Index

Abell, S. 185
Abrahams, N. 246, 247
Abu-Lughod, L. 95
Acker, S. 95
Adams, E. 421
Adelson, J. 392
Adler, P. and P. 342
Agar, M. 61, 67, 71, 325
Ahmed, S. 559
Alaszewski, A. 428–9
Allan, Alexandra 92–107
Allen, Louisa 241–51
Alvesson, M. 273, 426
Alvesson, M. 170, 171, 175, 176, 364, 366
Amos, A. 399, 400
Anderson, J. 252, 258, 261
Anderson, L. 361, 543
Anderson-Levitt, K. 34, 36, 43
Angrosino, M. 426, 571, 577
Angueira, K. 379
anthropology
and fictions and poetry, use of 566
and sociology, in traditional ethnography 343–4
anthropology and education 33–47
anthropological approach, benefits of 40–42
British engagement 36–40, 41–2
and class dynamics within classroom 39
collaborative work 42
culture and personality studies 34–6, 37
current research 42–3
and extended case-study 38
histories of 34–40
and mobile ethnography 41–2
qualitative ethnographic research 36
and symbolic interactionism 39
as teaching subject 38
see also sociological and anthropological ethnographies
Anyon, J. 30
Apple, M. 29, 104, 526
apprenticeship, and reflexive method for researching education in non-formal settings 195–208
apprenticeship used to learn about social science research 206
coteaching as research method 197
cultural-historical contextualization 204–5
and differing site practices 205
education, definition of 195
education in fish hatcheries, researching 197–206
formal education, place of 201
knowing and learning study 200
learning to ‘see’ case study 202–4
observer participation and studying ‘learning the ropes’ 200–201
participatory methods, cultural history of 196–7
practice theory and learning the ropes 198–200
reflexive method, moving towards 206–7
reflexivity of research 205–6
theoretical and practical understanding, differences between 196–7, 198
see also vocational education and training
Archibold, R. 582
archives see documents and archives, working with
Ardenghi, D. 198
Arendt, H. 556
Armour, L. 454
Arndt, K. 185
Aronson, J. 367, 370
Askew, S. 95
asylums see total institutions
autobiography 542–9
authors' perceived failings in personal life 542–3, 547
and autoethnography, distinction between 543, 544
on fieldwork 544, 546
future research 546
and narrative analysis 545–6
as narrative genre 543–4
and nature of narrative 544–6
pseudonym, use of 544, 547
reader benefits 546–7
risks for author 547
and writing styles, literary and rhetorical turn 513
see also life history, uses of; testimonio as LatCrit methodology in education
autoethnography 354–63
and autobiography, distinction between 543
dance, and making movement meaningful 580–81
fictional ethnography 357, 358–9
and literature reviews 357, 360, 361
objectives of 354–6, 358–61
research procedure 356–7, 359–61
and self-study 354–6, 358–60, 361–2
strengths of 362
systematic sociological introspection and emotional recall 356–7
and university culture, better understanding 176
video journal of researcher's experience 334–6
weaknesses of 361–2
writing styles, literary and rhetorical turn 516, 518

Ayers, W. 551
Babbie, E. 405
Back, L. 98
Baerenholdt, J. 252
Bagley, Carl 577–90
Baker, C. 73, 453, 456
Baker, W. 71, 72
Bakhtin, M. 68, 71, 441
Baldwin, S. 183, 186
Ball, S. 39, 48, 89, 151, 170, 304
Bamberg, M. 282, 406, 466, 467, 468, 469, 474, 478
Banks, A. and S. 518, 569
Banks, M. 244, 325, 330, 416, 422
Barbour, R. 393, 394, 396, 398
Barclay, E. 582
Barnes, D. 66, 71, 73
Barnes, S. 233
Barone, T. 471
Barthes, R. 564, 565
Barton, D. 69–70
Barton, L. 104
Barylske, J. 374
Baszanger, I. 121, 160
Bates, I. 144, 152
Bateson, G. 244
Baudrillard, J. 244
Bauman, Z. 569
Bazerman, C. 65, 433
Beach, R. 73, 174
Becher, T. 163, 175
Beck, U. 11
Beck-Gersheim, E. 11
Becker, H. 5, 6, 7, 9, 14, 158, 162, 164–5, 167, 174, 243, 365, 573
Behar, R. 265, 344, 379, 515, 534, 542–3
Bell, C. 285, 290, 544, 547
Bell, D. 92, 94, 100
Bell, L. 583
Bell, N. 469
Benmayor, R. 379
Benner, P. 157, 161, 162
Benninghoff, M. 177
Bensimon, E. 175
Bereiter, C. 64
Berelson, B. 426
Beresin, A. 329
Berg, M. 432
Berger, B. 542, 543, 546
Berger, J. 241, 332
Brady, I. 567
Brearley, L. 571
Breidenstein, A. 187, 188
Brennan, M. 188, 304
Brewer, J. 405
Bridges, D. 471
Briggs, C. 364, 371, 373
Brightman, C. 556
Brilliant-Mills, H. 68, 73
Bringer, J. 503, 504, 506, 507
Brinkmann, S. 364, 365-6, 367, 369, 372, 374
Britzman, D. 102, 103, 191
Bronson, M. 67
Brooks, M. 421
Brown, L. 254
Brown, R. 512, 513, 514, 544
Bruner, J. 461, 565
Bryant, A. 129, 130, 506
Bryman, A. 224, 427
Bucher, R. 157, 160, 162, 212
Bucholtz, M. 72
Buckingham, D. 326
Bullock, S. 226
Bulmer, M. 566
Bülow, P. 398
Burawoy, M. 254
Burcicaga, R. 379, 381
Burgess, R. 170, 216, 544
Burgos, E. 377
Burke, H. 444
Burman, E. 559
Burawoy, M. 27–8, 30
Büscher, M. 252, 255
Bush, Hugh 223–37
Butler, C. 457
Butler, J. 114, 115, 303, 333, 538, 557
Button, G. 447
Cacho, L. 582
Cage, J. 526–7, 528–9
Cahill, S. 161
Cahmann-Taylor, M. 577
Cairns, K. 533
Calhoun, C. 36
Callon, M. 433
Calmore, J. 521
Cameron, D. 73
Campbell, M. 118
Campbell-Jones, S. 164
CAQDAS packages, considering use of 503–11
advantages and disadvantages 504–5
and analysis type 506, 507–8
ATLAS.ti package 504, 507, 508
choosing between packages 506–9
coding categories 505–6, 507, 509
free trials and online support 510
institutional availability 509
manual analysis, comparison with 504–6
and multimedia data 508
non-qualitative features 509
NVivo package 504, 505, 507, 508
research volume 505
and researchers' working styles 506, 507–8
retrieval function 505, 507
statistical packages 509
team analysis issues 508–9
see also cyberspace
Carlson, D. 524
Carpiano, R. 254, 258, 259, 260, 261, 262
Carrillo, J. 186
Carrington, S. 246, 247, 284
Carrington, V. 429
Carter, I. 3, 547
Carter, P. 51, 57–8, 59, 73
Cartwright, L. 416
Caruso, M. 310
Casanova, U. 15
Casey, E. 254, 257
Casey, K. 277
Casey, M. 383, 391, 392, 393
Casey, N. 326
Cashmore, A. 174
Castanheira, M. 64, 67, 69, 71, 73
Castro, A. 185
Castro-Salazar, Ricardo 577–90
Cavarero, A. 555, 556, 559
Cazden, C. 63, 65, 73, 225
César, M. 68, 69
Chang, H. 360–61
Chang, Y.-K. 100, 111, 113, 114, 115, 116, 117, 123, 124
Chapelle, C. 73
Chaplin, E. 242, 249
Charmaz, K. 129, 130, 190, 273, 277, 282, 382, 493, 495, 506, 552
Chase, S. 285, 290
Chatman, S. 281
Chávez, L. 582
Cheatham, A. 336
Chen, C. 73
Cheney, K. 42
Christie, F. 63
Cicourel, A. 430, 452
Cienfuegos, A. 378, 379
Clandinin, D. 127, 133, 136, 138, 185, 188, 231, 282, 474
Clark, A. 277
Clark, C. 65, 69, 70, 73
Clark, M. 370
Clark, T. 368
Clark-Ibanez, M. 241, 245, 246
Clarke, A. 130, 186, 190, 506
Clarricoates, K. 96
Clayton, A. 145
Clegg, S. 24, 28
Clemens, Randall F. 265–80, 489–502
Clifford, J. 8, 12, 13, 90, 514–15, 543–4, 551–2, 553, 557
Clouder, L. 157, 161
Clough, P. 470, 565, 569
Clow, R. 148
Cochran, M. 185
Cochran-Smith, M. 187, 188, 189
coding
CAQDAS packages, considering use of 505–6, 507, 509
fieldnotes, analysis of 493–4, 497, 498, 499
traditional ethnography 350–51
Coff ey, A. 9, 14, 101, 103, 162, 165, 256, 260, 326, 327, 344, 350, 361, 505, 551
Cohen, A. 56
Cohen, J. 258
Cohen, P. 162, 313
Coiro, J. 63, 73
Cole, A. 577
Coleman, J. 50
Colley, H. 147, 149
Collier, J. 244, 245
Collier, J., Jr. and M. 327, 328, 332
Index

Collins, J. 73
Colyar, J. 270, 500
confessionals see autobiography
Connell, R. 53, 534
Connelly, F. 127, 133, 136, 138, 185, 231, 282
Connelly, K. 535
Connerton, P. 11
Conquergood, D. 552, 553
Constas, M. 587
conversation analysis 446–59
academic knowledge, practical accomplishment of 453
and accountability 449–50
children’s cultural worlds, examination of 453–4, 457
classroom activities and management 453
and classroom management 453
education and knowledge strategies 454
educational phenomena, respecifying, and local educational order 454–6
educational settings and practice, analysis of 452–4
ethnomethodological programme 446–7
formal educational assessment and standardized testing 453
indexicality and conversation 448–9
Initiation–Response–Evaluation speech exchange system 451, 453
language analysis 450–51, 453
language and context 448–9
language and notion of membership 450
and membership categorization practices 455
practice and accomplishment 447–8
recipient design and conversational interaction 451
reflexivity and language 449
social activity and social order 446–7, 448–9, 450, 451, 452, 453, 456
and stage of life devices 456–7
see also linguistic perspectives; speech transcription
Cook-Gumperz, J. 63, 64, 67, 73
Cook-Sather, A. 191
Cooper, J. 186
Cooren, F. 433
Corbin, J. 382
Cornell, D. 552
Corsaro, W. 73
Corson, D. 61, 73
Cortazzi, Martin 282, 283, 474–88
Corti, L. 334
Corwin, Zoë B. 489–502
Coulon, A. 450
Covingtion, M. 49
Coy, M. 197
Crapanzano, V. 267, 271, 275
Cremin, H. 225
Creswell, J. 277
Crilly, N. 241
Croghan, R. 243
Cros, C. 527
Cross, J. 149
Crossley, M. 294, 394
Cruz, C. 379, 385
Cuff, E. 452, 454
Cummings, J. 71
Currie, Dawn H. 405–14
Currie, M. 463, 472
Cusick, P. 346
Cutshall, C. 429
cyberspace 223–37
asynchronous research, benefits of 224–5, 226, 228–9, 231, 232, 234
chat room use and access 226, 231, 232
and collaborative discourse 228–9
constructed (vernacular) identities 226
cyber research methods, use of 224–7
e-mail use 224–5, 226, 228–9, 232, 233
ethical concerns 228, 229, 230–33, 234–5
and gender interpretation 227
identity projection, possible problems with 229
informality of contact, benefits of 226
informed consent, need for 232, 235
interview techniques 224, 225–7, 234
online and offline interaction, place for 230, 232, 234
online silences, dealing with 229–30, 231
and participants' sense of marginality 227
relationship development 227–30
research benefits, clarification to participants 230–33, 235
research design decisions 225–6
software packages 226
synchronous interviews, benefits and disadvantages of 226–7, 234
trust and privacy concerns of participants 228, 230–33, 234–5
see also CAQDAS packages, considering use of; online sources
Czarniawska, B. 252, 257

Dalton, P. 85, 86, 87
dance, and making movement meaningful 577–90
and autoethnography 580–81
choreographic connection, achieving 584–7
and Critical Race Theory (CRT) 582–7
as cultural information source 578
dance as research subject 578–9
and data generation and analysis 579–81
data presentation method 582–7
experimental dance 527–8
human movement as phenomenological experience within social settings 581
in interdisciplinary work 580, 584
Laban Movement Analysis (LMA) 579–80
life history narratives, using 583
and metaphor of dance 579–80
performance ethnography principles 582
in qualitative research process 581, 587–8
see also fictions and poetry; performance ethnography
Danto, A. 526
Das, R. 392
data gathering see narrative data, gathering
Datnow, A. 96
Davies, B. 73, 468
Davies, C. 330
Davison, J. 36
De Block, L. 337
De Genova, N. 582
De Laine, M. 101
De Marrais, K. 10, 345, 544
De Meijia, A. 73
de Vries, Peter 354–63
De Zoete, B. 578
Dean, C. 247
Delamont, Sara 1–18, 22, 27, 29, 33–4, 39, 92, 95, 149, 150, 151, 163, 167, 182, 183, 189, 198, 213, 282, 293, 342–53, 362, 519, 533, 542–9, 572
DeLeom, J. 258
Delgado, R. 583
Delgado Bernal, D. 378–9, 380, 381–2, 387
Demerath, N. 405
Denham, C. 6
Denzin, N. 14–15, 92, 94, 104, 152, 185, 265, 266, 272, 277, 293–4, 406, 408, 533, 551, 552, 553, 562, 565, 569, 570, 577, 582, 587
Derrida, J. 449, 552, 559
Devault, M. 100, 372
Devine, J. 551
Dewey, J. 526
Deyhle, D. 128
Di Leonardo, M. 34
diaries
photo diaries 246, 247
video 329–30
see also documents in social research, role of
Dickens, D. 93–4
Dickinson, H. 282
Dicks, B. 327, 508
digital video, use of 325–41
direction by young people 333
editing, effects of 330, 331–2
episode orientated 332
equipment choice 327–8
ethical considerations 336
interview focused 332–3
narrative orientated 331–2
objectivity concerns 330, 331–2
participants’ reaction to 326
practicalities of 328–9
and production of self 333–4, 335–6
research overview 326–7
theoretical framework 330–36
video diaries 329–30
video journal of researcher’s experience 334–6
see also recording
Dill, D. 176
Dilley, P. 109, 110, 111, 113–14, 115
Dils, A. 578, 579, 580
Dimitriadis, G. 51, 392
Dixon, C. 66, 71, 73
Dixon, M. 241
Dixson, A. 521
documents and archives, working with 299–312
archival absences 304
authorship, proving 308–10
and editorial intervention, awareness of 307–8
‘Jane’s’ history 299–302
‘Jane’s’ letters as pedagogical phenomena 305–8
and language of documents 303–4, 305, 306–8, 309–10
meso- and micro-level documents 303
policy texts 302–3
private documents 304–5
public documents 302–4
in qualitative research 302–5
documents in social research, role of 426–36
and Actor-Network-Theory (ANT) 433
archaeology of documentation 429–31
classification and categorization 430–31
content study 428–9
diaries 428–9
documents as actors 433
documents in use, and social practices 431–2
electronic text 429
history of 426–7
identity, establishing 429
in situ documents 432
maps 431
memory books 429
official documents 429
personal letters 428
and representation concept 431
and statistical evidence 430
study approaches 427–8
and Vygotskian activity theory 433
see also memory books in biographical research

Dodier, N. 121
Dolby, N. 51
Dollard, J. 273–4
Dominguez, D. 223
Doughty, P. 62
Douglass, M. 231
Dowding, K. 209
Dressman, Mark 181–94
Du Toit, D. 161
Duchamps, M. 527
Duff , P. 65, 69, 73
Duggleby, W. 392
Duncan, G. 378
Duncan, M. 357
Duneier, M. 254
Duranti, A. 72, 73
Durrheim, K. 254
Dyson, A. 326

Earle, R. 304
Ebbutt, D. 406, 407, 409
Eckel, P. 26
Eckert, P. 49, 51, 52–5
Eddy, E. 34
Edel, L. 277
Edmondson, R. 512–13, 514, 544
Edwards, D. 69, 72
Edwards, R. 92, 99, 151
Edwards, T. 25
Egan-Robertson, A. 69, 71
Ehri, L. 183
Eisenhart, M. 36, 173, 501
Eisner, E. 10, 90, 471, 501
Elgesem, D. 231
Elkins, J. 416
Elliott, A. 252
interviewing individuals and ethics 367
women in art education 83–4, 85–7
feminist perspectives 92–107
construction and spatiality of young women's friendship groups 101
and crisis of representation 100
and educational experiences of young men 99
ethics and feminist educational researcher 101–3
and ethnography 94–7
feminist ethics of care 99–103
gendered identities and inclusion and exclusion processes 97
men doing feminist research 98
men, masculinities and educational research 98–9
participatory methods in research 102–3
photographic records, use of 96–7
privately educated upper middleclass school girls, research into 96–7
qualitative methodology 93–7
reflexive research practice 101
representation, reflexivity and voice 100–101
research and participant matching 97–8
and researcher power 99–100
and sexual divisions within schools 95–6
standpoint theory, and research on, by and for women 97–9
see also gender issues; queer theory
Fensterracher, G. 187, 188
Fenstermaker, S. 546
Ferguson, H. 252
Festinger, L. 426, 427
fictional narratives
autoethnography 357, 358–9
development of 469–71
writing styles, literary and rhetorical turn 516, 518
fictions and poetry 562–76
antecedents 564–7
in anthropology 566
data definition 563
ethical considerations 563–4, 571
narrative and narrative enquiry definitions 564–5
personal career implications 572–3
poetry, use of 566–8
postmodernism and
poststructuralism and crisis of representation 565–6
and protection of informants 568–70
and reader’s trust 563–4, 569–70
reasons for choosing 567–70
research considerations 570–73
researcher’s skills and abilities 572
responsibility as social scientist 572
see also dance, and making movement meaningful
Fielding, N. 348, 503
fieldnotes
and group interviews 408–9
higher education, ethnographic studies in 170–71
and queer theory 121–2
traditional ethnography 347–9
fieldnotes, analysis of 489–502
case study of college preparation programs 494–500
coding data 493–4, 497, 498, 499
content and style 490–91
data analysis 493–4
as data archive 492
data collection and analysis in case study 495–500
data collection, effectiveness of 491
definition of fieldnotes 489–91
etic coding 498
initial data collection and analysis 496–7
multi-researcher analysis 494
observer’s comments, inclusion of 490–91
paradigm selection, effects of 491–2
presentation of findings 499–500
research questions 495
and research transferability 492–3
secondary phase of data collection 497–8
site selection 495
themes, identifying 498, 500
and thick description 490, 492–3
triangulation with alternative data sources 492
trustworthiness, using fieldnotes to improve 492–3, 499
understanding fieldnotes 491–2
writing process 490–91, 496
Fincham, B. 252
Finders, M. 96, 174, 392
Fine, G.A. 145, 210, 342
Fine, M. 28, 100, 101, 325, 521, 551, 552
Finlay, L. 226
Fischman, G. 241, 242
Fisher, J. 326
Fishman, J. 73
Fitzgerald, R. 457
Fitzpatrick, D. 304, 308
Flick, U. 330
Flores Carmona, J. 379
Floriani, A. 69
Flyvbjerg, B. 570
focus groups, use of 391–404
composition and size of group 394–5, 399–400, 401, 402
and confidentiality 395
data analysis 398–9, 400–401
definition of focus groups 391
ethical considerations 395–6, 401–2
ground rules 393, 395–6
and group interviews, differences between 405–6
group management 395–6, 400
incentive payments 395, 400
interactive elements 391–2, 398–9, 401–2
mini-questionnaires, use of 395–6, 399–400
mobile methods 262
moderator and observer role 393–4
and non-spoken dimensions 399
recording discussion 397–8, 402
research on young people’s access to cigarettes 399–402
researcher’s role, reduced 392
and testimonio as LatCrit
methodology in education 383
times and reasons for using 392–3
timing, venue and refreshments 396–7
topic guide, development of 397
warm-up exercises 393
see also group interviews

Sara Delamont - 9781849807296
Downloaded from Elgar Online at 08/14/2019 07:47:50PM via free access
Fogel, H. 183
Foley, D. 34
Foltz, T. 542
Fontana, A. 405, 406, 407
Fordham, S. 36, 49
Forsey, Martin 364–76, 443
Foster, K. 361, 362
Foster-Fishman, P. 247
Foucault, M. 82–3, 89, 110, 119, 191, 216, 244, 303–4, 313, 419–20, 430, 558
Fox, R. 158, 164
Fragoso, C. 69
Fraleigh, S. 580
Francis, B. 95, 96
Francis, D. 452, 453, 454, 456
Frank, Blye 108–25
Frank, C. 185
Frank, G. 265, 266, 267, 268, 269–70, 273–4, 275, 277
Frankham, J. 247, 249
Fraser, W. 213–14
Frederiksen, C. 65
Freebody, P. 453
Freedman, D. 579
Freeman, D. 484–7
Freeman, M. 509
Freire, P. 522
Freitas, C. 73
Frey, J. 405, 406, 407
Frith, H. 408
Froggatt, K. 504, 508
Fudge, E. 393
Fuller, A. 145, 146–7, 150
future research 15
autobiography 546
higher education, ethnographic studies in 173, 175
mobile methods 259, 260, 262
professional education 161, 167
teacher education 187, 191
vocational education and training 149, 151, 152, 153
Gadsden, V. 73
Gage, N. 63
Galison, P. 43
Gallo, A. 552–3
Galton, M. 347
Gannon, S. 535
Garfinkel, H. 73, 446–7, 448, 449, 450, 451
Gee, J. 61, 63, 65, 68, 73, 478
Geer, B. 5–7, 9, 144, 346, 349, 365, 546
Geertz, C. 143, 151, 190, 274, 277, 326, 335, 490, 492, 515–16, 552
Geisler, C. 429
Gellner, D. 343
gender issues
  group interviews, and talking with girls field study 410–12
  interpretation, and cyberspace, use of 227
  photo methods in educational research 242, 246
  professional education 164, 167
  and vocational education and training 145
  writing styles, literary and rhetorical turn 515
see also feminist perspectives; queer theory
Generett, G. 10, 544
Georgakopoulou, A. 468
Gerber, D. 304, 308, 428
Gibbs, G. 493–4, 497, 498, 501
Giddens, A. 313
Gillborn, D. 557
Gilliat-Ray, S. 217
Gilmartin, S. 174
Gilmore, P. 36, 65
Giroux, H. 552
Gitlin, Andrew 521–32
Glaser, B. 130, 190, 273, 277, 382, 383, 428, 493, 495, 497, 583
Glass, R. 552
Glatthaar, A. 36, 65
Glisson, D. 148
Gluckman, M. 38–9
Goetting, A. 546
Goetz, J. 273, 492
Goffman, E. 12, 39, 49, 209, 210–11, 441, 513, 517, 546–7, 552
Golden, J. 65, 70
Golden-Biddle, K. 484
Goldman, R. 72
Goldman-Segall, R. 329
Goldstein, T. 577
Gonick, M. 102–3
González, F. 128, 381
Index  601

González, N. 379
Goode, D. 453
Goode, W. 426
Goodman, S. 326
Goodson, I. 474
Goodwin, C. 72
Goodwin, M. 453
Gorard, S. 302
Gordon, D. 344, 515, 543
Gordon, T. 28, 97
Gore, J. 191
Gottschalk, L. 426
Gough, S. 497, 498
Goulet, J.-G. 544
Gounari, P. 583
Grace, G. 217
Grady, J. 327
Graham, H. 284
Granfield, R. 164
Greeley, A. 542
Green, B. 536
Green, Judith 61–81, 405, 409, 410
Gregor, F. 118
Griffin, C. 52
Griffin, W. 542
Grimshaw, A. 71, 325
Grosz, E. 331, 580
group interviews 405–14
  advantages and challenges 408–10
  co-construction of data 408, 410–12
  as complement to other methods of
  data collection 407
  data analysis 409, 412
  ethical considerations 409
  exploratory purpose of 406
  field study, and talking with girls
  410–12
  fieldnotes, importance of 408–9
  and focus groups, differences
  between 405–6
  and group dynamics 407, 408–9
  and interview skills 407, 408, 410–11
  interviewers, number of 407
  listening skills 408, 410–11
  and peer culture 407, 408, 409,
  410–11
  purposes of, and reasons for
  choosing 406–7
  recording 407, 408–9
  size and composition, effects of 407
  trump discourses 412
see also focus groups, use of;
  interviewing individuals;
  narrative data, gathering
Guba, E. 273, 274, 277, 325, 492, 494, 501
Gubrium, J. 284, 293, 371, 461
Guérin-Pace, F. 291
Gumperz, J. 62, 63, 64, 66, 68, 73
Gupta, A. 41
Gurevitch, Z. 567
Gutiérrez, K. 379
Guzzetti, B. 71
Haas, J. 160
Haig-Brown, C. 379
Hale, A. 188
Hall, R. 469
Hall, T. 252, 253–4, 257, 258, 261
Halliday, M. 62–3, 67, 73
Hamara, J. 552
Hamido, G. 68
Hamilton, M. 355, 357, 361
Hammersley, Martyn 7, 21, 23–4, 41, 100, 224, 226, 229, 233, 327, 342, 397, 439–45, 446
Hammond, L. 35, 544
Hammond, P. 544
Han, S. 329
Hansen-Ketchum, P. 241
Haraway, D. 43, 95
Hardey, M. 225
Harel, I. 329
Hargreaves, A. 218
Hargreaves, D. 39, 48, 446, 453
Harker, J. 65, 70
Harley, J. 431
Harper, J. 313
Harré, R. 468
Harris, S. 567
Harrison, J. 184
Hart, L. 405, 409, 410
Haseman, B. 550, 551
Hatch, J. 265, 278
Hatt, P. 426
ten Have, P. 439
Hawe, K. 217
Hayano, D. 550
Hayward, C. 163
Head, E. 368
higher education, ethnographic studies in 170–80
  autoethnography and better understanding of university culture 176
  commodification of university culture 176
  disclosure of personal information, need for understanding of 173
  diversity parameters in college life 172–3
  ethical concerns 173, 177
  Ethnographic Discourse Analysis (EDA), methodological concerns of 178
  ethnography, differing forms of 170–71
  field mapping 170–71
  future research 173, 175
  higher education governance, policy development and implementation 177–8
  institutional sensitivity and fictional ethnography 177
  new impetus for 178–9
  official perception of undergraduate culture, misconceptions about 172
  organizational loyalty 175–7
  romantic involvement in cultural life of women students, effects of 173–4
  student life, cultures and learning, ethnographic understanding of 171–5
  university and disciplinary cultures, ethnographic explorations of 175–7
  virtual ethnography and data collection, questions arising from 174–5

see also professional education; teacher education

Hill, H. 185
Hinchman, L. and S. 460
Hine, C. 223, 224, 230, 231
Hirsch, E. 343

history and ethnography critical studies 82–91
  dispositif construction 84–5
  emergence and ‘moment of rising’ 83
  ethnography and genealogy synthesis and rhythm 87–9
  present and past, interaction between 84–5
  women in art education 83–4, 85–7
  women in art education, and social class 85, 86–7
  Hobbs, D. 542, 547
  Hockey, J. 215, 515, 544
  Hodder, I. 427
  Hodgkinson, S. 66
  Hodkinson, P. 147, 149
  Hoffman, A. 212
  Hoffman-Davis, J. 416
  Hoggan, C. 416
  Holdridge, L. 416
  Holland, D. 36, 173, 266–7
  Holland, Janet 92, 96, 313–24
  Hollander, J. 398
  Holley, K. 177
  Holliday, A. 229
Index 603

Holliday, R. 96–7, 241, 329
Holloway, S. 329
Hollway, W. 285, 288
Holman Jones, S. 355, 360
Holmes, Rachel 550–61
Holstein, J. 284, 293, 371, 461
Holt, N. 356, 357, 361
hooks, b. 95, 557
Hopkins, P. 329
Hornberger, N. 61, 73
Housley, William 344, 446–59
Hove, K. 501
Howes, A. 246
Huberman, M. 161
Huber, M. 187, 188
Hult, F. 73
Hurdley, R. 243
Hurworth, R. 248
Hustler, D. 453
Huston, Z. 366
Hyde, A. 392
Hydén, L.-C. 398
Hymes, D. 62, 63, 64–5, 68, 73, 478
Hynd, C. 71
Hyvarinen, M. 564

Ianni, F. 36
identity construction see narrative analysis and construction of identity
Illich, I. 327
Illingworth, N. 228–9
incentive payments 368–9, 395, 400
indigenous methods 126–40
and discursive positioning 126–7, 132–6, 137–8
Effective Teaching Profile 127
Hui formal Māori meeting 134–5
Hui as metaphor for collaborative storying 135–6
interview as tool for addressing researcher imposition 129–36
Māori peoples’ concerns about research into their lives 128–9
and narratives of experience and collaborative storying 126–7, 132–6, 137–8
participant/participant-observer interpretation disagreements 131–2, 137–8
recording, and meaning, ensuring correct understanding of 130–31
research gains, confusion over 128–9
and researcher’s cultural agenda 128, 131–2, 137–8
and researcher’s cultural understanding 134–6
sequential discourse and literal representation 130
Te Kotahitanga project, New Zealand, success of 127
Ingold, T. 252, 259, 261
Ingram, T. 245
Innes, M. 209
interviewing individuals 364–76
advantages and disadvantages 365
and anonymity 369–70
audio recording 370
closing off methods 372–3
conducting interviews 371–2
data processing 365–6, 373–4
episotemic approach 367–8
ethical concerns 368–70
and feminist ethics 367
incentives, offering 368–9
interview schedule 371–2
interviewee consent, obtaining 370
interviewees, locating 368–9
listening skills 364, 372
open-ended questions and everyday language 371
opening interviews 371
portraits and key quotes 374
publishing, working towards 364–5, 373–4
reasons for choosing 365–6, 367
researcher bias, minimizing 366–7
and researcher/respondent reciprocity 367
types and styles of interview 366–8
writing skills 364
see also group interviews; narrative data, gathering
interviews
active interview, and narrative data, gathering 293–4
cyberspace, use of 224, 225–7, 234
digital video, use of 332–3
indigenous methods 129–36
life history, uses of 271–2
mobile methods 254–5
narrative research interview and avoidance of empathy 463–7, 470–71
Irizarry, Y. 379
Ivanic, R. 69
Jackson, P. 547
Jackson, W. 405
Jacob, E. 7
Jagose, A. 109, 110, 111, 113, 114
James, A. 40, 95, 332, 515, 544
James, D. 147, 148, 149, 150, 334
James, J. 185
James, Nalita 223–37
Janesick, V. 579
Jarrett, R. 392
Jarviluoma, H. 94, 98
Jayussi, L. 447
Jefferson, G. 440
Jefferson, T. 285, 288
Jeffries, R. 10, 544
Jenkins, R. 460
Jenks, C. 255
Jennaway, M. 103
Jephcote, M. 144, 148, 150, 151, 201
Jin, J. 283
Jin, Lixian 474–88
Jirón, P. 257, 260
John-Steiner, V. 69
Johnson, A. 183
Johnston, J. 282
Joinson, A. 231
Jolly, M. 305
Jones, A. 242, 313
Jones, P. 170, 177–8, 254, 258, 259
Jones, S. 185
Jonker, E. 145
Jordan, S. 29
Josselson, R. 277
Jourdain, Wayne 181–94
Jurasaite-Harbison, E. 165
Kalaja, P. 474
Kamberelis, G. 392
Kambler, B. 423
Kanayama, T. 224
Kaplan, A. 61, 66
Kaplan, I. 242, 246, 247
Kaplan, S. 42
Katz, C. 217
Katz, D. 426, 427
Katz, J. 256, 342
Kaur, B. 27
Kealiinohomoku 578
Kehily, M. 318
Kelly, Deirdre M. 405–14
Kelly, G. 62, 73
Kelly, M. 282
Kelly, Sean 48–60
Kendall, L. 227, 229
Kilbourne, B. 577
King, A. 505, 506, 507
King, J. 26
King-Hele, D. 567
Kirkcaldy, A. 392, 397, 399
Kirsch, G. 370
Kist, W. 326
Kitsuse, J. 430, 452
Kitzinger, J. 391, 392, 393, 394, 398, 399, 405, 408, 409
Kivits, J. 224, 225, 227
Kleinman, A. 282
Kleinman, S. 164, 254
Klofas, J. 429
Kluckhohn, C. 273–4
Knorr-Cetina, K. 177
Knowles, C. 242, 244
Knowles, G. 416
Knowles, J. 577
Kollmeyer, C. 429
Koschmann, T. 71
Kourlas, T. 527–8
Kozol, J. 252
Kramer, J. 432
Krathwohl, D. 406, 408, 409
Kress, G. 63, 327
Krier, D. 415
Krippendorf, K. 429
Krueger, R. 383, 391, 392, 393, 396, 397, 398, 409
Krug, G. 422
Kubrin, C. 429
Kuhn, T. 501, 529
Kusenbach, Margarethe 252–64
Kvale, S. 271, 275, 277, 364, 365–6, 368–9, 374, 492, 493
Index 605

LaBoskey, V. 356
Labov, W. 64, 281, 291, 296, 460, 464, 466, 478
Lacey, C. 14, 38–9, 48, 165
Ladson-Billings, G. 128, 521, 582
Ladwig, J. 524
Lambart, A. 39
Lambert, R. 214
Lampert, M. 72, 329
Langer, S. 430
Langness, L. 267, 268, 273–4, 275, 277
language
and documents and archives, working with 303–4, 305, 306–8, 309–10
narrative data, gathering 285
in voice and experimental art 525–6
see also conversation analysis; linguistic perspectives; speech transcription
Lapadat, J. 464
Lareau, A. 10, 544
Lash, S. 10
Laslett, B. 546
Latham, A. 329
Lather, P. 127, 129, 392, 534, 550, 556, 557–8
Latour, B. 417, 535–6
Laurier, E. 259
Lave, J. 8, 40, 149, 150, 157, 198
Law, J. 417, 588
Lawrence-Lightfoot, S. 88, 416
Lea, M. 63, 73
Leach, E. 344, 542, 543
Leacock, E. 269
Leathwood, C. 96
Leavy, P. 359, 577
LeCompte, M. 273, 344, 492
Lederman, R. 489
Lee, C. 69
Lee, J. 73, 259, 261
Lee, K. 357
Lee, R. 427, 503
Lee, S. 198, 206
Lehoux, P. 392, 393, 394
Leiberg, A. 10, 544
Leiter, K. 452, 453
Lemke, J. 73
Leontjew, A. 206
Lester, R. 217
Letherby, G. 92, 93
letters see documents in social research, role of
Levacic, R. 152
Lévi-Strauss, C. 190
Levin, B. 186
Levinson, B. 34, 36, 92, 98
Levinson, S. 66, 73
Lewins, A. 503, 506
Lewis, J. 344
Lewis, O. 268–9, 272
Liamputtong, P. 577
Lieberman, A. 6
Lieblich, A. 277, 370
Liebow, E. 545
life history, uses of 265–80
benefits of 270–71
Children of Sánchez (Lewis) 268–9
Crashing Thunder (Radin) 268
data analysis 273–4
data presentation 274–5
data sources 271–3
definition of life history 266–8, 274
digital sources 272–3
documents 272
ethics and relationships 275–6
foundational examples 268–70
interviews 271–2
life history grid, and narrative data, gathering 286–7, 288, 291–3, 294
and life story, distinctions between 266–7
modes and topics of study 270–71
in narrative research 266
observations and settings 272
research audit, need for 274
researcher’s role 275
social issues and actions 268–9, 277
thick description, need for 274, 277
thoroughness and scientific rigor, need for 273–4
Venus on Wheels (Frank) 269–70
zoom model analysis 274–5
see also autobiography; testimonio
as LatCrit methodology in education
Light, D. 162
Ligorio, M. 69
Liles, J. 185
linguistic perspectives 61–81
academic content and social practices 68–9
conceptual views of language in use and relationship to social life 67–9
critical discourse perspective, dimensions of 69
developing logic of enquiry, tracing contributions to 65–72
educational failure roots, UK 62–3
historical roots 62
interdisciplinary nature of 63
and intertextual juxtapositions 69
language and culture, interdependent relationship between 67
language as ‘social semiotic’ 67
linguistic style and verbal repertoire 68
live speech, understanding of 68
and minority group school failure, US 63–5
new literacy studies 63
research programs and multiple analyses of common records/data 70–71
social construction of disciplinary and social knowledge 66–70
social construction of knowledge and everyday life in educational settings 66
social experiences and accumulated situational knowledge 67
social presuppositions and new social situations 68
and sociocultural theories of learning and development 69–70
sociological approach to understanding action/discourse-as-action 67
video and audio recording as records 71–2
see also speech transcription; textual genres and question of representation; writing styles, literary and rhetorical turn
listening skills 285–6, 364, 372, 477
literary and rhetorical turn see writing styles, literary and rhetorical turn
Litoselliti, L. 391, 393, 395
Littlewood, R. 11
Livingston, E. 453
Llewellyn, M. 95
Locke, K. 484
Lockridge, E. 565, 569
Lofland, J. and L. 344
Lomawaima, K. 128
Lomax, H. 326
López Bonilla, G. 69
Lorde, A. 557
Locxley, A. 247, 248
Lucas, Lisa 170–80
Luft, J. 185
Luke, A. 73
Lury, C. 322
Lutkehaus, N. 344
Lutz, C. 11
Lynch, K. 252
Lynch, M. 177, 432, 447, 448–9, 453, 455
Lynge, S. 406
Lytle, S. 187, 188, 189
McAdams, D. 466
McAllister, M. 361, 362
Mac an Ghaill, M. 98–9, 110, 163
Macbeth, D. 453, 454
McCabe, A. 474
McCall, M. 277
McCarty, M. 326
McCracken, G. 369, 443
McCutcheon, P. 419
Macdonald, C. 304
McDonald, M. 40
Macdonald, S. 344
McDonough, K. 185
MacDougall, C. 393
MacDougall, D. 325, 328, 330, 336
Macedo, D. 583
McGinn, M. 431
McHoul, A. 451, 453
MacIntosh, J. 158
McIntyre, A. 557
Mackay, R. 452, 453
McLachlan, A. 184
McLaren, P. 49
memory books in biographical research 313–24
audiences and confidentiality 317–18
data, making use of 319–22
diary and scrapbook methods 316
as documentation 319–20
documents in social research, role of 429
and identity, critical tool for understanding 321–2
method development 314–15
personal importance of 316–17
photographs and ephemera in 316, 320, 322
and presentation of self 313
as resource for further explanation 320–21
voice and character in 319–20
see also documents in social research, role of
Mena Marcos, J. 186
Menchú, R. 377, 385
Mercer, B. 69
Mercer, N. 66
Merriam, S. 185, 490
Merryfield, M. 187
Merton, R. 157, 158, 159, 391, 405
Meth, P. 334
Metz, M. 7, 22, 23, 28, 48
Mewborn, D. 185
Meyer, L. 69, 127
Mickelson, R. 57
Middleton, J. 37
Middleton, Sue 276, 299–312
Mienczakowski, J. 517, 552, 577
Miles, A. 292
Miller, D. 364, 374
Miller, R. 405
Mills, David 33–47
Minami, M. 283, 474
Minha-ha Trinh, T. 558
Miro, J. 527
Mishler, E. 127, 132, 133, 284, 286, 295, 439, 464, 474
Misson, R. 63
Mitchell, C. 66
Mitchell, W. 241, 336
mobile methods 252–64
advantages of 261
data set driven 256
definition 255–7
and documentation, adequate 259
ethical concerns 260–61
focus group tours, suggestion for 262
future research 259, 260, 262
inspiration from other sources 255
interactivity of 256
interview method and lack of emplacement 254–5
issues and choices 259–60
limitations 260
metamorphic nature of 256
mobilities paradigm 253–4
overview of contemporary research 252–3
participants’ understanding and consent 260–61
participatory and democratic nature of 261
person-centred 256
phenomenology and methodological innovation 254–5
place based 257
practical considerations 260
and researcher engagement 259
shortcomings, perceived 253–4
tours, experimental nature of 258–9, 262
trails and shadowing 257–8
and triangulation 260
unique access to individual and social life 261, 262
Moschkovich, J. 73
Moss, J. 246, 247
Mousley, J. 326
Murray, C. 225
Myrick, F. 241
Nabokov, P. 583
Napurrula, N. 100
narrative analysis
and autobiography 545–6
and digital video, use of 331–2
and indigenous methods 126–7, 132–6, 137–8
inquiry, scarcity of, and teacher education 186
in life history, uses of 266
narrative analysis and construction of identity 460–73
analysis of narratives and narrative analysis, distinction between 461–2
big story 464–7
and co-construction of narrative 467–9
fictional narratives, development of 469–71
narration as ideological process 463
narrative construction of identity 462–4
narrative interpretation 463
narrative research interview and avoidance of empathy 463–7, 470–71
narratives of identity, analysing 464–71
personal experience narrative definition 460–61, 463
positioning analysis 468–9
professional competence development case study 467–9
recording narrative 467–9
small story 467–9
teachers’ professional identity case study 464–7
and testimonio 463
transcript preparation, analysis and feedback 465–6
tyranny of narrative 463
narrative analysis research questions 474–88
analysis examples 480–83
audience, identifying 476
causation and explanation, analysis of 480–81
cooporation of narrative 476, 477
and communities of learning 484
ethical considerations 486
evaluation of narrative 478–9
function of narrative, determining 477
learning breakthroughs with young children case study 481–2
learning different ways of learning case study 480–81
listening skills 477
Mead–Freeman controversy 484–7
metaphor analysis in educational research 483
narrative examination 478–9
narrative, meaning of 478–9
narrative networks and learning networks 483–4
narrative occasion, identifying 475, 477
narratives of research and meta-narratives 484–7
narrator and audience, relationship between 476–7
narrator, identifying 475
narrator and story, relationship between 478
narrator’s performing ability 477
non-narrative talk, part in narrative 481–2
observation skills 476–7
personal and cultural stance of narrator, identifying 485–6
presentation of narrative analysis 483
and recreational lies 485
self-critical reflection, need for 484
social, interactive and contextual framing of questions 475–8
standards or criteria to judge narrative analyses 487
structural elements 479
narrative data, gathering 281–98
and active interview 293–4
Biographic Narrative Interpretive Method (BNIM) 293
common themes 283
cultural variations 283–4, 295
interview approach, advantages and disadvantages 294–6
interview length 287
interview practicalities 284–9
and interviewees’ level of involvement 295–6
and interviewer/interviewee relationship 284–5, 294, 295
interviews, empowering 295
interviews, repeated 287–8
language use and qualitative research 285
life histories and life history grid 286–7, 288, 291–3, 294
and listening skills 285–6
narrative definition and importance in research 281–4
narrative elements 281
nature and status within research interviews 293–4
quantitative data, complementing 289–90
questions, asking correct 284–6, 290–91, 294, 296
recording interviews 288–9
reflexive interviewer 294
social participation and identity project as longitudinal study 289–93
and sociology of health 282
visual narratives 284
see also group interviews; interviewing individuals
Nathan, R. 171–3
Navaro-Yashin, Y. 429
Nespor, J. 374
Neve, G. 41
Neves, T. 255
Newby, H. 544
Noddings, N. 191
Noffke, S. 188
Nordstrom, C. 345
Noyes, A. 329, 336
Oakley, A. 93, 94, 366
O’Brien, L. 361, 362
observation skills 121, 123, 345–6, 347, 476–7
Ochberg, R. 277
Ochs, E. 441, 461, 476
O’Connor, H. 223, 224, 225, 226
O’Donoghue, D. 249
Ogbu, J. 36, 49
Okely, J. 41
O’Leary, Z. 405, 407
Oleson, V. 92, 97
Olssen, E. 305
O’Neill, M. 551, 553
online sources
  electronic text 429
  virtual ethnography and data collection 174–5
see also CAQDAS packages, considering use of: cyberspace
Orberg, J. 171, 178
Orgad, S. 224, 228, 229, 230
Orlans, K. 546
Ortner, S. 322
Osguthorpe, R. 183
Ozga, J. 22, 23
Paccagnella, L. 230
Packard, J. 242, 247–8
Paget, M. 552
Paley, V. 551
Pamphilon, B. 274–5
Park Rogers, M. 185
Parman, S. 7–8
Pascoe, C. 336
Patai, D. 72
Paterson, L. 26
Patton, M. 277, 368
Pauwels, L. 242, 245, 248
Payne, G. 452, 453, 454
Pea, R. 327, 332
Peacock, J. 266–7
Pelias, R. 569
Pelissier, C. 34
Peräkylä, A. 439, 440, 441
Pere, R. 135
Pérez Huber, Lindsay 377–90
performance ethnography 550–61
alternative names 552
  classroom scenario, and teacher as writer, writer as teacher 554–8
critical, performance and surrealist ethnography 550–54
and cross-disciplinary work 552–3
as democratic dialogues 556–8
emotional effects 556–8, 559
ethnographic experimentation, calls for 550–52
ethnographic surrealism 553
and lived experiences 553
and methodologically contested present 551
narrative deconstruction 555
qualitative and quantitative research, tensions between 550–52
and reflexive ethnography 553–4
as theatre of the self 555–6, 558–9
see also dance, and making movement meaningful; fictions and poetry
Peshkin, A. 10, 12, 36
Peterson, C. 474
Pfohl, J. 518
Phillips, D. 265
Phillips, R. 161
Phoenix, A. 247
photo methods in educational research 241–51
  content and composition, authority over 247
  and discussion generation 244–5
  ethical concerns 242, 244, 247–8
  gendered and academic identities case study 242, 246
  and group work 246
  photo diaries 246, 247
  possibilities and limits 246–8
  and school access 248
  school transition experiences 245–6
  sensory qualities of 243–4
  situating in visual research 241–4
  and social change 247
  sourced by researcher or participant, difference between 245, 246
  and subjectivity 244
  theory-driven research and source of photographs 245
  types of 244–6
  unique qualities of 242–3
Handbook of qualitative research in education

queer theory, ethnography and education 108–25
constructionist and deconstructionist roles of researcher 112–13
critical ethnography in education 108–9
and critical postmodernism 110
document analysis 120
and educational policies and decision-making 118
fieldnotes and journals 121–2
and gender and sexuality discourses 110–11, 121
and institutional ethnography 111, 118
liberal pursuit of queer subjectivities, inadvertent 114
multiple discourses and multi-sited fieldwork 111, 114, 117, 119, 123
observational analysis and participant/participant-observer distinction 121, 123
and participant empowerment 122–3
practical approach to research 119–23
practical approach to research, development of 122–3
proper object of queer ethnography 113–15
queer, definitions and origins of term 109–10, 111
queer ethnography in education, understanding goals in 116
queer identities, conflicting assumptions about 114–15, 123
research in non-formal out-of-school settings 117–18
research technique and queer ethnography 115–17
researcher’s position and crisis of representation 112–13
researching educational industries 118
sites for queer ethnography in education 117–19
see also feminist perspectives; gender issues
Quicke, J. 361
Quinlivan, K. 27
Quinney, L. 463
Rabinow, P. 42, 43
Raby, R. 333
Radcliffe-Brown, A. 37
Radin, P. 265, 268, 270–71
Radley, A. 247
Rains, F. 128
Raissiguier, C. 145
Ramazanoglu, C. 92
Rambaree, K. 504, 506, 507
Ramos Cardoso, A. 582
Rampton, B. 64, 73
Rasmussen, M. 114
Ratcliff, D. 327–8, 329
Read, M. 35, 37
Reader, Paul 415–25
Reay, D. 96
recording
focus groups’ discussion 397–8, 402
group interviews 407, 408–9
indigenous methods, and meaning, ensuring correct understanding of 130–31
interviews, and gathering narrative data 288–9
and speech transcription 439, 440, 441, 443–4
video see digital video, use of
Reed, J. 368
Reed-Danahay, D. 12, 40, 518
reflective research practice
and apprenticeship see apprenticeship, and reflexive method for researching education in non-formal settings
feminist perspectives on qualitative educational research 101
interviewer, and narrative data, gathering 294
and performance ethnography 553–4
Reinharz, S. 92
Renold, E. 96
Renov, M. 335
research questions see narrative analysis research questions
Reuss, A. 217
Rex, L. 71, 165
Reyes, P. 128
Rheingold, H. 227
Ribbens, J. 92, 99
Rich, M. 329
Richards, L. 493, 501, 505
Richards, T. 505
Richardson, L. 462, 534–5, 537, 562, 563, 564, 565–6, 567, 569, 570, 571, 572, 577
Ricoeur, P. 206, 465
Ridge, E. 453
Riehl, C. 22, 23, 29
Riessman, C. 277, 284, 287, 463, 464, 565
Riley, M. 254, 257–8, 261, 546
Riseborough, G. 144–5, 152
Rival, L. 40
Robben, A. 345
Roberts, C. 72
Roberts, D. 161
Roberts, H. 92, 544
Robertson, A. 186
Robinson, Jude 391–404
Robson, K. and M. 230
Rodriguez, N. 114
Rojo, R. 73
Rorty, R. 525, 529, 564
Rose, G. 243, 244, 249
Rosenwald, G. 277
Ross, C. 95
Ross, N. 252
Rossman, G. 490
Roth, D. 453
Roth, J. 213
Roth, Wolff-Michael 195–208, 431, 432
Rothenberg, J. 566
Roulston, K. 366, 374, 375, 379
Rousseau, C. 521
Ruby, J. 325, 330, 332, 333, 336
Rule, J. 429
Rumbold, J. 577
Russell, T. 226
Ryan, G. 497
Rymes, B. 73
Sacks, H. 448, 451, 453, 456
Saldana, J. 490, 496, 577
Salisbury, Jane 143–56, 201
Salmond, A. 134
Sampson, H. 345
Sanjek, R. 489, 492
Sarther, D. 582
Saunders, L. 567–8
Schafer, R. 407
Schaffir, W. 160
Schatzman, I. 160
Scheffler, W. 478
Scheurich, J. 295, 464
Schiellerup, P. 505, 506, 507
Schiffin, D. 73
Schleef, D. 164
Schneider, C. 523
Schon, D. 162
Schonberg, J. 500
Schryer, C. 432
Schulte, A. 187
Schwandt, T. 550
Scollon, R. and S. 478
Scott, J. 98, 427, 428
Scott, W. 497, 498
Seabrook, J. 313
Seaman, G. 327
Seamon, D. 257, 260
Searle, J. 433
Seidman, I. 277, 287–8, 364, 365, 366, 367, 370, 372, 374
Selbie, P. 569
Seymour, W. 233
Sfard, A. 73, 147
Shain, F. 22, 23
Shank, G. 489
Shankman, P. 485–6
Shapiro, M. 160
Sharf, B. 370
Sharma, U. 161
Shavelson, R. 270
Sheller, M. 253, 255, 256
Shen, E. 336
Sheridan, D. 62
Sherin, M. 329
Shields, C. 138
Shirres, M. 134
Shore, C. 177
Shultz, J. 10, 544
Shumar, W. 171, 176, 178, 179
Shutz, A. 407
Siegesmund, R. 577
social identities and schooling, ethnographic studies into 48–60 cultural distance from schooling institution 57–8 formal curriculum, effects of 53–4 low-performing students and individual mobility 49–50, 57–8 low-status groups and out-group comparison 50, 55–6 low-status groups and positive social identity 50, 52–5 low-status groups and social competition 50–51 low-status groups and social creativity 51–2, 53–6 low-status groups and social value changes 50 rebellion against schooling institution 55–6 social identity theory 49–51 sociological and anthropological ethnographies analytical concept, used and unused 10–11 disconnections between 9–13 familiarity, strategies to fight 13–15 and formal education in other cultures 14 insightful educational ethnographies of the past, revisiting 14 learning in non-educational settings 6–7, 8, 15 methods and methodology 9–10 student failure emphasis 10, 11 taking standpoint of the ‘other’ 14–15 theoretical frameworks 11–12 unusual schools, study of 15 see also anthropology and education sociology of education 21–32 and change drivers in education 26–7 critical ethnography theory 28–9 current challenges 30 decline of study into 23, 29–30 economic drivers 27 educational practice, research into 29 extended case method 27–8, 30 methodological differences, macro and micro 23–6, 30 research methods and empirical research, differences between 29 and social interactionism 28 and state-funded education 26 and structural changes in education 26 and symbolic interactionism 28 software see CAQDAS packages, considering use of Solorzano, D. 378, 380 Somerville, Margaret J. 533–41 Sommerlad, H. 163 Sormani, P. 177 Sparkes, A. 460, 462, 469, 471, 569 speech transcription 439–45 accuracy concerns 442–3 and addressees of multi-party talk 440
and electronic recordings 439, 440
ethical considerations 442
extract choices 442, 443–4
and gestures and physical movements 441
inclusion and editing decisions 443–4
labelling speakers 441–2
multiple decisions about 440–42
non-word elements, decisions on inclusion of 440–41
overlapping talk 441
and page layout 441, 443–4
recorded talk, representation of 440, 441, 443–4
silences and pauses, decisions on inclusion of 441
transcriber, decisions on choice of 443
see also conversation analysis; linguistic perspectives; voice and experimental art

Speier, M. 453
Spencer, J. 8, 41, 515
Spender, D. 95, 372
Spies, W. 578
Spindler, G. 7–8, 12, 35, 36, 185, 544
Spindler, L. 7–8, 35, 36, 185
Spolsky, B. 73
Spradley, J. 371
Stacey, J. 99–100
Stake, R. 185, 495
Stambach, A. 42
Stanley, L. 92, 97, 304, 305
Stanworth, M. 95
Star, S. 10–11, 430
Steedman, H. 146
Stefancic, J. 583
Stein, A. 111, 115, 116
Steiner, G. 372
Stelling, J. 160, 162
Stenhouse, L. 22, 29, 562, 563, 572
Stephens, N. 149, 345, 348, 349
Stevenson, R. 188
Stewart, Anissa 61–81
Stewart, F. 223, 228
Stewart, Kate 503–11
Stigler, J. 326, 328
Stinson, S. 578, 579, 580, 581
Stockard, J. 35
Stocking, G. 37
storying see fiction and poetry
Strandell, H. 332
Strathern, M. 40, 42
Strauss, A. 130, 157, 160, 190, 212, 213, 273, 277, 382, 383, 428, 493, 495, 497, 583
Street, B. 40, 63, 73
Strike, K. 70
Stringer, E. 187
Stronach, I. 554
Stubbs, M. 39, 63, 73
Sturman, A. 26
Suchman, L. 10–11
Sullivan, A. 567
Sullivan, G. 416
Swann, J. 444
Sweetman, P. 242, 244
Swick, H. 157
Swisher, K. 128
Szcerbinski, M. 406
Tagg, S. 286
Tajfel, H. 48, 49, 50, 51
Talburt, S. 114
Tamboukou, Maria 82–91, 304, 305, 310
Tanggaard, L. 372
Tate, W. 521
Tavares, A. 379
Taylor, D. 247
Taylor, S. 277, 282, 294
teacher education 181–94
action research 187–9
action research, objectivity concerns 188–9
case studies of teachers’ professional development 184–7
and contemporary teaching environment 186
and cultural differences between teaching force and student population 183
diversity and social justice, training to teach 185–6, 187, 188
ethnographic focus 182, 183
and evaluation of individual teacher education programs 186
and foreign language education 183, 184
future research 187, 191
interpretation validity, need for improvement in 186–7
narrative inquiry, scarcity of 186
national education policies 183–4
and non-traditional routes to teaching 187
professional development and action research 188
professional identity development 185
qualitative longitudinal studies 186–7
qualitative research, limited efficacy of 190
research in Britain/Europe and North America, comparisons 182–4
research thickness, lack of 190–91
specific teaching content area, differences in approach 185
teacher education overview 181–2
teacher education as ritual process 191
see also higher education, ethnographic studies in; professional education
Tedlock, D. 566
Tesch, R. 504, 505

testimonio, and narrative analysis and construction of identity 463
testimonio as LatCrit methodology in education 377–90
aligning testimonio and a LatCrit framework 380–81
and authenticity of narratives 377, 378, 385–6
and Chicana feminist epistemology 378, 381–2, 384–5, 386
as co-constructed process 385
analytical data analysis 382
consideration of restrictions 386
data collection and analysis 382–5
educational research design 381–2
final data analysis 384–5
and focus groups and shared experiences 383
preliminary data analysis 383
racism study overview 378, 380–85
testimonio as methodology 379, 386–7
testimonio in social justice cases 377, 378–9
testimonio tradition, following 378–9
see also autobiography; life history, uses of

textual genres and question of representation 533–41
and absences and silences 537, 538
creative forms 534–5, 536–7, 539
crisis of representation 533–4
ethnography, concerns over future of 533–4
multiple acts of translation 537
poststructural deconstructive texts 534
and relationality of teacher and learner 536
researcher reflexivity 534, 535, 536–40
space of representation 535–6, 539–40
and visual images 536–7
writing as means of coming to knowledge 534–5
see also linguistic perspectives; speech transcription; writing styles, literary and rhetorical turn

Thomas, W. 428
Thompson, J. 405
Thompson, P. 285–6
Thompson, S. 555
Thompson, V. 566
Thomson, P. 244, 308, 423
Thomson, Rachel 313–24
Thorne, A. 469
Thorne, B. 546
Thornicroft, G. 212
Thornton, G. 62
Tierney, B. 521
Tierney, William G. 110–11, 122, 123, 170, 175–6, 177, 265–80, 386, 498, 500, 501
Tillema, H. 186
Tilley, S. 443
Tillman, L. 128
Tillman-Healy, L. 518
Index

Tobin, K. 197
Todd, F. 66
Toncy, N. 538–9
Tooley, J. 24, 270
total institutions 209–22
accessing institutions 217–18
armed services 214–15
asylums and Goffman 210–11
boarding schools 213–14
cultural considerations 217
and data protection 217–18
ethnography and gaining access and
data collection 218–20
examples of total institutions 209–10
hospitals as research sites 212–13
and power differential between
patients and staff 210–11
prisons 215–17
prisons, and Panopticons 216
prisons, and secure exclusion units 216
and professional ideologies and
boundaries, differing 212–13
and relationship with outside world 211, 212
and removal of sense of self 211
and social attitudes and mores,
reflections of 215
time structuring within institutions 213

Towers, T. 313
Towne, L. 270
traditional ethnography 342–53
in anthropology and sociology 343–4
Brazilian capoeira case study 344–5
coding system 350–51
data analysis 350–51
ethnography definition 342–3
fieldnotes 347–9
fieldwork definition 342–3
fieldwork, preparations before 344–5
objectivity, importance of 345–6
observation and recording guidelines
and choices 345–6, 347
Oracle project 347
participant observation definition 342–3
record types 349–50
writing reports 351
Trahar, S. 361, 362, 474, 478

Traweeks, S. 165
Treseder, P. 226, 229, 233
Trinidad Galván, R. 381
Tripp, D. 127, 130, 131, 132, 137
Troman, G. 218
Trow, M. 365
Trowler, P. 175
Trueba, E. 36
Tufflin, K. 224, 226, 227
Tuhiwai Smith, L. 570
Turner, J. 48, 49, 50, 51
Turner, V. 191, 431–2, 552
Tusting, K. 70
Tuyay, S. 68
Tyner, K. 326

Ulmer, J. 432
Umland, A. 527
universities see higher education,
etnographic studies in;
professional education
Unnithan-Kumar, M. 41
Unwin, L. 146–7, 150
Urry, J. 10, 252, 253, 255, 256, 588
Usher, R. 151
Uy, F. 185

Valentine, G. 329
Valli, L. 145, 546
Van Dijk, T. 69, 73
Van Hover, S. 186
Van Leeuwen, T. 63, 327
Van Maanen, J. 162, 218, 484, 513, 565, 566
Varennne, H. 8–9
Velez, V. 378
Vergunst, J. 252
video, use of see digital video, use of
Villalpando, O. 387
Ville, I. 291
Vine, E. 67
visual research
evidence, concerns over legitimacy
of 242, 244
narrative data, gathering 284
and textual genres and question of
representation 536–7
visual research, using pictures to
analyse and construct knowledge
415–25

Sara Delamont - 9781849807296
Downloaded from Elgar Online at 08/14/2019 07:47:50PM
via free access
analysis and construction in holistic research 420–22
animated film production as example 420–22
DIKW (data/information/knowledge/wisdom) hierarchy 418–20
emotions, tapping into 421
and image capture devices 418–19
knowledge discovery and construction, understanding process of 417–18
manipulation of images 423
misuse of visual material and ambiguity of truth 422
negative spaces within pictures 422–3
painted images 423
as research method, overview of 415–16
research proposal, difficulties in development of 416–17
sensory random access and opportunity for insight, facilitating 419–20
and verbal reasoning 421
see also photo methods in educational research
vocational education and training 143–56
classic ethnographies of vocational learning 144–6
day release schemes 152
expansive-restrictive continuum of workplace factors 146–7
future research 149, 151, 152, 153
and gender roles 145
government programmes and official accounts, shortcomings of 146–7, 152
informal and situated learning 149–51
learning, scholarly conception of 147
practical research in colleges of further education 148–9, 150–51
resistance to training 145
retention and drop-out rates 145–6, 151
simulation and role play in training 145
skills-building approaches and legitimate peripheral participation (LPP) 149–50
social attitudes 144–5
teachers’ care ethic 148
and teacher–pupil distinctions, blurred 150, 151
thick descriptions, need for current 146–9, 151–2
and transition from school environment 151
and vocational habitus 147
see also apprenticeship, and reflexive method for researching education in non-formal settings
voice and experimental art 521–32
change/transformation and knowledge, relationship between 529–30
community discipline 526, 529–31
and critical pedagogy 522–3, 525, 530
Critical Race Theory (CRT) 521, 523, 525, 530–31
critical responses to 523–5
dominance of some voices, attempts to overcome 521–2, 530–31
empowerer/student imbalance 522
experimental art 526–9
experimental art, notion of 526–8
experimental art and subjective science, borderlands between 528–31
experimental dance 527–8
languages and categories, use of established 525–6
objectivity/subjectivity debate 531
partial–partial voices and critical pedagogy 522
and Plato’s logos and mythos 524
postmodern criticism 523–4
and realism of history 530–31
rigor, disciplinary norms and language 525–6
silence and voice, relationship between 521–2
storytelling and the subjective 524
truth games and evidence-based science 524
see also linguistic perspectives; speech transcriptions

Vygotsky, L. 195, 433

Wacquant, L. 215–16, 350
Waletzky, J. 281, 291, 296, 460, 464, 466, 478
Walford, G. 41, 95, 213, 214, 218, 365, 544, 577
Walker, M. 308
Walker, R. 242, 327, 332
Walker, S. 104
Walkerdine, V. 95, 303, 313, 534
Wallace, R. 546
Wallat, C. 65, 73
Waller, W. 566
Warburton, T. 241
Warhol, A. 527
Waskul, D. 231
Watson, Cate 460–73
Watson, D. 453
Watson, L. 265, 269, 273
Watson-Franke, M. 265, 269, 273
Watson-Gegeo, K. 67
Watts, M. 406, 407, 409
Wax, M. 6, 8, 36
Wax, R. 6, 8
Weade, G. 66
Weaver, A. 327
Weekes, D. 96
Weiler, K. 28
Weis, L. 21, 96, 100, 325, 521
Weiss, R. 367
Welland, T. 164
Wellington, J. 406
Wells, Cassandra 108–25
Wells, G. 65, 73
Wenger, E. 8, 40, 149, 150, 157, 198
Wengraf, T. 293
Wheatley, E. 100
White, A. 241
White, J. 191
White, ML 325–41
Whyte, W. 405, 545
Wilkinson, C. 399
Wilkinson, L. 63, 65, 73
Wilkinson, S. 392
Williams, G. 282
Williams, H. 327
Williams, M. 224
Willis, P. 13, 14, 28, 29, 39, 48, 49, 51–2, 90, 145, 164–5, 322, 416
Wilson, E. 185
Winsor, D. 433
Wise, S. 92, 97
Wisniewski, R. 265, 278
Wittgenstein, L. 62, 427, 431, 432, 454
Wolcott, H. 5, 6, 35, 109, 115–16, 117, 265, 274, 484, 492, 542, 583
Wolf, M. 101, 544
Wolf, A. 146
Wollstonecraft, M. 95
Woodman, W. 415
Woods, H. 73
Woods, P. 187, 188, 573
Woolf, V. 563
Workman, T. 282
Worsley, P. 38
Wortham, S. 73
Worthington, K. 355, 357, 361
Wright, C. 14, 244–5, 247
Wright, S. 170, 171, 177, 178
Wright Mills, C. 21, 23, 24–5, 29, 30, 88–9, 299, 570
writing skills
fieldnotes, analysis of 490–91, 496
interviewing individuals 364
reports and traditional ethnography 351
writing styles, literary and rhetorical
turn 512–20
alternative literary forms 516–18
authority and authorship, relationship between 515
autobiographical, confessional mode 513
autoethnography 516, 518
conventional, realist mode 513
and cultural anthropology crisis 514–15
ethno-poetry 517
ethnodrama 517
and ethnographic monograph 513, 514–16
fictional writing 516, 518
gender issues 515
genres of ethnographic writing 513
impressionistic style 513
and interactionism 513
and literary critical theory 514
personal writing styles 516
representational styles 516
rhetoric of inquiry 512–13
rhetorical induction 513
textual conventions, construction of 513–14
textual conventions of sociological ethnography 513, 514–18
see also textual genres and question of representation
Wyatt-Smith, C. 71
Wynn, J. 258
Yates, J. 429
Yeager, B. 71
Yeager, E. 185
Yin, R. 185
Yon, D. 34
Yosso, T. 378, 380, 386
Youdell, D. 94, 97, 102, 113
Young, C. 330
Young, D. 544
Young, M. 5, 6, 7, 9
Yúdice, G. 378, 379, 385
Zaharlick, A. 371
Zeichner, K. 184, 187, 188, 191
Zeitlyn, D. 432
Zimmerman, M. 379
Znaniecki, F. 428
Zuckerman, H. 405
Zuengler, J. 73