

Call for abstracts for a book chapter  
AUTOETHNOGRAPHY AND SELF-STUDY AS EDUCATION RESEARCH METHODS:  
CONTINUING DEBATES AND CONTEMPORARY APPLICATIONS

Edited by

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#### FOCUS AND RATIONALE

There is recurring and increasing scholarly interest in the ethical and methodological possibilities of autoethnography and self-study as research methods in education (understood broadly and inclusively as encompassing learning and/or teaching in diverse forms and ranging from formal and structured on the one hand to informal and incidental on the other hand). Against the backdrop of that scholarly interest, this proposed edited research book is centred on continuing debates and contemporary applications related to autoethnography and self-study. These continuing debates include the perceived legitimacy and rigour of focusing on the researcher as self, the relationship between that focus and wider conceptualisations of the self and possible opportunities for engaging productively with multiple manifestations of the other and of otherness. These contemporary applications encompass innovative strategies for building on the undoubted affordances of autoethnography and self-study while also addressing their perceived limitations, traversing different disciplines and paradigms, and mobilising inter- and trans-disciplinary and -paradigmatic approaches.

#### ORGANISING QUESTIONS

Across the range of issues traversed in the book, it is planned that the following organising questions will be addressed:

1. What are the genealogical origins and the defining characteristics of autoethnography and self-study?
2. What are the strengths and limitations of autoethnography and self-study as education research methods?
3. What are innovative and novel strategies for maximising the strengths and minimising the limitations of autoethnography and self-study?
4. How do debates about and applications of autoethnography and self-study generate new insights into the character and significance of education research methods?
5. How do autoethnography and self-study resonate with broader advances in theorising and understanding contemporary life and society?
6. How can autoethnography and self-study contribute to reconceptualising and reimagining the work and identities of current and future researchers?

#### CALL FOR CHAPTER ABSTRACTS

Abstracts of no more than 250 words are cordially invited as potential chapters for this proposed edited research book. The editors seek submissions that represent a diversity of geographical location, disciplinary focus, and theoretical and methodological approaches, united by a shared focus on the affordances, limitations and possibilities of autoethnography and self-study as productive and potentially transformative education research methods. Please email your abstract and a bionote of no more than 125 words for each chapter author to [Deborah.Mulligan@usq.edu.au](mailto:Deborah.Mulligan@usq.edu.au), [emilio.anteliz@gmail.com](mailto:emilio.anteliz@gmail.com) or [Patrick.Danaher@usq.edu.au](mailto:Patrick.Danaher@usq.edu.au)

Feel free to contact by email with the book editors with any questions regarding the formation of your abstract.

Abstract deadline: 31 October 2019

#### EDITOR BIONOTES

1. Deborah L. Mulligan has spoken at a number of academic symposiums in South East Queensland and has presented in state-wide webinars. Her primary research interest resides in the field of gerontology. Her PhD investigated the role of contributive needs when addressing older men and suicide ideation. Deborah has a strong interest in community capacity building as a means of transforming the lives of older adults and combating the negative stereotypes surrounding this demographic. She is also interested in the long-term effects of research on the participants and the ethical implications of investigating marginalised groups. Email: [deborah.mulligan@usq.edu.au](mailto:deborah.mulligan@usq.edu.au)
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