Class Activity with Research Questions

In small groups, use the following questions (or others appropriate to the field of study) as the basis for discussion. Use Exercises 1 and 2 to explore research options:

1. How does social media use during the work day influence perceptions of productivity on the job?

2. What communication styles do online students prefer for peer–peer exchange? What communication styles do online instructors prefer for instructor–student exchange?

3. How do people over the age of 40 prefer to get their news during crisis events?

4. How do small-business proprietors of physical retail stores use the Internet?

5. What characterizes consumers' use of online product reviews? What motivates consumers to post product reviews online?

6. What online resources or communities do people access to learn about health issues?

Exercise 1: Using suggested research vignettes, compare and contrast research approaches that could be taken, depending on whether ICTs serve as the communication medium, setting or are part of the phenomenon being studied. How might the decision on ICT as medium, setting or phenomenon relate to decisions on the position of the researcher?

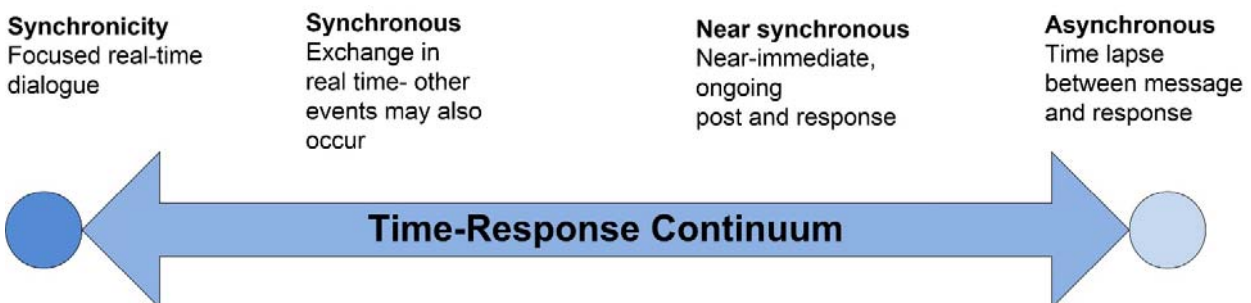| ICTs as **MEDIUM** for data collection.	ICTs as **SETTING** for data collection.	ICTs as **PHENOMENON**
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- **Exercise 2:** Using the same research vignette as in the previous exercise, consider the decision to use extant, elicited and/or enacted methods. What ICTs might you use? How? Why? What degree of time-response would serve this study?

Extant	Studies using existing materials developed without the researcher's influence.	
Elicited	Studies using data elicited from participants in response to the researcher's questions.	
Enacted	Studies using data generated with participants during the study.	

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Synchronicity
Focused real-time dialogue

Synchronous
Exchange in real time- other events may also occur

Near synchronous
Near-immediate, ongoing post and response

Asynchronous
Time lapse between message and response

Time-Response Continuum