**Reframing the Center: New Directions in Qualitative Methodology in International Comparative Education – Baily, Shah, Call-Cummings**

Methodologies underpin methods. Researcher perspective affects all levels of research. Ed is a social process – use of knowledge, researcher reflexivity, role of methodologies to challenge discourse. Role of culture. Collaboration in research affects reflexivity – add retrospective reflection. How power matters when global ideas get constructed. Local understandings linked to larger forces. Gendered subjectivity of women. To whom are you writing and for what purpose? We effect and affect. Recenter research – focus shifts fr researcher expertise to multiple knowledge and lived experience of those we work

**Conceptual Tools for Research in Comparative Education – Carey**

Models are not theories. Interaction of systems: political and ed systems (ed changes resulting from politics); investment in ed to develop HR (nation building, curriculum is key); ed in CC (incorporate cultural pattern elements); ed contrib to dev (econ & social goal for ed); ed planning and dev (feedback process b/t national, ministry, regional, institutional/school levels); Sociocultural system (“Comparative educators thus must be interdisciplinary in their training and outlook.”)

**Shifting Perspectives on Comparative Research: A View from the USA -- Hawkins & Rust**

History of comparative ed: area studies to “pursuit of knowledge not contextualized” to dev studies (mix of first two) to more discipline-focused (cultural, area studies) to dev/planning. Critical theory, caution about positivism, lack of experimental studies, human dev perspsective to “practical application.” Dev/Planning = interventionist and policy oriented to anti-positivism

**Comparative Research in Education: A Mode of Governance or a Historical Journey? Nóvoa and Yariv-Mashal**

Knowing the other (1880s) to understanding the other (1920s) to constructing the other (1960s) to measuring the other (2000s). Comparative Ed often a political tool to create ed policy; legitimacy. Need new conceptions of space-time relationship due to globalization & flxu of comms and global interconnections – multiple space and unfold time will open understanding. Comp Ed framework: a multidimensional process in which research is grounded in local histories but is based and embedded in different forces, connections, times and places…these histories in different “resents” will produce an individual, historically contingent social, cultural and educational discourse.

**Doing comparative historical education research: problems and issues from and about Hong Kong-- Sweeting**

Comparisons over time rather than place – example Hong Kong. Historical context & perspective matters. Agency & terminology. Data sometimes is made to fit pre-determined themes. What is point of the comparison? Unit of?

**Imagining Comparative Education: past, present, future – Paulston**

Claims to absolute knowledge cannot be proven; attempts to achieve hard data and objectivity often results in dilemmas of exclusion, circularity and infinite regress…if we are to analyze and compare how things in the world take on meanings, it will be necessary to understand the diverse imaginative enactments that produce meanings. How do our choice of ideas and forms of representation influence our views of how reality is constitute and construed, how meaning and value are created and imposed on an otherwise unruly world.

**Can the Subaltern speak? Gayatri Chakravorty Spivak**

**Everybody’s Afraid of Gayatri Chakravorty Spivak: Reading Interviews with the Public Intellectual and Postcolonial Critic—Chakraborty**

Mediates between inside/outside; impossible to pin down post-colonial critic, a consolidated identity. Spivak’s interviews delineate the space b/t us and them that demands a politics of ethical engagement with the other. No one can quite articulate the space she herself inhabits – that is s.th. one really only learns from other people”. Future only makes sense if we pay close attention to our past, to where we come from and to how we repeatedly rehearse it in our present.

**Exploring the fault lines of cross-cultural collaborative research -- Pryor, Kuupoleb, Kutorb , Dunnea and Adu-Yeboahb**

Ghana and British collaborative research experience. Personal accounts, multiple perspectives, initiation of research, methodology used. Instabilities/mixed feelings, but opens spaces for decolonizing research. Outside/Inside paradigm. Power in research = budget holder; fieldis constructed more by structures of funders than by the thinking of the academy. Research provides answers and interventions to “go to scale.”Identity is a strategic and positional concept…in process of change and transformation….never unified”

**Qualitative data analysis in cross-cultural projects -- Troman and Jeffrey**

“data generated by a loosely coupled approach to qualitative research which uses a wide range of data collection methods can be effectively analyzed with a qualitative synthesis”. “Developing of culturally sensitive qualitiatve research methodologies is an urgent task”. Use data reduction (keep projet manageable); data display (efficiently organize and present info); and conclusion drawing and verification (start at the beginning, note patterns, structures,etc). Created a “meta-ethnography”

**International Education and Developing Countries: Research and Educational Collaboration in the Field -- Kennedy.**  “Unequal opportunities for international collaborations among American scholars and the difference in methodological training between American and non-American scholars” Resource differences. Somewhat patriachial –“we” have methods for “others” to learn; “important that our colleagues…are allowed to make contributions to the research design.” “Many American students do not realize that they do have something to offer students and scholars in developing countries.” Obstacles: cultural/asking questions (China); national ed policies; listen; language

**A voice in the wilderness: Meetings as ritual in a cross-cultural context --Francis**

Meetings as a proxy for organizations, cultural dynamics, and silent voices; rituals; “special knowledge as something hidden from the masses is central to ritual” – need to interrupt the “norms” and rules to include and create new space for others. Collusion within ritual of meetings involved a range of institutional and communication practices that participants took for granted; …embodied cultural and historical knowing. Players and audience – theater – so must focus on what we do, not just what we are.

**Evaluation of Projects in the developing world: Some cultural and methodological issues – Ebbutt** (all relevant today). Recommends: reconsider technical rational model; adapt to local needs; reconsider concept of “project”; fund consumer expendables; develop indigenous analytical, administrative and managerial capacities. Do cultural homework. Democratic (inclusive of all voices), autocratic (driven for and by funders), or bureaucratic evaluation (audience is NGOs, donors etc policies)?

**Talking across borders and languages. Encouraging international research discussions and collaboration –Ferguson & Meyer.** The success or failure of inclusion (special ed here) often depended on the adaptability of individual students, rather than the adaptability of the group. Topic of inclusion pervasive.

**‘Narrow-minded and oppressive’ or a ‘superior culture’? Implications of divergent representations of Islam for Pakistani-American youth -- Ghaffar-Kucher**

How particular views of Islam and Americanization manifest in particular sites and within educational discourses and the resulting dissonance that youth experience. Imagined nostalgia – longing for a time and place that didn’t exist. Cultural capital, power dynamics, role of community, gender roles and expectations. “become acquainted with the culture and expectations for citizens in the United States, but no explicit syllabus or guidelines to indicate how teachers should go about orienting these ‘new citizens.’” “Teachers need to be given opportunities to critically examine their ideas of citizenship and belonging.”

**Writing culture; inscribing lives: a reflective treatise on the burden of representation in native research --Ghaffar-Kucher**. “Just b/c one shares a national or ethnic bckgrnd with one’s participants, this common attribute does not directly translate into insider status.” “I have felt like an imposter telling a story about a group of people for whom it is assumed that I have insider knowledge because of our shared national origins.” “Research is never simply about the participants of a study” – also about researcher and interpretations. Authenticity=what makes a native,native; Positionality: how one positions oneself and one’s research and how one is positioned by others – socio-econ class, social capital; Audience and accountability: the importance of acknowledging and understanding those for whom one is writing – who is my audience and what is my purpose in this research? AmI simply telling a story or addressing an issue? Advance my career? How do I position myself? Reflecting on self: researcher identity; who am I to tell this story? How do my own history and positionality shape and influence the research? How do I do the participants justice?

**People from Different Backgrounds Write Different Histories: An Essay on Historiography (Britain and India)-- Diallo**. Rehabilitate the subaltern in modern historiography. Need multiple ontologies and epistemologies – who is the bricklayer? Understand the pol/econ/social/ideological. “Collaboration, rather than futile confrontation, is a must if history is really to be history.”

**From "Us" to "Them": Diasporic Linkages and Identity Politics -- Tseng**

Challenges assumption that linkages are based on automatic ethnic identity – follows Taiwan and Chinese diaspora capitalism. “Ethnic identification must be dialogic…it is created, preserved, reaffirmed, and even rejected through a continuous set of contrasts b/t one’s own group and others….collective, not merely individual, and public, not private.” People will act to benefit themselves/families. Moral or social economies rather than political economy.

**Alternative frames? Questions for comparative research in the third world -- Niranjana**

Assumptions behind “third world” – rulers/ruled not the same, more than nation state. How do we teach/read texts? Examine our expectations. We have written/created/justified the narratives of domination (my words). Comparative act reduced to superior/inferior. One’s location helps critique one’s complicity with knowledge & representation. Question the norming of the comparative axis (first-world, West). When paradigms of domination are disrupted, what kind of representations of the third world might be produced? Critical awareness.

**A right to benefit from international research: A new approach to capacity building in less-developed countries – White**. Did not include researched in surveys of researchers. Research is also political. “Dependence on external funding…leads to distortion of national priorities and uncertainties in planning” – works the same in academia. Funding dictates. Beneficiaries have a “right” to benefits fr hosting research – purpose is to strengthen host partners standing in collaborative relationship so that they may advocate for meaningful benefits. Who defines the “extent to which social and political structures enable human flourishing?” who defines the benefit? How propose avoiding corruption? What influence over research topic/type?

**Power and positionality: negotiating insider/ outsider status within and across cultures -- Merriam, Johnson-Bailey, Lee, Kee, Ntseane, Muhamad.** Reconstruct insider/outsider status in terms of one’s positionality – more one is like participants, more assumed access is granted/meanings shared/ validity assured. Multi-dimensional power relationship shaped by cultural values, gender, ed background, seniority. Interlocking nature of culture, gender, power. Culture = more than a monolithic entity to which one belongs or not; one’s position w/ culture can change. We are insiders/outsiders at diff levels and diff times. Positionality is determined by where one stands in relation to ‘the other.” – and these positions can shift. Power: awareness and negotiate…PAR focused on political empowerment of people thru participation in knowledge construction. On knowledge/reality/truth: constructivists say constructed by individuals and human communities; postmodernists say no single truth independent from knower. Both insider/outside views are legitimate attempts to understand nature of culture.

**\*\*Using “Positioning” Theory to Analyze a Female School Teacher’s Experiences with Care Work during COVID-19 in India: Towards Decolonizing Feminist Research --Saini.**  “Positioning theory, a form of discourse analysis, as a decolonial analytical framework.” How does teacher position herself? Explore the dynamic and contextual nature of identities. Insight into lived experiences. Go beyond analytical binaries…to accurately (re)present the voices of the female participants.” Understand the subject positions that she claims for herself throughout the discursive interaction instead of bestowed on her…. “A subject position is created when people use language to negotiate positions for themselves.” Women choose not to speak, to compromise, etc.

**Problematizing Comparison in a Post-Exploration Age: Big Data, Educational Knowledge, and the Art of Criss-Crossing -- Sobe**. Possibilities of comparison are shaped by circumstances of particular time-spaces. Post-exploration age (not 18/19th c). Only thru networks/collab = comprehensive knowledge. Relationality at center, criss-crossing is active process, surfaces entangled complexity of s.t. disparate ed actors, devices, discourses, and practices; allows freedom from pressure to “crisply demarcate boundaries”

**Appraising the Ingredients of the Interpreter/researcher Relationship: A Reflexive Qualitative Exploration--Baily.** Insider/outside status. Reflexive thinking, diff contexts. Co-construct lived exp. Engaging w/ participants and interpreter, constant triad. Adding sensory info incr. trust. Trust, relationships, language, mimic social/ed background; trust b/t interpreter/participants. Both researcher and interpreter need cred and approachability and a bond. Interpretations differ. Agenda of interpreter. Issues of power are salient – in triadic relationship, supervision b/t researcher and interpreter, the interpretation of power. Authenticity and positionality. Egalitarian triadic relationship=success. “The presence of the interpreter is an ever-present lens through which the researcher and the participants’ voices are framed”

History

Positionality

Insider/Outsider

Power

Trust