MethodsNews

Winter 2013

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Ethnic diversity, segregation and community cohesion

Patrick Sturgis, NCRM Hub, University of Southampton and Jouni Kuha, LSE

The social and economic consequences of mass immigration have risen in prominence in recent years as topics of academic and political debate.

For some, immigration is essential for maintaining economic competitiveness and supporting a vibrant and culturally dynamic society. For others, however, immigration is seen as a threat to the economic opportunities and living standards of the indigenous population, as well as being damaging to the social fabric of local areas. Influential commentators of both left and right have argued that immigration harms social cohesion because it increases the level of ethnic and racial diversity in local communities, which serves in turn to drive down trust and erode norms of reciprocity and cooperation[1]. A good deal of evidence has now been marshalled in support of this claim, with a large number of studies in a range of different contexts finding a negative association between the ethnic diversity of a neighbourhood and the level of trust expressed by individual residents[2].

Given the highly charged and ideological nature of debates over policy relating to immigration and ethnic diversity, it is essential that the evidence base is robust and not overly reliant on US-based research which may not generalise to the different historical context of ethnic composition of neighbourhoods in the UK. Recent research by the NCRM Hub, in collaboration with colleagues at the LSE and the University of Surrey, has provided new insights into this question. While the vast majority of existing evidence is based on a full national distribution of local areas, this study focuses on London, a city which the 2011 census showed, has a justifiable claim to being the most ethnically diverse conurbation on the planet. If living in an ethnically diverse neighbourhood causes people to distrust and avoid one another, then we should be certain to find evidence of the phenomenon in London.

The study used multi-level models applied to the Metropolitan Police Public Attitudes Survey to estimate the association between ethnic diversity at the neighbourhood level and individual assessments of social cohesion.

A methodological innovation was to include a measure of ethnic segregation within neighbourhoods, alongside a standard index of neighbourhood ethnic diversity. This is important because the level of meaningful social contact between groups is a key moderator of the relationship between ethnic diversity and trust. Contact between ethnic groups has been shown to substantially reduce a broad range of attitudinal and behavioural measures of negative out-group evaluation[3].

In contrast to the vast majority of existing investigations, the NCRM research found residents of more ethnically diverse neighbourhoods to express higher levels of community cohesion once levels of economic deprivation and segregation were controlled in the model. Segregation, by contrast, was found to be negatively associated with social cohesion. An additional insight of the study was to show that these relationships are strongly affected by age. For older Londoners, neighbourhood ethnic diversity is associated with lower ratings of social cohesion, while the pattern is reversed in younger cohorts. This 'interaction' effect supports the idea that how individuals evaluate and respond to ethnic diversity is dependent on their experiences of different ethnic groups during their formative years[4]. While older Londoners knew a city in their childhoods that was predominantly white, younger cohorts have grown up in and are therefore more comfortable with, a multi-ethnic neighbourhood environment.

Sturgis, P. Brunton-Smith, I. Kuha, J. and Jackson, J. (2013) Ethnic diversity, segregation and the social cohesion of neighbourhoods in London, Ethnic and Racial Studies. http://bit.ly/HWUJVy

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4 Ford, R. 2008. Is racial prejudice declining in Britain? British Journal of Sociology, vol. 59, no. 4, pp. 609-636.

Developing a pedagogical culture for social science research methods

Daniel Kilburn, Melanie Nind and Rose Wiles, NCRM Hub, University of Southampton

Researchers at the NCRM hub are exploring the ways in which advanced and innovative research methods are being taught and learned, and the pedagogical understandings surrounding this.

During this academic year, as the research proceeds, there will be news on the views of specialist methodologists and teachers of methodology on the pedagogical challenges involved with building capacity in social research methods and how to address them, the views of learners, and insights from observation and reflection on methods 'classes'. The aim of the research is to gain better understanding of the distinctive pedagogical demands of teaching advanced social science research methods. This includes understanding the associated specialist pedagogical knowledge, which is involved in translating advanced methodological competence into a form that will enable others to comprehend and be able to use the methods and knowledge.

Review of the literature on the teaching of research methods has illustrated both the view that there is an absence of a 'pedagogical culture' in the field, and partly in contrast to this, evidence that more recently there is an emerging pedagogical discourse. The argument that pedagogical culture is lacking is presented by Wagner et al[1] following a systematic review of a decade of literature. They conclude that teachers of research methods cannot inform their practice by calling upon a substantial body of literature characterised by systematic debate, investigation and evaluation of teaching and learning.

This is seen as impoverishing the consideration of pedagogical questions and indeed pedagogical practice. The hub research is seeking to stimulate discussion of pedagogical matters among the communities involved with research methods capacity-building such that provision is, perhaps, better informed by pedagogical principles. However, our investigation of the literature since 2007 indicates a more optimistic picture than Wagner and colleagues present.

The strategic discussions about, and initiatives in response to, the importance of methodological capacity building, particularly in quantitative methods will be familiar to readers of MethodsNews but the discussions at the level of pedagogical detail may not. The considerable challenge for methods teachers of transmitting information and guidance alongside fostering capabilities and dispositions requires pedagogical as well as substantive, theoretical as well as practical, knowledge on the part of the teacher/trainer. Evidence of - and criticism of - the tendency toward traditional instructional techniques and a failure to embed the learning of skills within methodological problems can be found in the literature. Analysis of recent literature though, also provides evidence of methods teachers engaging with the affordances of active, experiential and reflexive learning in their work. In *active learning* there is an emphasis on learners' active involvement in undertaking tasks or solving problems, in practising and learning by doing. The pay-off for the additional time given to planning for active learning is well rehearsed.

In *experiential learning* there is more theoretical engagement with the role experience plays in the learning process[2] and the quality of learning spaces and learning communities. This has led some methods teachers/trainers to address the authenticity of the learning situation, the bridge between learning about methods and applying them in complex situations - getting a feel for methods as well as learning techniques. In *reflexive learning* emphasis is placed on critical self-reflective practice rather than just on technical or procedural knowledge. This of course demands time and commitment not always available in the context of capacity building at advanced levels through short courses.

The important thing is not that those of us involved in methodological capacity building should adopt any of these approaches, but that there is thoughtful and well-informed reflection on what they may offer in addressing specific pedagogical challenges associated with particular methods or approaches. There may not be systematic debate yet about the pedagogy of social science methods teaching but there is an emerging pedagogical scholarship and discourse in this field upon which methods teachers/trainers in NCRM and similar can capitalise and indeed further develop.

Melanie Nind has recently presented this research as part of a keynote lecture to the 1st REUNI+D International Symposium at the University of Barcelona. Daniel Kilburn will be presenting it at the Annual Research Conference of the Society for Research into Higher Education, in Newport, Wales on 11 December 2013.

References

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Photo from the 4th ESRC Research Methods Festival, July 2010

CyberGIS for analyzing urban data

Richard Milton, Steven Gray, and Andrew Hudson-Smith, Talisman node, University College London

The prefix 'cyber' in CyberGIS is a reference to cyber-infrastructure, which is used in the US to define computing systems which are distributed across the Internet and which allow cross-discipline collaboration between institutions. CyberGIS is short for cyber-infrastructure based Geographic Information Systems.

With new sources of data able to show us what is happening in a city in real-time, urban data analysis could easily suffer from the problem of data deluge. This is where the "cyber" methodology utilises cloud computing services like Amazon S3, ECS and Google Compute Engine, where access to large numbers of processors at modest cost is available to any applications that can make use of it. The key concept behind cloud computing is one of "infinite provisioning" where, as a user, you see an infinite amount of computing power and are only billed for what you use. This gives cyberGIS the power to analyse problems that are too big for the desktop.

In terms of urban data, we now have access to information on every train that runs in the UK, every London bus, riverboat, bike and London Underground tube train. During the bus strike in June 2012, we were able to show that only about a third of the normal number of buses ran that day, but more importantly, we can show the spatial variation, as the East of London was badly affected while central London was almost normal. The cyberGIS approach is a variation on the "software as a service" approach to computer infrastructure, where individual pieces of software are developed to do a specific task. In the bus case, we have a service that takes data from the Transport for London (TfL) "Countdown" API for live bus running data. This needs to turn estimated arrival times for all 7,000 London buses at every one of 21,392 bus stops into individual vehicle locations. TfL use the Microsoft Azure system for both the bus and tube live running data, so by hosting our application on the same cloud and the same data center then any large amounts of data never have to leave the local system . This is potentially the achilles heel of cloud computing, as it takes time to move large amounts of data in and out of the cloud based on our network bandwidth.
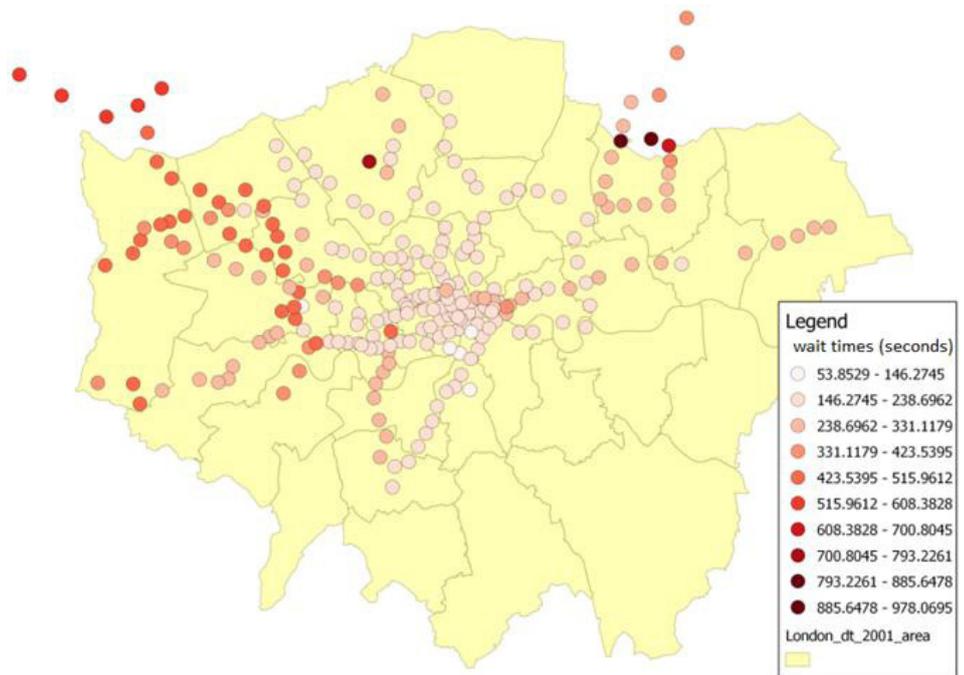
Figure 1: Average wait times in seconds between 8am and 8pm for London Underground stations. Data taken from live running data for April and May 2013

In urban data analysis, "City Diagnostics" highlights the synergy between city systems and computer systems by showing how diagnostics designed for complex computer architectures can equally be applied to real-time urban information. Techniques designed for intrusion detection in computer networks are equally applicable in highlighting anything unusual happening in a city in real-time. Part of our task is to identify "features" which are good indicators of how a city is running, making use of data mining techniques and archives of historic data. Analysis usually takes the form of calibration to determine the normal operating point of the system, then visualisation of any large deviations. We use average wait times for the tube and bus, while average late minutes per train works for National Rail and by taking into account passenger numbers we can estimate the impact of any delays.

Transport data is not the only type of data available to us now though, as we also have access to weather data, air quality, financial data, hydrology and social media. This list is also likely to grow as organisations realise the benefits of opening their data to the public and "citizen science" projects seek to fill in any gaps in the data.

This is where new geospatial methods are required, firstly in handling these new real-time streams, then in data fusion to allow comparison. A key question still to be answered by this science is how all these systems interact.

The impact of the cyberGIS approach is likely to be in defining web services which implement geospatial methods in a way which allows anybody to build a valid workflow for analysing their data. This will mark the change from static visualisation to dynamic execution, analysis and exploration of data, which will hopefully lead to new discoveries being made.

Forthcoming publication

Cheshire, J., Batty, M., Reades, J., Longley, P., Manley, E. and Milton, R. (pending). CyberGIS for Analyzing Urban Data in CyberGIS: Fostering a New Wave of Discovery and Innovation. Wang, S. and Goodchild, M. (eds) Springer-Verlag http://eprints.ncrm.ac.uk/3159/

Further information about CyberGIS

The CyberGIS Toolkit http://bit.ly/177FiCG National Science Foundation (NSF).

Narratives of everyday parenting identities and practices in online and face-to-face contexts

Joe Winter, Ann Phoenix and Julia Brannen, NOVELLA node, Institute of Education, University of London

As new internet technologies proliferate, so do the methodological challenges and opportunities they raise, not least because the forms of communication they enable facilitate new social practices and the construction of new identities.

Researchers have long attended to the ways in which identities are constructed on the internet. Much of this work has focused on young people. Yet, adults are increasingly using social networks for contacts and advice and support. The increasing popularity and influence of internet parenting sites raises issues about how parenting identities are constructed and how parents establish and negotiate their parenting practices online.

Equally, use of online support forums constitutes a set of as yet under-explored and relatively new everyday parenting practices. The Parenting Identities and Practices in Online and Face-to-Face contexts study is a doctoral project linked to the Narratives of Varied Everyday Lives and Linked Approaches (NOVELLA) NCRM node. It aims to provide insights into how popular online social support for parents is made available to fathers and mothers and to illuminate the stories parents tell about using the websites. The analyses will also focus on the identities enabled and taken up through their use of parenting websites and whether these differ depending on the medium.

Interviews are conducted e.g. asynchronously by email, synchronously online, by telephone or face-to-face. The websites that are analysed in the study include the two most popular parenting websites, both of which are, at least nominally, aimed at mothers: Mumsnet and Netmums. Websites aimed at fathers will also be included in the study.

In order to address the broad aims outlined above, the study consists of three elements. First, multimodal discourse analysis (MMDA) of the homepages allowed the exploration of how different websites are discursively organised and designed with particular assemblages of still and moving images, fonts and logos. An understanding of the identities the sites appear to offer and enable can also aid understanding of whether or not parents are interpellated into particular parenting identities. An important question here is whether or not the organizational logic of the websites' design privilege particular discourses of parenting, for example relating to social class, ethnicity, gender and sexuality.

Second, interviews have been conducted with the founders of the websites on their brand identities and narratives of their own positioning in the organisation and as parents. In addition, telephone, Skype and email interviews are being conducted with forum moderators. Narrative analysis here pays particular attention to the intertextual links between narratives told at different times and via different media.

It focuses on whether, and if so how, the founders and moderators tell consistent or different stories across different media – interviews and web pages - and in relation to personal and cultural narratives of parenting within and across the interviews. One striking finding so far is that the founders and moderators of Netmums and Mumsnet present consistent narratives and take up identities across different media that accord with the brand identity presented multimodally on their websites. The issues picked out as archetypal and justifying the creation of a parenting support website are different for the two websites. Framing mothers as vulnerable and lacking in knowledge and resources, Netmums' founder foregrounded the importance for mothers of being involved in their 'real world' local communities through local child-related activities and meet-ups. The Netmums forum, which is called 'The Coffeehouse', has a discrete 'support' section labelled 'the drop-in clinic' that is reflective of a 'real world' service model of social support. Alternatively, the conception of Mumsnet was framed by its founder as the ingenious response of an individual to the experience of a failed family holiday - an experience assumed to be a common cultural one. Mothering was framed as not having to be an all-encompassing experience of identity change but as one that can run parallel with successful progression as an individual, particularly in the labour market. The founder characterised Mumsnet's forum as a place where anonymous peer-to-peer honest advice and 'common-sense' knowledge about parenting is prized.

Third, parents are currently being interviewed over email and face-to-face in order to bring together data pertaining to everyday parenting practices and identities as well as wider cultural narratives of 'parenting' from different communicative contexts. The narratives created from these data will be compared and contrasted both within and across cases, as well as with the dominant discourses and narratives of parenting and social support drawn out in the earlier phases.

The preliminary findings are beginning to capture the complexity of mundane social media practices and to identify those who habitually use online parenting support groups and construct their identities in relation to these.

Using short films as pathways to impact of research methods training

Jeff Bezemer, MODE node, Institute of Education, University of London

Researchers are now encouraged to achieve impact and reach potential end users of the research through a program of dedicated 'impact activities'. This applies to research projects as much as to research methods training.

Researchers at MODE have explored the potential of using short films to communicate their research and training activity to academics as well as the general public. The films were produced alongside a five-day summer school.

MODE develops and disseminates research methods that attend to the range of different modes in which people make meaning. Researchers adopting this perspective systematically investigate gesture, gaze, speech, layout, image and writing and other modes of representation and communication. We explore how people use these modes as they engage with technology to learn and communicate in a range of different contexts, including schools, work places, and online spaces such as blogs, forums and social media networks.

Films about multimodal research

As we were preparing the summer school, (held in July 2013 in London) we also worked with film makers to produce a suite of short films introducing the four perspectives around which we had organized the course: a micro-interactional perspective, a moving image perspective, an ethnographic-semiotic perspective, and an embodied cognition perspective.

The films are:

• Digital and online environments, with Gunther Kress and Myrrh Domingo

• Moving image and digital film production, with Andrew Burn and Vic Hurr

• Embodied cognition and interaction, with Sara Price, Carey Jewitt and Mona Sakr

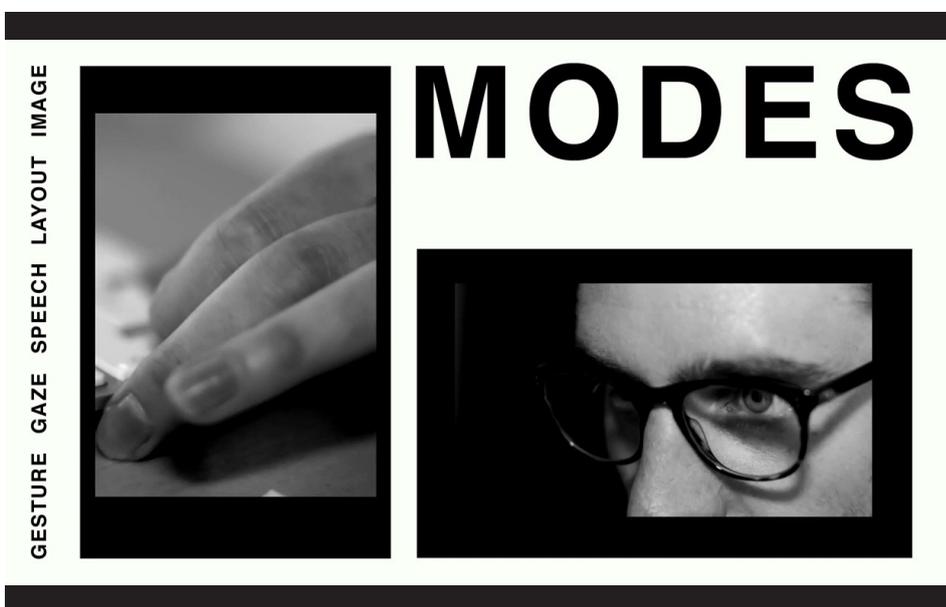• Face-to-face interaction, with Jeff Bezemer and Kate Cowan

Image: Screenshot from one of the multimodal research films

Making impact

The films serve at least two important purposes. First, they take advantage of the potentialities of film to inform researchers (at all levels) who have heard about 'multimodality', but who are unsure what it means or what our take on it is, how it might be relevant to their own research, and where they should start looking to find out more. As such they can also be used to help potential participants of new editions of the summer school to decide whether the course is what they are looking for. Second, they are powerful ways of making MODE visible on popular online platforms such as YouTube and of showcasing our research and training activity to academics and beyond.

We have learnt immensely from the film makers, who looked at what we had to say from the perspective of the 'outsider'; they helped us reconstruct our story for a broad range of audiences.

To watch the four multimodal methods films please go to http://bit.ly/173pQKp

Recent publications by MODE

Domingo, M., Jewitt, C. and Kress, G. 2014. Multimodal social semiotics: Writing in online contexts. In: The Routledge Handbook of Contemporary Literary Studies. Routledge, London. Download http://eprints.ncrm.ac.uk/3084/

Domingo, M. 2013. Transnational Language Flows in Digital Platforms: A Study of Urban Youth and their Multimodal Text Making. Pedagogies: An International Journal, 9 (1). Download http://eprints.ncrm.ac.uk/3201/

Kress, G. 2013. Recognizing learning: a perspective from a social semiotic theory of multimodality. In: Multilingualism and Multimodality. Current challenges for Educational Studies. Sens Publishers, Rotterdam, pp. 119-132. Download http://eprints.ncrm.ac.uk/3202/

Burn, A. 2013. The kineikonic mode: Towards a multimodal approach to moving image media. NCRM Working Paper. Download http://eprints.ncrm.ac.uk/3085/

Adami, E. 2013. A social semiotic multimodal analysis framework for website interactivity. NCRM Working Paper. Download http://eprints.ncrm.ac.uk/3074/

Practical considerations in doing research inclusively and doing it well

Melanie Nind, NCRM Hub, University of Southampton

This new NCRM Methodological Review 'Practical considerations in doing research inclusively and doing it well: Lessons for inclusive researchers' follows on from the earlier paper titled 'Conducting qualitative research with people with communication, learning and other disabilities: Methodological challenges'[1].

While the earlier review drew attention to the trend away from conducting research on people with learning and communication difficulties and towards conducting it with them, this new review is concerned purely with research of the kind described as with or indeed by, marginalised groups. The focus is on the practical challenges of what is often known as participatory, collaborative or user-led research and it takes its place alongside the NCRM reviews of Kellett[2], Holland and colleagues[3], and Frankham[4] in providing a critical commentary on contemporary issues and practices in the context of the increasing democratization of research.

Practical considerations in doing research inclusively and doing it well was stimulated in large part by the ESRC funded study Quality & Capacity in Inclusive Research with People with Learning Disabilities, together with the current ESRC seminar series Towards Equal and Active Citizenship: Pushing the Boundaries of Participatory Research with People With Learning Disabilities. The review reflects the ways in which people with learning disabilities, together with supporters and academic allies, have been grappling with finding partipatory or collaborative ways to work on research projects in which the

knowledge is co-produced to be relevant to the people whose lives are central to the research. Their responses to the challenges provide useful examples for researchers in a much wider range of arenas who are seeking to be inclusive in their processes alongside delivering quality research. This paper is not just for researchers working in the disability field.

It is well-known that venturing into new kinds of research partnership with people who are usually the subjects of research is fraught with difficulties and political sensitivities; the fear of doing it badly can put people off from trying at all[5]. Therefore the examples in the review provide reassurance - that there is no one right way - as well as guidance. Moreover the review includes explicit reflection on what could and could not be achieved in the paper itself: the written content could not be made fully accessible to all audiences but the use of illustrations and foregrounding of core messages from the range of researchers taking on the challenge signal a desire to be respectful to the people with learning disabilities involved. Also included is a list of resources that may be useful for anyone wishing to adopt a principled, effective inclusive approach.

The review is expected to be a useful additional resource for NCRM in the socio-political landscape in which government departments, charities and research councils commissioning research are increasingly likely to want to see the involvement of those people using or implicated in the research taking a more active role guiding/within it.

Such political intent is not always matched by good knowledge of what this means for the people involved and for the nature of the research itself. The review is one of many attempts by the author and others to prevent a perpetual process of finding out afresh about the challenges and how they might be met. Here practical lessons from a number of studies are gathered in one place and synthesised in relation to getting started, progressing through the conduct of the research, and making impact. This takes the reader beyond the claims being made about, for example, participatory research and into the messy realities of a mixture of principled decisions and inevitable compromises and of the burdens as well as benefits that Griffin & Balandin[6] refer to. It is hoped that when the practical challenges become less daunting, more of the researchers' time and energy can go into the quality of the research and furthering the potential polyvocal, substantive knowledge that studies can generate.

Download the full paper in http://eprints.ncrm.ac.uk/3187/

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2 Kellett, M. 2005. Children as active researchers: a new research paradigm for the 21st century? http://eprints.ncrm.ac.uk/87/

3 Holland, S., Renold, E., Ross, N. and Hillman, A. 2008. Rights, 'Right On' Or The Right Thing to Do? A Critical Exploration of Young People's Engagement in Participative Social Work Research. http://eprints.ncrm.ac.uk/460/

4 Frankham, J. 2009. Partnership research: a review of approaches and challenges in conducting research in partnership with service users. http://eprints.ncrm.ac.uk/778/

5 Sin, C. H., and Fong, J. 2010. Commissioning Research, Promoting Equality: reflections on the Disability Rights Commission's Experiences of Involving Disabled Children and Young People, Children's Geographies, 8(1): 9-24.

6 Griffin, T. & Balandin, S. 2004. Ethical research involving people with intellectual disabilities, In: E.Emerson, C.Hatton, T.Thompson & R.R.Parmenter (Eds) The International Handbook of Applied Research in Intellectual Disabilities. Chichester: Wiley.

Photo by Melanie Nind

Hacking the Smart City at the ESRC Festival of Social Science

Hacking the Smart City (7-9 November 2013, UCL, London) hackathon was aimed at finding solutions to smart city challenges.

The Centre for Advanced Spatial Analysis at UCL, which hosts the Talisman node together with Leeds University, has developed a number of innovative technologies in visual analytics, data sensing and extraction, crowdsourcing, digital social research and geospatial modelling.

These social science methods can be used to extract, analyse and visualise a range of big data streams arising from social media such as twitter, transport data from the city of London, weather data, air pollution, survey data from crowdsourcing, etc. Hacking the Smart City event aimed to bring together individuals with a range of different skills who wanted to experiment with the data and learn more about these technologies in order to solve a range of smart city challenges. The challenges included:

- Characterising city 'wellness'
- Cycling in the city
- Building a social radar for the city
- Mobile gaming in the city
- The weather in London
- Improving transport in Britain
- Hacking with Pigeon Sim
- Creating your own City Dashboard
- Developing a Solution with Leap Motion Technology

Photo: Hackathon teams on the second evening of the event. The teams were formed, project specifications defined and work on the projects started.

The outcomes of these challenges included concepts for: identifying commuters vs leisure cyclists from "Boris Bikes" usage data; a mobile location based Monopoly-type game with house prices; customisable "house hunting" online map allowing users to prioritise the attributes of an area; and a river level alert system.

The event was organised by the Talisman node of NCRM and it was co-sponsored by the Ordnance Survey to develop solutions that will make cities "smarter". The event was part of the ESRC's Festival of Social Science in 2013.

To find out more about the hackathon challenges please see Talisman website in http://bit.ly/18BnRKc

New paper and podcasts from NCRM

Evaluations and improvements in small area estimation methods

Small area estimation (SAE) of survey data down to small area level has become an increasingly widespread activity as scholars and policy-makers have sought to gain ever more detailed spatial information to better target interventions or resources and to evaluate local policy impacts. The availability of small area data has improved dramatically since the late 1990s yet many spatial variables of interest - income, fear of crime, health-related behaviours etc. - remain impossible to access at small area geographies. Various alternative methodologies have emerged to carry out SAE and these can be grouped broadly into statistical approaches and spatial microsimulation approaches, each with multiple differing approaches within them.

This methodological review paper, edited by Dr Adam Whitworth, aims to summarise the main methodological approaches to SAE and their linkages; discuss the role of the small area covariate data and the opportunities and challenges around such data; identify the main methodological priorities around SAE in need of collective research attention; and, propose the need for a collective multi-methods SAE project in order more fully explore the conceptual and technical linkages between the statistical and spatial microsimulation methodologies.

Download the paper 'Evaluations and improvements in small area estimation methodologies' in http://bit.ly/1fdwpN8

Most recent podcasts

The newest podcasts in the NCRM podcast series are:

- Narrative imagination and everyday life, by Molly Andrews, NOVELLA node
- Ethnic diversity, segregation and the social cohesion of neighbourhoods in London, by Patrick Sturgis from the NCRM Hub
- Simulation of daily patterns of commuting and social activity, by David Martin from the NCRM Hub

To listen and download the podcasts please go to http://bit.ly/TDAcsF

Video online: 'Why do fieldwork?' Annual lecture by Professor Paul Atkinson

Photo: NCRM Director Professor Patrick Sturgis (left) introducing Professor Paul Atkinson (right).

The NCRM Annual Lecture (23 October 2013, London) was given by Professor Paul Atkinson.

In his talk, entitled 'Why do fieldwork?' he reflected on research from across his career, arguing for the continuing relevance of rigorous field research, in contrast to more vaguely-specified 'qualitative' research. He emphasised the multi-modality of social life and the necessity for forms of 'thick description' that is faithful to the multiple modes of social and cultural organisation.

Paul Atkinson is Distinguished Research Professor of Sociology at Cardiff University. He is an Academician of the Academy of Social Sciences.

Paul Atkinson and Sara Delamont are the founding editors of the Sage journal Qualitative Research. He is currently conducting fieldwork and writing about skills and expertise among potters, printers, glassblowers and others. His methodological publications include: *The Ethnographic Imagination, Understanding Ethnographic Texts*, *Ethnography: Principles in Practice* with Martyn Hammersley, *Contours of Culture* with Sara Delamont and William Housley, and *Making Sense of Qualitative Data* with Amanda Coffey.

Watch the NCRM Annual Lecture 2013 in http://bit.ly/189ZjJU

Date for your diary: 6th ESRC Research Methods Festival, 8-10 July 2014, St Catherine's College, Oxford

We are pleased to announce that the draft programme for the 6th ESRC Research Methods Festival (8-10 July 2014, St Catherine's College, Oxford) is now available online. Confirmed keynote speakers are Professor Gary King (Harvard), Professor Sharlene Hesse-Biber (Boston College),

and Professor Douglas Harper (Duquesne University).

Delegate registrations will open in March 2014. For further information please see http://www.ncrm.ac.uk/RMF2014/home.php

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