

# **Ethics, Ethnography and Education**

# Studies in Educational Ethnography

**Series Editor: Professor Rodney Hopson, University of Illinois-Urbana Champaign, USA**

*Studies in Educational Ethnography* presents original research monographs and edited volumes based on ethnographic perspectives, theories and methodologies. Such research will advance the development of theory, practice, policy and praxis for improving schooling and education in neighbourhood, community and global contexts.

In complex neighbourhood, community and global contexts, educational ethnographies should situate themselves beyond isolated classrooms or single sites and concern themselves with more than narrow methodological pursuits. Rather, the ethnographic research, perspectives and methodologies featured in this series extend our understandings of sociocultural educational phenomena and their global and local meanings.

# **Ethics, Ethnography and Education**

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## About the Editors

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**Ruth Barley** (<https://orcid.org/0000-0003-0958-9619>) is a Reader of Sociology in the College of Social Sciences and Arts at Sheffield Hallam University. Ruth is an ethnographer with broad research interests within the area of cultural diversity, identity and inclusion and more specifically in relation to how children conceptualise and operationalise identity and the impact that this has on their development. She has been the treasurer and co-organiser of the Oxford Ethnography and Education Conference for seven years.

**Dr Jonathan Tummons** (<https://orcid.org/0000-0002-1372-3799>) is Associate Professor in Education at Durham University, UK. He is an ethnographer with research interests in higher, professional, medical and technical education. His current research and most recent publications have centred on the ways in which people and technologies work together in a variety of formal and informal learning contexts, and on the philosophical anthropology of Bruno Latour and the evolution of actor-network theory within Latour's Modes of Existence project. He sits on the organising committee for the Oxford Ethnography and Education Conference, and on the editorial boards for Ethnography and Education.

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## About the Contributors

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**Fredrik Rusk** is Docent of education with a focus on digital interaction at Åbo Akademi University, Finland, and Associate Professor II in pedagogy at Nord university, Norway. His research involves the employment of conversation analysis and interaction analysis with video recordings to investigate social interaction and learning in diverse settings, including screen-mediated interaction; smartphones, video conferences and video games.

**Poonam Sharma** has been a Teacher Educator and Ethnographer at the Tata Institute of Social Science, India, since 2018. She teaches courses in the areas of Curriculum Studies, Childhood Studies and Qualitative Research. Her doctoral research was a year-long ethnographic work focusing on the educational experiences of children in the context of low fee-paying private schools. The study focused on how disadvantaged families support their child's schooling. It brought together the new sociological perspectives on childhood and ethnographic expertise for understanding families and schooling. Her research was supported by the National Council of Educational Research and Training, India Doctoral fellowship award. She is a recipient of the DAAD Student Exchange Program Fellowship for the year 2010 (Desutscher Akadmischer Austausch Dienst, 2010). Her research interests include Pre-service teacher education programmes, Low fee-paying private schools, Childhood Studies, Ethnography and Private Supplementary Tutoring.

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**Matilda Ståhl** is Doctor of Philosophy with education as major subject. She defended her doctoral thesis in December 2021 and is currently working as a post-doctoral researcher and university teacher at Åbo Akademi University, Finland. Her research is focused on identity (co)construction online/offline within an educational context. The ethno-case study discussed in the current chapter, co-authored with Dr Fredrik Rusk, is part of her thesis.

**Yang Zhao** is currently engaged in a PhD in Education in Scottish country dancing at the University of Edinburgh (funded by China Scholarship Council). She graduated with Cohort 2016 Choreomundus – International Master in Dance Knowledge, Practice, and Heritage in 2018. The Erasmus Mundus joint master was awarded by four partnership universities: Norwegian University of Science and Technology (Norway), Université Clermont Auvergne (France), Szegedi Tudományegyetem (Hungary) and Roehampton University London (UK). While enrolled in an MSc in Dance Science and Education at the University of Edinburgh in 2016, she was actively engaged in learning Scottish dancing.

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## Series Preface

The edited book by Lisa Russell, Ruth Barley and Jonathan Tummons, *Ethics, ethnography, and education*, presents timely and prescient contributions to topics for the novice and accomplished educational ethnographers who wrestle with questions of ethics. Within nine chapters, the ten contributors provide a landscape of challenges and complexities of shifting and responses to ethical dilemmas in the field taken from ethnographers working in the Basque Country, England, Scotland, India, Sweden and the Americas. Within the current context of the COVID-19 pandemic, the nature of fieldwork has changed for the many ethnographers and authors facing this reality. However, the book contributors also provide new ways of thinking and addressing issues related to data ownership, consent, participant representation(s), culture, dissemination of findings and working with unique country and community contexts and populations of study.

This book, volume 17 of the Studies in Educational Ethnography's book series, returns readers to the UK and Europe where the series was founded by Prof. Geoffrey Walford some 15 years earlier. From Walford's introduction to the series through this volume, the book series' primary objective is to present original research monographs or edited volumes based on ethnographic perspectives, theories and methodologies. Such research will advance the development of theory, practice, policy and praxis for improving schooling and education in neighbourhood, community and global contexts. In complex neighbourhood, community and global contexts, educational ethnographies should situate themselves beyond isolated classrooms or single sites and concern themselves with more than narrow methodological pursuits. Russell, Barley, Tummons and colleagues provide a rich and nuanced perspective an everyday ethics in a changing world, illustrating the tensions ethnographers face in managing ethics, translating ethics in multiple sites of engagement, all while paying attention to the most vulnerable, marginalised and young.

The book series is located within the College of Education, University of Illinois-Urbana Champaign. Located in the Quantitative and Qualitative Methodology, Measurement, and Evaluation (QUERIES), Department of Educational Psychology, the College of Education is home to multiple traditions of research and evaluation scholarship in humanities and social sciences for decades. On the campus, the University annually hosts the International Congress of Qualitative Inquiry (ICQI), a venue for qualitative researchers who travel from around the world to the cornfields of Illinois each May.

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For more details about the series, we invite you to visit the website or communicate directly with Kim Chadwick ([kchadwick@emerald.com](mailto:kchadwick@emerald.com)) or me ([hopson@illinois.edu](mailto:hopson@illinois.edu)).

Rodney Hopson  
*Series Editor*