

GS/NURS 5750 3.0

Interpretation and Data Analysis

Sections M & N

Course Outline (Abridged) – Winter 2018

Course Professor: Gail J. Mitchell

Sections N and M

Calendar (Short) Course Description

This course focuses on the processes by which the major schools of thought frame interpretation in research and inquiry. Students explore, analyze, and critique the ways in which these different traditions influence the what, why and how of nursing research practices and their links to diverse forms of data analysis.

Expanded Course Description

Students examine the history of interpretation and situate the role of interpretation in understanding, language/discourse, and knowledge creation. The processes/methods of interpretation will be considered as they are enacted across various schools of thought and knowledge traditions that inform practice and research. Students will engage in data analysis processes across different theoretical paradigms of nursing science and consider the politics of interpretation and data analysis.

Learning Outcomes

1. Students demonstrate a deep and self-reflective understanding of their own worldviews within an interpretive frame.
2. Students demonstrate the ability to articulate and critique the different ways of representing reality through interpretation.
3. Students demonstrate the ability to systematically assess, synthesize, and enact different interpretive approaches for understanding nursing phenomena.
4. Students engage with data analysis techniques across major paradigms of thought.

Required Text:

Saldaña, J., & Omasta, M. (2018). *Qualitative research: Analyzing life*. Los Angeles, CA: Sage.
Email: order@sagepub.com

Overview of Teaching-Learning Approach

Course teaching-learning activities are informed by complexity pedagogy. Complexity pedagogy proposes that all persons in a community of inquiry learn together. Teachers and students come together to engage, share, and question in order to develop personal understandings. Diverse views and different perspectives enable deep learning, and so, in many ways we are all responsible for contributing—not only to our own understanding and growth, but to that of our colleagues and

classmates. There are no right and wrong answers in complexity learning. We all have different views and understandings, because our understanding is contextual, historical, and experiential. We are all coming together from a different place to spend time together in a shared quest for insights and emergent learning.

Complexity Pedagogy: Terms and Definitions

Reflection: A process of contemplation about one's thinking and actions in specific situations in order to better understand the pros and cons of different ways of thinking and acting.

Recursion: An iterative process of revisiting what one knows in order to see with new eyes, or looping back with the intent to discover again.

Emergent Learning: As students and teachers inter-relate, offering different views and posing different questions, new learning emerges in the shifts of understandings and perspectives. All students and teachers can create teachable moments by introducing different ways of thinking about and acting in various situations.

Perturbations: Disruptions of the status quo created by challenging assumptions, providing alternative views, and asking different questions that expand understandings. Perturbations may point out paradox, ambiguity, and critical aspects of familiar ways of knowing.

Diversity: Difference is needed for deep thinking and critical understanding. Seeing only one way misses the complexities of life and learning. When diverse views are shared, new insights often surface and propel thinking and problem-solving in new ways as difference is considered and conversed about.

Non-linearity: Life, living systems, thinking, and responding are all evolving historically, experientially, reflectively, and non-reflectively, in stops and starts, transformative leaps, and sometimes with unexplainable emergence. Change in living systems and processes cannot be controlled in simple formulas or directives. Living systems are continuously evolving in unpredictable ways.

Relationality: This concept indicates the ways people, things, ideas, preferences, and patterns connect and interrelate. An idea can link with many different experiences, an event might link with many memories, and a concept can connect with particular ideas across multiple contexts in a web of relationality.

Emotional Awareness: Human beings, as embodied, thinking-feeling beings, often sense or feel things before interpreting and understanding come into play. As embodied beings, we are always in relation to other humans and our environments. There are patterns to these relationships, there is an awareness and knowing in our bodies and feelings that is not typically explored in health sciences. It is important to reflect on these felt and emotional experiences in life and health care and how they connect with ideas and different ways of thinking and knowing in order to more fully develop intelligence and openness.

Evaluation

The course teaching-learning activities are designed: 1) to engage you in exploring, discovering, and clarifying how your ideas connect with nursing science and nursing scholarship through

reading, writing, and discussing; and 2) to enable you to achieve the program objectives and course learning outcomes. As you will see, there is a strong emphasis on collaborative learning in the course.

1. Students identify a nursing issue/phenomenon of interest and complete a self-reflective series of questions targeted at situating the phenomenon with a personal horizon of understanding.
2. Students identify a nursing issue/phenomenon of interest and examine how the phenomenon has been interpreted and represented in nursing ontological schools of thought.
3. Students connect different interpretive and data analysis traditions with phenomenon of interest.
4. Students conduct and present data analysis techniques for one core school of thought.

Evaluation of Learning: Due Dates & Weighting

Evaluation Activity	Due Date (Midnight)	Weighting
1. Ongoing Participation for 12 weeks from Jan 4 to April 6	Self-evaluation of participation due April 8	25%
2. Self-reflective Paper	Reflexivity due February 10	20%
3. Data Analysis Activity	Daagu -Week of February 19	15%
4. Final Scholarly Paper	Final paper due: April 11	40%