THE UNIVERSITY OF BRITISH COLUMBIA

DEPARTMENT OF LANGUAGE & LITERACY EDUCATION

LLED 503-921
Qualitative Research Interviewing in Education: Theories and Methods
Summer Term 1
May 13th - June 20th, 2024

Instructor: George E. K. Whitehead, Ph.D.

Class Hours: Tue/Thu: 4:30 PM to 7:30 PM	E-mail: g.whitehead@ubc.ca
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Office hours: by appointment	Office: PCN 3008

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*A special thanks to Dr. Steven Talmy as much of this syllabus has been carried over from his previous course offerings.

Course description

Interviews are one of the most commonly used methods to collect data in the social sciences with Holstein and Gubrium (1995) estimating that 90 percent of social science investigations use interviews. Thus, it is critical for educational researchers in the social sciences to understand the value and importance of different types of qualitative interviews and to gain experience in utilizing this data collection strategy. This course aims to 1) introduce the theoretical background and rationale behind qualitative research interviewing and 2) build up one's ability to plan, conduct, and analyze qualitative interviews. During this course, learners will engage with a range of interviewing theories and approaches, question types, and transcription and data analysis procedures. The course includes a mixture of lectures, workshops, and applications tasks which are strategically integrated to scaffold learners understanding of and ability to conduct qualitative interviews.

Course objectives
- Foster a deeper understanding of the background and rationale for quantitative and qualitative approaches to research.
- Familiarize students with background theory and rationale for qualitative interviewing.
- Assist students in making informed choices concerning the (interview) research methods that they adopt for their own research endeavors.
- Offer students the means to articulate the basis of these choices.
- Refine students' abilities to plan and conduct different kinds of qualitative interviews.
- Foster students' ability to analyze qualitative interview data in different ways.
- Nurture students' confidence in designing and conducting their own qualitative research study in which interviewing is a main data collection strategy.

Course readings
The following texts are **available online through the UBC library**:

- Roulston, K. (2010). *Reflective interviewing: A guide to theory and practice*. Sage. [required]
- Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (5th ed.). Teachers college press. [required]

- Selected readings will either be posted or are available through UBC Library (see course reading schedule)

Course requirements and grading
Class engagement (15%)
Your attendance and active engagement in class are essential to the success of this course, and to your success in it. It is important that you come to class on time and are prepared to discuss the readings assigned for that day. At a minimum, "prepared" means having read the texts, considered main points and arguments, and noted questions or points of interest or confusion. It is also important that you engage in a professional and respectful manner with peers and the course instructor.

Note that lateness of more than 5 minutes will result in a 1% deduction from this score and absence will result in a 2% deduction. *Deductions may be waved by the instructor if lateness of absence is justified.*

Assignment 1: Mock qualitative research plan draft (15%)
Over the first few weeks of the course, you will be filling in different sections of a mock research plan. This research plan is to be submitted prior to crafting interview schedules and protocol to ensure that you are on the right track. The mock plan will include your research area of focus, providing rationale for the focus of this study and an explanation of what it will contribute to the field, an outline of the possible participants and rationale for their inclusion, a description of the data collection strategies you will use along with a rationale for your choice of these strategies.

Assignment 2: Interview schedule and protocol draft/ Ethics forms (15%)
You will be required to create interview questions and an outline of your interview procedures as well as participant information sheet and consent forms. This will be submitted prior to conducting practice interviews with peers.

Assignment 3: One-on-one interview and focus group practice (15%)
Conduct and transcribe an interview with a classmate and with a larger focus group of 3-4 participants. Provide a reflective report that describes your interview experience and outlines specific things that went well and areas that may require improvement.

Final Interview with instructor: One-on-one interview (15%)
Using what you have learned in the course you will practice recruiting and conducting an ethical 10-15 minute interview with your instructor. You may use the same interview schedule that you have created in the course.

Final portfolio (25%)
The final portfolio will include final copies of the following:

- Mock qualitative research plan
- Interview schedule(s) and protocol
- Participant information sheet and consent form
- Transcriptions of interviews conducted
- Data analysis (coding set)

Note regarding data involving human subjects
If you are using any of your own data that involves people for any assignment in this course, your study must have already passed UBC ethics review, prior to the start of the term.

Resources for writing papers
Although there are not many resources available at UBC to support academic writing, there is the Writing Centre, which offers short individual tutoring sessions: http://www.writingcentre.ubc.ca/tutoring/index.html and the

Learning Commons http://learningcommons.ubc.ca/writing/
You can also check out the excellent academic writing resources at the University of Sydney:
http://learningcentre.usyd.edu.au/clearer_writing/ and http://learningcentre.usyd.edu.au/wrise/

The Purdue University Online Writing Lab also has loads of helpful material: http://owl.english.purdue.edu/

Additionally, the following texts are good:

➤ Swales, J. M., & Feak, C. B. (2000). *English in today's research world: A writing guide*. Ann Arbor, MI: University of Michigan Press.

➤ Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (2nd ed.). Ann Arbor, MI: University of Michigan Press.

* I encourage peer review for course assignments, whereby you and a willing classmate exchange papers and give/receive feedback to each other on drafts *prior* to submission deadlines. Please plan early if you are considering this.

Sustainability
In an attempt to make this course as sustainable as possible, no printed course reading packet is available. Instead, course readings are available electronically (see the course schedule below for links) through the UBC library https://www.library.ubc.ca/ using your CWL. Additionally, to view these files, you will need a .pdf reader, such as the free Adobe Reader: http://get.adobe.com/reader/.

If you do not have access to a computer at home, UBC has several computer labs available on campus. If this still presents a hardship for you, let me know right away.

In-class computer use
You are encouraged to bring computers/tablets to use in class. Two things to note: 1) there will likely be a limited number of electrical receptacles to plug into, so prepare accordingly; and 2) I insist that computers/tablets not be used during instructional time for personal use. This is a courtesy not only to me but to your classmates. My thanks in advance for helping to create a productive, sustainable, and distraction-free classroom space.

Digital devices
Please set them to vibrate/silent mode during class. The same request regarding computers/tablet use applies for these electronic devices. Thanks.

Contacting the instructor
Communicating with me outside of class time is best accomplished by email, though please allow a reasonable time for replies. It is unlikely that I will respond immediately in the evenings or during weekends.

Submitting assignments
Unless otherwise noted, all assignments are to be submitted via email by 4.30PM on the due date. Please help me stay organized by following these conventions for assignment submission:

1. The SUBJECT LINE of your email with the assignment attached must include the name of the assignment (e.g., "Assignment 1: Language autobiography").

2. The DOCUMENT FILE NAME must be labeled thus: lastname_assignment-name.doc (or .docx, .rtf, etc.). For example: talmy_assignment-1.docx

Late work

Please adhere to deadlines for assignments. Late work will receive a 10% deduction off the total assignment mark for each day late. *Please contact me if you run into problems with a deadline.*

Plagiarism and other forms of academic misconduct

Although rules regarding intellectual property and textual borrowing/appropriation vary around the world, it is important to recognize that UBC students are expected to be aware of, understand, and conform to a particular set of guidelines concerning **plagiarism** at this university. UBC defines plagiarism as "intellectual theft," which occurs when "an individual submits or presents the oral or written work of another person as his or her own" (UBC Calendar, para. 3). *Plagiarism also includes submitting an assignment in one course that has been produced for another*. See www.library.ubc.ca/clc/airc.html for a good online tutorial about plagiarism at UBC. The policy on academic misconduct is available here: http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,111,959. *I expect everyone to comply with UBC policy regarding this issue.* Please contact me if you have any questions about it.

A note about ChatGPT and AI Writing Tools:

If you choose to use ChatGPT or an AI Writing Tool to aid in any of the LLED 503 assignments in any way, it is expected that the ChatGPT or AI writing tool be properly referenced using APA style, and a description outlining why the ChatGPT or AI writing tool was used/for what purpose, and how it enhanced your assignment. This description needs to be explicit and accompany all assignments that utilize ChatGPT or AI writing tools. Failure to include a proper reference and description will be considered to be a breach of academic integrity and an academic misconduct. If you have any questions about the use of ChatGPT or AI assistants, please reach out to your instructor for clarification.

APA style

The style guide most commonly used in language educational research is that of the American Psychological Association, currently in its 7th edition. All assignments must follow APA style (exception: there is no need for an abstract or running head for any class assignments). Information on APA style is available at the online writing lab at Purdue University: http://owl.english.purdue.edu/owl/resource/560/01/. A more concise summary is available from the UBC Library https://guides.library.ubc.ca/apacitationstyle.

LLED Grading Categories (please note!)

Grade		Descriptors
A+	90-100	*Work of outstanding quality*. Exemplary work that demonstrates excellent comprehension of the subject, exceptional thoughtfulness and an inquiring mind.
A	85-89	
A-	80-84	Consistently applies a high level of critical scrutiny to texts and discussions, with a willingness to explore ideas beyond what has been presented, to question and evaluate critically one's own thinking and learning processes. Shows a high degree of personal engagement with the topic and makes connections that are deep and insightful. Frequently articulates innovative ideas based on a broad background; is creative and thought-provoking. Consistently integrates broad orientations towards language and learning.
B+	75-79	*Work of good quality with no major weaknesses*. Strong work that demonstrates in-depth comprehension of the subject. Frequently articulates original, critical insights.
B	72-75	
B-	68-71	Thoughtful use of existing knowledge in the subject. Reveals a willingness to engage actively in the learning experiences of the course in the work and to make personal and meaningful connections. Evidence of critical reflection, questioning and creativity.
C+	64-67	*Adequate work*. Satisfactory work; no major weaknesses in comprehension of the subject are evident. Shows few original, critical insights. Background knowledge is adequate.
C	60-63	
C-	55-59	Evidence of personal involvement in the learning experiences of the course and the making of connections. Meets all course objectives and requirements. Needs further development in the areas of critical reflection, inquiry and creativity.
D	50-54	*Minimally adequate work; barely at a passing level.* Some flaws or deficits in understanding. Unable to integrate broad orientations towards language and learning.
F	<50	*Failing work*. Inadequate for successful completion of the course or submitted beyond

the final date of acceptance. Reveals an inadequate or lack of engagement with learning experiences in the course and an unwillingness or inability to participate appropriately.

LLED 503
Schedule of topics and readings

REFLECTING | THEORIZING

Topic 1

Introductions: Exploring the Nature of Qualitative Research and Interviewing

All read: Roulston, Introduction

Topic 2

Getting Situated: Exploring Ontological, Epistemological, and Methodological Assumptions

All read: Roulston, Ch. 3
Potter, J., & Hepburn, A. (2005). Qualitative interviews in psychology: Problems and possibilities. *Qualitative Research in Psychology, 2*, 281–307.

REFLECTING | DESIGNING | DOING

Topic 3

Approaches to Qualitative Inquiry

All read: Samples of different kinds of qualitative studies posted on my website.

Topic 4

Designing Qualitative Interview Studies

All read: Seidman, Ch. 1, Ch 3. pp 36-44; Roulston, Ch. 4

Topic 5

Formulating Research Questions

All read: Agee, J. (2009). Developing Qualitative Research Questions: A Reflective Process. *International Journal of Qualitative Studies in Education 22 (4)*, 431–47. doi:10.1080/09518390902736512.

Topic 6

Introduction to One-on-one Interviews and Focus Groups

All read: Roulston, Ch. 1 & 2; Seidman, Ch. 2, pp. 14-20; Tracy, Ch. 8, pp. 182-202

Topic 7

Designing Interview Questions & Protocols

All read: Roulston, Ch. 7

Topic 8

Ethical Considerations & Participant Recruitment

All read: Seidman, Ch. 4 & 5, Roulston, Ch. 5. pp. 96-104

Topic 9

Doing One-on-one Interviews: Practice and Reflection

All read: Roulston, Ch. 9, Seidman, Ch. 6 & 7

Topic 10

Doing Focus Groups: Practice and Reflection

All read: Review readings from last class.

Topic 11

Transcribing Interviews

All read: Roulston, Ch. 5, pp. 104-110, Seidman, Ch 8, pp. 124-126

REFLECTING | ANALYSING

Topic 12

Analyzing Interviews: Profiles and Themes

All read: Roulston, Ch. 8, Seidman, Ch. 8. pp. 126-145

I also recommend the following:

Saldaña, J. (2021) *The coding manual for qualitative researchers.* Thousand Oaks: SAGE.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, Calif.: Sage Publications pp. 462-515.

Additional interviewing resources
The following are available through the library, interlibrary loan, possibly the UBC bookstore, and/or online.

Overviews
Arksey, H. and Knight, P. (1999). *Interviewing for social scientists*. London: Sage.
Briggs, C. L. (1986). *Learning how to ask*. Cambridge: Cambridge University Press.
Gillham, B. (2005). *Research interviewing: The range of techniques.* New York: Open University Press.
Gubrium, J. F., & Holstein, J. A. (Eds.) (2002). *Handbook of interview research: Context and method*. Thousand
        Oaks, CA: Sage.
Gubrium, J. F., Holstein, J. A., Marvasti, A. B., & McKinney, K. D. (Eds.) (2012). *The Sage handbook of interview
        research: The complexity of the craft* (2nd ed.). Thousand Oaks, CA: Sage.
Holstein, J. A., & Gubrium, J. F. (1995). *The active interview*. Thousand Oaks, CA: Sage.
Kvale, S. (2008). *Doing interviews*. Los Angeles: Sage.
Kvale, S., & Brinkman, S. (2009). *InterViews* (2nd ed.). Los Angeles: Sage.
Mishler, E. G. (1986). *Research interviewing*. Cambridge, MA: Harvard University Press.
Richards, K. (2003). *Qualitative inquiry in TESOL*. Basingstoke, UK: Palgrave MacMillan.
Rubin, H., & Rubin, I. (1995). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.
Seidman, I. (2006). *Interviewing as qualitative research* (3rd ed.). New York: Teachers College Press.
Spradley, J. P. (1979). *The ethnographic interview*. New York: Holt, Rinehart & Winston.
Weiss, R. S. (1995). *Learning from strangers: The art and method of qualitative interview studies*. New York: Free
        Press.
Wengraf, T. (2001). *Qualitative research interviewing. Biographic, narrative, and semi-structured methods*.
        Thousand Oaks, CA: Sage.

Narrative research
Andrews, M., Squire, C., & Tamboukou, M. (Eds.) (2008). *Doing narrative research*. London: Sage.
Andrews, M., Sclater, S. D., Squire, C., & Treacher, A. (Eds.) (2000). *Lines of narrative: Psychosocial perspectives*.
        London: Routledge.
Atkinson, R. (1998). *The life story interview*. Thousand Oaks, CA: Sage.
Bamberg, M. (Ed.) (2007). *Narrative – state of the art*. Amsterdam: Benjamins. [Originally published as Special
        issue of *Narrative Inquiry, 16:1* (2006).]
Brockmeier, J., & Carbaugh, D. (Eds.) (2001). *Narrative and identity: Studies in autobiography, self and culture.*
        Amsterdam: Benjamins.
Clandinin, C. J. (Ed.) (2007). *Handbook of narrative inquiry: Mapping a methodology*. Thousand Oaks, CA: Sage.
Clandinin, C. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San
        Francisco: Jossey-Bass.
Elliott, J. (2005). *Using narrative in social research: Qualitative and quantitative approaches*. London: Sage.
Gubrium, J. F., & Holstein, J. A. (2009). *Analyzing narrative reality*. Thousand Oaks, CA: Sage.
Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (1998). *Narrative research: Reading, analysis, and interpretation*.
        Thousand Oaks, CA: Sage.
Riessman, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.

Focus groups
Barbour, R. (2008). *Doing focus groups*. Los Angeles: Sage.
Fern, E. F. (2001). *Advanced focus group research*. Thousand Oaks, CA: Sage.
Krueger, R. A., & Casey, M. A. (2008). *Focus groups* (4th ed.). Los Angeles: Sage.
Morgan, D. L. (1997). *Focus groups as qualitative research* (2nd ed.). Newbury Park, CA: Sage.
Morgan, D. L., & Krueger, R. A. (Eds.). (1997). *The focus group kit,* vols. 1-6. Thousand Oaks, CA: Sage.
Puchta, C., & Potter, J. (2004). *Focus group practice*. London: Sage.
Qualitative interview studies
Barker, C., & Galasiński, D. (2001). *Cultural studies and discourse analysis*. London: Sage.
Berg, H. v. d., Wetherell, M., & Houtkoop-Steenstra, H. (Eds.) (2003). *Analyzing race talk*. Cambridge: Cambridge
        University Press.
De Fina, A. (2003). *Identity in narrative. A study of immigrant discourse*. Amsterdam: Benjamins.
Galasiński, D. (2005). *Men and the language of emotions*. Basingstoke, UK: Palgrave Macmillan.
Galasiński, D. (2008). *Men's discourses of depression*. Basingstoke, UK: Palgrave Macmillan.

Meinhof, U. H., & Galasiński, D. (2005). *The language of belonging*. Basingstoke, UK: Palgrave Macmillan.

Wetherell, M., & Potter, J. (1992). *Mapping the language of racism*. New York: Harvester Wheatsheaf.

Widdicombe, S., & Wooffitt, R. (1995). *The language of youth cultures: Social identity in action*. Hemel Hempstead: Harvester Wheatsheaf.

Online interviewing

Couper, M. E., & Hansen, S. E. (2001). Computer-assisted interviewing. In J. F. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research: Context and method* (pp. 557-575). Thousand Oaks, CA: Sage.

Crichton, S., & Kinash, S. (2003). Virtual ethnography: Interactive interviewing online as method. *Canadian Journal of Learning and Technology, 29*. http://www.cjlt.ca/index.php/cjlt/article/viewArticle/40/37

Hine, C. M. (2000). *Virtual ethnography*. Thousand Oaks, CA: Sage.

Hine, C. M. (Ed.). (2005). *Virtual methods: Issues in social research on the Internet*. Oxford: Berg

James, N., & Busher, H. (2006). Credibility, authenticity and voice: Dilemmas in online interviewing. *Qualitative Research, 6*, 403-420. James, N., & Busher, H. (2009). *Online interviewing*. London: Sage.

Kazmer, M. M., & Xie, B. (2008). Qualitative interviewing in internet studies: Playing with the media, playing with the method. *Information Communication & Society, 11*, 257-278.

Mann, C., & Stewart, F. (2000). *Internet communication and qualitative research: A handbook for researching online*. Thousand Oaks, CA: Sage.

Mann, C., & Stewart, F. (2001). Internet interviewing. In J. F. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research: Context and method* (pp. 603-627). Thousand Oaks, CA: Sage.

McCoyd, J. L. M., & Kerson, T. S. (2006). Conducting intensive interviews using email: A serendipitous comparative opportunity. *Qualitative Social Work, 5*(3), 389-406.

Meho, L. I. (2006). E-mail interviewing in qualitative research: A methodological discussion. *Journal of the American Society for Information Science and Technology, 57*, 1284-1295.

Salmons, J. (2009). *Online interviews in real time*. Thousand Oaks, CA: Sage.

Wildner-Bassett, M. E. (2005). CMC as written conversation: A critical social-constructivist view of multiple identities and cultural positioning in the L2/C2 classroom. *CALICO Journal, 22*(3), 635-656.