

# Advanced Research Design (EDCI 681)

January 4, 2016

## The Best Group's Notes!

**Hypothesis 1: Conversation between friends/family - I was trying to say this was not the relationship because of the question "so do you discuss this with your friends or family before?" Initially I thought maybe parent because of the many questions :)**

### **Hypothesis 2: Asymmetrical relationship**

#### **Evidence:**

- A asks (8) questions while B asks (0 Questions).
- The types of responses
  - Elucidations
  - Evaluative (3 from A, plus 1 more before a question from A)
  - Acknowledgment/Continuers
- The types of questions
  - 
  - Guiding
  - Clarifying
- (A) Provides feedback/evaluation 'you did a good job'

Evaluative responses may be used to modify/guide behaviour?

IRE: Initiate, respond, evaluate sequencing.

### **Hypothesis 3: the transcript starts at a transition point**

**'Ok great, so now...'**

A provides evaluative statement for whatever B has done before.

**'So now'** indicates a transition, a moving on to something else.

### **Hypothesis: Groups are being ranked**

**Could you briefly explain why you put the name for the group?**

B has previously done something that was grouping, and identifying a name.

### **Hypothesis 4: setting is a guidance counsellor and a student discussing an aptitude test**

Together A and B create the scenario that indicates this conclusion

absence of power struggle

A asks, B accepts

**Hypothesis 5: B is a teenager**

Evidence: use of grammar and language (eg. yeah I guess. But this is like, I dissected the porpoise last year and it was, we were dissecting...)

**Hypothesis: Gap year coordinator conversation with a youth**

**Evidence:**

**Hypothesis: A and B have something that they are pointing to (likely ranked groups of careers)**

**Evidence:**

**Hypothesis: A and B have a relationship outside of this exchange**

Evidence: A knows that B did a good job with the frog dissection

B is able to respond 'I didn't want to do it though', to counter the acknowledgement of doing a good job (indicating some level of egalitarian dynamics)

**Group 1 (Colin, Jenny, Samantha, Alfredo)**

Observations:

- B speaks a lot
- it has to do about B's preferences (ie: 'A' comments "so you don't like biology")
- What kind of dyads would have this kind of interaction where someone can ask about 'why' the other one did something and it not being problematic?
- Both seem to be aware of a list of items or choices that B has done before and over which A is doing questions. the list seems to be made in advance. (where B says 'then over here..')
- list of choices: career choices? (near the end: 'they support you to be this one'. And line 2. 'career', 'working'. turn 4. connected 'the kind of person I am', with a 'job'.)
- B is prioritizing, making a list. The lists seems to be available for both A and B (A anticipates 'number three')
- 'okay', 'umm hmmm', 'umm hmmm' - from A, elicit further responses from B. (the first time, A's 'okay' elicits B's 'uhm' which seems to buy some time, or pause. after the prompt-elaborate rhythm is established, B responds immediately)
- Whatever B did choose or did about a list, it has to do with her liking and dislikings.
- A evaluates B's choices.
- B is not friend or family: there is a formal relation. A has the authority to make evaluations
- 'A's questioning becomes more specific halfway through.
- A says 'you did a good job'. Seems to refer to the dissection of the frog. evidence - that B responds by continuing to discuss frogs and dissection in the following turns.
- 'You did a good job' implies a history of their relationship (a formal relationship).

- Hypothesis: this is an interview of some sort.
  - B asks nothing of A.
  - B only makes questions, provides continuers and makes evaluations
- Hypothesis:
- job words. discipline words. seems to group careers into disciplinary groups. ('biologically related')

### **Whatever Group**

- A is a career counselor (this is our hypothesis) because A asks questions, questions related to finding interests that will lead to jobs and careers. A also confirms with uhm uhm, supporting, listening. using questions to help B explore his/her interest(this is our evidence)
- B is a high school student (hypothesis) because B answers questions. B indicates preferences, something about him/her self. that supports career interest. B is likely looking at a chart that has the career categories.
- A is likely to have some information about B's performance in biology course, because A states "you did a good job", and B agreed.