Connecting Librarians to Researchers

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Agenda

- NVivo User Group at Penn Libraries (Anu)
- Qualitative Research Student Exhibits (Rosie)
- Translating to your campuses (Anu)
- Decentralized urban campus
- 12 schools
- Responsibility-centered budgets
- Multiple IT organizations
NVivo User Group

http://guides.library.upenn.edu/nvivo

SWRK-781 Class, Spring 2015
NVivo Setup at Penn Libraries

- Library Computing Guide
- Keyserver license sharing
- PC and Mac software
- Desktop versus laptop access
- Managing expectations and tracking usage
History of Training

- Library Tutorials Guide
- Library Tech Workshops
- Monthly workshops with featured guest presenter
- Coordination with campus experts
- Building library expertise
- Helping researchers choose what tool to use
- Blog posts to feature special projects
NVivo Challenges

- Learning curve
- Unfamiliar interface
- Platform and version conversion issues

http://onlineqda.hud.ac.uk/Step_by_step_software/NVivo/NVivo7/images/NVivo7_main_window.jpg
NVivo Joys

- Visualization results
- Many researchers on one project
- Powerful tools

http://scalar.usc.edu/works/using-nvivo-an-unofficial-and-unauthorized-primer/media/QSRIntTweetstream.png
User Group Functions

- Make learning transparent
- Individuals “show off” their projects
- Get local ideas to be visible
- Discipline-specific conversations
Multiple Voices Help

- Shift from workshop to networking
- Lightning Rounds
- Examples by discipline and project type
- Workflow issues transcend software
Steps

- Choose a topic to study
  - Nominal Group Technique in class

- Take a pulse on campus
  - Freelist - 5 participants per student (AnthroPac)

- Gather data
  - Photo-elicitation interviews

- Analyze data
  - NVivo

- Disseminate Findings
  - Exhibits, blogs, and publications
Nominal Group Technique

- a) Mistakes
- b) Time
- c) Cost
- d) Respect

A) Reading

- h) spelling

- 5

h) spelling

- a) Mistakes (5,2,1)
- b) Time (3,1,1,2)
- c) Cost (5,5,5)
- d) Respect (1,1,1)
How CC space helped
Freelisting

- Purpose: quickly and accurately isolate and define relevant themes
- Freelisting questions simply ask respondents to list as many items they can think of in a particular domain
- Compare priorities or perspectives across key players
- Great addition to other data collection approaches
- Analysis
  - Anthropac & Excel
Intercept “freelisting” interviews
Photo Elicitation (and Photovoice)

“Photo elicitation is based on the simple idea of inserting a photograph into a research interview.” (Harper, 2002)

Images

- Participant generated
  - Cameras
  - Smart phones
- Preexisting
  - Newspaper
  - Internet
  - Facebook
  - Cartoons
  - Family photos
The Interview Process

“They could be the same age as us, in their twenties or thirties, and to me they could look like Penn students. I mean they could be one bath away from being a Penn student. But why are they here and not going to school or working or something?”

“This is a clock that ran out of battery the second month of school and I just haven’t had time to change the battery... you always feel like you’re going to run out of time.”
More on Process

- Record
- Transcribe
- Code and Analyze
NVivo Database: Empty
NVivo Database: Class Data
Coding
FEAR AND SAFETY

Students use qualitative methods to explore the meaning of fear and safety among the University of Pennsylvania community.

BACKGROUND

Photo elicitation was first named in a paper published by the photographer and researcher John Collier (1957). It involves a qualitative interview stimulated and guided by participant photographs. This method can help break down barriers between researchers and participants and can promote rich and collaborative discussions (Harper, 1994).

Each student in the Qualitative Methods Research Class (SW781), Spring 2015, recruited a study participant (n=25) (undergraduate students, graduate students, staff, and faculty from across the University) and trained them in the appropriate and ethical use of this method. Study participants were asked to define and explore the meaning of “fear” and “safety” in their daily lives and were instructed to use their phones to document their exploration over the course of one week. Using the participant-generated photographs to guide conversation, each member of the research team conducted an interview with a participant.

WHY EXAMINE FEAR AND SAFETY?

The topic for this project was determined using nominal group technique (NGT). NGT is a structured small-group discussion approach used to reach consensus. A moderator (in this case the professor) asks the group a question and gathers the responses (in this case potential project topics) from each group member.

Once all potential topics are shared with the entire group, each member of the group prioritizes the topics. This process prevents one person from dominating the discussion, encourages all group members to participate, and results in a set of prioritized topics that represents the group's preferences. The class, by way of NGT, decided to investigate how the University of Pennsylvania community perceives fear and safety.

SELECT PRELIMINARY FINDINGS

Each student conducted a preliminary assessment of their interview and selected relevant quotes and images to potentially share in this exhibit. As a team, we decided which specific images to include in the exhibit, and organized images into thematic categories.

NEXT STEPS

All interviews were transcribed verbatim and will be analyzed by students. Thematic analysis will be facilitated by NVivo 10 software. Additionally, the research team will identify salient themes, summarize findings, prepare an abstract for presentation, and a
Some themes

**Physical and Mental Health**

“We have to get so much smarter than we are about mental health. We are not smart about physical health, and we are not smart about mental health, and to anxiety, and to depression, and how do you manage mood, and how do you manage your mood, other people’s moods, swings, fears – I don’t think we spend enough time on that stuff. It’s a cultural norm, it’s a societal norm, it’s a public health issue.”

“...the fear exists to me because being in so much pain and there not being any medication, I know I have to get to work, and I’m wondering at what point can I get more medicine.”

“Help in a new form. The whole mind, body, and soul.”

“Things like stress management and dealing with fear are not really well addressed at all. And, like, that’s a concern. Because, you know, people have really stressed out, they get very apprehensive, they fear for their future. And they feel like there’s nowhere to turn to. And I mean no one really wants to go to CAPS. That’s just like, there’s a bad wellness for students in CAPS. That’s like ok... one area a whole.”

**Surveillance**

“It’s just a Penn emergency light... it’s just refreshing to know that even when I’m off Penn campus, they’re still keeping an eye out on me.”

“Someone who is waiting to mug me might be less likely to do it in a place where there are cameras watching... it’s not so much that they [Penn Police] would protect me, or detect other people... I feel like for the most part the Penn Police aren’t really here to police the students... they’re more just there to give some people a sense of safety.”

“Every time I see this I am like, ‘Wow, that is a lock down dormitory....’ I think they have done it in a way where you don’t feel like you are walking into jail or a high security area... stylistically they have done a nice job. That way it doesn’t look like barbed wire and bars... they have done a nice job making you feel secure but not that you are trapped.”

“Especially with what’s been going on lately in the media with police and community relations, just not being able to discern whether you can trust those police officers to actually keep you safe or if they’re going to exert more power over you and make you feel more unsafe.”

**Fear of Failure**

“So you have this environment where there is poverty a couple blocks away, but then you have this cultural idea at Penn that if you don’t make a六百 of money, like if I become an English teacher... it’s not good enough.”

“You know the test is coming up, you have so much to do, like I know there might never be a time when I get through every single card and know the right answer on the other side for the test, which is like a very scary thing to feel. And it happens all the time.”

“...the back of the SEPTA bus that I needed to take to get to the day care to pick up my kids on time... I knew I would not be able to make that bus... For me, not being able to meet an expectation that I’ve set for myself, or complete a task that I know I need to do in the time that I allotted... knowing that there will be penalties if I’m not within the boundaries of what I need to do.”

“I know people who didn’t find their first full-time job out of college until September, October after graduation. I think that’s being four, five months behind in your career.”
Benefits of Photo Elicitation

- Primes the participant
- Improves rapport
- Enhances dissemination
IRB

- Challenges vary by:
  - Data collection approach
  - Institution
  - The number of players
    - City IRB, School IRB, Hospital, University
Logistics

- Time
- Space
- Skills
- Participants
- Incentives
- Software
- Analysis
- Dissemination – *what does this look like?*
1. Get to know the data/project
2. 2 people open-code 2-4 sample transcripts
3. Draft preliminary codebook as a team (review with PI). Codebook may be a combination of codes from data and a priori codes
4. Build NVivo database that includes all data
5. Coders use the codebook on 1-2 transcripts
6. Coders meet for an inter-coder reliability (ICR) meeting to check % agreement in coding. Assess how well codebook worked and make adjustments as needed
7. Using updated codebook from step 6, code 3-5 more transcripts, meet for ICR again
8. Subcode as needed
9. Organize codes into themes in preparation for writing code summaries.
Translating to Your Campuses
PennWIC Blog as a model: Celebrate local successes
Questions to Consider

- Where are the hubs?
- What inspires people to come together?
- How can you share your spotlight?
- Can your librarians address learning gaps?
- How can you help librarians learn NVivo?
Questions?

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If Time Permits
Collaborations
Cardboard Commentary: A Qualitative Analysis of the Signs from America’s Streets
Willie Baronet, a Dallas artist, has been purchasing signs for 20+ years and has created several art exhibits with the goal. During the summer of 2014, he visited 24 cities to purchase signs from people soliciting assistance in public places for his current project: *We Are All Homeless*. All signs (n=292) were photographed and the text was transcribed verbatim. Using NVivo 10, we will conduct a secondary qualitative thematic analysis of the signs. All transcribed signs will be double-coded and organized into thematic categories.
Relevance

- This work demonstrates a unique opportunity for artists and researchers to collaborate in order to highlight the challenges faced by marginalized populations.
- This work may inform targeted interventions to improve health outcomes.
Questions?

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