Data Collection via Video: 
An Introduction to Software for Coding Research Videos

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Overview

• Advantages

• Data Collection

• Software Demonstrations
### Paper Coding Form

<table>
<thead>
<tr>
<th>Observer:</th>
<th>Interventionist:</th>
<th>Date of Instruction:</th>
<th>Date of Observation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

#### Observation of Small Group Reading Instruction

- Observation start time: 
- Observation end time: 
- Instruction start time: 
- Instruction end time: 
- Teacher is in close proximity to students: Yes, No
- Teacher gained attention immediately prior to beginning instruction: Yes, No

### Number of children present: 
### Number of children in view:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Instruction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Focus</td>
<td>P</td>
<td>A</td>
<td>V</td>
</tr>
<tr>
<td>Type of Instruction</td>
<td>Init</td>
<td>R</td>
<td></td>
</tr>
</tbody>
</table>

#### Social Behaviors

<table>
<thead>
<tr>
<th>E</th>
<th>NE</th>
<th>E</th>
<th>NE</th>
<th>E</th>
<th>NE</th>
<th>E</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervenes with off-task student behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark (O) for off-task and cross out (X) if T intervenes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to student social behavior</td>
<td>A</td>
<td>I</td>
<td>A</td>
<td>I</td>
<td>A</td>
<td>I</td>
<td>A</td>
</tr>
<tr>
<td>Mark (I) for each occurrence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Academic Behaviors

<table>
<thead>
<tr>
<th>Oral</th>
<th>Written</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>Ind</td>
<td>G</td>
</tr>
</tbody>
</table>

- Opportunities to Respond & Teacher Feedback
- Mark +. or 0 for every opportunity to respond

- Fall Correction/Confirmation = O the response
- Partial Correction/Confirmation = _ the response
- No Correction/Confirmation = nothing

- Models/Demonstrates New Skill/Task
- Mark (M, P, or N) for each occurrence

- Comments

Advantages

• No confusing paper forms

• Confidence in reliability

• Economical
  – Fewer site visits
  – Flexible coding deadlines
Advantages

• Multiple vantage points

• Scheme development as an iterative process, responsive to design changes and exploratory work

• Preservation of data
Advantages

• Complex Schemes Feasible (Reliable)
  – Multiple Individuals/Events Simultaneously
  – Interactions & Antecedents (not just behaviors)
  – Hierarchical Coding
    • Codes, Subcodes, Qualifiers
Planning Data Collection

- Logistical Concerns
  - Individuals, interactions, or events?
  - How many vantage points?

- Ethical Considerations
  - Increased risk levels
  - Identifying information inherent
Transana

- Inexpensive, User-Friendly
- Simple, Limited Scope
- Qualitative, Limited Quantitative Applications
- Software Demonstration
- Demo version from http://www.transana.org/
As the waves rolled onto the shore, a group of teens ran into the surf with funny round boards under their arms. Allie looked up from reading her book and watched them. When they reached the wet sand, they tossed their boards toward the incoming waves. Then, they quickly jumped onto them. Some of them fell flat into the water. Others were able to glide out into the surf or over the shallow water. One boy was even able to flip his board around and change direction, like a skateboarder. It looked like great fun and good exercise. Allie’s friend Morgan told her the group was skimboarding.
The Observer

• Sophisticated, Versatile
  – Physiological Responses, Eye Tracking

• Complex, Expensive

• Software Demonstration

• 30 day loans from http://www.noldus.com/
Thank You!!!