Assignment 1

- Interviews/focus groups/questionnaires

- For the actual assignment blog via Blackboard this year (Internet Security)

- Learning outcome 2. Demonstrate understanding of competing definitions and debates around the following key terms: identity; ethics.

- Learning outcome 2: demonstrate competing definitions and debates around: research methods, ethics

Interviews

- In depth information obtained
- Different types
  - Informal
  - Unstructured
  - Structured
  - I suggest semi-structured
    - Questions but not strict order and can follow up interesting and relevant points

Key ideas

- Anonymity
- Accuracy
- Avoid leading questions
  - Bad question: How does popular culture influence your identity
  - why
  - Better question: Do you listen to music?
- Get your interviewees to define the terms
  - Keep questions simple and avoid jargon

Key Ideas

- Stay focused
- Tips to get more information
  - Can you give me an example
  - Can you expand on that
  - why
- Be non-judgemental
  - Even if you disagree
- Listen Tips for conducting an interview(1.10 mins)

Pilot

- Try out the questions
- Note if you make changes
- Choose the interviewee carefully
  - so that you will have something to write about in relation to identity

Focus groups

- Several perspectives at the same time
- Moderator
- Introductory activity important
- No titles, courses, surnames etc.
- Interaction is crucial
- Need
- [Conducting a focus group](4.41 mins)

Advantages/disadvantages

- Often used by organisations
- Lots of viewpoints at once
- One person may dominate
- Can get off topic
- Requires planning to set up
- Need a list of questions
- Think about the recording/transcribing

Practical Issues

- Recording interviews

- Transcribing interviews

- Making sense of the information

- How are you going to use the interview/focus group material?

Interview/Focus group and theory

- Relating the interview/focus group to the theory

- Put the whole extract in the appendix

- Make sure you keep it anonymous

- Draw on quotes from the interview in the assignment (interview 2014) notes that …'quote' and then comment on the quote. What might it mean?

- OR Participant 3 suggested that 'quote'

- See the example (HANDOUT OF INTERVIEW ASSIGNMENT 1)

Questionnaires

- Topic to focus on
- Which questions to ask
- Who to ask
- Self-administered
- Face-to-face
- Online
- Anonymity/confidentiality
- Pilot
- How many
- How to write a questionnaire(4.01 mins)

Relating questionnaire results to theory

- Put the responses in the appendix

- Draw on the statistics

- If less than 25 responses you use the actual numbers e.g. 5 people noted that

- If 25 or more for this assignment you can use percentages (usually 50 is for percentages).

- You can use charts e.g. pie chart - Best to stick to one format

- But you need more than just the percentages or charts

- You need to relate your findings to some theory i.e. the discussion

Videos to help you

- Simon Hardy/Barbara Mitra - questionnaires and Interviews (9.18 mins)

- My video on conducting the interviews for assignment 1 (4.07 mins)

- Online questionnaires and focus groups

- Online questionnaires (2.12 mins)

ETHICS

- Ethics - Ethics Checklist/ Application for Ethical approval

  ◦ Interviews

  ◦ Questionnaires

  ◦ Focus groups

- Consent forms

  ◦ Interviews

  ◦ Questionnaires

  ◦ Focus groups

- These will also be up on Blackboard and my website – you can also email me to ask for the forms but you must email using UW email.

- Failure to have the ethics forms completed can result in losing your grade for the whole module.

Summary

- You will gain experience in conducting audience research and also in relation to some key ideas in popular culture (e.g. Identities).

- You will also gain an understanding of the processes involved in choosing and undertaking research – as well as understanding how to use the research in an assignment.

- This will give you skills that you can highlight for future employment

- Research skills and experience

- Blog reflection also enables you to think reflectively about what you have done

Bibliography

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