

# Advanced Research Design (EDCI 681)

March 7, 2016

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

**Nirmala**

RESEARCH QUESTION:

Analysis questions:

1. What sort of data analysis could be done on this transcription?
2. What are the topics of Common Core curriculum in this discourse?

## Robot Group

lines 8-15 - examples of three common core problems that show up online and on worksheets, tests, etc.\*note: these include students' work as well (as per the video)

lines 15-20(?) explain and contextualize what has already come before (just the opposite order of what Dr. Roth was explaining in class earlier) these are examples of the problem problems

line 15-16 - they're showing up online - viral? trend?

line 16 - "countless" - this word is significant that these are just a few of many (too many?) questions like this (that may or may not represent the CC accurately\*)

line 20 - high quality standards in mathematics and english language literacy

line 21 - there are critics who see it very differently. (this stands in contrasts the previous statement of high quality standards) interesting as they've (the narrator) separated themselves from the critics and yet aligned themselves with the critics.

meaningless, baffling, problems

-there are critics of the common core, there are problems, worksheets

The issue presented here is not necessarily related. They are blaming the curriculum for mistakenly connected with these negative/poor/inaccurate/inappropriate.

-\*What is being criticized? The examples or the curriculum? Who made the examples? This is a critical point.

Ining, Sam, Christie

Seems to be about Common Core Standards; interpretation of the standards by school boards; criticism of the standards, how they were developed, who was involved in developing the standards, implications of the standards, and the drivers behind creation of the standards.

This group is choosing to focus on the creation of the Common Core Standards:

There is a problem with Common Core because:

- senate did not vote on content
- not established by industry experts
- Process of developing the standards

Standards Contributors

Line 60: "it was contrived by an insular group of educational testing executives with only two academic content specialists" (Lines 56-64 tells all of it)

Complex range of players:

Foundation, commercial interests

Line 71: politicians

Educators

Students

Drivers behind the creation of the standards:

Students will be 'college-ready'

National initiative (No Child left behind) - generalist, standardized approach to education

Type of analysis: Content analysis

(also could potentially be critical discourse analysis, investigating the words selected (eg. hoodwinked, bribed, industrial model, the sources of the interviewees)

"Sleepless" group:

2. What are the topics of Common Core curriculum in this discourse?

In lines 20/21 mathematics, English language, arts, literacy at the elementary school

- Two different discourses; one about high quality standards, another one more critical.
- Each discourse has different features, the high quality standards discourse was articulated with fewer and cliché-like adjectives, nice words that proponents would use themselves - critical discourse is more descriptive and detailed.
- Because the high standards discourse is more limited, it is consistent with a selective strategy: only some features are presented.
- There is an issue with the way neutrality and evaluative elements are presented. Part of the neutrality seems to be built by means of the use of passive voice.
- There is a narrative, a sense of purposeful tension building that seems to correspond to a documentary-like genre of presentation.
- We note that the different features of speaker 1 as compared to speaker 2 can be understood in a new light when we consider them as part of a larger text, the features of which would seem to belong to the documentary genre.

-different types of audience was for the marketing and the other one for academy.

- one of the settings was more noisy and the other one was more neat and in classroom contexts...

- The speakers emphasize that they are not in a real environment, there are several features of the way they present that tell us the kind of setting they are talking.

- There are similarities and differences between them.

- Through both clips is

- There are several aspects that are similar and others that are different across the two cases.

- Most cases

**overly complicated:** "turn 10/11/12: Irini has a favorite day of the week. She chose this day because it is the only day that has an i in it. What is Irini's favorite day of the week? Show your work in the tank."

**baffling:** "Make the sentence less wordy by replacing the underlined word with a possessive noun phrase. 'The commands of government officials must be obeyed by all'"

**impossible and utterly meaningless questions and activities:** “turn 8/9/10: Felix made eight birthday invitations with hearts. He made some more with hearts. He made seventeen invitations in all. How many invitations had hearts?”

**controversial statements:** “turn 14: ‘The commands of government officials must be obeyed by all’”

---

**Samantha**

RESEARCH QUESTION:

“What is the call to action presented by the discourse in the two videos? What is the message they’re trying to convey/what do they want the viewers to do with this information?”

Robot Group

What is being accomplished here? What is being done here? And how is it being done?

Both videos are promoting case competitions by only showcasing the positive aspects of case competitions

We noticed a multicultural group of students in the first video

Stereotypical business students, well put together

Promoted teamwork & time management

We noticed team pops up quite a few times (4x in three lines)

In contrast to “traditional” education of individuals sitting in rows

Each line seems to highlight a different positive aspect of case competitions, in terms of what the promoters (for example) would like the audience to know students will walk away with from these opportunities.

Noted we was used much moreso than I, groupwork -> groupthink (in a good way)

The word tomorrow is used in context as the contest tomorrow and also tomorrow as in “the future”

Video #2

Also feels scripted, starts off with the question: What’s it like to be in my first case competition? which applies to each of the following responses, It frames the discussion.

We noted the first response was very positive - It was amazing. followed by a more realistic view

Ining, Sam, Christie, Nirmala

What is the something being done here, and how is it being done?

Championing case competition as a learning experience for students (at a specific Institute)

#1: Positioning case competition with a live client

#2: Student view of the benefits of case competition (I will be prepared for a job because of this experience):

- Collaborate with other individuals

- Real-life scenario: high-pressure, fast-paced, energetic

- Apply concepts learned in class

- Work with great people

- Get feedback

- Practice to be a better presenter, think critically, be creative

Positive language: - called to be best self in the context of team collaboration

- Great

- Energetic

- New

- Exciting

- Amazing

- Under-pressure

- Challenge

Language in #1: (help existing workforce to become more successful)

Tomorrow

Consultants

Vibe

Partners

Client

Feedback

Team x 3 (

Judges x 4 (learn from the experts, get feedback to be better and more prepared)

Manage

Skill (presentation, teamwork, confidence, ideas, what the client wants, learn about ourselves)

Presentation

Comparing the discourse between the two transcripts

#1: more on individual growth that can be enhanced by teamwork and judges feedback, description are more specific. There is a lot of talk of "tomorrow."

#2: more on positive learning experience, full of glowing adjectives and general. It seems to be more reflective, more about preparation.

The goal was the same: promoting something, to different groups of audience.

---

**Lyndzë**

RESEARCH QUESTION:

When considering ideology, and its reproductive role in education, how does an alternative narrative take shape? What draws someone to this point of reflection when it is on the outskirts of the dominant ideology and breaks from ideology? Are there barriers? What might they be and how might they be overcome?

Ining, Sam Nirmala, Christie

What is the internal process that happens when someone recognizes new possibilities that could be when current ideology is questioned?

Theory: establishing a connection between punishment in school, self-concept and imprisonment

School is an important part of this picture (punishment in school with later imprisonment)

Conflicting Ideologies:

Schools have a responsibility to get rid of bad people so good people can learn and be safe

Versus

Bad people are produced through punishment in schools/

Schools are responsible for producing bad people because of their use of punishment

Internal Process:

5 second pause: maybe i wasn't as bad .... Maybe I could have been

Tunette is now talking about her experience of reading the report, the reflection on her own experience and a new understanding of what might be happening for her kids right now and potentially more importantly that this phenomenon will continue to exist in her children's' lives.

This realization presents a new dilemma for Tunette: now that she sees new possibilities, what can or will she do about it?

"Sleepless" group:

There seem to be a conflict in language used after Tunette saw the story:

positive: relief that she (may be) wasn't that bad

negative: mistrust in the school system, where racism has been identified through punishment

"always have to think about and always have to be more involved than the next parent in my kids' lives at school because OF these studies"

Robot group

personalized racism vs institutionalized racism

Tunette could separate herself from the previous bad behaviour, maybe she wasn't "bad"

formative years in their lives and yet if they are punished during these years (disproportionately) they then create bad behaviour and a "bad" identity.

Now what about her children? What does she need to actively do to work against these facts that students of colour are punished more often than other students? What role does she have now that she knows this, how can she prevent the feeling that she developed of being bad and being a "problem student" in her children.