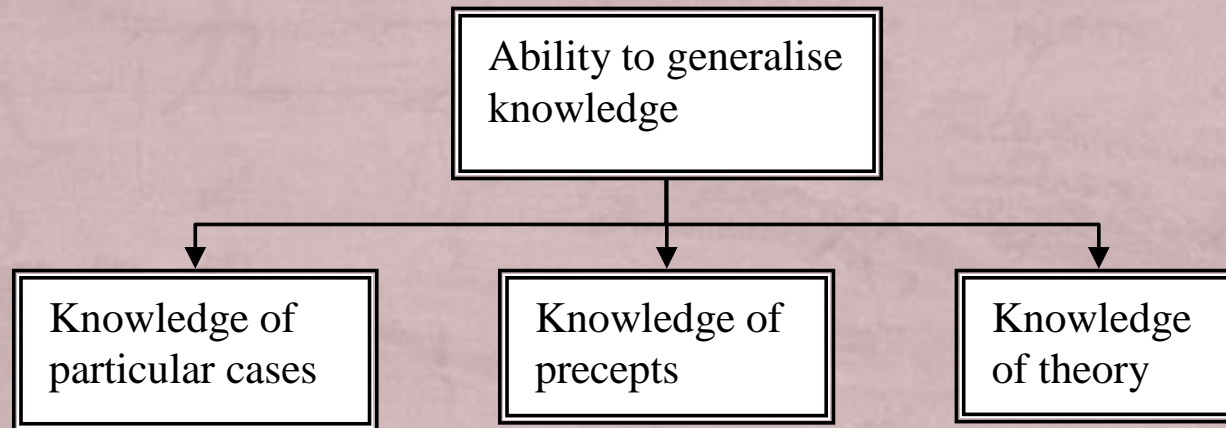


# ANALYSING AND MODELLING

Identifying knowledge within stories told by  
facilitators of their practice

# GENERALISING KNOWLEDGE VIA CASES, PRECEPTS AND THEORY



Adapted from Treleaven & Cecez-Kecmanovic 2001)

# DEFINITIONS

- + A **knowledge case** is a more complete story, having at least three activity system elements
- + A **knowledge precept** is a partial story, where fewer context cues are provided (than for a case).
- + **Knowledge theory** extracts are instances where facilitators have identified a resource which guides their professional practice.

# RULES FOR \_\_\_\_\_ CASES

- + Identifying
- + Articulating
- + Describing

# RULES FOR IDENTIFYING CASES

- + A case consists of a description of a particular instance of facilitating a meeting (a story)
- + Provide details for at least three elements within the Activity Theory framework.
- + May or may not be discussion of other Activities within the system\* (historical, possible culturally advanced activities, and/or concurrent activities).
- + Describes/provides identification of contradictions that aid knowledge externalization/identification.

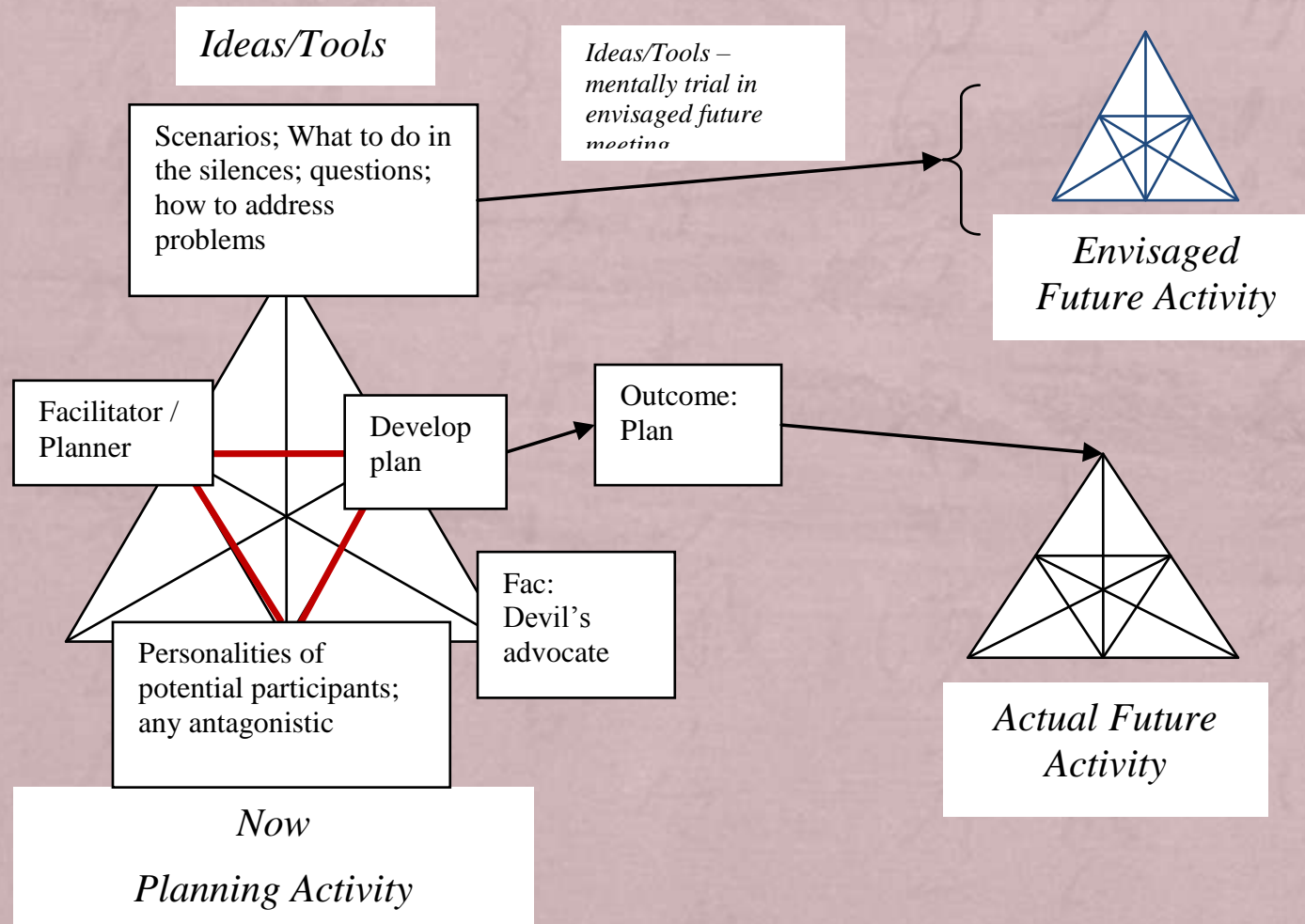
## Identifying a case in the data

Data	In my head, when I'm running a session,	before I start	
<b>AT element</b>	<b>Subject</b>	<b>Future activity</b>	
Data	...go through what I think possible reactions could be to it, and try and sort of...		
<b>AT element</b>			
Data	...devil's advocate.	I try and of think scenarios that may come up that I can	
<b>AT element</b>	<b>Division of Labour</b>		
Data	...address in advance.	So, I always try and think about	...what I'm going to do in those complete silences
<b>AT element</b>	<b>Future activity</b>		<b>Tools</b>

# RULES FOR ARTICULATING

- + Mapping (Bødker 1995) AT elements to the Activity systems analysis framework
- + Tools can be described within a hierarchy of characteristics. There are four classes of tools: *what*, *how*, *why* and *where to* tools).
- + Contradictions between elements within an activity or between activities will be identified by a thick line between the relevant elements/activities.
- + Describe the case in one sentence (this sentence will then be used as the title of the Data Excerpt – e.g., “Run through scenarios on the facilitator’s internal mental plane”).

# “RUN THROUGH SCENARIOS ON THE FACILITATOR’S INTERNAL MENTAL PLANE”





# KNOWING RATHER THAN KNOWLEDGE

- + Rather than focusing on knowledge, as something people have, the focus for this research is on knowing, as something that people do.
- + Knowing is defined here as “the socially situated activity whereby knowledge is both applied and thereby created during practice” (Hicks, Nair, & Wilderom 2009, p.292)

# KNOWLEDGE

- + Lists of competencies, tasks,

# KNOWING

- + In a given activity, how are these tasks and competencies played out – how are they done (something that people do)

# AESTHETIC KNOWING

- + Aesthetic knowing is that aspect of knowing that connects with deeper meaning of a situation and calls forth inner creative resources that transform experience into what is not yet real, but possible (Chinn & Kramer, 1999).

# NOW WHAT, WHERE TO???

- + Connecting mapped case to idea of aesthetic knowing

