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Narrative Inquiry as a research methodology: my experience so far

Presentation Outline

- My interest in other teachers' stories
- Narrative Inquiry
- My inquiry puzzle
- “So what?” and “Who cares?”
- Sampling
- Gathering field text (data)
- Analysis of stories

My interest in other teachers' stories

Narrative Inquiry

- Connelly & Clandinin's 'Stories of experience and narrative inquiry' (1990)
- Why Narrative Inquiry for my study into the stories of teachers?
- Dewey's theory of experience (1938)
 - Interaction, continuity & situation

Narrative Inquiry: the three dimensional inquiry space

➤ **Temporality**

➤ **Sociality**

➤ **Place**

Clandinin & Connelly 2000

My Inquiry Puzzle

How do the educational and professional experiences of nurse-teacher educators inform the way they support student nurse teachers in higher education?



“So what?” and “Who cares?”

Why I am doing this study?

three levels of justification:

- the personal significance of the inquiry
- the practical and professional significance of the inquiry
- the social significance of the inquiry

Clandinin & Connelly 2000, Connelly & Clandinin 2006

Purposive sampling

- Three nurse-teacher educators
- Co-participants

Gathering field text

- In-depth individual interviews lasting 60-90 minutes
- Broad opening question
- Conversational style
- Three meetings with each co-participant

Analysis of stories

three levels of justification

- the personal significance of the inquiry
- the practical and professional significance of the inquiry
- the social significance of the inquiry

Clandinin & Connelly 2000, Connelly & Clandinin 2006

References

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Dewey, J. (1938). *Experience and Education*. New York, Free Press.



QUESTIONS?

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