## Contents of Part One

**Preface: How the Handbook Came into Being** .......................... xiii

**General Introduction** ...................................................... xvii
Morwenna Griffiths, David Bridges, Nicholas C. Burbules, and Paul Smeyers

**The Theoretical Landscape**

**Varieties of Interpretation in Educational Research:**

**How We Frame the Project** .............................................. 3
Nicholas C. Burbules, David Bridges, Morwenna Griffiths, and Paul Smeyers

**Interpretation, Social Science, and Educational Research** ............ 17
Deborah Kerdeman

**Ethical Problems of Interpretation in Educational Research** ........ 39
Margaret D. LeCompte

**“A Demand for Philosophy”: Interpretation, Educational Research, and Transformative Practice** ......................... 67
Michael A. Peters

**Genre 1 Narrative Approaches**

**Introduction** ................................................................. 81
Marilyn Johnston-Parsons and Michael F. Watts

**1.1 Historical Narratives in Ethiopia** .................................... 87
Amare Asgedom and Barbara Ridley
1.2 Interpreting Street Narratives of Children and Parents in Indonesia ........................................... 111
Sophie Dewayani

1.3 A Rhetorical Approach to Classroom Narrative Study: Interpreting Narration as an Ethical Resource for Teaching in the USA ................................................................. 135
Mary M. Juzwik

1.4 Dialogue in Narrative Inquiry: Collaboration in Doctoral Study in the USA ........................................... 161
Yuni Sari Amalia, Daniel F. Johnson-Mardones, Marilyn Johnston-Parsons, Wendi Shen, Yun-Sun (Ellie) Shin, and Jason A. Swanson

1.5 Narrative and the Transmission of Traditions: Informal Learning Among Italian Artisan Stone Carvers ............. 185
Amy Shuman

1.6 Ethnography of Primary School Teaching in Tanzania ............... 209
Sharon Tao

1.7 Life History Research and the Interpretation of Working Class Success in Higher Education in the United Kingdom ........... 233
Michael F. Watts

1.8 An Awareness of the Feminist Subject: An Example of Collective Biography Writing in Poststructuralist Discourse Practice .......... 257
Monne Wihlborg

Genre 2 Analysis of Language and Significations

Introduction .......................................................... 283
Jane Mulderrig and Vally Lytra

2.1 Using Critical Discourse Analysis to Interpret Educational Policy on School Exclusion in England and Wales .................. 285
Yo Dunn

2.2 Interpreting Websites in Educational Contexts: A Social-Semiotic, Multimodal Approach .............................. 315
Emilia Djonov, John S. Knox, and Sumin Zhao

2.3 CDA and Participatory Action Research: A New Approach to Shared Processes of Interpretation in Educational Research ........ 347
Nicolina Montesano Montessori and Hans Schuman

2.4 Discourses of Intercultural Communication and Education ........ 371
Karin Zotzmann
2.5 Literacy in the Community: The Interpretation of “Local” Literacy Practices Through Ethnography ............................................. 399
Kate Pahl

2.6 Touch Points and Tacit Practices: How Videogame Designers Help Literacy Studies ............................................................. 423
Jennifer Rowsell

2.7 “Enabling” Participatory Governance in Education: A Corpus-Based Critical Analysis of Policy in the United Kingdom ................................................................. 441
Jane Mulderrig

2.8 Moving from “Interesting Data” to a Publishable Research Article: Some Interpretive and Representational Dilemmas in a Linguistic Ethnographic Analysis of an English Literacy Lesson .............................................. 471
Julia Snell and Adam Lefstein

Genre 3 Ethnography of Education: Sociological and Anthropological Approaches

Introduction .......................................................................................... 499
Francesca Gobbo and Kathryn Anderson-Levitt

3.1 People “of Passage”: An Intercultural Educator’s Interpretation of Diversity and Cultural Identity in Italy ......................................................... 505
Francesca Gobbo

3.2 Constructing Collaborative Interpretations: Children as Co-researchers in an Ethnographic Study in Argentina ....................... 529
Diana Milstein

3.3 Learning to Survive in Sri Lanka: Education and Training in Times of Catastrophe .............................................................. 551
Mara Benadusi

3.4 Negotiating the Boundaries Within: An Anthropologist at Home in a Multiethnic Neighborhood in Urban Japan ....................... 579
Yuko Okubo

3.5 Us and Them: What Categories Reveal About Roma and Non-Roma in the Czech Republic ......................................................... 599
David Doubek and Markéta Levínská

3.6 Working Backwards: A Methodological Autobiography ............... 625
Deborah Golden

3.7 Observing Schools in Disadvantaged Neighborhoods in France .... 635
Jean-Paul Payet
3.8 Doubly Reflexive Ethnography for Collaborative Research in Mexico
Gunther Dietz and Aurora Álvarez Veinguer

Genre 4 Ethnography in Educational Research: Applying Ethnographic Methods in Educational Inquiry

Introduction
Dennis Beach and Elina Lahelma

4.1 On the Subject of Sex: An Ethnographic Approach to Gender, Sexuality, and Sexual Learning in England
Mary Jane Kehily

4.2 The “Gay Eye” of a Researcher and a Student in a Hungarian School: Autoethnography as Critical Interpretation of the Subject
György Mészáros

4.3 “Of Time and the City”: Young People’s Ethnographic Accounts of Identity and Urban Experience in Canada
Jo-Anne Dillabough and Philip Gardner

4.4 Interpreting Visual (and Verbal) Data: Teenagers’ Views on Belonging to a Language Minority Group in Finland
Gunilla Holm, Monica Londen, and Jan-Erik Mansikka

4.5 Interpreting Education Policy and Primary Teachers’ Work in England
Geoff Troman and Bob Jeffrey

4.6 Mediating Systemic Change Through Sociocultural Methods in Educational Systems in the USA
Elizabeth B. Kozleski and Alfredo J. Artiles

4.7 Changing Teacher Education in Sweden? A Meta-ethnographic Analysis Based on Three Long-Term Policy Ethnographic Investigations
Dennis Beach, Anita Eriksson, and Catarina Player-Koro

4.8 Problematizing Evaluative Categorizations: Collaborative and Multisited Interpretations of Constructions of Normality in Estonia and Finland
Sirpa Lappalainen, Elina Lahelma, and Reetta Mietola
International Handbook of Interpretation in Educational Research
Smeyers, P.; Bridges, D.; Burbules, N.C.; Griffiths, M. (Eds.)
2015, XXIV, 1662 p. 81 illus., 35 illus. in color. In 2 volumes, not available separately. Hardcover
ISBN: 978-94-017-9281-3