Duoethnography

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**Duoethnography**-Joe Norris 2012-02-29

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**Drama Research Methods: Provocations of Practice**- 2018-12-06 Drama Research Methods: Provocations of Practice focuses on innovative drama/theatre research practices in ever-widening contexts for a broad range of purposes within and outside of the arts and the challenges this poses for researchers, writers and research
participants.

**Theorizing Curriculum Studies, Teacher Education, and Research through Duoethnographic Pedagogy** - Joe Norris 2016-12-22 This book explores the value of duoethnography to the study of interdisciplinary practice. Illustrating how dialogic and relational forms of research help to facilitate deeply emic, personal, and situated understandings of practice, the editors and contributors promote personal reflexivity and changes in practice. Education, drama, nursing counselling, and art in classroom, university, and larger professional spaces are examined by students, teachers, and practitioners using duoethnography to become more aware, dialogic, imaginative, and relational in their teaching.

**Duoethnography in English Language Teaching** - Robert J. Lowe 2020-02-05 This book sets out duoethnography as a method of research, reflective practice and as a pedagogical approach in English Language Teaching (ELT). The book provides an introduction to the history of duoethnography and lays out its theoretical foundations. The chapters then address duoethnography as a research method which can be used to explore critical and personal issues among ELT teachers, discuss how duoethnography as a reflective practice can aid teachers in understanding themselves, their colleagues or their context, and demonstrate how duoethnography can be used as a pedagogical tool in ELT classrooms. The chapters are a range of duoethnographies from established and emerging researchers and teachers, which explore the interplay between cultural discourses and life histories with a focus on ELT in Japan.

**Poetry, Method and Education Research** - Esther Fitzpatrick 2020-07-21 Poetry can be both political and pedagogical. It is utilised in a variety of ways in research to enhance, critique, analyse, and express different voices. Poetry,
Method and Education Research brings together international scholars to explore issues as diverse as neoliberalism, culture, decolonising education, health, and teacher identities. A key strength of the book is its attention to poetry as a research method, including discussions of "how to" engage with poetry in research, as well as including a range of research poems. Poetry is thus framed as both a method and performance. Authors in this book address a wide variety of questions from different perspectives including how to use poetry to think about complex issues in education, where poetry belongs in a research project, how to write poetry to generate and analyse "data", and how poetry can represent these findings. This book is an essential resource for students and researchers in education programmes, and those who teach in graduate research methods courses.

Handbook of Research on Diversity and Social Justice in Higher Education Keengwe, Jared 2020-05-22 There is growing pressure on teachers and faculty to understand and adopt best practices to work with diverse races, cultures, and languages in modern classrooms. Establishing sound pedagogy is also critical given that racial, cultural, and linguistic integration has the potential to increase academic success for all learners. To that end, there is also a need for educators to prepare graduates who will better meet the needs of culturally diverse learners and help their learners to become successful global citizens. The Handbook of Research on Diversity and Social Justice in Higher Education is a cutting-edge research book that examines cross-cultural perspectives, challenges, and opportunities pertaining to advancing diversity and social justice in higher education. Furthermore, the book explores multiple concepts of building a bridge from a monocultural pedagogical framework to cross-cultural knowledge through appropriate diversity education models as well as effective social justice practices. Highlighting a range of topics such as cultural taxation, intercultural engagement, and teacher preparation, this book
Discourses, Dialogue and Diversity in Biographical Research - Alan Bainbridge 2021

“This book explores how narratives are deeply embodied, engaging heart, soul, as well as mind, through varying adult learner perspectives. Biographical research is not an isolated, individual, solipsistic endeavor but shaped by larger ecological interactions - in families, schools, universities, communities, societies, and networks - that can create or destroy hope. Telling or listening to life stories celebrates complexity, messiness, and the rich potential of learning lives. The narratives in this book highlight the rapid disruption of sustainable ecologies, not only 'natural', physical, and biological, but also psychological, economic, relational, political, educational, cultural, and ethical. Yet, despite living in a precarious, and often frightening, liquid world, biographical research can both chronicle and illuminate how resources of hope are created in deeper, aesthetically satisfying ways. Biographical research offers insights, and even signposts, to understand and transcend the darker side of the human condition, alongside its inspirations. Discourses, Dialogue and Diversity in Biographical Research aims to generate insight into people's fears and anxieties but also their capacity to 'keep on keeping on' and to challenge forces that would diminish their and all our humanity. It provides a sustainable approach to creating sufficient hope in individuals and communities by showing how building meaningful dialogue, grounded in social justice, can create good enough experiences of togetherness across difference. The book illuminates what amounts to an ecology of life, learning and human flourishing in a sometimes tortured, fractious, fragmented, and fragile world, yet one still offering rich resources of hope”--
Collaborative Autoethnography—Heewon Chang 2016-06-16 It sounds like a paradox: How do you engage in autoethnography collaboratively? Heewon Chang, Faith Ngunjiri, and Kathy-Ann Hernandez break new ground on this blossoming new array of research models, collectively labeled Collaborative Autoethnography. Their book serves as a practical guide by providing you with a variety of data collection, analytic, and writing techniques to conduct collaborative projects. It also answers your questions about the bigger picture: What advantages does a collaborative approach offer to autoethnography? What are some of the methodological, ethical, and interpersonal challenges you’ll encounter along the way? Model collaborative autoethnographies and writing prompts are included in the appendixes. This exceptional, in-depth resource will help you explore this exciting new frontier in qualitative methods.

Doing Democracy—Darren E. Lund 2008 In this provocative collection of essays with a distinctly critical and nuanced approach to how democracy is taught, learned, understood, and lived, authors from four continents share their visions on how democracy needs to be cultivated, critiqued, demonstrated, and manifested throughout the educational experience. The collective concern is how we actually do democracy in education. The essays argue that democracy must be infused in everything that happens at school: curriculum, extra-curricular activities, interaction with parents and communities, and through formal organization and structures. One of the book's central questions is: Are educators merely teaching students skills and knowledge to prepare them for the world of work, or is education more about encouraging students to thrive within a pluralistic society? This book reveals that democracy is an ethos, an ideology, a set of values, a philosophy, and a complex and dynamic terrain that is a contested forum for debate. From seasoned veterans to emerging scholars, these writers challenge the idea that there is only one type of democracy, or that
democracy is defined by elections. Using a range of theoretical, conceptual, and methodological approaches, each essay makes a compelling case for how education can advance a more critical engagement in democracy that promotes social justice and political literacy for all. Diverse examples illustrate the theme of doing democracy. With its numerous models for teaching and learning to encourage critical thinking and engagement, this book is certain to be an invaluable resource to educators, researchers, students, and anyone with a passion for democratic ideals.

Interpretive Autoethnography - Norman K. Denzin 2013-10-24 “It is time to chart a new course”, writes Norman K. Denzin in Interpretive Autoethnography, Second Edition. “I want to turn the traditional life story, biographical project into an interpretive autoethnographic project, into a critical, performative practice, a practice that begins with the biography of the writer and moves outward to culture, discourse, history, and ideology.” Drawing on C. Wright Mills, Sartre, and Derrida, Denzin lays out the key assumptions, terms, and parameters of autoethnography, provides a guide to using and studying personal experience, and considers the dilemmas and political implications of textualizing a life. He weaves his narrative through family stories, and concludes with thoughts concerning a performance-centered pedagogy and the directions, concerns, and challenges for autoethnography.

Interdisciplinary Reflective Practice through Duoethnography - Joe Norris 2016-09-24 This book explores the value of duoethnography to the study of interdisciplinary practice. Through rich stories, scholars illustrate how dialogic and relational forms of research help to facilitate deeply emic, personal, and situated understandings of practice and promote personal reflexivity and changes in practice. In this book, students, teachers, and practitioners use duoethnography to become more aware, dialogic,
imaginative, and relational in their teaching. Forms of practice examined in this book include education, drama, nursing, counseling, and art in classroom, university, and larger professional spaces.

The Oxford Handbook of Qualitative Research—Patricia Leavy 2020-07 The Oxford Handbook of Qualitative Research, Second Edition presents a comprehensive, interdisciplinary overview of the field of qualitative research. Divided into eight parts, the forty chapters address key topics in the field such as approaches to qualitative research (philosophical perspectives), narrative inquiry, field research, and interview methods, text, arts-based, and internet methods, analysis and interpretation of findings, and representation and evaluation. The handbook is intended for students of all levels, faculty, and researchers across the disciplines, and the contributors represent some of the most influential and innovative researchers as well as emerging scholars. This handbook provides a broad introduction to the field of qualitative research to those with little to no background in the subject, while providing substantive contributions to the field that will be of interest to even the most experienced researchers. It serves as a user-friendly teaching tool suitable for a range of undergraduate or graduate courses, as well as individuals working on their thesis or other research projects. With a focus on methodological instruction, the incorporation of real-world examples and practical applications, and ample coverage of writing and representation, this volume offers everything readers need to undertake their own qualitative studies.

Arts-based and Contemplative Practices in Research and Teaching—Susan Walsh 2014-11-13 This volume presents a scholarly investigation of the ways educators engage in artistic and contemplative practices - and why this matters in education. Arts-based learning
and inquiry can function as a powerful catalyst for change by allowing spiritual practices to be present within educational settings, but too often the relationship between art, education and spirituality is ignored. Exploring artistic disciplines such as dance, drama, visual art, music, and writing, and forms such as writing-witnessing, freestyle rap, queer performative autoethnograph, and poetic imagination, this book develops a transformational educational paradigm. Its unique integration of spirituality in and through the arts addresses the contemplative needs of learners and educators in diverse educational and community settings.

**Autoethnography**-Sherick A. Hughes  

Written for social science students, teachers, teacher educators, and educational researchers, the text shows readers how autoethnographers collect, analyze, and report data. With its grounding in critical social theory and inclusion of innovative methods, this practical resource will move the field of autoethnography forward.

**Criticality, Teacher Identity, and (In)equity in English Language Teaching**-Bedrettin Yazan 2018-03-26 This edited volume, envisioned through a postmodern and poststructural lens, represents an effort to destabilize the normalized “assumption” in the discursive field of English language teaching (ELT) (Pennycook, 2007), critically-oriented and otherwise, that identity, experience, privilege-marginalization, (in)equity, and interaction, can and should be apprehended and attended to via categories embedded within binaries (e.g., NS/NNS; NEST/NNEST). The volume provides space for authors and readers alike to explore fluidly critical-practical approaches to identity, experience, (in)equity,
and interaction envisioned through and beyond binaries, and to examine the implications such approaches hold for attending to the contextual complexity of identity and interaction, in and beyond the classroom. The volume additionally serves to prompt criticality in ELT towards reflexivity, conceptual clarity and congruence, and dialogue.

**The Collaborative Turn** - 2009-01-01 "Pulling back the curtain on the collaborative process, Walter Gershon’s stunning new collection highlights the complex, multi-dimensional nature of qualitative research today. The Collaborative Turn: Working Together in Qualitative Research powerfully deepens and richens ongoing discussions around collaborative inquiry so central today. Drawing together a wide range of senior and emergent scholars, as well as a span of traditional and experimental approaches, this cutting-edge text is ideal for both new and seasoned scholars alike." -- Greg Dimitriadis, Professor, University at Buffalo, SUNY

**Visitor-Centered Exhibitions and Edu-Curation in Art Museums** - Pat Villeneuve 2017-03-17 Visitor-Centered Exhibitions and Edu-Curation in Art Museums promotes balanced practices that are visitor-centered while honoring the integrity and powerful storytelling of art objects. Book examples present best practices that move beyond the turning point, where curation and education are engaged in full and equal collaboration. With a mix of theory and models for practice, the book: • provides a rationale for visitor-centered exhibitions; • addresses important related issues, such as collaboration and evaluation; and, • presents success stories written by educators, curators, and professors from the United States and Europe. • introduces the edu-curator, a new vision for leadership in museums with visitor-centered exhibition practices. The book is intended for art museum practitioners, including educators, curators, and exhibitions designers, as well as higher education faculty and students in
Curriculum Theorizing-William F. Pinar 1975

Collaborative Autoethnography-Heewon Chang 2016-06-16 It sounds like a paradox: How do you engage in autoethnography collaboratively? Heewon Chang, Faith Ngunjiri, and Kathy-Ann Hernandez break new ground on this blossoming new array of research models, collectively labeled Collaborative Autoethnography. Their book serves as a practical guide by providing you with a variety of data collection, analytic, and writing techniques to conduct collaborative projects. It also answers your questions about the bigger picture: What advantages does a collaborative approach offer to autoethnography? What are some of the methodological, ethical, and interpersonal challenges you’ll encounter along the way? Model collaborative autoethnographies and writing prompts are included in the appendixes. This exceptional, in-depth resource will help you explore this exciting new frontier in qualitative methods.

The Great White North?- 2007-01-01 This landmark book represents the first text to pay critical and sustained attention to Whiteness in Canada from an impressive line-up of leading scholars and activists. The burgeoning scholarship on Whiteness will benefit richly from this book’s timely inclusion of the insights of Canadian scholars, educators, activists and others working for social justice within and through the educational system, with implications far beyond national borders.

Educators on Diversity, Social Justice, and Schooling-Sonya E. Singer 2018-04-30 Educators on Diversity, Social Justice, and Schooling identifies categories of privilege and marginalization in the “master narrative” of
social discourse and works to bring equity into classrooms across Canada. This timely text challenges students to question the power relations that value one group’s system of knowledge over another and brings this to bear on the classroom environment. This volume features contributions by educators from diverse disciplinary backgrounds and includes chapter-end key questions, additional resources for more information, and suggested activities to engage students in critical thought and to ground concepts of diversity and social justice in practical application. Students in undergraduate and graduate education programs will value the combination of theoretical and practical knowledge that this collection puts forth to foster a new generation of inclusive educators.

Black Women, Academe, and the Tenure Process in the United States and the Caribbean - Talia Esnard 2018-08-06 This book explores the meanings, experiences, and challenges faced by Black women faculty that are either on the tenure track or have earned tenure. The authors advance the notion of comparative intersectionality to tease through the contextual peculiarities and commonalities that define their identities as Black women and their experiences with tenure and promotion across the two geographical spaces. By so doing, it works through a comparative treatment of existing social (in)equalities, educational (dis)parities, and (in)justices in the promotion and retention of Black women academics. Such interpretative examinations offer important insights into how Black women’s subjugated knowledge and experiences continue to be suppressed within mainstream structures of power and how they are negotiated across contexts.

Playbuilding as Qualitative Research - Joe Norris 2017-03-02 This book is for both art-based researchers and research-informed artists, exploring the theatrical genre known as Collective Creation, or Playbuilding. Performers generate data around chosen topics— from
addiction and sexuality to qualitative research—by compiling scenes from their disparate voices. Audience members become involved in the investigation, and the performed scenes do not end the conversation but challenge and extend it. Through discussion and audience participation, the process examines how knowledge is defined and how data is mediated.

**Autoethnographies in ELT** - Bedrettin Yazan
2020-11-06 This innovative volume showcases the possibilities of autoethnography as a means of exploring the complexities of transnational identity construction for learners, teachers, and practitioners in English language teaching (ELT). The book unpacks the dynamics of today’s landscape of language education which sees practitioners and students with nuanced personal and professional histories inhabit liminal spaces as they traverse national, cultural, linguistic, ideological, and political borders, thereby impacting their identity construction and engagement with pedagogies and practices across different educational domains. The volume draws on solo and collaborative autoethnographies of transnational language practitioners to question such well-established ELT binaries such as ‘center’/’periphery’ and ‘native’/non-native’ and issues of identity-related concepts such as ideologies, discourses, agency, and self-reflexibility. In so doing, the book also underscores the unique affordances of autoethnography as a methodological tool for better understanding transnational identity construction in ELT and bringing to the fore key perspectives in emerging areas of study within applied linguistics. This dynamic collection will appeal to students, scholars, and practitioners in English language teaching, applied linguistics, TESOL education, educational linguistics, and sociolinguistics.

**Innovations in Narrative and Metaphor** - Sandy Farquhar
2019-02-26 This book pursues an interdisciplinary approach to open a discourse on innovative methodologies and practices
associated with narrative and metaphor. Scholars from diverse fields in the humanities and social sciences report on how they use narrative and/or metaphor in their scholarship/research to arrive at new ways of seeing, thinking about and acting in the world. The book provides a range of methodological chapters for academics and practitioners alike. Each chapter discusses various aspects of the author’s transformative methodologies and practices and how they contribute to the lives of others in their field. In this regard, the authors address traditional disciplines such as history and geography, as well as professional practices such as counselling, teaching and community work.

**Forms of Practitioner Reflexivity**-Hilary Brown 2016-09-07 This edited volume addresses the different methods professionals use to promote a critical reflective and reflexive stance among practitioners, leading to both a reconceptualization of practice and its subsequent change. The goal of increased reflection in professional education is intended to expand approaches for professionals to work with diverse others. It is also intended to increase their levels of cognitive differentiation and depth of professional consciousness about themselves alongside diverse others in a rapidly changing world. This is an important issue in a range of applied professional programs, from education to medicine, social work to psychology, business to criminal justice, in nearly every country in the world.

**Pedagogy of Solidarity**-Paulo Freire 2016-09-16 Famous Brazilian educational and social theorist Paulo Freire presents his ideas on the importance of community solidarity in moving toward social justice in schools and society. In a set of talks and interviews shortly before his death, Freire addresses issues not often highlighted in his work, such as globalization, post-modern fatalism, and the qualities of educators for the 21st century. His illuminating comments are supplemented with commentaries
by other well-known scholars, such as Ana Maria Araujo Freire, Walter de Oliveira, Norman Denzin, Henry Giroux, and Donaldo Macedo.

**Participatory Visual and Digital Methods**
Aline Gubrium 2016-06-16 Gubrium and Harper describe how visual and digital methodologies can contribute to a participatory, public-engaged ethnography. These methods can change the traditional relationship between academic researchers and the community, building one that is more accessible, inclusive, and visually appealing, and one that encourages community members to reflect and engage in issues in their own communities. The authors describe how to use photovoice, film and video, digital storytelling, GIS, digital archives and exhibits in participatory contexts, and include numerous case studies demonstrating their utility around the world.

**Research Methods**
Lisa M. Given 2008-08-19 Qualitative research is designed to explore the human elements of a given topic, while specific qualitative methods examine how individuals see and experience the world. Qualitative approaches are typically used to explore new phenomena and to capture individuals' thoughts, feelings, or interpretations of meaning and process. Such methods are central to research conducted in education, nursing, sociology, anthropology, information studies, and other disciplines in the humanities, social sciences, and health sciences. Qualitative research projects are informed by a wide range of methodologies and theoretical frameworks. The SAGE Encyclopedia of Qualitative Research Methods presents current and complete information as well as ready-to-use techniques, facts, and examples from the field of qualitative research in a very accessible style. In taking an interdisciplinary approach, these two volumes target a broad audience and fill a gap in the existing reference literature for a general guide to the core concepts that inform qualitative research practices. The entries cover every major
facet of qualitative methods, including access to research participants, data coding, research ethics, the role of theory in qualitative research, and much more—all without overwhelming the informed reader. Key Features Defines and explains core concepts, describes the techniques involved in the implementation of qualitative methods, and presents an overview of qualitative approaches to research Offers many entries that point to substantive debates among qualitative researchers regarding how concepts are labeled and the implications of such labels for how qualitative research is valued Guides readers through the complex landscape of the language of qualitative inquiry Includes contributors from various countries and disciplines that reflect a diverse spectrum of research approaches from more traditional, positivist approaches, through postmodern, constructionist ones Presents some entries written in first-person voice and others in third-person voice to reflect the diversity of approaches that define qualitative work Key Themes Approaches and Methodologies Arts-Based Research, Ties to Computer Software Data Analysis Data Collection Data Types and Characteristics Dissemination History of Qualitative Research Participants Quantitative Research, Ties to Research Ethics Rigor Textual Analysis, Ties to Theoretical and Philosophical Frameworks The SAGE Encyclopedia of Qualitative Research Methods is designed to appeal to undergraduate and graduate students, practitioners, researchers, consultants, and consumers of information across the social sciences, humanities, and health sciences, making it a welcome addition to any academic or public library.

**Mathematical Encounters and Pedagogical Detours** Boris Koichu 2021-02-04 This book explores the idea that mathematics educators and teachers are also problem solvers and learners, and as such they constantly experience mathematical and pedagogical disturbances. Accordingly, many original tasks and learning activities are results of personal mathematical and pedagogical disturbances of their designers,
who then transpose these disturbances into learning opportunities for their students. This learning-transposition process is a cornerstone of mathematics teacher education as a lived, developing enterprise. Mathematical Encounters and Pedagogical Detours unfold the process and illustrate it by various examples. The book engages readers in original tasks, shares the results of task implementation and describes how these results inform the development of new tasks, which often intertwine mathematics and pedagogy. Most importantly, the book includes a dialogue between the authors based on the stories of their own learning, which triggers continuous exploration of learning opportunities for their students.

Leisure Activities in the Outdoors-Mandi Baker 2021-10-13 The benefits of being outdoors in a leisure context are widely acknowledged across a range of disciplinary perspectives (including tourism, therapeutics, education and recreation). These benefits include the development of: health and wellbeing; social skills; leadership and facilitation skills; personal, emotional and reflective abilities; confidence and identity creation. Drawing on a variety of perspectives, geographies and approaches, this book explores the opportunities that leisure in the outdoors provides for learning, developing and challenging. The authors in this collection challenge dominant discourses of outdoor leisure through their selection of outdoor activities, theoretical approaches and modes of representation. All offer fresh insights and thinking into how leisure in the outdoors can be understood. The book covers a range of outdoor conceptualisations that challenge the reader to think deeply and broadly about the common threads which bind the broad field of outdoor leisure together. The experiences explored in this book range from suburban outdoors to wild places, surfing to mindful reflection, and trail walking to Nordic skiing, and encompass a broad spectrum of people.
Language Teacher Identity in TESOL - Bedrettin Yazan 2020-07-06 This volume draws on empirical evidence to explore the interplay between language teacher identity (LTI) and professional learning and instruction in the field of TESOL. In doing so, it makes a unique contribution to the field of language teacher education. By reconceptualizing teacher education, teaching, and ongoing teacher learning as a continuous, context-bound process of identity work, Language Teacher Identity in TESOL discusses how teacher identity serves as a framework for classroom practice, professional, and personal growth. Divided into five sections, the text explores key themes including narratives and writing; multimodal spaces; race, ethnicity, and language; teacher emotions; and teacher educator-researcher practices. The 15 chapters offer insight into the experiences of preservice teachers, in-service teachers, and teacher educators in global TESOL contexts including Canada, Japan, Korea, Norway, Sri Lanka, Turkey, the United Kingdom, and the United States. This text will be an ideal resource for researchers, academics, and scholars interested in furthering their knowledge of concepts grounding LTI, as well as teachers and teacher educators seeking to implement identity-oriented approaches in their own pedagogical practices.

Remixed and Reimagined - J.T. Snipes 2020-05-29 Remixed and Reimagined: Innovations in Religion, Spirituality, and (Inter)faith in Higher Education is a new edited book that invites readers to rethink and re-examine the traditional paradigms in which religion, spirituality, and interfaith (RSI) have been studied within higher education and student affairs settings. This volume introduces new theoretical frameworks that enrich and enliven the study of RSI, making it more dynamic, inclusive, and, most importantly, innovative. It is framed by a commitment to social justice and intersectionality, while centering the narratives of the religiously marginalized. The text is divided into two units. The first unit explores new and emergent
frameworks for analyzing and interpreting RSI in higher education and student affairs. The second unit puts various theoretical frameworks into practice, while highlighting the often-marginalized voices of the religiously minoritized. The book concludes with a call for researchers to begin exploring the new proposed horizons within the study of RSI in higher education and student affairs. This text is perfect for graduate level seminars in higher education and student affairs programs. It is also an invaluable resource for researchers and scholars.

Teaching Research Methods in the Social Sciences-Claire Wagner 2016-04-01 How can excellence in the teaching of research methods be encouraged and ensured? This question has become increasingly important following the adoption of research methodology as a core part of many postgraduate and undergraduate courses. There has, however, been little discussion about the aims and methods of teaching the subject. In this volume; a number of authors from a variety of countries and disciplines employ their knowledge and experience towards the development of a 'pedagogical culture' in research methods. Their aim is to establish the extent of common concerns and challenges and to demonstrate ways in which these are being met. Intended to provide both a stimulus and source materials for the development of a more substantial and systematic literature in the field, the book will be of great interest to all those teaching research methods courses within social science disciplines.

Critical Perspectives on Teaching in the Southern United States-Tori K. Flint 2020-10-21 Critical Perspectives on Teaching in the Southern United States presents new and provocative insights into education in the Southern United States, from the perspective of educators with a variety of experiences. This book foregrounds the Southern United States as having unique sociopolitical, sociohistorical, and
sociocultural contexts which directly influence knowledge and classroom pedagogies. Contributors use a range of critical frameworks that coalesce around methods including: self-reflection through research, social justice advocacy, and culturally responsive, culturally relevant, culturally sustaining, and asset-based pedagogies. Through the lenses of these critical frameworks, several contributors also address challenges and strategies for teaching controversial topics in the classroom. Drawing upon unique experiences teaching in various regions of the Southern United States, chapters explore salient topics such as race, language, gender, discrimination, identity, immigration, poverty, social justice, and their influence(s) on pedagogy. This book raises questions considering the ways that history has shaped present-day Southern education and about the myriad complex dynamics that influence pedagogy in the Southern U.S. context. Ultimately, this book affirms the importance of utilizing critical perspectives in contemporary discussions about education in the Southern United States.

**Women Education Scholars and their Children's Schooling**-Kimberly Scott

2016-05-12 This volume offers both theoretical and research-based accounts from mothers in academia who must balance their own intricate knowledge of school systems, curriculum and pedagogy with their children’s education and school lives. It explores the contextual advantages and disadvantages of "knowing too much" and how this impacts children’s actions, scholastics and developing consciousness along various lines. Additionally, it allows teachers, administrators and researchers to critically examine their own discourses and those of their students to better navigate their professional and domestic roles. Gathering narratives from academic women in traditional and nontraditional maternal roles, this volume presents both contemporary and retrospective experiences of what it’s like to raise children amidst educational and sociocultural change.
Qualitative Research Methods in Consumer Psychology - Paul Hackett 2015-08-20

While consumer research is founded on traditional quantitative approaches, the insight produced through qualitative research methods within consumer settings has not gone unnoticed. The culturally situated consumer, who is in intimate dialogue with their physical, virtual and social surroundings, has become integral to understanding the psychology behind consumer choices. This volume presents readers with theoretical and applied approaches to using qualitative research methods in ethnographic studies looking at consumer behavior. It brings together an international group of leading scholars in the field of consumer research, with educational and professional backgrounds in marketing, advertising, business, education, therapy and health. Researchers, teaching faculty, and students in the field of consumer and social psychology will benefit from the applied examples of qualitative and ethnographic consumer research this volume presents.

The Negotiated Self - 2018-10-11

This collection includes critical, qualitative, creative, and arts-integrated chapters attentive to the ways in which reflexive inquiry supports explorations of teacher identity. The explicit aim of this manuscript is to advance teacher self-study and, through it, the teaching and learning experience.

Lived Experiences of Women in Academia - Alison L. Black 2018-04-17

Lived Experiences of Women in Academia shares meaningful stories of women working in the academy, from numerous disciplines, backgrounds and countries, to unveil the complex and distinct dimensionalities they experience in their life and work. Chapters are written using a range of responsive, personal and aesthetic techniques, including metaphor, manifesto and memoir, with reflections inspired by textiles, online blogs and forums, theatre, creative writing, fiction and popular culture. They engage with themes and ideas including
gender roles, family-making, work-life balance, motherhood, institutional violence and harassment and the self and identity, revealing how these uniquely manifest for women in academia. This collection takes account of the experiences of female academics from previous decades and the experiences of those to come, as well as those outside the academic system entirely. Lived Experiences of Women in Academia aims to liberate thinking around the life of a female academic through collaborative storytelling and discussion, to encourage new conversations and connections between women in academia across the globe.