INTERNATIONAL SOCIETY FOR QUANTITATIVE ETHNOGRAPHY

QE

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WEBINARS

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Implications for Giving Participants Voice in QE

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Abstract

This webinar will introduce the idea of Participatory Quantitative Ethnography (PQE) in which research participants are given active roles in meaning making. The session will draw on examples from a number of different research projects which have begun to use different PQE techniques. From these examples opportunities and challenges associated with new tools and methods along with ethical issues associated with participant involvement in the QE process will be raised in the hope they spark fruitful conversations and collaborations that advance explorations and understandings of PQE.

Transcript:

1
00:00:00.149 --> 00:00:13.559
Brendan Eagan: Some titles and stuff but he he wanted me to just introduce him as Mike which that's how I know him he's quite gracious and fun to get to know I really enjoyed I think I met him at the first I cq actually and i'm glad that I did, and also.

2
00:00:14.070 --> 00:00:27.150
Brendan Eagan: hazel Vega, who is a graduate student researcher at the idea lab with gold, was arrested for oregon's at clemson university but they're going to be talking to us today about participatory qe and their own work related to that so.

3
00:00:28.170 --> 00:00:37.470
Brendan Eagan: In typically For those of you who are joining us for the first time we have about 30 minutes of presentation and some discussion in the last 30 Minutes will save for more questions and discussion.

4
00:00:38.670 --> 00:00:45.180
Brendan Eagan: And we'll save just a little bit of time for some announcements about the upcoming conference in the accelerator training opportunity that I mentioned earlier.

5
00:00:45.720 --> 00:00:57.510
Brendan Eagan: And also mentioned what will be for our last webinar series installment in October next month, but without further ado I think hazel is going to kick things off for hazel and Mike so i'll i'll turn things over to you.

6
00:01:18.810 --> 00:01:25.170
Hazel Vega Quesada: Okay, can you can you see my slides and then the presenters mode right.

7
00:01:26.700 --> 00:01:27.720
Hazel Vega Quesada: All right, great.

8
00:01:29.340 --> 00:01:39.390
Hazel Vega Quesada: um well Thank you everyone for being here so excited to get to talk to you when with you about some of the work that.

9
00:01:40.140 --> 00:01:58.320
Hazel Vega Quesada: i've been doing in regards to participatory TV So yes, i'm going to go first and then i'm going to give the floor to Mike who's going to share also very exciting

things um so i'm going to be talking about implications for giving participants a voice in quantitative ethnography.

10
00:02:00.900 --> 00:02:09.450
Hazel Vega Quesada: So the way that I look at this is researchers and participants working side by side.

11
00:02:11.700 --> 00:02:26.220
Hazel Vega Quesada: And what I mean with this this up or borrow a term from erickson is that all individuals have the capacity of research and analysis and observations and we as human beings, we are always in.

12
00:02:26.880 --> 00:02:27.750
Hazel Vega Quesada: search of that.

13
00:02:27.870 --> 00:02:35.130
Hazel Vega Quesada: Meaning meaning behind our actions and researchers were in bed search for meaning behind data.

14
00:02:36.780 --> 00:02:37.560
Hazel Vega Quesada: So.

15
00:02:41.460 --> 00:02:41.940
Okay.

16
00:02:43.980 --> 00:02:55.620
Hazel Vega Quesada: Little behind, so what this looks like is a joint process of cool construction and going to rotation, and particularly in ethnography it's about not cultures.

17
00:02:57.330 --> 00:03:04.320
Hazel Vega Quesada: When we talk about participatory methods which can be collaborative ethnography or participatory.

18
00:03:05.850 --> 00:03:07.260
Hazel Vega Quesada: Design based research.

19
00:03:08.700 --> 00:03:19.650

Hazel Vega Quesada: participatory action, research and the so many colors of there are out there, we are talking about addressing power hierarchies between the researchers and the participants.

20
00:03:20.010 --> 00:03:35.610
Hazel Vega Quesada: And by looking at this, we are not necessarily removing issues of powers but we're making them more visible, so we can ask ourselves critical questions such as who's researcher researching for for home and to what end.

21
00:03:36.930 --> 00:03:44.550
Hazel Vega Quesada: How I came to think about my research in terms of participatory methods.

22
00:03:45.570 --> 00:04:00.810
Hazel Vega Quesada: Is because I study teachers identity, and I look at their Their stories and how they think about their experiences so I was observing that they shared all of this stories narratives with me.

23
00:04:02.340 --> 00:04:15.000
Hazel Vega Quesada: And as a researcher my thinking also my reading of the literature and the way that I was looking at the data I saw that it was like in one direction, and I really wanted to know.

24
00:04:15.360 --> 00:04:23.790
Hazel Vega Quesada: And experiment with what if we change the direction here and we could sort of like constructive back and forth.

25
00:04:24.900 --> 00:04:47.670
Hazel Vega Quesada: So one of the of the ways that I look at this and I am in this two week community that has been so welcoming and that has allowed me to think about this with the tools and the resources that already has so it's been great that one of the one of the things that I think about is.

26
00:04:49.980 --> 00:04:50.640
Hazel Vega Quesada: goals.

27
00:04:52.110 --> 00:05:01.560
Hazel Vega Quesada: keynote in a security 19 I was not there in person, but I access that electronically, I was just starting to know about qe at at this point.

28
00:05:01.890 --> 00:05:13.440
Hazel Vega Quesada: But um what she says about developing new tools and developing new tools to close the gap between theory and practice and approximate this image and Edit perspectives was really powerful.

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00:05:14.130 --> 00:05:24.540
Hazel Vega Quesada: and also one of the things that she mentioned is how we can improve our thick descriptions and how we can confront those biases that we have in data interpretation.

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00:05:24.840 --> 00:05:46.620
Hazel Vega Quesada: and doing, we have the power of computational in human so what participatory qe brings to the conversation is strengthening the human, we already have that computational, but we also can do things to improve that human aspect and really look at the other other tools and develop new ones.

31
00:05:48.450 --> 00:05:59.160
Hazel Vega Quesada: Simon has been another member of the Community, that has allowed me to think about this, the data visualizations visualization tools that we have into me.

32
00:05:59.580 --> 00:06:14.070
Hazel Vega Quesada: And I really like what she what he mentioned about collaborative sense, making how they afforded system is tools allows researchers and participants to go to come together for this collaborative.

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00:06:14.640 --> 00:06:24.270
Hazel Vega Quesada: Since making so all of these ideas really made me reflect about the different ways in which we can stand up and how I can contribute to that.

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00:06:26.250 --> 00:06:32.580
Hazel Vega Quesada: So if I look at the theory and how involved participants, what we have typically is as ingestion of.

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00:06:33.630 --> 00:06:50.100
Hazel Vega Quesada: A continuum between less participatory to more participatory methods and how we do that and i've done it through my research is by establishing trust in practicing listening with participants that's like the number one step for me and, in addition to that.

36

00:06:51.960 --> 00:07:02.430
Hazel Vega Quesada: i've also created new opportunities for roles and also in this continuum varying levels of participation and when doing that leveraging the methods that I bring in.

37
00:07:02.970 --> 00:07:18.720
Hazel Vega Quesada: The expertise from the participants and myself as well, so what I argue here in in my research is that this efforts for participation, it has to be more explicit and and we have to bring to the conversation.

38
00:07:19.230 --> 00:07:25.080
Hazel Vega Quesada: How we're developing this strategy is more intentional and along the way of the process of research.

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00:07:26.910 --> 00:07:35.790
Hazel Vega Quesada: So the way that I that have done this in my research is involving the voices of pre service teachers, as I said before, I worked with.

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00:07:36.390 --> 00:07:46.830
Hazel Vega Quesada: Identity development among English as a foreign language teachers in Costa Rica, the way that I do that is through discourse analysis and mostly interviews.

41
00:07:47.310 --> 00:07:49.470
Hazel Vega Quesada: that some of you are familiar with already.

42
00:07:50.460 --> 00:08:00.900
Hazel Vega Quesada: So I look at identity negotiations how these participants are adopting rejecting or thinking about practices and ideas from their community of practice.

43
00:08:01.230 --> 00:08:12.960
Hazel Vega Quesada: I also look at tensions, so my research has identified tensions around the idealized notion of a white native speaker and also tensions around.

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00:08:13.500 --> 00:08:23.460
Hazel Vega Quesada: External expectations from the teaching context based stuff they that they are starting to encounter in their teaching when they go and observe or practice teaching.

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00:08:24.780 --> 00:08:37.440

Hazel Vega Quesada: So the way that i've done it is interviews with participants with what I call participatory in a discussion, so I bring the end to this interviews.

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00:08:38.940 --> 00:08:46.740
Hazel Vega Quesada: Very briefly how I do it is write the scripts to establish that common language and to make accessible some of.

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00:08:46.740 --> 00:08:51.180
Hazel Vega Quesada: The some of the terms that we use in in in in end.

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00:08:52.620 --> 00:08:59.760
Hazel Vega Quesada: In and after that just the conversation unfolds and and I start to actively listen to.

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00:09:00.300 --> 00:09:11.220
Hazel Vega Quesada: What they have to say and their interpretations, but I also leave these open space for questions questions that only about how DNA works, but also about their own data and how they are.

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00:09:11.940 --> 00:09:20.460
Hazel Vega Quesada: Understanding their own their their own data what the main purpose has been is revisiting the connections that they make.

51
00:09:21.480 --> 00:09:25.170
Hazel Vega Quesada: Between the the the cults that I have previously identified.

52
00:09:26.580 --> 00:09:34.620
Hazel Vega Quesada: So I go to this interviews with participants, and this is like the networks that I show to them.

53
00:09:34.920 --> 00:09:46.140
Hazel Vega Quesada: which have coats of adoption rejection intention, so how they are thinking about some practices adopting or rejecting or what we call tension which is their thinking and reflecting about that.

54
00:09:46.740 --> 00:09:57.000
Hazel Vega Quesada: So some of the ideas around this is how they feel about accidents if there should be a particular accident that should be in the in the classroom.

55
00:09:57.900 --> 00:10:08.970
Hazel Vega Quesada: about their own language practices like if they practice code switching how they feel about the speaking, Spanish and speaking English and being bilingual and also.

56
00:10:10.140 --> 00:10:15.870
Hazel Vega Quesada: Whether or not they see the native speaker as a standard for teaching and learning English.

57
00:10:17.040 --> 00:10:23.730
Hazel Vega Quesada: One of the one of the participants what she did was to add a connection so she is.

58
00:10:24.420 --> 00:10:31.950
Hazel Vega Quesada: she's a Costa Rican was born in Costa Rica and raised in Costa Rica and at the age of seven came here to the US.

59
00:10:32.400 --> 00:10:41.730
Hazel Vega Quesada: learn English as a second language and then, when she was around 17 went back to Costa Rica, so when she looked at her network during this interview.

60
00:10:42.570 --> 00:10:54.360
Hazel Vega Quesada: While she said she noticed, she was surprised how come I didn't make any connections to accent well it's because really I don't think about it, that much but hey let me look at my own.

61
00:10:55.320 --> 00:11:07.680
Hazel Vega Quesada: Experience and and try to see where that connection, maybe, so this is what she shared with me during that interview she says, I can see it in Spanish, when I arrived here in Costa Rica.

62
00:11:08.070 --> 00:11:16.230
Hazel Vega Quesada: I thought I spoke Spanish because that's her first language, because in the US, I was little bit self conscious about my accent as a learner.

63
00:11:16.530 --> 00:11:23.070
Hazel Vega Quesada: But when I arrived here and I started speaking Spanish my friends would say oh you speak funny in Spanish.

64

00:11:24.060 --> 00:11:41.460
Hazel Vega Quesada: So I realized there's excellence in every language and there's no right or wrong, so what this missing connection in her in her network made her realize is that she is actually she needs to start thinking more about accidents, because accidents are real in this.

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00:11:42.870 --> 00:11:51.150
Hazel Vega Quesada: Larger social structures really bring all of this language ideologies about how one language should be spoken or not.

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00:11:53.280 --> 00:11:54.840
Hazel Vega Quesada: Another participant.

67
00:11:55.950 --> 00:12:11.280
Hazel Vega Quesada: reacted to a code so in previous interviews she made a lot of different comments about her frustrations with her Spanish accent and how she wanted to sound more native like.

68
00:12:11.790 --> 00:12:20.160
Hazel Vega Quesada: But she was not able to attain that even though she practiced and practiced that was not possible for her so she looked at.

69
00:12:20.970 --> 00:12:30.660
Hazel Vega Quesada: At this code of the native speaker as a standard and how the connection to adoption was very strong for her and she looked at that and say and said.

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00:12:31.500 --> 00:12:38.100
Hazel Vega Quesada: Well, I don't want to say something about this, and this sparkled her reflection process for her.

71
00:12:38.910 --> 00:12:57.840
Hazel Vega Quesada: What what she said was I guess that in the future, when I read your research i'm going to say, maybe I was being too harsh on myself I guess that's something that's going to change, maybe i'm going to come to a closure of not being the best not being native or something like that.

72
00:12:59.070 --> 00:13:11.910
Hazel Vega Quesada: Basically, she was although her frustration was very strong she was not aware that that frustration was sort of like an issue for her and what's going to be an issue when she started.

73
00:13:12.840 --> 00:13:18.720
Hazel Vega Quesada: Teaching when looking at the network and looking that there was something very present in her discourse.

74
00:13:18.990 --> 00:13:24.480
Hazel Vega Quesada: She said well i'm not there yet I don't I don't think that my frustration is a way.

75
00:13:24.720 --> 00:13:39.210
Hazel Vega Quesada: But I think that it shouldn't be the case, and probably in the future, and this is going to change, so there are a couple of things here that really caught my attention one was that possibility for reflection and the other one is imagining that.

76
00:13:40.650 --> 00:13:58.050
Hazel Vega Quesada: her role as a teacher in the future, and how what she what she was thinking at the moment, can change in the future and that's one of the one of the most powerful things that I found in my own research when sharing business works with my participants.

77
00:13:59.580 --> 00:14:06.000
Hazel Vega Quesada: So, unfortunately, I have like more questions than answers about participatory to be, I think.

78
00:14:06.990 --> 00:14:21.810
Hazel Vega Quesada: When talking about participatory qe it's it's more about the unanswered questions and that's what makes everything more exciting but i'm also able to see some opportunities that I have here in front of me when I look at the data.

79
00:14:23.730 --> 00:14:34.950
Hazel Vega Quesada: So I see that there there's opportunities for picker descriptions and specifically to identify these gaps, we think that we address the the image and the attic but.

80
00:14:35.850 --> 00:14:47.100
Hazel Vega Quesada: By revisiting this with the participants, we can really identify new gaps that can be there and really address those biases that were noticed by computational and by human.

81
00:14:47.790 --> 00:15:08.310

Hazel Vega Quesada: Factors i'm really excited about this collaborative internal this models when we present them to to participants, the in we bring them to this collaborative space for cognition really allows for for that extension and that reflection and that's that's one of the.

82
00:15:08.370 --> 00:15:13.320
Hazel Vega Quesada: richest part of this process i'm also left with.

83
00:15:13.410 --> 00:15:16.140
Hazel Vega Quesada: A lot of questions i'm just including a few of them here.

84
00:15:16.350 --> 00:15:19.800
Hazel Vega Quesada: More to come in, I security 2021.

85
00:15:20.940 --> 00:15:40.080
Hazel Vega Quesada: I wonder what's beyond DNA, because my work and also mike's work really is based on me but i'd be interested in knowing what else can we do in addition to for participatory qe in addition to using DNA and the fact that, when we go back to the participants and.

86
00:15:41.100 --> 00:15:51.840
Hazel Vega Quesada: Listen to all of this there's more data So what do we do with with with that data and when doing this when going back to to the participants and involving them in this.

87
00:15:52.200 --> 00:16:08.550
Hazel Vega Quesada: continuum, how do we negotiate both roles and how do we allow them to negotiate their role, so this are open questions for me that I hope that we can use us discussion points, and now I give the floor to Mike.

88
00:16:11.010 --> 00:16:19.380
Mike Phillips: Thanks very much hazel and it's really interesting to see your work and I always learn stuff every time I see things that you present so so thank you.

89
00:16:19.800 --> 00:16:20.670
Mike Phillips: One of the things that.

90
00:16:21.240 --> 00:16:29.790

Mike Phillips: People like hazel have done is is inspired me to try to work with participants as well, and one of the things that i'm really interested in is trying to make.

91
00:16:29.790 --> 00:16:37.530
Mike Phillips: Thinking both visible but also contestable for people that i'm working with and excuse me, and where these really started, for me, was.

92
00:16:38.040 --> 00:16:45.810
Mike Phillips: Some work that began about three years ago they actually presented at ic ke 19 where I was working trying to find out.

93
00:16:46.290 --> 00:17:00.810
Mike Phillips: How teachers thinking and decision making, knowledge and decision making kind of intersected, and so I was using na to look at teachers lesson plans and I was looking at some some math science and technology or it teachers and you can see some visualizations here on.

94
00:17:00.870 --> 00:17:08.670
Mike Phillips: On this slide for each of those three groups of teachers and what you might notice is that on the right hand side for the technology or it teachers.

95
00:17:09.750 --> 00:17:15.960
Mike Phillips: It was completely different to these other teachers and, and so I was really surprised by that and that's what started me.

96
00:17:16.410 --> 00:17:24.180
Mike Phillips: Actually, talking to participants, because I didn't think this was actually representative of of these two teachers, and so one of the things that.

97
00:17:24.570 --> 00:17:40.530
Mike Phillips: When Simon and I secure we talked about QA that actually validates with stakeholders that really resonated with me, because what I was finding was that my interpretation and interpretation of database interpretation wasn't resonating with the.

98
00:17:42.210 --> 00:17:48.180
Mike Phillips: idea that these teachers had about their own practices, so what I really had was this this mismatch between.

99
00:17:48.960 --> 00:17:56.220

Mike Phillips: What the data is telling me and what my participants were telling me and I was really wanting to get to this kind of situation, but we had a bit more.

100
00:17:56.670 --> 00:18:15.030
Mike Phillips: Over a similar kind of perspective on things, and so that work really began some stuff that i've been been working on for the last 18 months or so and it's in a program that's called leading virtual learning and in Victoria in Australia, where I am we actually have.

101
00:18:16.110 --> 00:18:16.770
Mike Phillips: A number of.

102
00:18:16.950 --> 00:18:19.920
Mike Phillips: Virtual or fully online K 12 schools.

103
00:18:20.160 --> 00:18:23.760
Mike Phillips: and actually our biggest school in in these particular state is actually a fully.

104
00:18:23.790 --> 00:18:24.570
Mike Phillips: Virtual school.

105
00:18:24.960 --> 00:18:28.500
Mike Phillips: And so i've been working with about 100 teachers across the state.

106
00:18:29.430 --> 00:18:33.330
Mike Phillips: who work in the schools it's funded by our local Department of Education.

107
00:18:33.840 --> 00:18:46.620
Mike Phillips: And we ran some professional learning to try to enhance certain aspects of the these teachers work and one of the really interesting things about the way that we've designed this course is we actually have a pre course interview.

108
00:18:47.160 --> 00:18:49.170
Mike Phillips: for everybody that runs for about half an hour.

109
00:18:49.680 --> 00:18:53.160
Mike Phillips: And the idea with these interviews is to get to know these teachers, a little bit better.

110
00:18:53.640 --> 00:19:04.530
Mike Phillips: But to also from that start to develop some network visualizations about how they understand their work so that we can actually create bespoke learning pathways for these teachers throughout the course.

111
00:19:04.800 --> 00:19:18.060
Mike Phillips: So if they're really strong in certain areas, then we're going to give them some more extension kind of work or if they're not then we'll give them some more foundational work and so these interviews become really important, and we do a post course interview as well.

112
00:19:19.170 --> 00:19:27.600
Mike Phillips: to reflect back on on what teachers have been doing so, this has all been done during the pandemic, so the interviews are recorded via zoom we download both audio and video.

113
00:19:27.600 --> 00:19:29.160
Mike Phillips: files and then we upload them.

114
00:19:29.460 --> 00:19:39.150
Mike Phillips: To a tool called otter Ai which I want to thank to other members of the QA Community mamta and martyr for putting me on to, so this is a tool that actually automatically.

115
00:19:40.020 --> 00:19:48.390
Mike Phillips: transcribes interview data, and it does it really quickly and is pretty accurate so we've been using that and will turn around a half hour interview.

116
00:19:48.750 --> 00:19:58.740
Mike Phillips: and probably in about 15 minutes we'll have a transcript of that so then working with another guy if you're new to the QA Community you're probably bump into zach at some point pretty soon.

117
00:19:59.280 --> 00:20:07.680
Mike Phillips: zach works with me at monash he's a fantastic researcher and he's been a great colleague and has developed in our package that converts that.

118
00:20:08.010 --> 00:20:25.080

Mike Phillips: On a text file to a csv file we upload that to the webby in a tool and then zacks created a an our package that simplifies the visualization from the amp a tool and so zach is a really big part of actually making this process.

119
00:20:26.190 --> 00:20:36.690
Mike Phillips: scalable, and so what we then have done is developed nine codes which are a combination of some a primary codes based on cost savings and some productive codes.

120
00:20:37.110 --> 00:20:47.010
Mike Phillips: And there's a little bit more data about you know some indicator reliability and things there, but the thing I want to really draw your attention to is this bottom line where this guy in mutual who's an ra.

121
00:20:47.880 --> 00:21:01.290
Mike Phillips: He is incredible at coding, and he actually coat hand codes these interview transcripts at the rate of about 30,000 words per day so he's done about half a million words of.

122
00:21:01.980 --> 00:21:12.300
Mike Phillips: coding in this particular project so we've got a fairly big data set so far and what that means is that we're actually able to turn these visualizations around really, really quickly so we're actually able to.

123
00:21:13.350 --> 00:21:21.330
Mike Phillips: interview about seven participants per day, were able to then get the transcript were able to put that into.

124
00:21:22.260 --> 00:21:33.750
Mike Phillips: A spreadsheet encodes it and we're able to then have a visualization within that 24 hour period and so we're able to then work with those visualizations pretty quickly.

125
00:21:34.230 --> 00:21:45.870
Mike Phillips: So we have nine codes, as I said, and these are the ways that teachers actually think about their work is in these online spaces, most of those are pretty self explanatory and not really important for today's story.

126
00:21:46.320 --> 00:21:56.100
Mike Phillips: But as I said, we put those in encodes them, so the color codes, you can see here actually representative of segments of texts that relate to a particular codes.

127
00:21:56.520 --> 00:22:06.540
Mike Phillips: And then, what we do is we think about trying to visualize these codes, because this prose is really dense it's really intimidating and it's really hard to get into so.

128
00:22:07.320 --> 00:22:17.850
Mike Phillips: We you take these codes and instead of just using an na visualization what we actually did what he says we what zach actually did is developed a tool that lays these out.

129
00:22:18.510 --> 00:22:24.480
Mike Phillips: In a way, that's actually easy to understand, in just a circle so there's no semantic meaning in any of this there's no.

130
00:22:25.110 --> 00:22:34.500
Mike Phillips: meaning in where these codes are located, they just laid out for visualization and one of the things that Simon talked about in these ice qe talk was.

131
00:22:35.100 --> 00:22:39.960
Mike Phillips: visualizations is cognitive artifacts and really what we're trying to do here is make.

132
00:22:40.500 --> 00:22:44.940
Mike Phillips: This deliberation visible incontestable for stakeholders so we're not.

133
00:22:45.300 --> 00:22:56.910
Mike Phillips: trying to find the right answer but we're trying to actually involve people in in making sense of of what this all means, so what we end up with these kinds of visualizations, this is a.

134
00:22:57.240 --> 00:23:09.090
Mike Phillips: visualization that represents one participant in their pre course interview, and you can see some sort of similarities with the DNA tool in that figure lines represents stronger connections and weaker lines represent.

135
00:23:09.690 --> 00:23:19.890
Mike Phillips: So I think the lines were represent wicked connections, we can also do subtraction networks like we do in the in a tool, where we can see pre and post course for this particular.

136

00:23:20.430 --> 00:23:31.650
Mike Phillips: teacher and one of the other things that we're also able to do is really quickly start to compare across different teachers and we can start to see some patterns developing as we go through.

137
00:23:32.700 --> 00:23:35.970
Mike Phillips: One of the things that we can also do is look at.

138
00:23:36.540 --> 00:23:46.770
Mike Phillips: cohorts so we can actually look at groups of teachers, so they go through in groups of about 25 in this course, and we can start to see cohort differences as well, both pre and post with this particular tool.

139
00:23:47.700 --> 00:23:49.440
Mike Phillips: So one of the things that we're able to do.

140
00:23:49.920 --> 00:24:02.490
Mike Phillips: In really looking at these visualizations really quickly is go from these nine edit codes to where we think changes actually occurring and it just so happens that most of them happened to be on the left hand side of this visualization.

141
00:24:03.420 --> 00:24:11.640
Mike Phillips: But one of the things that's really, really cool I think about this project is that we actually take these visualizations back to teachers, we take this this layout back to the teachers and we say.

142
00:24:12.060 --> 00:24:20.250
Mike Phillips: Tell us what you think this might biker should look like and so here's an example of what that looks like in.

143
00:24:23.940 --> 00:24:25.620
Mike Phillips: War network.

144
00:24:27.540 --> 00:24:39.150
Mike Phillips: And so, this teacher then actually starts to annotate over the top, so he's just using the annotation tool in zoom and he's drawing and explaining why, but all the sudden he starts changing color and we we don't do that in DNA.

145
00:24:39.630 --> 00:24:49.710

Mike Phillips: And so we're starting to get an understanding of why he's what what he's actually drawing and then he does this kind of crazy thing as well, so we're getting this really different kind of way.

146
00:24:50.160 --> 00:24:54.510
Mike Phillips: That he is thinking about his work he's thinking about these codes in a really different.

147
00:24:55.170 --> 00:25:00.510
Mike Phillips: way that challenged my thinking and he actually starts to explain why that's the case.

148
00:25:00.810 --> 00:25:10.380
Mike Phillips: These three different colors represent represent three different parts of these work and pink ones for things that happened within the school, the green one is all to do with students in the blue ones all about technology.

149
00:25:11.460 --> 00:25:19.650
Mike Phillips: And, as I said, he then does this crazy kind of thing down the bottom here where being a critic being a questioning educator.

150
00:25:19.980 --> 00:25:30.960
Mike Phillips: is involved in all of these different things, so the way that he's actually using the the tool is completely different to the way that I was thinking about using it he's really challenging my thinking.

151
00:25:31.500 --> 00:25:38.220
Mike Phillips: we're also able to get other things happening with this tool that we don't necessarily get in the same way in DNA.

152
00:25:38.580 --> 00:25:46.590
Mike Phillips: So here's another teacher who's actually starting to again annotate over the top and she's drawing lines and what she's actually doing.

153
00:25:46.800 --> 00:25:56.700
Mike Phillips: Is we get the sense that a lot of these things now start to come from her being a leader in her school, so the leadership component is actually pushing out into these other components.

154

00:25:57.450 --> 00:26:03.810
Mike Phillips: In a we don't necessarily get that sense of direction about how these things necessarily connect to one another.

155
00:26:04.860 --> 00:26:15.150
Mike Phillips: So one of the other commonalities that we tend to get is this kind of thing so for this particular teacher what you can see up top left is what she thought was actually going to happen.

156
00:26:15.840 --> 00:26:25.380
Mike Phillips: In her teaching and the blue lines represent what she thought her visualization might have looked like before the course the red line was what you thought might have changed.

157
00:26:25.980 --> 00:26:30.600
Mike Phillips: After the course what you see bottom right is actually what we got in the pre course interview.

158
00:26:31.350 --> 00:26:35.460
Mike Phillips: And there's a marked difference between what we got out of her interview, and what she thought.

159
00:26:36.090 --> 00:26:48.690
Mike Phillips: And we start to see that happen again and again here's another example from another teacher, where we have a much, much more complex richer sophisticated representation down the bottom of her.

160
00:26:49.290 --> 00:27:01.860
Mike Phillips: understanding of her work, compared to the way that she sort of thought of her work and so i'm going to show you when I actually then reveal this to the teacher and have a look at what what her reaction ends up being here.

161
00:27:02.970 --> 00:27:08.280
Mike Phillips: On the same floor, we were able to get out of your first conversation so.

162
00:27:09.540 --> 00:27:10.260
Mike Phillips: So going.

163
00:27:12.210 --> 00:27:26.430

Mike Phillips: Interesting again so behind these colored lines for for we're able to hear and then i'll get rid of those as long as he stated the days, people were negative stuff so that's lovely.

164
00:27:28.710 --> 00:27:33.600
Mike Phillips: session so there's an awful lot more going on a monkey so.

165
00:27:35.400 --> 00:27:43.890
Mike Phillips: So we actually had we started having conversations about what this teacher was thinking and about what was revealed and why they might be, these kinds of differences.

166
00:27:44.160 --> 00:27:58.140
Mike Phillips: And, and we can come to a more shared understanding so with this particular tool we're actually then able to combine both the AMA can edit kind of representations and start to see what differences there are and start to talk about those.

167
00:27:58.890 --> 00:28:03.690
Mike Phillips: So there are still a couple of challenges, one of the things, obviously, that we have is kind of the DNA.

168
00:28:04.470 --> 00:28:18.300
Mike Phillips: visualization of things as well, and so i'm starting to think about how we might be able to work with all these different visualizations and bring them together to get a richer kind of perspective of of what's going on in different settings.

169
00:28:18.810 --> 00:28:27.030
Mike Phillips: And so, one of the things that i've been trying to work out is how we might describe the these different kinds of tools and and one of the things that.

170
00:28:27.690 --> 00:28:34.680
Mike Phillips: In the team we've been talking about these simplified visualizations and i've decided, I think that I don't necessarily.

171
00:28:35.130 --> 00:28:40.590
Mike Phillips: Like that word, because the simplified version is actually incredibly powerful.

172
00:28:40.950 --> 00:28:51.150

Mike Phillips: It elicits a whole lot of conversations and a whole lot of meaning that we wouldn't necessarily get by using well, whatever the opposite to simplify more sophisticated tool like a in a.

173
00:28:51.810 --> 00:28:56.040
Mike Phillips: I think if we start to use that kind of language it's positioning our participants.

174
00:28:56.550 --> 00:29:04.710
Mike Phillips: in a particular way that they can only use simplified, whereas we can have these you know more sophisticated kinds of tools that we work with so maybe instead of.

175
00:29:05.460 --> 00:29:10.440
Mike Phillips: me about simplified and sophisticated what we might want to do you started thinking about.

176
00:29:10.890 --> 00:29:22.590
Mike Phillips: me and ethic tools ways in which we might be able to bring participants into the conversation by using different kinds of tools, not that they're better or worse, they just another.

177
00:29:23.220 --> 00:29:32.460
Mike Phillips: tool in the arsenal of things that we can use as hazel mentioned, this is something that that we're particularly interested in, along with a number of other people, including Simon who's here today.

178
00:29:33.480 --> 00:29:48.570
Mike Phillips: This notion of participatory QA is one that will be talking about a little bit more at the upcoming ice cube conference and we'd love you to join the conversation so that's what i've been up to, and I hope that's been some interest.

179
00:29:52.260 --> 00:30:05.670
Brendan Eagan: Thank you to Mike and to hazel that was great so we can have we have some virtual applause and some actual Plaza folks one so we'll open things up now to questions and discussions, but that was a very stimulated stimulating.

180
00:30:06.750 --> 00:30:14.670
Brendan Eagan: set of things that you all shared I was jotting down a bunch of notes and have my own questions but i'd like to open things up for others to see.

181

00:30:15.930 --> 00:30:19.830
Brendan Eagan: What what questions or comments folks have for our presenters today.

182
00:30:32.340 --> 00:30:34.860
Brendan Eagan: looks like Rogers go go ahead Rogers.

183
00:30:38.400 --> 00:30:38.880
Rogers Kaliisa: spending.

184
00:30:40.110 --> 00:30:42.570
Rogers Kaliisa: My time zone for the interesting.

185
00:30:43.770 --> 00:30:44.640
Rogers Kaliisa: presentations.

186
00:30:46.290 --> 00:30:48.240
Rogers Kaliisa: Had a question first for.

187
00:30:49.320 --> 00:30:52.830
Rogers Kaliisa: Have for both so first I think you're doing.

188
00:30:54.300 --> 00:30:57.600
Rogers Kaliisa: very interesting work, and I think you're taking a very interesting.

189
00:30:58.680 --> 00:31:00.150
Rogers Kaliisa: approach to to work.

190
00:31:01.260 --> 00:31:16.680
Rogers Kaliisa: just referring to to some of my own work in my PhD and i've been trying to work with the teachers trying to request for work also inspired by what by Simon a human centered complete human centered.

191
00:31:18.450 --> 00:31:29.160
Rogers Kaliisa: Learning analytics, for example, and trying to work with teachers to for design tools and things like that, and one of the issues you highlight during your talk was using scripts.

192

00:31:30.120 --> 00:31:37.560
Rogers Kaliisa: To can use scripts and share them with our teachers and I wanted to talk about this because, during my experience with teachers, I remember.

193
00:31:38.190 --> 00:31:48.480
Rogers Kaliisa: Having a script which was using them in using one of the tools which we are designed to work together and but in the end it's one of the teachers told me Oh, we.

194
00:31:49.380 --> 00:32:02.190
Rogers Kaliisa: don't like scripts because the script like takes away control from me, so it was like one of the things about participation is like against it is participatory but it shows, we should also be I should have like the.

195
00:32:04.140 --> 00:32:09.690
Rogers Kaliisa: As a kind of a freedom to do or to choose what I want to do, and they were like maybe script some more.

196
00:32:10.290 --> 00:32:15.630
Rogers Kaliisa: restrictive when they are deciding where they're determining what the research I should do so it's something.

197
00:32:16.350 --> 00:32:27.870
Rogers Kaliisa: I wanted to know like how much of the script is it this Is this something that you design also co designed with teachers or is it something that you just do on your own and they'll present to the teachers.

198
00:32:29.340 --> 00:32:31.260
Rogers Kaliisa: at La question to Mike.

199
00:32:32.580 --> 00:32:42.990
Rogers Kaliisa: it's only the cost amen so it's interesting that you when you're doing you're cutting your cherry did that, based on to the cause aims of course objectives.

200
00:32:43.800 --> 00:33:02.700
Rogers Kaliisa: Something related to what i've done in my own research and we had a discussion earlier today with a dividend Brendan about this and we had a teacher who was part of a course which is the course objectives to do come up with cones what I can say is that, in my research I didn't have.

201

00:33:04.140 --> 00:33:09.870
Rogers Kaliisa: A discussion prior to designing I mean coming up with these codes at a later date, I had to.

202
00:33:10.500 --> 00:33:19.590
Rogers Kaliisa: talk with teachers and share records, and so it is a records we developed developed, based on their personal objectives and we had a discussion around this whether this course we actually representing.

203
00:33:20.250 --> 00:33:24.990
Rogers Kaliisa: The actual objectives of the course, so I don't know how that process was for your case.

204
00:33:26.160 --> 00:33:31.440
Rogers Kaliisa: But still I was still finding it hard to the explained as these codes actually.

205
00:33:32.820 --> 00:33:42.270
Rogers Kaliisa: show the vision kind of design, but I think that's where all this is a lot better purchase permit, so thank you so much, and look forward to your reflections on.

206
00:33:45.270 --> 00:33:45.660
Mike Phillips: Thanks for.

207
00:33:46.050 --> 00:33:46.230
Mike Phillips: The.

208
00:33:46.260 --> 00:33:55.620
Mike Phillips: Great questions i'm happy to jump in first, if you like, so and I can also answer part of ants question that was in the chat as well as responding to yours Rogers so.

209
00:33:55.950 --> 00:34:02.040
Mike Phillips: One of the things that that I do before we actually have the interview is then I actually send the teachers.

210
00:34:02.430 --> 00:34:09.930
Mike Phillips: Video that goes to about five minutes or something like that, where I actually explain what what I mean by these codes and I give them then also a one page document.

211

00:34:10.860 --> 00:34:16.170
Mike Phillips: That they can actually see that and reflect on that, and one of the things that I do is during.

212
00:34:16.620 --> 00:34:27.090
Mike Phillips: The interviews, I actually say to them do these codes makes sense to you do, are there any other things that that you think we should be adding in here and so it's it's certainly not a static.

213
00:34:27.810 --> 00:34:35.280
Mike Phillips: set of codes that we work with, but there are a couple of them that, as I said that are that are really important, so the idea of a teacher as a designer.

214
00:34:35.790 --> 00:34:42.960
Mike Phillips: and teacher as a critic or two things that we really want to try to get through to these these people as part of this course, so the ones that that I kind of.

215
00:34:43.290 --> 00:34:51.090
Mike Phillips: am a little bit more protective of and and the ones that are really important to me, but then the others are absolutely up for negotiation for sure.

216
00:34:54.360 --> 00:35:07.320
Hazel Vega Quesada: Thank you Rogers for for the question um so you know, one of the technical parts of doing this sort of participatory discussions with with participants.

217
00:35:08.160 --> 00:35:19.350
Hazel Vega Quesada: is to be able to make any accessible to them, because you know even for a researcher, you know, looking at an end, you need to explain it, you need to make it accessible.

218
00:35:19.740 --> 00:35:28.260
Hazel Vega Quesada: So the way that I approached my script and I have I own this to technology, because all of my interviews have been through.

219
00:35:28.500 --> 00:35:41.400
Hazel Vega Quesada: zoom so I can like read and in that let them know that i'm reading, but the the script was a great tool for me to organize my thoughts and try to make that explanation like Mike use.

220

00:35:42.300 --> 00:35:56.070
Hazel Vega Quesada: A video I like to live explanation and sharing because i'm looking at their expressions, and if they have a question, they can just interrupt interrupt me right away so it's a great tool to make it accessible.

221
00:35:56.640 --> 00:36:11.700
Hazel Vega Quesada: um but also that you know live sharing with the with the participants in my case, because the topic is identity and i'm showing my participants and network about the things that they have said about themselves that's.

222
00:36:12.870 --> 00:36:15.360
Hazel Vega Quesada: That can be intimidating.

223
00:36:16.530 --> 00:36:25.050
Hazel Vega Quesada: So that's why I keep in check the vocabulary that I use like the word tension, for instance, that I used in the network.

224
00:36:25.350 --> 00:36:36.810
Hazel Vega Quesada: I modify that a little bit when that when when I shared that with them in the script so that again this things are more accessible in or not so overwhelming for them typically it goes, really, really.

225
00:36:37.410 --> 00:36:50.910
Hazel Vega Quesada: really well um, but I would say what we should like worry about or be concerned about is the after the script like if you decide to use the the the script is the after the questions that they have.

226
00:36:51.210 --> 00:36:57.720
Hazel Vega Quesada: In the interaction that they have and how you can facilitate that interaction with the with the end.

227
00:37:00.720 --> 00:37:02.880
Brendan Eagan: Great Thank you hazel and Mike.

228
00:37:03.900 --> 00:37:07.950
Brendan Eagan: And Samuel I think you had your hand up next if you want to ask your question.

229
00:37:09.000 --> 00:37:13.020

Samuel Madden: yeah I was just wondering what with the nine codes.

230
00:37:14.400 --> 00:37:23.310
Samuel Madden: Were showing the stronger and weaker links are delving further into what's causing some links to be stronger than the others.

231
00:37:24.480 --> 00:37:28.800
Mike Phillips: yeah so it's a it's a really good question again Samuel Thank you so it's.

232
00:37:29.730 --> 00:37:38.940
Mike Phillips: a really interesting component of this process is actually having the teachers when when they're drawing those lines, when they're annotating the visualization.

233
00:37:39.240 --> 00:37:49.620
Mike Phillips: To get them to start to explain why they think things are going to be the way that they are, and then, when there's a difference to actually start to unpack that with them a little bit as well, so one of the things that.

234
00:37:50.550 --> 00:37:58.560
Mike Phillips: is a challenge at the moment is not knowing what the teachers are actually going to draw so to actually have lots of examples on hand to be able to say well.

235
00:37:58.860 --> 00:38:07.680
Mike Phillips: it's because you talked about this kind of thing can can be difficult it's one where I found I probably know this data set.

236
00:38:08.070 --> 00:38:14.670
Mike Phillips: better than any other, that i've probably worked with for that very reason you as the researcher, I feel, like, I have to be.

237
00:38:15.270 --> 00:38:22.260
Mike Phillips: really able to respond to questions that teachers have so i've got to remember i've got to know what it was that that they said.

238
00:38:22.500 --> 00:38:36.180
Mike Phillips: As part of their work, and I think that's also really for me an important thing to get to know these people that i'm then going to be working with for a couple of months in this particular course, so I see it as time well invested, but it is a challenge.

239
00:38:38.280 --> 00:38:38.610
Samuel Madden: Thank you.

240
00:38:41.580 --> 00:38:42.030
Mike Phillips: Great.

241
00:38:42.210 --> 00:38:46.680
Brendan Eagan: And I think before I go to David I wanted to just check with and to see if you got your question.

242
00:38:46.680 --> 00:38:52.470
Brendan Eagan: answered, I have a little checklist of order, do you feel like you had your your question answered previously.

243
00:38:57.630 --> 00:39:02.760
Brendan Eagan: Well alright well we'll and, if you want to reach out again feel free otherwise David will kick it to you.

244
00:39:05.700 --> 00:39:06.390
Brendan Eagan: you're muted.

245
00:39:07.710 --> 00:39:11.130
David Williamson Shaffer: that's the that's the mantra of coven um so.

246
00:39:12.480 --> 00:39:21.360
David Williamson Shaffer: First of all, thanks for those are two great presentations i'm on consistently so happy that the quality of presentations in these webinars is is high.

247
00:39:21.690 --> 00:39:28.830
David Williamson Shaffer: makes them makes them fun to attend and more than that, I just want to say that I think that the kind of participatory.

248
00:39:29.430 --> 00:39:38.280
David Williamson Shaffer: work that you guys are doing participatory qe work that you're doing is, if not the most important, I think one of the most important things that's happening in terms of developing.

249

00:39:39.690 --> 00:39:56.040
David Williamson Shaffer: Both our conceptions of qe and also the Q ui toolkit so so i'm delighted that that that you've given this webinar and also that there's going to be i'm correct right Mike and others actually a CIG and some more discussion at the upcoming conference.

250
00:39:57.120 --> 00:40:04.110
David Williamson Shaffer: that's super um I wanted to well I guess push back a little bit on on on something that was in.

251
00:40:05.640 --> 00:40:14.160
David Williamson Shaffer: Was sort of the kind of concluding using that that Mike made about the quiet this question of sort of simplified versus complex.

252
00:40:15.720 --> 00:40:35.970
David Williamson Shaffer: hazel talked about it a sort of things being accessible and so on, and um and so so of course one way to reframe that is is make versus edenic um, but I think the thing I want to push back on is actually that so my concern about laying out the codes in a in a circle or an oval or.

253
00:40:37.110 --> 00:40:45.210
David Williamson Shaffer: Whatever you want on mean that's a that's a very traditional network analytic technique, and the reason that we don't we didn't we don't.

254
00:40:45.660 --> 00:40:56.700
David Williamson Shaffer: don't do that in DNA and didn't do it, you know when we're developing it is anytime you lay out your your nodes in an arbitrary fashion.

255
00:40:57.630 --> 00:41:09.120
David Williamson Shaffer: You create visual and therefore conceptual artifacts right so things appear to be there's this dense cluster of things things appear to be moving from or two or whatever it is.

256
00:41:09.600 --> 00:41:17.730
David Williamson Shaffer: And if those things have been laid out in a way that's arbitrary then you're creating arbitrary artifacts and if they've been laid out.

257
00:41:17.790 --> 00:41:19.710
David Williamson Shaffer: For some purpose like Oh, it made this.

258
00:41:19.920 --> 00:41:22.860
David Williamson Shaffer: Network look better or more coherent, or whatever.

259
00:41:23.010 --> 00:41:26.610
David Williamson Shaffer: And it's going to make something else look less coherent right there's an inherent bias in that.

260
00:41:26.730 --> 00:41:32.460
David Williamson Shaffer: play out one way or the other, whether it's the bias of chance, or the biases intended by um.

261
00:41:33.000 --> 00:41:45.030
David Williamson Shaffer: And so, let me throw out a sort of counter proposal for the email versus edenic i'm and i'm in this i'm drawing from so in quantitative methods people talk they talk about levels of measurement.

262
00:41:45.840 --> 00:41:53.970
David Williamson Shaffer: So there's sort of a nominal level where things just have names and the name is just categorize them but there's no relationships between the categories narrowly.

263
00:41:54.600 --> 00:42:02.490
David Williamson Shaffer: And then there's a kind of order no level where you could say that, like the purse somebody finished first second or third in the race, but you have no idea.

264
00:42:02.700 --> 00:42:14.040
David Williamson Shaffer: How far apart the people were and then there's the you know the what's sometimes called the ratio ratio or interval level but it's sort of what we think of is regular quantitative measures where the measures have meaning.

265
00:42:14.550 --> 00:42:20.070
David Williamson Shaffer: Right, the fact that you got a two and I got a three means that you're one ahead of me, and if hazel got a.

266
00:42:21.750 --> 00:42:31.500
David Williamson Shaffer: One she is twice as far ahead of me, as you are it's not just an ordering thing right um and so, in a sense, the DNA, so the end.

267

00:42:32.310 --> 00:42:39.420
David Williamson Shaffer: diagrams as they currently currently exist are designed to be very mathematically accurate.

268
00:42:40.110 --> 00:42:54.060
David Williamson Shaffer: For some particular values of mathematics right there taking that those network positions correspond to the positions of the points in space that we're comparing blah blah blah right and as a result, it groups codes together.

269
00:42:54.300 --> 00:42:54.660
That.

270
00:42:55.680 --> 00:43:00.630
David Williamson Shaffer: tell us something about either the group overall we're pre and post or something like that.

271
00:43:01.710 --> 00:43:13.050
David Williamson Shaffer: So I think that the challenge, maybe won't what the challenge that i'm kind of throwing out here is to find a way that doesn't have to basically throw away.

272
00:43:13.560 --> 00:43:23.640
David Williamson Shaffer: All of that mathematical precision, but also doesn't have to maintain that mathematical precision at the expense of kind of conceptual clarity.

273
00:43:25.110 --> 00:43:26.460
David Williamson Shaffer: And this is something i've actually.

274
00:43:27.750 --> 00:43:37.170
David Williamson Shaffer: thought about a bit right but i'm Just to give you an example right, so one simple thing we could think about doing is place you know put put a put a ruler.

275
00:43:37.800 --> 00:43:49.230
David Williamson Shaffer: So draw a circle around the whole around all the codes okay put a ruler at the Center right and draw and pass it through each code and just draw that line wherever the code.

276
00:43:49.800 --> 00:43:56.010
David Williamson Shaffer: touches the circle that's where we put it so basically just takes the codes and kind of spreads them out around the circle.

277
00:43:56.490 --> 00:44:03.420
David Williamson Shaffer: If you want, you can make the intervals even or whatever, but that would at least preserve that left right orientation that you have been talking about.

278
00:44:03.990 --> 00:44:12.270
David Williamson Shaffer: We could think of more sophisticated things like leaving some of them at a smaller Center in the circle circle and Center because those are central for whatever central mean for it.

279
00:44:12.510 --> 00:44:19.560
David Williamson Shaffer: But we could think of a way as a mathematically transforming the original end representation, such that it.

280
00:44:20.640 --> 00:44:33.450
David Williamson Shaffer: contains the team some properties kind of the same thing is like going from measuring my times in the race to measuring the order of finish it's not as precise mathematically but it contains some important information.

281
00:44:33.900 --> 00:44:49.560
David Williamson Shaffer: And we can even actually measure the extent to which the new representation was distorting that underlying model, because we can compute the central heads of the new networks and then do a goodness of fit statistic blah blah blah um but so.

282
00:44:51.810 --> 00:45:01.410
David Williamson Shaffer: What what i'd like to what i'm so there's a question actually here there's a pony inside of this of this horse manure and and the question is like.

283
00:45:02.310 --> 00:45:12.840
David Williamson Shaffer: If zach could build that or if somebody could build that um would it be useful to you to have that kind of intermediate representation between the kind of.

284
00:45:13.200 --> 00:45:21.180
David Williamson Shaffer: Precisely mathematical representation and the non mathematical representation which which you have now and, if so, what would that US be like that's the.

285
00:45:21.480 --> 00:45:27.630
David Williamson Shaffer: The second part is actually the most interesting question like what would How would that and what whereas with that made that change the conversation.

286
00:45:28.800 --> 00:45:29.430
Mike Phillips: I think.

287
00:45:29.460 --> 00:45:31.710
David Williamson Shaffer: And that's a question for both of you, by the way, but but.

288
00:45:32.580 --> 00:45:34.410
David Williamson Shaffer: Mike specifically provoked me so.

289
00:45:35.910 --> 00:45:42.720
Mike Phillips: So I love I love the way that David says i've done a little bit of thinking about this with with that kind of explanation.

290
00:45:43.560 --> 00:45:49.950
Mike Phillips: And and it's it's really great to be provoked on this day because it's been something that's been troubling me as well it's like.

291
00:45:50.550 --> 00:46:10.590
Mike Phillips: As part of this process where where do we lose the power of DNA by actually making something a little bit more accessible, and so I think having that and maybe what we've done what i've done as part of this process is actually gone too far down that simplification kind of.

292
00:46:11.880 --> 00:46:12.420
Mike Phillips: path.

293
00:46:13.500 --> 00:46:17.040
Mike Phillips: But I think what you're describing is probably.

294
00:46:19.050 --> 00:46:24.210
Mike Phillips: more helpful and one of the things that I was saying, in the second or third last slide that I presented was.

295
00:46:24.570 --> 00:46:32.940
Mike Phillips: How, how do I use E amp a with these other kinds of visualizations that that we've sort of been playing around with, and I think that's kind of what what you're getting at there is.

296
00:46:33.210 --> 00:46:42.810
Mike Phillips: is having a mathematically rigorous or more rigorous version of this that still is accessible for participants and so.

297
00:46:43.800 --> 00:46:50.670
Mike Phillips: I think something like that would be really, really powerful, because what it does, is it bridges, what I have been doing.

298
00:46:51.630 --> 00:47:00.330
Mike Phillips: In both sorts of with both talks and it brings them together in one, and so the short answer is yes, I think it would be incredibly useful.

299
00:47:01.050 --> 00:47:10.320
Mike Phillips: Because it is that bridging tool, it allows people who, who are maybe not as we don't have as much time to sit and look at circles and lines as I do.

300
00:47:11.400 --> 00:47:21.480
Mike Phillips: allows them to access and be part of the conversation, but still allows us to make claims that we don't necessarily we're not able to make with other tools that currently exist.

301
00:47:22.620 --> 00:47:33.840
David Williamson Shaffer: yeah and, by the way, when I said I thought, a lot about it, I meant that zach and say sorry a couple other people in the lab, but a lot about it and there's actually a T shirt interface that uses that sort of a similar idea.

302
00:47:34.500 --> 00:47:41.790
David Williamson Shaffer: Brendan knows more about this and there's a paper on it, too, so I wasn't just I wasn't really inventing it myself but um but yeah.

303
00:47:42.990 --> 00:47:54.960
David Williamson Shaffer: i'd be interested to see what comes of it, and I make if you didn't see go had some couple of really interesting comments in to follow up on that as well, but thank you for music, in that case I just if you had any thoughts on.

304
00:47:55.920 --> 00:47:56.700
David Williamson Shaffer: yeah I think.

305
00:47:57.600 --> 00:48:01.110
Hazel Vega Quesada: rotor rotor question here is.

306
00:48:01.740 --> 00:48:20.400
Hazel Vega Quesada: start thinking about what would be the modifications and what is it that we think as researchers from the tools that we need to preserve for such and such reasons, what what are definitely the things that are not non negotiable let's say and which ones are.

307
00:48:21.420 --> 00:48:33.930
Hazel Vega Quesada: Because again this sharing with participants requires that we also change some of the things So what are the things that we are changing for what reasons and what biases go.

308
00:48:34.320 --> 00:48:47.190
Hazel Vega Quesada: into that modification or that sort of like adaptation of the tools and this goes for adapting the tools that we already have and thinking about the tools that don't exist yet, but it will exist.

309
00:48:47.640 --> 00:48:57.990
Hazel Vega Quesada: it's a it's a great question, I think, and agree bookmark to really think about because because i'm actually thinking, one of the things that i've been thinking about is.

310
00:48:58.770 --> 00:49:17.340
Hazel Vega Quesada: The difference between presenting researcher generated codes versus participant generated quotes and again like what's the balance there and that's that's something that i've been thinking, and I welcome ideas for my dissertation because i'm actually putting this puzzle together.

311
00:49:18.960 --> 00:49:22.020
David Williamson Shaffer: What might according to look like that facilitated that dialogue.

312
00:49:23.730 --> 00:49:34.050
Brendan Eagan: Nice all right, I think, Simon simon's question was next, and if we have time we'll try to sneak a few more, and I know there's a few others and chat and we're going to need to be wrapping up soon so i'll just put that.

313
00:49:34.500 --> 00:49:43.230

Brendan Eagan: Out there, but hopefully we can get to silver had some in the chat and also add them, but if not, we can continue these discussions, hopefully at ic ke Simon go ahead, I think you're up next.

314
00:49:45.300 --> 00:49:52.440
Simon Buckingham Shum: Thanks thanks hazel and Mike it's so exciting to see see this moving forward.

315
00:49:54.240 --> 00:49:54.960
Hazel Vega Quesada: So.

316
00:49:55.380 --> 00:50:10.440
Simon Buckingham Shum: Great questions from David the just to pick up on that one of the challenges is not overwhelming the participants too much because you know by subtracting detail, we are simplifying and but then the concern.

317
00:50:10.440 --> 00:50:24.870
Simon Buckingham Shum: Is oh we've just thrown out some of the DNA of DNA right and and we want to try and preserve more of that so it could be that not just color position but interactivity with the diagram can be used to latch on more and more.

318
00:50:26.040 --> 00:50:36.510
Simon Buckingham Shum: complexity, but interactivity allows us to just do that in a gradual way so that's another way of bringing people in but it just takes longer to bring them into the conversation with what this thing is telling us.

319
00:50:37.380 --> 00:50:42.330
Simon Buckingham Shum: Rather than whacking it all in there at once, so that these these us there will be a sort of interactive technique.

320
00:50:43.320 --> 00:50:48.420
Simon Buckingham Shum: Well, I think so interesting here is we've got this sort of really interesting tension to navigate between.

321
00:50:49.110 --> 00:51:05.040
Simon Buckingham Shum: Confidence in our science right which is valuing the attic enough difference and humility, which is recognizing that the attic model is always an imperfect imperfect obstruction of the real complexity of what we're studying.

322

00:51:06.600 --> 00:51:12.090
Simon Buckingham Shum: And one of the key questions, perhaps for for us thinking about PQ is.

323
00:51:13.350 --> 00:51:23.910
Simon Buckingham Shum: Is this something that everybody should be doing all the time in everything they do with DNA or peak or QA in general are all that particular niches where its most powerful to us.

324
00:51:24.720 --> 00:51:32.400
Simon Buckingham Shum: Now that's just the sort of big question that no one can answer right now but i'm just wondering whether there's a very important distinction to make between.

325
00:51:33.840 --> 00:51:40.590
Simon Buckingham Shum: feeding back to people how they consciously represent themselves often through interviews at the moment right.

326
00:51:41.280 --> 00:51:49.320
Simon Buckingham Shum: Where it's it makes absolutely perfect sense to say what do you think about this mirror i'm holding up to you, you know, do you want to add some more.

327
00:51:50.220 --> 00:52:03.870
Simon Buckingham Shum: Because you know, we know that people know more than they can say plenty right and it seems totally ridiculous to say we didn't say this in your interview, so I can't code that right we're using it to help them fill in the gaps.

328
00:52:04.920 --> 00:52:10.620
Simon Buckingham Shum: And that's somewhat different from coding what people do when they're engaged in some less self conscious behavior.

329
00:52:11.940 --> 00:52:17.460
Simon Buckingham Shum: Right so we're not interviewing them about something they're not talking about themselves they're just doing something, and we are analyzing that.

330
00:52:18.360 --> 00:52:25.260
Simon Buckingham Shum: And we might potentially argue ethic has got much more power and authority there, because they might say.

331

00:52:25.800 --> 00:52:31.260
Simon Buckingham Shum: Oh, when I when I do this activity, you know I do this, and I do that and we're going we're not seeing that.

332
00:52:31.980 --> 00:52:45.780
Simon Buckingham Shum: You know and they're just rationally reconstructing what they believe they do, but actually we're not seeing that and that's where the the attic scientific analytic view has more authority, perhaps, so I don't know the answer to that just a thought.

333
00:52:49.470 --> 00:52:50.490
Brendan Eagan: Great Thank you Simon.

334
00:52:51.690 --> 00:53:07.530
Brendan Eagan: So I think we're we're going to maybe we can sneak this last question and then I saw a few questions from Sylvia in the chat what's the difference between participatory qe and Member checking or sponsor validation and how are you documenting the data and the feedback from those sessions.

335
00:53:09.000 --> 00:53:17.670
Brendan Eagan: So I don't know if Mike and hazel you have a chance to speak to that really quick and then I know Adam had a question, too, and then also there's a few others in the chat as well, but.

336
00:53:18.870 --> 00:53:30.090
Brendan Eagan: You want to take a crack at that hazel and Mike real quick about how is this different than just remember checking versus and and or how are you documenting integrating the data from the feedback sessions.

337
00:53:33.270 --> 00:53:44.310
Mike Phillips: I think I think this This is like Member checking but, but it also I think he's giving people an opportunity, not just to to check what it is that we're saying, but but actually adding new information.

338
00:53:45.450 --> 00:53:55.500
Mike Phillips: So it's actually also for me, a form of data generation as well, so it's not just checking what it is that we've done but it's a way to actually be able to generate.

339
00:53:55.830 --> 00:54:05.640
Mike Phillips: New understandings I see it, more as a conversation starter, rather than necessarily checking on on whether i've been able to interpret things correctly or not.

340
00:54:06.930 --> 00:54:20.310
Mike Phillips: What one of the challenges as i've sort of been saying is how we integrate been all of this data to come up with a coherent kind of narrative and I think that's one of the next big challenges for me is to start thinking about ways in which we can.

341
00:54:21.360 --> 00:54:31.410
Mike Phillips: Tell the stories using these different data sets to be able to illustrate certain points, and I think that's that's a real challenge that I don't have an answer for yet, but.

342
00:54:32.610 --> 00:54:33.120
Mike Phillips: Maybe.

343
00:54:33.180 --> 00:54:35.670
Mike Phillips: Next year is one or next year's webinars we might.

344
00:54:35.730 --> 00:54:37.800
Mike Phillips: be able to continue the story in the conversation.

345
00:54:40.740 --> 00:54:49.830
Hazel Vega Quesada: And, very briefly, I want to refer to one of simon's questions about if every wanting to we should be doing this, and I think there's a reason why.

346
00:54:50.970 --> 00:55:00.240
Hazel Vega Quesada: Mike and I are doing this and what we have in common is that we're working with my kids pre service, teachers and Mike is this working with in service features.

347
00:55:00.630 --> 00:55:09.420
Hazel Vega Quesada: So there's a fertile ground there for working with teachers who want to think about their practices and their knowledge.

348
00:55:09.990 --> 00:55:15.810
Hazel Vega Quesada: At least from my perspective, it has been a great tool i'm not sure about other populations and about.

349
00:55:16.380 --> 00:55:34.860
Hazel Vega Quesada: In the case of identity, again I bring back to like what I study and it's been very, very useful again I think that's that's a matter of looking at your population and

your purpose in your in your research and how you want to interact with with both the same time.

350
00:55:35.610 --> 00:55:43.890
Brendan Eagan: hazel That was a great response, and also an amazing segue to what I wanted to say next, so thank you, I think there actually is going to be outside of the.

351
00:55:44.700 --> 00:55:59.760
Brendan Eagan: The symposium on participatory qe that these topics are also going to be central to the healthcare symposium that's going to be hosted if i'm if i'm not mistaken, that I think Jamie is part of it is that correct i'm seeing some nodding from Jamie so that makes me feel correct excellent.

352
00:56:00.780 --> 00:56:08.310
Brendan Eagan: So we're we're just at time right now, I know, Adam had a question, too, and maybe some people can hang on a little bit longer if they'd like to.

353
00:56:08.730 --> 00:56:18.480
Brendan Eagan: Adam if you want to do if Mike and hazel can hang on if they don't have to go but i'd like to take a quick moment to thank our presenters again today and make a few quick announcements.

354
00:56:19.530 --> 00:56:22.050
Brendan Eagan: Hendrick, who unfortunately couldn't join us today will be.

355
00:56:23.190 --> 00:56:30.600
Brendan Eagan: Joining goalless Russell oregon's at the last webinar for the year and really talking about developing.

356
00:56:31.560 --> 00:56:49.920
Brendan Eagan: hubs and labs around qe so that you'll look out for registration for that I also want to highlight that participation in ic ke VI this year is going to be subsidized almost entirely by the National Science Foundation so unless you're unless you're a professor, who has come before.

357
00:56:51.030 --> 00:56:58.140
Brendan Eagan: You have a you can use a code to get a totally free registration, the National Science Foundation is going to pick it up so postdocs graduate students are free.

358

00:56:59.340 --> 00:57:03.360
Brendan Eagan: Anyone who is totally new will it will be free, for those of you who have come before.

359
00:57:03.930 --> 00:57:15.990
Brendan Eagan: The National Science Foundation will pick up everything but $50 of your tab so that's a fantastic thing look for that information we're trying to get as many new people into our Community, as we can, so please share this information if.

360
00:57:16.380 --> 00:57:19.950
Brendan Eagan: If you know someone who likes free and amazing things, let them know about it.

361
00:57:20.580 --> 00:57:31.410
Brendan Eagan: Also i'd like to point out that there's going to be a online qe accelerator there's going to be a slightly more in depth thing for people that are new to qe that there's announcements that are just starting to go out around that.

362
00:57:31.740 --> 00:57:48.660
Brendan Eagan: Again that's something that is being sponsored generously where the National Science Foundation, it will be led actually some of the facilitators are here right now hazel Rogers Jay Yun and who am I forgetting right now, Sylvie myself and there's one other person i'm blanking on.

363
00:57:49.890 --> 00:57:55.050
Brendan Eagan: But they're also going to be facilitating that, so please feel free to look out for that and share that with people as well.

364
00:57:55.500 --> 00:58:03.420
Brendan Eagan: it's another exciting opportunity, so I just want to say thank you again to everyone and i'd like to in some ways a great thing that we still have questions leanne was the person that.

365
00:58:03.720 --> 00:58:08.400
Brendan Eagan: asked before she wanted to know how do you feel when someone wants to change your codes as a researcher I think those are.

366
00:58:08.730 --> 00:58:15.150
Brendan Eagan: An Adam had a question I would like us to hopefully be able to continue these discussions within the sig and, at the Conference so just thanks again.

367
00:58:15.840 --> 00:58:27.990
Brendan Eagan: To our presenters and everyone else for spending their time and sharing in discussion with us it's fantastic, so thank you all again we're officially done if you can and would like to hang out a little bit longer feel feel free but.

368
00:58:28.560 --> 00:58:32.760
Brendan Eagan: This is the end of our regularly scheduled program thanks everyone.