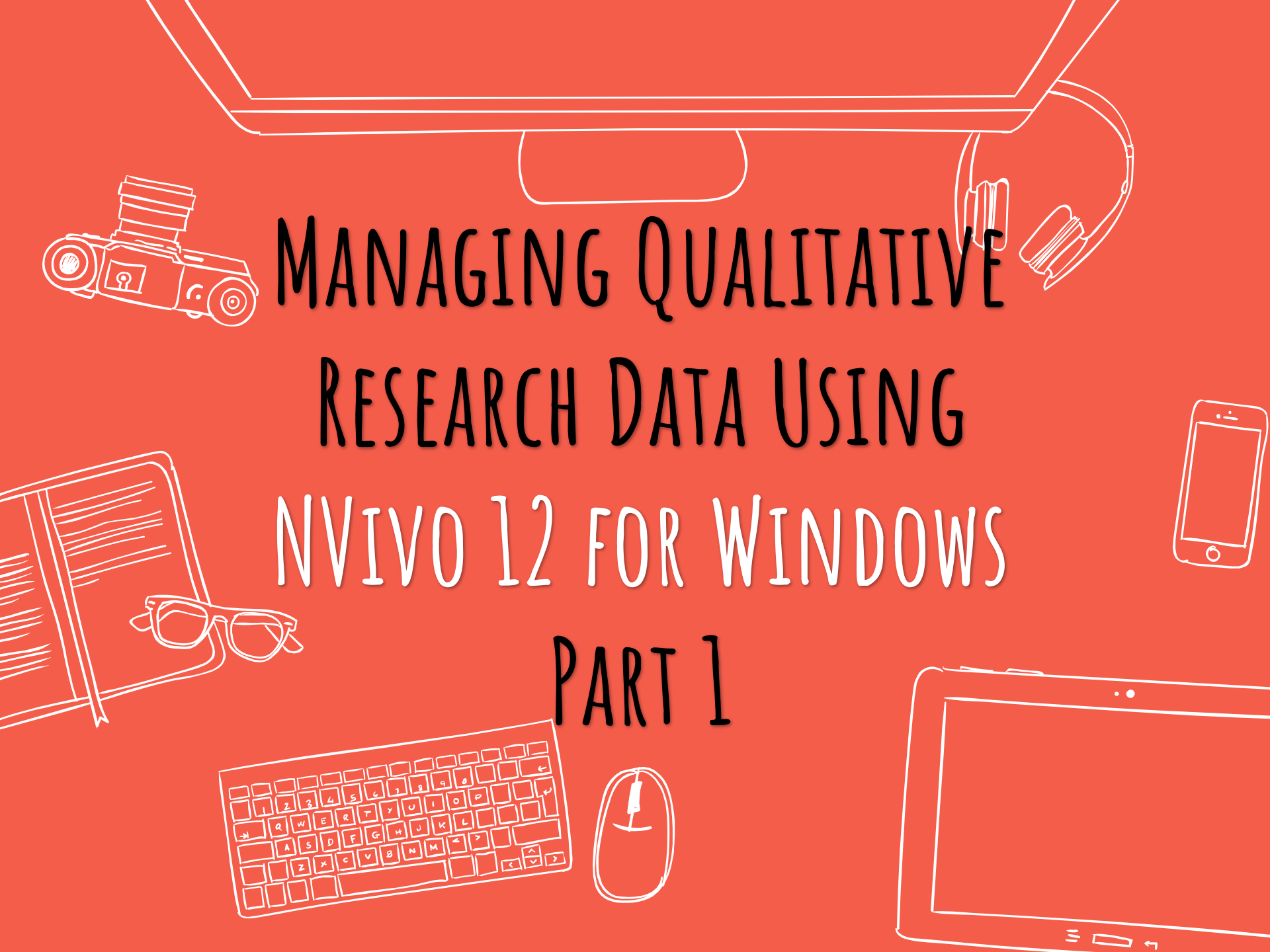
Managing Qualitative Research Data Using NVivo 12 for Windows Part 1



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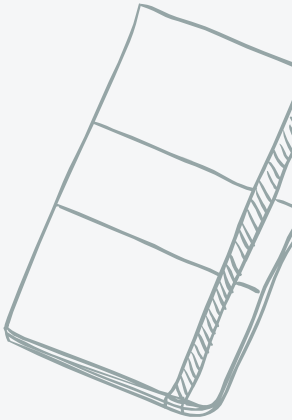
http://bit.ly/2Sd6Q8B

Exercise files (23 MB)

http://bit.ly/2sUZGrq



Hello!

I am Eunice Chan

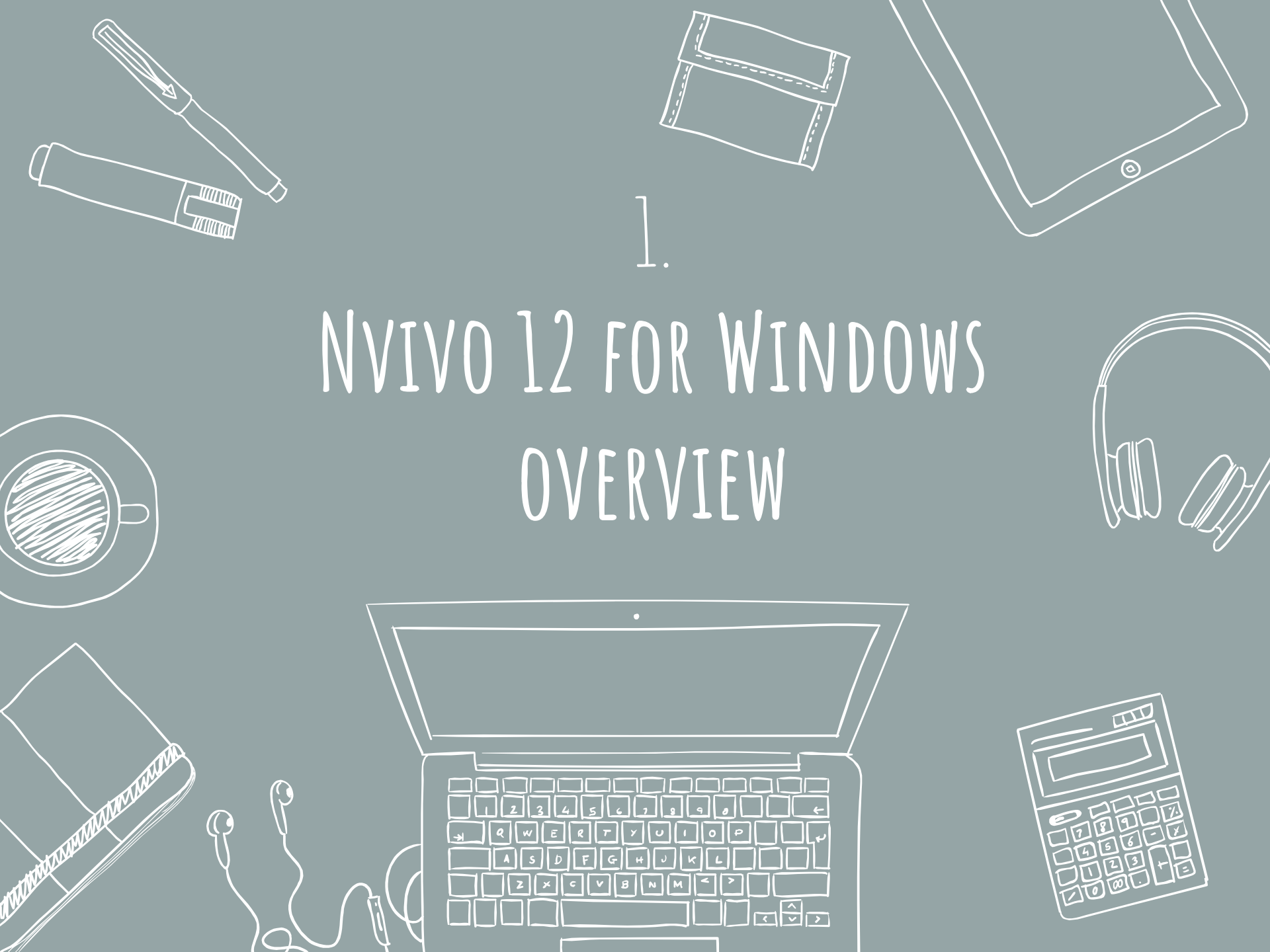
Research and Data Services Librarian

You can find me at:

researchdata@hku.hk

AGENDA

Part 1	1. Overview
	2. Import bibliographic data from EndNote
	Exercise and Break
Part 2	3. Import interview transcripts
	4. Import survey data
	5. Import image, audio and video files
	Exercise and Break
Part 3	6. Coding Queries
	Exercise and Break
Part 4	7. Reporting
	8. Work as a team



1.

NVivo 12 for Windows overview

Interview transcripts

Photo images

Audio and video files

Articles, book chapters

Documents

Web pages

Social Media

Field Notes

Survey data

Literature Review

Organize data

Theme and Coding

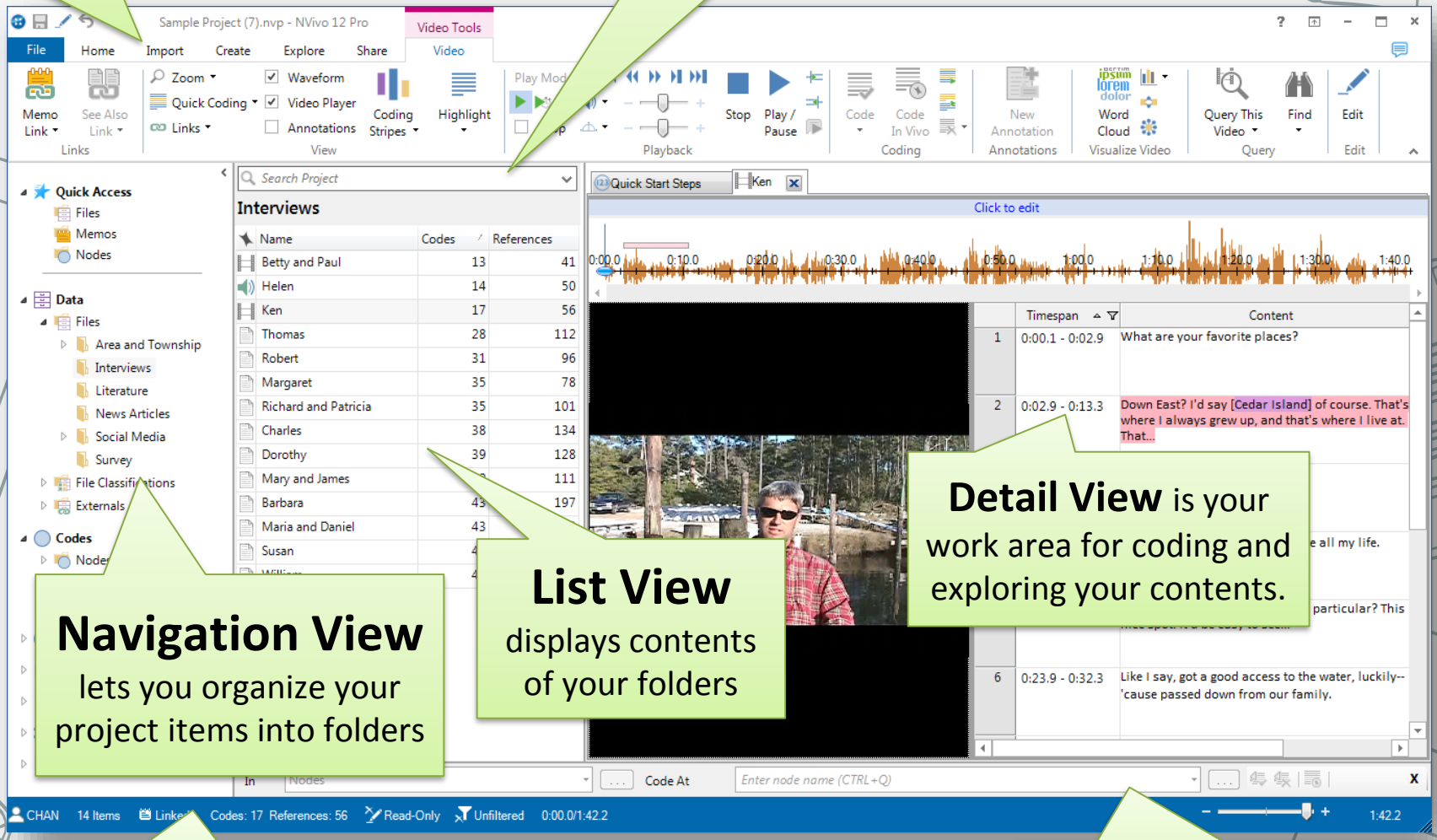
Analysis

Visualization and reports

NVivo 12 Workspace

Ribbon helps you to locate commands

Find Bar lets you search for items.



Navigation View lets you organize your project items into folders

List View displays contents of your folders

Detail View is your work area for coding and exploring your contents.

Status Bar displays what you are doing.

https://help-nv.qsrinternational.com/12/win/v12.1.55-d3ea61/Content/about-nvivo/nvivo-workspace.htm

Quick Coding Bar provides a fast way to code or uncode.

Literature Review

Source: https://media.edutopia.org/styles/responsive_1200px_original/s3/masters/d7_images/cover_media/barber-169hero-teachtext-twenty20.jpg

Literature Review

TIME **Science**

GOING GREEN

Building a Country by Switching On the Lights

By **BRYAN WALSH** Monday, Jan. 31, 2011

Available: http://www.time.com/time/health/article/0,8599,2045426,00.html#ixzz26HlnTjgz

The first decades of the 21st century will be remembered as the ones in which the world finally began to grapple with global development. The likes of Bill and Melinda Gates and Bono — TIME's Persons of the Year in 2005 — have channeled funds to fighting malaria, TB and HIV, while supporting agriculture, infrastructure and even governance. But there's one obstacle to development that has too often been forgotten, a blind spot that does more than almost anything to keep the poor poor: they don't have electric power.

Some 1.6 billion people around the world lack reliable access to electricity. That means they don't have electric lights for students to study by at night. They can't easily charge cell phones — assuming they even have them — which means they can't easily create markets or sell goods. Without regular power, their hospitals are severely limited — after all, you can't even keep vaccines cold without a refrigerator. Agriculture is essentially peasantry if farmers lack powered machinery. As long as those hundreds of millions remain in the dark, they will remain poor — yet solving energy poverty isn't even one of the U.N.'s ambitious Millennium Development Goals.

At the same time, the reality of climate change means that even the developing world needs to look for cleaner sources of energy because Western-style growth driven by fossil fuels could lead to catastrophe. That's left a gap to be filled by small but innovative organizations like E+Co, a New Jersey–based group that lends out capital to entrepreneurs in the developing world to create clean energy businesses. The effect is multiple — the loans create business, help reduce energy poverty and keep carbon emissions from growing. "Without energy, very little can happen," says Christine Eibs Singer, who heads E+Co. "It's clear to us that if you want to help with development, you need to address energy."

In the 1990s, E+Co grew out of the Rockefeller Foundation, the venerable philanthropic organization that has funded development assistance for decades. Its philosophy is still the same: find entrepreneurs on the ground in the developing world who are ready to market clean-energy solutions, and get them the capital and support they need to get started. E+Co — which has offices in Africa, Asia and South America — works with local NGOs to support those entrepreneurs, often bypassing governments on the ground. Most of the projects they help fund are off-the-grid energy solutions — solar panels or biogas, which is produced with animal or human waste. That has another added benefit: for those parts of the developing world that aren't wired to any kind of power grid, on-site generation can be an instant solution. Solar panels remain a green luxury for citizens in rich nations — they already have access to reliably cheap

1

The Economist

Nutrition

Food for thought

Global hunger is on the wane but it is still hampering the growth of people, and of economies

Jul 29th 2004 | DEDZA, MALAWI | from the print edition

Available: http://www.economist.com/node/2963282

THERE are not enough classrooms at the Msekeni primary school, so half the lessons take place in the shade of yellow-blossomed acacia trees. Given this shortage, it might seem odd that one of the school's purpose-built classrooms has been emptied of pupils and turned into a storeroom for sacks of grain. But it makes sense. Food matters more than shelter.

Msekeni is in one of the poorer parts of Malawi, a landlocked southern African country of exceptional beauty and great poverty. No war lays waste Malawi, nor is the land unusually crowded or infertile, but Malawians still have trouble finding enough to eat. Half of the children under five are underfed to the point of stunting. Hunger blights most aspects of Malawian life, so the country is as good a place as any to investigate how nutrition affects development, and vice versa.

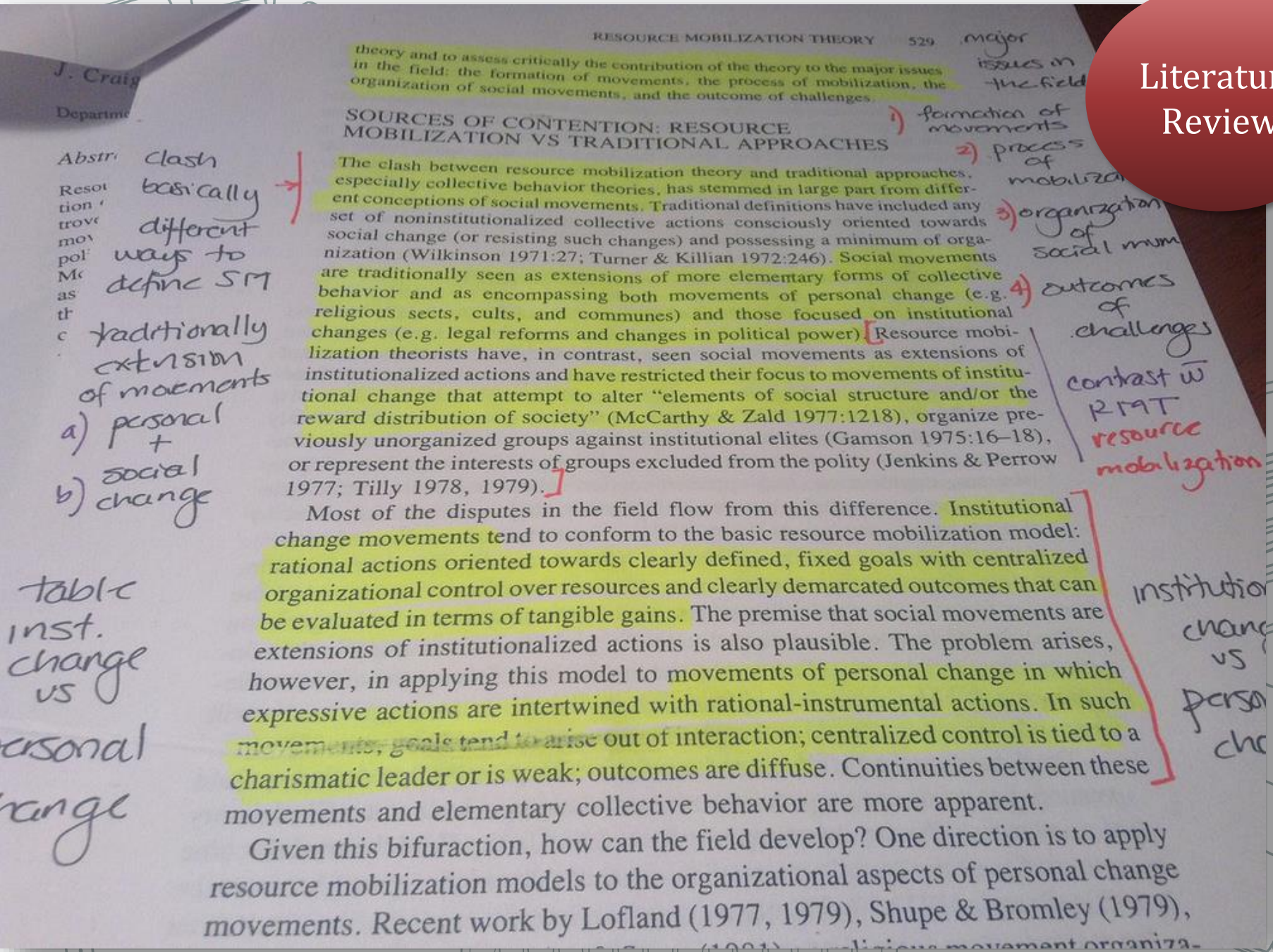
The headmaster at Msekeni, Bernard Kumanda, has strong views on the subject.

He thinks food is a priceless teaching aid. Since 1999, his pupils have received free school lunches. Donors such as the World Food Programme (WFP) provide the food: those sacks of grain (mostly mixed maize and soyabean flour, enriched with vitamin A) in that converted classroom. Local volunteers do the cooking—turning the dry ingredients into a bland but nutritious slop, and spooning it out on to plastic plates. The children line up in large crowds, cheerfully singing a song called "We are getting porridge".

When the school's feeding programme was introduced, enrolment at Msekeni doubled. Some of the new pupils had switched from nearby schools that did not give out free porridge, but most were children whose families had previously kept them at home to work. These families were so poor that the long-term benefits of education seemed unattractive when set against the short-term gain of sending children out to gather

1

Source: http://quangtruong.weebly.com/uploads/1/4/9/2/14925452/4354725_orig.png



RESOURCE MOBILIZATION THEORY 529

theory and to assess critically the contribution of the theory to the major issues in the field: the formation of movements, the process of mobilization, the organization of social movements, and the outcome of challenges.

SOURCES OF CONTENTION: RESOURCE MOBILIZATION VS TRADITIONAL APPROACHES

The clash between resource mobilization theory and traditional approaches, especially collective behavior theories, has stemmed in large part from different conceptions of social movements. Traditional definitions have included any set of noninstitutionalized collective actions consciously oriented towards social change (or resisting such changes) and possessing a minimum of organization (Wilkinson 1971:27; Turner & Killian 1972:246). Social movements are traditionally seen as extensions of more elementary forms of collective behavior and as encompassing both movements of personal change (e.g. religious sects, cults, and communes) and those focused on institutional changes (e.g. legal reforms and changes in political power). Resource mobilization theorists have, in contrast, seen social movements as extensions of institutionalized actions and have restricted their focus to movements of institutional change that attempt to alter "elements of social structure and/or the reward distribution of society" (McCarthy & Zald 1977:1218), organize previously unorganized groups against institutional elites (Gamson 1975:16–18), or represent the interests of groups excluded from the polity (Jenkins & Perrow 1977; Tilly 1978, 1979).

Most of the disputes in the field flow from this difference. Institutional change movements tend to conform to the basic resource mobilization model: rational actions oriented towards clearly defined, fixed goals with centralized organizational control over resources and clearly demarcated outcomes that can be evaluated in terms of tangible gains. The premise that social movements are extensions of institutionalized actions is also plausible. The problem arises, however, in applying this model to movements of personal change in which expressive actions are intertwined with rational-instrumental actions. In such movements, goals tend to arise out of interaction; centralized control is tied to a charismatic leader or is weak; outcomes are diffuse. Continuities between these movements and elementary collective behavior are more apparent.

Given this bifuraction, how can the field develop? One direction is to apply resource mobilization models to the organizational aspects of personal change movements. Recent work by Lofland (1977, 1979), Shupe & Bromley (1979),

Literature Review

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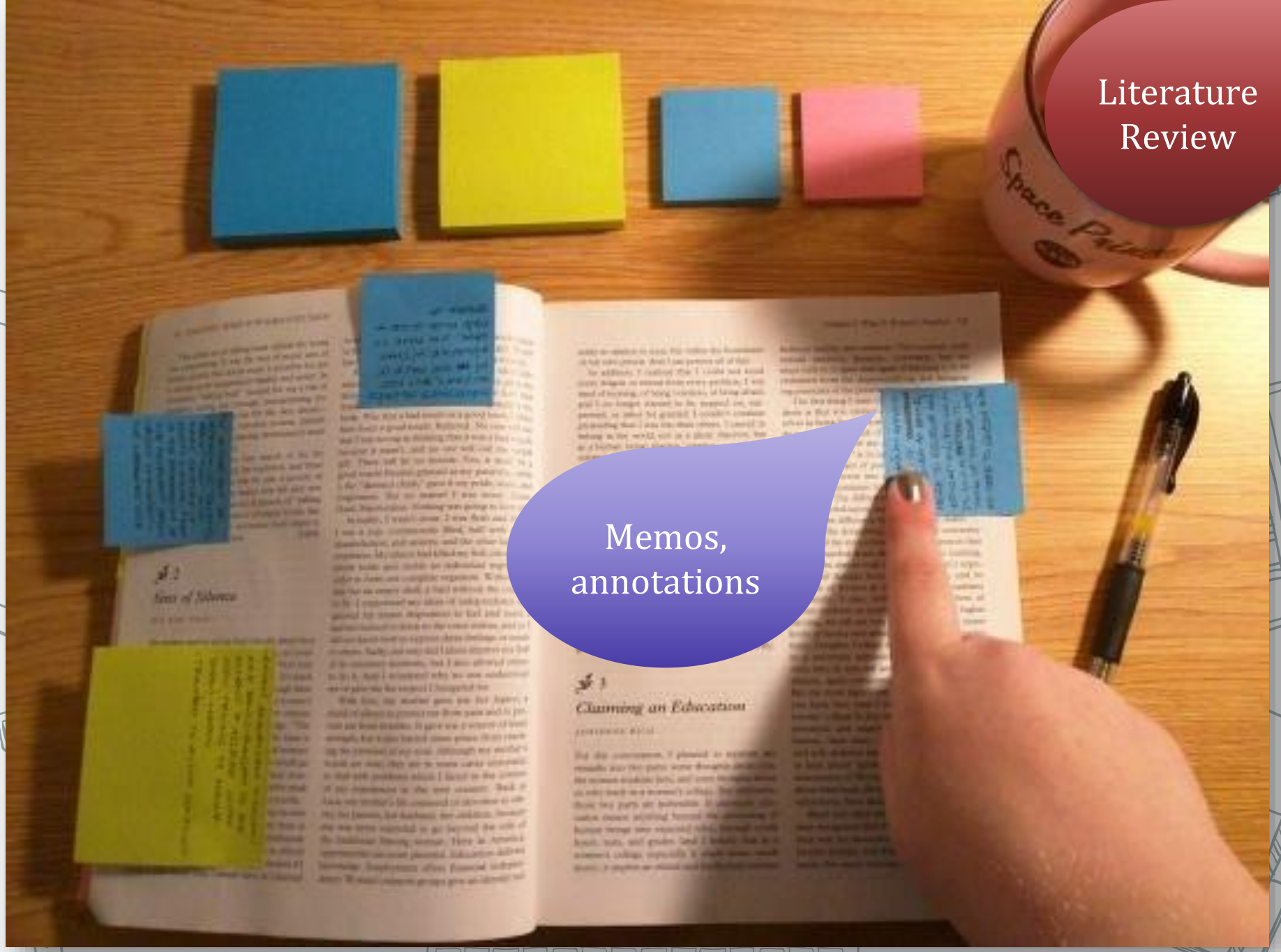

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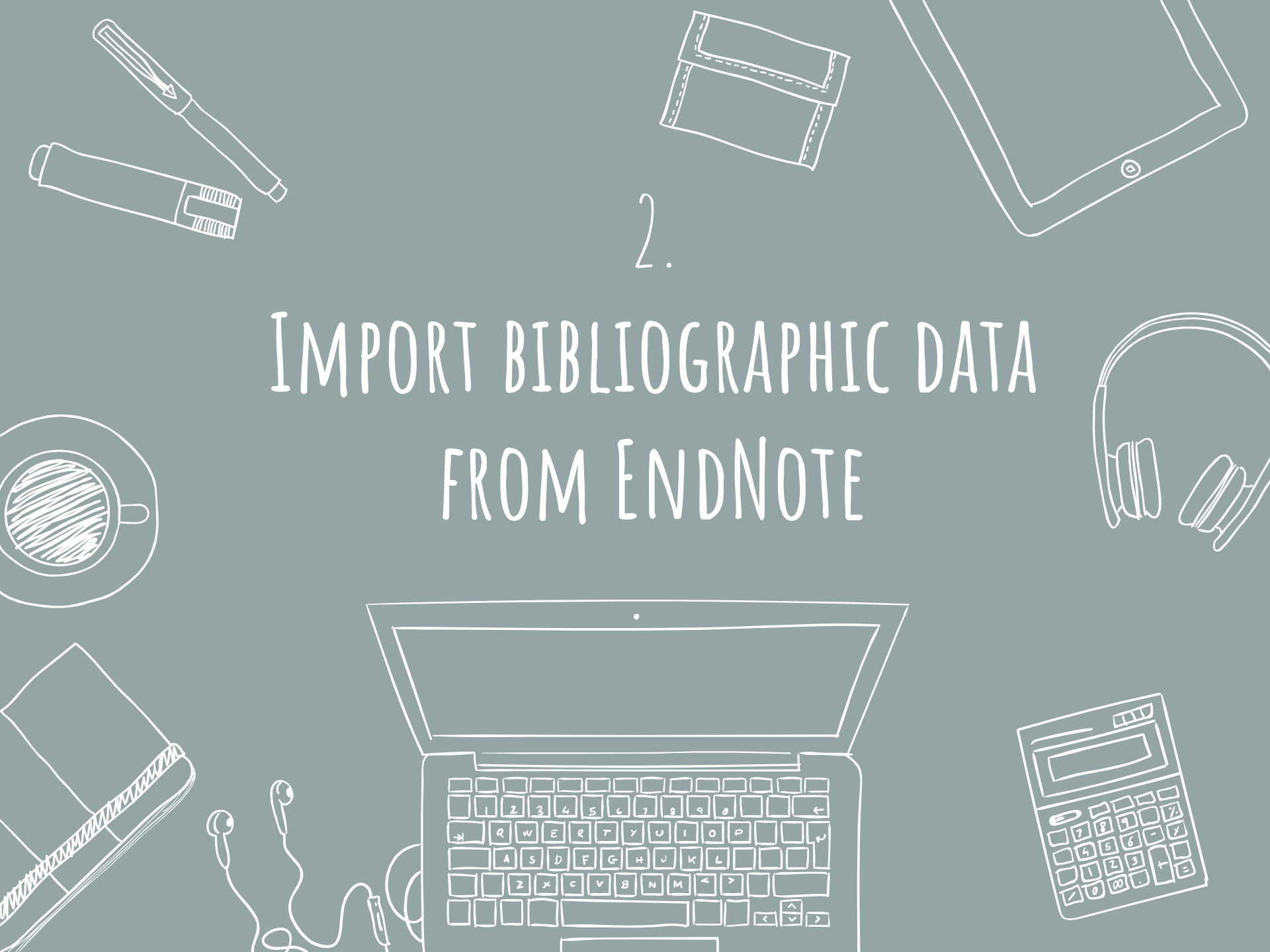

2.

Import bibliographic data from EndNote

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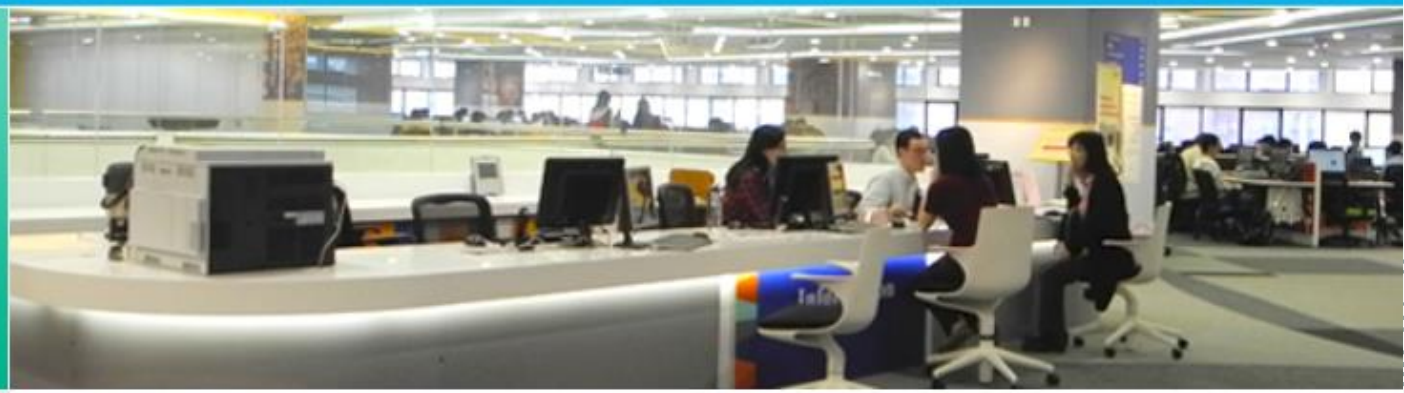

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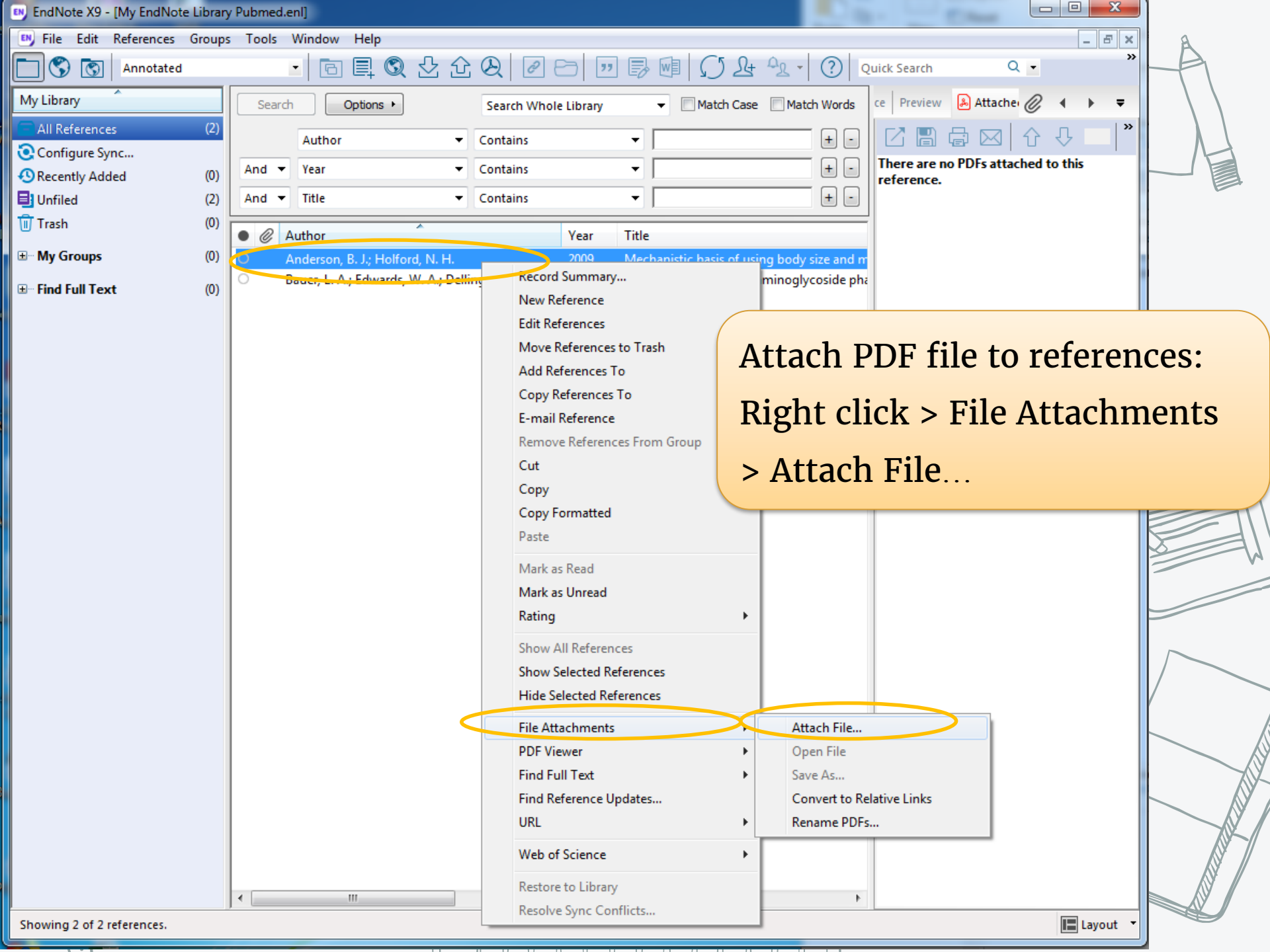
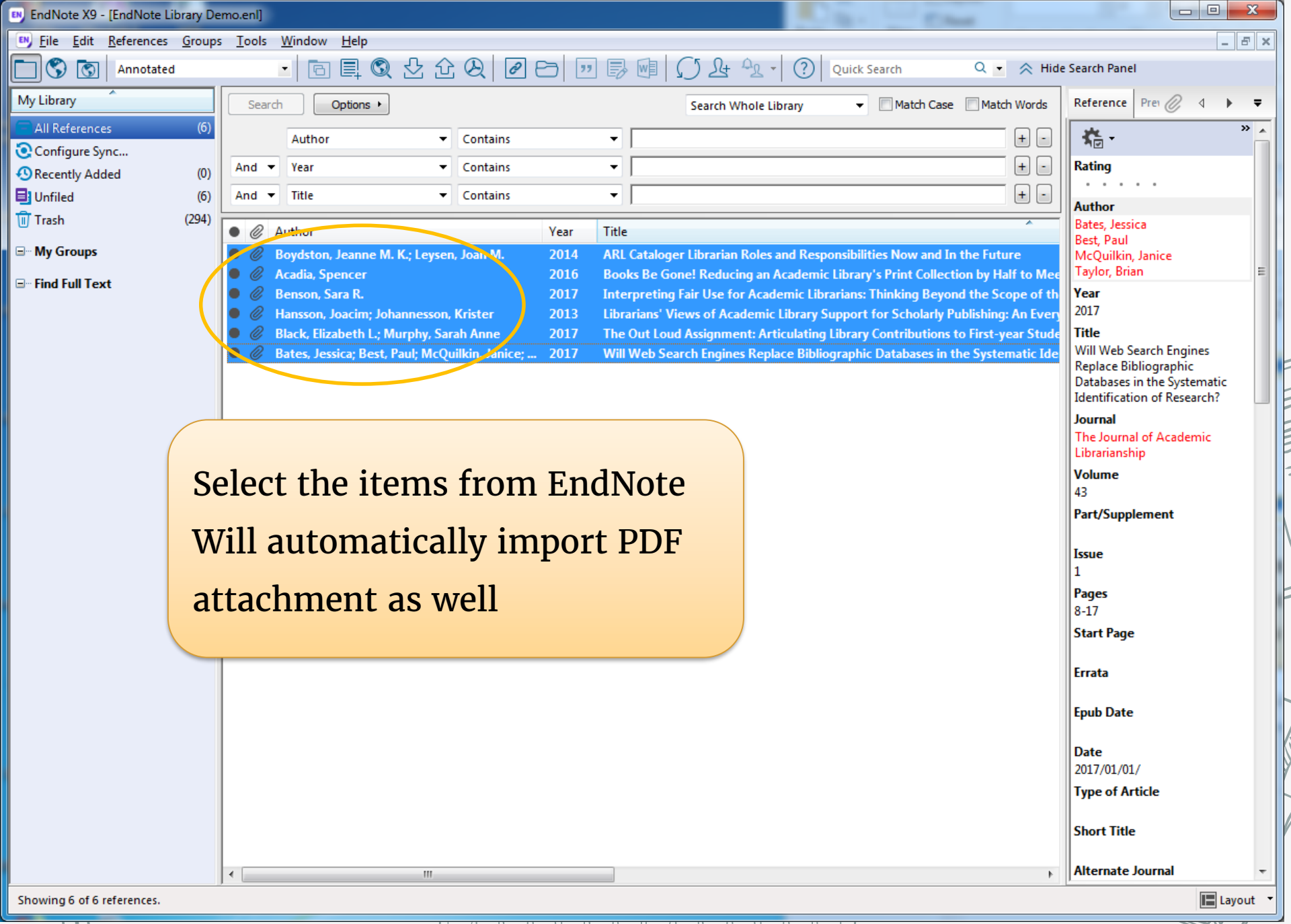
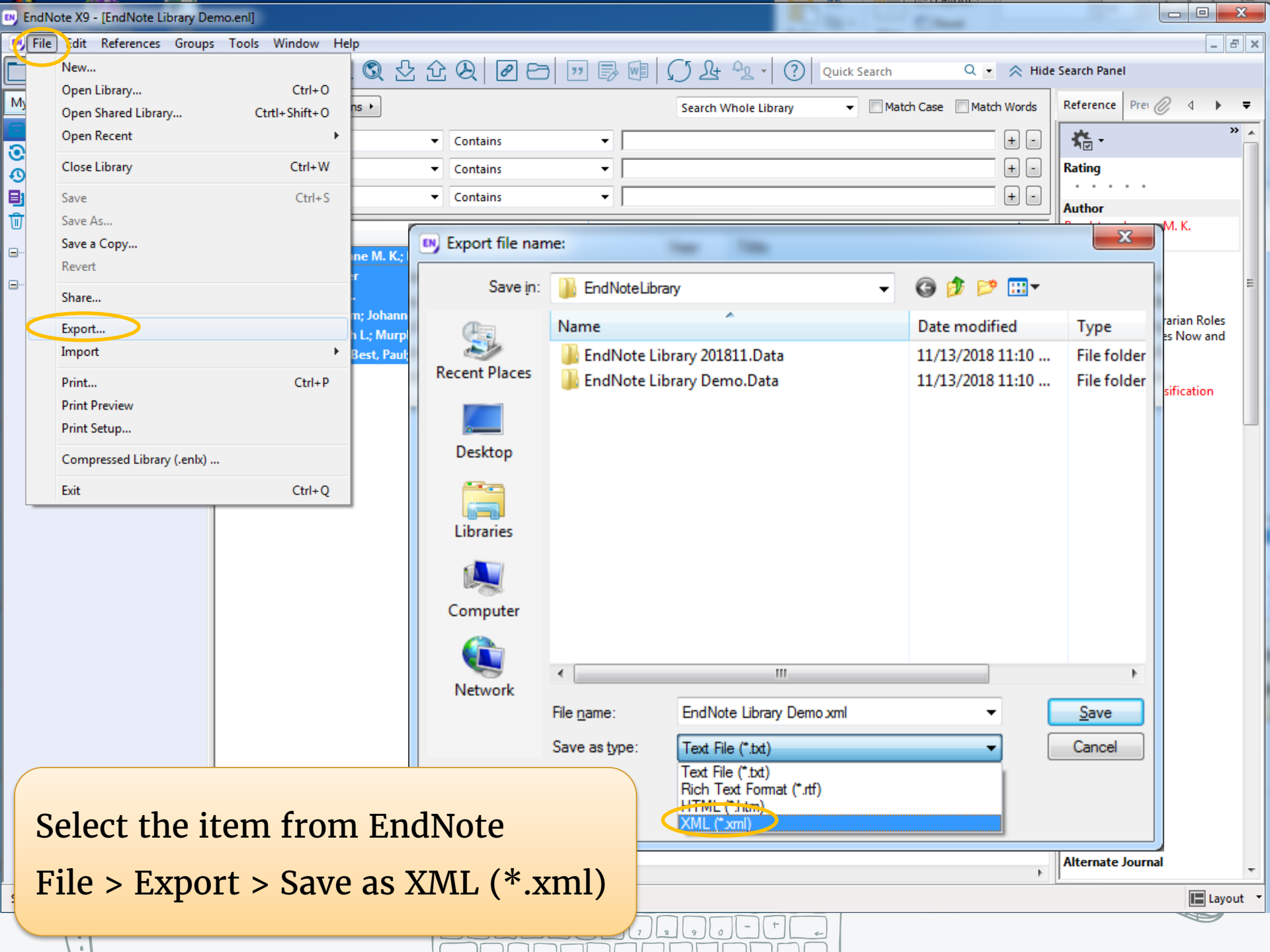


Attach PDF file to references:

Right click > File Attachments > Attach File…



Select the items from EndNote
Will automatically import PDF attachment as well



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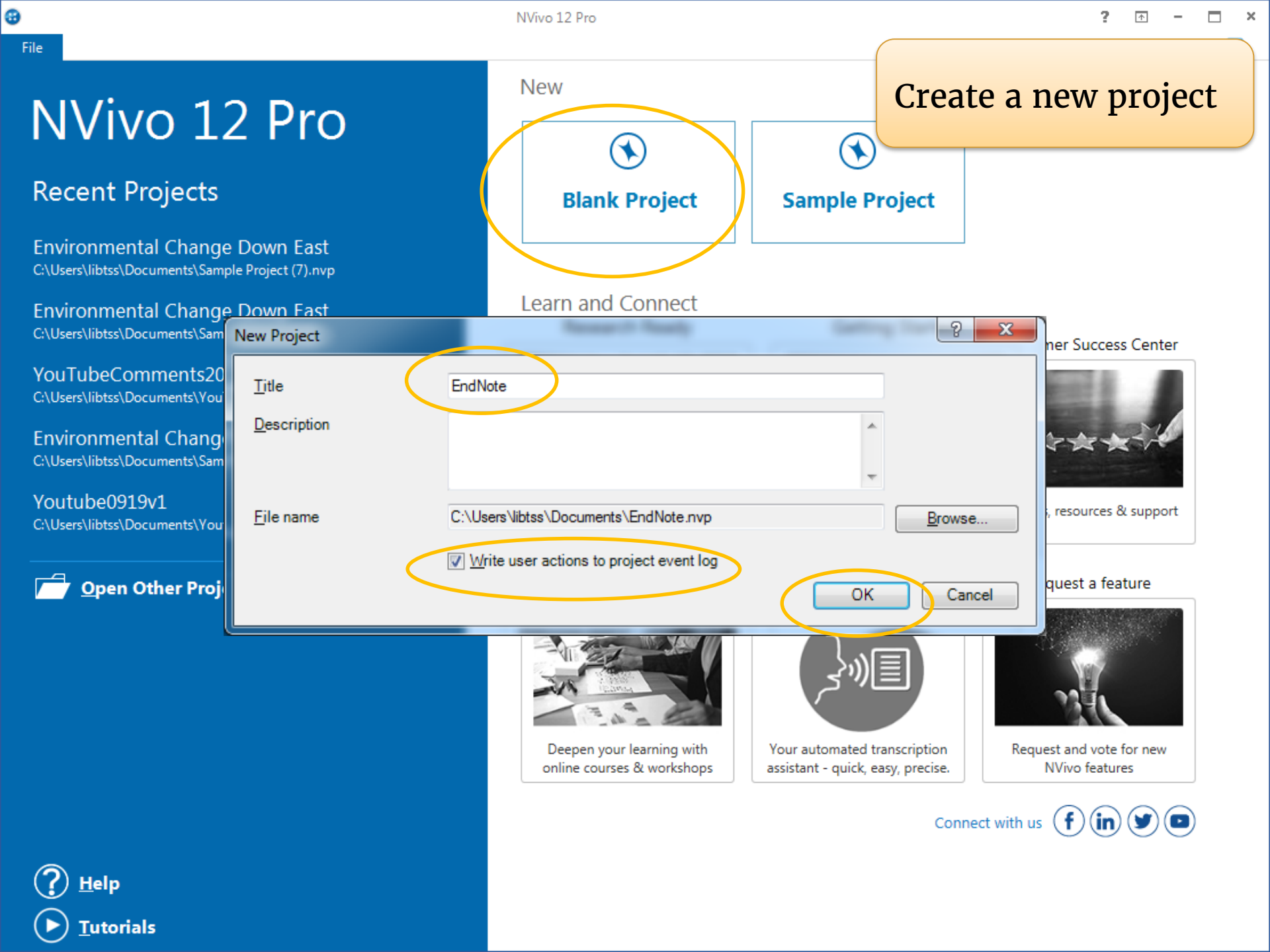
File > Export > Save as XML (*.xml)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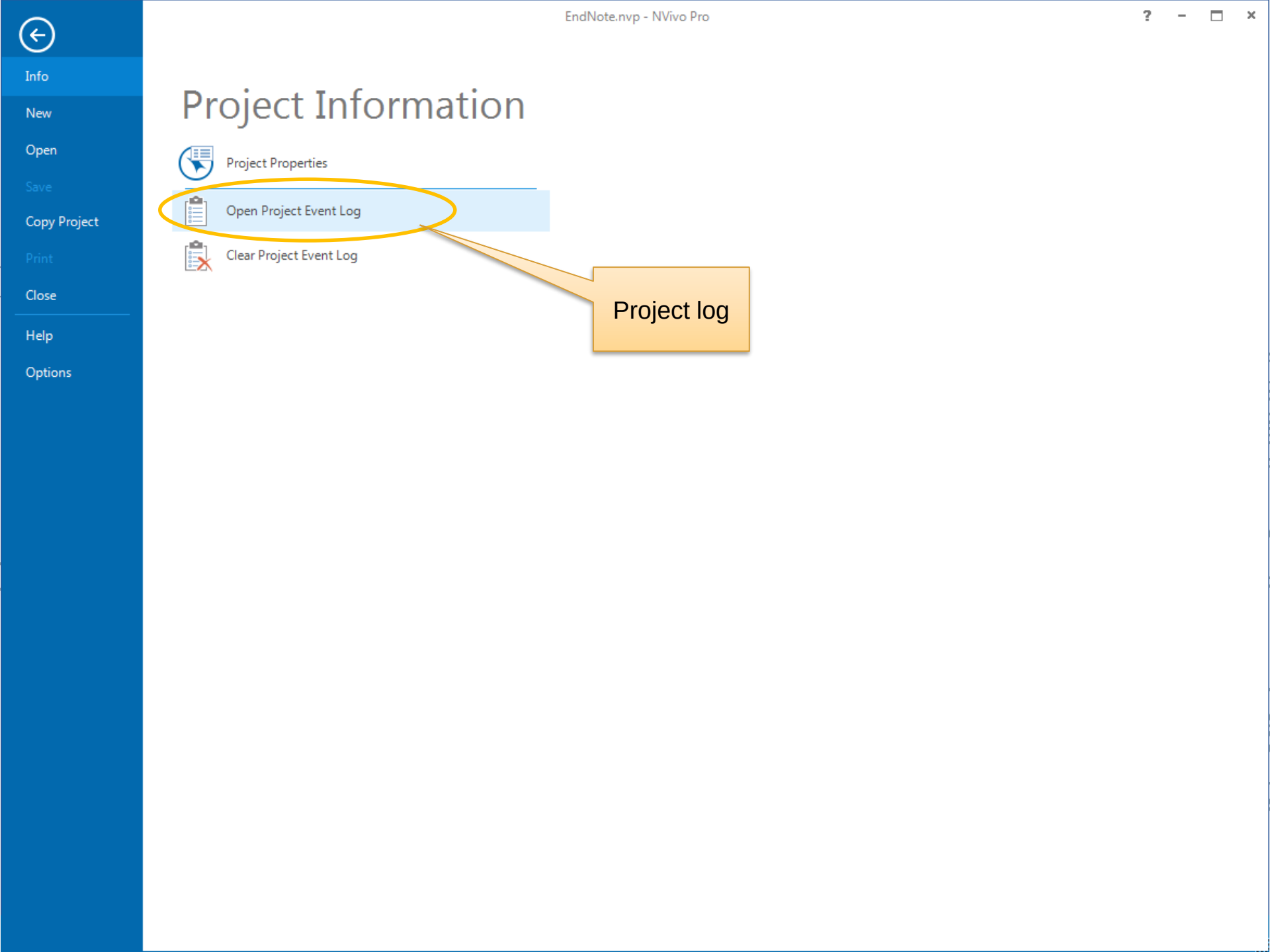
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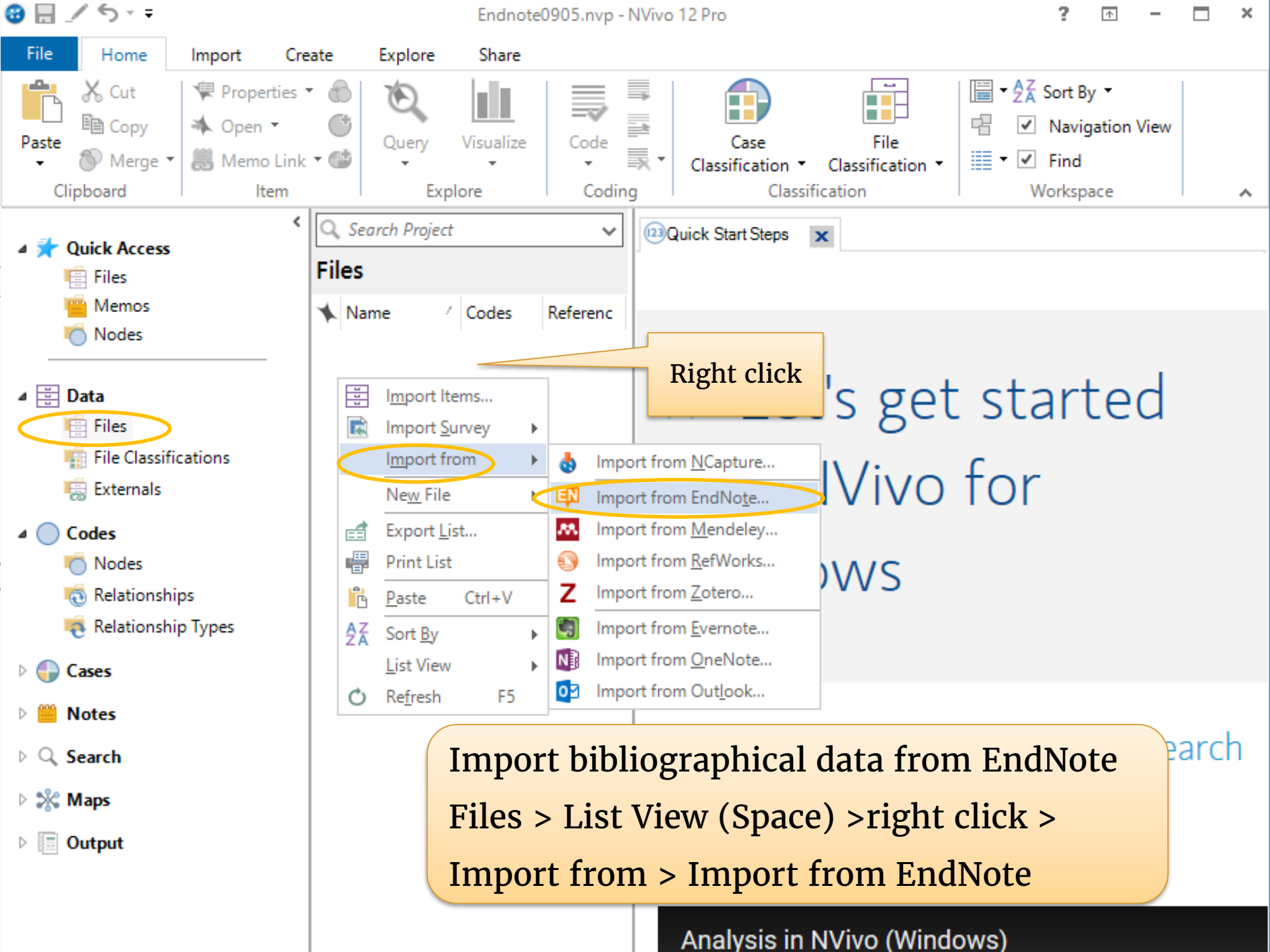
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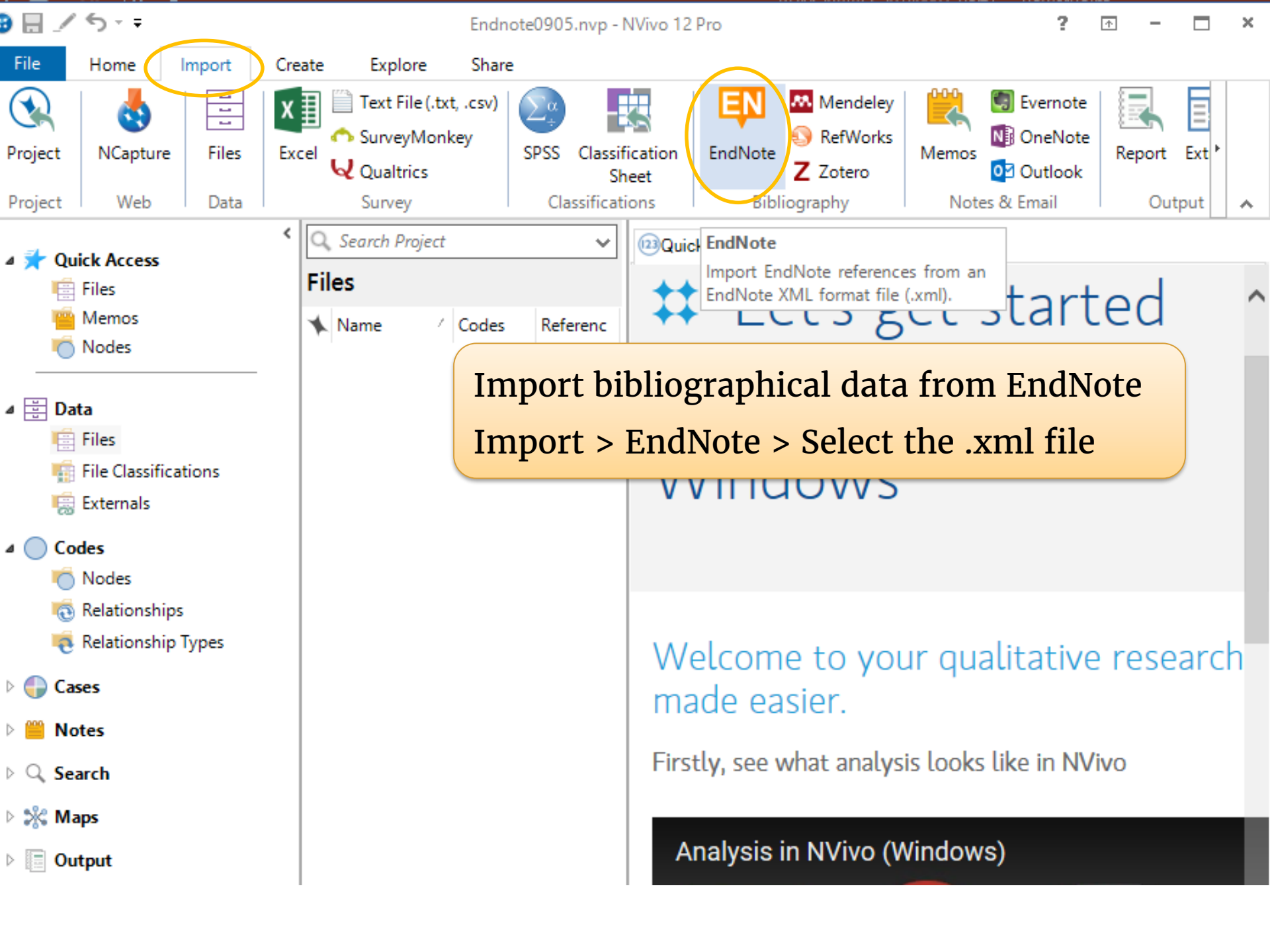
Analysis in NVivo (Windows)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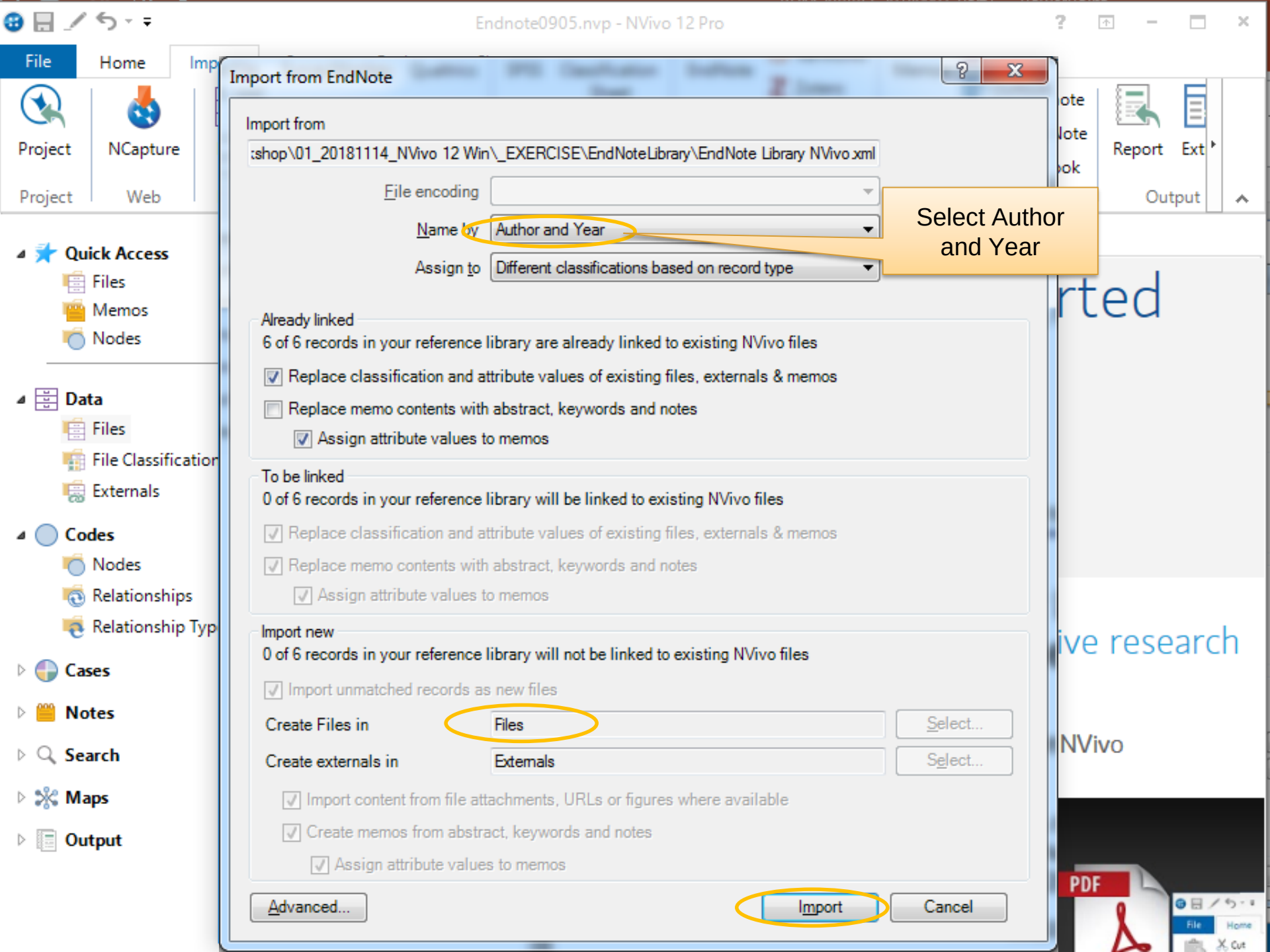
Import > EndNote > Select the .xml file
Welcome to your qualitative research made easier.
Firstly, see what analysis looks like in NVivo
Analysis in NVivo (Windows)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Replace memo contents with abstract, keywords and notes
Assign attribute values to memos
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EndNoteImport.nvp - NVivo 12 Pro

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Project | Web | Data | Survey | Classifications | Bibliography | Notes & Email | Output | Codebook

Quick Access
- Files
- Memos
- Nodes

Data
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- File Classifications
- Externals

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- Nodes
- Relationships
- Relationship Types

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Maps

Output

Articles with PDF in Data > Files

Search Project

Files

Name	Codes	Referen
Boydston, Jeanne M. K.	0	0
Acadia, Spencer; (2016	0	0
Benson, Sara R.; (2017)	0	0
Hansson, Joacim;Johan	0	0
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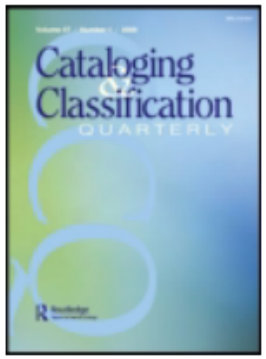
Bates, Jessica;Best, Pau	0	0

Quick Start Steps | Boydston, Jeanne M. K.;Leysen,



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Jeanne M. K. Boydston & Joan M. Leysen

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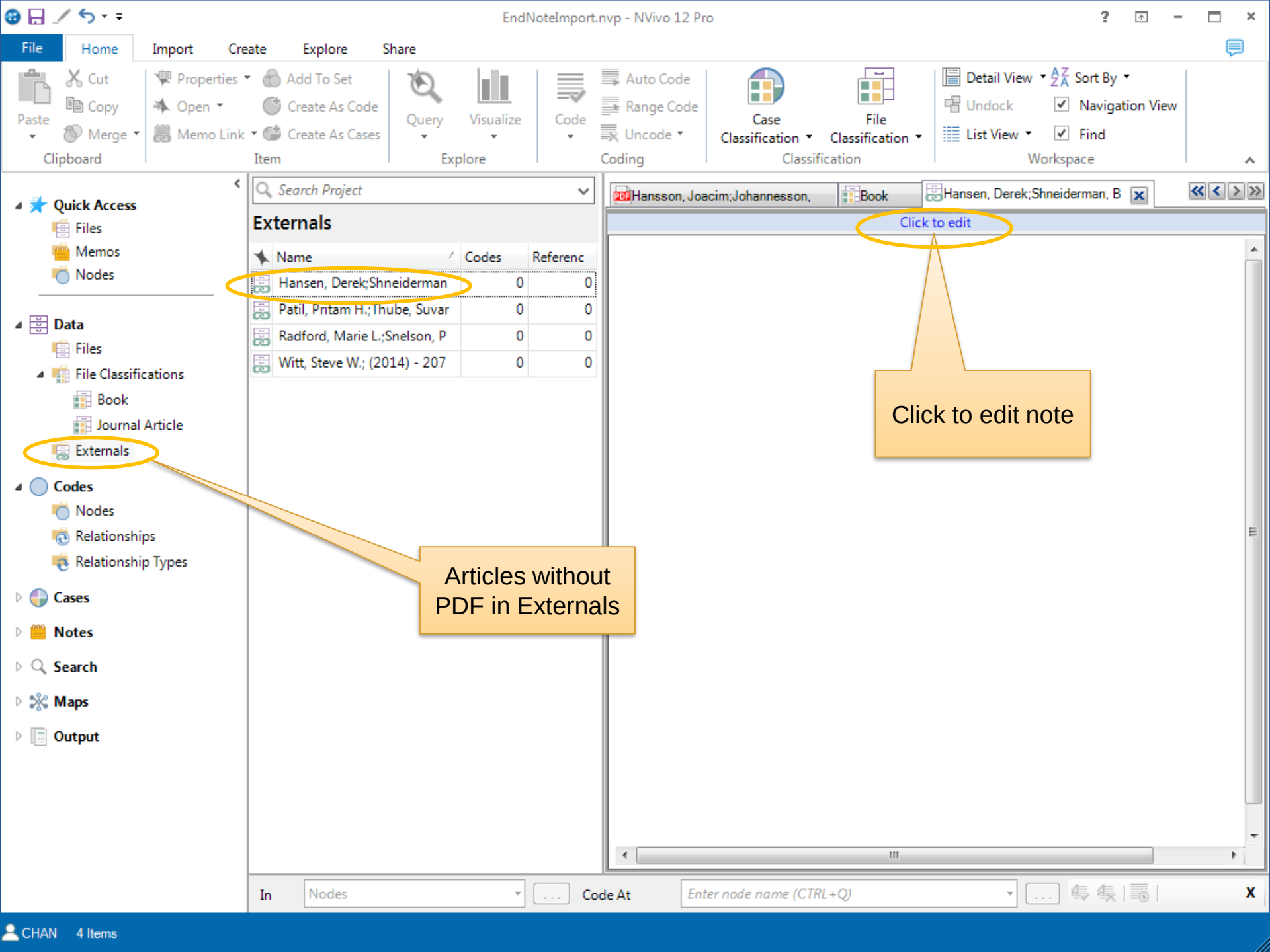
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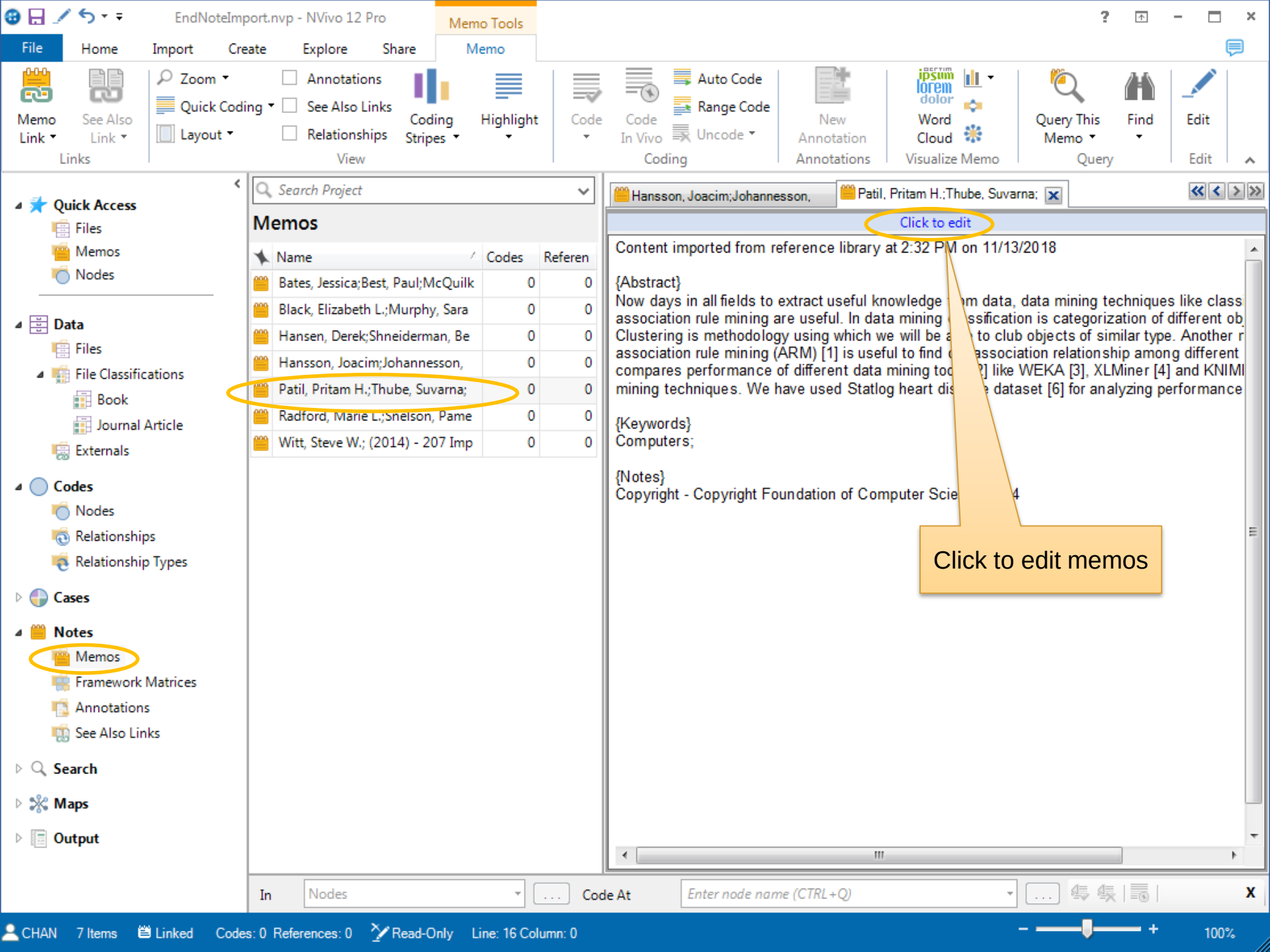
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Hansen, Derek;Shneiderman, Be
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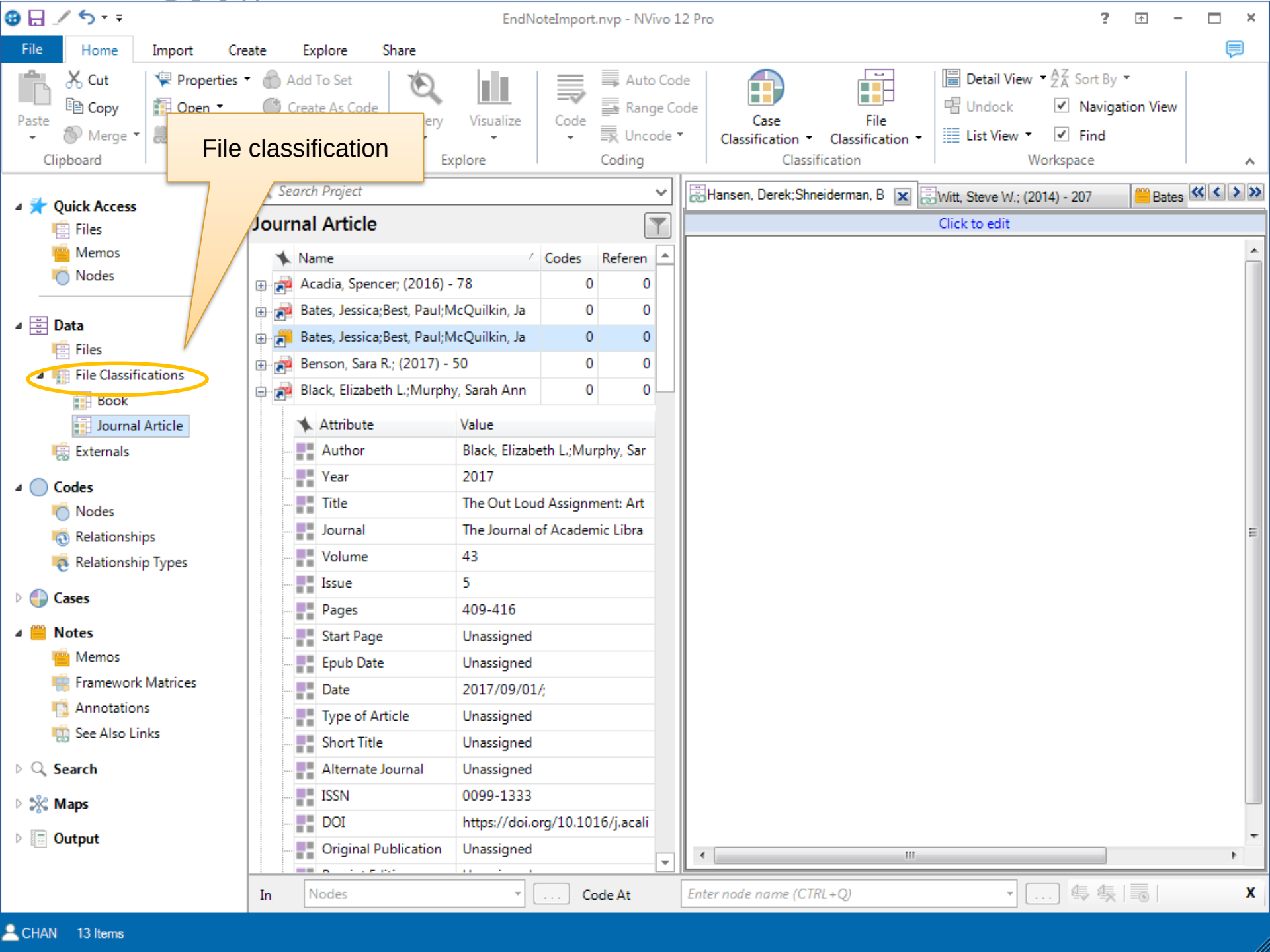
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Framework Matrices
Annotations
See Also Links
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Maps
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Referen
Acadia, Spencer; (2016) - 78
Bates, Jessica;Best, Paul;McQuilkin, Ja
Bates, Jessica;Best, Paul;McQuilkin, Ja
Benson, Sara R.; (2017) - 50
Black, Elizabeth L.;Murphy, Sarah Ann
Attribute
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Author
Black, Elizabeth L.;Murphy, Sar
Year
2017
Title
The Out Loud Assignment: Art
Journal
The Journal of Academic Libra
Volume
43
Issue
5
Pages
409-416
Start Page
Unassigned
Epub Date
Unassigned
Date
2017/09/01/;
Type of Article
Unassigned
Short Title
Unassigned
Alternate Journal
Unassigned
ISSN
0099-1333
DOI
https://doi.org/10.1016/j.acali
Original Publication
Unassigned
Hansen, Derek;Shneiderman, B
Witt, Steve W.; (2014) - 207
Bates
Click to edit
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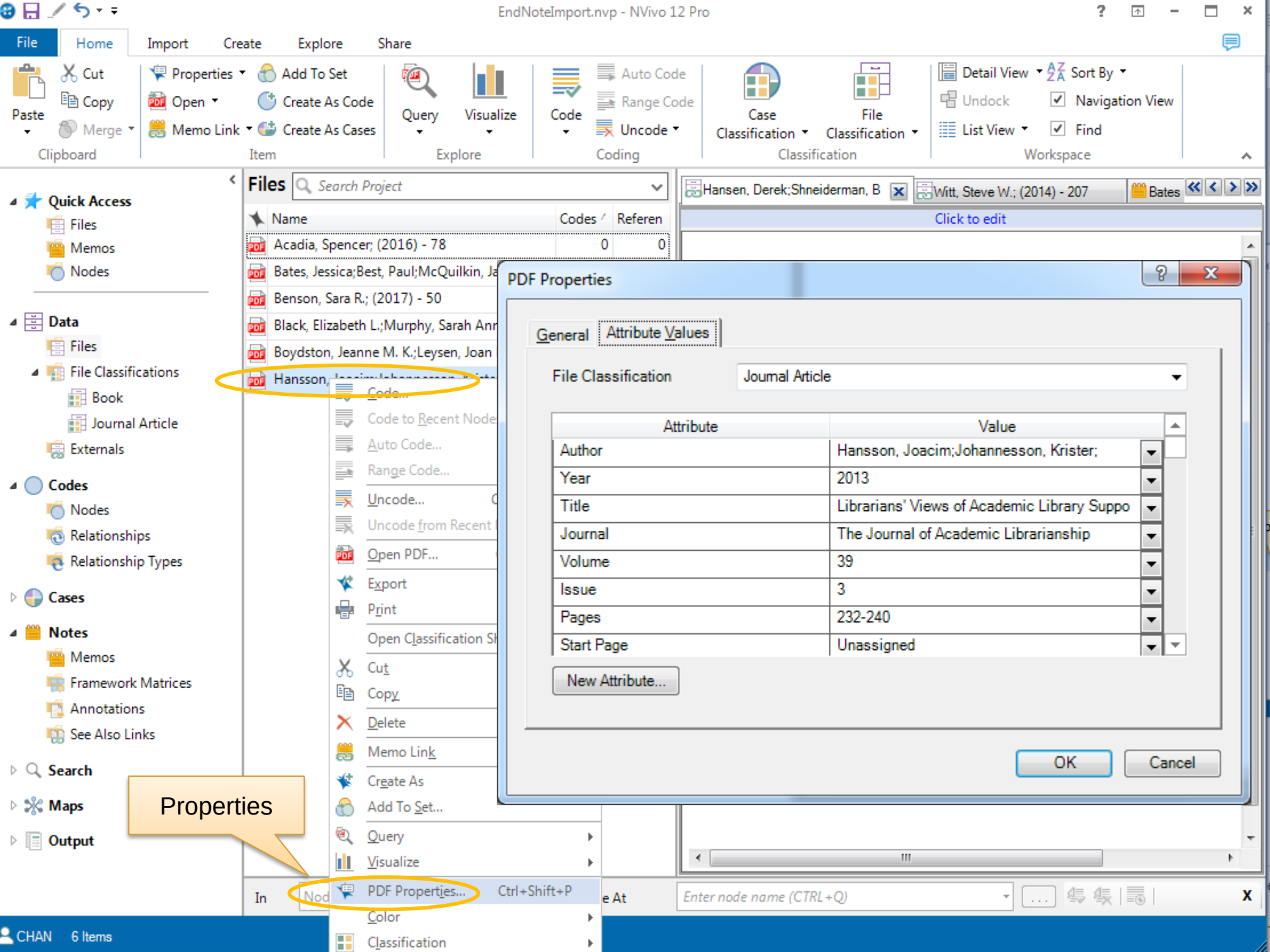
Nodes
Code At
Enter node name (CTRL+Q)
CHAN
13 Items


EndNoteImport.nvp - NVivo 12 Pro
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Acadia, Spencer; (2016) - 78
Bates, Jessica;Best, Paul;McQuilkin, Ja
Benson, Sara R.; (2017) - 50
Black, Elizabeth L.;Murphy, Sarah Anr
Boydston, Jeanne M. K.;Leysen, Joan
Hansson,
Hansen, Derek;Shneiderman, B
Witt, Steve W.; (2014) - 207
Bates
Click to edit
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Auto Code...
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PDF Properties
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Attribute Values
File Classification
Journal Article
Attribute
Value
Author
Hansson, Joacim;Johannesson, Krister;
Year
2013
Title
Librarians' Views of Academic Library Suppo
Journal
The Journal of Academic Librarianship
Volume
39
Issue
3
Pages
232-240
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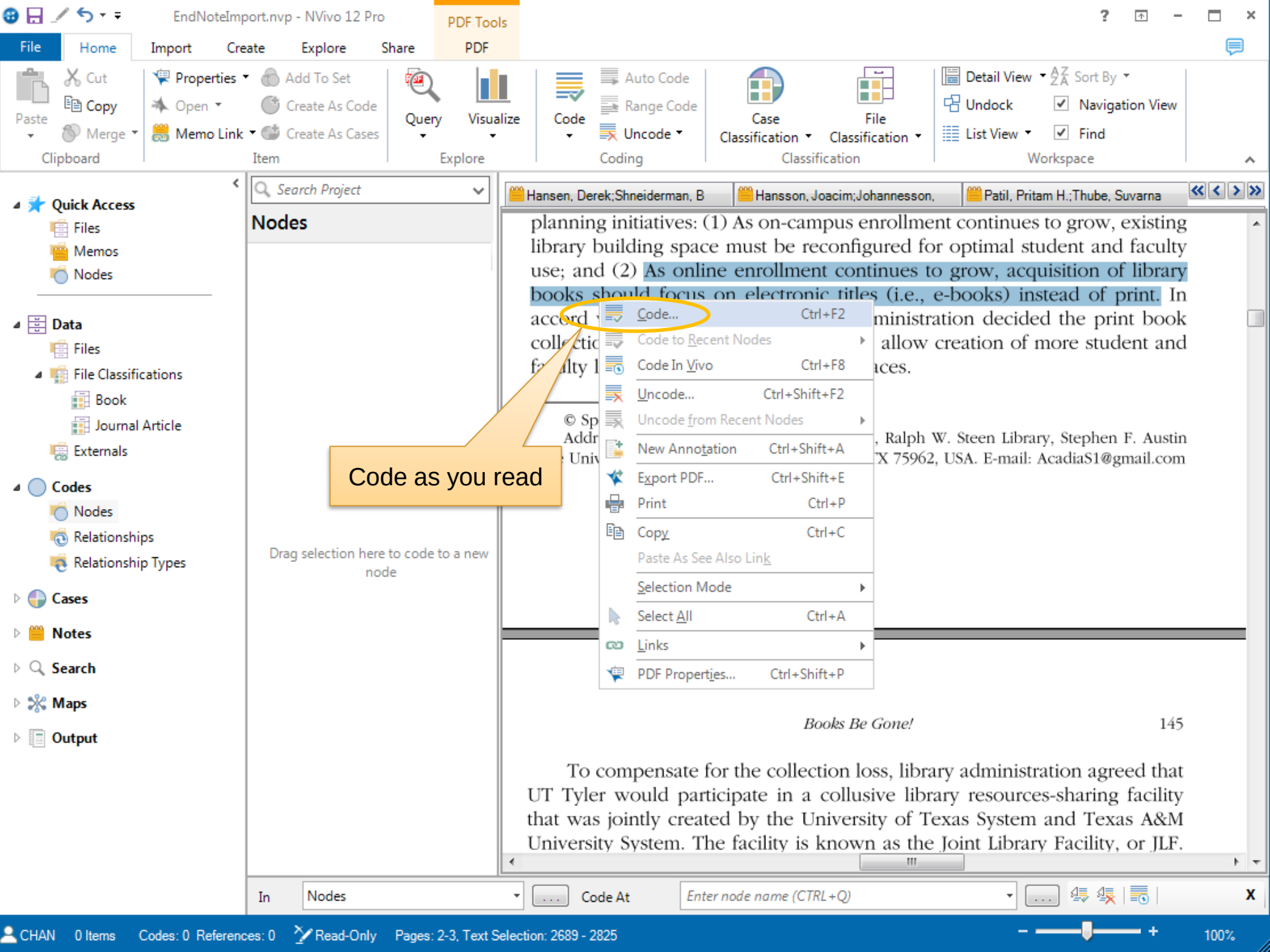
6 Items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Hansen, Derek;Shneiderman, B
Hansson, Joacim;Johannesson,
Patil, Pritam H.;Thube, Suvarna
planning initiatives: (1) As on-campus enrollment continues to grow, existing library building space must be reconfigured for optimal student and faculty use; and (2) As online enrollment continues to grow, acquisition of library books should focus on electronic titles (i.e., e-books) instead of print. In
Code...
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Code to Recent Nodes
Code In Vivo
Ctrl+F8
Uncode...
Ctrl+Shift+F2
Uncode from Recent Nodes
New Annotation
Ctrl+Shift+A
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Ctrl+Shift+E
Print
Ctrl+P
Copy
Ctrl+C
Paste As See Also Link
Selection Mode
Select All
Ctrl+A
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Ctrl+Shift+P
Code as you read
Books Be Gone!
145
To compensate for the collection loss, library administration agreed that UT Tyler would participate in a collusive library resources-sharing facility that was jointly created by the University of Texas System and Texas A&M University System. The facility is known as the Joint Library Facility, or JLF.
In
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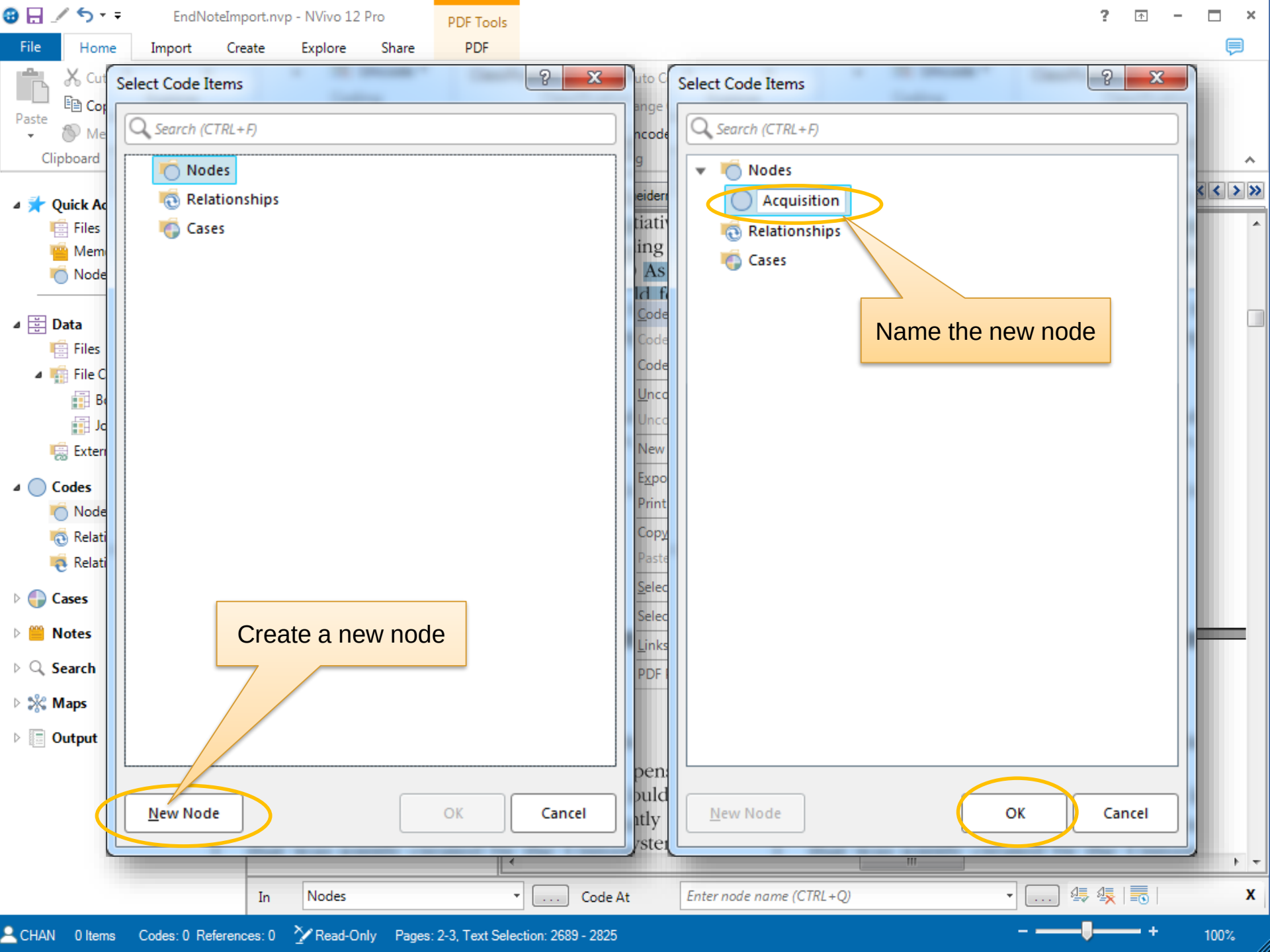
Read-Only
Pages: 2-3, Text Selection: 2689 - 2825
100%


EndNoteImport.nvp - NVivo 12 Pro
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Cases
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New Node
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Select Code Items
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Pages: 2-3, Text Selection: 2689 - 2825
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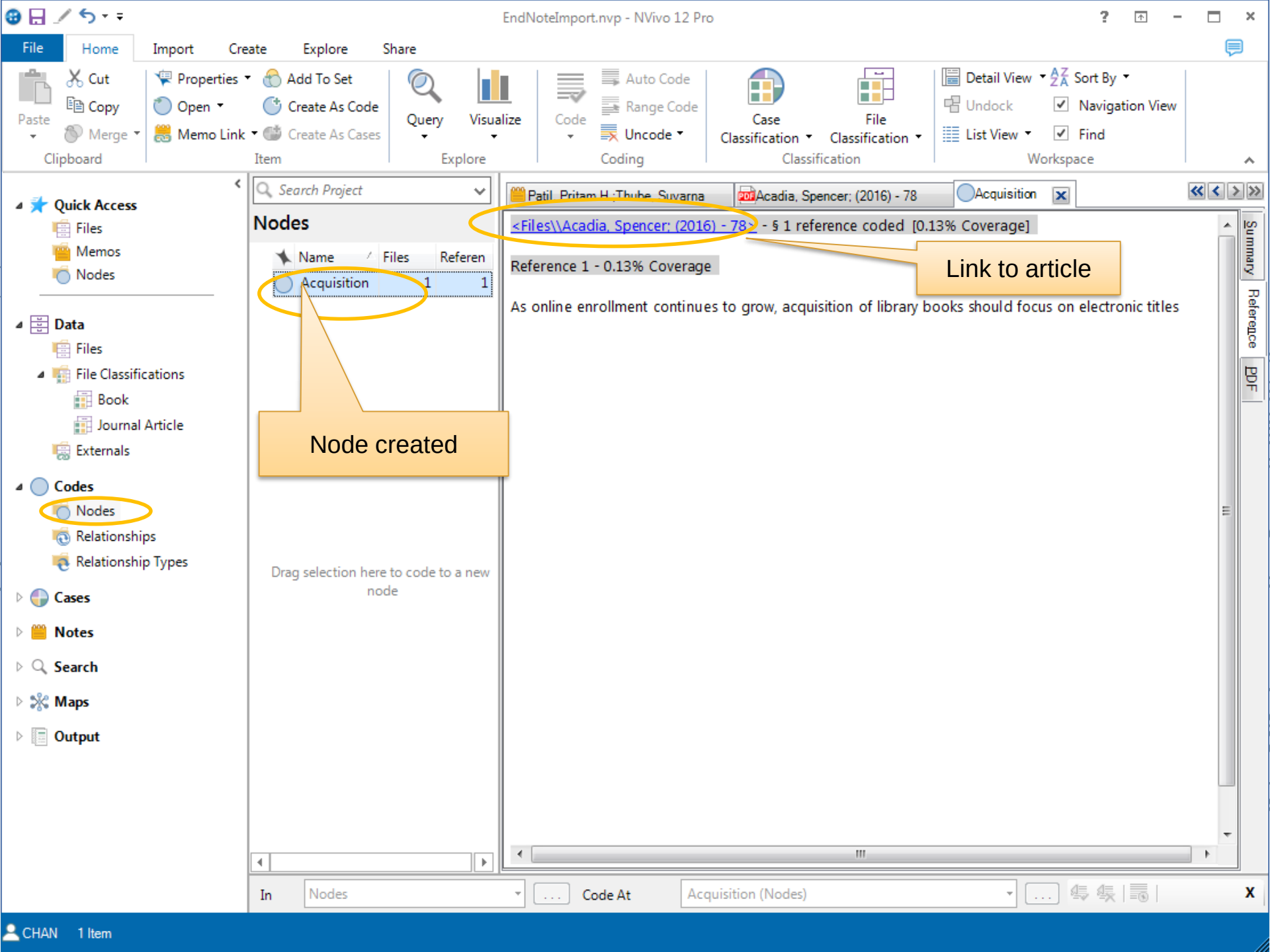
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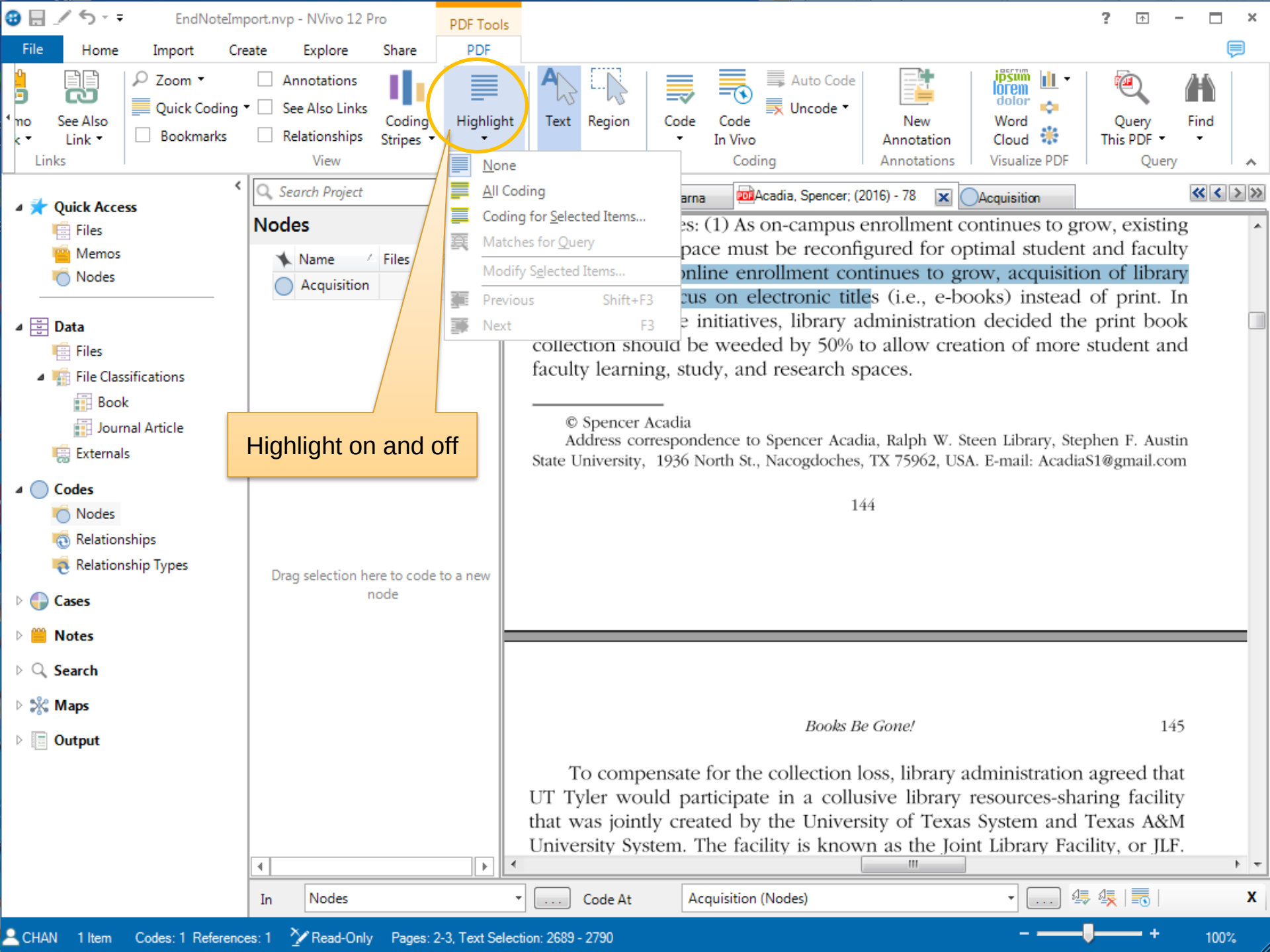
1
Drag selection here to code to a new node
Patil, Pritam H.;Thube, Suvarna
Acadia, Spencer; (2016) - 78
Acquisition
<Files\\Acadia, Spencer; (2016) - 78> - § 1 reference coded [0.13% Coverage]
Reference 1 - 0.13% Coverage
As online enrollment continues to grow, acquisition of library books should focus on electronic titles
Summary
Reference
PDF
Link to article
Node created
In
Nodes
Code At
Acquisition (Nodes)
CHAN
1 Item


EndNoteImport.nvp - NVivo 12 Pro
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See Also Links
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Code In Vivo
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Uncode
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New Annotation
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Word Cloud
Visualize PDF
Query This PDF
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Previous Shift+F3
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Output
Acadia, Spencer; (2016) - 78
Acquisition
(1) As on-campus enrollment continues to grow, existing
pace must be reconfigured for optimal student and faculty
online enrollment continues to grow, acquisition of library
cus on electronic titles (i.e., e-books) instead of print. In
initiatives, library administration decided the print book
collection should be weeded by 50% to allow creation of more student and
faculty learning, study, and research spaces.
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Address correspondence to Spencer Acadia, Ralph W. Steen Library, Stephen F. Austin State University, 1936 North St., Nacogdoches, TX 75962, USA. E-mail: AcadiaS1@gmail.com
144
Books Be Gone!
145
To compensate for the collection loss, library administration agreed that UT Tyler would participate in a collusive library resources-sharing facility that was jointly created by the University of Texas System and Texas A&M University System. The facility is known as the Joint Library Facility, or JLF.
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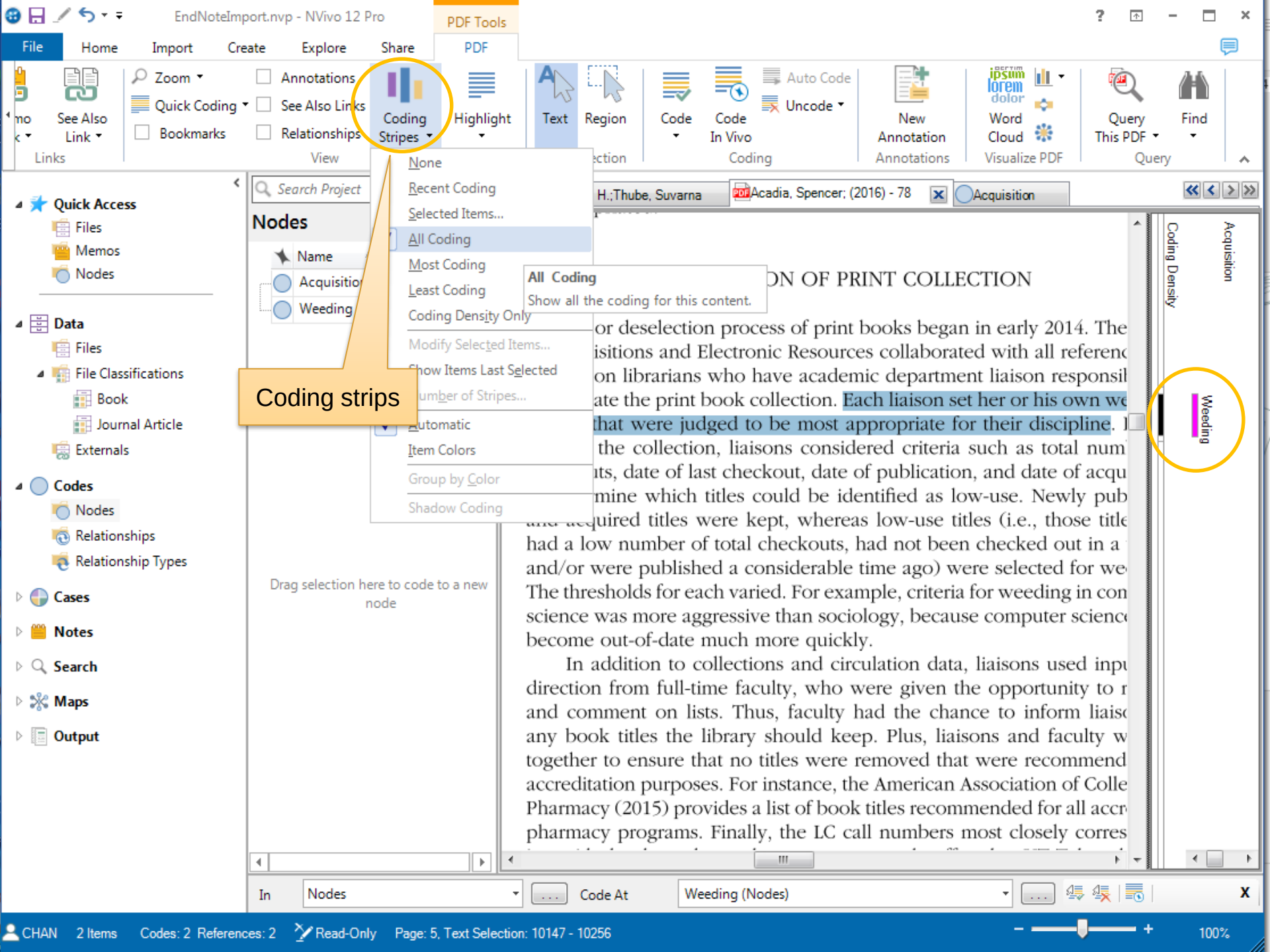
Pages: 2-3, Text Selection: 2689 - 2790
100%


EndNoteImport.nvp - NVivo 12 Pro
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Auto Code
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Visualize PDF
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All Coding
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H.;Thube, Suvarna
Acadia, Spencer; (2016) - 78
Acquisition
ON OF PRINT COLLECTION
or deselection process of print books began in early 2014. The
isitions and Electronic Resources collaborated with all referenc
on librarians who have academic department liaison responsil
ate the print book collection. Each liaison set her or his own we
that were judged to be most appropriate for their discipline.
the collection, liaisons considered criteria such as total num
its, date of last checkout, date of publication, and date of acqu
mine which titles could be identified as low-use. Newly pub
quired titles were kept, whereas low-use titles (i.e., those title
had a low number of total checkouts, had not been checked out in a
and/or were published a considerable time ago) were selected for we
The thresholds for each varied. For example, criteria for weeding in con
science was more aggressive than sociology, because computer scienc
become out-of-date much more quickly.
In addition to collections and circulation data, liaisons used inpu
direction from full-time faculty, who were given the opportunity to r
and comment on lists. Thus, faculty had the chance to inform liais
any book titles the library should keep. Plus, liaisons and faculty w
together to ensure that no titles were removed that were recommend
accreditation purposes. For instance, the American Association of Colle
Pharmacy (2015) provides a list of book titles recommended for all accr
pharmacy programs. Finally, the LC call numbers most closely corres
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2 Items
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Page: 5, Text Selection: 10147 - 10256
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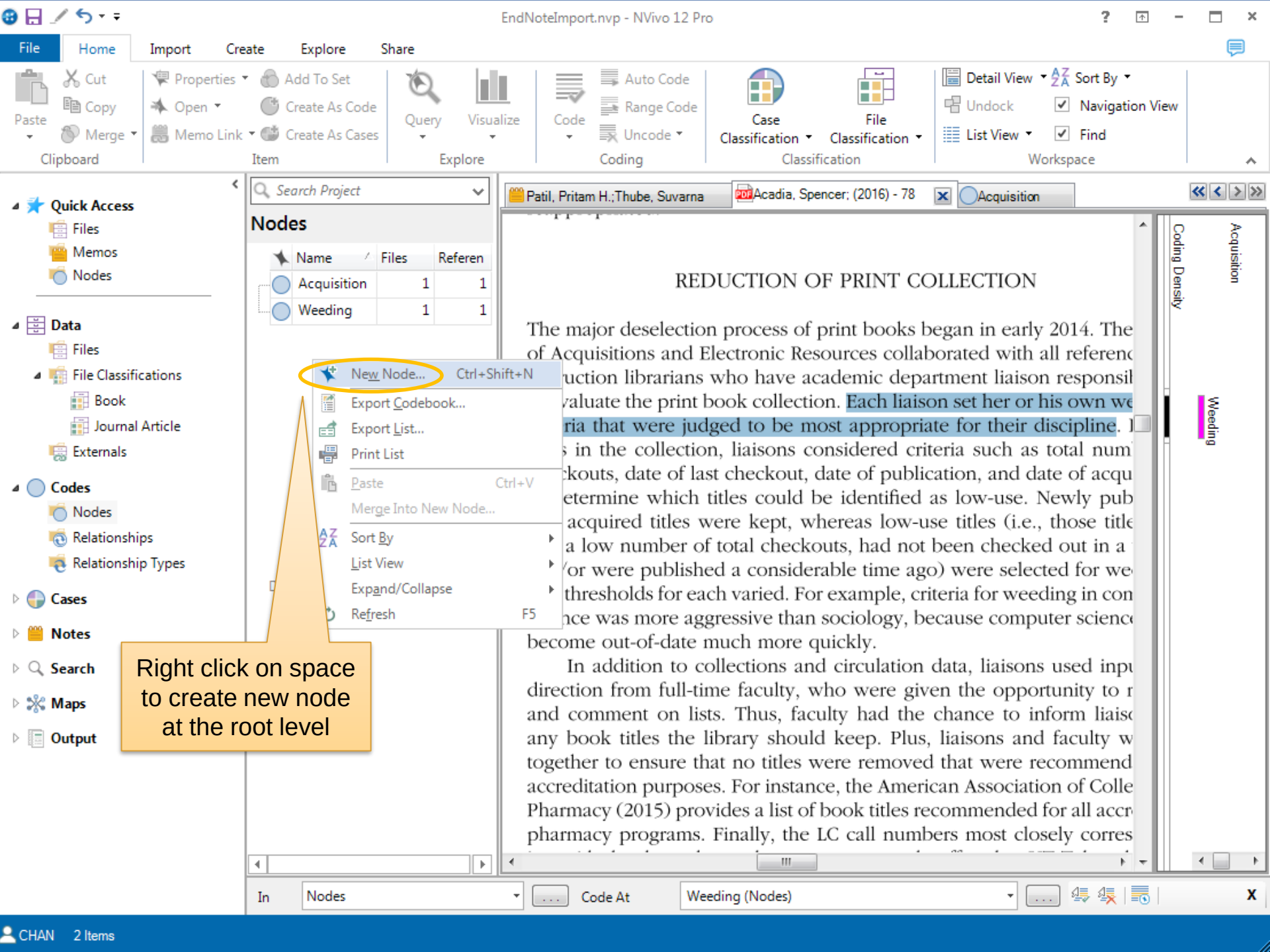
EndNoteImport.nvp - NVivo 12 Pro
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New Node...
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Export List...
Print List
Paste
Ctrl+V
Merge Into New Node...
Sort By
List View
Expand/Collapse
Refresh
F5
Right click on space to create new node at the root level
Patil, Pritam H.;Thube, Suvarna
Acadia, Spencer; (2016) - 78
Acquisition
REDUCTION OF PRINT COLLECTION
The major deselection process of print books began in early 2014. The
of Acquisitions and Electronic Resources collaborated with all referenc
uction librarians who have academic department liaison responsil
valuate the print book collection. Each liaison set her or his own we
ria that were judged to be most appropriate for their discipline.
in the collection, liaisons considered criteria such as total num
kouts, date of last checkout, date of publication, and date of acqu
etermine which titles could be identified as low-use. Newly pub
acquired titles were kept, whereas low-use titles (i.e., those title
a low number of total checkouts, had not been checked out in a
or were published a considerable time ago) were selected for we
thresholds for each varied. For example, criteria for weeding in con
nce was more aggressive than sociology, because computer scienc
become out-of-date much more quickly.
In addition to collections and circulation data, liaisons used inpu
direction from full-time faculty, who were given the opportunity to r
and comment on lists. Thus, faculty had the chance to inform liais
any book titles the library should keep. Plus, liaisons and faculty w
together to ensure that no titles were removed that were recommend
accreditation purposes. For instance, the American Association of Colle
Pharmacy (2015) provides a list of book titles recommended for all accr
pharmacy programs. Finally, the LC call numbers most closely corres
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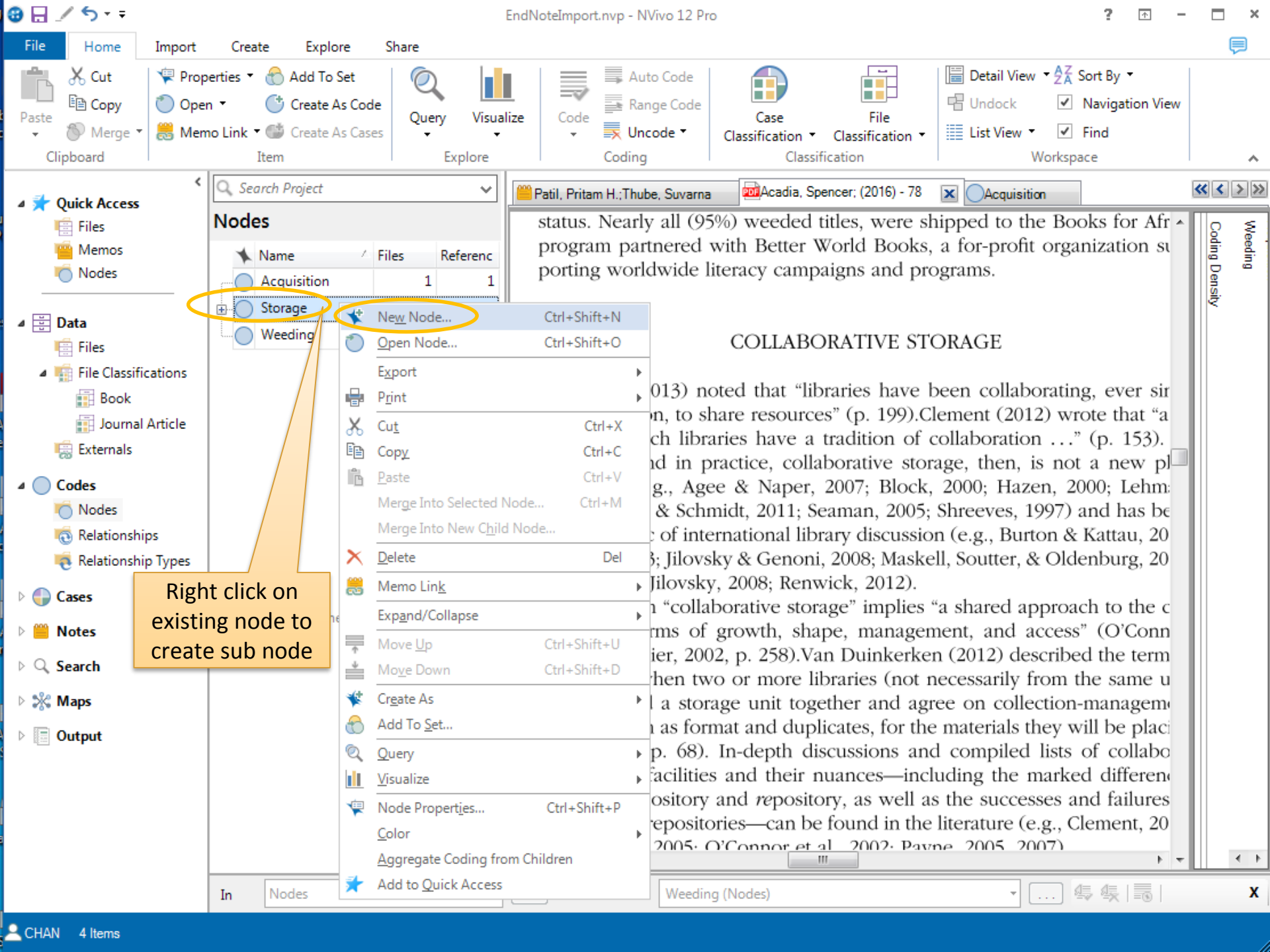
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Move Down Ctrl+Shift+D
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Add To Set...
Query
Visualize
Node Properties... Ctrl+Shift+P
Color
Aggregate Coding from Children
Add to Quick Access
Right click on existing node to create sub node
Patil, Pritam H.;Thube, Suvarna
Acadia, Spencer; (2016) - 78
Acquisition
status. Nearly all (95%) weeded titles, were shipped to the Books for Afr
program partnered with Better World Books, a for-profit organization su
porting worldwide literacy campaigns and programs.
COLLABORATIVE STORAGE
013) noted that “libraries have been collaborating, ever sir
n, to share resources” (p. 199).Clement (2012) wrote that “a
ch libraries have a tradition of collaboration . . .” (p. 153).
d in practice, collaborative storage, then, is not a new pl
g., Agee & Naper, 2007; Block, 2000; Hazen, 2000; Lehm
& Schmidt, 2011; Seaman, 2005; Shreeves, 1997) and has be
of international library discussion (e.g., Burton & Kattau, 20
; Jilovsky & Genoni, 2008; Maskell, Soutter, & Oldenburg, 20
Jilovsky, 2008; Renwick, 2012).
“collaborative storage” implies “a shared approach to the c
rms of growth, shape, management, and access” (O’Conn
ier, 2002, p. 258).Van Duinkerken (2012) described the term
hen two or more libraries (not necessarily from the same u
a storage unit together and agree on collection-managem
as format and duplicates, for the materials they will be plac
p. 68). In-depth discussions and compiled lists of collabo
facilities and their nuances—including the marked differen
ository and repository, as well as the successes and failures
epositories—can be found in the literature (e.g., Clement, 20
2005; O’Connor et al., 2002; Payne, 2005, 2007)
Coding Density
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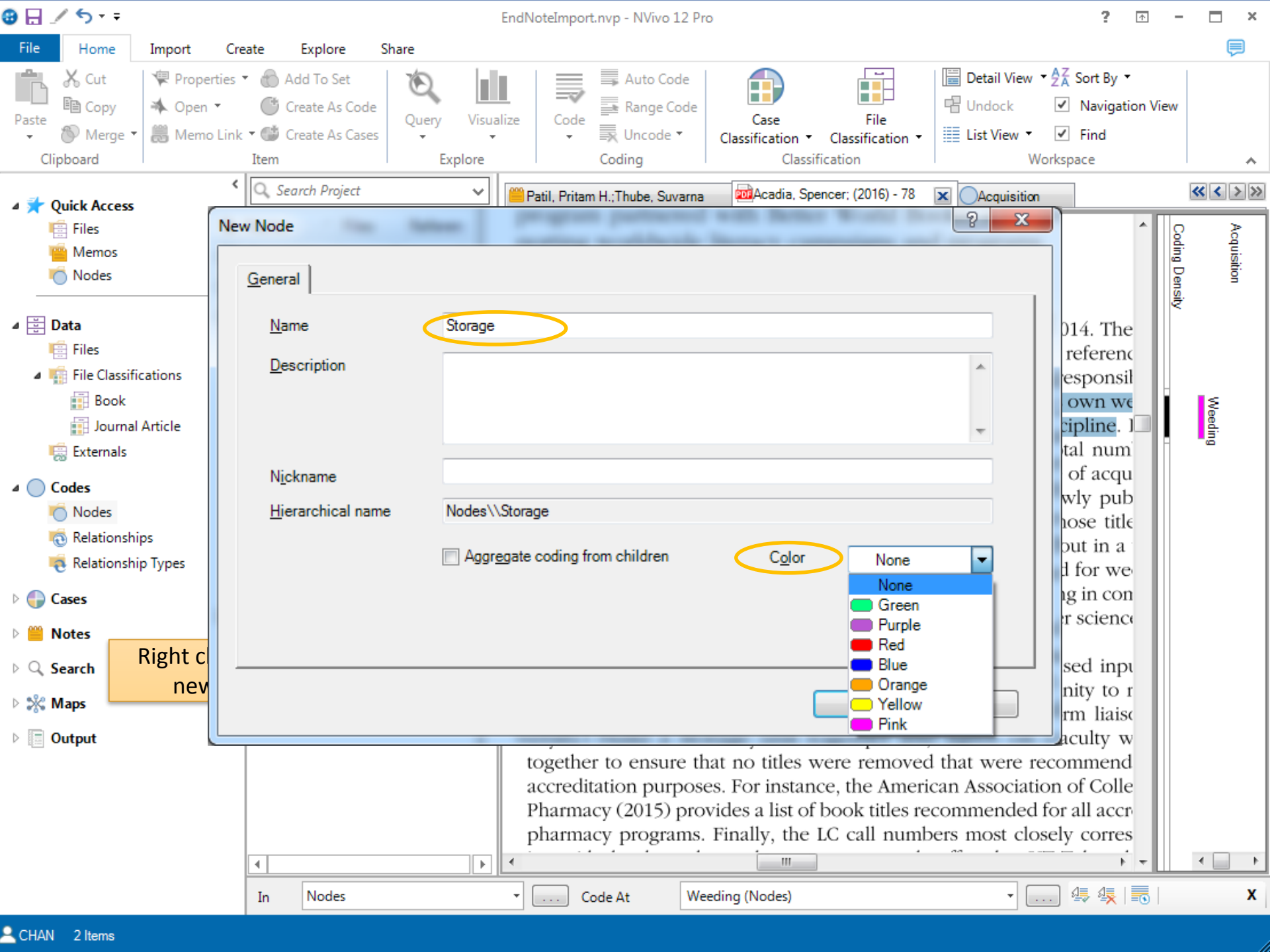
4 Items


EndNoteImport.nvp - NVivo 12 Pro
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Search
Maps
Output
Patil, Pritam H.;Thube, Suvarna
Acadia, Spencer; (2016) - 78
Acquisition
New Node
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Storage
Description
Nickname
Hierarchical name
Nodes\\Storage
Aggregate coding from children
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None
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together to ensure that no titles were removed that were recommend
accreditation purposes. For instance, the American Association of Colle
Pharmacy (2015) provides a list of book titles recommended for all accr
pharmacy programs. Finally, the LC call numbers most closely corres
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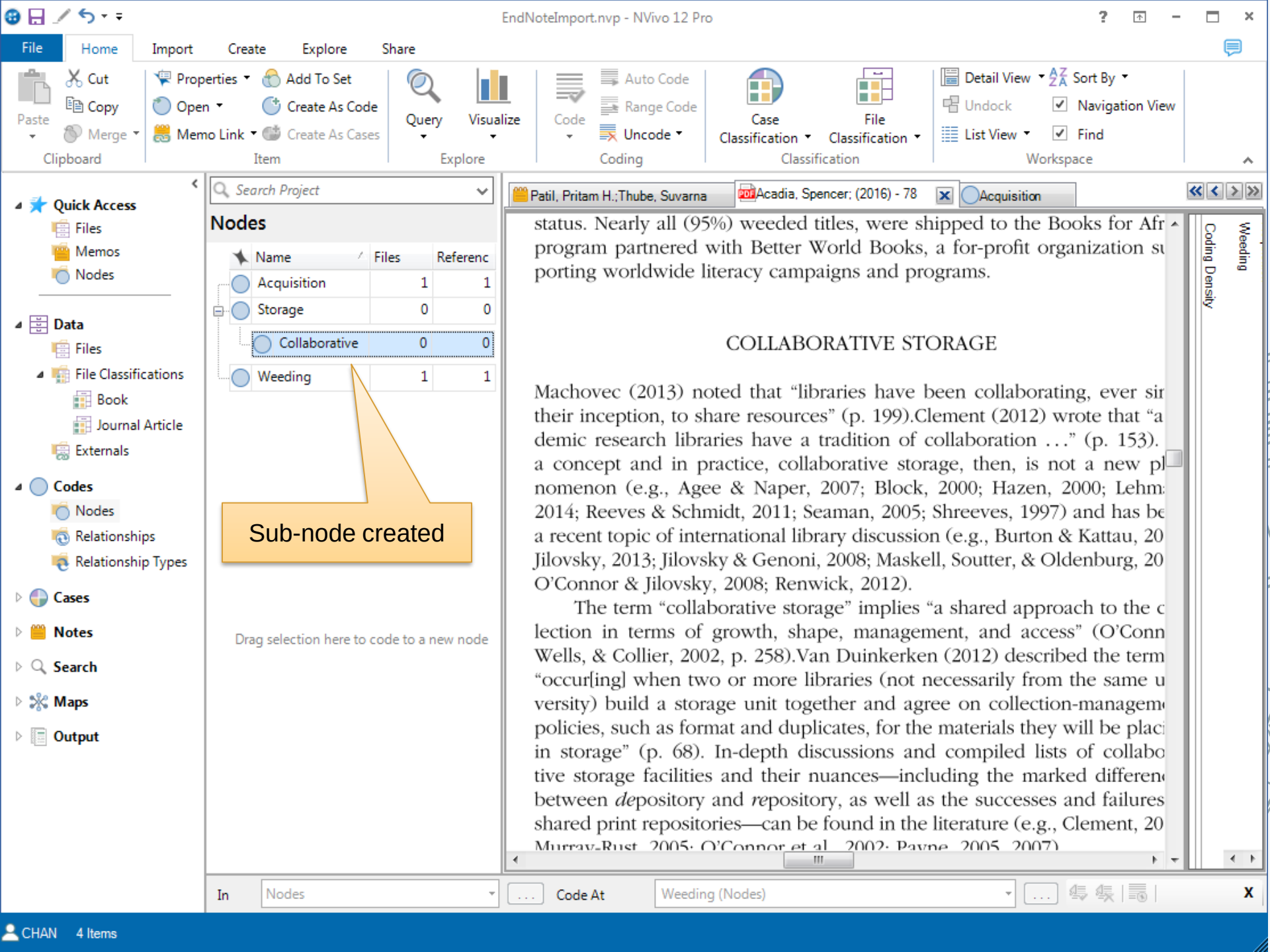
Weeding (Nodes)
CHAN
2 Items


EndNoteImport.nvp - NVivo 12 Pro
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File Classifications
Book
Journal Article
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Acquisition 1 1
Storage 0 0
Collaborative 0 0
Weeding 1 1
Sub-node created
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Patil, Pritam H.;Thube, Suvarna
Acadia, Spencer; (2016) - 78
Acquisition
status. Nearly all (95%) weeded titles, were shipped to the Books for Afr
program partnered with Better World Books, a for-profit organization su
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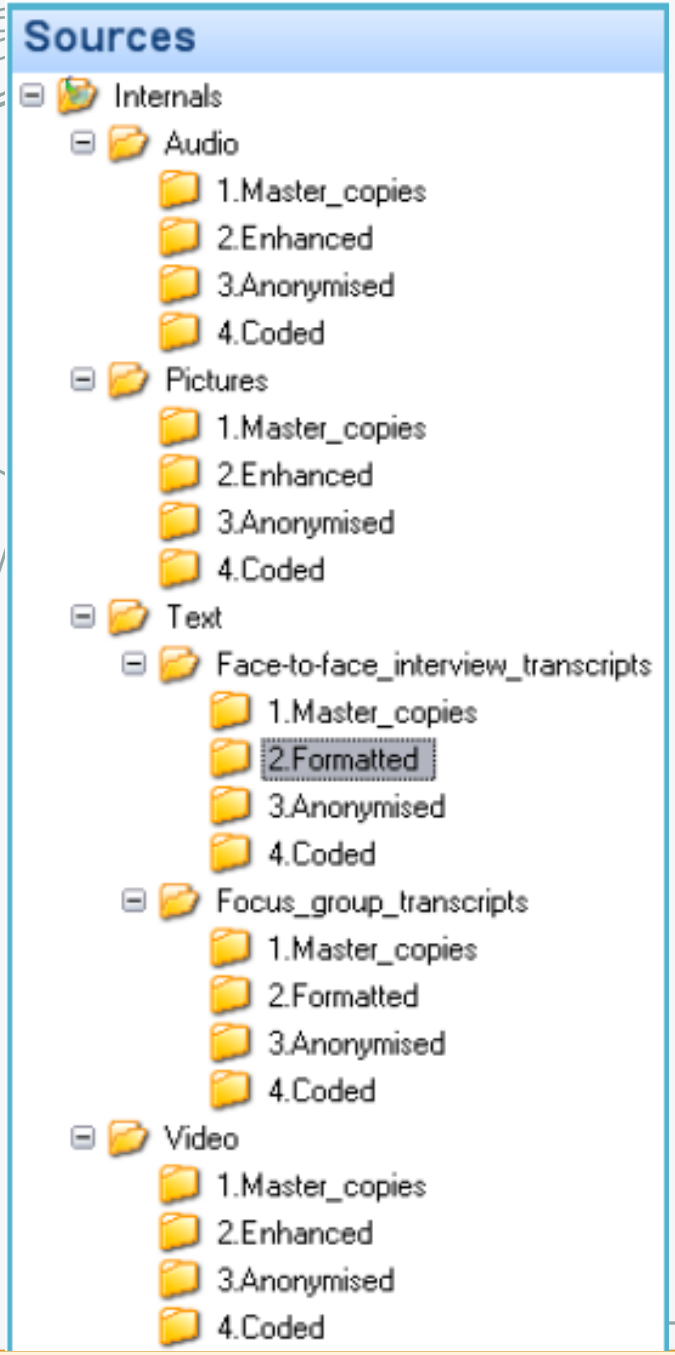
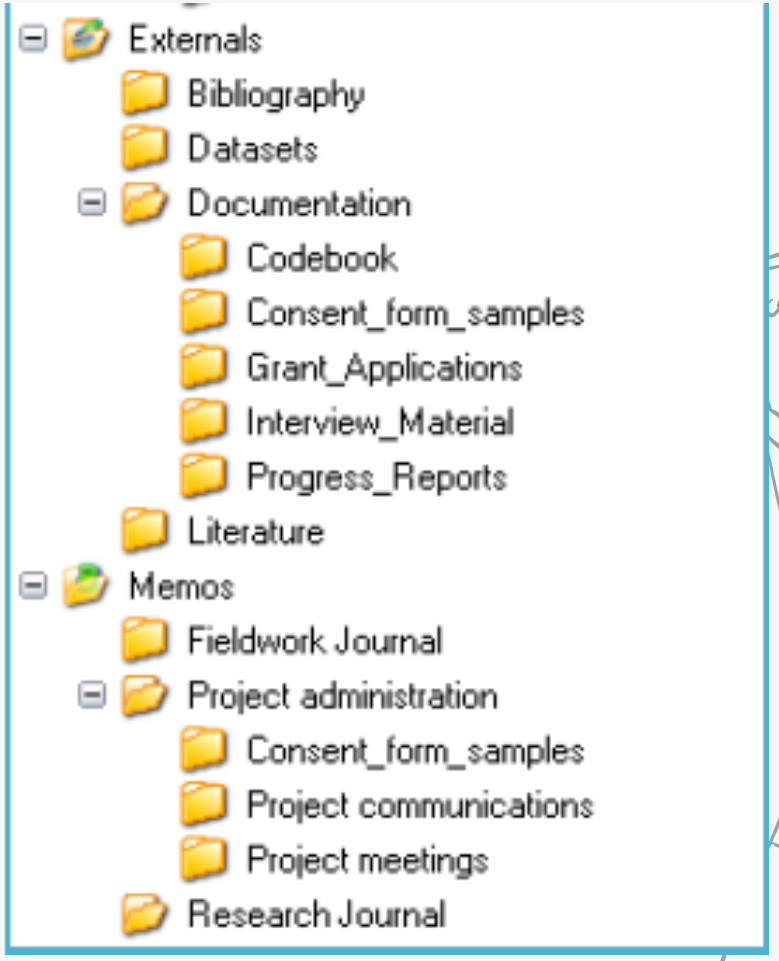
COLLABORATIVE STORAGE
Machovec (2013) noted that “libraries have been collaborating, ever sir
their inception, to share resources” (p. 199).Clement (2012) wrote that “a
demic research libraries have a tradition of collaboration . . .” (p. 153).
a concept and in practice, collaborative storage, then, is not a new pl
nomenon (e.g., Agee & Naper, 2007; Block, 2000; Hazen, 2000; Lehm
2014; Reeves & Schmidt, 2011; Seaman, 2005; Shreeves, 1997) and has be
a recent topic of international library discussion (e.g., Burton & Kattau, 20
Jilovsky, 2013; Jilovsky & Genoni, 2008; Maskell, Soutter, & Oldenburg, 20
O’Connor & Jilovsky, 2008; Renwick, 2012).
The term “collaborative storage” implies “a shared approach to the c
lection in terms of growth, shape, management, and access” (O’Conn
Wells, & Collier, 2002, p. 258).Van Duinkerken (2012) described the term
“occur[ing] when two or more libraries (not necessarily from the same u
versity) build a storage unit together and agree on collection-manageme
policies, such as format and duplicates, for the materials they will be plac
in storage” (p. 68). In-depth discussions and compiled lists of collabo
tive storage facilities and their nuances—including the marked differen
between depository and repository, as well as the successes and failures
shared print repositories—can be found in the literature (e.g., Clement, 20
Murray-Rust, 2005; O’Connor et al., 2002; Payne, 2005, 2007)
Coding Density
Weeding
In
Nodes
Code At
Weeding (Nodes)
CHAN
4 Items

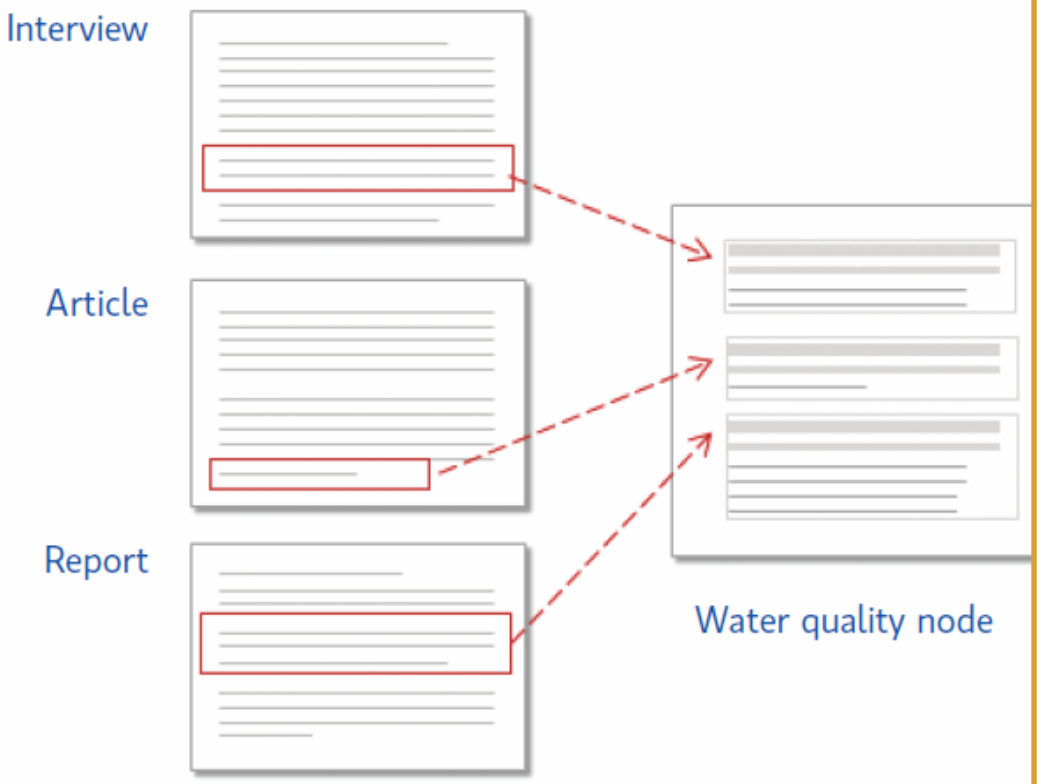
Sample folder Structure in NVivo





https://mantra.edina.ac.uk/practicals/MANTRA-NVIVO-exercise-Unit1.pdf

NVivo Key Terms



Coding

is the process of gathering material by topic, theme or case. For example, selecting a paragraph about water quality and coding it at the node 'water quality'.

Nodes

are containers for your coding that can represent themes, topics or other concepts—they let you gather related material in one place so that you can look for emerging patterns and ideas.

Source: NVivo-for-Mac-Getting-Started-Guide.pdf

http://download.qsrinternational.com/Document/NVivo11forMac/11.4.0/en-US/NVivo-for-Mac-Getting-Started-Guide.pdf

Coding

Source: https://inspirationthatsticks.3m.com/wp-content/uploads/2016/03/ReadLikePro-Article03.jpg

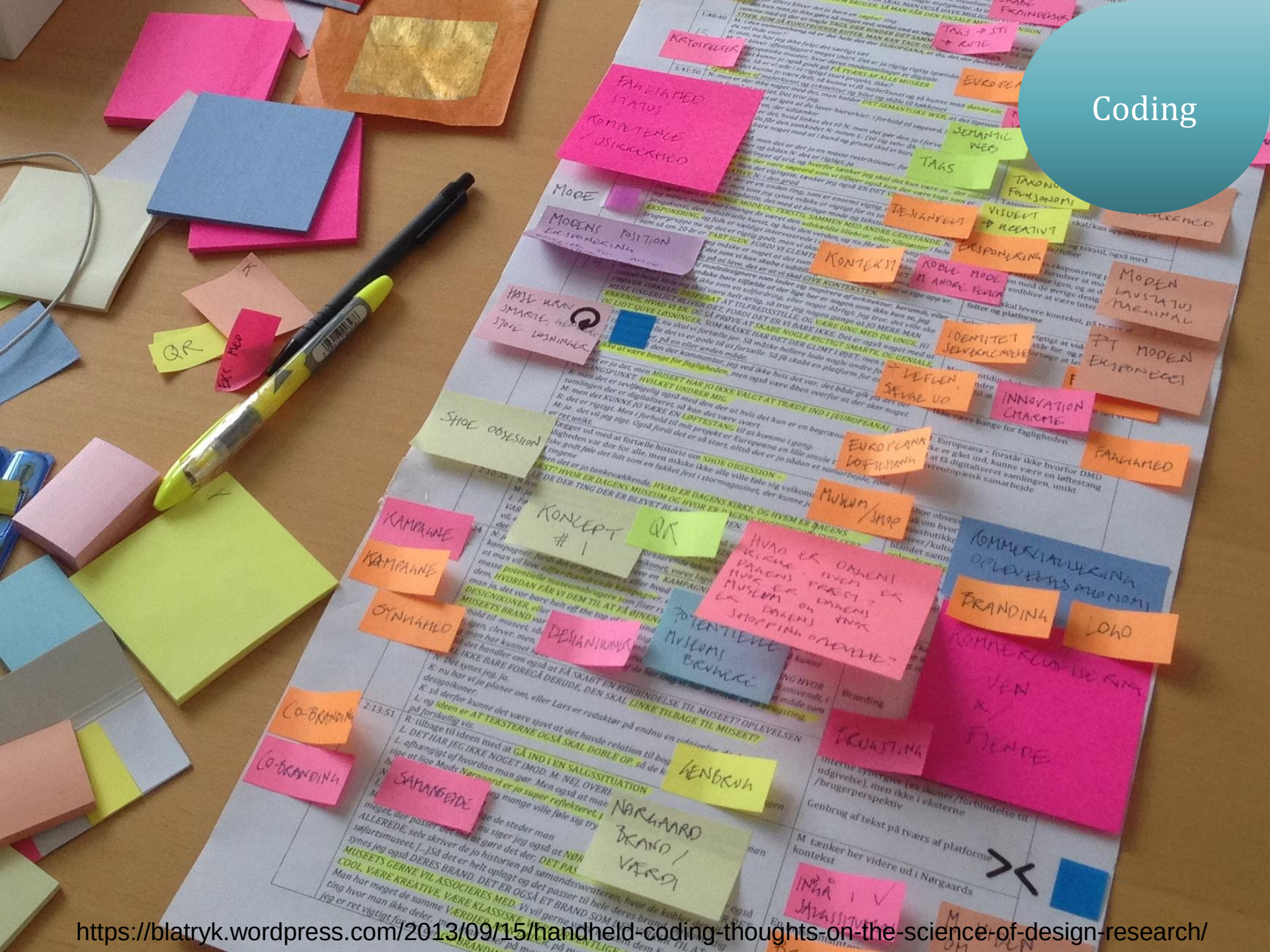
Coding

Theme structure

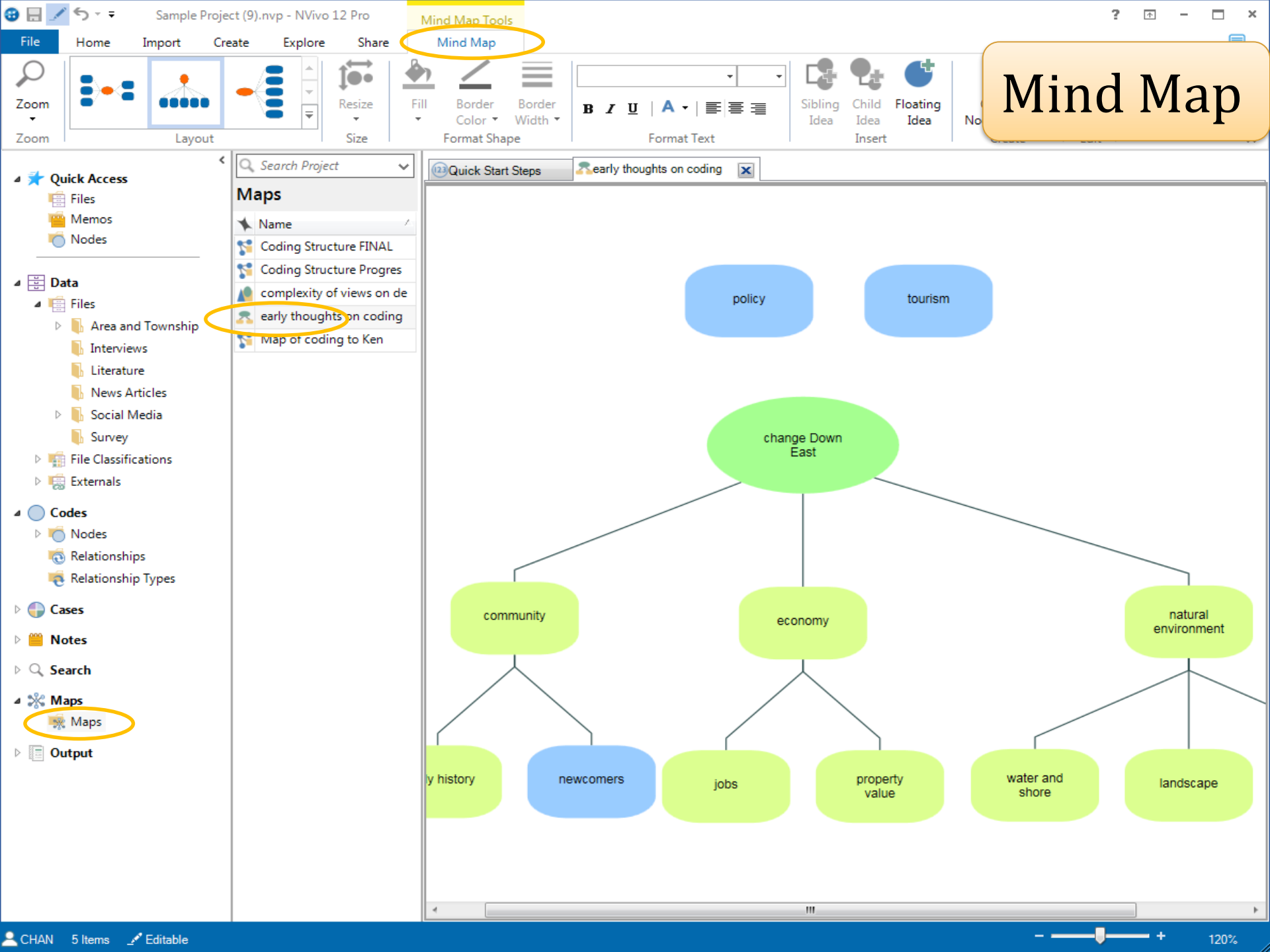
Finding themes

Source: https://inspirationthatsticks.3m.com/wp-content/uploads/2016/03/ReadLikePro-Article03.jpg

Coding



https://blatryk.wordpress.com/2013/09/15/handheld-coding-thoughts-on-the-science-of-design-research/


Sample Project (9).nvp - NVivo 12 Pro
Mind Map Tools
File
Home
Import
Create
Explore
Share
Mind Map
Zoom
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Size
Fill
Border Color
Border Width
Format Shape
Format Text
Sibling Idea
Child Idea
Floating Idea
Insert
Mind Map
Quick Access
Files
Memos
Nodes
Data
Files
Area and Township
Interviews
Literature
News Articles
Social Media
Survey
File Classifications
Externals
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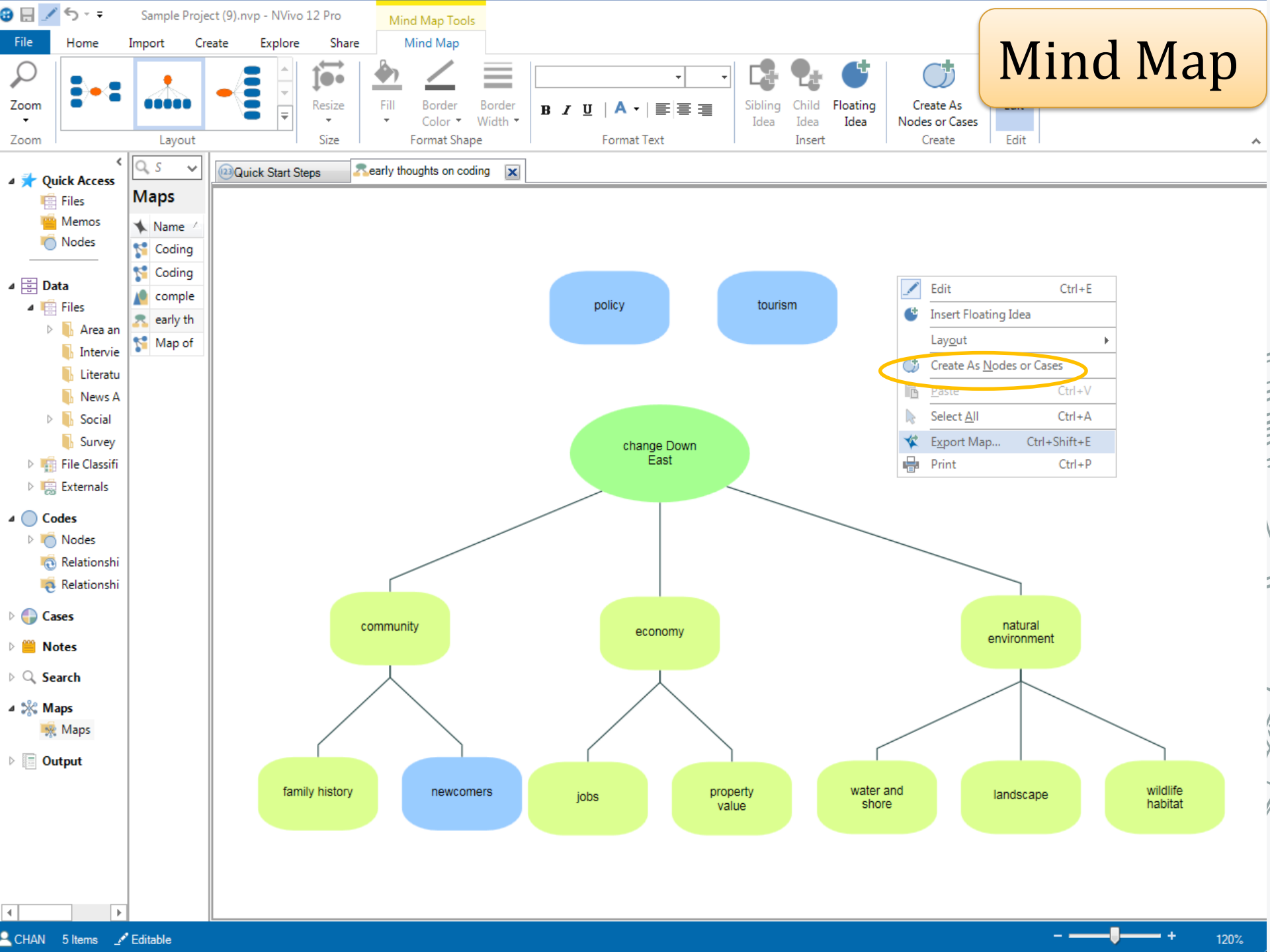
Mind Map


Sample Project (9).nvp - NVivo 12 Pro
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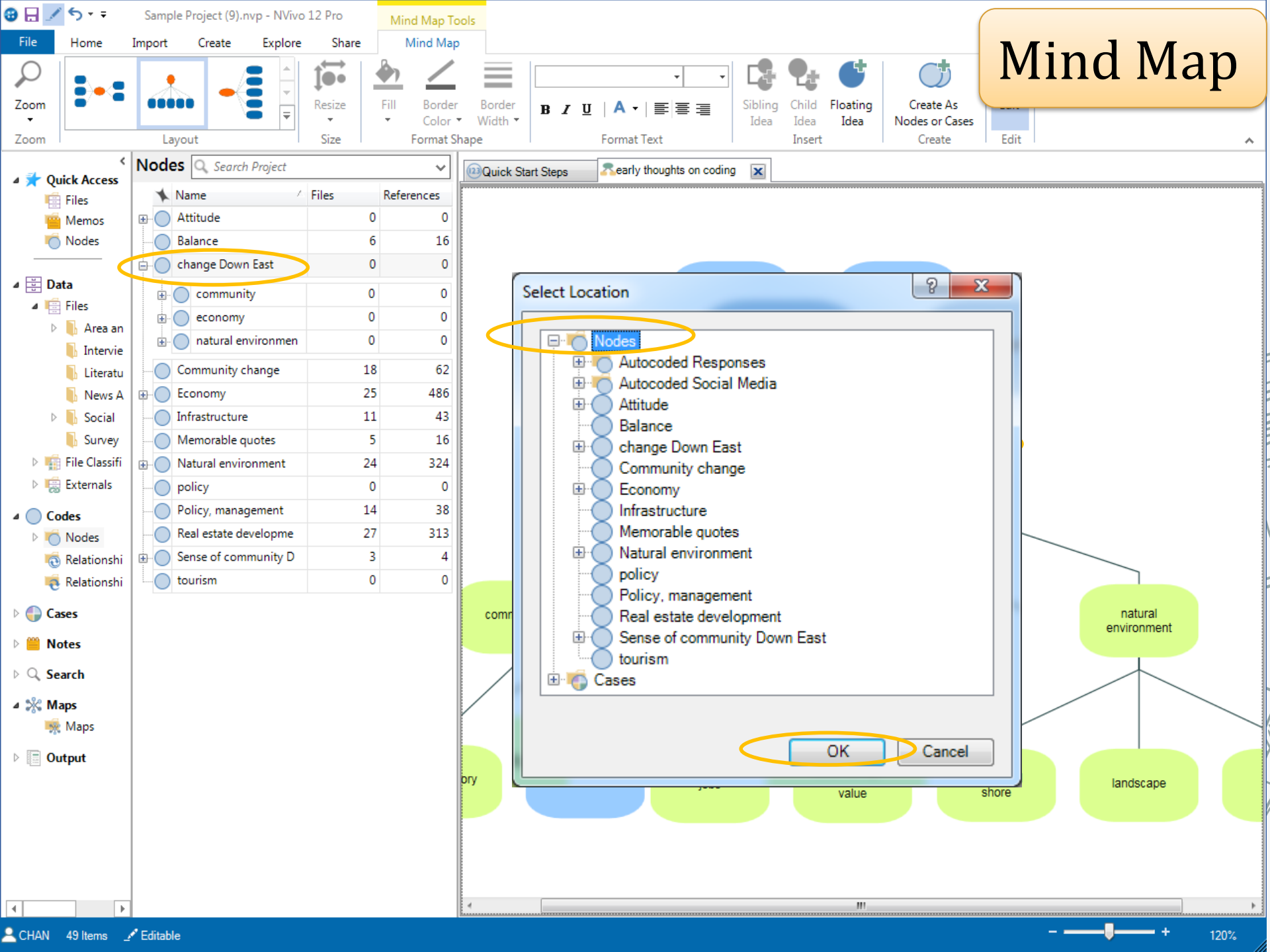
Editable
120%

Mind Map


Sample Project (9).nvp - NVivo 12 Pro
Mind Map Tools
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community 0 0
economy 0 0
natural environmen 0 0
Community change 18 62
Economy 25 486
Infrastructure 11 43
Memorable quotes 5 16
Natural environment 24 324
policy 0 0
Policy, management 14 38
Real estate developme 27 313
Sense of community D 3 4
tourism 0 0
Quick Start Steps
early thoughts on coding
Select Location
Nodes
Autocoded Responses
Autocoded Social Media
Attitude
Balance
change Down East
Community change
Economy
Infrastructure
Memorable quotes
Natural environment
policy
Policy, management
Real estate development
Sense of community Down East
tourism
Cases
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natural environment
landscape
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shore
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49 Items
Editable
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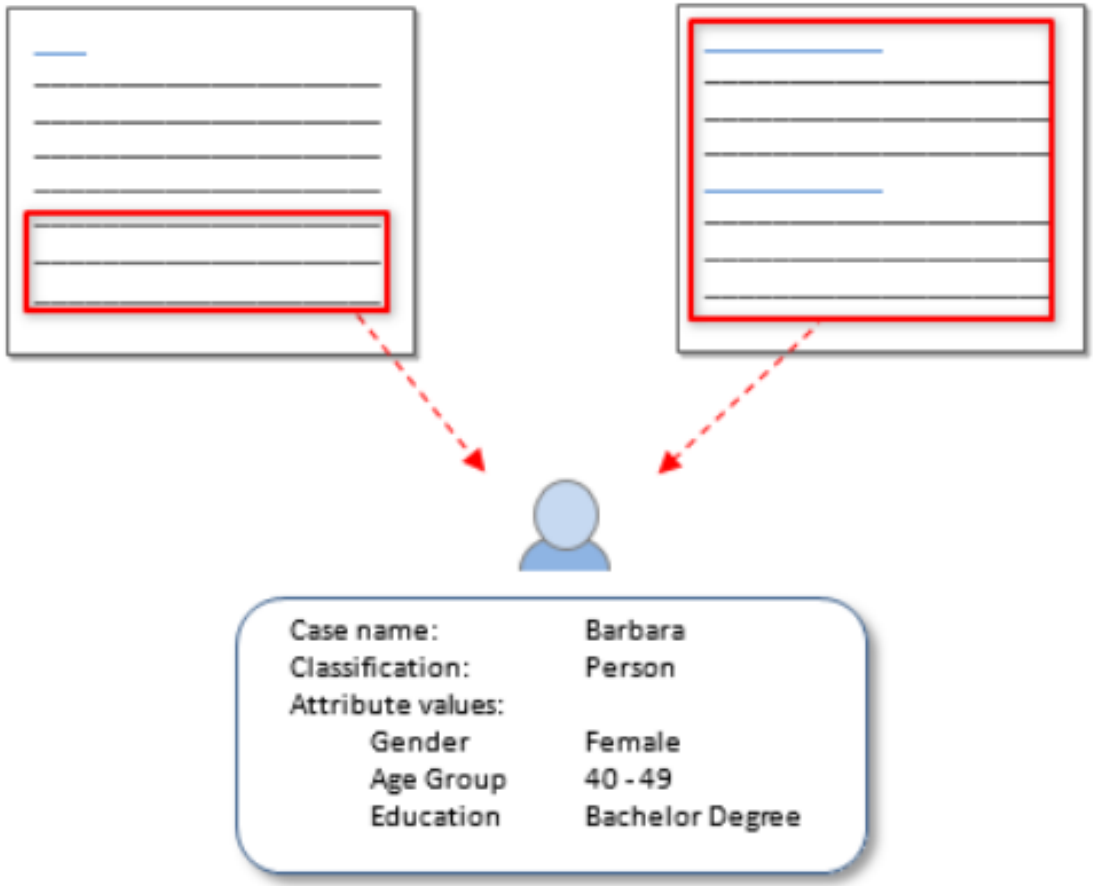
NVivo Key Terms



Barbara's case node

Cases

are containers for your coding that represent your 'units of observation'—for example, people, places, organizations or artifacts.

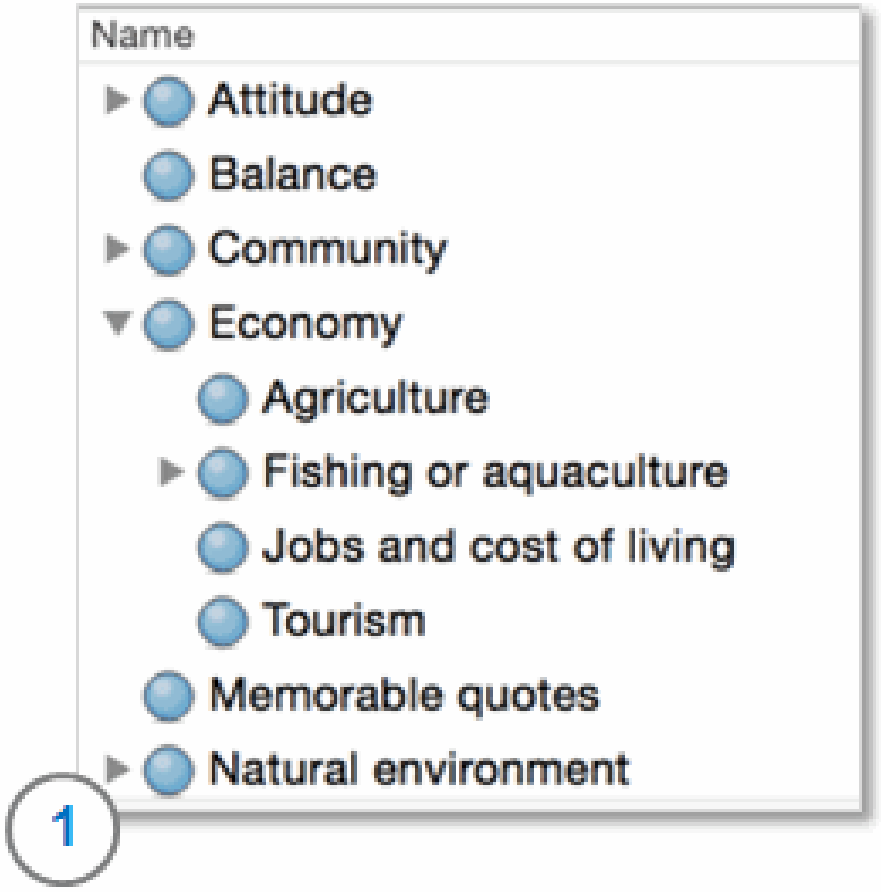
Case classifications

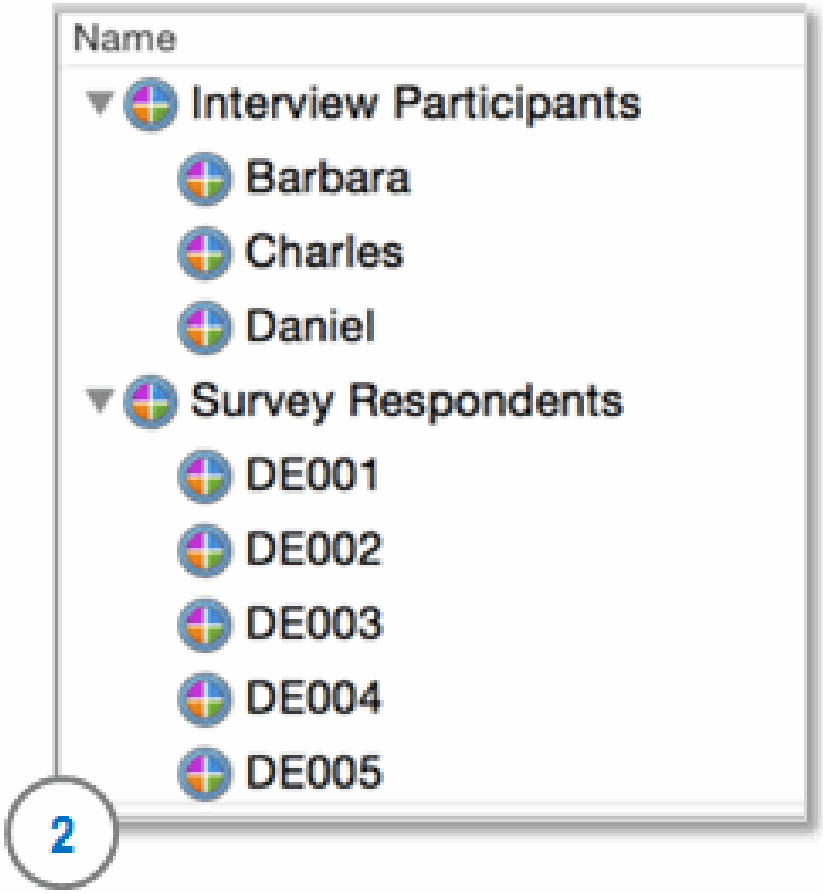
allow to you record information about people, places or other cases—for example, demographic data about people.

Source: NVivo-for-Mac-Getting-Started-Guide.pdf

http://download.qsrinternational.com/Document/NVivo11forMac/11.4.0/en-US/NVivo-for-Mac-Getting-Started-Guide.pdf

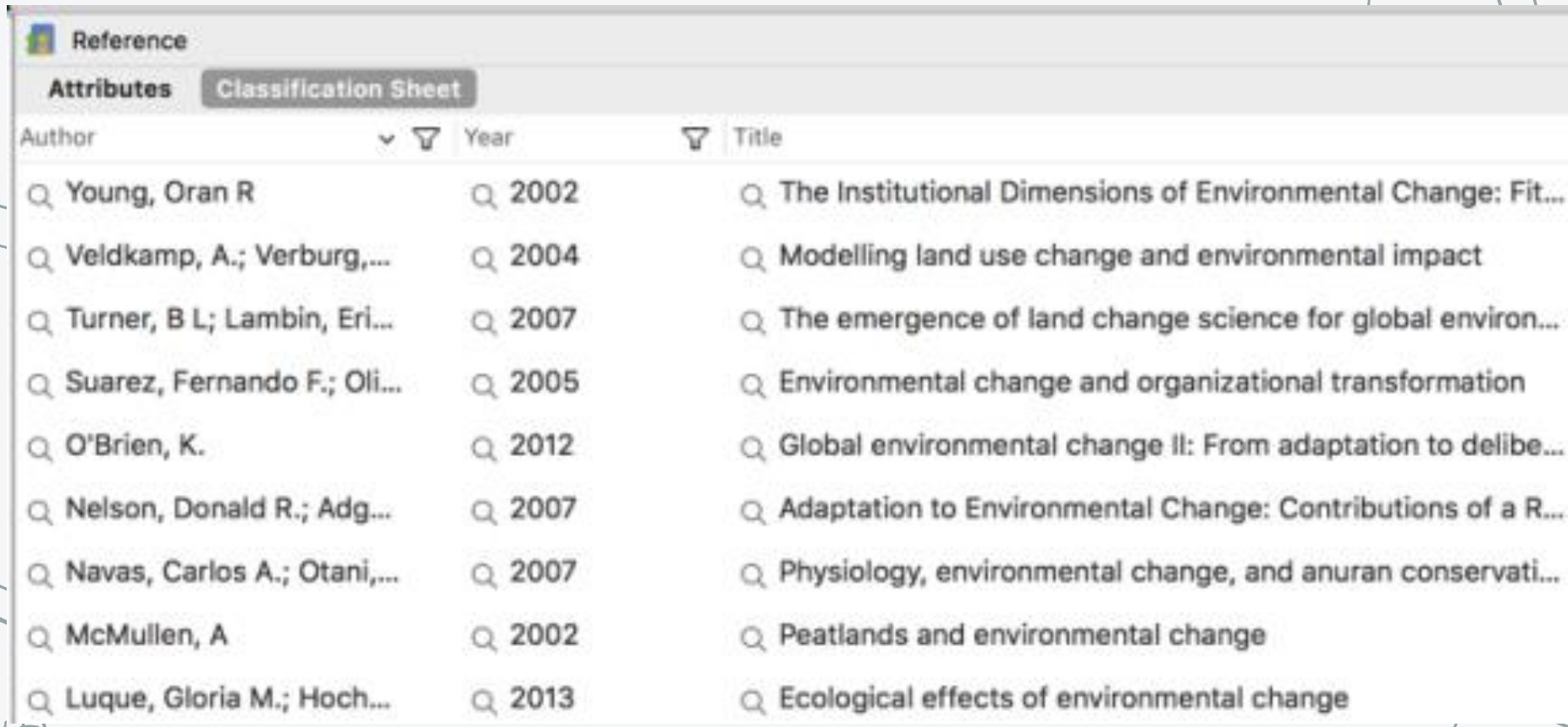
Theme Nodes and Case Nodes





https://help-nv.qsrinternational.com/12/mac/v12.1.55-d3ea61/Content/concepts-strategies/understand-the-key-concepts.htm?Highlight=cases

Case Nodes > Case Classifications



https://help-nv.qsrinternational.com/12/mac/v12.1.55-d3ea61/Content/classifications/classification-sheets.htm?Highlight=cases

Case Nodes > Case Classifications

Person

Attributes | Classification Sheet

Name	Community	Age Group	Gender	Education Level
William	Otway	30 - 39	Male	Some trade school/co...
Thomas	Harkers Isl...	40 - 49	Male	Completed high school
Susan	Harkers Isl...	50 - 59	Female	Some high school
Robert	Harkers Isl...	60 - 69	Male	Completed graduate s...
Richard	Cedar Island	40 - 49	Male	Completed graduate s...
Paul	Straits	30 - 39	Male	Completed high school
Patricia	Cedar Island	70 - 79	Female	Some trade school/co...
Mary	Marshallb...	70 - 79	Female	Completed high school

https://help-nv.qsrinternational.com/12/mac/v12.1.55-d3ea61/Content/classifications/classification-sheets.htm?Highlight=cases

Lit Review 2

	A : Academic Library	B : copyright	C : Economics	D : Technology
8 : Bates, Jessica;Best, Paul;McQuilkin, Janice;Taylor, Br...	Academic librarians have the task of guiding higher education staff and students in their search for relevant materials is a more recent development. Niu and Hemminger (2012) found that the academic scientists in their study were equally split in their preference for starting a search on the library		Precision is defined as the proportion of relevant articles retrieved from all the results in a specific search (Montori, Wilczynsk, Morgan, & Haynes, 2005).	The databases utilised in the studies included: Academic Search Elite, AgeLine, Applied Social Sciences Index and Abstracts (ASSIA), ArticleFirst, Basic BIOSIS, BIOSIS Previews, CAB Abstracts, Cochrane Library While it is understandable that Google Scholar dominated the choice ofsearch engines
9 : Benson, Sara R.; (2017) - 50	), the court addressed a case in which academic publishers sued Georgia State University because the University had a very loose e-reserves policy used by professors to teach their classes instead ofpaying licensing fees for course-packs	copyright law regarding the "[r]eproduction of [c]opyrighted [w]orks by [e]ducators and [l]ibrarians	Fair use, under Section 107, requires librarians toweigh four legislativelymandated factors to determine whether a particular copy would violate copyright law On the Index of Cases page, the Copyright Office provides an index to fair use cases as well as a way to sort the cases based on jurisdiction and type of decision	Before explaining a few places where Circular 21 should bemodified specifically, a few disclaimers are necessary.
10 : Black, Elizabeth L.;Murphy, Sarah Anne; (2017) - 58	In recent years the academic library community has strongly ad-vocated that academic libraries provide local evidence of their measurable contributions to student success outcomes the use of specific library services, including library instruction, by firstyear students influenced academic achievement and retention found that enrollment in the libraries' Intro to Library		Student engagement consists of two factors; one is "the time and effort students devote to educationally sound activities inside and outside the classroom" and the second is "the ways the institution allocates resources and organizes learning opportunities and services to induce students to take part in these activities	students engaging in scholarly pursuits. Students participating in one Project Information Literacy study on student use of technolog in libraries reported that they actively
11 : Boydston, Jeanne M. K.;Leysen, Joan M.; (2014) - 69	The implications of this shift are particularly apparent in the academic library where the responsibilities of cataloger librarians are evolving in response to this changing emphasis. In addition to the increased emphasis on electronic resources and the internal changes to the cataloging profession, other external forces are affecting the academic library, and in turn cataloging.		Metadata for digitization projects in ARL member libraries is being cre- ated by multiple staff with the highest percentage being catalogers Many of the specific skills mentioned are traditional cataloger librarian skills such as analytical, problem-solving, and critical thinking skills, in addition to foreign language, subject expertise, and authority control.	Buttlar and Garcha reported on th changing roles of academic catalogers from 1987 to 1997.4 They found that catalogers were still involved in traditional cataloging activities They also noted catalogers are becoming more involved in activities traditionally associated with information technology departments. Respondents were asked what

Nodes on topics

	Technology	Electronic Resources	Information Literacy	Research Support
Author1, Year 1990				
Author1, Year 1995				
Author2, Year 2001				
Author3, Year 2015				

Case Nodes to compare across authors

Nodes on themes

	Mixed	Positive	Neutral	Negative
2 weeks before election day				
1 week before election day				
On election day				
1 day after election day				

Case Nodes to compare across time

Nodes on themes

	Mixed	Positive	Neutral	Negative
Hong Kong Island				
Kowloon West				
Kowloon East				
New Territories East				

Case Nodes represent places

Nodes on themes

	Mixed	Positive	Neutral	Negative
Male				
Female				

Case Nodes for demographic attributes

Nodes on themes

	Mixed	Positive	Neutral	Negative
Age 16-25				
Age 26-35				
Age 36-45				
Age 46-55				

Case Nodes for demographic attributes

1. Keep node structure simple.
   Up to a maximum of 3 levels.
2. Unique node name
3. Separate nodes for AutoCode and Manually coded nodes

1.

Create at least 3 new nodes from the articles you've imported to Nvivo. Each code with some references

5 minutes

AGENDA

Part 1	1. Overview
	2. Import bibliographic data from EndNote
	Exercise and Break
Part 2	3. Import interview transcripts
	4. Import survey data
	5. Import image, audio and video files
	Exercise and Break
Part 3	6. Coding Queries
	Exercise and Break
Part 4	7. Reporting
	8. Work as a team