What Difference Does Research Make and for Whom?

Edited by Frangoise Bodone
Acknowledgments xi

1 Introduction: Why Make a Difference? 1
Frangoise Bodone

Part 1: Grounding Research: Theoretical Premises and Questions 9

2 The Social Relevance of Critical Ethnography 11
Phil F. Carspecken

3 Beyond Political Literacy: From Conscientization to Transformative Praxis 29
Graham Hingangaroa Smith

4 Asking Powerful Questions: Seeking Powerful Action 43
Mary C. Dalmau

5 Decentering Dominant Discourses in Education: The Emancipatory Possibilities of Our Work 59
Enora R. Brown

6 Living Educational Theories and Multimedia Forms of Representation 77
Jack Whitehead
What Difference Does Research Make and for Whom?

7 The Practical and Scholarly Value of the Self-Study of Teaching and Teacher Education Practices
Jerome Allender

Part 2: Voicing Research: Seeing Practice, Hearing Knowledge, Opening Pathways

8 The Struggle for Legitimate Knowledge: Teachers' Thinking on Research
Andrew Gitlin, Mary D. Burbank, and Don Kauchak

9 Voice, Nostalgia, and Teachers' Experiences of Change
Andy Hargreaves and Shawn Moore

10 Policy Research and "Damaged Teachers": Towards an Epistemologically Respectful Paradigm
John Smyth

11 Researching with Teachers: Making Responsive Professional Practice Visible (and Viable)
Hafdis Gudjónsdóttir

12 Research Mentoring: The Missing Link in Educational Research
Sarah Fletcher

13 Articulating Knowledge for Transformation
Yolanda M. Wattsjohnson

14 The Potential of Artful Analysis and Portrayals in Qualitative Inquiry
Lynn Butler-Kisber

Part 3: Concretizing Research: From Local Action(s) to Global Influence(s)

15 Reciprocity in Research: A Retrospective Look at My Work with Kilome Women
Mutindi Mumbua Kiluva-Ndunda
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>I Am, You Are, We Become: Sustained Relationality in Practice, Research, and Policy</td>
<td>235</td>
</tr>
<tr>
<td></td>
<td><em>Frangoise Bodone</em></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Changing Power Relations in Education: Kaupapa Māori Messages for &quot;Mainstream&quot; Education in Aotearoa/New Zealand</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td><em>Russell Bishop</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Part 4: In Conclusion...</strong></td>
<td>271</td>
</tr>
<tr>
<td>18</td>
<td>Acting in a World Unveiled</td>
<td>273</td>
</tr>
<tr>
<td></td>
<td><em>Frangoise Bodone and Mary C. Dalmau</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Notes on Contributors</strong></td>
<td>283</td>
</tr>
<tr>
<td></td>
<td><strong>Index</strong></td>
<td>287</td>
</tr>
</tbody>
</table>