Chapter 4 - Review and Evaluation of Two Methods for Analysis of Qualitative Data.

How can the researcher validate the narrative and answer questions about the quality of rigour within the research?

4.1 Introduction and Rationale

In chapter three the research methodology was identified as a synthesis of standard research paradigms, described by the author as a self-study participant living action research approach that defines the overall research framework for this research project. Consistent with this methodological approach one of the principal research methods used in the project has been video footage of activities and interviews with participants.

This chapter considers how the researcher has designed in to the project review methods for analysing the video evidence and then evaluating the quality of it. The methodology adopted by the researcher is sometimes criticized for leading to insufficiently rigorous findings and conclusions; therefore the researcher has taken care to design methods to provide validation for the work. These methods include:

> ➤ using two different transferable methods for analysing similar qualitative data;

> ➤ using a range of data sources to cross check evidence;

> ➤ completing the action research process several times to check and re-check findings and conclusions.

> ➤ post-qualitative checks using focus groups.

In sections 4.2 to 4.6 two content-free methods that have been used to analyse video data from exchange visits in 2006 and 2007 are outlined.

1. Using a systematic process for analysis of qualitative data developed by the researcher building on the work of Coombs (1995). Coombs and the researcher have built upon the model of self-organised learning of Harri-Augstein and Thomas (1991), Kelly's (1995) personal construct theory and Slater's (1976) laddering-up scaffolding procedure. This epistemological framework underpins Coombs (1995) Talkback scaffolding procedure by articulating a series of experiential 'content-free' templates that provide a sequence of stages for eliciting findings from qualitative data. The researcher has used these templates to analyse some of the video data captured for the research project in order to make sense and derive useful findings from the data (See section 4.3).

2. Using ATLAS.ti© software (1993)[2] which flexibly allows for a similar qualitative analysis process to be embedded within it (See section 4.5).

Both approaches use a process of researcher derived discursive discourse analysis (Gardner and Coombs, 2009). This is a process in which conversations between participants are systematically analysed by the researcher who then, supported by the analysis tools, holds an inner conversation checking and re-formulating the interpretation of the data matching it to pre-agreed focus issues. The manual method and the electronic (ATLAS) method are compared, contrasted and evaluated using

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[2] (http://www.atlasti.com/demo.php, accessed: Jan-09)

authentic case study examples drawn from the research project. Some useful

insights toward the adoption of a video case research methodology are provided for

other researchers faced with resolving similar problems with qualitative data. Video

case studies are becoming increasingly popular as a way of bridging the gap

between theory and practice in pre-service education (Cannings and Talley, 2003:

Stigler and Hiebert, 1999). The video case study allows not only the demonstration

of practice but also helps the development of reflective practice for learning

(Cannings and Talley, 2003). Video vignettes, short, impressionistic scenes that

focus on a character, an idea, or a setting (Wikipedia, 2010), are used in this

narrative as a means of producing more valid and more reliable measures of

respondent opinion. Both of the methods referred to enable the researcher to

analyse the qualitative video data and elicit findings from it in a systematic way and

in a way that is transparent. These methods can be used within different research

frameworks because of their universality and the potential to transfer to any other

similar project. Potentially this represents a new contribution to the field of social

research.

4.2 Outline and Purposes of the Two Review Methods

The key aim is to convert case study video narrative footage taken for the research

project into conversational qualitative data. Such raw data from participant learning

conversations (Harri-Augstein & Thomas, 1991) can be systematically analysed into

impact evaluation professional development findings. According to Harri-Augstein

and Thomas (1991):

"The learning conversation puts learners in conversation with themselves in a sustained activity that creates an increasing awareness of the whole experiential process of learning". (p.3)

and

"We learn by conversing with ourselves, with others and with the world around us. The learner can reflect upon their experience, anticipate possibilities, act on the basis of these and reflect again upon each new experience". (p.3)

The narrative data in this research enquiry is gathered from the participants in the partnership in conversation with each other.

The researcher will share case study findings of the international education activities engaged in by UK teaching staff working in a South African partner school. The qualitative research process adopted will be explained and the two different content free, generic review methods for making sense of narrative data will be examined.

The researcher outlines our (Coombs and Potts 2008) conversational learning taxonomy as a manual review method (See section 4.3) and compares and contrasts it with an electronic procedure using ATLAS software (See section 4.5). This published work has already entered the public domain through publication and presentation of a research paper at BERA (See BERA Paper – Appendix A, Potts and Coombs, 2009). Using these two content free procedures the researcher has engaged in a systematic process of researcher derived discourse analysis that helps the researcher to elicit the assumptions and depth of meaning behind the video data (Gardner and Coombs, 2009). This approach can also be referred to and understood

as discursive discourse analysis (Coombs, 1995) that underpins the qualitative analysis of any empirically derived clinical field research data whatever the obtained format (Gardner and Coombs, 2009).

The researcher validates his actions with reference to capturing conversational evidence as case study narrative accounts from participants engaged in the partnership activities. This is in the form of video and text data as evidence that will be conversationally analysed to show the influence of these activities on the learning of others.

As the video author, the researcher needs to be clear about the purposes of the video so that he can give a clear rationale for the choice of filming. He can identify aspects of South African life that he seeks to capture in order to address the over-arching research question which is:

How can I reconceptualise international educational partnerships as a form of 'Living Citizenship'?

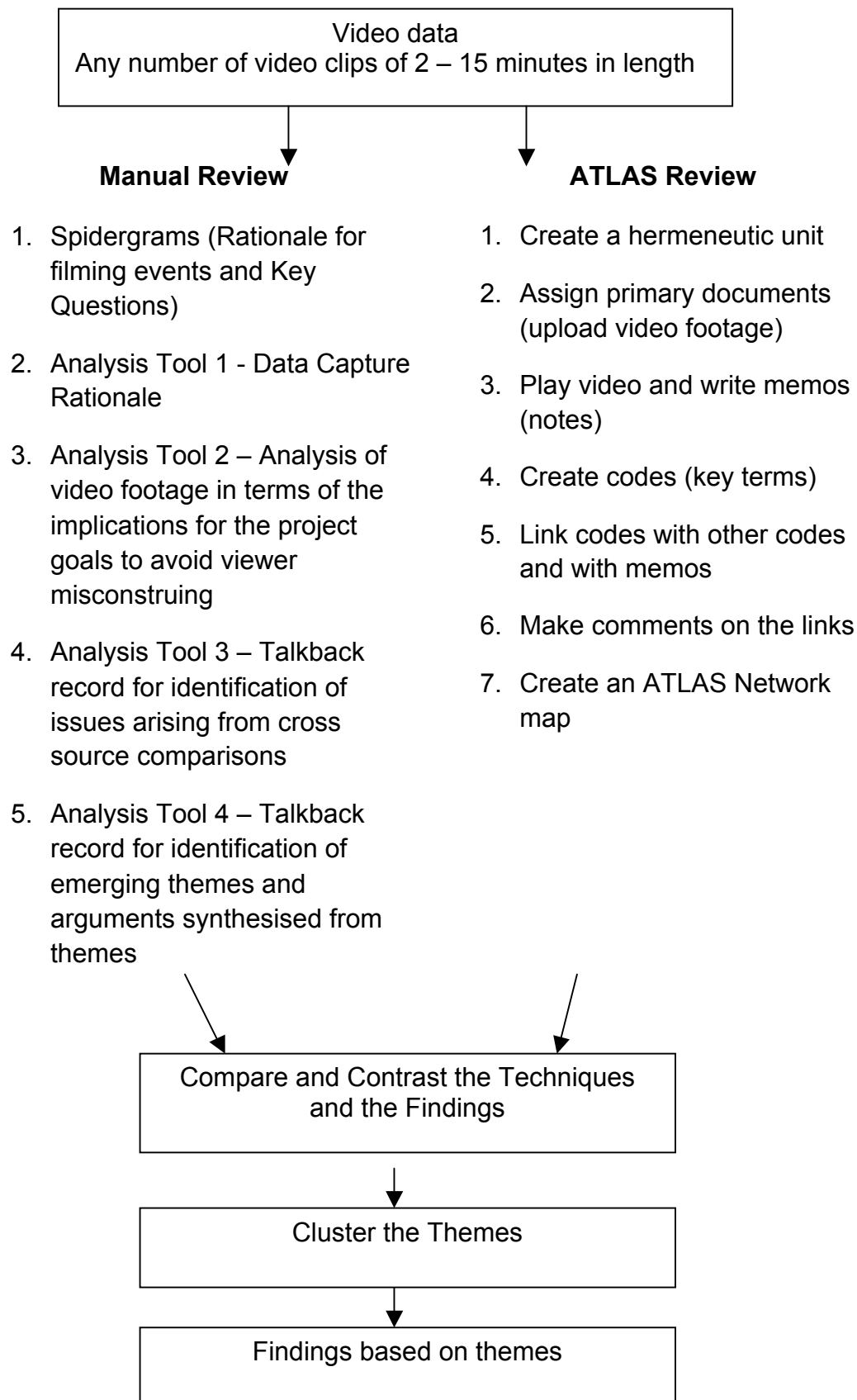and the sub-questions (See also section 3.5):

1. *To what extent have the values of social justice, equal opportunities and Ubuntu been put at the heart of the international partnership between the schools? To what extent have shared values and a shared language for expressing these values been developed in establishing the partnership?*

2. *To what extent has the researcher encouraged participation and democracy through his actions in establishing, developing and sustaining the partnership?*

3. *What has been learned from the activities of the partnership by the participants and to what extent have they been able to live out their values as citizens of the world more fully?*

4. *What are the transferable pedagogical protocols for citizenship education that can be derived from the establishment of an international partnership?*

5. *What advice can be provided for government ministers on how best to extend educational partnerships and international CPD between UK and South African Schools?*

6. *How can the researcher validate the narrative and answer questions about the quality of rigour within the research?*

The flow chart (Figure 4a) outlines and maps the steps involved in the two procedures and how they can be brought together to strengthen the reliability of the findings.

<u>ANALYSIS OF VIDEO</u>
Summary of the Two Methods

Video data
Any number of video clips of 2 – 15 minutes in length

Manual Review

1. Spidergrams (Rationale for filming events and Key Questions)

2. Analysis Tool 1 - Data Capture Rationale

3. Analysis Tool 2 – Analysis of video footage in terms of the implications for the project goals to avoid viewer misconstruing

4. Analysis Tool 3 – Talkback record for identification of issues arising from cross source comparisons

5. Analysis Tool 4 – Talkback record for identification of emerging themes and arguments synthesised from themes

ATLAS Review

1. Create a hermeneutic unit

2. Assign primary documents (upload video footage)

3. Play video and write memos (notes)

4. Create codes (key terms)

5. Link codes with other codes and with memos

6. Make comments on the links

7. Create an ATLAS Network map

Compare and Contrast the Techniques and the Findings

Cluster the Themes

Findings based on themes

Sections 4.3 and 4.5 explain the two review methods. Sections 4.6 and 4.7 compare the two methods and outline how they can be used to enhance the validity of the research. Finally, section 4.8 highlights the significance of these review methods in the wider field of qualitative research.

4.3 Manual Review Method – Developing a conversational learning paradigm from which to analyse action research video data evidences.
A Video Pedagogical Protocol with Examples

A major contribution of this research project is the development of a conversational learning taxonomy, from which to make sense of and analyse the real-life video captured narrative and other reflective data evidences obtained through participative action research. This conversational learning taxonomy or manual review method examined in this section is a series of tools, or templates, for analysing the narrative data collected from participant learning conversations and it builds upon the self-organised learning (S-o-L) action research paradigm of Thomas and Harri-Augstein (1985) and Coombs (1995). By drawing on the work of Reason and Rowan (1981) and Heron (1981) the researcher wishes to highlight the importance of common dialogue and a participative ethical approach (See section 3.3.3) to field research that enables data-rich and valid conversational learning evidences to be used. The narrative action research methodology builds on the work of Connelly and Clandinin (1999) and McNiff (2006) and is grounded in the framework suggested by Doyle and Carter (2003). The researcher also agrees with Snow's (2001) assumption that the knowledge resources of excellent teachers constitute a rich resource, but one that is largely untapped because there are no procedures for systematizing it.

Conversational procedures such as Talkback have been used to both elicit, record and analyse video data and operates within the epistemology of Thomas and Harri-Augstein's (1985) self-organised learning (S-o-L). The pedagogical theory of S-o-L provides the following epistemological rationale for Coombs' (2000) concept of a critical thinking scaffold:

1. elicitation of items of meaning;

2. sorting of their relationships; and,

3. display of the final pattern.

These critical thinking steps also underpin the nature of qualitative analysis and represent what Coombs (2000 & 2001) refers to as a knowledge elicitation system (KES).

These KES conversational tools have been designed by the authors (Potts and Coombs, 2009) to facilitate the systematic qualitative analysis process of converting raw video data into impact evaluation professional development findings. Action research S-o-L tools such as Coombs' (1995) Spidergram and Talkback conversational templates have been adapted for this research project from which exhibits have been illustrated in the next section. The flow chart (Figure 4b) clarifies how these tools are presented in sections 4.3.1 to 4.3.4.

Figure 4b

Summary of Conversational Tools

Section Number and Title	Tools	Figures
4.3.1 A Rationale for Filming Learning Events	Spidergram on Rationale Spidergram on Key Focus Questions	4c 4d
4.3.2 Analysis of Data Capture	Data Capture Rationale	4e
4.3.3 Making the Meaning Explicit	Constructing Meaning for the 'Viewer'	4f Ba - Bi
4.3.4 Talkback Records	Review of Qualitative Data Review of Qualitative Themes	4g, 4h, 4i 4j

4.3.1 A Rationale for Filming Learning Events

The project video author (the researcher) has identified some clear educational purposes from which the research rationale defines the choice of filming. Four aspects of South African life have been identified from which to capture the social evidence to address the research questions:

1. South African cultural life

Music, dance and art are key elements in zulu life. They provide an insight in to the zulu way of life and are a way of connecting the two communities. In the 2007 visit to Nqabakazulu School the focus was on the arts curriculum and it was found to be a rich source of learning for the two communities. By focussing on the arts the amount of participation in the partnership was extended as in the South African School there is mass participation in cultural events, such as communal singing at School Assemblies. Filming and analysing cultural events in South Africa would enable the researcher to show how he is learning from zulu culture and to show colleagues and students in his own school the richness of zulu culture and the arts, so that the partnership can be extended and embedded and participation further enhanced. This

was also an opportunity to show the contribution that the South African school could make to our learning, thus challenging the view that the South African school would only be receiving and not giving in the partnership. It is important to challenge the post-colonialist stereotype of African countries being the receivers of aid and having little to offer in return (Zammit, 2008 and Martin, 2007) (See section 2.2).

2. Reflections by staff and students on the impact of the partnership

Organising interviews with key participants in the partnership and asking them to reflect on the impact of the actions on themselves and others would enable the researcher to evaluate whether or not the participants are moving towards living out their values more fully, as well as indicating what is being learned. It would also provide the participants with some ideas as to how they might further improve their practice and develop the partnership further. By engaging in dialogue about the impact that the participant's actions are having and what further actions might be taken, the researcher is aiming to strengthen participation, dialogue and democracy in the research process and to authenticate the provisional claims that are made.

3. Life in the South African School

Filming every day life in the School provides colleagues and students from Salisbury High School with an insight in to the everyday lives of their colleagues and fellow students in Nqabakazulu School. It allows them to make comparisons with their own experiences of School. This is aimed at initiating dialogue about the partnership and extending participation in it. The researcher foresees himself and other participants using this footage in Assemblies back in his own school to show what life in the

partner school is like as a means of extending participation in the activities of the partnership and as a means of further challenging stereotypical views.

4. Life in the South African communities and the inequality between communities

The inequality and lack of social justice is evident when out and about in the black township community of Kwamashu where Nqabakazulu school is located. Filming situations in the community encourages discussion about the social conditions in which our partners live. This information, when shared with colleagues, students and members of the community in Salisbury, again extends participation in the partnership and can encourage participants to take actions to bring about change and live out their values more fully as their hearts are "touched" (Sayers 2002) by what they witness. It can make them more participative and experiential learners (Development Education Association – See section 2.4.3)
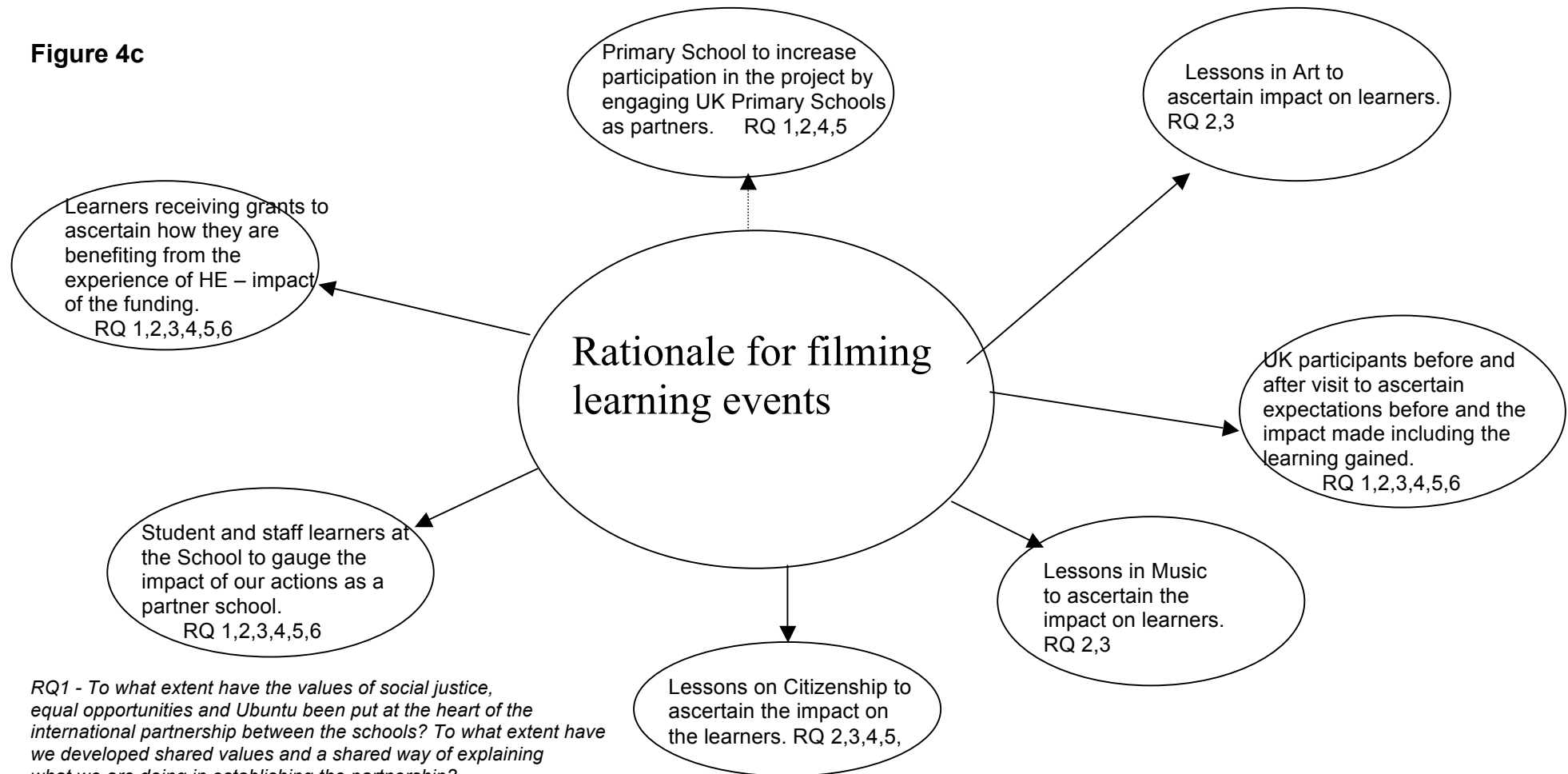
In a practical sense there are two stages to the researchers' use of video.

1. Capturing the teaching and learning events themselves. This can be called an observational phase of video with the researcher as the observer. Ethical arrangements with the necessary permissions and agreements about the purposes and uses of the footage are in place (See section 3.3.7).

2. Secondly, validity is gained for the observations made by using video in a second phase to capture the reflections of the teacher or performer and the perspective of the students or a third party. This can be prepared for by using focus questions.

A critical thinking scaffold (Coombs, 2000) can be used to provide a rationale for the choice of events to film and for the key questions. The researcher has linked each of the plans to his Research Questions (RQ). See figures 4c and 4d below:

Spidergram Giving Rationale for Filming Learning Events

Figure 4c

Primary School to increase participation in the project by engaging UK Primary Schools as partners.   RQ 1,2,4,5

Lessons in Art to ascertain impact on learners. RQ 2,3

Learners receiving grants to ascertain how they are benefiting from the experience of HE – impact of the funding.
RQ 1,2,3,4,5,6

Rationale for filming learning events

UK participants before and after visit to ascertain expectations before and the impact made including the learning gained.
RQ 1,2,3,4,5,6

Student and staff learners at the School to gauge the impact of our actions as a partner school.
RQ 1,2,3,4,5,6

Lessons in Music to ascertain the impact on learners. RQ 2,3

Lessons on Citizenship to ascertain the impact on the learners. RQ 2,3,4,5,

RQ1 - To what extent have the values of social justice, equal opportunities and Ubuntu been put at the heart of the international partnership between the schools? To what extent have we developed shared values and a shared way of explaining what we are doing in establishing the partnership?
RQ2 - To what extent has the researcher encouraged participation and democracy through his actions in establishing, developing and sustaining the partnership?
RQ3 – What has been learned from the activities of the partnership by the participants and to what extent have they become better citizens of the world?
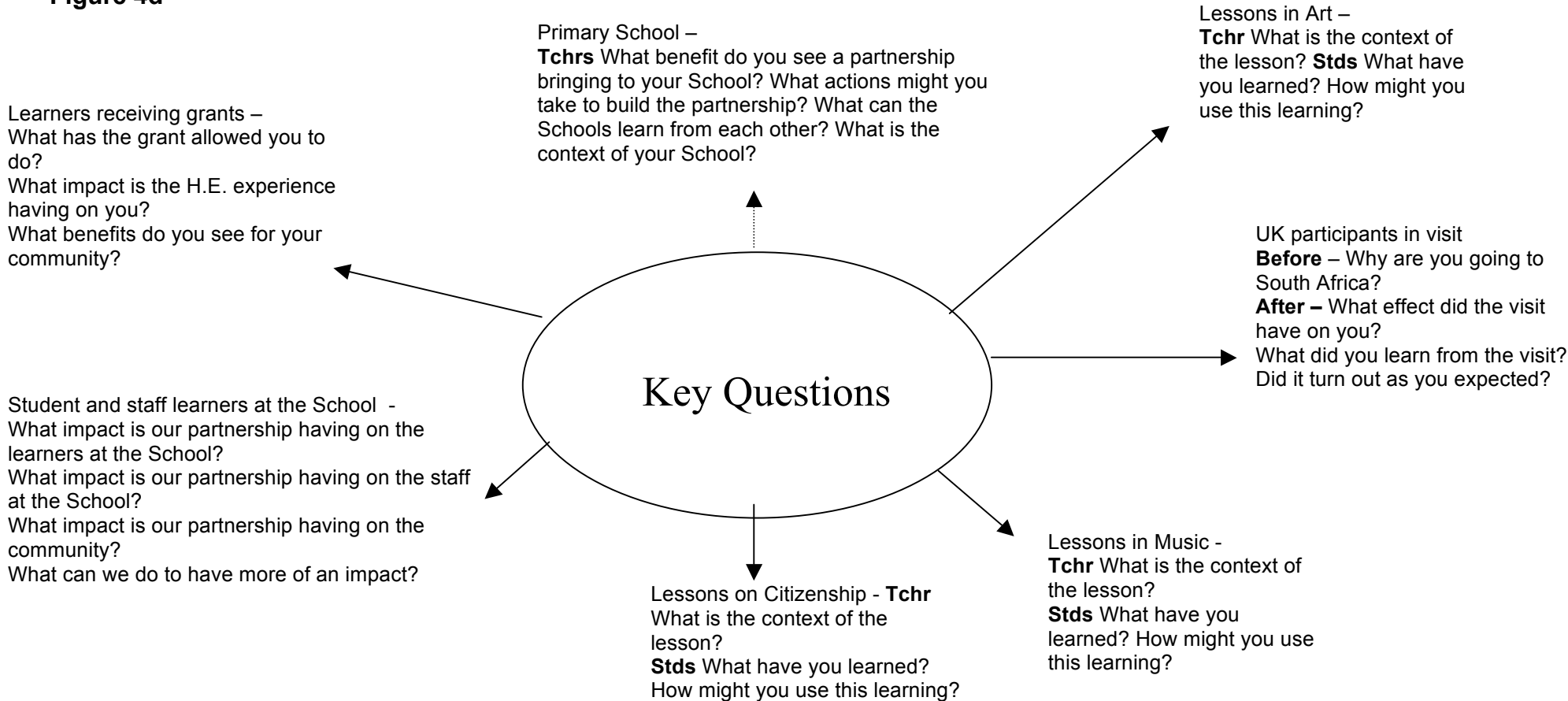*RQ4 - What are the transferable pedagogical protocols for citizenship education that can be derived from the establishment of an international partnership?*
RQ5 - What advice can be provided for government ministers on how best to extend educational partnerships and international CPD between UK and South African Schools?
RQ6 – How can the researcher validate the narrative and answer questions about the quality of rigour within the research?

Spidergram Showing Key Focus Questions for Learning Events

Figure 4d

Primary School –
Tchrs What benefit do you see a partnership bringing to your School? What actions might you take to build the partnership? What can the Schools learn from each other? What is the context of your School?

Lessons in Art –
Tchr What is the context of the lesson? **Stds** What have you learned? How might you use this learning?

Learners receiving grants –
What has the grant allowed you to do?
What impact is the H.E. experience having on you?
What benefits do you see for your community?

UK participants in visit
Before – Why are you going to South Africa?
After – What effect did the visit have on you?
What did you learn from the visit?
Did it turn out as you expected?

Key Questions

Student and staff learners at the School -
What impact is our partnership having on the learners at the School?
What impact is our partnership having on the staff at the School?
What impact is our partnership having on the community?
What can we do to have more of an impact?

Lessons in Music -
Tchr What is the context of the lesson?
Stds What have you learned? How might you use this learning?

Lessons on Citizenship - **Tchr**
What is the context of the lesson?
Stds What have you learned?
How might you use this learning?

4.3.2 Analysis of Data Capture

Thus, the plans were to capture certain critical learning events and aspects of South African life. Unsurprisingly, having undertaken the *in situ* filming real life events were responded to and newly discovered learning opportunities unearthed and therefore the researcher deviated from this anticipated plan to some extent. This decision fits in with grounded theory in real-life social research where uncertainty is embraced as part of the research paradigm (See section 3.2.4). The completed analysis tool 1 below in figure 4e shows the degree of variation and the rationale behind it. In column 1 the planned video source is identified. This is taken from the spidergram, figure 4c above. Column two shows the actual data source that was captured. The purpose of the decision to capture this data source is provided in column 3 of the table and finally, in column 4 there is a short comment from the author reflecting on the value of the data in relation to the research questions (R.Qs). Where there is deviation from the original plan shown in the spidergrams (Figures 4c and 4d), there is a gap in column 1 and a rationale based on the research questions is provided. This table, figure 4e, then provides a rationale for the reader for each piece of data that has been captured on video.

Figure 4e   **Analysis Tool 1 – Data Capture Rationale**

Video Source Planned	Video Source Captured	Research Purpose	Video Author's Post Reflection
Interview with learner receiving grants for HE	Interview with Lunga	Understand the influence of the partnership on him and his community	This was a worthwhile interview which should make a contribution to the findings about the impact of the partnership..
Interviews with staff and learners at the School	Two separate teaching staff, Headteacher and several students interviewed	To gauge the impact of our actions on the School and the community.	A range of perspectives were gained from these interviews. This should allow the researcher to draw on these views for the findings and to triangulate the evidence from the various sources.
	Interview with Thiris Arumugam	To ascertain the impact of the partnership on him, the School and the community.	This was not planned prior to the trip but circumstances allowed the interview with Thiris. As the person with whom the researcher had first started the link it was useful to get his perspective on the influence that it is having. RQ 1,2,4,6

Footage of the Primary School	Footage of a discussion at the Primary School	To broaden the link by engaging partner Primary Schools.	Using this footage with Primary Schools in the UK should enable them to get a perspective on the nature of the School and the community.
Footage of lessons being taught.	Part of a tourism lesson and small parts of a music lesson being taught were captured.	To identify the specific content learning.	The researcher decided that content was not what he was concerned with. The short term gains in knowledge about art, music or tourism are less significant than the longer term influence on learning through the partnership.
Discussions with UK participants.	Interviews were conducted with some UK student participants and a Governor on their return to the UK.	To identify their learning from participation in the link.	The post-visit responses from participants are indicative of the influence that the visit has on their cultural perspectives.
	Images of the black township community and the predominantly white areas	To raise awareness of the economic divide in the country and raise the issues of social justice and equality	This is a powerful message that can be used to raise consciousness of the economic differences between communities

	were captured.	of opportunity.	and to galvanise further action to address the inequality. RQ 1,2,4,5,6
	School events, such as the welcoming Assembly and the memorial service for a student.	To illustrate the cultural differences between the two countries and to show UK learners examples of the musical and artistic ability of the South African students.	This footage will be used by staff at the UK School to provide stimulus material for curriculum projects to enhance learning. It will be used to challenge stereotypes about Africans being dependent on western aid and to strengthen the bid for the International Schools Award. RQ 1,2,4,5,6
	Speeches made by the Headteacher and two teachers from Nqabakazulu School at events such as the welcoming and farewell ceremonies.	To enable the researcher to compare the public pronouncements made by participants in the link and the sentiments expressed by them in one to one interviews.	Capturing the public pronouncements about the partnership and commitment to it mean that those people can be held to account for their actions. RQ 1,2,3,4
	The researcher's own speeches	To enable the researcher to analyse his own	It is important that the public pronouncements are

	made at the welcoming and the farewell ceremonies.	publicly stated motives and purposes for the partnership.	taken seriously so that the researcher can shape his actions to fulfil commitments made. He is making himself publicly accountable for his actions. This is consistent with the above. RQ 1,2,3,4,5,6

Some of the footage taken was planned prior to the visit, some was unplanned. In the latter case, a decision was made to take the footage as it presented itself, very much akin to Coombs' (1995) rationale of recording authentic social episodes as they occurred in real life as part of the action research learning environment. Such social episodes represent key learning events over time and can be recorded as episodic events. From this 'situated learning' perspective the research purpose became apparent to the action researcher as he was experiencing the event. Whilst in such a stimulating environment and thinking deeply about the partnership, an additional question that occurred to the researcher as he was experiencing South Africa was: How can misconceptions of South Africa be filtered out? This notion of myth busting occurred fairly early on in the visit and it became a focus for the researcher in determining the choice of filming. Being conscious of the pre-conceptions that people, and in particular UK students may have of South Africa from the media, this was an opportunity to challenge those pre-

conceptions. The extent to which these pre-conceptions were challenged is examined in section 6.2.3.

4.3.3 Making the Meaning Explicit

The second analysis tool (Tool 2) is shown in the next example below (figure 4f). There are ten examples in all, including figure 4f and figures Ba to Bi (See Appendix B Pp. B1-B25). This tool is designed to avoid "viewer" misconstruing. The use of such tools supports discursive discourse analysis, which is validated as a qualitative research tool by Gardner & Coombs (2009), *"Discourse analysis helps the researcher to elicit and deconstruct the veiled ontological and epistemological assumptions contained within text-based and other evidence formats such as pictures and video."* (P. 68)

The tool consists firstly of identification of the video source, a brief descriptor of the video footage and an outline of the research purpose. This is followed by a transcript of the questions asked by the researcher and an account of the responses by the source with an interpretation by the researcher of the implications for the research project goals. Finally, there is a post-video reflective discourse by the research author on the context and meaning of the responses. This tool provides a template for the first phase in the systematic interpretation of the data.

Figure 4f	Analysis Tool 2 – Constructing Meaning for the 'Viewer'

VIDEO SOURCE - Interview with Lunga (Source 1)

Descriptor – Interview with learner receiving a bursary from Salisbury High School to study a degree at a Higher Education institution in South Africa.

Research Purpose – To ascertain the impact that the partnership activities are having on him and his community.

Observational Questions	*How does this connect to the video clip?*	*What are the implications for the project goals?*
1. Lunga, can you tell us about what has happened to you and what you have been doing since we saw you two years ago?	Lunga's response is as follows: "Since you guys came to South Africa and I asked you for financial support due to the financial constraints that I had from my family there has been a great change, because I am at the University of South Africa doing B.Com specialisation in marketing and I'm doing quite well. So from what you have contributed I am at a higher level now"	One of the aims of the partnership project is to influence the education of others and provide greater equality of opportunity. Lunga's response is clear in that our partnership activities have given him an opportunity to further his education that he would otherwise not have had.

| How do you think this will help your family and your community? Will it help them? | Lunga's response is that there is a lack of finance available at home "and if I get the opportunity to complete my degree and to work, it will bring (provide) bread at home. My young sisters and brother who are still at School would be able to get educated, so that initiative (the bursary support) is part of building the community. Without me being in the labour force, there wouldn't be bread at home." | Again, Lunga in his response refers to the education of others, in this case his own brothers and sisters who are more likely to be able to stay on at School and get an education rather than having to try to find a job to provide bread for the family. One of the key aims of the partnership is to influence the education of others and to promote the value of social justice. |

Author Reflection/Discourse re: context

Lunga is one of several recipients of bursaries provided through fundraising activities. The bursaries are given to students chosen by the South African school teachers and they pay for the fees for the first year at the University. The students then have the opportunity to access bursaries for the remaining two years of their degree from the institution itself. Lunga is a very talented artist. One of my colleagues, having visited Nqabakazulu School in 2005, decided to raise funds to support him through University. She got her tutor

group involved in a range of activities and within a few months they had raised sufficient funds. I claim that this is an example of how the partnership activities have influenced others to take actions which help others to live out their values more fully (See section 5.3.3). Nqabakazulu School does not feature Art as a curriculum subject and he therefore was unable to do an art degree. Lunga's plan is to complete his degree in marketing and then to pay for himself to do a further degree to become an architect.

This second analysis tool, shown in figures 4f and Ba to Bi in Appendix B is designed to avoid "viewer" misconstruing by providing a clear interpretation of the data by the researcher. The responses given to the focus questions can be made sense of and put in the context of the aims of the partnership for the viewer. Making the meaning explicit in this way is a means of avoiding viewer misconstruing. Note that the researcher is operating in the conversational paradigm and hence the research narrative is recorded in the first person and represents his authentic voice. This type of conversational procedure and narrative-based analysis of action research events was developed by Coombs (1995) as part of a Talkback qualitative analysis approach of authentic field data obtained *via* Thomas & Harri-Augstein's (1985) conversational psychology paradigm.

4.3.4 Talkback records

The next set of tables, figures 4g to 4i, represents the Talkback records themselves. Note that the Talkback procedure involves a systematic cluster analysis of identified narrative themes, but that the qualitative process

employed is experientially 'content free' and therefore represents a transferable scaffold for similar action research scaffolds.

First, in figures 4g, 4h and 4i, the key focus questions are considered and the analysis tool allows the researcher to ladder-up his thoughts and ideas relating to the issues that arise from the responses to these questions in the video sources. Initially, these thoughts are considered in relation to each data source and then comparisons are made across the data sources. The use of a range of data sources enables the researcher to show triangulation and increases the reliability and rigour of the findings. This relates to research sub-question 6 in terms of how the researcher can validate the narrative and answer questions about the quality of rigour within the research.

Figure 4g   **Analysis Tool 3 – Talkback Record**

Review of Qualitative Data

Key Focus Question

Focus Question/Descriptor – What impact is the partnership having on the education of people in the South African community?

This relates to the following research questions:

To what extent have the values of social justice, equality of opportunity and Ubuntu been put at the heart of the international partnership between the schools?

What has been learned from the activities of the partnership by the participants and to what extent have they become better citizens of the world?

What advice can be provided for government ministers on how best to extend educational partnerships and international CPD between UK and South African Schools?		
Narrative Item (Data Source)	*Source*	*Laddered-up thoughts and salient ideas related to issues in recorded abstracts.*
Interview with Lunga	1	The impact on him and others like him that have received the bursaries are considerable. It has enabled them to access higher education when they would not otherwise have been able to do so. It has also enabled him to consider how he can provide for his family when he is older and allow his brothers and sisters to go to School, instead of having to find ways of fending for themselves. I later met another student who had received a bursary from us and he had in his second year obtained a scholarship from a university in the USA to study there.
Interview with Rose Mjiyako	2	From Rose's account it seems that our partnership is being talked about at provincial level as a good example of the benefits of School linking. If the British Council promote a similar model for partnerships then the educational impact has gone beyond the Kwamashu community and influenced other communities. This gives me the reassurance that there may be some advice that can be given to government ministers on

		how to extend educational partnerships between UK and South African schools (RQ5). It is pleasing to hear Rose using the word "Ubuntu" to describe the togetherness that our partnership is bringing. Educating others in the value of Ubuntu, or togetherness, is one of the central aims of this project. Rose also talks about the expansion of the partnership in to other institutions in the township community. Examples of this are the inclusion of the AIDs Hospice and Children's Home in the scope of our work and the involvement of the Primary School. The impact on the poorer students of the school through our funding of the soup kitchen is another aspect of our partnership. Of course without food they would not be as effective learners. Thus at a basic needs level we are having an educational impact.
Interview with Headteacher and his speech	3 and 4	It is impacting on the users of the computer facilities, those students receiving bursaries and the students that have been chosen to visit the UK. It is also impacting on the education of both sets of students and teachers through what he describes as the "cultural cross pollination of ideas".
My Speech	5	I emphasise the values that are being developed through the partnership. I hope that the impact on the South Africans is that they recognise that we are together with them in this partnership, working to

		improve learning for those involved.
Interview with Mr T. Arumugam	6	The impact goes beyond the direct recipients of bursaries or financial support for visiting the UK. The partnership has a motivating effect on other students who see that there are opportunities to participate in these activities. The significance of the motivational effects on staff and students had not been apparent to me before Thiris drew attention to them.
Mr Ngobo's speech	8	Mr Ngobo uses the term "love" to describe the relationship between our communities, alongside reference to the notion of Ubuntu. He also uses the phrase "appreciation". This could be a description of the mutual respect we have for each other's similarities and differences and recognition of our willingness to learn from each other.
Interview with Students	10	What stands out for me here regarding impact is the impact on their learning about other cultures and the confidence that it gives them to communicate and develop a relationship with people from a different culture.

Cross Source Comparisons	
Number of Sources Compared	*Laddered-up thoughts and salient ideas regarding common issues across the above data sources.*

1 and 3	Both sources refer to the impact on the recipients of the bursaries as being significant in terms of providing them with the opportunity to access higher education. I recognise that there are issues here about whether in doing this we are concentrating our efforts on a few fortunate recipients at the expense of the many other learners. However, our bursaries are funded from a particular project, the Black Dust book project that several authors contributed to. We engage in other activities that raise funds for other projects in the School, such as the staff and student exchange and for developing curriculum links. The motivational effects of the bursaries on the students must not be under estimated. Furthermore I am seeing evidence that the recipients of these bursaries will benefit their own communities in the long run as they gain jobs that enable them to contribute to their family and the wider community. The provision of bursaries is one way for the participants to live out their values of social justice, equal opportunities and Ubuntu more fully.
2, 4 and 8	All three sources emphasise the values associated with the partnership. This is a different perspective on the impact of the partnership. Rather than focusing on the material benefits or the learning of knowledge from the link, the focus here is on what I would suggest is deeper

	learning. Providing a sense of Ubuntu (togetherness), love and friendship for the South Africans involved with the partnership has a more significant longer-term impact than knowledge gains. There is an indication here of the development of shared values and a shared way of explaining what we are doing in establishing the partnership. (RQ1)
6 and 10	Both these sources refer to the impact on the education of the student visitors to the UK. These students have been chosen by the teachers because of the contribution that they can make to the development of the partnership. Our focus curriculum areas for this year are the arts and Citizenship, therefore they have particular skills in these areas. Both sources express their belief that they will learn a great deal from the experience. Both sources also see the impact as going beyond those students directly participating in the trip, through motivational effects (Source 3) or through the communication and building of relationships between students from the different schools. We have established a pen pal project where students from the Schools write to each other.

Figure 4h	**Analysis Tool 3 - Talkback Record**	

Review of Qualitative Data

Key Focus Question

Focus Question/Descriptor – What is the socio-economic and social context of Nqabakazulu School and how can we alleviate the impact of poverty on the learners?

This focus question relates to the first research question about how the values of social justice, equality of opportunity and Ubuntu can be put at the heart of the partnership. It is also related to the third question concerning learning from the activities of the partnership by the participants and the extent to which they have become better citizens of the world.

Narrative Item (Data Source)	*Flag*	*Laddered-up thoughts and salient ideas related to issues in recorded abstracts.*
Interview with Lunga	1	He refers to the financial circumstances of his family and their inability to provide any financial support for him at University and to the difficulties that his brothers and sisters have in attending school. Thus, he is relying on us for financial assistance.
Interview with Rose Mjiyako	2	Rose arranged for us to visit the AIDs Hospice and Children's Home. Many of the children in the home attend Nqabakazulu School. They have HIV/AIDs or are orphaned as a result of the virus. They are desperate to buy a minibus to take the children to and from School.

		We as a community in Salisbury are looking to raise funds to contribute to the purchase of the bus. We are helping to alleviate the difficult conditions for the learners by contributing funds to the soup kitchen, which provides food for the most needy students at the School. It feeds those who cannot afford a meal and it provides food for some of the students' families as well.
Interview with Mr T Arumugam	6	He refers to the learners as the "poorest of the poor" and talks about our actions giving them an opportunity to experience other circumstances that will motivate them to succeed in their own lives.
Interview with students	10	They outline very clearly the problems of poverty and HIV/AIDs in the community. They also link the problem of crime to the poverty in the community. They talk about steps that they are taking to alleviate the effects of these problems and to improve their communities. There is evidently a civic pride in their community and a desire to improve matters.

Cross-source comparisons	
1,2,6 and 10	All of these sources refer to the financial and social circumstances surrounding the students at the School. Mr Arumugam refers to them as "The poorest of the poor". Lunga refers to his families' difficult financial

	circumstances and the students describe the related problems of poverty, crime and HIV/AIDS in the community. It is this socio-economic context that motivated me to develop the partnership in the first place and it is with this in mind that the participants continue to sustain and build the partnership and to engage others in living out their values more fully. The data from these sources relates to the two research questions concerning the extent to which the values of social justice, equal opportunities and Ubuntu have been put at the heart of the international partnership between the schools (RQ1) and how the activities of the partnership can enable the participants to become better citizens (RQ3).

Figure 4i **Analysis Tool 3 - Talkback Record** **Review of Qualitative Data** **Key Focus Question** Focus Question/Descriptor – How can we take the partnership forward? In seeking a range of participant's views on this I am seeking responses to two of the research questions: To what extent has the researcher encouraged participation and democracy through his actions in establishing, developing and sustaining the partnership?

Narrative Item (Data Source)	Flag	Laddered-up thoughts and salient ideas related to issues in recorded abstracts.
		What has been learned from the activities of the partnership by the participants and to what extent have they become better citizens of the world?
Interview with Rose Mjiyako	2	Rose talks about us continuing to learn from each other. She refers to the forthcoming visit to Salisbury High School as an opportunity for the students and staff of Nqabakazulu School to teach our students about their community and their culture. The inclusion of the AIDs Hospice and Children's Home in our partnership provides the potential for expanding participation in the partnership.
Mr Shezi's Speech	3	The Headteacher of Nqabakazulu School talks about continuing the cross-pollination of ideas through the South African's visit to the UK. He also makes public his desire for us to help to raise funds for a School Hall. This has been something that he is very keen to build for many years. He sees it as not only a venue to hold assemblies but also somewhere that can be used by the community for events. No doubt it would also give the School considerable status in the community.
Interview with Mr T Arumugam	6	He favours an annual exchange of staff and students. This will maintain and strengthen the partnership. The

		Nqabakazulu School students will be motivated to succeed by this and the Salisbury High School students will learn about South African life and culture.
Rose Mjiyako's speech at the Primary School	7	In reference to the inclusion of the primary school in our partnership, Rose talks about the future of sharing between the Schools involved. Rose also talks about the potential for learning from their visit to Salisbury High School.
My speech at the Farewell Ceremony	9	In talking about the future for the partnership I talk about it growing and the future as one of continuing learning from each other. We can continue to support some of the Nqabakazulu School students through bursaries to access tertiary education.

Cross-source comparisons	
Sources 2,3,6,7 and 9	All of these sources refer to the further potential for learning through the development of the partnership. There is potential for learning for all those involved in the partnership. We can work to embed the partnership in the curriculum through the development of curriculum projects in the two Schools.
Sources 2 and 7	These sources refer to the potential for growth of the partnership within the wider communities hosting Nqabakazulu School and Salisbury High School. By

	involving other community institutions, such as the Primary School and the Children's Home/ AIDs Hospice, participation in the partnership is grown. This growth will bring in other institutions in the UK as we seek to involve our own feeder primary schools and our Salisbury community institutions in fundraising.
Sources 3, 6 and 9	Our fundraising work needs to continue if we are to strengthen the partnership further. The money is needed to supplement the funding provided by the British Council for exchange visits so that more students can benefit directly from this experience. The bursaries to support students in to tertiary education are seen as an important way of motivating students. Nqabakazulu School are very keen to build a School Hall which, if we can help with this, would be a lasting memorial to the partnership.

Having laddered-up thoughts on these issues the researcher is now in a position to consider what themes emerge from the responses to the focus questions and what arguments can be elicited from them to address the research questions. This fourth analysis tool provides a template for those thoughts.

An example is shown below in Figure 4j

Figure 4j	Analysis Tool 4 - Talkback Record
	Review of Qualitative Themes
Cross Focus Question Issues	
Research question areas compared and synthesised	*Laddered-up comparative thoughts and arguments of key issues and salient points elicited from the data and emergent themes.*

Research questions
 	
    1. To what extent have the values of social justice, equal opportunities and Ubuntu been put at the heart of the international partnership between the schools? How important is it to develop shared values and a shared way of explaining what we are doing in establishing the partnership?
 	
    2. To what extent has the researcher encouraged participation and
	The key themes that emerge from the focus questions are:
	
	The impact of the partnership activities on particular individuals has been profound. It has changed the attitudes and behaviour of the individuals involved.
	
	The partnership activities have had an impact in ways that are more difficult to measure and calculate, eg motivation, confidence, moral and spiritual development.
	
	The difficult socio-economic circumstances surrounding the South African School community and its members have an impact on the learning.
	
	There is a moral imperative to act to alleviate these circumstances. In helping to alleviate

democracy through his actions in establishing, developing and sustaining the partnership?	the circumstances we are guided by the values of equal opportunities, social justice and Ubuntu. We are beginning to develop a shared language to express the values that underpin the partnership. Eg Ubuntu.
3. What has been learned from the activities of the partnership by the participants and to what extent have they become better citizens of the world?	The partnership is having an impact beyond our own communities, through the British Council using it as a model of good practice. The involvement of more people and organisations within both communities in the partnership is increasing its scope and widening participation.
4. What are the transferable pedagogical protocols for citizenship education that can be derived from the establishment of an international partnership?	I am learning how to develop activities which take the partnership forward and strengthen the relationship between the two schools and communities. In this sense I am learning the pedagogical protocols for the development of the partnership. Others involved in the partnership are also learning these protocols. It is a journey that we are taking together.
5. What advice can be provided for government ministers on how best to extend educational partnerships and international CPD between UK and South African Schools?	Through my research methodology I am giving a voice to the participants in the partnership and they are becoming co-participants in the research. The systematic

6. How can the researcher validate the narrative and answer questions about the quality of rigour within the research?	analysis of the video data and the cross-source comparisons gives my research more validity and greater rigour.

Key Constructed Arguments Synthesised from Qualitative Data Themes

Laddered-up thoughts of key elicited arguments synthesised from the above emergent themes	*Qualitative data sources identified with supporting quotes and cross references*
Research Question 1. Through the activities that we are engaged and the shared language that we are developing in the partnership there is evidence to suggest that we are putting our values at the heart of the relationship and that we are living out the values of equal opportunities, social justice	Source 1 - "If I get the opportunity to complete my degree and to work, it will bring (provide) bread at home". Source 2 – "What you are doing guys, it's more than Ubuntu and I don't know how much to thank you." Source 5 – "Our partnership is based on the principle of *umuntu, umuntu, ugabantu,* which in English means, a person is a person through other persons." Source 5 – "It's also about friendship, building bridges between communities. It's about Ubuntu

and humanity (Ubuntu) more fully.	and the idea of humanity, we are all together as human beings. But mostly I think it's about learning, it's about us learning from you and about you learning from us." Source 6 - It will, he says, give the "poorest of the poor an opportunity to see how other people live, inculcating them with the motivation and drive to really progress in life". Source 6 - The students that have been chosen to visit the UK are "setting benchmarks for the others that are coming up" Source 6 - The partnership has "progressed tremendously" Source 8 – "May the spirit of togetherness, the spirit of ubuntu, the love and the appreciation thrive between us."
Research Questions 2 & 6. The voices of others in my narrative are clearly represented here and are showing that they are also learning from the activities that they are engaged in through the partnership. Thus, I am encouraging	Source 1 – "There has been a great change" Source 2 – "They (The British Council in South Africa) have asked for information about the learners and educators that are coming to the UK and they want to contribute to the activities that we are going to do over there." Source 3 – "We trust, we hope and we pray that this partnership will grow. We are expecting much, much more"

participation in the partnership and am doing so in a democratic way by giving equal weight to the views of others in taking the partnership forward. In doing so I am using a range of data sources to triangulate my findings and to check the authenticity of my claims.	Source 4 – "We want to raise awareness in our School about issues like AIDs and poverty and we have a lot to learn from you" Source 7 – "We are going to see how their curriculum differs from ours. and which strategies we can use when we come back home. How does the community help the school and in which ways does the school reach out to the community?" Source 7 – "You are going to share ideas, share skills, you are even going to share resources" Source 9 – "We want it to grow, we want it to develop" Source 10 - "I think mostly that we learn from this partnership that we can communicate with people who are not from our country and that we can have a relationship (with them)"
Research Question 4 Some of the pedagogical protocols are beginning to emerge from these sources. The importance of involving the community, spreading participation in	Source 2 - "It's growing Mark. It is expanding in to our community. Our School is part of the community and we must be seen to be supporting our community." Source 2 – "We want to help you. We know that there are some skills that we can offer". Source 3 - "This partnership is of great value to

the partnership, the focus on values, the reciprocal nature of the partnership and the importance of developing opportunities for learning are some of the points that are emerging from analysis of the data.	Nqabakazulu. Nqabakazulu has benefited a lot from this partnership. I marvelled when I observed a cultural cross-pollination right here on our school premises. I marvelled when I saw our learners communicating with our guests." Source 4 - "It raises morale/motivates a lot. To know that they are chatting to people from England makes them feel good. To know that some of them are going across to the UK creates a positive feeling. Our reputation is boosted. If we tell officials that we are in partnership with a UK school and we tell them how we benefit from this partnership they are impressed." Source 8 – "You have reached out to our community"
Research Question 5 There is already some evidence to suggest that our partnership is regarded as a model for others to follow.	Source 7 – "I found out that in KZN (Kwazulu Natal) this is the only partnership that has been initiated and that is working. They wanted to find out from us how the partnership is benefiting us so they could make use of our experience for their partnerships to work".

4.3.5 Conclusions on Method 1 – Manual Review

Through this manual review method using these conversational learning tools the researcher has been able to convert case study video narrative into qualitative data and use the raw data from participant learning conversations to systematically analyse into impact evaluation professional development findings. These 'content-free' tools represent a transferable set of conversational learning procedures for capturing and analysing professional learning knowledge as impact evidence. The method can be related to Schön's (1983) concept of professional reflection as practitioner knowledge in the sense that the method provides a framework for reflection-in-action and reflection-on-action and support Schön's suggestion that the capacity to reflect on action so as to engage in a process of continuous learning is one of the defining characteristics of professional practice. The method can also be related to Kolb's (1984) experiential learning theory, the learning cycle or spiral where the learner experiences, reflects, thinks and then acts. Immediate or concrete experiences lead to observations and reflections. These reflections are then absorbed and translated into abstract concepts with implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences. The analysis tools provide the opportunity for the researcher as learner to reflect on the experiences as captured by the video data and then to think about the outcomes and act accordingly. Once this cycle is completed a new one is started as the actions give rise to new experiences. This is consistent with the notion of the action-reflection cycle (Whitehead, 1989 and Elliott, 1991).

4.4 Going Around the Action-Reflection Cycle Again

In order to provide triangulation of evidence as an action researcher it is important to go around the action reflection cycle again and again to check any emergent findings against new data. Elliott 's (1991) educational action research process supports this cycle of action and reflection from real life situations. This also links to the notion of living or authentic action research life stories (McNiff & Whitehead, 2006) and Rom Harre's (1985) social episodes of data concept, whereby the researcher and the subjects of the research work fully together on a cooperative basis to generate data from real-life social situations.

The manual review method has been used to analyse the data collected during the visit by UK participants to South Africa in 2005 and was used again to analyse the video data taken when the South Africans visited the UK in 2005 (See Appendix N). This had enabled the identification of some themes and the reaching of some tentative conclusions but the researcher recognised that they were based on a limited set of data. Reflection on the issues that emerged meant that the researcher was experiencing a situation where there was a contradiction between his values as a professional educator and the circumstances that he was encountering. Values have already been identified as vitally important in education (Ginott in Vybiral, 2005. Halstead, 1996 and Brighouse, 2005 – See section 2.3) and as affecting our cultural, political, pedagogical and epistemological assumptions. In this case the researcher found a contradiction between the values espoused by the partnership and the real-life situation as he saw it. This led the researcher to act systematically to collect further data so that the situation could be analysed and the issues

identified more clearly so that he could act to enable himself to live out his values, and the values of the partnership, more fully.

A visit by two teachers and some students from Salisbury High School to Nqabakazulu School in 2007 provided an opportunity to gather further data using video. The researcher was unable to go on this visit so this was an opportunity to involve other participants in the collection of data. The research was discussed with the two teachers who were going, Cath and Stacey, and they conducted the video interviews and took the footage at the South African School and in the community. On their return the researcher video interviewed them both and made a video of an Assembly that they led. This time the electronic (ATLAS) software method was used as a means of analysing the video data.

4.5 Electronic Review Method – Analysis of video data using ATLAS software

4.5.1 The Process

The researcher has used ATLAS.ti© software (http://www.atlasti.com/demo.php, accessed: Jan-09) as a second method for eliciting findings from the video data. This piece of software is based on the grounded theory approach whereby observations are systematically analysed to enhance understanding.

There are various steps that were taken in using the ATLAS software as an analysis tool:

4.5.1.1 Creating a Hermeneutic Unit and Assigning Primary Documents

First in ATLAS, the researcher created a hermeneutic unit called "SA Project".

Then four primary documents were assigned (downloaded) to the project. All

four were video clips taken during the visits to South Africa. These were

chosen on the basis that they contained key episodes of learning with the

potential to reveal themes and issues of interest through further analysis.

They were titled as follows:

Interview with Cath;

Interview with Stacey P;

Cath Doing Assembly;

Hopes and Dreams;

This part of the process in ATLAS can be seen as equivalent to the data

capture rationale in the manual method (See section 4.3.2) as the researcher

chooses which episodes to analyse on the basis of their relevance to the

project goals.

4.5.1.2 Writing memos

As the clips were played memos were written that were attached to them. This

meant that the process of analysis was beginning as the researcher picked

out what he thought were significant episodes of learning. The significance of

these episodes was in terms of the implications for the project goals. Just as

in the manual review method (Analysis Tool 2, section 4.3.3) the purpose of

the memos was to show the researcher's interpretation of the episodes so as

to avoid viewer misconstruing. These are shown in figures 4k to 4n below. Note again, as when using the manual method, that the researcher is operating in the conversational paradigm and hence the research narrative is recorded in the first person and represents his authentic voice.

Figure 4k - Memos

Source – Interview with Cath
Memo 1 - Cath describes the wide range of actions that she has taken to develop the partnership between our Schools. This helped me to appreciate the extent of her involvement which includes fundraising, the development of curriculum projects and friendship. The development of personal relationships between individuals in the two schools is a feature in her response. I recognise that friendship is an important element in the sustaining of the partnership.
Memo 2 - Cath talks about the impact of the visits on our students and describes the friendship shown by our students towards the South African visitors. This had been a heartening feature of the visit. There were no instances of racism and many friendships were made. Several students from the two schools exchange letters and have developed friendships.
Memo 3 - Cath talks about the impact on Salisbury High School students of the partnership. She explains how the South African students were very confident in performing when they visited our School. This would have inspired some of our students to be more confident. The first visitors from Nqabakazulu School to our School were chosen for their musical, dance and drama ability and their talents in presenting artistic interpretations of zulu

culture. They were outstanding at this and it helped to tackle the post-colonial stereotypical views of Africans as receivers of aid and not having anything to give in return. It emphasised the reciprocal nature of the partnership in terms of the learning that was taking place.

Memo 4 - Cath talks about my role as the "lead person" in the partnership who sustains the partnership by "keeping the momentum going". She talks about my role in "motivating and involving people" and "keeping the students involved".

Memo 5 - Cath uses the phrase, "they have grown as people as a result of it", to describe the impact of the visits on our students. This is consistent with the educational notion of "touching" hearts as used by Sayers (2002) in her description of the purpose of citizenship education.

Memo 6 - Cath talks about her learning from her two visits to South Africa and our partner School and makes the point that it is a two way (reciprocal) process with us learning from each other.

Memo 7 - Cath talks about her learning about teaching methods in the black township school and how it is different to methods used in the UK. The predominant teaching technique is instructional and lessons are very much teacher led and teacher centred. This contrasts with much practice in UK Schools with greater emphasis on student centred learning. In a lesson that I observed in the township school the teacher used a call and response technique to learning where the students repeated in unison what the teacher had just said. I know from observations of Cath's lessons that she uses student centred methods. She links the differences in approach to the availability of resources in our two Schools. In order to adopt more student-

centred teaching methods more resources are required. This comment links to the value of equal opportunities. The township students are being denied the benefits of a more student centred approach by the lack of educational resources. Hence our actions to help to improve resources. At the same time we must recognise the cultural influences on the teaching approach. The zulu culture is one of respect for elders and a teacher centred approach sits more comfortably with this culture. Despite this cultural influence the South African government has been training teachers in a more student-centred approach in order to gain the educational benefits, thus if we can support this process by demonstrating a variety of teaching approaches to the South African visitors when they visit Salisbury High School and by supporting their requests for resources then we will do so. This is a crucial aspect of the reciprocal learning process that we seek to embed in the partnership.

Figure 4l - Memos

Source – Interview with Stacey P
Memo 1 - Stacey says how the visit has changed her as a person. It has had an impact on her perceptions of herself and of the South African school and the values that the members of the school community carry with them.
Memo 2 - Stacey indicates that she has a number of strategies for developing the partnership. She can see the value of the partnership for the members of both communities.

Figure 4m - Memos

Source – Cath Doing Assembly

Memo 1 - Cath is doing an Assembly with Stacey and students from our School that have just returned from a visit to South Africa. During the visit they taught the Nqabakazulu School students how to make solar ovens and how to cook food on them. She contrasts the situation regarding practical work in the two Schools. She highlights for our students how frequently they get to do practical work in School. The lack of resources for the South African School inhibits practical work and necessitates a more teacher-led approach to learning.
Memo 2 - Cath talks to our students about the sense of pride that the students at Nqabakazulu School have in their school and in the way that they wear their school uniform. She contrasts this with the attitude of some of the Salisbury High School students who show less pride in their school and would prefer not to wear the school uniform.

Figure 4n - Memos

Source – Hopes and Dreams (See Appendix O)
Memo 1 - This is an extract from an interview with Siyabonga, who is the elected student president of Nqabakazulu School. He talks about what his hopes and dreams are. They are similar to those of young people in the UK in that he wants to live a successful life in comfortable surroundings. The difference between him and his peers in South Africa and his peers in the UK is that the South Africans have much greater difficulty in achieving these hopes and dreams given the poverty in which they live. It is an indication of the inequality of opportunity that exists.
Memo 2 - Siyabonga expresses his view that education is the key to

economic development for South Africa.

Memo 3 - Siyabonga says that the bursaries that we are providing are helping students to achieve their hopes and dreams. He explains that those students will in turn help their families and the communities in which they live and help to relieve the poverty in those communities.

He also talks about how we can help to improve the school through providing resources that will enhance the learning and motivate students to learn. This includes helping to fund a School Hall in which students can show off their talents.

<u>4.5.1.3 Coding</u>

Having made this commentary on the episodes, the researcher can now look for linkages between the memos and recurring comments and ideas. The ATLAS software enables the researcher to enter codes.

The following codes were identified for the issues that emerged from the data.

Figure 4o - Codes

List of codes identified:

Confidence

Equal Opportunities

Friendship

Future actions

How we can help

Inequality

Lead Person

Living out Values More Fully
Motivation
Practical Experience
Pride
Student Learning
Teaching Methods
The Importance of Education
What Learners Want

These issues were the ones that emerged from the data for the researcher.
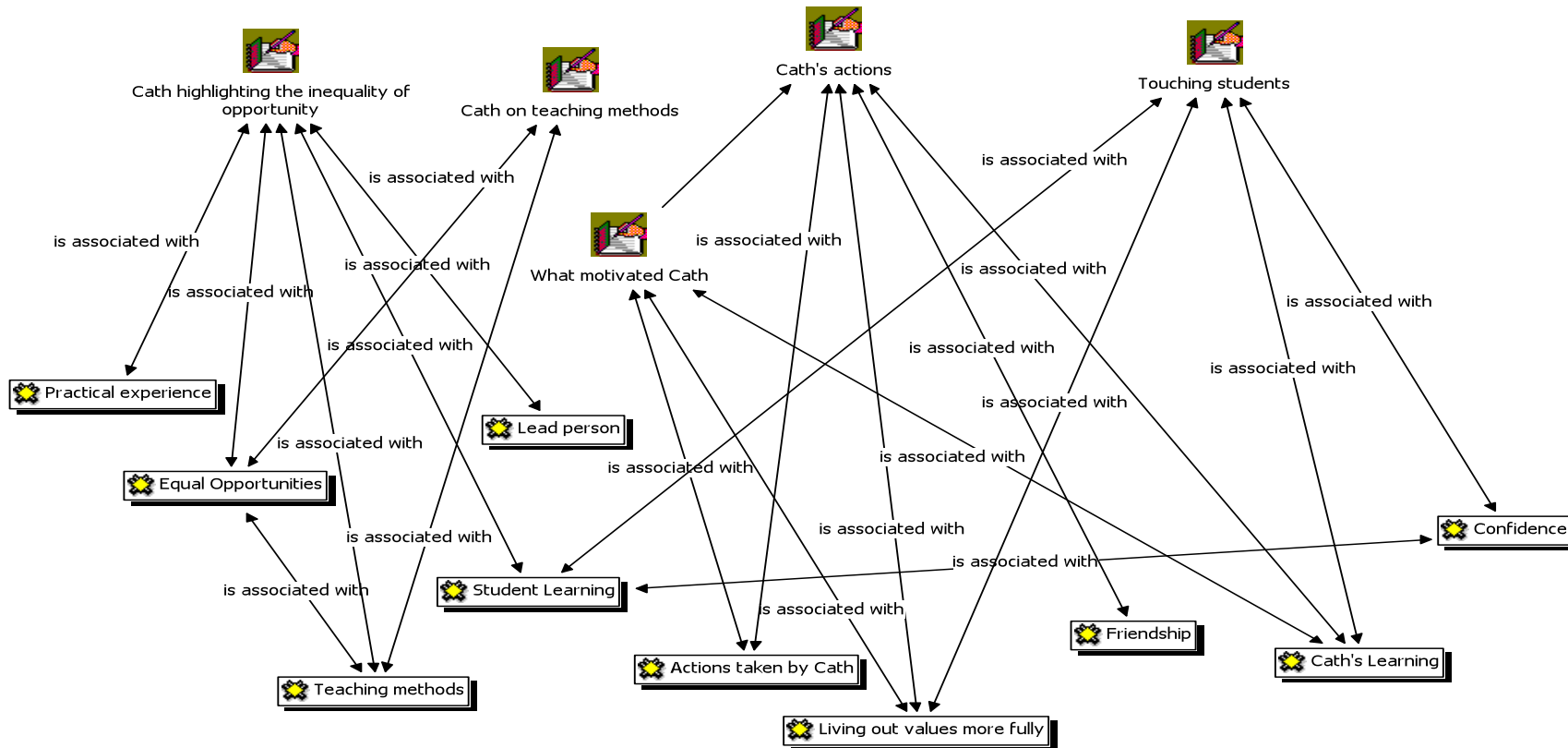

4.5.1.4 Linking Codes and Memos

The next step was to triangulate these issues by making cross source comparisons and linking the memos and codes. These are issues that are recurring in the data across the different data sources. This part of the process can be seen as equivalent to the Talkback record for identification of issues arising from cross source comparisons (Analysis Tool 3, Section 4.3.4) in the manual review method. Once this was done using ATLAS the researcher was able to replay the parts of the video clips that referred to a particular issue. This allowed the checking of the interpretation and enabled the holding of the inner learning conversation again. It also enabled the researcher to check his interpretation with the participants so that it could be validated by them in a form of post-qualitative check.

4.5.1.5 Identifying Relationships Between the Links and the Network Map

The researcher was then able to create an ATLAS Network Map and create links between the codes and memos. This allowed the identification of associated pieces of data to strengthen the emergence of themes from the clips and to elicit findings from the themes in relation to the research questions in a similar way to Analysis Tool 4, Review of Qualitative Themes in the manual method (See section 4.3.4). Figure 4p shows part of the Network Map that was created from the analysis of the video.

ATLAS NETWORK MAP

VIDEO ANALYSIS

Cath highlighting the inequality of opportunity

Cath on teaching methods

Cath's actions

Touching students

is associated with

is associated with

is associated with

is associated with

is associated with

is associated with

is associated with

is associated with

What motivated Cath

is associated with

is associated with

is associated with

is associated with

is associated with

is associated with

is associated with

is associated with

is associated with

is associated with

is associated with

is associated with

is associated with

is associated with

Practical experience

Lead person

Equal Opportunities

Confidence

Student Learning

Friendship

Cath's Learning

Teaching methods

Actions taken by Cath

Living out values more fully

This Network Map indicates the associations that have been made between the issues, so that for example, teaching methods have been identified as being linked with equal opportunities.

4.5.2 Conclusions on Electronic Method – ATLAS Review

The researcher has demonstrated that he has been able to use the ATLAS software as a second way of converting video narrative into qualitative data and using the raw data from participant learning conversations to systematically analyse into impact evaluation professional development findings. Just like the Manual Review method outlined earlier this is a 'content-free' tool that provides a transferable set of conversational learning procedures for capturing and analysing professional learning knowledge as impact evidence and is researcher independent.

4.6 A Comparison of the Two Methods and Using the Two Methods to Enhance the Validity of Research

4.6.1 Comparison of the Two Methods

The two methods that have been used to analyse the video data are now examined and compared. The first method was the Manual Review method. In Figure 4q some of the pros and cons of using this method are identified.

Figure 4q – Pros and Cons of Manual Review Method

Manual Review Method	
Pros	**Cons**
There is no need for digital technology. It is a low technology	It is time consuming because of the

option. This may be attractive on the grounds of expense.	need to play and re-play the footage in order to transcribe it.
It encourages a thorough review of the footage as playing and re-playing footage supports an inner conversation to arrive at a more valid interpretation of the data.	There is the possibility of some repetition as the different sources are transcribed.

The second method is the Electronic (ATLAS) Software Review method, In figure 4r the pros and cons of using this method of analysis are identified:

Figure 4r – Pros and Cons of Electronic Review Method

Electronic (ATLAS) Review Method	
Pros	**Cons**
The video footage can be edited in ATLAS making it easy to manipulate the data and identify episodes of learning without the need for transcription.	There were some technical difficulties in loading the software and uploading the video clips.
Use of ATLAS allows the possibility for shared viewing of the video footage in a research focus group thus enabling the validation process to take place.	There are some difficulties in accessing the language used by the ATLAS software. Terms such as hermeneutic units, primary documents, codes and networks have specific meanings which take some

	time to understand.
ATLAS allows the data to be manipulated more easily. For example, relevant video clips can be accessed by double clicking on codes that have been identified.	
There seems to be more potential for ATLAS software than the researcher has realised in his use of it. Further time spent using it may well reveal further aspects of the software that would aid the analysis of qualitative data.	

4.6.2 The Value of Using Both Techniques to Systematically Analyse Data

Using both techniques has enabled a comparison of the two methods in terms of their accessibility, time taken, fitness for purpose and potential. In figure 4s below some of the benefits of using both techniques to analyse data are listed.

Benefits of using both techniques

- Develops further reflection on the social episodes captured and this helps to identify critical learning events.
- Personal Construct Theory (Kelly 1955) – self analysis as a systematic method of re-construing events leading to experiential learning.
- Unearthing of subsumed themes.
- Enables analysis of the two sets of findings – how are they similar/different?
- Triangulation of findings from sources.
- Some removal of bias

These benefits are explored more fully as I return to one of my research questions and the question that is the sub-title of this chapter.

4.7 Sub-Research Question 6

How can the researcher validate the narrative and answer questions about the quality of rigour within the research?

As an action researcher it has been an invaluable exercise to use these methods to analyse the video data that has been collected for several reasons. These can be summarised as:

1. Both methods are in their own right systematic content-free tools for the analysis of qualitative data. By following the procedures a greater degree of rigour is brought to the analytical process which adds to the validity of the findings and helps to reduce bias.

2. The processes are transparent and clear to the reader/viewer. This transparency helps to provide for a critically reflective approach from the reader/viewer.

3. It has enabled the triangulation of findings from a range of sources. By using the manual method to analyse several pieces of video footage data and then the ATLAS method to analyse a different set of data taken subsequently, the findings could be checked and validated.

4. The methods enabled post-qualitative checks of raw emergent findings as a means of corroboration, e,g, through re-interview and focus group review and analysis of raw findings with refined findings produced from this second order qualitative analysis process.

4.8 The Significance of our Research Contribution

The method using a manual review conversational paradigm Talkback (Coombs, 1995) procedure is an original contribution to the field of research. The electronic (ATLAS.ti© software http://www.atlasti.com/demo.php, accessed: Jan-09) method embeds a similar approach for eliciting findings. In relation to the significance of this research as a contribution to educational knowledge Coombs and Potts agree with Snow's (2001) point that the knowledge resources of excellent teachers constitute a rich resource, but one that is largely untapped because we have no procedures for systematizing it. Hence, a major contribution of this chapter has been the development of a conversational learning taxonomy, a set of tools for analysing the narrative data collected from participant learning conversations, and exemplification of a software based method for qualitative analysis of action research narrative

findings. These techniques allowed the action researcher to make sense of and analyse the real-life narrative and other reflective data evidences obtained through participative action research.

The follow-up recording of the responses to focus questions on video means that the responses can be re-visited and not forgotten. This suggests that there is not only the potential for the initial learning through the reconstruction of thought processes, but also for subsequent learning from the same conversation when the video sequence is played back and interpreted again. This can lead to another reconstruction of thought processes from the same *outer* conversation, i.e. a laddering-up of knowledge through deeper reflective experience *via* a conversational procedure of learner-learning. The video is a tool that supports the role of Harri- Augstein & Thomas' (1991) learning coach metaphor in developing deeper learning through enabling the internal self-organised learning conversation. Video data is a far richer source and media compared with other data capture methods, e.g. audio recording, casual note taking. Most researchers avoid using video because of the difficulties of analysing the data. This PhD project overcomes this problem by fully underpinning the validity of using this approach.

Video also acts as a potentially motivating tool for learning and therefore represents a rich learning resource, one that has the potential to change teaching (Stigler and Gallimore, 2003). Seeing oneself on camera is often a novel experience for people and the intensity of the learning experience is greater and more enriched, thus enhancing the learner's Capacity-to-Learn

(Harri-Augstein & Thomas, 1991). Video therefore serves as a useful tool for learning and has the ability to enhance the criticality of a learner-learning event, which is where it can support real-time field learning engaged in by the participatory action researcher. Use of video represents one type of engaging visual learning environment that can be used to successfully manage and motivate a learner's experience to elicit new knowledge and understanding. However, there are other types of visual learning tools and environments from which to scaffold new knowledge and understanding; concept maps, graphical taxonomies, flowcharts and networks.

The antithesis to self-organised learning would be an unsupported learning environment, whereupon the learner would have no useful cognitive tools from which to make sense and reflect meaningfully upon experience. Coombs (1995) maintains that S-o-L is not:

> *"…an unsupported discovery learning paradigm: To leave each person to discover how to become a S-O-Ler without support takes too long, many do not succeed and many only acquire a small part of their real capacity for learning" (p.95).*

Thus, supporting learners to reflect meaningfully and construct new knowledge requires interventions such as the two techniques that have been explained, exemplified and examined in this chapter.

4.9 Next Chapter

Having exemplified two methods for analysing qualitative research and produced preliminary findings to the research questions from the research, there is now a need to check the validity of these findings and to build on them or reject them. In the next chapter the researcher will draw on more systematically analysed video data and will call on other sources of evidence, such as a reflective diary, emails and written responses from other participants to provide vignettes and case studies to triangulate the findings and to provide further answers to the research questions.