EXERCISE: Creating an Annotation Scheme Using Deep Reading and Open Coding

Look at the conversation that has been given to you as a print out. It is a part of a conversation from the CANDOR corpus (Reece et al., 2023). In this exercise we will be trying to answer the following question: **Based on the conversation transcript, what strategies do people use to regulate their conversation partner's emotions?**

We define **interpersonal emotion regulation** as a person's reaction to an emotional expression of their conversation partner that helps the conversation partner recognize, label, understand, and process their negative emotions.

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During the first 35 minutes:
Read through the transcript on your own. Try to identify instances of interpersonal emotion regulation. Formulate theories about strategies that people apply along the way. Try to find headings for similar strategies and label the instances you found.

For example:
A: I've just been trying to […] get on with my life, *but it's so hard*.
B: Mm **Yeah, it is**.

The text in italic is an emotional expression of A. The text in bold is a reaction of B to A's emotional expression. B is **validating** A's feelings. **Validation** could be one emotion regulation strategy.

Tips that might help you:
First identify instances of interpersonal emotion regulation, only label them afterwards.
Make notes along the way about your hypotheses of which classes there are.
Read the text over and over again.
One verbal contribution can contain more than one strategy.

Questions that might help you:
What do people say?
How do they say it?
Which characteristics help me identify a specific class?
What are communalities and differences between expressions of interpersonal emotion regulation?

In the conversation, emotional expressions are marked in bold to nudge you into looking at the right places. There might be more emotional expressions than indicated: The highlights are only supposed to make things easier for you.

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<u>During the next 20 minutes:</u>

Share what you discovered with your group members.

Have your group members identified similar instances of interpersonal emotion regulation?
Which classes did they create?
Where do your perceptions differ or overlap? Can you resolve disagreement?

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<u>During the last 15 minutes:</u>

Share what you found as a group in the plenum.

What classes of interpersonal emotion regulation could you identify as a group?
Which difficulties did you encounter?