

Session 5: 4th March 2019

Phenomenon & Analysis

Aims of Session

- Understanding of Narrative Inquiry
- What is the phenomenon that is being considered in the assessment text
- Review assessment structure
- Identify methods of data analysis in Narrative Research with respect to the Transcript
- Building confidence with data analysis method - Group work/Case examples
- Addressing any further concerns with respect to Assessment 1

- Take 5 minutes to discuss briefly Narrative Inquiry

Research Perspective - Phenomenon

Three significant philosophies of human nature that ask specific questions to enable us to understand the lived experience of humans.

- 1. Phenomenology – phenomenon = the thing itself – your research project is about the experience of the phenomenon of depression.
- 2. Underpinning this are ideas of human existence – Existentialism – theory of human existence.
- 3. We are hard wired to make meaning – to interpret our own experience
- These have been around for a while but came into sharper focus after the War 11 when people began to argue that treating or understanding people of machines (positivism) led in part to the de-humanising of people.

Perception



- What do you see?

Perception



- What do you see?

Perception



- What do you see?

Meaning making



- What meaning do you make from this?

Youtube:

- Linda Finlay/Darren langdrige
- <http://lindaфинlay.co.uk/phenomenology/>

Phenomenology

- By the Muppets
- https://www.google.co.uk/search?client=opera&ei=nAg3WpTRJanMgAbclb-YAQ&q=youtube+muppets+phenomenology&oq=Youtube++phenomenology&gs_l=psy-ab..1.2.0i7i3ok1joioi7i3ok1joi8i3ok1l5.74930.74930.0.78839.1.1.0.0.0.60.60.1.1.0....0...1c.1.64.psy-ab..0.1.59....0.1GOXsgoefSI

What all that means is that

- Phenomenology studies common sense, conscious experience, and routine daily life.
- The role of consciousness – we are conscious of our experiences – to some extent.
- We can reflect on our own experience – the researcher can deepen this understanding and the process of experience.
- To some extent - the researcher takes the perspective of the other and imposes a sense of order on the environment.
- Phenomenologists are concerned with the way individuals construct in their own conscious the meanings of things.
- Meanings come from interacting through a negotiation in our everyday lives.
- It seeks to understand the world from the point of view of the acting subject and not from the perspective of the scientific observer

There are no facts

- Distinguished between facts and essence.
- phenomenology is not a science of facts, but a science of essential being, an eidetic science (meaning not an empirical science); it is a science that aims at establishing the "knowledge" of essence.
- The essence you will know about after the research is the essence of what the participants understanding/meaning and experience of depression is.

Existentialism

- Life is a mystery to be lived, not a problem to be solved
- Paradoxes can only be approached in a both/and way and also can never be solved once and for all
- We have to be willing to face up to our troubles

Existentialism

- Neither the mind nor the body are things that we have, they are things that we are – they are inseparable aspects of our being
- Being-in-the-world refers to the way we are always making and being made by the world around us. We are inseparable from the world
- Uniqueness of each being's experience of relating with, and constructing meaning from the world

'universal structures'

- Edmund Husserl – structural invariants
- Martin Heidegger – dasein – being-in-the-world
- Snowflake – both unique and universal – that it contains and exhibits all the necessary invariants required in order 'to be' a snowflake
- All of our reflections upon and knowledge, awareness and experience of the world, of others and of ourselves emerge out of, and through, an irreducible *grounding of relatedness*

- We cannot, therefore, understand or make sense of human beings- ourselves included – on their own or in isolation, but always and *only* in and through their inter-relational context.
- We are looking for the narratives of the experience of being that are provided by the research participant
- You, the researcher, will bring your own subjective perception to the mix.

- So what is the phenomenon that is being considered within the Narrative Text?

Report Format - Structure

- Cover page
- I. Introduction (Approximately 500-600 words) **Including a question you are seeking to answer. Background - You will need to research the topic discussed in the piece of text that has been provided.**
- II. Method (Approximately 500-600 words) A method of Narrative analysis outlined within the module delivery will be utilised within your work.

- III. Analysis (Approximately 500-600 words) What you have found while deconstructing the text
- IV. Discussion (Approximately 500 words) What you have found and linking this with the theme(s) that were being explored.
- V. Conclusion (Approximately 300-500) Wrapping it up – possible inferences /recommendations
- Reference List
- Appendices

Research Question

- What relationship does the participant have with his mental health?
- What is the person trying to convey in the transcript?
- Who do you think is the audience?
- Can you come up with a research question for the transcript?

Narrative Method

- There are many ways in which narrative analysis is done. Graham Gibbs speaks these various approaches.
- You are being asked to consider a form of narrative analysis that has been describe by Graham Gibbs (please review the you tube video and your ppt from Session 4)

Lieblich et al, (1998) 4 narrative perspectives

Riessman, CK (2008) Formal Narrative Analysis

Cortazzi, M., Labov, W. – An Evaluation Model

It may be on combination with a few of these.

The purpose of analysis

- To answer the research question and to help determine the trends and relationships with knowledge already known.

Determine the method of data analysis (identify one of the perspectives)

Determine how to process the data and organise the data.

From the text you identify themes for analysis and use excerpts (in-vivo quotes) to support the narrative data you report on.

Discussion

- Your discussion should begin with a cogent, one-paragraph summary of the study's key findings, but then go beyond that to put the findings into context,
- That means going back to the literature and grappling with what your findings mean, including how they fit in with the text that is being explored. If your results differ from others' findings, you should try to explain why, then, launch into "bigger picture" issues.
- Limit your discussion to a handful of the most important points

Case Example

- Case Examples that are coming from the MIND website <https://www.mind.org.uk/information-support/your-stories/>
A template to work through the analysis will be provided in class.

■ Session 6: Further REVIEW
