

Elexis Trinity
Staccato Take II Design Sketch
6S Sketch Group
11 October 2022

6S 2022 Sketch Groups Template Staccato Project Design

Use this sketch -- either quickly or more comprehensively -- to draw out an ethnographic research design -- for your own project or just for practice. Do this sketch many times for different kinds of possible projects -- thinking of it as calisthenics for ethnography.

For the 6S 2022 workshop, select one of the sites|initiatives|problem-domains below to design a project for -- thinking first about different types of projects that could be done for the site|initiative|problem-domain you have selected, then about a specific project design, filling in the graphic below. Don't describe your own primary project. This is an exercise in rapid research imagining that you should spend about three hours on -- honing your capacity for "analysis as craft." The sketch can be done individually or collaboratively (the latter is more fun). Feel free to reach out to members in your group if you want to do this collaboratively. Responses can be roughly drafted and in bullet points. Fill in as much as you can in the allotted time, purposely working fast. Prioritize work on "Overview / Research Questions," "Methods and Data Resources" and "Theoretical Frames and Data Analysis." All of the sites|initiatives|problem-domains we've listed as options somehow relate to climate change. We fully understand that climate change is not a central focus for many of you (though it is context for all). We chose options within the climate change problem space so that the collection of proposals the group comes up with points to an array of STS research possibilities within any particular problem space.

TITLE | RESEARCHER/S

Climate To: Constructing a Problem, Effecting a Response in Social Media Representations and Advocacy on Tik Tok

ABSTRACT, INTELLECTUAL MERIT, BROAD IMPACT

Since its release in 2016, the short-form video-clip social media platform TikTok has captured the attention and cultural interest of broad swaths of users, particularly among youth. Given the expressive and consumptive importance of social media sites (Anderson 2017) and the visual turn in climate change communications (Schafer 2020), researchers have recently begun to turn their attention toward the use of the platform for science education and the promotion of environmental awareness and activism. However, few have specifically examined the relationship between the viral TikTok "challenge" format which encourages imitative action, and users' expressive conceptualizations of agency and problem construction. In order to better understand the affective drivers of behavioral modification and personal agency, this study examines the specific ways that climate change is conceptualized as local or global in challenge video posts on TikTok, through a comparison of visual-discursive representations of climate change framed as a local and/or global environmental problem. Better understanding users' relationships to agency, affect and problem construction may provide a fuller perception of how youth in particular conceptualize and approach environmental governance, climate change education and activism.

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OVERVIEW / RESEARCH QUESTIONS*

Q: How do TikTok users' framings of climate change as an environmental problem at global and/or local scale intersect with expressions of agency in challenge posts and the kinds of action and understanding which emerge from such dynamic choices?

Q: How do the affective publics created among users change with negative or positive problem construction frames and what forms of ongoing engagement (or foreclosure) emerge in the process?

BACKGROUND AND SIGNIFICANCE

This project engages with debates on digital governance, social media activism and attitudes/behavioral formations in relationship to critical social problems and activist orientations. While some scholars emphasize the need to better understand affective qualities of social media environments (Papacharissi 2015) and the particular affordances of social network platforms (Treem and Leonardi 2012), and others emphasize the social power of viral and memetic science communications created and promoted by nonexpert users, little attention has been paid to the framing of agency in relationship to problem formation and viral messaging, a matrix which arguably poses significant promise for developing out a better understanding of digital environmental governance and attitude formation, particularly among youth. Addressing this gap is but one opening in a developing literature on social media and environmental activism focused on short-video sharing platforms, to which greater consideration of the dynamics of the viral "challenge" may well be due.

LITERATURE REVIEW

- Secondary literature on #climatechange (and related hashtags and posts concerned with climate change and environmental awareness/activism) on TikTok and other social media sites (Hautea et al 2021; Basch et al 2022, Pearce et al 2019)
- Secondary literature on TikTok/social media for science education (Hayes, et al 2020, Escamilla-Fajardo et al 2021)

METHODS AND DATA RESOURCES*

- Discursive, content analysis of challenge videos on TikTok
- Comparison of local/globally framed challenge videos on TikTok examining discursive positioning, content analysis (affective lens), virality (impact on peers)...
- Examination of ongoing engagement of users with similar hashtags/challenges (endurance of interest/activity/engagement?)
- Possible ethnographic engagement with climate activists, climate change TikTok users

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THEORETICAL FRAMES & DATA ANALYSIS*

- Affective publics, social contagion and affordances, non-expert users (Papacharissi 2015; Hautea et al 2021, etc)
- Digital modes of affective governance and political attitude/behavioral formation; relationship to polarization (McKenzie 2022, Hayes et al 2020)

PLAN OF WORK

Literature review, TikTok data analysis, possible interviews with interlocutors? Drafting and editing.
Repatriation of research.

CHALLENGES AND ETHICAL CONSIDERATIONS

Questions of privacy, age of TikTok users/accounts analyzed?

VALIDITY AND EVALUATION

PREPARATION AND WORK THUS FAR

REFERENCES

- Anderson, Ashley A. (2017) Effects of Social Media Use on Climate Change Opinion, Knowledge, and Behavior. Oxford Research Encyclopedia. <https://doi-org.proxy.library.cornell.edu/10.1093/acrefore/9780190228620.013.369>
- Schafer, Mike S. (2020) Chapter 13: Introduction to visualizing climate change. Research Handbook on Communicating Climate Change. Pp 127-130. DOI: <https://doi.org/10.4337/9781789900408.00022>
- Basch, C.H., Yalamanchili, B. & Fera, J. #Climate Change on TikTok: A Content Analysis of Videos. J Community Health 47, 163–167 (2022). <https://doi-org.proxy.library.cornell.edu/10.1007/s10900-021-01031-x>
- McKenzie, M. (2022). Reimagining globalization and education. Global Biopolitics of Climate Change: Affect, Digital Governance & Education, 1st Edition. Routledge. ISBN: 9781003207528.
- Clare Hayes, Katherine Stott, Katie J. Lamb, and Glenn A. Hurst. (2020) “Making Every Second Count”: Utilizing TikTok and Systems Thinking to Facilitate Scientific Public Engagement and Contextualization of Chemistry at Home. Journal of Chemical Education 2020 97 (10), 3858-3866. DOI: 10.1021/acs.jchemed.0c00511

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Paloma Escamilla-Fajardo, Mario Alguacil, Samuel López-Carril (2021) Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course, *Journal of Hospitality, Leisure, Sport & Tourism Education*, Volume 28, 2021, 100302, ISSN 1473-8376, <https://doi.org/10.1016/j.jhlste.2021.100302>.

Papacharissi, Z. (2015a). *Affective publics: Sentiment, technology, and politics*. Oxford University Press.

Pearce, W., Niederer, S., Özkula, S. M., Sánchez Querubín, N. (2019). The social media life of climate change: Platforms, publics, and future imaginaries. *Wiley Interdisciplinary Reviews: Climate Change*, 10(2), Article e569.

Treem, J. W., Leonardi, P. M. (2012). Social media use in organizations: Exploring the affordances of visibility, editability, persistence, and association. *Annals of the International Communication Association*, 36(1), 143–189.

DATA MANAGEMENT PLAN

FURTHER NOTES

POINTERS

- Make sure to come up with a title (though this is hard and always feels -- and is -- reductive).
- The abstract should describe your project significance, aims, methods, expected findings/contributions (intellectual merit) and expected societal implications (broad impact). Describe each in a sentence.
- In the Overview / Research Questions, try to articulate the scales, systems or objects that will be foregrounded in the project, and its context/location (geographic, ecologic, geopolitical, discursive, etc). Include both theoretical and empirical questions, and a description of the types of data you will generate and mobilize. End with a few statements about what the project will push against (methodological nationalism or essentialist constructs of identity or place, for example).
- In the Literature Review section for a literature review, describe two to four topical literatures that you will build on and contribute to through this research. See Annual Reviews for ideas but reach for bibliodiversity.
- In the methods section, describe what you will do, where and with whom -- and the different kinds of data and insight these activities will produce. Consider, for example, how you might include multisited ethnography (Marcus 1995, a tale of implosion (Dumit 2014), tactile analytics (Patricia Alvarez Astacio 2021), drawing as analysis (Rachel Douglas-Jones 2021), or archive ethnography (Fortun et al. 2021).

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- In the section for theoretical frames, describe the basic theoretical insights that you can mobilize in your study design, data collection, analysis, and writing. You could mobilize understanding of “the subaltern,” for example, or Foucaultian ideas about discourse and subject formation. This can be a long list with very cursory descriptions. Note that this section is not usually included in a proposal submitted to funders -- but should be part of your thinking and dialogue with collaborators
- In building your references, reach for bibliodiversity and a transnational field of reference.

Sites|initiatives|problem-domains for 6S 2022 April 26 Workshop

- Melting Siberia
 - Troianovski, Anton and Chris Mooney (photo and video by Michael Robinson Chavez). 2019. “Radical Warming in Siberia Leaves Millions on Unstable Ground,” Washington Post. October 3.
<https://www.washingtonpost.com/graphics/2019/national/climate-environment/climate-change-siberia/>
 - Struzik, Ed. 2020. “How Thawing Permafrost Is Beginning to Transform the Arctic,” Yale Environment 360. January 21.
<https://e360.yale.edu/features/how-melting-permafrost-is-beginning-to-transform-the-arctic>
- Climate Change and Combo Disaster in the United States
- Climate Change, Labor Productivity and Politics
- USAID's Climate Links
- World Bank's Climate Change Knowledge Portal
- WHO et al Environment and Health Compendium
- WHO, UNDP, UNEP and UNICEF have partnered to create a new compendium of 500 actions aimed at reducing death and diseases driven by environmental risk factors, the first such resource to unite this expertise from across the UN system.
- Climate Change and Social Media
- World Economic Forum on Climate Governance