

Participatory Media Research

NMDS 5228 / CRN 3557, Spring 2019
Instructor: Prof. Nitin Sawhney, Ph.D.
6 East 16th Street, Room 1203 TD Studio
Tuesday 4:00 - 5:50 pm

Email: nitin@newschool.edu
Phone: 646.909.4302
Office: 79 Fifth Ave, 16th Fl, Rm 1627
Hours: Wednesdays 3:00 - 6:00 pm

Course Description

This course explores participatory approaches to designing and conducting social inquiry using qualitative, quantitative and mixed methods, particularly for media-based research projects. The class focuses on applying such approaches to understanding the role of participatory media, digital narratives, and networked cultures in diverse socio-cultural settings. Students examine case studies, theory and practice, as well as ethical considerations for conducting research in both online and place-based communities.

We review approaches for designing pilot research projects, conducting independent and collaborative inquiry, and handling ethical concerns such as informed consent, privacy, and confidentiality. We examine conventional methods such as participant observation, focus groups, semi-structured interviews, and online surveys. We also explore novel participatory modes of research leveraging digital/social media, narrative, mapping, and audio/video for creative investigation. Finally, we examine ways of organizing, visualizing and analyzing the qualitative or quantitative data collected in the field to make sense of emerging research outcomes.

Course Requirements and Grading

The course expects students to engage critically with course readings, participate in weekly online discussions, undertake exercises assigned, and conduct preliminary investigation on a topic of interest in collaborative groups of 2-3 participants. The goal is to foster a participatory learning environment, through shared contributions, ongoing peer-review and collaboration online. The following grading scheme will be used:

1. Responses to readings, peer-review and online discussions on the course site: 20%
2. Assignments (5% each for any 5 of the 6 suggested assignments): 25%
3. Midterm project proposal (5-7 pages) and peer review: 25%
4. Final project paper (15-20 pages) and peer review: 30%

While group projects are encouraged, individual contributions to them will also be examined. All grades are final and are not subject to change. Incomplete or "I" grades are strongly discouraged.

Academic Honesty: By taking this course you agree that you will adhere to The New School's Standards of Conduct, as well as the New School Academic Honesty policy. The work you do for any assignment should be your own and due credit should be given if developed in collaboration with others in or outside class.

Online Platform: This course will use CANVAS to distribute information, including the course syllabus and detailed assignment guidelines. To access CANVAS, go to <http://my.newschool.edu> and select "Participatory Research.A.Sp19". Weekly responses should be posted to the corresponding "Discussions" thread. Canvas site: <https://canvas.newschool.edu/courses/1427275>

Zotero will be used as a shared online course repository for distributing readings and submission/peer-review of student papers. Brief instructions will be provided and user accounts will be setup for all students during the first week of class. Zotero Site: https://www.zotero.org/groups/participatory_research_spring_2019/items

Course Schedule (*subject to change*)

Week (Date)	Topic	Responses & Assignments (due Sunday each week)
Week 1: (Jan 22)	Introduction: Course Overview & Expectations	Assignment 1: Submit bio & interests + Response to introductory questions on Canvas
Week 2: (Jan 29)	Understanding Qualitative Research	Response to Readings on Canvas (due Jan 29)
Week 3: (Feb 5)	Qualitative Research: Asking the Right Questions	Assignment 2: Devise Research Questions for Hypothetical Study + Response to Readings
Week 4: (Feb 12)	Qualitative Methods in Place-based Settings + Discuss Informed Consent	Assignment 3: Using qualitative methods for hypothetical research + Response to Readings
Week 5: (Feb 19)	Audio-Visual Methods: Photovoice, Soundwalks and Participatory Video	Assignment 4: Use any audiovisual or narrative method in your research + Response to Readings
Week 6: (Feb 26)	Narrative Inquiry and Digital Storytelling	Present Outcomes from Assignment 4 + Response to Readings
Week 7: (March 5)	Introduction to Participatory Action Research (PAR)	Submit Draft Proposals for Peer Review + Response to Readings + Discussion of Research Proposals
Week 8: (March 12)	Understanding Participatory Research Methods + Midterm Project Presentations	Peer Review of Proposals + Response to Readings Project Presentations in Class + Submission of Proposals
No Class (Mar 19)	New School Holiday – Spring Break	Prepare for project presentations
Week 9: (March 26)	Power and Ethics in Participatory Research	Response to Readings + Discussion of IRB Protocols for Research
Week 10: (April 2)	Qualitative Methods in Digital Networked Settings	Assignment 5: Submit IRB application + Response to Readings
Week 11: (April 9)	Methods for Analysis in Qualitative Research	Review of Project Updates + Response to Readings >> Discussion on Analysis of Data
Week 12: (April 16)	Participatory Analysis in Qualitative Research	Assignment 6: Using qualitative tools for analysis of your own or sample data + Response to Readings
Week 13: (April 23)	Complete Analysis and Prepare Draft Write-up of Research Projects	Submit Draft of Project Papers for Peer Review
Week 14: (April 30)	Presentation of Final Projects I	Peer Review of Draft Papers + Post a synopsis of your project and key outcomes on the blog
Week 15: (May 7)	Presentation of Final Projects II	De-briefing and Evaluation of Learning + Submit Final Papers by May 14th

Collaborative Research Projects: The course encourages students to develop a working research project during the term in groups (of 2-3 participants). These collaborative investigations serve as an opportunity to examine prior literature, examine new areas of interest, or explore novel methods of inquiry in a social, community or media-based context. The goal is to provide some initial insights (and potentially some pilot data) to better assess the research questions posed and the methodological or analytic approaches used. These “pilot” projects should be focused and structured such that they can be completed during the brief course of the term, and potentially extended in the future as thesis or ongoing community-based participatory research. In addition to peer-review, students are encouraged to seek participants, community-based partners or knowledgeable experts in the area to facilitate, guide and assess their projects as needed.

Informed Consent and Human Subject Research Guidelines: All projects seeking participation or collection of human subject data must follow suitable procedures for informed consent and completion of abbreviated Institutional Review Board (IRB) applications for human subject approval, in consultation with the instructors.
<https://www.newschool.edu/provost/research-support-human-subjects-research/>

Detailed Weekly Course Schedule with Readings and Assignments

Weekly readings will consist of theory and practice (in the form of illustrative examples and case studies), and regular assignments as exercises in applying these ideas and methods in everyday research. **Please post your responses to readings on Canvas by Sunday (midnight) each week, so your peers can also review them.**

** Note: the class schedule and assigned readings are subject to change. The syllabus will be refined to adjust to the interests and needs of course participants. Readings suggested by students may also be used in some sessions. Please regularly check Canvas and Zotero for the latest schedule and readings.*

WEEK 1 – INTRODUCTION TO COURSE: OVERVIEW AND EXPECTATIONS

ASSIGNMENT 1: Introduction and Personal Perspectives

Part 1. Join Zotero in order to be able to access weekly readings

Part 2. Join the Canvas site in order to share reflections on weekly readings and questions

Part 3. Submit responses to these questions on the discussion forum (just a few paragraphs, not an essay)

Biography (Part One)

1. Tell the class about yourself – your background and interests and optionally include a photo. Describe why you are taking the class, including any prior experiences and expectations for the course.

Reflective Thinking (Part two)

2. How would you describe participatory research? What do you think is the main difference between qualitative and quantitative research methods? In which contexts would it be most useful to engage in either of these approaches and why? Feel free to cite any illustrative examples. *Please briefly share your own original thinking (rather than seeking answers online); the diverse responses will facilitate discussion in class and help gauge any differences in your perspective at the end of the term.*
3. As this is an exploratory course, feel free to share your thoughts on the overall syllabus, structure and requirements for the course, including any aspects you would find more beneficial or may be missing.

Articles to share: (Optional)

4. Share an article or case study of interest (using Zotero) that could complement any of the topics in the syllabus (or areas not well addressed), and why you think it would be useful for the class.

WEEK 2 - UNDERSTANDING QUALITATIVE RESEARCH

NOTE: Read these articles in Week 1. Your responses are due online for peer discussion in Week 2.

READINGS

Willig, C., 2008. *Introducing qualitative research in psychology adventures in theory and method*. Maidenhead, England; New York: McGraw Hill/Open University Press. Chapter 1.

Law, M., Stewart, D., Letts, L., Pollock, N., Bosch, J., Westmorland, M., 1998. Guidelines for the critical review of qualitative studies. *McMaster University Occupational Therapy Evidence-Based Practice Research Group*.

SUPPLEMENTARY READING

Creswell, J., 2003. *Research design: qualitative, quantitative, and mixed methods approaches*. 2nd ed., Thousand Oaks Calif: Sage Publications. Chapter 1.

WEEK 3 – QUALITATIVE RESEARCH: ASKING THE RIGHT QUESTIONS

READINGS

Willig, C., 2008. *Introducing qualitative research in psychology adventures in theory and method*. Maidenhead, England; New York: McGraw Hill/Open University Press. Chapter 2 (up to page 22 required).

Agee, J., 2009. Developing qualitative research questions: a reflective process. *International Journal of Qualitative Studies in Education*, Volume 22, Number 4, pp. 431-447(17)

Chenail, R. J., 2011. Ten steps for conceptualizing and conducting qualitative research studies in a pragmatically curious manner. *The Qualitative Report*, 16(6), 1713-1730.

SUPPLEMENTARY READING

Tracy, S.J., 2010. Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, 16(10), pp.837-851.

ASSIGNMENT 2: Devise a Research Question for a Hypothetical Study

Identify several topics of interest; define some research questions related each topic of interest and consider the issues that may arise. What qualitative methods would be suitable for these research questions and why? What do you feel are the limitations of this method? Submit your write-up (3-4 paragraphs) on the course blog.

WEEK 4 - QUALITATIVE METHODS IN PLACE-BASED SETTINGS + DISCUSS INFORMED CONSENT

READINGS

Willig, C., 2008. *Introducing qualitative research in psychology adventures in theory and method*. Maidenhead, England; New York: McGraw Hill/Open University Press. Chapter 2 (page 23 – 32 required).

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. Pages 1 – 14 required.

Pink, S., 2007. Walking with video. *Visual Studies*, 22(3), 240–252.

HANDOUTS FOR REVIEW

Guion, L. A., Diehl, D. C., & McDonald, D. (2011). Conducting an in-depth interview.

Informed Consent Process and Guidelines: <https://www.researchnewschool.com/hrpp/>

SUPPLEMENTARY READING

Butler, S. (2008). Performance, art and ethnography. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 9).

ASSIGNMENT 3: Try Out Qualitative Research Methods

Think of a topic you'd like to investigate using one or two of the qualitative methods discussed in the readings (e.g., participant observation, semi-structured interview, or focus group). Design the protocol for your method and the informed consent approach, including the form you would ask participants to sign.

Write about your experience: What worked? What didn't? How did you find participants? Did you learn anything? If you were to do it again, how might you do something differently? Prepare a more extensive response on the course blog including 6-7 paragraphs with any illustrative audio/visual materials included.

WEEK 5 – AUDIO-VISUAL METHODS: SOUNDWALKS, PHOTOVOICE & PARTICIPATORY VIDEO

READINGS

Dicks, B. (2006). Multimodal ethnography. *Qualitative Research*, 6(1), 77–96.

McCartney, Andra (2014). Soundwalking: creating moving environmental sound narratives. *The Oxford Handbook of Mobile Music Studies, Volume 2*. Edited by Sumanth Gopinath & Jason Stanyek. 212-237.

Wang, C. C. (2006). Youth Participation in Photovoice as a Strategy for Community Change. *Journal of Community Practice*, 14(1-2), 147–161.

Mitchell, C., & De Lange, N. (2011). Community-Based Participatory Video and Social Action in Rural South Africa. In E. Margolis & L. Pauwels (eds.), *The SAGE handbook of visual research methods* (pp. 171–185). Los Angeles: SAGE.

SUPPLEMENTARY READINGS

Paquette, David and McCartney, Andra (2012). Soundwalking and the Bodily Exploration of Places. *Canadian Journal of Communication*; 37, 1; ProQuest, pg. 135.

Foster-Fishman, P., Nowell, B., Deacon, Z., Nievar, M. A., & McCann, P. (2005). Using Methods That Matter: The Impact of Reflection, Dialogue, and Voice. *American Journal of Community Psychology*, 36(3-4), 275–291.

Assignment 4: Use any audiovisual or narrative method in your research as an experimental pilot to test out or refine your methods of inquiry + share your working methodology (2-3 paragraphs) on Canvas

WEEK 6 - NARRATIVE INQUIRY AND DIGITAL STORYTELLING

READINGS

Connelly, F.M. & Clandinin, D.J., 1990. Stories of experience and narrative inquiry. *Educational researcher*, 19(5), pp. 2–14.

Sawhney, N., Graver, C., and Breitkopf, E., 2018. Audio Journaling for Self-Reflection and Assessment among Teens in Participatory Media Programs. In *Proceedings of the 17th Interaction Design and Children Conference (IDC '18)*, Trondheim, Norway. ACM.

Keats, P.A., 2009. Multiple text analysis in narrative research: visual, written, and spoken stories of experience. *Qualitative Research*, 9(2), pp.181-195.

SUPPLEMENTARY READINGS

Sawhney, N., 2009. Voices Beyond Walls: The role of digital storytelling for empowering marginalized youth in refugee camps. In *Proceedings of the 8th International Conference on Interaction Design and Children*. pp. 302–305.

Daiute, C., 2010. Critical Narrating by Adolescents Growing Up in War: Case Study across the Former Yugoslavia. McLean, Kate C. and Pasupathi, Monisha (Eds.), *Narrative Development in Adolescence: Creating the Storied Self. Advancing Responsible Adolescent Development*, Springer, pp. 207-230.

>> Present Outcomes from Assignment 4 in class + Post excerpts and/or your reflections on Canvas

WEEK 7 - INTRODUCTION TO PARTICIPATORY ACTION RESEARCH (PAR)

READINGS

Kindon, S., Pain, R., & Kesby, M. (2007). Participatory Action Research Approaches and Methods: Connecting People, Participation and Place - Chapters 1-3. In *Participatory Action Research Approaches and Methods: Connecting People, Participation and Place* (pp. 1–25). Routledge, London; New York.

Baum, F., MacDougall, C., & Smith, D. (2006). Participatory Action Research. *Journal of Epidemiology & Community Health*, 60(10), 854–857.

Guishard, M. (2009). The False Paths, the Endless Labors, the Turns Now This Way and Now That: Participatory Action Research, Mutual Vulnerability, and the Politics of Inquiry. *Urban Review*, 41(1): 85-105.

SUPPLEMENTARY READINGS

McTaggart, R. (1997). Guiding Principles for Participatory Action Research. In *Participatory Action Research: International Contexts and Consequences* (pp. 25–44), SUNY Press.

Torre, M., Fine, M., Stoudt, B., Fox, M., n.d. Critical participatory action research as public science. *Handbook of research methods in psychology*. American Psychology Association.

Kemmis, S., McTaggart, R., 2005. Participatory Action Research: Communicative Action and the Public Sphere, in: *The SAGE Handbook of Qualitative Research*. SAGE, pp. 559–603.

>> Discussion on Research Proposals – discussing student project concepts and research questions

>> Submit Draft Proposal for Peer Review

WEEK 8 – UNDERSTANDING PARTICIPATORY RESEARCH METHODS

READINGS

Cahill, C. (2007). Participatory Data Analysis. In S. Kindon, R. Pain, & M. Kesby (Eds.), *Participatory Action Research Approaches and Methods: Connecting People, Participation and Place* (pp. 181–187). Routledge, London; New York.

Kindon, S., Pain, R., & Kesby, M. (2007). Participatory Action Research Approaches and Methods: Connecting People, Participation and Place - Chapters 13-14. In *Participatory Action Research Approaches and Methods: Connecting People, Participation and Place* (pp. 104–121). Routledge, London; New York.

Gaver, W. W., Boucher, A., Pennington, S., & Walker, B. (2004). Cultural Probes and the Value of Uncertainty. *Interactions*, 11(5), 53–56.

SUPPLEMENTARY READING

Gaver, B., Dunne, T., & Pacenti, E. (1999). Design: cultural probes. *Interactions*, 6(1), 21–29.

Saskia Stille (2011): Framing Representations: Documentary Filmmaking as Participatory Approach to Research Inquiry, *Journal of Curriculum and Pedagogy*, 8:2, 101-108.

Tacchi, J., Foth, M., and Hearn, G., 2009. Action research practices and media for development. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 5(2), pp. 32-48.

>> Provide Peer Reviews of Draft Project Proposals

>> Midterm Project Presentations and Submit Final Project Proposal

WEEK 9 - POWER AND ETHICS IN PARTICIPATORY RESEARCH

READINGS

Bay-Che, L. (2009). Beyond Trickle-Down Benefits to Research Participants. *Social Work Research*, 33(4), 243–247.

Holland, S., Renold, E., Ross, N. J., & Hillman, A. (2010). Power, agency and participatory agendas: A critical exploration of young people's engagement in participative qualitative research. *Childhood*, 17(3), 360–375.

Moletsane, R., Mitchell, C., Stuart, J., Walsh, S., & Taylor, M. (2008). Ethical Issues in Using Participatory Video in Addressing Gender Violence in and Around Schools: The Challenges of Representation. Presented at the *Annual Meeting of the American Educational Research Association*.

SUPPLEMENTARY READINGS

Silka, L., Cleghorn, G. D., Grullón, M., & Tellez, T. (2008). Creating Community-Based Participatory Research in a Diverse Community: A Case Study. *Journal of Empirical Research on Human Research Ethics*, 3(2), 5–16.

WEEK 10 - QUALITATIVE METHODS IN DIGITAL NETWORKED SETTINGS

READINGS

Boyd, D. (2008). A Response to Christine Hine. In A. N. Markham & N. K. Baym (Eds.), *Internet Inquiry: Conversations About Method*. Sage Publications, Inc.

Murthy, D. (2008). Digital Ethnography: An Examination of the Use of New Technologies for Social Research. *Sociology*, 42(5), 837–855.

SUPPLEMENTARY READINGS

Boyd, D. (forthcoming). Making Sense of Teen Life: Strategies for Capturing Ethnographic Data in a Networked Era. In Hargittai, E. & Sandvig, C. (Eds.) *Digital Research Confidential: The Secrets of Studying Behavior Online*. Cambridge, MA: MIT Press.

Itō, M. (2010). *Hanging out, messing around, and geeking out: Kids living and learning with new media - Conclusion*. The MIT Press.

Garcia, A. C., Standlee, A. I., Bechkoff, J., & Yan Cui. (2009). Ethnographic Approaches to the Internet and Computer-Mediated Communication. *Journal of Contemporary Ethnography*, 38(1), 52–84.

ASSIGNMENT 5: Prepare Human Subject Research Applications for feedback and review by instructor

Review examples of IRB applications and consent forms posted on Zotero. See full guidelines here:

<https://www.newschool.edu/provost/research-support-human-subjects-research/>

All applications must be reviewed and approved by the instructor before any data gathering may begin.

WEEK 11 – METHODS FOR ANALYSIS IN QUALITATIVE RESEARCH

READINGS

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. Chapter 6, Pages 18 – 32 required.

Taylor-Powell, E., & Renner, M. (2003). Analyzing Qualitative Data - Program Development and Evaluation Handout (G2658-12). University of Wisconsin. Retrieved from <http://www1.uwex.edu/ces/pubs>

Thomas, D. R. (2003). A General Inductive Approach for Qualitative Data Analysis. School of Population Health University of Auckland, New Zealand.

SUPPLEMENTARY READINGS

Bailey, D. M., & Jackson, J. M. (2003). Qualitative data analysis: Challenges and dilemmas related to theory and method. *The American journal of occupational therapy*, 57(1), 57–65.

Swisher, M. E. (2007). Brief Comments About Qualitative Data Analysis.

>> Discussion on Analysis of Data – reviewing basic analysis techniques and tools with sample data

WEEK 12 – PARTICIPATORY ANALYSIS IN QUALITATIVE RESEARCH

READINGS

Blakey, H., Milne, E.-J., & Kilburn, L. (2012). Data Analysis and Community Research: Capturing Reality? In *Community Research for Community Participation: From Theory to Method*. Bristol: Policy Press.

Cahill, C. (2007). Participatory Data Analysis. In S. Kindon, R. Pain, & M. Kesby (Eds.), *Participatory Action Research Approaches and Methods: Connecting People, Participation and Place* (pp. 181–187). Routledge, London; New York.

Sawhney, N. (2012). Making Sense of Participatory Video: Approaches for Participatory Content Analysis. In E.-J. Milne, C. Mitchell, & N. De Lange (eds.), *The Handbook of Participatory Video*. AltaMira Press.

SUPPLEMENTARY READINGS

Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). pp. 77-101.

Marshall, C., & Rossman, G., B. (1999). The “What” of the Study: Building the Conceptual Framework. In *Designing Qualitative Research* (3rd ed., pp. 21–54). Thousand Oaks Calif.: Sage. (*Strongly recommended as guideline for your final papers*)

ASSIGNMENT 6: Use any qualitative tool for preliminary analysis of your own or sample data

WEEK 13 - COMPLETE ANALYSIS AND PREPARE DRAFT WRITE-UP OF RESEARCH PROJECTS

>> Submit Draft of Final Papers with Preliminary Data/Analysis Outcomes for Peer Review

WEEK 14 – PRESENTATION OF FINAL PROJECTS I

>> **Provide Peer Reviews of Final Paper Drafts**

>> **Post a synopsis of your project and key outcomes on Canvas**

WEEK 15 – PRESENTATION OF FINAL PROJECTS II

>> **Submission of Final Papers by Tuesday, May 14th**

>> **Share Reflections on the course and suggestions for improvement** (via Canvas or email)

Software Tools and Online Resources (** recommended for this class)

** *Zotero*, online tool to collect, organize, cite and share research articles.

<http://www.zotero.org>

** *HyperResearch*: free academic software for qualitative data analysis.

<http://www.researchware.com/products/hyperresearch.html>

NVivo, qualitative data analysis software created by Qualitative Solutions and Research, Pty. Ltd., Victoria, Australia: http://www.qsrinternational.com/products_nvivo.aspx

Transana, qualitative video analysis software developed at the University of Wisconsin-Madison Center for Education Research: <http://www.transana.org>

MediaThread, multimedia annotation software developed at the Columbia Center for New Media Teaching and Learning. <http://ccnmtl.columbia.edu/mediathread>