Contributors

**Alexandra Allan** is a lecturer in the Graduate School of Education, University of Exeter. Her research interests reside in the fields of Research Methodology and the Sociology of Education. Alexandra’s research has largely focused on issues relating to educational inequalities. She has a particular interest in young femininities, sexualities and social class. This research has been published in a number of journals, including: *Gender and Education* and *Discourse: Cultural Studies in the Politics of Education*.

**Louisa Allen** is an Associate Professor in the Faculty of Education, University of Auckland. Her research interests lie in the areas of youth, sexualities and schooling and innovative research methodologies which seek to engage hard to reach research populations. She examines these areas through the lenses of queer, feminist post-structural and critical masculinities and critical youth studies theoretical frameworks. Louisa has written three books in these fields, the latest of which is entitled *Young People and Sexuality Education: Rethinking Key Debates* (2011).

**Paul Atkinson** is Distinguished Research Professor of Sociology at Cardiff University. He is an Academician of the Academy of Social Sciences. He and Sara Delamont are the founding editors of the journal *Qualitative Research*. His latest publications include Katie Featherstone and Paul Atkinson, *Creating Conditions: The Making and Remaking of a Genetic Syndrome* (2011).

**Carl Bagley** is Professor of Educational Sociology and Director of Postgraduate Research in the School of Education, Durham University. His research interests reside in the fields of education policy and research methodology. He co-edited the book *Dancing the Data* and its enclosed CD-ROM ‘Dancing the Data Too’ (with Mary Beth Cancienne), the first arts-based educational research text to incorporate print and audio-visual material. His latest book – which includes the use of arts-based performance for critical praxis – written with Ricardo Castro-Salazar is entitled *Navigating Borders: Critical Race Theory Research and Counter History of Undocumented Americans*.

**Ghazala Bhatti** is Senior Lecturer and Deputy Director of Postgraduate Research in the Education School at the University of Southampton.
She is a member of the Social Justice and Inclusive Education Research Group. She is a founder member of the Social Justice and Intercultural Education network at the European Conference on Educational Research. Her research interests include ethnicity, gender and social class and how they affect educational experiences.

**Russell Bishop** is foundation Professor for Maori Education in the School of Education at the University of Waikato, Hamilton. His research experience is in the area of collaborative storytelling as Kaupapa Maori research, having written a book *Collaborative Research Stories: Whakawhanaungatanga* (1996) and published nationally and internationally on this topic. His other research interests include collaborative storytelling as pedagogy and culturally responsive pedagogies. His more recent books include *Culture Speaks: Cultural Relationships and Classroom Learning* (2006), with Mere Berryman, *Scaling Up Education Reform* (2010) and *Freeing Ourselves* (2011).

**Ruth Boyask** is Lecturer in Education Studies at Plymouth University. She has led projects and published in areas such as alternative conceptualizations of schooling, learner diversity and educational policy reform. The use of social theory to address issues of equity in educational policy and practice is a continual feature of her work.

**Hugh Busher** is Senior Lecturer and a member of the Social Justice SIG in the School of Education, University of Leicester. He is currently researching students’ and teachers’ perspectives on education, and teaches courses on research methods and on leadership, inclusive schooling and learning communities.

**Ricardo Castro-Salazar** is Associate Researcher at the University of Arizona Center for Latin American Studies and a faculty member in History and Political Sciences at Pima Community College in Tucson, Arizona. His research interests include immigration and Latino issues in the United States.

**Randall F. Clemens** is Dean’s Fellow in Urban Education Policy and Research Assistant at the Center for Higher Education Policy Analysis, University of Southern California. His research focuses on educational reform, policy design, school and community partnerships, and qualitative research methods.

**Martin Cortazzi** is Visiting Professor in the Centre for Applied Linguistics, University of Warwick, and at a number of key universities in China. He has published books and articles on narrative analysis, the application of metaphor analysis, primary education and issues in language
and education such as vocabulary learning and cultures of learning. With Lixian Jin, he has co-edited *Researching Chinese Learners, Skills, Perceptions and Intercultural Adaptations* (2011).

**Zoë B. Corwin** is a qualitative researcher at the Center for Higher Education Policy Analysis, University of Southern California. She held Haynes and Spencer Foundation dissertation fellowships while working on a study examining college access and persistence for students from foster care. She is currently working on a series of hard copy and online game-based college access interventions.

**Dawn H. Currie** is Professor of Sociology at the University of British Columbia. Her research interests include girl cultures and feminist media education. She is author of *Girl Talk: Adolescent Magazines and Their Readers* (1999) and co-author of ‘Girl Power’: *Girls Reinventing Girlhood* (2009).

**Peter de Vries** is Senior Lecturer in the Faculty of Education, Monash University, Melbourne. Peter’s research revolves around early childhood learning and engagement in music, music teaching in the primary school and active engagement with music in older age.

**Sara Delamont** is Reader in Sociology at Cardiff University. She was the first woman President of the British Educational Research Association in 1984. Her books include *Interaction in the Classroom* (1983) and *Fighting Familiarity* (with P. Atkinson, 1995). Currently she edits the journal *Qualitative Research* and she has edited *Teaching and Teacher Education*.

**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.

**Jane Elliott** is Professor of Social Research at the Institute of Education, London, and is the Director of the Centre for Longitudinal Studies (an ESRC Resource Centre). She has been Principal Investigator of the 1958 British Birth Cohort, known as the National Child Development Study (NCDS), since July 2004. Jane’s main research interests include gender and employment, women’s careers, healthy ageing, longitudinal research methodology, combining qualitative and quantitative research, and narrative. Her book *Using Narrative in Social Research: Qualitative and Quantitative Approaches* was published by Sage in 2005. She has also
published on women’s employment and fertility histories, occupational segregation in Britain and the US, gender and children’s essays from the NCDS.

**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.

**Blye Frank** is Dean of the Faculty of Education, University of British Columbia. He has worked with Faculties of Medicine across Canada towards the promotion of diversity and cultural competency within the medical education environment and contributed to the development of a programme for Association of Faculties of Medicine of Canada (AFMC), a cultural diversity training programme for teachers of internationally educated health care professionals. His particular module, Education for Cultural Awareness, is being used extensively throughout Medical Schools in Canada. He is a recognized expert in the field of gender studies and has been called upon to provide advice on issues of equity in schools and health care environments. He is one of five national researchers developing the Health, Illness, Men and Masculinities (HIMM) theoretical framework, which is intended to inform methodology and analysis of how the social construction of masculinity intersects with men’s health and well-being.

**Andrew Gitlin** is Professor at the University of Georgia. His recent research is on the possibilities of using experimental art as the basis for an innovative epistemology that can open up unknown worlds.

**Judith Green** is Professor of Education and Director of the Center of Literacy and Inquiry in Networking Communities (LINC), Gevirtz Graduate School of Education, University of California. Her recent research examines the unexpected impact of policy on opportunities for learning in classrooms and on the construction of identities for both the collective and the individual in complex educational settings in and out of schools. She was co-editor of the *Handbook of Complementary Methods in Education in Education Research* (2006) and editor of the *Review of Research in Education* (2006, 2008, 2010).

**Martyn Hammersley** is Professor of Educational and Social Research at the Open University. His research interests are in the sociology of
education, the sociology of the media and the methodological issues surrounding social inquiry. His books include *Questioning Qualitative Inquiry* (2008) and *Methodology, Who Needs It?* (2011).

**Janet Holland** is Professor of Social Research in the Weeks Centre, London South Bank University and Co-Director of Timescapes. She has published in youth, education, gender, sexualities, family life and methodological development.

**Rachel Holmes** is Reader in Cultural Studies of Childhood within the Centre for Early Years and Childhood Studies at the Educational and Social Research Institute, Manchester Metropolitan University. Her research interests include the interstices of applied educational research, social science research and arts-based research within the field of childhood.


**Nalita James** is Lecturer in Employment Studies at the Centre for Labour Market Studies, University of Leicester. Her research interests lie in the broad field of young adults’ and teachers’ work, identity and learning in informal and formal educational settings, as well as the methodological capacities of the Internet.

**Lixian Jin** is Professor of Linguistics and Intercultural Learning at De Montfort University, where she is Director of the Centre for Intercultural Research in Communication and Learning (CIRCL). Her research interests are in cultures of learning, bilingual language assessments, narrative and metaphor analysis, academic intercultural communication and Chinese learners of English. Together with Martin Cortazzi, she has authored and edited over 30 textbooks for learners and teachers of English in China.

**Angela Jones** holds an honours degree in English Literature, and has worked at Cardiff University School of Social Sciences since 2004 as Editorial Assistant and Managing Editor. She has worked for international editorial teams based in the UK, Australia and the USA, for various publishers including Sage and Elsevier. She has worked on journals in the fields of criminology, education, gender and qualitative research; and assisted in the compilation of academic research handbooks. She is also a freelance copy editor.
Wayne Journell is Assistant Professor and Secondary Social Studies Program Coordinator at the University of North Carolina at Greensboro. His research interests include the civic development of adolescents, especially the teaching of politics and political processes in secondary education, and online learning in K-12 education. Recent publications include articles in Theory and Research in Social Education, Educational Leadership, Educational Studies, Phi Delta Kappan and the Journal of Social Studies Research.

Deirdre M. Kelly is Professor of Sociology of Education in the Department of Educational Studies, University of British Columbia. Her research interests include teaching for social justice and democracy, gender and youth studies, and critical media education. She is the author of Last Chance High: How Girls and Boys Drop In and Out of Alternative Schools (1993) and Pregnant with Meaning: Teen Mothers and the Politics of Inclusive Schooling (2000) and co-author of ‘Girl Power’: Girls Reinventing Girlhood (2009).

Sean Kelly is Visiting Assistant Professor in the Department of Educational Administration, Michigan State University and a leading expert on the social organization of schools, student engagement and teacher effectiveness. He is the author of over 25 scholarly articles and book chapters, as well as Assessing Teacher Quality (2011).

Margarethe Kusenbach is Associate Professor and incoming Graduate Program Director in the Department of Sociology, University of South Florida. Her research interests include cities and communities, disasters, emotions and qualitative research methods. She has published papers in City & Community, Ethnography, Qualitative Sociology, Forum Qualitative Social Research (FQS), Natural Hazards, Symbolic Interaction and Studies in Symbolic Interaction.

Lisa Lucas is a Senior Lecturer in Education at the Graduate School of Education, University of Bristol. Her research interests include the organization, funding and development of higher education in a global context, including international comparative work on the funding and evaluation of research within universities and research on academic work and academic identities. She has published a number of journal articles and books, including, The Research Game in Academic Life (2006) and Academic Research and Researchers (edited with Professor Angela Brew) (2009), both published by McGraw-Hill/Open University Press.

Anna MacLeod is Assistant Professor and the Education Specialist in the Division of Medical Education, Faculty of Medicine, Dalhousie University.
Richard Majerus is Assistant Dean of Admissions at Carleton College, Northfield, Minnesota. His current research focuses on the admission processes at highly selective colleges and universities with an emphasis on new applications of predictive analytics in higher education.

Jay Mann is Director of the Office of Clinical Experiences for the College of Education and is a doctoral student in the Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign. His areas of interest include secondary social studies education and service learning projects within secondary classrooms.

Sue Middleton’s research focuses on local and global connections between theoretical, political, institutional and everyday lived dimensions of educational ideas in New Zealand. Completed life-history projects include studies of feminist teachers, teaching practices, a PhD in education, and a study of the impact of research assessment on subject(s) of education. Her archive-based studies include projects on letters of 1840s immigrants to Wellington, Sylvia Ashton-Warner as progressive educator and, currently, New Zealand-related British correspondence concerning the New Education Fellowship. Sue is interested in the interface between historical research and geographical theories.

David Mills is Director of Graduate Studies in the Department of Education at the University of Oxford. His recent publications include: Difficult Folk: A Political History of Social Anthropology (2008) and articles on anthropological careers, ethnographic methods and the future of disciplinarity. He is currently completing a textbook entitled Ethnography in Education.

Lindsay Pérez Huber is Visiting Scholar at the University of California, Los Angeles (UCLA) Chicano Studies Research Center and Visiting Faculty at California State University, Long Beach. Her research areas are in race, immigration and education, critical race theory and critical race methodology in education, and the Latina/o educational pipeline. She has published academic articles, reports and book chapters on Latina/o students generally, and undocumented immigrant students in particular. Her work can be found in the journals Harvard Educational Review and International Journal of Qualitative Studies in Education, and in academic law reviews such as the Journal of Gender, Social Policy and the Law and the Nevada Law Journal.

Lindsay Prior is Professor of Sociology in the School of Sociology, Social Policy and Social Work, and a Principal Investigator and member of the
management committee of the Centre of Excellence for Public Health, Queen’s University Belfast. His latest publication is *Using Documents and Records in Social Research* (2011). As well as research in the role of documents, he is also interested in developing novel methods for analysing and displaying interview and other forms of qualitative data.

**Lesley Pugsley** is a Sociologist and Senior Lecturer in Medical Education in the School of Postgraduate Medical and Dental Education, Cardiff University. She has undertaken a number of qualitative studies in a variety of different educational settings and has published on a number of topics relating to ethnographic studies.

**Paul Reader** is Adjunct Senior Lecturer, in the School of Humanities, University of New England, Australia. His research interests are in the visual arts, adult education and transformative learning. ‘Painterly methodology: painting and digital inquiry in adult learning’, his doctoral thesis (2007), explored visual methods in education research, with a strong emphasis on the relationship between consciousness, theory and inquiry through visual practice.

**Jude Robinson** is Reader in the Anthropology of Health and Illness Department of Sociology, Social Policy and Criminology, School of Law and Social Justice at the University of Liverpool. Dr Robinson is a social anthropologist researching choice in constrained circumstances, specifically the complex issues that people experience when attempting to make ‘positive’ changes to their lifestyles to improve health and wellbeing. Her research centres on developing understanding of the opportunities and barriers experienced by people living in poverty and disadvantage, and she has a particular interest in the development and use of (feminist) research methodologies, gendered inequalities, issues around social justice, alternative moralities and ‘othering’ and the health of women and children living in the UK. Recent research includes collaborative projects exploring smoking and second-hand smoke; working with young people and smoking and alcohol; and researching reading and health, particular the links between reading aloud and mental health and wellbeing.

**Wolff-Michael Roth** is Research Professor at Griffith University. His research focuses on the learning of mathematics and science across the life span. His recent books include *Passibility: At the Limits of the Constructivist Metaphor* (2011), *Geometry as Objective Science in Elementary Classrooms: Mathematics in the Flesh* (2011) and *Language, Learning, Context: Talking the Talk* (2010).
**Handbook of qualitative research in education**

**Jane Salisbury** is Senior Lecturer at Cardiff University’s School of Social Sciences where she teaches sociology of education, education policy and qualitative research methods. Research interests include post-compulsory education and training, VET, gender and attainment, occupational socialization and educational ethnography. She is the current Director of the PGCE (PCET) Teacher Education programme at Cardiff University.

**Pat Sikes** is Professor of Qualitative Inquiry in the School of Education, University of Sheffield. Her research focuses on four inter-related concerns: educators’ lives and careers; life history research; qualitative methodologies; and social justice issues. Her publications include, with Heather Piper, *Researching Sex and Lies in the Classroom: Allegations of Sexual Misconduct in Schools* (2010).

**Margaret J. Somerville** is Professor of Education and Senior Researcher at the University of Western Sydney, Australia. She is a pioneer of place studies in Australia and is interested in innovative methodologies and modes of representation in qualitative research. She is author, with Tony Perkins, of *Singing the Coast* (2010) and, with Bronwyn Davies, Kerith Power, Susanne Gannon and Phoenix de Carteret, of *Place Pedagogy Change* (2011). Her forthcoming book, *Water in a Dry Land: An Ethnography of Country* will be published in Routledge’s new Innovative Ethnography series.

**Anissa Stewart** received her PhD in Education from the Gevirtz Graduate School of Education at the University of California. She is interested in how teachers integrate various types of technology into the instructional design and execution of higher education courses and how students engage in learning and interaction in the classroom through those various technologies.

**Kate Stewart** is Lecturer in Social Aspects of Medicine and Health Care at the School of Graduate Entry Medicine and Health, University of Nottingham. Her interests are in the fields of medical sociology and social science research methods, and she has been providing training in CAQDAS packages to students and research staff since 1994.

**Maria Tamboukou** is Professor of Feminist Studies and Co-director of the Centre of Narrative Research, University of East London. Her research interests are in auto/biographical narratives, feminist theories, Foucauldian and Deleuzian analytics, the sociology of gender and education, gender and space and the sociology of art. She is the author of *Women, Education and the Self: A Foucauldian Perspective* and co-editor, with Stephen Ball, of *Dangerous Encounters: Genealogy and Ethnography*. 
Contributors

Rachel Thomson is Chair of Childhood and Youth Studies at Sussex University. She has research interests in childhood, youth, motherhood and the life course as well as methodological strategies for capturing personal and social change.

William G. Tierney is University Professor, Wilbur-Kieffer Professor of Higher Education and Director of the Center for Higher Education Policy Analysis at the University of Southern California. His research focuses on increasing access to higher education, improving the performance of post-secondary institutions and analysing the quality of for-profit institutions. His most recent books are a set of cultural biographies, *Urban High School Students and the Challenge of Access* and a study of privatization, *For-profit Colleges and Universities: Their Markets, Regulation, Performance and Place in Higher Education* (with G. Hentschke and V. Lechuga).

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).

Cassandra Wells is pursuing a PhD in the Faculty of Education at the University of British Columbia.

ML White is Senior Lecturer in Education at the Central School of Speech and Drama, University of London. She was awarded a PhD in 2009 for research looking at how young people engage with new digital video technologies and the use of digital technology in ethnographic educational research. ML manages an Initial Teacher Education programme. She is interested in how visual images can be used to construct teacher identities and in developing collaborative research methodologies.