

**Review of Research in Educational Studies:  
Qualitative Research Interviewing**  
CCFI 508A, Section 951; EDST 508A, Section 941

<b>Instructor:</b>	Deirdre Kelly	<b>Term:</b>	Summer 1 (May 13-June 19, 2014)
<b>Office:</b>	Ponderosa G-14	<b>Time:</b>	Tues, Thurs 1-4 p.m.
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The simple thing to say is that interview research is research conducted by talking with people. . . This simple view, however appealing, neglects the fascinating complexity of human talk – the flexibility and productive powers of language; the subtle shades of meaning conveyed through the nuances of speech, gesture, and expression; issues of translation; the ineluctable locatedness of any moment or stretch of talk; the specialized vocabularies of particular settings and groups; the organizing effects of format and genre; the injuries and uses of silence; the challenges inherent in listening; and so on. The simple view also neglects the dynamics of power involved in any empirical research... (Devault & Gross, 2012, p. 206).

In this course, I aim to take a reflexive, pragmatic approach to qualitative research interviewing:

Reflexivity ... includes opening up the phenomena through exploring more than one set of meanings and acknowledging ambiguity in the phenomena and the line(s) of inquiry favored, and it means bridging the gap between epistemological concerns and method. Pragmatism means balancing endless reflexivity and radical skepticism with a sense of direction and accomplishment. (Alvesson, 2003, p. 14)

Just as in life, in research too we have to make choices in difficult, uncertain circumstances and cope with competing demands and responsibilities. It is these choices that ethical reflexivity brings to our attention. (Finlay, 2012, p. 328)

On a fundamental level, reflexivity is about giving as full and honest an account of the research process as possible, in particular explicating the position of the researcher in relation to the research. However, there is a paradox implicit in reflexivity. We explicate the processes and positions we are aware of being caught up in. But inevitably some of the influences arising from aspects of social identity remain beyond the reflexive grasp. (Reay, 2012, p. 637)

### ***Course Description***

This seminar will allow students to examine the methodological, technical, and ethical demands of doing qualitative research interviewing. *Qualitative* is an umbrella term used to encompass terms such as in-depth, narrative, and ethnographic interviewing. Course readings will draw primarily from anthropological, sociological, feminist and critical educational studies approaches to explore how interviewing is understood and practiced. The seminar is built on the assumption

that qualitative interviewers learn best by doing and then reflecting on those experiences. Thus, the course will include practical activities and assignments aimed at helping students to develop or hone their research skills. Topics will include: the epistemological foundations of qualitative interviewing; designing a qualitative interview study; the ethics of doing interviews; strategies for interviewing; planning for fieldwork; the use of observations and field notes in interview projects; positionality and power dynamics; methods for managing, transcribing, and analyzing interview data; researcher reflexivity; and presentation of interview data in written reports. A theme in the course will be the importance of reflecting on, and articulating rationales for, choices as one designs, conducts, and communicates one's research.

<b>SCHEDULE OF TOPICS AND DUE DATES</b>	
Tues. May 13	Introduction and overview; possibilities and limitations of interviewing
Thurs. May 15	Debates; reflexivity as a lens
Tues. May 20	3 Roles: Interviewer, interviewee, participant-observer ; informal reflections on assigned reading due in class
Thurs. May 22	Theorizing the research interview; Group A interviewed by Group B; field notes due (later that night or no later than May 23)
Tues. May 27	Designing interview studies; final assignment, option 1 proposal due
Thurs. May 29	Group interviewing; Reflexive Review assignment due
Tues. June 3	Doing interviews: question types, use of stimulus texts, recruitment; Group B interviewed by Group C; transcript/reflections due for Group B
Thurs. June 5	Doing interviews: selection, observation and field notes
Tues. June 10	Doing interviews: Ethics, insider-outsider continuum; Group C interviewed by Group A
Thurs. June 12	Positionality and power dynamics (interviewing across difference); transcript/reflections due for Group C
Tues. June 17	Transcription, data management, data analysis
Thurs. June 19	Data analysis and presentation; judging quality; transcript/reflections due for Group A
Sun., June 22	Final assignment (1 of 4 options) due

### ***Course Requirements & Evaluation***

NOTE: I encourage you to work together with other members of the class on any assignment. If you elect to do this, you will receive a group mark.

OVERVIEW & WEIGHTING OF ASSIGNMENTS	
Assignment:	Weighting:
Reflexive review of an interview-based study	30
Interview experience (4 parts, including transcription)	30
Final assignment (1 of 4 options)	40

### **Reflexive Review of an Interview-based Study:**

As we will discuss in class, the concept of *reflexivity* is understood differently within different traditions. The purpose of this assignment is to exercise your capacity for reflexivity by inquiring into the various key decisions that have been made (or not made) by researcher/s, as reflected in one refereed, scholarly journal article that uses interviews as the main data source. The article could be, for example, one you have read before, that is important or cited a lot in your area of interest, or that your program advisor or thesis supervisor has recommended.

As you read the article, ask yourself these sorts of questions: What is the author trying to do? Why did s/he conduct the interview study in the way that they did? How did their approach affect the research? Does the method reflect the research question/s posed? Was the theoretical approach to the study and to interviewing consistent with how the data were analyzed and represented? The main body of your paper should be focused on answering these kinds of questions. In your conclusion, please reflect briefly on the strengths and limitations of the particular approach to interviewing in evidence in the article that you have reviewed in relation to the approach you hope to take in your own study. 5-7 pages.

Due on: **May 29** (worth 30%)

### **Reflection on an interview experience (in 4 parts):**

Given the nature of the cumulative tasks in this assignment and the steep learning curve, I emphasize *formative assessment*. It would be unfair to give students marks in the earlier stages and mini-assignments. At the same time, it is important to have close review of students' work as you start to learn the skills of interviewing.

#### Formative assessment (pass/fail) parts:

1. Informal reflections and preparatory notes for your initial role (to be assigned in class), keying off the assigned reading (Warner for the interviewer role, Foley for the respondent role, and Ellingson for the observer role). 1 page; **due May 20**
2. Field notes on your observations, insights, and questions in your initial assigned role. 1-2 pages; **due May 22** (later that night, ideally, but no later than May 23)
3. Transcript of 20-minute audio-recorded interview where you were the interviewer (guidelines to be discussed in class); **due 3 classes after your interview**

Transcription formatting guidelines: single-spaced, with 2 hard returns (line break) between interviewer and interviewee text; left margin 1 inch; right margin 3 inches (to allow for commentary); add line numbers (in MS Word: on the Page Layout tab, in the Page Setup group, click Line Numbers) running consecutively; add running header or footer on each page with your last name, the date of the interview, and page number included. (Example to be posted on Connect and discussed in class.) This formatting will allow you to make easy reference to specific passages in your reflection (see description just below).

Summative assessment part:

4. Reflect on the interview process, including the choices you made as the interviewer, the challenges and surprises you encountered, the nature of the role, and questions arising. For example, did the interview questions generate the kind of data anticipated? Would questions need to be reworded, rethought, or re-ordered? What parts of the interview worked well, and why? What parts worked less well, and why? Think about such things as rapport, flow, wait time, etc. Please make references to Parts 1, 2, and especially 3 of this assignment in your reflection. Maximum 5 pages.

Due on: **June 3 (Group B); June 12 (Group C); June 19 (Group A)** (worth 30%)

**Final Assignment: Choose one of four options**

I recognize that you are all at different stages in your programs and come from a variety of disciplinary backgrounds. I see the final assignment as allowing you to synthesize and demonstrate what you have been learning and reading about this term. You can do this in a variety of ways. Please pick one of the following options. In all cases, your final paper should make reference to course readings, activities, and discussions. Depending on which option you select, the final paper will be 5 to 10 pages.

Option 1: *Arrange with me **no later than May 27*** an opportunity to generate another round of data, similar to what we have done as an in-class activity with your classmates. Another possibility is to take a topic we have focused on in class and plan to do a group interview in class on the day we discuss group interviewing. Reflect on the data-generating activity, in light of the previous round of interviewing and course readings. This might be done as a compare and contrast or a comparison of two rounds of a similar form of interviewing (i.e., narrative, taxonomic, phenomenological).

Option 2: Select for analysis a subset of the interview transcriptions generated in class, which will be posted on Connect as they are produced by you and your classmates. Reflect on the different kinds of data generated, both based on different forms of interviewing and different interviewer-interviewee dynamics. Be sure to give examples, citing the interviewer's last name and transcript lines of each illustrative excerpt.

Option 3: Reflect on choices you have made, and those you still have to make, in designing your own interview-based study. For example, what ethical dilemmas and

questions have arisen thus far in your research project? What strategies might you use to address them? This assignment might take the form of a mini-proposal, where you indicate the problem or issue you wish to explore, why the type of interviewing that you propose to do is an appropriate method of data collection, your rationale for the people you want to interview, and how you will recruit and gain consent. Include a preliminary interview guide (list of interview questions and prompts).

Option 4: Pick an issue in interviewing that you want to learn more about and do some additional reading and reflection. An example might be interviewing people who speak English as an additional language. Another might be about how you plan to represent yourself and your participants in your research project: How will embodiment feature? In which contexts might exposing the researcher's personal situation advance a research project, and in which contexts not? Present a synopsis and synthesis of key ideas across the readings you have selected, discuss how your understanding of this issue has expanded, and note questions arising from your inquiry. Be sure to discuss the implications for your future work.

### **Assessment Criteria that Apply to All Assignments**

**There are specific criteria for each assignment (see above).**

For all assignments, I will be looking at organization, clarity and conciseness. You should carefully proofread for grammar, spelling, and punctuation errors.

#### Development of Argument:

- . Develops coherent, defensible and original argument;
- . Includes various perspectives, including those developed from experience, and is appropriately critical (believing and doubting) of those perspectives;
- . Respects norms of scholarship and practice.

#### Organization of Argument:

- . Creates cogent and coherent argument (N.B. transitions);
- . Provides suitable evidence and examples.

NOTE: Please follow APA style for all written work for this class; for matters of technical detail, use either the 5<sup>th</sup> or 6<sup>th</sup> edition of the *Publication Manual of the American Psychological Association* to guide you. This includes paper size (8.5 x 11 in. or 22 x 28 cm), typeface (12 point New Times Roman or Courier), double-spacing, and margins (1 in. or 2.54 cm on each edge). Number all pages, beginning with the title page.

## ***Class Participation and the Importance of Journaling***

Everyone should come to class prepared to discuss the assigned readings. Class members will learn as much from the exchange of views inside the classroom as we will from analyzing the readings on our own. Furthermore, and especially in an activities-rich class such as Interviewing, the success of our work as a collaborative venture depends on respectful and attentive class participation by all members. For example, each of you will rotate among the interviewer, interviewee, and participant-observer roles over the course of the term. In some moments, you will need to be open to constructive feedback. In other moments, you will need to be sensitive to the tone and manner with which you offer feedback.

I strongly encourage you to begin keeping a research journal. At this stage, it may be more focused on ideas that come to you, based on your reading and class participation. Journaling serves as an aid to reflexivity, because it creates a record of how and why your thinking is evolving. Use your journal to capture ideas and feelings through writing, drawing, and mapping. Use it to record and explain the multiple and evolving decisions that will comprise part or all of the design of your interview-based study. In later stages, you can use it as a place to jot down possible themes and codes and the sources of your ideas about these. Eventually, you will be able to draw on your journal when you write the methodology section or chapter of your thesis.

## ***Course Readings***

The readings are available free of charge as e-journal articles or e-book chapters through UBC library. The course outline also contains embedded direct links to most electronic items. Some book chapters will only be available through the Library Course Reserve section of the course shell in Connect; available at: <http://elearning.ubc.ca/connect/>

Note: for the doi links to work, you will need to be logged in to UBC library via your CWL.

## ***Detailed Schedule of Topics, Readings, & Activities***

**May 13: Introduction and Overview. Possibilities and Limitations of Interviewing. Logistics of In-Class Interviewing Experience**

**May 15: Debates; Reflexivity as a Lens**

Kvale, Steinar. (2008). Conducting an interview. In *Doing interviews* (Book 2 of *The SAGE qualitative research kit*, pp. 52-67). London: Sage. <e-book> Retrievable from <http://dx.doi.org.ezproxy.library.ubc.ca/10.4135/9781849208963>

Lamont, Michèle, & Swidler, Ann. (2014). Methodological pluralism and the possibilities and limits of interviewing. *Qualitative Sociology*, 37(2), 153–171.  
doi: 10.1007/s11133-014-9274-z. Retrievable from <http://link.springer.com.ezproxy.library.ubc.ca/article/10.1007%2Fs11133-014-9274-z>

Finlay, Linda. (2012). Five lenses for the reflexive interviewer. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti & K. D. McKinney (Eds.), *The Sage handbook of interview research: The complexity of the craft* (pp. 317-331). Thousand Oaks, CA: Sage.  
<http://site.ebrary.com/lib/ubc/docDetail.action?docID=10773007>

**May 20: Roles and Reflexivity: Interviewer, Interviewee, Participant-Observer**

Warren, Carol A. B. (2012). Interviewing as social interaction. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti & K. D. McKinney (Eds.), *The Sage handbook of interview research: The complexity of the craft* (pp. 129-142). Thousand Oaks, CA: Sage.  
<http://site.ebrary.com/lib/ubc/docDetail.action?docID=10773007>

Foley, Lara J. (2012). Constructing the respondent. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti & K. D. McKinney (Eds.), *The Sage handbook of interview research: The complexity of the craft* (pp. 305-316). Thousand Oaks, CA: Sage.  
<http://site.ebrary.com/lib/ubc/docDetail.action?docID=10773007>

Ellingson, Laura L. (2012). Interview as embodied communication. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti & K. D. McKinney (Eds.), *The Sage handbook of interview research: The complexity of the craft* (pp. 525-539). Thousand Oaks, CA: Sage.  
Retrieved from <http://site.ebrary.com/lib/ubc/docDetail.action?docID=10773007>

**May 22: Theorizing the Research Interview**

Roulston, Kathryn. (2010). Chapter 3: Theorizing the qualitative interview. In *Reflective interviewing: A guide to theory and practice* (pp. 51-73). Thousand Oaks: Sage.  
Retrievable from <https://cr.library.ubc.ca/get/course/31994/hash/i.khDTh4>

Hollway, Wendy & Jefferson, Tony. (2013). Chapter 3: Producing data with defended subjects. In *Doing qualitative research differently: A psychosocial approach* (pp. 24-50). Thousand Oaks, CA: Sage. <https://cr.library.ubc.ca/get/course/31994/hash/i.kFtwJM>

DeVault, Marjorie L. & Gross, Glenda. (2012). Feminist qualitative interviewing. In S. Nagy Hesse-Biber (Ed.), *Handbook of feminist research: Theory and praxis* (2nd ed., pp. 206-236). Thousand Oaks: Sage. <https://cr.library.ubc.ca/get/course/31994/hash/i.BZ7JrC>

**May 27: Designing Interview Studies**

Josselson, Ruthellen. (2013). Chapter 3: Planning the interview. In *Interviewing for qualitative inquiry: A relational approach* (pp. 35-53). New York: Guilford Press. <e-book>  
<http://www.ubc.ebib.com.ezproxy.library.ubc.ca/patron/FullRecord.aspx?p=1137446>



Roulston, Kathryn. (2010). Chapter 4: Designing studies that use interviews. In *Reflective interviewing: A guide to theory and practice* (pp. 74-95). Thousand Oaks: Sage. Retrieval from <https://cr.library.ubc.ca/get/course/31994/hash/i.kL7srh>

Tuck, Eve. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-427. Retrieved from <http://her.hepg.org.ezproxy.library.ubc.ca/content/n0016675661t3n15/fulltext.pdf>

Optional:

Brinkmann, Svend. (2013). Excerpt from chapter 2: Research design in interview studies. In *Qualitative interviewing* (pp. 45-61). Oxford: Oxford University Press. <e-book> <http://www.ubc.eblib.com.ezproxy.library.ubc.ca/patron/FullRecord.aspx?p=1274289>

**May 29: Group Interviewing**

Robinson, Jude. (2012). Using focus groups. In S. Delamont (Ed.), *Handbook of qualitative research in education* (pp. 391-404). Cheltenham, UK: Edward Elgar. Retrieved from <https://cr.library.ubc.ca/get/course/31994/hash/i.mDcqw4>

Freeman, Melissa. (2006). Nurturing dialogic hermeneutics and the deliberative capacities of communities in focus groups. *Qualitative Inquiry*, 12(1), 81-95. doi: 10.1177/1077800405282797. Retrieved from <http://qix.sagepub.com/content/12/1/81.full.pdf+html>

Seidman, Irving. (2013). Ch. 6: Technique isn't everything, but it is a lot. In *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (4th ed., pp. 81-96). New York: Teachers College Press. <https://cr.library.ubc.ca/get/course/31994/hash/i.BZ7JrC>

**June 3: Doing interviews: Question Types and Elicitation Techniques**

Tammivaara, Julie & Enright, D. Scott. (1986). On eliciting information: Dialogues with child informants. *Anthropology & Education Quarterly*, 17, 218-238. Retrieved from <https://cr.library.ubc.ca/get/course/31994/hash/i.WmcPBk>

Schensul, Jean J. & LeCompte, Margaret D. (2013). In-depth, open-ended exploratory interviewing. In *Essential ethnographic methods: A mixed methods approach* (pp. 134-170). Lanham: AltaMira Press. <https://cr.library.ubc.ca/get/course/31994/hash/i.sD2KpS>

Törrönen, Jukka. (2002). Semiotic theory on qualitative interviewing using stimulus texts. *Qualitative Research*, 2(3), 343-362. doi: 10.1177/146879410200200304. Retrieved from <http://qrj.sagepub.com.ezproxy.library.ubc.ca/content/2/3/343>



## **June 5: Doing Interviews: Recruitment, Selection, Observation, and Field Notes**

Review Josselson, 2013, passage on Recruitment (pp. 38-41, 45-47). Retrieved from <https://cr.library.ubc.ca/get/course/31994/hash/i.8mPWMK>

Review Roulston, 2010, section on Approaches to *selection* and *sampling* of participants (pp. 81-83). Retrieval from <https://cr.library.ubc.ca/get/course/31994/hash/i.gz8KKw>

Wanat, Carolyn L. (2008). Getting past the gatekeepers: Differences between access and cooperation in public school research. *Field Methods*, 20(2), 191-208. doi: 10.1177/1525822X07313811. Retrieved from <http://fm.sagepub.com.ezproxy.library.ubc.ca/content/20/2/191>

Lareau, Annette. (1989). Appendix: Common problems in field work: A personal essay. In *Home advantage: Social class and parental intervention in elementary education* (pp. 187-223). London: Falmer Press. **Focus on pp. 187-204.** <https://cr.library.ubc.ca/get/course/31994/hash/i.8Nhjq9>

Warren, Carol A. B., & Karner, Tracy Xavia (2010). Writing fieldnotes. In *Discovering qualitative methods: Field research, interviews, and analysis* (pp. 107-125) New York: Oxford University Press. Retrieval from <https://cr.library.ubc.ca/get/course/31994/hash/i.xHXP4g>

## **June 10: Doing Interviews: Ethics and Insider-Outsider Continuum**

Heggen, Kristin & Guillemin, Marilys. (2012). Protecting participants' confidentiality using a situated research ethics approach. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti & K. D. McKinney (Eds.), *The Sage handbook of interview research: The complexity of the craft* (pp. 465-476). Thousand Oaks, CA: Sage. Retrieval from <https://cr.library.ubc.ca/get/course/31994/hash/i.3NpTbh>

Corbin, Juliet & Morse, Janice M. (2003). The unstructured interactive interview: Issues of reciprocity and risks when dealing with sensitive topics. *Qualitative Inquiry*, 9(3), 335-354. Retrieved from <http://qix.sagepub.com.ezproxy.library.ubc.ca/content/9/3/335.full.pdf+html>

May, Reuben A. Buford. (2014). When the methodological shoe is on the other foot: African American interviewer and White interviewees. *Qualitative Sociology*, 37(1), 117-136. doi: 10.1007/s11133-013-9265-5. Retrieved from <https://cr.library.ubc.ca/get/course/31994/hash/i.jQp4h3>

## June 12: Positionality and Power Dynamics: Interviewing Across Difference

Reay, Diane (2012). Future directions in difference research. In S. Nagy Hesse-Biber (Ed.), *Handbook of feminist research: Theory and praxis* (2nd ed., pp. 627-640). Thousand Oaks: Sage. Retrieval from <https://cr.library.ubc.ca/get/course/31994/hash/i.rmmLVM>

Kvale, Steinar (2006). Dominance through interviews and dialogues. *Qualitative Inquiry*, 12(3), 480–500. doi: 10.1177/1077800406286235. Retrieved from <http://qix.sagepub.com.ezproxy.library.ubc.ca/content/12/3/480>

As part of an in-class jigsaw activity, you will be assigned to read one of the following:

Biklen, Sari Knopp. (2004). Trouble on Memory Lane: Adults and self-retrospection in researching youth. *Qualitative Inquiry*, 10(5), 715-730. doi: 10.1177/1077800403261853 <http://ezproxy.library.ubc.ca/login?url=http://qix.sagepub.com/content/10/5/715.full.pdf+html>

González y González, Elsa M., & Lincoln, Yvonna S. (2006). Decolonizing qualitative research: Nontraditional reporting forms in the academy. In N. K. Denzin & M. D. Giardina (Eds.), *Qualitative inquiry and the conservative challenge* (pp. 175-191). Walnut Creek, CA: Left Coast Press. < cross-cultural translation and bilingual data > Retrieved from <http://site.ebrary.com/lib/ubc/docDetail.action?docID=10411851>

Kong, Travis S., Mahoney, Dan, & Plummer, Ken. (2002). Queering the interview. In J. F. Gubrium & J. A. Holstein (Eds.), *The handbook of interview research: Context and method* (pp. 239–257). Thousand Oaks, CA: Sage. Retrieval from <https://cr.library.ubc.ca/get/course/31994/hash/i.GKd5LF>

Hurd Clarke, Laura. (2003). Overcoming ambivalence: The challenges of exploring socially charged issues. *Qualitative Health Research*, 13(5), 718-735. doi: 10.1177/1049732303013005009 < study of older women's body image and embodied experience > Retrieved from <http://qhr.sagepub.com.ezproxy.library.ubc.ca/content/13/5/718.full.pdf+html>

Vähäsantanen, Katja, & Saarinen, Jaana. (2013). The power dance in the research interview: Manifesting power and powerlessness. *Qualitative Research*, 13(5), 493–510. doi: 10.1177/1468794112451036. < age, gender, and profession > Retrieved from <http://qrj.sagepub.com.ezproxy.library.ubc.ca/content/13/5/493.full.pdf+html>

## June 17: Transcription, Data Management, and Preliminary Data Analysis

Oliver, Daniel G., Serovich, Julianne M., & Mason, Tina L. (2005). Constraints and opportunities with interview transcription: Towards reflection in qualitative research. *Social Forces*, 84(2), 1273-1289. doi: 10.1353/sof.2006.0023. Retrieved from <http://www.jstor.org.ezproxy.library.ubc.ca/stable/3598499>

Pratt, Geraldine (2002). Studying immigrants in focus groups. In P. Moss (Ed.), *Feminist geography in practice: Research and methods* (pp. 214-228). Oxford: Blackwell Publishers. Retrieval from <https://cr.library.ubc.ca/get/course/31994/hash/i.nPzVbT>

Review Lareau, especially pages 204-219.

Grbich, Carol (2007). During data collection: Preliminary data analysis; Post data collection: Thematic analysis. In *Qualitative data analysis: An introduction* (pp. 25-36). London: Sage Publications. <https://cr.library.ubc.ca/get/course/31994/hash/i.7TjhqF>

### **June 19: Data Analysis and Presentation; Judging Quality**

Braun, Virginia, & Clarke, Victoria. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. doi: 10.1191/1478088706qp063oa  
Retrieved from  
<http://www.tandfonline.com.ezproxy.library.ubc.ca/doi/pdf/10.1191/1478088706qp063oa>

Seidman, Irving. (2013). Excerpts on profiles, Appendix. In *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (4th ed., pp. 121-127, 145-155). New York: Teachers College Press.  
<https://cr.library.ubc.ca/get/course/31994/hash/i.TJr57D>

Watson, Cate. (2012). Analysing narratives: The narrative construction of identity. In S. Delamont (Ed.), *Handbook of qualitative research in education* (pp. 460-474). Cheltenham, UK: Edward Elgar.  
<http://www.ubc.ebib.com.ezproxy.library.ubc.ca/patron/FullRecord.aspx?p=866984>

Roulston, Kathryn. (2010). Considering quality in qualitative interviewing. *Qualitative Research*, 10(2), 199-228. doi: 10.1177/1468794109356739. Retrieved from  
<http://qrj.sagepub.com.ezproxy.library.ubc.ca/content/10/2/199.full.pdf+html>

## ***Further Reading***

### Introduction and Overview:

Forsey, Martin. (2012). Interviewing individuals. In S. Delamont (Ed.), *Handbook of qualitative research in education* (pp. 364-376). Cheltenham, UK: Edward Elgar.  
<http://www.ubc.ebib.com.ezproxy.library.ubc.ca/patron/FullRecord.aspx?p=866984>

### Reflexivity:

Nairn, Karen, Munro, Jenny, & Smith, Anne B. (2005). A counter-narrative of a "failed" interview. *Qualitative Research*, 5(2), 221-244. doi: 10.1177/1468794105050836  
Retrieved from  
<http://qrj.sagepub.com.ezproxy.library.ubc.ca/content/5/2/221.full.pdf+html>

### Theorizing the Interview:

Alvesson, Mats. (2003). Beyond neopositivists, romantics, and localists: A reflexive approach to interviews in organizational research. *The Academy of Management Review*, 28(1), 13-33. Retrieved from <http://www.jstor.org.ezproxy.library.ubc.ca/stable/30040687>

Briggs, Charles. (2007). Anthropology, interviewing, and communicability in contemporary society. *Current Anthropology*, 48(4), 551-580. Retrieved from  
<http://www.jstor.org.ezproxy.library.ubc.ca/stable/10.1086/518300>

DeVault, Marjorie L., & McCoy, Liza. (2012). Investigating ruling relations: Dynamics of interviewing in institutional ethnography. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti & K. D. McKinney (Eds.), *The Sage handbook of interview research: The complexity of the craft* (pp. 381-395). Thousand Oaks, CA: Sage. Retrieved from  
<http://site.ebrary.com/lib/ubc/docDetail.action?docID=10773007>

Seidman, Irving. (2013). Chapter 2: A structure for in-depth, phenomenological interviewing. In *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (4th ed., pp. 14-31). New York: Teachers College Press.

Talmy, Steven. (2010). Qualitative interviews in applied linguistics: From research instrument to social practice. *Annual Review of Applied Linguistics*, 30, 128-148. doi: 10.1017/S0267190510000085. Retrieved from  
<http://journals.cambridge.org.ezproxy.library.ubc.ca/action/displayFulltext?type=1&pdflype=1&fid=7848077&jid=APL&volumeId=30&issueId=-1&aid=7848075>

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