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| Online Interview Research Design and Practice  This outline can be used in whole or adapted for a graduate course or seminar using *Qualitative Online Interviews* by Janet Salmons, Ph.D. and resources available on the companion website. The Annotated Bibliography/Webliography**,** E-Research Tips, Templates and Worksheets, and links to media pieces are available on the Sage Publications book site, see: <http://www.sagepub.com/books/Book241778>. For more information and resources see: [www.vision2lead.com](http://www.vision2lead.com).  Many students enter the thesis or dissertation stage with little hands-on research experience. In this course, students practice the steps they are learning. Assignments are centered on a course project that allows students to collect data from online interviews and related observations. Additional units, or a follow-up course, could be developed to allow students to work through the steps of managing and analyzing data, and reporting.  Depending on the program or discipline, the project could be focused in an area that allows students to learn more about topics with curricular relevance. For example, a methods course in a graduate business program could encourage projects to explore management styles, teamwork or marketing topics, a course in a graduate sociology program could investigate changing cultures or attitudes, or a humanities course could explore literature or history.  The project could be conducted within the class, with students interviewing and observing each other, with friends, family members or subject matter experts outside of class. Depending on the instructor’s preference, students could be offered a list of project options and research questions from which to choose, or students could be asked to generate their own.  This course could be offered online, face-to-face, or as a blended learning class. Assignments and pace can be scaled up or down as appropriate for upper-level undergraduate, Masters, professional doctorate or PhD programs.  If you use or adapt this course outline and are willing to share your experience, write to me at [jsalmons@vision2lead.com](mailto:jsalmons@vision2lead.com). |

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| Unit | Learning Activities |
| 1. An Holistic View of Online Qualitative Research Design | **Reading:** *Qualitative Online Interviews,* Chapter 1  **View and discuss media piece:** “An Overview of the E-Interview Research Framework”  **Assignments:**  Identify or select a research question to use for the course project. Use the Use Templates and Worksheet, “E-Interview Research Framework,” to begin outlining steps for the course project study. |
| 1. Choosing Methodolo-gies and Methods | **Reading:** *Qualitative Online Interviews,* Chapter 2 Select additional readings on qualitative methodologies. (See Bibliography/Webliography for suggestions.)  **View and discuss media piece:** “Methodologies and Methods in Online Interview Research”  **Assignments:**  Use Templates and Worksheets:   * “Mapping Facets of an E-Research Design” to begin laying out the study. * “Epistemologies Influence Design Choices,*”* to identify the epistemology selected for the course project study. |
| 1. Creating a Rationale for Online Methods | **Reading:** *Qualitative Online Interviews*, Chapter 3  **Assignments:**  Use Templates and Worksheets:   * “Reasons for Choosing to Use ICTs to Collect Data” to explain the selected approach and generate a rationale for using online methods in the course project. * “Metaphors for the Researcher’s Position” to explain the researcher’s position vis a vis the study and generate a rationale supporting the selected approach. |
| 1. Choosing the Style(s) and Technology for Data Collection | **Reading:** *Qualitative Online Interviews*, Chapters 4 and 5  **View and discuss media piece:** “Technology, Communication and Interview Structures”  **Assignments:**  Use Templates and Worksheets to outline approaches selected for the course project interviews:   * “Medium, Setting, or Phenomenon, ICT and Interview Style” * “Typology With Interview Metaphors” * “ICT Features for Preparation, Interviews, or Follow-Up With Participants” * “Time–Response Continuum” |
| 1. Using Visual Methods in Online Research | **Reading:** *Qualitative Online Interviews*, Chapter 6  Additional readings could include excerpts from:  Pink, S. (2013). *Doing visual ethnography* (Third ed.). London: Sage Publications.  Rose, G. (2012). *Visual methodologies: An introduction to researching with visual materials*. London: Sage Publications.  **View and discuss media piece: “**Conducting Visual Interviews Online”  **Assignments:**  Use Templates and Worksheets to outline approaches selected for the course project:   * “Typology of Online Visual Interview Methods” * “Visual Interview Approaches With Different Levels of Structure” |
| 1. Sampling and Recruiting for Online Research | **Reading:** *Qualitative Online Interviews*, Chapter 7  **View and discuss media piece: “**Credible Recruiting for Online Interview Research”  **Assignments:**  Use Template and Worksheet to outline approaches selected for the course project: “Communicating Study Expectations with Participants: Structure and Time Frame” |
| 1. Addressing Ethical Issues in Qualitative Online Research | **Reading:** *Qualitative Online Interviews*, Chapter 8  **View and discuss media piece: “**Ethical Online Interview Research”  **Assignments:**   * Use Template and Worksheet to outline approaches selected for the course project: “Public–Private Internet Continuum” * Identify ethical risks or issues in the course project study. * Create an informed consent form for your course project participant(s). |
| 1. Preparing to Collect Data | **Reading:** *Qualitative Online Interviews*, Chapter 9  **View and discuss media piece: “**Preparing to Interview Online means Preparing to Listen”  **Assignments:**  Use Templates and Worksheets to outline approaches selected for collecting data for the course project:   * E-Interview Preparation Checklist   Conduct a practice online interview. Address the topic using ques­tions from at least two different approaches. Discuss how, as a researcher, you experienced these styles. Ask your practice partner for his or her perspective on the experience of different styles. Based on the practice interview and debrief, provide guidelines for researchers using your preferred style(s).  . |
| 1. Collecting Data with Interviews | **Readings:** *Qualitative Online Interviews*, Chapter 10   * E-Research Tips: Checklist for Conducting a Research Interview Using Synchronous Technologies * E-Research Tips: Checklist for Conducting a Research Interview Using Asynchronous Technologies * E-Research Tips: Recording the Interview   Supplementary reading: Kvale, S., & Brinkman, S. (2014). *InterViews: Learning the craft of qualitative research interviewing* (Third ed.). Thousand Oaks: Sage Publications.  **View and discuss media piece:** “Conducting Interviews Online”  **Assignment:**  Collect data with interviews, observation and/or participant observation |
| 1. Assessing Quality in an Online Study | **Readings:** *Qualitative Online Interviews*, Chapter 11   * E-Research Tips: Checklist for Evaluating E-Interview Quality in the Research Proposal * E-Research Tips: Checklist for Evaluating E-Interview Quality in the Completed Study   **View and discuss media piece:** “Using the E-Interview Research Framework to Assess Design and Research Quality”  **Assignment:**  Complete collection of data with interviews, observation and/or participant observation. |
|  | **Final course project deliverable**:  Explain and document the process of designing, planning and conducting the course project study. |