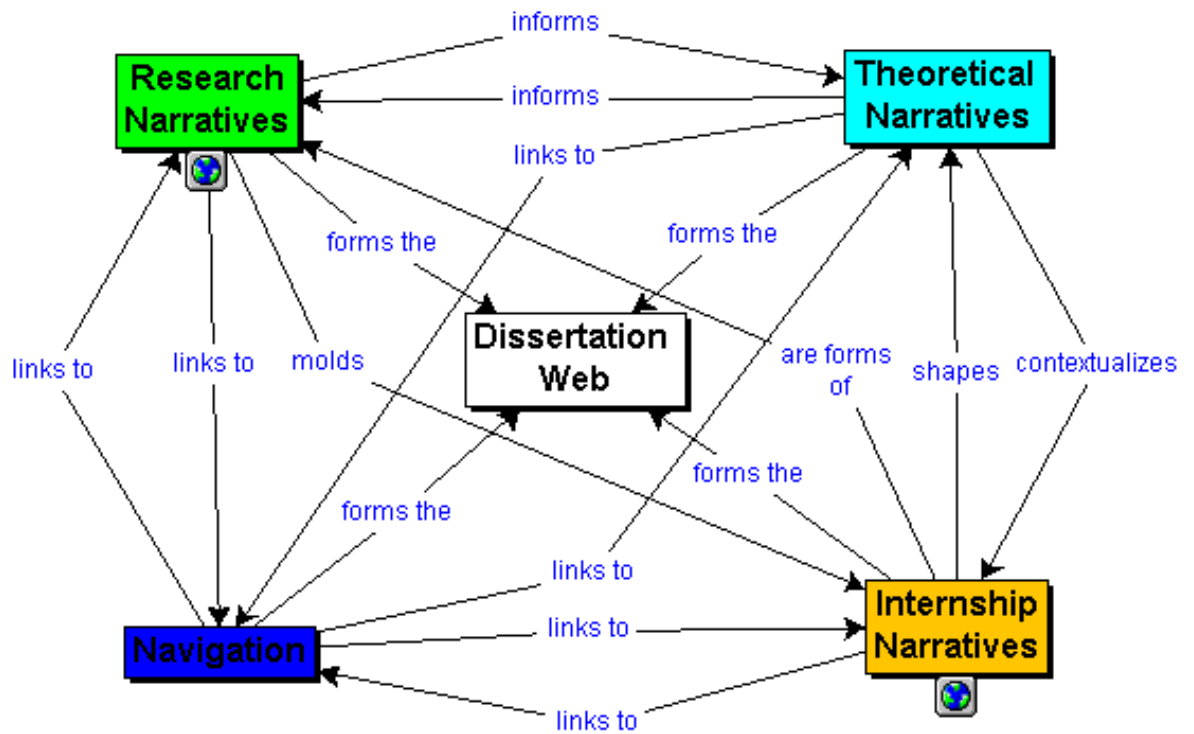




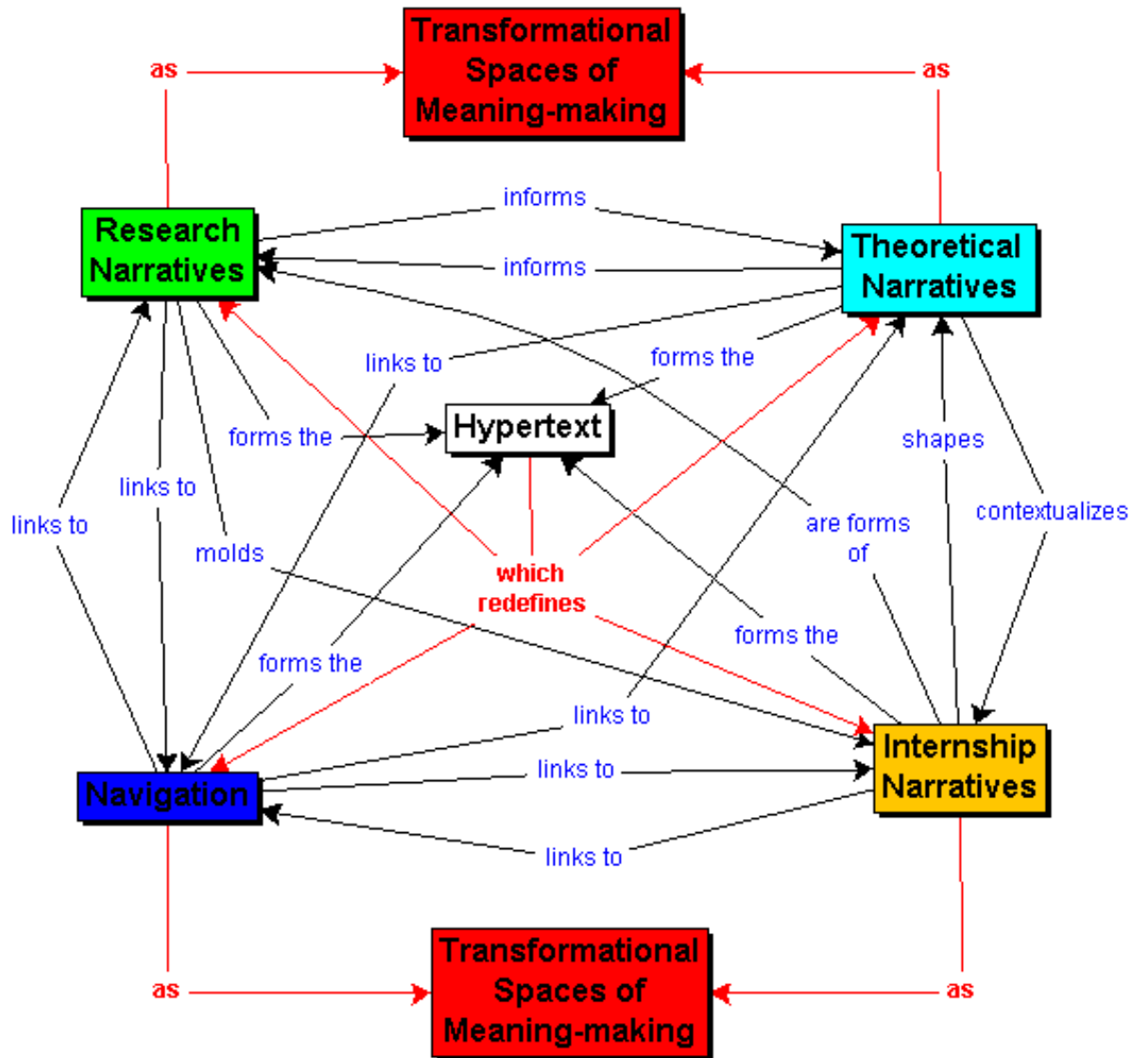
The dissertation web, a hypertext located within multiple discourses, is an intertextual script, a rendition, of my internship (1998-1999) and research experiences (1998-2001).

DISSERTATION WEB

- [Abstract](#)
- [Theoretical Narratives](#)
- [Research Narratives](#)
- [Internship Narratives](#)



...dissertation web
as it transformed in the process of
dialogue and construction...



[Click](#)

the above image
for a menu
selection of
detailed maps

[Click](#)

the 1st image for an
overview of
interlinking textual
spaces

- [SITEMAP](#) • [THEORETICAL NARRATIVES](#) • [RESEARCH NARRATIVES](#) • [INTERNSHIP NARRATIVES](#) •



Transforming Performances: An Intern-Researcher's Hypertextual Journey in a Postmodern Community

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Non-functional in PDF

The dissertation web, a hypertext located within multiple discourses, is an intertextual script, a rendition, of my internship (1998-1999) and research experiences (1998-2001).

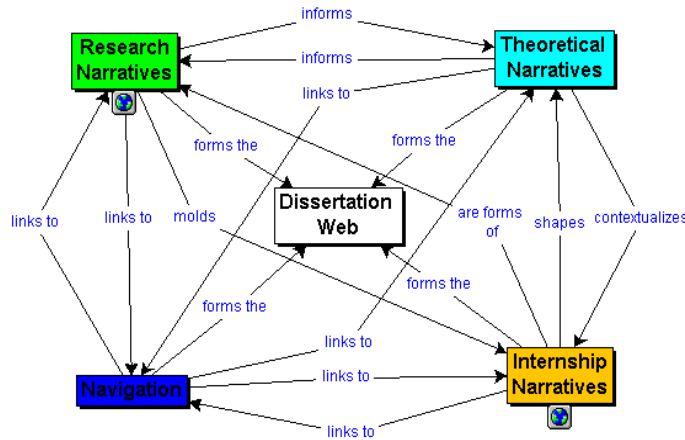


GRAPHIC MAP INDEX

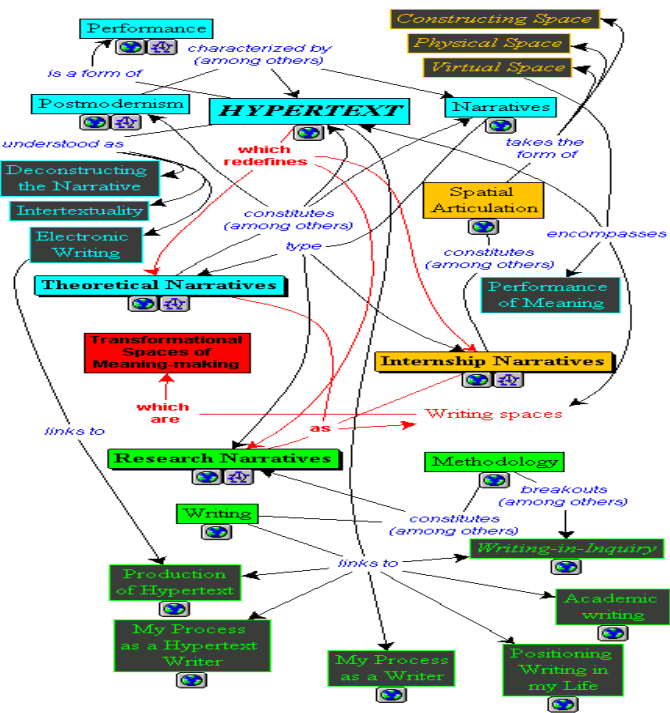
Locating the various textual spaces within the dissertation web is assisted by the maps that appear at the top of certain sections. Various sections may share the same map. If you are viewing the dissertation web in PDF format the interactive maps are non-functional. They can be accessed in html or xml formats only.

GRAPHIC MAP (Click Map for Larger View)

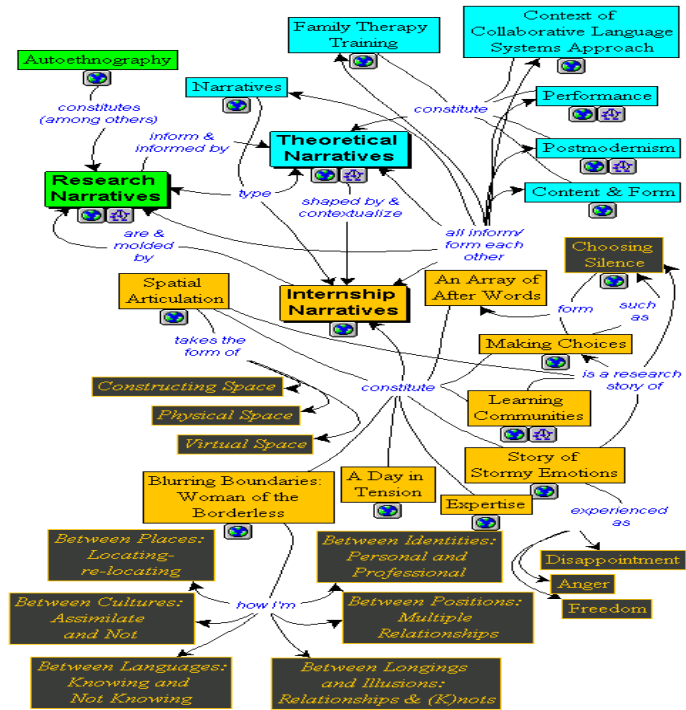
NAME OF MAP: DESCRIPTION OF MAP



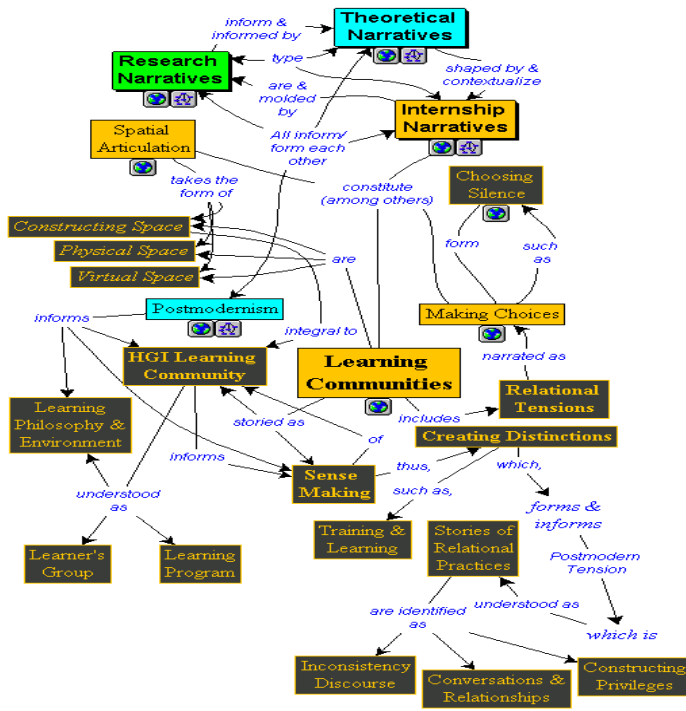
Dissertation Web:
Spaces
Providing an
Overview of the Dissertation Web



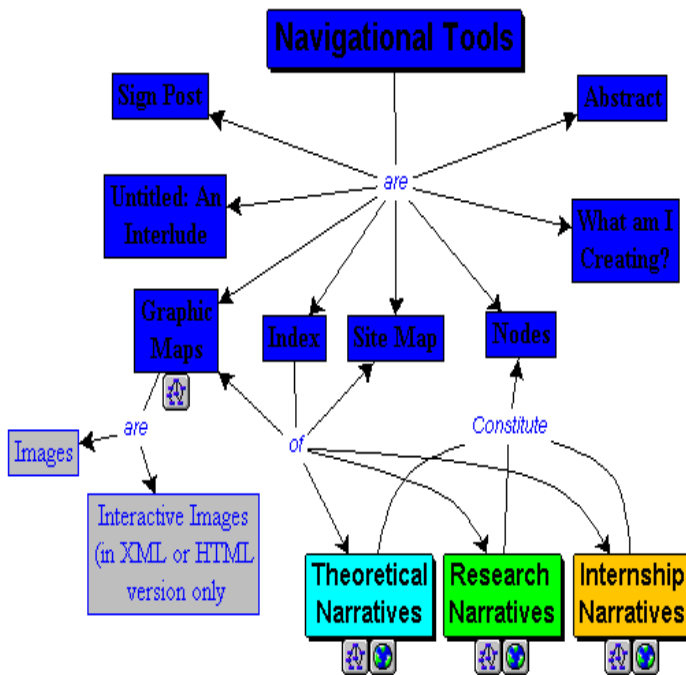
Hypertext Map:
Spaces Locating
Hypertext
Interlinks



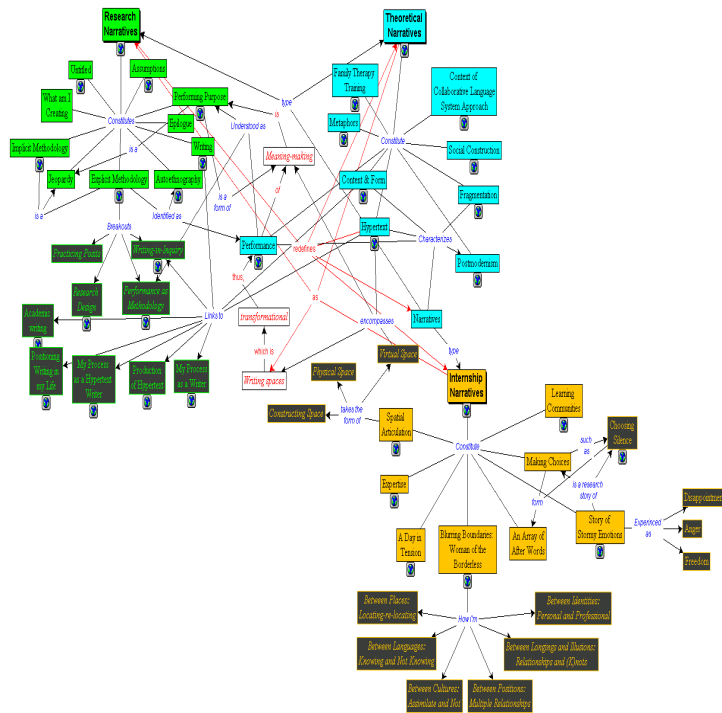
Internship Map:
Spaces Locating
Internship
Narratives



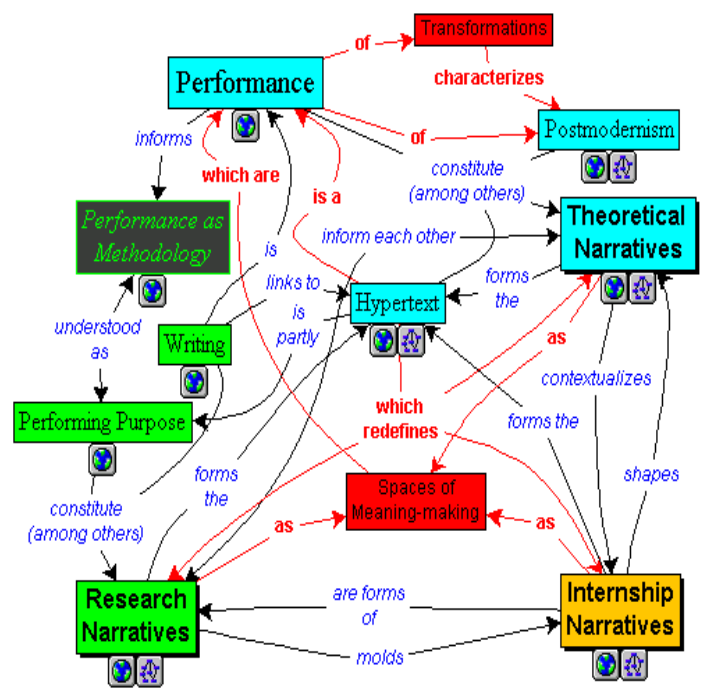
Learning
Communities:
Locating spaces
that interlink
with
*Constructing
Learning
Communities*



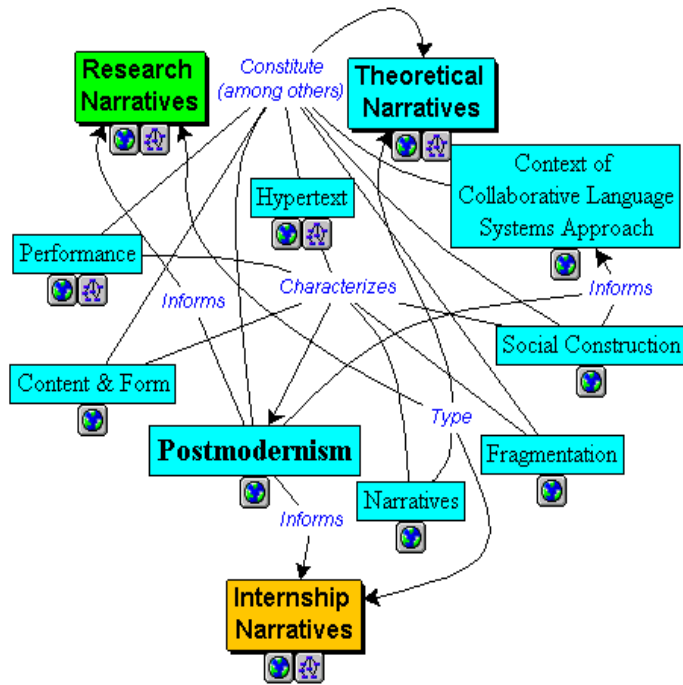
Navigation Map:
Spaces Locating
*Navigational
Options*



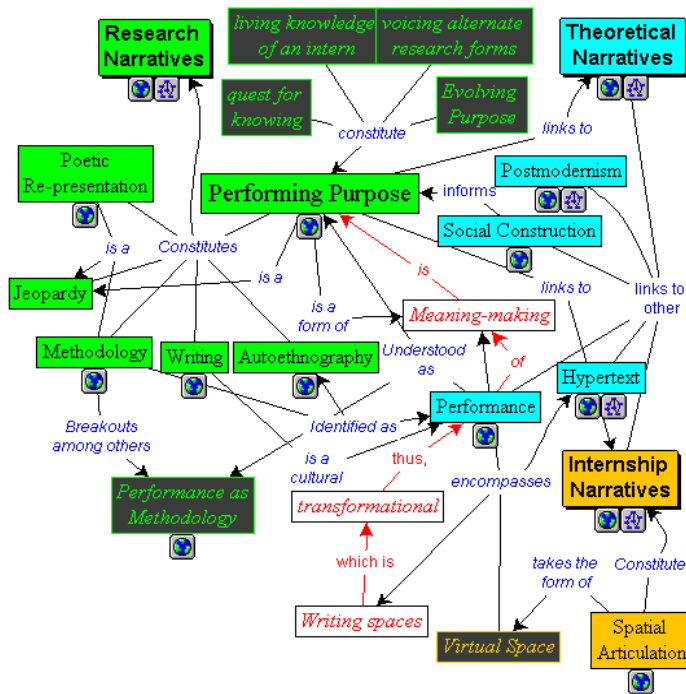
Overview Map:
Detailed
Overview of the
Spaces
Composing the
Dissertation
Web



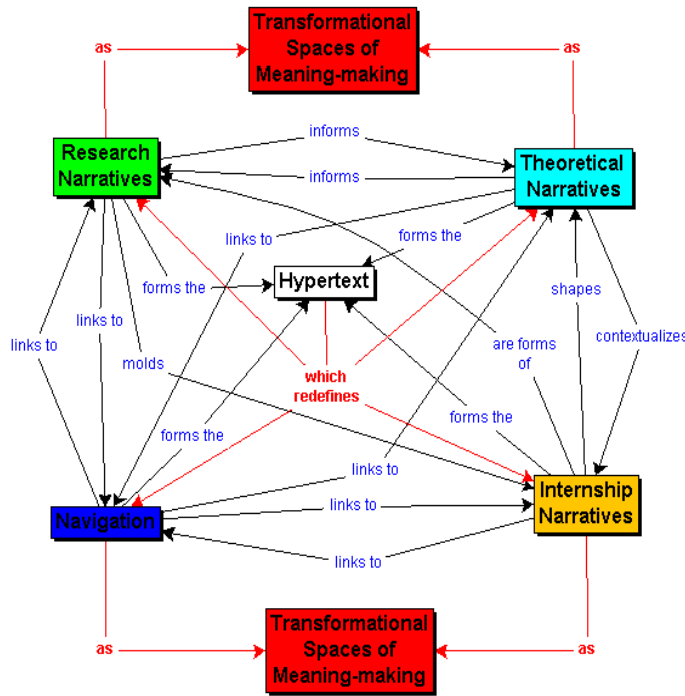
Performance
Map



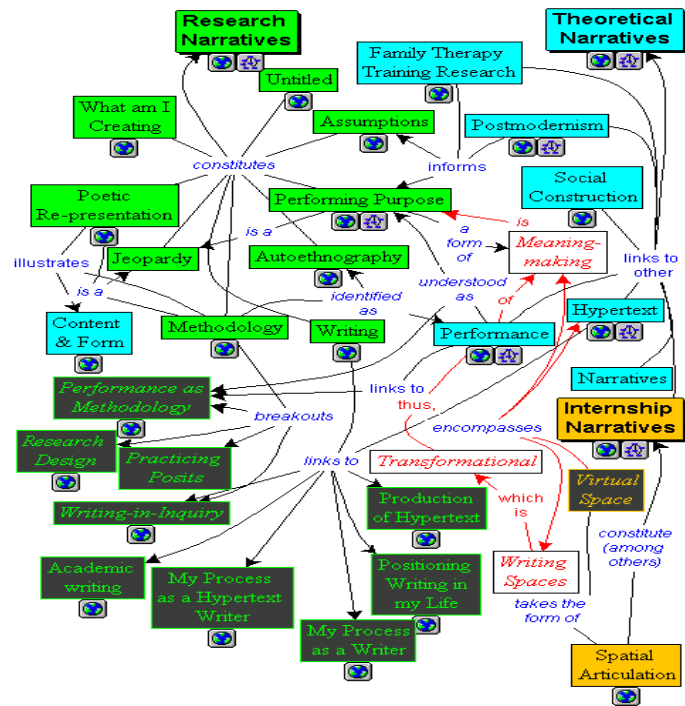
Postmodernism
Map:
Spaces Locating
interlinks to &
from
Postmodernism



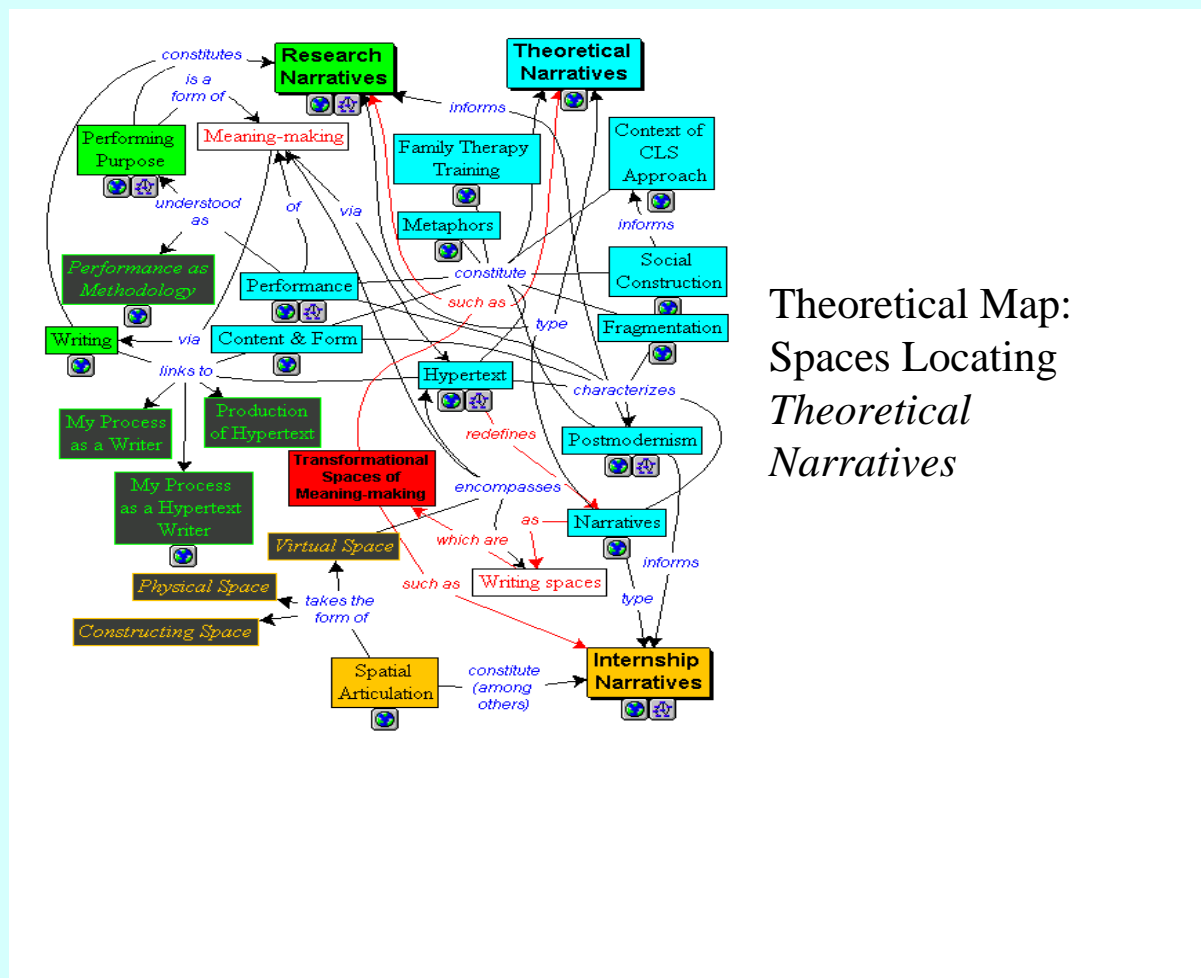
Purpose Map:
Spaces Locating
Purpose of
Inquiry



Redefined Map:
Spaces Locating
Transformational
Process



Research Map:
Spaces Locating
Research
Narratives



Theoretical Map:
Spaces Locating
*Theoretical
Narratives*

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SIGN POST



[FONT](#)

[FORMATS](#)

[HINTS](#)

[ICONS](#)

[TONE](#)

[WHAT DO I DO?](#)

[MAPS](#)

FONT

I use font style and color as practice strategies to denote temporal location, decentering text, reflexivity and analysis or a combination as indicated below:

Green or Pink

Block quotes from the journal entries of my internship experiences from 1998-1999

Red & blue or Red & Black

I juxtapose two texts as a way of representing multiverse conversations to contrast dialogues in time, space, or content. (Sample 1-[Learning Communities](#), Sample 2-[Firebrand](#))

Purple

Text that "legitimize" my preferred discourses

Italics

A reflexive narrative or an afterwords, if its is more than a phrase or two

Links

Are words or phrases which will take you to different lexia or text. To return back to the previous text click the "back" button of your browser

Bold

Words, phrases or sentences in bold re-presents a practice of reflexivity and analyses which draws on Sociologist Joseph Schneider's mode of questioning textual authority

All of the above practices also serve the function of decentering the text, by seeking the reader's attention to them away from the content they might be reading. In addition to the above described specific practices, I have also used color to re-present varying meaning which are explained in each section/textual space to which the practice is isolated.



ICONS

All the following icons were produced by me to graphically and consistently orient you as described below:



Clicking on the icon will aid you to graphically locate the dissertation web



Clicking on the icon will take you to an interactive map of the image under which it is placed. Accessible only in HTML & XML formats



Clicking on the icon will take you to an information portal about the writer



Indicates a transition between content



Clicking on the icon will take you to the top of the textual frame that you are currently viewing



MAPS

Maps provide a graphic language for locating the various textual spaces or sections within the dissertation web. They may be viewed as intertextual spaces of meaning-generation.

The links between the textual spaces re-present one of many possible conceptual links and may not be a dissertation web hyperlink. Not all conceptual links are mapped and the links between textual spaces/sections may vary from one graphic map to another (consisting of same sections) in order to uniquely locate a section in that particular intertextual space.

There are two types of maps: Graphic and interactive maps. The graphic is an image while the interactive map (functional only in XML and HTML formats) has tiny icons which will take you to another interactive map or a hypertext associated with the textual space it re-presents.

Maps Used As

1. A compass to locate the section or textual space you are visiting.
2. A tool or another language to add to the sense-making of the dissertation web rather than to represent the textual space within




the dissertation web.

3. The author's reflections of the intertextual spaces and meaning-generation.

Map Legend

Are virtual spaces constituted by text (or multimedia) and are colored coded (for easy identification rather than conceptually) as follows:

Text

	Identified as Spaces for Theoretical Narratives
	Identified as Spaces for Research Narratives
	Identified as Spaces for Internship Narratives

Icon

Clicking on the icon with a globe will take you to the textual spaces of the respective links

Clicking on the icon with a network will take you to an interactive map of the respective links

*Blue italicized
fonts*

Are semi-bridges that explain the connection between the linked textual spaces

Red font and links

Are indicative of reflective and transformative positions

The maps were color coded to make it visually appealing at the risk of creating distinctions among the various narratives, which was not my intent.



HINTS FOR THE W(E)ARY TRAVELER

The intent is for the reader to choose his or her path. The reader/writer can [enter](#) and [exist](#) the dissertation anywhere. Since my committee advised me to give some guide to the travelers, I added the ensuing text. Listed below are suggestions of the multiple ways by which one may choose to journey within the [dissertation web](#):

1. Let your curiosity lead you and thus, click on a [link](#) as your interest is piqued. Sometimes, the linked section may introduce an abrupt shift in content but the process of meaning-making may be closer to my experience of meaning-making of my internship and research experiences.
2. Use the site-map as a "linear" navigational tool and read the listed sections from bottom to top or vice-versa. Please note that the sections are not necessarily listed in any linear sense-making fashion.
3. Choose one of the spaces- [theoretical](#), [research](#), or [internship](#) narratives and read all the sections and then move to the next.
4. For fun: pre-select three sections you are going to read and do not allow yourself to be seduced by the links. Stick to your

selections! And then back-track to see if you did stick to your selected path.

5. You might combine the above or create your own list of possible pathways.

6. Use [navigational](#) tools.

7. Use the [Graphic maps](#) to locate yourself.

8. Use the back button on your browser to retrace your steps.



WHAT DO I DO?

If you land in a textual space and are not sure how to move out off that space try the following:

1. Move your cursor or pointer all over the page until the pointer changes to a pointing finger and then click the left button of your mouse.

2. Click on any blue underlined text that indicates a link. (Blue is the most common default color for links unless you have changed your default browser properties. If you have gotten this far then these hints are redundant for you, skip this section!)

3. If you are on a page as illustrated below then click on any of the navigational tools.

4. Or you can always click the "Back" button of your browser to retrace your steps.

5. PDF users: Be warned! that the bookmarks do not indicate any particular linear narrative. Since pdf is structured like a book, it inherently structures the files as pages giving the dissertation web a linear look, which was not my intent.



FORMATS

exclusive_diss_web.pdf	All of the dissertation files converted to PDF using web capture.
intertextual_diss_web.pdf	All of the dissertation files and external web links converted to PDF using web capture
html	Available from the writer only
xml	Writer was still working with the tech team when this version was uploaded for final submission to the University



**FINAL WORDS:
HAVE FUN**

• [SITEMAP](#) • [THEORETICAL NARRATIVES](#) • [RESEARCH NARRATIVES](#) •
[INTERNSHIP NARRATIVES](#) •

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A DAY IN TENSION

INTRODUCTION

Abstract

Theoretical Narratives

Research Narratives

Internship Narratives

I produced a multimedia art [form](#) to perform a day at my internship site—Houston Galveston Institute. The production does not "capture" all days. Further, the performance does not speak for the subsequent year or my current experience. However, the production is close to the dominant experience I privileged during my internship. To experience the production you will need flash plug-in which can be downloaded free from [Macromedia-Flash](#).

The words, collage and pictures are textual productions based on the reading of my journals and my embodied experience when I read and/or retell a story. The production initially consist of three parts: morning, mid-day, and night. I open the [day](#) with a poem written in tandem: action and feelings; *mid-day*, a graphic of a collage; and *night*, a blank darkness which loops back to *Morning*. But I deleted the mid-day as it did not meet up to my expectations of re-presentation and due to time constraints I could not work on it further. You may find yourself in the metaphoric cyclic repetition of the experience. To exit the loop select one of the other links provided in the [Morning...](#)

- [SITEMAP](#) • [THEORETICAL NARRATIVES](#) • [RESEARCH NARRATIVES](#) • [INTERNSHIP NARRATIVES](#) •

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READERS' RESPONSES

Readers' responses are listed chronologically with the latest one listed last. The reader responses were invited in writing and are posted here with permission. I introduce each reader by name and how I view my relationship with him or her followed by their official designation. I have not changed the content except for correcting typos. I add my *comments in italics* to some of the responses as an illustration of an ongoing dialogue.



Fred Piercy, PhD
Dissertation Committee Member &
Professor and Head
Department of Human Development
Virginia Tech
Blacksburg, VA
10/23/01

Hi, Saliha. I've spent the last 45 minutes clicking around your dissertation. I am not finished. In fact, I really have a hard time knowing how much I've read. I do know, however, that you want some reader reflections to include in your dissertation, so I'll include a few now. Here they are:

Saliha has done a lot of work! I'm convinced that the dissertation is situated in theoretically sound literature, and that she's learned a lot in the process. Her technical expertise is light years ahead of mine.

The organization, as I click around, is not immediately apparent (although it certainly is from looking at the contents page). I wonder if this is a problem, and for whom?

The "conflict" she refers to is not described in a way that I can understand it. I keep wanting to know more about who said what, what the issues were, etc. Perhaps she is just showing good manners (protecting her colleagues), but I wish I could understand it better. Maybe as I click around more I will. This makes me wonder what the standard for such research should be around description. How much should the reader know or understand? Are there writing guidelines or standards for her methodology? If it was an essay, I could provide suggestions for how to engage the reader, how to describe the issue more directly, how to use dialogue, etc. But I guess that fragments are what this dissertation is all about.

How much self reflection is healthy and how much is unhealthy?

Is there "take away" for others in her personal account? Should there be? Should she make an effort to suggest "take away" learnings. Maybe she will as I read more. I wish I could go to a "summary of results" section.

I keep reading a lot of the same entries over a second time. I'm not good at clicking on only new material. I guess that I am a reader in need of remedial help!

Saliha certainly is more computer literate than I am. I like her floating bubbles to describe all that has gone on with her. I like her poems.

My personality wants a summary section. Again, is this realistic for "messy text?"

I don't want to be negative. I like her effort, and a lot of the product. It's scholarly, yet personal. I don't want to discourage her with some of my difficulty in seeking organization. Maybe my need for closure is my problem. Life is seldom like that.

My back hurts. My neck hurts. I wish I had some of these pages in my hands.

Where is that summary section, anyway?!

Hope these reflections are helpful. Hang in there with me, Saliha. I'm not through the dissertation. Perhaps reading it is sort of like your experience with internship. Closure, connections, and learnings happen in the process of reading. I'll let you know if this is true at the defense.

See you next week, Saliha. And thanks for all the work that you have put into your dissertation.

My best -- Fred

SB: Thank you! After such a long haul at this dream project, I enjoy hearing your comments and your tone appears to parallel mine. I think one of your comments that "perhaps reading it is sort of like your experience with internship" is a central piece of my experience. As a reader/writer if you resonate that aspect of my experience then, I feel I have accomplished what I set-out to do in this dissertation.



Tom Strong, PhD
PMTH Friend
University of Calgary
Canada
10/29/01

Hi Saliha

I've been going through your dissertation in chunks, and quite enjoying it. You have spoken from the kind of ramblind, diverse literatures that fit the creative endeavour you are accomplishing here. The whole notion of

deconstructing
coherence has been a pet theme of mine for some time and my
interviews are
usually an example of something that doesn't flow in usual linear,
narrative
fashion, but come together at the end for clients and I in ways that
feel
hypertexty - now that I have this metaphor to work from. In any
event, I wanted
to share that Lois and Fred have some writing on this theme:

Newman, F. (2000) Does a story need a theory: Understanding the
methodology of narrative therapy. in D. Fee (Ed.) Pathology and
the postmodern: Mental illness as discourse and experience. (pp.
248-261) Thousand Oaks, CA: SAGE

F. Newman & L. Holzman. (1999) Beyond narrative performed
conversation. I L.Holzman (Ed.) Performing psychology: A
postmodern culture of the mind. (pp.
87-110) New York: Routledge

I hope these might be helpful, particularly in adding to the
performative thrust
that is already there in your dissertation.

Tom

SB: Thank you!



Robert Teitze
Friend
Temple University
Philadelphia, PA
10/29/01

Hi,

I've decided to stop working for the day and take a few minutes to

send you some of the things I have reflected on after experiencing your dissertation. I'll send you some more later.

My first response...it's a poem. A poem containing other smaller poems. And when I find my eyes and ears intrigued by a certain sound or color or word that you've linked in, like an unforgettable line in a poem, the one remembered for years because that single line or image unlocks the universe of the entire poem and opens the door or window that lets us experience the poem as a co-creator, not a passive observer, I tap on the link and see where it will take me...

...In his book *The Triggering Town*, Richard Hugo gives (at least I think), one of the best descriptions of the process of creating a poem...particularly the point where the poem seems to take on its own life and begins to take the poet (and the poem) into new emotions, images and meanings. The point where the poem is really interacting with the poet -changing the initial intentions or meaning and forcing the poet to, as Robert Frost once said, "surprise himself." And what really hit me about this was the implications - that the evolution of a poem is dictated by all the many choices that the poet makes...choices of rhythm, of meter, of metaphors, of colors, smells - and at the same time the idea that that these choices aren't driven solely by the poet, but driven by the poem itself. In

other words a relationship is forged between the poet and the poem...an interactive one...and suddenly we realize we need to let go of absolute control. That we need to listen too...to react, to accept, to be frustrated, to be excited, be angry...to make choices and as we do we're creating...

...So, when we were talking about this a couple of weeks ago I kept repeating "Can't you just format it for me so I can read it on paper...??" Then it hit me. Experiencing this forces me to make the choices. It now makes me accountable for my own experience. And in the process to trust where those choices would take me and, like the poet, allow the experience to unfold and echo with the sounds

and images of my own reality.

Oh yeah. The word poem actually comes from the root "to build or to make." Thought you might like that. Thanks for being patient with my need for "linearity."

As ever,
Robert

SB: Thank you! I appreciate the literary-poetic angle.



Sue Levin, PhD
Mentor & Friend
Director, Houston Galveston Institute
Houston, TX
10/31/01

Hi S- If you happen to get this message before your meeting (or after, anyway, of course) I am just now reading your Internship Narratives, so very much in tune with you on this day of your defense! I am immensely impressed and appreciative of your thoughtful questions and reflections about the many inherent dilemmas you faces as a learner, and an international student, and all the other multiple "others" that you were positioned as. I am only maybe 1/2 way throug hthe Internship Narratives, but I want you know I am proud of you. I am touched by your thoughtfulness. I am inspired by your ideas. I am happy to be your colleague.

All the best on your special day--
Love, Sue

SB: Thank you for your support through out the process.



Sheila McNamee
An Inspiration

Professor, Communication Studies
University of New Hampshire
11/1/01

Dear Saliha,

I am SO impressed with your website/dissertation! I'm so caught up in going in various directions with it that I haven't "read" much of the text. What an ENORMOUS effort it must have been to put this together.....it is way beyond me to imagine the amount of time and work it must have taken. I would love to show it to my students..... I think much of what you have there (I have read a good deal) is extremely useful to others. You integrate both the abstract theory and your own understandings of terms, concepts, etc.... as well as connect to practice. It is so impressive. Did you also do the traditional format/hard copy? Did you play with the form there as well?

Thanks so much for sharing this with me.....I'm done with it yet! I look forward to more time with it. And I will send along any suggestions, reflections I have once I have spent more time with it. For now I just want to tell you how impressed I am.

Sheila

SB: Thank you! No I did not do a traditional hard copy.



Noorjahan Bava, Ph.D.
Mother & Academician
Retired Professor of Political Science
University of Delhi
Delhi, India
11/12/01

Part I: Emotional, Familial & Introspective Report

Dad and Mum's Heartiest Congratulations once again, Saliha on your Grand Performance at your Doctoral Dissertation front. Your

achievement has made it possible to have Three Ph.Ds. in our family! It's a very very rare phenomenon for a middle class Muslim family like ours to have mother and two daughters to attain this feat. All of us are, indeed, very happy and proud of your achievement!

I would attribute your success in this great endeavour to four factors, viz, **Family, Heredity, Personality and Environment**. As far as our **family** is concerned the existence of an **educational environment** with mum teaching/researching at the prestigious University of Delhi with your elder sister following mum's foot steps and second sister being a professional manager; and the **relentless backup support** to you - moral, material, financial, physical, spiritual from every member of the family and above all the **readiness, willingness and far-sightedness and whole hearted support of Daddy** for your studies at the U.S. - all these have motivated and inspired you to realize your dream!

To the extent **heredity** plays a role in the development of a person's intelligence (IQ) cognitive skills etc., I think, you, Salma and Safia must have inherited the (above) genes from Dad and Mum. In my perception your interest in interdisciplinary approach towards your research problem, the propensity to do hard work and concern for excellence - these attributes you might have inherited from me. There is no doubt that your courage, honesty, punctuality, wonderful computing / mathematical and financial management skills, avoidance of waste and faith and belief in hard work being the stepping stone to success are some of the characteristics inherited from Dad.

To a great extent your success is the direct outcome of your **personality**. There is no doubt that your adolescent urge to do something very different from your B.A.(Hons) days till your Ph.D., this quality- I call it - as **originality, creativity and inventiveness** coupled with your achievement - orientation, industry, and excellent academic track record have been responsible for your great achievement.

In my view, the external environment factors contributing to your great performance include the conducive atmosphere for research at TISS, VT and HGI, great teachers like Hebsur, Bud, Harlene and others, excellent infrastructure facility for use of IT for your work, your wonderful colleagues like Sue, clients, and supervisees and workshops.

Part II: Response of a Social Scientist to the Thesis

The lived Internship experience of Saliha Bava, a budding therapist and her Research experience viewed in the **post-modern** perspective constitute the content of her Ph.D. thesis. As far as its subject matter/content is concerned it is thoroughly heuristic in that it is a genuine narrative of her Self and her true experience at HGI as an intern and a researcher during 1998-1999 and 1999-2001 respectively. It eminently fulfils the criterion of **heuristics** as given by its founding father Clark Moustakas, (1990) that "the researcher is expected to have autobiographical connections with the phenomenon". Secondly, unlike a **phenomenological** study which is a more detached, descriptive and general structural analysis of experience, in this heuristic study the "research participant is visible throughout" (Moustakas, 1994). In social science parlance, the thesis can be regarded as a "**case study**" of a therapist cum researcher. As such it (the text) is subjective, embodying "local knowledge" born out of the researcher's personal, direct, intensive experience with the phenomenon of training in Marriage and Family Therapy and research at the prestigious HGI (the context). One can also interpret that this heuristic study is also based on aspects of **Participant Observation** and **Action Research methods** of modern social science methodology.

The researcher has consciously and copiously made use of the latest rage and fashion in contemporary social sciences and humanities methodology namely Post-Modernism (PM) which is an **abstract, value-loaded and interdisciplinary** paradigm, the adoption of which involves "denying the existence of foundational knowledge on the ground that no knowable social reality exists

beyond the signs of language, image and discourses" (Hargreaves, 1994, p 39). It (PM) thus stands opposed to the **modern** research methodology of seeking " objective " knowledge through truly scientific method (accurate observation, experimentation, quantification, measurement, hypothesis testing, inferences, theory-building and scientific law-making). Not only does PM privilege **qualitative** research, but also it emphasizes a **social construction** discourse, the emerging discourse in social sciences and humanities. According to this perspective " knowledge is a production of consensual and intersubjective agreements between individuals belonging to a particular community " (Gergen, 1991). In other words "truth is not to be found in the head of an individual person, but it is born between people collectively searching for truth, in the process of their dialogical interaction " (Shotter, 1997). The researcher weaves this meaning/connotation of epistemology into her text when she observes " Dialogical space is one of the most explicit spatial constructs that I encountered theoretically and practically in the course of my internship " .

It is creditable that the researcher has taken lot of pains to self study various academic disciplines including linguistics, philosophy, communication, cybernetics, design etc. and made use of the interdisciplinary method by deploying relevant concepts, ideas, tools and techniques to create the thesis in the **Hypertext mode and its electronic submission**. Her technical expertise is outstanding to say the least.

SB: I think PM does not necessarily privilege qualitative research. Rather the researcher from a PM stance may adopt such a position. I think PM allows for multiple discourses to coexist and thus, a researcher has the space for both qualitative and quantitative methodological approaches to creating knowledge communities. Though I do agree that any particular researcher may privilege a particular form of research methodology and contextualize it as an informed philosophical or paradigmatic position.

Directed to the reader: I think my mother does a neat job of creating a reader's abstract of the dissertation web, which gave me the idea to create a space titled as "Reader's Abstract." Though, I enjoyed reading part II, I was a little hesitant and embarrassed to share part I since I was concerned that it may constitute bragging but I decided to share it nevertheless, as it is my mother's response to my invitation to share her 'thoughts in writing so I could include it in this space.' And I value her thoughts, not only because she is my mother but also because she is a scholar who is open to learning and may be one of the few people who reads the dissertation in full, since she proofed it as well.



Salma Bava, PhD
Sister and Academician
University of Delhi
Delhi, India
12/11/01

Just been going through the "Theoretical narratives". I like the graphic layout map you have created. Boy all that work must have taken some time.

I think this will greatly help the reader to comprehend at first glance the layout and the linkages and clearly brings out the non-linearity of your work. Moreover, it also brings out the richness of the use of hypertext in the way each section can link into and out to another section. I think the map captures the essence of your diss web both in context and form. It fuses the elements of the ideas(concepts) and the medium of expression -hypertext.

Dad was here when I was viewing the map, and he is also very impressed. He said it is good to have that in each section of the theoretical narratives, as you can quickly locate it in the map and see the linkages.

I also liked the use of different colors to identify the theoretical, research and internship narratives. So while one can identify each

of them separately, one also sees the web of connections between them. I think, that in some way explains to the reader that for you all these three streams were being woven together. So I like the use of the word Dissertation Web, as it reminds me of a spider weaving its web. Its intricate, connected, and there is a core- you who create it for others to experience.

It just struck me, as to whether you have a map legend. The legend tells about the features. So you could explain between the red and black connecting lines.

The -----> black lines links the three narratives. However, the ---->red lines identifies how you processed and integrated the three narratives and the transformational and meaning making process of yourself.

That's how I understood it. Correct me if it signifies something else.

SB: That is pretty good!



Kenneth Gergen, PhD
Inspirational Thinker
Mustin Professor of Psychology
Swarthmore College &
Founder, Taos Institute
12/16/01

I want to congratulate you, Saliha, for nurturing the future into being. What you have done is to break the mold, unsettle the traditions, and go where virtually no one else has dared (or been allowed). In this thesis you have begun not only to demonstrate the problematic assumptions underlying the traditional written work, but to show us how traditional writing practices in the social sciences suppress so much of the creative potential of the student/scholar. Moreover, what you do here is to explore the possibilities inherent in an alternative form of representation, one that wonderfully embodies multiple voices, multi-media, and a

collage of inter-related insights, arguments, enticements, and personal experiences in the domains of theory, research, and practice. Most impressively, the form of representation functions as an instantiation of the very ideas you are developing in the work. The work doesn't merely talk about narrative, performance, hypertext, language as constitutive, and the like; it acts the concepts out. And, recognizing the problematic place of the monologic knower in the body of ideas you develop, you invite your "reader" to create his or her own experience of the work. An outstanding effort, Saliha...I hope you don't mind if I share it with many others...Ken Gergen

SB: Thank you!



Salma Bava, PhD
Sister and Academician
University of Delhi
Delhi, India
1/1/02

hi,

I was just about to turn in for the night and looked at your dizz [dissertation].

I liked the title you have chosen :Transforming Performances: An Intern-Researcher's Hypertextual Journey in a Postmodern Community

Reflecting on the title, I think that- Transforming Performances- captures the spirit and essence of the work. I felt that doing a Ph.d was also a performance. And a textual, linear format is part of that traditional performance, which you have challenged through a hypertext, non-linear format. Thus, you have "transformed" the 'traditional performance'.

In challenging the traditional norm, you have been very bold. For

all its claims that research is supposed to explore the facets of knowledge, it is bound heavily by the tradition of academia and so challengers to the old order are not welcomed.

As I browsed through your Dizz, the opening line from the serial "Star Trek" kept running through my head in the background. "The mission of the space ship Enterprise is to go where no man has been before".

In your dizz, you have done what a researcher is expected to do: challenged, explored and contributed to the body of ideas. Your work synthesizes the old and new, the traditional and modern and humanities and sciences. That is what your work has done: gone where no man has been before!

Well let me not go over board at this hour (2.15am) and also say that the map in the section on Performances is a visual delight like the other maps. And thanks for privileging my opinions in your reader feedback.

All the best sis. You have and are going to make a big impact.

SB: I thank you for being a conversational partner in this process and for sharing your thoughts since they provoke me to reflect on my process. And as an artist, writer or a person feedback is an important element of keeping the work alive.



Harlene Anderson, PhD
Committee Member & Mentor
Founder, Houston Galveston Institute
Houston, TX
1/9/02

Dear Saliha,

Your dissertation is an outstanding piece of scholarly work, quite an innovative intellectual and technological accomplishment. You have done an excellent job of describing your dissertation in

relation to notion of hypertext and how it fits with postmodern/social construction premises. The dissertation is in many ways a boundary-crosser-going outside the marriage and family therapy and mental health disciplines in general.

One of the things that fascinates me is how the dissertation process itself was a postmodern inquiry and the shifts that take place: How the methodology shifts throughout the research process when one begins to approach research from postmodern/social construction premises; how the researcher's notion and performance of "self" and the meanings they attribute to their experiences simultaneously shifts along the way; how the focus of a dissertation shifts-with yours how your intern experience faded into the background and an interest in new learning (ie.research methodology, hypertext and writing) began to take center stage; and how a dialogical process can lead to newness in direction, meaning and outcome or product. These parallels to postmodern/social construction premises are all apparent in your dissertation.

I am most curious about your reflections or afterwords upon completing your dissertation and how those also may shift over time: Where does all of this lead to for you? What do you want others to know about the process, creating alternatives, and becoming a therapist? What has contributed to your professional and personal growth or what is the transferrability of learning to each arena? What new knowledge do you think you created?

I appreciate your initiative, determinism, and creativity. And, I appreciate having been of part of your dissertation journey. You have a great career ahead of you.

Sincerely,

Harlene Anderson

SB: Thank you. I often hear your words as mentorship and to hear and read your words are important for me to keep the dialogue of "living on the edge" alive. I like living on the edge but it can also

be a lonely endeavor, like the dissertation, but with conversational partners like you and others, listed above, have helped me construct my community in thought, language and action.



- [SITEMAP](#) • [THEORETICAL NARRATIVES](#) • [RESEARCH NARRATIVES](#) • [INTERNSHIP NARRATIVES](#) •

Transforming Performances: An Intern-Researcher's Hypertextual Journey in a Postmodern Community



[About Saliha Bava](#)

[Email](#)

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Site Uploaded On: January 09, 2002



The dissertation web, a hypertext located within multiple discourses, is an intertextual script, a rendition, of my internship (1998-1999) and research experiences (1998-2001).

[Abstract](#)

[Theoretical Narratives](#)

[Research Narratives](#)

[Internship Narratives](#)

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Publications Inc.

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Transforming Performances: An Intern-Researcher's Hypertextual Journey in a Postmodern Community

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The dissertation web, a hypertext located within multiple discourses, is an intertextual script, a rendition, of my internship (1998-1999) and research experiences (1998-2001).

ABOUT SALIHA BAVA

Abstract
Theoretical Narratives
Research Narratives
Internship Narratives

About Saliha

I am the associate director of Houston Galveston Institute and an adjunct faculty in the MS Psychology program at Our Lady of the Lake University-Houston. I received my Masters in Social work from Tata Institute of Social Sciences, Bombay, India and PhD in Marriage and Family Therapy from Virginia Tech. My areas of interest include collaborative learning spaces and communities, internship experiences, performative-based practices, hypertext, autoethnography, and research methodologies.

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SALIHA BAVA
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EDUCATION

- Ph.D, Human Development, Specialization in Marriage and Family Therapy, December, 2001
Virginia Polytechnic Institute and State University, Blacksburg, VA
- Post MA Certificate Program in Research Methodology, 1997
Tata Institute of Social Sciences, Bombay, India
- MA, Social Work, May, 1992
Tata Institute of Social Sciences, Bombay, India
- BA (Honors), Psychology, May, 1991
University of Delhi, New Delhi, India

CLINICAL EXPERIENCE

- Associate Director, Houston Galveston Institute, Houston, TX, June 2001 - to date
Coordinate Counseling Center and Training, Teaching and Supervision, Research, Clinical Work, and Fund Raising
- Staff, Houston Galveston Institute, Houston, TX, October 2000 - May 2001
Coordinate Counseling Center and Training, Teaching and Supervision, Research, and Clinical work
- Doctoral Fellow, Houston Galveston Institute, Houston, TX, September, 1999 – August, 2000
Intensive client contact, supervise beginning level therapist, Coordinate Training, Coordinate Clinical Externship, and develop clinical research.
- Doctoral Intern, Houston Galveston Institute, Houston, TX, September, 1998 – August, 1999

Intensive client contact, supervise beginning level therapist, responsible for collaboration with executive director regarding administrative activities of the Institute, Counseling Center Committee member, and develop database.

- Marriage and Family Therapist, The Family Therapy Center of Virginia Tech. Virginia Polytechnic Institute and State University, Blacksburg, VA, December 1995 – May 1998
Intensive client contact.
- Career Information Hotline Counselor, Virginia VIEW. Virginia Polytechnic Institute and State University, Blacksburg, VA, July, 1997-May, 1998
Phone counseling clients regarding career, occupation, and educational resources in the state of Virginia, poster development, and articles for the VIEW newspaper.
- Group Facilitator, *Pre-Marital Group*. Center for Family Services, Virginia Polytechnic Institute and State University, Blacksburg, VA, October - December, 1996
- Facilitator, *Relationship Building in the US*. Orientation workshop for international students, Virginia Polytechnic Institute and State University, Blacksburg, VA, August 21, 1996; August 21, 1997
- Group Facilitator, *Strength-Based Adult Caregivers' Group*. Adult Day Services, Virginia Polytechnic Institute and State University, Blacksburg, VA, April - May, 1996; July - August, 1997
- Group Facilitator, *Solution Focused Leadership*. Division of Continuing Education, Virginia Polytechnic Institute and State University, Blacksburg, VA, April 10, 1996
- Group Facilitator, *Adult Caregivers' Support Group*. Adult Day Services, Virginia Polytechnic Institute and State University, Blacksburg, VA, January, 1996 - May, 1997
- Student Social Worker
 - All India Women's Conference, Bombay, India, Fall, 1991 - Spring, 1992
 - Child Guidance Clinic, J.J. Hospital, Bombay, India, Fall, 1990 - Spring, 1991

TEACHING EXPERIENCE

- Coordinator, *Clinical Externship*. Houston Galveston Institute, Houston, September 1999 - August 2000; October 2000 - to date
- Instructor, *Practicum: Psychotherapy I*. Our Lady of the Lake University, Weekend Program, Houston, TX, Spring 1999 - Summer 1999; Fall 1999 - Summer 2000; Fall 2000 - Summer 20001; Fall 2001 - to date
- Instructor, *Research Methods and Procedures*. Our Lady of the Lake University, Weekend Program, Houston, TX, Fall 1999
- Teaching Assistant, *Practicum: Psychotherapy III*. Our Lady of the Lake University, Weekend Program, Houston, TX, Fall 1998
- Teaching Assistant, *Pre-practicum*. Our Lady of the Lake University, Weekend Program, Houston, TX, Fall 1998
- Graduate Teaching Assistant, *Gender Roles and Family Relationships*. Virginia Polytechnic Institute and State University, Blacksburg, VA, Fall, 1997
- Graduate Teaching Assistant, Course developer and laboratory coordinator of *Adult Day Care, Special Study*, Virginia Polytechnic Institute and State University, Blacksburg, VA, Spring, 1997

RESEARCH EXPERIENCE

- Project Director, *Families Enacting Divorce: Performing Possibilities*. Houston Galveston Institute, Houston, TX, December 2001 - to date
- Researcher, *Creating Learning Communities at Conferences*. Houston Galveston Institute, Houston, TX, Fall 2000
- Research Coordinator, *CPS Service Evaluation*. Houston Galveston Institute, Houston, TX, Fall, 1999
- Dissertation Researcher, *Transforming Performances: An Intern-Researcher's Hypertextual Journey in a Postmodern Community*. Dissertation in partial fulfillment of Ph.D. Virginia Polytechnic Institute and State University, Blacksburg, VA, January, 1998 - December, 2001

- Research Assistant, *Building Your Strengths as a Caregiver*. Adult Day Center, VA Hospital, Salem, VA, Summer, 1997
- Research Assistant, *Eating Disorders Hatch Grant*. Center for Family Services, Virginia Polytechnic Institute and State University, Blacksburg, VA, Summer, 1997
- Researcher, *Intergenerational Changes in Marital Expectations at the Pre-marital Stage*. Thesis submitted in partial fulfillment of Post MA Certificate program. Tata Institute of Social Sciences, Bombay, India, October 1997
- Researcher, *A Study of the Effect of Information Patterns and Physical Attractiveness on Causal Attribution and Physical Attraction*. Thesis submitted in partial fulfillment of BA (Honors). University of Delhi, Delhi, India, May 1990

PUBLICATION

- Co-Author, (in press). Conversing and Constructing Spirituality in a Postmodern Training Context. *Journal of Family Psychotherapy*, 13, (2 & 3)
- Co-Author, (in press). Communities and Crisis: International Learners and the Experience of One Learning Community. *Journal of Systemic Therapies*.
- Author, (in press). Connective and Generative Moments with Couples. In H. Anderson & D. Gehart (Eds.), *Expanding Conversations: Collaborative Therapy in Practice*.

GRANT

- Grant Writer & Project Director, *Families Enacting Divorce: Performing Possibilities*. Office of the Attorney General, Texas, \$160,365.00, 2001-2002; \$158,365.00, 2002-2003
- Student Social Work Fund Raiser Committee, *First Annual Student Social Workers Conference at the Tata Institute of Social Sciences*. Norwegian Embassy, New Delhi, 1991-1992

PROFESSIONAL EXPERIENCE

- Graduate Assistant, Adult Day Services, Virginia Polytechnic Institute and State University, Blacksburg, VA, August, 1995 - May, 1997
- Training Officer, SWISSAID, Bombay, India, May, 1992 - June, 1993
 - Assessed, monitored and followed-up on projects in tribal areas
 - Enabled and developed new women and youth groups
 - Documented articles on training
 - Wrote grant proposals and reports
- Volunteer, Riot Relief Camp, Bombay, India, January - February, 1993
 - Managed women's section of riot relief camp
 - Facilitated in crisis intervention
 - Rehabilitated riot victims
- Intern, Project SMITA, New Delhi, India, April - May, 1992
 - Conducted action research
 - Documented books, articles, and films

PRESENTATION

- Workshop Co-presenter, *"Supervision": A Collaborative Language Systems Approach*. American Association for Marriage and Family Therapy, 58th annual conference, Denver, CO, November 4, 2000
- Roundtable Presenter, *Autoethnography: Research Tool for Postmodernists*. American Association for Marriage and Family Therapy, 58th annual conference, Denver, CO, November 3, 2000
- Workshop Presenter, *Creating a Learning Community: Social Constructionist Research in Action*. Social Construction and Human Transformation, International Conference, Galveston, TX, September 21-24, 2000
- Consultant, *International Curriculum, Supporting Educational Programs in India*. Houston Community College System and University of Delhi, Houston, TX, June 2000
- Guest Lecturer, *Postmodern Approach to therapy*. Social Work School, University of Houston, Houston, TX, March 2000, April 2001
- Symposium Facilitator, HGI Annual Winter Symposium, Houston, TX, January, 24, 2000

- Poster Presenter, *Managing and Organizing Qualitative Data Using Word 97*. American Association for Marriage and Family Therapy, 57th annual conference, Chicago, IL , October 8, 1999
- Panel Member, *Multi- and Cross-Cultural Therapists' Voices*. Houston Association for Marriage and Family Therapy, monthly program, Houston, TX, June 18, 1999
- Presenter, *Building a Community of New Transcontinental Family Therapist Professionals*. International Family Therapy Association, XI World Congress, Akron, Ohio, April 14-16, 1999
- Panel Member, *Postmodern Supervision*. Texas Association for Marriage and Family Therapy, annual conference, San Antonio, TX, January 29, 1999
- Poster Presenter, *Building Adult Caregiver Strengths: An Ethnographic Study*. American Association for Marriage and Family Therapy, 56th annual conference, Dallas, TX, October 16, 1998
- Coordinator and moderator for a panel discussion on *Research in the Postmodern World: My Experiences*. Quint State Symposium on Child and Family Development, Virginia Polytechnic Institute and State University, Blacksburg, VA, March 15, 1997
- Guest lecture: 'Working with Older Adults' for undergraduate course, , Virginia Polytechnic Institute and State University, Blacksburg, VA, Spring, 1997
- Invited Presenter, *Providing Support and Strength to Caregivers*. Sponsored by Virginia Coalition for the Prevention of Elder Abuse and Virginia Tech Center for Gerontology, Blacksburg, VA, November 6, 1996
- Panel member, *Growing Up as a Woman Around the World*. Sponsored by Women's Center at Virginia Polytechnic Institute and State University, Blacksburg, VA, August 15, 1996
- Workshop Presenter, *Strength - Based Adult Caregivers' Group*. Southeastern Symposium on Child and Family Studies, University of North Carolina, Greensboro, NC, April 18-20, 1996
- Guest lecturer, *Sexuality in India* for undergraduate course, Virginia Polytechnic Institute and State University, Blacksburg, VA, Spring, 1996

- Guest lecturer, *Aging in India* for undergraduate course, Virginia Polytechnic Institute and State University, Blacksburg, VA, Fall, 1995 and Fall, 1996

CLINICAL TRAINING

- *Collaborative Family Law Training for Mental Healthcare Professionals* by Chip Rose, J.D. Sponsored by The alliance of Collaborative Family Law Attorneys & The Houston Association of Marriage and Family Therapy, Houston, TX, December 11, 2001
- *Self-Relations Supervision Group*, supervised by Stephen Gilligan, Ph.D. Houston, TX, August 5-8, 1999; Austin, TX, January 20-23, 2000
- *Constructing the Sexual Crucible: Integrating Sexual and Marital Therapy*, presented by David Schnarch, Ph.D. Houston, TX, April 30 & May 1, 1999
- *Adolescents and Violence: Challenges and Strategies*, presented by Kenneth Hardy, Ph.D. and Tracey Laszloffy, Ph.D. Houston, TX, March 12, 1999
- *International Winter Institute. Conversations, Language, & Possibilities: A Postmodern Approach to Therapy*. Houston Galveston Institute, Houston, TX, January 24-26, 1999
- *Postmodern Theory & Practice: Clinical Dialogue*, intensive, weekly clinical team practice. Houston Galveston Institute, Houston, TX, September, 1998 – May 1999; September, 1999 – May 2000
- *Monthly Series. Conversation, Language, and Possibilities: A Postmodern Approach to Therapy*, monthly theory and practice “in action” seminar series. Houston Galveston Institute, Houston, TX, September, 1998 – May 1999
- *Supervision Course. “What Every Good Supervisor Should Know,”* practical, theoretical, and ethical issues of supervision. Houston Galveston Institute, Houston, TX, September, 1998 – to date
- *Ericksonian Approaches to Hypnosis and Brief Solution-focused Psychotherapy*, 60-hour certification in hypnotherapy. American

Hypnosis Training Academy, Inc., Silver Spring, MD, November 13-16, 1997, December 11-14, 1997, and January 14-17, 1998

- *Frozen in Time: Possibility Therapy with Adult Survivors of Abuse*, presented by Bill O'Hanlon. Sponsored by The Family Services Institute of Roanoke Valley, Roanoke, VA, June 13, 1997
- *Systemic Gestalt Psychotherapy*. Appalachian State University, Boone, NC, May 27-31, 1997
- Certified in *PREPARE/ENRICH Program*. Training workshop for counselors, Washington, DC, May 19, 1997
- *Relationship Enhancement: Brief Couple /Family Therapy*. Workshop organized by National Institute of Relationship Enhancement, Bethesda, MD, October 25-26, 1996
- *Eriksonian Hypnotherapy Seminar* with Howard Protinsky, Ph.D., 10 weeks. Virginia Polytechnic Institute and State University, Blacksburg, VA, Summer, 1996
- *Expressive Arts and Play Media in Counseling*. Appalachian State University, Boone, NC, June 14-18, 1996
- *Counseling ADHD Adults: Individual, Marital and Group Therapy*. Division of Continuing Education, Virginia Polytechnic Institute and State University, Blacksburg, VA, October, 1995

PROFESSIONAL DEVELOPMENT

- *Performing the World: Communication, Improvisation and Societal Practice*. Sponsored by Performance of a Lifetime and the Taos Institute, Montauk, New York, October 12-14, 2001
- Society for the Study of Symbolic Interactionism Couch-Stone Symposium. St. Petersburg, FL, January 26-30, 2000
- *Family Therapy in the Mainstream*. 57th annual conference of the Association for Marriage and Family Therapy, Chicago, IL, October 8-10, 1998
- Annual conference of the Texas Association for Marriage and Family Therapy, San Antonio, TX, January 28-30, 1999

- *Preventive Family Therapy*. 56th annual conference of the American Association for Marriage and Family Therapy, Dallas, TX, October 15-18, 1998
- *Creative Horizons in Family Therapy*. 55th annual conference of the American Association for Marriage and Family Therapy, Atlanta, GA, September 19-21, 1997
- *Medical Family Therapy*, independent study. Virginia Polytechnic Institute and State University, Blacksburg, VA, Fall, 1997
- *Come Play with Us*. First annual Virginia Association for Play Therapy Conference, Harrisonburg, VA, July 11, 1997
- *Smart Marriages Happy Families*. First national conference of The Coalition for Marriage, Family and Couples Education, Washington, DC, May 15-19, 1997
- *Family Therapy Network Symposium*. Washington, DC, March 20-23, 1997
- *Group Psychotherapy*. Workshop sponsored by College of Human Resources and Education, Virginia Polytechnic Institute and State University, Blacksburg, VA, March 10, 1997
- *Competency-Based Therapy*. Workshop sponsored by College of Human Resources and Education, Virginia Polytechnic Institute and State University, Blacksburg, VA, February 28, 1997
- *Mind-Body Techniques*. Workshop sponsored by College of Human Resources and Education, Virginia Polytechnic Institute and State University, Blacksburg, VA, February 15, 1997
- *The Brief Therapy Conference*. Sponsored by The Milton Erikson Foundation, Inc. San Francisco, CA, December 11-15, 1996
- *Family Mediation*. Chi Sigma Iota Fall 1996 Workshop. Virginia Polytechnic Institute and State University, Blacksburg, VA, October 7, 1996
- *Families and Communities Together: A Conference for and about Children and Adults of all Abilities and their Families*. Virginia Polytechnic Institute and State University, Blacksburg, VA, August 8-9, 1996

- *Psychotherapy and the Threat of Managed Care: A Caring Approach for the Nineties*. Solution Focused Therapy Workshop. Roanoke, VA, May 10, 1996
- *Connecting Communities: Building on the Promise and Potential*. Seventh National Conference of Generations United, Washington, DC, March 29-31, 1996

PROFESSIONAL MEMBERSHIP

- Supervisor-in-training, American Association for Marriage and Family Therapy, 1998 - present
- Licensed Marriage and Family Therapy Associate, Texas, 1998 - present
- Student member, American Association for Marriage and Family Therapy, 1996 - present
- Life member, Indian Association for Family Therapy
- Member, Chi Sigma Iota: Counseling Academic and Professional Honor Society International, 1996 - 1997

HONORS

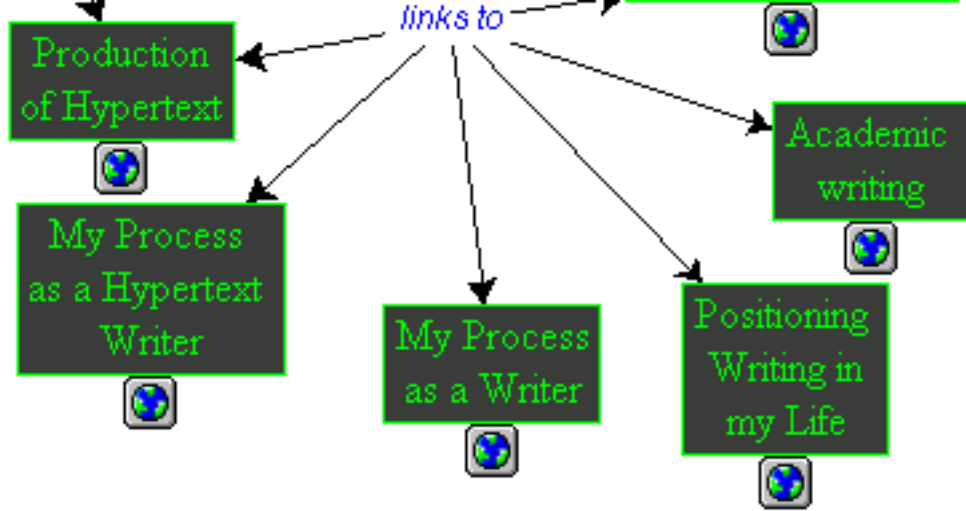
- Awarded P.E.O. International Peace Scholarship, August, 1996-July, 1997; August, 1997-July, 1998
- Awarded Gift Scholarship, awarded by the Co-ordination Sub-Committee of the Tata Trusts, 1995
- Awarded J.N. Tata Scholarship, 1995 - 1996
- Awarded Lady Meherbai Scholarship, 1995 - 1996
- Secured second rank in College in Bachelor of Arts (Honors curriculum) in Psychology, 1991
- Secured highest marks in research project in the University of Delhi, South Campus in BA (Honors) Psychology, 1991

COMPUTER SKILLS

- Web Designing and Consultation
- Software Experience: Adobe Acrobat 5.0, Cmap tools, EndNotes, Macromedia Flash 5.0, Macromedia Dreamweaver 4.0, Macromedia Fireworks 4.0, Microsoft Access, Microsoft Excel, Microsoft Outlook, Microsoft Power Point, Microsoft Word, Pagemaker, Printshop, Quickbooks, and SPSS

ACTIVITIES

- Webmaster, www.houstongalvestoninstitute.org, October 2000 - to date
- Organizing Committee member, *Creating a Learning Community: Social Constructionist Research in Action*. Social Construction and Human Transformation, International Conference, Galveston, TX, September 21-24, 2000
- Committee member, Counseling Center, Houston Galveston Institute, Houston, TX, Fall 1999
- Co-Chair, College of Human Resources and Education Graduate Council, Virginia Polytechnic Institute and State University, Blacksburg, VA, 1997 - 1998
- Organizing committee member, Quint State Symposium on Child and Family Development, Virginia Polytechnic Institute and State University, Blacksburg, VA, Summer, 1996 - Spring, 1997
- Organized first Annual Student Social Worker's Seminar, Tata Institute of Social Sciences, Bombay, India, 1991 - 1992
- Fund raising, Welfare Agencies Fund, Tata Institute of Social Sciences, Bombay, India, 1991 - 1992
- Founded College Environment Group, New Delhi, India, 1989 - 1990



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The dissertation web, a hypertext located within multiple discourses, is an intertextual script, a rendition, of my internship (1998-1999) and research experiences (1998-2001).

ACCOMPANYING ASSUMPTIONS: EMBEDDED PRACTICES

Adopting a postmodern theoretical position involves denying the existence of foundational knowledge on the grounds that no knowable social reality exists beyond the signs of language, image and discourse. Hargreaves, 1994, p. 39

According to Hargreaves, practice from this position implies that existing versions of social reality are to be deconstructed and one gives voice to other neglected or suppressed narrative. Thus, a postmodern practice involves an inter-flow of deconstruction and re-construction of narratives. However, a narrative or a reconstituted narrative are new narratives and are not presenting or mirroring the narrated event.

Postmodernism implies reminding myself that my thoughts ([personal and professional](#)) are just perspectives about my interactions. I may be influenced by certain theories more so than others, but there is no singular explanation for the complexities of social life. Narratives are contextual varying across voices, classes, colors, and genders (Aggar, 1998).

[Narratives](#) are conditions of culture which endorse and constraint some individual's experiences more than others. The conditions of culture determine what is said, who says what with what authority, which is defined as a discourse (Madison, personal communication, September 1997), which in turn further generates the conditions of

Abstract

*Theoretical
Narratives*

*Research
Narratives*

*Internship
Narratives*

culture. Thus, discourses are discursive in nature and have an inherent power since they are co-created in communal interactions. Discourse formations are social semiotic formations (Lemke, 1995). According to Lemke (1995), semiotics refers "to the general study of meaning making (semiosis), including not just meanings we make with language, but meanings we make with every sort of object, event or action in so far as it is endowed with a significance, a symbolic value, in our community" (p. 9). Thus, discourses are communicated via various sign systems: verbal and non-verbal, written or spoken, silence or speech, action or inaction, presence or absence, and so on.

One of the emerging discourses in social sciences and humanities (Shotter, 1997) is the "[social construction](#)" (Gergen, 1985, 1991, 1994a, 1994b; Harre, 1983, 1986; Shotter, 1997) discourse which flows from the postmodern paradigm. From this perspective, knowledge is the production of consensual and intersubjective agreements between individuals belonging to a particular community. Knowledge does not exist in an individual's mind nor "out in some extralinguistic reality" (Gergen & Gergen, 1991). Or as Bakhtin (1984) states, "Truth is not to be found inside the head of an individual person, it is born between people collectively searching for truth, in the process of their dialogic interaction" (as quoted by Shotter, 1997). According to this perspective our "inner" lives live in the temporal inter-relational spaces "occurring between ourselves and an other or otherness in our surroundings" (Shotter, 1997).

In this view, language is seen as constituting social reality rather than representing or reflecting reality. Language is not seen as the syntax and/or the grammatical structure of written and spoken texts. However, language refers to the various sign systems one may use to communicate and interpret ideas. Our sense of self and social world are constructed, maintained, and transformed by language (Pinkus, 1996).

Adopting a postmodern and social constructionist stance as one's

belief system has implications for research since ideology and research are connected (Denzin & Lincoln, 1994). I view social science research as a narrative (Packwood & Sikes, 1996) inquiry. The purpose of an inquiry, which is a social activity, is political action. "Social science research is an ideological undertaking" (Packwood & Sikes, 1996, p. 336). [Narrative](#) is a root metaphor of social construction (Sarbin, 1986), and all research are forms of narratives. According to Catherine Bateson (personal communication, March, 1998), "life is the ultimate research."

I expand on my ideas of [postmodernism](#), [social construction](#) and [narratives](#) as discourses within which my dissertation web is located.

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Transforming Performances: An Intern-Researcher's Hypertextual Journey in a Postmodern Community



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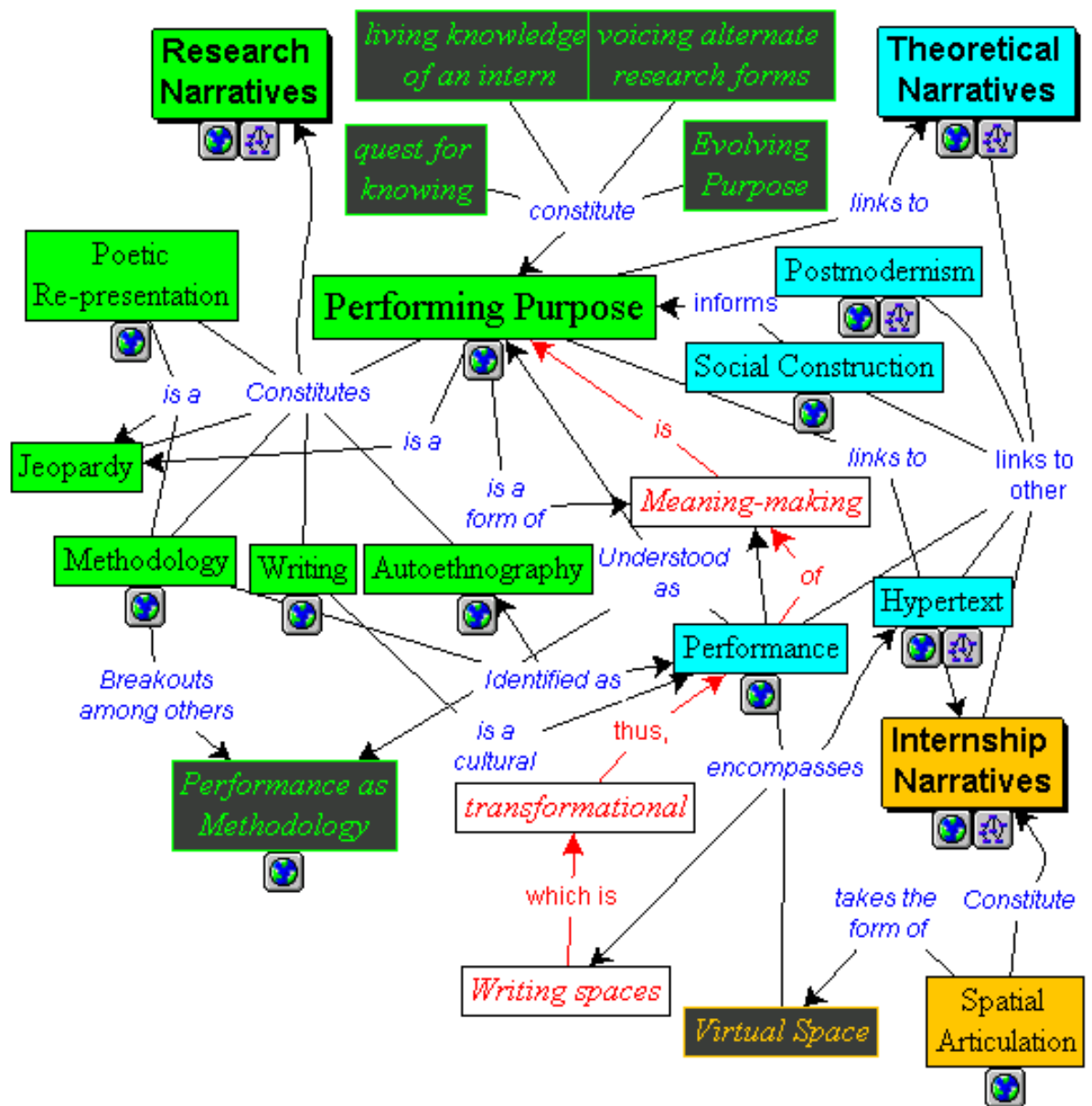
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The dissertation web, a hypertext located within multiple discourses, is an intertextual script, a rendition, of my internship (1998-1999) and research experiences (1998-2001).

PERFORMING PURPOSE: PERFORMING RESEARCH

- Abstract
- Theoretical Narratives
- Research Narratives
- Internship Narratives



Map: Graphic Location of *Performing Purpose* within the Dissertation Web



[Click for an interactive map](#)



What is the purpose of research? What are we trying to perform via and in our inquiries? Traditionally in psychology, the purpose of research has had three fold aim to understand, explain and predict behavior. The traditional view fosters the discourse of modernism, which presupposes that the purpose of research is to produce objective knowledge of the world, which is representational. Such research is driven by correspondence theory of truth. So, what are the alternatives for purpose of research in the postmodern world?

The last couple of decades have been identified as the crises of representation (Denzin & Lincoln, 1994). Postmodern critiques have challenged the notion of representation and the correspondence theory of language. These challenges have given rise to uncertainty and question the notion of research and research findings as discovering "reality." Instead, the postmodern thinkers have introduced the idea of knowledge construction and language as generative and constitutive (Anderson, 1997; Gergen, 1999; McNamee, 2000). That is, in the languaged communities we construct meaning thus, constructing knowledge communities (Bruffee, 1999). Consequently, the idea of research as a tool to "discover" reality is questioned. Rather, the idea of inquiry as a process of communal construction of knowledge is being furthered (Gergen, 1999; McNamee, 2000).

I am just basically wanting to say that I do not separate my scientific inquiry from my life and that for me it is really a quest for life and to understand life and to create what I call living knowledge and it is knowledge which is valid for the people with whom I work and for my self. Marja-Liisa Swantz, 1995

Inquiry, in this era of crises of representation, has value for the process of constructing the living knowledge. The question of purpose is based on content and the end product rather than the process of the inquiry (Reason, 1996). According to Gergen (1997) the function of human sciences might be prediction nad control for some but others commit to "generating insight, emancipating the reader, moral molding, providing conversational resources, and constructing cultural futures."



PERSONALIZING PURPOSE

Living Knowledge of an Intern: Inquiry of my internship experience is an experiential activity in itself. A process. Thus, the process of creating a narrative of my internship is a story by itself. My inquiry is a narrative of the researched event and the narrative of the inquiry process researching the event. It is a personal story. Judi, one of the conference participants identified by Reason (1996), eloquently addresses my research process in her words as a:

personal process, that people bring their life energy and questions to....I have found in my own research journey that when I have a [question](#) that is really important to me, even if I don't know what that question is, then the research is alive and I am questing.

Voicing Alternate Research Forms: I had proposed in 1997 that via my inquiry process I will explore alternate research forms. I approached this purpose at multiple levels-"methodology", "data collection", "analysis" and "report-writing." Thus, one of the process goals of my inquiry was to build in textual presentational structures such that the "[text subjunctivizes reality](#)" (Bruner, 1986; Shotter, 2000). So the challenge of writing my internship experience lay in creating possibilities for the "virtual text" that the reader will create rather than creating a "settled certainty" (Bruner, 1986). The writing or reporting stage of the inquiry process is an important part of researching the event. Inquiry of or into an event does not stop with "data collection" and "analysis", but the writing or what is traditionally known as data presentation or even thought of, as representing the event is crucial to the researched event. "...an event as we imagine it hasn't much to do with the same event as it is when it happens" (Kundera, 1993, p.139 [in Shotter, 2000]). However, the institutions of academic writing lay out norms for textual representation of the researched event. In the traditional--modernistic, rational, objective discourse--the researcher was the expert on otherness and the report, which was a reflection of the reality, was handed down to the reader who was a passive recipient of the newly discovered knowledge. Academic norms of acceptable human science scholarship are challenging the canonical norms (Bloom, 1998; Ellis & Bochner, 1996; Gergen, 1997; Richardson, 1997a, 1997b). However, there continues to be a certain prescribed mannerism of reporting which I think is a subliminal expectation

and a vestige of the traditional modernistic discourse of knowledge creation. Or could be viewed as an academic institution's norms that provides a constitutive background for research activities against which 'violations' such as the one I have pursued has significance (Shotter, 2000).

Quest for Knowing: Another aspect of the personal value of inquiry as identified by Reason (1996) who quotes Judi, a research participant, is to legitimize "one's own thirst for knowledge at the edge of one's own world." My thirst to experience a highly subject research --studying oneself in a context--was one of the driving forces. The other was the discourses about representation of one's inquiry. I think the presentation of the research is part of the construction of knowledge. My effort to find unique and traditionally uncommon ways of structuring my knowledge creation is a thirst for the creation of knowledge. I experience myself as being at the edge of the world--expanding the limits of scholastic acceptance of a piece of work that may be categorized as "dissertation."

Evolving Purpose: As my inquiry has progressed a *purpose* has *evolved*. It is my own understanding of the Institute's fluid culture and the Institute's vision as a postmodern training organization. This purpose has become important as I move more definitely into the role of a hired participant within this community. I am positioned to take on a role, identified as the associate director. Such a position has been constructed with the responsibility of coordination of "training" and "counseling center." Thus, the research helps me to reflect on my own experiences and to be in conversational curiosity and creative construction with the learning community members to co-create a context for learning and therapy. The research that started out as an academic requirement has consequently transformed into an action research, though not in its truest form (if there is one such form).

Peters (1997) describes that action research has a number of purposes, one of which is to learn from one's and other's experiences using a "variety of modes of systemic inquiry" (p 64). He further identifies six outcomes of action research: (i) "to improve one's practice or way of doing work"; ii) the practitioner expects "to improve one's own understanding of the practice"; iii) "an improvement in 'the rationality and justice of (the practitioner's) own social or educational practices'"; iv) "further theory development"; v) furthers "personal and professional development for the researcher"; and vi) a possible change in the system that is the context for the research (p. 65).

When viewed as an action research I find my inquiry meets five of Peters'

outcomes. First, as I pursued my inquiry I am in the position of improving my practice as the Institute's community member and I continue to position myself in an inquiring position to understand my own practice in the context of the community's practice intentions. Second, the inquiry has furthered my own personal/professional development as it furthers my understanding of learning contexts and myself. The inquiry has enhanced the reflective practitioner in me. I find myself re-storing my internship experiences as I make sense of it and become an integral community member. Third, the inquiry process has made me question the notion of narrative and coherence and construct the idea of fragmentation as an effort towards theory development. Fourth, change in a system is inevitable. As a consequence of the inquiry however, I attend to certain details, such as internship training, as influenced by my inquiry which shapes certain systemic changes. Also I have had the opportunity to share my research narratives at a faculty retreat as reflections and as a critical inquiry of the training practices by the HGI community.

Implicit Purpose: An implicit purpose of this inquiry has been a performance as a writer. I have been living the narrative of "I'm not a writer." I am not sure how I came to create this narrative about myself. But I think the narrative is related to coming to America and developing a view that I [lacked](#) critical writing skills, though I used to write essays in India. Since in India I did not take classes identified as "Writing" or "Critical Thought" I came to believe that there was a right way and my writing was not as good as that of my American colleagues. Thus, the current inquiry served an implicit purpose in nurturing and creating (at times torturing) myself as a writer. The process has been arduous. The process was not just writing but coming into the being of a writer; that is performing writing, playing the writer's role. How do I write, where do I write, when do I write, what do I write? All of the above questions were part of an internal dialogue. Thus, the dissertation process is a performance journey of becoming a writer .



I conclude with my **research questions** as contextualized by the purpose of research:

1. **How to locate the local experience of an intern in a postmodern community?**
2. **How to co-construct alternative styles of inquiry?**
3. **What is the researcher's experience of a highly subjective inquiry?**

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Transforming Performances: An Intern-Researcher's Hypertextual Journey in a Postmodern
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PRODUCTION OF ELECTRONIC TEXTUAL FRAMES

The production of the electronic text involves working with content and form at the same time. Since the "text shows what it is telling, does what it says, [and] displays its own making" (Pockley, 2000), thus, the content and form are intertwined. The electronic text is a form of a narrative structuring which constitutes the event it purports to re-present. Thus, the showing and telling of the text are the constitutive elements of the text along with what the reader brings to the text in the course of his/her understanding of the text.

Further, I assume the showing and telling of the text as the production of a textual performance. In my production I had created the following series of steps:

1. Conceptualization and creation: Putting on paper or on the computer what I want to say and how I want the text to look. For instance, I wanted to tell the story of stormy anger and I wanted the red and black colors to be vividly present in the final performance.
2. Create a MS Word File
3. Save the file as an HTML file
4. Use the Netscape composer as Text Editor; later I moved to Dreamweaver4
5. Edit HTML Tags
6. Create a template for layout and consistency
7. Creating graphic maps using CMap Tools
8. Size maps to fit the parameters of the delineated insert space
9. Create an index of maps

10. Create interactive maps and flash files
11. Create *.gif and *.mov versions of graphics and interactive elements using Fireworks and Flash software
12. Verify links using the Dreamweaver's features
13. To create a PDF: Use web capture of Adobe Acrobat to convert html files to PDF
14. Link *.mov files where flash images were embedded
15. Upload file to Web Server or university server or copy to CD-R
16. Verify Links
17. Make corrections and reload

As my textual frames increased, I started mapping the links on paper. I also looked for various Concept Mapping softwares such as Cmap and Inspiration and some Hypertext writing tools, which were primarily proprietary softwares such as StorySpace. I decided not to use any proprietary software due to archival and accessibility reasons. I decided to use CMap tool to create graphic images of the interlinks, since it converted the images to gif and HTML options that I was able to import into my dissertation web. I subsequently moved away from using the Netscape composer to the HTML editor *Dreamweaver4*, which has the capabilities to manage a website and tools to maintain and update the links. Thus, I found it to be an effective tool to use as I created the various interlinked textual frames. At the later stages of my dissertation to ensure a coherence among the text and to ensure consistency in the process of editing the various textual frames I developed a [checklist](#).

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*Transforming Performances: An Intern-Researcher's
Hypertextual Journey in a Postmodern Community*

Salha Bava

Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY
in
Human Development

APPROVED

Howard Protinsky, PhD, Committee Chair
Harlene Anderson, PhD, Committee Member
Dan Nesper, PhD, Committee Member
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October 31, 2001
Blacksburg, Virginia

Key Words: art, autobiographical, autoethnography, blurring boundaries, content and form, discourses, electronic referencing, feminist, hypertext, interdisciplinary, internship experiences, intertextual, journal, methodology, multimedia, narrative, performance, postmodern, qualitative, representation, research methodology, social construction, space, and writing

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**Lived Experience of an Evolving
Collaborative Language Systems Therapist:
A Sense, not an Essence**



Here am I.
Standing before you
Singular and solitary.

But don't let appearances fool you.

Each word from my mouth
Each gesture
is borne of others.

You see singularity
But reality is in multiples.
As we talk
You enter this world.
And I into another

Image & text source: <http://www.swarthmore.edu/SocSci/kgergen1/part1.html>

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enter



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Image & text source: Gergen, 1998 (<http://www.swarthmore.edu/SocSci/kgergen1/part1.html>)



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ABSTRACT

I present the [dissertation web](#) as a montage of a postmodern inquiry of my doctoral internship and research experiences—concerns and jubilation—positioned within the discourses of [postmodern](#), dissertation, academia, experimentalism and cyberspace innovations among others. I create a [social constructionistic](#) interactive interplay, using [hypertext](#), among my various voices of an intern, a researcher and a [person](#).

In the dissertation web—my inquiry—I practice the characterization of postmodernism on numerous fronts—subject of study, context of study, methodology and re-presentation of the inquiry. Implicitly and explicitly, I articulate the various characterizations of postmodernism in my inquiry by challenging the traditional research practices ([metanarratives](#)). I challenge the traditional praxis by alternate [performances](#) of research practices such as studying myself in a cultural context of an internship using the methodology of [autoethnography](#) and performance.

The [hypertext](#) docuverse is a further characterization of postmodernism in the styles and structures that are used for re-presentation of the narratives. The styles of narration I use—such as words and graphics, prose and poetry, first person conversational texts, narratives and collages—blur the boundary of "academic" [writing](#), [literature](#), and [art](#).

The hypertext is intended as a [metaphorical](#) experiential,

intertextual journey of an [intern](#) and a [researcher](#). Rather than a fixed structure, I create numerous structures of possible structures to privilege the readers' [navigational](#) choices. I anticipate that the reader's choices in the virtual space might create a sense of meaning-transformation as one journeys through the dissertation web, thus, valuing [fragmentation](#) and connection as aspects of sense-making, which are contextualized (among others) by the reader's meaning frames and my hypertextual [performances](#).

The dissertation is submitted in three formats—exclusive dissertation web.pdf, intertextual dissertation web.pdf, and xml version. The *exclusive dissertation web.pdf* is a web capture in pdf format of all the "files" that compose the dissertation web created in html. The *intertextual dissertation web.pdf* is a web capture of my dissertation along with capture of the external web resources that contextualize my dissertation web, thus illustrating the intertextuality of hypertexts by making the dissertation part of the larger textual web.

Due to the web capture, the "docuverse" is nonlinear and the pages do not follow any particular or author predefined sequences. So, *please use the internal links or the bookmarks to read or browse the dissertation web* rather than scrolling from the first "page" to the last "page" of the pdf formatted docuverse. The third version in xml will be made available at a later date. An html version of the dissertation is available directly from the researcher-author.

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T ransforming Performances: An I ntern-Researcher's Hypertextual Journey in a
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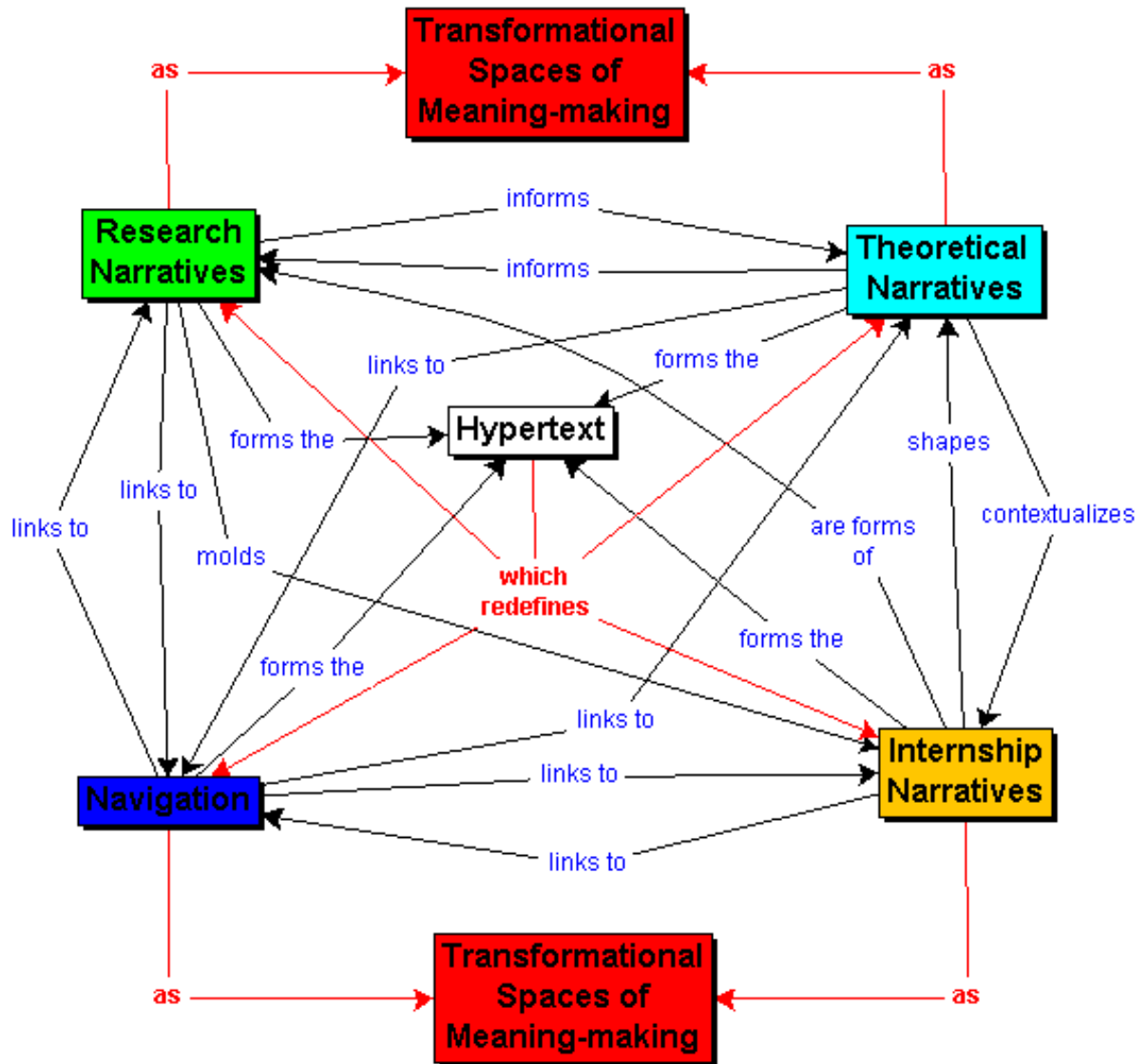
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TRANSFORMATIONS: AS SPACES OF MEANING-MAKING



Writing, a cultural performance, is a transformational process. In the process of narrating, linking experiences, de-fragmenting one's experience via [writing](#) and constructing [hypertexts](#), one is in a constant flux of creating newer experiences of meaning-making which are transformational moments. The processes of my inquiry ([dissertation web](#)) are tales of transformation from the title of the study to

the "final" versions of (hyper)texts.

SHIFTING SANDS

Title

I had proposed the title of *Lived Experience of an Evolving Collaborative Language Systems Therapist: A Sense, not an Essence*. The title was intended to guide readers who were interested in stories of an evolving therapist during the internship period. However, as I immersed myself in the internship allowing for the research field to inform my process of inquiry, the context and my intent changed. I was being transformed as a person but the focus of my transformation was not at the level of the therapist. I experienced substantive re-formations at the level of what I had labeled as the intern or researcher. Thus as the focus shifted, so evolved a new title: *Lived Experience of an Intern and a Researcher in a Postmodern Community*. As I got closer to punctuating my dissertation as "finished", I continued to reword the title since I found the latter title missing the importance of hypertext, performance, and the notion of transformation. So I selected the title of *Transforming Performances: An Intern-Researcher's Hypertextual Journey in a Postmodern Community*.

Focus of the Inquiry

Due to the dearth of literature on therapist development during internships, I decided to focus my inquiry on the internship process rather than narrow it to supervision, or any one particular aspect of my training. I entered the field with the understanding that at some point in my inquiry I would have to narrow my focus but I wanted to be immersed and informed in and by the field before I narrowed my focus. The process of delineating the focus was a fascinating experience in itself. It had a life of its own. I proceeded with my intuitive knowing along with support from my committee who would be my reminders for focus and definition. The definition of *field* itself expanded from the internship field to the intertextual field of discourses of postmodernism, feminist thought, research, writing, representation, electronic medium, hypertext, electronic thesis and dissertation initiatives, softwares, performance, space, academic requirements, personal and professional expectations, relationships among others. I found my focus to expand and narrow based on my ongoing lived experiences. My plumb line was "finishing" my doctoral program.

Research Questions

As the focus of my dissertation transformed, I re-formed my research questions. Though, one is suppose to inform their research process by being focused on the research question, I chose to inform the process by one of the characteristics of

postmodernism-shifting centers. Shifting centers is like shifting sand dunes that form and re-form as (contextual) natural elements change course overnight. Similarly, various contextual factors informed my process and the focus transformed from the therapist development to evolution to intern's experiences to my process as a researcher to an intern and a researcher's experiences.

I entered my internship experience with the following broad questions:

1. What is my experience of training, supervision, and interpersonal interactions at HGI?
2. What experiences shape my development as a CLS therapist as I progress through a year of training at the HGI?
3. What are the parallel processes occurring in supervision, therapy, and research as I position myself as the trainee, therapist, and researcher?
4. How does my awareness of my social location affect training and research?

Over time as I narrowed my focus and attempted to stay within the defined parameters of my proposal, I focused on the purpose of the inquiry and my interest along with the engagement with the field to narrow my research questions as:

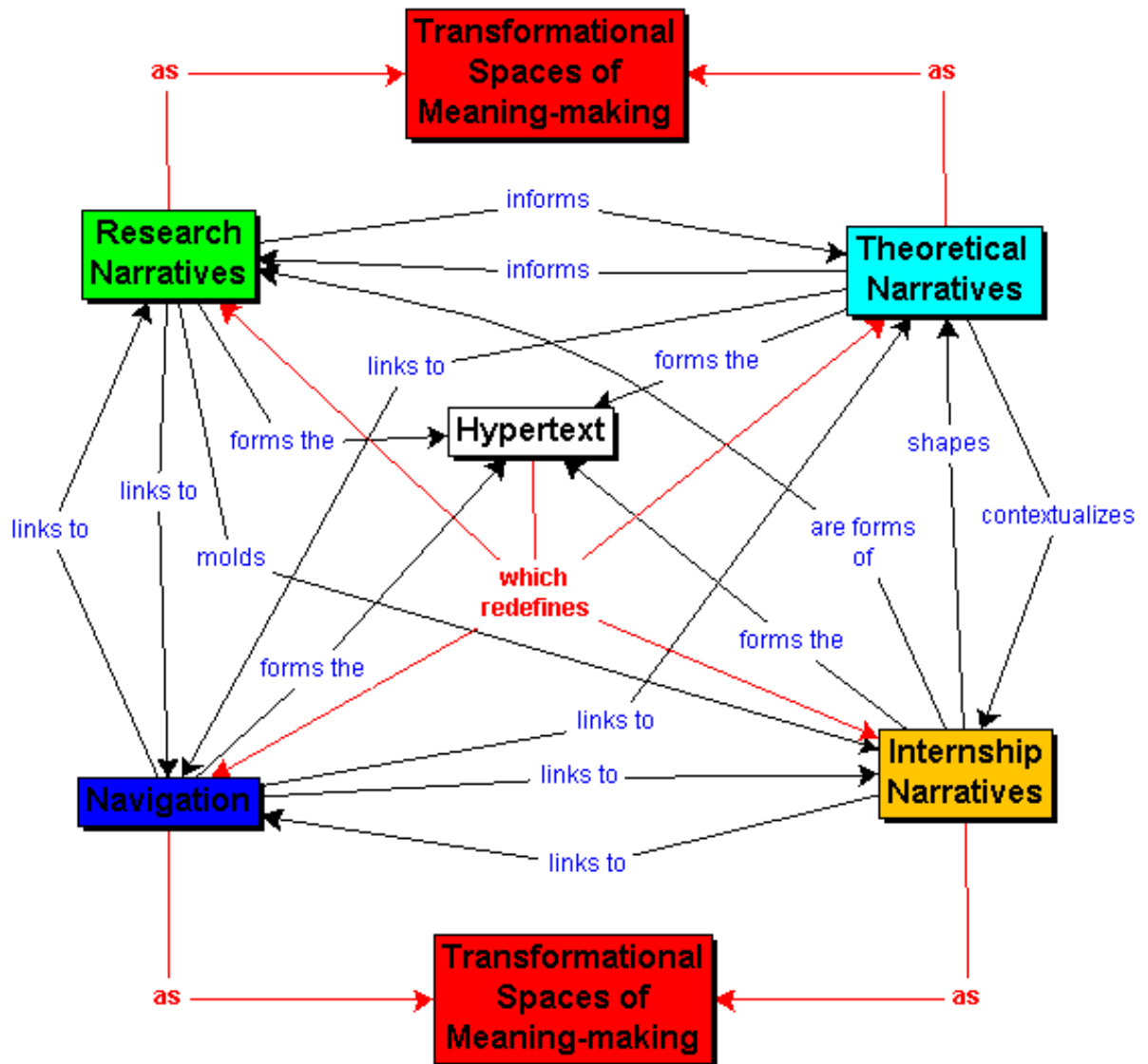
1. How to locate the local experience of an intern in a postmodern community?
2. How to co-construct alternative styles of inquiry?
3. What is the researcher's experience of a highly subjective inquiry?

Research Process

As is characteristic of postmodernism, the center de-centers, that is the foreground becomes background and the background becomes foreground. Similarly in my research process the intended final product—my internship and research process—became background by the time I came to punctuate the dissertation web with a pause. Instead, the production process took foreground. Though both the product and the process are aspects of the research experience however, I had not anticipated that my focus of the ground would change to the production process, thus, the "product" was the process.

The process of creating narratives of one's experience is a process of de-fragmenting one's life to make sense of disjointed events, parallel events, interacting events, conjoint events etc. In the process of writing, the writer strings words and chunks of text to create links among the various narrated events. In the dissertation web all this is occurring in the virtual space or cyberspace. Thus, the focus might shift, back and forth, from the narrated texts to the patterns of links in cyberspace. Consequently, the texts and narratives are redefined as transformational spaces of meaning making. In my dissertation web the hypertext transforms the research, theoretical and internship narratives to virtual spaces of

meaning making (as illustrated below). Consequently, experientially and contextually, the focus shifts from the narratives to hypertext, from internship experiences to research process experiences, from the "what" of my experiences to the "how" of my experiences, from fixed linear personal narratives and descriptions to fluid formless transformational communal sense-making processes. Thus, blurring the boundaries of narratives and hypertext, internship and research experiences, fixed and fluid, personal and communal, and form and formless.



As one reads the dissertation web, one is immersed in the experiential social sensing-making of postmodern characterization that informed had me as an intern and researcher. I pause (close the dissertation process) my current synthesis of transformations-a form of sense-making of the inquiry- with what *I have learned* and with a collection of questions titled *Speaking From My Experience To Yours*.

I HAVE LEARNED...

In the process of dissertation...

The transformation of "a record of one's own experience into a record of (an)other's" (Landow, 2001) is the process of autoethnography for me. The telling of a cultural story from one's own experiential perspective has the transformative potential of shifting a personalized narrative to communal narrative. Whether I have been able to achieve this will be measured over time by reader's responses across various languaged communities.

About Languaged Communities...

...I have broaden my languaged communities.

...Different languages give meaning to my experiences.

...How much more I need to learn about the various discourses.

...Membership in languaged communities is the process of meaning-making of forming and re-forming notions.

Creating Alternatives...

...is to create evocative narratives of my internship and research experiences that are not separated from my personal historical narratives

...is to learn multiple languages

...is to honor history and be critical of history

...is to be reflexive

...is to be and become

Becoming a Therapist is...

...learning that "training" in postmodern ideas is an experiential and didactic learning

...learning that learning occurs at many different fronts—with clients, in supervisions, among intern conversations, with peers, with friends and family, and over time as one makes sense of one's past and present experiences

...learning that learning is transferable

Writing is...

...transformational

... autobiographical irrespective of the content

... interpretational

... intertextual

SPEAKING FROM MY EXPERIENCE TO YOURS

Interns and Internship Coordinators

- Who decides which of our past training and practice experiences as a therapist counts towards one's professional identity? How is this decision made?
- How are the notions of "personal" and "professional" defined in various training communities? How do these distinctions inform the training context and vis-a-vis?
- How do the relationships within a training context define one's professional identities?
- How does an intern choose to form emotional ties, when one transitorily relocates? How does the training context impact on the emotional ties that are formed on relocation?
- How does the training site learn about the "personal" longings and illusions of its new members? How does the training site prepare for the new dynamics that emerges from the new relationships? How are the "personal" and "professional" disillusionment managed in a "professional" context?
- How do interns and researchers re-locate themselves as their theoretical orientation expands with experience? How does one's changing theoretical orientation position oneself within a languaged community?
- How does the notion of "dual relationship" limit the intern from preparing for the "real world" of multiple relationships? How can learners and learning sites create a context for reflective positioning within multiple relationships?
- How do interns co-create metaphors to perform the organizational and personal discourses of training and learning?
- How are spatial metaphors created as discourses of relational politics?
- How are local expectations and emotions privileged in the course of the training?
- What kind of a learning environment are we constructing when we language distinctions such as learners and trainers, interns and faculty? How do we get out of the language trap? Or would the practice of reflexivity entrap (or un-trap) the reality-in-language?
- How is the learner's experience influenced when the practice philosophy of an internship site is in transition?
- How does an internship site address learning, from a collaborative perspective, when the learner's model differs from the site's training parameters?
- What if the learners want to explore outside the parameters of the faculty/Institute's agenda? How are such collaborations managed?

International Students as Therapist-in-Training

- How do learning sites address the international students' process of assimilation?
- How do the international students' long term goals influence the process of assimilation?
- How does the process of being assimilated *by* a culture differ from the process of assimilating *into* a culture?
- How does the discourse of professional identity impact on boundary crossers, like me, who move from one country to another in the quest of training?
- How do interns and international students define themselves to belong within a new learning community?

Researchers

- How to use hypertext as an alternate way of re-presenting and authoring our text (Denzin, 1994)?
- How to approach interpretation as an art (Denzin, 1994) that is local and personal?
- How to use writing, intertextuality and conversations to make sense of one's own experience and thus expanding it outward to the reader who reads the text as an "other" to make sense of "another's life?"
- How is hypertext a methodology?
- How are personal narratives political, historical and cultural narratives?
- How do our self-definitions of our fluid selves inform (the) self?
- Can Adobe Acrobat's [*web capture*](#) feature become a convention for data-management, e-referencing, and archiving and appending secondary electronic sources?

Writers

- How do the discourses that one is located within inform, form, and disform one's writing?
- How does writing inform the cultural discourses that I enter into as a chosen languaged community?

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Transforming Performances: An Intern-Researcher's Hypertextual Journey in a Postmodern Community

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The dissertation web, a hypertext located within multiple discourses, is an intertextual script, a rendition, of my internship (1998-1999) and research experiences (1998-2001).



THEORETICAL NARRATIVES

- ⊙ [Postmodernism](#)
- ⊙ [Social Construction](#)
- ⊙ [Narrative](#)
 - ⊙ [Introduction](#)
 - ⊙ [Evolving Narrative Notions](#)
- ⊙ [Hypertext](#)
 - ⊙ [Introduction](#)
 - ⊙ [Deconstructing the Narrative](#)
 - ⊙ [Intertextuality](#)
 - ⊙ [Electronic Writing](#)
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