

Designing, Entering and Engaging in Classroom Research as an Interactional Ethnographer

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Date: 6 June 2014
Time: 2:30 pm – 5:30 pm
Venue: Rm 203, Runme Shaw Building
Registration: The enrolment quota for this workshop is 25 and will be allocated on a first-come-first-served basis.
If you are interested in attending the workshop, please register online at the following link:
https://hkuems1.hku.hk/hkuems/ec_hdetail.aspx?ueid=30474 by 23 May 2014.
Successful applicants will receive a confirmation email after the deadline.

Abstract

In this workshop, we will examine how to engage in research on learning academic and social knowledge in classrooms as an Interactional Ethnographer. Participants will explore ways of constructing a logic-of-inquiry to guide systematic study of how, and in what ways, teachers and students construct ways of knowing, being (identities) and doing academic and social life across times and events of classroom life.

Participants will explore principles of operation guiding Pre-fieldwork, fieldwork and analyses phases of an ethnographic study, including ways of

- Conceptualizing a problem, developing an orienting theory, and identifying questions to explore
- Entering and (re)entering a class/social group within and across times of extended participant observation
- Collecting records and artifacts used and/or produced by participants within and across developing cycles of activity
- Building an archive that supports data sets to examine social, cultural, linguistic and cognitive processes and practices, through which academic content knowledge is developed.

About the speaker



Judith Green is Professor of Education and Director of the Center of Literacy & Inquiry in Networking Communities (LINC) in the Gevirtz Graduate School of Education, University of California, Santa Barbara. She is co-founder of the Santa Barbara Classroom Discourse Group, an ethnographic research collaborative in which teachers, university faculty, and graduate students engage in interactional ethnographic studies of knowledge construction and community development in classrooms and technology-enabled contexts. Her published research explores issues of epistemology related to collecting, archiving, searching and analyzing video records within ethnographic archives. One area of her research has explored unanticipated impact of policy on opportunities for learning and on identity construction for both the collective and the individual in complex educational settings in and out of schools. The most recent area of her research is exploring how inter-professional and interdisciplinary groups work to develop technology-enabled systems and educational programs that support and constrain new directions for instructing, learning and accessing new areas of knowledge in higher education courses. Her research on the social construction of knowledge, within and across disciplines and educational settings, and on ethnography and discourse as epistemological perspectives has been published in major research handbooks and journals. She served as editor of the Handbook of Complementary Methods in Education in Education Research, Review of Research in Education, and Reading Research Quarterly. She is a Fellow of the American Educational Research Association, American Anthropology Association, National Conference for Research in Language and Literacy, and was elected to the Reading Hall of Fame.