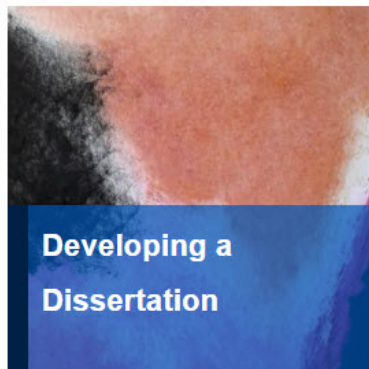
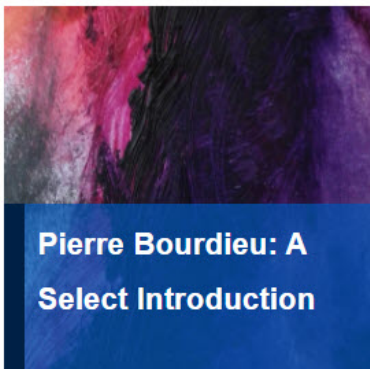
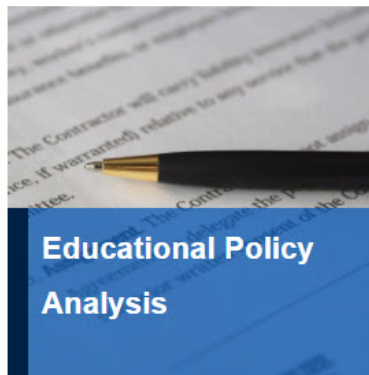


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**Browse the library and sign into any module!**



## “Autobiographical Inquiry: Investigating Our Practice”: Module Overview

**Module Instructor: Dr. Shauna Butterwick**

This module introduces you to autobiographical, autoethnographic, and life writing approaches. In her introduction, Shauna describes the value of self-inquiry for graduate students:

It’s an opportunity to pause and think more carefully about what you do and why; we are often not given this kind of time in our daily work/lives, and it can be very rewarding and revealing. As Laurel Richardson argues, writing is itself a form of inquiry . . . . It is through writing that we come to understand something. It’s not a matter of having it all figured out, then writing it down; rather, it’s about figuring it out *through* the writing process.

The following table provides an at-a-glance view of the six segments of the module and the subsections within each segment. The module also includes, as a last segment, the Resources Section, where you may read/view additional material.

Segment	Subsections	Unit	Length of Unit
<b>Welcome to the Module! Please read this first.</b>	Welcome!	Here’s a Quick Overview...	2 minutes
	So, What Is Autobiographical Inquiry?	Video: What is Autobiographical Inquiry?	4.55 minutes
		The Value of Self-Inquiry	2 minutes
	An Overview of the Module	The Structure of the Module	3 minutes
		Best Practices for the Module	3 minutes
	Suggested Assignments	List of Suggested Assignments	3 minutes
<b>Total time for introduction</b>			<b>18.55 minutes</b>
<b>Segment 1. Getting Your Feet Wet</b>	Overview & Readings for This Segment	Readings for This Segment	2 minutes
	1.1 The Power of Stories	Why Stories?	1 minute
		[Video] The Power of the Method	2.30 minutes
	1.2 Defining Auto-Ethnography, Auto-biography and Life Writing	Definitions	2 minutes
	1.3 Challenges and Possibilities of Autobiographical Methods	[Video] Challenges and Possibilities of the Method	5.50 minutes
	1.4 Figuring out the Right Method	[Video] Figuring out the Right Method	5.52 minutes
	<b>Total time for Segment 1</b>		

<b>Segment 2. How to Get from Here to There</b>	Overview & Readings for this Segment	Readings for this Segment	2 minutes
	2.1 Writing as a Form of Reflection and Research	How does one go about a Life-Writing study?	2 minutes
		[Video] Writing as a Form of Inquiry	3.23 minutes
	2.2 The Writing Process	[Video] Commitment and Creativity in the Writing Process	5.33 minutes
		[Video] The Writing Process	5.13 minutes
		[Video] Speaking Back to Artifacts	2.55 minutes
		Format and Structure	2 minutes
	2.3 Strategies for Keeping on Track	[Video] How to Stay on Track – Part 1	5.50 minutes
		[Video] How to Stay on Track – Part 2	5.07 minutes
	2.4 A Few Potential Challenges	[Video] Overcoming Writer’s Block	6.15 minutes
		[Video] Integrating Existing Literature	7.06 minutes
<b>Total time for Segment 2</b>			<b>47.22 minutes</b>
<b>Segment 3. Ethical Matters and Worthwhileness</b>			
Overview & Readings for this Segment	Readings for this Segment	2 minutes	
3.1 Ethical Considerations	What ethical issues should I expect?	3 minutes	
	[Video] Ethical Considerations	5.40 minutes	
3.2 Understanding Your Audience	[Video] Understanding Your Audience	3.38 minutes	
3.3 Evaluating the Quality of Autobiographical Inquiry	Assessing the Value of this Approach	3 minutes	
	[Video] Storytelling as a Form of Knowledge Transfer	3.22 minutes	
<b>Total time for Segment 3</b>			<b>20.40 minutes</b>
<b>Resources for the Module</b>			
<b>Suggested Assignments</b>			
<b>Total time for Module</b>			<b>1 hour 46 minutes 9 seconds</b>

## “Developing a Dissertation”: Module Overview

**Module Instructors: Dr. Claudia Ruitenberg; Dr. Tom Sork;  
Dr. Anthony Paré; Dr. Deirdre Kelly**

**Module Curator: Tamara Baldwin**

This module is designed to provide resources for various stages of the thesis or dissertation writing process. Enrol in this module early in your degree and come back to it as you move to new stages of writing. In this module you will find various faculty members discussing the proposal structure, literature review, writing processes and strategies, and ethics (BREB) amongst other tips and resources.

The following table provides an at-a-glance view of the five segments of the module and the subsections within each segment:

Segment	Subsections	Length of Subsection
<b>Welcome to the Module!</b> <b>Please read this first.</b>	An Overview of the Module	
<b>Segment 1.</b> <b>UBC Thesis &amp; Dissertation Requirements &amp; Resources</b>	UBC Thesis & Dissertation Requirements & Resources	
<b>Segment 2:</b> <b>Writing the Research Proposal</b>	2.0 Introduction to Dr. Claudia Ruitenberg	
	2.1 Basic Structure	9.13 minutes
	2.2 Variations & Additions	6.15 minutes
	2.3 Other Tips	7.45 minutes
	2.4 Questions from the Audience	19.35 minutes
	<b>Total time for Segment 2</b>	<b>42.35 minutes</b>
<b>Segment 3:</b> <b>Literature Reviews</b>	3.0 Introduction to Dr. Tom Sork	
	3.1 What is a Literature Review?	7.50 minutes
	3.2 Possible Ways of Picturing the Literature Review	4.34 minutes
	3.3 Purpose(s) of a Literature Review	1.47 minutes
	3.4 The Stages and Steps of Producing a Literature Review	2.27 minutes
	3.5 Some Things Readers May Look For...	4.39 minutes
	3.6 Common Weaknesses	6.36 minutes
	3.7 Literature Reviews: Resources	15.38 minutes
	3.8 A Short Personal Review Story...	8.58 minutes
	3.9 Questions from the Audience	15.17 minutes

	<b><i>Total time for Segment 3</i></b>	<b><i>67.46 minutes</i></b>
<b>Segment 4: Writing Process &amp; Strategy</b>	4.0 Meet Dr. Anthony Paré	
	4.1 Introduction	2.19 minutes
	4.2 Ice-Breaker, Remarks, & Outline	9.37 minute
	4.3 The Challenge You Face	2.33 minutes
	4.4 What is Writing Anyway? A Focus on the Text	5.29 minutes
	4.5 What is Writing Anyway? A Focus on the Process	6.09 minutes
	4.6 What is Writing Anyway? Practice and Context/Setting	10.53 minutes
	4.7 Process, Product, and Context/Culture	9.37 minutes
	4.8 Putting Writing to Work	3.29 minutes
	4.9 Questions from the Audience	14.33 minutes
	Resources	
	<b><i>Total time for Segment 4</i></b>	<b><i>64.39 minutes</i></b>
<b>Segment 5: Ethics – Navigating the BREB</b>	Deirdre Kelly’s PowerPoint Slideshow <i>Successfully Navigating the BREB</i>	
	Other Resources	

## “Educational Policy Analysis”: Module Overview

**Module Instructor: Dr. Jude Walker**

This module introduces a handful of qualitative methodologies and theoretical frameworks of educational policy analysis. Unlike some other policy analysis courses, found in Public Policy schools or other Faculties of Education, an explicit core assumption of this extended module is that both institutional and social educational policy and policymaking are underpinned by competing and conflicting values and interests held by various stakeholders, and that policy, whether in text or in operationalisation, cannot be understood as an entirely rational endeavour nor following a linear process.

The following table provides an at-a-glance view of the module’s seven segments (*not* including the introductory one) and the subsections within each segment. A list of suggested assignments is in the Welcome segment, and a list of required and further readings as well as other resources comprise a final segment.

Segment	Subsections	Length of Subsection
<b>Segment 1: What is Educational Policy Analysis?</b>	Overview & Readings for this Segment	1 minute
	1.1 Introduction to Educational Policy Analysis	7:01 minutes
	1.2 Analysis for Policy	17:16 minutes
	1.3 Snapshots of Panel Interview	16:59 minutes
	Questions and Exercises for Furthering Understanding	5 minutes
	<b>Total time for Segment 1</b>	<b>47:16 minutes</b>
<b>Segment 2: Conceptual Tools: Agenda Setting</b>	Overview & Readings for this Segment	1 minute
	2.1 A Model for Understanding Government Agendas	5:15 minutes
	2.2 Introduction to Policy Windows	9:24 minutes
	End-of-Segment Quiz	5 minutes
	<b>Total time for Segment 2</b>	<b>20:39 minutes</b>
<b>Segment 3: Conceptual Tools: Policy Borrowing, Transfer and Travelling</b>	Overview & Readings for This Segment	1 minute
	3.1 Introduction to Policy Borrowing, Transfer and Travelling	3:26 minutes
	3.2 Policy Borrowing	3:27 minutes
	3.3 Further Examining Policy Borrowing	6:35 minutes
	3.4 Other Models of Policy Transfer	6:42 minutes
	3.5 Policy Travelling and Convergence	15:32 minutes
	End-of-Segment Quiz	5 minutes
	<b>Total time for Segment 3</b>	<b>41:42 minutes</b>

<b>Segment 4: Conceptual Tools: The Contexts of Policy</b>	Overview & Readings for This Segment	1 minute
	4.1 Introduction to the Contexts of Policy	3:24 minutes
	4.2 The Contexts of Influence, Text Production and Practice	13:06 minutes
	4.3 Additional Policy Contexts	8:16 minutes
	End-of-Segment Quiz	5 minutes
	<b>Total time for Segment 4</b>	<b>30:46 minutes</b>
	<hr/>	
<b>Segment 5: Critical Discourse Analysis: An Introduction</b>	Overview & Readings for This Segment	1 minute
	5.1 Introduction to Critical Discourse Analysis	7 minutes
	5.2 The Essence of Critical Discourse Analysis	8:27 minutes
	5.3 Genres, Discourses and Style	4:08 minutes
	5.4 An Example of CDA	6:41 minutes
	Questions and Exercises for Furthering Understanding	5 minutes
	End-of-Segment Quiz	5 minutes
	<b>Total time for segment 5</b>	<b>37:16 minutes</b>
<hr/>		
<b>Segment 6: Critical Discourse Analysis: Gee's Tools of Discourse Analysis</b>	Overview & Readings for This Segment	1 minute
	6.1 Introduction to Gee's Tools of Discourse Analysis	5:30 minutes
	6.2 Gee's Tools: # 1-7	5:59 minutes
	6.3 Gee's Tools: # 8-14	6:56 minutes
	6.4 Gee's Tools: # 15-21	3:14 minutes
	6.5 Gee's Tools: # 22-28	5:35 minutes
	6.6 Application of Gee's Tools	47:43 minutes
	Questions and Exercises for Furthering Understanding	5 minutes
	End-of-Segment Quiz	5 minutes
	<b>Total time for segment 6</b>	<b>1 hour 25 minutes 57 secs</b>
<hr/>		
<b>Segment 7: Critical Discourse Analysis: A Closer Look</b>	Overview & Readings for This Segment	1 minute
	7.1 A Focus on Genres	7:38 minutes
	7.2 A Focus on Actions	9:21 minutes
	Questions and Exercises for Furthering Understanding	5 minutes
	End-of-Segment Quiz	5 minutes
	<b>Total time for segment 6</b>	<b>27:59 minutes</b>
<hr/>		
<b>Total time for Module</b>		<b>4 hours 51 minutes 35 seconds</b>

## “Pierre Bourdieu: A Select Introduction to His Work”: Module Overview

**Module Instructor: Dr. André Elias Mazawi**

This module provides a critical introduction into select aspects of Pierre Bourdieu’s (1930-2002) multidisciplinary work in terms of his approach to, and the study of, the social life- world, the relations between structure and agency, symbolic and material forms of power, and the questions of domination, politics, and the production of meaning.

The following table provides an at-a-glance view of the module’s six segments and the subsections within each segment. Please note that this breakdown does not include the time that you will be spending on doing the required readings and thinking through the reflection questions. The module also includes as a last segment, the Resources Section, where you may read/view additional material. Suggested assignments are listed in the Welcome segment.

Segment	Subsections	Unit	Length of Unit
<b>Welcome to the Module! Please read this segment first.</b>	Welcome!	Here’s a Quick Overview...	2 minutes
	Why Pierre Bourdieu?	Video: Why should we study the work of Pierre Bourdieu?	3.40 minutes
	Overview of the Module	A Quick Overview of Module Segments	3 minutes
		Best Practices for the Module	3 minutes
	Suggested Assignments	List of Suggested Assignments	3 minutes
	<b>Total time for introduction</b>		
<b>Segment 1. Bourdieu’s Biographic and Intellectual Cursus</b>	Overview & Readings for This Segment	Readings for This Segment	2 minutes
	1.1 Who was Pierre Bourdieu?	Video: A Brief History of Pierre Bourdieu	7.30 minutes
	1.2 The International Context for Bourdieu’s Work and Its Implications	Video: The International Context for Bourdieu’s Work	10.15 minutes
	1.3 The Scope and Breadth of Bourdieu’s Work	Video: Scope and Breadth of Bourdieu’s Work	7.21 minutes
	1.4 Bourdieu’s Social World	Quote: Pierre Bourdieu on the Social World	2 minutes
		Video: The Social World as a Multidimensional Agnostic Space	10.27 minutes
	Readings for the Next Segment	Readings for the Next Segment	2 minutes
	<b>Total time for Segment 1</b>		
<b>Segment 2.</b>	Overview & Readings for this Segment	Readings for this Segment	2 minutes



<b>Bourdieu's Vocabulary:</b>	2.1 'Habitus': Embodied History	Video: 'Habitus' – Embodied History	5.21 minutes
<b>'Habitus' and Other Concepts</b>	2.2 'Capital': Accumulated Labour	Video: 'Capital' as Accumulated Labour	8.35 minutes
	2.3 Bourdieu's Notion of 'Field'	Video: Bourdieu's Notion of 'Field'	7.19 minutes
	2.4 'Doxa' and 'Illusio'	Video: 'Doxa' and 'Illusio'	7.14 minutes
	Readings for the Next Segment	Readings for the Next Segment	2 minutes
	<b>Total time for Segment 2</b>		<b>32.30 minutes</b>
<b>Segment 3. Bourdieu's Conceptual Underpinnings</b>	Overview & Readings for this Segment	Readings for this Segment	2 minutes
	3.1 Bourdieu's 'Social Space' and its Variation from Marxist Theory	Video: Bourdieu's Definition of 'Social Space'	9.20 minutes
		Quote: "Implications of Social Space for Our Understanding of Groups"	4 minutes
		Video: How Bourdieu's 'Social Space' Differs from Marxist Theory	4.10 minutes
	3.2 Bourdieu's Ontology	Video: Bourdieu's Ontology	7.39 minutes
	3.3 The 'State' as 'Capital Concentration'	Quote: The State as Capital Concentration	4 minutes
		Video: The State as Capital Concentration	7.41 minutes
	Readings for the Next Segment	Readings for the Next Segment	2 minutes
	<b>Total time for Segment 3</b>		<b>40.50 minutes</b>
<b>Segment 4. Bourdieu and the Question of Power</b>	Overview & Readings for This Segment	Readings for This Segment	2 minutes
	4.1 Bourdieu's Definition of Power	Video: Bourdieu's Definition of Power (Part 1)	8.00 minutes
		Video: Bourdieu's Definition of Power (Part 2)	5.02 minutes
	4.2 Cultural Capital and Power	Video: Cultural Capital and Power	8.29 minutes
		Video: Two Observations of Cultural Capital	3.58 minutes
	4.3 Symbolic Violence	Video: Symbolic Violence (Part 1)	4.50 minutes
		Video: Symbolic Violence (Part 2)	9.48 minutes
	Readings for the Next Segment	Readings for the Next Segment	2 minutes
	<b>Total time for segment 4</b>		<b>44.07 minutes</b>

<b>Segment 5. The Implications of Bourdieu's Work</b>	Overview & Readings for This Segment	Readings for This Segment	2 minutes
	5.1 The Methodological Implications of Bourdieu's Relational Approach	Video: Methodological Implications of Bourdieu's Relational Approach	7.49 minutes
	5.2 The Continued Significance of Bourdieu's Reflexivity	Video: The Continued Significance of Bourdieu's Reflexivity	9.26 minutes
	<b>Total time for Segment 5</b>		<b>19.15 minutes</b>
<b>Total time for Module</b> <b>2 hours 9 minutes 02 seconds</b>			

## “Introduction to Practice Theories”: Module Overview

### Module Instructors: Dr. Alison Taylor & Dr. Hongxia Shan

This module introduces you to an umbrella of sociocultural theories aimed at helping you to understand and inquire into professional practice. These theories include Cultural-Historical Activity Theory (CHAT), intersections between Bourdieu’s theory of practice and activity theory, and socio-material approaches to conceptualizing professional learning and practice.

The following table provides an at-a-glance view of the module’s six segments and the subsections within each segment. The module also includes, as a last segment, the Resources Section, where you will find a list of required readings.

Segment	Subsections	Unit	Length of Unit
<b>Welcome to the Module! Please read this first.</b>	Welcome!	Here’s a Quick Overview...	5 minutes
		Planning Your Time...	2 minutes
		Best Practices	2 minutes
	Introduction to your Instructors	Meet Dr. Alison Taylor	2 minutes
		Meet Dr. Hongxia Shan	2 minutes
	Suggested Assignments	List of Suggested Assignments	2 minutes
<b>Total time for introduction</b>			<b>15 minutes</b>
<b>Segment 1. Introduction to activity theory by Dr. Alison Taylor</b>	1.1 Overview & Readings for This Segment	Readings for This Segment	2 minutes
	1.2 [Videos] Lightboard Introduction by Alison Taylor to activity theory	[Video 1] Introduction to Cultural-Historical Activity Theory (C.H.A.T.)	2 minutes
		[Video 2] Vygotsky's Model of Cultural Mediation	5 minutes
		[Video 3] Leontiev's Contributions	5.5 minutes
		[Video 4] Engestrom's Contributions	5 minutes
		[Video 5] Limitations and Possibilities of C.H.A.T.'s Triangular Modelling	6 minutes
	1.3 Reflection Questions	Definitions	5 minutes
	<b>Total time for Segment 1</b>		
<b>Segment 2. Making Sense of Work and Learning: The contributions of activity theory and</b>	2.1 Overview & Readings for This Segment	Readings for This Segment	2 minutes
	2.2 [Videos] Making Sense of Work and Learning: The contributions of activity	[Video 1] An Introduction to Cultural-Historical Activity Theory	5.5 minutes

practice theories (Dr. Alison Taylor, CASAE)	theory and practice theories	[Video 2] What is Community-Engaged Learning?	4 minutes
		[Video 3] The Potential of Boundary-Crossing in Community-Engaged Learning	5.5 minutes
		[Video 4] Relational Agency and Expertise as a Result of Boundary-Crossing	5 minutes
		[Video 5] The Value of Analyzing Students Movements Across the University and Work-Activity Systems	4.5 minutes
	2.3 Reflection Questions	Definitions	5 minutes
	<b>Total time for Segment 1</b>		<b>31.5 minutes</b>
<b>Segment 3. Intersections between Bourdieu and activity theory with Dr. Alison Taylor</b>	3.1 Overview & Readings for This Segment	Readings for This Segment	2 minutes
	3.2 [Videos] Intersections between Bourdieu and activity theory with Dr. Alison Taylor	[Video 1] Recapping Previous Modules	4 minutes
		[Video 2] Service-Learning and First-Generation University Students	5 minutes
		[Video 3] The Models of Bourdieu and Vygotsky	5 minutes
		[Video 4] Valuing Funds of Knowledge	4.5 minutes
		[Video 5] What Does This Mean For the Classroom?	4.5 minutes
	3.3 Reflection Questions	Definitions	5 minutes
<b>Total time for Segment 3</b>		<b>30 minutes</b>	
<b>Segment 4. Using activity theory and expansive learning to co-construct understandings of competencies in K-12 education in BC (Dr. Karina Younk, CASAE)</b>	4.1 Overview & Readings for this Segment	Readings for this Segment	2 minutes
	4.2 [Videos] Using activity theory and expansive learning in K-12 education in BC	Using activity theory and expansive learning in K-12 education in BC	29 minutes
	<b>Total time for Segment 4</b>		<b>31 minutes</b>
<b>Segment 5. Professional learning from sociomaterial perspectives with</b>	5.1 Overview & Readings for This Segment	Readings for This Segment	2 minutes
	5.2 [Videos] Professional learning from sociomaterial	[Video 1] Practice-based perspectives of professional learning	4.5 minutes

Dr. Hongxia Shan	perspectives with Dr. Hongxia Shan	[Video 2] Practice-based heuristics for professional learning	6.5 minutes
		[Video 3] Differences between sociocultural and sociomaterial approaches	2 minutes
		[Video 4] Contrasting practice-based theories with traditional theories	4.25 minutes
		[Video 5] Significance of practice-based perspectives	4.25 minutes
	5.3 Reflection Questions	Definitions	5 minutes
	<b>Total time for Segment 5</b>		<b>29.5 minutes</b>
<b>Segment 6. Research in focus: Immigrants professional learning from the practice-based perspective</b>			
	6.1 Overview & Readings for This Segment	Readings for This Segment	2 minutes
	6.2 [Videos] Research in focus: Immigrants professional learning from the practice-based perspective	[Video 1] Preface to Research: Relations of difference in practice-based approaches	5 minutes
		[Video 2] Introduction to Research Study	2.25 minutes
		[Video 3] Major Research Findings	12 minutes
		[Video 4] Discussion on Findings	3 minutes
		[Video 5] Conclusion on research and practice-based perspectives	1.5 minutes
6.3 Reflection Questions	Definitions	5 minutes	
<b>Total time for Segment 6</b>		<b>31 minutes</b>	
<b>Total time for Module</b> <b>3 hours 18 minutes 30 seconds</b>			

## “Qualitative Research Interviewing”: Module Overview

### Module Instructor: Dr. Deirdre Kelly

This module introduces the methodological, technical, and ethical demands of doing qualitative research interviewing and provides suggestions for practical activities aimed at helping you to develop or hone your qualitative inquiry skills. *Qualitative* is an umbrella term used to encompass concepts such as in-depth, narrative, and ethnographic interviewing. Deirdre uses readings that draw from anthropological, sociological, feminist and critical educational studies approaches to explore how interviewing is understood and practiced. An important theme in this module is the importance of reflecting on, and articulating rationales for, choices as one designs, conducts, and communicates one’s research.

The following table provides an at-a-glance view of the module’s six segments and the subsections within each segment. The module also includes, as a last segment, a list of suggested assignments and required readings.

Segment	Subsections	Length of Subsection
<b>Segment 1: Introduction to the Module – please complete this first</b>	1.1 Welcome to the Module!	2 minutes
	1.2 Meet Your Professor	3.20 minutes
	1.3 A Quick Overview of the Module	5.33 minutes
	1.4 Best Practices and Practical Tips	7.44 minutes
	1.5 Suggested Assignments	3 minutes
	1.6 Required Readings Overview	1 minute
	1.7 Further Readings Overview	1 minute
	1.8 Preliminary Questionnaire	5 minutes
	1.9 Resources for Module	Future reference material
		<b>Total time for Segment 1</b>
<b>Segment 2: Reflexivity</b>	2.1 Before You Begin This Segment...	2 minutes
	2.2 Introduction: Defining Reflexivity	6.31 minutes
	2.3 What Does Reflexivity Consist of?	6.32 minutes
	2.4 Stages of Interviewing & Example of Transcription	5.19 minutes
	2.5 Introduction to Finlay's Five Reflexivity Lenses	0.58 minutes
	2.6 Strategic Reflexivity	2.50 minutes
	2.7 Contextual-Discursive Reflexivity	5.38 minutes
	2.8 Embodied Reflexivity	4.04 minutes
	2.9 Relational Reflexivity	5.07 minutes
	2.10 Ethical Reflexivity	2.57 minutes
	2.11 Conclusion: Paradox of & Limits to Reflexivity, and Comprehension Questions	1.58 minutes
	2.12 Readings for the next segment	3 minutes
		<b>Total time for Segment 2</b>

<b>Segment 3: Theorizing the Interview</b>	3.1 Before You Begin This Segment...	1 minute
	3.2 Introduction & Overview of the Segment	2.26 minutes
	3.3 Distinguishing Different Forms of Conceptualization	3.21 minutes
	3.4 Roulston's Typology of Conceptions	6.29 minutes
	3.5 Logical Positivism	4.56 minutes
	3.6 Critical Realism	4.10 minutes
	3.7 Comparison of Approaches	9.27 minutes
	3.8 What Interviews Can Tell Us	4.51 minutes
	3.9 Frith & Kitzinger's Critique of "Self-Report as Transparent Data"	6.12 minutes
	3.10 Social Locations & Identities in Qualitative Research	2.36 minutes
	3.11 Feminist Stance: Example of Confidentiality	3.06 minutes
	3.12 DeVault & Gross on Feminist, Transformative, and Decolonizing Stances: Examples	7.35 minutes
	3.13 Conclusion: Revisiting Reflexivity, Reflection Questions, and Readings for Next Segment	6.25 minutes
<b>Total time for Segment 3</b>	<b>62.22 minutes</b>	
<b>Segment 4: Designing the Interview</b>	4.1 Before You Begin This Segment...	1 minute
	4.2 Introduction: Elements in Designing a Qualitative Interviewing Study	2.56 minutes
	4.3 Four Overlapping Steps to Consider	0.50 minute
	4.4 First Key Question: What Should Be Studied?	7.30 minutes
	4.5 Second Key Question: Why Is It Relevant to Study This?	9.38 minutes
	4.6 Third Key Question: How Should the Subject Matter Be Studied?	17.21 minutes
	4.7 Fourth Key Question: Who Should Be Interviewed?	20.53 minutes
	4.8 Special Considerations: Group Interviews	4.45 minutes
	4.9 Readings for the Next Segment	3.05 minutes
	<b>Total time for Segment 4</b>	<b>68.28 minutes</b>
<b>Segment 5: Notes on Ethics</b>	5.1 Before You Begin This Segment...	1 minute
	5.2 Introduction and Overview	2.18 minutes
	5.3 Institutional Review Boards	4.02 minutes
	5.4 Ethical Issues and Reflexivity	5.38 minutes
	5.5 Confidentiality Issues	3.41 minutes

	5.6 Other Ethical Issues to Consider	8.53 minutes
	5.7 Example of Thinking Ethically about the Interpretation of Data, & Strategies to Minimize Othering	4.47 minutes
	5.8 Ethical Principles & Reflection Question	3.44 minutes
	5.9 Example: Ethics of Interview Transcription	3.29 minutes
	5.10 The Insider-Outsider Concept & Insider Moments	4.34 minutes
	5.11 Conclusion: Readings for the Next Segment	3.48 minutes
	<b>Total time for segment 5</b>	<b>44.54 minutes</b>
<b>Segment 6: Positionality and Power Dynamics</b>		
	6.1 Before You Begin This Segment...	1 minute
	6.2 Introduction: Researcher Complicity in the Perpetuation of Inequalities	6.25 minutes
	6.3 Contextual Reflexivity	7.18 minutes
	6.4 Intertextual Power Dynamics & Perils of Assumed Commonalities	5.13 minutes
	6.5 Navigating Multiple Positionalities: An Example from Neila Miled	8.21 minutes
	6.6 Translation: Yu Guo's and Lilach Marom's Examples	8.34 minutes
	6.7 Conclusion: A Return to Reflexivity	2.33 minutes
	<b>Total time for segment 6</b>	<b>39.24 minutes</b>
<b>Total time for Module</b>		
<b>4 hours 49 minutes 09 seconds</b>		