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Book Review: Susanne Friese, *Qualitative Data Analysis with ATLAS.ti*

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about ethnotheatre attempting to serve primarily a social justice or change agenda, pointing to audience viewing research that shows that the impact of seeing any given theatrical production is likely to be minimal. Rather, he notes that at the end of a play ‘if I am not motivated toward social action, I hope, at the very least, to be artistically satisfied’ (p. 34), and that perhaps the worst sin is to bore the audience with clunky theatre produced in the name of a worthy agenda.

As an outsider to the genre, some of the studio exercises seem potentially awkward and would need to be used with the right group of students: not every individual or class would be open to doing this kind of work. However, Saldaña is far from embracing an ‘anything goes’ mentality when it comes to ethnotheatre, or promoting the genre uncritically: throughout the book, he warns of the dangers of producing bad or mediocre theatre in an attempt to be too faithful to the norms of qualitative research, cautioning against coding the raw data, for example, as this rarely highlights the most interesting elements of action from an artistic viewpoint.

This touches on one of the primary concerns raised by performative social research, that of quality criteria. While most social researchers have well-honed skills in judging what constitutes a good piece of traditional research, the majority are novice artists. Can performance work be faithful to the aims of both research *and* art? Saldaña suggests it can, but he certainly (and I think rightly) prioritises the latter in ethnotheatre: his mantra, ‘A play is not a journal article. So stop thinking like a social scientist and start thinking like an artist’ (p. 37) appears in various forms throughout the book. The book assumes that its readers already have the skills to produce good social research, and directs its attention toward helping them develop good theatre, through guidelines, tricks of the trade, plenty of workshop exercises and examples of successful and unsuccessful scripts.

This book probably will not win over anyone with a fundamental opposition to performative social research as a genre, nor is it intended to. For anyone wanting to experiment with new, theatrical modes of presentation or who is concerned with the quality of such work and the risk of good social researchers making bad art, Saldaña’s book provides a welcome and refreshing entrée to the genre from an experienced theatre practitioner.

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SUSANNE FRIESE, *Qualitative Data Analysis with ATLAS.ti*. London: Sage, 2012.
274 pp. (including index). ISBN 9780857021304 (pbk) \$40.00

This outstanding book is surely positioned to become an influential text on qualitative data analysis (QDA) – a must-have for novice and experienced researchers alike. Many authors explain what constitutes qualitative research and how to generate data, but few move beyond this, leaving us with the unguided and daunting challenge of transforming one’s field notes and interviews into a completed study while attempting to manage the ever-growing glut of data. Furthermore, what is essentially deficient in the literature is a data analysis method specifically for computer-assisted data analysis. Various texts have been written about the general use and usefulness of software for QDA (Morrison

and Moir, 1998); some chapters on computer-assisted analysis may sometimes be included at the end of a chapter (Silverman, 2000) or one may find a short description and some screenshots depicting how one could implement certain analysis steps (Corbin and Strauss, 2008), but there has not been, until now, an all-encompassing text such as this one.

The main purpose of this text is to teach one how to use ATLAS.ti as one of the available Computer Assisted Qualitative Data Analysis Software (CAQDAS) packages as well as providing a new methodology for working with one's data called Noticing, Collecting and Thinking (NCT) Analysis. The process, which is rarely linear, consists of moving back and forth between noticing, collecting and thinking. The act of 'noticing' refers to 'the process of reading or looking through your data ... with the aim of describing the "territory" in as much detail as possible' (p. 131), the aim of 'collecting' is to 'collect similar data segments under a common code label' (p. 131) and 'thinking' relates to various activities such as naming codes or finding patterns and relations in the data (p. 100). The intended audience for this book includes new and more experienced ATLAS.ti users as well as teachers of QDA, both at undergraduate and postgraduate levels.

Dr Friese begins the book by introducing the ATLAS.ti interface and terminology used by the software. The chapters that follow include the preparation of data, issues related to data management, technical aspects of coding at two levels, the methodological aspects of coding and the use of network views and hyperlinks.

The author succeeds in putting forward a strong argument regarding the importance of the use of computer software for data management and the 'new' NCT method for data analysis. The style of writing is clear and concise, with the chapters and topics following in a logical sequence, progressing from simple to more complex tasks. The use of skills training exercises within chapters and 'open book' assessments as well as glossaries at the end of chapters is most useful, serving to consolidate and 'test' the reader's learning. Numerous additional sources are also listed to encourage further reading and the provision of a Companion Website also compliments the text.

After the first few introductory chapters, the author makes use of the analogy of a virtual puzzle to explain the use of ATLAS.ti for NCT data analysis, from laying out the outer frame of the puzzle pieces (the structure of a research project) to sorting the pieces by colour (coding, creating subcategories and main categories) to viewing the puzzle as a whole (thinking about what one is seeing and building relational network views). The use of screenshots and pictures depicting the explanations, as well as the use of one topical example project, namely, the election of Arnold Schwarzenegger as governor of California, throughout the book makes the learning process much easier.

Despite its strengths, the book also has some areas that could be improved upon. The first of these is the fact that many of the graphic depictions in the book are unclear, especially those related to the virtual puzzle analogy. Second, the author sometimes refers to the 'colour' of particular lines in a network view, but the book is printed only in black and white. Furthermore, the most challenging aspects of the ATLAS.ti programme to master are the use of the query tool and other data analytical tools such as the co-occurrence explorer, superfamilies and supercodes. The explanations and examples provided in this chapter were insufficient to allow for deep understanding and the ability to apply the knowledge. The author is encouraged, in future editions of the book, to expand on

chapter 6, perhaps even dividing it into two chapters, and to provide more examples on the use of each tool as well as exercises to practice the newly acquired skills.

Overall, this text provides an important contribution to the field of computer-assisted QDA, especially in terms of its new contribution to the methodological field. The author has been successful in achieving her goal – the provision of a well-thought-out and practical guide to using ATLAS.ti for NCT data analysis. It is an excellent resource for both students and researchers alike and is highly recommended.

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MARK ROUNCFIELD AND PETER TOLMIE (eds), *Ethnomethodology at Work*. Farnham: Ashgate, 2011. 251 pp. ISBN 9780754647713 (hbk) £55.00

Outside conversation analysis, the largest programme of empirical enquiry conducted by ethnomethodologists has looked at work practices using ethnographic methods. This area of research has particularly thrived in Britain, partly because it has been funded by technology companies, and supported in computer science departments. In this review, I will discuss the central argument advanced by this collection, which tends to be dismissed both by sociologists and those influenced by sociology in related fields, including organisation studies. I will then look critically at the empirical findings, suggesting that while ethnomethodology is equipped to address any and every aspect of work, in practice, it tends to neglect certain phenomena.

To give a flavour of a complex theoretical argument, the metaphor used in the first chapter by Dave Randall and Wes Sharrock to explain the approach is that conventional sociology is like a movie critic, seeking to reveal something hidden using a standard set of themes, whereas ethnomethodology looks at how the film was actually made. John Hughes and others argue, in relation to ‘power’ in Chapter 8, that ‘sociology is primarily concerned with conceptual wrangles in which, say, a Foucauldian rendition over a Marxist one, becomes the primary purpose of enquiry’ (p. 149). In contrast, ethnomethodologists recognise that these ‘conceptual games’ have no bearings on actual ‘political realities’.

In the conclusion, Graham Button and Sharrock argue that ‘ethnomethodology has no interest in meaning’, at least in the same way as interpretive sociologies or cognitivists, since ‘the recognisability of a social action is tied to the action in the first place’ (p. 212). Approaches in information systems and organisation studies that seem similar in ‘attending to the details of the activities they describe or record’ are problematic because they add an unnecessary theoretical scaffolding. To return to the metaphor,