

The PhD Research Project

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- **How can I as a professional educator design opportunities to develop a sense of togetherness and shared humanity and in so doing influence and evaluate the education of myself and the wider team engaged with students from a black township School in South Africa?**

Or

- ***Getting the Ubuntu Going - A Pedagogy for Citizenship.***

ATLAS.ti© software

(<http://www.atlasti.com/demo.php>,

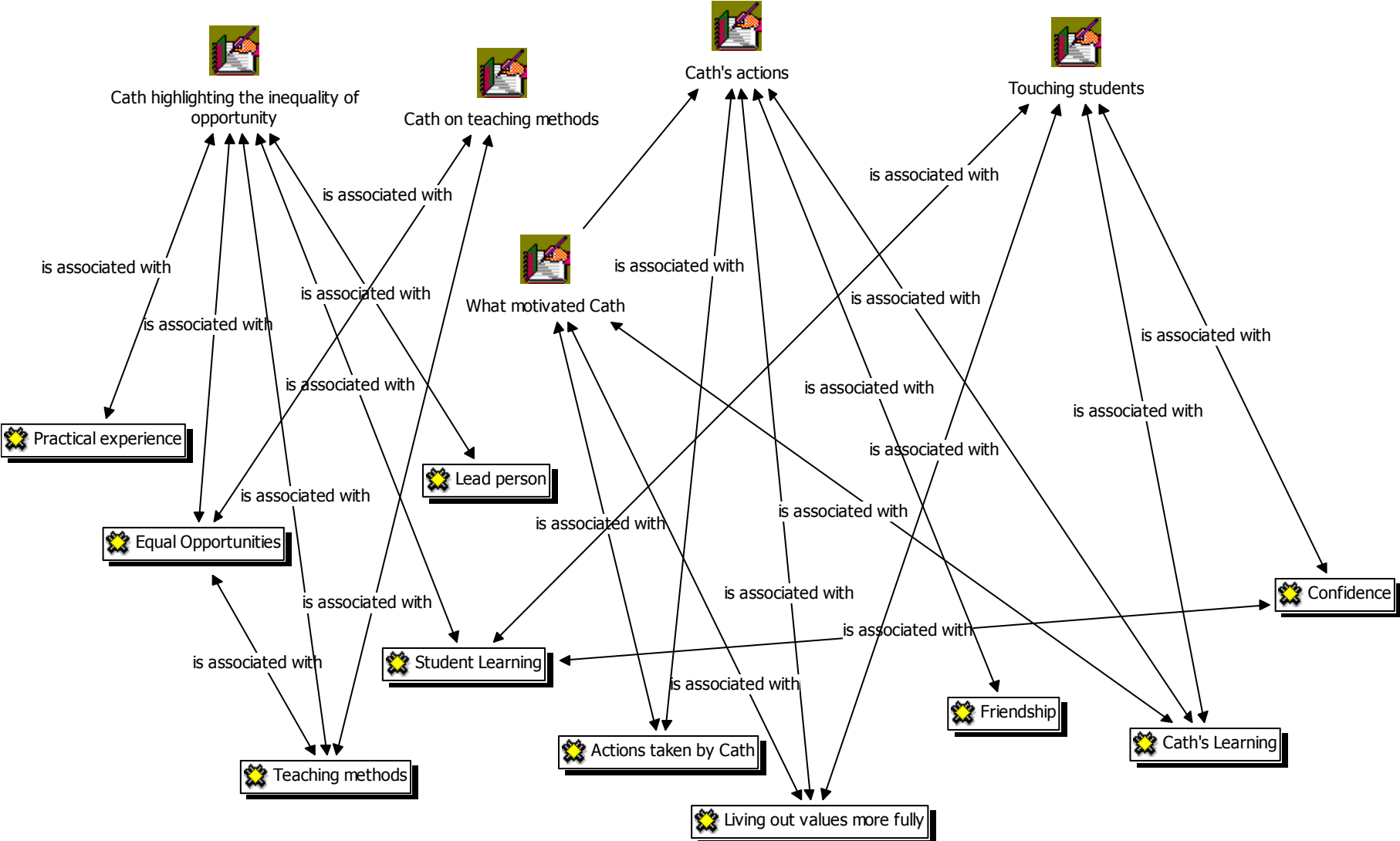
Aim - to provide some useful insights toward the adoption of a videocase methodology for other researchers faced with resolving a similar problem.

Steps -

- Create a hermeneutic unit
- Assign primary documents (upload video footage)
- Play video and write memos (notes)
- Create codes
- Link codes with other codes and with memos
- Make comments on the links
- ATLAS Network map

ATLAS NETWORK MAP

VIDEO ANALYSIS



ATLAS Ti

Difficulties Encountered

Technical difficulties
– Loading the
software.
Uploading video

Linguistic difficulties
– Accessing the
language of
ATLAS

Advantages

- Can edit the video footage in ATLAS
- Use of ATLAS allows the possibility for shared viewing of the video footage in a research focus group and critical engagement with the data.
- ATLAS allows easier manipulation of the data
- What else can ATLAS do?

Benefits of using a qualitative analysis technique

- 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.
- Triangulation of findings from different sources to make sense of research questions.
- Some removal of bias.

Conclusions

- Content-free tool
- Researcher independent
- Transferable set of conversational learning procedures
- Systematise the knowledge resources of teachers (Snow 2001)
- Encourages the use of video as a tool for learning (Harri-Augstein and Thomas, 1991), (Stigler and Gallimore 2003)