

## **Syllabus for EDST 529 (section 941): Qualitative Research Interviewing**

<b>Instructor:</b>	Deirdre Kelly	<b>Term:</b>	Summer 1 (May 17-June 21, 2022)
<b>Office:</b>	Ponderosa Commons 3039	<b>Time:</b>	Tues., Thurs. 1-4 p.m.
<b>Tel:</b>	604-822-3952	<b>Classroom:</b>	SOWK 223
<b>Fax:</b>	604-822-4244	<b>E-mail:</b>	deirdre.kelly@ubc.ca

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 concept used to encompass terms such as *in-depth*, *narrative*, and *ethnographic* interviewing. Course readings will draw primarily from anthropological, sociological, feminist, and critical and decolonizing 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.

SCHEDULE OF TOPICS AND DUE DATES		
0	Tues. May 10	Getting ready for class #1 and the course (asynchronous module)
1	Tues. May 17	Introduction and overview; prep for in-class interviewing experience
2	Thurs. May 19	Possibilities and limitations of interviewing; reflexivity as a lens; ** deadline for TCPS tutorial <i>Certificate of Completion</i> to be posted **
3	Tues. May 24	3 Roles: Interviewer, interviewee, participant-observer ** <u>Informal reflections</u> on assigned reading due by class-time **
4	Thurs. May 26	Theorizing the research interview. <b>Group A interviewed by Group B.</b> Guest speaker: Dr. Amy Parent on a decolonizing approach to interviewing ** <u>Field notes</u> due later tonight (or no later than May 27 by 9 a.m.) **
5	Tues. May 31	Designing interview studies; group-interview considerations ** <u>Reflexive Review</u> assignment due via Canvas by class time **
6	Thurs. June 2	Doing interviews: Question types and elicitation techniques; <b>Group B interviewed by Group C.</b>
7	Tues. June 7	Doing interviews: Recruitment, selection, observation, and field notes; transcript/reflections due for Group B
8	Thurs. June 9	Doing interviews: Ethics, insider-outsider continuum; <b>Group C interviewed by Group A</b>
9	Tues. June 14	Positionality and power dynamics (interviewing across difference); transcript/reflections due for Group C; Guest speaker: Dr. Paulina Semeneć
10	Thurs. June 16	Transcription, data management, data analysis
11	Tues. June 21	Data analysis and presentation; judging quality; transcript/reflections due for Group A
--	Sun. June 26	** <u>Final assignment</u> (1 of 4 options) due ** ** reminder to erase any remaining audio-recordings on interviews **

## Course Objectives

By the end of this course, students will be able to:

- Describe the epistemological underpinnings and different ways of theorizing the qualitative interview
- Identify and illustrate different question types (e.g., open, follow-up), elicitation techniques (e.g., photos, concept mapping), interview formats (e.g., face-to-face, online, group), and forms of interviewing (e.g., phenomenological, ethnographic)
- Develop a coherent and feasible outline of fieldwork activities as well as how observations and field notes can be used in interview projects
- Demonstrate by conducting several practice qualitative interviews the basic principles and protocols of the method
- Prepare a BREB application consistent with current ethical principles and technical dimensions of interviewing
- Analyze and explain the challenges of interviewing across difference (e.g., of age, gender, organizational position) and devise ethical and power-sensitive strategies for interviewing distinct types of respondents to enhance the quality of data generated
- Assess the suitability of methods and options for managing, transcribing, analyzing, interpreting, and representing interview data
- Design a qualitative interview study consistent with a set of suitable research questions and generally-accepted ethical and methodological principles.

## 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
Initial triad interviewing experience (pass/fail)	0
Interview experience (transcription, reflection)	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 or dissertation supervisor has recommended.

As you read the article, ask yourself these sorts of questions: What is the author trying to do? Why did they 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. At the end of your paper, please include a full citation, including DOI or stable URL, to the article you selected for analysis.

Due on: **May 31** via Canvas by the start of class (worth 30%)

NOTE: Given the cumulative nature of the tasks in the *next* assignments and the steep learning curve, I emphasize *formative assessment*. It would be unfair to give students marks in the earlier stages (for mini-assignments). Equally, it is important to have close review of students' work as you start to learn the skills of interviewing. Thus, the formative assignments are pass/fail.

### **Initial Triad Interviewing Experience** (2 parts) (pass/fail)

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 24**
2. Field notes on your observations, insights, and questions in your initial assigned role. 1-2 pages; **due May 26** (later that night, ideally, but no later than **May 27 by 9 a.m.**)

### **Reflection on an Interview Experience** (2 parts)

Formative-assessment part (pass/fail): Transcript of 20-minute audio-recorded interview where you were the interviewer (guidelines to be discussed in class); **due 3 classes after the interview you conduct.**

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 Canvas 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 (graded): 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. You might also consider Donald Schön's (1995) distinction between "reflection-*in*-action" (reflexivity exercised spontaneously during the interview when there were opportunities to change course) and reflection *on* those earlier reflections-in-action. Please make references to the *Initial Triad Interviewing Experience*, as appropriate, and especially to the interview transcript (including line numbers) in your reflection. Maximum 5 pages.

Due on: **June 7 (Group B); June 14 (Group C); June 21 (Group A)** (worth 30%)

Note: each group's summative reflection is due 3 classes after their interview session.

### **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 refer 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 June 2*** an opportunity to generate another round of data, like what we have done as an in-class activity with a classmate. Reflect on the data-generating activity, considering the previous round of interviewing and course readings. This might be done as a compare-and-contrast (e.g., a group interview, to compare to the individual interview).

Option 2: Select for analysis a subset (minimum of two, beyond the one where you were the interviewer) of the interview transcripts generated in class, which will be posted on Canvas as they are produced by you and your classmates. Reflect on the different kinds of data generated, both based on different interview question types and different interviewer-interviewee dynamics. In other words, make sure your discussion focuses not only on the interview transcripts as "vessels of topics," but also as "speech events" and "social interactions" (Warren, 2012, p. 130). 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 must make, in designing your own interview-based study (or study that includes interviewing). 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 generation, 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 exploring a decolonizing approach to interviewing in more depth. Yet another example 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.

## GUIDELINES FOR ALL WRITTEN ASSIGNMENTS

### **Style and Formatting:**

- Please submit MS Word documents using a legible font (e.g., Arial 11 pt.)
- Use double-spacing and 1-inch margins on each edge.
- Please number all pages.
- For referencing, please follow APA style guidelines, 7th edition. For details, see: <https://guides.library.ubc.ca/apacitationstyle>
- Remember to include your last name in the title of your assignment document!

### **Evaluation Criteria:**

- Readable (well organized, concise, proofread for grammar, spelling, and punctuation errors)
- Creates a cogent argument that provides logical and fully articulated transitions
- Provides suitable evidence and examples to support claims
- Attends to social context and power
- Demonstrates understanding of, and makes meaningful connections to, concepts, arguments, and examples learned through reading, class discussion, or practice
- Includes your insights and conclusions

### ***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. Some book chapters will only be available through the Library Online Course Reserve (LOCR) section of the course shell in Canvas.

***For other relevant policies, please go to the Appendix.***

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

### **May 17: Introduction and Overview. Planning for the In-Class Interviewing Experience**

Please make sure that you are familiar with the Tri Council Policy Statement (TCPS); you are required to complete the TCPS Tutorial Course on Research Ethics (CORE). If you have not already done so, here is the link to CORE-2022: <https://tcps2core.ca/welcome>

Reid, Colleen, Greaves, Lorraine, & Kirby, Sandra. (2017). Method 2: Interviews. In *Experience, research, social change: Critical methods* (3rd edition ed., pp. 148-164). Toronto, Canada: University of Toronto Press.

Jensen, Jill Michelle. (2020). Excerpts from Chap. 1 and from Chap. 2: The *vita activa*. In *Educating without bannisters: Hannah Arendt on thinking, willing, and judging* (pp. 1-5, 24-42). EdD dissertation, University of British Columbia, Vancouver. Retrieved from <http://hdl.handle.net/2429/73352>

Johnson, Wendy. (2009). Chap. 5: Stafford students share their story. In *Preparing to appear: A case study of student activism* (pp. 94-121). Ed.D. dissertation, University of British Columbia, Vancouver. Retrieved from <http://hdl.handle.net/2429/7707>

Excerpt from (read “The Park Gang Boycott,” pp. 121-123): Kelly, Deirdre M., Pomerantz, Shauna, & Currie, Dawn H. (2008). "You can break so many more rules": The identity work and play of becoming skater girls. In Michael D. Giardina & Michele K. Donnelly (Eds.), *Youth culture and sport: Identity, power, and politics* (pp. 113-125). New York: Routledge.

### Optional:

Nixon, Jon. (2015, February 26). Hannah Arendt: A worldly thinker. *Times Higher Education*, 1-4.

**May 19: Debates; Forms of Reflexivity**

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

Kvale, Steinar. (2008). Conducting an interview. In *Doing interviews* (Book 2 of *The SAGE qualitative research kit*, pp. 52-67). London: Sage.

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.

Optional:

Briggs, Charles L. (2021). Against methodological essentialism, fragmentation, and instrumentalism in times of COVID-19. [Commentary]. *American Anthropologist*, 123(4), 954-956. doi: 10.1111/aman.13653

**May 24: 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.

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.

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.

Brinkmann, Svend. (2016). Methodological breaching experiments: Steps toward theorizing the qualitative interview. *Culture & Psychology*, 22(4), 520–533. doi: 10.1177/1354067X16650816

**May 26: Theorizing the Research Interview; guest speaker Dr. Amy Parent**

Before class, please watch:

Kelly, Deirdre M. (2018, May 4). Theorizing the interview. Retrieved from <https://thesismodules.edst.educ.ubc.ca/module-library/qualitative-research-interviewing/>  
Go to Segment 3: Theorizing the Interview. View Segments 3.2 through 3.13 [total viewing time: about 1 hour] <Note: a direct link to the video will also be placed in Canvas>

Roulston, Kathryn. (2010). Chapter 3: Theorizing the qualitative interview. In *Reflective interviewing: A guide to theory and practice* (pp. 51-73). Thousand Oaks: Sage.

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.

Archibald, Jo-ann, & Parent, Amy. (2019). Hands back, hands forward for Indigenous storywork as methodology. In Sweeney Windchief & Tim San Pedro (Eds.), *Applying Indigenous research methods: Peoples and communities* (pp. 3-20). New York: Routledge.

Parent, Amy. (2022, in press). Afterword: Building solidarity: Moving towards the repatriation of the House of Ni'isjoohl totem pole. In Emma Bond & Michael Morris (Eds.), *Scotland's transnational legacy: Heritage stories of empire, trade and slavery* (pp. 1-13). Edinburgh: Edinburgh University Press.

Optional:

Chilisa, Bagele, & Denborough, David. (2019). Decolonizing research: An interview with Bagele Chilisa. *International Journal of Narrative Therapy and Community Work*, 1, 12-17.

Smith, Chris, & Elger, Tony. (2014). Critical realism and interviewing subjects. In P. K. Edwards, J. O'Mahoney & S. Vincent (Eds.), *Studying organizations using critical realism: A practical guide* (pp. 1-22 [e-book; 109-131 bound]): Oxford University Press. doi: 10.1093/acprof:oso/9780199665525.003.0006.

**May 31:        Designing Interview Studies; Group-Interview Considerations**  
**\*\* Reflexive Review assignment due \*\***

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, pp. 46-49>

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.

Tuck, Eve. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-427. <https://doi-org.ezproxy.library.ubc.ca/10.17763/haer.79.3.n0016675661t3n15>

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>

Robinson, Jude. (2020). Using focus groups. In Michael R. M. Ward & Sara Delamont (Eds.), *Handbook of qualitative research in education* (2nd ed., pp. 338-348). Northampton, MA: Edward Elgar.

## **June 2: 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.

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

Törrönen, Jukka. (2002). Semiotic theory on qualitative interviewing using stimulus texts. *Qualitative Research*, 2(3), 343-362. doi: 10.1177/146879410200200304.

### Optional:

Seidman, Irving. (2019). 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* (5th ed., pp. 85-100). New York: Teachers College Press.

## **June 7: Doing Interviews: Recruitment, Selection, Observation, and Field Notes**

Review Josselson, 2013, passage on Recruitment (pp. 38-41, e-book pp. 45-47).

Review Roulston, 2010, section on Approaches to *selection* and *sampling* of participants (pp. 81-83).

Gaztambide-Fernández, Ruben A., & Howard, Adam. (2012). Access, status, and representation: Some reflections from two ethnographic studies of elite schools. *Anthropology and Education Quarterly*, 43(3), 289-305. doi: 10.1111/j.1548-1492.2012.01181.x.

Ishiguro, Kazuo. (2021). Excerpt from Part One. *Klara and the sun* (pp. 8-19). New York: Alfred A. Knopf.

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.

## **June 9: 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.

Metro, Rosalie. (2014). From the form to the face to face: IRBs, ethnographic researchers, and human subjects translate consent. *Anthropology & Education Quarterly*, 45(2), 167-184. doi: 10/1111/aeq.12057.

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.

**June 14:      Positionality and Power Dynamics: Interviewing Across Difference**

**Guest speaker: Paulina Semenec**

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.

Becker, Sarah, & Aiello, Brittne. (2013). The continuum of complicity: “Studying up”/studying power as a feminist, anti-racist, or social justice venture. *Women's Studies International Forum*, 38, 63-74. doi: 10.1016/j.wsif.2013.02.004.

Optional:

Rautio, Pauliina. (2014). Mingling and imitating in producing spaces for knowing and being: Insights from a Finnish study of child–matter intra-action. *Childhood*, 21(4), 461–474. doi: 10.1177/0907568213496653 <recommended by our guest speaker>

Semenec, Paulina. (2022). *"Calm's not my style": Attending to multiple enactments of mindfulness in a primary classroom*. PhD, University of British Columbia, Vancouver. Retrieved from <http://hdl.handle.net/>

NOTE WELL: The readings below highlight different examples of interviewing across difference or interviewing distinct respondents. Depending on your interests and anticipated research foci, I recommend these as additional optional readings.

Aléx, Lena, & Hammarström, Anne. (2008). Shift in power during an interview situation: Methodological reflections inspired by Foucault and Bourdieu. *Nursing Inquiry*, 15(2), 169-176. doi: 10.1111/j.1440-1800.2008.00398.x < status differences by age, gender, ethnicity, class, body type, religion >

Atkinson, Catherine. (2019). Ethical complexities in participatory childhood research: Rethinking the “least adult role”. *Childhood*, 26(2), 186-201. doi: 10.1177/0907568219829525

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 >

Kerschbaum, Stephanie L., & Price, Margaret. (2017). Centering disability in qualitative interviewing. *Research in the Teaching of English*, 52(1), 98-107.

Mao, Jina, & Feldman, Elana. (2019). Class matters: Interviewing across social class boundaries. *International Journal of Social Research Methodology*, 22(2), 125-137. doi: 10.1080/13645579.2018.1535879

Nash, Catherine J. (2016). Queer conversations: Old-time lesbians, transmen and the politics of queer research. In Kath Browne & Catherine J. Nash (Eds.), *Queer methods and methodologies: Intersecting queer theories and social science research* (pp. 129-142). New York: Routledge.

Neal, Sarah. (2019). Interviewing elites. In Paul Atkinson, Sara Delamont, Alexandru Cernat, Joseph W. Sakshaug & Richard A. Williams (Eds.), *SAGE research methods foundations* (pp. 1-12): SAGE Publications.

Temple, Bogusia, & Young, Alys. (2004). Qualitative research and translation dilemmas. *Qualitative Research*, 4(2), 161-178. doi: 10.1177/1468794104044430 < language differences, including Sign Language >

Wong, Josephine Pui-Hing, & Poon, Maurice Kwong-Lai. (2010). Bringing translation out of the shadows: Translation as an issue of methodological significance in cross-cultural qualitative research. *Journal of Transcultural Nursing*, 21(2), 151-158. doi: 10.1177/1043659609357637

#### **June 16: 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.

Grbich, Carol (2013). How to prepare interview/observational data for analysis. In *Qualitative data analysis: An introduction* (2<sup>nd</sup> ed., pp. 20-23). London: Sage Publications.

Healey, Gwen Katheryn. (2019). Applying Indigenous analytical approaches to sexual health research: A Reflection on *Unikkaqatigiiniq* (storytelling) and *Sananiq* (crafting). In Áine M. Humble & M. Elise Radina (Eds.), *How qualitative data analysis happens: Moving beyond "themes emerged"* (pp. 34-49). New York: Routledge.

#### **June 21: Data Analysis and Presentation; Judging Quality**

Braun, Virginia, Clarke, Victoria, Hayfield, Nikki, & Terry, Gareth. (2019). Thematic analysis. In Pranee Liamputtong (Ed.), *Handbook of research methods in health and social sciences* (pp. 843–860). Singapore: Springer.

Sharp, Nicole L., Bye, Rosalind A., & Cusick, Anne. (2019). Narrative analysis. In Pranee Liamputtong (Ed.), *Handbook of research methods in health and social sciences* (pp. 861-880). Singapore: Springer.

Tracy, Sarah J. (2020). Ch. 11: Qualitative quality: Creating a credible, ethical, significant study. In *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed., pp. 265-291). Hoboken, NJ: John Wiley & Sons

Optional:

Tracy, Sarah J. (2020). Ch. 9: Data analysis basics: A phronetic iterative approach. In *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed., pp. 208-235). Hoboken, NJ: John Wiley & Sons.

Seidman, Irving. (2019). Profiles as a way of knowing; and Appendix: Two profiles. In *gaz* (5th ed., pp. 131-133, 153-163). New York: Teachers College Press.

## ***Further Reading***

### Introduction and Overview:

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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.

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#### Doing Interviews: Technical Matters

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Robinson, Oliver. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology*, 11(1), 25-41. doi: 10.1080/14780887.2013.801543

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Roulston, Kathryn. (2011). Working through challenges in doing interview research. *International Journal of Qualitative Methods*, 10(4), 348-366.

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### Question Types and Elicitation Techniques

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Kvale, Steinar (2006). Dominance through interviews and dialogues. *Qualitative Inquiry*, 12(3), 480–500. doi: 10.1177/1077800406286235.

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#### Presenting Data, Writing:

Butterwick, Shauna. (2002). Your story, my story, our story: Performing interpretation in participatory theatre. *Alberta Journal of Educational Research* 48(3), 240-253.

Delamont, Sara. (2012). *Autobiography: Tales of the writing self*. In S. Delamont (Ed.), *Handbook of qualitative research in education* (pp. 542-549). Cheltenham, UK: Edward Elgar.

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### Assessing Quality:

Brinkmann, Svend. (2013). Excerpt from chapter 5: Discussion of qualitative interviewing. In *Qualitative Interviewing* (pp. 150-158). Oxford: Oxford University Press, USA.

Tracy, Sarah J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851. doi: 10.1177/1077800410383121.

## **Appendix: Pertinent UBC, EDST & Course Policies**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated, nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty, and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on **the UBC Senate website**.

### EDST Graduate Course "Order of Marking Standards" Policy

*Marking Standards*. ([http://www.edst.educ.ubc.ca/policies\\_forms/grading.html](http://www.edst.educ.ubc.ca/policies_forms/grading.html))

A+ (90-100%)	Reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.
A (85-89%)	A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.
A-	An A is awarded for generally high quality of performance, no problems of any significance, and

(80-84%)	fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.
B (68-79%)	This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as: one or more significant errors in understanding, superficial representation or analysis of key concepts, absence of any special initiatives, or lack of coherent organization or explication of ideas.
C (60-67%)	C level work is that which exhibits several of the problems mentioned in the description of B grades. The Faculty of Graduate Studies considers 60% as a minimum passing grade for graduate students.

## Academic Honesty

The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions, such as acknowledging the work of others. Please make sure that you acknowledge and cite the oral and written work of others in all your assignments. Not citing sources is considered plagiarism. The UBC Senate link cited above directs you to sections of the Academic Calendar that address policies and regulations related to academic honesty and standards and academic misconduct and plagiarism. The UBC Learning Commons also has an online resource guide on avoiding plagiarism; see [Academic Integrity & Citations - Chapman Learning Commons \(ubc.ca\)](#). If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with me.

## Academic Accommodations

### Students with Disabilities

To request academic accommodations due to a disability, before or at the start of the term, you should arrange to meet with an Accessibility Advisor at the Centre for Accessibility to determine what services or accommodations you are eligible for. If you have a letter from the Centre for Accessibility indicating that you have a disability that requires specific accommodations, please present the letter to me so that we can discuss the accommodations that you might need for class. You can find more information at: [Centre for Accessibility | Student Services \(ubc.ca\)](#). Email: [accessibility@ubc.ca](mailto:accessibility@ubc.ca)

### Students' Religious and Cultural Observances

Please review the policy [Academic Accommodation for all Students' Religious Observances and for the Cultural Observances of First Nations, Métis, and Inuit Students](#). Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious or (for Indigenous students) cultural observance. It is the student's responsibility to inform me of any intended absences for such observances in advance.

## Copyright

Students should familiarize themselves with, and comply with, UBC's Copyright Guidelines and applicable copyright laws. See: <http://copyright.ubc.ca>.