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

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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/

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

Updated, 2.12.2019

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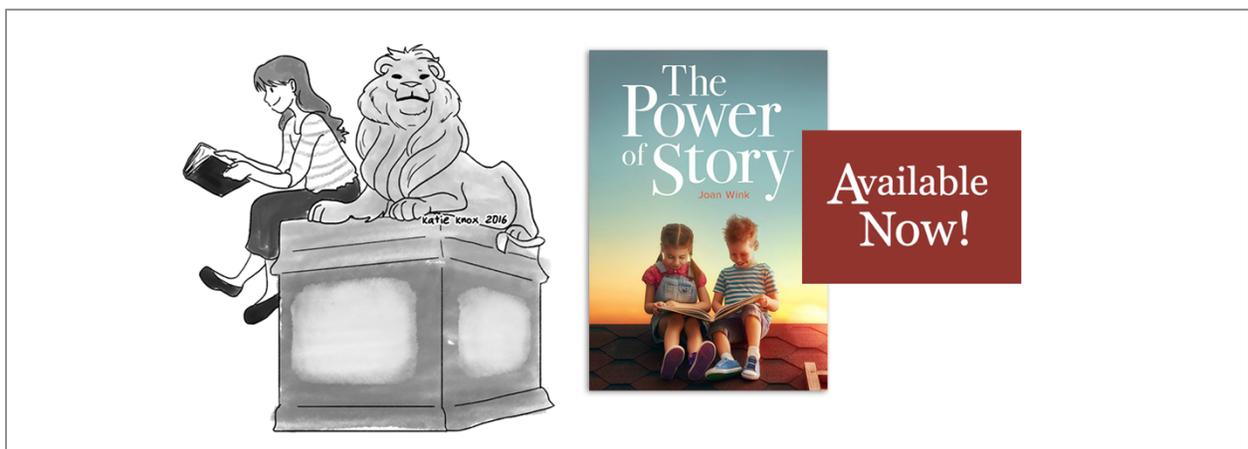
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