



Doctoral Program

#OrganizingtheDigital

Relations, Publics, Societies

Course Syllabus

“Digital Methods”

Semester: WS 2020/2021
Course No.: 800984
Lecturer: Massimo Airoidi, Joonas Rokka

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Teaching Team

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Course Objectives

The course aims to provide participants with a theoretical and methodological toolkit enabling them to understand our digital consumer societies. The course contains a social-sciences informed discussion of algorithms, datafication & platformization as well as epistemological discussions on the use of digital data for doing consumer research. Furthermore, it will link the theoretical part with practical work with creative digital methods. This includes data collection and analysis using a combination of quantitative (network analysis with Gephi, automated content analysis with KH Coder) and qualitative interpretive methods (visual content analysis, semiotic, and discourse analysis). It will be a combination of Lecture, Discussion, hands-on exercises. The main objective of the course is to help participants to apply appropriate different digital methods of inquiry to their specific research problems and objectives. To this end, the lecturers will provide brief examples and extant case studies so as to enable productive inquiry and practical experience on quantitative and qualitative digital data. Hands-on training adapted to students' dissertation projects shall help students to make progress with their interpretive works.

Learning Philosophy and Format

This course uses the active learning model in which you will become an active participant. It is based on the idea of involved, explorative learning in an open class environment. It deploys a mixture of lectures, presentations, group work, discussions, and hands-on working sessions. Participants are requested to read the papers about the class topic beforehand and jot down her/his reflections for in-class discussion. Students will present their assignments, ideas, in-class work, in an open and supportive atmosphere secure from unfair behaviors.

Learning is a process of joint discovery. By drawing on the knowledge and experience that we all bring to a class, as well as the additional knowledge to be gained from texts, and other sources, we jointly shape and expand our understanding of a particular subject area. We strive to help make this joint learning process an exciting and involving one. The course is designed to help advance your subject of inquiry. You should ask, discuss, and comment on other's ideas. Collective reflection will bring us all one step forward.

In case of further questions we will set up an appointment to meet with you at a mutually convenient time.

Technical requirements:

The following software equipment will be required:

- 1) **All sessions:** Zoom software installed and updated, with functioning microphone and camera. Links to the Sessions will be provided before the start of the course
- 2) **Session II:** free software Gephi must be installed before the start of Session II (available at <https://gephi.org/>). A mouse will be needed in order to operate the software.
- 3) **Session III:** free software KH Coder must be installed before the start of Session III (available at <https://kncoder.net/en/>). Further indications for the correct installation of the software are available at the following link: <https://docs.google.com/document/d/1KVxXKqAIYHRgYw6hUjyXaNHx3EJcUxceQq0aEpKa-Cc/edit?usp=sharing>

Course Assignments

- (1) Students write an individual progress report (not more than 5 pages including cover page, Table of contents, tables, figures and references; Times New Roman, 12 pt. 1.5 line space, 2.5 cm margins on all sides) and share individual considerations of their methodological background and progress linking with their thesis work before the module begins in-class. The report must also include the theoretical background of the current methodological decisions (ontological, epistemological and axiological positioning), and a brief outline of the theoretical background of the thesis. The report necessitates referencing to *specific* sources and approach / methods of data collection/analysis. Please hand in your individual report **no later than January 10th via OLAT and by sending it to professors by email (rokka@em-lyon.com and airoldi@em-lyon.com).**
- (2) Preliminary reading assignment (papers to read before the classes begin),
- (3) In class you will prepare and present insights into specific quantitative and qualitative analysis of digital data. Instructions and data is provided in class.
- (4) Finally, a re-worked individual progress report is to be handed, which integrates ideas, methods and approaches learnt in the class, showing how they could enrich their thesis work, or future research papers. The focus of this assignment is to consider how you can enhance your Phd research project - or another academic article project of your choice - by employing

the creative digital research methodologies and approaches covered. Here, you need to describe briefly the research project's aims, objectives, analytical approach and intended research plan ahead. Consider in particular what would be the benefits but also the challenges and requirements of employing the digital research methods you have in mind. The deadline is **February 30th**.

- (5) Every participant will get a personalized feedback (1-2 pages) from the professors based on their final report.

Evaluation

The course requires prior reading and preparation. Copies of articles, book chapters and other reading assignments will be provided in advance on OLAT. Sessions will be based on the assumption that you have read all assigned material prior to attending the session in which it is discussed. The assigned materials respect the total workload of 125 hours for 5 ETCS.

Class participation is critical to your own and for your colleagues' learning progress. In evaluating class participation quality will be emphasized a lot more than the quantity of your contributions. Class participation will be based on our assessment of your contributions. We will apply the following grading scheme for participation:

- 0 = no class contribution, or absent
- 1 = active contribution in group, no participation in plenary discussions
- 2 = active participation in plenary discussions
- 3 = active participation with valuable comments and critical reflection

Attendance is both appreciated and considered necessary to adequate completion of the course. We accept absences of up to 1 day. Appreciated is your definite presence in class. Absences of more than 1 day will result in a negative course evaluation.

A positive evaluation also requires that you hand in your **written assignments on time**.

Overall grading will be based on the following assessments:

Pre-assignment readings (JR / MA)	10%
Individual progress report (before class) (JR / MA)	20%
Re-worked individual progress report (final report) (JR / MA)	30%
In-class work assignments (JR / MA)	20%
Class participation (JR / MA)	20%

Passing the course requires a positive evaluation of each of the sessions and assignments, as well as a total of 60%.

Academic Writing and Referencing

Academic writing and referencing follows particular and strict rules. Please refer to the following Internet page for style guides for referencing and useful tips for good writing: <http://writing.wisc.edu/Handbook/DocGeneral.html>. When you draw upon the work of others, you must give proper credit. Failure to do so constitutes plagiarism.

Literature

You will find basic literature for your group work in the course readings. Additionally, you are encouraged to read scholarly journals on a regular basis.

The library provides a wide range of Journals of which many are relevant for this course, and deserve your attention. The following Journals are worth browsing for interesting articles: The *Journal of Consumer Research*, *Journal of Marketing Research*, *Journal of Marketing*, *Consumption, Markets & Culture*, *Information, Communication & Society*, *New Media & Society*, the *Journal of the Academy of Management*, the *Academy of Management Review*, *Organization Science*, *Organization Studies*, *Human Relations*, for instance, use top tier sources for your literature reviews.

Schedule and Topics

WS2020/2021	Contents	Professor
12-01-2021 9:00–10:00	Introduction to the course Introducing the course and task assignment	Airoidi/Rokka
12-01-2021 10:00-12:00	Session I: Digital traces of consumption Epistemological discussion of use digital data in consumer research	Airoidi
12-01-2021 13:00-16:00	Session II: Introduction to digital network analysis with Gephi Hands-on analysis	Airoidi
13-01-2021 9:00-12:00	Session III: Introduction to automated text analysis with KH Coder Hands-on analysis	Airoidi

13-01-2021 13:00-14:00	Session IV: Qualitative Digital Research Methods <i>Introduction</i> Pre-assignment discussion	Rokka
13-01-2021 14:00-16:00	Session V: Analytical approaches I – III Hands-on qualitative analysis and coding	Rokka
14-01-2021 9:00-12:00	Session VI: From Qualitative Data to Theory Group work and presentations	Rokka
14-01-2021 13:00-16:00	Session VII: Building Theory and Getting Published Getting published: Qualitative research and the review process.	Rokka/Airoidi

	Insights from two qualitative research papers. Concluding reflections	
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Reading Assignments

Session I

Reading assignment for all:

Airoldi, Massimo. 2019. "Digital traces of taste: methodological pathways for consumer research." *Consumption, Markets & Culture*, doi:10.1080/10253866.2019.1690998.

Lewis, Kevin. 2015. "Three Fallacies of Digital Footprints." *Big Data & Society* 2: 1–4.

Boyd, Danah, and Kate Crawford. 2012. "Critical Questions for Big Data." *Information, Communication & Society* 15 (5): 662–679.

Session II

Reading assignment for all:

Airoldi, Massimo, Davide Beraldo, and Alessandro Gandini. 2016. "Follow the Algorithm: An Exploratory Investigation of Music on YouTube." *Poetics* 57: 1–13.

Grandjean, Martin. 2015. "GEPHI: Introduction to Network Analysis and Visualisation." <http://www.martingrandjean.ch/gephi-introduction>

Session III

Reading assignment for all:

Humphreys, Ashlee, and Rebecca Jen-Hui Wang. 2017. "Automated Text Analysis for Consumer Research." *Journal of Consumer Research* 44 (6): 1274–1306.

Higuchi, Koichi. 2016 "A two-step approach to quantitative content analysis: KH Coder tutorial using Anne of Green Gables (Part 1)." *Ritsumeikan Social Science Review* 52 (3): 77-91, retrievable here <http://www.ritsumei.ac.jp/file.jsp?id=325881>

Higuchi, Koichi. 2017 "A two-step approach to quantitative content analysis: KH Coder tutorial using Anne of Green Gables (Part 2)." *Ritsumeikan Social Science Review* 52 (3): 137-147, retrievable here <http://www.ritsumei.ac.jp/file.jsp?id=346128>

Session IV

Reading assignment for all:

Spiggle, S. (1994) Analysis and interpretation of qualitative data, *Journal of Consumer Research*, 21 (December), 491-503.

Gobo, G. (2013) Coding and Analyzing Ethnographic Records [chapter 13]

Kozinets, R. (2002) The Field Behind the Screen: Using Netnography for Marketing Research in Online Communities. *Journal of Marketing Research*, XXXIX (February), 61-72.

- Emma Reid & Katherine Duffy (2018) A netnographic sensibility: developing the netnographic/social listening boundaries, *Journal of Marketing Management*, 34:3-4, 263-286
- Kozinets, R., Patterson, A. and Ashman, R. (2017) Networks of Desire: How Technology Increases Our Passion to Consume, *Journal of Consumer Research*, 43, 659-682.

Session V

Reading assignment for all:

- Rose, G. (2012) *Visual Methodologies*, London: Sage. [chapters 1, 2, 5, 6, 7]
- Rokka, J. and Canniford, R. (2016) "Heterotopian selfies: how social media destabilizes brand assemblages", *European Journal of Marketing*, Vol. 50 Iss 9/10 pp. 1789–1813.

Session VI

Reading assignment for all:

- Woermann, N. & Rokka, J. (2015) Timeflow: How Consumption Practices Shape Consumers' Temporal Experiences, *Journal of Consumer Research*, 41, April, 1486-1508.

Additional Literature

- Alvesson, M and K. Sköldbberg (2009), *Reflexive Methodology – New Vistas for Qualitative Research*, London, UK: Sage.
- Belk, R.W. (2006), *Handbook of Qualitative Methods in Marketing*. Northampton, MA: Edward Elgar Publishing, Inc.
- Belk, Russell, Eileen Fischer and Robert V. Kozinets (2013), *Qualitative Consumer & Marketing Research*, London: Sage
- Charmaz, K. (2006), *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. London: Sage.
- Corley, K. G., & Gioia, D. (2011), Building Theory about Theory Building: What Constitutes a Theoretical Contribution. *Academy of Management Review*, 36(1): 12-32.
- Eisenhardt, Kathleen M., and Melissa E. Graebner. (2007), "Theory Building from Cases: Opportunities and Challenges." *The Academy of Management Journal*, 50 (1), 25–32.
- Flick, U. (ed.) (2014), *The SAGE Handbook of Qualitative Data Analysis*. London, UK: Sage.
- Gobo, Giampietro (2013), *Doing Ethnography*, London: Sage
- Goulding, Ch. (2005), "Grounded Theory, ethnography and phenomenology: A comparative analysis of three qualitative strategies for marketing," *European Journal of Marketing*, Vol. 39, 3/4, 294-308.
- Heath, Christian, Jon Hindmarsh, and Paul Luff (2010), *Video in qualitative research. Analysing Social Interaction in Everyday Life*. London: Sage, chapter 4 (pgs. 61-85)
- Latour, Bruno, Pablo Jensen, Tommaso Venturini, Sebastian Grauwin, and Dominique Boullier. 2012. "'The Whole is Always Smaller Than its Parts': A Digital Test of Gabriel Tarde's Monads." *The British Journal of Sociology* 63 (4): 590–615.
- Radnofsky, Mary L., (1996), "Qualitative Models: Visually Representing Complex Data in an Image/Text Balance," *Qualitative Inquiry*, 2 (4), 385-410.
- Saldana, Johnny (2015), *The Coding Manual for Qualitative Researchers*. SAGE, 2015.
- Silverman, David (2013), *Doing qualitative research: A practical handbook*. London: Sage.

Strauss, A. L. (1991), *Qualitative Analysis for Social Scientists*. Cambridge: Cambridge University Press.

van Maanen, John (1988), *Tales of the Field: On Writing Ethnography*, Chicago: University of Chicago Press.

Venturini, Tommaso, Liliana Bounegru, Jonathan Gray, and Richard Rogers. 2018. "A Reality Check (List) for Digital Methods." *New Media & Society* 20 (11): 4195–4217.