Class Activities

# Chapter #12: Entering, Coding and Analyzing Qualitative Data

1. This activity will provide students with experience transcribing qualitative data. Ask each student to identify a friend or family member he or she can interview, on the phone or in-person. The purpose of the interview is to ask this person the following question, “Tell me a story about what you most proud of and why?” Ask the students to tape-record this interview using a digital tape recorder or their phone, with the permission of the participant. Be sure participants can clearly describe the purpose of this project to interview participants before conducting these interviews. Before commencing transcription, convene students in class to have a discussion about the structure for the transcripts. More specifically, discuss what type of information you will include in the transcript (e.g., date or location) and how the data will be recorded. For example, will the student transcribe verbatim (including nonverbal exchanges)? Encourage the students to download a free transcription software such as Express Scribe to facilitate the transcription process (<http://www.nch.com.au/scribe/index.html>). After each student transcribes their data have a discussion about this process and what facilitated and challenged this process.
2. This activity will allow students to practice the creation of a codebook for qualitative research. Create a document on a shared drive (e.g., Google drive) with the following question “What does the word community mean to you?” Before the classroom session, ask each student to respond to this question in one paragraph in this document on the shared drive. Once you have gathered all the responses from all the students in one document, bring the class together as a group to do the following:
   1. Develop a set of preexisting codes or things you hope to “hear” in the text.
   2. Then divide the class into groups of three to five students and have them review the document with student responses and add codes to the codebook using an in vivo coding strategy.
   3. Discuss what you learned from this codebook development process including what was challenging about this experience for students.
3. This activity will enable students to gain experience in coding and think about inter-rater reliability in coding. This activity builds on the activity from Question 2. Divide students into groups of two and provide each student with a copy of the Google drive with student responses to the Question “What does community mean to you?” and the final codebook. Ask each student to separately apply the codebook to the data. Students can apply codes by handwriting them in the margins of the document or use the insert comment feature in Word. After each student in a pair has independently coded the Google document, ask the students to discuss and reconcile their coding with their partner. After this process is complete, discuss challenges related to doing this work with the class as a whole.