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Course Name: **Introduction to Ethnographic Research Methods**

Topic of the Lesson: **Positionality**

Part 1. Reflection Questions

1. Teaching philosophy

I believe good teaching practices are based on engagement and participation by building the teaching practice on collaborative processes and methods. My teaching practice is informed by social constructivism and cognitivist approaches in general, and I follow participatory and inclusive approaches in particular. These frameworks strive to address the learning material from the learner's perspectives and aim to acknowledge and accommodate the students' diversity. Through inclusive methods, my aim is to encourage reflection throughout the learning process, and to build on the learners' previous knowledge. This approach positions the 'teacher' into a mediator role, and values co-learning. Collaborative learning can also help to empower learners. I believe, these approaches provide an ideal framework for students' deeper engagement, and they can create ideal learning conditions.

2. Context

This is an **introductory course to Ethnographic Research Methods**. The course is an elective methods course for MA students. This course fulfils the research methods requirements for all MA programs and is mandatory for students in the MAPP track of the 2-year MA programme. This session does not require prior knowledge, but an openness to critically engage and reflect on one's own position based on sociocultural backgrounds and education. The number of participants is limited in 20 students.

3. Scaffolding

This lesson/session will focus on positionality as grounding for qualitative research methods. The content of this session (Session 4: Positionality) is part of the first learning block that provides a foundation for qualitative research through discussing the main theoretical frameworks and concepts of interpretive and critical inquiry.

The course is structured into three blocks: in the first block students are introduced to the foundations and main theoretical frameworks of qualitative research and ethnographic research; in the second block participants can learn about the various methods of qualitative research in general and ethnographic methods in particular; and in the third block we will address the use of ethnographic data (challenges; data

generation, storage, coding, analysis and interpretation). This session is a foundational session located in the first block.

Today's content will follow the first three introductory sessions covered in the module and will link to further upcoming contents:

Learning Block 1: Foundations for Qualitative Research

- Session 1: Introduction
- Session 2: Qualitative Research Paradigms
- Session 3: Ontologies, Epistemologies and Methodologies of Qualitative Research
- Session 4: Positionality
- Session 5: Reflexivity
- Session 6: Ethical Challenges of Qualitative Research

Learning Block 2: Qualitative Research Methods

- Session 7: Ethnography and Autoethnography
- Session 8: Observation Techniques: Participant Observation, Observant Participation and Shadowing
- Session 9: Observation Workshop
- Session 10: Interview Techniques
- Session 11: Interview Question Workshop
- Session 12: Focus Group Sessions
- Session 13: Participatory Action Research (PAR)
- Session 14: Discourse Analysis
- Session 15: Online Ethnography
- Session 16: Oral History and the Feminist Qualitative Methods

Learning Block 3:

- Session 17: Dilemmas and Challenges in the Fieldwork
- Session 18: Crafting Research and Research Questions
- Session 19: Research Question Workshop
- Session 20: Data Storage and Coding
- Session 21: Data Analysis and Interpretation
- Session 22: Writing Up – from Notes to Text
- Session 23: Research Presentations
- Session 24: Research Presentations

Today's content will link to **other** subjects:

- Conceptual foundations of qualitative research (positionality is an integral part of the main theoretical frameworks and concepts of qualitative research, interpretive and critical inquiry)
- Ethical challenges of qualitative research (positionality is directly linked to ethical considerations and challenges researchers face in planning and conducting fieldwork)

4. Learning outcomes

Upon completion of this session, the students will:

- become sensitised to the different notions of positionality: they will be able to identify the barriers of positionality in case studies and research papers as well as to understand the importance to address and deeply reflect on positionality when they are planning their own research projects
- based on the group and in-class discussions, they will feel informed and confident to express themselves and discuss issues around positionality
- sensitised to face and reflect their own positionality and barriers of 'understanding' in everyday and research situations
- explore and experiment with various techniques to identify the barriers of positionality and address them in various situations (for example to ask often obvious questions in a follow-up situation of an observation for the explanation of practices)
- formulate positionality statements for their research plans

5. Preparation

Students' preparation

Hybrid teaching preparation/ Preparation time: 2 hrs 30 mins

- As a preparation for the course, **observe** an everyday practice (someone prepares coffee; taking out the trash; playing cards; etc.) and describe it in detail (1-2 pages). Share it with your virtual group on Moodle (2-4 people working together in groups, that were in the previous class randomly assigned) (45 mins: 5-7 mins observation, 40 mins transcription)
- **Read** the everyday practice descriptions that were shared with you in your group (30 mins)
- **Read** Miner's text on the *Body Ritual Among the Nacirema* (30 mins)
(Miner, H. (1956). Body Ritual Among the Nacirema. *American Anthropologist*, 583, 505-507.
<https://www.cbsd.org/cms/lib010/PA01916442/Centricity/Domain/2100/Miner-1956-BodyRitualAmongTheNacirema.pdf>)
(The text will be only available after students submitted their observation of everyday practices)
- **Read** Holmes' article on *Researcher Positionality* (30 mins)
(Holmes, A. G. D. (2020). Researcher Positionality--A Consideration of Its Influence and Place in Qualitative Research--A New Researcher Guide. *Shanlax International Journal of Education*, 8(4), 1-10. <https://files.eric.ed.gov/fulltext/EJ1268044.pdf>)
- **Watch** the video 'Positionality & Research: How our Identities Shape Inquiry' (<https://www.youtube.com/watch?v=fTHFud7fr8c>) 2 mins

Students should be able to critically engage with the preparation materials, and reflect on:

- What is positionality?
- What influences our positionality?
- How do social identities influence our positionality?

Teacher's preparation

1. Ensure that resources are provided for the session:

Resources (supporting technologies) needed for this session:

- Laptop with video and audio (test multi-media headset)
- Classroom with active internet connection
- Moodle site access
- Create Moodle site session (upload required readings before the class; set-up assignment folder with a deadline; create pre-assigned groups; share everyday practice descriptions in the pre-assigned groups)

2. Prepare and provide additional resources:

- Miner, H. (1956). Body Ritual Among the Nacirema. *American Anthropologist*, 583, 505-507.
<https://www.cbsd.org/cms/lib010/PA01916442/Centricity/Domain/2100/Miner-1956-BodyRitualAmongTheNacirema.pdf>
- Holmes, A. G. D. (2020). Researcher Positionality--A Consideration of Its Influence and Place in Qualitative Research--A New Researcher Guide. *Shanlax International Journal of Education*, 8(4), 1-10. <https://files.eric.ed.gov/fulltext/EJ1268044.pdf>
- 'Positionality & Research: How our Identities Shape Inquiry' (<https://www.youtube.com/watch?v=fTHFud7fr8c>)
- Identity mosaic (Accessed from Cultural Competence Learning Institute, 25/10/2021, <https://higherlogicdownload.s3.amazonaws.com/ASTC/a6c0f3de-e0b1-4198-8ab7-01cee4a55b00/UploadedImages/Diversity-Wheel-Diagram.png>)
- Flippity positionality randomiser:
<https://www.flippity.net/ra.php?k=1Lz0VEFW5XyZyqYANdH4OLKb-vDINTfcmslNMgDKt-84>

3. Provide learner support:

- Recording and sharing hybrid sessions
- One to one consultation options
- Additional introductory materials

6. Anticipating Challenge

The possible challenges for this course – in line with my teaching philosophy – is to ensure that the learning material captures the main topics of the course from the learner’s perspectives and that it is able to acknowledge and accommodate the students’ diversity. Therefore the session will apply various methods and inclusive approaches (group exercise, group discussions, video, reading, exercise) to provide ideal learning conditions for all learners, and to provide an ideal framework for students’ deeper engagement.

7. Assessment

The assessment of this session will be part of the overall course assessment:

- Class participation and attendance 15%
- Assignment 1: Positionality statement 10%
- Assignment 2: participants can choose between an interview, observation and discourse analysis assignment 20%
- Research presentations 15%
- Final assignment: participants can choose between an interview, observation and discourse analysis assignment (one option that differs from the one they have chosen for assignment 2) 40%

The particular assessment of this session through assignment 1 will assess how the students can:

- identify and understand the notions of positionality
- critically engage in the discussion of positionality

This assignment will require the students to formulate a short positionality statement (0.5-1 page).

Part 2. Lesson Plan Activities

Using the table below, please create a detailed description of the activities of the lesson, including timing, exact questions, precise instructions, materials to be used, and major points to make in any lectures or discussions. Please feel free to add additional rows if needed.

Time	Activities (including format, objectives, exact questions, precise instructions, and major points to make in any lectures or discussions)	Materials & Preparation
10 mins	Introductory open discussion on positionality based on Holmes’ article	Based on home preparations: Read Holmes’ article on <i>Researcher Positionality</i> (30 mins)

	and the video, guided by questions: • What is positionality? • What influences our positionality? • How do social identities influence our positionality	(Holmes, A. G. D. (2020). Researcher Positionality--A Consideration of Its Influence and Place in Qualitative Research--A New Researcher Guide. <i>Shanlax International Journal of Education</i>, 8(4), 1-10. https://files.eric.ed.gov/fulltext/EJ1268044.pdf Watch the video 'Positionality & Research: How our Identities Shape Inquiry' (2 mins) https://www.youtube.com/watch?v=fTHFud7fr8c (2 mins)
15 mins	Group discussions with the pre-assigned groups: students discuss their everyday practice descriptions based on Miners's text: • Where can you recognise the researcher's positionality • What is taken for granted? • What is overlooked?	Based on home preparations: As a preparation for the course, observe an everyday practice (someone prepares coffee; taking out the trash; playing cards; etc.) and describe it in detail (1 pages). Share it with your virtual group on Moodle (2-4 people working together in groups, that were in the previous class randomly assigned) (45 mins) Read the everyday practice descriptions that were shared with you in your group (30 mins) Read Miner's text on the <i>Body Ritual Among the Nacirema</i> (30 mins) (Miner, H. (1956). Body Ritual Among the Nacirema. <i>American Anthropologist</i>, 583, 5o5-5o7. https://www.cbsd.org/cms/lib010/PA01916442/Centricity/Domain/2100/Miner-1956-BodyRitualAmongTheNacirema.pdf) (The text will be only available after students submitted their observation of everyday practices)
10 mins	Plenary Bringing it together and discussing what students discussed in groups	
5 mins	Break	
5 mins	Introducing the identity mosaic and the after-class assignment of writing a positionality statement	Identity mosaic: https://higherlogicdownload.s3.amazonaws.com/ASTC/a6c0f3de-e0b1-4198-8ab7-

		01cee4a55b00/UploadedImages/Diversity-Wheel-Diagram.png
35 mins	Group exercise with randomly assigned groups of 4-5 students: • Appoint your researcher based on the internal characteristics of the identity mosaic (5 mins) • One student from each group should go to the Positionality Randomiser webpage and randomise a situation for the group (5 mins) • The groups work collaboratively to outline the researcher's positionality and bias based on the researcher's characterisation and the positionality randomiser (15 mins) • Each group has to list 5 biases of their researcher's positionality, based on any of the characterisations (internal, external, organisational, era) • Each group briefly presents their 5 biases (10 mins)	Identity mosaic: https://higherlogicdownload.s3.amazonaws.com/ASTC/a6c0f3de-e0b1-4198-8ab7-01cee4a55b00/UploadedImages/Diversity-Wheel-Diagram.png Positionality randomizer: https://www.flippity.net/ra.php?k=1Lz0VEFW5XyZyqYANdH4OLKb-vDINTfcmslNMgDKt-84 Group work on flipchart/whiteboard
10 mins	Recap / Summarize and Reflection on today's content	-

	•When and how should we reflect on our positionality?	
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