

1. Record Nr.	UNINA9910483975403321
Autore	Clerke Teena
Titolo	Doing Ethnography in Teams : A Case Study of Asymmetries in Collaborative Research // by Teena Clerke, Nick Hopwood
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2014
ISBN	9783319056180 3319056182
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (100 p.)
Collana	SpringerBriefs in Education, , 2211-193X
Disciplina	305.80072
Soggetti	Professional education Vocational education Sociology - Methodology Anthropology Professional and Vocational Education Sociological Methods
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Acknowledgements -- Preface -- 1 Outline of the study and researcher backgrounds -- 2 Ethnography as collective research endeavor -- 3 Asymmetry in ethnographic fieldwork -- 4 Teamwork processes -- 5 Researcher reflections -- 6 Planning a team ethnography? -- Reference list -- Appendices.
Sommario/riassunto	This uniquely in-depth book offers a blow-by-blow account of the sometimes problematic dynamics of conducting collaborative fieldwork in ethnography. Tracing the interplay between co-researchers at various points of contact in both professional and personal relations, the analysis draws out the asymmetries which can develop among team members nominally working towards the same ends. It details the often complex dialogues that evolve in an attempt to navigate conflicting interests, such as team members' resistances to particular methodological 'recipes' or research protocols. The authors show that such debates can create an open forum to negotiate new practices. A key element of this publication is that it goes beyond an analysis of

more traditional power relations in research teams comprising members at different academic pay grades. As well as drawing attention to gender-related dynamics in research collaborations, the authors use themselves as an exemplar to demonstrate how differences in age, experience, knowledge, professional skills, and background can be exploited to generate positive outcomes constituting much more than the apparent sum of their parts. In doing so, the authors reveal the delightful, surprising, and yet challenging aspects of research collaboration that are often absent from the qualitative literature.
