

Qualitative exercise

Preparation: Read through the instructions before starting.

Common ways of asking questions when doing qualitative research are:

Leading questions:

Can you tell me something about when you started to be interested in...?

Why did you visit...?

Attendant questions:

Can you say something more about..?

What do you mean by...?

Exploratory questions: To follow-up or do deeper into an answer that has been given earlier.

Precision questions:

What did you do then?

How did X react to what you said?

Indirect questions:

Which opinions do people have at this work when it comes to..?

Structured questions:

I like to switch to another theme.

Silence in order to Let the interviewee think

Interpretation questions:

Do you mean that your role has changed from being supportive to steering?

Does this mean that you think it is okay to be nice to the customer, as long as they are not demanding or unpleasant towards you?

Tasks

Step 1:

Task 1: Each group should:

Look at the first study presented below. It is an example of Children's Internet Safety

1. Change the questions to fit a qualitative study
2. Write down the questions
3. Which of these questions should not be asked? Why?
4. Is there a better way to formulate these questions so that they address the two key questions as on the following page?

Task 2: Write questions for a qualitative investigation of the following:

Case: You are going to investigate what people think about the word-processing program or text editors (e.g., Microsoft Word, Open office/LibreOffice, Google Docs, LaTeX, emacs, NotePad). As a group, develop at least 5 questions and write them down.

Step 2:

Each group should exchange the results of step 1 (for both tasks 1 and 2) with another group, then comment on the other group's result. The goal is to help the other group improve their analysis and presentation.

Step 3:

Interview each other. Use the questions that you developed in task 2 and ask the other group about their opinions. Remember that it is possible to ask different questions than those that you wrote. (For suggestions about types of questions, see the previous page.)

Write the answers while interviewing the group members and analyse the data. Write the result and talk to the other group about your findings. Does the group think that you have got the results correct, i.e., according to their opinions?

Note that an important goal of this exercise is to help groups determine **what data** they need to collect (and what data they do **not** need or should **not** collect) and **how much** and **what type of data** needs to be collected.

A secondary goal is to help understand how time consuming it is to generate good questions, to collect this data, and to encode this data. How many responses you need and how to analyze this data is outside the scope of this exercise, but is something that you must consider when doing a qualitative study.

Step 4: Submit your questions, comments from step 2, results of your interviews, and a summary of what you learned to your teacher.

Supporting material for Task 1 Children's Internet Safety

Background

The Internet has become a necessity for most people in our society. It gives the possibility to explore a wealth of information. Children benefit from the Internet when searching for knowledge. They spend a lot of time surfing the web, often unaware of the existence of computer criminals and cyber-sharks who want to exploit them.

The number of Internet crimes against children has increased dramatically. To protect children, it is necessary to help extending our knowledge about how one can make the Internet safer for children.

Parents and key persons, such as schoolteachers, are responsible for the safety of children. They are obligated to ensure that the children that they are responsible for are safe when using the Internet. Unfortunately, many of these guardians lack knowledge of how to secure Internet devices and how to make Internet access by children safer. Some of these guardians believe that there are no dangers on the Internet and do not see any reason to worry.

The purpose of this study on *Children's Internet Safety* is to gather information in order to gain a better understanding of common threats children face online. The aim is to build a website is to reach out to a larger number of people who are faced with problems similar to those presented in this study, specifically:

1. Are parents aware of potential problems and dangers of Internet access for children between 7-12 years old?
2. Are the schools for children between 7-12 years old using parental control methods to ensure the Internet safety of children?

Survey to parents of children between 7-12 years old

Circle the answer that is most suitable for you.

1. Gender	Man	Woman			
2. Age	18 - 30	31 - 40	41 - 50	51 - 60	61 and older
3. .Your IT knowledge	None	Beginner	Intermediate	Expert	
4. Do you monitor children's activity on the Internet?	Yes	No			
5. Do you think that your children are confronted with inappropriate material on the internet?	Yes	No			
6. Have you ever instructed your children about the benefits and dangers of the Internet?	Yes	No			
7. Please select the Internet parental control tools that you are using:	I'm not using anything	Parental control software	Internet services (like OpenDNS)	Hardware configuration (like blocking sites and words from a Net-gear router)	
8. Do you feel you may need some kind of tutorial (manual) to learn how to make internet a safer place for children?	Yes	No			

Survey to schools

Questions	Yes	No
1. Do children have free access to Internet at school?		
2. Do teachers supervise children's activities on the Internet?		
3. Are schoolteachers educated on how to make Internet a safe place for children?		
4. Does your school follow any official program that raises awareness about Internet dangers?		
5. Do you think that your school may need a tutorial (manual) on how to make Internet a safer place for children?		