

Table of Contents

Introduction.....	1
<u>Section One – Writing and Fieldnotes.....</u>	7
Ethnographic writing: a brief guide to the literature.....	9
<i>Martyn Hammersley</i>	
On the practical matter of writing.....	23
<i>Martyn Hammersley</i>	
Fieldnotes and the Ethnographic Self.....	33
<i>Sara Delamont</i>	
Cardinal writing: following the observed process.....	45
<i>Karen Borgnakke</i>	
<u>Section Two – Fieldwork Writing Practices.....</u>	67
Troubling ‘writing as representation’.....	69
<i>Pat Thomson</i>	
Responsive research: Sensory, medial and spatial modes of thinking as an analytical tool in fieldwork.....	87
<i>Janna Wieland</i>	
Ethnographic writing: Fieldnotes, Memos, writing main texts and whole narratives.....	109
<i>Bob Jeffrey</i>	
<u>Section Three – Researcher-member relationships and writing.....</u>	137
Writing as new understandings of social phenomena: The practice of including children’s perspectives.....	139
<i>Diana Milstein, Angeles Clemente, and Alba Lucy Guerrero</i>	

**Competing power differentials in ethnographic writing; considerations
when working with children and young people.....153**

Lisa Russell

**The Entanglements of Collaborative Fieldworking: Using a ‘Diffractive’
Methodology¹ for Observing, Reading and Writing.....171**

Joan Parker Webster

Fieldnote issues, collegial support and collaborative analysis.....191

Andrea Raggl

Author Biographies.....201

1. Karen Barad (2007; 2012) uses this term to describe reading for differences that matter in their fine details.