

SECTION II

MEETING THE RESEARCH CRISES

This section exemplifies increasingly artful ways in which the qualitative researcher can represent meaning more meaningfully and generate meaningful action amongst the participants of his/her research, especially the reader of the research report. The theme of this section reflects the move into the fourth and fifth moments of qualitative inquiry (Crisis of Representation, Postmodern Experimental Ethnographic Writing) where researchers become more reflexively aware, blur the boundaries of fieldwork and writing by adopting writing as a method of inquiry, and conduct research for the purpose of producing context-based practical knowledge.

Four chapters illustrate how practitioner-researchers use narrative modes of inquiry, including various literary genres, to explore their own professional practices and to represent their inquiries in ways that engage their readers in acts of pedagogical thoughtfulness.

- **practitioner-researchers:** Vaille Dawson (Ch. 8); Bob Fitzpatrick (Ch. 10); Russel Montgomery (Ch. 11), David Geelan (Ch. 13)

In the remaining chapters, qualitative-researchers use narrative methods and literary genres (amongst other methods) to produce distinctly differing forms of educational theory.

- **cultural-researcher:** Jill Slay (Ch. 9)
- **participant-observer:** John Willison (Ch. 12)

CHAPTER SUMMARIES

Chapter	Context of the research	Focus of the chapter	Methodological referents	Quality standards
Ch. 8: Vaile Dawson	A practitioner-researcher investigates her students' experiences of learning science by means of bioethical dilemmas	The researcher outlines the use of fictive tales to investigate her students' novel learning experiences	<ul style="list-style-type: none"> ▪ <i>Interpretative case study</i> (Merriam, 1988; Guba and Lincoln, 1989) ▪ <i>Narrative tales and commentaries</i> (Schulman, 1992; van Manen, 1990) 	<ul style="list-style-type: none"> ▪ credibility ▪ reader engagement: verisimilitude, coherence, interest
Ch. 9: Jill Slay	A researcher investigates Chinese and Australian students' beliefs about Nature	The researcher illustrates her use of narratives of experience to augment naturalistic inquiry and assertion-making	<ul style="list-style-type: none"> ▪ <i>Researcher as bricoleur</i> (Denzin and Lincoln, 2000) ▪ <i>Narrative inquiry methods</i> (Clandinin and Connelly, 1996) ▪ <i>Practical knowledge</i> (Fenstermacher, 1994) 	<ul style="list-style-type: none"> ▪ adequacy and plausibility ▪ objectively reasonable knowledge claims ▪ practical reasoning
Ch. 10: Bob Fitzpatrick	A researcher investigates critically his own leadership practice in facilitating structural change within his school	The researcher illustrates the use of dialectical writing as a means of inquiring into his own professional experience	<ul style="list-style-type: none"> ▪ <i>Writing as inquiry</i> (Richardson, 2000) ▪ <i>Critical incidents</i> (Tripp, 1993) ▪ <i>The dialectic</i> (Giroux, 1981) 	<ul style="list-style-type: none"> ▪ multiple voices ▪ critical reflexivity ▪ reader engagement
Ch. 11: Russel Montgomery	A researcher explores critically his experience as a mathematics curriculum writer in a non-school setting	The researcher illustrates the use of multiple genres to represent and explore conflicts in his personal and professional values	<ul style="list-style-type: none"> ▪ <i>Tales of the field</i> (Van Maanen, 1988) ▪ <i>Ricoeur's hermeneutic of selfhood</i> (Boje, 2001) 	<ul style="list-style-type: none"> ▪ coherence ▪ multiple interpretations ▪ critical reflexivity ▪ emergence
Ch. 12: John Willison	A researcher investigates classroom factors influencing students' development of scientific literacy	The researcher outlines his use of multiple genres and metaphor to conceptualise the interpretative framework of his research	<ul style="list-style-type: none"> ▪ <i>Tales of the field</i> (Van Maanen, 1988) ▪ <i>Metaphor</i> (Lakoff and Johnson, 1999) ▪ <i>Analytic induction</i> (Erickson, 1998) 	<ul style="list-style-type: none"> ▪ interpretative power ▪ coherence ▪ voice ▪ emergence ▪ writer and reader engagement: transferability, verisimilitude ▪ reflexivity ▪ researcher self-growth
Ch. 13: David Geelan	A practitioner-researcher explores his experiences of team teaching in an innovative middle school	The researcher explains the use of impressionistic tales to represent his problematic experience as a teacher-researcher interacting with colleagues and students	<ul style="list-style-type: none"> ▪ <i>Narrative methodology</i> (Clandinin and Connelly, 1988) ▪ <i>Impressionist tales</i> (Van Maanen, 1988) ▪ <i>Bricolage</i> (Denzin and Lincoln, 1994) 	<ul style="list-style-type: none"> ▪ reader engagement: verisimilitude and coherence ▪ catalytic validity: pedagogical reflection of researcher and readers