

Introduction to QCMap

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2020

Introduction

- With a series of slides we would like to show you the basic procedures of the software.
- The program entry page (www.qcamap.org)
- The Website with further infos (www.qualitative-content-analysis.aau.at)
- Informations about first steps to get started
- You need to register an account. We guarantee that all your data will be kept confidential. A registration notification will be sent to your email-address (green button).
- Then you can use the software from everywhere using different webbrowsers (Internet Explorer 9, Mozilla Firefox, Google chrome).
- Since the application is web-based you will always work with the latest version of the program.

QCAMap // a software for Qualitative Content Analysis

QCAMap is an open access web application for systematic text analysis in scientific projects based on the techniques of qualitative content analysis. (Mayring, 2014)

[Intro & Info](#) [News](#) [How to get started](#) [Login & start working](#)

QCAMap can be used within research projects in e.g. Psychology, Sociology, Education, Economics, Linguistic Sciences, **to analyze** small and large amounts of any **text material** and **images** coming from interviews, group discussions, observation protocols, documents, open-ended questionnaire items and others. **Qualitative Content Analysis is a strictly rule-guided procedure containing qualitative steps** (assignment of categories to text passages and images) **and quantitative steps** (analysis of category frequencies).

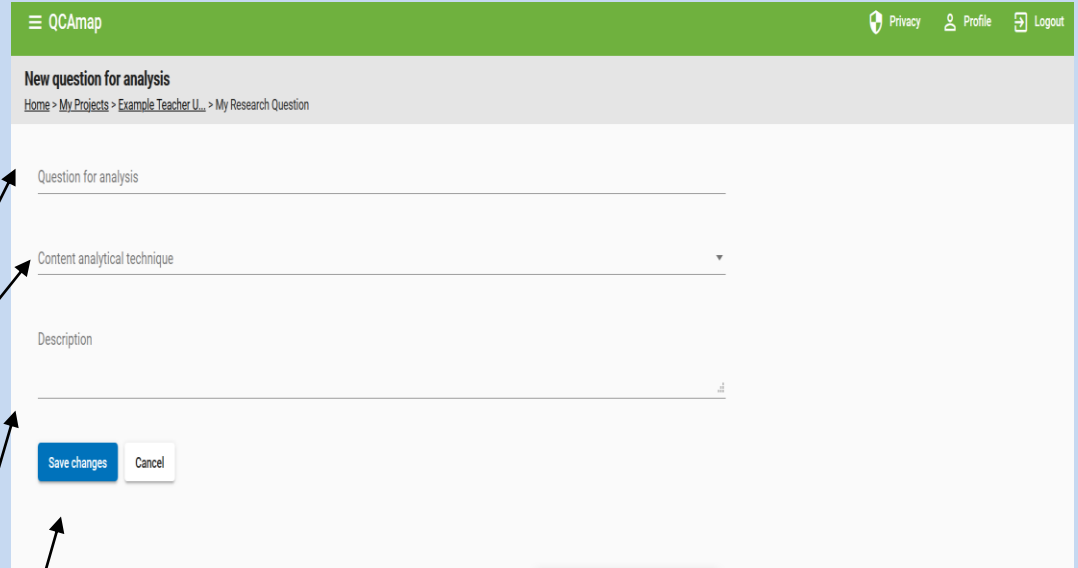
Literature

- Fenzl, T. & Mayring, P. (2017). QCAMap: eine interaktive Webapplikation für Qualitative Inhaltsanalyse. Zeitschrift für Soziologie der Erziehung und Sozialisation ZSE, 37, 333-340.
- Mayring, Ph. (2015). Qualitative Inhaltsanalyse (12. überarbeitete Aufl.). Weinheim: Beltz.
- Mayring, Ph. (2014). Qualitative content analysis. Theoretical foundation, basic procedures and software solution (free download via Social Science Open Access Repository SSOAR, URN: <http://nbn-resolving.de/urn:nbn:de:0168-ssoar-395173>)

Qualitative Content Analysis Programm
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Starting your work

- First you have to create a new project (title and description)
- Then you have to define a research question and description!
- Then you chose the content analytical technique (currently, inductive category formation and deductive category assignment are available)! If you chose a technique from the pulldown menu the program gives you a link to the procedural model and analytical rules, and it gives you the specific template.
- You should give a description of the research question!
- By pressing „Save changes“ the program will save your research question and leads you to the next steps.



The screenshot shows the 'New question for analysis' form in the QCAmap application. The form is titled 'New question for analysis' and has a breadcrumb trail: 'Home > My Projects > Example_Teacher_U... > My Research Question'. The form contains the following fields:

- 'Question for analysis': A text input field.
- 'Content analytical technique': A dropdown menu.
- 'Description': A text area with a character count of 141.

At the bottom of the form, there are two buttons: 'Save changes' (in blue) and 'Cancel' (in white).

Arrows from the text on the left point to the 'Question for analysis' field, the 'Content analytical technique' dropdown, the 'Description' field, and the 'Save changes' button.

Research Question(s)

This is a screenshot of a research question working with inductive category assignment.

Content analytical rules (coding unit, recording unit, context unit) are defined.

In inductive category assignment a selection criterion and a level of abstraction have to be defined.

OCMap Privacy Profile Logout

Edit question for analysis

[Home](#) > [My Projects](#) > [Example Teacher U.](#) > Description of stress factors in first praxis experiences

Question for analysis
Description of stress factors in first praxis experiences

Content analytical technique
Inductive Category Formation

Step models & rules
Description
First professional experiences, especially for teachers, are often described as 'praxis shock' (Smagorisky et al. 2011; Mueller-Forbrott, 1978). We want to describe the concrete stressing factors.

Content analytical units

Coding unit
Clear semantic elements in the text
Smallest component of material which can be coded (isemblin).

Context unit
The whole interview, interviewer protocol and background material

Background for coding decision.
Recording unit
All Documents
Test portion confronted with the saesop system.
 Count multiple codings

Definition of selection criterion

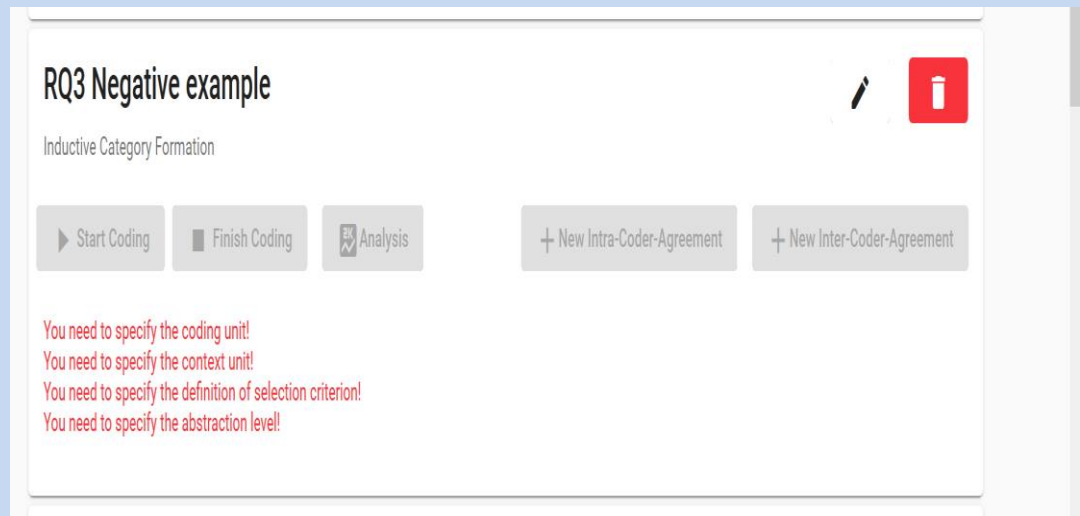
Definition of selection criterion
Stressful experiences in and around teaching, experiences of harm, loss or challenge which are not automatically coped with (Lazarus)

Level of abstraction

Level of abstraction
Concrete stress factors for the person, connected with negative experiences, no general evaluations of the situation

Mandatory fields

If you have forgotten to specify the units of analysis or the technique specific rules the program stops you and gives you an error message!



The screenshot shows a software interface for 'Inductive Category Formation'. At the top, the title 'RQ3 Negative example' is displayed next to a pencil icon and a red trash can icon. Below the title, the text 'Inductive Category Formation' is visible. A row of five buttons is present: 'Start Coding' (with a play icon), 'Finish Coding' (with a square icon), 'Analysis' (with a document icon), '+ New Intra-Coder-Agreement', and '+ New Inter-Coder-Agreement'. Below these buttons, four red error messages are listed:

- You need to specify the coding unit!
- You need to specify the context unit!
- You need to specify the definition of selection criterion!
- You need to specify the abstraction level!

Upload your text material

- For each research question you have to upload the text documents which will be analyzed!
- Be shure to have anonymized your material!

The screenshot displays the QCAmap web interface. At the top, there is a green navigation bar with the QCAmap logo on the left and links for Privacy, Profile, and Logout on the right. Below the navigation bar, the main content area is titled "Question for analysis" and includes a button for "+ New Question for analysis". The question being analyzed is "RQ1 What concrete stress factors?" with the category "Inductive Category Formation". There are icons for editing and deleting the question. Below the question title, there are buttons for "Start Coding", "Finish Coding", and "Analysis", along with buttons for "+ New Intra-Coder-Agreement" and "+ New Inter-Coder-Agreement". A red message states "You need to add documents!". The "Documents" section below features a warning: "Please anonymise your data before uploading!". It indicates "No files selected for upload." and provides an "Add files" button. A note at the bottom of the section says "No documents have been uploaded yet." and there is an "Upload new Documents" button.

Now you can go into the coding mode

- On the left side all content analytical definitions and rules of the specific technique (in this case inductive category formation) are kept.
- You can mark (mouse) text passages.
- Then the list of inductive categories so far developed is presented. You can subsume the text passage to one of them or create a new inductive category.

The screenshot shows the QCAmap software interface in coding mode. The left sidebar contains analytical definitions for 'Question for analysis', 'Content analytical technique', 'Definition of selection criterion', 'Abstraction level', 'Content analytical units', 'Coding unit', 'Context unit', and 'Recording unit'. The central text area displays a passage of text with a highlighted section. The right sidebar shows a 'Category system' with a list of inductive categories, each with a radio button, a pencil icon, a trash icon, and a menu icon. A modal window is open over the text area, displaying a list of categories and a 'Category Name' input field.

QCAmap Back

You are in coding mode.

Question for analysis
RQ2: Description of stress factors in fi...

Content analytical technique
Inductive Category Formation

Definition of selection criterion
Stressful experiences in and around teaching, experiences of harm, loss or challenge which are not automatically coped with (Lazarus)

Abstraction level
Concrete stress factors for the person, connected with negative experiences, no general evaluations of the situation

Content analytical units

Coding unit
Clear semantic elements in the text

Context unit
The whole interview, interviewer protocol and background material

Recording unit

when you give them a demonstration with the circle of Thales. They say, "That's incredible, it's almost magic!" And that's what I enjoyed, that's why I was already looking forward to being able to teach at a seminary school. Certainly, there are disappointments that the students are not as one thinks they ought to be. I mean, in a big city like this there are just a lot of problems, what with the big firm here. And it is certainly not

RQ2-1

Category system

RQ2-1: Disappointments about students

RQ2-2: Little time for education

RQ2-3: Difficult students

RQ2-4: Problems in very large classes

RQ2-5: Being forced to authoritarian behaviour

RQ2-6: Dependence on seminar instructor

RQ2-7: Conflicts with concepts different to the ones in mind of the seminar instructor

RQ2-8: Forced by seminar instructor to apply mechanical rules

RQ2-9: Critique by seminar instructor impacts negatively on self-esteem

RQ2-10: Lack of experiences in teaching

RQ2-11: Inferior teacher role as trainee

RQ2-12: To calm down an agitated classroom when left alone without seminar instructor

Category Name

Cancel

Deductive category assignment

- Here again the specific rules and definitions are presented at the left side.
- On the right side the coding guideline, containing definitions, anchor examples and coding rules for every deductive category is displayed.
- Marking text passages gives you the possibility to assign it to one of the preformulated categories.
- After coding a certain amount of material the program reminds you to revise the category system and the coding guideline (pilot phase). After finishing the pilot phase, no more changes can be applied to the coding guideline.

The screenshot displays the QCAmap software interface. On the left, a sidebar titled "QCAmap" contains a "Back" link and the text "You are in coding mode." Below this, several sections are listed: "Question for analysis" (with a dropdown menu), "Content analytical technique" (set to "Deductive Category Assignment"), "Content analytical units" (with sub-sections for "Coding unit" and "Context unit"), and "Recording unit" (with options for "1 Document" and "Ignore multiple codings per document"). At the bottom of the sidebar are search and hide coding guideline buttons, and a "Finish coding" button.

The main window shows a text document titled "Case A.txt" with the text: "Case A: I: Well, it certainly wasn't a strain for me, at least from the, well, the physical side of things. The contrary in fact. I was sort of pretty keen to get down to teaching at last. You're studying, you see, for the teaching certificate and that is your course, the academic part of it, I mean, up to the First State Examination, that is... that has nothing to do with teaching as such, and in my practical - we have to do a sort of practical - and I had the luck to be able to teach a full two weeks - that was the time I was there - at a senior elementary school. Normally all you do during these practicals is sit in on other people's classes - just sit at the back; which is incredibly boring of course just listening to someone else teach for two whole weeks. And it so happened that at that time they were a bit short of teachers and the principal says to me: 'Listen, I know what we'll do. You take the 8th and 9th grades in physics and mathematics, then I'll take the 10th and 11th grades in physics and mathematics.'"

On the right, a "Coding guideline" panel is visible, showing two categories: "RQ1-1: High self-confidence" and "RQ1-2: middle self-confidence". Each category has a definition, anchor examples, and coding rules. A dropdown menu is open over the text "then I'll take the 10th and 11th grades in physics and mathematics.", showing four options: "RQ1-1: High self-confidence", "RQ1-2: middle self-confidence", "RQ1-3: low self-confidence", and "RQ1-4: not inferrable". A "Cancel" button is also visible at the bottom of the dropdown.

Multiple Features

- You can simultaneously work with several questions (for example inductive and deductive) in one project with the same material.
- You can share your analysis with other persons (who are registered in QCAmapp).
- You can test intra- and inter-coderagreement.
- Do not forget to log out at the end of your session.
- Enjoy the program!

The screenshot displays the QCAmapp interface. At the top, there is a green header with the logo 'QCAmapp' on the left and 'Privacy', 'Profile', and 'Logout' links on the right. The main content area is titled 'Question for analysis' and contains two question cards. The first card, 'RQ1 Has "practice shock" affected the self-confidence of the individual?', is under the category 'Deductive Category Assignment'. The second card, 'RQ2 Description of stress factors in first praxis experiences', is under 'Inductive Category Formation'. Each card includes a 'Start Coding' button, a 'Finish Coding' button, an 'Analysis' button, and buttons for '+ New Intra-Coder-Agreement' and '+ New Inter-Coder-Agreement'. Below the second card, there is a section for 'Intra-Coder-Agreements' showing a 'ready' status and various action buttons like 'View', 'Compare', 'Set acceptance', 'Analysis', 'Reopen', and 'Delete'. Arrows from the text on the left point to these specific features in the interface.