Our stories are our theories and methods.
– Melanie Carter

Today’s educational research is dominated by assumptions that reinforce inequality, in both access and outcomes. Assumptions about data, analysis, representation, and how knowledge is produced creates research that does not do enough to challenge inequitable practices in schools.

In this course we will examine how critical approaches in qualitative inquiry can challenge these “traditional” norms of research. Studying critical approaches allows us to better understand how the research we do both advances and undermines struggles for education justice.

Although an understanding of qualitative research will be helpful, this course is open to all students who are interested in the role of critical inquiry in research and the complexity of doing intellectual labor that challenges the dominant norms of academic research.


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