

NOTES ON CONTRIBUTORS

Maria Birbili is a doctoral student at the Department of Educational Studies, University of Oxford. Her thesis is on the workplace experiences of academics from different types of higher education institution. She has an MA in early childhood education from Boston College, USA, and an MSc in educational research methodology from the University of Oxford, UK. She taught early childhood issues for four years at the Technological Education Institution of Athens while at the same time working as a coordinator for a European Union funded program for childminders.

Mari Boyle is a former primary teacher. She was until recently Research Fellow at the School of Education, The Open University, Milton Keynes, UK, researching child-meaningful learning with particular reference to young bilingual children during the first two years of their school careers. She is currently preparing a book on this topic, and working toward a PhD. Her publications include *Restructuring Schools: Reconstructing Teachers* (Open University Press, 1997, with Peter Woods, Bob Jeffrey and Geoff Troman).

Phil Francis Carspecken is an associate professor of educational sociology at the Department of Cultural Studies, College of Education, University of Houston. His academic interests include social theory, critical theory, and cultural studies. He is author of *Community Schooling and the Nature of Power: The Battle for Croxteth Comprehensive* (Routledge, 1991), *Critical Ethnography in Educational Research: A Theoretical and Practical Guide* (Routledge, 1996) and *Four Scenes for Posing the Question of Meaning, and Other Explorations in Critical Philosophy and Critical Methodology* (Peter Lang, 1999).

Sam Hillyard is a final year doctoral student at the University of Warwick. She has a BA in sociology, also from Warwick, where she lectures in qualitative field research and the sociology of education. Her main research interests are the rela-

tionship between theory and method in ethnography, the sociology of childhood and interpretative social theory.

Bob Jeffrey is research fellow at the Open University and has published research, together with Peter Woods, on teacher creativity, primary teacher discourses on work, pupils' perspectives of creative learning and the restructuring of primary teachers' work. His books include: *Teachable Moments* (Open University Press, 1996, with Peter Woods), *Restructuring Schools: Reconstructing Teachers* (Open University Press, 1997, with Peter Woods, Geoff Troman and Mari Boyle), and *Testing Teachers: The Effects of School Inspections on Primary Teachers* (Open University Press, 1998, with Peter Woods).

Alexander Massey taught in state and private schools for ten years, heading both music and drama departments, and has done LEA consultancy work and run workshops on supply teaching issues. He completed an MSc in educational research methodology in 1995, and continued with DPhil research within the Department of Educational Studies, University of Oxford. He has published several papers on research methodology and was co-editor of *Children Learning in Context* (JAI Press, 1998). He runs "Free Your Voice," a voice consultancy for theatres, businesses and therapy centers, and is a professional solo singer, performing opera, oratorio, cabaret and folksong.

Jim Mienczakowski is a former Deputy Dean (Research) of the Faculty of Education and the Arts, Griffith University and is currently the Director of the Ethnographic Performance Research Unit at the Gold Coast Campus, Queensland, Australia. Trained in theatre in the UK, with a background in theatre, television and radio performance, Jim has many years of experience teaching in Inner London, Dorset and the Caribbean as well as in Australia. Since 1990 he has been developing ethnographic performance research as a way of explaining and debating health consumers' experiences of illness and institutional treatment. His research unit is now developing, among other things, ethnographic methodologies to help explore family and individual experiences of cosmetic surgery and the efficacy of anti-youth suicide campaigns.

Marlene Morrison is a lecturer in education at the School of Education, University of Leicester. Until recently, she held a joint lectureship at the Center for Educational Development Appraisal and Research (CEDAR)/Sociology at the University of Warwick. Research and evaluation studies have focused upon emerging developments in the University for Industry and library-focused research for citizenship and lifelong learning. Other research interests include: supply teaching and the growth of private teaching agencies, professional and school development, and the sociology of food and eating in schools. Articles, books and reports reflect her research interests.

John Schostak is professor of education at the Center for Applied Research in Education at the University of East Anglia. His interests focus on applied research methodologies appropriate to understanding educational processes in all spheres of social life: private and public sector organizations in health, business, media, politics, law and order and educational institutions, as well as the more informal institutions of the family, street and Internet.

Ana Vasquez is a former professor in the psychology of education at the University of Chile who has lived and worked in Paris since 1974. She received a PhD in psychology from the University René Descartes-Paris V in 1977, and is now a senior researcher at the French CNRS (National Centre for Scientific Research) within the CERLIS (Research Centre for Social Relations) team at University René Descartes. Ethnography of education is one of her principal research interests, and she is now developing a conceptual analysis of culture, transculture and cultural identity on the basis of ethnographic research. Her academic publications include: *La malédiction d'Ulysse: exils latino-américains* (with A.M. Araujo) and *La socialisation à l'école: approche ethnographique* (with I. Martinez). She is also a published novelist, and is particularly interested in the field of narrative and the links between fictional and ethnographic writing.

Geoffrey Walford is reader in education policy and a fellow of Green College at the University of Oxford. He was previously senior lecturer in sociology and education policy at Aston Business School, Aston University, Birmingham. His recent books include: *Choice and Equity in Education* (Cassell, 1994), *Educational Politics: Pressure Groups and Faith-Based Schools* (Avebury, 1995), *Affirming the Comprehensive Ideal* (Falmer, 1997, edited with Richard Pring), *Doing Research about Education* (Falmer, 1998, editor) and *Durkheim and Modern Education* (Routledge, 1998, edited with W.S.F. Pickering). His research foci are the relationships between central government policy and local processes of implementation, choice of schools, religiously based schools and ethnographic research methodology. He is currently directing a Spencer Foundation funded comparative project on faith-based schools in England and The Netherlands, and is Joint Editor of the *British Journal of Educational Studies*.

Angela Xavier de Brito received a PhD in sociology from the University René Descartes-Paris V in 1991, and is now a senior researcher at the French CNRS (National Centre for Scientific Research) within CERLIS (Research Centre for Social Relations) associated with the University René Descartes. Her research work in Brazil and Chile guided her interests towards qualitative research, and she is now involved in developing theories about photographic ethnographic approaches that draw on symbolic interactionism, history and epistemological reflection about the research process. Her main research themes are the socialization process, the foreigner in various social situations (exile, migration, academic

training), gift theory (as developed by Mauss), and academic cooperation between France and Latin America. She has published many academic articles and produced ethnographic films.