

Qualitative Educational Research Readings In Reflexive Methodology And Transformative Practice

3<Disrupting Qualitative Inquiry is an edited volume that examines the possibilities and tensions encountered by scholars who adopt disruptive qualitative approaches to the study of educational contexts, issues, and phenomena. It presents a collection of innovative and intellectually stimulating chapters which illustrate the potential for disruptive qualitative research perspectives to advance social justice aims omnipresent in educational policy and practice dialogues. The book defines -disruptive- qualitative methodologies and methods in educational research as processes of inquiry which seek to: 3<1) Disrupt traditional notions of research roles and relationships 3<2) Disrupt dominant approaches to the collection and analysis of data 3<3) Disrupt traditional research findings 3<4) Disrupt rigid epistemological and methodological boundaries 3<5) Disrupt disciplinary boundaries and assumptive frameworks of how to do educational research 3<6) Scholars and graduate students interested in disrupting traditional approaches to the study of education will find this book of tremendous value. Given the inclusion of both research examples and reflective narratives, this book is an ideal text for adoption in introductory research design seminars as well as advanced courses devoted to theoretical and practical applications of qualitative and interpretive methodologies."

This book is the road map to proficiency and development in the field of qualitative research. Borrowing from a wealth of experience teaching introductory qualitative research courses, author Kakali Bhattacharya lays out a dynamic program for learning different paradigms of inquiry, empowering students to recognize the convergence of popular research methodologies as well as the nuances and complexities that set each of them apart. Her book: supplements the readings and activities in a qualitative methods class, exposing students to the research process and the dominant types of qualitative research; introduces a variety of theoretical perspectives in qualitative research, including positivism and postpositivism, interpretivism, feminism, symbolic interactionism, phenomenology, hermeneutics, critical theory, and Critical Race Theory; identifies and summarizes the three dominant methodological approaches in qualitative research: narrative inquiry, grounded theory, and ethnography; provides interactive activities and exercises to help students crystallize their understanding of the different topics in each chapter.

Qualitative Research in Education: A User's Guide, Third Edition continues to bring together the essential elements of qualitative research, including traditions and influences in the field and practical, step-by-step coverage of each stage of the research process. Synthesizing the best thinking on conducting qualitative research in education, Marilyn Lichtman uses a conversational writing style that draws readers into the excitement of the research process.

"A welcome and helpful addition to the shelves of tutors and students working on masters programmes. It will be most beneficial supporting students on programmes where there is a substantial research training component. It offers important exemplars of using computer software in qualitative analysis" - Educational Review "This book is aimed at Master's students who are engaging in educational research for the first time. [It] provides teacher-researchers with the additional information they need so they can go on to read further and more in depth, having more confidence in the accessibility of such studies. I found it does this well, and is an ideal point of reference for those who are just embarking on a Master's degree. A useful glossary is provided, giving detailed but 'readable' explanations of key terms and phrases" - Primary Practice Doing Educational Research offers a hands-on guide for students engaged in educational research. It provides a comprehensive and accessible introduction to the key qualitative and quantitative methods necessary for those commencing research for the first time. Through a detailed yet concise explanation, the reader is shown how these methods work and how their outcomes may be interpreted. Providing all the essentials for the first-time researcher, the book includes: - a variety of examples and case studies to illustrate how the methods and techniques can be used in 'real-life' contexts - practical guidance on time management planning research projects and writing reports - a broad coverage, including qualitative and quantitative methodologies, data analysis using computer software, ethical issues and the writing-up and presentation of data. This engaging book has been written by a team of leading researchers with over sixty years of cumulative experience. It has a student-friendly structure which will make it accessible and popular with undergraduates and postgraduates. It will be an invaluable resource for both students and researchers, helping them to undertake effective research in education.

Working-Class Women's Identity and Schooling

Fieldnotes in Qualitative Education and Social Science Research

Working-Class Kids' Visions of Care

Embodiment in Qualitative Research

Educational Research

Handbook of Qualitative Research in Education

Research Methods in Education

Embodiment in Qualitative Research connects critical, interdisciplinary theorizing of embodiment with creative, practical strategies for engaging in embodied qualitative research. Ellingson equips qualitative researchers not only to resist the mind-body split in principle but to infuse their research with the vitality that comes from embracing knowledge production as deeply embedded in sensory experience. Grounded in poststructuralist, posthumanist, and feminist perspectives, this innovative book synthesizes current interdisciplinary theories and research on embodiment; explores research examples from across the social sciences, education, and allied health; and features embodied ethnographic tales and evocative moments from everyday life for reflexive consideration. Each chapter offers flexible starting points for doing embodiment actively throughout every stage of qualitative research. An awareness of, and an active engagement with, issues of embodiment enhances scholars' ability to produce high quality research and enlarges their capacity as public intellectuals to spark positive social change, particularly within marginalized communities. The strategies offered relate to methodologies from across the entire spectrum: from traditional qualitative methods such as grounded theory, critical/theoretical analysis, and

discourse analysis, to arts-based research – including performance, autoethnographic narrative, poetry, and documentary film making. Embodiment in Qualitative Research is designed as a resource book for qualitative researchers who want to explore the latest trends in critical theorizing. The writing style will appeal to researchers who seek a bridge between abstract theorizing and pragmatic strategies for producing outstanding qualitative research, as well as to critical scholars who want to integrate embodied ways of knowing with their theorizing. Graduate (and advanced undergraduate) qualitative methods students and early career researchers, as well as advanced scholars seeking to enrich the scope and texture of their work, will find the text inspiring and engaging.

Duoethnography is a collaborative research methodology in which two or more researchers juxtapose their life histories in order to provide multiple understandings of a social phenomenon. Using their own biographies as sites of research and creating dialogic narratives, they provide multiple perspectives of this phenomenon for the reader, inviting the viewer to enter the conversation. The dialectic process of creating duoethnography is also designed to be transformative to the writers. In this volume, two dozen scholars present the first wave of duoethnographic writings on topics as diverse as gender, identity, and curriculum, with the editors framing key tenets of the methodology around the studies presented. This participatory, emancipatory methodology is of interest to those doing qualitative research and narrative writing in many disciplines.

This second edition updates the discussions surrounding the finest qualitative methods used in contemporary educational research. Bringing together scholars from around the world, this Handbook offers sophisticated insights into the theories and disciplinary approaches to qualitative study and the processes of data collection, analysis and representation, offering fresh ideas to inspire and re-invigorate researchers in educational research.

School-smart and Mother-wise illustrates how and why American education disadvantages working-class women when they are children and adults. In it we hear working-class women—black and white, rural and urban, southern and northern—recount their childhood experiences, describing the circumstances that led them to drop out of school. Now enrolled in adult education programs, they seek more than a diploma: respect, recognition, and a public identity. Drawing upon the life stories of these women, Wendy Luttrell sensitively describes and analyzes the politics and psychodynamics that shape working-class life, schooling, and identity. She examines the paradox of women's education, particularly the relationship between schooling and mothering, and offers practical suggestions for school reform.

An Introduction for Consumers of Research

Arts-Based Educational Research and Qualitative Inquiry

Readings in Reflexive Methodology and Transformative Practice

Choosing Among Five Approaches

Philosophical Mentoring in Qualitative Research

Duoethnography

Qualitative Inquiry and Research Design

Foundations of Qualitative Research introduces key theoretical and epistemological concepts replete with historical and current real-world examples. Author Jerry W. Willis provides an invaluable resource to guide the critical and qualitative inquiry process written in an accessible and non-intimidating style that brings these otherwise difficult concepts to life.

This comprehensive textbook encourages the reader to contextualise their understanding of quantitative and qualitative research methods by drawing links between the research question and its theoretical framework with the choice of the quantitative/qualitative methodology and analyses. It encourages a theoretical appreciation of the field of inquiry and to balance the emphasis on methods with reviewing the literature and understanding the wider context of research. Each chapter contains user-friendly features, such as: key terms, summaries, case studies, examples and suggested further reading. Exercises are suggested throughout the text, encouraging the reader to look at easily accessible data sets and use prompts to formulate research questions and produce a mini study. A companion website supports the text, providing easy access to supporting material, including revision questions and an annotated list of useful websites. This text will be invaluable reading for students on Research Methods in Education MA programmes, as well as those embarking upon their PhD, EdD or MPhil in education. Research fellows and other educational researchers will also find this book a useful resource.

Arts-Based Educational Research and Qualitative Inquiry introduces novice qualitative researchers, within education and related fields, to arts-based educational research (ABER). Abundant prompts and exercises are provided to help readers apply the concepts and experiment with various applications of the ideas presented. The authors walk the path with novice researchers offering a variety of approaches to the practice of arts-based methods, while providing a guided overview of ABER, and include pedagogical features in each chapter. Exercises are designed to assist educational researchers who wish to expand their repertoire of methodologies. The authors also weave into the discussion the possibilities and limitations of many types of arts-based methods while introducing readers to the growing methodological literature. By offering a tapestry of ways to engage the novice researcher, the book illustrates that it is not always possible to separate cognitive findings from aesthetic knowing. This book will help qualitative researchers to expand their methodologies to include arts-based approaches to their projects and by doing so reshape their identities as qualitative researchers. It also offers some evaluative criteria and tool kits for experimenting with various arts and educational research.

How do education researchers navigate the qualitative research process? How do they manage and negotiate myriad decision points at which things can take an unexpected – and sometimes problematic – turn? Whilst these questions are relevant for any research process, the specific issues qualitative researchers face can have impactful repercussions, that if managed adeptly, can lead to successful and even new research opportunities. Navigating Challenges in Qualitative Educational Research includes narratives that provide real world experiences and accounts of how researchers navigated problematic situations, as well as their considerations in doing so. These contributions give students and researchers a chance to understand the possibilities of research challenges and better prepare for these eventualities and how to deal with them. Providing educative windows into the challenges and missteps even seasoned researchers face along the way, this book is an invaluable resource for graduate students and early career qualitative researchers, particularly those who are interested in education.

Children Framing Childhoods

Methods, Pitfalls and Perspectives

Approaches, Practices, and Ethical Considerations

Reading Educational Research

Doing Research/Reading Research

Dialogic Methods for Social, Health, and Educational Research

Fundamentals of Qualitative Research

A comprehensive anthology that helps deepen students' thinking about their qualitative research purposes, questions, and decision-making.

This new edition brings original, best-selling text right up-to-date for new researchers and includes a new chapter on computer software for data handling.

Methods in Educational Research Methods in Educational Research is designed to prepare students for the real world of educational research. It focuses on scientifically-based methods, school accountability, and the professional demands of the twenty-first century, empowering researchers to take an active role in conducting research in their classrooms, districts, and the greater educational community. Like the first edition, this edition helps students, educators, and researchers develop a broad and deep understanding of research methodologies. It includes substantial new content on the impact of No Child Left Behind legislation, school reform, quantitative and qualitative methodologies, logic modeling, action research, and other areas. Special features to assist the teaching and learning processes include vignettes illustrating research tied to practice, suggested readings at the end of each chapter, and discussion questions to reinforce chapter content. Praise for the Previous Edition "A new attempt to make this subject more relevant and appealing to students. Most striking is how useful this book is because it is really grounded in educational research. It is very well written and quite relevant for educational researchers or for the student hoping to become one." - PsycCRITQUES/American Psychological Association "I applaud the authors for their attempt to cover a wide range of material. The straightforward language of the book helps make the material understandable for readers." -Journal of MultiDisciplinary Evaluation

This thoroughly updated and extended eighth edition of the long-running bestseller Research Methods in Education covers the whole range of methods employed by educational research at all stages. Its five main parts cover: the context of educational research; research design; methodologies for educational research; methods of data collection; and data analysis and reporting. It continues to be the go-to text for students, academics and researchers who are undertaking, understanding and using educational research, and has been translated into several languages. It offers plentiful and rich practical advice, underpinned by clear theoretical foundations, research evidence and up-to-date references, and it raises key issues and questions for researchers planning, conducting, reporting and evaluating research. This edition contains new chapters on: Mixed methods research The role of theory in educational research Ethics in Internet research Research questions and hypotheses Internet surveys Virtual worlds, social network software and netnography in educational research Using secondary data in educational research Statistical significance, effect size and statistical power Beyond mixed methods: using Qualitative Comparative Analysis (QCA) to integrate cross-case and within-case analyses. Research Methods in Education is essential reading for both the professional researcher and anyone involved in educational and social research. The book is supported by a wealth of online materials, including PowerPoint slides, useful weblinks, practice data sets, downloadable tables and figures from the book, and a virtual, interactive, self-paced training programme in research methods. These resources can be found at: www.routledge.com/cw/cohen.

Educational Research and Inquiry

Generalizing from Educational Research

A Critical Thinking Approach

Walking the Path

Doing and Reflecting

Foundations of Qualitative Research

Qualitative Educational Research in Action

"Understanding Education Research" is designed to help students learn to read educational research articles carefully, systematically, and critically. Students learn to categorize titles, decode abstracts, find research questions, characterize research arguments, break down methods and procedures, explore references, apply analysis strategies, and interpret findings. The book allows them to easily develop the skills they need to be research literate. It offers simple guidelines for qualitative, quantitative, and statistical approaches that help students master the basics behind these often complex and confusing methodologies. The book is accessible for future researchers or for students who simply need to understand research clearly. It is written in a clear and engaging style, with ample concrete examples of each stage, offering exercises for student practice.

Negotiating the Complexities of Qualitative Research in Higher Education illuminates the complex nature of qualitative research, while attending to issues of application. This text addresses the fundamentals of research through discussion of strategies, ethical issues, and challenges in higher education. In addition to walking through the methodological steps, this text considers the conceptual reasons behind qualitative research and explores how to conduct qualitative research that is rigorous, thoughtful, and theoretically coherent. Seasoned researchers Jones, Torres, and Arminio combine high-level theory with practical applications and examples, showing how research in higher education can produce improved learning outcomes for students, especially those who have been historically marginalized. This book will help students in higher education and Student Affairs graduate programs to cultivate an appreciation for the complexity and ambiguity of the research and the ways to think through questions and tensions that emerge in the process. New in This Edition: Updated citations and content throughout to reflect the newest thinking and scholarship Expansion of current exemplars of qualitative research New exercises, activities, and examples throughout to bolster accessibility of theory A new chapter on Theoretical Perspectives with attention to new perspectives increasingly used in higher education and Student Affairs A new chapter on Challenges in Data Collection

Winner of the 2013 American Educational Studies Association's Critics Choice Award! Thinking With Theory in Qualitative Research shows how to use various philosophical concepts in practices of inquiry; effectively opening up the process of data analysis in qualitative research. It uses a common data set and utilizes various theoretical perspectives through which to view the data. It challenges qualitative researchers to use theory to accomplish a rigorous, analytic reading of qualitative data. "Plugging in" the theory and the data produces a variety of readings applying various theorists and their concepts, including: Derrida - Deconstruction Spivak - Postcolonial Marginality Foucault - Power/Knowledge Butler - Performativity Deleuze - Desire Barad - Material Intra-activity Thinking With Theory in Qualitative Research pushes against traditional qualitative data analysis such as mechanistic coding, reducing data to themes, and writing up transparent narratives. These do little to critique the complexities of social life; such simplistic approaches preclude dense and multi-layered treatment of data. It shows students, especially those who have been historically marginalized, that research and data can be used in a way that is not only more meaningful, but also more useful. This book will help students in higher education and Student Affairs graduate programs to cultivate an appreciation for the complexity and ambiguity of the research and the ways to think through questions and tensions that emerge in the process. New in This Edition: Updated citations and content throughout to reflect the newest thinking and scholarship Expansion of current exemplars of qualitative research New exercises, activities, and examples throughout to bolster accessibility of theory A new chapter on Theoretical Perspectives with attention to new perspectives increasingly used in higher education and Student Affairs A new chapter on Challenges in Data Collection

Qualitative Educational ResearchReadings in Reflexive Methodology and Transformative Practice

Interpretive and Critical Approaches

Disrupting Qualitative Inquiry

Qualitative Educational Research

Understanding Education Research

Fundamental Elements and Issues

Educational Research for Social Justice

Fieldwork in Educational Settings

Urban educational research, practice, and policy is preoccupied with problems, brokenness, stigma, and blame. As a result, too many people are unable to recognize the capacities and desires of children and youth growing up in working-class communities. This book offers an alternative angle of vision—animated by young people 's own photographs, videos, and perspectives over time. It shows how a racially, ethnically, and linguistically diverse community of young people in Worcester, MA used cameras at different ages (10, 12, 16 and 18) to capture and value the centrality of care in their lives, homes, and classrooms. Luttrell 's immersive, creative, and layered analysis of the young people 's images and narratives boldly refutes biased assumptions about working-class childhoods and re-visions schools as inclusive, imaginative, and care-full spaces. With an accompanying website featuring additional digital resources (childrenframingchildhoods.com), this book challenges us to see differently and, thus, set our sights on a better future.

Qualitative research is a key form of research in education; the findings of such projects frequently play a central role in shaping policy and practice. First time qualitative researchers require clear and practical guidance from the outset. However, given the diversity of both subject matter and methodological approaches encompassed by qualitative research, such guidance is not always easily come by. Qualitative Educational Research in Action: Doing and Reflecting is a collection of ten first-hand accounts by educational researchers of qualitative inquiries they carried out. The subjects are diverse, taking in school restructuring, policy analysis, critical literacy, phenomenology and the student teacher relationship. Each chapter outlines the research question investigated and provides an overview of the project's findings, before going on to describe how each researcher approached the challenges of their particular inquiry. The researchers reflect upon the unexpected turns qualitative research can take and the way such projects can move through different theoretical and methodological positions, often ending up significantly removed from the original premise, but all the more valuable for that. Anyone conducting qualitative research in education will be heartened and inspired by this collection, and will also find in it invaluable guidance on dealing effectively with the idiosyncrasies and pitfalls of qualitative research - guidance that is all the more valuable for coming from those who have themselves navigated similar difficulties.

This book provides theoretically grounded, real-world advice for students beginning to learn how to conduct qualitative research. Drawing on the authors extensive experience teaching qualitative methods, the text uses students questions and concerns as an organizational framework. Unlike many textbooks, this one provides students with an inside view into the most common dilemmas and challenges they will face as they start doing research. This easy-to-use book addresses the key phases of any ethnographic project:from beginning a project and defining its aims, to data collection, analysis, writing, and reporting results. While designed specifically for beginners, seasoned qualitative researchers will find useful insights, helpful tips, and new ways of thinking about qualitative research.

Building upon the incorporation of fieldnotes into anthropological research, this edited collection explores fieldnote practices from within education and the social sciences. Framed by social justice concerns about power in knowledge production, this insightful collection explores methodological questions about the production, use, sharing, and dissemination of fieldnotes. Particular attention is given to the role of context and author positionality in shaping fieldnotes practices. Why do researchers take fieldnotes? What do their fieldnotes look like? What ethical concerns do different types of fieldnotes practices provoke? By drawing on case studies from numerous international contexts, including Argentina, Cameroon, Canada, Ghana, Hong Kong, Hungary, Kenya, Lebanon, Malawi, the Netherlands, South Africa, and the US, the text provides comprehensive and nuanced answers to these questions. This text will be of interest to academics and scholars conducting research across the social sciences, and in particular, in the fields of anthropology and education.

Research, Interrupted

Qualitative and Quantitative Approaches

Navigating Challenges in Qualitative Educational Research

Thinking with Theory in Qualitative Research

Possibilities and Tensions in Educational Research

Beyond Qualitative and Quantitative Polarization

Qualitative Research in Education: A User's Guide

Research Methods in Education introduces research methods as an integrated set of techniques for investigating questions about the educational world. This lively, innovative text helps students connect technique and substance, appreciate the value of both qualitative and quantitative methodologies, and make ethical research decisions. It weaves actual research "stories" into the presentation of research topics, and it emphasizes validity, authenticity, and practical significance as overarching research goals. The text is divided into three sections: Foundations of Research (5 chapters), Research Design and Data Collection (7 chapters), and Analyzing and Reporting Data (3 chapters). This tripartite conceptual framework honors traditional qualitative approaches while reflecting the growing popularity of qualitative studies, mixed method designs, and school-based techniques. This approach provides a comprehensive, conceptually unified, and well-written introduction to the exciting but complex field of educational research.

"This book frames the major challenge facing educational researchers as one of going beyond the mindless qualitative-quantitative divide and addressing the overarching/fundamental challenge of enriching and enlarging educational inquiry. It is a signature contribution to the field." - Clifton F. Conrad, University of Wisconsin-Madison, USA Tackling one of the most critical issues in education research today - how research methods are related to value and meaningfulness - this frontline volume achieves two purposes. First, it presents an integrated approach to educational inquiry that works toward a continuum instead of a dichotomy of generalizability, and looks at how this continuum might be related to types of research questions asked and how these questions should determine modes of inquiry. Second, it discusses and demonstrates the contributions of different data types and modes of research to generalizability of research findings, and to limitations of research findings that utilize a single approach. International leaders in the field take the discussion of generalizing in education research to a level where claims are supported using multiple types of evidence. The volume pushes the field in a different direction, where the focus is on creating meaningful research findings that are not polarized by qualitative versus quantitative methodologies. The integrative approach allows readers to better understand possibilities and shortcomings of different types of research.

For courses in Research Methods in Education. Interpreting Educational Research: An Introduction for Consumers of Research, fourth edition, is designed for introductory, post-baccalaureate research courses in which elementary and early childhood education teachers, reading/literacy specialists, special education teachers, content area teachers at the middle and secondary school levels, administrators and curriculum specialists are prepared as consumers rather than as producers of educational research. It provides preservice and in-service teachers with basic knowledge and skills for reading, interpreting, and evaluating both quantitative and qualitative educational research, so that they can make program, curriculum, and instructional decisions based upon those research results. This text guides learners in activities based on current integrated language arts principles and practices for reading and writing content area discourse. It also guides readers to independence in the use of techniques for reading, interpreting, evaluating, and writing about education research.

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"This book frames the major challenge facing educational researchers as one of going beyond the mindless qualitative-quantitative divide and addressing the overarching/fundamental challenge of enriching and enlarging educational inquiry. It is a signature contribution to the field." - Clifton F. Conrad, University of Wisconsin-Madison, USA Tackling one of the most critical issues in education research today - how research methods are related to value and meaningfulness - this frontline volume achieves two purposes. First, it presents an integrated approach to educational inquiry that works toward a continuum instead of a dichotomy of generalizability, and looks at how this continuum might be related to types of research questions asked and how these questions should determine modes of inquiry. Second, it discusses and demonstrates the contributions of different data types and modes of research to generalizability of research findings, and to limitations of research findings that utilize a single approach. International leaders in the field take the discussion of generalizing in education research to a level where claims are supported using multiple types of evidence. The volume pushes the field in a different direction, where the focus is on creating meaningful research findings that are not polarized by qualitative versus quantitative methodologies. The integrative approach allows readers to better understand possibilities and shortcomings of different types of research.

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Qualitative research is a key form of research in education; the findings of such projects frequently play a central role in shaping policy and practice. First time qualitative researchers require clear and practical guidance from the outset. However, given the diversity of both subject matter and methodological approaches encompassed by qualitative research, such guidance is not always easily come by. Qualitative Educational Research in Action: Doing and Reflecting is a collection of ten first-hand accounts by educational researchers of qualitative inquiries they carried out. The subjects are diverse, taking in school restructuring, policy analysis, critical literacy, phenomenology and the student teacher relationship. Each chapter outlines the research question investigated and provides an overview of the project's findings, before going on to describe how each researcher approached the challenges of their particular inquiry. The researchers reflect upon the unexpected turns qualitative research can take and the way such projects can move through different theoretical and methodological positions, often ending up significantly removed from the original premise, but all the more valuable for that. Anyone conducting qualitative research in education will be heartened and inspired by this collection, and will also find in it invaluable guidance on dealing effectively with the idiosyncrasies and pitfalls of qualitative research - guidance that is all the more valuable for coming from those who have themselves navigated similar difficulties.

This book provides theoretically grounded, real-world advice for students beginning to learn how to conduct qualitative research. Drawing on the authors extensive experience teaching qualitative methods, the text uses students questions and concerns as an organizational framework. Unlike many textbooks, this one provides students with an inside view into the most common dilemmas and challenges they will face as they start doing research. This easy-to-use book addresses the key phases of any ethnographic project:from beginning a project and defining its aims, to data collection, analysis, writing, and reporting results. While designed specifically for beginners, seasoned qualitative researchers will find useful insights, helpful tips, and new ways of thinking about qualitative research.

Building upon the incorporation of fieldnotes into anthropological research, this edited collection explores fieldnote practices from within education and the social sciences. Framed by social justice concerns about power in knowledge production, this insightful collection explores methodological questions about the production, use, sharing, and dissemination of fieldnotes. Particular attention is given to the role of context and author positionality in shaping fieldnotes practices. Why do researchers take fieldnotes? What do their fieldnotes look like? What ethical concerns do different types of fieldnotes practices provoke? By drawing on case studies from numerous international contexts, including Argentina, Cameroon, Canada, Ghana, Hong Kong, Hungary, Kenya, Lebanon, Malawi, the Netherlands, South Africa, and the US, the text provides comprehensive and nuanced answers to these questions. This text will be of interest to academics and scholars conducting research across the social sciences, and in particular, in the fields of anthropology and education.

Research, Interrupted

Qualitative and Quantitative Approaches

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"Introduction to Educational Research: A Critical Thinking Approach 2e is an engaging and informative core text that enables students to think clearly and critically about the scientific process of research. In achieving its goal to make research accessible to all educators and equip them with the skills to understand and evaluate published research, the text examines how educational research is conducted across the major traditions of quantitative, qualitative, mixed methods, and action research. The text is oriented toward consumers of educational research and uses a thinking-skills approach to its coverage of major ideas"--

This bestselling text enables beginning researchers to organise and evaluate the research they read, and to plan and implement small scale research projects of their own. It gives structured, practical guidance on: the development of a research question techniques of data collection qualitative and quantitative forms of analysis the writing and dissemination of research. The authors present research as a principled activity that begins with the establishing and structuring of theoretical and empirical fields and research findings as serving to ask questions of educational practice rather than directing it. This revised and updated second edition includes a new chapter dealing with the complex issue of research ethics. It also includes consideration of digital technologies and new media, both as settings of research and research tools, the chapters on qualitative and quantitative analysis have been expanded and the annotated bibliography updated. The authors have been active researchers in educational studies for more than twenty years. They have also supervised numerous doctoral and masters dissertations and taught research methods programmes in various higher education institutions around the world as well as in the Institute of Education, University of London.

A leader in Introduction to Educational Research courses, Educational Research: Competencies for Analysis and Applications, ninth edition, remains a practical text focused on the skills and procedures students need in order to become competent consumers and producers of educational research. The accessible writing style and light, humorous tone of this book helps to demystify and enliven this demanding course. The text uses a direct, step-by-step approach to the research process. Tasks are included throughout the text to guide students through the process of creating their own research report. Published research articles are now included in every research methods chapter to provide students with illustrations of exemplary qualitative and quantitative research. Key changes in the ninth edition include an expanded coverage of qualitative research through a new chapter on Case Study Research (Chapter 17), a new chapter on Survey Research (Chapter 7), an increased emphasis on ethical considerations in the conduct of educational research (Chapter 1), and significant updates to Descriptive Statistics (Chapter 12) and Inferential Statistics (Chapter 13) that increase the coverage of how to use technology in the research process."

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