

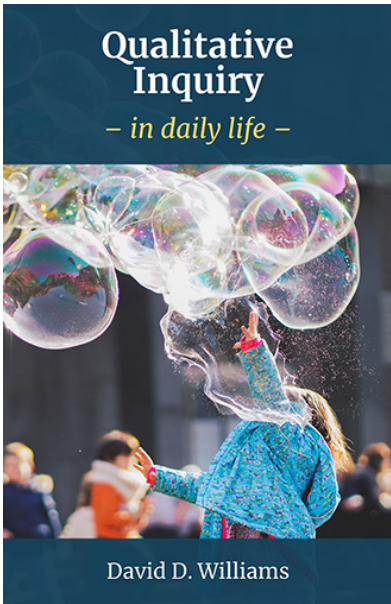
A Self-Critique Story

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The circle in [Figure 1 \[https://edtechbooks.org/-ruW\]](https://edtechbooks.org/-ruW) represents standards for conducting qualitative inquiry as well as assumptions the inquirer makes. Assumptions were addressed in [Chapter 2 - Assumptions \[https://edtechbooks.org/-oLg\]](https://edtechbooks.org/-oLg). Now let's discuss standards. An understanding of standards should not only help you in conducting your own inquiry but in judging inquiries others may share with you, particularly in the literature. Educators have standards they use in judging how they are doing as teachers and how their students are doing as students. People in most fields have standards and qualitative inquirers also have standards they use in judging how well they conduct their studies. This chapter suggests that you ought to examine several qualitative inquiry standards to see how compatible they are with *your* inquiry and other standards. You may find them helpful in doing inquiry in your educational setting that is more credible and useful to others.

In the Appendices are several examples of qualitative inquiry reports. In [Appendix B.1 - Another Sample Study \[https://edtechbooks.org/-YKy\]](https://edtechbooks.org/-YKy), Marné Isakson presents her inquiry and what she learned from it. In [Appendix B.5 - A Critique \[https://edtechbooks.org/-fhP\]](https://edtechbooks.org/-fhP), she also critiques her work against the

standards presented in this chapter. Her critique is the story around which this chapter is organized. Please review Marné’s study in Appendix B and the self-critique she made in Appendix D in preparation for the discussion of standards for qualitative inquiry.



Williams, D. D. (2018). *Qualitative Inquiry in Daily Life (1st ed.)*. EdTech Books. Retrieved from <https://edtechbooks.org/qualitativeinquiry>



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