

Handbook of Autoethnography

Second Edition

Edited by Tony E. Adams, Stacy Holman Jones and Carolyn Ellis



Handbook Of Autoethnography

Emilio A. Anteliz, Deborah L. Mulligan, Patrick Alan Danaher

Handbook Of Autoethnography:

Handbook of Autoethnography Tony E. Adams, Stacy Holman Jones, Carolyn Ellis, 2016-05-23 In this definitive reference volume almost fifty leading thinkers and practitioners of autoethnographic research from four continents and a dozen disciplines comprehensively cover its vision opportunities and challenges Chapters address the theory history and ethics of autoethnographic practice representational and writing issues the personal and relational concerns of the autoethnographer and the link between researcher and social justice A set of 13 exemplars show the use of these principles in action Autoethnography is one of the most popularly practiced forms of qualitative research over the past 20 years and this volume captures all its essential elements for graduate students and practicing researchers The Routledge International Handbook of Autoethnography in Educational Research Emilio A. Anteliz, Deborah L. Mulligan, Patrick Alan Danaher, 2022-11-10 The Routledge International Handbook of Autoethnography in Educational Research presents diverse and rigorous contemporary research at the intersection between autoethnography and educational research The handbook investigates the bidirectional connection between autoethnography and educational research in relation to four themes enhancing teaching and teacher education with autoethnography enlarging doctoral study and supervision with autoethnography conducting identity work and relationship building via autoethnography and promoting social justice through autoethnography In addition to the synthesising introduction and conclusion chapters the 27 main chapters in the handbook cover current research from Africa Aotearoa New Zealand Australia Bangladesh Canada Spain the United Kingdom the United States and Venezuela The chapters present novel applications of several key concepts and research methods including activism arts based research critical reflection decolonising feminism doctoral study and supervision hybrid identities Indigenous research migrant education racism researcher self efficacy teacher identity visual autoethnography and writing as voice This book will be of use to all researchers and doctoral and Masters students using qualitative and autoethnographic methods in Education and related fields The Routledge International Handbook of Organizational Autoethnography Andrew Herrmann, 2020-07-16 For nearly 40 years researchers have been using narratives and stories to understand larger cultural issues through the lenses of their personal experiences. There is an increasing recognition that autoethnographic approaches to work and organizations add to our knowledge of both personal identity and organizational scholarship By using personal narrative and autoethnographic approaches this research focuses on the working lives of individual people within the organizations for which they work This international handbook includes chapters that provide multiple overarching perspectives to organizational autoethnography including views from fields such as critical postcolonial and queer studies It also tackles specific organizational processes including organizational exits grief fandom and workplace bullying as well as highlighting the ethical implications of writing organizational research from a personal narrative approach Contributors also provide autoethnographies about the military health care and academia in addition to approaches from

various subdisciplines such as marketing economics and documentary film work Contributions from the US the UK Europe and the Global South span disciplines such as organizational studies and ethnography communication studies business studies and theatre and performance to provide a comprehensive map of this wide reaching area of qualitative research This handbook will therefore be of interest to both graduate and postgraduate students as well as practicing researchers Winner of the 2021 National Communication Association Ethnography Division Best Book Award Winner of the 2021 Distinguished Book on Business Communication Award Association for Business Communication **Autoethnography** Tony E. Adams, Stacy Holman Jones, Carolyn Ellis, 2014-10-01 Autoethnography is a method of research that involves describing and analyzing personal experiences in order to understand cultural experiences. The method challenges canonical ways of doing research and recognizes how personal experience influences the research process Autoethnography acknowledges and accomodates subjectivity emotionality and the researcher's influence on research In this book the authors provide a historical and conceptual overview of autoethnography They share their stories of coming to autoethnography and identify key concerns and considerations that led to the development of the method Next they outline the purposes and practices the core ideals of autoethnography how autoethnographers can accomplish these ideals and why researchers might choose to do autoethnography They describe the processes of doing autoethnography conducting fieldwork discussing ethics in research and interpreting and analyzing personal experience and they explore the various modes and techniques used and involved in writing autoethnography They conclude with goals for creating and assessing autoethnography and describe the future of autoethnographic inquiry Throughout the authors provide numerous examples of their work and share key resources This book will serve as both a guide to the practices of doing autoethnography and an exemplar of autoethnographic research processes and representations Handbook of autoethnography. Holman Jones REC 11/26/2018, Autoethnography Tony E. Adams, Stacy Linn Holman Jones, Carolyn Ellis, 2015 Brimming with examples this book demonstrates how qualitative researchers can use autoethnography as a method for qualitative research Topics include a brief history of autoethnography the purposes and practices of doing autoethnography interpreting analyzing and representing personal experience and evaluating autoethnographic work Handbook of Arts-Based Research Patricia Leavy, 2025-01-31 Bringing together interdisciplinary leaders in methodology and arts based research ABR this comprehensive handbook explores the synergies between artistic and research practices and addresses issues in designing implementing evaluating and publishing ABR studies Coverage includes the full range of ABR genres including those based in literature such as narrative and poetic inquiry performance music dance playbuilding visual arts drawing and painting collage installation art comics and audiovisual and multimethod approaches Each genre is described in detail and brought to life with robust research examples Team approaches ethics and public scholarship are discussed as are innovative ways that ABR is used within creative arts therapies psychology education sociology health sciences business and other disciplines The companion website includes

selected figures from the book in full color additional online only figures and links to online videos of performance pieces

The Palgrave Handbook of Autoethnographic and Self-Study Education Research Methods Deborah L. Mulligan, Meg Forbes, Emilio A. Anteliz, Patrick Alan Danaher, 2025-07-21 This edited handbook focuses on the methodological design of autoethnography and self study Contributions delve into the diverse usage of these novel methodologies providing the reader with a range of applications and researchers are presented with a full discussion of the challenges and the successes of the contributors experiences Beginning with the important developments in contemporary philosophy and theory in autoethnography and self study the book goes on to examine critiques and misunderstanding surrounding these methods how researchers can engage effectively and ethically with them their impact on researcher identity and how researchers design the methodology involved in their autoethnographic and self study writings Drawing on research conducted in the United Kingdom the United States Canada Continental Europe Asia Africa and Australia the book will appeal to academics and researchers applying or researching autoethnography and or self study as well as students deploying these approaches in their work and counsellors psychologists and social workers who use self narrative techniques with their clients Autoethnography Sherick A. Hughes, Julie L. Pennington, 2016-10-21 2020 Society of Professors of Education Outstanding Book Award winner Autoethnography Process Product and Possibility for Critical Social Research provides a short introduction to the methodological tools and concepts of autoethnography combining theoretical approaches with practical how to information Written for social science students teachers teacher educators and educational researchers the text shows readers how autoethnographers collect analyze and report data With its grounding in critical social theory and inclusion of innovative methods this practical resource will move the field of autoethnography forward **Academic** Autoethnographies Daisy Pillay, Inbanathan Naicker, Kathleen Pithouse-Morgan, 2016-02-10 Academic Autoethnographies Inside Teaching in Higher Education invites readers to experience autoethnography as a challenging complex and creative research methodology that can produce personally professionally and socially useful understandings of teaching and researching in higher education The peer reviewed chapters offer innovative and perspicacious explorations of interrelationships between personal autobiographies lived educational experiences and wider social and cultural concerns across diverse disciplines and university contexts This edited book is distinctive within the existing body of autoethnographic scholarship in that the original research presented has been done in relation to predominantly South African university settings This research is complemented by contributions from Canadian and Swedish scholars The sociocultural educational and methodological insights communicated in this book will be valuable for specialists in the field of higher education and to those in other academic domains who are interested in self reflexive transformative and creative research methodologies and methods This book illuminates how autoethnography can engage authors and researchers from varied epistemological backgrounds in a reflexive multilogue about who they are and what they do The creative representations of the lived

experience of doing autoethnography sets the book apart both methodologically and theoretically revealing how rigor and critical distance can serve to position autoethnography not only as a personal self development tool but a tradition and method in its own right Hyleen Mariaye Associate Professor Mauritius Institute of Education Mauritius This compelling book foregrounds autoethnography as an innovative and creative research methodology to generate reflexive sociological understandings of teaching and researching across disciplines in higher education Rich evocative and authentic accounts reveal unique possibilities for the transformation of teaching learning and research at personal professional and socio cultural levels Nithi Muthukrishna Professor Emerita University of KwaZulu Natal South Africa **Ethnography of Education** Dennis Beach, Carl Bagley, Sofia Margues da Silva, 2018-03-02 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 The SAGE Handbook of Qualitative Research Norman K. Denzin, Yvonna S. Lincoln, Michael D. Giardina, Gaile S. Cannella, 2023-06-19 This new edition of the SAGE Handbook of Qualitative Research represents the sixth generation of the ongoing conversation about the discipline practice and conduct of qualitative inquiry As with earlier editions the Sixth Edition is virtually a new volume with 27 of the 34 chapters representing new topics or approaches not seen in the previous edition To mark the Handbook s 30 year history we are pleased to offer a bonus PART VI in the eBook versions of the Sixth Edition this additional section brings together and reprints ten of the most famous or game changing contributions from the previous five editions **Autoethnography Pedagogy and Practice** Kitrina Douglas, David Carless, 2025-04-18 Autoethnography Pedagogy and Practice supports and generates new insights into

how autoethnography can be taught supervised and practised by sharing the experiences and reflections of researchers from a wide range of fields and disciplines An international cast of leading researchers provide practical examples of how autoethnography can be successfully introduced into health and human sciences curricula showcasing examples of the power of autoethnography within and beyond academia By privileging contributors experiences within their own field of study as students teachers supervisors and researchers this book explores how autoethnography can be introduced nurtured and sustained in challenging academic environments Each chapter considers three interrelated areas Disciplinary Contexts which examines autoethnography s impact across different fields Relationships which considers how to successfully manage relational and care dynamics from undergraduate through professor levels and Ethics which addresses the many ethical considerations that can arise across a wide range of contexts Autoethnography Pedagogy and Practice is a book that encourages readers to engage in autoethnographic practice to create innovative dialogical and collaborative texts that push the boundaries of polyvocality and diversity within their own disciplines It will be of interest to researchers in Psychology Medicine Pharmacology Allied Health Nursing Mental health Sport and Exercise Science Coaching Sociology Psychotherapy Theatre Studies and Communication Studies **Reframing Qualitative Research Ethics** Helen Busby, 2025-05-20 This book contains three Open Access chapters Reframing Qualitative Research Ethics explores contemporary challenges in qualitative research ethics and generates proposals for reforming ethics review based on researchers experience on the ground to support innovative qualitative research in the future Writing Philosophical Autoethnography Alec Grant, 2023-09-15 Writing Philosophical Autoethnography is the result of Alec Grant's vision of bringing the disciplines of philosophy and autoethnography together This is the first volume of narrative autoethnographic work in which invited contributing authors were charged with exploring their issues concerns and topics about human society culture and the material world through an explicitly philosophical lens Each chapter while written autoethnographically showcases sustained engagement with philosophical arguments ideas concepts theories and corresponding ethical positions Unlike much other autoethnographic work within which philosophical ideas often appear to be grafted on or supplementary the philosophical basis of the work in this volume is fundamental to its shifting content focus and context The narratives in this book from scholars working in a range of disciplines in the humanities and human sciences function as narrative conceptual and analytical exemplars to act as a guide for autoethnographers in their own writing and suggest future directions for making autoethnography more philosophically rigorous This book is suitable for students and scholars of autoethnography and qualitative methods in a range of disciplines including the humanities social and human sciences communication studies and education Holistic Ways of Learning at a Community School Jessica Poff, 2024-11-11 This volume provides a critical narrative inquiry into the learning experiences of adults and children at a Community School in Canada It tells the story of a closely connected family of people living and learning together combining activities such as learning to read and write with

unconventional learning experiences such as trick riding rodeo competitions and yoga and meditation practices Through the lens of holistic education and critical pedagogy the author draws on interviews with students and teachers at the alternative school as well as her own autoethnographic experience to build out a full picture of the experience and dynamics of the school This critical and holistic schooling narrative aims to explore assumptions about alternative schooling and highlight ways in which modern mainstream schools can be challenged to be different in the post pandemic era It will be of interest to scholars researchers and postgraduate students with interests in experiential education alternative education narrative inquiry critical theory and holistic theory **Searching for an Autoethnographic Ethic** Stephen Andrew, 2017-01-12 This volume is a call for integrity in autoethnographic research Stephen Andrew weaves together philosophy critical theory and extended self reflections to demonstrate how and why qualitative researchers should assess the ethical quality of their work He also offers practical tools designed to limit the likelihood of self indulgence and solipsism in first person writing Equally instructive and exemplary his work Is written in a relatable style that draws readers in and encourages them to think critically about the implications and effects of their writing Examines the history of qualitative and autoethnographic research Provides implementable strategies for textualizing lived experiences and relationships with others Qualitative Research Methods Janet Mola Okoko, Scott Tunison, Keith D. Walker, 2023-01-01 This book is a compilation of more than 70 qualitative research concepts that are used by researchers and practitioners in the social sciences and humanities The concepts include methods and methodologies applied in qualitative research in various contexts Each concept is a standalone chapter that is authored by a researcher or practitioner who has had some scholarly experience with it The chapters are alphabetized using the titles of the concepts to provide easy access for readers They follow a prescribed outline which ensures homogeneity in the layout of the book Each chapter starts with a brief historical background of the concept followed by a concise description of the concept and the process used in its application Readers are then provided with the possible ways in which the concept can be used and its benefits Each chapter concludes by providing readers with some strengths and limitations of the concept and a list of references that authors have used inthe chapter **Symbiotic Autoethnography** Liana Beattie, 2022-06-30 Autoethnography is generating increasing levels of interest in research circles gaining popularity as an innovative and inciting qualitative approach Drawing on the vast diversity of researchers opinions on autoethnographic praxes this book presents a cogent analysis of the ongoing debates in the field before moving on to the discussion of a new approach to both theorizing about and doing autoethnography a symbiotic autoethnography This approach synthesizes central aspects from the diversity of existing arguments into one adaptable framework that combines key characteristic features of autoethnographic research The author uses the concept of symbiosis in its broader sense to denote close interdependence and interrelation between its suggested seven attributes including temporality researcher s omnipresence evocative storytelling interpretative analysis political transformative focus reflexivity and polyvocality The

book offers both experienced and novice researchers a theoretically informed multi functional and multi disciplinary methodological tool that can accommodate the dynamics of diverse personal experiences within a topography of specific professional cultural and socio political contexts Self-Narrative and Pedagogy Mike Hayler, Jess Moriarty, 2017-04-18 In this book teachers from a variety of backgrounds reflect upon their journeys into and within teaching to discuss the impact of their diverse experiences on the ways in which they teach The authors adopt a variety of autoethnographic approaches in telling stories of transition and profound transformation as they each discuss how certain events in their lives have shaped their professional identities and methods of teaching In telling their stories they also tell stories of the culture and process of education This offers the opportunity to consider the narratives as examples of how individuals and groups respond in different ways to institutional and national policies on education In these chapters the authors offer illumination from a number of perspectives of how practitioners of education make meaning of their lives and work in our changing times By capturing these personal stories this book will inform and support readers who are studying to become teachers and those already working in education by developing their understanding and empathy with the role Autoethnography can develop self knowledge and understanding in the reader and writer of such texts offering unique insights and individual ways of being that will benefit students and staff in a range of educational settings This book values the telling and sharing of stories as a strategy for enabling teachers to learn from one another and help them to feel more supported The book will be useful for teachers and teacher educators students of education and all researchers interested in autoethnography and self narrative

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