

Coding Qualitative Data

Roundtable Joust

July 23, 2008



Starting with the Interview

The old-fashioned way

Cassette recorder (with a back-up)

Standardized questions (no barrier—paper in hand)

Start with easy questions—establishes a comfort level

Transcription of Interviews

Verbatim transcription

- Used a dictaphone

Coding the Verbatim Transcripts

Experience with computer programs

Find the themes

Decide on a color-code for the themes

Example:

- Adversity
- How I managed to be successful
- Faculty help

Next Step. . .

Highlight statements in the transcripts the correspond to the themes

- Adversity
- How I managed to be successful
- Faculty help

Examples from Brenda's interview:

I was sick for most of the time and I had surgery three times. That really slowed me down, and I wasn't able to study as much as I needed to. But I prayed and prayed, and I got help from my classmates. They were really good to help me out when I needed them. I also communicated with the faculty. They were understanding, and they worked with me so I could catch up.

Put the information into tables according to interview:

Adversity (Copy and past all the purple from each interview into this chart)

Interview	Comments
Susie	My daughter had a baby and she had some problems with the delivery, so I had to take some time out to help her after she got home from the hospital.
Brenda	I was sick for most of the time, and I had surgery three times. That really slowed me down, and I wasn't able to study as much as I needed to.
Larry	I'm a good memorizer, but when it came time to answer all those critical thinking questions, I just couldn't pass the tests.

Success (Copy and past all the green from each interview into this chart)

Interview	Comments
Susie	I was able to keep in touch by email.
Brenda	But I prayed and prayed, and I got help from my classmates. They were really good to help me out when I needed them.
Larry	I studied, and studied, and I tried to find new ways to learn the material. I worked with a study group, and they were great. We got really close.

Faculty (Copy and past all the blue from each interview into this chart)

Interview	Comments
Susie	The faculty really cared. They were concerned about me and my family. That meant a lot.
Brenda	I also communicated with the faculty. They were understanding, and they worked with me so I could catch up. They even told me they prayed for me in their faculty meeting.
Larry	The faculty helped, too. They gave me some names of tutors and they let me look at my tests, and they helped me understand how I missed the questions.

After all of each color for each person interviewed is placed in each chart, choose more colors for each category.

Faculty (Copy and past all the blue from each interview into this chart)

Interview	Comments
Susie	The faculty really cared. They were concerned about me, my daughter, and the baby. That meant a lot. They helped me catch up, too.
Brenda	I also communicated with the faculty. They were understanding, and they worked with me so I could catch up. They even told me they prayed for me in their faculty meeting.
Larry	The faculty were concerned, too. They called, and they had an open door policy, and I could go to their office any time, and they would listen. They gave me some names of tutors and they let me look at my tests, and they helped me understand how I missed the questions.

Caring
Communication
Academic help

Then it is time to categorize by color and write your results:

All of the graduates interviewed related ways that faculty helped them succeed. The help fell into the three major categories of caring, communication, and academic support. Using these as broad categories, it was then possible to sub-divide into more specific areas.

Many of the graduates expressed the need for faculty to care, and they stated that caring was often evident in faculty behaviors. Susie said, "The faculty really cared. They were concerned about me and my family. That meant a lot." Brenda said, "They were understanding. . . They even told me they prayed for me in their faculty meeting." Larry, who was experiencing academic difficulties, expressed appreciation for faculty concerns related to his problems.

Graduates also expressed the importance of communication with faculty. Brenda said that she initiated the communication, stating, "I also communicated with the faculty." Larry was most appreciative, saying, "They called, and they had an open door policy, and I could go to their office any time, and they would listen."

Some of the graduates reported on-going academic difficulties, especially For those problems that were related to the critical thinking skills so important in nursing, Larry reported the most help, saying, "They gave me some names of tutors and they let me look at my tests, and they helped me understand how I missed the questions." Brenda and Susie also stated that faculty helped, but their situations were related to missed classes because of personal or family illness.

Please feel free to contact me if you have questions or if you think I might be of some help.

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