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Duoethnography - Richard D. Sawyer 2012-11-29 Duoethnography is a collaborative research methodology in which two or more researchers engage in a dialogue on their disparate histories in a given phenomenon. Their goal is to interrogate and re-conceptualize existing beliefs through a conversation that is written in a play-script format. The methodology of duoethnography serves as the focus of this book. Duoethnography facilitates stratified, nested, auto-ethnographic accounts of a given research context or question, designed to emphasize the complex, reflexive, and aesthetic aspects of both the work in process and the product. As a curriculum and a research method, duoethnography explores two seminal issues: representation in qualitative research (how to represent findings when findings are created within a dynamic phenomenological text), and praxis (how research contributes to a sense of personal change). Duoethnography allows researchers to explore their hybrid identities and to see how their lives have been situated socially and culturally. Recent duoethnographic studies have examined a range of topics, including forms of institutionalized racism, beauty, post-colonialism, multicultural identity construction, and professional boundaries between patient and practitioner in mental health professions.

Duoethnography - Joe Norris 2012-02-29 Duoethnography is a collaborative research methodology in which two or more researchers juxtapose their life histories in order to provide multiple understandings of a social phenomenon. Using their own biographies as sites of research and creating dialogic narratives, they provide multiple perspectives of this phenomenon for the reader, inviting the viewer to enter the conversation. The dialectic process of creating duoethnography is also designed to be transformative to the writers. In this volume, two dozen scholars present the first wave of duoethnographic writings on topics as diverse as gender, identity, and curriculum, with the editors framing key tenets of the methodology around the studies presented. This participatory, emancipatory methodology is of interest to those doing qualitative research and narrative writing in many disciplines.
Handbook of Research on Diversity and Social Justice in Higher Education - Keengwe, Jared 2020-05-22
There is growing pressure on teachers and faculty to understand and adopt best practices to work with diverse races, cultures, and languages in modern classrooms. Establishing sound pedagogy is also critical given that racial, cultural, and linguistic integration has the potential to increase academic success for all learners. To that end, there is also a need for educators to prepare graduates who will better meet the needs of culturally diverse learners and help their learners to become successful global citizens. The Handbook of Research on Diversity and Social Justice in Higher Education is a cutting-edge research book that examines cross-cultural perspectives, challenges, and opportunities pertaining to advancing diversity and social justice in higher education. Furthermore, the book explores multiple concepts of building a bridge from a monocultural pedagogical framework to cross-cultural knowledge through appropriate diversity education models as well as effective social justice practices. Highlighting a range of topics such as cultural taxation, intercultural engagement, and teacher preparation, this book is essential for teachers, faculty, academicians, researchers, administrators, policymakers, and students.

Interdisciplinary Reflective Practice through Duoethnography - Joe Norris 2016-09-24
This book explores the value of duoethnography to the study of interdisciplinary practice. Through rich stories, scholars illustrate how dialogic and relational forms of research help to facilitate deeply emic, personal, and situated understandings of practice and promote personal reflexivity and changes in practice. In this book, students, teachers, and practitioners use duoethnography to become more aware, dialogic, imaginative, and relational in their teaching. Forms of practice examined in this book include education, drama, nursing, counseling, and art in classroom, university, and larger professional spaces.

The Oxford Handbook of Qualitative Research - Patricia Leavy 2020-07
The Oxford Handbook of Qualitative Research, Second Edition presents a comprehensive, interdisciplinary overview of the field of qualitative research. Divided into eight parts, the forty chapters address key topics in the field such as approaches to qualitative research (philosophical perspectives), narrative inquiry, field research, and interview methods, text, arts-based, and internet methods, analysis and interpretation of findings, and representation and evaluation. The handbook is intended for students of all levels, faculty, and researchers across the disciplines, and the contributors represent some of the most influential and innovative researchers as well as emerging scholars. This handbook provides a broad introduction to the field of qualitative research to those with little to no background in the subject, while providing substantive contributions to the field that will be of interest to even the most experienced researchers. It serves as a user-friendly teaching tool suitable for a range of undergraduate or graduate courses, as well as individuals working on their thesis or other research projects. With a focus on methodological instruction, the incorporation of real-world examples and practical applications, and ample coverage of writing and representation, this volume offers everything readers need to undertake their own qualitative studies.

Arts-based and Contemplative Practices in Research and Teaching - Susan Walsh 2014-11-13
This volume presents a scholarly investigation of the ways educators engage in artistic and contemplative practices - and why this matters in education. Arts-based learning and inquiry can function as a powerful catalyst for change by allowing spiritual practices to be present within educational settings, but too often the relationship between art, education and spirituality is ignored. Exploring artistic disciplines such as dance, drama, visual art, music, and writing, and forms such as writing-witnessing, freestyle rap, queer performative autoethnograph, and poetic imagination, this book develops a transformational educational paradigm. Its unique integration of spirituality in and through the arts addresses the contemplative needs of learners and educators in diverse educational and community settings.

Criticality, Teacher Identity, and (In)equity in English Language Teaching - Bedrettin Yazan 2018-03-26
This edited volume, envisioned through a postmodern and poststructural lens, represents an effort to destabilize the normalized “assumption” in the discursive field of English
language teaching (ELT) (Pennycook, 2007), critically-oriented and otherwise, that identity, experience, privilege-marginalization, (in)equity, and interaction, can and should be apprehended and attended to via categories embedded within binaries (e.g., NS/NNS; NEST/NNEST). The volume provides space for authors and readers alike to explore fluidly critical-practical approaches to identity, experience, (in)equity, and interaction envisioned through and beyond binaries, and to examine the implications such approaches hold for attending to the contextual complexity of identity and interaction, in and beyond the classroom. The volume additionally serves to prompt criticality in ELT towards reflexivity, conceptual clarity and congruence, and dialogue.

**Drama Research Methods: Provocations of Practice**- 2018-12-06 Drama Research Methods: Provocations of Practice focuses on innovative drama/theatre research practices in ever-widening contexts for a broad range of purposes within and outside of the arts and the challenges this poses for researchers, writers and research participants.

**Collaborative Autoethnography**-Heewon Chang 2016-06-16 It sounds like a paradox: How do you engage in autoethnography collaboratively? Heewon Chang, Faith Ngunjiri, and Kathy-Ann Hernandez break new ground on this blossoming new array of research models, collectively labeled Collaborative Autoethnography. Their book serves as a practical guide by providing you with a variety of data collection, analytic, and writing techniques to conduct collaborative projects. It also answers your questions about the bigger picture: What advantages does a collaborative approach offer to autoethnography? What are some of the methodological, ethical, and interpersonal challenges you’ll encounter along the way? Model collaborative autoethnographies and writing prompts are included in the appendixes. This exceptional, in-depth resource will help you explore this exciting new frontier in qualitative methods.

**Educators on Diversity, Social Justice, and Schooling**-Sonya E. Singer 2018-04-30 Educators on Diversity, Social Justice, and Schooling identifies categories of privilege and marginalization in the “master narrative” of social discourse and works to bring equity into classrooms across Canada. This timely text challenges students to question the power relations that value one group’s system of knowledge over another and brings this to bear on the classroom environment. This volume features contributions by educators from diverse disciplinary backgrounds and includes chapter-end key questions, additional resources for more information, and suggested activities to engage students in critical thought and to ground concepts of diversity and social justice in practical application. Students in undergraduate and graduate education programs will value the combination of theoretical and practical knowledge that this collection puts forth to foster a new generation of inclusive educators.

**Black Women, Academe, and the Tenure Process in the United States and the Caribbean**-Talia Esnard 2018-08-06 This book explores the meanings, experiences, and challenges faced by Black women faculty that are either on the tenure track or have earned tenure. The authors advance the notion of comparative intersectionality to tease through the contextual peculiarities and commonalities that define their identities as Black women and their experiences with tenure and promotion across the two geographical spaces. By so doing, it works through a comparative treatment of existing social (in)equalities, educational (dis)parities, and (in)justices in the promotion and retention of Black women academics. Such interpretative examinations offer important insights into how Black women’s subjugated knowledge and experiences continue to be suppressed within mainstream structures of power and how they are negotiated across contexts.

**Theorizing Curriculum Studies, Teacher Education, and Research through Duoethnographic Pedagogy**-Joe Norris 2016-12-22 This book explores the value of duoethnography to the study of interdisciplinary practice. Illustrating how dialogic and relational forms of research help to facilitate deeply emic, personal, and situated understandings of practice, the editors and contributors promote personal reflexivity and changes in practice. Education, drama, nursing counselling, and art in classroom, university, and larger professional spaces are examined by students,
teachers, and practitioners using duoethnography to become more aware, dialogic, imaginative, and relational in their teaching.

Mathematical Encounters and Pedagogical Detours - Boris Koichu
2021-02-04 This book explores the idea that mathematics educators and teachers are also problem solvers and learners, and as such they constantly experience mathematical and pedagogical disturbances. Accordingly, many original tasks and learning activities are results of personal mathematical and pedagogical disturbances of their designers, who then transpose these disturbances into learning opportunities for their students. This learning-transposition process is a cornerstone of mathematics teacher education as a lived, developing enterprise. Mathematical Encounters and Pedagogical Detours unfold the process and illustrate it by various examples. The book engages readers in original tasks, shares the results of task implementation and describes how these results inform the development of new tasks, which often intertwine mathematics and pedagogy. Most importantly, the book includes a dialogue between the authors based on the stories of their own learning, which triggers continuous exploration of learning opportunities for their students.

Innovations in Narrative and Metaphor - Sandy Farquhar 2019-02-26
This book pursues an interdisciplinary approach to open a discourse on innovative methodologies and practices associated with narrative and metaphor. Scholars from diverse fields in the humanities and social sciences report on how they use narrative and/or metaphor in their scholarship/research to arrive at new ways of seeing, thinking about and acting in the world. The book provides a range of methodological chapters for academics and practitioners alike. Each chapter discusses various aspects of the author’s transformative methodologies and practices and how they contribute to the lives of others in their field. In this regard, the authors address traditional disciplines such as history and geography, as well as professional practices such as counselling, teaching and community work.

Forms of Practitioner Reflexivity - Hilary Brown 2016-09-07
This edited volume addresses the different methods professionals use to promote a critical reflective and reflexive stance among practitioners, leading to both a reconceptualization of practice and its subsequent change. The goal of increased reflection in professional education is intended to expand approaches for professionals to work with diverse others. It is also intended to increase their levels of cognitive differentiation and depth of professional consciousness about themselves alongside diverse others in a rapidly changing world. This is an important issue in a range of applied professional programs, from education to medicine, social work to psychology, business to criminal justice, in nearly every country in the world.

Critical Perspectives on Teaching in the Southern United States - Tori K. Flint 2020-10-21
Critical Perspectives on Teaching in the Southern United States presents new and provocative insights into education in the Southern United States, from the perspective of educators with a variety of experiences. This book foregrounds the Southern United States as having unique sociopolitical, sociohistorical, and sociocultural contexts which directly influence knowledge and classroom pedagogies. Contributors use a range of critical frameworks that coalesce around methods including: self-reflection through research, social justice advocacy, and culturally responsive, culturally relevant, culturally sustaining, and asset-based pedagogies. Through the lenses of these critical frameworks, several contributors also address challenges and strategies for teaching controversial topics in the classroom. Drawing upon unique experiences teaching in various regions of the Southern United States, chapters explore salient topics such as race, language, gender, discrimination, identity, immigration, poverty, social justice, and their influence(s) on pedagogy. This book raises questions considering the ways that history has shaped present-day Southern education and about the myriad complex dynamics that influence pedagogy in the Southern U.S. context. Ultimately, this book affirms the importance of utilizing critical perspectives in contemporary discussions about education in the Southern United States.

Women Education Scholars and their Children's Schooling - Kimberly
This volume offers both theoretical and research-based accounts from mothers in academia who must balance their own intricate knowledge of school systems, curriculum and pedagogy with their children’s education and school lives. It explores the contextual advantages and disadvantages of “knowing too much” and how this impacts children’s actions, scholastics and developing consciousness along various lines. Additionally, it allows teachers, administrators and researchers to critically examine their own discourses and those of their students to better navigate their professional and domestic roles. Gathering narratives from academic women in traditional and nontraditional maternal roles, this volume presents both contemporary and retrospective experiences of what it’s like to raise children amidst educational and sociocultural change.

Qualitative Research Methods in Consumer Psychology - Paul Hackett
2015-08-20 While consumer research is founded on traditional quantitative approaches, the insight produced through qualitative research methods within consumer settings has not gone unnoticed. The culturally situated consumer, who is in intimate dialogue with their physical, virtual and social surroundings, has become integral to understanding the psychology behind consumer choices. This volume presents readers with theoretical and applied approaches to using qualitative research methods in ethnographic studies looking at consumer behavior. It brings together an international group of leading scholars in the field of consumer research, with educational and professional backgrounds in marketing, advertising, business, education, therapy and health. Researchers, teaching faculty, and students in the field of consumer and social psychology will benefit from the applied examples of qualitative and ethnographic consumer research this volume presents.

The Negotiated Self - 2018-10-11 This collection includes critical, qualitative, creative, and arts-integrated chapters attentive to the ways in which reflexive inquiry supports explorations of teacher identity. The explicit aim of this manuscript is to advance teacher self-study and, through it, the teaching and learning experience.

Rethinking 21st Century Diversity in Teacher Preparation, K-12 Education, and School Policy - Suniti Sharma
2019-01-14 This book offers educators new understandings of 21st century diversity emerging from contemporary national events within the U.S., global movements, and changes in the world political order that have long-lasting impact on local education and call for rethinking traditional generalizations and empirical prescriptions for inclusivity in teaching and learning. The book expands the literature on teacher preparation and intercultural education by providing the educational community with critical perspectives, theoretical approaches, and research methodologies for educational inquiry responsive to diversity. Driven by changes in classroom diversity this book offers educators, researchers and policy makers a language for articulating complex differences in educational reform, policy and practice.

Emerging Critical Scholarship in Education - Jean Rath
2014-04-23 The doctoral journey is fraught with stops and starts, crossroads and blind alleys, surprises and epiphanies. All successful doctoral students navigate a pathway through these events to reach their final destination. Navigating the Doctoral Journey explores examples of these routes in ways that both honour individual stories and highlight the broader issues of uniting emergent research practices with doctoral candidates’ individual reflexive projects. All the doctoral candidates included in this book work with critical topics, theories and methods within the field of education; they face particular challenges - and rewards - when pursuing work that will meet institutional and disciplinary expectations of “good” doctoral-level research. For them, the doctoral process is required to culminate in more than the award of a qualification. Their imperative is to demonstrate mastery of the disciplinary norms, whilst simultaneously challenging dominant models and making authentic contributions to the benefit of broader society. Navigating the Doctoral Journey addresses the isolation and challenges of what it means to conduct critical doctoral research within a highly contested domain of knowledge. This is not a simplistic self-help guide to clearly map a proven route to doctoral success, rather the book provides a range of possible answers to the questions of how candidates experience doctoral studies, what is “critical” about each contributor’s research, and how this affects what each person does as he or she researches.
Handbook of Arts-Based Research - Patricia Leavy 2019-02-27 Bringing together interdisciplinary leaders in methodology and arts-based research (ABR), this comprehensive handbook explores the synergies between artistic and research practices and addresses issues in designing, implementing, evaluating, and publishing ABR studies. Coverage includes the full range of ABR genres, including those based in literature (such as narrative and poetic inquiry); performance (music, dance, playbuilding); visual arts (drawing and painting, collage, installation art, comics); and audiovisual and multimethod approaches. Each genre is described in detail and brought to life with robust research examples. Team approaches, ethics, and public scholarship are discussed, as are innovative ways that ABR is used within creative arts therapies, psychology, education, sociology, health sciences, business, and other disciplines. The companion website includes selected figures from the book in full color, additional online-only figures, and links to online videos of performance pieces. See also Dr. Leavy's authored book, Method Meets Art, Second Edition, an ideal course text that provides an accessible introduction to ABR.

Research Methods in Sports Coaching - Lee Nelson 2014-03-26 Research Methods in Sports Coaching is a key resource for any student, researcher or practitioner wishing to undertake research into sports coaching. It takes the reader through each phase of the research process, from identifying valuable research questions, to data collection and analyses, to the presentation and dissemination of research findings. It is the only book to focus on the particular challenges and techniques of sports coaching research, with each chapter including examples, cases and scenarios from the real world of sports coaching. The book introduces and explores important philosophical, theoretical and practical considerations in conducting coaching research, including contextual discussions about why it’s important to do sports coaching research, how to judge the quality of coaching research, and how sports coaching research might meet the needs of coaching practitioners. Written by a team of leading international scholars and researchers from the UK, US, Canada and Australia, and bridging the gap between theory and practice, this book is an essential course text for any research methods course taken as part of a degree programme in sports coaching or coach education.

Qualitative Research & Evaluation Methods - Michael Quinn Patton 2014-10-29 Drawing on more than 40 years of experience conducting applied social science research and program evaluation, author Michael Quinn Patton has crafted the most comprehensive and systematic book on qualitative research and evaluation methods, inquiry frameworks, and analysis options available today. Now offering more balance between applied research and evaluation, this Fourth Edition of Qualitative Research & Evaluation Methods illuminates all aspects of qualitative inquiry through new examples, stories, and cartoons; more than a hundred new summarizing and synthesizing exhibits; and a wide range of new highlight sections/sidebars that elaborate on important and emergent issues. For the first time, full case studies are included to illustrate extended research and evaluation examples. In addition, each chapter features an extended "rumination," written in a voice and style more emphatic and engaging than traditional textbook style, about a core issue of persistent debate and controversy.

The Routledge International Handbook on Narrative and Life History - Ivor Goodson 2016-10-04 In recent decades, there has been a substantial turn towards narrative and life history study. The embrace of narrative and life history work has accompanied the move to postmodernism and post-structuralism across a wide range of disciplines: sociological studies, gender studies, cultural studies, social history; literary theory; and, most recently, psychology. Written by leading international scholars from the main contributing perspectives and disciplines, The Routledge International Handbook on Narrative and Life History seeks to capture the range and scope as well as the considerable complexity of the field of narrative study and life history work by situating these fields of study within the historical and contemporary context. Topics covered include: • The historical emergences of life history and narrative study • Techniques for conducting life history and narrative study • Identity and politics • Generational history • Social and psycho-social approaches to narrative history With chapters from expert contributors, this volume will prove a
Towards Critical Environmental Education - Aristotelis S. Gkiolmas
2020-11-03 This volume discusses theory, philosophy, praxis and methods in Environmental and Ecological education, and considers the junction with the main visions and issues of Critical Pedagogy. The volume and its separate chapters address four axes, which can also be seen as the guidelines of the content as well as the central objectives of the book. The first axis concerns the missing theoretical and practical pieces at this point in time. The volume considers the issues that are not included in contemporary Environmental Education, and thus, deprive it from critical orientations. This implies that in Environmental Education, very little discussion exists about the political, economic, racial, gender and class issues that in most cases govern the actions of leaders and stake-holders. The second axis concerns what has been done so far and in what directions. This involves descriptions of theoretical approaches or actual applied methodologies in the classroom, such as curricula or syllabus used or the kind of actions certain educators have taken to infuse the issues of justice and critical reflection within the Environmental Education teaching agenda. The third axis examines proposals. It looks at ways to enrich domains of Environmental Education with the argumentations of Critical Pedagogy. The fourth axis concerns the way in which proposals can be effectuated. This part contains specific methodologies and teaching sequences, depicting ways of including major aspects of Critical Pedagogy and Critical Education in Environmental Education. Examples are: Non-anthropocentric ecological approaches in the classroom, political activism in the Curricula, mixture of field activities and political activities.

Cultivating Social Justice Teachers - Paul C. Gorski 2013-01-02
Frustrated by the challenge of opening teacher education students to a genuine understanding of the social justice concepts vital for creating an equitable learning environment? Do your students ever resist accepting that lesbian, gay, bisexual, transgender, or queer people experience bias or oppression, or that their experiences even belong in a conversation about “diversity,” “multiculturalism,” or “social justice?” Recognizing these are common experiences for teacher educators, the contributors to this book present their struggles and achievements in developing approaches that have successfully guided students to complex understandings of such threshold concepts as White privilege, homophobia, and heteronormativity, overcoming the “bottlenecks” that impede progress toward bigger learning goals and understandings. The authors initiate a conversation – one largely absent in the social justice education literature and the discourse – about the common content- and pedagogy-related challenges that social justice educators face in their work, particularly for those doing this work in relative or literal isolation, where collegial understanding cannot be found down the hall or around the corner. In doing so they hope not only to help individual teachers in their practice, but also strengthen social justice teacher education more systemically. Each contributor identifies a learning bottleneck related to one or two specific threshold concepts that they have struggled to help their students learn. Each chapter is a narrative about individual efforts toward sometimes profound pedagogical adjustment, about ambiguity and cognitive dissonance and resistance, about trial and error, and about how these educators found ways to facilitate foundational social justice learning among a diversity of education students. Although this is not intended to be a “how-to” manual, or to provide five easy steps to enable straight students to “get” heteronormativity, each chapter does describe practical strategies that teachers might adapt as part of their own practice.

Qualitative Data Analysis - Matthew B. Miles 2013-04-05 The Third Edition of Miles & Huberman's classic research methods text is updated and streamlined by Johnny Saldaña, author of The Coding Manual for Qualitative Researchers. Several of the data display strategies from previous editions are now presented in re-envisioned and reorganized formats to enhance reader accessibility and comprehension. The Third Edition’s presentation of the fundamentals of research design and data management is followed by five distinct methods of analysis: exploring, describing, ordering, explaining, and predicting. Miles and Huberman's original research studies are profiled and accompanied with new examples from Saldaña’s recent qualitative work. The book's most celebrated chapter, “Drawing and Verifying Conclusions,” is retained and revised, and the chapter on report writing has been greatly expanded, and is now called “Writing About Qualitative
Research.” Comprehensive and authoritative, Qualitative Data Analysis has been elegantly revised for a new generation of qualitative researchers.

**Participatory Visual and Digital Methods** - Aline Gubrium 2013-04-30
Gubrium and Harper describe how visual and digital methodologies can contribute to a participatory, public-engaged ethnography. These methods can change the traditional relationship between academic researchers and the community, building one that is more accessible, inclusive, and visually appealing, and one that encourages community members to reflect and engage in issues in their own communities. The authors describe how to use photovoice, film and video, digital storytelling, GIS, digital archives and exhibits in participatory contexts, and include numerous case studies demonstrating their utility around the world.

**Interpretive Autoethnography** - Norman K. Denzin 2013-10-24
“It is time to chart a new course”, writes Norman K. Denzin in Interpretive Autoethnography, Second Edition. “I want to turn the traditional life story, biographical project into an interpretive autoethnographic project, into a critical, performative practice, a practice that begins with the biography of the writer and moves outward to culture, discourse, history, and ideology.” Drawing on C. Wright Mills, Sartre, and Derrida, Denzin lays out the key assumptions, terms, and parameters of autoethnography, provides a guide to using and studying personal experience, and considers the dilemmas and political implications of textualizing a life. He weaves his narrative through family stories, and concludes with thoughts concerning a performance-centered pedagogy and the directions, concerns, and challenges for autoethnography.

Many events have evolved over centuries, drawing on local customs and conditions. However, as the world becomes increasingly globalised, traditional events and the identities they support are increasingly being challenged and rituals may be lost. Reacting against this trend towards homogeneity, communities strive to preserve and even recreate their traditional events, which may require rituals to be resurrected or reinvented for a new audience. The aim of this book is to explore the role of traditional events and rituals in the modern world. The 16 chapters cover a range of case studies of the performance of ritual through events, including their historical antecedents and development over time, as well as their role in society, link with identities both seemingly fixed and fluid and their continued relevance. The cases examined are not museum pieces, but rather vibrant festivals and events that continue to persist. Drawing on the power of history and cultural tradition, they are manifestations of heritage, existing in three temporalities: celebrating the past, occurring in the present and aiming to continue into and influence the future. Iconic events including Chinese New Year, Hogmanay and the New Orleans Mardi Gras are examined and examples are drawn from a diverse range of countries such as South Korea, China, Laos, the United States, Scotland, Italy, India and Haiti. This volume provides a deep understanding upon the role of tradition and ritual within events, from a global perspective and will be valuable reading for students, researchers and academics interested in events, heritage and culture.

**Rethinking College Student Development Theory Using Critical Frameworks** - Elisa S. Abes 2019-08-13
A major new contribution to college student development theory, this book brings “third wave” theories to bear on this vitally important topic. The book has three sections: The first briefly introduces the third wave theories that have recently expanded the frame of the topic; the second uses those theories to focus on specific aspects of student development; and the third brings it all together with a few chapters that look at the implications for practice. The first section includes a chapter that provides an overview of the evolution of student development theories as well as chapters describing the critical and poststructural theories most relevant to the next iteration of student development theory. These theories include critical race theory, queer theory, feminist theories, intersectionality, decolonizing/indigenous theories, and crip theories. These chapters also include a discussion of how each theory is relevant to the...
central questions of student development theory. The second section provides critical interpretations of the primary constructs associated with student development theory. These constructs and their related ideas include resilience, dissonance, socially constructed identities, authenticity, agency, context, development (consistency/coherence/stability), and knowledge (sources of truth and belief systems). Each chapter begins with brief personal narratives on a particular construct; the chapter authors then re-envision the narrative’s highlighted construct using one or more critical theories. The third section will focus on implications for practice. Specifically, these chapters will consider possibilities for how student development constructs re-envisioned through critical perspectives can be utilized in practice. The primary audience for the book is faculty members who teach in graduate programs in higher education and student affairs and their students. The book will also be useful to practitioners seeking guidance in working effectively with students across the convergence of multiple aspects of identity and development.

**Participatory Methodologies to Elevate Children's Voice and Agency** - Ilene R. Berson 2019-03-01 This volume of the Research in Global Child Advocacy Series explores participatory methodologies and tools that involve children in research. Perspectives on the role of children have transitioned from viewing children as objects of research, to children as subjects of research, to acknowledgement of children as competent contributors and agents throughout the inquiry process. Researchers continue to explore approaches that honor the capacity of children, drawing on diverse methodologies to elevate children’s voices and actively engage them in the production of knowledge. Nonetheless, despite these developments, questions over the extent to which children can be free of adult filters and influence merits sustained scholarly attention. The book includes chapters that critically examine methodological approaches that empower children in the research process. Contributions include empirical or practitioner pieces that operate from an empowerment paradigm and demonstrate the agenic capacity of children to contribute their perspectives and voices to our understanding of childhood and children’s lives. The text also features conceptual pieces that challenge existing theoretical frameworks, critique research paradigms, and analyze dilemmas or tensions related to ethics, policy and power relations in the research process.

**Urban Friendships and Community Youth Practice** - Melvin Delgado 2016-11-03 There is no denying that friendship, however narrow or broad the definition, is dynamic and highly responsive to socio-cultural and environmental factors. Urban Youth Friendships and Community Practice highlights the greater importance of friendships in circumstances where youth have been marginalized and have limited access to instrumental resources that restrict geographical mobility or curtail their movement to limited public spaces (in which they are validated, and even liked or admired). Youth friendships are not limited to peer-networks; they can cross other social divides and involve adults of all ages. Indeed, community practice and asset assessment approaches are increasingly focusing on the relevance of strong peer relationships and networks as strengths upon which to build. Friendships, therefore, are a community asset and as such could be included as a key aspect of community asset assessments and interventions. Community organizations, schools, religious institutions, and other less-formal groups provide practitioners with ample opportunities to foster urban youth friendships. This book seeks to accomplish four goals: (1) provide a state of knowledge on the definition, role, and importance of friendships in general and specifically on urban youth of color (African-American, Asia and Latinos); (2) draw implications for community practice scholarship and practice; (3) illustrate how friendships can be a focus of a community capacity enhancement assets paradigm through the use of case illustrations; and (4) provide a series of recommendations for how urban friendships can be addressed in graduate level social work curriculum but with implications for other helping professions. Urban Youth Friendships and Community Practice is a must-have for community practitioners, whether their focus be social work, recreation, education, planning, or out-of-school programming.

**Childhood and Schooling in (Post)Socialist Societies** - Iveta Silova 2017-12-07 This book explores childhood and schooling in late socialist societies by bringing into dialogue public narratives and personal memories that move beyond imaginaries of Cold War divisions between the East and West. Written by cultural insiders who were brought up and educated on the eastern side of the Iron Curtain - spanning from Central Europe to...
mainland Asia - the book offers insights into the diverse spaces of socialist childhoods interweaving with broader political, economic, and social life. These evocative memories explore the experiences of children in navigating state expectations to embody “model socialist citizens” and their mixed feelings of attachment, optimism, dullness, and alienation associated with participation in “building” socialist futures. Drawing on the research traditions of autobiography, autoethnography, and collective biography, the authors challenge what is often considered ‘normal’ and ‘natural’ in the historical accounts of socialist childhoods, and engage in (re)writing histories that open space for new knowledges and vast webs of interconnections to emerge. This book will be compelling reading for students and researchers working in education, sociology and history, particularly those within the interdisciplinary fields of childhood and area studies. The authors of this beautiful book are professional academics and intellectuals who grew up in different socialist countries. Exploring “socialist childhoods” in myriad ways, they draw on memories, and collective history, emotional insider knowledge and the measured perspective of an analyst. What emerges is life that was caught between real optimism and dullness, ethical commitments and ideological absurdities, selfless devotion to children and their treatment as a political resource. Such attention to detail and examination of the paradoxical nature of this time makes this collective effort not only timely but remarkably genuine.’ —Alexei Yurchak, University of California, USA

**The SAGE Handbook of Qualitative Data Collection**-Uwe Flick
2017-12-14 The SAGE Handbook of Qualitative Data Collection is a timely overview of the methodological developments available to social science researchers, covering key themes including: Concepts, Contexts, Basics Verbal Data Digital and Internet Data Triangulation and Mixed Methods Collecting Data in Specific Populations.

**Intercultural Communication in Japan**-Satoshi Toyosaki 2017-02-24 Japan is heterogeneous and culturally diverse, both historically through ancient waves of immigration and in recent years due to its foreign relations and internationalization. However, Japan has socially, culturally, politically, and intellectually constructed a distinct and homogeneous identity. More recently, this identity construction has been rightfully questioned and challenged by Japan’s culturally diverse groups. This book explores the discursive systems of cultural identities that regenerate the illusion of Japan as a homogeneous nation. Contributors from a variety of disciplines and methodological approaches investigate the ways in which Japan’s homogenizing discourses are challenged and modified by counter-homogeneous message systems. They examine the discursive push-and-pull between homogenizing and heterogenizing vectors, found in domestic and transnational contexts and mobilized by various identity politics, such as gender, sexuality, ethnicity, foreign status, nationality, multiculturalism, and internationalization. After offering a careful and critical analysis, the book calls for a complicating of Japan’s homogenizing discourses in nuanced and contextual ways, with an explicit goal of working towards a culturally diverse Japan. Taking a critical intercultural communication perspective, this book will be of interest to students and scholars of Japanese Studies, Japanese Culture and Japanese Society.

**Fostering a Relational Pedagogy**- 2018-11-01 Through critical, qualitative, creative, and arts-integrated approaches, this collection seeks to advance teacher self-study and, through it, transformative praxis.

**Handbook of Autoethnography**-Stacy Holman Jones 2016-05-23 In this definitive reference volume, almost fifty leading thinkers and practitioners of autoethnographic research—from four continents and a dozen disciplines—comprehensively cover its vision, opportunities and challenges. Chapters address the theory, history, and ethics of autoethnographic practice, representational and writing issues, the personal and relational concerns of the autoethnographer, and the link between researcher and social justice. A set of 13 exemplars show the use of these principles in action. Autoethnography is one of the most popularly practiced forms of qualitative research over the past 20 years, and this volume captures all its essential elements for graduate students and practicing researchers.