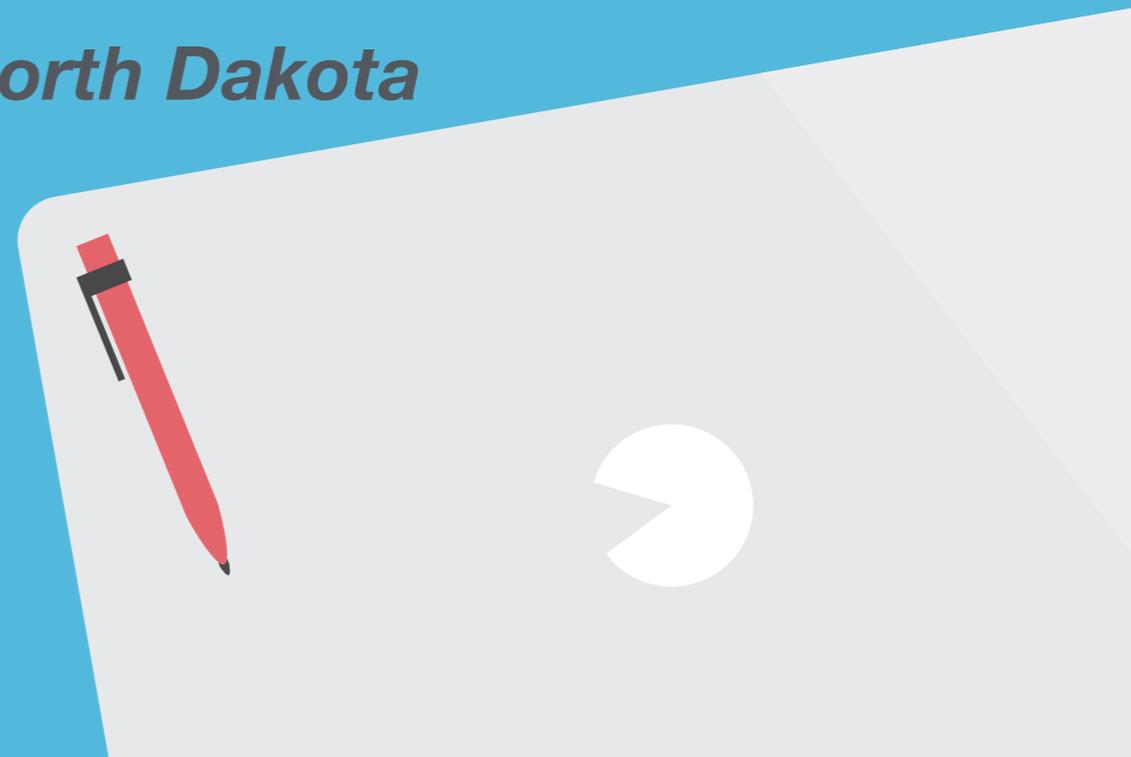


HOW TO **WRITE** QUALITATIVE RESEARCH

Marcus Weaver-Hightower

Professor, University of North Dakota



What's something about *writing* that you hope to learn today?

Please be specific; instead of "to write better" say something like "how to eliminate prepositions."



Created by Leisa Brown
from Noun Project



Created by Meg Craghan
from Noun Project

Respond at PollEv.com/marcus

OR

Text **MARCUS** to 37607 *once* to join

What's something about writing that you hope to learn about today? Please be specific; instead of "to write better" say something like "how to eliminate prepositions."

 When poll is active, respond at **PollEv.com/marcus**

 Text **MARCUS** to **37607** once to join

What We **WON'T Do
Today**

I **assume** you know
qualitative *basics*.

What We **WILL Do
Today**

What We **WILL** Do Today

Hour 1

Overview

The FOUNDATIONS of qualitative writing

Hour 2

Building beautiful case studies

Showing yourself in a qualitative writeup

Hour 3

Revising like a rock star

Hour 4

Writing workshop for (pre-)dissertators

**What makes for good
qualitative writing?**

**Why do qualitative
writers write the way
they do?**

Intellectual Goals Qual Suits

(Maxwell, 2013, Chapter 2)

- **Understanding the meaning, for participants in the study, of the events, situations, experiences, and actions they are involved with or engage in. ...**
- **Understanding the particular contexts within which the participants act, and the influence that this context has on their actions.**
- **Understanding the process by which events and actions take place.**
- **Identifying unanticipated phenomena and influences, and generating new, “grounded” (Glaser & Strauss, 1967) theories about the latter.**
- **Developing causal explanations.** Qualitative researchers...tend to ask how x plays a role in causing y, what the process is that connects x and y.

Practical Goals Qual Suits

(Maxwell, 2013, Chapter 2)

- Generating results and theories that are understandable and experientially credible, both to the people you are studying and to others.
- Conducting research that is intended to improve existing practices, programs, or policies, ... rather than to simply assess the impact or value of these.
- Engaging in action, participatory, collaborative, or community-based research with participants in the study.

So given those general goals of qual, what are the implications for writing?

Intellectual Goals Qual Suits

(Maxwell, 2013, Chapter 2)

- Understanding the **meaning**, for participants in the study, of the **events, situations, experiences, and actions** they are involved with or engage in. ...
- Understanding the **particular contexts** within which the participants act, and the influence that this context has on their actions.
- Understanding the **process** by which events and actions take place.
- Identifying unanticipated phenomena and influences, and **generating new, “grounded” (Glaser & Strauss, 1967) theories** about the latter.
- **Developing causal explanations.** Qualitative researchers...tend to ask how x plays a role in causing y, what the process is that connects x and y.

**BASIC ADVICE
FOR ALL
QUALITATIVE
WRITING**

TWO KEY QUESTIONS

1.

Who is your audience, really?

2.

What do readers want to know?

Write outlines!

Write clearly!

**Don't exceed your
data!**

Building Beautiful *Case Studies*



Organizing Cases

- **Single or multiple cases?**
- **Intrinsic or Instrumental?** (interesting in itself vs. illustration of a concept of interest)
- **Focused on DESCRIPTION, ANALYSIS, or INTERPRETATION?** (Wolcott, 1994)
- **Comparative** (internal or external)?
- **What are the focal elements of the case(s)**—the points where they differ or converge, the topics you are analyzing them on?

**Whatever your design,
describe cases *one at a time*
(generally).**

Then, if multiples, compare.

Then, theorize.

**Often, cases are the
easiest way to organize.**

**Often, cases are the
easiest way to organize.**

Why?

**Often, cases are the
easiest way to organize.**

Why?

**Because you can *pattern*
how you talk about
cases.**

Sample Outline for Study on School Discipline with Students of Color

- Case 1: School of the Arts
 - Demographics
 - Policy context
 - How they discipline students of color.
- Case 2: Du Bois Elementary
 - Demographics
 - Policy context
 - How they discipline students of color.

Once you've identified the important elements, you can repeat them for each case.



Makes comparisons easier.

Stake's (1995) basic organization

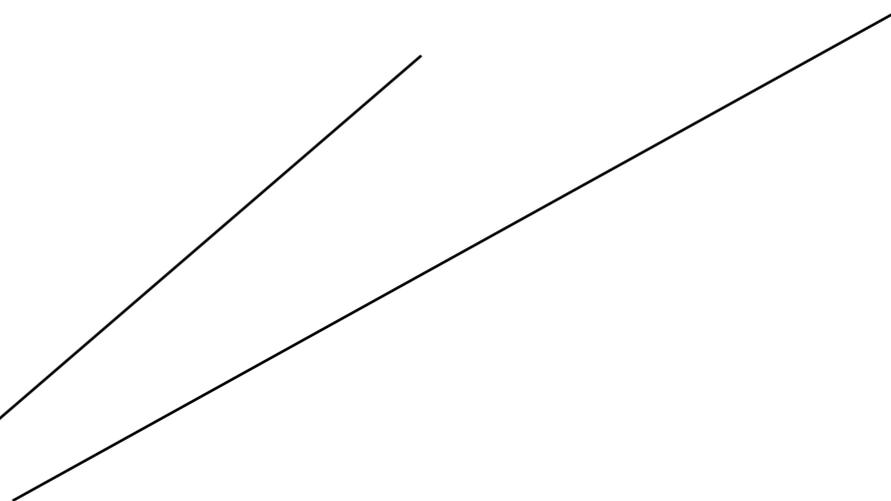
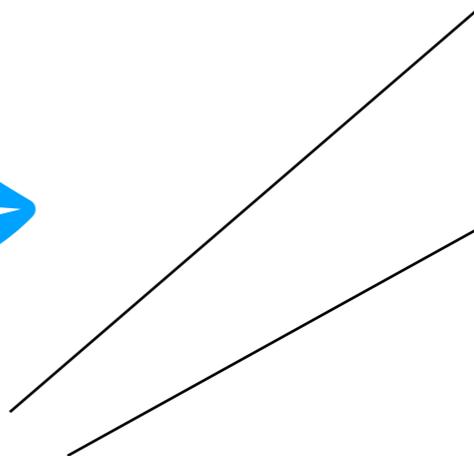
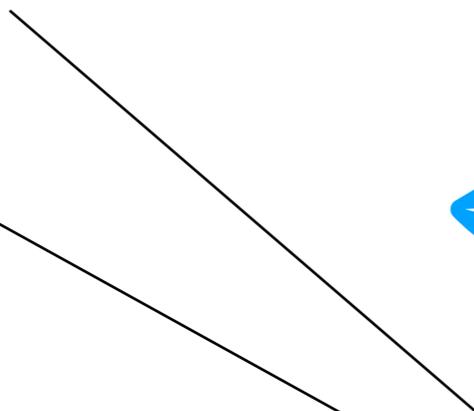
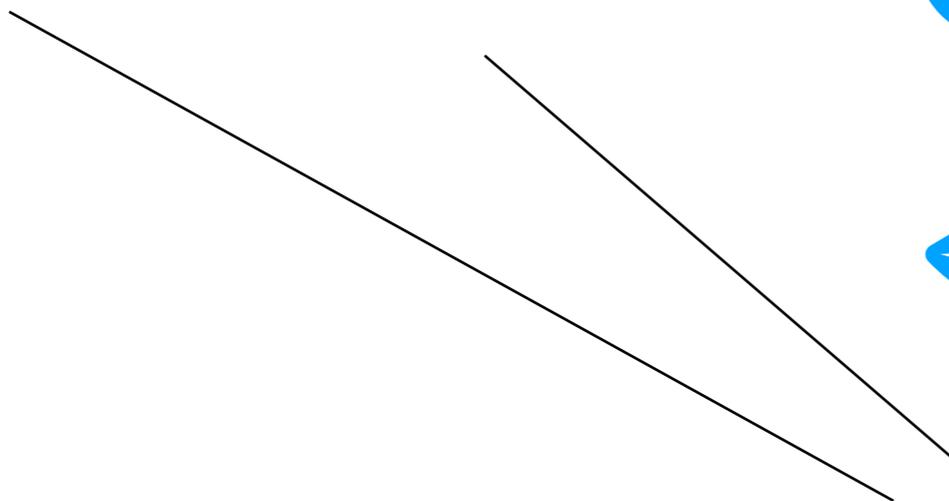
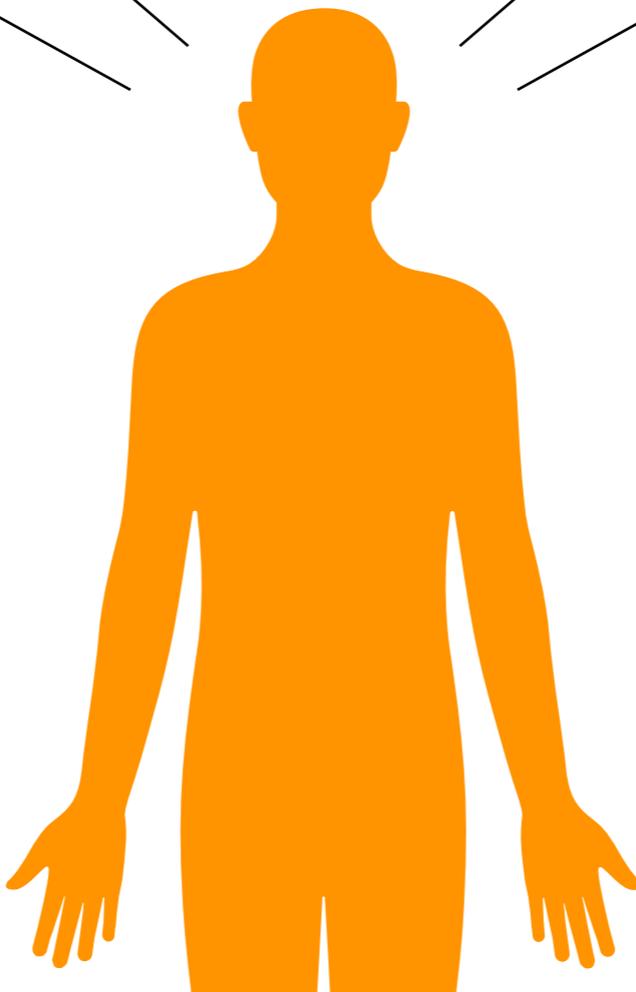
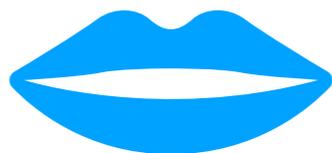
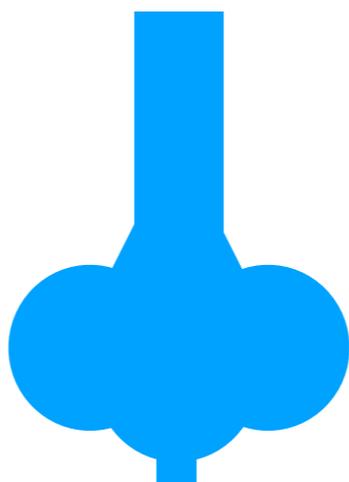
- Early vignette
- Issue identification, purpose, and method of study
- Development of [a few key] issues
- Descriptive details, documents, quotations, triangulating data
- Assertions
- Closing vignette

ACTIVITY: ORGANIZING A CASE

- Let's say we were doing a hypothetical case study on the topic of professional development workshops.
- Use TODAY'S WORKSHOP as one case of a multiple case study; think of others you've gone to, as well.
- Write a few brief notes or outline patterned on Stake's (1995) organization:
 - What's a good opening vignette you could use?
 - What are some of the issues you might identify across workshops?
 - What are some "details, documents, quotations, triangulating data?"

**So what can make a
case study “beautiful”?**





“verisimilitude”

Benefits:

- engaging to read
- helps readers interpret the scene
- helps readers imagine transferability

**showing that YOU
were THERE**

THERE

YOU



**BUILDING A
WORLD THAT
FEELS REAL**

EXPLICIT CONTEXT DESCRIPTIONS

- Often starting from the global context and drilling down to the local context
- What does the reader need to know?
 - Location?
 - Demographics?
 - Time period?
 - Culture?

DETAILS, DETAILS, DETAILS

- Level of detail can increase the closer you get to the local context
- Be concrete rather than abstract.
- Broad categories:
 - Spaces
 - Appearance
 - Actions
 - Dialogue & Print

USE ALL 5 SENSES, IF POSSIBLE

- Sight, hearing, taste, touch, and smell
- Some senses are easier to describe than others, but be evocative

WALK THROUGH PROCESSES

- Slow, step-by-step
- Try to envision it through the eyes of someone new
- Try to attach **feelings** to processes, too



REVEALING SELF AND INFLUENCE ON THE RESEARCH

YOU WERE THERE

- Who you are matters because you impact the location and people.
- Self-reflection doesn't have to be contained in a single section
- Indicate your length of experience with your topic and your level of engagement with the research site.
- Discuss your attraction to or stake in your topic.
- Don't be afraid to show some humanity.
- Admit to your biases.
- Discuss how you likely influence others and how they influence you (**reflexivity**)

BUT...

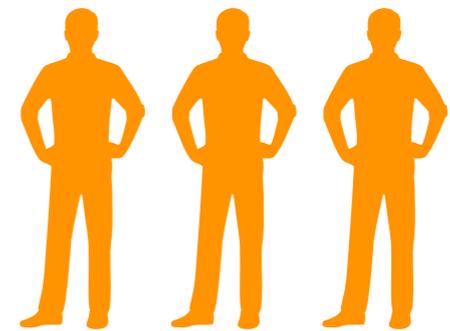
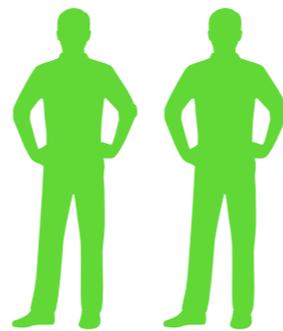
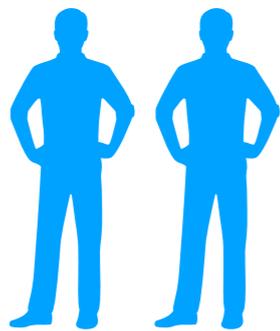
- Unless the manuscript is about you (like an autoethnography), *don't make it all about you.*



USE /!

An example: Chad Dahlen's dissertation (2018)

- Multiple case study design, focusing on the leadership development of father-son pairs in the Three Affiliated Tribes in North Dakota.



An example: Chad Dahlen's dissertation (2018)

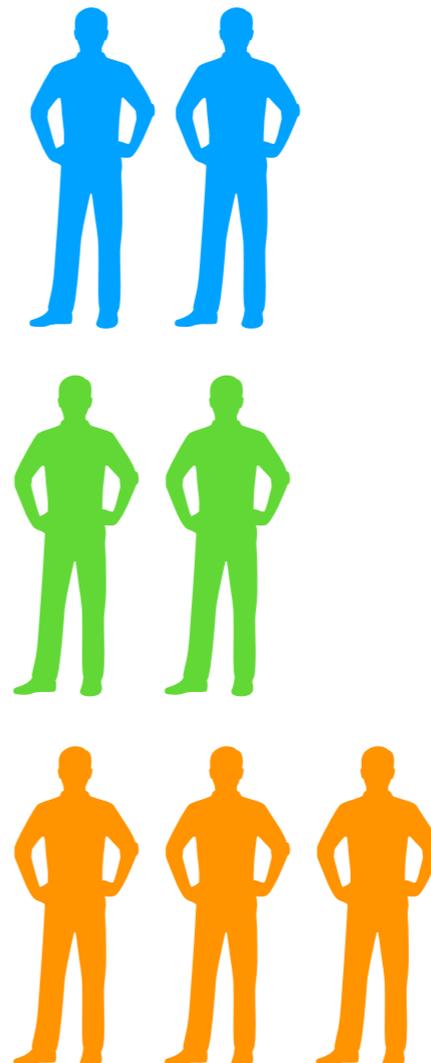
Chapter 4



**EACH CASE REPEATS A PATTERN
OF BACKGROUND INFO &
LEADERSHIP ISSUES**



Chapter 5



An example: Chad Dahlen's dissertation (2018)

- Multiple case study design, focusing on the leadership development of father-son pairs in the Three Affiliated Tribes in North Dakota.
- Sets the historical and present context for the Tribe and for each participant
- He talks a lot about his own position as a member of the Tribe and the tensions that causes doing “research.”

Details make the story “beautiful” ...

Ed’s living room was spacious and connected to the dining and kitchen areas. I noticed he had a highchair in the kitchen and Ed noticed me observing it. “That high chair is for the great grandkids who come and visit. It’s good to have one of those around,” Ed told me. The living room had a fireplace with a big mantle guarding the pictures of family members; a picture of his wife placed at the top, center overlooked the family—and us—with a smile. The rest of the living room was inspired by a Southwest interior design (Ed’s wife’s lasting touch in their home) including a fancy rug that stretched out on a wooden rack. We all gathered and sat for the interview on a couple of sofa chairs and a matching brown leather couch.

Chad Dahlen’s dissertation

Details that make the story...

Ed's living room was spacious and connected to the dining and kitchen areas. I

I noticed he had a highchair in the kitchen and Ed noticed me observing it.

around,” Ed told me. The living room had a fireplace with a big mantle guarding the pictures of family members; a picture of his wife placed at the top, center overlooked the family—and us—with a smile. The rest of the living room was inspired by a Southwest interior design (Ed's wife's lasting touch in their home) including a fancy rug that stretched out on a wooden rack. We all gathered and sat for the interview on a couple of sofa chairs and a matching brown leather couch.

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Chad Dahlen's dissertation

Details that make the story...

Ed's living room was spacious and connected to the dining and kitchen areas. I

The living room had a fireplace with a big mantle guarding the pictures of family members;

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Chad Dahlen's dissertation

Details that



Ed's living room was spacious and bright. I noticed he had a highchair in the corner. The high chair is for the great grandkids who come around," Ed told me. The living room had a fireplace with a big mantle guarding the

a picture of his wife placed at the top, center overlooked the family—and us—with a smile.

Southwest interior design (Ed's wife's lasting touch in their home) including a fancy rug that stretched out on a wooden rack. We all gathered and sat for the interview on a couple of sofa chairs and a matching brown leather couch.

Details that make the story...

Ed's living room was spacious and connected to the dining and kitchen areas. I noticed he had a highchair in the kitchen and Ed noticed me observing it. "That high chair is for the great grandkids who come and visit. It's good to have one of those around," Ed told me. The living room had a fireplace with a big mantle guarding the pictures of family members: a picture of his wife placed at the top center overlooked

inspired by a Southwest interior design (Ed's wife's lasting touch in their home) including

rug that stretched out on a wooden rack. We all gathered and sat for the interview on a couple of sofa chairs and a matching brown leather couch.

**SHOW
RATHER
THAN
TELL.**

ACTIVITY: BUILDING THE CASE

- Return to our hypothetical study on professional development workshops.
- **Write a paragraph about coming into this room, this workshop today.**
- TRY YOUR BEST TO:
 - Use five-senses details
 - Convey some process
 - Give emotional valence

REFRESHING
LIFE
ROCKS!

“

**Most of the sentences you will
make will need to be killed.**

The rest will need to be fixed.

**This will be true for a long
time.**

**The hard part now is deciding
which to kill and which to fix
and how to fix them.**

**This will get much, much
easier, but the decision making
will never end.**

”

(Klinkenborg, 2012 , 13- 14)



#55

Presentation theme



Types of Editing (Allen, 2016)

- Conceptual editing
- Structural editing
- Content editing
- Stylistic editing
- Copyediting
- Proofreading

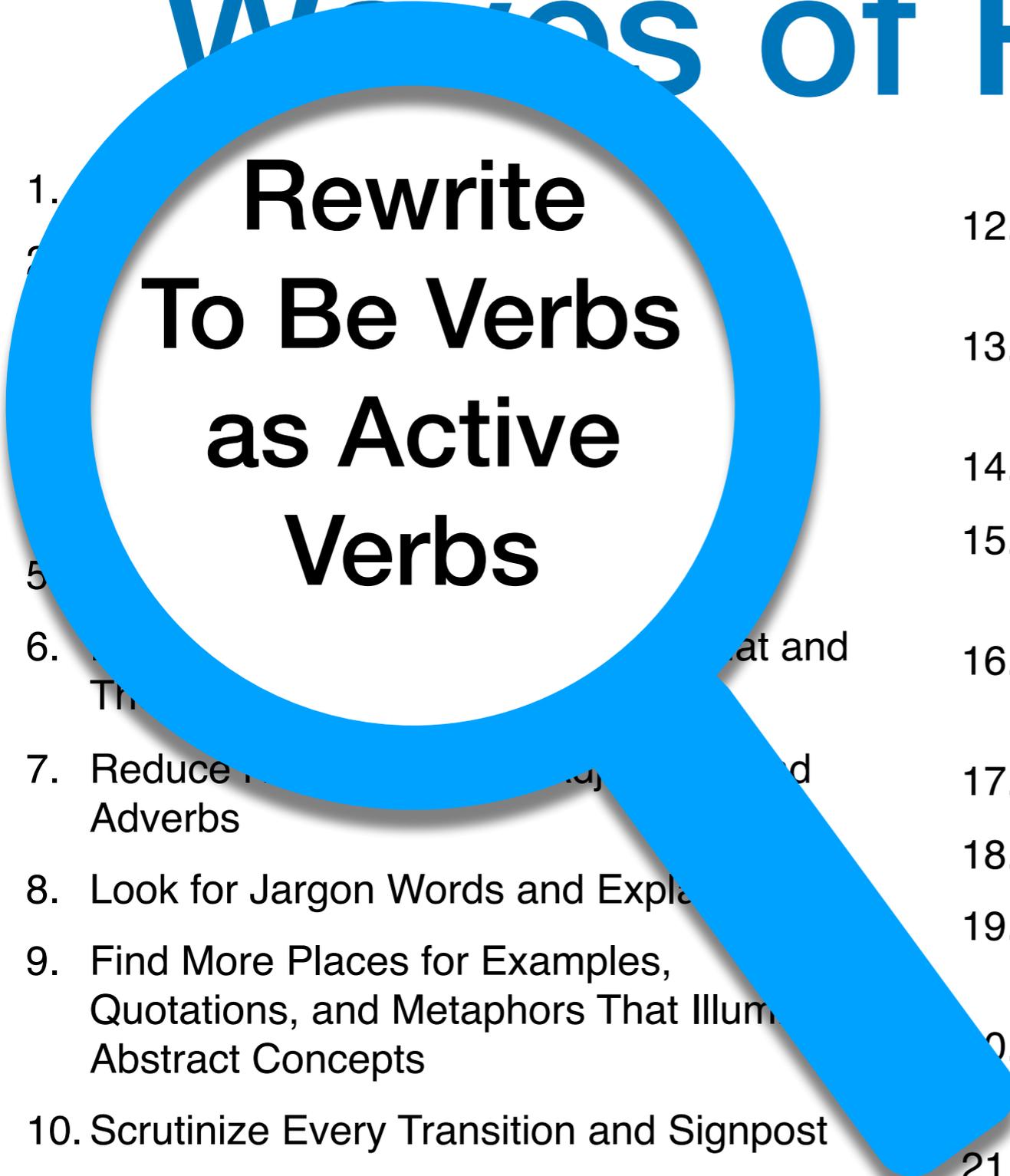
Waves of Revision!

*DOING ONE THING AT A
TIME THROUGH THE
WHOLE MANUSCRIPT
HELPS PREVENT
GETTING OVERWHELMED*

Marcus' Suggested Waves of Revision

1. Scrutinize Your Ethics
2. Rewrite *To Be* Verbs as Active Verbs
3. Break Up Extra-Long Sentences and Paragraphs, Including Quotations
4. Reduce “Wordy” Phrases and Unnecessary Syllables
5. Reduce Prepositional Phrases
6. Revise Problem Uses of It, This, That and There
7. Reduce Non-Informative Adjectives and Adverbs
8. Look for Jargon Words and Explain Them
9. Find More Places for Examples, Quotations, and Metaphors That Illuminate Abstract Concepts
10. Scrutinize Every Transition and Signpost
11. Look for Dead Metaphors, and Either Reanimate or Bury Them
12. Proofread Quotations for Readability and Necessity
13. Ensure Key Terms Are Consistent, and Avoid Strange Acronyms
14. Revise for Voice, Pacing, and Variation
15. Qualify Generalizations, but Not by Qualifying the Verbs
16. Manually Run the Grammar and Spelling Check in Your Word Processor
17. Run a Plagiarism Checker
18. Ensure Numbers Are Used Correctly
19. Assign Numbers to Figures and Tables and Update the Lists in the Front Matter
20. Check That All References in the Text Are in the Bibliography and Vice Versa
21. Double-Check Formatting and Reference Style

Marcus' Suggested Ways of Revision

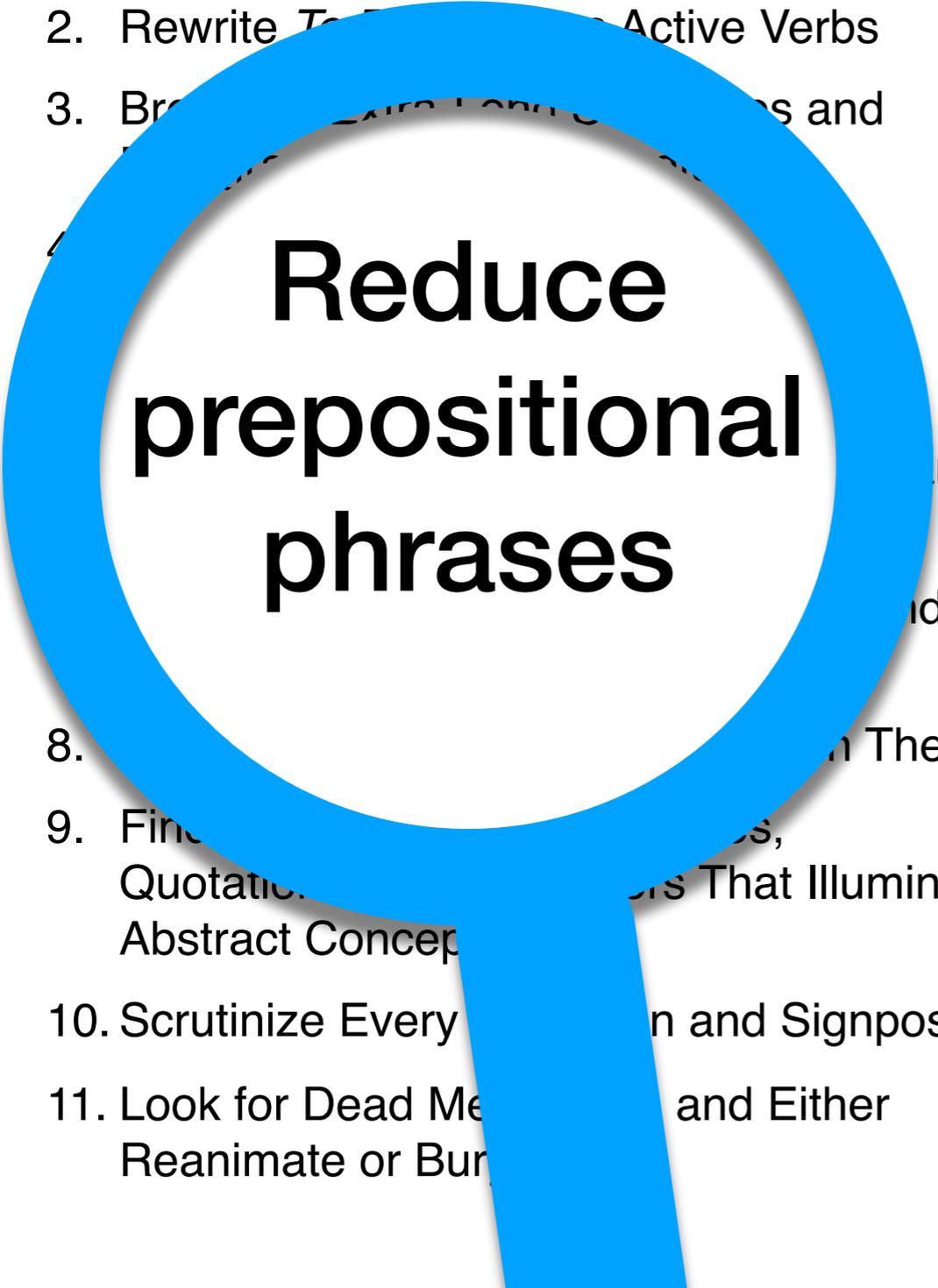


**Rewrite
To Be Verbs
as Active
Verbs**

1. Rewrite To Be Verbs as Active Verbs
2. Rewrite To Be Verbs as Active Verbs
3. Rewrite To Be Verbs as Active Verbs
4. Rewrite To Be Verbs as Active Verbs
5. Rewrite To Be Verbs as Active Verbs
6. Rewrite To Be Verbs as Active Verbs
7. Reduce the Use of Adverbs
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21. Double-Check Formatting and Reference Style

Marcus' Suggested Waves of Revision

1. Scrutinize Your Ethics
2. Rewrite To Use Active Verbs
3. Break Long Sentences and
4. Use Parallel Structure
5. Use Parallel Structure
6. Use Parallel Structure
7. Use Parallel Structure
8. Use Parallel Structure
9. Find Quotations That Illuminate Abstract Concepts
10. Scrutinize Every Section and Signpost
11. Look for Dead Metaphors and Either Reanimate or Bury Them
12. Proofread Quotations for Readability and Necessity
13. Ensure Key Terms Are Consistent, and Avoid Strange Acronyms
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21. Double-Check Formatting and Reference Style



**Reduce
prepositional
phrases**

Marcus' Suggested Waves of Revision

1. Scrutinize Your Ethics
2. Rewrite *To Be* Verbs as Active Verbs
3. Break Up Extra-Long Sentences and Paragraphs, Including Quotations
4. Reduce “Wordy” Phrases and Unnecessary
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6. **Revise Problem Uses of It, This, That and There**
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WRITING TIP #1

Active Verbs, Not *to be* Verbs

“ **Verbs** should
consume the
most focus in
your writing and
revising. ”

Why?

Verbs...

- **Show action**
- **Show states of being**
- **Locate things in TIME (through *tense*)**
- **Help locate the subject of the sentence (the “doer”)**
- **The “right” verbs**
 - **Can create metaphors and images**
 - **Make your writing vigorous and forceful**

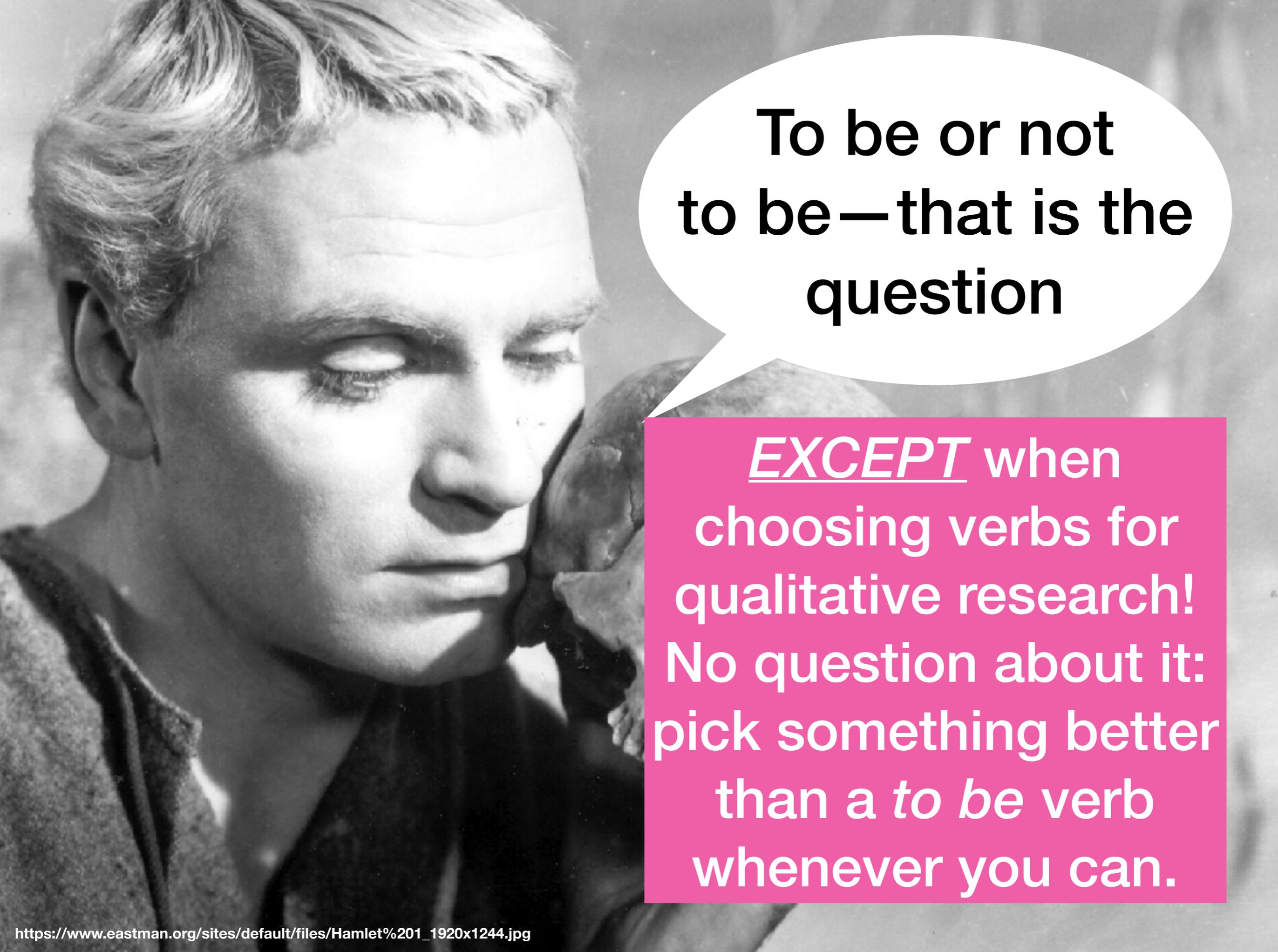
**The qualitative world swarms
with activity, so load your
writing with action verbs.**

The qualitative world swarms
with activity, so load your
writing with action verbs.

**The qualitative world has
a lot of activity, so use
action verbs.**

**The qualitative world swarms
with activity, so load your
writing with action verbs.**

**The qualitative world has
a lot of activity, so use
action verbs.**

A black and white photograph of a young man, likely Hamlet, looking down at a skull he is holding. The image is used as a background for the text.

**To be or not
to be—that is the
question**

EXCEPT when
choosing verbs for
qualitative research!
No question about it:
pick something better
than a *to be* verb
whenever you can.

is

am

are

was

were

be

been

being

ACTIVE VS. TO BE VERBS

MY SISTER **IS LOUD** WHEN
SHE **IS TELLING** HER
CHILDREN TO DO THEIR
HOMEWORK.

MY SISTER **BELLOWS**
WHEN TELLING HER
CHILDREN TO DO THEIR
HOMEWORK.

ACTIVE VS. TO BE VERBS

OUR MOTHER **WAS THE DRIVER OF** THE BUS.

OUR MOTHER **DROVE** THE BUS.

ACTIVE VS. TO BE VERBS

IF PARENTS DO NOT TALK TO THEM ABOUT SEX, THE MEDIA **IS THE ONE EDUCATING** THEM, BUT IT **IS PORTRAYING** UNREALISTIC VIEWS OF THE SEXUAL CONTENT AS CASUAL HOOK-UPS.

IF PARENTS DO NOT TALK TO THEIR KIDS ABOUT SEX, THE MEDIA **WILL EDUCATE** THEM THROUGH THE UNREALISTIC **PORTRAYAL** OF SEX, INCLUDING CASUAL HOOKUPS.

ACTIVE VS. PASSIVE VOICE

**JERRY WAS HIT BY A
WICKED CURVEBALL.**

**A WICKED CURVEBALL
HIT JERRY.**

**THE PITCHER'S WICKED
CURVEBALL HIT JERRY.**

**THE WATER ONE
COULDN'T DRINK WAS
GIVEN THE NAME
"COW'S WASTE."**

**THE VILLAGERS CALLED
THE WATER ONE
COULDN'T DRINK
"COW'S WASTE."**

Revising Marcus' Published Work

On PollEverywhere (you should still be logged in), revise the following sentence, just focusing on the *to be* verbs:

While a number of points we make are similar, mine is a somewhat less pessimistic view of the practice-oriented tradition.

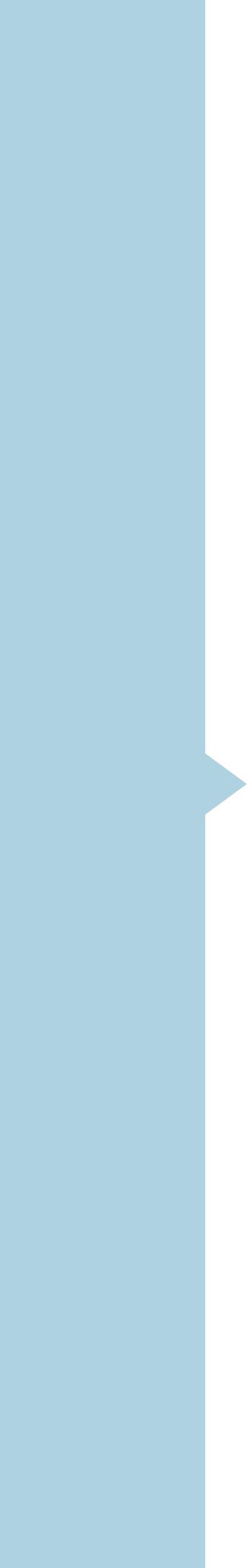
Revise the following sentence, getting rid of the *to be* verbs:
While a number of points we make are similar, mine is a
somewhat less pessimistic view of the practice-oriented
tradition.

 When poll is active, respond at **PollEv.com/marcus**
 Text **MARCUS** to **37607** once to join

Revising Marcus' Published Work

While a number of points we make are similar, mine is a somewhat less pessimistic view of the practice-oriented tradition.

While we make a number of similar points, I hold a somewhat less pessimistic view of the practice-oriented tradition.



WRITING TIP #2

Reduce Prepositional Phrases

Basic Rule:

Don't use two words
when one will do.

MARCUS' WORDINESS LIST

Below are some of my own wordiness bugaboos. Yours might be different, so start your own list, too. To use this, search for the first phrase in each row (try a search and replace), and substitute the phrasing after the equal sign—if it doesn't adversely affect readability and clarity. If no equal sign appears, either delete the phrase *or* there is no stock replacement, so create a fix fit for the sentence. Also look for variations, particularly verb tense.

an additional = another	I want to (verb) = I (verb)
some amount of = some	the state of
means by which = way for	A vast amount of = vast
the amount of = the	such as = like
the fact that	on the part of = by
in the absence of = without	In addition = additionally
asked for = requested	until recently = historically [sometimes]
the process of	set up = create [tenses]
a certain amount of = some	dealing with = addressing [tenses]
as a means of = for	"take on" or "take up" = "address" or "involve" or other
in order to = to	the way(s) in which (or just "the way") = how
are given = receive [and other forms]	the majority = most
for the purpose of	it is clear that = clearly
very	on the other hand = conversely
really	the extent to which = "how" or "how much"
the need for = needing	in the first place = originally
referred to _____ as = called [tenses]	in equal numbers = equally
the act of	right now = currently
on the part of = by	points out = "shows" or "demonstrates" or "argues" or "highlights" or "lists" [tense]
in the capacity of = as	"led to" or "leads to" = "created" or "creates" or "precipitated" or "caused"
"It is" or "There are" (at start of sentence)	are forced to = must
"all" or "all of" or "all that"	the issue of

comes before = precedes	pieces of information = information
comes after = follows	were in line with = aligned with
get(ting) in the way of = prevent(ing)	look like = resemble
a great deal of = much	these, this, such
the way in which = how	at roughly = around
at the time of = during	of the _____ = the _____'s OR delete
made all the more important = exacerbated	in the context of = considering
did not agree = disagreed [tenses]	in this case = here
a fair amount of = some	in the case of = for
in an effort to = to	out of = from, without
did not _____ any = _____ed no [tenses]	thought to be = perceived as
did not have = lacked	in many cases = "often" or "sometimes"
one of = a	whether or not = whether
a number of = "numerous" or "many" or "several"	all sorts of = many or myriad or multiple or various
in terms of [delete or "concerning" or "regarding"]	don't forget = remember
in regard to = regarding	at the same time = concurrently, simultaneously
far more = more	certain kind of = certain
none of the = no	for the most part = typically, usually, or often
in [around, all across] the world = "worldwide" or "globally"	point of view = perspective, viewpoint, vantage
"the issue of" or "the notion of" or "the notion that"	a tad, a bit, a little = some or somewhat [or delete]
talked about = discussed [tenses]	performed a review of = reviewed
on a daily basis = daily	in the midst of = while
a pair of = two	I want to (verb) = I (verb)
general public = public	a real
as long as = "provided" or "if"	come across as = seem
tend to = "usually," "often" [or delete]	the next generation of = future

A preposition is a part of speech that shows a relationship of time, space, or belonging...



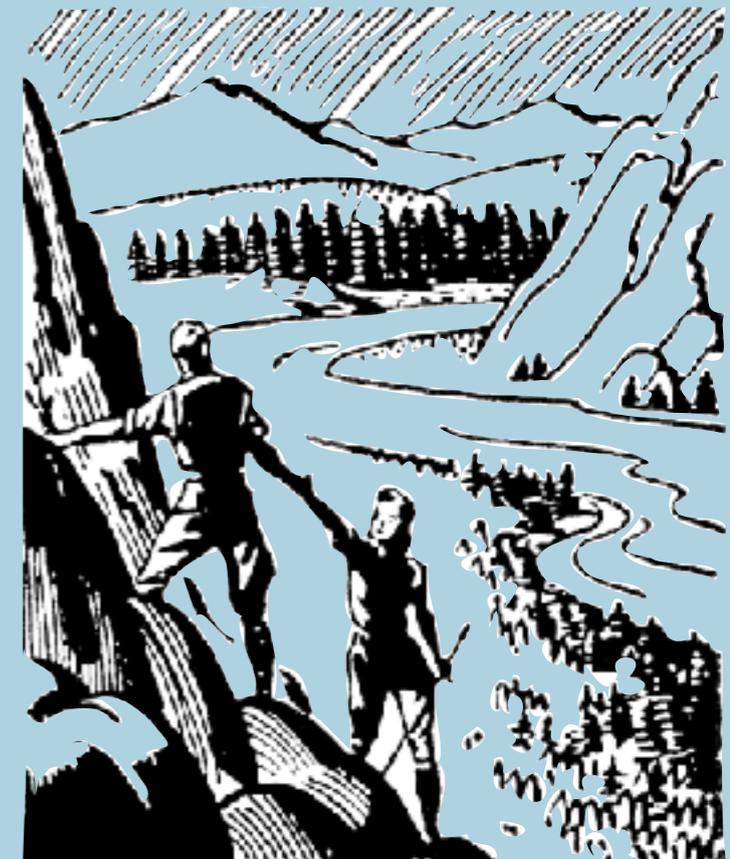
...between the noun or pronoun that makes up its phrase and something else in the sentence.



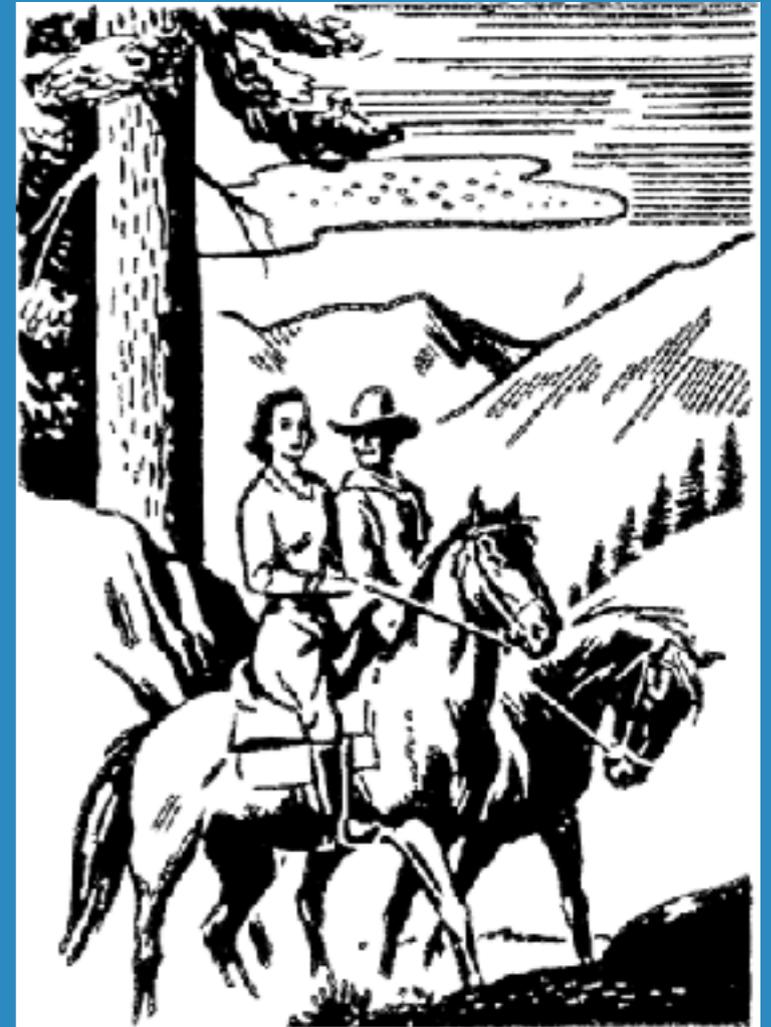
So what are some
examples?



near the top
of the mountain
with each other



*on the horse
in the forest
before lunch*



about

above

across

after

against

along

among

around

at

before

behind

below

beneath

beside

between

beyond

by

despite

down

during

except

for

from

in

inside

into

like

near

of

off

on

onto

out

outside

over

past

since

through

throughout

to

toward

under

underneath

until

up

upon

with

within

without

So why get rid of them
when revising?



PREPOSITIONS
can weigh your prose down

**...PARTICULARLY
WHEN YOU HAVE
SEVERAL IN A
SENTENCE.**

**The relationships they
show build up very
quickly in a reader's mind.**

They are also perhaps
the biggest contributor
to wordiness in writing.

If you're struggling to meet a word count, try cutting prepositions first.



Never fear...

Preposition
overload is
relatively easy to fix.



#95

Presentation theme



1) Combine Two or More

at the top of the hill

at the hilltop



#96

Presentation theme



2) Delete Unnecessary Ones

Breakfast is his first meal of the day .



#97

Presentation theme



3) Use Possessives Instead

the first policy in the world

Let me walk you
through an example...



#99

Presentation theme



To illustrate the perils and promises of alternative, non-academic approaches to ‘fix’ boys’ education, I present an example of an OE [outdoor education] program at an Australian private school. This case demonstrates that, even with aims for progressive gender equality through OE, the potential still exists for reproducing traditional and hegemonic gender regimes, patterns of gendered labour, and masculinist notions of the uses of nature. These dangers are more intense because the modes of pedagogy invoke bodily-reflexive practices and significant disclosures of self. (Weaver-Hightower, 2010, p. 685)



#100

Presentation theme



To illustrate the perils and promises of alternative, non-academic approaches to 'fix' boys' education, I present an example of an OE [outdoor education] program at an Australian private school. This case demonstrates that, even with aims for progressive gender equality through OE, the potential still exists for reproducing traditional and hegemonic gender regimes, patterns of gendered labour, and masculinist notions of the uses of nature. These dangers are more intense because the modes of pedagogy invoke bodily-reflexive practices and significant disclosures of self. (Weaver-Hightower, 2010, p. 685)



#01

Presentation theme



To illustrate the perils and promises of alternative, non-academic approaches to ‘fix’ boys’ education, I present an example of an OE [outdoor education] program at an Australian private school.

Alternative, non-academic boys’ education ‘fixes’ present both perils and promises, which I illustrate with one Australian private school’s outdoor education program.



#102

Presentation theme



To illustrate the perils and promises of alternative, non-academic approaches to ‘fix’ boys’ education, I present an example of an OE [outdoor education] program at an Australian private school.

Alternative, non-academic boys’ education ‘fixes’ present both perils and promises, which I illustrate with one Australian private school’s outdoor education program.



#103

Presentation theme



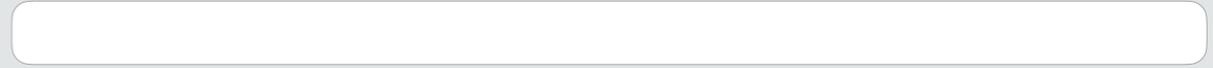
This case demonstrates that, even with aims for progressive gender equality through OE, the potential still exists for reproducing traditional and hegemonic gender regimes, patterns of gendered labour, and masculinist notions of the uses of nature.

This case demonstrates that even progressive gender equality programs may reproduce traditional and hegemonic gender regimes, gendered labour patterns, and masculinist notions of nature's utility.



#104

Presentation theme



This case demonstrates that, even with aims for progressive gender equality through OE, the **potential still exists** for reproducing traditional and hegemonic gender regimes, patterns of gendered labour, and masculinist notions of the uses of nature.

This case demonstrates that even progressive gender equality programs **may reproduce** traditional and hegemonic gender regimes, gendered labour patterns, and masculinist notions of nature's utility.



#105

Presentation theme



This case demonstrates that, even with aims for progressive gender equality through OE, the potential still exists for reproducing traditional and hegemonic gender regimes, patterns of gendered labour, and masculinist notions of the uses of nature.

This case demonstrates that even progressive gender equality programs may reproduce traditional and hegemonic gender regimes, **gendered labour patterns**, and masculinist notions **of nature's utility**.



#106

Presentation theme



These dangers are more intense because the modes of pedagogy invoke bodily-reflexive practices and significant disclosures of self.

OE's dangers have more intensity because **their pedagogies** invoke bodily-reflexive practices and significant self-disclosures.



#107

Presentation theme



These dangers are more intense because the modes of pedagogy invoke bodily-reflexive practices and significant disclosures of self.

OE's dangers have more intensity because their pedagogies invoke bodily-reflexive practices and significant **self-disclosures.**

BEFORE

To illustrate the perils and promises of alternative, non-academic approaches to ‘fix’ boys’ education, I present an example of an OE [outdoor education] program at an Australian private school. This case demonstrates that, even with aims for progressive gender equality through OE, the potential still exists for reproducing traditional and hegemonic gender regimes, patterns of gendered labour, and masculinist notions of the uses of nature. These dangers are more intense because the modes of pedagogy invoke bodily-reflexive practices and significant disclosures of self.

AFTER

Alternative, non-academic boys’ education ‘fixes’ present both perils and promises, which I illustrate with one Australian private school’s outdoor education program. This case demonstrates that even progressive gender equality programs may reproduce traditional and hegemonic gender regimes, gendered labour patterns, and masculinist notions of nature’s utility. OE’s dangers have more intensity because their pedagogies invoke bodily-reflexive practices and significant self-disclosures.

Same meaning, but much clearer and 23 fewer words!

In pairs, fix the following:

- incidences of diseases of the heart
- avoiding foods with a high percentage of carbohydrates
- in the wee hours of the morning
- the father of both twins
- in the last light of the day

ACTIVITY: WHACKING PREPOSITIONS

- In pairs, fix the following:
 - incidences of diseases of the heart and lungs
 - avoiding foods with a high percentage of carbohydrates
 - in order to find metal
 - the father of both twins
 - in the last light of the day

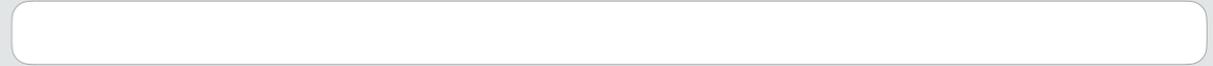
WRITING TIP #3

Avoiding Problematic Uses of It, This, That,
and There



#12

Presentation theme



There are three ways
that participants
thought about the
sexism they faced.



#13

Presentation theme



“There” fills the subject slot, but it doesn’t represent a real thing.



There are three ways that participants thought about the sexism they faced.

“Are” is a *to be* verb; no action. Since “there” isn’t real, it requires a *to be* verb.

There are three ways that participants thought about the sexism they faced.



#15

Presentation theme



There are three ways
that participants
thought about the
sexism they faced.

“There are” almost always gets followed by a useless *that*.



#16

Presentation theme



There are three ways
that participants
thought about the
sexism they faced.

three ways
that participants
thought about the
sexism they faced.

There are

Presentation theme

#18

three ways
participants
thought about the
sexism they faced.

that

There are

Presentation theme

#19

Make the participants the subject—as they should be!

Participants three ways
thought about the
sexism they faced.

that

There are

Now the participants are
doing something – active verb!

Participants
thought about the
sexism they faced.
three ways

that

There are

Participants
thought about the
sexism they faced
in three ways.

Just add any missing words.

that



#122

Presentation theme



Participants thought
about the sexism they
faced in three ways.

- Improvements**
- Participant focused
 - Active Verb
 - 2 fewer words

In pairs, fix the following:

- It is true that wombats have square(-ish) poops.
- That is something that visitors to Australian zoos frequently ask about.
- Zoologists told us this is particularly annoying to them.