



# A shared understanding to enhance interpretive research credibility

My activity - reaching a shared understanding  
within my PhD

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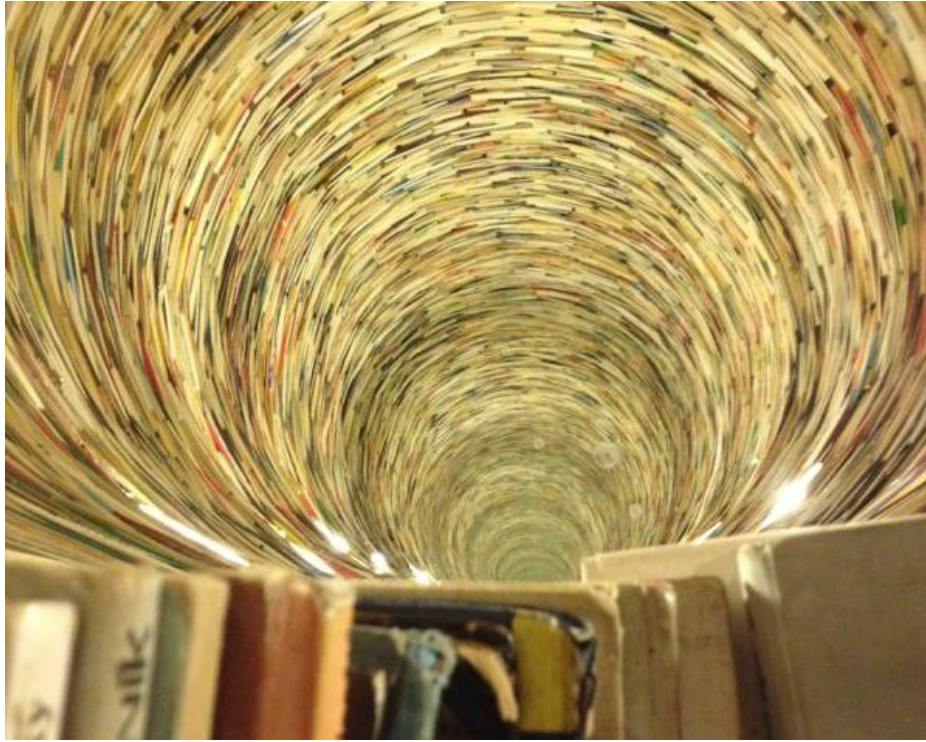
# My motive

- Two people undertaking qualitative research within the same paradigm may be doing very different research with very different results and outcomes
- In my thesis – if I explain my paradigm, and link it to my methodology, method, data, results and discussion then I have added credibility to my thesis



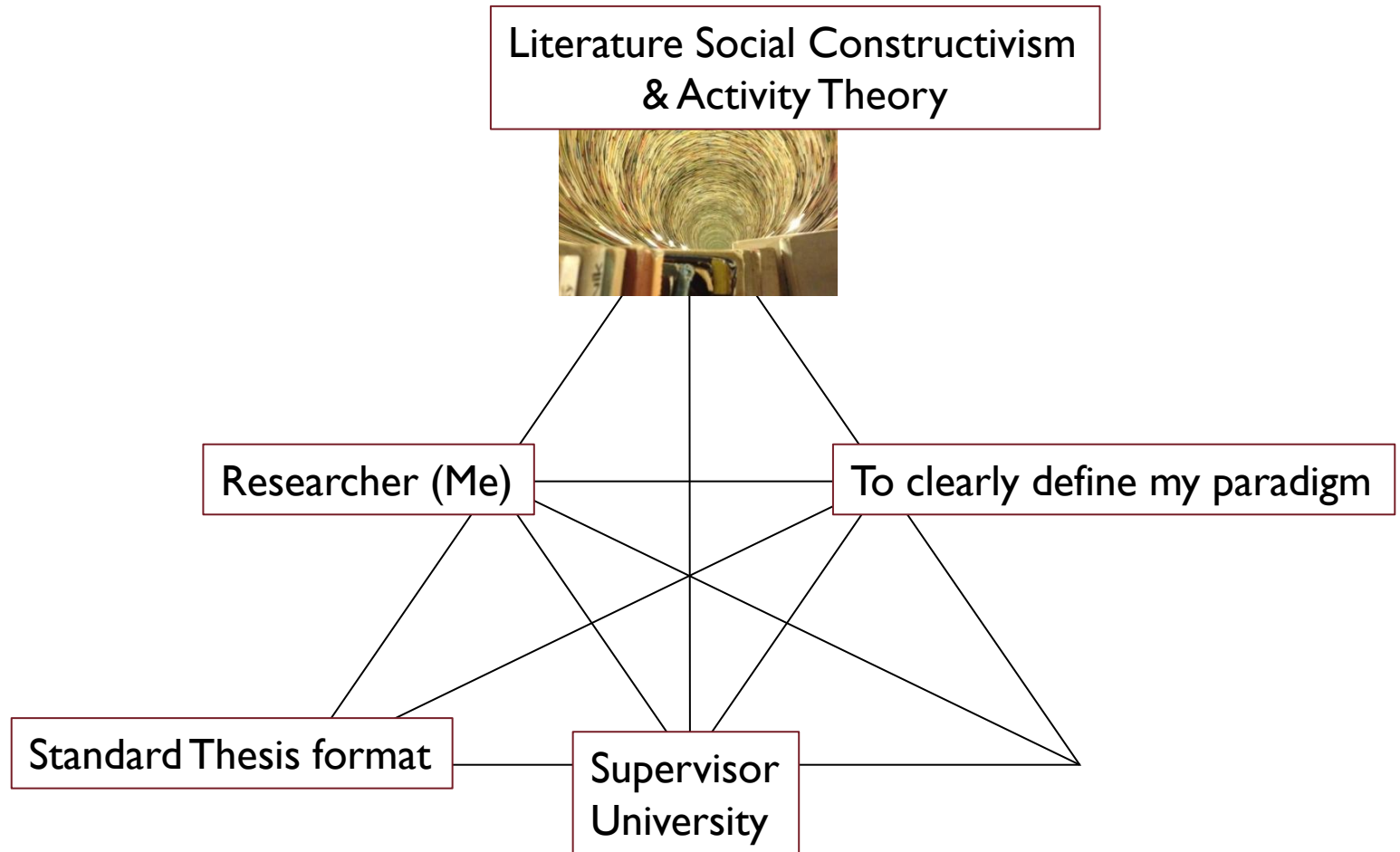
**Diving into  
paradigm literature**

**Where is reality and  
what does it look  
like?**

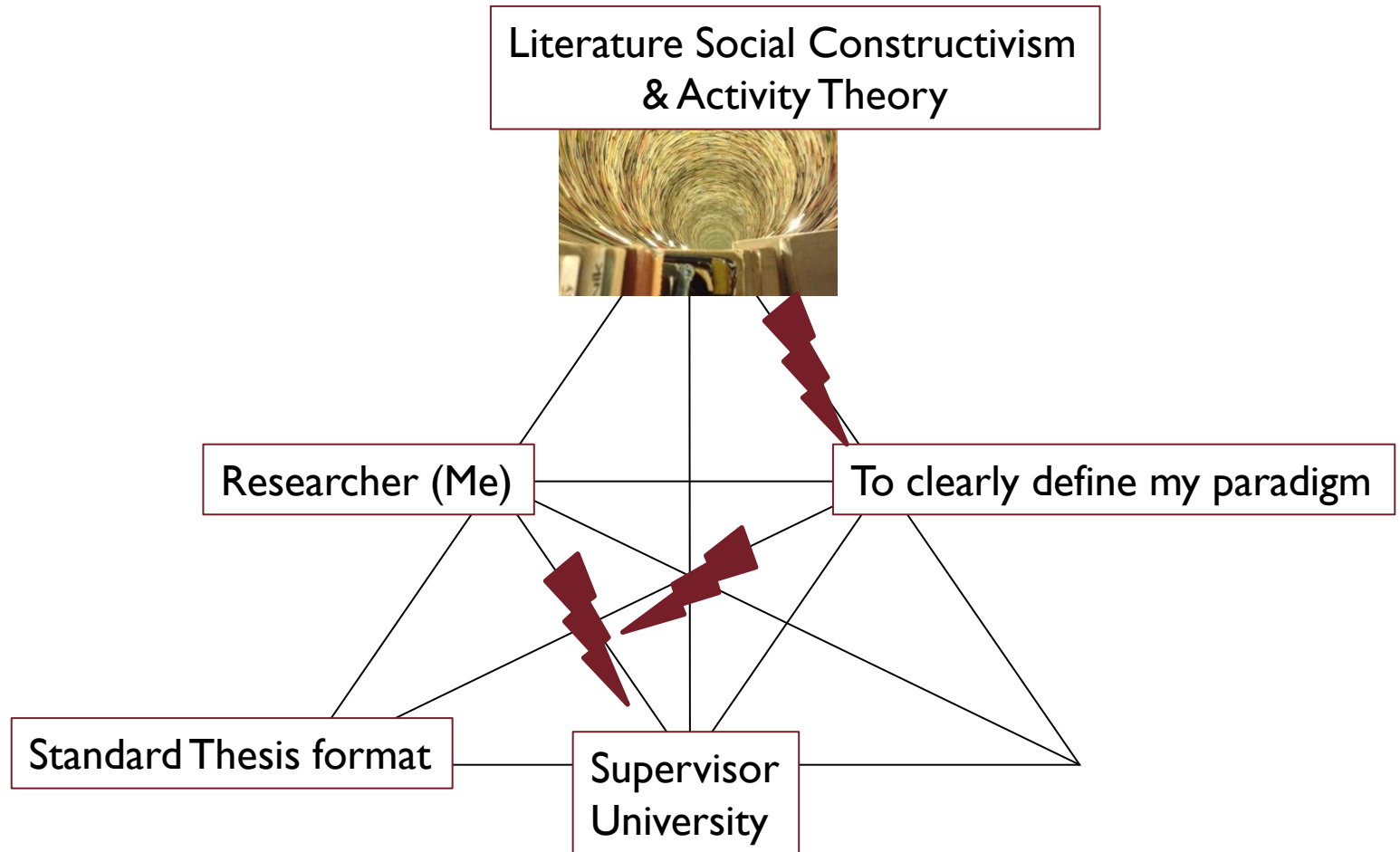


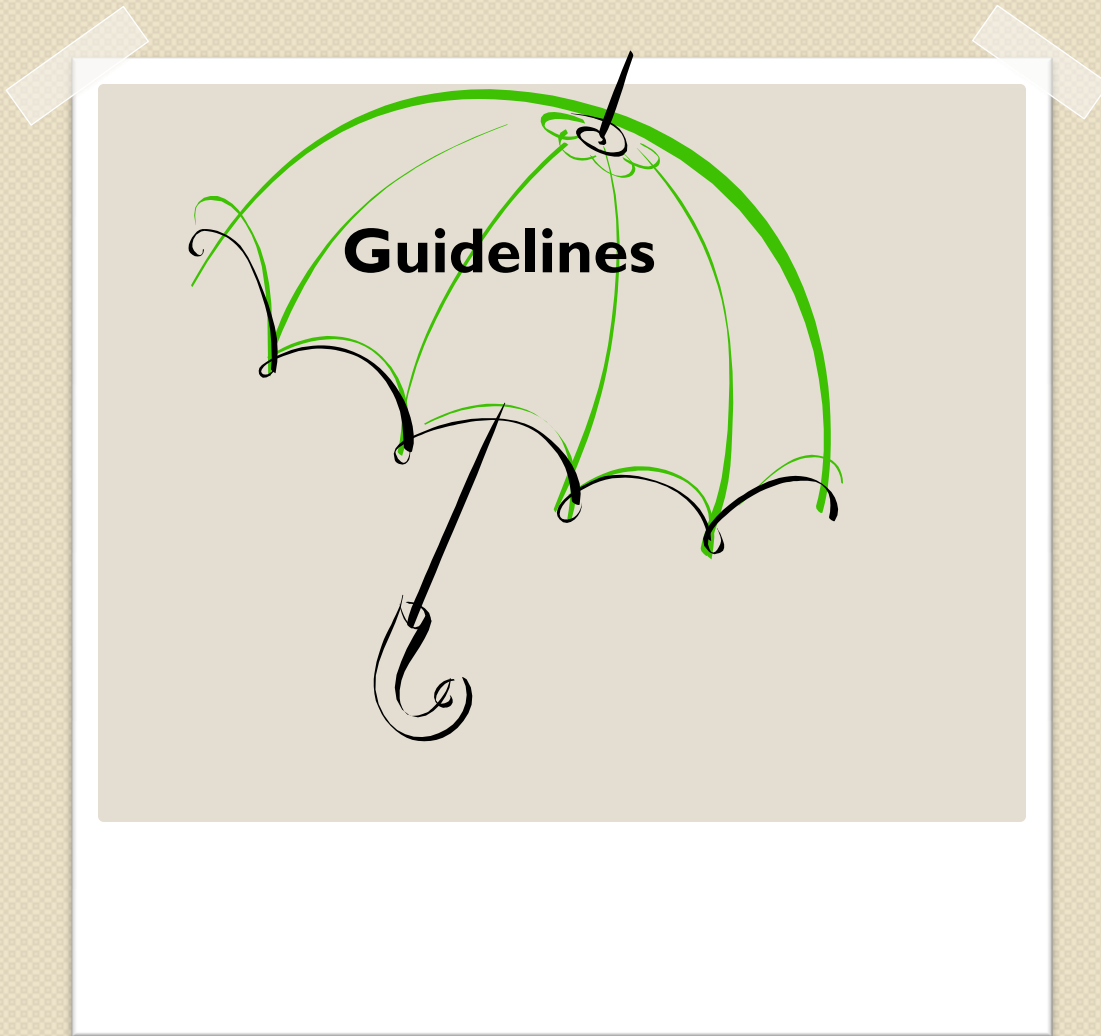
**The further I looked  
the more crazy it  
got... until**

# My activity



# Contradictions





**Eureka!!!**

# Guidelines from Social Constructivism



- Guideline 1: To be human is to be socially embedded
- Guideline 2: Reality is constructed by human activity including thought
- Guideline 3: Multivoicedness – There are different ways of knowing; a multiplicity of interpretations
- Guideline 4: Others have a role in the construction of knowledge within the individual



# Guidelines from SC (2)



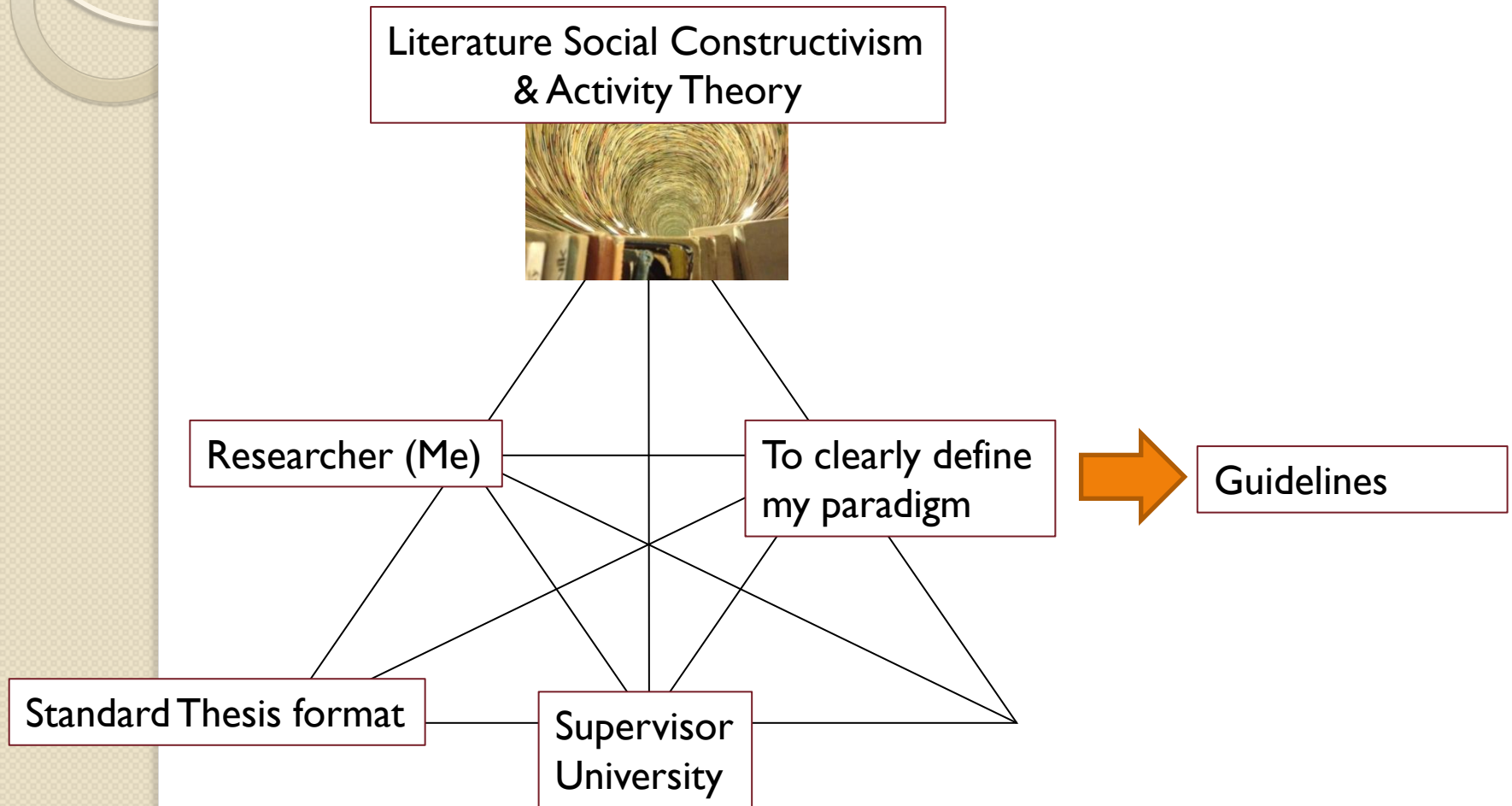
- Guideline 5: Engaging in dialogue increases the ability to share understanding, thereby increasing knowledge
- Guideline 6: Active participation through a process of continual interaction with others increases learning (understanding)
- Guideline 7: Interpretation of knowledge is dependent on cultural and social contexts

# Guidelines from CHAT



- Guideline 8: Reality is continually being negotiated and filtered with the use of artifacts
- Guideline 9: Specific languages (words, symbols, and artifacts) are used by professional groups for the accumulation and transmission of knowledge
- Guideline 10: Human knowledge equates to human languaging and it is through discourse that we build knowledge
- Guideline 11: Historicity – making sense of the past in order to act in the present, while anticipating the future
- Guideline 12: Transformation – transforming activity through the identification of contradiction

# My activity



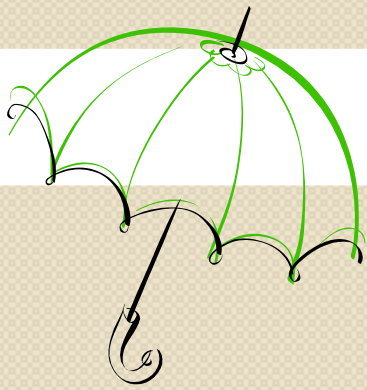


[Link to Study and Method](#)

**Guideline 1: To be human is to be socially embedded**



**Human participants in a social situation**



[Link to Study and Method](#)

**Guideline 10:** Human knowledge equates to human languaging and it is through discourse that we build knowledge.

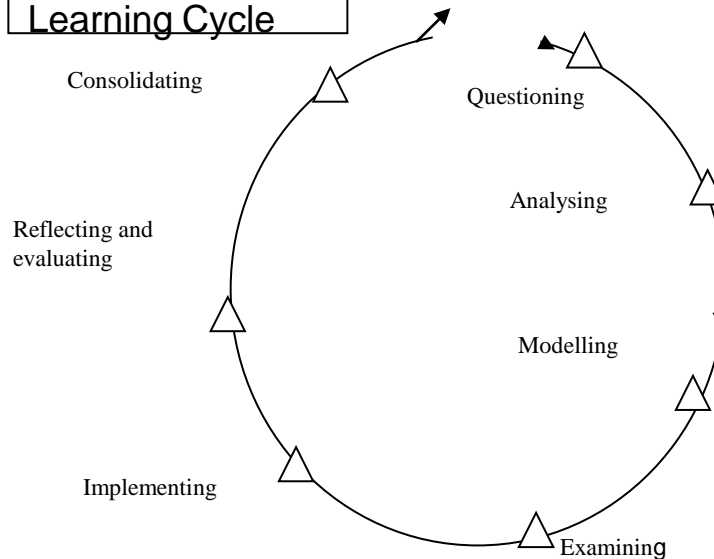


Use of language in focus groups – collaborative reflection and storytelling

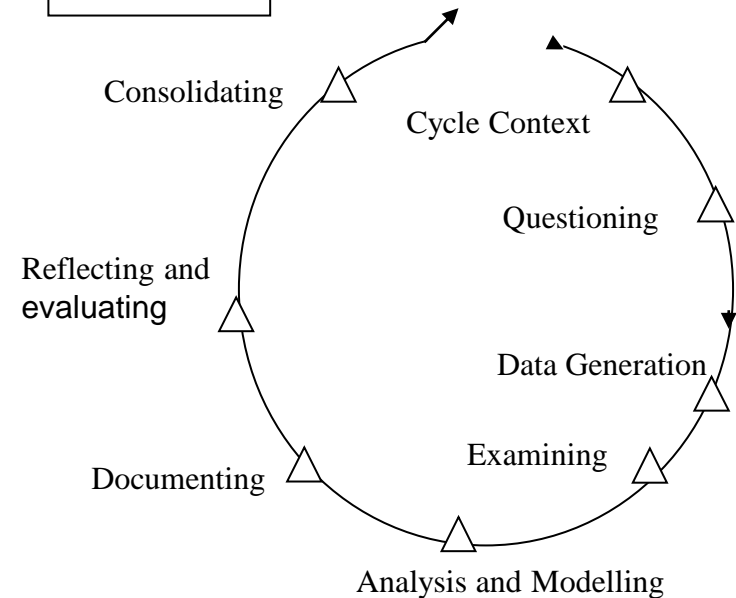
# KnEx – Knowledge Externalisation



## Expansive Learning Cycle

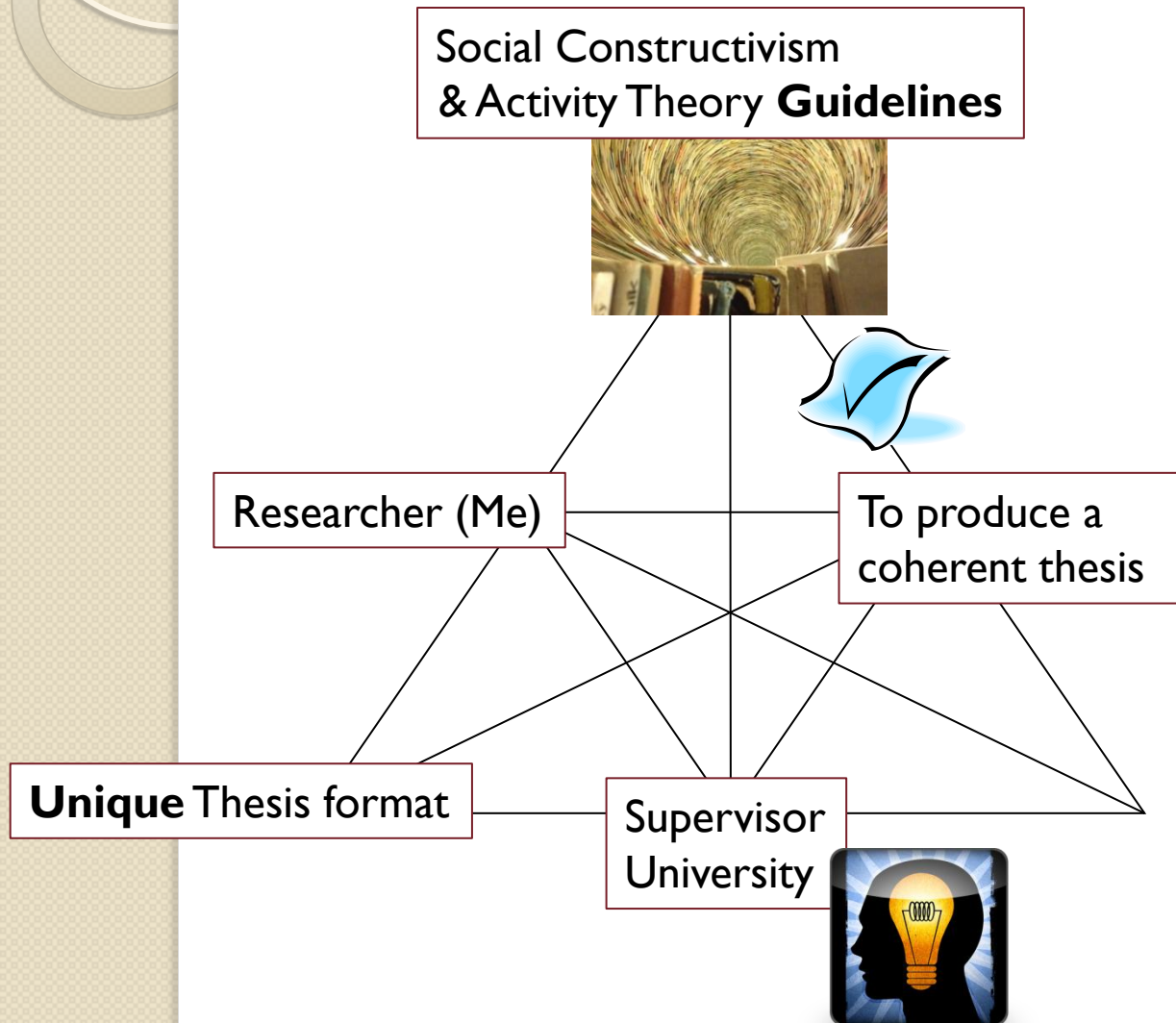


## KnEx



ELC – the point of departure

# Outcome used as tool in next activity



Hawkins, L.A. (2010) "The knowledge externalisation cycle (KnEx): development of a systematic cyclic research method to guide researchers." *Cultural-Historical Psychology* 4.

[http://psyjournals.ru/files/32892/kip\\_2010\\_4\\_Hawkins.pdf](http://psyjournals.ru/files/32892/kip_2010_4_Hawkins.pdf)

Hawkins-Waters, L.A. (2013) Drawing on knowledge to plan: Activity Theory to aid Facilitators' knowledge articulation, PhD Thesis, Central Queensland University .

(<http://acquire.cqu.edu.au:8080/vital/access/manager/Repository/cqu:10323>)

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