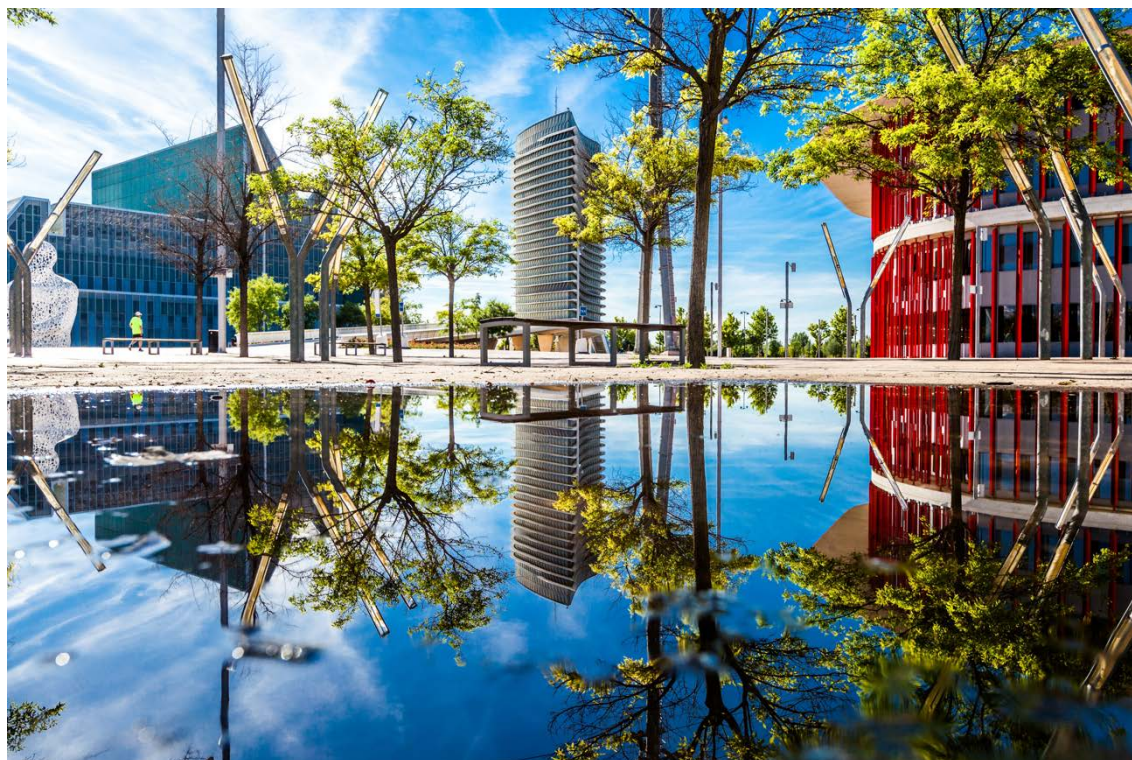


11th Rethinking Educational Ethnography Conference

June 6-7 2024. Faculty of Education. Zaragoza (Spain)

Rethinking Critical Ethnography: Interconnections between doing ethnography and transformation in educational contexts



Conference background

At ECER 2010 in Helsinki, researchers from the Ethnography 19 Network discussed emerging concerns about the diversification and amplification of cultural contexts due to the increasing growth of virtuality and discovered a shared interest. This shared interest started the first Rethinking Educational Ethnography conference. Since then, ten international conferences were organised in Helsinki (2010), Porto (2011), Barcelona (2012), Naples (2013), Copenhagen (2014), Boras (2015), Klaipeda (2016), Budapest (2017), Graz (2018), Freiburg (2023).

Each year, participants discuss topics related to ethnographic epistemology, methodology, and practice. It is a small conference with a maximum of 20 papers. Those are distributed prior to the conference. Every paper session is scheduled for 40 minutes, 10 minutes for the author(s) to emphasise main points and arguments, and the remaining 30 minutes for a common conversation and discussion of the paper. Participants are from a wide range of experienced as well as early career researchers from all parts of Europe. In recent years our delegates have come from Europe, the United States, South America, the Near and Far East, South East Asia, as well as Australia. The conference serves as one of the main sources of papers submitted to the journal *Ethnography and Education*.

The eleventh conference builds on the spirit of previous Rethinking Educational Ethnography conferences and is organised by the 'Education and Diversity' research group, Faculty of Education, Department of Education Sciences, CIFICE at the University of Zaragoza, Esbrina research group from the University of Barcelona, Contemporary Childhood research group from the Autonomous University of Madrid (Spain), Department of Philosophy, Sociology, Pedagogy and Applied Psychology, from University of Padova, Queen's University Belfast, University of Huddersfield (UK), University of Borås (Sweden) and the European Educational Research Association EERA, Network 19 Ethnography.

Conference scope

In the context of debates about the status of ethnographic knowledge in education (Hammersley, 2018) and the limited consideration of ethnographic research from a critical perspective, the next conference aims to examine the interconnections between doing ethnography and transformation in educational contexts (e.g. Beach and Vigo-Arrazola, 2021; Vigo-Arrazola and Tummons, 2023). Although contexts vary, ethnographic research is strongly connected to issues of culture, power, and vulnerability, and their continual reproduction (Lather, 1986). In this sense, the concern with the meaning of ethnographic research in education leads to central questions about not simply ethnography as a method, encompassing theoretical, ethical, hierarchical issues connected to the relationships between researchers and research participants and their positioning (Bagley and Castro-Salazar, 2017; Barbour, 2010; Dennis, 2009; Powell, 2022; Sancho and Hernández, 2020). But fundamentally the purpose of engaging in ethnography with participants, for example as public intellectuals (Gramsci, 1971).

The eleventh conference, in addition to building on the knowledge generated at the previous meetings, will thus invite ethnographers from different fields of educational research to discuss the significance of holding a critical ethnographic perspective. The conference will explore the meaning and implications of ethnographic research in education in terms of opportunities for participant empowerment and the need for a stronger focus on social justice for teachers, learners and communities. Something particularly relevant considering the amazing power of corporations to build and control spaces and experiences. The conference will provide an important and safe intellectual space to critically reflect on the dialogical processes of interaction and conversations between researchers and participants, and the processes and possibilities for transformation.

The following indicative questions are posed:

- How are participants' voices present in the research process?
- How and when does the return of data collected during the research take place?
- How is participants' reflection present? How are changes reflected during the research process?
- How does the research contribute to educational policy debate?
- How does the research contribute to change in situations of disadvantage?

- How do fourth generation creative practices occur in the development of ethnographic research? How ethnographic research is contributing to innovation in researched situations? How ethnographic research is contributing to innovation in research?
- What is the role of dialectics in the research process?

The eleventh conference invites proposals for papers that explore the development and consolidation of these and other related issues and reflect on the production of new knowledge and understanding of policy and practice in educational spaces that are committed to the Sustainable Development Goals. Debate on these issues can contribute to improving qualitative and empirical research design and also to organisational and pedagogical development to promote active participation in ethnographic research on educational innovation and its dynamics.

This conference encourages both academics and doctoral students to present their research and welcomes presentations of completed studies, fieldwork, or work in progress.

References

Bagley, C., & Castro-Salazar, R. (2017). Critical arts-based research: A performance of provocation. *Qualitative Inquiry*, 9–10, 945–955.

Barbour, A. (2010). Exploring some ethical dilemmas and obligations of the ethnographer. *Ethnography and Education*, 5(2), 159-173.

Beach, D., & Vigo-Arrazola, M. B. (2021). Critical ethnographies of education and for social and educational transformation: A meta-ethnography. *Qualitative Inquiry*, 27(6), 677-688.

Dennis, B. (2009). What does it mean when an ethnographer intervenes?. *Ethnography and Education*, 4(2), 131-146.

Gramsci, A. (1971). *Selections from the Prison Notebooks*. International Publishers.

Hammersley, M. (2018). What is ethnography? Can it survive? Should it?. *Ethnography and education*, 13(1), 1-17.

Powell, D. (2022). Critical ethnography in schools: Reflections on power, positionality, and privilege. *International Journal of Qualitative Studies in Education*, 35(1), 18-31.

Hernández, F. & Sancho, J. M. (2020). Los movimientos de la investigación: de lo cualitativo a lo postcualitativo. In F. Hernández, Aberasturi, E., Sancho J. M. & Correa, J. M. *¿Cómo aprenden los docentes?: tránsitos entre cartografías, experiencias, corporeidades y afectos*. (31-42). Ediciones Octaedro.

Vigo-Arrazola, B., & Tummons, J. (2023). Guest Editorial: Ethnographies of Education for Social Justice. *Ethnography and Education*, 18(1), 1-3.

Call for papers

The Rethinking Educational Ethnography 2024 Conference invites papers that reflect and build on current debates in ethnographic epistemology, methodology and

practice. We specifically invite papers that address one or more of the following themes:

1. **The presence of participants' voices in ethnographic research:** From description to transformation through reflection, what examples does ethnography show, how are the voices present, what is the role of participants in the research, and what is the role of the ethnographer in the research?
2. **The presence of the role of ethnographers:** What epistemological and theoretical frameworks are taken as reference? How is the role of the ethnographer made explicit and represented in ethnographic research? What is his or her role in relation to the participants?
3. **The meaning of ethnographic research in education:** How does ethnography contribute to influencing the situations under investigation? How does ethnographic research contribute to making research participants aware of the possibilities and limitations in relation to sustainable development goals? How can the relationship between research and sustainable development be traced ethnographically?
4. **Research ethics:** How is the contribution of research to education present in recent academic debates on research ethics? What should be the ethnographer's positionality in the field? What should be the ethnographer's positionality in research dissemination?
5. **The ethnographer's commitment to research:** Experience in ethnography and engagement Who conducts the fieldwork? Masters students, pre-doctoral students? How does experience in ethnography contribute to change in the situations under investigation?
6. **Time and ethnographic research:** How can the demands and requirements of projects be addressed in relation to the time constraints for research?
7. **On influence and transformation in ethnographic research:** How is the influence of ethnography on the field shaped in and out of the field? What role does ethnographic research play in the situations under investigation? What role does ethnographic research play in educational policy?
8. **Space, place, and ethnographic research:** How is the influence of ethnography present in the different scenarios according to the vulnerability of the spaces?
9. **Digitisation and ethnographic research:** How and in what sense are digital settings present in ethnographic research?
10. **On the presentation of results:** How to adequately articulate the meaning of ethnographic research in education through research results?

Call of abstracts

The conference "Rethinking Educational Ethnography" allows and encourages the active participation of researchers at all stages of professional qualification. Abstracts may relate to completed studies, fieldwork, or work in progress, and should contain the main arguments, fieldwork methods, analytical methods and conclusions. Abstracts should be no longer than 400 words (excluding references) and should be submitted in English to mbvigo@unizar.es using the REE 2023 abstract template.

Accepted full papers, due 17.04.24, will be based on the submitted abstracts and should contain a minimum of 2,000 and a maximum of 5,000 words. All papers will be shared among conference participants so that less time can be spent on presentations and more time can be devoted to conversation and discussion during the sessions. The conference is linked to the Journal *Ethnography and Education*, which welcomes submissions of papers prepared for the conference.

Timeline

Submission starts, Call for Papers:	20.09.23
Submission ends:	20.12.23
Review results announced:	15.01.24
Registration opens:	01.02.24
Full paper submission ends:	10.03.24
Registration deadline:	10.03.24
Conference proceedings and program announced:	17.04.24
Conference Dates:	06/07.06.24

The REE 2024 conference organisers:

Begoña Vigo-Arazola (U of Zaragoza), Belén Dieste (U of Zaragoza), Lisa Bugno (U. Padova), Carl Bagley (Queens' U of Belfast), Juana Sancho-Gil (U of Barcelona), Fernando Hernández-Hernández (U of Barcelona), David Poveda (Autonomous U of Madrid), Lisa Russell (University of Huddersfield), and Dennis Beach (University of Borås)



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More information on <https://educacionydiversidad.unizar.es/home/content/72>