

Workshop Nine: Interviewing

		This session will be recorded as a podcast, using the general questions about your research.
001	<p><b>Online-Offline Relationships</b></p> <ul style="list-style-type: none"> <li>• How can you interview people online?</li> <li>• What kind of questions might you ask about people experiences?</li> <li>• What sort of interactions are you looking for?</li> <li>• What sort of activities are you looking for?</li> </ul>	
002	<p><b>Interviewing</b></p> <ul style="list-style-type: none"> <li>• How will you track online interactions?</li> <li>• What form is your journal taking?</li> <li>• Are you keeping a diary of your interactions?</li> <li>• How are you reflecting on your experience?</li> </ul>	
003	<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• How do people’s experiences and the meanings that they apply to them differ and change over time and in different circumstances?</li> <li>• How can we account for the shared meanings that are borne by participants, and are enacted through rituals and other behaviours?</li> </ul>	
004	<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• How will you reflect on your experiences?</li> <li>• How will you know that you can faithfully recall these experiences?</li> <li>• How will you offer insights into the forms on online culture that you encounter?</li> </ul>	
005	<p><b>Ethnographic Process</b></p> <ul style="list-style-type: none"> <li>• What will you do with the data you collect?</li> <li>• How will you compare it?</li> <li>• How will you check it?</li> <li>• How will you manage ideas that emerge from the experiences being described?</li> </ul>	

006	<p><b>Ethnographic Principles</b></p> <p>In what way would you say that you are:</p> <ul style="list-style-type: none"> <li>• Immersed in the settings?</li> <li>• Acting as a participant?</li> <li>• Listening to what you are being told?</li> <li>• Recording observations in our journal?</li> <li>• Reflecting on our own experiences?</li> </ul>	
007	<p><b>Online Communities</b></p> <ul style="list-style-type: none"> <li>• To what extent can you describe the sites that you are observing as a 'community'?</li> <li>• In what way can you describe how people meet in these virtual spaces?</li> <li>• How do the people that you interact with extend their engagement beyond the virtual spaces?</li> <li>• How does the internet differ in the way that it locates the experience of the people you are observing?</li> </ul>	
008	<p><b>Community Accomplishment</b></p> <ul style="list-style-type: none"> <li>• How is the sense of community that is gained online by the participants articulated and accomplished?</li> <li>• Is this sense of community more significant than other forms of community?</li> <li>• What are the familiar places that people adhere to online?</li> <li>• What is the form of the culture that people are expressing with their online interactions?</li> </ul>	
009	<p><b>Cultural Markers</b></p> <ul style="list-style-type: none"> <li>• What would you say are the markers that signify the connections that are undertaken in these communities?</li> <li>• Is there a difference between the types of sites that people use?</li> </ul>	

	<ul style="list-style-type: none"> <li>• What do the respondents and participants in these virtual communities describe as their 'lived experience'?</li> <li>• How are these experiences represented in multimedia images and audio content?</li> </ul>	
010	<p><b>Rituals &amp; Norms?</b></p> <ul style="list-style-type: none"> <li>• What are the ritualistic aspects of people interacting in their virtual communities?</li> <li>• How do people behave online?</li> <li>• What are the expressions of identity that people present and articulate?</li> <li>• How do people manage their expectations about their roles?</li> <li>• How do respondents use language to express their ideas?</li> <li>• How do virtual communities organise and manage themselves?</li> <li>• Are these linguistic systems, norms, actions and identities distinctive to online groups, and online communications?</li> <li>• Are they taught? Are they common to some groups and not to others?</li> <li>• Are they common to some media and not to other?</li> </ul>	
011	<p><b>Generic Social Processes</b></p> <p>Can you describe how people acting online:</p> <ul style="list-style-type: none"> <li>• Participate in the observed situations?</li> <li>• Engage in the subcultural life-worlds?</li> <li>• Form and coordinating associations?</li> <li>• How are these accomplishments managed simultaneously and concurrently?</li> </ul>	
012	<p><b>Generic Social Processes</b></p> <p>How do people acting online:</p> <ul style="list-style-type: none"> <li>• Acquire their perspectives?</li> <li>• Achieve their sense of identity?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Undertake actions and tasks, such as performing their activities, influencing others, making commitments?</li> <li>• Develop their relationships?</li> <li>• Experience a sense of emotional connection or disconnection?</li> <li>• Achieve fluency in the way that the communicate?</li> </ul>	
013	<b>Generic Social Processes</b> <ul style="list-style-type: none"> <li>• In what way are you being attentive to the general processes?</li> <li>• In what way are you being attentive to the range of expressions and dealings that people undertake in their virtual communities?</li> </ul>	
014	<b>Lifeworlds</b> What are the practical steps involved in: <ul style="list-style-type: none"> <li>• Attending to the life worlds or subcultural realms that <i>the participants</i> distinguish?</li> <li>• Establishing intimate familiarity with those participating in these life-worlds?</li> <li>• How can we acknowledge and identify the situated and emergent interlinkages, disjunctures, and irrelevancies that people experience in the course of conducting their affairs?</li> </ul>	
015	<b>Participation Settings</b> <ul style="list-style-type: none"> <li>• How do we separate out the aspects of people experience that overlap?</li> <li>• How do we separate out the multiple realms of involvement?</li> </ul>	
016	<b>Grounding in Fieldwork</b> <ul style="list-style-type: none"> <li>• In your descriptive accounts, how do you ground the field knowledge that you obtain?</li> <li>• What are the processes that you are concerned with?</li> </ul>	

	<ul style="list-style-type: none"> <li>• How do you recognise and account for the meanings that people ascribe to their lives, experiences, and their structures of the world?</li> <li>• How do you account for the role of the researcher in collecting and recording the data based on participation?</li> <li>• How do you account for our choices in selecting a field site?</li> <li>• How do you describe the processes and the meanings that you encounter?</li> <li>• How can you use images and descriptions to account for the meanings you encounter?</li> </ul>	
017	<p><b>Reporting and Assessing Social Media Usages</b> In what way are the sites that you have chosen to examine:</p> <ul style="list-style-type: none"> <li>• A social world?</li> <li>• Constituted through the use of language?</li> <li>• Governed by assumed rules and terms of engagement?</li> <li>• Who wins and who loses in these engagements?</li> <li>• Who are insiders and who are outsiders?</li> <li>• To what extent can online data be treated as social act?</li> <li>• To what extent are these acts possible to understand within their context?</li> <li>• How do you account for the ways these acts and social interaction overlap in different communities?</li> </ul>	
018	<p><b>Computer Aided Research</b> To what extent are you using software to:</p> <ul style="list-style-type: none"> <li>• Record fieldnotes?</li> <li>• Correct, extend, editing, or revise fieldnotes?</li> <li>• Store texts?</li> <li>• Organising texts?</li> <li>• Search and retrieve texts and make them available for inspection?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Connect relevant data segments to each other, forming categories, clusters, or networks?</li> <li>• Write reflective commentaries or 'memos' on the data as a basis for deeper analysis?</li> <li>• Perform content analysis by counting frequencies, sequences, or locations of words and phrases?</li> <li>• Displaying selected data in a reduced, condensed, organised forms, such as in a matrix?</li> <li>• Aide in conclusion-drawing, interpretation, confirmation and verification?</li> <li>• Building theory by developing systematic, conceptually coherent explanations of findings?</li> <li>• Create diagrams or graphical maps that depict findings or theories?</li> <li>• Prepare interim and final reports?</li> </ul>	
019	<p><b>Connection with People</b></p> <ul style="list-style-type: none"> <li>• How are you connecting with people?</li> <li>• What forms of involvement, engagement, contact, interaction, communion, relation, collaboration and connection are being undertaken?</li> <li>• How do you know that there are people at the other end?</li> </ul>	
020	<p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• How organised do you need to be to collect data?</li> <li>• What will help you to be more methodical and systematic about data collection?</li> </ul>	
	<b>References:</b>	

Bauman, Z., & May, T. (2001). *Thinking Sociologically* (2nd ed.). Oxford: Blackwell.

Hine, C. (Ed.). (2005). *Virtual Methods - Issues in social Research on the Internet*. Oxford: Berg.

Kozinets, R. V. (2010). *Netnography - Doing Ethnographic Research Online*. London: Sage.