

Advanced Research Design (EDCI 681)

February 22, 2016

Notes from the Analyses (as resource for the data owner)

Colin

RESEARCH QUESTION:

How does a group of students talk about literature in relation to their own experience?

Team "Spectacular life" on Colin's transcript:

- By directly comparing their personal abilities with the "almost peer" (10 years old compares character's abilities at the age of 14, with a modern expectations of a typical 10 / 20/ 30 years old), and admiring the 14-years old.
- Labeled situation as "abuse", and the "puni" (punishment) with respect to Adin, who is admired by the readers.
- The readers compare the modern age of maturity "age 30" vs. then at the "age 13" to the full man.
- They (the readers) have no idea about what being a "man" is at their young age of 10, nor do they know what 13-14 years old long time ago or 20/30 years old was, so they are using their limited experience and imagination to speculate what puts Adin above his abusers in the story.
- They might hold ideas of "capacity/skill package". Kids are using "age" to refer to this package (what are the skills in a certain age). Then the "capacity" is referred to "maturity" or "adult".

Team: the great 5: Students shifting their frame of interpretation: shown by "wonder" and "surprised"

Beginning with the word 'wonder' indicates some level of reflection of the reader, how is it possible that Adin has skills of men even though only thirteen/fourteen

a means/method to answer the wonder: if I were him

comparing their own skills with the characters

participant focused on/placing value onto own experience

first take up by d is a correction

overall acceptance of the initial wonder: this character well, remember...

child analyzing the character as having to do too much (eg. abuse, puni)

others disagree/rationalize - the times were different, the skills were needed

Productive discussion

Pattern: a takes first person perspective, then later a shift to 'they'

Reflection: Time and space: now, then, age, responsibility, skills required,

students are drawing upon their own experience: skills they have, what's fair for a thirteen year old, when grandfathers should die, teacher's words

they in the then, not us in the now

Ining's group:

How does a group of students talk about literature in relation to their own experience?

- Line 01: "...if I were him..." - they are trying to place themselves into role of the character(s)
- These 9-year olds are projecting themselves into the future, and what they would know at 13/14... It's imagined experience.
- There is evidence of enthusiasm/engagement in the conversation (behaviours):
 - in turns 16-19 and 20-23, they each feel the need to say something/reiterate what the others are stating (consensus)
 - also in turns 6, 9, 11, and 14 they state "yeah"
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Tatiana

RESEARCH QUESTION:

- 1. What is the discourse used by nursing leaders and students involved in nursing education?*
- 2. What does the discourse, used by nursing leaders and students, indicate about the reasons students expand their nursing education?*

Team "Spectacular life" on Tatiana's transcript:

- She is not starting her PhD right away, and wants to see were Masters "will take her".
- It is heavily edited conversation, so there is no natural poses that will allow for an interesting conversation analysis (several cuts on turn 2). In principle, there can be an interesting analysis of a staged but unedited interview.
- Discourse is distilled by the fact that the interview was staged (prepared) and edited, so the selling of idea through specific language allows for an easier analysis of the language of the interview / deliberate language.
- "shortage of nursing educators" is sold in turns 02, 07, 08, 09 (through providing and getting education in PhD)

"What is a community looks like that would find the language used to make this add an attractive to buy in the idea to joining the college?"

Team 3:

Discourse:

Sense of shared values: prestige through participating in the partnership

words used: Impact, want to give back, you know it's sad, love for my profession, meet the needs of future students. i'm proud, it's prestigious,

Sense that its not a genuine conversation, but more crafted to highlight the partnership, and the emotional connection to the profession

Pitch: to future students that if you do this degree you will feel proud and prepared

Student's perspective: "I", connected back to the ideas being pitched: prestigious

Tanya's text:

- Talk is charged with values
- There is talk about reasons for becoming nursing students
- Not genuine conversation: they consistently use clichés, talk about love, and proudness, prestigious, ... nationalist talk
- There is no critical talk: there is no variety on reasons:

Ining's Group:

- Context: it's a promotional video for Chamberlain College of Nursing (co-branded with NLN) (marketing discourse)
 - it's three big-wigs in nursing, interviewing a student (power differential); how negative (or realistic) would she feel she could be with this audience?
 - it's a product designed to attract students to the program - lots of feeling words ("fulfilling a need")
- Positive wording: "at the forefront", "proud", "prestigious"
- The discourse is about leadership: the student is "prepared to help students... along their track..."
- One last comment: it's interesting that the video shows cultural diversity (african american woman; latina student (I think)), but then they don't show gender diversity... Why exclude men, especially in a profession that is perceived as women-centric?
 - - good note - along the lines that TAnia had said the 'structure really says something.'
 - re: the representation of males. I wonder.... because I do see males in lots of nursing advert materials - but maybe this has something to do with men in 'leader' roles? because enough of society has men as the 'leader'?

Jessica

RESEARCH QUESTION:

How do higher education leaders make sense of globalization of higher education?

- What is the discourse of globalization of higher education?
- How is the discourse of globalization constructed in the conversation?
- How are democracy and democratization articulated in the context of globalization of higher education?

Ining's Group:

- We will answer question 2
- S makes statements at the beginning which are presented as a matter of course (world is globalizing, so is higher education (HE), technology is the force)
- Immediately start talking about democratic values and the tension between dem values and globalized HE - also we note references to export dem (U.S. dem) values, cloaked in business language (joint ventures, initiative, lose opportunities, valuable, pipeline, create capacity)
- Evangelical stand in discourse? We have real democracy, countries like Singapore, etc. don't - "we take those values wherever we go" (homogenization, enculturation). "educating the future leaders of the world"
- Theme 1 Tension between business and education in the discourse
- Theme 2 Assumption that evangelization through democratic HE is a given, the question is how
- Rather than being critical -to what community is this discourse reasonable? First comment: that all universities are seeking to expand, internationalize, so

Team "Spectacular life" on Jessica's transcript:

- Turns 40 / 41, there is an ideological agreement that there can be tension between the ideas of the democracy and the enormously valuable opportunities to produce the change into direction of the idea. Religious in the discourse Evangelical Christianity, same discursive repertoire, preserve our "purity"; mission, "spread the good word".
- Low education corresponds to the low globalization of the education, as well as the "non democratic" countries gives an opportunity to pollute our "pure" ideas, but at the same time through education we can turn them towards our "ideals" (turns 31/32, 54 / 55)
- Turn 13 / 14 "goal of globalization of American higher education" globalization appears to show globalization as one directional, with the goal to promote American values, more of the imperial ways of colonization of the developing world.
- Turn 19 / 20 / 21 of "exporting" the American values, being distinctive American university.

Team 3:

Abstract level of discussion

Course content may transfer, but how they are taught and who has access may be influenced by level of democracy

Societal and cultural aspects of

binary understanding of democratic and non-democratic countries, free speech, (eg. line 7 freedom of choice)

(48) No Low-education countries have stable democracy

Specific worldview; hierarchies of countries

misunderstanding of democracy - understanding only American democracy

(40) civil society