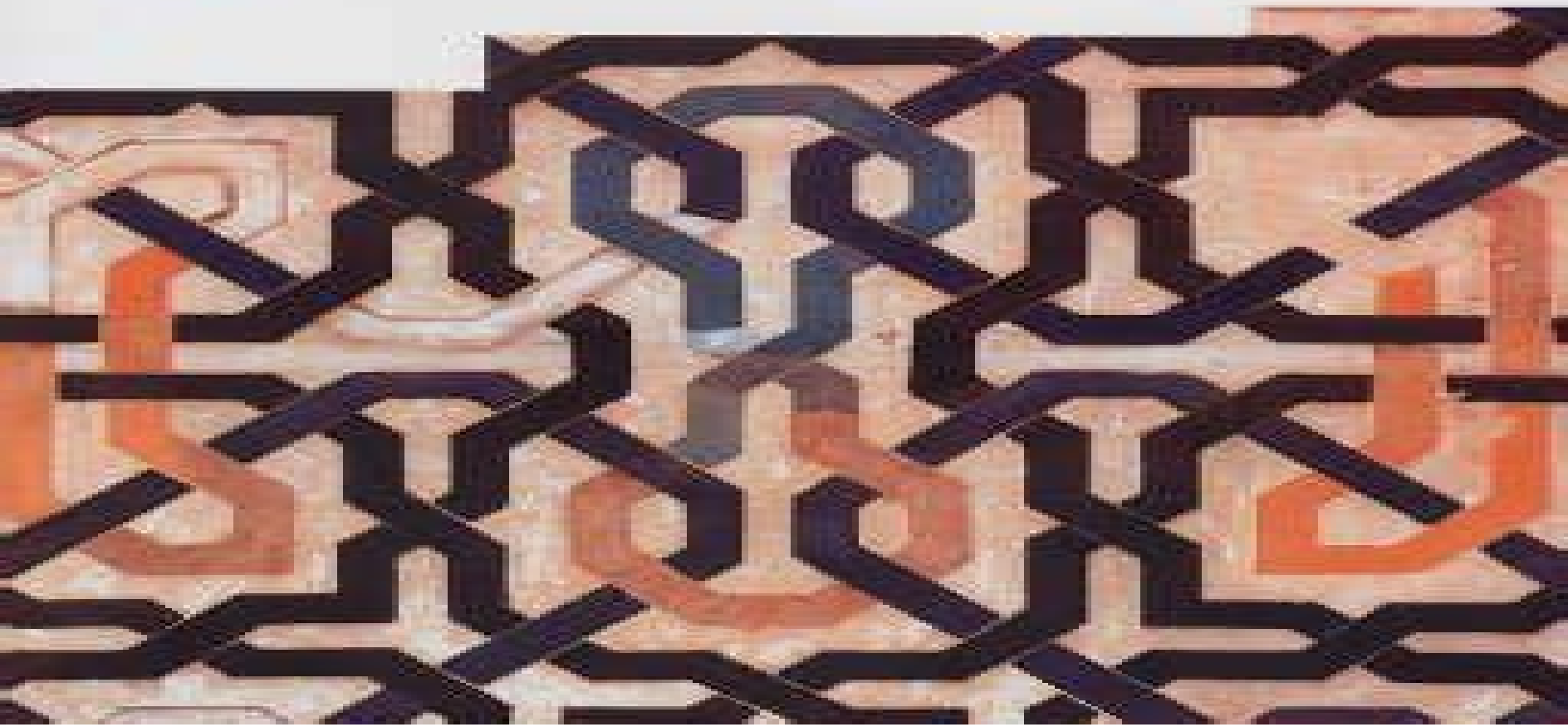


on writing EDUCATIONAL ETHNOGRAPHIES

the art of collusion

Jean Contah, Eva Gregory, Chris Kearney
and Aura Mor-Sommerfeld



On Writing Educational Ethnographies The Art Of Collusion

H Kauffman



On Writing Educational Ethnographies The Art Of Collusion:

On Writing Educational Ethnographies Jean Conteh, 2005 Here is an exciting departure from existing volumes on educational research methods This book focuses on the writing of an ethnographic dissertation and provides examples of successful ethnographic studies that have earned PhDs It is a core reader for students pursuing ethnographic research at Masters Ed D or PhD level Professor Eve Gregory is Director of Studies in the Department of Educational Studies at London University s Goldsmiths College The other authors have all been her part time M Phil PhD students and all have used ethnographic methods in their fields of culture language literacy and identity And all three have classroom experience and a fascination for their research topics The book provides an overview of the value of an ethnographic approach to researching issues of diversity in education and offers models of writing for each stage of the work The authors relate how each went about writing their study and describe the difficulties they encountered This makes compelling reading and offers a moving personal and professional rationale for ethnography as a research approach The result is an excellent model and guide for new researchers especially inexperienced writers or part time students such as teachers on how to go about writing M Phil PhDs EdDs MA or M Research dissertations

Researching Education for Social Justice in Multilingual Settings Jean Conteh, 2017-12-14 Researching Education for Social Justice in Multilingual Settings provides innovative guidance on carrying out qualitative research in education by offering a wide range of examples of research projects with a focus on the methodologies and data collection strategies used Rather than decontextualised how to advice the book offers insights into the complexities of actually carrying out research in multilingual settings In this practical guide examples of real life projects are framed by chapters providing a theoretical background to the principles of ethnography and to the processes and practices of qualitative research focusing on data generation and collection strategies Case study chapters offer a rich understanding of the detail of qualitative research in education from the points of view of people who have engaged in it Moreover the book promotes understanding of current research that aims to make a difference to pupils students teachers and families whose diverse languages and cultural experiences are not fully valued in society and in mainstream education contexts Pedagogical features that support private study and use on courses include a glossary of key terms guiding questions for reading at the start of each section and discussion questions to promote reflection as well as suggestions for further reading Researching Education for Social Justice in Multilingual Settings is a supportive guide to the principles of ethnography and the processes of qualitative research for all those wishing to investigate complex problems in multilingual education settings

Ethnography in Education David Mills, Missy Morton, 2013-04-29 Written in a clear accessible style this inspirational book is both a practical guide and a survey of the different ways of doing ethnography Drawing on wide ranging examples and using classic and contemporary ethnographies the authors demonstrate the importance of developing an ethnographic sensibility A most valuable resource Cris Shore University of Auckland Ethnography in Education is an

accessible guidebook to the different approaches taken by ethnographers studying education Drawing on their own experience of teaching and using these methods the authors help you cultivate an ethnographic imagination in your own research and writing With extended examples of ethnographic analysis the book will introduce you to ethnographic classics the best existing textbooks debates about new approaches and innovations This book is ideal for postgraduate students in Education and related disciplines seeking to use an ethnographic approach in their Masters and Doctoral theses David Mills is a University Lecturer in Education University of Oxford Missy Morton is Associate Professor and Head of School of Educational Studies and Leadership College of Education University of Canterbury Research Methods in Education series Each book in this series maps the territory of a key research approach or topic in order to help readers progress from beginner to advanced researcher Each book aims to provide a definitive market leading overview and to present a blend of theory and practice with a critical edge All titles in the series are written for Master s level students anywhere and are intended to be useful to the many diverse constituencies interested in research on education and related areas Other books in the series Using Case Study in Education Research Hamilton and Corbett Whittier Qualitative Research in Education Atkins and Wallace Action Research in Education McAteer Learning and Teaching British Values Sadia Habib,2017-09-01 This book engages with important debates about multicultural British identities at a time when schools are expected to promote Fundamental British Values It provides valuable insight into the need to investigate fluid and evolving identities in the classroom What are the implications of Britishness exploration on young people s relationships with and within multicultural Britain What are the complexities of teaching and learning Britishness Emphasis on student voice respectful and caring dialogue and collaborative communication can lead to meaningful reflections Teachers often require guidance though when teaching about multicultural Britain The book argues that when students have safe spaces to share stories schools can become critical sites of opportunity for reflection resistance and hopeful futures Foreword by Professor Vini Lander **The Art of Global Peacebuilding and Excellence in Education** Angie Kotler,Jo Westbrook,2025-03-31 This seminal volume juxtaposes and interrogates established definitions of peacebuilding and excellence in diverse education settings including in conflict and assesses how they might work together in international educational contexts Showcasing in depth case studies from Rwanda Ethiopia Liberia and the UK chapters tackle issues of global significance such as identity conflict decolonisation and climate justice fusing empirical research outcomes with practical examples Each chapter argues for the central role of peacebuilding in defining excellence in education demonstrating context specific cognitive affective and relational strands of learning and teaching Ultimately challenging contemporary thinking and educational theory in an accessible practitioner focused way this book demonstrates how imaginative and reflective practice in diverse contexts can lead to the educational transformation required for the world s current and future challenges This book will inspire educators researchers and policymakers involved with education policy and politics citizenship education and teacher education and

development to work towards change both within classrooms and at the systems level so that education can contribute to peacebuilding through new definitions of excellence Doing Educational Research Marit Honerød Hoveid, Lucian Ciolan, Angelika Paseka, Sofia Marques da Silva, 2019-06-10 Every educational research project has challenges and obstacles that need to be managed and overcome This book uses real case studies employing a wide range of research methodologies and drawn from educational contexts across Europe to explore these challenges offering flexible and universal guidance that you can apply to your own research Published in partnership with EERA this book is Realistic and informed It explores a range of perspectives on educational research from planning to data collection to international collaboration Challenging It integrates a holistic and critical view on the process of educational research Culturally aware It covers a variety of research projects from different countries and encourages you to challenge dominant perspectives in education This is the first major English language textbook for postgraduate and postdoctoral education researchers that represents and explores the range of research traditions that exist throughout Europe and what they mean in practice Becoming Bilingual in School and Home in Tibetan Areas of China: Stories of Struggle YiXi LaMuCuo, 2019-07-09 This book contributes significantly to our understanding of bilingualism and bilingual education as a sociocultural and political process by offering analyses of the stories of five Tibetan individual journeys of becoming bilingual in the Tibetan areas of China at four different points in time from 1950 to the present The data presented comprises the narrative of their bilingual encounters including their experiences of using language in their families in village and in school Opportunities to develop bilingualism were intimately linked with historical and political events in the wider layers of experiences which reveal the complexity of bilingualism Moreover their experiences of developing bilingualism are the stories of struggle to become bilingual They struggle because they want to keep two languages in their lives It illustrates their relationship with society They are Tibetans L1 is not the official language of their country but it is the tie with their ethnicity It addresses bilingualism linked with the formation of identity The unique feature of this book is that it offers a deep understanding of bilingualism and bilingual education by examining the stories of five individuals learning experiences over a period of almost 60 years *The Routledge Handbook of Literacy Studies* Jennifer Rowsell, Kate Pahl, 2015-05-15 The Routledge Handbook of Literacy Studies offers a comprehensive view of the field of language and literacy studies With forty three chapters reflecting new research from leading scholars in the field the Handbook pushes at the boundaries of existing fields and combines with related fields and disciplines to develop a lens on contemporary scholarship and emergent fields of inquiry The Handbook is divided into eight sections The foundations of literacy studies Space focused approaches Time focused approaches Multimodal approaches Digital approaches Hermeneutic approaches Making meaning from the everyday Co constructing literacies with communities This is the first handbook of literacy studies to recognise new trends and evolving trajectories together with a focus on radical epistemologies of literacy The Routledge Handbook of Literacy Studies is an essential reference for undergraduate

and postgraduate students and those researching and working in the areas of applied linguistics and language and literacy

Permanent Exclusion from School and Institutional Prejudice Anna Carlile, 2013-02-11 Permanent exclusion from school and institutional prejudice Creating change through critical bureaucracy Anna Carlile This book tells the story of permanent exclusion from school from within an urban children's services department It focuses on two areas what contributes to instances of permanent exclusion from school and what the effects are of its existence as a disciplinary option The book questions how and why local government officers make particular decisions about children and young people Rather than focussing on what children and young people did behaviourally to get excluded the book adopts a Foucauldian analysis to concentrate on their place within a larger policy community which includes professionals and policy makers It adopts a critical bureaucratic exercise in studying up on powerful organisations an informed approach to ameliorating social inequity The findings described here suggest a broad deep and opaque seam of institutional prejudice permanent exclusion from school can be understood to be both caused by this and to intensify its effects This has implications for the voices of young people subject to or at risk of permanent exclusion from school and the final chapter outlines a Foucauldian Freirian student voice project offering ideas about how schools might tackle this

Challenges Facing Research into Catholic Schools Sean Whittle, 2025-07-17 This book provides practical and theoretical guidance on how to conduct educational research into aspects of Catholic education or in Catholic schools and opens up ways of completing education research in a Catholic setting This book is divided into four sections The first seeks to orientate researchers in Catholic education within the range of contexts issues and challenges that are needed to navigate this field of studies These range from shifts in catholic theology of education to the socio political contexts within which Catholic education takes place The second section presents a range of ways in which Catholic education could be researched by drawing on nine researchers who have completed their doctoral studies within the past decade The third section presents insights from those who have supervised doctoral studies in Catholic Education over the past two decades Overall this book supports and guides researchers who have no experience of Catholic Christianity and also those who are Catholic but yet remain uncertain about how best to navigate their research in a Catholic setting

Language Policy and Language Acquisition Planning Maarja Siiner, Francis M. Hult, Tanja Kupisch, 2018-05-22 In the sociopolitics of language sometimes yesterday's solution is tomorrow's problem This volume examines the evolving nature of language acquisition planning through a collection of papers that consider how decisions about language learning and teaching are mediated by a confluence of psychological ideological and historical forces The first two parts of the volume feature empirical studies of formal and informal education across the lifespan and around the globe Case studies map the agents resources and attitudes needed for creating moments and spaces for language learning that may at times collide with wider beliefs and policies that privilege some languages over others The third part of the volume is devoted to conceptual contributions that take up theoretical issues related to epistemological and conceptual

challenges for language acquisition planning These contributions reflect on the full spectrum of social and cognitive factors that intersect with the planning of language teaching and learning including ethnic and racial power relations historically situated political systems language ideologies community language socialization relationships among stakeholders in communities and schools interpersonal interaction and intrapersonal development In all the volume demonstrates the multifaceted and socially situated nature of language acquisition planning

Linking Families, Learning, and Schooling Bobbie Kabuto, Prisca Martens, 2014-01-21 Parents who are also educational researchers have access to a domain that is highly complex and not always available to other scholars In this book parent researchers provide theoretical and practical insights into children's learning in the home and at school Readers are given a window into learning in the home context and how all family members organize or engage in that learning Working on two levels the book develops scholarly discussions about learning in the home how is it organized who the participants are and what children are learning and it illustrates the impacts that outside institutions in particular schools have on families It is unique in showcasing parent research as a type of research paradigm with particular aspects and challenges Both teachers and researchers can learn from these studies as they show the impact that schooling has on families and how institutional discourses and beliefs can both positively and negatively affect the dynamics of any family

Digital Media in Education Michelle Cannon, 2018-06-19 This book argues for dynamic and relevant school experiences for primary and early secondary learners that embed digital media production It proposes a vision of literacy that combines new technologies with multiple modes of meaning making Drawing on theories related to cultural studies media literacy anthropology and creativity the author explores learning strategies with digital media based on an empowering values driven framework The book advances innovative teaching methods critiquing educational reforms that marginalise media and fail to engage with the complex tensions and textures of modern pedagogy Positioning film and media making as vital practices in schools that nurture the skills dispositions and competencies of modern literacy the model foregrounds connections between human agency cognition and creative practice This innovative book will appeal to students and scholars of creativity digital media production primary education and literacy

The Rich World and the Impoverishment of Education Dave Hill, 2010-07-15 This book advances a powerful critique of neoliberalised education privatization marketisation new public managerialism increasing control and surveillance of schools and colleges in eight of the rich countries of the world USA Canada England and Wales Finland Greece Taiwan Israel and Japan

Language Learning and Teaching as Social Inter-action Z. Hua, P. Seedhouse, V. Cook, L. Wei, 2007-07-31 This volume brings together contributions by leading researchers of the social interactional and socio cultural approaches to language learning and teaching It provides both an introduction to this important growth point and also an overview of cutting edge research covering a wide range of language learning and teaching contexts

The Early Years Reflective Practice Handbook Avril Brock, 2014-07-17 What do early childhood practitioners need to know about reflection and reflective

practice Ongoing reforms in early childhood care and education social policy affect all aspects of young children s and their families lives Decisions are being undertaken at a rapid pace and there is a need for those working in the field of Early Years to consolidate and reflect on their knowledge and practice building on what they already know This timely new book aims to support reflective practice for those working with young children in everyday work and in the wider political context whatever their professional role and whatever level of qualification they hold It takes a fresh look at a breadth of issues relating to early childhood care and education reflecting on policy knowledge and practice Incorporating practical reflection activities case studies exemplar scenarios and questions in each chapter the book considers policy developments and how these have affected young children and their families issues around socio culturalism language ethnicity disposition gender inclusion and socio economics when working with families learning through play and the notions of quality observation and assessment and continuity contemporary issues that practitioners and students on placement may encounter in their everyday work deepening reflective thinking and practice through ongoing and continuing professional development With practical guidance to help the reader reflect on their own practice this text offers invaluable support to early years practitioners looking to develop their career and achieving higher qualification at both undergraduate and at Master s level The book is a must for students on early years courses including early childhood studies initial teacher training and early years teacher status

The Multilingual Edge of Education Piet Van Avermaet,Stef Slembrouck,Koen Van Gorp,Sven Sierens,Katrijn Maryns,2017-12-18 This book highlights the need to develop new educational perspectives in which multilingualism is valorised and strategically used in settings and contexts of instruction and learning Situated in the current educational debate about multilingualism and ethno linguistic minorities chapter authors examine the polarised response to heightened linguistic diversity and how the debate is very much premised on binary views of monolingualism and multi or bilingualism Contributors argue that the diverse linguistic backgrounds of immigrant and minority students should be considered an asset instead of being regarded as a barrier to teaching and learning From its title through to its conclusion this book underlines the current perspective of multilingualism as possessing cutting edge potential for transforming diverse classrooms into more inhabitable more equitable and more efficiently organised spaces for learning This book will be of interest to scholars and researchers in educational linguistics applied linguistics sociolinguistics anthropological linguistics pedagogics educational studies and educational anthropology

Navigating Languages, Literacies and Identities Vally Lytra,Dinah Volk,Eve Gregory,2016-06-10 Navigating Languages Literacies and Identities showcases innovative research at the interface of religion and multilingualism offering an analytical focus on religion in children and adolescents everyday lives and experiences The volume examines the connections between language and literacy practices and social identities associated with religion in a variety of sites of learning and socialization namely homes religious education classes places of worship and faith related schools and secular schools Contributors engage with a diverse set of complex multiethnic and

religious communities and investigate the rich multilingual multiliterate and multi scriptal practices associated with religion which children and adolescents engage in with a range of mediators including siblings peers parents grandparents religious leaders and other members of the religious community The volume is organized into three sections according to context and participants 1 religious practices at home and across generations 2 religious education classes and places of worship and 3 bridging home school and community The edited book will be a valuable resource for researchers in applied linguistics linguistic anthropology socio linguistics intercultural communication and early years primary and secondary education

Mediatization and Sociolinguistic Change Jannis Androutsopoulos, 2014-09-04 This is the first volume to focus on the role of media in processes of linguistic change one of the most contested issues in contemporary sociolinguistics Its 17 chapters and five section commentaries present cutting edge research from variationist and interactional sociolinguistics media linguistics language ideology research and minority language studies The volume advances our understanding of linguistic change in a mediatized world in three ways First it introduces the notions of sociolinguistic change and mediatization to create a broader theoretical framing than the one offered by the media and language change Second it takes the discussion beyond the notions of influence and effect and the binary distinction of media vs community language Third it examines the relation of sociolinguistic change and mediatization and from five complementary viewpoints media influence on linguistic structure media engagement in interaction change in mass and new media language language ideological change and the role of media for minority languages Bringing these strands of sociolinguistic scholarship together this volume examines their shared references and common lines of thinking

Small-Scale Research in Primary Schools Kimberly Safford, Mary Stacey, Roger Hancock, 2013-09-13 Small scale Research in Primary Schools provides guidance and inspiration for students and practitioners undertaking practical investigations and workplace enquiry in the primary school The 30 chapters are carefully selected to illustrate a range of approaches to educational enquiry and are particularly relevant to the range of practitioners who may carry out school based research as part of a course of study teachers trainee and newly qualified teachers teaching assistants learning mentors and staff who support children with individual needs Research topics addressed in chapters include children s learning in the core curriculum subjects as well as themes central to teaching and learning Important concepts and terminology are highlighted throughout More specifically areas of research explored include Play Special Educational Needs Working with parents and families English as an Additional Language Creativity Language development Learning environments Small scale Research in Primary Schools provides a straightforward highly accessible introduction to enquiry approaches and research methodologies and the questions and challenges adults in schools encounter about children s learning It shows how small scale research in primary education can impact on professional thinking and learning It aims to provide constructive support for students and practitioners in extending their knowledge and understanding through workplace enquiry

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