Sabine Bollig, Michael-Sebastian Honig,
Sascha Neumann, Claudia Seele (eds.)

MultiPluriTrans in Educational Ethnography

Approaching the Multimodality, Plurality and Translocality of Educational Realities

[transcript] Pedagogy

Multipluritrans Educational Ethnography Multimodality Translocality

Lesley Gourlay

Multipluritrans Educational Ethnography Multimodality Translocality:

MultiPluriTrans in Educational Ethnography Sabine Bollig,Michael-Sebastian Honig,Sascha Neumann,Claudia Seele,2015-08-15 Ethnography has established itself as a key strategy of qualitative research in education because it is so versatile flexible and ambiguous Its growing importance coincides with an increasing diversity of discovered educational realities In the process many basic assumptions have turned into genuine tasks of research Where are the places and times of learning education and social work to be found Who are the actors and addressees How are education and learning performed and enacted The contributions to this volume discuss the multiple challenges that ethnographic research has to confront when exploring the multimodality plurality and translocality of educational realities **Technology, Multimodality and Learning** Germán Canale,2019-08-29 This book introduces multimodality and technology as key concepts for understanding learning in the 21st century The author investigates how a nationwide socio educational policy in Uruguay becomes recontextualised across time space scales impacting interaction and learning in an English as a Foreign Language classroom The book introduces scalar analysis to better understand the situated and fractal nature of education policy as meaning making subsequently defining learning from a multimodal socio semiotic approach The analytical integration of different policy scales shows what policy means to various stakeholders and what learning means for students and teachers This depends both on how they position themselves and how they engage with the policy educational media This innovative book will appeal to students and scholars of technology and learning as well as multimodality **The Wiley Handbook of Ethnography of Education** Dennis Beach,Carl Bagley,Sofia Marques da Silva,2018-05-01 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 *Utilizing Visual Representation in Educational Research* Harriet J. Bessette,Camille Sutton-Brown,2023-10-09 This volume explores visual methodologies to innovate educational research focusing on data utilization collection and rendering It covers pedagogical innovation student engagement and critical perspectives aiming to improve teaching and learning through visual data **Analysing Education Policy** Meghan Stacey,Nicole Mockler,2024-02-13 Analysing Education Policy Theory and Method provides a comprehensive overview of key approaches in critical education policy research With chapters from internationally recognised and established scholars in the field this book provides an authoritative account of how different questions may be approached and answered Part 1 features chapters focused on text based approaches to analysis including critical discourse analysis thinking with Foucault Indigenist Policy Analysis media analysis the analysis of promotional texts in education and the analysis of online networks Part 2 features chapters focused on network ethnography actor network theory materiality in policy Institutional Ethnography decolonising approaches to curriculum policy working with children and young people and working with education policy elites These chapters are supported by an introduction to each section as well as an overall introduction and conclusion chapter from the editors drawing together key themes and ongoing considerations for the field Critical education policy analysis takes many different forms each of which works with distinctly different questions and fulfils different purposes This book is the first to clearly map current common and influential approaches to answering these questions providing important guidance for both new and established researchers The Open Access version of this book available at http www taylorfrancis com has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license **Posthumanism and the Digital University** Lesley Gourlay,2020-12-10 It is a commonplace in educational policy and theory to claim that digital technology has transformed the university the nature of learning and even the essence of what it means to be a scholar or a student However these claims have not always been based on strong research evidence What are students and scholars actually doing in the day to day life of the digital university This book examines in detail how the world of the digital interacts with texts artefacts devices and humans in the contemporary university setting Weaving together perspectives from a range of thinkers and disciplinary sources Lesley Gourlay draws on ideas from posthuman and new materialist theory in particular to open up our understanding about how digital knowledge practices operate She proposes that digital engagement in the university should not be regarded as virtual or disembodied but instead may be understood as a complex set of entanglements of the body texts and material artefacts making a case that agency and the ways in which knowledge emerges should be regarded as more than human *Innovations in Educational Ethnography* George Spindler,Lorie Hammond,2012-10-12 This volume focuses on and exemplifies how ethnography a research tool devoted to looking at human interaction as a cultural process rather than individual psychology can shed light

on educational processes framed by the complex internationalized societies in which we live today Part I offers theoretical chapters about ethnography and examples of innovative ethnography from particular perspectives In Part II the emphasis is on the application of ethnographic approaches to educational settings Each contribution not only takes the reader on a thoughtful and enlightening journey but raises issues that are important to both educators and ethnographers including the relationship of researcher to subject the meaning of participant in participant observation and ways to give voice to disenfranchised players and on the complex ways in which all parties experience identities such as race in the modern world Innovations in Educational Ethnography Theory Methods and Results is a product of both continuity and change It presents current writings from mentors in the field of ethnography and education as well of the work of their students and of educators engaged in cultural studies of their work In many ways it provides fresh new vistas on the old questions that have always guided ethnographic research and can be used as a survey both of what ethnography has been and what it is becoming This book is the work of many hands and provides excellent examples of trends in both basic and applied ethnography of education These two kinds of work augment and reinforce each other and also represent important current research directions in depth reflection on the process of ethnography itself and an application of its insights to teaching and learning in schools universities and communities No one philosophy guides the contributions to this volume nor were they chosen as exemplary of a particular approach yet foundational understandings and principles of ethnography shine through the work in both predictable and unexpected ways *A Multimodal Ethnography of Two Forced Migrants* John Callaghan,2011 This study addresses the need for detailed accounts of how English language learners engage in face to face interaction in naturally occurring English language mediated contexts its aim being to enlarge the SLA and language and migration databases and to inform ESOL teaching practice materials curriculum and assessment design and institutional policy Focusing on two forced migrants and a seven minute service encounter in a hardware store and employing ecological and sociocognitive theory and co ethnographic methods drawn from a range of strategies including linguistic ethnography nexus analysis and multi modal interactional analysis the study investigates how actors align their histories of practice to contexts of interaction viewing contexts broadly as co occurring processes involving objects built environments interaction orders and other social actors and all processes as the products of their own semiotic histories The study also explores participants understandings of such interaction how it matters to them what they invest in it and why Findings include profound differences between participants in terms of the issues under investigation differences linked in the study to personal and cultural histories of practice And here analysis suggests the important role of affect in influencing evaluation action adaptation to new and in this case liminal and largely migrant populated environments and thus to the use learning of language Also observed was the importance of communicative rather than narrowly linguistic competence with competence heavily reliant on domain and genre relevant resources a finding which has clear implications for pedagogy The study

therefore indicates an important role for co ethnography as a pedagogic method and given the profound differences disclosed both in subjects and contexts and the limited scope of microethnographic study suggests the need for further research in this area

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