

# Going Online

## Social Media and Social Groups

### (+ extra on ANALYSIS)

INF5220

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Sisse Finken, Design group

# What is analysis? ...continued from last lecture

- To make formal sense of empirical material generated through fieldwork by reconsidering it, looking at it carefully and critically (Crang & Cook 2007:133).
- Translating a messy process into a neat product (Ibid.)
- “to viewing the relationship between these patterns as ‘structures’ in the data which create explanation [...]. It is the ability of organised and analysed data to answer questions posed by an ethnographer that marks this analysis-to-interpretation shift.” (Madden 2012:148-149)

Analyzing field material you can ask the following questions:

- What are people doing?
- What are they trying to accomplish? How, exactly, do they do this? What specific means and/or strategies do they use?
- How do members talk about, characterize, and understand what is going on?
- What assumptions are they making?
- What do I see going on here? What did I learn from these notes?
- Why did I include them? (Emerson et al. 1995:146)

# Analysis continued...

## **REFRESHING GROUNDED THEORY from last week**

- GT is both an inquiry and the product of the inquiry – it's an analytical guideline that helps focus the data collection, build theories, and develop concepts (The Sage Handbook:507)
- data collection, analysis, and theory stand in reciprocal relationship with each other. One does not begin with a theory, then proves it. Rather, one begins with area of study and what is relevant to that area is allowed to emerge" (Strauss & Corbin 1990, in Thoresen).
- "Grounded theorists give priority to developing rather than verifying analytical propositions" (Emerson, Fretz, Shaw, 1995:143)
- Theory should be grounded – "to take an existing (...) theory or a set of pre-defined concepts as point of departure (...) is a risky endeavor. It means that an external structure is imposed on the data." (Thoresen)
- That is, rather than taking predefined concepts and explore them in the field settings to see if, how, when, and to what extent the concepts are relevant to the study: "we need to treat concepts as problematic and look for their characteristics as lived and understood, not as given in the textbook" (Charmaz 2005:512)
- For new turns in GT see e.g. Clarke (2005) and Charmaz (2005)

# Analysis continued...

## CRITIQUE OF GT

- Theory and the generation of data can't be separated.
- We bring theory to the field - data do not stand alone, analysis unfolds in all phases of field research (observations, when recording fieldnotes, when coding the notes in analytical categories, and when developing theoretical propositions). Emerson, R. M., R. I. Fretz and Shaw, L. (1995): *Writing Ethnographic Fieldnotes*. The University of Chicago Press.
- A systematic coding of data does not (in itself) lead to theory - the bibliography of the researcher plays a role in the analysis - data do not talk and reveal. Tove Thagaard (1998): *Systematikk og innlevelse. En innføring i kvalitativ metode*. Fagbogforlaget

# Other approaches to analysis...on request

- **Conversation Analysis** (ethnomethodology – naturally occurring conversations) - the social world is not orderly, it's dynamic – how order is established in (inter-)action)). Examples of ethnomethodological analyses: Suchman (1987); Heath et al. (2011)
- **Discourse Analysis** (interviews, observation, documents, video/audio). The social world is produced by and produces objects/subjects/phenomena - "How does discourse function? Where is it to be found? How does it get produced and regulated? What are its social effects? How does it exist?" (Ricardson & St. Pierre 2005:969).

(Atkinson & Delamont 2005 + Ricardson & St. Pierre 2005 + Peräkylä 2005)

# Analysis continued...on request

- Bringing in analytical concepts/theory to the process of analysis
- GT light version (e.g. Reyes 2012)
- Thematic indexing: “With a color pen I marked out (circled or boxed in) events of interest. These color marks are attended by comments, explanations and references to similar and other events of interests. All of this is written in the margin or on blank back pages of my field material. Sometime I made notes on the cover of a piece of field material to indicate thematic events in the text” (Finken 2005. Using Sanjek 1990 to talk about thematic indexing)
- See also Madden 2012

# Social Media

## - Going Online to the *Field site*

- Virtual world? Is it real? - Online/offline?
- Whom/what to study – what field site?
- How to draw boundaries? – what do you study?
  - FB group?
  - Culture, online social group - boundaries meaningful to the ones studied
- Sit at home create a persona, rather than the embodied physical appearance (race, gender, age, looks) Markham 2005:794

# METHODOLOGY

- Ethnographic
  - Culture, methodological choice

What about AR, CS, GT?

What about paradigms?



# METHODS

- Observation
- Notes
- Conversations (chat)
- Interview
- Email
- Screen dumps

# ROLE OF RESEARCHER

- Open about research agenda (informed consent?)
- Observer
- Participant
- Facilitator

# ISSUES TO CONSIDER

- Ethics
- Methods used
- Realness?
- Non-verbal aspects as in f2f settings Markham 2005
- Silence does not equal absence
- Technology part of the performance
- Space of work or leisure

# Literature not listed in syllabus

- Atkinson, P. & Delamont, S. (2005): Analytical Perspectives. In Denzin, N. K. & Lincoln, Y. S. (eds.): *The Sage Handbook of Qualitative Research*. Sage Publications.
- Clarke, E. (2005): *Situated Analysis. Grounded Theory After the Postmodern Turn*. Sage.
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- Peräkylä, A. (2005): Analyzing Talk and Text. In Denzin, N. K. & Lincoln, Y. S. (eds.): *The Sage Handbook of Qualitative Research*. Sage Publications.
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- Silverman, D. (2005): *Doing Qualitative Research*. Sage.
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