

SECTION III

A NEW ERA OF RESEARCH

This section moves us into the most recent and unfolding moments of Denzin and Lincoln's (2005) scheme of qualitative research (Postexperimental Inquiry, Methodologically Contested Present, The Immediate and Fractured Futures). Since the mid-1990s, contemporary qualitative researchers have been adopting complex experimental modes of inquiry with which to pursue socially transformative agendas despite the conservative political climate of higher education worldwide. Critical theorists and postmodernists alike continue to urge academics to resist the economic rationalist imperatives that press us to optimise our productivity by situating our research entirely within the modernist world view. Alternative world views of contemporary qualitative research provide powerful means for academics to engage in political praxis within their own institutions for the immediate purpose of decolonising their own professional life worlds, thereby contributing to the process of transforming the social and cultural ethos of their institutions.

The chapter authors in this section have agendas for social transformation underpinned, to varying degrees, by an ethical urge to create professional practices that are culturally and socially inclusive. They strive to generate new ethics and epistemologies for the professional practices of themselves and their colleagues, including health care workers, mathematics teachers, school leaders, engineering lecturers/professors, and educational researchers.

- **interpretative phenomenologist:** Georgie Hawley (Ch. 14)
- **practitioner-researcher:** Kwena Masha (Ch. 15)
- **virtual ethnographer:** Tanya Vernon (Ch. 18)
- **critical auto/ethnographers:** Elisabeth Settelmaier (Ch 16), Les Pereira (Ch. 17), Bal Chandra Luitel (Ch. 19)

A hallmark of these contemporary forms of qualitative inquiry is the important role played by higher-level thinking processes such as autobiographical excavation of the researcher's life world, fictive imagining, moral contemplation, critical analysis of one's methods of inquiry, and envisioning future possibilities for a brighter world.

CHAPTER SUMMARIES

Chapter	Context of the research	Focus of the chapter	Methodological referents	Quality standards
Ch. 14: Georgie Hawley	A researcher investigates health-related spiritual needs of multicultural Western Australians	The researcher reflects critically, via the metaphor of <i>researcher as punk</i> , on how she conducted an interpretative phenomenological inquiry	<ul style="list-style-type: none"> ▪ <i>Interpretative phenomenology</i> (Heidegger, Bakhtin) ▪ <i>Textual analysis and data coding</i> (van Manen, 1990) ▪ <i>Analytic induction</i> (Erickson, 1998) 	<ul style="list-style-type: none"> ▪ plausibility ▪ member checks ▪ critical self-questioning ▪ self-growth of researcher
Ch. 15: Kwena Masha	A researcher conducts a self-study of the development of a constructivist mathematics classroom environment	The researcher considers the emergent nature and process of constructivist inquiry he undertook as a practitioner-researcher	<ul style="list-style-type: none"> ▪ <i>Researcher as bricoleur</i> (Denzin and Lincoln, 2000) ▪ <i>Constructivist inquiry</i> (Guba and Lincoln, 1989) ▪ <i>Reflexive interpretation</i> (Alvesson and Skoldberg, 2000) 	<ul style="list-style-type: none"> ▪ reflexive interpretation ▪ emergent design ▪ fused research strategies ▪ literature as data ▪ interpretative richness
Ch. 16: Elisabeth Settelmaier	A researcher investigates auto-biographically and ethnographically the development and use of ethical dilemma stories in school science to enhance students' moral sensibilities	The researcher outlines the autobiographical writing component of her research which enabled her (and her reader) to engage in transformative learning	<ul style="list-style-type: none"> ▪ <i>Exploring self-identity</i> (Palmer, 1998) ▪ <i>Transformative learning</i> (Mezirow, 1991) ▪ <i>Autobiographical research</i> (Roth, 2005) ▪ <i>Self-study</i> (Bullough and Pinnegar, 2001) 	<ul style="list-style-type: none"> ▪ textual ambiguity and aesthetics ▪ critical self-reflection ▪ authorial voice ▪ honesty ▪ reader engagement: self-understanding
Ch. 17: Les Pereira	A researcher conducts a critical self-study of his school leadership practice	The researcher discusses the role of multiple modes of inquiry in conceptualising a transformative research methodology of 'no-method'	<ul style="list-style-type: none"> ▪ <i>Writing as inquiry</i> (Richardson, 2000) ▪ <i>Seven modes of inquiry</i> (Henderson and Kesson, 2004) ▪ <i>Integral thought</i> (Wilber, 1998) ▪ <i>Against method</i> (Feyerabend, 1978) 	<ul style="list-style-type: none"> ▪ crystallisation and multiple perspectives ▪ writer and reader engagement: dialogical writing ▪ researcher self-growth
Ch. 18: Tanya Vernon	A researcher explores expert problem solving amongst students studying electronic engineering in a laboratory setting	The researcher reflects on the future prospects of her 'virtual research' which makes use of hypertext and cyberspace to represent complex and sophisticated discourse and analysis	<ul style="list-style-type: none"> ▪ <i>Researcher as bricoleur</i> (Denzin and Lincoln, 2000) ▪ <i>Writing as inquiry</i> (Richardson, 2000) ▪ <i>Virtuality</i> (Hayles, 2001) ▪ <i>The digital dialectic</i> (Lunenfeld, 2001) 	<ul style="list-style-type: none"> ▪ truthfulness ▪ believability: verisimilitude, audit trail ▪ service to the reader: reflective conversation
Ch. 19: Bal Chandra Luitel	A researcher inquires via critical autoethnography into the culturally decontextualised nature of mathematics education in Nepal	The researcher discusses the emergent nature of writing as inquiry, particularly the role of research questions and multiple theoretical referents.	<ul style="list-style-type: none"> ▪ <i>Writing as inquiry</i> (Richardson, 2000) ▪ <i>Exploring inner landscapes</i> (Palmer, 1998) ▪ <i>Autoethnography</i> (Ellis and Bochner, 2000) 	<ul style="list-style-type: none"> ▪ polyvocality ▪ reader engagement: verisimilitude, pedagogical thoughtfulness ▪ emergence ▪ critical reflexivity ▪ crystallisation