

Systematic Techniques For Gathering And Analyzing Video Data

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This class will present basic techniques for systematically gathering and analyzing video data for use in anthropological enquiry. The class will take place in a fully on-line environment. It is designed as an interactive, practice-based class that will cover the basics of gathering and analyzing video data.

Teaching Strategies:

The online learning environment uses Sakai and Adobe Connect. The basics of on-line participation will be reviewed during the first week of class. Students will work individually and in small groups to complete weekly readings and course assignments as well as contributing to discussion forums and other assigned activities to learn and apply course content.

Software: Students will download the free version of HyperResearch and ELAN from the Max Plank Institute (also free).

For those of you who have not had an on-line course here is an example of an on-line learning activity so you can get an idea of how the class works:

One of the foundational data gathering techniques of anthropological research is the interview. In this week we will be exploring many aspects of interviewing; how to successfully record and archive digital recordings, how to conduct the interview itself, how to transcribe and analyze the textual data that results from an interview and how to analyze the non-verbal interactions that occur within the interview.

The following is an example of some of the activities that we will engage in to learn the art of conducting an interview.

Students will:

- Read assigned textbook materials on interviewing.
- Watch video clips of pre-recorded interviews that will be posted on our class website.
- Engage in the on-line discussion forums to discuss pros and cons of the interview particulars.
- Watch the pre-recorded, short PowerPoint with audio with Dr. Cartwright's tips for successful interviewing. All PowerPoint audio-lectures will be posted on line and will be available throughout the course. This will enable students to listen to the short lectures more than once and to review the material as needed.
- Complete practice interviews according to guidelines. These can be completed with classmates in person, via skype (or other platform) or with willing friends.

- Write a short 2 page paper critically thinking through the interviewing experience/exercise.
- Read a couple of peer-reviewed articles that use interview-based video data as the basis for the research.

This is just one example of a how we will approach learning how to work with video data. Each weekly class topic will be presented in the most appropriate manner.

****Multiple teaching methods will allow course participants to explore each topic from different perspectives. Using multi-dimensional resources and presenting topics in different formats (lecture, readings, discussion) facilitates adult learning at its best.**

Course Expectations: Students enrolled in this course are expected to demonstrate regular and consistent online discussion and participate in all activities in a manner that promotes a scholarly environment where diverse ideas are valued and discussion is supported by informed opinion. Each student is expected to be integrating weekly reading assignments, current peer-reviewed research and related literature into weekly discussion. In order to be consistent with contemporary adult learning theories, each student is responsible for his or her level and degree of participation.

Academic Honesty: Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university's Honor Code (available online at <http://www.registrar.ufl.edu/catalog/policies/students.html>).

Disability Accommodations: If you are a disabled student in need of special arrangements for exams or homework, we will do all we can to help. Students requesting classroom accommodation must first register with the Disability Resource Center (<http://www.dso.ufl.edu/drc/>). The DRC will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Grading policies: Each week, students will read, attend class, and participate in weekly discussions (25% of final grade). Students will also do methodological exercises and write responses 50% of final grade). These exercises will help students develop hands-on experience and a practical understanding of how methods work. In the last week of the course, students will apply their new skills to their own projects (25% of final grade). Assignments should be turned in on or before the due date, unless excused with university-approved documentation.

Correct APA (or other approved) format is required on any assignment submitted for a grade.

Course Requirements and Grading

A (90-100), A- (87-89), B+ (84-86), B (80- 83), B- (77-79), C+ (74-77), C (70-73), C- (67-69), D+ (64-66), D (60-63), D- (57-59), E (<57).

1. *Class participation* (25%). Your participation grade is based on your postings of the discussion topics for each week. Your postings should focus on solutions you developed to confront the problems you faced with exercises and assignments. Your posting should be BRIEF. Students will also be required to view video lectures that will be posted throughout the course.

2. *Assignments* (50%). Students are required to complete one assignment per week based on weekly themes. Each assignment is composed of several sub-sections (HW assignments) related to each of the main concepts covered during the week. Each weekly assignment is worth 12 points.

3. *Final presentation* (25%). Your final presentation is a synthesis of your earlier assignments plus and additional analysis showing the integration of several types of datasets processed during the course Your assignment should demonstrate your proficiency in responding to different questions and ability to use the main software packages proficiently.

Course Schedule

Week One

Introductions and class overview

1. View recorded lectures: What does it mean to do systematic analysis?
 - Demo on short clips; practice with applications
 - Discussion on types of visuals for analysis
 - Compare video with text analysis (hyperresearch)

2. View recorded lectures: Introduction to *HyperResearch and HyperTranscribe-- Excerpt from The Lifeflight Ventilator Project-Liz Cartwright and Mark Romero*

- Basic coding of text
- Basic coding of video segments
- Relational queries between video segments
- Relational queries between video and audio segments
- Establishing code criteria via Boolean logic (Cinderella exercise)
- Hypothesis testing

READINGS

Dowdall, George W., and Janet Golden

1989 Photographs as data: An analysis of images from a mental hospital. *Qualitative Sociology* 12(2):183-213.

Goldstein, Barry M.

2007 All Photos Lie: Images as Data IN *Visual Research Methods: Image, Society and Representation*, Gregory C. Stanczak, ed., pp. 61-81. Thousand Oaks, CA: Sage.

Week Two

1. View recorded lectures: From ethnographic films to ethnographic research (illustration vs. data)
 - Where filming fits into the anthropological research process
 - Ethics of picture "taking"
 - Consents and Human Subjects
 - Public vs. private spaces
 2. View Recorded lectures: The Still Camera
 - Organizing your still photos
 - Multiple methods using still photography
 - Photo elicitation
 - Digital storytelling
- Basic settings for prosumer video cameras

Field Exercise: Practice shooting a sequence-class shoot
Post your footage for class review

READINGS

Knoblauch, Hubert, et al.

2008 Visual Analysis. New Developments in the Interpretative Analysis of Video and Photography. *Forum: Qualitative Social Research* 9(3).

Platenkamp, Jos D. M.

2006 Film and non-verbal Expressions of Culture Amongst the Tobelo. *In Reflecting Visual Ethnography: Using the camera in anthropological research*. M. Postma and P.I. Crawford, eds. Pp. 52-77: Leiden: CNWS Publications & Højbjerg: Intervention Press.

Week Three

Continuous sample and a point in time sampling strategies for collecting visual data..

Field Exercise: Practice with cameras to shoot footage for practice analysis
Discussion about what it means to "see" something
How do we best capture behavior for analysis?

View recorded lectures: Explaining the internal logic of a cultural phenomenon
Excerpt from *Learning To Make Tortillas -Liz Cartwright*
Shoot for the cut

In-camera edited short-4 teams
Planning/storyboarding/thinking it through
Shoot actions and review footage

READINGS

Marion, Jonathan & Jerome Crowder

2013 Visual Research: A Concise Introduction to Thinking Visually. Forthcoming. Bloomsbury Press: London. Chs. 4-7.

Week Four

Theory workshop —Refer to suggested readings list for the class. We'll break into small groups and work on creatively thinking through how to design visual data gathering methods and strategies that can advance some of these basic anthropological theories (e.g. stigma, racism, embodiment, acculturation, affect, etc..) The readings should inspire your research imaginations...they are just a beginning point for discussions.

Field exercise: Shoot practice footage on location, post footage for class review and discussion.

Kimbell, Lucy

2008 Closing Keynote Address - Reassembling the visual. *Ethnographic Praxis in Industry Conference Proceedings* 2008(1):316-324.

Simoni, Simonetta

1996 The Visual Essay Redefining Data, Presentation and Scientific Truth. *Visual Studies* 11(2):75 - 82.

Week Five

1. Audio-Microphones

Types of speech acts that can be captured-interviews vs. naturally occurring speech acts
Giving back versions—making it useful
Manipulation in post-production—creating new speech acts

2. Interviewing techniques on camera

Basic do's and don'ts
Microphones and micing an interview
Practice setting up and conducting interviews and focus groups

Continue developing final class video analysis project

Week Five

Work as teams on final class video analysis projects

Presentation of final class projects: Post to class website for review by Tuesday of this week for open discussion, critique and peer-grading.

Final project to be submitted to instructors by Friday 5 pm PST.

The following readings are suggested background reading. Each section is meant to give you some ideas about how to visually conceptualize an anthropological theory.

Visualizing Theory-Discussion #1 *Seeing (Racism, stigma, gestures)*

Bernard, H. Russell

2005 *Research Methods in Anthropology: Qualitative and Quantitative Approaches* Lanham, MD: AltaMira Press. Chapter 15, Structured Observation

Crowder, Jerome

2007 *Aymara Migrants in El Alto, Bolivia: A Photographic Essay*. *Research in Urban Sociology* 8:181-195.

- Enfield, N.J., Kita Sotaro, and J. P. deRuiter
 2007 Primary and Secondary Pragmatic Functions of Pointing Gestures. *Journal of Pragmatics* 39:1722-1741.
- Finlay, W.M.L., C. Antaki, and C. Walton
 2007 On Not Being Noticed: Intellectual Disabilities and the Nonvocal Register. *Intellectual and Developmental Disabilities* 45(4):227-245.
- Goodwin, Charles
 2000a Vision. *Journal of Linguistic Anthropology* 9(1-2):267-270.
- Gravlee, Clarence C.
 2005 Ethnic Classification in Southeastern Puerto Rico: The Cultural Model of "Color" Social Forces 83(3):949-970.
- Suchar, Charles S.
 1997 Grounding Visual Sociology Research in Shooting Scripts. *Qualitative Sociology* 20(1):33-55.

Visualizing Theory Discussion #2 *Touching (Embodiment)*

- Archer, Dane
 1997 Unspoken Diversity: Cultural Difference in Gestures. *Qualitative Sociology* 20(1):79-105.
- Nishizaka, Aug
 2007 Hand Touching Hand: Referential Practice at a Japanese Midwife House. *Human Studies* 30:199-217.
- Radke-Yarrow, Marian, et al.
 1993 Affective interactions of depressed and non-depressed mothers and their children. *Journal of Abnormal Child Psychology* 21(6):683-695.
- Rose, Mike
 1999 "Our Hands Will Know": The Development of Tactile Diagnostic Skill—Teaching, Learning, and Situated Cognition in a Physical Therapy Program *Anthropology & Education Quarterly* 30(2):133-160.

Visualizing Theory Discussion #3 *Participation, Acculturation, Habitus*

- Goodwin, Marjorie H.
 2000b Participation. *Journal of Linguistic Anthropology* 9(1-2):177-180.
- 2007b Participation and Embodied Action in Preadolescent Girls' Assessment Activity. *Research on Language and Social Interaction* 40(4):353-375.
- Mackenzie, Colin F., Yan Ziao, and Richard Horst
 2004 Video task analysis in high performance teams *Cognition, Technology, & Work* 6:139-147.
- Thornquist, Eline
 1997 Three Voices in a Norwegian Living Room: An Encounter from Physiotherapy Practice *Medical Anthropology Quarterly* 11(3):324-351.

Visualizing Theory Discussion #4 *Affect (Emotion)*

- Goodwin, Charles
 2000a Vision. *Journal of Linguistic Anthropology* 9(1-2):267-270.
- Kockanska, Grazy, and Marian Radke-Yarrow
 1992 Inhibition in Toddlerhood and the Dynamics of the Child's Interaction with an Unfamiliar Peer at Age Five *Child Development* 63:323-335.

Visualizing Theory Discussion #5 *Combining various levels/foci of analysis*

- Crasborn, Onno, et al.

- 2006 Combining video and numeric data in the analysis of sign languages with the ELAN annotation software
Jules-Rosette, Bennetta, Cristin McVey, and Mark Arbitrario
- 2002 Performance Ethnography: The Theory and Method of Dual Tracking. *Field Methods* 14(2):123-147.
- Shrum, Wesley, Ricardo Dudque, and Marcus Ynalvez
2007 Lessons of the Lower Ninth: Methodology and epistemology of video ethnography
Technology in Society 29:215-225.
- Books Also Suggested:
- Pink, Sarah *Doing Visual Ethnography* ed 2
- Banks, Marcus and Jay Ruby *Made to be Seen: Perspectives on the History of Visual Anthropology*, Univ of Chicago Press 2011
- Marion, Jonathan and Jerome Crowder *Thinking Visually* (forthcoming)...we'll provide chapters to class participants.