

TRANSCRIBING AND CODING P.A.R.T. SESSION SESSION 2

May 3rd and 5th, 10 to 12

Library Classroom

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Topics for the Two Sessions

- What is transcription?
 - ▣ Best Practices: Approaches, Accuracy and Transcription Rules
- Take Home Transcription Exercise: rules, transcribing, checking
- What is thematic Coding?
 - ▣ Best Practices: Approaches, Codebook
- In-class Coding Exercise

Concordance Comparison:

Two independent transcribers

- In Word, Click on Review Tab
- Select Compare > Compare
 - ▣ In window, browse to select one transcript as original and the second as revised document.
- Compare differences

Coding

- We are talking about Thematic Coding
- What is Thematic Coding?
 - ▣ Labelling, with a word or short phrase, that summarizes, reduces or condenses (language or image-based) data
 - ▣ Categorizing, Organizing
 - ▣ Interpretation
 - ▣ The first step of analyzing for patterns
 - ▣ Theory testing

Why Code?

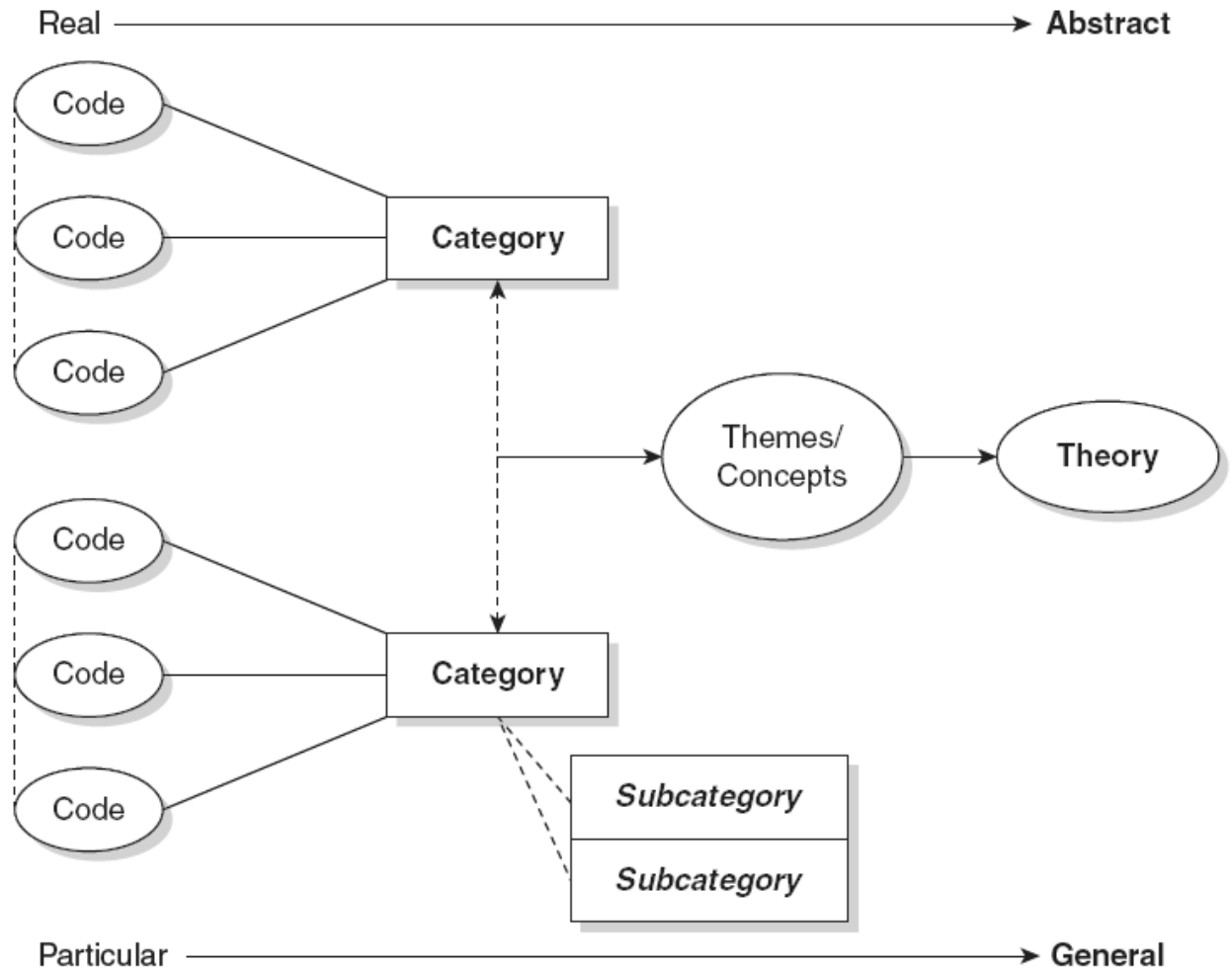
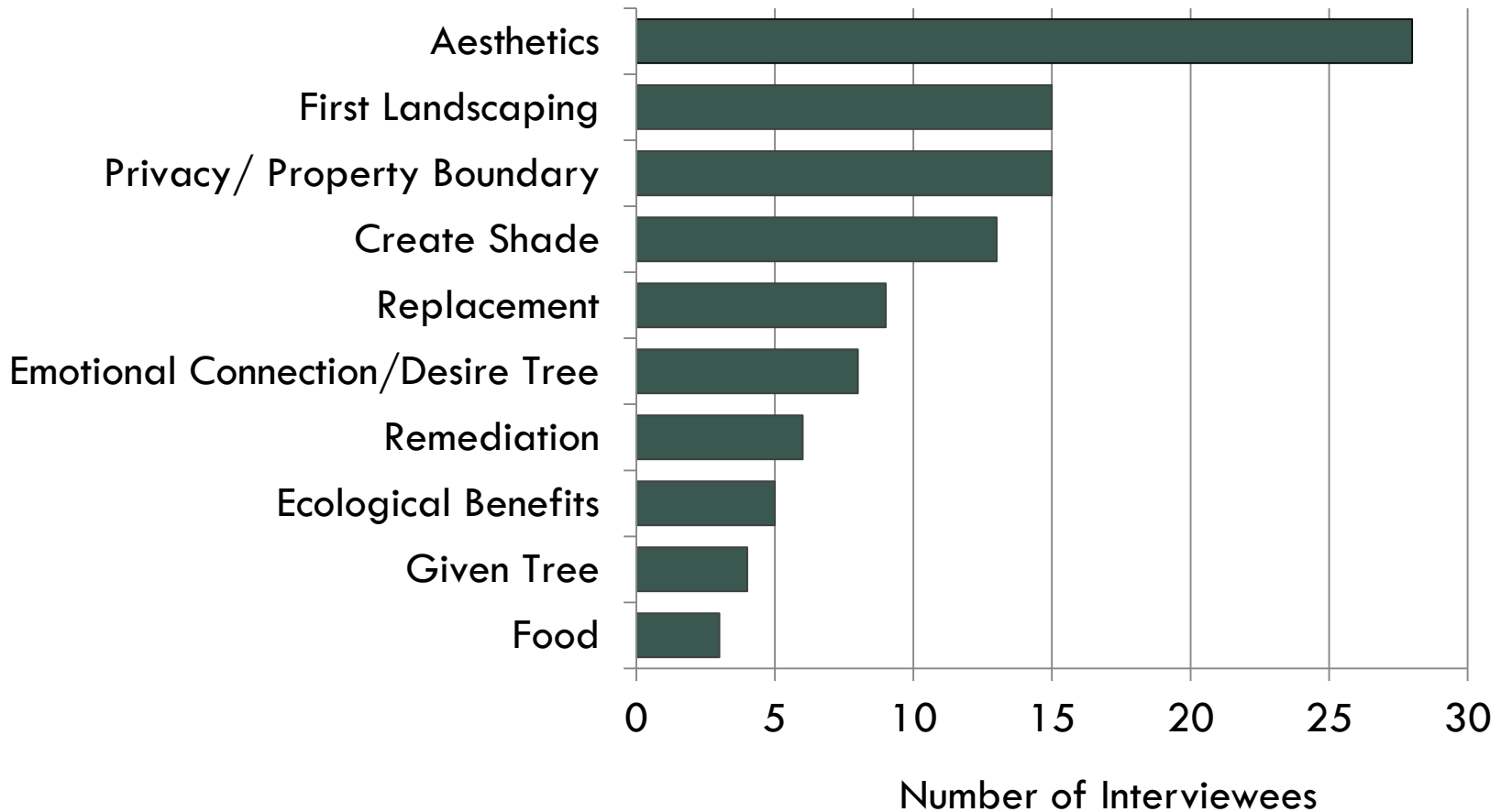


FIGURE 1.1 A streamlined codes-to-theory model for qualitative inquiry

Coded Analysis from transcripts: Reasons for Planting



What can be coded?

- Interview data
- Focus group data
- Field notes
- Emails, webpages
- Movies or TV
- Any language (or image)-based data

Coding is interpretation so.....

- The purpose of the research should guide the coding

“There’s just no place in this country for illegal immigrants. Round them up and send those criminals back to where they came from.”

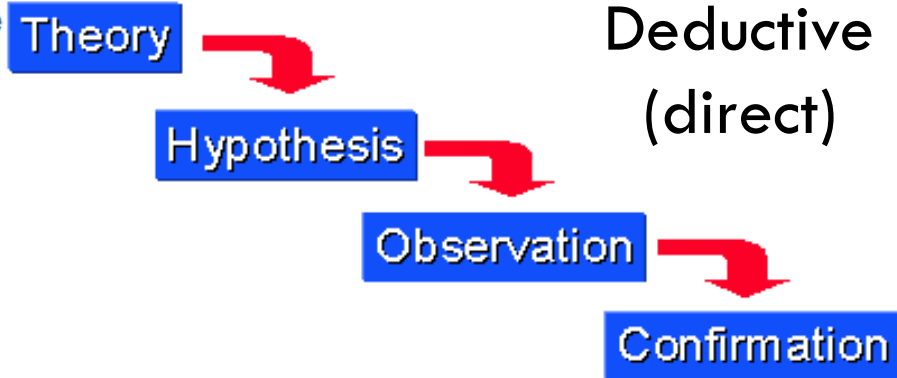
- Grounded theorist code: No place
- Descriptive Coding: Immigration Issues
- Values Coding: Xenophobia

The Codebook

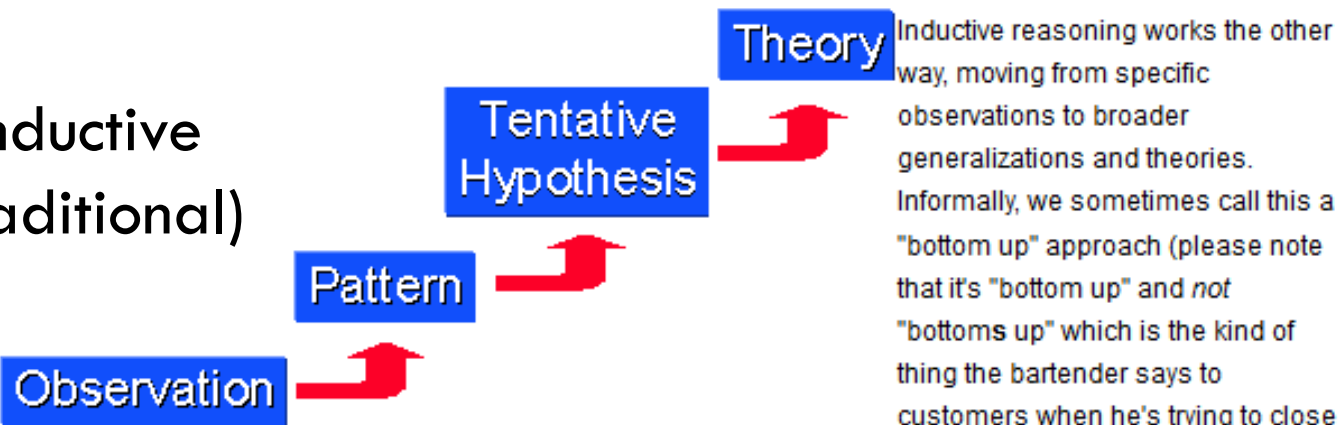
- It should have a working list of all codes
 - ▣ Include any hierarchical classifications
- It should have detailed definitions of what each code represents; what is included and what is not included
- It may be shared among research projects, have been written over time, or you may need to create one for the specific project

Deductive versus Inductive

Deductive reasoning works from the more general to the more specific. Sometimes this is informally called a "top-down" approach. We might begin with thinking up a *theory* about our topic of interest. We then narrow that down into more specific *hypotheses* that we can test. We narrow down even further when we collect *observations* to address the hypotheses. This ultimately leads us to be able to test the hypotheses with specific data -- a *confirmation* (or not) of our original theories.



Inductive
(traditional)



for the night!). In inductive reasoning, we begin with specific observations and measures, begin to detect

Workflow: Deductive Approach

1. Determine code names and definitions based on the theory your using/hypothesis testing
2. Browse transcripts to get a general sense- see the type of language associated with each code
3. Read transcript carefully and apply codes based on the pre-determined definition
 - ▣ Reflect as you go if codes have been appropriately defined.

Workflow: Inductive Approach

- Use an iterative approach to coding
 1. Start with an initial list of code names and definitions
 2. Quickly review all transcripts
 3. Update list
 4. Carefully start coding transcripts
 5. Update list of code names and definitions
 6. Repeat....

Coding Exercise

- Download words file from:

[http://sites.utm.utoronto.ca/conway/content/p
art-transcription](http://sites.utm.utoronto.ca/conway/content/p
art-transcription)

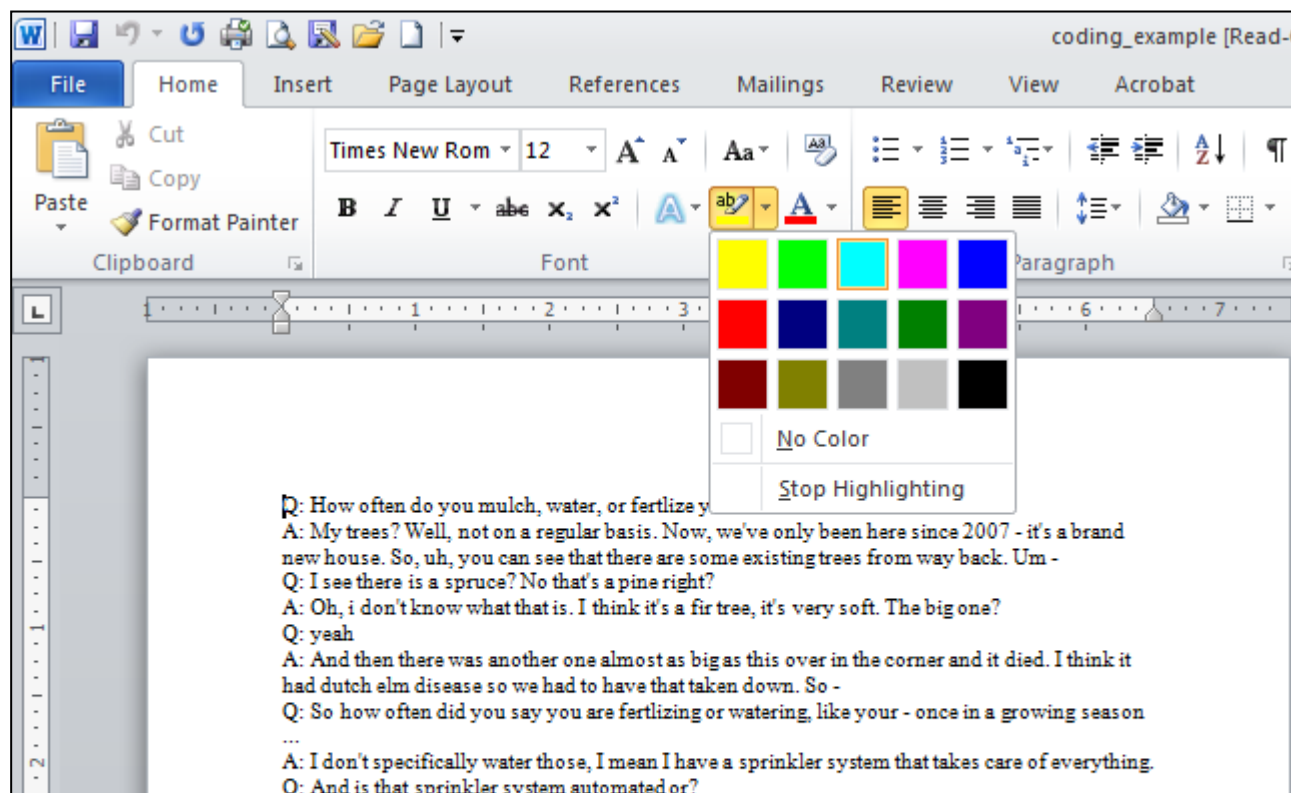
- Open it in Word and enable editing
- Descriptive coding

Tree Removal = Yellow highlight

Tree Planting = Red

City or Street Trees = Green

Fertilizer = Turquoise



Workflow: Inductive Approach

- How do you figure out what should be given a code?
 - It's common/ repeated throughout
 - It's surprising
 - The participant/text says it is important
 - It is a link to theory/concept/other text
- Apply codes to everything rather than fewer codes to less text

Workflow: Inductive Approach

- Once iterative code process is complete:
 - ▣ Go through codes and text and determine which codes can be dropped, or combined
 - ▣ Determine if there are clusters or hierarchies of codes

How to be a good coder?

- Organized
- Perseverance: time consuming
- Deal with Ambiguity: text often won't sort into tidy coded clumps
- Be flexible: be willing to re-do code labelling/definition
- Creative
- Ethical
- Precise with vocabulary

How to actually code

- In word document, with two columns: one for the text and one for the code
- In specialized software: highlight text and enter label

Transcription and Coding Software

The screenshot displays the NVivo software interface for a project named "Sample Project.nvp". The interface is divided into several main sections:

- Top Menu and Toolbar:** Includes menus for File, Home, Create, External Data, Analyze, Query, Explore, Layout, View, and Media. The toolbar contains various playback and analysis tools such as "Fit To Player", "Split Panes", "Stop", "Play/Pause", "Playback", "Start Selection", "Finish Selection", "Play Transcript Media", "Select Media from Transcript", "Assign Timespan to Rows", "Assign Frame as Thumbnail", "Transcript Rows", and "Media Content".
- Left Panel (Folders):** A tree view showing the project's structure, including Internals (Area and Township, Interviews, News Articles, Project Administration, Social Media, Survey), Externals (Memos, Framework Matrices, Nodes, Relationships, Node Matrices, Source Classifications, Node Classifications, Relationship Types, Sets, Search Folders, Memo Links, See Also Links), Sources, Nodes, Classifications, Collections, Queries, Reports, Models, and Folders.
- Interviews Table:** A table listing interview details. The columns are Name, Nodes, References, Created On, Created By, Modified On, and Modified By. The data is as follows:

Name	Nodes	References	Created On	Created By	Modified On	Modified By
Barbara	41	186	27/05/2010 7:03 AM	WWS	21/07/2010 4:32 PM	WWS
Betty and Paul	15	49	26/05/2010 11:49 PM	WWS	26/09/2010 8:58 PM	WWS
Charles	32	134	27/05/2010 7:03 AM	WWS	26/08/2010 12:18 AM	WWS
- Video Player:** A central window showing a video of two people in a shop. Above the video is a waveform and a timeline with time markers from 0:00.0 to 9:20.0.
- Transcript Table:** A table with columns for Timespan, Content, and Speaker. The data is as follows:

Timespan	Content	Speaker
1	<i>This interview of Betty and Paul was recorded in their bait shop, and the recording captures the hum of their freezers in the background, making their speech a little more difficult to understand.</i>	
2	0:00.0 - 0:13.1 What about the natural environment or the landscape of Down East? Are there things that you particularly like or value about the environment here, or don't like about the environment here?	Henry
3	0:13.1 - 2:42.9 I have kind of mixed feelings about that in terms of.... One thing we see right here, we have lots of foxes trying to live in the little bit of woods we have left, and you see them on the road all the time where they've been killed. I wish we had areas that that wildlife could still grow and not be in danger of being killed on the highway. On the other side, I really wish we had places for the young folks to be able to at least for a short time,	Betty
- Bottom Status Bar:** Shows "14 Items", "Nodes: 15", "References: 49", "Read-Only", "Unfiltered", "0:02.7/3:35.6", and a timer at "3:35.6".

What happens to coded materials?

- Use to identify themes, including frequency of different themes
 - ▣ May involve comparing and contrasting
 - ▣ May be proof for or against a theory
- Use to examine relationship between codes or themes
 - ▣ Hierarchies, clusters, visual diagrams

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