



WEBINAR NOTES AND REFERENCES

Scholarly E-Research

Part 1: Planning Online Qualitative Interviews

Part 2: Conducting Online Interviews

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Key Planning Steps for Online Interviews

- Select data collection method(s)
- Select interview type
- Determine what data is desired: visual, verbal, text, and how it will be managed and analyzed
- Decide whether all or some steps will be online or face to face
- Select communications tools
- Assess and address ethical issues
- Develop confidence in using communication tools
- Work with interviewees to prepare for participation

Data Collection for Qualitative Research	Online Data Collection
<p style="text-align: center;">Interviews</p> <ul style="list-style-type: none"> • In-depth responses to questions <p>Data: verbatim quotations with context</p>	<p style="text-align: center;">Online Interviews</p> <ul style="list-style-type: none"> • Synchronous, multi-media interviews • Asynchronous interviews via email <p>Data: archived interviews, text and visual responses</p>
<p style="text-align: center;">Observations</p> <ul style="list-style-type: none"> • Fieldwork • Observer of events or situations <p>Data: notes and descriptions</p>	<p style="text-align: center;">Online Observations</p> <ul style="list-style-type: none"> • External observer • Participant observer <p>Data: notes and descriptions, archived events</p>
<p style="text-align: center;">Document Analysis</p> <ul style="list-style-type: none"> • Review of written records <p>Data: excerpts</p>	<p style="text-align: center;">Online Document Analysis</p> <ul style="list-style-type: none"> • Review of digital records and archives <p>Data: excerpts</p>

Types of Interviews

Closed	Standard Open-Ended	Interview Guide Semi-Structured	Informal Conversation
Fixed-responses; interviewee selects from predetermined set of answers.	Same questions to all interviewees in same sequence.	Topics outlined in advance; sequence and wording determined during interview.	Questions emerge from immediate context.

Ethical Issues

1. Principles of Fair Information Processing Online

- Personal data should be collected for one specific purpose
- People should have access to the data collected about themselves
- Personal data should be guarded against risks such as unauthorized access, modification or disclosure.
- Data should be collected in a context of free speech.
- Personal data are not to be communicated externally without the consent of the subject who supplied the data.

2. Confidentiality

- What ethical expectations are established by the venue? What are the initial ethical expectations/assumptions of the authors/subjects being studied? For example: Do participants in this environment assume/believe that their communication is private?
- Give interviewee options for how data will be used:
 - I grant permission for the researcher to use direct, attributed quotations from my interview.
 - or
 - I grant permission for the researcher to use my contributions to the interview in aggregate or anonymous statements, but I prefer to maintain confidentiality and request that any comments are presented without attribution to me.

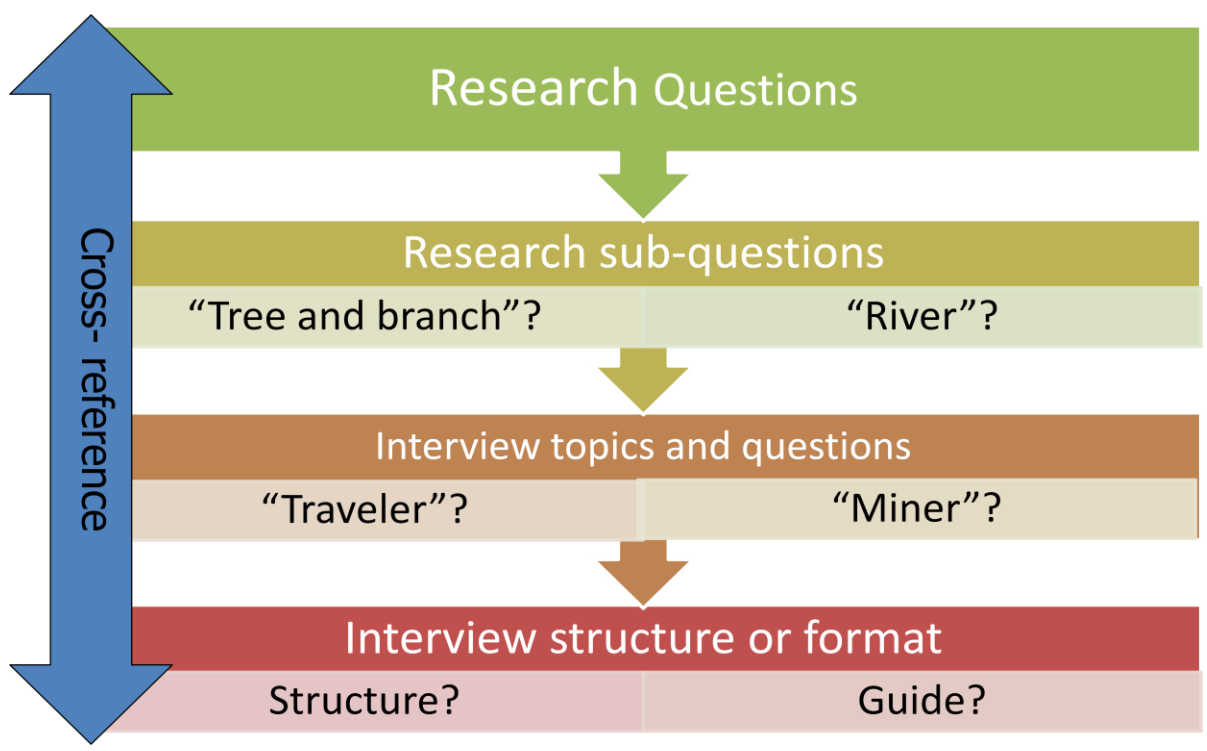
3. Informed Consent

Researchers seeking informed consent need to make clear to their subjects how material about them and/or from them will be used; the specific uses of material and how their identities will be protected are part of information subjects need to understand before signing an agreement.

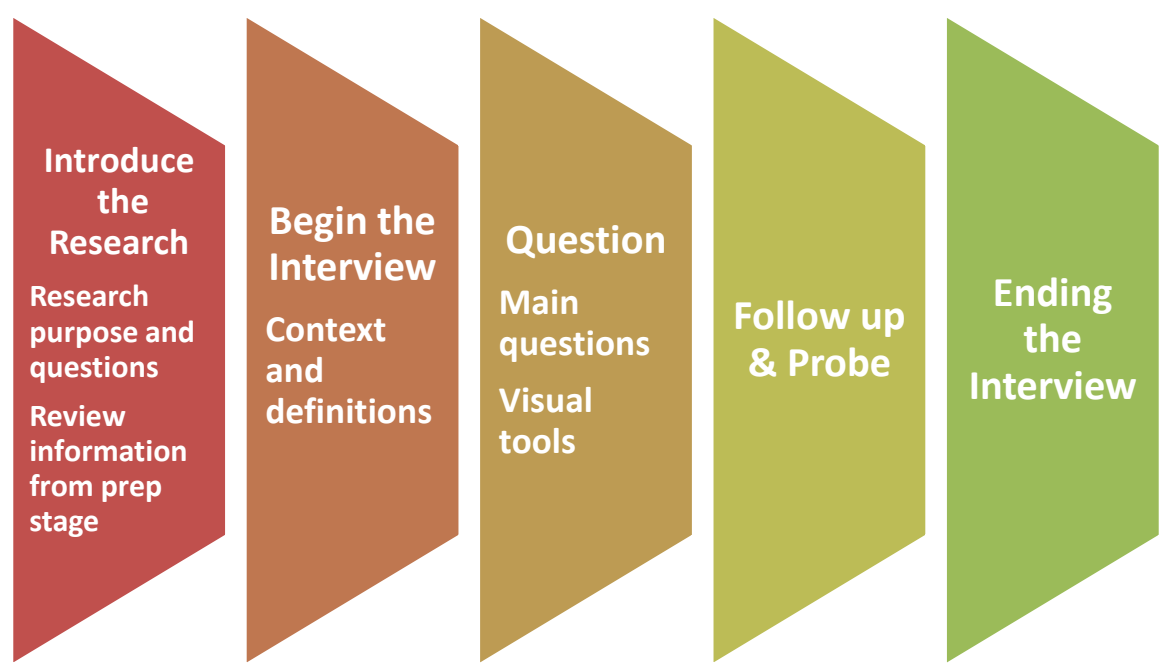
- *Timing*
To protect human subjects' rights to privacy, confidentiality, autonomy, and informed consent means the researcher needs to approach subjects at the very beginning of research to ask for consent. In some contexts, however, the goals of a research project may shift over time as emerging patterns suggest new questions. In such cases data collected prior to consent must be discussed as part of the agreement.
- *Medium?*
Researchers should determine what medium – e-mail or postal letter –for both requesting and receiving informed consent best protects both the subject(s) and their project.
- *Addressees?*
In studying groups with a high turnover rate, is obtaining permission from the moderator/facilitator/list owner sufficient?
- *How material is to be used?*
Will the material be referred to by direct quotation or paraphrased? Will the material be attributed to a specified person? Referred to by his/her real name? Pseudonym? Avatar?

Conducting the Interview

Research Questions to Interview Questions



Stage the Interview



More on the Metaphors

Tree and Branch

- The researcher divides research problem (trunk) into parts, each covered by a main question (branch); best for exploring multiple themes in breadth (Rubin & Rubin, 2005).

River and Channel

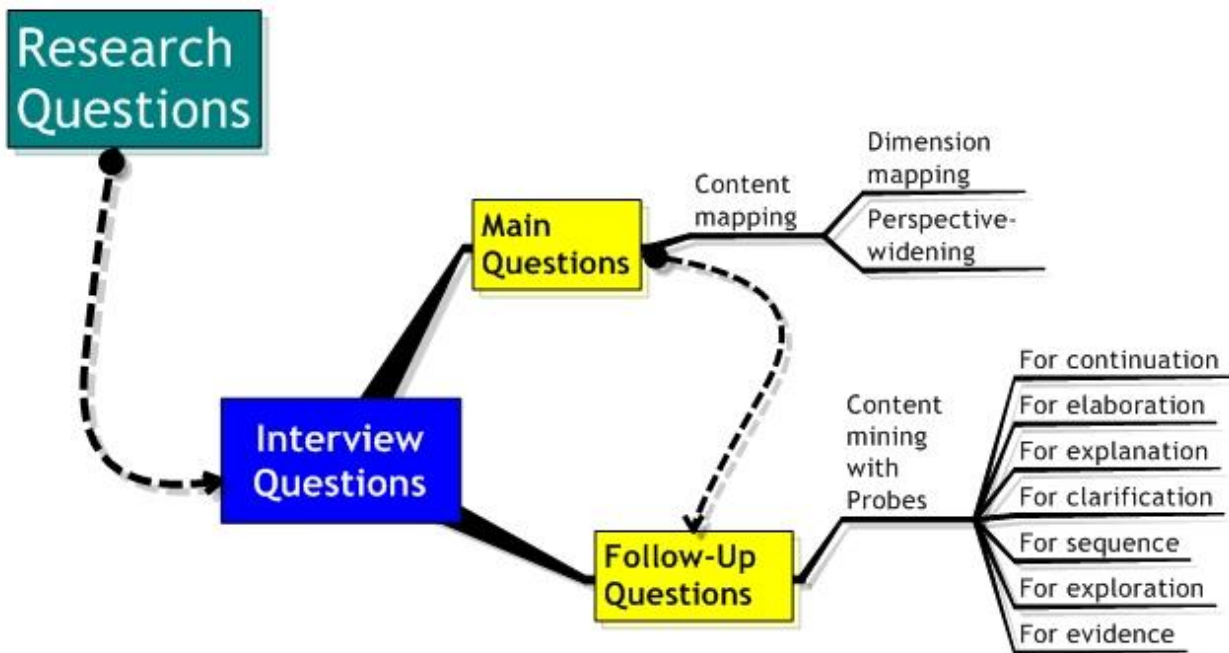
- The researcher has a topic and follows it wherever it goes; best for exploring one theme in depth (Rubin & Rubin, 2005).

Traveler

- Knowledge is created and negotiated, so interviewer journeys with the interviewee. Through conversations, the interviewer leads the subject to new insights (Kvale, 2003)

Miner

- Knowledge is “buried” and the interviewer unearths it, digging for nuggets of data (Kvale, 2003).



(Mason, 2002; Ritchie & Lewis, 2003; Rubin & Rubin, 2005)

- Main questions for content mapping: open up the research territory and identify the issues that are relevant.
 - Dimension-mapping questions are used to focus the participant more narrowly on particular topics or concepts
 - Perspective mapping questions are used to widen the perspective, to gain more richness and context.
- Follow-up questions for content mining- explore detail and generate in-depth understanding
 - Follow up the follow up with probes: kinds of areas to probe are outlined here

Working with Visual Data

Use of data display: not separate from analysis, it is part of analysis.

- Display range and diversity of phenomena;
- Display relationships and associations between factors;
- Explain and display complex processes;
- Summarize data
- Bring data alive, reinforce key points.

(Miles & Huberman, 1994; Ritchie & Lewis, 2003)

(Ritchie & Lewis, 2003)

Online Resources

The Association of Internet Researchers <http://www.aoir.org/>

Exploring Online Research Methods <http://www.geog.le.ac.uk/ORM/site/home.htm>

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Come to the next webinar series!

Vision2Lead, Elluminate and SCoPE are collaborating to offer a free online seminar about collaboration-- come join us!

We'll combine synchronous webinars on Elluminate (which can be viewed later, if you can't make the real-time events) with asynchronous discussion in SCoPE. Both are free but registration is needed.

Collaborate Online

Part 1: Laying the Foundations and

Part 2: Thinking Together

December 6 and 13, 1-2 pm EST

What is collaboration? We'll define it as: "an interactive process that engages two or more participants who work together to achieve outcomes they could not accomplish independently." Collaborative advantage refers to the synergistic outcomes that could not have been achieved by any player acting alone. To achieve collaborative advantage, participants need to do more than work together—they need to think together. These webinars will provide an opportunity to discuss ways to use online communications to build trust, generate ideas and solve problems.

Easy registration at

<http://sas.illuminate.com/site/external/event/schedule?etn=training;demo&ef=0> . The webinars will be interactive and participation is welcome. (FYI, with a headset or mic you can fully participate in the live dialogue using VOIP. Without a mic, you can participate using text chat.)

Join Us at SCoPE for more discussion of online collaboration!

We will complement the live webinars with an asynchronous seminar in conjunction on the SCoPE community from December 5-15. We will build on and apply the ideas presented in the Elluminate webinars, and discuss issues and examples generated by participants. Participation in SCoPE is free-- to contribute to discussions or to customize your visits to SCoPE you'll need to create an account: <http://scope.lidc.sfu.ca> . Access the seminar directly: <http://scope.lidc.sfu.ca/mod/forum/view.php?id=750>

I'll draw on my research with instructors and with learners, and current literature and practices. The context for my work is online learning in academic courses at the college and graduate levels-- but all are welcome to attend. Visit <http://www.vision2lead.com> for more background information.