Contributors

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handbook of qualitative research in education

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Mark Dressman is Professor of Curriculum and Instruction specializing in English education at the University of Illinois at Urbana-Champaign. He is co-editor of Research in the Teaching of English and the author of Using Social Theory in Educational Research (2008) and Let’s Poem: The Essential Guide to Teaching Poetry in a High-Stakes, Multimodal World (2010). His research interests include transcultural teacher education, the rhetoric of educational research and semiotic analysis of multimodal texts.

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**Martin Forsey** is Lecturer in Anthropology and Sociology at the University of Western Australia. His publications include *Challenging the System? A Dramatic Tale of Neoliberal Reform in an Australian High School* (2007). His research interests are neoliberalism and education, school choice among students, parents and teachers and, more recently, qualitative research methods, writing about interviews and questioning the mythic positioning of participant observation at the centre of anthropological/ethnographic research.

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Cate Watson is Senior Lecturer in the School of Education, University of Stirling. Her research interests are in institutional/professional identities and professional knowledge/learning. She is also interested in narrative as a research methodology and has published widely in this area, including on the uses of fiction in the social sciences. She is the author of *Reflexive Research and the (Re)turn to the Baroque. (Or, How I Learned to Stop Worrying and Love the University)* (2008), and has co-edited (with Joan Forbes) *Service Integration in Schools. Research and Policy Discourses, Practices and Future Prospects* (2009) and *The Transformation of Children’s Services. Examining and Debating the Complexities of Inter/professional Working* (2012).

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