

## Atelier Analyse Thématique

Exemple du regroupement des codes en thèmes, tiré des travaux de Lindsey Paek

### Questions de recherche :

- What does it mean to be Korean Canadian? What kinds of experiences shape one to feel Korean Canadian?
- What is Canadian multiculturalism, and how is it lived and perceived by Korean immigrants?
- What is the modern-day multicultural, English-speaking Canadian identity?

### Intra-case codes and themes + categories

Codes	Thèmes + sub-thèmes
<b>Childhood friendships</b> <ul style="list-style-type: none"><li>- Friends with peers of diverse ethnic/racial backgrounds</li></ul>	Friendship dynamics evolves as one grows (primary school-university) <ul style="list-style-type: none"><li>- Elementary school friendships</li><li>- Secondary school friendships</li><li>- Post-secondary school experiences</li></ul>
<b>Gifted Program (elementary to high school)</b> <ul style="list-style-type: none"><li>- Most of the peers = Asians</li><li>- Naturally led to friendships with Asians</li></ul>	Influences on social grouping in school <ul style="list-style-type: none"><li>- Cultural influence (university questionnaire)</li><li>- Educational influence (Gifted Program)</li></ul>
<b>Gifted Program (structure and characteristics)</b> <ul style="list-style-type: none"><li>- Not sure how to define it</li><li>- Kind of like special education</li><li>- 'Smart kids' stereotype, but not only</li><li>- Entrance test, but free to leave when one wants</li></ul>	Unintentional grouping <ul style="list-style-type: none"><li>- By chance</li><li>- Unintentional</li><li>- Friendships formed by cultural, educational, ethnic, and racial dynamics</li></ul>
<b>University experience</b> <ul style="list-style-type: none"><li>- Some high school friends, close friendships</li><li>- Placed on the same dorm floor with Asians (maybe matching questionnaire)</li></ul>	

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Cultural influence = unintentional (ethnic/racial) grouping

### Inter-cas : codes and thèmes + catégories

Case 1 – initial codes	Case 2 – initial codes	Themes and categories
<p>Childhood friendships</p> <ul style="list-style-type: none"> <li>- Friends with peers of diverse ethnic/racial backgrounds</li> </ul> <p>Gifted Program (elementary to high school)</p> <ul style="list-style-type: none"> <li>- Most of the peers = Asians</li> <li>- Naturally led to friendships with Asians</li> </ul> <p>Gifted Program (structure and characteristics)</p> <ul style="list-style-type: none"> <li>- Not sure how to define it</li> <li>- Kind of like special education</li> <li>- ‘Smart kids’ stereotype, but not only</li> <li>- Entrance test, but free to leave when one wants</li> </ul> <p>University experience</p> <ul style="list-style-type: none"> <li>- Some high school friends, close friendships</li> <li>- Placed on the same dorm floor with Asians (maybe matching questionnaire)</li> </ul>	<p>Elementary school friendships</p> <ul style="list-style-type: none"> <li>- Making friends with people of various races and ethnicities</li> </ul> <p>Absence of Korean community</p> <ul style="list-style-type: none"> <li>- No Korean community in elementary school, leading to a more diverse range of friendships.</li> </ul> <p>Secondary school friendships</p> <ul style="list-style-type: none"> <li>- Natural shift towards ethnic grouping</li> </ul> <p>Lack of links to Korean community</p> <ul style="list-style-type: none"> <li>- Throughout all of schooling experiences</li> </ul> <p>Friendships based on language and culture</p> <ul style="list-style-type: none"> <li>- Forming friendships with classmates who spoke English, from Asian backgrounds</li> <li>- No specific focus on ethnic groups</li> </ul> <p>University experiences</p> <ul style="list-style-type: none"> <li>- Continued the pattern of forming friendships with other Asians</li> </ul>	<p>Friendship Dynamics Across Educational Phases</p> <ul style="list-style-type: none"> <li>- Friendships evolved through childhood, secondary school, and university, with shifts towards more ethnically specific groups over time.</li> </ul> <p>Cultural and Linguistic Influences on Friendships</p> <ul style="list-style-type: none"> <li>- Cultural and language shared by friends played a key role in forming social bonds, though it wasn't a conscious effort to group with similar ethnicities.</li> </ul> <p>The Impact of Educational Structures on Social Grouping</p> <ul style="list-style-type: none"> <li>- Educational programs like the Gifted Program shaped social dynamics, though the influence was subtle and affected the nature of friendships.</li> </ul>

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Cultural influence = unintentional (ethnic/racial) grouping		<p>Unintentional Grouping by Cultural and Racial Factors</p> <ul style="list-style-type: none"><li>- Friendships often developed along cultural and ethnic lines, though this was unintentional.</li></ul> <p>Stereotypes and Social Perceptions</p> <ul style="list-style-type: none"><li>- The Gifted Program came with some stereotypes, but these were not necessarily definitive of the participant's social experience.</li></ul>
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