



How Should We Conduct a Video Diary Study? A Systematic Review of the Diary Method



Liv Mayer Research Mentor: Vanessa Dennen – Florida State Department of Psychology

Abstract

This study addresses the lack of established best practices for using video diaries in psychological research. By reviewing over 700 articles and conducting autoethnography with four researchers, it aims to fill this gap. It systematically examines various aspects of video diary use, such as study duration, quantity, pacing, prompts, design, and analysis methods. By categorizing articles by topic and participant age, it identifies patterns to establish guidelines for effective video diary use. Preliminary findings show the value of video diaries but highlight a need for standardized methodologies. Further analysis is necessary to develop comprehensive guidelines. The study aims to consolidate existing knowledge and pave the way for future research using video diaries, offering insights from literature review and autoethnography to enhance their rigor and efficacy in psychological inquiry. In conclusion, while video diaries show promise for psychological research, more investigation into best practices is needed. This study contributes to addressing this gap and advancing the understanding and utilization of video diaries in psychological inquiry.

Introduction

- **Research Gap:** Existing knowledge lacks a standardized framework for using video diaries.
- **Motivation:** To bridge this gap by creating a resource for researchers.
- **Methodology:**
 - **Literature Review:** Analyzing past uses of video diaries in research.
 - **Autoethnography:** Actively engaging with the method alongside mentors.
 - **Systematic Review:** A literature review based on a rigorous and thorough search, screening, and coding process in which a body of literature is used to address focused research questions.
- **Goals:**
 - Consolidate and synthesize existing practices using video diaries.
 - Share insights from autoethnographic experience.
 - Develop guidelines for effective implementation.
 - Pave the way for a more structured approach to using video diaries.

Methods

- **Literature Review:**
 - Conducted a comprehensive literature review to analyze the prevalence and utilization of video diaries in research papers.
 - Systematically reviewed articles across disciplines to identify trends, patterns, and effectiveness
 - Explored how researchers incorporate video diaries to enhance study outcomes.
- **Autoethnography with Vanessa Dennen and Colleagues:**
 - Engaged in autoethnographic exploration with Dr. Vanessa Dennen and colleagues.
 - Conducted in-depth interviews and collaborative discussions to understand their experiences with video diaries.
 - Explored challenges, successes, and practical applications in academic research.
- **Data Collection:**
 - Used Covidence to systematically search for papers that used video diaries as a method.
 - Critically reviewed selected articles to extract key findings related to video diaries.
 - Conducted interviews with Dr. Vanessa Dennen and colleagues, utilizing semi-structured protocols.
- **Data Analysis:**
 - Thematic analysis of literature review data to identify common themes, challenges, and best practices.
 - Qualitative analysis of autoethnographic data using thematic coding.
 - Identified emergent themes from interviews and discussions to understand researchers' perspectives on video diaries.
- **Ethical Considerations:**
 - Strict adherence to ethical guidelines throughout the research process.
 - Obtained informed consent from autoethnography participants.



This is an example of what a Qualtrics Survey that accompanies video diaries looks like.

Steps of a Systemic Review



Covidence is used to find research papers in large quantities based on key search terms. It provides the title, author, and abstract and allows for screening in a literature review to see if papers cover the topic you are researching. Screening involves multiple people. After screening each of the papers is reviewed in more depth.



An autoethnography was conducted among researchers who have used the diary method in their research in various ways. A mediator was used to collect data and ask questions of the researchers that each of them had anonymously. This autoethnography was conducted over Zoom as these researchers live in different places.

Results (Preliminary)

- **Frequency & Utilization:**
 - Insights into the growing interest and extent of video diary use in research.
 - Analysis of researcher demographics (e.g., academic background, location).
- **Methodological Approaches:**
 - Overview of diverse approaches to using video diaries.
 - Exploration of differences in:
 - Recording techniques
 - Frequency of entries
 - Duration of recordings
 - Use of prompts
 - Stand-alone video diary use v. using other complimentary methods
- **Qualitative Research Landscape:**
 - Understanding motivations for adopting video diaries.
 - Identifying challenges and potential advantages compared to traditional methods.
- **Contribution:**
 - Detailed examination of video diary usage patterns and methodologies.
 - Informing future research and aiding researchers in decision making.

Discussion

- **Enhanced Data Collection:**
 - Potential to capture nuanced lived experiences.
 - Offers richer, unfiltered data compared to traditional methods.
 - Able to develop more personal relationships with participants.
- **Versatility and Participant Voice:**
 - Growing recognition of its effectiveness across disciplines.
 - Allows individuals to share authentic narratives in their own words and perspectives.
- **Adaptability and Tailoring:**
 - Identified approaches showcase the method's flexibility.
 - Can be tailored to diverse research needs and individual experiences.
- **Future Directions:**
 - Need for continuous innovation and refinement in methodology.
 - Importance of embracing evolving qualitative inquiry and technologies.
- **Potential Impact:**
 - Collaborative exploration unlocks new avenues of understanding.
 - Holds potential to address complex societal challenges in innovative ways.

References

Damico, N., & Krutka, D. G. (2018). Social media diaries and fasts: Educating for digital mindfulness with pre-service teachers. *Teaching and Teacher Education*, 73, 109-119. <https://doi.org/10.1016/j.tate.2018.03.009>

Debbag, M., & Fidan, M. (2020). Examination of text and video-formatted learning diaries in teacher education. *Australian Journal of Teacher Education*, 45(3), 1-17. <https://doi.org/10.14221/ajte.2020v45n3.1>

Dennen, V. P., Bagdy, L. M., Jung, D., & Rutledge, S. A. (2023). Designing video diary interventions to capture participant voice and experience. Paper presented at the American Educational Research Association, Chicago, IL.

En, L. Q., & Lan, S. S. (2010). Social gaming—Analysing human-computer interaction using a video-diary method. In *2nd International Conference on Computer Engineering and Technology*.

Miller, A. N., Kinnally, W., Montano, E., & Robinson, L. (2016). A comparison of three approaches to electronic media diaries. *Communication Research Reports*, 34(2), 171-179. <https://doi.org/10.1080/08824096.2016.1224172>