



Syllabus: Qualitative Inquiry and Online Research

This syllabus provides a basis for a course using *Doing Qualitative Research Online* (Salmons, 2016). It explores online methods in the context of qualitative research methodologies. This course focuses on review, critique and analysis of published qualitative research articles and application in a proposed research design. It could be offered online, face-to-face, or as a blended learning class.

The syllabus can be used in whole or selected units or assignments adapted for an existing course or seminar. Multiple assignment options are offered for each unit, so select the ones that fit your curricular needs. Assignments and pace can be scaled up or down as appropriate for Masters, professional doctorate or PhD programs. Depending on level of the course and available time, you may decide to select additional articles as exemplars, or require students to locate and choose articles relevant to their own research interests. The course uses E-Research Tips and Worksheets, media pieces and journal articles available on the SAGE Publications book site.



Syllabus template for use with:
Doing Qualitative Research Online
 By Janet Salmons, Ph.D.
 Available from SAGE Publications
 For more information, see: www.vision2lead.com

College or University
 Term

Faculty Contact Information

Course Description

This course will explore ways to critically analyze and design qualitative studies online.

Course Goals

Knowledge

By the end of this course, you should be able to:

- Describe the Qualitative E-Research Framework and demonstrate how to use it to assess research designs.
- Explain how theories, epistemologies, methodologies relate to data collection methods in a research design.
- Assess the appropriateness of online data collection methods as related to the research design.
- Differentiate between designs using Extant, Elicited or Enacted methods of data collection.
- Describe approaches for sampling and recruiting for online research.
- Assess the position and role of the researcher in the context of a study.
- Evaluate Information and Communications Technologies for online research and evaluate rationales for choices made for a research design.
- Explain how visual images or modes of visual exchange used in an online research and evaluate how visual methods align with a research design.
- Evaluate ethical dilemmas in online research and make decisions appropriate to the research design.
- Outline a data analysis strategy.
- Plan to report study findings.

Competencies

By the end of this course, you should be able to:

- Demonstrate the ability to use online communications tools.
- Work collaboratively with peer learners.
- Demonstrate the ability to locate and critically analyze published scholarly research.
- Understand how to assess ethical dilemmas and develop appropriate research designs and approaches.
- Synthesize all aspects into a defensible research design.



Academic Honesty and Plagiarism

Note to instructor: Post your institution's policy statement here.

Requirements and Grading

Note to instructor: Select and weight grades for discussions for online or face-to-face class participation, short papers and projects or final paper based on the level and focus of your course.

Graduate writing mechanics and appropriate academic style (APA, MLA, Chicago) are expected. Length requirement: x pages

Discussion participation (x%)

Unit assignments (x%)

Peer Review assignments (x%)

Project Presentation (x%)

Annotated Bibliography (x%)

Course Project (x%)

Project Options:

A. Online research proposal

The course will culminate in a formal proposal or plan for future research using synchronous online interviews. The proposed study can be conducted entirely with qualitative methods or with mixed methods. The proposal could be an early version of the methodology chapter of your dissertation or thesis proposal. It could also be a plan for an article or action research in a professional setting.

The proposal should entail a discussion of your research questions and brief background of the inquiry, supported by the scholarly literature. You should offer a detailed explanation and your rationale of the research methodology including sampling approach, interview type, ICT tool(s) and use of visual or other methods.

- i) You will need to justify your methods using the readings from the course and your own research.
- ii) Be prepared to give a brief “defense” of your proposal (10-15 minutes), and be prepared to make revisions based on the feedback of your peers. You will be expected to offer feedback on the proposals of your peers.

B. Literature review of studies conducted using online qualitative approaches.

C. Research practicum:

- a. Conduct practice interviews, focus groups or research events with other students, record, transcribe and analyze the data.
- b. Conduct practice observations, take field notes, transcribe and analyze the data.
- c. Conduct practice research with extant data you have permission to use, copy or download, and analyze the data.



Course Materials

Text: Salmons, J. (2016). *Doing qualitative research online*. London: SAGE Publications.

Articles:

- Bourgonjon, J., Vandermeersche, G., De Wever, B., Soetaert, R., & Valcke, M. (2015). Players' perspectives on the positive impact of video games: A qualitative content analysis of online forum discussions. *New Media & Society*. doi: 10.1177/1461444815569723
- Cole, J. (2011). Blogging current affairs history. *Journal of Contemporary History*, 46(3), 658-670. doi: 10.1177/0022009411403341
- Collier, D. R., Moffatt, L., & Perry, M. (2015). Talking, wrestling, and recycling: an investigation of three analytic approaches to qualitative data in education research. *Qualitative Research*, 15(3), 389-404. doi: 10.1177/1468794114538896
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2), 236-264. doi: 10.1177/0011000006287390
- Ghandour, L., Yasmine, R., & El-Kak, F. (2013). Giving consent without getting informed: A cross-cultural issue in research ethics. *Journal of Empirical Research on Human Research Ethics*, 8(3), 12-21. doi: 10.1525/jer.2013.8.3.12
- Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and "ethically important moments" in research. *Qualitative Inquiry*, 10(2), 261-280. doi: 10.1177/1077800403262360
- Hays, C. A., Spiers, J. A., & Paterson, B. (2015). Opportunities and constraints in disseminating qualitative research in web 2.0 virtual environments. *Qualitative Health Research*. doi: 10.1177/1049732315580556
- Holloway, I., & Biley, F. C. (2011). Being a qualitative researcher. *Qualitative Health Research*, 21(7), 968-975. doi: 10.1177/1049732310395607
- Johnsson, L., Eriksson, S., Helgesson, G., & Hansson, M. G. (2014). Making researchers moral: Why trustworthiness requires more than ethics guidelines and review. *Research Ethics*, 10(1), 29-46. doi: 10.1177/1747016113504778
- Kitchin, R., Linehan, D., O'Callaghan, C., & Lawton, P. (2013). Public geographies through social media. *Dialogues in Human Geography*, 3(1), 56-72. doi: 10.1177/2043820613486432
- Lunnay, B., Borlagdan, J., McNaughton, D., & Ward, P. (2015). Ethical use of social media to facilitate qualitative research. *Qualitative Health Research*, 25(1), 99-109. doi: 10.1177/1049732314549031
- Lyon, D., & Carabelli, G. (2015). Researching young people's orientations to the future: the methodological challenges of using arts practice. *Qualitative Research*. doi: 10.1177/1468794115587393
- Mauthner, N. S., & Doucet, A. (2003). Reflexive accounts and accounts of reflexivity in qualitative data analysis. *Sociology*, 37(3), 413-431. doi: 10.1177/00380385030373002
- Pickerill, J. (2013). Academics' diverse online public communications. *Dialogues in Human Geography*, 3(1), 85-86. doi: 10.1177/2043820613486436
- Reay, T. (2014). Publishing qualitative research. *Family Business Review*, 27(2), 95-102. doi: 10.1177/0894486514529209
- Roulston, K., deMarrais, K., & Lewis, J. B. (2003). Learning to interview in the social sciences. *Qualitative Inquiry*, 9(4), 643-668. doi: 10.1177/1077800403252736



- Scullion, J., Livingstone, D., & Stansfield, M. (2014). Collaboration Through simulation: Pilot implementation of an online 3D environment. *Simulation & Gaming*. doi: 10.1177/1046878114530814
- Seitz, S. (2015). Pixilated partnerships, overcoming obstacles in qualitative interviews via Skype: a research note. *Qualitative Research*. doi: 10.1177/1468794115577011
- Seko, Y., Kidd, S. A., Wiljer, D., & McKenzie, K. J. (2015). On the creative edge: Exploring motivations for creating non-suicidal self-injury content online. *Qualitative Health Research*. doi: 10.1177/1049732315570134
- Singh, K. D. (2015). Creating your own qualitative research approach: Selecting, integrating and operationalizing philosophy, methodology and methods *Vision: The Journal of Business Perspective*, 19(2), 132-146. doi: 10.1177/0972262915575657
- Spinney, J. (2015). Close encounters? Mobile methods, (post)phenomenology and affect. *Cultural Geographies*, 22(2), 231-246. doi: 10.1177/1474474014558988
- Stanley, P. (2015). Writing the PhD journey(s): An autoethnography of zine-writing, angst, embodiment, and backpacker travels. *Journal of Contemporary Ethnography*, 44(2), 143-168. doi: 10.1177/0891241614528708
- Synnot, A., Hill, S., Summers, M., & Taylor, M. (2014). Comparing face-to-face and online qualitative research with people with Multiple Sclerosis. *Qualitative Health Research*, 24(3), 431-438. doi: 10.1177/1049732314523840
- Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851. doi: 10.1177/1077800410383121
- Tufford, L., & Newman, P. (2012). Bracketing in qualitative research. *Qualitative Social Work*, 11(1), 80-96. doi: 10.1177/1473325010368316
- Wade, L., & Sharp, G. (2013). Sociological images: Blogging as public sociology. *Social Science Computer Review*, 31(2), 221-228. doi: 10.1177/0894439312442356



Unit	Learning Activities
<p>1. An Holistic View of Online Qualitative Research Design</p>	<p>Reading: <i>Doing Qualitative Research Online</i>, Chapter 1 Being a Qualitative Researcher (Holloway & Biley, 2011) Qualitative quality: Eight “big-tent” criteria for excellent qualitative research (Tracy, 2010)</p> <p>View slides and media piece:</p> <ul style="list-style-type: none"> • Chapter 1 PowerPoint slides • “Framework Introduction” <p>Assignments:</p> <ul style="list-style-type: none"> • Project Assignment: Develop the course project rationale. • Using your library database or open access scholarly journals, find a qualitative study based on data collected online. What are the strengths of the study? What unanswered questions remain about the methods used? What recommendations do you have for this researcher? • In the keynote address presented in “Being a Qualitative Researcher,” Professor Holloway (2011) provided an overview of qualitative inquiry and the research process. Based on this overview, what are the most compelling reasons for choosing to conduct a study with qualitative methods? Looking at the section, “The Self and Others” (p. 970), what are the positive characteristics of “personal involvement and the subjectivity of the researcher” in qualitative studies? How might the situation of the online researcher compare and contrast with the circumstances described in this article? • Tracy suggests that the first criterion for excellent qualitative research is a worthy topic(Tracy, 2010). How might criteria for a worthy topic in online qualitative research compare and contrast with the descriptions offered in this article? Tracy (2010) states: Meaningfully coherent studies (a) achieve their stated purpose; (b) accomplish what they espouse to be about; (c) use methods and representation practices that partner well with espoused theories and paradigms; and (d) attentively interconnect literature reviewed with research foci, methods, and findings. (p. 848) <p>Building on the Qualitative E-Research Framework introduced in Chapter 1 and criteria outlined by Tracy (2010), describe additional factors online researchers need to consider to design “meaningfully coherent studies.</p>



<p>2. Choosing Methodologies and Methods</p>	<p>Readings: <i>Doing Qualitative Research Online</i>, Chapter 2 Qualitative research designs: Selection and implementation (Creswell, Hanson, Clark Plano, & Morales, 2007) Creating your own qualitative research approach: Selecting, integrating and operationalizing philosophy, methodology and methods (Singh, 2015)</p> <p>View slides and media piece:</p> <ul style="list-style-type: none"> • Chapter 2 PowerPoint slides • “Units of Analysis” <p>Assignments:</p> <ul style="list-style-type: none"> • Project Assignment: <ul style="list-style-type: none"> ○ Choose methodologies and methods for proposed study. ○ Begin annotated bibliography for the project; select, read and develop annotations for a minimum of three articles about the methodologies and methods to be used in the project. • Creswell et al discuss the process qualitative researchers can use to select, contrast, and implement five qualitative designs: narrative research, case studies, grounded theory, phenomenology, and participatory action research (PAR) (Creswell et al., 2007). While the article is focused on research in counseling psychology, the design principles can be apply to research in other fields. After reading the article, return to Table 1. Rewrite the questions in the “<i>Illustration of Questions</i>” column with questions that apply to online research in your own field of study. <p>Choose one of the five qualitative methodologies outlined in this article (narrative research, case studies, grounded theory, phenomenology, and participatory action research.) Conduct a library search to find at least two published articles that use the selected methodology in a qualitative study. Compare and contrast the design decisions and approach to conducting the research with the ideas presented in the article by Creswell et al (2007.)</p> <ul style="list-style-type: none"> • Singh presents a step-by-step way to make decisions about meshing philosophy, methodology and methods (Singh, 2015). Critique Singh’s approach. What recommendations do you suggest to improve this approach? What lessons did you take away that you might use when designing a qualitative study? • Singh (2015) aims to show readers a way to devise “a research approach by synthesizing from multiple perspectives and
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extending that synthesis to create knowledge” (p. 132). Online researchers often need to synthesize conventional and emerging approaches into a coherent research design. What did you learn from Singh that you could use when drawing on multiple perspectives?

- Using your library database or open access scholarly journals, find two qualitative peer-reviewed articles. Select one example of a study based on data collected in live, face-to-face methods and one based on data collected online.
 - Identify the epistemology, main theories, methodologies, and methods used for each study. Use Worksheets, “Mapping Interrelated Facets of a Research Design,” and “Methodologies Influence Design Decisions” to lay out key elements of each study.
 - Assess whether these elements were aligned in this research design. What would you recommend to improve alignment?
 - In a 3-5 page essay, critique the selected studies including rationale for selecting online methods, alignment of methodologies, theories and methods used, and ethical issues. Make recommendations to improve the study.
 - Exchange essays with a classmate, compare and contrast your analyses and discuss your recommendations.



<p>3. Choosing the Information and Communications Technology for Data Collection</p>	<p>Readings: <i>Doing Qualitative Research Online</i>, Chapter 3 Pixilated partnerships, overcoming obstacles in qualitative interviews via Skype: A research note (Seitz, 2015) Close encounters? Mobile methods, (post)phenomenology and affect (Spinney, 2015)</p> <p>View slides and media piece:</p> <ul style="list-style-type: none"> • Chapter 3 PowerPoint slides • “ICTs as Medium, Setting and Phenomenon” <p>Assignments:</p> <ul style="list-style-type: none"> • Project Assignment: <ul style="list-style-type: none"> ○ Select ICTs to be used for data collection. Create a rationale and use worksheets to outline proposed approaches. <ul style="list-style-type: none"> ▪ Worksheet: ICT Features ▪ Worksheet: Choosing an ICT and Taking a Position ○ Add articles about the selected ICT to the annotated bibliography. • Choose a topic of interest and develop at least three different data collection plans using varied approaches and technologies. Choose one plan and explain how it will be implemented. Provide a rationale to support why this plan is appropriate to the purpose of the study. <ul style="list-style-type: none"> ○ • Learn about different ways people communication by observing an online community or social media site. Identify a public online community or social media site that attracts members and supports ongoing discussion about a topic you might be interested in researching. Observe asynchronous interactions for one week and attend a (or view a recorded) webinar or other synchronous event. In your analysis, answer the following questions: <ul style="list-style-type: none"> ○ Describe the style or features of the technology used for communications. How are synchronous and asynchronous communications used for various purposes? ○ Describe the culture or expectations of the online community or social media site. ○ Describe the ground rules or norms members must agree to before they can participate in discussions.
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- Describe any overt steps made by members or a moderator to welcome visitors or members, and build trusting relationships.
- Recommend other ways the community could engage members or use emerging technologies.
- Advantages of Skype for interviews, according to Seitz (2015), include saving travel time and money, conducting the interview in the participants own space, having more possibilities in terms of geographic access to participants, and creating less disruption in terms of scheduling and carrying out the interviews (p.2). After reading Chapter 3, what other advantages can you identify for using videoconferencing tools to conduct research interviews?

Seitz (2015) observes, “A ‘genuine connection’ like people have in person can be hard to establish via Skype (p. 4). Based on your own experience with video conference technologies do you agree or disagree? Why? Do you think the connection would be the same or different using a large monitor or a mobile device? Why or why not?

- With the pervasive use of mobile devices researchers are looking for ways to use these technologies for research purposes. Spinney (2015) observes that “mobilising our methods” allows researchers to “move with our participants physically, virtually or emotionally” (p. 242). After reading this article and Chapter 3, develop a research topic that you think is appropriate to study with mobile methods.
 - Explain whether synchronous, near synchronous and/or asynchronous communications would be appropriate for studying this topic.
 - Explain whether you would communicate with participants using text or visual approaches.

Spinney (2015) discusses criticisms by Merriam (2013) who argued that equivalent accounts could be obtained by using written or verbal records. Do you agree or disagree with Merriam? Why or why not?



<p>4. Ethics Theories and Principles</p>	<p>Readings: <i>Doing Qualitative Research Online</i>, Chapter 4 Ethics, Reflexivity, and “Ethically Important Moments” in Research (Guillemin & Gillam, 2004) Making researchers moral: Why trustworthiness requires more than ethics guidelines and review (Johnsson, Eriksson, Helgesson, & Hansson, 2014)</p> <p>View slides:</p> <ul style="list-style-type: none"> • Chapter 4 PowerPoint slides <p>Assignments:</p> <ul style="list-style-type: none"> • Project Assignment: <ul style="list-style-type: none"> ○ Select ethics theory or theories to use as a framework for the study. Create a rationale defending your choice. ○ Add articles about the selected theory to the annotated bibliography. • Johnsson et al (2014) argue that “ethics review and guidelines are insufficient to ensure morally responsible research” (p. 30.) After reading Chapter 4 and the article “Making researchers moral,” make recommendations for increasing trustworthiness in online research. Provide a rationale for your positions. <p>Johnsson et al (2014) refer to the ideas of Immanuel Kant, who is associated with deontological ethics. Conduct a library search for Immanuel Kant’s writings. Explain why deontological ethics are appropriate guidance for researchers, and discuss the limitations of this theory.</p> <ul style="list-style-type: none"> • After reading Chapter 4 and the article “Ethics, Reflexivity, and ‘Ethically Important Moments’” in Research (Guillemin & Gillam, 2004) compare and contrast procedural ethics and “ethics in practice” in the context of online qualitative research. How do the ideas about reflexivity presented in this article fit with the concept of phronesis, practical wisdom, discussed in Chapter 4? • Guillemin & Gillam (2004) link practices of reflexivity with ethical decision-making. Think about your own ethical decision-making in the research or in everyday life. What kinds of reflexivity practices do you use when facing a critical decision more important moment? Consider whether these practices are applicable in a research context.
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<p>5. Design for ethical online qualitative studies</p>	<p>Readings: <i>Doing Qualitative Research Online</i>, Chapter 5 E-Research Tips: Informed Consent E-Research Tips: Interviewer Credibility Online</p> <p>Ethical use of social media to facilitate qualitative research (Lunnay, Borlagdan, McNaughton, & Ward, 2015) Giving consent without getting informed: A cross-cultural issue in research ethics (Ghandour, Yasmine, & El-Kak, 2013)</p> <p>View slides and media piece:</p> <ul style="list-style-type: none"> • Chapter 5 PowerPoint slides • “Ethics and Informed Consent” <p>Assignments:</p> <ul style="list-style-type: none"> • Project Assignment: <ul style="list-style-type: none"> ○ Identify ethical risks or issues in the course project study. ○ Create an informed consent form for your course project participant(s). ○ Add articles about the selected theory to the annotated bibliography. • Review at least two studies conducted with data collected online with human participants (participant observation, interviews, or focus groups). In a 3-5 page essay, discuss the following questions: <ul style="list-style-type: none"> ○ Did the researcher obtain informed consent from participants? Was it adequate; why or why not? ○ Do you feel that the researchers acted ethically? Why or why not? ○ Where would you place the research setting on the Public–Private Internet Continuum (Figure 6.2)? Do you agree with the researcher’s definition and assumptions about what is public or private in this milieu? ○ What advice would you give the researcher to improve ethical practices? • Online researchers, particularly those conducting studies with participants across the globe, rely on electronic means of obtaining informed consent. This study by Ghandour (2013) found that “despite the differences in research objectives, study designs, and settings, it is evident that both student samples signed a consent form without truly being “informed,” a
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seemingly cross-cultural occurrence” (p. 237). Do you agree or disagree with the analysis presented in this article? Explain.

Conduct a search in your library and find another article that describes approaches for ensuring that participants are informed. Summarize the selected article. Compare and contrast the research methods, population, and findings of the selected article and the study from Ghandour (2013). Identify at least one best practice and recommend at least one question for further research.

- Lunnay et al (2015) discusses ethical dimensions of a study conducted in Facebook. Their research used photo elicitation techniques with an adolescent population. They state, “Because using social media for research is ethically unproven, the burden of proof of ethical practice lies with the researcher” (p. 106). After reading Chapters 4 and 5 and this article, do you believe that Lunnay et al met the “burden of proof”? Why or why not?

To prepare for this inquiry the researchers did considerable preparation to understand the settings, features and usage of Facebook before they submitted their proposal to the ethics review board. L “We believe that the researcher should provide evidence of knowledge of the capacity, reach, and privacy functions of the chosen social media for [ethics review boards] to endorse researcher’s use” (p. 107). Select a different social media platform (Twitter, Pinterest, Linked In, Reddit) and outline steps a researcher should take to prepare for an ethical study using data collected on the selected site.



<p>6. Preparing to Collect Data Online</p>	<p>Readings: <i>Doing Qualitative Research Online</i>, Chapter 6 Bracketing in qualitative research (Tufford & Newman, 2012) Learning to interview in the social sciences (Roulston, deMarrais, & Lewis, 2003)</p> <p>View slides and media piece:</p> <ul style="list-style-type: none"> • Chapter 6 PowerPoint slides • “Data Collection Preparation and Positions” <p>Assignment:</p> <ul style="list-style-type: none"> • Project Assignment: <ul style="list-style-type: none"> ○ For proposals using extant data: read background material on the research topics and identify selection criteria. Scan possible sites, libraries and/or online archives for relevant materials. ○ For proposals using elicited or enacted methods: read background material on the research topics and/or population. Develop 5 to 7 open-ended questions, and at least 2 follow-up questions. ○ Add relevant articles to the annotated bibliography. • Doctoral students learning to conduct research interviews encountered challenges Roulston et al (2003) categorized as: <ul style="list-style-type: none"> (a) unexpected participant behaviors, (b) consequences of the researchers’ own actions and subjectivities, (c) phrasing and negotiating questions, and (d) dealing with sensitive issues. (p. 648) <p>Select one of these challenges. Based on your reading of the article “Learning to Interview” and Chapter 6, suggest a minimum of three strategies interview researchers could use to prepare for, prevent or mitigate these challenges when conducting interviews online.</p> <p>Roulston et al (2003) report that:</p> <p style="padding-left: 40px;">The interview process was at times complicated by the students’ difficulty in being present or active listeners. Rather than listening, some students reported being engaged in analyzing the way the participants’ experiences fit with their own research interests or thinking about the next question.(p. 661)</p>
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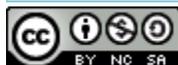
How is “active listening” the same or different when communication occurs online? Describe steps researchers can take to prepare for active listening in an online research interview.

- Tufford et al (2012) explain that bracketing can help “mitigate the potential deleterious effects of unacknowledged preconceptions” as well as “facilitate the researcher reaching deeper levels of reflection” (p. 81). First, based on your analysis of the article, “Bracketing in qualitative research” and what you learned from reading Chapter 6, explain why bracketing is important in online qualitative research.

Tufford et al (2012) point to a lack of consensus in the field about when bracketing should occur. In a 3-5 page essay, discuss the following: What could you do to clear your mind in readiness for an online interview or research event? Discuss the benefits and limitations of bracketing at each stage of the study: planning and designing the study, conducting the study, and/or analyzing the data. Based on your analysis, at what research stage(s) would you recommend that researchers use bracketing? Why?



<p>7. Collecting Extant Data Online</p>	<p>Readings: <i>Doing Qualitative Research Online</i>, Chapter 7</p> <p>Players’ perspectives on the positive impact of video games: A qualitative content analysis of online forum discussions (Bourgonjon, Vandermeersche, De Wever, Soetaert, & Valcke, 2015)</p> <p>Selfies, image and the re-making of the body (Tiidenberg & Gómez Cruz, 2015)</p> <p>View slides and media piece:</p> <ul style="list-style-type: none"> • Chapter 7 PowerPoint slides • “Extant Methods” <p>Assignments:</p> <ul style="list-style-type: none"> • Project Assignment: <ul style="list-style-type: none"> ○ Continue development of project research design. ○ Add relevant articles to the annotated bibliography. • Using your library database, find two scholarly articles based on extant data. Drawing on the articles, answer the following questions: <ul style="list-style-type: none"> ○ First, look at the rationale given for selecting online data collection. How did each researcher describe the reasons for selecting the setting and/or types of materials? Did the researcher provide a defensible rationale? ○ Second, how did the researcher collect the data? ○ Did the researcher respect the research setting? How? Do you have any recommendations for improving the way the researcher collected the data? • Bourgonjon et al (2015) state that “Informed consent from the players was not deemed necessary because no registration was required to consult these public forums” (p. 4). Based on your study of research ethics in Chapters 4 and 5, do you agree with their decision? Why or why not? <p>After reading Chapter 7, discuss the strengths and limitations of the article, “Players’ perspectives on the positive impact of video games.” If you could design a follow-up study, what methods would you use to answer what questions?</p> <ul style="list-style-type: none"> • While the study by Bourgonjon et al (2015) did not require informed consent, the study by Tiidenberg et al (2015) did solicit consent. Why? Do you agree with these researchers’ decisions? Why or why not?
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After reading Chapter 7, discuss the strengths and limitations of the article, “Selfies, image and the re-making of the body.” If you could design a follow-up study, what methods would you use to answer what questions?



<p>8. Eliciting Data Online</p>	<p>Readings: <i>Doing Qualitative Research Online</i>, Chapter 8 E-Research Tips: Online Recruitment E-Research Tips: Recoding the Research Session</p> <p>Comparing face-to-face and online qualitative research with people with Multiple Sclerosis (Synnot, Hill, Summers, & Taylor, 2014) On the creative edge: Exploring motivations for creating non-suicidal self-injury content online (Seko, Kidd, Wiljer, & McKenzie, 2015)</p> <p>View slides and media piece:</p> <ul style="list-style-type: none"> • Chapter 8 PowerPoint slides • “Elicitation Methods” <p>Assignments:</p> <ul style="list-style-type: none"> • Project Assignment: <ul style="list-style-type: none"> ○ Continue development of project research design. ○ Add relevant articles to the annotated bibliography. • Using your library database, find two scholarly articles based on data collected through online interviews. Drawing on the articles, answer the following questions: <ul style="list-style-type: none"> ○ First, look at the rationale given for selecting online data collection. How did each researcher describe the reasons for selecting the interview setting? Did the researcher provide a defensible rationale? ○ Second, did the researcher use synchronous or asynchronous communications? How did the researcher explain the relationship between choice of setting and the desired mode of communication? Could the researcher's choice be different now, based on technologies that have become available since the research was conducted? If so, how? ○ Did the researcher respect the research setting? How? Do you have any recommendations for improving the way the researcher used the setting? • Practice interviewing your classmate in-person and online. Record the interviews. Compare and contrast online and live communication dynamics and effectiveness and write a 2-3 page analysis. <p>or</p> <p>Practice interviewing your classmate using two different communication technologies. Record the interviews.</p>
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Written assignment:

Compare and contrast online communication dynamics and effectiveness and write a 2-3 page analysis.

Discussion assignment:

- Ask your classmate for feedback on the interview questions, and revise as needed if the questions are too complex, too long, etc.
 - Review your practice interview recording and identify any changes that would improve your ability to collect data with online interviews.
 - Review a recording of one of your classmate's interviews and provide constructive feedback.
- Synnot et al (2014) collected data through face-to-face (synchronous) focus groups and online (asynchronous) focus groups. Why were these approaches appropriate (or not) given the population and purpose of the study? Discuss their Observations on the Research Method (starting on page 435) in the context of what you have learned by reading Chapter 8.

After reading Chapter 8, discuss the strengths and limitations of the article, "Comparing face-to-face and online qualitative research with people with Multiple Sclerosis." If you could design a follow-up study, what methods would you use to answer what questions?

- Seko et al (2015) used both asynchronous emails and synchronous text chats to collect data. Why were these approaches appropriate (or not) given the population and purpose of the study? Discuss their methods the context of what you have learned by reading Chapter 8.

After reading Chapter 8, discuss the strengths and weaknesses of the article, "On the creative edge." If you could design a follow-up study, what methods would you use to answer what questions?



<p>9. Using Enacted Data Online</p>	<p>Readings: <i>Doing Qualitative Research Online</i>, Chapter 9 E-Research Tips: Online Recruitment E-Research Tips: Recoding the Research Session</p> <p>Researching young people’s orientations to the future: the methodological challenges of using arts practice (Lyon & Carabelli, 2015)</p> <p>Collaboration Through simulation: Pilot implementation of an online 3D environment (Scullion, Livingstone, & Stansfield, 2014)</p> <p>View slides and media piece:</p> <ul style="list-style-type: none"> • Chapter 9 PowerPoint slides • “Enacted Methods” <p>Assignments:</p> <ul style="list-style-type: none"> • Project Assignment: <ul style="list-style-type: none"> ○ Continue development of project research design. ○ Explain any use of visual methods. Use the Visual and Virtual Interviews worksheet to record notes. ○ Add relevant articles to the annotated bibliography. • Using your library database, find two scholarly articles based on data generated using online games, vignettes, arts-based or other collaborative methods. Drawing on the articles, answer the following questions: <ul style="list-style-type: none"> ○ First, look at the rationale given for selecting online data collection. How did each researcher describe the reasons for selecting the research setting? Did the researcher provide a defensible rationale? ○ Second, did the researcher use synchronous or asynchronous communications? How did the researcher explain the relationship between choice of setting and the desired mode of communication? Could the researcher's choice be different now, based on technologies that have become available since the research was conducted? If so, how? ○ Did the researcher respect the research setting? How? Do you have any recommendations for improving the way the researcher used the setting? ○ Use the Visual and Virtual Interviews worksheet to record notes.
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- Practice generating data using one of the methods described in this chapter. Record the research event.

Written assignment:

Compare and contrast the elicitation interview practice with the enacted methods practice and write a 2-3 page analysis.

Discussion assignment:

- Ask your classmate for feedback on the organization of the research event.
 - Review your recording and identify any changes that would improve your ability to generate data with online research events.
 - Review a recording of one of your classmate’s research events and provide constructive feedback.
- In an essay of three to five pages, discuss what “visual literacy” means in an online research context. How visually literate are you? Do researchers conducting studies in virtual worlds need to develop visual literacy? Explain.

Exchange essays with a peer for review.

- Use diagrams, mindmaps, photos or media to explain your analysis of one of the assigned readings for this unit.
- Lyons & Carabelli (2015) outline challenges they faced in conducting an on- and offline participatory visual and performative study. Select one challenge they identified, and make recommendations for alternate options researchers could take to address it.

Lyons & Carabelli (2015) describe the use of Facebook in their study. Using ideas drawn from Chapter 9, suggest additional ways the researchers could have used online communications and/or social media to achieve the purpose of this inquiry.



<p>10. Organizing, Analyzing, and Interpreting Data</p>	<p>Readings: <i>Doing Qualitative Research Online</i>, Chapter 10 Reflexive accounts and accounts of reflexivity in qualitative data analysis (Mauthner & Doucet, 2003) Talking, wrestling, and recycling: an investigation of three analytic approaches to qualitative data in education research (Collier, Moffatt, & Perry, 2015)</p> <p>View slides and media piece:</p> <ul style="list-style-type: none"> • Chapter 10 PowerPoint slides • “Reasoning and Data Analysis” <p>Assignments:</p> <ul style="list-style-type: none"> • Project Assignment: <ul style="list-style-type: none"> ○ Outline the analytic strategy for your proposed study. What form(s) or reasoning will you use and why? ○ Prepare project presentation. • Transcribe 10 minutes of your practice interview or research event from previous units. How would you transcribe and organize data from a study that included 10 or more interviews? • Mauthner & Doucet (2003) observed that: <p style="padding-left: 40px;">[R]eflexivity has not been translated into data analysis practice in terms of the difficulties, practicalities and methods of doing it. Instead, there is an assumption built into many data analysis methods that the researcher, the method and the data are separate entities rather than reflexively interdependent and interconnected. Most methods continue to be presented as a series of neutral, mechanical and decontextualized procedures that are applied to the data and that take place in a social vacuum (p. 414).</p> <p>How can online researchers who are working in a “connected” medium overcome this assumption? Be specific about your recommendations.</p> <p>Mauthner & Doucet (2003) asked: “Can reflexivity be encouraged and enhanced by building it into our research methods and processes, and by creating appropriate times, spaces and contexts to be reflexive?” (p. 415) How can you build reflexivity into your data analysis process? Outline the reflexive processes you could use at each stage of the study, and in particular, at the data analysis stage.</p>
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<p>11. Writing, Reporting, and Contributing to the Literature</p>	<p>Readings: <i>Doing Qualitative Research Online</i>, Chapter 11</p> <p>Publishing qualitative research (Reay, 2014) Opportunities and constraints in disseminating qualitative research in web 2.0 virtual environments (Hays, Spiers, & Paterson, 2015)</p> <p><i>Choose two of the following articles:</i></p> <ul style="list-style-type: none"> • Writing the PhD Journey(s): An Autoethnography of Zine-Writing, Angst, Embodiment, and Backpacker Travels (Stanley, 2015) • Sociological Images: Blogging as Public Sociology (Wade & Sharp, 2013) • Public geographies through Social Media (Kitchin, Linehan, O’Callaghan, & Lawton, 2013) • Academics’ diverse online public communications (Pickerill, 2013) • Blogging Current Affairs History (Cole, 2011) <p>View slides and media piece:</p> <ul style="list-style-type: none"> • Chapter 11 PowerPoint slides • “Reporting” <p>Assignments:</p> <ul style="list-style-type: none"> • Project Assignment: <ul style="list-style-type: none"> ○ Submit written assignment. ○ Present project to peers (online or face-to-face). Discuss presentations and provide constructive criticism. • In an essay of three to five pages, discuss trends that could influence online research. Critically review the thinking of at least three futurists. Identify at least one trend the futurists missed. • Compare and contrast two articles from the list below. Discuss: what lessons do you think current and future researchers need to learn about use of blogs and social media? What questions, concerns or issues do you see in the use of blogs and social media? <ul style="list-style-type: none"> ○ Writing the PhD Journey(s): An Autoethnography of Zine-Writing, Angst, Embodiment, and Backpacker Travels (Stanley, 2015) ○ Sociological Images: Blogging as Public Sociology (Wade & Sharp, 2013) ○ Public geographies through Social Media (Kitchin et al., 2013)
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- Academics' diverse online public communications (Pickerill, 2013)
- Blogging Current Affairs History (Cole, 2011)
- Compare and contrast the publication strategies described in "Opportunities and constraints in disseminating qualitative research in web 2.0 virtual environments" (Hays et al., 2015) with those described in "Publishing Qualitative Research" (Reay, 2014).

Once you have completed your own research, which web 2.0 opportunities will you use to disseminate your work and/or to interact with readers? How? Why?

