

# Advanced Research Design (EDCI 681)

January 18, 2016

Group 1(Meredith, Gwen, Tatiana)

Analysis 1: What is the content of, the talk? (Think of, create representation)

**what** do they remember? (as a proxy for how am I doing with my curriculum?)

What is it that students remember?

something: related to science

others: non-related science

- Science- “samples and we looked at them under the microscope” “coliform samples”
- nature - “And like the dirt samples and sand and figured out how moist it was, and the plants around it and the tree fell on us just about”
- water-based science - find out what’s going with the creek and stuff
- environmental evaluation? mentions of dirt, garbage at some sites, sand, moisture, measuring a tree, big trees, measuring depth of water, mud, dirt, clay, crayfish, throwing clay on the road, almost/falling in, tree nearly falling on them, hiding in the grasses, different bugs and stuff, plants, bird songs - biology - plants and animals
- they were outside doing this measuring
- the groups were travelling about to different sites
- Multiple sites - “And did you see differences at the sights” “one of the sites had a farm with horses right beside it”
- Groups - “we were like the big group”
- This above statement is included because of what Michael told us. See
- infographic under “content” in last week’s class. Invariances; [content](#) versus [repertoires](#) (discourse analysis, Mulkey & Gilbert);
- activities - “you were doing a lot of drawings”
- **A good overview of what they were remembering:** A lot more information on what’s going on, like in our creeks and things like that and sort of like how we don’t take care of them that much in certain areas and how it all flows into one area anyways. In Centennial there was that thing they built for the sand, or whatever, with the rocks. But like down by the road it’s the same part of the creek but like nobody cares. There was litter everywhere and stuff like that.
- **205 M: Some of them were a little cleaner; some of them were a little cleaner, some of them were like really bad.**
- Also remembering mishaps - wandering on to a lady’s property, tree almost falling on them, almost falling in - they are having fun remembering - Is remembering also some of the content?
- remembering science and not-related to science things

Analysis 2: What is the *remembering* discourse?

**HOW** do they do it? (the remembering) Use words to mark

remembering/coming back to me Remembered rather than known.

(process/ affects)

They are not remembering disconnected facts, but they remembering events in sequence. Pattern - dramatic, emotional effect - doing for someone was doing to them, narrative - prompting for others memories remembering takes the forms of narrative  
Invitation to remember is the opening line - 1 - "Why don't we start off with you telling Frances about what you guys did?" Invitation accepted in lines 2, 3, & 4

i.e from Michael. line 9 - "I had forgotten about that" (when someone says something about a past circumstance) It's all coming back now...the memory is not just there, it can actually come back...what is being remembered? how it is being remembered? How does it come back

- 10 - "you remember that it scared me"
- 39 - "Good. We did that; I remember that"
- 62 I can't remember.
- 54 - "So did you go back and identify them after"
- 71 M: Well, I remember that part though because I just about fell in.
- 58 - Well we did, umm, one measuring thing..."
- 75 - "I remember that"

They are getting involved in their re-telling of the stories of their experience. They are using narratives with stories involving someone in this group.

Analysis 3: What is the discourse for talking about topic/content (science)? How make it scientific - the overall language being used - how something becomes scientific (what is the language that makes it scientific (Line 27, 28 & 29, 37 - look for differences at the sites, measuring, sampling (science related))

Not what they remember, but how language is being used to constitute 'science'.

i.e. remembering in 27-28 using lots of different sites does not make it science, but **COMPARING IT** in line 29 does make it science.

lots of sites = not science

comparing lots of sites = science

falling trees does not equal science (but it should be included in content)

The work of remembering is marked

- informal group discussion with some prompting (informal linguistics fillers, etc.)
- 44 M: Yea, it smelled like, never mind that
- 45 S: coliform samples
- 46M: Yea ((laughs))
- 220 M: La=dee=da=dee=da

## Group 2

**Analysis 1: What is the content of the talk? (Think of, create representation)**

**Line 1: Invitation to recall what they did**

**Lines 2, 3: Accepting invitation**

**Content:**

**4: Frequency of action, where they went, purpose, what they did (coliform counts), comment about enjoying it or what the temperature was like (perhaps use of every 2nd week: it's a long term project) "coliform"**

**5: Info: lots of samples, not similar to M in line 4, because microscopes are not taken in the field; completing M's story?**

**7: thinking.... identifies water, bugs**

**Comment: Do we focus on the details or overall activity as the topic of what they are remembering? What is our research question - affects content we are interested in.**

**Analysis 2: What is the *remembering* discourse?**

**Dramatic events**

**Remembering terms**

**1: "Why don't you tell me" Asking them to remember what they did (invitation to remember/tell Francis)**

**2, 3: Agree/accept invitation**

**4: Giving an overview "stuff like that" - general/examples but not complete + summarizing experience**

**5: Completing the recall (as "we")**

**6: Specific question wrt. remembering - narrowing focus**

**7: "Ummm" - recalling experience (how long is pause?) + Offering items "or anything" makes it vague/invite? "bugs" - non scientific term?**

**8: "And" - we don't know punctuation or speed, is it a continuation/interruption**

**9:**

**(comment - M/J have different kinds of remembering - M**

**Analysis 3: What is the discourse for talking about topic/content (science)?  
How is it done to look like science?**

6: "What kind of samples did you look at?" (focusing questions)  
 8: "figuring out how moist it was"  
 29: "And did you see differences at the sites?"  
 32: "manure and stuff would go onto the water....litter" (cause-effect)  
 33: "And so did you sample all the different"  
 37: "What kind of samples?" repetition - specific  
 41: chicken broth (observation)  
 47-53: drawing bus, plants  
 54: "Did you go back and identify them? (identification)  
 58: measuring  
 coliform  
 six different sites  
 Discourse about did you see differences at the sites

### **Group 3 (Alfredo, Nirmala, Svetlana)**

- **Content Analysis:**
  - Talk about what they did and where they went. That they were going to the Creek, counting coliforms, and what destroys it. Collecting samples.
  - They don't only talk about the experiments, but also about things that scared them, or that were fun about the situation.
  - Q: What do we do about the laughing in a content analysis??
  - There are requests for explanations and there are explanations provided
  - There is also talk about knowing, and about not knowing. This talk is not "I remember" or "I don't remember", but about knowledge.
  - In talking about knowledge, there seems to be some appreciation of the open-ended nature of knowledge/science.
  - Open-ended nature of science, the participants talk
  - There are questions focused towards dissemination, considerations about what the public needs to know.
- **Discourse of remembering, Discourse Analysis about science: ((we have come to the conclusion that we cannot do two separate analyses because the discourse is about Remembering Science)).**
  - The excerpt begins with an invitation to remember
  - The remembering is initiated by questions, by Francis and by Stuart
  - People being invited to remember and people remembering
  - The way remembering is done is different:
    - sometimes is done by listing "things we did".
    - sometimes the individual that brings the thing remembered does so in terms of "dramatic episodes" or narratives.
  - We notice the use of technical terms,
  - There is talk about samples collected, velocity tests, of fouting of things

- We observe questions about differences, some of the speakers pick up on what the members that are remembering say about differences and offer the question, what are the differences?
- We begin to notice a pattern where F picks up on aspects of the recalling and tries to focus the discourse about those issues that seem relevant to the “remembering science”
- The pattern noticed above (recalling-questioning about specific aspects of the recalling) not only involves “recycling” scientific terms, but also implies “expectations” as part of the “scientific memories” being prompted. M tells story, where expectations about what they found was suggested, F asks “did that surprise you”,
- There are explanations provided,
- Other places F indexes the thing being recalled and questions about “why” something happened happened like that.
- When there are long episodes of dramatic or narrative events being recalled, F and M give space for the recalling.
- When recalling participants provide an explanation or an account that is scientific like, F or M may complement or even re-formulate what has been recounted in more concise, scientific like.
- There are also questions that are not connected with what was said before, but that rather introduce a new topic/question that often is more focused on scientific remembering than the talk immediately prior to it.
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#### **Group 4: Colin, Jenny, Samantha**

Analysis 1: What is the content of the talk? (Think of, create representation)

- Science words: samples, counts, microscope (instruments), tests, velocity, different sites,
- life sciences: crayfish, creek, mud, deep water, plants, fern, horsetails, bullrushes, swamps and pond areas (118), landscape and the environment (146),
- ‘find out what was going on with the creek’ - observation thing
- ‘went every second week’ - science is regular/repeated. aspect of the observation
- lots of samples - not just a few. science is about numbers/quantities.
- looking for *differences* between sites.
- doing lots of drawings - of specimens
- ‘go back and identify them’

Analysis 2: What is the *remembering* discourse?

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- forgetting, not knowing, thoughtful pauses?
- line 09 *I had forgotten about that*
- line 10 *You remember that it scared me* scared - an *emotion* was remembered. (the tree almost falling on them - explained in line 12. remembered something that 'I' *do*. and then something that *happened*. sense of agency AND of contingency)
- line 11 'I was.. "quote" - or is this more something to note in a conversation analysis.
- line 39 *we did that; I remember that* (an activity. Something 'we' did. also refers to the 'smell' that made it memorable. - not quite an emotion (like 'scared', above, but still an affective response.)

This is an interesting section - lines 62 to 71ish

- line 62 *...or something like that. I don't remember* - to say 'I can't remember' is a form of remembering. what is the difference from the previous memories. Seems to be that in this one, all that is remembered is the action/activity, and NOT an emotion/affective/contingent aspect that makes it 'memorable'.
- line 67 *I remember the depth part* - see above - still describing the 'can't remember' - but with more detail on the agency, but still not on the contingency 'spark'
- line 69 *it's all coming back to me now* - This language is a shift from 'not remembering' to 'remembering'. But they have been remembering the whole time and so what is the difference now?
- line 70 *You guys have a good memory for that...* This is when F is *making sense* of the difference between not remembering and 'it's all coming back'
- line 71 *Well, I remember that part though because I just about fell in* - this is M's account for the difference - and we finally get the 'spark' - about falling in the water. Now it is avowed as a 'memory'!
- line 75 *I remember that*
- line 80 *I don't remember if we even*
- line 83 *I remember a velocity test*
- line 107 *Do you remember any of...*
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Analysis 3: What is the discourse for talking about topic/content (science)?

- 'science is about measuring'
- what kind of samples...waters...trees
- different sites of doing...
- that was gross smelling...
- how much plant life...
- measuring things at like Centennial Park

- moisture and the depth of water
- like different bugs and stuff
- lifeguard