Interdisciplinary Collaboration on Journaling

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(& everyone else who helped build the applications)

1. Political Science/Science, Technology & Society; 2. CRDM (Humanities); 3. Computer Science

Separate Goals | Shared Benefits

**Analysts (As)**
Need tools/techniques that will help them do their jobs more effectively and efficiently.

**Programmers & Designers (P&Ds)**
Need a nuanced understanding of the their user-base (i.e. context, constraints, current habits) and opportunities to test/revise their applications.

**Qualitative Researchers (QRs)**
Need opportunities to observe/interview/interact with Analysts in order to better understand the work they do and the concerns they have.

**Educators (Es)**
Need tools/techniques that will help them manage their classroom and better identify the problems their students encounter.

Qualitative Dataset: Interviews (Analysts, n = 11)

**Background (Q = 10):**
- recognize subgroups; degrees of difference/similarity between member experiences.

**Journaling (Q = 16):**
- solicit preferences, concerns, ideas for improvement of app.

**Collaboration (Q = 14):**
- recognize member concepts, experiences, & preferences w/regards to collaboration.

**Privacy (Q = 13):**
- identifying member expectations of privacy, thoughts on monitoring, & ideas for safeguards

Interplay of Quantitative & Qualitative Research

Journaling Application (ongoing development)

Opportunities for Researchers

How did such a rabble ... manage to conquer the cohesive and well-policed multitudes? The answer... is simple. They were stronger than the strongest because they arrived together. No, better than that. They arrived separately, each in his place and each with his purity. - Bruno Latour

P&Ds engineer solutions to analytic problems; to do so effectively, they need accurate* reports on the concrete, work-environments of their users; furthermore, they need usability testing in order to refine these applications/solutions.

[This need] gives QRs an opportunity to interview analysts, during which time they can ask questions pertinent to qualitative inquiry.

Es recognize the tacit/reflective work done by students, towards the completion of assignments, but lack the technology to see this work (at a glance). They can test apps out, and shape their development.