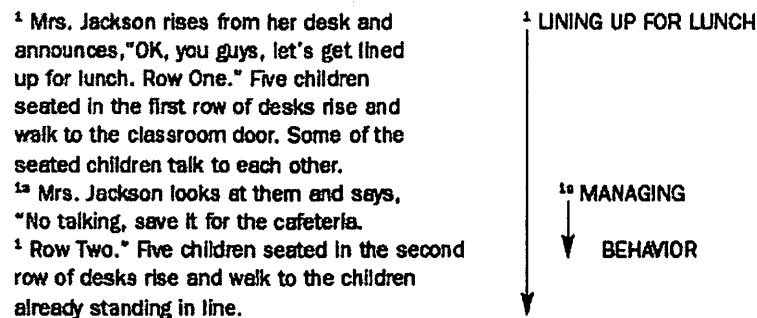


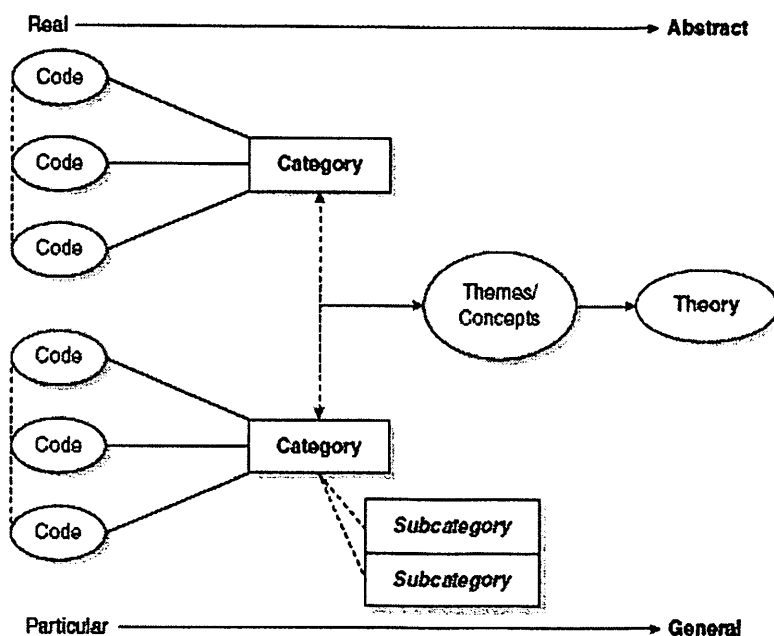
### Quick guide to qualitative coding

- **Code:** Most often a word or short phrase that captures the essence or an attribute of a portion of a response/text
  - First cycle coding – techniques vary but most suggest that you code anything and everything
  - Second to N<sup>th</sup> coding – can be the same units (code by word, sentence, paragraph as you did in first cycle) or different units, and you can reconfigure the codes you've developed in first cycle
- **Code Types**
  - Descriptive: one word code
  - In Vivo: a code that is a quote from the text
  - Process code: word or phrase that captures action
- **Coding techniques**
  - Code by patterns
    - Similarity – things happen the same way
    - Difference – they happen in predictably different ways
    - Frequency – happen often or seldom
    - Correspondence – happen in relation to other activities
    - Causation – one appears to cause the other
  - Simultaneous coding
    - Giving multiple codes to the same selection of text.



- Coding is driven by your perspective/standpoint/lens/background
  - For example: "There's no place in the US for illegal immigrants. We should send them all back where they came from"
    - Urban ethnographer might code this as immigration issues
    - Critical race theorist might code this as xenophobia or racism
- Coding is used to arrange, classify, etc to allow data to be segregated, grouped, regrouped, and relinked in order to consolidate meaning/explanation
- You can think about how social life happens and that can help code, depending on your topic
  - Social life happens at four coordinates: the intersection of one or more *actors* [participants] engaging in one or more *activities* (behaviors) at a particular *time* in a specific *place*"
  - Below are a number of major units of social organizations
    - Cultural practices (daily routines, occupational tasks, cultural activities)

- Episodes (unanticipated or irregular activities, e.g., divorce, bankruptcy, winning the lottery, natural disaster)
    - Encounters (a temporary interaction between two or more actors such as ordering food at a restaurant, panhandling, dating)
    - Roles (students, mother, customer) and social types (bully, nurturer, etc.)
    - Social and personal relationships (wife and husband; party-goes; teammates and coach)
    - Groups and cliques (gangs, families, jocks)
    - Settlements and habitats (neighborhoods, cities, institutions)
    - Subcultures and lifestyles (LGBTQ, punks, athletes)
  - These units can be combined with the list of aspects below and will be topics to code/study
    - Cognitive aspects or meanings(e.g., ideologies, rules, identities)
    - Emotions aspects or feelings (e.g., sympathy in health care, road rage)
    - Hierarchical aspects or inequalities (e.g., racial inequality, discrimination, CEOs)
  - When coding think about manifest (apparent) and latent (hidden) meanings and well as context of the comments (sarcasm, slang, etc)
  - After all coding is done, you must think about how the various codes relate to one another and, if multiple coders are participating there should be consensus on the coding.
  - **Categorizing**
    - Place codes into subcategories and then subcategories into categories. For example
    - **Category: Teaching Skills**
      - **Subcategory 1: Instructional Skills**
        - Code: Pedagogical
        - Code: Socio-Emotional
        - Code: Style
      - **Subcategory 2: Management Skills**
        - Code: Behaviorist Techniques
        - Code: Group Management
  - There can also be subcodes, for example the code Pedagogical might have subcodes of “open book test” or “dyadic discussion”
  - **Theme:** this is the outcome of the coding, categorization, and analytic reflection. It is a phrase or sentence that describes the more subtle and tacit processes.
    - For example: “Security” can be a code and “A False Sense of Security” can be a theme.
  - **Theory:** Finally you will use a theory (or create one if grounded theory is your approach) to understand and explain the themes and the data that is included in those themes
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- Things to consider as you code:
  - What are people doing or trying to accomplish
  - How do they do this/what strategies do they use
  - How do members talk about, characterize and understand what is going on
  - What assumptions are they making
  - What do I see going on
  - What am I learning from these notes/codes
- Lumper or Splitter
  - Two major types of coders: Lumpers lump together a lot of text (a whole paragraph) under one code; Splitters tend to apply many codes to that same paragraph for more nuance.

## Coding practice:

Interview Data	Codes	Notes
<p>"The majority of homes have chain link fences in from of them. It seems like pretty much everyone has a dog, usually a German Shepherd, and all the fences have signs that say "Beware of Dog." I don't really feel comfortable in that neighborhood because I feel like I shouldn't be there."</p>		<p>(Context: Early 20s white male walking through neighborhood)</p>
<p>Student 1: "I think Obama is the best president we've had. He helped recover the economy after Bush drove it into the ground. Every year during his second term the economy added more jobs than Trump did in his first year...Obama added more than 8.5 million jobs to the economy during his second term. Ugh, don't even get me started on that idiot Trump."</p> <p>Student 2: "That is so far off-base. Who care about Obama cleaning up after Bush. Now Trump is having to do the same thing now that Obama is finally out. We are on track to have the lowest unemployment rates in a decade and the stock market has been taking off like a rocket—it's already up over 30% since Trump took office. He's a great business man. Obama sucked."</p>		<p>(Context: Students discussing favorite presidents)</p>

<p>"I had trouble getting in like I said before because...mostly because of my residency. I've lived in California since I was born, but when I applied they were like "you're not a California resident" and I was like "but I am!" I went and talked to them about it and they were like you need to bring in proof and do this, all this stuff, and it was difficult for me because I had just started living with my cousin 'cause I was living with my grandma...she had guardianship over me...and then my grandma got dementia and that's why I moved here.</p> <p>So I lived with her and she just had a caregiver affidavit over me and so because I was 17 when I was trying to get it, it made it really difficult because we didn't have all the documentation that we needed to prove that I lived here because I didn't get my ID until like a month prior, so they didn't count that because I got it like a few months prior, and just wouldn't count a lot of things...and I had to find stuff from my grandma but I couldn't find that. I literally just waited until I was 19 because of the residency thing. It was pretty difficult. I went into that office so many times! ...so many times..."</p>		(Context: Student discussing her experience with admission to college)
<p>"I have three brothers that I don't necessarily really know and one of them I was really close to, but like a month before I graduated high school he went to jail because he got high off cocaine which he knew was a struggle; like our whole entire family struggles except for me...so he went off and he did crack and then the girlfriend doesn't tell us until three months later which is like he was down the</p>		(Context: student discussing wanting to go to college)

line so he just goes off and he gets high and he robs the DA's son and the police come to the house looking for him and I'm like I had just had surgery.

So I'm like Bro, I don't know what's going on. And we had a whole conversation and he told me that he kinda just wanted me to make it out and so he's been in jail for about maybe 6 years. So I stopped talking to my entire family when I was 21. I tried to reconcile with them; it didn't work. I tried to...like I've done it multiple times and it just never worked. And so, just recently got to a point where, well the only time when my mom called me was when somebody on the "streets" told her that they saw me and that I was pregnant. And she got really excited and was like oh, my baby done got pregnant. But I didn't. I'm the last one, was supposed to make it and it was kinda I think like she wanted me to continue the cycle. I'm not going to do that, no.

So she thought I was pregnant so she calls me out of the blue. First of all how did you get my number – oh I got the number from your daddy... I'm like, that's not my daddy that's my step daddy and he's not even my step daddy, but whatever. So basically what happened was she called me and she was like \_\_\_\_name\_\_\_\_...and I was like yeah, I heard you was pregnant and I heard that when you stood up and showed the lady you were pregnant. And I said no I'm not pregnant and she was like oh, that's all I wanted. All right, bye. And then she kinda still tried to talk to me, but it was just like I don't want to talk to you.

Then it got to a point where my sister had a baby and my sister decided because she had the baby and she felt like it was time for us to reconcile; Again, *SHE* decided. She was like ok, we'll let's meet up. Tried to do that and my brother sexualized me – no, not happening. And now, my mom's discovered social media. So, she found my

<p>Facebook and she commented on one of my pictures – oh you're beautiful. One day she called me; she called me twice I didn't answer the phone and my whole thing is like if you don't get the point if I don't answer the phone and you texting and you calling me and I ain't answering the phone....I don't want nothing to do with you. It's not necessarily a thing of not wanting anything to do with your family it's just I can't. If I'm trying to be successful, if I'm trying to get somewhere, if I'm trying to have a future, if I'm trying to be a better wife for my future husband and a better mother for my future children, I can't have nothing to do with you. I'm sorry, but, yeah."</p>		
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