Concept as Method in the New Inquiry

Persons in charge of the workshop: professor Elizabeth St. Pierre and PhD, Adjunct Professor Pauliina Rautio

Key words: Post-qualitative research, new inquiry, methods, methodology

“We always bring tradition with us into the new, and it is very difficult to think outside our training, which, in spite of our best efforts, normalizes our thinking and doing. The categories we have invented to organize and structure humanist qualitative methodology (e.g. the chapter headings in introductory textbooks) – research problem, research questions, literature review, methods of data collection, data analysis, and representation – assume depth in which the human is superior to and separate from the material – Self/Other, subject/object, and human/non-human. We surely bring Descartes’ invention, the cogito, the knowing subject, with us, and that human is not only at the center of but prior to all those categories of qualitative inquiry. The doer exists before the deed, so the researcher can (and must for IRBs) write a research proposal that outlines the doing before she begins. The assumption is that there is actually a beginning, an origin, that she is not always already becoming in entanglement.” (Lather, P. & St Pierre, E. 2013. International Journal of Qualitative Studies in Education, 26(6), 629-633)

Register for the workshop no later than November 4th by sending an email to pauliina.rautio@oulu.fi

Include in the email

1) Your name, affiliation, career phase (e.g., PhD student, Post-doctoral researcher, Senior researcher)
2) Your phone number and email address
3) A 200 word abstract of your ongoing research

The workshop accommodates a maximum of 15 participants who are selected based on the provided abstracts. The decisions will be announced by November 10th by email. Participants may be required to submit text and/or a short presentation before the workshop, instructions will follow in the acceptance email.

Prospective participants might want to familiarize themselves with the special issue of International Journal of Qualitative Studies in Education, Volume 26, issue 6, 2013.