



# CONDUCTING FIELDWORK

**September 20, 2017 (Wed)**

3:30pm–4:30pm ■ PCOH 1008

Hosted by Neila Miled & Kari Grain, EDST

*Conducting fieldwork and managing the fieldwork process is part-and-parcel of research for many graduate students. But how does one “do” fieldwork, and what is the experience like? Join us for a conversation with Ph.D candidates Neila Miled and Kari Grain as they share their reflections and rich experiences conducting fieldwork. Don’t miss it!*

**RSVP**

<http://blogs.ubc.ca/edstgaa/events/>

Deadline: September 18, 2017

## IT IS GETTING MESSY: THE UNEXPECTED TURN IN DOING FIELDWORK WITH TEENAGERS

Researchers doing ethnography get to fieldwork equipped with theories, academic preparation, ethics approval and sometimes a strong perception that they will be in control of their fieldwork: timeline, participants, data...

My field work hasn't been under my control!!! Working with teenagers and especially underprivileged teenagers, has been a roller coaster, an exciting experience that I do not want to finish, but at the same time scary and challenging.

In this conversation, I will share with participants the “messiness” of field work, my personal approach to stay focused, and how my insider-outsider positionality impacted my fieldwork.



### **Neila Miled**

*Ph.D Candidate, EDST*

**Neila Miled** is a Ph.D Candidate in EDST. She is conducting a two-year ethnographic study that explores the impact of Canadian Public-School experiences on Muslim youth identities and their sense of belonging to Canada within the “global war on terror”, and the terror of radicalization. Neila’s research focuses on the entanglements of multiculturalism, (im)migration, media and globalization and how they impact educational organizations, students’ identities, educational policy and practice.

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## TO BE BROKEN OPEN: THE PAIN, JOY, AND PRIVILEGE UNDERLYING INTERNATIONAL FIELDWORK

International fieldwork can be simultaneously rewarding, confusing, messy, and unpredictable. In my presentation I will share experiences from my 2 doctoral fieldwork trips to Kitengesa, Uganda, and 1 master's fieldwork trip to Rwanda. In particular, I will discuss: the importance of building long-term relationships; the vital tension between ethical obligations and participant empowerment; reciprocity; the privilege of international mobility; and the potential dangers of conducting research abroad. My most recent fieldwork trip ended in a life-threatening accident that prompted me to reflect not only on the risks we take as international researchers, but also the extensive privilege that I embodied when I was hospitalized and flown back to Canada under the medical care of a trained doctor. In this conversation I will share a mix of reflections on this recent event, questions for discussion, and thoughts to consider in the planning and action stages of your research.



### **Kari Grain**

*Ph.D Candidate, EDST*

**Kari Grain** is an instructor, PhD candidate, and Vanier scholar in University of British Columbia's Department of Educational Studies, where her research focuses on community engaged learning, social justice, service-learning in rural Uganda. Her doctoral work uses photovoice to examine the interplay of emotion and power relations in a long-term service-learning program. Having spent the past four years researching, supporting, and developing service-learning programs and innovative teaching projects at UBC, Kari is now co-editing the upcoming Handbook of service-learning for social justice.

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