CRITICAL QUALITATIVE RESEARCH IN SOCIAL EDUCATION



Cameron White

Critical Qualitative Research In Social Education

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Critical Qualitative Research In Social Education:

Critical Qualitative Research in Social Education Cameron White, 2015-03-01 Critical qualitative research informs social education through a lens that ensures the investigation of issues in education tied to power and privilege ultimately leading to advocacy and activism The concept of critical is increasingly challenged in this age of neoliberal reform nevertheless critical implies questioning investigating and challenging in terms of equity and social justice leading to critical consciousness Freire 1970 While we resist defining social education as hopefully these ideas concepts are fluid the idea stems from a continual analysis and synthesis of critical theory critical pedagogy media and cultural studies social reconstruction social justice and social studies education framed by culturally responsive pedagogy A social education take on critical qualitative research thus suggests multiple truths and perspectives and focuses on questions rather than answers While many have written on qualitative educational research and some have attempted to integrate critical pedagogy and qualitative research few have explored the specific idea of social education and critical qualitative research A major issue is that social education claims that there are no set procedures scripted approaches or narrow definitions as to the possibilities of research endeavors Social education researchers make the process and investigation their own and adapt questions procedures methods and strategies throughout the experience This reflects an ever changing criticality in the bricolage of the research Steinberg 2011 Critical qualitative research and social education are vital for the world of the 21st century The onslaught of neoliberalism corporatization standardization testing and the continuing attack on public schools and educators necessitate critical approaches to teaching and learning along with critical qualitative research in social education Ongoing issues with equity and social justice tied to race ethnicity class orientation age and ability linking to schooling education teaching and learning must be addressed The struggle between unbridled capitalism and democracy warrant these investigations in the 21st century hopefully leading to advocacy and activism Being Reflexive in Critical and Social Educational Research Geoffrey Shacklock, John Smyth, 2002-11 This text is a collection of case studies and readings on the subject of doing research in education It takes a personal view of the experience of doing research Each author presents a reflexive account of the issues and dilemmas as they have lived through them during the undertaking of educational research Coming from the researcher's own perspectives their positions are revealed within a wider space that can be personal political social and refexive With this approach many issues such as ethics gender race validity reciprocity sexuality class voice empowerment authorship and readership are given an airing **Culturally Responsive and Sustaining Education** Cameron White, 2023-01-01 The book suggests that culturally responsive and sustaining education should be the guiding principle in our schools and that community partnerships be developed in a similar light Although many of the chapters focus on specific content or places a transdisciplinary problem and project based experiential critical pedagogy is an ultimate goal This necessitates developing awareness advocacy and action engagement regarding issues of race ethnicity gender ability

choice and culture to promote equity and social justice. The stories included in this collection are those of educators in a variety of contexts but always through a public education framing The stories come from educators at all levels of public education who are currently practicing in one of the most diverse urban areas of the U S Their experiences serve to provide hope for transformational change in education where the priority is truly equity and social justice for all The idea is to provide voices of these brave educators who are striving to address equity and social justice issues is schools education and society on their teaching and in the students learning Critical Theories, Radical Pedagogies, and Social Education ,2010-01-01 A refreshing collection of essays that offers a range of critical and radical voices which are generally marginalized in the critical social studies mainstream This collection is a good read with valuable insights that can impact teaching practice Canadian Social Studies Canada s National Social Studies Journal Volume 45 Issue 1 Award American Educational Studies Association AERA Critics Choice Book Award 2011 This edited collection begins with the assertion that there are emergent and provocative theories and practices that should be part of the discourse on social studies education in the 21st century Anarchist eco activist anti capitalist and other radical perspectives such as disability studies and critical race theory are explored as viable alternatives in responding to current neo conservative and neo liberal educational policies shaping social studies curriculum and teaching Despite the interdisciplinary nature the field and a historical commitment to investigating fundamental social issues such as democracy human rights and social justice social studies theory and practice tends to be steeped in a reproductive framework celebrating and sustaining the status quo encouraging passive acceptance of current social realities and historical constructions rather than a critical examination of alternatives These tendencies have been reinforced by education policies such as No Child Left Behind which have narrowly defined ways of knowing as rooted in empirical science and apolitical forms of comprehension This book comes at a pivotal moment for radical teaching and for critical pedagogy bringing the radical debate occurring in social sciences and in activist circles where global protests have demonstrated the success that radical actions can have in resisting rigid state hierarchies and oppressive regimes worldwide to social studies education Critical Issues in Social Studies Research for the 21st Century William B. Stanley, 2001-06-01 The authors of the nine other chapters in this book have struggled with the issues discussed above in several different ways The chapter authors represent a wide range of views and expertise within the field of social stud ies Some have been leading social studies scholars for three or four decades Other authors represent new voices that have begun to shape the direction social studies will take in the future The topics examined here include the debate over how to define social studies social studies and the impact of the standards accountability movement the contextual con straints restraints on teaching social studies education for democracy rationales for teaching history multicultural education global education social studies and educational technology and the nature and effectiveness of social studies research Voices of **Social Education** Bernardo E. Pohl, Cameron White, Christine Beaudry, 2021-02-01 There is only one place where social

education can occur and flourish through the voices that create a pedagogy of change And it is these voices where the most exciting and provocative moments can occur for those of us who are passionate about education teaching social justice equity and love As such social education is a journey an endeavor that makes us savor the experience of the journey more than the destination And social education is a journey that ins enhanced through educator and student voices because it occurs in the most important spaces of our personal and professional lives It occurs in the hallways of the schools we teach in the staff meetings we attend in the mountain villages we venture to visit in the places we work and in the spaces we occupy Moreover social education is a unique kind of journey because it is a human experience that seldom occurs alone It happens with our colleagues and our loved ones It happens with our students administrators and other professionals who are fighting for the same things that we so fervently believe In the end social education occurs and flourishes in the trenches because it is the active pursuit of getting our hands dirty in our endless pursuit for a better and more just world Social education is also a narrative which takes on a different meaning for each one of us This is because sooner or later each person that embarks into the journey of social education develops its own personal definition of what social education entails through his or her own personal landscape and knowledge This personal landscape has been evolving since we were very young with some of the best examples of human courage and tenacity in the fight for social justice Voices of Social Education A Pedagogy of Change is a collection of personal stories In this volume academics teachers students activists and artists share their personal stories of triumph tribulations and courage in their daily fight for social justice and equality The term social education is not defined as a set number of guidelines or a specific definition we give the term an organic fluency to stress that social education is a point of encounter a common space where we can share with each other our experiences values and culture to form a more genuine and just social experience The Wiley Handbook of Social Studies Research Meghan McGlinn Manfra, Cheryl Mason Bolick, 2017-04-10 The Wiley Handbook of Social Studies Research is a wide ranging resource on the current state of social studies education This timely work not only reflects on the many recent developments in the field but also explores emerging trends This is the first major reference work on social studies education and research in a decade An in depth look at the current state of social studies education and emerging trends Three sections cover foundations of social studies research theoretical and methodological frameworks guiding social studies research and current trends and research related to teaching and learning social studies A state of the art guide for both graduate students and established researchers Guided by an advisory board of well respected scholars in social studies education research Critical Race Theory Perspectives on the Social Studies Gloria Ladson-Billings, 2003-11-01 **Democratic Social Education** David W. Hursh, E. Wayne Ross, 2014-03-05 In 1932 George Counts in his speech Dare the School Build a New Social Order explicitly challenged teachers to develop a democratic socialistic society In Democratic Social Education Social Studies for Social Change Drs Hursh and Ross take seriously the question of what social studies educators can do to help build a democratic society in the

face of current antidemocratic impulses of greed individualism and intolerance The essays in this book respond to Counts question in theoretical analyses of education and society historical analyses of efforts since Counts challenge and practical analyses of classroom pedagogy and school organization This volume provides researchers and teacher educators with ideas and descriptions of practice that challenge the taken for granted meanings of democracy citizenship culture work indoctrination evaluation standards and curriculum within the purposes of social education **Critical Race Theory and Social Studies Futures** Amanda E. Vickery, Noreen Naseem Rodríguez, 2022 Now more than ever we need to teach the truth about history This volume assembles a team of critical social studies Scholars of Color and co conspirators who share both their nightmares and dreams for the future The authors engage critical race theory CRT and its many branches and offshoots to better understand the permanence of racism in the teaching of social studies The book s first section A Dream Deferred outlines the endemic systemic issues and the ways in which the field and national organizations attempt to remain racially neutral in the face of the biases that permeate curriculum disciplines and the world The second section Racial Realities in Classroom Spaces examines the various ways scholars and educators are applying CRT in PreK 12 spaces In the third section Possibilities of Praxis chapter authors critically reflect on their own experiences and stories using CRT to work with young people and future teachers In the final section Dreaming of Social Studies Futures contributors outline their dreams for the future of social studies envisioning an unapologetically Indigenous field that centers Black futures and liberation and is free from the violence that has plagued the field and communities for centuries Book Features Offers race focused analyses from a wide range of perspectives and contexts of study related to social studies education Highlights innovations branches and future directions of critical race theories and methods Explores how race and racism have been situated within the field of social studies since the publication of Gloria Ladson Billings s 2003 edited volume Critical Race Theory Perspectives on the Social Studies Contributors include Sohyun An Christopher Busey Tiffany Mitchell Patterson Leilani Sabzalian Sarah B Shear Critical Qualitative Research & Social Justice Penny a Pasque, 2025-07 Critical Tran Templeton and Jon Wargo Qualitative Research Social Justice is an encyclopedia esque book that is a must have for any researcher interested in critical and social justice qualitative research It helps readers understand and navigate the labyrinthine of critical and social justice concepts available for qualitative research studies The book focuses on critical decolonial transformative critical interpretivist participatory or related approaches that disrupt dominant paradigms unapologetically name issues of power identify and overturn oppressive policies and engage with communities in meaningful ways There are 28 Chapters that take up a different critical and or social justice research concept and defines it for readers in the chapter The chapters are not mutually exclusive but overlap and connect with each other As such readers can draw from different chapters as they create their own critical and or social justice research designs This book will be of interest to researchers faculty institutional researchers graduate students non profit research or assessment people etc across fields and disciplines who are interested

in crafting quality research designs and making a concerted difference with their research Navigating the Postqualitative, New Materialist and Critical Posthumanist Terrain Across Disciplines Karin Murris, 2020-12-28 Navigating the Postqualitative New Materialist and Critical Posthumanist Terrain Across Disciplines is an accessible introductory guide to theories paradigm shifts and key concepts in postgualitative new materialist and critical posthumanist research Supported by its own website this first book in a larger series is an essential companion to the primary texts and original sources of the theorists discussed in this and other books in the series Disrupting the theory practice divide the book offers a postqualitative reimagining of traditional research processes In doing so it guides readers through the contestation of binaries innovative concepts and the practical provocations that make up the postgualitative terrain It orients the researcher in the ontological re turn also by considering Indigenous knowledges African Eastern and young children s philosophies The style itself is postqualitative through diffractive engagements by the authors and the website includes some examples of the practical provocations described in the book that give an imaginary of how postqualitative research can be taught and enacted This book is an essential resource for novice as well as experienced researchers working both within and across disciplines in higher education More information and pocasts for this book can be found at https postqualitativeresearch com series overview navigating the postqualitative new materialist and critical posthumanist terrain **Leaders in Social Education** Christine Woyshner, 2014-09-23 Research in across disciplines an introductory guide 2 social education over the last forty years has broken new ground in such areas as historical understanding civic education cultural studies and curriculum and assessment This collection is comprised of reflections on the professional trajectories of nineteen leading social studies scholars Demonstrating that their professional interests have emerged from their autobiographies the scholars write about their personal influences professional choices and contributions The book reveals how social justice difference and diversity and a commitment to the ongoing project of democracy have been central to their work The chapters in this volume reveal leading social educators determined sense of urgency about making the world a better place through their leadership in the field Each essay provides students practitioners and researchers alike with background on the nineteen scholars Also the scholars provide lists of their favorite publications as well as the works of other scholars that influenced them Taken together the chapters in this volume offer thoughts on the past present and future of social studies Discourse Analytic Perspectives on STEM Education Juliet Langman, Holly Hansen-Thomas, 2017-05-23 This volume explores the nature of discourse in secondary and upper elementary mathematics and science classrooms Chapters examine conditions that support or hinder teachers and students in particular language learners in employing language as a tool for learning The volume provides rich oral and written language examples from a range of classroom contexts to illustrate how linguistic practices affect students appropriation and display of disciplinary specific knowledge Chapters further explore linguistic practices through with the support of discourse analytic models that foreground the authentic

classroom data with the aim of understanding the dynamics of the classroom The authors investigate the intersection between discourse and learning from a range of perspectives including an examination of key concepts such as intertextuality interaction mediation scaffolding appropriation and adaptations This volume offers concrete suggestions on how teachers might benefit from a discourse approach to teaching in the areas of mathematics and science Social Studies Prentice T. Chandler, 2015-07-01 Race and racism are a foundational part of the global and American experience With this idea in mind our social studies classes should reflect this reality Social studies educators often have difficulties teaching about race within the context of their classrooms due to a variety of institutional and personal factors Doing Race in Social Studies Critical Perspectives provides teachers at all levels with research in social studies and critical race theory CRT and specific content ideas for how to teach about race within their social studies classes The chapters in this book serve to fill the gap between the theoretical and the practical as well as help teachers come to a better understanding of how teaching social studies from a CRT perspective can be enacted The chapters included in this volume are written by prominent scholars in the field of social studies and CRT They represent an original melding of CRT concepts with considerations of enacted social studies pedagogy This volume addresses a void in the social studies conversation about race how to think and teach about race within the social science disciplines that comprise the social studies Given the original nature of this work Doing Race in Social Studies Critical Perspectives is a much needed addition to the conversation about race and social studies education <u>Using Critical Research for Educational and Social Change</u> Tricia Kress, 2016-04-08 This volume features the works of scholar practitioners who embrace critical pedagogy and critical research as praxis in qualitative research about education The authors take an explicit stance toward social justice through education and they use critical research as a vehicle toward that end The chapters critically engage with topics such as researcher role and position in critical research collaborative research models with teachers and students exploring visual epistemology in schools and with students critical science education and cosmopolitanism and developing praxis within teacher preparation courses and teacher research Contributors push the boundaries of scholarship by presenting nuanced theoretical discussions or critical and timely educational issues via innovative forms of representation i e fiction narratives dialogues rich descriptions and visuals This book was originally published as a special issue of the International Journal of Qualitative Studies in Education

Critical Concepts in Queer Studies and Education Nelson M. Rodriguez, Wayne J. Martino, Jennifer C. Ingrey, Edward Brockenbrough, 2016-08-30 This book advances a broad constellation of critical concepts situated within the field of queer studies and education Collectively the concepts take up a cross section of scholarship that speaks to various political epistemological theoretical methodological and pedagogical concerns Given the ongoing global centrality of sociocultural and political developments related to the topic of LGBTQ in the twenty first century the concepts in this volume and the issues raised by each contributor will have wide international appeal among researchers scholars educators students and activists

working at the intersection of queer studies and education SAGE Handbook of Education for Citizenship and **Democracy** James Arthur, Ian Davies, Carole Hahn, 2008-07-01 This handbook brings together new work by some of the leading authorities on citizenship education and is divided into five sections. The first section deals with key ideas about citizenship education including democracy rights globalization and equity Section two contains a wide range of national case studies of citizenship education including African Asian Australian European and North and South American examples The third section focuses on perspectives about citizenship education with discussions about key areas such as sustainable development anti racism gender Section four provides insights into different characterisations of citizenship education with illustrations of democratic schools peace and conflict education global education human rights education etc The final section provides a series of chapters on the pedagogy of citizenship education with discussions about curriculum teaching learning Research Methods in Social Studies Education Keith C. Barton, 2006-03-01 This volume fills a significant and assessment. gap in the scholarship on social studies education by providing thoughtful reflections on research methods in the field It is not a how to guide but an exploration of key issues related to the design and implementation of empirical studies The authors are active researchers who use varied methods in diverse settings including historical research international comparative studies survey research interviews with students and teachers classroom observations self studies and action research and emancipatory methodologies They use their own experiences to examine such topics as the conceptualization of research questions relationships with participants researchers identities and elicitation of students and teachers thinking This collection should become indispensable for both beginning and experienced scholars in social studies Social Education in the Twentieth Century Christine A. Woyshner, Joseph Watras, Margaret Crocco, 2004 Since the birth of the republic the aim of social education has been to prepare citizens for participation in democracy In the twentieth century theories about what constitutes good citizenship and who gets full citizenship in the civic polity changed dramatically In this book contributors with backgrounds in history of education educational foundations educational leadership and social studies education consider how social education inside and outside school has responded to the needs of a society in which the nature and prerogatives of citizenship continue to be contentious issues

The Enigmatic Realm of Critical Qualitative Research In Social Education: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Critical Qualitative Research In Social Education** a literary masterpiece penned with a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book is core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those that partake in its reading experience.

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