

## 31st Annual Ethnographic & Qualitative Research Conference (EQRC)

February 25-26, 2019

Sponsored by the University of Nevada at Las Vegas (UNLV), College of Education  
The Flamingo Hotel, Las Vegas, Nevada

[Conference Website: eqrc.net](http://eqrc.net)



### ***A Case for Utilizing the Research of Storytelling and Scholarly Personal Narrative in Qualitative Research Studies***

Joan Wink, Ph.D. and Dawn Wink

Tuesday, February 26, 9:40 to 10 a.m., Redrock

#### ABSTRACT

The presentation is designed to focus on qualitative research methods. We provide scholarship in order to support Research of Storytelling (RS) and Scholarly Personal Narrative (SPN) protocol as being both bonafide and useful qualitative data collection techniques. In this context, we share research literature that undergirds RS and SPN as bolstering the quality of data collection. In addition, the presenters relate some of their own respective experiences in having utilized RS and SPN, citing some specific examples of how RS and SPN have been used successfully in qualitative research data collection. And finally, we augment the presentation by placing these two methods within the larger framework of narrative inquiry and other qualitative research traditions, helping to show practical bridges between the conceptual ideas of RS and SPN and praxis issues.

“Qualitative researchers need to be storytellers.”

Wolcott, 1994, p. 17

**Joan:**

#### **Introduction to The RESEARCH OF STORYTELLING**

“We don’t want data—we want a good story,” said Person A.

“What? Stories are data?” replied Person B.

Learning is about human connections, and stories are the glue, which brings us together and helps us make meaning of the complexity of new learning.

**What?**

The research of storytelling is guided by various qualitative methodologies, except that the action plan or transformation phase is revealed in a memorable narrative. The data become *meaningful* > *purposeful* > *respectful* > relevant through a story.

**How?**

You will discover that data are not found in the clean lines of quantitative visuals, nor in pie charts, graphs, scatter plots; rather, my truth of the research is grounded in authentic stories that reflect not only the analysis and interpretation of these data, but also the transformative nature of these data (adapted from Wink, 2018, p. 1). For me, it is as if the *Reflective Cycle* is revealed in a story, which captures the truth of one of my experiences. *Focus* > *Description* > *Data Collection* > *Analysis* > *Interpretation* > *Action Plan or Transformation* = come to life in the narrative.

## Why?

It is how I tell the truth of my 50 years of lived experiences in schools. It is how I see the world; it is my honest perspective. It is grounded theory and practice in classrooms. However, in schools, I am guided by the process of the reflective cycle, and then I tell a story of what I learned. It is the story of our human connections in classrooms.

An example: Grandma Mary fudge recipe (Wink, 2018, pp. 43 – 45), and Prairie Pedagogy (Wink, in process)

Tracey Crossing the Cheyenne River To Get To a One-Room School,  
<http://www.joanwink.com/pub/pub-day.inc.php>

To be human is to tell stories.  
Storytelling is grounded in our DNA.

## Dawn:

### What?

#### **NARRATIVE INQUIRY**

“People shape their daily lives by stories of who they and others are and as they interpret their past in terms of these stories. Story, in the current idiom, is a portal through which a person enters the world and by which their experience of the world is interpreted and made personally meaningful. Narrative inquiry, the study of experience as story, then, is first and foremost a way of thinking about experience. Narrative inquiry as a methodology entails a view of the phenomenon. To use narrative inquiry methodology is to adopt a particular view of experience as phenomenon under study” (Connelly & Clandinin, 2006, p. 375).

**SCHOLARLY PERSONAL NARRATIVE** (SPN) reflects a specialization within narrative inquiry that believes “your own life tells a story (or a series of stories) that, when narrated well, can deliver to your readers those delicious aha! moments of self and social insight that are all too rare in more conventional forms of research” (Nash, 2004, p.24).

### How?

The Four Components of SPN:

- 1) Pre-Search: How do I get started?
- 2) Me-Search: What is my personal writing narrative regarding the ideas emphasized in my writing?
- 3) Re-Search: What scholars and researchers have informed my writing?
- 4) We-Search: What are the implications for my profession, or field of study, that can be generalized from my scholarly personal narrative? (Nash & Bradley, 2011, p. 6)

What does this look like? An exploration of *testimonio* through Scholarly Personal Narrative

## Why?

Narrative inquiry and SPN focus on human story, as told through “I” and convey the dynamic and textured depth of experience, not often captured, nor conveyed, through traditional quantified data charts and analysis. Narrative inquiry and SPN allow the complexity of the human experience to shine through and encourage and allow individual voice reflective of a greater human whole.

An earlier version (January 19, 2019) is placed on *WinkWorld, What? Stories Are Data?* <https://www.joanwink.com/latest/what-stories-are-data-bibliography-included/>

## Storytelling Bibliography

[www.joanwink.com/](http://www.joanwink.com/)

An earlier version (January 19, 2019) is placed on *WinkWorld, What? Stories Are Data?* <https://www.joanwink.com/latest/what-stories-are-data-bibliography-included/>

## A short annotated bibliography of the **Research of Storytelling and Scholarly Personal Narrative**

Updated, 2.12.2019

Brown, B. (2018, February 11). *Caminante, no hay camino. Se hace camino al andar*: Traveler, there is no path. The path must be forged as you walk. ~Antonio Machado.

Retrieved from, <https://brenebrown.com/the-research/>

Bruner, J. (1994). Life as narrative. In A. H. Dyson & C. Genishi (Eds.), *The need for story: Cultural diversity in classroom and community* (pp. 28-37). Urbana, IL: National Council for Teachers of English.

Bruner, J. (2002). *Making stories: Law, literature, life*. New York, NY: Farrar, Straus and Giroux.

Clandinin, D. J. & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.

Clandinin, D. J. (2006). *Handbook of narrative Inquiry: Mapping a methodology*. Los Angeles, CA: SAGE Publications.

Connelly, F. M., and Clandinin, D. J. (2006). Narrative inquiry. In J. Green, G. Camilli, & P. Elmore (eds.), *Handbook of Complimentary Methods in Education Research* (pp. 375-385). Mahwah, NJ: Lawrence Erlbaum.

Clandinin, D. J., Huber, J., Huber, M., Murphy, S., Murray Orr, A., Pearce, M. and Steeves, P. (2006). *Composing diverse identities: Narrative inquiries into the interwoven lives of children and teachers*. New York: Routledge.

Cox Gurdon, Meghan. (2019, Jan. 18). The secret power of the children’s picture book: Even infants get profound cognitive and behavioral benefits from sharing a vivid story. *The Wall Street Journal*. Retrieved from <https://www.wsj.com/articles/the-secret-power-of-the-childrens-picture-book-11547824940>

Davis, Alison. (2018, Feb. 6). The surprising way to be more effective at storytelling. Retrieved from <https://www.inc.com/alison-davis/the-surprising-way-to-be-more-effective-at-storytelling.html> She provides a list of CHARACTERISTICS of a good story.

Glaser, B., & Strauss, A. (1999). *The discovery of grounded theory: Strategies for qualitative research*. New York: Routledge. (First published in 1967).

Gornick, V. (2002). *The situation and the story: The art of personal narrative*. NY: Farrar, Straus, and Giroux.

Hyvarinen, Matti. (2007, October 9). Analyzing narratives and story-telling. *Alasuutari: Social Research Methods (SAGE Handbook)* Page: 457 447–460  
<http://www.uta.fi/yky/yhteystiedot/henkilokunta/mattikhyvarinen/index/Chapter%2026.pdf>

Iseke, J. (2013, Winter). Indigenous storytelling as research. *International Review of Qualitative Research*, 6(4), 559–577. DOI: 10.1525/irqr.2013.6.4.559 Retrieved from [irqr.ucpress.edu/content/6/4/559](http://irqr.ucpress.edu/content/6/4/559)

Kendall, J. E., & Kendall, K. E. (2012, May). Storytelling as a qualitative method for IS research: Heralding the heroic and echoing the mythic. *Australasian Journal of Information Systems*, 17(2). Retrieved from <http://journal.acs.org.au/index.php/ajis/article/view/697>

Lewis, P. J. (2011, June 17). Storytelling as research/Research as storytelling. *Qualitative Inquiry*, 17(6), 505–510. Retrieved from <https://doi.org/10.1177/1077800411409883>

Lewis, P. J. (2017, February 1). A story of identity: A cautionary tale. *AlterNative: An International Journal of Indigenous Peoples*, 13(2), 114–121. Retrieved from <https://doi.org/10.1177/1177180117695417>

Liu, Y., Xing, Y., & Starik, M. (2012). Storytelling as research method: A west-meets-east perspective. In Catherine L. Wang, David J. Ketchen, Donald D Bergh (eds.), *West Meets East: Building Theoretical Bridges: Vol. 8. Research Methodology in Strategy and Management* (pp. 143–171). Bingley, UK: Emerald Group Publishing Limited. Retrieved from <http://www.emeraldinsight.com/doi/abs/10.1108/S1479-8387%282012%290000008008>

Mason, Beniko. (2019, January). Steve Krashen talks to Beniko Mason. An interview. *Language and Language Teaching*. Vol 8, #1, issue 15: 52-57. Retrieved <https://tinyurl.com/y9o23oy2> and <http://beniko-mason.net/>

Nash, R.J. (2004). *Liberating scholarly writing: The power of personal narrative*. New York, NY: Teachers College Press.

Nash, R. & Bradley, D. (2011). *Me-search and re-search: A guide to writing scholarly personal narrative manuscripts*.

Nash, R. J. (2011). *Me-Search and Re-Search: A Guide for Writing Scholarly Personal Narrative Manuscripts*, Information Age Publishing.

Nash, Robert J., & Viray, Sydney. (2013). The who, what, and why of scholarly personal narrative writing. In *Counterpoints: Our stories matter: Liberating the voices of marginalized students through scholarly personal narrative writing*, Vol. 446, p. 1-9. <https://www.jstor.org/stable/42982209?newaccount=true&read-now=1&socuuiid=d8b6ebab-39af-4325-bb46-e38e5e2e4919&socplat=email>

Sandelowski, M. (1991, Fall). Telling stories: Narrative approaches in qualitative research. *IMAGE: Journal of Nursing Scholarship*, 23(3), 161–166. Retrieved from [http://academic.son.wisc.edu/courses/n701/week/sandelowski\\_tellingstories.pdf](http://academic.son.wisc.edu/courses/n701/week/sandelowski_tellingstories.pdf)

Patel, Mona. (2018, Mar. 9). Understanding the impact of research through storytelling: When research is conducted with stories in mind, participants can deliver powerful messages that influence and drive design and innovation. *Young Entrepreneur Council*. Retrieved from <https://www.inc.com/young-entrepreneur-council/inside-story-how-stories-impact-user-research.html>

The Spanish Experiment. (n/d). *Spanish children's stories: Well-known children's stories translated into Spanish and spoken by a native Spanish speaker*. Retrieved from <https://www.thespanshexperiment.com/stories>

Vink, J. (n.d.). Storytelling. Retrieved from <http://designresearchtechniques.com/casestudies/storytelling/> A very straight-forward overview of the whole. Lots of citations.

Willis, J. (2017, September 12). The neuroscience of narrative and memory: Delivering content—in any class—through a story has positive effects on your students' information retention. Retrieved <https://www.edutopia.org/article/neuroscience-narrative-and-memory>

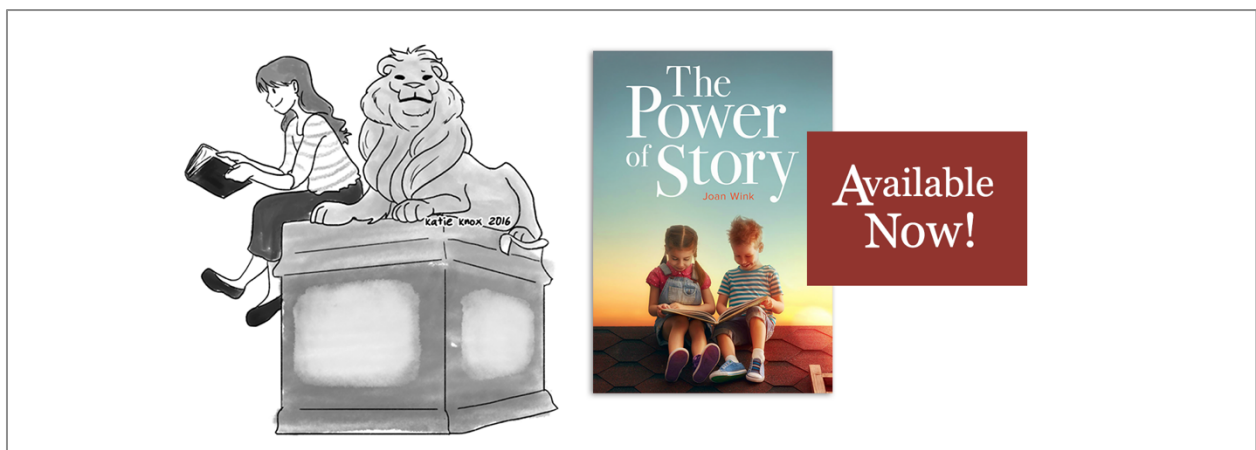
Wink, J. (n/d). *Perspectives on Qualitative and Quantitative*. [https://www.joanwink.com/newsletter/2007/edms4100\\_3a.pdf](https://www.joanwink.com/newsletter/2007/edms4100_3a.pdf)

Wink, J. (n/d). Reflective Cycle Overview. <https://www.joanwink.com/scheditems/ReflectiveCycle-Overview-0113.pdf>

Wink, J. (2018). *The power of story*. Santa Barbara, CA: ABC-CLIO/Libraries Unlimited. <https://www.joanwink.com/the-power-of-story/>

Wink, J., with Britton, K., Hawksworth, D., McMorrow, T., Schneider, D., Scott, C., Wienk, R., & Wink, D. (In M. C. Daniel & K. Mokhtari, *Researched-Based instruction that makes a difference in English Learners' success* (pp. 165-185). Lanham, Maryland: Rowman & Littlefield Publishing.

Wolcott, H.F. (1994). Description, analysis, and interpretation in qualitative inquiry. In *Transforming qualitative data* (pp. 9-54). Thousand Oakes, CA: Sage Publications.



Visit [joanwink.com](http://joanwink.com)