A Process for Selecting a Theoretical Frame for Your Study:

- **Step One:** Begin by identifying your beliefs.
- **Step Two:** Conduct a literature review to
  - (a) find support for your theory,
  - (b) to consider arguments that oppose your beliefs, &
  - (c) to broaden ways to think about the construct.
- **Step Three:** Based on your beliefs, experiences, and a literature review select a theoretical “lens” to frame what data you collect, how you
  - focus your analysis and
  - interpretations, and
  - present findings.
Discussion: "What would this theory (lens) guide you as researcher to attend to in a study"


**Interview Data:**
- images/photos

**Writing Analysis Approaches:**
- metaphor, image, letter, fiction

**Transformative Agenda:**
- dialectic/participatory
- reflexive
- multivoiced

**Interview Nuances:**
- self-labels
- avoidances
- absent
Interview Essay Assignment

20 % of course grade

- Develop a topic for discussion or question derived from some aspect of your problem statement or concept map (which can be revised at any time) to explore through interview.

- Conduct an interview (no more than 30 minutes) on an issue that relates to your problem statement.

- Bring a copy of a transcription/data of your interview to class on 10/18. Also, if easily available, bring a set of color markers, gluestick, notecards, & scissors.

- Write an essay, due 11/1, to include self-disclosure, method, theoretical frame, context, analysis and interpretation(s) of the interview data. Length, 1500-2500 words. Use APA for citations and references.
Interview Issues

- Friend (understanding), stranger (objectivity), or both
- Power differences
- Trust (bias blinds & shapes)
- Helping
- Researcher self-disclosure (keep researcher’s voice in transcription) Cues from interviewee (when, how much)
- Ask, listen, interpret back what you heard, listen, ask, etc.
- Meaning created by interviewee (interpretation through storytelling) and interviewer. How have both changed from the interview sessions?

Collecting Interview & Observation Data

<table>
<thead>
<tr>
<th>Time</th>
<th>Verbal</th>
<th>Nonverbal</th>
<th>Reflections</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Verbatim</td>
<td>[in brackets. note tone &amp; emotion]</td>
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Breaking Barriers that Prevent People from Speaking for Self: An Introduction to Conducting Interviews

“We cannot speak for others, but we can and must speak OUT for others” (Reinharz, 1992, p. 16).

What is the connection between researcher and those researched? Did the participants have a role in formulating the research project?

COMMONALITIES of Feminist Interview Strategies:
1. Reflexive methodological discussion
2. Semi-structured interviews
3. Researcher self-disclosure
4. Multiple interviews with same person
5. Provide transcript & ask for reactions
Approaches to Interviewing

- **Connection**, empathy, interviewee at ease

- **Interviewee-guided**: Ask about relevant experience, not specific pre-set questions, instead identify general areas to cover. Look for differences in interviewees and approach from their indications of what is comfortable.

- **Begin**: Use a standard form for demographic info needed and relevant to your study (age, education, etc.). Tape-record conversation to be more attentive. Have some “fixed response” questions that “invite respondents to disclose information which is very well known to them” -- serves as icebreaker (Reinharz, 1992, p. 25).

- **Midst**: Encourage digression into details of their personal histories. Ask supplemental questions. Check any unclear points.

- **Reliability**: Ask interviewee to review chronology of key events.
Ethnographic Data Collection Strategies

Record that which is relevant to the foreshadowed problem statement.

1. Participant observation

2. Ethnographic interview (informal, guided, or standardized)

For a one-hour interview, plan 4 hours to transcribe notes, recordings, and to elaboration. Plan for this time immediately after the interview.

3. Artifact collection - focus on the social process that produced the artifact and the use of the artifact
Strategies of Reciprocity

• Sequential interviews: individual and small group
• Deep probing of research issues
• Negotiate meaning: provide description, analysis, and conclusions for interviewee comment
• Build empirically rooted theory with participants
• Pay attention to self-labels
• Engage interviewee in ideological critique
Critical Self-Aware Strategies
i.e., Reciprocal Reflexivity of Data & Theory

- Seek to understand worldviews of research participants
- Use a “dialogic research design where the respondents are actively involved in the construction and validation of meaning” (Lather, 1991, p. 63).
- Use dialogical practice to make the research mutually-educative
- Expose ideology (what seems natural)
- Proceed from participants understanding to reveal contradictions
- Invite participants to critically react to accounts of their world
- Mediate without imposing.

Ideology refers to:
- “lived relation to the real”
- “appears to be natural or the way things should be” (i.e., False consciousness)
- What are some ideologies today (at this moment) about art education that appear normal? “What are the Expectations?”
Ethnographic Validity
(Through reflexivity & triangulation of data sources, methods, theoretical schemes & by seeking counter patterns).

- Catalytic Validity: “represents the degree to which the research process re-orient, focuses and energizes participants toward knowing reality in order to transform it” (Lather, 1991, p. 68).
- Construct Validity: based in theory, yet the researcher seeks counter-patterns & alternative explanations toward that theory from the emergent categories in data from how the theory is lived or experienced.
- Face Validity: “operationalized by recycling description, emerging analysis, & conclusions back through at least a sub sample of respondents” (L, p. 67).
- Reciprocity: of data and theory (guards against “imposition and reification on the part of the researcher” (L, p. 59).
- Dialectical theory-building: reveal power structures to those researched.
- False consciousness: “is the denial of how our common sense ways of looking at the world are permeated with meanings that sustain our disempowerment” (L. p. 59).
- Reflexivity: continuously questioning of theoretical frame from analysis of data.

Data must be allowed to generate propositions in a dialectical manner that permits use of a priori theoretical frameworks, but which keeps a particular framework from becoming the container into which the data must be poured. The search is for theory which grows out of context-embedded data, not in a way that automatically rejects a priori theory, but in a way that keeps preconceptions from distorting the logic of evidence. (Lather, 1991, p. 62)
References: