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| Memo & Reflection | day of workshop |
| Attentively viewing video data | week of workshop |
| Identifying critical events | prior to next workshop |
| Transcribing | April 2019 |
| Coding | May – June 2019 |
| Constructing storyline | July – August 2019 |
| Composing narrative | Fall 2019 |

**Why Video Record?**

* “When events are rare or fleeting in duration or when the distinctive shape and character of events unfolds moment by moment”
* “when it is important to have information on the speech and nonverbal behavior of particular participants in the scene”
* “when one wishes to identify subtleties that may be shifting over the course of activity that takes place”

**Memo & Reflect**

* Do without talking to anyone about the workshop.
* Memo about
  + what went well, what didn’t
  + environmental factors
  + demographic factors
* Meet with facilitators to debrief on workshop
  + meet within 1-2 days after
  + if cannot meet, request to fill out form (?)

**Attentively View Video Data**

* watch and listen to the video recordings several times
* watch and listen without imposing a specific analytical lens on viewing
* to become familiar with the research session in full
* to be done prior to next facilitation of workshop because,
  + “screening the video data may inform subsequent tasks in which to engage participants” (Ginsburg, Haydar)

**Analyzing Participant Products**

* Inspecting application submissions from participants
* Finding misunderstandings & exemplars
  + coding misunderstandings

**(omitted) Describing Video Data**

* Ethnographic-like noting of particular time-coded transitions of situations, activities, or meanings.
* Descriptions could be 2- to 3- to 5-minute intervals
* Descriptions need to *describe* not interpret the events
* Map out the video so that someone reading the descriptions would have an objective ide of the context of the videotapes.

**Identifying Critical Events**

* Identifying significant moments of activity
* *Events* are connected sequences of utterances and actions that, within the context of our *a priori* or *a posteriori* research questions, require explanations by us, by the learners, or by both.
* An event is called a *critical* event when it demonstrates a significant contrasting change from previous understanding. These events may be:
  + events that either confirm or disaffirm research hypotheses
  + instances of cognitive victories
  + conflicting schemes or naïve generalizations
  + correct leaps in logic or erroneous applications of logic
* By connecting events, researchers can build narratives that blend hypotheses and interpretations, which can in turn influence subsequent identification and analyses of critical events.
  + In this sense, critical events and narratives co-emerge.
* When analyzing the discursive interaction of learners, a critical event that qualitatively changes their inquiry trajectory, Powell (2003) calls a *watershed critical event.*
  + These can often be preceded by a series of related critical events that can be collected together as a pivotal strand to indicate a discursive thread that begets the watershed critical event.

**Transcribing**

* Reasons to transcribe participants’ utterances and actions:
  + to provide evidence of students’ assertions in a research report
  + provide evidence of findings in the participants’ own words
* Analytical reasons:
  + implementation of open-coding process to discover themes that are above, beyond, or beside those suggested by the *a priori* research questions and/or guiding codes
  + analyzing discursive practices may be helpful to have sequential rendering of speech
* Transcribing critical events
  + transcribe portions of video data that provide evidence of important theoretic or analytical matters relative to guiding research questions
  + the transcript can be checked by several viewers for accuracy

**Coding**

* Aimed at identifying themes that help a researcher interpret data
* Researchers focus attention on the content of the critical events
* Powell (2003) describes coding as to
  + distinguish connected sequences of events that form a pivotal strand
  + this qualitatively changes their problem-solving activity
  + thus, constructing a watershed critical event
* *Identify patterns of instructor-to-student discursive interactions*
* *Identify prototypes and protocols (Dorfler, 2000)*
  + *figurative prototype*
  + *relational prototype*
  + *operative prototype*
  + *protocol*

**Constructing Storyline**

* A result of making sense of the data with particular attention to identified codes
* Creating an insightful and coherent organization of the critical events

**Composing a Narrative**

* Decomposing the whole into smaller segments and interpreting the smaller segments in light of the whole.
* Then recomposing the whole in light of a storyline.
  + Explore particular interpretations of the whole using data as evidence.