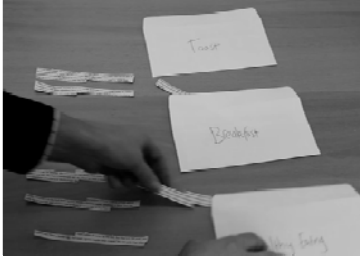


Criminology 321

Data Preparation & Content Coding



Content/Thematic Coding

- When you get to the end of any qualitative study, you invariably have piles of data



Content/Thematic Coding

- Data analysis begins with data summary
 - With more quantitative data you can summarize your data by showing graphs or crosstabs, talking about group means, computing statistics like correlations
 - With more qualitative data, data summary often involves content or thematic coding

Content/Thematic Coding

- A standard set of analytic activities common to all forms of content analysis would include:
 1. Compiling the data;
 2. Developing a set of codes; organizing them into broader categories or themes;
 3. Interpreting and contextualizing what you have found

1. Compiling the data

- The data you gather can be textual, audio, video, photographic
- For this class we will focus on the sort of textual data you are generating in your oral history projects
- Data preparation begins with transcription
- Transcription is guided by your research questions, resources, project needs

1. Compiling the data

- Transcription as you go is beneficial in numerous ways:
 1. Identify new issues to pursue
 2. May help direct future recruitment
 3. Able to assess whether you've reached saturation
 4. Allows you to check data quality and rectify any difficulties to minimize loss

1. Compiling the data

- Research questions
 - If *how* you speak, need verbatim transcription
 - If *what* you say, transcripts often edited; must be sensitive to/respect cultural variation
- Resources
 - Transcription services available
 - If information sensitive, must be cautious about delegating

1. Compiling the data

- Project needs
 - Difficulties arise when languages of respondent & researcher differ
 - Preferred method is "back translation"
 - Person A translates passage. Person B looks at translated passage and translates it back to original language
 - Allows for nuance, precision, verification
 - If focused/deductive inquiry, selective transcript could suffice

2. Developing a Set of Codes

- What are codes?
 - Nothing magical; very commonsensical
 - You do them all the time when you highlight articles or textbooks, make inferences about other people's behaviour, or tag a photo
 - In the research context, it is all about identifying and categorizing passages that will help you address your research question(s)

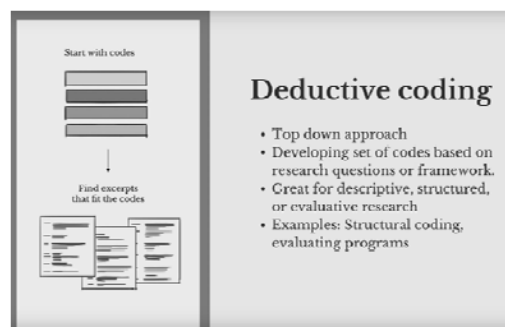
2. Developing a Set of Codes



2. Developing a Set of Codes

- The focus may be on manifest or latent content
 - Manifest = overt and obvious physical elements of a text or other object
 - e.g., how many words in the article; does it appear on page 1 or inside the newspaper; does anyone in the film smoke?;
 - Latent = more interpretive aspects of the material
 - e.g., Is the behaviour depicted in the film "abusive"? Is the scene "pornographic"? How are Indigenous people/s depicted? Are the women in the novel "happy" about their situation?

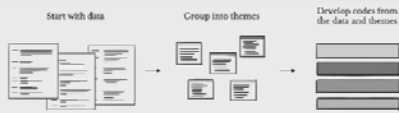
2. Can be done Deductively



2. ...and/or Inductively

Inductive coding

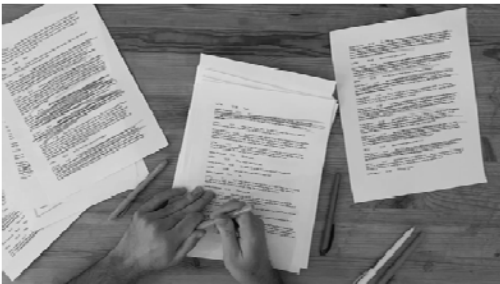
- Ground-up approach
- Derive your codes from the data.
- Don't start with preconceived notions of what the codes should be
- Allow theory to emerge from data
- Great for discovery and exploratory methods of coding
- Examples: Grounded theory, thematic analysis, exploratory research, coming up with new research framework



2. Can be done Manually



2. Can be done Manually



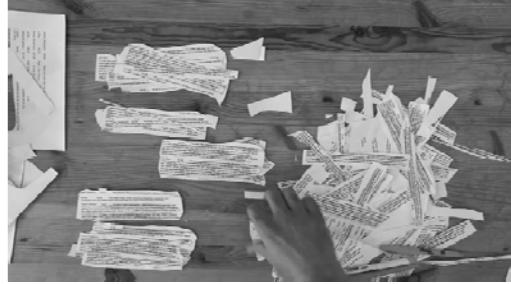
2. Can be done Manually



2. Can be done Manually



2. Can be done Manually



2. Can be done Manually



2. Can be done Manually



2. Can be done with MSWord

MS_005: As far as pedestrian friendly, I honestly, we just have a small nucleus of things that are in the Oxford area. So, if you go living out in the surrounding areas, you would have it tough time as far as access to that. Even in the city, or the City of Oxford, access, accessibility one of those "you can't get there from here", kind of thing. For me, yes, as far as the landscape and the variety of hills and the areas and all those kinds of things, that's fine. You could if you were athletic, or if you were prone to be a person that liked to walk, run, jog whatever, but we don't promote that very much, even in the city. We are beginning to with the bike path and going to make more of that, even the campus pedestrian only and going to get people to walk a little bit more, but it hasn't been one of those things that we have pushed to say "hey, why don't you walk to the park?" or "why don't you walk to a shopping area?" Because the residential areas and then the areas that you have to get to whether it be just basic shopping or whatever, they don't own. They are not accessible. They are surrounded by highways and byways and it's just not that way. Rural Mississippi, it's all accessed through vehicles or trying to get there another way. It is not like we have green spaces that are not there even around the Oxford area that people can go to, to appreciate parks or different types of activities.

Q4: Do you believe there are sidewalks available in most areas?

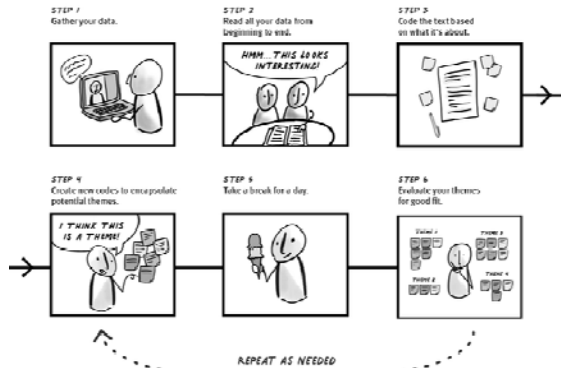
MS_005: Sidewalks, yes, I think the structure is there, if, like I said, if you are not going to what we perceive the busier part of Oxford, which is the loop over there by the old mall and the Wal-Mart area. I would have to be a pedestrian in that area even though there are sidewalks. Yes, there are sidewalks. The structure is there. It is just pretty much our culture. It has not been that of "let's walk". It has always been, "let's ride".



2. Can be done with Software



6 Steps to Doing a Thematic Analysis



3. Interpreting and contextualizing

- This gets us into writing, which is next week's topic