

INF2330: Information Ethnography



©M. Amber 'Goshawk' Bayles

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Class meets: Fall 2013; Monday, 1:00 - 4:00; Bissell 507

Office Hours: Monday, 4:00-5:00; during class break; after class; by appointment at Bissell 645

COURSE DESCRIPTION

INF2330 focuses on identifying and understanding what is “informational” in any setting. Students will develop sharpened vision to discern informational patterns, that is, an ability to trace what Bates (1999) calls the “red thread” of information pervading life. To this end, the course involves a fusion of information theory and ethnographic method that is structured as 4 units:

- *Introduction.* In Sessions 1 - 3, some foundations of information research are introduced.
- *Methods Workshop.* In Sessions 4 - 8, students will learn the tenets of ethnography and the techniques of ethnographic fieldwork through hands-on practice exercises.
- *Case Studies.* Sessions 9 - 10 will examine case studies of information ethnography in the settings of the library and the home.
- *Synthesis.* Sessions 11 - 13 feature training in ethnographic analysis and writing, and presentations of independent Research Projects.

As the semester unfolds, students will refine their observational and analytical skills through an exploratory, ethnographic Research Project about the information experience within a context of personal interest or career relevance. A Blackboard course website will provide an online environment for peer review and discussion outside of class time.

COURSE OBJECTIVES

To instill an awareness and understanding of the information dimension within human affairs, and to develop the observational and analytical skills necessary to do so.

LEARNING OUTCOMES

- Awareness of metatheory as a guiding lens for information research, and an ability to recognize major information metatheories and their impact on research and practice.
- Familiarity with an exploratory research paradigm and a vision for a personal, concatenated, research career.
- A working knowledge of ethnography as an approach to social scientific inquiry.
- The skill to ethically implement ethnographic methods using the techniques of observation, fieldnotes, interviews, photography, analysis, and writing.
- Ability to design and execute a small-scale, exploratory, ethnographic field study that leads to insights on information phenomena.
- Understanding of the features of information in the contexts of the library and the home.
- Specialized expertise in the information phenomena within the chosen context of personal interest and an inkling of how to transfer discoveries to professional practice.

INSTRUCTIONAL METHODS

The objectives of the course will be achieved through lectures, guest speakers, case studies, in-class discussions, readings, and written exercises. A workshop approach and the Research Project provide hands-on experience in ethnographic field methods.

PREREQUISITES & REQUIREMENTS

This is an advanced graduate seminar and suits students who have completed a year of studies at the iSchool. Participants should be comfortable with theoretical and methodological discussions and have a passion for conducting original research into information phenomena within a specific population or setting. Students should also be adept at word processing and digital photography. The course demands considerable initiative, curiosity, and creativity. Outside of class, 6-8 hours (per week) of additional effort are expected.

STUDENTS WITH A DISABILITY OR HEALTH CONSIDERATION

Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodations, please feel free to approach the instructor and/or the [Accessibility Services Office](#) as soon as possible. The Accessibility Services staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations.

ASSIGNMENTS

Major written assignments (in **bold** on the table below) are due on paper in class; the Final Paper may be submitted via Blackboard. Major assignments will not be accepted late unless formal permission for an extension has been negotiated with the instructor in advance of the due date. Late submissions will not receive the instructor's feedback. The official style guide for the course is APA. Additional details on assignments are available at the end of the syllabus and will be discussed in class. The final grade for the course is based on:

ASSIGNMENT	VALUE	REQUIREMENTS	DUe
Ethnographic Warm-Up Exercise	10%	short answers	Session 4 – in class on paper
Personal Space of Information Exercise	20%	750 word paper	Session 10 – in class on paper
Class and Course Website Engagement	10%	various	ongoing
Research Project, composed of:	50% or 60%		
A. Topic Statement	1 %	250 words	Session 5 - website Sat. 9:00 p.m.
B. Research Design	1 %	250 words	Session 9 - website Sat. 9:00 p.m.
C. Field Data	1 %	various	Session 12 - website Sat. 9:00 p.m.
D. Memo	1 %	250 words	Session 13 - website Sat. 9:00 p.m.
E. Final Paper	56%	3000 word paper	Friday, December 13, 5:00 p.m.
F. Class Presentation (optional*)	10% (+2 bonus points)	20-minute presentation	Sessions 12, 13, 14 - in class

Note: 250 words equals 1 double-spaced page of 12-point font; word limits are *firm*.

COMMENTS ON GRADING

Evaluation of student work will conform to guidelines found in the University of Toronto [Graduate Grading and Evaluation Practices Policy](#). According to this source, grades in the A range (A+, A, A-) are defined as being “excellent” and grades in the B range (B+, B, B-) are defined as being “good” ([click for a detailed description](#)).

Elements A, B, C, & D of the Research Project are graded as complete/incomplete. 1 point (1% of the total course grade) is awarded for a working draft of recommended length that is posted to the course website by the Saturday 9:00 p.m. deadline. Students who do not post a draft by deadline receive 0 points for this element, which impacts the ultimate point value of their final paper. For each of these four assignments you are also to leave comments in response to the postings of two peers (for a total of 8 posted comments throughout the semester); comments will be tallied and contribute to class and course website engagement grades.

*Element F (presentation) of the Research Project is *optional*. A student who does not present in class will submit a Final Paper worth 60% of the course grade. A student who presents in class will submit: a Final Paper worth 50% of the course grade, a presentation worth 10% of the course grade, and receive 2 bonus points.

COURSE WEBSITE ON BLACKBOARD

A course website will be maintained on Blackboard at <http://portal.utoronto.ca>. All students should log into Blackboard during the first session of classes to be enrolled for important email notices. Weekly readings, handouts and other materials will be posted when appropriate. Presentations slides will be provided at the start of class, and posted to the website by the day after class. Participation in the discussion area of the course website will be factored into class engagement grades. Technical questions about Blackboard can be emailed to portal.help@utoronto.ca.

ACADEMIC INTEGRITY

The essence of academic life revolves around respect not only for the ideas of others, but also for their rights to those ideas and their promulgation. It is therefore essential that all of us who are engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people are always appropriately handled, and, where necessary, cited. When ideas or materials of others are used in writing assignments, they

must be cited. Please acquaint yourself with the University of Toronto's [Code of Behaviour on Academic Matters](#).

SCHEDULE OF CLASSES & ASSIGNED READINGS

- Key:
-  Assignment Due
 -  Guest Lecture
 -  Student Presentation

The weekly readings, listed below, are available as full text digital documents in the Blackboard folder entitled *Readings*.

Session 1 – September 9: Welcome and Overview

Bates, M. J. (1999). The invisible substrate of information science. *Journal of the American Society for Information Science*, 50(12), 1043-1050.

Foster, N. F. (2007). Introduction. In N. F. Foster & S. Gibbons (Eds.), *Studying students: The undergraduate research project at the University of Rochester* (pp. v–ix). Chicago: Association of College and Research Libraries.

Taylor, A. S., & Swan, L. (2005). Artful systems in the home. In *Proceedings of the SIGCHI conference on human factors in computing systems* (pp. 641-650). New York, NY: ACM.

[Optional] Join a listserv about the use of ethnographic research in libraries:
<https://lists.rochester.edu/wa.exe?A0=ANTHROLIB>

Session 2 – September 16: Information Metatheories and Foundational Concepts

Bates, M. J. (2005). An introduction to theories, metatheories, and models. In K. E. Fisher, S. Erdelez, & L. McKechnie (Eds.), *Theories of information behaviour* (pp. 1-24). Medford, NJ: Information Today.

Talja, S., Tuominen, K., & Savolainen, R. (2005). "Isms" in information science: Constructivism, collectivism and constructionism. *Journal of Documentation*, 61(1), 79-101.

Tuominen, K., Talja, S., & Savolainen, R. (2003). Multiperspective digital libraries: The implications of constructionism for the development of digital libraries. *Journal of the American Society for Information Science and Technology*, 54(6), 561-569.

Session 3 – September 23: Exploratory Research

↳ Panel of past 2330 students discuss their Research Projects.

Lofland, J. & Lofland, L. H. (2006). Starting where you are. In *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.), (pp. 9-14). Belmont, CA: Wadsworth.

Spradley, J. (1980). The ethnographic research cycle. In *Participant observation* (pp. 26-35). New York, NY: Holt, Rinehart and Winston.

Stebbins, R. A. (2001). What is exploration? In *Exploratory research in the social sciences* (pp. 1-30). Thousand Oaks, CA: Sage.

[Optional] *Faculty of Information Quarterly*. (January/February, 2011).

[Optional] Case, D.O. (2007). Appendix A: Glossary. In *Looking for information: A Survey of research on information seeking, needs, and behavior* (2nd ed., pp. 1329-338). London: Elsevier.

Session 4 – September 30: Methods Workshop, Part 1, Ethnography / Research Ethics

↳ Ethnographic Warm-Up Exercise due in class.

↳ Guest Lecture by Dean Sharpe of the University of Toronto's Office of Research Ethics.

Agar, M. H. (2004). Ethnography. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social & behavioral sciences* (pp. 4857-4862). Amsterdam, Netherlands: Elsevier.

Emerson, R. M. (1988). Introduction. In *Contemporary field research* (pp. 1-35). Prospect Heights, IL: Waveland Press.

Fetterman, D. M. (1998). Walking in rhythm: Anthropological concepts. In *Ethnography: Step by step* (2nd ed.), (pp. 26–40). Thousand Oaks, CA: Sage.

Star, S. L. (1999). The Ethnography of infrastructure. *American Behavioral Scientist*, 43, 377-391.

University of Toronto, Ethics Review Office. (2007). *Guidelines and practical manual for research involving human subjects*.

Session 5 – October 7: Methods Workshop, Part 2, Observation and Fieldnotes

↳ Topic Statement draft due to website 9:00 p.m. Saturday; and post two comments.

Bernard, H. R., Pelto, P. J., Werner, O., Boster, J., Romney, A. K., Johnson, et al., (1986). The construction of primary data in cultural anthropology. *Current Anthropology*, 27(4), 382-396.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). Fieldnotes in ethnographic research. In *Writing ethnographic fieldnotes* (pp. 1-16). Chicago, IL: University of Chicago Press.

- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). In the field: Participating, observing and jotting notes. In *Writing ethnographic fieldnotes* (pp. 17-38). Chicago, IL: University of Chicago Press.
- Spradley, J. (1980). Making descriptive observations. In *Participant observation* (pp. 73-84). New York, NY: Holt, Rinehart and Winston.

Session 6 – October 14: Happy Thanksgiving - Class Does Not Meet

Catch up on readings or read ahead.

Session 7 – October 21: Methods Workshop, Part 3, Interviews

Bernard, H. R. (2006). Interviewing: Unstructured and semistructured. In *Research methods in anthropology: Qualitative and quantitative approaches* (4th ed.), (pp. 203-239). Lanham, MD: AltaMira Press.

Spradley, J. P. (1979). Interviewing an informant. In *The ethnographic interview* (pp. 55-68). New York, NY: Holt, Rinehart and Winston.

Lofland, J. & Lofland, L. H. (2006). Logging data. In *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.), (pp. 70-98). Belmont, CA: Wadsworth.

Session 8 – October 28: Methods Workshop, Part 4, Visual Approaches

Collier, Jr., J. & Collier, M. (1986). The cultural inventory. *Visual anthropology: Photography as a research method* (Rev. ed.), (pp. 45-64). Albuquerque: University of New Mexico Press.

Prosser, J. & Loxley, A. (2008). Introducing visual methods. ESRC National Centre for research methods review paper. NCRM/10.

Sonnenwald, D. H., Wildemuth, B. M., & Harmon, G. L. (2001). A research method using the concept of information horizons: An example from a study of lower socio-economic students' information seeking behaviour. *The New review of information behavior research*, 2, 65-86.

[Optional] Hartel, J., & Thomson, L. (2011). Visual approaches and photography for the study of immediate information space. *Journal of the American Society for Information Science and Technology*, 62(11), 2214-2224.

Session 9 – November 4: Reading Week - Class Does Not Meet

✉ Research Design draft due to website 9:00 p.m. Saturday; and post two comments.

Catch up on readings or read ahead.

Session 10 – November 11: Case Studies of the Library and The Home

☒ Personal Information Space Exercise due in class.

Foster, N. F. & Gibbons, S. (2007). *Studying students: The undergraduate research project at the University of Rochester* (pp. v–ix). Chicago, IL: Association of College and Research Libraries.
[Revisit the Introduction; skim the whole report, carefully reading chapters six, seven, and eight]

Khoo, M., Rozaklis, L., & Hall, C. (2012). A survey of the use of ethnographic methods in the study of libraries and library users. *Library & Information Science Research*, 34(2), 82-91.

[Optional] Dent-Goodman, V. (2011). Applying ethnographic research methods in library and information settings. *Libri: International Journal Of Libraries & Information Services*, 61(1), 1-11.

Crabtree, A. & Rodden, T. (2004). Domestic routines and design for the home. *Computer Supported Cooperative Work*, 13(2), 191–220.

Swan, L., & Taylor, A. S. (2005). Notes on fridge surfaces. In *CHI '05 extended abstracts on human factors in computing systems* (pp. 1813-1816). New York, NY: ACM.

Swan, L., & Taylor, A. S. (2008). Photo displays in the home. In *DIS 2008* (pp. 261-270). New York, NY: ACM.

Session 11 – November 18: Ethnographer's Brouhaha

Accomplished ethnographers from the University of Toronto will present their research. This class is an opportunity to digest the Methods Workshop and see the wide-ranging applications of ethnography. Readings for this week will be assigned at Session 9.

Session 12 – November 25: Ethnographic Analysis & Student Presentations

☒ Field Data due to website 9:00 p.m. Saturday; and post two comments—bring all data to class.
☰ Student Presentations.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). Processing fieldnotes: Coding and memoing. In *Writing ethnographic fieldnotes* (pp. 142-168). Chicago, IL: University of Chicago Press.

Lofland, J. & Lofland, L. H. (2006). Developing analysis. In *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.), (pp. 179-203). Belmont, CA: Wadsworth.

Session 13– December 2: Ethnographic Writing & Student Presentations

☒ Research Memo due to website 9:00 p.m. Saturday; and post two comments—bring memo to class.
☰ Student Presentations.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). Writing an ethnography. In *Writing ethnographic fieldnotes* (pp. 169-208). University of Chicago Press.

[optional] Becker, H. S. (2007). One right way. In *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd ed.), (pp. 43-67). University of Chicago Press.

Session 14 – December 9: Student Presentations & Conclusion

• Student Presentations.

✗ Final Paper due Friday, December 13 by 5:00 p.m.

No Assigned Readings, work on your research.

ASSIGNMENTS

Ethnographic Warm-Up Exercise

Value: 10%

Due: Session 4 in class

Requirement: A short report on the literature of ethnography, Q & A format

The goal of this exercise is to expose you to the literature of ethnography, which is spread across many disciplines. Instructions and guiding questions will be distributed in class during Session 2.

Personal Space of Information Exercise

Value: 20%

Due: Session 10 in class

Requirement: 750 word paper, following the questions/topics provided below

We all live and work within a personal space(s) of information that may exist in traditional documentary (i.e. paper), digital, or hybrid forms. The objective of this assignment is to examine your own personal space of information utilizing your emerging ethnographic skills and outlook.

Identify an information space, system, or environment within *your* life (examples are listed below) for study. Using an ethnographic approach and data gathering methods learned in Sessions 4-7, analyze and document your information space. Then, address the questions/topics below in report format. Do not exceed the 750 word limit. Be prepared to discuss your discoveries and insights during class. This exercise is meant to serve as practice for the fieldwork component of your Research Project.

Example Spaces

- Financial record keeping system
- Academic project
- Hobby related information (i.e. photo or recipe collection)
- Email account
- Personal computer desktop
- iTunes music collection

Questions/Topics

1. Provide a name for your space.
2. What role does it play in your life, or what purpose does it serve?

3. Describe the space in rich ethnographic detail. How does it work? (Use thick description, in vivo terms, diagrams, and photographs as necessary)
4. Select a concept from the lectures and/or readings thus far and relate your space to the concept.

Grading Criteria

- Depth of understanding and insight into the system.
- Effective use of ethnographic methods.
- Fluency in concepts and terms used in the class and readings to date.
- Writing quality, style and clarity.

Research Project

Value: 60%

Due: Components as drafts to website in Sessions 5, 9, 12, and 13; final paper due Friday, December 13th at 5:00 p.m.

Requirements: Varies per component. Upon completion, a 3,000 word paper and (optional) class presentation.

The Research Project is an opportunity to study information phenomena first-hand and in-depth, and to practice ethnography. The assignment will result in a 3,000 word paper due at the end of the term and an (optional) class presentation. The main components of the project (A, B, C & D, below) are due as individual parts in draft form over the duration of the semester. The drafts are to be posted to the course website by Saturday, 9:00 p.m. where peers will provide feedback. The drafts are the building blocks for the final paper and can be substantially reformulated or edited before final submission.

A. Topic Statement

Value: 1%/1 point

Due: Session 5 – website Saturday 9:00 p.m.

Requirement: 250 words

Select an information rich setting that is of personal interest or relevance to your career, or that is an interest outside of your studies and work. (See the Lofland & Lofland reading “Starting Where You Are” from Session 3, for some ideas; and the Spradley reading “The Ethnographic Research Cycle” has a relevant section entitled *Selecting and Ethnographic Project*.) Your topic should be accessible locally, and serve as a site for field research. Topics *cannot* be general or abstract, such as “Google,” or “teenagers.” Rather, topics should entail a *local* context that includes information phenomena, a person (or people), and an activity, such as:

- A participant at a rock-climbing gym (example from 2330 Winter 2009)
- A Toronto subway car (example from 2330 Winter 2009)
- Starbuck’s (the ordering process; example from 2330 Winter 2009)
- A professional’s office, i.e. stock broker, nutritionist (examples from 2330 Winter 2009)
- The personal library of a famous Canadian author (example from 2330 Winter 2009)
- The creation of maps in a multiplayer video game (example from 2330 Fall 2010)
- Avatar formation in a video game (example from 2330 Fall 2010)
- Collaborative home gardening (example from 2330 Fall 2010)
- Information at a heavy metal concert (from 2330 Summer 2010)
- Role of information when purchasing a diamond ring (from 2330 Summer 2010)

Due to restrictions from the Office of Research Ethics, topics should not entail vulnerable or at-risk populations such as children, prisoners, or the mentally ill; or relationships with uneven power dynamics (i.e. teacher/student; boss/employee). All topics require the instructor's approval. You may consult with the instructor on topics if necessary.

For the topic statement, provide the following:

- A definition and description of the person or population
- A definition and description of the context and *scope* (see Spradley, Session 3)
- The metatheoretical perspective that frames your inquiry
- Any sensitizing concepts
- The information phenomena of interest – it is important to narrow the range of what will be examined (for ideas see the Glossary by Donald Case, from Week 3). Express your focus in 1-3 general questions
- 3-5 citations to articles that are relevant to the topic, and brief annotations to the articles

B. Research Design

Value: 1%/1 point

Due: Session 9 – website Saturday 9:00 p.m.

Requirement: 250 words

Utilizing readings and the Session 4-8 methods workshop, create a research design for a small-scale, exploratory, ethnographic field study. For the purposes of this assignment, the research design outlines *what you will do* to answer your research questions or to learn more about your topic. *Do not attempt to design a grand research project!* The inquiry must be focused and entail 3-6 hours of fieldwork; and 1-3 interviews. The instructor will provide feedback and approval on your Research Design.

The research design should outline:

- The fieldwork setting and an access plan
- Ethical practices and human subjects protocols
- Data gathering techniques (i.e. application of one or more of the following: interviews, unobtrusive observation, participant observation, field notes, photographic inventory, document analysis, data gathering instruments)
- Process for handling data (captioning, transcription, etc.)
- A project timeline

Once your Research Design is complete and approved,

GO INTO THE FIELD!

Fieldwork should occur during Sessions 8-11

C. Field Data

Value: 1%/1 point

Due: Session 12 – website Saturday 9:00 p.m. and bring to class

Requirement: various formats

Once executed, your research design will generate field data (an *ethnographic record*) of different forms (e.g. field notes, memos, sketches, photographs, interview transcripts, etc.). Process and organize these materials into a format that is useful for further analysis and dissemination. Some preliminary analysis may be expressed at this point in the way you organize and display the data.

D. Memo

Value: 1%/1 point

Due: Session 13 – website Saturday 9:00 p.m. and bring to class

Requirement: 250 words

During the process of analysis, ethnographers produce research memos that begin to synthesize findings and articulate themes, concepts, and ideas. Memos become the building blocks of a final report. Create a memo by following the instructions outlined in the Emerson, Fretz and Shaw reading of Session 12 (pp. 155-157); for another perspective, see Lofland and Lofland (Session 12, pp. 193-197).

E. Final Paper

Value: 50% (with a Class Presentation) or 60%

Due: Monday, December 13th at 5:00 p.m.

Requirement: 3,000 word paper (maximum; word limits are firm)

Your findings should provide a rich description of the information rich setting named in your Topic Statement. A key part of this stage is to bring conceptual order to your data through a compelling, lively narrative. Your text should follow the “fieldnote-commentary unit” format outlined in the Emerson, Fretz & Shaw reading, “Writing an Ethnography.” You may have more data and ideas than necessary. In this case, winnow and refine your insights. When your findings are fully developed, create an introduction that frames and integrates all the components of the Research Project and then finish with a summarizing conclusion (and/or “future research” or “reflections” section). Your complete Research Project submitted at the end of the term should integrate all or most prior elements (A, B, C & D) into a polished, vivid document. A template will be provided for the final draft.

F. Class Presentation (optional)

Value: 10% plus 2 bonus points for class engagement

Due: Sessions 12-13-14 (Sign-up for a presentation date will occur mid-semester)

Requirement: A 15 minute presentation, with 5 minutes for Q & A

Present the highlights of your Research Project to the class utilizing handouts, PowerPoint, and/or original data. Presentations will be timed and kept on schedule. If your project is still underway, present your research design and discoveries to date. A presentation schedule will be developed mid-semester. A presentation template will be provided but is not required.

Grading Criteria for final paper and presentation

- Extent to which information phenomena have been identified and framed for study
- Application of concepts presented in lectures, readings, and exercises
- Implementation of ethnographic field methods
- Application of ethnographic writing style
- Clarity, depth, and engaging delivery of findings

Class and Course Website Engagement

Value: 10%

Due: Throughout term

This is an advanced graduate seminar and class engagement is important. All participants are expected to come to class prepared to discuss the topic and readings. For each of the four Research Project elements submitted to the course website, you are expected to *comment thoughtfully and constructively upon the work of at least two classmates* (these submissions will be tallied and factored into your class engagement grade; 8 comments is the baseline for a good Class and Course Website Engagement grade).

ADDITIONAL READINGS

[Session 4] Sandstrom, A. R., & Sandstrom, P. E. (1995). The use and misuse of anthropological methods in library and information science research. *Library Quarterly*, 65(2), 161-199.

[Session 6] Bates, J. A. (2004). Use of narrative interviewing in everyday information behavior research. *Library & Information Science Research* 26(1), 15-28.

[Session 11] Brewer, J. D. (2000). The analysis, interpretation and presentation of ethnographic data. In *Ethnography* (pp. 104-142). Buckingham, UK: Open University Press.

[Session 11] Fetterman, D. M. (1998). Finding your way through the forest: Analysis. In *Ethnography: Step by step* (pp. 92-110). Newbury Park, CA: Sage.

[Session 11] Hammersley, M. & Atkinson, P. (2007). The process of analysis. In *Ethnography, principles in practice* (3rd ed.), (pp. 158-190). London, UK: Routledge.

[Session 12] Lofland, J. & Lofland, L. H. (2006). Writing analysis. In *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.), (pp. 220-240). Belmont, CA: Wadsworth.

[Session 12] Fetterman, D. M. (1998). Recording the miracle: Writing. In *Ethnography: Step by step* (2nd ed.), (pp. 111-128). Newbury Park, CA: Sage.

[Session 12] Hammersley, M. & Atkinson, P. (2007). Writing ethnography. In *Ethnography, principles in practice* (3rd ed.), (pp. 191-208). London, UK: Tavistock.