

SECTION I

MOVING FROM THE GOLDEN AGE OF RESEARCH

This section deals with fundamental issues likely to confront the novice qualitative researcher at various stages of an inquiry, from research design, to fieldwork, to analysis, to report writing. The theme of this section reflects the concerns of Denzin and Lincoln's (2005) Blurred Genres moment of qualitative inquiry in which researchers move from postpositivism towards constructivist and arts-based perspectives, become more ethically and politically astute, and strive to represent equitably the voices of those who participate in their inquiries.

The six chapters focus on qualitative researchers in varying roles:

- **practitioner-researcher:** Pat Forster (Ch. 2), David Lloyd (Ch. 6)
- **historian:** Robyn White (Ch. 4)
- **participant-observer:** Adrienne Gibson (Ch. 3); Judith Mulholland (Ch. 5)
- **semiotician:** Catherine Milne (Ch. 7)

These researchers are concerned to varying degrees with establishing quality standards for their empirical representations of the participants in their inquiries, for representing their own subjectivities, and for connecting meaningfully with their readers.

CHAPTER SUMMARIES

Chapter	Context of the research	Focus of the chapter	Methodological referents	Quality standards
Ch. 2: Pat Forster	A practitioner-researcher investigates/improves her own mathematics teaching practice	The researcher illustrates strategies for improving her interpretative research writing	<ul style="list-style-type: none"> ▪ <i>Hermeneutic phenomenology</i> (van Manen, 1990) ▪ <i>Writing as inquiry</i> (Richardson, 1998) 	<ul style="list-style-type: none"> ▪ interpretative voice ▪ reflexivity ▪ coherence ▪ researcher growth
Ch. 3: Adrienne Gibson	A researcher investigates/improves the science assessment practices of her colleagues	The researcher outlines strategies for dealing with ethical challenges whilst interacting with her colleagues	<ul style="list-style-type: none"> ▪ <i>Connoisseurship</i> (Eisner, 1991) ▪ <i>Narrative configuration</i> (Polkinghorne, 1995) 	<ul style="list-style-type: none"> ▪ ethical safeguards ▪ professional support ▪ member checks ▪ dialogue amongst stakeholders
Ch. 4: Robyn White	A researcher conducts an historical inquiry into her State's science curriculum policy changes	The researcher discusses the role of narrative and metaphor in representing historical research	<ul style="list-style-type: none"> ▪ <i>Narrative inquiry</i> (Polkinghorne, 1995) ▪ <i>Metaphor</i> (Lakoff and Johnson, 1980) 	<ul style="list-style-type: none"> ▪ ethical safeguards ▪ multiple perspectives ▪ resonance ▪ connectedness and coherence ▪ transferability ▪ reflexivity ▪ believability ▪ transparency
Ch. 5: Judith Mulholland	A researcher investigates how beginning primary school teachers learn about science and teaching science	The researcher recounts the role of her subjectivity in conducting constructivist research	<ul style="list-style-type: none"> ▪ <i>Constructivist-interpretative inquiry</i> (Denzin and Lincoln, 2000) ▪ <i>Analytic induction</i> (Erickson, 1986) ▪ <i>Narrative case study</i> (Stake, 2000) 	<ul style="list-style-type: none"> ▪ participants' voices ▪ reader engagement ▪ researcher growth ▪ reflexivity
Ch. 6: David Lloyd	A practitioner-researcher explores the 'futures images' of his own high school science students	The researcher portrays the role of his subjectivity and relationship with other participants	<ul style="list-style-type: none"> ▪ <i>Participatory constructivist inquiry</i> (Guba and Lincoln, 1989) 	<ul style="list-style-type: none"> ▪ truthfulness ▪ multiple theoretical perspectives ▪ negotiation of constructs
Ch. 7: Catherine Milne	A researcher conducts a critical inquiry into the cultural capital of school science textbook stories	The researcher illustrates her development of a strategy for transforming the cultural capital of school science textbooks	<ul style="list-style-type: none"> ▪ <i>Semiotic circle structure of stories</i> (Scholes, 1981) 	<ul style="list-style-type: none"> ▪ multiple data sources ▪ reader engagement: critical awareness, enhanced agency