ELEVENTH

Congress of Qualitative Inquiry

University of Illinois at Urbana-Champaign
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Reflective Dialogue: Working Toward Equity and Inspiration Through Sustainable Collaborative Qualitative Inquiry, *Barbara Dennis, Indiana University, Karen Ross, University of Massachusetts - Boston, Peiwei Li, Springfield College, and Pengfei Zhao, Indiana University*

Learning Research through Collaborative Writing, *Audra Skukauskaite, University of Incarnate Word, Lisa Rodriguez, University of Incarnate Word, Jessica Rangel, University of Incarnate Word, and Denise Ramon, University of Incarnate Word*

Student Collaboration in the Context of a Doctoral Seminar: Our Perspectives on Generating and Analyzing Data Together; Audra Skukauskait, University of Incarnate Word, *Dianna Huxhold, Indiana University Bloomington, Libba Willcox, Indiana University Bloomington, Alexandra Panos, Indiana University Bloomington, Leah Peck, Indiana University Bloomington, and Robin Jones, Indiana University Bloomington*

Fri063 Digital Tools in Qualitative Research

11:00-12:20 Lincoln 1024

Chair: Raul Alberto Mora, Universidad Pontificia Bolivariana

Challenges and benefits of using online qualitative research methods to explore leisure and the transition to retirement, *Toni Liechty, University of Illinois at Urbana-Champaign, Rebecca Genoe, University of Regina, and Hannah Marston, Institut für Bewegungs-und Sportgerontologie*

"The Phalanx Covenant": Do we need the X-Men to evaluate some ubiquitous learning scenarios?, *Iván Manuel Jorrín-Abellán, Kennesaw State University, and Juan A. Muñoz-Cristóbal, Universidad de Valladolid*

The transmedia narratives and their contributions to qualitative methodologies, *Luis Felipe González-Gutiérrez, Universidad Santo Tomás*

A Digital Ethnography of Language-as-victory and Second Language Literacies in Gaming Communities, *Raul Alberto Mora, Universidad Pontificia Bolivariana, Brayan Estiben Rojas-Echeverri, Universidad Pontificia Bolivariana, Sebastián Castaño, Universidad Pontificia Bolivariana, Michael Hernandez, Universidad Pontificia Bolivariana, and Tyrone Steven Orrego, Universidad Pontificia Bolivariana*

"The Phalanx Covenant*": Do we need the X-Men to evaluate some ubiquitous learning scenarios?

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The rapid evolution of Information and Communication Technologies offers countless possibilities for innovative learning. With the aim of giving answer to current ubiquity in learning, some pervasive learning scenarios involve the integration of very heterogeneous spaces, such as different web and physical environments, and even virtual worlds. Despite there have been several efforts in the field to promote continuous learning experiences in these scenarios, there is still a lack of research done on how to better make sense and evaluate them. In this paper we propose a number of issues that could be taken into account when assessing ubiquitous learning situations. Responsiveness to participants needs and constrains, the incorporation of evaluation since the early stages of learning designs, participants´ intervention in the evaluation design/enactment and the use of ad-hoc technological artifacts for data gathering, constitute some of the emergent aspects we have identified to minimize evaluation uncertainty in these settings.

* Phalanx Covenant : http://en.wikipedia.org/wiki/Phalanx_Covenant.
Hive mind: A group mind, hive mind or group ego in science fiction is a single, collective consciousness or intelligence occupying many bodies or entities.