Narrative Inquiry  
5 points (7,5 ETCS)

Course code
UBV001M

LEVEL
Postgraduate course

EXAMINER
Associate professor Eva Alerby, Department of Education, Luleå University of Technology

COURSE TUTORS
Professor Tony Ghaye: Chief Executive Officer of the International Institute of Reflective Practice, U.K. and Visiting Professor at the Department of Educational Sciences, Luleå University of Technology, Sweden, and,
Senior lecturer Maj-Lis Hörnqvist, Department of Education, Luleå University of Technology

PREREQUISITE KNOWLEDGE
Accepted as a postgraduate student at Luleå University of Technology, or in case of vacancy employees at Ltu and persons accepted as postgraduate students at other universities.

AIM
Students will be able to;
- examine the characteristics and challenges of narrative inquiry as research
- examine a central research question, ‘What makes a good story?’
- generate a critique of narrative inquiry research through peer group discussion
- explore the application of narrative inquiry to a range of research scenarios
- appreciate the issues raised when trying to undertake narrative inquiry ethically

CONTENTS
It is anticipated that the content will explore the following:
- The characteristics of narrative inquiry research
- The links between narrative and appreciative inquiry
- The ethical issues of composing, telling and listening to narrative accounts
- Undertaking narrative inquiry systematically and rigorously
- Using narratives to develop practical theory
- Writing a narrative paper for publication in a peer reviewed journal

LEARNING PROCESSES
The course consists of literature studies, lecturer, seminars and group discussions. The course will be very interactive with group work and discussion. It will be used to ‘model’ and to ‘live out’ narrative inquiry. Individuals and groups will be expected to present their ideas to others on the course. There will also be practical work.
EXAMINATION
The successful completion of an individual written paper. Detailed guidelines for the paper will be given during the course. The paper invites you think about being both story teller and story analyst. The area of the paper is, ‘Create a story of a particular kind and through particular mediums (eg. written, visual, aural). Clearly set out the criteria you wish the story analyst to use to understand and appreciate the subjective nature of human experience contained in the story.’
It is hoped that students will be able to come together, later in the year, to discuss the content and assessment of their papers. This will be in the form of a peer group discussion.

Mark for the course: Failed (U), Passed (G)

LITTERATUR and PRE-COURSE TASKS
1. All participants will be required to undertake an internet search using the key words of narrative inquiry before the course begins.
2. All participants are required to READ BEFORE THE COURSE BEGINS.
3. All participants are required to READ ONE OF THESE PAPERS BEFORE THE COURSE BEGINS. They have been carefully chosen to illustrate different aspects of narrative inquiry and are from different disciplines.
3. **BEFORE THE COURSE BEGINS**, all participants are invited to compose a **ONE PAGE, SUCCESS STORY**. A story in which they are or have been personally involved. You should be prepared to read it to others on the course. You should make your story **followable** and **believable**.

4. All participants are invited to undertake some additional reading, for example from the list below, according to their research interests and discipline, to help with their examination paper. Most of the following can be accessed through LTU e-journal source.


Tovey, P. and Manson, N. (2004) Story Teller or Story Analyst? How useful is the storied narrative for a critical sociology of CAM and nursing? *Journal of Health Organization and Management*, 18 (4) 226-239