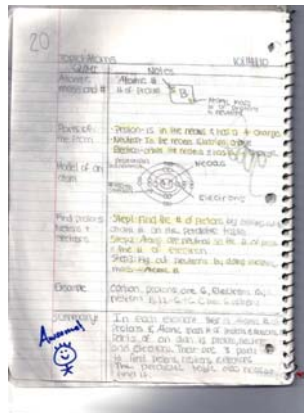


From Codes to Conclusions: Strategies for Analyzing Qualitative Data

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Article Title

John Smith, University of California

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Section 1

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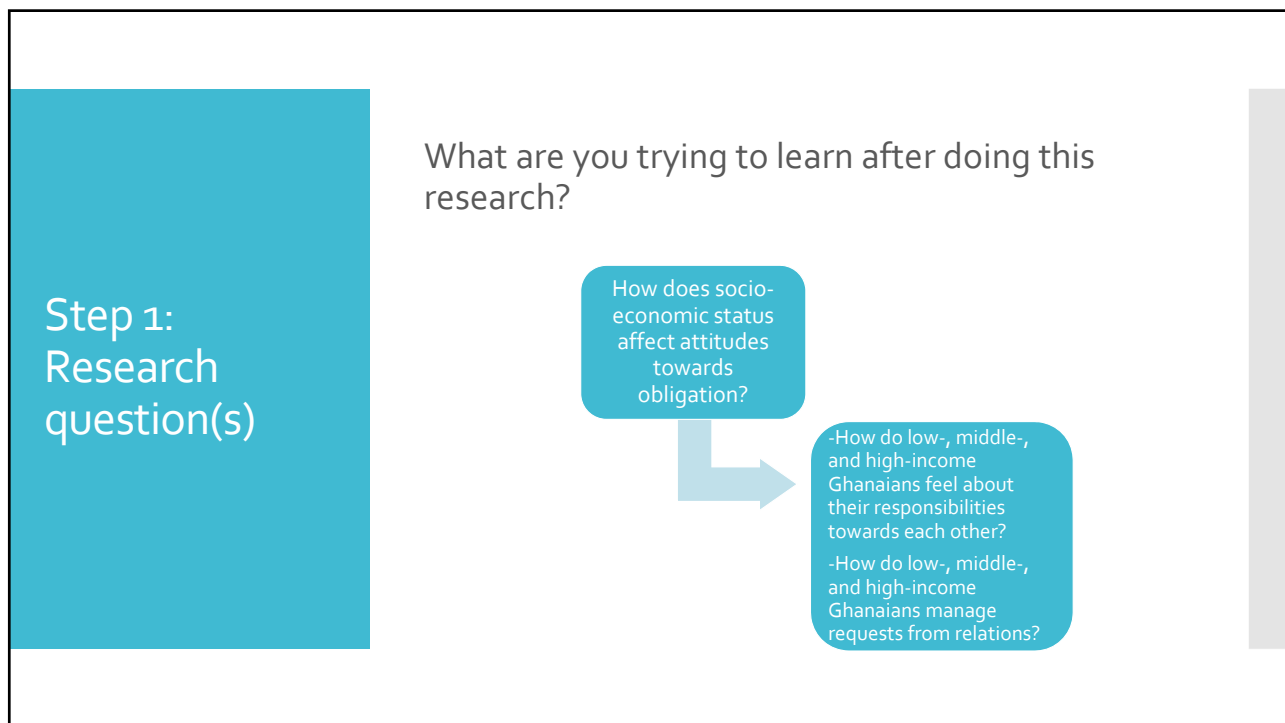
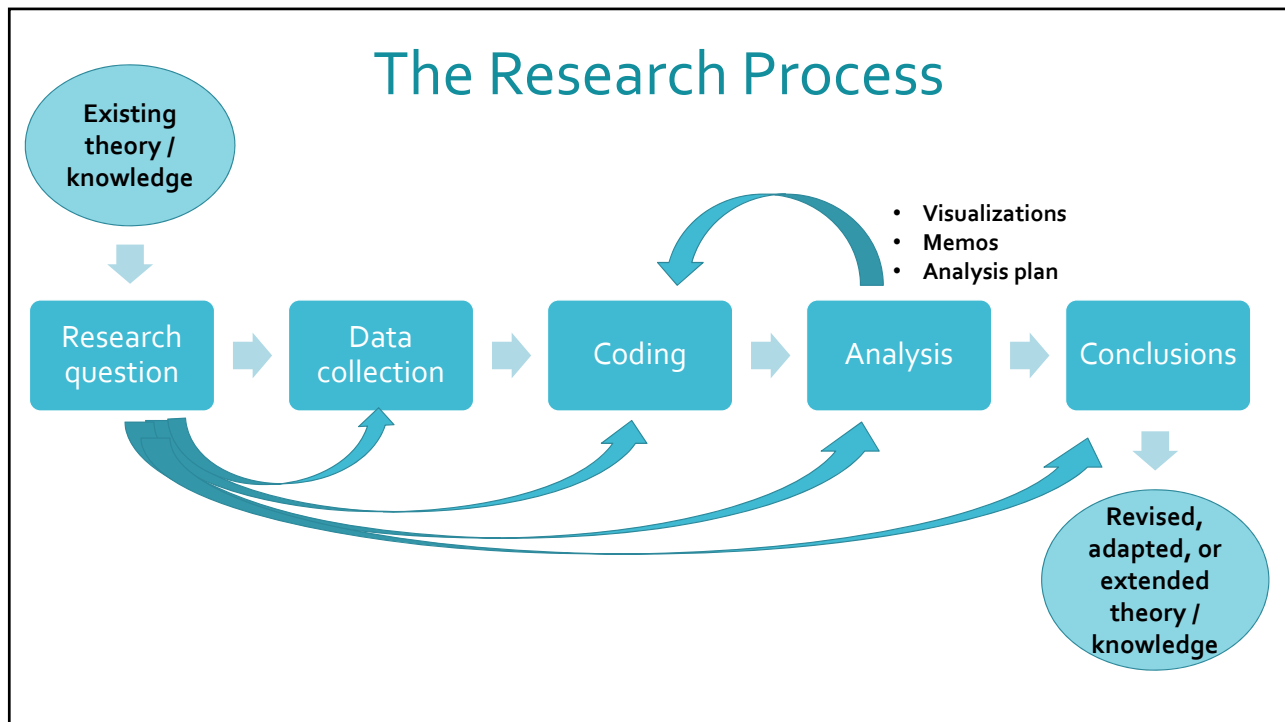
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Subsection 1

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Step 1:
Research
question(s)

Research questions can be:

- **deductive** (testing a defined hypothesis)
- **inductive** (discovering new relationships/categories/phenomena or generating new ideas from the data)

In some disciplines, you need *hypotheses* that you can prove or disprove with data

- May be explicit or implicit
- What do you expect to find in your research?
- What have other researchers found?

Step 2: Collect
qualitative
data

- Ethnographic field notes
- Interview transcripts
- Focus group transcripts
- Video or audio recordings
- Archival data
- Open-ended survey data
- Meeting transcripts
- Organizational documents
- Court proceedings
- Newspapers



Step 3: Code your data

What is “coding”?

- Categorizing and organizing data: breaking it down into analyzable parts
- Identifying ideas and concepts in your data that may apply across your different sources
- Can be done manually or using various computer tools
 - MaxQDA
 - Atlas.ti
 - Dedoose
 - NVivo

Step 3: Code your data

- Codes can be **deductive** or **inductive**

<p><i>Emerge from the literature:</i></p> <ul style="list-style-type: none">• Avoiding family members• Reciprocity• Risk/uncertainty• Inheritance	<p><i>Emerge from the coding and analysis:</i></p> <ul style="list-style-type: none">• Religion• Mobile phones• Gender• Perceptions of wealthy people
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Step 3: Code your data

- Coding is an **iterative** process!
 - Start with a list of codes and apply them to a portion of your documents
 - Refine or add new codes if you think you’re missing any big themes or ideas
 - Refining = separating some codes into two, or consolidating others
 - E.g. “Religion” → “Christianity” and “Islam”
 - E.g. “Asking someone to wait” and “avoiding phone calls” → avoidance strategies
- Keep track of your codes!

Layout References Mailings Review View Zotero ACROBAT Tell me what you want to do

Perceptions of wealth:

- If the person gave to others, has \$
- If the person gave to others, he may not have \$
- Wealthy people = stingy
- Wealthy people “tell you stories”
- Wealthy person won’t understand you / will judge you
- Someone at my level doesn’t have \$

Perceptions of risk:

- “You can’t tell tomorrow” / Can’t see the future
- “Have to look after self” or “Have to look after business”

Reciprocity:

- You can’t tell who will help you in the future
- He/she might help my children
- God will return what you give
- Person has helped me
- Someone won’t help me unless I help them
- Look after children so they look after me / children will help me

Religion:

- Giving is a blessing
- God will return what you give
- ISLAM or CHRISTIANITY
- God helps one person, and he/she takes care of the rest

Avoiding Obligations:

- Give someone a loan so that the person doesn’t come back
- Give someone a loan so that you have money to give the person next time
- Will actually be a gift, but will say it’s a loan

Step 4:
Analyze your
data

What is "analysis"?

- Analyzing means interpreting, synthesizing, and looking for patterns in data in order to draw a conclusion
- Which aspects of your data will best answer your research question?
 - You will never use all of your data!
 - Identify which units of analysis, codes, and comparisons or relationships are most important

Step 4:
Analyze your
data

- What is your unit of analysis?
 - Documents
 - Individuals
 - Includes attributes like age, race, gender, job, attitudes and beliefs
 - Organizations
 - Locations
 - Time periods
- You may have "sub-units": relevant groupings of units
 - Can be both deductive and inductive
 - "Sub-groups" are units that emerge from prior research
 - E.g. "class" or "socio-economic status" applies to different individuals
 - "Typologies" are groups that emerge from data itself
 - E.g. "givers" vs. "non-givers" may include people from all different socio-economic groups

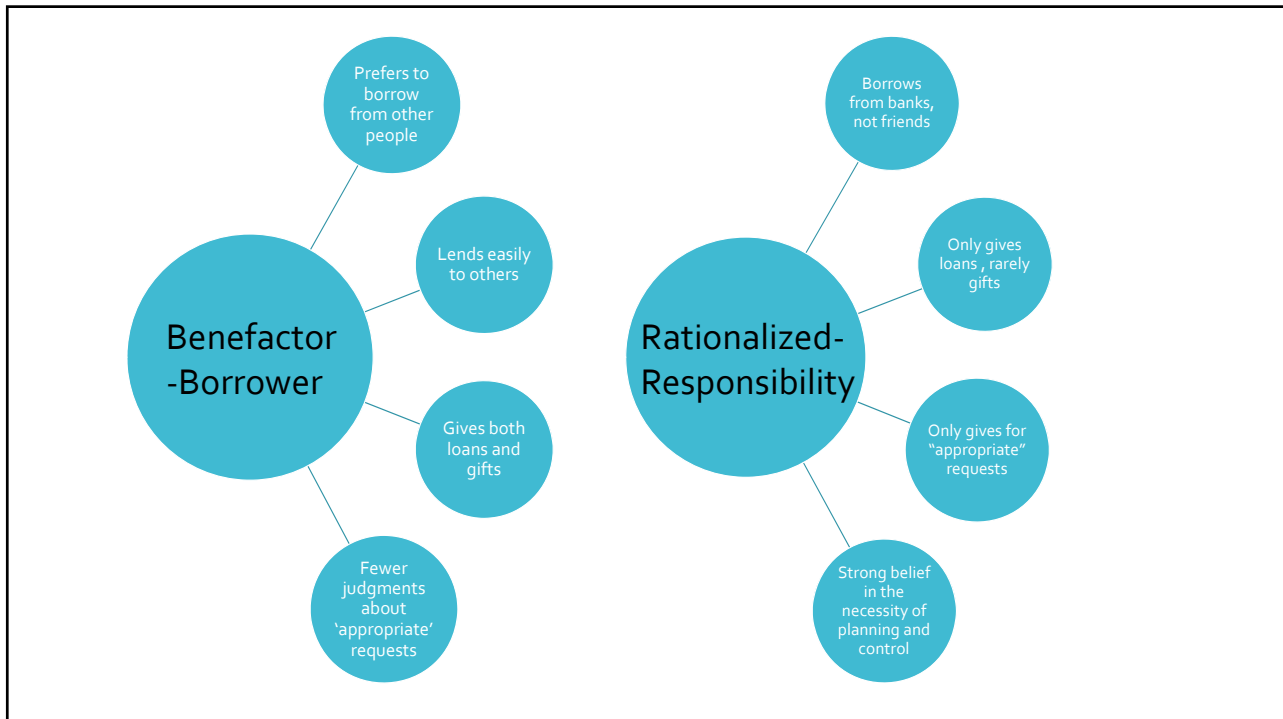
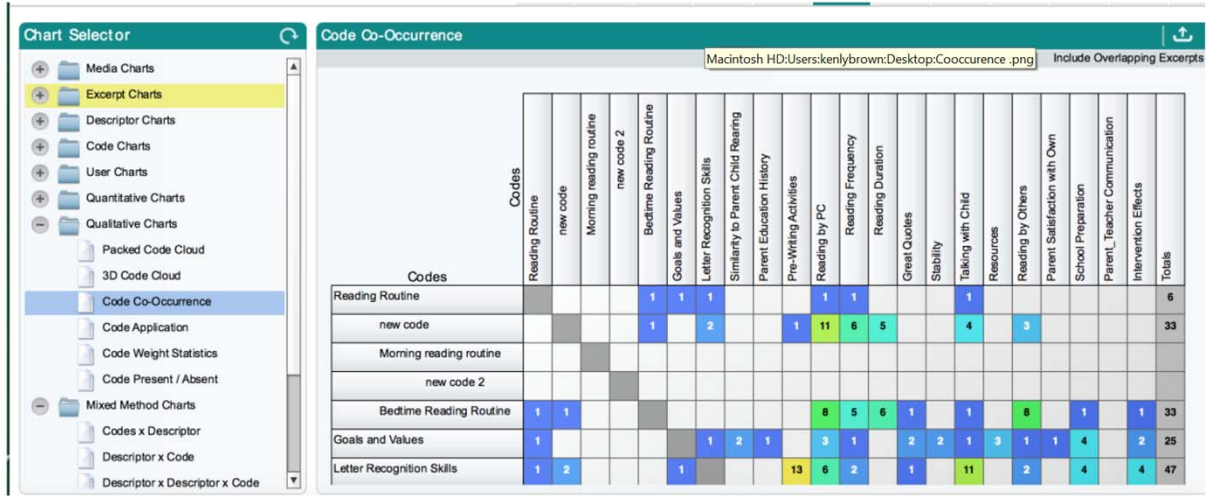
Step 4: Analyze your data

- Sub-groups facilitate **comparisons**
 - Help you see forces at work in your data
 - Look for similarities, and differences, and connections between categories
 - Which codes and categories frequently co-occur? Which codes and categories *never* co-occur?
- You may look for particular relationships between codes and categories
 - Relationships of time (B precedes B)
 - Relationships of similarity (A and B both say X)
 - Relationships of difference (A says X but B says Y)

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Media	Reading Routine	new code	Morning reading routine	new code 2	Bedtime Reading Routine	Goals and Values	Letter Recognition Skills	Similarity to Parent Child Reading	Parent Education History	Pre-Writing Activities	Reading by PC	Reading Frequency	Reading Duration	Great Quotes	Stability	Talking with Child	Resources	Reading by Others	Parent Satisfaction with Own	School Preparation	Parent_Teacher Communication	Intervention Effects	Totals
SampleDedoose_How to Read Out	1					1																	2
4.22_pre		1				1	1	1			2		1	1	1	2	1	1	2	1	1		17
4.22_Post										1								1					2
4.22_post					1		2			2	2	1	1			2		1			1	2	15
4.21_pre							1	1	1						1	1	1		1	1			8
4.21_post		1					2			2	1	1			1	3	1	1		2			16
4.20_pre	1						2	1	1	1	1	1			1	1	1	2	1				14
4.20_post	1						1			1	2		1		1	2	1	1		3	1	2	17
3.27_pre	1					1	1		1	1	1	1		1	1	1	2			1	1		14
3.27_post					1	2	1			2	3	1	1	1	2	2	2	3		2		2	25
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Visualizations



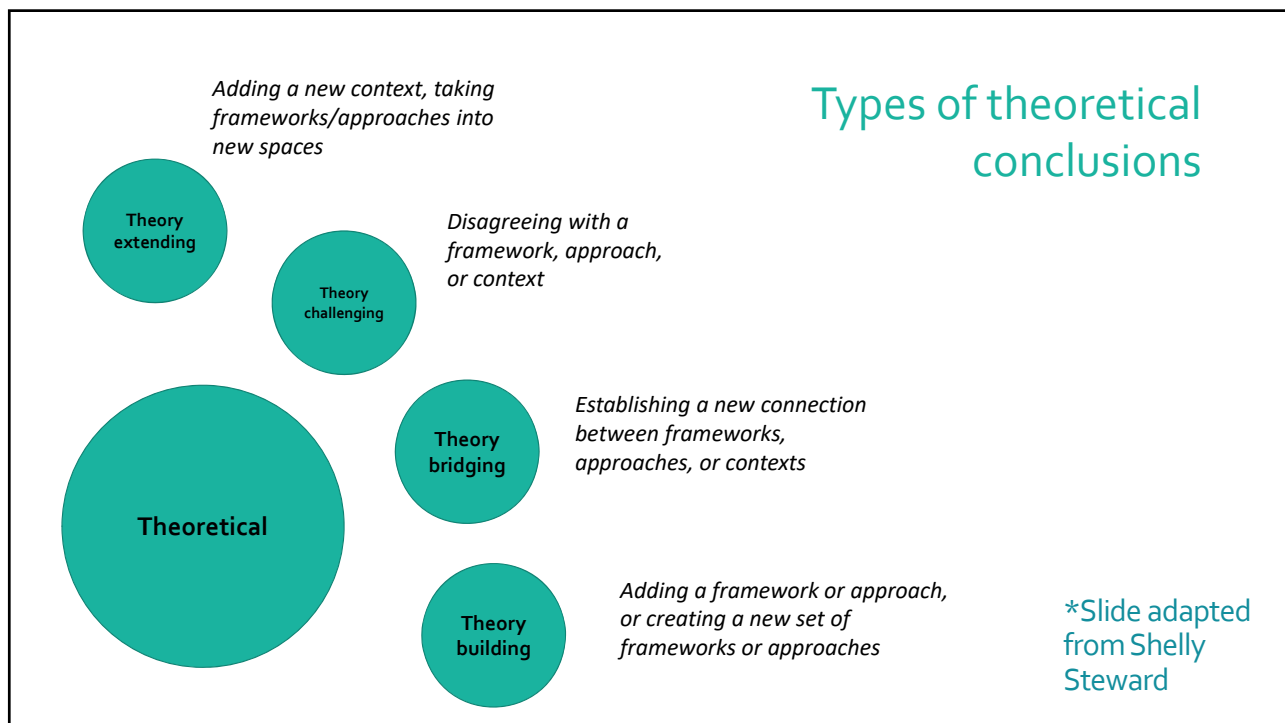
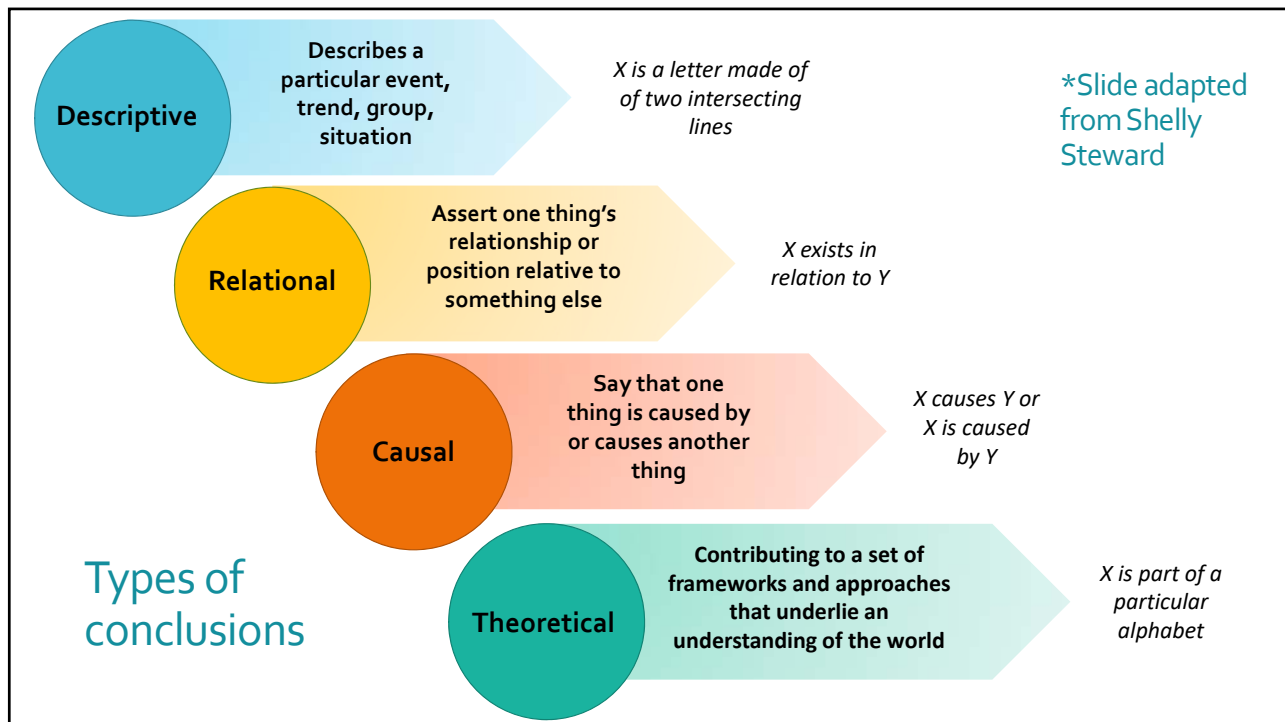
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Memos

- **Importance of reciprocity**
 - Nearly everyone verbalized the importance of reciprocity, but some also noted that their friends and family people didn't necessarily follow this rule
 - About 1/3 of respondents said that they would have difficulty finding someone to ask for \$, even if the respondent have given money to others
 - Reciprocity is not necessarily tit-for-tat: about 1/2 of respondents saw themselves as part of a generalized exchange system where reciprocity is managed by God (i.e. "God will reward you" if humans don't)
 - Oscar: "I'm only doing my duty for blessing, not for anything. Only for God." And "God will reward you. Once you are a Christian, you cannot turn your back [on others' suffering]."
(Note: Oscar also said that his younger brother got \$ and didn't share it with Oscar, but now that his brother's money is gone and he needs help himself, Oscar helps him even though he wasn't helped himself.)
 - Rashida: "Sometimes it's getting tiring when you give \$ with no reward, but God is the only reward, so he [Kwabena] should still give [Akos] the \$."
 - David: He gives out whatever he has, and has faith that it will come back to him somehow
 - Faith in a system of generalized exchange doesn't necessarily track onto income or class status (e.g. David and Oscar are both entrepreneurs, but one is much wealthier than the other)
 - Those who don't give out much \$ to others note that they would have a hard time asking people for help as well.
 - George: Would be difficult to find someone to help him b/c "he doesn't depend on people"
 - Oscar: If he needs help, he'll go to someone who would come to him.
 - Theresa: "If you always ask people for money, then they will also ask you. I don't want to get involved in those money relationships."

Step 5: Draw conclusions

- What is the "big picture" of your research question, data, and findings?
- What kind of story are you trying to tell?



Thank you!

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Review

- Make an **analysis plan**: what relationships, comparisons, categories and codes will best help you answer your research question?
- Return to the categories that are important for your research question
 - What units of analysis are you looking at? Are there important sub-categories or comparisons that you are making?
 - What codes / concepts / tags / themes help you make conclusions about these categories?
- What kind of relationships are you looking for between codes and categories?
 - Relationships of time (B precedes B)
 - Relationships of similarity (A and B both say X)
 - Relationships of difference (A says X but B says Y)