

Teaching Qualitative Research as a Transgressive Practice
Calls for Papers, Special Issue of Qualitative Inquiry

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Teaching is essential to the production and reproduction of knowledge in qualitative research (QR) institutionally, pedagogically, and politically. Insufficient attention has been paid to the problematic perception that teaching QR involves merely passing on directive techniques or tool kits. Even less attention has been paid to the pedagogical practices among scholars in the 'scientific' fields, Indigenous scholars within the Western core, and qualitative practitioners from the geopolitical South. This special issue will conceptualizes teaching QR as a paradigmatic approach that sustains QR, resists positivistic domination, and encourages transformative potential. Contributions are invited from two thematic clusters:

1. Teaching QR as a transgressive practice

Contributions to this area should focus on teaching QR as a transgressive practice from marginalized disciplinary and/or geopolitical locations.

Contributions from three groups of QR will be particularly welcome:

- (1) teaching/learning QR in 'scientific' fields;
- (2) teaching QR in the globalized South; and
- (3) Aboriginal scholars teaching QR within the Anglo-Saxon mainstream. Themes may include: what it takes to teach QR in 'scientific' fields and the global South, or from Indigenous perspectives; how to develop a locally grounded and globally informed curriculum; how to disrupt positivistic domination and facilitate critical perspectives through teaching of QR in a global era.

2. Strategies of teaching QR critically

Contributors will be encouraged to (a) focus on core concepts and principles in QR that have not yet been addressed in the literature such as: silencing, Othering, inductive logics, research ethics, and 'hearing data,' as well as research design, ethnographic observation, and results dissemination; (b) write about new issues in QR or challenges and teaching practices related to, for example, autoethnography, art-based QR, participatory action research. The main objective of this theme is to showcase exemplars and pedagogical practices that have effectively tackled essential attributes of QR as an interpretive paradigm and fostered a counter discourse against positivist science.

Schedule

The submission deadline is August 31, 2014. To facilitate creative writing and intellectual dialogue, interested contributors are encouraged to submit their abstracts to the Guest Editor by December 2013. The Guest Editors will organize a special session, with thematic panels, on teaching QR as a transgressive practice during the 10th International Congress of Qualitative Inquiry (May 21–25, 2014). Submission deadline for completed papers is August 31, 2014.

Papers for the first theme should be 25–30 double-spaced pages, and submissions for the second theme should be 10 pages or less, double-spaced. Contributors should follow the submission guidelines of Qualitative Inquiry in format and syntax.