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## Chapter 1 : Research Interviewing – Elliot G. Mishler | Harvard University Press

*Mishler presents a powerful critique of current views on research interviewing, and offers a new approach. He sees traditional interviewing as suppressing discourse and argues that an interview is actually a type of narrative in which respondents should have a more extensive role as participants and collaborators.*

Modes of comprehension and the unity of knowledge. As a social psychologist and medical anthropologist, Mishler has championed nuanced, but innovative approaches to research interviewing within the medical context. He has been a teacher of qualitative approaches to research for many years and revered by several generation of students in the Boston area who have studied with him. Selected Bibliography Harvey, M. In the aftermath of sexual abuse: Making and remaking meaning in narratives of trauma and recovery. Narrative Inquiry, 10 2 , Is there any other kind? Harvard Educational Review, 49 1 , The discourse of medicine: Dialectics of medical interviews. The analysis of interview-narratives. Validation in inquiry-guided research: The role of exemplars in narrative studies. Models of narrative analysis: The language of attentive patient care: A comparison of two medical interviews. Journal of General Internal Medicine, 4, Moreno originally Moreno Nisslam Levy was born on May 20, alternately, in some sources, May 18, in Bucharest, Rumania to sephardic Jewish parents. In at age two alternately, four , his family moved to Vienna, the capital of the Austro-Hungarian Empire. He early decided upon a career in medicine and, after studying mathematics and philosophy at the University of Vienna, he began his training as a doctor there in During his years as a medical student, Moreno became involved in various projects involving storytelling to children and group work with prostitutes of the Am Spittelberg District in the capital city. In this period, Moreno settled upon a number of crucial insights including a rejection of Freudian theory and its negative views toward "acting out" as well as reflecting on the potential for personal change which could be effected within group social settings. He claimed in later life to have coined the term "group psychotherapy" during this time. Moreno received his M. The patients there were refugees from the Tyrol and the advance of Italian troops. In his role, Moreno closely observed the social organization of the children, their parents and families as well as the shifting alliances and groupings of the wider community. These observations led to further reflection on the ways in which social systems functioned. He practiced psychotherapy in Vienna and the nearby Volsau from until he left for America in He also founded a monthly literary and philosophical publication, Daimon, the first of a range of subsequent publications he began throughout his life. Beginning in , Moreno began experimenting with the use of dramatic or theatrical methods as a means of treating groups of individuals. His "Komendian Haus" experiment that year was followed soon thereafter with the founding of Das Stegreiftheater or The Sponteneity Theater. This facility used improvisational drama and served as a kind of testing ground for his emerging ideas about psychiatric treatment means of theatrical practices. In the early s, Moreno also developed a complementary set of ideas which he termed sociometry, a research method which detailed the social structure of entire groups. He established a psychiatric office in New York City and, at the Plymouth Church in Brooklyn, briefly worked with children through psychodramatic techniques. In , Moreno organized an Impromptu Theater at Carnegie Hall which met three times weekly and employed psychodrama and group psychotherapy. In , he carried out a series of studies at Sing Sing prison in New York on sociometry and used the term "group psychotherapy" for the first time publicly at the American Psychiatric Association meeting in Philadelphia. Jennings as his co-investigator. In he published his fundamental analysis of community and social groups in Who Shall Survive? This facility included a theater built to permit psychodrama sessions. In , he began publication of Sociometry: A Journal of Inter-Personal Relations. This scientific journal was initially edited by the eminent social psychologist Gardner Murphy and served as an influential outlet for his work as well as other social scientists interested in role theory and the behavior of groups. Moreno never held a long-term academic appointment, but did teach for short periods at the New School for Social Research , Columbia University , and other institutions in the United States and elsewhere. The late s saw the

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introduction of psychodrama at various psychiatric institutions, for example, the Boston Psychopathic Hospital and Veterans Hospitals in Los Angeles, Kanasa, Arkansas, and other venues. Following the Second World War, Moreno also began to foster psychodrama in Europe including France in and Czechoslovakia in and The first International Congress of Psychodrama took place in in Paris. Moreno married three times, the last wedding took place in when he married Zerka Toeman. She became a psychodramatist and worked closely with him for the final quarter-century of his life. Moreno died in Beacon, NY on May 14, Readers are advised to consult the online references below in Blatner a, b. He felt that, unfortunately, many individuals were stuck; they had become mired in ways of responding which reflected a profound lack of creativity. Moreno termed the ability to deal flexibly and creatively with new situations as spontaneity. This term refers to a kind of freedom individuals have in their encounters with new situations to employ novel or adaptive actions fitting with the specifics of the situation. Therapeutic intervention, then, should increase the spontaneity of individuals in the ways in which they lead their daily lives. For Moreno, human beings should not be understood primarily as biological organisms which, as a by-product of functioning, display a circumscribed mind or psyche. Rather, the body forms an inner biological core which is surrounded by the psyche and that psyche, in turn, is surrounded by the social world Moreno, Moreno employs two helpful concepts to define the relationship of the individual with society. The first is the "social atom" which represents "the smallest social unit within the social group. Every person is positively or negatively related to an indefinite number of socii who in turn may be related to him positively or negatively" Moreno, , p. Moreno pictures each of us as related reciprocally or simply by a one-way interest to a world of other persons. This matrix of persons serves as our social atom. This matrix itself is embedded within a broader notion of the "cultural atom. Since we may often play more than one role in our relationship to another person, our cultural atom is, of necessity, larger than our social atom. Psychodrama is the overall technique which Moreno advocated to address the psychological and social needs of individuals. A psychodrama session takes place on the stage. There the individual protagonist can explore imaginatively the many roles he or she plays with others. A director of the psychodrama the "therapist" in conventional language suggests actions or scenes for the protagonist to act out. The audience, Moreno believes, becomes a "silent partner" in the action on the stage as they witness the protagonists working through the conflicts, role disequilibria, and dead ends of their lives. Within psychodrama, Moreno developed a set of "deep actions" or dramatic techniques to foster the therapeutic goals of the psychodramatic stage. These include role reversal, the empty chair before Fritz Perls did , the magic shop, the double, the mirror, and other means Greenberg, Moreno also extended the notion of psychodrama to what he termed sociodrama -- the stage-based involvement of multiple individuals who address issues of interpersonal relations or collective ideology. The use of drama fostered an awareness of how patients could build stories -- creating meaningful connections between events in life which otherwise may have seemed disparate or isolated. Moreno himself was convinced that a crucial advantage of psychodrama lay in its ability to mold or play with time: Thus, any treatment modality must deal with that social reality. Finally, Moreno spurred others to advance his ideas, e. Theoretical foundations of psychodrama. Psychodrama and the group process. Theory and therapy pp. A new approach to the problems of human interrelations. Nervous and Mental Disease Publishing Company. Sociometry and the cultural order. Sociometry, 6 3 , Writings on psychodrama, group method, and spontaneity J. History of the sociometric movement in headlines. Obituary, New York Times, May 16, , p. The Gale Group, ; Moreno, Z. Prior to that he held positions in St. He has published widely in the field of health psychology. Robert Neimeyer "is Professor of Psychology at the University of Memphis, Tennessee and a clinical psychologist in private practice. He is currently working to extend an understanding of grieving as a meaning making process, and to advance a constructivist approach to psychotherapy process and outcome.

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## Chapter 2 : Narrative Psychology: Theorists and Key Figures M-N-O

*Article citations. More>> Mishler, E.G. () Research Interviewing: Context and Narrative. Harvard University Press, Cambridge. has been cited by the following article.*

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Chapter 3 : qual methods bibliography

*Mishler, Elliot G. , Research interviewing: context and narrative / Elliot G. Mishler Harvard University Press Cambridge, Mass Wikipedia Citation Please see Wikipedia's template documentation for further citation fields that may be required.*

I used it to introduce my research methods courses. I used it to justify my own work, perhaps even to feel grand about it—I was getting smarter about the world, and I was making it a better place. Maybe I have become smarter about the world, at least about some very small corner of it, but it is presumptuous to think that I have made it a better place. Khadafy, is building an impregnable factory that will produce huge amounts of nerve gas, I thought first of my children and feared for them and the world into which they have been brought. This introduction was written by Daniel. My own research on schools Walsh, , , has convinced me that well-intentioned people have very different views about what would make the world better for children—views that are based on deeply embedded beliefs about how the world works and how children should fit into that world. Believing that we are making the world a better place can make us smug, even arrogant—WE researchers and not you ordinary folks are going to improve the world. We can hope, but I think that researchers face a more pressing and mundane challenge, that is, to find it out. The reason we should be finding it out is because the alternative to finding it out is not not finding it out, but instead making it up, or, as is more often the case, having it made up for you. Right now, when it comes to children and what we know as a culture about children, those who make it up dominate. This book is about the process of finding it out. Finding it out is labor-intensive and expensive. One must go out and look and listen and soak and poke and then do it all again and again. Long hours are required to construct a data record from the raw data generated in the field. Finding it out challenges the researcher in her analysis to explore critically not only that part of the world being studied but the very research process itself. Ultimately, all that labor produces knowledge that is uncertain and that will change, but it produces knowledge. That is how it should be. The construction of knowledge is a human endeavor. It will never be certain. Finding it out about children is exceptionally difficult—intellectually, physically, and emotionally. Physical, social, cognitive, and political distances between the adult and the child make their relationship very different from the relationships among adults. In doing research with children, one never becomes a child. Explaining what [Page xv]children are like by appealing to some authority is much easier than actually going out and finding out. If an anecdote is required, a visit to the local university lab school or an elite preschool allows one to avoid the less pristine conditions in which the vast majority of contemporary children spend their daily lives. Those who make it up take many forms. Less obvious are people who know something about children but who then move into areas in which they have no particular expertise. Also contributing to made-up knowledge are researchers who fail to recognize that there is more to the world than the part that they are examining. For example, under the hegemony of a rather narrow measurement orientation, much research done in the context of schooling has ignored aspects of children and childhood that cannot be quantified. Piaget studied children with extreme care, but most often within the context of contrived and meaningless tasks. From this research, he drew conclusions about children in general, conclusions that have not stood up when researchers examined children doing meaningful tasks in familiar situations e. Entire categories of children have been made up. Finlan argued that there is no empirical evidence for learning disabilities as traditionally defined. LD children nevertheless exist as a cultural construct and in the laws of the land. One can go into any school and find them identified and labeled. Vellutino concluded that no evidence exists that children, or anyone, see letters or words or, for that matter, anything backwards, but the dyslexic child who sees print backwards stands out in our cultural collection of images of children. Walk up to any reasonably educated person on the street and ask him or her about dyslexia and you will hear about children who see letters backwards. Ironically, the American cultural obsession with being practical works against finding it out. If one is [Page xvi]going to make it up anyway, why not make up what people want to know? One cannot guarantee that what is found out is what people want

or expect, or that it will lead immediately to practice. In fact, finding it out tends to challenge what a culture knows as well as what it wants to know. Truly finding it out requires researchers to look in avoided places and in unfamiliar ways. Researchers do studies, for example, of day care but ignore the lived realities of the many children who, from a very early age, spend most of their waking hours in institutional care. The result is, as Wolf points out, findings about academic outcomes for children who have been in day care, the academic backgrounds of day care teachers, how everything about day care that can be measured correlates with everything else that can be measured whether it makes sense or not – everything about day care except what it is like for children, and adults, to be there day after day, week after week. Questions such as what it means for children to be in institutional care for most of their early life, and what the implications are for society, are ignored. To find it out. And to keep finding it out, because if we do not find it out, someone will make it up. Finding it out challenges dominant images. Making it up maintains them. Themes Six themes run through this book. The first is the importance of finding it out in context. Meaning making is situated. A second, related, theme is the situated nature of the research process – subjects, researchers, the whole endeavor Wertsch, , p. The researcher – in fact, the research community – is situated historically, socially, and culturally. Many chapters present short reflections by researchers, each exploring a different aspect of the process in terms of her or his own work. We are interested in what goes on between children, how children function in groups, and how they transact and interact. The research literature on children teems with within-child explanations. One does not do research to inform only oneself. One does it to inform others. Informing others should begin early in the process of finding it out and should never stop. The fifth theme is the centrality of kids, which may seem obvious given the nature of this book. We emphasize that research should keep coming back to the kids. The final theme is the situatedness of methods. We explore methodology extensively in this book, but methods become actualized only in practice. One can discuss interviewing children, but it is only when one sits down and actually interviews specific children that interviewing becomes a way of generating data. A method is a tool. One can learn much about tools in general, but how and when to use what kind of tool cannot be determined in the absence of a specific context. An ongoing challenge in writing this book was deciding to what extent it should deal with general issues of doing research and to what extent it should focus only on research with children. In some ways, all research – whether with children, adults, peonies, or quarks – is similar. In other ways, each research study is its own peculiar genre. If stepping in the same river twice is not possible, neither is doing the same research twice. You can do something similar. We apologize in advance for unwittingly going over what others have done better. We assume that the reader has some background [Page xviii] in doing research and in interpretive research in particular. To the extent that we can, we will deal with generic research issues succinctly, pointing out where work with children presents its own challenges. We will discuss in detail perspectives we present that differ in some ways from, or challenge, commonly held ones. Occasionally, we present lessons of experience from our own fieldwork as short pieces of advice – set off by bullets and in bold print. The short sections contributed by colleagues illustrate key issues in fieldwork with children. Throughout the text are boxes containing lists of references on various topics as well as other useful lists. The book has three sections. In the first section, we look across the research process, conceptualizing it as a holistic activity. Chapter 1 critiques the dominant research paradigm on children. Chapter 2 presents a view of research as an interpretive science. Chapter 3 explores theory, Chapter 4 examines ethics, and Chapter 5 discusses the role of the researcher. The second section focuses on fieldwork. Chapter 6 examines strategies for generating data, and Chapter 7 addresses the construction of a data record. The final section interrogates the interpretive process and writing – Chapter 8 and 9 respectively. In the conclusion, we struggle to tie everything together. No one will learn how to do research on children by reading this book. To learn how, one must do it. Our focus is on the society in which we live – late 20th century America. Finding it out is not something that one can do about children in general, but rather about specific groups of children in particular contexts. We fear that the world is becoming a tougher place for children and that this society neither knows enough about children nor appears to want to know enough to help children negotiate that world. A society

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that avoids knowing about its children has already made an ominous decision about its priorities. I have tried without success to locate the album to reference it. I first heard the line in from Jim Mudd. As far as I could tell, he knew the album by heart. References [Page ] Achen, C. Perils of the correlation coefficient. American Journal of Political Science, 21 4 , â€”

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*Interviews hold a prominent place among the various research methods in the social and behavioral sciences. This book presents a powerful critique of current views and techniques, and proposes a new approach to interviewing.*

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*The popularity of interviewing as a method of data collection in the social sciences is a recognized fact. In their survey of qualitative research paradigms and methods, Denzin and Lincoln () declare that "the interview is the favorite methodological tool of the qualitative researcher."*

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