Annotation in nurse education: Towards a hermeneutic understanding

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Preface

My nursing career began in 1982 in adult nursing and 1986 in mental health nursing until 1996 when I trained as a health visitor, practising until 2010. I have worked in higher education part time between 2004 and 2007 and full time as a lecturer since 2010 in pre- and post-registration adult nursing. Since 1996, I have continued to work as a bank staff nurse in acute mental health nursing and psychiatric intensive care.

Abstract

Aim: To explore the meaning of annotation in nurse education within higher education

Background

Annotation is a common practice in higher education pedagogy aimed at communicating the lecturer's comments about an assignment back to the student. A literature review identified a dearth of research available to inform annotation and its use in nurse education was generally inductive and learnt from experiences of giving and receiving annotation feedback.

Method/methodology

The research methods included one focus group interview with nursing students (n=20), individual interviews with nursing students (n=5), individual interviews with lecturers (n=8) and a selection of annotation extracts from one hundred essays, with digital annotation (n=50) and handwritten annotation (n=50) from two universities. The research data was analysed using Ricoeur's textual hermeneutics.

Findings: Research themes

Four research themes explore the meaning of annotation in nurse education. The first theme, the "hermeneutic self" explores the hermeneutic process of reading and writing, and making sense of discourse. The second research theme, "rhetoric" explores Ricoeur's new rhetoric in the form of temporal action called mimesis1-3. The third research theme called "individualism" explores social justice, negotiating the political labyrinth, and the annotator's sense of moral autonomy to

act on behalf of society. The fourth research theme, the "reflective consciousness and slippage"

develops the transference hypothesis and memory recall (Ricoeur, 2006).

The original contribution to current knowledge

A Ricoeurean textual hermeneutic contributes to a better understanding of the gaps in current

nurse education knowledge. Ricoeur's organising principle of temporal action informs the

processes of student misrecognition, misunderstanding and the reading self interpreting the work

of an-other. Ricoeur's new rhetoric can be seen in the instinctive use of suasory discourse that

shapes annotation in nurse education. Annotation is advisory, judgemental and powerful. The

annotator as a citizen aims to promote a "defence of nursing" against the effects of the political

labyrinth, disembodiment and technology. However, with an essay considered a safe space to

think in preparation for the rigours of clinical nursing practice, the recall of past events refigured

for the present may lead to something useful or not being communicated to the student.

Chapter One

Introduction

1.1 Aim of the research study

The aim of this hermeneutic phenomenological research study is to explore the meaning of annotation in nurse education situated within the United Kingdom's (UK) higher education institutions. In particular, the study is an opportunity to focus on the dynamics of reading, writing and interpretation for student essays. The act of annotation refers to the communication of one person's thoughts about text communicated back to the author in written form (DiYanni, 2002). This makes annotation a form of discourse involving the act of interpretation (Derrida, 1982).

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1.1.1 Introduction

This chapter prepares a grounding for the thesis. I discuss the assessment processes within nurse education, define what annotation is and introduce Paul Ricoeur's textual hermeneutics selected as a method from which to explore the meaning of annotation in nurse education. I discuss the personal reasons for writing the thesis and explore how nursing, annotation and the protection of the public form the basis for this study. I outline nurse education reforms over the last twenty years, discuss their impact and explore reflection, evidence and language in nurse education. Finally, the chapter finishes with a brief summary of each chapter.

1.1.2 Setting the scene

The *Quality Assurance Agency for Higher Education* (QAA) produced the *UK Quality Code for higher education* (2012a) to support students achieve learning through a variety of opportunities, assessment methods and learning styles. The report suggested that feedback to students should aim to give constructive advice to build confidence on what they have done well and develop further (QAA, 2012a). The QAA (2012b) guidelines entitled *Understanding assessment: Its role in safeguarding academic standards and quality in higher education* identifies the module leader being responsible for choosing appropriate assessment methods, such as an essay on a nursing topic with guidelines aligned to the module content. One of the feedback and assessment methods in nurse education is annotation on student essays from lecturers to students.

First, let me discuss the known processes involved. The student reads the essay guidelines to understand how to meet the module learning outcomes. The student searches, finds and reads nursing literature and uses their judgement to interpret its relevance to the essay. Despite feedback being offered in different textual ways, such as by email or directly on the draft essay using something like "Microsoft© Word" document track changes, students may or may not seek academic supervision. The student continues to write, make revisions and finally the work is marked (DiYanni, 2002). The annotator reads the essay, interpret its contents, assesses its relevance in meeting the module learning outcomes and annotates on the essay for the student to read (Regan, 2010). The student then receives their mark and reads the annotator's comments about their essay (Regan, 2010). Some students may not read the annotation comments but for the most that do, they need to understand the annotation in order to further improve the essay for re-submission or learn for the next essay (QAA, 2012a).

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I have so far discussed the known processes involved citing QAA guidelines, yet it already appears annotation and essay writing is far from a simple task than at first glance. Even though annotation is held in check by QAA guidelines, it is also a singular interpretive activity. All of these processes involve acts of reading, interpreting and writing from at least three different perspectives; sometimes more (Connors & Lunsford, 2006). Yet all these layers do not take into consideration the fact that the author's literary work itself may be an act of interpreting someone else's work (Ricoeur, 2003). The act of interpretation, in this situation, needs to take into consideration there may be a second marker or external moderator reading the essay for evaluative purposes, layering on more interpretation. In the context of this thesis, the annotator is an experienced nurse, reader, and senior lecturer giving feedback to an inexperienced nurse, reader and essay writer to add to interpretive difficulty (Regan, 2010). If the student, annotator, second marker or the external moderator have not read the same literature (which is unlikely), interpretation may become problematic because individuals interpret discourse in relation to the meaning it has for them (Derrida, 1982; Ricoeur, 2003). The next section examines why a hermeneutic approach to exploring the meaning of annotation in nurse education is worthy of study.

1.1.3 The task of hermeneutic phenomenology

The word "meaning" in the title of this thesis is purposeful. Ricoeur (2008) suggests the word "meaning" is making sense of something in order to "understand" it, to recognise and "grasp" meaning, which I examine conceptually in chapter 4.7 to 4.7.1. Ricoeur (1998a) suggests in achieving meaning and understanding of discourse, the reader has to negotiate the polysemy of language. Polysemy refers to the multiple meanings words have which result in imperceptible

skips and assumptions being made in order to understand (Ricoeur, 1998a). Ricoeur (1998a) refers to the polysemic of multiple meanings as a hermeneutic problem of language addressed only by revealing the hidden meaning of language. The difficulties I negotiate in this thesis first lie in the fact that the significance words have for a person may not carry the same significance for another (Ricoeur, 2003). Interpretation of discourse, whether read or written, changes in time as new knowledge is assimilated into the world view of the reader and what Ricoeur (1998a) called temporal action. I examine temporal action in three of the four research themes of "rhetoric" and "saying it well" with proof in chapter eight and "reflective consciousness and slippage" in chapter ten. Therefore, a nuanced form of pedagogy and the choice of Paul Ricoeur's textual hermeneutics as a research methodology to explore the meaning of annotation in nurse education, is a great resource for the analytical task ahead.

1.1.4 Personal reasons for the study

There are three key influences, which initiated this study. First, my experience of giving and receiving annotation feedback led me to believe there was "something more" communicated back to the addressee. The essay content that may have an effect on the annotator are: mistakes, lack of academic rigour or effort, poorly written text, content with attitude, prejudice and errors of judgement, lack of evidence and phraseology, to name but a few causing frustrations (Connors & Lunsford, 2006). As a nurse lecturer, I use annotation and knew at times, instead of my immediate thoughts; I had to phrase my annotation sensitively if aspects of the essay content had an impact on me. I realised my experience of clinical nursing practice had an impact on thinking and emotional processing which I brought with me into nurse education (see section 1.2.7). I had

monthly voluntary clinical supervision on my National Health Service (NHS) work which I had valued highly but did not have the same opportunities to reflect on practice in nurse education.

The second influence was when undertaking a post graduate certificate in higher education at the University of Salford, and I chose to focus on annotation using action research which was later published (Regan, 2010) and critiqued (Ball & Regan, 2013). I then became aware of the term pedagogy. Knowles (1973; 1984) first brought adult education to the attention of educationalists to suggest that adults learn differently from children, calling his theory andragogy. Rather than a child being perceived to "soak up" information, to seek approval from their teachers, to be told what to do and what to learn, adults in contrast were viewed as being self-directed learners (Knowles, 1984). Adult learning allows for practical learning applied to real life. However, in order to progress in nurse education towards registration I realised there was an overlap between the old ideas about pedagogy and andragogy, in that adults are taught what someone else has decided they needed to learn (Knowles, 1973; 1984). Therefore, when told what to do and what to learn, the conditions are ripe for mis-interpretation due to a lack of motivation to learn. What the evidence said about annotation became more pertinent to my practice.

When performing a literature review I found there was a lack of research in the higher education literature about annotation in nurse education (Regan, 2010). I found 12 articles between 1997 and 2009 on annotation (Regan, 2010) and a significant paper by McColly in 1965. By 2016, the number had expanded to 13. Five of the research articles were from nurse education (Ball, Franks, Jenkins, McGrath & Leigh, 2009; Ball, 2009; Ball 2010; Regan, 2010; Ball & Regan, 2013) with one literature review (Ball, 2009). The general themes identified annotation being a

nurturing process, the benefit of formative feedback, annotator's reflection, students influenced by annotation, annotators lacking training, annotation being an intuitive, inductive process and having a negative tone. With nursing embracing evidence based practice wholeheartedly to inform clinical decision making (Skorga & Young, 2014), it came as a surprise that nurse education had a poor base from which to inform practice. Therefore, I believed there was something extraordinary about annotation in its interpretation, reading, writing, linguistics and discourse.

The third influence on the study was to trust that Paul Ricoeur's textual hermeneutics could offer an appropriate methodology to explore the meaning of annotation for nursing education. I say trust, because before a wider reading of Ricoeur, I had to trust what little I had read of his work to inform the meaning of annotation in nurse education. I was searching for meaning; understanding, depth and a method that would help develop an intellectual repertoire. Conversely, I wanted to make sense of the experience for those who gave and received annotation and an analysis of consciousness, with me described as the explorer within the hermeneutic phenomenological process (Husserl, 2014; Ricoeur, 1996b). The below reflection was written after receiving editorial annotation on a paper I was trying to get published and illustrates a key motivation for me to start to write this study:

> *"I knew first-hand what it felt like to receive annotation feedback from an editorial reviewer which I perceived to be negative, painful to read but useful nonetheless. I began to wonder what informed annotation, was it reading and writing experience, what was its theoretical and evidence base for nurse education and if I were to learn about its*

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dynamics how could annotation be improved for educational purposes? Nursing experience had not equipped me to understand the nuances of the text, let alone understanding annotation and due to the tone and irritation in the annotation; I sensed it was a complex form of feedback. Whether the annotation had any underlying hidden communications it was clear that my text had irritated the annotator who then went on to irritate me, in a repetition of the act of reading, I wondered therefore what impact hidden discourse had on nursing students. What was being projected and why?"

The issues appear to include making sense of reading, writing, promoting a constructive learning experience for students, being aware of the nursing context and its purpose and understanding the part I and fellow academics, play within it. The reflective extract identifies a strong sense of empathy and motivation to understand the processes involved. A brief introduction to annotation in different genres follows to prepare an analysis for nurse education and annotation.

1.2 Annotation

Annotation is a widespread educational practice used for assessment of student learning within higher education (Feito & Donahue, 2008). Lecturers use annotation to assess the content of student essays to improve the writing process and marks awarded (Feito & Donahue, 2008; QAA, 2012a). Annotations are brief notes, single words, and phrases about a text questioning or identifying a point of interest (DiYanni, 2002). Yet, annotations are a varied and idiosyncratic phenomenon, made in the margins or on the page to indicate the reader understands and reacts to the message of the text (Derrida, 1982; DiYanni, 2002). Annotations are therefore atypical and refer to any additional telegraphical marks made on a page such as underlining, circling,

highlighting text and drawing arrows, lines or symbols within the rubric of annotation (DiYanni, 2002). Annotations therefore act as an *aid memoire* (DiYanni, 2002). However, a significant issue is that they are often the reader's initial thoughts about the text and so are more than likely reactionary statements rather than measured comments (Jackson, 2001). This issue will be discussed later in relation to the theory and the research theme of "rhetoric" and "saying it well" with proof I examined in chapter eight (see chapter 8.5 onwards). The main point to remember is that this temporal action is immediate and an initial and reactive understanding of the text (Ricoeur, 2007). The meaning text has on the reader is constructed from the inferences of the text and immediacy of interpretation affected by the amount of reading, time constraints and temporal action as will be demonstrated in the later chapters (Ricoeur, 1985). Due to the lack of research and articles available to inform nurse education, literary disciplines offer a rich insight into the dynamic culture of annotation, which is of relevance to non-linguists using an inductive annotation method (Di Yanni, 2002).

Annotation in humanities subjects is more common than other disciplines, yet even here there is little consensus about the presentation of annotation (Jackson, 2001). Annotation is found in all forms of literature from antiquity, with most found in archived books (Jackson, 2001). Henige (2002) explored annotation's impact in literary circles at length but it remains ambiguous. Annotation, as telegraphic signs, can appear like rough jottings, disorderly semiotic signs and, lying in the margins, they may often be ignored (Jackson, 2001). The reader-annotated book is often scruffy, ink stained, with unintelligible scribbles defacing the page. This may remind the reader of second-hand books with pages littered with cartoons, circles, arrows, witticisms and cryptic comments from a previous time. What annotation bring is the presence of the previous

reader to the current one, which can be either off-putting or welcome, offering an opportunity to benefit from the others' insight and point of view (Jackson, 2001).

When the British Library in 1998 bought Galileo's letters he wrote in 1613 on sunspots, entitled *Isatoria e di-mostrazioni intorno alle macchie solari* (Galilei, 1613/1932), it demonstrated that annotation could increase the worth of a book. This second edition book was of particular interest because of the addition of annotation written in the margins of the book by unknown Italian contemporaries in the seventeenth century (Jackson, 2001). The key word here is "translation" because a contemporary of Galileo at the time had added his or her own translations in Italian making translation more complete (Henige, 2002). Translation gives the text a future because it activates in the mind of the reader, a new consciousness (Ricoeur, 1998a; 2009). The process may be either passive or active. For example, the translation of the text using annotation in scholarly, editorial and critical writing appears to be combative, political, personal and sometimes written to confront and undermine the author (Benstock, 1983). In educational research and practice, as chapter three's literature review demonstrates, the annotation phenomenon is largely unexplored and idiosyncratic and this thesis aims to address this issue by exploring annotation conceptually.

1.2.1 Annotation and nurse education: An initial exploration

This next section explores how nursing, annotation and the protection of the public fit together to form the basis for this study. Various guidelines from the UK's Quality Assurance Agency for Higher Education (QAA) and the regulating body Nursing and Midwifery Council (NMC) aim to set educational standards for higher and nurse education. Nurse education falls under the QAA

remit and has a statutory duty to ensure that nursing students complete a higher education programme and are fit to practice prior to registration (NMC, 2010; 2011; 2013; 2015a; 2015b). The translation of nursing knowledge through essay feedback aims to ensure the protection of the public through pre and post registration standards for nurse education (NMC, 2010; 2013). The NMC (2015a) *Professional standards of practice and behaviour for nurses and midwives* called *The code* suggests nurses should act on their understanding of how people's lifestyles, environments and care delivery influence health and wellbeing. These guidelines promote the need for clear communication, understanding, moral and ethical practice and reflective practice. I will develop the need for reflective practice in section 1.2.3 to 1.2.5 and later in the research theme of "reflective consciousness and slippage" in chapter ten.

The QAA (2012b) guide entitled *Understanding assessment: Its role in safeguarding academic standards and quality in higher education,* promotes assessment in a number of ways and one of them is through feedback written on the page of the essay. Annotation given on formative and summative essays has an expectation that students make the necessary changes to their essay (QAA, 2012a; 2012b). However, the QAA guide concedes that changes made on the essay remain largely unknown because the student assesses whether annotation helped them revise their essay content whilst not recognising its benefits (QAA, 2012b, p. 14). What we do know is that the content of the student's essay has an effect on the annotator who in turn has an effect on the student (Knoblauch & Brannon, 2006).

The literature on annotation however, suggests promoting clear communication in examples of nursing annotation (Regan, 2010). Nor is reflective practice on annotation promoted universally

(Ball et al., 2009). If annotation fails to be clearly understood, it fails to convey the principles and standards about nursing promoted by the NMC (NMC, 2015b; Regan, 2010). This is of concern because of the potential to misunderstand knowledge into practice reinforced in all feedback processes especially annotation, which I examine in the next section and later in the research theme entitled "individualism" in chapter nine.

1.2.2 Moral sense of duty

Four issues appear to be relevant. First, the empathic nature of nursing relates to the concept of duty, beneficence, good will and the preservation of life. Nursing is a practical profession, which engenders a strong sense of public approval and professional identity (Henderson, 1966; NMC, 2015a). There are many reasons for entering a profession with a sense of duty and the social contract that binds people together (Ricoeur, 2003). A strong moral compass is rewarding until organisational constraints potentially impede the quality of care given to the nurse's satisfaction, and then a form of moral distress occurs when knowing the right thing to do cannot be achieved (Smith & Allan, 2010). This is an important issue because when a nurse is recruited into nurse education they remain guided by a moral code (Smith & Allan, 2010) which I examine in the research themes of "individualism" in chapter nine and the "reflective consciousness and slippage" in chapter ten.

Second, Project 2000 made changes to nurse education provided by the hospital (Clifford, 1993). Nurse education then changed to come under the umbrella of HEIs in the mid 1990s and nurse teachers then became lecturers and nursing students became supernumerary (Allan, Smith & O'Driscoll, 2011). There were initially two roles, the nurse tutor and clinical nurse teacher

(Clifford, 1993); however, the separation of nurse education from the National Health Service (NHS) led to both being combined in the nursing lecturer (Price, Hastie, Duffy, Ness, & McCallum, 2011). New priorities of academic achievement for nurse education (diploma, degree) and research activities diverted lecturers away from their clinical role to be academic. Smith & Allan (2010) suggest this separation led to lecturer uncertainty and feeling in between nurse education and the NHS and feeling somewhere in the middle. Hence, working in higher education appeared to devalue teaching of nursing care over theory and research (Smith & Allan, 2010). These issues are discussed in the research themes of "rhetoric" and saying it well" with proof in chapter eight, "individualism" in chapter nine, and the "reflective consciousness and slippage" in chapter ten.

Third, due to the above changes to nurse education, students changed their perception of lecturers to be far removed from clinical practice and having an idealised view of nursing (Steven, Magnusson, Smith, & Pearson, 2014). This critical view of lecturers in nurse education is perhaps naive when considering the amount of clinical experience a lecturer may have had before entering nurse education, and their commitment is evident by entering nurse education (Price et al., 2011). Lastly, one significant issue to discuss for the preparation of this thesis is the transition from clinical practice to higher education (Wilson, 2013). An imbalance occurs because the nurse lecturer "knows" more about clinical nursing than nurse education and this transition can take years to change (Wilson, 2013). This is evident when new nurse lecturers experience issues of self-identity, anxiety and academic identity (Wilson, 2013).

The bridge to overcome this theory-practice gap is through reflective practice as suggested by the QAA's (2012b) *Understanding assessment: Its role in safeguarding academic standards and quality in higher education. A guide for early career staff* (indicator 2, p. 14 and indicator 9, p. 21) which I discuss as a grounding for the thesis.

1.2.3 Reflective practice: NHS and higher education institutions

The QAA (2012b), the NMC (2011) *Standards to support learning and assessment in practice* and NMC (2010b) *Standards for pre-registration nursing* support the suggestion that reflection is relevant to annotation practice. Reflection, according to Dewey (1997) is an experimental process involving the mind leaping ahead to form connections, hypothesis and trial and error processes. However, the potential for understanding first relates to a nurse's capacity to reflect on their clinical practice (pre and post registration) and becoming nurse lecturers (Wilson, 2013). This is a critical point I examine as a research theme in chapter ten entitled the "reflective consciousness and slippage" and so I will discuss the importance of reflection a little more in relation to the NHS and HEIs. Nurses have a moral duty to understand their own actions and reflection is concerned not with the actions that are obvious to others but with personal motivations (NMC, 2015a; Regan, 2008).

The NMC *The code* (2015a) suggest nurses must actively be involved in clinical supervision and learn from experience, reflection and evaluation. The moral motivation for reflection addresses a nurse's need to think about the intentions of their actions to meet the public and professions expectations of fitness for practice (NMC, 2015a). However, the evidence internationally and in the UK suggests there is an inadequate uptake of reflective practice in models such as clinical

supervision and mandatory models of peer observation of teaching (King, Garcia-Perez, Graham, Jones, Tickle & Wilson, 2014; McMahon, Barrett, & O'Neill, 2007). I will first discuss reflection for NHS nurses in practice before linking it to when nurses become lecturers in higher education.

1.2.4 Reflection for nurses in the NHS

Nurses receive training and supervised practice through mentorship (Butterworth, Bell, Jackson & Pajnkihar, 2008). For qualified nurses and health visitors, clinical supervision aims to promote reflective nursing practice (Butterworth et al., 2008). Clinical supervision is an opportunity for time, guided reflection, support and learning and is a developmental and incremental process promoting insight, self-efficacy and reflective capacity (Hawkins & Shohet, 2012). However, one research study identified that one third of nurses have experienced some form of clinical supervision during their careers with no universal model being identified (Bishop, 2008). If clinical supervision does occur in nursing, it is likely to be management led, outcome driven and superficial due to a restrictive view of autonomous learning (Yip, 2006).

The evidence for the uptake of clinical supervision however is poor and the majority of UK nurses do not receive or engage in it (Butterworth et al., 2008). Research identifies poor access to clinical supervision for health visitors, other than safeguarding children supervision (Regan, 2012a; Regan, 2012b) and hospital nurses (Koivu, Hyrkäs & Saarinen, 2011). The variations regarding the uptake of clinical supervision are widespread with 18% of practice nurses in Leicestershire engaging in it, compared to 85.9% of mental health nurses in Northern Ireland (Butterworth et al., 2008). The findings indicate cultural differences between disciplines and

adult nurses less likely to experience guided forms of reflection from clinical supervision (Butterworth et al., 2008). Such findings are of concern for nurse education because this is the pool that higher education recruit from and reflective practice commenced in the NHS should then continue in higher education. As I demonstrate later in the research themes, reflective practice is of concern because it is likely there is the layer of meaning communicated in annotation than may be otherwise intended.

1.2.5 Reflection for nurse lecturers in HEIs

Generally, there is a lack of opportunity for reflective practice in HEIs (Gelter, 2003) and the annotation tone I locate in chapter 3.7 and research themes seven to ten, suggest this impacts on the meaning of annotation. In educational practice, a need for reflective practice is well known but there are few examples of guided and supportive reflective models (Gelter, 2003). The lack of reflective opportunities is surprising considering the amount of reading commented upon every day, not to mention other aspects of lecturing practice involving discourse and its analysis (Hays & Gay, 2011). Despite the NMC (2015a) code promoting reflective practice, a failure to reflect on higher education practice can lead to poor decision making, poor practice, insight and judgment (Hays & Gay, 2011). Institutional obstacles to reflective practice include business models for higher education, reduced lecturer autonomy, a culture of failing to challenge existing educational practice and a lack of peer support (Loughran, 2002). Other constraints are unreasonable curricular demands, a lack of time, and a lack of observation skills training (Loughran, 2002). These obstacles therefore potentially reduce professional autonomy and increase lecturers' critical feelings of anxiety, fear, helplessness, isolation and sense of being

valued (Raj, 2013). Again, I suggest these issues can affect the meaning of annotation and the research themes indicate this too.

1.2.6 Exploratory questions

A few exploratory questions appear to be relevant at this stage. What can a textual hermeneutic of annotation add to nursing practice, what is the meaning of annotation and what is communicated? This last question is significant in that the meaning of annotation relates to understanding discourse in general which is related to linguistic education and training. Therefore, a hermeneutic of annotation offers a critical reflective space to explore the language-in-use.

1.2.7 Evidence of annotation use in nurse education

As stated earlier, there is evidence of what annotation is, but little research on the meaning of annotation within higher education. In précis, and for the purpose of this introduction, between 1965 and 2016, there were only 13 research studies published on the use of annotation in education. As previously discussed only five related to any healthcare profession and all were from nursing. There was consensus that annotation is generally based on experience and instinct and rarely taught within educational practice yet nurse education aims to work from a strong evidence-base. How annotation helps students understand the text as an *aid memoire* for the reader or as a comment for other readers is relatively unknown.

More critically, in a nursing context, if students struggle to interpret annotation, then there are implications for applying knowledge in clinical practice. This is because if the translation of

academic study is incomplete there may be an impact on nursing practice at some point in the future. Preventing nurses doing more harm than good relate to standards for professional practice and evidence-based healthcare within the NHS (NMC, 2015a). For example, the QAA (2012b, p.15) report *Understanding assessments: Its role in safeguarding academic standards and quality in higher education,* states that lecturers should demonstrate clearly to students where an essay could improve in terms of content, quality and grading marks. This requires principles of good communication and mutual expectation between lecturer and student about what constitutes a good essay. The report does not indicate how widespread the use of annotation is in higher education however, there is some way to go before higher education practice is fully research informed.

Annotation in nurse education, indicated by the low numbers of research studies, lacks an appropriate evidence base despite its widespread practice. This means a lack of evidence for annotation practice will have a direct impact on students' understanding of knowledge and evidence based clinical practice. However, if one were to parallel the acceptance of a lack of evidence in nurse education with clinical nursing, and in an instant one would likely conclude there was a risk of superficiality, poor engagement, outcomes and assessment with more opportunities missed than identified (Regan, 2010). Therefore, student learning is potentially inadequate because the relationship between lecturer and student are both important and complex, and a lack of research increases the potential for a disintegrated learning environment (Allan et al., 2011). If academic teaching and learning is to be effective, it is important that annotation practice is more than an equivocal process. Therefore, this thesis is important because it provides a deeper exploration of the meaning of annotation in nurse education and higher

education. I will now briefly summarise the contents of each chapter and introduce the research themes in more detail.

1.3 A guide to the chapters

1.3.1 Chapter two defines the background to annotation, assessment and feedback in more detail. Although already discussed briefly in chapter one, I use some of the research extracts from the literature to locate annotation in relation to its history impacting on people's lives through legal, theological and socio-cultural dissemination. I discuss the importance of reading, writing, memory, language and the essay as a predominant form of assessment.

1.4 Chapter three outlines a hermeneutic approach to literature reviews and identifies the hermeneutic circle's importance in choosing publications and interpreting their contents (Boell & Cecez-Kecmanovic, 2010, see table 1, chapter 1.6). The latter is important because the literature and interpretation help to challenge my pre-conceived ideas about annotation through a wider search of literature, other than educational annotation. The inclusion and exclusion criteria and database searches map the publication findings through a flexible, intuitive and hermeneutic approach to reading, which optimised the scope of the search (Boell & Cecez-Kecmanovic 2010). This approach, in my view, balances the literature review being personalised, structured and allowing a degree of flexibility to follow new leads. The chapter outlines the main issues related to annotation fully and using the search terms "annotation" and a combination of terms. I found 13 research studies in total with five from nursing and the rest from educational research. A summary of the literature provides a rationale for further research on the meaning of annotation practice within higher and nurse education.

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1.5 In chapter four, I outline the work of Paul Ricoeur, in order to provide an understanding of his textual hermeneutics and its application to studying annotation. I define the terms hermeneutics and phenomenology and in combination examine Ricoeur's textual hermeneutics in some detail. The hermeneutic circle is introduced which is in constant motion to develop the researcher's phenomenological reflection, and adding more theory to the practical application of the circle, which I discuss in chapter five in relation to research methodology.

Section 4.6 is an important section because it outlines the plan for the remainder of the chapter's content and what I believe are Ricoeur's key concepts applicable to annotation. These key concepts include: the act of "recognition" of language allowing for phenomenal reflection (self-hood), making sense of words and signs (meaning, understanding), research through writing (discourse), the act of persuasion (metaphor and rhetoric) and how meaning and resonance of language inevitably change over time (temporality, distanciation) to alter perceptions. Lastly, annotation and its emotion in relation to nurse education is discussed (Ricoeur, 2012).

1.6 Chapter five introduces the research design and methodology. First, I contextualise the research study in nursing and reasons for choosing Ricoeur's textual hermeneutic phenomenology before giving an overview of the research design. van Manen's (1997) hermeneutic analysis model helped analysis and involves three stages of interpretation. The first order interpretation stays with the actual words used, and the second starts with a collection of naive meaning. The third order interpretations aim to analyse the hidden, ontological and deeper research themes to emerge (van Manen, 1997). Table 1 entitled *Index of study design and*

methods identifies the research methodology and use of Ricoeur's textual hermeneutics as a systematic discourse analysis.

Table 1: Index of study design and methods

Literature review	Research methodology and data collection	Thematic analysis
Informed by Boell & Cecez-Kecmanovic's (2010) hermeneutic model (figure 3)	Focus group interview (n=20), individual interviews with students (n=5) and lecturers (n=8). Digital and handwritten annotation research extracts. van Manen's (1997) three stages of interpretation. First (initial), second (naïve) and third (depth).	Ricoeur's textual hermeneutics, use of the hermeneutic circle

1.7 Chapter six examines emergent themes leading from the first to third order interpretations, using van Manen's (1997) model to analyse the results of each research method. Table 2 summarises the chapter which briefly comprise student focus group interview (n=20), student individual interviews (n=5), lecturer interviews (n=8), digital annotation research extracts and finally, handwritten annotation research extracts. The collation of the research data using key words were collated in table 3 to identify four research findings which I explore in chapters seven to ten.

1.8 Chapter seven introduces the first theme of the "hermeneutic self." The theme was identified by the word "it" starting a sentence which is a trope for the authorial "I." Marcel and Ricoeur's work are utilised to analyse the research extracts.

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1.8.1 Chapter eight's theme of "rhetoric" was found to organise the findings from eclectic annotation practises. Ricoeur's new rhetoric encompasses a theory of argumentation, "saying it well" with proof, composition, imitation of writing styles, the use of metaphor, productive imagination and temporal action called mimesis1-3 to aid teaching and learning.

1.8.2 Chapter nine examines the theme of "individualism," a moral predicate for justice, fairness and doing no harm in relation to the nursing profession. Rawls and Ricoeur's work are used to analyse the research extracts. The research theme identifies that annotators aim to maintain person centred care in nursing as a defence against the damaging influences on nursing and person centred care, such as the political labyrinth and technology.

1.8.3 Chapter ten develops the theme of the "reflective consciousness and slippage" projected in annotation, with analysis drawn from Freud and Ricoeur. The conscious thoughts of the annotator are evident in the themes examined so far, but, in general, comments given back to the student have an undeveloped unconscious communication, either from the annotator or the student, and subsequently result in evoked emotion.

1.8.4 Chapter eleven discusses the original contribution to current knowledge, and the research themes. Chapter twelve discuss the recommendations and implication for practice.

1.9 Conclusion

This thesis explores the meaning of annotation for nurse education within higher education. I outlined the aim of the thesis and the choice to use Ricoeur's textual hermeneutics. I discuss the

history of the study and anecdotal and personal reflection on what led me to initiate exploring annotation within nurse education. I define annotation as the addition of signs, symbols and language onto the page related to literary disciplines and feedback processes in nurse education. An initial examination of the evidence base underlying annotation concluded there was a lack of evidence of its use in higher education, and professional education. In particular, annotation seen as translations of knowledge is dependent on the lecturers' view of nursing and students' perceptions of being up to date. Issues of lecturers knowing more about practice than can be articulated through the written word affects the meaning of language when reading and writing annotation. Therefore, the notion of a disintegrated learning environment poses a potential risk for nurse education. The promotion of reflective practice for students and annotators on annotation relates to the four identified research themes.

Chapter Two

Background

2.1 Introduction

In this chapter, I introduce a number of issues to prepare an exploration of the meaning of annotation in nurse education. Despite a lack of empirical evidence about annotation, I define and summarise the key principles of annotation in more depth through linguistic, historical and cultural theory. I explore annotation's social meaning in more detail through the phenomenon of assessment, measuring learning, reading, writing, essays and memory from annotation. I use some of the literary sources I found in chapter three's literature review to inform meaning for the purpose of advancing a more detailed understanding and scope of annotation to inform the research findings. This chapter therefore, continues to prepare the context for an exploration of annotation in nurse education.

2.1.1 Annotation as an interpretation

The literature suggests annotation may range from being benign and well-meaning to purposefully provocative and mean-spirited (Benstock, 1983; Derrida, 1982). Yet, in simple terms, annotation is the response of the reader to the text (Benstock, 1983; Derrida, 1982). All responses therefore, are an engagement with the text and its addenda (Derrida, 1988). As a communication device, annotation is circular and open to mis-interpretation because, as an

extension to the text annotation feeds on the text to add nourishment as a paraphrased gloss. This extension of the text challenges the pre-supposed notion of a homogenous space on the page for the author's communication (Derrida, 1982; 1988; 1991).

The relational aspect of annotation involves at least two audiences: first, the annotator to themselves, second, the authors' work (Derrida, 1982; Jackson, 2001). In education, a third audience is for the benefit of the student (Juwah, Macfarlane-Dick, Matthew, Nicol, Ross, & Smith, 2004). To readers who use it, annotation might represent a routine commentary alongside the text (Juwah et al., 2004). The problem of annotation appears to be that "something else" is perceived, whether knowingly or not, whether real or not and the evidence suggests annotation can communicate tone, attitude, irritation, authority, care, praise and questioning (Knoblauch & Brannon, 2006). According to Jackson (2001), the annotator stops reading long enough to make an annotated comment and this interactive relationship allows for the minds of two people to communicate in a scholastic contract. This also depends on the texture of experience, which affects the interpretation of text, even before we can consider how reading shapes a guiding preference to interpretation (Derrida, 1982; Ricoeur, 2006).

Due to annotation's potential for hermeneutic analysis, comments can always be elaborated on further, and the self-conscious motive of annotation in a professional sense, is important. What is meant, why, and for whose benefit annotations are made, are good questions to ask (Derrida, 1982; Jackson, 2001) and the above issues are just a selection of what I explore in this thesis in relation to annotation and nurse education. The assessment of learning in nurse education will now be discussed.

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2.2 Assessment of learning in nurse education

Assessment is the main reason for annotation feedback because assessment is an opportunity to read and diagnose learning through the essay content (DiYanni, 2002). Assessment and student learning are at the heart of an integrated approach to student education, with a diverse methodology available to the educator, student and UK institutions (Knight, 2004). The QAA (2012b) guidelines suggest a more detailed definition of assessment from Angelo (1995, p.7) with assessment requiring set specific criteria, making explicit expectations for learning and, systematically gathering data for evidence of learning (QAA, 2012a; QAA, 2012b). The resultant evidence, matched against set criteria and standards, are used to explain, analyse student performance and articulate any shared assumptions to improve the quality of higher education (QAA, 2012a; QAA, 2012b).

Guidelines from the QAA (2012a; 2012b) promote the notion that good assessment methods aim to identify student learning in order to obtain information about student performance. A variety of assessment methods serve three purposes: the first strand is providing feedback to improve student learning. The second strand aims to measure student knowledge, and the third provides a grade to establish a student's performance (QAA, 2012a). In particular, guidelines suggest the return of "*...assessed work with written comments...*" would benefit from the use of annotation in the marginalia or end comments (QAA, 2012b, p. 39). Feedback should therefore, be a continual and timely dialogue and engagement between the lecturer and student, but in a format that offers necessary challenge to develop critical thinking (QAA, 2012b).

All three strands of assessment are expected to enhance the potential for the student and lecturer to make progress judgements based on information received (QAA, 2012a; QAA, 2012b). However, the process is problematic for three main reasons: first, assessment is defined by valuing "what" and "how" learning has occurred. When reinforcing "what" to assess, its importance is declared in terms of quality assurance in the form of mission statements, course and module handbooks (QAA, 2012b) and what Knight (2004) called the "…*DNA evidence of the learning experience...*" (p.13). Prescribing "what" and "how" learning needs to be achieved, is problematic for adult learners (Boud, 2007; Boud, 2010; QAA, 2012a) because it parallels the obstacles for reflective practice in being told "what" to learn which I discussed in chapter one.

Second, a note of caution is necessary in light of the effectiveness of feedback within higher education (Knoblauch & Brannon, 2006a; 2006b; Sommer, 2006). With parallel assurances of quality standards in the NHS leading to damning reports such as the Parliamentary and Health Service Ombudsman *Care and Compassion* (2011) and *The Mid Staffordshire NHS Foundation Trust Public Inquiry* (2013), what is chosen "not" to be assessed may be more indicative of what organisations value more highly (Ball, 2012). As an antidote to this issue I suggest later in this chapter that discursive essays are more useful to identify issues of self-disclosure, for example, critical thinking, prevailing attitudes, care, compassion, and morality, instead of the move towards research orientated essays (Berg, Brämberg, Carlström, Öhlén, 2014; Maloney, Tai, Lo, Molloy, & Ilic, 2013). Empirical evidence on whether students understand lecturer feedback comments and apply feedback to improve essay work is also lacking (Price et al., 2010; 2011; Sommers, 2006).

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Third, claims by educators that their annotation feedback to students on their essay content led to improvement, also lacks empirical evidence (Knoblauch & Brannon, 2006). Knoblauch & Brannon (2006) suggest such claims are equivalent to the "…*Emperor's new clothes…*" (p. 2) because, to paraphrase them, "powerful incentives" such as a belief gained from experience ensures that teachers maintain the "illusion" (p. 2) that their feedback responses change essay performance. Hence, Knoblauch and Brannon's (2006) use of the phrase concluded "…*the Emperor (still) has no clothes…*" (p. 2). This lack of evidence when combined with the literature review in chapter three and finding only 13 research studies between 1965 and 2016 on annotation in higher and nurse education, ensures this thesis gains more relevance. I now define annotation in terms of its purpose, history and social impact on nurse education to open up annotation to a fuller analytical perspective.

2.3 Annotation and nurse education

Annotation for assessment purposes in nurse education relates to the engagement to learn from reading (Lunsford & Straub, 2006). Annotation from the lecturer to the student on the essay is suggested to carry with it modes of commentary ranging from negative, imperative, problem centred, reflective, advice giving and positive praise (Knoblauch & Brannon, 2006). The language-in-use in annotation therefore, signifies a reference to something deeper and hermeneutic (Derrida, 1982). To paraphrase Changeaux and Ricoeur's (2000) conversation between a neuro-scientist and Ricoeur the philosopher, human consciousness relates intrinsically to learnt behaviours, actions and memories and various emotional tones, which are hard wired into the human mind (p. 136). I examine this further in the research theme the "reflective consciousness" and the transference hypothesis in chapter ten.

Briefly introduced in chapter one, annotation refers to the notes made on the page, whether in the marginalia, between the lines, or the base of a page by the reader, author, or editor (DiYanni, 2002). Annotation is a method of expanding and reinforcing the meaning of the text because it offers a unique commentary on the social dynamic at the time of writing (Slights, 1992; Nohrnberg, 1991). A definition I paraphrase in chapter one by DiYanni (2002) identifies annotation being:

> *"... brief notes written about a text during the process of reading. Underlining, circling words and phrases, highlighting passages, drawing arrows to link related points ... using question marks to indicate confusion are what a reader can do to signal importance. Marginal comments are also used to reflect the reader's understanding of and attitude toward the text ..."* (p. 20).

This broad definition suggests annotation is extensive and varied, and in reference to the text, could include "anything" on the page that improves the reader's understanding (Henige, 2001; 2002). Therefore, if Henige is right that "anything" added onto the page promotes understanding, annotation would also include; editorial instructions, footnotes and glossaries, titles, contents pages, graphs and charts, Microsoft© Word, track changes showing revisions and semantic software for the digital age, and anything that captures the reader's attention (Henige, 2001; 2002). Apart from the text being subjected to "anything," annotation is found in all kinds of literature and is generally located discreetly as an appendage or supplement to meaning (Derrida, 2002). Benstock (1983) suggests therefore, annotation fulfils a human need to personalise and engage with the host text by using familiar words to make more sense of it. Annotation

reinforces the need for the clarity of discourse in order to satiate the reader's curiosity, by questioning, commenting and improving the text by the reader's use of short notes (Liu, 2006). So, if anything is added to the text in order to help shape understanding for those reasons, then other people reading who had not made those annotations, may also misunderstand what they mean because it is not personalised by them (Henige, 2002).

Annotation is viewed by literary theorists such as Derrida (1982) as a dislocation and disruption of the text because another person is commenting on an individual's work. The presence of "another" is suggested to reduce the synchronous meaning of the text and it is then changed. This powerful position is not generally of concern however, in educational circles, because annotation is viewed less critically, is well intentioned and more instructive and *showing* students where the parts and the whole of the essay can be improved (Lunsford & Straub, 2006). Timely feedback also promotes independence of the student as a writer and teaches valuable writing skills to understand levels of analysis (Liu, 2006; Lunsford & Straub, 2006; QAA, 2012a). The phenomenon of annotation therefore, remains a persistent form of educational feedback not only for a student in nurse education to meet professional statutory and regulatory requirements of learning, but their future learning (QAA, 2012a).

As Derrida (1982) suggests, annotation, as part of a language system, appears to carry with it undertones of emotion, experience and authority and may be perceived as mean-spirited (Lunsford & Straub, 2006; Sommers, 2006). Annotation therefore, is not suggested to be benign as it can have a direct impact upon the thinking and feelings of another person (Hyland & Hyland, 2006; Lunsford & Straub, 2006). In this manner, the annotator reaches out to the reader

to influence the social and professional contract. Hence, the contract is cultural and anthropological (Strauss, 1972) and perhaps annotation's historical past parallels current higher education practice as an adjunct to the social phenomenon of education.

2.4 History of annotation

Annotation has been in existence since ancient civilisations developed their writing systems (Henige, 2001; 2002). Annotation in Chinese calligraphy dates back to the Six Dynasties period (AD 220 to 589) when responses, known as colophons, were added to text whether artistic, political, poetic or philosophical, and valued as much for their colophons as the primary text (Liu, 2006). The colophon in Chinese is *ti* meaning "*...to lift pen in response...*" and offers a poignant image of what actually occurs physically in the act of annotation (Liu, 2006, p. 194). Historical literature identifies the scope and depth of annotation as an *agent provocateur* (Nohrnberg, 1991) and a combative commentary challenging the thoughts of the reader (Benstock, 1983).

The power dynamics of Roman and medieval annotation suggest the practice was a powerful social force shaping the lives of those people ruled by dictators (Slights, 1992). Annotation in this format held power over the life or death of citizens as the Emperor's edicts were enforced (Slights, 1992). A parallel here is that in nurse education, the annotator too has a comment to make in the student's essay about life and death issues. History reinforces the contextual nature of annotation and the power dynamic of institutions promoting authorised interpretation of material and discouraging alternative ideas (Woodbridge, 1922). The history of theological annotation recognises a lack of freedom to make "glosses" (p. 255) on religious text because they

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would in a literal sense "spoile" the word of God (Slights, 1992). "Glosses" or meanings in medieval annotation are in the form of short authoritative clerical comments to aid the reader (Slights, 1992). Adding glosses to clerical text by the laity was discouraged because only clerical authority had permission to interpret the word of God (Slights, 1992). The clerical annotation is a sustained attempt by the clergy to maintain authority over clerical text and preferring copying, translating and doctrinal interpretation over individual expression by the laity (Slights, 1992). Medieval European scrolls pointed to annotation as a commentary, which helped a reader's comprehension within hermeneutic literary criticism based on marginal commentary (Liu, 2006). Eventually, lay owners of rare biblical text added glosses based on their own interpretation of religious text against the best efforts of the clergy (Slights, 1992). In time, annotation had reduced its social impact to such an extent that it was viewed in narrow terms or not at all (Barney, 1991; Jackson, 2001; Nicholls, 1991; Nohrnberg, 1991).

2.5 Social meaning of annotation

The individual personal glosses appear to have become more valued as a contemporary analysis by future generations, because it is someone's direct experience and involvement with the host text from another time (Nicholls, 1991). Historical glosses are therefore an interpretation of the time giving the future reader a clear indication of past social perspectives (Nicholls, 1991). Nohrnberg in Barney's *Annotation and its texts* (1991) suggests when reading a text; the reader is exposed to a saturation of glosses attached to its textual form. The reader can learn from anonymous annotators without recrimination other than further annotation (Derrida, 1982; Nohrnberg, 1991). In contrast, readers' experienced in reading previous text can produce their own glosses and individual reaction to the host text (Derrida, 1982; Nohrnberg, 1991).

Nohrnberg (1991) suggests the term annotation itself began as a gloss imprinted onto the mind first. The text starts out as silence then becomes physical in the form of marks, words, phrases, even sounds that are externalised onto the page, to act as a gloss that make sense from the prior experience of the reader. When marks and words become readable and begin to make sense, they then become comprehensible and comfortable, taking shape to become coherent from the text to the margins (Nohrnberg, 1991). Internalised meanings are imprinted onto the mind because as the text is engaged, "everything" becomes a gloss in the addition of meaning on what had been previously understood from the original text (Nohrnberg, 1991). Therefore, it is at the margins that the reader reaches a sense of the text's meaning, reached through a body of glosses or meanings intrinsically individual and personal (Nohrnberg, 1991). Add to the notion "anything" being considered annotation, and interpretation of text too is opened up for exploration (Henige, 2002).

Text constitutes just one mode of communication to offer a framework that structures ideas onto the page (Iser, 2006). The structure of text enables comprehension and is largely dependent on how successful it consciously resonates with the reader (Iser, 2006). This is what Iser refers to as the transfer of the text onto the reader's conscious awareness, dependent on the reader's capacity to perceive and process the message of the text (Iser, 2006). The reader literally "grasps" the meaning of the text directed by the clues to its content. These clues are useful in uncovering the hidden meaning of the signifier: a sign, symbol, word or image and what is signified to each person (Barthes, 1964; 1973; Ricoeur, 2006). To paraphrase Barthes, "nothing" can be exempt from meaning, because language is conceptual not referential. Text, according to Ricoeur (1977) is an external re-shaping of the thinking process allowing internal thoughts to become tangible

and meaning grasped by a reader's perception. Hence, what the text signifies, is the potential for multiple realities in discourse (Barthes, 1964; 1973; Ricoeur, 2006).

2.6 The academic essay

I specifically discuss the essay format here but it can be substituted for other forms of assessment and discourse where annotation comments are added onto, such as storyboard and poster presentation feedback. Nursing essays should reveal the "art and science of nursing" and searching the archives for meaningful ideas to become externalised in writing (Gardner & Rolfe, 2013). So if annotation is to be explored further, what annotation is added on to, the essay, requires a brief exploration as an assessment method for nurse education.

First, I outline what an essay is and discuss its purpose as an assessment method in nurse education. Essays are a form of expression since Greco-Roman antiquity with the stoic philosopher Seneca (c.1 BCE to CE 65) writing on subjects such as asthma, noise and dealing with one's slaves (Seneca, 2004). In the tenth century, the Japanese writer Sei Shonagon captured her auto-biographical experiences of the Royal Court (DiYanni, 2002). The seventeen century western essayists Francis Bacon and Michel de Montaigne's early works were often revised and expanded on and re-published, and Montaigne coined the word "essay" from the French "essaie" derived from the verb "essayer," meaning to try or attempt (DiYanni, 2002, p. 7). Montaigne's own essays changed over time to develop from using large amounts of quotations to an internalised approach demonstrating his mind in the act of thinking through writing (DiYanni, 2002). This same style of writing can be seen in novice writers when comparing their earlier to later writing.

Essays can be either informal with the use of the pronoun "I" or formal, which allows the writer the freedom to experiment with ideas on the page and see where their thinking can lead them (DiYanni, 2002). An essay is an anthology of ideas, observations, speculations from fiction and non-fiction with the capacity to influence the reader's thoughts, feelings and insight (DiYanni, 2002). Essays have therefore, long been considered the dominant form of assessment in HEIs and disciplines such as the humanities who still hold the essay up as the gold standard for developing critical thinking through critical writing (Gardner & Rolfe, 2013). The lecturer being mindful of the art and science of nursing may view educational constraints sceptically and consider a preference for facts and certainty, such as science over the unquantifiable aspects of nursing with concern (Gardner & Rolfe, 2013). This leads me on to the benefits of reading for academic purposes.

2.7 The benefits of reading

The benefits of reading involve processes of observing, connecting, inferring, concluding and questioning (DiYanni, 2002). Observing the choice of language, tone, style and content occurs consciously and unconsciously to connect the words being read. This entails seeing how the words relate to each other, noticing the detail, phraseology and observing the inferences made. Identifying the imperceptible gaps of words used in the essay are helped by the inferences made by an author's choice of words to drive the interpretive process, in other words, what the text means to the writer and to the reader (Ricoeur, 2003). Inferences are therefore a statement based on what has been observed when read and they consider the emphasis on words which only an individual interpretation can create. For example; if the text states "who knows what he thinks?" it could be interpreted a number of ways according to DiYanni: who "knows" what he thinks,

who knows "what" he thinks, who knows what he "thinks?" On the other hand, the emphasis on the "who" or "he" all depend on how the reader hears it and sees it to resonate its meaning to them (DiYanni, 2002, p. 10). Therefore, interpretation is a process of explaining the meaning of the text through various stages to make explanation conclusive. The writer, when developing their discursive style, does so through the various processes of reading and writing. Good essays have certain characteristics such as clarity, coherence, organisation, accuracy and correctness, sufficiency and style and the perceptive reader looks for structure and connections (DiYanni, 2002). Readers should be able to follow the text, and the text should flow from sentence to sentence and paragraph to paragraph, text which has a clear introduction, middle and an end, is accurate in terms of grammar, spelling, punctuation and has sufficient scope. These characteristics however, need to be developed and this thinking-through-writing in the revision stage ensures a complex, circuitous process of reading, writing, interpreting, thinking again, writing again and then repeating.

Ricoeur (2007) suggests this thinking-through-writing phenomenon starts again when re-reading and with almost immediate effect, errors suddenly becoming obvious. I found this to be particularly pertinent to the research process because this meta-cognitive process is both experimental and temporal and to read more ensures that a different direction may be taken when the text activates previously forgotten or unknown information (Ricoeur, 2007). The text and its reading therefore, become hermeneutic (Ricoeur, 2007). This is because reading and revising are helped with the addition of annotation and any initial thoughts the reader has, and free writing the expansion of those thoughts into an interpretation. Annotation therefore moves from

immediacy to be contemplative, and once the latter is engaged, any manner of interpretations may follow dependant on the resonance of the text and further reading (DiYanni, 2002).

2.7.1 Be suspicious of the text

I found that Ricoeur's own essays were a process of comprehensive immersion into a body of work, often from Greek Antiquity with the express purpose of developing his own ideas from the host text (Clark, 1990; Kemp, 1996b). Ricoeur's essays aimed to entice the reader to a certain view, and then de-construct that view with his own re-conceptualisations of it. Ricoeur wanted to encourage the reader to be "suspicious" of the text and be aware of its re-contextualisation (Ricoeur, 2008). Unlike literary essays, which can take many dynamic forms, in universities the student is bound by formal rules of citation, style and content which bind the essay to the textuality of the discipline (Gardner & Rolfe, 2013; Good, 1988).

The academic essay is different again to other forms of literary essays because it aims to inform and persuade the reader-lecturer that the student-author has demonstrated learning (Gardner & Rolfe, 2013). This purpose is even more important in nurse education because assessment of student knowledge and competencies has a direct impact on public safety and a poor essay, or attitude, indicates a need to assess their fitness to practice (NMC, 2015a). In that sense the academic essay in nurse education is considered to have a social and professional influence. However, the essay's purpose for nursing offers more than a planned assessment opportunity because, it is the externalisation of thought which in itself is otherwise hard to quantify in the absence of acting out those thoughts (Ricoeur, 2003). To wait until a nursing student makes an error based on a lack of skill or knowledge or poor attitude would be professionally unethical

(NMC, 2011; 2013). Therefore, an essay is a timely opportunity for a nursing student to "experiment" on the page without harming a patient, leaving the annotator to guide, advise and reflect on their own views and interpretation.

2.7.2 Suspicion of the nursing essay

Gardner and Rolfe (2013) suggest the essay has become increasingly unfashionable in nursing and refer to the "hegemony of the laboratory," which relates to science's apparent suspicion of self-disclosure. Perhaps, this may be because the latter has a degree of uncertainty? The authors suggest the language of certainty, which research perpetuates, is a worrying nursing trend because the essay, when imagined, appears to be seen in a lifeless form and therefore, different to literary essays which are inspirational, observational, and experimental to challenge the reader to think differently (Gardner & Rolfe, 2013). When a search for literature is restricted by disciplinary constraints, the answers found will inevitably be restricted too (Boell & Cecez-Kecmanovic, 2010). Therefore, Gardner and Rolfe (2013) suggest that the essay should perform three tasks in universities: claims to knowledge, rigour and resistance. The essay makes claims to knowledge, is less structured, more discursive, unlike research reports. In contrast, the scientific research report is structured (abstract, introduction, methods, findings, discussion, recommendations), but restricted by criteria and search constraints which ensure a degree of bias and reproducibility, conventions, rigour and ethics processes (Gardner & Rolfe, 2013).

The discursive method, on the other hand, relies on rhetoric and the persuasive power of the argument to overcome resistance (Connors & Lunsford, (2006). In this format, I also include reflective essays on clinical experience and developing new perspectives through the third person

narrative (Benner, Sutphen, Leonard, & Day, 2010). Benner et al (2010) found this kind of essay to be most beneficial because the nursing student could hermeneutically open up the possibilities of understanding by applying theory and evidence to clinical situations. The discursive essay follows the twists and turns of the critical reading process and this process enables reflection on everyday clinical activities and trends (Gardner & Rolfe, 2013; Maloney, Tai, Lo, Molloy, & Ilic, 2013). The discursive essay allows for critique and a loose form to write and think differently. This is important if nurse education aims to address the theory-practice gaps illuminated by the *The Mid Staffordshire NHS Foundation Trust Public Inquiry* (2013).

Gardner and Rolfe's (2013) concern about the rise of the scientific aspects of nurse education are therefore, noteworthy. Nurse education came late into universities in the 1990s and so research papers are viewed in contrast to the humanities, as the gold standard for publications enhanced by the growth of evidence based practice (Gardner & Rolfe, 2013). The expansion of research and evidence based practice within universities therefore, threaten scholarly writing and appear to heighten the theory practice gap, which is an obstacle to understanding nursing in more depth (Benner et al., 2010; Gardner & Rolfe, 2013).

2.8 Standardisation of essays

The standardisation of nurse education and an apparent preference for evidence based practice essays is problematic, not only because it reinforces Gardner and Rolfe's (2013) concern, but when standardising nursing, it can at best be considered a restrictive model (Maloney et al., 2013). Standardisation, however, offers little hope of maintaining the known benefits of discursive essays because of the standardisation of quantity, content, programmes and

qualifications promoted to ensure UK nurse education is comparable with other European degree programmes through the Bologna process (1999). In particular, tensions have arisen from the implementation of standardisation in nursing specialism programmes due to the focus on research projects (Berg, Brämberg, Carlström, Öhlén, 2014). Rather than nursing essays identifying issues of self-disclosure and critical reflective thinking, the evidence suggests that research application into clinical practice is tokenistic and superficial and actually "talked up" when little change has actually occurred in practice (Foxcroft & Cole, 2003; Regan, 2012a). Berg et al's (2014) Swedish study reported nursing students frustrated by the scientific orientation to acquiring nursing knowledge through research projects, which appear to them to be paper exercises. Therefore, facts not ideas devalue nursing and reduce a sense of ownership.

Contrary to essays considered a paper exercise, in promoting research appreciation essays should be an expression of the higher values of the academic process, which considers all sides of an argument (Maloney et al., 2013; QAA, 2012a). Let me detail this point. Discursive essays promote good nursing values and principles through critique, rigour and resistance to contemporary pressures (Gardner & Rolfe, 2013). When one of the contemporary pressures is the promotion of evidence based practrice and scientific research reports being preferred over discursive essays, the risks therefore, are a sense of depersonalisation and a disintegrated nurse education programme (Benner et al., 2010; Gardner & Rolfe, 2013). How this occurs is because writing allows for the writer to not only write differently but also to think differently (Gardner & Rolfe, 2013). This issue is more significant when considering that nursing attitudes, care and compassion are all found in the nursing essay and in the received annotation (NMC, 2011; 2013; 2015a). Therefore, in giving feedback on the discursive essay, nursing lecturers can engage

authentically with nursing students and assess the essay content meets professional standards (NMC, 2011; 2013). Being part of a range of assessment methods, the nursing essay allows the lecturer, as annotator, the opportunity to assess a variety of issues, notably fitness to practice, knowledge, integrity, character and meeting the module learning outcomes (QAA, 2012a; 2012b). Sometimes the choice of language in an essay indicates a perception such as depersonalisation of the patient and this means the student is at risk of betraying actual beliefs rather than professional expectations (Schön, 1983; 1987). The nursing essay therefore, identifies hard to quantify issues such as spirituality, holism, emotion, professionalism, a lack of time to care, lack of skills, privacy and fear of what may be uncovered when talking to a patient (Keall, Clayton & Butow, 2014; Lopez, Fischer, Leigh, Larkin & Webster, 2014; Walker, 2014).

2.9 Conclusion

This chapter explored a variety of issues in relation to the practice of annotation within various literary genres and nurse education. Notably, annotation is defined in detail, its history, its purpose, benefits and potential influences reinforcing annotation as a social construct (Ricoeur, 2006). Annotations include the addition of marks, signs, symbols onto the page, made by the annotator to share their understanding of reading with others (DiYanni, 2002). Therefore, its social, linguistic and cultural connotation indicates annotation is considered either benign or provocative and depending on the context of which it is given and for what purpose (Benstock, 1983; Ricoeur, 2006). Assessment feedback and the academic essay is the most predominant format in promoting student meta-cognition (Gardner & Rolfe, 2013). This contrasts with the promotion of standardisation, which allow the student to hide in the text. Therefore, the Bologna process (1999) preference for standardisation and scientific research reports place nurse

education in a difficult position indicated by the annotator's presence in the margins of the essay. The next chapter examines the literature and evidence underpinning annotation and nurse education.

Chapter Three

Literature review

"*All practices of annotation are riddled with paradox. They are designed to convince both doubters and believers and, while they aim at achieving argumentative invulnerability, actually manage to open their authors to other kinds of vulnerability...*" (Henige, 2002, p. 87)

3.1 Introduction

The quote by Henige (2002) indicates a view in the literature that some annotator's feedback comments make them vulnerable to criticism and the choice of language exposes the possibility of hidden meaning. In nurse education the choice of language used for annotation feedback can be interpreted a number of ways and has an impact on student learning (see figure 6). The kind of language which informs annotation is examined in chapter nine (see section 9.7) in relation to the meaning and effect of value laden words in NMC policy standards. What is interpreted is relevant to nurse education and emerges as a theme from the literature review findings from ten literary sources (four books and six articles) and 13 research studies which I examine to identify relevant evidence and knowledge (see figures 5 and 6). Annotation has been defined in chapter one and in more detail in chapter two. I will now outline the rationale and method for a

hermeneutic approach to the literature and explore the meaning of annotation in nurse education through the literature review findings.

3.2 Method

Literature reviews are an important part of the research process (Cresswell, 2007; Grbich, 2010). Cresswell (2007) suggests the strongest academic rationale for a qualitative research study is derived from a review of the literature to identify gaps and additions to knowledge. A literature review aims to inform both the researcher, the reading audience and to promote interest and engagement (Cresswell, 2007). Smythe, Ironside, Sims, Swenson, & Spence (2008) suggest that hermeneutic phenomenological research should search for as much information as possible to reduce the risk of researcher bias in the application of theory to research data. The researcher's immersion within the research process is central to the interpretive process and when reading the available literature new perspectives develop to inform the research study and what is known and unknown (Smythe et al., 2008)

3.3 Search strategy

The time period 1965 to 2016 was chosen to include McColly's key 1965 seminal research study on annotation in education (see figure 6 and a brief appraisal in section 3.5.4). The search terms were "annotation" and a combination of terms used (see figure 1). Inclusion and exclusion criteria (see figure 2) identify a variety of sources from scholastic and literary genres.

Figure 1: Search strategy key words

Data bases searched 1965-2013	Search terms	Retrieved papers
Cinahl Plus Fulltext, AMED, Nursing Index, ERIC, Psychinfo, PsychArticles, JSTOR, Google Scholar, Library catalogue	Annotation	10,256
+Humanities International complete	Annotation+learning	n=1803
	Annotation+higher education	n=673
	Annotation+feedback	n=210
	Annotation+student education	n=91
	Annotation+feedback+higher education	n=31
EThOS electronic thesis online		n=2

Figure 2: Inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
Scholarly and research studies on annotation	Studies with the word annotation, for example genome annotation, the description of an individual gene
Studies on written feedback to students with annotation the primary focus	Annotation is subordinate to technical discussion. e.g. development of digital software, rather than adding anything new to annotation studies
Studies in English	Studies not in English
Nursing studies	
Research studies from computer science on annotation as a primary focus for discussion before secondary discussion of technical programming	Studies on annotation from computer sciences with a primary focus on technological programming and limited discussion on annotation

The retrieved publications were reduced from the initial results of 10,256 using a hermeneutic approach to selection which I will explain more about in sections 3.3.3. The search term "nurse education" was not used because it would have restricted the number of retrieved articles found and lessen the scope to understand annotation in its wider literary influence. This was important because I knew little about annotation at the time. However, when searching the retrieved papers, I was mindful of nurse education literature. The university online e-database was used to search CINAHL Plus Fulltext, AMED, ERIC (teaching and assessment), Psychinfo, PsychArticles (psychological processes) and Nursing Index, JSTOR (historical papers). Tracking references

from retrieved publications provided me with valuable sources of information presented in figures 5 and 6 (Boell & Cecez-Kecmanovic, 2010).

3.3.1 Hermeneutic process and the literature review

In the human and social sciences research questions are rarely fixed at the literature review stage (Boell & Cecez-Kecmanovic, 2010). The researcher needs to situate a research study within the wider existing literature depicted by the findings presented in figures 5 and 6. Boell & Cecez-Kecmanovic (2010) as professional librarians, suggest there should be structure in qualitative research literature reviews in the use of search terms, databases, inclusion and exclusion criteria and appraisal of publications. However, they suggest the primary rationale for structure is to enable a review to be complete, reproducible and unbiased. Following normal conventions of a literature review is fine up to a point but reading and interpreting the relevance of publications makes a literature review hermeneutic. This realisation helped to clarify for me a conundrum of interpretation for the remainder of the chapters before the research findings were identified and informed by Ricoeur's textual hermeneutic phenomenology. I will now explain how Boell & Cecez-Kecmanovic's (2010) model applies to this literature review process.

3.3.2 Structured literature review: An adaption

The aim of a structured literature review is to identify a relevant body of publications (Cresswell, 2007). A reproducible process occurs when search criteria are used to find the body of publications and evaluating each publication using the paper's abstract and key words to identify relevant sections (Cresswell, 2007). However, this may lead to irrelevant keywords and research being "designed out" of the process (Boell & Cecez-Kecmanovic, 2010). The choice of

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keywords helps identify the relevant publications (see figure 1) and where a hermeneutic approach is different is that the reading process is central to making decisions about the search strategy and research findings.

Boell & Cecez-Kecmanovic (2010) suggest structured literature reviews are derived from medical research since the mid 1990's which require analysis of research to be rigorous in identifying lifesaving evidence, knowledge and treatments. To ensure high standards of rigour, structured literature reviews need to start from a position of certainty where the research question is fixed and keywords for inclusion and exclusion criteria develop from a fixed research question. Therefore, the results are reproducible, complete and unbiased (Kitchenham, 2004). Key words however may inhibit finding publications that do not match the research question or key words (Boell & Cecez-Kecmanovic, 2010). This means there is less opportunity to deviate from a structured and deeper review path.

3.3.3 Reduced reading bias through the hermeneutic circle

Boell & Cecez-Kecmanovic (2010) question the claim that a structured literature review can be unbiased, reproducible and complete, and this parallels my experience of the search and reading process. Structured literature reviews inevitably emphasise certainty over uncertainty which qualitative research emphasises through experiential narrative (Grbich, 2010). Boell & Cecez-Kecmanovic suggest knowledge acquired for a doctoral thesis does not fit conveniently into a review process, because the research question itself has to be first fixed, and then the method designed to inform the research question. In this doctoral thesis, the exploration of the meaning of annotation is unfolding over time with many working titles, diversions, dead ends, and false

leads dissolving as the writing process is revised constantly. This contrasts with a search of the literature with a fixed research question and new information shaping, guiding and refining the research focus. A doctoral thesis should be about reading relevant publications to furnish the researcher with the right kind of questions that may then lead to unexpected avenues, unexpected because they were probably unknown (Boell & Cecez-Kecmanovic, 2010). When little is known by the researcher, placing restrictions on a literature review before a degree of understanding is achieved, ensures a difficult position to start from and may frustrate enquiry (Boell & Cecez-Kecmanovic, 2010). I realised an overly structured literature review had inhibited my immersion into annotation and, despite the conventions of systematic enquiries; I thought such an approach was anti-thetical to a hermeneutics enquiry. Figure 3 overleaf presents Boell & Cecez-Kecmanovic's (2010) hermeneutic model to my review of the literature.

Figure 3: Adaptation of Boell & Cecez-Kecmanovic's (2010) model to the hermeneutic circle and literature review

Searching - database, hand search, year, subject, key words

Sorting - citations, relevance, dates

Selecting title, abstract, keywords

Acquiring - availability, language

Reading - notes, references, meaning, understanding, relevance

Identifying - Key themes, main authors, other relevant themes

Refining/ Revising Checking understanding, relevance
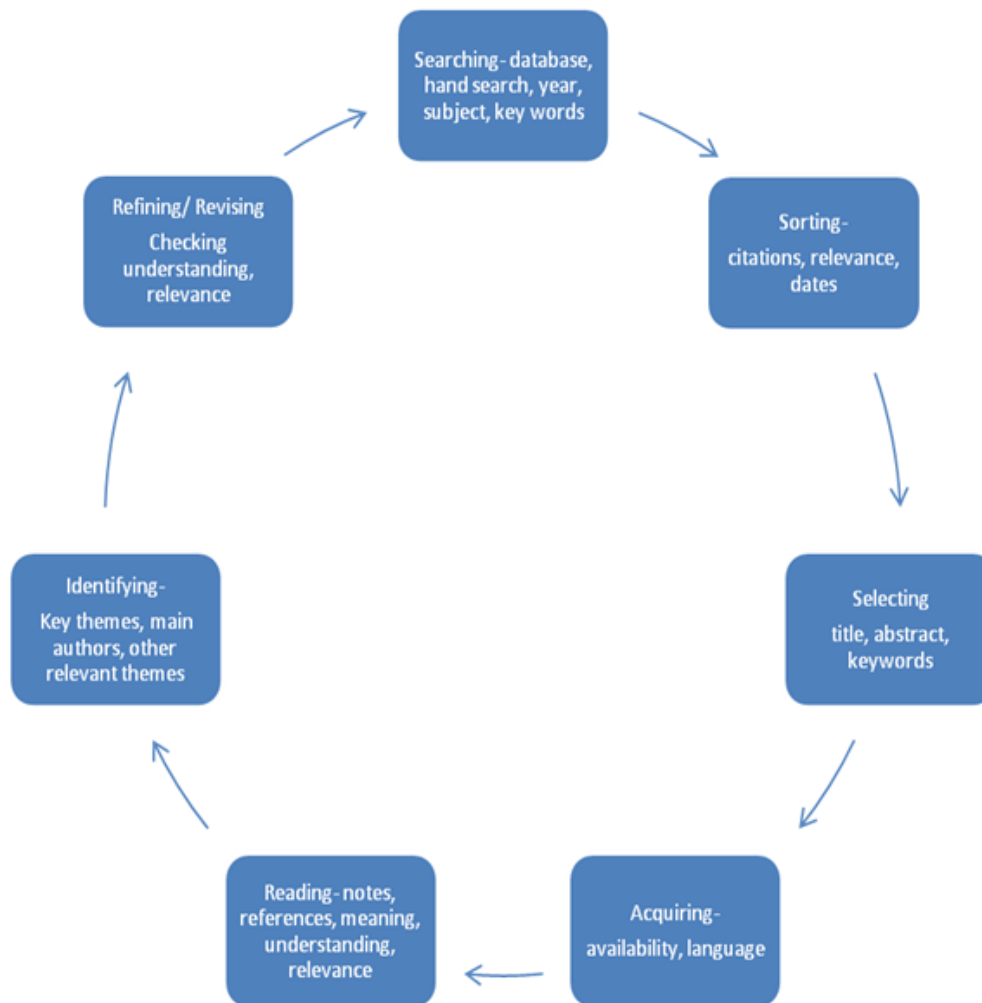
3.4 The hermeneutic circle and choice of publications reviewed (see figure 3)

The interpretation of content makes a literature review hermeneut*ic* because there can be no final understanding of the literature (Boell & Cecez-Kecmanovic, 2010). Thereforore, I discuss Ricoeur's approach to the hermeneutic circle (see chapters 4.8, 5.6.1, 5.7 to 5.7.3, 8.5.1) which relates to the above figure 3 stage of literature appraisal. Ricoeur (1991) suggests reading

produces a constant re-interpretation of what has been read, understood, and the depth of any understanding and its resonance changes over time through a concept called temporality (See chapters 4.8.4, 8.5.1). The following discussion demonstrates a temporal approach to the literature review. When choosing the subject of annotation for this literature review I searched publications to help me understand annotation first. I was also mindful of my previous review of the literature in 2010 when I used the same search terms and databases (Regan, 2010) but I found few familiar studies due to different databases and journal subscriptions. Since I started this thesis, I had worked in three North West of England universities and found reproducing the results from the same search criteria problematic and so, in the end, I started again and used one university's online database. Therefore, the literature review follows roughly the same process presented in figure 3 in which to reduce the 10,256 to 31 retrieved papers found in figure 1. The process of checking for meaning and relevance commences by reading literature content relates to a movement back and forth in order to promote understanding and choice of publication relevance. This is initiated in the hermeneutic circle and figure 3, which involves a constant iterative process of reading, re-reading, and interpreting with an awareness of what one actually thinks and then eventually thinks after reading (Ricoeur, 2003). An example of this reading process can be found in figure 4 entitled *An example of the hermeneutic circle at work in the literature review* of annotations made on Feito and Donahue's (2008) research study, which I present more fully in appendix 1. Feito and Donahue's (2008) study led to discussion in section 3.6 to 3.6.1. The numbers one to three added to the paper in figure 4 (see chapter 6.3.1 for further explanation and appendix 1) indicates how time improves an understanding of reading, with "1" relating to an initial reading, "2" and "3" subsequent readings indicated on the page by the addition of more comments.

Figure 4: An example of the hermeneutic circle at work in the literature review (see appendix1).

[The following is handwritten marginal annotation surrounding the article:]

(3) Salvatori... Description, naming phenomena — (what is this?)
Discusses hermeneutics, reception theory
Difficulty quote — (P.1) — "the difficulty is we do not face difficulty soon enough"

(3) KEY
(1) Initial annotation
(2) Re-reading annotation
Following reading of relevant text (Iso, Ricoeur, Salvatori & Donahue)
(3) Further notes made

"Difficulty" of text

(3) Salvatori + Donahue (2005)
Difficulties?
- Strangeness of text
- Not know how to get started
- ambiguity of words
- tedium
- connotation
- historical remoteness (resonance)
- misunderstood
- Mis-Interpret
- uncritical reading

Strategies (3)
- Annotate - bracket / highlight
- play with words
- id. pre-understanding
- Review reading writing process
- trusting a response
- testing a response
- Slow down reading
- difficulty seen as an opportunity
- try not to do it all at once
- HYBRIDITY - two kinds of components

Barthes.
Ricoeur

[Printed article begins:]

A & H

Minding the Gap

Annotation as preparation for discussion

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ABSTRACT

This research project examines classroom discussion in its relationship to reading as made visible through the practice of textual annotation. In order to develop a rich description of student reading/discussion processes, we targeted multiple undergraduate seminars at a liberal arts college as they encountered the first two Acts of Shakespeare's *King Lear*. We collected triangulated data from these class sessions including targeted reading surveys, student reading annotations, naturalistic observation of real-time seminar discussion behavior, and student reflections. Our analysis of the students' annotations relies upon reading theorist Wolfgang Iser's conceptions of interpretive gap, consistency building, and individual repertoire. Our discussion considers the theoretical implications of this local, in-depth data for the broader analysis of student reading and discussion practices.

KEYWORDS   annotation, difficulty, discussion, pedagogy, reading, student readers

MOST DISCUSSION-BASED COURSES — first-year seminars, capstone courses, writing courses, numerous courses in the Humanities and Social Sciences, the occasional course in the Natural Sciences or Engineering — make significant use of assigned texts. Such 'readings' create opportunities for students to confront provocative and difficult ideas, to build upon them, challenge them. Of course, dialogical work of this kind does not just happen, but must be carefully prepared for. And one way in which students prepare themselves for intellectual engagement — or so the story goes — is by writing themselves into texts through annotation. By circling words, registering

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[Right-margin handwritten annotations:]

(1) Buy the book (2) Realised after reading it have gap "BEYOND" the paper
Margins of the paper (3)

The notion of "difficulty" as a challenge to where the reader focus about something

Allow for discussion & building on the difficult ideas.

End text reference list
Shows that
Salvatori & Donahue write a book on difficulty reading text

(3) How does this work? Donahue

(3)

When reading Feito and Donahue's (2008) research study, I became immediately aware of their concept of "difficulty" which I did not understand fully, but I presumed it referred to struggling to understand a text, then stopping to think or continuing to read on with the awareness that not all of the text was making sense. I had experienced that same phenomenon when reading philosophy and not understanding the technical details of its terminology. I could simply have an impression of the meaning of a word and when reading the sentence have a "sense" of what it may mean. For example, the reader is helped by their mental capacity to deal with more than one idea at a time before the most likely idea is made clear (Ricoeur, 2008, chapter 4.8).

Chladenius in Gadamer (2004a) suggested that the hermeneutic circle involves the reader's anticipation of meaning running along the text like a rhythm and at the same time, they need to be aware of their pre-understanding, their pre-conceptions, prejudices and judgement whilst the reading rhythm is in motion. As I read Feito and Donahue's (2008) study over the years, my understanding of the paper grew in depth as it directed me to other useful text to read and then returning to the paper to be better informed (see appendix 1 for an example of the hermeneutic circle and reading). As previously stated, I have indicated the temporal dimensions of my annotation by using the numbers one to three (1-3) in figure 4 and research notes (see chapter 6.3.1 for explanation). Therefore, my interpretations changed over time from using minimal annotations often with single words underlined or made in the margins such as "buy the book" in figure 4. These short annotations indicate the stage of reading and engagement with the text. This phenomenon relates to Ricoeur's mimesis1-3 and the stages of the hermeneutic circle when reading and bridging the gap between initial and superficial engagement with the text and a deeper engagement later on (see chapter 8.5 to 8.8). For example, my initial reading concluded

that the first page of their study demonstrates the hermeneutic circle in progress as I went from simply circling key words to make more extensive annotations notes. The later annotations could only be made after reading Salvatori and Donahue's (2005) book entitled *The elements (and pleasures) of difficulty* which the paper refers to and then I made notes on their research study to make links with the contents of both. Although I had the book in my possession within six months of initially reading the research study, it took a further year or two to finally read it and then develop a deeper understanding of the text, as indicated by marks made in figure 4 and the numbers 2 and 3. This was paralleled by what Feito and Donahue (2008, see appendix 1) state, that sentences are the basic components of the text in order to make statements, claims or observations. Sentences need to be "plumbed" for what they appear to say (or not) and as such, they do not constitute the whole text but text as text. The authors quote Iser (2006) and in relation to the promotion of understanding the text as it "*…begins to emerge when a reader "climbs aboard," when readers employ their imagination in discerning how linguistic elements connect or relate to each other…*" (p. 299). Therefore, connections were made by my own expectations about the text, which undoubtedly changed to evolve with additional texts. The later stages of the hermeneutic circle are discussed further in sections 3.6 to 3.6.1. This hermeneutic circle process was repeated for all of the literature cited, to a lesser or greater degree matching the examples given in appendix 1.

3.4.1 Entry and exit points: Saturation

Understanding the meaning and relevance of the available literature is a central focus to the hermeneutic circle, which changes over time (Ricoeur, 2003). A good starting point is reading literature reviews, which identify the concepts, themes, technical language, and relevant authors

(Boell & Cecez-Kecmanovic, 2010). This hermeneutic and iterative approach suggests a constant process of revision, which only ends when the process of encirclement reaches saturation point and when a paper offers nothing new to what has been discussed already (Smythe et al., 2008). This approach to a literature review identifies the overlap between disciplines such as technology, literary criticism and education and identifying the usefulness of the literature for the purpose of this thesis. First, let me explain in the next paragraph why some digital annotation papers from the technological literature were useful to annotation exploration and why others were excluded.

3.4.2 Retrieved search 1965 to 2016 (see figures 5 and 6)

One finding from the search was that emerging educational technology developed many methods for modifying the content of digital resources for sharing (Novak, Razzouk, & Johnson, 2012). A number of retrieved studies relate to digital annotation, a term referring to hypertext technology, which allows textual additions to online text. Annotation is also linked to gene research, which constituted the bulk of research papers found and therefore excluded from this thesis. This left thirty (n=30) retrieved results which I divided into two categories: first, literary sources (see figure 5) and second, research papers (see figure 6). First, the literary sources presented in figure 5 found four (n=4) literary books (Barney, 1991; Derrida, 1982; Jackson, 2001; Straub, 2006) and six (n=6) literary papers (Benstock, 1983; Henige, 2001, 2002; Lyons, 1967; Mandel 1965; Slights, 1992). These literary sources acted as the background to the thesis because of their scholastic expertise on annotation. The literary sources gave a rich contextual commentary by placing annotation in a combative position, as annotators' engage with author's work somewhat personally at times (Mandel, 1965).

Figure 5: Literary sources retrieved from search 1965 to 2016

Books n=4 Authors	Summary
Barney (1991) A collection of essays on annotation (background)	Essays from numerous authors on annotation from biblical (Nohrnberg), Early English (Toon), medieval manuscripts and glosses (Nicols; Lawler), undermining footnotes (Cosgrove; Derrida), and lastly, annotation as social and political practice (Hanna; Mayali). Annotation is less a relationship of meaning and more exercising power. Annotation is a mechanism of the political appropriation of knowledge (Mayali, p. 186). Derrida suggested the annotator subordinates themselves to the hierarchy of the host text. As a result, annotation has its own sense of autonomy and space (p. 193).
Derrida (1982)	De-construction of major philosophical traditions. In his book Derrida refers to writing and its space as the disruption of presence in the mark. Writes about difference, dislocation and displacement and the word in the margin is the presence of another displacing the word of the other. The parasitic nature of annotation may surround language like a ditch, distorting the text by the influence of another.
Jackson (2001) Annotation history (background)	Annotation from books dated 1700-2000, not articles or studies but there is similarity. The physical characteristics of a book means the margins are free to make notes. Annotation history is vital in understanding its impact on the present. The English Civil war used pamphlets for communicating and turning annotator's from "*...docile supports into contesting readers...*" (p. 52). The anonymous personal comments make annotation important as a contemporary commentary on the text. Why? Because, annotators are readers and not all readers are annotators. The anonymity of the annotator gives a refreshing view of note taking because the author gets the first word in and the annotator the last word. Some authors therefore see annotation as invasive due to its parasitical and often phlegmatic relationship to the host text
Straub (2006) A collection of studies and discussion papers on educational composition studies	On teacher feedback annotation is a form of commentary on student essay composition. A number of authors' essays and research are reported. There are four overlapping themes of the literature: First, proposing what teachers should do when commenting on students' essays. Second, seeking ways to identify what teachers actually do. Third, identifying the effect of a response of any kind on actual essay performance (p. 6). Fourth, there is a lack of empirical evidence students typically understand teacher feedback, nor evidence of use to modify their essays (p. 69). Straub suggests from 1984 to 2001 there has been a lack of evidence that comments on a draft made quality improvements to the next draft other than complying with overt instruction. Acquiring such evidence is affected by the imperfect assessment tools available to teachers. Teachers claims of changed performance equals the "*The Emperor's new clothes*" (Knoblauch & Brannon, 2006b, p. 2 *In* Straub, 2006). Cosmetic and mechanical behaviour change pass for a student's willingness to make error corrections. Therefore, the myth is exposed due to a lack of in depth evidence of behaviour change. Students need time to grow and their writing to mature. Teachers' annotations are subjective with socio-political baggage, such as assessment mandates, quantifying teaching and learning and identifying measurable improvement (p. 5): they think they are evaluating the students essay but in fact are "*...looking at a textual mirror of themselves...*" (p. 4) and risk unknowing bias.
Literary Papers n=6	**Discursive papers from literary criticism, translation and editors. The use of direct quotes in this section aims to capture a sense of the emotion discussion.**
Mandel (1965) Translation, re-	Citing *A Soviet View of the American Past: An annotated translation of the section on American history of the Great Soviet Encyclopedia (Bolshaia)* with a preface by Adlai Stevenson. Discussed need for error free translations, re-translation, annotation and footnotes

translation and annotation	from one language to another e.g. Russian to English. Russian scholarship and additional annotation comments made by distinguished academics. American annotators appeared to distort the meaning of the original. Distortions become meaningless at times; translation is lazy and ignorant of Marxism, Soviet history and history of labour and socialism. For example: "...*The War for Independence was a bourgeois revolution. Popular masses won the victory over England, playing a decisive role in the revolutionary war against England....*" (p. 716). The footnote reads: "*The writer seems to be somewhat confused about his own terminology. In Marxist theory a 'bourgeois' and a 'mass' revolution are not the same thing. It is the annotator, unfortunately, who was confused on terminology...*" (p. 716). Notably, when annotating academics make errors based on national attitudes and perspectives, a degree of partisan bias is evident.
Lyons (1967) Literary criticism, translation, footnotes and annotation	Scholastic translation, annotation and footnotes have a long tradition of negating the message of the host text in favour of their own perspectives. Lyons suggested attitude and tone come through from the annotation footnotes. These old styles suggest literary annotators/ footnotes are dissenting exegetes (interpreters) who aim to defend their views: "...*with whatever weapons they have: pedantry, hauteur, slap-stick, acrimony, paranoia, ridicule, a sincere wrath, and an insincere urbanity...*" (Lyons, 1967, p. 243). The use of annotation footnotes poke fun at the text and adds a tone of worldly nonchalance and the footnotes *facetiously* oppose text (p. 245). The annotating "...*exegete is caught between the work of art and life, and his mediation (annotation) is awkward... He is afraid of murdering...to dissect and yet out of reverence wishes to become the work of art.... Its every detail and implication are paraded, and yet there is a suspicion of a more perfect work that is savoured in private....*" (p. 245). In other words, the annotator may fail to publicly and objectively appraise the text but in private admire it.
Benstock (1983) Discursive paper on critical writing	Footnotes serve as commentaries and references to the parts of text they are keyed to. Preface annotations are referential and marginal, reflecting and engaging on the text. Whilst also negotiating an extra-textual world between the author and others. Annotation aims to co-operate with the text but not be intrinsic to it by maintaining comments that are inner (to the text) and outer (to other text) directed resulting in a critical addition that may contradict the host text. The marginal positioning of annotation means it is a closed space asking the annotator to make explicit assumptions and after words, after thoughts, questions in a voice different to the host text. Annotation's extra textual nature leads to this situation. Sometimes there is a breakdown between the third and first person which identifies an argumentative breakdown of the "...*carefully controlled voice...*" (p. 204) reflecting a general *ambivalence* to the text, the speaker in the text and to the audience. Authority is reinforced by the annotator's marginal presence, their first person voice (personal address) and the third person (impersonal) discourse. In other words, they belie their authority. A dis-location is often apparent with footnote comments "...*The author ought to consider...*" Later changed to the "...*reader, before we continue... I intend to digress...*" becomes direct and personal. Changes in narrative (3rd to 1st person) suggest a shift in the annotator's tone revealing ambivalence, a see-sawing that makes the reader uncertain of the commentary implications.
Slights (1992)	Biblical annotation, interpretation and theological authorities discouraging marginal notes that "spoile" the text. Slights discussed Derrida's theory in the margins of de-construction where

	the whole of the host text is incomplete and there is no frame, no boundary, and no marginal border. Each addition to the host text becomes a corpus, a body of writing that is evolving. From the title, to the borders, there is a politicisation and therefore an over-run of the text. It is no longer a finished corpus but extra-textual. Derrida's habit of reading is to "*...settle on...a peripheral fragment in the work - a footnote, a recurrent minor term or...and work it ...through to the point where it threatens to dismantle the oppositions which govern the text as a whole...*" (Eagleton, 2008, p. 133-34). Therefore, Derrida is saying do not focus on my text, but the margins where the essentials will be grasped.
Henige (2001) Literary text editors	Editorial annotation is defined as "*...anything that improves access to, or understanding of, a given text without changing it...*" (p. 97). Henige therefore includes editorial introductions, glossaries and bibliographies. Normal editorial practice has some short annotation for example information about the author, his work, the importance of the article. Translated articles need to be checked and annotated for their reliability, authenticity, and textual accuracy. The use of annotation with references is necessary otherwise the source alone is the annotator and an assertion. Annotation should include both reasons for believing and reasons for doubting in a realistic context. The sizes of foot/ end notes are suggested to be no more than the host text.
Henige (2002) Literary editors and publishers	"*All practices of annotation are riddled with paradox....*" (p.87) designed to convince both doubters and believers. At their core, irrespective of the surrounding annotation, they aim to "*access*" textual understanding. Access to the mind of the author, other thoughts on the matter, or the properties of the text (p. 87). More forms of annotation are the use of quotations, seductive titles, tables of contents, prefaces (to capture the attention of the reader), epigraphs, graphs and charts, maps, quoted matter (to shape his own text), facsimiles, appendices, glossaries, bibliographies, and indexes (p. 63). Even up to date hyperlinks can be used to check for reliability. Most importantly sound scholarship needs exact, accurate and reliable annotations. Annotation of text refers to different observers and different angles of perspective. A writer's intention is always to have some influence on others and to bring the reader with them based on courtesy, rigour, logic and hard work.

The second category of retrieved sources found 13 research studies which I present in figure 6 next, two of which were literature reviews primarily focussed on annotation (Ball, 2010; Neuwirth & Wolfe, 2001). A number of papers were written from original studies so the number of original research studies could in fact be reduced to seven (Ball et al., 2008; Feito & Donahue, 2008; Liu, 2006; Marshall, 1997; McColly, 1965; Wolfe 2002; Regan, 2010). For example, following the norms of research dissemination, Marshall's (1997) original research study led to further re-writing for publication in Marshall (1998a; 1998b) and Marshall and Brush (2004). Ball et al (2008) was also disseminated through Ball et al (2009)

and Ball (2009; 2010). However, due to the dissemination, and critical development of the research findings, all 13 will be discussed. A few seminal papers focussed on annotation, rather than technology, are included in this literature review because of their comprehensive discussion on annotation (Marshall, 1997; 1998a; Marshall & Brush, 2004; Wolfe & Neuwirth, 2001). For example, Wolfe and Neuwirth (2001) and Wolfe's (2002) papers focus initially on the socio-historical aspects of annotation before locating digital annotation within this tradition. These earlier studies focus primarily on annotation processes and offer comprehensive information about annotation at a time when research studies were few (see figure 6). Therefore, the studies were instrumental in initially developing my knowledge base on annotation for contemporary use and discussion in this thesis (Marshall, 1997; 1998a; 1998b; Wolfe & Neuwirth, 2001; Wolfe, 2002). One research study by Hyland and Hyland (2006), was later excluded because only end text and written feedback on separate sheets were analysed. Of the 13 research studies, five came from nursing with no research studies from other healthcare disciplines found (see figure 6). Therefore, it appears that annotation studies for nurse education practice means that annotation has a unique nursing focus, which requires further exploration. The following figure 6 summarises the findings of the research studies.

Figure 6: Research studies 1965 to 2016

Research papers n=13 two of which are literature reviews		
Author, context & location	**Study design & methods**	**Findings and conclusion**
McColly (1965) United States (US) research study. 9-13 grade students	n=32 English teachers' handwritten annotation of four compositions of 9-13 grade students' in secondary school, totalling 313 compositions.	Findings: Identified four internalised dimensions which affects the impact of annotation; content- style factor, scope- depth and purposefulness; tone- reflecting feeling and attitude and lastly; visual impact and appropriateness.

Marshall (1997) US research study	Annotated samples obtained from students' annotation in textbooks (n=150).	Explored the use of annotation in a digital library. All annotations are not equal and are created for different purposes. Findings: two categories-form and function. Form- Within text telegraphic statements e.g. underlining, highlight, circles, boxes. In the margins- brackets, circles, stars. Explicit annotations are textual and in the text in the form of highlighting, removal or permanent, written between lines, long or short words, phrases in margins. Functions: interpretation, aid memoire, attention for future use, tracing progress through difficult narrative, incidental reflection. Implications for the digital library; Annotation limited by current technology, following others annotation may prove difficult, readers like to write on the physical material. Private to public annotation sharing is less expected but useful to future readers.
Marshall (1998a; 1998b) US research study	Long term study of a community of annotators (n=50) books from the earlier 1997 study, examined (n=410) books representing 39 titles in 21 different subject areas.	Systems develop hypertext not annotations of hypertext. Taking advantage of individual practices in order to increase hypertext value for future readers. Findings: Reinforced the 1997 findings and discussion. Author suggests it is important to view annotation practices (on paper and digital) as continuous not a dichotomy. Annotation is a practice that develops over time. Experience and disciplinary expectations change the marks people make (p. 42). Annotations on paper are hyper-textual, non-linear in relationship to the linear line. They interrupt, connect, are playful, informal, serious and a direct reflection of the reader's engagement with the host text. Digital annotation needs to reflect this (p. 43). The research article later develops technological discussion that becomes less relevant to this review.
Wolfe (2002) US research study	n=122 undergraduate students. Students assigned to 1 of 4 annotation hand-written feedback styles. Students were asked to write an essay, followed- by a questionnaire, analysed for recall of annotated information and views about annotation.	Underlining text does not mean the student will understand what has been highlighted. The annotators assume the student will understand. Students are outside the lecturer's interpretive community and need support to understand annotation. Tone can be identified through the choice of language and how it is projected. Annotators' presence can influence the student's engagement with the text. Annotation invites the student into the academic community they aspire to join. Receiving evaluative annotation means students are more likely to engage with the text compared to students not receiving annotation.
Wolfe and Nuewirth	Review of research and technical advances and benefits	Historical annotation and research on annotation benefits of digital technologies are more interactive, accessible

(2001) US Review of the literature technology and higher education	of annotation to aid learning.	and leave traces that can be built upon. Medieval annotators copied and shared their text: in contrast printed technologies are bought individually and are not shared unless sold on. Digital annotation resources promote this tradition. There is a distinction between private and public annotation; the former is more widespread and personal, the latter intended for sharing with other readers. When reading annotation occurs 25% of the time and for many different reasons: acquiring knowledge, developing new insights, aiding re-reading and memory recall (p. 338). Annotation promotes re-reading, taking notice, interpretation, and "...*eavesdropping in the insights of others...*" (p.347), shared annotation allows development of consensus and controversy. Four purposes of annotation are currently known: To facilitate reading and writing (e.g. through self-directed annotations whilst reading. To benefit from the insights of other readers' annotations. To provide feedback to writers and promote collaboration with others. To call attention to topics and important passages (annotations made by the author for the benefit of the reader).
Marshall and Brush (2004) US technology and sharing annotation	Three sources of data: semi-structured interviews, a collection of annotated readings on paper and participants' contributions to online discussions.	Develops further Marshall's previous work (1997; 1998a; 1998b) and focuses on manipulation and re-use of annotations for online document discussion. Annotations findings: Anchor - underlining, highlighting, circle, margin bar. Content - Notes, marks (e.g. *), other (doodles). Compound- anchor and the above (p. 351). Of 1700 annotations only 7.8% were made public. What was shared was dramatically revised.
Liu (2006) Writing and comprehension studies for freshman Composition classes in college US research study	n=40 students taught how to use annotation strategies in order to help them develop critical writing composition skills. Two questions were asked; 1/Do you feel that the strategies we went over affected the way you revised your first draft and prepared the second draft?	The study of learning strategies is ultimately aimed at understanding how to help students improve their ability to learn. Learning strategies help understanding and improve their ability to learn. Examine the qualitative differences between individual learning strategies among students whose ability to write critical and analytical essays varied. Findings: Students' producing a lack of annotation demonstrates surface learning and a weak essay. More

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	2/ When you read, which strategy or strategies do you prefer to use to help you comprehend the material and later write about it?	skilful student annotators produced more critical and analytical writing than less engaged annotators. Teacher authority was found to be key to the diagnosis of learning abilities, providing instructions and learning strategies.
Feito and Donahue (2008) US Art research study	n=32 undergraduate arts students at a liberal arts college	Textual annotation divided into purposes using Wolfgang Iser's (2006) taxonomy; trackings, gap finding, personal and literary repertoire towards consistency building familiarity: Lecturers' know very little about their students' annotative practice. Annotation is often subordinated by other pedagogical issues. Annotation by students reinforces the concept of owning other peoples' language. Annotation is in widespread use but lecturers do not know about students' practises. Teaching annotation to students helped reading awareness. "...*annotations are never neutral or arbitrary but represent interpretive decisions ...*" (p. 298). Apply Iser's (2006) work. Causal nature of textual inter-subjectivity. Student ownership of the host essay through annotation. Annotation involves internalised signification. Annotation and 4 categories: trackings, identifying gaps, individual and literary repertoire. Difficult reading is a resource for linking other literary work. Every new read refines what is known.
Ball, Franks, Jenkins, McGrath & Leigh (2008)	A Teaching and Learning quality improvement scheme funded research study allowed for a small team from a school of nursing to explore the impact of annotation on student learning.	Research methods; literature review, student, staff questionnaires, staff focus group, random sample of level 3 post qualifying annotated student essays (n = 40). The findings are published in Ball et al (2009), Ball, (2009; 2010).
Ball et al (2009) UK research study Nursing	Handwritten annotation feedback for higher education at the summative stage and its impact on students and lecturers. (n=249) students and lecturers (n=74) perceptions of annotation research.	Students found annotated feedback helpful, identified strengths and weaknesses when annotation feedback understood. There was no consensus that the lecturer projected an underlying tone or attitude to the students. Despite this some annotation had a tone which students' felt was critical and unhelpful. Annotation feedback is more demanding when using a feedback grid. Second markers were influenced by the presence of the first marker. Lecturers' felt annotation feedback was clear: ticks and underlining were helpful to the student.
Ball (2009) UK research study Nursing	Participatory action n=4 lecturers analysing 40 marked and handwritten annotated essays	Study focussed on annotation and tone. Some questions about annotation practice in higher education remain largely unanswered. The literature is unconcerned with the content of comments and their effect on the reader. However, if there is a negative tone in the annotation students consider it disparaging and

		unhelpful. Why do lecturers' react to the host text and what are the effects on the judgement, comments and students' learning? A participating lecturer stated:
		"*...you can see irritability in lecturers marking.... lots of scribbles and writing is quite shocking really; it looks aggressive...*" (p. 120).
		"*…Semiotic signs and practices form annotation's textual content….*" (p. 112).
		Annotation is given by lecturers but lacks training. Annotation comments are rarely moderated. Tone and irritability are noticeable in lecturers' annotation by lecturers themselves. 2nd marker annotators are affected by 1st marker annotation. Lengthy annotation is unhelpful. Brief, balanced and constructive comments helped the student make links. Annotations are not taught nor moderated. A close reading by the annotator means students have direct reference points identifying strengths and weaknesses
Ball (2010) UK literature & research review Nursing	Review of the literature	Focus on handwritten pencil annotation. Annotation lacks research evidence of pedagogy with practice largely being inductive and individual. Feedback needs to be transparent, nurturing and given in the context of summative and formative. Discussed 8 research studies found between 1965 to 2009 (Feito & Donahue, 2008; Liu, 2006; McColly, 1965; Marshall, 1998a; 1998b; Porter-O'Donnell, 2004: Wolfe 2002; Wolfe & Nuewirth, 2001). Students' borrow the perceptive skills of the lecturer. It is a nurturing process. Lecturers should reflect on their own development. Visual marks triggers meaning (semiotics-signifier and signified) and resonance of language as a whole. Annotation may telegraph authority, tone, can be hasty and misunderstood. "*…Because of the mixture of comments, phrases and signs, annotation is more annunciation than announcement (and for this reason perhaps, annotation can escape meaning…*" (citing Derrida, 1982 in Ball, 2010, p. 142). For annotation to be meaningful, it has to signify meaning to the student.
Regan (2010) UK research study Nursing	Higher education students and lecturers' views about annotation use for formative feedback on draft essay Action research, with open ended sections (n=22 lecturers/ n=13 students)	12 studies found between 1965 and 2010 using the search terms "annotation" and "formative assessment" (McColly, 1965; Marshall, 1998a; 1998b; Wolfe 2002; Wolfe & Nuewirth, 2001; Porter-O'Donnell, 2004; Liu, 2006; Handley et al., 2007; Feito & Donahue, 2008; Ball, 2009; Ball et al., 2009; Ball, 2010). Some are now considered to be unhelpful as do not meet the inclusion criteria: Students report passive lecturer tone lacked clarity and transparency. Tone neutrality was an issue, being so neutral students

		had to "read between the lines" to the perceived "real" message from the lecturer. This resulted in new interpretations of the feedback given. The reason and implication for lecturer tone remained undeveloped in this paper. Formative stage of draft feedback is better for essay development. Students and lecturers value annotation feedback. Due to tone neutrality, students have to interpret the lecturer's comments.
Ball and Regan (2013)	General action research (Regan, 2010) comparison with participatory action research methods (Ball et al., 2009)	The research methods of both studies were compared in relation to annotation practice. My study (Regan, 2010) was an individual study benefitting my own practice and understanding. In contrast, Ball et al (2009) was a group of experienced nursing lecturers reviewing annotation: identifying reflective themes applied to their own practice. Findings: Tone and frustration when annotation feedback was read back at a later date. This reinforced the need for reflective practice not too dissimilar to from other forms of nursing reflection considered essential for best practice.

3.5 Retrieved literature

As stated in section 3.4.2, the two categories of retrieved literature were first, literary sources (see figure 5) and second, research papers (see figure 6). The latter included two reviews of annotation, Ball (2009) on handwritten annotation in the context of nursing research and Wolfe and Nuewirth (2001) on sharing annotation to support digital reading through new technologies. I found a good starting point to develop an understanding of annotation was a combination of reading the literature reviews and literary sources. The literature suggests that annotation is distributed across multiple boundaries, and its influence found in many subjects (Jackson, 2001). For example, biblical, literary criticism, literary editors and publishers, translation, re-translation and educational annotation studies.

Early retrieved literature demonstrate that annotation is historical and a hierarchical genre used for multiple purposes with institutional power and authority prevailing over the rights of the

individual as discussed in chapter two. What the literature identifies is that annotation lacks any instructions, or codicils, to support or uphold rigour (Jackson, 2001).

Annotation's presence in the earliest historical scientific and literary manuscripts identifies it as an important social force. Given this, in order to locate gaps in the literature for the purpose of annotation feedback, the wide variety of literature on annotation helps to recognise it as a historical activity closely linked to social policy (Jackson, 2001). Many of the findings from literary sources presented in figure 5 are contentious and contrast sharply with the findings from the research studies presented in figure 6, which generally concern education, rather than literary criticism. The latter were generally less lively than the literary sources, perhaps, in part, due to their wider use and purpose. However, the scholastic literature was the most illuminating aspect of the review because they brought history back to life to allow contemporary parallels. Annotation for literary purposes, such as editorial annotation to an author, is combative, challenging, baiting, undermining, and has an unsettling agenda (Benstock, 1983).

An author's footnotes aim to be an addition to the text and perhaps may refer to alternate literature. As a result, Benstock (1983) suggests "anything" added to the text brings to annotation an undefined and wildcard dimension because it often depicts overtly biased views, and is seen as a lively social phenomenon and force for change (Henige, 2002; Jackson, 2001). However, Lyons (1967) identifies the baiting attitude and negative tone found in some scholastic annotation in the form of footnotes, "poke fun" at an author's message in an attempt to undermine it with extra-textual dynamics. Literary sources therefore, continue the long tradition

of annotation aiming to share a reader's interpretation, often at the author's expense (Novak, Razzouk & Johnson, 2012).

3.5.1 Annotation in education

The literary annotation (see figure 5) were not characteristic of the retrieved research studies presented in figure 6. This led me to question its difference in educational studies. Figure 5 demonstrates annotation that was stark, lively, baiting in the use of sarcastic comments. In contrast, the annotation styles presented in figure 6 were conservative and constructive. In comparison, educational authors promote an awareness of annotation and rather than research, they discuss practical classroom initiatives. For example, Porter-O'Donnell's (2004) non-research study describes teaching ninth grade US high school students' annotation and a writing-to-learn strategy to facilitate an active dialogue with the text. After training students, the researchers identified the student had a more active dialogue with the text and making notes, which enabled a visible record of thinking to help with further reading.

Reading aloud portions of material promoted thinking about the text and making links to form new associations and Porter-O'Donnell (2004) conclude that annotation improves student comprehension, memory recall, understanding, attention to the text and moving from superficial to deep meaning. However, Porter-O'Donnell's (2004) discussion lacks evidence to support the identified six or seven ways of students responding in annotation such as making predictions, asking questions, slowing down the reading process, stating an opinion, analysing the author's skill, making connections and reflecting on the content or reading process.

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3.5.2 A lack of evidence

Knoblauch and Brannon (2006a) suggest teachers' claims of quantifying learning and behaviour change is a myth, with annotation being informed instead by subjective socio-political baggage. Annotation papers often "talk up" the positive nature of teaching annotation without reference to demonstrable evidence (Knoblauch & Brannon, 2006a; 2006b; Straub, 2006). I therefore, sought evidence as to the significance such insights could bring to nurse education because of the health and social centric experiences of nurse annotators. Annotation aims to offer reference points to aid students learning but it is also important to understand what the content of annotation decorating a student's page says about the annotator's own attitude and understanding as professional educators.

3.5.3 Annotation research studies

I now discuss the 13 research studies from figure 6 (Ball et al., 2008; Ball et al., 2009; Ball, 2009; Ball, 2010; Feito & Donahue, 2008; Regan, 2010; Ball & Regan, 2013; Liu, 2006; Marshall, 1997; 1998a; Marshall & Brush, 2004; McColly, 1965; Wolfe, 2002). As stated earlier, Ball (2009) and Wolfe and Neuwirth's (2001) papers were literature reviews. The discussion on the different kinds of educational annotation will identify its variations, such as reader annotation on the page of an essay or book made by a student in order to engage with the text, or an annotator's formative comments on a draft essay or summative marking of an essay for assessment purposes.

3.5.4 Four dimensions: Competence, tone, appearance and fitness

McColly's (1965) research aimed to test the hypothesis that more writing alone means better writing and found it to be untrue. Therefore, 32 English teachers' annotations were studied to identify what happens during the corrective stage of grade nine students in a US college to their essay composition. The students were asked to write four compositions, which were then annotated by the teacher. This generated 313 compositions which were assessed using a 32 bipolar adjective scale and an analysis of the inter-correlated variables made. The findings indicated that the writing process alone is worthless, but gains are made functionally in the composition of essays through four activities of re-writing, revision, correction and discussion of revisions made. Therefore, McColly (1965) concluded that annotation possess four general dimensions; first, a content style factor which he termed competence and adequacy which reflected scope, depth and purposefulness. Second, there was a tone factor which he termed helpfulness and positiveness, reflecting the attributes of feelings and attitude. Third, a physical factor called appearance reflected the attributes of format and visual impact. Lastly, the fitness factor reflected the appropriateness of annotation in relation to the concept of annotation and how it was expected to be seen.

3.5.5 Print based and digital annotation: Capture and share

Although not directly linked to students in education, Marshall's (1997) research helped to bridge the gap between McColly's (1965) research for a digital audience. Marshall asks the question why analyse textbooks when the research related to hypertext? Marshall's (1997) original research study was disseminated in other publications (Marshall, 1998a; 1998b) to focus on digital library users within computer science advocating the use of annotation to aid reading.

Marshall suggests annotations on books are hyper-textual because they exist in non-linear relationships to the linear text and interrupt linear reading. This makes it relevant to choosing student digital annotation research extracts as a research method (see chapter 5.5).

Marshall's (1997) study was based on annotation found in university textbooks which allowed a buy back scheme and students re-selling their used textbooks. This allowed Marshall access to a community of annotators and the mechanics of making annotation marks in the books. Marshall (1997) then observed students discussing the books, flicking through them and interviewing them about their thoughts which are discussed in Marshall (1998a; 1998b) as well. In total, Marshall (1997) examined 15 sets of books totalling 150 in all and in the later study (1998a) extended this to 410 books, with 39 titles from 21 areas. The findings are much the same in both Marshall papers and are divided into form and function. Both studies collected data by examining the used text books one by one, much as I did with chapter seven's research theme of "the hermeneutic self" when reading the 100 essays to identify visual impact themes. Form refers to any permanent or transient marks made and any published or private annotation. Function refers to annotation characteristics, being telegraphic, and highlighting text to aid reading and writing. In particular, the functions of annotation are useful as a record of reading, a visual trace of the reader's attention, making links, interpretation, memory and building a path to understanding.

The non-linear annotation involves making associations, relations, anchors, and types of marks on paper. Associations are made at a word to word and collective level and referring to many sub sections of the book through the use of arrows, circles or a mark consistent with spatial

hypertext. Anchors (such as a bracket) are annotations that set off a series of text. The findings concluded annotation emphasised parts of a text, either within the text or in the margins to organise the host text for future reference. Segments of text were highlighted with different colours as a code only known to the annotator. Often key works of an author were chosen with annotations present to ensure that the private annotations of another become public and helpful in the interpretation process. Marshall (1998a) then ends the study with an application of the findings to expressiveness of digital text with the prospect of having unadulterated text with digital annotation that can be clicked and opened up to read.

Marshall and Brush's (2004) US research study developed the capture and sharing of personal to public annotation on published digital work, which is a common practice for the workplace and classroom. Marshall and Brush (2004) make the point the study develops on from their past research related to paper and digital annotation, because the former allows for the immediacy of comments, a malleable surface to make marks, and the latter with ongoing prototypes being developed to promote and support online reading. Marshall and Brush (2004) aimed to anticipate and support how personal annotations can contribute to collaborative activities for the digital reader and the changes that occur when shared. In order to support the sharing of personal annotation, the study involved reading online assigned material with others.

Eleven graduate students were recruited from a human computer interaction seminar and the research methods involved semi structured interviews, personal annotations made and contributions to online discussions and summaries. Over 1700 shared annotations were tracked, compared and analysed with three hypotheses confirmed. First, only a small percentage of

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annotations made when reading directly related to the annotations shared in discussion. Second, some annotations, such as anchors in the text, brackets, a margin bar, highlighting or circles indicating start and end points, were better for sharing. Third, personal annotations changed dramatically in how they were anchored in the text when shared. Anchor changes of 80% were almost as common as content changes when shared.

Not unexpectedly, the authors found that the assigned activities, discussion and shared annotations affected the kind of annotations they used. For example, reading text more carefully, being more aware of their annotation and even changing their styles in anticipation of being better understood by others. Another student identified topics they knew would be provocative to others when in discussion, therefore the findings indicate an anticipatory awareness of its effect on others, which has relevance for nurse education too. However, the students' personal annotations still reflected an "*...un-self-conscious engagement…*" (p. 352) with text and not understanding the meaning behind some annotations they had written. Marshall and Brush (2004) concluded the assigned reading and specific aspects of the system changed annotation when the user was required to identify an anchor for every note they made and the signification of such an anchor may change in time. This is of relevance to a finding in Ball's (2009) research study when lecturers reading their past annotation given on an essay identified a degree of tone but had forgotten what they had thought at the time. When they had re-read the annotation they could not see why they had been irritated. The signification of the anchor may have changed in time.

Wolfe and Neuwirth's (2001) review is concerned with the promotion of software that aims to distribute, display and share annotation to support digital reading. At the time this was of course cutting edge. The review originated from Wolfe's 2001 PhD thesis (Wolfe, 2001) and further dissemination of findings in Wolfe (2002) which I will discuss after this section. Despite developing the future of digital annotation, the authors review is organised around print based annotation and covers most of the issues discussed so far, such as biblical and medieval annotation, sharing folklore, defacement of text, scholastic copying of text and restrictions in the form and function. The effect of such sharing was noted to have both an impact on the sharer and receiver, with the former changing their views when the annotations were discussed. However, the purpose of the review was not to develop print based annotation but to learn from it in relation to how reading, writing and how annotation could be developed for new and emerging digital technologies.

Wolfe and Neuwirth (2001) viewed print based annotation as having many of the qualities of digital annotation which is of concern to this thesis research method when choosing both written and digital annotation to analyse (see chapter 5.5). The authors' technical discussion about software will not be discussed here due to the thesis exclusion criteria (see figure 2). However, their study suggested the printing press had enabled the availability of books to a wider audience, but this was suggested to have brought a minor restriction. Unless a book has editorial footnotes, new books are newly experienced and without annotation, unless there are footnotes from the author. In contrast to the hand copied books medieval readers, such as Galileo's letters on sunspots in 1613 (see chapter 1.2, p. 24) which offers a contemporary analysis, modern readers have limited opportunities to observe how others engage with the text.

Wolfe and Neuwirth (2001) considered topics already discussed in this thesis so far, such as private versus public annotation, the form of annotations such as circling and underlining and its function as an *aid memoire*, facilitate re-reading and re-interpretation, acting as an anchor to chart new understanding, resonance or meaning. What Wolfe and Neuwirth (2001) highlighted, that annotation helps students' reading, comprehension and that annotation evolves over time to have new meaning. Anything highlighted helps with the storage of memories and their recall through different levels of processing. Annotation therefore helps the reader's understanding, and re-reading helps bridge reading, writing practises and memory recall. In short, in relation to different stages of reading and comprehension, the review discussed the difference between novice and expert readers and its effect on annotation which I discuss in Liu (2006) and Feito and O'Donnell's (2008) work (see figure 4, and appendix 1). Wolfe and Neuwirth (2001) discuss the impact of comprehension research and study skills, which generally refers to studying for exams through annotation. The authors suggest that annotation could be taught to professionals, who they suggest rarely annotate in order to improve communication, and in academic settings tend to read to then write. The authors suggest annotation might produce useful information for the writer of technical and business text about how audiences shape their writing in relation to readers' processes and values, in order to avoid irrelevant material. The context therefore shapes the type and quantity of annotation.

The authors go on to compare paper to digital annotation; paper annotation is likely to be more legible than digital, more portable, easily annotated and allows the reader to go back and forth along the text. However, the authors concede that new technologies allow the digital reader to do all of these things and share more. Wolfe and Neuwirth (2001) paper sketched a broad picture

about annotation, but recognised its own limitations and concluded that more research was required on the effects of annotation as an interface to making, giving and receiving annotation, on memory recall and comprehension of annotation, with novice-expert comparisons of particular use. Ultimately, Wolfe's work advances a comparison between print based annotation and digital which helped me to appreciate the similarities for data collection (see chapter 5.5) and analysis later on in chapter six (6.6 and 6.7).

3.5.6 Imitation

Re-written from her 2001 PhD methodology, Wolfe (2002) had a total of 122 students enrolled on a lower level composition course in university agreeing to participate in the study. Of the 122, 52 students were enrolled in the first year introductory course and the remaining students, 35 second years and 31 juniors or seniors, enrolled in other lower level composition courses. The prompts for reading and writing were a series of letters to the editor of the New York Times and 26 instructors were asked to annotate them for the students to read and discuss. Certain annotation characteristics were noted; no annotation, underlining only and positive or negative evaluative comments. There were two control groups, one reading annotated text, the other reading without. The results were categorised to include memory recall, local, global attitude, process, essay quality and imitation of strategies perceived to be in annotation.

What was clearly noted was that receiving negative feedback affected students in contrast to receiving positive feedback, leading to the conclusion, negative comments influenced attitudes more than positive annotations. An interesting finding was the content of annotation influenced how the student perceived the persuasiveness and claims made in text. Students paid more

attention and recalled more accurately annotation they perceived to be strategies they should be imitating. With two thirds of students making no annotations, receiving annotation appeared to encourage them to imitate the style and frequency of annotation. In order to test this hypothesis twenty students were asked to evaluate the personality, position and influence of the annotator who had written the annotation. The conclusion was that the annotation was more rhetorical and influential, if an image of the annotator was evoked, and helped to shape the students view about the host text. Therefore, students imitating annotation they perceived to demonstrate critical strategies for reading and writing, affected their interpretation of the host text. Wolfe's (2002) research findings influenced my awareness of the annotator's use of rhetoric, imitation of critical strategies and memory recall which I discuss in chapter's eight and ten's research themes. The finding by Wolfe, that students develop an impression of the annotator's personality and attitude fits with earlier eras of shared annotation before the printing press and mass printing. The continued exposure therefore to multiple readers, means annotation is suggested to improve critical reading, writing and recall of the student, which brings me onto Liu's (2006) study.

3.5.7 Forgetting thinking and feeling when annotating

Liu's (2006) qualitative research study examines the difference between individual learning strategies among US students with varied writing ability and annotation helping to improve students' critical thinking and writing. Liu's study considered annotation as a meta-cognitive skill and essential for critical writing skills and exegesis, which is the tradition of explaining and understanding (Liu, 2006). Therefore, Liu suggests annotation should be taught to students in order to improve their critical engagement with the text. Liu's research methods include questionnaires, samples of annotation and an in-depth literature review and discussion.

Analysing the annotations of students over two assignments over a year, Liu hypothesises that deep learning occurs when students exhibit extensive and insightful annotation comments on the content of the text to eventually produce a better essay. As a proactive concept, annotation is found to maximise critical thinking and learning to write rather than leaving students to learn through trial and error. This hypothesis concludes that students who produce a lack of annotation demonstrate surface learning and in contrast, students who are annotators that are more skilful produce more analytical writing samples. These findings support Porter-O'Donnell's (2004) own assertions in relation to Iser's (2006) high and low self-efficacy readers.

The teacher-student annotation involves sharing of information from one more knowledgeable person to another. This is a simple concept but in reality, annotation is difficult for students to understand fully due to interpreting the annotation comments themselves (Liu, 2006). Liu however, suggests any time lapse means only the annotator themselves could know what they were thinking about at the time, and they may later struggle to remember what they had thought and felt. This was a finding also in Ball et al (2009) from experienced nurse lecturers, which identifies parallels between students annotating to make notes and those marking essays. In addition, in Liu's study students understood the text fully or not at all and made changes to their essay content by knowing what to change and why. However, a criticism of Liu's study is that all forty of the students were all taught and enrolled on Liu's mandatory writing course, who was also the researcher. The students therefore, may have felt a degree of coercion to participate in the study by being asked about the strategies helping revision (Grbich, 2010). Lastly, the author lapses uncharacteristically, by means of emotive words such as "made tremendous progress"

indicating a degree of subjectivity. Subjective consciousness and being more aware of one's actions is a theme found in the next research study.

3.5.8 Self efficacy and ownership

The issue of self efficacy or "ownership" is considered in Feito and Donahue's (2008) US study on the impact of classroom discussion for freshman students (see appendix 1). Analysis of this study using the hermeneutic circle is presented in figure 4, the resulting discussion here and notes made in appendix 1. The research design aims to obtain rich descriptions of the reading process of undergraduate art students' literacy improvements after lecturer annotation. The authors' target multiple undergraduate seminars to capture students' experience on first reading of Shakespeare's *King Lear*. Before reading great books, students were asked to self-survey their reading processes before and afterwards to identify their pre-conceptions about a pre-packaged photocopy of text requiring annotation. This allowed the researchers to state that each student had read the same text. Feito and Donahue (2008) then collected data from reading surveys, students reading annotations and observation of seminar discussion.

Perhaps when stating "*...annotations are never neutral or arbitrary but represent interpretive decisions….*" (p. 298, see appendix 1), the authors refer to what remains hidden in even the most sensitive and innocent annotation comment, which is the focus for this thesis. This perceptual dynamic identifies the scope of annotation as an individual interpretation (McColly, 1965). Like Liu (2006), Feito and Donahue suggest teaching students to annotate reinforces a sense of ownership over the text and annotation's make it personal, which in turn allows them to develop knowledge and language vocabulary. Feito and Donahue apply Iser's (2006) hermeneutic theory

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to categorise annotation findings into four major groups; trackings, identifying gaps, individual and literary repertoire: "Trackings" describe the reader's attempts to follow a text with the use of underlining, highlighting, questioning or paraphrasing (Iser, 2006). A statement made in a sentence can be analysed to ask what it said and question what is not said. Therefore, reading requires the ability to identify the gaps in the individual's own understanding and every response is an attempt to overcome the gap found in the text, which may not be obvious to the reader at that time (Feito & Donahue, 2008; Iser, 2006). This confused state is therefore a search for new understanding and a more sophisticated reader turns these "textual difficulties" into a valuable resource by overcoming misunderstanding (Iser, 2006).

The individual "literary repertoire" refers to the personal and experiential factors such as gender, background, life style, levels of education and intellectual abilities, culture, values and reflective consciousness (Iser, 2006). Hence, a less experienced student needs to read more and accept the notion of ownership of the text in order to engage and anticipate the meaning of annotation. The relevance of this point in nurse education is that annotators too are likely to be studying at the same time and the same issues of literary repertoire will apply. Yet, as more effective readers, they still have the capacity to misunderstand the text, whether reading an essay or literary sources, due to misrecognition and the clarity of discourse. Hence, when annotating for marking, the clash between low self and high self-efficacy readers overcoming textual difficulties, may not be fully understood.

The literature suggests effective readers are more adaptable, flexible in their application of learning strategies and cognitive engagement and move from surface to deep learning (Prat-Sala

& Redford, 2010). The self-efficacy theory Feito and Donahue (2008) discuss illustrates that self-belief performs a large part in a student's own expectations and ability to write, and if learning is found to be difficult then the effect may be to stop and choose something more rewarding to read. Both low and high self-efficacy can result in meta-cognitive deficit such as low efficacy readers being more likely to be surface learners, less likely to be aware of learning strategies, consider comprehension issues and are more likely to react affectively than effectively (Bandura, 1977; 1997). This affective issue is examined in the research theme of the "reflective consciousness and slippage" in chapter ten (see section 10.8.2) and the perception of failure phenomenon.

The issue of reading ability is evident in research on self-efficacy and undergraduate students where a deep or strategic reading in students with high self-efficacy contrast with superficial, surface learning strategies of students with low self-efficacy (Prat-Sala & Redford, 2010). These characteristics are relevant to "ownership" relating to a confident self-belief and high degree of intrinsic motivation linked to teaching and learning strategies reinforcing or reducing motivation to learn (Prat-Sala & Redford, 2010). That is where the need for assessment of students' self-efficacy can develop new approaches to challenge students with low self-efficacy. Hence, annotation perceived as unconstructive to a student with low self-esteem may lead them to avoid negatively construed feedback and appreciate its significance to reading and writing confidence.

3.6 Consistency building

Feito and Donahue's (2008) reference to scales of significance that text has on each reader suggests every new reading reinforces a refined version of what is known. This is a hermeneutic

approach to reading and their study was the only one found to make this distinction. The expectations the reader has about the text is an attempt to identify a unified "meaning" that may lead to ignoring parts of the text that has little perceived resonance with the reader (Iser, 2006). This may not be the case in the lead up to first readings; unless the student has prior experience of the text based on cultural influences, and this is not likely for young students entering the nursing profession, unlike older students and post-graduate nurses. Consistency building involves a search for clues to help the reader gain access to the text based on what is familiar to them as a point of entry that enables constructive meaning. Therefore, annotation indicates to the student the degree of effort required in order to create a consistent narrative. The direction of the text therefore depends on reader sophistication and making links with other literary works (Prat-Sala & Redford, 2010).

3.6.1 Criticism- not hermeneutic and knowing colleagues practice

Feito & Donahue (2008) however, fail to develop the hermeneutic aspect of their study. First, Iser's well known notion of ownership and hermeneutics: memory, understanding and the power of text to transform are not discussed. Second, the naming phenomenon and putting a name to a thought, feeling or experience places restrictions on language is of relevance to ownership and self-efficacy (Gadamer, 2004a). This relates to inexperience and a lack of familiarity shaping the freshman students understanding of experience. Gadamer (2004a) argues that interpretation derived from understanding results from the familiar to the foreign in what he called a fusion of horizons. This occurs through a basic level of understanding or pre-judgment and searching for meaning by accepting the inner world of subjectivity (Gadamer, 2004a). This hermeneutic open-endedness is limited by the reader's own self-censorship as to what they want to understand and

that is a key gap in Feito and Donahue's (2008) research study. Hence, the reader has to be open "before" they can have their views transformed because transformation requires curiosity and the ability to exercise critical capabilities that recognise literary conventions, codicils and critical technique (Gadamer, 2004a). This means that the reader should get out of it what they put into it in the first place (p. 69-70) and relates to the hermeneutic self, I discuss in chapter seven. The students in Feito and Donahue (2008), like Liu's (2006) study, may have felt a degree of coercion because it fell within a compulsory module led by the researcher (Grbich, 2010). Therefore, student participation may have depended on their motivation to read, learn and progress in the course. Unlike Iser's (2006) assertion that literature has the power to transform thinking, more pragmatic baby steps of attitude adjustment for freshman may have been beneficial.

3.6.2 Experienced lecturers and reflection

The above issues of youth and naivety contrast with Ball et al's (2009) research study by experienced nursing lecturers reflecting back on their own essay annotation. The purpose of students annotating to engage with the text is in contrast to the nurse educator's reason for annotating. Nurse educators may annotate as a student themselves, or as a reader of literary sources but for assessment purposes they may use Microsoft Word documents track changes formatively or digital annotation for summative marking. The issues I discussed in sections 3.5.8 and 3.6 about trackings, consistency building and reading ability (Feito & Donahue, 2008; Iser, 2006; Prat-Sala & Redford, 2010) appear to be relevant here despite the changed context of assessment. In parallel, despite the temporal dimensions, they both relate to the annotator's experience of reading.

Due to the overlapping themes, a critique of Ball's (2009) research findings and literature review (Ball, 2010) on annotation are synthesised here. Ball et al (2009) focus on nursing annotation make a strong case for an increasing use of annotation within higher education due to distance learning, and multi-site correspondence which has the effect of reducing face to face discussions with a student. This indicated a growing movement of digital annotation and a face to face meeting afterwards being increasingly unlikely. Whilst acknowledging this shift, change means more annotation through digital sources, yet the study design focussed only on handwritten annotation at the summative stage. The case for digital and handwritten annotation considered one and the same, is not made. This is despite digital annotation software allowing for the same kinds of activities found in handwritten annotation such as highlighting, circling, scribbles, adding comments to the digital page, saving annotation and immediacy of digital annotation, which are all factors in capturing the annotator's immediate thoughts.

3.6.3 Presence and tone

Ball et al's (2009) study refers to summative annotation feedback using semi-structured interviews for 249 students and 74 lecturers, the latter changed to a focus group of ten lecturers due to poor responses. The reasons for choosing summative assessment were not made explicit and this is a gap because whether formative or summative, annotation is different because of the timing (temporal understanding) before submission versus after. I discuss temporal understanding in chapter 4.8.4, 5.6.1 and at length in mimesis 1-3 in chapter 8.5 to 8.8. This relates to purpose, such as timely advice on draft essay work versus a marked and completed essay, and the stage of assessment such as reading to learn then writing to learn and the relief at passing an assignment.

Ball et al's (2009) findings identify that underlining words do not develop a student's understanding of the feedback because of the lack of explanation, and using marks on the page can be more useful when ticks are used instead to indicate where an essay gains marks. Students report that annotation helps to inform the next essay, provides specific feedback, identifies strengths and weakness and helps learning. Lastly, identifying spelling, syntactical and referencing errors can be underlined or circled is of limited value. Discussion however, reinforces McColly's (1965) work that the annotator's presence and tone was found to significantly impact on student understanding of feedback. As with McColly (1965) and Wolfe (2002) the tone of annotation is felt affectively to undermine student confidence, de-motivate and evoke perceptions of power dynamics when focussed on the negative aspects of an essay.

Ball et al's (2009) findings suggest the first and second markers are off putting to lecturers and students alike conceding an adverse effect on feedback and signposting the student to what and why change needs to improve the essay. The above finding is not analysed or developed in the section on the ten lecturers in the focus group who identify that feedback needs to be worded sensitively, constructive, aware of the implications of tone, be transparent, motivational and promote confidence. This finding is however, undeveloped in the discussion. The study concludes that in order to be more confident and comments are received well, annotators should be mindful of ten key points: making sensitive and helpful comments, being respectful, providing balanced comments to identify strengths and weaknesses, phrasing comments in the form of questions, explanation and justifying marks awarded. There is a need to clearly indicate where and how to improve, write minimally in the margins in pencil because lengthy comments can be saved for the feedback sheet and lastly, avoid the use of a red pen. However, lecturers

suggest some annotation when viewed retrospectively were found to be difficult to read due to a different interpretation at the time. The reason for the unhelpful tone, apart from the distance of time is not made explicit or developed analytically in the study to identify why.

Ball's (2010) review of the literature between 1965 and 2009 uses the search terms annotation, assessment, education and feedback separately or combined through Ovid online, IngentaConnect, SwetsWise, AMED, Medline, Psychinfo and Cinahl databases. Blackwell-synergy.com and Cambridge journal online were found to be helpful as well as Sage online, METAPRESS and Science Direct. 1500 publications were found reducing to 209 then 53 and with the addition of the search term handwritten reduced to eight. With few papers in the past forty years on annotation and now considered at the cutting edge of innovation through digital and hypertext technology, it is clear that annotation remains a largely inductive and misunderstood practice.

Ball (2010) reinforces three positive themes of annotation feedback: annotation needs to be transparent, nurturing and be given in the context of both summative and formative work. Annotation feedback should be directly linked to essay composition and text should not be underlined or a telegraphic comment made because they fail to make an impact on the students understanding. Lastly, annotation feedback given as an evaluative method is more helpful than the same feedback given without annotation. This brings me conveniently to Ball's (2009) participatory action research study which parallel Porter-O'Donnell in the promotion of critical abilities when learning to annotate.

3.7 Tone and evoked emotion

Wolfe and Neuwirth (2001) did not identify the issue of tone, originally mentioned by McColly (1965), but it is found in all nursing research studies on annotation. Ball's (2009) action research study promotes greater reflective awareness for nursing lecturers about annotation, but with an emphasis on the annotation tone previously under developed as to cause and effect. From 40 essays, five nursing lecturers shared their realities of giving annotated feedback in a focus group. Findings identify that essay content appears to trigger a reaction in the lecturer which is then projected and annotated back to the student. Annotations are open to interpretation and lecturers' felt retrospective reflections on their own annotations were beneficial, which I first discussed in chapter 1.2.5. Due to the strong impact of the lecturers' disclosures, their direct quotes are used extensively in discussion here. Again tone is identified reflexively with lecturers stating when the annotations are read back the issue of tone is the "*...startling revelation...*" to the annotator who had written it in the first place with irritation noted (p. 120). Lecturers' realised when marking, they did not feel that their comments were unfriendly or unconstructive, but in isolation there is a difference. The collaborative effect of the focus group drew authentic conclusions such as:

> "*...we felt we had woken up to something because the students themselves also read their essays in 'isolation'...*(p. 118)…(and the author concluded)…*we reserved the harshest judgements for ourself and knew that our own annotations were very similar to the sampled scripts, possibly signifying anger, critical overtones or undertone, an absence of reinforcement or support, and little facility to explain the telegraphic and incomplete marginalia...*" (p. 119)

The last quote relates to assessing essays outside the context of the marking process and a realisation that students' too may read essay feedback in this isolated manner. When the context of reading is removed temporally from the marking process, annotators acknowledge that students' essay work triggers emotion. The emotion is in the form of anger leading to less motivation to explain more and support the student's learning needs. The question following this finding should have been why, but this line of enquiry is undeveloped in the study. Ball et al (2009) suggest Derrida's (1982) observation that annotation is more "annunciation" or a proclamation of something, than announcement to be significant, as I also do in this thesis. However, the word count limit for research publication appears to minimise the opportunity for authors to develop such points more fully. Therefore, I develop this issue further in the research theme in chapter ten.

3.7.1 Tone neutrality

My own research (Regan, 2010) focused on formative annotation on students' draft essays completed as an action research study. When reading previous research and literature reviews, it became clear to me that the same parameters for the literature search dates should be adopted, but it did not occur to me at the time to widen the literature search and identify the important contribution to annotation of critical theorists, editors, translation and second language scholars (see figure 5). The study identifies the temporal nature of annotation feedback at the formative stage being different to summative feedback. Related to the QAA (2006) at the time, I identified a policy gap in QAA guidelines because both formative and summative annotations were considered one and the same. This means commenting on the essay as an end product is the same as formative, when in reality commenting on the writing process as it develops makes its

temporal actions quite different. The research methodology was as such: I first sent an email questionnaire by global email to 600 students with 13 responding. Second, using the same method 112 were emailed and 22 responded.

As a methodology the use of questionnaires is criticised in Ball and Regan (2013) for annotation studies but the rationale was that questionnaires are useful when there is little known about a subject matter, or so I thought at the time (McNiff, 2013). The findings identify the same positive characteristics postulated by the then QAA (2006) which still relate to the QAA (2012a; 2012b) and explains why lecturers recognise formative assessment being as important, and involves the same skills and practises as summative annotation. The findings were that lecturers' feel generally untrained and unprepared to give annotation feedback and were informed instead, by receiving feedback as a student, as a personal tutor, observing colleagues own work and adhering to higher education standards. I found the notion of tone from lecturer to student obvious when received on summative assignment work, but not so with formative annotation, because of its timely, collegial and professional engagement.

Paralleling the unhelpful feedback tone found in other studies, students' felt frustrated by passive lecturer tone, which led to de-motivation. Students stated they had to "read between the lines" of vague and overly sensitive language from lecturers who were adhering to the positive tone of QAA (2006) professionalism. Criticism of formative and summative feedback is that that they both fail to engage adequately with the student and the promotion of sensitive language in feedback fails to stir up the emotions of a student's meta-cognitive processes (Juwah et al., 2004). Therefore, students prefer peer feedback which is generally more transparent, clear,

honest and perceived as having equal and collegial power (Handley, Szwelnik, Ujma, Lawrence, Millar & Price, 2007). If lecturers fail to make a student think in a different way, and a less than candid feedback tone results in many students having to read between the lines of the annotative feedback, lecturers risk losing credibility and to a large extent, authenticity. This means that a lecturer's use of constructive annotative feedback at times appears to be inconsistent.

3.8 Discussion

The literature review found the issue of tone reflecting feelings and attitude found by McColly (1965) remains prevalent in nurse education and higher education. However, despite admissions of anger by lecturer's reflecting on their own feedback, the reasons for annotator's tone remain undeveloped. The literature does not analyse whether lecturers' projections of emotion and attitude considered uncomfortable are ethical. If the same findings were found in other clinical nursing practice, such as following the *The Mid Staffordshire Inquiry* (2013), there would be systems developed to promote the quality of practice. This point is particularly pertinent for a branch of nursing practice involving teaching and learning to students who may perceive lecturers as role models, and should personify professional occupational characteristics of care, compassion, competence and reflective practice (NMC, 2011). However, for annotation to carry with it at times a degree of emotion and a lack of explanation requires further analysis due to the lack of reasons why, which remain undeveloped in the research.

Annotation is made more complicated by feedback to a student from an experienced lecturer "who should know" annotation opens them up to certain vulnerabilities. The student should be able to "borrow" the perceptive skills of the lecturer as a "*...surrogate perception...*" and a

parasitical "*...mouth to feed...*" depending on the student's academic independence (Ball, 2010, p. 139). The nurturing component of annotation should therefore link to relational aspects of the student-lecturer dyad. Hence, the projection of lecturer tone, most of it good, but some plainly negative could be more consistent and positive if lecturers' have the time and motivation to reflect on their own academic development and empathically understand the students' stage of development and choice of language-in-use. If they do not, then what triggers any negative tone remains defiantly under developed.

3.8.1 Hidden from the annotator

The literature suggests the meaning of the annotation may be hidden from all but the annotator themselves (Marshall, 1998b). This phenomenon was perhaps evident in my own annotations I made when attempting to engage with the reading and hermeneutic process in order to write critically about each retrieved study (see section 3.4, p. 64; figure 4, p. 66 and appendix 1). In short, what each annotation means changes over time because perception changes too. Conversely, Ball's (2009) retrospective analysis by lecturers on their own annotation comments suggests the meaning of annotation when read sometime afterwards, is hidden from the annotator too. In addition, because annotation is supplementary to the main text, it affects how the student reader understands (Bandura, 1977; Feito and Donahue, 2008: Prat-Sala & Redford, 2010) understands it. A lack of analysis on how annotation evokes emotion suggests the meaning of annotation may remain unconsciously hidden and I consider this being pertinent to my own writing too. There is clearly more to annotation as a device for analysing the inner thoughts of interpretation than is currently known.

3.9 Conclusion

This chapter is informed by the work of Barney (1991) and Straub (2006). Their work acted like an oasis from which to identify the key issues about annotation from many different genres. In this chapter I report on the search strategy (figures 1 and 2), method (figure 3), the hermeneutic circle and reading (figure 4), and findings (figure 5 and 6) of a hermeneutic literature review. A hermeneutic approach suggests that researcher decisions and the reading experience should remain open to wherever the text leads them because it is impossible to predict what will be found for a doctoral thesis (Boell & Cecez-Kecmanovic, 2010). This process is called over saturation (van Manen, 1997). The reading process initiates the hermeneutic circle (see figure 3) which I present in a transparent way by selecting Feito and Donahue's (2008) research study as one representative example of my own annotation and engagement with the text over time, when new reading informed analysis (see section 3.4; figure 4 and more fully in appendix 1).

In order to understand the full scope and context of annotation the review includes scholastic and literary disciplines (see figure 5) from a range of editorial, translation, education and scholastic genres before finding 13 research studies for higher education (see figure 6). In scholastic and literary writings, annotation is more than a comment in the margins or a word underlined to include anything added to the page to influence and inform the reader. Annotation that includes a heading, title, or a footnote explaining the text to the reader is a powerful social tool engaging with the author and reader, sometimes by an annotator with an agenda. Emerging themes are presented and annotation being considered one step in a long line of interpretation depending on each person's belief systems. Each addition to the text is considered a corpus, an evolving body of the text and its additions, which can see-saw either way and lead the reader to be unsure what

the annotator really thought. The annotator's attitude can come through with the tone of language-in-use however, their comments may hide their true thoughts about the text, even if admired.

Annotation in translation literature is criticised as being sometimes downright wrong and culturally ignorant (Mandel, 1965). Therefore, there is a lack of evidence about annotation, which may lead to educationalists talking up the effectiveness of annotation, with characteristic annotation including the use of imperatives, problem solving, reflective questions, Socratic questioning and paraphrasing (Knoblauch & Lansford, 2006a). I report on the findings of 13 research studies relating to higher education presented in figure 6. A decision was made to use the hermeneutic circle of encirclement or saturation, and ensure that any new papers offer something new to knowledge. The various themes I identified are: students can improve their reading and attention span to become deeper learners when taught how to annotate. Annotations are not equal and have different purposes because they: interrupt, are playful and reflect the reader's temporal engagement with the text (see figure 4 and appendix 1). What this last point indicates is that unclear annotation can lead to mis-interpretation and encouraging a student to use their imagination can help their understanding of the text. I found that understanding annotation comments depends on a student's literary repertoire, self-belief, consistency building, their ability to identify gaps, their reading ability and dealing with difficulty and tracking thoughts to make the necessary essay changes.

In relation to identifying gaps, I report on numerous gaps in annotation practice for higher education, which I will briefly summarise. There is a lack of research into annotation, which is a

gap in itself. There is more openness to annotation in the wider scholastic fields of literary circles (see figure 5), and what is significant in literary disciplines, unlike nursing practice and nurse education, is their knowledge of the processes involved. I conclude that the meaning of annotation can be hidden from all but the annotator and, at times, even the annotator themselves. This is of concern perhaps because of the position of nurse education within higher education and its wider responsibility for professional education and ensuring public safety. A lack of interpretive exploration in the research findings appears to restrict analysis of research findings and no hermeneutic research study found to develop the issue in more depth. This was under-developed in Feito and Donahue's (2008) otherwise comprehensive study (see appendix 1).

In the higher education research studies, no research came from any other health discipline other than nursing (see figure 6). Why this is the case is not clear, but the nursing authors interest in linguistic interpretation and understanding annotation in nurse education are apparent (Ball, 2009; Ball et al., 2009; Ball, 2010; Regan, 2010; Ball & Regan, 2013). That is why the interpretive aspects of annotation appear to offer rich commentary on hidden aspects of nurse education feedback. Findings from the nursing research studies include: annotation when removed temporally from the marking process triggered emotion, anger and irritation in the annotating lecturer reduced the motivation to explain more and support the students learning needs. Tone and interpretation are factors in nursing research studies with lecturers affected by the essay text, the presence of first markers and conforming for continuity, and identifying poor practice and attitudes (Ball, 2009). Tone neutrality requires reading between the lines of annotation, which may lead to possible misunderstanding, and benign feedback (Regan, 2010). The literature identifies that attitude and tone come through annotation, but why is not developed

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adequately in the nursing research. These issues transcend normal feedback processes and are associated for some reason with professional nurse education. However, when the practice is located contextually in nurse education, the gaps are evident in the feedback comments back to students. The gaps in the research literature directs enquiry into an exploration of the meaning of annotation in three ways. First, what is the imagined or real intention of the annotator's comments, and what is communicated to the student? Second, what is the impact of annotation in the context of nurse education and what infuences how annotation is received? Third, what is the effect of temporal processes on annotation and the writing task?

<center>**Chapter Four**</center>

<center>**Theoretical and philosophical positioning**</center>

4.1 Introduction

In this chapter, I discuss the reasons for choosing Ricoeur's textual hermeneutics as a research methodology with the aim of exploring the meaning of annotation in nurse education. I define hermeneutics, phenomenology and key concepts of meaning, understanding, recognition and the hermeneutic circle, which are relevant to the researcher's grasp of the analytical process. I then discuss Ricoeur's ideas in relation to writing and discourse and the role of rhetoric in asserting the rigour of an argument. Lastly, I discuss the notion of Ricoeurean temporality and making sense of the text through the phenomenon of time before discussing Ricoeur's theory of transference as a hermeneutic of the self, which are relevant to the identified research themes and the research process itself.

4.1.1 Aim of the research study

The benefit of using Ricoeur's textual hermeneutics for nursing research is an enhanced awareness of the plurality of language (Clark, 1990). I first presented this approach in table 1 (chapter 1.6). A qualitative approach to the research method is appropriate because of the literature findings reported in chapter three. In particular, annotation in nurse education requiring a lecturer's interpretation of essay content back to the student in the margins and spaces of the

text is fraught with difficulty. The success of annotation feedback depends on reaching an understanding for both parties, which in the absence of a face to face meeting will remain largely unknown. Understanding "meaning" is therefore, the realm of hermeneutics, and my preferred method over quantitative methods in this research task (Ricoeur, 1999). This thesis parallels the hermeneutic challenge to understand other people's writing and our own as annotators, whilst overcoming any pre-conceived ideas about the text (Derrida, 1988). These are the ideas that are necessary to have when grasping the meaning of discourse and engaging with it over time. The parallel in reading and interpreting the theory and the research data was acutely felt. My engagement with Feito and Donahue's (2008) research paper is evident in appendix 1 and relates to my interpretation of the literature in chapter three and research data in chapters six to ten (see table 1, chapter 1.6). Annells (1996; 1999) suggests a researcher needs to understand the philosophical tradition their research drew inspiration from. Ricoeur's textual hermeneutics provides me with an opportunity for a deeper understanding of annotation by examining the effects of others on annotation language. Therefore, I identify key themes of Ricoeur's philosophy of language in relation to annotation and my chosen research methodology for this thesis (see table1).

4.2 The theoretical approach

The influences on Ricoeur's philosophy of language link the conceptual structures inherent in the phenomenon of annotation. Therefore, I will restrict reference to Ricoeur's textual hermeneutics to only those concerning the application of his work into an exploration of annotation. Paul Ricoeur (1913 to 2005) was born in Valence, France, beginning his philosophical training at a time when European philosophy was dominated amongst others by existential phenomenology

(Ricoeur, 2003). His significant body of work and encyclopaedic knowledge of philosophy developed a general theory of interpretation, called textual hermeneutics (Kemp, 1996a; 1996b). Ricoeur took well known concepts in order to critically examine life and his own work mapped out other philosopher's ideas, before a de-constructed analysis of their work was presented (Kemp, 1996a). Then Ricoeur would identify the points of convergence and departure. Ricoeur's reflective style of philosophy therefore, focuses on textual interpretations as the primary aim of hermeneutics to interpret language, reflection and understanding rather than the universality of being human (Kemp, 1996b).

4.3 The phenomenological influences on Ricoeur

Ricoeur's work encapsulates a broad-based linguistic philosophy and research methodology in which to analyse text. Hermeneutic phenomenology is the method of Ricoeur's philosophy, which he calls a textual hermeneutics to distinguish his ideas from other philosophers such as Husserl, Heidegger and Gadamer. Both the words "hermeneutic" and "phenomenology" are borrowed terms, after Heidegger (2003) joined the two together to signify a "way" and a method of interpretation and studying ontology (Gadamer, 1994). Both terms need defining before their method can be combined through Ricoeur's textual hermeneutics.

4.4 Hermeneutics and phenomenology

The word hermeneutic is derived from the Greek verb "hermeneuein" with reference to Hermes the divine interpreter messenger listening to the content of the message (Palmer, 1969). Hermeneutics is a "way" that sought to "lay bare" language and expand on the possibilities of human thought (Palmer, 1969). This playful kind of thinking enables phenomenological analysis

to be as rigorous and objective as the natural sciences because it focuses on the symbolism of language (Heidegger, 1982). This is evident in empirical studies at the hypothesis stage and working through the significance of data.

Phenomenology is the philosophical approach that underpins Ricoeur's textual hermeneutics (Gadamer, 2004a; Palmer, 1969). Kant (1993) suggested a general phenomenology to analyse the principles of validity and limitations of principles relating to empirical sensibility. This general phenomenology aimed to act as a preliminary introduction to further study knowledge gained by actual experience and observation versus those ideas only known through theoretical deduction (Redding, 2013). Hegel (1998) later developed this notion to analyse consciousness, unconsciousness, self-consciousness and perception, understanding and the struggles of recognition in *Phenomenology of the spirit* (1807/1998). For Hegel (1998; 2008) the phenomenology of consciousness was through a phenomenology of concepts and challenging what is known about a subject in order to fully understand it.

For Husserl (1859-1938), the theory of knowledge began with a theory of theories, in the form of science (Husserl, 2008; Ricoeur, 1996b). In *Logical investigations* (first published 1900) Husserl promoted phenomenology to study the phenomenon of consciousness, which he called transcendental (or descriptive) phenomenology (Husserl, 2008). In other words, knowledge about objects begins with human sensory experience and processing information by drawing inferences or judgements from experience. This sensory experience led to a systematic body of phenomenological theory reinforced by evidence shaped through observation and experience (Husserl, 2008). This method remains a popular choice of phenomenology for the human and social sciences with the development of interpretive phenomenological analysis in psychology

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over the past four decades (Hein & Austin, 2001). However, the method has less focus on a philosophy of language, which Ricoeur's textual hermeneutics provides for my analysis.

4.5 Phenomenology versus empirical science

Phenomenology contrasts with empirical science because the latter's scientific methods attempt to research an object, whilst removing all possible variables that would somehow influence the observer (Husserl, 2008). Husserl (2008) suggests empirical sciences are flawed for this reason because objects cannot be studied generally in a sterile environment and such a method would dilute empirical claims to human knowledge. Interpretation inevitably changes what and how something is experienced and in contrast to science, phenomenology aims to "know" the object intimately and know it in a different and consciously meaningful way through experience (Husserl, 2008). This "knowing" develops through "working out" any pre-conceived ideas about a lived experience in order to objectify it (Gadamer, 2004a). The "working out" process relates directly with the hermeneutic circle and "knowing" about preconceived ideas that impact on the process of interpretation. This reflective process, as can be seen, relates to the hermeneutic circle I discuss in chapter 3.3.3 (figure 3), section 4.8, and its application in chapters 5.7 to 5.7.3, chapters 6.3 to 6.8, and the thematic analysis of chapters 7 to 10. "Working out" the hermeneutic circle relates to an awareness of ontology, a study of Being which I discuss briefly here in relation to language-in-use.

Working through this "knowing" however, requires the use of language to think about the object and then to write about it, which in a way tests the limits of languages ability to articulate all life experience (Gadamer, 2004a). This is known as the problem of language in early existential

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philosophy (Regan, 2015) and Ricoeur realised this in his ability to fully articulate a direct reflection of oneself by way of the signification of language (Ricoeur, 2003). In other words, we know more than we can express about life and this realisation led Heidegger to identify the Husserlian phenomenological method to be fundamentally flawed, because of the limitations of language when analysing life more fully (Heidegger, 2003; Regan, 2015). Heidegger's radical departure from Husserlian phenomenology was made explicit in his magnus opus *Being and time* (2003) where Heidegger asks the question what is the meaning of Being, meaning "to be." Although an understanding is always close, the concept remains vague. For example, Being is perceived as the "…*amniotic fluid our thought naturally moves in…*" (Eco, 2000, p. 20) and human life is known and experienced before we can place the restrictions of language upon it, to constrain it.

In attempting to define Being and existential life, Heidegger suggested we should stop and take notice of "…*this Being which we ourselves in each case are…*" (Ricoeur, 2006, p. 354). Hence, by combining hermeneutics as a linguistic tool to analyse the hidden meaning of language, Heidegger considered phenomenology nonetheless useful and developed a new phenomenology called hermeneutic (interpretive) phenomenology (Gadamer, 1994). The process suggests that people experience the same things differently, whether listening to music or reading text and then interpret the meaning of that experience through its meaning for them (Ricoeur, 2008). This awareness gives hermeneutic phenomenology an authenticity through a philosophy of language over the methodological constraints of empirical science and descriptive phenomenology (Ricoeur, 2008).

The above point of view parallels an understanding of epistemology and ontology, yet epistemology relates to my own sense of reality, my understanding of life and its events on others and me. An individual's ontology is the study of their Being, their potentiality for being-real and authentic but Heidegger aimed to answer the question about Being human in its entirety (Regan, 2015). Yet to the individual, as it must have started with Heidegger too, a sense of oneself occurs when identifying the question and language in the first place (Regan, 2007; 2008). Hence, my understanding of life means, when I ask the question of life for others; I inevitably try to make sense of life for myself and with others; the question therefore, starts and ends with the meaning of life for oneself (Ricoeur, 2003). How this is articulated to oneself is through the language-in-use.

4.6 Ricoeur's textual hermeneutics: A framework for analytical exploration

In this section I introduce key concepts of Ricouer's textual hermeneutics. Each part of the remaining chapter relates to Ricoeur's interpretive framework and develops in more detail for exploring the meaning of annotation in later chapters. For Ricoeur (1994) the recognition of language enables making sense of words and signs captured and conceptualised in discourse. Communicating in social situations such as nursing, teaching and learning are achieved through the symbolic use of language which can be seen to directly impact on how people view the world, ourselves and others in a mutual cycle of interpretation (Ricoeur, 1974; 1994).

When this lived experience is understood, the meaning of language inevitably changes over time and temporally because we experience and think more (Ricoeur, 1990; 1996a). As a result of temporal action, Ricoeur's textual hermeneutics identifies why there are difficulties recalling

thoughts which occur when writing annotation (see chapter 3.8.1). This temporal action is pertinent to reading and writing and is discussed further in chapter five's research study design because a researcher needs to be aware of their initial assumptions and interpretations when reading. The signification of language in the present often reminds humans of something in the past and so the reader has to be aware how temporal action informs their present interpretation. These assumptions and initial interpretation occur in a circular and dynamic manner when taking note of entry and exit points in the hermeneutic circle (see section 4.8). In relation to a hermeneutic approach to reading, Ricoeur's textual hermeneutics, as a theory, parallels the reality of the reading experience, for the reader attempts to understand the meaning of text by making connections with what is familiar and unfamiliar, which I found to be relevant to the analysis of research data (see chapter 5.5.4 and 5.6.1). Lastly, I discuss Ricoeur's advancement of textual hermeneutics through the phenomenon of conscious or unconscious projection of emotion onto another person through something called the transference hypothesis (Regan, 2012b), which is relevant to nurse education and annotation I explore later in chapter ten's research theme, the reflective consciousness and slippage.

4.7 Meaning, understanding and recognition

Ricoeur's deviation from Husserl, Heidegger and Gadamer led him to a much more linguistic and symbolic approach to the study of phenomenology. The hermeneutic process of reading relates to all interpretations of text and Ricoeur (1999) suggests Husserl's acts of knowing is restricted by the signification of words because mental imagery is "more than" what is represented (Ricoeur, 1999). This Husserlian critique of the image is important to Ricoeur's (1998a) analysis which I explore in the research theme of rhetoric in chapter eight, because the

image and what is imagined always includes assimilation informed by schema towards a conceptual order. This conceptual order is a reflexive relationship with what is known and unknown and how this occurs through language (Ricoeur, 2003). For Ricoeur (1998a) the central problem of hermeneutic phenomenology is interpretation, with two issues determining its actions. First the independence of the text becomes "other" than what the author intended due to the subjectivity of the reader. Second, the interpretation of the text contrasts with the concept of explanation (Ricoeur, 1998a). Hence, what the text means to the reader relates to self-interpretation, what Ricoeur calls the hermeneutic self which involves negotiating the meaning of text versus the spoken word and interpretation versus explanation (Ricoeur, 1998a). The theory therefore, very much resonated with my own research journey as I immersed myself within the research process to try and "see" the meta-cognitive dimensions of reading theory about interpretation (see chapter 5.5.4, 5.6.1, 6.3.1 and appendix 3 to 6 for examples of the theory applied to my research notes).

In order to understand these problems, Ricoeur describes a general theory of symbolic language and perception connecting indirect and hidden meaning of text (Ricoeur, 1998a; 1998b). Ricoeur identifies hermeneutic rules of interpretation applied to everything that is a text, or like a text, in the sharing of cultural information. This cultural information in itself, limits objective interpretation of reading unless learning is made socially explicit to the reader (Ricoeur, 2008). This interpretive limit is in the form of bias, which the hermeneutic circle aims to overcome and which in the end, only time and more reading can develop deeper insight into (see appendix 3 to 6). I sensed this conundrum as I read Ricoeur's philosophy. For example, appraising the literature in chapter three (chapter 3.3.3, figure 3, and appendix 1), introducing the theory (in

section 4.8), applying theory (in chapters 5.7 to 5.7.3 and 6.3 to 6.8) and thematic analysis in chapters seven to ten, with accompanied research notes in appendix 3 to 6 demonstrating transparency. Ricoeur (2003) therefore, develops Dilthey's notions of understanding to "recognise" and "to grasp" the meaning of what another person says or writes, means the act of recognition involves the capacity to change from ignorance to being knowledgeable. Ricoeur (2003) suggests this change or learning occurs in three ways. First, the acquisition of knowledge is gained through the recognition of signs and symbols as building blocks to the connection of ideas or in other words the meaning an image, word and phrase has for the reader (Ricoeur, 2003). This was evident for myself as a researcher in figure 4 (and demonstrated in appendix 1). Second, knowledge is revealed in the text's identity, such as the unravelling of a story's plot, its structure, organisation, coherence, use of grammar and punctuation. The structure of text resonates with the act of reading and re-reading text and when identifying any mistakes made. Third, learning involves the use of memory, which I thematically develop in chapter ten (chapters sections 10.7 to 10.8), where the above two processes, the signs and coherence of the text triggers recollection when seeing an object (Ricoeur, 2003). I will briefly define "meaning" and "understanding" due to their importance to recognition and the meaning of annotation.

4.7.1 Meaning and understanding

According to Ricoeur (2008), the word "meaning" refers to words pointing beyond the self to something valuable, significant and relevant. "Meaning" is contextually bound by the wider experiences of society, politics, culture, conventions and laws with experience considered the unit of meaning. With every new experience the capacity to modify meaning grows (Ricoeur, 2008). Hence, the Dilthean phrase the "lived experience" is often used in relation to

phenomenology and the external world experienced as a continuum where the future becomes the present and the present becomes the past. Meaning is therefore, making sense leading to understanding (Ricoeur, 2008). This mimetic experience can be seen in appendix 1 and the use of numbers 1 to 3 indicating new meaning occuring over time (see mimesis 1-3 in chapter 8.5 to 8.8).

The word "understanding" refers to an ability to grasp what other people say, gesture or write (Ricoeur, 2008). The term is often left undefined because its meaning is thought to be clear enough (Rickman, 1979). Humans need to understand each other's needs and without this capacity for understanding, the ability to communicate, co-operate and learn would mean that life would be very difficult indeed (Dilthey, 1988). Understanding, is therefore grasping, appreciating and sharing thoughts and feelings through language interpreted in different ways depending on cultural norms (Ricoeur, 2007). The process of grasping the meaning of words, phrases or objects resonates with the reader's understanding of what it means to them (Ricoeur, 2007). In short, we cannot understand what words, signs or symbols mean to others and then predict consensual meaning for all, without first acknowledging their meaning to ourselves (Ricoeur, 2007). However, it is possible to understand what is in a speaker's mind, for example, if they are in pain, without fully understanding the words they are using because of the act of recognition which I will now discuss in more detail.

4.7.2 Recognition

Ricoeur (2007) suggests understanding refers to the recognition of an object or sign in the course of its communication. He could have been writing about annotation, because, the act of the

annotator expressing themselves to the student aims to promote new insights through linking textual content and conceptual recognition (DiYanni, 2002). This was evident in chapter six (section 6.8) data collection stages and table 3. Through the process of recognition, three inter-related issues enact to generate the understanding process (Ricoeur, 2007). First, when visualising an object we can grasp it in our mind then join the visualisation with other images, perceptions or assumptions in order to identify the difference it has with other objects, helped by memory (Ricoeur, 2007). Second, recognition accepts to be true what is visualised and is taken as found. Third, the meaning of words are bridged by transitional processes; from the visualised image, to the idea to recognising the object and thoughts or action (Ricoeur, 2007).

Therefore, the process of understanding is inevitably interlinked with other processes, for example: social learning, environment, perception and experience and familiarity and context (Ricoeur, 2007). This interlinked process combines to influence thinking processes and what the text says to the reader is influenced by their previous experience of language (Ricoeur, 2007). Ricoeur (2007) suggests the word recognition and its impact on meaning and understanding had been overlooked. When reading and turning over a page, one word or phrase could mean exactly or nearly the same thing as another word or phrase in the same language, called a synonym, indicating that judgements of meaning are often intuitive. For example, a bucket and pail. This indicates understanding and meaning are both structured and intuitive and ensures a degree of prediction. If the sign is the basic unit of language, the sentence is the basic unit of discourse and supports the theory of speech and discourse (Ricoeur, 2008). Language requires a noun for meaning and a verb in addition to its meaning which has an indication of time (Ricoeur, 2007).

Once they both become interlinked as fundamental building blocks of language, then thought can begin to be made sense of (Ricoeur, 2007).

The integrated unit of verb and noun therefore, carry with it the action of assertion and denial, which can then be challenged by another assertion as to whether it is true or false (Ricoeur, 2003). This relates to the Aristotelian theory of argumentation, rhetoric and "saying it well" with proof which I examine as a research theme in chapter eight. Even at this stage of "saying it well" with proof, the unit of meaning makes a claim to truth, yet the question is decided in each instance. There remains, however, the phenomenon of guessing meaning, and because of the many factors serving to influence what is meant by discourse, meaning is both different and individual.

Ricoeur identifies the reader's negotiation of many possible meanings for a word or phrase existing in the same time and place called polysemy, to result not in chaos (Ricoeur, 2007). Even when confronted with two or more words written in the same way and pronounced differently, called a homonymy, Ricoeur suggests the gaps or lacuna randomly determine the use of language through an organising principle that orders the recognition of words (Ricoeur, 2007). The underlying assumption or principle is that the passage from one meaning to another occurs through imperceptible skips (Ricoeur, 2003). These skips are bridged and the many possible meanings of words negotiated by the reader's intuition, hence, the possibility of mis-interpretation. Therefore, it is what is left unsaid rather than said that gives clues to what is meant, which governs the different meanings of words (Ricoeur, 2003). This is an issue for annotation because of the perception of what is said or left unsaid. There is of course the space between what is said and left unsaid, and that is what is concealed by a lack of openness which

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can be better understood through the hermeneutic circle (Ricoeur, 2003). An example of this is found in one handwritten annotation research extract (see figure 7 below):

Figure 7: Handwritten annotation extract

Gallagher and Hodge (2012i) believe that all health care professionals should have an understanding of what is required from them lawfully, professionally and ethically. ~~Therefore~~ *This* this assignment is going to examine professional and legal regulations in place and how they *influence midwifery practice* impact on the way midwives are ~~able~~ to practice. Ethical theories and principles will be *also* explored and applied to ~~scenarios~~ *atypical examples which may be* observed in clinical practice, with Trust confidentiality maintained at all times *(in accordance with the Nursing ~ Midwifery council (NMC) The Code ... Full title (NMC 2008)*. The law in the United Kingdom (UK) is divided into three main areas, European, Statute and

The annotator had added text to what they considered to be incomplete or inaccurately written sentences. In doing so, the added text aims to re-shape, mould and model an improvement in the text. In reality, the effect may result in a degree of misunderstanding because it is the annotator's interpretation of what can improve the text, rather than the student's. Any misunderstanding of course could be overcome with a face to face meeting.

4.8 Ricoeur, interpretation and the hermeneutic circle

Ricoeur suggests "proper" interpretation relates to the reference, intention and power of the text to trigger reciprocity in the reader and the hermeneutic circle (Ricoeur, 2003). This relates to the study design section in chapter five when discussing the hermeneutic circle (see chapter 5.6.1 and appendix 1) and the research data grids of first to third order interpretations in chapter six.

The objective meaning of the text is not hidden but addressed to the reader and the hermeneutic circle requires the reader to be aware of their bias, assumptions and pre-conceived ideas they may have before reading which may otherwise restrict interpretation (Ricoeur, 2003). The hermeneutic circle therefore, links the subjectivity of the reader with the subjectivity of the author (Ricoeur, 2003). When the reader is aware of their pre-conceived ideas then they can begin to be open to the text in a playful way towards more objectivity and being open to new ideas (Ricoeur, 1998a).

The inherent difficulty in the hermeneutic circle relates to the reader's authentic engagement with the text, which only the reader themselves can truly know (Gadamer, 2004a). Rather than pre-conceived ideas triggering an expectation of the text's meaning, the hermeneutic circle can identify bias, only, if the reader is genuinely open to theirs. Therefore, inauthentic engagement provides the conditions for conscious or unconscious mis-interpretation and the illusion of intellectualised rationality (Ricoeur, 2003). In other words, the reader pretends to have been open to the text and may even think they are, when in reality their bias is masked by intellectual analysis (Ricoeur, 2003). This issue is addressed in the research process by a triangulation of methods reinforcing the transparency of interpretation, decision making and judgements made (see chapter 5.7 to 5.7.3). Language is therefore, not a closed system, because words as a referent "say something" about the world and the author who chose to use those words in the first place (Ricoeur, 2008).

Ricoeur (2008) stresses that any relationship with the text remains one sided when there is no possibility of directly questioning the writer, no relationship with the author or if the writer does

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not reply to the reader. As Ricoeur declares: "...*the reader is absent from the act of writing, the writer absent from the act of reading...*" replaces the voice of one to the hearing of the other (2008, p. 103). However, an authentic interpretation is more probable when there is the least interference from others in working through pre-conceptions and bias. Chladenius in Gadamer (2004a) suggests what the text actually says or means is unimportant, because it is the reader's own interpretation of the text that brings to life the static words on the page. This is fundamental to the Ricoeurean hermeneutic circle and the qualitative research process because it is the reader's or the researcher's own understanding of the text that is important as an entry point to develop new understanding.

When reading Ricoeur, the reader is helped by their mental capacity to deal with more than one idea at a time, before the most likely idea is grasped and made clear. This repetitive cycle of new projections enhances interpretation of the text because, when reading, the anticipation of meaning runs along the text like a rhythm, open to the reader's pre-conceptions, prejudices and judgement requiring them to challenge any hasty assumptions made (Chladenius in Gadamer, 2004a). Therefore, the language-in-use within discourse acts as the foundation for negotiating agreement between the text and the reader (Ricoeur, 2008) which I discuss later as a medium for meaning and understanding text.

In general, Ricoeur (2008) discourages meeting or discussing the written work of an author because the conversation may lead to a "...*profound disruption...*" in the reader's relationship with the text (p. 103). The author, too, is encouraged to maintain their pre-conceived ideas about the subject discussed because human behaviour in the writing process is as social as any other

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human encounter, and lessened by a lack of it (Ricoeur, 2008). Conversely, discussion on the meaning of the text may increase the author, or annotator's own awareness about what they thought they were writing, as is so often the case when temporal processes make the author forget (Ricoeur, 2008). This is of relevance to exploring the meaning of annotation for two reasons which are discussed in chapter eight's research theme of rhetoric. First, as chapter three reports, because the annotator may forget what they thought at the time of giving annotation feedback (Ball, 2009). Second, because a natural conclusion is that interpretation for teaching and learning purposes would not be complete unless communicating with the student who is the author of the essay, and asking them what they mean in their writing and vice versa.

The opportunity to ask what is meant by the choice of language does occur in the research process when asking an interview participant during the interview what they meant by their choice of language and also in academic supervision on written work. Interpretation of the text is more likely to remain in a prejudiced state unless there is motivation to be open to what is written and that requires reflective curiosity, awareness of reader bias (Ricoeur, 2008); and for annotation, checking the meaning of the text with the author of the essay. The following section develops the Ricoeurean notion that discourse on metaphor, rhetoric, space and time, words are never static, but rather reflect an act of persuasion that has the power to be understood by playful engagement and curiosity (Ricoeur, 2003).

4.8.1 Writing and discourse

Ricoeur develops understanding and meaning through "discourse." Discourse means to bring something "out into the open" in order for it to become observable (Ricoeur, 1976) and this is the

crux about annotation and the intention of this doctoral thesis, to bring "out into the open" a hermeneutic of annotation. Ricoeur (1976) suggests the study of discourse aims to overcome the difficulties of language through exegesis, explanation or interpretation of text in order to get nearer to the truth of discourse. Truth in this thesis refers to the authentic narrative of the interview participants' lived experience. Therefore, Ricoeur suggests writing is "*...discourse as intention to-say...*" meaning a direct visual and graphic illustration of the signs of speech (2008, p. 103). Discourse "opens up" and "gives voice to" experience and the phenomenon of reading, visualising words and their emotional impact leading to thinking, interpretation and understanding (Ricoeur, 1974). Discourse is therefore, a way of reversing the in-authenticity of reading and reducing the risk of a biased interpretation masked by analysis. The need to be persuaded by an author, to convince the reader that their argument falls under the theory of temporal action, I suggest relates to the art of persuading another through discourse in annotation. Ricoeurean theory of rhetoric and the art of persuading a reader are examined in the research theme of rhetoric in chapter eight, which I briefly discuss next.

4.8.2 Rhetoric

Aristotle first conceptualised the theory of rhetoric as a counterpart to logic, politics and discourse through understanding figures of speech. Rhetoric refers to the act of persuasion and being convinced when something has been demonstrated. Rhetoric can be clearly seen in Aristotle's *Poetics* (1997) and is divided into a taxonomy of "muthos" (emplotment, shortened to plot), "mimesis" (imitation or resemblance, timely understanding) and "metaphor" (the trope of substitution/ borrowing) with a hermeneutic purpose. The art, developed by Cicero and Quintilian had been popular in Ancient Greece. The mind, considered a product of a conscious,

reasoned judgement about experience was generally considered to be complete and a mirror of how things are in reality (Knoblauch & Brannon, 1984). In its wider sense, all modes of persuasion constitute the art of rhetoric and include style, argumentation, proof and composition. According to Ricoeur (2003), rhetoric had become a forgotten discipline in the mid nineteenth century when science challenged the notion of truth and logic through experimentation. Therefore, Ricoeur (2003, p. 8), concerned about the decline of rhetoric as a discipline, viewed its importance as a social phenomenon beyond the text and re-conceptualised rhetoric for a contemporary audience. What is notable about Ricoeur's *Time and narrative 1* (1990), is that he develops rhetoric to understand narrative as a temporal action through mimesis 1-3, which I explore in the research theme of rhetoric and mimesis in more detail through research extracts in chapter eight.

First, I examine a story's plot as a melodic partner to mimesis and metaphor and its relevance to essays. Plot in relation to Ricoeur's "new" rhetoric incorporates metaphorical references to ensure that action is represented "as it appears" in a literary work through the sequence of events (Ricoeur, 2003). The imitation of plot, according to Ricoeur, occurs in all aspects of literary work, and rhetoric gives the text its structural coherence and underlying purposive human action (Ricoeur, 2003). Plot is the synthesis of the predicate, or everything in a sentence excluding names, in that it grasps together the events of a story into one whole to schematise the signification of language. Ricoeur suggests plot is therefore, comparable to the assimilation of predicates that structures an argument and its use in persuasion (Ricoeur, 2003). These factors are what an annotator is assessing in an essay and the cadence and clarity of language within it demonstrates a student understands through the plot's combination of storyline incidents. In

order to demonstrate the theory's application to annotation research data in chapter eight research theme, rhetoric was found to be relevant when annotators focused on corrections, on composition and plot. This is demonstrated in the "what if" interview research extract below (see chapter 8.7 for analysis):

"I like it when the student brings in their essay draft. I will annotate and make key points and if I suggest moving a paragraph to another page I will put a star on it or put "move A to point B." I find annotation is the context and I like the person with me and will say things like "what if you write this in a different way" and using metaphor to get a point across I will say something like "such and such is like... what if..." because they perhaps knew what they were writing about and I try to stir the student's imagination to imitate the nursing context. I am sharing my knowledge as if they are learning and developing themselves from me – we share....for example if the student has written something derogatory about old age then I may ask what if they were your parent, loved one, or perhaps the loss of a long term partner when aged and feeling left alone to live out the rest of their days....the issue is about them thinking about themselves in the future, not now as young fit people whose relatives are also healthy, it is about instilling empathy for future use..." (Lecturer interview 8)

The annotator is talking about temporal action and the ability for students to think about themselves in the future, in order to understand the phenomenon and death of a spouse. "Stirring the student's imagination" is rhetorical and depends on communicating the need for shared understanding. In *The rule of metaphor* (2003), Ricoeur revises Aristotle's theory of rhetoric

which he defined as the "…*technique founded on knowledge of the factors that help to effect persuasion…*" (p. 10). Rhetoric attempts to negotiate an equilibrium between the powers of eloquence and saying it well and probability or logic and when they both meet they become philosophical (Ricoeur, 2003). Let me first define the three phenomenon of rhetoric in more detail. Rhetoric aims to demonstrate the link between argument, logic and probabilities (Ricoeur, 2003), so inherent in teaching and learning strategies (Knoblauch & Brannon, 2006a; 2006b). This was demonstrated in the "what if" research extract (p. 126) as an example of a persuasive and collaborative encounter between annotator and student.

The term imitation or mimesis is "*...the imitation of human action...*" (Ricoeur, 2003, p. 40) and ensures that action is represented as it "appears" in literature and in the actions and speech of the actors within. Ricoeur aimed to "show" how metaphor can be categorised under rhetoric to clear the way for a "new rhetoric" (2003, p. 50). "Metaphor" is giving something an unaccustomed name usually to change its visualisation by reference to another object (Ricoeur, 2003). However, for Ricoeur, in order to generate new life from a dead metaphor, or something that is meaningless to the reader, new metaphor and meaning occurs with the collision of two semantic worlds (Ricoeur, 2003). This means the signification and meaning of words can be individual and experiential to enliven language (Ricoeur, 2003). Therefore, the use of words other than their ordinary meaning is transformed into something metaphorical, which is relevant when shared professionally in annotation. The similarity with annotation is that interpretation within the sentence allows the reader or listener a new referent because the word has a lexical code that remains within the semantics of the sentence. The meaning, therefore, is shaped by the context.

4.8.3 Productive imagination and metaphor

Ricoeur's re-conceptualisation of Aristotelian rhetoric suggests a new rhetoric includes the signification of language gained through a productive imagination, narrative, plot, metaphor, imitation and temporal action. For Aristotle, the basis of semantics takes the word or the name as the basic unit of understanding and so language and thinking hinge on this preliminary definition (Clark, 1990, p. 122). Part of this classical rhetoric focussed on the metaphor of the individual word, typically the noun carrying with it an original meaning. Metaphor, for Ricoeur (2003, p. 52-53) then, deviates from a words literal sense to extend its meaning, and this deviation is by something called resemblance. The difference between the metaphor and a simile comparison is the difference between two predicates, "to be" and "to be like" which then refers to something else (p. 53). Hence, the single-trope word connecting metaphor, mimesis1-3 and rhetoric allows Ricoeur to develop his concept of reference and theory of rhetoric, of tropes. The productive imagination is discussed further in the thesis (see chapter 3.7, 4.8.2, 4.7.2, 8.4 and 8.7).

The productive imagination is different from memory and imitation, which Ricoeur suggests is merely reproductive. First, thinking first brings objects and experience to the "mind's eye" as a visualised object and second, the imagery is eventually "represented" creatively. Therefore, for learning and understanding, what is re-created in the event of a productive imagination is hermeneutic and experienced through the dynamism of language (Ricoeur, 2003). The productive imagination is examined further in chapter 8.4 in the activation of an enlivened metaphor. For metaphor, the fresh metaphors resulting from a productive imagination engages the reader to make a mental leap from the trope of language. A contemporary definition of "trope" is:

> *"...rhetoric. A figure of speech...consists in the use of a word or phrase in a sense other than that which is proper to it. Hence (more generally): a figure of speech; (an instance of) figurative or metaphorical language...."* (OED, n.d, 1a).

A figure of speech leading to a new experience of the referent word. In Greek philosophy trope is "*...an argument in support of scepticism...*" (OED, 5, n.d), meaning metaphor is a function of language and generally follows the principles of the organising text, and recognition as discussed in section 4.7. Finally, with regards to the organisation of the text, its composition, structure, flow, story and coherence, plot is the "*...combination of the incidents of the story...*" (Ricoeur, 2003, p. 40). Ricoeur (2003) suggests plot is universal to all literary composition due to its structure, character and temporality. This means tragedy, acting, poetry, dancing, music and art are all affected by the phenomenon of imitation and plot and are equally applicable (Ricoeur, 2003). Tragedy is just one example of literary art with similar characteristics to an essay (Ricoeur, 2003).

The tragedic plot is relevant to the nursing context when one remembers the tragic effect of illness, or death on the person and their family. Hence, in the imitation of professional action and text, Ricoeur relates to the student as a developing reader of literature and essay writing and the act of imitation is being watchful and open to the writing style of all authors, including the lecturer. This process is temporal and related to the meaning language has for us at any one time, with Ricoeur (2003) suggesting that the meaning of language changes too with time, because thinking changes with experience.

4.8.4 Temporality, reciprocity and distanciation

Unlike Aristotle's rhetoric, Ricoeur developed an understanding of rhetoric to include discourse and time. In short, Ricoeur's suggests the symbolic representations of words contradict any known meaning because meaning changes over time (Ricoeur, 2003). Ricoeur's discourse addresses the dissociation of meaning, the intention of the speaker and the verbal meaning of the text that needs to be clarified when spoken about by distancing the written word to the physical presence of the reader (Ricoeur, 2003). This is the phenomenon that explains Ball's (2009) research study in chapter 3.8.1 when annotator's had forgotten what had been in their mind when providing annotation feedback to students and when reading their comments, they could identify tone. However, on re-reading the essay they could not remember what they had thought at the time and why tone was evident. The issue of time and a story's plot is also examined in the research theme of rhetoric (see chapter 8.6). For Ricoeur, temporality structures language and narrative in structured stories which attain their full meaning over time (Ricoeur, 2003). Examples can be seen in appendix 1, my research notes in chapter six and appendix 3 to 6. Temporal experience is grounded in the recognition of a word in language linked to distanciation which involves an individual's living sense of history (Ricoeur, 2003). Temporal experience is also relevant to meaning and the act of consciously reflecting on the lived experience to think what is signified by language itself (Ricoeur, 1990; 1985; 1988). An example is found in the next research extract from a lecturer reflecting on this issue when:

> *"Words on the page versus verbal are a direct confrontation with yourself as an individual. Words on the page can be seen as disembodied for example "what's the message here, did I know that, could I have done something about it?" Invariably the*

answer is yes, I could have done. You see it as the next stage of "I'm not quite there yet in

terms of managing that..." (Lecture interview 7)

The issues identified are: words being disembodied and temporal to ensure a direct confrontation with the reader's own analysis when reflecting back on what was interpreted and why. Ricoeur (1990), therefore, suggests the notion of distanciation is relevant to understanding the meaning of text. Distanciation is the distancing of the individual from their life events. When distancing one-self from the conscious meaning of the word, or experience articulated in language, the creation of space allows for reflection and making sense of textual experience, whether remembered or re-read. This happens when an individual reflects and returns to think retrospectively about an experience, which can then be objectified more clearly due to the distance of time and absence of emotion. In other words, "*...phenomenology begins when, not content to live*" or "*...relive...we interrupt lived experience in order to signify it...*" (Ricoeur, 1998a, p. 116). The process of making sense of experience therefore, requires the time and space to reflect and assimilate what signs signify, denote and mean. This notion is further examined in the research theme of rhetoric and mimetic analysis in chapter 8.6 to 8.8. The need for timely interruption reinforces why lecturers need time to think and reflect on the effect essay content has on them and their effect on the student in their annotation feedback. This is demonstrated in an extract from the research data:

"Annotation is one of the most powerful teaching aides we've got, but it has to be used at the right time, before and during provision – it should be continuous...." (Lecturer interview 8, appendix 2)

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The quote is quite clear about acknowledging the power and need for continuity for the benefit of the student's learning. However, as discussed in chapter three's literature findings, annotators forget what they might have thought at the time when making their comments and so the notion of distanciation changes what has been experienced: because the act, the gesture, and what are operative changes into a thematic from which to make sense of its meaning. This process also relates to the temporal process and students understanding the meaning of annotation over time and when making changes to the essay based on the comments received. Distanciation, is also an event which mixes up the perception of subjective and objective lived time which affects the consciousness of the lived experience (Ricoeur, 1985). The awareness of time and how experience is understood is suggested to advance the lived experience through the notion of historicity, and changing a person's perception of the present from their historical past (Ricoeur, 1998b). This leads me to discuss in the last section, the power words have to confront self-consciousness, perception and memory recall (Ricoeur, 1994).

4.8.5 Ricoeur and psycho-analysis

Ricoeur develops the Freudian theory of the transference hypothesis which I suggest is useful for understanding nursing attitudes (Regan, 2012b). Nursing has been suggested to be an ideal springboard for analysing the effects of transference hypothesis due to feelings and empathic understanding often going unacknowledged (Evans, Pereira & Parker, 2009). Ricoeur's reading and interpretation of Freud's psycho-analysis published in *Freud and philosophy* (1970) and *On psychoanalysis* (2012) had the intention of testing textual hermeneutics on the unconscious and what falsifies phenomenology (Ricoeur, 1998a). The transference hypothesis is related to

translation and hermeneutics, but its difference is due to past experiences being replayed and triggered by events in the present (Ricoeur, 2006). Transference hypothesis is a revelation and way of accessing the unconscious thoughts and emotion seen to be enacted through annotation actions (Ricoeur, 1970; 2012). Discourse, according to Ricoeur (2006), is the intention to bring something out into the open and when it relates to memories that are preferably forgotten, this exposes the minds' capacity for selectivity. This is of direct relevance to annotation in nurse education because the recall of memories based on experience can influence both the annotator and addressee. In this sense, transference is useful for understanding the meaning of annotation comments and any unexpressed views about nursing. This was a finding in the research theme of reflective consciousness and slippage in chapter ten.

Ricoeur, however, develops Freud's theory of transference, which has three types of memory recall: "practical" memory, "ethico-moral" memory and the "wounded" or disturbed memory (Ricoeur, 2006). This is examined in much more detail in chapter ten because in the case of the "wounded" memory, what may be hidden in the meaning of language may not only be hidden to the reader- the student, but also to the annotator themselves. These conditions are suggested to incite the affect-laden past experiences based on the principle that what is not remembered is likely to be repeated and acted out again (Ricoeur, 2006). Freud's transference hypothesis is, therefore, a reciprocal tool for reflective practice and annotation because the projection of emotion is two ways: from the author to the annotator and vice versa with meaning likely to be repeated (Regan, 2012b). This relates to discussion in chapters 1.2.3 to 1.2.5 on reflection in the NHS and HEIs and conditions which promote the replication of emotion triggered by the essay content. Transference hypothesis allows for a phenomenological glimmer of what is hidden

behind discourse and secretive thinking (Regan, 2012b). What maybe unconsciously revealed however is the underlying attitudes and inner beliefs behind the interpretation (Ricoeur, 1990). Therefore, transference hypothesis is a form of reciprocity which requires a need to clarify, question, and highlight to the reader a different interpretation than the one perhaps meant by the author, but its meaning may be hidden by symbolic and metaphorical language (Ricoeur, 1970; 2006).

4.9 Conclusion

In this chapter I outline the philosophical methodology of this research study through Ricoeur's textual hermeneutics. His textual hermeneutics act as an interpretive framework to enable an exploration of annotation in such a way that it shapes my interpretation of the research data. The key terms have been defined and Ricoeur's major influences briefly discussed. The relevance of Ricoeur to the analysis of annotation, and is made explicit through the hermeneutic circle as a visible form of communication identified through key concepts of meaning, understanding, recognition, writing and discourse, the hermeneutic circle, rhetoric, temporality and the transference hypothesis. Lastly, transference hypothesis is introduced because Ricoeur (2012) suggests discourse can be evocative and signify something hidden to the reader and writer that may be repeated or recalled differently. What is recalled depends on the new context and this relates to the phenomenon of annotation and why it is experienced in many different ways by different people.

<center>**Chapter Five**</center>

<center>**Study design and methods**</center>

5.1 Introduction

In this chapter I outline the research design, the ethics process, consent, data collection, storage and analysis using van Manen's (1997) three stages of interpretation and the hermeneutic circle (see table 1, chapter 1.6). The literature review identified the fundamental interpretive difficulties of linguistic meaning and Ricoeur provides a way to translate annotation effectively within the higher education arena. I had considered Heidegger or Gadamer's phenomenology as the research methodology and a number of publications were inspired by their work (Regan, 2007; 2008; 2012a; 2012b; 2012c; Regan & Ball, 2013; Regan, 2015). Feito and Donahue's (2008) research paper (see appendix 1) also suggested through the work of Iser (2006) that hermeneutic phenomenology was a good method for studying annotation due to the scope a doctoral thesis could bring to a subject. However, Ricoeur's work was chosen instead because he sets out a systematic discourse analysis, which I considered to be ideal for a hermeneutic analysis of annotation. As chapter four examined, Ricoeur's textual hermeneutics is a phenomenological approach concerned with consciousness which allows me to bridge the gap between thinking, writing, action and annotation, which I apply to a variety of themes and research extracts in chapters seven to ten. The theory, as I discussed in chapter four, and after writing for publication on the subject, appeared to be a fitting methodology from which to explore the meaning of

annotation in nurse education. This will become apparent in the research process and thematic analysis because the strength of this approach is that the researcher is central to the research due to a "working through" of the research data (see chapter six and appendix 1) in three steps, from first order interpretation, naïve guesswork to a deeper and informed third order interpretation (Ricoeur, 2008).

5.2 Research design

For clarity, I briefly outline the research design and discuss it in more detail in sections 5.5 and 5.5.2. The research study is a split site research study between two universities, both located in the North West of England. The first university has a decade long history, policy and research promoting handwritten annotation practices. Therefore, as a registered doctoral student at the first university, essays were selected for convenience from the archives (see section 5.5). In contrast, the second university, where I currently work as a senior lecturer in pre and post registration nursing, did not have an annotation policy or any archived essays with handwritten annotation to choose from. However, in 2012 both universities commenced the use of digital annotation and utilised Turnitin© for feedback to students on their electronically submitted essays on e-learn.

I considered that textual analysis of annotation research extracts was not enough to explore the human aspect of annotation and so I included digital annotation and the archived handwritten annotation. I also included individual interviews with lecturers and students, and a focus group with students in order to explore the lived experience of giving and receiving annotation within nurse education. All of the interviews were taped and transcribed for analysis.

5.2.1 Ethics approval

Approval to commence the research study was gained after I submitted separate ethics forms to both universities but written as one research study. Protecting the research participant's identity, maintaining confidentiality and maintaining professional integrity was of paramount importance due to my position as a lecturer. The ethical considerations are discussed in the forthcoming sections.

5.3 Data storage and confidentiality

An ethical researcher has to be aware of strategies for ensuring the safety and confidentiality of the data (Grbich, 2010; Kimmel, 1988). Ethical and moral issues in research acknowledge that any information collected during the course of a research study should be kept strictly confidential and all identifying details removed (Cresswell, 2007). However, the caveat to that principle is that if any information is disclosed that is considered a fitness to practice issue, or for example, threatens the life of another then the researcher as a nurse, has a duty of care to safeguard life, to discontinue the interview and report any such disclosures (Hawkins & Shohet, 2012; NMC, 2015b). Despite the availability of free internet service providers, known as cloud computing, facilitating uploads and easy access through virtualisation, I decided to use more traditional methods of data storage of the taped interviews to protect against digital piracy (Kshetri, 2013). Mobile data was stored on encrypted pen drives and kept in a locked cupboard within a locked room within a secure building. In particular, the right to privacy, confidentiality and protecting the data and identity of the research participants is considered essential in the research contract (Cresswell, 2007). The research data were anonymised and any identifying information replaced with a code prior to analysis and kept for up to five years. Transcribed

interviews of Microsoft© Word document files were stored on a password protected pen drive. I was responsible solely for photocopying and anonymising the fifty essays archived with handwritten annotation from the first university and I am the only person to know which material relates to each interviewee. The following discussion outlines the research methods, collection, and analysis through the three stages, hermeneutic circle and evaluative rigour.

5.4 Data collection

Morse (1991; 2003) suggests there is a risk of "muddling" of terms used in hermeneutic phenomenology because of a failure to acknowledge its distinctiveness. This criticism was also acknowledged by de Witt and Ploeg (2006) and Paley (2005). The term sampling generically refers to a selection of events, experiences, objects, phenomena and participants who are representative, called theoretical sampling from grounded theory and aims for maximum variation (Corben, 1999). In contrast to other qualitative research methods, hermeneutic phenomenology seeks research participants who want to share their lived experience and offers methods that capture in-depth insight not patterns of experience (van Manen, 1997). Research data captured in a phenomenological way suggests therefore, instead of sampling, the term extracts is more appropriate for use in hermeneutic phenomenology research (van Manen, 1997). Therefore, for clarity and simplicity I have used the generic term extracts in this thesis to indicate examples of all data, whether interview quotes or annotation extracts, accepting that phenomenological research does not aim for generalisability or replicability, but in-depth insight. Figure 8 presents an overview of the chosen methods which I will discuss in the forthcoming sections.

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Figure 8: Overview of the research design

Digital annotation extracts (n=50)	Handwritten annotation extracts (n=50)	Interviews with pre-registration nursing students (n=5)
Focus group interview with students (n=20)	Interviews with nursing lecturers (n=8)	

5.5 Handwritten and digital annotation research extracts

The lack of prescribed methods for phenomenological research should not indicate a lack of rigour (Giles, 2005; van Manen, 1997). Instead it is a "turning to" a phenomenon, rather than an abiding concern about research techniques. van Manen (1997) reinforces that a scholastic immersion into a subject matter enables the researcher to become a sensitive conduit for working with the many layers of meaning found in phenomenological research. This means that the researcher eventually becomes attuned to the methods for hermeneutic phenomenology which involve identifying discourse through texts and interviews (Paterson & Higgs, 2005). The hermeneutic process means the researcher is "caught up" in a cycle of reading, writing, dialogue, re-writing and a committed engagement through the act of playfulness (Smythe et al., 2008). This means suspending disbelief, working through pre-conceived ideas and being open to new possibilities of the textual meaning (Gadamer, 2004a; Smythe et al., 2008). I decided to collect annotation extracts from handwritten and digital annotation on student essays (see figure 9 below) and interview lecturers and students (see figure 10, section 5.5.1). The annotation extracts

were collected in two stages. First, once ethical approval had been obtained; 50 handwritten annotated essays were selected from the first university due to the availability of archived essays. The essays came from a mixture of pre-registration and post-registration essays and I purposefully chose research extracts that could facilitate further analysis. Following ethics approval, 50 essays were also selected from the second university's e-learning website with digital annotation on each essay from two consecutive pre-registration student nurse cohorts of 360 in 2012 and 370 students in 2013. The digital annotation research extracts came from essays from both years. The essays were purposefully selected and I chose digital annotation research extracts using the search criteria described in figure 9. I then used Microsoft© Word's snipping tool to copy and paste the annotation samples and then stored. The archived material (essays and digital annotation) from the second, university remained online on e-learn.

Figure 9: Overview of essay research extracts of annotation feedback from both universities for analysis

Annotated essays	Pre-registration nursing (levels 4, 5)	Post-registration/ post nursing (levels 6, 7)	Number
Students' marked **hand written** annotated essay feedback (see chapter 6)	yes	yes	n= 50 in total
Students' marked **digital** annotated essay feedback (see chapter 6)	yes	yes	n= 50 in total
Criteria for choosing annotation extracts	Imperative, problem solving questions, reflective and Socratic questioning, paraphrasing and corrections (Knoblauch & Lansford, 2006a). Visual impact, key words and tone (Barthes, 1964; 1973, Ricoeur, 2003).		

The criteria for choosing the annotation research extracts was informed by Knoblauch and Lansford's (2006a) review of the literature concluding that characteristic annotation includes the use of: imperative, problem solving questions, reflective questions, Socratic questioning, paraphrasing and corrections, which I used to guide a purposeful choice of research extracts from each essay (see figure 9). The selection criteria also included choosing annotation research extracts of convenience, were readily available and appeared to say something that could be further analysed using Ricoeur's textual hermeneutics. This started the intuitive decision making process of the hermeneutic circle.

As I examined each essay I chose extracts with key words which resonated with my understanding of the literature review findings. I noted the tone of the annotation and any clues to the thoughts of the annotator such as exclamation marks or well thought out comments. In particular, I chose annotation which had a visual and semiotic impact ranging from key words with little visual impact to a surprising impact on first viewing the essays and noting their visual effect (Barthes, 1964; 1973; Ricoeur, 2003). This visual criterion aimed to duplicate the student's first impressions of annotation when reading the feedback. van Manen (1997) suggests a raised awareness of a phenomenon affects all stages of the phenomenological research process and I was therefore aware that I needed to identify a balance of positive and negative annotation research extracts. This realisation moved full circle from expecting to find a large choice of research extracts with lecturer irritation, which I found were less, in comparison to the majority of constructive and balanced annotation comments. I realised the issue of tone reflecting emotion and attitude, which the literature suggested may be negative (Ball, 2009; Feito & Donahue, 2008; McColly, 1965), could be construed as positive, caring and professional. This was a surprise to

me and overcame certain assumptions that I had held for some time, in particular that tone was negative and neutral comments frustrated students (Regan, 2010). In order to choose from the many annotation research extracts, I used entry and exit points of saturation which meant collecting as much data as possible and stopping when nothing new emerged (Smythe et al., 2008). Some of the chosen essays had little, and some essays had a lot of annotation so it was difficult to state how many research extracts I collected from each essay. Sometimes one or two, sometimes all, depending on what they said and how they said it. Next, I discuss my methodology for inviting research participants to be interviewed.

5.5.1 Interviews with students and lecturers

I sent out invitation letters, information sheets and consent forms to prospective student participants from the two cohorts mentioned in section 5.5 by email. The working title at the time was "*Analysis of annotation feedback from learners' assignments: How does annotation feedback facilitate student's learning development in health and social care*?" This title however, changed in due course as the thesis progressed and evolved. I requested as an attachment to the email, a completed invitation letter sheet indicating an interest to be interviewed individually or in a focus group. The same method was used to request lecturer participation. However, no students replied to my request to be interviewed in 2012 which caused me concern, with all the respondents coming a year later from the 2013 cohort. I made it clear to students I had supervised that they could not be included in the study to lessen the risk of coercion, which had been a requirement of the second university's ethics committee. Once the student and lecturer invitation forms had been returned by email I then arranged to meet with prospective participants. When meeting the respondents, I introduced myself, the purpose of the

research study and then asked them to read and then sign a consent form. The students and lecturers, when interviewed individually and the focus group of students, had the opportunity to ask any questions, and I checked with them whether they were happy to progress. I reinforced that the participants could withdraw from the interview at any stage of the interview without prejudice (Grbich, 2010; Kimmell, 1988). Figure 10 below presents a summary of the interview schedule with students and lecturers. All interviewees were advised to bring examples of annotation on essays if that would help them to discuss their experiences, however, none did.

Figure 10: Summary of interviews with students and lecturers at the second university

Interviews at the 2nd university	Pre- registration nursing (level 4, 5)	Post- registration nursing (level 6-7)	Post graduate level 8	Lecturers
On experiences of receiving digital annotation	n=25 (total) n=20 focus group interview n=5 individual interviews	n/a	n/a	n=8 individual interviews
Interview questions (see section 5.5.5) General prompt questions such as "can you tell me more about that" (Creswell, 2007).				

5.5.2 Interview participants: Student focus group and individual interviews

For the study at the second university I recruited a focus group of 20 pre-registration students for interview and five individual interviews with degree students (see figure 11 for demographic details). In the focus group none were graduates, all were studying for a diploma in nursing and all were female. I organised a room for the 20 research participants, and when we met I discussed the study, obtained informed consent and then proceeded with the focus group. The interview was taped and later transcribed. In the individual student interviews, all were female, three out of the five had a degree in another subject already and all were studying for a degree in

nursing. None of the five individual student interviews had been in the focus group interview. For both the focus group and individual student interviews the age ranges were from 19 to 55 (see figure 9 for an overview of interviews). The demographic details of the research participants are given below in figure 11.

Figure 11: Demographic details of interviewed students

Focus group	Aged 19 to 55. All female. Currently in their 3rd year of studying for a diploma in adult nursing.
Individual interviews	
Student 1	Female, white, aged 19. Studying for a degree in adult nursing. First year with two previous experiences of receiving annotation within higher education. Previous experience of annotation in college.
Student 2	Female, white. Aged 36, Studying for a degree in mental health nursing. First year with two previous experiences of receiving annotation. Has a degree and has experience of giving and receiving annotation feedback.
Student 3	Previously studied psychology. Female, aged 25, white, aged 19. First year studying for a degree in adult nursing. Experience of receiving annotation.
Student 4	Female, white, aged 20. Studying for a degree in adult nursing. First year with two previous experiences of receiving annotation within higher education. Previous experience of annotation in college.
Student 5	Previously worked in the manufacturing industry. Female, aged 35, white. First year studying for a degree in adult nursing. Experience of receiving annotation.

5.5.3 Interview participants: Lecturers

My concerns during the interviews for both student and lecturer interviews were recorded in figure 13. Eight lecturers agreed to be interviewed (see figure 12 for demographic details) from the second university's school of health. All lecturers practised within pre and post registration nursing programmes and the range of disciplines included professions recorded on the NMC register (adult, mental health, child, health visiting, and learning disability) with some lecturers having multiple registrations. Due to the possibility of identifying participants by way of

ethnicity and uniqueness (for example, a male midwife, a male health visitor, a foreign national) ethnic details have been omitted.

Figure 12: Demographic details of interviewed lecturers

Lecturer 1	Aged 35, male. Mental health nurse BSc (Hons), MA, PGC higher education.	Senior lecturer in mental health nursing. Five years' experience in higher education HE.
Lecturer 2	Aged 38, male Adult nursing, public health nursing, MSc, PGC higher education.	Senior lecturer in adult nursing. Five years experience in higher education.
Lecturer 3	Aged 40, female Adult nursing, health visiting, MSc, PGC higher education	Senior lecturer in adult nursing. Four years experience in higher education.
Lecturer 4	Aged 44, female Adult nursing, MSc, PhD, PGC higher education.	Senior lecturer in adult nursing. Ten years experience in higher education.
Lecturer 5	Aged 50, white female Adult nursing, MSc, PGC higher education.	Senior lecturer in adult nursing. Eight years experience in higher education.
Lecturer 6	Aged 28, female, mental health nurse, MSc, PGC higher education.	Lecturer in mental health nursing. Two years experience in higher education.
Lecturer 7	Aged 53, male, adult nursing, MSc, PGC higher education.	Senior lecturer in adult nursing. Twelve years experience in higher education.
Lecturer 8	Aged 42, male, adult nurse, MEd, PhD, PGC higher education.	Senior lecturer in adult nursing. Eight years experience in higher education.

5.5.4 Interview questions: Follow the lead

I will now discuss interview questions, the interviews and related issues (see chapter 4.6 to 4.8 for a background to the theory). The purpose of interviews in hermeneutic phenomenological research is to capture thick description of every day lived experiences (Smythe et al., 2008). The phenomenological conversation in an interview is suggested to have no clear plan, questions or

awareness of direction in order to encourage an openness that allows the researcher to engage instinctively (Smythe et al., 2008). However, being new to phenomenological research I had to ask some questions as indicated by the approving ethics committees. Smythe et al (2008) suggest the interview should be neither too tight nor too loose, but should always be about encouraging the participant to be relaxed and find their voice. A relaxed interviewee means more potential for openness (Smythe et al., 2008). Despite asking some questions as prompts, conducting an interview naturally affects the flow of conversation and phenomenological spirit (Smythe et al., 2008), each question had an underlying rationale which aimed to identify the thought processes about annotation experience. However, I realised they had more than a hint of presumption because the questions aimed to identify issues between lecturer and student communication, the choice of words, phrases used and how they were perceived, any affective (emotional) impacts, stages of development and previous experience of annotation. Interviewing for phenomenological research therefore needs to be not only conversational but relatively unstructured in order to allow relevant questions to be asked through probing and checking (van Manen, 1997), so the questions I had as prompts soon changed to be unstructured and literally going with the flow of the interviewee's thoughts.

As I prepared for the interview process, I realised that reading around the subject had led me to be more open to the hidden meaning of the language-in-use than I had anticipated because I was absorbed in the research process. The approach therefore aims to identify phenomenon of the lived experience through the collection of rich, descriptive data and so the emphasis is on being "open" to what may be overlooked or unnoticed. This is what Smythe et al (2008) refers to as the phenomenological conversation and being aware of the hermeneutic circle. I asked each question

in a conversational manner to ensure each participant was relaxed, and when it seemed the right moment after conversational flow sometimes slowed, I used another question prompt (van Manen, 1997). What was important to convey was valuing each interviewee's unique contribution to the study (Smythe et al., 2008). This was not hard to do as I appreciated all who took the time to be interviewed, especially after being concerned the year before when no respondents came forward to be interviewed in 2012.

With regards to the student individual and focus group interview questions, I asked them to tell me about the comments they received by the marker on their essay (see chapter 6.4, student 2 for an edited transcript and research notes). Their replies tended to start with the annotation comments that were most memorable and sometimes participants struggled to remember what they were. This recall issue was made more difficult by the fact that no interviewee brought with them any examples of essays or annotations and instead relied on their memories. Students were asked what the impact of annotation was on their learning, understanding, motivation, insight, interpretation of annotation. I also asked what did they think and feel after reading the annotated comments. I was concerned there may be some confusion about what annotation was in relation to other forms of feedback such as email feedback on an essay or face to face meetings with the supervisor.

For individual lecturer interviews, a selection of questions aimed to identify their experiences and thoughts about annotation; coherency, rationale, logic, and objectivity by asking them to tell me about the comments they made and a rationale for giving them. A partial transcript of an interview with lecturer 8 can be found in appendix 2 demonstrating the effect of my questions on

the interviewee's answers. Like the students, no lecturer came with essays and annotation examples. I aimed to identify a lecturer's working philosophy about giving annotated feedback on the page of a student's essay. Lastly, if there were any issues of interpretation, mis-interpretation, assessment, rationale for comments made, relevance to knowledge and writing, I asked each lecturer to tell me about their thoughts and feelings they had when they had read the essay.

Initially, with the standard questions in front of me I had naively thought they would be enough, but during the interviews it quickly became obvious, from a phenomenological perspective, that they stifled the conversational dynamic (Smythe et al., 2008). This was a moment of realising that the phenomenological research theory actually did apply to the research experience, and it became more than theoretical to be real. Therefore, as the interview was unfolding my interview questions soon became unscripted and I began to appreciate what was meant by the phrase the "phenomenological conversation." This means keeping the phenomenon being talked about in central focus, and with an awareness of theory, keeping questions flowing. The more interviews I did the more confident I became and I felt abler to make mental notes, later documented in my reflective diary, about emerging themes (see chapter six). This was in contrast to the first one or two interviews where I felt overly self-conscious and "lost" with the interview "washing" over me. Figure 13 identifies some initial concerns I had before, during and after interviewing.

Figure 13: My issues during the interviews with lecturers and students

Anxiety	*"That I might dry up."* *"My anxiety may be obvious."* *"I need to be mindful of the interviewee's anxiety and be supportive."*	*"At times I felt lost and didn't know what to say when the flow of discussion was poor."*	*"I feared the tape wouldn't capture all of the interviews"* (2 interviews were irretrievable).
Emotion	*"Excited when a comment appeared to 'fit' with the assumptions I had about annotation."*	*"There were flat responses at times during the interviews."* *"I had to deal with heightened states of emotion on one occasion."*	*"Excited that I was finally at the interviewing stage and a sense of gratitude that colleagues and students took the time to be interviewed."*
Interpretation	*"I feared I may not have understood or interpreted the answer incorrectly. I did leap ahead at times and my questions may have then led discussion."*	*"I asked questions at times which were biased and leading."* *"What does Ricoeur say about this or that issue?"*	*"Did the interviewee understand my question and the underlying reasons for the question?"* *"Do I understand the underlying assumptions of my responses to the interviewee's replies?"* *"What hermeneutic theory can be used to develop the data for analysis?"*
Genuineness	*"I felt the professional use of language restrict discourse from being authentic- both mine and the interviewees at times."*	*"Intellectualising on the possible meaning of the words at the time of the interview may have obscured the phenomenon that was attempting to be revealed."*	*"It was clear the interviewees cared deeply about the teaching and learning experiences."* *"Lecturers clearly understood their role in the assessment of theoretical knowledge and students were keen to discuss teaching and learning experiences."*

The interviews with lecturers were quite different for a number of reasons: our collegiality, insights, motivation, knowledge and working educational philosophy, annotation practice, disciplinary difference (adult, child, health visiting, mental health), teaching experience and experience of annotation. However, the same interview processes were followed for lecturer interviews. I found it a little embarrassing at times to interview colleagues I knew very well because I had to remain professional, keep focussed and lessen the spontaneous use of humour which I use at times as a defence mechanism when things get too serious (Regan, 2007). I was also aware that they may have other pressing things to do and I was taking up their time. I was concerned in case I came across as being obsessed with annotation and them thinking "…*surely there are more important things to research...*" I worried they may think that I should know about the real time pressures of working life (see figure 13). These concerns, however, lessened dramatically as I became more confident in the interviewing process.

5.5.5 Post interview analysis

Methodological rigour required me to identify any bias and assumptions and work through them in a cyclical manner to generate analysis (Smythe et al., 2008). I write this in the present tense now, because the methodology is ongoing even in revision. Memory recall is helped by the use of note taking during interviews and afterwards. To help me in the analytical process I remind myself how I felt, and what I thought in the interviews at the time, which I have mentioned already in section 5.5.4 (see figure 13). In particular, I need to remember how I experience what was being said which leads me to follow the conversational lead being presented. What did I feel? What did I think? What impact did I have on the proceedings? Lastly, how can a

heightened awareness of reciprocity help the phenomenological process, are all appropriate questions to have (Smythe et al., 2008).

The affective awareness of the interpretive process is therefore important to acknowledge because I need to be open and transparent to all that is said by an interviewee and its impact on my understanding (de Witt & Ploeg, 2006). A degree of self-interpretation occurs during the interpretation process because of the subjective connotation of language and experience (Ricoeur, 1998a). This is what Ricoeur calls the "hermeneutic self" (see chapter seven) and the meaning discourse has for one-self needs to be made explicit before a more objective reading can occur (Ricoeur, 1998a). The hermeneutic process is, therefore, a process of reciprocity and during the interviews I began to appreciate my own experience linked to interpretation of the data and being understood (Smythe et al., 2008). Smythe et al (2008) suggests that the phenomenological researcher becomes exposed in the interview and they need to take notice of what they were thinking about during the interview. This process is important because the thoughts and feelings recalled during an interview can illuminate any assumptions that had been made for interpretive purposes as figure 13 demonstrates. More about analysis in sections 5.7.1 and 5.7.3.

5.5.6 Transcriptions

Normal procedures for dealing with taped research material were followed. That meant as soon as the tapes were finished I uploaded each interview through a USB portal onto my computer. I removed all identifying features and used a simple code to identify each interviewee. I wrote in my reflective journal how I thought the interview had gone and issues that had been raised (van

Manen, 1997). The interviews were transcribed by a colleague experienced in using dictation equipment which saved a lot of time and effort, with over fifteen hours of transcribed material (see chapter 6.4, student 2, p. 184 and appendix 2, for examples of lecturer interview 8 transcript). When I received the transcriptions back I started the analysis by making annotations on each document and making copious amounts of notes (see chapter 6 research notes, figures 14 to 18 data grids and appendix 3 to 6). When reading the transcribed notes, I checked for any information that could identify anyone for reasons of confidentiality (Kimmel, 1988).

5.6 Method of data analysis- to use software or not

Ricoeur's textual hermeneutics is the method for analysis and yet I had to make the decision to use software for data analysis or not as I believed it was expected for rigour in qualitative research. Data management computer software packages are good at processing large amounts of data and identifying key words, codification and thematic analysis (Cresswell, 2007; Smythe et al., 2008). Coding themes involves the grouping and labelling of data in order to make them to be manageable for presentation, and obtain clarity and breaking into the data especially if there is a large amount of data collected (Grbich, 2010). A criticism of software use for data management in hermeneutic analysis however suggests the software process can de-contextualise the meaning of data which would not have been useful to my naive yet developing understanding of the data and Ricoeur's theory (Grbich, 2010). Heidegger (1977) suggested the only difficulty with technology is how it is applied and in the end I decided intuitively not to use a software coding system because I wanted to be fully immersed in the analytical process.

A more reasoned exposition for my choice not to use software came very late in the research process and was reinforced after reading Giddings and Wood's (2001) suggestion that a coding software programme is not desirable when using a hermeneutic phenomenological approach. This is because the hermeneutic process is as much about the "meanings being revealed" when the data leaps out at the researcher through an immersion with the data. The choice of Ricoeur's textual hermeneutic phenomenology is the priority methodology, not convenience and thematic analysis and I reasoned that I had waited a long time to get to the data collection stage (September 2013) and felt it would be counter intuitive to distance myself from the interpretive process.

The chosen research methodology ensured my own interactions with discourse are considered central to phenomenological analysis (Smythe et al., 2008). This is because the phenomenological researcher through the process of immersion makes the research itself a lived experience because they are re-living it (van Manen, 1997). My experience of others experience is the key to phenomenological research, made even more important when analysis is combined with writing within the semiotic-hermeneutic circle. Hence, the phenomenological researcher "becomes" the research in many ways and embodies the circuitous notion of the hermeneutic circle. This approach was repeated in all stages of the data collection process and allowed for my own reactions to the interview experience (see figure 13), annotation extracts and transcribed text to be articulated before analysis could move through the levels of understanding.

After attending a second seminar with Professor Liz Smythe from Auckland University of Technology (AUT), a pioneer in hermeneutic phenomenology for nursing and midwifery, I

became aware of the scholarly commons library at AUT which allowed me to select and read ten

doctoral theses (with the majority supervised by Professor Smythe) using hermeneutic

phenomenology. Not one had used a coding software programme (Bernay, 2012; Crowther,

2014; Giles, 2008; Jhagroo, 2011; Paddy, 2010; Reed, 2008; Rossouw, 2009; Sutton, 2008,

Walker, 2008; Young, 2011). Instead the researchers made good use of the hermeneutic circle

which I now discuss.

5.6.1 The hermeneutic circle

The theoretical aspects of the hermeneutic circle have been introduced in the reading process

when appraising the retrieved literature and the theory is developed more in chapter four (see

section 4.8). However, the hermeneutic circle also relates to all stages of the interpretive research

process I discuss in this section (and appendix 1), which I outline here as a method for organising

research data using van Manen's (1997) three stage model before analysis of the themes in

chapters seven to ten using Ricoeur's textual hermeneutics (see table 1, p. 36). I discuss why van

Manen's (1997) three stage model was chosen below. A number of the research notes have the

addition of numbers one to three on them to indicate the temporal process of interpretation

through the hermeneutic circle (see chapter 6.3, figure 14). The continuity of the hermeneutic

circle to make explicit every stage of interpretation is important because in a phenomenological

research study design, analytical processes need to be consistently transparent (de Witt & Ploeg,

2006) which I have attempted to do throughout the thesis.

Authentic engagement between the chosen philosophical theory and research methodology

requires me to develop hermeneutic approaches to interviews, data capture and analysis (Smythe

et al., 2008). However, the hermeneutic phenomenological research process has generally undefined steps and the research journey is, at times uncertain, overwhelming and confusing for researchers new to the methodology (Smythe et al., 2008). Analysis, however, moves from description to interpretation and the uniqueness of hermeneutic phenomenology can be found in the detailed presentation and analysis of emerging deep and rich information (van Manen, 1997). The hermeneutic circle is based on the rationale that phenomenology of the lived experience is best served when the researcher's own experiences of the data is lived too (van Manen, 1997). This interpretive process involves the researcher and the different meanings of the lived experience through a process of "guessing" the meaning of language for both the research participant and the researcher (van Manen, 1997). Understanding, therefore, develops through trusting, thinking and "letting go" to allow new meaning to be revealed (Smythe et al., 2008).

Three issues are relevant here: probability, self-interpretation and falsification: First, the hermeneutic circle enables the use of personal resonance, identifying assumptions and bias, working through and using a "guess" and validation circle of interpretation (Smythe et al., 2008). In working through the meaning of data, its accuracy is made more certain when "*...an interpretation must not only be probable but more probable than another…*" (Ricoeur, 1998a, p. 213). Hence, any "guesses" are understood to be the starting point to working out the meaning of research data once transcribed. In this manner, indirect language requires negotiating the double meaning of language and appreciating a fuller understanding of views that inform communication.

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Second, an initial significance a word has, involves a degree of self-interpretation based on its influence on myself as a researcher (Ricoeur, 1998a). Third, Ricoeur suggests the role of falsification is possible because of competing researcher interpretations and exposure to all previously discussed dominant discourse: for example, power, gender politics, family, and societal and other technological discourse informing a particular worldview (Ricoeur, 1998a). I realised the hermeneutic circle only made sense when I began to experience the research data at the collection point when the interviewee spoke about their experiences, and that is the nature of phenomenology (Smythe et al., 2008).

Discourse when articulated by the research participants' conversations allow for thoughts to be aired, which means if they are not articulated then the thoughts may remain unchallenged or un-processed (Ricoeur, 1998a). Therefore, when the internal world of the person is externalised, new insights can be gained (Ricoeur, 1998a). The research participant is thinking-it-through and speaking-it-through and the researcher being central to this process, when first listening and later writing about the phenomenon, also parallels the same process in making the past tense the present. This is because they are thinking-it-through the hermeneutic process of writing in its constant revisions. In a way the participants lived experience finds its voice again in the researcher's own developing understanding of the shared phenomenological conversation (van Manen, 1997). This means the research participants lived experience becomes a relived experience which is relived in each revision. Therefore, discourse once articulated by the research participant, becomes "something else" and I initially made sense of it for myself using van Manen's (1997) three stages of interpretation.

5.7 Three analytical processes within the hermeneutic circle

The above reflections involve three interpretive processes evident in the hermeneutic circle (Ricoeur, 1998a). When working with the data I was guided by van Manen's (1997) three stages of analysis and the ten health care doctoral theses retrieved from AUT (previously cited in section 5.6). In the ten doctoral theses most had adapted van Manen's (1997) description of identifying themes divided into three cyclical categories: level one "explanation," level two "naive interpretations" and level three "indepth understanding." However, I found the terms first to third order interpretations were clearer to me and so I discuss the model in those terms. The third order interpretation is the generation of likely themes. I now discuss van Manen's (1997) stages in more detail.

5.7.1 First order interpretation

The first order interpretation which van Manen (1997) calls the "explanation" stage, very much relates to an initial experience of the data when in an interview or when first reading the research extracts (see chapter 6.2). I made initial notes in my reflective diary after the interviews and when transcribed. I made marginal notes, annotations, key words, and phrases on the transcribed page and did the same when reading the annotation research extracts. The explanation stage relates to the internal parts of the text. This is a level of holistic reading where words, sentences and phrases capture meaning of the text as a whole, yet the contents remain disjointed because they have only been experienced fleetingly in the interview or when reading the research extracts (van Manen, 1997). This stage was at the level of making notes about the main details and what the text actually said.

5.7.2 Second order interpretation

The second order interpretation, called "naive interpretation," offered me a more considered interpretation of the research data whilst still remaining at a temporally naive stage of interpretation (van Manen, 1997). Again, I am using the present tense because of its temporal action in revisions where the past becomes the present. The process is inherently temporal and the meaning of the research data gains in time (Smythe et al., 2008) and the process involves trusting the meaning the research data has for me and viewing the text as a whole. This is a stage of living-with the data, and being immersed and open to what the data may mean analytically. This stage, therefore, involves a high degree of commitment, motivation and a playful openness to the meaning of the data, without which analysis would remain at a pre-conceived and undeveloped stage (Smythe et al., 2008).

Key words and phrases were written down to help me to think and write and this process became more significant due to new meaning developing over time. This second order interpretation offered me the opportunity for more selective reading when key phrases revealed phenomenon I had not previously considered. This is what Smythe et al (2008) refers to as a phenomenological approach to identifying themes. A theme in qualitative research refers to the replication of words and phrases grouped together, however, thematising research data in hermeneutic phenomenology risks de-contextualising an experience from its unique temporal situation (Smythe et al., 2008; Thorne, 2000). From a phenomenological perspective, when identifying themes, the researcher needs to think they are in the process of conscious un-concealment, which is hermeneutic (Smythe et al., 2008). Understanding, therefore, is the process of recognising

something which the researcher may not have otherwise found significant (Gadamer, 2004a; Smythe et al., 2008).

5.8 Third order interpretation

Finally, the third order of interpretation is called the "in-depth understanding." This stage involves a more detailed reading of each research extract, sentences and paragraphs, themes and allowing further revelations to emerge (van Manen, 1997). This is presented in more detail in chapter 6.8, table 3 and figure 18. Therefore, it is not good enough to simply state analysis is deeper at this level, because, reading and the significance of words change in time, with immersion, more life experience and further reading around a subject. The third order interpretations are developed later in each thematic chapter.

Thematic analysis occurs through "playing" with the many possible inferences of a word, sign or phrase has and acknowledging its relevance (Ricoeur, 2003). This reference to a hermeneutic of language is by way of an example, what Heidegger refers to in the last line of Stefan George's poem entitled *The word* and "*...where the word breaks off no-thing can be...*" (1982, p. 60). Heidegger took each word and analysed their inference and suggested a re-configuration of the line to be "*...no-thing is where the word breaks off...*" Therefore, the phrase "breaks off" is a diminution, meaning to take away, to lessen, and "no-thing" is where the word is lacking because it names a given thing (Heidegger, 1982).

When "playing" with words or a phrase, I took the above quote from Heidegger literally to refer to "something beyond" what the word infers because where the word breaks off it is important to

follow the direction of what it alludes to, what it signifies to me uniquely and what is given to me in the phenomenological context. Hence, understanding the meaning of words can "go beyond" the normal consensus of opinion to be individual and reveal to me in the phenomenological process, its significance for analysis. This revelatory experience can be called a concealment-until-it-is-experienced-in research and where naive interpretation become more developed through immersion (van Manen, 1997). van Manen (1997) suggests phenomenological research can develop insightful analysis through writing, reading and more writing, and at the third order of interpretation, some of the lesser sub themes became less important because Ricoeur's textual hermeneutics opens up new directions in the textual themes.

The theory, therefore, gave me an entry point into the research data and to view the data through the phenomenological lens of Ricoeur's work. I can write this in the past tense and I can relate it to the present because the process is never closed to interpretation especially when reading and writing further revisions (Ricoeur, 1991). This realisation became more resonant as I interpreted the research data informed by Ricoeur's theory. This third order of interpretation (from a temporal perspective) is distinct from the previous stages of interpretation because understanding moves from naive knowledge of what is known in the present to deeper knowledge of the research data gaining resonance over time (Ricoeur, 1991).

The third order of interpreting the research data is in unison with understanding the meaning of Ricoeur's work. In other words, I realised when I wrote about applying his theory to the research data that it was initially tentative and it could not have been anything else but at the time. The tentative application of theory to research data is naive at first and follows the temporal process

of misunderstanding to understanding, which I write about in chapter eight in the research theme of rhetoric (see chapter 8.6 to 8.8). van Manen's (1997) model literally was iterative and dynamic, yet de Witt & Ploeg (2006) suggest qualitative researchers use of hermeneutic phenomenology need to ensure analysis meets three characteristics. First, a description of the philosophical ideas; whether the theory resonates with the researcher and its relevance to the research studies aims. Second, an in-depth integration of philosophical concepts with the research methodology and findings throughout the research study are crucial as can be seen in chapters' seven to ten. Third, a balance needs to be maintained between the study participants' voice and the philosophical concepts used. In addition, my own thoughts and decisions should be comprehensively transparent as an interpreter of the research data and as an interpreter of the hermeneutic phenomenological theory. This last point means that my interpretation of Ricoeur's thoughts should be representative of all of his work.

5.9 Conclusion

In this chapter I discuss the research design and methods which allow me to capture the research phenomenon of annotation. Hermeneutic phenomenology requires the researcher to adapt qualitative methods to collect phenomenon and analysis (van Manen, 1997). The research method for this thesis includes interviews with lecturers and students to enable data collection on the lived experience of giving and receiving of annotation. Essays were collected and annotation extracts from handwriting and digital sources help to identify the different kinds of annotation style, the use of language of essay and annotation text and its effect on the reader. I outline the research process, the split site study, the ethics application, consent, and storage and data collection. I also summarise the hermeneutic circle and three stages of interpretation using van

Manen's (1997) model. In particular, the chapter changes from past to present tense at times to ensure the temporal dynamism of the method, with interpretation changing with every revision (Ricoeur, 1991; 1998a). Finally, the importance of maintaining a degree of openness and transparency for me and the reader was also discussed and is a key to the process of interpretation and understanding because there is a need for researcher bias, pre-conceptions, and presuppositions to be negotiated openly (de Witt & Ploeg, 2006).

Chapter Six

Initial findings and four identified themes

6.1 Introduction

In order to organise initial findings, this chapter presents the research data using van Manen's (1997) three step model of first, second and third order interpretation (see chapters 5.7 to 5.8). As I discussed in chapter 5.7 van Manen's (1997) model was developed because hermeneutic phenomenology has generally undefined steps for anaysis which the research process requires. van Manen's (1997) model is popular amongst researcher's using hermeneutic phenomenology because it facilitates the detailed presentation of data, enables analysis of emerging deep and rich information through the work of the chosen hermeneutic philosopher (van Manen, 1997; Smythe et al., 2008). Therefore, findings will be further explored using Ricoeur's textual hermeneutics in chapters seven to ten. Table 2 presents an index of the chapter.

6.2 Emergent themes leading from first and second order interpretation

The chapter is organised by presenting research notes and research grids with coded key words followed by summaries of the findings in each section (see figures 14 to 18). Some of the research notes number one to three (see appendix 1 as an example of the same method I used to review the literature in chapter three) to indicate the temporal nature of the hermeneutic circle. The research notes were more significant to me than the research grids because they were a combination of the working out process and my temporal understanding (see appendix 3 to 6 for

research notes on the four themes). Lastly, at the end of this chapter, I collate the key words and sub themes in table 3 and identify four themes: the hermeneutic self, rhetoric, individualism and the reflective consciousness and slippage (see figure 19), which I explore further in chapters seven to ten. The first order interpretations, according to van Manen (1997), are my initial interpretations, which are considered superficial and immediate in relation to the meaning a word or phrase has for me. These are based on my pre-conceived ideas which I present in the research notes (see appendix 3 to 6), grids and two columns to identify the key issues. In the first order interpretation column examples of verbatim interview quotes, which could be called initial interpretations because they are the interviewee's own words, and the emphasis placed on the quotes by interviewees themselves make them significant enough to be a starting point of interpretation. The second order interpretations in the research grid column were naïve interpretations aimed at identifying key words and phrases (see table 3, section 6.8) to identify the third order interpretations and develop research themes.

Table 2: Index of figures and notes

Sections and figures	Interviews	Research notes and grid
Section 6.3, figure 14	Focus group	4 pages of annotated research notes, numbers 1-3 indicating temporal process, grid, summary notes
Section 6.4, figure 15	Student 1	2 pages annotated research notes, numbers 1-3 indicating temporal process, grid, summary notes
	Student 2	Full 10 page interview transcript with annotated research notes, numbers 1-3 indicating temporal process, no grid due to the amount of notes presented, grid, summary notes
	Student 3	2 pages of research notes, grid, summary notes
	Student 4	2 pages of research notes annotated research notes, numbers 1-3 indicating temporal process, grid, summary notes
	Student 5	1 page research notes, annotated research notes, numbers 1-3 indicating temporal process, grid, summary notes

Section 6.5, figure 16	Lecturer 1	2 pages of research notes, grid, summary notes
	Lecturer 2	2 pages of research notes, grid, summary notes
	Lecturers 3 & 4	1½ pages of research notes, grid, summary notes
	Lecturer 5	3 pages of research notes, grid, summary notes
	Lecturer 6	3 pages of research notes, grid, summary notes
	Lecturer 7	2 pages of research notes, grid, summary notes
	Lecturer 8	2 pages of research notes. Selection of the transcript in appendix 2
Section 6.6, figure 17	Digital annotation extracts	Grid, 3 extracts, summary notes
Section 6.7, figure 18	Handwritten annotation extracts	Grid, 3 extracts, summary notes
Section 6.8	Second order interpretation and sub-themes	
Figure 19	Third order interpretation: Four identified research themes	

6.3 Student focus group interviews (n=20)

Figure 14 is entitled *Extracts from researcher notes of student focus group interviews* of narrative quotes I collected during the focus group with pre-registration nurse students. As previously stated the research notes are presented followed by research grids and two columns of first and second order interpretations. At the end of each grid, a key of the abbreviations identifies the key words/ phrases found, followed by a summary of the notes and grids such as those circled numbers 1 to 3 and triangles/ pyramid to organise the research data.

Figure 14: Extracts from researcher notes of student focus group interviews (n=20)

Notes for
Focus group interviews p. 1

there are text/psycho somatic

① Difficult to keep focussed on the group as large num. sim to ind-student

∴ Student ① - "Made student want to cry" ② emotion ② affects + reduces confidence

③ disheartened.

① The colour red seemed to evoke a reaction self esteem
for some students - Referred back to hand written feedback as a child and its impact on child like evoked memory - child - disempowerment ② feelings evoked Ⓣ = transference

① Receiving sensitive FB - helped self esteem, sense of empathic understanding received and promoted for teaching and learning purposes
patronising +/- ② Modelling (MB) +/- feedback (FB) +/- Modelling attitude,

① Perception of tone in the annotation is evident yet when meeting the annotator there is little - so the written word appears to evoke, trigger, project tone. ② Professionale + style / tone.
perception of tone projected or perception of tone received +/-

° The above indicates misinterpretation of the written word (essay) can result in misinterpretation of annotation.

① Some annotation lacked detail - lack of relevance (coherence) "Good" says little ② Good or bad tone S-3/14
MOOD Flow coherence relevance detail
° "Good" or one word lacks flow of ideas + text / lacks narrative / lacks engagement with the text. ③ unclear +/- rhetoric PLOT/Structure coherence

① MOOD
° Good annotations = happy
Bad " = unhappy (S-4/4)

(1) • Annotation made sense when face to face — ② Face to face / Individual Discussion expand on reasons

Focus Group ②

• continuity of annotation quality, continuity of essay expectations, interpretation of
① essay guidelines and discourse all related ③ suasory discourse

to ensure insight, expertise, enthusiasm, knowledge, interpretation + misinterpretation —

If lecturers do all of the normative aspects of supervision preparation (module meetings, moderation of essays, session prep, session
① presentation, mass marking) there is an [annotates] expectation of continuity. However discourse (Fails) ② individual inevitably falls comes down to the connotation of words, phrases, meaning and understanding of everyone involved in the epistemological
process. ② interpretation ⟷ misinterpretation
understanding ⟷ misunderstanding

knowledge → stages
Episteme → From the author's own research, the students reading of the author's work, their writing and interpretation of its coherence, the markers
① interpretation + annotation. The annotation then starts another cycle of interpretation replacing the above cycle at the authors own research stage (hermeneutic circle) to start again. Then when re-read, due to the temporal nature of understanding, not only the student but later the annotator engage temporally to somewhat improve their understanding.

② Expectation of Continuity amongst lecturers?

Self interpret
interpretation Ms. "
understand VS
mis ②
to finally
lead
to
better
understanding
in a
temporal
distance
= ③ TIME
rhetoric (mirrors 1-3)

focus group P.3

(2) So the above P.2 discussion brings the varying
factors influencing interpretation together, but they
are ~perhaps~ only manifest in the moment of ~any~ new realisation (3)
                                              ~ to the individuals involved.
(2) The quality process (guidelines, marking criteria,
moderation) learning - understanding
                    process

(3) - The individuals, involved and their interpretation
(students, marker then annotating, student reading,
supervisor, annotator re-reading, student re-reading,
re-writing cult re-submission) -
        (Student 19   → productive imagination? (Ricœur)
(3) • Said / unsaid and vica versa - interesting suggestion ~
  an indication of the impact of the spoken / unspoken word
  and the visual imagery that ensures prior (3) visual
its (2) to some understanding being arrived at.   imagery
purpose   Checking thought - denotation / linguistic prec.
Hence ~the~ unsaid indicates the ~process manifesting~   the meaning
                                                           of
(3) because what is not said, left unsaid   words
then allows the reader to leap ahead   (3)
to grasp some meaning of the gaps they   GRASPING
fill in. That is their issue not the vagaries   · meaning
of the annotators unsaid projections - Individual leap-up
                              conscious/unconsc. ahead to
It is also likely that what is said also   meaning
has to ~then~ negotiate the inflections, the shades filling in
of what ~it~ refers to, even ~fleetingly~ ~or~ then the gaps
~lead to the~ said / unsaid   ar said
visual imagery and negotiating with unsaid   SAID/ (3)
/ visual imagery) (imperceptible   (2)   UNSAID
                      gaps being   conscious ·   visual
pwd. imaginatio meaning overcome. unconscious   imagery
 imaginatio   reflection of ___
(rhetoric)   words meaning Tensions
                                                  pwd. imagination

focus group P.44

1. Essay parallels practice - allows for assessment of the student's knowledge, attitude, 6cs, competence, evidence based practice. The annotation received also parallels attitudes for nursing eg modelling nursing, modelling feedback, modelling principles of practice and writing conventions.

2. The essay is the safe space to experiment upon (a theme seen elsewhere). Hence annotation is affects the essay & its content which shapes ideas, knowledge, critical thinking for direct application into the clinical setting

Essay
practice

③

annotation
on essay
content =
applicable
to
practice
setting
because the
knowledge & attitude
are also applicable.

③ assm. of F.T.P   fitness to practice
if essay is safe
space to develop ideas
& knowledge for practice -
FB (annotation)
shapes + applies to
clinical practice & Grasping
student behaviours

Corrective
structure
spelling

mimesis 1-3
Time =
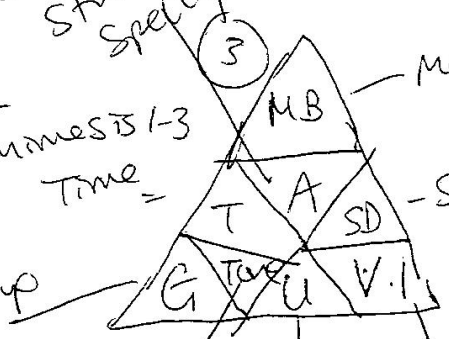
— Modelling behaviour
+/-

— Summary discourse
rhetoric
persuade
convince

Tone
Modelling -
imitation
of professional
behaviour /
imitation of
writing style

understanding
leaping
ahead

visual imagery
(productive
imagination)

\ U = { conscious
unconscious }
(said/unsaid)
? slippage

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Focus group: 1st order interpretation- initial stage	2nd order interpretation- naïve stage
"*Reading written feedback on my essay made me want to cry. I'd put so much work into the essay it's as if I'm on trial...it cuts deep...*" (Student 1)	Tone, emotion and projection
"*Lowered my self-esteem- felt incapable, felt down, disappointed-anxious, unconstructive feedback-unsure about the expectations, previously mostly positive...*" (Student 3)	Lowered self- esteem, feedback was unconstructive Disempowerment Need guidance, challenged thinking
"*I needed help to steer me in the right direction... lecturers' are very accessible and caring...and I can see ...in ...feedback ... One profound comment... asked ... how this make you feel really did? Can you dig deep and talk about the real emotion you felt? Why is it important to reflect as nurses?*" (Student 11)	Attitude of the annotator Touched a nerve
"*... Some lecturers' essay comments ooze ... attitude yet when you meet them it's as if they are a different person…sometimes the essay comments are nice and constructive and when I meet them it's as if I've got them on a bad day…*" (Student 11)	Feel like a child again. Painful comments
"*I received feedback that touched a nerve. The feedback was sensitive saying something like 'I can see that you have been touched by nursing this patient, well done because patients' and their relatives need to see that you really care'...I can actually imagine their face as I'm reading it, approving and praising my passion...*" (Student 17)	Negative comments, critical and condescending
"*Some of the feedback comments can be painful... I have to brace myself first before I read them as I know they may hurt...it makes me feel like a kid again…My essay comments were very patronising in parts, there was a flavour to the comments, they made me wince and tears welled up in my eyes... I'm usually able to deal with feedback but this felt personal...*" (Student 5)	Felt patronised, tearful, wincing, it felt personal
"*Written in RED! Negative comments- critical-condescending, exclamations throughout! How did I feel? I lacked confidence, criticised, lowered my confidence and self-worth. I felt like a kid again, chastised by the teacher. Even the positive comments in red looked negative!*" (Student 16)	Poor clarity of discourse in some annotation, needed specific detail, unhelpful comments were not convincing or coherent
"*My essay writing got worse because of the hoops I … jump through... worse because now I have to write in a formulaic way, a way that… is less genuine...I feel pressured into writing and thinking a certain way because if I write and think differently my feedback and marks will reflect their expectations not my own...*" (Student 12)	Writing and thinking became inauthentic, formulaic
"*I felt very frustrated with the lack of relevant comments - there were a lot of track comments like "good" which told me nothing, then there would be lengthy track changes which made the page look busy. I felt*	Felt frustrated, some comments tell you nothing

overwhelmed when I saw the essay with the track changes, there were so many. Acting on each and every comment took forever, I hate getting track changes now..." (Student 3)	
	Unspecific comments are meaningless
"*The supervisor said my essay wasn't comprehensive enough, and. I thought, what do you mean, where can I be more comprehensive, which sections? When it's not very specific it's meaningless...*" (Student 14)	
"*All I seem to get are comments on grammar, punctuation and referencing. I can see the markers irritation; they get a real bee in their bonnet about it as if it's the most important thing a nurse has to learn...*" (Student 7)	Correcting grammar, punctuation, can see the irritation
The key of abbreviations: MB =modelling behaviour, + or - =good or bad, T=time, SD=suasory discourse, FB=feedback and G=grasping, U=understanding, VI=visual imagery	

6.3.1 Explanation of focus group research notes and grid

The four pages of research notes in figure 14 demonstrate the student focus group (n=20) had a mixture of annotation experiences. As mentioned in section 6.3 the number 1 circled in the research notes indicates my initial grasp of the interview content. The number 2 circled indicates me making links and naïve judgements about the interview content. The number 3 circled in the research notes indicates a fuller temporal understanding of the data and the process follows mimesis 1-3, which I discuss in chapter 8.5. For example, mirroring the same hermeneutic process of appendix 1, the circled number 1 in the research notes was my initial interpretation and 3 my final thoughts. This process was repeated for all sections in this chapter. In the research grid, I added a key of abbreviations to refer to both the research notes and grid's key words, followed by a brief discussion of the meaning the research notes and grid had for me.

6.3.2 Pyramid and triangle significance

Page four of the focus group research notes (see figure 14) has an example of an intuitive pyramid diagram, which I used as an *aid memoire* to identify the emerging key words. Each triangle making up the pyramid had an intuitive purpose from a semiotic perspective. The term's

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signification include words such as professionalism, learnt behaviour, NMC guidelines, safe and competent practice, showing how things should be done, learning by observation, childhood and adulthood experiences, to name but a few. This was repeated for each triangle in the research notes to add a level of signification that was hard to articulate and yet easy to forget, unless notes were made about the process. The pyramid therefore stopped me from forgetting what I perceived to be an accurate interpretation of the research data at the time. Therefore, the research notes in themselves are an example of rich description of my temporal interpretation of the research interview content and saturation. The columns of first and second order interpretations therefore, put in context statements referring to my interpretation at the time. The subsequent addition of comments and numbers 1, 2 and 3 indicate the complexity and emerging nature of my understanding changing through the hermeneutic circle. There were a variety of issues identified in the research notes to inform the interpretation grids, such as annotation comments modelling professional behaviour in the tone, knowledge and content. The issue of handwritten annotation in red ink, along with the negative comments and use of exclamation marks (!!!) had an impact. This led to a lack of confidence, frustration, and some students feeling their essays worsened as they addressed each feedback comment. Another key point is annotation correcting grammar, punctuation and referencing led to students' feeling like children again because the feedback had tone and projected authority. Now onto the individual student (n=5) interview data.

6.4 Individual student interviews (n=5)

Figure 15: Extracts from researcher notes of individual student interview (n=5). I present a selection of notes I made on the interview transcript followed by the research grid I referred to in section 6.3.1 regarding the circled numbers placed on the research notes.

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Student 1

[handwritten: In relation to negative tone]

Q   So your moral compass says that when you see, hear and read it, you know it's not right. And what would you think would be going through their minds?

A   That they are better than you.   *[handwritten: 1 = Initial thoughts]*

[handwritten: KEY]   *[handwritten: 2 = Thoughts on repeat readings]*

Q   That they are aloof? Power?
So when its written down from a professional, it feels good, its constructive and it values you. If you ever get something the opposite then it would have the opposite effect wouldn't it?

A   Yes, it would knock my confidence if I came across it early on. But I try not to take it personally, that's the way I am.

[handwritten: ② Have I introduced my own ... ?]

Q   I'm glad you've had a good experience so far and long may it continue. People who teach are obviously nurses first and on the register. In the past they've been hands on and clinical but now it's talking about it and so when you meet someone or read what they say or hear how they come across, it gives you a sense of the nursing context. That's what we are here for. It is a different type of nursing practice, only teaching nursing practice. So when its sensitive and professional it's like modelling.

[handwritten: ② How to become professional   Role model]

A   Definitely. We are looking to be taught how to become professional nurses and if we are looking at people who are teaching us and getting negativity from them, that's not teaching us the right way. You can't teach someone my age, (I'm an adult) I know manners and I treat people how I would like to be treated and not everyone is like that but in that respect I think people need to be more professional.

[handwritten: ② MB   Modelling behaviours]
[handwritten: ① Teaching us professional / the right way]
[handwritten: ① Manners, morals, beneficence]

Q   Why do you think they're not?

A   I haven't come across anyone who isn't yet.

Q   Good. It's your first module, isn't it?

Q   If there are parallels with the nursing practice, why is someone positive and constructive in the nursing (that's an inappropriate question if you've not been on the wards yet)............ it's basically stress that would be underlying reason why someone has a bit of an attitude, or they may have difficulty in a culture of doing lots of work with a lack of staff so they feel students should suffer. I'm just putting words into your mouth as you've not experienced that. The opposite is what you've experienced so that reinforces how you should be, but human to human guard drops sometime.

[handwritten: I clearly see the parallel between developed a nurse for practice]

[handwritten: ③ the content of an essay]

So the positive, constructive feedback – thinking about the way it's written - could you use that language or the flavour of it to talk to patients?

[handwritten: ② Reinforcing   MB   Experimental space to develop.]

[handwritten margin: missed this in 1 reading]

A   Definitely. The way mine was. The fairness and straightness and the manner in which it was spoken was how it should be. Its honest and its truthful without degrading, like when you're in a situation where you're telling somebody something, it's got to honest but done with respect.

Q   When you thought of the person who wrote it, what perception did you get of them?

[handwritten: ② (What was) thinking? ? Link between]

A   Fair.

Q   Did you think they were writing it in a nice warm office? *[handwritten: tone +]*

[handwritten: ② Imagery]

A   Probably.

[handwritten: ① FAIR, straight, Truthful, not degrading]
[handwritten: ① = Role modelling]

Q   Probably in the summer evening would be different to a winter evening.

[handwritten: ③ space to develop in an essay / a safe space where no actual harm can occur. Annotation is the engagement / support of such a process]

A   Yes, it stands out.

Q   *What if it was written in red?*

A   *No, because red is like one those signs, an angry sign.*

Q   Did your annotation have a section in yellow?

A   *No.*

Q   *I was just wondering. That's why it didn't look busy.*

       Is there anything that you want to ask about annotation?

A   No, it was all covered in all the feedback.

Q   *You passed didn't you?*

A   Yes, I got 56.

Q   *Thanks very much for your time.*

[Handwritten annotations throughout the page:]

Colour indicates mood /anger/ tone

FB = feedback ②
MB = Modelling behaviour.
FTP = fitness to practice / assessment

Student Interview ①

① Professed "they knew what they were telling role modelling feedback about" ②
"Teaching us how it should be done" — colour of annotation is an issue?

The essay + FB parallels other kinds of feedback
= knowledge, attitude, professionalism of nursing practice, assessing person] FTP ②

Student iv ①

= Annotation is no diff. to other forms of FB in the need to be clear, part of improving text, be transparent, fair + valuing the student's efforts (no degradation) rch

· feedback often stated "coherent" meaning be coherent in the structure, flow, content, plot.] "clarity of discourse? ②

◦ Focussed on errors, punctuation, spelling, grammar finished with praise — helped with my sense of feeling good — Care "care MB

③ That is important because it is sensitive + Essay being the Safe professional (MB) Space to experiment ideas/ knowledge

Student 1: 1st order interpretation- initial stage	2nd order interpretation- naïve stage
"*Annotations were clear and easy to understand. That made me feel good because I could understand it and put it into action…*"	Clarity of discourse, positive feedback
"*We are looking to be taught how to be professional nurses…*"	Annotators model nursing behaviours (MB) and principles. Manners, morals and valuing people are important. This comes through a caring attitude to the student in annotation
"*Manners and morals are important in nursing, not degrading but valuing people is essential to be communicated. What comes through is the lecturers caring attitude…*"	
"*Cohesive comments made me think differently and made my arguments clearer. It also made me think more clearly and critically…*"	Annotation helps to clarify thinking
"*Correcting punctuation errors is part of life… to receive feedback on how to improve something is the lecturer's job…*"	Corrections are expected because it's the lecturers job
"*Annotation is no different to other forms of feedback…because there is generally a sense of dread and deflation when receiving negative feedback…*"	Sense of dread when receiving feedback
"*The feedback finished with praise which helped raise my mood…*"	Praise in feedback helps mood and confidence
"*If feedback is sensitive, fair, straight and truthful, it promotes caring and professional attitude…*"	Constructive feedback promotes professionalism, morals, manners
"*I can see that the lecturer is checking to see whether I know my stuff, and on one essay they challenged what I had written and encouraged me to get up to date with current evidence based practice. I realise what I had written was potentially dangerous to a patient...*"	Modelling behaviour by challenging the available evidence **Key of abbreviations**: MB =modelling behaviour, FB=feedback and FTP=fitness to practice.

6.4.1 Student 1: Explanation of the research notes and grid

The research notes and grid for student 1 identify role-modelling and feedback styles, parallel professional attitudes and good writing styles. For example, annotation being coherent, clear and concise reinforces a sense of professionalism. Assessment is an opportunity to identify the student meets the intended learning outcomes of the module, and demonstrate the students safe and competent practice. I now present student interview 2's research notes and data.

Student 2

Student 2

Q   What do you think annotation is?

A   I think it's the feedback that's given onto our assignments.

Q   And you've experienced the digital annotation haven't you?
     So, the typed feedback comments directly onto your assignment?

A   Yes.

Q   How was that experience for you?

A   Not good. I failed the assignment and the feedback I got I found very destructive. There weren't any positives; it was all negative, negative negative. Even the bit I firstly submitted to look at for supervision suddenly wasn't ok by the time it got submitted whereas it was for supervision. So I found it very destructive and it had a very negative effect. Do you want to know about the recorded feedback?

Q   Yes, anything that is relevant.

A   On the recorded feedback, the marker had said "these are not your words", so he had accused me of cheating, or that's how I had interpreted it. Obviously they weren't my words but I had referenced badly, but the point of that exercise was to know how to reference, so I took that very negatively. When I contacted him about it he thought it was my fault that I took it negatively basically, so he told me I had a duty to tell people how to give me feedback. I was under the impression that my ILP (Individual Learning Path) was given to tutors. He said it was my duty to let people know that I used to be a college tutor and I would not have assumed that feedback would be so negative without any positives. I nearly didn't come back.

Q   Really, was it that bad?

A   Yes, I wasn't pleased.

Q   Was that your motivation to do this interview then?

A   No, to be honest. If anyone could learn or benefit from having that kind of feedback then that would be good. Because it was really unpleasant.

Q   Well, that sounds like a bad experience and if you thought of not coming back, it's obviously important to get on the record.

A   Yes.

Q   The other thing from a module perspective is to feed that back to the module leader.

A   I did. It's been put in my hands to go and have supervision with the person in question, which I felt a bit intimidated by, because of the comments I didn't really want to. I have now raised a meeting but I feel very nervous about it.

Q   It sounds like remembering about the comments might be painful?

A   Yes. With the supervision, if the bit I sent by email (he didn't offer to go face to face) to get an e mail back saying it was fine, (whatever fine means) for it not to be fine when I resubmit was a little of an anomaly. I

1

Handwritten annotations:

* ① V. DESTRUCTIVE

Student I/V ②

① All negative no positive

① felt like accused of cheating

① illegal / dishonestly — in educator (Reinf... professional Behaviours)

② quite shocked

① X learning from how NOT to give FB.

② Be Adult / Self-determination

Anxiety ②

② MISinterpretation / Perception / Consistent FB

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Q   *If you remember the digital feedback comments, do you mind remembering them and giving some examples?*

A   Some were "No reference to the target audience" but I didn't understand what he meant by that and there was no explanation and he said I should have given two examples of evidence based practice but when I looked through the assignment given to us, I couldn't find where it said that and there was no indication from him where I could find it. The way the assignment was written was unclear as well and I have misunderstood now. I have an *English* degree and language is very important to me and I really can't see where I went wrong with it. So to actually have not understood where I went wrong and for the feedback not to explain what was expected, I don't know how I can move on and make it better.

[handwritten margin: to understand / not / cannot move on]

[handwritten right: issue = clarity of discourse]

Q   *I can see the frustration, with your interpretation of it and with someone else reading it and reinterpreting it and saying you didn't interpret it right.*

A   But if I didn't interpret it right and got it wrong, then I hold my hands up. But what would have been good if he had said what I should have done. Clarity of the feedback. He should have given me something to go on.

[handwritten: (2)] [handwritten: Misinterpreted]

Q   *So the referencing and the comments, what comments do you actually remember?*

[handwritten: anxiety? can one over read? (2)]

A   "Attention to detail". Well, I'm really anal and I read everything a million and one times. It doesn't just get submitted, it gets looked at and looked at. The reference list had been put half way down the page and that wasn't how it was when submitted, but nobody would accept that the format had been changed. And yet I've spoken to two other people and they say it happened to them. Now if I print out what I had submitted it doesn't print out with the reference half way down the page, it prints out at the top. So something had definitely happened to my formatting.

[handwritten margin left: The power of / the words of / the expert / (1)] [circled ①]

[handwritten: rigorous but does that / (2) reduce instinct (trust self interpretation?), section]

Q   *That happened to me with a student I marked, in fact the conclusion was before another session?????*

A   *[struck through]* they said it doesn't happen but if you talk to students, it really does.
That was something out of my control. And the difference between people marking as well, I spoke to someone who was concerned about this and they were told by their supervisor that if it was only formatting then they didn't need to worry about it. But I lost marks because of it. There needs to be some sort of rule of thumb or some acknowledgement of technical error, but it definitely did lose some for my formatting.

Q   *So comments you remember vividly..... and you've mentioned referencing, is there anything that stands out as being destructive?*

A   Well, the accusation of cheating really, I was mortified and crushed. The whole thing was to summarise (as you know) which I did, but I referenced it badly so I had a too big a thing with only one bit at the top. He put "these are not your words". They're not but I put Barkley 2012. What I should have done was done a joiner, and he further goes on to say..dddddddd. That would have been helpful if he'd put that in instead of saying I'd cheated basically but I don't see how I could have interpreted it any other way. He e mailed me back and said he was sorry I'd seen the feedback as so negatively but there wasn't anything positive there to read into it and also I'm the sort of person, if you tell me 99 things that I've done right, I will hear the 1 thing I've done wrong and that's what I'll focus on because I want to get it right.

[handwritten margin: ① / Or / Percep of / as ? / Such -]

[handwritten right: 99 wrong]

Q   *Any other comments that were vivid, that hurt, other than the allegation?*

A   That was the main one really, that I'd plagiarised, in effect. That's a bad thing to do and not a thing to be accused of when I'd just referenced badly.

[handwritten notes: Annotated FB (2) / integrity / M.B / Professional]

[handwritten right: - Referenced (2) badly - cheating - integrity]
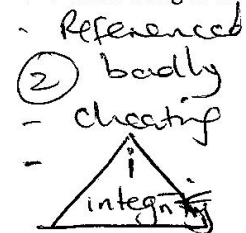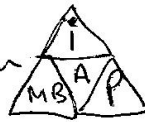
Q   *I'm thinking, it's obvious that the annotation comments on the page had an effect on you, an emotional affect.*

A   Yes, I went into meltdown, which might seem like an overreaction but it's important.

Q   *If those comments were on a separate sheet instead of directly on your assignment, would you have perceived them differently?*

A   It was actually good that it was on the relevant bit, the bad part was not having any positive. When I took the teaching qualification, it was sandwiched (the feedback) and that really does work because you think "oh yeah, ok that was good" or "you need to do that better". It leaves you with a positive feeling, so I think if it had been constructive on the actual work, then that would be good. It's relevant and where it should be and you know exactly what you're looking at and it's clear. Whereas if it was on a separate piece of paper you'd be reading it and trying to find it on the actual text.

Q.   *What about these very negative words, when they were actually on your work? They are there like a parasite.*

A   It was kind of like that.

Q   *It makes it more personal, doesn't it?*

A   The comments on the feedback sheet said "access wise, learn how to write academically". I've been out of education for a while but I do know how to write academically. It was a little bit insulting.

Q   *It felt patronising?*

A   Yes it did really.

Q   *You can see the pros and cons can't you? Those comments directly on the page show you directly what they're referring to and also I asked the question because I know it is a factor that because they were quite negative, then being directly on the page makes it more personal to you.*

A   If there had been something positive or if I could have read the feedback on the page and it said, "you didn't use two pieces as required by...." or given me something to go on then it would have made it less negative and I would have known what I was doing. I don't know whether to screw it up and start again or jiggle what I did. There was no indicator as to what I've got to do. With the result in that when I came in this morning and looked at it, I shut it down again.

Q   *So you sound like you're overwhelmed with what you think you need to do.*

A   To be honest I'm a bit worried about failing it again and then I'd be off the course.

Q   *Worst case scenario is that you'd have a third or fourth attempt.*

A   I've only got two, because I've been stressing about it.

Q   *You'd just make your case. Because they value your experience, its highly likely they'd give you a third or even more because they want people to stay on. It's formative development in the first year particularly, which should be a nice experience, feedback wise, for the first assignment.*

A   Obviously the person marking it doesn't know me, and there are 400 of us but I would hate to think that other people had got that negativity. I know they are marking a lot but go away and have a drink and a break.

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Q   *You acknowledge that the annotation directly on the page is fine if its constructive but for the reasons you mentioned, because it was so negative, it brings a different dimension to it. What is that?*

negative effect/consistent (1)

A   Destructive. That's the only word I can think for it - it completely crushes you. It's just an essay, but it's so important and we want to get it right. So, if something is so destructive it demoralises you and you really don't want to go back into it because you just look at it and say "oh no, I don't want to look at it again" but I've got to, I've got to do it. The best word is destructive. I know everyone isn't like me and I do have issues, I have a mental health condition that makes me more hypersensitive but I don't think somebody has a right to make people feel so bad about something that's taken so much time and effort. It wasn't easy to do and it was the first piece of work and I took a lot of time on it for him to say "attention to detail". How many times do you want me to read it through?

(2) M.H condition

(2) over thinking? anxiety

Hypervigilance ?

Q   *As well as the time, and only you know how much time you put into it, whereas the marker often doesn't know and might presume something but the writer knows the reality and how much they give up, like missing their favourite tv programme or playing with the kids and you think "I've got to do this assignment"* (P)

A   I don't watch much tv these days and I've given up a lot to do this course. (1)

Sacrifices

Q   *Its high risk assessment, aren't they. That's another point, having to pass because some people give up a lot and some others are straight from college and they don't know much about life and haven't experience other things. There's paying the mortgage and all that that, some students don't have that.*

A   I have seven horses which I'll probably have to down size to come here so it's been a huge decision.

Q   *One other issue is, nursing lecturers are nurses first and constructive criticism has the positive strengths and weaknesses. When it is perceived as being negative, what impression does it give you of the lecturer?* lecturer

A   Where was the caring nursing side there? Did they miss the lecture where they were told how to give feedback. I just think it's an essential....I used to teach special needs and you do have to be very clear – you can't molly coddle, you have to tell them what's right and what's wrong. You need to leave them with a feeling that they've done something right and that motivates them to go on and think "I'll do it right next time". Without that, what have you got? You have no motivation and even though I know I've got to do it I've no motivation to do it. I have a meeting next week and I'm really scared.

Care?

(2) M.B

Modelling

Q   *It's about the care isn't it? Your view of them as nurses and were they like that in practice?*

A   Exactly, and ethics. I'm into the ethics side of it all and you think, where was that? Because there's a certain ethical obligation to not crush people.

Q   *Why do you think it's so destructive and why are the words so negative?*

(2) strong statement

A (1) Because it just told me everything I'd done wrong and nothing I'd done right and gave me nothing to build on.

Q   *What does it say about the lecturer themselves for choosing that attitude?*

A   He'd either had a really bad day or marked too many assignments or maybe he thought he was actually being constructive because I e-mailed him and said "I find your comments destructive and not constructive" and he put the onus back on me by saying that it was up to me to tell him how to feedback to me, which I didn't think was right. He said he was sorry that I'd taken it negatively and he didn't accuse me of cheating. How else can you take "these are not your words", I can't see any other way of taking that.

Q   *You mentioned the nurse lecturer (well I did actually), but trying to get as much as I can out of lecturers and nurses. The nurse first, who then (for whatever reason) the comments are consistently negative and you the*

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lecturer?

A He didn't give a damn. It didn't matter how he made us feel. It was like, "I'm the lecturer and you will take what I give you".

Q *In other words you don't take that attitude and why should you?*

A To be honest, coming here today is a big thing for me because I've put myself in front of the firing line and I would rather be invisible and rather get on with it and just do it, but I felt quite strongly.

Q *I appreciate you taking the time to come and you want to continue?*

A Yes.

Q *In practice then, what was your view of them in clinical practice?*

A I think they would be very critical and if you had to work for those people in clinical practice I think it would be quite demoralising and probably recognition would be very low on their agenda.

Q *What about patients?*

A I think if you see somebody treating staff in an off-hand manner or critical manner then I don't think it engenders trust from patients point of view, it might look quite bullying and it may not engender trust in that person to look after them in a caring and compassionate way. I know sometimes you have to take somebody to task but there is a way to do it and if someone is very efficient for example, and that's why they are very prescriptive of what they say to people and it can come across as very cold. People don't want that in hospital as they can be very vulnerable and they have to rely on these people to look after them. They should be equal in their dealings with everybody.

Q *In whatever environment a nurse finds themself in. Whether that's in clinical practice and then going into university.*

A You don't switch off your humanity switch when you walk in as a lecturer and then switch it back on when you walk into a ward. No I don't think you do, some people do.

Q *Do you think then that they've got something they need to get off their chest? Is it an attitude?*

A It just came across as thoughtless. I don't think they'd got anything to get off their chest. They are trying to do a job and they've got a lot to mark but when you get to the point when you think "oh, not another ??????? bibliography" you should walk away for a bit and come back when you are...... the first one should be the same as the last one and in the same frame of mind. It hard to do, I know because I've done it myself, but at that point when you get to the point when you are thoughtlessly putting comments down then you should take a break.

Q *What if they took a lot of breaks and they got back to the feedback and the comments were still negative?*

A Well, they need to go on a how to give feedback course or retraining.

Q *Wouldn't that give the impression that they've got a certain mind-set about nursing or students, or patients?*

A I don't see how, if it's negative, its negative. Everybody brings something with them about what they read, so I would bring my experience to something and you wouldn't interpret something the same as I would. But if something is negative, its negative – there was no ambiguity.

Q   *It sounds like in your e mail to them, didn't you say that they thought they were constructive?*

A   I can't remember now.
He just said that he was sorry that I'd taken the feedback so negatively and I had an obligation to let people know how to feedback but I was under the impression that my ILP had been sent round to tutors. I checked with my tutor and she said it was just for placement, I thought I'd better check for here as its fifty fifty. I don't think it was a stupid assumption that it was passed around because it is something that's important. But it's not up to me to go round to every lecturer. I will if you want me to but not everyone wants to hear it.

(1) individual learning plan

Q   *If there's anything identified as an individual learning need then it's always best to e-mail each new supervisor.*

(1) Identified learning disability added to sense of negativity

A   I do get extra time in exams, I get 25% extra time. My problem is also supervision, you can only do it up until a week before and I work best under pressure. In fact I wonder if it's because I had so much time on this one and I didn't do it under pressure, maybe that's the reason why it wasn't as good as it could have been. I do work better when the clock is ticking. Supervision isn't always that easy to access when you work at the last minute. We all work in different ways, and I work better under pressure.

Q   *That will be handy in nursing.*

A   <u>Reading feedback comments</u>:

"It's a shame that you've interpreted the feedback in a negative way, I haven't accused you of plagiarism, however, to the reader, poor referencing style can look identical on the page".

"My feedback stated that when you use other peoples work in an assignment you must reference appropriately".

"The ILP is used to inform your personal tutor of any reasonable adjustments that need to be made in relation to both the theoretical and practical aspects of the course. It must also be clearly stated that you have a responsibility to inform those who you deem appropriate to know of anything in the ILP".

"For future assignments I would recommend you access face to face module supervision and inform the marker of any issues that you feel would be necessary to know in marking your work".

But he never offered the face to face, it was e-mail.

(3) I thought that sounded reasonable and had good tone) MB (2)

Q   How about the audio?

A   The only bit I can remember from that was the impression that I cheated.

Q   You mean it reinforced what was written?

A *(1)*   Yes, it made it more so because he said it. I couldn't misinterpret that, "<u>these are not your words</u>". If they're not my words then they are somebody else's words, which means I've <u>plagiarised</u> - that means I've <u>cheated</u>. Rather than "this is a big paragraph with only one reference" (for example) "it would have been better if you had used a joiner". But I've come to that assumption myself.

Q   *So you are actually modelling how best to feedback in that situation. You are giving an examples of how you would have liked feedback. That's your tutor's hat on. You are saying it constructively and based on what he should have said differently and may do in the future. It is a reflective process .*

(3) (MB) modelling FB by the student

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models and there is evidence based practice for giving good feedback which he has not followed. *— Bail et al 2009*

Q   *Some people will look at their own feedback and think "oh, where is positive in that?". There was a study a while back where lecturers looked at their own feedback to students where they identified that tone and attitude came through. They were mortified, so they need feedback and you are actually modelling constructive feedback on the lecturer who you experienced as not giving constructive feedback.*

      You have given a lot of information about the emotional aspect of receiving feedback. We need people in nursing to have emotion because it demonstrates caring, compassion and enthusiasm to actually want to do the job and pass each module to become a registered nurse.

A   I would never personally make anybody feel bad. If I did make anybody feel bad then I would have the nerve to change it. It's not unusual to expect people to not make you feel bad.

Q   *To do no harm, as in maleficence, (can be good, moral stuff which is on the other module) do you think the lecturer purposely or unconsciously actually did harm.*

A   Unconsciously. I don't think they would do it personally. I might be a bit naïve but I don't think it's done on purpose.

Q   *So a degree of emotional effect which might take that to do harm.*

A   I cried all day. I was mortified.

Q   *So you need to pass this module and get it out of the way and get onto a different type of assignment writing because this one is a bit characteristic in it's a certain way of doing something.*

A   I've got a mentor for an hour a week from RAMSTAT. She is going over it with me on Wednesday.

Q   *Have we come to the end of what you want to say?*

A   Have you come to the need of what you want to ask me?

Q   *Well, I think a good question to end on would be - I've asked some questions that are my interpretation of what you want to say. Has anything I've mentioned been in the wrong direction or close to what you were saying and words like "unconscious message" that came out?*

A   I don't think he sat down and thought " I must be really horrible to this person". Shouldn't be in this setting or in this job. I just think he didn't think about what they were putting.

Q   *Empathise perhaps. The empathy may have been removed for a short time.*
      Do you think is it anything about what you wrote and how you wrote it that triggered in them a certain reaction?

A   I don't know because I honestly didn't know what I was supposed to do after reading it... I thought I'd done ok. I didn't think I'd done blindingly well, but it's been a long time since I've done a thousand words on anything. Somebody sent me theirs to look at and when I read it, theirs didn't make sense to me. Now, I'm not from up here and some of how this one that was sent to me was written was very much in the vernacular of the north west. Well, if that's how I've go to write then that to me is not academically writing then I can't do it – I don't speak north west. That may sound strange but the language and accent does throw me sometimes and I don't always understand and have to ask what is meant by that. It is very different and I have a combined arts degree and majored in history with an English component and I got a 2:1 so I can academically write.

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Q   Clearly.

A   And that was with a child and five horses and travelling to Nottingham and Leicester every day. There is nobody harder on me than I am so 40% is a low pass mark so to get a low pass mark was really quite a blow.

Q   It would be, because you are not used to that after getting a 2:1.

A   I don't like getting things wrong because I don't like getting in trouble. I will move heaven and earth to not get in trouble. It seemed ridiculous that I couldn't get 40%. It knocked me down a bit. I can take constructive criticism but there wasn't any.

Q   That's a good observation because how are you supposed to take negative feedback?

A   If you've nothing to build on how are you going to build and improve?

Q   And the natural defence to that would be to feel horror, shock, perhaps anger and feeling an emotional effect of those words. I was just thinking about Eric Burns, Parent to Child – you mentioned authority at the beginning and I might have chipped in "power", is that a factor as well, feeling like a kid again?

A   It is really. The minute you get into that role, (without going into too much detail, I had an abusive upbringing) and if someone takes that tone with me then I either react aggressively or I revert, and it's very much parent and child. It invokes the same response in me as it did when I was a child and I'm very aware of this but if you're constructive with me then I can build and move on with it.

Q   That's a very profound reflection, isn't it?

A   I've been doing a lot of that recently.

Q   The feedback that negative re-enacts feelings, thoughts and emotions from the past revisited in the present.

A   You're under someone's control and power.

Q   Feeling childlike again, as an adult.

A   Well, I'm nearly 50 so I shouldn't be feeling like that.

Q   That's the past come back to hurt again?

A   Yes.

Q   I know you spent the day in bits and cried all day as a result, which is important to acknowledge. Did you actually feel as raw as you did in the past with those comments?

A   Yes. At the moment I'm in the period of recovery. So I am not where I should be which is why it probably hit harder. I guess that's why it had a big impact as well.

Q   That's an important thing to note.
     Ok. I've got to be aware of the boundaries and the purpose of this interview.
     Just to summarise (again I use my own word "raw" to emphasize) you said you felt similar after receiving the feedback?

A   It's like a physical pain, like your skin is made of nettles and prickles. And what was needed is what I could have done to build on it to make it better. But there's no way of doing that and alleviating the prickling.

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Q   There's no way of using your defences to ward off....

(handwritten: Twitip of psychosomatic . Pain / unconscious / Parallel to actual Pain ?)

A   Short of going to see the person straight away, which would have been impossible to do at that time so I've left it as late as I can to try and get some perspective.

Q   *But because, as you see it as so negative, you get the physical sensation which if there had been some constructive feedback then your defences would have warded them off.*

A   You can get something from it "ah well, it wasn't completely useless" then you accept more the negative comments if there's positive there because I've come away thinking the whole thing was completely rubbish. I don't know how something you formally said was fine (which is a bland word) suddenly isn't fine on actual submission. That's seems like I've been misled a little bit. Because if wasn't fine when I sent it in then he shouldn't have said it was fine as I would have changed it. It was a bit of a side swipe when it came back and it suddenly wasn't fine.

Q   *It sounds like it knocked you for six.*

A   It threw you now.

Q   *That's another word – it threw you, mentally and physically probably. So it became a physical phenomenon. This might sound a bit odd but you obviously know the lecturer.*

A   I only met them once.

(handwritten: Back to Eric Burns)

Q   Just going back to reliving and the effects of the negative languages of parent/child perception and like a relived memory in the present, did they remind you of anyone in the past?

(handwritten: Does it matter – real / fiction – the effect is real?)

A   No.

Q   *You're not physically remembering them as the lecturer?*

A   No.

Q   *That would obviously be another physical transference.* *(handwritten: (clearly leaping ahead to hypothesise))*

A   That would be really unlucky. I can't really picture them to be honest because I've only seen them once and I'm very short sighted anyway.

Q   Sometimes people....

A   Yes, it triggers something, you see something that you are expecting to see because you've seen it before but I probably wouldn't recognise them if I walked passed them. *(handwritten: Transfer)*

Q   *So it's just the words that had that effect?* *(handwritten: Yes)*

A   And the tone. *(handwritten: — linked to tone of annotation (Ball et al))*

Q   *Yes, the tone. And re-enacted, childlike responses, is that fair to say?*

A   Yes.

Q   *We all feel like that sometimes, if you go into a trot and slip all of a sudden you're a child again.*

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A   ~~Yes, but when you've grown up not being allowed to do anything wrong and nothing is minor then it does~~ have a really big impact later on in life.

Q   *Well it would be for self-esteem in particular.*
Is there anything that you've disclosed that you want to keep out?

A   No, not really, I'm an open book. You can use anything useful.

Q   *Do you want me to send you a copy because it will be transcribed by a colleague of mine. You could read through it and think "oh no, I don't want that"?*

A   No thanks. I trust you.

Q   *Thanks for your time.*

6.4.2 Student 2: Explanation of the research notes and grid

I present another tier of research notes made on the full interview transcript prior to writing more notes and filling in the columns of the research grid. These research notes demonstrate a comprehensive process I followed for all of the typed interview transcripts in this chapter but, due to space, I present one example here due to word restrictions. This process was unplanned, otherwise I would have mentioned it in chapter five's research design, yet it demonstrates how I instinctively identified the first and second order interpretations, annotated when making notes, and used a key to codify emerging themes. Unlike the other sections in this chapter, due to the format of the research notes, I present no research grid here because the steps for first order interpretation on the transcript are self-evident in the selected key text and use of the numbers indicating my later thoughts. However, the initial key words of emotional over-reaction, feeling patronised, destructive comments, anxiety, perceptual issues of the student, repressed memories from child-hood, the annotator demonstrating un-professionalism in the student's eyes, were all relevant. The issue of perceiving the intent of annotation was significant and the emotional impact on the student was quite acute. I demonstrate my own part in the interview process by my interview questioning, which I realise clearly affects the flow and direction of the interview, unless there were no questions at all. The circled 1 (see section 6.3) indicates an initial, first order interpretation because for a time they were the only comments I made on the transcript. Faced with a mass of interview data, it can take time to make sense of the emerging themes, especially if reading the interview content after the event. My own second order interpretations were transference, anxiety, mis-interpretation, power, modelling behaviours and recognition. The pyramid at the end of the research notes (see section 6.3) identifies the emerging second order interpretations in the research notes. I now present student interview 3's research notes and data.

Student 3

A   Going back to childhood, if your teacher wrote "well done" then the writing was always different than if they were disappointed with you, I think.

Q   *Have you experienced any hand written annotation here?*

A   No not on this course. I tried to do a midwifery degree but failed my final module which I did here, and there was one tutor that when she did supervision she had a digital copy and you had to upload it to her via e mail. She sat with the digital copy and she would highlight whilst she sat there and that was more beneficial. Even though it was face to face you could tell it was sincere and she was trying to help.

Q   *Engaging with the text and not, therefore, not making it a personal attack, as it were.*

A   Yes.

[handwritten: Student 1 v ③] *[handwritten margin: Observing / Mirroring / Socratic Q1's]*

Q   *Did she start making changes and asking "what do you think of this, if this moved here .....?"*

A   Yes.

Q   *How did you find that approach? In other words, you are both together and your work is on the pc, highlighted, and perhaps working through the changes, how did you find that?* *[handwritten: Visual learning]*

A   Because I could see what she was thinking, I understood a lot better what she meant because I was reading all the communication then - the voice, the body language and she was showing me where things could go.

Q   *And she was experiencing the text as you were reading it with her so you were shown and it becomes more obvious. And then did she ask "where should that move to?" and "where should that go?".* *[handwritten: Doing MB Demonstrate]*

A   I really struggled with the construction. I could get all the information down but it was making the assignment flow, so she would say "this sentence needs to go next to this sentence". So even though it was my work, she was helping me.

Q   *That's a great example of face to face use of annotation and a more collegial approach to showing how an assignment can develop. Which I then presume, when you are on your own and you've got that same piece of work, you can then more or less follow how it got to that stage and the changes that occurred. Then start to make your own.* *[handwritten: Anxiety / Pos. reward]*

A   Yes. You make it a blueprint then and you understand how things will read better, because I've got mild dyslexia and sometimes lose everything even though I know what I want to say. My train of thought isn't straight down.

[handwritten: ✗ work out whether academic or personal. See what thinking]

Q   I don't think there are any more questions. Thanks very much for your time.

[handwritten notes at bottom:
• Clear FB
Focus on +
• HW — look for changes / if angry feel disappointed → why disappointed
• Past Associations
• Demonstrate
• Together + there ?
• Show thinking.]

- Modelling behaviour (MB) through Supervision (Sv)
- Annotator worked through the annotations after student came for feedback —

Then modelled, demonstrated how to improve the text, make changes, ask questions like "What should go here... how can this section be improved... Can you see?"

D = Demonstrative — showing by doing

- clear F.B / he's happy / recognition / reward

- face to face feedback and worked through annotation — Benefit of FB on summative work to reinforce modelling.

- Notes made on the transcript — FB = feedback,
  AD^c = demonstrative   H/W = handwriting
  A = Annotation facilitating Academic understand.
  Sv = Supervision.

- Questioning / Praising / reinforcing -
- Prescriptive advice — Stick to learning outcomes
- Past associations
H/W — Look for changes linked to the student past
  — H/W

Student 3: 1st order interpretation- initial stage	2nd order interpretation- naïve stage
"Annotation did help me visually to make sense of what was being read…"	Clarity of discourse
"Feedback to identify strengths and weaknesses…"	Promote confidence and self-esteem (psychological health)
"It is important to be constructive, fellow student received all negative affecting confidence…"	Zoom in on the negative
"Encourage the effort, focus on what to work on Previous experience of receiving handwritten annotation…"	Need positive strokes, modelling positive and negative behaviours (MB) in supervision (Sv).
"Got used to their handwriting (HW) style…"	Handwritten (HW) feedback (FB) linked to past associations and different to digital for that reason.
"Reminded of child hood experiences of angry handwriting…This is hard to do with digital annotation, so less communicative…"	Felt like a child again, anxiety/ memory/ transference
"Like to see if they took their time or rushed it. Changes depending on mood, motivation, energy, perception of what is written…"	Looked for cues as to the annotator's mood
"If normally curvy, look for when it gets slanted, sharp, spidery, aggressive…"	Word association/ affecting emotion, thoughts, confidence as a child, remembered as an adult
"If unconfident as a child, when an adult you associate the same feelings when reading annotation again…"	***Key of abbreviations:*** *MB=modelling behaviour, Sv=supervision, H/W=handwriting, FB=feedback and FTP=fitness to practice.*
"Moved around a lot as a child so had the need to fit in…For example when in the Middle east the teacher drew a smiley face and that made me laugh…"	

6.4.3 Student 3: Explanation of the research notes and grid

My research notes from student 3 identify a mixture of annotation comments on the interview transcripts and research notes. The modelling of behaviour and elucidating both negative and positive emotions from the student was a key finding, in particular, observing, mirroring and imitating good communication. The student's childhood experiences were also key to their perception of feedback, stating they felt child-like, disempowered and patronised by the annotation experience. Therefore, my second order interpretation identified transference, thoughts and emotions experienced in the past evoked by present triggers. Student 4 is next.

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Student 4

A   Yes. I think I'd also accessed supervision prior to that and from that I'd had the digital annotation so I'd had the same thing from the supervisor from when I'd met him previously. He put the comments in the same format as I'd had for the final feedback so I think that helped because it wasn't something completely new.

Q   *And consistent?*

A   Yes. And the way he structured it and laid it out was consistent as well. That helped, especially for the section where I'd had the supervision because I could refer back to the section where I'd done wrong or right (to improve it for the final) and compare the end result to show that this is what he'd said when I went for my supervisor meeting. And now I can see that he is happy that I've taken his advice on board and made that change.

Q   *So you're even monitoring your changes which were perhaps fed back previously? You see your draft before, then you get the feedback, you then make the changes, then you get feedback.*

A   Then I can use that feedback for my next piece of work, which I'm hoping I've done correctly.

Q   *That's often an issue about feedback and annotation – measuring what has changed as a result of the feedback.*

A   It's not something I'd done before but I think it's because I didn't have the ability to do that. Usually you get feedback and its verbal or just a few comments, but I don't find that very useful because sometimes it's very difficult, if someone's giving you some feedback (on say a whole section of work) and they say "this is quite good" or "this isn't right" – you can't always relate it specifically to what they're saying. Whereas in the way the feedback was structured, it was always highlighted to one specific sentence or one specific paragraph. I could then compare, to make sure I had understood what he'd said originally, and done something about it, because it's no good if it's not helping me.

Q   *It's good that you can actually see the effect of feedback and the changes you make, and using that for future writing.*

A   That's the whole point of getting feedback, there's no point if I'm not going to take it on board. Whether its good or bad.

Q   *Did you get a good mark?*
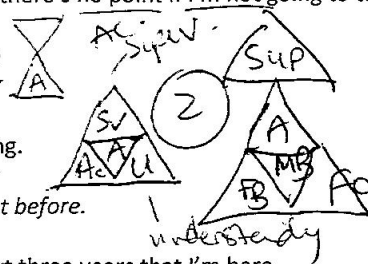
A   Yes, I got 93%. I didn't have that much wrong.

Q   *Wow, well done. I've never come across that before.*

A   But I don't think I'll get that again in the next three years that I'm here.

Q   *You must have impressed him very much, is he a very hard man to impress?*

A   I did work very hard for that grade, I don't think I'll see it again, but I did work very hard for it.

Q   *I just wonder how you've written so well so early on in your career?*

A   I don't know. There's one thing that I stuck to and it's a thing that *[name]* said on a regular basis – "always stick to your learning outcomes, don't drift away" and I did not do the work without the learning outcomes next to me so that I was sure and always focusing on those, because that's what is asked for , whereas, with the second assignment that I've done, it's a mistake I've made. I've not seen my feedback yet and I don't know what I've got but I know it's a mistake I've made – I didn't continue what I did on the first one.

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[Handwritten annotations in margins and throughout:] Student IV 4; Consistent annotation structure; He's happy; recognition valued; reward; experience of management; I have an issue with measurement in H.E – linked to Science and the NHS; Super / account / knowing; theory / Supervision; Why the grades? Ac Supv; Sup; FB = annotate facil / understood; Focus of change; accent; understanding; improve; Questioning / Previsity; stick to learning outcomes / Focus; Stacked up to mean a more; annotation of each unit; deadlocks... grades is a slated semantics; ③

A   Yes, the feedback is there for a reason. Like yesterday, there was a technical error for some people on the next module when they got their results - I've read that a couple of people said "I know I've got a bad result" but they've had no feedback because of the technical error, they just got a grade but no idea why they got that grade. Its like having that grade and not knowing the mistakes they've made and if I was in that position I would be quite........ getting that grade and not knowing why you've not done that well.

Q   *Have you anything else to add?*

A   No. I find it definitely works, I found it all very helpful. Like the collaboration of different types of feedback, it wasn't just one, it definitely helps. My tutor was able to put one comment on one section and expand on what he'd said, to make sure that I'd personally understood that and if it was just one of them, then maybe I would have phoned him up said "actually, I don't understand this, can you explain this to me" (and if you've got 25 students doing that....). I think because I've got a record of both, I can go back to it at any stage and read back and listen back and see what I've done and what I could have changed, so I don't forget.

Q   *Thanks for your time.*

[Handwritten notes:]

"Take it on board - good or bad"

① Consistent annotation style
- Accent - memorable annotation
- No accent - not memorable annotation

Student I.V ④

- praise / comment / explain
- "what I've done + how I've done it" - Specific detail
- unhappy with generic praise - want detail.
- Meaning change has occurred / change in perspective
- Looking for errors / prioritised the errors
- fear of knowing - had made a mistake then acknowledged by annotator - luxury of time
- Distanciation
- Mistakes = life experience
- My written mistakes relate to practice - if I make poor knowledge can be mistake dangerous
  → Parallel writing about nursing / doing nursing
  writing helps thinking about = practice
  ✱ write + apply to practice
  - Repetition / preparation / record = no money
  - "No one wants a nurse who has just scraped through."

② NO ONE WANTS A NURSE WHO HAS JUST SCRAPED THROUGH (motivation) - why? Integrity - Social issue about citizens deserving better?
③ That would parallel individualism - self.

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Student 4: 1st order interpretation- initial stage	2nd order interpretation- naïve stage
"The annotation stated simply "awkward sentence" leading the student to think what does that mean…?"	Clarity of discourse
"Annotation e.g. good introduction, told me that I had done right, not which parts were right…"	Positive strokes yet unclear what to change. Praise stands out/ Constructive feedback Negative comments are disliked
"I remember praise; it was well structured…"	
"Don't like negative comments…mistakes occur despite proof reading…"	Mistakes highlighted by a professional nurse/ Accountability (Ac).
"The feedback is from a professional nurse, so its nurse related…"	Writing about nursing parallels clinical practice/
"If I make a silly error in clinical practice I could kill them…"	Accountability
"Writing helps in many ways; preparation, knowledge, insight, repetition, theory applied into practice…"	Patients deserve better
"Patients don't want someone who has scraped through their training, they deserve better…"	Modelling behaviour (MB) in annotation
"Annotation modelled feedback for practice; what I've done, how I've done it, why I've done it. Specific detail and analysis…"	Helpful because the lecturer wants me to learn, supervision (Sv) is consistent
"I find it all helpful, because the lecturer wants my essay to improve and want me to learn…"	**Key of abbreviations:** MB =modelling behaviour, F=focus, U=understanding, Sv=supervision,A=annotation, Ac=accountability and FB=feedback

6.4.4 Student 4: Explanation of the research notes and grid

The research notes from student 4 indicate a few key words circled with 1, 2 and 3 (see section 6.3) to strengthen the three step research approach and understanding of the data. The annotator was viewed as a positive role model for writing and professional nursing. The student valued the annotation as an opportunity to learn and improve their writing and is a good example of a high self-efficacy reader (see chapter 3.5.8). As a result, the student lowered their guard because they viewed annotation to be worthwhile. I now discuss student 5's research notes and data.

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Student 5

|

- face to face promotes good qn exp

① - why - well intentioned / Guard ↓ not ↑

    - Good rappt

    - Reinforced speech / FB (written)
      (feedback)

    - Constructive FB mirrors attitudes expected of
    good Nursing eg want to be nursed by that persa

I.V.S

want to be nursed / Managed by their persa (MB)
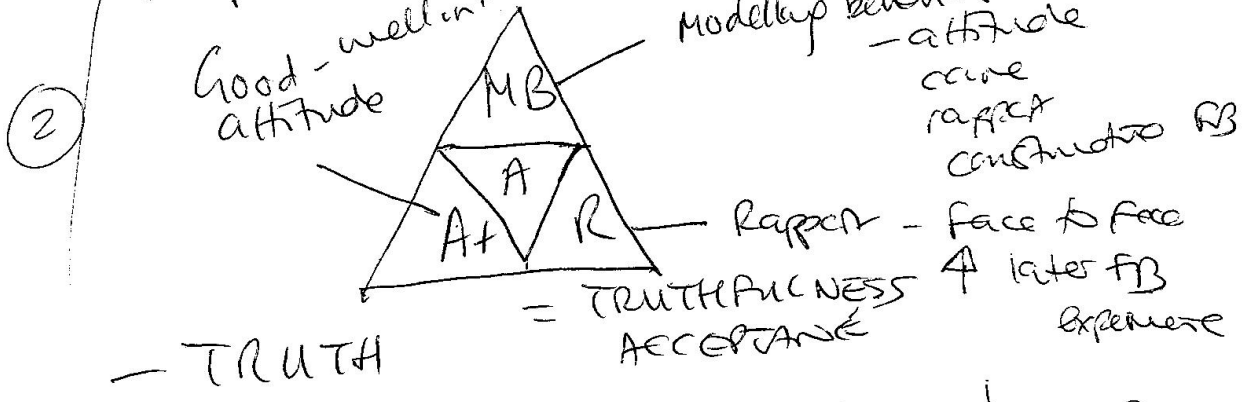
    \ Mlnent

    - want to be nursed / Managed by

- NURTURING -

② Good - well intenad
    attitude

Modelling behaviour
   - attitude
   care
   rappt
   constructive FB

Rapport - face to face
↑ later FB experience

= TRUTHFULNESS
ACCEPTANCE

- TRUTH

   - The above leads to acceptance because
   can depersonalise & focus on the process of
   writing

- FB gives impression as a
   prof nurse

- Cadence of written word based on
     expectation. FB lecturer

- Ann. to self is for self - idiosyncratic (eg Student making nts
  Ann. to others last be clear & understour (eg lecturer FB)
Hence, Ann. for assm is
          LIMITED
- Red = Dread

Student 5: 1st order interpretation- initial stage	2nd order interpretation- naïve stage
"I think good rapport in face to face meetings with the supervisor after I have received annotation feedback definitely helps me to understand the feedback..."	Feedback as a continual process Supervisor relationship and learning through positive attitude and modelling behaviour (MB)
"When discussing the annotation face to face I can see the lecturer's point but also can see their passion for nursing which comes through by the way it's communicated…"	Praise promotes sense of professionalism
"I love praise such as this is good and that's exactly what we discussed in our meeting..."	Good rapport in supervision is collegial and promotes good attitude
"I see supervision as being a time for nurturing, a time when I can be comfortable in their presence, be open to what is said and discussed..."	Lowers defence, respond to the content not the person
"Lowers defences, promotes engagement...Responding to the writing not the person..."	Lowered guard when there is good supervision rapport
"My guard is down not up during supervision with good rapport..."	Flow of the essay content relates to interpretation by the student and annotator
"Cadence of the written word depends on the reader's expectations, fore-thinking..."	Flow is improved in an essay if better understood
"I think an essay will flow better if I understood the article but often the essay reads badly if I can't make sense of it..." *"I highlight my own work. Flags, post its..."*	Use annotation in the form of flags, post its Annotation is engagement, sense making, feedback and feed forward
"Annotation for myself needs to make sense only to my sense...I annotated because I want to make sense of the article, I want to engage with it, to see where it's coming from...to see where it is..."	**Key of abbreviations:** MB =modelling behaviour, A+=good attitude, FB=feedback and R=rapport

6.4.5 Student 5: Explanation of the research notes and grid

The research notes from student 5 promotes face-to-face meetings after receiving annotation and the student's "guard" being lowered due to the establishment of good rapport. This rapport was an example of the annotator modelling positive behaviours, good attitude, warmth, and nurturing student learning. These conditions were key to establishing acceptance and behaviour change. I will now discusss the individual lecturer interviews (n=8).

6.5 Lecturer interviews (n=8)

Figure 16: Researcher extracts from notes of individual lecturer interviews (n=8)

- Comments at bottom aren't related directly to content
- Comments need to be clear + concise
- Annotation - Shows you have read it.
- Praise - compare/contrast.
- Has to sound positive
- Develop students critical abilities - step by step
- The above is important for clinical practice too
- ID. counter arguments
- FB prep for clinical practice
- Digital for ann. from generic FB but track changes add detail!

X. Content alerts to F.T.P - attitude, tone of content
- Academic FTP + Clinically FTP
- More critical   Lecturer viewed it as.
- Plagiarism - laziness + deceipt equates to clin. practice.
- L= feels disappointed + frustrated by cheating students   eg attitude
- L = nurturing + modelling — M-B — Modelling
- L: Role is to incubate a nurturing attitude
- NOT to allow poor practice — (Came into lecturing Roots)
- Annotation Roots poor practice out
- L = only human - D + F if cheated   Evocation
- Need more training in annot: + marking
- Only L only gets FB on annotation through moderation of 10%
- NOT trained IN ANY WAY to annotate/MARK
- we are modelled on senior people. eg moderate FB
- Hence, annotation is not standardised   track changes are excellent!
  or systematic — FLAWED because inconsistent.
- Ann-on drafts - 1:1 V. useful re. puzzling questions
  - Signpost

PTO → I.V. (1)

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- 1:1 ~~fee~~ _more_ formative – work smarter / not harder.
  × 1 good 1:1 beats × 3 bad ones
- In a good 1:1 track change ~~or probe~~ Q's for draft.
- Pre-reg – who you are / what professional you are going to be.

I. V (1) (P. 2)

- 1:1 have fallen 50% since using formative annotation
  - track change / working through the draft together + summatively
— 100% pass rate for those who attend 1:1 on draft
— They come sit down, sit with me + they understand.
  ½ hr - interactive session.
— That ½ hr saves × 3 amount of time
= Early intervention parallels practice too.
  Proactive rather than reactive – Before rather than after.
— Same mentality as a nurse brought into nursing
  e.g. If reactive nurse / reactive lecturer
    If appreciate early interv. + proactive then same as a lecturer.

Memory / perception

- transfer core values / experience from one environ. to another. ———→ * Past Experience
  Memory recall
  - Impacts on the student
  - Lecturers modelling to each other.
  - Was a reactive nurse – later see benefit of proactive approach
  - Good Job up front - saves time
  - Immersion into (L) enables critical analysis → to question
  - Students knew what to expect hence imitate / conform
- parallel 1st yr student + novice lecturer. Therefore what do they remember –
  - At some point you become the role model. How is their view of today's nursing *
  - you don't rock the boat
  - If more scrutiny would have pre-constructed argument
  - Many lecturers are out of touch clinically – ct
- * Not practised for years or not for long.

1:1 (1)

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Lecturer 1: 1st order interpretation- initial stage	2nd order interpretation- naïve stage
"... many lecturers haven't worked on a ward or in the community for a long time so they are thinking back to their past ...uninformed by new clinical experiences. Many leave the ward with differing experiences, positive and negative so they bring with them a certain perspective. Their experiences may have led to a biased view about what is relevant..." *"We are products of our past. I seem to have been modelled on the most senior nurses I worked with, good or bad and my ten years' practice has been difficult- so that may come through in annotation. I identify specific parts of an essay and how to improve. The less coming back for subsequent feedback ...the more they have learnt..."* *"Annotation feedback prepares them for professional practice; it can identify the rationale, focus, evidence, develop the argument, consider the research, what is the argument, counter argument and conclusion...I am disappointed by plagiarism as it is cheating and deceitful..."* *"Essays tend to blur into one and annotation makes them individual. The content can alert you to poor attitudes. Student observe and imitate practice... one had written when restraining a patient "...we had to deck them...pinned them to the floor... had to jab them..."*	Lecturers who haven not practised for a while will refer to their past experiences and memory recall may be problematic. Modelling behaviours (MB) Products of our past, modelled on positive or negative senior nurses worked with which may come through in the annotation. An improved essay is judged by the student coming for less supervision Annotation prepares the student to develop their critical thinking informed by evidence. Frustrated and disappointed by plagiarism Annotation makes the essay individual for the lecturer, it can alert them to poor attitudes and practises **Key of abbreviations:** MB=modelling behaviour, FB=feedback,, id=identity, PP=poor practice and FTP=fitness to practice.

6.5.1 Lecturer 1: Explanation of the research notes and grid

The research notes from lecturer 1 identifies after assessing the student has met the learning outcomes, a significant concern for them is to identify their fitness to practice (FTP), and protect clients and patients against poor practice. Lecturer 1 identifies one of the ways a student can demonstrate FTP is to inform their essay discussion with evidence, which is considered a moral priority for nursing. The essay is by all intents and purposes, considered a safe space to practice and test ideas and parallel professionalism, honesty and integrity for clinical practice. Hence, the lecturer was disappointed and frustrated by any student plagiarism. The research grids parallel some of the findings from student 5 about modelling professional behaviours, attitudes and

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annotator's view of nursing practice when out of date they have to refer back to past clinical

experiences. I now present research notes and grids following the interview with lecturer 2.

Lecturer 2

· Ann. feedforwards feedbacks
· Influence the outcome
  ∘ Bank of comments - baseline / rel. to learn ILO's
  ∘ Don't be too directive to do the work for them
  ∘ Balance / feed forward
  ∘ Being told to make changes without knowing why.
  ∘ fac. thinking not connecting
  · FB to pass or FB to understand?
  ∘ Students need to take responsibility
  ∘ Intentional re. what do they do ‹‹ the comments? Do they
        read / act / make changes?
  - unknown what student does ‹‹ what.
  - If not - would question motivation
  - On re - Sub students sometimes make same errors, don't
        change text
  ‧ Concern re. Pass/understand - why be bothered about that?
  ‧ Duplication of comments on FB sheets may affect quality
        & effectiveness of ann.
  ‧ Experience of marker influence ann. qu... as a
  ‧ Lengthier the comments the more to it / could say too much.
     lengthier to student may indicate a problem pos.
  - The bank of ann. comments set aimed to be + & creative
        - Gives consistency
  ‧ FB in isolation less effective
  ∘ Short comments - pos. strokes / lengthy = problematic?
  ∘ Ann. on the document helps engagement
  ‧ Re-mixed ability - If make it easier then to see context / link make
        of ann ↑ likely to see point.
  ∘ I don't personalise the annot. because its on the page.
  · + and depersonalise
  ‧ Relate to ILO's
  ∘ Motivation & student engage relates to prev. superv. and
  ∘ Cannot re-create here & now comments
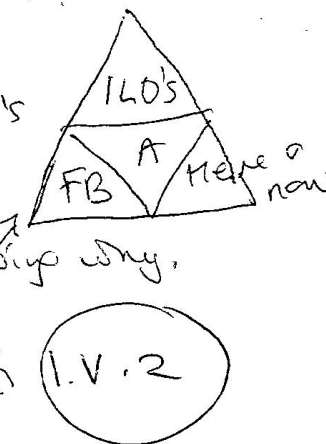
Lecturer 2: 1st order interpretation- initial stage	2nd order interpretation- naïve stage
"I found receiving annotation both constructive and supportive for my own studies but can only assume what others think of it when receiving them. My knowledge and understanding communicated to the student…" *"I try to empower not destroy, because that is our role. As nursing lecturers, we have to be aware that what and how we write something will influence the student somewhat, it also gives the student an impression about our nursing attitudes…"* *"Annotation on the page helps engagement with understanding the text. What is unknown is what the student does with the feedback. How do we know what works?"* *"Once I've annotated I realise nothing will change unless the student is motivated to make the necessary changes. I try to facilitate thinking not correcting thinking…"* *"The lengthier annotation indicates more problems than are commented upon because there is a possibility of too much feedback. I don't want to destroy their confidence by pointing out all of the problems…"* *"Unfortunately the writing process is solitary. From the student writing the essay, when I am reading the essay and making the annotations and then when they are read. A better use of supervision and annotation would be developing a working relationship during and after the essay is written and marked…"* **Key of abbreviations:** MB=modelling behaviour, FB=feedback, R=recognition	Modelling behaviour (MB)/ empowerment Empowering students is art of the lecturer's role. What an annotator writes will influence the student and gives an impression of nursing principles Annotation on the essay helps student's and lecturer to recognise issues, understand and engage with the student Changes based on the annotation depends on a motivated and informed student Maintaining balance in annotation comments ensures students are informed yet remain confident Reading and writing are solitary acts. Annotation and supervision can foster alliances that are supportive and consistent

6.5.2 Lecturer 2: Explanation of the research notes and grid

The research notes identify the issues of balance, advice, not being too directive and feedback influencing the student's essay. In particular, annotation should inform the student fully, yet, it may not be fully understood, and not knowing what the student will do after receiving feedback identifies the paradox of annotation. The notion of positive strokes, and short comments indicate good essay content, and lengthier annotation identifies areas of textual concern. The annotation

comments aim to be de-personal because they relate solely to the essay content. I now present

the research notes and grid following the interview with lecturer 3 and 4.

Lecturer 3 and 4

A2   I'm thinking about a positive comment "the best bit of this piece of work is your literature review". I can still
remember it now. I can't think of anything negative.

[Handwritten research notes follow]

- for me it is — once they going to kill a PC? Are they safe? *(AFP circled)*
- Get annoyed with another attempt to submit
  frustration with the system that appears
  to support the weak student. Because in reality
  poor academic work is perceived as being refined to
  prof-practice — e.g. EBP, rationale, ngcsr, knowledge.
  Competence, 6'c's, coherence, hardly referencing +
  Plagiarism (copying). Weak may be lazy or just
  not strong academically. However comes down to
  effort — weak students who try will do ok in practice
  + ok essays. It is the perception of trying hard that
  matters.
- Behaviour in class (txt p) can be seen in essay = lazy
- A viva could make the difference.
- Face to face & get the gist / but perception less comp (.')
- Annotation much easier to explain i.i / face to face (less so
- 30 - 40% have not studied before (scaredness) not i.i
- only done pre-reg here since 2005

4 o Easier to show them the script + changes   recording
   o Made changes to demonstrate where improvements could
be made.
   o Students may not understand the language of FB
   - Good practice ⌠ if comes naturally ⌡ Print off ⌠ Show
   o Download it ⌠ print it then annotate ⌡ annotate ⌠ Stud
   o Don't give it to them   and memorise ⌡

   - Q: "What does it mean?" "I don't understand that" — tc
      is easier to understand than other annotation Sometime

   o Rapport w student helps overcome misunderstandy
   — Human Connection — know you & know them
   — Formative is development
   — take advice literally — lack of misunderstanding
   — WHAT! Shocking Section — An aid Memoire
      could be 3rd Sub o Same as 1A
   "Privileged Job" — to me it says Student does not care "
   — often poor academic students are failing in practice too.
          nursing

   — Ann. reinforces a point visually
   — would the level of ann. be judged depending on the
      content of the essay? Its Structure, coherence, content, context?
   — Medicines M/ment " Concern re your approach, rationale + FtP
     Safety"   * FtP
   * — "often comment on practice from the "writing" * FtP
   — Need to get basics right before they go onto specialise
      often don't see what you mean, after 1:1 they do see
   — Need to demonstrate being safe practitioners FtP
   — Many don't need FB — don't know how
                many high.
   — Screen is impersonal   Safety
    ⌠ at UCLan — Essays have   care
    ⌠ names on.
    ⌠ may not meet the student.
    ⌠ "is it safer or unsafe "
   — Peer FB / collegial annot. on work   I·V· 3/4

                      imitate
                     each
      FtP   other as
    GS / A / MB   colleagues
                  student
                  imitate
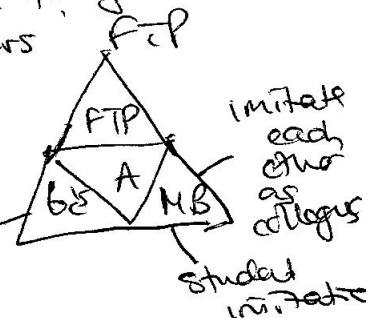
Lecturer 3 & 4: 1st order interpretation- initial stage	2nd order interpretation- naïve stage
"We both share an office and the same method for annotation practice; we print off essays and annotate, collect the comments for the generic feedback sheet which the student then receives..." (Lecturer 3)	Modelling behaviour (MB)/ collegiality
"We peer review each other's annotation informally. We both annotate to formulate our thoughts prior to final analysis, collation of annotated feedback comments and mark…" (Lecturer 3)	Peer review annotation, annotate to formulate feedback
"I print off all essays as I can't read or mark them online. I think it helps with my concentration, vision and attention because otherwise I may miss things. Making online makes the depersonalised online essay even more depersonalised..." (Lecturer 4)	Formative feedback (FB) considered useful
"I only show annotation if requested in supervision after mark has been received- hence can show the thinking and detail behind the comments..." (Lecturer 3)	Annotation helps the clarity of discourse
"Annotation can overcome resistance and defensive reactions as the student can see the issues..." (Lecturer 4)	Annotation helps overcome resistance and misunderstanding
"Annotating and formulating thoughts as they read- I consider this to be spontaneous thinking and helps analysis..." (Lecturer 3)	Spontaneity of annotation Visual impact of the word
"Reinforce the visual impact of the word, thinking and action by stating something like WHAT!" (Lecturer 4)	"What" indicates and mirrors poor practice, WHAT gets attention, and so it should
"I recently wrote "WHAT! What is this?'' In the margins to refer to the shocking errors and lack of references. I wanted to make my irritation plain and unequivocal..." (Lecturer 4)	
"Used to remind me... on one occasion it was their 3rd submission and was literally the same as the 1st and 2nd. If the first submission I wouldn't have put it. Students re-submitting their 3rd essay tend to be failing in practice too. Hence, they need a short cut to wake them up to the identified issues." (Lecturer 4)	An aid memoire, diagnostic in relation to a lack of changes made to the essay generally means a lack of understanding
"I promote the fundamentals of nursing, which is very important in pre-registration nursing because it's the bedrock of the profession. The 6cs, care, compassion, competence, communication, courage, commitment are now considered basic attitudinal conditions for good practice borne out of the Mid Staffs enquiry into systematic organisational and nursing neglect..." (Lecturer 4)	Fitness to practice (FTP) - is it safe? Critical thinking in an essay parallels practice- FTP
"For us it's about, are they going to kill patients, are they going to be safe and can we put our professional name to passing them. It's about professional integrity...what a nurse ought to do in a given situation…" (Lecturer interview 3)	**Key of abbreviations:** FB=feedback, FTP (fitness to practice), 6cs (DH, 2012), MB (modelling behaviour).

6.5.3 Lecturer 3 and 4: Explanation of the research notes and grid

Both lecturers wanted to be interviewed together and their collegiality is evident. The office colleagues disclosed "bouncing off" each other by reading each other's annotation. As my research notes suggest, the issue of fitness to practice were paramount to the lecturers' philosophy of nurse education and assessment feedback. The research notes identify the lecturers promoting the fundamentals of nursing because it is the "bedrock" of the profession. They mention the 6cs (DH, 2012), assessing attitudes that indicate safety and competence and reports of NHS failings as a driver to promote these principles. The lecturers had a keen sense of what it meant to demonstrate safe practice in an essay. The research grids identify lecturer 4 writing "WHAT!" to indicate poor practice on an essay in order to get the student's attention and for their irritation to be made clear. Lecturer 3 printed out essays as an *aid memoire*, which they found helpful when a student came to discuss their essay, the mark and annotation. This was useful especially when the student was resistant to the rationale given for any marks or annotation given. The issue of formative annotation was considered timely and a key point, because it was preferred over summative annotation feedback due to an increased motivation to change the essay content. I now present the research notes and grid following the interview with lecturer 5.

difficulties. It could be family background - hinder them, pre reg – they haven't got a family but they've got other problems. So all this, annotation – if a nursing tutor has thought about doing this, it is very helpful to a student. But I must say that it takes a lot of time, longer than a general comment.

Q   But in your view, is it a better type of feedback than a generic feedback sheet?

A   It is better, its quality, but I haven't compared the time I've saved though. Because if a student just reads your general comment, they will e mail you back. You still have to respond and read back the assignment to respond. So I've not compared the time saved if I don't do a proper one.

Q   Can it be improved to include annotation? Or is time the main factor?

A   Time is a main factor because in a mass production time is crucial and even if you tried to sell people the idea they would say that they know about it but whether they want to practice, they have a choice.

Q   Anything you want to ask or add before we finish?

A   Is there a way forward to promote good practice in this after your study is finished?

Q   What is interesting is that despite this university not having a formal annotation policy, they discourage it, but it is widespread. It's almost instinctive to add a comment on the page because that's what we do academically anyway when you're studying. You get an article or book and make a note of what's relevant and if it makes sense to you. The dialogue – the word on the page, it seems to be natural but here it's under resourced and unacknowledged and that may need to be bought to the attention of the executive. University

- track changes – use of Socratic Q. – what next
- Time is a big factor   what's your point?
- Mass of FB in pre-reg. nursing – FTP
- No policy but happens anyway
- Instinctive
- More helpful for longer essays 4K and above
- Promotes engagement
- Now degree level – the quality of writing should improve
+ the quality of practice improve too.
- Nurses first, lecturers second   2 way process
- A minority grasp lecture content when heard
- public view nurses as a practical profession
- Do not appreciate things have changed – Mid staffs may have adversely aff this
- Good nurse / poor essay   don't see   a contradiction
  poor essay / good nurse
- Make changes to how the lecturer   FB effort / to
- Show them the changes relate to their FB (Motivation)
                                            IV 5

- Model good structure for write up
- 1st essay need writing – descriptive / Structure (reference
  / Syntax, structure, ~~essay~~ grammar, punctuation
- New to HE I so taking on board advice from ~~peers~~
- As a student I focused on – not t
- policy – conflict re – not allowed to annotate
    then allowed to an gradevan, at the time.
    (digital shift)

✶ — Get open / blank word doc / read essay / make
  notes as I read / but not an essay / on the FB sheet
  So it is WE as I read / annotate / write / feedback
  ~~capture~~ / share.

- (I do too!)
- Nurse 1st / lecturer 2nd

"ya are ~~close~~" "I know best"

My issue trigger

Ac. rigour = p.n.f. rigour.
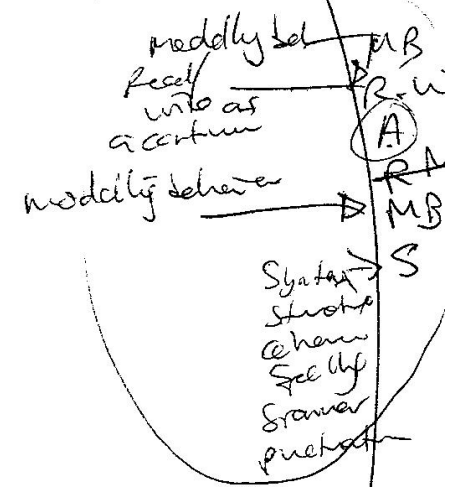
RMN = Qualitative
comments vs RGN

- B-O / BM / VBp !
Background affects annotation

(right side notes)
modality bel → MB
Read   R.u
write as   Ⓐ
a continuum   RA
modality delivered → MB
                       S
Syntax →
structure
@home
spelling
grammar
punctuation

PCP
person
contradictions

Syntax
structure
coherer
grammar
Punctuate

(triangle)
S
MB | A | RW
R.W
Read &
write ah
FB sheet
as a form of
annotation /
as go along
reading /

I.V.5

- Why - well intentiond / Guard & not &
- Good rappat

- Reinforced Speech / FB   ⟨I.V.S⟩   witte

— Constructive FB mirrors attitudes expected if good Nursing e.g. want to be nursed by that persa

— want to be nused / Managed by their persa
         ↘ Miment

⌐ — NURTURING —
│   Good - well intensad
│   Good
│   attitude

Modelling behavior
   - attitude
   care
   rappet
   constructive FB

Rapport - Face to Face
   ↑ later FB
      experience

= TRUTHFULNESS
   ACCEPTANCE

│ — TRUTH
│
│ — The above leads to acceptance because
│   can depersonalise & focus on the process of
│   writing
│
⌐ — FB gives Impressive as a
                  prof. nuse

— Cadence of written word based on
                  expectation.   FB lecturer/

— Ann. to Self is for self - Idiosynratic (eg student   Making nots)
   Ann. to Others last be clear & understom (eg
Hence, Ann. for ass" is   (lecturer
— Red = Bread   LIMITED   FB)

Lecturer 5: 1st order interpretation- initial stage	2nd order interpretation- naïve stage
"I think it is important my annotation, whether formative or summative, mirrors good principles of constructive feedback..."	Modelling behaviour, nurturing, attitude, care, rapport, read to write (RW) and inform practice.
"When I'm reading an essay I am assessing whether they are ethical and safe..."	Structure, syntax (S) argument, understanding is evident in an essay. It can also relate to clinical practice.
"I can see from a poor essay, with a poor argument that they do not know the evidence to back up their actions...there is a gap between what they can do, how they can write and joining the dots…"	Evidence based practice should be seemless from essay to clinical practice
"I am looking for attitudes that would concern me, like writing about a patient as an object, or being dismissive, uncaring..."	Fitness to practice (FTP). Good attitudes (A+), promoting individual care (pc), modelling professional principles (MB).
"I worry that we are reinforcing the wrong things now. It seems ok to do things online, communicate by email, even mark online and give feedback…this reinforces that it is ok to be impersonal and making decisions when not face to face…"	Reinforcing the use of technology may collude with person centredness (pc) and impersonal practises.
Key of abbreviations: Abbreviations in the pyramid, made up of semiotic triangles are: MB=modelling behaviour/ modify behaviour, A+= positive attitude, FTP=fitness to practice, R=rapport, S=syntax, RW=read to write, pc=person centred.	

6.5.4 Lecturer 5: Explanation of the research notes and grid

The research notes identify lecturer 5's use of Socratic questioning through annotation, such as when asking "what informs your next point?" The lecturer is trying to get the student to think critically and the annotator being a nurse first and a lecturer second is significant because of the fitness to practice assessment component of an essay content. In reality, this shows that their unease for patient care remains a priority. There is apprehension by the lecturer about the quality of writing, the student's capacity for critical thinking and its impact in clinical practice. The lecturer is concerned that annotation, whether given formatively or summatively, should reflect good principles of constructive feedback and person centred care. Therefore, the lecturer's

positive, consistent behaviour as an annotator is important because they reinforced the "right" nursing principles to the student. Reinforcing good feedback principles was necessary, whether given face to face or online. The lecturer reported an expectation to model professional behaviours to students, in relation to showing how to give good feedback. For example, good communication, developing a good rapport, having a positive attitude and being person centred are all relevant for the practice setting. I now present the research notes and grid following the interview with lecturer 6.

Lecturer 6

I.V 6 (Page 1) New to teaching   Style analysis

○ Annotation can model good structure back to the student

• Give more feedback (FB) that was modelling analysis

○ Meaningful annotations / meaningful to annotator and student

○ Peers influence my annotation.

◦ As a student I focussed on the negative FB

– Cannot remember most student experiences

• Uni. regulations did state that we could not annotate but then changed their minds.

• So even when NOT being allowed lecturers still did because it was natural. Now we can give the annotation feedback to the student.

– When annotation not allowed I saw lecturers annotate but did not pass the FB to the student.

– Annotation allows for unique FB / providing uniqueness (person centred)

○ I look for person centred ness in an essay Person Centred ness + positive attitude, negotiation, not judging, collegial and empowering or naturally does?

– Lecturers have to model for students e.g attitude, 6c's, collaboration

• If reading badly worded or insensitive content then "cringe" – T.P

✳ ○ Parallel between clinical practice and the essay — but "fought" is the educational setting

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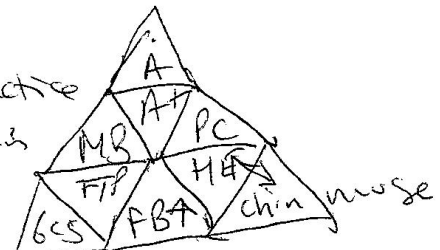
• Lecturer didn't know if Mental health training came out in annotation back to the student. But why / how could it not? The feedback on M.H nursing back to students is discipline specific— So the Lecturer Questioning this indicates a lack of clarity in what they annotate.

annotate

* " I draw alot of ~my~ feedback from the way I keep records for clinical practice and it informs how I mark."

- "you get a bit cross with some students" you may think "No, why have you written this?" Then I've thought "No, I've not understood this at all". An example I can think about is in an ethics essay and the patients mental capacity, which I'm big on; "I'd think, no I wouldn't put that".

Q • I ask would you put "No!" on the essay? No - as digital annotation / So some disconnect between thinking, writing and feedback to student?

" Reading on a P.C Screen is a new skill — affects formatting of essay sometimes, lacks spontaneity because you have to click on so many things and thinking changes in the blink of an eye."

• Lecturer wants standardised feedback to students to avoid giving mixed messages - My thoughts were what about the parallels of standardised care → the risk of not treating people as being unique - Standardised = could not personalised care - Lecturer wants consistency — Misinterpretation to interpretation on issue.

• However when one thinks of it consistency is an ideal that maybe unrealised.

• If a student has failed - digital annotation is ideal because the student can sit next to you and see the annotation + how it relates to the text. As it is explained and for me re-visited, I see the essay content as a freshness the student does. They forget what they wrote and so do I so reading the annotation is important in light of how it now makes sense, how I now read and interpret.
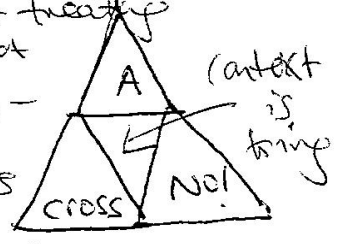
- How the student now reads the essay changes in (time) and even the annotation changes in time. The (words) stay the same but their (resonance and meaning) changes in time. Why? They've (read, thought, lived) more since writing the essay. The annotation & written word of the essay essentially (comes alive again). It may not be important what A said but what does it mean now? To either of us.

- As time changes meaning, so too does (space). Where reading occurs matters. Where writing occurs does too. The student writing at home and reading their essay at home changes when A is read in a different context. Context is KING.

- Time changes thinking, if I've annotated and 15 days later I'm asked to remember what I thought I'd say I had little idea.

- So (I'm) modelling how to deal with the (changing meaning) of (words) and life. There is no static meaning, because meaning always changes.

- "Inflammatory statements like me" As example they don't have capacity be cause they have demotia". That riles me. I'd get quite irate"; Assignments aren't facts or figures, and the attitudes come through them which allows me to assess their (FTP). Its the need for person centred care – This isn't an enforcing course so attitude is all important.";

- "Students need to be ever mindful of their language"

- "It gives you a sense of what they think, how they write and how they practice". – This has an effect on nurse lectures.

PC

Essay vs practice

TIME
changes thinking!
Essay – what, how
they write
and practice

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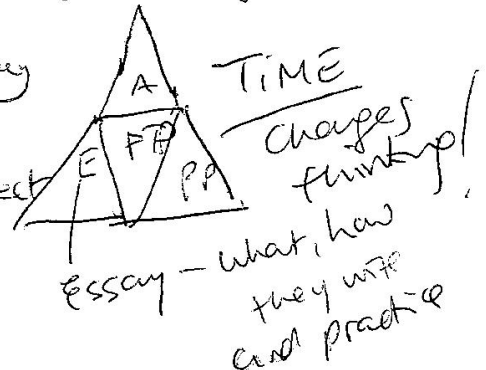
Lecturer 6: 1st order interpretation- initial stage	2nd order interpretation- naïve stage
"*I print essays and then annotate. If students come after receiving their mark it is a useful aid memoire…*" "*As a student I focussed on the negatives not positives…*" "*Riled by inflammatory statements, I get cross with the student. I think No! But wouldn't write it…*" "*The language used to describe a dementia patient indicates a certain mind set which may be repeated in clinical practice…*" "*I can also see cultural differences in writing sweeping statements…*" "*To deal with the many themes we find in essays, for example short paragraphs and errors, writing annotation is important to model analysis, good structure, syntax, coherence and grammar…*" "*Modelling occurs by engaging, listening, reading and watching peers work. Especially when new to higher education…*" **Key of abbreviations:** 6cs= (Compassion in practice, DH, 2012), FTP=fitness to practice, PC=person centeredness, A+=good attitude, FB↑=increases uniqueness of feedback, A=annotation, T=time lapsed.	Promote good nursing standards but fought within the confines of HE and modelling professionalism Frustrated by the tone of an essay content Promoting good attitude (A+), communication by demonstrating the same Identify poor practice through the essay Modelling academic writing style Observed by imitating peers and referring back to own experience as a student

6.5.5 Lecturer 6: Explanation of the research notes and grid

The research notes identify a number of characteristics such as modelling behaviour to the student in the form of linguistic style, structure, meaningful feedback modelling analysis, and avoiding negative feedback. Lecturers also have to model other professional qualities such as the use of language, attitudes, care and the 6cs. The issue of technology affects essay feedback and brings depersonalisation into the equation. The annotator identifies the issue of time (see research note p.3) and how the student perceives the annotation and essay. In a spatial sense, the words stay the same but their resonance and meaning do not. This begs the question why and it may simply be that the annotator has lived, read, written and thought more since. The effect on

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reducing individuality is an issue because technology inevitably devalues the quality of supervision due to the lack of human contact and communication. The annotator searches for fitness to practice issues and person centred care in an essay. The qualities they sought were things like having a positive attitude, being non-judgemental and valuing the individual. I now present the research notes and grid I made following the interview with lecturer 7.

Lecturer 7

- Previously told NOT to annotate as it could affect the students Self esteem.

- It is a CHORE to be told to do it but natural for reading

- There are about of digital Comments we can use.

- Lower Score Comments? ONLY telling what is wrong and not saying what is right.

- Higher Score Comments? "What do I need to change?"
FB Sandwich - "Irritating when have lots of annotation"
Because if well done - need to challenge thinking
∴ bank of annotation comments are used less.
"Too simple" - the better the mark the harder it is to feedback as discursive and try to improve it somehow.

- H/W annotation much more like speech - in spontaneity.

- If typing and you EDIT as you go along you have to think and reflect more - so it changes.

- "Adding why?. not sure if student understood the use of the word and why it was written".

- "At level 7 writing standard when I used the word why we met with defensiveness".

- "Instead use "Please expand on this point" may be more positive

→ Anodyne comments that are generic and in a bank of comments is depersonalised
"- They say less because they are typed, other peoples words and generic" - "what are we reinforcing here with technology of feedback?"

- Digital comments are in addition to the technological developments in nursing - Previously I'd print off the essay and add handwritten feedback onto it. <u>That was</u> personal+/-. Now I'm replaced by a bank of comments! What does that reinforce, that its ok to be mechanistic? In the past when printing off the essay I'd peruse it, touch it, take more time with it, and add my thoughts to the page. Now it is TURN ON PC, log in, find the blackboard module, log in, find the assignments, refer to the identifying number for anonymity, click on the essay, look at the originality %, add comments digitally or select from the bank of comments. Then I'd use the online feedback section, add a number to the marking grid. It is depersonalised, no <u>contact</u> with anything other than a <u>keyboard</u> and <u>my memory of nursing</u>!

- Then when they read it, they log into the PC, etc - read the comments and many come to see me to talk about the comments or mark -
  - It is at this point when I can truely come into my own and reinforce, model, coach, inspire and be personal and person centred

Y. Several times a day I do this and it is a form of nihilism.

- Moral heresy - If I write badly the student may imitate my <u>style</u> and thinks it is ok
- Improved writing = ↑ thinking ∨ ↑ practice
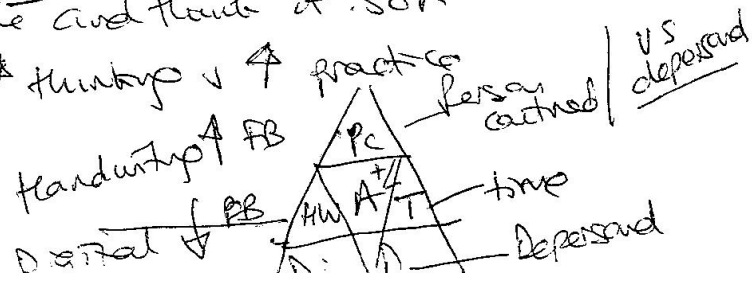
Lecturer 7: 1st order interpretation- initial stage	2nd order interpretation- naïve stage
"*Showing students how to write, whether a medical doctor, a paramedic or a nurse...*"	Modelling behaviour (MB)
"*I think feedback is about nurturing, caring, positive role modelling. The developmental process starts from the acceptance of literature and growing a healthy scepticism...*"	Promoting critical thinking, professionalism, care and empathy through feedback (FB)
"*Previously told not to annotate as purgative to the student- risked lowering self esteem...*"	Mixed messages from the institution regarding annotation
"*Annotation comments are often anodyne and ambivalent...*"	What is the purpose of neutral comments if no action occurs?
"*The whole process of online essays is onerous, switching on etc; ironically the student goes through the same process to receive the annotated feedback. What is obvious to me is the student may be overly defensive when reading those comments...*"	Technology changes the supervisory relationship and feedback online is depersonalised
"*I print all essays off and annotate and from them I produce the feedback sheet*"	Technology issues, reading digital comments online
"*Essays online are different, difficult at times to read, sometimes distorted formatting. I'm unsure at times so come back to it at a later date*"	Reading from a screen is an issue, sometimes distorted
"*Depersonalise d experience of reading from the screen, but real when in one's hand...*"	Depersonalisation and technology
"*Like to see good structure, direction, meeting learning outcomes, sign posts, safe practice...*"	Plot, flow, academic rigour and safe practice
"*There's a moral heresy of sloppy writing generally means it won't be implemented in practice and patients will suffer...*"	Parallel between critical thinking in practice and an essay
Key of abbreviations: H/W=handwritten, FB=feedback, Di=digital annotation, D=depersonalised, Pc=person centred. The pyramid shapes made up of triangles indicates key themes.	

6.5.6 Lecturer 7: Explanation of the research notes and grid

The research notes identify the annotator's reference to the past when not being allowed to use handwritten annotation on an essay and send it back to a student for fear of causing upset. The reason for this was one of the HEI's at the time thought that annotation written on an essay would cause student distress, yet the lecturer continued to annotate on their printed off copy to aid the formulation of ideas. However, now in a digital form, annotation is considered acceptable. The research notes presented before the grid (p. 1, 2) identify the annotator using digital annotation and feeling like they were being "replaced" by a digital bank of comments which made feedback somehow sanitised, impersonal and generic. The annotator therefore asks the question "what are we reinforcing" with such a practice? The annotator concluded that a degree of depersonalisation is inherent in the contemporary assessment process, from online formative feedback, online submission, digital annotation and online summative feedback. From an ontological perspective, the lecturer believes technology lessened the amount of contact with a student, and the full potential for teaching and learning is inevitably reduced by the lack of human contact. This is of concern for nurse education because of the modelling of professional behaviour that is critical to the development of a student's own understanding of professional nursing behaviours. The parallel between the essay and clinical practice, in relation to critical thinking on the page, shapes student learning for clinical practice. I now present the last of the research notes and grid made following the interview with lecturer 8.

- See the work and say "what do you see here?"
- Trying to generate their understanding
- May strike through / may edit / may make comments
- Hence, supportive partnership
- The time it takes to show, ask, question, work out the text is initially time consuming but the student will learn to write by modelling.
- Eg keys A to B etc. Collegial approach to writing novice to expert
- Ann. is about MOVING people along.
- Ann ∴ is the context — it is then not seen in isolation.
- or by telephone — lines numbered etc.
- The essay becomes a living thing too late / non-dynamic
- Doesn't like summative ann:
- Sharing knowledge — learning & developing from me.
- Give them a hand / share
- Used as a teaching aid
- eg My supervisor — She knows me, (RAPPORT) — not destructive FB because rapport
- Mutual understanding promotes learning from ann. because rapport (believes in you)
  (understands strengths / weaknesses / prices
- Personable + Professional
- No one explains the mystical barrier of decc. to analysis — 4-5
- No Mystery — Show them

[4-6?]
- Ax² showing / 1:1 moving people along / proactive writing
  is a two way annotation process
- How to move from one writing level to another
- If not shown how to analyse — this
✗ PROACTIVE (2 way) process can show the student & show the (L) as they demonstrate the hard to articulate process of critical writing

Supp: partnership

Person centred   Rapport

Mutual undes

Annotate enhanced by sharing

A²

I.V. 8
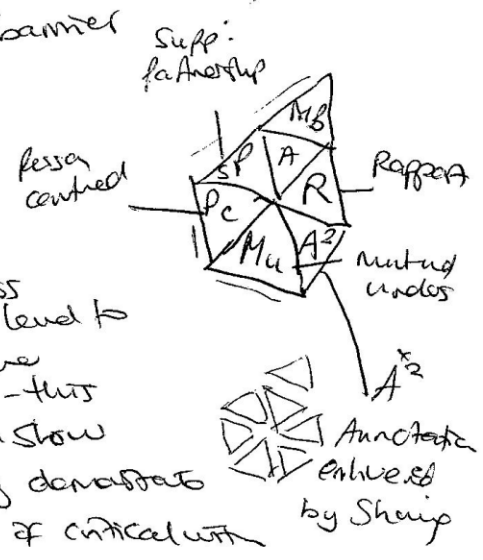
- Internal motivation to come into nurse education —
- ↑ standards of care through up & coming nurses / inspire the prof
  - Challenge fixed practice →
  - We can inspire minds, get to them first
  - "Teach them to open their minds"
In turn question & challenge the lecturer.
"Say what you think" — you've said this but meant that
  - What say & what write
  - Ann. Powerful tools we have, but it has to be before & during to be powerful — not after. It should be continuous

- Hit and run — open PC, open up, write 'asinine comments'.
"and you are firing all sorts of in there" — If marked 15, sea
13 same "and suddenly your tone & grammar changes" " your frustration comes out on this poor unknown student's feedback" and neutral

FB need to be objective & depersonalised
- "Danger can become hurtful"; depersonalised & out of context"
- Failing students — Lots of 1:1 is 2.3½ hours
- Even if badly written — are they __safe__ is the priority
- Never personalize — neutral & obj.

| five

Not writing it for them, they are writing, I just help.
- PROBE Q — whats within — understanding
- writing is like a dark art because no one teaches you

V·V·8

V·V·8

6.5.7 Lecturer 8: Explanation of the research notes and grid

Appendix 2 has a partial transcript of this interview and like student interview 2, I present research notes only in order to reduce the word count. The first order interpretation are the direct quotes and the second order interpretation the identification of key themes, which I present in the form of a codified key. For example, R=rapport, MB=modelling behaviour, SP=supportive partnership, PC=person centred, A2=enlivened by discussing its meaning and MU=mutual understanding.

Lecturer 8 viewed their role as a guiding hand in a student's writing development. The annotator talked about how they supervised using annotation to improve the student's essay if they had failed at the first attempt. Their style included sitting with a student, with the essay open on the computer, and referring to their annotation comments. The annotator used Socratic questioning such as "what do you see here?" in order to get the student to think differently and then write differently. This process, the annotator agreed, was labour intensive but a kind of practice that develops the student's self-sufficiency and confidence as a writer to develop new skills to write independently. The annotator acknowledged from a modelling perspective, it was well worth the effort, because the student then went away with a quality experience they were likely to learn from and use again. Therefore, annotation was a process of using one to one experience to its fullest potential, to ensure a supportive partnership was in place for imitation and modelling. The annotator had been motivated to come into nurse education to make a difference, improve standards and "…*teach* (students)… *to open their minds...*" to model behaviours considered self-perpetuating and professional.

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Lecturer 8 identified receiving timely formative annotation to be an issue because it is a developing stage of the writing where the student is encouraged to think critically and in a dynamic way. This timeliness contrasts with summative annotation feedback and meeting afterwards to correct a failed essay and to correct errors. Instead, annotation is considered most powerful when continuous, timely and received before an essay is marked. In this manner, the "writing and thinking process" can be analysed rather than forgotten. This issue reminded me of the theme of rhetoric for chapter seven (mimesis1-3) and reflective unconsciousness in chapter ten.

6.6 First and second order interpretation from digital annotation extracts (n=50)

In this section I present a selection of annotation extracts (reduced from 130 pages of research extracts) from 50 chosen essays found to have annotation on them with figure 17 entitled *Extracts from researcher notes of digital annotation*.

Figure 17: Extracts from researcher notes of digital annotation

Digital annotation extracts(n=50)	
1st order interpretation- initial stage	**2nd order interpretation- naïve stage**
Extract 1: The annotation suggests improving clarity in the essay content. Evidence based writing was well used and impacted on care. The word "it" starting a sentence was of concern to the annotator because of not being specific Extract 2: Pink highlighted text related to evidence based practice. The highlighted "they" in green when opened up said "who are they?" The use of prescriptive and objective language is de-personalised Extract 3: The extract indicates the marker was irritated by the lack of referencing which they linked directly to poor clinical practice	The student is attempting to interpret the concepts they have read about and identifying their dialectical position Evidence based practice, promoting person centred care, and discouraging the use of depersonalised language in an essay Reinforcing the need for evidence based practice, and its link with poor clinical practice

Extract 1

Evidence based practice incorporates the best researched evidence with clinical expertise and patients' needs and values (Burns & Grove, 2011). It is seen to be the gold standard for the delivery of safe and compassionate healthcare (Brown, Wickline, Ecoff & Glaser, 2009). Best evidence based practice will be used to implement this by utilising a literature search. Burn & Grove (2011) state research in nursing is vital to develop and enhance the knowledge nurses use to improve clinical practice. It is used to promote positive outcomes for patients and families, lowering health care costs, regardless of this it is not being constantly used (Wallis, 2012). Different ⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛ lementation will be successful as best practice, new ev⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛ implement themselves, these detriments includ⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛ ent and staff attitude and behaviour, needs and prefe⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛ rol ,Wensing, Eccles & Davis, 2013). Wallis (2012), st⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛ was found that lack of time and

Good content and use of evidence however the use of the word "it" starting a sentence reduces the flow of the essay and should be revised to write better. Someone once wrote when starting a sentence "it rhymes with?!! for essay writing!

Associate a criterion

Save as new QuickMark

Extract 2

Despite a number of awareness campaigns and the acknowledgement of alcohol and its effect on the body and the individual's health, research has shown that the number of adults being cared for in the health care provisions is increasing. This piece of work is going to be looking at the affect that alcohol has on the body. The main target audience that my work is going to be based on is adults and the way in which alcohol affects them. I will be using a range of sources to help support my arguments.

Evidence based practice is extremely important within nursing and the health care provisions. When working with patients, it is part of your job role to help make decisions for them if you feel that will benefit their health and there state of mind. Nurses are trained to help in situations like these, where extra help and guidance is needed. Evidence based practice is used to improve the quality of care for the patient by using individual experience and external clinical evidence. They use the evidence and experience combined together to help make appropriate decisions for the patient, taking into concept their beliefs and values (Larrabee, 2009). Theory, research and practice are bound together to produce evidence used to support practice within the health care sectors. Research will be completed by professionals against a certain topic, theory or activity, and once the research is complete it can then be brought forward and used as evidence to support cases relating to the topic, theory or activity (George, 2010). Reflection plays a key part in evidence based practice because your experience is used to help strengthen the use of evidence based practice. In order to teach an individual how to practice in a safe manor, you must also have had the experience (Bulman&Schutz, 2008).

Evidence-based

Evidence required to sup

Evidence-based

Spelling error

evidence-based

Referencing error

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Extract 3

> The nurse can only try and explain the outcome, side effects and somehow persuade but not force the patient to reconsider their decision. In relation to the moral dilemma chosen, the issue was that the patient refused treatment for the UTI but was deemed to not have the mental capacity to make an informed decision, so therefore the MDT then had to consider the patients best interests and had to go against the patient's wishes, thus the patients right to autonomy was overruled by beneficence and in regards to consequentialism, the consequence of the action of giving the antibiotics benefited the patient by treating his UTI.
>
> Lastly, the NMC (2009) imp[...] ensure that good record keeping a[...] improve accountability, to make su[...] to the patients care, the delivery of[...] clinical decisions. Good and clear[...] and complaints or legal processes.

Need a reference

Need a reference

Additional Comments

is it ethical to discuss care issue without a consistent use of referencing to back up the assertions made and ensuing discussion?

6.6.1 Explanation of digital annotation research notes and grid

The digital annotation research extracts 1 to 3 identify three key findings. Research extract 1 identifies the annotator taking exception to the word "it" starting a sentence. This was an entry point in the three step model allowing me to later identify the hermeneutic self as a theme using Ricoeur's textual hermeneutics. The initial interpretation of this extract indicates that the student, when attempting to make sense of discourse does so by making a statement about their dialectical posture. In essence, I felt I was viewing the student's own engagement in relation to making sense of an-other's work which involves weighing up the relevance of ideas for the writing task ahead. The research extract 2 identifies the annotator's concern for the student using language, which depersonalised patients as "they" (highlighted in green). The annotator therefore

was reinforcing the ethico-moral nursing principle of person centred care, which links directly to making judgements with known benefits and risks. The research extract 3 identifies the issue noted in the lecturer interviews, and that is the need for evidence-based practice in an essay and its absence may indicate a less than rigorous approach to their nursing studies. In short, the judgements that the student makes unsupported by the literature, may adversely affect patients in clinical practice if there are interventions unsupported by efficacy.

6.7 First and second order interpretation from handwritten annotation extracts

The handwritten annotation research extracts totalled 136 pages and I reduced it to 41 pages before identifying three handwritten annotation extracts below in figure 18 below entitled *Extracts from researcher notes of handwritten annotation*.

Figure 18: Extracts from researcher notes of handwritten annotation

Handwritten annotation extracts (n=50)	
1st order interpretation- initial stage	**2nd order interpretation- naïve stage**
Extract 1: 10-month-old "James." Use of ticks, underlining, deleted words, corrections, additional words, questions in the margins and in the spaces of the text	Professional values are promoted, such as person centred care, a need for objectivity, evidence based care, questioning the clarity of discourse
Extract 2: "What?" question refers consistently to the word "it" starting a sentence. The "what" question indicated the annotator was irritated by the lack of clarity about what "it" relates to? Plot, structure, clarity of discourse indicated by the question "by whom?"	The research extract refers to the student's understanding of the literature they cite
Extract 3: Arrows drawn to suggest linking the paragraphs together, grammar changes, spelling errors, lengthening the text for more detail, challenging statements made e.g. "meaning what?" Identifying assumptions and asking what is their meaning? Starting a sentence with the word "it" is interesting and I wondered what it could mean, in "all" of its possibilities?	As above, the extract identifies the student at a naïve stage of interpretation indicated by the lack of clarity of discourse. The student in the extract is writing about an experience in a personal way

Extract 1

[handwritten: is this pseudonym]

James is a 10 month old baby who was admitted with a fractured left femur. *[handwritten: to – when; by who; who with?]* The information that was given to the doctors was that there was no history of any trauma. James was placed in his baby walker and he refused to place his left leg on the floor. This was 2 days previous but mum *[handwritten: JAMES' MOTHER]* felt that it was not serious so did not seek medical advice. Mum then reported *[handwritten: that]* James continued to refuse to use his leg and *[handwritten: that]* it began to swell. Mum took James' sister to their local GP to ask advice about head lice treatment. The GP was checking to see if James had head lice when he noticed the swollen leg. The GP advised *[handwritten: Take James]* mum to attend accident and emergency which mum did. Concerns were raised when mum was concerned regarding the head lice but not that James' leg was swelling for no apparent reason. *[handwritten: – Ok – now apply what you have written earlier – why is this suspicious?]*

Extract 2

This assignment will define and describe what assessment is and how important it is during the nursing process. This assignment will highlight the different sources of information gathered during the assessment process. How it helps nurses during the nursing process. *[handwritten: What?]* The assignment will identify and the describe Early Warning Scoring system and how important it is at identifying patient needs during the nursing process. *[handwritten: What?]* It will describe how nurses work with their patients to develop a positive relationship during their time at hospital. Assessment is important in nursing care as it allows the nurse to gather information about a patient's health, identifies health needs, strengths and weakness of the patient. It allows the *[handwritten: What?]* nurse to identify problem's and treat them to the best of her or his ability (medical dictionary 2012).

Extract 3

It is during the implementation of the surgical safety checklist that the incident occurred.

[handwritten: 5) age?, his/her]

A child presented in the anaesthetic room with their mother for corrective orthopaedic surgery for a chronic disability. The child was therefore familiar to the surgeon and to the anaesthetist as this was not their first bout of surgery and the anaesthetist did this surgical list on a weekly basis. *[handwritten: be more specific about surgery and disability]*

During the preoperative team brief the surgeon did in fact mention that the child had missed a couple of outpatient appointments and that the parents had questioned whether the operation was completely necessary even after being informed of the high success rate for *[handwritten: Ref]* this procedure It was also mentioned the mother did not appear to be very educated and the staff in the anaesthetic room should take this into account when conversing with her. *[handwritten: meaning what? Is this a judgemental statement?]* *[handwritten: what was the problem) As stated]*

Whilst in the anaesthetic room the child appeared to be distressed as is often the case. The anaesthetic room is considered a strange, unusual even scary setting to a place where the child finds him/herself under unusual circumstances. They are surrounded by at least three strangers, dressed in strange clothes. The parent or caregiver although present does not *[handwritten: by whom?]* appear to the child to be in control of the situation invoking fear in the child. *[handwritten: (Ref?)]* *[handwritten: or your personal observations?]*

It is at this point that it was noted that both child and mother appeared detached from each other. The mother did not make any attempt to comfort the child either verbally or physically. *[handwritten: Anxiety]* Neither did the child reach out to or plead to the mother for some form of comfort. *[handwritten: is manifest in many ways]* *[handwritten: What are you implying here?]*

When checking the surgical site the child's body is partially exposed to reveal that the surgical site is marked and that is the correct surgical site. The initial check revealed that the child appeared to be malnourished and unkempt. During a more detailed examination when the child was eventually anaesthetised and the mother had been informed of the concerns raised.

6.7.1 Explanation of handwritten annotation research notes and grid

The research extracts 1 to 3 identifies key words of concern to the annotator. Research extract 1 aims to improve the clarity of discourse and the gaps of the text. The colloquial use of terms such as "mum" ensure the extract is personal and subjective, and a lack of evidence is noted by the annotation "to whom, by who, who with?" The aim of the annotation therefore challenges the student to identify what they have left out, with the possibility they thought there was enough information in the essay section. In effect, the annotator is triggering memory recall, interpretation of events and any evidence considered relevant.

Research extracts 2 and 3 first order interpretation identified the "it" word starting a sentence to be a concern for the annotator. From a mass of research data, I collected prior to choosing the three research extracts, it was clear to me that some annotators did not mention this phenomenon yet others were irritated enough to comment on its frequency and lack of clarity. From my perspective, I could understand the student's use of the word "it" when starting a sentence and in effect this directed me to wonder about the personal nature of interpretation, and reflect on the visualisation of the student "holding" concepts, ideas and judgements about the text in their mind, which they then externalised onto the essay page.

6.8 Second order interpretation and sub-themes

In the next section I present the key words from all of the second order interpretation columns and research notes and summarise them in table 3 entitled *Figures 14 to 18 collated in three steps*.

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Table 3: Figures 14 to 18 collated in three steps

Figures 14 to 18	Sub-themes	Identified themes (see figure 19)
Self-awareness, reflection, mis/understanding, mis/interpretation, insight, instinct, reasoning, knowledge, pre-conceived ideas (bias) when reading, the word "it" starting a sentence, interpret through own embodied experience of nursing, naivity, leaping ahead to grasp meaning, intent, making decisions, judgements	Terms, concepts of "an-other" (text) and the object of thought, represented by the word "it" Hermeneutic circle at play Embodiment, depersonalisation	The hermeneutic self
Annotation/ supervision models professional behaviours such as clarity, Socratic questioning, praise, style, structure, coherence (good or bad), critical thinking promoted, correcting essay content, grammar, spelling- all model, parasitical annotation affects the host text, handwritten annotation more communicative (mood, colour, look for changes in style), promoting evidence based practice, clarifying meaning, evidence	Plot, imitation of style, cadence, proof, convincing, character, action, clarity, persuasive discourse Theory of argumentation	=Rhetoric

Grasping meaning, recognition, identification, misunderstanding leads to understanding, mis-interpretation leads to clarity, modelling good feedback, observing professionalism, action, imitation of professionalism, demonstrative, rapport, writing style, how annotation looks is significant (e.g. circles, arrows, underlining of text, use of colour), imitation of normal conventions of essay/literary composition, visual imagery, character and action (mimesis), annotation is learnt through imitation/experience, nurse first-lecturer second	Use of metaphor, visual imagery Observation and imitation of professional behaviours Productive imagination	
Understanding changes over time, spatiality, from initial to the latest realisation in the moment, hermeneutic circle, glass of water analogy, formative annotation is better placed temporally than summative, action on annotation feedback is unknown	Temporality, distanciation	
Diagnostic assessment, facilitatory, person centred care, the self, nurturing, fitness to practice assessed in an essay, poor attitude, identifying needs, knowledge and competencies, e.g. 6cs, Francis report, political policy versus reality, reports of NHS failings, maintaining professional quality and standards, the essay is a safe space for experimentation, face to face supervision is a supportive partnership, facilitating a positive use of annotation promotes care, empathy, morals, social norms, use of praise, constructive feedback, promoting individual and collective identity, integrity,	Individuality, ethico-moral practice Mutuality Justice, social contract Empowerment	=Individualism and being "just" (fairness, equity, justice)

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accountability, rapport, warmth, valuing the student, empowerment, promoting confidence, critical thinking, revisions, societal ethic-moral principles, individual participation, manners, trust, self-interpretation, nurse first-lecturer second, power, authorised permission of nursing, use of technology risks depersonalisation, objectified language also depersonalises, less face to face contact with students, annotation aids learning and memory, amount of annotation indicates concern or not, mutuality, fitness to practice, competence		
Tone, projection, parasitic annotation, emotion, patronising, expresses mood, anxiety, frustration, disappointment, psychosomatic impact, evoked feelings, attitude, collusion, and projection. Disempowerment, self-esteem, feel like a child again. Neutral comments do not inspire change. The past can return to bring pain, authentic, inauthenticity, truth of recall, what is left unsaid projects something, conscious and unconscious reflection, memory recall changes in time, perception and purpose, intentionality, negativity (meant or perceived) is unconstructive, devalues and affects self-esteem, need positive strokes	Transference, abuse, use of memory has a number of contingencies e.g. what and why something is remembered Perception Anxiety	=Reflective consciousness Slippage and transference

Figure 19: Third order interpretation: Four identified research themes (top row)
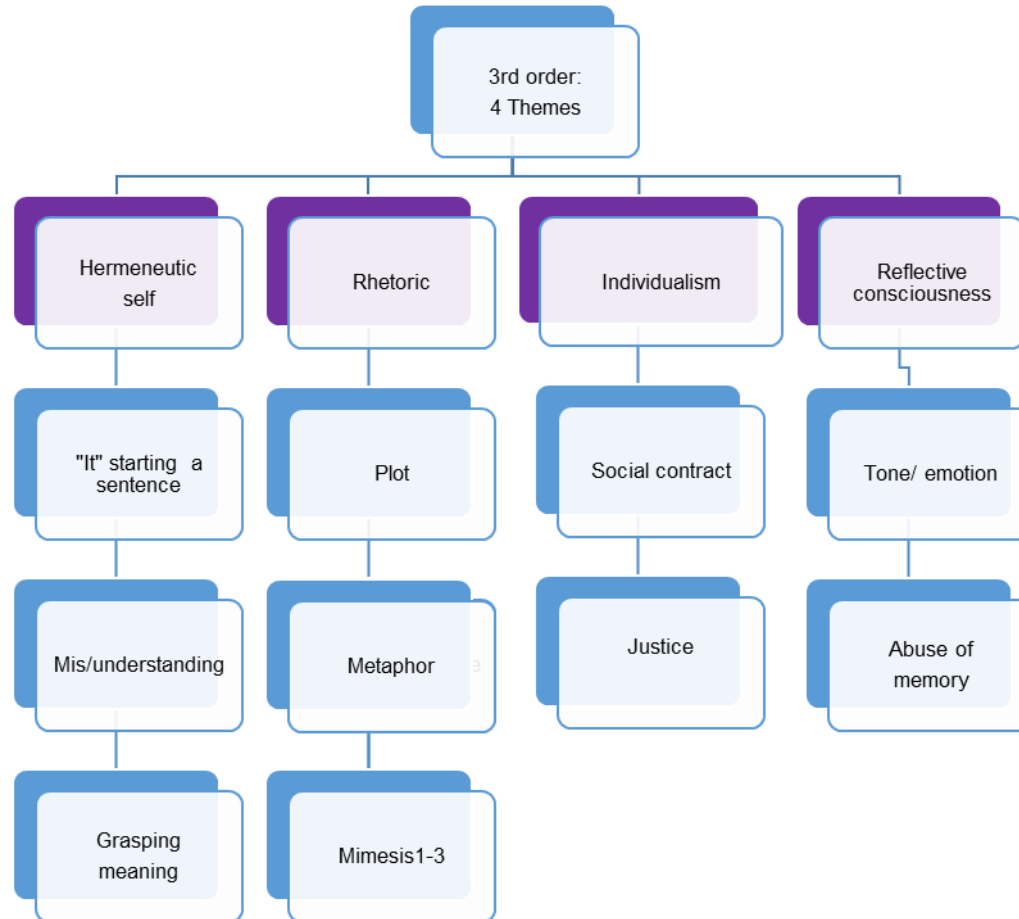
6.9 Conclusion

This chapter presents a selection of research extracts from each research method: a focus group interview, individual interviews with students and lecturers (see table 2). From 100 essays, half with digital annotation extracts and the other half with handwritten annotation were selected. The chapter organises the emerging research findings using my research notes, grids with first and second order columns and coded key words followed by explanatory comments. These grids followed van Manen's (1997) three stage model of interpretation of data from the initial experience of the research data, to a more nuanced yet still naïve interpretation of the research data and lastly, to the stage of interpretation where sub themes (see table 3) could be identified before grouping them into four themes (see figure 19). A surprising finding was identifying that annotation has organising principles which are temporally bound to the repetitive act of reading, writing and the whole process is contingent on the meaning text has for the student and annotator at any given time. Both read and interpreted text depending on the professional context, self knowledge, understanding of the lived experience and experiential plot lines that surface when writing. Finally, four themes were identified in figure 19, and they are the "hermeneutic self", "rhetoric," "individualism" and finally, the "reflective unconscious and slippage." The next four chapters present each of the four identified research themes.

The hermeneutic self
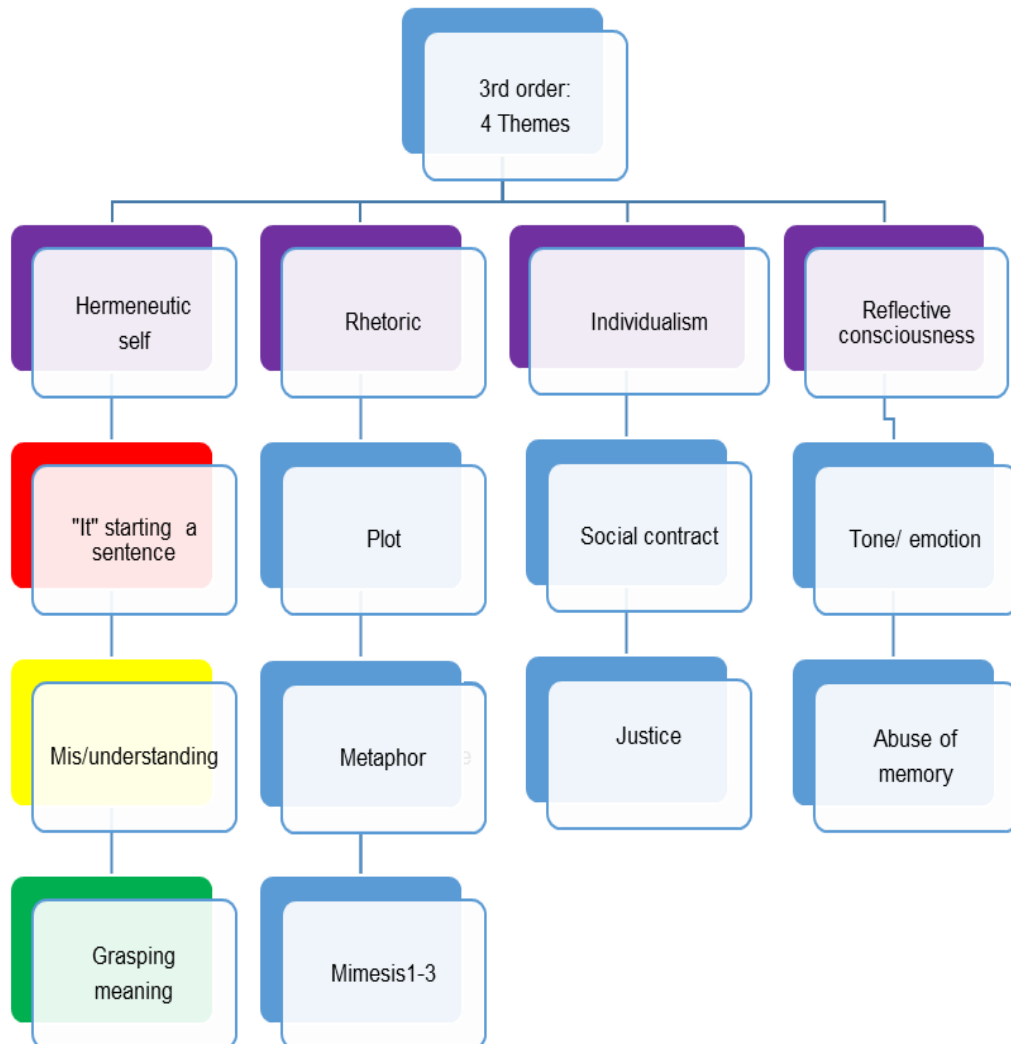
7.1 Introduction

In this chapter I explore the theme of the hermeneutic self. In particular, I suggest the theme is revealed by a specific writing style found within the research data, namely; a student starting a sentence (or paragraph) with the word "it." If discourse is the intention to bring something "out into the open" (Ricoeur, 1976), what is revealed, is a student's continued subjectivity (see chapter 4.8 and 4.8.1). Due to the process of temporal understanding, subjectivity remains an issue until the literature is better understood and as the various research extracts demonstrate, if there is a lack of clarity noted in the essay by the annotator, this likely mirrors the student's own misunderstanding (see chapter 4.7.1). In order to explore the hermeneutic self and the word "it" starting a sentence, I define both terms, discuss subject-object relations, student embodiment, ontological discourse, recognition (see chapter 4.7.2) and the self within the hermeneutic circle (see chapter 4.8). The first research extract below identifies a frustrated annotator suggesting this writing style is "sh(it):"

Evidence based practice incorporates the best researched evidence with clinical expertise and patients' needs and values (Burns & Grove, 2011). It is seen to be the gold standard for the delivery of safe and compassionate healthcare (Brown, Wickline, Ecoff & Glaser, 2009). Best evidence based practice will be used to implement this by utilising a literature search. Burn & Grove (2011) state research in nursing is vital to develop and enhance the knowledge nurses use to improve clinical practice. It is used to promote positive outcomes for patients and families, lowering health care costs, regardless of this it is not being constantly used (Wallis, 2012). Different [...] lementation will be successful as best practice, new ev[...] implement themselves, these detriments inclu[...] ent and staff attitude and behaviour, needs and prefe[...] rol ,Wensing, Eccles & Davis, 2013). Wallis (2012), sta[...] vas found that lack of time and

> Good content and use of evidence however the use of the word "it" starting a sentence reduces the flow of the essay and should be revised to write better. Someone once wrote when starting a sentence "it rhymes with?!! for essay writing!

Associate a criterion

Save as new QuickMark

> Good content and use of evidence however the use of the word "it" starting a sentence reduces the flow of the essay and should be revised to write better. Someone once wrote "it rhymes with?!! and for academic writing should be avoided when starting a sentence!

What is noticeable about the "it rhymes with?" research extract, is the frequency of starting a sentence with the word "it" and the annotator's apparent scatological reference. I say apparent, because the assumption by the reader is arrived at quickly to avoid rhyming "it" with other words like "fit," or "bit," and due to linguistic cues given, the reader reaches a timely conclusion. The annotator therefore provides the student with a word substitution, or to put it another way, one word that can be replaced by another. What is certain is the recognition of words aims to negotiate the existence of many possible meanings for a reader, without resulting in textual chaos. The research extract reveals something about the annotator and the student, which I discuss later.

I was surprised that an annotator had been so candid, because the comments had the potential to cause upset to the student, and if a complaint had resulted, upset for the annotator too. When stating "it rhymes with," their humour is indicated when the annotator stated "*…someone once wrote…*" to support its apparent humorous intent, and their use of rhyming is a literary tradition that allows for representations of themes, memorising and sharing stories, songs and poems (Rubin, 1995). In rhyming, whether knowingly or not, the annotator is using plot and the cadence of the rhyme to draw a mental image for the student to remember. So the next time, when precipitously writing "it" at the start of the sentence, the student may think twice. Whatever one makes of the "it rhymes with?" research extract, not

many annotators would have dared to cross this professional boundary and so I will discuss it later in the chapter. I now describe how the theme was identified.

7.2 Identifying the theme

My research notes (see appendix three) identify a number of theoretical and experiential issues related to the word "it" starting a sentence, which was an entry point to the theme of the hermeneutic self. I thought the positioning of the word at the beginning of the sentence was the theme for a long time and started by identifying my assumptions such as: "grasping" the meaning of literature, the subject (reader) and the object referring to the literature. I also wrote about embodiment (see chapter 8.4.1), pre or unconscious processes informing thinking, and the word "it" starting a sentence somehow referring to the student remaining present on the page of their essay.

I identified the hermeneutic self as a theme in the handwritten and digital research extracts in chapter 6.6 and 6.7, leading me to collate key words in table 3 (chapter 6.8). The theme emerged when identifying the possibility that students use of the word "it" starting a sentence was a manifestation of their hermeneutic self in action within *their own* hermeneutic circle. The hermeneutic self refers to an individual's own interpretive understanding (explanation, moral conscience, action, temporal understanding, ontology, identity, recognition) within the hermeneutic circle through recognition, which I discussed in chapter 4.7 to 4.7.2 (Ricoeur, 1994). I realised I had not mentioned the hermeneutic self in chapter four, and its emergence as a theme indicated a gap in my understanding of the hermeneutic circle's central characteristic, the interpreting reader. Perhaps, part of the reason for missing this point was that I too was experiencing the same and had not identified fully with other students'

experiences until the theme emerged. I now define the word "it" before exploring the significance of the hermeneutic self theme further.

7.3 Defining "it"

A definition of the word "it" was illuminating because it reinforces the reader "grasping" meaning, whilst not wholly understanding or even being able to define its meaning. The Oxford English Dictionary (OED), under the outline entry, pronoun, adjective and noun, give a comprehensive lexical definition of the word "it" and the following definitions here and in section 7.7 are relevant to the theme. First, the word "it" according to the OED is a pronoun and relates to:

> *"The subjective and objective case of the third person... (the) I. Subjective uses. 1. The thing previously mentioned, implied, or easily identified...as subject or subject complement...*" (1a).

The "thing" or object "appears" through the senses before it can become objective, is a reminder of the purpose of phenomenology and its referent terminology (see my research notes, appendix 3, p.2). Ricoeur (1967; 1999) suggests phenomenology is the science of "appearance" of things, and perception and in this sense the word "it" is a reference to an "*...abstract thing, or a matter expressed or implied in a statement, or occupying the attention of the speaker...*" (OED, 1b). The word "it" can also be used as a humorous reference to a person (OED, 1c) which we saw (or not) in the "it rhymes with?" research extract. The various definitions so far identify a number of key words of relevance to the self-referential theme of reading, such as: the self, reflection, an abstract thing, attention and subject-object relations. The definitions are useful because the word "it" in a

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phenomenological sense, underlines its use as a reference point to self-understanding which is the starting point in identifying pre-conceived ideas in the hermeneutic circle. Once identified as an entry point to the hermeneutic self, my research notes (see appendix 3) directed to a large extent, the remainder of the chapter discussion. For example, the reaction to the word "it" by the annotator was perplexing and the entry point to the hermeneutic self as a theme was the notion of the "thing" being read and an object the reader thinks about. When reading, the ideas of an-other, they are in reality, not the reader's own initiated thoughts and whilst figuring out their relevance, the ideas metaphorically speaking float in and out of conscious awareness to ensure when being cited in an essay, the student continues to have a preconscious presence on the page. Ricoeur's (1976) notion of the interpreting self involves grasping the meaning of discourse, as it moves beyond the structure of the sign, symbol and language to refer back to the speaker. This is central to the mimetic stages of temporal understanding which I discuss in chapter 8.5 to 8.8 and the crux of this theme corresponds to "how" something is perceived, signifies what is conceptualised (Ricoeur, 2006). The next research extract entitled "x3 its" should therefore be viewed as a diagnostic opportunity, rather than be considered a problematic writing style.

7.4 The annotator

The research extract entitled "x3 its" identifies annotator irritation and the negative visual impact of annotation on essay content. The annotator's comments in "x3 its" when starting a sentence indicates a degree of frustration when used three times in such a short paragraph. The apparent lack of clarity found in the essay is repeated back to the student who, judging by the flow of the essay content and annotation comments such as "blunted" and "stop/start," may not have understood what they were writing about at the time:

Reading the annotation comments is instructive. The annotator, when stating "…*too many sentences starting with the word it…*" and the student "*…wrestling with your need…*" sounds frustrated by the student's apparent inability to empathise with people suffering from depression or anorexia. The annotator suggests the word "it" in this position, lacks clarity, which is a fair point to make because the student appears to be subjective, or empathise with the patient's situation. The research extract identifies issues of objectified language, such as "comply," "co-operate," and perhaps the student is struggling to make sense of NICE guidelines and judging the relevance of academic terms and concepts to the writing task. The research extract also highlights that a sentence beginning with "it" is problematic for the annotator and their way of dealing with this is to highlight the frequency of the "it" word and questioning "*…comply…what happens if they don't… how so…?*" The annotator is frustrated by the essay tone, which is clipped and unemotional, and there are glimpses of lay perspectives of the yet untrained nurse. For example, when stating the essay content has an "*…effect on the mind…*" and a lay reference to "*…stopping of periods…*" rather than a medical term such as amenorrhoea, the naïve stage of the student's writing is illuminated.

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Add to this naivety, the absence of any supporting evidence in the research extract, and it indicates the student's incomplete understanding of the literature, and early stage of development. When the annotator suggests the student is "wrestling" with the subjective word "it" coupled with a lack of specificity in the essay content, it is perhaps understandable that a degree of irritation from the annotator creeps in, because the student appears to know very little. Therefore, for me, this research extract reinforces the hermeneutic self is present when the student writes "it" when starting a sentence and a naive stage of temporal understanding (see chapter 8.6 to 8.8).

7.5 Temporal understanding

The research extracts "it rhymes with?" and "x3 its" ensure the annotator's purpose is to fill in the gaps of the essay for the student through a number of annotation styles such as circling, slashes, numerals, curly brackets, underlining, text. There is first, an attempt to improve the clarity of the writing process for the reader and second, lead the student to re-think their writing style for the next time. The clarity of annotation needs to be as clear as possible and this depends on reflective insight and realising that the dialectical posture of the student is somehow evident (Ricoeur, 1976). The annotator, may assume the student would understand their comments, which means when writing about a subjective experience, the words and phrases used subconsciously reveal a viewpoint that may not have been fully articulated before, until the moment of sharing it with others. From the work of Raivaisson's traits of character, Ricoeur (1994) refers to the temporal and overlapping dimension of character thematised into two distinct selves. These are a "*…set of lasting dispositions by which a person is recognised…*" (Ricoeur, p. 121) and what Ricoeur calls the problematic of the "ipse" or "who" and "idem" or "what" formed out of habit, and in a constant state of flux. This may refer to the student spontaneously processing ideas in their mind and trying to get

inside the mind of the author. Discourse as a phenomenon, may also ensure the reader accepts new meaning without acknowledging what has led to the change (Ricoeur, 1976) because *a priori* thinking based on theory and knowledge involves a kind of inductive reasoning. Ricoeur suggests the possibility of not thinking deeply enough before writing is a temporal phenomenon, which I discuss further in chapter eight (see sections 8.6 to 8.8) and eleven. In discourse, this process is cyclical, in the sense that having a lack of time to think is linked to a lack of self-understanding up to that temporal point of interpretation (Ricoeur, 1976). For example, when writing down a latest realisation and returning to read it later, the written word is judged by interpretation, which will often lead to more revisions and clarity. This appears to be happening in the hermeneutic process I am referring to. Ricoeur (1976) suggests this subject-object tension refers to the notion of pre-conceived ideas that inform all experiences of language when listening, reading or speaking to others. Therefore, in order to avoid making mistakes, the reader requires the "time" to reflect on their interpretation, before communicating those ideas to an-other reader. Time is therefore an aspect of the hermeneutic self because it takes time for the reader to identify pre-conceived ideas that may otherwise affect their objectivity (Ricoeur, 1976). In contrast, what is learnt through the empirical senses determines how discourse is interpreted through feelings (Marcel, 1965; Ricoeur, 1976). In my view, the "it rhymes with?" research extract is an example of *a posteriori* learning, and the corporeal aspects of subjective experience (Ricoeur, 1976) which I discuss next.

7.6 The student and embodiment

The word "it," I found, relates to the verb "*to be*" (OED, 2) under the OED outline entry, entitled pronoun, adjective and noun, and defined as attention to "*...the person or thing in question...statements or questions regarding identity...*" (OED, 2a). The definition "to be"

has an ontological place in understanding the hermeneutic self and the work of an-other. Notably, for academic purposes and the hermeneutic self when "*...quoting from books and other written sources; as it says, it tells...usually expressed by the passive "it is" said, it is written..."* (OED, 3f). This process is a reference to the third person and the "*…reflexive use of it...*" (OED, 6) literally speaking, occurs when the student reader assimilates the ideas of an-other with their own (Marcel, 1965). A definition of the word "self" is useful here because it indicates unequivocally that the reference to the person or thing mentioned is not merely, to an-other (OED, A, n. d) but also to the interpreting self. The next research extract entitled "neglect" identifies the hermeneutic self, embodiment and caring for a child suspected of physical neglect by its mother:

— what was?
— Which were?

It was concluded that the child was suffering with signs of physical neglect. Neglect is defined by the absence of provision for childs basic needs (Gough 2005) And also in relation to this other forms of neglect possibly emotional neglect based upon the child's interaction in the anaesthetic room prior to being anaesthetised. — *be Specific*

— And X

Need to give more detail as you have not explained much —

— what is?

It is a worrying that during the experience I found the child's physical appearance very distressing and found myself slightly disturbed and disgusted by the behaviour of the mother to her own child. It is therefore evident that at this point I was finding it very difficult to remain objective and I think it showed.

Emotional words — need to be non Judgemental and professional

— how?, Model?

A more in-depth assessment of the child was needed than given to possibly determine whether there was a deliberate omission of factors beyond the parents control. Because of this there could be inconsistencies made when assessing neglect which may also lead to differences of opinion and judgement of what makes a good parent (Howarth 2005)

So what will the risks be of different opinion and judgement?

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The staff nurse in the research extract "neglect" is writing about the possibility of emotional and physical neglect of a child by the mother and appears to find it difficult to remain objective. The staff nurse focuses on embodiment which recognises the mutuality of sensory perception. Indeed, the staff nurse refers to themselves in the first person and uses emotive words such as "disgusted'' and "disturbed." In response, the annotator advises the student to refrain from using emotive language when writing and so leaves the student little room for being-authentic. In contrast to the student's concern, the annotator's responses are abrupt, superficial and filled with parallel emotion, noticeable by the visual impact of the extract itself and the annotator when writing "…*need to be non-judgemental…*" ironically does not take their own advice. They do not however acknowledge the issue of ontological discourse evident in the essay extract.

7.7 The student self in an essay

The staff nurse's comments about feeling "disgusted" and "disturbed" in the "neglect" extract is an example of ontological discourse which becomes realised not in thought or emotion but in the consuming ethics of care, of existential guilt and dread (Ricoeur, 1969). Care, in relation to doing what is right and mutually beneficial, which I write about in chapter nine (see chapter 9.4). The staff nurse's reflective awareness is important because they challenge the care they gave and acknowledge their profound feelings about the experience. However, whilst empathy is evident in "neglect," the use of supporting literature and understanding its relevance is not, and the staff nurse appears to doubt themselves which may explain their difficulty in remaining objective. The research extract below entitled "Ben" also demonstrates ontological discourse in the repetition of the word "it":

① gastric emptying (McDonald et al 1991). Ben's naso-gastric feed was stopped four hours

nil by mouth

prior to going top theatre, children have to be starved prior to theatre to reduce the risk of

_so_

choking and vomiting in theatre to minimise the risk of vomiting in theatre when ventilated. _repetitive text!_

Ben was ventilated in theatre when he was under general anaesthetic to protect his airway. _and_

then

wash his burns, ~~and~~ apply a dressing. It was easier and less painful to dress his burns in

theatre and kinder to him as Children can be very traumatised and upset during a dressing

change. _(Reference?) potential complication of an anaesthetic? was informed consent obtained? By whom? What Principles are involved?_

② Ben was nursed in a cubicle for isolation purposes, to minimise the spread of infection to

himself (Wilson, 1992). It also reduces, ~~the~~ risk of infection MRSA, Streptococcus and

Pseudomonas. Members of staff are expected to use the seven stage hand washing _Do they not?_

what is? Be clear.

technique (National patient safety agency 2004.) It is a recognised national guidelines which _of what? Be clear_

reduces the risk of cross-infection. A review up date is due in September 2011. Link nurses _up_

are designated on the ward to attend to dates and circulate important information to the rest

③ of the staff (Infection control nurses association 1997).

Descriptive and anecdotal text above. Evidence in practice should be reinforced in an essay to improve Ben's outcome.

As the research extracts "neglect" and "Ben" suggest humans *visualise* an object, before we can grasp "it" in our mind, and what is grasped visually by both staff nurses was the "look" of the neglected child in "neglect" and "Ben's" third degree burns. What may have been visualised in a pre-conceived way was the dread of experiencing such an event in the first place because of the emotion it triggers. This relates to other memorised images, such as in "neglect," the notion of motherhood, the wounded child or dressing a traumatised Ben's wounds when awake. Ricoeur's (1994) theory of recognition accepts that what is visualised is considered to be true, because the phenomenon comes first, then its relationship to the signifier, the subject, comes second (Ricoeur, 1977). In this sense, the staff nurse's

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experience of Ben's pain came first, and the writing of the essay came much later. Despite coming second, the emotional effect of writing about the experience was still clearly evident, and so the student's internalised emotion present on the page of the essay. Therefore, temporal processes linking thoughts to action (Marcel, 1949; Ricoeur, 1999), such as what happened when "Ben's" pain was lessened when anaesthetised, means the staff nurse's subjective feelings will eventually subside. Until that point is reached, the staff nurse is left judging what literature is relevant to include in the writing task, whilst dealing with their unprocessed, subjective emotions. In relation to both research extracts, the hermeneutic self, which I suggest is present in the use of the word "it" when starting a sentence, is a reference point to understanding sensory experience preceding the writing act. In *Being and having* (1949), Marcel suggests the two poles of sensory experience oscillate between "being" and "having" meaning being conscious of oneself as a thinking person and having a conscious awareness of one's own embodiment. In this sense, Marcel was referring to the primordial predisposition a person has for an-other which is evident in the staff nurses' motivation to care for others. Both the "neglect" and "Ben" research extracts identify the possibility of writing to improve the existential outcomes of care and when writing an essay, they are attempting to move beyond the subjective to write objectively. However, when the staff nurse (as a post registration student) is still processing their thoughts about a traumatic experience, the question may turn to the meaning life has for them.

7.8 Moving beyond itself

Ricoeur suggests a phenomenological pre-supposition relates to any kind of ontological question, and for the staff nurses in "neglect" and "Ben" this may relate to being-in-the-essay itself. Perhaps, being present in the essay in the precipitous use of the word "it" when starting a sentence? Hence, the forgotten question of being, of life and its meaning which becomes

manifest in the individual's identity is an ontological question (see chapter 4.5) addressed through discourse, reformulated perception, memory and language (Ricoeur, 1998a; 1999). Add to this phenomenon the possibility that both staff nurses were reliving their experience through virtual language, which has no physical form other than what it signifies to them, then the word "it" when starting a sentence almost seems a logical indicator to the hermeneutic self. The research extracts "neglect," "Ben" and the reference to the body needing to be healed and restored back to health, suggests the essay in these two extracts was an opportunity for both staff nurses to work out their emotions and knowledge, which they embraced in the writing process. Therefore, writing about nursing experience is more than likely to involve the notions of embodiment, pain and suffering communicated in the essay with some emotion. However, the research extracts demonstrate that emotion is likely to be discouraged by the annotator, who instead attempts to objectify any, and all meaning informing student discourse, and in doing so, they may negate the ontological significance of writing for the student reader.

7.9 Conclusion

In conclusion, this chapter has explored the first theme of the hermeneutic self. I demonstrated in the research extracts that many essays used the word "it" to start a sentence and some lecturers failed to comment on the word "it" starting a sentence, whilst others were not so forgiving. The word "it" used in this manner was an entry point to the theme of the hermeneutic self theme, and explored the phenomenon of reading, writing, and making sense of other people's discourse. The words of an-other, I suggest, are assimilated and externalised in the student's dialectical posture and precipitous use of the word "it" starting a sentence. I examined the research extracts and the notion of embodiment was found in two research extracts entitled "neglect" and "Ben." The notion of embodiment appeared to relate to the

emotional recollection of the students' lived experience which they attempted to write objectively about. This was clearly difficult for them due to the traumatic nature of their recollections. However, in their search for ontological discourse and making sense of embodiment, again the recognition of the meaning of words was restricted and externalised.

Chapter Eight

Rhetoric and "saying it well" with proof
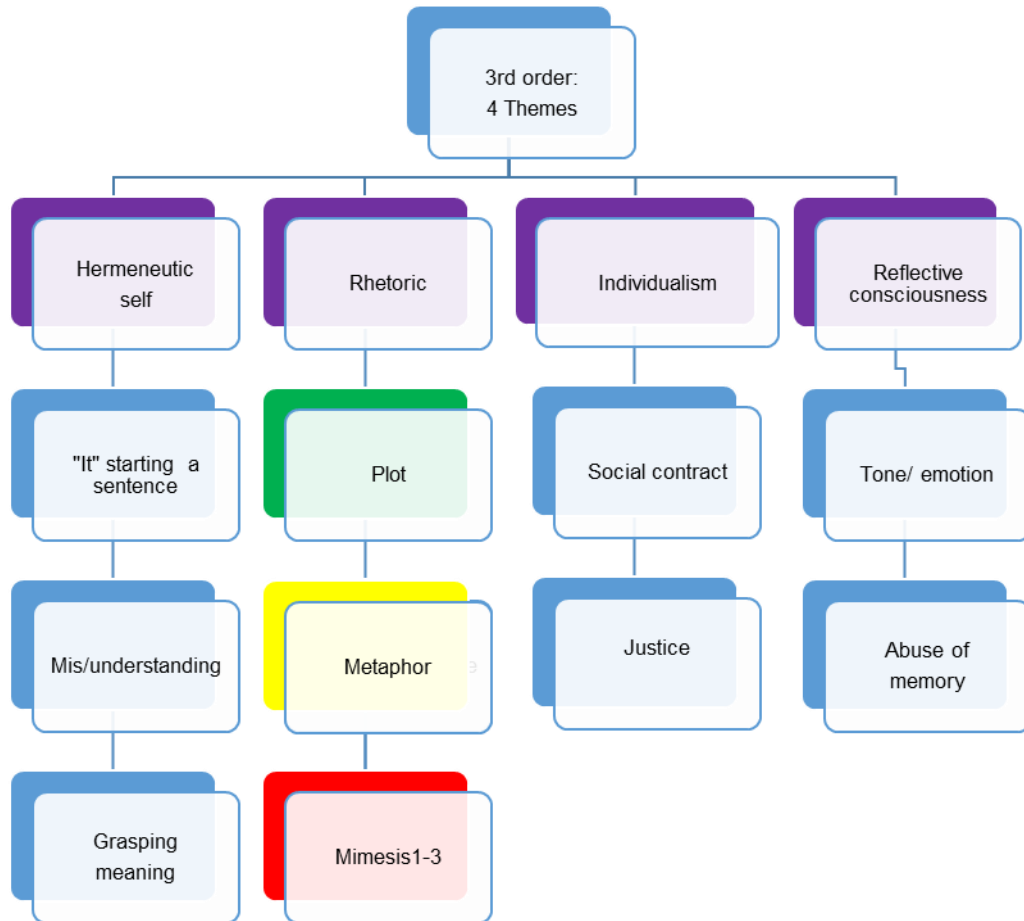
8.1 Introduction

This chapter introduces the second research theme of rhetoric. Rhetoric, as discussed in chapter 4.8.2 in more detail, includes: plot, metaphor and three kinds of imitation called mimesis1-3 (the numeral 1 is meant to be close to the word) and refer to understanding the meaning of language and time. The research findings suggest to me the characteristics of annotation and student essay writing can be organised, explored, analysed and better understood using Ricoeur's model of rhetoric. Plot, metaphor and mimesis1-3 are discussed through a number of research extracts (see table 4) which explores annotations rhetorical traits that include "saying it well" (Aristotle, 1991) with proof, the use of the productive imagination to enliven the meaning of discourse for students and temporal understanding.

8.2 From level two to level three analysis: Naming through tropes

My research notes (see appendix 4) identify the process of negotiating initial assumptions and naive hypothesising (my hermeneutic self) are necessary stages of the hermeneutic circle. The process of revealing a phenomenon first to identify its hidden dynamics relates to mimesis3 which is the state of knowing at the very latest moment when things finally become clearer to the reader. This cyclical process is evolving and changing because the reader is exposed to new literary ideas (see chapter 7.7). Rhetoric relates to a reader's pre-conceived attitude to discourse which starts right away when reading to restrict an open interpretation and due to the dynamic of time, understanding increases when the dots begin to get joined up which I discuss later (see sections 8.6 to 8.8). In order to clarify my research narrative, figure 20 entitled *Ricoeur's new rhetoric,* identifies the five aspects of Ricoeur's taxonomy: plot, metaphor and mimesis1-3 which the research extracts are organised into. I will use figure 20 before each of the chapter's sections with the addition of colour to indicate visually its content.

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Figure 20: Ricoeur's new rhetoric

| Plot | Metaphor | Mimesis 1-3 |

Annotators aim to reinforce the strength of an argument in a student's essay and I suggest this relates to "saying it well" with proof, improving the essay's plot, using metaphor to compare, and modelling through imitation and temporal understanding (mimesis1-3). These taxonomies are considered necessary to promote critical essay writing and have a direct impact on clinical practice. In developing a Ricoeurean analysis of annotation, a number of research extracts are used to organise the chapter by using tropes to name interview extracts which I present in table 4 below, with the rhetorical taxonomies listed for convenience. The research extracts promote, imitate literary styles and enliven understanding of annotation through the use of metaphor and temporal action.

Table 4: Tropes elicited as research data extracts

Type of research extract	Titles elicited from research data	Rhetorical taxonomy
Lecturer interview quote	"What do you see" in the art of nursing reinforced through the imitation of writing styles	Emplotment Metaphor Mimesis1 Imitation
Digital annotation extract	"Practice or practise" focuses on the principles for essay writing and "saying it well" with good composition	Emplotment "Saying it well" with proof
Handwritten annotation extract	"Phlebitis" reinforces the need to give a rationale and evidence for care in an essay which also parallels critical thinking for clinical practice	Emplotment "Saying it well" with proof
Lecturer interview extract	"Nebulous" relevance of reading to the embodied experience	Rhetoric Mimesis3
Student interview extract	"A dead thing to do" refers to the relevance of language. The antonym of dark is light, and metaphorically speaking, light illuminating ideas	Metaphor Imitation Mimesis1
Lecturer interview extract	"Incubate and nurture" Suasory language, the value of supervision, developmental stages	Imitation/ Mimesis1 Metaphor
Lecturer interview extract	"Derogatory terms" imitating integrity and character through social and symbolic meaning of language.	Rhetoric Imitation

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Lecturer interview extract	"What if" we follow reading by thinking "then and then" followed by "and then what?" to refer to an external relation	Mimesis2
Lecturer interview extract	"I wonder..." learning from the annotator	Mimesis2 Imitation
Lecturer interview extract	It's like "a dark art" Bringing something to light, the opposite of dark is to illuminate	Metaphor Mimesis3

8.3 Plot

The following three research extracts, two here and one in section 8.3.1 demonstrate "plot" which I suggest encompasses the key words identified in table 3, chapter 6.8. The first research extract entitled "what do you see" demonstrates the annotator's rhetorical philosophy of annotation when meeting a student to discuss the annotation they received:

"*I may strike through sentences and whole paragraphs and ask the student to tell me in lay terms what they think they meant and then ask them to re write it or make suggestions. When I ask the student "what do you see here?" I'm trying to generate their understanding of the knowledge. If it appears to be different to what they've written that's where we start with the annotation because then I'm showing them how to develop their work so annotation is part of a tutorial but is essentially student led. I'll pick out grammatical mistakes, show them examples and say "such and such is like..." to make a point they can understand. If I point something out I will write something down for them but they do the work...*" (Lecturer interview 8**)**

The "what do you see" research extract identifies a number of assessment issues annotators consider when giving feedback to the student on the essay content. The issues include: promoting student understanding through editing essay content, questioning their

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interpretation, identifying the symbolism of words used and using metaphor as a bridge to understanding. I came to realise that this extract appeared to connect Ricoeur's rhetoric to the annotator reinforcing the art of nursing to the student. When the annotator picks out any grammatical errors, they relate it to plot and composition and asking the question "*what do you see here?*" attempts to get the student to recognise something they had not previously taken notice of, such as an error or lack of evidence. The same question also concerns plot, the clarity of discourse and the strength of an argument. When making "*…a point they can understand…*" the annotator is using rhetoric, persuasion and an action that can be imitated which is reinforced when the annotator says they are "*…showing…how…*" to improve the student's writing style. Therefore, Ricoeur's rhetoric and imitation of writing styles are bound temporally with the symbolism of language before a student can act and understand more fully the annotation they receive. Plot, in its fuller literary sense, whether poetry, music, or dance, refers to a well-constructed story with characters, style, flow, structure and the imitation of human action (Ricoeur, 2003). Through the story line, assertions are made and what informs the impact of any statement is the rhetorical power of eloquence, and what Aristotle (1991, p. 255) called "saying it well." However, when asking the student "*what do you see here?*" and identifying grammatical errors, striking through sentences and whole paragraphs, the annotator is in fact promoting an awareness of plot. This is because the composition of an essay invariably starts with a structure that develops as the "story" unfolds on the page. However, this process requires the reader (the student) to understand the annotation before attempting to re-shape the meaning of the text.

The annotator in "what do you see" attempts to convince the student about the logic of the argument presented and "*…trying to generate their understanding of the knowledge…*" by "*showing*" the student another way of writing. When stating "*…such and such is like...*" to

get the message across, the annotator's comments demonstrate the rhetorical traits can all be seen to work in confluence with one common purpose, for the student in their essay, to "say it well" with proof (Aristotle, 1991, p. 255, Ricoeur, 2003). Hence, all of these processes are learnt through the act of imitation in plot and learning about different meaning, and meaning developed from the referent word to action (Ricoeur, 1990). In the context of annotation, action occurs when the student makes changes to the essay content. This action is promoted in the next research extract entitled "practice or practise:"

Mason-Whitehead and McIntosh (2008) describe evidence based practice (EBP) as the relationship between research and nurs practice or practise, practice is noun, practise is identified in literature such as McEwan and verb. It should be nursing practice

to nursing practise. The value of this style o

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patient values and opinion. care is therefore

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practise on experience alone. Some criticisms of EBP are that it is a "cookbook" approach suggested by Melnyk (as cited in McEwan and Wills, 2011) to practise, in that it doesn't allow for individual concerns. This then leads to the question does it support person centred practise (F is this the most important criticism? I   ch of research being limited

to the field   ll amount of patients with

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specific he   Save   Cancel   a wider population of

patients, as the research is so limited that there is the possibility of not achieving the best possible practise. In this it needs to be identified that individual circumstances always need to be considered. A barrier identified by Melnyk and Fineout-Overholt (cited in McEwan and Wills, 2011, p 385), is lack of knowledge and time to effectively research any area by a

no need for a comma   This paragraph erred towards criticism rather than balance between pros and cons. This impression is given by the fact that 6 lines were introductory and the rest criticism

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Within this chapter Ogden dis   Save   Cancel

behavioural models to smoking and cessation. One point to consider is that despite a knowledge of the negative effects including health problems, in 2011 20% of the UK

The "practice or practise" research extract identifies a number of issues: the word "practice," a noun or thing and "practise" an action is stressed to inform the student. The annotation asks for more critical discussion, corrects grammar and punctuation. The corrective nature of the annotation when stating "*no need for a comma*" is grammatical, yet restrictive when not stating why. However, a need for "*…balance between pros and cons…*" is reinforced when asking the student "*…is this the most important criticism*?" to focus on developing structure and a balanced argument. Ricoeur (2003) suggests an awareness of plot fostering the mimetic conditions of integrity and critical thinking to ensure the successful "imitation" of moral action, which is relevant to the next research theme of individualism in chapter nine. In the nursing context an essay is a "safe" and experimental arena to act out ideas and interpret evidence with the expectation the student will apply what they have learnt from writing the essay into clinical practice. If the clinical experience had occurred already, then the essay is a safe space to think retrospectively about the evidence based care given. This assumption is reinforced by the notion that nurse education is focussed on the practicalities of professional education.

8.3.1 Plot and proof

The third research extract in this plot section is called "phlebitis." I chose this extract because it demonstrates well, the annotators' need to frequently reinforce academic conventions of an essay with regards to plot, argument and evidence, even in such a short section. The research extract underscores a need for evidence in a nursing essay has a direct impact on clinical practice:

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and 5% glucose, however if fluid restricted may be given undiluted, preferably via a central
venous catheter. PHDU unit guidelines were not very clear. As Sarah was fluid restricted the
labetolol was undiluted and was being administered via peripheral cannula, however Sarah's
phlebitis score was monitored hourly and the cannula site easily observable. Phlebitis is the
inflammation of the tunica intima of the vein (Macklin, 2003). The cannula site was slightly
red which would indicate early stages of phlebitis, the rationale used by both Sarah's nurse
and the pharmacist for stopping the infusion. At 11:00 hrs Sarah was reviewed by the
Nephrology consultant, due to response of Labetolol and that systolic had remained stable
without infusion running, infusion completely stopped.

[Handwritten annotations: "why? explain further, critique the guidelines", "what evidence supports the guideline", "Sentence breaks the flow", "Phlebitis Score?", "Purpose of phlebitis score?", "a", "a positive", "the", "BP", "revise sentence please", "an"]

Not knowing the consequences of action is considered unprofessional and immoral (see "Ben" and "neglect" chapter 7.8 and 7.8.1) and the lack of supporting evidence is reinforced when the annotator asked "…*why? Explain further…*" and "…*what is the purpose of a phlebitis score*?" I wrote about this briefly in my research notes (see appendix 4, p. 1). Therefore, when the annotator asks the student to explain the rationale behind the essay and "prove" their rationale for care, if unable to the annotator may use more productive metaphorical language in order to relate to the student's current level of understanding.

When asking "…*what evidence supports the guidelines…*" and "…*why, explain further?*" the requirement of proof is a key focus for the annotator because of its direct relevance to clinical practice. When stating "…*phlebitis score?*" and "…*revise sentence structure…*" then "…*sentence breaks the flow…*" the annotator is modelling a sense of plot and "saying it well" combined with reference to proof (Ricoeur, 2003). Therefore, Aristotle's suggestion that "saying it well" and "…*proofs must be demonstrated…*" (1991, p. 255), became a key realisation for me, and so, I combined "saying it well" *with* proof, as a metaphor for the rhetorical union of Ricoeur's five taxonomies. When there is a lack of evidence, the proof is

simply not there on the page, yet the student may have thought there had been enough to convince the marker.

The student may not have realised that a lack of evidence demonstrated on the page relates directly to knowledge applied into clinical practice, and the annotator in the "phlebitis" research extract needed to convince the student of its importance. The annotation comments in "phlebitis" were critical, corrective and, ironically, when reinforcing a need for proof, they offered none themselves. Annotation, as a model for imitation therefore needs to be mindful of the idiom, to practice what you preach, whether student or annotator, because the word "proof" means producing enough evidence to establish whether an assertion is likely to be true or not (Ricoeur, 2008).

An essay, I suggest, should also function to communicate a sense of character of the self and others, such as self-awareness, bias and changing opinion based on persuasive argument. In other words, a need for proof is the need to convince the reader and the writer who happen to both weigh up the strengths and weaknesses of the argument to determine its worth (Ricoeur, 2008). When that reader is the nursing student, their interpretation of reading is important because of the dualistic notion of evidence and the clarity of discourse. If the evidence is not used to support an assertion being made, it may mean that the student was uncertain of its significance at the time. In parallel, the annotator also was unconvinced and a lack of clarity in an essay suggests the same in other aspects of clinical practice, which would require remedial attention. Conversely, the annotator is attempting to convince the student that corrections are a normative aspect of annotation because after an essay has been submitted, errors are invariably identifiable. This need to convince and persuade the student about the

importance of "saying it well" with proof, as I mentioned briefly overleaf, may be in the form of metaphor and productive imagination which I discuss now.

8.4 Metaphor and the productive imagination

In the following section I examine metaphor, productive imagination (see chapter 4.8.3) and the embodied experience in promoting the rhetorical clarity of discourse. As my research notes indicate (see appendix 4, p. 1-2), an alternate analysis is possible with a "play" on words and testing whether an argument makes sense. A lack of clarity in the student essay is an assessment issue indicating a need for remedial action to be taken, in order to address the student's misunderstanding. This is demonstrated in the research extract entitled "nebulous" below:

"An essay is a nebulous piece of work in progress and the student may or not understand that what they present is only a small section from the original source, and they have chosen to use it. So I have to think it was meaningful to them when they read it and then chose to use it. So I might ask them to describe why it was meaningful and on the rare occasion they don't know why then I may say something like "when I read it I felt lost by the point you were trying to make, it seemed to go off in all directions, and sending me down different paths…" So I'm going to have to trust them that their interpretation is accurate enough and by being honest in how I felt when reading it perhaps I can give them something to think about as I can't read all they have read, that would be silly. By accepting their interpretation in good faith I can then see if they are making sense of knowledge as a part of the essay towards a fuller

understanding of the subject matter. I'm going to help them to make me understand by writing clearly. So, I see it as a partnership, and conversely using supportive annotation I'm showing them how to develop their essay by sharing meaning with the student..." (Lecturer interview 4)

The "nebulous" extract like the "what do you see" research extract, appears to reinforce the annotator's role in "showing," to use a phenomenological term for appearance, the student how to write and think critically. I thought this term was relevant because understanding "appears" with realisation to bridge the gap between what Ricoeur (2003) calls the negotiation of misunderstanding to understanding. I discuss this point further in chapter 4.4 and 4.7.1. The noticeable quote for me from the "nebulous" extract, is the annotator's use of themselves to encourage the student to think differently. For example: "…*when I read it I felt lost by the point you were trying to make, it seemed to go off in all directions, and sending me down different paths...*" is an example of the tactical use of self and metaphor to activate the student's imagination and enliven the meaning language has for them. The annotator could simply state "*please explain*" or something similar but this has little potential to activate the student's interpretation of discourse from the reading act to the writing act. Therefore, the use of imagination may ensure that both the annotator and student will be inspired by the reformulation of ideas.

The annotator's use of metaphor indicates the acknowledgement of stasis and a state of unknowing (Ricoeur, 2003). As an advanced reader, however, the annotator's thoughts are unlikely to be in stasis, but they may use metaphor to stimulate the student's misunderstanding (Iser, 2006). When the annotator states going "…*off in all directions, and sending me down different paths …*" and "…*I'm going to help them to make me understand*

by writing clearly..."   the use of metaphor is proffered because when "*…using supportive annotation I'm showing them how to develop their essay by sharing meaning with the student...*" In order to make sense of this phenomenon, I examine Ricoeur's use of metaphor further.

8.4.1 Metaphor and the embodied experience

Ricoeur (1990) calls for the use of metaphor to have a new "semantic pertinence" and move beyond the literal displacement of words such as "like for like" as found in the "what do you see" research extract to offer a new predication. This is a key point. This "living" kind of metaphor aims to bring new meaning to a sentence through semantic innovation, synthesis of plot and temporal action, or the effect of time on the clarity of discourse (see chapter 4.8.2). This means the annotator, when attempting to relate the student to the parts and the whole of the essay activates the imagination of the student to clash with any assumptions made. This clash of semantic meaning, which the annotator attempts to evoke, uses metaphor and the productive imagination of the reader to be productive, in the sense that new understanding is generated, whatever that may be (Ricoeur 1990, p. ix). This production enlivens language, perhaps pictorially, as a "*…new thing... the as yet unsaid, the unwritten…*" (p. ix) and its relevance to the reader, the student and the annotator is activated. Ricoeur (1990) states this living metaphor "*…springs up in language…*" (p. ix) as a semantic innovation and Ricoeur's metaphorical activation therefore is made "alive," only as long as the reader perceives it in the first place to mean something new and act on its relevance. This also depends on whether the student can remember what they assimilated as new knowledge. Ricoeur identifies this process being very difficult to achieve because of the automatic act of assimilation and new meaning merging with old in an almost indistinguishable way, unless taken notice of at the

time. I discuss this phenomenon more when I examine mimesis1-3 and the embodied experience of understanding.

In addition to the semiotic concepts of a sign or symbol and what it signifies, Ricoeur (1990) suggests metaphor helps develop the coherence of discourse through the productive imagination. All linguistic signs are followed by non-linguistic imagery which can be viewed pictorially, such as meaning, concepts or things, but the depth of meaning is ultimately based on a person's embodied and corporeal experience. This means, the more physical experience a person has about a subject read about, such as cardiac nursing or public health, then a fuller understanding may occur (see chapter 7.6 and 7.7 on embodiment). Conversely, a lack of embodied experience, such as a student nurse reading about something they may not have experienced, means their understanding is lessened by a lack of application (see chapter 2.6 and 7.7). Understanding, therefore is based on embodied experience mediating in terms of another or what Ricoeur calls resemblance, perhaps pictorially, to contemplate similarities and likeness (Ricoeur, 1978; 1990). Therefore, language is the trigger of the rhetorical structure of plot, imitation and metaphor and seeing-in-terms of the language being used.

Far from metaphor at once having meaning as an event in plot, the effect is suggested by Ricoeur (1990) to be bipolar and temporally meaningful, because misunderstanding at the time reduces its meaning. Therefore, metaphor has the potential to be dead or alive, asleep or awake, literal and personal with meaning ready to be triggered by the reader. The annotator's challenge therefore, is to enliven feedback to make sense to the student, which in the absence of the student's embodied experience, is typically intuitive. An example of this is found in the following research extract entitled "a dead thing to do:"

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"I find it frustrating when writing an essay because I read all of this material but instead of saying what I think, I have to use other people's ideas. Even annotation reinforces that my voice is pointless and many times I've been told to "write in the third person...and find the essence of nursing." I know I can choose what to write about and how to phrase things but I want to make a statement too about what affects nursing, so it feels like a dead thing to do, to write about something someone else wrote means that your own voice isn't heard..." (Student group interviewee 16)

The research extract entitled "a dead thing to do" is temporal and the annotator in supervision needs to "bring along" a student to a certain point of view in order to ensure the student grasps the relevance of interconnecting ideas. Meaning and understanding, which I discussed in chapter 4.7 to 4.7.1, is relevant here due to semantic differences acted out by the student and annotator on the page of an essay. The supervisory relationship usually culminates in annotation feedback, unless annotation is used later to develop the essay content with the student for re-assessment. However, the extract "a dead thing to do" identifies the imitation of nursing by using metaphor. When stating "*...feels like a dead thing to do...*" the student's difficulty in grasping the relevance of nursing literature is due, as I mentioned overleaf, to inexperience. I wrote about this in chapter 2.6 in relation to discursive versus more scientific essays and when reading other people's work, the "grasping" process of meaning is clearly deactivated. This deactivation relates to the student perceiving reading and writing about academic work and due to the absence of an embodied experience it "*...feels like a dead thing to do...*" If not considered relevant to the student, they may not appreciate the relevance of what they are reading until they are more experienced. Hence, the often repeated student comment "I wish we'd been taught this earlier" when in fact they had, but it had gone unnoticed at the time.

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The metaphorical declaration by the student interviewee stating reading "*...feels like a dead thing to do...*" indicates a number of embodiment possibilities: that the nursing discourse does not make sense to the student or discourse has partial meaning or the power to elicit meaning is redundant. The first part of the quote and writing about nursing "*...feels like a dead thing to do...*" has both literal and analytical potential. The "dead thing" is what the student refers to in nursing literature because the words of an-other are redundant and not of their making (see chapter seven theme). Literally, a "dead thing" to do is a contradiction in terms because when the student refers to a "dead," "thing" and "to do" it is an antidote to inaction, which is the awakening of life. Again, awakening is metaphorically speaking, being open to the light and being illuminated. The student may find reading and writing "*...feels like a dead thing to do...*" because the canons of nursing literature lean towards formality and academic objectivity, where even the first person narrative is considered a poor substitute for evidence. This evokes Ricoeur's (2003) pre-understanding of symbols because only when de-valuing the importance of the nursing literature and subsequent annotation, could there be any sense of it being "dead" and this identifies a responsibility to read in order to gain new understanding from a position of misunderstanding.

8.5 Mimesis and temporal action

| Plot | Metaphor | Mimesis 1-3 |

My research notes (see appendix 4, p. 3) identifies the starting point for the question of temporality, and its relevance to annotation and rhetoric, discourse, or teaching and learning in general. Clearly, the process was cyclical and temporal because I started with the research extracts first, then found that I had no idea what or how Ricoeurean theory could be applied to them. In a continual process of back and forth motion, I identified theory to the relevant

research extracts. Hence, the term mimesis being "*...the imitation of human action...*" (Ricoeur, 2003, p. 40) is relevant (see table 3, chapter 6.8, imitation and modelling behaviour).

In classical Aristotelian rhetoric, mimesis and the imitation of action included language, dancing, rhythm, and harmony are engaged either singularly or in combination. Therefore, in dancing and harmony the human actions of character and emotion are imitated which according to Ricoeur's (1976) reference to Aristotle's work, is an instinctive kind of likeness and finding delight in reproducing something. I could relate to this notion because I attempted to view the research extracts consistently through the medium of Ricoeur's work. Imitation of art then depends on three Aristotelian differences: medium, objects and manner. The "medium" refers to things such as acting, dancing, and singing, playing an instrument, narration or discourse. Imitating human action as an "object" (see chapter 7.3) is suggested to fall into moral differences which I discuss in chapter nine in the research theme of individualism and moral character. Lastly, Ricoeur (1976) suggests the "manner" of artistic imitation is divided into poetry, comedy, tragedy, storytelling where the author takes on the character of another or writes in relation to their own experience. This is all relevant to annotation, as will be shown.

Ricoeur (1976; 2003) suggests when the medium of narration is written down and imitated it takes on a different dynamic to extend its meaning. In the context of the research theme, mimesis can be seen in the imitation of nursing action and nursing discourse. In other words, behaviour is observed, read and written about as an act of imitation. This temporal process occurs when a student observes, listens and are taught by the lecturer who then goes on to annotate in the course of essay feedback. What is annotated back may be imitated or not and

indicates that time and the perception of relevance are factors in choosing what to be influenced by. Temporal action and distanciation were discussed in chapter 4.8.4 and inform an understanding of mimetic action. I clarify this issue through Ricoeur's (2003) mimesis1-3 which I present next in figure 21 entitled *Ricoeur's model of temporal action through mimesis1-3* corresponding to more research extracts. As the remainder of the chapter progresses, each stage of mimesis will be discussed in more depth. Although new to me at the time, I found mimetic theory applied directly to the hermeneutic circle and all aspects of the research process, whether in the preparatory chapters one to six or thematic analysis of each chapter.

Figure 21: Ricoeur's model of temporal action through mimesis1-3

Imitative process requires a semantic action between structure, symbolism and time. Structure includes plot, metaphor and rhetoric, symbolism and signification of words through time and playful (and productive) imagination (see chapter 4.8.3).	Mimesis1 See 8.6
Allows the reader to follow the story because plot organises narrative events to "grasp them together." The possibility of the "as if" (Ricoeur, 1990, p. 64).	Mimesis2 See 8.7
Connection of ideas, reading better understood in the fullness of time. An endless spiral going past each point with understanding occurring at different altitudes and at different times. Ricoeur likened this spiral process to an ancient intersection of a road where understanding meets and changes.	Mimesis3 See 8.8

8.5.1 Ricoeur's model of temporal action through mimesis1-3

According to Ricoeur, humans experience time in two ways. First, time is experienced as a chronology, in linear time, with time passing in hours, days and years. Second, phenomenological time is the orientation to discourse, in the past, present and future (see chapter 11.5). In mimesis1 (see section 8.6), the imitation of action is expressed in the ability to ask questions such as who, what, why, how which are structural, symbolic and temporal (Ricoeur, 1990, p. 54). This relates to humans prefigured ability to understand the symbolic system which allows the meaning of gestures such as raising an eyebrow, a nod of the head or

following discourse to be interpreted (Ricoeur, 1990). Hence, symbols provide the rules or structure of meaning and allow for interpretation.

Mimesis2 is a configuration stage which concerns the imagination, which I discuss more later in the chapter and what Ricoeur (1990, p. 64) calls the "kingdom of the as if" (see section 8.7) which I discuss in the research extract of that name. The "kingdom of the as if," allows the reader to follow the story through the organised narrative of events and plot in order for them to grasp meaning and this involves recognition, or recognising something from which to grasp some meaning. Lastly, mimesis3 (see section 8.8) is an integration stage where the real world of the reader is informed by the hypothetical world of the text. This last stage ensures the reader gains a fuller understanding and connects ideas at the last instance of time. The process is open ended because when a fuller understanding is achieved it adds new insight. So, until new insight is gained, perhaps in an "aha" moment, a state of flux occurs between symbolic meaning (mimesis1), the grasping of meaning (mimesis2) and the fullness of understanding reached in time (mimesis3). I will examine mimesis in more detail because mimesis1-3 concept develops classical rhetoric into Ricoeur's new rhetoric and I thought a relevant analogy may make it more meaningful.

8.5.2 An analogy of mimesis: The glass of water

Mimesis1-3 becomes active in time and the analogy of a glass demonstrates the benefit of metaphor in order to visualise an idea. The pictorial image of a glass as the symbolic structure holding water relates to knowledge and the glass to indicate language (mimesis1). When the glass is filled, the tap is turned off (mimesis2). This relates to ideas gained through reading to reach a level of understanding and new learning. After a period of time, the water in the glass may need filling up and ideas and understanding may lessen, leading to more

reading and hypothetical ideas testing reality to inform the reader in the last instance of time (mimesis3). The remainder of this chapter will explore the annotation research extracts in relation to Ricoeur's mimesis1-3.

8.6 Mimesis1

The figure above emphasises plot in the colour purple, because it is relevant to analysis of the research extracts and mimesis1-3 which I highlight with the colour red. Ricoeur (1990) identifies that the composition of plot is grounded in a series of inter-related pre-understanding of the world formed through individual and social symbolism. First, in structural terms actions imply goals. Second, every narrative presupposes the familiarity of terms that relate to the language of "doing-something," being able to "do something" and "knowing how to do something." This is especially relevant to developing an argument, writing an essay and annotation discourse. This mimetic action depends on the cultural traditions which organise the plot to involve the ordering of events and inter-connecting action of sentences into the total syntactical action of the story (Ricoeur, 1990, p. 56). In other words, does it make sense? Therefore, word signification moves from the virtual to actual signification through the sequence of linguistic events.

The mimesis1 theory and plot are evident when an annotator asks the question "what are the relevant issues?" This approach is instilled in people from childhood and finding pleasure in imitation during play (Aristotle, 1997). Hence, in Ricoeur's work, the reader can identify a playful engagement with the text through the notions of narrativity (telling stories-fables,

allegory), plot, imitation of action (mimesis1-3) and the signification of simple to complex language through playful imagination (Ricoeur, 2003). Chapter 4.7 identified that image and what is imagined always includes assimilation informed by schema towards a new conceptual order. This conceptual order is a reflexive relationship with what is known and unknown and developed through rhetoric and discourse from one person to another engage in argumentation. Ricoeur's (2003) rhetoric therefore ensures the meaning of metaphor is more than mere utterance and should embrace context, thought and semiotic discourse at the level of the sentence. These are the imitative conditions that enable a rhetorical approach in annotation and the research extract called "incubate and nurture" demonstrates this pragmatism below:

"*I think our role effectively is to incubate and nurture these individuals in positive ideologies and positive role modelling. That means shaping a student's thinking through annotation amongst other feedback activities. I honestly think the reason I came into lecturing is to encourage people to self-actualise and be the best they can be, and to provide the environment, facilities and tutelage. Sadly, what we have realised is that not everybody works that way and the system can be manipulated, it is also our role to root out bad practice, poor attitude, poor belief systems and offences that are bordering on fraudulent, cheating and so we have dual roles...*" (Lecturer interview 1)

Words like "incubate" and "nurture" relate to the annotator's role in modelling nursing, clinical skills, critical thinking, knowledge and in writing. The stages of development go from embryonic dependence to independence first as a writing student and second, as a nursing student. The research extract indicates the dual purpose of annotation as a social function of

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control and its regulatory function because the annotator identifies themselves to have a "dual" role as a marker and giving feedback but this does not address the complexity of nurturing the student's development.

8.6.1 Dual role

The "incubate and nurture" research extract also identifies the issues of temporal action in an essay content which the annotator, for assessment purposes, is searching for. These actions are the predictions of safe practice demonstrated in the essay to relate to past and future practice. This was first discussed in chapter 2.7.2, 2.8 and here, reinforcing "*...the presentation of alternatives and arguments...*" (Ricoeur, 2000, p. 63) being so important to demonstrate and develop. This temporal action relates to mimesis1 suggesting that narrative composition and practical understanding lies in the symbolic resources of the tradition that it refers to, in this case nursing. This feature governs the aspects of "doing something" and the "meaning of something" mediated through rules, symbols and social norms (Ricoeur, 1990, p. 57). In other words, the student's interpretation is mediated through the symbolism language has for them and the cultural basis underlying its significance. The annotator too interprets through this cultural mediation and the duality of their roles confines the supervisory relationship to be transformative. This intuitive symbolism is important to acknowledge at a practical level because it is forged individually through life experience, before a social and autonomous symbolism influences the meaning of discourse (Ricoeur, 1990, p. 57). This symbolic system allows people to interpret the meaning of gestures such as raising an arm to hail a taxi, or raising an arm to indicate implied consent for their blood pressure to be taken, of attitudes and readability of actions. Hence, symbols are considered a quasi-text and providing the rules of meaning to allow for interpretation of the parts of the plot (p. 58). The next research extract entitled "derogatory terms" demonstrates the

symbolism of language in nurse education by raising the issues of corrections, structure such

as an undeveloped introduction, old references and terminology:

> *Introduction is undeveloped.*
>
> This essay will explore whether old age and depression are related to socio-economic, demographic and geological factors. The risk factors and impact on old people will be developed. Further research will compare the United Kingdom to another international country and show if being depressed and being geriatric is a common problem not only linked to one geographical area.
>
> *derogatory term*
>
> *Your use of words/terms needs to be consistent (old age/people)*
>
> Old age is considered to be a major factor in the onset of depression in the United Kingdom affecting (Blazer, 2003). Called late life depression risk factors are suggested to be stressful life events, changes to daily living, the death of a spouse and self critical thinking (Blaze, 2003). Due to the age of aged sufferers, the consequences of later onset depression are suggested to be more significant. However, this is contentious due to increased suicidal risk of young people, who are the future of the United Kingdom (NICE, 2007).
>
> *old reference also U.S.*
>
> *Does that make young people more important? How would the death of the spouse make being depressed more significant?*

The student makes an error of terminology with reference to demographic data and

"geology," rather than geography. The implications for the student are when the annotator

immediately identifies the ill-considered terms in use to indicate an attitude of concern and

one that may require a follow up meeting to talk about their inappropriate use of language.

The word "geriatric," once used as a professional term is now considered derogatory. What a

word denotes is first a literal meaning then second, it signifies personal meaning to the

student. Notably, it is the annotator who may view the word as derogatory, when in reality it

is only derogatory as a colloquial term and the essay extract demonstrates that corrective

annotations relate again to promoting positive attitudes in clinical practice. The annotator

aims to root out the potential negative effect of ill-considered language "as if" the student

would be negative too in clinical practice. The next section develops what Ricoeur called the

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Kingdom of the "as if" (Ricoeur, 1990, p. 64) through mimesis2 and a research extract using those terms.

8.7 Mimesis2 and plot: As if

Plot ▸ Metaphor ▸ Mimesis 1-3

Ricoeur (1990, p. 64) suggests mimesis2 is the "kingdom" of fiction, whether real or imaginary, and the notion of the "as if" in the plot of narrative. This is the stage of grasping the meaning of discourse. The ability to follow a story draws narrative in the direction of a linear representation of time and Ricoeur suggests we follow reading by thinking "then and then" followed by "and then what?" to refer to an external relation (Ricoeur, 1990, p. 67). Next the sequence of reading events allows the reader to add something to the text "and so forth" (Ricoeur, 1990). This is clearly seen in the annotation research extract entitled "what if" below:

> "*I like it when the student brings in their essay draft. I will annotate and make key points and if I suggest moving a paragraph to another page I will put a star on it or put "move A to point B." I find annotation is the context and I like the person with me and will say things like ''what if you write this in a different way" and using metaphor to get a point across I will say something like "such and such is like... what if..." because they perhaps knew what they were writing about and I try to stir the student's imagination to imitate the nursing context. I am sharing my knowledge as if they are learning and developing themselves from me – we share....for example if the student has written something derogatory about old age then I may ask what if they were your parent, loved one, or perhaps the loss of a long term partner when aged and feeling*

left alone to live out the rest of their days....the issue is about them thinking about

themselves in the future, not now as young fit people whose relatives are also healthy,

it is about instilling empathy for future use..." (Lecturer interview 8)

There are a few rhetorical taxonomies in the "what if" extract such as plot, persuasion, metaphor, productive imagination and temporality of understanding. Briefly, because I want to focus on the temporal aspects of the extract, when trying to "*...stir the student's imagination to imitate the nursing context...*" and "*…what if...*" the annotator imitates the use of metaphor and provokes the student's productive imagination (see chapter 4.8.3) in order to create new meaning. When "*...annotation is the context...*" as lecturer interview 8 suggests in "what if" the foundation for questioning in annotation is the springboard to effect change. The invention of the flexible terms "what if" and "as if" ensures that cognitive change occurs (Ricoeur, 1990). However, the annotator has forgotten to make explicit that the essay is also the context which allows imagination and imitation through annotation.

The underlying dynamic of these rhetorical processes is temporal action, and mimesis2 is considered a necessary stage in the development of understanding discourse. When "grasping" the significance of the plot and working towards a coherent whole, the annotator is using understanding and time to affect a student's changed perspective. The temporal action can be seen in the use of phrases like "*…moving a paragraph…*" in the "what if" research extract and "*…what if you write this in a different way…*" to indicate future essay changes and thoughts. The "what if" is a suggestion of thinking relating to how it changes in time. Learning and "*…developing themselves from me…*" therefore, indicates action and the annotator being instrumental in that action. When promoting students "*…thinking about themselves in the future…*" and "*…instilling empathy for future use…*" the extract

demonstrates the temporal action of mimesis2 can be applied to annotation to transform the almost automatic signification of language learnt over time to follow meaning, but not quite there yet. The research extract "what if" follows what Ricoeur (1990) calls the "irreversible order of time" common to physical and human events (p. 67). However, he also suggests that the story as a whole, the entire plot, can then be interpreted as a whole theme, or one thought.

The plot also allows for episodic reading of the parts and a sense of ending when the story can be viewed as a whole (p. 67). This can also be seen in the structural function of a plot when the story is re-told. Hence, a re-telling, or a re-reading can enhance the quality of understanding, of recognition, of its symbolism in time (Ricoeur, 1990). In reading the end at the beginning and the beginning at the end, Ricoeur suggests we learn "as if" to "…*read time itself backwards…*" (p. 68). This schematic application of "what if" explains a more thoughtful annotation practice when demonstrating the mimetic word "as if'" in relation to structuring an essay.

8.7.1 My glass is full

The "what if" research extract is about the student using derogatory terms to describe old age which may be enacted as an attitude in clinical practice. The extract states "…*we share… learning… and developing from me…*" knowledge, experience of reading the essay, sharing feedback as annotators, and focus on derogatory terms the student may be innocently unaware of. The annotator in the extract acknowledges the essay is a transitory stage of the student's thinking towards schematic development and when asking the student to think about losing a loved one when elderly in annotation, they are reinforcing the need for empathy. The annotator is educating the student in a nuanced understanding of language, applied to the past experience of the lecturer, to the future experience of the student. For

example, and I quote from the "what if" extract "…*sharing my knowledge as if they are learning and developing themselves from me…*" is referring to the personalisation of the annotator as "me" and "…*sharing knowledge as if they are learning… from me…*" This is also demonstrated in the next research extract entitled "I wonder" below:

"*I haven't had the chance to think or talk about annotation before, so what I am saying makes me think because it's a kind of practice that we haven't been taught about…if I am reading a weak piece of work, how I can balance my comments appropriately. The student needs to be clear about the point I'm making set against the likelihood they themselves may not have understood what they had written, or why. But I wonder… I need to make the student realise what's to be done to turn it around so I would use phrases like "what if..." and I will pose a question, or a point that leads them to a different way of thinking about the content. But again annotations would be utilised to steer the student to think of how they could improve things....*"
(Lecturer interview 7)

The research extract "I wonder" identifies a thoughtful view of annotation to weave a connected approach between the lecturer's philosophy of nurse education. When the annotator states in the extract "…*but I wonder…*" there is a clue to an alternate thinking about annotation and its temporal action. The annotator had not thought much about annotation until being interviewed and their thoughts indicate a pre-understanding of annotation which identifies schema and a history of annotation for the lecturer and their own practice. Again, the annotator in "I wonder" uses the "what if" question.

Ricoeur also had something to say about the word "if" which I found interesting because it allows the use of questioning in literature in the form of testing the adequacy of an assertion (Ricoeur, 1990). This hypothetical testing allows for the defence and challenge of any assumptions an assertion is based upon. Ricoeur suggests the word "if" can be used in two ways: first, as a synonym for the organisation of narrative and second, as an antonym to historical narratives claim to the truth of narrative (p. 64). However, as a trope the word can also relate to tone and "how" something is read and the spirit that forms it (Ricoeur, 2003, p. 58). The word "if" becomes a fiction in a reader's negotiation of meaning for fictional narrative, and whether lecturer or student, both attempt to make sense of what is being read in order to then write about it with more insight (Ricoeur, 2003). The word "if" therefore, refers to the aforementioned "imaginary" and "reality" or the "what ifs" in the revision of discourse and a reader's search to understand the context. The annotator however, needs to make clear what their annotation means to themselves first and this is not always the case when "steering" the student to think in a different way or when "*...posing a question…*" When being interviewed the lecturer began to reflect on their own practice and therefore, the intended audience of annotation may not only be the student but rhetorically, the annotator themselves. When questioning "as if" to elicit a response perhaps by re-phrasing a question in a different way, it gives the annotator a different perspective of the question too. Therefore, the posing of questions should not presume in annotation in the first place, that the questioner knows the answer.

8.8 Mimesis3

This final stage suggests discourse gains its fullest meaning in time (Ricoeur, 1990) and the

colour of the diagram above indicates the chosen research extract includes metaphor and mimesis1-3. The research extract below entitled "a dark art" from lecturer 8 (see appendix 2 for a partial transcript, indicated by one asterisk) demonstrates how the taxonomy of rhetoric occurs in annotation practice:

"It's like a dark art because no one teaches you what to do...maybe the annotation is just a veneer...not the real issue here but it involves capturing the thoughts I had about the essay at the time of reading and if we do meet the use of time when sitting with the student. Reading back the annotation with the student helps them to make changes and we can talk about what the annotation meant to them and me. We can use the time to discuss the temporal nature of reading and understanding the annotation within the narrative of the essay. We can come to some sort of agreement of its meaning...the dark art is in the issue of time when the student reads to write for the essay, then reads... what they have written, then reading the parts and the whole. Then you add the same process for the annotator, drawing from time and experience and then get them both together in a room to discuss what essentially is both their understanding of the narrative at that moment in time...clearly interpretation changes in time..."
(Lecturer 8)

Using metaphor signifies the limits of language as explanation, instead using language as illustration; such as suggesting annotation is a "a dark art," so I asked for clarification (see appendix 2, marked with two asterisks). In particular, my interest was aroused by the addition of the word "veneer" which somehow made the "art" perhaps a dark one at times because of the possibility of conscious and unconscious attitudes. The lecturer replied:

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"...I might make suggestions "what about this?" I might pose a question that triggers a response but they offer the answer. I offer them a way of writing it in a slightly different way and that takes time and that takes skill which is what we should be able to do…. not everybody knows the mysterious art of moving from the different levels of description to critical analysis…it's a craft, an art, to do what we do and we should use the skills. Yes, caring is part of it but the skills should be to communicate with the student…to improve their standard of life and their standard of living, health of the student. Life and wellbeing..." (Lecturer interview 8, last paragraph)

The lecturer's annotation identified an instinctively rhetorical practice. I felt that annotation as a dark art referred to not knowing theoretically what was involved but being instinctively persuasive. However, the annotator "shows" students a way of writing differently which is transformative and impacts on their "…*life and wellbeing…*" and so my task was to analyse the surplus of signification from the metaphor of "a dark art." I paraphrased this by stating (see appendix 2, indicated by three asterisks):

"When you are with a student, it's about finding out what's within them, perhaps understanding is another aspect. So it's finding their understanding and the meaning of the words they are using or how can they get the message more clearly or succinctly on the page. What is in them, but you are trying to get it out of them…"

First, the "dark art" with the addition of the word "veneer" was a reference to conscious or preconscious attitudes which I naturally linked to chapter ten's theme of the reflective consciousness. The lecturer realised the need to be aware of counter-productive views that would impact negatively on the student's learning. Second, being aware of the impact of

annotation, the lecturer aimed to illuminate the student's writing with this in mind. Hence, I thought both possibilities were inferred by "a dark art" metaphor. This was reinforced soon after in the interview when the lecturer stated (see appendix 2, indicated by four asterisks):

> "*We are unbelievably powerful people and we have the power to inspire, enthuse, intimidate, frighten, de-motivate and destroy or not care. We can do that with our looks (because we are all experts in communication), what we say and certainly what we write and I have become aware that annotation can carry that attitude…*"
> (Lecturer interview 8)

Perhaps "a dark art" refers to annotation and balancing the conscious and unconscious acts of imitation, coaching, persuasion, power and temporal understanding. Ricoeur (1990) suggests mimesis3 is the final stage which allows understanding to reach a sense of fulfilment as a narrative model. Ricoeur (1990; 1991; 2003) therefore presents mimesis1-3 as an endless spiral going past each mediation point of temporal understanding. These mediations occur at different altitudes and at different times and like any dynamic model reflecting the complexity of understanding does not remain at a fixed point, but is in a constant state of flux, ever evolving as new stimuli serve to inform a different perspective. The pragmatic nature of this understanding reaches a threshold of application and then it is tested and refined and the effect noted. This fulfilment therefore, identifies the fleeting nature of reaching a fuller understanding through temporal action because it will be revised later on as and when required.

In this temporal state of flux, understanding travels the semantic structure of symbolism, schema, and of time especially noticeable when a narrative plots ending appears to be linked

to the start and the start to the end (Ricoeur, 1990; 1991). This is according to Ricoeur, where understanding of the text converges at an intersection of temporal action, at varying times where paths or roads meet to be applied. An image of this process (using a productive metaphor) would be similar to looking at an intersection where several pilgrim and ancient routes are still evident but a new road has been built over it to indicate all of the past routes taken at different times. Then the temporal action continues in its spiral of interpretation and in a literal sense, this application is demonstrated by the annotator and the student's narrative.

The research extract "a dark art" demonstrates a number of rhetorical taxonomies which I needed to make sense of first, by defining the terms in use. For the interviewee, "a dark art" metaphor describes the art of annotation in the absence of a theory of annotation. For the interviewee "a dark art" may indicate a semantic collision of two worlds to motivate them to develop a spark of interest for themselves. The power of metaphor to promote understanding demonstrates the temporal nature of learning and Ricoeur's (1998) recognition (see chapter 4.7) suggests accepting something read to be as true as you find it, whilst being aware of any assumptions which may cloud its meaning. Therefore, the meanings of words are bridged by transitional processes, such as being indebted to the author for sharing their ideas, and from the symbolism of the idea to its recognition in the individual (Ricoeur, 1990, p. 12).

Consider the phrase the "dark art." The word "dark" suggests illuminating the meaning of something being obscured. The word "art" (OED, n. d) refers to skills in the practical application of principles and that is being "shown" through annotation on essay content. How could I progress to analyse this extract with the meaning inferred by the interviewee? I thought it logical to start with an antonym and the word "dark" literally refers to its opposite meaning to activate the word "light." There is something about annotation that aims to "bring

to light something, or bring something into the light" and that was my feeling when interviewing lecturer 8 (see appendix 2). I was linking several other possibilities with this analysis which appeared relevant which relates to the notion of "doing something" I discussed in section 8.6.

The "what if" section (see section 8.7) argued that what should be brought to light relates to the student and the annotator being confident in their ability to promote learning. However, the research extract "a dark art" whilst focussed on the student being "brought into the light," also demonstrates the annotator's insightful thinking. The underlying principle is that the student is enlightened through the rhetoric of annotation, however it is likely both student and annotator will be enlightened when reflecting back. The relational aspects of this process means the lecturer demonstrates to the student, good principles of writing, such as rhythm, syntax and grammar, content, character and elocution, style, and flexibility of ideas. This may lead to the possibility of "saying it" rather than "saying it well" with proof (Ricoeur, 1990, p. 12).

If the annotator has the opportunity to re-read annotation comments and talk with the student, then both are likely to better understand the rationale behind annotation. When attempting to "bring to light" new understanding, the annotator's ability to engage in suasory discourse and promoting change from ignorance to knowledge is significant because they are also demonstrating the dynamic nature of interpretation and time. The recognition of words, revealing one's identity (for example, reflecting on annotation), unravelling the plot and the use of memory are all enacted. When new understanding is gained, the "saying it" well with proof (p. 12) can then move from speech back to text. When considering temporal action, one particular section of the "dark art" quote in my view demonstrates mimesis3 well:

> *"...the issue of time relates to when the student reads to write for the essay, then their interprets what they have written, then reads the parts and the whole. Add the same process for the annotator...when they both get together in a room to discuss their understanding of the narrative, at that moment in time their interpretations may change..."* (Lecturer interview 8)

The annotator is acknowledging the conclusion of mimesis1-3 in plot, metaphor, imitation and time, and ensuring the fullest understanding of narrative at the moment of analysis. The overshadowing of the past annotation is understandable, because it literally was a reaction at the time of reading, and one that shapes new thinking when re-reading the essay content. The imitation of action then is found in the imitation of writing and using language to understand the annotation process. So the student can "see and hear" the dynamic nature of annotation in the lecturer's own thinking evoked at different levels of cognition and at different times. However, it is the temporal process of enquiry that directs annotation towards new understanding because it is the first time the annotator has articulated their views on the page. A note of caution for mimesis3 stage is the fact that it appears to be the shortest and perhaps least important stage because meaning and understanding is constantly evolving.

8.9 Conclusion

This chapter has presented a number of research extracts in the form of digital and handwritten annotation and interview extracts. The former has been presented to identify what kind of annotation feedback is received by the student and the latter adds texture to the annotator's working philosophy of annotation termed "the dark art" by lecturer eight. In particular, in "a dark art" research extract the lecturer appears to use annotation as suasory discourse in order to forge links for the student and mapping concepts. The annotation data

suggests making corrections of content; structure and attitude are literary phenomena having parallels with clinical practice. This is reinforced by the nursing context which the research extract suggests the annotator views as being central to their role. Therefore, the annotator has more than a dualistic notion of what informs annotation.

"Saying it well" with proof (Ricoeur, 1990, p. 12), I suggest, is a standard for essay writing and the students' observation of lecturers' spoken, behavioural actions and written work allows a form of imitation, not only of writing style, but for nursing action. The imitation of writing is also gained when reading the literature and annotation feedback on the essay. The process should be considered continuous and not a one off process and the culmination of the supervisory relationship is ongoing, temporal and its meaning unconfined by the moment (Ricoeur, 1984; 2006).

Chapter Nine

Individualism
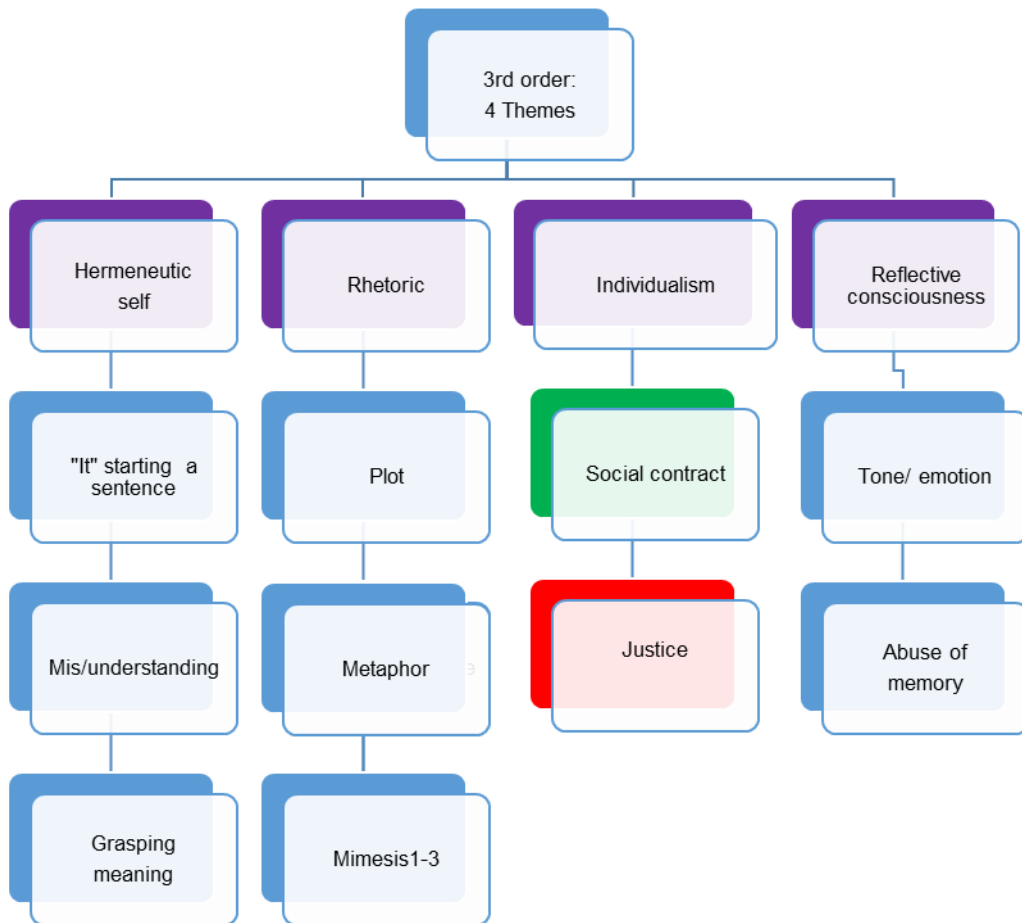
9.1 Introduction

In this chapter I explore the research theme of individualism identified in table 3 (see chapter 6.8). Individualism relates to the moral predicate to do the right thing for individuals in society. I discuss how I worked out the research theme and the emerging key concepts of responsibility, the "just" and the political labyrinth. Using a variety of research extracts, I explore moral philosophy (Ricoeur, 2000) and discuss ontology, person centred care, organisational neglect, annotation promoting equality and what one annotator called "the defence of nursing." Lastly, the issues of prescriptive language, technology and disembodiment help to explore the meaning of annotation in nurse education.

9.2 Working out the theme: Setting the scene

The theme of individualism was identified after following a careful reading of the research data and research notes culminating in the key words identified in table 3, chapter 6.8. I then had to find a theme that captured the essence of the key words summarised in table 3. This was an emerging process and in order to check the accuracy of my interpretation I started by defining the terms. For example, the term "person centred" refers to being directed towards individuals (OED, P5b), and the emphatic pronoun the "self" refers to a person (OED, A) or the noun himself or herself. The word "empowerment" means to gain more power over one's life, and "ethics" refers to moral principles that include law and politics. Therefore, table 3's key words are clearly evident in this theme and Ricoeur's moral philosophy of the "just" of relevance to the theme, which I define in the next section.

My research notes (see appendix 5) represent my initial thoughts about the theme. I wondered about the reality versus rhetoric (policy, political rhetoric) and citizen's constant exposure to the political labyrinth, whether they liked it or not. By writing down my thoughts about the

theme and the research extracts, I could work through the temporal dimensions of the hermeneutic circle to realise individualism starts and ends with the perception of the self and an-other. The first research extract entitled "person first" demonstrates this well:

> "What are we here for? Do we care for the person, the product, the system or do we care for the person within the system? What is the answer, I think of the person first and that drives my practice... Think about the Ombudsman and Francis report, they are just the tip of the iceberg and I want to instil in our nursing students the need to be advocates, be critical and have courage. That's what I've done for the majority of my career so that's probably what my philosophy on care is. It should be individually tailored care and not generic and you could almost draw those parallels with annotation feedback ... so I can draw a lot of parallels from my clinical practice…."
> (Lecturer interview 8, see appendix 2)

The "person first" interview extract identifies the underlying relevance for the annotator of various reports identifying neglect in the NHS. The annotator in "person first" states a key moral principle for informing action in the ontological question "what are we here for?" This question highlights a tension for the annotator within nurse education when promoting person centred care against injustice, in the various reports they mention. The ontological tension for the annotator occurs when reality and the rhetoric of social justice appear not to match. The annotator in the research extract "person first" refers to the ombudsman and *Francis report* and it may be useful to briefly summarise the recommendations of these key reports because of their significance to the annotator. First, the Parliamentary and Health Service Ombudsman (2011) report entitled *Care and compassion? Report of the health service on ten investigations into NHS care of older people* identified neglect such as: poor

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communication, lack of empathy, loss of dignity, clinical induced malnutrition and dehydration, to name but a few. Second, known commonly as *The Francis report*, *The Mid Staffordshire NHS Foundation Trust Public Inquiry* (2013) final report found there was a lack of basic standards of care and dignity, callous treatment and a lack of staff, patients left unwashed, un-toileted and unfed to name but a few points. The recommendations suggested patients were let down by the system and there should be a return to a patient centred culture, transparency, care and compassion in nursing.

What these various reports indicate for the annotator is a real (in contrast to a rhetorical) concern for patient care within the nursing profession and society. I suggest the reports demonstrate what Ricoeur (1965; 2000) called, a form of violence, or social injustice to individuals, which I discuss in more detail later. Violence may sound an inappropriate word to use, but the definitions of violence make it relevant and relate to subjecting someone physically to violent behaviour or treatment and "to violate" through the use of "power or authority" (OED, 1). If violence is a "…*violation or breach of something…*" (OED, 6), it relates to the various reports cited in the "person first" research extract and to nursing in general. In contrast to the reports on NHS failings, the annotator in the "person first" appears to think it is morally right to care for the person first before all other organisational considerations are made. When asking "what are we here for?" the annotator, by using the word "we" reinforces the collective experience of nursing and shared purpose to care for a person on behalf of society. This consensus, indicated by the annotator's quote, appears to be a constant intuitive reminder to nurse educators how to care for patients with the right moral intentions, and why the theme of individualism in essence captures the meaning of the key words collated in table 3 (see chapter 6.8).

9.3 A working definition of individualism

The promotion of individualism is demonstrated in the next research extract entitled "self-actualise:"

> *"I think that our role effectively is to incubate and nurture these individuals in positive ideology's and positive role modelling. I honestly think the reason I came into lecturing is not to allow people poor practice…to encourage people to self-actualise and be the best they can be, to provide the right environment, facilities and tutelage so they can reach their optimum capability. Sadly, what we have realised is that not everybody works that way and the system can be manipulated, so it is also our role to root out bad practice, poor attitude, poor belief systems and offences that are bordering on fraudulent and cheating. So we have dual roles. When I first came into nursing I didn't think I'd be rooting out poor practice... and annotating essays gives me the power to make a difference and get a great insight into student attitudes..."*
> (Lecturer interview 1)

The art of teaching nursing, and annotation, is an act designed to respond to the many social pressures exerted on an individual for the good of society. The notion of individualism attempts to juggle the rights of the individual within the system, organisation and society. The rights, according to Ricoeur (2000), are the issues of primary social goods, which need to be evenly distributed to underpin the "*...basic structure of society...*" (p. 62). Primary social goods are promoted through the notions of equality, self-esteem, autonomy and the fair distribution of rights, duties, advantages and burdens (Ricoeur, 2000) which I use as a working definition for the theme of individualism. When these conditions are met, the right for autonomy and freedom is determined. However, when the conditions are unmet, the

resulting distrust of the system disturbs the notion of the collective identity. When the annotator in "person first" instils in students "...*the need to be advocates, be critical and courageous… individually tailored care …*." they are unwittingly advocating a Ricoeurean moral philosophy which promotes the notion of society organised to be mutually beneficial to all its citizens. Mutuality was also demonstrated in the "self-actualise" research extract when the annotator intends to incubate and nurture individuals and "*…root… out poor practice…*" whilst at the same time negotiating the tensions of obligation and duty (Ricoeur, 2000). The social dynamic of responsibility therefore, involves the public authorising and legitimising governance through political consensus (Ricoeur, 2000). This is the political consensus which authorises the lawful organisation of nursing as a registered qualification and in a sense, how the annotator wields that authorised power, depends on their understanding of the principles of responsibility and being "just," which I discuss next.

9.4 Responsibility and the "just"

The annotator in the "self-actualise" extract is aware of their professional responsibility and indicates their motivation to train as a nurse in the first place. This is instructive because it refers to Ricoeur's (1994) concept of "responsibility" and a sense of obligation and mutuality of the social contract to include justice, fairness, altruism, politics and the governing rules. Responsibility comes from an acceptance of the laws that govern society and punishment, if a responsibility is not adequately met. In nursing, as an authorised profession, this obligation is a response to the expectations placed on it to do no harm, or as little harm as possible. When examining the concept of responsibility, Ricoeur (1994) suggests the verb "*…to respond…*" (p. 12) is an appeal by society to act for the greater good and an appeal socially informed through the language of moral imperatives, which I discuss in section 9.7.1 and chapter ten on memory recall, obligation and duty.

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Ricoeur (1994, p. 206) suggests responsibility starts from the intention to ask the moral question "what ought I to do?" in any given situation. This also refers to knowing what not to do, and the answer to what is right to do, relying on the will for a good life (Ricoeur, 1994). Therefore, the individual's sense of duty, when collectivised, becomes a social contract authorised, yet constrained by the public. Developed from John Rawls *A theory of justice* (1971), Ricoeur's (2000) theory of the "just" identifies the widespread acceptance of the utilitarian notion of the social contract that binds the collective of individuals together. In *The just* Ricoeur (2000) discusses the twofold principles of justice where any free and rational person concerned about their own position in life accepts the equality of others. This is demonstrated in the research extract "person first" when asking, "*…do we care for the person, the product, the system or do we care for the person within the system? I think of the person first and that drives my practice…*" This individualist notion of nursing philosophy relates to expecting a political system ensures that its citizen's right to fairness is a priority. Ricoeur's (2000) theory of the "just" helps place the two moral tensions of individualism and the system of governance and theoretical framework in which nursing dwells. The "just" concept refers to an ethical motivation to understand the self through others and a drive for autonomy (Ricoeur, 1994). This reinforces the point I made in my research notes (see appendix 5) when stating individualism starts and ends with the notion of the self. Such a concept is socio-cultural within a "political labyrinth" which brings me to the second tension of the system of governance, politics (Ricoeur, 2000).

For Ricoeur (1994), politics refers to a scheme of co-operation and social system designed to advance the good life for all those taking part. This "taking part," or participation is based on the ethical principle of mutuality and citizens being responsible to work for the common good. Ricoeur did not define his meaning of the word labyrinth but in my view it is a

metaphor for a vast maze or a complicated, torturous arrangement (OED, 2a). This term refers to the political landscape in which citizens have to traverse, whether knowingly or not. Ricoeur (1994) therefore identifies a contrasting motivation for a sense of self and social responsibility within the political labyrinth, and this is the obligation to put things right or to suffer a penalty when things are not put right and deteriorate with inaction. The annotator as a citizen first and a nurse second, acts on behalf of the common good.

9.5 The annotator as a citizen: Promoting equality

Ricoeur (1994) refers to the moral autonomy to act on behalf of society as a principle, and a burden on the individual to think about their actions and its effect on others. This is their sense of agency, of action and ability to do something. Kant (1999) called this the moral autonomy, the legislative authority that can belong only to the united will of the people. The legislative authority means to promote the notion of the equitable citizen and perhaps for a nurse, to believe in the moral tenets of society. When stating in the "self-actualise" research extract to "*…root out… poor attitude, poor belief systems… and annotating essays gives you a great insight into student attitude…*" the annotator, as a citizen is exercising the notion of transferring individual autonomy to the authorising legitimacy of the State to rule over all citizens (Ricoeur, 2000). This ruling, given to nursing, as I said earlier, through the State made laws, gives it the authority to be self-governing and regulatory (*Nursing and Midwifery Order, 2001*). However, this legitimacy reinforces the perceived benefit of mutuality and the idea of individuals excluded from a distributionist perspective over the priority of social fairness, of advantages and disadvantages (Ricoeur, 1965; 2000). Ricoeur asks therefore, can we speak of fairness? In answer to that question, we need to find a way to minimise inequalities. One way to demonstrate the protection of equality is found in an argument of an essay, where alternate viewpoints and "saying it well" with proof (Ricoeur, 1990, p. 12)

occur and where the annotator can nurture a sense of equality. Hence, in the "self-actualise" extract to "…*root out… poor belief systems…*" the annotator is engaging in the rhetorical traditions of annotation when first, assessing the contents of the essay and second, linked to the rhetoric theme, when persuading the student to think and act professionally through an essay argument. The annotator when making their argument public to the student does so within an organising system that ensures transparency and commentary. This is demonstrated in the research extract entitled "moral heresy" below:

"*What we did discuss is what post registration students are writing about change and improvements in patient care. There is a moral heresy that goes back onto the student which they must address. "If I'm sloppy about writing about nursing then this is likely not to be implemented and patients will suffer. If I get better at writing about nursing, there is a better chance what I'm proposing will benefit patients … The annotation is one part but I would hope that in terms of students' dealings with me as an individual is that they know if I'm giving them information then it's because we must have integrity about and it's not just for the sake of it…*" (Lecturer interview 7)

The "moral heresy" interview extract uses a strong theological word with "heresy" to refer to the annotator's responsibility when encouraging students to write well in an essay. The extract suggests there is a direct correlation between good writing and good thinking in clinical practice. Conversely, the annotator is also suggesting that bad writing may reflect poor thinking which could then affect patient care in clinical practice. They are attempting to identify poor practice or ideas before they can do harm in reality. The word "heresy" therefore refers to the annotator's almost spiritual belief in the responsibility to write well and view the student as a conduit of ideas to transform practice. The annotator in "moral heresy"

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indicates the constraining notion of the social contract in their annotation has an impact on the student to avoid being "sloppy." The annotator states a benefit to the student is promoting public safety and "*...if I get better at writing this there is a better chance that what I'm proposing will be implemented and patients will benefit...*" In this way, a fellow citizen annotates back to another citizen to ensure equality.

Rawls (1971) first principle of justice is relevant to the above position because it includes the principles of distribution and fairness that underlines the notion of individualism. Ricoeur (2000) suggests in the principle that: "*...each person is to have equal right to the most extensive total systems of equal basic liberties compatible with a similar system of liberty for all...*" (p. 63). A person in a position of authority who can then make a positive contribution to the life of another defends individualism. This can be seen in the "moral heresy" research extract, which identifies the annotator's direct impact on student thinking and "*...if I get better at writing this there is a better chance that what I'm proposing will be implemented and patients will benefit...*" Therefore, it could be suggested that annotation promotes a moral philosophy of the "just" against the possibility of colluding with what is unjust, such as poor or unimproved care.

Rawls (1971) first principle is determined by the conditions under which some inequalities are held as being preferable to even greater inequalities. This is called the "principle of difference," (Ricoeur, 2000, p. 64) which is a pragmatic interpretation of the social contract. This principle may be seen in nursing through decision making and practice which values equality and autonomy. When inequalities occur as a result of organisational failings referred to in the "person first" research extract (see section 9.2), I suggest a principle of indifference relates to the misrule of authorised priorities. Hence, the example I gave for the principle can

be reviewed when there is a perception that authority has failed, to result in injustice. What is required therefore, is the development of reasons for action and agency. The power of the social contract, according to Ricoeur (2000) involves an acceptance of arguments developed from "…*considered convictions…*" (p. 67) and this directly applies to decision making and reasoning in essays. These convictions develop from rationalising doubt and prejudice and the adjustment of conviction through argument (p. 67) and in the context of an essay, the next research extract demonstrates the student being guided through annotation to identify their mistakes.

9.6 In defence of nursing: Self and others

The following research extract demonstrates the link between difference and perceived injustice entitled "defence of nursing:"

> "*In annotation the nursing lecturer defends the nursing profession through the motivation to aid students to learn, understand and be critical of the big picture.... that means being politically aware too. But it is getting harder due to the mass of numbers and varied forms of feedback we use. So I may write something like "your approach to this is somewhat concerning, you must consider the patient first and foremost…if you don't base your rationale upon evidence and as a qualified nurse you will be accountable for your actions." I am defending nursing autonomy and person centred care because students will be exposed to many challenges that directly and indirectly affect care…. for example, we live in a society where the NHS is used as a political football, with short term goals, where party politics appear to be the priority and where change may have unintended consequences…*" (Lecturer interview 4)

The "defence of nursing" research extract is quite significant, because it identifies the annotator's perception that nursing needs to be defended from internal and external forces that may result in social instability. When stating to the student "*...your approach to this is somewhat concerning, you don't base your rationale upon evidence and as a qualified nurse you will be accountable for your actions...*" the annotator is identifying two issues they are concerned about. First, the need to "say it well" with proof which I discussed in chapter eight. Second, when stating "*...you will be accountable for your actions...*" the annotator means "you" "must" be accountable, which is an imperative to act accordingly to promote the social contract and goods. Notably, the democratic process referred to in the "defence of nursing" being like a "political football," identifies the threat of short termism in society and the political labyrinth which I referred to in my research notes (see appendix 5, p. 4).

Ricoeur (1994) asked "*...how are we to move from the individual at large to the individual that each of us is?*" (p. 30) and I realised the notion of the individual self as a reference point underlines the Ricoeurean principle "*... that nothing can be identified unless it refers to oneself or another...*" (p. 31). The student as a reference point, was examined in chapter seven and the hermeneutic self and in this theme the State and the collective reference points are fundamentally threatened when individualism is devalued. To counteract this threat prescriptive language is used in nurse education and annotation to reinforce moral action, which I discuss next.

9.7 The use of imperative statements

In the research extracts "moral heresy" (line three and seven) and "defence of nursing" (line five) the imperative word "must" appears to be significant to responsibility and being "just." I was perplexed about the language of imperative and found amongst other resources, reading

Hare's (1952) *The language of morals* helped shape my understanding. An imperative relates to a practical rule of will and is an objective principle, such as saying something would be "good" to do or should be refrained from doing and "*...all imperatives expressed by an ought...*" (Kant, 1993, p. 24). An imperative refers to commanding a necessary action I identified in chapter 6.6 and 6.7 and the following short research extract demonstrates that some lecturers judge an essay content with imperative structures in mind:

"*...when I am marking I am looking to see if the student has the right attitude, is caring and compassion and is not a danger to the public...*" (Lecturer interview 4)

The research extract suggests a sense of responsibility is actively searched for in order to promote mutuality. Even a more serious concern underlies nursing assessment as the next research extract "are they going to kill?" demonstrates (see lecturer interview 3 and 4 grid, p. 202):

"*For us it's about, are they going to kill patients, are they going to be safe and can we put our professional name to passing them. It's about professional integrity...what a nurse ought to do in a given situation…*" (Lecturer interview 3)

Therefore, the research extract identifies the language-in-use in an essay has both scholarly and disciplinary implications for the nursing student, and this situation is reinforced in annotation. The use of the "ought" word in the research extract "are they going to kill?" above, is an example of an imperative. There are other similar words used in annotation which appear to have similar meaning, such as "*…where is the evidence*?" (see chapter 6.6, extract 2, p. 223) or "*…need a reference…*" (extract 3, p. 224), or in the sense that they are

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stating "what" should be added to an essay in order for the student to improve their understanding. The words are value laden and interviewed students in the focus group stated that the choice of words used by an annotator often made little sense, for example, annotation comments such as the word "good" failed to identify "what" was good about the referent text (see chapter 6.3, figure 14, student 3). Ricoeur (2000) suggests a lack of definition is inevitable because all value laden words refer to an *a priori* deduction given to signify something in one's imagination before it is experienced. This is complicated by the annotator knowing only at the time of commenting, and as the literature review identified, they would probably forget what they had meant when reading it later. The following section explores the use of imperative or prescriptive language and individualism further.

Modern nursing regulation comes from a civilian body identified by law to uphold professional standards and ensure public safety. Ricoeur (2006) calls this authorisation, legitimisation. The imposition of caring for the good of society is modelled by a prime example of prescriptive language, the UK's nursing code of conduct entitled *The Code* (NMC, 2015a) which the annotator would be familiar with. From the perspective of the public authorising and legitimising governance through political consensus, the NMC attempts to shape attitudes, care and nursing practice through the medium of language. The social systems I discussed earlier in relation to responsibility and the "just" are monitored and proposed in their *Standards for pre-registration nursing education* (NMC, 2010). The standards suggest nurse lecturers and students have to abide by the agreed principles in order to maintain safe and competent practice. Both the standards (NMC, 2010) and *The code* (NMC, 2015a) have a high use of imperative language and a quote from the latter demonstrates the use of imperative well:

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"Always practise in line with the best available evidence. To achieve this, you must: (6.1) make sure that any information or advice given is evidence-based, including information relating to using any healthcare products or services, and (6.2) maintain the knowledge and skills you need for safe and effective practice…" (NMC, 2015a, p. 7).

The language of ethics, power and control appear to run through the NMC code and the word "must" perhaps indicates a pervasive attitude of authority over collegiality. The tone of paternalism permeating the code is a throwback to past traditions and widespread expectations of female nurses thinking of themselves last and being obedient first (Holden & Littlewood, 1991; Urban, 2012) which raises concerns about perceptions of gender inequality. There is a clear intention in the code to be unequivocal because clarity is important to maintain standards for professional values (Griffin, 2006). We learn from the generalisation of instances (Hare, 1952). In other words, when instructed "*...you ought to have used (then) and you ought to use (now)...*" (p. 157), after being told a number of times what one "ought" to think, or "must" do, there is an expectation to do the same again (Griffin, 2006; Hare, 1952). This is what McGuire (1961) called the "normative instances" presented in the above NMC quote which can be challenged if we are to accept that value laden language guides conduct. If actions require imperative language, we must assume that language, or those wielding it for reasons of the greater good, exert an authority over the human will, or at least tries to.

Understanding the imperative of nursing becomes more important when problems are more complex and prescribing action can be done in more than one way by asking the question "*...what shall I do when I'm in this situation?*" The words "ought" and "must" may be used

before and after an event in the form of common sense and duty. The value laden words are there to instruct a person and by doing so act as a prescriptive imperative. This act is first instinctive and second, can be taught by the prescriptive use of language. However, the latter less so in predicting the right actions will be taken by an unconvinced person, which I found of relevance to the rhetoric research theme I explored in chapter eight.

Therefore, imperatives cannot be logically justified because we assent to do something based on the evidence supporting the reasons given (Hare, 1952). When humans identify themselves as having done something they should not and "ought" not to have done they realise the moral principles that may have been dismissed as non-guiding. However, it is important that learning occurs "without" being taught, which nurse education tends to do too much of in the prescriptive justification, persuasion and language-in–use of annotation, assessment and feedback. When aiding a student's understanding of nursing against societal pressure that may result in injustice, the nursing profession tries to defend itself and its patients, its moral charges.

The "defence of nursing" (see section 9.6, lecturer interview 4) research extract states the annotator's concerns when, and I quote "…*we live in a society where the NHS is used as a political football, with short term goals, where party politics appear to be the priority and where change may have unintended consequences…*" The annotator's "defence of nursing" against perceived injustices, seem to be justified. The issue of authority impinging on the right of citizens to self-determination and autonomy, and the abuse of trust by nurses in the various reports on NHS failings, is of concern to the annotator in the "defence of nursing" research extract. Perspective is therefore limited by the phenomenon of societal heritage being threatened when there are attempts to erase traces of its own historical traditions (p.

97), such as higher education institutions pursuit of modernity, or changed priorities for the NHS (Regan & Ball, 2016). Therefore, in the "defence of nursing" extract, when promoting individualism against any unintended consequences, one possible effect of modernity on traditional teaching and learning methods within higher education, is the rise and development of technology.

9.8 Technology

The "defence of nursing" research extract infers there are unintended consequences of technology and "*...mass of numbers and varied forms of assessment…*" in nursing to have an effect on individualism and a need to assess using secondary forms of information (QAA, 2012a; 2012b). I am referring to the rise of technology in a technological society and because technology is relevant to annotation, nursing and individualism, it requires further exploration. A technological society is one where the application of scientific knowledge for practical purposes, such as making and using instruments, are then used to improve life and increase productivity and efficiency (Kaplan, 2006). The question of technology is ontological because, as Heidegger (1977) suggested, it is not technology that is dangerous, but how it is applied that matters. Technology is a form of revealing knowledge in order to apply it and knowledge that had hitherto been unknown or concealed (Heidegger, 1977). The benefit for society and individuals of improved technology is in how it transforms life and more importantly how many lives are saved calculated by how it is applied and its intentions. This concern is amplified in Ricoeur's (1965) criticism of technology because, at the same time that its benefits are promoted, the negative aspects of technology are insidiously developing to change society. These insidious changes are: a tendency to homogenise, create a dependence on its products and lead to a form of subtle destruction (Ricoeur, 1965). This

tension is demonstrated in the next research extract called "standardised comments" on digital annotation criticising technological innovation:

> *"We have a bank of comments at the side and I use them, but sometimes I edit them and change the meaning of them. If I didn't then I wonder where it would stop, perhaps with software marking the essay. It worries me because it takes away the personal nature of communication which is vital to communicate the essence of nursing. The worry is that it is depersonalising and what message is it giving to the student and my colleagues, and where will it end? Again it may be that writing our own comments supports a more meaningful and a more sustained approach to feedback..."* (Lecturer interview 7)

The promotion of technological innovation as a benefit to teaching and learning in the "standardised comments" research extract is concerned with what may happen next, to further reduce the value of individualism. This became more poignant to the research process because when I started writing this thesis, digital annotation was quite undeveloped and a recent addition for assessment purposes. I realise now that I found the annotators principled narrative quite reassuring. Whilst being promoted as innovative technology, feedback for nurse education, however, is more nuanced than the typed word on a page found on a personal computer. Unlike past practises, when the student submitted a paper copy which was then annotated, marked and returned, the student and annotator had a hard copy to touch, feel and sometimes smell. Often the marker could detect a smoker, or a student who had eaten a curry, or had placed a coffee on the paper leaving a ring. This made the essay feel more "real" and a connection could be made with the student. When this changed to online submission of an essay, online reading and marking, online digital annotation with a bank of

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comments, then online access to a student anywhere in the world or online feedback by email to a question, the human dynamics changed dramatically. Gone are the smells, the touch, and the embodied experience of the essay replaced by a screen, keyboard, and effectively a sanitised experience. This suggestion of sanitation occurs because technology invariably leads to what Ricoeur calls a depersonalised attitude to the human condition and authenticity (Ricoeur, 1965). The depersonalised effect of technological systems is keenly felt by the following research extract entitled "conveyor belt" below:

"*Meaningful annotations are considered as part of process and it's not a conveyer belt approach - it needs to remain individualised. What are we modelling otherwise? In the past student's picked up their essays and could come and get more feedback if they wanted their annotated feedback explained. Because it was handwritten I generally remembered what I had written and why... not now with digital annotation. It's looking at the essay and looking at what ideally we would like to see – has the student achieved, and if not, where have the shortfalls been and give the feedback comments appropriately? Again the student individually picked up their essays, not now it is online, so whilst the comments were generalised the context of the comments were not and were individualised...*" (Lecturer interview 2)

The research extract "conveyor belt" system is concerned that annotation should not be a "conveyor belt" system and a bank of comments risk depersonalisation. The annotator in the extract is concerned that the moral theory behind their intentions to promote individualism, instead models technology as a credible assessment method. The annotator is suggesting that the easy access to the essay and feedback online ensures a disembodied experience for all involved and the context to promote meaningful feedback and persuasion is lessened

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somewhat. Whilst there are benefits of accessibility, what is feared and modelled for nursing is that technology is preferred over individual and personal assessment methods of old. The authentic tension in promoting individualism is therefore felt not only by the student but also the annotator, which is demonstrated in the research extract entitled "meaningful" below:

> "*I am certainly looking for person centeredness and a patient is at the focus of the essay. For example, I recently failed somebody on the care planning assignment for writing "you are obese and overweight and need to go on a diet," and there was no evidence of negotiation and working with the patient. Certainly patient centeredness is something that I look for. In the essay there has to be a collaboration and consideration of the service user/carer perspective, rather than "I am the expert and this is what I think is right." That's one of the main things I look for...*" (Lecturer interview 6)

The "meaningful" research extract identifies that individualism or person centred care is a priority the annotator looks for in an essay. The annotator identifies this through the student's use of language and any objictification of the patient being evident in the insensitive use of words in an essay. The "meaningful" extract suggests that the annotator wants the essay to demonstrate behaviour that is morally right and fair. The annotator is searching for person centredness and therefore, being "just" in annotation ensures the state of conformity of nursing principles that binds generations of nurses together, is communicated to the student. This is in part due to the shared familiarity of action nurses have for caring for those with physical, mental and emotional needs.

This ontology relates to Ricoeur's (2000) suggestion that every person fears a badly managed illness or death and it is society's sense of fairness to the population that aims to ensure procedures are in place to reduce the risk of incompetence. Hence, when changing from clinical practice to nurse education, lecturers inevitably bring with them the binding principles of their nursing experience into the new context. A sense of being "just" is demonstrated in the next research extract entitled "Chief Executive" below:

"No matter where she is at, whether she is a Chief Executive or working two or three days a week she will treat people with respect because we treated her well and supported her. It doesn't matter about the system, it's just me and her both sitting together to talk about the annotation, like a focus for a conversation. We annotated. I think there is a link there and it's what goes with the annotation, the investment in the student and it has to be done with the student. Right there face to face, or live on the end of the phone, I've done it with a webcam before and that does work or the other end or Skype and held up the annotation to the camera so they can see it. But it's really person centred student learning like the old way... is a learning journey, it's a process, and how can you tell if they've captured what's required…" (Lecturer interview 8)

The "Chief Executive" research extract is a timely antidote to the perceived negative effects of technology and using Skype©, Twitter and webcams to communicate with people individually. The emphasis on person centred care in the extract ensures a timely engagement within the supervisory process that does not stop with the awarding of a grade and receiving annotation. This is a process, as the research extract suggests, with no negotiable end because the start and end points of understanding are unknown. The annotator in the "Chief

Executive" research extract, with the student beside them, suggests the benefits of discussing annotation "*...right there face to face or live on the end of the phone…or held up to the camera…*" However, when practised in such a collegial manner "face to face" or on the telephone, the annotator is overcoming the negative effect of remembering what they had written because the student is there to question what was meant. This overcomes the difficulties of memory recall and perception, which I explore next in chapter 10.7 to 10.7.3 and instead annotation becomes individual.

9.9 Conclusion

This chapter used the research data to explore the theme of individualism and the "just" using Ricoeur's moral philosophy based on Rawls (1971) work. Ricoeur's theory of justice and the political labyrinth were identified as the landscape which nursing has to negotiate with, in order to be meet its social responsibilities. Throughout the chapter terms have been defined in order to examine their relevance such as the primary social goods which underpins the "*...basic structure of society...*" (Ricoeur, 2000, p. 63) and distributes equality, self-respect, autonomy, fair distribution of rights, duties, advantages and burdens, and a working definition of individualism. The research theme of individualism identified an awareness of the need for care and compassion which is reinforced in the Ricoerean (2000) notion of the social contract for citizens as nurses. This was evident in the research extract in "defence of nursing" where the annotator attempts to promote societal notions of individualism in order to defend nursing and the individual against pressures such as poor care, technology and procedural systems. The discussion also identified that some annotators need to be aware of the notion of individualism and the use of imperative language which inadvertently promotes the omniscient narrator and subjugates the authorial voice. Therefore, a system valuing the

notion of individualism, and one which underlines the principles of nurse education and clinical practice, reinforces to the student, that every contact matters.

Chapter Ten

Reflective consciousness and slippage
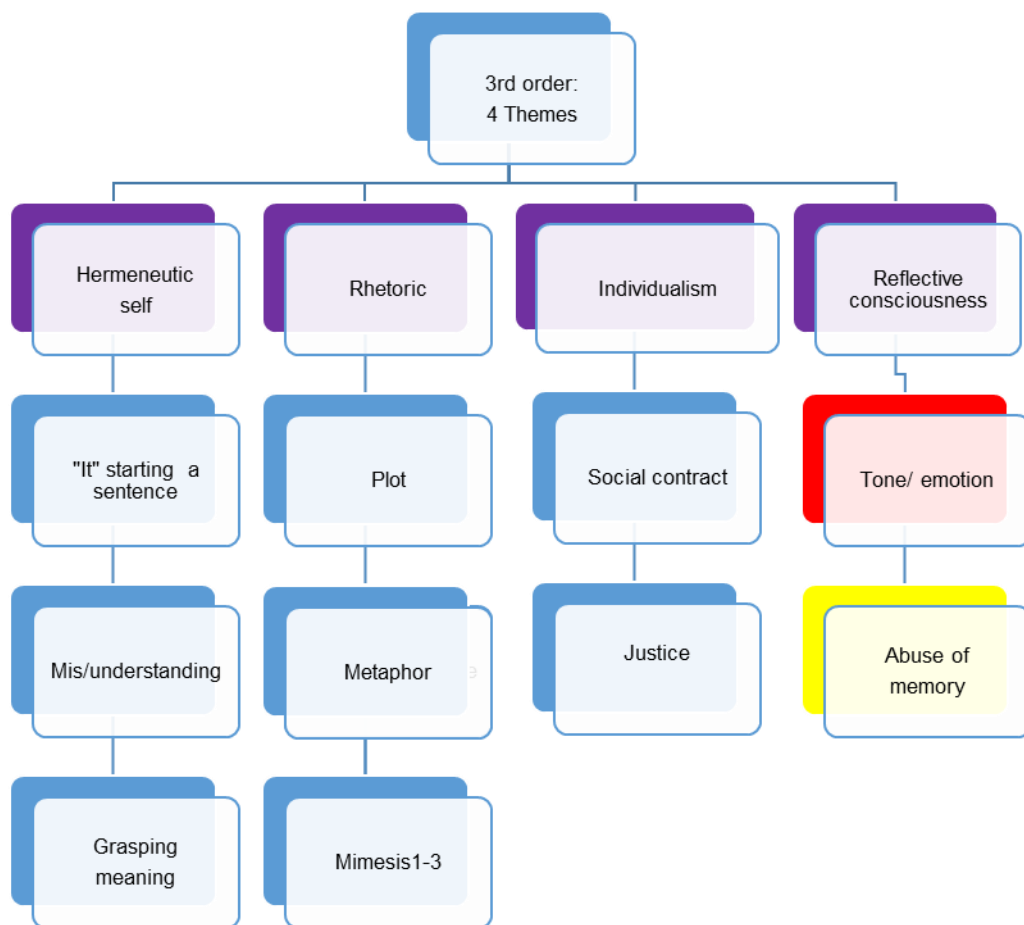
10.1 Introduction

In this chapter I define what the reflective consciousness is and how the research theme was identified. The research extracts identify the use of single word tropes, imperative, proof, slippage and evoked memory in relation to discourse, annotation and memory. In order to undertake a fuller exploration of Ricoeur's reflective consciousness I examine tone, the unconscious and the automatic processes in the mind waiting to be recalled in annotation. Therefore, Ricoeur's (2006) three uses and abuses of memory: ethico-moral, practical and the wounded memory are used to organise and explore the meaning of the research extracts. lastly, I explore the automatic replication of thoughts, actions and emotions from the past triggered and projected by something in the present, called the transference hypothesis (Ricoeur, 2012). First, let me define what the relevant terms mean.

10.2 Identifying the theme

The reflective consciousness was identified after analysing the data collated in table 3 (chapter 6.8). Reflecting and being consciously aware of the impact of the self in my view sum up the key words. For some time, I had a preconceived idea that the issue of tone would be significant and negative due to the results of the literature review. However, I found the reverse and if tone were evident, it was generally constructive. That led to the identification of organising concepts of annotation and promoting professionalism in nurse education. What was also identified was a degree of slippage from either the annotator or student which could be used to identify key professional principles and perceptual difficulties related to memory recall and interpretation. As I pondered the key words in table 3, I wrote down my initial thoughts in research notes (see appendix 6) which identify a series of assumptions and questioning the theme. Like the theme of individualism in chapter nine, some prior reading informed the research notes (page two) and relevance of Ricoeur's three abuses of memory. I

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later questioned why abuses, rather than just uses was significant and realised I related it to interpretation, mis-interpretation, mimesis1-3, and memories likely to change depending on how they were perceived in the first place. I then organised the research extracts to develop an exploration of the theme to annotation.

10.3 The reflective consciousness

The research data collated in table 3 (chapter 6.8) demonstrated that words can trigger emotional reactions not only in the student reader but also the annotator. I needed to understand why this occurred and began to think that annotation for nurse education is grouped into a three-pronged act of interpretation. First, the author being read includes the annotator's interpretation of the author's message at some point in the past meets the student's more recent interpretation of the author's message. Second, the annotator reading the essay and giving feedback back to the student indicates their initial thoughts about the essay. Third, when annotation is finally read, the student has to process the annotator's interpretation. This process may have a fourth dynamic to it if the student and annotator meet afterwards to discuss, and then the process starts again. This interaction then ignites a reflective consciousness by way of thinking about something that needs to be revised and re-written. This refers to perception which occurs through "…*a process of becoming aware or conscious of a thing…*" (OED, 1). Reading the research data from initial to in depth understanding and noting the significance of words to the research participant and myself ensures a conscious awareness of words hermeneutic appeal. The research findings therefore led me to draw inferences about the conscious thoughts that informed perception, particularly in light of temporal understanding (see mimesis1-3, chapter 8.6 to 8.8). First, let me examine the use of single words as a trope in annotation to hint at something unsaid. The basic premise of Ricoeur's (1970; 2006) reflective consciousness is that a forgotten memory is

likely to be communicated at some point in discourse, because it remains in memory, ready to be used. This relates to section 10.7 with regard to exploring annotation, evoked memory and emotion. This distinctly Freudian (1915; 1961; 1997) idea suggests the recall of memories is temporal and involves memory to shift an individual's consciousness. Ricoeur (2006) proposes that a memory forgotten is unlike a memory remembered, because the accuracy of the forgotten event has worn away to such an extent that it is hard to remember the truth of what actually happened. How the memory forgotten influences the memory recalled is difficult to examine because it relates to the childhood memories that are distant yet still influence to some extent emotion, thoughts and actions as an adult, which I discuss later on in the chapter. In contrast, the memory recalled has an influence that is more obvious and its historical influence easier to follow. This means recall remains reflectively conscious. Ricoeur (2006) suggests the translation of recalled past events from one person to another involves three uses and abuses of memory: the ethico-moral, practical and wounded memory (p.69) which I use to organise the analysis of research extracts in this chapter to explore the reflective consciousness. In particular, as the chapter draws to a close I synthesise Ricoeur's (2006) wounded memory with transference hypothesis to suggest the abuse of memory is more susceptible to the memory forgotten. I will now define the reflective consciousness further, and develop the notion of single word tropes before examining Ricoeur's three uses and abuses of memory from research extracts.

10.4 Single word tropes

The research extract 2 (see chapter 6.7) entitled "what?" identifies the annotator's reaction to the word "it" I examined in chapter six as a theme in relation to overcoming the self-referential nature of reading. The "what?" word according to Ricoeur's recognition is

visualised and its meaning grasped and understood when identifying the difference the word has from other visualised objects:
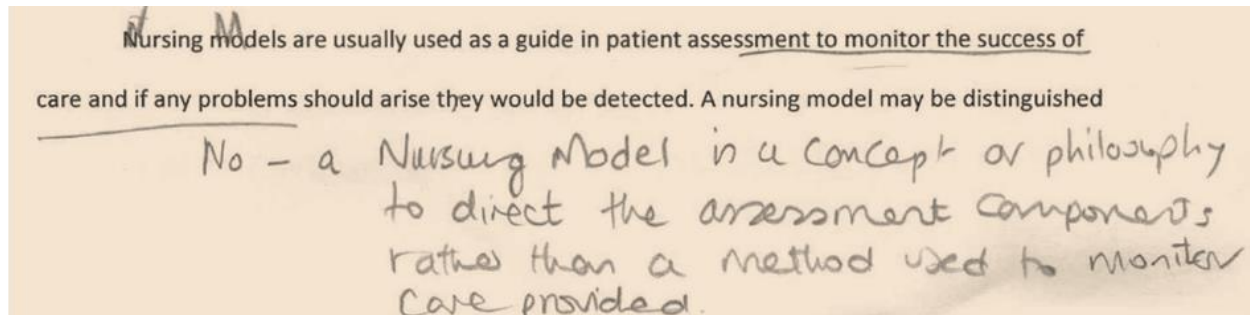
This assignment will define and describe what assessment is and now important it is during the nursing process. This assignment will highlight the different sources of information gathered during the assessment process. How it helps nurses during the nursing process. *What?* The assignment will identify and the describe Early Warning Scoring system and how important it is at identifying patient needs during the nursing process. *What?* It will describe how nurses work with their patients to develop a positive relationship during their time at hospital. Assessment is important in nursing care as it allows the nurse to gather information about a patient's health, identifies health needs, strengths and weakness of the patient. *What?* It allows the nurse to identify problem's and treat them to the best of her or his ability (medical dictionary 2012).

In the immediacy of the "what?" extract we can see that for each "it" (as I discussed in chapter seven), is the annotator writes "what?" to indicate the need for clarity and asks what "it" the student refers to? However, for the student when reading the annotation, the single trope may have a visual impact to hint at something unsaid. What that hint is perhaps, depends on the perceiver, yet the use of a single word carries with it a "what?" declaration devoid of social niceties. Why this is the case may relate to the annotator's perceived role, as chapter nine indicates by their dualistic role as a citizen and awareness and signification of language. In the "what?" research extract the annotator is unsure what "it" refers to (see chapter seven's research theme) and this misunderstanding played back to the student may start a chain reaction of differentiation with unknown consequences. When declaring "what?" the annotator is projecting a frustrated tone to mirror the student's lack of clarity. However, if the annotator had communicated clearly to the student then there would have been less misunderstanding. Hence, the "what?" research extract could refer to Ricoeur's (1976) clarity of discourse which suggests that misunderstanding is the starting point of new understanding

through the recognition of words (see chapter 4.7.2). Let me develop this point further in relation to the clarity of discourse and the next research extract called "no:"

Nursing models are usually used as a guide in patient assessment to monitor the success of care and if any problems should arise they would be detected. A nursing model may be distinguished

No — a Nursing Model is a concept or philosophy to direct the assessment components rather than a method used to monitor care provided.

The annotator first corrects "nursing models" with the use of capital letters, underlines a segment and then gives an explanation underneath. The extract is more communicative than the "what?" extract but it also appears to be tinged with authority due to the strident corrections, which are not collegial and defining what a nursing model is. The authoritarian effect of all these factors combine to reinforce the value laden use of the "no" word.

10.5 Imperative and proof

The word "no" stated in declarative terms is an example of the imperative use of language (see chapter 9.7) to indicate authority and doing the right thing. However, this does not address the issue found in both the "what?" and "no" research extracts, that imperatives cannot be logically justified in the absence of proof (Ricoeur, 2003) and so excuses itself from "saying it well" with proof (Aristotle, 1991, p. 255, see chapter 8.3.1) as discussed in chapter eight. Therefore, annotation without using supporting evidence to convince the student of a need to revise the essay content reinforces an attitude of "do as I say, not do as I do" when added to the text. As a result, rather than promote clarity and critical thinking, annotation parallels the lack of it. Instead, the absence of any references, theory or evidence to corroborate the annotated point, colludes, rather than convinces the student. This is

demonstrated in the research extract below entitled "we are not trained" which attempts to deal with the clarity of discourse in annotation:

> "*We are not trained in any way to annotate...it's not necessarily part of the induction process that we are all trained to mark. Many lecturers haven't...worked on a ward...for a long time so they are thinking back to their past, and a past that is uninformed by new clinical experiences. Many leave the ward with differing experiences, positive and negative so they bring with them a certain perspective. Their experiences may have led to a biased view about what is relevant. We are modelled by our past experiences of nursing and the giving and receiving of feedback which generally is negative in the NHS, you tend to get feedback when you've done something wrong, because of the workload the priority focuses on what has to improve, not what you are doing right. Hence, constructive feedback is difficult because of the change in culture from clinical to educational...We then don't then have the lack of time and need to consider our own views more analytically...*"
> (Lecturer interview 1, chapter 6.5)

The quote "*…we are modelled by our past experiences of nursing… and the giving and receiving of feedback which generally is negative in…*" is an important mimetic action because it underlines what shapes an annotator's point of view, their memory recall, feelings and perception. The annotator makes the point that in their experience of the NHS, rather than being told what they were doing right, there was a tendency to prioritise negative feedback which is problematic for the clarity of discourse. In addition, a lack of training, other than experience of writing essays, heightens the conditions for a lack of clarity in annotation discourse.

The above point refers to what I discussed earlier in chapter 2.2 and the quote the "…*Emperor's new clothes*…" (Knoblauch & Brannon, 2006, p. 2). The quote referred to when educators maintain an "illusion" for themselves and others that annotation on essay composition can lead to any measurable improvement, despite a lack of empirical studies to back up that assertion. However, in the "we are not trained" extract, the annotator indicates they might agree with Knoblauch & Brannon's quote that the "…*Emperor (still) has no clothes*…" (p. 2). Hence, the annotator's concern about their lack of training is heightened due to the reflective consciousness and lack of evidence about annotation. With a lack of evidence of annotation, the annotator instead reverts back to their knowledge-in-use based on experience which may be flawed because it might refer to the abuse of past memories recalled (Ricoeur, 2006). The next section examines the phenomenon of memory to annotation in more detail.

10.6 Memory and the absence of the thing remembered

The research extract "we are not trained" indicates a problem for nurse education. The problem starts first with the well-meaning annotator's lack of linguistic training and as the last paragraph demonstrated, there is a lack of evidence on the effectiveness of annotation for teaching and learning purposes. Second, when annotators are referring back to their clinical experiences, which may have been some time ago, then they are literally recalling events. Lecturer 1 mentions this as an issue and what is referred back to in the absence of training and proof, is a potential abuse of memory recall and the annotator's perception of nursing issues and past experience. This is potentially problematic because Ricoeur (2006) suggests the truth of memory is challenged by the absence of the physical thing remembered and memories being a flawed repository for learning. Therefore, misunderstanding is heightened

because knowledge of ideas informs experience of language when listening, reading or communicating something to others (Ricoeur, 1976).

We have seen in chapter three's literature review, that most annotation comments are done quickly and with little time to think, so it would seem the conditions are ripe for communicating something unwanted and intemperate to the student. In speech or text, this process is cyclical and closely linked to the restrictions of self-understanding based on life experience up to that temporal point (Ricoeur, 1976). A lack of time to think is problematic because Ricoeur (2006) suggests memory constantly informs perception. In reality, memory is practically overtaken by the events of the moment to blur the truth of a remembered experience. This blurring of reality is due to the absence of the "thing remembered" and the mode of its representation, it is vulnerable to the three acts of memory recall (p. 58) which I now discuss to promote their relevance to the research data on annotation.

First, Ricoeur (2012) suggests the ethico-moral memory occurs when "…*commemoration rhymes with rememoration…*" (p. 57). Commemorations are memories which are recalled, celebrated and respected and involve a sense of obligation to the past. The term rememoration refers to the truth about a memory, the intention to remember and what may change when remembering it after a period of time (Ricoeur, 2012, p. 57). Both terms have the potential for use and abuse in the act of rememoration. Second, on a practical level, a manipulated memory moulds memory to fit selectively to the present situation. This manipulated memory is pragmatic and therefore changes with each situation. Lastly, the disturbance of a blocked or wounded memory (therapeutic and pathological level) identifies the potential for something communicated, "that should not be" which I discuss later in

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relation to transference hypothesis. I will now examine how the research data relate to Ricoeur's three acts of memory recall in more detail.

10.7 An ethico-moral level of memory

Ricoeur's (2006) ethico-moral level is the kind of memory that feels obligated to remember the past. So for a nursing lecturer this would include being informed by their own clinical experience, but also the historic and traditional aspects of nursing, perhaps views about the founding principles of the NHS in relation to recent reforms, changes in nurse education, practice or the key recommendations found in *The Mid Staffordshire Inquiry* (2013) about maleficent care. The obligation to the past would also refer to key people, incidents and experiences that forge a worldview about nursing that may be at odds with new ideas, practises or philosophies of care. Therefore, the use and abuse of memory relates to a nursing philosophy that drives ethic-moral practice, to do no harm, to identify competence in others and oneself in the act of rememoration. This is demonstrated in the research extract entitled "a bit cross" below:

> "*You get a bit cross with the student and a few times I've thought comments like "No, why have you written this?" and "No, I've not understood this at all" to show irritation would be ok. I am the guardian of nursing in identifying fitness to practice issues, and poor practice which...could lead to harm...I think "No!" that wouldn't have been tolerated when I was a ward sister but I wouldn't put that because I fear how it may come across. I would get quite irate and that the difference between us and something like engineering course where you only have to learn ratios and facts. But then I think in the past I may have thought the same, or written the same and time changes your thinking, and meaning changes with the context, now I fear I may make*

a slip of the tongue which would be problematic…well some students' use inflammatory statements sometimes and that riles me a little bit. ......" (Lecturer interview 6, see figure 16)

The annotator in "a bit cross" identifies the ethico-moral drivers that ensures their assessment of students do think and act professionally within a beneficent nursing philosophy. The quote *"No, I've not understood this at all"* reinforces that a single declarative word, for example, "no" and "what," may also indicate the annotator has not understood and so parallels a lack of clarity. What "inflammatory statements" triggered the annotator's irritation are not stated but they clearly demonstrate the annotator's irritation and view of professional norms. The inflammatory statements perhaps are those that depersonalise the individual, a lack critical argument or grate against the perceived obligations and traditions of nursing. The annotator is stating they are the "guardian of nursing" (see also "defence of nursing" extract, chapter 9.6) and the reference to "flawed" statements indicates a semiotic impact on the annotator due to the perceived obligation to nursing and memory, which may lead to slippage in reply to the essay content. This is perhaps an example of a manipulated memory leading to a critical stance which was tempered in the research extract "a bit cross" by them remembering that in the past, they too may have written something ill considered. This is where the ethico-moral memory recall merges with the practical memory in promoting professionalism.

10.7.1 A practical level of memory

Coming from clinical nursing the lecturer typically brings with them clinical skills, competencies and experience and so at a practical level they will refer to these qualities first in order to negotiate a path in education. This condition is demonstrated in the next research interview extract entitled "ethos:"

"I genuinely think that when you move from clinical practice into lecturing practice you bring the same mentality and ethos across. Everyone in our school of health has worked within the NHS or private practice and is a nurse or healthcare professional so you cannot help bringing those core values and beliefs into how you practice. Despite not having had experience of clinical supervision I often think back to my nursing experience when annotating because that is the context of feedback. I also relate all I read to the nursing context whether a student essay or a research paper. I generally think you can have both sides of the coin, being proactive or very reactive. Either way it has an impact on student feedback...." (Lecturer interview 1)

The research extract above suggests the movement of core values and "ethos" from the NHS into nurse education occurs and annotators "*…often think back to their nursing experience when annotating…*" The "a bit cross" extract when stating "*I am the guardian of nursing*" also reinforces that what is transferred is of relevance to the examination of practical and manipulated memory. The interviewee in the research extract "ethos" also states they have not had experience of clinical supervision in practice but do refer back to their nursing experience which ensures the conditions for a manipulated memory are heightened due to the reflective consciousness (see chapter 1.2.3 to 1.2.5). The annotator when relating "*…all I read to the nursing context whether a student essay or a research paper…*" indicates their central position. Learning and teaching is a two-way process and the reflective consciousness of the annotator is an important process in assimilating new knowledge, skills or competencies into their professional practice. The perception of what is recalled in class, with a student or in annotation should be used to develop a new perspective about the experience. However, after a few years teaching and referring back to clinical experience, or not if new subjects are taught, what is perceived from memory may change to be untrustworthy. This is

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because time tends to reduce the amount of detail that can be remembered, such as the trigger of emotion.

Ricoeur (2006) suggests untrustworthy memories occur because a reflective consciousness should always search for alternate ways of perceiving memory in order to learn from the bank of memories. Perception makes who the person is based on the signification of language, experience and memories manipulated to the practical situation, so long as the experience remembered leads to learning (Ricoeur, 2006). However, the regular effect of such a recall process means what may be re-fashioned for the practical use of memory may distort the truth of what is recalled (Ricoeur, 2006). This means annotation could consciously be used to communicate something useful to the student or the opposite, because a manipulated memory reveals a view that may not have been fully articulated before, until that moment of sharing it. This mimesis3 phenomenon, relating to the latest and fullest realisation was discussed in chapter 8.8. The message therefore, may come as a surprise, especially if little thought has been given beforehand to the immediacy of ideas expressed in annotation. This is a normal phenomenon of speech and when thoughts are written down they also indicate a world view open to challenge and interpretation (Ricoeur, 2003). The manipulated memory, Ricoeur (2003) suggests, may reveal the perceptions that make the person who they are as individuals (ipse) in coming to terms with painful professional memories (idem).

10.7.2 The wounded memory

The link between student and lecturer perceptions can be found in Ricoeur's (2006) third act of memory which relates to disturbance of a blocked or wounded memory on a therapeutic and pathological level as a hermeneutic tool (see chapter 4.8.4). In particular, the first two acts of memory, ethico-moral and practical were relevant to some of the research data

extracts; also exist in unison with the wounded memory of the annotator and student, but at varying stages of being triggered. This was alluded to by the annotator's comments in the research data entitled "unbelievably powerful" below:

"We are unbelievably powerful people and we have the power to inspire, enthuse, intimidate, frighten, de-motivate and destroy or not care. We can do that with our looks (because we are all experts in communication), what we say and certainly what we write and I have become aware that annotation can carry that attitude..." (Lecturer interview 8, appendix 2, indicated by four asterisks)

The "unbelievably powerful" research extract identifies the power of language when used with the perception of authority. However, the quote *"...we are all experts in communication..."* is perhaps said with irony. The extract identifies the polar opposites of inspiration and destruction through the annotator's comments which may carry attitude and tone. These are the attitudinal conditions in which all three acts of memory dwell in triadic unison, and each competing to blur the reality of the past recollected by a trigger in the present. Ricoeur (2003) calls this a dissociation of meaning from the present phenomenon to the past and the following research extracts identify the reality of the third kind of memory abuse, the wounded, disturbed memory being relevant to the student experience. The remainder of the chapter develops the reflective unconscious, the wounded memory and transference hypothesis (Ricoeur, 2006; 2012).

10.8 The reflective unconscious

The research interview extract entitled "unbelievably powerful" rests on the perception of annotation by the giver and receiver. As previously discussed, words can evoke an emotive

effect on the student and this cycle starts when reading, writing and finally, when reading annotation. However, the last part of this cycle further reinforces the potential abuse of memory due to the delay from essay submission to receiving annotation. How the student perceives annotation will change due to different locations when reading, at home or on holiday and meaning of annotation changing in time. However, an examination of reflective consciousness and memory would not be complete without developing the antithesis to reflective consciousness and that is the reflective unconscious.

The reflective unconscious involves the annotator, student and any future reader of annotation related to temporal understanding and mimesis3 I discussed in chapter 8.8. This refers to a temporal state of flux and a fuller understanding of annotation when a fuller grasp of meaning is gained in time. In addition to this, perception also changes after reading more to change meaning and the clarity of discourse (Ricoeur, 2006). The process is cyclical and constantly evolving with the abuses of memory for Ricoeur to suggest that unconscious thoughts inform conscious thoughts. The following research interview extract "sometimes offend" demonstrates this point:

> *"The one only time I received very negative feedback has stayed in my memory but it was vital to me passing essays…I was appreciative of the help, but the negative comments made me rethink my essay. The annotation can sometimes offend you if you think you have done a good job because it seems to be irritated, with an odd tone to it, like being facetious…"* (Student group interview 14)

The research extract "sometimes offend" states annotation to have mixed qualities such as being helpful at times, and at others having an "odd tone" and being offensive. However,

words like "irritated" and "facetious" indicate something is projected from the annotation. Whether it is the annotator transferring something, perhaps emotion to the student or the student transferring something to the annotator is unclear because neither is made explicit. The research extract "a bit cross" however when stating *"No, I've not understood this at all…"* then attempted to avoid showing any irritation in their annotation leading to the conclusion that something unknown had finally been made conscious (Ricoeur, 2006).

Ricoeur considers the concepts of transcription, transposition and projection of a thought to be equivalent in language [homonymy and synonymy] (Ricoeur, 2003). This is of relevance to the perception of annotation because in the search for clarity, the same name is given to the same thing, yet the unconscious chain of expressions and substitution means the mind may not yet see the difference between thinking and saying (Ricoeur, 2003). Again, the abuse of memory is applied in the unconscious projection of discourse which is spontaneously communicated in what Freud (1915; 2005) called "slips of the tongue" and Ricoeur "slippage" due to repression. In the case of annotation with identified tone what is projected risks being a "slip of the pen," or less poetically, "a slip of the keyboard." Ricoeur suggests the unconscious expressions of language should be viewed with the mind as a virtual dynamism not a rigid structure because the mind attempts to make sense of uncertainty though socio-linguistic pattern formations (Ricoeur, 2006; 2012). Unconscious thoughts therefore link the symbolism of language through the manipulation of the meaning it has for a person. The next research extract called "you get annoyed" identifies the annotator's conscious and unconscious projections:

> *"...you get a bit annoyed with the student especially when the essay content does not*
>
> *reinforce the necessity of person centred care, so I wonder what they'd be like in*

practice. A few times I've thought "No, that's irrelevant to care, you've got it wrong!"
An example I can think of now is the ethics assignment they are doing now and I am
very big on the mental capacity act and when they get it wrong I get very cross and
think "No!" I wouldn't put that so I have to write something else..." (Lecturer
interview 6)

The annotator is referring to their inner thoughts when reading a text and the priorities for
them when searching for essay content which relates to moral-ethical practice. This is another
key extract, like "a bit cross" because the annotator is being very honest about what they
were thinking when annotating back to the student. What is translated back to the student
demonstrates the internal mental image can be transferred in annotation even when
attempting to avoid slippage, for example, when thinking "no" then annotating. The "*…you
get a bit annoyed…*" quote therefore indicates the risk of projecting attitudinal tone which I
discussed in chapter 3.6.3 to 3.7.1. Perhaps, "finding the right pitch" is an apt metaphor for
annotation and nurse education.

Ricoeur (2003) suggests textual tone is linked to the Aristotelian notions of mimesis, where
imitation is produced by the rhythm or cadence of music and language therefore evokes a
mood in the intonation of voice and the written word. Hence, the annotator when giving
feedback on the page of the student's essay is not only aware of their role as a nursing
lecturer (mimesis), but they are aware of themselves as an educationalist assessing essay
composition (plot) and persuading the student about the need to make the necessary revisions
(rhetoric). However, I would like to develop in the remainder of this chapter, feedback when
it first applauds, reinforces or corrects and, second, when feedback is perceived as "negative"
or "destructive" as one student (student interview one) states later in an interview extract. I

use the word "perceive" carefully because it appears something is projected and something is registered.

10.8.1 Perceived tone

The annotation tone of the "you get annoyed" research extract, to use another metaphor, is like "entering into uncharted territory" because the mental environment is unknown and unfamiliar and there is a possibility annotation may lead to a degree of surprise for all involved. This issue is evident in the contrasting moral nature of annotation feedback, to do no harm and the potential to do emotional harm. If the annotator is aware of feeling irritated, as the "a bit cross" research extract indicated, it is likely they would not intentionally be unprofessional, due to modelling a need to be constructive and risk of complaint. Therefore, when annotation has tone, what is projected by the annotator is more likely to be pre or unconscious and perceived very differently to that which was intended and, as as I discussed in chapter 3.7 and 3.8, it may remain hidden from the annotator as well. From a student's perspective of annotation, the conscious, sub (out of immediate awareness but accessible) or unconscious effect relates to their awareness of its cause and effect in time. This refers to the student's own reflective consciousness and the following research extract entitled "what is underlying" below demonstrates this issue:

> "*I mean some comments are so well thought out that I ask myself, what do they really mean? I'm sure when they read my essay they had spontaneous thoughts but you wouldn't read that into the feedback comments, so it's what is underlying that makes me wonder what they actually mean, and that makes me unsure…then when I read their comments I wonder why I experience them so differently…*" (Student focus group 6)

The research extract asks an important question because the student intuitively thinks something else is referred to yet currently fails to understand the nuances of meaning. I say currently because with time, experience and more reading around a subject their perceptions will change (see chapter 8.8). Ricoeur (2012) suggests the relevance of intentionality concerns the reflective consciousness of a human being to the extent that we are unconsciously empathic and concerned about the other person. The intention of annotation and student perceiving its relevance is therefore of concern.

Conversely, the notion of self-awareness, according to Ricoeur (2012), is secondary to the unconscious empathic communication for two reasons. First, because the unconscious is rarely reflected upon and second, the mass of unconscious stimuli and memories always outweigh what is consciously known. Ricoeur (2012) suggests we can see a glimpse of this unconscious phenomenon when taking the time to think about meta-cognition. What is remembered is changeable and what gets in the way of truthful reflection is consciously thinking about something only after avoiding the distraction of other activities (Ricoeur, 2012). Hence, Ricoeur suggests life being filled with distraction means when taking time to notice things, it suddenly heightens realisation. Thinking then can be worked through to clarity when thinking about meta-cognition itself (Ricoeur, 1994). This reference point gives a glimpse of the unconscious memory and why, as Gadamer (2004a) suggests, language is inadequate for the purpose of ontological analysis (Regan, 2015). An accurate use of memory is considered impossible to achieve, due to the status of the unconscious and the knowing subject (Ricoeur, 1970). As the next research extract entitled "no supervision" suggests a lack of reflection may be part of the reason why "slippage" and tone occurs in annotation:

"If lecturers don't get supervision, then isn't feedback a little one sided? How can they promote our reflective practice when there appears to be little chance they have to make sense of their comments to themselves and others...?" (Student focus group 8)

The research extract entitled "no supervision" identifies a key issue for annotation in that the un-reflected upon according to Ricoeur has primacy over what is reflected upon because it remains a prominent assumption under the guise of "knowing something to be true" (1970, p. 379). The student interviewee makes a valid point that nurse education may not be practising what it preaches when not promoting reflection on educational practice. I examined this issue in chapter 1.2.3 and 1.2.5 to be a significant issue for annotation because of the potential for "slippage" and viewing memory on past experience as being a valuable learning tool. As stated, an emotional link appears to still exist between past clinical practice and the present memory recall to remain active in a state of unconscious repression. As a result, this emotional link remains un-resolved and yet to be let go of (Freud, 2005; Ricoeur, 1970), to be then grasped by the student in annotation. This is an issue for annotators because as Feito and Donahue (2008) suggest annotation is never neutral or arbitrary because they are the result of an immediate interpretive decision. Let me develop this issue further which the student in the next research extract identified as being significant to teaching and learning.

10.8.2 The student as a child

Annotation because it is momentary hints at the inner thoughts of the lecturer and is incomplete because it is left up to the student to grasp the intentions behind it. Ricoeur suggests the transference hypothesis helps to understand the process of learning from the effects of discourse in the act of recognition. This process starts from identifying the trigger to the present which is a commemoration or rememoration of past events, and individuals

find ways to negotiate a sense of professional dissatisfaction and repression when dealing with external and internal resistance (Ricoeur, 2012). This is what Ricoeur (2006) calls the wounded memory (p. 69). In order to reinforce this phenomenon, a variety of students in the research data had declared annotation led to some form anxiety and hurt. The following research extract entitled "it cuts deep" demonstrates this pain:

> "*Reading the written feedback on my essay made me want to cry. I'd put so much work into the essay, it's as if I'm on trial...it cuts deep…I felt disheartened ...the feedback was all negative so it made me feel unmotivated and disheartened and defensive…*" (Student focus group 1)

The research extract "it cuts deep" indicates an emotional effect on many levels: physical, emotional and even spiritual in the form of being wounded and a remembered child-like situation of being made to feel vulnerable (Ricoeur, 2012). Then to find annotation comments which they do not understand fully, do not accept, or appear to be written with a degree of tone, may lead to the repetition of past associated emotions (Ricoeur, 2012). Ricoeur (2012) therefore suggests discourse is the link triggered by past experiences repeated in the present which still remain active in a state of conscious repression, un-resolved and "yet to be let go of." I make note of the effect and the cause because annotations are never neutral or arbitrary and represent an immediate interpretive decision (Feito & Donahue, 2008). Hence, the past informs how annotation is experienced in the present. The following research interview extract entitled "crushed" is more profound:

> "*My essay comments were very patronising in parts, there was a flavour to the comments, they made me wince and tears welled up in my eyes... I'm usually able to*

deal with feedback but this felt personal… The last essay feedback crushed me…it drove me to tears…I couldn't get the lecturers' words out of my head for ages…and it took me a while before I got less anxious about essay writing…" (Student interview 2)

This kind of "crushed" disclosure indicates the emotional reality that some students have to endure when receiving annotation feedback. The emotive language indicates how annotation can be perceived as personal loss despite reason. The response for the student was again physical: "wincing," tears, anxiety and unpleasant memory of the language used. The annotation therefore indicates the temporal nature of transference hypothesis and words from the past triggering an emotional reaction in the present (Ricoeur, 2012). The annotation itself was past, as it had been written on the student's submitted essay, and that indicates the effect of memory recall on the student's perceived effort of writing the essay. The temporal nature of the wounded memory is a mental defence to an impending threat, which I discussed in the "we are not trained," "what" and "no" extracts and the possibility of negative feedback dominating nursing experience heightens this state of hypervigilance. The next research extract entitled "negative, negative, negative" reinforces this phenomenon and the reasons for evoked emotion:

"I had an abusive upbringing and if someone takes that (annotation) *tone with me then I either react aggressively or I revert, and it is very much parent and child. It invokes the same response in me as it did when I was a child and I'm very aware of this but if you're constructive with me then I can build and move on with it…. I failed the assignment and the feedback I got I found very destructive. There weren't any positives; it was all negative, negative, negative. Even the bit I firstly submitted to look at for supervision suddenly wasn't ok by the time it got submitted whereas it was for*

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supervision. So I found it very destructive and it had a very negative effect…" (Student interview 2)

The "negative, negative, negative" research extract identifies the emotional reality of the student's current experience of annotation affects their self-esteem to the extent that the student reported feeling emotionally affected for some time. The student discloses an abusive childhood, which they were attempting to work through. The ensuing emotional reaction from the "destructive" annotation relates to the "we are not trained" extracts which felt overwhelmingly personal and negative and which may be literally related. The student identified that annotation "*…triggers something and you see something you are expecting…"* Therefore, there is the possibility of transference or counter-transference and "something" being transferred in the "negative, negative, negative" extract.

If the student had passed the essay then perhaps the annotation comments would not have been perceived to be "negative, negative, negative" and would have been positive. This is hard to say as the phenomenon was linked to being negative and judgemental because failing an essay is a negative judgement in reality. However, the perception of negative tone "*…triggers something and you see something you are expecting…"* indicates a state or preparedness for negative comments for psychic defence (Ricoeur, 2012). Again, this is presumption and does indicate the transference of the past behaviours replicated in the present and the role of perception in understanding the present annotation. The following research extract entitled "prepare to fail" identifies this preparedness for failure phenomenon in another student:

"As a child, I moved around and went to six different schools before I was eight and I had a lot of different teachers during that time. I remember two specific teachers, one was when I lived in the Middle East and if you did any good work she used to draw a smiley face on your hand and you were always special if you had the smiley face on your hand. Then when we came back to England I had this other teacher (who I still see now and I quake when I see her) who humiliated me. I had only been in the class a week, so I knew straight away that I had to impress the teacher in order not to be labelled stupid...after that with that teacher I was never liked just because I think it's the same. I think that's why I look at the markers hand writing style.... if you're not a very confident person from being a child and you read somebody's handwriting and associate it with the same feelings you had as a child then it's not going to do your confidence any good. So therefore it could even prevent somebody from putting the effort in or giving up half way through and saying "I'm only going to disappoint them again anyway. Whereas when annotation is done digitally you can't interpret it you have to just read the words and then see the comments..." (Student interview 3)

The "prepare to fail" extract and the student's experience as a child of disappointing a teacher is evoked in the present, relates to the abuse of authority which led to the student's anxiety in the first place as a child. The quote *"I'm only going to disappoint them again anyway..."* is sadly, not uncommon in the childhood experiences of adult students due to less than humanistic styles of past teaching (Freud, 1992). This student, when a child, had learnt to look for cues from the way the teacher wrote and the tone projected to them in annotation. They were in reality trying to write an essay that "pleased" the teacher and to avoid the label of being called "stupid" and "unliked" that could be interpreted from the handwriting style of the annotator. Therefore, the expectation of tone may indicate a necessary state of

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preparedness of negative comments for psychic defence (Ricoeur, 2012). The research extract suggests by not seeing the style of handwriting, digital annotation may present a sanitised form of discourse and in a format that lessens communication and apparent mood of the annotator.

The "prepare to fail" research extract clearly indicates the child-like reactions of an adult when presented with triggers that replicate emotion from the past (Freud, 1992). This is why Ricoeur (2012) used Freud's hypothesis to understand the emotion of interpreted language. The emotional pain is psycho-somatic and indicates an unconscious and unresolved issue from the student which could be further explored if the student went to the annotator to discuss their reactions as an adult. The research extract below demonstrates the emotive physicality of annotation entitled "physical pain" below:

> "*It's like a physical pain, like your skin is made of nettles and prickles. And what was needed is what I could have done to build on it to make it better. But there's no way of doing that and alleviating the prickling. It's destructive… That's the only word I can think for it - it completely crushes you. It's just an essay, but it's so important and we want to get it right. So, if something is so destructive it demoralises you and you really don't want to go back into it because you just look at it and say "oh no, I don't want to look at it again" but I've got to, I've got to do it…*" (Student interview 2)

Reading the student's research extract is also painful because their emotion is raw and unresolved. The student reports a strong emotional and physical or psychosomatic pain, which reinforces the physical manifestation of the linguistic phenomenon caused by annotation. The effect is corporeal and existential (Freud, 1992; Ricoeur, 2006). The

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annotator however, would not have been aware of the student's history or the effect annotation had on them when reading it. There is the likelihood that if sent to another student, the same annotation may have been perceived as benign. Hence, on this occasion due to the student's disclosed past trauma, it is their emotion that appears to evoke a transference of emotion back onto the annotator when meeting them soon afterwards for supervision or in the future. The wounded memory therefore appears to relate to the reflective consciousness of both the annotator and student alike as they progress in nursing.
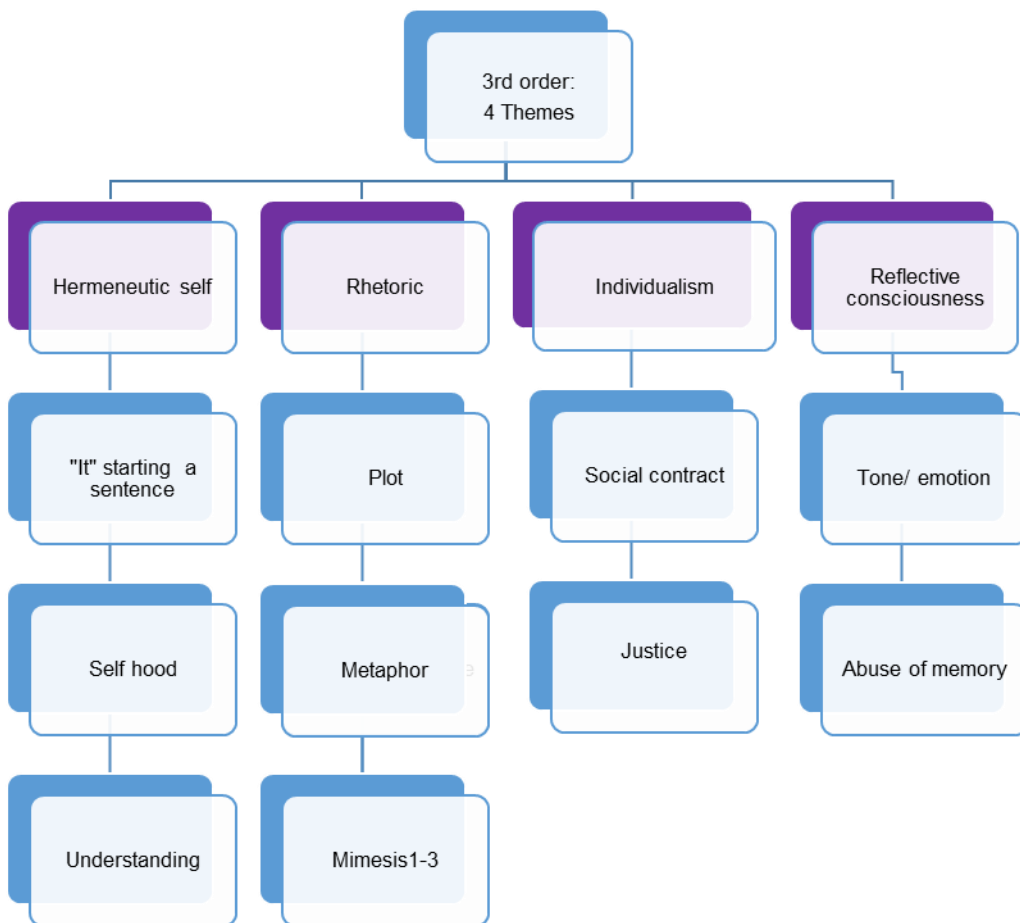
10.9 Conclusion

Ricoeur's (2006) three acts of memory underline the conceptual framework for this chapter's exploration of the meaning of annotation, the reflective consciousness and slippage. The premise of Ricoeur's (1970; 2006) underlying term, the reflective consciousness is a forgotten memory likely to be communicated at some point in discourse because it remains in memory, ready to be used, abused and finally translated. How the theme was identified was then explored and I presented a variety of research extracts which identified the use of single word tropes, imperative, proof and projected tone to the student. From discussion emerging from the research extracts the chapter later was organised using what Ricoeur (2006) referred to as the use and abuse of memory: ethico-moral, practical and wounded memory in commemoration and rememoration. This model allowed me to then explore discourse and memory and from the student interviews attitudinal tone perceived in annotation. Ricoeur's reflective consciousness was then examined and the automatic processes in the mind waiting to be recalled from consciousness. This last point brought me to discuss the idiom of slippage and the mass of memories which can help reflection once they become known. What is forgotten by the annotator indicates the abuse of memory as a premise is likely to be communicated consistently to the student through slippage. The student too, in their

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developing reflective consciousness, will be exposed to the same processes in their reactions to the annotation comments. The notion of transference hypothesis communicating something from one person to another, in conclusion, is that words are powerful and the impact of annotation discourse may be unknown and unintended.

Chapter Eleven

Discussion

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                    │  4 Themes        │
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│ "It" starting│ │     Plot     │ │Social contract│ │ Tone/ emotion│
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│  Self hood   │ │   Metaphor   │ │   Justice    │ │Abuse of memory│
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11.1 Introduction

In this chapter I discuss the thesis' original contribution to current knowledge. Organised in two parts, one is written in relation to exploring the meaning of annotation in nurse education; temporal understanding and the hermeneutic self. Part two is written in relation to limitations of the study, recognition and misrecognition.

The research themes identify that annotation use in nurse education has a set of organising principles informing textual action. The intuitive use of rhetoric promotes an empowering philosophy of nurse education expressed on the page of an essay. As nurse educators we promote both the art and science of nursing. The rhetorical orientation promotes principles of empathy, care, autonomy, equity, individuality and the binding social contract that drives the annotator to view an essay as a safe space for students to experiment. The last organising principles relate to the hermeneutic self of the annotator, student and memory recall organising knowledge and experience. However, due to the temporal processing of stored memories, recall and the present context shapes the meaning of interpretation. This brings me to the difficulties of interpretation.

The difficulties I wrote about in chapter three's review of the literature are examples of the hermeneutic process of reading and writing which were prevalent throughout the thesis. I had written about Ricoeurean theory in chapter four but it occurred to me later that writing the thesis paralleled the research methodology itself. The process was emerging and temporal. A turning point for me was reading Boell & Cecez-Kecmanovic's (2010) paper to influence the literature review, and applying theoretical links to analyse first the literature and second, the research data. The writing process was fluid with many of the chapters written and re-written consecutively and in varying temporal and spatial locations. Therefore, when I collected the

research data in December 2013, the themes began to emerge six months later in June 2014. I had not realised that the hermeneutic writing process also related to the literature review (Boell & Cecez-Kecmanovic, 2010) and once remembered, my part in the research process became more dynamic. Every last revision led to the latest realisation, and when re-visited at a later date, they were replaced by the next (Ricoeur, 2003). I concluded at the end of chapter three that the gaps in the research literature did two things: they directed my enquiry to explore what annotation feedback stated, and what it did not state but indirectly inferred. Following on, I explored the meaning of annotation in nurse education through the lived experience of the annotator and the student, informed analytically through Ricoeur's textual hermeneutic. In chapter three I used a simple three step stage of reading the literature (see appendix 1), which unbeknown to me at the time imitated the praxis of plot, mimesis1-3 and the hermeneutic circle I wrote about in chapter 4.8, chapter 6.3 and my research notes (see appendix 3 to 6). I was beginning to make links between theory and its textual application.

Writing chapter four allowed me to organise Ricoeur's theory and gave me an anchor from which to analyse the research data. The opportunity to understand the hermeneutic circle as it was being experienced revealed my need to have some understanding in order to link ideas (mimesis2-3). I realised I had written about this process theoretically (chapter 5.7.1 to 5.7.3), in organising the research data, later identifying the four key themes (see chapter 6.8) and thematic analysis of each chapter. The next significant example of temporal understanding was writing transparently throughout the thesis to "work through" any interpretive bias I had in relation to the hermeneutic circle. As I wrote chapter five's research methodology I was acutely aware of the need to balance my own pre-conceived ideas and experiences (see Regan, 2010) and being open to glimpse new phenomenon.

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The hermeneutic circle was a constant process throughout the thesis and I realised it could be identified in the research data, (students and annotators), supervisors and my engagement with discourse. I did not fully understand the hermeneutic circle until near the end of the research process yet working out pre-conceived ideas is crucial to the hermeneutic circle because it is a virtual, psychic phenomenon and in a constant state of flux. In other words, it is difficult to identify the moment ideas change. These levels of immersion are triadic, to use Freud's terminology, because preconscious, unconscious and conscious terms relate to what one thinks in time and how understanding changes over time. Self awareness, recognition, and understanding are temporally cyclical and in chapter six the research method came alive and the clarity of discourse, so significant to interpreting the research data and Ricoeur's theory, was worked through in the first two stages of van Manen's (1997) three step model to identify the emerging sub-themes. Hence, the hermeneutic circle was not applicable until I had enough research data to engage with. These issues relate to what Ricoeur (1988) refers to as doubtful aspects (an aporia) of temporality that appear to configure time and narrative when superimposed onto the lived experience. Thinking about discourse in the past, present and future fails to take into consideration the notion of self-constancy, temporal understanding and the hermeneutic self, which I discusss in the remainder of part one.

11.2 The hermeneutic self

Reading and "grasping" the meaning of the research data paralleled the textual difficulties of reading Ricoeur's work, and identifying the four research themes in a transparent way (see table 3 and chapter 6.8). When writing I was keenly aware that the "object" was the "thing" being read, and I was the interpreting (hermeneutic) self. This process parallels the experience of the student, the annotator and myself in writing about the clarity of discourse in annotation. The narrative identity, the hermeneutic self, is communicated in the temporal

dimension of emplotment because "all of the time" the reader's inner voice, their constant awareness of themselves, is at work to find resonance and meaning of the text. This obvious phenomenon is easy to forget about because it is constant and when I noticed this, the theme reinforced readings of a self-referential nature. When the student decides to write, another temporal process occurs, and it is no longer the temporality of the text but the temporality of the narrating self, the inner voice talking to the reader now writing (Ricoeur, 1985). This is the narrating voice of the reader when the choice of grammar speaks and a temporal revelation of the narrating self, and the hermeneutic self becomes resonant, as found in the sub themes of table 3 (see chapter 6.8).

Ricoeur (1985) suggested an individual's almost constant sense of themselves is an ontological concern to identify the relevance of the thing, the object, and in this sense, literature and the reader. The narrating voice of the annotator is suggested to be self evident when subjectively judging an essay content and "*...looking at a textual mirror of themselves...*" (Straub, 2006, p. 4). Again, this relates to self-understanding and interpreting language. Like the student starting a sentence with the word "it" the annotator who did not perceive the theme as an issue, and there were many, may have viewed the dialectical posture of the student as a developing linguistic style. However, this style of writing is developed when thinking and "holding" the terms, concepts of an-other in their mind's eye and writing whilst attempting to make sense of the literature. The student is trying to understand the text, or some of it, and the theme demonstrates to a certain extent, their narrative identity, because interpretation has to pass through the filter of the reader's self-awareness. The knowing student who identifies bias in his or her own writing will reduce its use in time, as I did when realising my own naïve interpretations paralleled van Manen's (1997) first or second order interpretation and explanatory stage of understanding. The theme addresses a gap in the

literature and Feito and Donahue (2008) (see chapter 3.6.1) failing to develop the hermeneutic aspect of their study. Their discussion, possibly for reasons of word count, could have included memory, understanding and the power of text to transform understanding for the reader were not discussed. Therefore, the theme explores the hermeneutics of the self, memory (in chapter ten), recognition and the representation of words to create meaning through rhetoric. The difficulty of understanding the meaning of language is made more explicit in the next theme of rhetoric.

11.3 Rhetoric

The second theme synthesises Ricoeur's new rhetoric to frame the meaning of annotation: through persuasion, "saying it well" with proof and the use of metaphor to teaching and learning. I mentioned previously that this organising system may be obvious to some, but for myself it was unknown at the time and from a nurse education perspective, it appeared to fit well with nursing praxis for the greater good. The question of temporal action was a new addition by Ricoeur to rhetoric which he developed to understand discourse and the temporal process of recognition. Ricoeur had re-conceptualised emplotment through mimesis1-3 and the hermeneutic (or the narrating) self, and rhetoric depends on the inner world of subjectivity and what the reader "wants" to understand. This is of significance because the ancient use of rhetoric had resulted in metaphor considered to be a redundant discipline from Aristotle's original triadic model of argumentation, with proof, eloquence and persuasion restricted to a theory of style, then a theory of tropes. The use of metaphor and the productive imagination enabled students to understand and the novelty of finding there was a pattern to understand the research data related to my sense of revelation in finding a conceptual model to organise the actions of annotation. If I had been an educationalist first, like Knoblauch and Brannon (2006), or a philosopher, then perhaps the theme may not have been identified, or

organised in such a way due to being obvious. I had to accept the value of the research process because I rationalised if I did not know about the theory then it was likely my nursing colleagues and students were unaware of it too. This made the theme more relevant and probable. Therefore, in my case, for the first time I felt the development of meta-cognition because the clarity of writing, often lacking until reviewed, appeared to directly relate to the clarity of my thinking. The theme therefore offers a way of structuring and conceptualising annotation, addressing the gap in the literature to organise its eclectic characteristics and be applied to the research process and data.

The rhetoric theme addresses some gaps in the literature which Liu (2006) and Ball et al's (2009) research briefly mentioned. Ball et al's (2009) research findings identified that feedback needs to be worded sensitively, be constructive, aware of the implications of tone, be transparent, motivational and promote confidence. However, a finding was the annotator thinking back to what they had thought and not remembering what they had been thinking at the time (see chapter ten). Liu (2006) suggested that due to the issue of time lapse only the student would know if there had been any internalised thinking. However, both studies did not develop how annotation related to temporal action, perhaps due to the word count restrictions of published research, which is a gap in the research. Therefore, the application of rhetoric to annotation illuminated the issue of temporal action which I examined in chapter 8.5. The theme moved beyond an initial understanding of the imitation of human action to view discourse as changing in time due to the reading act. Rhetoric identifies the imitation of writing and thinking about nursing praxis occurs both passively and actively, whether textual or through observed action. What the rhetoric and mimetic theme identifies is unique in its application to annotation for the student and annotator, because the act of imitation takes time to develop before a closer approximation of action is obtained. Connors and Lunsford's

(2006) 1986 research study found that 77% of teachers had written rhetorical comments on 2,297 marked essays but appeared not to comment in personal or polemic ways and instead suppressed value laden comments. Connors and Lunsford's (2006) study did not develop any specific conceptualisation of rhetoric nor did any of the research studies cited. However, the rhetoric theme developed an insight into meta-cognitive processes by suggesting new rhetoric may be helpful to understand how deeper learning occurs when students are capable of producing insightful annotation themselves. The mimetic act of imitation, which the theme reinforces, is modelling nursing and imitating writing styles, one of which is annotation as discourse. The gap in the literature was lessened, I believe by the examination of mimesis1-3 to conceptualise human action, thinking and understanding discourse in all interpretive stages. Knowledge once acquired changes, is tested, refined and new ideas merge without trace of what it had replaced. The relevance of this process is to take notice of the strength of proof behind an assertion and to identify in a meta-cognitive manner, what new proof is required to change the readers view point. The issue therefore, is to be wary of the burden of proof, the rigour of argument and evidence influencing new perspectives, and be suspicious of the text (see chapter 2.7.1). The process is both hermeneutic and individual, which brings me onto the next theme of individualism.

11.4 Individualism

The third research theme, individualism, discusses the legislative authorisation given to nurse educators and as annotator's their responsibility to promote what is "just" in society. Section 9.4 identified the annotator as a citizen and the underlying principles that a social system should promote, such as equality, self-respect, and autonomy, fair distribution of rights, duties, advantages, burdens and mutuality. The "defence of nursing" was a key research extract because it suggests individualism appears to be a defence against any perceived

violation by the state. Therefore, the promotion of individualism in nurse education has to overcome, to some extent, the difference between the individual personality (ipse, see chapter 7.5) and the sameness (idem) of professional nurse education. In promoting the notion of individualism, it is perhaps ironic that in the defence of nursing, the concept of individuality is transformed through an organising system of professional education, that despite its best efforts, tends to objectify people even more. This is because the assessment process helps to overcome any resistance to transformation from the individual in order to progress and conform to collective norms of the nursing profession. This appears to be a necessary stabilising process in "defence of nursing" because individuality is replaced by the collective "we" of nursing individuals to finally become the embodiment of nursing. That is the level at which the annotator appears to be working in order to negate the devaluing impact of systems of governance.

The theme of individualism explores what the research literature failed to do. For example, none of the retrieved research papers I examined in chapter three's literature review considered ethico-moral philosophy, the promotion of social justice, equality, fairness or the risks of technology. This research theme therefore identifies a concern for the nursing annotator motivated by their sense of obligation and responsibility to society, the profession, sense of mutuality, patient care and the next generation of nursing students. In particular, because nursing is an authorised profession, the theme identified the annotator protecting the integrity of individualism against the pervasive influence of technology and the political labyrinth. Technology was not an issue in the nursing research papers but it was in the research data and the negating effects of standardised annotation comments, or annotation received remotely appears to cause a sense of alienation and disembodiment, which the annotator attempts to ameliorate. So this research finding offers an antidote to technologies

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uncritical acceptance in nurse education, where the reduced human contact between annotator and student lessens its influence. This brings me to the last theme.

11.5 The reflective consciousness and slippage

The last research theme, the reflective consciousness and slippage suggests the annotator and student perceived annotation through memory recall, which I suggested is flawed. Annotators have a high level of duty and obligation to nursing, patients and society and their memory recall is influenced by these characteristics. However, I found Ricoeur's three acts of memory recall was a convenient model to categorise the effect of memory in nursing, because in a practical sense what is recalled may change to reinforce a practical or ethical point being made. What I mean by this is that the available store of memories may be adapted to "fit" the situation for the student's benefit. However, unless an annotator is regularly in clinical practice, when referring back to clinical practice, with the best of intentions they are referring to their past and notably, a past refigured practically in the present.

The next kind of memory recall, called ethico-moral, referred to the kind of memories that the annotator or student feel obligated to, such as past experiences, motivational factors, significant others, traditions and social norms, patient experience, and perhaps reinforcing the founding social principles of the NHS motivating them to think socially. However, as I found in the individualism theme of chapter nine, the "defence of nursing" ensures annotators are a mediating force against pressures perceived to affect nurse education. Again, past clinical experience reinforces a world view that requires nursing, and patient care to be defended.

This brings me to the last kind of memory recall, the wounded memory and my exploration of the opposite of the reflective consciousness, the unconscious. This is where the mass of

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experiences are stored and where the above two kinds of memory dwell, yet the unconscious memory relates to something repressed which may be past experiences, ideas, emotions, thoughts and intentions of both the annotator and student. What is repressed may inform thinking and praxis and what is forgotten may be remembered in fleeting moments, before being forgotten again. However, the three kinds of use and abuse of memory recall depend on the reader negotiating the effects of ordinary, phenomenological and narrative time, which makes any memory recalled a refigured construct (Ricoeur, 2012). Discourse (such as annotation and essay content) has the capacity to remind the reader of the past, and a refusal to accept what is repressed is likely to be repeated. Hence, the transference hypothesis was found to be significant to annotation as a form of discourse, because not all nursing experiences are satisfying, and traumas inflicted on the nurse throughout their career may leave an emotional residue. An emotional residue that may lead to memories being forgotten, repressed, triggered, and finally impact on annotation. Therefore, the wounded memory is important as a reflective opportunity to analyse the intentions of the language used in annotation (and essays) in order to identify emotional issues that need addressing in light of the different types of temporal understanding experienced, which I now discuss.

A difficulty in recalling a remembered clinical experience or relevant theory, which may affect the interpretation of an essay content or annotation, relates to the different kinds of temporal understanding I mentioned previously, such as ordinary, chronological time, phenomenological (consciousness) time and narrative identity (Ricoeur, 1985). In ordinary time, the movement of events before, during and after are subject to the organisation of the text in the tensive system, which I realised I had difficulty with when recalling events, and reading and writing analytically over a sustained period of time. The phenomenological time refers to the empirical use of the senses or imagined in the application of theory to discourse,

and this relates to all aspects of the reading and research process. This concept identifies a difficulty with memory recall due to notions of pre-understanding (mimesis1), engagement of the symbolic system as a whole (in mimesis2) and refiguration (mimesis3), or understanding in the last instance of discourse, which may all occur in quick succession. Another literary explanation is the claim of signification when enabling the reader to make sense of discourse as the narrative unfolds, which brings me to narrative identity.

Narrative identity refers to an individual's cognition and sense of ontological identity and this relates to the annotator reading and commenting, the student's constancy of self (see chapter seven) and my decisions as a researcher. The sense of the self, according to Ricoeur, is unconsciously forgotten in the moment of distraction and when the mind's inner voice asks the question "how do I make sense of this?" When reading, the constancy of the self mediates between self-knowledge and knowledge obtained from others (either observed or experienced) to identify with. The constancy of the self refers to a person absorbing the literary and professional ideas of others (idem) and a reader constantly projecting their identity onto others. What temporal understanding is lacking, according to Heidegger, is understanding the connectedness of life between birth and death, and what he called stretching-along. The distance between the two is the stretching-along awareness of the lived experience, and if the reader (student, annotator, research participants, me, you the reader) were to think about the variety of our own personal and professional experiences, it may be easy to see how stretching-along can impact on conscious and unconscious actions. However, these flaws are rarely considered when a memory is recalled and refigured in the latest moment of realisation. Therefore, the theme's contribution to gaps in the literature about annotation relates to temporal understanding being implied yet not explicitly addressed in the findings of the literature review, which I discusss next.

Despite being focussed on handwritten annotation, Ball et al's (2009) research study made the point that distance learning has increased the use of digital annotation back to students. With the arrival of digital annotation within higher education impacted on students in a number of ways. For example, a research extract in this theme reported a student whose child hood memories of receiving handwritten annotation on her essays was a phenomenological experience. As a child the student had looked for cues from the tone of the handwritten annotation to judge whether their work was good enough and if they were liked or disliked. The student reported they could sense the mood and tone of the annotator by the style of their handwriting, whether it was angled, appeared hurried, or use single word tropes as explored in the research extracts "no!" and "what" (see chapter 10.4). The visual impact and rich texture of handwritten annotation contrasted with digital annotation which in many ways reduces the visual cues to communication.

Ball's (2009) research study identified the annotator's negative and irritable tone and one research participant stating "*...you can see irritability in lecturers marking.... lots of scribbles and writing is quite shocking really; it looks aggressive...*" (p. 120). What was not developed in the research study however, was why this was the case. Therefore, the theme of the reflective consciousness and slippage contributes to fill this gap in the literature through Ricoeur's (2006) use and abuse of memory recall. For example, in relation to ethico-moral memory recall views may change due to the development of new perspectives gained through newer experiences to affect the original memory. This kind of memory parallels the theme of individualism explored in chapter nine and being in a position of authority in nurse education appearing to evoke a nostalgic view about society, the individual's experience of nursing and how to annotate. The practical memory and everyday ability to change perceptions about what has been remembered in order to apply it into the present is a common resource for

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nurse lecturers. However, it means the past memory may change in relation to the demands of the present. I will now explore the limitations and strengths of the thesis and research methodology.

11.6 Part 2: Limitations of the study and research methodology

Ricoeur's philosophy was not written with the research process in mind, so I had to chose an appropriate method for organising the research data (see chapter six) to then apply his textual hermeneutic phenomenology (Smythe et al., 2008, see chapter 5.6). Like many doctoral research studies (see chapter 5.6), I used van Manen's (1997) three step model to organise the data and simply adapted his three step model for this purpose. In order to ensure consistent application of Ricoeurean theory to the research findings I later realised van Manen's theory was itself adapted from mimesis1-3 and the hermeneutic circle. However, if I had used mimesis1-3 in such a manner it may have confused its analytical application to the research findings. In short this was an example of mimesis3 and realisation.

Ricoeur's genius suited my purpose because his mastery over the philosophical subject made his work far reaching and applicable. An obvious limitation of this research study has to start with me, the researcher because I could only take Ricoeur's word for some of his re-conceptualisations, presented as they were written in a rigorous and scholastic manner. The consequence of using Ricoeur's work as a methodology was an act of imitation, of plot, his ideas and style, variety of topics he wrote about and his interest in temporal action. As discussed already in relation to textual hermeneutics, interpretation involves the constancy of the self within the hermeneutic circle and in this sense any strength and limitation of this thesis starts and ends with me. Other researchers, given the same experiences and research data, may interpret something else which makes my contribution unique and

phenomenological. Perhaps it is not important, nor possible to fully understand what any author (or student, or annotator) thought and felt about when they were writing, because, it is in the reader's interpretation where literature is brought to life.

Another reason why I chose Ricoeur's textual hermeneutics was due to its linguistic appeal, to understand ontology and the lived experience (Regan, 2012d; 2015). Ricoeur, like Gadamer aimed to address the meaning of ontology that Heidegger (2003) had begun to analyse when stating language is the house of being. However, Heidegger's technological discourse led to criticism that he made the concept and language more technical (Jackson, 1999; Regan, 2015). My problem was similar to Jackson's (1999) criticism of Heidegger when suggesting "…*language (as) the house of Being… (became) a prison house (of Being) ...*" (p. 14) and I realised language constrained an interpretation of Ricoeur's work for me too. This was because I was a nurse not a philosopher and yet my research task was to make Ricoeur's theory applicable to nurse education. However, making the unfamiliar become familiar is a characteristic of hermeneutics and its application to annotation and nurse education is therefore original. I will discuss more about the concept of misunderstanding as a limitation and strength of the thesis and methodology.

Distinguishing the truth from what is false leads a researcher to the possibility of mistaking something and misunderstanding it. This means the possibility of failing to understand, and not knowing, are magnified when not recognising a mistake has been made. Therefore, misrecognition relates to the research themes and may lead to ambiguities such as: self-deception, disappointment and lack of confidence. This may result in a fear of making an error, which pressurises the researcher to understand "something" and "anything" other than uncertainty. This brings me to an issue I identified as a limitation to this study which relates

to discussion in the literature review (see chapter 3.5.5) I discussed in the research theme of reflective consciousness and slippage. That issue is the affective reading of low self-efficacy readers in relation to high efficacy readers. The issues related to the confidence and high levels of motivation which the high efficacy reader had, in contrast to the low efficacy reader who reacted affectively. However, if there was low efficacy as a reader and student, this was not assessed because the reading ability of the research participants were not identified as a criterion in the research methodology. Therefore, the link between low efficacy reading and affective reading could be surmised but not concluded from my research findings. Further research on annotation and nurse education may identify reading ability and the perception of failure rather than actual failure (see chapter 10.8.2 and the "prepare to fail" research extract).

A surprising finding in the thesis was the ability for a student to "read" the writing style of the annotator in order to predict their mood and constructiveness of the feedback comments (see chapter 10.8.2). The student had experience of red pen annotation and the spidery handwriting that filled him or her with dread. This corporeal experience had been negated somehow by the introduction of digital annotation but it does reinforce the psycho-somatic nature of written discourse, to evoke a reaction in the reader. Reader low self-efficacy appears to be a contributing factor to how discourse, in particular annotation is perceived and this appears to relate to cognitive resources that a more sophisticated reader would develop. When I say cognitive resources, I mean the ability to refer to a wide range of literature from which to assess the importance and relevance of a point that is being made. This relates to the theme of rhetoric because I had to try and understand it whilst making the same mistakes in discourse the theory related to. Again, this referred to meta-cognitive understanding but there are linguistic traps. For example, the process of distinguishing something to be true or false means a researcher could mistake the intentions and actions of themselves in the process. As

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the research themes suggest, a lack of a reflection may lead to the misunderstanding of others intentions and actions which may impact on the research themes. With this potential for error in negotiating the boundaries of understanding, the methodological choice of Ricoeur's textual hermeneutics requires a brief comment. All I have written about Ricoeur's work attempts to gain entry into his textual hermeneutics and its wide range of application: from life, death, good, evil, religion, politics, social policy, linguistics, and philosophy to name but a few. In contrast, a nurse cum lecturer attempting to understand the alien, technical terminology of Ricoeur's work and research methodology may find what they want to find, because they are searching for the familiar to understand the unfamiliar. In other words, my interpretation and my instinct could have been misdirected and therefore I would not know until I read something new in the future that indicated my error (mimesis3). This is a process of mutual recognition, of oneself and another. Language exists to communicate the lived experience to the self and another and misrecognition and misunderstanding need to occur before understanding is achieved. This means misrecognition is at the centre of recognition and new meaning negotiated through a surplus of meaning.

11.7 Conclusion

In part one of this chapter I examined the research themes original contribution to current knowledge and following the chronology of the thesis discussed what I have learnt through the research process. Temporal understanding and the hermeneutic circle were discussed throughout and I identify gaps in the literature the research themes contribute to. The original contributions to current knowledge are identifying in annotation: self-reference in discourse, the hermeneutic self, the persuasive and rhetorical nature of annotation, the "defence of nursing" from technology and pressures in society that impact on nursing integrity. Lastly, the unconsciousness of the annotator and student were also explored as a contribution to the

literature. The original contribution to exploring the meaning of annotation in nurse education is the synthesis of Ricoeur's textual hermeneutics, and for the first time offering a phenomenological perspective which adds to current knowledge. In part two, I examine the strengths and weaknesses of the study and limitations of the work. I discussed recognition, misrecognition, the hermeneutic self and mutual recognition. By exploring the meaning of annotation in nurse education some of the phenomenon now identified in the thesis can now be read, analysed and implemented into practice by annotators and students alike.

Chapter Twelve

Recommendations and implication for practice

12.1 Introduction

This chapter discusses recommendations and implications for nurse education practice.

12.2 Recommendations

In reply to the initiating questions, what could textual hermeneutics add to annotation and what meaning it has, the first recommendation is to acknowledge the lack of theory informing annotation. Therefore, annotators should now be able to identify the various processes involved in annotation such as: the interpretive bias of the student, and annotator, the use of rhetoric and all of its sub themes, the ethico moral motivations behind annotation and nurse education. Lastly, the conscious and unconscious mental processes that underpin annotation are now both theoretical and evidence based.

12.3 Training

QAA (2012b, p. 15, indicator 4) suggests everyone involved in effective student learning are appropriately qualified, supported and developed. Currently annotators are generally ill prepared and uninformed about annotation theory and the evidence of its effectiveness. The implications for practice from this thesis suggest annotators may benefit from training on different aspects of annotation practice, such as linguistics and interpretation. Therefore, post graduate teacher training should include theory and evidence from annotation research.

12.4 Transferability

In the context of this thesis nursing lecturers were known to collaborate with the assessment, teaching and learning for professional education programmes of midwives, counselling and psychotherapy, occupational health, medicine, physiotherapy, homeopathic and complementary therapies, paramedic and operating department practitioners. This is reinforced by the fact nursing lecturers' work collaboratively within multi professional teams, both pre and post registration suggesting that there is mutuality and shared purpose due to the collegiality, the NHS and mutual benefits as citizens.

12.5 Formative and summative annotation

The QAA (2012a; 2012b) suggested assessed work with written comments and the return of annotation in the marginalia or end comments on an essay to the student. The QAA (2012a, p. 14) suggest feedback should be continual and timely and include dialogue and engagement between the lecturer and student. A recommendation from this thesis is therefore for the annotator to engage actively both at the formative and summative stage of assessment. The QAA guidelines suggest there is little difference in the timeliness of annotation however the research findings suggest the most productive annotation feedback is formative, in person and over time.

12.6 Promoting student reflection

The research theme of the reflective consciousness and slippage identifies students' perception of annotation contrasts between positive and negative. The annotation feedback in one mental health student interviewee evoked what could be described as an atypical reaction. Atypical in that the interviewee was alone in disclosing the emotional effects of the annotation received. Students' pasts are relatively unknown and undisclosed and the impact

of childhood experiences and deciding to become a nurse are important. The past experiences may or may not be dealt with cathartically. Therefore, annotation is one possibility for reflection and when a student perceives annotation to be of significance, whether good or bad, they may benefit from reflecting on the processes involved in order to make sense of any evoked feelings. The promotion of theory to reflection would also move from being overly descriptive to be theoretically informed.

12.7 Discursive versus scientific essays

Due to the implementation of the Bologna process (1999) there is less likelihood of self-disclosure in essays that promote a scientific approach to nursing, in contrast to discursive and reflective essays (see chapter 2.6). Essays that promote an objectification of knowledge and nursing allow the student to hide in the text. Therefore, what the nurse really thinks and did remain undeveloped and unchallenged. This issue was explored in the research theme the reflective consciousness and slippage and promoting reflective practice for students (see recommendation 12.6) during their training would challenge any objectification of patients, and identify through self-disclosure students with the potential to do harm. Therefore, there is a need during nurse education for balanced assessment with discursive essays and opportunities to learn from annotation.

12.8 Promoting annotator reflection

The QAA (2012b, p. 14, indicator 2) suggests effective teaching and learning support should ensure that staff reflect on their practice from a variety of sources and maintain a practical focus. The policy guidelines do not mention annotation but there is implied concern for it as a teaching and learning supportive method. The lack of detail therefore means there is little or no focus on annotation specifically. QAA (2012b, p. 21, indicator 9) also reinforces the use

of personal professional development to reflect on practice. This thesis has highlighted the issue of a lack of reflective practice during clinical nursing experience could possibly impinge on higher education practice because this is the workforce lecturers are directly recruited from (see chapters 1.2.3 to 1.2.5). As the research theme the reflective consciousness and slippage identifies, the issue of unconscious messages, subconscious triggers can be projected through annotation. Therefore, annotation comments may offer the annotator a valuable insight into their thinking processes in particular any slippage. The existing peer observations process, which generally does not focus on annotation as a reflective resource, is therefore a reflective opportunity. Annotation could also be added to the list of potential observed practice.

12.9 Technology

The QAA (2012b, p. 18, indicator 6) reinforces the use of technology to enable student learning including a virtual learning environment. The policy makes no suggestion regarding a need to be critical of its pervasiveness in professional education such as nursing. In order to counteract the risks of reduced face to face contact in supervision, annotators should make every effort to meet a student in person before and after the essay has been submitted to discuss annotation further.

The reasons for the above recommendations are found in chapters seven to ten which examine the impact of annotation, whether digital or handwritten. Due to the advances in technology the use of digital annotation appears to have largely replaced the use of handwritten annotation because students submit their essays online, they are marked online and read online. This issue about technology has of course benefits and risks. Benefits are ease of access for distance learning, reading and writing annotation, the use of anti-plagiarism

tools, data collection, data sharing and being able to track something has been read. The risks however are that the uncritical acceptance of technology within higher education risks devaluing what was once valued, and that is the need for personal, face to face contact and developing rapport and influence of a student through a professional educational relationship. This persuasive relationship was examined in the research themes of rhetoric and a person centred theme of individualism reinforcing the notion of the shared experience when communicating professional attitudes of nursing and patient care. The importance of annotation followed by a face to face meeting is more likely to improve the clarity of discourse because any misunderstanding can be further clarified.

12.9.1 Implications for further research

The impact of digital and handwritten annotation would indicate that the former is less communicative and the latter more complex than originally thought. In the latter, one student could identify the tone and mood of the annotator before she read the annotation and this indicates perhaps more traditional forms of communication still have a lot to offer on a symbolic level than digital forms of communication. For example, when reading a student's paper essay, one could sometimes smell coffee, cigarette smoke, damp or even a curry. Sometimes the pages would be stained with a coffee mug ring or have thumb prints on them. Now all extraneous information is removed and sanitised in the pursuit of technological progress. The technological implications for nursing and annotation however, may require further research because of their potential to promote alienation and a disembodied experience.

12.9.2 Recommendations and implication for practice

The recommendations and implications for practice presented in this chapter are related to current QAA policy guidelines, discussion in the thesis and the research themes. The recommendations suggest practice can be improved if annotation is reflected upon by all involved because annotation has the potential to support teaching and learning if it is viewed in less generic terms from other forms of feedback. However, annotation, due to the research themes discussed in this thesis, is unlike other forms of feedback because of its unique situation on the page of the student's essay.

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Appendix 1: An example of the hermeneutic circle and the literature review. Annotated notes made over time when reading Feito and Donahue's (2008) (see chapter 3.6 to 3.6.1).

[The page consists of a journal article first page with extensive handwritten annotations in the margins.]

Handwritten notes (top):

(3) Salvatori
Description, naming phenomena — (what is this?)
Discusses hermeneutics, reception theory
Difficulty quote — (P.1) — "the difficulty is we do not face difficulty soon enough"

Handwritten notes (left margin):

(3) KEY
① Initial annotation
② Re-reading annotation
Following reading of relevant text (Iser, Ricoeur, Salvatori & Donahue)
③ Further notes made
"Difficulty" of text

(3) Salvatori & Donahue (2005)
Difficulties?
- Strangeness of text
- Not know of how to get started
- ambiguity of words
- tedium
- connotation
- historical remoteness (resonance)
- misunderstanding
- mis-interpret
- uncritical reading

Strategies (3)
- Annotate-bracket/highlight words
- play with words
- id pre / understanding
- review reading process
- trusting a response
- testing a response
- slow down reading
- difficulty seen as an opportunity
- try not to do it all at once
- Hybridity — two kinds of components

Iser
Ricoeur
Barthes

Printed text:

A&H

Minding the Gap
Annotation as preparation for discussion

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ABSTRACT

This research project examines classroom discussion in its relationship to reading as made visible through the practice of textual annotation. In order to develop a rich description of student reading/discussion processes, we targeted multiple undergraduate seminars at a liberal arts college as they encountered the first two Acts of Shakespeare's *King Lear*. We collected triangulated data from these class sessions including targeted reading surveys, student reading annotations, naturalistic observation of real-time seminar discussion behavior, and student reflections. Our analysis of the students' annotations relies upon reading theorist Wolfgang Iser's conceptions of interpretive gap, consistency building, and individual repertoire. Our discussion considers the theoretical implications of this local, in-depth data for the broader analysis of student reading and discussion practices.

MOST DISCUSSION-BASED COURSES — first-year seminars, capstone courses, writing courses, numerous courses in the Humanities and Social Sciences, the occasional course in the Natural Sciences or Engineering — make significant use of assigned texts. Such 'readings' create opportunities for students to confront provocative and difficult ideas, to build upon them, challenge them. Of course, dialogical work of this kind does not just happen, but must be carefully prepared for. And one way in which students prepare themselves for intellectual engagement — or so the story goes — is by writing themselves into texts through annotation. By circling words, registering

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Handwritten notes (right margin):

① Buy the book ②
realised after reading
Have gone "BEYOND" the "Margins of the paper"

③
the notion of "difficulty" as a challenge to what the reader knows about something.
Allow for discussion & building on the difficult ideas.
How does this work? Donahue

Find text
reference list
shows that it works?
Salvatori & Donahue write a book on difficulty reading text

essay, suffice it to say that both, although in different ways, draw attention to the role played by readers in the process of meaning-production. Iser is concerned less with matters of authorial intention or expression (although he does not ignore the fact that texts are written by authors who have ideas in mind), or with issues of cultural or historical determination (although he also recognizes the status of language as social instrument) than he is with the nature of the reading process. How do readers read? What are the moves they make? What do they identify as important? These are the kinds of question that interest him, and they are also the kinds of question that interested us. In brief, reading, for Iser, is not a process of passive assimilation; it is foremost a process, a process in which texts emerge in the dynamic interaction between what can be understood as residing 'on the page' and what can be understood as being put into play by readers who carry with them a rich repertoire of assumptions, beliefs, habits of mind, and literary knowledge. As Iser explains, reading 'animates' the text: while 'the written text imposes certain limits on its unwritten implications . . . at the same time these implications [are] worked out by the reader's imagination' (Iser, 2006: 956–7). Iser's theory of reading grants to readers considerable interpretive autonomy. However, he insists that a text includes features that readers must recognize: his is not a theory of 'anything goes'. Terms that appear throughout his work include 'creative', 'dynamic', 'interplay', 'anticipation', 'retrospection', 'gaps', 'repertoire'.

While Iser's study is rich, produced over decades and revised throughout his lifetime, a selection we found particularly applicable to our study is 'The Reading Process: a Phenomenological Approach' (which appeared originally in *The Implied Reader* – Iser, 1978). While the analysis of the reading process it offers is quite complex, the ideas that we have found most applicable to our project can be summarized with minimal distortion. Iser begins with the basic component of a work, its sentences. He defines those sentences as making 'statements, claims, or observations' or conveying 'information'. However, while sentences must be plumbed for what they appear to say (or not say), sentences only partially constitute the text *qua* text: 'they remain only elements and are not to be identified with the full text itself'. The text only begins to emerge when a reader 'climbs aboard', when readers employ their imagination in discerning or deciding how the linguistic elements connect or relate to each other (Iser, 2006: 957, 955).

Following Husserl, Iser explains that one way in which readers establish connections is by forming expectations, expectations which, he notes, are 'scarcely ever fulfilled in truly literary texts' (which is why interpretation is an interminable process). However, while expectations are always being formed, they are also always being interrupted, thwarted, undermined. They can lead us 'off in unexpected directions' (Iser, 2006: 959). Thus for the reading

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dynamic to keep going, readers must not only form expectations about what lies ahead; they must also always look backwards to determine where and how a particular pattern may have emerged. Reading is, therefore, a process of retrospection and anticipation. Another way in which Iser discusses this process is in terms of 'gaps'. A work contains a huge number of moments of disconnect or difficulty which readers must contend with in some way in order to keep the reading process in motion. Importantly, for Iser, different readers will fill in these gaps in different ways, since they bring with them their 'own particular history of experience', their own 'consciousness', their 'own outlook' (Iser, 2006: 958). This tool-bag of possibilities for gap filling that readers bring with them is referred to by Iser as a 'repertoire'.

While Iser builds on this idea of a 'repertoire' throughout his career, for our purposes here we will subdivide it into two major categories: an individual repertoire and a literary repertoire. The individual repertoire consists of personal background (gender, ethnicity, race, class, experiences), assumptions (or ideologies), value systems, acquired knowledge (so that who readers are is inflects how they read), while the literary repertoire consists of ideas about literary structures, devices, histories (so that what readers learn about also inflects how they read: the more sophisticated their education, the more nuanced their identification of gaps and the richer their strategies for negotiating them). Of course, it can be difficult, at times even impossible, to distinguish between an individual and a literary repertoire, since Iser would say that the processes of interpreting texts are acquired and not innate. But his larger point seems to be that there are ideas about literature and methods for studying them that are specific to the disciplinary study of literature itself and can be separated, even arbitrarily, from the general experiential base that a reader has acquired – or has been socialized into – throughout his or her life. As Iser explains, while every new text read by readers represents an addition to their repertoire in general, readers do not just passively assimilate a text but read in ways that either confirm or challenge their repertoire. The more sophisticated the reader, the more likely he or she will be willing to challenge their repertoire.

Let us end this summary by mentioning one expectation that Iser believes most readers share: unity. As he explains, readers group together certain aspects of a text 'to form the consistency that the reader will always be in search of' (Iser, 2006: 965). Readers engage in 'consistency building', attempting to establish a unified meaning even if that means ignoring anything that might threaten it. Iser's elevation of unity to near universal status has been a source of complaint about his work, especially in the wake of deconstructive theory, which argues otherwise. But whatever the theoretical legitimacy of this drive to unify, the fact remains that at least in the USA, most high school English

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classrooms emphasize a thin formalism in which textual unity is indeed a powerful expectation. The recognition of this pedagogical bias highlights the special importance of Iser's work to an analysis of student reading. As we will discuss in the following sections, it is possible to classify student annotations in terms of identification of gaps, negotiation of gaps through repertoire referencing, and efforts to build consistent viewpoints. Such classification not only provided us with a way to manage our data, it also highlighted the ways in which student readers implicitly theorize the work of reading.

A TAXONOMY OF ANNOTATIONS

Using Iser, we have organized the annotations into four major groups: trackings, identification of gaps, individual repertoire and literary repertoire. We are also currently studying the ways in which individual readers attempt to 'consistency build' as they navigate their way through a particular text, but we are not providing that research here. However, we do identify a few annotations that could be understood as performing this function. Provided here are examples of each category type in addition to preliminary commentary.

TRACKINGS

This category represents the effort of readers to register what they are reading in some way, either through underlining, highlighting, questioning, or paraphrases. Especially in paraphrases, such efforts represent a reader's desire to translate what is being read into familiar terms. But any mark or encapsulation might serve to help readers 'climb aboard the text', acquire a point of entry in order to begin to construct a reading. In these extracts, we have provided examples of paraphrases, followed with line citations indicating their approximate position in the text:

'Lear divided his kingdom in three for his daughters' (I. i. 37–8).

'Regan tells Lear to ask for Goneril's forgiveness' (II. iv. 144–50).

'kicks knights out' (I. iv. 231–44).

'Lear angry at Kent' (I. i. 160).

We have also placed in this category comments that suggest a reader's frustration at not being able to track the narrative. For instance, one student's only annotations were repeated questions marks in the margins until he finally, at I. ii.104, wrote in bold capitals across the page: 'WHAT IS GOING ON??!?' After that, he stopped all notes and his survey responses indicated that he had stopped all reading there as well.

'This is like the story of Edmund and his father, he thinks his father is too old to be in power' (I. iv. 247).

'love = business arrangements' (I. i. 63–8).

'quickly turns on his son. Why so scared of Edgar and not suspicious of Edm? Money? Title? heir?' (II. i. 57).

'maybe a young's heart understands love best?' (I. i. 108).

INDIVIDUAL REPERTOIRE

This category represents annotations that suggest that certain moments have attracted the reader's attention because of concerns or issues that have personal significance for the reader. They frequently involve establishing blame or comparative fault.

'such a liar! He is in it for himself and gaining wealth and power' (I. ii. 69–70).

'daughters only want power, greedy!' (I. ii. 312).

'dismisses daughters very easily, going to end up *alone*' (II. iv. 218–30).

In some cases, these types of annotation take the form of questions clearly intended for subsequent discussion purposes:

'what blinds Lear from seeing true love?' (I. ii. 286–8).

'Is it wrong for Goneril and Regan to do this to their father?' (II. iv. 272–3).

'Who should we sympathize with? Lear or daughters?' (I. v. 1).

'What are Ed's true motives/goals? Wealth or recognition bc of bastard status?' (I. ii. 182).

'Who is more at fault, Goneril for not respecting Lear or Lear for thinking he is in control of everything?' (I. iv. 258).

The last three examples display questions with embedded either/or comparisons. They may emerge from a personal repertoire that includes moral 'debates' as a familiar form of discussion. These annotations may be informed by this conceptualization of 'discussion as debate'. (See Tannen, 2000.)

LITERARY REPERTOIRE

This category suggests a language for literary understanding that these students have brought with them, a language that they employ as 'natural' and 'obvious'. Evidence of a literary repertoire can be found in the use of 'literary' terms:

'hubris' (I. i. 238).

'similes' (II. ii. 69–75).

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'rhyming speech' (I. i. 256–67).

'youth vs elderly motif' (I. ii. 181–2).

'Fool's sayings foreshadow what is to come' (I. iv. 115–24).

the recognition of allusiveness:

'Bible reference' (I. iv. 284–5).

and the identification of 'lessons':

'Lear's lesson: modesty' (I. iv. 114–24).

'Love not a product of flattery' (I. i. 77–9).

It can also be found in a kind of reductive moralizing where the students believe that the 'moral' of a speech is something easily reduced to a cliché, or two:

'action over words' (I. i. 77–8).

'words mightier than sword' (II. iv. 158).

'don't jump to conclusions' (I. ii. 85–6).

CONCLUSIONS

We began this article with a mention of the importance of textual annotation to class discussion. That is the larger consideration this project was initially designed to examine, but we soon realized that before we could confidently establish a meaningful relationship between annotation and discussion, we first needed to classify the annotation data in terms of interpretive negotiation. To be sure, this will not be the only time when we will need to take a step 'behind' in our thinking. For example, to identify what kinds of annotations lead to productive discussion, we will need to articulate the qualities of a 'productive' discussion (pedagogy, like interpretation, is truly a process interminable). Is discussion most 'productive' when students are enabling each other to 'climb aboard' a text, or when they are sharing components of their personal repertoire? Is discussion most productive when students identify gaps which they can then collectively fill, or when they put into play a pre-existing language for the 'processing' of literary texts? In addition, we should mention that our initial exploratory data contained tallies of discussion participation, but the coding schemes were not calibrated to the theoretical model that we ultimately used to interpret the annotations. In the future, we hope to collect real-time discussion observations (accompanied with preparatory student annotations) that specifically address questions that arise from the reader response model that we worked with in this article.

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While there are many, many possibilities that we still need to 'climb aboard' ourselves, let us at least gesture in a particular direction: the importance of the difference between private and collective reading. As suggested earlier, when Iser speaks of reading, he seems to have in mind a relatively private process, carried out in isolation. When students annotate their texts, it is likely that they are reading in private (although we do not know for sure). But we do know that when students begin to articulate for others in the classroom what they have read, they are creating a new type of interpretive encounter: they are reading in public. It is likely that what students assimilate through public discussion will influence not only their rereading of texts (we have collected data on rereading which we will discuss in future essays) but also how they annotate texts: what they see and how they classify their perceptions. This possibility is significant to us for several reasons. First of all, as we have already indicated, it suggests that what Iser names 'individual' repertoire may not be personal at all, but may consist of 'social talk' or the kind of imbricated discourse that Mikhail Bakhtin (1982) emphasizes in his work on the dialogical (at the end of the category of 'individual repertoire', we have placed some examples of such 'social talk'). Second, it also suggests that for pedagogical study a meaningful addition to Iser's categories might be 'collective repertoire': a category that would foreground the circulation of language(s) during discussion and the appearance of such language(s) in the 'private' work of annotation. A 'collective repertoire' may even be extended to include as large a group as an institution itself (and groups even larger). We have already mentioned that St. Mary's (the site of the research) is a small liberal arts college, but it is also a religious college where one would expect moral considerations to be highlighted: as we saw in our annotations, this is precisely the case. In addition, as freshmen, these students have all been initiated into these seminars with a semester of classical Greek works, emphasizing the Platonic dialogues. We saw indications of this part of their collective repertoire in annotated questions dealing with the definition of abstract qualities (e.g. 'what is true devotion?' at I. ii. 182).

As we hope we have demonstrated, even in a study in its early stages, an effort to 'mind the annotative gap' – to consider what is both said and not said when texts are studied – opens up a rich array of possibilities. What is initially framed as a study of a particular reading practice becomes transformed into a study of the practice of reading itself, of the buried assumptions that teachers as well as students bring to the collective enterprise, of the ultimately public nature of the work of meaning making. Our particular research process represents one possible common trajectory through which theory informs and permeates this kind of enterprise. As we more systematically investigate it, our students' work may demand that we further explicate

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Appendix 2: An example of an edited transcript with lecturer 8

A Annotation is one of the most powerful teaching aides we've got, but it has to be used at the right time, before and during provision – it should be continuous. But I think it's like a hit and run, you get an essay and it comes via computer, grade mark whatever, and you put your asinine comments in there and you are firing all sorts in there - if you've marked 15, you've seen the same reference 13 times and suddenly your tone changes and your grammar changes. Your frustration comes out on this poor unknown students' feedback. You hand the thing back in and it goes back to the student and he opens it up – "whoa, what have they said about it, I'm crestfallen here". His mate might say "hey, who marked you?" "(anon)'' "He said this about my feedback, you should see what he said about mine, I'm fed up with this place, I'm going to leave, I've had enough of this place". "Why don't you go and talk to him?" "Well he said at the bottom to go in and see him but I don't feel like it because if he says this on paper (I've heard he's a bit of a hard marker) what's he going to be like?" Whereas, if they come in or if I had used feedback properly, or if I hadn't started to personalise the feedback to that extent, I've lost all objectivity rather than being neutral I've become frustrated. There is a danger when you use feedback, you can invariably become quite hurtful and depersonalised and out of context. The problem is that it requires us to put a bit of effort in with the students, that's what I'm here for.

Q *Does it make a difference having that as a working philosophy for your practice, making a difference through teaching and learning to nurses to develop and transform and think out of the box and see them as individuals as a priority, but isn't there an odd parallel with the NHS and organisations as it is, which sees people as numbers and so does higher education, but you are making it a personal experience?*

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A   "What are we here for? Do we care for the person, the product, the system or do we care for the person within the system? What is the answer, I think of the person first and that drives my practice... Think about the Ombudsman and Francis report, they are just the tip of the iceberg and I want to instil in our nursing students the need to be advocates, be critical and courageous. That's what I've done for the majority of my career so that's probably what my philosophy on care is. It should be individually tailored care and not generic and you could almost draw those parallels with annotation feedback … so I can draw a lot of parallels from my clinical practice. A lot of lecturers say (I've heard them saying this) "I'm not going to make any notes; you make them. Person centred, student learning like the old way, we can learn in theory. It's a learning journey, it's a process, how can you tell if they've captured what's required? Think about the Ombudsman and Francis report, they are just the tip of the iceberg and I want to instil in our nursing students the need to be advocates, be critical and courageous. That's what I've done for the majority of my career so that's probably what my philosophy on care is. It should be individually tailored care and not generic and you could almost draw those parallels with annotation feedback where I use pat sentences, generic feedback for everybody, so I can draw a lot of parallels from my clinical practice…. What I care about is, the student comes in and they sit down, if they are a bit woolly at the beginning of the session when they leave, they understand. My parting question to the student leaving this office is "do you understand what we've been talking about and have you got enough records?" A lot of lecturers say (I've heard them saying this) "I'm not going to make any notes; you make them". Person centred, student learning like the old way, we can learn in theory. It's a learning journey, it's a process, how can you tell if they've captured what's required?

…They came in and I got them to talk. It took about 3¼ hours for her to work through the essay. I had time and she had time and we went to about six o'clock and because I had time she understood. I said for her to take my feedback and take my annotation, go away and come back, and she did. By the process of three or four supervision sessions, I annotated and re-annotated and then we went through them together. I didn't do a great deal but I just gave her permission to verbalise what she wanted to write and I just showed her what to write. She didn't get an outstandingly high mark but she did show an outstandingly high understanding and every time she came in she had a folder full of the essays that we'd written in chronological order. I could see by reading, (like handing over a baton), as we had written stuff as I'd given her permission and examples of how to write – she developed to a point (by about the third session) where she was off on her own and she felt confident because she'd seen me. I actually thought she was going to complain about the mark but she thanked me so much for the time and effort I had put in. No matter where she is at, whether she is a Chief Executive or working two or three days a week she will treat people with respect because we treated her well and supported her. It doesn't matter about the system, it's just me and her both sitting together to talk about the annotation, like a focus for a conversation. We annotated. I think there is a link there and it's what goes with the annotation, the investment in the student and it has to be done with the student. Right there face to face, or live on the end of the phone -I've done it with a webcam before and that does work or the other end or Skype© and held up the annotation to the camera so they can see it. But it's really person centred student learning like the old way... is a learning journey, it's a process, and how can you tell if they've captured what's required.

Q   *Another key thing is your efforts to make a difference to the student nurses training, they will then qualify and make a difference and impact on other students who do their training and it's almost like reinforcing their principles in nursing - caring and compassion and all of the six c's which count and actually not only talking the talk but walking it and demonstrating by keeping time, effort and interest in that individual.*

A   Firstly, do they demonstrate an understanding of the topic - are they safe? For my mind, even if it's badly written, that's an academic issue which we can deal with and I might call them in or refer them straight to their personal tutor if it's an academic issue. I'm asking if they have a grasp of the concept and do they understand and not only grasp but a safe grasp. Over the past couple years of marking, there have been a lot of essays where they weren't particularly academically outstanding in that the syntax was wrong, the grammar and punctuation was wrong, but the level of knowledge and understanding was wonderful. I've also read some wonderful works, technically precise but from a nursing perspective, completely imprecise. So, is it relevant to the module learning outcomes and the aspect of nursing that it's testing it on? That's what I'm looking for. The level of understanding, and can I be confident (not just as a lecturer, but as a professional person) that if I left you alone on a Saturday afternoon or Sunday morning in charge of a shift with two healthcare assistants and a first year student nurse, are those people safe in your hands? That's my benchmark because if not, we will do it again and hopefully you will come and see me for supervision. So I challenge on that basis - are you safe and are you a comfortable practitioner? The rest of it we can work on. No one died of a misplaced comment in a reference list. What you might do, if you misplaced that comment, if you talked about clinical values, blood pressures, that's what I'm interested in.

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Q   *So when you read it…you ask…what they thought and therefore it's a positive experience and productive.*

A   I tell the students that when I mark I will be objective. The feedback I give the students is not warm and it's not cold, it's completely neutral. I pull out the good points and I pull out the bad points. A lot of people write things in like "thank you for the assignment on nursing care Mary, (I don't personalise) the focus is purely factual, you explore the care of someone, you highlighted several salient issues which is this, this and this and the areas which you identified as particular interest in point in relation to this. However, there are a few areas where you may wish to focus on and I have noted the following items for your benefit. Same as the reference, I pick out every single reference and error. The reason for this (it's only worth 10 marks) is precision. Precision doesn't bother me but it's to show the students that we should be precise. If I've dropped them marks because of this, yes I've got the threshold of safety, where they could have improved their academic writing too because its 40 per cent safe, but I'd like them to see where they can improve. They might never improve, they might do, but they might never.

Q   *Back to the issue of care – the extra care and effort (sometimes 6 times, sometimes 3) you put in – means you actually do care to get them through, so what triggers your motivation to put the extra mile in and get them to pass?*

A   They've asked for help. I've a duty of care to the people who I care for. I'm not going to apply a paternalistic blanket over all the students. But if someone asks me for help, I'm not going to fob them off. I say "yes, come in, you want my help but I want an hour of your time" …. I came into nurse education to try to improve my profession and the way I do that is to show these people that it can be done. And by inspiring one or two, that's the way to do it. I actually genuinely care about them so if they know I

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care about them then they might care about other people. That's what helps me to sleep at night because if I start to contemplate the other then I won't sleep and that's when we lose faith and its game over…. I don't write it for the students, that's the whole point in my annotation, they are writing it. What I'm doing is using some sophisticated communication techniques. That's what you pay me for because someone interviewed me and thought I might have the skills and abilities (although I don't sound like it) to inspire and take the profession forward. I do it in a blunt way, I communicate and talk to them and use the skills I've used with people in A & E departments, in clinics, on clinical ward, in an operating theatre (whose anxious) and I talk and use those skills - eye contact and body posture, recognising boundaries, feeling empathy, intonation of voice – and I'll tune in to the student. Because I should be able to do that rapidly as a senior nurse, and what I'm doing there is hooking into a student in an individual basis and I want to know what they're like, what their fears are and then I probe. I probe and I probe. I say "how are you?" and they say "oh, I'm ok" …Same with the student, I go under the skin and try to bring out their hidden academic genius or underpinning knowledge, it's about safety.

*It's like a **dark art** because no one teaches you what to do...maybe the annotation is just a veneer...not the real issue here but it involves capturing the thoughts I had about the essay at the time of reading and if we do meet the use of time when sitting with the student. Reading back the annotation with the student helps them to make changes and we can talk about what the annotation meant to them and me. We can use the time to discuss the temporal nature of reading and understanding the annotation within the narrative of the essay. We can come to some sort of agreement of its meaning. That's why annotation without the student being there to make the changes to the essay

content is pointless...the dark art is in the issue of time when the student reads to write for the essay, then reads their interpretation of what they have written, then reading the parts and the whole. Then you add the same process for the annotator, drawing from time and experience and then get them both together in a room to discuss what essentially is both their understanding of the narrative at that moment in time...clearly interpretation changes in time.

Q   **Could you clarify what you meant when   saying that annotation is like a "dark art," that no one teaches you what to do, and that annotation maybe just a veneer? You mentioned safety before that and I wonder what you meant.*

A   They write it not me. I never say you should do this or do this, I might make suggestions "what about this?" I might pose a question that triggers a response but they offer the answer. I offer them a way of writing it in a slightly different way and that takes time and that takes skill which is what we should be able to do. But I don't think we should cast the student adrift because not everybody knows the mysterious art of moving from the different levels of description to critical analysis. It's about putting the time in with students and if you ask someone if they know how somebody can write something if they clearly don't know how to write. We get paid a lot money and it's a craft, an art, to do what we do and we should use the skills. Yes, caring is part of it but the skills should be to communicate with the student for the betterment of them, to improve their standard of life and their standard of living, health of the student. Life and wellbeing. We've all been awake at 3am, panicking and not getting it, we've spent days looking out of the window with mind block and not being able to write a sentence, watching westerns or playing video games which relax the mind. We, down the line, have these problems, what are these people like?

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Q   ***When you are with a student, it's about finding out what's within them, perhaps understanding is another aspect. So it's finding their understanding and the meaning of the words they are using or how can they get the message more clearly or succinctly on the page. What is in them, but you are trying to get it out of them.*

A   …Bringing the computer up and writing things down, we capture it. The annotation is just capturing the discussion at the time. Because someone has said they are not good with words, nobody has sat down and shown them, and asked "tell me what this says" or "tell me what you read here". But it requires pen and an ink cartridge and a student next to you. It's a powerful medium on many levels but I don't think people give it any thought as to the significance. I have always done. I will not supervise without writing something down as it's like a snapshot, its capturing that one point in time, knowledge and understanding at that time.

Q   *It's also promoting collegiality, avoiding the perception of authority from a de-contextualized feedback comment. You are with them and modelling good eye contact and empathy – all the things you mentioned – therefore it sounds like a very powerful process.*

A   ****We are unbelievably powerful people and we have the power to inspire, enthuse, intimidate, frighten, de-motivate and destroy or not care. We can do that with our looks (because we are all experts in communication), what we say and certainly what we write and I have become aware that annotation can carry that attitude. I have been a senior nurse and I came into education because I wanted to change the standard of healthcare practice and when I need to be, (and I have been) I make some harsh decisions, but not ruthless, and I've removed students from this programme and sleep nights, because it's for the right reasons, for their benefit or for the benefit of the service. We are unbelievably powerful people but when the students come in here, I

see this as "we are all nurses together; the difference is that I have my registration... Every student that comes in susses out that they will get a posh cup and now I've none left. "They say "what, you are offering me a coffee?" Again, role modelling. In a few years' time you might walk in and you say to the most junior person in the organisation, "do you want me to make a cup of tea?" It's more than that….

A   Because I am caring for the student nurse, I want to inspire and care for them. My approach is the same "how are you, how many tissues do we go through in this office?" ... Pre-registration, post registration, I've not got a problem with, it's the same – we are shaping minds here and trying to get them over the hurdle. I might do it with one or two of them that might not have been able to do it. I care, whatever care is, and it's a nebulous concept but care is offering time to students and treating them as human beings. It's allowing them the opportunity to develop. I'm capturing their thoughts and also a bit of mine on the way but they have to provide the material to work with. My role is to do something with that. But I cannot give them me. I wouldn't want to be me. You couldn't work with a room full of me.

Q   *I appreciate you giving me the time to interview you and your thoughts are very well considered and will be very useful.*

Appendix 3: Research notes from chapter seven

[II] (1)   NOTES   Starts from the taken for granted use of the word "It" starting a sentence.

Identified by it being commented upon in an unusual way. The reaction to the word, which is a normal stylisation, led to thinking why it had such a reaction from the annotator? Why did they think starting a sentence with the word it was inadvisable? Why did others comment when many ignored it & accepted it? What is more (It) starting sentence?

The task of hermeneutics is to "play" with a word in order to open up analysis to new possibilities. The play at the word "it" appeared to be linked to the student grappling to a) interpret the message from reading text and b) developing that knowledge within an essay.

Husserl used the phrase thing-in-itself to refer to how something appears to an individual, and what "appears" is an object / phenomenon / entity or a word / idea / concept. If we move to consider at that the reader substitutes words, ideas [self recognition] and grasping what a concept means then that "thing" is what is being read. Ricoeur talks about self reference and interpreting something through its reference to the reader... The reader may substitute some understanding by renaming "in" the sentence or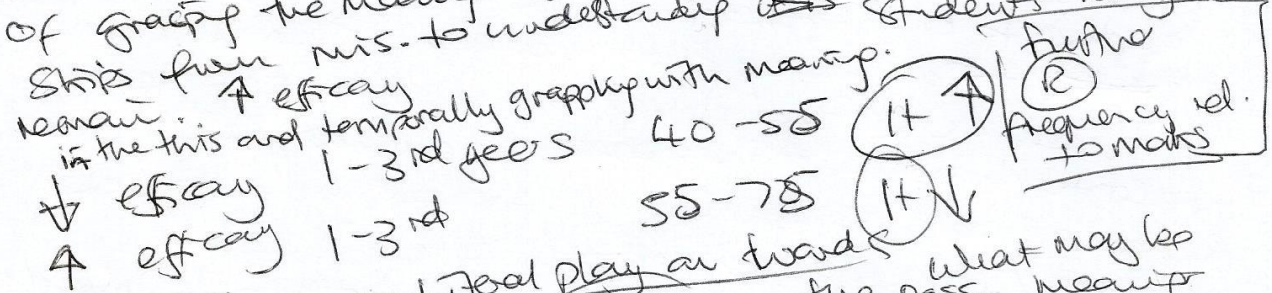 essay and refer that object to their own self – itself. The thing being read is the object and the meaning of it is substituted by the word "it". This is a possibility when meaning is not yet fully grasped.

Or is it likely starting a sentence with the word "If" is a style? Is it likely the student had some understanding of the relevance of what they are reading? Yes if a good essay. No, if words are law and reading self efficacy is low. Then it is likely that essay content will not be fully infused by objective knowledge, then it will be descriptive & superficial and more resonant with the students think view. Hence (It) is more likely to be a process of understanding that eventually becomes better developed and more meaningful.
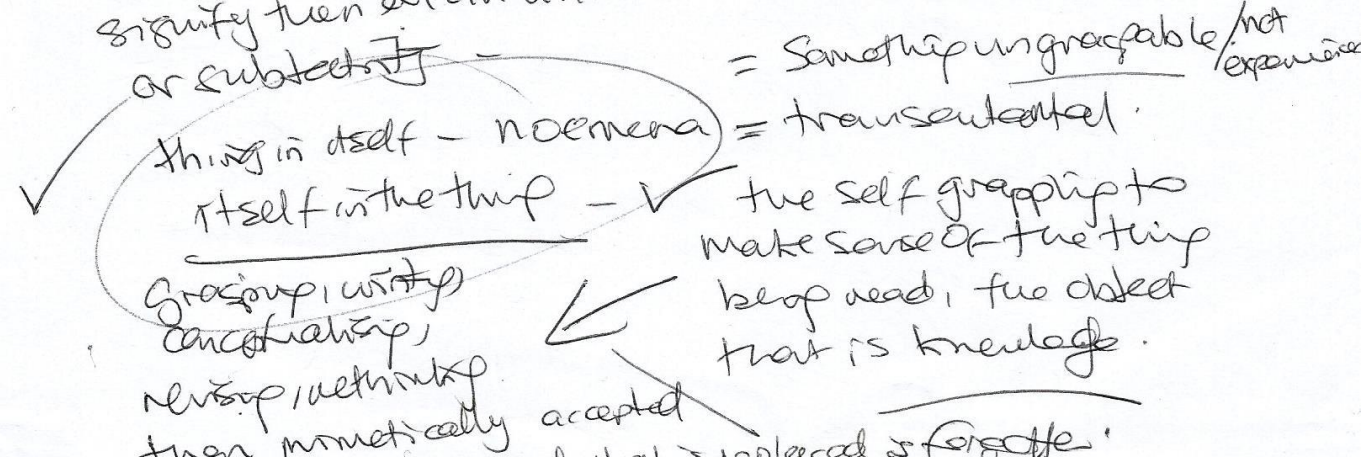
② — The frequency was noted solely to consider how many times the word (it) started a sentence and to determine if (it) related to stage of development & low self efficacy. The frequency suggests (it) was the narrative style for some students. However due to the student reading (the object) as a thing, interpretation is always related to their self understanding of (it) and this relates it seems to self understanding. Due to the process of grasping the meaning of something and the interpretation of grasping the meaning to understanding this students may ship from mis. to understanding this students may remain — ↑ efficacy

in the this and temporally grappling with meaning.

↓ efficacy   1 – 3rd gees   40 – 55   (It ↑)   ② frequency rel. to marks

↓ efficacy   1 – 3rd   55 – 75   (It ↓)

Literal play on towards what may be the poss. meaning & meaning.

REMOVE thing in itself — (Chapter P)

could move to discussion

② 1·2·3 – 1·2·5 Read self consi. Ch ⑩ again — replicate for 7+9

Some annotators disliked (IT) so it was their issue.

Why would they take exception? Possibly because...

(IF) sentence and starting a sentence is non specific. —

What if are they referring to? Is it the last topic of sentence, or "it is" a stylistically out of favour for some.

(IF) signifies a naming issue — what is meant by substituting a topic for the word (it), what does (it) signify then an unconscious need? Object relations or subjecting it —

= Something ungraspable/not experience

thing in itself — noemena = transcendental.

itself in the thing — ✓

Grasping/writing
conceptualising,
revising/rethinking
than mimetically accepted

the self grappling to make sense of the thing being read, the object that is knowledge.

"Shi(it)" - why is this significant? Firstly because it is an immediate reaction it seems to the annotators reading of the word. They state Starting the sentence with the word (it) is poor style, lacks flow, is unspecific and makes the text read badly. (it) reminds the annotator what it sounds like, perhaps if substituted for the word (it). The annotator plays on (it) (shit) to rhyme and perhaps remind the student to use it advisedly. Nursing, even when written about is a physical process, physically writing about something physical and biological. The annotator may be referring to the embodiment issue where (it) is objectifying and distant, not specific and named? (Ben/Neglect extracts) On one level (it) when used to refer to someone is unethical, objectifying and derogatory. Sometimes its position at the start of a sentence means. So the Context may be substituted inappropriately and the students use of it ill-considered & judged. In other words however appropriate to the word is, to save (it) may signify something negative, something disembodied. This is a remote possibility as the essay will have been read and the context noted. However if the clarity clarity of discourse in the essay is poor then the writing style and demonstrating learning has occurred may not be obvious. Because the clarity of discourse indicates understanding + poor clarity misunderstanding and (it) may be more manifest and self-orientated as understanding is filtered through what the student thinks they know about the subject matter. Analysing through the hermeneutic circle? - Staring with the student - what is known about the subject? what is known about history of ideas? Related to the dataset being read? Pre-conceived ideas affecting reading, initial grasp; superficial grasp temporally informed. Many essays are written with minimal development from this initial grasp making interpretation superficial and limited, undeveloped by a wider range of reading. This low self-efficacy reader is likely to remain self-orientated hence (it) may indicate this subconscious stage of learning? High efficacy readers appear to use it more like a style, acceptable, has flow and integrating ideas, assimilating ideas and (it) is much less used.

Appendix 4: Research notes from chapter eight

Rhetoric p. ① (Do I?)

"Saying it well with proof" underlines the craft of persuasion, convincing through the power of logic, reason and probability. The phrase appears to encapsulate the underlying philosophy of academic activities and relates directly to – evidence based practice (EBP) So is clinically relevant. If there is a lack of effort to persuade someone of an assertion then it is likely the persuader does not have the knowledge, facts or skills to use [have or motivation?] suasory discourse. Or perhaps their argument is weak because they are not even convinced of its merit.

This also refers to writing because the reader needs to be informed, to gather information to then interpret its relevance to an argument. So if they do not understand what they are reading and its relevance fully there is the likelihood of writing badly, with a lack of clarity, then with further revision clarity is improved? [which is temporal] yes for the student – yes for me as a student!

The whole theme relates to the same errors I have made, still make and will make in the future. It is about interpretation + misinterpretation. If figures 15-23 identify annotation issues which refer to rhetoric (structure, plot, imitation, flow, coherence, errors/corrections) clarity of writing then surely it relates to my own writing? [interpretation of research data] It is obvious because when I receive feedback my writing is improved because I have to THINK more!

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(P-2) So the irony is I've identified a theme and I'm still writing / thinking / interpreting and making the _same_ errors as the students the annotators are writing about!

Ricoeur / DiYanni, Freadland, Brannar .... academic work

Since reading about rhetoric I can see it everywhere — In the media, in comedy, in politics, "well said but where's the evidence?" In my own writing, my reading practice, my own annotations back to students. I can see it in my colleagues work, in meetings and in every day conversations. That's why when I read "it" I realised they were not "Saying it well" with proof, lacked clarity, coherence and often without evidence / use of the literature.

That makes writing about rhetoric even more difficult because as I'm writing / interpreting the research data I can see the rhetorical errors. I do not understand, I am confused by the theory, I don't know what Ricoeur means all of the time!

IMITATION (mimesis) imitation of _what is being read_, such as how an argument is organised, structure, cadence, key points, signposting, countering, use of logic / probability / open up new ways of understanding? The annotators has a part to play because they will be imitated / model academic clinical behaviors — How something is _said_, what is reinforced, why it is _relevant_ — Feedback offers the student a glimpse of professionalism, trained person extolling the virtues of nursing

Rhetoric,

(Temporality) — lived time / distanciation, KHRONIC

how understanding changes in time. what does mimesis 1-3 mean? How does it relate to the research extracts?

(3) The analogy of water in a glass seems relevant to me. A bit cheesy perhaps but it seems to make more sense when I think of it in that way.

M1-M3

- The glass is the structure holding the knowledge (M.1)
- When full = mimesis 2 — ideas gained through reading. After time the knowledge dissolves/evaporates to reduce the fluid in the glass. — Testing hypothesis, more reading, new ideas & new understanding — Filling in the gaps.
- Mimesis 3 — the latest realisation at the time, in the moment — Therefore M3 is in perpetual motion between M2? (Sections 8.5.1 - 8.5.3).

— This whole process is paralleled in (all) aspects of the thesis — chapter 3 literature review, designing the research methodology, writing chapters 1 & 2, the interviews, figures 15-23/24 table (16), my pre-conceived ideas, my clinical practice, reflections, personal life? publications, reading hermeneutics, especially Ricoeur, reading, revising, rewriting the thesis in a perpetual temporal process. Even writing the themes, re-writing over time, after feedback, after years changes their relevance, their meaning, their potency/poignancy.

○ My understanding/misunderstanding involves the hermeneutic circle, which inherently is temporal.

● I've used mimesis 1-3 in the research process in chapter six — in fact all of the thesis.

● Find it very difficult to identify/present the stages — perhaps M3 is the most obvious, perhaps in an argument M2 ⇒ M3 can be viewed?
TEMPORAL STATE OF FLUX

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Research extracts   Reductant

Define it to understand it

"A dark art" and the use of metaphor. What is metaphor?

The lecturer (8) was the most eloquent and thoughtful about connotation with a style of teaching which actively used annotation by sitting with a student, asking questions, and then "show-p" them how to improve the students essay.

- The lecturer demonstrates in the interview mimesis 2 & 3

- they articulate their view and in the telling of the story begin to identify new realisations. The lecturer even states how refreshing it is to be interviewed. Therefore, this is a good example of (M1-3, and in their realisation of annotation being a "dark art", with an awareness of their position, power, the veneer of annotation, perhaps a "thin" veneer? The annotators inspiring, transformative attitude to annotation was inspiring to me too.

At the end of it I felt transformed too, just like one of their students. I know how it felt, I could feel their enthusiasm about teaching and tearing, and an appreciation about annotation I could only wish to emulate. Therefore, I see in the lecturer's attitude to annotation that when stating "a dark art", they also meant annotation to be the opposite, to illuminate, to inspire, to "show", to guide and aspire to something new, something brought to light.

✗ The veneer is the opposite of the whole attitude lecturer(8) projects (see appendix 3) which seeps into their very being. The veneer is what some lecturers project but there is meaningfulness means spiritness (see chapter 10) lecturer(8) is aware of that, knows that annotation is intuitive and .. an art, that can be dark, or has the potential to bring to light M2 - M3.
(Develop this in the chapter)

Temporal state of flux

Appendix 5: Research notes from chapter nine

Individualism   (P.1)

Rogerian   09/14

- Individuality, person centredness, the uniqueness of every person. The figures 19-23 (table) identify the annotators

- Modelling (MB) person centredness, moral-ethical integrity, moulded by and shaped by the professions standing in society.

- But what do we mean by person centredness / individuality?

- Where does it come from? Why is it a fundamental principle?

- Do we really honour individuality when in reality it may be just rhetoric? Why have standardised care plans, standards, policies that, by their generalisations still pretend to think / believe / promote person centredness? Why did Francis report happen — why the need for 6c's and reminding nurses about patient rights, choice, dignity? MUTUALITY!

- It starts with the Self — Self centredness — If you treat others with respect, if we promote a culture, organisation of care, health promotion the trade off is when I'm ill, when my family are ill we have systems in place to help us. Hence a nurses moral motivation to help others must surely subconsciously mean — I'm showing you how to care, we all have a part to play — and when I'm ill I expect the same.. : power of the collective for individuals +

- collective individualism — the common good / survival

- Human Rights charter (1948) NHS (1948) — post war 2 anti-nihilism agendas..

- Individualism / universalism — rights to life / no torture
- Social Contract, Justice, equity, fairness, altruism, (Rawls) pool collective resources to help society & individuals
- Social goods — distribution of social goods — health, safety, security, utilities, education.

- Annotators promote human rights & individualism / universalism is key to a clear moral purpose.
* Politics of health & collective understanding of rights

(P.2) There is a clear moral imperative to "do no harm" for evidence based practice to do as little harm as possible and if harm does occur / expected then that is offset by the benefits. e.g side effects from medication.

- Because nursing is a profession in law (Nursing order) then there is a sense that it should epitomise the trust placed in it to self regulate, identify fitness to practice issues, id. educational & competencies & ensure the public are as safe as possible. (What do the terms mean?)

- Individualism vs collectivism? The safety of the group, of society is important and in collectivism, as seen in China or Communist states, sees the group as the priority - the individual is secondary -

- Individualism - focus is the individual - which ensures self interest is a priority - yet it's the collection of individuals with a collectivist idea that Society has the capacity to promote both. If there were a subjugated impoverished, uneducated, ill individual then if this state were the norm then the collective good is weakened. E.g N. Korea. Paradoxical in that where the right of the individual is enshrined in law then a caring society grows.

- Does the action of individualism encapsulate the above lawful responsibility of nursing, being just, fair, treating people as we would like to be treated (mutuality) Hence, self serving mutuality - but promoting what is good, our duty, our obligation to preserve what is good. The common good is the good of the group & inevitably the good of the individual, a mutual trade off of benefits.

- So if there is harm to patients, neglect, betrayal of trust it adversely impacts on sense of ourselves because of betrayal, because if it can happen to others, it can happen to us. Therefore, the annotator as a nurse, in the promotion of individualism, is the guardian of the principle of justice for one and all.

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(P.3) Individualism

However, what also drives the action of Individualism)
Perhaps a distrust, or an expectation that all
institutions given the electorates authorised
permission, will at some point betray that trust,
because of selfishness of some individuals or the
objectification of individuals which makes the (P.3)
institution itself the priority. So there is need for
continued vigilance, self censorship and censorship
of institutions?

- Individualism & happiness / empowerment?
Perhaps the annotator / "knows" that institutions by their
very being tend to say one thing, mean one thing
yet do another. Rhetoric vs reality. The annotator
as a nurse lecturer aims perhaps to promote the
social contract, ideals, wellbeing, quality of life
through the sense of communality. Or yes the
individual is important but public service for the
common good is a way of modelling, self sacrifice,
keeping a hand in, an influence on institutional
mechanisms that may eventually come to
dehumanise individuals. Hence the citizen aims
to police the institution themselves and influence
those who wield more power and authority
are not allowed to be unjust or corrupt and so
are witnesses and judgement.

- I realise I've a strong experience of person-centredness
because despite the great positive impacts of the
NHS, in my experience I have had to defend the
notion of my-self against forces that are rather
toxic. e.g disempowerment and institutions.
As a health visitor I realised the constant change

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Introduction

I have experienced resulted in a decade of practice development experience and grass roots, bottom up change to overcome what could be a toxic environment. I remember thinking as a health visitor, whose role it is to effect positive change in others, "what happens when those employed to empower others feel disempowered?" What forces are at act to disempower? Change which is undemocratic, un-negotiated, unconvincing, change that appears to challenge the very "being" of the NHS, is a challenge to individualism. Why? Because if the voting publics views are not requested or sought and covert agendas are in force, then it is not the collective good that is the new priority, but the profits of private health care, profiteering over the suffering of others. Hence, an annotator who identifies with political influences on the NHS may agree that the public should be trusted to ~~be consulted~~ be consulted.

— I think the annotator will be very aware of the risks of institutions to objectify and so make it their priority to reinforce the basic principles of rights and societal responsibilities. The next generation of nurses are moulded by the last in a transitional process of annotation feedback. Perhaps the annotator is also reinforcing, or questioning their own motives and influence on the profession? Can Rawls / Ricoeur make sense of it? The Just is a starting point I think

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Appendix 6: Research notes from chapter ten

(P.1)

Reflective consciousness

literature and extracts

- The annotator seems to have a degree of tone at times. There is a phenomenon that needs to be understood – what is projected, what is perceived and what are the likely possibilities –? It seems to me that tone can be either projected and meant or it can be something that is felt by the receiver, for whatever reason, their past, their memories, their recall, their perceptions and meanings of words and influence on their view of their relevance. The students who reacted emotionally to the annotation indicates they have unresolved memories/issues, something transferred from the past by something triggered in the present.

The annotator too will have emotion, thoughts, triggered by their reflective understanding of their past experiences – Hence, something can be projected which the annotator themselves may or may not be aware of (awareness – no/little or / before awareness) so conscious/unconscious/pre-conscious relates to temporal understanding, how a memory is processed, recalled and for what purpose? ENVIRONMENTAL

- for teaching and learning – the annotators memories can be used to good effect, in fact a practical form of a memory resource pool, informing, intuiting, judging, perceiving the relevance of things, how things are linked and impact on each other.

- This memory pool, is a pool of interpretive bias or understanding linking theory to practice more readily especially if reading around a subject or since same thing was experienced.

<u>Reflective Consciousness</u>

I think what I am beginning to believe/ ~~know!~~ sometimes is that the written word is evocative and triggers an emotional reaction in the reader - whether it's the essay content or the annotations, or the annotator on the student - both are evocated by the power, symbolism of language.   ①

- How can words hurt someone? By the physiological processes that are re-peated.

Neuro-transmitters - Pincus et at. (2007) memory recall related to sensory experience - smell, touch, etc memory   ② Read up
= transference - repetition of affect related to triggers -

<u>Cycle</u> - of memory recall →

- As a phenomenon it 'shows itself' as it becomes experienced, when it becomes manifest (from latent sleeping mode) to be "seen", projected. (Faulkes, Heidegger) - Transference   ③
   1933 2003   parallel process
- Projective Identification of feelings, thoughts, actions, and recurrent patterns of communication & behaviours.
- what may have been forgotten is the <u>affect related</u> to a memory = transference?
- → Entirely individual and unique to past associations, affective memory, repetition of behaviours / affect in the present related to past experience.

e.g.
- metaphor may identify inner belief systems - symbolised in language

<u>what is transference?</u> Freudian term -
"Repetitive experience of feelings, attitudes, defences towards something in the present, unconsciously displaced from the past" (Swan & Hull, 2007) - ∴
   Past childhood experiences generally (Freud)
∴ Students interviewed (2)

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Reflective Consciousness (T)

What is Counter-transference? Any reactions to something evocative, conscious or forgotten which may be misinterpreted unless identified.

∴ Tone & annotation, evocative words of annotation or essay content may enact transference or C.T

- Back to Pincus et al (2007)!

- Question re. any pt response duplicates a PRIOR response — Pincus et al research reinforces transference as a phenomena in olfactory studies. Olfaction has emotional responses, construction of meaning, ordered learning related to memory. feedback process thinking is continual and evolving depending on exposure (neural pruning?). Transference, they say needs to occur as a "precept of another person" (P.636)

  - Olfaction — smell is a higher ordered process. In rabbit studies smell & reward occur through nasal olfactory receptors and memory — organise patterns of activity in humans, suggested to be remembered to impact on perception.
     + tone, attitude

  - So — what does Pincus say about transference, memory etc which I can relate to annotation?

3 abuses of memory / ① Practical, ② rounded and ③ ethico-moral. — why abuses (& uses? Re-call Re-interpret I think inauthentic occurs in
    - wounded relates to transference
    - Practical — Adaptable use of memory which recall of experience
    - ethico-moral — Individualism principle and needs

All 3 not only relate to the research participants but also to myself as a nurse, lecturer, researcher. How do I recall events, perceive (one foot in the past, one foot in the present) As we "walk" towards the future those processes shift — In / out / forward / back / sidewards — reflection is the key to awareness

This is not homenewstr Hugh — how can I use this?