



## **Digital Tools for Qualitative Research**

Digital Tools sessions at  
The International Congress of Qualitative Inquiry  
University of Illinois at Urbana-Champaign

May 18-20, 2017

The full conference program from May 17-20, 2017 is available at  
<http://icqi.org/program/>

## Sponsors

We would like to thank the following sponsors for their donations!

They funded our social at Joe's Brewery on Thursday, May 18<sup>th</sup>, 7:30pm  
Be sure to join us!



## History

In 2008, this group met for the first time during the pre-conference day, Technology in Qualitative Research, comprised of eighteen presenters and sixty-two participants. The group introduced a Digital Tools for Qualitative Research Strand during the 2015 Congress, and in 2016 we became a Special Interest Group (SIG).



<https://digitaltoolsforqualitativeresearch.org/>



[DigitalTools@queri.com](mailto:DigitalTools@queri.com)



303-832-9502



<https://www.facebook.com/DigitalToolsforQualitativeResearch>



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**Please let us know if you are interested in the positions below.  
We would love to talk to you about them!**

#### Chair

The chair is the primary contact point with ICQI and coordinates and sets the agenda for SIG business meetings in preparation for and during ICQI. The chair assists the coordinators with their tasks and helps organize plenary sessions during ICQI. The chair is responsible for overall trouble-shooting and working with the DTC during the transition period.

#### Program coordinator

The program coordinator constructs the “mini-program” of DTQR sessions from the proposals submitted to the SIG. The program coordinator organizes the paper proposals into panel sessions according to the conference schedule timetable and sends this back to ICQI for inclusion in the final program.

#### Communications Coordinator

The communications coordinator maintains a list of SIG Members and recruits new members. The communications coordinator coordinates a welcome event during ICQI and recruits sponsors, serving as a liaison between QDAS developers and other potential sponsors. The communications coordinator reviews the program for sessions related to digital tools that were not submitted to the SIG and invites the presenters to the SIG social event in order to grow the community. The communications coordinator works with the DTC to promote activities in social media and email outlets.

#### Term of office

Each office has a two year term, with incoming officers working closely with former officers.

## WATCH FOR THIS SPECIAL ISSUE OF QUALITATIVE INQUIRY!

### Digital Tools for Qualitative Research: Disruptions and Entanglements

July, 2017: Volume 23, Issue 6

#### Introduction

Paulus, T., Jackson, K., & Davidson, J.  
Digital tools for qualitative research: Disruptions and Entanglements

#### Digital Tools

Do, J. & Yamagata-Lynch, L.  
Designing and developing cell phone applications for qualitative research.

Robins, C. & Eisen, K.  
Strategies for the effective use of NVivo in a large-scale study qualitative analysis and the repeal of *Don't Ask, Don't Tell*.

Davidson, J., Thompson, A., & Harris, A.  
Qualitative data analysis software practices in complex research teams: Troubling the assumptions about portability and transparency.

Leblanc, A.M.  
Disruptive meaning making: Qualitative data analysis software and postmodern pastiche.

#### Digital Spaces

Byrne, C.  
Anonymous social media and qualitative inquiry: Methodological considerations and implications for using Yik Yak as a qualitative data source.

MacLaren, J. Georgiadou, L. Bradford, J. & Taylor, L.  
Discombobulations and transitions: Using blogs to make meaning of and from within liminal experiences.

#### Digital Futures

Jackson, K.  
Where qualitative researchers and technologies meet: Lessons from interactive digital art.

# COMMUNITY ACTIVITIES

## Thursday, May 18th

### Meet & Greet

- Time: 7:30-10 pm
- Location: Joe's Brewery, 706 5th Street (a 10-minute walk from the Illini Union)
- The first drink is on us (while supplies last!), thanks to our generous sponsors: Atlas.ti, Dedoose, MAXQDA (Verbi), NVivo (QSR), QDAMiner (Provalis), Qualitative Data Repository, Queri, Quirkos, and Transana.

## Friday, May 19th

### Digital Tools for Qualitative Research Plenary

Join us in updating the Wikipedia entries related to qualitative research: A Hands-on Experience. You are invited to learn more about Wikipedia and how you, as a qualitative researcher, could participate in the generation, editing, and critique of the information available to the larger world about qualitative inquiry. We strongly urge all who are coming to the Wikihack to bring their own computers, if possible

- Time: 11am - 12:20pm
- Location: 205 Architecture (a room just across the hall from the Ricker Library of Architecture and Art).
- Follow this link for additional information: <https://tinyurl.com/qualwiki>

## Saturday, May 20th

### Digital Tools for Qualitative Research SIG Meeting

Join in a planning meeting for the Digital Tools for Qualitative Research Special Interest Group. We will elect officers, review our budget, collect feedback and plan for next year.

- Time: 11:00 am – 12:20 pm
- Location: Gregory 215

# PRE-CONFERENCE WORKSHOPS

## Thursday, May 18th

- 8:30-11:30am
  - Kristi Jackson, Qualitative Data Analysis Software (QDAS): An exploration of closeness and distance in qualitative research with NVivo.
  - Sharlene Hesse-Biber, Mixed Methods Research and the Next Generation Qualitative on-line Research Tools—Mobile Technologies, Research Apps and the Rise of “Big Data.”
- 12:30-3:30pm
  - Trena M. Paulus, & Jessica N. Lester, Digital Tools for Qualitative Research
  - Anne Kuckartz, Qualitative Data Analysis (QDA) – enhanced outcome by software support. A hands-on introduction to MAXQDA.
  - Valerie Janesick, Oral History in the Digital Era.

# GENERAL CONGRESS

The following sessions are not part of the Digital Tools for Qualitative Research SIG, but the presenters asked to be included in our program and are interested in connecting with members of the SIG!

## Thursday (Poster)

Title	Presenters	Time/Location	Program Page	# of # papers*
Photovoice as a developmentally relevant methodology for older adults	Nuria Jaumot-pascual	Group 7; 2:30pm Illini Room B	195	NA

## Friday

Title	Presenters	Time/Location	Program Page	# of # papers*
A Digital Autoethnography of Co-Authoring	Raul A. Mora Peggy Semingson	1pm Lincoln 1066	91	4/5
Using Qualitative GIS to unearth the rural struggle for geography and spatial justice amid the electoral “sleeping giant”	Anna Montana Cirell	9:30am English 150	208	3/4
Black Motherhood in the age of #BlackLivesMatter	Kerry Wilson	9:30am Union 209	218	4/5
Tweeting His Way into the White House: Donald Trump’s 2016 Twitter Campaign	Mike Katovich Shingling Chen	9:30am Union 314 A	219	1/3
Revealing multiple voices in peer collaboration in urban schools: Video-mediated interviews	Miwa Aoki Takeuchi Venise Bryan	9:30am English 108	224	1/5
Contextualized Subjectivity: Blending Social Network Analysis and Qualitative Inquiry	Marissa Kaloga	11am English 115	236	3/4
How to “Get Your Qual On” – A Story of a Qualitative Research YouTube Channel	Sarah Jane Tracy Matthew C. J. Donovan Sarah Jones	11am Union 406	239	1/3
Qualitative Research Magic and Superpowers: Anchoring Learning Experiences in an Online Qualitative Methods Class	Kakali Bhattacharya	11am Union 406	239	3/3
Qualitative Research on Adolescents’ Social Media Use: Commentary, Critique, and Commendation	Mardi Schmeichel	1pm Union 406	256	3/5
Photovoice: Rethinking the Method in the Digital Age	Melissa Freeman Nuria Jaumot-pascual Ayanna Robinson	1pm Union 406	256	1/5

## Friday (cont.)

Title	Presenters	Time/Location	Program Page	# of # papers*
Tracing the Genealogy of Photovoice: How Did We Get Here?	Amanda Latz	2:30pm Lincoln 1060	263	4/5
Digital Research in the (More) Public Sphere, Part 1: The Challenges and Benefits of Influencing Human Technological Futures	Nancy Baym	2:30pm Union 314 A	273	3/4
Digital Research in the Public Sphere Part 2: The Reprise of Critical Theory as Public Contribution	Annette Markham	2:30pm Union 314 A	273	4/4
Autoethnographic Reflections on Dating App Self-Presentation	Janelle Ward	4pm Lincoln 1022	282	2/4
Blurring the Conversation: Scholarly Publishers' Use of Social Media for Product Promotion	Mitch Allen	4pm Union 406	290	2/4
The researcher selfie: The new season's 'must have' fashion/research accessory	Julianne Cheek	4pm Union 406	290	3/4
Encountering post-truths and fabricated subjects in social media	Mirka Koro-Ljungberg David Carlson Anna Montana Cirell	4pm Union 406	290	4/4

## Saturday

Title	Presenters	Time/Location	Program Page	# of # papers*
Narratives about Autism: An Analysis of Weblog Entries by Individuals Who Self-Identify as Autistic	Henry Angulo Laura S. DeThorne	11am Union 209	316	3/4
"From the Roof" and Mourning: Making Digital Audio as a Way of Knowing	Craig Gingrich-Philbrook	1pm Union 404	318	4/4
Exploring 'agency' through digital video production with Asian immigrant youth in Japan: A posthumanist approach	Masayuki Iwase	1pm Lincoln 1060	322	3/4
College & University Social Media: Examining Discourses of "Public Good" as Performed Homogeneity~Heterogenetic Dissensus?	Paul William Eaton	1pm English 115	328	1/4
Possibilities and Dilemmas of Mobile technologies in Qualitative Research: Minority Girls' Cityscape	Michelle Bae-Dimitriadis	2:30pm Lincoln 1066	340	4/4

\*Because this session may be in a time slot with presentations that are not related to Digital Tools for Qualitative Research, we are providing the order of the paper and the total number of papers to help you.



*Session: Fri 101*

*Gregory 215, 8:00-9:20 am*

## Navigating Diverse Qualitative Research Practices in Large Organizations and Systems

*Chair: Judith Davidson, university of Massachusetts, Lowell*

### **Wikipedia and Qualitative Research: Creating Social Knowledge about Social Inquiry**

*Judith Davidson, University Massachusetts Lowell, and Sara Marks, University of Massachusetts Lowell*

Wikipedia is a socially constructed, global encyclopedia, where volunteers collaborate digitally to document the knowledge of people and cultures around the world. One of the ten top internet sites, Wikipedia is not social media per se, but it acts as such for many of its dedicated editors, who spend significant amounts of time collaborating within its virtual boundaries. For many people, Wikipedia is the only encyclopedia to which they will have access. Improving qualitative research resources in Wikipedia is a social justice issue. The aim of this presentation is to reflect upon an ongoing conversation between a qualitative researcher (Davidson) and a librarian and wiki-editor (Marks) as we have tried to answer these questions: How is qualitative research represented on Wikipedia? Why should qualitative researchers care about qualitative research? How can qualitative researchers create a systematic method for building better knowledge resources about their field in Wikipedia?

### **The Data Jam Initiative: Using QDA Software as the Backbone for Institutional Evaluation Capacity Building**

*Christian Schmieder, University of Wisconsin - Cooperative Extension*

Collecting large amounts of qualitative data is easier than ever – but analyzing them is a challenge. Complex organizations are expected to use data when they develop their programs and services; they are also expected to ground their communications and reports to stakeholders in rigorous data analysis. UW-Extension responded to this imperative with the Data Jam Initiative, an Evaluation Capacity Framework that establishes Qualitative Data Analysis Software as an institution-wide backbone for data analysis and for methods training.

In this session, I will provide an outline of the Data Jam Initiative. I will focus on the role of QDA software as a methods teaching tool and a tool for distributing workload when analyzing large



qualitative datasets in complex institutions. This discussion will be guided by insights from the evaluation of the Data Jam Initiative, a longitudinal study which in its first stages includes semi-structured qualitative session evaluations and semi-structured interviews.

### **Why and How You Should Share Your CAQDAS Project**

*Sebastian Karcher, Qualitative Data Repository, Syracuse University, Dessi Kirilova, Qualitative Data Repository, and Christiane M Page, Syracuse University*

Our paper responds to two related trends: the increasing popularity of CAQDAS (Computer Assisted Qualitative Data Analysis) applications and the movement towards data sharing, including the data underpinning qualitative and multi-method research. As of now, CAQDAS projects are rarely shared—or considered data—often due to a lack of awareness of and guidance on what, how, or where to share. This paper develops guidelines for users of CAQDAS who seek to make their research shareable and reusable, and for developers who want to assist with this endeavour. The guidelines follow the path of the research lifecycle, providing specific instructions and examples on how to maximize the potential for re-use at every step of the lifecycle. They also advise on how (and what) to share given legal and ethical norms concerning human participants and intellectual property, and how sharing via a domain repository best addresses many of the challenges of data sharing.

### **Guidelines for Reporting Qualitative Data Analysis Software in Publications (and other formats?)**

*Kristi Jackson, Queri*

Research shows that the language in publications (reports, chapters, dissertations, etc.) by scholars to describe the use of Qualitative Data Analysis Software (QDAS) in specific studies is usually inadequate or inaccurate or both. Most of these findings note that authors rarely articulate how and why the software was leveraged toward particular analytical strategies or how it was used in the arc of a qualitative study. The failure to do so perpetuates misunderstandings about the role of QDAS and presents a significant gap in our attempts to model appropriate use to novices. This paper borrows from the American Educational Research Association's guidelines on producing thorough, coherent and clear reports (in empirical research and humanities-oriented research). In doing so, it launches the development of a jointly authored, single guide that is applicable across the various QDAS options. The goal is to improve the content of publications and the appropriate use of QDAS.



*Session: Fri 110*

*Gregory 215, 9:30-10:50 am*

## Social Media: Research Practice

*Chair: Trena Paulus, University of Georgia*

### **Who am I? Who do I want to be?: Researcher Identity in Social Media Spaces**

*Caitlin Byrne, University of Alabama*

As of 2016, “The number of worldwide social media users reached 1.96 billion and is expected to grow to some 2.5 billion by 2018” (Statista, 2016). For researchers, this presents an incredible opportunity for research. Unlike research conducted in traditional spaces, social media research is unrestricted by time and proximity. This is because social media communities are perpetually active, and they are accessible to anyone with an internet connection. But what does it mean to conduct research in these spaces? One major consideration is that researchers must establish an online identity within their chosen social media site in order to engage with participants. How should a social media researcher go about constructing an online identity? What identity options are available to researchers within these spaces? What are the consequences of choosing a particular identity? This paper aims to address the issues surrounding researcher identity in social media spaces.

### **The Pedagogy of Qualitative Methods via Social Media: Digestibility vs Qualitative Depth**

*Daniel Turner, Quirkos Software*

Students increasingly expect learning materials to be on-demand and on-line in a variety of formats. Teachers are under pressure to make their lessons and expertise digestible and shareable by students, often internationally. For qualitative techniques this presents a challenge: how to engage students with complex and nuanced topics in formats that prioritise and reward short content? This talk will share data on the impact of a variety of different formats used on the Quirkos blog ([www.quirkos.com/blog](http://www.quirkos.com/blog)), a weekly qualitative methods resource with more than 100 articles and thousands of monthly visitors. Formats and platforms for social media, including Facebook, Google+, Academia.edu, Researchgate.net and LinkedIn posts, blogs, Tweets, infographics and video tutorials will be detailed and debated.

**Applying Social Media Practices in the College Classroom**

*Christopher Cayari, Purdue University, West Lafayette*

Participatory culture (Jenkins, 2006) describes how internet users develop communities that center on a particular topic. People in these communities learn together and produce user-generated content that is often shared far and wide. Researching practices on social media sites may lead to the development of instructional strategies that benefit educators, students, and their classrooms. Research should inform teaching and vice versa. As a social media researcher, I have developed a pattern of learning, inquiry, and implication to benefit both my research and teaching: 1) I am inspired by a practice on the Internet; 2) I attempted them myself to improve my understanding of the practice; 3) I develop and conduct a research study; 4) I developing projects that relate to my courses; and finally 5) I conduct research on how my students are affected. In this session, I will present two examples of this pattern and the related studies.

**Creating a qualitative researcher identity with social media**

*Trena Paulus, University of Georgia, and Jessica Nina Lester, Indiana University*

Social media presents opportunities and dilemmas for academics. A recent special issue on “socially mediated publicness” (Baym & boyd, 2012) explored how social media is impacting the very meaning of public engagement. While some recent scholarship has (e.g., Donelan, 2016) provided recommendations for how social media can be leveraged by academics to further career opportunities, others show that avoiding social media can increase productivity and a sense of well-being. We share our strategies for developing a social media presence as qualitative scholars and dilemmas we have faced: developing a public identity while maintaining a private one, engaging in “marketing” and “branding” our scholarly work while also being professors, and identifying a community for our social media interactions. As the move to ‘publicness’ is not new (McClancy, 1996), we situate our discussion in the literature around mobilizing knowledge and justice through ‘going public’ (Vannini, 2012), and the challenge of ‘being popular’.



*Session: Fri 147*

*Architecture 205, 11:00 am -12:20 pm*

## **Join us in updating the Wikipedia entries related to qualitative research: A Hands-on Experience**

*Session Organizers: Judith Davidson, University Massachusetts Lowell; Melanie Emerson, University of Illinois*

Wikipedia, the socially constructed global encyclopedia, is one of the ten top internet sites in the world and the go-to site for individuals looking up general information about a multitude of topics including qualitative research. The field of qualitative research, however, is not well represented in Wikipedia, and there has been a lack of attention from qualitative researchers to the scope and quality of material representing our approach to the general public. You are invited to learn more about Wikipedia and how you, as a qualitative researcher, could participate in the generation, editing, and critique of the information available to the larger world about qualitative inquiry. Spend time with an experienced Wikipedia editor learning the ins and outs of contribution, and try your hand at it. This is a hands-on session designed to get you up-to-speed with this tool and the ways it can benefit qualitative research. Bring your own laptop if you can.

Follow this link for additional information: <https://tinyurl.com/qualwiki>



*Session: Fri 182*

*Gregory 215, 1:00 -2:20 pm*

## **Ethics and Identity: Technological Considerations**

*Chair: Kristi Jackson, Queri*

### **Archiving Qualitative Data: Protecting the Rights of Participants to be Heard**

*Kristi Jackson, Queri*

Applying an (often feminist) ethic of caring to the honorable handling of qualitative data tends to lead researchers into a protective stance regarding the relationship between the researcher and the researched. However, via this stance, an ethic of caring can serve to control or suppress participants, diminish their personal efficacy and ultimately muffle their voices, precisely because it is the researcher and the research enterprise that serve as the enforcers of data and participant “protection.” This paper makes a case for the archiving of qualitative data through a feminist ethic of caring. Handled properly, such archiving could facilitate full expression among participants, bolster the influence of their stories and ultimately give more power to their assertions. It could simultaneously promote community-based research and thereby move us to greater equilibrium in the researcher-participant power dynamic.

### **Taking Participatory Research Online: Methodological and Ethical Considerations for a Digital Feminist Participatory Action Research**

*Jasmine R Linabary, Purdue University*

Despite arguments that online forms of participatory and action research offer rich opportunities for innovation, few exemplars of fully online participatory research exist. Additionally, critical and feminist approaches to online research are sorely needed given the potential to (re)produce inequalities and exclusions by conducting research in digital contexts. Building on existing scholarship on feminist-infused forms of participatory action research, I introduce what I term digital feminist participatory action research (D+FPAR). The digital recognizes that this study is situated in and on a digital space and utilizes digital tools for data collection and collaboration. In this essay, I illustrate this method through a case study based on an ongoing collaborative partnership with an online community dedicated to connecting and amplifying women’s voices worldwide. In doing so, I explore methodological and ethical considerations for adapting

participatory methods online and offer recommendations to researchers seeking to apply participatory methods in digital contexts.

### **Researching into xiaojies (female sex workers) and what can bring good to them?**

*Yu Ding, Sun Yat-sen University*

Research involving sex workers is fraught with methodological challenges due to their status as a vulnerable population. In China, the prohibition policy towards prostitution, stigmas attached to their title and the adverse social environment, esp. in big cities are the main reason for their 'felt' vulnerability. To avoid any harm or mistreatment, acute sensitivity is critical that respects their human dignity and worth. This paper examines methodological considerations for conducting field research with xiaojies (female sex workers) in China. The key question is, how should sex workers, as subjects and social actors, be represented in the data? What research tool is most reliable to capture their everyday lives while doing good to them? The author explores the validity of documentary photography as a tool of social research to study sex workers. Finally, I analyze the ethical and moral issues arising from my own fieldwork in south China.

### **LGBTQ Community Dialogues and Educational Video Project**

*Alex Jean-Charles, Missouri State University*

In this study, I facilitated a participatory video project to address issues of identity, power, control, and technology in a LGBTQ community. Through the use of reflexive narratives, the participants critically reflected on issues pertaining to the LGBTQ community. Participants created multiple segment videos that were shared with the University community. The study demonstrated how the technology (control) that is used to oppress may also be the technology (art) used to liberate. The work of Judith Butler (1990, 2005) will provide one particular framework to understand these phenomena but, in my view, we must locate a deeper meaningful structure that borrows from art (music, literature, spirituality, etc.), to understand social justice issues in today's LGBTQ youth culture. The multiple ways of expression are what I call a bricolage gender performativity process, a becoming self; in which the participants discuss, articulate, act, and borrow from other experiences to create their own.



*Session: Fri 217*

*Gregory 215, 2:30 - 3:50 pm*

## Social Media: Pedagogy and Identity

*Chair: Jeffrey Allen Hoyle, Central Michigan University*

### **Twitter in Neoliberal Times: #Friend or #Foe?**

*Victoria Burns, National Institute of Scientific Research - Urbanisation, Culture, & Society, and Anne Blumenthal, University of Michigan*

Against a backdrop of neoliberalism, social media technologies, such as Twitter continue to change the landscape of research across disciplines. Touted as useful tool for enhancing one's online presence, self-promotion, networking, and measuring scholarly impact (e.g. altmetrics), Twitter poses unique challenges for critical qualitative inquirers whose values and research approaches tend to juxtapose the increased marketization of research. This paper unpacks some of the particular benefits and risks of Twitter as a digital technology for critical qualitative inquirers. A key question we are concerned with is how and for whom Twitter provides a platform for "impact," "knowledge translation," and "engagement." In this paper, we provide insights to help guide critical qualitative inquirers to some of the issues concerning Twitter, challenging scholars to evaluate their engagement with social media in today's ever changing digital world.

### **Performing the 'global citizen' on social media/in social imaginaries: Australian students on exchange, in Mexico, and online.**

*Alice Eileen Mary Brennan, University of New South Wales*

The 'authentic' Mexico is cacti, piñatas, and lime-drenched tacos. Or is it? This study, conducted among Australian university students, examines how experiences and identities are visually performed on Facebook and Instagram.

Interviewed before, during, and after Mexican sojourns, the students initially (re)produced a stylized pastiche of 'Mexico'. Made in urban Australia, this imaginary comprises Frida-Kahlo themed restaurants and Day-of-the-Dead exotica. But Australia is home to few real-life Mexicans, who might contest the misty-eyed Disneyfication of their cultures. As a result, Mexicanidad in Australia operates as a vacant conceptual category into which 'cool' yearnings can be inscribed.

On arrival in Mexico, the students problematize their pre-departure constructions. And yet, when they take to social media, they again marshal the tropes, posting cacti and tacos a-plenty. This paper theorizes the functions of such identity performances, proposing that the visual shorthand serves as a proxy, and desire, for subjects' appropriation of transnational identities.

### **Analysis of Text Comments on YouTube: Exploring Perceptions, Interactions, and Content**

*Christopher Cayari, Purdue University, West Lafayette*

Communities and interactions on social media sites have caught the attention of qualitative researchers. Social media sites provide a rich field site full of data that is archived and often easily accessible for little to no cost to researchers. This session presents the methods used for two qualitative studies in which the researcher analyzed text comments on YouTube: one study that looks a random selection of comments across 100 "how to" music learning videos and one study that explored in depth a single music video with over 4,000 comments. Methods for each study will be presented and suggestions for moving forward will be given. Each of these studies were coded by researchers in Excel and discussion of software programs that might be useful are welcomed. Analysis of comments will be shared and compared to current research to discuss the nature of text has on social media communities.

### **Exploring the Impact of Social Media on Leadership Decision Making in K-12 Schools**

*Jeffrey Allem Hoyle, Central Michigan University, Mark Deschaine, Central Michigan University, Dan Kaczynski, Central Michigan University, and Michelle Salmona, Institute for Mixed Methods Research*

#### **Exploring the Impact of Social Media on Leadership Decision Making in K-12 Schools**

This qualitative study explores how superintendents use social media in their K12 school districts to communicate with their stakeholders (community, students, parents, and faculty/staff) in order to better understand how voices of the stakeholders are incorporated into decision making process of the school districts. The impact of the social media process is studied as forms of virtual expressive and receptive communications via tools such as Twitter, Facebook, Snap Chat, among K12 stakeholders. A systems theory approach was applied to scaffold the studies conceptual framework. Findings from the study provide insights on the growing role social media has on leadership decision making.





*Session: Fri 253*

*Gregory 215, 4:00 - 5:20 pm*

## Hands-on Teaching and Learning with Digital Tools

*Chair: Trena Paulus, University of Georgia*

### **Aligning Methodological Readiness with QDAS & REDA Adoption**

*Michelle Salmona, Institute for Mixed Methods Research, Eli Lieber, Institute for Mixed Methods Research, and Dan Kaczynski, Central Michigan University*

This paper presents a framework for trainers and researchers to connect methodological constructs with QDAS and REDA (research and evaluation data applications) adoption. Trainers continue to struggle with methodological tensions during tool adoption. Helping students overcome learning barriers with technological tools raises important questions as the student critically assesses their methodological design. Is it the duty of trainers to ensure methodological quality? Can methodological design related decision making issues be separated from the mastery of technical skills operating a tool? Can an excess of tool functions hinder learning? What strategies benefit technical training as students confront methodological challenges? This paper offers and describes three steps for trainers to help students through the methodological transparency barrier; 1) making the barrier visible, 2) critiquing the methodological design, and 3) positioning the researcher as an inductive instrument. Once through the barrier, the research student can then effectively engage in tool selection and adoption

### **Teaching ATLAS.ti with Five-Level QDA**

*Trena Paulus, University of Georgia, and Elizabeth Pope, University of Georgia*

Few studies have explored methodological issues in teaching qualitative data analysis software (QDAS) to graduate students. We report findings from a case study in which we used the Five-Level QDA method (Woolf & Silver, in press) to teach an introductory ATLAS.ti 7 two-day workshop at an American research university. Through a “translation” process between analytic strategies and the tactics of the software, the method is designed to help novices avoid misconceptions about QDAS and develop expertise. Using a reflective practice approach, we reviewed course materials, observational fieldnotes, instructor reflections, and student interviews to understand what happened when the method was used to frame the instruction. Preliminary findings show the importance of developing a community of learners, the impact of a lack of

methodological fluency, and the need for hands-on activities to complement the theoretical model. Implications for further development of the method and its implementation will be shared.

### **The N7 + 1 Digital eBook Tool**

*Maureen Mary O'Neill, Australian Catholic University, and Sarah Rebecca Booth, Edith Cowan University*

The value of Qualitative Data Assisted Software (QDAS) such as NVivo is its ability to better organise information such as literature. The popularity of QDAS is related to the increasing user-friendliness of the software such as NVivo (Kaczynski, 2004). NVivo is one such QDAS which is well equipped to assist researchers, HDRs and their supervisors in a timely, paperless and successful manner. To maximise the returns from the software, by understanding its affordances, complexities and capabilities, we have developed a systematic, but simple learning pedagogy involving an eBook. The design of this learning tool is to enable HDR students to complete a literature review in a timely and successful manner by allowing them to commence at the stage suitable for their learning level. Overall, this supportive eBook tool can help HDRs in analysing and completing their literature review chapter in a timely and efficient manner.

### **Qualitative Analysis Using MAXQDA 12**

*Mingying Zheng, University of Nebraska-Lincoln*

The purposes of this paper are to compare different CAQDAS programs and to outline different qualitative data analysis techniques, to present step-by-step guidance for conducting these analysis via MAXQDA 12, and to present screenshot of the data analysis process. Specifically, the following data analyses are presented: coding text data, coding images and pictures, coding other sources of data, new data analysis functions in MAXQDA 12 that facilitate qualitative data analysis, etc. It is my hope that providing a clear step-by-step process for conducting these analyses with MAXQDA 12, the information will assist qualitative researchers in increasing the rigor of their qualitative data analysis procedures.



*Session: Sat 101*

*Gregory 215, 8:00 - 9:20 am*

## Challenging Conventional Categories and Spaces

*Chair: Anne Kuckartz, VERBI Software / MAXQDA*

### **New materialisms and digital tools in qualitative research**

*Jessica Nina Lester, Indiana University, and Trena Paulus, University of Georgia*

Across many fields, there is a growing critique of anthropocentrism and foregrounding the role of the non-human materials within that which is human, with this critique commonly positioned within new materialisms (e.g., Coole & Frost, 2010). This “ethico-onto-epistemological project” calls us to rethink being, matter, and agency (St. Pierre, Jackson, Mazzei, 2016, p. 100). Further, some scholars have argued that our thinking and very being as researchers is co-constituted through the technologies we leverage (e.g., Adams & Thompson, 2016). In this way, technology use in qualitative research can be envisioned as a material network that involves both human activity (e.g., on the part of researcher, participants, etc.) and non-human materials (e.g., technologies) – with both positioned as having agentic possibilities. In this presentation, we discuss a way of thinking about and working with digital tools in qualitative research within this ontological turn.

### **To Code or to Interpret? Developing Collaborative Open Online Interpretative Research**

*Gerben Moerman, University of Amsterdam, and Christian Bröer, University of Amsterdam*

In recent years, the web 2.0 has inspired CAQDAS–developers to develop new and automated coding tools. We are inspired by another aspect of web 2.0: collaboration. In citizens’ science projects, hundreds of people are collaborating with scientists as intelligent coders. We believe that for good qualitative research in-depth and rich interpretations are more fundamental than intelligent reliable coding. We embrace the idea that a diversity of perspectives and even disagreement can enrich qualitative interpretations. Therefore, we propose to invite citizens as interpreters of qualitative material. Consequently, we are developing an online platform where written interpretations rather than codes are interpreted, compared, altered and stacked by people in collaboration. Through open dialogue and reflexivity, we are able to transcend separate perspectives and stimulate dialogue on a set of possible interpretations, simultaneously respecting the multiplicity of understandings of social phenomena.

**The moving ethnographic field: Reconceptualizing the research site**

*Rebecca Starkman, Ontario Institute for Studies in Education (OISE)/University of Toronto*

Inclusion of research about digital phenomena has led to a binary conceptualization of the ethnographic field site: phenomena are either studied in-person in a field that can be visited and observed, or virtually in an online realm (Leander & McKim, 2003; Kozinets, 2010). However, neither conceptualization accurately reflects our seamless movement between online and offline spheres. Drawing from my doctoral ethnographic study exploring how religious girls navigate secondary school life, this paper challenges current ethnographic understandings of the ethnographic field site as either in-person or virtual, proposing instead a multi-modal understanding of the ethnographic field that more accurately captures the fluids movement of youth on and offline. This paper concludes by reflecting how to resist the inclination to tightly define the ethnographic field by the spaces physically occupied, focusing instead on how to rethink a research site shaped by interpersonal relationships and behavioural practices related to the phenomena of interest.

**Revisiting the antagonism between qual and quant in the age of digital tools in qualitative research**

*Anne Kuckartz, VERBI Software / MAXQDA*

The principle of 'counting the countable' in qualitative research (Seale, 1999) has frequently been the subject of controversial and high tempered discussion, being labeled as remedy or poison depending on the standpoint. Numbers have been outside the horizon of qualitative research during large periods of the 20th century. Qualitative and quantitative research have been treated as antagonistic approaches of empirical research and qualitative researchers have been considered – and often also considered themselves - to be exterritorial to the world of counting and computing data. Despite a significant shift towards combining the two paradigms, marked by methods labels like 'triangulation' and 'mixed methods' we still encounter a considerable rift of integrating qualitative and quantitative research. This paper evidences how modern QDA software tools allow those who want to bridge the gap between qual&quant to benefit from making numbers, counting and statistical testing an integral part of the flow of qualitative data analysis.



**Session: Sat 108**

**Gregory 215, 9:30 - 10:50 am**

## Digital Tools in Complex Environments

*Chair: Kristin Marie Murphy, University of Massachusetts Boston*

### **Holographic Learning: Using Dedoose for Team-Based Evaluations in Technology Enhanced Educational Settings**

*Robert Fitzgerald, INSPIRE, University of Canberra, Michelle Salmona, Institute for Mixed Methods Research, Eli Lieber, Institute for Mixed Methods Research, Dan Kaczynski, Central Michigan University, Simon Leonard, University of Canberra, Matthew Purcell, Canberra Grammar School, Australia, and Juliet Lautenbach, Inspire Centre, University of Canberra*

Pearson Publishing has partnered with Microsoft to investigate the development and application of educational content for Microsoft's HoloLens mixed reality device. Trial studies are now underway in England, United States, and Australia. The University of Canberra is contracted by Pearson Publishing to evaluate the trial in Australia to investigate whether holographic content can support and enhance teaching and learning in a secondary school context.

This paper examines the application of Dedoose as an evaluation tool in a multifaceted mixed methods evaluation design. The evaluation data included; classroom observations, interviews, video journals, surveys, site documents, holographic learning exemplar models, and a technology readiness instrument. Systems theory was applied to illuminate the interplay of three dynamic elements which framed the project; technology, business, and education. Discussion highlights team strategies using Dedoose to enhance communication and facilitate stakeholder analysis of diverse interests within a systems framework.

### **Software commonly used in conjunction with Qualitative Data Analysis Software**

*Adam Long, QSR International Pty Ltd*

Qualitative data analysis software focuses on organizing, analyzing, and visualizing qualitative data. This is an important part of the overall research process; however, many researchers utilize a range of complementary software products, including project management, data collection, quantitative data analysis, and presentation tools.

This session presents software commonly used in conjunction with qualitative data analysis software. Commonality will be based on real usage data from application analytics gathered through voluntary participation of more than 10,000 researchers, analysts and students; as well as a customer survey of more than 1,000 respondents; and a broad comparison of qualitative data analysis software integrations provided by software vendors.

### **How NVivo Can Transform User Experience (UX) Research**

*Kay Corry Aubrey, Northeastern University*

UX methods such as persona research, customer journey mapping and usability testing are used for guiding product design decisions and marketing strategy. For the results to be effective and widely embraced they need to be rich, accurate, and current. Qualitative Data Analysis (QDAS) technology gives researchers the power to draw from any electronic media as well as qualitative and quantitative research results to create personas that not only represent reality but evolves as the market place changes. This paper will focus on techniques for leveraging NVivo to pull-in transcripts, survey results, video, audio, digital images and other qualitative data.

### **Talking with avatars: Using mixed reality simulations for scaffolded learning about interviewing**

*Kristin Marie Murphy, University of Massachusetts Boston*

Interviewing is a complex activity to learn. In this presentation, I will share my experiences utilizing mixed reality simulations as a scaffolded tool to practice interviewing as part of a youth participatory action research methods course where college students worked alongside high school students exploring trauma in schools and communities. Similar to flight simulators used to train airline pilots prior to flying an actual airplane, researchers have begun to examine the benefits of mixed-reality environments to prepare professionals in other fields. In this course, students had the opportunity to practice interviewing avatars before working with high school students. The presentation will include a discussion about simulation design, themes across students who participated in the simulations, lessons learned, and implications for future work.



*Session: Sat 138*

*Gregory 215, 11:00 am - 12:20 pm*

## Digital Tools for Qualitative Research – Special Interest Group (SIG) Meeting

*Chair: Kristi Jackson*

1. Introductions and sign-up sheet
2. Reports from the SIG leadership
  - a. Kristi, Chair
    - i. Timeline, Budget and Sponsors
    - ii. Succession plan (in brief)
  - b. Trena & Chris, Communications/outreach
    - i. This year compared to prior years
    - ii. Suggestions for next year and discussion
  - c. Judy & Caitlin, Program
    - i. This year compared to prior years (types of papers included)
    - ii. New Wiki session (hands-on)
    - iii. Suggestions for next year and discussion
3. Our scope and boundaries
  - a. The DTQR collaboration (Judy, Trena, Kristi)
  - b. The ICQI SIG
    - i. Should we revisit our mission/goals? ***Bringing together qualitative researchers to discuss the role of digital tools in the ongoing construction of qualitative research practice.***
    - ii. Succession Plan Discussion
4. Elections
5. Other announcements/issues
  - a. Interoperability group
  - b. Other conferences
  - c. Next steps



**Session: Sat 166**

**Gregory 215, 1:00 - 2:20 pm**

## Using QDAS/CAQDAS/REDA in Diverse Ways

*Chair: Brigitte Smit, University of South Africa*

### **Exploring the Pitfalls of Automated Coding in Research and Evaluation Data Apps (REDA)**

*Eli Lieber, Institute for Mixed Methods Research, Michelle Salmona, Institute for Mixed Methods Research, and Dan Kaczynski, Central Michigan University*

Qualitative and mixed methods researchers increasingly use apps to improve the quality and efficiency of data interaction and analysis. Some early developments responding to this interest has introduced a range of tools, including word counts and auto-coding by theme and sentiment. When using such a function to analyze data en masse, the researcher is removed from the process and distanced from the analysis. Accordingly, the challenges and pitfalls of these features should raise methodological concerns.

This paper presents an experiment using MonkeyLearn within the Dedoose environment to critically explore the effectiveness of automated features for sentiment analysis, and keyword and entity extraction. Over 17,000 abstracts from public health publication were processed with results framing the discussion focused on what these features can offer the end user and where they might be misused. Findings can inform both researchers and developers and draw greater attention to the limitations of current technologies.

### **Using CAQDAS to Enrich the Analysis of a Complex Text and Video Data Set**

*David K Woods, Transana*

For this paper presentation, we will describe our analytic process and the use of CAQDAS tools for conducting a language analysis of a rich and complex data set, U.S. Presidential Debates. Our initial research question is whether the debate moderators and the candidates used language differently over three different election cycles, as part of a larger comparative analysis of the use of the language and substance in presidential debates from 2008 to 2016. The purpose of the presentation is to demonstrate how CAQDAS tools can facilitate the development of rich and enlightening research insights when used with a complex mix of text and video data.



We will describe the use of Multiple Transcripts and Word Frequency Reports as tools for gaining an initial understanding of the language used by the research subjects and for formulating preliminary hypotheses regarding what concepts to pursue in analyzing the data.

## **Popular Techniques for Visualizing Qualitative Data**

*Adam Long, QSR International Pty Ltd*

Visualizing qualitative data is useful for providing clarity during analysis and helps to communicate information clearly and efficiently to others. Representing data visually is useful during analysis for identifying connections and patterns which would otherwise be difficult to discern.

This session presents popular techniques for visualizing qualitative data and discusses which techniques are best suited to different stages of the research process and posing different research questions. Popularity of techniques are based on real usage data from application analytics gathered through voluntary participation of more than 10,000 researchers, analysts, and students.

## **Qualitative Data Analysis and the Literature Review: A Case for ATLAS.ti**

*Brigitte Smit, University of South Africa, and Charmaine Williamson, University of South Africa*

This presentation attends to the important engagement with qualitative data analysis and the literature review for any type of research project, using ATLAS.ti. Qualitative data analysis, involving both inductive and deductive analysis strategies proved to be productive in searching and reviewing the theoretical scholarship, using coding strategies as discussed by Saldaña 2013, Schreier (2012), Braun and Clarke (2006), and Braun, Clarke and Terry (2014). The work by Onwuegbuzie, Leech and Collins (2012) and Frels and Onwuegbuzie (2015) influenced our understanding and application of qualitative data analysis and the use of ATLAS.ti. We build on the theoretical and applied gap as highlighted by Paulus, Woods, Atkins, Macklin (2013) and the work of Paulus, Lester & Dempster (2014) to expand the possibilities of applying ATLAS.ti to the theoretical section on any piece of research. We illustrate how to conduct a computer assisted qualitative content analysis of the literature using ATLAS.ti.



**Session: Sat 195**

**Gregory 215, 2:30 - 3:50 pm**

## Digital Data in Educational Contexts

*Chair: Sue Ann Sharma, Oakland University*

### **Video analysis of teacher facilitation strategies in socio-scientific inquiry biology classroom - A case study**

*Fatih Ergulec, Indiana University*

This study explored how a teacher implements soft scaffolds in addition to technologically embedded hard scaffolds during a Socio-Scientific Inquiry (SSI) unit in a high school biology class. Further, this study examined what soft scaffolding strategies the teacher employed during the SSI unit, which focused on engaging students in learning activities that required them to use scientific evidence to discuss, collaborate, and make decisions concerning the uses of personal genetic information and to consider social, scientific, economic, and community problems connected to their own lives. We used ELAN – a video annotation tool to analyze qualitative video data as a part of classroom observations. This software, which is frequently used for investigating teacher-student interactions, provides an easy-to-use framework that enables us to store, index, and code for qualitative data. An advantage of ELAN is that it facilitates reliability checks and quick application of new codes as needed.

### **Reflections of video enabled reception class educator practices in strengthening professional development.**

*Faith Nomathemba Tlou, University of South Africa*

Practices of Reception class educators as they teach mathematics have multiple challenges including overcrowding, poor orientation in cognitive pedagogies, and lack of professional training in handling composite classes (Tlou and Feza, in press). This paper focusses on the vintage strategy of using video technology to access authenticated volunteered video clips of practices of educators. It explores how the educators teach concepts and manage classroom behaviour of learners. Four video lessons per class selected by the educators were analysed to reflect on practices using an adapted COEMET tool by Clements & Sarama (2008) to assess the quality of teaching. Preliminary results indicate that using digital video technology as a strategy to access educator practices has rear advantages such as enabling educators to link the intended that was

planned or should have been planned, if omitted, to what actually happened in the lesson and by reflection to what ought to happen.

### **Talking About Pictures: Analyzing Photo Elicitation Data with Software**

*Ricardo B. Contreras, Ethnographica Consulting, and David C Griffith, East Carolina University*

In this paper we will present a model for the analysis of photo elicitation data using software. Photo elicitation data were collected as part of an ethnographic study examining the value of labor in two communities of Guatemala, one in the province of Chimaltenango and the other in the province of Santa Rosa. Six families in each community were asked to take photographs of work-related activities. Four months later, we interviewed one individual in each family and asked them to describe the photographs. The interviews and photographs were examined and analyzed using ATLAS.ti. One of the products of this process is a model that describes the analysis procedure and provides guidelines for analyzing photo elicitation data with software. The guidelines and recommendations provided in this model should be pertinent to users of ATLAS.ti and other software for qualitative data analysis.

### **Digital Curation Framework: A Case Study Through the Lens of a School District**

*Sue Ann Sharma, Oakland University, and Mark Deschaine, Central Michigan University*

Through the lens of New Literacies Studies (Gee, 2010) and of New Media Literacy Studies (Vasquez, Harste, & Albers, 2010), educators and students are now able to access, utilize, and re-purpose content from many fields of study to meet their curriculum and instructional demands. Web 2.0 tools provide a venue for showcasing digitally curated content to support the instructional and learning needs of larger audiences. This qualitative study based on Strauss & Corbin's (1998) grounded theory proposes to utilize the Five Cs digital curation framework to explore (a) whether the Five Cs digital curation framework is reflected in the district's curation process. (b) To what extent does the framework adequately capture the processes utilized for instructional purposes? (c) To what extent does the framework capture district initiatives? (d) Is the digital curation framework reflective of the work product being produced? Results of this study will be shared.



*Session: Sat 223*

*Gregory 215, 4:00 - 5:20 pm*

## **Teaching Qualitative Research Methods On-Line: Challenging Learners to Engage with Qualitative Inquiry**

*Chair: Kathryn Roulston, University of Georgia*

This session reports on a two-year study examining the learning and teaching of qualitative research coursework in fully online contexts. The session examines 30 students' perspectives in six graduate courses. The first paper examines students' perceptions of five courses delivered in the university Learning Management System. The second paper examines strategies for teaching digital tools online. The third paper reports findings from an examination of the qualitative concepts that students focus on in course discussions, and in the ways in which these align with course objectives. The session concludes with a discussion of how best practices in instructional design might be combined with qualitative pedagogy to deliver high quality instruction of qualitative research methods in graduate programs.

“That kind of structure makes me study hard”: Students' perceptions of learning about qualitative inquiry in online contexts, Kathryn Roulston, University of Georgia, Elizabeth Pope, University of Georgia, Trena Paulus, University of Georgia, and Kathleen deMarrais, University of Georgia

Strategies for teaching digital tools for qualitative research in a fully online format, Trena Paulus, University of Georgia, and Elizabeth Pope, University of Georgia

“I have lots of thoughts...” Examining qualitative concepts in students' discussions of qualitative methods, Kathryn Roulston, University of Georgia, Trena Paulus, University of Georgia, and Kathleen deMarrais, University of Georgia

Qualitative pedagogy and instructional design in online contexts, Kathleen deMarrais, University of Georgia, Kathryn Roulston, University of Georgia, and Trena Paulus, University of Georgia

The following companies made donations to support the social event on Thursday evening and the production of publicity materials.

We are thankful for their role in bringing our community together!

Atlas.ti

<http://atlasti.com/>

Dedoose

<http://www.dedoose.com/>

MAXQDA (Verbi)

<http://www.maxqda.com/>

NVivo (QSR)

<http://www.qsrinternational.com/>

QDAMiner (Provalis)

<https://provalisresearch.com/>

Qualitative Data Repository

<https://qdr.syr.edu/>

Queri

<http://www.queri.com/>

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