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Kuş, Elif (2006): Computer Assisted Qualitative Data Analysis.

University: Ankara University, Social Sciences Institute, Sociology Programme

Doctorate's Thesis, Advisor: Prof. Dr. Nilgün Çelebi, 357 p.

This thesis is published and available in the market to all social scientists in Turkey. The name of the book is "Computer Aided Qualitative Data Analysis in Social Sciences: Explorations with NVivo" (2006). Ankara: Aný Pub.

Abstract

This study is a basic research in which computer programs of qualitative data analysis is examined in terms of both related methodological literature and practical experience of software selected as an example. We aim to reveal contributions of these softwares to qualitative data analysis in social research.

With this aim, we try to give a definition about what represents qualitative data analysis. By examining methodological literature we find out 'basic analytic processes' which are common in every kind of qualitative data analysis practices. Basing on this finding, we introduce computer programmes' contributions to these 'basic analytic processes' of qualitative analysis in general. Then, we introduce general functions of these programmes.

In order to show contributions of computer programmes to qualitative data analysis more concretely, we use a computer programme as an example (NVivo). By using this programme we analyze two different kinds of qualitative data saved as two separate research projects ("Adjectives" and "Justice"). The data of "Adjectives" project are analyzed to explore and introduce sample programme. During the analysis of "Justice" project's data, the researcher got out of her 'introductory' role and gave just that project's findings and contributions of the sample programme to these findings.

Finally, in the light of our theoretical and practical experiences about the subject those are found out: Computer programmes of qualitative data analysis give rapidity, flexibility and accuracy to analysts. Thus, criteria like validity, reliability and generalizability become more accurate or exact when compare to analysis done by hand.

Karjalainen, Timo P. (2006): The environment in contexts: Environmental concern in the Komi Republic (Russia). Acta Universitatis Ouluensis, Scientiae Rerum Socialium E 85.

University: University of Oulu.

Abstract

This study analyses environmental concern in the Komi Republic from the contextual perspective. The main research data consisted of thematic interviews of industrial workers (n = 114), teachers (n = 30), administration staff (n = 33) in the towns of Usinsk and Vorkuta in the Northern Komi Republic. In addition, the in-depth thematic interviews of state administrators, scientists and NGO actors are analysed as well as the survey study conducted in several regions in the republic. As a broad theoretical frame the study uses the context model, in which environmental concern in everyday life is interpreted at five closely connected levels. The study consists of four previously published articles, one submitted manuscript and a concluding chapter.

As the major theoretical and methodological idea the study presents two different environments: a life-world of the individual, where environmental changes are perceived and experienced in a framework of everyday life, and secondly, global environmentalism's Environment, which is nowadays in Western discourses viewed as a globe. This study focuses on the life-world perspective, and asks how these two environments communicate with each other in the particular contexts of the Komi Republic.

In general, environmental issues hold a low profile compared with other social problems in the Komi Republic. However, the citizens of the Komi Republic are concerned about so-called 'brown' environmental issues; that is issues of pollution and waste disposal in their immediate environs. The public's environmental concerns are mostly about 'ecological risks' – the health and well-being implications of environmental degradation. Environmental problems are regarded as part societal transformation. This 'brown' environmentalism is understandable in Russia since approximately 60 million Russians now live in zones with adverse environmental situations. Green or global issues are not much discussed among the public of Russia.

The findings stress that engagement with the surrounding environment, local conditions and socio-political contexts shape perceptions and framings of environmental change. Local perceptions and local knowledge are still a crucial basis for concern.

This is available online in pdf format: <http://herkules oulu.fi/isbn9514282507/>.



Joanne Tippett, (2004): A participatory protocol for ecologically informed design within river catchments.

A thesis submitted to the University of Manchester for the Degree of Ph.D. in the Faculty of Arts.

Abstract

The European Union Water Framework Directive (WFD) offers an unparalleled opportunity for improving river basin management, whilst moving towards a sustainable future. Sustainable management of water requires integrated planning, recognising interconnections between systems operating at different levels of scale. This is an endeavour in which systems thinking could provide useful tools. Systems orientated models can facilitate work across levels of scale, enhance dialogue, and improve perception of the 'whole picture'.

This research examined the emerging role of active participation in 'planning for sustainability' in the context of river catchments. The DesignWays process, developed by the author, was tested in the context of regeneration in the Mersey Basin of NorthWest England. The development of DesignWays was a conscious attempt to embed 'new paradigm' living systems metaphors into a participatory protocol for ecologically informed design.

The research tested DesignWays at the landscape and site levels of scale, using an action-based, interpretive methodology. Challenges posed by the WFD were identified, from which criteria were developed for assessing this approach. Interviews were conducted with participants before and after the process, providing data about changes in understanding resulting from their experience. Interviews with key decision makers in the NorthWest were used to test and develop the findings.

This research had two major outcomes: a contribution to theory through an in-depth exploration of the theoretical basis of participatory, ecologically informed design, as exemplified by the DesignWays approach; and a contribution to practice through investigating its potential to meet key challenges of the WFD. This research points to the importance of understanding participatory planning as a societal process, aiming to make the process engaging and meaningful. It explored the value of integrating participatory planning and education for sustainability. It demonstrated the benefits of an iterative process in which planning at the landscape level of scale informs, and is informed by, work at the site level. It has shown that an approach consistent with a living systems paradigm can contribute to the development of more integrated, ecologically sound solutions.



Carol Ann Russell-Broaddus, RN, BSN (2004): The Suicidal Patient's Experience of Nursing Care in the Emergency Room.

University: The University of Texas at Tyler

Abstract

Suicidal patients are often negatively perceived by healthcare professionals, and they are one of the most vulnerable of patient populations. The purpose of this study was to describe the patient's experience of nursing care in the emergency room following a suicidal episode. This study was organized within the framework of Martha Rogers' Science of Unitary Human Beings. A qualitative research design, grounded theory, guided the study.

A convenience sample consisted of 12 patients who attempted suicide, were seen in the emergency room, and were admitted to a free standing behavioral health facility in Northeastern Texas. Informed consent procedures were followed. The number of participants was determined when conceptual data saturation occurred.

A grand tour question was used to interview subjects with probes employed as needed.

The data was collected from in-depth dialogues with unstructured self-report interviews.

NUD*IST software was used to analyze core concepts and generated a theoretical framework. The study was conducted over a five month period.

Data compression of significant subject statements identified one central theme (compromised care) and eight subthemes (abuse, avoidance, disrespect, exclusion, exposure, hopelessness, indifference, and mistrust) from five inter-related core categories (avoidance, depersonalization, objectification, stigmatization, and lack of compassion). Subjects described their nursing care as emotionally and physically abusive and vividly expressed a need for a nursing staff that would be kind and not avoid them.

The study highlights how important it is for the emergency room nurse to provide an environment that fosters safety, empathy, compassion, and sincerity for the suicidal patient. Understanding the patients' perspectives in relation to their nursing care may assist nurses to develop nursing strategies appropriate to their needs. As this was an exploratory study, further work is necessary to test the Energy Power Response conceptual nursing model presented. Implications for nursing education and practice are discussed as well as recommendations for future research.



Pulkkinen, Jyrki (2003): The Paradigms of E-Education. An analysis of the communication structures in the research on information and communication technology integration in education in the years 2000–2001

University: Acta Universitatis Ouluensis E 66. University of Oulu, Oulu.

Abstract

This thesis aims to contribute to the restructuring of the research field of ICT in education by trying to reduce the complexity of the research with an analysis of the research from the perspective of research of science. The analysis provides a second order observation of research especially from a paradigm point of view. The concept of paradigm has been re-defined by applying Niklas Luhmann's (1995) theory of social systems. The main research task of this thesis is to describe the paradigms structuring scientific communication in research on ICT integration in education. The research questions here are based on the understanding that paradigms are structures of the social communicative systems of science, creating expectations for the researcher about the scientific nature of the research.

The definition of the paradigm as a selective structure in a social communicative system of science implicitly defines that the communication within the system is language by nature. In this research, to separate it from linguistics, the focus is in the use of language in research context, not in language itself. In practice, the paradigms of research on ICT integration in education are analyzed through qualitative analysis of metaphors containing ontological assumptions of research and rhetoric convincing the scientific community of the scientific nature and the interest of research. The sample articles have been selected according to such a criteria that they can be seen representing the core of the scientific communication in the field.

From the education point of view, the mainstream of research on ICT integration in education has led to an immersion of the learning theoretical foundation of the research into techno-economic paradigms - and in a sense led to fading of broader educational and social perspectives. The mainstream of the research is shadowing the research that has social and cultural approaches and critical research interests related to a changing education system and global educational problems.

Although the research puts emphasis on constructive learning theories, techno-economic paradigms of the research field continue the tradition of instructional technology, which is framing the concept of "e-Education". This mainstream is not viable in solving the current problems of education globally. This is not to say that the research field of ICT in education is growing obsolete. On the contrary, the research is needed urgently but it should focus also on the broader educational and social developments in a global context.

Tiivistelmä

Tämä tutkimus liittyy tieto- ja viestintätekniiikan opetuskäytön poikkitieteellisen tutkimusalueen jäsentämiseen ja selkiinnyttämiseen. Tutkimuksen lähestymistapa on tutkimuksen tutkimus, jossa tutkimusaluetta tarkastellaan reflektiivisesti ns. toisen tason havainnointina. Tutkimuksessa lähestytään tieto- ja viestintätekniiikan opetuskäytön tutkimusaluetta paradigma -käsitteen avulla, joka määrittellään Niklas Luhmann'in (1995) sosiaalisen järjestelmän teoriaa hyödyntäen tieteellisen kommunikaatiojärjestelmän valikoiviksi rakenteiksi. Tutkimusongelmat keskittyvät näiden rakenteiden kuvailemiseen olettaen, että nämä valikoivat rakenteet luovat tutkijoille odotuksia tutkimuksen perusolettamuksista.

Paradigmat tieteellisen kommunikatiivisen järjestelmän rakenteina perustuvat kieleen, jota käytetään tutkimusten raportoinnissa sekä muussa tieteellisessä kommunikaatiossa. Tässä tutkimuksessa näitä rakenteita tutkitaan kansainvälisissä tutkimusartikkeleissa esiintyvien tieto- ja viestintätekniiikan opetuskäyttöön liittyvien metaforisten ilmauksien sekä tutkimuksen lähtökohtiin ja intresseihin liittyvän retoriikan kautta. Tulokinnassa käytetään kielen käytön tutkimuksen menetelmiä, pitäytyen metaforisten ilmausten sekä retoriikan yhdenmukaisuuksien ja erojen analysoimisessa. Analyysin tarkoituksena on jäsentää tieteellisen kommunikaation paradigmaattisia rakenteita.

Tutkimuksen tuloksena voidaan lyhyesti todeta, että tieto- ja viestintätekniiikan opetuskäytön tutkimusta luonnehtii voimakas instrumentaalinen sekä teknis-taloudellinen suuntaus. Suurin osa tutkimusta hallitsevista metaforista sekä paradigmoista voidaan nähdä tämän laajemman suuntauksen osina. Orastava sosio-kulttuurinen tutkimus-suuntaus on selvästi edellä mainitun pääsuuntauksen varjossa. Oppimisteoreettisesti orientoitunut opetusteknologinen tutkimus korostaa yhteistoiminnallisuutta ja sosiaalista kontekstia oppimisen edellytyksenä. Tutkimusparadigmojen näkökulmasta myös tämä tutkimusorientaatio noudattaa pääosin teknis-taloudellista tutkimussuuntausta. Tämä on havaittavissa teknologian instrumentaalisuuden korostamisessa sekä tutkimuksen perustumisessa pääosin luonnontieteelliseen tutkimustraditioon. Tutkimus ei siten erotu olennaisesti teknis-taloudellisesta tutkimus- ja kehitystyöstä erilliseksi suuntaukseksi. Tutkimuksen keskeiseksi käsitteeksi nousevat erityisesti "e-education" ja "e-learning", joiden varaan uusi koulutus- ja oppimismuoto on jäsentymässä.

Sosio-kulttuurinen tutkimusorientaatio, institutionaaliset tutkimuskohdetta kuvaavat metaforat sekä koulutuksen muutosta korostavat tutkimusintressit ovat tutkimusalan kokonaisvaltaisen jäsentymisen ja globaalien koulutuksellisten ongelmien kannalta tärkeitä. Poikkitieteellisen, eri tieteenaloja ja metaforia syntetisoivan viitekehyksen sekä kulttuuritutkimuksellisen lähestymistavan korostaminen ovat tieto- ja viestintätekniiikan opetuskäytön tutkimuksen kehittymisen kannalta keskeisiä.

Deschenaux, F. (2003). Choisir, subir, s'ajuster : la place des milieux communautaires dans l'insertion professionnelle des diplômées et diplômés du post-secondaire. Thèse de doctorat.

University: Université de Sherbrooke

Abstract

L'action communautaire et les milieux communautaires sont actuellement en transformation. Ils subissent des pressions de la part de l'État pour se soumettre à des relations partenariales axées sur l'offre de service. Par ailleurs, la croissance même du nombre d'organismes, couplée à la professionnalisation de la main-d'œuvre dans certains secteurs d'activités du communautaire, amènent un nombre important de diplômées et diplômés du post-secondaire à œuvrer, pour une période plus ou moins prolongée, dans le milieu communautaire. Dans ce contexte, cette recherche a pour objectif de décrire la place des milieux communautaires dans l'insertion professionnelle des diplômées et diplômés du post-secondaire, plus précisément dans la transition entre le système d'enseignement et le marché de l'emploi.

S'inscrivant dans un programme de recherche du Collectif de recherche sur les occupations, cette thèse s'articule autour de deux collectes de données, l'une quantitative, l'autre qualitative.

Il ressort des analyses quantitatives qu'il est préférable de traiter des milieux communautaires plutôt que d'un milieu communautaire lorsqu'il est question d'insertion professionnelle, puisque de grandes disparités existent au plan des conditions de travail entre les différents secteurs d'activités et types d'organismes.

Les analyses qualitatives ont permis de dégager six types d'arrivée en milieux communautaires. La façon d'arriver dans ces milieux devient la pierre angulaire de la compréhension de la place occupée par ces milieux dans l'insertion professionnelle des diplômées et diplômés.

L'interprétation théorique expose que les conditions de travail des diplômées et diplômés sont éminemment liées aux milieux, à l'aide des concepts de champ et de capitaux. Aussi, les deux constats empiriques ressortis des analyses qualitatives, à savoir que les diplômées et diplômés estiment majoritairement avoir choisi leur présence dans les milieux communautaires et planifié leur trajectoire professionnelle, mènent à l'hypothèse d'un probable ajustement objectif de l'habitus des diplômées et diplômés par leur passage dans le système d'enseignement qui les prédisposerait à développer un « sens pratique » et un « sens de leur place » dans les milieux communautaires. De plus, la capacité stratégique démontrée de la part des diplômées et diplômés porte à penser à une possible instrumentalisation des milieux communautaires.

Olivia Clarke (2003) Exploring pedagogies for effective teaching and learning in new multimedia environments: a comparative study of schools in Australia and the US

University: Monash University, Victoria, Australia

Abstract

In the past two decades global investment in new technologies for schools has run into billions of dollars. Schools world-wide are expected to provide all forms of hardware, software and communicative tools to assist, and hopefully transform, the learning process for their students. As studies repeatedly show, however, reality rarely matches the rhetoric. The most common uses for the new technologies in schools, especially in post elementary schools, are word-processing and searching the Internet. Recent major US and Australian survey studies indicate that relatively few secondary level teachers are prepared to integrate the more complex digital tools into their teaching practices in the pursuit of new learning opportunities for their students. This study examines the experiences of teachers and students in each of these countries who do so. The study explores pedagogical practices in grade 7 and 8 classes in the US and Australia in which extensive use was made of multimedia technologies, in addition to the Internet and word-processing, for learning tasks. The study investigated the ways in which teachers and students teach and learn with new multimedia tools, and the contextual conditions which assist or constrain them to do so effectively. The research methodology adopted was a comparative, mainly qualitative, study of the experiences and perceptions of 25 staff and 358 students in two US and two Australian schools where multimedia tools were incorporated into the learning process. Classroom observations in all schools, a student on-line questionnaire, and focus group discussions with students and staff at the four schools comprise the major sources of data.

The study demonstrates that the young Australian and American students enjoyed working with peers to construct learning products with multimedia tools, even more so when both the cognitive challenge and interest in the topic were high. However, the study also found that in both countries effective use of these technologies, by teachers for instruction and students for learning, cannot be divorced from the complex interrelationship of contextual factors at play in the educational setting and system. The findings support the notion that successful integration of multimedia tools into classroom learning tasks is very much dependent on quality instructional design and on supportive frameworks - administrative, technical and collegial - for teachers in schools. Sustainable educational use of the digital tools which so engage young people requires that these supportive structures be embedded in the ecology of a school.

The findings suggest that if schools wish to pursue the learning opportunities that use of new, more complex technologies offer their information age students, then schools, and the systems and governments in which they operate, need to address these contextual factors. In particular, schools need to consider how professional communities of practice operate and/or can be fostered in their institutions to support the work of the teacher.

Anne Wilson (2003) Self-employed Nurse Entrepreneurs Expanding the realm of nursing practice: A Journey of Discovery

University: University of Adelaide (Doctor of Philosophy)

Abstract

Private practice as a career option for nurses has been slowly increasing since the 1980's. However, the reasons for this development have not been fully investigated so that it can be understood and placed within the changing contexts of health care and health services. The expansion and extension of nurses' roles is a contemporary topic in health care reform and therefore one that deserves investigation. The aims of this study were to develop a theory on private practice nursing and to describe the characteristics and work of the self-employed nurse in Australia. Nurses working in a variety of settings have been able to provide information on being self-employed. In doing so, this study was able to describe the persona of the nurse entrepreneur, explore the reasons why nurses and midwives in Australia establish private fee-for-service practices, identify the factors which have influenced this action and describe the scope of practice of nurses and midwives in private practice.

This combined Delphi technique and Grounded Theory study is the first in-depth study of Australian nurses and midwives in private practice. The study enables nurses to provide direct information on being self-employed and enhances the profession's ability to articulate about this area of nursing. The significance of the research is in increasing the understanding of this area of practice development and affords greater insight into its efforts to improve and maintain quality nursing services within the Australian health care system.

One hundred and six nurses and midwives were invited to participate in the study, in which participants completed two rounds of semi-structured postal questionnaires. Delphi technique was applied to rate responses on Likert scales to ascertain respondents' consensus on certain topics. Participants were also provided the opportunity to make additional comments. Results indicated that nurses in private practice are well experienced with an average of 21 years nursing experience and hold several qualifications. Job satisfaction, being able to be more involved in achieving quality health outcomes and maximising skills and abilities are significant influences for private practice. These results suggest that private practice nursing can contribute effectively to broadening the range of primary health services available to the population and to addressing the issues of retention and recruitment of nurses. Self-employed nurse entrepreneurs push the boundaries of the profession and expand the realm of nursing practice.

Entrepreneurship is a path for the future of nursing as it offers expanded career opportunities for nurses and opportunities for increased ambulatory health services. In addition, the broad, expert knowledge nurses hold on many aspects of health can be disseminated throughout the health sector to the advantage of corporate health partners. There is further development required in this innovative and expanding area of the nursing profession.



James Joseph Hanley (2002) The continuation of the ethos of Nano Nagle and the Queensland Presentation Congregation in the documents of St Ursula's College, Yeppoon - A case study in document analysis.

University: Central Queensland University (Doctorate of Education)

E-mail: jim.hanley@byterocky.net

Abstract

Throughout Australia there has been a decline in the numbers of members of religious orders and congregations working in Catholic Schools. Although owned and governed by the Congregation of the Queensland Presentation Sisters, St Ursula's College, Yeppoon, is a school that has no direct daily contact with the Congregation. The College, founded in 1918, has enjoyed a long association with the Presentation Congregation, which itself was founded by Nano Nagle in Cork Ireland, in the late eighteenth century. Within the next five to ten years, however, it is very likely that, because of its declining numbers and the ageing of its members, the Congregation will no longer have a governing role in the College.

Through a case study approach using a process of document analysis I address the question: "To what extent do the official public documents of St Ursula's College, Yeppoon, continue the ethos of Nano Nagle and the Queensland Presentation Congregation?" The research shows that in a wide variety of College documents there are many explicit and implicit references to the foundational values and ethos. A process of triangulation demonstrates the continuation of ethos from Nano Nagle to the Queensland Presentation Congregation and thence to St Ursula's College, Yeppoon.

I also propose a simple and elegant theory of the continuation of ethos, positing that ethos is expressed through living out values, and that, while foundational values remain constant over time, the manner in which they are expressed is culturally and contextually conditioned.

This case study has important implications for decisions about the future governance of the College. For example, the study addresses the issue of whether St Ursula's College can be a "Presentation school" without the presence or direct influence of members of the Congregation, an issue which will become more pressing as new models of governance are explored in coming years. As well, this study will also assist St Ursula's College in its process of school renewal.

Pentti Luoma (2002) Vihreät viirit. Muutos ja pysyvyys Maa- ja metsätaloustuottajain Keskusliiton ympäristöpoliittisissa näkemyksissä vuosina 1980 - 2000 Maataloustuottaja -lehden valossa. [Green Banners. Change and Stability in the Views of MTK (The Central Union of Agricultural Producers and Forestry Owners in Finland) on the Environmental Policy Issues 1980-2000 in the Light of the Magazine "Maataloustuottaja" (Agricultural Producer) published by MTK.]

University: Acta Universitatis Ouluensis, Scientiae Rerum Socialium E 53. Oulun yliopisto [University of Oulu], Oulu.

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Abstract - Tiivistelmä

Please see <http://herkules.oulu.fi/isbn9514267745/>.

Joy Bringer (2002) Sexual Exploitation: Swimming Coaches' Perceptions and the Development of Role Conflict and Role Ambiguity.

University: University of Gloucestershire

Contact: Joy Bringer - joybringer@usa.net

Abstract

Public awareness about sexual abuse and sexual harassment in sport has greatly increased over the last 10 years. In England, the sport of swimming has been especially affected, first because of several high profile cases of swimming coaches being convicted of sexual abuse, and secondly because the Amateur Swimming Association (ASA) has taken a proactive stance to protect children in swimming. Much of the previous research examining sexual exploitation in sport has been from the perspective of the athlete.

This qualitative study was designed to examine swimming coaches' constructions of appropriateness about coach/swimmer sexual relationships. Nineteen coaches participated in either an elite, national, or county level focus group. Coaches discussed the appropriateness of coach/athlete relationships as presented in 7 vignettes. Analysis was conducted in accordance with the constructivist revision of Grounded Theory (Charmaz, 1990; Strauss & Corbin, 1998) and organised with the assistance of the software programme, QSR NVIVO. The coaches report that sex with an athlete below the legal age of consent is inappropriate. Coaches' perceptions regarding "legal" relationships vary according to whether the coach is talking about himself versus other coaches. The emergent themes influencing perceptions of appropriateness are: reducing opportunities for false allegations, the influence of public scrutiny, evaluating consequences of relationships, maintaining professional boundaries, and reluctance to judge fellow coaches.

After completing the initial analysis, the emergent themes were further explored in individual unstructured interviews with three purposively selected coaches. One coach was in a long-term relationship with a swimmer, another served a prison term for child sexual abuse of a swimmer he coached, and the third had allegations against him dropped. The secondary analysis reveals that the themes about appropriateness relate to the broader issue of coaches' attempts to resolve perceived role conflict and role ambiguity that has arisen from increased awareness of child protection. This is examined with reference to how awareness of sexual abuse in sport has provoked coaches to question their roles and coaching boundaries. Results are discussed in relation to organisational psychology theories of role conflict and role ambiguity and directions for future research are suggested.

David Shaw (2002) The Psychological Experience Of Women Following Heart Attack

University: City University, London

Contact: David Shaw, e-mail: dshaw01@bcuc.ac.uk

Abstract

In the UK Coronary Heart Disease (CHD) is the leading cause of death among women. It also causes an incalculable amount of morbidity and suffering. Despite these arresting facts, however, women have been comprehensively neglected by researchers and by the health care system. There is a vast database on CHD in men which largely ignores the changes in disease prevalence that make it of equal importance to women.

Psychological adjustment to heart attack is of immense importance because of its impact on quality of life and because of its influence on bio-medical endpoints. Until recently, almost no research had been conducted on psychological adjustment in women, and much of the research that does exist is problematic. Most of it is predicated on androgenic assumptions, gender biased variable selection, adopts a cross sectional design and views heart attack as a discrete event. However, the data that do exist indicate that women's psychological adjustment to heart attack is less favourable than men's.

This study adopted a qualitative process-based approach, seeking to describe and explain these apparent gender differences in psychological adjustment. Twenty women and ten men were interviewed at two time points following discharge from hospital, and the results were subjected to computer assisted content analysis using NVivo. Many differences in participant's experiences were identified, and four superordinate themes emerged: perception, decision-making and action in relation to heart attack symptoms; the emotional aftermath of heart attack; making sense of what had happened; and issues surrounding subsequent health-related behaviour.

The problem encountered during analysis was that, although there appeared to be many differences between men and women, these differences were seldom exclusive or universal within either sex. By studying the exceptions to these sex differences, it was possible to conclude that much psychological adjustment was a product of the social roles and norms rather than sex or any global notion of gender. Although not generalisable, the findings of this study provide important pointers for clinicians working with heart attack patients. The study also problematises prior outcome-based research approaches.

Robyn Smyth (2002) Knowledge, Interest and the Management of Educational Change

University: University of New England, NSW, Australia

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Abstract

Managing educational change is a complex task that involves dealing with people whose preconceptions; experiences, concerns and uncertainties need clarification. Management practices influence the potential for success of all educational change initiatives. The history of successful large-scale educational change in New South Wales, as elsewhere, is not encouraging. This thesis presents a conceptual framework from which educational change initiatives might be investigated with a view to gaining insight into deep-seated cultural attitudes, values and practices that either hinder or promote successful change.

The efficacy of the conceptual framework is explored by applying it to an analysis of the management strategies used in the introduction of a suite of innovative vocational syllabuses into the senior secondary school curriculum in New South Wales where they challenge deeply held beliefs about the acquisition of knowledge and, therefore, the purpose and organisation of education. These courses require that students undertake a substantial portion of their study as competency-based training in the workplace or outside the normal school setting. The management of such extensive change by the system and the reactions of practitioners in schools, provide the primary focus of the study.

A constructivist methodology informed by educational change, management and leadership literature and the theory of knowledge constitutive interests proposed by Jurgen Habermas underpin the gathering of qualitative and quantitative data. NVivo software is used to manage transcripts while Rasch modelling provides statistical evidence of the efficacy of the questionnaire developed specifically for this study.

The conclusions indicate a probable mismatch between the implicit motivation of the system to control change and the implicit motivation of practitioners to adapt change to suit local contexts. Evidence is presented which indicates that first-order structural changes have occurred but a more fundamental change in attitudes and belief systems of both implementers and bureaucrats does not appear to have occurred. Recommendations for a way forward are then explored.

An additional note on methodology. A multi-method approach to data collection used Likert scales and unstructured options in parallel in written self-administered questionnaires. Post-script interviews of key respondents were conducted by telephone following the initial analysis of questionnaire data.

The Likert data was compiled into an Excel spreadsheet for the purposes of data management whilst the unstructured data was entered into an NVivo database. Rating scale analysis, using the Quest software program, provided a quantitative measure of the Likert items indicating that the questionnaire items formed a measurable construct, which provided reliable data. The NVivo program facilitated management of unstructured data for relational analysis. The compilation of descriptive statistics, efficient searching of unstructured responses or interview transcripts, model building and thorough interrogation of all types of data helped to establish confirmability of the data. Concurrently, the integrity of individual responses was preserved and clearly auditable, thus establishing dependability.

Roberta Cricco-Lizza (2002) Thirst for the Milk of Human Kindness: An Ethnography of Infant Feeding Decisions among Black Women Enrolled in WIC

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Abstract

Problem: In spite of the documented health advantages, initiation and duration rates for breastfeeding in the U.S. do not meet national public health goals. The lowest breastfeeding rates are found among women who are enrolled in the WIC program. Black women are least likely to initiate breastfeeding. Since the mortality rate for Black infants is more than twice that of White infants, the health advantages of breastfeeding may be particularly important for this group.

Purpose: This investigation explored the beliefs and experiences of Black women enrolled in WIC (BWEW) to provide a contextually rich description of their infant feeding decisions. This broader context should generate new insights about the resources and constraints that influence infant feeding decisions for BWEW. No one knows why Black women enrolled in WIC (BWEW) have the lowest breastfeeding rates. What are their perspectives about infant feeding? Health care experts can ably speak to the consequences of infant feeding decisions but only the women, themselves, can reveal the myriad factors that influence their decisions. This study gives voice to the BWEW, the women who are making the decisions.

Method: An ethnographic approach was utilized. Interviewing and participant observation were conducted over an 18-month period on an inner city population, which included 319 people (130 BWEW, 116 children, 20 grandmothers, 17 fathers, 11 friends, and 25 other relatives). From this group of BWEW, eleven primiparous key informants were selected for close follow-up through pregnancy and the first postpartal year. These key informants were interviewed and observed in the WIC clinic, homes and surrounding community to see how infant feeding decisions fit into the context of their everyday lives. Frequent telephone calls also captured the ongoing factors that influenced their infant feeding decisions. Field notes and transcriptions of audio taped interviews were coded and analyzed for recurring patterns and themes. NUD*IST (N4) aided data management and analysis.

Findings: The major themes that emerged from analysis include: (1) BWEW reported little to no experience with breastfeeding. (2) Life Experiences of BWEW included a preponderance of loss and stress. (3) Infant feeding beliefs of BWEW reflected responses to life experiences. (4) Nurses and physicians provided limited education and support for infant feeding. (5) WIC was positively viewed by BWEW as a source of support in difficult times. Trusting relationships with WIC providers facilitated breastfeeding initiation and duration for five of the eleven key informants.

Implications: This research provided detailed descriptions that can enhance health care professionals' understanding of the nature of infant feeding decisions. These findings contain important information about beliefs and experiences that could be used to provide culturally sensitive care for BWEW.

Marie-Cécile Puybaraud (2001) A Model of the Role of Management in Construction Fire Safety Failure Scenarios

University: Heriot-Watt University, Scotland

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Abstract

This research is aimed at identifying and proposing a managerial model to prevent and control fires during construction works. The research was based on an extensive review of relevant literature and an in-depth analysis of major fires in the UK and France. The outcomes and research findings enabled the development of a managerial model highlighting the implementation of safety systems throughout the project life cycle.

Critical analysis of professional interviews using QSR NUDIST enabled the author to develop an in-depth qualitative review of current practices. The research presented in this thesis was based on the analysis of a set of qualitative data, collected through interviews with practitioners. The scope of this information was broad and necessitated the use of a tool to enhance the analysis and support a deeper understanding of the data. The use of a qualitative research software was thought to provide a recognised professional tool which would enhance the quality of this research. This was significant in establishing the managerial model.

Through the post analysis of relevant cases of fires originating during construction activities, a comparison is made between recognised good and bad practice, and a Fire Safety Management Model (FSMM) is developed to meet the requirements for fire prevention. This model addresses the requirements of practitioners, their needs and their concerns regarding the possible effect of a fire during construction activities. The FSMM has been validated and tested by two Expert Panels (one in France and the other in the UK). These panels were formed by representatives of the construction industry and experts in the field of fire safety. A guideline for review and analysis were proposed and these formed the basis of the validation exercise for each member of the Expert Panel. The FSMM considers a global approach towards fire prevention on construction sites and for a given organisation. The set of requirements highlighted in the model is generic and will be refined and adapted by the organisation using it. However the framework proposed in this research must be considered in full, from the conception of the project, its construction and finally throughout subsequent stages of the life cycle including maintenance and refurbishment. It is an iterative model, flexible and adaptable to change.

Nick Blismas (2001) Multi-project environments of construction clients

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Abstract

The single project paradigm which dominates the literature of both project and construction management research does not accurately reflect the reality of many construction clients, who have large ongoing construction portfolios rather than one-off construction projects. It is contended that the forces behind the multi-project environment (MPE) of construction clients are different to those traditionally viewed within the single project paradigm.

Although several concepts of MPEs exist, an investigation of the form and dynamic interactions of components within MPEs of construction clients was lacking. The main objectives of the research were a) to determine the major factors influencing project delivery within the MPE, b) to investigate the interaction between these factors and the attributes of different forms of MPEs, c) to develop a typology of the MPE of construction clients, and d) suggest policies for effective management of MPEs.

The MPEs of six construction clients were explored. The cases included a variety of retailers, a hotel group, a utility company and a housing and commercial developer to gain a range of perspectives within both primary and secondary experienced clients. Propositions were used as guidance for the investigation and analysis of the data, which consisted of interviews and organisational documentation.

The data indicated that the business environment strongly drives the project inception process. However, the inherent uncertainty within the general environment causes a milieu of unpredictable change within the project delivery process, which in turn manifests in compromised performance and outcomes. Factors influencing the process are the lack of 'continuity' within workload, contractual relationships, expertise and production, with concomitant effects on project outcomes. Suppliers perceive clients as 'inhibiting continuity' thereby nullifying advantages inherent in repetitive and lean production principles. Other factors influencing the process are high planning authority intervention, low client commitment and low standardisation. Causal networks and an Influences model were used to graphically capture the dynamics of these factors within the MPE.

A typology of the MPE of construction clients was developed and validated through literal and theoretical replication between cases. Three main types emerged as descriptive of programmes within client's construction portfolios; Bounded programmes, Target programmes and Rolling programmes. The distinctive features of each type suggest that specific approaches are necessary for the successful delivery of projects within a portfolio. Solutions suggested by the data are presented.

James S. Musumeci PhD. (2001) The reported experience of a hospice interdisciplinary team.

Major: Business Education, Department of Administration, Leadership, and Technology

University: New York University, 2001. 277 pp. Advisor: O'Connor, Bridget.

I used NUD*IST 4 to assist me in the coding and sorting of the data for my dissertation, "The reported experience of a hospice interdisciplinary team." The text is available from UMI (wwwlib.umi.com) order number 3004921.

Abstract

A need exists to study groups within their environment, over time, and with a focus on group processes. In this qualitative study, one hospice interdisciplinary team was observed for a period of six months and interviews were conducted with most of its members.

Emphasis was placed on understanding how the team members describe their interactions with each other and the experiences that contributed to the functioning of the group.

A major finding of the study was the team members' overarching focus on serving the patient. These hospice workers reported personal satisfaction in working with dying patients and their families but experienced frustration and poor interaction with each other in an environment of weak organizational support and lack of strong leadership. This team functioned more in a multidisciplinary way than an interdisciplinary way.

Other themes significant to the participants' experience included: (a) my work here has lots of frustrations; (b) we do not communicate well with each other; (c) my support mostly comes from people I choose; (d) some of us are more involved in patient care decisions, some are more involved in policy issues, and some do not make decisions; (e) our team meeting did not provide us with many opportunities for mutual learning; (f) what's going on with us often parallels what is happening with our patients; and (g) informal communication is the dominant way we share information.

Implications from the study are that business education, workplace training, and lifelong learning could create opportunities for learning about team building and helping people develop the communication and facilitation skills required for effective team leadership and participation.



Joanne Tippett (2001) Integrated Catchment Management and Planning for Sustainability - The Case of the Mersey Basin Campaign

(A dissertation submitted to the University of Manchester for the Degree of MA (Econ.) in Social Research Methods in the Faculty of Social Sciences and Law.)

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Abstract

This research examines the emerging role of 'planning for sustainability' in the context of river catchment management, with the Mersey Basin Campaign as the principal case study. Good water quality and a healthy water cycle are essential for sustaining ecosystems and the human and industrial activities within them. For this reason, Integrated Catchment Management is a vital component of the emerging sustainability agenda. The last two decades have seen a call for increased integration in water management, driven by recognition of the limits of a fragmented organizational approach and an increased understanding of the interconnected nature of many of the problems that affect water quality. Symptoms of water-related problems are often detected far from their sources. Efforts to improve the water environment require action at multiple geographic scales, and involve many different sectors and actors.

The newly enacted European Union Water Framework Directive requires each Member State to produce an integrated management plan for every river basin. These plans must be formulated with a high degree of community and stakeholder involvement. The Mersey Basin Campaign offers a valuable case study in how to achieve this ambitious objective.

This research has examined two of the Campaign's delivery mechanisms, partnership networking and strategic planning, linking across spatial scales. Interviews with 25 key players, participant observation and programme literature provided a wealth of data. In-depth analysis combined an inductive approach, based on grounded theory, with an exploration of key themes in the light of systems thinking. This qualitative methodology allowed an extensive exploration of key characteristics of communication and strategic planning in the Campaign. Discussion of the nature of stakeholder partnerships clarified factors for their successful development. These include: shared vision and aims; broad engagement of sectors and stakeholders; equitable representation of interests; high level of participation in planning processes; synthesis of bottom-up and top-down planning; continuous, dynamic development; many opportunities for organizational learning; starting small with projects that lead to success stories; opportunities for informal interaction; and openness and transparency.

The research findings offer lessons from the 15 years of experience of the Campaign, which can be applied to similar initiatives, as well as pointers for improving the effectiveness of the Campaign itself.

The full thesis is available at: <http://www.holocene.net/research/ICM-MBC.htm>

Reima Lehtimäki (2001) The Conceptions of Traffic Safety among Young Male Drivers.

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Abstract

The conceptions of traffic safety were analysed among young male drivers trained at driving school or by individual permit. The study was conceived as a contribution to adult education. Young male drivers trained by individual permit conceive that road traffic always involves potential for damage. Young male drivers trained in driving schools accordingly believe that they can influence safety by using their skills. Young drivers however have lots of deficiencies in their control of driving which they see as completely chance incidents or unpredictable events. These chance incidents are brief moments of personal chaos characteristic of the permission drivers, who also described their driving as doing. The school drivers seemed to analyse traffic incidents conceptually, reporting unpredictable incidents which involved some familiar phenomena such as elks. Despite this analysis, they did not report correct countermeasures very well. The abilities of drivers could be deduced from their reports on chance and unpredictable incidents.

The very brief driving school curriculum introduces concepts which the learner has to assimilate in its intermediate phase without it providing any mentor or tutor. The young men also grope for alternatives and test them, which obviously results in experiment and risk-taking in traffic, particularly because the concepts to be assimilated and the legislation both direct the young men to these deplorable actions. This relates to the general finding that the young men experience a risk-taking phase commencing at the age of 18 – 19 years. By contrast, the thinking of young women and master drivers leads directly to a solution. As the young men pass the risk-taking phase, they will also become firm and steady. Safe methods of assimilating traffic concepts without the risk-taking phase have to be produced for the young men.

The drivers created maxims for themselves which account for traffic incidents and direct their performance. There are too many road rules to be of assistance to drivers in rapidly changing situations. The basic notion of the road rules and maxims is that traffic is always dangerous. Individual road rules do not manifest themselves as such in the maxims but do help to resolve the incident after damage has been done. Learning to drive a car concerns the creation of such maxims.

Traffic safety and driver training are an intrinsic part of a young adult's adaptation to traffic society. This process has to be supported throughout life. While the elements of driving ability can be dealt with by contemporary official training, the adoption of the safety skills really depends on family and peers as well as trial and error.

This study is based on a comprehensive literature review of traffic safety and driver training. It was an attempt to understand young male drivers. The main method was a conceptual analysis focused on summaries of 34 interview transcriptions.



Cristina Redko (2001) Fighting against the "evil". Religious and cultural construction of the first psychotic experience of youth living in São Paulo, Brazil.

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Abstract

The outbreak of the first psychotic episode disarrays the person's everyday experience and of significant others. This work takes the notion of experience as the key mediating variable to understand how the cultural and social frame affects the experience of psychosis. Culture contributes to the articulation of the experience of psychosis through its influence on individual, family, and community reactions. I focused on the first psychotic experience of low-income youth living in São Paulo, Brazil because one can see more clearly the role played by the cultural and social dimensions, since the process of experiencing psychosis is not yet totally settled.

I emphasized the basic strategies created by psychotic patients and their families to re-organize their experience of themselves and of the world, and the dynamics and underpinning of these strategies in relation to cultural signifiers. I particularly explored how psychotic patients and their families appropriate, borrow and transform cultural signifiers, and more specifically religious signifiers, in their attempt to cope with psychosis. Religious signifiers are pervasive and diverse in Brazilian culture; furthermore different people may or may not resort to or be affected by religious idioms and signifiers in a similar way. A wide range of variation in the use of religious idioms and signifiers can be expected among patients, at different moments of their life history, and when the experiences of patients and significant others are compared. Religion can have a positive impact over the experience of psychosis, a negative, or even a neutral impact depending on the person and circumstances.

My work also demonstrates that psychotic patients are subjected to a double-process of marginality due to their poor living conditions and to urban violence; and to the fact that their marginality is further accentuated by the psychotic episode. People's reactions also vary and change in relation to the kinds of behaviours manifested by psychotic patients, in addition to the social role of each family member and the family dynamics at play. More generally, people's reactions work in a kind of "feedback loop," since family reactions modify the subjective world and reactions of patients, while patients' reactions modify family attitudes and behaviours.

Allen Quesada Pacheco (2000) Using the Web to Practice and Learn Grammar

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Abstract

The purpose of this study was to describe and explain the perspectives of ESL college students on using the Internet resources found in the Web site NetGrammar (<http://busboy.sped.ukans.edu/~allenq/netgrammar>) for grammar practice. In order to understand the participants' perspectives, three main research questions were studied:

1. In what ways do ESL students use the Internet resources found in the Web site NetGrammar for enhancing the learning of English grammatical structures?
2. What are the perceived advantages and disadvantages of Web-based support materials for learning English grammar?
3. What are the students' perspectives on the interactive Web exercises for practicing English grammar?

A qualitative method of inquiry was used to explore the potential impacts of the Web resources on a university-level curriculum. Eight participants of eight different countries were chosen to participate in this study. The major method for data collection was standardized open-ended taped interviews. Data was also collected from lab observations and field notes. The qualitative data analysis software Nvivo 1.1 was used to assist data analysis.

Results suggest that most of the participants followed a similar pattern in the mode of use of the Web material. They either practiced directly on the computer and/or printed out the exercises in order to work on them later on. Findings suggest that although students require ongoing Internet training, and technical support Web-based materials use can increase students' self-esteem, motivation, and can improve their attitude toward the computer and grammar learning. The study participants pinpointed advantages and disadvantages with respect to the use of Web-based materials for learning and practicing grammar.



Bernardo Turnbull (2000) Street Children and their Helpers. A Social Interface Analysis.

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Abstract

This thesis analyses the relationship between a group of street children, youths and their helpers in Mexico City using the model of Social Interfaces.

In spite of the abundance and sophistication of aid programmes for the street children, these have achieved only limited success. Current research has shown that the key to sustainable solutions lies in the participation of the children in the design and management of the projects.

Experience with a group of volunteer students visiting the street children who work at a coach station in Mexico City showed that the approaches used by the outsiders represent the main obstacles for street children participation. Interface Analysis was the theoretical tool used for the examination of these barriers to knowledge creation.

In this thesis the outsiders are considered as social actors as well as the children. The analysis will show that the strategies of the children are better understood as linkages between them and the outsiders. Then the origin of these linkages is traced back to the outsiders' agenda for street children that excludes their own interests and capacities.

The mutual influence of power and knowledge is presented as the key element shaping the interaction between the two groups, as the encounter becomes a struggle over the meaning of 'help', 'intervention', 'children's needs', etc. but most of all, over the meaning of our respective identities. The relationship is preserved through cultural accommodation, by which outsiders modify the projects and children use them in their own way.

The thesis concludes that this accommodation has limited the learning process so that only instrumental knowledge is created at the social interface. Drawing from these conclusions, suggestions are made for further intervention with street children, and the contribution of the thesis to the field of participation is summarised.