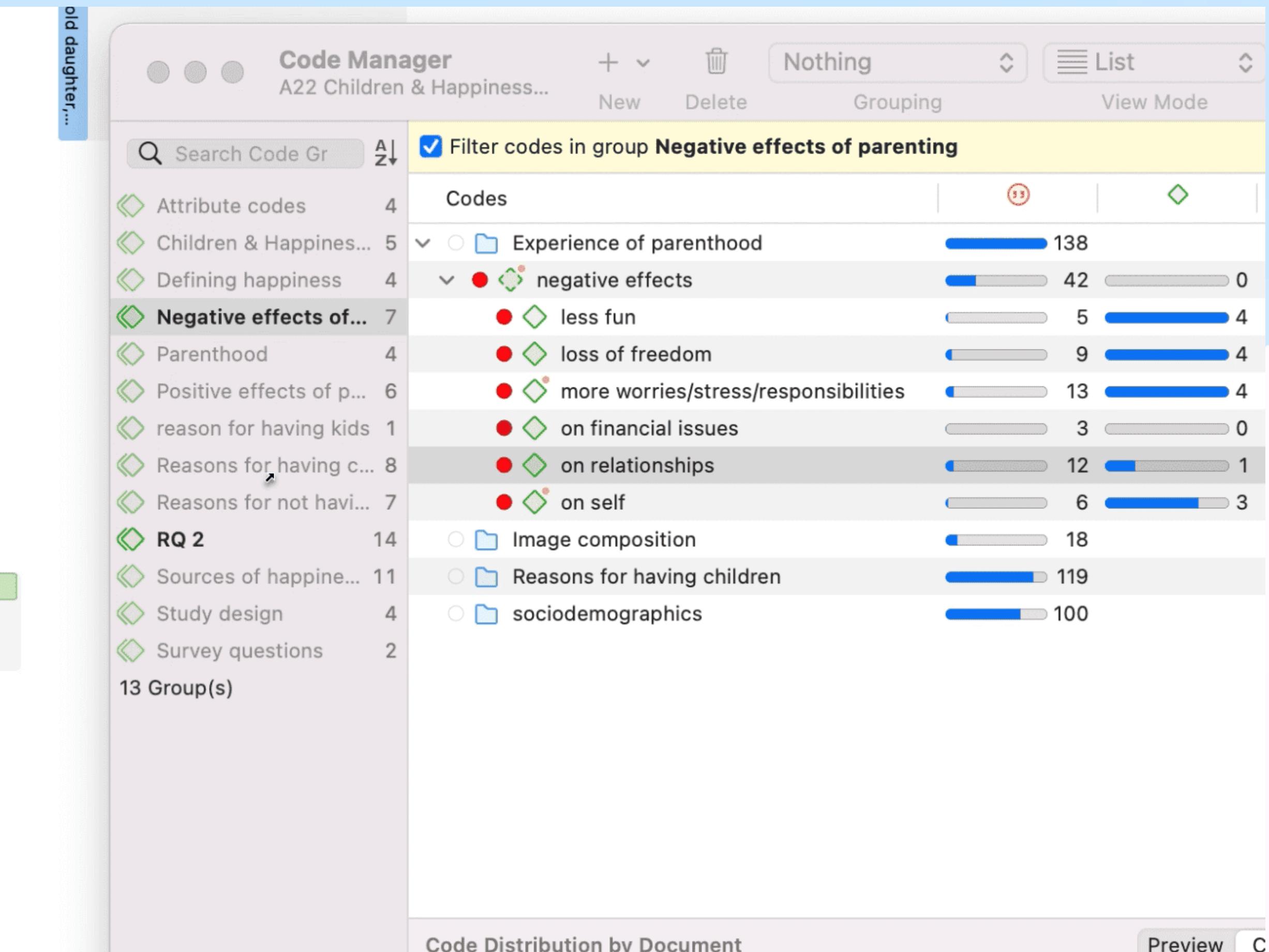
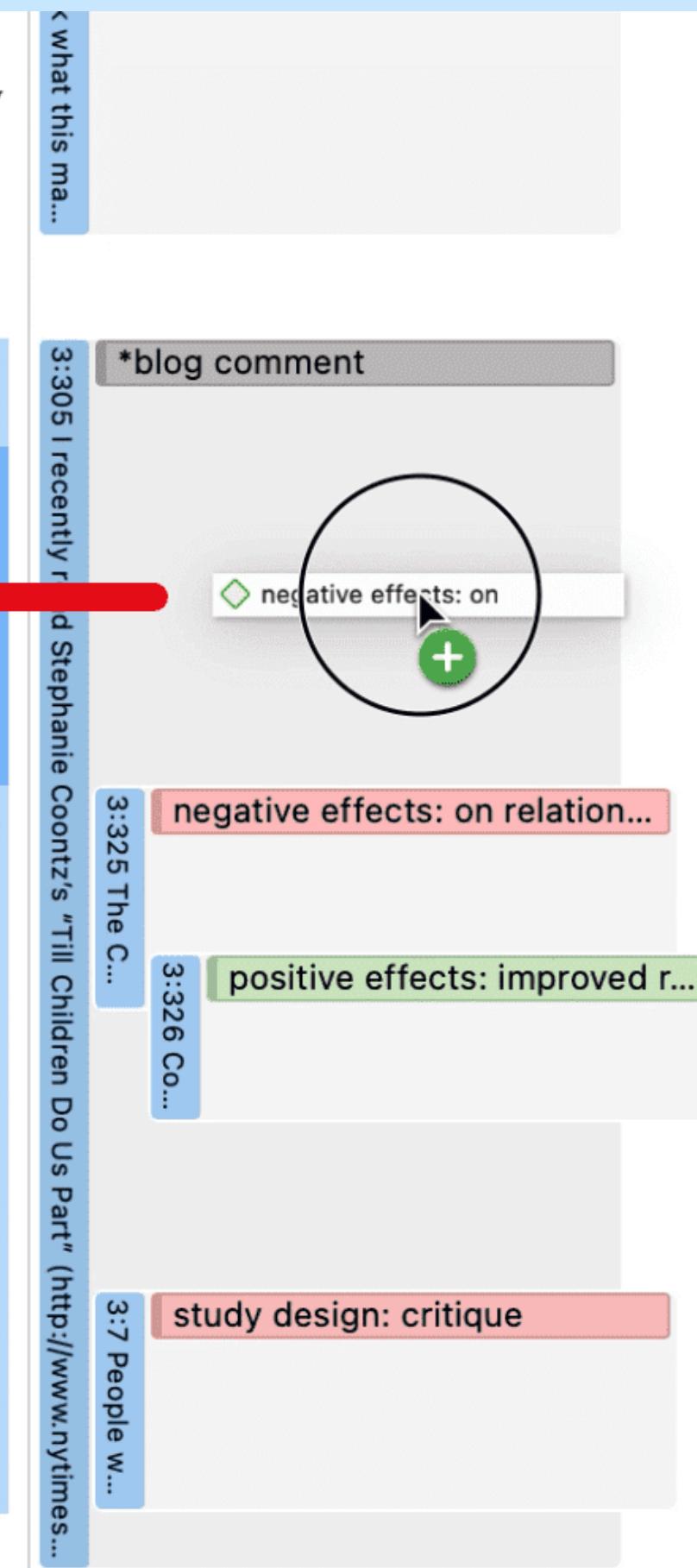
I recently read Stephanie Coontz’s “Till Children Do Us Part” (<http://www.nytimes.com/2009/02/05/opinion/05coontz.html>). She writes, “[D]oes the arrival of children doom couples to a less satisfying marriage? Not necessarily. Two researchers at the University of California at Berkeley, Philip and Carolyn Cowan, report in a forthcoming briefing paper for the Council on Contemporary Families that most studies finding a large drop in marital quality after childbirth do not consider the very different routes that couples travel toward parenthood. ... The Cowans found that the average drop in marital satisfaction was almost entirely

3\_Parenting blog:  
 have children: yes  
 number of children: 1 c  
 parenthood: ambivalence  
 If anything, I think what this ma...  
 \*blog comment  
 3:305 I recently read Stephanie Coontz's  
 3:333 " [D]oes the arrival...

# Creación de códigos: arrastrar y soltar

having her sometimes means less day to day “fun” or “enjoyment.” Sometimes, things worth doing and having involve a lot of difficulty and effort. They don’t make us “happy” necessarily, but that doesn’t mean that we shouldn’t undertake them.

I recently read Stephanie Coontz’s “Till Children Do Us Part” (<http://www.nytimes.com/2009/02/05/opinion/05coontz.html>). She writes, “[D]oes the arrival of children doom couples to a less satisfying marriage? Not necessarily. Two researchers at the University of California at Berkeley, Philip and Carolyn Cowan report in a forthcoming briefing paper for the Council on Contemporary Families that most studies finding a large drop in marital quality after childbirth do not consider the very different routes that couples travel toward parenthood. ... The Cowans found that the average drop in marital satisfaction was almost entirely accounted for by the couples who slid into being parents, disagreed over it or were ambivalent about it. Couples who planned or equally welcomed the conception were likely to maintain or even increase their marital satisfaction after the child was born.” So, parenting when you desperately or very much wanted that child is probably a qualitatively different experience from parenting a child whom you never wanted, and perhaps feel some resentment toward (a sad situation for that child). People who didn’t want their child, or were ambivalent/unsure about parenting, should not be clumped in with people who were very eager to parent, when studies on satisfaction amongst parents are conducted. Thanks for the interesting post; I really enjoy your blog!



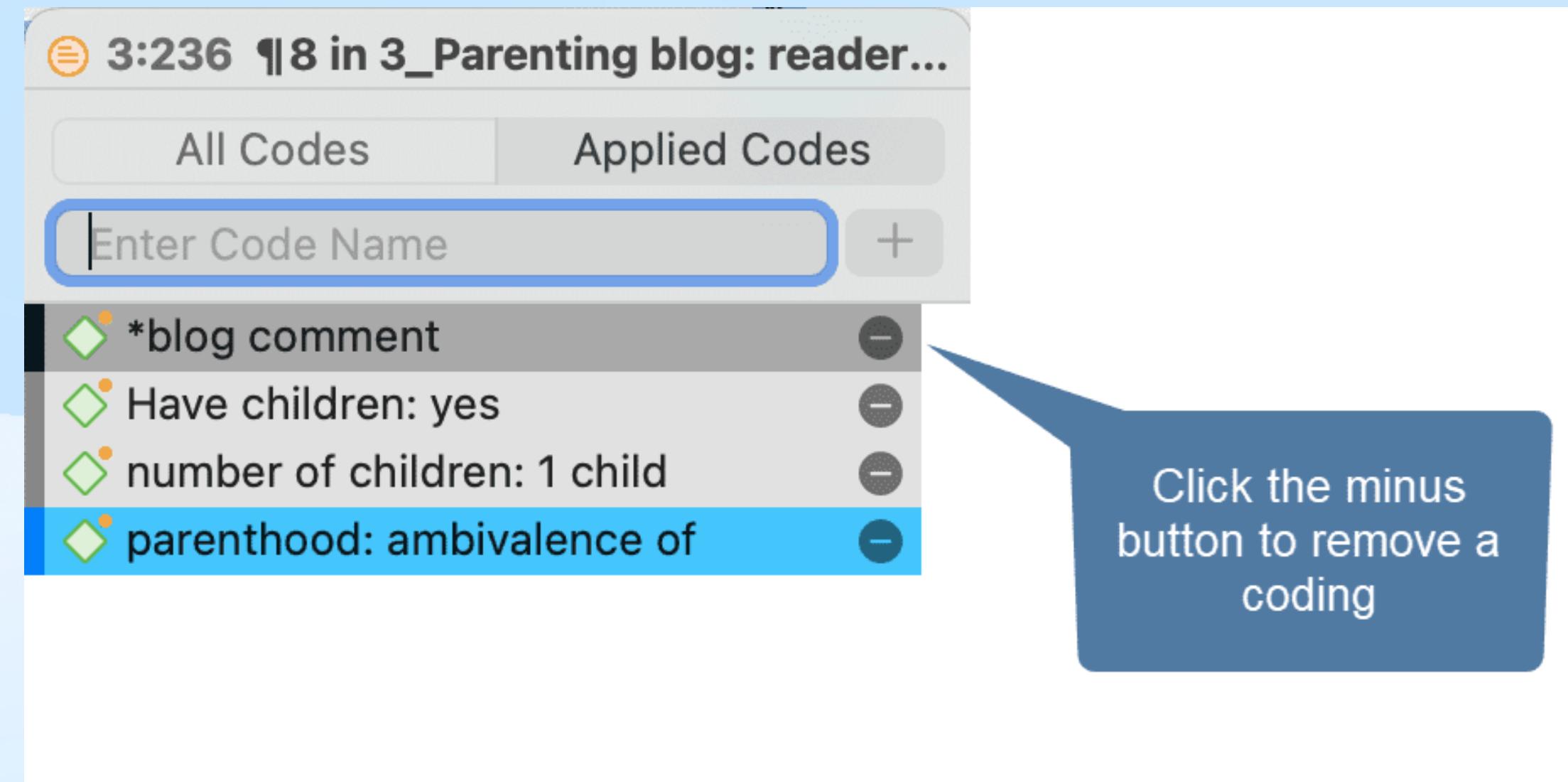
# Modificación de códigos

65 INT: Ok, so as you know this project is about friendship, erm I want you to think about one of your friends erm and can you tell me how you became friends with this person.

66 STU: Er I'll use one that's probably my er best friend I suppose, I was er, I was working as a fitness instructor for the council and he was a, he was a customer, he used to come in like every day, so we just er, this is about, this is about twelve years ago, and then er we just got to know each other and like he came on like a few of the staff nights out and then er we're still friend now and that, although I'm not a fitness instructor cos I got ill and you know, you know, but we just stayed friends, so we're still really good friends, although he lives in Runcorn now and I still live in Liverpool, we always talk to each other on the phone and see each other like once a month, twice a month for a night out or ...

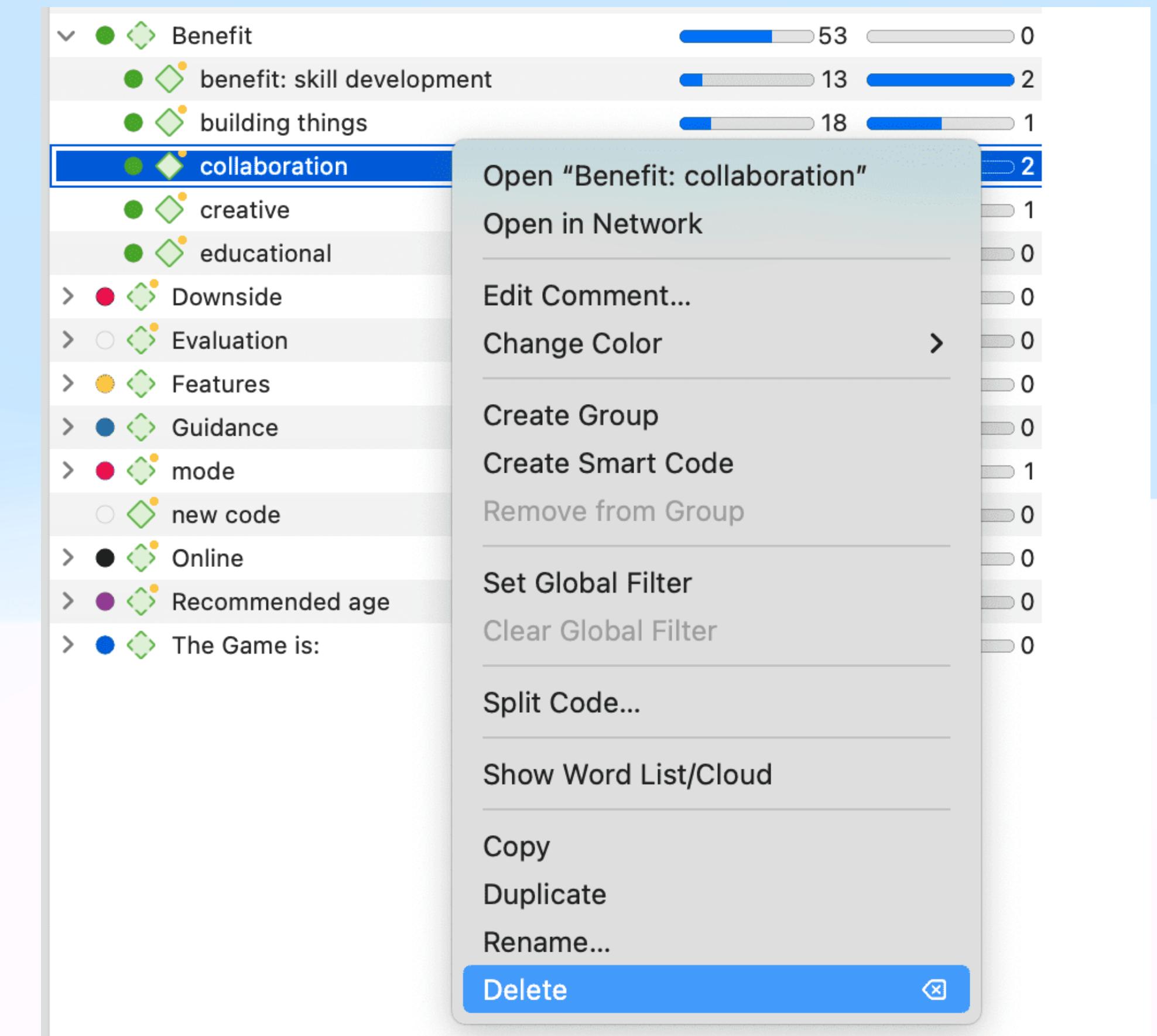
6:1 my er best friend I suppose...  
best friend: how it began

# Eliminación de códigos



The screenshot shows the ATLAS.ti interface with the following details:

- Top bar: 3:236 ¶8 in 3\_Parenting blog: reader...
- Buttons: All Codes, Applied Codes.
- Search bar: Enter Code Name.
- List of applied codes:
  - \*blog comment
  - Have children: yes
  - number of children: 1 child
  - parenthood: ambivalence of
- A blue callout bubble with a white arrow points to the minus button next to "parenthood: ambivalence of". The text inside the bubble says: Click the minus button to remove a coding.



# Sustitución de códigos: arrastrar y soltar

A screenshot of the ATLAS.ti software interface illustrating the process of code substitution. A red curved arrow points from the code list on the left to a specific code in the codebook on the right.

**Code List (Left):**

- > def happiness: fulfillment
- > def happiness: is subjective
- > def happiness: long term view
- > EFFECTS NEG
- > effects neg: less fun
- > **effects neg: loss of freedom** (highlighted in blue)
- > effects neg: more worries/stress/responsibilities
- > effects neg: on relationships
- > effects neg: on self
- > EFFECTS POS
- > effects pos: fulfillment
- > effects pos: improved relationships
- > effects pos: life is richer
- > effects pos: personal growth
- > effects pos: positive emotions
- > PARENTHOOD
- > parenthood: a worthwhile trade-off
- > parenthood: ambivalence of
- > parenthood: rewarding
- > REASONS FOR HC
- > reasons for hc: altruism
- > reasons for hc: biology
- > reasons for hc: cultural embedded believes
- > reasons for hc: for oneself / self-centered

**Codebook (Center):**

221 In many ways, I think Mother Nature played a cruel joke on us making sex so pleasurable yet so dangerous. I often wonder why we as human don't have sex like other animals for procreation and no other reason.

222 While I enjoy my last few months of freedom I will continue to take note of my joys and fears and see how they compare to fatherhood.

223 .....

224 Look, I'm a psychologist, and this one is quite easy. If you read Dawkins, it's all explained.

225 Children are an extension of our selves, they are our genes, they are our immortality, or at least the next chunk of it.

226 I hate to break the magic, but we can never deny fulfillment with our children as that would be a denial of ourselves and our qualification to go on to the next round.

227 The truth of the matter is that you are happier without children; there is nothing about raising children that improves your status or immediate life, or self-actualization.

228 However, you miss the opportunity to pass on anything, the good or the bad. This is only possible through children.

229 Children are our hope for the lacking in our own lives. They provide a component to the psyche that cannot be satisfied in other ways without them. They are our immortality, our legacy, and our hope. They are our mortal life after our death.

**Codebook Context (Right):**

Or, we first time. Curr... 3:108 While...

"blog co" 3:258 Look, I'm a psychologist, and this one is quite easy. If you read Dawkins, it's...

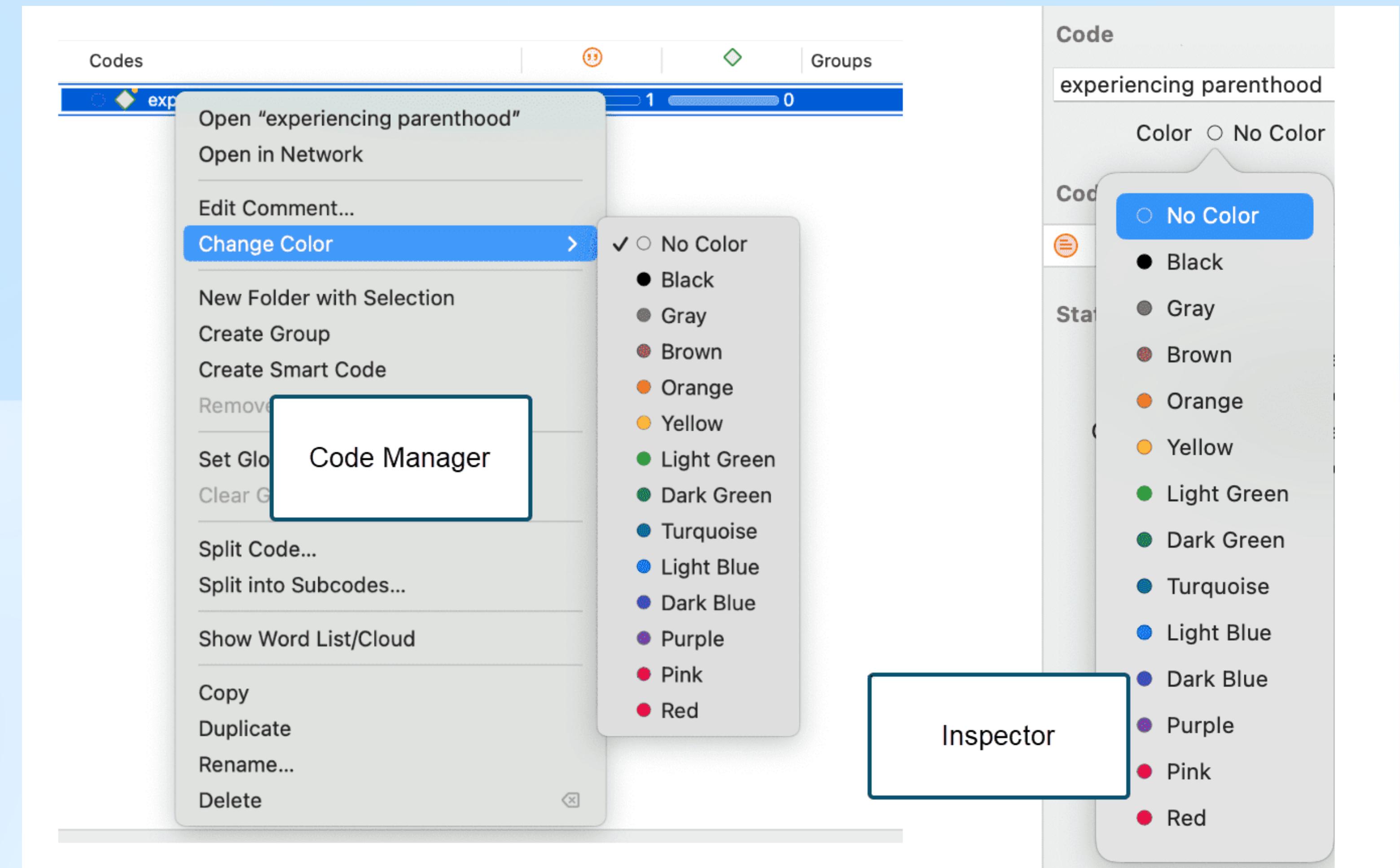
parenth 3:133 The truth...

child 3:15 parenthood: rewarding

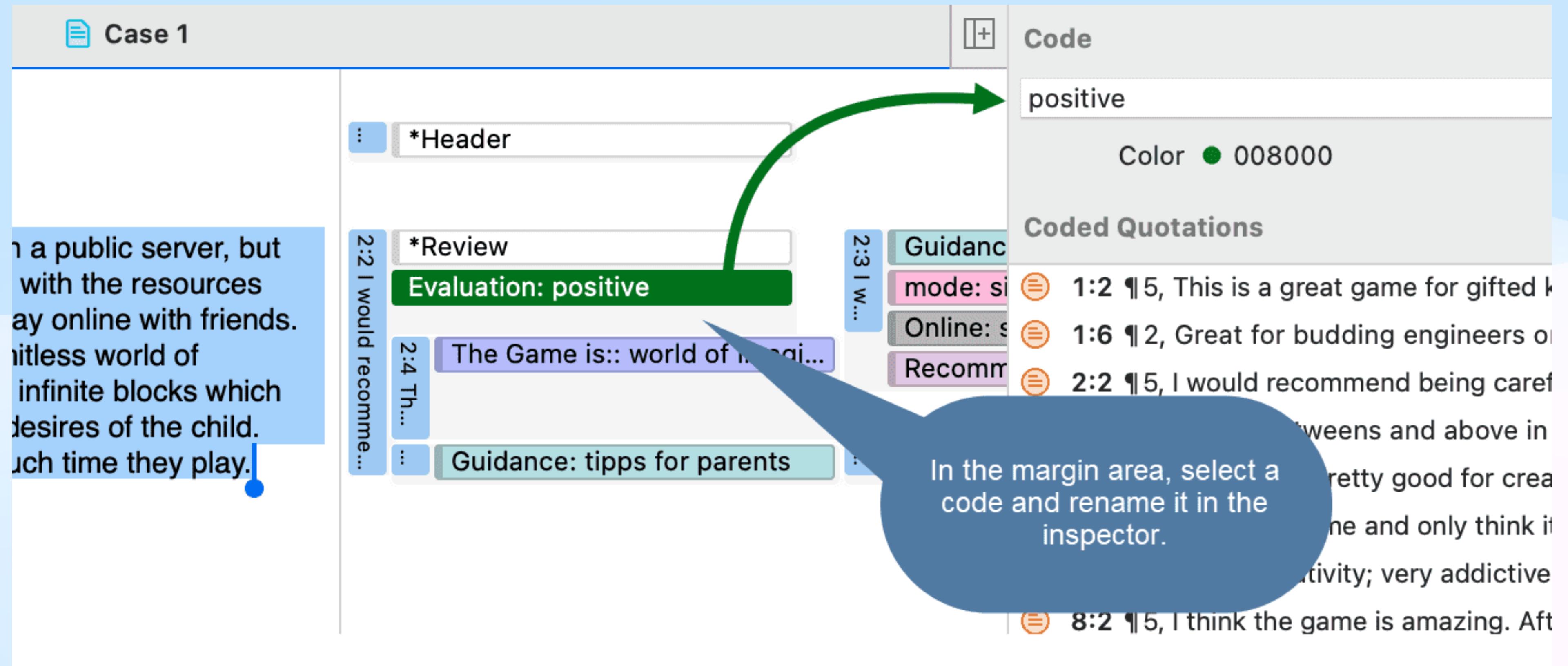
**Toolbox (Bottom Right):**

- Merge code effects neg: loss... into effects neg: less...
- Replace effects neg: less... with effects neg: loss...** (highlighted in red)
- Link Code to Code
- effects neg: loss... argue effects neg: less...
- effects neg: loss... contradicts effects neg: less...
- effects neg: loss... difference between effects neg: less...
- effects neg: loss... experience effects neg: less...
- effects neg: loss... is a effects neg: less...
- effects neg: loss... is associated with effects neg: less...
- effects neg: loss... is cause of effects neg: less...
- effects neg: loss... is part of effects neg: less...
- effects neg: loss... is property of effects neg: less...
- effects neg: loss... mention effects neg: less...
- effects neg: loss... noname effects neg: less...
- effects neg: loss... perceive effects neg: less...
- effects neg: loss... view effects neg: less...
- Create Relation

# Colores en códigos



# Renombrar códigos



The screenshot shows the ATLAS.ti software interface. On the left, there is a large text block in a blue margin area. In the center, there is a list of codes and quotations. A green arrow points from the 'Evaluation: positive' code in the list to the 'positive' code in the inspector panel on the right. A blue callout bubble contains the text: 'In the margin area, select a code and rename it in the inspector.'

**Case 1**

\*Header

Evaluation: positive

The Game is:: world of magi...

Guidance: tipps for parents

Code

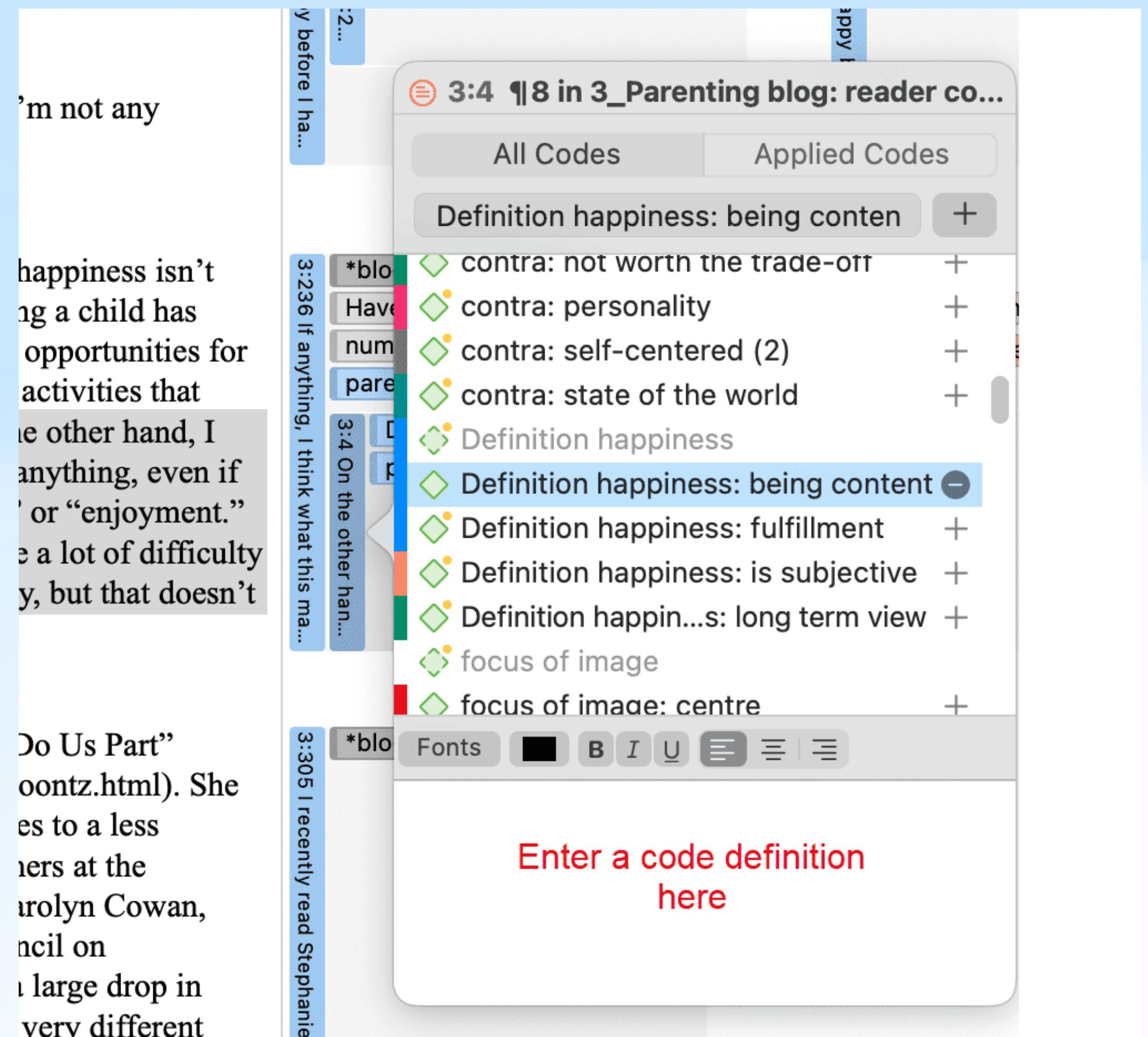
positive

Color ● 008000

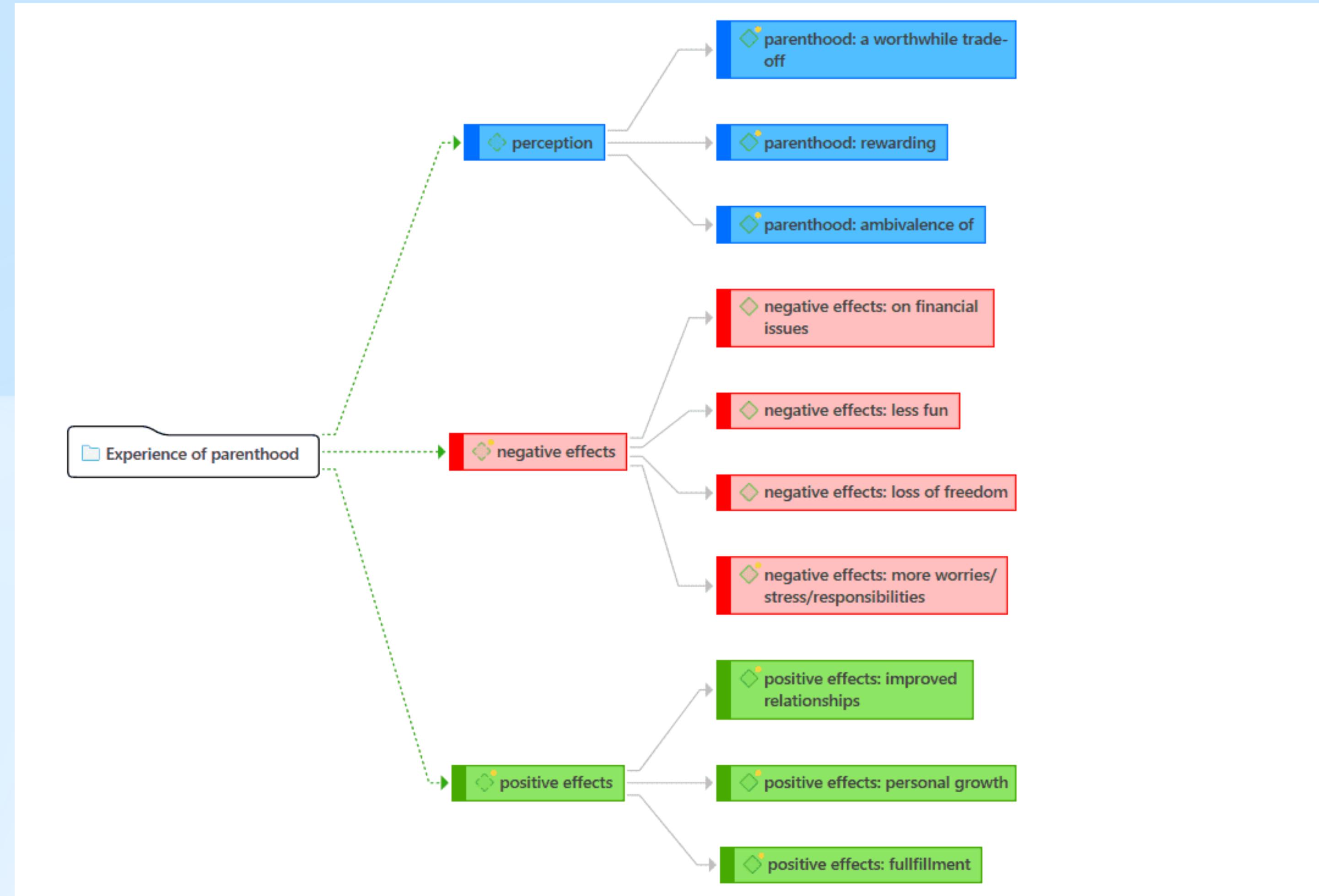
Coded Quotations

- 1:2 ¶5, This is a great game for gifted k...
- 1:6 ¶2, Great for budding engineers o...
- 2:2 ¶5, I would recommend being caref...
- ... betweens and above in ... pretty good for crea...
- ... one and only think i...
- ... activity; very addictive
- 8:2 ¶5, I think the game is amazing. Aft...

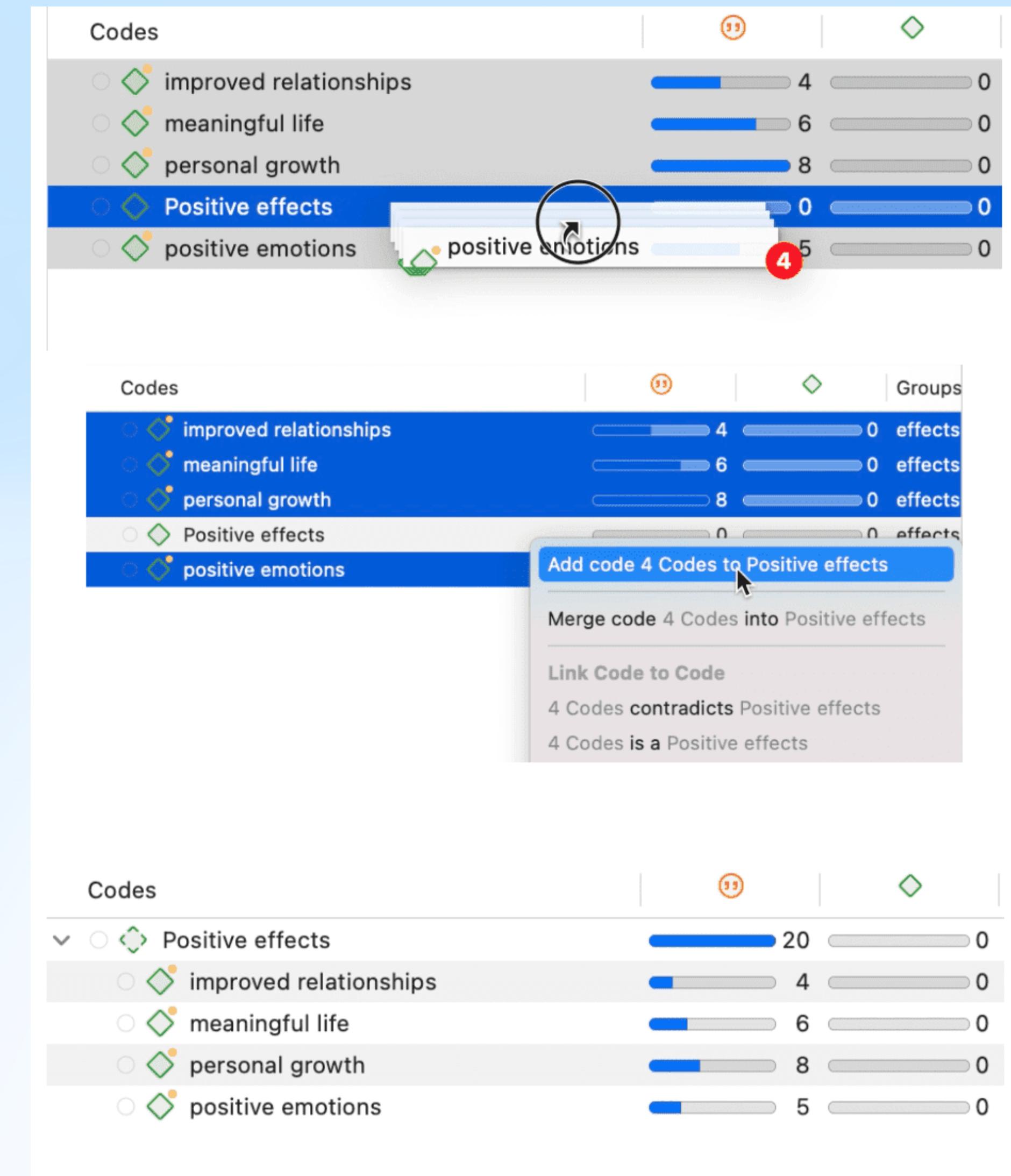
# Agregar comentarios a códigos



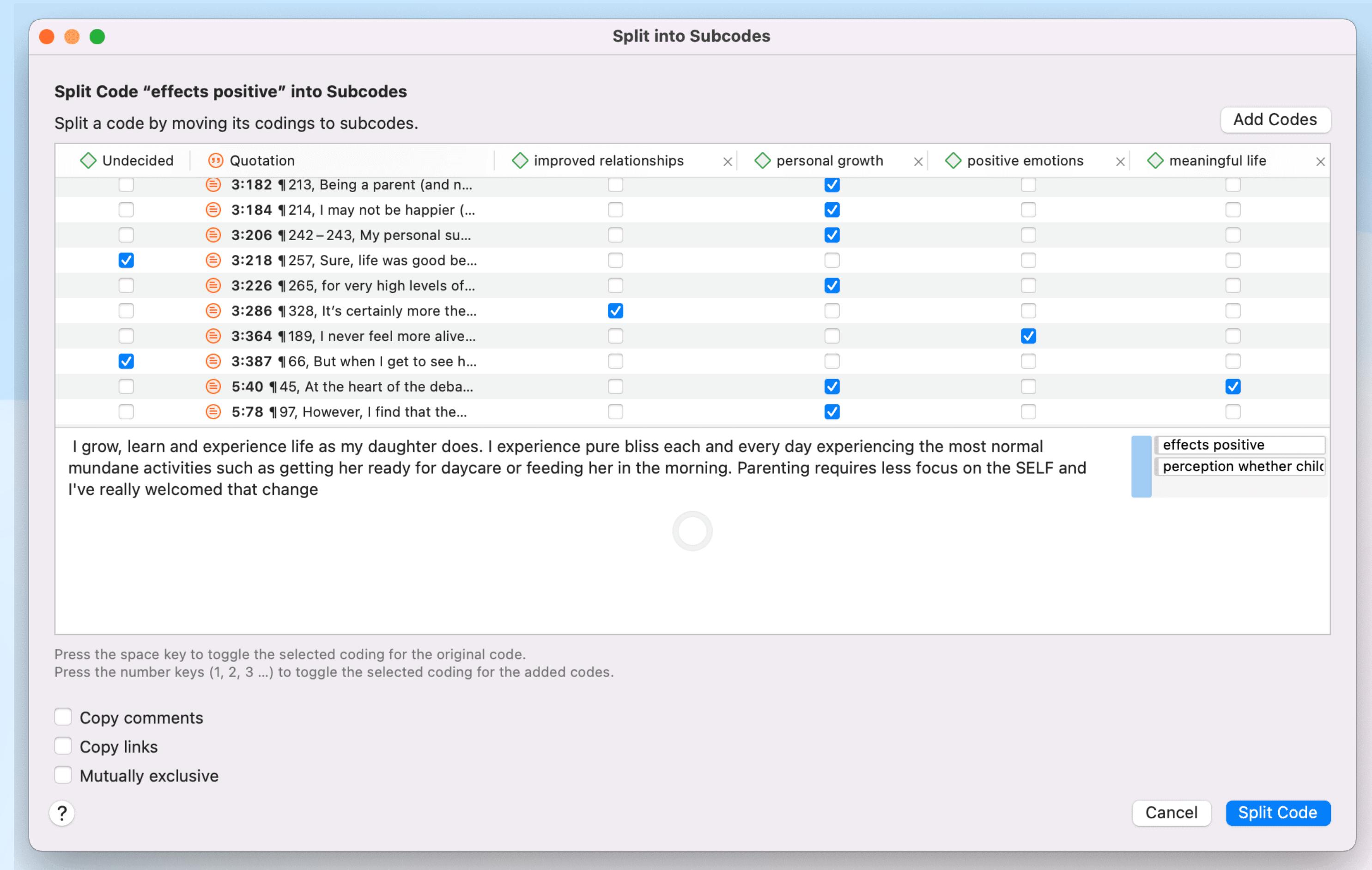
# Creación de jerarquías de códigos



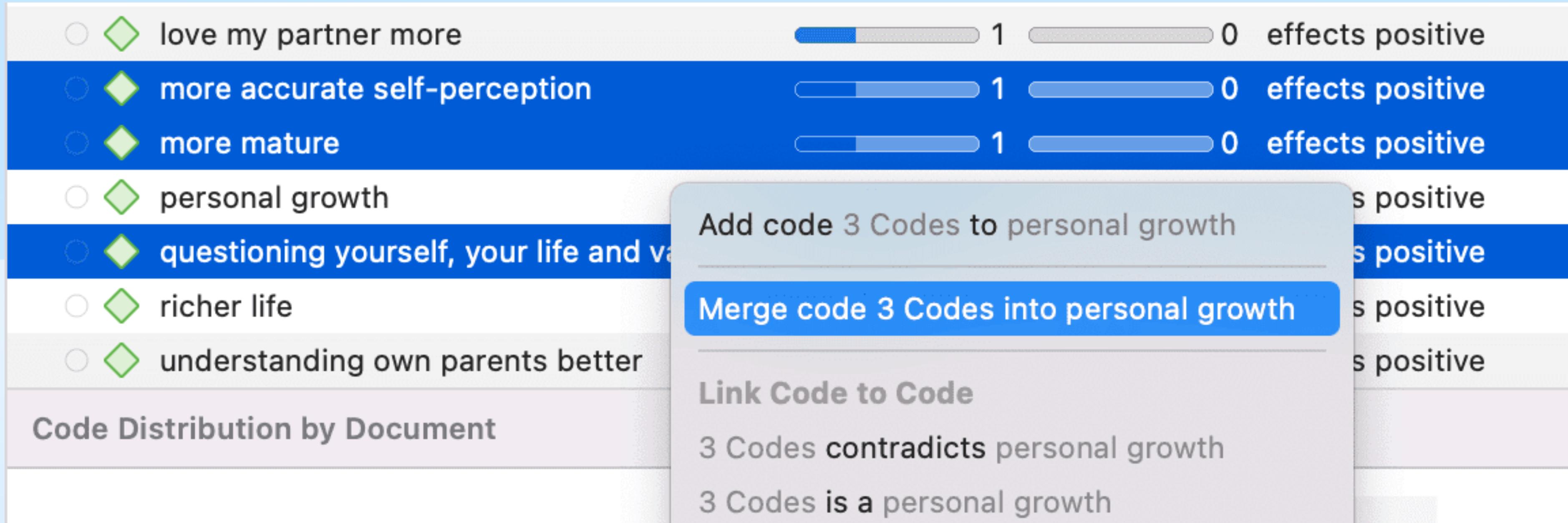
# Jerarquías de códigos: mover a código libre



# Dividir códigos



# Fusionar códigos



The screenshot shows a list of codes in the background and a floating menu in the foreground.

**Background (List of Codes):**

- love my partner more (1 positive)
- more accurate self-perception (1 positive)
- more mature (1 positive)
- personal growth (0 positive)
- questioning yourself, your life and values (0 positive)
- richer life (0 positive)
- understanding own parents better (0 positive)

**Code Distribution by Document:**

**Foreground (Floating Menu):**

- Add code 3 Codes to personal growth
- Merge code 3 Codes into personal growth** (highlighted in blue)
- Link Code to Code
- 3 Codes contradicts personal growth
- 3 Codes is a personal growth

# Codificación con subcódigos: arrastrar y soltar

Search Codes A-Z

- Experience of parenthood
  - negative effects
  - parenthood
  - positive effects
- Image composition
- Reasons for having children
- sociodemographics
  - \*blog comment
  - \*research questions
  - \*scientific evidence
- Attitude
- Definition happiness
- Sources of happiness
- study design
- Survey questions

If you want to have children because you expect them to make you happy, you shouldn't have children. If you are unhappy before children, you will be unhappy after children. You will be miserable, and your children will be miserable. Happiness comes from within.

I believe it. I believe people who have kids are significantly less happy with life in general versus those who don't. All my friends and family members who have kids are constantly complaining about something or other. They look exhausted and frustrated most of the time, and are most willing to get away from their kids any chance they get. That doesn't sound like happiness to me. I know for sure my parents definitely weren't happy in our household and I have a sneaking suspicion that they still aren't. Part of that is probably the fact that they are constantly worried about their children's well-being. Of course any time you have children, you're going to be worried about them, and they couldn't be any different. But I think there's more to it than just that. I think it's related to the thought that you're giving up a lot of freedom and autonomy when you have children. You can't just do what you want to do, and you have to constantly worry about your children's safety and well-being. I think that's why people who don't have children tend to be happier overall. They have more freedom and more control over their lives. They can do what they want, when they want, and they don't have to worry about their children's well-being all the time.

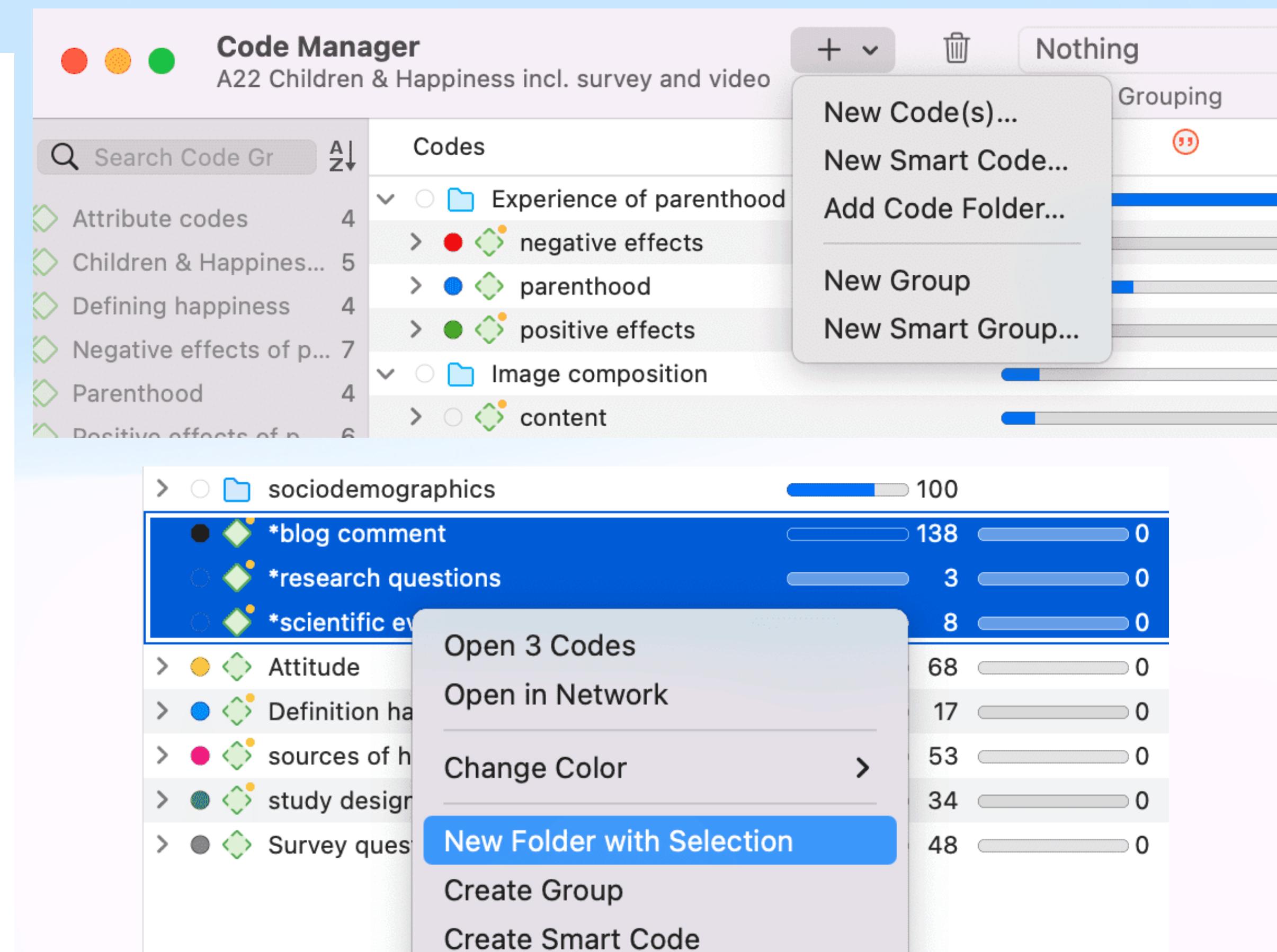
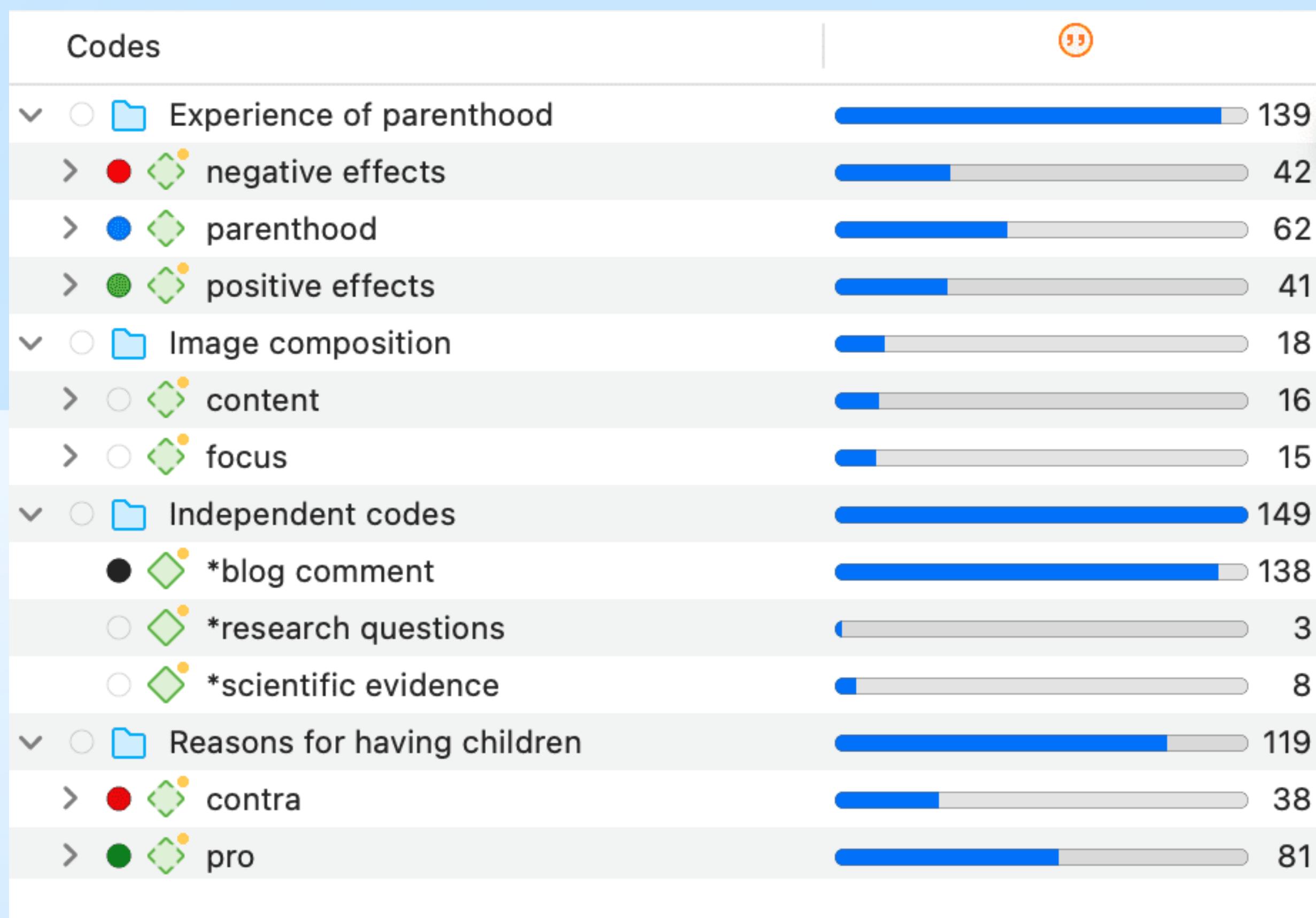
In contrast, the people who do have children seem to be much more relaxed and truly enjoying life. They get to travel with their spouses, come and go as they please, and have a lot less stress to deal with. I've made my choice. I'm not having kids. If you parents could only understand that...

The reported studies seem to be assuming causation in the different happiness levels of parents and their childless peers. But couldn't this finding be a correlation instead? Maybe people who have a generally happier attitude towards life are more likely to choose not to have children. After all, if you're perfectly happy as you are, why would you want to have children? As the saying goes, "If it ain't broke, don't fix it." So maybe, "I want to have children" is just a somewhat dissatisfaction with one's current life situation. Perhaps these initial levels of dissatisfaction are determined by personality traits or are determined by other factors, and thus simply persist after the decision to have children or not to have children has been made.

children are unrelated to happiness  
children: < happiness  
children: = level of happiness  
children: > happiness

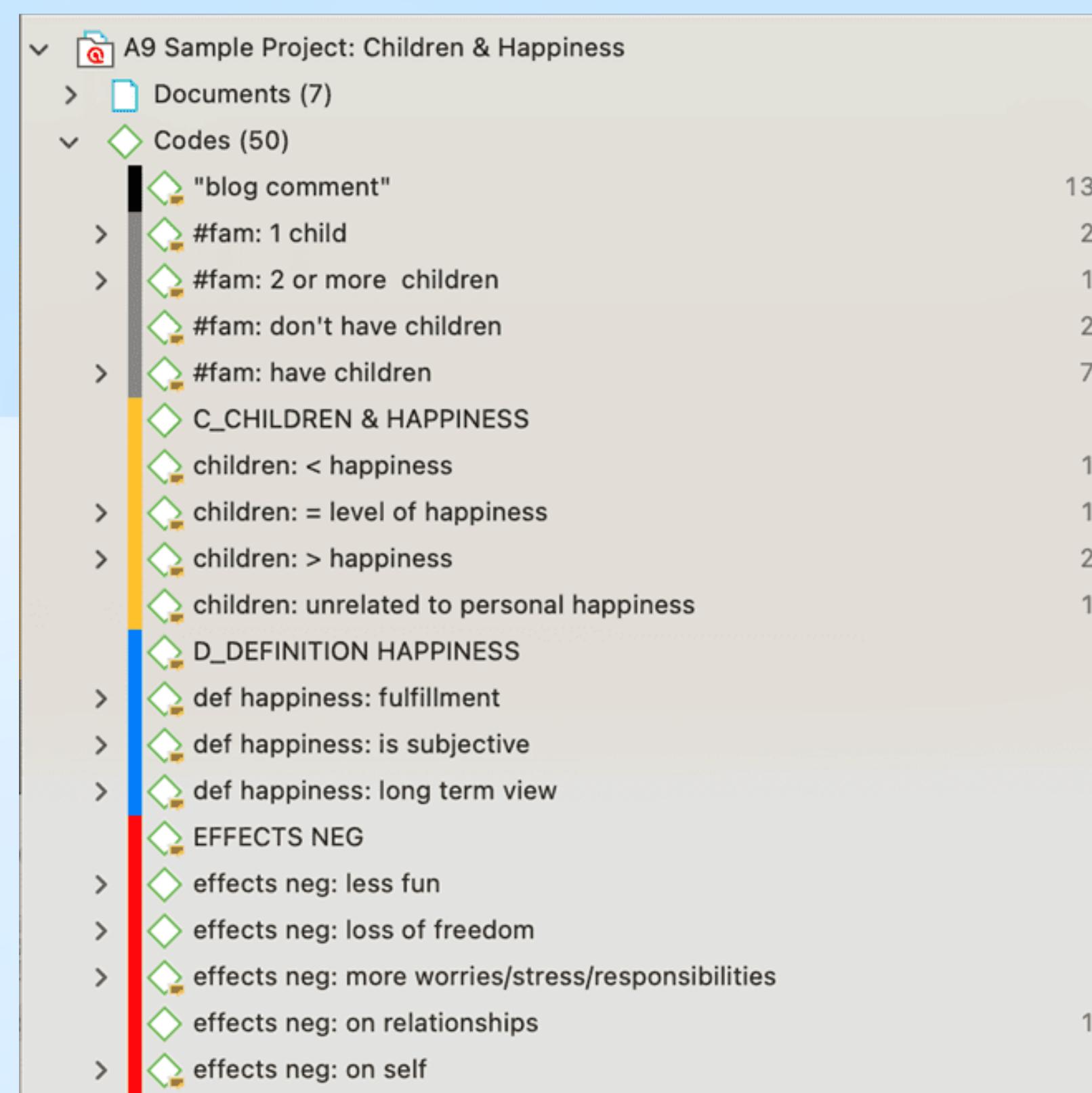
asking the wrong question  
critique  
measuring happiness

# Organización en carpetas



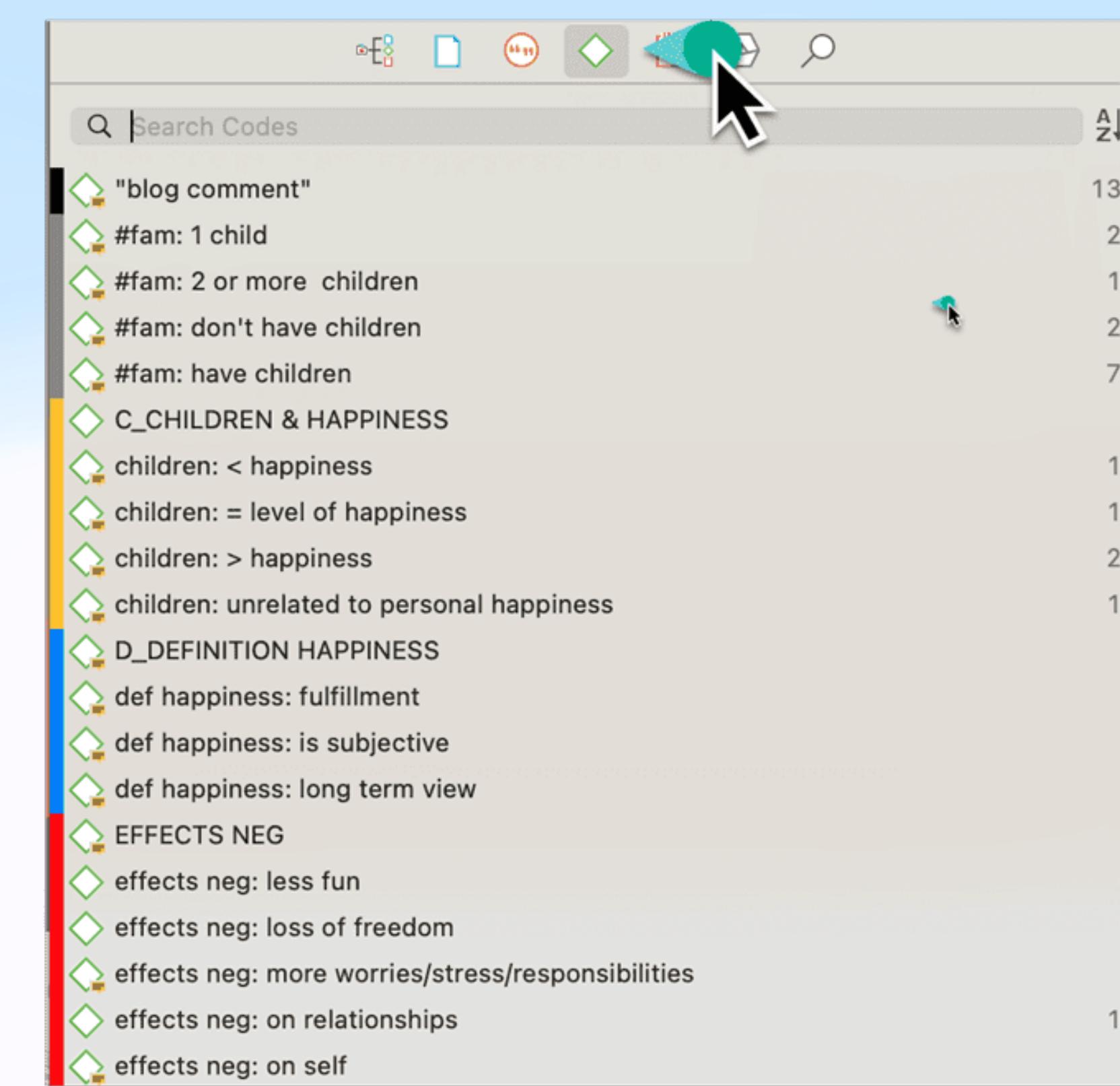
# Navegación de códigos: lista

**Codes in the Project Explorer**



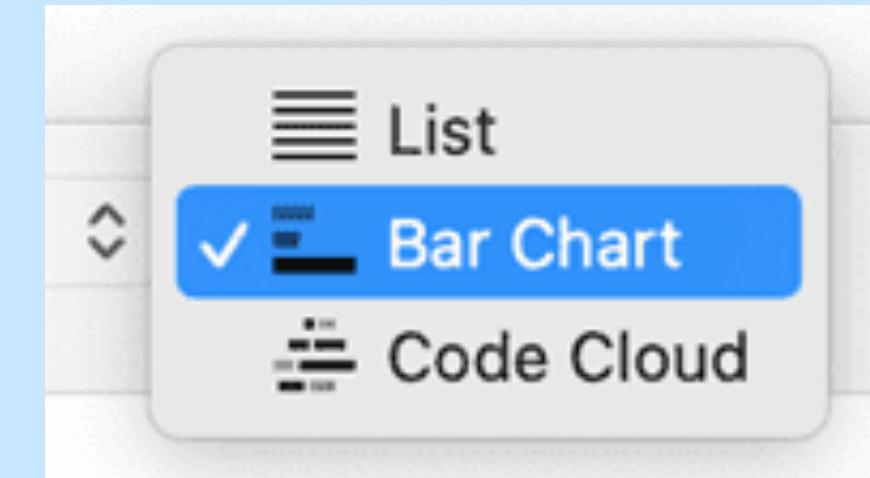
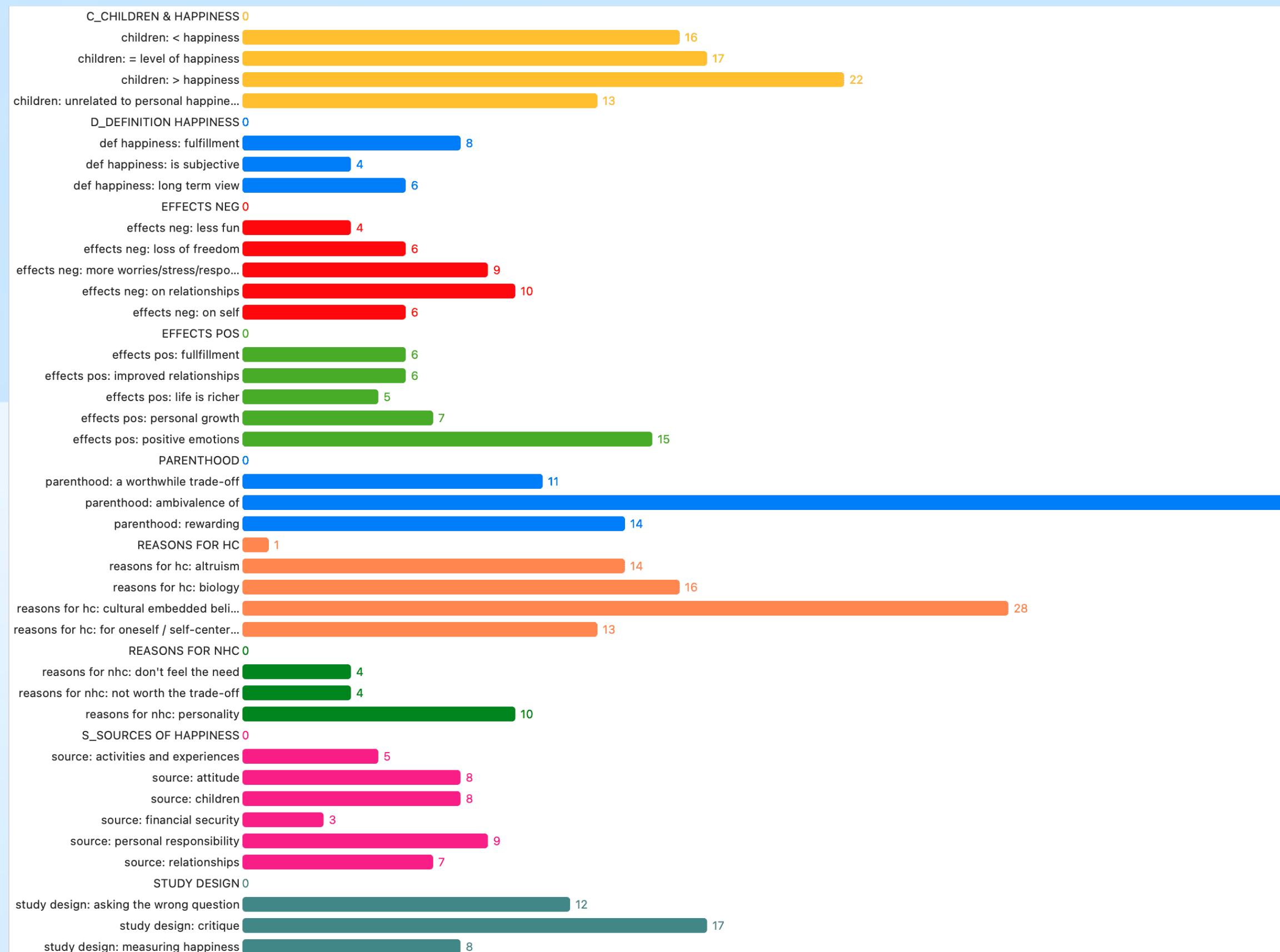
Code	Count
"blog comment"	138
#fam: 1 child	23
#fam: 2 or more children	19
#fam: don't have children	20
#fam: have children	74
C_CHILDREN & HAPPINESS	0
children: < happiness	16
children: = level of happiness	17
children: > happiness	22
children: unrelated to personal happiness	13
D_DEFINITION HAPPINESS	0
def happiness: fulfillment	8
def happiness: is subjective	4
def happiness: long term view	6
EFFECTS NEG	0
effects neg: less fun	4
effects neg: loss of freedom	6
effects neg: more worries/stress/responsibilities	9
effects neg: on relationships	10
effects neg: on self	6

**Codes in the Code Browser**



Code	Count
"blog comment"	138
#fam: 1 child	23
#fam: 2 or more children	19
#fam: don't have children	20
#fam: have children	74
C_CHILDREN & HAPPINESS	0
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def happiness: fulfillment	8
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EFFECTS NEG	0
effects neg: less fun	4
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effects neg: on relationships	10
effects neg: on self	6

# Navegación de códigos: barras y nube



# Importar y exportar listas de códigos

Code	Comment	Code Group 1	Code Group 2
*Header	Header of the online review		
*Review	Reviews for Minecraft		
benefit			benefits
benefit: building things	all statements where building something is mentioned		benefits
benefit: collaboration	statements about the positive effects of collaboration like developing team skills		benefits
benefit: creative	elements of the game developing creativity in children		benefits
benefit: educational	mentioned that the game is educational, or specific outcomes were mentioned like learning how to build a circuit, math problems there is only one statement (34:3), where the respondents says it is less educational than you may think.		benefits
benefit: skill development	skill development like:•problem solving•spatial skills•learning how to setting up a strategy•team work•improving responsibility•developing tactics and strategies		benefits
downside	All statements where parents mention something negative about the game. Overall, very few respondents have mentioned something negative about the game, reflected in the code "dangerous / distractive". Social and emotional danger is recognized, but most parents only mentioned it as something to be aware of and to take appropriate precautions, not condemning the game. The same applies to griefers who destroy things that were built.	Downside	
downside: dangerous / distractive	As indicated in the code name, a 2 respondents feel that the game is distractive, even dangerous for kids, making children's mind go numb.	Downside	

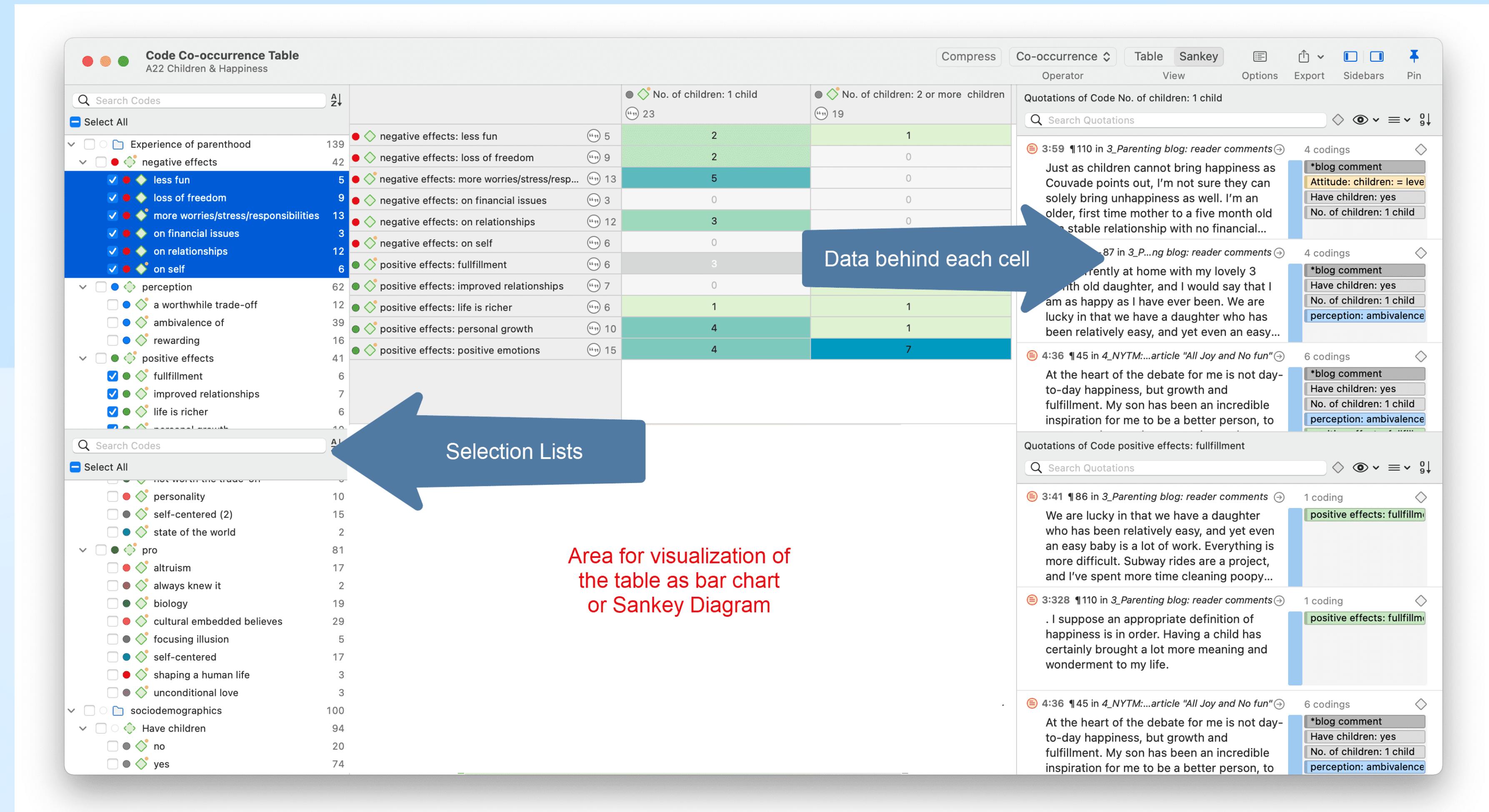
# Consejos para una lista de códigos bien estructurada

- Cada código es distinto, su significado es diferente de cualquier otro código.
- El significado de cada código está descrito en el comentario del código.
- Cada categoría puede distinguirse claramente del resto.
- Todos los subcódigos que pertenecen a una categoría son similares, ya que representan el mismo tipo de cosa. No obstante, cada subcódigo de una categoría es distinto.
- Cada código aparece una sola vez en el sistema de códigos.
- El sistema de códigos es a-teórico. Esto significa que el sistema de códigos en sí no representa ni un modelo ni una teoría. Los códigos se limitan a describir los datos, para que se pueda acceder a ellos fácilmente a través de ellos.
- El sistema de códigos debería ser lógico, para encontrar lo que se busca.
- El sistema de códigos contiene entre 10 y 25 categorías de nivel superior.
- El sistema de codificación no tiene más de dos o tres niveles de profundidad. Así, consta de carpetas, categorías y sus subcódigos. Si hay capas de significado en una sección de sus datos, es mejor crear códigos separados y codificar los datos dos veces. De este modo podrá asociar posteriormente esas capas de significado, por ejemplo, utilizando la Tabla de co-ocurrencias de códigos.

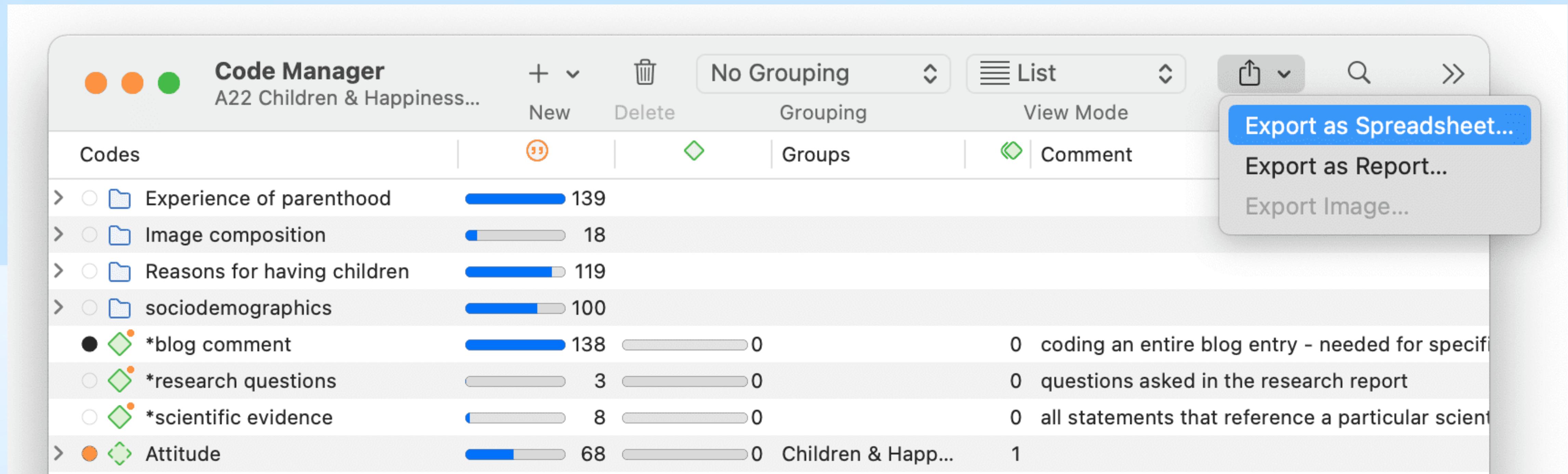
# Consejos de buenas prácticas

- Organice la estructura de su código en función de las similitudes conceptuales, no de las asociaciones observadas o teóricas, ni tampoco en función de cómo cree que querrá escribir los capítulos de resultados.
- Utilice un código distinto para cada elemento de lo que trata el texto, es decir, cada código debe abarcar un solo concepto. Si hay varios aspectos, el pasaje puede codificarse con varios códigos.
- No se preocupe si no todos sus códigos pueden clasificarse en una categoría. Algunos códigos seguirán siendo códigos sueltos. Para no "perderlos" júntelos en una carpeta, para que aparezcan en su propia sección en el sistema de codificación.

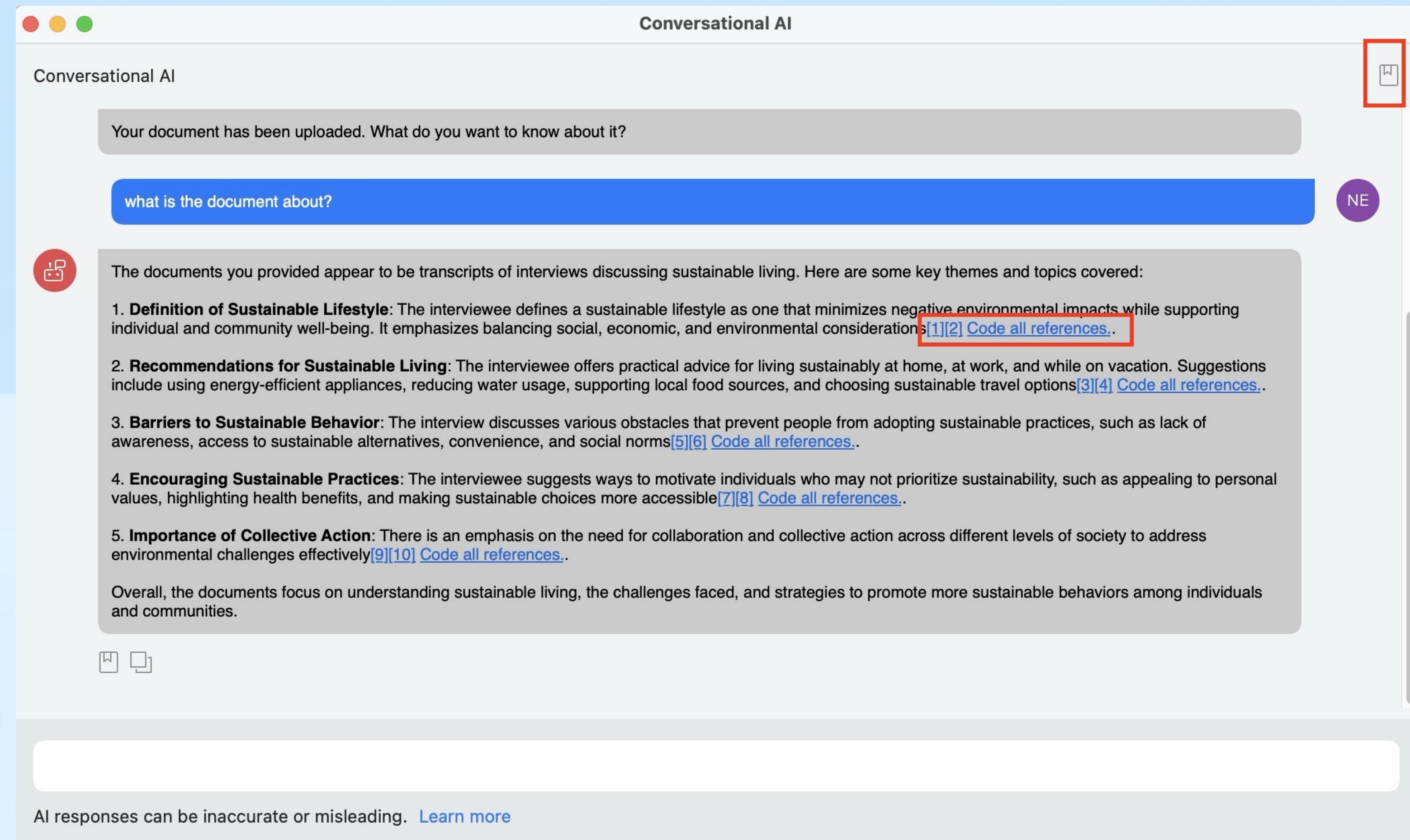
# Tabla de co-ocurrencia de códigos



# Creación de Libro de Códigos



# IA conversacional



The screenshot shows the Conversational AI interface. At the top, it says "Conversational AI" and "Your document has been uploaded. What do you want to know about it?". Below this, a blue bar contains the question "what is the document about?". To the right of the bar is a purple circle with "NE" in white. On the far left is a red circular icon with a white clipboard symbol. The main content area starts with a heading "The documents you provided appear to be transcripts of interviews discussing sustainable living. Here are some key themes and topics covered:" followed by a numbered list of five themes. Each theme includes a brief description and a link to "Code all references.". The fifth theme is highlighted with a red box around its reference links. At the bottom of the content area, it says "Overall, the documents focus on understanding sustainable living, the challenges faced, and strategies to promote more sustainable behaviors among individuals and communities." A note at the very bottom states "AI responses can be inaccurate or misleading. [Learn more](#)".

Conversational AI

Your document has been uploaded. What do you want to know about it?

what is the document about?

NE

The documents you provided appear to be transcripts of interviews discussing sustainable living. Here are some key themes and topics covered:

1. **Definition of Sustainable Lifestyle:** The interviewee defines a sustainable lifestyle as one that minimizes negative environmental impacts while supporting individual and community well-being. It emphasizes balancing social, economic, and environmental considerations [\[1\]](#)[\[2\]](#) [Code all references.](#).
2. **Recommendations for Sustainable Living:** The interviewee offers practical advice for living sustainably at home, at work, and while on vacation. Suggestions include using energy-efficient appliances, reducing water usage, supporting local food sources, and choosing sustainable travel options [\[3\]](#)[\[4\]](#) [Code all references.](#).
3. **Barriers to Sustainable Behavior:** The interview discusses various obstacles that prevent people from adopting sustainable practices, such as lack of awareness, access to sustainable alternatives, convenience, and social norms [\[5\]](#)[\[6\]](#) [Code all references.](#).
4. **Encouraging Sustainable Practices:** The interviewee suggests ways to motivate individuals who may not prioritize sustainability, such as appealing to personal values, highlighting health benefits, and making sustainable choices more accessible [\[7\]](#)[\[8\]](#) [Code all references.](#).
5. **Importance of Collective Action:** There is an emphasis on the need for collaboration and collective action across different levels of society to address environmental challenges effectively [\[9\]](#)[\[10\]](#) [Code all references.](#).

Overall, the documents focus on understanding sustainable living, the challenges faced, and strategies to promote more sustainable behaviors among individuals and communities.

AI responses can be inaccurate or misleading. [Learn more](#)

# Codificación con IA

**AI Coding**

## Results

ATLAS.ti has found 11 quotations to code.

27 Codes in 5 Categories

**Graph**

Number of Categories: 5

Learn more about AI Coding

Apply

**Details**

- 2:21 ¶10 in 2\_Parenting blog by Lisa Belkin
 

Using data sets from Europe and America, numerous scholars have found some evidence that, on aggregate, parents often report statistically significantly lower levels of happiness (Alesina et al., 2004), life satisfaction (Di Tella et al., 2003), marital satisfaction (Twenge et al., 2003) and mental well-being (Clark & Oswald, 200...)

6 codings

  - Beliefs: Mental well-being
  - Beliefs: Research
  - Desire: Happiness
  - Family: Marital satisfaction
  - Family: Parenting
- 2:30 ¶13 in 2\_Parenting blog by Lisa Belkin
 

There is also evidence that the strains associated with parenthood are not only limited to the period during which children are physically and economically dependent. For example, Glenn and McLanahan (1981) found those older parents whose children have left home report the same or slightly less happiness than non-pare...

No codings

  - Beliefs: Controversial
  - Desire: Happiness
  - Family: Parenthood
- 2:23 ¶14 in 2\_Parenting blog by Lisa Belkin
 

Which leads to the seminal question — why does anyone have children in the first place? If, statistically and on average, parents are no happier, and many are less happy, than those without children, then what are all these baby showers about? Is it because we see others struggle, but we figure it won't be as...

4 codings

  - Challenging: Questioning
  - Desire: Happiness
  - Family: Purpose of parenting
  - Life outcomes: Societal effects
  - Parenthood: Purpose of parenting
- 2:9 ¶16 in 2\_Parenting blog by Lisa Belkin
 

There is a widespread belief in every human culture that children bring happiness. When people are asked to think about parenthood — either imagining future offspring or thinking about their current ones — they tend to conjure up pictures of healthy babies, handsome boys or gorgeous-looking girls who are flawless in ever...

4 codings

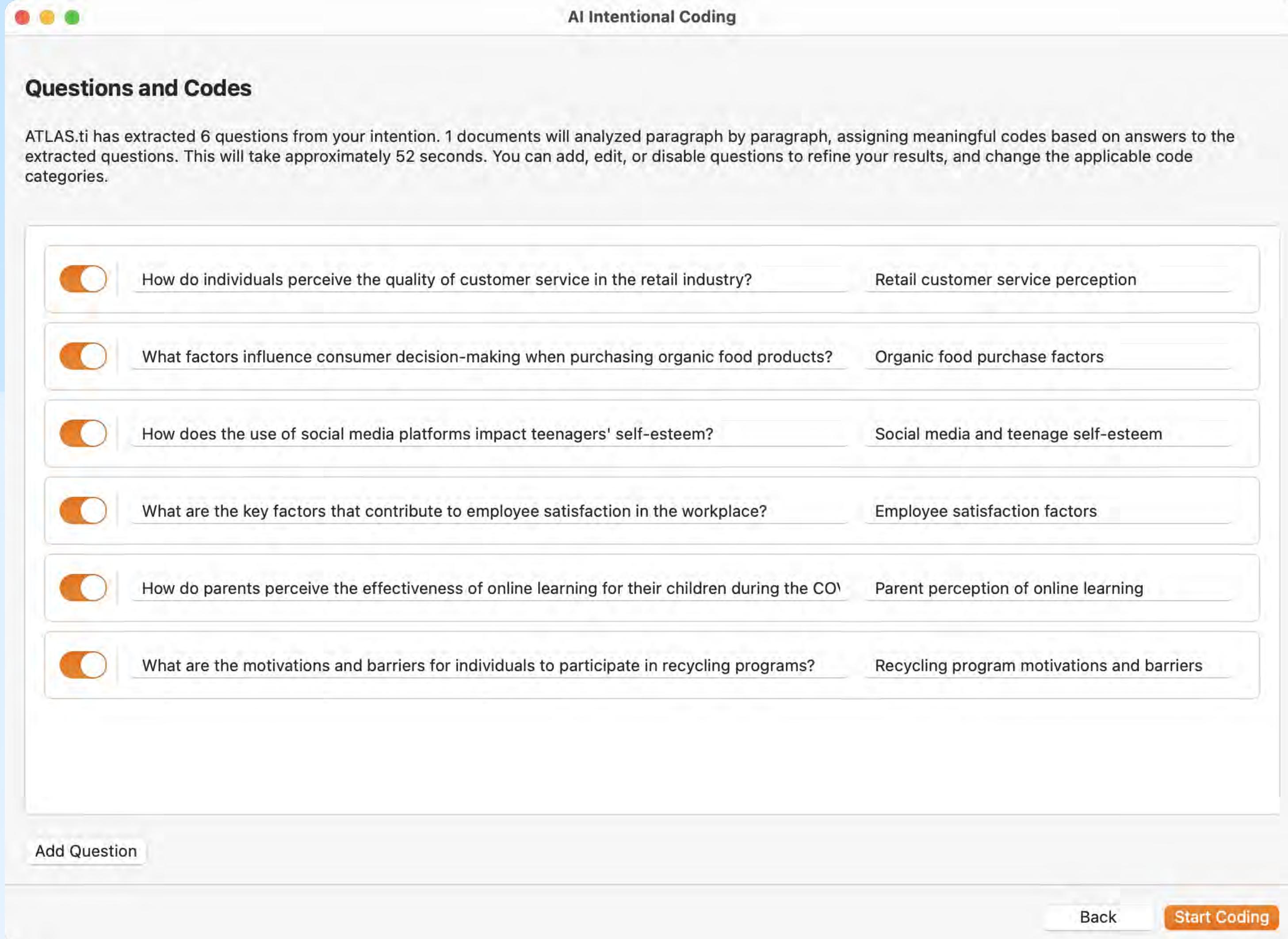
  - Beliefs: Beliefs
  - Desire: Happiness
  - Family: Parenting
  - Parenthood: Parenting
  - pro: cultural embeddedness
- 2:25 ¶18 in 2\_Parenting blog by Lisa Belkin
 

Why do we have such a rosy view about parenthood? One possible explanation for this, according to Daniel Gilbert (2006), is that the belief that "children bring happiness" transmits itself much more...

5 codings

  - Beliefs: Beliefs
  - Desire: Happiness
  - Family: Parenting

# Codificación intencionada de la IA

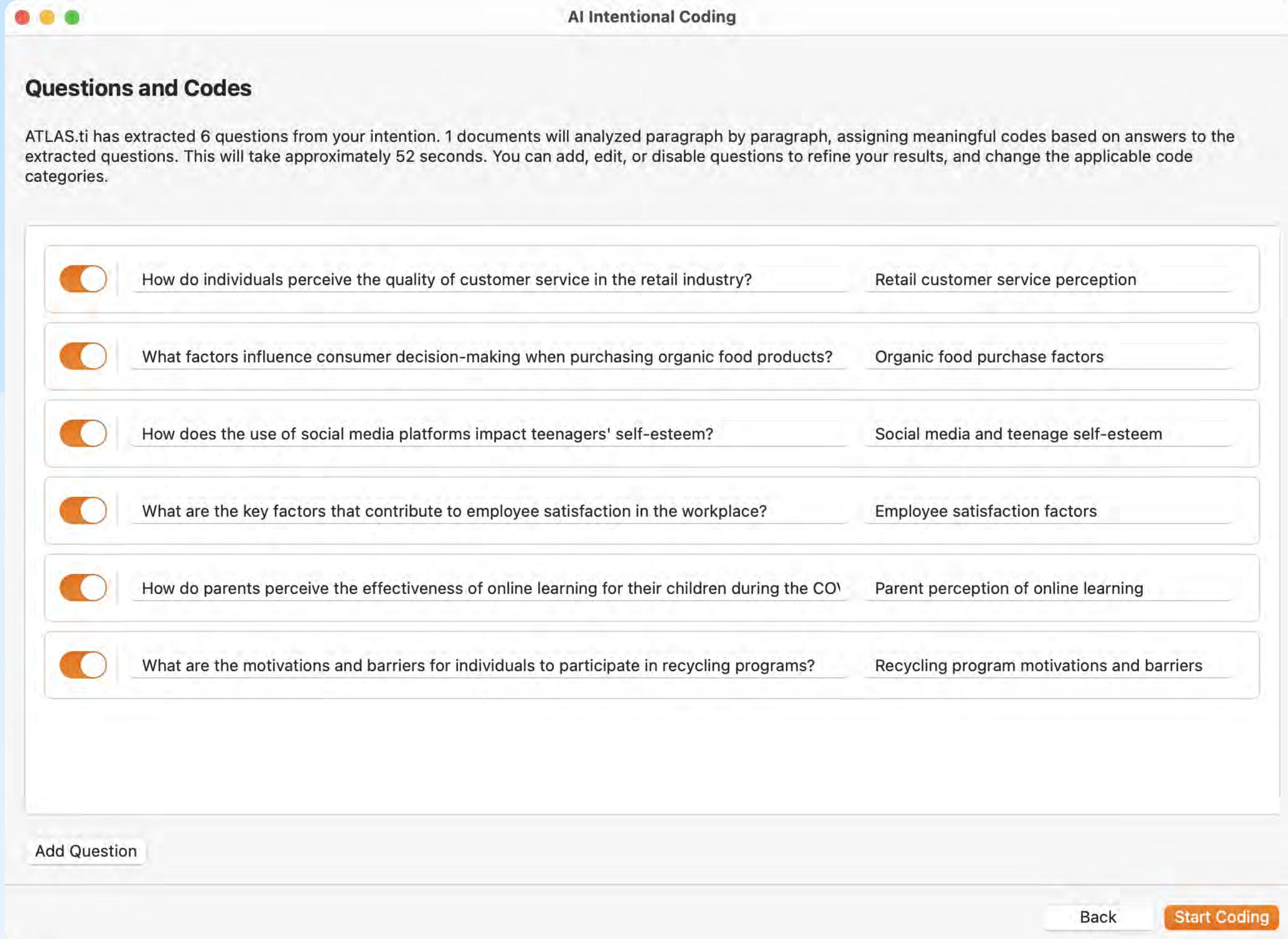


The screenshot shows the 'AI Intentional Coding' interface in ATLAS.ti. It displays a list of six questions extracted from an intention, along with their assigned codes. Each question has an orange toggle switch on the left. The questions and their codes are:

- How do individuals perceive the quality of customer service in the retail industry? | Retail customer service perception
- What factors influence consumer decision-making when purchasing organic food products? | Organic food purchase factors
- How does the use of social media platforms impact teenagers' self-esteem? | Social media and teenage self-esteem
- What are the key factors that contribute to employee satisfaction in the workplace? | Employee satisfaction factors
- How do parents perceive the effectiveness of online learning for their children during the COV? | Parent perception of online learning
- What are the motivations and barriers for individuals to participate in recycling programs? | Recycling program motivations and barriers

At the bottom of the interface, there are buttons for 'Add Question', 'Back', and 'Start Coding'.

# Codificación intencionada de la IA

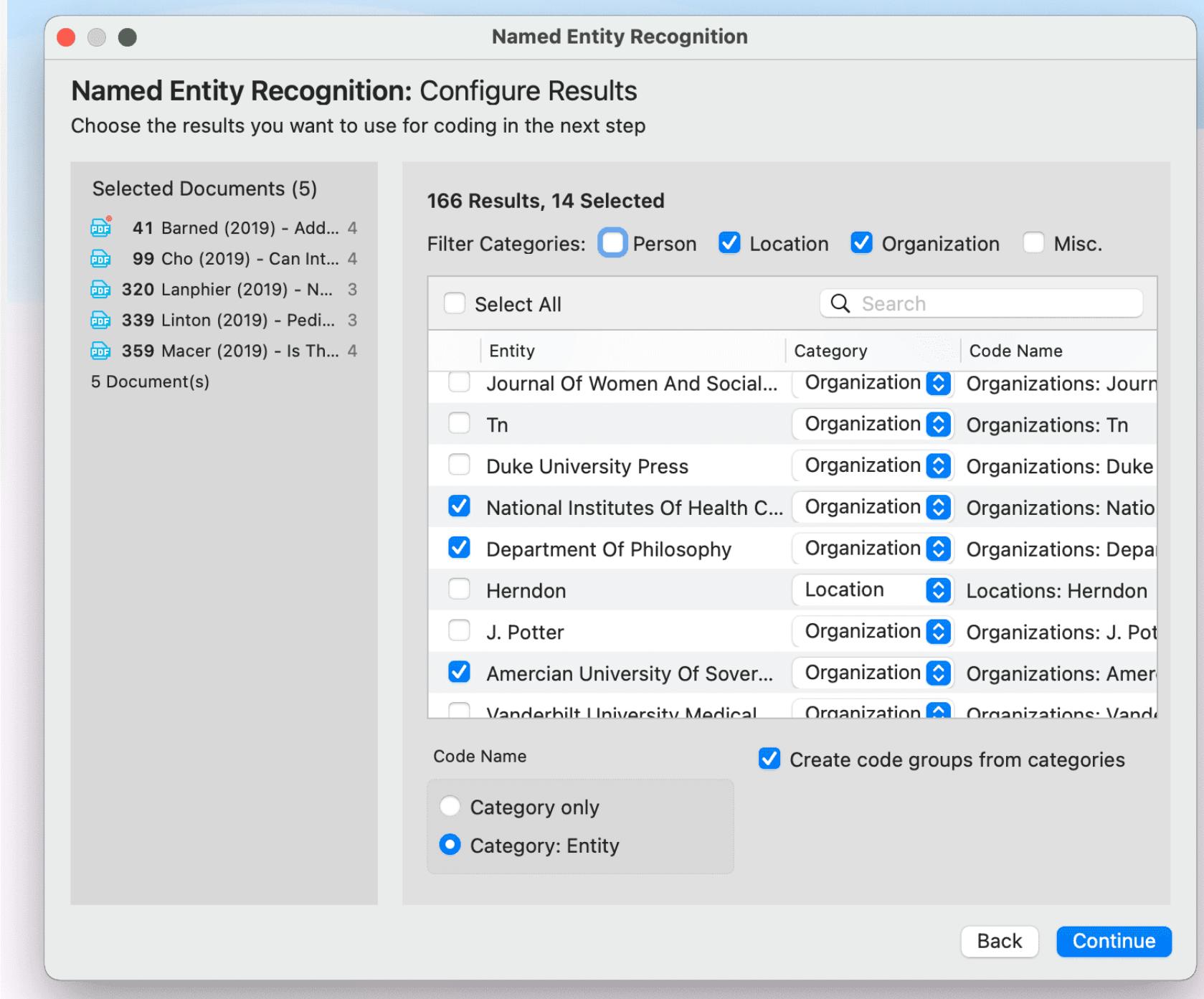
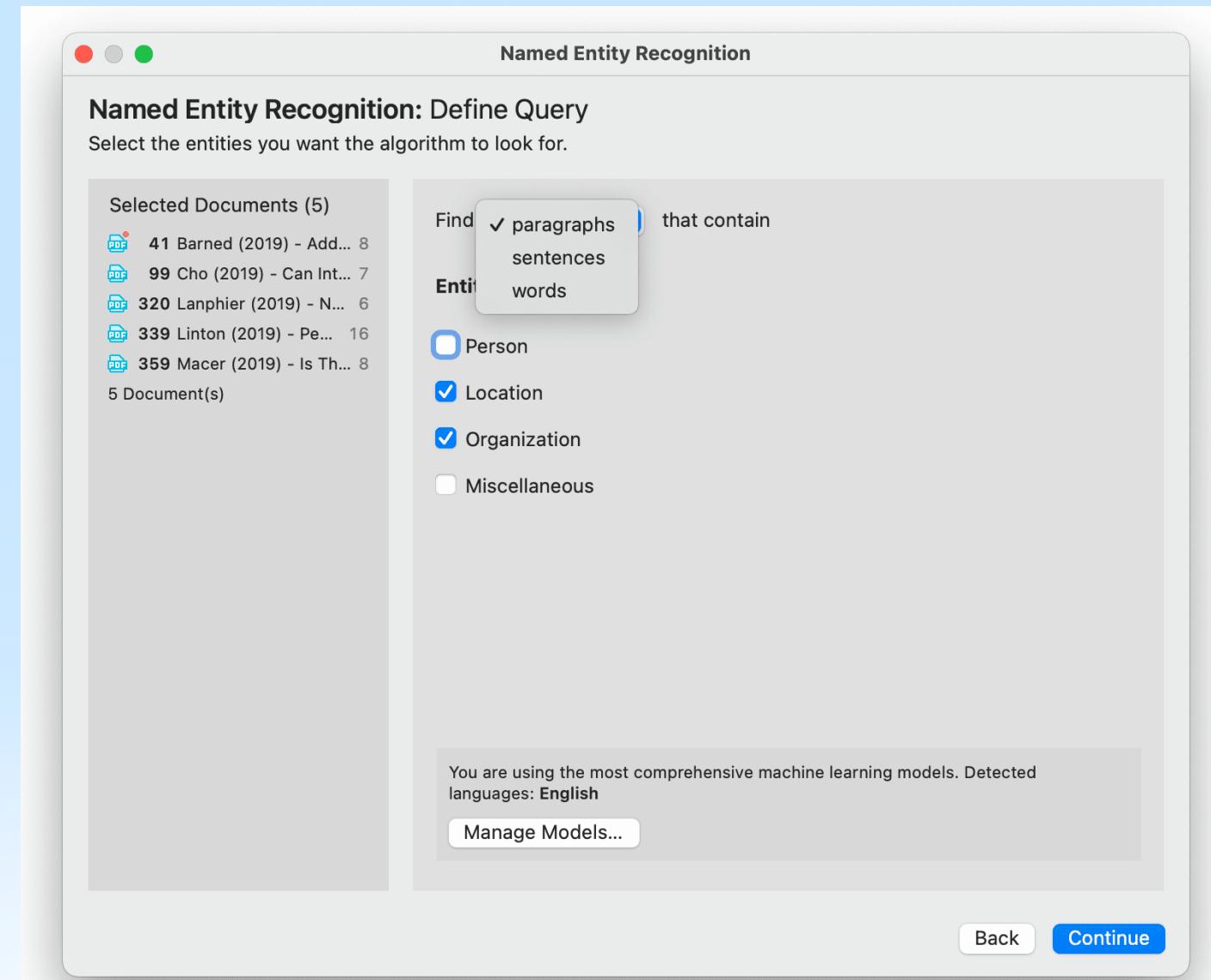
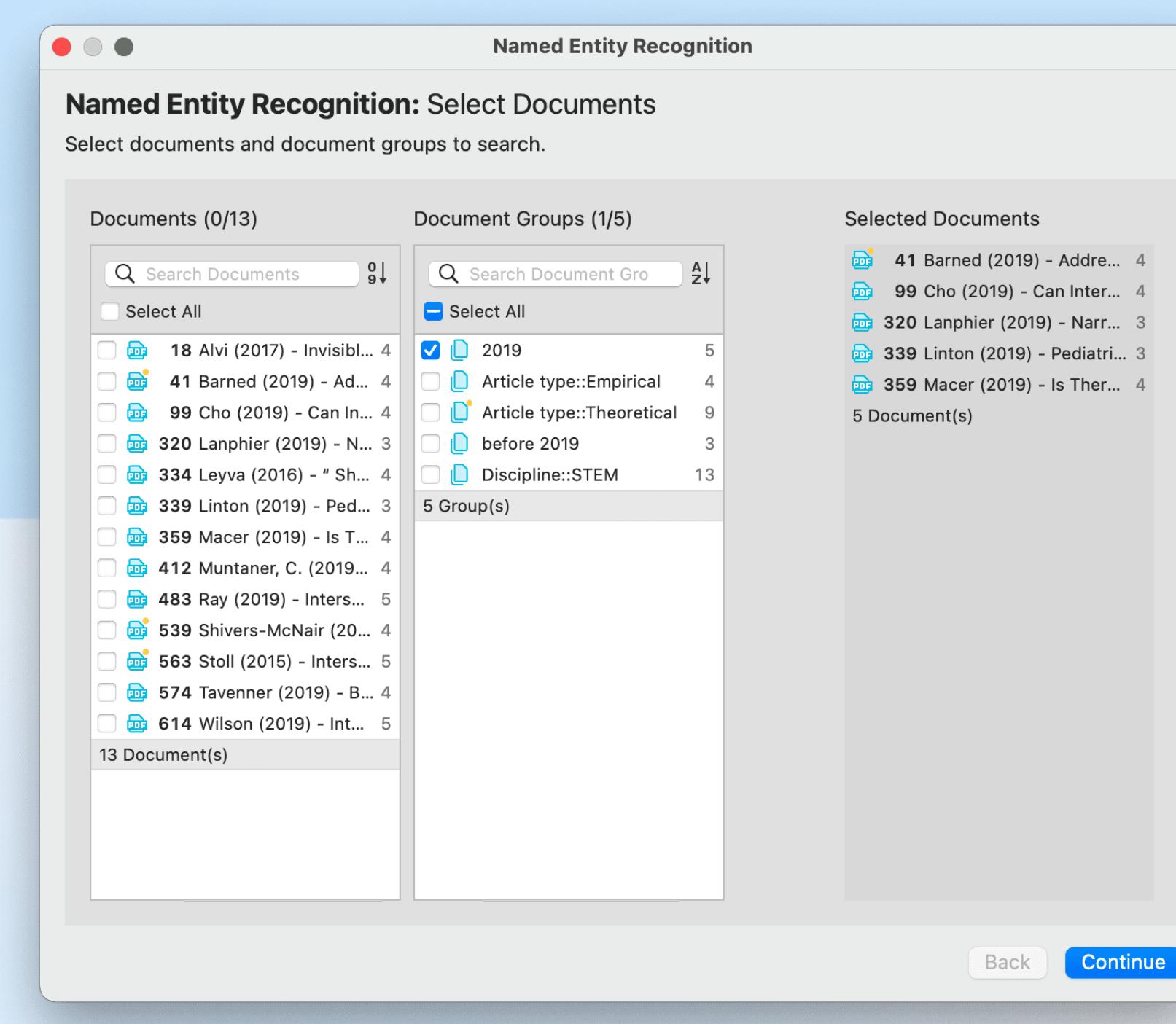


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At the bottom of the interface, there are buttons for 'Add Question', 'Back', and 'Start Coding'.

# Reconocimiento de entidades nombradas



# Reconocimiento de entidades nombradas

**Named Entity Recognition: Results**

Review codings proposed by Named Entity Recognition, and add manual codings as necessary.

40 paragraphs containing entity categories:

- Locations: Usa
- Locations: The United States
- Organizations: Vanderbilt University
- Locations: New York
- Locations: United States
- Locations: London
- Locations: Uk
- Locations: Cambridge
- Locations: Canada
- Organizations: The University Of Chicago Legal Forum

Selected Documents (5)

- 41 Barned (2019) - Add... 4
- 99 Cho (2019) - Can Int... 4
- 320 Lanphier (2019) - N... 3
- 339 Linton (2019) - Pedi... 3
- 359 Macer (2019) - Is Th... 4

5 Document(s)

Back    New Search

Named Entity Recognition: Results

Review codings proposed by Named Entity Recognition, and add manual codings as necessary.

40 paragraphs containing entity categories:

- Locations: Usa
- Locations: The United States
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- Organizations: The University Of Chicago Legal Forum

Selected Documents (5)

- 41 Barned (2019) - Add... 4
- 99 Cho (2019) - Can Int... 4
- 320 Lanphier (2019) - N... 3
- 339 Linton (2019) - Pedi... 3
- 359 Macer (2019) - Is Th... 4

5 Document(s)

Back    New Search

Applied code

Proposed code

Category	Entity	Count
Locations	Cambridge	2
	Canada	2
	London	3
	Nashville	2
	New York	4
	The United States	4
	Uk	3
	United States	3
	Usa	5
Organizations	American University Of Sovereign Nations	2
	Department Of Philosophy	2
	National Institutes Of Health Clinical Center	2
	The University Of Chicago Legal Forum	2
	Vanderbilt University	4

antidiscrimination doctrine, feminist theory and antiracist politics. **The University of Chicago Legal Forum** 1989 (1): 139–167.

41:14 p 3 in Barned (2019) - Addressing the Practical Im... 1 Coding

Narrative Ethics and Intersectionality Elizabeth Lanphier , Vanderbilt University Uchenna E. Anani, Vanderbilt University Medical Center Dr. Williams is an African American pediatrician seeing her patient Michael for his 2-month well-child visit.

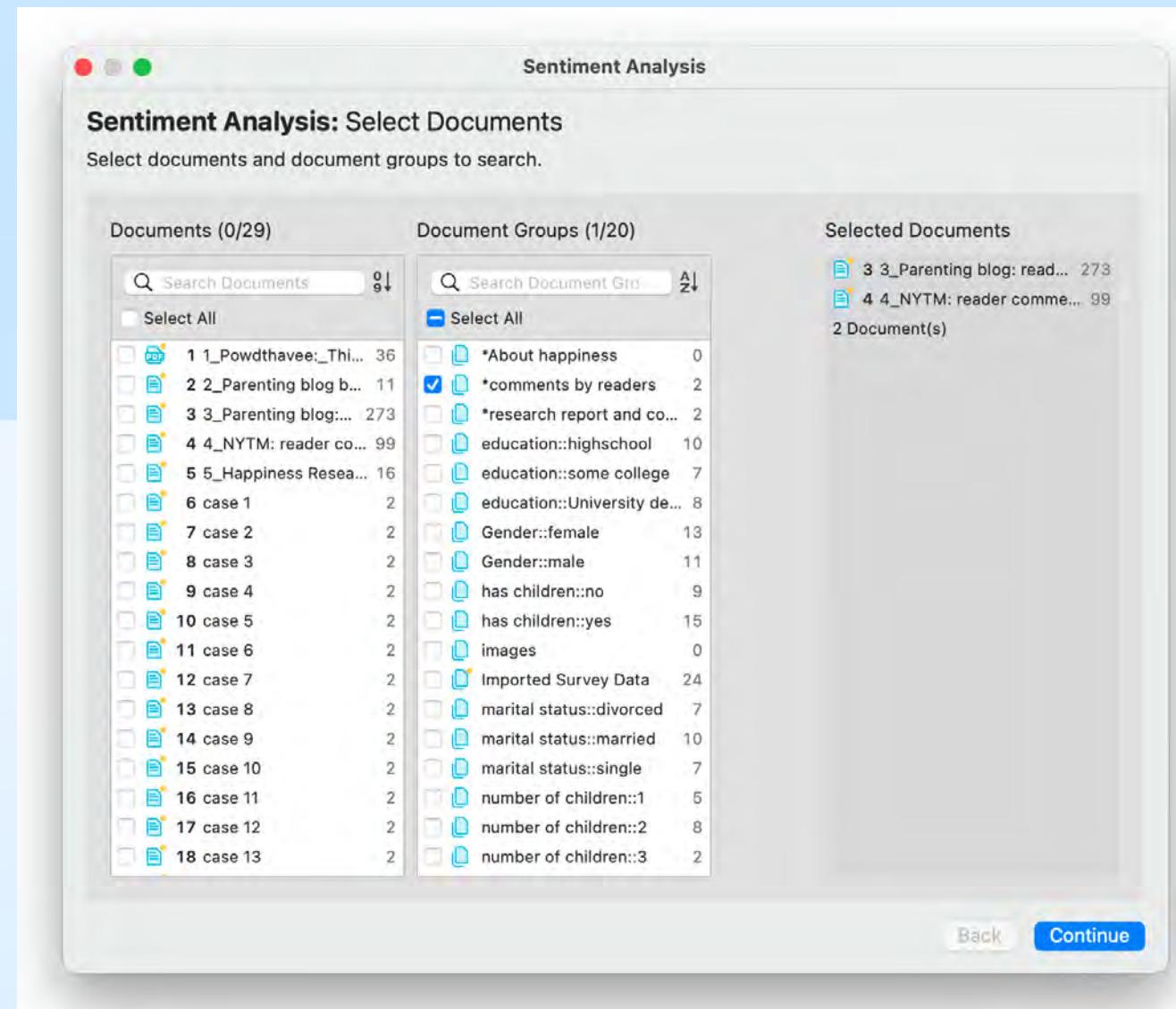
41:9 pp 3 – 4 in Barned (2019) - Addressing the Practic... 1 Coding

Similar to the authors' initial case, our case involves racial and sex concordance between Ms. Johnson and Dr. Williams. Whether they share other similar identities is unknown. If we indicated that Dr. Williams is also a single mother from a similar fa...

99 pp 1 – 2 in Cho (2019) - Can Intersectionality He... No Codings

Address correspondence to Hae Lin Cho, Department of Bioethics, National Institutes of Health Clinical Center, Bethesda, MD 20892-1504, USA. E-mail: hae.cho@nih.gov Intersectionality in Clinical Medicine February, Volume 19, Number 2,...

# Análisis de sentimiento



**Sentiment Analysis: Results**

Review codings proposed by sentiment analysis, and add manual codings as necessary.

257 paragraphs containing sentiments:  
Positive  
Negative

**Sentiment Analysis: Results**

Review codings proposed by sentiment analysis, and add manual codings as necessary.

257 paragraphs containing sentiments:  
Positive  
Negative

1 ¶1 in *The All-New 2022 Grand Cherokee Reveal* YouTube The All-New 2022 Grand Cherokee Reveal – source George Hougiazos Got a winner...but stuffed up without Diesal...AUSTRALIA... **Positive**

1 ¶2 in *The All-New 2022 Grand Cherokee Reveal* YouTube George Hougiazos Got a winner...but stuffed up without Diesal...AUSTRALIA Likes: 0 • 10/02/2021 00:45 Mr. G...

1:1 ¶3 in *The All-New 2022 Grand Cherokee Reveal* YouTube Users: George Likes: 0 • 10/02/2021 00:45 Mr. G For the amount of money Stellantis wants for... **Negative**

1 ¶4 in *The All-New 2022 Grand Cherokee Reveal* Likes: 0 • 10/02/2021 00:45 Mr. G For the amount of money Stellantis wants for these Jeep's they need to add more exterior and interior color options. I see a blue JGC on... **Positive**

**Apply All Codes**  
Positive  
Negative  
Positive

Back New Search

# Búsqueda de conceptos y codificación automática



## noun phrases this concept is based upon

noun phrases this concept is based upon

diagnosis family  
johnson child  
bias case carla

williams intersectionality bioethics  
group

parent encounter medicine clinician woman  
being system mother

condition gender american journal bioethic community  
story person decision author assumption

All (45) identity (5) identities (3) our identity (3) other similar identities (2)  
patients' multiple identities (2) their patients' identities (2) identities (1)  
identity markers (1) a person's identity (1) certain identity groups (1)  
certain shared identity markers (1) either identity (1) frank's in  
her latina identity (1) how one's social identity (1) identities sh  
intersectional identities (1) intersectional identities (1) other id  
our identities (1) social identity (1) space and place shape iden  
the intersecting social identities (1) the multiple identities (1) the worn identity (1)

contextual data

## contextual data

View Apply Code(s) Code

Code with "identity"

Sidebars Pin

DF 99 p 1 in Cho (2019) - Can I...d to More Accurate Diagnosis? ↗ NO codings

Hae Lin Cho , National Institutes of Health Clinical Center With their intersectional conceptual framework, Wilson and colleagues create a constructive platform through which physicians and other health care providers can discuss the multidisciplinary nature of patient care (Wilson et al. 2019). Their framework emphasizes how physicians should recognize the ways in which their patients' identities may impact their medical care, focusing on the patients' attitudes toward their providers and the efficacy of their treatment plans.

2019). Their framework emphasizes how physicians should recognize the ways in which their patients' identities may impact their medical care, focusing on the patients' attitudes toward their providers and the efficacy of their treatment plans.

Although this is an important aspect of using an intersectional framework in clinical medicine, I believe intersectionality also calls for physicians to recognize the ways in which they themselves are affected by their patients' identities. More...

Although this is an important aspect of using an intersectional framework in clinical medicine, I believe intersectionality also calls for physicians to recognize the ways in which they themselves are affected by their patients' identities. More specifically, I argue that physicians must pay special attention to the ways in which they or their field may be unconsciously biased toward or lack information about certain identity groups. This slight shift in directionality is especially important in tackling systematic errors and delays in diagnosis. Wilson and colleagues do briefly mention that intersectionality may aid diagnosis during their case presentation of Mr. Fuentes, but they do not provide concrete details on how this may be done (Wilson et al. 2019). I propose that an...

5



# Memos y comentarios: anotando el proceso

# Memos

**A9 Sample Project: Children & Happiness**  
Edited

Documents Quotations Codes Memos Networks

Search

Different memo types

For this sample project, a number of new memo types were created, while keeping some of the default memo types (such as "memo" and "theory").

Here is a list with a short description of different possible memo types:

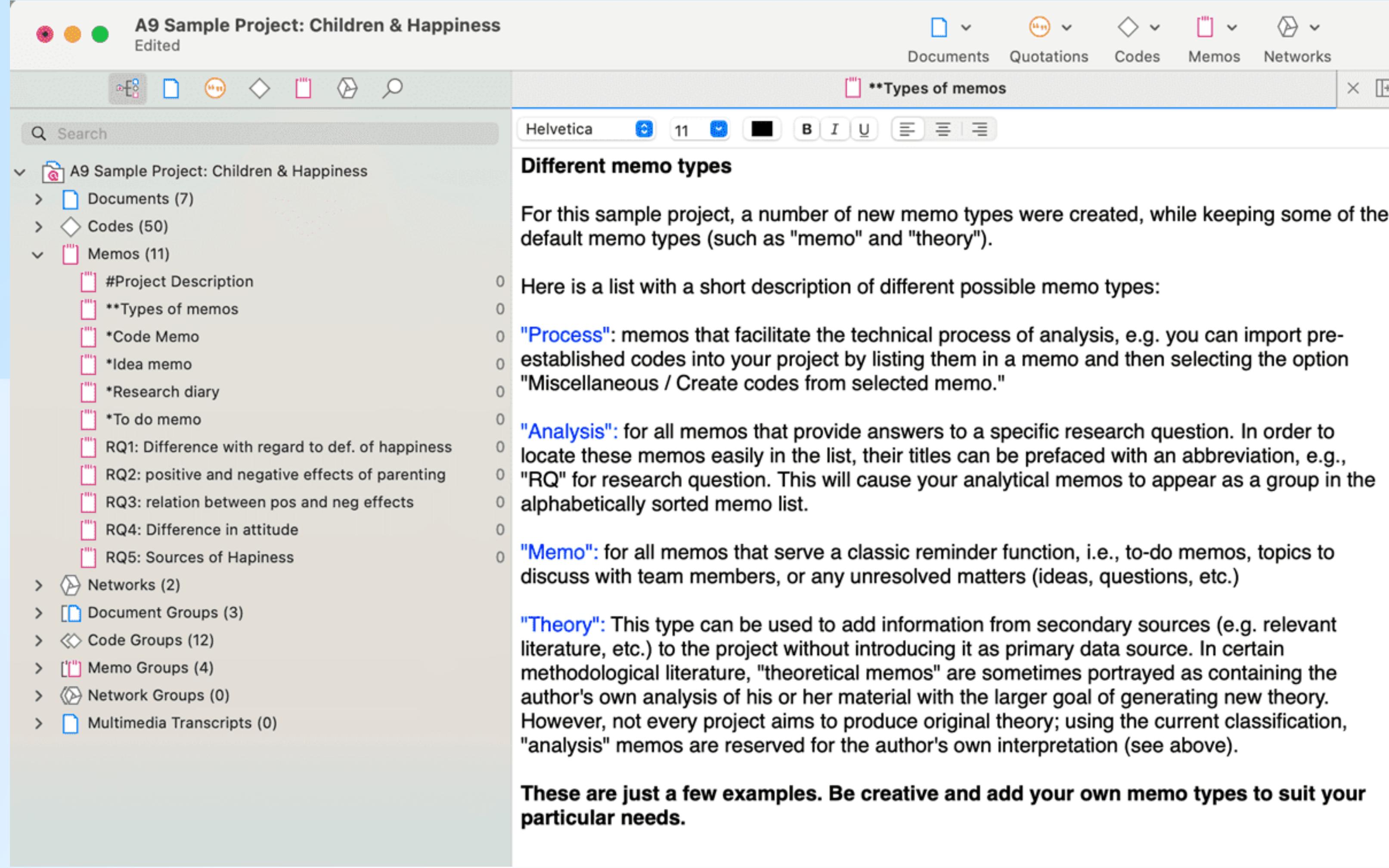
**"Process":** memos that facilitate the technical process of analysis, e.g. you can import pre-established codes into your project by listing them in a memo and then selecting the option "Miscellaneous / Create codes from selected memo."

**"Analysis":** for all memos that provide answers to a specific research question. In order to locate these memos easily in the list, their titles can be prefaced with an abbreviation, e.g., "RQ" for research question. This will cause your analytical memos to appear as a group in the alphabetically sorted memo list.

**"Memo":** for all memos that serve a classic reminder function, i.e., to-do memos, topics to discuss with team members, or any unresolved matters (ideas, questions, etc.)

**"Theory":** This type can be used to add information from secondary sources (e.g. relevant literature, etc.) to the project without introducing it as primary data source. In certain methodological literature, "theoretical memos" are sometimes portrayed as containing the author's own analysis of his or her material with the larger goal of generating new theory. However, not every project aims to produce original theory; using the current classification, "analysis" memos are reserved for the author's own interpretation (see above).

**These are just a few examples. Be creative and add your own memo types to suit your particular needs.**



# Memos

- Son una tarea importante en todas las fases del proceso de análisis cualitativo. Gran parte del análisis "ocurre" cuando se anotan los resultados, no cuando se pulsan los botones del software.
- Las ideas plasmadas en los memos son a menudo las piezas de un rompecabezas que luego se unen en la fase de redacción del informe.
- La construcción de la teoría, a menudo asociada a la creación de redes, también implica la redacción de memos.
- Los memos en ATLAS.ti puede ser solo un texto por sí mismo, o puede estar vinculado a otras entidades como citas, códigos u otros memos.

# Memos

- Los memos pueden contener una descripción del proyecto.
- Puede enumerar todas las preguntas de investigación en un memo.
- Puedes usar memos para escribir un diario de investigación.
- Puede utilizar un memo como lista de tareas.
- Los memos pueden utilizarse como un tablero de anuncios para intercambiar información entre los miembros del equipo.
- Puede almacenar definiciones, hallazgos o teorías de la bibliografía relevante en uno o más memos.
- Puede redactar su análisis mediante memos. Esas notas serán los elementos básicos de su informe de investigación.

# Comentarios

- Los comentarios son también memos en el sentido de que los comentarios son también lugares para pensar y escribir.
- En términos técnicos, en ATLAS.ti existe una distinción entre los comentarios y los memos, ya que los comentarios pertenecen exclusivamente a una entidad. Por ejemplo, el comentario del documento forma parte del documento; un comentario del código pertenece a un código concreto y suele ser una definición de este código. Un comentario de cita contiene notas o interpretaciones sobre la cita a la que pertenece.
- Los comentarios no se muestran en los navegadores de forma independiente a la entidad a la que se adjuntan.

# Comentario de cita

Researcher: A. S.

P: Basically, I come from a middle-class family—very patriotic, God fearing, and religious. We were a very loving family and continue to be. I have three brothers and one sister. My father is dead. My mother died in her 80s. We all [get] together for a family reunion at least one time a year.

I left home at 16. I worked a couple of years at menial jobs—well, not necessarily menial but low paying. I worked as an orderly in a hospital, and that's how I became exposed to the nursing profession and decided to pursue that. I was 21 years old when I was first licensed as a nurse. Now that I'm 50, I have a long history of nursing in there. This was back in the 1960s. I worked one year at a veteran's hospital in the city of X, where I was exposed for the first time to veterans, people who had been to wars. Primarily, there were elderly World War I people, some middle-aged World War II people, and a few Korean veterans thrown in. And I was pretty much interested in listening to them talk about their experiences and all that, so in 1966 when the government finally made a commitment to Vietnam, sending lots of men and women and materials, I volunteered to go. Well, kind of volunteered. I was one step ahead of the draft. So I volunteered to go. I did basic training at Fort Sam Houston in Texas, a six-week wonder. I came out as a second Lieutenant and was immediately sent to Vietnam.

1:1 P: #background: personal  
attitude: patriotism  
1:60 R: Did you c... confirms  
continued by 1:93 When I w...

1:3 I left home at 16. I worked a couple ... #path to war

1:2 ¶ 13, I left ho...Participant 1 (nurse)

Fonts **B** I

his professional choice appears to more a chance event based on on of the jobs he did, 5 years after he left home, he had finished a prof. education.

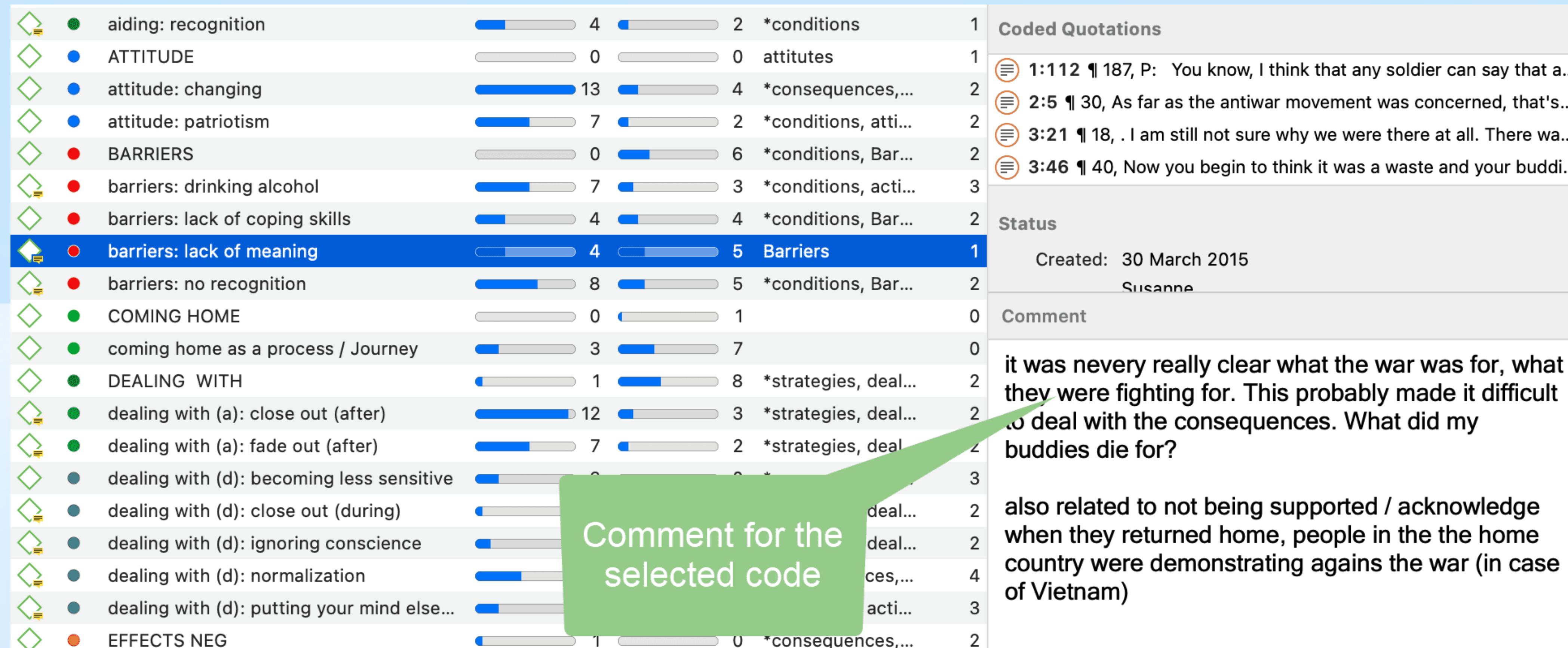
His path to war - once again a bit of chance event as he was exposed to veterans. However, he would have been drafted anyway if he hadn't volunteered

no data yet on those being drafted (only short reference to his later partner who was drafted). --> \*TS: need to find interview partners who were drafted.

[Go to Quotation](#)

Comment for the selected quotation

# Comentario de código



# Comentario de memo

Factors hindering and facilitating "comi..."	3	1
role of family background	4	0
Strategies to deal with the experience (...	4	0
Strategies to deal with the war experie...	5	0
Traumatic experience	3	0
war experience combatant / non-comb...	7	1

**Result: 8 of 8 Memo(s)**

The war was for all, combatants and non-combatants a traumatic experience. P1, the non-combatant talked a lot about the inconsistencies he noticed. He was very conscious about that as compared to those directly involved in the fighting. The inconsistencies arose due to the different ways of acting and reacting as compared to "normal" civilian life.

Comment for the selected memo

Linked Codes: WAR EXPERIENCE

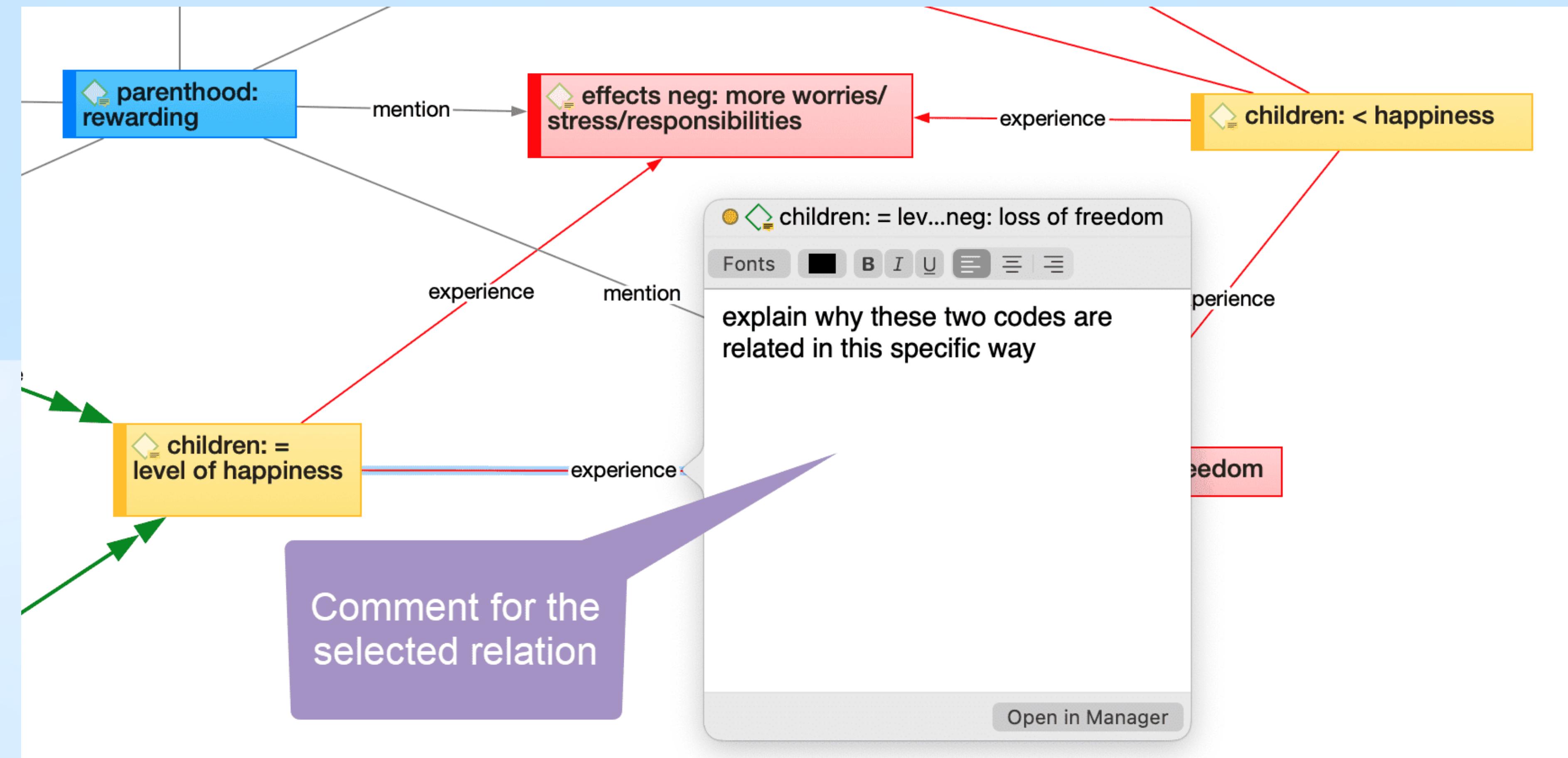
Linked Quotations:

- 1:22 ¶ 22, It amazes me how comfort...
- 1:102 ¶ 17, I can remember in this on...
- 2:2 ¶ 25, P: The Vietcong were a ver...
- 2:15 ¶ 59, P: Surviving the war was a...
- 2:19 ¶ 67, P: I was able to mentally re...
- 2:25 ¶ 79, P: The contact I had with t...
- 3:44 ¶ 36–41, P: The anger comes fr...

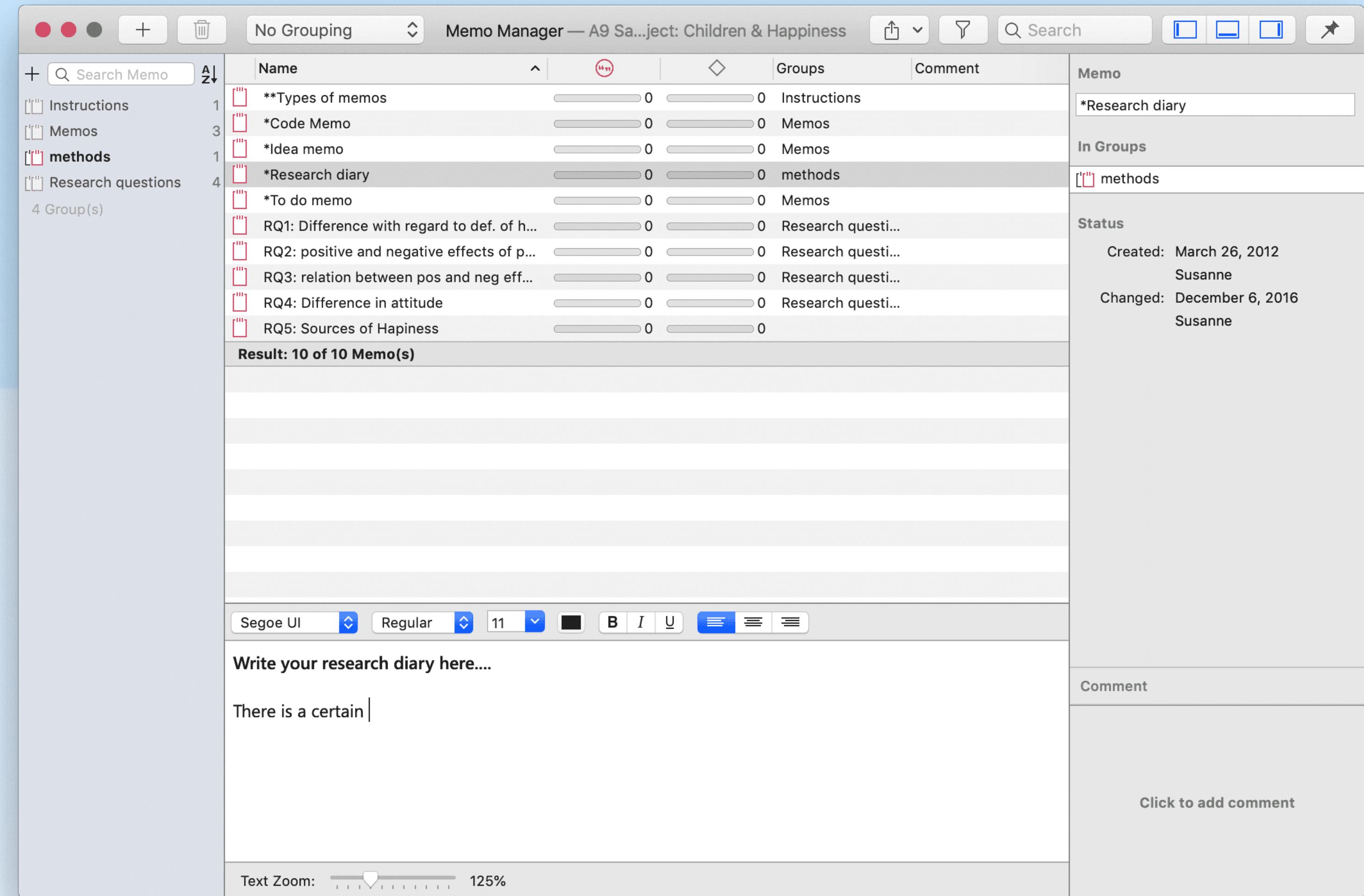
Fonts: Microsoft Sa... 12 B I U

use in section 4.1

# Comentario de vínculo



# Escribir un comentario



# Añadir cita a memo

It was not only the treatment of the Vietnamese that bothered me but there was a hierachal system within the American army system. I was an officer, so I had a lot more privileges than did the basic soldier. They would have to work a 12- to 16-hour stretch whereas officers did not. They were in the military. That's consistent everywhere.

**Location in the Text**

I'm trying to think about my peers, to think back to see if we had any discussions about what was going on. I don't recall any. I really don't know anything about how other people were feeling while they were there, if they were having any problems with what they were seeing or not. It amazes me how comfortable you can get in that situation. You get up and go to work, and it just doesn't seem to bother you a great deal. I guess that's part of the whole human adaptation that goes on. You just adapt to the surroundings. But life took on an almost normal feel at the time. You had parties, At times, the big concern was where are we going to get enough beer. Or can we trade some penicillin to another group for some whiskey or something like that. We never thought that maybe some other group needed that medicine.

R: Were you ever attacked? Did you ever feel in any danger when you were there?

P: Do you mean the compound or the hospital itself? The hospital itself came under fire very often and there were people killed in the encampment. When fire did come, we had to move patients out of their beds onto the floor on their mattresses. The buildings, the Quonset huts, were made out of tin, and

Strategies to deal with the enemy  
Ke I said, there were ti...  
dealing with (d): close out (...  
Strategies to deal with the enemy  
dealing with (d): normalizati...  
xx th: trauma denial?  
war experience combatant / ...  
tab...  
\*war: episodes  
enemy: depersonalising  
war experience: inconsisten...  
1:67 Whe

1:10 there was a h...  
1:22 It amazes me ho

**Memo**

the nurse experienced this different from the combatant as he had to deal with the enemy in a different way, he had to care for the enemy as compared to killing him. He had to care for the enemy in order to be able to do that the enemy was considered less of a threat. The enemy is faceless, a number, so that one could justify that differently, avoiding self-conflict.

the combatant expressed respect and mistrust towards the enemy. This can be regarded as a strategy for survival. Dealing with someone faceless or a thing would not raise the necessary attitude and awareness for combat. Being focussed very much on survival, the combat did not have much time to think about or to notice inconsistencies. He had to deal with them later on after he returned from war. Not being so much aware of what was going on (as compared to civilian life) appears to be related to military training, command and obey. The nurse was not so much exposed to such indoctrination.

**Copy and Paste**

1:22 ¶ 22 in Participant 1 (nurse)  
It amazes me how comfortable you can get in that situation. You get up and go to work, and it just doesn't seem to bother you a great deal. I guess that's part of the whole human adaptation that goes on. You just adapt to the surroundings. But life took on an almost normal feel at the time. You had parties, At times, the big concern was where are we going to get enough beer. Or can we trade some penicillin to another group for some whiskey or something like that. We never thought that maybe some other group needed that medicine.

**Reference**

6

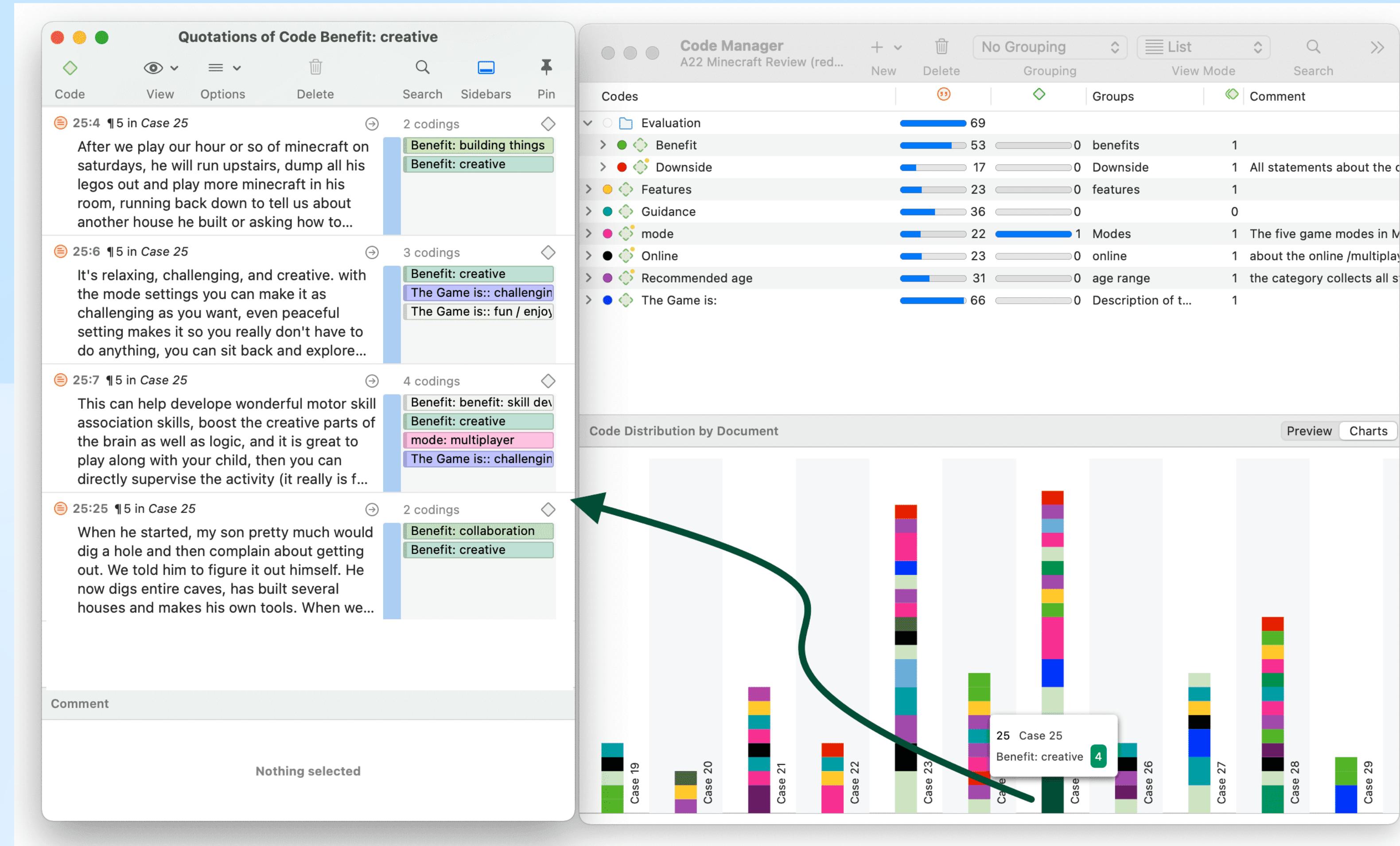


# Exploración y visualización de datos

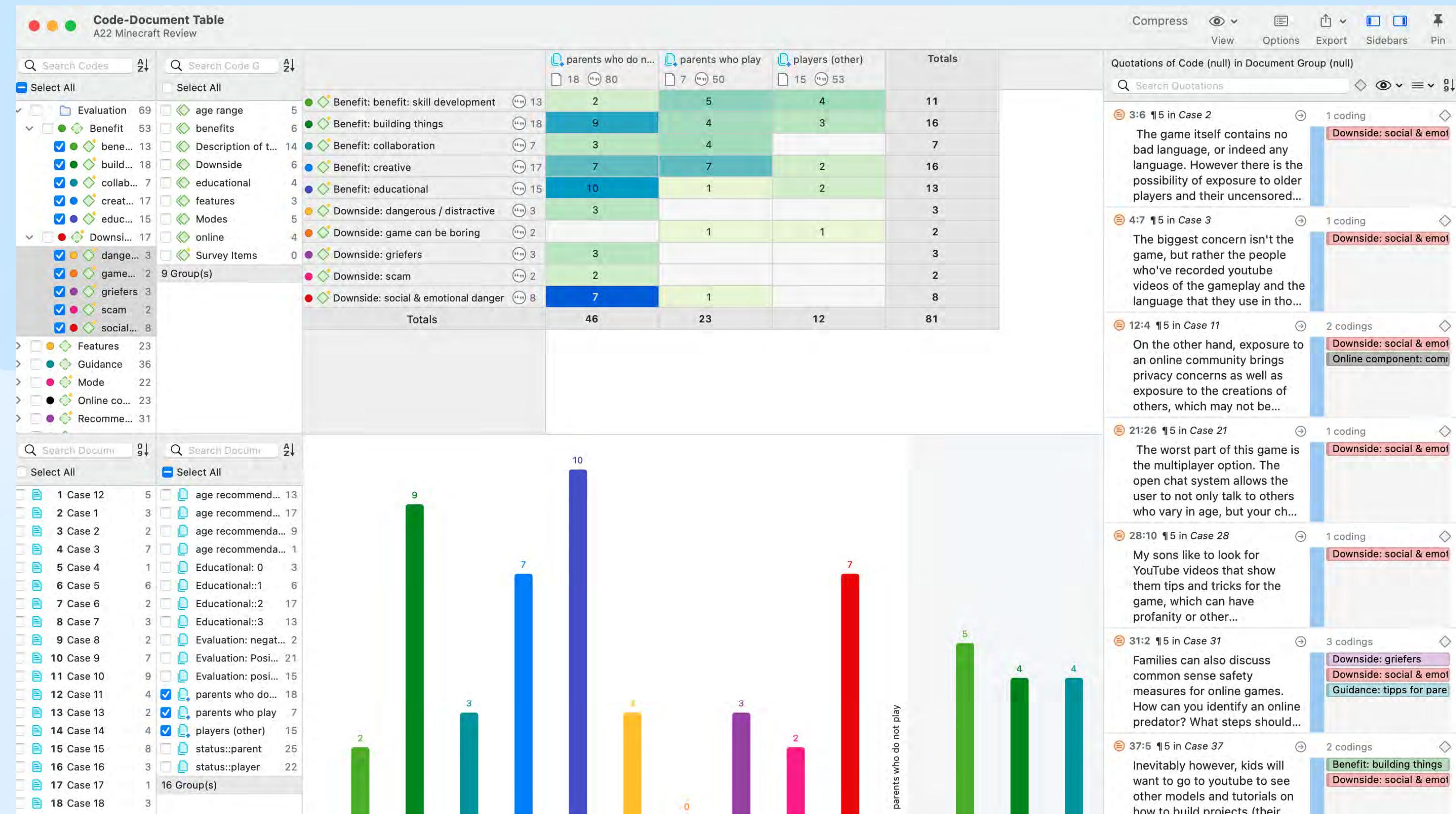
Javi Cantón

Universidade Vigo

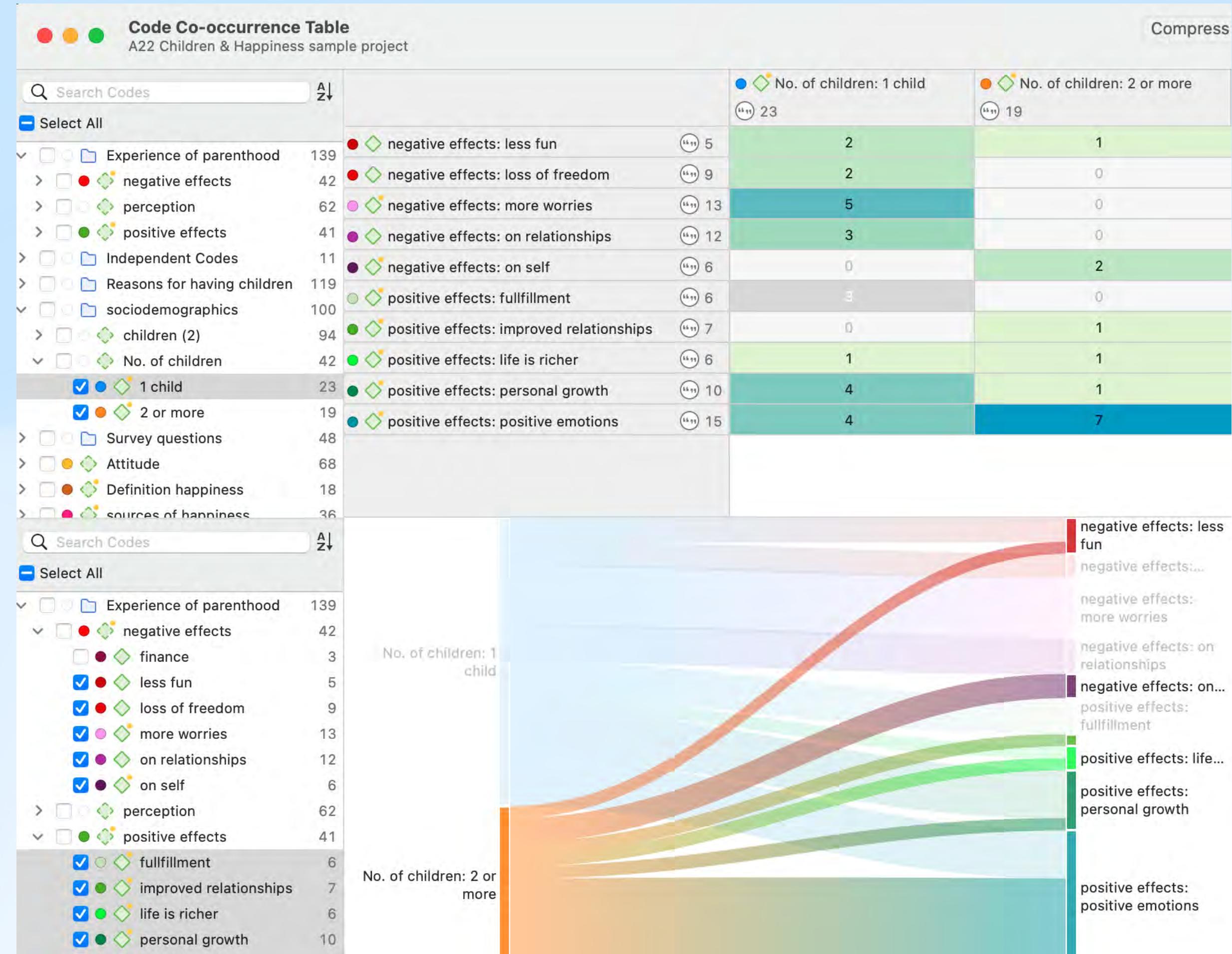
# Análisis: distribuciones de código



# Tabla código-documento



# Análisis de co-ocurrencia



# Herramienta de búsquedas y consultas

**Query Tool**  
Sample project: Minecraft Review

**Codes and Code Groups**

Contains quotations which must match **all** of the following rules: 21

- Quotation co-occurrences
  - Is coded with Code eval: positive (49)
  - Is coded with Codes of group benefits (6)

**Documents and Document Groups**

Contains quotations which must match **all** of the following rules: 89

- Is in Documents of group age recommendation:: 7 - 10 (17)

**Quotations for Query**

Search Quotations

1:2 ¶ 5 in Case 12

This is a great game for gifted kids looking for something fun and educational. My 10-year-old son read about the inside of calculators in the "How Stuff Works" book, then created a calculator within Minecraft using the circuit (redstone) blocks. He made binary adders and converted them to decimal system. It is true that a lot of teenage boys (oddly almost exclusively from Liverpool or Canada) post YouTube videos narrating their Minecraft work, but I haven't seen any offensive - just funny in a gross or silly boy kind of w...

3 codings

- \*Review
- benefits: educational
- eval: positive

16:3 ¶ 2 in Case 16

Good and educational game for 10 and up

3 codings

- benefits: educational
- eval: positive
- the game is: good

27:1 ¶ 2 in Case 27

A game that promotes survival and development is excellent for the majority.

4 codings

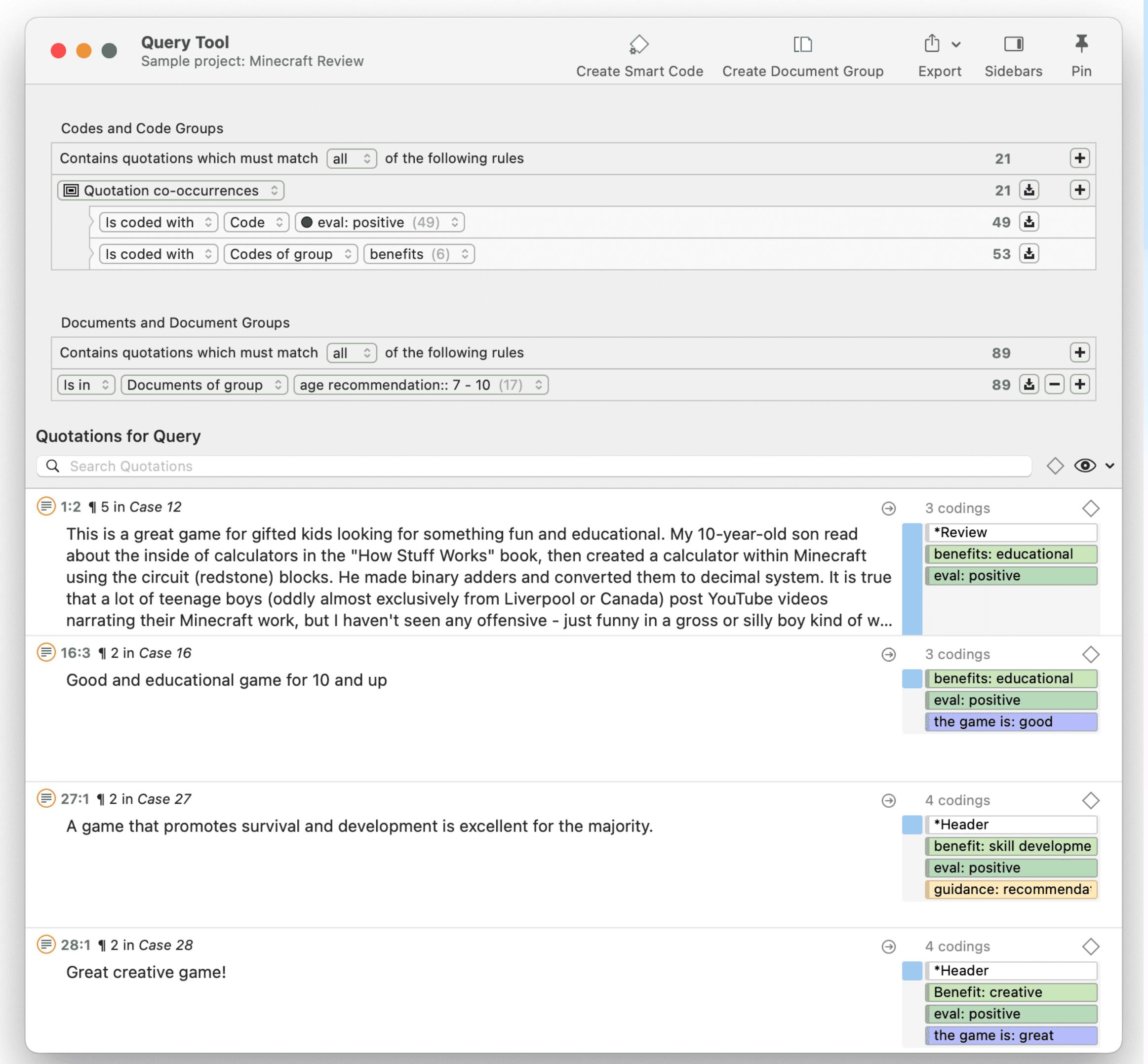
- \*Header
- benefit: skill developme
- eval: positive
- guidance: recommenda

28:1 ¶ 2 in Case 28

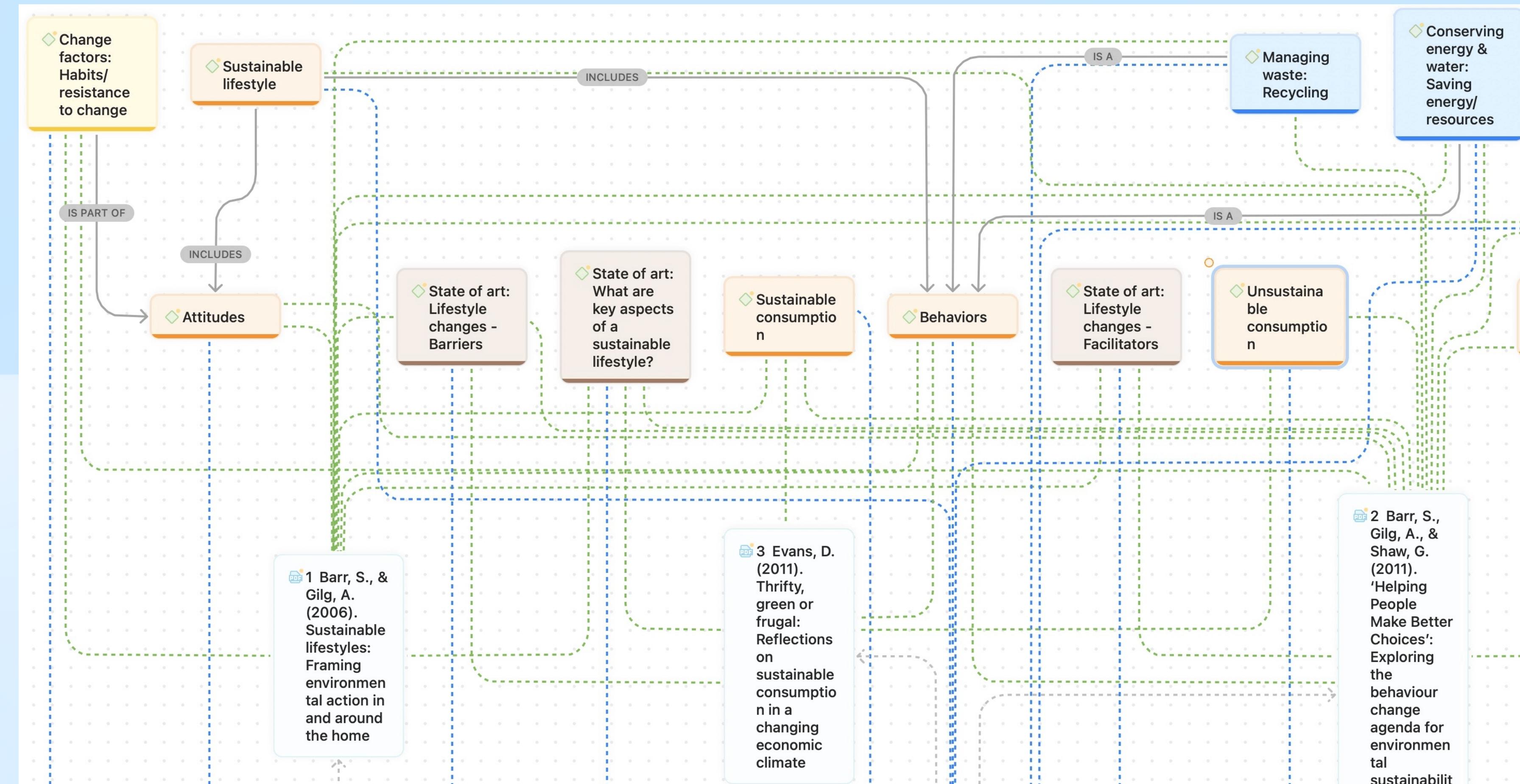
Great creative game!

4 codings

- \*Header
- Benefit: creative
- eval: positive
- the game is: great



# Redes



# Redes: vínculo vs. relación

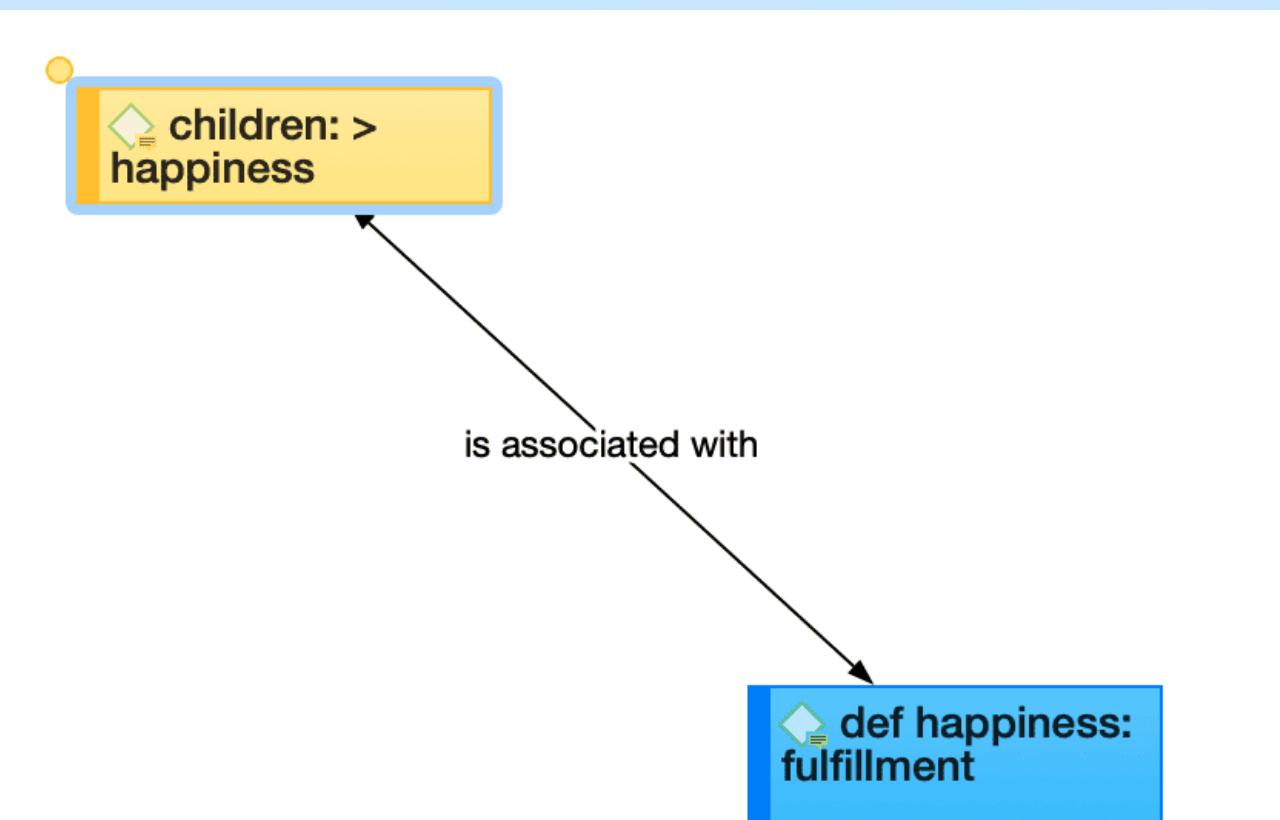
**Code-Code Link Manager**  
A9 Sample project: Minecraft Review

Source	Relation	Target	Comment
● benefit: skill development	● in contrast to	● downside: social & emotional danger	
● downside: social & emotional danger	● in contrast to	● benefit: collaboration	
● benefit: building things	● is associated with	● Benefit: creative	
● benefit: collaboration	● is associated with	● online: community	
● benefit: skill development	● is associated with	● online: community	
● downside: social & emotional danger	● is associated with	● downside: dangerous / distractive	
● feature: violence	● is associated with	● downside: dangerous / distractive	
● mode: multiplayer	● is associated with	● downside: social & emotional danger	
● online: community	● is associated with	● mode: multiplayer	
● online: community	● is associated with	● downside: griefers	
● online: community	● is associated with	● downside: scam	
● MODE	● is part of	● mode: 1 creative / peaceful	
● downside: griefers	● remedy	● online: server rules	
● downside: social & emotional danger	● therefore read	● guidance: tipps for parents	

Result: 14 of 14 Code-Code Link(s)

Set or relations

Links using one of the relations



# Redes: propiedades formales

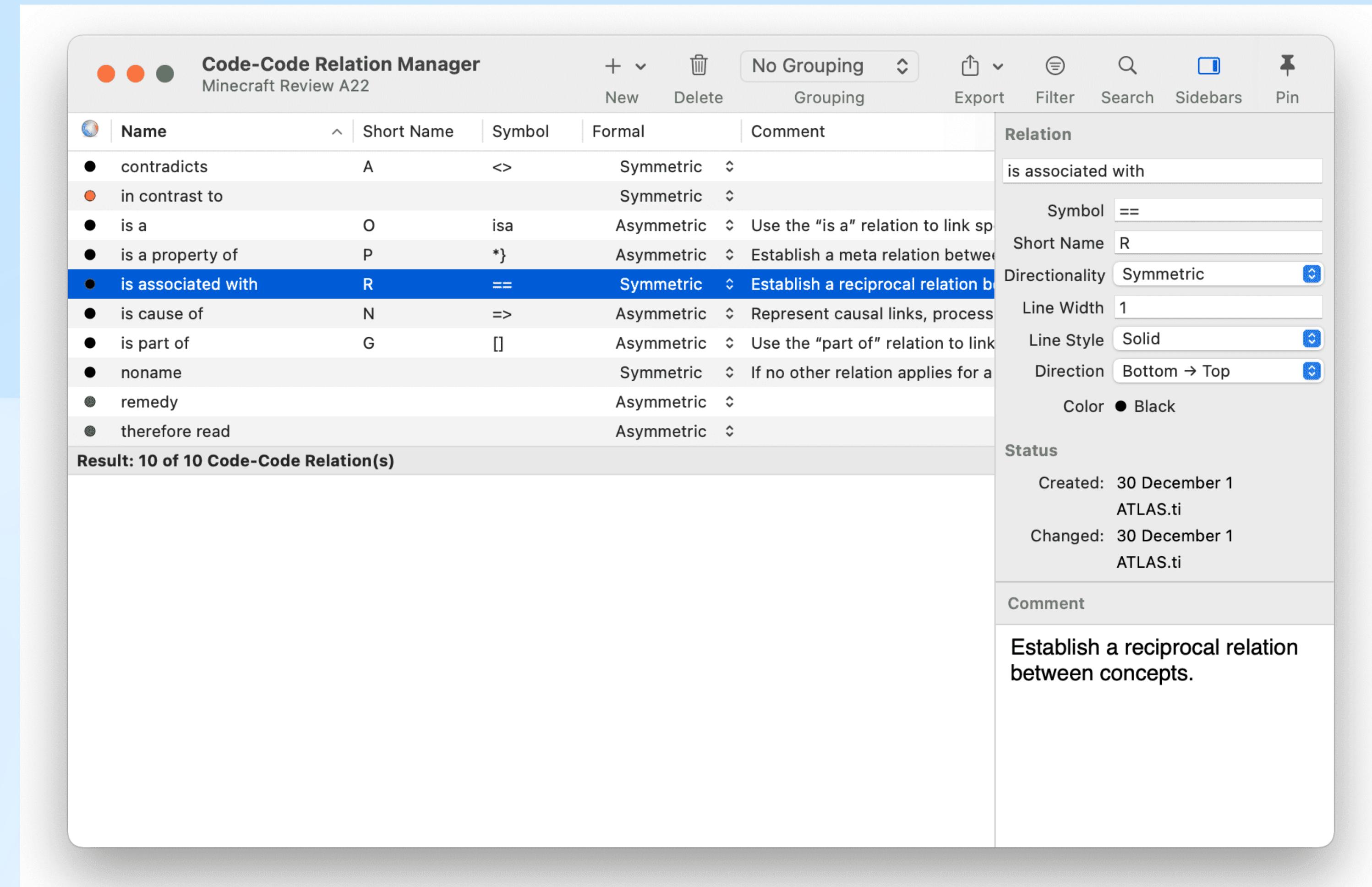
Relación **simétrica**; Una relación R es simétrica si se cumple para todos los A y B que están relacionados a través de R. A está relacionado con B si, y solo si, B está relacionado con A. Ejemplos:

- Pasar a la acción se asocia con un modelo de conducta
- Tener una visión clara está relacionado con la orientación al rendimiento
- Comunicar bien está asociado con el empoderamiento

Relaciones **asimétricas**: Un gráfico es asimétrico si para cada arista, no hay una arista en la otra dirección; si x tiene una relación R con y, pero y no tiene una relación R con x. Ejemplos:

- Si utilizamos el mismo ejemplo anterior, pero en cambio definimos que la relación resultado es asimétrica, entonces no se infiere que el buen tiempo esté necesariamente relacionado con que seas una persona feliz, o que el hecho de que seas una persona feliz tenga algún efecto sobre el tiempo. Este último sería el caso si se utilizara una relación simétrica.
- Las relaciones del siguiente ejemplo se definen como relaciones asimétricas: El entorno de apoyo motiva el aprendizaje y el desarrollo resulta en una mayor satisfacción laboral. Esto no implica que un entorno de apoyo se traduzca en una mayor satisfacción laboral.

# Redes: administrador de relaciones



The screenshot shows the ATLAS.ti Code-Code Relation Manager interface. The main window displays a table of relations with columns: Name, Short Name, Symbol, Formal, Comment, and Relation. A relation for 'is associated with' is selected, highlighted with a blue border. The 'Relation' details panel on the right provides specific settings for this relation:

- is associated with**
- Symbol**: ==
- Short Name**: R
- Directionality**: Symmetric
- Line Width**: 1
- Line Style**: Solid
- Direction**: Bottom → Top
- Color**: Black

**Status**

- Created: 30 December 1 ATLAS.ti
- Changed: 30 December 1 ATLAS.ti

**Comment**

Establish a reciprocal relation between concepts.

**Result: 10 of 10 Code-Code Relation(s)**

Name	Short Name	Symbol	Formal	Comment	Relation
contradicts	A	<>	Symmetric		
in contrast to			Symmetric		
is a	O	isa	Asymmetric	Use the "is a" relation to link sp	
is a property of	P	*}	Asymmetric	Establish a meta relation betwe	
<b>is associated with</b>	<b>R</b>	<b>==</b>	<b>Symmetric</b>	<b>Establish a reciprocal relation b</b>	<b>is associated with</b>
is cause of	N	=>	Asymmetric	Represent causal links, process	
is part of	G	[]	Asymmetric	Use the "part of" relation to link	
noname			Symmetric	If no other relation applies for a	
remedy			Asymmetric		
therefore read			Asymmetric		

# Creación de nuevas relaciones

**Code-Code Relation...**

A22 Coding

Name	Short Name	Symbol	Formal	Comment
contradicts	A	<>	Symmetric	
is a	O	isa	Asymmetric	
is associated with	R	==	Symmetric	
is cause of	N	=>	Asymmetric	
is part of	G	[]	Asymmetric	
is property of	P	*}	Asymmetric	
noname			Symmetric	

**Result: 7 of 7 Code-Code Relation(s)**

**Relation**

is consequence of

Symbol: ->

Short Name:

Directionality: Asymmetric

Line Width: 3

Line Style: Solid

Direction: None

Color: ● Black

Status: 2021  
ese (Kwarc)  
2021  
ese (Kwarc)

Cor...

CLICK TO add comment

**Relation**

is consequence of

Symbol: ->

Short Name:

Directionality: **Asymmetric**

Line Width: 3

Line Style: Solid

Direction: None

Color: ● Black

**Relation**

is consequence of

Symbol: ->

Short Name:

Directionality: Asymmetric

Line Width: 3

Line Style: **Solid**

Direction: Dashed

Color: ● Black

**Line Width: 3**

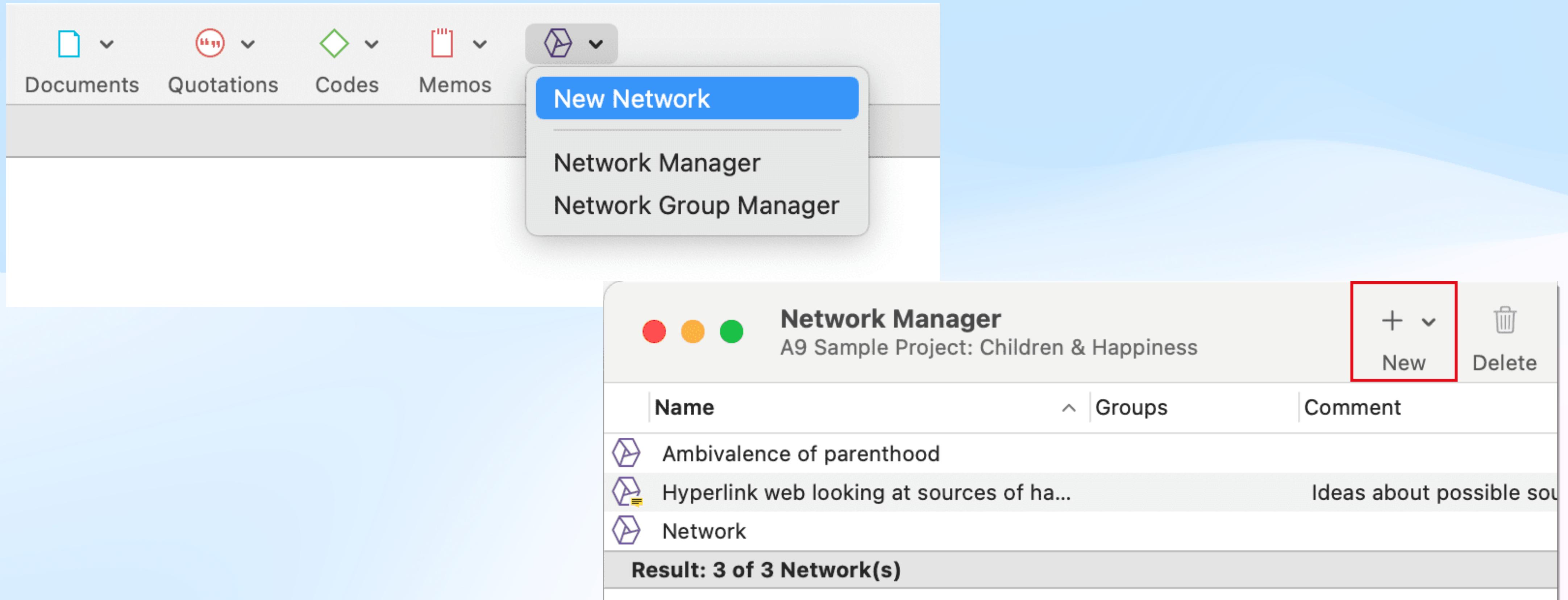
**Line Style: Solid**

**Direction: None**

Color: Left → Right  
Right → Left  
Top → Bottom  
Bottom → Top

Status: Created

# Creación de redes

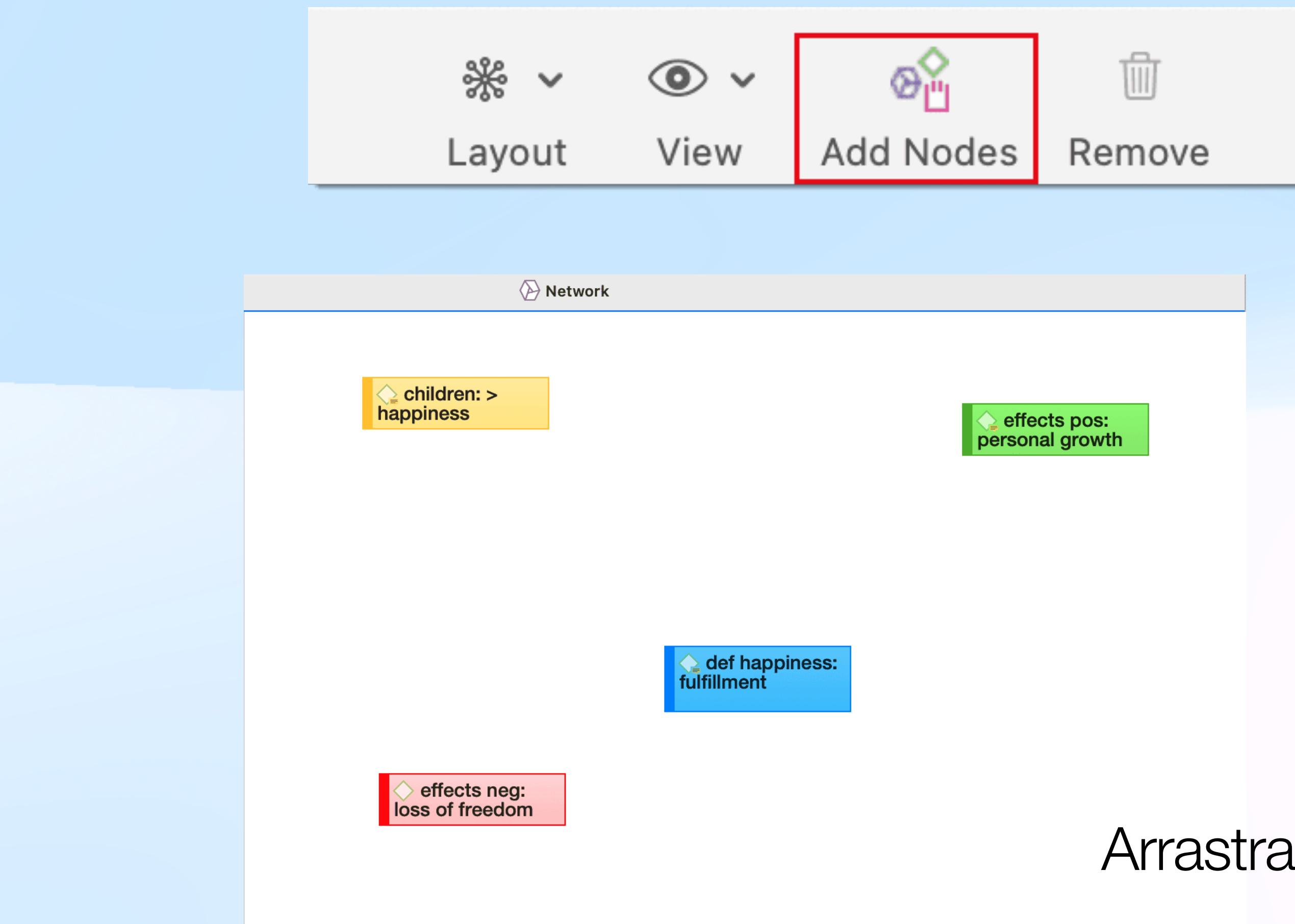


The screenshot shows the ATLAS.ti software interface. At the top, there is a navigation bar with icons for Documents, Quotations, Codes, Memos, and a Network icon. A context menu is open over the Network icon, with 'New Network' highlighted in blue. Below this, the main window displays the 'Network Manager' for the project 'A9 Sample Project: Children & Happiness'. The window has three colored circular icons (red, orange, green) on the left. On the right, there is a toolbar with a '+' button (highlighted with a red box), a 'New' button, and a 'Delete' button. The main area lists three networks: 'Ambivalence of parenthood', 'Hyperlink web looking at sources of ha...', and 'Network'. The text 'Result: 3 of 3 Network(s)' is displayed at the bottom.

Name	Groups	Comment
Ambivalence of parenthood		
Hyperlink web looking at sources of ha...		Ideas about possible sou...
Network		

**Result: 3 of 3 Network(s)**

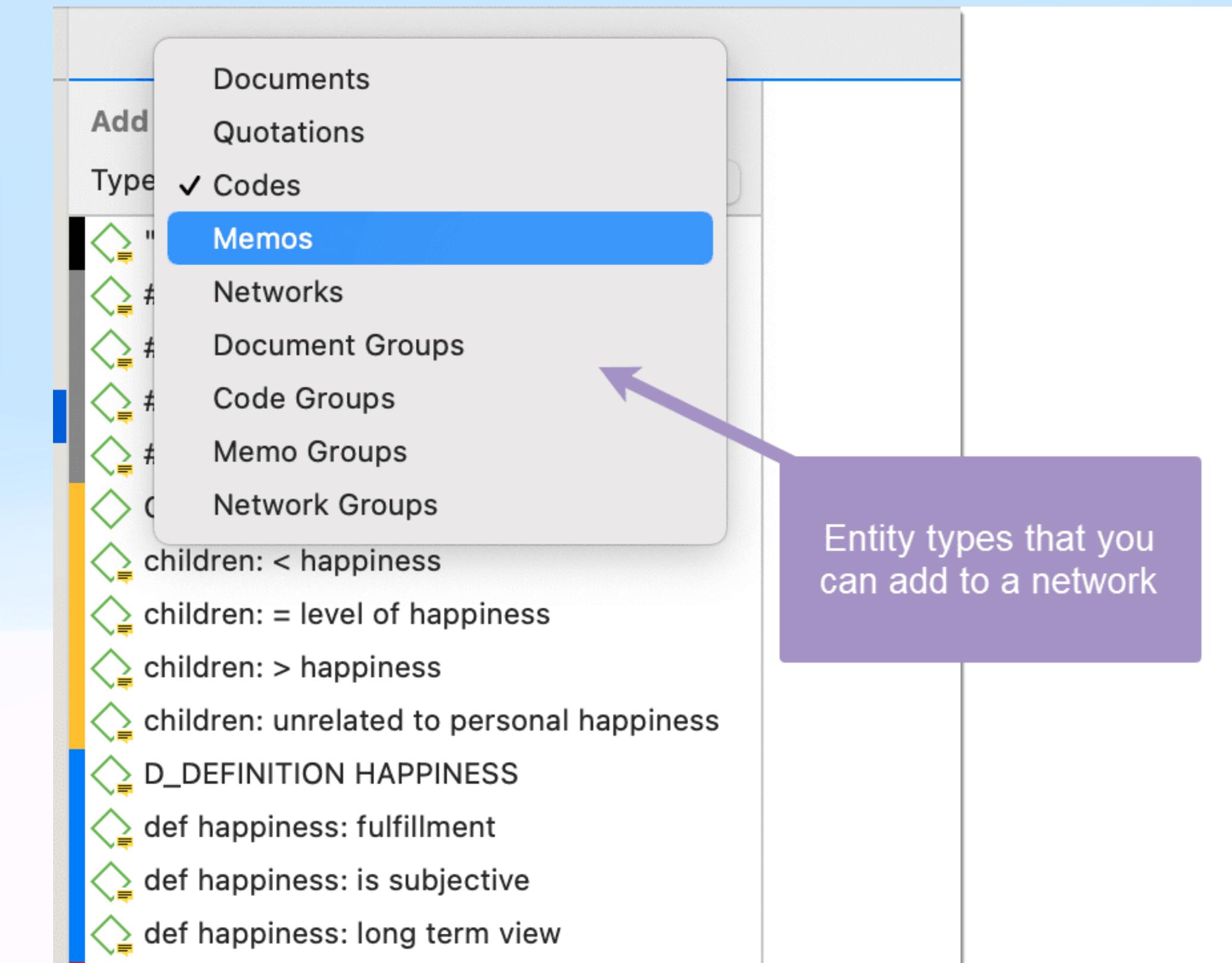
# Agregar nodos



The screenshot shows the ATLAS.ti interface with the 'Network' tab selected. Four nodes are visible on the canvas:

- children: > happiness (yellow)
- effects pos: personal growth (green)
- def happiness: fulfillment (blue)
- effects neg: loss of freedom (red)

The top menu bar includes 'Layout', 'View', 'Add Nodes' (highlighted with a red box), and 'Remove'.



Arrastrar y soltar

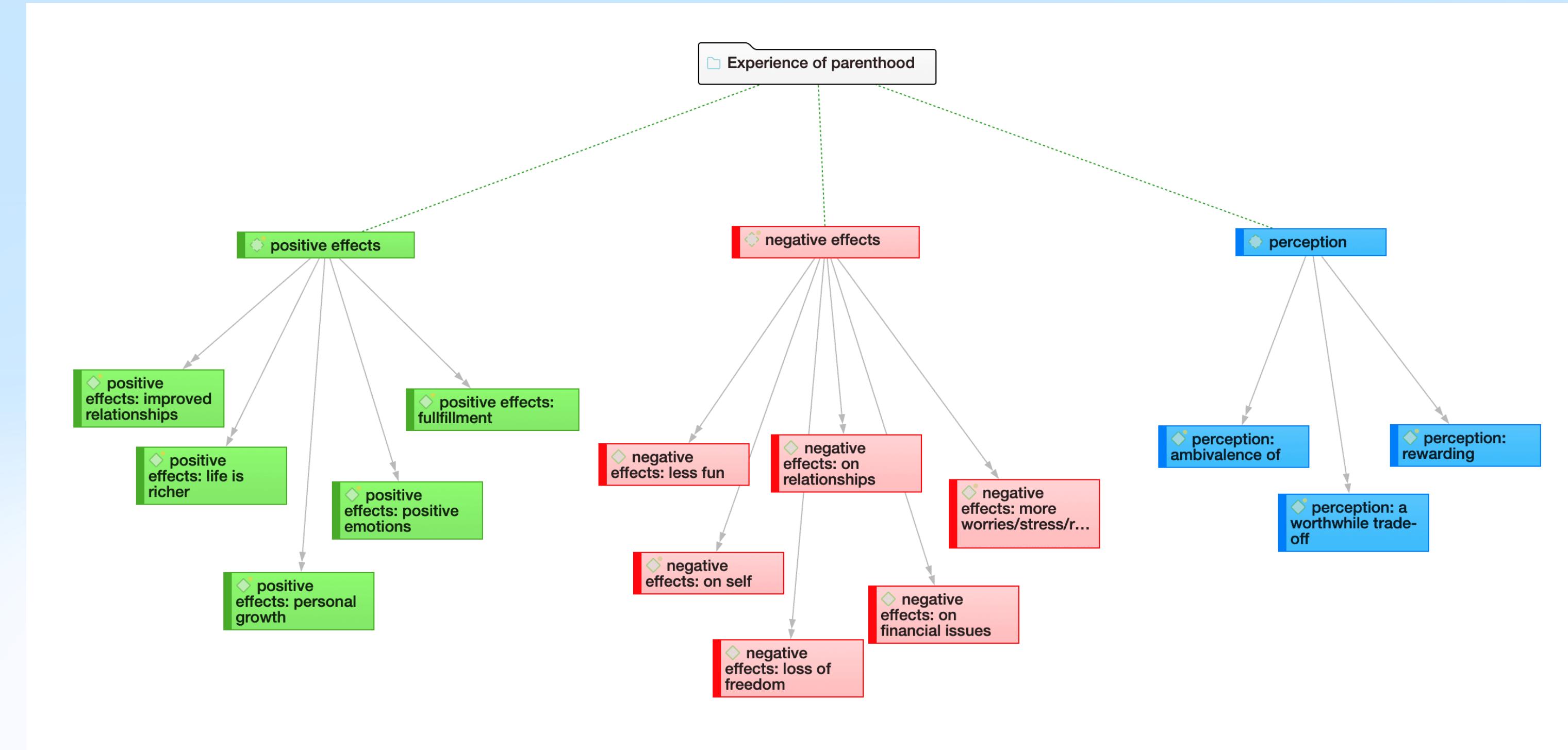
# Redes ad-hoc

▼ A22 Children & Happiness

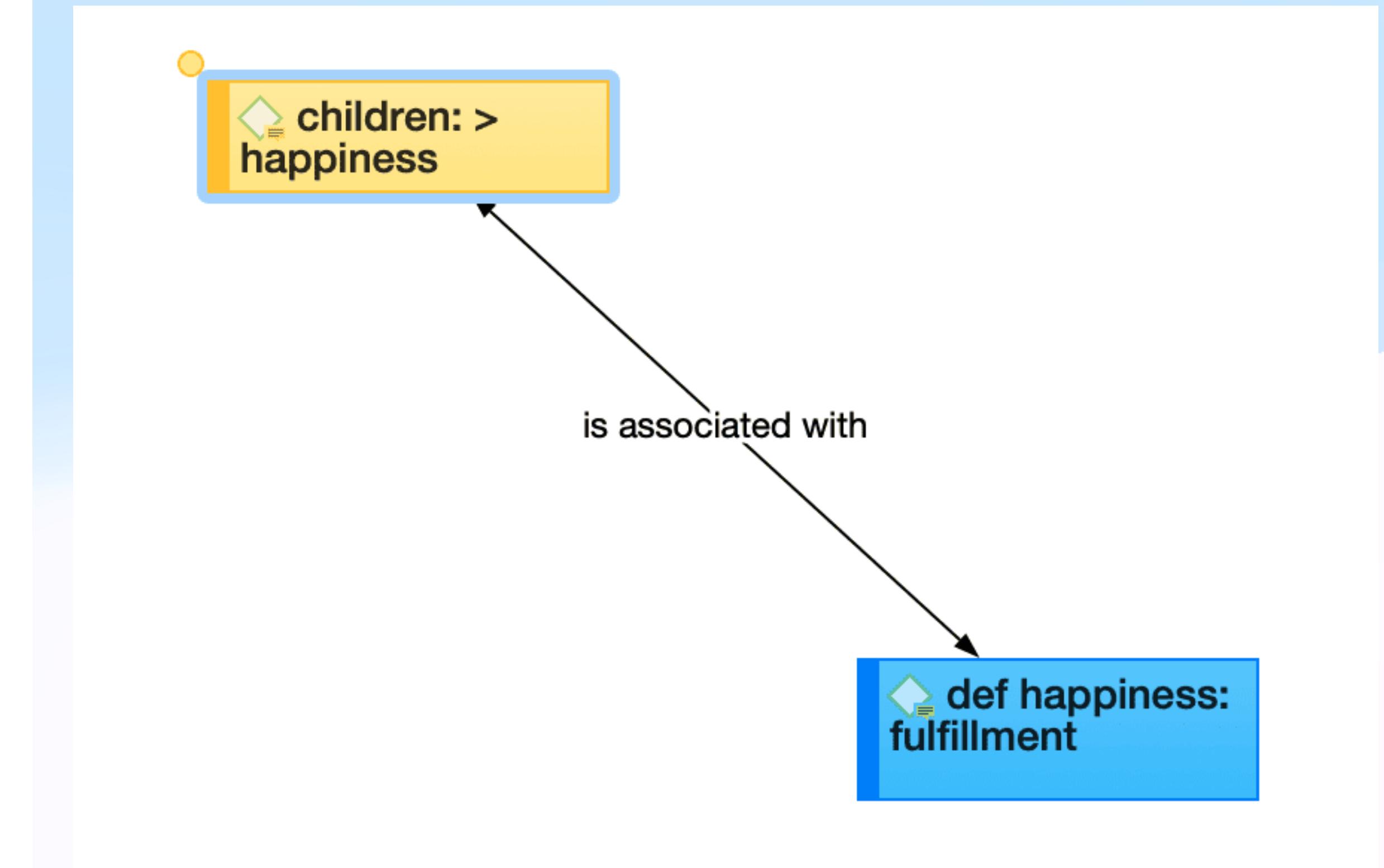
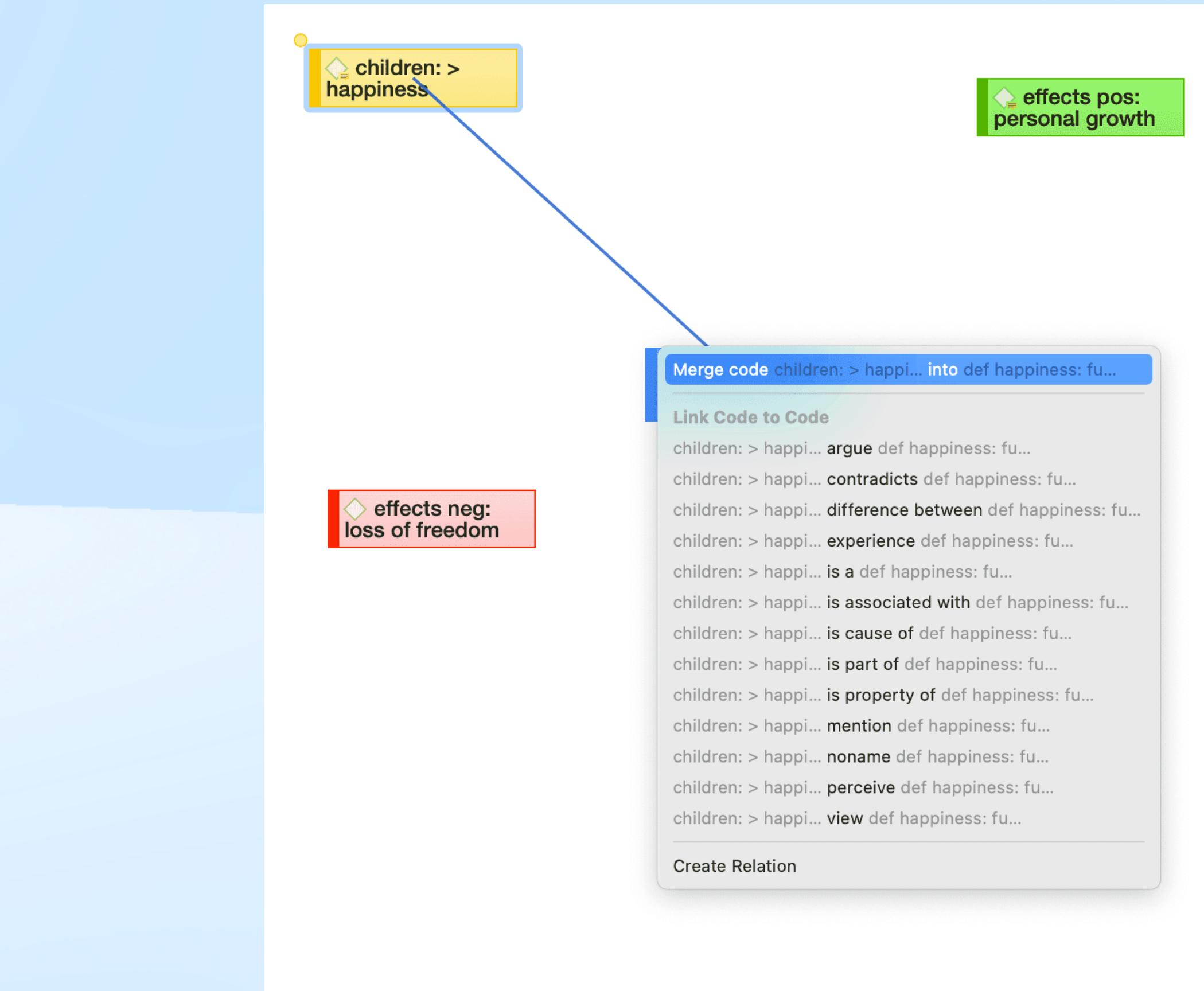
- > Documents (29)
- ▼ Codes (9)
  - ▼ Experience of parenthood
  - > negative effects
  - > perception
  - > positive effects
- > Independent Codes 149
- > Reasons for having children 119

Show in Network

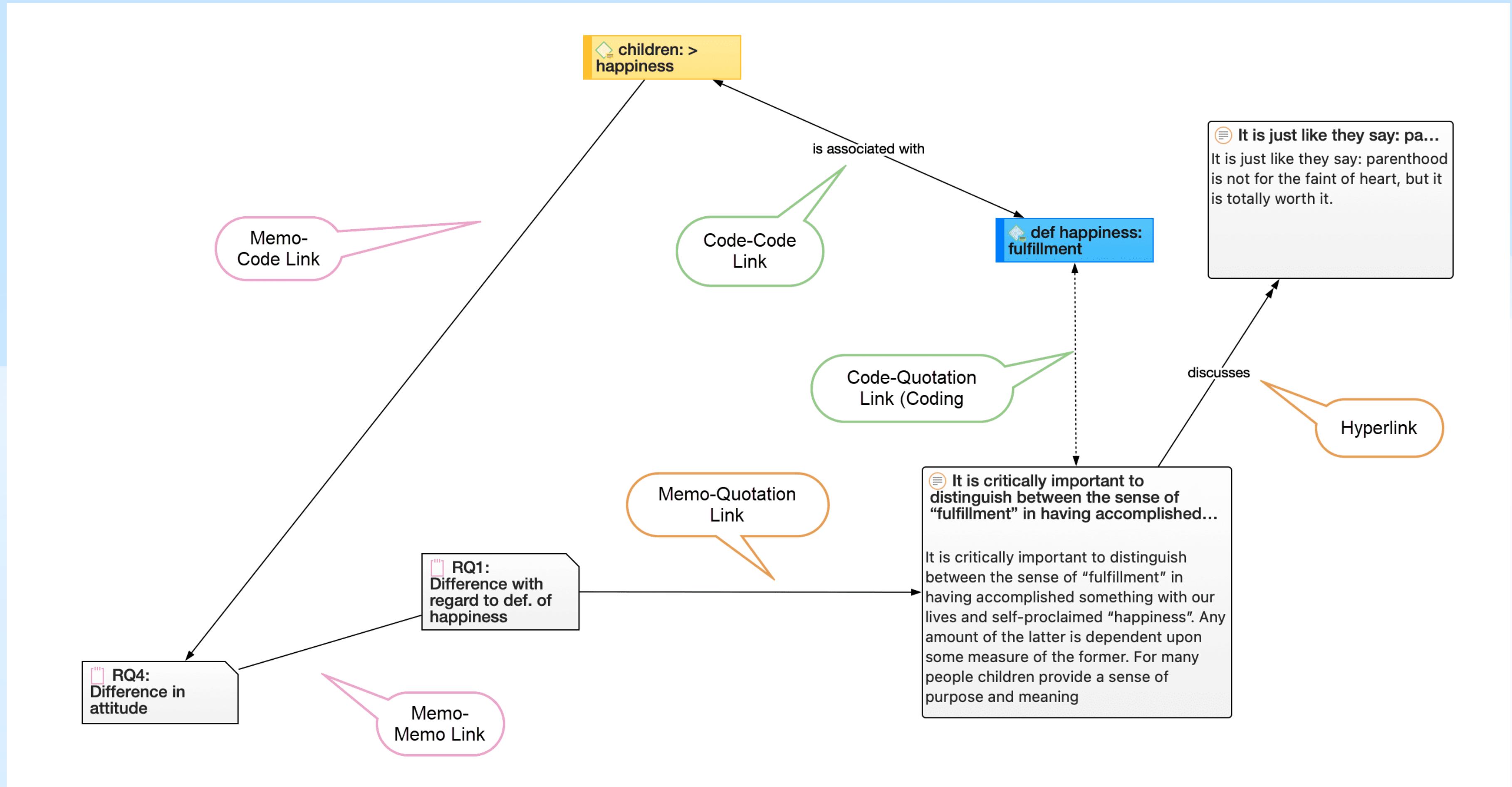
139	42
62	41



# Vinculación nodos y entidades



# Vinculación nodos y entidades



7

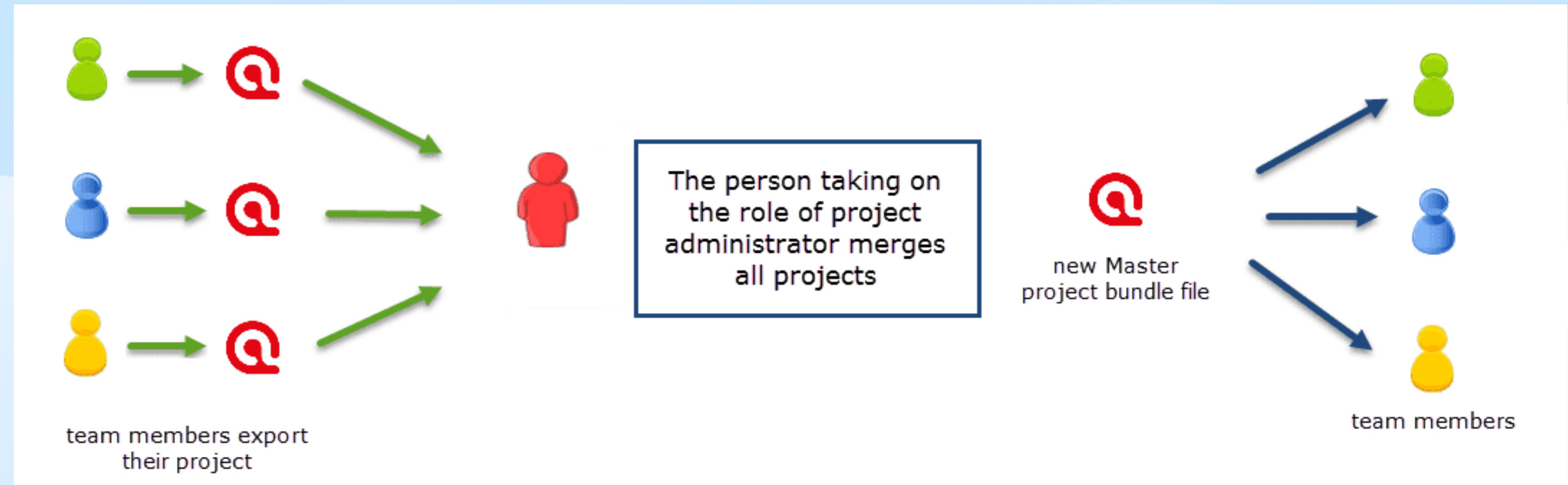
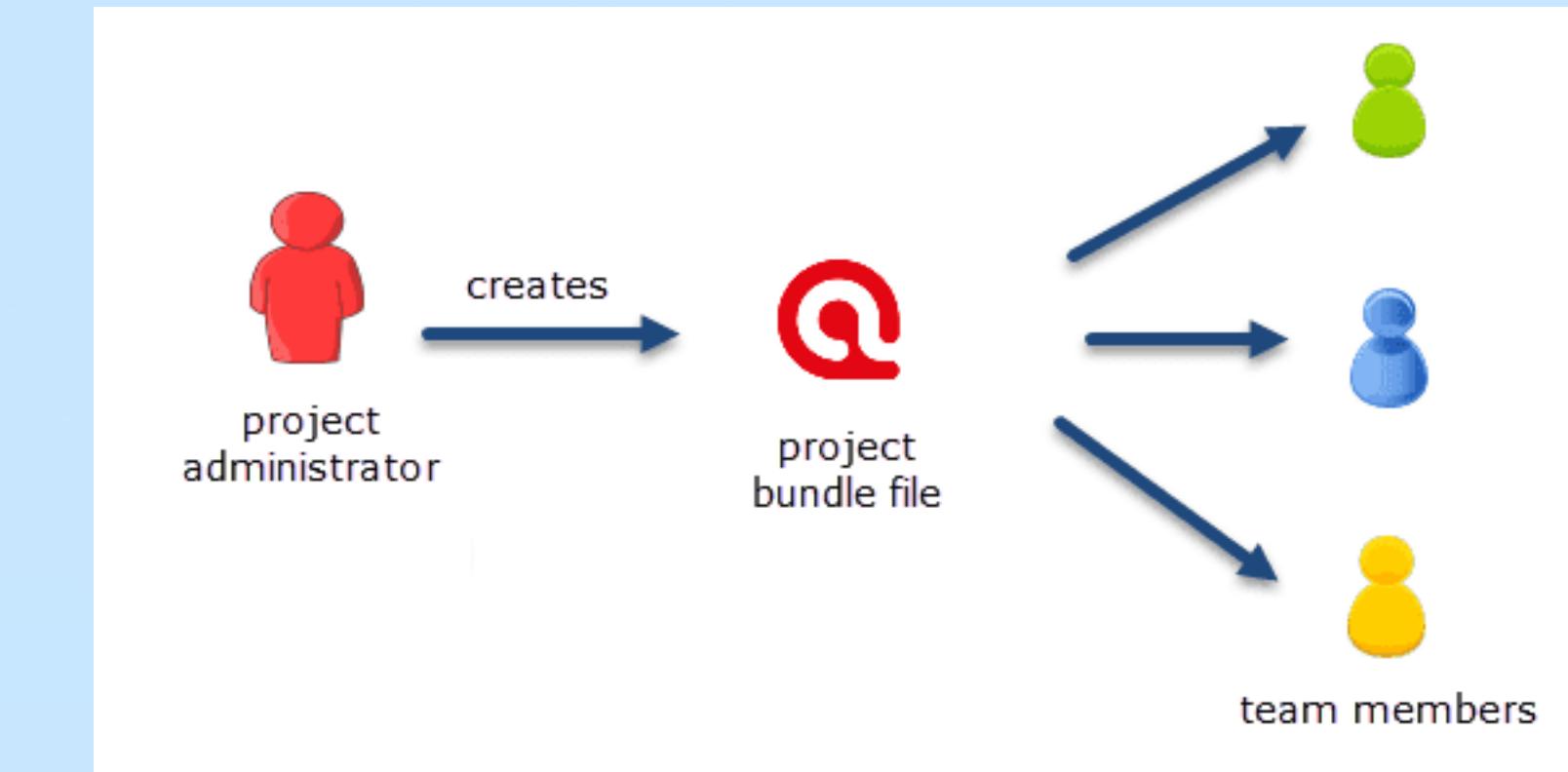


# Exportación e informes

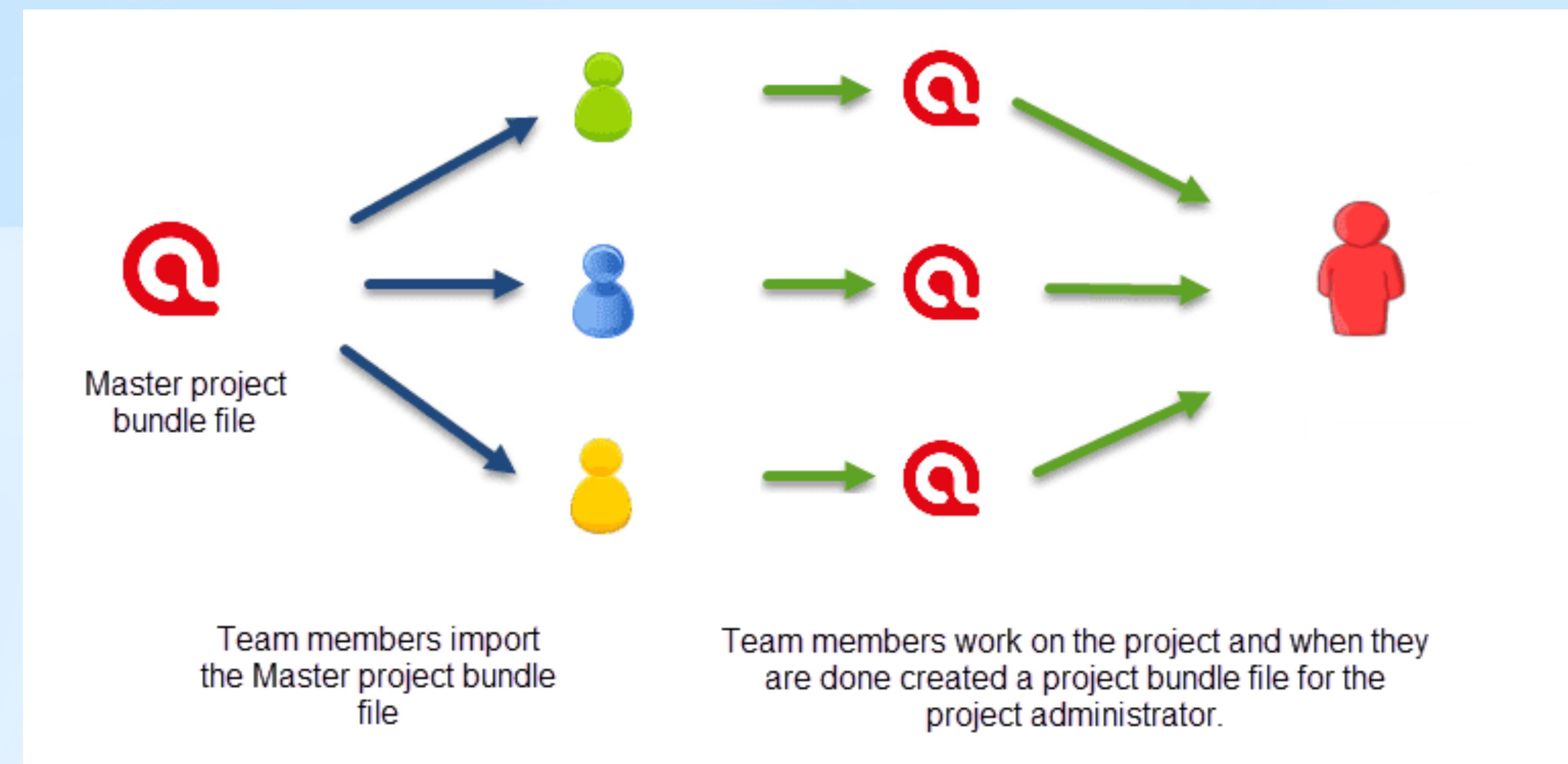
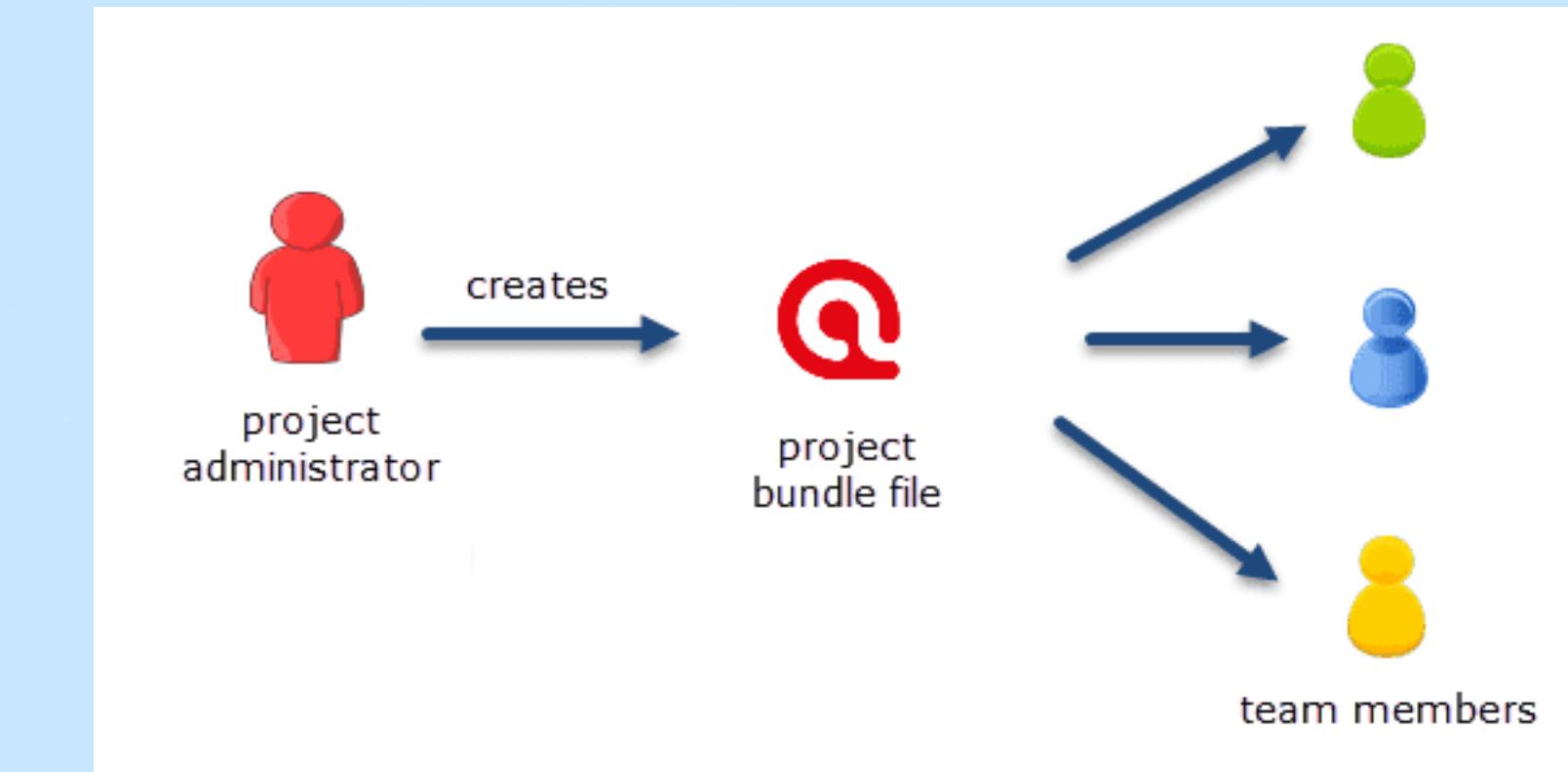
Javi Cantón

Universidade Vigo

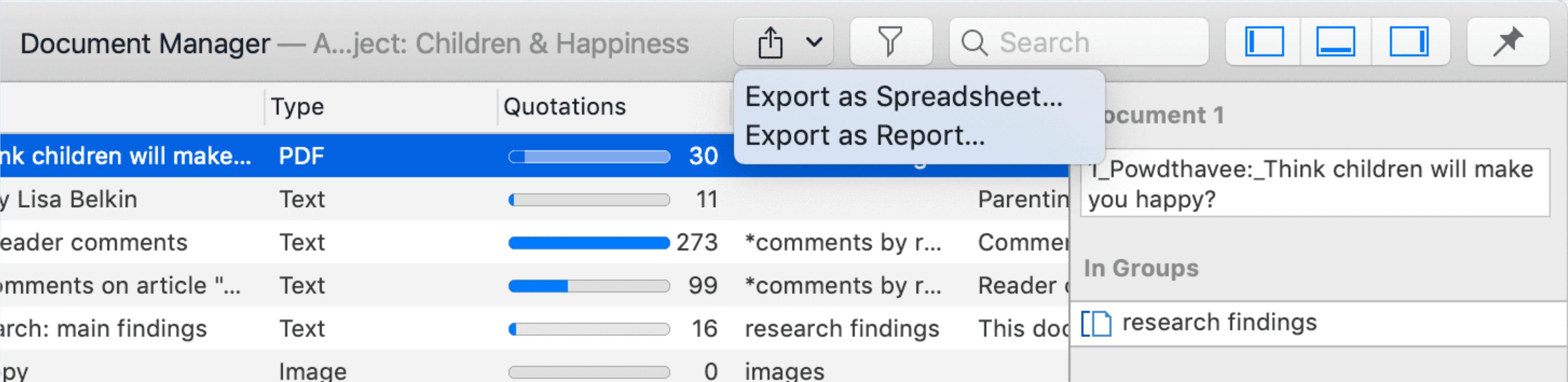
# Trabajo en equipo



# Trabajo en equipo



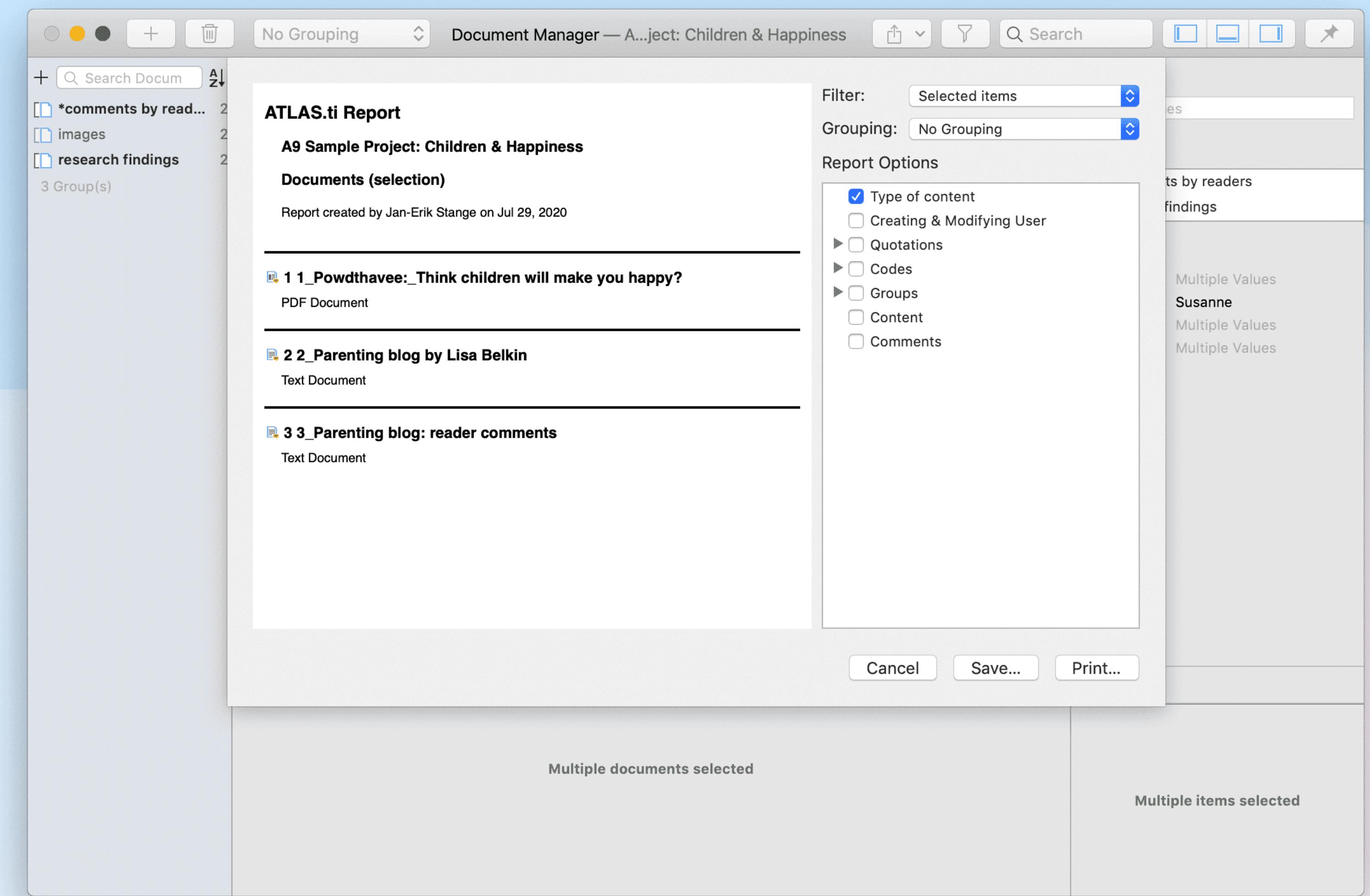
# Creación de informes



The screenshot shows the ATLAS.ti Document Manager interface. The title bar reads "Document Manager — A...ject: Children & Happiness". The main area displays a list of documents with columns for Type, Quotations, and various counts. A context menu is open over the first document, listing "Export as Spreadsheet..." and "Export as Report...".

Type	Quotations	Comments by r...	Comments by r...	Reader c...	This doc...
PDF	30	11	273	*comments by r...	Parentin...
Text	11	273	99	*comments by r...	Comments...
Text	273	99	16	research findings	Reader c...
Text	99	16	0	images	This doc...
Image	0	0	0	images	research findings

# Creación de informes



# Tipos de informes

**Informes:** Informes de los gestores como texto o PDF, o como hoja de cálculo; Informes del Lector de Citas en forma de hoja de cálculo; Informes de la herramienta de consulta en forma de hoja de cálculo.

Exportación de **datos**: todos los documentos; todos los datos para su uso posterior en SPSS en forma de archivo de sintaxis; exportación genérica de todos los datos para su uso posterior en un software estadístico como R, SAS, etc. en forma de hoja de cálculo.

Exportación de **proyectos**: puede exportar todo el proyecto en formato QDPX para utilizarlo en otro QDAS (software de análisis cualitativo de datos) que admita la importación de QDPX; puede exportar todo el proyecto en formato XML.

**Tablas:** todas las tablas y la lista de palabras pueden exportarse como hoja de cálculo.

Exportación en **PDF**: El documento con margen y redes puede exportarse en formato PDF..

Exportación como **imagen**: Los diagramas de Sankey y las nubes de palabras pueden exportarse como archivo gráfico.

# Creación de informes

**ATLAS.ti Report**  
**A22 Children & Happiness (sample)**

**Codes(selection)**

Report created by Susanne Friese (Kwarc) on 24 Jan 2022

---

**pro: altruism**

**Comment:**  
 reasons for having children

wanting to be there / to do something for / to care for someone else

**14 Quotations:**  
 3:66 ¶ 124 – 125 in 3\_Parenting blog: reader comments

**Content:**  
 Is this a biological response bred in me by evolution? Perhaps. But I am glad for it. Too many pleasures in life are self-indulgent and self-serving. Childrearing is different — an arguably altruistic pleasure. The key joy of childrearing is not my joy, but my son's. I am glad just to share it with him.  
 Is this "altruism," in itself, a self-serving emotional response, bred by evolution? Are people who rear happy children more likely to have grandchildren, and pass their genes on for another generation? Maybe — I have no idea. But I do know one thing: that's not what I am thinking when I hear my son giggle. I'm just thinking "what can I do to make him happy — so that I can hear that giggle again?"

3:73 ¶ 136 in 3\_Parenting blog: reader comments

**Content:**  
 I believe my decision to have kids was based on my satisfaction with being a child, myself and my desire to validate that experience. I always wanted children, even as a child, of course not knowing what it would mean experientially.

3:78 ¶ 144 in 3\_Parenting blog: reader comments

**Content:**  
 So reversing our initial decision to not procreate we, at least, entered parenthood with more insight than most who have never been responsible for children. Why did we change our minds? Partly because we believed the hype about how rewarding it is to have children. Partly because we have a wonderful and loving relationship that we wanted to share. Partly because we wanted someone to care for us in our old age.

Filter: Selected items

Grouping: No Grouping

Report Options

- Creating & Modifying User
- Used In Documents
- Groups
- Linked Codes
- Quotations
  - Type of content
  - Creating & Modifying User
  - In Document
  - Codes
  - Hyperlinks
  - Linked Memos
  - Content
  - Comments
  - Linked Memos
  - Comments

8



# Referencias y materiales adicionales

# Referencias

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- VALLES, M.S. (2001): “Ventajas y desafíos del uso de programas informáticos (e.g. ATLAS.ti y MAXqda) en el análisis cualitativo. Una reflexión metodológica desde la grounded theory y el contexto de la investigación social española”. Ponencia en el Seminario sobre Investigación Avanzada Cualitativa Asistida por Ordenador, Granada, noviembre.

# Manuales y ayuda oficial de la página de ATLAS.ti

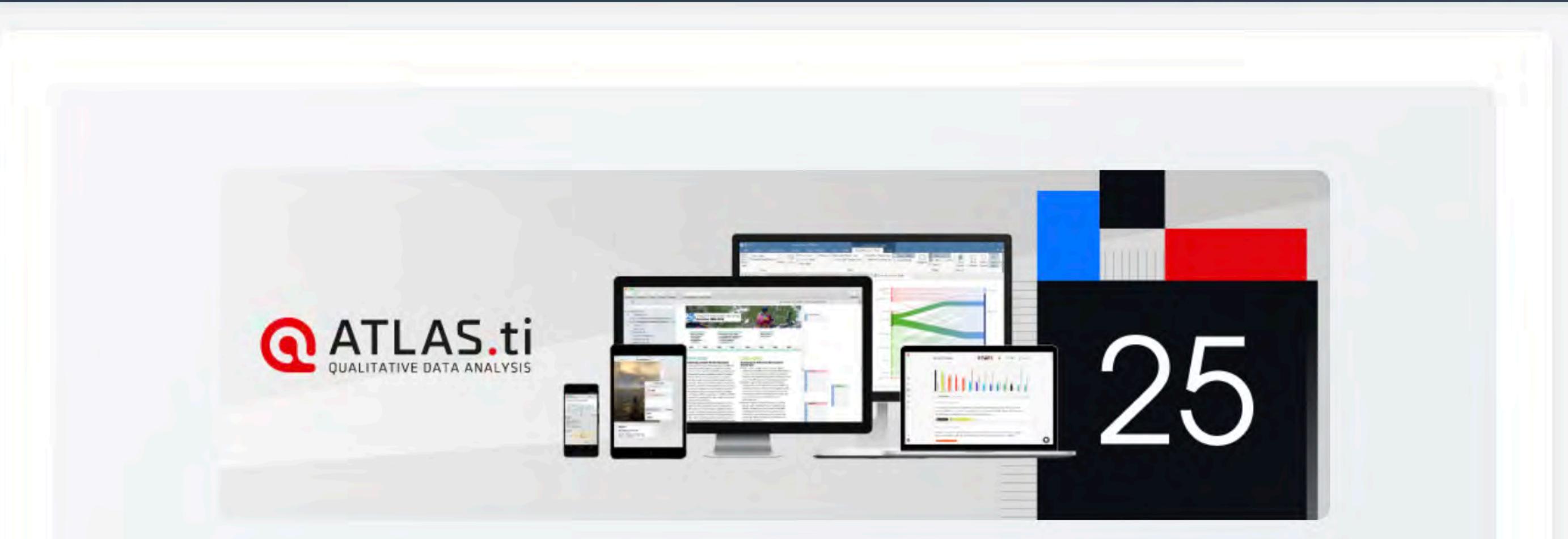
- Guía rápida de ATLAS.ti para Mac
- Manual de usuario de ATLAS.ti para Mac
- Ejemplos de proyectos con ATLAS.ti
- Video-tutoriales oficiales de ATLAS.ti
- Entrenamientos y formación oficial ATLAS.ti

**Taller ATLAS.ti - Javi Cantón**

Curso de Análisis Cualitativo

**Contenido del Curso**

- Inicio
- Módulo 1: Introducción al análisis cualitativo
- Módulo 2: Creación de proyectos y carga de datos
- Módulo 3: Codificación básica y automática
- Módulo 4: Uso de memos y comentarios
- Módulo 5: Visualización y análisis de datos
- Módulo 6: Exportación de resultados



The image shows a composite view of the ATLAS.ti software interface. On the left, there's a sidebar with navigation links. The main area displays a desktop monitor, a laptop, and a smartphone, each showing different facets of the software's qualitative data analysis features. To the right of these devices is a large black rectangular box with the number '25' in white, likely indicating the duration of the course.

## Introducción al Análisis Cualitativo con ATLAS.ti

Aprende a utilizar una de las herramientas más potentes para el análisis de datos cualitativos

[Comenzar el curso](#)

# ¿Alguna pregunta o duda?



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**Muchas gracias por vuestra  
atención**



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