
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).

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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.

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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.

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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.

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.

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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.

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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*.

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Lindsay Prior is Professor of Sociology in the School of Sociology, Social Policy and Social Work, and a Principal Investigator and member of the

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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.

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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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