

PRESENTATION ORDER

Data Collection

Reflexive Thematic Analysis

Some of the Themes Identified

My conflict

Poetic Inquiry

Participant Voiced Poems

Found Poems

DATA COLLECTION

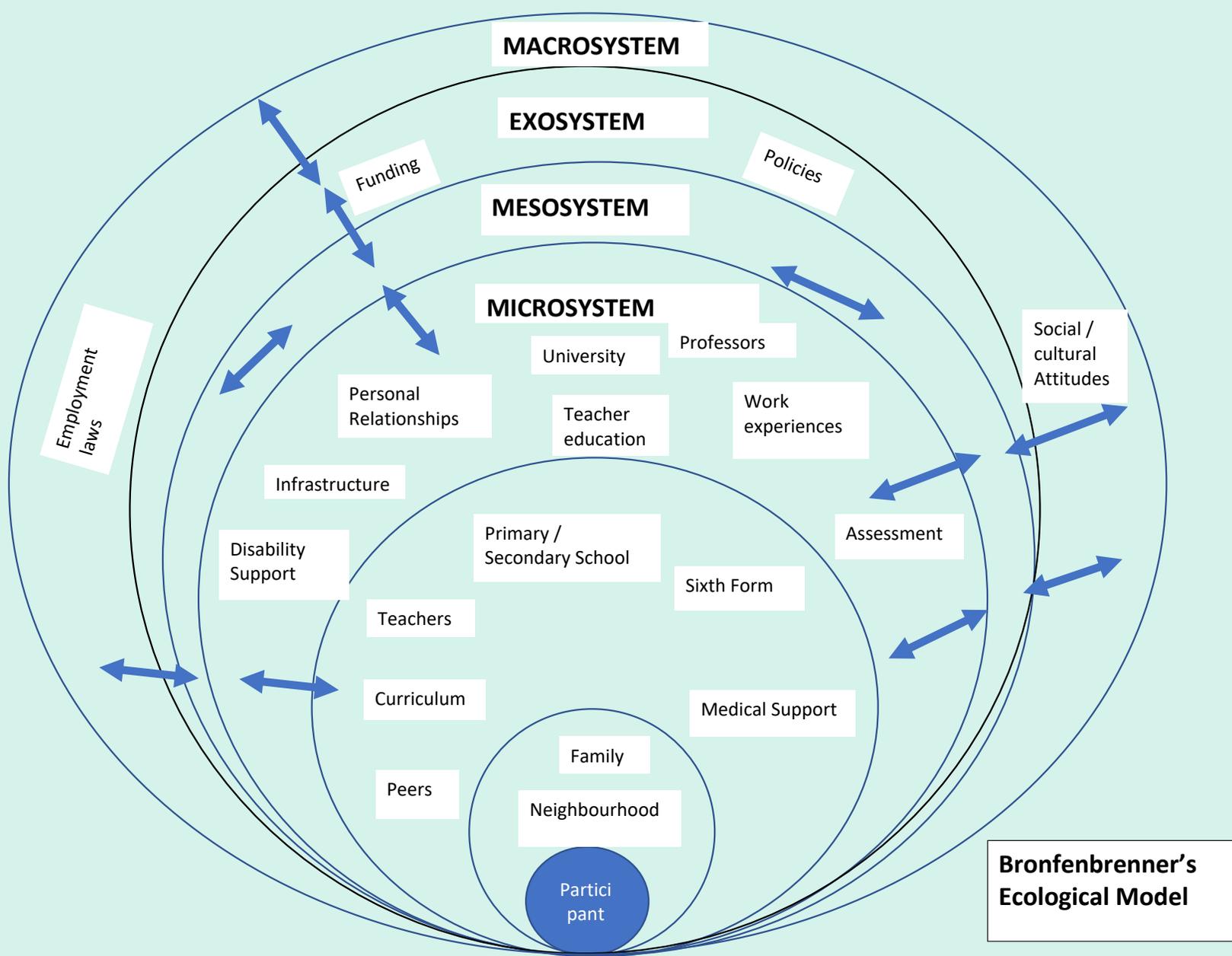
- Eight participants (5 female 3 Male) – 6 UK – 2 Overseas – varied disabilities
- Each participant –4 interviews – One sent typed responses via email
- Data Collection took place between May 28th 2021 to August 16th 2021
- Shortest interview duration: 21:43 minutes / Longest Interview duration : 98:45 minutes, Average Interview duration was 46:16 minutes
- In total spent 1235.55 minutes/ 21 hours interviewing participants 319 pages of transcripts generated

REFLEXIVE THEMATIC ANALYSIS (RTA)

- Read extensively about RTA
- Analysis began on 20th August 2021 is on going (almost done)
- Maintained a reflexive journal through out Data Collection and Analysis
- Read and listened to the transcript's multiple times
- Very immersive process, Data rich, in-depth, vast
- Started identifying commonality in experiences assigned 'Codes'

REFLEXIVE THEMATIC ANALYSIS (RTA)

- Tried to condense the 'Codes' into broader 'Themes' based on theoretical frameworks chosen
- More than 127 initial codes were condensed to 60 Sub Themes, 10 Main Themes (as of now)
- Lot of back and forth between codes - themes- at times chaotic
- Did it manually 'not on paper' literally but on MS WORD and MS EXCEL
- Almost complete - keep changing my mind- its really a lot of back-and-forth chaos
- Absolutely love it!



SOME
OF
THE
THEMES
IDENTIFIED

- Early childhood memories
- Family Support
- Me and my Siblings
- Family reaction to disability
- Family educational expectations
- History of disability in the family
- Influence of Extended family
- Influence of Religious beliefs held by Family

“My Family
and Me”

“Crappy
Education
System”

- Early memories of School
- Challenges faced within Primary education
- Challenges Faced in Secondary education
- Challenges faced in Sixth form
- Selection Criteria for schools
- Academic performance
- Influence of Peers
- Academic Support
- Favourite teachers
- Barriers to academic participation
- Enablers in Academic participation

- Reasons for opting for teacher education
- Selection criteria for teacher education university
- QTS process
- Recruitment process
- Practice teaching experiences
- Teaching as a profession

“Journey to
becoming a
Qualified
Teacher”

“Disability
confident
employment
things a
codswallop”

- Working as a teacher
- Toxic School culture
- Schools are most non-inclusive workplaces
- Discrimination faced
- Trouble with management
- Colleagues
- Reason for changing Jobs
- Precarious employment
- Encounter with Ableism

THEMES IDENTIFIED RESONATED
WITH POSITIONALITY AND
THEORETICAL FRAMEWORKS

Yet....I felt something was missing....

"In our work as researchers we weigh and sift experiences and make choices regarding what is significant, what is trivial, what to include, what to exclude . . . by doing so, we craft narrative; we write lives" (Richardson, 1990, p. 10).

Researchers have an ethical obligation "to present the stories of participants in ways that cleave as closely as possible to the essence of what and how they shared" (Ely, 2007, p. 569). In doing so we uncover "real, practical problems" (p. 28) and face dilemmas of how to re-present these experiences in research texts: a crisis of re-presentation (Denzin & Lincoln, 2000).

MY CONFLICT

Me, the researcher has all the power in analysis, how is that fair?

The Themes do represent collective experiences, but have I lost individual participant voices?

My interpretation of participants lived experience is according to my understanding. Am I getting it right?

There is something missing in the themes, what is it?

Why do the themes seem devoid of the emotions which I experienced while listening to the participants?

Do the themes dilute individual participant experiences?

I seem to have lost the emotional feeling I got during the interviews, in my analysis.

How do I get the essence of authentic individual lived experience back?

DISCOVERING POETIC INQUIRY

- Attended a Webinar- heard about Data Music and Data Poems- researched it further
- Poetic Inquiry is an Art-Based Research method technique
- Found evidence of application in fields like Anthropology, Nursing, Social work, Psychology, Sociology, Counselling , Education and Social sciences
- Three types -Researcher Voiced Poems/ *Vox Autobiographia* / *Autoethnographia*
Participant Voiced Poems/ *Vox Participare*
Literature Voiced Poems/ *Vox Theoria*

PARTICIPANT VOICED POEMS

Also referred to as Poetic transcription or Found Poems

- Poetic transcription involves highlighting exact words/phrases from an interview transcript and using the participants own words to create poems that capture the 'what's', 'whys' and/or the 'how's' of experience (Owton, 2017, Prendergast, 2009, Leavy, 2005)
- I felt this was a perfect way of including individual participant voices authentically to complement the themes I had identified
- So, I attempted poetic transcription on my interview transcripts

HOW WENT ABOUT POETIC TRANSCRIPTION

A paragraph from my data analysis journal

*I looked at the **themes I have identified**, and they **make perfect sense** if I look at them **through the theoretical lens I have chosen. Yet, there was something missing, the themes lack the soul, the essence of my participants individual voices. I have listened to each interview multiple times, read the transcripts multiple times, I felt their struggle, I heard their voices tremble as they spoke, or laugh when they shared something funny. I heard the pauses and the silence. I watched the emotions on their faces, the gestures, the uncomfortable shuffles, the smiles, the nods, the eye contact, or lack of, multiple times. I watched them struggle to remember every nuance of an incident, the reliving of it all, multiple times. All this is what I find missing. The themes I have identified help answer my research questions yet seem too technical devoid of human emotions.***

The found poem:

Themes identified

Make perfect sense

Through theoretical lens.

Yet, something missing

Lack soul, essence of individual voices.

Listened to interviews multiple times

Read transcripts multiple times

Felt the struggle

Heard voices tremble

Laughter sometimes

Pause and silence at times

Watched emotional faces, gestures, uncomfortable shuffles

The smiles, the nods, the eye contact or not

Watched the struggle to remember

The reliving of it all.

Themes identified answer my research questions

Yet, seem devoid of human emotions

MY FOUND POEMS (WELL A FEW).....

- I am going to share four found poems from participant transcripts
- As you are listening/reading, type your thoughts/ emotions in the chat

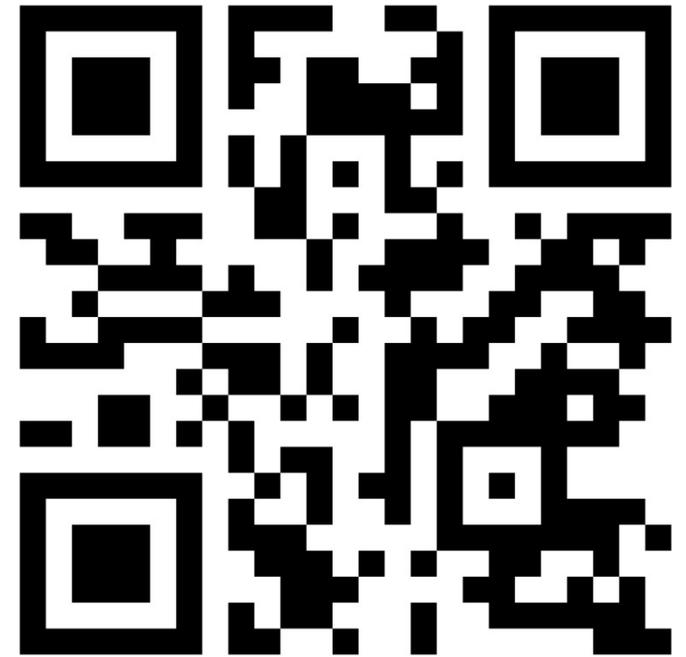
WHY DO I WANT INCLUDE THIS ASPECT IN MY DATA ANALYSIS?

- To evoke emotional and cognitive responses as well as resonance in the reader
- To highlight and showcase individual participant experiences lost in vast amounts of data scattered across many transcripts
- Addresses ethical dilemma of honoring participants stories
- Maintain rhythms, language and essence of participant voices
- "Reading poems "makes one pause, reflect, feel: (Glesne, 1997, p232)
- It presents participant experiences in personal active voice, making them central to the data analysis process

I want to use the found poems to complement the themes identified, to highlight and include individual participant voices while presenting my data analysis.

So, I am asking you for your opinion.

Please visit www.menti.com and
type this code 6545 7832 or scan this QR Code
And select your choice



If interested in Data Music, please listen to it here <https://simoneeringfeld.hearnow.com/>

If you would like to see the Simone Eringfeld webinar on Podcasting and Data Music , please visit <https://vimeo.com/showcase/9000487>

My Email npj720@student.bham.ac.uk

My Twitter handle @neetha_joy

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THANK YOU.....