

Crafting ethnographic experiences : Ways of knowing Facebook - A practice based exploration of digital spaces -Digital spaces // design thinking // crafting // research methods // social life

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Crafting Ethnographic Experiences

Ways of knowing Facebook - A practice based exploration of digital spaces Digital spaces // design thinking // crafting // research methods // social life

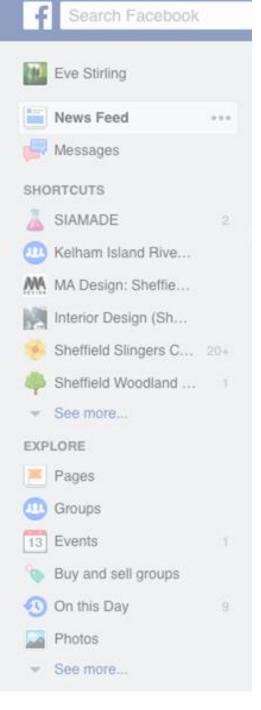
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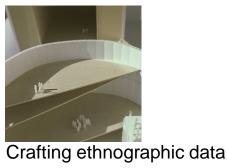


Digital Materiality

Digital and physical space and place making practices

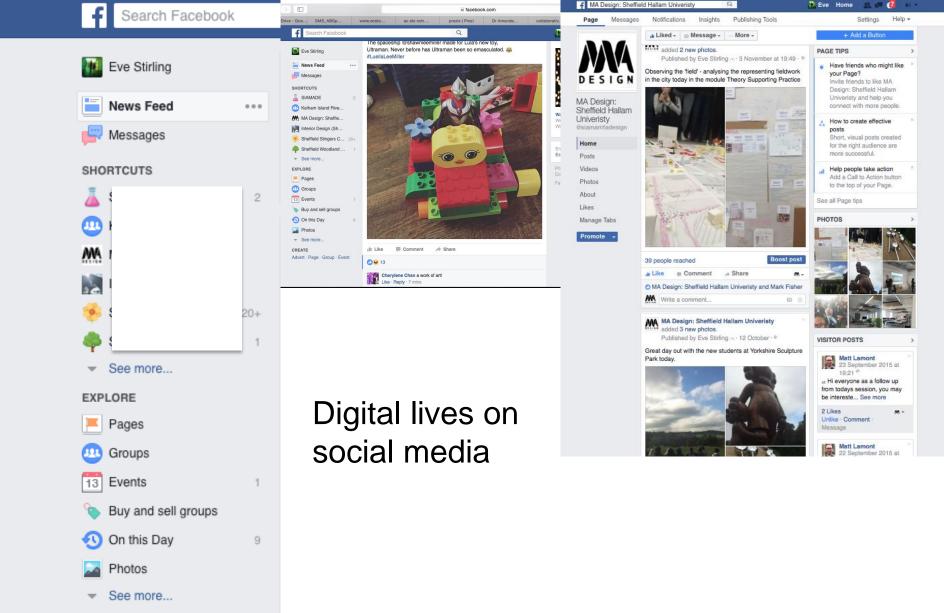
Methodological approach







Facebook efficacy and home learning in new build residential developments



Sheffield Hallam University 91% of undergraduate students describe themselves as using <u>SNSs</u> 'regularly' or 'sometimes' (<u>Ipsos</u> MORI, 2008, p.10).

Temporal context

Facebook interface 2010-2011



Selwyn's (2009) findings were that Facebook forms a vital part of the student life experience "allowing roles to be learnt, values understood" (p.15). Kirschner & Karpinski (2010) findings suggest that "Facebook is not a separate activity" (p.1241) in the lives of the student participants.

A grammar of Facebook

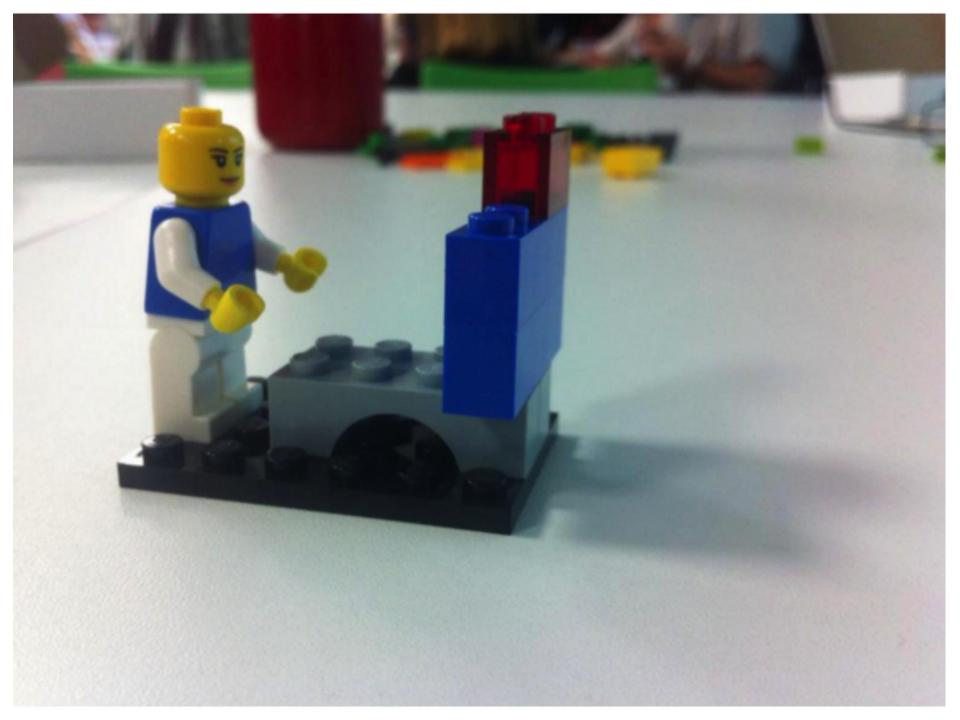


This "grammar" of Facebook is not a prescriptive set of rules which Facebook follows, but it is a descriptive explanatory section to aid readers' understanding of the "architecture" and "language" of the website.

Why waste your time on Facebook?

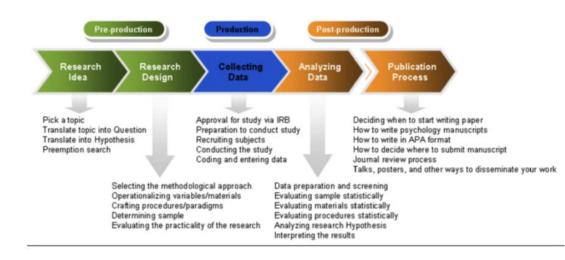
A temporal analysis of first-year undergraduate students and transition in UK Higher Education

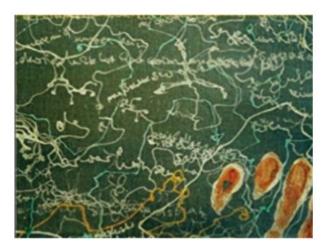




Explore undergraduates' use of Facebook in the first year of university.

How and why do first year students use Facebook?





Process



Source: The Process of Design Squiggle, Damien Newman

A multi-sited connected ethnography

Data collection:

1. A large-scale online anonymous questionnaire emailed to 4650 students in August 2010 before they started university.

2. A year-long ethnography focusing on 6 participants and uses both digital and concrete sites: Facebook profile and face-to-face meetings.



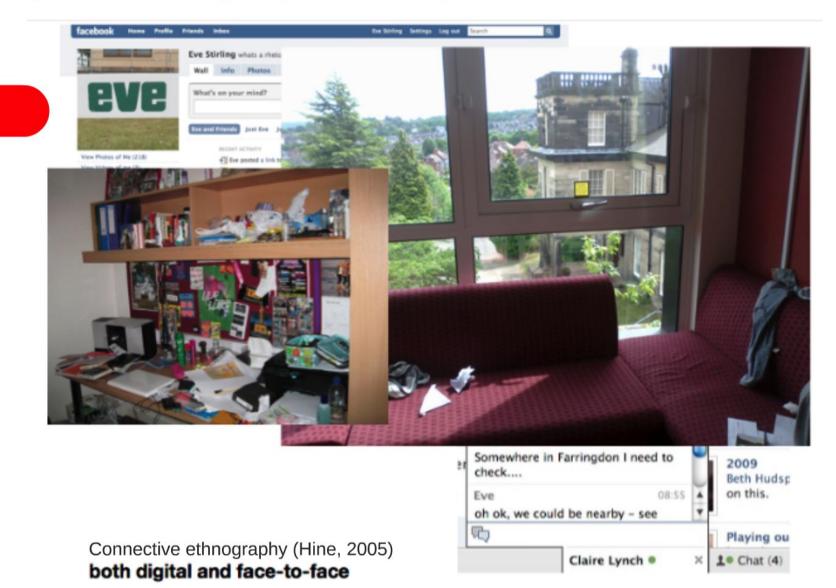
Observing and participating in the everyday

The number of responses in relation to the population.

The interconnected life-worlds of a first-year student



digital and physical spaces of HE



Making as a research approach to make sense of data from the field

my observations included: fieldnotes, scratch notes, critical incidence screen shots, interview transcripts, photographs and videos.



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Status Updates

started using Book List Challenge.





TED Talks Wofford College president Ben Dunlap tell the story of Sandor Teszler, a Hungarian Holocaust survivor who taught him about passionate living and

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scription

were due to meet on Wednesday 24" v but Ignas forgot! He added me on FB I we have arranged to meet on the 8th

as is Lithuanian and a dual hons student Ignas is very intelligent, mature, o Philosophy and Pschology. He studied IB kind. applications last October. He has applied play hard. year and will leave Sheffield if he gets epted.

has started using Facebook more since experiences. rting university which is a change, he

Feelings (emotion)

special effort to go into uni. I was understanding that I had to be nic need all the participants I can get I was pleased he added me as a FB so that lessened my concerns

ore coming to UoS. He wanted to go to He seems not to have many frien lord University but missed the deadline he wants it to be more serious. W

Culturally he has had very differe



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Facebook questions

Over the last year I have been conducting research into first year undergraduate students use of Facebook for my PhD. You may remember filling in a questionnaire last August about your Facebook use? This questionnaire is the final part of my research and I'd love to hear from you even if you didn't fill in the questionnaire the first time round.

Please take a moment to answer these quick questions on your Facebook usage over the year and your feelings about Facebook. The analysis of these answers will be used as background information for the larger in depth study on students' views and experiences on Facebook in relation to university life

All answers are anonymous; data gathered from this questionnaire will be used for academic purposes only. This study has received ethical approval from the University of Sheffield School of Education Research Ethics Committee

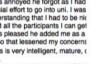
Thank you very much for taking part you have really helped the research eve stirling

If you have any questions please get in touch: eve.stirling@sheffield.ac.uk

1. Facebook makes me feel... *

2. ...because ... plain why you feel this way

mess?



He is driven to study at Oxford.

I was annoyed he forgot as I had



AND A VALUE OF





ple will have read only 6 of the 100 ny have you read?

lifelong learning.

analysis

inspired by practice based methods

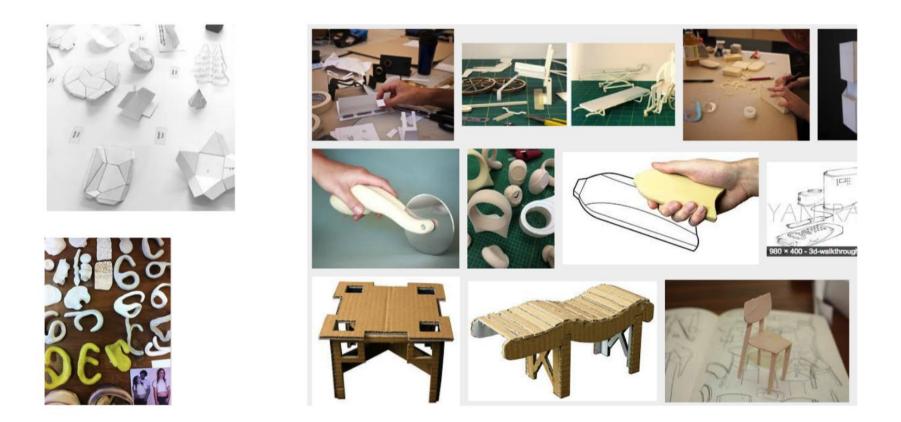
Architectural models as a research method

Architectural scale models are used in a variety of ways; 'a thinking and defining mechanism for understanding and demonstrating' (Smith, 2004, p.3). Often the model is used to explain the design process and is an artifact as an elicitation tool.



Card modelling (also called sketch model, maquette)

Used for thinking through an idea



Iterations. Inspiration. Quick and responsive.

examples from my practice

Research artefacts

Design Methods Card Modelling



translation from the field work to the reader (in alternative forms)

transmission to audiences that present different ways to know and engage the social world

'how knowledge is translated and moves?'

(Jungnickel and Hjorth (2014, p.138).

A narrative tells a story, it talks of the person, the object or the space and their experiences.

Interpreting interior space as a narrative adds depth and Breadth to the understanding of how environments are psychologically inhabited by the individual (Ganoe, 1999).



Top news - Most recent

Video	Events	View all
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translation (Facebook architectural model)













The model as an interface (Degen et al., 2015) to realise my digital and physical ethnographic experiences

Experiential knowledge was translated

Embodied sense making (Groth, 2016)

transmission (Facebook Timeline infographic)

My Facebook Friends Stories		EXAM RESULTS FRESHER'S WEEK	SEMESTER ONE	EXAM PERIOD	SEMESTER TWO	EXAM PERIOD
		AUGUST 2010	DECEMBER 2010		FEBRUARY 2011	JUNE 2011
finding my place meeting Facebook-to-Facebook meeting face-to-face	Ruth	Ruth's Story making friends in the digital				
this uni is run on Facebook societies, lectures and watching tv I'm always on	Josie		Josie's Story Facebook organises my life at uni			
Disengagement I don't want to chat now I'm so bored	Tomas			Tomas' Story I don't want to be here anymore		
what's a Facebook friend? managing friends and access scales of friends (near and far)	Sally				Sally's Story Facebook connects me to all my friends	
Help I've only written 700/1500 We use Facebook in lectures, of course!	Mike				Mike's Story using Facebook for academic study	
socially connected play procrastinating on Facebook? Yes, quite a lot!	Ying					Ying's Story STUDY Yam I still in fb?
		discussion discus	ce to each Facebook Friend & the time of year enrection aging triends procrastination & play			

Conclusions

making of the model was a space-time for me to immerse myself in the experience of using Facebook be away from (and yet inhabit) the field

social interactions + experiential, tacit knowledge

Facebook use shapes the social practices of university students and the relationship between this engagement and the student experience is strong in many students lives

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