

Taking Risks in Qualitative Methods

*Quest seminar
Qualitative Expertise at Southampton
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<http://reunid.eu/>



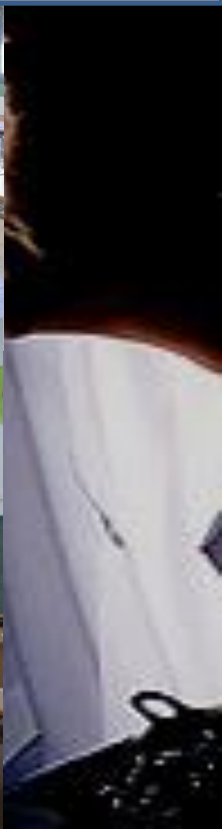
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Learning is a phenomenon that involves real people who live in real, complex social contexts from which they cannot be abstracted in any meaningful way. Difficult as it is for researchers to deal with (especially if they are suffering from physics envy), learners are contextualized.

(Phillips, 2014: p. 10).



2011-2013: The construction of the professional identity of primary school teachers during initial training and the first years at work (MINECO-EDU2010-20852-C02-01)



The ethnography of an ethnography

Studying learning experiences in and outside school *with young people*



2012-104: *“Living and learning with new literacies in and outside school: contributions for reducing school drop-out, exclusion and abandonment among youth”* (Spanish Ministry of Science and Innovation. EDU2011-24122)



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Take charge of
your own learning

2014-2016: Do it yourself in Education: expanding digital competence to foster Student agency and collaborative learning – DIYLab.

European Commission. Education, Audiovisual and Culture Executive Agency. 543177-LLP-1-2013-1-ES-KA3MP.



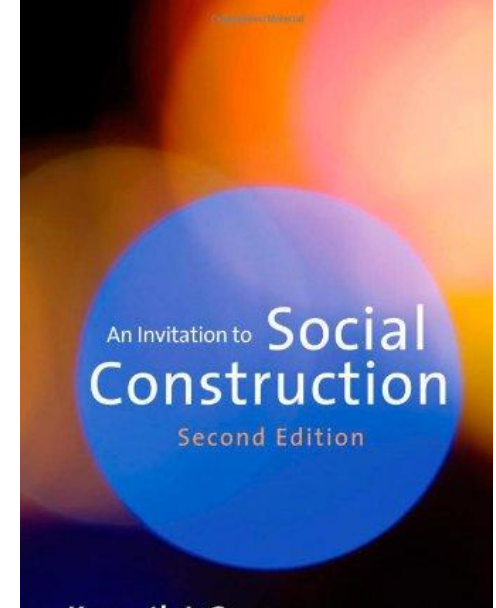
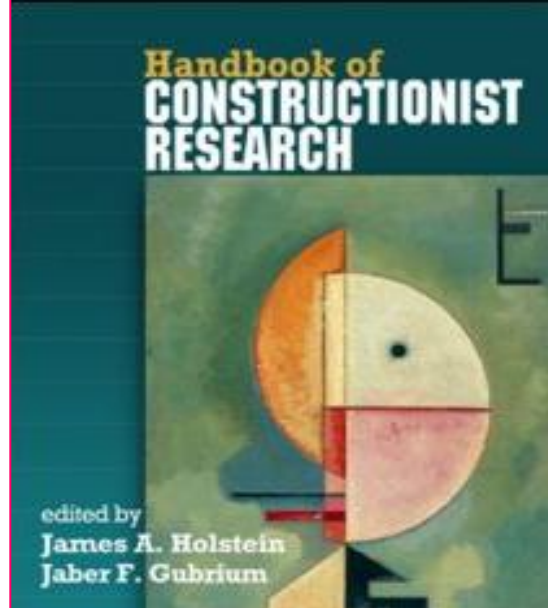
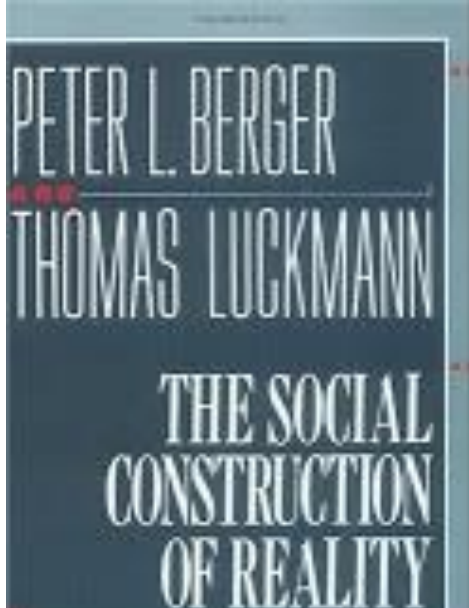
If we did all the things we are capable of, we would literally astound ourselves

— Thomas Edison, Inventor

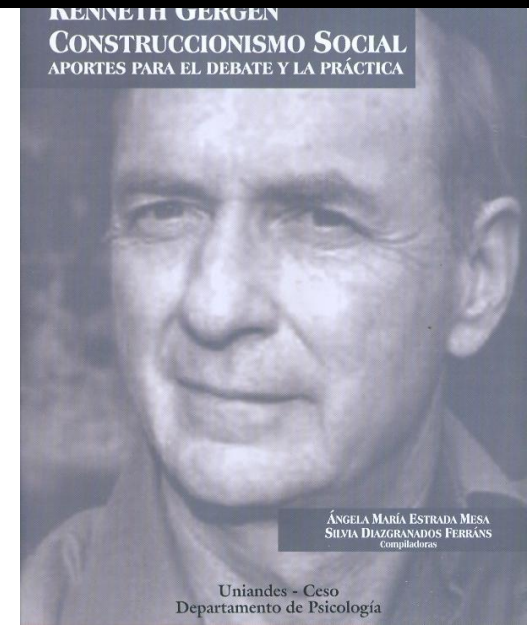
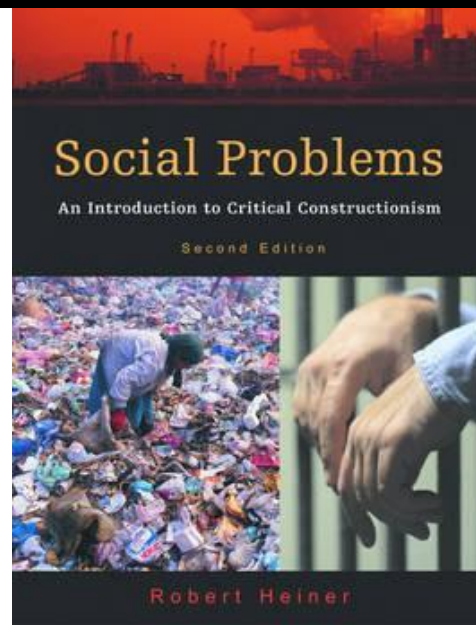
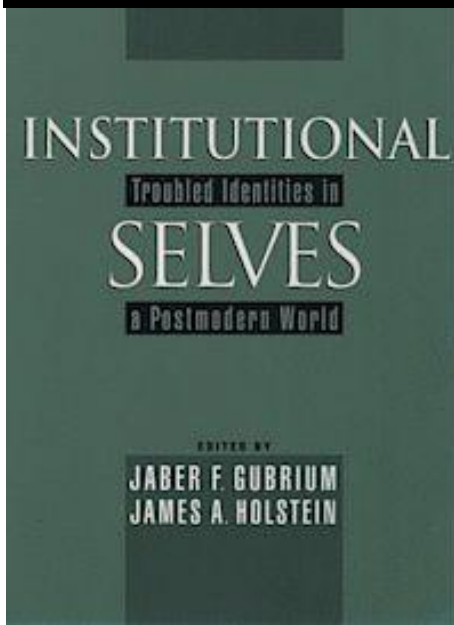
Research implies...

**A way of knowing (ontology,
epistemology)**



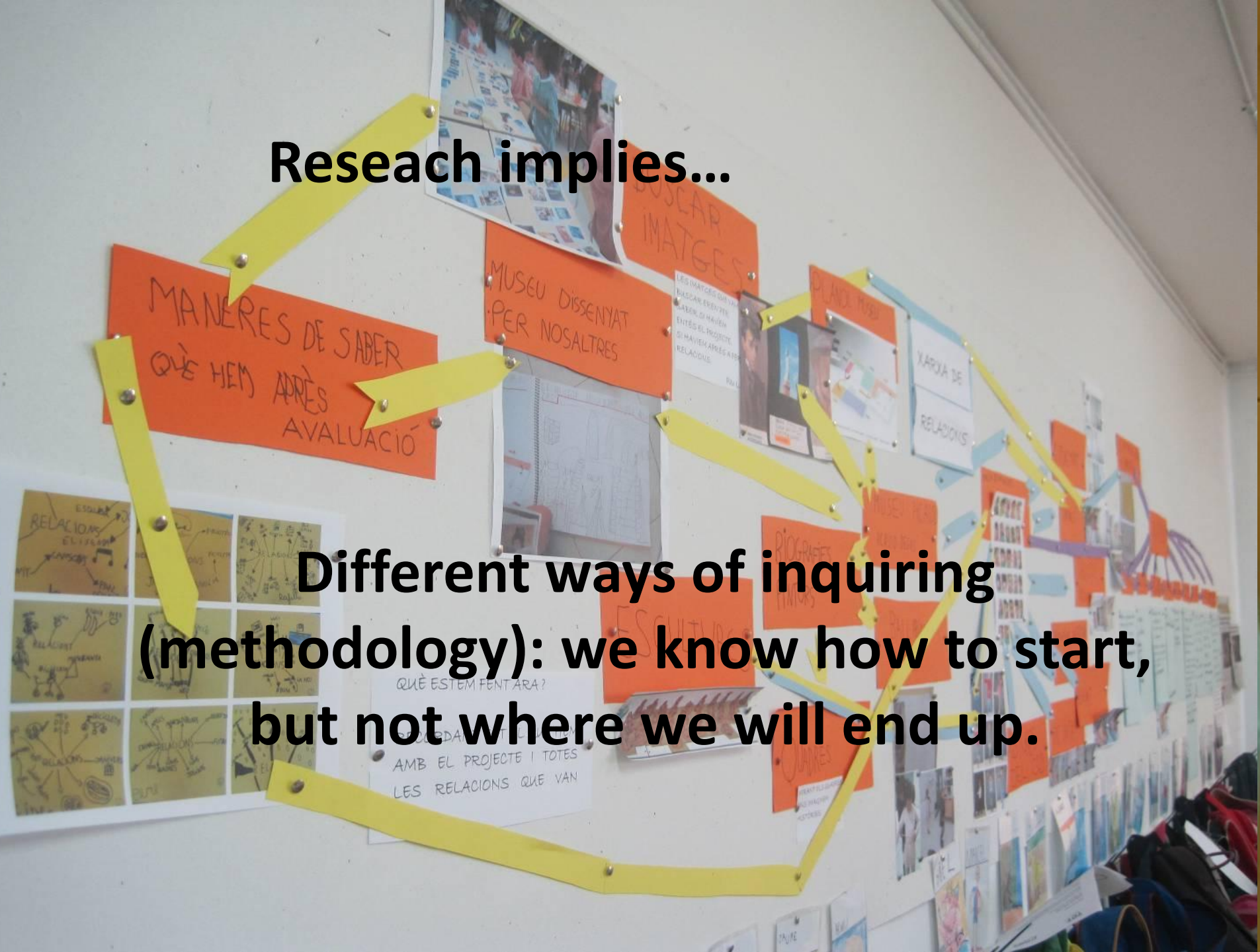


Constructionist ontological and epistemological approach (Holstein & Gubrium, 2008) which opens the gate to the narrative of experience (Clandinin & Connelly, 2000)



Research implies...

**Different ways of inquiring
(methodology): we know how to start,
but not where we will end up.**





**Takes on
naturalist and
narrative
methodologies as
ways to hold
human
experiences
(Denzin, 1997;
Kincheloe &
Berry, 2004).**

accès
fort Saint-Jean
terrasse
restaurant



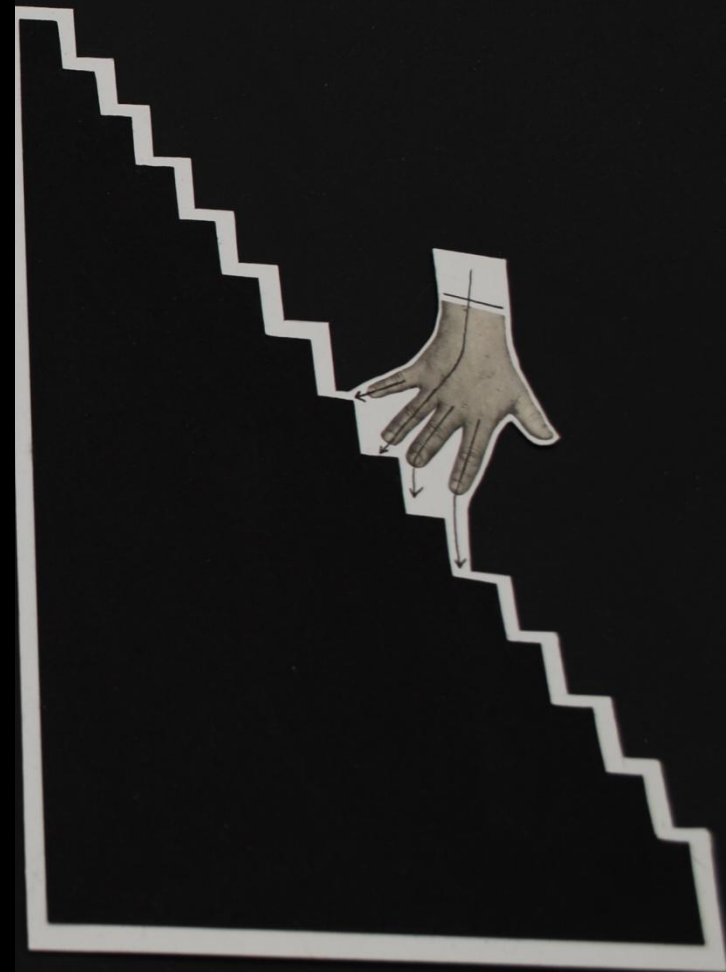
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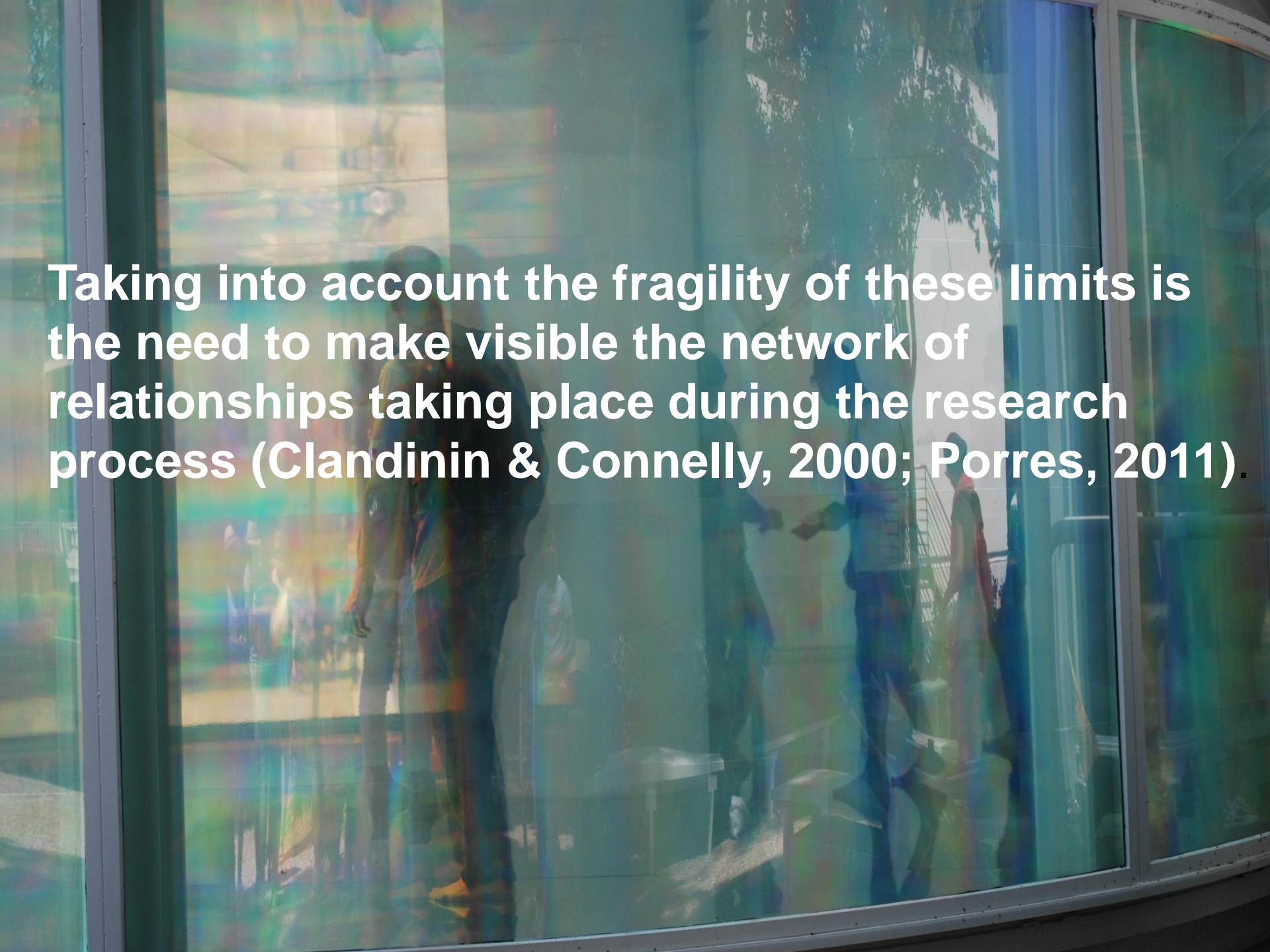


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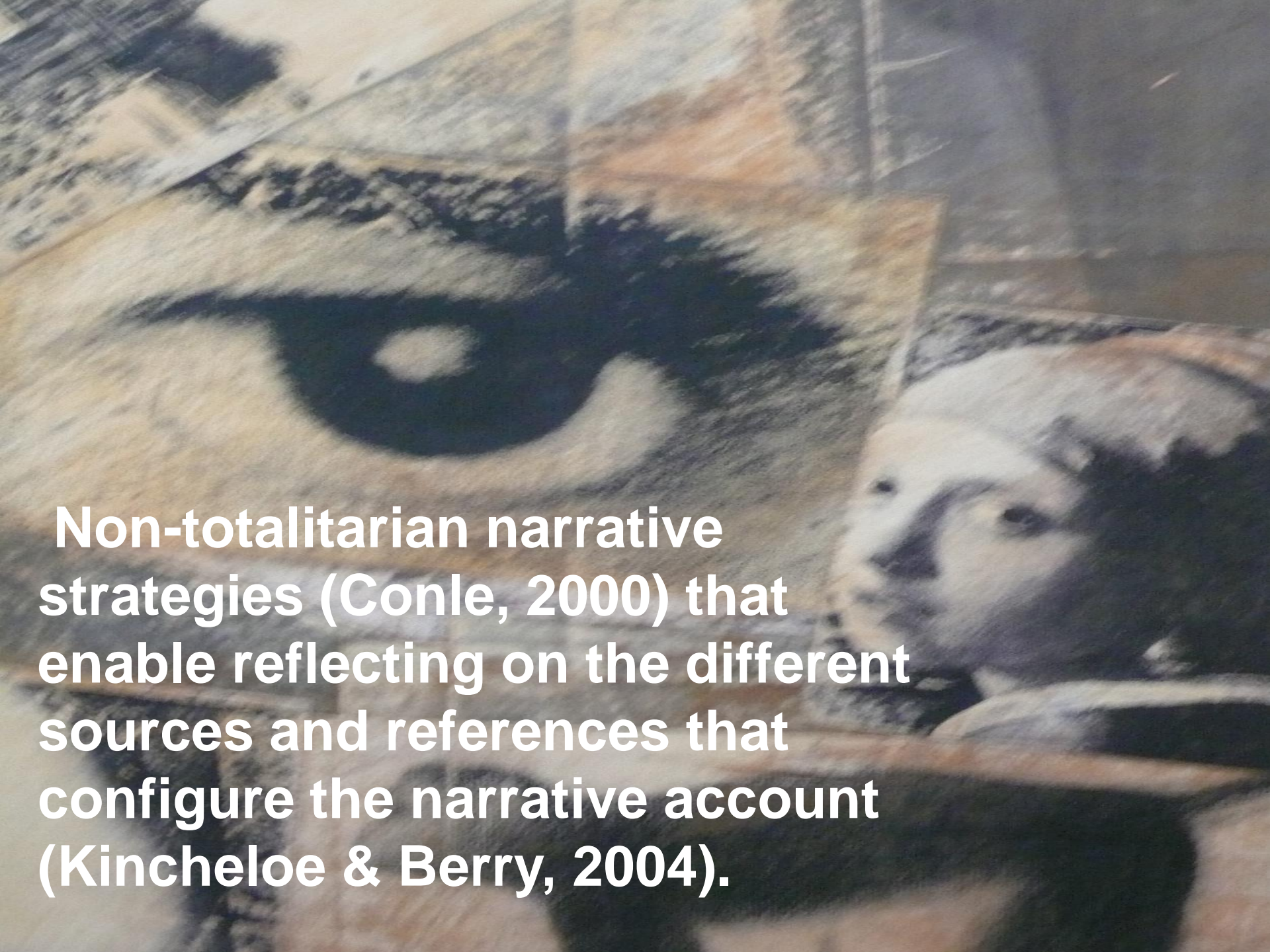
Narrative research methodologies as ways of catching and giving account of these experiences (Conle, 2000; Clandinin, 2007).

Sustains the tension of the question of limits: The distance between who does the research – the researcher – and on (or with) whom the research is done – the ‘subjects’.

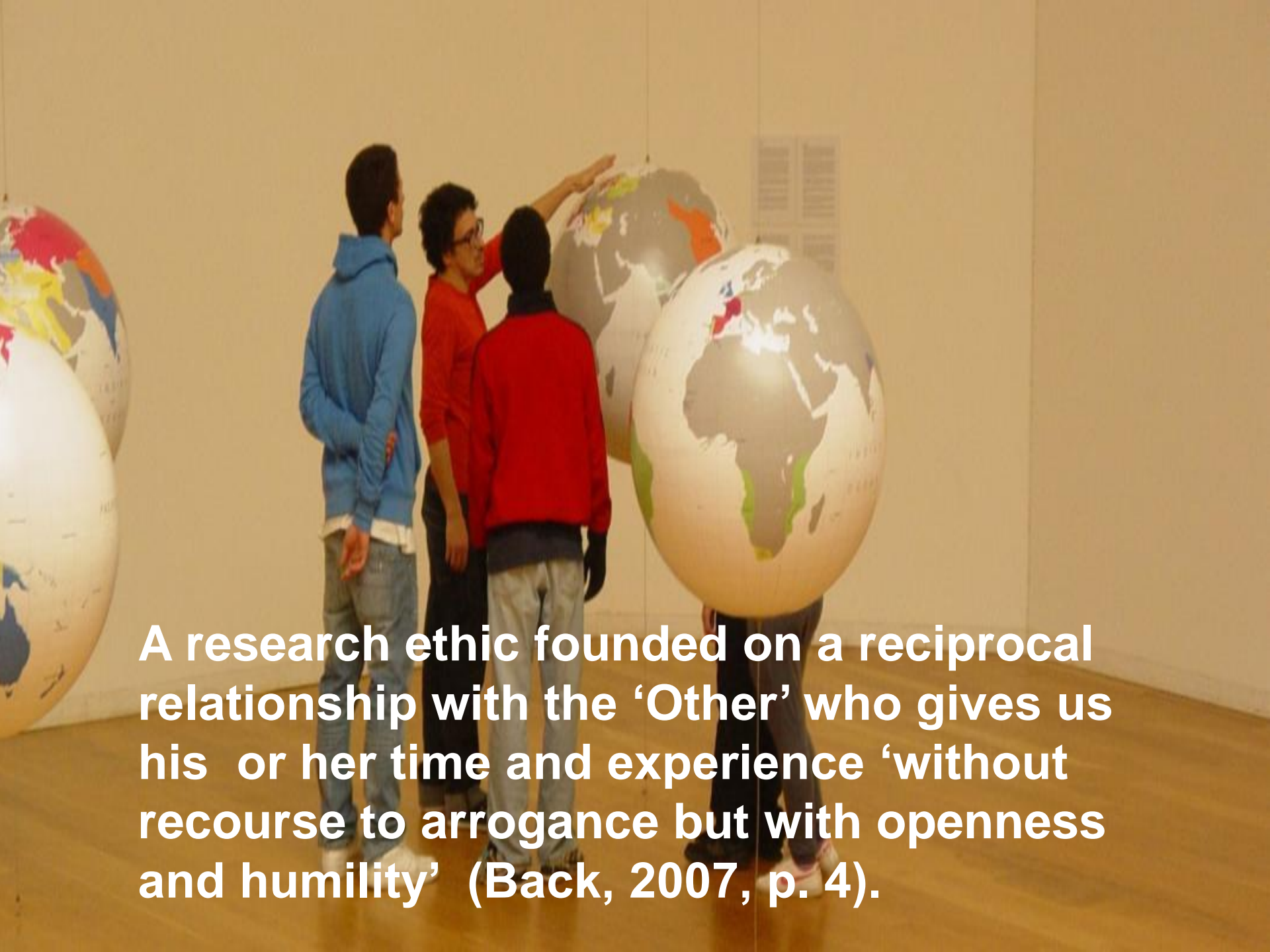




Taking into account the fragility of these limits is the need to make visible the network of relationships taking place during the research process (Clandinin & Connelly, 2000; Porres, 2011).

A blurry, artistic photograph of a person's face in profile, looking down. The background is dark and textured, with a prominent dark, circular shape. The overall image has a soft, painterly quality.

Non-totalitarian narrative strategies (Conle, 2000) that enable reflecting on the different sources and references that configure the narrative account (Kincheloe & Berry, 2004).



A research ethic founded on a reciprocal relationship with the ‘Other’ who gives us his or her time and experience ‘without recourse to arrogance but with openness and humility’ (Back, 2007, p. 4).

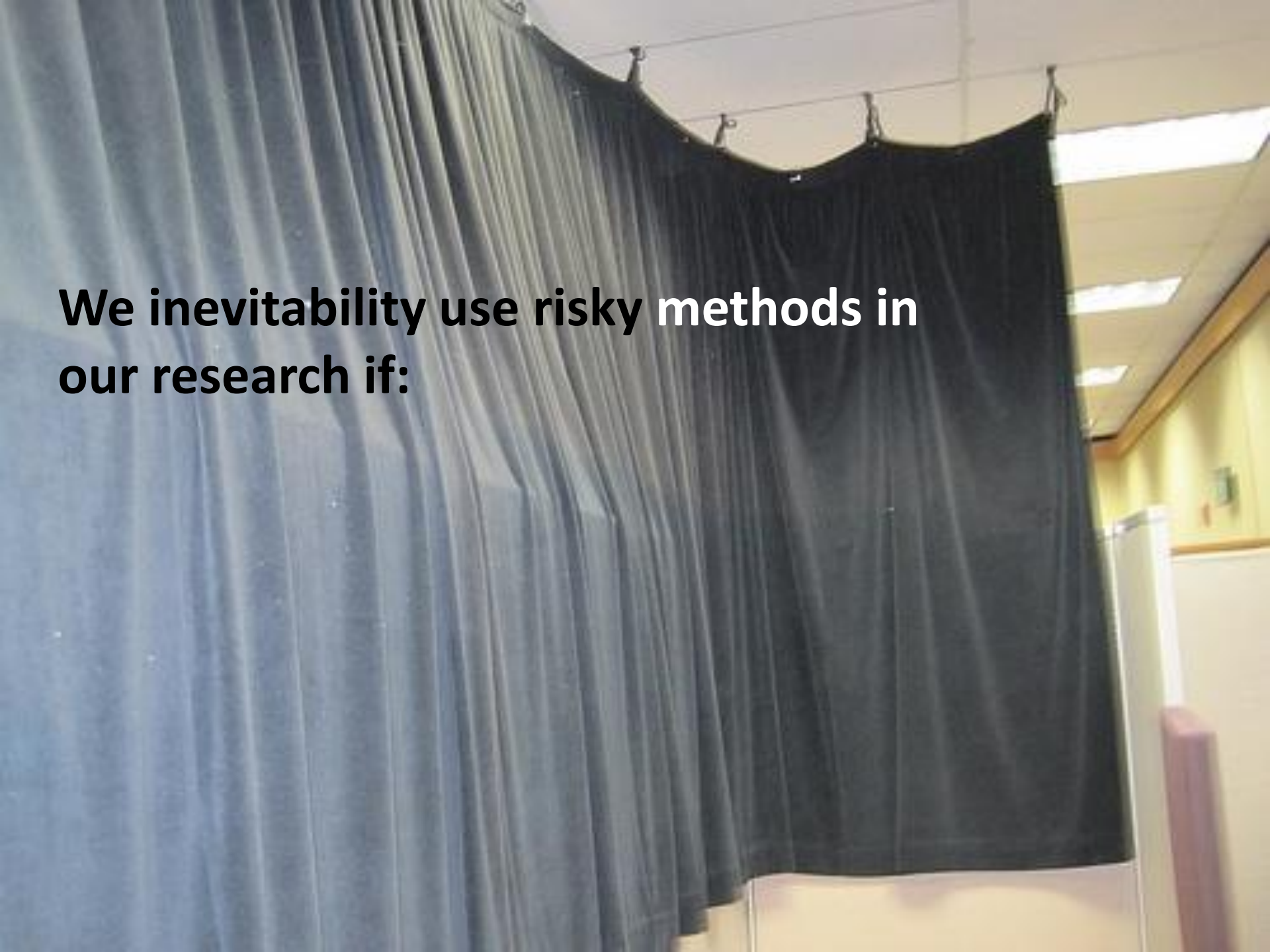


Research implies...

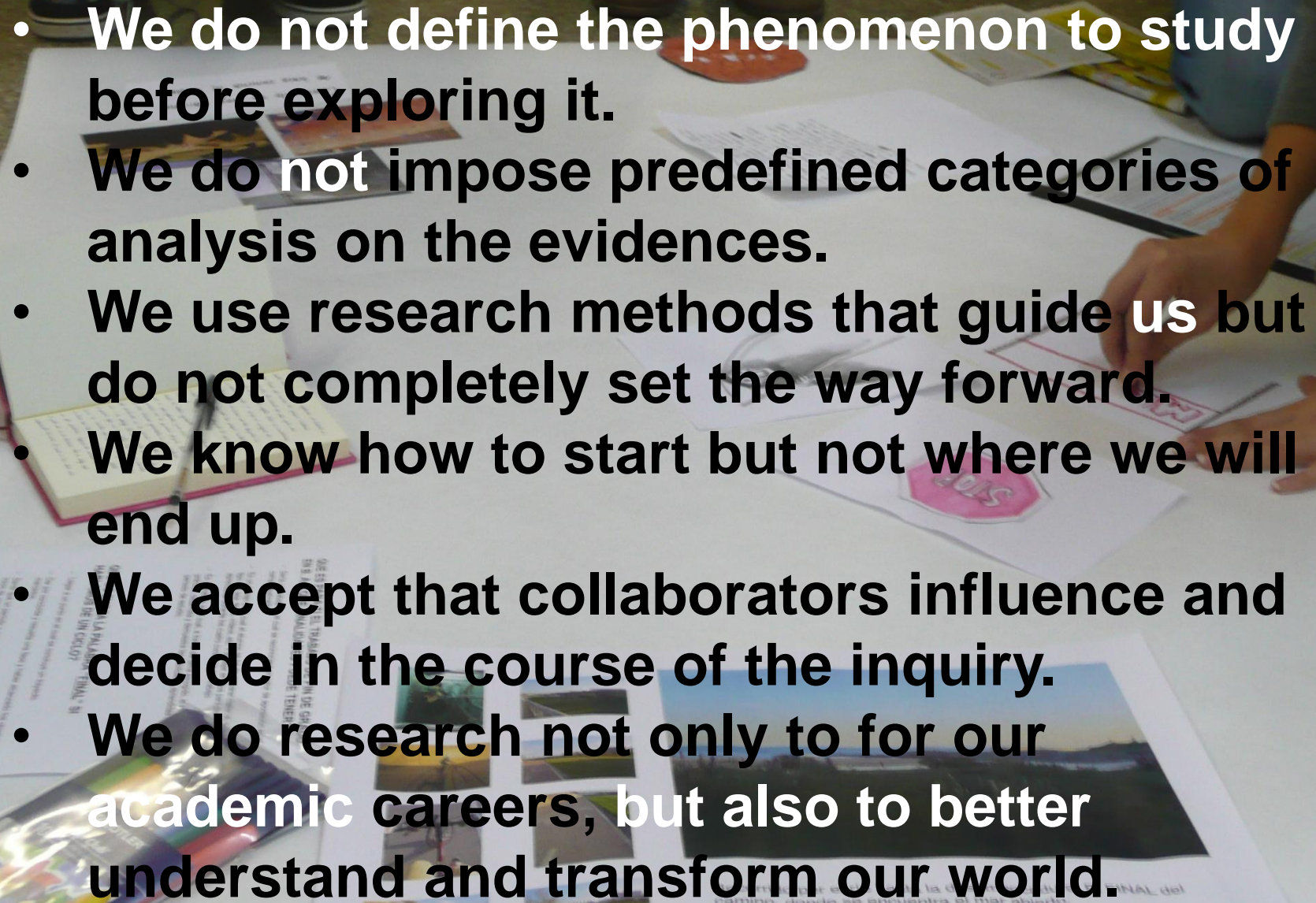
A political position.

All research is ideological: fixes and projects a vision -a narrative-about this thing called reality that is approached to be described, understood, transformed,... fixed or prescribed

The problem is that in education, just about all the variables are relevant, and controlling them (even if possible let alone desirable) yields results that are difficult or impossible to generalize to the other almost infinite number of settings where these variables do, indeed, vary (Phillips, 2014: p. 10).



**We inevitably use risky methods in
our research if:**

- 
- The background image shows a person's hands and feet working on a project on a floor. There are various papers, a pink 'STOP' sign, and several small landscape photographs scattered around. The text is overlaid on this scene.
- **We do not define the phenomenon to study before exploring it.**
 - **We do not impose predefined categories of analysis on the evidences.**
 - **We use research methods that guide us but do not completely set the way forward.**
 - **We know how to start but not where we will end up.**
 - **We accept that collaborators influence and decide in the course of the inquiry.**
 - **We do research not only for our academic careers, but also to better understand and transform our world.**



We understand that:

Research is not a quiet river.

**Research is not to follow a
predetermined path.**

**Research is to take the less traveled by
road.**

This makes all the difference

- (Robert Frost (1874–1963). The Road Not Taken).

- Thank you!!!!