

Digital Tools for Qualitative Research



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

May 17-19, 2018

The full conference program from May 16-19, 2018 is available at
<http://icqi.org/program/>

Sponsors

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

They funded our social at Murphy's Pub on Thursday, May 17th, 8-10pm
Be sure to join us!

*Murphy's Pub is located on 604 E. Green Street,
(Google Maps says it's a 4-minute walk from the Illini Union Building!)*



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).

Connect with us!

	https://digitaltoolsforqualitativeresearch.org/
	DigitalTools@Queri.com
	https://www.facebook.com/DigitalToolsforQualitativeResearch/
	https://twitter.com/Digital_Qual <i>@Digital_Qual</i>

Community Activities

Thursday, May 17th

Social Event

Time: 8-10pm

Location: Murphy's Pub, 604 E. Green St.
(Google Maps say it's a 4-minute walk from the Illini Union Building!)

The first drink is on us (while supplies last!), thanks to our generous sponsors: Atlas.ti, MAXQDA (Verbi), NVivo (QSR), Queri, Quirkos, and Transana.

Saturday, May 20th

Digital Tools for Qualitative Research SIG Meeting

Time: 1-2:20 pm

Location: Lincoln 1057

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

Session: Fri 144

Lincoln 1057, 9:30-10:50am

Digital Tools: Methods and Uses

Computational Digital Autoethnography as Performative Reclamation Technology

Nicole M Brown, National Center for Supercomputing Applications, and Lisa Fay, University of Illinois

The project is a collaboration between the disciplines of sociology, gender and women's studies, computer science and theatre. The paper explores our proof-of-concept for a black feminist methodology – computational digital autoethnography (CDA). CDA methodology couples computation with autoethnography and black feminist reflexive processes to deconstruct (social media) narratives. A course co-taught by the Theatre Department and Counseling Center's INNER VOICES Social Issues Theater and the National Center for Supercomputing Applications walked students through black feminist epistemology, black code studies, and inductive and deductive research methods. The students then used the CDA methodology to create performative pieces. This is a reclamation project that couples computer science and theatre to illustrate how methods that engage very different disciplines can come together to create a cohesive and disruptive methodology that shatters perceived disciplinary barriers of qualitative and quantitative dichotomies.

Mapping stories: Using GPS as an ethnographic approach to socio-spatial research with families displaced by war

Bree Akesson, Wilfrid Laurier University

There is scarce research that uses geographic positioning systems (GPS) as an ethnographic approach with families displaced by war. Using a variety of data gathering methods including collaborative family interviews, drawing/mapmaking, GPS-tracked neighborhood walks, daily diaries, and GPS-tracking of everyday mobility, this presentation will describe how this particular combination of methods with GPS encourages individual and family voices and results in rich data on families' socio-spatial experiences. Strengths of GPS as an ethnographic approach includes the ability to triangulate different forms of data from a variety of sources and avoiding preconceived questions in favor of learning about local categories and understandings of experience.

Creating Agency through Digital Story-Telling A Qualitative Research Experience with Nine-Year-Old 'eKasi' *Boys

Shafika Isaacs, University of Johannesburg

A pattern of boy underperformance in South Africa and globally in recent years, have been identified with concern (Mullis et al, 2017; Roberts, 2017; Hartley and Sutton, 2013). However, missing from these 'boy disadvantage' conversations, are the voices of ostensibly underperforming boys. This paper highlights the experience with digital story-telling as a participatory, agency-creating mechanism in a hybridized qualitative research endeavour that combines narrative enquiry (Clandinin & Huber, 2010; Connelly & Clandinin, 2006; Henning, 2000, Pandya et al 2015), ethnography (Geertz, 1988; Wolcott, 2004) and portraiture (Lawrence-Lightfoot, 1986, 2005). It documents, critically, through digital story-telling, the insights of four nine-year-old boys, who live in Soweto, a sprawling South African township. Informed by a Cultural and Historical Activity Theory (CHAT) analytical framework (Engestrom, 2009, 1999), it illuminates the tensions between researcher and children through their collective efforts to create agency

*A colloquial expression for segregated living areas during the apartheid era.

Session: Fri 184

Lincoln 1057, 11:00am-12:20pm

Digital Tools: Writing and Publishing

Beyond flat text. Towards multilayered, data-based and interface oriented narratives for humanities

Piotr Celiński, UMCS

Digital technologies and culture around them creates new environment for academic writing and publishing. Paper will be exploring technological features of transforming flat, traditional text into its interactive, indexed, software driven version and will offer theoretical comments on them. It will be based on authors own experiments in the are implemented into his www.postmedia.pl project.

Here Today, Gone Tomorrow: An Adventure in Publishing Digital Tools Research

Caitlin Byrne, The University of Alabama

Scholars who use digital tools in their research, or who situate their research within digital spaces, face unique challenges when it comes to publishing their work. The reality of digital tools and digital spaces is that they continually evolve. When digital tools scholars engage with the publication process, they run the risk that the digital tools/spaces described in their work may change drastically from the time of initial submission through final publication. In some cases, these tools/spaces become unrecognizable or even obsolete. In this paper, I describe the multitude of changes that occurred to the social media app Yik Yak from the time I first wrote the paper to the date that it was published in an academic journal. I also discuss the implications of such changes, and what they might mean for digital tools scholars.

Supporting novice researchers to understand how to complete literature reviews using digital tools in NVivo™

Maureen Mary O'Neill, ACU, Janeen Lamb, ACU, Sarah Booth, ECU, and Bernadette Savage, QUT

Participants at ACU, QUT and ECU qualitative workshops mentioned their desire to have help after their 'point in time' learning experiences. Requests for help focused on the lack of on-going guidance with the use of digital tools in NVivo™ after attending the

workshops. Consequently, 'take-aways' comprising online and interactive learning materials were developed and through use of reflective practice adopted a 'flipped classroom' approach for intensive learning. Prior to the workshops, participants are encouraged to familiarise themselves with the Digital Object Identifier pedagogical data repository that provides deeper knowledge of the sample data used at the workshops (i.e., High performance school athletes' duality issues). An online digital eBook and YouTube clips are now downloadable prior to and post the workshop to enable continued learning experiences. Currently, a longitudinal research project is underway where the main aim is to improve the qualitative researcher learning journey of using digital tools in NVivo™.

Friday 

Session: Fri 224
Lincoln 1057, 1:00-2:20pm

Digital Tools: RQDA and Text Mining package for Qualitative Research

Panel Session

(Session Organizer) Alex J. Jean-Charles, Faculty

Session: Fri 261
Lincoln 1057, 2:30-3:50pm

Digital Tools: Social Media Research

Qualitative Research in the Era of Twitter Politics

Caterina Fugazzola, University of Chicago

Since its launch in 2006, Twitter as a social media platform has evolved to become a significant part of our political reality. The public-private nature of tweets provides social scientists with unique opportunities to conduct online research on political discourse and opinion building. Methodologically speaking, tweets are the quintessential qualitative data—loosely structured, highly context-sensitive, spontaneous individual statements. At the same time, each tweet carries with it large amounts of structured information that can be extracted and quantitatively analyzed. This paper explores the potential for software-assisted content analysis to overcome some of the challenges posed by the dual nature of tweets, focusing specifically on MAXQDA as a tool for qualitative and mixed-methods analysis of Twitter content.

Digital Black Feminism: (Re)viving Civic Discourse, Digital Black Communities, and Black Feminist Leadership

Ashley Love, University of Georgia

Black Feminism in digital environments is changing local and global ideas of the realities of Black female personhood. Digital communities of Black women are shifting paradigms, transforming social activism, and raising awareness of critical issues in local and global communities. The practices of Black Feminism remain focused on the experiences of Black women and their ongoing fight for social justice. The most recent manifestation of Black Feminism resides in the digital realm; influencing the speed at which information and messages are disseminated and the number of individuals reached. This paper will discuss the ways in which Black women have always understood their relationship with class, gender, race, and sexuality while highlighting their keen attention to the foundations of (black) feminism. This paper elucidates the ways in which Black women and girls use digital communities and social media platforms to further the mission of Black Feminist intellectual traditions and activism.

The Action Research Collective: Employing Social Media and Photovoice to Illuminate Graduate Students of Color Experiences

Aris L. Hall, Clemson University, Dr. Robin Phelps-Ward, Clemson University, Travis C Smith, Clemson University, Dr. Ashley Isreal, Clemson University, LaShia Bowers, Clemson University, Courtney Allen, Clemson University, Keneisha LaRae' Harrington, Clemson University, and Ikenna Ezealah, Clemson University

A collaborative, critical participatory action research (CPAR; Kemmis, McTaggart, & Nixon, 2013) group, the Action Research Collective, utilizes social media to illuminate the experiences of graduate students of color at Clemson University. Juxtaposing the theoretical frameworks of CPAR and campus racial climate we use social media platforms to elicit active participation by the research study's participants. Social media is an innovative digital media tool employing photographs shared by the participants to represent their experiences (e.g. obstacles/needs, support, success). Our inquiry discusses the rationale for selecting social media to foreground this photovoice (Latz, 2017) study and expound upon how our methodological decisions will inform future research and policy decisions in graduate education.

Students Changing the World: Qualitative Study on Social Media and Social Justice in Higher Education

Sarah Marie Jernigan, University of Cincinnati

Social media is used in many settings, including the college classroom. This study examined social media use to promote social justice in an undergraduate leadership course. A qualitative iterative method was used to code student tweets and survey responses at both the beginning and end of the semester. Specifically, the three main types of tweets coded centered around knowledge, or facts and statistics; connection, or when the tweeter connects two groups that have a similar mission; and response, or when tweets included a call to action. Findings suggest that the effective use of social media in the classroom can change how students view the world. Recommendations for the most successful incorporation of social media and social justice awareness in the college classroom include: educators should be wary of slacktivism; teachers should provide flexibility for their students on social media platform choice; and pedagogies should include repetition and discussion.

Session: Fri 296
Lincoln 1057, 4:00-5:20pm

Digital Tools: Classroom Uses/Impact on Learning

Discussion Hero: An Interactive Discussion Board that Encourages and Rewards Rich (High Quality) Dialogue

David S Noffs, Northwestern University, and Jacob Guerra-Martinez, Northwestern University

While online courses continue to proliferate, instructors struggle to get their students excited about participating in discussion boards. As part of Northwestern University's Educational Technology Teaching Fellows (ETTF) program in 2017, faculty member David Noffs and learning designer Michael Guerra-Martinez collaborated on a project to determine the effectiveness of gamifying specific elements of online courses. During the first phase of their research, they documented steps to develop an algorithm and referencing model for gamifying course elements. Phase two of their work, supported by Northwestern's Digital Learning Fellowship Program, is the actual design and testing of a game element called Discussion Hero, an interactive discussion board that encourages and rewards rich and high quality Dialogue. Discussion Hero, which will be piloted in the Winter of 2018, replaces traditional awarding of points with a gamified progress meter allowing students to visually see how they are performing in relation to others.

Transnational Digital Literacy Practices of Two Karen Female Adolescents: Multimodality and Spaces

Sonia Sharmin, University of Georgia

This research focuses on two Karen refugee female student participants who are doubly minoritized by virtue of their racial and ethnic differences. This qualitative study investigates the in and out-of-school literacies of two Karen refugee adolescents living in the Southeastern United States. Scholarship is particularly lacking on literacy development of refugee women like these and their use of writing as a medium of social communication. This study finds that their digital lives out-of-school abound with rich literacy practices that can be incorporated in enhancing their literacy practices in school. While not all digital practices help them grow as learners, practices that connect them with their own community, family and friends to fulfill their emotional and mental spaces help them immensely become better learners. If teachers are informed about

the transnational digital literacy practices of refugee learners, they can integrate those practices when designing instruction.

Tech Tales: a Participatory Approach to Understanding Why Digital Literacy Happens

Rachel M Magee, University of Illinois Urbana-Champaign, and Margaret Buck, University of Illinois iSchool

How and why do we become adept at using new technologies and appropriate them to suit our purposes? This presentation details our work with participants creating digital literacy narratives, drawing on specific events that led to, facilitated, or spurred their development of digital technology skills. We report on participants' reflections on their narratives, highlighting common themes around motivations for technology adoption, positive environments for experimentation, and more. This research gives us a deeper understanding not only of the skills people develop using new technologies, but the reasons why they do so and the people and places that provide fertile ground for that learning.

Designing a robot to act as a cultural broker in diverse classrooms: Observations and Findings

Yanghee Kim, Northern Illinois University, Elizabeth Bingham, Southern Baptist University, Hung Pham, University of Waterloo, Sherry Marx, Utah State University, and Tung Nguyen, Auburn University

This study sought to develop an inclusive learning community using a robot technology. This socio-technical community consisted of a bilingual robot, one child from a native-English-speaking background, and one child from a Spanish-speaking background, both living in the U.S. Grounded in pedagogical and communication theories, the robot mediated two children's interaction activities to invite both children to participate equitably. Core research questions included i) What does it take to design a robot to mediate equitable, collaborative interactions among young children? and ii) What themes arise in children's interactions with the robot and each other? We conducted ethnographic observations over a four-month period to develop interaction episodes and the robot's mediating utterances delivered using a Wizard of Oz method. Our designs were continuously revised as we observed triadic interactions in a kindergarten setting. This paper discusses our design experiences, as well as themes that emerged from our observations.

“Please, tell them!”: Multimodality and meaning making in polylingual EAL speaking college students

Olga Gould, SUNY, UB

This qualitative case study, grounded in Vygotskian (1978, 1987) socio-cultural constructivism theory and social semiotics theory (Frank & Jewitt, 2001; Kress & van Leeuwen, 2002), was conducted with polylingual English as an Additional Language (EAL) speaking college students with the purpose to find out whether or not the means of multimodality may assist students with reading comprehension. The research sought to identify the most helpful and most frequently used multimodal reading strategies and most helpful resources, modes, and features of multimodal ensembles. Data was collected in the form of participant and site observations, artifacts, interviews, questionnaires, and surveys. The data was analyzed with the help of MAXQDA qualitative data analysis software. The research found that inclusion of multimodal features in addition to print-based texts significantly assisted participants with meaning making in the process of working on project tasks. All participants found visual resources assisted them the most with reading comprehension.

Session: Sat 137
Lincoln 1057, 9:30-10:50am

Digital Tools: Using QDA Software in Qualitative Research

Functionalities of CAQDAS in Visual Data Analysis: a Review of Findings

Ana Isabel Pimentel Rodrigues, Polytechnic Institute of Beja, António Pedro Costa, Aveiro University, and Moreira António, University of Aveiro

The present paper reflects upon the current state of the art of CAQDAS at the level of visual data analysis (VDA), based on a critical review of existing literature – papers, dissertations and thesis –, and recent international conferences proceedings and practical experience. It provides an overview of visual-based methodologies in qualitative computing, organized in three main sections. First, visual-based methods and techniques in qualitative data analysis and the development of the topic under research will be discussed to illustrate the potential of qualitative research under a broader role of application. Second, and based on the previous section, survey and describe the multiple functionalities of several CAQDAS at the level of VDA. Finally, and following the SWOT analysis principles, a number of considerations that are particularly relevant in this domain will be put forth, in order to systematize knowledge and draw recommendations and eventual implications.

When Thomas meets Watson: the use of technology in social sciences researches

Carla Regina Mota Alonso Diéguez, Fundação Escola de Sociologia e Política de São Paulo, and Rodrigo Nascimento Souza, PITANG Consultant and Systems

In 1914 Willian Thomas and Florian Znaniecki published the first great qualitative research of sociology. "The Polish Peasant In Europe And America" gathers data from various sources, such as letters and interviews, which have been organized, systematized and analyzed manually. 100 years later, the amount and diversity of data and sources for social sciences research has grown, making the organization and analysis of these a problem for researchers. Several softwares appeared to solve the organization and analysis problem. Among them there is Watson, a software by IBM that uses cognitive computing. The paper presents the use of Watson services to systematize and analyse qualitative data produced with a research realized by Fundação Escola de Sociologia e Política de São Paulo on professional qualification. The purpose of work is showed how the use of Watson can help to systematize and analyse qualitative data more accurately, quickly, richly, and significantly.

Transparency in an age of mass digitalization

Silvana di Gregorio, QSR International

The conference theme raises questions about the role of qualitative research in challenging perceptions of 'fake news' and interpretations of information. We live in an age of mass digitalization – not only from the output of social media but also in the digitalization of books and archival records. This paper explores how we can define 'transparency' in research with mass data. Researchers generally agree that the purpose of 'transparency' is to ensure that research findings can be trusted. However, Jackson (2014) discusses that there are different conceptualizations of what 'transparency' in research means. She explored in a small empirical study how researchers used the affordances of NVivo to make transparent to themselves their evolving interpretations of their data. Since her study, NVivo has incorporated text mining tools that can manage large amounts of qualitative data. Can these tools enable transparency and hence trustworthiness of interpretations of large data sets?

Session: Sat 173
Lincoln 1057, 11:00am-12:20pm

Digital Tools: Teaching and Curriculum

Making Connections between Abstract Theory and the Real World : Qualitative Analysis as a Teaching Tool

David Woods, Transana

This presentation is a case study of one professor who developed a new paradigm for teaching her course content using qualitative analytic software (Transana) in an innovative manner. The instructor faced the common challenge of helping students connect and apply the abstract theoretical content to a real-world context. When she realized that the qualitative analysis of video data also involves making explicit connections between real-world data and theory, a new teaching paradigm was born. The instructor provides video data to her students and gives them tasks related to collaborative transcription and coding the data based on course content, as well as reflective writing assignments. Over the course of the semester, students learn to "see" the course concepts play out in the video examples and to apply those concepts in real world situations. They also describe developing an increased appreciation for qualitative research, methods, and tools in the process.

Integrating Methodology and Technology: The Five-Level QDA Method as a Framework for a Concurrent Curriculum

Christina Silver, Qualitative Data Analysis Services, and Nicholas H Woolf, Qualitative Data Analysis Services

A continuing challenge in preparing students for qualitative research is teaching both qualitative methodology and the use of technology concurrently, in order to ensure high quality research in a digital environment. The Five-Level QDA[®] method has the potential to be used as a framework for integrating methodology and technology in the curriculum. The method recognizes that analytic strategies—what you plan to do—are contrasting by nature from the software tactics—how you plan to do it, and the method makes explicit how experts have learned to harness CAQDAS programs for conducting qualitative data analysis by “translating” between them. At a more general level, methodology and technology are also instances of strategies and tactics that are contrasting by nature, and bet integrated by “translating between them. We present alternative models based on the Five-Level QDA principles for designing and implementing a curriculum that integrates the teaching of methodology and technology.

Teaching Advanced Qualitative Research Methods Online: Grounded Theory, Observation and Analysis

Bethany Flora, East Tennessee State University

The purpose of this paper is to describe the process I have developed for teaching a doctoral level course in Advanced Qualitative Research Methods. I will share portions of the syllabus and articulate the purpose and outcome of the assignments, including students' selecting their own qualitative research project to conduct an observational study in the field during the semester. I will share tools and tips for online submissions of observation protocols, coding and analysis, along with ways that I attempt to sustain a community of connection, dialogue and discourse via an online course platform with students from different disciplinary backgrounds who possess disparate qualitative research interests.

Session: Sat 205
Lincoln 1057, 1:00-2:20pm

Digital Tools: SIG Business Meeting – Reflections and Future Directions

Business Meeting

(Chair) Caitlin Byrne, The University of Alabama

1. Introductions/sign-up sheet
2. Report on ICQI 2018 Preparations
 - a. Timeline, Budget and Sponsors
 - b. Communications/Outreach
 - i. This year compared to prior years
 - ii. Suggestions for next year and discussion
 - c. Program
 - i. This year compared to prior years (types of papers included)
 - iii. Suggestions for next year and discussion
3. Our scope and boundaries
 - a. 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.***
4. Leadership
 - a. Sponsorship/Social Event
 - b. Communications/Outreach
 - c. Program Coordinator
5. Other business
 - c. Future Directions

THANK YOU!!

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/>

MAXQDA (Verbi)

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

NVivo (QSR)

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

Queri

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

Quirkos

<https://www.quirkos.com/index.html>

Transana

<https://www.transana.com/>