

**CCFI 508/EDST 508: *Qualitative Research Interviewing*; Dr. Deirdre Kelly**  
Summer 2018 Term 1

This seminar will allow students to examine the methodological, technical, and ethical demands of doing qualitative research interviewing. *Qualitative* is an umbrella term used to encompass such terms as in-depth, narrative, and ethnographic interviewing. Course readings will draw primarily from anthropological, sociological, feminist and critical 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 choices as one designs, conducts, and communicates one's research.

**LLED 501: *Analyzing Discourse and Talk: An Overview of Methods*; Dr. Meghan Corella**  
Summer 2018 Term 1

What is discourse? How is it related to social structures and realities? What methods can researchers use to describe and explain these relationships? What can the close study of discourse tell researchers about language and literacy practices? As a dynamic and interdisciplinary field emerging from anthropology, linguistics, sociology, philosophy, and psychology, discourse analysis offers a broad range of ways of posing and addressing such questions. Discourse analysis is not a single method, but rather a collection of perspectives united by their focus on spoken and written language use in specific contexts. As an introduction to discourse analytic approaches, this course provides a framework for general concepts central to discourse analysis, including agency, narrative, identity, register, genre, text, intertextuality, indexicality, intersubjectivity, contextualization, and, of course, discourse. Multiple methodologies are described, exemplified, and compared as a way of providing an overview of some of the many options and considerations of interest to researchers studying language, discourse, and sociality.

**EDCP 585E/941: *Teacher Inquiry: Living the Research in Everyday Practice*; Dr. Tony Clarke**  
Summer 2018 Term 2b

Shifting the focus from research on teachers to research by teachers, this research genre unites schools and universities in research efforts that genuinely address issues of teacher knowing/knowledge. Given that knowledge is personally constructed, socially mediated, and inherently situated, Teacher Inquiry, as a way of researching one's practice, is uniquely placed to honour each of these characteristics in important ways. This course will examine the various names/approaches by which teacher inquiry is known (and practiced), the differences between each, and appropriateness of each as they pertain to thinking about one's practice. Further, it will provide students with the opportunity to develop proposals that draw on Teacher Inquiry as the central research method.