

Reflecting on a Nexus Analysis Network

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The aim of this poster is to reflect upon an online study group/ research network (Nexus Analysis Network) as a site of engagement. Run by PhD students, the network unites junior and senior scholars to discuss topics related to nexus analytical research on a monthly basis. Through reflective practice, we want to better understand our roles - as researchers and participants - as situated, discursively constituted and subjectively experienced (e.g., Hassemer & Flubacher, 2020). In doing so, we inquire about this specific community of practice (Wenger, 1998) and our mutual engagement to examine how the network supports participants' professional development around methodology. We ask the research question: *How does the network support participants' professional development around methodology?* Using nexus analysis (Scollon & Scollon, 2004), we examine our own historical bodies and identify the network's interaction order, and discourses in place within the group. As a subset of the network's participants, we represent four countries and distinctive historical bodies as students (2) and faculty (2). We recognize how our historical bodies as researchers differ with regards to culture and language, but share common research and methodological interests that motivated our participation in the network. The bottom-up, distributed leadership structure results in an interaction order that gives agency to newer members and encourages democratic participation. The interaction order is technology-mediated through the use of a video platform (Zoom) and communications platform (Discord and Google Drive). Discourses in place include flexibility, agency, differentiation, and reflective practice. In this poster, we reflect upon the social action of discussing methodology in the study circle meetings and how this participation has supported our professional development as researchers. This network can serve as a model for other communities of practice.

References:

Hassemer, J. & Flubacher, M. (2020). Zur Rolle von Prekaritätserfahrungen im ethnographischen Erkenntnisprozess. *Wiener Linguistische Gazette*, 85, 157-182.

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Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.