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"

Buendia. E. (2003). Fashioning research stories: The metaphoric and narrative structure of writing research about race. In G. R. Lopez & L. Parker (Eds.), *Interrogating racism in qualitative research methodology* (pp. 49-70). New York: Peter Lang.de

Mello, D. M. (2007). **The language of arts in a narrative inquiry landscape.** In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 203-223). Thousand Oaks, CA: Sage Publications.

Diamond, C. T. P., & van Halen-Faber, C. (2005). Apples of change: Arts-based methodology as a poetic and visual sixth sense. In C. Mitchell, S. Weber & K. O'Reilly-Scanlon (Eds.), *Just who do we think we are? Methodologies for autobiography and self-study in teaching* (pp. 81-94). New York: Routledge Falmer

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.
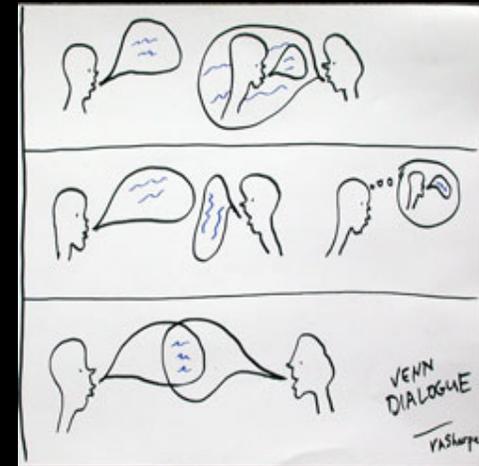
Interview Issues

- 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

Identifier:_____ Date:_____ Time: _____ Page:__

Time	Verbal	Nonverbal	Reflections
	Verbatim [in brackets. note tone & emotion]		

**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.
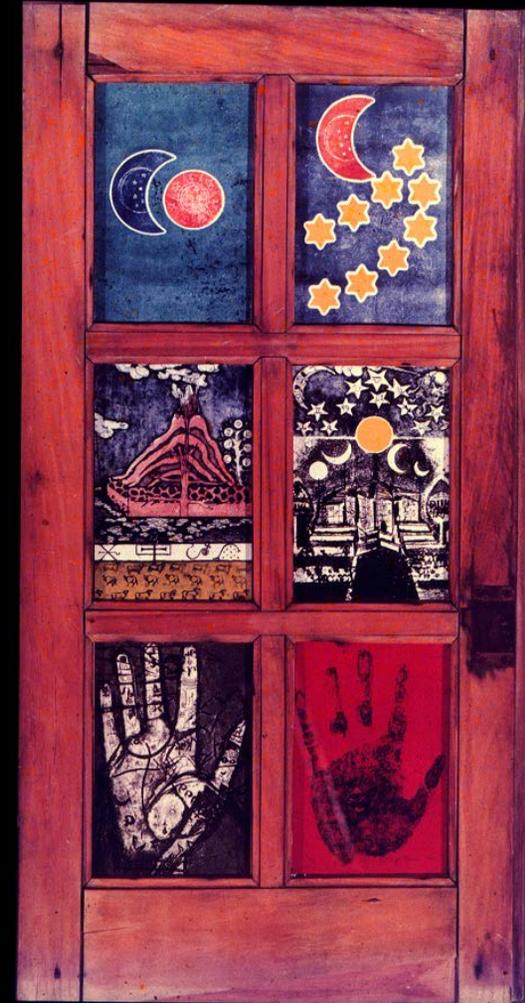
Bettye Saar, *View form Sorcerer's Window*, 1966, mixed media, 30" x 15"
Artist's Private Collection

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**
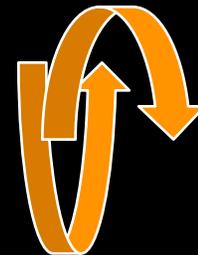
Critical Self-Aware Strategies
i.e., Reciprocal Reflexivity of Data & Theory

- 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-orients, 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:

Visual Metaphor for Her Research
By Norma Moore (1999)
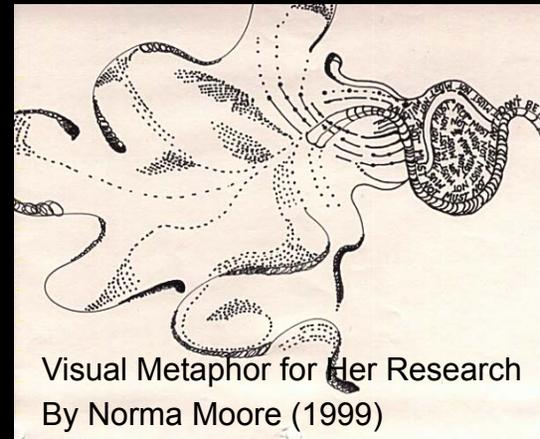
- **Clandinin, D. J. (Ed.),** *Handbook of narrative inquiry: Mapping a methodology*. **Thousand Oaks, CA: Sage Publications.**

- **Lal, Jayati (1999). Situating locations: The politics of self, identity, & other in living and writing the text . In S. Hesse-Biber, C. Gilmartin & R. Lydenberg (Eds.)** *Feminist approaches to theory & methodology* **(pp. 100-125/137). Reder, NY: Oxford University Press.**

- **Lather, Patti (1991).** *Getting smart: Feminist research and pedagogy with/in the postmodern*. **New York: Routledge.**

- **Lopez, G. R., & Parker, L. (Eds.),** *Interrogating racism in qualitative research methodology*. **New York: Peter Lang.**

- **Mitchell, C., Weber, S., & O'Reilly-Scanlon, K. (Eds.),** *Just who do we think we are? Methodologies for autobiography and self-study in teaching*. **New York: Routledge Falmer.**

- **Reinharz, S. (1992).** *Feminist methods in social research*. **New York: Oxford University Press.**