

# Knowing What's Local

Ethnographic Inquiry, Education, and Democracy



David Landis  
Sapargul Mirseitova

# Knowing What S Local Ethnographic Inquiry Education And Democracy

**American Educational Research  
Association**



## **Knowing What S Local Ethnographic Inquiry Education And Democracy:**

**Knowing What's Local** David Landis, Sapargul Mirseitova, 2014-10-01 Ethnographic inquiry serves as a unique educational resource that is accessible to students and teachers of all economic and social classes and therefore well suited to building democratic communities in the 21st Century This book is about teachers students and parents in the Republic of Kazakhstan who opened new educational directions and democratic possibilities for themselves through a series of ethnographic studies about their local communities By unfolding practical experiences of teachers and students with ethnographic study this book builds and expands understanding about education and democracy across five points of view Renewing professional development and building academic knowledge through ethnographic inquiry Acquiring democratic living through ethnographic study of participatory caring citizenship Connecting democratic ways of life with ethnographic study of identity formation in diverse communities Building knowledge about democratic perspectives through reflexive reading and writing about ethnographic inquiry Building meaningful education at the intersections of ethnographic inquiry literacy practices and theorizing about local communities The authors propose that teacher and student led ethnographic inquiries develop educational experiences that enrich educators professional growth and provide innovative research opportunities for them and their students that generate up to date academic knowledge which can be used to inform course offerings design lessons and address state policy mandates The Routledge Companion to English Studies Constant

Leung, Jo Lewkowicz, 2024-07-31 English is now a global phenomenon no longer defined by fixed territorial cultural and social functions The Routledge Companion to English Studies provides an overview of this dynamic field of study with this new edition focusing on English from an applied language perspective and taking account of interdisciplinary and decolonizing viewpoints This companion considers historical trajectories while also showcasing state of the art contributions by established scholars from around the world The Routledge Companion to English Studies provides a broad view of English as a subject of study and research through language centred disciplines investigates the use of English and language more broadly in contemporary communication practices taking into account the use of technology explores the role of English in education and in society from social and global perspectives highlights the importance of the link between English and other languages within the concepts of flexible multilingualism and translanguaging offers a view on the need for extending and deepening the concerns of English studies as a field of scholarly enquiry This collection of thirty one commissioned chapters provides a contemporary picture of the diverse field of English studies and is an expert informed text for advanced students and researchers in this field **Resources in Education** , 1980-08 *Curriculum for Justice and Harmony* Keith C.

Barton, Li-Ching Ho, 2021-09-30 Barton and Ho present a global vision of social and civic education one that reorients the field toward justice and harmony Drawing from diverse philosophical and cultural traditions as well as empirical research they introduce curriculum principles designed to motivate and inform students thoughtful and compassionate deliberation of

public issues This book argues that the curriculum must prepare young people to take action on issues of justice and harmony societal ideals that are central to all communities Effective action depends on deliberation characterized by emotional commitment collaborative problem solving and engagement with diverse perspectives and forms of expression Deliberation for public action also requires knowledge of people s lives and experiences their insights into social issues and strategies for advancing justice and harmony These curriculum principles are illustrated through case studies of public housing food insecurity climate change gender bias public health exploitation of domestic workers incarceration of racialized minorities the impact of development and environmental change on Indigenous communities and other pressing global concerns For additional resources and related information please visit the authors website [www.justiceandharmony.com](http://www.justiceandharmony.com)

**Handbook of Research in the Social Foundations of Education** Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greiner, Paula Groves Price, 2011-07-05 This groundbreaking volume helps readers understand the history evolution and significance of this wide ranging often misunderstood and increasingly important field of study

*Agent of Democracy* David W. Brown, Deborah Witte, 2008 The professional mind set prevailing in higher education today often ignores the common goods that only democratic self rule can provide Why Some say the professional mind set is profoundly antidemocratic especially when it presumes that specialized knowledge and experience is a sufficient substitute for a democratic process of participating equals Although there are currently many higher education experiments in which the public does set the agenda for research and actually conducts much of the work there are still too many projects ostensibly done for the public with nothing to be done by the public How then can the academy with such a mind set and its preoccupation with hustling prospective students and chasing after academic luminaries be of any help in renewing democratic practices In *Agent of Democracy* Higher Education and the HEX Journey editors David W Brown and Deborah Witte a Kettering Foundation program officer explore the linkages that have been forged between higher education and a healthy democracy This volume celebrates and expands on the journal Higher Education Exchange an annual publication of the Kettering Foundation edited by Brown and Witte For more than 10 years HEX has published case studies analysis news and ideas about efforts within higher education to develop more democratic societies *Agent of Democracy* features essays by 10 thoughtful theorists and practitioners whose work regularly appears in the Higher Education Exchange Their work is a contribution to the resurgent movement bent on strengthening higher education Chapters in this volume include The Engaged University A Tale of Two Generations Peter Levine The Limits of Public Work A Critical Reflection on the Engaged University Mary Stanley Should Higher Education Have a Civic Mission R Claire Snyder Public Work Civic Populism versus Technocracy in Higher Education Harry C Boyte Public Work at Colgate An Interview with Adam Weinberg Reconstructing a Democratic Tradition of Public Scholarship in the Land Grant System Scott Peters A Portrait of a University as a Young Citizen Jeremy Cohen The Makings of a Public and the Role of the Academy No lle McAfee The New England Center for Civic

Live A Decade of Making a Difference Douglas F Challenger Democracy's Megachallenges Revisited David Mathews About the Kettering Foundation The Kettering Foundation is a nonpartisan nonprofit operating foundation rooted in the American tradition of cooperative research Kettering's primary research question is What does it take to make democracy work as it should Kettering's research is distinctive because it is conducted from the perspective of citizens and focuses on what people can do collectively to address problems affecting their lives their communities and their nation For more information about Kettering research and publications see the Kettering Foundation's website at [www.kettering.org](http://www.kettering.org)

**The SAGE Handbook of Participatory Research and Inquiry** Danny Burns, Jo Howard, Sonia M. Ospina, 2021-08-04 This SAGE Handbook presents contemporary cutting edge approaches to participatory research and inquiry It has been designed for the community of researchers professionals and activists engaged in interventions and action for social transformation and for readers interested in understanding the state of the art in this domain The Handbook offers an overview of different influences on participatory research explores in detail how to address critical issues and design effective participatory research processes and provides detailed accounts of how to use a wide range of participatory research methods Chapters cover pioneering new participatory research techniques including methods that can be operationalised at scale approaches to engaging the poorest and most marginalised and ways of harnessing technologies to increase the scope of participation amongst others Drawing upon a wide range of disciplines and bringing together contributing authors from across the globe this Handbook will be of interest to an international readership from across the broad spectrum of social sciences including social policy development studies geography sociology criminology political science health and social care education psychology business management It will also be an insightful and practical resource for facilitators community workers and activists for social change Part 1 Introduction Part 2 Key Influences and Foundations of Participatory Research Part 3 Critical Issues in the Practice of Participatory Research Part 4 Methods and Tools Part 4 1 Dialogic and Deliberative Processes Part 4 2 Digital Technologies in Participatory Research Part 4 3 Participatory Forms of Action Orientated Research Part 4 4 Visual and Performative Methods Part 4 5 Participatory Monitoring Evaluation and Learning Part 4 6 Mixing and Mashing Participatory and Formal Research Part 5 Final Reflections

**Migration Narratives** Stanton Wortham, Briana Nichols, Katherine Clonan-Roy, Catherine Rhodes, 2020-10-01 Migration Narratives presents an ethnographic study of an American town that recently became home to thousands of Mexican migrants with the Mexican population rising from 125 in 1990 to slightly under 10 000 in 2016 Through interviews with residents the book focuses on key educational religious and civic institutions that shape and are shaped by the realities of Mexican immigrants Focusing on African American Mexican Irish and Italian communities the authors describe how interethnic relations played a central role in newcomers pathways and draw links between the town's earlier cycles of migration The town represents similar communities across the USA and around the world that have received large numbers of immigrants in a short time The purpose of the book is to document the

complexities that migrants and hosts experience and to suggest ways in which policy makers researchers educators and communities can respond intelligently to politically motivated stories that oversimplify migration across the contemporary world This book is available as open access through the Bloomsbury Open Access programme and is available on [www.bloomsburycollections.com](http://www.bloomsburycollections.com) It is funded by Boston College

*Volatile Knowing* Kaia Tollefson, 2008-01-28 *Volatile Knowing* refers to the potential for positive change that can result when parents and teachers talk with each other about the politics and policies of externally defined accountability mandates in education This text tells the story of twelve teachers and parents who breached the unofficial but deeply inscribed home school divide to discuss the current accountability for uniformity movement that has overtaken the nation's educational agenda at federal state and local levels This kind of volatile knowing offers hope for progressively minded citizens that together parents and teachers can ignite a new child centered movement for accountability and creativity in America's public schools *Volatile Knowing* is based on a qualitative case study of a particular group of parents and teachers who studied and discussed information about the accountability movement that is typically censored in mainstream media coverage The themes that emerged in this study are presented through the lens of Foucault's analysis of the workings of modern power By making the exercise of hierarchical power visible to readers it is hoped that *Volatile Knowing* will prompt an expanding conversation and ongoing study of the ways in which the people's definitional authority in their schools and society can be both lost and found

**Democracy in the Making** Goetz Frank Ottmann, 2009 Brazilian democracy is in dire straits This at least is the opinion of many observers focusing on Brazil's re democratisation process Whereas the emotionally charged transition period culminating in the re installation of a civilian government in 1985 stirred the hopes of many observers that a renewed civil society would be able to lead Brazil into an era liberal democracy Sader 1988 Alvarez 1997 Abers 2000 Dagnino 2002 these hopes were soon disappointed Recent contributions to the field talk about the survival of traditional political elements that weaken Brazil's democracy and argue that populism personalism patronage and clientelism remain common features in post authoritarian Brazil O'Donnell 1988 Mainwaring 1990 Roniger 1990 Mettenheim von 1995 Hagopian 1996 Weyland 1996 Power 1997 Gay 1998 Banck 1998a Conniff 1999 Mainwaring 1999 Kingstone and Power 2000 Power 2000 Weyland 2000 Moreover similar traditional political practices have been detected within the new civic infrastructure that has been constructed since the return to democracy in 1985 Baierle 2002 Chaves Teixeira 2002 Dagnino 2002 Tatagiba 2002 Torres Ribeiro and Grazia 2003 Ottmann 2004 And more recently still many observers have been shocked that even Brazil's socialist Workers Party PT celebrated by some as one of the last bastions of democratic socialism in Latin America draws on patronage and elements of clientelism to strengthen its electoral support Petras 2004 Avelar 2005 Whatever happened to the effervescent civil society that during the 1980s seemed to carry Brazilian politics into a more democratic era Weffort 1984 Sader 1988 Perplexed by this mysterious disappearance of pro democracy forces this book examines the democratisation process in three Brazilian municipalities

Itabuna BA S o Paulo SP and Porto Alegre RS administered by Brazil s reformist Workers Party the PT Partido dos  
 Trabalhadores The book maintains that the main protagonists of Brazil s democratic consolidation are the pro democracy  
 movements within civil society or in short the civic movements most of which have roots in the protest movements against  
 the military regime during the 1970s and 1980s *Annual Meeting Program - American Educational Research Association*  
 American Educational Research Association,1997 *Anthropology & Education Quarterly* ,2005 *Education and Society*  
 ,2003 **Journal of Higher Education Outreach and Engagement** ,2009 **Postcritical Ethnography** George W.  
 Noblit,Susana Y. Flores,Enrique G. Murillo,2004 This collection of essays are on the cutting edge of contemporary  
 ethnographic methods that are based in a critique of critical ethnography It is based in the assumption that ethnography is  
 the ultimate colonialist project and critical theory the ultimate modernist project **Abstracts of the Annual Meeting**  
 American Anthropological Association,2007 *American Educational Research Association Annual Meeting Program*  
 American Educational Research Association,1994 *Including Parents?* Carol Vincent,2000 It is acknowledged that  
 effective schools involve parents effectively Carol Vincent describes the motivation and experiences of parents involved in a  
 variety of grass roots groups organising around educational issues *Annual Meeting Program* American Educational  
 Research Association,1997 *Controversies in Classroom Research* Martyn Hammersley,1993 New edition of a collection of  
 essays on some of the theoretical and methodological controversies connected with quantitative and qualitative  
 investigations of classroom interaction in particular macro and micro analysis and case study and action research The papers  
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The book delves into Knowing What S Local Ethnographic Inquiry Education And Democracy. Knowing What S Local Ethnographic Inquiry Education And Democracy is a crucial topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Knowing What S Local Ethnographic Inquiry Education And Democracy, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
    - Chapter 1: Introduction to Knowing What S Local Ethnographic Inquiry Education And Democracy
    - Chapter 2: Essential Elements of Knowing What S Local Ethnographic Inquiry Education And Democracy
    - Chapter 3: Knowing What S Local Ethnographic Inquiry Education And Democracy in Everyday Life
    - Chapter 4: Knowing What S Local Ethnographic Inquiry Education And Democracy in Specific Contexts
    - Chapter 5: Conclusion
  2. In chapter 1, this book will provide an overview of Knowing What S Local Ethnographic Inquiry Education And Democracy. This chapter will explore what Knowing What S Local Ethnographic Inquiry Education And Democracy is, why Knowing What S Local Ethnographic Inquiry Education And Democracy is vital, and how to effectively learn about Knowing What S Local Ethnographic Inquiry Education And Democracy.
  3. In chapter 2, this book will delve into the foundational concepts of Knowing What S Local Ethnographic Inquiry Education And Democracy. The second chapter will elucidate the essential principles that need to be understood to grasp Knowing What S Local Ethnographic Inquiry Education And Democracy in its entirety.
  4. In chapter 3, this book will examine the practical applications of Knowing What S Local Ethnographic Inquiry Education And Democracy in daily life. The third chapter will showcase real-world examples of how Knowing What S Local Ethnographic Inquiry Education And Democracy can be effectively utilized in everyday scenarios.
  5. In chapter 4, the author will scrutinize the relevance of Knowing What S Local Ethnographic Inquiry Education And Democracy in specific contexts. This chapter will explore how Knowing What S Local Ethnographic Inquiry Education And Democracy is applied in specialized fields, such as education, business, and technology.
  6. In chapter 5, the author will draw a conclusion about Knowing What S Local Ethnographic Inquiry Education And Democracy. This 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 Knowing What S Local Ethnographic Inquiry Education And Democracy.



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