**IME Worksheet 7.2: Assessing Research Perspectives**

Relates to **Research with an Interpretive Perspective** in IME p. 144and

**Considering Research Possibilities**, IME p. 152

**Objective:**

* Examine a qualitative research source for coherence, credibility, triangulation/crystallization, reflexivity, rigor, resonance, and trustworthiness;
* Discern a researcher’s likely place on the continuum of emic (insider) and etic (outsider) involvement based on their writing; and
* Interpret possible research intentions.

**Directions:**

Choose a qualitative research article or book chapter (one cited in Chapter 7 or recommended by your course instructor).

1. Provide a brief abstract that both describes and evaluates the source (see IME pp. 48-49). Include examples that support your assessment of the source’s coherence, credibility/triangulation, reflexivity, rigor, resonance, and trustworthiness (see IME p. 146). Cite as appropriate.

[WRITE YOUR ANNOTATION HERE.]

1. Where does the researcher’s role fall on the continuum of emic (insider) and etic (outsider) involvement? Is the researcher a participant or non-participant observer? (See IME p. 146.)

[RESPOND HERE.]

1. Provide a quote and a brief explanation of your interpretation of the researcher’s intention. Possibilities include:
* to “know a specific thing . . . or to explore a group, a phenomenon, a happening, or an occurrence so as to further our understanding…?”
* to “measure the effectiveness” of one thing against another, or “know more about the choices and beliefs of a group of teachers, students, or community members?”
* to “test a hypothesis…or to work toward change when we perceive inequity, unfairness, or a lack of justice?”
* to “produce a product or measure a behavior, or sometimes simply to begin a conversation?”
* to “provide an answer, or to provoke a thought?” (Robinson, 2020, p. 145 in IME 146-147)

[RESPOND HERE]

Robinson, M. (2020). Changing the conversation: Considering quality in music education qualitative research. In C. M. Conway (Ed.), *The Oxford handbook of qualitative research in American music education* (Vol. 1, pp. 130–147). Oxford University Press.