Your name	Your program, year, research interests, etc.	Your questions/topics related to 1) conducting interviews virtually/remotely and 2) leveraging technology for recordings and transcriptions.
Kim Clevelend	Student perceptions of open education resources	What is the best way to store data obtained using teams technology?
Noor Agustina	Curriculum and Instruction	1. The maximum time/minutes to conduct interview to maintain participants retention? 2. Is it allowed to do remote interview with the camera off due to internet connection? Will it reduce the quality of the data?
Paul J. Geis	Cultural Foundations, 6th year, learning and study in education abroad	How to demonstrate to participant that I am engaged, listening, interested, etc.? How can we reframe interviewing participants remotely as a positive contribution to our research, rather than an unfortunate limitation imposed by the pandemic or other circumstances?
Kelsey Klatka	School psychology, 3rd year, school assessment and intervention	Alternative technology for recording virtual meetings without video
		What are the most effective tools and methods to conduct virtual interviews?

Association of Internet Researchers https://aoir.org/
    Includes extensive ethical guidelines over the past two decades.

    Franzke, A., Bechmann, A., Zimmer, M., & Ess, C. (2020). *Internet research: Ethical guidelines 3.0.* Association of Internet Researchers. https://aoir.org/reports/ethics3.pdf

Oliffe, J. L., Kelly, M. T., Gonzalez Montaner, G., & Yu Ko, W. F. (2021). Zoom interviews: benefits and concessions. *International Journal of Qualitative Methods*, *20*, 16094069211053522.

    Abstract COVID-19 restrictions have transitioned in-person qualitative research interviews to virtual platforms. The purpose of the current article is to detail some benefits and concessions derived from our experiences of using Zoom to interview men about their intimate partner relationship breakdowns and service providers who work with men to build better relationships. **Three benefits**; 1) Rich therapeutic value, 2) There's no place like home, and 3) Reduced costs to extend recruitment reach and inclusivity, highlighted Zoom's salutary value, the data richness afforded by being interviewed from home, and the potential for cost-effectively progressing qualitative study designs. In particular, reduced labour and travel costs made viable wider reaching participant recruitment and multi-site data collection. **The concessions**: 1) Being there differently, 2) Choppy purviews, and 3) Preparing and pacing, and adjusting to the self-stream revealed the need for interviewers to nimbly adjust to circumstances outside their direct control. Included were inherent challenges for adapting to diverse

interviewee locations, technology limits and discordant audio-visual feeds. Amongst these concessions there was resignation that many in-person interview nuances were lost amid the virtual platform demanding unique interviewer skills to compensate some of those changes. Zoom interviews will undoubtedly continue post COVID-19 and attention should be paid to emergent ethical and operational issues.

Engward, H., Goldspink, S., Iancu, M., Kersey, T., & Wood, A. (2022). Togetherness in Separation: Practical Considerations for Doing Remote Qualitative Interviews Ethically. *International Journal of Qualitative Methods*, *21*, 1-9. https://doi-org.proxy.library.kent.edu/10.1177/16094069211073212

Abstract This discussion paper considers some of the practical and ethical aspects of doing qualitative interviews using synchronous online visual technologies within a shifting research context. It is argued that the immediate access to potential participants and subsequent data collection necessitate adjustment to the ways in which qualitative researchers understand and apply ethics, accountability, and responsibility in their data collection processes. We examine the parallels between interviewing face-to-face and interviewing using technology from a practical and integral perspective. In the online environment researchers require a heightened sensitivity and awareness of their attitudes, knowledge, and skills before, during, and after the interview to ensure that the process is safe, rigorous, and meaningful for collecting comprehensive qualitative data. To do this, we consider how to plan, conduct, and end online interviews using voice over internet protocol (VoIP).
All authors working on different projects at a UK university.

Direct excerpts from the article including specific strategies

Clarity is needed about the function, purpose, and limits of the data to be gathered during the planning phase, rather than after the interview has taken place. For example, does the researcher need to video record the interview when only audio data is required? Who has access to the recording? How is it stored and shared? At what point is the recording deleted? In all circumstances, researchers must be aware of what data they are collecting and how they plan to analyse it. Most importantly, they need to ensure the technology is appropriate and set up for the purpose of the research, rather than relying on the default settings of VoIP platforms.

Sign-posting can encourage asking questions. For example, "to start, I have a few questions about..."; at mid-point, "we've been talking for half an hour now, and just want to check you are feeling ok and happy to continue"; towards close, "I have a few aspects I would like to clarify before we close"; and "to close, thank you for your thoughts and time, I have very much enjoyed meeting you and learning from you. Is there anything else you would like to add before I stop recording our discussion?"

Practical future strategies:

- Prepare for 'warm-up talk', identify topics to open informal conversation, and set the scene for the interview
- Consistently signpost the key stages of the interview to empower the participant to ask questions about the interview process and manage the pace of the conversation
- Frame questions in a way that identifies the progress of the interview
- Factor in time for participants to check the purpose of the interview
- Be prepared to check understanding and alter vocabulary to help the participant.

Table 1. Guidance for conducting an online interview

	Format for Core Questions	Purpose	Ethical considerations
1	Factual, scene setting Tell me about... (who, when, what, where)	**Context building**	Access: Ensure researcher and participant are familiar with the technology, include time to pre-test the system and establish a 'Plan B' mode of contact.
2	Descriptive What happened when...	**Experience definition**	
3	Observations What were your thoughts about... How was _____different for you?	**Reflection**	Informed consent: Remind participants about why the data is collected, what is recorded, how data is used and stored. Confidentiality: Confirm that participants understand the reasons for information sharing. Be aware that the participants' responses may be overheard which could have implications for the participant / others.
4	Specific examples Can you give me an example of... You said _____, walk me through what that was like for you.	**Establishing detail**	
5	Appraisal What is your view about...	**Consequence of experience**	Beneficence to manage well-being: Pre-determine strategies to alleviate distress. Pick up cues such as reluctance, discomfort, fatigue. Respond to information that may be detrimental to emotional state. Maintain focus on the overall research question(s) / purpose rather than probing for personal curiosity. Have the necessary IT skills, equipment, and time to ensure the safe transfer of recording and its storage.
6	Significance and consequence You mentioned _____, tell me what that was like for you. You mentioned _____, describe that in more detail for me.	**Descriptive impact**	

Engward, H., Goldspink, S., Iancu, M., Kersey, T., & Wood, A. (2022). Togetherness in separation: Practical considerations for doing remote qualitative interviews ethically. *International Journal of Qualitative Methods*, *21*, 16094069211073212.

Endings:

- How will the interview end and what message might this give?
- In what ways will the impressions about this interview experience be checked with the participant?
- Are there ways to find out and understand what the participant gained from the interview experience? Was it as expected?

Abstract COVID-19 has necessitated innovation in many parts of our lives and qualitative research is no exception, as in-person qualitative data collection has been complicated by the constraints of social distancing and the prioritization of participants' and researchers' safety. Consequently, virtual methods have quickly gained traction. However, there is little research that comprehensively explores the range of practical, rigorous, and ethical considerations that arise when designing and engaging in virtual qualitative research. Addressing this gap, we examine the process of designing and conducting a virtual qualitative study, using specific examples from our case study of student homelessness in Houston, Texas that drew from semi-structured interviews and the analysis of over 50 documents. Garnering insights from Salmons' Qualitative e-Research Framework (2016), and benefiting from 22 technical memos that documented our process, we profile the challenges we faced—and choices we made in response—as we designed and conducted our study. Our findings suggest that in practice, engaging in virtual qualitative research, particularly in the era of COVID-19, is a purposive exercise that requires thoughtful, careful analysis around a number of methodological challenges as well as ethical and equity-oriented questions. Our exploratory work has timely implications for qualitative scholars in the current COVID-19 context, but also showcases the potential to conduct high-quality, rigorous, ethical qualitative research in a virtual format, offering a glimmer of hope for more equitable qualitative research in contexts of crisis and beyond. *Includes a helpful appendix with questions that can support design and execution. Examples below.*

Ensuring Methodological Rigor

Appropriateness of virtual format.

- Is the safety of participants, communities, and/or researchers a concern? Do timelines, deadlines, funding, or personal responsibilities necessitate a transition?
- Does a virtual format necessitate any changes to the purpose of my study and/or research questions?
- What may be lost by a virtual format (e.g., richer understanding of context; rapport with participants; access to marginalized populations)?
  - How can loss be mitigated? (e.g., collection of virtual data such as social media messages or taped meetings in lieu of observation and other in-person data collection approaches)
- What may be gained by a virtual format (e.g., reallocating travel funds; adhering to schedules/deadlines; access to marginalized populations)?

Timeliness.

- How will adopting a virtual approach affect my study timeline?
  - Will I need to amend an existing IRB? Do I need to extend my timeline to allow for any in-person data collection that is not feasible virtually?
- Does the urgency of my topic suggest alternative pathways for dissemination of my findings?
  - Consider disseminating findings continuously via emails, blog posts, coffees, virtual presentations, videos, and flyers.

Technological considerations.

- What technology is appropriate for my study (i.e., video-conferencing platforms, survey software, recording tools, other)? Does it present any additional costs?
- Do I need assistance with technology before or during data collection?
  - Consider making a procedure document to delineate each researcher's roles and responsibilities [see Figure 1 for example].
- What barriers might participants face in using my choice of technologies (e.g., digital literacy; special needs or (dis)abilities; lack of accounts/email, devices, connectivity, or private space)?
  - Consider donating phone cards or devices; offering multiple modes of communication, such as FaceTime for Apple users or video calling for Android users; employing assistive electronic devices or software; and utilizing built-in features of chosen technology, such as allowing participants to use virtual backgrounds.
- How will I record interviews (audio, video, both)? Should I use a back-up?