Expansive Perspective-taking as a Key Aspect of Team Research

The assumed necessity of perspective-taking is embedded within multiple methods across a broad range of qualitative inquiry communities. It is oftentimes implicitly backgrounded within practices, like member checks, or more explicitly called to the fore, such as within certain types of analyses (e.g., meaningfield analyses, see Carspecken, 1996). Indeed, perspective-taking--or the practice of considering another’s potential interpretive range and meaning-making simultaneous to one’s own when coordinating interactivity--can be regarded a fundamental aspect of an ethical and/or understandable existence (Habermas, 1987; Mead, 1934). The vast bulk of the work in this area for research, however, has focused on researcher-researchee interactions. I will focus on a three year, comparative, parallel team ethnography in the University of Wisconsin system to flesh out a typology of perspective-taking within a multidisciplinary research team, from early team development to intersubjective, joint analysis, with a particular focus on where perspective-taking potentiated expansive insights not likely to occur within individual-researcher situations.

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