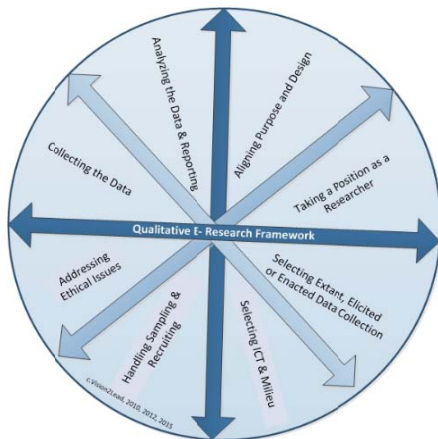




Doing Qualitative Research Online

Worksheet: Choosing an ICT and Taking a Position

Tables 1 and 2 allow you to apply concepts introduced in *Doing Qualitative Research Online* (Salmons, 2016) to your own



research design. As the Qualitative eResearch Framework shows, you need to think through decisions about each design element in the context of the whole. The two sets of decisions reflected in these tables are interrelated because the nature of the technology used for communicating with participants may influence the position which the researcher can or will take in relation to the study and participants. As you can see from the questions listed in Table 2, these choices may also relate to ethical issues and potential researcher bias.

Can you succinctly define and explain your rationale for making choices about the technologies which you will use for the study, and the position that you will take? What new questions about your research design are raised by this exercise? Do you need to make changes in the research design – or the ways in

which you describe it?

Table 1 Making Choices for Online Data Collection and with the Qualitative eResearch Framework

	Key Questions	Your Rationale
Aligning Purpose & Design	<ul style="list-style-type: none"> Does the researcher explain theoretical, epistemological and methodological choices? Does the researcher offer a clear rationale for choosing online methods? 	
Taking a Position as a Researcher	<ul style="list-style-type: none"> Does the researcher explain how his/her position relates to the choice of eData collection? 	
Selecting Extant, Elicited or Enacted Methods	<ul style="list-style-type: none"> Does the researcher provide a rationale for decisions about why online data collection approaches are appropriate for the study? Does the researcher show how methods choices relate to the determination of ICTs as medium, setting and/or phenomenon? 	



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Selecting ICT & Milieu	<ul style="list-style-type: none"> • Does the researcher share whether the study will investigate online behavior in or with a specific ICT or online setting? If so, does that ICT or setting lend itself to use for the identified purpose? • How will interviews, focus groups or research events use text-based, audio, and/or visual communication options? • If the ICT has capacity for visual exchange, did the researcher acknowledge the visual nature of the study in the research design and planned for collection and analysis of visual data? 	
Handling Sampling & Recruiting	<ul style="list-style-type: none"> • Does the researcher explain any implications of the choice of online data collection for sampling and recruiting participants? 	
Addressing Ethical Issues	<ul style="list-style-type: none"> • Does the researcher offer an ethical rationale for the research design? • Does the researcher address issues of informed consent as appropriate to the research design and setting? 	
Collecting the Data	<ul style="list-style-type: none"> • Does the researcher explain the rationale for design choices to participants, as appropriate? 	
Analyzing the Data	<ul style="list-style-type: none"> • Does the researcher have an analytic strategy that aligns with the selected methods? 	



Table 2 Meshing Decisions about Researcher Position with the Qualitative eResearch Framework

Taking a Position as a Researcher		
Aligning Purpose & Design	<ul style="list-style-type: none"> Does the researcher reveal how his/her position furthers (or conflicts with) the purpose of the study? 	
Taking a Position as a Researcher	<ul style="list-style-type: none"> Does the researcher reveal a position on the etic–emic continuum? Does the researcher explain a researcher role as miner, traveler (Kvale, 2007; Kvale & Brinkman, 2009), or gardener (Salmons, 2015, 2016)? 	
Selecting Extant, Elicited or Enacted Methods	<ul style="list-style-type: none"> Does the researcher explain how his/her position relates to the choice of eData collection? 	
Selecting ICT & Milieu	<ul style="list-style-type: none"> Does the researcher disclose any conflicts of interest or personal preferences for a choice of ICT that might introduce bias or otherwise influence study results? 	
Handling Sampling & Recruiting	<ul style="list-style-type: none"> Does the researcher disclose any conflicts of interest with the population or research setting? 	
Addressing Ethical Issues	<ul style="list-style-type: none"> Does the researcher discuss whether he or she is a known insider in the selected research setting? If so, how might status or prior knowledge add a risk for researcher bias – and how will this risk be mitigated? 	
Collecting the Data	<ul style="list-style-type: none"> Does the researcher need to explain any positional issues to participants? 	
Analyzing the Data	<ul style="list-style-type: none"> Does the researcher plan to include outliers or data that conflicts with his or her perspectives on the topic? 	

Source:

Salmons, J. (2015) *Qualitative online interviews*. Thousand Oaks, CA: Sage Publications.

Salmons, J. (2016) *Doing qualitative research online*. London: Sage Publications.



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