

Humanizing Research

Decolonizing Qualitative Inquiry
With Youth and Communities



Django Paris | Maisha T. Winn
Editors



Humanizing Research Decolonizing Qualitative Inquiry With Youth And Communities

Ranjan Datta



Humanizing Research Decolonizing Qualitative Inquiry With Youth And Communities:

Humanizing Research Django Paris, Maisha T. Winn, 2014 What does it mean to conduct research for justice with youth and communities who are marginalized by systems of inequality based on race ethnicity sexuality citizenship status gender and other categories of difference In this collection editors Django Paris and Maisha Winn have selected essays written by top scholars in education on humanizing approaches to qualitative and ethnographic inquiry with youth and their communities Vignettes portraits narratives personal and collaborative explorations photographs and additional data excerpts bring the findings to life for a better understanding of how to use research for positive social change Humanizing Research

Django Paris, Maisha T. Winn, 2014 What does it mean to conduct research for justice with youth and communities who are marginalized by systems of inequality based on race ethnicity sexuality citizenship status gender and other categories of difference In this collection editors Django Paris and Maisha Winn have selected essays written by top scholars in education on humanizing approaches to qualitative and ethnographic inquiry with youth and their communities Vignettes portraits narratives personal and collaborative explorations photographs and additional data excerpts bring the findings to life for a better understanding of how to use research for positive social change Collaborative Cross-Cultural Narrative Inquiry Cathy Raymond, 2024-12-26 Collaborative Cross Cultural Narrative Inquiry invites readers to participate in the experience of engaging in and reflecting on the author's collaborative cross cultural narrative research online with Parvana an Afghan woman living in Afghanistan until August 2021 Storied reflections along with excerpts from interviews storied data doctoral assignments peer feedback analytic memos and more illustrate how ethical practice vulnerability and care informed the collaborative exploration of Parvana's life story and her daily multiple literacy practices for navigating Afghan society as an Afghan woman Each chapter of this book offers reflections on individual elements of our cross cultural narrative research to give readers an evocative account of our collaborative journey at the end of each chapter reflective prompts invite readers to engage in focused practice and explorations as they develop their own meaningful and mindful narrative studies With its emphasis on research and relationship ethics self reflective practice cultural humility and creative approaches to analysis and representation the cross cultural narrative study at the heart of this textbook also offers readers insights into developing mindful and meaningful cross cultural narrative research rooted in curiosity humility and the imagination This textbook is suitable for qualitative researchers professors students and others from a wide variety of fields who are interested in teaching researching or learning more about designing and engaging in narrative research **Examining Ethics in**

Contemporary Science Education Research Kathrin Otrell-Cass, Maria Andrée, Minjung Ryu, 2020-08-31 This book poses questions on how to work ethically in research on science education Applying research ethics reflectively and responsibly is fundamental for conducting research with people It seeks to renew the conversation on how and why to engage with ethics in science education research and to adjust and refine research practices It highlights both the need for methodological

reflections in science education research and the particular ethical research challenges of science education Science education research involves the study of people often young and vulnerable people and their practices Researchers working within humanities and social science research commonly follow guidelines and codes of conducts set by country specific ethics committees Such guidelines function as minimal requirement for ethical reflection This book seeks to engage the community of science education researchers in a conversation on ethics in science education moving beyond the mere compliance with governmental regulations toward a collective reflection It asks the question of whether the existing guidelines provided for researchers are keeping up with contemporary realities of the visual presence of individuals in digital spaces It also asks questions on how participatory research methodologies alters the relations between researchers and practitioners This book is organized into two parts Part one is entitled Challenging existing norms and practices It asks questions such as What are the conditions of knowledge that shape ethical decision making Where is this kind of knowledge coming from How is this knowledge structured and where are the limitations How can we justify our beliefs concerning our ethical research actions Part two Epistemological considerations for ethical science education research centres norms and practices of conducting science education research in regard to methods validity and scope

New Directions in Educational Ethnography Akashi Kaul, William Rodick, 2016-12-22 The primary objective of Studies in Educational Ethnography is to present original research monographs based on ethnographic perspectives and methodologies

Partnering with Immigrant Communities Gerald Campano, María Paula Ghiso, Bethany J. Welch, 2016 In a period of increasing economic and social uncertainty how do immigrant communities come together to advocate for educational access and their rights This book is based on a 5 year university partnership with members from Indonesian Vietnamese Latino Filipino African American and Irish American communities Sharing rich examples the authors examine how these diverse groups use language and literacy practices to advocate for greater opportunities This unique partnership demonstrates how to draw on the knowledge and interests of a multilingual community to inform literacy teaching and learning both in and out of school It also provides guidelines for reimagining university community collaborations and the practice of ethical partnering Partnering with Immigrant Communities focuses on Minoritized immigrant populations including groups with undocumented status and those who came to the United States to flee religious persecution The intellectual and activist legacies that are already present in communities as people come together to take action on matters that directly impact their lives A local cosmopolitanism that serves as a refuge for many immigrants who may otherwise be scapegoated within the dominant culture A coalition of multilingual multiethnic communities whose experiences are intertwined by overlapping histories of colonization and shared present struggles Ethical and effective community based research including concrete and theoretically informed examples Supported by theory and written with clarity this inspiring account sets the gold standard for research that is both committed and ethical Hilary Janks emeritus professor Wits University A game changing text

Elizabeth Dutro University of Colorado Boulder A powerful illustration of intentional ethical engagement through practitioner and participatory research methodologies to support sustainable community based inquiries toward social and political transformation Tarajeau Yazzie Mintz senior program officer for Tribal College and University TCU Early Childhood Education Initiatives American Indian College Fund

The Cambridge Handbook of Community Empowerment Brian D. Christens, 2024-04-25 Power and empowerment are critical topics for social change This handbook maps out ways that people can collectively engage with influence and change systems that affect their lives particularly the systems that maintain inequality and oppression It includes in depth examinations of a variety of approaches to building and exercising community power in local organizations institutions and settings Each chapter examines a particular approach critically engaging with contemporary research on how and when collective action can be most effective at producing change within communities and societal systems By examining a range of approaches in diverse contexts this book provides new insights for scholars practitioners and engaged resident leaders aiming to be more precise strategic and innovative in their efforts to build and sustain community power It is the ideal resource for those working with community groups to build more just and equitable systems

Action Research in STEM and English Language Learning Aria Razfar, Beverly Troiano, 2022-05-29 Responding to the linguistic and cultural diversity of the U S K 12 student population and an increasing emphasis on STEM this book offers a model for professional development that engages teachers in transformative action research projects and explicitly links literacy to mathematics and science curriculum through sociocultural principles Providing detailed and meaningful demonstrations of participatory action research in the classroom Razfar and Troiano present an effective systemic approach that helps preservice teachers support students funds of knowledge By featuring teacher and researcher narratives this book centers teacher expertise and offers a more holistic and humanistic understanding of authentic and empathetic teaching Focusing on integrating instructional knowledge from ESL bilingual and STEM education the range of cases and examples will allow readers to implement action research projects in their own classrooms Chapters include discussion questions and additional resources for students researchers and educators

Social Justice for Children and Young People Caroline S. Clauss-Ehlers, Aradhana Bela Sood, Mark D. Weist, 2020-08-27 According to the Convention on the Rights of the Child the goal of a social justice approach for children is to ensure that children are better served and protected by justice systems including the security and social welfare sectors Despite this worthy goal the UN documents how children are rarely viewed as stakeholders in justice rules of law child justice issues are often dealt with separate from larger justice and security issues and when justice issues for children are addressed it is often through a siloed rather than a comprehensive approach This volume actively challenges the current youth social justice paradigm through terminology and new approaches that place children and young people front and center in the social justice conversation Through international consideration children and young people worldwide are incorporated into the social justice conversation

Reckoning with Harm Amelia M.

Fiske,2023-10-17 An ethnography of the Ecuadorian Amazon that demonstrates the need for a relational place based contingent understanding of harm and toxicity Reckoning with Harm is a striking ethnographic analysis of the harm resulting from oil extraction Covering fifty years of settler colonization and industrial transformation of the Ecuadorian Amazon Amelia Fiske interrogates the relations of harm She moves between forest courtrooms and oily waste pits farms and toxic tours to explore both the ways in which harm from oil is entangled with daily life and the tensions surrounding efforts to verify and redress it in practice Attempts to address harm from the oil industry in Ecuador have been consistently confounded by narrow technocratic understandings of evidence toxicity and responsibility Building on collaborators work to contest state and oil company insistence that harm is controlled and principally chemical in nature Fiske shows that it is necessary to refigure harm as relational in order to reckon with unremediated contamination of the past while pushing for broad forms of accountability in the present She theorizes that harm is both a relationship and an animating feature of relationships in this place a contingent understanding that is needed to contemplate what comes next when living in a toxic world **Queer, Trans, and Intersectional Theory in Educational Practice** Cris Mayo,Mollie V. Blackburn,2019-12-06 Offering an examination of educational approaches to promote justice this volume demonstrates the necessity for keeping race ethnicity class language and other diversities at the core of pedagogical strategies and theories that address queer trans gender nonbinary and related issues Queer theory trans theory and intersectional theory have all sought to describe create and foster a sense of complex subjectivity and community insisting on relationality and complexity as concepts and communities shift and change Each theory has addressed exclusions from dominant practices and encouraged a sense of connection across struggles This collection brings these crucial theories together to inform pedagogies across a wide array of contexts of formal education and community based educational settings Seeking to push at the edges of how we teach and learn across subjectivities and communities authors in this volume show that theories inform practice and practice informs theory but this takes careful attention reflexivity and commitment This scholarly text will be of great interest to graduate and postgraduate students academics teachers libraries and policy makers in the field of Gender and Sexuality in Education LGBTQ studies Multicultural Education and Sociology of Education **Our Children Can't Wait** Joseph P. Bishop,2022-12-23 Education policies have too often ignored how conditions outside of school can alter life chances for young people especially students of color before they even reach the classroom More recently COVID 19 has made it impossible to overlook the needs of the whole child both inside and outside of school The authors assert that responding to a number of factors like air quality housing public health community safety segregation and neighborhood conditions are essential to improving academic outcomes and student health Our Children Can t Wait urges readers to reconsider what education policy is what it could be who it is for and who should be directly shaping it at all levels of government Experts present a new equity roadmap by bridging scholarship ideas and original thinking on education policy as a vehicle for setting a redemptive path forward for

reckoning with race in America Book Features Presents a new evidence based blueprint for addressing persistent gaps in education opportunity through a number of interrelated social policies Includes contributing authors from 17 organizations and universities representing a powerful national network of scholars Goes beyond diagnosing or identifying challenges to present solutions in the form of tools and promising models Offers strategies for preventing more students from experiencing homelessness or entering the criminal justice system through strategic investments Addresses timely issues that are in the hearts and minds of many key stakeholders in no small part due to the COVID 19 pandemic Contributors include Linda Darling Hammond Tyrone Howard Sonya Douglass Horsford Ron Avi Astor Erica Frankenberg Bruce Lesley and Oscar Jimenez Castellanos **The Foundational Handbook on Improvement Research in Education** Donald J.

Peurach, Jennifer Lin Russell, Lora Cohen-Vogel, William Penuel, 2022-03-30 The Foundational Handbook on Improvement Research in Education is a pathbreaking effort to build a field of research committed to producing the practical knowledge needed to advance educational access quality and equity This is research distinguished by the use of inclusive iterative approaches to analysis design implementation and evaluation to understand and address educational opportunities needs and problems grounded deeply in school and community contexts Designed for researchers students and educators the handbook elaborates the intellectual foundations explores the organizational and policy contexts reviews approaches and examines methods of improvement research It features contributions from a plural community of researchers with expertise in the learning sciences instructional improvement organizational and policy studies and research methodologies many with extensive experience collaborating with teachers leadership families and advocates in local problem solving and design

On Becoming Bilingual Patricia Baquedano-López, Paul B. Garrett, 2022-12-28 On Becoming Bilingual Children's Experiences across Homes Schools and Communities provides a theoretical and methodological introduction to research on children's participation in and across a multiplicity of activities where they display complex linguistic and sociocultural knowledge From a perspective that engages intersections of language race and class the book reviews foundational and recent studies highlighting innovations trends and future directions for research The book offers a helpful set of resources including guiding questions at the start of each chapter links to online and bibliographic sources discussion questions and activities and a glossary of key terms This book is intended for scholars and students in language oriented fields of study who are interested in learning about how bilingual children engage with negotiate and transform their social worlds **The Bloomsbury Handbook of Hip Hop Pedagogy** Lauren Leigh Kelly, Daren Graves, 2024-01-11 The Bloomsbury Handbook of Hip Hop Pedagogy is the first reference work to cover the theory history research methodologies and practice of Hip Hop pedagogy Including 20 chapters from activist oriented and community engaged scholars the handbook provides perspectives and studies from across the world including Brazil the Caribbean Scandinavia and the USA Organized into four topical sections focusing on the history and cultural roots of Hip Hop theories and research methods in Hip Hop pedagogy and Hip

Hop pedagogy in practice the handbook offers theoretical analytical and pedagogical insights emerging across sociology literacy school counselling and youth organizing The chapters reflect the impact of critical Hip Hop pedagogies and Hip Hop based research for educators and scholars interested in radical transformative approaches to education Ultimately the many voices included in the handbook show that Hip Hop pedagogy is a humanizing and emancipatory approach which is redefining the purposes and practices of education

Latinx Curriculum Theorizing Theodorea Regina Berry, Mariela Rodríguez, Crystal A. Kalinec Craig, 2019-02-05 This edited volume is a collection of empirical scholarship that focuses on curriculum as knowledge connected to the Latinx diaspora from three perspectives content subject matter goals objectives and purposes and experiences In an effort to fill a void in scholarship in curriculum studies theory for from Latinx perspectives this book is a beginning toward answering two important questions first what is the significance of the presence and absence of Latinx curriculum theorizing And second in what ways is Latinx curriculum theorizing connected to curriculum as a general concept schools purposes goals and objectives and curriculum as autobiographical This book opens a door into understanding curriculum for from an important population in U S society

Enacting Disability Critical Race Theory Beth A. Ferri, David J. Connor, Subini A. Annamma, 2023-05-31 This edited volume foregrounds Disability Critical Race Theory DisCrit as an intersectional framework that has informed scholarly analyses of racism and ableism from the personal to the global offering important interventions into theory practice policy and research The authors offer deep personal explorations innovative interventions aimed at transforming schools communities and research practices and expansive engagements and global conversations around what it means for theory to travel beyond its original borders or concerns The chapters in this book use DisCrit as a springboard for further thinking illustrating its role in fostering transgressive equity based and action oriented scholarship This book was originally published as a special issue of the journal Race Ethnicity and Education

Comprehensive Multicultural Education in the 21st Century Brandi Hinnant-Crawford, C. Spencer Platt, Christopher Newman, Adriel A. Hilton, 2019-04-01 Multicultural education has become its own discipline developed on the shoulders of the work of giants who argued its merit during the attacks of opponents who believed assimilation was the purpose of state sponsored education In an age of rising populism and nationalism throughout the Western world again questioned is the merit of multicultural education In the shadows of Brexit and an America First agenda where migration patterns across the world have led to demographic shifts it is evident even in the richest countries in the world that gaps in opportunity and subsequently achievement still exist Disparities in achievement lead some to question whether multicultural education works and others to revert to old notions that ethnically and linguistically marginalized students are in fact deficient The scholars here believe in the untapped potential of all children and illuminate how educational structures have muffled the cultivation of that potential Contributors argue the goals of multicultural education have not been achieved in part due to the piecemeal application of its tenants The scholarship in this volume illustrates the state of multicultural

education and articulates what educators committed to equity inclusion and a more just society must do to ensure the goals of multicultural education survive in the current age. The authors of these chapters bridge foundational knowledge with contemporary understandings making the work both accessible for novices and beneficial for the authorities on multicultural education. With the diverse cast of contributors and topics ranging from mathematics instruction to discipline practices this volume provides thoughtful discourse on issues of access, access to curricular content, access to opportunities to learn as well as impediments to access. Containing chapters that speak to discipline specific pedagogical practices, the structures of schooling, teacher education and research methodologies, the collected work encourages scholars and practitioners to not be discouraged in the age of retrenchment.

Indigenous Reconciliation and Decolonization Ranjan Datta, 2020-12-29 This book addresses the ethical and practical issues at stake in the reconciliation of Indigenous and non-Indigenous communities. An increasing number of researchers, educators and social and environmental activists are eager to find ways to effectively support ongoing attempts to recognize, integrate and promote Indigenous perspectives and communities. Taking Canada as its focus, this book offers a multidisciplinary consideration of a range of reconciliation policies, practices and initiatives that are relevant in all settler states. Set against its increasing neoliberal appropriation, the book resituates reconciliation in the everyday contexts of community interaction and engagement as well as in the important areas of Indigenous knowledge, resource management and social and environmental justice. Reconciliation is not just the responsibility of law and government. And attuned to the different perspectives of settlers, migrants and refugee communities, the book examines areas of opportunity as well as obstacles to progress in the forging of a truly decolonizing framework for reconciliation. As the challenges of reconciliation cross numerous academic and substantial areas, this book will appeal to a range of scholars and practitioners working in law, politics, education, environmental studies, anthropology and Indigenous studies.

The Bloomsbury Handbook of Method in Comparative and International Education Matthew A. M. Thomas, Tavis D. Jules, Michele Schweisfurth, Robin Shields, 2025-03-27 This handbook provides an overview of research concepts, methodologies, approaches and methods used regularly in the field of comparative and international education. As an interdisciplinary field, CIE does not espouse a singular or consistent research method. Instead, researchers generally utilize or are inspired by approaches from a wide range of disciplines including economics, anthropology, sociology, political science, philosophy and more. Given this diversity, this book helps readers understand the unique ways researchers employ method in comparative and international education. The handbook includes contributions from leading researchers based in Australia, Japan, Norway, Spain, the UK, the USA etc, and each chapter includes a practical research example focused on a common topic throughout the book. It includes four sections covering core concepts, methodology, approaches and methods, and analysis, with chapters as diverse as autoethnography, Indigenous approaches, international large scale assessments and social network analysis among others. The book is a partner volume to the Bloomsbury Handbook of Theory in Comparative and International Education.

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