

MACE writing seminar

Session: Coding

This session was used to open up a discussion about coding from two perspectives - the philosophical approach to coding (inductive, deductive, abductive) and the elements to be coded.

Aims of session:

- To develop an awareness of what coding is
- To equip the students with the skills to choose a coding approach
- To develop the students' awareness of different sizes of code
- To give the students a systematic process for coding

The following session was delivered:

Section	Content	Resources	Time	Evaluation
Welcome	Welcome to the session introductions, and overview of the aims.		0 minutes	
Part A: Coding experience	<p>First we're going to get our logical brains warmed up with a short logical exercise - a jigsaw.</p> <p>All complete jigsaws - 2x group has a picture, 2 x group has the wrong picture, 2x group has additional pieces, 2x group has no picture.</p> <p>Coding is a development of a child's early sorting skill set - you can all do it!</p> <p>15 minutes to complete</p>	8 jigsaws pre prepared	20 minutes	In discussion

<p>Part B: What comprises coding?</p>	<ol style="list-style-type: none"> 1. The philosophy underpinning the coding - whether you have a picture you are working to or not. Strengths and weaknesses of each approach. Introduce key words inductive, deductive and abductive - link to the additional pieces that changed the picture. 2. The size of the element that you are coding - how did you know what fitted where? Size, shape, bumps, edges. At what point could you work out what something is? When did it take on meaning? Link to texts / paragraph / sentence / word level coding. 3. How did you go about the jigsaw, what was your strategy? You also need a strategy when you code - here is one to use, but others are just as good (Braun and Clarke). 	<p>Powerpoint</p>	<p>20 minutes</p>	<p>In discussion</p>
<p>Part C: Put it into practice</p>	<p>Take a section of text (Kaz's Norwegian interview transcript) and all code a short section - in groups of three person a) code anything, b) code to EQL, c) code anything + EQL. Compare findings.</p> <p>Debrief discussion with keypoints: approach affects outcome, subjective process, trial and error - time!</p>	<p>Text</p>	<p>20 minutes</p>	<p>In discussion and through completion of key task</p>

Experiences:

The students seemed relieved to find that 'coding' was something that they did everyday as a natural activity. The playfulness and satisfaction of completing jigsaws seemed to help them to realize that coding is something that they can do and that they might even enjoy. Dividing the group into three and giving them an experience of inductive, deductive and abductive coding was also helpful as it demonstrated just how difficult it is to define a code, how subjective coding is, and how everyone will interpret the final meaning of the

codes differently. This seemed to help the students to realize that there is no 'right' or 'wrong' way to do this, it is about them justifying what they did and how they found the experience. It was good to do this at the writing seminar rather than in the research week as they have real data, and they are more relaxed with one another making discussions easier.