QUALITATIVE RESEARCH
METHODOLOGY

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UNDANG-UNDANG REPUBLIK INDONESIA
NOMOR 28 TAHUN 2014
TENTANG HAK CIPTA

Pasal 2

Undang-Undang ini berlaku terhadap:

a. semua Ciptaan dan produk Hak Terkait warga negara, penduduk, dan badan hukum Indonesia;
b. semua Ciptaan dan produk Hak Terkait bukan warga negara Indonesia, bukan penduduk Indonesia, dan bukan badan hukum Indonesia yang untuk pertama kali dilakukan Pengumuman di Indonesia;
c. semua Ciptaan dan/atau produk Hak Terkait dan pengguna Ciptaan dan/atau produk Hak Terkait bukan warga negara Indonesia, bukan penduduk Indonesia, dan bukan badan hukum Indonesia dengan ketentuan:
    1. negaranya mempunyai perjanjian bilateral dengan negara Republik Indonesia mengenai pelindungan Hak Cipta dan Hak Terkait; atau
    2. negaranya dan negara Republik Indonesia merupakan pihak atau peserta dalam perjanjian multilateral yang sama mengenai pelindungan Hak Cipta dan Hak Terkait.

BAB XVII KETENTUAN PIDANA

Pasal 112

Setiap Orang yang dengan tanpa hak melakukan perbuatan sebagaimana dimaksud dalam Pasal 7 ayat (3) dan/atau Pasal 52 untuk Penggunaan Secara Komersial, dipidana dengan pidana penjara paling lama 2 (dua) tahun dan/atau pidana denda paling banyak Rp300.000.000,00 (tiga ratus juta rupiah).

(1) Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
(2) Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).
(3) Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf a, huruf b, huruf e, dan/atau huruf g untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 4 (empat) tahun dan/atau pidana denda paling banyak Rp1.000.000.000,00 (satu miliar rupiah).
(4) Setiap Orang yang memenuhi unsur sebagaimana dimaksud pada ayat (3) yang dilakukan dalam bentuk pembajakan, dipidana dengan pidana penjara paling lama 10 (sepuluh) tahun dan/atau pidana denda paling banyak Rp4.000.000.000,00 (empat miliar rupiah).

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PREFACE

A qualitative research is not merely collecting non-quantifiable data by interview, observation, or documentation. It is an investigation that aims to provide richly textualized accounts of complex social contexts; to demonstrate the complexity, texture, and nuance involved in how individuals and groups experience themselves and their worlds. To some extends, qualitative approach does not simply using words to describe a case, however it is used to construct knowledge based on the reflexivity of the research participants and the complexity of social contexts considering the complex factors that may be compromised.

The qualitative methodology conveyed in this book uses the perspective offered by Kamberelis & Dimitriadis (2005). This book attempts to introduce the concept of chronotopes to distinguish kinds of qualitative research based on how knowledge is constructed, how truth is constituted, how subject and objects are related, and how language is used to reason or infer meanings. With the chronotope index, this book shows what makes one type of qualitative research is differed to the others.

This book is prepared for postgraduate students (masters or doctorate) taking the course namely *Metode Penelitian Kualitatif* (Qualitative Researach Methods). Not only is the theoretical base of qualitative inquiry, this book also provides students with examples and how to collect empirical data using discourse analysis, interview, documentation, or observation. Some references are also included in every session (chapter), therefore students and readers can look for more details.

January, 2019

Endah Retnowati

INTRODUCTION & OVERVIEW

Beyond scientism

➤ "Faith in mathematical and statistical methods in the social sciences is surprisingly tenacious... [despite]...repeated failures to meet positivist ideals of explanation and prediction...

➤ It is problematic to model social processes on natural processes in this way...because it leads to rather narrow conceptions of explanation and testing, in which the element of prediction is elevated at the expense of contextual and ontological factors."

(Glynos & Howarth, 2007, pp. 18-19)

What is qualitative inquiry?

➤ Most qualitative approaches share several characteristics, including the following:

→ They collect and study non-quantifiable data

→ They are highly contextualized

→ They provide richly textualized accounts of complex social phenomena

→ They deploy narrative rhetorical techniques to make their arguments

→ They are more interested in verisimilitude, trustworthiness and praxis than validity and generalizability

(Kamberelis & Dimitriadis, 2005, p. 23)

➤ "Qualitative research attempts to understand, interpret and explain complex and highly contextualized social phenomena such classroom cultures, avid readers or peer group development and maintenance...it tends to be motivated more by 'how' and 'why' questions,

as much, if not more than, 'what' questions…. It always aims to demonstrate the complexity, texture, and nuance involved in how individuals and groups experience themselves and their worlds."

<div align="right">(Kamberelis & Dimitriadis, 2005, p. 17)</div>

➤ Qualitative inquiry does not

⇥ Isolate single variable(s) to test their effects using control groups versus experimental groups

⇥ Attempt to generate causal laws that are presumed to be timeless and universal

<div align="right">(Kamberelis & Dimitriadis, 2005, p. 17)</div>

The distinctiveness of social inquiry

➤ Inquiry in the social sciences is complicated by additional factors when compared to the natural/physical sciences:

⇥ The complexity of social contexts

⇥ The reflexivity of research participants

Forms of reasoning in social science

"As against inductive and deductive modes of reasoning, we argue more positively that retroductive reasoning provides us with a general form or logic of explanation in the social sciences."

<div align="right">(Glynos & Howarth, 2007, p. 19)</div>

The translation

Abduction (or retroduction) is a form of logical inference which goes from an observation to a theory which accounts for the observation

Retroductive reasoning

➤ "We challenge the compartmentalizing tendencies of positivist social science investigation —a logic of scientific discovery followed by a logic of exhaustive empirical testing and explanation— and propose instead one overarching logic of investigation comprising three interlocking moments:

➥ the problematization of empirical phenomena;

➥ the retroductive explanation of these phenomena;

➥ and the persuasion of – and intervention into – the relevant community and practices of scholars and lay- actors."

(Glynos & Howarth, 2007, p.19)

Aims of reasoning in research

Casual laws

Contextualized interpretations

Explanatory logic
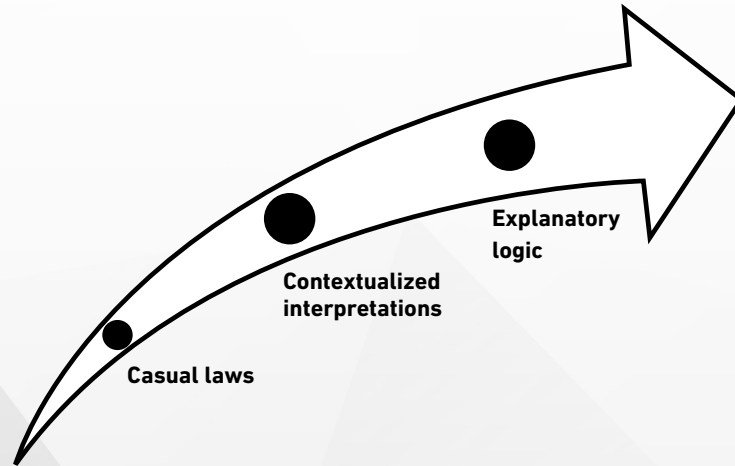
Activity 1

Briefly describe your research interests and write what you hope to learn from studying qualitative research. It is very useful to form a small discussion group to share research interests.

Four 'dimensions' or 'analytic strata' of research

➤ Epistemologies

   ➤ Theories

      ➤ Approaches

         ➤ Strategies

In designing and conducting qualitative research, alignment between these dimensions is critically important

Epistemologies

➤ Epistemologies are concerned with the nature of human knowledge and its conditions, i.e. how people can come to have knowledge
➤ Two overarching epistemologies
   ➥ Objectivism
   ➥ Constructivism

Theories

"Theories constitute abstract sets of assumptions and assertions used to interpret and sometimes explain psychological, social, cultural, and historical processes and formations."

(Kamberelis & Dimitriadis, 2005, p. 15)

Examples include:

➤ Positivism (asserts existence of meaningful reality existing independent of human experience and knowable through empirical observation)

➤ Interpretivism (asserts that knowledge, truth and meaning are constructed through symbolic acts by human beings)

➤ Poststructuralism (asserts that knowledge is always partial, situated, and interested)

Approaches

"Approaches are systematic yet dynamic social scientific formations that provide loosely designed structures for conceiving, designing, and carrying out research projects."

(Kamberelis & Dimitriadis, 2005, p. 17)

Examples include:

➤ Ethnography   ➤ Life history

➤ Grounded theory

➤ Narrative inquiry

➤ Discourse analysis

Strategies

➤ "Research strategies are the specific practices and procedures that researchers deploy to collect and analyze data and to report their findings."

(Kamberelis & Dimitriadis, 2005, p. 18)

➤ Three overarching types of data are
  ➥ Interview data
  ➥ Observational data
  ➥ Archival/documentary data
➤ There are multiple possibilities for collecting and analyzing each of these data types

Traditional views of language

➤ Meanings of words & sentences explained by their relation to things or states in real world
➤ Language must have a logical structure prescribing permissible relations among terms & sentences
➤ The descriptive and evaluative aspects of language must be kept apart
➤ Language provides a pictorial description of an external reality

➤ Meanings are fixed, independently existing entities

➤ Language is a neutral instrument of control in discovering and ordering the world

(Taylor, 1987)

Social & historical change in 20th century

➤ Social change & upheaval

⇥ Awareness of oppression/suppression of groups and minorities (e.g. women, ethnic groups)

⇥ Changing economic patterns (the 'knowledge economy', globalization, casualization of work)

➤ Technological innovations

⇥ New forms of information production

⇥ Increased access to information

➤ The combined effect of these changes resulted in:

⇥ Concern about mass 'indoctrination' (Frankfurt school)

⇥ Challenging (hitherto) dominant truths (Feminism, Postcolonialism)

⇥ Questioning 'truth' per se (Postmodernism & Poststructuralism)

The 'linguistic turn'

"We are in a very **different world**, then, from that proposed by **common sense** or **scientific reason**, where **language** merely **reflects**, or **corresponds** to, a **pre-existing reality**. This new(ish) world, which is not one but many, is the product of a 'linguistic turn' that has spread like a virus through the disciplines ...unsettling old, **humanistic** narratives of truth, **progress** and **emancipation**. The linguistic turn has insisted that all truths are **textual**; that the way we see the world is **'always already'** infected by **language**."

(MacLure, 2003, p. 4)

Epistemological stances: one framework
(after Shwandt, 2000)

	Paradigm			
	Positivist/post-positivist	**Interpretivist**	**Hermeneutic**	**Social constructionist**
Stance on truth and knowledge	Objective knowledge reflects the world as it is	Objective knowledge can be accessed from subjective positions	Knowledge is produced via subjective interpretation & dialogue	Truth and knowledge are permeated with social, cultural, historical & ideological values

Researcher position	Detached, objective observer of reality	Unaffected by interpretive process	Understanding requires engagement with bias	Researchers are always positioned in social power relations

◆ Thinking of research in terms of 'Chronotopes'
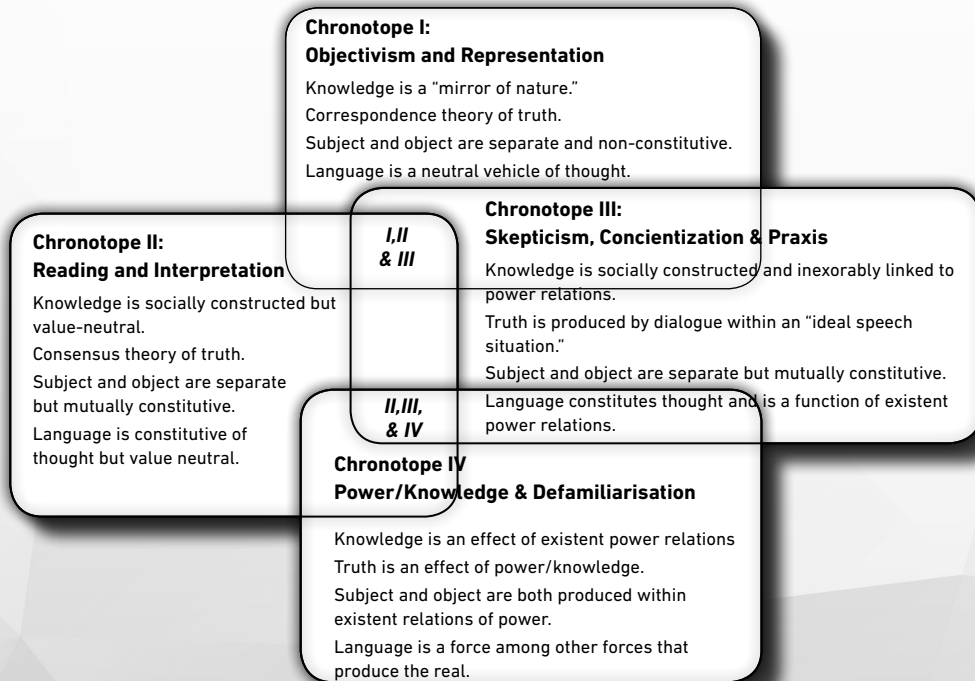
"Chronotopes are normalizing frames that render the world as 'just the way things are'...*chronotopes of qualitative inquiry index durable historical realities that constitute what is common, natural, and expected by collectivities of social scientists who conduct particular kinds of qualitative research*."

(Kamberelis & Dimitriadis, 2005, p. 25, emphasis in original)

Four research 'chronotopes'

Figure 1. Predominant Chronotopes of Qualitative Inquiry

Chronotope I:
Objectivism and Representation

Knowledge is a "mirror of nature."

Correspondence theory of truth.

Subject and object are separate and non-constitutive.

Language is a neutral vehicle of thought.

I,II & III

Chronotope III:
Skepticism, Concientization & Praxis

Knowledge is socially constructed and inexorably linked to power relations.

Truth is produced by dialogue within an "ideal speech situation."

Subject and object are separate but mutually constitutive.

Language constitutes thought and is a function of existent power relations.

Chronotope II:
Reading and Interpretation

Knowledge is socially constructed but value-neutral.

Consensus theory of truth.

Subject and object are separate but mutually constitutive.

Language is constitutive of thought but value neutral.

II,III, & IV

Chronotope IV
Power/Knowledge & Defamiliarisation

Knowledge is an effect of existent power relations

Truth is an effect of power/knowledge.

Subject and object are both produced within existent relations of power.

Language is a force among other forces that produce the real.

Chronotope 1: Objectivism & representation

- "Knowledge is a mirror of nature" (Rorty, 1979)
- Correspondence theory of truth
- Logics of verification / falsification
- Rational subject able to know objective world through:
  - Systematic application of reason, formal principles, formal logic (rationalist approach)
  - Controlled observation and experimentation (empiricist approach)
- Language is neutral medium for representing observed relations in the external world

Research example

- Foley, J. (1990). Genre" 'Verbal tailoring from ready-made cloth'?
- Argues for systemic and scientific nature of genre-based pedagogy in contrast to 'process' models of teaching writing
- Assumes existence of a generic canon
- Focuses on issues of effectiveness in isolation from issues of power, access, or voice
- Views language and literacy pedagogy as neutral vehicles for teaching 'genres of power'

Chronotope 2: Reading & interpretation

➤ Knowledge is perspectival & conditional, constructed through symbolic acts of human beings in relation to the world and to others
➤ Consensus theory of truth within a 'horizon' of experience and within a community (Gadamer, 1968)
➤ Human practices and their meanings understood through situated interpretation of 'part' (individual, activity, etc.) in relation to 'whole' (community, context, etc.) (i.e. the 'hermeneutic circle')
➤ Language mediates and constitutes human thought but is value neutral
➤ Research purpose is open dialogue & genuine understanding

Research example

➤ Heath, S.B. (1983). Ways with Words: Languange, life, and work in communities and classrooms. Cambridge: University Press
  ➥ Documented linguistic practices and literacy events in four distinct socioeconomic communities in a rural US town
  ➥ Demonstrated how each community's 'ways with words' ('part') were linked to their particular historically shaped, sociocultural practices ('whole'); and how only some community's ways with words matched those of the school

↪ Worked with teachers to help them vary and attune their classroom practices to those of their pupils' home communities

Chronotope 3: Skepticism, conscietization, & praxis

➤ Concerned with ideology (& ideology critique) & domination
➤ Assumes that surface level meanings hide deep structural conflicts & contradictions
➤ Seeks to unmask prejudicial understandings and to reveal the historical relativity of individual consciousness, social relationships, and reality
➤ Truth emerges from "ideal speech situations" (Habermas,
➤ 1984) where individuals engage in communicative acts that are unconstrained, dialogic, and thus undistorted, to reach rational consensus
➤ Emphasizes transformative potential of praxis, i.e. the linking of theory/knowledge & practice/action within reciprocal relationships

Research example

➤ Freire, P. (1970). Pedagogy of the oppressed. New York: Seabury Press
  ↪ Conducted a literacy campaign with Brazilian peasants
  ↪ Based pedagogy around words and ideas of central importance to the learners
  ↪ These words were dissected, analyzed and reassembled to promote sense of control and

raise critical consciousness

➥ Promoted 'praxis' in which critical consciousness was seen as a prelude to political action

➥ This model contrasts with what Freire called 'the banking model' of education, which views students as empty accounts in which educators deposit neutral knowledge

Critical pedagogy

Chronotope 4: Power/knowledge & defamiliarization

➤ Knowledge, or "truth effects", is always related to power relations (Foucault, 1980)

➤ Power is productive and circulates amongst people in everyday life (Foucault, 1978)

➤ Power/knowledge as discourse constitutes

➥ **Social realities (including normative categories & ways of seeing); social relations; social identities** (Phillips & Jorgensen, 2002)

➤ Power always entails resistance & agency

➤ We cannot step beyond the "regimes of truth" that constitute & are constituted by power/knowledge

➤ Researchers can engage in reflexive, or defamiliarization, practices in order to

➥ **recognize historical situating of thinking & subjectivity**

➥ **open possibilities for thinking and being 'otherwise'**

Research example

➤ Luke, A. (1992). The body literate: Discourse and inscription in early literacy training. Linguistics and Education, 4(1), 107-129

  ➥ Demonstrated how early literacy education is a social/ material practice that produces subjects with a distinct bodily/linguistic/literary 'habitus' (Bourdieu, 1991)

  ➥ This production is accomplished through various 'technologies of the self' i.e. practices that individuals perform on themselves that constitute forms of self- regulation within prescribed discourses (Foucault, 1977)

  ➥ Such disciplinary training involves particular arrangements of bodies in space and time, and particular techniques of hierarchical observation, normative judgment & examinations / evaluations

Activity 2

1. Which research Chronotope you think best describes your current or past research.
2. Choose a research article that reflects the Chronotope 'Objectivism and representation' and re-write the method section.

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CHRONOTOPE 1:
Objectivism & Representation

Session overview

- There are many key concepts and ideas/terminologies from session 1
- Flower & Hayes article as example of Chronotope 1
- Sharing your examples of Chronotope 1
- Looking at approaches to Qualitative research: Case study
- Thinking about doing research: Selecting a topic

Objectivism & Representation

- "...the possibility of directly and unproblematically mapping a symbolic representation onto the facts of the world in a one to one fashion."
- "The systematic application of reason to achieve unmediated access to formal principles...that makes possible the observables of the world... controlled observation and experimentation with the goal of finding interpretation-free brute facts."
- "Language is conceived as a neutral medium for accurately representing observed relations in the external world...*as+ unmediated, uninterested transmission of facts."
- "By drawing heavily on conceptual frameworks developed in other fields, (especially psychology), research agendas often focus on... internal, hidden variables such as... writers' intentions (e.g. Flower & Hayes, 1981)."

(Kamberelis & Dimitriadis, p.29 & 31)

- ➤ "This paper will introduce a theory of the cognitive process involved in composing...has a good deal of evidence to support it...suggests testable hypotheses." (p.366)
- ➤ "In a process model, the major units of analysis are elementary mental processes... And these processes have a hierarchical structure." (p.367)
- ➤ "Unlike introspective reports ('notoriously inaccurate')... thinking aloud protocols capture a detailed record of what is actually going on in the writer's mind during the act of composing itself....we ask them to work on the task as they normally would...except that they must think aloud...to verbalize everything....." (p.368)

Peer sharing activity

- ➤ In your groups, share any articles you managed to find reflecting the underlying principles and beliefs of Chronotope 1 (Objectivism and Representation)
  - ➥ Discuss the articles among the group
  - ➥ Be prepared to report on one of the articles to the class

Looking at approaches to research:

Case study research

- ➤ Case studies are a common way of delimiting a research study...but what do we mean by a 'case'?

➤ "Case study is not a methodological choice but a choice of what is to be studied." (Stake, 2000, p.435)

➤ "If we study cases, we can see a person, an institution (such as his or her family), an organization (where he or she works), a community (where he or she lives) or an event (that he or she has experienced) as a case, depending on the topic and the research question of our study."

(Flick, 2007, p.46)

Case as 'boundedness'

"A child may be a case. A doctor may be a case-but his doctoring probably lacks the specificity, the boundedness, to be a case. An agency may be a case. But the reasons for child neglect or the policies for dealing with neglecoul parents will seldom be considered a case."

(Stake, 2000, p.436)

Temporal and social dimensions of case study research

(After Flick, 2007)
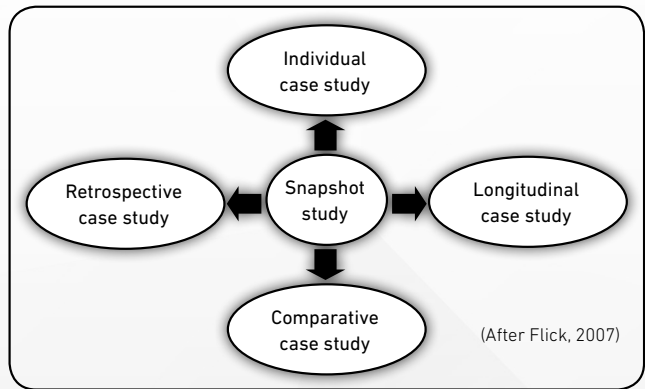
Cases and sampling

➤ Purposive sampling: we choose a case because it illustrates a feature or process we are interested in

Museum type	Art	Science	History
Exhibitory	6	4	2
Participative	12	12	8

➤ Theoretical sampling (only different from purposive when 'purpose' not theoretically defined!)
  ➥ Choosing cases in terms of theory
  ➥ Choosing deviant cases

Case selection strategies

Type of Selection	Purpose
A. Random selection	To avoid systematic biases in the sample. The sample's size is decisive for generalization.
1. Random sample	To achieve a representative sample that allows for generalization for the entire population.
2. Stratified sample	To generalize for specially selected subgroups within the population.
B. Information-oriented selection	To maximize the utility of information from small samples and single cases. Cases are selected on the basis of expectations about their information content.
1. Extreme/deviant cases	To obtain information on unusual cases, which can be especially problematic or especially good in a more closely defined sense.

Type of Selection	Purpose
2. Maximum variation cases	To obtain information about the significance of various circumstances for case process and outcome (e.g., three to four cases that are very different on one dimension: size, form of organization, location, budget).
3. Critical cases	To achieve information that permits logical deductions of the type, "If this is (not) valid for this case, then it applies to all (no) cases."
4. Paradigmatic cases	To develop a metaphor or establish a school for the domain that the case concerns. (Fyvberg, 2006, p.230)

Cases and data collection strategies

➤ A case study can involve any of the three overarching data types typically found in qualitative research studies

   ➥ Interview data

   ➥ Observational data

   ➥ Archival/document data

Activity

➤ In groups, look at the case study examples in the handout and make a note of the following:
  ➥ The degree of structure in the case setting
  ➥ The degree of structure imposed by the researcher
  ➥ The research tools used

Categorizing case studies by degree of structure

Degree of structure imposed by observer	Degree of structure in the observational setting	
	Natural	Artificial
Unstructured	1 Acker (1990) 'Teachers' culture in an English primary school'	3 Antonsen (1988) 'Treatment of a boy of twelve'
Structured	2 Boulton (1992) 'Participation in playground activities'	4 Houghton 'Mr. Chong: A case study of a dependent learner'

Cases = singularity?

➤ "Typically the boundaries of a case are imposed in some artificial way – for example, drawing an artificial circumference around a school, a town, a clinical area....the case is a convenient way of labeling a complex, a conglomeration, but dealing with a complex is not the same as dealing with a singularity."   (Schostak, 2002, p.23)

➤ Can you think of some of the ways in which a particular school, for example, is not a hermetically sealed singularity?

Cases as relational, or 'dialogic'

➤ "...a case emerges only in the interaction of the symbolic, the practical, and the material and thus the laws of its construction are in the recognition of relationships, dimensions, facts, continuities and discontinuities...the case, as a label of convenience for a complex, is a multilayered symbolic network that need not display any internal unity or consistency."

(Schostak, 2002, p.24)

Incommensurable cases

➤ "Case study can be understood in two incommensurable ways: either as a set of procedures integral to all types of research; or as a paradigmatically separate form of research."

(Scott & Usher, 1999, p.87)

➥ On the one hand, all research involves drawing and defining boundaries; case studies use

shared tools

➥ On the other hand, there is a trade-off between detail and ability to generalize, with case studies favouring the former

The value of case studies

➤ "Case studies are of value for refining theory and suggesting complexities for further investigation, as well as helping to establish the limits to generalizability… The purpose of a case report is not to represent the world, but to represent the case. The utility of case research to practitioners and policy makers is in its extension of experience."

(Stake, 2000, p. 448-9)

Defying conventional wisdom regarding case studies

➤ Misunderstanding 1: General, theoretical (context-independent) knowledge is more valuable than concrete, practical (context-dependent) knowledge.

➤ Misunderstanding 2: One cannot generalize on the basis of an individual case; therefore, the case study cannot contribute to scientific development.

➤ Misunderstanding 3: The case study is most useful for generating hypotheses; that is, in the first stage of a total research process, whereas other methods are more suitable for hypotheses testing and theory building.

➤ Misunderstanding 4: The case study contains a bias toward verification, that is, a tendency to confirm the researcher's preconceived notions.

➤ Misunderstanding 5: It is often difficult to summarize and develop general propositions and theories on the basis of specific case studies.

<div align="right">Flyvberg, 2006, p.221</div>

Thinking about doing research:

Selecting a topic

➤ Possible prompts for research studies
  ↪ Personal experience
  ↪ The remarkable in the mundane
  ↪ The mundane in the remarkable
  ↪ The unexplained (or even, seemingly unexplainable)
  ↪ The desire for more detail
➤ In groups, discuss possible starting points for research in your context and be prepared to share them with the class

For next session

➤ Look for an example of a piece of research that matches the characteristics of Chronotope 2: 'Reading and Interpretation'
➤ Discuss and explain your selection

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CHRONOTOPE 2:
Reading & interpretation

Session overview

➤ Assessment details for mid-semester
➤ Sharing of potential (or actual) research issue (from last week peer activity)
➤ Shirley Brice Heath article as example of Chronotope 2
➤ Sharing peer group examples of Chronotope 2
➤ Looking at approaches to Qualitative research: Ethnography & ethnographic style research
➤ Thinking about doing research: Moving from research interests to research questions

Thinking about doing research: Selecting a topic

➤ Possible prompts for research studies
⇀ Personal experience
⇀ The remarkable in the mundane
⇀ The mundane in the remarkable
⇀ The unexplained (or even, seemingly unexplainable)
⇀ The desire for more detail
➤ In groups, discuss possible starting points for research in your context and be prepared to share them with the class

Thinking about qualitative research

➥ "...there is no clear window into the inner life of an individual. Any gaze is always filtered through the lenses of language, gender, class, race, and ethnicity. There are no objective observations, only observations socially situated in the worlds of-and between-the observer and the observed. Subjects or individuals are seldom able to give full accounts of their actions or intentions; all they can offer are accounts, or stories, about what they have done and why. No single method can grasp all the subtle variations in ongoing human experience. Consequently, qualitative researchers deploy a wide range of interconnected interpretive methods, always seeking better ways to make more understandable the worlds of experience they have studied."

(Denzin & Lincoln, 2005, p.21)

Four research 'chronotopes' Words of caution...

Figure 1. Predominant Chronotopes of Qualitative Inquiry

Chronotope I:
Objectivism and Representation

Knowledge is a "mirror of nature."

Correspondence theory of truth.

Subject and object are separate and non-constitutive.

Language is a neutral vehicle of thought.

Chronotope II:
Reading and Interpretation

Knowledge is socially constructed but value-neutral.

Consensus theory of truth.

Subject and object are separate but mutually constitutive.

Language is constitutive of thought but value neutral.

I,II & III

Chronotope III:
Skepticism, Concientization & Praxis

Knowledge is socially constructed and inexorably linked to power relations.

Truth is produced by dialogue within an "ideal speech situation."

Subject and object are separate but mutually constitutive.

Language constitutes thought and is a function of existent power relations.

II,III, & IV

Chronotope IV
Power/Knowledge & Defamiliarisation

Knowledge is an effect of existent power relations

Truth is an effect of power/knowledge.

Subject and object are both produced within existent relations of power.

Language is a force among other forces that produce the real.

- The notion of chronotopes involves the seeming paradox of imposing "order on a dynamic, unstable, and unfixable theoretical space" (K & D, p.26)
- Chronotopes are less a "definitive account" and more a "useful heuristic" (K & D, p.26)
- Chronotopes are "fluid, leaky, and flexible" (K & D, p.32)

Chronotope 2: "Reading & interpretation"

- Knowledge is perspectival & conditional, constructed through symbolic acts of human beings in relation to the world and to others
- Consensus theory of truth within a 'horizon' of experience and within a community (Gadamer, 1968)
- Human practices and their meanings understood through situated interpretation of 'part' (individual, activity, etc.) in relation to 'whole' (community, context, etc.) (i.e. the 'hermeneutic circle')
- Language mediates and constitutes human thought but is value neutral
- Research purpose is to open dialogue & promote genuine understanding
- Heath, S.B. (1982) What no bedtime story means (1983) Ways with words
  - Documented distinctive linguistic practices and literacy events in different socioeconomic communities in a rural US town, illustrating how these were historically and socially constructed in particular ways (i.e perspectival knowledge and consensual truth within a community; see discussion of literacy event: "Each community has rules for socially interacting and sharing knowledge in literacy events".)

- ➥ Demonstrated how each community's 'ways with words' (i.e. 'part') were linked to their particular, historically shaped, wider sociocultural practices (i.e. 'whole'); and how only some community's ways with words matched those of the school
- ➤ Heath, S.B. (1982) What no bedtime story means (1983) Ways with words
  - ➥ Emphasized how any given set of 'ways with words' has no a priori, universal existence but is the result of ongoing, repeated social/discursive construction ("but one 'way of taking' that is oken interpreted as 'natural' rather than learned" i.e. the mediating role of language is recognized and emphasized)
  - ➥ Underplayed the sociopolitical, power issues and didn't interrogate or challenge the social and
  - ➥ cultural dominance of 'mainstream' ways

Peer sharing activity

- ➤ In your groups, share any articles you managed to find reflecting the underlying principles and beliefs of Chronotope 2 "Reading and Interpretation"
  - ➥ Share the articles among the group if you haven't already done so
  - ➥ Be prepared to report on the the article(s) to the class

Looking at approaches: Ethnography

➤ Ethnography's roots lie in anthropology, where it was typical practice to study 'foreign', 'exotic', or 'primitive' cultures

➤ Ethnographers may also study smaller 'subcultures' to explore institutions (such as hospitals or schools) or people linked by:

　↪ Particular occupations (doctors, teachers, pupils)

　↪ Loose affiliations (bikers, gang members)

　↪ Particular characteristics (nursing mothers, anorexia sufferers, disabled veterans, school dropouts)

(Fyvberg, 2006, p.230)

Looking at approaches: Ethnography

➤ "Whenever it has been adopted, a key assumption has been that by entering into **close** and **relatively prolonged interaction** with **people** (one's own or other) in their **everyday lives**, ethnographers can better understand the beliefs, motivations, and behaviors of their subjects than they can by using any other approach."

Tedlock, 2000, p.456

(Fyvberg, 2006, p.230)

Looking at approaches: Ethnography

➤ Ethnography is a research approach that focuses on exploring cultural groups.

➤ This raises the question of what is 'culture'?

  ➥ Although definitions of culture are legion, and although culture is a contested term, the following represents a broad consensus: "Beliefs, behaviors, norms, attitudes, social arrangements, and forms of expression that form describable patterns in the lives of members of a community or institution." (LeCompte & Schensul, 1999, p.21)

  ➥ However, we need to recognize that cultures are dynamic, adaptive and changing if we are to resist stereotyping people

Ethnography and the interpersonal

➤ "The field is a site peopled by social actors and, implicitly, by the social researcher. The primary task of the fieldworker is to analyze and understand a peopled field. This task is achieved through **social interaction** and **shared experiences**. It follows, therefore, that fieldwork is dependent upon and guided by the relationships that are built and established over time."

Coffey, 1999, p.39

Ethnography's assumptions

➤ Ethnography is best conducted from an 'etic', or outsider, perspective, since insiders may not 'see' their naturalized assumptions, beliefs and values

- Ethnographers aim to explore and present phenomena from the 'emic', or insider, perspective
- Research is conducted in the 'natural' setting, or the field, with researchers immersing & integrating themselves
- Ethnographers typically rely on 'key informants' (those with reflective and descriptive abilities) although this data may be checked against other group members
- Ethnography aims to provide 'thick' descriptions of culture

Issues with ethnography

- Look at the section on the handout describing Turner's experiences researching the Kayapo villagers in Brazil.
  - What issues surrounding ethnographic research does it raise?
  - What other issues can you see as possible problems in ethnographic research?

Data formats

- Observational data (filed notes, video/audio recordings, photographs
- Interviews (recorded and transcribed), which may be unstructured, semi-structured, or structured, individual or group, conventional or innovative (e.g. response elicitation techniques, stimulated recall)
- Ongoing researcher notes/journals/diaries

Stages and phases

➤ Going in, negotiating entry (data collection involves mapping/describing the context, examining documents)
➤ Familiarization (data involves interviewsand observations)
➤ Cooperation, acceptance and acculturation (data collection and theory formulation now proceedtogether)
➤ Withdrawal (focus is now on analysis)
➤ Reflexivity and self-awareness are key at all stages

Forms of ethnography

➤ Traditional ethnography (i.e. studying an Amazonian 'village')
➤ Focused ethnography (examines a particular topic, e.g. teacher burnout)
➤ Ethnography of communication (focuses on language and literacy practices of communities, e.g. Heath)
➤ Autoethnography (examines researcher's own experience through personal narratives in light of theoretical literature)
➤ Critical ethnography (has explicit political or ethical agenda)
➤ Participatory action research (co-inquiry with, not on, other stakeholders
➤ Ethnographic-style (has elements of ethnography, e.g. up-close perspectives and thick description

Thinking about doing research: from research ideas to research questions

➤ A key notion here is developing a research perspective:For example, do you want to...
  ↪ communication in hospitals about death and dying happens)
  ↪ Provide rich descriptions of how people experience a particular event? (e.g. a biographical perspective; this may lead to a typology and/or a theory but not necessarily)
  ↪ Examine how people translate theoretical perspectives into everyday practice (e.g. how do people make sense of neoliberal, managerial discourses in their work?)
  ↪ Explore how people construct particular beliefs, ideas, etc.

Research questions and the roles of theory

➤ Any qualitative research is theoretical at manylevels
  ↪ Our background beliefs and assumptions
  ↪ The theory informing our chosen approach/ perspective (e.g. narrative theory inheres in biographical approaches
  ↪ Our theoretical knowledge of the focus/topic of the research (e.g. depression, delinquency)
  ↪ The theory implicit in our research strategies (e.g. semi-structured interviews are underpinned by different views of knowledge to structured interviews)

Developing a question

➤ A question provides focus and helps identify what data is important to collect and analyze in the study

➤ Combining your research topic (e.g. disruptive students), research perspective (social/ discursive construction) and theoretical stances/views (desire for social justice, belief in the power of institutions), initial questions can be formulated

   ➥ E.g. How do teachers and students construct 'delinquency'? What power relations inhere in these beliefs? How might these beliefs be worked on to reconfigure these power relations?

➤ Initial questions are likely to be tentative and to be refined as the study progresses

For next session

➤ Look for an example of a piece of research that matches the characteristics of Chronotope 3: 'Skepticsim, conscietization, praxis'

➤ Try to articulate a research question around your actual or potential area of interest and bring this to share with your peers

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CHRONOTOPE 3:
Skepticism, Conscientization,
& Praxis

Session overview

➤ Sharing of potential research questions (from last week)   peer activity
➤ Gutstein article as example of Chronotope 3
➤ Sharing peer group examples of Chronotope 3
➤ Looking at approaches to Qualitative research: Action Research

Thinking about doing research: From research ideas to research questions

➤ A key notion here is developing a research perspective. For example, do you want to:
  ➥ Develop theory from experience/data to explain the unexplained? (e.g. explaining aspects of communication about death and dying in hospitals)
  ➥ Provide rich descriptions of how people experience a particular event? (e.g. a narrative perspective; this may lead to a theory or typology but not necessarily)
  ➥ Examine how people translate theoretical perspectives into everyday practice? (e.g. how do people make sense of neoliberal, accountability discourses in their work?)
  ➥ Explore how people construct particular beliefs, ideas etc.?

Research questions and the roles of theory
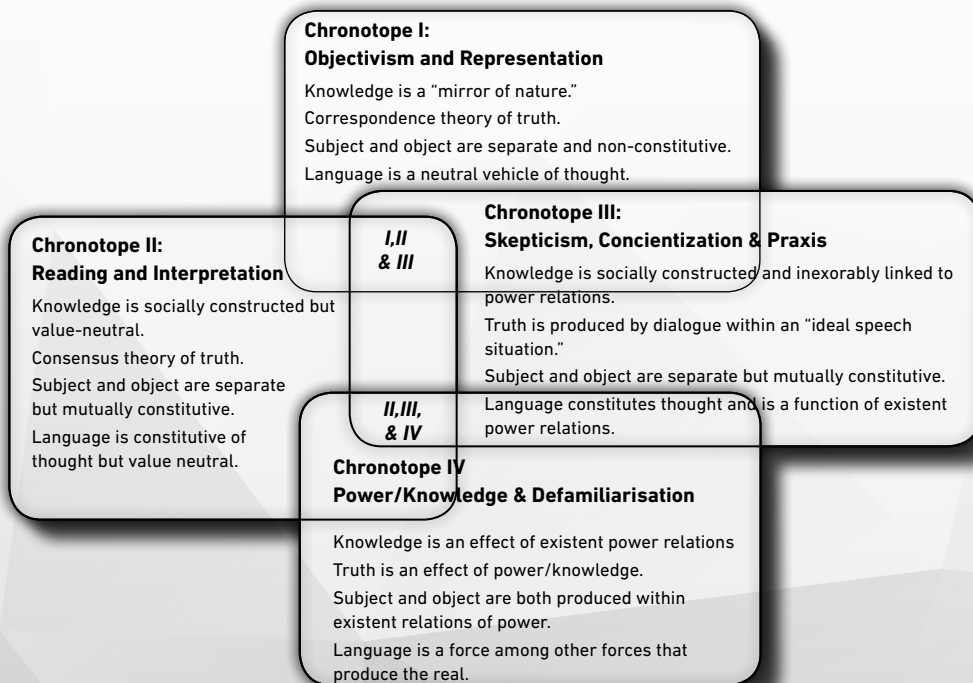
➤ Any qualitative research is theoretical at many levels

➥ Our background beliefs and assumptions

➥ The theory informing our chosen approach/perspective (e.g. narrative theory inheres in life-history and biographical approaches)

➥ The theoretical perspective inhering in the focus/topic of the research (e.g. depression, delinquency)

➥ The theory implicit in our research strategies (e.g. semi-structured interviews are underpinned by different views of knowledge to structured interviews)

Developing a question

➤ A question provides focus and helps identify what data is important to collect and analyze in the study

➤ Combining your research topic **(e.g. disruptive students)**, research perspective **(social/ discursive construction)** and theoretical stances/views **(desire for social justice, belief in the power of institutions)**, initial questions can be formulated

➥ E.g. How do teachers and studentsconstruct 'delinquency'? What power relations inhere in these beliefs? How might these beliefs be worked on to reconfigure these powerrelations?

➤ Initial questions are likely to be tentative and to be refined as the study progresses

Four research 'chronotopes'

Figure 1. Predominant Chronotopes of Qualitative Inquiry

Chronotope I:
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Chronotope II:
Reading and Interpretation

Knowledge is socially constructed but value-neutral.

Consensus theory of truth.

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I,II & III

Chronotope III:
Skepticism, Concientization & Praxis

Knowledge is socially constructed and inexorably linked to power relations.

Truth is produced by dialogue within an "ideal speech situation."

Subject and object are separate but mutually constitutive.

Language constitutes thought and is a function of existent power relations.

II,III, & IV

Chronotope IV
Power/Knowledge & Defamiliarisation

Knowledge is an effect of existent power relations

Truth is an effect of power/knowledge.

Subject and object are both produced within existent relations of power.

Language is a force among other forces that produce the real.

Critique of Chronotope 2

➤ "Classical interpretivism rooted in hermeneutics did not address the ways in which dialogue can readily become complicit with the hegemonic structures of power in which it is always embedded...unlike the Chronotope of Reading and Interpretation, the Chronotope of Skepticism, Conscientization and Praxis embraces the challenge of interrogating how ideology functions to 'naturalize' and privilege some forms of knowledge and being-in-the-world over others."

(Kamberelis & Dimitriadis, 2005, pp.36-37)

Activity

➤ In groups, discuss the quote on the previous slide with reference to the readings so far, and in relation to any other articles you have discovered

➤ Can you think of examples of "the ways in which dialogue can readily become complicit with the hegemonic structures of power in which it is always embedded" from educational or other research?

Chronotope 3: Skepticism, conscientization, & praxis

➤ Concerned with ideology (& ideology critique) & domination

➤ Assumes that surface level meanings hide deep structural conflicts & contradictions

➤ Seeks to unmask prejudicial understandings and to reveal the historical relativity of individual consciousness, social relatonships, and reality

➤ Truth emerges from "ideal speech situations" (Habermas, 1984) where individuals engage in communicative acts that are unconstrained, dialogic, and thus undistorted, to reach rational consensus

➤ Emphasizes transformative potential of praxis, i.e. the linking of theory/knowledge & practice/action within reciprocal relationships

"Mathematics for social justice" as an example of Chronotope 3

➤ Sought to "uncover and concretize components of teaching mathematics for social justice" (p.37)

➤ Prompted, in part, by skepticism about political and ideological commitment of US curriculum documents (p.38)

➤ Aimed to help students "understand, formulate and address questions...encapsulated as 'developing sociopolitical consciousness'" (p.40)

➤ Focused on transformative potential of praxis (p.43)

➤ Sought to uncover relations of injustice under the surface appearance of societal arrangements & practices (pp.44-45, pp47-49)

Peer sharing activity

➤ In your groups, share any articles you managed to find reflecting the underlying principles and beliefs of Chronotope 3: "Skepticism, Conscientization and Praxis"

- ➥ Share articles among your peer group
- ➥ Be prepared to report on the articles to the class

<div align="right">(Fyvberg, 2006, p.230)</div>

◆ Looking at approaches to research: Action Research

- ➤ Action Research (AR) is defined in various ways, including, a research approach that is:
  - ➥ Conducted by practitioners in their own work contexts
  - ➥ Collaborative
  - ➥ Aimed at bringing about change

<div align="right">(Kemmis & McTaggart, 1988)</div>

"...small scale intervention in the functioning of the real world and close examination of the effects of such intervention."

<div align="right">(Cohen & Manion, 1985, p.174)</div>

◆ Origins of AR

- ➤ John Dewey's (1933) distinction between
  - ➥ 'routinized' action ("this is the way we do things at this school")
  - ➥ 'reflective' action, prompted by the 'puzzles of practice'
- ➤ Kurt Lewin's (1946) emphasis on practitioner participation in cycles of planning, action, observation, and reflection

- ➥ "We should consider action, research and training as a triangle that should be kept together for the sake of any of its corners." (Lewin, 1946, p.42)
- ➤ Donald Schön's (1983, 1987) notion of the 'reflective practitioner' and his distinction between 'reflection-on- action' and 'reflection–in-action'

Dewey on reflection

- ➤ For Dewey, reflection involves "active, persistent, and careful consideration of any belief or practice in light of the reasons that support it and the further consequences to which it leads" (Zeichner, 1996, p.9)
- ➤ Reflection for Dewey is not governed by a series of steps but is a *holistic* way of meeting and responding to problems
- ➤ Reflection involves reason and logic, but also intuition, emotion and passion
- ➤ This echoes Stephen Toulmin's (1990) call for modernity's obsession with 'episteme' (abstract reason) & 'techne' (instrumental reason) to be reunited with 'phronesis' (morally commiped action)

AR and 'conscientization'

"A route to awareness of the routinized and often unconscious behaviors of which much teaching is composed....routine can mask aspects of behavior which the teacher might not approve of were they actually reflected upon. Research can encourage a personal de robotising process by forcing

into consciousness not only those aspects of our teaching which we endorse but also those which we may not consider conducive to learning."

<div align="right">(Rees, 1993, p.54)</div>

Different 'schools' of action research

➤ 'Practical' action research
  ➥ Emphasizes 'close examination' or 'reflection', leading to greater understanding and, as a result, the possibility of improved practice
➤ 'Critical' action research
  ➥ Emphasizes the potential of AR to transform the situation of teachers and learners
  ➥ AR becomes a "form of political action, one which may be perceived as being of a subversive nature."

<div align="right">(Van Lier, 1994, p.32)</div>

Data formats

➤ Classroom observational data (classroom notes, video/audio recordings, photographs)
➤ Ongoing teacher/practitioner/researcher notes/journals/diaries
➤ Artifacts in the form of students' work samples
➤ Interviews (recorded and transcribed)

- unstructured, semi-structured, or structured
- individual or group
- conventional or innovative (e.g. response elicitation techniques, stimulated recall)

◆ Stages and phases

- ➤ Kemmis & McTaggart (1988) outline a classic actionresearch cycle involving
  - Planning
  - Action
  - Observation
  - Reflection
- ➤ Burns (1999) identifies a series of interrelated experiences, which may/may not be a 'cycle', including:
  - Exploring, identifying, planning, collecting data, analyzing/reflecting, hypothesising/ speculating, intervening, observing, reporting, writing, presenting

◆ Validaty issues with AR

- ➤ 'Traditional' (positivist) researchers have criticized AR for its inability and/or unwillingness to:
  - Establish cause-effect relationships

- ➥ Test hypotheses
- ➥ Follow established research procedures
- ➥ Produce generalizable results
- ➤ Questions also arise about the 'insider' status of action researchers and how objective they can be?
- ➤ Others argue that AR is valid research as it:
  - ➥ Starts from an issue/question
  - ➥ Collects and analyzes data systematically
  - ➥ Offers theoretically informed interpretations on the basis of this
  - ➥ data

Validity as socially constructed

- ➤ "In a postmodern conception, the understanding of of knowledge as a map of an objective reality, and validity as the correspondence of the map with the reality mapped, is replaced by the social and linguistic construction of a perspectival reality where knowledge is validated through practice."

Kvale, 2002, p.300

Ethical/political issues with AR

➤ Can confidentiality and anonymity be guaranteed in small-scale studies?

➤ If AR is an evolving journey, how can informed consent be meaningful?

➤ In collaborative action research involving university-school partnerships, are schools and teachers being exploited, as researchers gain all the credit via publications?

➤ If AR is conceived as 'critical' and potentially 'subversive' does this entail risk for participants?

AR & the '6th & 7th moments of QI'

➤ AR reflects some of the 'key imperatives' of Denzin & Lincoln's 'sixth and seventh moments of qualitative inquiry'

⇢ Research guided by moral, rather than technical, imperatives, rooted in praxis, and politically strategic

⇢ Research that is 'syncretic' and eclectic, rather than privileging any single method or approach

⇢ Research that utilizes non-representational 'texts'

⇢ Research that is 'sacred', i.e. "returning to more embodied, organic, participatory, communal ways of thinking."

(Kamberelis & Dimitriadis, 2005, p.44)

For next session

- ➤ Look for an example of a piece of research that reflects the characteristics of Chronotope 4: 'Power/knowledge and de-familiarization'
- ➤ Now that you have a (potential) researchquestion
  - ➥ Think about a (potential) research perspective (including K&D's 4 levels/analytic strata and/or the 4 chronotopes)
  - ➥ Identify some key literature on your topic/issue of interest
  - ➥ Be prepared to share your thoughts with your peers next week

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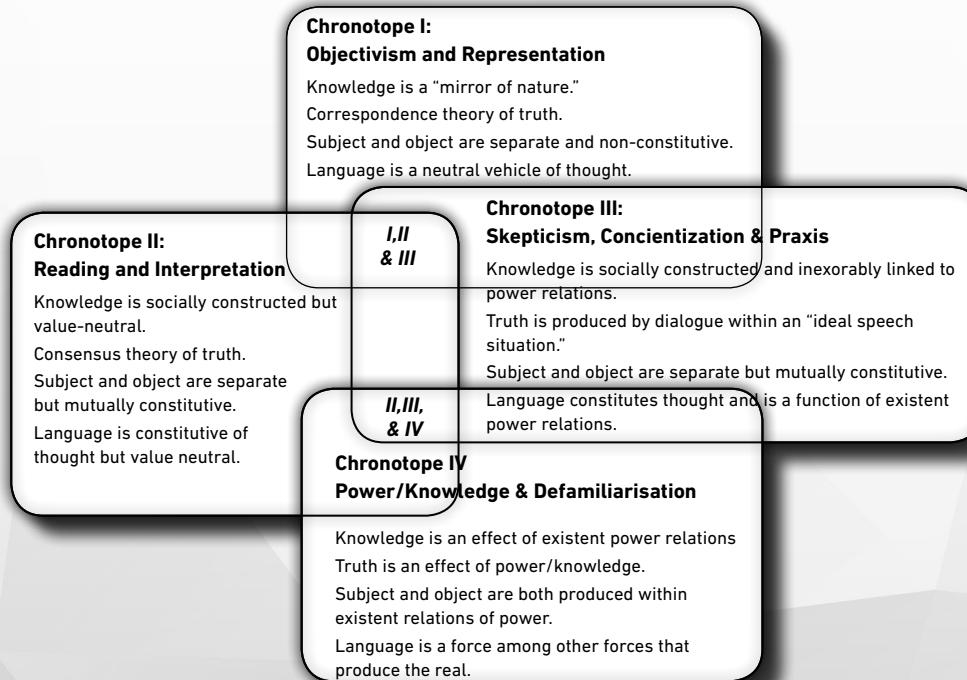
CHRONOTOPE 4:
Power/Knowledge & Defamiliarization

Session overview

➤ Sharing of potential research approaches (based on potential research questions from last week) - peer activity

➤ Chronotope 4: Nature & characteristics

➤ 'The body literate' as example of Chronotope 4

➤ Sharing peer group examples of Chronotope 4

➤ Looking at approaches to Qualitative research: Genealogy

Four research 'chronotopes'

Figure 1. Predominant Chronotopes of Qualitative Inquiry

Chronotope I:
Objectivism and Representation

Knowledge is a "mirror of nature."

Correspondence theory of truth.

Subject and object are separate and non-constitutive.

Language is a neutral vehicle of thought.

Chronotope II:
Reading and Interpretation

Knowledge is socially constructed but value-neutral.

Consensus theory of truth.

Subject and object are separate but mutually constitutive.

Language is constitutive of thought but value neutral.

I,II
& III

Chronotope III:
Skepticism, Concientization & Praxis

Knowledge is socially constructed and inexorably linked to power relations.

Truth is produced by dialogue within an "ideal speech situation."

Subject and object are separate but mutually constitutive.

Language constitutes thought and is a function of existent power relations.

II,III,
& IV

Chronotope IV
Power/Knowledge & Defamiliarisation

Knowledge is an effect of existent power relations

Truth is an effect of power/knowledge.

Subject and object are both produced within existent relations of power.

Language is a force among other forces that produce the real.

Critique of Chronotope 3

➤ "Most social constructionist formulations do seem to gloss over the constitutive role of power in the production of knowledge and truth, especially in relation to the microprocesses of everyday life. In other words they still view power as something 'out there', and are not very helpful about how power inhabits everyday practices and how knowledge and truth are effects of this kind of power."

(Kamberelis & Dimitriadis, 2005, p.46)

Chronotope 4

➤ "Poststructuralist researchers also [i.e. like researchers located in chronotope 3] share the desire to promote change for the better and to empower their constituencies...."

Burbules & Peters, 2004, p.99

➤ "But there is more of a desire by poststructuralist researchers to identify the plural faces of inequality and to understand its dynamic and changing character, just as there is a greater willingness to understand the **complex** ways in which forms of oppression and disadvantage run across and through lines of class, gender, and ethnicity (as well as exhibiting other forms)."

Burbules & Peters, 2004, pp.99-100

➤ "...there is a more nuanced understanding of **power** – the multiple forms it assumes, both dominating and productive forms, its discursive and institutional guises, and how it is exercised."

Burbules & Peters, 2004, pp.99-100

➤ "And there is certainly a greater ambiguity, even unease, about **reflecting** upon the practices of one's own research and the choices inherent in it (such as the choices of methods, problems, and definitions), as implicated within larger power/knowledge dynamics."

<div align="right">Burbules & Peters, 2004, p.100</div>

Chronotope 4: Power/knowledge & defamiliarization

➤ Knowledge, or "truth effects", is always related to power relations (Foucault, 1980)

➤ Power is productive and circulates amongst people in everyday life

➤ (Foucault, 1977, 1978)

➤ Power/knowledge as discourse constitutes

   ➥ **Social realities** (including normative categories & ways of seeing); **social** (power) **relations; social identities** (Phillips & Jorgensen, 2002)

➤ Power always entails resistance & agency

➤ We cannot step beyond the "regimes of truth" that constitute & are

➤ constituted by power/knowledge

➤ Researchers *can* engage in reflexive, or defamiliarization, practices in order to

   ➥ recognize historical situating of thinking & subjectivity

   ➥ open possibilities for thinking and being 'otherwise'

Foucault on power/knowledge

➤ "If power were never anything but repressive, if it never did anything but to say no, do you really think one would be brought to obey it? What makes power hold good, what makes it accepted, is simply the fact that it doesn't simply weigh on us as a force that says no, but that it traverses and produces things, it induces pleasure, forms of knowledge, produces discourse. It needs to be considered as a productive network which runs through the whole of the social body, much more than a negative instance whose function is repression."

Michel Foucault in **Power/knowledge**, 1980, p.119

Chronotope 4: Research example

Luke, A. (1992). The body literate: Discourse and inscription in early literacy training

➤ Foucault's discourse theory and Bourdieu's critical sociology were used to reexamine early literacy training, focusing on literacy events in an Australian first-grade classroom

➤ The study emphasized how early literacy education is a social/material practice, and emphasized the prominent, but unacknowledged, role of bodily, disciplinary training, and normalizing practices, in producing 'literate subjects' with a distinct bodily/linguistic/literary 'habitus' (Bourdieu, 1991)

Luke: The body literate ctd...

➤ Such disciplinary training involves particular arrangements of bodies in space and time, and

particular techniques of hierarchical observation, normative judgment, and examinations/evaluations

➤ The production of 'literate subjects' is also accomplished through various 'technologies of the self' i.e. practices that individuals perform on themselves that constitute forms of self-regulation within prescribed discourses (Foucault, 1977)

T : David will you just sit up straight. Michael, just sit upstraight and face the front. When we first look at this, I was looking at this book and there's something different about the goats. But around here [points to the picture] what were all the goats wearing?

S3 : Ah beard...a little beard, and they all gotta little beard

T : What do they all get on the first page? What do they all get around their necks?

S1 : Ah bells, a one has...

T : [Loudly] Bells...Michael, if you can't sit up down you canpractice sitting up straight at recess. But...ssshhh...

"When the technology of the self fails, the technology of power steps in. Where the gaze apparently has not been internalized by the children it is externally asserted by the teacher... Subjectivity is reestablished in terms of a collective identity, and possession of this identity is marked on and by the body – moving and still, seeing and hearing, speaking and silent."

(Luke, 1996, pp. 387 & 393)

◆ 'Gaze' and the production of 'docile bodies': The Panopticon

doug duBois & jim goldberg NYTImes 9-22-2002

◆ Peer sharing activity

➤ In your groups, share any articles you managed to find reflecting the underlying principles and beliefs of Chronotope 4: "Power/knowledge and defamiliarization"

   ➥ Share the articles among the group if you haven't already done so

➥ Be prepared to report on the the article(s) to the class

◆ Looking at research approaches: Genealogy

➤ Genealogies involve tracing the changing meanings and uses of a concept through history and into the present time

➤ For example, one could trace the links over time between 'punishment', 'discipline', 'classroom management', and 'accountability'

➤ Genealogy needs to be explored "in terms of tactics and strategies of power.., tactics and strategies deployed through implantations, distributions, demarcations, control of territories and organizations of domains." (Foucault, 1980, p. 77)

◆ Power/knowledge in education

➤ "One of the greatest problems in education is how to combine the subjection to the required discipline with the capacity to make use of one's freedom. For discipline is necessary! How to cultivate freedom alongside discipline?"

(Kant 'On pedagogy', cited in Pongratz, 2007, p.30)

➤ "It remains debatable whether contemporary pedagogy, instead of excessive, painful punishments, has not replaced them with quite different modes of punishment, which may be more silent and unconscious than their predecessors, but certainly no less effective"

(Pongratz, 2007, p.29)

The action of disciplinary knowledge &

Normalizing techniques:
- Normative judgments
- Rewards & punishments
- Examinations

Techniques of hierarchical observation:
- Partitioned time & space
- Imperatives to speak
- Examinations

Techniques of control:
- Prescribed activities
- Repeated, gradated exercises
- Examinations

The objectified and trained individual
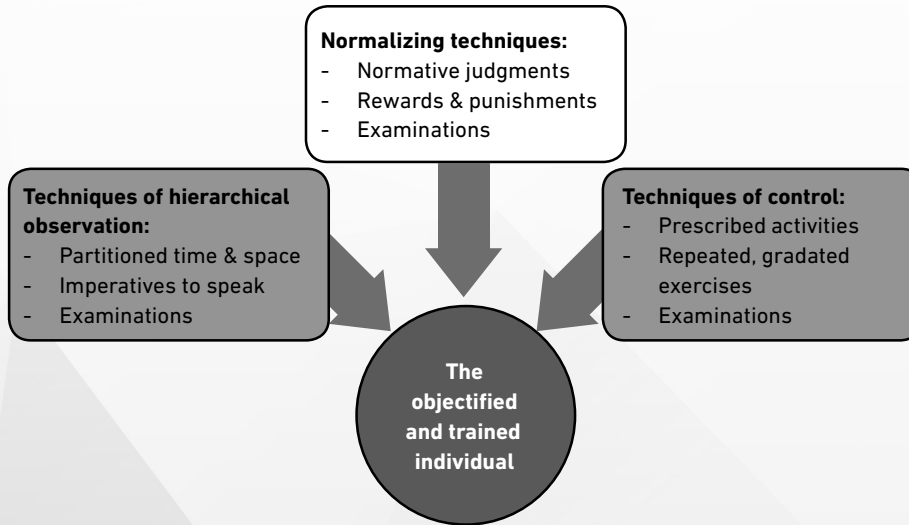
Aver: Jardine, 2005, p.58

What is discourse? Big 'D' & little 'd'

➤ Little 'd' discourse = "connected stretches of language that make sense" (language & linguistics)

➤ Big 'D' Discourse = "ways of being in the world, or forms of life which integrate words, acts,

values, beliefs, aptitudes, and social identities, as well as gestures, glances, body positions and clothes" (social theory)

➤ "So 'discourse' is part of 'Discourse' – 'Discourse' is always more than just language"

<div align="right">Gee, 1996, p. 137</div>

Foucault and Big 'D' Discourse

➤ "Whenever discourse is mentioned, we find Foucault's ghostly presence."(Sim, 1998, p. 245)

➤ "Discourses are practices which systematically form the objects of which they speak." (Foucault, 1972, p. 49)

➤ "'Discourse' provides a privileged entry into poststructuralist modes of analysis precisely because it is the organized and and regulated, as well as regulating and constituting, functions of language that it studies: its aim is to describe the surface linkages between power, knowledge, institutions, intellectuals, the control of populations, and the modern state as these intersect in systems of thought." (Bove, 1995, p.54-55)

Foucault and power

➤ Power involves 'power relations' rather than being a substance

➤ Power implies resistance

➤ Power operates in a net-like or capillary manner, rather than being just 'top-down'

➤ Power is creative and productive, rather than merely repressive and negative

➤ Power operates through everyday practices and techniques, such as the organization of space and time, discipline and training, surveillance, rituals, examinations, reviews, documentation etc. which also create knowledge

➤ Power linked to knowledge ('power/knowledge') as discourse creates 'truth effects' and 'regimes of truth'

Discourse analysis: doing Foucauldian genealogy

➤ Select topic & identify data sources
➤ Identify themes, categories & objects of discourse in the data
➤ Identify discursive strategies, e.g. definitions, oppositions, associations, comparisons, binaries
➤ Look for absences and silences in the data
➤ Contextualise the data in relation to other relevant discourses
➤ Look for evidence of inter-relationships between discourses
➤ Identify the effects of the discourse
➤ Look for resistances and counter-discourses

a$er Carabine, 2001, p. 281

A research example

➤ Grinberg, J., & Saavedra, E. (2000). The constitution of bilingual/ESL education as a disciplinary practice: Genealogical explorations

➤ Traces shiving constructions of ESL/bilingual education in South West USA as means of disciplining and controlling marginalized groups:

"By pathologizing students, their families, and ethnic and social groups, the project of schooling becomes one of domestication, 'civilizing', Westernizing, Americanizing, and normalizing students according to the values, culture, language, and tradions of the dominant classes" (p.422).

For next session

➤ In groups (via email etc.), design a 2-3 slide PPT on the characteristics, plus potential strengths and weaknesses of ONE of the four chronotopes and be prepared to present it to the class

➤ Find and bring to class a short(ish) written text (e.g. a news article, opinion piece, letter to the editor, policy statement, advertisement) on a topic of interest/relevance to you and/or your research focus

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SESSION 6

DISCOURSE ANALYSIS

Session overview

➤ Presentations on chronotopes 1-4
➤ Looking at approaches to Qualitative research: Discourse Analysis
   ↳ Theory and practice of discourse analysis
   ↳ Exploring a discourse analytic study
   ↳ Exploring your samples of discursive data

Looking at approaches to research: Discourse analysis

➤ Discourse analysis...
   ↳ Explores relationships between **language** & **social contexts**
   ↳ Analyzes **paterns** within and across **texts** to examine the reciprocal, **mutually constitutive** relationship between **language** and **social structures**
   ↳ Examines the often hidden ways in which texts offer particular views of social **reality**, social **relations** and social **identities**

What is discourse?

Key features of DA

➤ Views **reality** as **textually mediated** by semiotic systems; language and social reality are co-extensive

➤ Views human **social relations** and human **subjectivities/identities** as discursively produced, rather than preceding discourse

➤ Views discursive practices & **texts** as sites where **discourses** are **produced**, **reproduced** and **contested**
➤ Views the **systematic analysis** of texts as a way to reveal the operation of discourses, e.g. how they
  ➥ promote/resist particular worldviews
  ➥ consolidate/challenge power relations
  ➥ colonize/de-colonize human subjects

<div align="right">Phillips & Jorgensen, 2002, p. 12; Locke, 2004, pp. 1–2</div>

Why DA? Textured life

➤ Life in fast capitalist societies is a **text-saturated** maKer. That is, every waking moment is caught up in engagement with text of some kind: from children's story to political speech, from television sitcom to casual conversation, from classroom lesson to memorandum... **Human subjects use texts** to **make sense** of their **world** and to **construct social actions** and **relations** required in the labour of everyday life. At the same time, **texts position** and **construct individuals**, making available various **meanings**, **ideas** and **versions of the world**.

<div align="right">Luke, 1995, p. 13</div>

DA: Theory or method?

➤ All analysts are operating in theoretical practices... all analysis brings the analyst's theoretical preoccupations – and categories – to bear on the discourse... and all forms of formal analysis are theoretically informed.

<div align="right">Chouliaraki & Fairclough, 1999, p. 7</div>

➤ In discourse analysis, *theory* and *method* are intertwined and researchers must accept the basic philosophical premises in order to use discourse analysis as their method of empirical study.

<div align="right">Phillips & Jorgensen, 2002, p. 4</div>

DA: Major approaches

➤ CDA (Fairclough, 1992, 1995, 2003)
➤ Discourse historical method (Wodak, 1999)
➤ Discourse theory (Laclau & Mouffe, 1985)
➤ Discursive psychology (Edwards & PoKer, 1996)
➤ Conversation analysis (ten Have, 1999; Sacks, 1995; Schlegoff, 2007)

Linguistic/social emphases

Linguistic approaches	⟷		Social approaches
Conversation analysis	Discursive psychology	CDA	Discourse theory
			Foucauldian genealogy
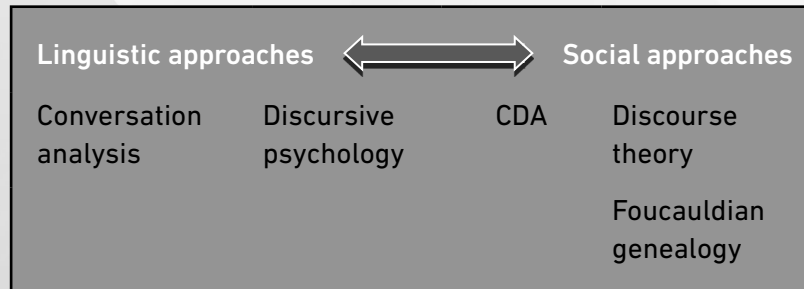
What methods does DA employ?

➤ Interviews, questionnaires, observations, diaries, online forums, analysis of documents and artefacts…can all be treated as '**texts'**

➤ The key point is to accept **epistemological** premises about the role of **language** in the **construction** of the social world

➤ Can CDA be combined with other approaches?

➡ Yes, but it is important to distinguish between a **principled**, **informed multiperspectivalism** and "an eclecticism based on a mishmash of disparate approaches without serious assessment of their relations with each other" (Phillips & Jorgensen, 2002, p. 4).

Analytical tools of DA: macro

➤ **Interpretation** of texts involves three interrelated dimensions:

➡ The text's embodiment of social practices, discourses & ideologies, e.g. through the use of binaries/dichotomies

➡ The processes of production, distribution & consumption

➡ The text's linguistic forms & paKerns (i.e. the micro level; see next slide)

Fairclough, 1992

➤ **Intertextuality** refers to how texts draw on, and anticipate, other texts

"Analysing texts involves much more than aKending to whatever is 'in' those texts. … The point

... is not to get the text to lay bare its meanings (or its prejudices), but to trace some of the threads that connect that text to others."

MacLure, 2003. P. 43

Analytical tools of DA: micro

➤ **Vocabulary**: lexical choices, connotation, metaphor, collocations, lexical 'chains'
➤ **Grammar**: transitivity (types of verbs), modality, agency, nominalization
➤ **Text structure**: presuppositions, omissions, foregrounding/backgrounding, genre, interactional control, connectives and argumentation, use of binaries

A sample discursive analytic study in the United Arab Emirates

➤ UAE Quick facts
  ➥ Independent nation-state since 1971
  ➥ Federation of 7 Emirates (Abu Dhabi, Dubai, Sharjah, Ras Al Khaimah, Umm Al Quwaim, Ajman, Fujairah)
  ➥ Population: 4 million (20% nationals; 80% expatriate)
  ➥ Economy: Oil, natural gas, tourism, trade
  ➥ Political structure: 'Benign autocracy'

UAE Education

- ➤ Education and national development
  - ➥ From 70 schools in 1971 to 600+ in 2004
  - ➥ Free at all stages to UAE nationals
  - ➥ Females outperform males in literacy rates and university entrance and completion rates
  - ➥ Education expenditure as % of GNP = 1.7 (Pakistan = 2.7; Qatar = 3.4; Hong Kong = 4.6; Sweden = 7.3)
- ➤ Teaching force predominantly expatriate Arabs (Egypt, Jordan, Tunisia, Syria)
- ➤ Policy tensions
  - ➥ Commitments to poorer Arab countries (employment quotas)
  - ➥ Drive to Emiratization (nationalization of the workforce)

Context : The new HCT B.Ed.

- ➤ Reviewing approaches to teacher education:
  - ➥ 'CraM' approaches (1950s); Applied science approaches (1960s); Competency approaches (1970s); Reflective practice (1980s-90s); Self- study movement (1990s-2000s)

    Furlong & Maynard, 1995; Roberts, 1998
- ➤ Learning to teach as identity formation

➥ "Education in its deepest sense concerns the opening up of identities...Education is not merely formative— it is transformative."

Wenger, 1998, p. 263

➥ "Learning to teach — like teaching itself — is always a process of becoming..."

Britzman, 1991, p. 8

➥ "I view 'becoming a teacher' as an identty formation process whereby individuals define themselves and are viewed by others as teachers."

Danielewicz, 2001, p. 4

Impetus for the study

The first cohort of student teachers:

➤ Exemplification of **identity**
➤ Strength of the **community**
➤ Embracing educational **discourses**

Method: data collection

➤ A two year study (2002—4)
➤ A cohort of 75 students (first students to complete degree)
➤ Two modes of data collection

- ➥ Face-to-face conversations
- ➥ Online conversations

"Conversation…is not only a specific empirical method: It also involves a basic mode of constituting knowledge…the human world is a conversational reality."

(Kvale, 1996, p. 37)

- ➤ Two stages of data collection
  - ➥ Focus groups: 12 discussions (2002—3)
  - ➥ Web CT forums: 750 postings (2003—4)

Method: data analysis

- ➤ Theoretical (& epistemological) framework:
  - ➥ Analyzing the construction of a community of practice through three modes of belonging & boundary practices (engagement, alignment, and imagination)
  - ➥ Analyzing how language-as-discourse construes (constructs & articulates):
    - Systems of knowledge and belief through ideational function
    - Intrapersonal identities through identity function
    - Interpersonal relations through relational function

(Fairclough, 1992; Phillips & Jorgensen, 2002)

- ➤ Reflexivity:
  - ➥ Proposing a substantive & coherent line of argument whilst remaining

- ➥ tentative in claims made
- ➥ Viewing research as a "positioned opening for discussion"

(Phillips & Jorgensen, 2002)

Constructing knowledge & belief: Past & present

- ➤ Drawing 'a line in the sand'
- ➤ *"When I started teaching* I used all the ways I was taught with in the schools, such as the teacher speaks all the time and the students listen... *Now* I feel like a different person..."
- ➤ *"In the first stage* I viewed teaching as a maKer of imitating other experienced teachers... *Now I know* that learner-centered classes are the best..."
- ➤ *"I had always* thought... *However in the first few months* of the B.Ed"
- ➤ *"I never thought...however now*..."
- ➤ "...most of us *started...however now*..."

Constructing knowledge: Student versus teacher centred learning

"In previous years I had this concept that the teachers are the only ones that should direct the teaching-learning cycle, **in other words, teaching and learning is teacher centred**. **However**, throughout my studies **in the B.Ed. program my beliefs have changed and been replaced by student-centred** [beliefs] where the students are the main core of the teaching-learning cycle"

Farah, online forum

Constructing knowledge: Active versus passive learning

"Moving towards a more student-centred, **active** approach in all aspects of teaching is, I believe, the mission of the B.Ed. program. In this way students take 'ownership' of their learning, which has the potential to make them more motivated, pro-**active** and interested learners. **Passive** learning belongs to the past."

Sara, online forum

Constructing difference through binary oppositions

Traditional' Teaching

- The past
- Passive learning
- Teacher-centred
- Homogenous learners
- Low motivation
- Low self-esteem
- Hierarchical classrooms
- Teaching is easy
- **Them**

'New' Teaching

- The present—future
- Active learning
- Student-centred
- Heterogenous learners

- High motivation
- High self-esteem
- Egalitarian classrooms

- Teaching is complex
- **Us**

Constructing interpersonal relations

Common strategies used by the community to maintain and monitor beliefs among members

- Interpersonal address
- Agenda setting
- Legitimation
  - Authorization
  - Rationalization
  - Moral evaluation
  - Mythopoesis

Constructing interpersonal relations: Interpersonal address

- "I have the same thought as you"
- "The issue you're discussing is really important"
- "I liked what you said and your belief is similar to mine"

- ➤ "YOU ARE RIGHT"
- ➤ "I totally agree with you sister"
- ➤ "I am with you"
- ➤ "I have the same opinion as you"
- ➤ "Yes, you are right"
- ➤ "What you mentioned is completely true"

Summarizing the findings

- ➤ Integral relation between students' embodiment of teaching as taking on a new identity, strength of community, & strength of beliefs, reflecting the **three constitutive co-effects of discourse** (& co-construal of ideational, interpersonal & textual meta-functions in systemic-functional linguistics) :
  - ➥ Intrapersonal identities,
  - ➥ Interpersonal relations
  - ➥ Systems of knowledge and beliefs
- ➤ The individual and community identities were constructed through a process of 'discursive antagonism', requiring the presence of a negatively perceived, 'constitutive outside'

Activity

➤ Find texts about an issue
➤ Try to apply some of the macro and micro analytic tools in the slides above to your text
➤ Explain your findings to someone else sitting next to you

DISCOURSE ANALYSIS & ORAL LANGUAGE TEXTS

Session overview

➤ Analyzing documents using (theoretically derived) prompts
➤ Looking at strategies for collecting and analyzing oral texts as research data
  ➥ Sources of oral language data
  ➥ Spoken and written language
  ➥ Tools and framework for analyzing oral language data
  ➥ Exploring samples of discursive data

Activity 1 (follow-on from last session)

➤ Read one of the media articles using either/both of the discourse analysis 'checklists' to 'interrogate' the text and identify some of the strategies it employs to make its case
➤ How useful did you find the checklists?
➤ What potential problems can you see with such checklists?

Language and extra-linguistic data in oral texts

➤ **Language data** sources: everyday/work conversations, interviews, classroom interactions, meetings, speeches

- **Extra-linguistic** considerations: gestures and para- linguistics (eye contact, pointing, movement etc.), accompanying activity (e.g. in 'guided participation' – Rogoff, 1990)
- '**Unobservables**' (or macro aspects) include the social, cultural, and economic histories and identities of participants

Spoken & written language: Continua

- Both speech and writing can vary in terms of....
    - Transitoriness/permanence
    - Formality/informality
    - Standardization/non-standardness
    - Interactivity between message producer and receiver
    - Dependence on context

Spoken & written language: differences

Spoken language	Written language
Sounds	Letters
Intonation patterns, changes in pitch and stress to convey attitudes	Emphasis via underlining, italics, exclamations, capitalization, etc.

Non-verbal gestures, eye contact	No direct equivalent
Pauses and silence	Gaps and dashes
Expressions to indicate topic changes, e.g. "right then", "now"	Headings, new chapters, paragraphs, words like 'firstly", "in conclusion"
Gap fillers, e.g. "you know", "like", "er "	No direct equivalent
Checks to monitor listener attention and maintain interaction, e.g. "do you know what I mean?"	Less common but examples might be expressions such as, "if you have followed my argument so far…", "try to bear in mind…"

Spoken & written language: differences

➤ Written text (particularly in more formal contexts, such as classrooms) tends to have greater
    ⇥ Lexical and grammatical density
    ⇥ Conceptual abstraction
➤ Look at the two examples of 'crying baby texts' in the handout and note some of the differences in t erms of density and abstraction

Analyzing (spoken discourse) data: Overarching considerations

➤ The need to balance (and align) theory and data
➤ The need for both 'emic' (insider) and 'etic' (outsider) perspectives

➤ The need for a balance between 'macro' (context) and 'micro' (text) levels of focus

(Tsui, 2008)

➤ The need to balance agency (e.g. 'addressivity') and structure (e.g. intertextuality, interdiscursivity)

(Locke, 2004)

➤ The need to work at multiple levels and adopt multiple perspectives

(Kumaravadivelu, 1999)

Some approaches to analyzing spoken discourse data

➤ Ethnography of communication (EC)
➤ Conversation analysis (CA)
➤ Critical discourse analysis (CDA)

Ethnography of communication

➤ Committed to demonstrating the linguistic and cultural integrity/rationality of marginalized groups
➤ Involves close, extended relations in the field
➤ Sees research as an extension of everyday life
➤ Tends to see cultures as bounded and view human thought, language, and identities as confined within these boundaries

(Rampton, Roberts, Leung & Harris, 2002)

Conversation analysis

- Focuses on micro aspects of data
- Prioritizes data over considerations of wider context
- Data are defamiliarized through an 'aesthetic' of
  - 'Smallness' (e.g. the absence of response tokens/acknowledgments)
  - 'Slowness' (dwelling on the moment-by-moment unfolding of interactions)
  - An insistence on examining data in and for itself rather than as reflection of deeper human consciousness

Activity 2

- Look at the excerpt of data from a conversation analysis study
- What do you notice about the transcription conventions?
- What can you say about the turn-taking in this excerpt?

Critical Discourse Analysis: 3 constitutive functions of discourse

- According to CDA, discourse constructs social 'reality' at three levels:
  - Knowledge and beliefs
  - Interpersonal/social (power) relations

➥ Intra-personal identities/subjectivities

CDA: Analytical tools: Fairclough's (2003) 9 properties

➤ Interactional control
➤ Modality
➤ Politeness
➤ Ethos
➤ Connectives (*cohesive markers such as reference, substitution, ellipsis, conjunctions, and lexical cohesive markers*) and argumentation (*e.g. elaboration, extension and advancement*)
➤ Transitivity (verb types) and theme
➤ Word meaning
➤ Metaphor

Activity 3

➤ Look at the sample medical interviews:
   ➥ Try to identify interesting features of these interviews using Fairclough's 9 features of discourse or the 'checklists' handed out earlier in the session

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SESSION 8

DESIGNING, CONDUCTING, AND ANALYZING INTERVIEWS

Session overview

➤ Looking at strategies for collecting and analyzing interview data
- ⤷ Philosophical and epistemological issues in qualitative interviewing
- ⤷ Stages of qualitative interviewing
- ⤷ Thematizing and scripting an interview protocol
  - Types of interview questions
  - Linguistic forms of interview questions
- ⤷ Transcribing interview data
- ⤷ Analyzing interview data

The interview society

➤ As you watch the following interview, note any interview strategies or any questions that seem to you to be strengths or weaknesses/problems

➤ http://www.youtube.com/watch?v=rWEdi4uf 7Eo

Timeless advice from Elton Mayo, 1933

➤ Give your whole attention to the interviewee
➤ Listen–don't talk

- ➤ Never argue; never give advice
- ➤ Listen to what
    - ↳ s/he wants to say
    - ↳ s/he does not want to say
    - ↳ s/he cannot say without help
- ➤ As you listen, plot out the pattern that is being laid out before you. Test this pattern by summarizing for comment what you think you are hearing, by clarifying, not distorting.
- ➤ Remember that everything you hear must be considered a personal confidence

◆ Inter-views
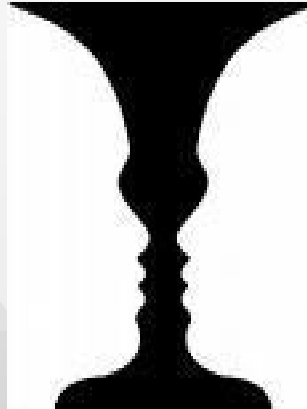
Philosophical influences on QR interviewing

➤ **Phenomenological** emphases on descriptions of consciousness and the life- world of individuals
➤ **Hermeneutic** emphases on the interpretation of texts and contexts
➤ **Postmodern** emphases on the social construction of knowledge

12 Characteristics of qualitative interviews

Life world	The focus of interview is everyday lifeworld of interviewee
Meaning	The interview seeks to interpret the meaning of the central themes of the interviewee's lifeworld
Qualitative	The interview seeks knowledge expressed in language (not numbers)
Descriptive	The interview seeks nuanced descriptions of the life world
Specificity	Descriptions of specific situations and action sequences are elicited
Deliberate naïveté	The interviewer exhibits openness to new ideas rather than having ready-made categories and schemes of interpretation
Focused	The interview is focused on particular themes, not rigidly structured with standardized questions, nor completely unstructured

Ambiguity	Interview statement can be ambiguous reflecting contradictions in the life world
Change	The interview experience may bring new insights and an interviewee may change her/his descriptions of meanings and themes
Sensitivity	Different interviewers may obtain different responses depending on their level of knowledge and sensitivity to the themes of the interview
Interpersonal situation	The interview involves interpersonal dynamics that may have ethical implications
Positive experience	A well-conducted interview should be an enriching experience for both parties

◆ Epistemological issues in interviews

➤ Two metaphors for the interviewer
  ➥ Interviewer as 'miner'
  ➥ Interview as 'traveler'

◆ Seven features of interview knowledge

1. Knowledge as **produced**
2. Knowledge as **relational**

3. Knowledge as **conversational**
4. Knowledge as **contextual**
5. Knowledge as **linguistic**

6. Knowledge as **narrative**
7. Knowledge as **pragmatic**

Kvale & Brinkman, 2008, pp.54-56

Seven stages of a qualitative interview

1. Thematizing
2. Designing
3. Interviewing
4. Transcribing

5. Analyzing
6. Verifying
7. Reporting

Thematizing an interview study

➤ Why?
  ➥ Clarify purpose of study
➤ What?
  ➥ Obtain pre-knowledge of subject matter to beinvestigated
➤ How
  ➥ Become familiar with different options and approachesto interviewing and analyzing, and select one most likely to provide the desired knowledge

➤ *'Why'* and *'what'* questions should be addressed before *'how'* questions are posed

Scripting the interview

➤ "Researcher questions are usually formulated in a theoretical language, whereas the interview questions must be exprsed in the everyday language of the interviewees."

➤ Unlike in the thematizing stage, in scripting the interview, *'what'* and *'how'* questions should take priority...too many *'why'* questions in an interview "may lead to an overreflected intellectualized interview".

(Kvale & Brinkman, 2008, p. 133)

Researcher questions	Interview questions
Which form of learning motivation dominates in high school?	Do you find the subjects you learn important?
	Do you find learning interesting in itself?
Do grades promote instrumental motivation rather than an intrinsic interest in learning?	What is your main purpose in going to high school?
	Have you experienced conflict between what you had to study and what you want to read?
Does learning for grades socialize learners to work for wages?	Do you see any connection between money and grades?

Types of interview questions

➤ Introductory questions
➤ Follow-up questions
➤ Probing questions
➤ Specifying questions
➤ Direct questions

➤ Indirect questions
➤ Structuring questions
➤ Silence
➤ Interpreting questions

Linguistic forms of questions

➤ Tell me about…
➤ Can you describe what happened?
➤ What happened?
➤ What did you feel about it?
➤ What was your emotional response to this event?
➤ What do you think about it?
➤ How do you now conceive of this issue?
➤ What is your opinion of what happened?
➤ How do you judge it today?

Activity

➤ Design some thematized questions on one of the following topics:
   1. 'experiences of receiving grades at high school'
   2. 'experiences of friendship at high school'
➤ With a partner (who has designed questions for the other topic) take it in turn to interview each other. Take field notes while you conduct the interview.

Follow-up

➤ How did you approach this exercise?
➤ What was most difficult aspect of the experience for you?
➤ Would you change anything if you were going to interview someone again?

Interview variations

➤ Interviews across cultures
➤ Interviews with children
➤ Interviews with experts/elites
➤ Computer assisted interviews
➤ Focus group interviews

Transcribing interviews

➤ Oral and written language
➤ Recording the interview
   ➥ Transcribing
   ➥ Conventions and procedures used
   ➥ Who does the transcribing?
   ➥ The need to report on how the transcriptions were made
➤ The inevitability of interpretation and construction of meaning (see handout activity)

Activities

1. Listen to the following excerpt from an interview and try to transcribe the discussion 🔊
   ➥ How easy did you find it?
   ➥ What choices did you have to make?
   ➥ Now compare your transcription with the one created by the researcher
2. Look at transcriptions A and B in tables 10.1 and 10.2 in the handout: what might be the significance of the differences between A and B in each case?

Analyzing interview data

➤ Analyses focusing on meaning
  ↪ Text reduction
    ● Meaning coding
    ● Meaning condensation
  ↪ Text expansion
    ● Meaning interpretation

➤ Analyses focusing on language
  ↪ Conversation analysis
  ↪ Discourse analysis
  ↪ Narrative analysis

Activity

➤ Look again at the interviewer's transcript from the previous activity. In groups of 3-4, read through it section by section and write down any themes that you see emerging.

Interview quality

➤ Extent of rich, relevant, spontaneous answers from interviewee
➤ Extent of short interviewer questions and long interviewee answers
➤ Extent to which interviewer follows up and clarifies relevant aspects of responses
➤ Extent to which interview is interpreted throughout the interview
➤ Extent to which interviewer verifies interpretations during interview

DESIGNING, CONDUCTING, AND ANALYZING OBSERVATIONS

What s observation (not)?

"Observation is not a 'natural gift' but a highly skilled activty for which and extensive background knowledge and understanding is required, and also a capacity for original thinking and the ability to spot significant events. It's certainly not an easy option."

<div align="right">(Nisbet, 1977, p. 15, quoted in Bell, 1999, p. 156)</div>

Why conduct observations?

➤   To see, hear, and experience things firsthand
➤   To experience and record activity as it is happening
➤   To look into topics/issues that people may not feel free to talk about or may not want to discuss
➤   To map actions and activities against verbal data (from interviews etc.)

What to observe?

➤   Depends on your researc question; possibilities include:
  ➥   Student activity
  ➥   Teacher activity
  ➥   Quantity/quality of teacher or student talk
  ➥   Interaction patterns: IRF? Use of gestures and facial

- ➥ expressions
- ➥ Engagement in off-task talk/behaviour by the students (When? Why? How?)
- ➥ Specific language, e.g. Correction of errors
- ➥ Types and use of teaching aids
- ➥ Classroom environment/setting, e.g. seating arrangement

What do you see?

Activity 1: Observing settings

➤ Take 5 minutes to write down your observations about this room
➤ Compare your field notes with those of another person at your table
➤ Post-observation questions
➤ How did you approach this exercise?
➤ What was the most difficult aspect for you?

Oservation: Issues & Questions

➤ Who?
   Who observes? Who is observed

➤ Why?
   What is the purpose? (Intentional? Reactive?)

➤ How?
   Structured? Naturalistic?

Issues: Design Parameters

Participant ⟷ Observer

Subjective ⟷ Objective

Inductive ⟷ Deductive

Naturalistic ⟷ Structured

Activity 2: Observing people

➤ View the following video of a classroom teaching episode.

➤ As you view it, list 3-5 things observed that you consider particularly significant in this teaching episode.

➤ Compare your list with people sitting around you: did you list the same things? Justify to ach other the things you listed.

➤ Share any insights with the whole class.

Structures observation

➤ Why? What?

↪ Selecting categories relevant to research issue

➤ When?
  ↳ Time periods? segment/episodes? Turns?
➤ How?
  ↳ Coding systems: Published (e.g. FAIC, <u>COLT</u>) <u>Costumized</u>
  ↳ Recording: Video or audio (framing issues)

Stuctured approaches: Pros

➤ Ease & efficiency
➤ Comparability with other studies
➤ Costumizability
➤ Reliability
➤ Facilitates analysis

Stuctured approaches: Cons

➤ Narrowing of focus prevents noticing other issues
  ↳ "If the only tool you have is a hammer, you tend to see every problem as a nail." (Abraham Maslow)
➤ Reductive
  ↳ Ignores shared background knowledge and practices

- ➥ Checklists miss nuances of meaning ('taked' vs. 'muttered', 'sneered' or 'ventured')
- ➤ Validity: does indicator really reflect underlying issue? (e.g. hands-up = engagement?)
- ➤ Reliability: (how consistent are intra- and inter-observer results?)
- ➤ 'Observer effect'

Structured approaches: analysis

- ➤ Less qualitative:
  - ➥ Frequency rates
  - ➥ Numerical and percentage totals
  - ➥ Dichotomous comparisons
- ➤ More qualitative
  - ➥ Identification of <u>patterns</u> and themes
  - ➥ Complex comparisons
  - ➥ Naturalistic approaches

Naturalistic approaches

- ➤ Ethnography: Macro (e.g. school) and micro (e.g. classroom)
  - ➥ Emphasis on uniqueness of context

- ➥ Emergent design
- ➥ Embracing
  - Multiple perspectives
  - Reflexivity
  - Observer's paradox
- ➥ Providing 'thick description': network of interconnected data
- ➥ Analysis: identification of patterns or solutions
- ➥ Time consuming!

Activity 2

- ➤ Look at the following <u>video</u> clip and answer the following questions:
  - ➥ What type of questions does the teacher ask during the lesson?
  - ➥ How does the teacher elicit language from the students?
  - ➥ How does the teacher motivate students to participate in the lesson?
  - ➥ How do the students respond to the teacher?
  - ➥ What is the influence of the teacher's approach on learning in this primary classroom?
- ➤ Would a structured approach, or a more ethnographic approach, be best suited to get this information

Alternative approaches

- ➤ Providing narrative accounts
- ➤ Treating observation data as 'text' or 'discourse'
- ➤ Semi-structured approaches using continuums (e.g. Peck, 1988)
- ➤ Elaborated (not reductive) strategies
- ➤ Combining field notes and recordings
- ➤ Using video for stimulated recall

Concerns of observation studies

- ➤ A tendency to over-identify with the people being studied (e.g. participant observation)
- ➤ The observer paradox or observer effect:
  - ➥ Participants may behave in response to being observed
  - ➥ Participants may be apprehensive about being judged and so change their behaviour
  - ➥ Participant may regulate their behaviour based on feedback (smiles, etc.) obtained from observers
  - ➥ Leads to possibility of undermining of study by effects of research procedures
- ➤ Maintain awareness of and monitor observer effects
- ➤ Take such effects into consideration when interpreting data

➤ Quality of recording vs. quality of observation itself

Reflexivity: Issues to consider

➤ 'Observation' vs. 'interaction' & 'colaboration'
➤ Research 'subjects' vs. research 'participants'
➤ Researcher voice: 'the researcher' vs. 'I', 'We'
➤ Researcher position: omniscient writing from 'nowhere' vs. a 'positioned', 'partial' perspective
➤ Research findings: 'universal' vs. 'contingent' claims

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SESSION 10

USING SOCIAL THEORY
IN EDUCATIONAL RESEARCH

The context: the search for 'scientific' knowledge

➤ Anxiety about the complex and conflict-ridden nature of modernity
➤ Anxiety about underlying questions:
  ↪ How can we ever know anything with certainty?
  ↪ How can we trust our knowledge?
  ↪ Is there an ultimate underlying reality that is accessible to human knowledge?
➤ The desire for certainty in the face of these anxieties and questions led researchers to advocate experimental, objectivist, and positivist educational research

Positivist research assumptions

➤ Human social behaviour governed by principles similar to those found in physical & biological world
➤ General structures/patterns apply regardless of cultural or other social groupings
➤ Principles & patterns discoverable by procedures that:
  ↪ Isolate discrete variables
  ↪ 'Control' to prevent their identification & measurement being affected by errors of human perception or judgment
➤ Multiple studies lead to identification of more variables, hence building up general model of an area of human life

Potential problems in positivist research: An example (Dressman, 1999, 2008)

➤ Phonemic/phonological awareness (PPA) research
  ↳ Researchers noted correlation between PPA of young children and their later ability to read
  ↳ Led to advocacy of phonics approach to reading pedagogy
  ↳ Culminated in argument that parental 'genotypes' of high achievingchildren were superior to those of low achievers
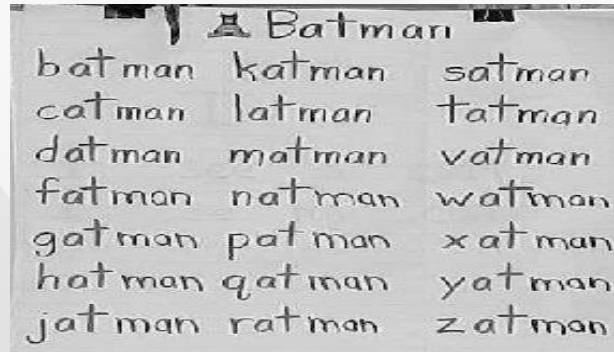
BUT...

➤ The research relied on false assumptions: phonemes equivalent to chemical elements

➤ The research ignored way we have greater phonological awareness of our own dialect and language

➤ The researchers ignored the racial & sociocultural basis of the research (researchers and high PPA = children white, middle- class; low achievers = non white, non middle-class)

" The conceptualization of PPA itself was fraught with naïve and false assumptions about phonology and linguistics that led to egregiously racist and classist interpretations of findings that,in turn, supported ill-conceived and bigoted educational policies and practices."

(Dressman, 2008, pp.56-57)

Beyond positivist research

➤ Data never speak for themselves

➤ Facts and values are not distinct entities

➤ Every step in the research process involves (often unquestioned) assumptions about the nature of reality and the way the world works

➤ We need to provide explicit but tentative articulations of our theories of the way the world works

"Research is not a straighttorward process. In the messiness of research the concerns of theory and research already run together."

(Pryke, Rose & Whatmore, 2003, p. 2)

A different view of research

➤ Using social theory involves a crucial shift
  ➥ *From* seeing research as search for objective 'truth'
  ➥ *To* seeing research as a rhetorical activity aiming to produce an argument about the meaning of a phenomena that will persuade other equally or more knowledgeable readers of the rightness of your case
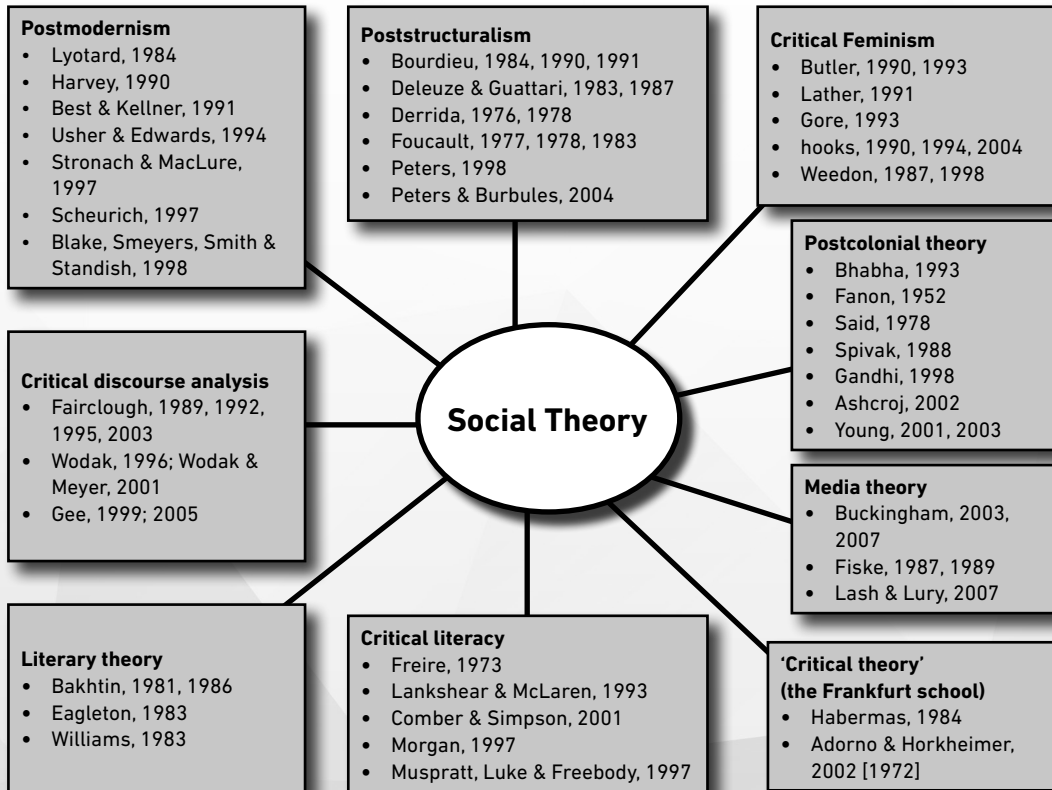
(Dressman, 2008)

What is 'social theory'?

"Social theory describes a broad range of philosophical, economic, historical, linguistic, social-psychological, and literary arguments generated by Western scholars in the nineteenth and twentieth century in response to the period of history known as modernity."

(Dressman, 2008, pp. 3-4)

"Social theory is the use of theoretical frameworks to study and interpret social structures and phenomena within a particular school of thought."

http://en.wikipedia.org/wiki/Social_theory

Postmodernism
- Lyotard, 1984
- Harvey, 1990
- Best & Kellner, 1991
- Usher & Edwards, 1994
- Stronach & MacLure, 1997
- Scheurich, 1997
- Blake, Smeyers, Smith & Standish, 1998

Poststructuralism
- Bourdieu, 1984, 1990, 1991
- Deleuze & Guattari, 1983, 1987
- Derrida, 1976, 1978
- Foucault, 1977, 1978, 1983
- Peters, 1998
- Peters & Burbules, 2004

Critical Feminism
- Butler, 1990, 1993
- Lather, 1991
- Gore, 1993
- hooks, 1990, 1994, 2004
- Weedon, 1987, 1998

Critical discourse analysis
- Fairclough, 1989, 1992, 1995, 2003
- Wodak, 1996; Wodak & Meyer, 2001
- Gee, 1999; 2005

Social Theory

Postcolonial theory
- Bhabha, 1993
- Fanon, 1952
- Said, 1978
- Spivak, 1988
- Gandhi, 1998
- Ashcroj, 2002
- Young, 2001, 2003

Media theory
- Buckingham, 2003, 2007
- Fiske, 1987, 1989
- Lash & Lury, 2007

Literary theory
- Bakhtin, 1981, 1986
- Eagleton, 1983
- Williams, 1983

Critical literacy
- Freire, 1973
- Lankshear & McLaren, 1993
- Comber & Simpson, 2001
- Morgan, 1997
- Muspratt, Luke & Freebody, 1997

**'Critical theory'
(the Frankfurt school)**
- Habermas, 1984
- Adorno & Horkheimer, 2002 [1972]

## Some key 'social' theory concepts (and associated theorists)

➤ Capital (social, cultural, symbolic), Habitus   (Bourdieu)
➤ Deconstruction, Différance   (Derrida)
➤ Dialogism, Heteroglossia   (Bakhtin)
➤ Discourse, Power   (Foucault)
➤ Fantasy   (Lacan)
➤ Hegemony   (Gramsci)
➤ Ideology   (Marx, Althusser)
➤ Intertextuality   (Kristeva)
➤ Othering, Subaltern   (Spivak)
➤ Performativity, Heteronormativity   (Butler)
➤ Positioning   (Davies & Harre)

Why social theory?

➤ "For me...theory provides the possibility of a **different language** which is not caught up with the assumptions and inscriptions of policy-makers or the immediacy of practice (or embedded in tradition, prejudice, dogma and ideology...). It offers a **potential location outside the prevailing discourses** of policy and a way of struggling against 'incorporation'."

(Ball, 1997, p.269)

A location outside prevailing discourses...
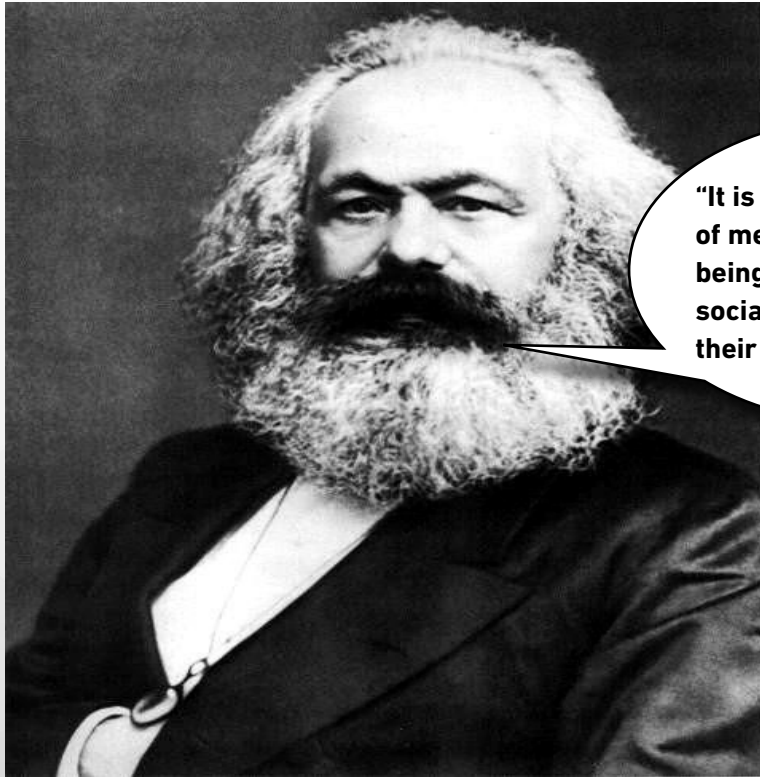
"It is not the consciousness of men that determines their being, but, on the contrary, their social being that determines their consciousness."

Using social theory: Example 1: Morgan, B. (2004). Identity as Pedagogy

- ➤ Drew on poststructuralist notions of idenyity as constituted in discourse
- ➤ Theorized the teacher's identity as an 'image-text' and hence as
    - ➥ A potential resource for teaching
    - ➥ Co-constructed by the teacher and by students
- ➤ Presented an 'image-text' of the teacher's identity that ran counter to the students' assumptions about gender
- ➤ Resonates with work on 'communities of practice' (Wenger, 1998) and the 'joint emergence of social and academic learning' (Wortham, 2005)

Example 2: Renold, E. (2006). Butler's 'heterosexual matrix' in the primary years

- ➤ Investigated how being a 'normal' girl or boy in primary school involves investing in hegemonic heterosexual identities
- ➤ Framed gender identities in terms of Judith Butler's notions of 'performativity' and 'heteronormativity'
- ➤ Drew on data from a one-year study exploring 10-11 year-old children's constructions of gender and sexuality in two schools in the UK
- ➤ Employed participant observations and unstructured, child-led, group interviews

Performing and monitoring gender difference

Annabel: He's like a boy you can talk to but.

Trudy: Yeah like all the other boys you can't say like a word to without them calling you names and stuff, but Tom you can talk to.

ER: What can't you talk to other boys about?

Annabel: Everything.

ER: Can you talk to your girlfriends about the same sort of things you an talk to Tom about?

Claire: Yeah, mostly.

Annabel: He's just like a girl really *laughter].

Heteronormativity

➤ "Most children...articulated an ongoing struggle in trying to make sense of a range of contradictory discourses of what and how 10 and 11 year old 'girls' and 'boys' should and should not do or be (e.g. Boys, hard but not too hard'; girls, 'tarty but not too tarty')... Over one-third of children were routinely positioned... as Other to hegemonic heterogendered scripts with all of them reporting being systematically teased, excluded and humiliated for choosing not to invest in and project (thus directly challenge and resist) normative forms of age-appropriate heterofemininity and heteromasculinity." (Renold, 2006, pp.498-499)

Activity

➤ Social theory can be drawn upon at different stages of research
➤ Framing a topic/area/focus

- ⇥ Asking questions
- ⇥ Formulating issues
- ⇥ Investigating in the field

- ⇥ Generating materials
- ⇥ Analyzing data
- ⇥ Writing practices

➤ In groups of 3-4, take a potential/actual research issue and prepare a brief presentation about how social theory_could inform the study

Beginnings...

➤ Whatever you have had thoughts on is already a project under way...you have already begun to reflect on what it is you wish to investigate
➤ Beginning implies return and repetition rather than simple linear accomplishment
➤ Any starting point places the project in relation to all that has gone before and to existing bodies of thought
➤ Beginning implies intention, purposeful engagement, and gives direction to what follows

Edward Said, cited in Allen, 2003 (see handout)

Challenges in using social theory

➤ Social theory is not a single thing but a loose set of philosophical, historical, literary, linguistic and economic perspectives

➤ Social theories are grounded in the cultural and rhetorical backgrounds of their authors' historical and national backgrounds

➤ Social theory's uses are multiple and sometimes contradictory

Reading social theory

➤ Move back and forth between secondary (or commentary) texts and original works of major theorists

➤ Look at the many helpful websites (on social theory generally or on particular theorists)

➤ Re-read texts

➤ Talk about the ideas you encounter with others

➤ Write about the ideas you encounter

➤ Be patient!

From generalizability to generaleducational knowledge...

(...or deconstructing the subjective critique ofobjective knowledge)

➤ **Words** refer to shared concepts
➤ **Categories** invoke general assumptions
➤ **Social theories** offer general accounts of social behavior
  ➥ Vygotsky wasn't only talking about Russian children...
  ➥ Marx wasn't only critiquing capitalism in England and Germany...
  ➥ Bakhtin wasn't only talking about Dostoevsky's novels...
  ➥ Foucault wasn't only critiquing disciplinary practices of modernity in France...

General educational knowledge ctd...

"I would like to propose a scenario for the use of social theories as media – frameworks – not only for the production of knowledge within individual studies but for the integration of those studies, conducted among diverse populations and locales, into coherent, if sometimes assymetrical, bodies of knowledge about a broad range of educational topics such as classroom discourse, adolescents' use of electronic media, teacher education, or assessment policy."

(Dressman, 2008, p.156)

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Key ideas in social theory: **ideology**

➤ Ideologies purport to be the 'natural' order of things, or 'commonsense':
  ➥ "It's well know that..."
  ➥ "Of course, we all recognize that.."
  ➥ "Nobody would dispute the fact that..."

➤ There are two broad conceptions of ideology:
  ➥ **Socially determined** thought (i.e. the thought associated with a particular social group
  ➥ '**False consciousness**' or deluded thinking

(Eagleton, 2008, chapter 1)

➤ Ideologies involve the "recognition of legitimacy through misrecognition of arbitrariness".

(Bourdieu, 1977, p. 168)

Key ideas in social theory: **ideology**

➤ Althusser's concept of 'repressive stage apparatuses' (RSAs) versus 'ideological state apparatuses' (ISAs)

➤ Althusser rethought Marxist approaches to ideology in light of Lacanian psychoanalysis

   ↪ Parallels between the **Lacan's** mirror stage and ideological '**interpellation**' or 'hailing', whereby I come to see the world as 'centered' on me, and I, in turn, become centered on it

➤ However, Althusser's theory has been criticized

   ↪ Assumes ideology is entirely a negative force, leaving no room for ideological **struggles**

   ↪ Assumes theorist speaks from a position of scientific critique

➤ Critiques of the notion of ideology

   1. Ideology is often presumed to stand in opposition to something called 'truth'

   2. Assumes sovereign 'subjects'
   - The 'dupe' who exists in 'false consciousness'
   - The enlightened critic who sees through ideology

   3. Ideology implies a dualistic, (e.g. base-superstructure) model of social reality where ideology is the mental effect of economic or material reality

<div align="right">(Foucault, 1980, p. 118; Mills, 2004, chapter 2)</div>

"**Discourse**, because of its lack of alliance to a clear political agenda, offered a way of thinking about hegemony - people's compliance in their own oppression - without assuming that people are

necessarily simply passive victims of systems of thought"

(Mills, 2004, p. 26—27)

Key ideas in social theory: **discourse**

Discourse refers to "ways of being in the world, or forms of life which **integrate** words, acts, values, beliefs, attitudes, and social identities, as well as gestures, glances, body positions and clothes."

(Gee, 1996, p.137)

"Discourses are practices which systematically form the objects of which they speak."

(Foucault, 1972, p. 49)

Key ideas in social theory: **language**

Saussure and structuralism:

➤ Language seen as a **system** of signs to be studied '**synchronically**' rather than '**diachronically**'
➤ Each sign made up of a '**signifier**' (phonic or graphic image) and a '**signified**' (concept)
➤ Meaning arises from **differences** within the system
➤ The **relationship** between the **signifier** and **signified** is **arbitrary**
➤ The **relationship** between the sign and what it refers to (the '**referent**') is also **arbitrary**
➤ Linguistics should study the structure of the semiotic systemic ('**langue**'), not what people say ('**parole**')

From structuralism to poststructuralism:

➤ If meaning relies on differences, where does this process stop?

➤ Rather than involving a stable structure or system,

  ↪ language becomes a potentially **infinite** tissue of differences

  ↪ the signifier/signified distinction becomes **blurred**

  ↪ meaning becomes the result of a potentially endless play of **difference** between signifiers; final meaning is always **deferred**

➤ "Meaning, if you like, is **scattered** or **dispersed** along the whole chain of signifiers: it cannot be easily nailed down, it is never fully present in any one sign alone, but is rather a kind of constant flickering of **presence** and **absence**."

<div align="right">Eagleton, 1996, p. 111</div>

➤ Words are both acoustical (and graphic) objects *and* toolsof the mind

➤ Language is a social practice that mediates ourinteractions with the world

<div align="right">(Vygotsky)</div>

➤ Language is saturated with historical and cultural traces

➤ Language is dialogic, as people appropriate others words

➤ Language is polyphonic and heteroglossic, as the social world is composed of many voices and multiple perspectives

<div align="right">(Bakhtin)</div>

Key ideas in social theory: **meaning**

➤ Words do not mean in themselves but convey meaning through contexts of use
➤ Language is a game people learn to play though involvement in its contexts of use

<div align="right">(Wittgenstein)</div>

➤ Language seen as a system of signs made up of a 'signifier' (phonic or graphic image) and a 'signified' (concept)
➤ The relationship between the signifier and signified and the relationship between the sign and what it refers to (the 'referent') is arbitrary
➤ Meaning arises from differences within the system

<div align="right">(Saussure)</div>

➤ Every sign carries the trace of its binary opposite, its constitutive outside
➤ Meaning is the result of a potentially endless play of difference between
➤ signifiers; final meaning is always deferred

<div align="right">(Derrida)</div>

Key ideas in social theory: **hegemony**

➤ Gramsci was perplexed by people's complicity in their own oppression
➤ Viewed **culture** and **civil society** (not just economic relations) as an arena of struggle
➤ Argued that dominance is maintained and reproduced through consent

- ➥ ideas from subordinate groups are incorporated into the ruling 'common sense' becoming '**hegemonic**'
- ➥ Hegemonic ideas appear **natural** & **obvious**
- ➤ '**Organic intellectuals**' engage in a 'war of **position**' as hegemony provokes **counter-hegemony**
- ➤ Gramsci's ideas allow us to see culture/discourse as an arena of **struggle** and site for **intervention**
- ➤ A state of (partial) **discursive closure** within the always **open** & **incomplete** social world (Laclau & Mouffe, 1985)

Key ideas in social theory: **practice**

- ➤ Practices involve combinations of 'sayings', 'doings' and 'relatings'
- ➤ Practices are formed in a number of ways though
  - ➥ Material and economic structures and activities
  - ➥ Discursive arrangements of words, ideas & utterances
  - ➥ Social arrangements

(Kemmis, 2009)

- ➤ Human activity is often focused around 'communities of practice' involving 'mutual engagement' in a 'joint enterprise' utilizing a 'shared discourse repertoire'.

(Wenger, 1998)

Key ideas in social theory: **power**

➥ Power linked to knowledge ('power/knowledge') as discourse creates 'truth effects' and 'regimes of truth'

➥ Power involves 'power relations' rather than being a substance

➥ Power implies resistance

➥ Power operates in a net-like or capillary manner throughout social systems

➥ Power is creative and productive, rather than merely repressive and negative

➥ Power operates through everyday practices and techniques, such as the organization of space and time, discipline and training, surveillance, rituals, examinations, reviews, documentation etc. which also create knowledge

(Foucault, 1977, 1978, 1980)

Key ideas in social theory: **identity/subjectivity**

➤ "How individuals know and name themselves and how they are recognized and regarded by others." (Danielewicz, 2001, p. 3)

➤ Paradoxes and tensions in 'identity' (Butler, 2005; Mansfield, 2000; Woodward, 2002)

➥ Identity/difference

➥ Self/other

➥ Individual/social

- ⤷ Agency/structure
- ⤷ Symbolic/real

➤ "Identity is always connected to a series of differences that help it to be what it is...there is a drive to diminish difference...to make space for the fullness of self-identity...by marginalizing, demeaning, or excluding the differences on which it depends to specify itself."

(Connolly, 2002, p. XIV-XV)

Key ideas in social theory: **performativity**

➤ There are no social categories prior to their production in/through social discourse

➤ Discursively produced categories, like male/female, take social and symbolic form through repeated action, or 'performance'

"Gender is not to culture as sex is to nature; gender is also the cultural/discursive means by which 'sexed nature' or a 'natural sex' is produced and established as...prior to nature."

(Butler, 1990, p.7)

Key ideas in social theory: **othering**

➤ "An ideological process that isolates groups that are seen as different from the norm."

(Dimitriadis & Kamberelis, 2006, p.186)

➤ "We are schooled in differences great and small, in borderlines and boundaries, in historical

struggles and exotic practices, all of which extend the meaning of difference. We are taught to discriminate in the most innocent and most fateful ways so that we can appreciate the differences between civilized and primitive, West and East, first and third worlds."

<div align="right">(Willinsky, 1999, p.1)</div>

Key ideas in social theory: **fantasy**

Three aspects of Lacanian notions of fantasy

1. Fantasy has a narrative structure, which posits and ideal and an obstacle to its realization
    a) 'Beatific' forms offer an imaginary fullness
    b) 'Horrific' forms imagine a disaster scenario
2. Fantasy offers a degree of security in the face of the radical contingency of social reality, its lack of secure foundations
3. Fantasy has an inherently transgressive aspect in relation to officially affirmed ideals

<div align="right">(Glynos & Howarth, 2007; Glynos, 2001; Zizek, 1992)</div>

SESSION 11

WRITING AND REFLEXITVITY IN EDUCATIONAL RESEARCH

What is reflexivity?

➤ Through reflexivity, "investigators seek ways of demonstrating to their audiences their historical and geographic situatedness, their personal investments in the research, various biases they bring to the work, their surprises and 'undoings' in the process of the research endeavour, the ways in which their choices of literary tropes lend rhetorical force to the research report, and/or the ways in which they have avoided or suppressed certain points of view".

Gergen, K., & Gergen, M. (2000). In Denzin, N. & Lincoln, Y. (Eds.) Handbook of Qualitative Research. SAGE, p.1027.

Domains of reflexivity

➤ Reflexivity can be exercised in relation to a number of domains, including:
  ➥ The knowledge claims of the research and how these are established
  ➥ The research process
  ➥ The researcher and her/his role in the process
  ➥ The relationship between the researcher and the research participants
  ➥ The research study as 'text'

Key reflexivity considerations

1. Research knowledge is produced, rather than just being a reflection of reality

- ➥ Data is generated, rather than just 'collected'
- ➥ Research is written, produced, created, rather than just 'reported'

2. Research knowledge is a 'text' in its own right, rather than a 'mirror of nature'; but it still offers some representation of 'reality'

3. Researchers are central influences on research processes and products, rather than sovereign authorities with privileged access to truth:

"Researchers and their methods are entangled with the politics of the social world they study." (Holliday, 2002, p. 146)

Derrida & deconstructive reflexivity

- ➤ The 'word' and the 'world' can never attain a pure and seamless fusion
  - ➥ Writing and différance: spatial difference & temporal deferral prevent any final meaning
  - ➥ 'Transformation' rather than 'translation'
- ➤ Texts are 'polysemous' (i.e. contain multiple meanings) and exceed their 'author's' control

(Bingham, 2003)

Latour & 'infra-reflexivity'

- ➤ The known over the knower: engage with the world, not just yourself as researcher

- ➤ The 'throwaway line' over the powerful framework: maintain openness and flexibility in seeking interpretations
- ➤ Style over methodology: engaging writing communicates ideas

(Bingham, 2003)

Questions of voice

- ➤ Academic writing occurs within conventions of social science academic writing; however, this is an arena of struggle
- ➤ More recent work has provided scope for writers/researchers to present a strong personal voice into the research writing in acknowledgement of the centrality of the researcher, whether acknowledged or not
- ➤ The use of first person can be a device for separating the researcher's agenda from other voices in the text and to make contact with the reader

(Holliday, 2002)

Risks of over-reflexivity

- ➤ Being patronizing to readers by continually alerting them to the risks of naïve belief
- ➤ Allowing extreme relativism to prevent the researcher / research text from making any claims
- ➤ Writing extreme experimental texts that seek to avoid the unavoidable & inevitable responsibility of representing the world, as a reaction to transparent, objective realism

(Phillips & Jorgensen, 2002)

◆ Activity

Talk about your own research (either your task for this course or your thesis) and how you might handle reflexivity issues