

“It’s All Just Words To Me” Best Practices for Coding Qualitative Evaluation Data

Sarah A. Nadel, M.A.

Lauren Moret, Ph.D.

Sondra LoRe, Ed.S.



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

©Nadel, Moret, & LoRe (2016)

Not to be used or reproduced without written permission

Agenda

- Group Activity 1: Lecture
- What is coding?
- Characteristics of Successful QUAL Coding
- Qualitative Coding Methods
- Coding Techniques
- Coding Stages
- Group Activity 2: Focus Group
- Group Activity 3: Observation
- Review
- Questions
- References

Group Activity 1: Interview

- For handout #1, the Interview, please pair up into groups of 4 and use your current knowledge of qualitative analysis to code the interview. You will have 10 minutes to work on this activity.

Group Activity 1: Interview Questions

- What words, phrases, or concepts run through your mind when you read the data?
- What similar ideas have you found within the data?
- What codes did you identify within the data?

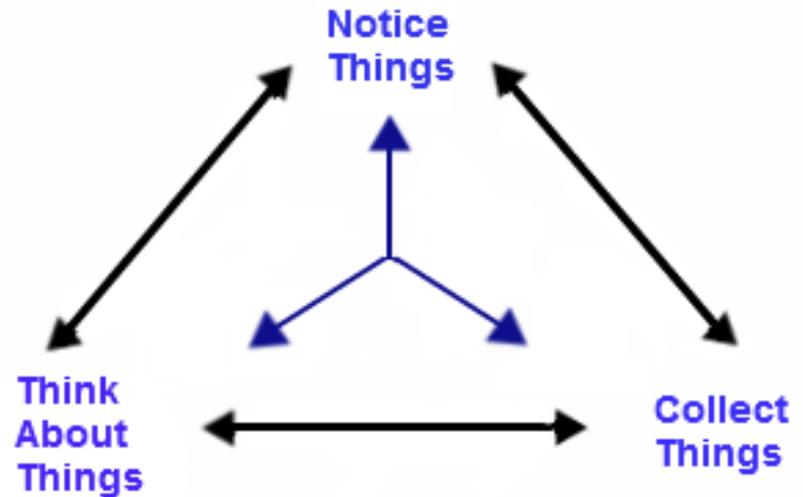
Group Activity 1:

Interview Coding Examples

- Actions after course
- Can't remember/Unsure
- Grade level
- Help Seeking
- Peer Mentor details
- Peer Mentor qualities
- Professor qualities
- Useful activities
- Useless activities

What is Coding?

- Organizing data
- Sorting data
- Grouping data
- Summarizing data
- Identifying key ideas
- Reflecting on purpose



“Coding is not a precise science; it is primarily an interpretive act. Also be aware that a code can sometimes summarize, distill, or condense data, not simply reduce them” (Saldaña, 2016, p. 5).

Characteristics of Successful QUAL Coding

- Reviewing Literature, RQs, Purpose
- Identifying your Coding Approach
- Keeping an open mind
- Avoiding bias
- Using Cyclical Coding Process
- Using more than 1 Coder
- Practicing Reflexivity



Qualitative Coding Methods

Open Coding	Axial Coding	Theoretical Coding
Attribute Coding	Simultaneous Coding	Structural Coding
Descriptive Coding	In Vivo Coding	Magnitude Coding
Subcoding	Process Coding	Initial Coding
Emotion Coding	Values Coding	Versus Coding
Evaluation Coding	Motif Coding	Narrative Coding
Verbal Exchange Coding	Holistic Coding	Provisional Coding
Hypothesis Coding	Protocol Coding	Causation Coding
Pattern Coding	Focused Coding	Elaborative Coding
Longitudinal Coding	OCM coding	Dramaturgical Coding

(Saldaña, 2012)

Open Coding

- Goal: “To remain open to all possible theoretical directions indicated by your readings of the data” (Charmaz, 2006, p. 46)
- Sometimes referred to as “Initial Coding”
- Breakdown of data
- Comparisons
- Reflection
- Appropriate for all qualitative studies
- Authors: Charmaz, Clarke, Glaser

(Saldaña, 2012)

Axial Coding

- Goal: “To strategically reassemble data that were ‘split’ or ‘fractured’ during the Initial Coding process” (Strauss & Corbin, 1998, p. 124)
- “Determine which [codes] in the research are the dominate ones and which are the less important ones ... [and to] reorganize the data set: synonyms are crossed out, redundant codes are removed and the best representative codes are selected”(Boeiije, 2010, p. 109).
- A second cycle coding method

(Saldaña, 2012)

Axial Coding Continued

- Used with grounded theory studies and studies with variety of data forms
- Explores relationships of categories and subcategories
- Reduces initial codes; sorts and relabels codes into conceptual categories
- Diagrams, Tables, Charts, etc. help understand relationships of codes
- Authors: Charmaz, Gatrell, Kelle, Strauss & Corbin

(Saldaña, 2012)

Theoretical Coding

- Aka Selective Coding or Conceptual Coding
- Find the Central or Core Category
 - Identifies major conflict, obstacle, problem, issue, or concern to participants (Stern & Porr, 2011)
- Links categories and subcategories with the central/core category
- Creates a theory
- Addresses the “how” and “why” to explain the phenomena
- Authors: Charmaz, Hernandez, Glaser, Strauss & Corbin

Group Activity 2: Coding the Focus Group Interview

- Typed up transcripts are the MOST UTILIZED form of focus group data
- “...transcripts are coded according to participants’ responses to each question and/or to the most salient themes emerging across the set of focus groups.”

(Family Health International, U of Oregon)

Group Activity 2: Coding the Focus Group Interview

- For Activity #2, Focus Group Interviews, please pair up into groups of 4 and use your current knowledge and information from the presentation to code the focus group data. You will have 10 minutes to complete this activity.

Group Activity 2:

Focus Group Questions

- What words, phrases, or concepts run through your mind when you read the data?
- What words or concepts are found in common among participants?
- What continuum or spectrum of difference exists among participants?

Group Activity 2:

Focus Group Coding Examples

- Electronic vs. Hard Copy Requests
- General Questions
- Sensitive vs. Nonsensitive Material
- Specific Questions
- Uses Patron Body Language to Communicate
- What's Personally Right vs. Allowed
- Younger Patron vs. Older Patron

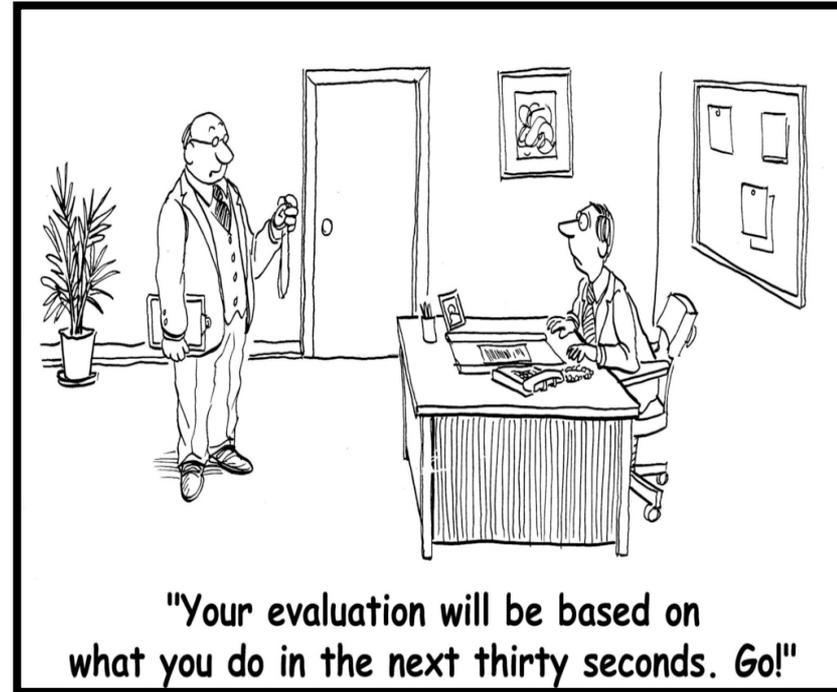
Group Activity 3: Observation

As evaluators in the field we may only get "one shot" at observing so **USE ALL** of your **SENSES!**

(Mack, Woodsong, Guest & Namely, 2005, p. 22)

Group Activity 3: Observation Coding

- Include time to expand your notes
- Expand your “shortcut” words and symbols into sentences
- Create a vivid narrative from your notes
- Identify questions for follow-up
- Review your expanded notes add any final comments



(Mack, Woodsong, Guest & Namely, 2005, p. 22)

Group Activity 3: Coding an Observation

- For Activity #3, Coding an Observation, please pair up into groups of 4 and use your current knowledge and information from the presentation to code the observation data. You will have 10 minutes to complete this activity.

Group Activity 3:

Observation Questions

- What themes and patterns did you see in the observation notes?
- How did you group choose to code this data?
- In what ways could these field notes have been expanded to include more information?
- As an evaluator, what might you do differently while collecting observation data that could improve your coding?

Group Activity 3: Observation Coding Examples

- Human Activity
- Seating Available/Used
- Tasks/Easily Discernable Actions in the Library
- Time of Interaction
- Type of Interaction with OIT or Technology
- Use of Computers

Review

- Various aspects to coding: organizing, sorting, grouping, summarizing, identification, and reflection
- Characteristics of coding: look at what's been done in the literature, specify your RQs/purpose, let the data lead you, etc.
- Over 20 different types of coding methods
- Open coding → Axial Coding → Theoretical Coding
- Always remember to check your biases and let your theory guide the analysis process

Questions



References

- Boeije, H. (2010). *Analysis in qualitative research*. London, UK: Sage.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.
- Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH: Heinemann
- Mack, N., Woodsong, C. MacQueen K.M., Guest G., & Namely, E. (2005). *Qualitative research methods; A data collectors field guide, (Module 2)*. Research Triangle Park, NC: Family Health International.
- Roulston, K. (2010). *Reflexive interviewing: A guide to theory and practice*. London, UK: Sage.
- Saldaña, J. (2012/2016). *The coding manual for qualitative researchers (2nd ed.)*. London, UK: Sage.
- Stern, P.N., & Porr, C.J. (2011). *Essentials of accessible grounded theory*. Walnut Creek, CA: Left Coast Press.
- Straus, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory (2nd ed.)*. Thousand Oaks, CA: Sage.

Qualitative Coding

Nadel, Moret, LoRe

October, 27, 2016

AEA Conference, Atlanta, GA

©Nadel, Moret, & LoRe (2016)

Not to be used or reproduced without written permission

Handout #1: Coding an Interview

CONTEXT:

- **I: Interviewer words are in BOLD**
 - P: Participant: Undergraduate Junior who was enrolled in a peer mentor course
 - **In this interview, the interviewer is facilitating an interview with a previous peer mentor course participant to identify strengths and weaknesses of the peer mentor program to suggest future changes to the program.**
-

I: Ok, so, just a couple questions, first off, when were you enrolled in the peer mentor class?

P: It was my freshman year, so it would be, it would've been Fall 2013.

I: Ok, good, so you're a sophomore this year?

P: Um, I'm a second year junior.

I: Perfect. As far as just a general question, in regards to your overall peer mentor course experience, how did you feel about the class itself?

P: I liked it. There's a lot of information that was really good, but there was also information that we probably could have bypassed. I guess one thing was when we went over a 4-year plan and that has I guess really helped me now because I go back and I can update my four-year plan as I go on.

I: What did you think was unnecessary in the course?

P: Um, I can't really, I guess I can't really remember, maybe because it wasn't very prominent. I'm just trying to remember. I'm trying to remember more of the things that we actually did.

I: Ok, take your time.

P: I know we went to career services and I thought that was really helpful, um, I'm honestly not sure.

I: That's ok. If you think of more, just let me know. Let's move on. In your class, I know some of the sections have 1 or maybe 2 peer mentors, did you have 1 or 2?

P: I had 1.

I: Ok, so now I'm going to kind of get into more of the specific peer mentor questions, and again, answer as comfortably as you feel. So, in your opinion, what do you think it means to be a peer mentor?

P: There are professors, but I think that you, the peer mentor, are also around the student's age and you're at the same level so they are the ones that you should be able to connect to most. I feel like they are there to help the students more in ways that, I'm trying to figure out how to say it, um, the student should feel more comfortable coming to the peer mentor for help, regarding a basic questions surrounding the university or even questions about studying and time management.

I: Do you feel that when you were enrolled in the course you had a connection with your peer mentor?

P: Um, slightly. I feel like I had a really good professor though so I talked to them more. A

lot of my questions dealt mainly with academia. I didn't really talk to my peer mentor much.

I: Do you feel like there was a reason why you didn't go to your peer mentor for help before going to your professor?

P: I guess she didn't really speak up much. She mainly sat at the back of the class and just watched us whenever we had class. So, it was more just like another student in class instead of someone that I could actually go to for help.

I: Did you ever find a time when you did go to your peer mentor for something?

P: No, I never did.

I: Ok, so in talking about that and how you said your peer mentor was more of a student in the class, how would you define what a peer mentor is?

P: I think a peer mentor should be more involved with the class and be able to use their experiences as examples for their students. I do remember that my peer mentor whenever my professor would ask how do you go to advising the peer mentor would say "whenever I was a freshman I didn't know how to do it, so I did it this way" or, "I've gone to career services and it helped me this way." I guess they should be able to give examples of their experiences in their past of what they have done and what has helped them improve or has helped them become better students. I think they should help the professor help the students. More specifically, I think of peer mentors more as like teaching assistants.

Handout #1: Interview

The Interviewer is identified as “I” and in bold print, while the Participant is identified as “P” in normal font.

I: Ok, so, just a couple questions, first off, when were you enrolled in the peer mentor class?

P: It was my freshman year, so it would be, it would've been Fall 2013.

I: Ok, good, so you're a sophomore this year?

P: Um, I'm a second year junior.

I: Perfect. As far as just a general question, in regards to your overall peer mentor course experience, how did you feel about the class itself?

P: I liked it. There's a lot of information that was really good, but there was also information that we probably could have bypassed. I guess one thing was when we went over a 4-year plan and that has I guess really helped me now because I go back and I can update my four-year plan as I go on.

I: What did you think was unnecessary in the course?

P: Um, I can't really, I guess I can't really remember, maybe because it wasn't very prominent. I'm just trying to remember. I'm trying to remember more of the things that we actually did.

I: Ok, take your time.

P: I know we went to career services and I thought that was really helpful, um, I'm honestly not sure.

I: That's ok. If you think of more, just let me know. Let's move on. In your class, I know some of the sections have 1 or maybe 2 peer mentors, did you have 1 or 2?

P: I had 1

I: Ok, so now I'm going to kind of get into more of the specific peer mentor questions, and again, answer as comfortably as you feel. So, in your opinion, what do you think it means to be a peer mentor?

P: There are professors, but I think that you, the peer mentor, are also around the student's age and you're at the same level so they are the ones that you should be able to connect to most. I feel like they are there to help the students more in ways that, I'm trying to figure out how to say it, um, the student should feel more comfortable coming to the peer mentor for help, regarding a basic questions surrounding the university or even questions about studying and time management.

I: Do you feel that when you were enrolled in the course you had a connection with your peer mentor?

P: Um, slightly. I feel like I had a really good professor though so I talked to them more. A lot of my questions dealt mainly with academics. I didn't really talk to my peer mentor much.

I: Do you feel like there was a reason why you didn't go to your peer mentor for help before going to your professor?

P: I guess she didn't really speak up much. She mainly sat at the back of the class and just watched us whenever we had class. So, it was more just like another student in class instead of someone that I could actually go to for help.

I: Did you ever find a time when you did go to your peer mentor for something?

P: **to never do.**

I: Ok, so in talking about that and how you said your peer mentor was more of a student in the class, how would you define what a peer mentor is?

P: I think a peer mentor should be more involved with the class and be able to use their experiences as examples for their students. I do remember that my peer mentor whenever my professor would ask how do you go to advising the peer mentor would say “whenever I was a freshman I didn’t know how to do it, so I did it this way” or, “I’ve gone to career services and it helped me this way.” I guess they should be able to give examples of their experiences in their past of what they have done and what has helped them improve or has helped them become better students. I think they should help the professor help the students. More specifically, I think of peer mentors more as like teaching assistants.

CODES:

Grade level

Useful Activities

Useless Activities

Actions after course

Can’t Remember/Unsure

Peer Mentor Details

Peer Mentor Qualities

Professor Qualities

Help Seeking

Handout for Activity #2: Coding a Focus Group

“Instead of asking questions of each person in turn, focus group researchers encourage participants to talk to one another; asking questions, exchanging anecdotes, and commenting on each others’ experiences and points of view” (Barbour & Kitzinger, 1999, p. 4; as cited in Roulston, 2010, p. 35).

CONTEXT:

- **M: Moderator words are in BOLD**
 - P1: Participant 1; P2: Participant 2; P3: Participant 3; P4: Participant 4 – All participants are K-12 librarians in public schools.
 - **In this focus group (4 participants), the moderator is facilitating talk among a group of K-12 librarians as participants with a shared experience.**
-

M: This next set of questions is about the nature of the questions you typically get in your work. Tell me about the types of questions you get asked in your work as a librarian in your school community.

P1: What do you mean?

M: Are you more likely to get questions like, “How can I learn more about this topic?” or do you get questions like, “Where can I find this specific book?” What types of questions do you typically get?

P1: I get asked both. I think I sometimes get a bit more of when someone has a particular title in mind, but often they don’t have the right title name.

P2: Yeah. I too get very generic and general questions that aren’t really specific book titles, but general topic ideas.

P3: I get general questions too.

P1: But I will also have some kids ask me, “Where are your business books? Or where are your books on medicine?” A student was saying the other day, “My grandpa just got diagnosed with diabetes. Do you have any books on diabetes?”

P4: Yeah, me too. Though some requests are general, I do have some that are really quite specific. So both I guess...it just depends.

M: Thanks. What do the specific request questions sound like in comparison to the general questions?

P3: Well, like, I’ll get asked about a book about teenage romance, and they won’t know the title, they just know they want a book about teenage romance. But several will ask for specific

romance genres like something involving their ethnic group or cultural group, like Latin love or Black girl groups being entrepreneurial and successful. Things like that.

P2: Yeah, me too. And I get specific requests for types of animals or shells, beach things or requests for books about specific countries or space.

P1: Yes, us too...lots of requests for international knowledge.

P4: Mmmmhhhhm.

How do you get these requests? Do your students prefer a hard copy book or do they want things accessible electronically, online?

P2: I get mostly requests for printed material, but that's from my older students. They seem to be used to receiving materials electronically. The younger students still request mostly hard copies.

P1: And their parents too...

P2: Yes. Me too.

P4: ...parents like hard copies too.

P3: Yes, the really young and the older like the hard copies. The high schoolers want electronic access. Well, the freshmen learn to ask for electronic access.

P2: Yeah.

P1: But it also depends on what the student's asking about. I mean, if it's sensitive material, then I notice they want it electronically.

M: How do you handle requests for information or resources that are sensitive in nature? Maybe someone wants to inquire about sexual health and well being for example. What do you do?

P2: I just let the general privacy rules apply here. If the student wants the information, I want to make sure they have that information, and that includes information that may be considered sensitive in nature. But sensitive to who is relative. I don't have a problem with informing students about their sexual health and reproductive rights, but my principal might have a problem with it and I know my district has a problem with it. But personally, that's how we got into this high teen pregnancy mess to begin with, no or bad information. That's just not right to do to young people.

P1: My principal would have my license.

P3: I'm torn somewhere in between.

P4: Sometimes you have to be quiet about what information you choose to share with which patron. And you can sense what's comfortable for some students and what's not for others. Same with adults too.

P2: Yes, you really can use body language to learn about who is feeling okay with this information and who is ready to head back to their homeroom with a book about animals having babies instead. It's obvious by how students react in their faces and bodies. Yeah, and adults too. It's pretty telling.

...END OF TRANSCRIPT PORTION...

Handout for Activity #2: Coding a Focus Group

CODED VERSION (INITIAL, SIMULTANEOUS, VS, ...)

M: This next set of questions is about the nature of the questions you typically get in your work. Tell me about the types of questions you get asked in your work as a librarian in your school community.

P1: What do you mean?

M: Are you more likely to get questions like, “How can I learn more about this topic?” or do you get questions like, “Where can I find this specific book?” What types of questions do you typically get?

P1: I get asked both. I think I sometimes get a bit more of when someone has a particular title in mind, but often they don't have the right title name.

P2: Yeah. I too get very generic and general questions that aren't really specific book titles, but general topic ideas.

P3: I get general questions too.

P1: But I will also have some kids ask me, “Where are your business books? Or where are your books on medicine?” A student was saying the other day, “My grandpa just got diagnosed with diabetes. Do you have any books on diabetes?”

P4: Yeah, me too. Though some requests are general, I do have some that are really quite specific. So both I guess...it just depends.

M: Thanks. What do the specific request questions sound like in comparison to the general questions?

P3: Well, like, I'll get asked about a book about teenage romance, and they won't know the title, they just know they want a book about teenage romance. But several will ask for specific romance genres like something involving their ethnic group or cultural group, like Latin love or Black girl groups being entrepreneurial and successful. Things like that.

P2: Yeah, me too. And I get specific requests for types of animals or shells, beach things or requests for books about specific countries or space.

P1: Yes, us too...lots of requests for international knowledge.

P4: Mmmhmm.

How do you get these requests? Do your students prefer a hard copy book or do they want things accessible electronically, online?

P2: I get mostly requests for printed material, but that's from my older students. They seem to be used to receiving materials electronically. The younger students still request mostly hard copies.

P1: And their parents too...

P2: Yes. Me too.

P4: ...parents like hard copies too.

P3: Yes, the really young and the older like the hard copies. The high schoolers want electronic access. Well, the freshmen learn to ask for electronic access.

P2: Yeah.

P1: But it also depends on what the student's asking about. I mean, if it's sensitive material, then I notice they want it electronically.

M: How do you handle requests for information or resources that are sensitive in nature? Maybe someone wants to inquire about sexual health and well being for example. What do you do?

P2: I just let the general privacy rules apply here. If the student wants the information, I want to make sure they have that information, and that includes information that may be considered sensitive in nature. But sensitive to who is relative. I don't have a problem with informing students about their sexual health and reproductive rights, but my principal might have a problem with it and I know my district has a problem with it. But personally, that's how we got into this high teen pregnancy mess to begin with, no or bad information. That's just not right to do to young people.

P1: My principal would have my license.

P3: I'm torn somewhere in between.

P4: Sometimes you have to be quiet about what information you choose to share with which patron. And you can sense what's comfortable for some students and what's not for others. Same with adults too.

P2: Yes, you really can use body language to learn about who is feeling okay with this information and who is ready to head back to their homeroom with a book about animals having babies instead. It's obvious by how students react in their faces and bodies. Yeah, and adults too. It's pretty telling.

Codes Identified:

General Questions

Electronic vs. Hard Copy Requests

Sensitive vs. Nonsensitive Material

Specific Questions

Younger Patron vs. Older Patron

What's Personally Right vs. Allowed

Uses Patron Body Language to Communicate

Handout for Activity #3: Coding an Observation

CONTEXT:

- **In this observation, the observer attempted to generate some understanding of how students use the common area of OIT by observing the behaviors of students in the OIT common area space within the main library building of a large, southeastern university.**
-

In this observation, the observer attempted to generate some understanding of how students use the common area of OIT by observing the behaviors of students in the OIT common area space within the main library building of a large, southeastern university.

- Student walks up for assistant at OIT help desk, only takes approximately 30 seconds to answer his question
- Large common area with large empty sofa
- 8 computers at front of OIT help section; they're all occupied
 - 2 people laughing
 - 1 listening to playlist
 - 1 writing a paper
 - 1 working on class assignment
 - 3 where I'm unable to see what they are working on
- Several people within the area are wearing headphones
- Room is divided with a section setup with 5 different booths for students to sit at:
 - Students at booth 1 have Starbucks and food and are laughing with each other
 - Students at other booths are quietly working
- At IT desk towards the front, only 2 people working
- Room has tables with tons of computers set up throughout the room
 - Girl texting while at computer
- Male student at front 8 computers answers his cell phone; is talking at normal level regardless that he's in a library
- Conversation going on still with the 2 people at the back of the computers at the entrance of room
- I'm looking around and see most students are talking, several students are looking at videos on YouTube, many seem to be working together on papers and/or projects
- 3 students greet each other and meet at the front of the OIT room entrance
- Very little interaction with OIT help desk from students in the OIT room
- At the 8 computers at the front, guys at the computer take a break from chatting to stare at several girls across from them

- 8:09 - student approaches the OIT help desk; only chats for about 15 seconds;
- 8:11- student approaches OIT help desk; walks away after question is answered
- Students continuously funnel in; some alone and some walking together in groups
- The room is extremely noisy with students talking and laughing
- A female student recognizes some friends at one of the booths; she walks up to talk to them; they are having a very loud conversation for about 5 minutes
 - Makes me question how effective studying here can be with all the loud conversations?
- 8:25- I realize that the volume of students talking and laughing has increased; some students are trying to work quietly though but approximately 85% of people are talking with others and some are very loud
- One student at a large table of computers is continuously looking up as she seems distracted by people talking loudly
- 3 female students come in and go to one of the large computers to work together on something;
- One female student at large table with computers leaves her computer with information still on the screen
 - She went to print out some information but took all her belongings, makes me wonder if she's untrusting of the other students around her (took her bag, jacket, umbrella, all personal belongings)
- I notice that students are now staring at us, probably noticing that I am continuously looking around and wondering why I am watching them
- 8:32- 2 students approach the OIT desk
 - It's clear that most students who are approaching the desk are either asking simple questions or stapling papers together or loading money onto their volcards to print out papers or make copies
- Looking back at the students at the 8 computers at the front of the room:
 - 2 are on the phone
 - 2 in the back are still talking (now about basketball)
- Student walks in and looks either sick or possibly on drugs
- The group of 3 females who are working together, welcome a male student to sit with them and one female introduces herself to the male student by shaking her hand and introducing herself
- A female student sits on the sofa where I am; I have been alone up til now; the female student is working on her laptop with headphones in
- I think to myself that I can't believe how much louder it has become and how loud the library is;
- 8:40- a male student joins us on the sofa; he is texting and it appears he is waiting for someone to meet him
- The 8 computer group of students continues to get louder and louder;

- Doing more talking than studying, 1 on Facebook, 1 seems to be doing school work, 1 student's phone is constantly going off because of text messages, 1 on the phone still and I can hear his entire conversation
- 8:45- as people continue to get louder, those working seem to move closer to each other to be able to study better or better hear one another
- Female student walks in and aside from the talking, all you can hear are her high heel shoes "clicking" and "clacking" on the floor
- 2 male students see a female friend they know; 1 male student is blatantly flirting with the female student
- Male student at 1 of the 8 computers is still on the phone and talking with his hands; still talking very loud, while talking to the male student next to him (who's phone continuously chimes with text messages) and they're talking about why they don't want to be in a relationship
- 8:50- noticing that many students are leaving with their own personal computers
 - This includes students who were sitting at computers
- Male student who's been on the phone left to grab a snack for himself and friend; decrease in loudness
- 2 female students that have been at a computer table nearby since I arrived are still talking very loudly
- Booths inside are continuously getting louder and can now hear people behind the booths laughing and talking

Handout for Activity #3: Coding an Observation

In this observation, the observer attempted to generate some understanding of how students use the common area of OIT by observing the behaviors of students in the OIT common area space within the main library building of a large, southeastern university.

- Student walks up for assistant at OIT help desk, only takes approximately 30 seconds to answer his question
- Large common area with large empty sofa
- 8 computers at front of OIT help section; they're all occupied
 - 2 people laughing
 - 1 listening to playlist
 - 1 writing a paper
 - 1 working on class assignment
 - 3 where I'm unable to see what they are working on
- Several people within the area are wearing headphones
- Room is divided with a section setup with 5 different booths for students to sit at:
 - Students at booth 1 have Starbucks and food and are laughing with each other
 - Students at other booths are quietly working
- At IT desk towards the front, only 2 people working
- Room has tables with tons of computers set up throughout the room
 - Girl texting while at computer
- Male student at front 8 computers answers his cell phone; is talking at normal level regardless that he's in a library
- Conversation going on still with the 2 people at the back of the computers at the entrance of room
- I'm looking around and see most students are talking, several students are looking at videos on YouTube, many seem to be working together on papers and/or projects
- 3 students greet each other and meet at the front of the OIT room entrance
- Very little interaction with OIT help desk from students in the OIT room
- At the 8 computers at the front, guys at the computer take a break from chatting to stare at several girls across from them
- 8:09 - student approaches the OIT help desk; only chats for about 15 seconds;
- 8:11 - student approaches OIT help desk; walks away after question is answered
- Students continuously funnel in; some alone and some walking together in groups
- The room is extremely noisy with students talking and laughing
- A female student recognizes some friends at one of the booths; she walks up to talk to them; they are having a very loud conversation for about 5 minutes
 - Makes me question how effective studying here can be with all the loud conversations?
- 8:25 - I realize that the volume of students talking and laughing has increased; some students are trying to work quietly though but approximately 85% of people are talking with others and some are very loud

- One student at a large table of computers is continuously looking up as she seems distracted by people talking loudly
- 3 female students come in and go to one of the large computers to work together on something;
- One female student at large table with computers leaves her computer with information still on the screen
 - She went to print out some information but took all her belongings, makes me wonder if she's untrusting of the other students around her (took her bag, jacket, umbrella, all personal belongings)
- I notice that students are now staring at us, probably noticing that I am continuously looking around and wondering why I am watching them
- 8:32- 2 students approach the OIT desk
 - It's clear that most students who are approaching the desk are either asking simple questions or stapling papers together or loading money onto their volcards to print out papers or make copies
- Looking back at the students at the 8 computers at the front of the room:
 - 2 are on the phone
 - 2 in the back are still talking (now about basketball)
- Student walks in and looks either sick or possibly on drugs
- The group of 3 females who are working together, welcome a male student to sit with them and one female introduces herself to the male student by shaking her hand and introducing herself
- A female student sits on the sofa where I am; I have been alone up til now; the female student is working on her laptop with headphones in
- I think to myself that I can't believe how much louder it has become and how loud the library is;
- 8:40- a male student joins us on the sofa; he is texting and it appears he is waiting for someone to meet him
- The 8 computer group of students continues to get louder and louder:
 - Doing more talking than studying, 1 on Facebook, 1 seems to be doing school work, 1 student's phone is constantly going off because of text messages, 1 on the phone still and I can hear his entire conversation
- 8:45- as people continue to get louder, those working seem to move closer to each other to be able to study better or better hear one another
- Female student walks in and aside from the talking, all you can hear are her high heel shoes "clicking" and "clacking" on the floor
- 2 male students see a female friend they know; 1 male student is blatantly flirting with the female student
- Male student at 1 of the 8 computers is still on the phone and talking with his hands; still talking very loud, while talking to the male student next to him (who's phone continuously chimes with text messages) and they're talking about why they don't want to be in a relationship

- 8:50- noticing that many students are leaving with their own personal computers
 - This includes students who were sitting at computers
- Male student who's been on the phone left to grab a snack for himself and friend; decrease in loudness
- 2 female students that have been at a computer table nearby since I arrived are still talking very loudly
- Booths inside are continuously getting louder and can now hear people behind the booths laughing and talking

Time of interaction Use of computers Tasks/Easily discernable actions in the library Human activity

Seating available/used Type of interaction w OIT or Technology

Open Coding Example

Saldaña, 2013, p. 101-103

An adult female interviewer asks a 16-year old girl about her social friendships. The Interviewer is listed as "I" and the Participant is listed as "P." The transcript is on the left side of the page, while the codes identified through open coding, are identified on the left.

I: Last week you were talking about the snobby girls at lunchroom. And then you just were talking about that you didn't like some people because they were cliquish. So what kind of, who are your friends? Like, what kind of people do you hang out with?

P: ¹I hang out with everyone. Really ²I choose. Because I've been [living] here for long, you get, ³I can look back to kindergarten, and at some point I was ⁴best friends with everybody who's been here, ⁵practically.

¹"HANGING OUT WITH EVERYONE"
²"CHOOSING" WHO YOU HANG OUT WITH
³RECALLING FRIENDSHIPS
⁴"BEST FREIDNS WITH EVERYBODY"
⁵QUALIFYING: "PRACTICALLY"

I: You mean in choir?

P: ⁶Almost everybody in my grade. No, in school. And so there are ⁷certain people that I've just been ⁸friends with since forever. And then it's ⁹not fair of me to stereotype either, like, say, "oh well, like, the ¹⁰really super popular pretty girls are all mean and ¹¹they're all snobby and they all talk about each other," ¹²'cause they don't. Some of them, some of them don't. And ¹³those are the ones I'm friends, friends with. And then there are the, there are the ¹⁴geeky people. ¹⁵Some of them though, the geeks at our school, aren't like harmless geeks. They're like ¹⁶strange-psycho-killer-geek-people-who-draw-swastikas-on-their-backpacks ¹⁷kind of geeks.

⁶QUALIFYING: "ALMOST"
⁷FRIENDS WITH "CERTAIN PEOPLE"
⁸FRIENDS WITH "SINCE FOREVER"
⁹"NOT FAIR TO STEREOTYPE"
¹⁰LABELING: "REALLY SUPER POPULAR PRETTY GIRLS"
¹¹IDENTIFYING STEREOTYPES
¹²DISPELLING STEREOTYPES
¹³CHOOSING FRIENDS: "SUPER POPULAR PRETTY GIRLS"
¹⁴LABELING: "GEEKY PEOPLE"
¹⁵QUALIFYING: "SOME OF THEM"
¹⁶LABELING: "STRANGE-PSYCHO-KILLER-GEEK"
¹⁷QUALIFYING: "KIND OF"

I: So are they like Colorado...?

P: yeah, ¹⁸some of them are kind of, it's really scary. ¹⁹But then again ²⁰there's not the complete stereotype. Some of the, ²¹not all of them are completely, like, wanna kill all the popular people. So, ²²I'm friends with those people. And then the ²³jocks, ²⁴not all of the guys are idiots, so ²⁵I'm friends with the ones who can carry on a conversation.

I: (laughs) So, so you wouldn't put yourself in any of the...

P: ²⁶I'm friends with someone because of who they are, ²⁷not because of what group they, they hang out in basically. 'Cause I think ²⁸that's really stupid to be, like, ²⁹"What would people think if they saw me walking with this person?" or something.

I: So you wouldn't define yourself with any specific group?

P: ³⁰No

I: Do you think anyone else would define you as...

P: I think people, ³¹people define me as popular. Mainly because I would rather hang out with someone who's ³²good hearted but a little slow, compared to someone ³³very smart but evil (*chuckle*).

¹⁸QUALIFYING: "SOME OF THEM"

¹⁹QUALIFYING: "BUT THEN..."

²⁰DISPELLING STEREOTYPES

²¹QUALIFYING: "NOT ALL OF THEM"

²²CHOOSING FRIENDS: "GEEKS"

²³LABELING: "JOCKS"

²⁴DISPELLING STEREOTYPES

²⁵CHOOSING FRIENDS: JOCKS "WHO CAN CARRY ON A CONVERSATION"

²⁶CRITERIA FOR FRIENDSHIP: "WHO THEY ARE"

²⁷CRITERIA FOR FRIENDSHIP: NOT GROUP MEMBERS

²⁸ETHICS OF FRIENDSHIP

²⁹NOT CONCERNED WITH WHAT OTHERS THINK

³⁰MAINTAINING INDIVIDUALITY

³¹DEFINING SELF THROUGH OTHERS: "POPULAR"

³²CRITERIA FOR FRIENDSHIP: "GOOD HEARTED BUT SLOW"

³³CRITERIA FOR FRIENDSHIP: NOT THOSE "VERY SMART BUT EVIL"

[]

QUAL CODING- NADEL, MC

Sketch of setting

Observer: _____

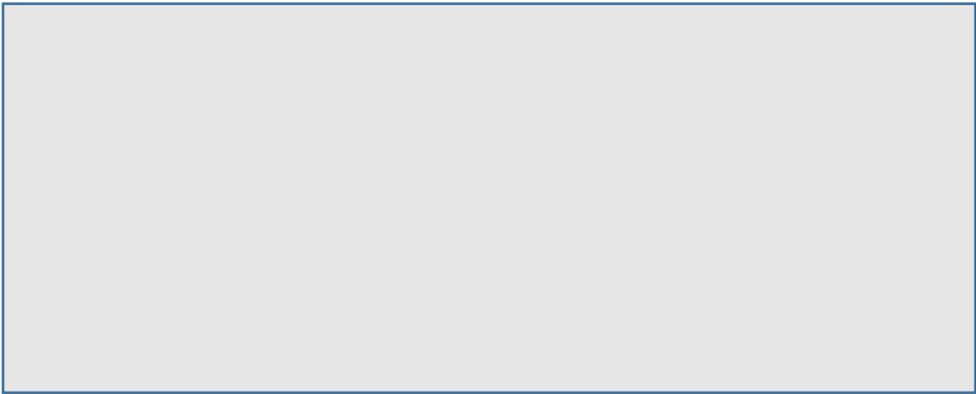
Date: _____

Location: _____

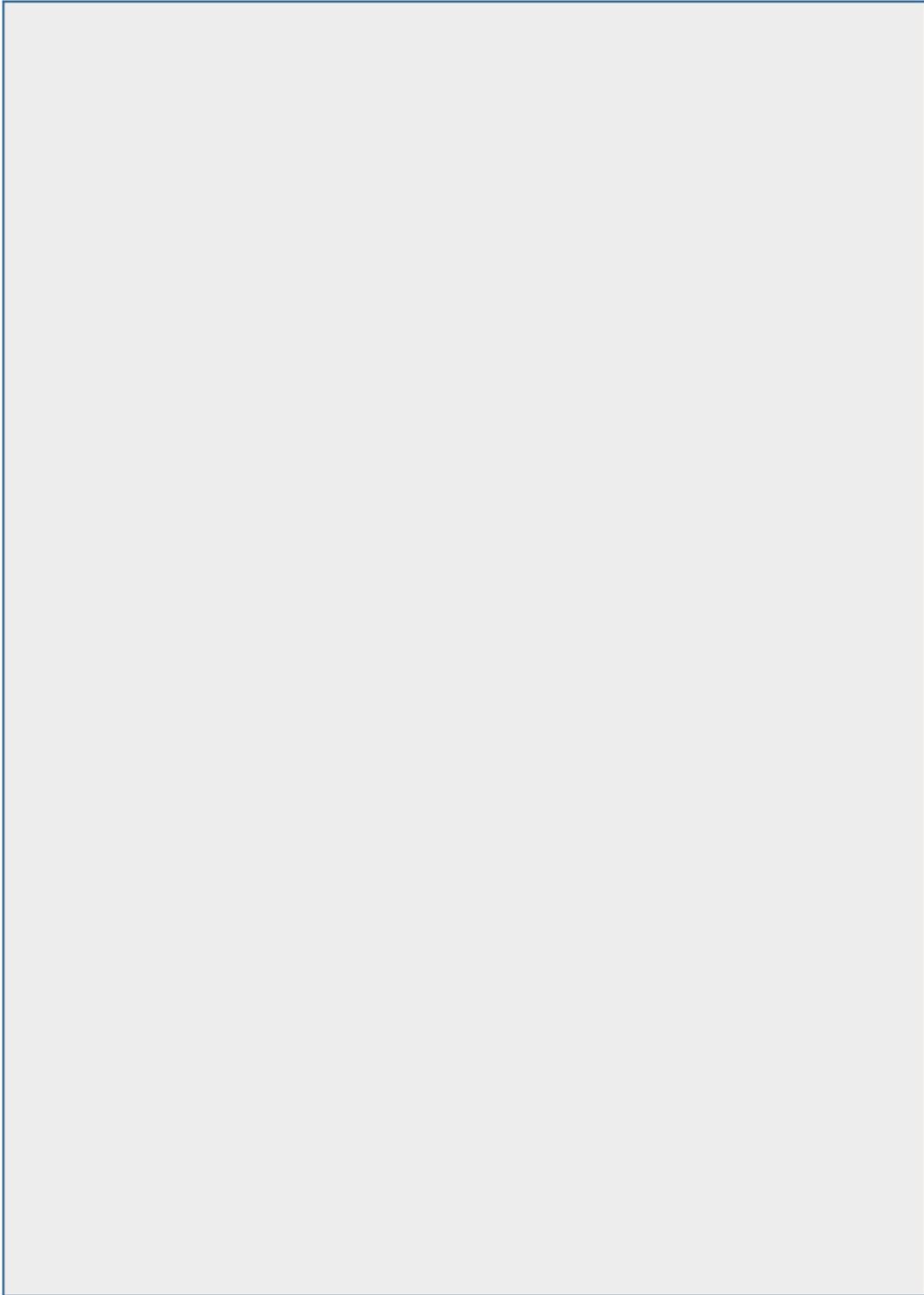
Participant: _____

Start time: _____

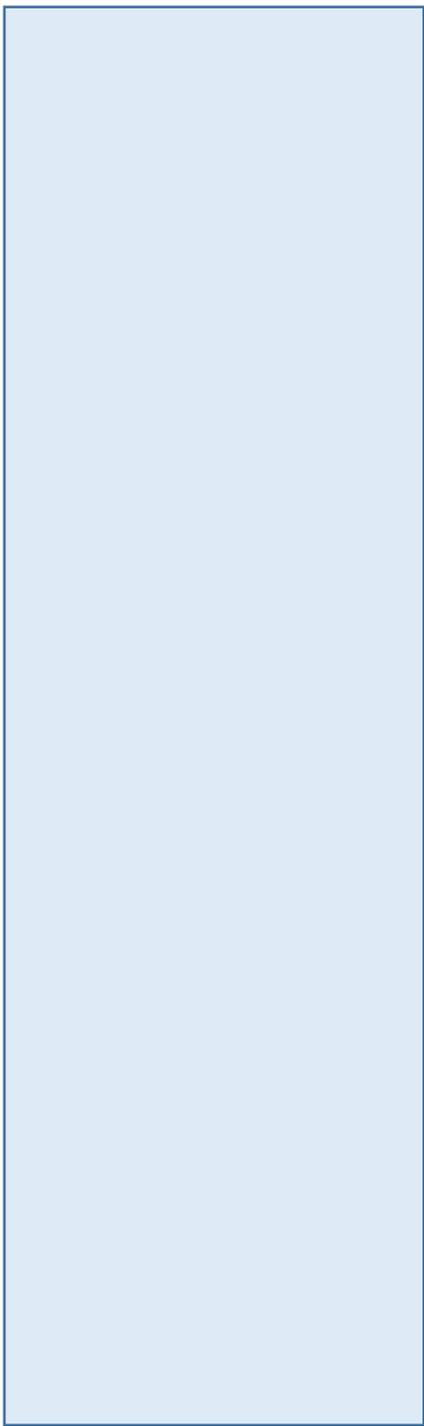
End time: _____



Field notes



Questions, thoughts, themes



Carol's Observation

9:30 "oh what a nice quiet group - when finished put under basket and come up front and sit on rug. ~

9:31 "What do you think we're going to study... frog visitors, frog toys"

9:32 All but 4 kids at front of rm -
"How many have gone to creek? (Atascadero)

9:34 Timmy - "once I had a pet turtle...then he died~
Several more share similar stories

9:35 "I want to read you a fantasy story - about frog & turtle who are best friends I'll Meet You Halfway - will be on the 'Special Editions' table"
"This year much older - more access to S.E. books"

9:37 "Nancy," "You're not here." "How can you be here?"
Reading book to group -

9:45 S - "He should have just brought the ingredients for it" (cake)

9:47 "That's what being friends is - meeting each other halfway"
"Talk in groups about what you did this summer-"
"In about 10 minutes going to snack recess - doing something else 1st - feet poster"
"What are feet for? - walk, balance"
"Talk in groups about what you did this summer -"
"Where your feet went - after recess -"
"Write 1st journal entry about it - get in groups of 3 or 4 & talk"
Kids scattered around rm - sitting on floor - mostly boy groups & girl groups - L. has kids who sat at desks, move to floor

9:55 L. comes over to talk briefly about 2 students
:57 "You need to talk about it not walk about it."

9:58 "Quietly go back to seats, focus on me"
"My reason for having you talk to others - great ideas, think about what you talked about"

9:59 L. introduced us, I said a few words about why we're here.

10:01 Dismisses by families for recess - keeps one student to finish pg. she didn't do

Carolyn's Observation

9:30 Storytime in front of room

9:35 Discussion of reptiles
Lois reads *Titus Turtle*.

9:45 Lois reads as children predict.
Lois uses "active" voices as she reads.
Child advises: "He should have just brought the ingredients."
Ending: Lois asks if children know (moral, ending, main point).
Story: Friendship is most important thing.

9:50 Discussion of feet poster
"Think about all the places where your feet went."
Talk with others about where you walked this summer.
After recess we will write,
Now "Sit together and chat."

10:00 Recess

"Participant observation data are only as good as researchers' observations, descriptions, and notes.

Gathering these data requires that participant observers be prepared, know how to gauge their behavior, be objective, take good notes, and use the date throughout data collection activities, including those associated with other methods."
(Mack, Woodsong, Guest & Namely, 2005, p. 22)

Observation Best Practices:

- ✓ Include time to expand your notes
- ✓ Expand your "shortcut" words and symbols into sentences
- ✓ Create a vivid narrative from your notes
- ✓ Identify questions for follow-up
- ✓ Review your expanded notes add any final comments