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October 4th, 8AM (CST), 3PM (CET), 11PM+1 day (AEST)

Building Quantitative Ethnography Hubs: Facilitating and Fostering QE in New Spaces

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Goethe-University Frankfurt am Main, and the Open University of the Netherlands

Golnaz Arastoopour Irgens

Clemson University

Abstract

This webinar will focus on building new hubs of Quantitative Ethnography research around the world. The session will include discussion of introducing QE to new institutions, building QE labs, introducing QE to existing labs, and connecting across institutions. Our presenters, Hendrik Drachsler and Golnaz Arastoopour Irgens will share their own experiences and perspectives on potential opportunities and challenges related to this topic. We also plan for this session to engage others from around the world who are also involved and/or interested in these efforts while we explore how they might take shape in a variety of contexts.

Transcript

1

00:00:03.120 --> 00:00:03.750

Brendan Egan: alright.

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00:00:05.670 --> 00:00:18.000

Brendan Egan: And we'll go ahead and get started, so, as I mentioned Hendrick, has been co hosting this web series, but he also has been doing quite a bit of thinking and talking to us about ways in which we can kind of establish.

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00:00:19.320 --> 00:00:31.950

Brendan Egan: qe hubs around the world and it's also something that's I think central to a lot of the work that goal is doing, not only in terms of building her own lab and setup but also helping the Community focus on these issues so.

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00:00:32.970 --> 00:00:45.480

Brendan Egan: I will go ahead and turn things over to Hendrick and goal to get started with our discussion and I hope will be a lively one will be very engaging as we we go forward so without further ado i'll hand things over to Hendrick into goal.

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00:00:48.150 --> 00:00:48.990

Hendrik Drachsler: Thanks Brendan.

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00:00:50.580 --> 00:00:53.880

Hendrik Drachsler: Going in I said that I go first because say.

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00:00:55.200 --> 00:01:00.240

Hendrik Drachsler: I made some efforts to to do some slides and given institutional perspective on the topic of.

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00:01:01.440 --> 00:01:10.290

Hendrik Drachsler: qe hubs and I think they are, we had already into an interesting topics we because what we saw in preparation of describing on that goal takes it more.

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00:01:11.220 --> 00:01:15.840

Hendrik Drachsler: But correct me if i'm wrong goal scholarship driven research driven.

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00:01:16.710 --> 00:01:29.790

Hendrik Drachsler: approach and I will look at the whole topic of qe helps from an institutional perspective, how we could establish that and give some examples, how we did was different with other technologies and methods and.

11

00:01:30.390 --> 00:01:36.690

Hendrik Drachsler: Two and i'm really happy to serve your breakfast so have to coffee take your food.

12

00:01:36.690 --> 00:01:36.900

and

13

00:01:38.070 --> 00:01:51.870

Hendrik Drachsler: I do the entertainment part for the for the moment, and I will pass over to go there after to to basically comment on what I said and how she had successful approach and this and what we can do to to to get more curious.

14

00:01:54.030 --> 00:02:11.820

Hendrik Drachsler: yeah so I start with the father trusted or any other collected upon ourselves to you know, in Europe, transparency of algorithms and so on it's really important than spending years but it's also still something that we carry in our projects theme of at the moment, and especially.

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00:02:13.260 --> 00:02:23.400

Hendrik Drachsler: epidemic network analysis is a very promising part because it's very transparent, you have all the codes, you can reduce inflammation so it's it's a highly potential tool for.

16

00:02:23.880 --> 00:02:37.920

Hendrik Drachsler: For our program and I will never remember, I will never forget how first time I saw the keynote from David i'm not sure where it was Australia, my feeling but i'm not totally sure when you presented.

17

00:02:39.510 --> 00:02:48.570

Hendrik Drachsler: This demographic analysis create to the learning annex Community or small, my home, and I said Well, this is fantastic who work, this is really nice we, we need to go with that.

18

00:02:49.650 --> 00:03:01.830

Hendrik Drachsler: And yeah and then let me switch slides here or here, so I will talk shortly talk about what is trusted learning oh this collective so where we who we are, how many we are.

19

00:03:02.370 --> 00:03:19.110

Hendrik Drachsler: To get an impression what how it could look like and then first in a steps that we choose and that brought me into the moderating of this webinar series and then some requirements for Q, we have from institutional perspective that I put down for myself.

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00:03:21.030 --> 00:03:23.910

Hendrik Drachsler: So, as I said, i'm based in Frankfurt.

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00:03:25.350 --> 00:03:34.380

Hendrik Drachsler: Germany, but also at the Open University in the Netherlands, where I have a lot of time, so quickly as European or German German.

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00:03:34.800 --> 00:03:48.000

Hendrik Drachsler: Netherlands located researcher and what is very important, about what my the position I have currently it's connected to a deployment institute a research institute, but also to a service Center on innovation and digital.

23

00:03:48.450 --> 00:04:03.630

Hendrik Drachsler: Learning within the grid university and this gives us a clear service task as well, and we tried to have a value proposition change to bring research into practice, basically, and this is where the key we have idea, I will try to address them.

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00:04:04.800 --> 00:04:20.670

Hendrik Drachsler: So just to show you a few people and maybe some of you knows that, who is behind esoteric a lot of PhD researchers and scholars from the field, and they are all aware of DNA and QA methods and.

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00:04:21.900 --> 00:04:37.350

Hendrik Drachsler: Some others that that we follow, so you hit them into a collective like you do with many of these research groups that many people can potentially know about the tool but still haven't applied it for certain purposes and we wanted to mature this to to get more uptake here.

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00:04:40.860 --> 00:04:48.480

Hendrik Drachsler: And there we come to a what we apply country for different technologies is the SMS process not sure if this is an English very.

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00:04:49.560 --> 00:04:50.220

Hendrik Drachsler: Appropriate.

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00:04:51.480 --> 00:04:58.200

Hendrik Drachsler: acronym but it's about scouting maturing services right, so we scout new technology we scout you matheson's.

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00:04:58.800 --> 00:05:11.430

Hendrik Drachsler: We test these methods and projects research projects and then, if they are valuable in that sense we mature them for the university, so we see if they are valuable for the university if we get more uptake within the university.

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00:05:12.150 --> 00:05:29.280

Hendrik Drachsler: If we get a momentum within the university and if this is the case and more scholars within the university setup want to have a certain approach or technology we provided as a service and also look for quantifying it in a way that we have enough budget to run the service.

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00:05:30.330 --> 00:05:30.930

Hendrik Drachsler: and

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00:05:32.220 --> 00:05:43.950

Hendrik Drachsler: Now we go through, we have this SMS process and at different I show you know some of the technologies, we have been going there, I mean very easy and county hot topic our chat bots so in templates you have different.

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00:05:45.030 --> 00:05:55.260

Hendrik Drachsler: Commercial but also non commercial open access platforms that we apply and that's a typical topic we had in our project we adapted it now to the.

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00:05:55.830 --> 00:06:09.750

Hendrik Drachsler: Students service central and within the university they use it we extend that further more faculties and so on, so it's typical service that we do as research matured and enrolled it can help from a technical perspective.

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00:06:11.610 --> 00:06:20.730

Hendrik Drachsler: Another topic is certification services, as we also do a lot of assessment work we have been approached in the times of.

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00:06:21.840 --> 00:06:30.480

Hendrik Drachsler: Revenue as the ravages so many refugees came to Europe and have had no documents to express their qualification.

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00:06:31.500 --> 00:06:41.730

Hendrik Drachsler: That we build up a very not not read and research trump's not fantastic system but it's a working prototype to basically somebody can come and say.

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00:06:42.120 --> 00:06:56.730

Hendrik Drachsler: I have been working as I don't know what worker or whatever, and then you do run into a test, and then you get if this test make some element, and then you get a certificate of the German institution that you have certain skills in this area to bring you to the job.

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00:06:57.840 --> 00:07:05.850

Hendrik Drachsler: And this has been a major project very important project that's still used and also transfer it now to Belgium.

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00:07:06.960 --> 00:07:23.340

Hendrik Drachsler: German speaking area, Spain and many other areas where we have a lot of refugees to do this basic qualifications to bring them directly cheese into society into the job market and that's another one that we use from from our experience with assessments.

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00:07:24.930 --> 00:07:34.230

Hendrik Drachsler: And then another one is welcome to learning analytics Community Alvarado has invented this on test software, where you basically have certain.

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00:07:35.220 --> 00:07:53.130

Hendrik Drachsler: data sets that that I used to have some data operation systems and then you ever if this then that system right, so you cluster the students into certain clusters, a B, C D and then they receive certain feedback text, and this is a good example again for an open source software that.

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00:07:54.510 --> 00:08:08.580

Hendrik Drachsler: has been developed in a community that we adapted and projects and that we might bore ply know within the university for different faculties, to provide feedback and especially get the interest now in the corona time.

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00:08:09.210 --> 00:08:11.400

Hendrik Drachsler: Because we were able to give.

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00:08:11.490 --> 00:08:25.740

Hendrik Drachsler: online learning lessons of providing feedback to all the students was really a bottleneck, and this is where on tough this value available and another example, how we could bring things and give it a home and Frankfurt in Europe for the for the work.

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00:08:26.850 --> 00:08:30.450

Hendrik Drachsler: And then, finally, one thing that maybe it's closer to.

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00:08:32.520 --> 00:08:33.810

Hendrik Drachsler: To to.

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00:08:35.370 --> 00:08:42.960

Hendrik Drachsler: Also to DNA studies is something that we got hundred now from the government in Germany, so they give a systematic little revenues.

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00:08:43.560 --> 00:08:50.790

Hendrik Drachsler: Every PhD knows the systematic literature review your suppress our method and so on, but they are now funds and, as the.

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00:08:51.120 --> 00:09:08.640

Hendrik Drachsler: As researchers growing so much that we have dedicated projects that we as institute a half the task to run systematic lecture of us and provide them policy papers, in that sense and that's some something where I see you might be also something related to EA or other QA tools to.

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00:09:09.960 --> 00:09:27.450

Hendrik Drachsler: If they would be aware of the potential of these tools that would be a funding funding schema to getting more of these studies in a studies, instead of structured literature review to provide insights into certain elements and state of the art research.

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00:09:29.070 --> 00:09:33.450

Hendrik Drachsler: So just outcomes that we have been doing there and then the question is.

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00:09:34.410 --> 00:09:53.130

Hendrik Drachsler: What what did we as DNA studies we get two types of projects, so far, when we say we support you in a stuff so one thing is the typical request we don't Have a nice data set and need support and analyzing the data can you help us then sure thousand methods could be applied.

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00:09:54.180 --> 00:09:57.360

Hendrik Drachsler: But we had one paper that we published.

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00:09:58.800 --> 00:10:07.050

Hendrik Drachsler: wasn't in a study that we applied an eye tracking data was actually first started with it would help them to provide meaningful insights into.

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00:10:07.560 --> 00:10:16.380

Hendrik Drachsler: into the state I don't go into the state and this paper know too much was our first kind of service oriented approach that we could support them.

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00:10:16.920 --> 00:10:26.940

Hendrik Drachsler: And we still run it pretty much in a world as a scholar, and possibly a PhD and they work in the project, and then we get a paper out of it but it's not really a service so far.

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00:10:29.130 --> 00:10:40.080

Hendrik Drachsler: And we have a different approach, another approach now like, we want to research and document knowledge creation and projects X, Y zed especially collaborative collaborative settings.

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00:10:40.800 --> 00:10:48.360

Hendrik Drachsler: Where we say yeah you can do this quantified leave with some interviews and so on, but you could also then apply on top eight and.

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00:10:49.200 --> 00:10:58.260

Hendrik Drachsler: That we have a game with different roles and different people that use that and what it's difficult to describe the type of this game and in a mighty.

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00:10:58.980 --> 00:11:13.770

Hendrik Drachsler: way out of this to describe the knowledge creation and knowledge tradition within the different mechanisms that are played here and yeah oh I missed another slide where we have to first realisations of his current actions.

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00:11:16.440 --> 00:11:26.160

Hendrik Drachsler: And now, from this institutional and early steps in Ada we have been taking the requirements and so when I think this from an.

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00:11:27.960 --> 00:11:41.010

Hendrik Drachsler: SMS process and maturing a service, then the follower count mode it's pretty much we bring in a into a project and run an investigation and publish about it, but then the topic still sits with us now people become aware of DNA.

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00:11:42.480 --> 00:11:44.970

Hendrik Drachsler: or QA tools other tools.

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00:11:46.680 --> 00:12:03.660

Hendrik Drachsler: And it's always a PhD who works in the eye on on various topics and but a target know that we would like to achieve this, like some of the other outcomes that we have that we can where we can bring it into a service like we do also with the systematic literature reviews.

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00:12:04.830 --> 00:12:12.360

Hendrik Drachsler: that the method is well known at the hop that's that's something we need to achieve think workshops Community building it's important for them.

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00:12:13.650 --> 00:12:22.350

Hendrik Drachsler: Then we need to have dedicated person in teams as contact points and also as Community members to to DNA Community Korean community.

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00:12:24.570 --> 00:12:33.720

Hendrik Drachsler: and establishing that so not having PhDs that do one study and then they go on, so we need to have more dedicated person and personnel and teams here.

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00:12:34.710 --> 00:12:48.450

Hendrik Drachsler: And then the question is, do we have a pricing model around this do we want to have a pricing model or we're just satisfied with being part of a study and investigating it I think if we want to separate it as one of the services that we offer.

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00:12:50.370 --> 00:12:55.920

Hendrik Drachsler: We need to have a pricing model at the end for this and it's very hard to estimate how how this can be done.

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00:12:57.000 --> 00:13:11.490

Hendrik Drachsler: For the moment, so it's really where are we looking for options there and it's also question how David and his team and it's looking to this if there's a reselling of the method and so on, so it's just something I put here, but we don't have the answers to that.

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00:13:13.200 --> 00:13:21.930

Hendrik Drachsler: yeah then finally some challenges and potentials for these hubs I think 50 would be more qe hops in a way, you could have a network of.

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00:13:22.950 --> 00:13:31.740

Hendrik Drachsler: For sharing research porky and topics that could be investigated and maybe they are different funding bodies that could be addressed with this.

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00:13:32.730 --> 00:13:45.120

Hendrik Drachsler: That might be a potential that is there a challenge, I see is a bit of the long winding adoption of the of the of the tools and I remember David with us, I think, in 2019.

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00:13:46.830 --> 00:13:58.230

Hendrik Drachsler: i'm not sure, but and then it took a year for us to run this first project with the with the eye tracking data and getting the paper or took another healthier so one of us further.

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00:13:58.830 --> 00:14:06.000

Hendrik Drachsler: And it's quite long winding if you really want to establish that pause service that that now people also get the momentum and so on.

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00:14:06.750 --> 00:14:16.530

Hendrik Drachsler: And so, a question that I see a bit of a challenge here, and also, then what is the fireplace for these Curie hub, so what what would make it if you see it as an institutional.

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00:14:16.980 --> 00:14:28.530

Hendrik Drachsler: Point as a service provider for university what would be a fireplace that these people come together exchange information and yeah somehow contribute to a higher good.

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00:14:31.080 --> 00:14:44.730

Hendrik Drachsler: And I think it was my last slide and I leave this notes, for the moment, maybe we can extend them or discuss them in a minute, but i'm really looking forward how go will call me commendable.

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00:14:52.920 --> 00:15:01.560

Golnaz Arastoopour Irgens: Thank you Eric This is great i'm Brendan and does it make sense for me to jump in and then we'll do open it up for discussion okay great um so.

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00:15:02.190 --> 00:15:08.160

Golnaz Arastoopour Irgens: yeah as Henrik mentioned, so I don't have any slides to share so you'll just have to look at me listen to me talk.

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00:15:08.910 --> 00:15:17.610

Golnaz Arastoopour Irgens: But mine is more of a personal story anyway, so I decided to just chat with you all about my experience and a more.

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00:15:18.000 --> 00:15:34.320

Golnaz Arastoopour Irgens: kind of I guess bottom up grassroots movement for creating kiwi hubs if you want to call it that I guess you know if we're comparing to kind of Hendrix approach, and I can talk a little bit about institutional movements, too, but i'm going to talk more today about.

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00:15:35.610 --> 00:15:38.910

Golnaz Arastoopour Irgens: Like I said more of like a grassroots movement so there's.

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00:15:40.260 --> 00:15:48.720

Golnaz Arastoopour Irgens: four ways that i'm going to talk about how i've been kind of creating a qe hub, if you want to say at clemson or at least.

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00:15:49.980 --> 00:15:52.650

Golnaz Arastoopour Irgens: Bringing people into the QA Community so.

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00:15:53.760 --> 00:16:06.270

Golnaz Arastoopour Irgens: I think most of you know me but i'm going those are escort organs i'm assistant professor of learning sciences at clemson University in South Carolina in the United States, and I have a research lab called the idea lab.

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00:16:08.190 --> 00:16:12.900

Golnaz Arastoopour Irgens: inclusive digital education and analytics and so.

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00:16:14.010 --> 00:16:20.880

Golnaz Arastoopour Irgens: I said i'm going to mention kind of four ways the first way is my research lab so as an starting professor at clemson i'm now in my third year.

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00:16:21.540 --> 00:16:33.300

Golnaz Arastoopour Irgens: You know i've had this vision for starting this research lab and you know we're not a qe only research lab that's not the only kind of research we do, but qe is our core.

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00:16:34.080 --> 00:16:44.160

Golnaz Arastoopour Irgens: methodology that we use, but we actually have to research strands so one is designing inclusive digital learning environments that focus on engineering computer science and some other stem.

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00:16:45.840 --> 00:16:58.890

Golnaz Arastoopour Irgens: areas, and then the second is qe so one thing you know I want to kind of share with you is that I think you can still spread right here, we research without having that be your core.

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00:16:59.790 --> 00:17:12.930

Golnaz Arastoopour Irgens: Research strand, so you can have those two and one other thing is key, we can be your core methodology, but I find what happens is when you start using qe you start to find things.

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00:17:13.260 --> 00:17:21.840

Golnaz Arastoopour Irgens: may be wrong with it or things you want to change right or you start as a researcher and actually curious researcher you start to develop your own questions about qe.

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00:17:22.380 --> 00:17:32.430

Golnaz Arastoopour Irgens: And so I think what happens is at least what happened in our lab is naturally we we started doing keyword research to try to meet our needs so on one hand we're doing.

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00:17:32.850 --> 00:17:39.240

Golnaz Arastoopour Irgens: You know, learning sciences, research and on the other hand, the sort of QA research line has been developing so in our lab.

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00:17:40.020 --> 00:17:48.120

Golnaz Arastoopour Irgens: hazel who's here right now, has been leading the efforts on participatory kiwi and that emerged from her research with teacher.

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00:17:48.750 --> 00:17:59.820

Golnaz Arastoopour Irgens: identity that she's exploring and wanting to include them in the research process when using DNA and so now we have this kind of natural research Strand and kiwi.

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00:18:01.290 --> 00:18:12.360

Golnaz Arastoopour Irgens: And I share that in case you know it can seem overwhelming to have you know qe research going on as part of your research program but you know I wanted to share that it can you can do both right, you can have your.

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00:18:12.930 --> 00:18:26.520

Golnaz Arastoopour Irgens: One research line and then have kind of qe research emerged from that to contribute to the qe scholarship that we have the second thing which I know is an attainable for everyone, but I started a qe course at clemson a graduate level course.

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00:18:28.140 --> 00:18:40.470

Golnaz Arastoopour Irgens: So you know it doesn't have to be a course, but it can be a workshop, so I know some of you have done workshops, which is a little bit more attainable i've done that, too, at other institutions at northwestern university I set up a workshop series.

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00:18:40.980 --> 00:18:45.390

Golnaz Arastoopour Irgens: But now at clemson I have the ability, and the resources to create a whole key class.

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00:18:46.110 --> 00:18:57.090

Golnaz Arastoopour Irgens: That is a great way to get people involved in the QA community, and not just people but graduate students who i've discovered are really key to growing this Community, I talked to Brendan and over half of.

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00:18:57.750 --> 00:19:08.670

Golnaz Arastoopour Irgens: You know our participants in the conference are graduate students and maybe that's partially my fault, because part of our course that I developed I offered students, an opportunity to.

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00:19:09.810 --> 00:19:22.200

Golnaz Arastoopour Irgens: write a paper a poster paper for the conference and I help them develop that and submit it to the conference, so you might see a lot of posters if you go to the conference from clemson university students yeah they did an excellent job.

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00:19:23.850 --> 00:19:34.800

Golnaz Arastoopour Irgens: And that's kind of related to something else I wanted to talk about which growing the cutie cutie Community there has to be kind of something in it for that person so not just learning about qe or you know, bringing them.

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00:19:35.880 --> 00:19:44.460

Golnaz Arastoopour Irgens: Bringing exposing people to a new method, but for them to see routes of success, such as publications and that is especially important for students to be able to see okay.

108

00:19:44.820 --> 00:19:53.490

Golnaz Arastoopour Irgens: I see the value in this method, but I also see the value for my professional development right so setting those things up either institutionally or locally to see.

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00:19:55.260 --> 00:20:02.580

Golnaz Arastoopour Irgens: scholarship opportunities and qed right being able to see where this is actually going to go and that there are opportunities for publication that are attainable.

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00:20:05.490 --> 00:20:14.070

Golnaz Arastoopour Irgens: So yes, I want to go back to talking about graduate students and then I have just a few more minutes and i'll wrap it up, but for graduate students, again I think they're really key.

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00:20:15.420 --> 00:20:26.790

Golnaz Arastoopour Irgens: I like I enjoy working with faculty members i've had lots of success with qe and end with faculty members and all kinds of researchers from different institutions, but I want to focus on graduate students, I think that.

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00:20:28.440 --> 00:20:37.320

Golnaz Arastoopour Irgens: One benefit is that the ones that i've worked with have just been so wonderful so enthusiastic they have the time they have the interest in that committed to a method quite yet.

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00:20:37.800 --> 00:20:56.460

Golnaz Arastoopour Irgens: And so it's it's great to kind of cultivate that interest in them into expose them to you know the the power and the strength of qe compared to other methods and the other thing is that once they graduate right they can ideally take that qe knowledge and spread it at a different institution.

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00:20:57.570 --> 00:21:04.920

Golnaz Arastoopour Irgens: And so that is kind of one strategy that I thought about in terms of exposing the cuny community and growing the Community community.

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00:21:06.660 --> 00:21:25.050

Golnaz Arastoopour Irgens: and the last thing I want to talk about is an institutional level, but a little bit local, we have a quantitative clinic at clemson and my department and the College of education and i'm a member of that and that's one way that i've been able to expose clemson to qe.

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00:21:26.550 --> 00:21:35.370

Golnaz Arastoopour Irgens: beyond just in my research lab and in my class so it's become kind of an option right for people to come when they need help with their data.

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00:21:35.910 --> 00:21:48.930

Golnaz Arastoopour Irgens: It is a quantitative clinic so it's kind of interesting because I think the heart of qe is qualitative, but it does it again expose more quantitative inclined people to qe.

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00:21:50.430 --> 00:22:00.450

Golnaz Arastoopour Irgens: And I think that So these are kind of some approaches that i've taken but beyond that i've also thought about how to get people interested in this beyond just exposure.

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00:22:00.870 --> 00:22:10.710

Golnaz Arastoopour Irgens: And I think again publication opportunities and allowing people to kind of see how not just that this work is interesting, but that there's the whole community and there's a whole.

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00:22:11.580 --> 00:22:17.340

Golnaz Arastoopour Irgens: Research Area in huey right we're working on developing tools we're working on creating different.

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00:22:18.030 --> 00:22:30.450

Golnaz Arastoopour Irgens: interest groups right there's the healthcare interest group there's different fields but in addition there's just people who are interested in improving the tools and branching off the method, a little bit or even thinking about.

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00:22:31.980 --> 00:22:34.440

Golnaz Arastoopour Irgens: The method itself and how it can be maybe.

123

00:22:35.640 --> 00:22:37.410

Golnaz Arastoopour Irgens: defined better or.

124

00:22:39.180 --> 00:22:42.180

Golnaz Arastoopour Irgens: You know, being able to conceptualize it in different ways.

125

00:22:44.760 --> 00:22:52.530

Golnaz Arastoopour Irgens: And then I think it's cool we kind of for me, at least in my experience has been framed in DNA as well, has been framed as kind of a solution to a lot of people's problems.

126

00:22:53.640 --> 00:22:59.640

Golnaz Arastoopour Irgens: kind of hundred kind of touched on this, but you know we have this great data set and we want to do this, but we don't know how to do it.

127

00:23:00.000 --> 00:23:09.540

Golnaz Arastoopour Irgens: or they have this idea of wanting to you know, be able to just push a little bit further in terms of meaning and I found myself in a lot of situations where i'm able to say well.

128

00:23:10.290 --> 00:23:18.060

Golnaz Arastoopour Irgens: You know, let me introduce you to this idea or this concept, or this tool and I guess that's a little again more local those i've just been kind of.

129

00:23:19.170 --> 00:23:31.530

Golnaz Arastoopour Irgens: One on one conversations or after I give a talk or after my students give a talk right being able to frame it in that way, but framing it in that way, I think is important, because then it kind of piqued people's interest and you bring them in.

130

00:23:34.080 --> 00:23:35.880

Golnaz Arastoopour Irgens: To have more conversations.

131

00:23:36.990 --> 00:23:45.540

Golnaz Arastoopour Irgens: So those are a few ways that we're exploring qe at clemson and trying to spread the word I guess and build the Community.

132

00:23:47.040 --> 00:23:54.660

Golnaz Arastoopour Irgens: I think I have my two graduate students here hazel and joba have joined, so they are part of that growing community.

133

00:23:55.890 --> 00:23:58.530

Golnaz Arastoopour Irgens: they're very important to it and so.

134

00:24:00.030 --> 00:24:06.900

Golnaz Arastoopour Irgens: yeah that's what we're trying to do at clemson here and I hope that after my graduate students graduate and leave they're able to kind of spread that and I know after they've.

135

00:24:07.350 --> 00:24:13.890

Golnaz Arastoopour Irgens: A group of students have taken the course they have even talked about organizing themselves into a student kiwi Community at clemson.

136

00:24:14.280 --> 00:24:23.130

Golnaz Arastoopour Irgens: And who knows, maybe then that can spread from the graduate student level either nationally or internationally having some sort of graduate students kiwi community.

137

00:24:24.420 --> 00:24:25.470

Golnaz Arastoopour Irgens: All right, Thank you everyone.

138

00:24:27.810 --> 00:24:28.230

Great.

139

00:24:29.430 --> 00:24:30.210

Brendan Eagan: Andrew go ahead.

140

00:24:31.110 --> 00:24:32.220

Hendrik Drachsler: Are you gonna do thanks.

141

00:24:33.600 --> 00:24:43.440

Hendrik Drachsler: I think this teaching is indeed I missed it out, so we have a method course method for educational technology science, but we also put DNA as one of the topics.

142

00:24:44.970 --> 00:24:59.490

Hendrik Drachsler: I was wondering what what discipline your students from because minor computer science students and then yeah I don't know, it was not so easy to to get them interested in in tna maybe it's too late programming for them.

143

00:25:00.690 --> 00:25:10.770

Hendrik Drachsler: So maybe them, but I really liked the idea, and I think it's it's indeed something where you can grow a lot of uptake and interests come from people.

144

00:25:11.970 --> 00:25:28.200

Golnaz Arastoopour Irgens: yeah absolutely um you know beyond described since taking the course it just kind of gets the word out that there is a course you know, a quantitative ethnography course that exists at clemson and university of Wisconsin and that it's becoming you know part of the of this.

145

00:25:29.670 --> 00:25:39.630

Golnaz Arastoopour Irgens: This mythological field right it's actually on the books, now the type of students that have taken my course i've only taught at once, and unfortunately i'm not teaching it again till next year, but.

146

00:25:40.080 --> 00:25:53.880

Golnaz Arastoopour Irgens: i've had a lot of learning sciences students, obviously, because that's that's my area i've had hdi students human computer interaction i've had policy students, so those who are interested in policy they work with large data sets.

147

00:25:55.680 --> 00:26:01.020

Golnaz Arastoopour Irgens: And I think that's about it, so those were kind of the three that i've had in my in my class so far.

148

00:26:01.860 --> 00:26:13.470

Golnaz Arastoopour Irgens: i'm hoping again, it was the first course offering so i'm hoping to publicize it a little more and see see what I get I mean maybe David can speak to it a little bit team's been teaching the course that Wisconsin for a few years.

149

00:26:15.780 --> 00:26:25.920

David Williamson Shaffer: that's actually a pretty good description of the distribution of the students I get as well, some folks in health care policy, I would add, I would add to those are healthcare.

150

00:26:27.990 --> 00:26:29.730

David Williamson Shaffer: But healthcare engineering guess.

151

00:26:30.930 --> 00:26:38.820

David Williamson Shaffer: yeah, but a lot of it actually has to do in that case with it's still sort of local their pockets of people on campus who.

152

00:26:39.330 --> 00:26:52.830

David Williamson Shaffer: were an advisor or a student has brought a key to a previous advisor and that they recommend it as a method and as a course to the next, you know their Next Generation Students so there's still as a very word of mouth, the approach that comes out of them.

153

00:26:54.270 --> 00:27:04.470

Golnaz Arastoopour Irgens: yeah i'm kind of hoping, this is where i'm starting at least at clemson and then kind of seeing where it goes to seeing if, like the graduate students organize themselves and where that leads to a company that gets.

154

00:27:05.250 --> 00:27:17.790

Golnaz Arastoopour Irgens: seeing how word of mouth kind of spreads and if there's other faculty members who want to organize and create some sort of you know sub program as part of a program that Hendrick was kind of alluding to or its own program itself.

155

00:27:18.900 --> 00:27:29.790

Golnaz Arastoopour Irgens: Something else I want to talk about with the class that hundred brought up is so it's, not an end, a class it's a cutie class, so you know, in one case, you can talk about DNA that's that's a part of the class.

156

00:27:30.150 --> 00:27:38.310

Golnaz Arastoopour Irgens: But I think what makes the class interesting and not scary right, I think, maybe you're saying under the DNA can be a little bit daunting for.

157

00:27:38.700 --> 00:27:49.110

Golnaz Arastoopour Irgens: New people is that there's a lot more there so students can see, they pick up on something that speaks to them right whether it's the qualitative part of it, the organizing the data.

158

00:27:49.980 --> 00:28:01.710

Golnaz Arastoopour Irgens: The DNA sometimes the coding the encoder or just coding and validation for that so there's some piece of it, I think that they see and they kind of focus on that that's their strength or that's their interest.

159

00:28:01.980 --> 00:28:11.760

Golnaz Arastoopour Irgens: And they you know they go through the whole QA process but there's something I think that speaks to them that they think is interesting so there's a lot to QA, I think, besides DNA that we can explore.

160

00:28:12.240 --> 00:28:17.730

Golnaz Arastoopour Irgens: That, I think, students, see, and I mean we can we can talk to my students to if they want to chime in his own job so it's up to you.

161

00:28:18.810 --> 00:28:21.120

Golnaz Arastoopour Irgens: If you have something to say if not that's completely fine.

162

00:28:24.810 --> 00:28:36.120

Hendrik Drachsler: yeah I mean that's something we discussed prior and one of the webinars I think tools for that where we also had this fantastic tool called rock right rock.

163

00:28:37.890 --> 00:28:47.940

Hendrik Drachsler: So they're more tools, indeed, but summer Valley, is still a dominance of the DNA of the of this demographic analysis suitcase you could say so that you.

164

00:28:48.450 --> 00:28:56.970

Hendrik Drachsler: end up quickly and then yeah, for instance on Michael use and students really them on to the coding and having machine learning approaches for the coding.

165

00:28:57.690 --> 00:29:07.350

Hendrik Drachsler: But yeah, to be honest and those trials, they have within the seminar and not good enough to also move to software, for what so it's more that they.

166

00:29:08.820 --> 00:29:13.980

Hendrik Drachsler: Make experiences and build up the first Knowledge there, but I perfectly see.

167

00:29:15.540 --> 00:29:25.800

Hendrik Drachsler: That the faculties that you described are the people that that's that's of high interest and maybe that's that's also something for establishing Curie hops that there's something like.

168

00:29:26.640 --> 00:29:34.650

Hendrik Drachsler: A course a shared and open course David I don't know if the course is open or the content is open and it's something that is carried among the qe hubs.

169

00:29:35.670 --> 00:29:38.190

Hendrik Drachsler: To stimulate these grassroots development.

170

00:29:39.240 --> 00:29:44.670

David Williamson Shaffer: You know i'm i'm working on trying to produce something that's a more coherent open course.

171

00:29:45.390 --> 00:29:52.650

David Williamson Shaffer: But in the meantime goal, and I have shared our syllabus back and forth and i'm certainly happy to share so this with with folks who are interested.

172

00:29:53.250 --> 00:30:03.270

David Williamson Shaffer: One thing I just as long as we're on the topic of the courses and one thing i've noticed this there are folks out there, I don't know how many I know there's at least one at uw but.

173

00:30:03.630 --> 00:30:09.810

David Williamson Shaffer: i'm who've actually been been basically teaching qe as their introductory methods class.

174

00:30:10.500 --> 00:30:24.420

David Williamson Shaffer: So they're essentially saying yeah there's a cna stuff at the end, but here's a way of thinking about about data that is a good way to a better way to start and just with statistics or just with you know some kind of qualitative methods.

175

00:30:26.220 --> 00:30:35.370

David Williamson Shaffer: And an immediate, which I think is interesting and cool I don't know I don't actually have that fits in with the rest of the qe community, but it seems like there's something there to think about.

176

00:30:40.470 --> 00:30:53.940

Golnaz Arastoopour Irgens: yeah I think one thing i've been thinking about is what are sort of the core pieces of qe, so this is a thought experiment in mind that taking my time with because i'm not teaching it so nice, here again, but you know i'd like to know.

177

00:30:55.260 --> 00:30:58.530

Golnaz Arastoopour Irgens: What I should focus on, because you know there's so much.

178

00:30:59.190 --> 00:31:10.530

Golnaz Arastoopour Irgens: See for even one a one semester course, and so I kind of want to narrow it down to what are sort of the key tenants of qe and how does that translate right to a course environment.

179

00:31:11.130 --> 00:31:14.940

Golnaz Arastoopour Irgens: from start to finish, and you know as David said there's.

180

00:31:15.930 --> 00:31:31.080

Golnaz Arastoopour Irgens: it's a it's a new way of thinking so really what I tell my students is, by the end of this class my expectation is not for you to one be an expert in qe or to even use qe I hope you do, but that's not the main goal is to change their way of thinking, so that.

181

00:31:31.410 --> 00:31:42.060

Golnaz Arastoopour Irgens: They are a little bit more open minded and are now thinking more critically right about how the difference between qualitative and quantitative whether that's a thing or not.

182

00:31:42.930 --> 00:31:55.920

Golnaz Arastoopour Irgens: And, and how to be able to just look at data more differently in terms of trying to create deep meaning and using the tools, you know in tools that are available to that to create that deep meaning in a valid way.

183

00:31:59.250 --> 00:32:08.790

Brendan Eagan: i'd like to open things up, also to other folks if they want to contribute, I know moms have just joined us again and I know she's doing a lot of work at Elsevier to get a certain kind of critical mass and.

184

00:32:09.450 --> 00:32:17.700

Brendan Egan: You know I see amanda who's been working at drexel for a long time, and there have been people that have been engaged in groups, for a long time, but I think one of the key pieces here is that.

185

00:32:19.470 --> 00:32:28.890

Brendan Egan: A lot of times, it takes a team of folks to kind of establish something so there's all these other critical infrastructure pieces of like, how do you get training in this, how do you get interest, where people see.

186

00:32:30.000 --> 00:32:37.500

Brendan Egan: The benefit for themselves or their careers to get engaged with these things, and I think I think sophie's on here too there's been discussions about.

187

00:32:38.070 --> 00:32:52.350

Brendan Egan: Do we even do things to set up sort of international labs or kind of asynchronous groups are collections of people that go across places versus kind of localized spots that then could connect and you know established networks amongst themselves.

188

00:32:53.370 --> 00:33:00.960

Brendan Egan: But there's there's a lot of different efforts going on, I was hoping janine or scientists would be able to join us she's leading some efforts down in Australia, because they're.

189

00:33:01.470 --> 00:33:09.000

Brendan Egan: starting to see an emergent critical mass of folks down there, and people are working, I think hard to kind of figure out how to.

190

00:33:10.650 --> 00:33:16.050

Brendan Egan: You know align different resources and get different players involved to make these things go so.

191

00:33:16.680 --> 00:33:22.350

Brendan Egan: i'd like to open things up to either comments or questions if other folks have either experience or things that they're considering.

192

00:33:23.160 --> 00:33:34.470

Brendan Egan: In other locations, or you know I think we have to really good perspectives that have shared and set of experiences that gives some framing but does anybody else have questions or things that they would like to share to the discussion.

193

00:33:39.990 --> 00:33:41.550

amb595: Thanks for thanks for that intro yeah.

194

00:33:41.970 --> 00:33:46.980

amb595: So, I guess, I wanted to share first, because I think it relates really closely to what we were just talking about in terms of.

195

00:33:46.980 --> 00:33:57.300

amb595: Courses so i've been tapped to design and quantitative ethnography and even a course for you pen and drexel here at philly, and so I guess my question Oh, thank you.

196

00:33:58.350 --> 00:33:59.520

amb595: My question is.

197

00:34:00.870 --> 00:34:07.740

amb595: How much i'm noticing differences in what each school is looking for in terms of the content and the design of the course and i'm curious how.

198

00:34:08.010 --> 00:34:20.580

amb595: How aligned do we think courses at these different hubs that we're building should be should they be focusing on the needs of the context, or should we be aiming for some some similarities some parallels between the different courses.

199

00:34:26.070 --> 00:34:27.300

Golnaz Arastoopour Irgens: I mean i'm looking forward to that.

200

00:34:27.300 --> 00:34:30.660

Golnaz Arastoopour Irgens: discussion with you, and anyone else who hasn't scores right.

201

00:34:30.720 --> 00:34:32.550

amb595: yeah I was gonna point, but you can talk more.

202

00:34:33.360 --> 00:34:36.510

Golnaz Arastoopour Irgens: yeah yeah absolutely and I think that kind of speaks a little bit to what.

203

00:34:36.600 --> 00:34:46.830

Golnaz Arastoopour Irgens: David was saying, and that sharing these resources right, so I would I would love to share my resources with you and others who, not even if even if you're not interested in developing a course but are just curious about.

204

00:34:47.280 --> 00:34:58.110

Golnaz Arastoopour Irgens: or want to you know learn yourself that's it I would love to share my resources, either on the you know the cuny society website, we can talk to brandon about potentially doing that soon.

205

00:35:00.540 --> 00:35:09.210

amb595: I loved what you were saying about building the foundations of understanding quantitative ethnography and how we think as quantitative but not the first before we move into.

206

00:35:09.810 --> 00:35:20.670

amb595: Some of the nitty gritty of the practice, and I think i'm seeing more and less receptivity to that at different institutions so it's going to be interesting to see how the different courses shake up.

207

00:35:22.950 --> 00:35:24.810

Brendan Egan: yeah it'd be kind of interesting to hear the differences.

208

00:35:24.810 --> 00:35:33.420

Brendan Egan: Between pen and drexel and like what what the needs are speaking of resources to we haven't made an announcement, but will give us the preview For those of you who came today.

209

00:35:34.320 --> 00:35:41.070

Brendan Egan: Camilla Mr jack has taken the lead on developing a resource committee for the society.

210

00:35:41.790 --> 00:35:47.580

Brendan Egan: And I think if you went to the website right now you'd see even though we haven't announced that there are a bunch of resources that are up right now.

211

00:35:48.330 --> 00:35:56.910

Brendan Egan: But there's, I think, as people have been mentioning the need is fairly great and kind of customizing or curating those specific things to figure out what you need when.

212

00:35:57.930 --> 00:36:03.810

Brendan Egan: is, I think, not a trivial task just yet, and some of some of the work that I think will help, but the more that we have people.

213

00:36:04.380 --> 00:36:10.710

Brendan Egan: Having these discussions and sharing materials with each other, I think the better so that's that's been a nice.

214

00:36:11.130 --> 00:36:14.970

Brendan Egan: emergence Camilla basically contacted me said we've had to have these conferences now, and if we don't.

215

00:36:15.510 --> 00:36:21.630

Brendan Egan: We don't have these resources that we've talked about after each one that will be a failure so she kind of took the lead and made it happen, which I was happy to see.

216

00:36:22.050 --> 00:36:28.950

Brendan Egan: So there's a bunch of videos and other materials she's making some book Downs and other things, but that's something to definitely look out for.

217

00:36:33.240 --> 00:36:47.400

Shah, Mamta (ELS-PHI): share a little bit about my experience in industry, I think I have to absolutely think David and Brendan and amanda both amanda amanda see what even stone and brainy.

218

00:36:48.480 --> 00:36:50.370

Shah, Mamta (ELS-PHI): I think one one approach that i've sort of.

219

00:36:52.500 --> 00:36:55.020

Shah, Mamta (ELS-PHI): taken on is you know start very small.

220

00:36:56.370 --> 00:37:01.500

Shah, Mamta (ELS-PHI): And it started off with an idea that I had back when I participated in the first.

221

00:37:02.100 --> 00:37:10.860

Shah, Mamta (ELS-PHI): conferences early career workshop where you know sort of reached out to David and Simon for just brainstorming on an idea that I had.

222

00:37:11.340 --> 00:37:23.490

Shah, Mamta (ELS-PHI): And just creating this initial seed of confidence within my company that hey Look, we can bring a methodology like qe, and this is what it can allow us to sort of you know, examine.

223

00:37:23.850 --> 00:37:37.650

Shah, Mamta (ELS-PHI): And then slowly and gradually sort of built upon you know each you know, creating a trail that people can follow and maniacally collaborating with amanda see but even stone and Brendan on a couple of.

224

00:37:39.300 --> 00:37:46.530

Shah, Mamta (ELS-PHI): analyses and papers, and this is each other, each paper has led to increase confidence.

225

00:37:47.700 --> 00:37:51.810

Shah, Mamta (ELS-PHI): In our partnership and in what key brings, and this has led to.

226

00:37:54.090 --> 00:37:59.310

Shah, Mamta (ELS-PHI): You know, opening up more opportunities for me to seek funding for for the collaborations and.

227

00:38:00.420 --> 00:38:16.770

Shah, Mamta (ELS-PHI): In open new directions for new research, so you know I keep it short but I think 111 angle that i'd like to just throw out there is just industry and academia partnerships as one possibility to creating QA hubs so I don't have all of the manpower.

228

00:38:17.880 --> 00:38:25.590

Shah, Mamta (ELS-PHI): But I do have Caroline cousins who is one of my colleague at Elsevier and I, I know, in the last few months she's been actively taking a lot of.

229

00:38:26.280 --> 00:38:35.100

Shah, Mamta (ELS-PHI): interest in the society and Michael Phillips is also on her dissertation committee and I know he's been sort of expanding her understanding of.

230

00:38:35.880 --> 00:38:46.260

Shah, Mamta (ELS-PHI): qe as well, so you know my hope is that, at least, beginning with the academic academia and industry partnerships and using that as sort of a foundation to hopefully build.

231

00:38:47.730 --> 00:38:49.920

Shah, Mamta (ELS-PHI): sort of a hub that that truly bridges.

232

00:38:50.970 --> 00:38:52.050

Shah, Mamta (ELS-PHI): The best of both worlds.

233

00:38:54.780 --> 00:39:01.980

Brendan Eagan: Just to give moms are some credit, I think one of the things that's been very impressive with the work that she's leading is that she often.

234

00:39:02.400 --> 00:39:08.220

Brendan Eagan: is able to get a win in a short term and demonstrate the efficacy of something quickly.

235

00:39:08.850 --> 00:39:20.130

Brendan Egan: And so I think this relates to what Hendrick was talking about before, is that, in order to really like totally adopt all of qe that can be quite a bit, but if you can find some manageable piece that can demonstrate.

236

00:39:20.940 --> 00:39:28.260

Brendan Egan: The value or like this is related what goal was talking about in terms of like showing people, you can get publications from these things, and how this is an effective model.

237

00:39:28.770 --> 00:39:38.490

Brendan Egan: that's often I think a useful strategy as you start to build out is like get an early small wind first that's manageable, even though you know that there could be a lot of other things, to focus on and get excited about.

238

00:39:38.910 --> 00:39:43.830

Brendan Egan: Having those kind of intermediate wins is a really good way and i've been impressed with.

239

00:39:44.460 --> 00:39:57.330

Brendan Egan: How month is kind of manage that, at least in in my exposure with working with her, I have seen current, for I do a similar thing is she would sit on results that she had but would know about kind of a strategic kind of set of.

240

00:39:58.980 --> 00:40:08.100

Brendan Egan: moves that you could make in terms of rolling stuff out and bringing qe into a new field, and I think Hendrick had his hand up and then David you were next.

241

00:40:11.190 --> 00:40:11.430

Hendrik Drachsler: yeah.

242

00:40:11.820 --> 00:40:21.060

Hendrik Drachsler: i'm just I just want to bring back so what what what what establish a QA hub, so I think when you put it like this.

243

00:40:23.460 --> 00:40:30.300

Hendrik Drachsler: I really liked the idea of the public, private partnership, but in principle, we could just continue like we do right we all apply.

244

00:40:31.020 --> 00:40:41.550

Hendrik Drachsler: In a word, two words we might have a course and we have basically individuals and scholars that CDs method to potential of the method and apply it, and it will grow in a way.

245

00:40:43.650 --> 00:40:59.670

Hendrik Drachsler: But why then the term hop right, because then it could also be a method that is meaningful to us, so what what is temperatures hub, and they are also I like the success stories, so to bring out the message that's really important that people more people get aware of this wonderful method.

246

00:41:01.290 --> 00:41:07.590

Hendrik Drachsler: To to ask for it and get get the help there, so I just want to bring this idea and maybe David.

247

00:41:08.670 --> 00:41:12.090

Hendrik Drachsler: has something to share what he sees in terms of a half.

248

00:41:18.360 --> 00:41:20.940

David Williamson Shaffer: I was going to ask something similar so.

249

00:41:22.110 --> 00:41:23.160

David Williamson Shaffer: So one of the things that.

250

00:41:24.330 --> 00:41:33.960

David Williamson Shaffer: i'm in the society we've been talking about is this question of graduates graduate students versus more senior people in the society.

251

00:41:35.250 --> 00:41:50.520

David Williamson Shaffer: And I agree with gold graduate students in the future, no, no, no doubt um, but I do think that an intermediate term right it's and, eventually, they will be senior people in the field right so that problem solves itself over time, but in the short run rate, I see there's sort of a logistical.

252

00:41:51.750 --> 00:41:57.660

David Williamson Shaffer: roadblock basically where if there aren't enough senior people then there aren't enough people who are mentoring graduate students.

253

00:41:57.900 --> 00:42:09.120

David Williamson Shaffer: There aren't enough people that graduate students can enlist to convince their advisors or be on their committee right so there's a sort of bottleneck there, and so one of the things we've been talking about is.

254

00:42:10.830 --> 00:42:16.110

David Williamson Shaffer: At the doctoral consortium when students get accepted the doctoral consortium their advisors also get.

255

00:42:16.860 --> 00:42:24.990

David Williamson Shaffer: You know, a free, a free ticket to the conference and there's a an actual set of events small set of events for them.

256

00:42:25.410 --> 00:42:32.790

David Williamson Shaffer: so that you know they're introduced to what it is that their graduate students are doing, not with the expectation that don't necessarily do it themselves.

257

00:42:33.060 --> 00:42:38.520

David Williamson Shaffer: But at least in that graduate student has somebody who else at their university who sort of knows what's going on.

258

00:42:39.420 --> 00:42:51.660

David Williamson Shaffer: We haven't done it yet i'm not sure that whether it'll work but um, but I am interested in thinking about you know whether they are a thing now we have a society right Are there things that the society could do structurally.

259

00:42:52.860 --> 00:42:56.100

David Williamson Shaffer: That would set up the conditions for success for.

260

00:42:57.390 --> 00:43:12.450

David Williamson Shaffer: The people to be able to grow local concentrations of expertise will call tonight, instead of hubs hundred, because then we don't have the problem of what it means, but I mean I've thought of the the hub as being not just that there's an internal.

261

00:43:14.460 --> 00:43:21.510

David Williamson Shaffer: Concentration of expertise, but also that there's a there extra that becomes a place that people outside of the.

262

00:43:22.050 --> 00:43:32.820

David Williamson Shaffer: The hub itself can go, you know and get and get help and get support and get motivation and any number of other things right, so you w is kind of function that way for for a little while.

263

00:43:33.660 --> 00:43:39.360

David Williamson Shaffer: And you know I don't think in the long run qe flourishes very well if there's just one hub right, so you need multiple hubs.

264

00:43:39.780 --> 00:43:49.410

David Williamson Shaffer: um but you know I, and I don't know if that's do we need more smaller conference opportunities like Hendrick and learning science learning analytics.

265

00:43:49.710 --> 00:43:58.320

David Williamson Shaffer: Right, there was the the learning learning analytics summer institute's which are much more local conferences, where people went and they could share work but also.

266

00:43:59.370 --> 00:44:06.360

David Williamson Shaffer: You know, share the latest tools and so on, that so that's one possibility, I guess i'm just wondering like you know what.

267

00:44:07.440 --> 00:44:11.280

David Williamson Shaffer: I know that people want we want videos and men manuals and things but.

268

00:44:12.240 --> 00:44:22.470

David Williamson Shaffer: I, it seems to me that there's some other structural questions that we could think about that would help people get access to what they need to to.

269

00:44:22.920 --> 00:44:34.230

David Williamson Shaffer: Set set up and grow grow and flourish locally and then make broader connections and I don't I don't exactly know what those what those are but that seems to me it's like if we could, if we had more.

270

00:44:35.670 --> 00:44:43.950

David Williamson Shaffer: more about that or more of those we might be able to move things along faster than just waiting for the graduate students to finally finish their dissertations and then start their own labs.

271

00:44:47.730 --> 00:44:53.070

Golnaz Arastoopour Irgens: me one of the thing I wonder about is we have this webinar, which is a great place for people to come together.

272

00:44:53.400 --> 00:44:55.320

Golnaz Arastoopour Irgens: But what if there was sort of like.

273

00:44:57.630 --> 00:45:06.720

Golnaz Arastoopour Irgens: A program like an invitation program where you could reach out and invite someone to come to your institution or your you know Corporation.

274

00:45:08.430 --> 00:45:13.320

Golnaz Arastoopour Irgens: To either there could be you know some options, just to give a talk something more informal.

275

00:45:15.330 --> 00:45:17.640

Golnaz Arastoopour Irgens: Share resources something like that.

276

00:45:18.840 --> 00:45:33.540

Golnaz Arastoopour Irgens: And that way people who you know are interested can reach out to me, you know, maybe that's how the hubs can one way that hubs can get created to like we have a few people are places that you can turn to we make that a little bit more explicit and you can invite them.

277

00:45:35.550 --> 00:45:36.510

Golnaz Arastoopour Irgens: In some format.

278

00:45:40.710 --> 00:45:50.940

Hendrik Drachsler: yeah I think this is, I mean we had this indeed with the learning analytics some institute's that have been nationally and also connected and leave this all kind of.

279

00:45:52.260 --> 00:45:57.030

Hendrik Drachsler: Stop with corona right than most just one lousy and.

280

00:45:57.900 --> 00:46:14.070

Hendrik Drachsler: But I think it's important that would be something that you can do online, but in order to get a higher commitment of people it's good to meet this face to face in a way, so yeah something like this, I think it's important to.

281

00:46:15.600 --> 00:46:26.490

Hendrik Drachsler: To build up the expertise and also add a motivation around it to have this place, and then the teaching is one way out, because the teaching you build these.

282

00:46:27.990 --> 00:46:30.720

Hendrik Drachsler: These moments, where people come together and apply the methods and.

283

00:46:33.270 --> 00:46:33.840

Brendan Eagan: yeah I think.

284

00:46:33.900 --> 00:46:34.740

Brendan Eagan: I think that the.

285

00:46:35.610 --> 00:46:48.540

Brendan Egan: One of the things that we've kind of noticed when we've tried things over the years, one year we did a kind of a more prolonged workshop in Madison where we had people come for a week so it's much more intensive than, say, a workshop that you get.

286

00:46:49.740 --> 00:47:00.450

Brendan Egan: You know before conference which are really important to and something we're actually starting today a new a new kind of experiment is what we're calling a qe accelerator, we have a few of the facilitators here with us today.

287

00:47:01.710 --> 00:47:11.520

Brendan Egan: And, which is great, but that I think is something that's more prolonged because I think once people kind of get a taste for things they will run into some challenges.

288

00:47:11.970 --> 00:47:14.850

Brendan Egan: Right at some point whether it's they need to figure out something where they need to.

289

00:47:15.450 --> 00:47:19.920

Brendan Egan: Like in a tool, or they need to they have a methodological question or they need to think strategically about.

290

00:47:20.430 --> 00:47:27.300

Brendan Egan: Publication or engaging with their committee or whatever it is thinking about writing a grant and I think some of those more prolonged.

291

00:47:28.230 --> 00:47:35.790

Brendan Egan: opportunities are a good way to go, but again, even then that's just helping to develop some of the individual infrastructure.

292

00:47:36.690 --> 00:47:49.110

Brendan Egan: And some of the players that we would need to be at least what David say concentrations of expertise that's providing the expertise of them can be concentrated and coordinated together so i'm excited about that as well.

293

00:47:51.630 --> 00:47:52.170

Brendan Egan: yeah I mean.

294

00:47:52.650 --> 00:47:56.940

David Williamson Shaffer: I do wonder, based on just hundreds comment, this is something i've been concerned about for some.

295

00:47:56.940 --> 00:47:57.390

Brendan Eagan: Time.

296

00:47:57.870 --> 00:47:59.160

David Williamson Shaffer: For all the obvious reasons.

297

00:47:59.190 --> 00:48:03.240

David Williamson Shaffer: But like coven really hit this Community at a difficult time.

298

00:48:04.350 --> 00:48:14.880

David Williamson Shaffer: You know Thank heavens, we had decided to go ahead and have the first conference when we did, because otherwise we'd probably be sitting around waiting and waiting and waiting to have a conference, because nobody wants to start their first conference online.

299

00:48:15.960 --> 00:48:17.790

David Williamson Shaffer: And just I i'm really.

300

00:48:18.930 --> 00:48:22.110

David Williamson Shaffer: kind of astonished and proud of the Community, that we you know we're going to.

301

00:48:22.860 --> 00:48:36.960

David Williamson Shaffer: It looks like we're going to survive through to virtual conferences and if we have to have a third than I think i'm just giving up but i'm on a whole lot of things, but um hopefully we'll get to Copenhagen and beyond, but you know, I do wonder how much of.

302

00:48:38.550 --> 00:48:47.820

David Williamson Shaffer: The kind of sense of I sometimes sent this sort of anticipatory energy in the Community, like people are sort of ready to kind of.

303

00:48:48.810 --> 00:48:57.780

David Williamson Shaffer: break out and go bigger in whatever way in their own context and yet it's hard to because they're these things have been kind of locked down.

304

00:48:58.170 --> 00:49:02.130

David Williamson Shaffer: And that, when we're able to travel again and move, I would just wonder if some of that energy.

305

00:49:02.490 --> 00:49:13.380

David Williamson Shaffer: Will kind of come out in ways that we can sort it's either difficult to anticipate now because of where we are, or even just would be difficult to anticipate that we're just become some organic growth.

306

00:49:13.800 --> 00:49:30.810

David Williamson Shaffer: As people were actually able to move around and come to a conference and think about holding a summer institute or you know come to Madison or go, you know go to clemson or whatever I could just exchange of ideas might just might be much more vigorous if we weren't all.

307

00:49:32.400 --> 00:49:33.180

David Williamson Shaffer: In lockdown.

308

00:49:37.920 --> 00:49:41.070

Brendan Eagan: amanda you unmuted for a second where you're going to say something sorry Hendrick.

309

00:49:41.520 --> 00:49:41.970

amb595: I just.

310

00:49:42.000 --> 00:49:55.830

amb595: I just had this pie in the sky visualization of some sort of like interactive social network of the different hubs and who's in them and with clickable CDs and lists of expertise, so that someone who's new to this this field could kind of see.

311

00:49:56.580 --> 00:50:03.690

amb595: The geography of our landscape, I don't know how we would make that but I feel like maybe that would be a nice a nice primer for people.

312

00:50:06.150 --> 00:50:06.750

Brendan Eagan: like it.

313

00:50:07.350 --> 00:50:13.320

Hendrik Drachsler: yeah and I don't know so indeed covert is annoying but.

314

00:50:13.980 --> 00:50:16.980

Hendrik Drachsler: It enabled also people to attend the conference, without funds.

315

00:50:17.400 --> 00:50:25.800

Hendrik Drachsler: From the estimate, or to the opportunity that you can just click of your computer you're in the Community, you can see, and I had a couple of people and.

316

00:50:26.130 --> 00:50:40.440

Hendrik Drachsler: But this is what I wrote down with the long winding effect of this somehow it's not something you go to the conference and next day you're doing a study in your pilot that takes more time and there I think we need to be either more patient.

317

00:50:42.120 --> 00:50:57.450

Hendrik Drachsler: i'm not i'm just not sure, because I mean it's it's really it's a fantastic method, but it's time that you also get outcomes now, and I personally as what I as you speak what we could be as Curie have was also relate you to cope with that.

318

00:50:58.950 --> 00:51:03.630

Hendrik Drachsler: Lets me to accept that things need more time that sense, because we have all the other things around us.

319

00:51:03.960 --> 00:51:16.860

Hendrik Drachsler: And it's still there it's still emerging it's applied often and also scholars mentioned it from their own that they want to apply it now in this in this context, so it's all going to the right direction.

320

00:51:18.180 --> 00:51:21.660

Hendrik Drachsler: And maybe maybe we need to be bit more patient with this just I don't know.

321

00:51:23.250 --> 00:51:24.480

Hendrik Drachsler: If you could mix the moment.

322

00:51:25.530 --> 00:51:26.550

Brendan Eagan: Now I think that's good.

323

00:51:26.610 --> 00:51:33.000

Brendan Eagan: that's something I always struggle with is if we get excited or see potential, we want to go right away, but I think that that's good.

324

00:51:34.020 --> 00:51:42.690

Brendan Eagan: I liked two things that David mentioned in the chat would it make sense for the society to have funds that an institution could apply for to get a qe expert to come to campus give a talk or workshop.

325

00:51:43.350 --> 00:51:50.100

Brendan Eagan: I like that idea and be interested in what other folks think I also really want to visit clemson because supposedly, it is nice.

326

00:51:51.960 --> 00:51:53.580

Brendan Egan: Actually i've been to cleanse and it is nice.

327

00:51:54.870 --> 00:52:08.580

Brendan Egan: And then monta mentioned that there you're planning to actively spotlight scholarship individuals through communication committee activities which is great as well that's another committee that is that has come out so yeah I think things are emerging.

328

00:52:10.110 --> 00:52:16.140

Brendan Egan: And that's good, yes, the people are nice too that's actually a crucial piece hazel I think try to focus on that yeah.

329

00:52:16.380 --> 00:52:17.700

David Williamson Shaffer: David branding and putting.

330

00:52:17.730 --> 00:52:28.230

David Williamson Shaffer: Putting a small pitch for a session at ic qe that's pretty much pretty closely related to this topic, or at least connected to this topic, I know where you're getting towards the end.

331

00:52:28.980 --> 00:52:40.350

David Williamson Shaffer: So there's a session I don't know exactly when it is in the schedule, but it's essentially about qe infrastructure and um it's a chance for the Community to come together, I think about.

332

00:52:42.930 --> 00:52:54.420

David Williamson Shaffer: The sort of flip side of the problem that we're talking about now which Hendrick raised right as people are starting to build new tools and new methods within qe how to all those things talk to one another in a.

333

00:52:54.780 --> 00:52:59.190

David Williamson Shaffer: In a way, that doesn't require everyone to become a computer scientist.

334

00:53:00.030 --> 00:53:07.620

David Williamson Shaffer: Or to understand or to keep track of the how the data flows between all these different tools, so you colored in rock and then you.

335

00:53:07.890 --> 00:53:21.510

David Williamson Shaffer: want to take something else that's Code into the encoder and you put them together and Q amp D amp a and then you want to do some kind of statistical analysis on that, and so the, the question is, you know part of the part of the appeal of qe community is that.

336

00:53:22.680 --> 00:53:27.630

David Williamson Shaffer: We bring people from lots of different disciplines that rent to think about data in similar ways.

337

00:53:29.220 --> 00:53:38.640

David Williamson Shaffer: And, and in that sense era and some of the other tools are kind of boundary crossing objects For those of you know, the term right there are ways in which to different communities can talk.

338

00:53:39.270 --> 00:53:45.900

David Williamson Shaffer: talk to one another, even if they don't speak exactly the same language, and so the question is how do we maintain that spirit.

339

00:53:46.920 --> 00:53:48.300

David Williamson Shaffer: As people are developing.

340

00:53:48.510 --> 00:53:50.040

David Williamson Shaffer: New coding methods and.

341

00:53:50.190 --> 00:53:55.200

David Williamson Shaffer: New ways of thinking about DNA and new tools that do other things and Ian Ian a do.

342

00:53:55.680 --> 00:54:06.900

David Williamson Shaffer: Within the QA universe um, how do we bring all that together so that it's not just lots and lots of pieces sitting in lots of places that everybody has to figure out how to assemble for themselves.

343

00:54:07.890 --> 00:54:16.290

David Williamson Shaffer: or figure out literally like the mechanics of assembling them it's, something that would be much more usable So if you think about sort of like.

344

00:54:16.920 --> 00:54:27.930

David Williamson Shaffer: i'm thinking anyway about like if you cross scratch with tidy verse and and qe if you sort of had if they had a three headed baby right that that this is the sort of thing that we want.

345

00:54:28.890 --> 00:54:36.450

David Williamson Shaffer: Any case there's a session at at ic ke we were hopefully we'll have a chance to talk about that, so people aren't interested in love to.

346

00:54:37.680 --> 00:54:38.250

David Williamson Shaffer: See you there.

347

00:54:39.690 --> 00:54:42.930

Brendan Egan: that's a great segue to some announcements that i'd like to make.

348

00:54:43.260 --> 00:54:51.000

Brendan Egan: But before I do, I just want to thank both Hendrick and goal for their time and ideas and expertise and for all of you for joining the discussion I think it's a good one.

349

00:54:51.390 --> 00:55:03.660

Brendan Egan: and, obviously, one that will want to keep continuing and other events, just as a reminder, on top of that session there's the the schedule, I think, is finalized and is getting put up as we speak, there that's being worked on.

350

00:55:04.650 --> 00:55:09.300

Brendan Egan: So there might be some tweaks here and there, but it's mostly there so take a look out on the website as that's getting.

351

00:55:10.620 --> 00:55:14.970

Brendan Egan: finalized, and also, if you haven't registered already go ahead and do so, so we can make sure that we.

352

00:55:15.210 --> 00:55:24.060

Brendan Egan: Are tracking the workshop numbers and all the other events and also let other people know so as Hendrick said, we have a really good opportunity right like not everything is bad with coven.

353

00:55:24.510 --> 00:55:32.970

Brendan Egan: we're trying to get as many people that might not have been able to you know jump on international flight or schedule things like to be able to come to the conference.

354

00:55:33.180 --> 00:55:40.320

Brendan Egan: To be able to join and we're going to make the schedule flexible like we did last year, so it's convenient for as many people around the world, as we can make it.

355

00:55:41.100 --> 00:55:50.460

Brendan Egan: So let people know tell your network we have materials, if you want like little flyers or things that you can send out tweets or emails to invite people to come.

356

00:55:51.150 --> 00:56:00.600

Brendan Egan: With the registration always looks good but let's try to you know get as many people as we can invite your friends anybody, even if they're just trying tangents like they just want to dip their toe and.

357

00:56:01.680 --> 00:56:09.540

Brendan Egan: have them come because there's there's no there's no risk or downside right, you should just come check us out so thanks again David.

358

00:56:10.680 --> 00:56:14.760

David Williamson Shaffer: yeah what's the what's the registration fee for the conference this year it's it's online.

359

00:56:15.210 --> 00:56:20.100

Brendan Egan: it's free unless you have come before then it's highly subsidized and it's only \$50.

360

00:56:20.520 --> 00:56:26.520

Brendan Egan: So for graduate students and postdocs it's free for anyone who's never been to one of our conferences before it's free.

361

00:56:26.880 --> 00:56:34.860

Brendan Egan: And if you have been before and you're like a faculty Member it only costs \$50 and the nsf is going to be subsidizing the rest of your you have to agree to help.

362

00:56:35.850 --> 00:56:41.010

Brendan Egan: Provide mentorship this is getting back to what david's talking about before but that's kind of already a hallmark of what we do is we try to.

363

00:56:41.370 --> 00:56:48.930

Brendan Egan: connect old timers and more central members of the Community to new people to help them get started so that's something you can tell folks is.

364

00:56:49.710 --> 00:57:00.960

Brendan Egan: That it's it's free and it's a great a great opportunity, so we've already seen good interest but we'd like to blow you know we'd like to blow through the records in terms of who registers so go ahead and let let folks know it's a great opportunity.

365

00:57:02.160 --> 00:57:04.800

David Williamson Shaffer: i'm also shops sold out in or what's the.

366

00:57:05.280 --> 00:57:06.090

Brendan Eagan: We have to double check.

367

00:57:06.120 --> 00:57:06.870

David Williamson Shaffer: On you might want to.

368

00:57:07.650 --> 00:57:11.040

Brendan Eagan: expand that we might have to do some expansion so that's The other thing too is.

369

00:57:11.310 --> 00:57:18.570

Brendan Eagan: You might want to sign up earlier tell your friends to sign up early in case we do end up running out of capacity with our facilitators but we might be expanding expanding the.

370

00:57:19.230 --> 00:57:29.070

Brendan Eagan: The kind of the classic or what we've called evergreen workshops like intro to Ian a rock encoder those those types of things so take a look out for that, but.

371

00:57:30.300 --> 00:57:35.790

Brendan Eagan: yeah we're we're there is a plan to expand those things and make sure that we can accommodate as many folks as possible.

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00:57:38.100 --> 00:57:43.560

Brendan Eagan: Alright, so we're a little over time, but i'd like to thank everyone again for coming, especially to Hendrick and to goal.

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00:57:43.980 --> 00:57:54.450

Brendan Eagan: and we look forward to seeing you, if not at the accelerator later today at the conference and future events so thanks again for a really great season have another season of.

374

00:57:55.470 --> 00:58:04.080

Brendan Eagan: These webinars is in the bag it's great I love that the celebration for your goal goes right over the clemson pot looks like it's well coordinated I think it's good.

375

00:58:07.140 --> 00:58:09.960

Brendan Eagan: All right, below and have a great week everyone thanks.