

De-constructing Positionality in Academic Writing: A Reflexive Journey into Voice

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This article discusses the value of exploring positionality in academic writing from a 'de-constructive' standpoint. It commences with an explanation of the concept of de-constructing positionality and the relationship between this and the textual reporting of research. Throughout the article, emphasis is placed on viewing academic writing as a reflexive, critical process that intentionally exposes the researcher's philosophical stance; this is linked to the concept of 'voice' and its relevance to educational and social issues. The discussion also includes reference to the author's personal journey into 'de-constructing' positionality as a doctoral student conducting/'writing-up' "A Narrative Inquiry into Experiences and Perceptions of Creative Education in Caribbean/OAS Contexts". The argument then shifts to highlighting the influence of positionality on the textual reporting of the researcher's methodological approach. Finally, the article discusses 'de-constructing' positionality in academic writing as an ethical concern. This forms part of an overall effort to substantiate the case for 'de-constructing' positionality in academic writing as a reflexive journey into 'voice'.

Keywords: Positionality, 'de-construction', reflexivity, ethics, values, voice

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