

CRITICAL QUALITATIVE RESEARCH IN SOCIAL EDUCATION



Cameron White

Critical Qualitative Research In Social Education

Tao Wei



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 reflexive With this approach many issues such as ethics gender race validity reciprocity sexuality class voice empowerment authorship and readership are given an airing

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

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 is 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

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 studies 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 constraints 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

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 Tran Templeton and Jon Wargo

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 postqualitative 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 postqualitative 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://postqualitative-research.com/series/overview-navigating-the-postqualitative-new-materialist-and-critical-posthumanist-terrain-across-disciplines-an-introductory-guide> 2

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Table of Contents Critical Qualitative Research In Social Education

1. Understanding the eBook Critical Qualitative Research In Social Education
 - The Rise of Digital Reading Critical Qualitative Research In Social Education
 - Advantages of eBooks Over Traditional Books
2. Identifying Critical Qualitative Research In Social Education
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Critical Qualitative Research In Social Education
 - User-Friendly Interface
4. Exploring eBook Recommendations from Critical Qualitative Research In Social Education

- Personalized Recommendations
- Critical Qualitative Research In Social Education User Reviews and Ratings
- Critical Qualitative Research In Social Education and Bestseller Lists
- 5. Accessing Critical Qualitative Research In Social Education Free and Paid eBooks
 - Critical Qualitative Research In Social Education Public Domain eBooks
 - Critical Qualitative Research In Social Education eBook Subscription Services
 - Critical Qualitative Research In Social Education Budget-Friendly Options
- 6. Navigating Critical Qualitative Research In Social Education eBook Formats
 - ePub, PDF, MOBI, and More
 - Critical Qualitative Research In Social Education Compatibility with Devices
 - Critical Qualitative Research In Social Education Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Critical Qualitative Research In Social Education
 - Highlighting and Note-Taking Critical Qualitative Research In Social Education
 - Interactive Elements Critical Qualitative Research In Social Education
- 8. Staying Engaged with Critical Qualitative Research In Social Education
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Critical Qualitative Research In Social Education
- 9. Balancing eBooks and Physical Books Critical Qualitative Research In Social Education
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Critical Qualitative Research In Social Education
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Critical Qualitative Research In Social Education
 - Setting Reading Goals Critical Qualitative Research In Social Education
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Critical Qualitative Research In Social Education

- Fact-Checking eBook Content of Critical Qualitative Research In Social Education
- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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