

Comparing curricula from different regions: a common practice revamped by using MAXQDA

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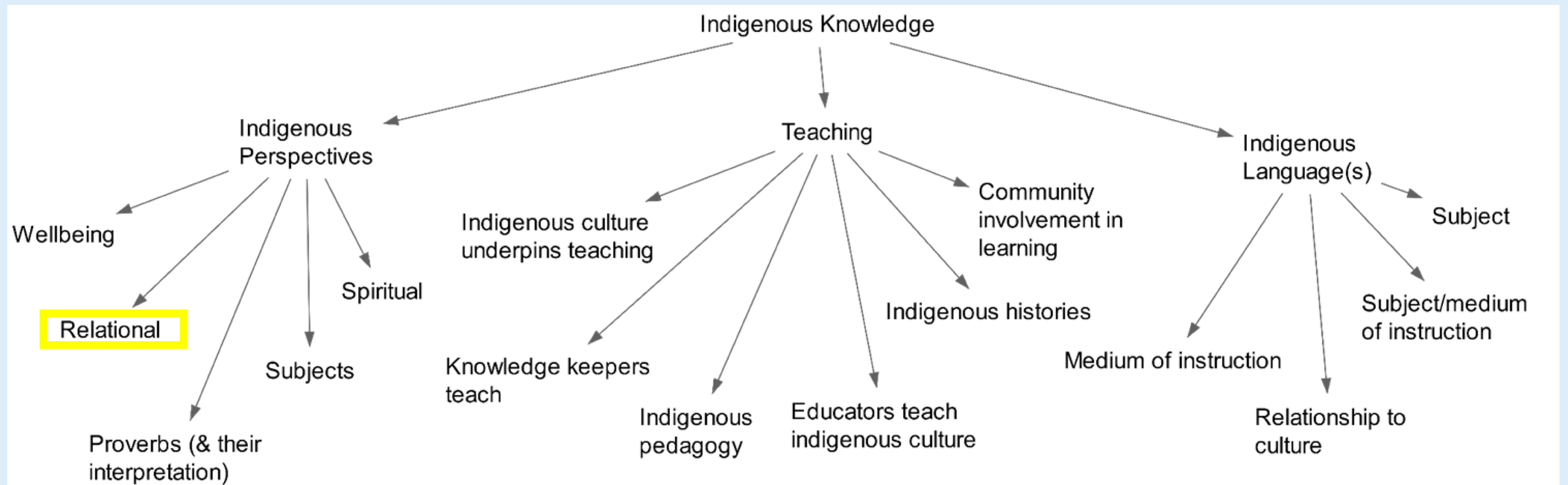
Researchers often compare curricula, by using spreadsheets and/or word processing software (Elliott, 2014). Recently, **MAXQDA** has been used (for example, Chyle'nska et al 2022; Wit et al 2023), without mentioning its pros and cons. This poster describes how **MAXQDA** was used to compare the Indigenous knowledge (IK) incorporated in six official curricula, and shares the perceived affordances of using **MAXQDA**.

Methods

The selected regions met pre-determined criteria, for example, having curricula available on the web in a language that researchers could use. The selected regions are Manitoba in Canada, New Zealand, Tuvalu, Kenya, Wales and Pakistan.

A “**document group**” for each region was created which comprised all documents from that region.

The focus is summarising (rather than quantifying) information. Hence, standardized text segmentation (e.g. a sentence) is unnecessary. Instead, each **text segment** contains the information needed to convey its meaning in relation to the code (Pak & Teh, 2018). The first author deductively coded all relevant text as “IK”, discussed it with the second author and made necessary adjustments. All text coded “IK” was also inductively coded into further categories, by the first author. The resulting **code system** is below.



Throughout coding a **Codebook** (i.e. **category definitions**, decision rules and exemplar quotes) was used to maximise consistency.

A MAXQDA crosstab

was run. All cells with a value of 0 were changed to a blank cell and all cells with values greater than 0 were replaced with a tick symbol, an extract is given.

Codes		Canada	Kenya	New Zealand	Pakistan	Tuvalu	Wales
Indigenous Perspectives	Wellbeing	✓		✓			
	Relational	✓		✓			
Teaching	Indigenous histories	✓		✓		✓	✓
	Knowledge keepers teach	✓		✓			
Indigenous Language(s)	Medium of instruction	✓		✓	✓		✓
	Subject		✓	✓	✓	✓	✓

Reporting

Comparisons are reported as follows using information from **MAXQDA**.

For the Relational code	Source	Actions
Relational is a term used to describe Indigenous Perspectives (beliefs) that there are strong links between humans (living and dead), the universe, the land, the spiritual world and everyday living.	Category definition in the Codebook	Report akin information for each code
Only the curricula of Manitoba and New Zealand included Relational Indigenous Perspectives.	MAXQDA Crosstab	
In New Zealand, a Māori view (of relationality) is that the human (alive and dead), natural, and spiritual systems are interrelated in one system. A tangata (Cook Islands), falalalaga (Samoan), fale hanga (Tongan), and inati (Tokelau) viewpoint is that there are multiple relationships between people, time, places and understandings.	Summary of New Zealand's data	
For instance, the Early Years Curriculum says ‘Connections to past, present and future are integral to a Māori perspective of relationships. This includes relationships to tīpuna who have passed on and connections through whakapapa to, for example, maunga, awa, moana, whenua and marae’. Which can be paraphrased as Connections to past, present and future are integral to a Māori perspective of relationships. This includes relationships to ancestors who have passed on and connections through genealogy to, for example, mountains, rivers, seas, land and fields.	An illustrative quote (retrieved segment) from New Zealand's documents	
Across regions Relational perspectives are broadly similar, although the perspectives vary with the Indigenous people and associated lands.	Summary of data from all regions	

Conclusion

We noted several affordances of **MAXQDA**: better flexibility and efficiency in coding and recreating **coding schemes**, increased precision in locating **text segments** in documents, enhanced ability to **retrieve text segments**, and a better audit trail of the process which also makes the process more transparent.

References

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