

# Research Procedure, Observation, Codifying, and Analysis

By Y. Hope Osborn

## IRB Certificate



## ***Determine Interview Parameters***

*Interview Protocol*--Need to make sure before interviewed that participant is introduced to interviewer, given researchers informed consent and permissions, and informed of amount of time and how many interviews. Faculty and students need to know about potential of follow-up interviews/questions.

*Bias and sampling*--Need to consider pressure or anxiety of students in answering professors request for students to generate reflection of research, even voluntarily, to answer survey or if they go on to do interview even if they are told they are anonymous.

*Bias and Sampling*--Need to consider whether students with better or more experience may be more willing to go on to interview questions, affecting bias of sampling and ability to generalize for larger population.

*Sampling Methods*--Need to consider sampling boundaries geographically (as an online provisioned school) which affect choice in means of interviewing which in turn may affect how answered. Need to consider how interviewed affected if written on own time changes in amount of time and situation of answering questions for a research reflection.

*Sampling Methods*--Need to consider that students bringing samples of work will be biased towards bringing their best and not a random or average sampling.

*Sampling Methods*--With such a few number of students and faculty interviewed may need to consider interviewing more than once to confirm or refine answers, such as triangulation.

*Sampling Methods*—Need to consider the preparation the student has done for answering the interview.

*Interview Prep*--Need to consider data from “growing body of knowledge” to find out what has already been studied and to what extent if want to question more specifically. Perhaps draw on other studies to specify questions.

*Interview Prep*--Need to consider how good the interviewer is in interviewing—good listener, knows how to keep from leading questions, is aware of body language, keeps good notes, able to be professional while building rapport, etc.

*Interview Prep*--Need to consider interviewer’s prior relationship with participant.

*Interview Arrangement*--Need to consider who or what records and transcribes interviews and if it is important that stage directions be included which would mean an interviewer transcribing.

*Interview Arrangements*--Need a person or program or both for scheduling and reminding about interviews. Need deadlines for survey and interviews.

*Interview*--Are we considering in the study body language cues? If so, need to consider that without in person or at least video interview may miss body language cues that could show confidence in answers to questions, especially ones that have relative answer options such as “some,” “a lot,” etc.

*Interview*--Because of risk of increasing anxiety about writing, answers may reflect that anxiety. Do we need a question at the beginning and/or end about anxiety level to account for possible bias?

*Interview*--Need to discover way to uniformly code with open-ended questions will need to consider a uniform way to code.

## ***Interview***

Interviewer: What is the topic of our interview today as you understand it?

Student: The topic of the interview is my interaction with research-oriented courses, such as in the Research Methods course, Creative Nonfiction course rhetorical analyses, and independent study rhetorical analysis.

Interviewer: As you understand it, what is your assignment in writing a “reflection” on research for your graduate e-portfolio?

Student: It is to demonstrate that I have met at least some of the graduate school professional and technical writing degree objectives through my study of and involvement with research.

Interviewer: How do you plan to go about demonstrating those professional and technical writing objectives as it pertains to the research reflection?

Student: I intend on representing my reflection in the various forms of research I have learned, such as this opening the reflection with interview protocol and interview questions.

Interviewer: What effect do you hope to achieve by formatting your research reflection in this way?

Student: I hope the research reflection, formatted in this way, will do more to show than tell my experience with research through various courses in which I studied.

Interviewer: What are the various courses you intend to draw from for your research reflection?

Student: Creative Nonfiction, Research Methods, and an Independent Study of Legitimacy of Lyric Essays: Analysis of Genre

Interviewer: What learning graduate student objectives do you intend to represent in this research reflection?

Student:

*Understanding the history and theory of profession including,*

- Locating, analyzing, assessing, and synthesizing scholarly research
- Articulating relationships between theory, research, and praxis

*Conducting primary and secondary research including,*

- Using sophisticated, professional-level electronic research tools to find information
- Working ethically with human subjects, including completing IRB training
- Compiling the results of research and drawing reasonable conclusions from those results
- Summarizing secondary research accurately
- Citing work according to the chosen style guide of the discipline or discourse community
- Acknowledging and addressing differing perspectives in an ethical and civil manner
- Using evidence fairly and truthfully
- Citing source material accurately according to specific style guides required by discourse community and genre

Interviewer: What of those learning objective(s) do the IRB Certificate allowing for interviews as represented here, developing the interview parameters and grounding interview questions, and conducting the interview, meet?

Student: Working ethically with human subjects, including completing IRB training

Interviewer: What will you represent in forward reflection?

Student: Compiling the Results of Research and Drawing Reasonable Conclusions from Those Results and Using Evidence Fairly and Truthfully

## ***Instructions for Observation and Analysis Skills Exercise***

Visit a public or institutional space. Identify all pieces of written text. Observe for a period to see if anyone interacts with these texts.

### **Osborn Identification and Observation of Starbucks on Rodney Parham, Little Rock, AR**

#### Time and Date of Observations:

Monday, 21 August 2017, 11:25am-12:21pm

#### Written Text:

- On glass front: GOOD FEELS GOOD Tea & Fruit Botanical Blends
- On glass front: small brown sign with white lettering, giving hours open
- Condiments table: condiments identifying themselves and a bulletin board with post-ups and more text
- Displays: Coffee beans, tea leaves, and drink implements, all labeled both individually and in banners
- Open front cooler: various identified drinks in individual serving size bottles
- Glass front display: food items identified, priced, and caloric on small brown with white lettering signs
- Barista promise of making drink to your liking on chalkboard colored with white lettering plaque apart from any other interactive or usable item in store
- Snack and gift card display at register with labeled snack items
- Tabletop sign telling you you can take the sound of Starbucks with you using the app along with Spotify
- Register with variable digital readout of price, description, and total of purchases
- Shorthand drink descriptions on white labels on the sides of drink cups
- Sign next to restroom doors reading RESTROOM with depictions of wheelchair and supposedly male and female figures
- Long tall brightly lit menu board listing drink options, calories, and prices along with large colorful pictures and text advertising the botanical infusion teas

### Subject Interactions with Text:

1. Woman, perhaps 40ish, blonde, fluffy, page-boy style haircut, black and tan loose dress with black flip flops, sitting at table looking at phone from time I entered until 11:37am when she left with 2 venti drinks and 2 sandwiches that the barista brought to her at her table, no observed interaction with written text--the order was already placed and despite setting her drinks on the condiments table below the bulletin board, no look at her drink label, condiment labels, or bulletin board
2. Continually 3 baristas who interacted with each other but not any text visible to me
3. White-haired older gentleman in green polo and brown slacks told the barista at the cash register his order without any observable interaction with any written text in entire store, except a glance at the cash register display as he was being rung up, this despite standing near display of snacks and large menu board, and stopping at condiments and bulletin, seemed to be mostly looking off "in space"
4. 11:56am woman with long dark brown hair possibly upper 30s to 40, entered with sunglasses on with black shirt and black cardigan, white slacks, black and hemp platform shoes, There was no sign for the restrooms visible from the main store, yet she went directly to the hallway that only has restrooms, when she returned she quickly scanned the drink cooler and the snack displays grabbing items at each before asking the barista a question that started with "Do you guys have any ...?" to which the barista replied "let me check" before going in the back. She did not at any time look at the menu board, as she waited, she looked at her phone, when she checked out she went to the condiments table where she looked some at the individual packets before grabbing a few of one to put in her purse, she did not look at any other written text before leaving at 12:04pm
5. 12:04pm a woman with ash-blonde hair in an orange lace blouse, orange shorts, and orange sandals entered, went to a table where she opened a laptop. Then she went to the barista and placed an order without my observing her looking at any written text,

except the register display as she checked out, she goes to the condiments table/bulletin board and quickly picks out a few of one of the packets and she quickly grabs a spice jar and she works on mixing her drink, she then sits at the table with her laptop

6. barista goes around cleaning table tops and condiments bar without observable reading of text
7. 12:14 older lady enters shop, hands gift card to barista asking for \$50 on it, I did not observe her reading any written text her couple of minutes there except when the barista asked her to sign the receipt, and I don't know what she read on it
8. 12:18 medium length black hair, mid-age, purple cardigan, black long pants, glanced at menu board, but quickly ordered and left two minutes later without my observing her looking at any written text
9. 12:19 tall black man in brown plaid shirt and brown slacks ordered and was gone in 2 minutes without looking at any written text
10. 12:21 end of observations

#### Analysis:

The people who entered the store while I was there, seemed at ease and knowledgeable enough they requested what they needed without looking at numerous pieces of written text, including the woman who knew where the restrooms were without a sign. They seemed to have set patterns of behavior in response to coming to Starbucks. The demographics were wide enough their behavior didn't appear linked to gender, age, social status, or ethnicity.

Signs showing for sale items were all larger and more brightly lit than the strictly informative ones. But the bright lights did not gain notice.

The subjects exhibited confidence in the baristas to get their order right without interacting with drink labels after the subjects received their drinks. They have a routine with the baristas and a confidence in the steadiness of the menu to order without referring to anything in the store.

Of note is how prevalent the written text is when paired with the prevalence of ignoring it.

### **Summaries by Student Researchers**

\* Student names highlighted in black to cover

**[REDACTED]**\*

Dollar General

retail variety store

Storefront Name

Unknown

Unknown

fall 2017

Assumptions or deductions based on information not provided in notes

### ***Osborn, Yvonne Hope***

Starbuck's

fast food/restaurant

Brand name product displays, menu board, storefront information and advertisement, individual serving product displays, various minutiae information signs, cash register, bulletin board and condiments stand

10

adults of varying ages, social status, genders, and ethnicities

Mon., 21 Aug. 2017, 11:25am-12:21pm

established routine and ritual in ordering and barista behavior and lack of interaction with text

██████████  
retail clothing store

service counter display of menus, flyers, business cards; sales promotion posters; catalogs;  
employee-only information texts

37

mothers w teenage sons, college students, middle-aged men, senior citizens

5-7pm, fall 2017

generalized demographics of customers and their respective routines to the text and the time  
of day, unified seemingly disconnected texts into categories, discovered routine of customers  
interacting with display, researcher acknowledged her role as employee

██████████  
Wendy's

fast food/restaurant

Lg. menu board divided into categories, order monitors, nutrition text, Wendy's brand promise,  
menu item advertisements, soda fountain directions, drink container text

20

ages "baby" to "older", couples, possible parents, individuals, employees, male and female  
fall 2017

more looked at menu board than didn't--time spent varied, noted social interaction between  
customers, observed the employees interacting with written text researcher did not see

██████████████████  
Little Rock

public pool

multiple signs of rules and warnings, ticket window posting about cost and liability, snow cone  
menu

"large group of people"

family-oriented with kids 12 and under and adults 35-40 predominant

Saturday afternoon, 2017

determined location of research by deduction of increased use at the time; condensed demographics to families with kids under 12; deduced purpose specific to pool use; observed lack of engagement with written text, despite many being about danger caution; observed 2 distinct routines of social interaction of parents with kids over snow cone text; queried the role of written text in light of lack of engagement



UALR Lobby

college lobby area

directional and description signs, hours and for hire signs

25

college students

Unknown, beginning of fall semester, 2017

deduced looking at directional sign was by freshmen, but noted probably non-freshmen also looking at sign, and total 20 of 25 looked at sign, attributed secretary's role in written text; observed half of subjects looking at department named signs, deduced it was to show them where to go; observed lack of attention to Writing Center signs, deduced because not open yet



The Tavern Sports Grill

bar and restaurant

Storefront Name, menu, promotional posters and signs, liquor labels, coasters, bathroom signs, receipts

20

friends of researcher, other diners, wait staff

10:35pm-12am

noticed patterns of social process of customers, friends, and wait staff interactions; observed ethical rule for photographing; condensed 20 subjects to 3 distinct roles; observed rule of not

telling subjects of study at first before changing rule with friends, deduced friends behaved different w knowledge of participation; noticed distinct patterns of interaction with written text by friends/diners and waitstaff; observed pattern of wait staff to interact with written text regularly



UALR Writing Center

academic support

to-do lists, inspirational messages, instructions, books, brochures, and posters in writing center

Unknown

graduate assistants and interns of center, first-year students

couple of hours of researcher's regular shift

condensed demographics to two groups; coded first-year students as on "scavenger hunts" for brochures, observed lack of interaction with written text; unified seemingly different things by constructing relationship between written text and images added subsequently with the belief that they better promoted together; deduced routine of interaction with written text about Q & P; observed her own lack of attention to list on breakroom door

## **Osborn Analysis of Student Summaries**

The class field researched a variety of places with a variety of demographics, distinct from one another at a variety of days and times, removing this element from patterns.

Two patterns that emerged from researching a variety of places is that all the researchers found prevalent written text, and more written text was disregarded than text regarded. All of these places are customer loyal, encouraging multiple visits and making it possible that the written text was previously noted. That society generally ignores text for any number of reasons is not here researched.

All locations offered in written texts advertisement(s) for some form of product or service.

Researchers generally condensed the number of subjects by finding some way of coding or categorizing them, and age, gender, and/or role figured predominantly in this.

Researchers gravitated towards customary places such as work or where product was offered.

It was difficult for researchers to keep from making at least one assumption not based in known facts presented. We tend to be subjective even when we try to be objective.

Basic Observation and Analysis Skills Exercise Completed

## ***Original Sample Transcript from Research Study Book Example***

Interviewer: What are some of the different ways that people react if they find out you have diabetes?

Sarah: They're usually afraid about dietary restrictions, or they don't want to give me something that I can't eat. That's usually the reaction I get. "I'm so sorry. I served you dessert with dinner." But, yeah I'm pretty ... I don't have any food restrictions. I just have to just know how many carbs are in something, so that's usually the main concern.

Interviewer: How do you respond to these reactions?

Sarah: I usually just try to put them at ease, you know. It's ultimately my responsibility to take care of it, not you. And if I eat sugar I'm not going to die, so that kind of thing.

Interviewer: Since you were diagnosed six years ago, are there any ways in which diabetes has affected the way you live your life?

Sarah: Yeah, I just have to be more aware of what I eat, is the main concern. You know, the main thing you have to be worried about is having a low blood sugar. That's when you can have effects, and that can affect your driving, and it can affect your judgment, and that sort of thing. I just have to make sure I always have a snack in my bag to ward off ... Luckily, if you have low blood sugar, all you have to do is eat something with carbs in it, so it's really easy to treat. Those would be sort of ... Yeah, being aware of food, and always having a snack.

Interviewer: Have there been any other tangible tasks that are part of your life that weren't before?

Sarah: Yeah, again, it's mostly just I have to be aware, double check my blood sugar if I'm going to go exercise really strenuously or if I'm going on a long road trip, or something. It's just making sure I check my sugar level

One Coding Method for Sample Transcript and Research Question: "How do people with diabetes understand the condition, and how does it affect their lives?"

## Condensed Transcript

Interviewer: How do people react finding you have diabetes?

Sarah: <sup>1</sup>They're afraid about dietary restrictions. <sup>2</sup>I don't have food restrictions. I have to <sup>3</sup>know how many carbs.

Interviewer: How do you respond?

Sarah: I try to <sup>4</sup>put them at ease. It's <sup>5</sup>my responsibility. <sup>6</sup>If I eat sugar I'm not going to die.

Interviewer: In what ways has diabetes affected the way you live?

Sarah: <sup>7</sup>Be more aware of what I eat, the main concern ... low blood sugar. You have <sup>8</sup>effects, driving, judgment, ... I always <sup>9</sup>have a snack to ward off low blood sugar. All you do is eat something with carbs; it's <sup>10</sup>easy to treat.

Interviewer: What tasks are part of your life that weren't before?

Sarah: <sup>11</sup>Be aware, <sup>12</sup>double check my blood sugar if I exercise strenuously, go on a long road trip, or something.

## Dramaturgical Coding

<sup>1</sup>CON: "THEY'RE AFRAID"

<sup>2</sup>SUB: KNOWING LIMITATIONS

<sup>3</sup>TAC: "KNOW ... CARBS"

<sup>4</sup>TAC: "PUT ... AT EASE"

<sup>5</sup>ATT: "MY RESPONSIBILITY"

<sup>6</sup>SUB: HAVING CERTAINTY

<sup>7</sup>TAC: "BE ... AWARE"

<sup>8</sup>CON: "EFFECTS"

<sup>9</sup>TAC: "HAVE A SNACK"

<sup>10</sup>ATT: "EASY TO TREAT"

<sup>11</sup>TAC: "BE AWARE"

<sup>12</sup>TAC: "DOUBLE CHECK"

## Condensed Transcript (138 of 327 words)

Interviewer: How do people react finding you have diabetes?

Sarah: <sup>1</sup>They're afraid about dietary restrictions. <sup>2</sup>I don't have food restrictions. I have to know how many carbs.

<sup>1</sup>DM MEANS UNDERSTANDING  
PEOPLE'S IGNORANCE

<sup>2</sup>DM IS BEING AWARE OF YOUR DIET

Interviewer: How do you respond?

Sarah: <sup>3</sup>I try to put them at ease. <sup>4</sup>It's my responsibility. If I eat sugar I'm not going to die.

<sup>3</sup>DM IS FORGIVING PEOPLE'S  
IGNORANCE

<sup>4</sup>DM MEANS TAKING  
RESPONSIBILITY

Interviewer: In what ways has diabetes affected the way you live?

Sarah: <sup>5</sup>Be more aware of what I eat, the main concern ... low blood sugar. You have effects, driving, judgment, ... I always have a snack to ward off low blood sugar. All you do is eat something with carbs; it's easy to treat.

<sup>5</sup>DM IS UNDERSTANDING YOUR  
TREATMENT

Interviewer: What tasks are part of your life that weren't before?

Sarah: <sup>6</sup>Be aware, double check my blood sugar if I exercise strenuously, go on a long road trip, or something.

<sup>6</sup>DM IS BEING AWARE

## Themes

DM MEANS UNDERSTANDING PEOPLE'S IGNORANCE

DM IS BEING AWARE OF YOUR DIET

DM IS FORGIVING PEOPLE'S IGNORANCE

DM MEANS TAKING RESPONSIBILITY

DM IS UNDERSTANDING YOUR TREATMENT

DM IS BEING AWARE

## **Themes as Theoretical Constructs**

### *Theoretical Construct 1: DM is Vigilance*

Supporting Themes:

DM IS BEING AWARE OF YOUR DIET

DM MEANS TAKING RESPONSIBILITY

DM IS BEING AWARE

DM IS UNDERSTANDING YOUR TREATMENT

### *Theoretical Construct 2: DM is Having Understanding*

Supporting Themes:

DM MEANS UNDERSTANDING PEOPLE'S IGNORANCE

DM IS FORGIVING PEOPLE'S IGNORANCE

## **Concepts as Assertions**

- Taking responsibility for your treatment is key to diabetes management.
- Part of diabetes management is forgiving other people's ignorance of the disease.

***Thesis of Finding a Comfortable Identity (Bullshit Article) by William F. Irmscher***

Composition research is currently identified with empirical studies. This research isn't respected in the field of composition, because these type studies lack the follow through of processing as thought and obscure the study of composing by setting up alien contexts to the natural process of composing. Writing needs to be studied in the context of rhetoric rather than science with the subject as personality rather than organism.

*Strength:*

Personality--the way one thinks about a subject, including their experiences, the process through which one goes, and how they approach their audience, is part of the variable of composition study.

*Weakness:*

Personality is difficult if not impossible to distinctly categorize so that one may see distinct patterns that can be scientifically classified or proven for comparison consistently to prove a point by which all may understand as opposed to the few.

***Antithesis of NCTE/CCCC's Recent War on Scholarship (Bullshit Article) by Richard H. Haswell***

RAD scholarship exclusion from composition study leaders, NCTE's and CCCC's, publication has stunted scholarship in general despite many valid RAD composition studies and systematic attempts that lesser known journals are including. This results in composition in general not being considered a legitimate field of study.

*Strength:*

RAD studies can be tested against other RAD studies that produce data that is comparable with other fields of study and, therefore, solidifies composition scholarship standing.

*Weakness:*

The emphasis on RAD as a delineated her by Haswell excludes the possibility that there is a systematic way to include presumably non-RAD endeavors. The measurement is just different and, in fact, could lead to a whole another aspect of scientific study, which by definition is interested in increasing knowledge.

### ***Synthesis of Why This Humanist Code (Bullshit Article) by Rebecca Moore Howard***

Pecorari's testing of the findings and Howard's subsequent studies of Howard's composition scholarship show that composition studies are richer for their combination of data-based and intuitive findings.

*Strength:*

Using both analysis and interpretive composition study broadens the overall understanding of a subject.

*Weakness:*

Combining seems to alter the scholarly findings, so how do you know either how to reconcile, exclude, or include intuitive reasoning and what the valid or analyzed finding is?

**Discussion:**

*Joanne Matson:*

You've definitely described the thesis/antithesis/synthesis positions in the three articles. What do you think?

*Hope Osborn:*

I liked best the idea of the third option of combining the two, using stats to bolster rhetorical analysis, but that seems to have two problems:

- 1) Having the tools and time at your fingertips to do a comprehensive study of that sort.
- 2) Having a hard time with data that generates two types of answers and being able to justify what the unifying answer is, if, and this is really
- 3) your answers actually contradict one another, deciding what the true answer is and what should then be done about it.

It seems this has the potential for great complication and contradictions and confusion.

What I think is realistic is to choose the particular type research that best suits the hypothesis you want to prove or disprove--what are you wanting to discourse on and what suits that type of discourse.