DE 3 Codes & suggestions for analysis

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|  | Codes created during class |
| Purple box | Design features (e.g. seating, shade, public art) |
| Blue box | Motivations/Likes/Dislikes (e.g. be in proximity to, convenience, food, fresh air, quiet, available space) |
| Blue underline | Crowded |
| Black box | Technology |
| Green circle | Political activities (e.g. signing petitions) |
| Green underline | Economic activities (e.g. buying food, paying for parking, shopping) |
| Yellow highlighter | Moving between places |
| Green boxes | Cultural activities (e.g. reading, studying, taking photos, relaxing, hanging out) |
| Red boxes | Social interactions (talking with friends, pairs of people, people watching) |
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Use the codes above to identify the range of themes emerging from the qualitative data collected through the field note observations and the interviews. Create relationships between codes – are their hierarchies of broad categories and more detailed subsets within those categories (sometimes referred to as parent-child codes, for example)? Are there causal or association relationships between codes?

Think about the answers the DE3 research questions that emerge:

**Research questions**:

1. How and why do people use public spaces on campus?
2. To what extent are Mitchell’s (1995) ideas about the uses of public space visible (i.e., citizenship, commerce, and spectacle)?
3. To what extent are Whyte’s (1988 film) ideas about designing a public space to promote social interaction visible?

Be sure to look at the public space locations (list on BB) and also any locations mentioned by respondents in the interviews. Perhaps include as part of your analysis the locations of the best public spaces on campus and explain why they work well.

You are welcome to re-read the data and recode for other themes. For example, you might create a code for design features in the built environment, such as the ones discussed in Whyte’s film about small urban spaces.

You might wish to look at the answers to the interview questions as part of your analysis. For example, what places on campus work well as public spaces that support democracy or democratic action like protests or free speech?

Do you find any patterns in terms of which places work best as public spaces in terms of design or type of activity (political, economic, cultural, or social interaction)?

Be sure to draw on what you learned from Whyte and Mitchell readings and other literature on public spaces to help you evaluate your public spaces.