Episode 23: Dr. Janet Salmons

# KL: Katie Linder JS: Janet Salmons KL: You’re listening to *Research in Action*: episode twenty-three.

# [intro music]

# Segment 1:

# KL: Welcome to *Research in Action*, a weekly podcast where you can hear about topics and issues related to research in higher education from experts across a range of disciplines. I’m your host, Dr. Katie Linder, director of research at Oregon State University Ecampus.

On this episode, I’m joined by Dr. Janet Salmons, an independent researcher, writer and consultant through her company, Vision2Lead. She wrote Doing Qualitative Research Online (2016) Qualitative Online interviews (2015), Online Interviews in Real Time (2010), and edited the Cases in Online Interview Research (2012) for SAGE Publications, she has also written numerous articles and book chapters. She is a blogger for SAGE Methodspace, the Academy of Management *The Ethicist Blog*, and a guest blogger for other academic and research sites. She serves as a peer reviewer and editorial board member for academic journals and books. She is co-founder of Path to Publishing, with Dr. Helen Kara. Janet has extensive experience teaching, mentoring, and presenting online. She serves as a Contributing Faculty member for the Walden University PhD program in Educational Technology.

Thanks so much for joining me today, Janet.

**JS**: Well thank you for inviting me.

**KL:** So Janet one of the things about your work that I find so interesting is your focus on E-research and E-research approaches and I’m wondering if we can start just by having you to define, what do you mean by E-research?

**JS:** Ok, well I take a kind of, a fairly broad view to the definition and I’d like to think about it as a way to define a wide range of methods that use technology particularly at the data collection stage. Where the technology in some way mediates the process that takes place between the researcher and the data so in other words, studies that look at technology or software or computers, but use conventional methods – would not be included in this definition.

**KL:** Ok, so it seems to me that there is so much technology and this word that you use is great, mediating the work that we’re doing as researchers now. I mean is this a stage where you think all researchers should be engaged in some form of E-research?

**JS:** Well I don’t think all topics lend themselves to E-research approaches, particularly in terms of data collection. So, while probably any researcher is going to use an online library or database to look at literature there not necessarily going to be collecting data using electronic means, because sometimes we need to be in the field to observe people in communities or organizations or we may even be in laboratories for scientific research and sometimes we want to study populations that don’t have access to technology and would otherwise be excluded from the study.

**KL:** So Janet it occurs to me that, you know, E-research could get kind of complicated in terms of thinking about things like IRB and ethics and various other components in terms of just, you know, in addition to, even just technology troubleshooting that a researcher might have to do. What are some of the components that researchers need to consider regarding E-research that might be different that traditional approaches?

**JS:** Well certainly the ethical questions are important to consider, whether we’re using existing data or interacting with participants and so I think the whole process of informed consent becomes critical where we are working with, you know, another person on the other side of the screen, whether their immediately involved in our study or we’re using materials that person has written or created. In some cases it may be more along the lines of respect for intellectual property, where using materials that have been posted by someone else. It may be that we need to get permission to be a part of an online community the same way we need to get permission to go into some other kind of organization or research setting. So, certainly many of the same principals apply but we may need to look at them a little bit differently. I know that a lot of people find the whole idea of informed consent to be somewhat burdensome and also think about it as kind of a form you’ll fill out, you know, at the beginning of the study and I really take a different view on that and I see the informed consent process, again when we are interacting with participants that you know this could really be a valuable part of the study because we can think through at the design stage – you know what kinds of things we want to be able to do, not only in the study but with the data we’ve collected. You know, how might we want to use in publishing? Do we want to be able to use media or visuals that have come out of this study? If so, we can build those into the consent process at the beginning so the participants understand what’s being expected, what’s being asked of them, and then think about it as a dialogue throughout the study, not just a form that we fill out at the beginning. My approach is very heavily weighted on discussion of research designed for that very reason. I think if we very, very carefully consider all of the elements of the study before we go into it then we can plan accordingly and create a proposal that an IRB committee or others that are not familiar with online research will feel comfortable approving.

**KL:** I love that idea of putting all of that front end work to really feel like you know what you’re doing and the kinds of things that you’re collecting. It does occur to me though that sometimes E-research, maybe you get into the project not realizing what data might come out of it, and there might be things that you didn’t consider until you get into the E-research then you realize, oh! There is this other visual component or media component that I hadn’t considered. What would you say for researchers who kind of get into a project and then realize maybe there’s more than they had originally thought?

**JS:** There are a couple different strategies someone might use depending on the degree of change that’s occurred in the study. With any study, where you know something new or a new direction has emerged during the research we might need to go back to the IRB and renegotiate because really the study has taken such a significant turn. In other situations we might simply be able to have a conversation with the participant, “you know I really liked what you shared with me of that drawing you did or that image from your community and I’d like to be able to use that in my report on this study…would you be comfortable with that?” And getting verbal permission, which you know in many institutions, is an adequate form of confirmation for informed consent.

**KL:** Absolutely. Janet what do you think are some of the biggest challenges of E-research?

**JS:** Well, again while the digital divide has narrowed, it hasn’t disappeared and not everyone has access to the kind of tools that we might want to use or to broadband. So, you know we need to take that into consideration when we’re thinking about particularly the kinds of research that involves interaction with participants or expectation even that someone would complete and fully complete an online survey or questionnaire. You know, does the population we want to reach have the skills and access needed to fully participate. And then, beyond that I think the nature of the technology influences the kind of data we will collect – I mean think about the kinds of communication you have had, say in the last couple of days using technology. Maybe you had a text message with someone and you video conferenced with someone else and you posted on someone else’s social networking site. Sometimes its synchronist sometimes it’s a-synchronist, you know why did you use those forms of communication. What kinds of responses did you get? You know, maybe someone even with instant messaging or text messaging on a phone has sent you pictures. So now you’ve got audio, visual, written, all different kinds of responses in those communications. So, we need to be prepared to analyze a wide range of types of data and to think carefully the types we want, depending on the purpose of the study. And I think that’s true whether were using the qualitative or quantitative methods – so we need to not only learn different ways of collecting data but also different data analysis methods

**KL:** It occurs to me this seems very similar in some ways when we talk about incorporating digital technology in teaching and we think about, you know it’s not really about the too it’s about the pedagogy and the learning and sometimes the tool can aid that. In a similar way, it seems like with E-research that it’s still about the research design, it’s still about the research question – it’s really just thinking are these technology tools and communication strategies a new tool or a new method we can use a new approach to get at the questions we’re asking with research. We’re going to take a brief break, when we get back we’ll hear a little more from Janet about qualitative E-research methods. Back in a moment

[music]

# Segment 2:

**KL:** Janet one are you’ve really specialized in is qualitative E-research methods and I was wondering if you could talk a little about what drew your focus to work on online interviewing and qualitative methods?

**JS:** Well when I was working on my own dissertation research I knew that I wanted to talk with participants from around the world but alas, I did not have the funds to fly around the world and talk with these people in person. And at the time I’d been offering a lot of webinars, I was a real early adopter for webinars and I thought well, you know why can’t I use this technology for my interviews? We can log in one on one, we can record it, we can use the visual elements and so that’s what I did and it worked really well and it just…kind of stimulated my curiosity about what else you can do and the potential for these kinds of interactions and research. So I started to explore emerging uses of technology and research, and really since then I’ve been doing, what I think of as meta-research, so research about research and continuously looking for examples people are using. The ways people are exploring and experimenting these methods and studying what they’re doing. I interview other researchers and try to keep learning what kinds of ways we can collect data online.

**KL:** I think that’s fascinating…I’m wondering if aside from interviewing, is there other qualitative methods that lend themselves well to E-research?

**JS:** In my most recent book, Doing Qualitative Research Online, I expanded beyond simply looking at interviewing methods and discussed three ways to kind of categorize qualitative online methods. So, in the first is we talk about extant data…so this involves using historical or contemporary materials or archives without any direct interaction with the writers or with any participants so the methods could include document or content analysis or un-intrusive observations. Once we start posing questions to anyone whether we think of them as participants or not – we move into another category and then we do need to start thinking about them as participants and getting informed consent. So then as we move into that next category what I call elicited, describes any kind of synchronist or a-synchronist interactions with people to pose questions or use prompts to stimulate responses. So this could include online interviews or focus groups, as well as written forms of questionnaires or even participant observations. And while I think, you know, there are lots of things we can do with online interviews, at the same time the perverse ways we can interact online really call for yet another category. So I am calling that one “enacted.” So here we are thinking about ways that we generate data rather than simply collecting data, and this would include art-based creative methods, simulations, role-plays, games, and other kinds of highly collaborative approaches where participants really move into being co-researchers with us.

**KL:** Another great framework for us to think through how to kind of categorize these different forms of E-research methods. Janet I am wondering if there are some examples of E-research methods you have employed in your own work, you know, interviews or otherwise, that you could offer for us.

**JS:** The more that I work these methods, the more important I think it is to look at online qualitative studies from a multi-method standpoint. So at the preliminary stage I tend to use a lot of extant data and kind of unobtrusive observation. I want to find out kind of what is going on out there around the topic I am trying to study. You know, what types of activities are going on, who are the movers and shakers, and where are the communities of people who are involved with the topic that interest me? So then I can use that information to help me craft the next stages of study. Not only to think about the kinds of questions I might want to ask in an interview, but also just to understand the phenomenon in more depth before I move forward. So then going from that, I certainly may come back to that extant data throughout because I may want to, you know, continually learn more about the activities that are involved in this field and how it is changing while I am collecting other kinds of data from participants. I do tend to use interviews, and I use very visual interactive interviews, including a lot of times, approaches that I find work best in a web conferencing platform where I have a shared whiteboard, and you can look at images and draw, you know, add to, say if you start with a graphic and say, well what would your experience be? What are the relationships from your experience, you know, of these different characteristics? So, you know, have a chance to really interact in a variety of ways so that I am collecting data that would be, say, in the extant data might include written materials, may include, you know, some media or images that I have looked at but am really only using that as a jumping off point, but then in the interviews used in both kind of elicited and in enacted approaches to interact with people. So, to give you an example from a study that I did a couple of years ago about women entrepreneurs. And I was interested in how women entrepreneurs use the internet to interact with their customers and build relationships with other business, etcetera. And I was interested both in entrepreneurs who developed actual product, or things that were physical. So I had, you know, people who were artists, craftspeople, where there was an actual thing involved. Counselors, architects, the work is occurring in the, you know, in the physical world, but they are still using the internet in some other way. And then I had another group of participants where their business was all around the digital. So they are online facilitators, they’re instructors or moderators, etcetera. So in terms of at the extant data stage, looking online, where, what kinds of entrepreneurial activity could I find? Where are these people, what are they doing? I even found things like looking at Kickstarter. So Kickstarter is a place where people are trying to get startup money, so I looked at the successful entrepreneurs from Kickstarter. So not only getting a sense of the scope of activity that the people were carrying out in online businesses, but also using that as kind of a sample frame. So finding successful people, contacting them, asking them if they would be willing to talk with me, tell me their stories. So, you know, the stages are not necessarily—or they types of interactions are not necessarily, you know, cut and dry between these categories, but, you know, then, going in to the visual interviews and so asking questions verbally, but also using some graphics to, you know, kind of help to stimulate the discussion. And I think that, you know, those kinds of approaches certainly do not require skills to be, you know, some kind of technological genius to do them, you know, it is not out of the kind of realm of a tech savvy person’s kind of usual ways of going about things. You know, perhaps, you know not everyone is as oriented to drawing or graphics or visuals as I am, but certainly the communication styles I think are within the capabilities of most kind of contemporary users.

**KL:** I think that is such an excellent point. We are going to take another brief break. When we come back we will talk a little bit about positionality with E-research methods. Back in a moment.

[music]

# Segment 3:

**KL:** Janet, one of the things that I know you have thought a lot about, particularly with E-research methods, is the positionality of the researcher. Can you talk a little bit about that – what is it about it that interests you?

**JS:** When we think about the ways that we participate online, and the ways that we relate to others online, it is a wide range of possibilities. It might be that we are simply reading what somebody else has written or viewing what they posted, or it may be that we are interacting with them either in an in-depth, meaningful way, or perhaps in just a casual way that we are, you know, participating lightly in some online conversation. So we move to thinking about our roles as researchers online. There are a number of things that we need to consider. When we think about the online environment and the concerns that are coming up about privacy and protection of our data, you know, we need to take this into consideration when we are trying to encourage someone to tell us about their lives. In particular, if we are exploring something that has some sensitive, or emotional, or personal characteristics. So where do I come from as a researcher to engage with, particularly thinking about other participants? So I like the metaphors that Khavahl developed in his work about interview research, and he talked about the metaphor of the miner. So the researcher who digs out facts and feelings either from research participants, or from their expressions, their materials. So it could be miners using extant data. And then his second metaphor is the traveler. So this is the researcher who is journeying with the participant. And certainly I think we may find ourselves in that kind of a role as we are going through, especially, say, and enacted, creative, art-based collaborative type of study. We may need to really think of ourselves on a journey with that participant. But I have felt that those two, while valuable, still left a gap, so I created another metaphor for the gardener. And here, thinking about the ways that we plant the seed and cultivate our relationship. I think this is essential if we are going to build rapport and build trust and overcome the kind of skepticism people have about interacting with someone online. So, you know, as we think about crafting our study and thinking about the kinds of interactions we might have with participants, how can we use each of those interactions to build trust, to build our own credibility with that person as a serious researcher, and the kind of relationship that we would encourage the participant to share the kinds of real, juicy and in depth, sensitive matter that’d we’d want to learn about. So it’s where thinking about how these fit into a research design, we might kind of thinking about even if the main focus is on a particular interview or even focus group. You know, how do we use the emails and interactions we have leading up to that event to build trust and kind of lay the ground work for the conversation. Looking at it from another way we might say well how do we present ourselves online so that when we have engaged with participants and they naturally look online to find out more about us, what they find is going to encourage them to feel we are credible, serious researchers and will respect them and their data. So how we present ourselves online, to generally build that persona that then we can build on throughout the interactions with participants during the course of the study.

**KL:** I think that’s such as important point and one that a lot of researchers don’t necessarily think about, especially with their online personas that may be more for personal connections or family connections that they may not be thinking about, how their searchable in a professional capacity as well. You know, what are some strategies or maybe advice that you’d give who maybe need to review their online persona and how their kind of representing themselves in that space? What are some things they could do to earn the trust of participants in their research?

**JS:** Well I encourage researchers to create a simple blog, use one of the free blog services or depending on the current study and where you’re carrying it out it could be you’re creating another page on a social networking site. But create a space online where you can introduce yourself as the researcher and introduce your study. You know, I am Janet Salmons I’m associated with this institution, this institution is going to provide oversight for this study, I’ve got a link to my institution so you can see I’m not just somebody out there trying find out about you so I can sell you things or interfere with your life in some way. And I can tell you about the study, I can share why I am interested in this? What is going on in the world that I want to know about and how might that knowledge make the world a better place? Once I learn about X I’ll be able to share this information with other busy, working parents who might find this helpful. Or I might be able to educate those who counsel or teach people in this field so that they can do a better job, so by participating in my study you’ll be apart of that, a contribution. So try to create friendly, warm sense about not only who you are but what it is your doing. You could even create a short video, so you could record something, post it so you could include that on your page so, someone gets the sense, yes there is a real human being on the other side of the monitor and this person is going to respect me and they’re going to protect my data. Why should I tell you about my life if that’s going to windup being in some place that I did not want it to be. You know, are you going to reveal my identity even though you said you wouldn’t? Why should I trust you? So, put yourself in the shoes of the potential participant and think about the characteristics of the participant – are they techsavy people who are going to understand certain kinds of terminology you might use or not? In which case you want to explain things in a very clear way that someone’s going to say, “wow, this is really cool to be apart of this!” By creating that type of page, then you also have a link – so if you’re trying to post a really short note somewhere, to recruit participants or to share something your study you can then link back to your page, so if someone is curious they can find out more information. And yes, they may still find other things about you and your personal and family life and hopefully if there’s something terrible embarrassing it would be something you can remove but I think everyone understands that we have many parts of our lives and it’s not all work. But at the same time, having the link to a very clear and description of the study and any relationship you have to a educational institution or a research institute will I think help to build that credibility

**KL:** Those are some excellent tips, thank you so much Janet. And thank you for sharing all your expertise with me today – this was really interesting to hear more about your work and some of the components that you should be thinking about with E-research methods. So thank you so much for your time.

**JS:** You’re welcome!

**KL:** And thanks so much to our listeners for joining this episode of research in action. I’m Katie Linder and we’ll be back next week with a new episode.

[outro music]

Show notes with information regarding topics discussed in each episode, as well as the transcript for each episode, can be found at the *Research in Action* website at [ecampus.oregonstate.edu/podcast](http://www.ecampus.oregonstate.edu/podcast).

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# Bonus Clip #1:

**KL:** In this first bonus clip for episode 23 of the Research in Action podcast Dr. Janet Salmons shares about her experiences with conducting a virtual book tour. Take a listen.

**KL:** Janet one of things that I find really interesting about your work is that when you publish your books you go on a virtual book tour. This is something that I think that it would be of interest to many and researchers who maybe aren’t really familiar with how to self-promote their own work. So I wondering if you can just share a little bit about what does it mean to go on a virtual book tour and what are some of the events that might be involved with that.

**JS:** Well one of thing that we all know is that the world of publishing is changing along with everything else. And we are expected as authors to build an audience and find our readers and if we are writing textbooks to find people who want to adopt our book the publishers can’t take responsibly for all of that. So after experimenting with a variety of different kind of strategies I came up with three idea about doing virtual book tour.

Now if you go online and google virtual book tour what you’ll find is that particular in the world of fiction people will do things what they call a blog tour. So they will find book group, reading groups that are the kind of book that relate to the kind of book they are trying to promote and they’ll basically get kind of reviews or little blurbs about their book in front of those audiences. And well that certainly might fit an academic researcher’s needs. I felt that it was more kind of interesting and more important to really interact with people. You may get a feel here that I find that interacting with people is a valuable experience. So what I like to do is actually offer some interaction with people who are interested in the topics of my book and I’m not trying to do a sales event. I’m not trying to say go buy my book, here’s why you should go buy my book. But rather to interest people in the topics that are included in my book so that they will say wow I should go read this book or gee this would really fit with the class that I am teaching. So it’s little bit of a you know softer approach if you will. And in a way the broader goal of kind of building of a community of people who are interested in online research methods you know that’s kind of goal beyond simply promoting my books. So what I have done with my most recent book was I developed three potential webinar topics. So if you’re interested in hosting a stop on the virtual book tour. I laid it out exactly what it would be expected. Here is what I would offer to you and here is what I need from you. You can select these three different topics. I will offer a webinar and if you have an online class or an online community and you want me to answer questions asynchronously I will do that as well for the time period of no more than a week. So you know I kind of laid it out here is what I will do here is what I will offer. It won’t cost you anything. Think that if people wanted more than that they can engage me as a consultant and pay me to come and present to their whole school or whatever. But I made it clear exactly the parameters and then what I need from them in terms of it would be their job the host job to assembly an audience for the event. I’ll present for the group but you have to get the group together. And so that allows me not only to present to this group but also to them you know to blog about and to post on social media and my website about the tour itself. And that through some interest so the not only gives you the immediate audience you’re presenting to but gives you something to talk about be it be your book. And a way to you know share resources related to book etcetera and hopefully build some interest in the book and your work more generally. I think this is a really, certainly took some work to make the arrangements and the logistics. Especially since I was presenting to people all over the world so there was all sort of time zone issues, etcetera, practical matters. But it’s really fun. As a writer and as a research you know we need to know what people are in our field are concerned about today. So these questions these people ask in these events are very helpful to me to you know understand at what obstacles are that people face at using these approaches or whatever. So to me it’s a win, win kind of approach to use.

**KL:** Well I love this idea. Thank you so much for sharing more about your experience with it.

**JS:** Ok

**KL:** You just heard a bonus clip from episode 23 of the Research in Action podcast with Dr. Janet Salmon sharing her experiences from conducting a virtual book tour. Thanks for listening.

# Bonus Clip #2

**KL:** In this second bonus clip for episode 23 of the Research in Action podcast Dr. Janet Salmons discusses three ways to incorporate technology into a research study. Take a listen.

**JS:** Well I think when researchers are designing the study certainly we need to begin by the purpose of the study. What is the research problem we are trying to explore and what is it we want to know about it? Why are we conducting this and then how does the technology serve this study? What does it allow us to do? And so in thinking through this and look extensively at the literature I’ve kind of identified three broad categories if you will. In the first the technology serves as the medium. So here we simply using the technology to communicate with participants or to access the data. We could be studying any topic. We are just using the technology to communicate. So in these kinds of studies where we are using the participants. You know the important question would be what is available to the participants what would be easy to use. For example if I’m conducting a study about coping strategies for working parents. I might decide that an online interviewer questionnaire is preferable because these are busy people otherwise they might not be available. This would be an easy way for them to participate. And you know I may want to compare strategies that people are using in different parts of the country or different parts of the world. So I can use the online method to reach people in different geographic areas or at convenient times. I don’t really care about the technology per say. I am just using it as a way to reach the people. So then in the next category the technology serves as the setting and so now we have some additional question. We might choose an online community or a discussion group or social networking site as a setting for the studying because this is where these working parents are discussing the topic. So the topic we are studying is the topic they are talking about. So then that online community or group serves as both the setting and sample frame because you wouldn’t be in this discussion if you weren’t a working parent try to figure out how to cope. So you know you are choosing this setting you have an addition level then just simply a medium of communication. You want to perhaps observe how people are talking about this topic or ask them questions or whatever. Or another way to think of about the setting is that you want particular features. I use a lot of visual methods so I’m going to choose technologies that allow me to share visual images or to use video conferences so I can see the participants. I am selecting a particular technology as a setting because it allows me to interact in a certain way. So then on the third level technology is the phenomenon. So when the think about the field of study of “Internet Studies” in that field people are interested in how technology functions, and how people use it, how they interact with, what features they use. So in this case with the example I gave about the study of working parents. Then maybe I want to say when do busy working parents use the internet? Do they use it to find discussion groups to gripe about their problems or are they logging in because they have questions, or are they looking for specific things like summer camp information, do they want media or do they read materials? So here I am yes, still interested in strategies of working parents but I want to also know the technology dynamics in their research and community building etcetera. So in those three choices the technology would be very, very different. So back going back to your question about or your observation about the similarity with consideration of online teaching. You know if we are teaching online what is, where is it that we are simply delivering materials online, and where is it that we are using the online technology for thee particular purpose that really makes you use particular features to have a specific learning experience. So when we consider a design for a study in the extent to which it is simply a medium versus extent to which we are actually looking for particular features to we are looking a particular kind of setting or we are really studying the technology. That will help us to narrow down some of the options and help us distinct through other kinds of implication for ethics, permissions, consents, etcetera.

**KL:** That is such a helpful framework thank you so much for sharing that Janet.

**KL:** You just heard a bonus clip from episode 23 of the Research in Action podcast with Dr. Janet Salmon discussing three ways to incorporate technology into a research study. Thanks for listening.

# Bonus Clip #3

**KL:** In this third bonus clip for episode 23 of the Research in Action podcast Dr. Janet Salmons shares her tips for getting started for eResearch. Take a listen.

**KL:** I’m wondering if we you know have listeners who may be thinking I want to try some of this out. I actually think this could be a good fit,,you know, for the research questions I am looking at or to something to kind of add in to their design. What are some resources you can recommend for people who want to be effective eResearch practitioners and maybe, in particular, in a qualitative way?

**JS:** Well I think the most important thing is to practice. So you know to be really self-aware of your own online communication. So let’s think about the reason why you choose the forms of communication you do. Why do you say to one person let’s find a time to skype and with another send a text message over a phone? Why do you participate on a social networking site or post Facebook or twitter? Why do you choose that? Why do you choose Pinterest versus Facebook? Why do you that? Be self-aware perhaps even keep a journal and think through. What have I done today, why did I do it and what came out of it? Did it satisfy the need that I had? Was I just trying to arrange a time to meet someone? So a very simple question and answer. Or was I really trying to learn something new or have a sensitive emotional exchange with someone? What worked? Really think it through because my sense is that for most of us now is that we have these devices we have access to all these different tools and we do kind of do it on an intuitive basis without think it through why. But those are critical choices when we start to think about using technologies in the research. It’s part of the equation about the other person am I sending you a text message because I know that you carry phone all the time and you are looking at your it every minute versus I post on Facebook because I know that my nieces are Facebook every minute and if I want to reach them that is pretty much the way I’m going to get to them. So if is it about the preference of the other person is that part of the choice. So maybe I would rather communicate with my nieces in some other way but I need to go if I want to reach them I have to use the methods they like. So just keeping track and thinking through and practicing. So that you very comfortable with the Technologies what it can do and can’t do. Practice close observation as well. So you know if you are thinking about using any kind of visuals or media. What is it you are looking for if you are planning on using something like video conferencing are you going to be using observation data or are you using that technology as a medium because that is what your participants prefer. So think about what you do in your everyday life and then that will be helpful when you start to have make these very strategic decisions online methods. Because when you think about say a face to face interview say you came into my office and did an interview. Well Ahead of time you might not be thinking well I am going to look at the books on her shelf and the pictures on her desk and I’m going to looking around to see what is going on. You may or may not have that in mind. That data would be available to you when you walk into my office. You would be able to see. Whereas in an online study if I want to be able to see that I’m going to have to make an arrangement that will allow for that. I’ll have to pick the technology that would allow for those things and I would need to think about any related permissions I would need to use that data. So, I think very strategic, careful planning is needed. So by being reflective about own experiences, then I that will be helpful as we move into considering the ways to use those tools for research.

**KL:** I love that advice about being self-aware and intentional as you move forward with thinking about eResearch approaches.

You just heard a bonus clip from episode 23 of the Research in Action podcast with Dr. Janet Salmon sharing her tips for getting started for eResearch. Thanks for listening.

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