Call for Abstracts - Positionality & Reflexivity in Research

Working book title: Positionality & Reflexivity in Research
Editors: Sun Yee Yip & Lynette Pretorius (Monash University)
Please note that the proposed book will still undergo peer review and final approval.

> Whose research is it? Who owns it? Whose interests does it serve? Who benefits from it? Who has designed its questions and framed its scope? Who will carry it out? Who will write it up? How will its results be disseminated?
>
> (Smith, 2021, p. 10)

Research across various knowledge traditions has challenged the notions of neutrality and objectivity, increasingly recognising that framing a research problem is inextricably linked to those granted the power to participate in knowledge creation within the institutional spaces of the academy and who have access to that knowledge.

To address the presence and impact of knowledge makers on the forms that knowledge takes, social science research has introduced "position" and often "positionality statements" as genres in which researchers typically consider certain social identities, including but not limited to race, class, gender, sexual orientation, and (dis)ability. A researcher's positionality can influence all aspects of the research process, including study design, research questions, data collection, and analysis and understanding one's positionality can shape the outcomes and trustworthiness of the results (Yip, 2023). While traditionally a common feature in qualitative research, some researchers have recently also argued for its relevance in quantitative research (Jamieson et al., 2022).

Reflexivity, the process of critically examining one's assumptions, biases, and perspectives and how they might impact the research process, is considered a fundamental element in addressing a researcher's positionality. It challenges researchers to critically analyse their positionality—their role, assumptions, and influence on the research process—and to reflect on how their engagement shapes their understanding of the issue under investigation, their research design, findings, and theories they develop and the communication of results (Addyman, 2025; Smith, 2021).

Yet, despite the growing recognition of the importance of positionality and reflexivity, there remains a surprising lack of evidence in resulting publications of researchers explicitly addressing their lived experiences in the field and how they practice reflexivity. This lack of transparency obscures the iterative and adaptive role that reflexivity plays in shaping research practices, insights, and contributions to theory development. By conceptualising their positionality and embracing reflexivity more effectively, researchers can examine their impact on the research process, reveal their work's relational and emotional dynamics, and contribute in academically rigorous and practically relevant ways.

Given the increasing demand for researchers to disclose their positions in relation to the research they conduct and articulate their reflexivity practices, we invite chapters that offer

profound and critical insights into personal experiences of examining positionalities and engaging in reflexivity within your research. This may pertain to your PhD projects or beyond.

We suggest that the chapter address (but is not limited to) the following **guiding questions**:

1. What is your research about?
2. What motivated you to embark on this research?
3. What is your position or standpoint in relation to your research?
4. How does your position impact different aspects of your research? e.g. research design, methodology, findings/results, theorisation etc.
5. How did you practice reflexivity? What strategies did you adopt/not adopt? Why did you utilise these strategies? In what ways are they helpful/unhelpful? What are the challenges? How did you address these challenges/overcome them?
6. What did you learn in the process?
7. How has this shaped your future practice?

Please express your interest by submitting an abstract/chapter proposal of no more than 500 words here.

All abstracts must be submitted by the 31st of July 2025. Notices of abstract acceptance will be emailed to authors by the 30th of September 2025.

If your abstract is accepted, you will develop your chapter, bearing in mind the following features:

- Write in the first-person narrative style.
- Chapters should be between 5,000 and 6,000 words, including abstract, references, footnotes, figures, and tables.
- Include a 200-word abstract at the start of the chapter
- Use APA 7 referencing style.

The **full manuscript is due on 31 January 2026** and will be subjected to rigorous peer review.

If you have any questions regarding the expression of interest process, please email:
Dr Sun Yee Yip at sunyee.yip@monash.edu

Note

If you want to see some examples, please refer to this list, which we regularly update to reflect relevant published work on this topic.

References

Addyman, S. (2025). Taking a Selfie: Researcher-practitioner positionality and reflexivity in project scholarship. *Project Leadership and Society*, *6*, 100175-. https://doi.org/10.1016/j.plas.2024.100175

Jamieson, M. K., Govaart, G. H., & Pownall, M. (2023). Reflexivity in quantitative research: A rationale and beginner's guide. *Social and Personality Psychology Compass*, *17*(4). https://doi.org/10.1111/spc3.12735

Smith, L. T. (2021). *Decolonizing methodologies: Research and Indigenous peoples*. Bloomsbury Publishing.

Yip, S. Y. (2024). Positionality and reflexivity: negotiating insider-outsider positions within and across cultures. *International Journal of Research & Method in Education*, *47*(3), 222–232. https://doi.org/10.1080/1743727X.2023.2266375