

Decolonizing Educational Research

From Ownership to Answerability

Leigh Patel



Decolonizing Educational Research Ownership Answerability

Todd Ruecker, Vanessa Svihla



Decolonizing Educational Research Ownership Answerability:

Decolonizing Educational Research Leigh Patel, 2015-12-11 *Decolonizing Educational Research* examines the ways through which coloniality manifests in contexts of knowledge and meaning making specifically within educational research and formal schooling Purposefully situated beyond popular deconstructionist theory and anthropocentric perspectives the book investigates the longstanding traditions of oppression racism and white supremacy that are systemically reseeded and reinforced by learning and social interaction Through these meaningful explorations into the unfixed and often interrupted narratives of culture history place and identity a bold timely and hopeful vision emerges to conceive of how research in secondary and higher education institutions might break free of colonial genealogies and their widespread complicities

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 [Educational Policy Goes to School](#) Gilberto Conchas, Michael Gottfried, Briana Hinga, Leticia Oseguera, 2017-09-08 Educational policies explicitly implemented in order to reduce educational gaps and promote access and success for disenfranchised youth can backfire and often have the unintended result of widening those gaps In this interdisciplinary collection of case studies contributors examine cases of policy backfire when policies don't work have unintended consequences and when policies help Although policy reform is thought of as an effective way to improve schooling structures and to diminish the achievement gap many such attempts to reform the system do not adequately address the legacy of unequal policies and the historic and pervasive inequalities that persist in schools Exploring the roots of school inequality and examining often ignored negative policy outcomes contributors illuminate the causes and consequences of poor policymaking decisions and demonstrate how policies can backfire fail or have unintended success [Beyond the Makerspace](#) Ann Shivers-McNair, 2021-06-07 Makerspaces local workshops that offer access to and training on fabrication technologies often with a focus on creativity education and entrepreneurship proliferated in the 2010s popping up in cities across the world *Beyond the Makerspace* is a longitudinal ethnographically informed study of a particular Seattle makerspace that begins in

2015 and ends with the closing of the space in 2018 Examining acts of making with objects tools words and relationships Beyond the Makerspace reads making as a kind of rhetoric or meaning making work and argues that acts of making things are rhetorical in the sense that they are culturally situated and that they mark boundaries of what counts as making and who counts as maker By focusing on a particular makerspace over time Shivers McNair attends to a changing cohort of makerspace regulars as they face challenges of bringing their vision of inclusivity and diversity to fruition and offers an examination of how makers are made and unmade and remade in a makerspace Beyond the Makerspace contributes not only to our understanding of making and makerspaces but also to our understanding of how to study making and meaning making more broadly in ways that examine and intervene in the marking of difference Thus the book examines what and whose values and practices we are taking up when we identify as makers or when we turn a writing classroom or a library space into a makerspace

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

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

Navigating Challenges in Qualitative Educational Research Todd Ruecker, Vanessa Svihla, 2019-06-11 How do education researchers navigate the qualitative research process How do they manage and negotiate myriad decision points at which things can take an unexpected and sometimes problematic turn Whilst these questions are relevant for any research process the specific issues qualitative researchers face can have impactful repercussions that if managed adeptly can lead to successful and even new research opportunities Navigating Challenges in Qualitative Educational Research includes narratives that provide real world experiences and accounts of how researchers navigated problematic situations as well as their considerations in doing so These contributions give students and researchers a chance to understand the possibilities of research challenges and better prepare for these eventualities and how to deal with them Providing educative windows into the challenges and missteps even seasoned researchers face along the way this book is an invaluable resource for graduate students and early career qualitative researchers particularly those who are interested in education

Madness and Distress in Music Education Juliet Hess, 2024-04-12 Madness and Distress in Music Education offers an in depth exploration of mental health and emotional distress in the context of music education offering new ways of thinking about these experiences and constructing ways to support distress through affirming pedagogy practices and policies in music education Centering the lived experiences of 15 people in a range of roles across music education who self identify an issue with their mental health the volume addresses impacts on both students and educators The author draws on Mad Studies and disability studies to present new paradigms for thinking about Madness and distress in the music context An essential resource for music educators music education researchers and preservice students seeking to understand the complexities of mental health in the music classroom this book considers how people conceptualize their mental health how distress impacts participation in music education how music education may support or exacerbate distress and what supports for distress can be implemented in music education

What's Transgressive about Trans Studies in Education Now?* Z Nicolazzo, 2019-12-18 During the past few years a nascent body of theoretical conceptual and empirical research in the field of higher education has emerged regarding transgender students faculty and staff An exciting trend among some of this work is the use of critical and poststructural paradigms data collection methods and analytical tools through which to make sense of and articulate findings In this special issue authors push the boundaries of what is understood to be the queer theoretical canon Additionally they explore the experience of transgender people in higher education environments from methodological theoretical and empirical perspectives foregrounding the recent scholarship from some of the leading scholars in the field of higher

education doing transgender related research This book was originally published as a special issue of International Journal of Qualitative Studies in Education Critical Participatory Action Research in Higher Education Orkideh Mohajeri, Roshaunda L. Breeden, Mia Ocean, 2025-08-27 A must have resource Critical Participatory Action Research in Higher Education brings together real examples case studies and learning materials to guide the use of critical action research methodologies This timely book catalogues efforts to affect change in our own communities and invites readers to consider how action research has been conducted in U S colleges and universities by minoritized and marginalized scholars In particular it highlights those projects that have been led by Scholars of Color queer scholars disabled scholars and other racially minoritized scholars with an explicit aim to raise up and attend to the needs of our communities An important text for education graduate programs this book provides a roadmap for community engaged work includes framing theory to help new researchers apply this work to college and university settings and provides rich features such as cases and sample datasets and other tools for use in Research courses Chapter 2 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license Mindfulness in Multicultural Education Kathryn Esther McIntosh, 2022-08-15 Grounded in critical race feminism this book explores mindfulness as an empowering approach in multicultural education The author explores how learners of multicultural education by re centering the body through mindfulness with concrete strategies and scaffolded practice can be empowered to handle the activated emotions and deep self inquiry that come with the work of social justice liberation and anti racism This book includes counter stories of students of colors and offers both an epistemological and a curricular approach to mindfulness in multicultural education including discussion of theory and key principles in addition to ten modules with practices to engage learners These modules can be directly applied as the basis for curricular changes in teacher education and university wide social justice courses or they can be independently read by learners interested in enhancing their wellbeing and social justice Written for teacher preparation and university social justice courses this book encourages educators to contextualize their mindfulness practice within a critique of systems of oppression and ask questions about how mindfulness can empower action towards a more just society **Dismantling Educational Sexism through Teacher Education** Kimberly J. Pfeifer, 2021-10-28 This book details the development and impacts of anti sexism professional development PD workshops for preservice teachers Designed to help teacher candidates recognize gender inequity and think more deeply about their role as anti sexist educators Dismantling Educational Sexism through Teacher Education explores how workshops can respond directly to issues manifesting in US schooling such as misrepresentation androcentric pedagogy and sexual harassment using an intersectional approach By documenting participants learning the text offers valuable insight into how teacher candidates view their role in combatting sexism and illustrates how an anti sexism curriculum can positively impact on educators beliefs discourses and teaching practices This volume will be a valuable resource for

researchers and scholars involved in teacher education and issues of gender equity more broadly as well as teacher educators seeking a theoretical framework for anti sexism trainings

Just Schools Ann M. Ishimaru, 2020 *Just Schools* examines the challenges and possibilities for building more equitable forms of collaboration among non dominant families communities and schools The text explores how equitable collaboration entails ongoing processes that begin with families and communities transform power build reciprocity and agency and foster collective capacity through collective inquiry These processes offer promising possibilities for improving student learning transforming educational systems and developing robust partnerships that build on the resources expertise and cultural practices of non dominant families Based on empirical research and inquiry driven practice this book describes core concepts and provides multiple examples of effective practices This is the most compelling work to date on school and community engagement It will be required reading for all my future classes Muhammad Khalifa University of Minnesota Full of practical steps that educators and administrators can and must take to build strong collaborations with families Mark R Warren University of Massachusetts Boston This important publication provides a way forward for educators families students and community members to co create Just Schools by honoring validating and celebrating each other s knowledge skills power and resources Karen Mapp Harvard Graduate School of Education

Activist Leadership for Inclusive Schools Zuhra Abawi, Ardavan Eizadirad, Stephanie Tuters, Andrew B. Campbell, 2025-03-13 *Activist Leadership for Inclusive Schools* explores courageous methods for educational leadership and principalship in Canada to move beyond additive discourses of diversity to dismantling systems of oppression for thriving schools and communities It is a timely collection rooted in diverse approaches to activism that names disrupts and challenges dominant leadership discourses and practices that perpetuate harm to underserved communities Throughout Canada educational policies and mandates are often implemented without meaningful collaboration with the students families and communities they are intended to serve thereby exacerbating systemic structural and institutional barriers The collection s social justice approach to activism and leadership bridges gaps between policies institutions and communities It calls for a more just education system that carves out spaces of belonging by honouring the lived experiences identities and intersectionalities of all students This book is an invaluable resource for Canadian university education programs with courses focusing on educational leadership diversity social justice or inclusive education It also serves educational administration existing teachers principals higher education instructors and researchers policy makers and activists

School-University-Community Research in a (Post) COVID-19 World R. Martin Reardon, Jack Leonard, 2023-07-01 The American Psychological Association 2020 reported that some 81% of teenage children 13 to 17 years of age were negatively impacted in a range of ways due to school closures in connection with COVID 19 including 47% who indicated that they didn t learn as much as they did in previous years para 21 That perhaps many more than 47% of teenage children in the United States did not learn as much as they did in previous years was documented in the most recent National Assessment of

Educational Progress NAEP report which found that the national average score declines in mathematics for fourth and eighth graders were the largest ever recorded in that subject Wilburn Elias 2022 para 1 The National Center for Educational Statistics Commissioner commented somewhat hyperbolically that the results showed that every student was vulnerable to the pandemic s disruptions Wilburn Elias 2022 para 5 and called for a single minded emphasis on ways to assist students to recover from their trauma and accelerate their learning Wilburn and Elias 2022 joined those who have pointed out that the learning declines associated with COVID 19 did not occur equitably The likelihood of a single minded policy response to change the system and address the achievement gaps exposed by the range of responses to COVID 19 seems small On the one hand doubting the sustainability of innovative responses education historian Larry Cuban referenced the dominant stability of schooling which if anything produces this huge public and professional need to resume schooling as it was Young 2022 para 18 On the other hand diverse political agendas will diffuse concerted efforts Grossman et al 2021 discussed a pertinent example from Michigan where public health data partisanship and collective bargaining p 637 each played a role in determining school reopening decisions On this same issue of school reopening there is credible evidence from Massachusetts that the much maligned and politically explosive masking policies implemented in some schools may have saved lives Cowger et al 2022 Roy 2020 asserted that historically pandemics have forced humans to break with the past and imagine their world anew This one is no different It is a portal a gateway between one world and the next para 48 The chapters in this volume attest to the willingness of individuals to collaborate in stepping through that portal

Reclaiming Community Bianca J. Baldrige, 2019-05-28 Approximately 2.4 million Black youth participate in after school programs which offer a range of support including academic tutoring college preparation political identity development cultural and emotional support and even a space to develop strategies and tools for organizing and activism In *Reclaiming Community* Bianca Baldrige tells the story of one such community based program Educational Excellence EE shining a light on both the invaluable role youth workers play in these spaces and the precarious context in which such programs now exist Drawing on rich ethnographic data Baldrige persuasively argues that the story of EE is representative of a much larger and understudied phenomenon With the spread of neoliberal ideology and its reliance on racism marked by individualism market competition and privatization these bastions of community support are losing the autonomy that has allowed them to embolden the minds of the youth they serve Baldrige captures the stories of loss and resistance within this context of immense external political pressure arguing powerfully for the damage caused when the same structural violence that Black youth experience in school starts to occur in the places they go to escape it

Sociological Thinking in Music Education Carol Frierson-Campbell, Clare Hall, Sean Robert Powell, Guillermo Rosabal-Coto, 2022 *Sociological Thinking in Music Education* presents new ideas about music teaching and learning as important social political economic ecological and cultural ways of being with an overarching aim to move beyond mere descriptions of what is by analyzing how social

inequalities and inequities conflict and control and power can be understood in and through music teaching and learning at both individual and collective levels

Queerness as Doing in Higher Education Jesus Cisneros, T.J. Jourian, Ryan A. Miller, Antonio Duran, 2022-11-18 Guided by the scholarly personal narratives of LGBTQ higher education scholars practitioners and scholar practitioners this informative volume explores how individuals exist within and experience the insider outsider paradox within higher education as they engage in disruption queer methods and action The second of a two volume series this book relates to the firsthand accounts and personal stories of the contributors in order to illustrate the challenges and opportunities that exist for queer and trans people Framed through the concept of queerness as doing this book takes up the important question of what it means to occupy both positions of oppression and degrees of privilege within society and in the context of work It discusses how stories depict the nuances of the insider outsider paradox relative to practicing queerness as a politic while identifying as part of the LGBTQ community in higher education settings The book then looks to the future discussing implications for research and practice using the lessons learned from the chapter authors Comprised of firsthand contributions and innovative scholarship this book will be of interest to students and scholars of queer and trans studies student affairs gender and sexuality studies and higher education as well as those seeking to understand the experiences of LGBTQ scholars and practitioners as they navigate central tensions in their scholarship and practice

The Routledge Handbook to Sociology of Music Education Ruth Wright, Geir Johansen, Panagiotis A. Kanellopoulos, Patrick Schmidt, 2021-03-29 The Routledge Handbook to Sociology of Music Education is a comprehensive authoritative and state of the art review of current research in the field The opening introduction orients the reader to the field highlights recent developments and draws together concepts and research methods to be covered The chapters that follow are written by respected experienced experts on key issues in their area of specialisation From separate beginnings in the United States Europe and the United Kingdom in the mid twentieth century the field of the sociology of music education has and continues to experience rapid and global development It could be argued that this Handbook marks its coming of age The Handbook is dedicated to the exclusive and explicit application of sociological constructs and theories to issues such as globalisation immigration post colonialism inter generational musicking socialisation inclusion exclusion hegemony symbolic violence and popular culture Contexts range from formal compulsory schooling to non formal communal environments to informal music making and listening The Handbook is aimed at graduate students researchers and professionals but will also be a useful text for undergraduate students in music education and cultural studies

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

The book delves into Decolonizing Educational Research Ownership Answerability. Decolonizing Educational Research Ownership Answerability is a vital topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Decolonizing Educational Research Ownership Answerability, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
 - Chapter 1: Introduction to Decolonizing Educational Research Ownership Answerability
 - Chapter 2: Essential Elements of Decolonizing Educational Research Ownership Answerability
 - Chapter 3: Decolonizing Educational Research Ownership Answerability in Everyday Life
 - Chapter 4: Decolonizing Educational Research Ownership Answerability in Specific Contexts
 - Chapter 5: Conclusion
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 6. In chapter 5, the author will draw a conclusion about Decolonizing Educational Research Ownership Answerability. The final chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Decolonizing Educational Research Ownership Answerability.

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