

**GLOBAL FEMINISMS PROJECT PODCAST SERIES:
CONTEXTUALIZING FEMINIST VOICES:
THE LESSON PLANS**

Topic: Interviews as Narratives, Data, and Sources

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Marisol Fila: Hi, everyone! Thank you so much for joining. Today, we are here with Özge Savaş. She is the creator of the Lesson Plan “Interview as Narratives, Data, and Sources”, and today she will tell us more about the Lesson, some of its activities, and how it can be helpful for instructors in the classroom. Thank you so much for joining us, Özge.

Özge Savaş: Thank you for having me. In this Lesson Plan, “Interviews as Narratives, Data, and Sources,” one of the goals is that students can learn how one single interview can be used as different data sources for research projects with different goals. Sometimes these differences are marked by disciplinary boundaries and methodological choices that align with different disciplines like, for example, history and psychology using life stories versus oral history. But it doesn't have to be that way. One of the beauties of this Lesson Plan is its ability to teach using interviews as data without policing those disciplinary boundaries, but still marking the differences between these different methods. So teachers can use this Lesson Plan to teach how to ask research questions and analyze data, to learn about a person's life history as well as learn about the history of his social movement, to learn about constructions of different identities, communities, things like that.

MF: Oh, that's wonderful! And what are some of the proposed activities that instructors can find in the Lesson Plan?

ÖS: The proposed activities in the Lesson Plan build on top of each other in terms of teaching skills and giving students hands-on experiences incrementally, starting from asking good research questions to analyzing qualitative data using a qualitative paradigm. However, the instructors do not have to use these activities in a linear fashion. They can choose to use the ones that are appropriate for their teaching goals. The first activity is about asking the right question which is about asking good research questions, and one of the goals of this activity is to make sure that students understand the type of claims that they could make using a qualitative paradigm, and therefore asking the research questions accordingly, to fit in the type of claim that they want to make. The Lesson Plan has one handout and a reading guide that is associated with the activity. The reading guide provides materials from the Global Feminism's website, like the general context and the history of the country sites that this Lesson Plan uses. The country sites that are currently included in this Lesson Plan in the Reading Guide are Nicaragua, China, India, Brazil, Poland, and the U.S.A. So just to get the students curious about a new topic, this reading guide provides information about the life stories of the individuals in those country sites, and the histories of social movements or specific identity constructions in those places. Then the instructors can use the handouts to have the students practice their skills in asking research questions because the handouts have specific questions that walks them through and guides them into asking research questions. This activity is designed in a jigsaw puzzle format, but also

the instructors don't have to do the jigsaw puzzle. They can use the materials from just one country site, and give all the students the same materials instead of doing the jigsaw—depending on their goals in the class and the size of the classroom, they can use it differently. The format of the activity is just a suggestion. In the second activity they can work on making claims based on the data that they have. So this activity is helping them practice their skills in coding, analyzing data, and interpreting qualitative data results.

MF: Well, that's great, I mean, there are so many skills that students can develop through this Lesson Plan. And I really like how malleable it is for instructors, how adaptable it is to the different needs of the class and the instructors, and maybe the time they have as well. Why did you create this Lesson Plan?

ÖS: Oh, that's a great question. I created this Lesson Plan because I needed it for teaching qualitative research methods. I think the archive is super rich with these interviews, and I use them in my published research, but I recognize that there's not one way of using them as data, and I wanted to make sure that the openness of different possibilities is understood and communicated to our scientific communities. I think this Lesson Plan is an important resource for instructors who teach qualitative methods because it helps cultivate an understanding that qualitative methods are not a monolith from the time you begin asking questions until we are done with your analysis and your write up. These activities help practice those skills in different possibilities.

MF: Great. That's fantastic. Is there anything else that you would like to share about this Lesson Plan, the activities, some of your goals?

ÖS: I just want to say that the instructors can be very playful and have fun with this Lesson Plan, using whatever makes sense to them for their goals without using the whole thing, but also changing the activities to fit their goals. The data is there and is available and the Lesson Plan provides so many handouts, even helping instructors explain what coding is. The second activity in the Lesson Plan includes this coding handout which they could use in general qualitative data coding skills and what that looks like. One thing that I want to mention is that if they don't have time to use this in the classroom, they can also use it as an assignment. As in all Lesson Plans, there's a suggested assignment at the end of the Lesson Plan, and it's walking the students through writing a mini research paper by using the data from the archive. It even has a rubric for the instructors if they wanted to grade the research papers. I'm assuming that will be very helpful if people are looking for qualitative data for giving assignments to students in a research methods class. This could be a very valuable resource.

MF: That's great. This lesson provides so many very helpful and useful resources for instructors. Everyone has to check it out! Thank you so much. Thank you, Özge, for coming today and for sharing some information and some good ideas about these Lesson Plans.

ÖS: Thank you for having me.