



Handbook of Autoethnography

Second Edition

Edited by *Timothy W. Adams, Stacy Holman Jones and Carolyn Ellis*

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Handbook Of Autoethnography

Sherick A. Hughes, Julie L. Pennington



Handbook Of Autoethnography:

Handbook of Autoethnography Tony E. Adams, Stacy Holman Jones, Carolyn Ellis, 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 **The Routledge International**

Handbook of Autoethnography in Educational Research Emilio A. Anteliz, Deborah L. Mulligan, Patrick Alan Danaher, 2022-11-10 The Routledge International Handbook of Autoethnography in Educational Research presents diverse and rigorous contemporary research at the intersection between autoethnography and educational research The handbook investigates the bidirectional connection between autoethnography and educational research in relation to four themes enhancing teaching and teacher education with autoethnography enlarging doctoral study and supervision with autoethnography conducting identity work and relationship building via autoethnography and promoting social justice through autoethnography In addition to the synthesising introduction and conclusion chapters the 27 main chapters in the handbook cover current research from Africa Aotearoa New Zealand Australia Bangladesh Canada Spain the United Kingdom the United States and Venezuela The chapters present novel applications of several key concepts and research methods including activism arts based research critical reflection decolonising feminism doctoral study and supervision hybrid identities Indigenous research migrant education racism researcher self efficacy teacher identity visual autoethnography and writing as voice This book will be of use to all researchers and doctoral and Masters students using qualitative and autoethnographic methods in Education and related fields **Handbook of autoethnography. Holman Jones** REC

11/26/2018, **Autoethnography** Tony E. Adams, Stacy Holman Jones, Carolyn Ellis, 2014-10-01 Autoethnography is a method of research that involves describing and analyzing personal experiences in order to understand cultural experiences The method challenges canonical ways of doing research and recognizes how personal experience influences the research process Autoethnography acknowledges and accommodates subjectivity emotionality and the researcher's influence on research In this book the authors provide a historical and conceptual overview of autoethnography They share their stories of coming to autoethnography and identify key concerns and considerations that led to the development of the method Next they outline the purposes and practices the core ideals of autoethnography how autoethnographers can accomplish these ideals and why researchers might choose to do autoethnography They describe the processes of doing autoethnography conducting fieldwork discussing ethics in research and interpreting and analyzing personal experience and they explore the

various modes and techniques used and involved in writing autoethnography They conclude with goals for creating and assessing autoethnography and describe the future of autoethnographic inquiry Throughout the authors provide numerous examples of their work and share key resources This book will serve as both a guide to the practices of doing autoethnography and an exemplar of autoethnographic research processes and representations

Handbook of Arts-Based Research Patricia Leavy, 2025-01-31 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

The Palgrave Handbook of Autoethnographic and Self-Study Education Research Methods Deborah L. Mulligan, Meg Forbes, Emilio A. Anteliz, Patrick Alan Danaher, 2025-07-21 This edited handbook focuses on the methodological design of autoethnography and self study Contributions delve into the diverse usage of these novel methodologies providing the reader with a range of applications and researchers are presented with a full discussion of the challenges and the successes of the contributors experiences Beginning with the important developments in contemporary philosophy and theory in autoethnography and self study the book goes on to examine critiques and misunderstanding surrounding these methods how researchers can engage effectively and ethically with them their impact on researcher identity and how researchers design the methodology involved in their autoethnographic and self study writings Drawing on research conducted in the United Kingdom the United States Canada Continental Europe Asia Africa and Australia the book will appeal to academics and researchers applying or researching autoethnography and or self study as well as students deploying these approaches in their work and counsellors psychologists and social workers who use self narrative techniques with their clients

Autoethnography Sherick A. Hughes, Julie L. Pennington, 2016-10-21 2020 Society of Professors of Education Outstanding Book Award winner Autoethnography Process Product and Possibility for Critical Social Research provides a short introduction to the methodological tools and concepts of autoethnography combining theoretical approaches with practical how to information Written for social science students teachers teacher educators and educational researchers the text shows readers how autoethnographers collect analyze and report data With its grounding in critical social theory and inclusion of innovative methods this practical resource will move the field of autoethnography forward

The Routledge International Handbook of Organizational Autoethnography Andrew F.

Herrmann, 1920-05-05 For nearly 40 years researchers have been using narratives and stories to understand larger cultural issues through the lenses of their personal experiences There is an increasing recognition that autoethnographic approaches to work and organizations add to our knowledge of both personal identity and organizational scholarship By using personal narrative and autoethnographic approaches this research focuses on the working lives of individual people within the organizations for which they work This international handbook includes chapters that provide multiple overarching perspectives to organizational autoethnography including views from fields such as critical postcolonial and queer studies It also tackles specific organizational and organizational processes including organizational exits grief fandom and workplace bullying as well as highlighting the ethical implications of writing organizational research from a personal narrative approach Contributors also provide autoethnographies about the military health care and academia in addition to approaches from various subdisciplines such as marketing economics and documentary film work Contributions from the US UK Europe and the Global South span disciplines such as organizational studies and ethnography communication studies business studies and theatre and performance to provide a comprehensive map of this wide reaching area of qualitative research This handbook will therefore be of interest to both graduate and postgraduate students as well as practicing researchers

Autoethnography Tony E. Adams, Stacy Linn Holman Jones, Carolyn Ellis, 2015 Brimming with examples this book demonstrates how qualitative researchers can use autoethnography as a method for qualitative research Topics include a brief history of autoethnography the purposes and practices of doing autoethnography interpreting analyzing and representing personal experience and evaluating autoethnographic work

The Wiley Handbook of Ethnography of Education Dennis Beach, Carl Bagley, Sofia Marques da Silva, 2018-03-02 A state of the art reference on educational ethnography edited by leading journal editors This book brings an international group of writers together to offer an authoritative state of the art review of and critical reflection on educational ethnography as it is being theorized and practiced today from rural and remote settings to virtual and visual posts It provides a definitive reference point and academic resource for those wishing to learn more about ethnographic research in education and the ways in which it might inform their research as well as their practice Engaging in equal measure with the history of ethnography its current state of play as well as its prospects The Wiley Handbook of Ethnography of Education covers a range of traditional and contemporary subjects foundational aims and principles what constitutes good ethnographic practice the role of theory global and multi sited ethnographic methods in education research ethnography s many forms visual virtual auto and online networked ethnography and internet resources and virtual and place based ethnographic fieldwork Makes a return to fundamental principles of ethnographic inquiry and describes and analyzes the many modalities of ethnography existing today Edited by highly regarded authorities of the subject with contributions from well known experts in ethnography Reviews both classic ideas in the ethnography of education such as grounded theory triangulation and thick description along

with new developments and challenges An ideal source for scholars in libraries as well as researchers out in the field The Wiley Handbook of Ethnography of Education is a definitive reference that is indispensable for anyone involved in educational ethnography and questions of methodology

The SAGE Handbook of Qualitative Research Norman K. Denzin, Yvonna S. Lincoln, Michael D. Giardina, Gaile S. Cannella, 2023-06-19 This new edition of the SAGE Handbook of Qualitative Research represents the sixth generation of the ongoing conversation about the discipline practice and conduct of qualitative inquiry As with earlier editions the Sixth Edition is virtually a new volume with 27 of the 34 chapters representing new topics or approaches not seen in the previous edition To mark the Handbook's 30 year history we are pleased to offer a bonus PART VI in the eBook versions of the Sixth Edition this additional section brings together and reprints ten of the most famous or game changing contributions from the previous five editions

How to Craft Autoethnography Marcus B. Weaver-Hightower, 2025-10-10 How to Craft Autoethnography is a comprehensive and engaging guide to the art and science of autoethnography a qualitative research method that blends personal narrative with cultural analysis Designed to be both practical and theoretically grounded the book offers a structured yet flexible approach to developing good autoethnographic research Throughout the book Weaver Hightower addresses the essential components of autoethnographic research including when to use or not use the method how to generate and analyze data and how to assess quality and ethics in an autoethnography The book carefully explores different forms of autoethnography evocative analytic critical and arts based providing readers with concrete examples and exemplars Practical chapters detail strategies for planning studies generating data through self reflection and memory work engaging with social theory and writing in ways that resonate with readers both inside and outside academia This book provides an indispensable resource for students scholars and practitioners seeking to deepen their understanding of autoethnography and to use it effectively in their research The book also includes a range of pedagogical features such as learning objectives exercises and exemplars to support readers in developing their own autoethnographic projects

Searching for an Autoethnographic Ethic Stephen Andrew, 2017-01-12 This volume is a call for integrity in autoethnographic research Stephen Andrew weaves together philosophy critical theory and extended self reflections to demonstrate how and why qualitative researchers should assess the ethical quality of their work He also offers practical tools designed to limit the likelihood of self indulgence and solipsism in first person writing Equally instructive and exemplary his work Is written in a relatable style that draws readers in and encourages them to think critically about the implications and effects of their writing Examines the history of qualitative and autoethnographic research Provides implementable strategies for textualizing lived experiences and relationships with others

Reframing Qualitative Research Ethics Helen Busby, 2025-05-20 This book contains three Open Access chapters Reframing Qualitative Research Ethics explores contemporary challenges in qualitative research ethics and generates proposals for reforming ethics review based on researchers experience on the ground to support innovative qualitative research in the future

Holistic Ways of

Learning at a Community School Jessica Poff,2024-11-11 This volume provides a critical narrative inquiry into the learning experiences of adults and children at a Community School in Canada It tells the story of a closely connected family of people living and learning together combining activities such as learning to read and write with unconventional learning experiences such as trick riding rodeo competitions and yoga and meditation practices Through the lens of holistic education and critical pedagogy the author draws on interviews with students and teachers at the alternative school as well as her own autoethnographic experience to build out a full picture of the experience and dynamics of the school This critical and holistic schooling narrative aims to explore assumptions about alternative schooling and highlight ways in which modern mainstream schools can be challenged to be different in the post pandemic era It will be of interest to scholars researchers and postgraduate students with interests in experiential education alternative education narrative inquiry critical theory and holistic theory Varieties of Qualitative Research Methods Janet Mola Okoko,Scott Tunison,Keith D. Walker,2023-01-01

This book is a compilation of more than 70 qualitative research concepts that are used by researchers and practitioners in the social sciences and humanities The concepts include methods and methodologies applied in qualitative research in various contexts Each concept is a standalone chapter that is authored by a researcher or practitioner who has had some scholarly experience with it The chapters are alphabetized using the titles of the concepts to provide easy access for readers They follow a prescribed outline which ensures homogeneity in the layout of the book Each chapter starts with a brief historical background of the concept followed by a concise description of the concept and the process used in its application Readers are then provided with the possible ways in which the concept can be used and its benefits Each chapter concludes by providing readers with some strengths and limitations of the concept and a list of references that authors have used in the chapter **Research Methods for Sport Management** James Skinner,Aaron C.T. Smith,Daniel Read,Lauren M.

Burch,Jacqueline Mueller,2024-07-10 Now in a fully revised and updated second edition Research Methods for Sport Management provides a complete introduction to qualitative quantitative and mixed methods for sport management students and practitioners Full of real world case studies data and examples and including international perspectives throughout this book to help the reader understand the challenges of research in different social and cultural contexts this book links theory to practice highlighting the importance of research skills in the contemporary sport industry This book outlines an eight step research framework that makes the research process easy to understand and that can be followed by beginners and built upon by more advanced researchers It covers the full research process from research design and literature review to data analysis and report writing with a strong emphasis throughout this book on new digital online and social media methods This new edition includes extended coverage of topics such as research ethics gender in research intersectional research Web 3 0 data visualization research impact and advanced statistical techniques and considers the differing requirements of sport related research across the private public and not for profit sectors With improved features to enhance teaching and learning

including a research flow chart review questions topical case studies and PowerPoint slides this is an essential textbook for any research methods course taken as part of a degree course in sport business and management sport development or sport marketing and an invaluable toolkit for any managers leaders or analysts working in the sport industry *Rethinking Khoe and San Indigeneity, Language and Culture in Southern Africa* Julie Grant, Keyan G. Tomaselli, 2022-09-19 The San hunter gatherers and Khoe herders of southern Africa were dispossessed of their land before during and after the European colonial period which started in 1652 They were often enslaved and forbidden from practicing their culture and speaking their languages In South Africa under apartheid after 1948 they were reclassified as Coloured which further undermined Khoe and San culture forcing them to reconfigure and realign their identities and loyalties Southern Africa is no longer under colonial or apartheid rule the San and Khoe however continue in the struggle to maintain the remnants of their languages and cultures and are marginalised by the dominant peoples of the region The San in particular continue to command very extensive research attention from a variety of disciplines from anthropology and linguistics to genetics They are however usually studied as static historical objects but they are not merely peoples of the past as is often assumed they are very much alive in contemporary society with cultural and language needs This book brings together studies from a range of disciplines to examine what it means to be Indigenous Khoe and San in contemporary southern Africa It considers the current constraints on Khoe and San identity language and culture constantly negotiating an indeterminate social positioning where they are treated as the inconvenient indigenous Usually studied as original anthropos but out of their time this book shifts attention from the past to the present and how the San have negotiated language literacy and identity for coping in the period of modernity It reveals that Afrikaans is indeed an African language incubated not only by Cape Malay slaves working in the kitchens of the early Dutch settlers but also by the Khoe and San who interacted with sailors from passing ships plying the West coast of southern Africa from the 14th century The book re-examines the idea of literacy its relationship to language and how these shape identity The chapters in this book were originally published in the journal Critical Arts South North Cultural and Media Studies **Self-Narrative and Pedagogy** Mike Hayler, Jess Moriarty, 2017-04-18 In this book teachers from a variety of backgrounds reflect upon their journeys into and within teaching to discuss the impact of their diverse experiences on the ways in which they teach The authors adopt a variety of autoethnographic approaches in telling stories of transition and profound transformation as they each discuss how certain events in their lives have shaped their professional identities and methods of teaching In telling their stories they also tell stories of the culture and process of education This offers the opportunity to consider the narratives as examples of how individuals and groups respond in different ways to institutional and national policies on education In these chapters the authors offer illumination from a number of perspectives of how practitioners of education make meaning of their lives and work in our changing times By capturing these personal stories this book will inform and support readers who are studying to become teachers and those already

working in education by developing their understanding and empathy with the role Autoethnography can develop self knowledge and understanding in the reader and writer of such texts offering unique insights and individual ways of being that will benefit students and staff in a range of educational settings This book values the telling and sharing of stories as a strategy for enabling teachers to learn from one another and help them to feel more supported The book will be useful for teachers and teacher educators students of education and all researchers interested in autoethnography and self narrative

Academic Autoethnographies Daisy Pillay, Inbanathan Naicker, Kathleen Pithouse-Morgan, 2016-02-10 Academic Autoethnographies Inside Teaching in Higher Education invites readers to experience autoethnography as a challenging complex and creative research methodology that can produce personally professionally and socially useful understandings of teaching and researching in higher education The peer reviewed chapters offer innovative and perspicacious explorations of interrelationships between personal autobiographies lived educational experiences and wider social and cultural concerns across diverse disciplines and university contexts This edited book is distinctive within the existing body of autoethnographic scholarship in that the original research presented has been done in relation to predominantly South African university settings This research is complemented by contributions from Canadian and Swedish scholars The sociocultural educational and methodological insights communicated in this book will be valuable for specialists in the field of higher education and to those in other academic domains who are interested in self reflexive transformative and creative research methodologies and methods This book illuminates how autoethnography can engage authors and researchers from varied epistemological backgrounds in a reflexive multilogue about who they are and what they do The creative representations of the lived experience of doing autoethnography sets the book apart both methodologically and theoretically revealing how rigor and critical distance can serve to position autoethnography not only as a personal self development tool but a tradition and method in its own right Hyleen Mariaye Associate Professor Mauritius Institute of Education Mauritius This compelling book foregrounds autoethnography as an innovative and creative research methodology to generate reflexive sociological understandings of teaching and researching across disciplines in higher education Rich evocative and authentic accounts reveal unique possibilities for the transformation of teaching learning and research at personal professional and socio cultural levels Nithi Muthukrishna Professor Emerita University of KwaZulu Natal South Africa

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