

Workshop Ten: Journals, Articles & Stories

1 Activity – Podcast Recording

- Using the notes from last week’s workshop session, this session will involve recording a podcast debate about the issues you have been investigating.
- Can you take these notes and arrange them into a series of topics that can form the running-order for your discussion?
- Who will be the ‘expert’ for each section?
- What knowledge and understanding will you have to be able to demonstrate as an ‘expert’ or ‘advocate’ for these issues?
- How will you structure this discussion?
- Will it be a debate, a series of testimonials or a conversation, for example?

2 Podcast Discussion - Situations

2.1 Online-Offline Relationships

- How can you interview people online?
- What kind of questions might you ask about people’s experiences?
- What sort of interactions are you looking for?
- What sort of activities are you looking for?

2.2 Interviewing

- How will you track online interactions?
- What form is your journal taking?
- Are you keeping a diary of your interactions?
- How are you reflecting on your experience?

2.3 Participation

- How do people’s experiences and the meanings that they apply to them differ and change over time and in different circumstances?
- How can we account for the shared meanings that are borne by participants, and are enacted through rituals and other behaviours?

2.4 Reflection

- How will you reflect on your experiences?
- How will you know that you can faithfully recall these experiences?
- How will you offer insights into the forms on online culture that you encounter?

2.5 Ethnographic Process

- What will you do with the data you collect?
- How will you compare it?
- How will you check it?
- How will you manage ideas that emerge from the experiences being described?

2.6 Ethnographic Principles

In what way would you say that you are:

- Immersed in the settings?
- Acting as a participant?
- Listening to what you are being told?
- Recording observations in our journal?
- Reflecting on our own experiences?

2.7 Online Communities

- To what extent can you describe the sites that you are observing as a ‘community’?
- In what way can you describe how people meet in these virtual spaces?
- How do the people that you interact with extend their engagement beyond the virtual spaces?
- How does the internet differ in the way that it locates the experience of the people you are observing?

2.8 Community Accomplishment

- How is the sense of community that is gained online by the participants articulated and accomplished?
- Is this sense of community more significant than other forms of community?
- What are the familiar places that people adhere to online?
- What is the form of the culture that people are expressing with their online interactions?

2.9 Cultural Markers

- What would you say are the markers that signify the connections that are undertaken in these communities?
- Is there a difference between the types of sites that people use?
- What do the respondents and participants in these virtual communities describe as their 'lived experience'?
- How are these experiences represented in multimedia images and audio content?

2.10 Rituals & Norms?

- What are the ritualistic aspects of people interacting in their virtual communities?
- How do people behave online?
- What are the expressions of identity that people present and articulate?
- How do people manage their expectations about their roles?
- How do respondents use language to express their ideas?
- How do virtual communities organise and manage themselves?
- Are these linguistic systems, norms, actions and identities distinctive to online groups, and online communications?
- Are they taught? Are they common to some groups and not to others?
- Are they common to some media and not to other?

2.11 Generic Social Processes

- Can you describe how people acting online?
- Participate in the observed situations?
- Engage in the subcultural life-worlds?
- Form and coordinating associations?
- How are these accomplishments managed simultaneously and concurrently?

2.12 Generic Social Processes

- How do people act online?
- Acquire their perspectives?
- Achieve their sense of identity?
- Undertake actions and tasks, such as performing their activities, influencing others, making commitments?
- Develop their relationships?
- Experience a sense of emotional connection or disconnection?
- Achieve fluency in the way that the communicate?

2.13 Generic Social Processes

- In what way are you being attentive to the general processes?
- In what way are you being attentive to the range of expressions and dealings that people undertake in their virtual communities?

2.14 Lifeworlds

What are the practical steps involved in:

- Attending to the life worlds or subcultural realms that *the participants* distinguish?
- Establishing intimate familiarity with those participating in these life-worlds?
- How can we acknowledge and identify the situated and emergent interlinkages, disjunctions, and irrelevancies that people experience in the course of conducting their affairs?

2.15 Participation Settings

- How do we separate out the aspects of people experience that overlap?
- How do we separate out the multiple realms of involvement?

2.16 Grounding in Fieldwork

- In your descriptive accounts, how do you ground the field knowledge that you obtain?
- What are the processes that you are concerned with?
- How do you recognise and account for the meanings that people ascribe to their lives, experiences, and their structures of the world?
- How do you account for the role of the researcher in collecting and recording the data based on participation?
- How do you account for our choices in selecting a field site?
- How do you describe the processes and the meanings that you encounter?
- How can you use images and descriptions to account for the meanings you encounter?

2.17 Reporting and Assessing Social Media Usages

In what way are the sites that you have chosen to examine:

- A social world?
- Constituted through the use of language?
- Governed by assumed rules and terms of engagement?
- Who wins and who loses in these engagements?
- Who are insiders and who are outsiders?
- To what extent can online data be treated as social act?
- To what extent are these acts possible to understand within their context?
- How do you account for the ways these acts and social interaction overlap in different communities?

2.18 Computer Aided Research

To what extent are you using software to:

- Record fieldnotes?
- Correct, extend, editing, or revise fieldnotes?
- Store texts?
- Organising texts?
- Search and retrieve texts and make them available for inspection?
- Connect relevant data segments to each other, forming categories, clusters, or networks?
- Write reflective commentaries or 'memos' on the data as a basis for deeper analysis?
- Perform content analysis by counting frequencies, sequences, or locations of words and phrases?
- Displaying selected data in a reduced, condensed, organised forms, such as in a matrix?
- Aide in conclusion-drawing, interpretation, confirmation and verification?
- Building theory by developing systematic, conceptually coherent explanations of findings?
- Create diagrams or graphical maps that depict findings or theories?
- Prepare interim and final reports?

2.19 Connection with People

- How are you connecting with people?
- What forms of involvement, engagement, contact, interaction, communion, relation, collaboration and connection are being undertaken?
- How do you know that there are people at the other end?

2.20 Organisation

- How organised do you need to be to collect data?
- What will help you to be more methodical and systematic about data collection?

3 Activity – Online Debates and Discussions

- Read through the following links to articles and news reports that are relevant to the debates about sugar and carbohydrates and food understandings.
- Is there a common link or set of themes between any of these issues?
- How can you arrange the different types of reports?

https://www.theguardian.com/commentisfree/2017/jul/03/drugs-alone-wont-cure-epidemic-depression-we-need-strategy?CMP=Share_iOSApp_Other

https://www.theguardian.com/society/2017/jul/05/theresa-may-must-act-to-tackle-obesity-without-delay?CMP=Share_iOSApp_Other

https://www.theguardian.com/commentisfree/2017/jul/30/call-fast-food-by-its-real-name-cheap-food?CMP=Share_iOSApp_Other

<http://communities.whysports.co.uk/index.php/whysports-event-home>

<http://www.telegraph.co.uk/health-fitness/0/englands-obesity-hotspots-does-area-compare/>

<https://www.theguardian.com/commentisfree/2017/aug/11/esports-olympic-video-games-ioc-gaming>

<http://www.telegraph.co.uk/news/2017/08/29/low-fat-diet-linked-higher-death-rates-major-lancet-study-finds/>

<http://www.telegraph.co.uk/health-fitness/nutrition/fat-bad-eat-five-a-day-health-rules-grew-actually-true/>

<http://www.telegraph.co.uk/health-fitness/nutrition/lose-weight-low-carb-diet-two-weeks/>

<http://www.independent.co.uk/news/business/analysis-and-features/brazil-junk-food-big-business-developing-world-nestle-obesity-health-weight-a7953021.html>

<http://www.telegraph.co.uk/health-fitness/0/englands-obesity-hotspots-does-area-compare/>

https://www.theguardian.com/society/2017/oct/10/shocking-figures-show-there-are-now-124-million-obese-children-world-wide?CMP=Share_iOSApp_Other

<https://www.theguardian.com/commentisfree/2017/oct/11/obese-people-treatment-surgery-britain>

https://www.theguardian.com/society/2017/oct/11/big-soda-small-steps-philip-hammond-must-extend-pop-tax-to-sweets?CMP=Share_iOSApp_Other

https://www.theguardian.com/society/2017/oct/12/the-environment-inside-our-skins-the-obesity-epidemic-and-the-food-industry?CMP=Share_iOSApp_Other

https://www.theguardian.com/society/2017/oct/12/the-environment-inside-our-skins-the-obesity-epidemic-and-the-food-industry?CMP=Share_iOSApp_Other

https://www.theguardian.com/society/2017/oct/16/supersized-chocolate-bars-and-sweet-bags-banned-from-nhs-hospitals?CMP=Share_iOSApp_Other

<https://www.theguardian.com/lifeandstyle/2017/oct/17/joy-eggs-scare-stories-new-guidance-runny-yokes-salmonella>

https://www.theguardian.com/society/2017/oct/31/rotten-state-childrens-teeth-england-under-10-hospital-treatment-tooth-decay?CMP=Share_iOSApp_Other

https://www.theguardian.com/society/2017/oct/31/high-street-lunch-meal-deals-can-contain-up-to-30-teaspoons-of-sugar?CMP=Share_iOSApp_Other

<https://www.theguardian.com/commentisfree/2017/oct/31/banning-unhealthy-meal-deals-high-street-retailers-sugar-healthier>

<https://www.theguardian.com/business/shortcuts/2017/nov/01/ten-items-or-fewer-why-no-longer-doing-big-shop-supermarket>

https://www.theguardian.com/global-development/2017/nov/04/danger-to-future-generations-640m-pledged-third-of-world-malnourished-obesity-hunger-kofi-annan?CMP=Share_iOSApp_Other

<http://www.leicestermercury.co.uk/whats-on/food-drink/how-much-sugar-popular-christmas-748407>

https://www.theguardian.com/society/2017/nov/10/uk-most-obese-country-in-western-europe-oecd-report-finds?CMP=Share_iOSApp_Other

https://www.theguardian.com/us-news/2017/nov/13/soda-drinking-us-sugary-beverages-minorities?CMP=Share_iOSApp_Other

https://www.theguardian.com/science/blog/2017/nov/21/sugar-industry-withheld-research-effects-of-sucrose-50-years-ago-study-claims?CMP=Share_iOSApp_Other

https://www.theguardian.com/news/2017/nov/24/how-the-sandwich-consumed-britain?CMP=Share_iOSApp_Other

https://www.theguardian.com/society/2017/oct/10/treating-obesity-related-illness-will-cost-12tn-a-year-from-2025-experts-warn?CMP=Share_iOSApp_Other

https://www.theguardian.com/society/2017/oct/10/treating-obesity-related-illness-will-cost-12tn-a-year-from-2025-experts-warn?CMP=Share_iOSApp_Other

<http://projects.huffingtonpost.co.uk/new-activists/>

https://www.theguardian.com/global-development/2017/sep/07/surviving-without-thriving-but-all-is-not-lost-for-the-worlds-stunted-children?CMP=Share_iOSApp_Other

https://www.theguardian.com/lifeandstyle/2017/oct/03/exercise-depression-disease-death-sit-less-move-more?CMP=Share_iOSApp_Other

https://www.theguardian.com/technology/2017/sep/01/juicero-silicon-valley-shutting-down?CMP=Share_iOSApp_Other

https://www.theguardian.com/environment/2017/sep/19/poorest-london-children-face-health-risks-toxic-air-poverty-obesity?CMP=Share_iOSApp_Other

https://www.theguardian.com/society/2017/sep/01/uk-needs-to-perform-thousands-more-obesity-operations-say-surgeons?CMP=Share_iOSApp_Other

https://www.theguardian.com/society/2016/may/22/official-advice-to-eat-low-fat-diet-is-wrong-says-health-charity?CMP=Share_iOSApp_Other

https://www.theguardian.com/commentisfree/2017/sep/22/girls-looks-teach-children-appearance-stereotypes?CMP=Share_iOSApp_Other

http://www.telegraph.co.uk/news/2017/09/15/40s-should-have-diabetes-check-millions-put-diet/?WT.mc_id=tmglive-app_iosshare_Apb5gSdTNQs9

https://www.theguardian.com/business/2017/sep/29/uk-sugar-industry-licks-lips-over-end-of-eu-quotas-and-price-fixing?CMP=Share_iOSApp_Other

https://www.theguardian.com/society/2017/sep/14/poor-diet-is-a-factor-in-one-in-five-deaths-global-disease-study-reveals?CMP=Share_iOSApp_Other

https://www.theguardian.com/commentisfree/2017/sep/15/cookery-courses-obese-people-smoking-nanny-state-eating?CMP=Share_iOSApp_Other

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