The Processes of Methodological Innovation
Successful Development & Diffusion[1]

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University of Surrey
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[1] **DO NOT CITE WITHOUT PRIOR PERMISSION FROM THE AUTHORS**

ACKNOWLEDGEMENTS

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REFLECTIONS

The Processes of Methodological Innovation: Successful Development and Diffusion is the title of a workshop that brought together experts working on innovative methodologies around the world to focus on the history behind methodological innovations and on the processes and mechanisms of their development and diffusion. The workshop was held at St. Catherine's College, Oxford on July 5th, just before the 4th ESRC Research Methods Festival in July 2010 (Appendix I).

The workshop was an extension of the work conducted by the project 'Innovations in Social Science Research Methods: An International Perspective' – a project funded by the National Centre for Research Methods (NCRM) between October 2008 and May 2009. The aim was to identify prominent methodological innovations outside the UK. The project sought out research practices that have not yet filtered through to typical research methods courses or that impact on the research process in novel ways. These usually entailed (i) technological innovation, (ii) the use of existing theoretical approaches and methods in new ways and (iii) interdisciplinarity.

The project's focus on innovative research practices ranged from data collection to analysis and covered all of the main social science disciplines. Information was collected between October 2008 and March 2009, gathering evidence by reviewing previous reports, carrying out desktop research, conducting an e-mail survey with academics, practitioners, research methods experts and others and holding interviews with gatekeepers and telephone interviews with nominated experts.

The conclusions of the project were: first, innovative methodologies primarily entail crossing disciplinary boundaries. This is observed in combinations of disciplines and methods such as in anthropology, psychology and ethnography. Overall, psychology figures prominently in methodological developments followed by survey methodology, ethnography, sociology and management. Secondly, innovative methodologies usually entail the use of existing theoretical approaches and methods in reformed or mixed and applied ways. This is observed in participatory methods, action research, professional work, and social and consultancy work. Thirdly, innovative methodologies entail the use of technological innovation (visual, digital or online), for example, new software or online methods. Fourthly, innovative methodologies reside both inside traditional academic institutions (universities) and outside (research centres, institutes, consultancy agencies and organisations), yet even in the latter locations methods developers and experts usually have academic backgrounds and sometimes previous or current academic affiliations. The institutional structures 'hosting' the innovations identified in the project are primarily academic followed by both academic and professional, then research centres and finally professional and consultancy institutions. These institutional structures and innovations were located mainly in North America, Italy, Germany and the Netherlands.

Following this project, a workshop on 'The Processes of Methodological Innovation: Successful Development and Diffusion' brought together some of the developers of these innovations to reflect on their experience in three thematic sessions (see Appendix I). Session I was devoted to 'Discovering New Methods: Focus on the History, Processes and Mechanisms leading up to Methodological Innovations'. Fabio Giglietto and Luca Rossi

reflected on their work at SIGSNA (the Special Interest Group on Social Network Analysis) focusing on the challenges and opportunities of collecting and analysing data collected from Social Networking sites. The main points raised were i) the challenge of communicating research ideas across different disciplines (media and communication studies and computer studies in this case) and ii) ethical issues concerning the use of these data. Marcel Das presented the opportunities offered for research from the availability of an online, freely accessible panel of respondents covering the general population (LISS Panel: Longitudinal Internet Studies for the Social Sciences). The main issues raised were i) the cost and sustainability of such facilities and ii) their development more widely (the LISS Panel consists of households in the Netherlands). Chris Darrouzet and Helga Wild focused on the history, agents and mechanisms involved in moving 'From inquiry to advocacy: the making of stakeholder ethnography'. A line of direct and indirect influence was sketched starting with early corporate uses of ethnography at Xerox PARC, to the Institute for Research on Learning's commitment to an anthropology-based approach, to pressures exerted by clients, organisational contexts, and academic themes.

Session II was devoted to 'Promulgating New Methods: Exchange notes and experience on Concentrated Activity, Networks and Diffusion Mechanisms of Methodological Innovations'. Lars Kaczmirek provided the background to 'Developing a research framework for usability in online surveys: Human-survey interaction'. Online survey methods research can increase its potential for innovation when focusing on its advantages: i) faster research cycles than in other data collection modes, ii) methods research carried out in cooperation with researchers interested in topical research. Challenges and obstacles to methodological innovation involved i) the administrative work required for cooperations, ii) the risk of resource investment and uncertain outcome, and iii) the connectivity with others being diminished because of an increased pressure to publish which encourages "safe" research instead of more risky projects with the potential for innovation. Robert Kozinets went through the trajectory of putting together, branding and promoting 'Netnography' as a new method. Four 'waves' of that process were identified: i) Legitimation through Academia, ii) Awareness through Simplification, Codification and Adaptation, iii) Presence through Partnership and Application, iv) Professionalization through Commercial Competition. Fred Conrad focused on 'What to Consider when Evaluating Technologies for Survey Data Collection'. Evaluating a new technology involved tracing the history, successes and failures of its predecessors. For technologies for survey data collection in particular, evaluation was based on whether the technology facilitates conversational grounding, i.e., the ability of the respondent and interviewing system/interviewer to establish mutual intelligibility; satisficing, i.e., least effort, not necessarily optimal strategies for answering questions; social presence, the sense that someone else is there; and deception, wilfully shading the truth. The challenge of communicating research ideas across different disciplines (survey methodologists and communication technologists) was also raised here.

Session III was on 'Supporting Innovation: Structures, Institutions and Funding for Innovators'. Chris Darrouzet and Helga Wild introduced 'Learning, Continuous Improvement, and the Clash of Professional Fields in the World of Work in Large Organizations'. The main points of discussion were i) that innovative methodologies designed to do ethnography at work commonly emerge from the professional field rooted in the paradigm of learning and ii) the challenge that the dichotomy between 'learning' and 'working' in large organisations poses. Finally, Mike Agar reflected on past methodological innovations in order to inform current discussions on i) the definition of methodological innovation – which innovations were diffused and which were project-specific adaptations with no wider application – and ii) the history, diffusion and mechanisms involved in the

process. The relation between constraints, support, project social network, and innovation was considered in underlining the idea that innovation and its diffusion are social processes.

Overall, the main themes that these contributions inspired were that it may be useful to talk about research process innovations as a whole rather than methodological innovation *per se*. It was stressed that both innovation and its diffusion are social processes. It is a challenging task to take a snapshot of such a process in order to pinpoint whether it is a case of methodological innovation or a case of adaptation. These processes are also often ridden by a tension between the need for new approach and its diffusion, in which case enabling conditions and institutional support become decisive vectors of innovation. Tensions were also identified in trying to respond to interdisciplinarity while being faced with the challenge of communicating research ideas across different disciplines. Both of these tensions stirred a discussion of whether conditions for methodological innovation are more fertile when working from within or outside academia and whether that constitutes a criterion for choosing one's affiliation. Who the 'proprietor' of methodological innovations is, affects the availability and accessibility of methodological innovations, and whether they become commercialised products and services or not. Finally, methodological innovations, especially those involving the use of new technologies, raise concerns about ethics and the need for consent.

References

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Xenitidou, M. and Gilbert N. (2009) *Innovations in Social Science Research Methods: An International Perspective.* Guildford: University of Surrey. Available from <http://eprints.ncrm.ac.uk/804>

The Processes of Methodological Innovation

Successful Development & Diffusion
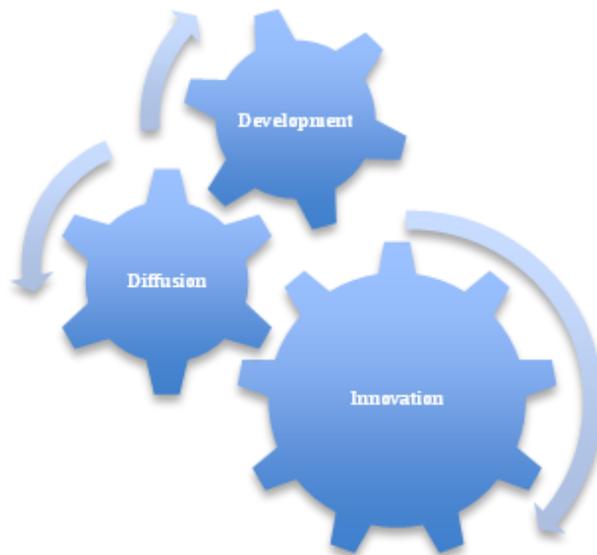
St. Catherine's College, Oxford
5th July 2010

Contents

Organisers

The ESRC National Centre for Research Methods (NCRM) forms part of ESRC's strategy to improve the standards of research methods across the UK social science community. NCRM provides a focal point for research, training and capacity building activities. These activities are aimed at promoting a step change in the quality and range of methodological skills and techniques used by the UK social science community, and providing support for, and dissemination of, methodological innovation and excellence within the UK.

NCRM has a distributed structure, with a coordinating Hub at the University of Southampton School of Social Sciences and Nodes at other locations. The workshop is a collaboration between the NCRM Hub – organisers of the 4th ESRC Research Methods Festival – and SIMIAN (Simulation innovation) – an NCRM node based at the Centre for Research in Social Simulation (CRESS) at the University of Surrey, and at the University of Leicester. SIMIAN develops the methodology and the applicability of simulation in the social sciences and was the host of the project 'Innovations in Social Science Research Methods: An International Perspective'.

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Introduction

The Processes of Methodological Innovation: Successful Development and Diffusion is a workshop that brings together experts working on innovative methodologies around the world to focus on the history behind methodological innovations and on the processes and mechanisms of their development and diffusion. The workshop is an extension of the work conducted by the project 'Innovations in Social Science Research Methods: An International Perspective'.

'Innovations in Social Science Research Methods: An International Perspective' is the title of a collaborative fund project which was conducted within the National Centre for Research Methods (NCRM) between October 2008 and May 2009. The aim was to identify prominent methodological innovations outside the UK. The project sought out research practices that have not yet filtered through to typical research methods courses or that impact on the research process in novel ways. These usually entailed (i) technological innovation, (ii) the use of existing theoretical approaches and methods in new ways and (iii) interdisciplinarity.

The project's focus on innovative research practices ranged from data collection to analysis and covered all of the main social science disciplines. Information was collected between October 2008 and March 2009 and then written up. The project gathered evidence by reviewing previous reports, carrying out desktop research, conducting an e-mail survey with academics, practitioners, research methods experts and others and holding interviews with gatekeepers and telephone interviews with nominated experts.

It was concluded, first, that innovative methodologies usually entail the use of technological innovation (visual, digital or online). This could be the advent of new software or the development of online methods and the use of the Internet to conduct research. Secondly, innovative methodologies often entail crossing disciplinary boundaries. This is observed in combinations of disciplines and methods such as in anthropology, psychology and ethnography. Thirdly, innovative methodologies often entail the use of existing theoretical approaches and methods in reformed or mixed and applied ways. This is observed in participatory methods, action research, professional work, and social and consultancy work. Finally, innovative methodologies reside both inside traditional academic institutions (universities) and outside (research centres, institutes, consultancy agencies and organisations), yet even in the latter locations methods developers and experts usually have academic backgrounds and previous or current affiliations, statuses or posts.

Overall, psychology figures prominently in methodological developments followed by survey methodology, ethnography, sociology and management. The 22 cases focused on may be classified into mixed (N=8), qualitative (N=7) and quantitative (N=7) types of research. The institutional structures identified as 'hosting' these developments are primarily academic followed by both academic and professional, then research centres and finally professional and consultancy institutions. Most of the innovations arise from working across disciplinary boundaries, followed by developments within methods and disciplines and then by developments in technology. Innovations identified in the project are mainly in North America, Italy, Germany and the Netherlands.

A report including summary descriptions of the methodological innovations located by the project was produced and a web version of it is available on the NCRM website at http://eprints.ncrm.ac.uk/804. Following on from this project the workshop on 'The Processes of Methodological Innovation: Successful Development and Diffusion' brings together some of the developers of these innovations. The workshop is held at St. Catherine's College, Oxford on July 5th, just before the 4th ESRC Research Methods Festival in July 2010, and several developers are also invited to speak at the Festival itself about their innovative methods.

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Programme

Monday 05/07/2010	
10.00	Welcome and Introduction to Workshop
10.15	Participant Introductions
11.00	*Coffee Break*
11.15 **Session 1**	<u>Discovering New Methods:</u> Focus on the History, Processes and Mechanisms leading up to Methodological Innovations **Luca Rossi & Fabio Giglietto – SIGSNA:** Special Interest Group on Social Network Analysis **Marcel Das – Covering the general population by Internet interviewing:** A possible solution to problems of coverage and selection **Chris Darrouzet & Helga Wild – From inquiry to advocacy:** the making of stakeholder ethnography
12.30	*Lunch Break*
14.00 **Session 2**	<u>Promulgating New Methods:</u> Exchange notes and experience on Concentrated Activity, Networks and Diffusion Mechanisms of Methodological Innovations **Lars Kaczmirek – Developing a research framework for usability in online surveys:** Human-survey interaction **Robert Kozinets – Netnography:** Ethnographic Research Online **Fred Conrad – What to Consider when Evaluating Technologies for Survey Data Collection**
15.15 **Session 3**	<u>Supporting Innovation:</u> Structures, Institutions and Funding for Innovators **Chris Darrouzet & Helga Wild – Learning, Continuous Improvement, and the Clash of Professional Fields in the World of Work in Large Organizations** **Mike Agar – Money and Strings:** Structure, Agency and the Innovator
16.15	*Tea Break*
16.30	Discussion
17.30	Workshop End
17.40	*Wine Reception*

Abstracts

Session 1

Discovering New Methods: Focus on the History, Processes and Mechanisms leading up to Methodological Innovations

SIGSNA: Special Interest Group on Social Network Analysis

Luca Rossi and Fabio Giglietto

Due to their large worldwide adoption, Social Network Sites (SNSs) have been widely used in many global events as an important source to spread sensible news and information. While the *searchability* and *persistence* of this information make it ideal for sociological research, a quantitative approach is still challenging because of the size and complexity of the data. This might partially explain why a large part of SNSs-based research has been done with qualitative methods and participatory observation. During the workshop the team from the University of Urbino "Carlo Bo" will present an innovative method for large scale qualitative analysis of SNS data. The method, born as an experimental project to analyse blog entries, has already been used on a preliminary research based on Friendfeed and it is undergoing an extension in order to be used to research several different social network sites. The proposed method is based on a step to step methodology: a) collecting of the data through RSS public feed; b) storage of collected data in a relational database; c) data cleaning (to clean the data from Bot massages, spam, etc…); d) language identification of the entries; e) statistical and sociological analysis. Every step will be discussed in depth and limits and possibilities will be presented.

Covering the general population by Internet interviewing:

A possible solution to problems of coverage and selection

Marcel Das

The world of survey research is rapidly changing, moving from face-to-face and telephone interviews to Internet interviewing. Several methods are used to attempt to survey the general public by Internet, including the use of volunteer and RDD samples. However, these methods may not fulfill the demands on coverage, sampling and response posed by scientific researchers. People in volunteer samples are often a rather selective part of the general population. In addition, because of a vast increase of mobile-only households and declining response rates, RDD samples may not cover the population anymore.

CentERdata, a research institute specialised in online data collection housed at the campus of Tilburg University (The Netherlands), received major funding for a project entitled: "An advanced multi-disciplinary facility for Measurement and Experimentation in the Social Sciences (MESS)." Core of the project is a new Internet panel in the Netherlands: the LISS panel (*Longitudinal Internet Studies for the Social sciences*). For this panel, a true probability sample of households is drawn from a population register by Statistics Netherlands. This sample is contacted with a household in-person interview, asking respondents to join the

panel. CentERdata provides a computer and Internet connection to those households who could not otherwise participate (at the time of recruitment, about 15% of the Dutch households did not have Internet access).

The LISS panel consists of almost 8000 individuals that complete online questionnaires every month. The panel provides a platform that is open to academic researchers, free of charge. It focuses on fundamental longitudinal research and provides a facility for the development and testing of new, innovative research techniques.

The presentation includes an overview of methodological experiments carried out during the set-up of the panel. Because of its scientific focus, data quality is of prime concern. Optimal strategies for recruitment with regard to contact mode, incentive payment, timing of the incentive, content of the information letter and timing of the panel participation request are discussed. Information about the use and maintenance of the LISS panel in the first years of existence will be presented as well.

From inquiry to advocacy: the making of stakeholder ethnography

Chris Darrouzet and Helga Wild

This presentation traces the development of Water Cooler Logic and its most innovative feature – stakeholder ethnography. We sketch a line of direct and indirect influences starting with early corporate uses of ethnography at Xerox PARC, to the Institute for Research on Learning's commitment to an anthropology-based approach, to pressures exerted by clients, organisational contexts, and academic themes. These prompted the Water Cooler Logic methodology to become:

- Committed to a social image of the organisation
- Extend their work beyond mere knowledge gathering and representation of "objective facts" to transforming goals and identities in the service of organisational innovation: i.e. from inquiry to advocacy
- Adopting a team-based approach that allows stakeholders to become ethnographers of their own organisation and agents of its transformation
- Shifting the role of the outside consultant from importing new ideas to one of "active passivity" that enables the emergence of innovation from within the practice fields of the organisation.

Session 2

Promulgating New Methods: Exchange notes and experience on Concentrated Activity, Networks and Diffusion Mechanisms of Methodological Innovations

Developing a research framework for usability in online surveys: Human-survey interaction

Lars Kaczmirek

The human-survey interaction framework provides new insight in what makes respondents leave or complete an online survey. The studies that were conducted under this research framework lead to tools and feedback techniques which can be employed to significantly boost response rates and accessibility in online surveys. The general aim of this framework is to improve online surveys with respect to a more successful interaction between respondents and the online survey system. By considering concepts from survey methodology, human-survey interaction, cognitive psychology, and usability it was possible to test and develop applied design guidelines for online surveys. Co-operations with different organisations and companies fostered this area of research. In one project for example we developed specific design guidelines for surveys with visually impaired and blind people.

Netnography: Doing Ethnographic Research Online

How Social Media Can Drive Theoretical Understanding

Robert V. Kozinets

With increasing amount of social activity moved online to "social media" such as newsgroups, chat, blogs, virtual worlds, and social networking sites, social science researchers need a rigorous set of guidelines for utilising this data. Netnography is the technique of online anthropology developed to answer this need fifteen years ago. In netnography, online interactions are valued as a cultural reflection that yields deep human understanding. As with in person ethnography, netnography is naturalistic, immersive, descriptive, multi-method, adaptable, and focused on context. Used to inform theoretical insights, netnography is less intrusive than ethnography or focus groups, and more naturalistic than surveys, quantitative models, and focus groups. Netnography fits well in the theory development stages of social science research. Netnography follows six overlapping steps: research planning, cultural entrée, data collection, data interpretation, ensuring ethical standards, and research result representation. Each of these stages has unique inflections due to the contingencies of computer-mediated social interaction. This presentation introduces and offers a basic understanding of the techniques and its bases.

What to Consider when Evaluating Technologies for Survey Data Collection

Frederick Conrad and Michael Schober

The way we collect survey data is on the cusp of radical change as people communicate with one another through new media and devices. For example, mobile phone surveys are sure to become commonplace as, increasingly, members of the public can only be contacted on their mobile devices; desktop video applications like Skype and iChat create the possibility for remote (mediated) interviews with many of the features of face-to-face interviews and much lower costs; computer-animated (embodied) agents can present questions and record answers from within a web browser but might undermine the benefits of self-administration; and so on. What are the appropriate criteria for evaluating these and other new technologies? In this talk I propose that considering four ideas from the social sciences will highlight what is potentially promising and troubling about adopting a technology for collecting survey data. More specifically, does the technology facilitate (1) *conversational grounding*, i.e., the ability of the respondent and interviewing system/interviewer to establish mutual intelligibility, (2) *satisficing*, i.e., least effort, sub-optimal strategies for answering questions, (3) *social presence*, the sense that someone else is there, and (4) *deception*, willfully shading the truth? I will illustrate the approach with investigations of several technologies.

Session *3*

<u>Supporting Innovation:</u> Structures, Institutions and Funding for Innovators

Learning or Continuous Improvement?

A Clash of Professional Fields in Large Organizations

Chris Darrouzet and Helga Wild

Promising, innovative methodologies designed to help organisations operate efficiently and effectively—while also promoting a more humanistic work-life—emerge from the professional field rooted in the paradigm of *learning*. These innovations are often constrained in organizations because of this association with the Learning paradigm. In the World of Work (WofW), executives and management professionals dominate. Managers routinely regard learning professionals as educators & trainers. Many learning professionals present themselves as such. Managers tend to regard the World of Learning (WofL) as 'a preludial world', associated with childhood and schooling of young adults. Workers should matriculate to the adult WofW, at which point a paradigm of work, of management, process and improvement supplants learning. Training and adult education are often relegated the periphery of 'the real work.' We consider the kind of structural impediment this dichotomy presents. Is there an on-going struggle between members of two professional fields vying to co-exist in large organisations? Bourdieu's concept of *fields* helps to describe aspects of the clash. Does this situation resonate with others? Have others found success operating across or between these 'two worlds' and the professional fields that promote them.

Money and Strings: Structure, Agency and the Innovator

Michael Agar

Presenter has worked in many situations, ranging from a luxurious career award with minimally constrained long-term individual support to an oppressive short-term team project from which he resigned, with dozens of projects between these two multidimensional extremes. With respect to this session, the questions to ask of a long list of biographical data points are: 1) Was there any relation between constraints, support, project social network, and innovation, and, 2) which innovations diffused and which were project-specific adaptations with no wider application? This presentation will attempt a few hypotheses based on these complicated questions based on his and his colleagues' experiences.

Speakers

Michael Agar received his Ph.D. in linguistic anthropology at the University of California, Berkeley. An honorary Woodrow Wilson Fellow, NIH Career Award recipient, and currently Fulbright Senior Specialist, he is professor emeritus at the University of Maryland, College Park, an Associate at Anthropocaos at the University of Buenos Aires, and a Distinguished Scholar at the International Institute of Qualitative Methods. He now works independently as Ethknoworks LLC in northern New Mexico (www.ethknoworks.com). His books include *The Professional Stranger*, *Language Shock*, *Dope Double Agent: The Naked Emperor on Drugs*, and a book in process, *Culture: An Upgrade*. He has worked on academic and applied projects in several countries and recently completed a seven year NIH grant on illegal drug epidemics. He now works on projects involving organisational development for healthcare, second language/culture learning software, and urban ecology, as well as running workshops on ethnographic method, agent-based modelling and discourse analysis.

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Frederick Conrad is an Associate Research Professor in the Programme in Survey Methodology at Michigan and in the Joint Programme in Survey Methodology at the University of Maryland. His current research concerns the impact of new data collection technologies and the way people use them on the quality of survey responses. These technologies include interactive web surveys and virtual interviewers. In addition to human-technology interaction, Conrad investigates interviewer-respondent interaction, in particular the role of spoken and visual cues of comprehension difficulty. Also, he has a research programme into the pros and cons of the questionnaire pretesting method "cognitive interviewing." Conrad is the co-editor of *Envisioning the Survey Interview of the Future* (Wiley, 2008). He received a Ph.D. from the University of Chicago in cognitive psychology.

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Chris Darrouzet is a cultural anthropologist and co-founder of Water Cooler Logic Inc. (2001) — a consulting firm based in silicon valley, California, USA, specialising in change management, systems redesign, organisational learning and staff development in large organisations. In the 1990s Dr. Darrouzet was Senior Research Scientist and action learning consultant at the former Institute for Research on Learning, Menlo Park CA; before that he worked on technical staff at silicon valley companies including Sun Microsystems, Hewlett Packard and Apple Inc. He received his Ph.D. from the Univ. of North Carolina, Chapel Hill, 1985; his thesis was based on 14 months of ethnographic fieldwork in Papua New Guinea, on inter-village politics and social change.

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Marcel Das holds a Ph.D. in Economics from Tilburg University (1998). In 2000, he became the director of CentERdata, a survey research institute specialised in web-based surveys and applied economic research, housed at the campus of Tilburg University. As a director of CentERdata he has managed a large number of national and international research projects. He is one of the principal investigators of the Dutch MESS project for which CentERdata received major funding from the Dutch Government. Since February 2009, Das is Professor of Econometrics and Data collection at Tilburg University. He has published in international peer reviewed journals in the field of statistical and empirical analysis of survey data and methodological issues in web-based (panel) surveys.

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Fabio Giglietto is PhD in Communication Studies from the Department of Communication Studies at the University "Carlo Bo" of Urbino where he also teaches Theory of Information in the Faculty of Social Science (B.A. Communication Sciences). Since 1997 he is a member of LaRiCA (Research Laboratory on Advanced Communication). His main research interests is theory of information, communication and social systems with a specific focus on the relationship between social systems and new technologies. Since 2005 he is also member of RC51 on Sociocybernetics, a special interest group within International Sociological Association.

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Lars Kaczmirek is a survey researcher at GESIS - Leibniz Institute for the Social Sciences in Germany. He studied psychology in Mannheim and specialises in survey design and methodology. Research interests include optimizing costs/benefits during fieldwork, reducing total survey error, website evaluation, data protection, accessibility and usability. Recent publications include: Kaczmirek, L. (2009) *Human-Survey Interaction: Usability and Nonresponse in Online Surveys.* Cologne: Halem Verlag; Kaczmirek, L. (2008) Internet Survey Software Tools, in N. Fielding, R. Lee and G. Blank (eds.), *The Handbook of Online Research Methods*, Sage Publications, pp. 236-254; Kaczmirek, L. and Wolff, K. G. (2007) *Survey Design for Visually Impaired and Blind People*, Universal Access in HCI, LNCS 4554, Springer, pp. 374-381.

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Robert V. Kozinets is a globally recognised expert on social media, marketing research, and marketing strategy. An anthropologist by training, he is Professor of Marketing at York University's Schulich School of Business, where he is also Chair of the Marketing department. He has extensive market research, consulting, and speaking experience with a range of global corporations. His research is published in over 60 chapters, proceedings, and articles in some of the world's top marketing journals. He has two books: *Consumer Tribes*, a co-edited volume published in 2007, and *Netnography: Doing Ethnographic Research Online*, published in 2010 by Sage, and is at work on three others. Brandthroposophy, his blog is available at www.kozinets.net.

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Luca Rossi is a postdoctoral research fellow at the Department of Communication Studies, University of Urbino "Carlo Bo", Italy. He graduated in Sociology and received a PhD in Communication Studies at the University of Urbino "Carlo Bo". His main research interests are on social impact of digital technologies and new communicative practices. He did research on User Generated Contents, Online Multiplayer Role Playing Games and Social Network Site. His current researches are focused on new methodological innovation for Sociological research in Social Network Sites. He is currently part of the Special Interest Group in Social Network Analysis (SIGSNA) a joint research project of Department of Communication Studies of the University of Urbino "Carlo Bo" and Department of Computer Science of the University of Bologna.

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Helga Wild trained at the department for Experimental Psychology under Prof. Ivo Kohler at the university in Innsbruck, Austria. After completing a Ph.D. in Psychology and Physiology she was research fellow at the Institute for Systems Theory, Linz – Austria, at the Neuropsychology Department under Karl Pribram at Stanford University and at the Embedded Computation Group, Xerox Palo Alto Research Center.

She joined the Institute for Research on Learning (IRL) in 1992. Over the course of following years she led a number of increasingly complex social science projects for corporate clients such as SUN Microsystems, Hewlett-Packard, Steelcase, SCIENT and more. These projects confirmed for her the necessity to combine social science research with interventions to help embed findings into the existing social and organisational fabric.

In 2002 Helga Wild founded a company together with Chris Darrouzet, an IRL colleague, to apply a combination of ethnographic techniques and participatory design in the VA's healthcare administration. The approach, called Water Cooler Logic, has been used in over 50 projects to date, successfully addressing a large range of clinical and administrative concerns that span different sites and functions. The approach itself evolved under the pressures of the subject matter, and the complexity of the embedding organisation into a unique combination of attitudes and techniques. It moved away from the traditional research paradigm and chose instead to maximally engage the client organisation in the discovery and redesign of their own practices.

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Useful Information

<u>**Venue**</u>

St. Catherine's College
Address
St. Catherine's College
Manor Road
Oxford
OX1 3UJ
United Kingdom
http://www.stcatz.ox.ac.uk/

Directions

By rail
Trains run at least once an hour between Oxford and London, and twice an hour during peak times. Oxford is also on the main cross-country routes. For details of times and fares, telephone 08457 484950 (24 hours). Or visit http://www.rail.co.uk/

By coach/bus
Two companies run frequent buses, 24 hours a day, between London (Victoria Bus Station) and Oxford. These are the Oxford Bus Company telephone 01865 785 400, and Oxford Tube telephone 01865 772 250. There are also direct and regular services to Oxford from Heathrow and Gatwick airports operated by the Oxford Bus Company telephone 01865 785 400.

Coach services from other parts of the country are available with National Express

Taxis

Courtesy Cars: 01865 874787 or 873497
ABC Taxis: 01865 770077 or 775577

By car
Car parking spaces are extemely limited, and delegates wishing to travel by car and park at the college should contact the festival organising team at rmf@ncrm.ac.uk who will allocate places with priority for delegates who have disabilities or who are bringing bulky items such as display stands. We recommend that you use Oxford's Park and Ride service if you are travelling by car.

From London and the East

Leave the M40 motorway at Junction 8 signposted Oxford A40. Continue for approximately 5 miles; the A40 meets the Green Road roundabout, go straight across, following signs for Headington and the City Centre; continue straight on for 2 miles through Headington until you reach another roundabout - The Plain - and take the last exit. Cross Magdalen Bridge, and at the traffic lights turn right into Longwall Street and take the first right into Manor Road after St Cross Church. Cross the river and you have arrived.

From the South
Leave the A34 at the first Oxford exit. At the roundabouts follow signs for the city centre. Pass the Park & Ride on your left, take a right at the second set of traffic lights into Donnington Bridge Road. At the lights turn left, continue straight on until you reach a roundabout - The Plain. Go straight over and cross Magdalen Bridge; at the traffic lights turn right into Longwall Street and take the first right into Manor Rd after St Cross Church. Cross the river and you have arrived.

From the North

Leave the M40 at Junction 9, following signs for Oxford A34. Continue for approximately 8 miles, then take the Oxford/ Cheltenham exit. At the Pear Tree roundabout take the second exit. At the next roundabout (Wolvercote) take the second exit along the A40, following signs to M40 London. At the next roundabout take the right exit, following signs for Summertown and the City Centre. Continue for approximately 2 miles, then turn left into Parks Rd (opposite church). Pass the Park and Museum on the left, and take the next left into South Parks Road. The road bends sharply right, past more playing fields; take the next left into Manor Road just before the road bends sharply right again. St. Catherine's is ahead of you.

From the West

We recommend that visitors bypass the City and approach from the North. Leave the M4 at Junction 15 and follow signs for Oxford A420. Continue along the A420 for approximately 30 miles. Rather than continue through the western side of the City, at the A34 interchange, head north following signs for M40 but leave at the next exit. At the Pear Tree roundabout follow signs to City Centre, passing the services and Park & Ride; at the next roundabout (Wolvercote) take the second exit. From here follow directions as from the North. For those approaching on the A40,cross straight over the Wolvercote roundabout and follow the directions as from the North

On foot

St Catherine's is on the periphery of the City Centre and we do recommend that visitors arriving at the bus or train station take a taxi to the College, especially if they are bringing luggage. However for those who are keen to walk the following directions apply:

From the City Centre

The City Centre to St Catherine's will take between 15 and 20 minutes. Most local bus stops are located on Cornmarket and Queen Street, and national buses arrive at Gloucester Green Bus Station on George Street. From any of these, you should make your way to Broad Street (opposite Debenhams). Continue to the end of Broad Street, (past the Sheldonian Theatre on the right). At the traffic lights go straight on into Holywell Street, and at the end of this turn left into St Cross Road. Cross the road at the pedestrian crossing (St Cross Church is on your right) and take the next main right into Manor Road. Go over the bridge and St Catherine's reception is ahead of you.

From the Train Station

Taxis are recommended from the station, but if you are happy with a 30 minute walk, turn left as you leave the station area. The Royal Oxford Hotel is directly in front of you; keep left and walk along Hythe Bridge Street, (past Blackwells Bookshop on the left). At the end walk straight across into George Street. At the end of George Street Debenhams Store is on the left – from here walk straight over into Broad Street and follow the directions as from the City Centre.

Contact

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Notes:

The Processes of Methodological Innovation

A workshop on the Successful Development and Diffusion of Methodological Innovation

5th July 2010

St. Catherine's College
Manor Road
Oxford
OX1 3UJ
United Kingdom
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