



Hipatia Press
www.hipatiapress.com



Instructions for authors, subscriptions and further details:

<http://qre.hipatiapress.com>

Emerging Critical Scholarship in Education: Navigating the Doctoral Journey

Suyapa Martínez Scott¹

1) Departamento de Pedagogia, Universidad de Valladolid, Spain.

Date of publication: February 28th, 2015

Edition period: February 2015 - June 2015

To cite this article: Martínez Scott, S. (2014). Emerging Critical Scholarship in Education: Navigating the Doctoral Journey [Book Review]. *Qualitative Research in Education*, 4(1) 102-104. doi: 10.4771/qre.2015.58

To link this article: <http://dx.doi.org/10.4471/qre.2015.58>

PLEASE SCROLL DOWN FOR ARTICLE

The terms and conditions of use are related to the Open Journal System and to [Creative Commons Attribution License \(CC-BY\)](#).

Review

Rath, J., & Mutch, C. (Eds.) (2014). *Emerging Critical Scholarship in Education: Navigating the Doctoral Journey*. Newcastle Upon Tyne: Cambridge Scholars Publishing. ISBN: 978-1-4438-5702-4

This book is a valuable document for all those starting or already going into the process of completing their own doctoral thesis. While this is an exciting path, it is even more exciting if we do it from a critical point of view in education research. As a result, the stories in the first-person appearing in this paper are so valuable that make the book a “must read”. The volume has four parts, preceded by a prologue that brilliantly displays the contents of the twenty one chapters. Each part is made of four chapters written by doctoral candidates, and there is one chapter, written by an acclaimed doctor, where the contributions from previous chapters are discussed.

The first part highlights exploring the right methodology in a qualitative review to perform the research process. All its chapters have in common that they talk about the beginning of the doctoral journey (PhD journey), placing the researcher in the center of the process honestly. Three of the chapters are related to art. The one written by Fitzpatrick, presents the search for the appropriate research methodology in the form of an imaginary interview with Nobel Prize Steinbeck, and uses poetry. The other two, written by Luton and Coleman, talk about a third paradigm in research. They claim that both numbers and letters are limited, and bring art as an alternative to collect, analyze and present data. Luton uses the performance ethnodrama to generate data, and Coleman uses the dance as a metaphor to describe the process of preparing a doctoral thesis. Perhaps, the chapter presented by Manning is the one closest to a traditional research, but is no

less interesting as it uses Bacchi's work "What's the Problem Represented to be" (WPR) in her research. In the fifth chapter, Dr. O'Connor comments earlier chapters providing his own experience.

The chapters in the second part focus on the notion of problematization, vital to all theorizing process. As Dale says in the last chapter, three of them address the matters of epistemology, and that of Tatebe, works with more ontological assumptions. Alex Li's and Mulya Wijaya's chapters describe the beginning of the doctoral journey and make an excellent dissertation on the role of theory within it. Mulya Wijaya focuses on the relationship between Christianity and sexuality in Indonesian society, while Alex Li's paper focuses on how diasporic Chinese young people turn into sexual subjects in New Zealand. The contribution of Samu has to do with the conditions of knowledge production, where these doctoral theses are shaped. Tatebe's paper is the most different contribution, as she gets closer to ontological suppositions rather than to epistemological ones, and it's closer to the tradition of sociology of education policy.

The third part explores the ethics of research. In the contributions of these chapters, true ethical issues from the perspective of contingencies that arise along the path of the thesis are shown. Contributions from Tesar and Kiani have in common difficulties encountered in data collection due mainly to the gatekeepers. Fortunately, in their favor, they have grown in countries where they perform data collection they could turn to, along with their inventiveness and flexibility, so they could seek ways to move forward. Drake encountered difficult to study the educational policies she wanted in her home country, as they were not implemented at the center chosen to conduct the research, a fact that became a new study in itself. As Small explains in the last chapter of this part, Cobb's research takes place in a developing country which aims to study the change of political climate in the country. The need to affiliate with a government agency and to share the data extracted with them is revealed as a big problem, since people involved in the investigation may be at risk of persecution.

The fourth and final part of this work deals with the practice. Taking as reference the words of Grant in the final chapter, the contributions of the four authors of this part suggest the necessity to consider whether we are thinking about reflective of practice, or reflective for practice, and the importance of doing it both ways. Schoone's contribution discusses the complexity of thinking about educational practice outside the current

mainstream education, and experiments with alternative ways of interpreting data through poetry. Mullen talks about the feeling of insecurity in using research methods where participants have more experience than the researcher herself in its implementation. Burford's paper starts talking about the practical difficulty of being an academic writer to delve into the feelings felt by all doctoral candidates and how they are involved in the process of writing the thesis. Davison explores her position as teacher-researcher of her own practice using the funnel as a metaphor.

Suyapa Martínez Scott
Universidad de Valladolid
suyapa@pdg.uva.es