

**ISCONTOUR Conference 2016**

**Qualitative Research and Analysis Methods**

Dr. Barbara Neuhofer

# Tourism & Hospitality

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## Department of Tourism & Hospitality

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# + Introducing...

- Dr. Barbara Neuhofer
- Lecturer in Tourism and Hospitality Management
- MSc Hospitality Programme Leader Bournemouth University
- BU eTourismLab
- PhD Thesis: Technology Enhanced Tourist Experiences, Bournemouth University, UK (Prof Buhalis, Prof Ladkin)



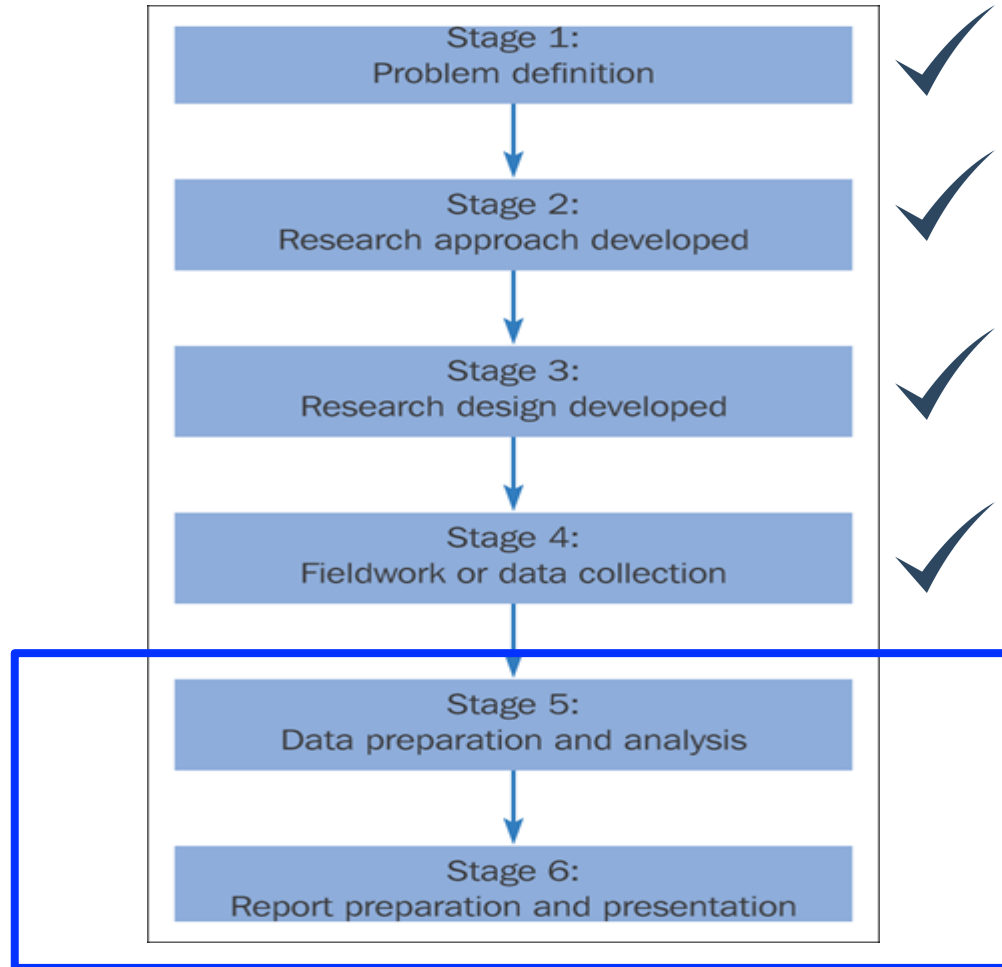
# + Learning Outcomes

- To understand types of qualitative data
- To overview stages of analysis
- To learn how to code and interpret data
- To explore manual vs computer-assisted software coding
- To learn how to use NVivo for qualitative analysis





# Research Process





# Analysis & Interpretation

## Data analysis

- An attempt by the researcher to summarize collected data.

## Data Interpretation

- Attempt to find meaning

## Data reporting

- Attempt to present the analysed results and findings



# Types of data

How can we collect qualitative data?

What types of data exist?



# What types of qualitative data?

- Written field notes (observation)
- Audio recordings of conversations (interviews)
- Audio recordings of focus group conversations (interviews)
- Video recordings of activities (observation)
- Diary recordings of activities / thoughts (observation / case studies, written/audio-recorded)





# Qualitative Data

- thoughts, views, interpretations
- priorities, importance, motivations
- processes, social practices
- intended effects of actions
- feelings and experiences



# Analysis Process

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Qualitative data analysis does not start once data is collected!

The preliminary analysis process starts already during data collection



# Data Analysis During Collection

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- Analysis not left until the end
- Iterative data collection (and analysis), incorporate insights from one interview/observation in the next
- To avoid collecting data that are not important the researcher must ask:
  - How am I going to make sense of this data?
- As they collect data the researcher must ask
  - Why do the participants act as they do?
  - What does this focus mean?
  - What else do I want to know?
  - What new ideas have emerged?
  - Are there emerged insights that require focus?
  - Is this new information?



# Data Analysis After Collection

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- One way is to follow three iterative steps
  - Become familiar with the data through
    - Reading
    - Creating notes / memos
  - Exam the data in depth to provide detailed descriptions of the setting, participants, and activities.
  - Categorizing and coding pieces of data and grouping them into themes.



# + Qualitative Analysis

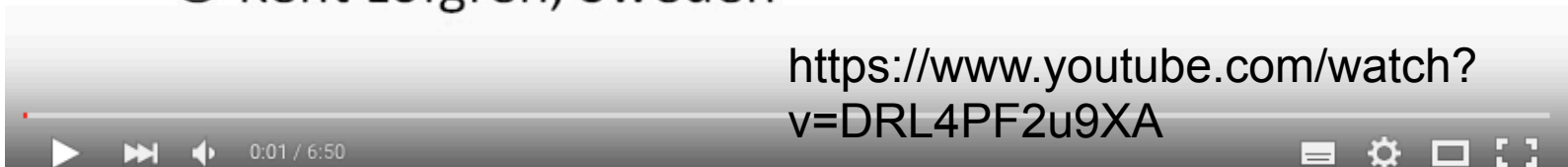
13

## Qualitative analysis of interview data

### *A basic step-by-step guide*

© Kent Löfgren, Sweden

<https://www.youtube.com/watch?v=DRL4PF2u9XA>





# Definition

Content analysis refers to a general set of techniques useful for analysing and understanding collections of text.

Oxford internet institute, University of oxford



# Definition

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“any **qualitative data reduction** and sense-making effort that takes a **volume** of qualitative material and attempts to identify core consistencies and meanings”

(Patton, 2002, p.453)



# + Types of qualitative content analysis

- Directive content analysis
- Conventional qualitative content analysis (grounded theory development)
- Summative content analysis





# Directive content analysis

- Initial coding starts with a theory, or relevant research findings.
- The purpose of this approach usually is to validate or extend a conceptual framework or theory.



# Conventional content analysis

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- Coding categories are derived directly and inductively from the raw data

Starts with the counting of words or manifest content, then extends the analysis to include latent meanings and themes.



# + Example: Qualitative Analysis Process





# Coding raw qualitative data

21

## What is coding?

- The raw and transcribed interview documents represent “*the undigested complexity of reality*” (Patton, 2002, p.463)
- Extract analytical concepts, patterns and themes (Bazeley, 2007)
- Assigning names and labels to raw text for the purpose of linking data to ideas, and forming themes



# Common stages of coding

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- ✓ **Familiarisation** with the data through review, reading, listening etc.
- ✓ **Transcription** of tape recorded material (transcribe in word/Nvivo)
- ✓ **Organisation** and indexing of data for easy retrieval and identification.
- ✓ **Anonymising** of sensitive data
- ✓ **Develop Categories and a Coding Scheme** (Let yourself be guided by your research questions / template coding)
- ✓ **Code All the Text by transcript, 1 by 1**
- ✓ **Coding** (or indexing) manually for ideas, systematically with NVivo
- ✓ **Assess Your Coding Consistency**

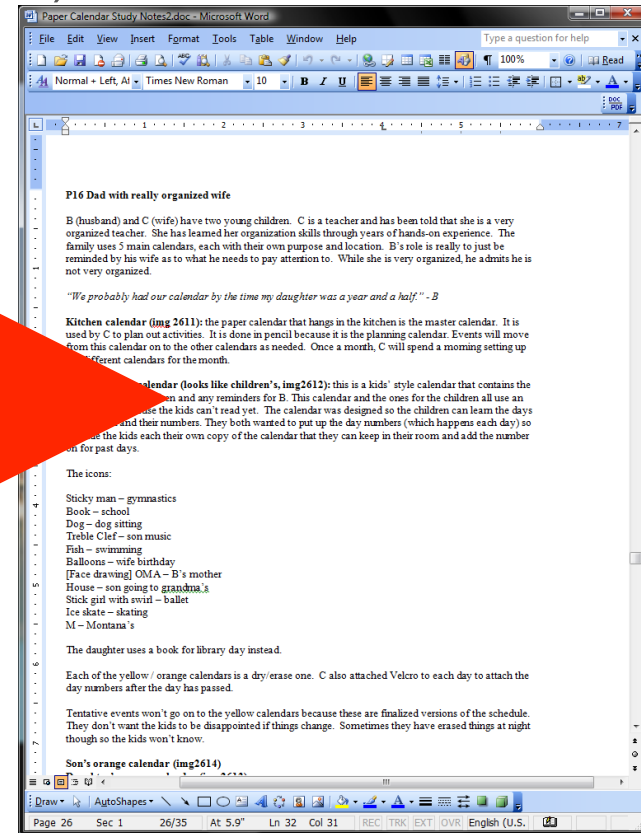


# Common stages of coding (cont'd)

23

- ✓ Un-coding / Re-coding / Finalising
- ✓ Development of provisional categories.
- ✓ Exploration of relationships between categories
- ✓ Refinement of themes and categories.
- ✓ Development of theory and incorporation of pre-existing knowledge
- ✓ Testing of theory against the data
- ✓ Report writing, including excerpts from original data if appropriate (e.g., quotes from interviews).

- Step 1: translate field notes (optional)



paper

digital



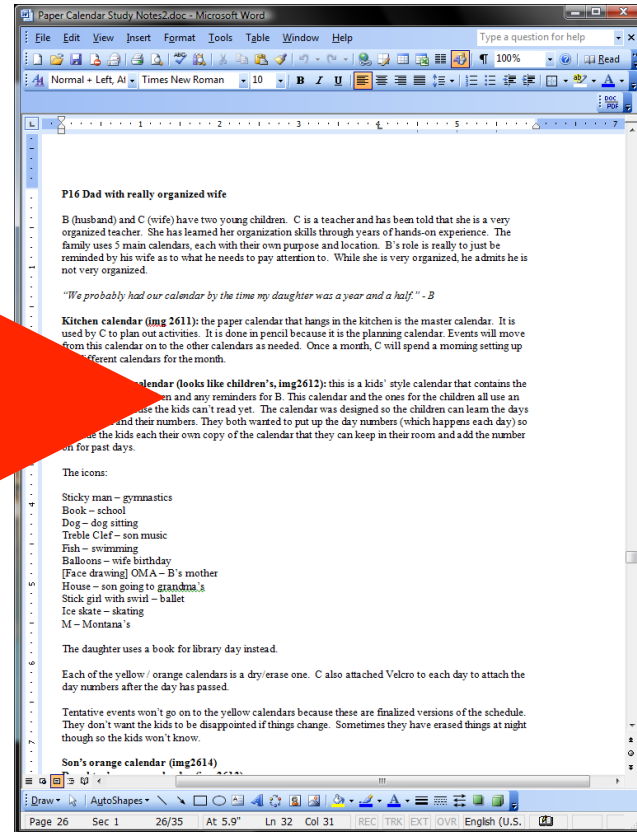
# Prepare data for analysis

25

## ■ Step 1: transcribe audio-recordings



Audio recording



Digital transcript



# Prepare data for analysis

## ■ Step 1: transcribe audio-recordings

<i>Verbal and Non-Verbal Annotations</i>	<i>Transcription</i>
Laughter and Smiling Reflecting positive experience memories	“Because it involves, it connects my fun, social game (laugh) with a reward, with an ACTUAL reward. Like a physical reward, like a tea or so, or a free coke (laugh). That is physical and that I can touch. Yeah (smile).”(Martha)
Word Emphasis Reflecting importance of specific meanings	“I feel like that it is rude as well because you are spending time on the phone and kind of not enjoying or interacting with ACTUAL people that are around you.” (Rachel)
Hesitation Reflecting uncertainty	“Hmm (laugh) What I gain from it? Maybe (hesitation) recognition. Yeah. Taking nice pictures and being in a really nice place (laugh) and being admired because it’s raining at home. But yeah I mean when you think about it, it is a bit stupid, isn’t it?” (Jane)



# Systematic Coding Process

<i><b>Coding Phase</b></i>	<i><b>Analysis Strategy</b></i>	<i><b>Analysis Process</b></i>
Phase 0	Transcription and Data Familiarisation	Transcribe transcripts, take notes and highlight ideas
	Import Transcripts into NVivo 10 and Development Folder System	Develop system, prepare and organise the data
Phase 1	A-Priori Conceptual Framework Coding	Examine the data Template coding based on the conceptual framework, initial hierarchy
Phase 2	Coding-on and Hierarchy Development	Detailed inductive coding and hierarchy development, Coding-on, reordering, reshuffling and hierarchies
Phase 3	Distilling, Sorting and Meta-Coding	Reduce and order codes, develop hierarchies and meta-structures for themes
Phase 4	Clustering and Development of Themes	Clustering and developing themes, exploring relationships
Phase 5	Refining and Validating Themes	Refining, double-checking and cleaning themes
Phase 6	Finalising Themes and Theory Building	Finalising categories, and building final themes for the theoretical contribution

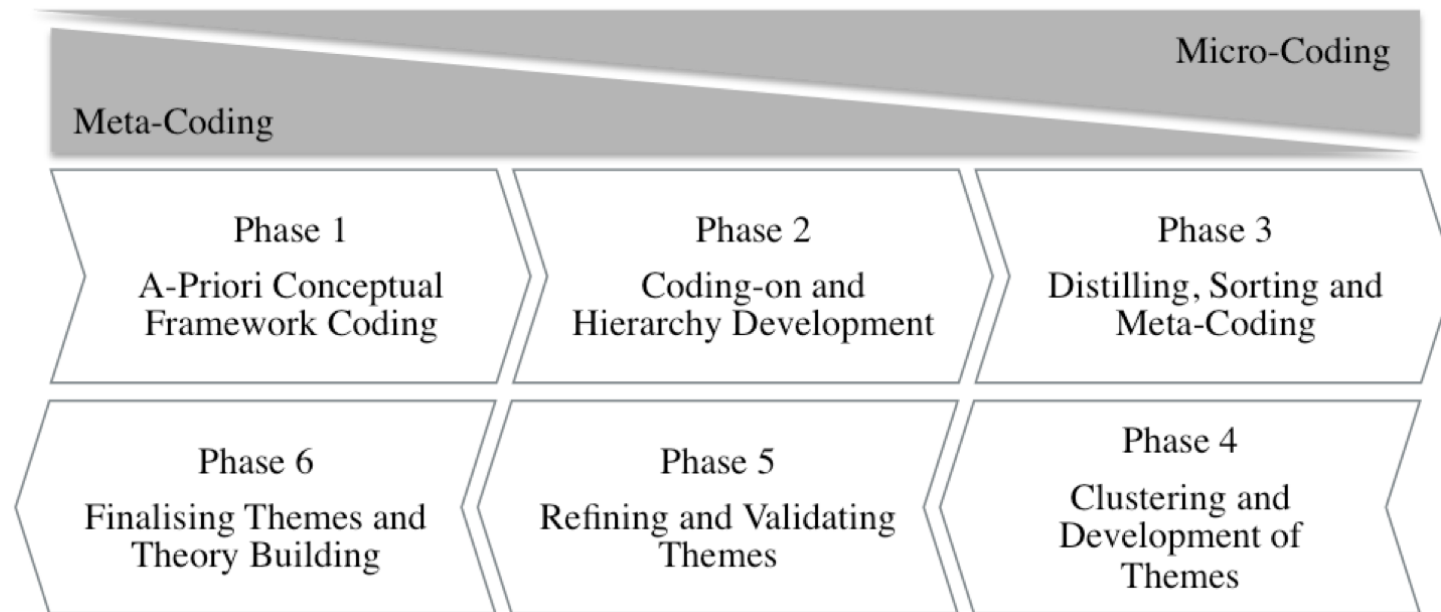
Source: Neuhofer, 2014



# Systematic Coding Process

Multiple stages of coding, checking, sorting, cleaning

Figure 3-7. Meta-Micro Coding Process



Source: Neuhofer, 2014





# Example: Calendar Contents

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## ■ Step 1: list questions / focal points

What type of events are on the calendar?

Who are the events for?

What other markings are made on the calendar?

...

(you may end up adding to this list as you go through your data)



# Example: Calendar Routines

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## ■ Step 2: go through data and ask questions

B (husband) and C (wife) have two young children. C is a teacher and has been told that she is a very organized teacher. She has learned her organization skills through years of hands-on experience. The family uses 5 main calendars, each with their own purpose and location. B's role is really to just be reminded by his wife as to what he needs to pay attention to. While she is very organized, he admits he is not very organized.

*"We probably had our calendar by the time my daughter was a year and a half." - B*

**Kitchen calendar (img 2611):** the paper calendar that hangs in the kitchen is the master calendar. It is used by C to plan out activities. It is done in pencil because it is the planning calendar. Events will move from this calendar on to the other calendars as needed. Once a month, C will spend a morning setting up the different calendars for the month.

**Orange family calendar (looks like children's, img2612):** this is a kids' style calendar that contains the activities for the children and any reminders for B. This calendar and the ones for the children all use an icon system because the kids can't read yet. The calendar was designed so the children can learn the days of the week and their numbers. They both wanted to put up the day numbers (which happens each day) so C made the kids each their own copy of the calendar that they can keep in their room and add the number on for past days.

## Where do families keep their calendars?



# Example: Calendar Routines

31

## ■ Step 3: go through data and ask questions

B (husband) and C (wife) have two young children. C is a teacher and has been told that she is a very organized teacher. She has learned her organization skills through years of hands-on experience. The family uses 5 main calendars, each with their own purpose and location. B's role is really to just be reminded by his wife as to what he needs to pay attention to. While she is very organized, he admits he is not very organized.

*"We probably had our calendar by the time my daughter was a year and a half." - B*

[KI]

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[CR]

## Calendar Locations:

[KI] – the kitchen

[CR] – child's room

## Where do families keep their calendars?



# Example: Calendar Routines

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The result:

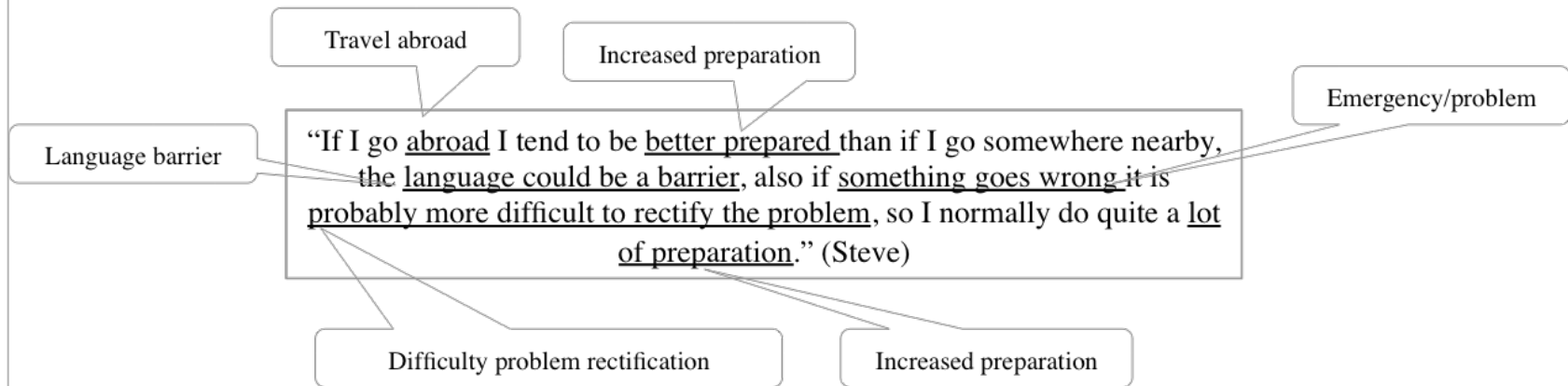
- list of codes
- frequency of each code (do a word frequency search! - NVivo)
- a sense of the importance of each code
- Frequency could be indicator of importance



# Coding Example: Tourist Experience

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## Coding Example 1: Geographical Context



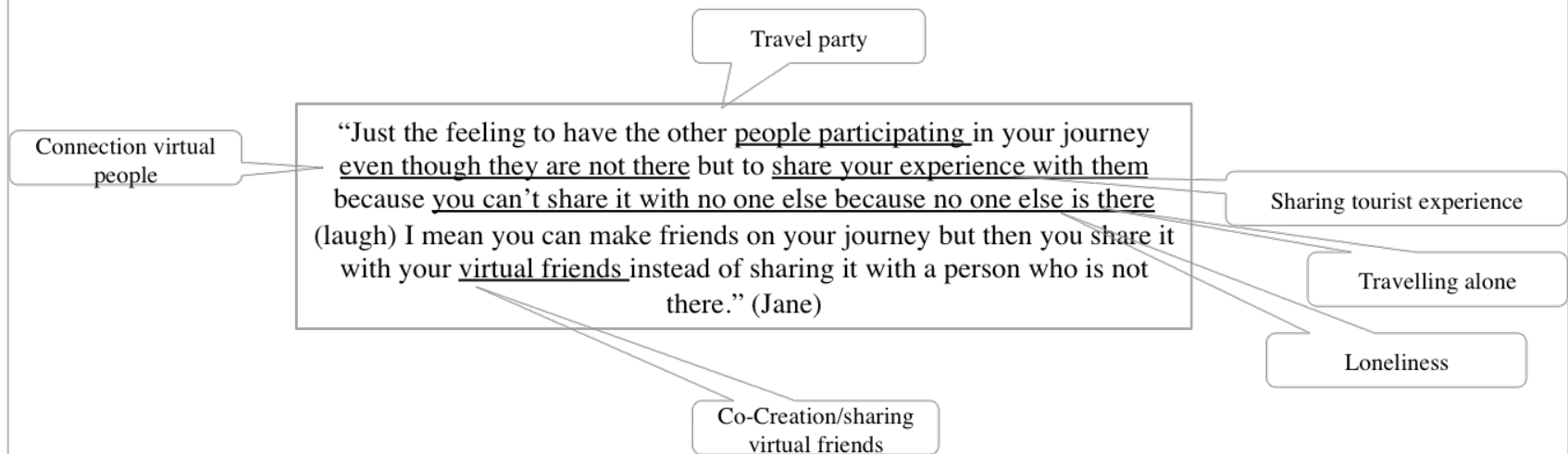
Source: Neuhofer, 2014



# Coding Example: Tourist Experience

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## Coding Example 2: C2F Co-Creation Process



Source: Neuhofer, 2014



# Coding Example: Tourist Experience

35

## Coding Example 3: Experience Diminishment

Place detachment

Virtual space

Travel company

“I think you are kind of moving away from the place where you are and moving onto the virtual space and I feel that most of the times, when I'm not travelling alone, like the other person is not using technology that much, I feel like that it is rude as well because you are spending time on the phone and kind of not enjoying or interacting with ACTUAL people that are around you.” (Rachel)

ICTs use during experience

Lack of social engagement/ interaction

Negative feeling/  
rudeness

Travel party/  
immediate surrounding

Source: Neuhofer, 2014



# Coding Activity

- Neuhofer, B., 2014. An exploration of the technology enhanced tourist experience.





# Qualitative template analysis

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<i>A-priori Themes</i>	<i>A-priori Codes</i>
1. Tourist Experience	1. Tourist Experience
	2. Granular Elements
	3. Connection
2. Experience Co-Creation	4. C2C Co-Creation
	5. B2C Co-Creation
	6. C2L Co-Creation
	7. Technology Use
	8. Technology Need
	9. Technology Benefits (Experience Enablers)
3. ICTs	10. Technology Type
	11. Technology Role
	12. Technological Requirements/Barriers
	13. Source/Material
4. Travel Stage	14. Pre-Stage
	15. Transit-Stage
	16. During-Stage
	17. Post-Stage
	18. Information
	19. Inspiration
	20. Planning
	21. Decision-Making
5. Tourist Activity	22. Review Active/Passive
	23. Location
	24. Navigation
	25. Transportation
	26. Sharing
6. Technology Enhanced Tourist Experience	27. Technology Enhanced Tourist Experience Factors
	28. Tech Experience Enhancement
	29. Tech Experience Diminishment
7. Additional	30. Undefined



<i>Transcripts Verbatim Quotes</i>	<i>1 A-Priori</i>	<i>2 Coding-On</i>	<i>3/4 Meta-Coding</i>	<i>5/6 Themes</i>
“If I'm feeling very satisfied with a café and the manager or the waitress asked me to put a good review on it, on TripAdvisor ok, I would put the review.” (Teresa)	Experience Co-Creation	Value: Satisfaction Review Positive Review	Co-Creation Process Co-Creation Value	C2B Co- Creation
“I think it is the MOMENT, when you find something that intrigues you. And it probably intrigues your friends, if you have something nice and a nice meal or you are in a nice place, I think that it becomes automatic to me to share it, ok.” (Sandra)	Experience Co-Creation	Co-Creation: Experience sharing friends	Co-Creation Process	C2F Co- Creation
“If I go abroad I tend to be better prepared than if I go somewhere nearby, the language could be a barrier, also if something goes wrong it is probably more difficult to rectify the problem, so I normally do quite a lot of preparation.” (Steve)	Technology Use	Distance Language Barrier Planning and preparation	Geographical Context	Contextual and Situational Factors
“Of course the phone is very quick and convenient but the book is sometimes like if they also spend time to adjust it so in some case I cannot find the solution on the phone so I would come back to the book, yeah, you know what I mean.” (Hanna)	Tech Experience Enhancement	ICTs Benefits Speed Efficiency Traditional Sources	Enhancement Intensity	Supplementary Technology Enhanced Tourist Experience
“I think I value most these unexpected opportunities and to be connected at all the time and everywhere, that is what I value most.” (Martha)	Technology Enhanced Tourist Experience Factors	ICTs Value Unexpected Opportunities Connection	Serendipity & Unexpectedness & Discovery	Technology Enhanced Tourist Experience Factors



# Qualitative template analysis

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- Number of codes after 1<sup>st</sup> round of template coding

<i>Meta-Themes</i>		<i>Sub-Codes</i>	<i>Nr Source</i>	<i>Nr References</i>
1.	Experience Co-Creation	4	15	21
2.	Context	5	15	144
3.	Need	3	12	112
4.	Travel Stages	4	15	231
5.	Technology	9	15	707
6.	Technology Enhanced Tourist Experience Enhancement Process	16	15	913
7.	Technology Enhanced Tourist Experience Enhanced Experience	4	15	404
8.	Additional	2	13	34



# Coding-on

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- Coding-on, multiple level coding to extract meaning in data

<i>Meta-Themes 1</i>	<i>Code Level 2</i>	<i>Code Level 3</i>	<i>Code Level 4</i>	<i>Code Level 5</i>
<b>Technology</b>	Source			
	Technology Characteristics	Technological Issues (Experience Barriers)		
	Technology Use	Technological Wishes		
	<b>Technology Issues</b>	Future Opportunities		Technology (general, website)
		<b>Technology Benefits (Experience Enablers)</b>	Effect	Software (applications, social media)
			<b>Cause</b>	Hardware (all-in-one, mobile device)
				<b>Functionalities</b> (push information, recognition, ease, pattern)



# More than finding themes...

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“Too often, qualitative researchers rely on the presentation of key themes supported by quotes from participants’ text as the primary form of analysis and reporting on their data.

I argue that qualitative data require and support much deeper analysis. Strategies that might assist researchers to enrich their analysis of qualitative data include improving interpretation and naming and renaming of categories; using divergent views and negative cases to challenge generalisations; returning to substantive theoretical or methodological literature; creating displays using matrices, graphs, flowcharts and models; and using writing itself to prompt deeper thinking.”

*Dr. Pat Bazeley, Malaysian Journal of Qualitative Research, 2009*



# + Computer-assisted Qualitative Analysis

# + Why use computer-assisted analysis?

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- Computer-assisted tools has become increasingly embraced as a common practice to manage and analyse extensive data (Seale, 2000; Bazeley, 2007).
- manage large numbers of interview transcripts, notes and protocols
- avoid data overload
- NOT like SPSS to perform analysis
- BUT basic tool to mechanise tasks of ordering, archiving and administrating data, rather than analysing it



# + Why use computer-assisted analysis?

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- Does not alter analysis process.
- Usually not a shortcut or timesaver.
- Programs fit different data & needs.
- Simply a tool to organise data, maintain overview, avoid getting lost in data (e.g. compared to paper/colour approach)
- Main purpose:
  - Organising
  - Managing
  - Coding
- Key advantage: **Systematic processing of data**
- Transparency, rigour, minimising coding subjectivity in qualitative research process



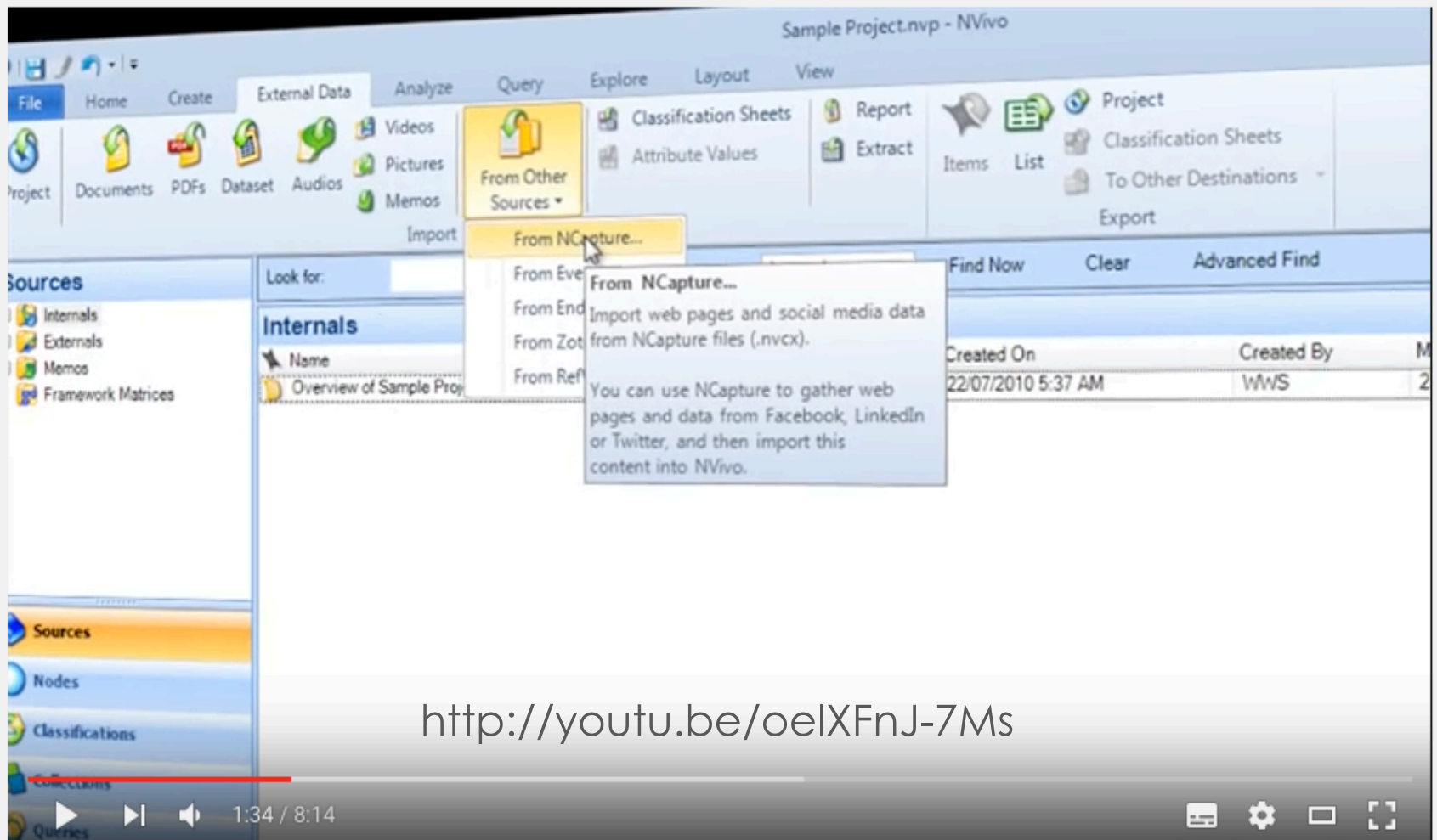


# QSR NVivo

45

- Developed by Lyn and Tom Richards in Australia.
- Started as NUD.IST in 1980s. Now NVivo v. 10.





<http://youtu.be/oelXFnJ-7Ms>

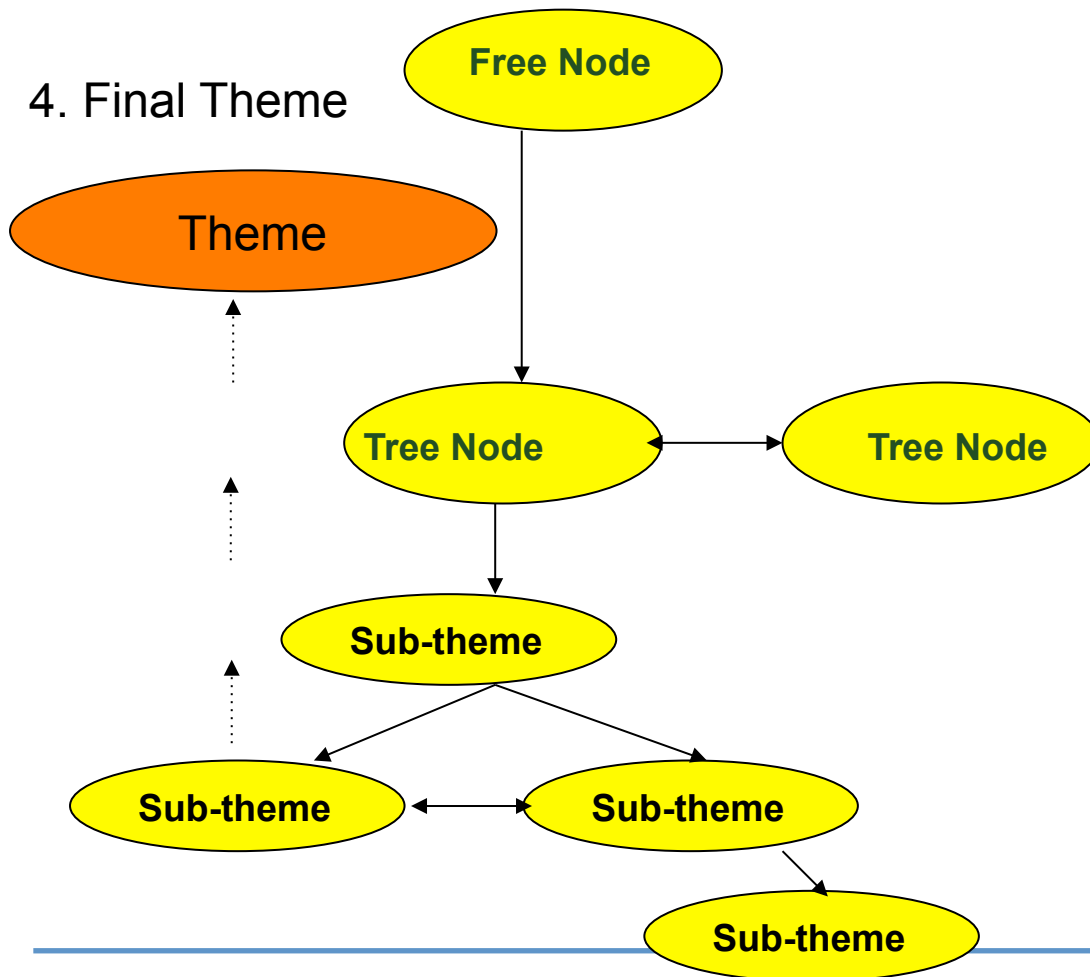
# + NVivo Coding Process

47

- Phase 1: Generating Free Nodes – Broad Participant Driven Stand Alone Category
  - 1 transcript after another: 1 by 1 – code everything
- Phase 2: Grouping and Hierarchy
- Phase 3: Double-checking nodes fit overall category
- Phase 4: Moving, cleaning, deleting, expanding
- Phase 4: Finalising overall “Themes”, Interpretation and Outcome Statements

# + NVivo Coding Process

48



1. Free nodes

2. Overall Group/Category  
“Tree Node”

2. Hierarchy – Sub-themes  
3. Double-check if sub-themes  
fit overall tree-node



# Primary data and the literature

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The screenshot displays the NVivo software interface for a project named 'LCM Project.nvp'. The left sidebar shows a hierarchy of sources: Internals (Audios, Literature, Lit Review, Transcripts), Externals (Memos, Search Folders), and All Sources. The main window is divided into two panes. The top pane, titled 'Memos', contains a table with columns for Name, Nodes, and References. The bottom pane, titled 'Literature list 2009', displays a list of literature entries. Red arrows point from text boxes to specific elements in the interface: one to the 'Literature' folder, another to the 'Lit Review' folder, and a third to the 'Memos' table.

General literature & journal articles

Coded Literature Review

Integrated literature within the database

Name	Nodes	References
Category 2: Behaviour, Shared Vision, Associated	0	0
Translate Strategy & Goals into Everyday Life	0	0
Communicate Goals	0	0
Identify & Communicate Strategic Drivers	0	0

Literature list 2009

Geert Hofstede defines culture as the "collective programming of the mind which distinguishes the members of one group or category of people from another" (Geert Hofstede (1994), "Cultures and organizations: Software of the Mind"). Hofstede expands the concept of "collective programming" by suggesting that culture could be situated between human nature, which is neither programmed nor programmable, on the one side and the individual's personality on the other.

Another concept of culture is put forward by Edward T. Hall. In his view culture is often subconscious and comparable to an invisible control mechanism operating in our thoughts: "Culture has always dictated where to draw the line separating one thing from another. These lines are arbitrary, but once learned and internalised they are treated as real." (Hall (1983), "The Dance of Life: The Other Dimension of Time").

Spencer-Oatey introduces a number of additional factors apart from values and resultant behaviour/artefacts, including a description of the functions performed by "culture": "Culture is a fuzzy set of attitudes, beliefs, behavioural norms, and basic assumptions and values that are shared by a group of people, and that influence

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# Free nodes-coded content

50

Unformatted copy V2.nvp - NVivo

File Edit View Go Project Links Code Tools Window Help

New [Icons]

Code At [Dropdown] ... In [Dropdown] ... [Icons]

**Nodes**

- Free Nodes
- Tree Nodes
- Cases
- Relationships
- Matrices
- Search Folders
- All Nodes

**Sources**

**Nodes**

**Sets**

**Queries**

**Models**

**Links**

**Classifications**

**Folders**

Look for: [Dropdown] Search In [Dropdown] **Free Nodes** Find Now Clear Options X

**Free Nodes**

Name	Sources	References	Created On	Created By	Modified On	Modified By
Category 1	11	11	12/05/2009 21:22	BM	12/05/2009 21:23	BM
Category 2	10	10	12/05/2009 21:22	BM	12/05/2009 21:23	BM
Category 3	11	11	12/05/2009 21:22	BM	12/05/2009 21:24	BM
Category 4	11	11	12/05/2009 21:22	BM	12/05/2009 21:24	BM

**Category 1**

<Internals\Transcripts\Shell\Shell formatted\1S1> - \$ 1 reference coded [60.32% Coverage]

Reference 1 - 60.32% Coverage

Q1  
On the basis of your experience, describe what competencies and behaviours are essential for leading in a multinational environment.

Competencies (Forgiveness) Behaviours Being articulate (to the point ->not saying things over and over again) Attributes/Characteristics Neutral in terms of opinion

Clarity on own vision Being concise Empathise - different ways of behaving  
Being objective Formulate opinion and never sacrifice own goal/opinion  
Listen to other people

Transfer / Translate own vision (definitely more important in multinational environment) Ability of approaching your goal from different angles (sometimes you have to be directive to get the point across, sometimes not -> depends on people and cultures)

Example: English <-> Chinese - you can't communicate to both cultures in the same style (would be offending for the one or flakey for the other) Being respectful  
Translate to people in multinational environment Open to discussion

Categories gathered into free nodes (broad themes)

Coded content

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EN < > [Icons] 21:24

Google [Icons] Unformatted copy ... Data Collection and ... Microsoft PowerPoi...



# Coding hierarchy

51

Unformatted copy V2.nvp - NVivo

File Edit View Go Project Links Code Tools Window Help

New [Icons]

Code At [Dropdown] ... In [Dropdown] ... [Icons]

**Nodes**

- Free Nodes
- Tree Nodes
- Cases
- Relationships
- Matrices
- Search Folders
- All Nodes

**Sources**

**Nodes**

- Sets
- Queries
- Models
- Links
- Classifications
- Folders

Look for: [Dropdown] Search In [Tree Nodes] Find Now Clear Options X

**Tree Nodes**

Name	Sources	References	Created On	Created By	Modified On	Modified By
Coding Parts 1 & 2	0	0	06/04/2009 14:26	BM	12/05/2009 21:	BM
Category 1 - Essential competencies and behaviours for leading in a multinational environment based on executives' experie	12	12	06/04/20	BM	11/05/20	BM
Cited Competencies	0	0	06/04/2009 16:31	BM	06/04/2009 22:23	BM
Cross-Cultural Competency - Sensitivity	9	10	07/04/2009 13:31	BM	12/05/2009 21:03	BM
Associated Attribute	0	0	07/04/2009 14:51	BM	06/04/2009 16:48	BM
Associated Behaviour	0	0	07/04/2009 14:51	BM	06/04/2009 16:48	BM
Taking in Cultural Context	1					
Understanding the Culture	2					
Observation	1					
Open Minded	1					
Unbiased	1					
Value Difference	1					
Motivating and Coaching	1					
No Segregation - Flat Structure	1					
Being Respectful	1	1	10/04/2009 22:49	BM	10/04/2009 22:49	BM
Communication Skills	7	9	06/04/2009 23:06	BM	10/04/2009 22:59	BM
Clarity of Vision	6	7	06/04/2009 16:44	BM	02/05/2009 16:27	BM

**Coding Hierarchy**

- Top level – Category 1
- Second level – Cited Competencies
- Third level – Associated Behaviours





# Where is this paragraph coded?

## Coding Stripes

52

as

In the late 90's this area has really experienced a boom. It's a changing area. There's a lot of people moving to the area. There are a lot of military people, is a part of it. But this area has been changing. There is no question about it. Especially growth on the mainland—in the 1990s, we had 5 hurricanes in six years. People started getting tired of getting beat-up on the beach. This was this area, the true Down East area, started getting pressured as far as development.

Community change (EDRI)  
Community change

as

In the late 90's this area has really experienced a boom. It's a changing area. There's a lot of people moving to the area. There are a lot of military people, is a part of it. But this area has been changing. There is no question about it. Especially growth on the mainland—in the 1990s, we had 5 hurricanes in six years. People started getting tired of getting beat-up on the beach. This was this area, the true Down East area, started getting pressured as far as development.

Community change (EDRI)  
Community change





# Live-demonstration of NVivo

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- (if programme is installed)

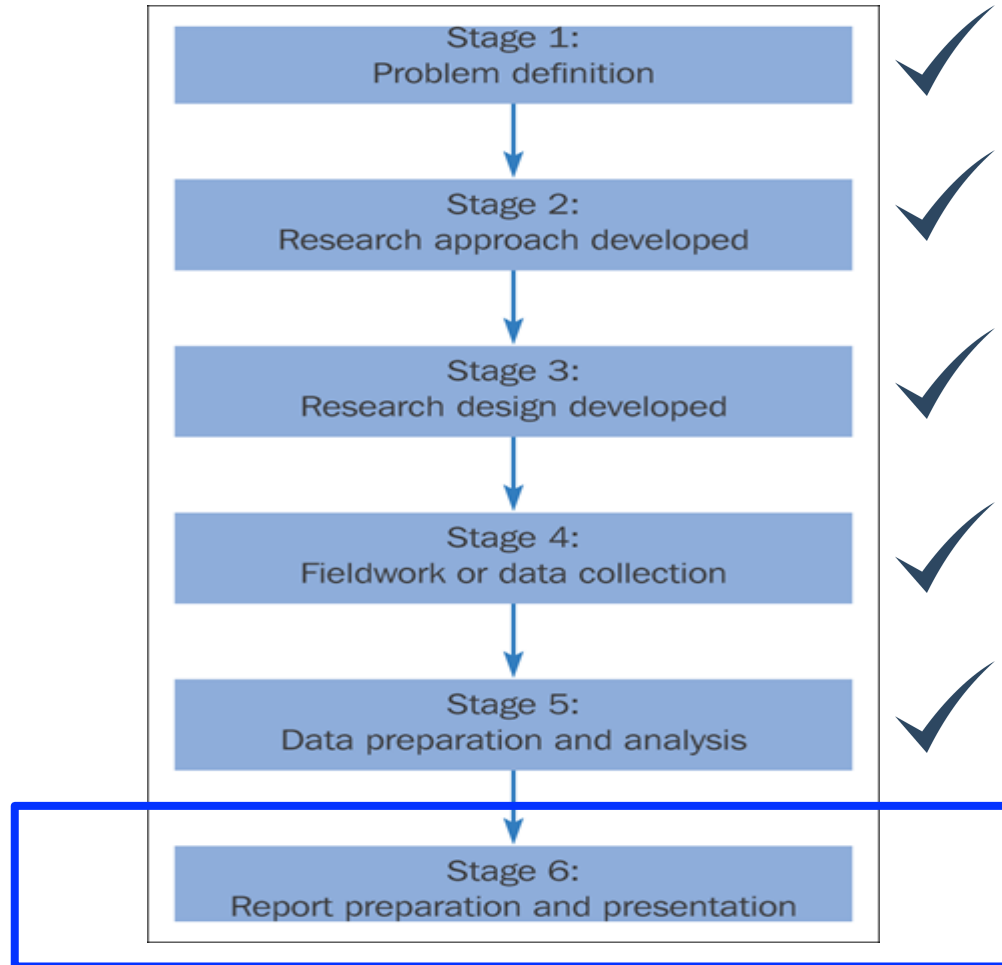


# Reporting Qualitative Analysis



# Research Process

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# Report – What to include

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- Theme 1
- Analysis text
- Direct participant quotes
- Analysis text
- Theme 2
- ...

## 1) Social Connectedness vs. Social Disconnectedness

Participants of the study report connectedness as a crucial part of their travel experiences when being physically distant from home. Being connected through a variety of mobile devices, such as smartphones and tablets, allows tourists to maintain a continuous link to their everyday life and mundane routines. While tourists seek to fully immerse and experience the tourism destination, social connectedness with the home environment permits the tourist to remain in contact with their social network not only for being updated, but also to avoid feeling spatially and temporarily isolated from their everyday lives. Many participants report the importance of being able to stay in touch with family and friends, and also work. One participant explains the value of social connectedness:

*"While travelling, call back the family and I also still use it as normal, like answer the email and update the work. Because in the past if you don't have the smart phone, you are stuck when you were travelling (...) So like this, when I travel in another country, I work and update like normal, and people don't feel like 'oh she is on holiday or she is on leave I have to wait another week to get the answer'." (Hanna)*

The social connectedness provides a sense of attachment to home. Participants state that while they are physically away, mentally they have the feeling that they are still present there. Social connectedness demonstrates to be crucial for tourists, not only for being connected but also to maintain and their social relationships and co-create their experiences. It seems to provide a sense of security and comfort, especially when social relations on-site are scarce. The connection thereby seems to frequently replace the need for physical encounters and shift interactions to the online social space.

*"If you don't and can't interact with the people around you, because you might not know them, then it is nice to have a conversation or have this kind of sense that other people are still around you, even though it is kind of virtual, it gives you kind of a security, and then you are more willing to share the experience." (Rachel)*

In contrast to the desire for consistent social connectedness and blurring of everyday life and the travel experience through ICTs, the findings also indicate a polar view, suggesting that an equal need for tourists' disconnectedness. In this vein, participants emphasise that the state of being connected to and co-creating with the social network is an inhibitor of switching off, preventing escapism and enjoying the 'real experience'. Due to the convergence of everyday life with travel, participants report an interference with their travel experience. Two participants underline:

*"Because if I connect so much it is not kind of travelling anymore, you are, I don't know, I just really like I want to get off the daily life, so I seek the reality, because if you stick so much with technology you don't really enjoy the place you live." (Hanna)*  
*"I think that somebody who uses technology that much to that extent, cannot actually enjoy that places that much, because you are so caught up in sharing it with other people rather than enjoying it yourself that much." (Rachel)*

The findings support ICTs as key instruments enabling tourists to establish social connections and allowing for co-creation processes to occur. The notion of being



# Reporting Results

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- Find the main themes
- Use quotes / scenarios to represent them
- Include counts for codes (optional)
- Provide nodes map
- Provide conceptual model

can decide to spontaneously meet in turn. The following narrative by Martha explains how ICTs could have facilitated such an unexpected encounter:

*"I think I value most these unexpected opportunities and to be connected at all the time and everywhere, that is what I value most...It would have been something unexpected because when I went to the restaurant I went with my partner and I'm gonna sit with him and I talk about our topics, but if she came in and has a chat with us for a while, maybe she would have said something funny or so, so I think the whole experience would be, also more social, because you would get in contact with a new person that you didn't expect before." (Martha)*

## *Surprises and Rewards*

The final feature of serendipity regards surprises and rewards tourists can gather in their experiences. Participants exemplified the situation of online check-ins into physical places, which triggered surprises and rewards from the company in turn. Several individuals emphasised that, while they do not expect such gifts, surprises have become a possible key benefit of a technology enhanced experience. This is because online and virtual activities (e.g. check-ins) are translated into the physical world, in which tangible rewards enhance the 'real experience'. Participants highlighted the following:

*"Review the company, maybe get a reward from it." (Martha)*

*"I go to a restaurant and the menu has a QR code with an offer and they say 'if you scan the QR code you get 20% off, we will give you a free starter for example', for me this is enhancing it." (Sandra)*

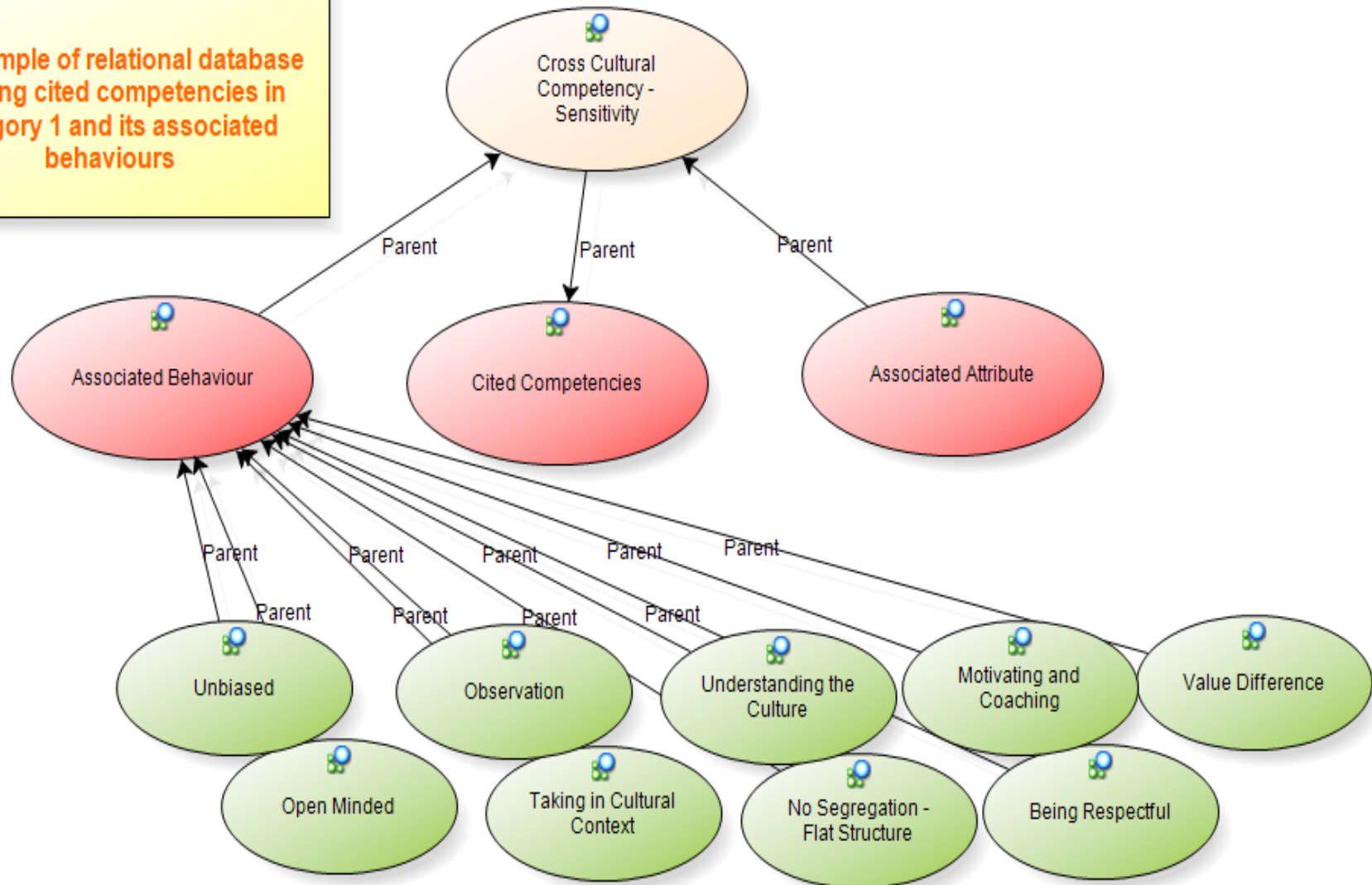
This theme demonstrated serendipitous encounters, the element of unexpectedness and surprise as a major experience factor. It was of particular interest to understand how place discovery has changed and has become more serendipitous. Not only can tourists



# Relationship Nodes Model

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An example of relational database tracking cited competencies in category 1 and its associated behaviours





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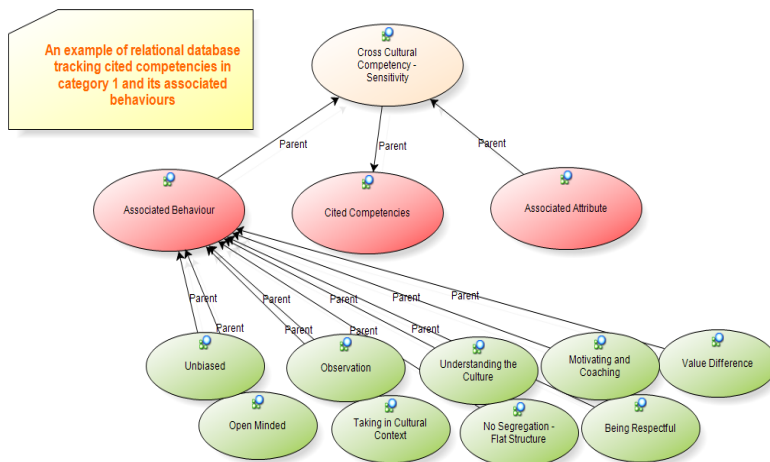


<http://www.infobarrel.com/media/image/54054.jpg>



## Graphics:

- Themes
- Mindmaps
- Word frequency, word cloud
- Model with all main themes at the end?!







# Key References

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  - Bazeley, P., 2007. *Qualitative data analysis with NVivo*. London: SAGE Publications.
- How to do identify themes:
  - *Ryan and Bernard: Techniques to Identify Themes*
- Example Article:
  - Altinay, Sigala, Waligo 2016
  - Social value creation through tourism enterprise

# Recent Publications

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