

HW3 – Interviews

References (Optional readings)

- Method
 - ([Ch 4](#) & [Ch6](#)). Interviewing as qualitative research: A guide for researchers in education and the social sciences: Teachers college press.
 - [Using interviews in qualitative research](#). In Cassell, Catherine, and Gillian Symon, eds. Essential guide to qualitative methods in organizational research . Sage, 2004.
- Example
 - How to do a research interview. Graham R Gibbs. [[video \(Links to an external site.\)](#)]
 - Grinter, Rebecca E., and Leysia Palen. " [Instant messaging in teen life](#) ." Proceedings of the 2002 ACM conference on Computer supported cooperative work . 2002.
 - Chattopadhyay, Souti, et al. " [What's Wrong with Computational Notebooks? Pain Points, Needs, and Design Opportunities](#) ." Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems . 2020.
 - [GitHub interview protocol](#). Dabbish, L., Stuart, C., Tsay, J., & Herbsleb, J. (in preparation). Coordination in Open Collaboration Environments. Working Paper.

Assignment

Think about a research idea that related to your own area and you need to collect information from stakeholders through interviews. This could be the starting point of your course project.

1. Decide what your purpose is and write a sentence describing it.
2. Develop an **interview protocol**. The protocol can be short, focusing on exactly what you are interested in. You should anticipate short interviews, perhaps 15-20 minutes at most. Use good technique, keeping the interviewee focused on concrete examples. (Be able to provide a convincing rationale for all of your choices in producing the protocol -- why these questions, what probes will you use, etc.)
3. Conduct **two interviews**. Don't be disappointed if people turn you down -- people are busy and simply may not be able to accommodate you. This is part of the interview process. Be prepared to justify your selection of interviewees based on the purpose you chose. **BE SURE TO ASK YOUR INTERVIEWEES IF YOU CAN RECORD THE INTERVIEW, THEN DO SO IF THEY GIVE PERMISSION. WE WILL USE THESE RECORDINGS FOR LATER EXERCISES IN THE CLASS.** Please assure your interviewees that although you may share the recordings with the class, you will not share them more widely, post them on social media, etc.
4. **Write 1-2 pages** describing what you learned about the topic you picked, how the interviews went, any problems or lessons you can share. Be prepared to summarize these learnings for the class. No need to transcribe the recording this time. Next class, we will learn more structured ways of analyzing qualitative data such as interview transcripts. Just in case you want to transcribe them now, here are two tools:
 - Temi <https://www.temi.com/> (Links to an external site.)

- <https://otter.ai/> (Links to an external site.) It's free for the first 600 minutes (Thank you @Hongyu!)

[If you cannot find a topic, maybe use this one for practice :]

You are interested in gaining a better understanding of how academic researchers collaborate on writing papers and if the process could be improved. Use good technique, keeping the interviewee focused on concrete tasks. It would be best to ask about a particular paper, and ask your interviewee to have any materials they can find, including versions of the paper, their outline, access to e-mail or other tools and notes if they were used to develop the paper. TRY VERY HARD TO GET TWO AUTHORS OF A SINGLE PAPER, AND FOCUS MAINLY ON COLLABORATION ON THAT PAPER.