



Jessica Nina Lester, Ph.D., is an associate professor of inquiry methodology in the School of Education at Indiana University, Bloomington. Dr. Lester has published extensively on discourse and conversation analysis, disability studies, and more generally on qualitative research. Broadly, her scholarship is positioned at the intersection of disability studies and discourse studies, with a particular focus on mental health and education contexts. She is a co-author of the first edition of *Digital Tools for Qualitative Research*, published with SAGE. She is a founding member of the Microanalysis of Online Data international network; the associate director of the Conversation Analysis Research in Autism group at the University of Leicester, UK. In 2014, Dr. Lester received AERA's Division D's Early Career Award in Measurement and Research Methodology (qualitative methodology). In 2018, she received the Distinguished Early Career Contributions in Qualitative Inquiry Award from the American Psychological Association.

MICRO-ANALYTIC APPROACHES FOR THE STUDY OF EVERYDAY AND INSTITUTIONAL SOCIAL INTERACTIONS

Jessica Nina Lester

Indiana University, Bloomington

to be held online

on November 19, 2021 at 13:30 (CET)

Everyone can attend, but you need to register.

Registration link:

<https://forms.office.com/r/xj4uHG26ZS>

Abstract: Micro-analytic methodologies used to analyse language-in-use, such as discursive psychology and conversation analysis, afford researchers the opportunity to make visible nuanced and oft taken-for-granted social practices. In this talk, Lester will demonstrate how researchers might take up such approaches to examine constructs and social practices oft thought to be ahistorical, static entities. Drawing upon both discursive psychology and conversation analysis, Lester will point toward how these methodological and theoretical perspectives can be used to closely analyse text and talk across a range of contexts. To illustrate the potentiality of such approaches, she will draw upon a dataset involving disabled children and clinicians who – in their everyday mundane practices – negotiate what it means to be ‘normal’ and ‘competent.’ In doing so, she will point to how microanalytic approaches for studying language-in-use can serve to make visible tacit assumptions about the very meaning(s) of social life and human-ness.