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Aalto University
School of Arts, Design
and Architecture

ARTS-L0108

Methods of gathering data

Eeva Berglund – Session 3: 10.01.2019 Interviews 2

INTERVIEWING 2

1. **Ethics – some background**
2. **Moving away from convention: walking, sketching, objects, etc.**
 - In-class exercise and discussion – 10:00 – 11:30
3. **Transcription**
4. **Tasks**

Ethics in research

Do no harm!

Exploitation of volunteer research subjects? Or significant insights?

Public Announcement

**WE WILL PAY YOU \$4.00 FOR
ONE HOUR OF YOUR TIME**

Persons Needed for a Study of Memory

*We will pay five hundred New Haven men to help us complete a scientific study of memory and learning. The study is being done at Yale University.

*Each person who participates will be paid \$4.00 (plus 50c carfare) for approximately 1 hour's time. We need you for only one hour; there are no further obligations. You may choose the time you would like to come (evenings, weekdays, or weekends).

*No special training, education, or experience is needed. We want:

Factory workers	Businessmen	Construction workers
City employees	Clerks	Salespeople
Laborers	Professional people	White-collar workers
Barbers	Telephone workers	Others

All persons must be between the ages of 20 and 50. High school and college students cannot be used.

*If you meet these qualifications, fill out the coupon below and mail it now to Professor Stanley Milgram, Department of Psychology, Yale University, New Haven. You will be notified later of the specific time and place of the study. We reserve the right to decline any application.

*You will be paid \$4.00 (plus 50c carfare) as soon as you arrive at the laboratory.

TO:
PROF. STANLEY MILGRAM, DEPARTMENT OF PSYCHOLOGY,
YALE UNIVERSITY, NEW HAVEN, CONN. I want to take part in
this study of memory and learning. I am between the ages of 20 and
50. I will be paid \$4.00 (plus 50c carfare) if I participate.

NAME (Please Print)

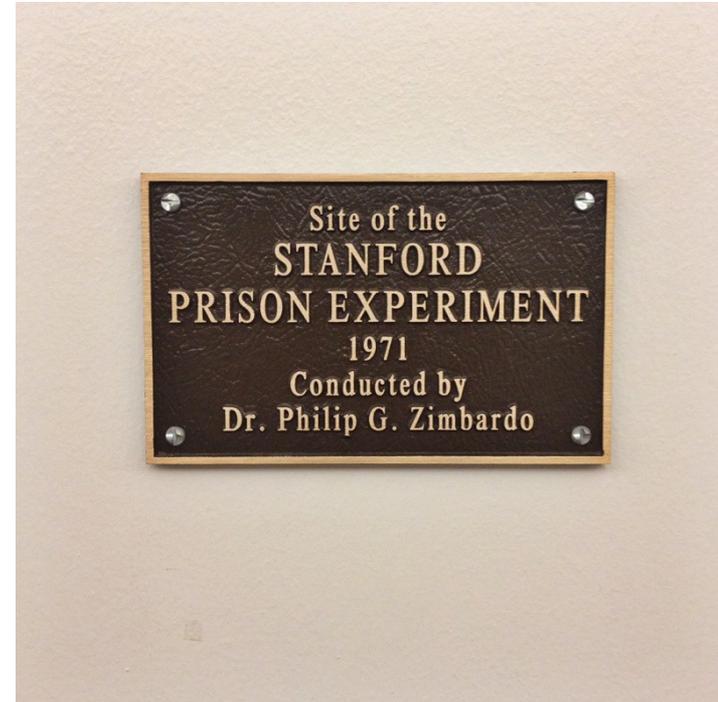
ADDRESS

TELEPHONE NO. Best time to call you

AGE OCCUPATION SEX

CAN YOU COME:

WEEKDAYS EVENINGS WEEKENDS



Anonymity

"The WP acknowledges the potential value of anonymisation in particular as a strategy to reap the benefits of 'open data' for individuals and society at large whilst mitigating the risks for the individuals concerned. However, case studies and research publications have shown how difficult it is to create a truly anonymous dataset whilst retaining as much of the underlying information as required for the task."

THE WORKING PARTY ON THE PROTECTION OF INDIVIDUALS WITH REGARD TO
THE PROCESSING OF PERSONAL DATA

set up by Directive 95/46/EC of the European Parliament and of the Council

On consent

- Do you need to get informed consent – in writing? And are they able to?
- Is the person is in a position to sign it meaningfully?
- Also, people must know that they can withdraw!
- It is not feasible in all situations to seek informed consent!
- What do your employers and funders require? (IRBs, Ethics committees, University Research Ethics Committees, GDPR, Finnish Academy, et

Template interview consent forms - examples abound online!

https://web.stanford.edu/group/ncpi/unspecified/student_assess_toolkit/pdf/sampleinformedconsent.pdf

Also see,

http://www.aalto.fi/en/research/research_data_management/data_management_planning/research_ethics/

<https://www.aalto.fi/services/personal-data-and-research-ethics>

'A researcher can request an ethical review from the [Aalto University Research Ethics Committee](#) (login required). Ethical review is mandatory in cases where there is additional risks to research participants, for example when sensitive personal data is collected. [See more information on when ethical review is required](#). Furthermore, editorial policies of journals may require that research projects involving the use of personal data (e.g. participants, surveys, interviews) must be approved by the author's institutional review board. This ethical review of the planned collection and use of personal data has to be obtained before the collection of the personal data can start. if the results are to be published in a journal that requires an ethical review, authors must include a statement identifying the institutional committee that has approved the processing of personal data.'

Palveluyksiköt

Research and Innovation Services

Services | 12.4.2018 12:49

We at Research and Innovation Services support Aalto research staff and Aalto management.



Taking care of our notes and other data



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What are field notes?

Transcribed text? Scratch notes?

"I am a fieldnote" – at least if "everything is data" and "my body is my instrument of enquiry"

Also, emails, letters to supervisors or peers, jottings of all kinds. On all kinds of mediums.

They have a use – filing them is done best with those uses in mind.

Labelling, tagging and retrieval.

But also note taking/making is a way of conceptualizing.

**Interviews-plus:
walking, sketching,
video, email etc.**



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Creativity in research methods

The convention is to try to break convention...

- Practice-based, walking (go-along), video-recorded, self-administered, text or image-based interviews are all being developed in different directions.
- Most often the interview is a side-product, part of or follow-up of some other practice (workshop, charrette, art project, design intervention).
- For all their shape-shifting, interviews must be DIALOGIC to be recognised as interviews.

Walk-along interviews

Steiner Kvale in Warren 2011 “The interviewer wanders along with the local inhabitants, asks questions that lead the subjects to tell their own stories of the lived world, and converses with them in the original Latin meaning of conversation as ‘wandering together with’”(p. 4).

- Phenomenological approach (Whitehead, Husserl, Heidegger, Merleau-Ponty, de Certeau, de Beauvoir)
 - What are people experiencing?
 - What does place do for personal and social life?
 - Meanings and narratives are embedded in places and bodies
 - Mundane, parochial, unnoticed features appear differently to insiders and strangers, particularly as they meet

Margarethe Kusenbach, e.g. 'Street phenomenology: the go-along as ethnographic research tool

Go-along interviews particularly suited for exploring:

1. Environmental perception
2. Spatial practice, e.g. avoidance, rhythms of use
3. Biographies, e.g. psychogeography
4. Social architecture, e.g. stigma, norms of use, difference of access
5. Social realms generally, e.g. civil inattention or friendly recognition

Go-alongs as hybrid of interview and participant observation

Lived experience *in situ*

Kusenbach, Margarethe. "Street phenomenology: The go-along as ethnographic research tool." *Ethnography* 4.3 (2003): 455-485.

Also Sarah Pink's 'sensory ethnography' (next week)

Edward S. Casey, philosopher of place. Making use of the *reciprocity of body and place*, reflecting ethnographer's and native's [sic] grasp of a concrete universality, a generality immanent in place thanks to the lateral homologies and sidewise resemblances between things and people in all places...

- getting at local knowledge that is somehow singular and impure, yet shared
- To argue against Modernity's Fallacy of Misplaced Abstractness (quoting A.N. Whitehead)

Object interviews

Some conversations *in the background*

From identifying social agents beyond human subjects Alfred Gell *Art and Agency*,
Arjun Appadurai and *The Social Life of Things*

Actor Network Theory and assemblage thinking - Bruno Latour, Jane Bennett and
more-than-human geographies/ontologies/worlds

Material culture studies – Daniel Miller and lots of folks at University College
London e.g. Global Denim Project – these people have actually *done* object
interviews

Objects and lives

- Are *enfolded* into each other – Gilles Deleuze
- Things *talk* – *Things that Talk* edited by Lorraine Daston 2004 - in a world without things there would be nothing to describe
- Object interviews often seem to last a long time, they are so open!

Other conventions of unconventional methods

- Sketching
 - Andrew Causey 2017 *Drawn to See: Drawing as an ethnographic method*, Michael Taussig 2011 *I swear I saw this. Drawings in fieldwork notebooks, namely my own.*
- Workshops, probes, films, urban hitchhiking...
- Architecture and making
 - Tim Ingold (2013) *Making: Anthropology, archaeology, art and architecture.*

#colleex collaboratory for ethnographic experimentation



Lisbon workshop, photo Vitor Barros, 2017

July 19, 2017

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Academic, Anthropology

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[Leave a comment](#)

Ethnographic experimentation among #colleex

It's typical on return from intense fieldwork to find writing about it to be impossible. What I feel is a little similar. And yet four full days later, I still want to make sense, to document, to hold on to the excitement, of last week at the Jardim Botânico Tropical, Lisbon.



This was the 1st workshop organized by the EASA network #Colleex, on *Ethnographic Experimentation. Fieldwork Devices and Companions*.

Instead of extended discursiveness then, I will make a few notes and share some of the wonderful photos taken by Vitor Barros, one of the members of Lisbon's Ebanocollective, whose art is

<https://eevabee.wordpress.com/2017/07/19/ethnographic-experimentation-among-colleex/>

RGS-IBG Annual International Conference 2018

'Desire Lines, Dawdles and Drifts', Morag L. Rose and Blake Morris

1. *Critical Walking as a Methodology to Explore Northern Istanbul: The Case of Istanbul Walkabouts*, Nazli Tumerdem (Istanbul Technical University, Turkey) (presenter)
2. *no title*, Chris Green (University of Plymouth, UK), Katheryn Owens (University of Plymouth, UK) (both presenters)
3. *Walking Towards an Embodied Work Identity*, Connie Mak (The Hong Kong Polytechnic University, Hong Kong), Andrea Davies (University of Leicester, UK), Christina Tsaousi (University of Leicester, UK) (all presenters)
4. *Psychogeography as testing ground for immediacy: method, play, and politics*, Simon Bradley (Independent Scholar), Ursula Troche (Independent Scholar) (both presenters)
5. *Improving decision making on wild land conservation in Europe through participatory mapping of human perceptions of wild spaces and species*, Jonathan Carruthers-Jones (University of Leeds, UK) (presenter)
6. *Walking and Talking in Helsinki*, Eeva Berglund (Aalto University Department of Design, Helsinki, Finland), Hanna Kaisa Vainio (Community Artist Helsinki, Finland) (both presenters)
7. *Picking up the Pizzas: The Spatial Politics of Walking With Things*, Sam Johnson-Schlee (South Bank University, UK) (presenter)
8. *Walking The Path to Change? Political Walking Tours in Dublin*, Georgina Perryman (National University of Maynooth, Ireland) (presenter)

In-class exercise

10:10 – 11:30

- Be fair to each other



Divide into 2 groups, A & B

As do a walk-along or object interview with Bs

- Allow interviewee to choose the route
- Beyond that you are free to improvise an interview schedule
- You can also combine a walk-along and an object
- Do an audio-recording but jot down some mnemonics too
- 30 minutes

Return to the classroom. Bs interview As. 30 minutes

MAKE SURE YOUR RECORDINGS WORK AND ARE SAFE. I SUGGEST EMAILING THEM TO YOURSELVES

Practical tips

- Make time-stamps on written notes even if your recording device marks times automatically
- Test the device before you start
- [i.e. don't fully trust the technology!]
- Use prompts and probe your interviewee
- You can use maps, sketches, photos etc. but in a walking interview, think about how doing that interrupts the flow
- N.B. a go-along need not be a "walk" in the strict sense!

Discussion

You need not discuss the results of the exercise as such – share any insights that it prompted about the *practice* of walk-along or object interviews.

Here are some discussion prompts:

- What kind of data did your exercise make possible? (Does the idea of 'naturalistic' data have any place in what Aalto Arts does?)
- Groups report back to everyone on one or more issue.

Task 4

Transcription



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Do think carefully about what to transcribe



Transcription

Interviewer: When did you yourself start to feel like a researcher?

(8-s pause) Well, it's funny, you think about how you. Probably younger. I mean, I don't think the actual label is given to you, like it wasn't until my second year, research assistant, but I don't know, definitely in grade school. I guess when I first started doing projects and things. Like that independent

Participant: study sort of first task I think, I think my first one was Grade 3 or Grade 4, I forget, but around there. It was that sort of um doing something, investigating something on your own away from, knowing that the teacher sort of was giving you that sort of freedom. I really see the research as starting to explore different things on your own and trying to make sense of it.

Interviewer: So that on your own, investigating on your own

Participant: Yeah

Interviewer: Was what led to that feeling of researcher, sense of yourself as a researcher?

Extract 1 (Rapley, 2004)

- 1 Tim I'm quite interested in this idea of the maleness of this context, how that's
- 2 dealt with. What are the issues about that?
- 3 Helen One of the things that I should say is, whatever the external image is of the
- 4 industry, I've been here nearly five years now, I'm very aware of these issues
- 5 and I don't get any of the traditional overt sexual harassment, which is great.
- 6 It's not an issue that comes up. We do sometimes get women feeling that men
- 7 are not valuing them for their contribution. But I have to say there also, it tends
- 8 to be the admin rather than the builders. If you asked 98% of my surveyors or
- 9 women site managers, they would say they are treated the same as the men.
- 10 Their experience is exactly – they don't actually experience sexism. Which a
- 11 bit of me found really extraordinary, but on another level, to be absolutely
- 12 honest, they're fairly exceptional women I've got here, they really are. You
- 13 know, they're quite feisty, they're very confident, they're better, often, than
- 14 the men.

M. K. McGinn in *The SAGE Encyclopedia of Qualitative Research Methods* 2012

T. Rapley *Qualitative Research Practice* 2004, extract reproduced in Silverman 2016 in your syllabus

Transcription basics

See also Uwe Flick *Introduction to Qualitative Research, 3rd ed.*, pp. 288-292

Indicators used:

I: Interviewer(s)

R: Respondent(s)

Other notations:

, (Micro) pause

.. Interrupted or continued statement

(-) Omitted or broken off word or part of word

(--) Omitted part of speech

(word) Unclear word or uncertain spelling

underlined Word or part of speech with particular emphasis

hhhh Audible intake of breath

[brackets] Transcriber's comment

[os] Overlapping speech

[qs] Quiet speech

[us] Unclear speech

Short field report on your interview

Write a short field report itemising main findings (do not to transcribe).

The text should be one that you could, in principle, share with co-researchers (you will not be required to do this).

It should include relevant and detailed data on the situation.

Reflect on the challenges you faced, e.g. in organising it.

Consider how the material from the interview might become more useful if complemented with other kinds of materials/data.

Layout is up to you.

Submit 15.1. by midnight.

TASKS AND WHAT TO DO WITH THEM

1. **Pre-course observation – file your own notes**
2. **Schedule and do interview – notes (NOT transcript) by 15.1.**
3. **Filing system – keep your own notes, screenshots etc. and annotate with a short explanation**
4. **Transcribe either walk-along or object interview. See how much you get done in 60 minutes.**