Between Shadow and Light: Co-mingling in Physical and Virtual Communities
DSP 110-002, Fall 2008
TR 3:30-4:45 p.m.; 128 New North Residence Hall Meeting Room

Instructors: Richard Greissman, richard.greissman@uky.edu, 257-2471
  office hours at 205 Frazee Hall: Wednesdays, 4-5 pm
Randolph Hollingsworth, dolph@uky.edu, 257-0047
  office hours at 217 Funkhouser and UKY SL Student Center:
  Tuesdays, 8-9 am & Fridays, 12:30-1:30 pm

Course Description: Why do we form communities? What do we gain from our participation in communities? What do we give up to belong to communities? How are communities in virtual worlds different from real life? What does the phenomenal growth of virtual worlds such as Second Life tell us about ourselves? In this course we will examine these and other questions about the nature of communities, both in the virtual world of Second Life and in real life. We will explore how our participation in virtual communities affects our understanding of social and personal identity, and what implications this might have for the dynamics of social interaction in our real life communities. This course fulfills a USP Social Sciences requirement.

Course Goals: In this course, students will learn
- To work collaboratively in explorations of a virtual world, the immersive environment of Second Life, especially as social/community environments.
- Ethnographic field methods for doing research.
- About their new personal identity as a University student expressed in social networks at the University of Kentucky and in Second Life

Learning Outcomes: Strong reading, writing, oral communication and interpersonal skills are necessary for successful completion of this course. Students are expected to have, and to continue to develop, the ability to learn new ideas, to process them in relation to current knowledge, and to recombine them to form new ideas, products, or processes. By the end of this course, students will be able to more effectively:
- use analytical skills in reading, listening, observing, writing and speaking about social and political issues (such as racism, conservatism or feminism) in order to demonstrate an enhanced understanding of your own views - as well as those of others;
- function as a member of an efficient working group, thus better understanding how our learning and cooperation can prepare us to challenge social institutions and practices that marginalize, subordinate and devalue particular groups of people; and,
- venture further into cross-cultural communities and resources to demonstrate an understanding of and appreciation for both the diversity and commonality of our lives, identities and dreams across time, place and social groupings.

Course Requirements: This is a seminar and students are expected to come to class with notes from the assigned readings, with questions and critical commentary seen as an important part of the academic dialogs. This means that we expect each student to have read the assignments in advance and be ready to participate in class - students' journal blogs and the course wiki should be conducted in scholarly ways to encourage and support the course goals.
- Course Wiki: Check class wiki <http://ukshadowlight.wetpaint.com> daily or be sure and set your account so that you watch pages for updates.
- Journal Blog: Each student will regularly write an original, interesting and comprehensive blog entry to show a close reading and analysis of assigned readings and of themes, characters and
events that provide further understanding of the topic of this course. This blog account should be created using the student's Second Life avatar name in order to maintain appropriate anonymity on a blog with public access. Comments on your peer's blogs should be signed using this pseudonym also.

- **Second Life Group Project:** In groups of three or four, each student will participate in an exploration of the virtual world, Second Life, and practice close observation techniques in field research.

- **UK Communities Fieldwork Project:** Each student will conduct a field work research project focusing on a UK community and the role of individuals in it.

- **Final Presentation (DSP Showcase):** Each group will organize and present their work in a clear and compelling way at the Discovery Seminar Showcase

**Grading:** Journal blog (20%), Second Life group project (30%), UK Communities Fieldwork Project (40%), Final Presentation (10%)

**Assigned Readings:** (all assigned readings are on reserve in Young Library - for more information, check UK InfoKat http://infokat.uky.edu under the tab “Course Reserve Search” for our course and use this UK Libraries logon to access electronic reserves - username: hodsp110 pswd: Rand0lph)


**Course Policies:** We will only identify each other by avatar name when we are in Second Life and in your blogs to preserve anonymity and protect your privacy rights. You should not tell anyone who is not part of our class the real names of your classmates either.

- **Attendance:** Student participation is vital to the success of the course and the work of the project groups - so attendance is mandatory and will be part of your overall grade in a variety of ways. Tardiness is disruptive to the scholarly discussions underway and rude to your classmates. If extenuating circumstances force you to be late or absent, discuss the situation with your group members AND either of the course instructors at least one day before the class meeting.

- **Late Work:** All work is due on the day assigned, so students should plan far in advance so to make sure no work is late. Your groupwork and blog entries cannot be late - this part of the students' work is similar to their attendance in class. Late work affects your overall grade in a variety of ways. If you wish to maintain full credit for a scheduled assignment, you must in advance negotiate with your instructors and your team to find an acceptable compromise within a week of the original deadline. You will not be allowed to make up for a responsibility you have in this class unless you have communicated with us to make alternative arrangements before the scheduled date and time.

- **Plagiarism, Cheating, and Incivilities:** All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-express. In cases where students feel unsure about a question of plagiarism involving their work, they should look at the Ombud's website (www.uky.edu/Ombud) where they can find a paper on the definition of plagiarism and a tutorial. See also Part II of *Student Rights and Responsibilities* (6.3.1 at www.uky.edu/StudentAffairs/Code/art2.html). A first offence of plagiarism will earn a failing grade on the assignment in question; and you will not be allowed to submit any further work without a conference with your instructors during which you show us a draft of your work. The second offence will deserve a more public hearing by the Director of the Discovery Seminar Program and Ombud with a permanent record being established in your academic file.
Similarly, students shall respect the dignity of all others and positively value differences among members of our academic community. Open discussion and debate aid academic discovery and students have the right to respectfully disagree. Students have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.2.1). Equally, faculty has the right - and the responsibility - to ensure that all academic discourse occurs in a context characterized by respect and civility. Students shall not engage in attacks of a personal nature or make statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors (www.uky.edu/USC/New/SenateRulesMain.htm).

- **Accommodations:** Any student in need of special accommodations in order to meet the requirements of the course should inform the instructor at the beginning of the semester. Any student with a special educational need who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, Rm 2 Alumni Gym, jkarnes@uky.edu.

Unit I: INTRODUCTION
Who am I - where? A Geo-biography
- In real life (learning style inventories, affinity/personality survey, ground rules for groups, career exploration survey, autobiography about where the student is at UK right now)
- In Second Life (creating an avatar, creating groups and SL covenants)

August 28:- Introductions, "Do What You Are" inventory with Jamie Johnson, A&S career counselor
September 2 & 4: Bafa-Bafa
*** ROOTS & HERITAGE FESTIVAL, Lexington, 9/5-9/7 ***
September 9: Discussion on Wendell Berry's "A Native Hill" with Dr. Morris Grubbs
September 11, 16 & 18: creating an avatar and getting around in Second Life
(meet in MKing 213E lab with Beth Kraemer)

Unit II: EXPLORING COMMUNITIES
What’s going on around me?
- In Second Life (teleporting to selected academic-oriented environments and recording observations)
- In real life (inventory of student activities/communities, creating a research model for exploring how a particular community functions)

*** GALLERY HOP, Lexington, 9/19 Friday, 5-8 pm & FESTIVAL LATINO, 6-11pm ***
September 23 & 25: Discussions on Appiah (Intro - ch 4)
*** IDEA FESTIVAL, Louisville, 9/26 Friday, free transportation + passes (www.idealifestival.com/conferences/ataglance.cfm) ***
Sept 30 & Oct 2: Discussions on Appiah (ch 5-8)
*** FESTIVAL OF THE HORSE, Georgetown 10/3 Friday, noon-10pm ***
October 7 & 9: Discussions on Appiah (ch 9-10)
October 14 & 16: Group presentations on Second Life projects
October 21 & 23: midterm week - Dr. Rhea Lehman on performing communities; Tiffany Schlain's "The Tribe"
October 28 & 30: Discussion on Anderson's "Cosmopolitan Canopy;" a conversation with Wesley Robinson, UK sophomore
Unit III: CREATING A COMMUNITY
What is my role in building a community?
- In research (crafting field notes of what student activities undertaken as a result of the interviews/explorations)
- At the University of Kentucky

November 4: Presidential Election Day (holiday)
November 6: Handmaid's Tale discussion with Nikki Tarrant-Hoskins
November 11 & 13: Examples of communities in SL and at UK
November 18-20: Student Presentations on Field Notes so far
*** GALLERY HOP, 11/21 Friday, 5-8pm ***
November 25: discussion of roles in building communities at UK
Thursday, November 27: Thanksgiving Holiday

Unit IV: CONCLUSION
Define community and the role of the individual. What's the difference between the virtual world and real life communities? How does the notion of a global community work for UK students either inworld or in real life?

December 2 & 4: Discussions and final thoughts
December 9 & 11: Student presentations
Wednesday, December 10: Discovery Seminar Program Showcase, 11:30-1:30, Student Ctr Ballroom
Friday, December 19, 3:30 pm: Final Celebration Activity
Journal Blog - 20% of the grade

This is not a formal writing exercise. Instead, this important requirement is to facilitate your efforts to understand the complexities of this course better by reflection. For example, you will be asking yourself, “What do I not know?” A journal is not just a diary (which concentrates only on the “I” perspective) and not only class reading notes (which concentrate only on the “it”), but a rich and unusual combination of the two. Your journal will be graded by the number (and regularity) of entries that relate to the assigned readings and projects.

Create your blog no later than Wednesday of the second week of class – using reputable environments such as wordpress.com or blogspot.com to create your own journaling environment. Use a pseudonym – DO NOT USE YOUR REAL NAME – one that is acceptable also for your avatar in Second Life. See the SL website for the list of acceptable last names (you can choose a first name) - https://join.secondlife.com/.

You must write at least two entries each week and add comments to at least two of your classmates' journals each week -- and these must be posted no later than Monday and Wednesday of each week. At the end of each Unit we will post in the course wiki a privately graded assessment of your blog journal and comments on other journals to that point (up to 5% possible each unit). No entries should be posted late since you are expected to keep your journal blog up to date each week.

A journal blog entry allows you to take three important steps toward understanding a text:

- to create a summary of the main points the author makes or the main characteristics of an event in a community you observe,
- to identify the areas of the text or observations that are hardest for you to understand; and
- to react to, to contemplate in writing, and to create a context and connections for these main points.

Be sure to follow these basic guidelines:

1. Write regularly and informally. This task will be much easier for you if you write your entry at the same time of day. Use a comfortable style, knowing that this is a time for reflection, and not a formal paper. It is a way also for your classmates to get to know you.
2. Skim the entire reading assignment early in the course, and watch for particular texts you wish to analyze further.
3. Use this journal as a way to explore what you are learning. You will be an active listener/participant in class -- it is expected that you comment on classroom experiences in your journal entries. Summarize the conversations you have with your classmates or comment on how effective your workgroup is working (or not). Collect quotes or clippings from other sources out of class and add your own comments to make the entry useful and interesting. Attend outside lectures, festivals and events, write a short summary (at least one paragraph long) of the talk -- include links to a short bio of the speaker or webpage of the event -- and add your own comments on how this event links with something we've discussed in class.
4. When you are ready to write an entry, draft a summary of the main points of the reading selection or your observation of a community. Title your entry so that it shows exactly what you are addressing (a class-required or outside reading, course activity or a community
observation). As you work through the text, designate where you move to a new page in the reading selection.

5. If you do not understand a particular part of a text, quote the portion of the reading which you are having difficulty interpreting for yourself and post it as a question to your team member(s). If you don't know a word in the text or if the author is using the word in a new way which you think is important, quote the sentence and underline the word. This is a good way to get your team members to learn more effectively too since they might not have noticed something that you did!

6. When you have completed the summary and/or quotations, review it and the section you are reading once again. Now begin (in the same entry) a new section labeled "Critical Thinking" in which you will record what you think about the section or your summary. These comments may be in the form of questions about what the author is saying or connections you can make with other things you have read or other examples of the point the author is making or speculations about where the author is going with the thought process. If you write down questions about parts you don't understand, then, later as your reading continues you may return to those questions and find that, after further reading, you do know the answers. Use this section of the journal to react intellectually (or emotionally) to the reading and to reflect on its meaning. Define any terms or words which the author seems to be using in a special or unusual way. If they seem important, define words that you do not know.

7. When you have finished reading/analyzing/reflecting on the text, an observation of a community or the classwork that week, read at least two of your classmates' summaries and add your comments, questions, and/or reflections. Add any new thoughts that you have from this new perspective of reading your classmates' reflections.

8. Analyze the effectiveness of the process for that week's blog and add this as an additional comment in your own blog. Each week's entries needs to have a summary of this sort, ideally under the section "Critical Thinking." Critical thinking is the ability to think about one's own thinking in such a way as to recognize its strengths and weaknesses and, as a result, to recast the thinking in improved form. This journal will record your work in this vital part of your college education.

***** Journal Evaluation Checklist per Unit *****

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<tr>
<th>Points Possible</th>
<th>Points Criteria</th>
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<tbody>
<tr>
<td>1 Completion: How complete/thorough is the journal? Have you read all assigned selections and written in the journal about all of the main points of the readings per week?</td>
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<tr>
<td>2 Critical Thinking: Have you delved into these readings as far as you can? Are the thoughts/reactions/questions contained in the journal reflective of college-level academic work? Have you made a good faith effort to complete this assignment's requirements for higher level thinking?</td>
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<tr>
<td>2 Technique: Have you tried to use all of the techniques suggested in the guidelines? Each double-entry should include: summary of the selection; term definitions; quotations; other examples of what the author means; speculations about the author's thesis; comments/reactions/reflections (both intellectual and emotional); questions; connecting with class work or community observations; other readings; passages in same readings; analysis of the reading/journal process overall</td>
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Second Life Project – 30% of total grade

The Second Life Research Project will be a combination of individual and group work. Your grade for this project is broken down into the following elements:

1. Each student will create a blog using his/her Second Life avatar name and keep a weekly working journal there with photos, videos, links and observations (usually between 250-500 words per week) documenting your ongoing research beginning the week of September 11th. This journal/digital workspace will be worth 10% of your grade.

2. Students will be placed in research teams of 3-5 students each and a “team page” created on the course wiki by September 23rd.

3. Articulate a plan of study for your group and put it on the class wiki. Include the following:
   a. Your team members and SL names.
   b. The particular community your group wants to study (name, SL coordinates also known as a SLurl).
   c. A list of 3 topics of interest about the community that you will explore. Explain and justify.
   d. A list of 4 interviewees (or if not by name, indicate the type of interviewee you need to engage) with potential topics of foci for your interviews. Explain and justify.
   e. A work plan for the research project should be posted to the group page on the course wiki by noon on September 23rd. Include plans for observation time in world and how each team member will contribute, clearly indicating how the plan relates to various aspects of the topics of interest.

4. Use your blog to record your activities in Second Life.

5. Prepare an interesting presentation on your fieldwork – due October 14th – for 15% of the grade. On the day of your presentation, you must submit to me a completed evaluation form for each of your group’s members (including yourself) assessing their contribution to the group effort – your team members’ evaluations will provide 5% of your grade.

Protection of Human Subjects Procedures in Second Life

Although we are not conducting formal research in this class, we will treat human subjects as though we are. Therefore, we expect all students to:

- Uphold Second Life "community standards" in all contact with residents.
- Uphold Second Life "terms of service" with regard to "conduct of users," IP rights, the DMCA, and other matters in the agreement.
- Create a HSP handout carried by every student as a notecard offered to any avatar who inquires as to the research work/researcher’s presence (model attached below).
- Maintain subject confidentiality in data management (coded names, etc) from informal conversations.
- Students may not copy and save transcripts of talk from avatars with whom they have not gotten permission (and who haven’t been given an HSP handout).
- Students may not use camera controls to see through objects and into spaces where they are not co-present with the subjects.
- Block out avatar names and blur faces in cases of publishing photos of subjects without their permission.
- Review the Association of Internet Researchers ethical research document - www.aoir.org/reports/ethics.pdf
Notecard to use in Second Life

My name is _________________________/_____________________.
I am an undergraduate student enrolled in a Discovery Seminar at the University of Kentucky in Lexington, Kentucky, USA. We are learning to do field research in Second Life.

My observations are merely descriptive: I’ll take notes about what I see and I may summarize those notes in class presentations or on my web-blog about this research. The blog is found at: < >.

I will not record or publish either the SL or RL name of any avatar/person. Any observations about avatars or recording of their talk transcripts would take place only after having obtained the explicit permission (in text chat) of that avatar/person and would only happen after the name of the avatar had been changed to protect your privacy. I will ask you if I can have your permission to use your talk as an exercise in learning about observing and taking notes.

At the start of our interview, I will ask you, in text chat, if I have your informed consent to continue; you may withdraw or give permission (in text chat). I may copy out parts of the chat transcript from our conversations/interviews. When I do, I will change/code your name so that there is no recorded connection between you/your avatar and the data. Any pictures taken in SL, that serve as explanatory information and which might include avatars, will be modified so that avatar names and identifying characteristics are blurred/blacked. You may choose to withdraw at any time without penalty by simply telling me you wish to stop.

If you have questions regarding the study, you can contact my professor, Bella Yan inworld -- or in real life, Dr. Randolph Hollingsworth, dolph@uky.edu.

***** Interview questions *****
Do you read English clearly enough to understand this form and to respond?
Do you have any questions of me about my project?
May I observe your behavior in this setting and make notes about it as part of a class exercise (rather than data collection for analysis or publication)?
May I transcribe or copy your conversation in this location and keep it as data (remembering that I will immediately change the name attached so that the data cannot be connected to your avatar or person)?
May I practice learning to do field research on your land?

Thank you for your time and consideration of my requests.
UK Communities Field Work Project - 40% of grade

This project is designed to expand on the work done so far on self-discovery and learning about your roles in shaping the physically-located communities of which you are a part (i.e., residence halls, classrooms, university campus and the surrounding community, hometowns, work environments). John Dewey, a philosopher and educator, considered the purpose of a community to be supporting the self-development of each of its members. He also thought that without our communities, personal growth would be impossible since he believed learning and self-improvement occurred in response to our connections with each other and our surroundings. Everyone both benefits from and contributes to the well being of our community; each person is important to its success, and can make a difference. In this project, students will learn about societal connections and resources within the University and in the public realm.

As an ethnographic study, the project requires that you, a first-year student at UK, become a researcher: a social scientist looking at the University from a first-year student perspective. In this project, you will observe and react to people's behavior in everyday contexts (rather than under experimental conditions created by the researcher-student). The focus should be a single group or setting of relatively small scale, and you should gather data from a wide range of sources, including interviews of members of the group, research articles, and statistical data on UK Freshman Classes, Graduation and Retention trends gathered by the University's Office of Institutional Research -- as well as other organizations or units at UK interested in and engaged in first-year student success. To conclude the project, you will be asked to analyze the data with interpretations of the meanings and functions of the UK community under study. Your presentations of these analyses can include written and verbal descriptions (with quantification or statistical analysis playing a very small role). We will ask you also to consider the ways in which you can play a part in building the strong, positive social resources within a community that is supportive of individual growth and that contributes to the well-being of others.

This project is composed of four parts:

1. **Introduction:** Selection of community, field site for close observations, identification of project hypothesis
2. **Fieldwork and Research:** Creation of field notes as participant/observer, background research in UK data, conducting interviews of community members and non-community members
3. **Interpretation and Analysis:** Assembly of raw data and draft overview of entire process; synthesize major data points and draft interpretative comments
4. **Presentation of Findings:** Report on your interpretations and conclusions, first submitting a summary (no more than 5 double-spaced pages) of the research topic and findings, including an annotated bibliography, and second, a scheduled 10-minute oral presentation in class using audio-visual aids.

**Introduction:** Important to an ethnographic study is to carry out your research in a "natural" setting - that is, a setting that exists independently of the research process. Another important part is that in studying a natural setting, the researcher should try to minimize his or her effects on the behavior of the people being studied. This way, whatever is discovered in one setting might more readily be generalizable to other similar settings that have not been researched. Whichever social events and processes you choose to study, they must be explained in terms of their relationship to the context in which they occur - that is, the larger University community. For this first part, you must submit by October 21st a proposal for your research topic. This 1 page, double-spaced, proposal will be graded out of a total of 10%. The proposal should include:

- The community you will study and hypothesis to be explored
• The site for close observation and field notetaking on a regular schedule (dates/times, place)
• Potential sources for additional data (people, primary sources in the community, data records)

Categories of UK Community sites to choose to use in field work:
• Academics
  o classes
  o library
  o campus lecture/performance series (more than 4 in a semester)
• Support Services
  o faculty/professional advisor gatherings/events
  o tutoring services (Mathskellar; The Study; etc.)
  o college dean's office
  o Admissions/Registrar’s Offices
  o Student Financial Aid
  o Dean of Students Office
  o Multicultural Affairs offices
  o Testing & Counseling Center
  o Undergraduate Education'sRetention & Student Success Office
• Residence Halls
  o suites
  o floors
  o lobbies
  o RA/Hall Director/Residence Hall Staff gatherings
• Fraternities/Sororities
• Structured Co-curricular Activities
  o clubs
  o organizations
  o intramural sports
• Unstructured Co-curricular Activities
  o Cats Den
  o The Hub
  o Seaton/Johnson Centers
  o on-campus cultural performances

Fieldwork and Research:
What you do depends on the situation and your skills, interests, needs and point of view. Since your research takes place among real human beings, you must be open about what this project is about and be sure that the research does not harm or exploit those among whom the research is done. Once you start taking field notes, meet at least once with Richard to make sure your field notes are going to be adequate for your fieldwork proposal. This mandatory meeting is worth 5% of your grade. Here are some general guidelines for conducting your fieldwork:

• Make your research goals clear to the members of the community where you undertake your research and gain the informed consent of your consultants to the research before you start; it is also important to learn whether the group would prefer to be named in the written report of the research or given a pseudonym and to offer the results of the research if the informants would like to read it.
• Be descriptive when writing field notes.
• Gather a variety of information from different perspectives.
• Gather different kinds of data (cross-validate and triangulate); thinking carefully about your participants and how they function and asking questions of your informants helps to decide what kinds of documents might be available:
possible documents include advertisements, work descriptions, annual reports, memos, University-archived correspondence and budgets, informational brochures and newsletters; recruitment or orientation packets, meeting minutes, menus

privacy or copyright issues may apply to the documents gathered, so it is important to inquire about this when you find or are given documents

cite documents appropriately and include in the bibliography

- Use quotations and images so to represent community participants in their own terms - capture their views of their own experiences in their own words
- Select key informants wisely and use the results of their interviews carefully, keeping in mind that their perspectives are limited
- Fieldwork is a high personal experience because of the unique meshing of fieldwork procedures with individual capabilities and situational variation; the validity and meaningfulness of the results obtained depend directly on your skill, discipline and perspective -- both the strength and weakness of observational methods
- Be aware of and sensitive to the different stages of field work:
  - **Entry:** build trust and rapport with community members - remember that you as the researcher-observer is also being observed and evaluated; be disciplined and conscientious in taking detailed field notes at all stages of fieldwork; be as involved as possible in experiencing the observed setting as fully as possible while maintaining an analytical perspective grounded in the purpose of the fieldwork
  - **Middle-Phase:** routine observations continue but it's easy to skip the details, stay alert and disciplined to make sure field notes are descriptive and clear; clearly separate description from interpretation and judgment; include in your field notes and observations/reports of your own experiences, thoughts and feelings - these are also field data
  - **Conclusion:** focus on pulling together a useful synthesis as fieldwork draws to a close; provide formative feedback as part of the verification process of fieldwork (time that feedback carefully and observe its impact)

**Guidelines for Interviewing**

There is no one right way of interviewing, no single correct format that is appropriate for all situations, and no single way of wording questions that will always work. The particular situation, the needs of the interviewee, and the personal style of the interviewer all come together to create a unique situation for each interview. Therein lie the challenges of "depth" interviewing: situation responsiveness and sensitivity to get the best data possible.

There are different kinds of information one can collect through depth interviews: behavioral data; opinions; feelings; knowledge; sensory data; and background information. Use the library and gather real UK data before you begin interviewing community members so that your questions are crafted not just for discovery but also for understanding.

Here are some guidelines to consider:

- From planning through data collection to analysis, keep centered on the purpose of the research endeavor. Let that purpose guide the interviewing process.
- Provide a framework within which respondents can express their own understandings in their own terms.
- Decide which of the different types of interviews (or combination of types) that is most appropriate to the purposes of your fieldwork research:
  - informal, conversational interview
  - interview guide approach
  - standardized open-ended interview
• Think about and plan how different kinds of questions can be most appropriately sequenced for each interview topic, including past, present and future questions.
• PRACTICE INTERVIEWING FIRST and develop your skills before you use them in the field. That way you can actually enjoy the interviewing process and feel more prepared.
• Establish personal rapport with your interviewee and a sense of mutual interest; treat the person being interviewed with respect; be sure to maintain neutrality toward the specific content of responses (you are there to collect information not to make judgments about that person).
• Ask truly open-ended questions; avoid "leading" questions that suggest to the interviewee particular answers are wanted by you; be clear (using understandable and appropriate language).
• Use probes and follow-up questions to solicit depth and detail; but remember to ask only one question at a time - listen attentively and respond appropriately to let the person know he or she is being heard.
• Observe while interviewing; record whenever possible to capture full and exact quotations for analysis and reporting but take notes also to capture and highlight major points; maintain control of the interview's progress.
• As soon as possible after the interview check the recording for malfunctions; review notes for clarity; elaborate where necessary; and record observations as part of the field notations.

**Analysis and Interpretation:** Remember that you are a like a detective looking for trends and patterns that occur across the various members of the community or within individuals. This data reduction strategy begins with assembling the raw materials and getting an overview or total picture of the entire data on one extreme and interpretative comments on the other. Analysis is the process of bringing order to the data, organizing what is there into patterns, categories and basic descriptive units. The analysis process involves consideration of words, tone, context, non-verbals, internal consistency, frequency, extensiveness, intensity, specificity of responses and big ideas. Interpretation comes with attaching meaning and significance to the analysis. This means you are now working to explain descriptive patterns, looking for relationships and linkages among descriptive dimensions, in order to report your interpretations and conclusions.

**Presentation of Findings:** Writing a summary of the research results, five pages double-spaced, will be difficult because of the need to balance the descriptions of the community, your analysis and interpretations. Include a full annotated bibliography using APA Style guidelines. Check with the Writing Center to make sure your summary is presented appropriately. Submit the paper one week before your presentation to the class to be graded out of a total of 15%. It will be posted on the class wiki for all to read once it is graded (the evaluation comments and grade will be kept separate from what is posted). The oral presentation (10%), complete with audio-visual support, should take no more than 10 minutes, and conclude in time to participate with the class for 5-10 minutes in discussion about what the findings mean for the UK community as a whole.
DSP SHOWCASE PRESENTATION - 10% of grade
Students will choose affinity group members of 3-5 to create a Discovery Seminary Program (DSP) Showcase presentation: a poster session, a short play, a multimedia presentation (slides, video and/or images or online creations/environments), whatever the group determines is the best way to share the data they have learned about UK and virtual communities. The entire group must participate in the presentation on December 10th (Wednesday) from 11:30-1:30 in the Student Center Ballroom. Active participation in this presentation for the UK community is required to complete the assignment. The Showcase is intended to demonstrate to the University community - students, faculty, and administration, as well as prospective students the high quality of your research and collaboration. (NOTE: The showcase may be videotaped by DSP staff for use in admissions and recruitment and your image or work can be used only with your permission.)

GRADING CHECKLIST

CLARITY (5%):

- Introduction of Team and Projects (overall topic and logic underlying the combination)
- Body of Presentation - main points expressed - key terms/names from the readings used
  - specific examples from observations used
- Conclusion

PRESENTATION (5%):

- Use of original and appropriate audio-visuals
- Creativity demonstrated
- Audience's attention gained and interest kept
PARTICIPATION ROLES FOR AN EFFECTIVE WORKGROUP

**Taskmanager:** helps start discussion, organizes group

**Quality checker:** keeps group posted on how well they are attaining their goals, points out weaknesses in process and/or content

**Scribe:** keeps notes on all "content-oriented" contributions by group members during a discussion, asks for additional information or definition of terms, raises questions about previous contributions

**Initiator:** introduces new ideas, raises new questions not immediately apparent from the text or assignment directions

**Arbitrator:** keeps notes on who is doing what roles (above) and then leads a discussion after the group work on how the group worked together to succeed at LEARNING the material and DEMONSTRATING their new understanding of women's issues -- this might mean resolving conflict, noting who is being left out of conversations, or helping group members accept/tolerate opposing views in order to negotiate a compromise.

****************************

PEER EVALUATION SHEET

______________________, my peer and teammate, has shown the following desired behaviors:

(5)       (3)          (1)

Often / Sometimes/ Rarely

<table>
<thead>
<tr>
<th>Respect for the group, e.g., openminded; willing to cooperate; helping communication to stay open by using supportive statements and nonverbals; give observations to show objective perspective; attending; help group stay on task; being patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ / ___ / ___ Comments:</td>
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<table>
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<tr>
<th>Participating constructively toward work assigned, e.g., being outspoken; offering other/outside resources for all to use</th>
</tr>
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<tbody>
<tr>
<td>___ / ___ / ___ Comments:</td>
</tr>
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<tr>
<th>Kept high standards in group projects, e.g., searched for needed info as supporting evidence, came prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ / ___ / ___ Comments:</td>
</tr>
</tbody>
</table>

Percentage points awarded (out of 5 possible): ________