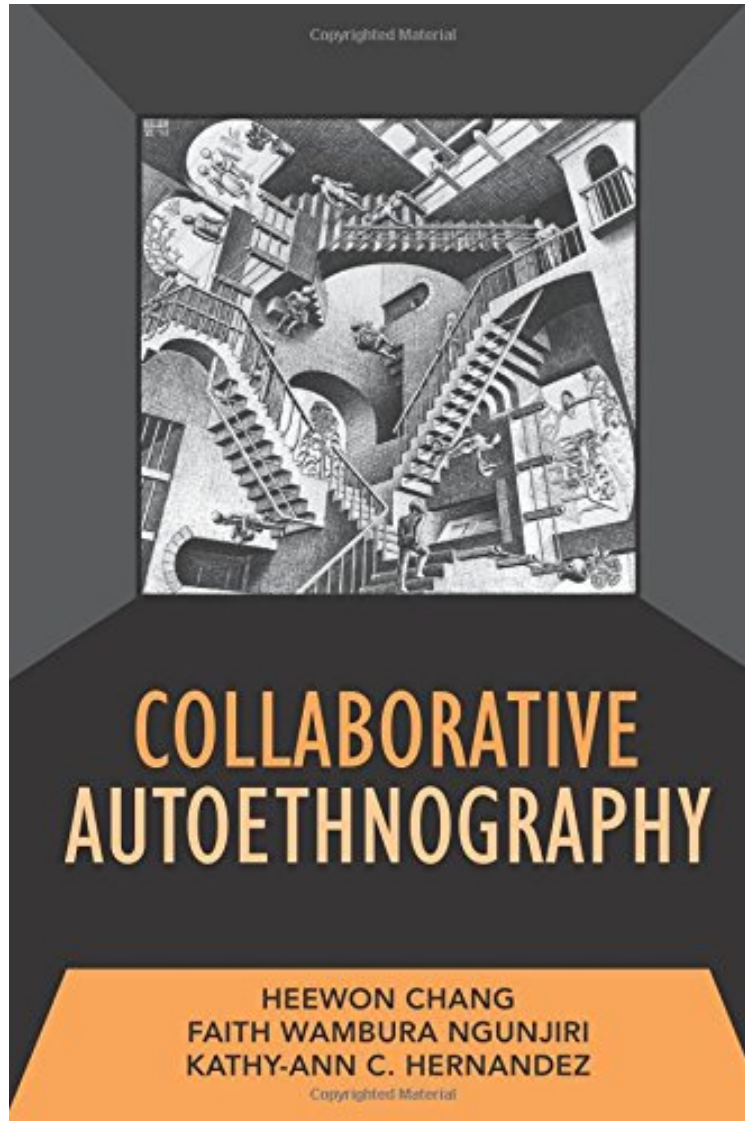


[Ebook free] Collaborative Autoethnography (Developing Qualitative Inquiry)

Collaborative Autoethnography (Developing Qualitative Inquiry)

Heewon Chang, Faith Ngunjiri, Kathy-Ann C Hernandez
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Heewon Chang, Faith Ngunjiri, Kathy-Ann C Hernandez : Collaborative Autoethnography (Developing Qualitative Inquiry) before purchasing it in order to gauge whether or not it would be worth my time, and all praised Collaborative Autoethnography (Developing Qualitative Inquiry):

0 of 0 people found the following review helpful. Excellent Ground-Breaking Work By William Cerf I am seriously considering doing a collaborative dissertation. This book was recommended to me by a faculty member. I also intend to buy another book that was co-authored by one of the authors of this book 3 of 3 people found the following review helpful. Collaborative Autoethnography review By wendy bilgen For the researcher who is already sold on the idea of

autoethnography, this book is a great tool for incorporating collaborative processes into one's research plan. For those not yet convinced that autoethnography is a viable research choice, Chang's (2008) *Autoethnography as Method* would be the place to start. In *Collaborative Autoethnography* Chang, Ngunjiri and Hernandez (2013) move the reader quickly through the basic nuances of autoethnographic method to the unique components of collaboration that are likely to strengthen an autoethnographic study. While they point out that all collaborative autoethnographies have common features (they are autobiographic, ethnographic and interactive) there are various methodological approaches that can be taken (autoethnographic conversations, collaborative autoethnography, community autoethnography, duoethnography, performance collaborative autoethnography) that would involve different amounts of collaboration and with varying group sizes from 2 to 10 or more. These methodological choices are clearly described with valuable personal examples from the authors' own experience with CAE as well as relevant examples from a significant review of CAE studies. The way the book is organized makes sense starting with a convincing case for autoethnography and the collaborative process (Chapters 1-2), the components within CAE from forming a team, choosing a topic, collecting and interpreting data, and writing the final report (Chapters 3-6), and finally in Chapter 7 we are introduced to compelling ways that CAE "adds an important element to the academic landscape" (p. 137). This was my favorite chapter as it acknowledges that research can reach beyond knowledge building to become a "transforming process that allows scholars to build community, advance scholarship, engage in social activism, and become empowered in their social context" (p. 149). While much of the content in the process sections could be applicable to other qualitative approaches, there is an embedded reality in CAE that it is much more than a new research method. At times the authors describe their research process in terms quite common in therapeutic encounters but less often in practiced among research team members. This is one aspect of CAE that is quite unique. Techniques intended to stimulate self reflection and self analysis are intentionally used for drawing deep, emotionally based content that is common in autoethnography. The authors warn that when done collaboratively this can create an atmosphere among team members that is emotionally charged, sensitive, and challenging. While this might seem more fitting for group therapy sessions than in social science research, the nature of CAE is such and researchers are adequately warned throughout this text. CAE is not for the closed off emotionally, or the researcher who is reticent about self disclosure. The authors make it clear that any participant in a CAE study is signing up for more than research, they are signing up for change. As a therapist, I'm drawn to this approach and see the value in acknowledging that research changes the researcher, and CAE more than most other forms of qualitative analysis. I'm not sure all researchers would welcome this reality. While not dismissing the challenges to autoethnography and collaborative autoethnography this work manages to read like a how to book, masterfully making a complex research model seem accessible and inviting. As a therapist and novice researcher just beginning to explore the terrain of new qualitative methods, collaborative autoethnography (CAE) becomes a tempting choice as Chang, Ngunjiri and Hernandez clearly lay out the challenges and benefits of CAE. Much like Chang's (2008) earlier work on autoethnography this text is full of clear explanation, relevant examples and practical exercises that can lead the researcher toward producing quality research. Their stated goal, which was to produce a "text that would help people learn a step-by-step process of engaging in CAE" (p.141) was certainly accomplished.

It sounds like a paradox: How do you engage in autoethnography collaboratively? Heewon Chang, Faith Ngunjiri, and Kathy-Ann Hernandez break new ground on this blossoming new array of research models, collectively labeled Collaborative Autoethnography. Their book serves as a practical guide by providing you with a variety of data collection, analytic, and writing techniques to conduct collaborative projects. It also answers your questions about the bigger picture: What advantages does a collaborative approach offer to autoethnography? What are some of the methodological, ethical, and interpersonal challenges you'll encounter along the way? Model collaborative autoethnographies and writing prompts are included in the appendixes. This exceptional, in-depth resource will help you explore this exciting new frontier in qualitative methods.

"Collaborative autoethnography (CAE) is a relatively new qualitative social inquiry method that utilizes ethnography, autobiography, and researcher collaboration. CAE goes beyond autoethnography, a methodology in which researchers collect data from their own life stories and examine it within sociocultural contexts. Chang previously wrote *Autoethnography as Method* (CH, Mar'09, 46-3928). Multi-researcher CAE takes place collectively and cooperatively within teams ranging from two to a dozen, allowing for self- and collective analysis. The authors (all, Eastern Univ.) here present a cogent and practical guide to the collaborative process. Clearly delineated chapters explain CAE and its benefits and challenges; project typologies; project preparation, including team formation and determining researcher roles and research focus; data collection and interpretation; writing; and applications. Diagrams, extensive references, and a sample list of writing prompts for self-reflective data collection contribute to the volume's usefulness. In the epilogue, the authors describe their recent CAE research project. The appendix includes a reprint of a 2010 article by seven authors who examined mothering, using CAE methodology. As a relatively recent field of social inquiry, CAE previously was the subject of articles only. This volume provides a clearly articulated explanation of CAE and step-by-

step guide to conducting research. Summing Up: Highly recommended. Upper-division undergraduates and above." -- CHOICE

About the Author Heewon Chang, Ph. D., is a professor of multicultural education and organizational leadership at Eastern University in Pennsylvania, USA. After completing a bachelors degree in education at Yonsei University in South Korea, she came to the University of Oregon to pursue a Masters and Ph. D. in educational anthropology under the tutelage of Dr. Harry Wolcott. She founded two open-access scholarly journals and currently serves the International Journal of Multicultural Education (www.ijme-journal.org) as Editor-in-Chief. She has authored/edited three books: *Adolescent Life and Ethos: An Ethnography of a US High School* (1992), *Autoethnography as Method* (2008), and *Spirituality in Higher Education: Autoethnographies* (2011, edited with Drick Boyd). Her research agenda includes qualitative research methods including autoethnography, leadership mentoring, educational equity and justice, multicultural education, and anthropology of education.

Faith Wambura Ngunjiri, Ed. D., is an associate professor of leadership studies and research methods at Eastern University, where she also serves as Director of Research at the Campolo College of Graduate and Professional Studies. She has a doctorate in leadership studies and masters degree in organization development from Bowling Green State University, Ohio; a masters degree in mission studies from Nairobi Evangelical Graduate School of Theology; and a bachelors degree in education (language and literature) from Kenyatta University in Kenya. Her research interests revolve around women and leadership, particularly studies on African women, servant leadership, spirituality and tempered radicalism. She also teaches and writes about culturally responsive research approaches. Her work has been published in *Journal of Research Practice*, *International and Intercultural Communication Annual*, *Journal of Business Communication*, *Journal of Educational Administration*, *UCEA*, *Gendered Perspectives on International Development*, and *Journal of Pan African Studies*. She is the author of *Womens Spiritual Leadership in Africa: Tempered Radicals and Critical Servant Leaders* (SUNY 2010).

Kathy-Ann C. Hernandez, Ph.D., is an associate professor of quantitative research methods at Eastern University and the Director of Research for the Loeb School of Education. She earned her doctorate in educational psychology from Temple University in 2004 where she also worked as a research associate for the Center for Research in Human Development and Education. Her research is focused on the Black diaspora and the role of gender, spirituality, and class in identity formation and as a predictor of social and academic outcomes. She has written several book chapters and articles in line with her research interests and is a reviewer for a number of academic journals. She also served as a co-editor for a special issue of the *Journal of Research Practice* on autoethnography. She owns and manages Intelligent Solutions, an educational research consulting practice in Philadelphia.