

**UNIVERSITY OF BRITISH COLUMBIA  
FACULTY OF EDUCATION**

**EDUC 503A: Ethnography and Education**

Course: EDUC 503A: Ethnography and Education

Section: 002

Semester/Term: Winter One, 2014

Day/Time: Mondays 4:30 – 7:30pm

Place: Scarfe 210

Instructor: Handel Wright ([handel.wright@ubc.ca](mailto:handel.wright@ubc.ca)) Tel: 604-822-2705 Office: 201 WMAX

**COURSE OUTLINE**

This course is designed to introduce students to the complex world of ethnographic research. Ethnography is essentially the interpretive and descriptive study of culture and social organization through interviews and participant observation (and sometimes documents and artifact collection). Sometimes ethnography is taken up as a singular research tradition with a fixed disciplinary origin and set of methods to be conducted in a neutral fashion, analyzed and presented in a traditional format. This course eschews this approach and instead represents ethnography as a complex activity which needs to be considered in the context of research paradigms (ontology, epistemology, axiology), its own variety (in terms of sub-genres), its relation to complex socio-cultural and political human activity and a variety of possible presentation formats (from essays to skits and short stories). In ethnography the principal data collection instrument is the researcher and in this course, students will consider themselves researchers and will consider and undertake fieldwork—the essence of ethnographic research, involving data collection in the form of interviews and participant observation in the field. Although they are not often included as pivotal, documents and artifact collection can also be important aspects of ethnographic data. We will also cover data management and analysis. And finally, we will cover making meaning of data (producing findings) and the writing up of ethnographic research. However, it is important to understand that ethnographic research is not simply practice nor the neutral application of a set of methods to neutrally identified issues. Rather ethnographic research is engaged in this course as theoretically informed praxis (inextricably imbricated theory and practice) and inherently political in both its own history and approaches and in its practices of inclusion and exclusion of sociocultural difference. Students are strongly encouraged to take the notion of research as praxis as well as the politics of research into account in their conception, design, conducting, analysis, write up and evaluation of ethnographic research.

## AIMS

Students who take this course will:

1. Be introduced to ethnographic research in research context (qualitative and quantitative research traditions, the politics of research)
2. Become familiarized with the history and disciplinary origins and forms of ethnographic research.
3. Become conversant with the language, processes and traditions of ethnographic research.
4. Be introduced to and engage ethnography as a multiplicity of sub-genres (e.g. traditional, institutional, critical, performance, visual, online, etc.)
5. Have practical experience with data (planning, conducting, documenting, analyzing and reporting data)
6. See how ethnography in particular and research in general is both reflective of and used to address complex human identity and activity issues (race, social class, gender, sexual orientation, ability and how they play out in human relations such as anti-colonial and anti-discriminatory struggles)
7. Become aware of educational ethnography and consider utilizing an ethnographic approach in addressing an issue related to the field of education, broadly conceptualized
8. Have the opportunity to develop as researchers (both individual and collaborative researcher with strong sense of paradigmatic stance, knowledge of variety and disciplinary and socio-political context of ethnography)

### UBC Policy Concerning Cheating and Plagiarism

Any act of cheating or plagiarism is considered a serious violation of the principle of academic integrity. Students are responsible for familiarizing themselves with the definitions of each and of the possible penalties. See University Calendar or website: <http://students.ubc.ca/calendar>

### REQUIRED TEXTS

- Murchison, Julian. (2010) *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.
- Fetterman, David (2010). *Ethnography step-by-step (3<sup>rd</sup> Edition)*. Thousand Oaks: CA: Sage.

### RECOMMENDED TEXTS

- Carspeken, Phil. (1996). *Critical ethnography in educational research*. New York/London: Routledge.
- Smith, Dorothy E. (2012). *Institutional ethnography: A sociology for people*. Lanham, MD: AltaMira Press.
- Smith, Linda Tuhiwai (1999). *Decolonizing methodologies: Research and Indigenous Peoples*. London/New York: Zed Books/University of Chicago Press.
- Pink, Sarah. (2007 2<sup>nd</sup> Edition). *Doing visual ethnography*. London: Sage Publications.
- Yon, Daniel (2000). *Elusive culture: Schooling, race, and identity in global times*. Albany: SUNY Press.
- Louie, Andrea (2004). *Chineseness across borders: Renegotiating Chinese identities in China and the United States*. Duke University Press.
- Frank, Gelya. (2000). *Venus on wheels: Two decades of dialogue on disability, biography, and being female*. University of California Press.
- Kozinets, Robert V. (2009). *Netography: Doing ethnographic research online*. London: SAGE.

Graeber, D. (2009). *Direct Action: An Ethnography*. AK Press.

## **ASSIGNMENTS AND GRADES**

### **Assignments & Grades:**

Attendance & Participation = 20%

Participant Observation = 20%

Interview = 20%

Lecture on Ethnography = 20%

Final Paper = 20%

### **Attendance and Participation (20%)**

Participants are expected to attend seminar meetings and participate fully in class activities and discussions. As a seminar, the success of the course depends to a very large extent on your participation and engagement with the issues and with other seminar participants. Participation grades will be based on the quantity as well as quality of participation and the extent to which such participation reflects the promotion of a safe space for various views, an engagement with the texts, issues, activities and exercises and an application of the readings and discussions to research and real world issues.

### **Participant Observation (20%)**

This is an exercise that gives you an opportunity to practice your observation skills. You will conduct and write up an observation (of approximately one hour duration) at a location/event in which you can participate to some extent. This will involve selecting a site for participant observation, securing permission to conduct the observation (if applicable, and if possible get this in written, signed form), entering and being in the field, participating, observing, taking field notes, taking self-reflective field notes (observer/participant continuum), audio or video taping activities at the site (this is optional), review tapes (if applicable), identify themes from observation. Write a 4 page or so "thick description" of what you observed (include diagram or map). Write a 1 page reflection on how you feel you did as a researcher (what went well, not so well, what you would do differently in future). Use qualitative and ethnographic terms and include references. Submit all written material with final report (only final report has to be type written).

### **Semi-Structured Interview (20%)**

The semi-structured interview is a chance for you to practice the interviewing skills you will be taught. You will select a subject/participant to interview, secure permission to conduct the interview (write up an informed consent form and have participant sign it), identify an overall theme or topic on which to base the interview, provide a breakdown of some of the sub-topics, draw up an interview protocol, conduct the interview (audio tape recorded or video recorded, approximately 30 minute duration), transcribe a section of the interview (around 5 type written pages), identify themes from the interview (actual quotes to illustrate the theme enhance the point). Write a 1 page reflection on how you feel you did as a researcher (what went well, not so well, what you would do differently. Use qualitative and ethnographic terms and include references. Submit all written material with report.

### Lecture on Ethnography (20%)

This involves participants individually or in a small group leading the class on a set of readings or a selected book length ethnography (from suggested list or suggested by lecturers). The lecturers will briefly summarize the arguments of the readings, point to nature of the ethnography (sub-genre, methods, conclusions), the authors' apparent paradigmatic stance (ontology, epistemology, ontology), issues addressed and stances taken, the strengths and weaknesses of the book as research and arguments the authors make. It is important that the lecture also includes opportunity for class participation (raise questions for the class to consider, include activity for class to undertake). There should be notes (powerpoint or Prezi always useful) for sharing with the class. Lecturers will be evaluated on grasp of the authors' ideas, and the quality of analysis, critique and questions, level of class participation and quality of the notes. It is expected that lecture and lecture notes will draw on class discussions and readings as well as references from beyond the course. Please submit written notes of arguments (e.g. powerpoint presentation) and list of references/bibliography to instructor on the day of the presentation (emailed Word document/s attachment) and to the class after the presentation.

### Final Paper (20%)

Choose Option 1 or 2

Please Indicate Clearly Which Option You are Addressing on Title Page.

#### Option One: Design and write up a proposal for an ethnographic study of a specific topic.

Your paper should be about 15 pages long (not including title page and references) and should include the following:

- a **title**- one which indicates what your topic is and preferably includes what your methodology is as well.
- an **introduction** (to topic and perhaps to you and your connection to/interest in topic).
- a **topic statement** which captures the topic/question of your research in one sentence
- a statement of the **purpose** of your study
- a statement of the **significance** of your study
- a statement of the **rationale** for your study
- an abbreviated **literature review** (engaging the literature not just setting it down). See [www.languages.ait.ac.th/EL21LIT.HTM](http://www.languages.ait.ac.th/EL21LIT.HTM) for solid basic guide to writing literature reviews.
- discussion of **methodology** (paradigm- ontology, epistemology, axiology; selection and defense of tradition; methods- forms of data, research site (if applicable), and participants, data collection methods).
- a **conclusion**.
- be sure to take care of the **details** (use APA, paginate your essay, have a title page, proper list of references, do spell check, use **language of ethnography and qualitative research**)

#### Option Two: Your Profile as an Ethnographer/Researcher

Your essay should be about eight to ten pages long (not including title page and references) and should describe **you as a researcher** in general and as a **potential ethnographer** in particular. What **paradigm** do you subscribe to and how would you break this down in terms of your **ontology, epistemology, axiology**? Has your paradigm always been the same or has it developed or changed over time (perhaps you could/did not articulate it before this course or the course has changed your position/s). **What do you think of ethnography** as an approach or

research tradition and how does it fare with how you think of yourself as a researcher (discuss ethnography in relation to other research traditions or a general sense of how you would want to conduct research). What sub-genre or genres of ethnography appeal to you and which do you not find attractive and why? **Do you see ethnography as a viable approach for your studies** (whether immediate MA or PhD study or other studies) and why or why not? Be sure to draw on **course readings** as well as additional readings in making your arguments.

## CLASSES

### Sept 8: INTRODUCTIONS TO EACH OTHER, QUALITATIVE RESEARCH AND ETHNOGRAPHY

- Wright, H.K. (2003). Qualitative research in education: From an attractive nuisance to a dizzying array of traditions and possibilities. *Tennessee Education*, 33, (1), 7-15.
- Stratta, T. (2003). Using ethnographic methods in cross-cultural research. *Tennessee Education*, 33 (1)
- “What is Ethnography?” by Penny Harvey- [YouTube video 20minutes]  
<http://www.youtube.com/watch?v=PTyBowGKb0Q&feature=related>

### Sept 15: INTRODUCTION TO ETHNOGRAPHIC RESEARCH

- Murchison, J. (2010). Chapter 1: What is ethnography? *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.
- Fetterman, D. (2010). Chapter 1: The first step: An overview. *Ethnography step-by-step (3<sup>rd</sup> Edition)*. Thousand Oaks: CA: Sage.
- Murchison, J. (2010). Chapter 2: Choosing an ethnographic topic. *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.
- Preissle, J. & Grant, L. (1998). Exploring the ethnography of education. *Journal of Contemporary Ethnography*, 27 (3), 3-9.  
 DOI: 10.1177/089124198027001001 <http://jce.sagepub.com/content/27/1/3>

#### Further Reading:

- Fetterman, D. (2010). Chapter 2: Walking in rhythm: Anthropological concepts. *Ethnography step-by-step (3<sup>rd</sup> Edition)*. Thousand Oaks: CA: Sage.

### Sept 22: RESEARCH DESIGN, EQUIPMENT, PREPARATION AND FIELDWORK

- Murchison, J. (2010). Chapter 3: Research design. *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.
- Fetterman, D. (2010). Chapter 4: Gearing up: Ethnographic equipment. *Ethnography step-by-step (3<sup>rd</sup> Edition)*. Thousand Oaks: CA: Sage.
- Murchison, J. (2010). Chapter 5: Collecting data and taking notes. *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.
- Fetterman, D. (2010). Chapter 3: A wilderness guide: Methods and techniques. *Ethnography step-by-step (3<sup>rd</sup> Edition)*. Thousand Oaks: CA: Sage.

#### Further Reading:

- UBC BREB. Behavioural Consent Form Guidelines  
<http://research.ubc.ca/ore/breb-forms-guidance-notes>

**Sept 29: FIELDWORK: PARTICIPANT OBSERVATION**

Murchison, J. (2010). Chapter 6: Participant observation. *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.

Murchison, J. (2010). Chapter 9: Ethnographic Maps. *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.

Pohland, P. (1972). Participant observation as a research methodology. *Studies in Art Education*, 13 (3), 4-15. <http://www.jstor.org/stable/1320100>

[use diff essay next time. This is rambling and confusing on paradigms]

Levine, H., Gallimore, R., Weinsner, T. & Turner, J. (1980). Teaching participant-observation research methods: A skills-building approach. *Anthropology & Education Quarterly*, 11 (1), 38-54. <http://www.jstor.org/stable/3216611>

Further Reading:

Spradley, J.P. (1980). *Participant Observation*. New York: Holt, Rinehart & Winston.

**Oct 6: INTERVIEWS, ONGOING ANALYSIS**

Murchison, J. (2010). Chapter 7: Interviews. *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.

Bampton, R. & Cowton, C. (2002). The e-interview. *Forum: Qualitative Social Research*, 3 (2) <http://www.qualitative-research.net/index.php/fqs/article/view/848/1843>

Kvale, S. (2006). Dominance through interviews and dialogues. *Qualitative Inquiry*, 12 (3), 480-500.

Murchison, J. (2010). Chapter 8: Analyzing along the way. *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.

Further Reading:

UBC BREB Interview and Focus Group Study UBC BREB Expert Interview Study <http://research.ubc.ca/ore/breb-forms-guidance-notes>

**Oct 13: THANKSGIVING (No Class)****Oct 20: DATA ANALYSIS [Participant-Observation due]**

Altheide, D.L. (1987). Ethnographic Content Analysis. *Qualitative Sociology*, 10 (1), 65-77. [http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCQQFjAA&url=http%3A%2F%2Fwww.public.asu.edu%2F~atdla%2Fethnographiccontentanalysis.pdf&ei=OWELVOvMKeWliQKk0oG4BQ&usg=AFQjCNHd27Vat\\_w69wnmeA7rB6IQtPEBuw&sig2=L9tl-f\\_xec3s\\_ZIHPPAToQ&bvm=bv.74649129,d.cGE](http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCQQFjAA&url=http%3A%2F%2Fwww.public.asu.edu%2F~atdla%2Fethnographiccontentanalysis.pdf&ei=OWELVOvMKeWliQKk0oG4BQ&usg=AFQjCNHd27Vat_w69wnmeA7rB6IQtPEBuw&sig2=L9tl-f_xec3s_ZIHPPAToQ&bvm=bv.74649129,d.cGE)

Fetterman, D. (2010). Chapter 5: Finding your way through the forest: Analysis. *Ethnography step-by-step (3<sup>rd</sup> Edition)*. Thousand Oaks: CA: Sage.

Murchison, J. (2010). Chapter 12: Sorting and coding. *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.

Murchison, J. (2010). Chapter 13: Answer questions and build models. *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.

**Oct 27: CRITICAL ETHNOGRAPHY IN EDUCATION [Interview due]**

Conquergood, D. (1991). Rethinking ethnography: Toward a critical cultural politics.

Community Monograph, 58. EBSCO Publishing.  
[www.csun.edu/~vcspc00g/301/RethinkingEthnog.pdf](http://www.csun.edu/~vcspc00g/301/RethinkingEthnog.pdf)

Anderson, G. (1989). Critical ethnography in education: Origins, current status, and new directions. *Review of Educational Research*, 59 (3), 249-270.  
<http://www.jstor.org/stable/1170182>

Foley, D. (2002). Critical ethnography: the reflexive turn. *Qualitative Studies in education*, 15 (5), 469-490.  
[www.tandfonline.com/doi/pdf/10.1080/09518390210145534](http://www.tandfonline.com/doi/pdf/10.1080/09518390210145534)

Simon, R. & Diplo, D. (1986). On critical ethnographic work. *Anthropology & Education Quarterly*, 17, 195-202.

Further Reading:

Carspeken, Phil. (1996). *Critical ethnography in educational research*. New York/London: Routledge.

Thomas, J. (1993). *Doing Critical Ethnography*. Qualitative Research Methods Series 26. London: Sage.

### **Nov 3: INSTITUTIONAL ETHNOGRAPHY**

Widerberg, K. (2004). Institutional ethnography- Toward a productive sociology: An interview with Dorothy Smith. *Sociologisk Tidskrift*, 12 (2)

Deveau, J.L. (2008). Examining the institutional ethnographer's toolkit. *Socialist Studies*, 4 (2),

Grahame, P. (1998). Ethnography, institutions, and the problematic of the everyday life. *Human Studies*, 21, 347-360.

“Institutional Ethnography” by Dorothy Smith [YouTube video- one hour and 10 minutes].

<http://www.youtube.com/watch?feature=endscreen&NR=1&v=1RI2KEy9NDw>

Further Reading:

Smith, Dorothy E. (2012). *Institutional ethnography: A sociology for people*. Lanham, MD: AltaMira Press.

### **Nov 10: FEMINIST ETHNOGRAPHY [Lecture 1 and 2 due Erin & Joanna]**

Stacey, J. (1988). Can there be a feminist ethnography? *Women's Studies International Forum*, 11 (1), 21-27.

Junqueira, E. (2009). Feminist ethnography in education and the challenges of conducting fieldwork: Critically examining reciprocity and relationships between academic and public interests. *Perspectives on Urban Education*, 73-80.

Mascia-Lees, F. Sharpe, P. & Bellerino-Cohen, C. (1989). The postmodern turn in anthropology: Cautions from a feminist perspective. *Signs*. 15 (1), 7-33.

Levison, B. (1999). (How) can a man do feminist ethnography of education? *Qualitative Inquiry*, 4: 337. DOI: 10.1177/107780049800400303 <http://qix.sagepub.com/content/4/3/337>

Further Reading:

Nagar, R., & Geiger, S. (2007). Reflexivity and positionality in feminist fieldwork revisited. In Adam Tickel, Eric Shappard, Jamie Peck and Trevor Barnes (eds.). *Politics and practice in economic Geography*. London: Sage.

### **Nov 17: POSTCOLONIAL ETHNOGRAPHY [Lecture 3 and 4 due Zhaoying & Nadia; Mathew]**

- Hand, F. (1998). Gentle Anthropology. *Cuaderonos de Filologia Inglesa*, 7 (1), 41-52.
- Bhatt, A.P. (2008). The Sita syndrome: Examining the communicative aspects of domestic violence from a South Asian perspective. *Journal of International Womens' Studies*, 19 (3), 155-173.
- Chari, S. (2009). Thinking between the posts: Postcolonialism, postsocialism, and ethnography after the Cold War. *Comparative Studies in Sociology and History*, 51 (1), 6-34.
- Fisher, L. (2012). The art/ethnography binary: Post-colonial tensions within the field of Australian Aboriginal art. *Cultural Sociology*, 6 (2), 251-270.
- Further Reading:
- Smith, Linda Tuhiwai (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*. London/New York: Zed Books/University of Chicago Press.

## **Nov 24: WRITING UP ETHNOGRAPHY AND PROPOSALS FOR ETHNOGRAPHIC STUDIES [Final Paper due]**

- Murchison, J. (2010). Chapter 15: Putting whole ethnography together. *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.
- Murchison, J. (2010). Chapter 4: Writing a proposal. *Ethnography essentials: Designing, conducting and presenting your research*. San Francisco: Jossey-Bass.
- Heath, A. (1997). The proposal in qualitative research. *The qualitative report*, 3 (1).
- Butterwick, S. (2008). Basic ingredients of a proposal. Department of Educational Studies, UBC.

## **ADDITIONAL THEMES**

### **VALIDITY, ETHICS AND OTHER ISSUES**

- BREB. (2008). How to submit a new human ethics application. Behavioural Research Evaluation Board, UBC.  
<http://www.ubc.ca/search/index.html?q=how+to+submit+human+ethics+application>
- Fetterman, D. (2010). Chapter 7: Walking softly through the wilderness: Ethics. *Ethnography step-by-step (3<sup>rd</sup> Edition)*. Thousand Oaks: CA: Sage.
- Internet Ethics Research. *Stanford Encyclopedia of Philosophy*.  
<http://plato.stanford.edu/entries/ethics-internet-research/>

### **REVIEW OF POLITICS OF RESEARCH**

- Wright, H. (2006). Are we (t)here yet? Qualitative research in education's profuse and contested present. *International Journal of Qualitative Research in Education*, 19 (6), 793-802.
- Pillow, W. (2002). When a man does feminism should he dress in drag? *Qualitative Studies in Education*, 15 (5), 545-554.
- Rhee, J. (2013). Methodology of leaving America for Asia: Reading South Korea's social studies textbooks through Chan Kuan-Hsing's Asia as Method. *Qualitative Research in Education*, 2 (3), 328-354.
- Foley, D. Levison, B, Hurtig, J. (2000). Chapter 2: Anthropology goes inside: The new educational ethnography of ethnicity and gender. *Review of Research in Education*, 25:37.  
 DOI: 10.3102/0091732X025001037 <http://rre.sagepub.com/content/25/1/37>

## WEBSITE AND GUIDELINES FOR OBSERVATION

<http://ethnographymatters.net/2011/10/24/311/>

“Qallunaat! Why White People are Funny.  
Interview and Film. NFB Blog.

Center for Ethnography in everyday life  
<http://www.ethno.isr.umich.edu/http>

### Goetz & LeCompte's guidelines for observation

#### **Who is in the group or scene?**

How many? Identity? Age, gender, race, other characteristics.

Why these people - how do they get into this group?

#### **What is happening?** Repetitive behaviours

#### **What things are used?**

Where do they come from? Who provides them? Does everyone have one?

#### **Shifts between activities - how do they happen?**

#### **Behaviour between people in the group** Who can/does talk to whom and how?

Relationship between people? Status and roles?

Decisions made - by whom and how?

#### **Content of the talk**

Subjects, frequency Stories, forms of talking Language

Nonverbal behaviour and codes Format of conversations

Who does what - talking, listening, turn-taking Who can interrupt?

#### **Where is it?**

*Physical setting*

*Resources - technical and natural*

*Space use and allocation*

*Object use and allocation (does everyone have one?)*

*Things produced and consumed*

*Smells, sounds, feelings (sensory)*

#### **When?**

How often; How long; Time use; Past and future

#### **How are things connected?**

Stability and change; Rules and norms

#### **Why?**

History; Legends; Values

**The trade-off between depth on a few topics and breadth.**

### Further Reading

Bochner, A. & Ellis, C. (Eds.) (2002). *Ethnographically speaking: Autoethnography, literature and aesthetics*. Walnut Creek, CA: Altamira.

**[autoethnography, identity, literary and aesthetics of ethnography]**

McCracken, G. D. (1988). *The Long Interview*. Newbury Park: SAGE.

**[interview research]**

Seidman, I. (2006). *Interviewing as qualitative research: a guide for researchers in education And the social science*. Third edition. New York and London: Teachers College Press.

**[interview research]**

Hammersley, Martyn., & Atkinson, Paul. (1983). *Ethnography: Principles in practice*.

New York: Routledge.

**[conducting ethnography]**

Carspecken, Phil. (1996). *Critical ethnography in educational research: A theoretical and practical guide*. New York: Routledge.

**[critical ethnography]**

Thomas, Jim. (1993). *Doing critical ethnography*. Qualitative Research Methods Series, 26.

Thousand Oaks: Sage.**[critical ethnography]**

Sands, Robert. (2002). *Sport ethnography*. Champaign, IL: Human Kinetics.

**[ethnography in field of sport]**

George McCall & J.L. Simmons. (eds.). (1969). *Issues in participant observation: A text and reader*. Reading, Mass: Addison-Wesley.

**[participant observation- but rather old and not very good on method]**

E.C. Wragg. (1994). *An introduction to classroom observation*. New York: Routledge.

**[conducting observation in classrooms]**

Smyth, John. (1984). *Clinical Supervision: Collaborative Learning About Teaching: A Handbook*. Victoria: Deacon University Press.

**[clinical supervision rationale and process]**

Smyth, John. (Ed.). (1984). *Case studies in clinical supervision*. Victoria; Deakin University Press.

**[examples of clinical supervision exercises]**

Keith Acheson & Meredith Damien Gall. (1992). (third edition). *Techniques in the clinical supervision of teachers: Preservice and Inservice Applications*. London: Longman.

**[process and examples of clinical supervision]**