ROUTLEDGE

QUALITATIVE ANALYSIS USING ATLAS.ti

THE FIVE LEVEL QDA® METHOD

NICHOLAS H. WOOLF
CHRISTINA SILVER

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CONTENTS

8

CASE ILLUSTRATION — AN EXPLORATORY LITERATURE REVIEW

Exploring the Literature on Interfaith Dialogue

Elizabeth M. Pope

This chapter and the accompanying videos illustrate what a straightforward, real-world qualitative analysis executed in ATLAS.ti is like. The contributor, Elizabeth Pope, is a PhD candidate in Adult Education at a major U.S. research university. We asked Elizabeth to contribute this case from her dissertation because PhD students take their dissertation projects very seriously—it is their first piece of original research and they want to make sure it is an example of good scholarship. Elizabeth's project is therefore documented in detail, and it is easy to follow how she moved the project forward. Her dissertation is a qualitative case study examining an interfaith dialogue group between Jewish, Christian, and Muslim adults. This chapter illustrates only the literature review part of her dissertation. However, a literature review is a qualitative research project in itself, as it takes a large body of unstructured materials—articles, books, etc.—in order to make sense of them and provide a framework for the research project.

The purpose of the chapter is to provide the context for the ANALYTIC TASKS that are referred to in the video demonstrations. The first section of the chapter—"Analytic Strategies"—contains the objectives and guiding methodology of the project, that is, Level 1 of the *Five-Level QDA* method. The second section—"Stages of the Analysis"—is Level 2, the analytic plan, which unfolds in six stages, including the generation of ANALYTIC TASKS at each stage. This is the point at which Level 3 begins, that is, TRANSLATING the ANALYTIC TASKS into software operations. Each stage is demonstrated in a separate video, including commentary on the choices made and on possible alternative choices for fulfilling the analytic plan using ATLAS.ti. To view a video after reading a stage, please go to www.routledgetextbooks.com/textbooks/5LQDA and follow the on-screen instructions.

Elizabeth originally conducted her project using ATLAS.ti 7. We have converted her project to ATLAS.ti 8, which led to no changes in process or procedure, except for changing the names of the COMPONENTS to their ATLAS.ti Version 8 names.

Now we turn over the chapter to Elizabeth.

Analytic Strategies

I have presented the context for the case illustration in three sections—"Background," describing my dissertation as a whole; "Focus of This Case Illustration," describing the conceptual framework for my dissertation, which determined the scope for the literature review; and "Guiding Methodology" for the literature review.

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Background

This literature review is for my dissertation, a qualitative case study titled '*This Is a Head, Hearts, and Hands Enterprise:' Interfaith Dialogue and Perspective Transformation*. The study was conducted in the southeastern United States and explored a community-based interfaith dialogue program between Jewish, Christian, and Muslim adults.

The context for the study is the continuing problem of religious conflict. The history of violence, fear, prejudice and bigotry, misunderstandings, misinformation, and a general lack of knowledge about different faith traditions has led to negative perceptions of the "religious other." Many scholars of religion believe that interfaith dialogue could be an invaluable method for resolving religious discord. But although interfaith dialogue can be successful, it can just as often fail. One explanation is the many idealized and varied goals of interfaith dialogue. Unanticipated challenges in practice and implementation can also be a detriment. And Jewish–Christian–Muslim dialogue has its own particular difficulties, including the expectation that each group is speaking on behalf of an entire faith tradition, a lack of trust between participants, historical disagreements, etc.

Most academic literature on interfaith dialogue is conceptual, aiming to understand the impact of interfaith experiences. There is little empirical research that examines the effects and process of interfaith dialogue, the nature of learning in such an interfaith experience, or how perceptions of the "religious other" can be transformed through interfaith dialogue. The need for research into these issues is the rationale for my dissertation.

Focus of This Case Illustration

The purpose of my dissertation is twofold. First, it is to examine the nature of learning in interfaith dialogue. Second, to understand if, and how, "perspective transformation" in people of different faiths occurs through interfaith dialogue. The research questions guiding the study are:

1. What happens when Jewish, Christian, and Muslim adults engage in interfaith dialogue?
2. How do facilitators of interfaith dialogue prepare for and guide group meetings?
3. In what ways, if any, does interfaith dialogue foster perspective transformation with regard to the religious other?

Before beginning the research I needed to review the existing literature about interfaith dialogue across academic fields. In this chapter I use the term *literature* interchangeably with *resources* to mean all items I gathered, whether journal articles, books, or other electronic resources. This literature review gave me an extensive overview of interfaith studies and allowed me to understand how interfaith dialogue has and has not been researched in a wide variety of disciplines.

Prior to conducting the literature review I created a conceptual framework for the whole dissertation to serve as the "analytic lens" through which I would view and interpret my data and conduct my analysis. This determined what literature I would need to review, and so I begin by describing how I created this conceptual framework. I began with two main elements: the concept of "dialogue" and the concept of "transformational learning." I based my understanding of dialogue on Martin Buber's (1923) seminal work *I and Thou*. Buber (1923) distinguishes two types of dialogic relationships: the "I-It" and "I-Thou" relationships. In the "I-It" relationship, the "It" is a person seen as an object to be used to achieve a certain goal. In the "I-Thou" relationship, in contrast, there is a "mutual and holistic existence of two entities" (Morgan & Guilherme, 2012, p. 982) between people. I based my understanding of transformational learning on Mezirow's (2012) "transformative learning theory," which defines transformational learning as a process that
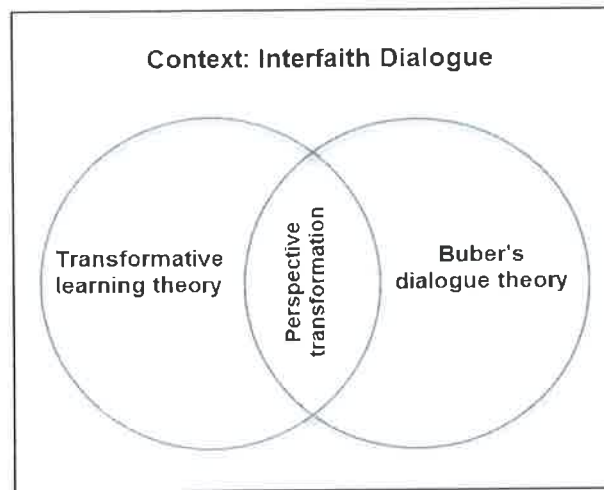
FIGURE 8.1   Theoretical framework for dissertation

"transforms our taken-for-granted frames of reference to make them more inclusive, discriminating, open, emotionally capable of change, and reflective" (p. 76). Within transformative learning theory one concept plays a crucial role, that of "transforming perspectives of the world." For my conceptual framework I proposed that the transformation of perspectives toward the "religious other" during interfaith dialogue can be understood through the intersection of Buber's (1923) and Mezirow's (2012) theoretical standpoints. Combined, these theories provide a way to conceptualize "perspective transformation" in interfaith dialogue groups in terms of both the individual experience of transformation and the relational experience of dialogue. Figure 8.1 illustrates a big-picture view of this framework.

Guiding Methodology

The guiding methodology described here concerns just the conduct of the literature review, not the entire dissertation. First I thought through the purpose of the review. The conceptual framework for the dissertation indicated that I needed to review the academic literature that used transformative learning and/or Buber's dialogue theory to examine intercultural or interfaith interactions. I also needed to identify any gaps in the literature regarding adult learning through interfaith dialogue in order to find areas in which further study was necessary. This search introduced me to resources in a wide variety of academic fields. I paid particular attention to the theoretical frameworks, data collection methods, analytical methodologies, and findings of these empirical articles in order to learn from and build on the existing research in this field.

I primarily searched for resources electronically, but I noticed that when I went to the library with a list of books to find, I often ended up finding other relevant resources through physical proximity to the books I was looking for. Visiting the library led to a serendipitous literature review that did not happen with electronic searching, and this became part of my personal guiding methodology.

My literature review was exploratory because my conceptual framework consisted of the intersection of two separate theories, and I was not aware of any existing framework that combined these theories which could be used to analyze the disparate items of literature. I therefore sought an

inductive approach to the analysis, as inductive approaches do not start with a predetermined analytic frame, but rather start with specific observations or statements in the data and move logically to a more general explanation. I chose the inductive thematic analysis approach described by Braun and Clarke (2006), which is based on the work of Boyatzis (1998), as my guiding methodology because in the absence of an existing framework that combined transformative learning theory and dialogue theory I needed to generate data-driven themes. This approach is a "bottom-up" coding of the data to identify themes and patterns that are strongly linked to the data, which in this case are the various literature resources. This allowed me to note key themes and moments of importance as they became clear through my reading of the literature rather than relying on a predetermined coding frame to interpret them.

I implemented Braun and Clarke's (2006) methods in practice by first immersing myself in the literature with wide reading and marking segments of text that struck me as interesting. I then created descriptive codes to capture the concepts I was seeing in the literature and applied them to the segments I had identified as interesting. During this phase I generated 141 descriptive codes. I then grouped these codes into higher-level categories to indicate similarities and differences among the descriptive codes and to organize the relationships I was identifying between them. During this phase I reduced the number of descriptive codes to 139 by merging those that essentially represented the same concept and grouped them into 12 categories. Finally, I identified themes for representing a holistic picture of the broad literature on interfaith dialogue. The result was the creation of eight higher-level themes that grouped the categorized codes.

My process was informed by my general understanding of grounded theory methodology. In writing up my literature review methodology I felt I needed to name the stages of my process using established terms. I therefore borrowed two grounded theory terms to describe my process. I referred to the descriptive coding phase as "open coding," which I took to mean the creation of tentative labels for the concepts identified that summarize what is discussed. However, I only coded segments within the literature that related to the focus of my review, rather than coding all of each resource, which is typically how "open coding" is described in grounded theory texts. In the next step, I created the categories in an intuitive way, but referred to this as "axial coding" (Grbich, 2013), as this process of relating codes to one another is the second stage of grounded theory (Strauss & Corbin, 1998) and well describes what I did. My use of grounded theory terms ended there, because my intention in developing themes did not have the purpose of generating a core theory that reflects all the data in the analysis, as a grounded theory analysis does. Rather, I developed several themes that reflected how interfaith dialogue is discussed and has been researched across academic disciplines.

Stages of the Analysis

The analytic plan for reviewing the literature evolved as the work progressed. There were six stages of analysis, with each stage planned in light of the outcome of the previous stage and my current thinking about the literature. The six stages reflect turning points in the progress of the literature review, and I named the stages after the fact when reflecting on the process for this chapter. The six stages are listed in Table 8.1.

The first stage was like a mini-review in order to produce a first draft of my literature review during a course on how to conduct a literature review offered in my program. This initially involved lots of paper, and I soon realized I needed to use some kind of software to manage all the resources. After consulting Professor Paulus, one of my teachers at the University of Georgia (and the author of the next case illustration in Chapter 9), I chose ATLAS.ti and continued the project in that software package.

TABLE 8.1 The six stages of analysis

Stages of the project (one video on the companion website for each stage)	
Stage 1: Preliminary partial literature review	Analysis of initial resources gathered in order to complete first draft for literature review class.
Stage 2: Review and rationalize the first stage	Reconsideration of the analysis produced in the first stage and refinement and reorganization of the process for continued analysis to be included in dissertation prospectus.
Stage 3: Expand the scope of the literature review	Addition of more literature into the review and integration of it into the analysis.
Stage 4: Identify themes in the literature	Development of themes that came to frame the rewriting of the literature review.
Stage 5: Rewrite the literature review	Integration of the new analysis to the initial literature review to complete dissertation prospectus.
Stage 6: Ongoing expansion of the literature review	Continued adding of literature as identified.

When I came back to the project several months after the class had ended I discovered that I couldn't get back into my original thinking due to the lack of organization in my analytic process. This led to rationalizing the analysis, meaning that I reconsidered the first approach and reorganized the process; otherwise, I would be continuing to add to the disorganization. This was time consuming but turned out to be beneficial. The subsequent stages are similar to the first stage, but are more refined and systematic, and always included defining codes and making notes continuously about insights and the process. The result of these later stages was the development of themes which are now framing the dissertation data analysis. The literature review has been ongoing throughout my dissertation, and my refined and more precise process now allows me to easily add new resources into the framework whenever additional literature is published in the various academic fields.

First Stage: Preliminary Partial Literature Review

I submitted my dissertation prospectus for approval, including a first major draft of the literature review, during the spring semester of 2016. I began collecting literature in the spring semester of 2015 during a graduate course called "Critique of the Literature in Adult Education." The first stage of the project involved reviewing these resources for the purpose of this course. In retrospect this was the first iteration of the literature review.

The course taught doctoral students the steps of completing a literature review for their dissertations and how to examine and critique research questions and conceptual frameworks. During the class I collected 56 articles using the "multi-search" capability of the university library's website, which searched all available databases that the university subscribed to. I used the key terms *interfaith*, *interreligious*, *transform**, and *dialog** to identify resources. At this early stage I needed to get "the lay of the land" and sought a broad range of conceptual, experiential, and empirical literature. I understand conceptual literature to mean theoretical articles about the process or effects of interfaith and intercultural experiences. Experiential literature describes the author's experience within an interfaith or intercultural context. Empirical literature means research on human subjects to examine interfaith or intercultural interactions and contexts. As the purpose of my dissertation is to add to the scholarly understanding of interfaith dialogue through empirical research, I was particularly interested in finding empirical studies involving interfaith or intercultural interactions using transformative learning or dialogue theory in their conceptual frameworks. The search identified

both electronic and print resources. All electronic resources identified by the university's multi-search capability are automatically available as full-text PDF downloads, and all the print resources identified were available for checking out in the library or were obtained by the library for me through interlibrary loan.

I read the downloaded PDF files of articles in Adobe Acrobat Reader, highlighting interesting sections of text and bibliographical information, and sometimes annotating sections using the comment tool. As I read and marked the resources I wrote an appraisal of each one in a separate Microsoft Word file. At this stage, this appraisal writing was not very systematic—sometimes it was a summary of the resource, and sometimes an abstract, a synopsis, or just notes about my initial reflections.

After reading, marking up, and appraising the resources, I imported all the PDF files into ATLAS.ti as individual DOCUMENTS and organized them using DOCUMENT-GROUPS in topical areas such as *Adult Learning Theory*, *Dialogue Theory*, and *Transformative Learning Theory*. The highlighting carried over into ATLAS.ti, but the annotations I had written using the comments tool in Adobe did not. I had highlighted sections to help familiarize myself with the literature, but this also served as a precoding process, because once inside ATLAS.ti, the highlighted portions served as triggers for sections that would probably require coding, and this acted as a roadmap of pertinent information later in the review process.

In the COMMENT for each DOCUMENT within ATLAS.ti I recorded the full citation and pasted in the article abstract and notes I had written about my initial impressions of the article. This was very time consuming, but I felt it was an important task because it would later help me to reference the resources and access my initial thoughts about each article.

I began coding this first set of articles in ATLAS.ti by creating 141 descriptive codes based on the text. By "descriptive code" I mean a single word or very brief phrase that identifies the topic of a particular portion of the resource. As a major purpose of my literature review was to understand and catalogue what literature existed on interfaith dialogue, using descriptive coding was my natural research instinct. Initially I did not organize or define the CODES in any way, as I thought they were self-explanatory and that I would remember their meaning from the short code name. I later realized the codes were of different types and needed to be organized to reflect this and that it was necessary to define new codes at the time of creating them to avoid reviewing this coding work in detail later in order to make sense of what I had done and be able to build on it in later stages, that occurred months later.

After all the articles were coded, I reviewed all the CODED-QUOTATIONS and organized the CODES into higher-level categories by adding prefixes to the CODE names to indicate category names. I organized most of the CODES into categories in this way, but a few remained uncategorized because I thought of them as categories in their own right. Examples of uncategorized CODES were "Empathy," "Effects of Globalization and Modernity," and "Pluralism."

When I had finished categorizing the CODES I exported all the CODED-QUOTATIONS associated with each CODE as a text file. I used this to write the first draft of my literature review, which was organized by the categories I had created using my prefix system. However, I also had the hard-copy resources I had gathered with accompanying Word files of appraisals, separate from ATLAS.ti. While writing my first draft based on the outputs of coded PDFs from ATLAS.ti I also flipped through the separate hard-copy resource, looking at the areas I had marked in order to fit the relevant topics into the draft of the literature review. This was extremely unsystematic and inefficient, which is why in later phases of the project I extended the color-coding system from ATLAS.ti to the hard-copy resources.

This stage of the project contained eight ANALYTIC TASKS. For ease of presentation in Table 8.2 and in the video demonstrations, I have grouped these ANALYTIC TASKS into three analysis phases. Figures 7.2 and 7.3, pp. 149–150, review the format and numbering system for stages, phases, and ANALYTIC TASKS. Note that bullet points in italics do not involve the use of ATLAS.ti.

TABLE 8.2 First Stage (Phases 1–3): Preliminary partial literature review

Phase 1: Identify and become familiar with resources

1-A	*Collect literature to review* • *I used the UGA Library's multi-search capability to identify literature that relates to the dimensions of the conceptual framework (see Figure 8.1) using the following key terms: interfaith, interreligious, transform*, and dialog*.* • *This process identified 56 relevant electronic resources which I saved as PDF files on my computer hard drive.* • *I renamed each file using a consistent naming protocol (Author, Date, Title) and saved them in folders representing three types of resource: Conceptual, Experiential, and Empirical.* • *In addition I identified relevant hard-copy resources (either books or book chapters). I purchased my own copies of most of these and took the others out of the UGA Library.*
1-B	*Become familiar with literature and mark interesting sections* • *I read each resource and marked interesting sections of text and bibliographic information that related to the dimensions of my conceptual framework.* • *For the electronic resources I did this in Adobe Acrobat Reader, using the text highlighting feature. Sometimes I made notes about the highlighted sections using the Adobe commenting feature.* • *For the hard-copy resources that I owned I used highlighter pens and made notes in the margins. For the hard-copy resources I took out of the library I made notes in a hard-copy notebook.* • *I created a Microsoft Word file for each resource in which I wrote an appraisal about each one. Sometimes this was a summary of the content, and sometimes I also wrote a synopsis and reflection.*

Phase 2: Organize and initially categorize resources

2-A	*Create an analytic workspace to store literature and notes* • I created and saved an ATLAS.ti-PROJECT and imported all the marked-up electronic resources into it as individual DOCUMENTS. Because of the way I had named the DOCUMENTS they listed alphabetically by author in the Documents Manager. • I recorded the full citation and abstract for each electronic resource and pasted the appraisal I had written about each one in 1-B into its DOCUMENT-COMMENT.
2-B	*Organize literature resources into subject areas* • I created nine DOCUMENT-GROUPS to represent the broad subject areas covered by the resources (e.g., "Adult Learning Theory," "Dialogue Theory," "Transformative Learning Theory," "Muslim and Christian Interfaith Dialogue," etc.) and assigned each DOCUMENT to the relevant DOCUMENT-GROUP. These DOCUMENT-GROUPS were mutually exclusive (i.e., each electronic resource belonged to only one DOCUMENT-GROUP).
2-C	*Apply descriptive codes to the relevant segments of literature and take notes* • I opened each DOCUMENT and coded the sections I had highlighted in 1-B to new descriptive CODES. This resulted in 141 descriptive CODES. Most reflected relevant concepts I identified (for example "Intercultural Communication," "Learning and Faith," and "Value of Interfaith Dialogue"). However, some were more practical (for example, "Design," "Hole in Literature," and "Future Research"). • The vast majority of QUOTATIONS were coded to only one descriptive CODE. • I created MEMOS to record my thoughts as I was coding, for example, "Challenge of Method and Design," "Community Organization," and "Challenge of Language and Culture." One MEMO called "Problem of Sameness" summarized my thinking about the literature so far, as this was a common challenge I had noticed in the conceptual literature. An additional set of notes about "What Is Faith?" that I had written in a Microsoft Word file was pasted into a MEMO.
2-D	*Organize descriptive codes into initial categories* • I retrieved the QUOTATIONS coded to each CODE and reviewed them for equivalence, changing any coding where necessary. • I organized the descriptive CODES into categories by adding prefixes to their names, so that they were listed alphabetically in the Code Manager according to their category. Examples of categories are "Aims," "Definitions," "Categories," and "Outcomes."

TABLE 8.2 (Continued)

Phase 3: Write first draft of literature review

3-A	Extract coded literature by category • Every CODE created in Analysis Phase 2 was outputted with all their CODED-QUOTATIONS into the ATLAS.ti Output Editor.
3-B	Write a first-draft literature review • Using this output I wrote the first draft of my literature review. I displayed the ATLAS.ti output on one side of my computer screen and opened a Microsoft Word file on the other side. Referring to the coded-quotations in the output and the content of the memos I had written I wrote my review, which I organized according to the categories created in 2-C.

Second Stage: Review and Rationalize the First Stage

I came back to the project several months after writing the first draft of the literature review to continue adding new resources and to use the project to help prepare for my comprehensive exams. However, I discovered that I couldn't get back into my original thinking by simply reviewing the ATLAS.ti-PROJECT as it was not well organized and I hadn't defined the CODES or made notes of my analytic process. It became clear that my previous assumption that the CODES were self-evident was not correct, and I had to review all my previous work in detail before planning how to continue and build on what I had previously done.

The review and rationalization process involved retrieving all the CODED-QUOTATIONS at each CODE, merging any CODES that represented the same concept, and then defining each CODE in its COMMENT. I dated the definitions so that if I later redefined them I would be able to track the development of my thinking. Reviewing each CODE involved reconsidering the categories I had created in the first stage to ensure they adequately grouped the descriptive CODES, but I only made one change to the categories.

I also reviewed the DOCUMENT-GROUPS I had created to store the literature and combined some of them so that they more meaningfully represented the way I was now thinking about collections of resources. While reviewing the work I had previously done and making changes to the ATLAS.ti-PROJECT I was fully re-engaging with the literature. I began making analytical notes to keep track of my insights and in particular the relationships I was seeing among the resources. For example, I wrote about individual articles, themes I was noticing across articles, and areas of disconnect or discord in the literature.

This second stage was time consuming yet immensely beneficial because it both reimmersed me in the literature and forced me to reflect upon the analytical decisions I had made at the outset of the project. I recognized that if during the first stage I had written about the analytical decisions I was making, I may not have struggled as I did when returning to the project months later. As a result of this stage, the next stages of my review were much more focused because the reconsideration of my earlier approach meant that I refined and reorganized the process. This ensured that I did not continue to add to the disorganization that I had created in the first stage.

Table 8.3 displays this stage of the project, which contains three ANALYTIC TASKS in a single analytic phase. These three ANALYTIC TASKS actually happened simultaneously, but they are presented as separate tasks to illustrate the process clearly.

Third Stage: Expand the Scope of the Literature Review

From the summer of 2015 to the early spring of 2016 I added more articles to the project in a piecemeal fashion. I used the same search criteria to identify additional resources as I had used in the first stage and followed the same process of downloading the article, reading it in Adobe,

TABLE 8.3 Second Stage (Phase 4): Review and rationalize the first stage

Phase 4: Review and reorganize the analytic workspace	
4-A	*Review and refine coding and the coding scheme*
	• I retrieved all the CODED-QUOTATIONS coded to each CODE in the first stage and, based on these, defined each CODE using CODE-COMMENTS, adding dates to the definitions.
	• Any CODES that I identified as repetitive or linked to CODED-QUOTATIONS that represented the same concept were merged.
	• Most of the CODE name prefixes that I had created in 2-B remained the same, other than renaming the "Aims" prefix as "Purpose." This resulted in a rationalized list of 139 CODES.
4-B	*Review and refine broad subject-areas covered by literature resources*
	• I reviewed the DOCUMENT-GROUPS created in 2-A and combined some of them to reduce the number from nine to five: "Adult Learning," "Buber and Dialogue Theory," "Empirical Studies on Interfaith Dialogue," "Interfaith Dialogue and Interactions," and "Transformative Learning."
4-C	*Reflect on the literature and coding achieved so far*
	• While undertaking 4-A, I appended the DOCUMENT-COMMENTS created in 2-A with additional insights about each electronic resource.
	• I also added commentary to the analytical MEMOS I had created in 2-C, concerning areas of disconnect or discord I was seeing. This led to two additional analytic MEMOS to capture insights relating to "Tolerance" and "Communicative Learning."

highlighting as necessary, adding the resource to the ATLAS.ti-PROJECT and coding the high-lighted portions. I no longer made annotations using the comment feature in Adobe, as I now knew they would not transfer into ATLAS.ti, so I wrote all my notes about the articles as I read them in a Microsoft Word file. I also decided to add the new resources to the ATLAS.ti-PROJECT in smaller batches, around 10 at a time, and coded those articles before bringing in the next batch. This was a practical decision to avoid the tedium of adding the citation, abstracts, and notes to the DOCUMENT-COMMENTS for several dozen resources at a time, and because I found it overwhelming to code more than 10 documents at a time.

Each batch of resources was coded to the existing categorized CODES that had been rationalized in the second stage. Because I had just completed the review and rationalization of the project, I was very familiar with the categorized CODES and therefore this process was straightforward. Where I identified text in a resource for which I did not yet have a CODE, I immediately categorized the new CODE into one of the existing categories when I created it. The review and rationalization that I had undergone in the second stage meant I was now able to think at a higher level of abstraction when reading new literature. I no longer needed to first create a descriptive label for a new CODE and then think about which category this CODE belonged to, but could conceptualize segments of text into my scheme immediately. This meant the process of coding the new literature was both quicker and more analytically focused than had been the case in the first stage.

Table 8.4 displays this stage of the project, which contains four ANALYTIC TASKS grouped into two analytic phases. Because I was adding new resources to the ATLAS.ti-PROJECT in small batches, I repeated these tasks several times, so this stage comprises several iterative cycles of identifying resources, familiarizing with resources, integrating resources, and categorizing resources.

Fourth Stage: Identify Major Themes in the Literature

This stage focused on identifying the major themes in the literature and was based on the cat-egorization process undertaken in the second stage. In order to generate themes I reflected on my

TABLE 8.4 Third Stage (Phases 5–6): Expand the scope of the literature review

Phase 5: Add resources to the analytic workspace

5-A	*Overview: The same process as outlined in 1-A was used to identify additional relevant resources, except that now I scanned hard-copy resources and added them to the list along with electronic articles. Eight additional books were included in the review at this stage.*
	Collect literature to review (ANALYTIC TASK 1-A repeated)
	• *I used the UGA Library's multi-search capability to identify literature that relates to the dimensions of the conceptual framework (see Figure 8.1) using the following key terms: interfaith, interreligious, transform*, and dialog*.*
	• *This process identified additional relevant electronic resources which I saved as PDF files on my computer hard drive.*
	• *I renamed each file using a consistent naming protocol (Author, Date, Title) and saved them in folders representing three types of resource: Conceptual, Experiential and Empirical.*
	• *In addition I identified relevant hard-copy resources (either books or book chapters). I purchased my own copies of most of these and took the others out of the UGA Library.*
5-B	*Overview: The same process as outlined in 1-B was used to become familiar with identified new resources.*
	Become familiar with resources (ANALYTIC TASK 1-B repeated)
	• *I read each resource and marked interesting sections of text and bibliographic information that related to the dimensions of my conceptual framework.*
	• *For the electronic resources I did this in Adobe Acrobat Reader, using the text highlighting feature.*
	• *For the hard-copy resources that I owned I used highlighter pens and made notes in the margins. For the hard-copy resources I took out of the library I made notes in a hard-copy notebook.*
5-C	*Integrate additional resources into the analytic workspace*
	• I added newly identified electronic resources to the ATLAS.ti-PROJECT as DOCUMENTS.
	• I assigned each resource to the relevant DOCUMENT-GROUPS and recorded the full citation and abstract for each electronic resource in its DOCUMENT-COMMENT in the same way as I had done in 2-A.

Phase 6: Categorize new resources and adjust existing coding scheme

6-A	*Apply categorized codes to the relevant segments of literature and take notes*
	• After each new electronic resource had been added to the ATLAS.ti-PROJECT the sections highlighted in 5-B were CODED to the existing CODES rationalized in 4-A.
	• Where new concepts were identified in highlighted sections, CODES to represent them were created and defined using CODE-COMMENTS. These new CODES were immediately organized into categories by using the prefixes rationalized in 4-A.

previous work, and in doing so I began identifying relationships between the categorized codes. To capture these relationships I linked CODES to one another using named relations and created CODE-GROUPS.

Representing relationships within and between categories involved using relations such as "is associated with," "is part of," "is an outcome of," "is a cause of," and "contradicts" to link CODES. I chose to link CODES with the appropriate relation through the menus in the Code Manager rather than in a NETWORK view because I think hierarchically rather than visually. I created a total of 23 pairs of linked CODES in this way. Most of the relationships I created were between CODES within the same category, for example:

- "DEF: Dialogue *is part of* DEF: Discourse" (where DEF is the prefix for the category "Definitions")
- "CHAL: Culture and context *is associated with* CHAL: Language and translation" (where CHAL is the prefix for the category "Challenge of Dialogue")

- "ALT: Ambivalence *contradicts* ALT: Ambiguity" (where ALT is the prefix for the category "Adult Learning Theory")

Linking CODES in this way helped me to think about how the categorized CODES related to one another, and this informed the development of the themes. To represent the themes I created and named CODE-GROUPS and added categorized CODES into them. I created eight themes. Each theme was mutually exclusive rather than overlapping, meaning that no CODE belonged to more than one theme. This was because the themes served to represent the core aspects of interfaith dialogue in terms of how it has been discussed in the literature and previously researched. I developed the themes to identify the gaps and clusters in the focus of research on interfaith dialogue and to reach an understanding of the current status of scientific knowledge in this area. My thematic analysis was inductive in that the CODES, categories, and themes I developed were grounded in the data. However, it was not about generating a theory from the data, but to map out and analyze patterns in previous work on interfaith dialogue. For this reason mutually exclusive themes represented by CODE-GROUPS were most appropriate. Although no one CODE belonged to more than one theme, some of my themes did contain CODES from different prefixed categories. For example, the theme "The Practice of Interfaith Dialogue" included the CODES belonging to the following categories: "challenges of interfaith dialogue," "impact factors on dialogue," "outcomes of dialogue," "purposes of dialogue," and "types of interfaith dialogue."

As I organized my categorized CODES into themes, I also color-coded them. These colors served two purposes. First, they were a signal of the theme to which each CODE belonged, which appeared in the margin area where they were applied to quotations, and this was helpful when reviewing DOCUMENTS. Second, and more importantly, they corresponded to the colors of highlighting and tabs I used in the hard-copy books. Although my literature review is 95 percent paperless, I used several print books. Coloring the themes meant that I was able to directly relate work done within ATLAS.ti to my paper-based work.

Because I had organized my CODES categorically using prefixes, I continued to work with a long list of CODES throughout the project. I did not reduce the number of CODES as I moved from the descriptive "open coding" phase, through the categorization "axial coding" phase, into the phase of developing the themes. At this stage I was working with 168 CODES, because during the third stage when I expanded the literature review I generated almost 30 new CODES. Some of the CODES were repeated within the categories because the categorical system determined the situation within which the CODE was used. For example, the CODE "mutual learning" appears in both the category of "outcomes of interfaith dialogue" and the category of "purposes of interfaith dialogue." But the definition of "mutual learning" is different in each category and applied to different types of text segments.

- **OUTCOME: Mutual Learning**—An outcome of interfaith dialogue is that individuals learn about other traditions while the members of other traditions learn about them.
- **PURPOSE: Mutual Learning**—A purpose of interfaith dialogue is to promote mutual learning, which means that while you are learning about and from another religious tradition, you are also learning about your own, and the other participants of interfaith dialogue are doing the same.

These two "mutual learning" codes reflect different concepts in how interfaith dialogue is discussed in the literature. This way of working with codes provided me with a way to represent the nuances of the literature in my codebook. The way I organized CODES into categories and themes

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TABLE 8.5 Fourth Stage (Phase 7): Identify major themes in the literature

Phase 7: Recategorization	
7-A	*Reflect on coding and analysis* • I revisited hard-copy resources, retrieved CODED-QUOTATIONS, and reviewed COMMENTS assigned to the categorized CODES. • I added to COMMENTS and MEMOS in relation to potential higher-level themes.
7-B	*Create and explain relationships between codes within categories* • I linked CODES to one another in the code list to express relationships between the CODES within the categories, using semantic links such as "is part of," "is associated with," and "is an outcome of." • I wrote about the relationships I was seeing and the links I was making in MEMOS.
7-C	*Generate and explain themes* • I created CODE-FAMILIES to represent potential themes; at this stage I had four themes: "Adult Learning and Theory in Interfaith Dialogue," "Empirical Research on Interfaith Dialogue," "The Practice of Interfaith Dialogue," and "Transformative Learning." • I assigned categorized CODES to the relevant CODE-FAMILIES and assigned colors to CODES based on the CODE-FAMILY they were assigned to. • All the CODES belonging to each code-family were assigned the same color so that the themes were reflected in the code list. • In MEMOS I wrote about the themes and reflected on the links between CODES and categories. The tasks undertaken in 7-A, 7-B, and 7-C were repeated until I had identified eight themes that accurately reflected the conceptual, experiential, and empirical emphasis of the literature. Themes were mutually exclusive, meaning each CODE only belongs to one CODE-FAMILY, but CODES with different category prefixes belong to different CODE-FAMILIES.
7-D	*Integrate hard-copy resources into themes* • *I reorganized the hard-copy resources so sections relevant to each of the themes identified in 7-C were easily retrievable, using tabs in the same colors.*

meant that the number of CODES never became overwhelming for me. I included a high level of detail within my coding scheme, which now that I was defining my concepts, I was able to easily keep track of my thinking, and the high level of detail contained within the coding scheme became very useful when writing up my findings in the next stage.

Table 8.5 displays this stage of the project, which contains four ANALYTIC TASKS in a single analytic phase.

Fifth Stage: Rewrite the Literature Review

To write up my findings from my literature review, I exported my themes by generating outputs of my CODE-GROUPS. I organized the outputs by CODES rather than QUOTATIONS or DOCUMENTS because the CODES represented the nuances of my themes. Because I was writing a thematic literature review, organizing the output in this way was most conducive to writing up my findings. I included MEMOS, COMMENTS, and CODED-QUOTATIONS in the outputs, so I had each step in my analysis process in the output and could therefore use the output file as the basis for my literature review. Because I had used the same colors for themes within ATLAS.ti and for tagging the print books, the organization and structure of my ATLAS.ti project actually organized the physical books I used in my literature review. This was invaluable when writing up my findings, as I could follow a system of colors to be sure each resource was considered in the write-up at the appropriate time. It also allowed me to keep the same organization system across my in-print books and my electronic articles, which led to a harmonious relationship between my two types of resources.

In rewriting the review, the CODE definitions informed my explanation of the nuances within each theme and category, and the exported quotations provided an easily accessible list of citations. As a result the writing-up process in this stage was streamlined, and I was able to complete a draft over the course of a few days.

Table 8.6 displays this stage of the project, which contains two ANALYTIC TASKS in a single analytic phase.

Sixth Stage: Ongoing Expansion of the Literature Review

At the time of writing this chapter, I am continuing to add to my literature review. I continue to add no more than 10 articles to the ATLAS.ti-PROJECT at a time. I aim to read several articles each week, add them to the ATLAS.ti-PROJECT, and integrate them into my analytic structure as described earlier. Because of the detailed setup of the coding system, it is a seamless process to bring newly identified literature into the analytical framework. The extensive work I did in the early stages of the literature, particularly the first and second stages, with regard to organizing and interrogating my coding system, has made the longitudinal nature of my literature review extremely manageable. My use of ATLAS.ti is integral to this process, as I do not believe that I would be able to complete as comprehensive a literature review if I was not using such a program.

I am currently analyzing the data I generated for my dissertation through observations, interviews, focus groups, and gathering documents, and I currently have a separate ATLAS.ti-PROJECT for the literature review and the data analysis portions of my dissertation. Upon completion of the data analysis I will be able to compare and contrast my analysis with what exists in current literature. I do not plan to combine my literature review and dissertation data ATLAS.ti-PROJECTS because the volume of materials in each may become unmanageable. Additionally, each ATLAS.ti-PROJECT has its own analysis plan, and I do not anticipate these merging successfully. I intend this examination to enhance the discussion chapter of my dissertation, providing a clearer understanding of how my findings compare to, contrast with, and contribute to the existing body of scholarship on interfaith dialogue. Table 8.7 displays this stage of the project, which contains a single ANALYTIC TASK, and Table 8.8 provides a closing summary of all nine phases.

TABLE 8.6 Fifth Stage (Phase 8): Rewrite the literature review

Phase 8: Rewrite the literature review	
8-A	*Extract coded data by categories and themes* • I outputted all CODED-QUOTATIONS, with linked MEMOS and COMMENTS, theme by theme into the ATLAS.ti Output Editor.
8-B	*Rewrite the literature review* • Using this output I wrote the second draft of my literature review. I displayed the ATLAS.ti output on one side of my computer screen and opened a Microsoft Word file on the other side. Referring to the CODED-QUOTATIONS in the output and the memos, I rewrote my review, which I now organized according to the themes created in 7-C.

TABLE 8.7 Sixth Stage (Phase 9): Ongoing expansion of the literature review

Phase 9: Integrate new resources cumulatively	
9-A	*Repeat analytic process as new relevant resources are identified* • Every few months I searched the UGA Library catalog, and when new relevant resources are identified I repeat phases 5 to 7 and integrate new knowledge into my literature review.

TABLE 8.8 Summary of the nine phases of analysis

Stages of the project (one video on the companion website for each stage)	*Phases within each stage (one ANALYTIC PLANNING WORKSHEET on the companion website for each phase, describing the TRANSLATION of each of its ANALYTIC TASKS)*
Stage 1: Preliminary partial literature review	Phase 1: Identify and become familiar with resources Phase 2: Organize and initially categorize resources Phase 3: Write first draft of literature review
Stage 2: Review and rationalize the first stage	Phase 4: Review and reorganize the analytic workspace
Stage 3: Expand the scope of the literature review	Phase 5: Add additional resources to the analytic workspace Phase 6: Categorize new resources and adjust existing coding scheme
Stage 4: Identify themes in the literature	Phase 7: Recategorization
Stage 5: Rewrite the literature review	Phase 8: Rewrite the literature review
Stage 6: Ongoing expansion of the literature review	Phase 9: Integrate new resources cumulatively

Acknowledgments

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