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Sharon Hartle

Listening to lessons learned from lockdown: catering for the insights of individual participant voices analyzed particularly through poetic inquiry

Il contributo riguarda uno studio pilota condotto con strumenti quantitativi e qualitativi in ambito universitario, allo scopo di investigare le percezioni degli studenti sulle abitudini di studio, prima e durante il lockdown. Il focus è però solo sullo strumento qualitativo noto come PI (poetic inquiry) usato per approfondire i dati emersi dal questionario, esplorando le descrizioni degli studenti sulle loro abitudini di studio e identificando i temi nascosti che emergevano inconsciamente dalle risposte più lunghe e aperte. Il ricercatore, con un'operazione analogico-interpretativa, fa delle cancellature sui testi scritti dagli studenti in modo da lasciarvi solo poche parole chiave, che userà come distillato da cui ricavare il loro punto di vista.

Il lettore curioso e interessato a capire troverà altri dettagli sulle motivazioni della scelta, sulla procedura e, soprattutto, esempi di testi cancellati e interpretati, e potrà quindi valutare quanto l'idea sia spendibile nel proprio contesto.

The article describes a pilot study conducted with both quantitative and qualitative tools in a university setting. The aim was to investigate student perceptions of study habits before and during the lockdown. The focus here, however is on the qualitative approach known as PI (poetic inquiry). This approach was used to further uncover deeper layers of meaning in the data from the questionnaire, exploring students' descriptions of their study habits and identifying hidden themes that unconsciously emerged from the longer, open-ended responses. The article describes a pilot study conducted with both quantitative and qualitative tools in a university setting. The aim was to investigate student perceptions of study habits before and during the lockdown. The focus here, however is on the qualitative approach known as PI (poetic inquiry). This approach was used to further uncover deeper layers of meaning in the data from the questionnaire, exploring students' descriptions of their study habits and identifying hidden themes that unconsciously emerged from the longer, open-ended responses. Through an analogical-interpretative operation, the researcher redacts the texts written by the students, leaving only a few key words, which are then used as to capture their perspectives as a distilled essence. The curious and interested reader will find additional details on the motivation behind this choice, the procedure, and, most importantly, examples of redacted and interpreted texts, allowing them to assess how applicable this approach might be in their own context.