

Qualitative Longitudinal Research in Educational Contexts

Timescapes Lunch Time
Seminar Series

5th May 2011, 12:30-14:00
Board Room, Beech Grove House

Presentations:

Literacy and Schooling in One Family across Time

Catherine Compton-Lilly, Assistant Professor in Curriculum and Instruction, University of Wisconsin Madison

Short Abstract: This eight year longitudinal research project, tracked discourses about literacy and schooling to document how events at multiple timescales converged in the literacy and schooling experiences of one student. Specifically, one African American middle school student and members of her family were asked to draw upon and negotiate discourses related to past and ongoing experiences as well as larger social histories as they made sense of literacy and schooling.

Family time and school time as a resource for meaning making in homes, schools and communities

Kate Pahl, University of Sheffield

Short Abstract: This project focused upon a small group of families in Rotherham and examined the way intergenerational narratives, passed down from grandparent to parent, and then to child, affect home and then school meaning making. Many of the families in the study moved from Pakistan in the 1950's and 1960's, making a new home in Rotherham. This study has drawn upon the stories people tell about their objects as a lens to explore home meaning making and considers the 'timescales' of family time as a resource for meaning making in homes, schools and communities.

**The seminar is free to attend, but
please contact Jamie Downs if you
wish to attend:**

email: j.l.downs@leeds.ac.uk

Tel: 0113 343 3571

Light refreshments provided



timescapes

An ESRC Qualitative Longitudinal Study