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Gilbert, N. J., & Driscoll, M. P. (2002). Collaborative knowledge building: A case study. *Educational Technology Research and Development, 50*(1), 59-79. doi:10.1007/BF02504961

The author creates a convincing case for the importance of this research. According to Gilbert and Driscoll (2002), the workforce will require more knowledge workers as our economy moves ever closer to being driven by the sharing of information. Because of this shift, it is necessary to prepare students more effectively to participate in this type of economy. The authors argue that constructivist pedagogy adequately prepares students to become productive members of the information society because constructivist practices "provide opportunities for students to access, use, manipulate, and evaluate information using authentic problem-solving activities" (2002, p. 59).

The theoretical frameworks introduced in this article are appropriate for the topic being studied. The authors discuss constructivism as described previously. In addition to constructivism, other theoretical frameworks that impact this work include knowledge-building communities and Jonassen's interpretation of technology's role in the learning environment (Gilbert & Driscoll 2002). The authors assert that knowledge-building communities are a constructivist strategy in teaching and learning, and provide adequate information to connect this perspective to the topic.

The authors cite Jonassen (1995) in their literature review to address how technology is viewed in this research. Jonassen's belief is that in constructivist pedagogy, technology "engages students in the enterprise of constructing knowledge" and any tool or product that students use to form their own interpretations of knowledge can be considered technology. It is helpful to know this perspective in order to understand the choices made regarding the research.

In addition, the literature review discusses the computer-supported intentional learning environment, known as CSILE, prior to detailing the study methods. Gilbert and Driscoll include the CSILE example as a demonstration of a learning environment that uses a computer to support a knowledge-building community. The authors state that the majority of the research on CSILE up to the time of this project have been focused on grade-school aged children, with the traditional grade school year as the timeframe for existing work. They also mention another tool, known as Construe, that is geared more toward higher education settings. The inclusion of CSILE and Construe in the literature helps add legitimacy to the narrative because it demonstrates that the authors have appropriately researched the topic and are knowledgeable about the recent literature in the domain.

The research purposes are described clearly in this article. The authors state that they explored two research questions. The first question has to do with the "instructional conditions" (Gilbert & Driscoll 2002, p. 62) in a course and whether those conditions produced a collaborative knowledge-building community among the participants in the course. The second question explored the "instructional management issues" (p. 62) that developed as a result of those strategies. These questions align well with the theoretical frameworks and literature provided in the introduction of the article.

Adding to the credibility of the authors, Yin is cited in the justification for selecting single case study to explore this research topic. Based on what the authors provided in their literature review and their justification for using single case study, it appears to be a good methodological fit since they hope to examine the conditions in one particular course that is utilizing the collaborative knowledge-building instructional strategy. One unique aspect of the methods employed in this case study is that the research team identified a student from the

course used at the setting for the research to participate as a "participant observer" (Gilbert & Driscoll 2002, p. 63).

The researchers designed four instructional conditions based on their literature review of learning communities with the hope that these design elements would improve the class learning community. This aspect of the research feels like a slight diversion from traditional qualitative research, although the rest of the methods in this study align with qualitative research methods. Gilbert and Driscoll utilized ten sources of data to conduct their analysis and derive findings. These data sources included:

- A background survey
- Confidential reports
- Artifacts collected as part of the regular proceedings of the course, such as reading reactions, concept maps, course reflections, and project submissions
- A teaching assistant journal
- A participant-observer journal

These data sources are diverse and arranged in the article as a table that illustrates what each data would be used to assess. The table is well-organized and very useful in communicating how each piece of data collected relates to the research. It appears that the research team was thoughtful and intentional in their data collection and analysis.

To analyze this data, the researchers created a profile for each participant in the research. In the case of this course, data collected from every student in the class was digitized and stored in one place for each individual. Other pieces of data were stored based on the learning groups in the course, while other artifacts from the course were coded and organized based on the instructional conditions and research questions the researchers identified in the beginning of the

project. To test the validity of coding, the authors mentioned they had the instructor re-code a piece of data, which resulted in “almost complete agreement” (Gilbert & Driscoll 2002, p. 65).

In the results, the authors share six design guidelines for others looking at designing collaborative knowledge-building environments and organize these guidelines in a table that is clear and easy to read. Several design guidelines are further highlighted as new ideas related to building this kind of learning environment that could be implemented and further refined in future research, while the remaining guidelines are identified as contributing to existing literature supporting their effectiveness (Gilbert & Driscoll 2002, p. 78).

The authors communicate clearly the implications for both this project and practical applications of the results, and also situate the findings in literature in a way that suggests refinement or reaffirmation of existing theory. For example, the authors offer their finds as one solution for designing learning environments that support development of higher-order thinking skills in students. They also suggest that integrating constructivist principles into the design of collaborative knowledge-building communities could have potential for distance learning as well, though they do offer the caveat that more research based on this initial project would be needed.

In summary, this article is a well-articulated, logically organized, readable manuscript. It demonstrates all the qualities listed in the evaluation criteria for the Adult Education Quarterly journal. Any criticisms that I have of this work fall into the minor category and would not change the way this study was conducted or the way this narrative is structured and presented.

Hrastinski, S. (2008). The potential of synchronous communication to enhance participation in online discussions: A case study of two e-learning courses. *Information & Management, 45*(7), 499-506. doi:10.1016/j.im.2008.07.005

Hrastinski's study explores the ways synchronous communication can be used within asynchronous e-learning contexts. The study also looks to explain the impact of synchronous communication strategies on participation in online discussions in otherwise asynchronous settings. In my opinion, while not explicitly stated, the author seems to imply that recommendations based off this case study research will be made for improving participation in online discussions.

In this narrative of the case study, the theoretical perspectives used in the work are explicitly stated. The author is examining synchronous communication and its effects on participation with media theories as a lens. For example, Hrastinkski cites media richness theory, media naturalness hypothesis, and the cognitive model of media choice to build the theoretical positioning of the research. Based on this narrative, I believe the author feels that these theories, when considered in tandem, can help develop instructional tools and methods whose characteristics "better support synchronicity, naturalness, or social presence" (Hrastinkski, 2008, p. 500).

The author selected two online course settings as the cases for this study. The cases were not the same course, but they did require the same sequence of asynchronous and synchronous communication to complete course activities. To collect data, the researchers utilized electronic logs, distributed questionnaires, and conducted interviews with participants. According to the author, this research assumes that "participation is a complex phenomenon" (p. 500), therefore requiring various data collection methods. Because the researchers were also interested in participants' perceptions of participation in the discussions, interview and self-report

questionnaire collection methods were used and compared to the electronic log files containing quantitative information about participation. Hrastinski reflects that analyzing participation in this way helped address the concept in the most complete way possible.

The author provided a brief explanation of the questionnaires used. They were distributed after each discussion to gather participants' thoughts on aspects of the activity in a seven-point Likert Scale rating system (p. 502). Interviews were conducted a month after the conclusion of the discussion activities analyzed in this research and participants for interviews were randomly selected. They were asked questions aimed to elicit participants' opinions about the level of social presence in the synchronous and asynchronous activities.

This article was incredibly useful for me when considering my own project. Since I also hope to compare online discussion activity to study the impacts of design choices on the quality of the discussions, I feel that these methods were valid for the problem stated at the beginning of the narrative. Most valuable is the format for selecting and conducting interviews to collect student perceptions. I plan to sample students randomly to gather feedback regarding some of the design choices in the courses that they will participate in, and I believe interviewing is probably the most effective way to obtain that information. I also felt that the use of questionnaires after each discussion activity to gather data from all the participants in each case helps validate the conclusions in the research. This is something I think I should consider when planning my project.

A criticism of this work that I noticed from the start is that the author appears, based on the narrative of the research provided in this article, to have already held a belief about the impact of synchronous communication on participation in the case settings described. This could be because the project was not supposed to be an exploratory study, though this is not stated anywhere in the research. The language used to articulate the sub question related to the problem

statement seems to imply that the author was testing a hypothesis, even though the initial problem statement is really open-ended. If I were to guess, I suppose this could be the result of the author reworking the narrative for publication.

Marina, P. (2018). Buskers of New Orleans: Transgressive sociology in the urban underbelly. *Journal of Contemporary Ethnography, 47*(3), 306-335. doi:10.1177/0891241616657873

In this ethnography, the author describes the culture of buskers living New Orleans. Though not stated explicitly, Marina uses his observations, interviews, and experiences participating in the busker culture to argue that often it is possible for these individuals to live just as comfortably as those who work traditional nine-to-five jobs in offices. In my opinion, Marina asserts his argument by stating that "the labels often attached to buskers – poor, lazy, undignified – fail to match the reality" (p. 326). Further, I also believe the author attempts to claim that varying degrees of social inequality faced by individuals in certain urban populations push those individuals to find ways to make money when traditional jobs are not available or appealing. For example, Marina explains through conversations with buskers on the streets of the French Quarter that many make much more money for a lot less effort than those who are legally employed in the service industry. Marina also states that this tends to hold true for young black males especially, who often forgo school to make money on the streets because even with a high school diploma, they would not be able to achieve an income equivalent to their busker income (p. 322). In fact, the author alleges that in some cases, the rewards for buskers are greater than for those with traditional employment, as many musicians get their start performing in the streets for tourists which allows them to hone their skills and potentially perform at nightclubs, with professional recording bands, or as hired entertainment elsewhere (p. 308).

The author's methods for data collection involve traditional ethnographic tools, such as participant observation, interviews, participation in the culture itself, and collection of artifacts. Not only did Marina spend time walking around and interacting with buskers, but he also observed how tourists interacted with buskers and how those interactions differed depending on which block or neighborhood they were at. In addition, Marina collected the local ordinances

relating to street performances for popular busking locations including Jackson Square, Royal and Bourbon Streets, and the French Market district. He uses evidence from the local ordinances to explain how the tourism industry around New Orleans makes busking a lucrative money-making activity. The researcher also included excerpts from conversations with buskers he met to further support his arguments.

Based on the way the author discusses living among the buskers and participating in a sideshow, it would appear that Marina's reflections on his methods demonstrate a certain sense of achievement (p. 307). With language such as "I don't settle for examining the city's modern underbelly; I creep and crawl through it myself," Marina seems to highly regard his methodological choices. Marina states outright that he analyzed his experiences in the field through perspectives from the discipline of sociology, including the sociology of transgressive behavior. The author also appears to take a critical perspective in attempting to change to the way outsiders view busker culture based on the stated argument that busking is not a choice for the lazy or unambitious. The author describes how some of the buskers he develops relationships with spend years perfecting their routines and possess a high amount of what could be termed industry knowledge about where the best busking spots are, and what times are the best for making money, avoiding interactions with police and shopkeepers, etc.

While this article did not a formalized structure like other traditional forms of empirical research, I found that the organization worked to support Marina's argument. The author begins with a narrative tour of the French Quarter, rich with description of the street life. He then talks about the different locations in depth, and then proceeds with incredibly detailed depictions of buskers' daily lives and the thought processes behind them. This article could almost have passed as a narrative of New Orleans street performers, but the way Marina uses the participants

in this article to shine a light on minutiae of the culture of busking places this work firmly in the ethnography camp.

Cox-Davenport, R. A. (2014). A grounded theory of Faculty's use of humanization to create online course climate. *Journal of Holistic Nursing, 32*(1), 16-24. doi:10.1177/0898010113499201

In this grounded theory study, the author explores the topic of humanization in online courses. The author uses a graduate level nursing program to study this topic in action. In a grounded theory study, the goal of the research is to develop a theory based on the beliefs and experiences of the participants in the study (Creswell 2013). Cox-Davenport uses grounded theory to attempt to derive a theoretical explanation that addresses the following questions:

1. "How course faculty create and maintain social presence in an online course" (Cox-Davenport 2014, p. 16)
2. "How [course faculty] perceive their online course climate" (Cox-Davenport 2014, p. 16)

Although not explicitly stated, I would also include "understand the ways in which climate setting is thought about and understood by faculty" to the list of questions (p. 17), as this is brought up in the methods section. These questions guide the design of the research throughout, from the interview questions to the other methods used in the study.

Cox-Davenport explicitly states the theoretical perspective taken in this study. The author describes the community of inquiry model proposed by Garrison et al. (2000) and how it impacted the research focus. According to the author, the two areas of overlap in the community of inquiry framework provided impetus for the study. These were social presence and teaching presence, and in the framework, the overlapping area of these two types of presence is known as "setting climate" (Garrison et al. 2000). Cox-Davenport argues that course climate is "created by course faculty, influences the way in which students learn and their feelings of satisfaction with their learning" (2014, p. 16).

To collect data, Cox-Davenport explains that Glaser & Strauss (1967) were used to guide the specific grounded theory method employed in the study (2014, p. 17). Specifically, Cox-Davenport mentions using theoretical sampling as a technique to identify study participants, and also utilized snowballing, though this was not explicitly stated. Rather, the author explains that willing participants "were also asked to recommend other nursing faculty" (2014, p. 18). This strategy, according to Creswell (2013), would constitute snowball sampling.

The entire sample consisted of 10 faculty who were teaching master's level nursing courses in an online format. Once identified, the participants were interviewed and asked two opening questions. From there, Cox-Davenport explains that the interviews varied based on the responses to those initial questions (2014, p. 18). In addition to interviews, faculty were also asked to give investigators a "tour" of their online courses and explain various features, and they also submitted their syllabi for the courses. Interviews and course tours were recorded. Cox-Davenport also explained that the participants were frequently asked to review findings as data was coded and analyzed to ensure accuracy and confirm that the resulting themes "reflected their practice" (2014, p. 18). Axial coding and comparative analysis were employed after data was collected.

Overall, I find this study to be reflective of a more systematic grounded theory methodology, which would be reflective of a study modeled after Strauss. The author bases claims from the study on the evidence provided by the participants. While I would generally find the practice of allowing participants to review the work of the researcher suspect and an indicator of confirmation bias, in the case of grounded theory it is appropriate. Based on this writing, the author uses methods that are consistent with qualitative research and also with Glaser & Strauss' (1967) grounded theory strategy cited in the paper. Cox-Davenport's claims do a serviceable job

at explaining how faculty utilize humanization to set the course climate in the master's level nursing program.

Irvine, L. (2013). Animals as lifechangers and lifesavers: Pets in the redemption narratives of homeless people. *Journal of Contemporary Ethnography, 42*(1), 3-30. doi:10.1177/0891241612456550

Irvine composed a well-articulated narrative that tells the stories of a small number of homeless individuals in the western United States who keep animals as companions. From my interpretation, this study is in itself a narrative, and it simultaneously examines the narratives of the participants and how specific elements of the stories they tell support the author's argument. This narrative study attempted to speak to a variety of issues. First and foremost, Irvine's intention was to explore how animal companions allowed nongenerative adults to access redemption narratives (p. 23). I also believe the researcher attempted to address the ways in which individuals use narratives to shape their identities, and also explore how the theme of redemption is related to American culture among different populations (p. 4).

Specifically, this study thoroughly analyzes the personal narratives of individuals who are currently or were formerly homeless that feature a pet which acts as a motivator for change or abstaining from suicide (p. 5), which would be the turning point of the stories. This is a domain that is unfamiliar to me, but I believe Irvine's narrative falls into the social constructivist framework as we discussed it in class because the researcher utilizes the experiences of the participants as knowledge in support of the central argument. There is also the framework of human development theory on generativity, which is defined by Irvine as "an interest in leaving a positive legacy and making the world a better place" (p. 5), and is a quality typically identified in adults who have been afforded some type of privilege early in life. In other words, according to Irvine, this is not a quality one would normally ascribe to a person who has experienced homelessness. The researcher does not explicitly name any particular framework, though Irvine cites literature related to human-animal interaction in addition to the generativity literature. In the

end of the piece, the author also uses the evidence gathered for this project to call for a change in housing regulations for homeless individuals, specifically around allowing pets in apartments.

In the methods section, Irvine details the tools utilized to recruit participants and prompt them to share their narratives. It is here that we learn that Irvine is completing this research as part of a book project, but the researcher has selected a small number of stories that fit the theme of this particular paper. The researcher only mentions qualitative interviews as a data collection method, and the interviews were analyzed using a method called personal narrative analysis. Irvine states that the majority of the participants included in this narrative were recruited from "street clinics for the pets of the homeless" in the Sacramento and San Francisco areas, while a handful of others were approached on the street or at a park (p. 7). One particularly noteworthy reflection Irvine includes in this section is that the veterinarians were essential for assisting in gaining access to the population of interest for this study, as typical homeless shelters do not allow animals. Irvine also utilized the veterinarians and technicians during the intake procedure at the clinics to introduce the research project to prospective participants. Irvine also provided a $5 gift card to a local pet store to thank participants for sharing their stories (p. 8).

This is a unique narrative study in that I believe this research uses narrative as both the method and subject being studied, and that this particular study is a subset of a larger project, however, I believe it meets many of the criteria for a narrative study. For instance, the redemption theme serves as the turning point in the stories being told. The stories included here are organized based on themes of animals as life changers or life savers, and this is the framework through which the personal narratives were "restoryed" as Creswell notes (2012, p. 74). However, I don't know if the relationship building was as prominently detailed in this article, though that could have been a factor related to the population being studied.

Conceição, S. C. O. (2006). Faculty lived experiences in the online environment. *Adult Education Quarterly, 57*(1), 26-45. doi:10.1177/1059601106292247

The research questions presented in this phenomenology study center around faculty and online teaching. The investigator identified online teaching as the phenomenon to be explored from the perspectives of faculty who teach online. Specifically, the author sought "to understand the experiences of college faculty who teach online" (p. 32). In addition to this overarching goal, the researcher also wanted to discover the ways in which "faculty perceive and describe" distance education that they have instructed (p. 33).

The methods described align with the phenomenological style of Moustakas, as stated by the researcher. The study "focuses on a situation in which the investigated experience occurred" (p. 33). Conceição utilized snowball sampling and criterion-based sampling, which makes sense for the stated goals of the research. However, I do take issue with one of the criterion used for sampling, which limited the participant pool to tenure or tenure-track faculty who had taught online. In my opinion as a practitioner in the field, limiting the participants to tenure or tenure track faculty provides a wholly different style of experience than if online instructors who were not tenure-track were to be included. To remedy this, I would have suggested making the research question more specific to indicate that this study would be about tenured or tenure-track faculty's lived experiences teaching online. The researcher also purported to have followed traditional phenomenological processes and described briefly their interpretations of epoche, reduction, imaginative variation, and synthesis (p. 34) which was useful to further expand on the researcher's positionality and motives for conducting this study.

After recruiting ten participants from colleges and universities in North America, across various disciplines and ethnicities, the author conducted semi-structured, open-ended interviews with the participants. Follow-up interviews were also conducted, though over email rather than

synchronously. Conceição analyzed the interview data for themes, and categorized the comments into work intensity, which broke down into length of engagement with the course and depth of engagement with the course (p. 35-40) and rewards (p. 40-42). The author found that commentary regarding work intensity was related to the changing role of the instructor (p. 42).

While Conceição did not explicitly state that the framework they worked under was the Community of Inquiry (CoI) framework, previous research done around the CoI framework was cited in the beginning of the narrative (p. 28). In addition, the way interview themes were organized is reflective of the CoI framework. My assumption is that this theoretical framework informed the study. It is also important to note that the author stated directly that their belief is that "experience is a valid source of knowledge" (p. 32), which is an indicator of a constructivist belief system. The CoI framework was derived from the constructivist philosophy. Further, in the conclusion of this narrative, Conceição summarizes the findings of their study with a constructivist perspective by including statements such as "knowledge becomes an activity shared by the online learning community" (p. 44).

Overall, I found the methods utilized in this study to be reflective of what would be expected in a phenomenology study. The author's citing of scholars such as Moustakas added to the credibility of the research design. Conceição appears to have made an effort to represent diversity as much as was feasible given the sample size, and I found their synthesis of findings to align with other work in this domain as well as my own experiences in the field.