

Alternative 1: Interpretive Questions— Why, What, How, Who, Where, When

Stringer, Ernest T.. *Action Research*, SAGE Publications Inc. (US), 2007. ProQuest Ebook Central,

For relatively simple projects, participants might work through a series of questions that enable them to extend their understanding of the problems and contexts they have previously described.

Interpretive statements that result from this process should help them develop accounts that reveal the nature of the problem at hand and important features of the context that sustain it.

Interpretive questions might include the following: • • • • • Why are we meeting (purpose, focus, problem)? What are the key elements and features of the problem? How is the problem affecting us? What is happening? Who is being affected? Where are they being affected? When are they being affected?

It may be useful for the facilitator to repeat each of these questions a number of times to enable participants to build more information into their interpretations.

More complex projects may require more detailed and extended questioning strategies, to reveal such elements as the following: • • • • •

- The history of the situation— how it came about
- The individuals, groups, and types of actors involved Interactions and/or relationships among the people involved
- The purposes and intents of the people involved
- The sequence and duration of related events and activities
- The attitudes and values of the people involved The availability of and access to resources, and their use

The following types of questions may be relevant:

- Who? – Who is centrally involved (individuals, groups)? – Who else is significant? – Who are the influential people? What is the nature of their influence? – Who is linked to whom? In what ways? – Who is friendly or cooperative? With whom? – Who is antagonistic or uncooperative? With whom? – Who has resources? Which ones?
- What? – What major activities, events, or issues are relevant to the problem? – What is each person or group doing, or not doing? – What are their interests and concerns? – What are their purposes? What do they want to achieve? What do they want to happen? What do they value? What resources are available (people, material, equipment, space, time, funds)? – What resources are being used? By whom?
- How? – How do acts, activities, and events happen? – How are decisions made? – How are resources used? – How are individuals and/or groups related to each other? – How do different individuals and groups affect the situation? – How much influence do they have?
- Where? – Where do people live, meet, work, and interact? – Where are resources located? – Where do activities and events happen? When? – When do things happen? – When are resources available? – When do people meet, work, and engage in activities? – When does the problem occur? – What is the duration of occurrences of the problem?

Not all these questions will be relevant to any one situation. The questions the facilitator selects will depend on the context of the problem and the setting. The researcher should record in detail answers to the questions and should write a summary on a chart that can be seen by all members of the group. Such charts help participants visualize the situation they are interpreting and provide records that can be employed in subsequent activities.

Stringer, Ernest T.. *Action Research*, SAGE Publications Inc. (US), 2007. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/springfieldcollege/detail.action?docID=3032281>.
Created from springfieldcollege on 2019-07-15 06:19:26.