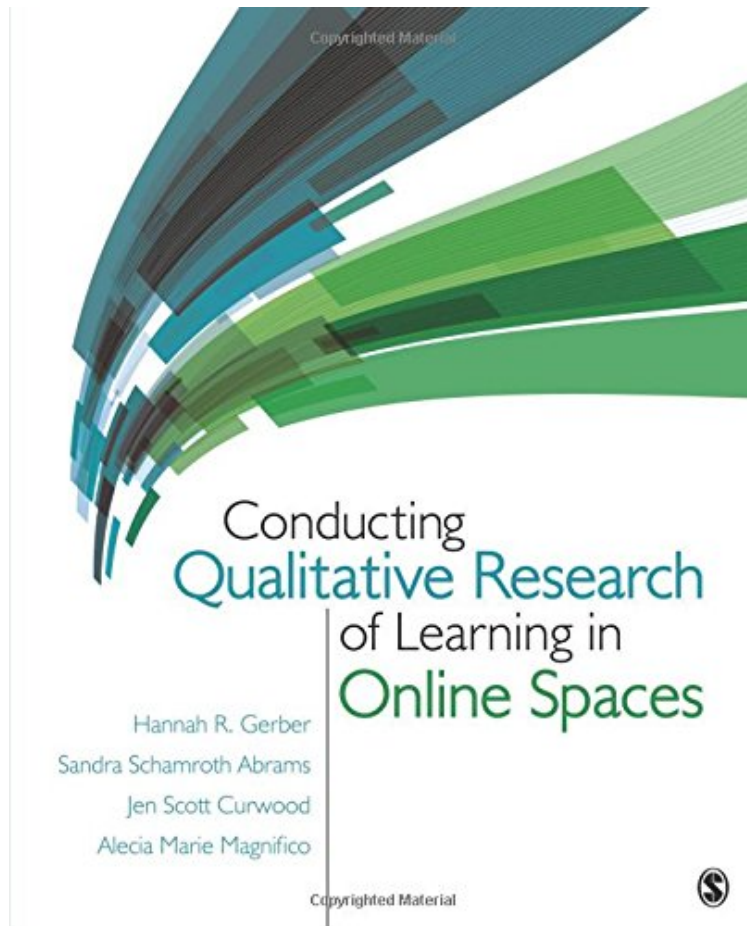


Conducting Qualitative Research of Learning in Online Spaces

Hannah R. Gerber, Sandra Schamroth Abrams, Jen Scott Curwood, Alecia Marie Magnifico
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Hannah R. Gerber, Sandra Schamroth Abrams, Jen Scott Curwood, Alecia Marie Magnifico : Conducting Qualitative Research of Learning in Online Spaces before purchasing it in order to gage whether or not it would be worth my time, and all praised Conducting Qualitative Research of Learning in Online Spaces:

0 of 0 people found the following review helpful. Well-organized, easy to follow. Excellent guidebook!!By Daniel BobinskiI found this to be a *very* helpful book. Its well organized, easy to follow, and straightforward. Each chapter starts with a short list of Guiding Questions which I LOVED. It established a mental framework for me right up front, so I didnt have to create one along the way. (Im also an author of non-fiction books, and Im going to start incorporating this technique in my own books!) Having completed all my doctoral studies EXCEPT for the dissertation, this book is helping me clarify how I plan to do my research and with this books help, I will have a clear plan for how to go about it.Ive read through it once Now Im ready to read through it again while in front of my computer and create my plan as I go. The authors do a great job of laying out (and explaining) the various options, so by reading through each chapter, I can simply select which option(s) I want, and create my plan.For reference, I hold

an undergrad degree in Workforce Education Development and a masters in Human Resource Training Development. Once my dissertation is done, my PhD. will be in Organizational Learning Leadership. Ive been self-employed in the field of Human Resource Development for nearly 30 years, teaching nationwide as well as in a dozen other countries. Ive taught using seat-classes as well as through live webinars and e-learning using course content Ive created. Obviously, online learning is integral to todays world of learning. This book appears to be a perfect companion for those wanting to conduct research in that environment.

Qualitative researchers have grappled with how online inquiry shifts research procedures such as gaining access to spaces, communicating with participants, and obtaining informed consent. Drawing on a multimethod approach, *Conducting Qualitative Research of Learning in Online Spaces* explores how to design and conduct diverse studies in online environments. Authors Hannah R. Gerber, Sandra Schamroth Abrams, Jen Scott Curwood, and Alecia Marie Magnifico focus on formal and informal learning practices that occur in evolving online spaces. The text shows researchers how they can draw upon a variety of theoretical frameworks, methodological approaches, and data sources. Examples of qualitative research in online spaces, along with guiding questions, support readers at every phase of the research process.

This book helps students not only to understand the complexities of researching online learning but also how they can apply these theoretical perspectives to their own research through its extensive and varied examples of contemporary online research.--Damiana Gibbons Pyles This book takes online qualitative research methods to the next level in terms of innovative methods, data collection and analysis, as well as mapping out a more nuanced and useful set of ethical perspectives to guide researcher practice in online spaces.--Pamela Whitehouse In a rapidly evolving field, this book stands as valuable point of reference. It offers a lively, thoughtful and critical commentary on learning in online spaces, and challenges readers to do the same. The authors offer an agenda to advance the field further, identifying the foundational issues and approaches to studying these which will shape new work in the years ahead.--Martin Oliver For breaking the barrier of technology and qualitative research, *Conducting Qualitative Research of Learning in Online Spaces* is a confidence builder for those who have never ventured into such spaces. Very thoughtful and accessible, I highly recommend this text.--Darnell Bradley In the long history of education, online learning is a recent advancement of pedagogy. Online instructors, researchers, and students have, to-date, simultaneously enacted a range of individualized methods to conduct their work, while seeking a primer on guidelines to follow that does not exist. Finally, they have *Conducting Qualitative Research of Learning in Online Spaces* to help them organize their efforts, ethics, tools, and definitions and they no longer have to spend valuable research time seeking such standards.--Robert G. Doyle For breaking the barrier of technology and qualitative research, *Conducting Qualitative Research of Learning in Online Spaces* is a confidence builder for those who have never ventured into such spaces. Very thoughtful and accessible, I highly recommend this text. (Darnell Bradley) This book helps students not only to understand the complexities of researching online learning but also how they can apply these theoretical perspectives to their own research through its extensive and varied examples of contemporary online research. (Damiana Gibbons Pyles) This book takes online qualitative research methods to the next level in terms of innovative methods, data collection and analysis, as well as mapping out a more nuanced and useful set of ethical perspectives to guide researcher practice in online spaces. (Pamela Whitehouse) In a rapidly evolving field, this book stands as valuable point of reference. It offers a lively, thoughtful and critical commentary on learning in online spaces, and challenges readers to do the same. The authors offer an agenda to advance the field further, identifying the foundational issues and approaches to studying these which will shape new work in the years ahead. (Martin Oliver) In the long history of education, online learning is a recent advancement of pedagogy. Online instructors, researchers, and students have, to-date, simultaneously enacted a range of individualized methods to conduct their work, while seeking a primer on guidelines to follow that does not exist. Finally, they have *Conducting Qualitative Research of Learning in Online Spaces* to help them organize their efforts, ethics, tools, and definitions and they no longer have to spend valuable research time seeking such standards. (Robert G. Doyle) About the Author Hannah R. Gerber is an associate professor of literacy in the Department of Language, Literacy Special Populations at Sam Houston State University in Texas. Gerber's research focuses on adolescents' videogaming practices, examining confluences of learning across various literacies in multiple online and offline settings. Her recent work appears in *English Journal* and *Educational Media International*. She is a coeditor of *Bridging Literacies with Videogames and Education* and the *Arab Spring*. Sandra Schamroth Abrams is an associate professor in the Department of Curriculum Instruction at St. John's University in New York. Her research of digital literacies and videogaming focuses on layered meaning making and agentic learning across online and offline practices. Her work appears in the *Journal of Adolescent Adult Literacy* and *Journal of Literacy Research*. She is the author of *Integrating Virtual Traditional Learning in 6-12 Classrooms: A Layered Literacies Approach to Multimodal Meaning Making* and coeditor of *Bridging Literacies with Videogames*. Jen Scott Curwood is a senior lecturer in English education and media studies at the University of Sydney in Australia. Her research focuses on literacy, technology, and teacher professional development, and she has recently investigated

young adults' writing practices in online spaces and teachers' integration of digital tools in content area classrooms. Curwood's work appears in the *Journal of Literacy Research*, *Teaching Education*, and *Learning, Media, and Technology*. Alecia Marie Magnifico is an assistant professor in the Department of English at the University of New Hampshire, where she teaches courses on English education, digital literacies, and research methods. Her research focuses on understanding, supporting, and theorizing students' and teachers' writing in online and offline contexts. Magnifico's recent work appears in *Literacy*, the *Journal of Adolescent Adult Literacy*, and *E-Learning and Digital Media*.