

Teaching Qualitative Inquiry in the Era of the Big Tent: Presenting Proliferation & Polyphony

Guest editors:

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The field of qualitative research methods is characterized by interdisciplinarity and proliferation. In the last two decades, qualitative researchers have drawn on a wide variety of new paradigms such as standpoint and feminist epistemologies and methods, critical and emancipatory perspectives, arts-based research and new materialist perspectives that challenge positivist and post-positivist approaches to research. Paradigm proliferation has created excitement and invigoration, along with paralysis and fierce debates amongst qualitative researchers. Teachers of qualitative research tasked with conveying the complexity, diversity, and polyphony of paradigmatic difference to novice researchers face challenges: these include how to convey complexity without misrepresenting topics; facilitating respectful and ethical dialogue among students; and making room for multiple paradigms in a "Big-Tent" perspective.

Although there is a growing body of literature on teaching qualitative research methods, discussions of what happens when teachers of masters and doctoral students – who themselves are variously positioned – approach and disseminate difference are few. It is not uncommon for students confronted with dissonant, contradictory and loose boundaries encompassed by different approaches to qualitative inquiry, to experience confusion. Reports indicate that newcomers may experience first encounters with learning about qualitative inquiry as challenging, and some articles provide insight into emotionally-charged encounters that may potentially occur when teachers attempt to facilitate dialogue across difference.

In this special issue we solicit manuscripts that help us think about how teachers of qualitative inquiry across disciplines envision and enact the teaching of qualitative research from a Big-Tent perspective. We are specifically interested in manuscripts that address how teachers bridge theory and methods in the teaching of qualitative inquiry, and that offer specific pedagogical examples of what this might look like. Questions to address include:

- How might dialogue across paradigmatic difference be facilitated in graduate classrooms?
- What are the ethical issues involved in teaching paradigmatic difference?
- What are the challenges and possibilities that teachers assuming a Big-Tent perspective encounter in graduate classrooms ?
- What are the benefits and limitations of teaching from a perspective that promotes epistemological and theoretical polyphony?
- How do students experience and relate to paradigm proliferation in learning about qualitative inquiry?

Timeline for the Special Issue

Article manuscripts are due by February 1, 2016, with a word length of no more than 6,000 words, including references, endnotes and appendices. Send your paper to Kathryn Roulston or Kakali Bhattacharya at roulston@uga.edu or kakalibh@ksu.edu.

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Final manuscripts	August 1, 2016