



Decolonizing Research in Cross-Cultural Contexts

Critical Personal Narratives

**Kagendo Mutua and
Beth Blue Swadener, editors**

Decolonizing Research In Cross Cultur Critical Personal Narratives

**Christina Beyene,Leonardo
Luna,Nkwazi Mhango,Jessica Senehi**

Decolonizing Research In Cross Cultur Critical Personal Narratives:

Decolonizing Research in Cross-Cultural Contexts Kagendo Mutua, Beth Blue Swadener, 2004-02-03 International scholars share their experiences with the challenges inherent in representing indigenous cultures and decolonizing cross cultural research

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

Handbook of Qualitative Cross-Cultural Research Methods Pranee Liamputtong, 2022-12-28 This Handbook provides an in depth discussion on doing cross cultural research more ethically sensibly and responsibly with diverse groups of people around the globe It focuses on cross cultural research in the social sciences where researchers who are often from Western educated and rich backgrounds are conducting research with individuals from different socio cultural settings that are often non Western illiterate and poor

Handbook of Critical and Indigenous Methodologies Norman K. Denzin, Yvonna S. Lincoln, Linda Tuhiwai Smith, 2008-05-07 Built on the foundation of their landmark Handbook of Qualitative Research it extends beyond the investigation of qualitative inquiry itself to explore the indigenous and non indigenous voices that inform research policy politics and social justice

Global Dimensions of Qualitative Inquiry Norman K Denzin, Michael D Giardina, 2016-09-16 This focused collection of original articles addresses the global dynamics of qualitative inquiry and the contextual dimensions within which such inquiry takes place Contributions from many of the world's leading qualitative researchers in communications education sociology and related disciplines focus on the changing landscape of social media human rights the Global South and decolonizing methodologies and guide the field toward a more engaged global perspective Chapters were developed from plenary sessions of the Eighth International Congress of Qualitative Inquiry 2012

Where Am I in the Picture? Claudia Mitchell, Katarina

Giritli-Nygren, Relebohile Molestane, 2023-12-18 Positionality and researcher reflexivity how to account for one's subject position remain as challenges for new researchers But they also remain as challenges for experienced researchers who are often involved in multiple research projects simultaneously Where Am I in the Picture sheds light on the idea of researcher positionality through visual methodologies particularly in the context of studying rurality in Canada Sweden and South Africa The book is intended for new and experienced researchers seeking to decolonize their own perspectives in research in the social sciences and humanities It incorporates photographs drawings and memory work to highlight the social constructedness of what counts as rural Drawing together compelling narratives from researchers about their positionality in studying rurality the book highlights a need for greater attention to where we are in the picture more broadly It suggests that when it comes to the rural researchers need to rethink the interplay of dominant images insider and outsider perspectives and what this interplay means in relation to interpretation Where Am I in the Picture presents a new vision of how to take into consideration positionality in research

Becoming A Researcher: A Research Companion For The Social Sciences Dunne, Mairead, Pryor, John, Yates, Paul, 2005-07-01 This innovative book combines what most books separate research as practical activity and research as intellectual engagement It clarifies and makes explicit the methodological issues that underlie the journey from initial research idea to the finished report and beyond The text moves the researcher logically through the research process and provides insights into methodology through an in depth discussion of methods It presents the research process as an engagement with text This theme moves through the construction of text in the form of data and the deconstruction of text in analysis Finally the focus moves to the reconstruction of text through the re presentation of the research in the report Following through each of these stages in turn the chapters consider either a practical issue or a group of methods and interrogate the associated methodological concerns In addition the book also addresses the rarely explored issues of the researcher as writer and researcher identity as core elements of the research process The book provides a range of insights and original perspectives These successfully combine practical guidance with the invitation to consider the problematic nature of research as social practice It is an ideal reference for those embarking on research for the first time and provides a new methodological agenda for established researchers

EBOOK: Becoming a Researcher: A Research Companion for the Social Sciences Mairead Dunne, John Pryor, Paul Yates, 2005-07-16 This innovative book combines what most books separate research as practical activity and research as intellectual engagement It clarifies and makes explicit the methodological issues that underlie the journey from initial research idea to the finished report and beyond The text moves the researcher logically through the research process and provides insights into methodology through an in depth discussion of methods It presents the research process as an engagement with text This theme moves through the construction of text in the form of data and the deconstruction of text in analysis Finally the focus moves to the reconstruction of text through the re presentation of the research in the report Following through each of these

stages in turn the chapters consider either a practical issue or a group of methods and interrogate the associated methodological concerns In addition the book also addresses the rarely explored issues of the researcher as writer and researcher identity as core elements of the research process The book provides a range of insights and original perspectives These successfully combine practical guidance with the invitation to consider the problematic nature of research as social practice It is an ideal reference for those embarking on research for the first time and provides a new methodological agenda for established researchers

Undoing Privilege Professor Bob Pease, 2013-04-04 For every group that is oppressed another group is privileged In *Undoing Privilege* Bob Pease argues that privilege as the other side of oppression has received insufficient attention in both critical theories and in the practices of social change As a result dominant groups have been allowed to reinforce their dominance *Undoing Privilege* explores the main sites of privilege from Western dominance class elitism and white and patriarchal privilege to the less examined sites of heterosexual and able bodied privilege Pease points out that while the vast majority of people may be oppressed on one level many are also privileged on another He also demonstrates how members of privileged groups can engage critically with their own dominant position and explores the potential and limitations of them becoming allies against oppression and their own unearned privilege This is an essential book for all who are concerned about developing theories and practices for a socially just world

Meaning-Centered Education Olga Kovbasyuk, Patrick Blessinger, 2013-04-12 In a time of globally changing environments and economic challenges many institutions of higher education are attempting to reform by promoting standardization approaches *Meaning Centered Education* explores the counter tide for an alternative vision of education where students and instructors engage in open meaning making processes and self organizing educational practices In one contributed volume *Meaning Centered Education* provides a comprehensive introduction to current scholarship and pedagogical practice on meaning centered education International contributors explore how modern educational scholars and practitioners all around the world are implementing a comprehensive framework that supports meaning making in a classroom This edited collection is a valuable resource for higher education faculty and scholars interested in renewing the deep purposes of higher education

Crosscurrents and Crosscutting Themes Kagendo Mutua, Cynthia S Sunal, 2006-08-01 In this Third Volume of the series *Research on Education in Africa the Caribbean and the Middle East* the volume continues with the previously established overarching purpose of publishing chapters that are based upon research conducted in those regions by scholars many of whom are indigenous to the regions they write about and are therefore able to provide cultural insights about relevant issues as well as nonindigenous scholars who have conducted their studies in countries within the regions or about those regions This mixture of indigenous scholarship offering emic perspectives and outside scholarship offering etic perspectives continues to be a relative strength and uniqueness of this book series In addition several chapters in the current volume constitute collaborations between the authors etic and emic to the contexts about which they write This bifocality in the gaze

cast upon issues covered in this book series has been well received by readers of earlier volumes of the series **Relational Scholarship With Indigenous Communities** Christine Rogers Stanton, Cynthia Benally, Brad Hall, 2024-08-01 All education and educational scholarship occurs on Indigenous Lands Despite this reality U S social studies education and scholarship has reinforced settler colonialism through curricula teacher education professional development policy research and more To confront settler colonial social studies and transform the field educators and scholars must engage relational approaches prioritize community and student expertise and commit to action that recognizes Indigenous Ways of Knowing This book brings together Indigenous and non Indigenous scholars practitioners and community partners from across the U S to share experiences of stories about and hopes for anti colonial social studies By sharing these examples the book also provides methodological guidance for researchers teacher educators curriculum developers and policymakers looking to learn about scholarly processes and partnerships with Indigenous communities In addition to individual chapters contributors engaged in conversations and collaboration between chapters and about the book as a whole Chapter co authors and thought partners dialogued about the following questions What is relational research and how can it help confront settler colonial content processes and praxis within social studies education How has social studies education and research mis represented and mis applied Indigenous Ways of Knowing How can a re envisioning of social studies educational research be more intentionally participatory and relational to improve social studies teaching and learning especially for and with Indigenous communities and youth **ENDORSEMENT** Through relational scholarship the co editors and contributing scholars bring forward an essential call to action that centers Indigenous identities histories relations to land and sovereignty Embodied in Indigenous research and anti colonial research methods the collective work uniquely privileges Indigenous Peoples at the core of transforming the field of social studies for Indigenous futurities Threaded throughout this book are critical questions we should all be asking ourselves as we engage in advocacy agency and resurgence with and for Indigenous Peoples Jeremy Garcia Hopi Tewa University of Arizona Visual Methods for Social Justice in Education Laura Azzarito, 2023-05-02 This book makes a case for the usefulness of visual research methods for advancing a social justice agenda in education The author aims to provide education researchers with a wide range of qualitative visual research tools to invoke different stories voices embodiments and experiences of individuals from marginalized communities to advance emancipatory research projects to embrace interdisciplinary knowledge building and to counter narrate Western forms of knowledge cultures and values for the reimagining of education for social change It draws attention to the importance of visual methods in today s neoliberal landscape of education to speak back to mainstream research and practices especially when research participants lack words to describe express and represent what it means to be impacted by oppression and marginalization *The Routledge Handbook of Ethics in Technical and Professional Communication* Derek G. Ross, 2025-03-06 Featuring specially commissioned chapters from scholars and practitioners across the field this handbook serves as a touchstone for those who

wish to do ethical technical and professional communication in its myriad forms Offering an overview of what ethics in technical and professional communication looks like what being ethical entails and what it means to do ethical work this handbook is divided into five interrelated parts and an Afterword Why Ethics Foundations What Are Ethics and How Do They Fit into Technical and Professional Communication Local Application What Does Being Ethical Mean to the Individual Institutional Application What Does Being Ethical Mean at the Institutional Level The Future of Ethics in Technical Communication What Happens Next The first of its kind this accessibly written handbook explores descriptive normative applied and meta ethics It will be an indispensable resource for researchers and students in the fields of Technical and Professional Communication Writing Studies Rhetoric and Design *Teacher Action Research* Gerald J. Pine, 2008-10-31 This is a wonderful book with deep insight into the relationship between teachers action and result of student learning It discusses from different angles impact of action research on student learning in the classroom Writing samples provided at the back are wonderful examples Kejing Liu Shawnee State University *Teacher Action Research Building Knowledge Democracies* focuses on helping schools build knowledge democracies through a process of action research in which teachers students and parents collaborate in conducting participatory and caring inquiry in the classroom school and community Author Gerald J Pine examines historical origins the rationale for practice based research related theoretical and philosophical perspectives and action research as a paradigm rather than a method Key Features Discusses how to build a school research culture through collaborative teacher research Delineates the role of the professional development school as a venue for constructing a knowledge democracy Focuses on how teacher action research can empower the active and ongoing inclusion of nontraditional voices those of students and parents in the research process Includes chapters addressing the concrete practices of observation reflection dialogue writing and the conduct of action research as well as examples of teacher action research studies **Language Planning and Policy in Native America** Teresa L. McCarty, 2013-02-19 Comprehensive in scope and rich in detail this book explores language planning language education and language policy for diverse Native American peoples across time space and place Based on long term collaborative and ethnographic work with Native American communities and schools the book examines the imposition of colonial language policies against the fluorescence of contemporary community driven efforts to revitalize threatened mother tongues Here readers will meet those who are on the frontlines of Native American language revitalization every day As their efforts show even languages whose last native speaker is gone can be reclaimed through family community and school based language planning Offering a critical theory view of language policy and emphasizing Indigenous sovereignties and the perspectives of revitalizers themselves the book shows how language regeneration is undertaken in social practice the role of youth in language reclamation the challenges posed by dominant language policies and the prospects for Indigenous language and culture continuance current revitalization efforts hold **Social Justice Pedagogy Across the Curriculum** Nikola

Hobbel,2010-04-05 What knowledge and tools do pre and in service educators need to teach for and about social justice across the curriculum in K 12 classrooms This compelling text synthesizes in one volume historical foundations philosophic theoretical conceptualizations and applications of social justice education in public school classrooms Part one details the history of the multicultural movement and the instantiation of public schooling as a social justice project Part two connects theoretical frameworks to social justice curricula Parts I and II are general to all K 12 classrooms Part three provides powerful specific subject area examples of good practice including English as a Second Language and Special Exceptional Education Social Justice Pedagogy Across the Curriculum includes highlighted Points of Inquiry and Points of Praxis sections offering recommendations to teachers and researchers and activities resources and suggested readings These features invite teachers at all stages of their careers to reflect on the role of social justice in education particularly as it relates to their particular classrooms schools and communities Relevant for any course that addresses history theory or practice of multicultural social justice education this text is ideal for classes that are not subject level specific and serve a host of students from various backgrounds *Culture, Conflict, and Peacebuilding* Christina Beyene,Leonardo Luna,Nkwazi Mhango,Jessica Senehi,2024-08-17 This book explores the complexity multiplicity intersectionality and dynamism of cultures in connection with critical and emancipatory peacebuilding It includes diverse voices to emphasize local and everyday peacebuilding within a narrative that links the personal to the political It is a valuable resource for students educators and practitioners in peace and conflict studies cultural studies sociology and related disciplines **The Trouble with Speculation** Christine Mortimer,Maria Alejandra Luján Escalante,2024-10-28 Bringing together contributors from Europe North America and Australia this book questions the purpose and outcomes of speculation in practical settings In the context of interrelated and complex global challenges speculation is not just useful but necessary The chapters in this book present a cross disciplinary dialogue of people that are developing work in speculation and interrogates its practices and ethical and political charges Through these discussions the book explores the potential of speculation in addressing issues such as climate change urban futures and new political practices Cynical Theories Helen Pluckrose,James A. Lindsay,2020-05-05 Wall Street Journal USA Today and Publishers Weekly Bestseller Times Sunday Times and Financial Times Book of the Year Selection Have you heard that language is violence and that science is sexist Have you read that certain people shouldn't practice yoga or cook Chinese food Or been told that being obese is healthy that there is no such thing as biological sex or that only white people can be racist Are you confused by these ideas and do you wonder how they have managed so quickly to challenge the very logic of Western society In this probing and intrepid volume Helen Pluckrose and James Lindsay document the evolution of the dogma that informs these ideas from its coarse origins in French postmodernism to its refinement within activist academic fields Today this dogma is recognizable as much by its effects such as cancel culture and social media dogpiles as by its tenets which are all too often embraced as axiomatic in mainstream media knowledge is a

social construct science and reason are tools of oppression all human interactions are sites of oppressive power play and language is dangerous As Pluckrose and Lindsay warn the unchecked proliferation of these anti Enlightenment beliefs present a threat not only to liberal democracy but also to modernity itself While acknowledging the need to challenge the complacency of those who think a just society has been fully achieved Pluckrose and Lindsay break down how this often radical activist scholarship does far more harm than good not least to those marginalized communities it claims to champion They also detail its alarmingly inconsistent and illiberal ethics Only through a proper understanding of the evolution of these ideas they conclude can those who value science reason and consistently liberal ethics successfully challenge this harmful and authoritarian orthodoxy in the academy in culture and beyond

Decolonizing Research In Cross Cultur Critical Personal Narratives Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has be much more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Decolonizing Research In Cross Cultur Critical Personal Narratives**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Decolonizing Research In Cross Cultur Critical Personal Narratives Introduction

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