session four
representation

writing is representation

representation is writing

who is the audience?
what is the product?
what is the structure?

writing is analysis

writing is hard work

invent, compose, revise

creativity and challenge:

writing articles (and theses)

article sections and their vagaries

writing as a social construction
(Kvale, 1996)

voice
- giving voice / whose voice?
- telling stories / whose stories?

the introduction
- thesis / aim / objectives / reasoning
- setting the scene
- literature review
- theoretical framework
- hypothesis / key points

the methodological Framework
- methods / methodology
- explanation / introduction for you

the findings
- findings / results
- representation and presentation
- analysis / theory
- discussion / interpretation or evaluation

the writing
- discussion or discussion
- the shape

note two issues that have challenged you today
representation is writing
writing is representation
"writing as a social construction" (Kvale, 1996)
invent, compose, revise
writing is analysis

writing is hard work
writing is hard work
the importance of writing

It creates / is the product

It identifies problems

It is a skill that needs to be learned and practised

It is never finished
the importance of writing

is the product
It creates / is the product

It identifies

the importance of
The product identifies problems that need to be solved.
It is never finished
It is a skill that needs to be learned and practised.
who is the audience?
what is the product?
what is the structure?
stand in the shoes of the reader
voice

- giving voice / whose voice?
- telling stories / whose stories?
writing articles
(and theses)
the structure and content of a paper
placement and audience
journal requirements

article sections and their vagaries

the introduction
  • the literature review / reviewing the literature
  • using quantitative research
  • using theory
  • the epistemological frame

the method section
  • whose methods / methodology?
  • explaining / apologising for qualitative

the findings
  • findings not results?
  • representation and interpretation
  • using theory
  • discussion - integrated or separate?

the ending
  • discussion or conclusion?
  • the sharp finish
writing articles (and theses)

the structure and content placement and audience
the structure and content of a paper placement and audience journal requirements
article sections and their vagaries
the introduction

- the literature review / reviewing the literature
- using quantitative research
- using theory
- the epistemological frame

the findings
the method section

- whose methods / methodology?
- explaining / apologising for qualitative
the findings

- findings not results?
- representation and interpretation
- using theory
- discussion - integrated or separate?
an aside on quotes

how many?
what is their role?

- don’t let quotes make your points (they are the data, not the interpretation)
- quotes illustrate and need to be contextualised (like figures and tables they stand alone from the text)
- quotes need to be interpreted
- quote karaoke is to be avoided
- quotes can be short and edited (as long as they need to be to illustrate the issue)
- choose the best quote for the purpose (representation and amount is not the issue)
an aside on quotes many?
how many?
what is their role?
What is their role?

- don’t let quotes make your points (they are the data, not the interpretation)
- quotes illustrate and need to be contextualised (like figures and tables they stand alone from the text)
- quotes need to be interpreted
- quote karaoke is to be avoided
- quotes can be short and edited (as long as they need to be to illustrate the issue)
- choose the best quote for the purpose (representation and amount is not the issue)
the ending

- discussion or conclusion?
- the sharp finish
creativity and challenge
Plotting Maternity in Three Persons

Amber E. Kinser

Abstract
This performance text examines complexities of personal and maternal identity in family life. Speaking in first, second, and third person voices, the author offers autoethnographic accounts of the tensions between separateness and connectedness, normative and subjective motherhood, and novice and seasoned perspectives. The piece functions as a text of resistance that pushes against normative expectations about maternal emotion and child-centered maternal dialogue and gives voice to evolutions in mother wit and lifeworlds.

Keywords
motherhood, family narrative, autoethnography, performance
The Lost Boys

Karen Lambert

Abstract

The following two poems were formed from transcribed interview text from an unpublished doctoral thesis (Lambert, 2006) which explores some of the ways in which identities and places could be considered mutually constitutive. Specifically, it examines the ways in which five “lesbian” identified women talk about their experiences and identities with, in and through “queer” places and events. The original words were spoken by two participants as part of their own narratives of self when asked to share critical moments in their lives when they noticed or felt themselves to be in some way “different” to and/or differentiated from “others.” These words are presented here as two thematically similar stand alone “found poems,” (see for example, Butler-Kisber, 2002; Glesne, 1997; Lahman et al., 2009) without theoretical analysis. This is done in order to both draw in and implicate the reader in the everyday social readings of nonnormatively gendered bodies. The poems thus raise critical questions about re-presentational issues in research as well as highlighting the imperative to do justice to the speakers of such words, and the complexities associated with such a task.

Keywords

gender identity, queer, critical moments, poetic representation, found poems

Flyboy

All the girls
I was always friends with lots of girls
I never wore dresses
I was just accepted

I was like their little boy.
They would treat me as if I was their little boy.
We played mum’s and dad’s
they would make me the man;
“You have to kiss when you come home”
I’m like “But they’re not kissing you”
“No only you do”

I don’t know how many girls tried to teach me how to kiss
They had a lot more knowledge,
they were always very willing.
exercise
write a reflexive piece about your project
review
note two issues that have challenged you today