

# Education and Focused Ethnography: Use and Conceptualization in Videographic Research

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## Abstract

*Education opens to new possibilities from the focused ethnographic research, approached in this article, from a look at the use and conceptualization of the modern technique of videography. With the purpose of approaching focused ethnography from the bibliographical review in the field of research, this review article was carried out based on a hermeneutic-qualitative work from the documentary reconstruction, thematization, analysis and conceptualization. The research allowed an approach to the academic production of focused ethnography, and to some ontological and epistemological considerations. Finally, the methodological construction of focused ethnography and the videographic analysis of food practices in the school restaurant showed the relevance of capturing still images of social dynamics for its study. It is concluded that the use of the method is advantageous and makes it possible to understand everyday life, its interrelations and meanings thanks to these modern research techniques.*

**Keywords:** *Education, Sociology, Educational Research, Educational anthropology, Methodology.*

## Introduction

Qualitative ethnographic research has been one of the ways of approaching the object of study from Anthropology (Hammersley & Atkinson, 1994; Malinowski, 1986; Radcliffe-Brown, 1921); its foundation has been sustained for years, but from the end of the twentieth century to the present another way of doing ethnography grounded in the field of sociology of the German tradition is recognized, and it is called focused (Knoblauch, 2001; 2005; Schnettler & Knoblauch, 2007). This type of ethnography in the field of knowledge has focused on studying and understanding social phenomena from a focused perspective and in "thematic areas" (Oester, 2007, p. 12) or "specific theme" (Chopra, 2020, p. 211), providing modern tools for research in education. The German sociologist Hubert Knoblauch advocated this type of methodology and called it *focused ethnography* or focused ethnographies; it is also known as thematic ethnography, research-specific ethnography, or postmodern ethnography (Marcus & Cushman, 1998).

Focused ethnographic studies use modern tools that identify ethnographic practices described and applied with new technologies, such as video recordings or videography (Schnettler & Baer, 2009; Schnettler et al., 2012; Knoblauch, 2005). This technique allows the researcher to focus on the object of study in order to capture and analyze social interaction in a more precise and detailed way. This new investigative perspective moves away from a traditional ethnographic process in that the researcher recognizes the object of study, but reduces the time of his immersion in culture.

In this sense, the interest is to show the focused ethnography after a review of the literature on this type of research. To achieve this, an approach is made from the categories related to the same research practice of this type of ethnography and research carried out in different fields of knowledge, including education and nutrition (Pelto, 1988; Lalli, 2017; Burton et al., 2019; Pelto, 2020; Ribar et al., 2021; Darmody, 2023), in health (Venzon Cruz & Higginbottom, 2013; Higginbottom et al., 2013; Stahlke Wall, 2015). In addition, the transition from traditional ethnography to focused or focused ethnographic ethnography is identified; Some ontological and epistemological considerations of focused ethnographic research are recognized and an approach is made to the constructions of the research horizon, specifically with respect to the modern technique of videography. Although emphasis is placed on educational research, focused ethnography can

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be applied in different environments, such as everyday life, to explore cultural aspects of the object of study. At the same time, it is recognized that focused ethnographic research is far from being considered a panacea for qualitative research; on the other hand, it is a legitimate and respectable instrument in the field of ethnographic research due to the possibility it offers to approach the object of study from the perspective of the researcher, his expertise and knowledge in the field investigated.

The authors Edwards and Torres (2012) conducted an analysis of school practices from the perspective of focused ethnography; their research focused on the way teachers interact with students and how this influences learning. Among the results, he highlighted the importance of establishing a relationship of trust and mutual respect in the classroom, as well as the need to adapt pedagogical strategies to the individual needs of students. The study on *Childhoods in the Educational Park: An Ethnography Focused on Children in the Municipality of El Santuario, Antioquia*, by Sharira Leal Matta (2018) accounts for the contemporary dynamics in this context at the same time that ethnography allowed the exposure of polymorphous and *pedagogical* spaces that operate in educational contexts. In this sense, in the German context, the study of school practices carried out by Kabel et al. (2021), who carried out ethnographic research focused on the field of foreign language teaching in primary schools in Germany. Through observation and in-depth interviews, they explored the pedagogical strategies used by teachers and how they influenced the development of students' language skills. The results underlined the importance of adopting communicative and participatory approaches to promote language acquisition effectively.

Other research that has carried out ethnographies focused on the field of sociology and education focused on understanding the interaction between social actors, how they establish and maintain different forms of power and hierarchies in school structures. In addition, the influence of sociocultural and economic contexts on practices within educational settings has been explored. In the Anglo-Saxon context, Smith (1987, as cited in Murillo & Martínez-Garrido, 2010, p. 5) conducted a pioneering study using focused ethnography to investigate sociological relationships within the educational context. In his research, Smith aimed to understand how social dynamics influenced the academic performance of marginalized students in a multicultural school. He identified several sociological factors—teacher-student interactions, peer relationships, and parental involvement—that influence the shaping of these students' educational experiences. Years later, Fox et al. (2021) examined power dynamics and socioeconomic relationships in a U.S. public school, and identified how students' socioeconomic status influenced their daily interactions and the educational opportunities they had access to.

Other studies demonstrate the importance of ethnography focused on the field of education and nutrition, as they focused on understanding THEIR food and power relationships. The study by Izumi et al. (2020) explored the factors that minimize lunch waste in Tokyo elementary schools and how such factors can be modified and applied in American schools; the study design was focused ethnographic and included interviews, participant observation, and desk review. The results identified how schools can adapt different strategies, such as offering flexible portion sizes and measuring food scraps, thereby giving schoolchildren a meaningful opportunity to solve the problem. In the German context, the compilation study by Blaschke (2012) stands out, who carried out research in the field of primary education analyzing the daily life of three schools in Berlin to identify the formative nature through the ethnographic approach, with brief stays in the field and documented through video, which allowed him to have more detailed results in the research. While in the study by Wagner-Willi (2004) on the performativity of ritualized practices in school, with the help of videography, the interactions of social situations are analyzed to evidence the multidimensionality of the actors in institutional spaces of experience.

The approach to the research discussed above shows the relevance and usefulness of ethnography focused on the educational field. However, there are still challenges in its conceptualization and application, as well as in the adaptation of data collection techniques such as videography to modern educational environments. That is why an approach to this topic is sought from the conceptualization and use of focused ethnography.

## Methodology

<sup>2</sup>The literature whose approach to the object of study is hermeneutical, qualitative, reconstructive and documentary is reviewed. The time cut made in the search for the texts covered the last decades of the twentieth century to the current year of the twenty-first century; It focused on the selection of qualitative research based on focused ethnographic research using search descriptors such as *ethnography*, *focused ethnography*, *education*, *health* and *nutrition*, both in Spanish and in other languages (English and German). Indexed journals were consulted through databases such as Pubmed, EbscoHost, Redalyc, Eric, Scielo, Journal, Scopus and Dialnet, retrieved online or in repositories of different local institutions such as the Pontifical Bolivarian University, the University of Antioquia and the San Buenaventura University. The systematic tracking of the search yielded 55 focused ethnographic investigations, of which 23 were selected, according to the qualitative interest and the field of study described, to constitute the documentary *corpus*. In this sense, the construction of the documentary archive is transformed into the working material of the research, which is then organized into categories of search and analysis by theme, systematized and conceptualized in the educational context.

The thematization of the material is done first by identifying its similarities after careful reading, with the purpose of understanding what has been read and then choosing the key words for the categorical matrix.

## Results

Based on the pre-established criteria for the selection and survey of research material, the trend of qualitative research in focused ethnography (10), sociological hermeneutics (1) and multifocal ethnography (1) is identified; The study between 2005 and 2020 is dominated by an interest in researching ethnography focused on the field of sociology and its relationship with other disciplines in applied research in education, health and nutrition. It is evident that studies on focused ethnography are greater on the European continent, specifically in Germany. While in the American continent they predominate in Canada, the United States, Mexico and Colombia (Table 1); Australia has focused on focused ethnographic studies with less representativeness.

**Table 1.** Research in the Field of Focused Ethnography

Category(s)	Country	Year	Author(s)	Method
Anthropology	Barcelona	1994	(Hammersley & Atkinson, 1994)	Qualitative research
Sociology	Mexico	2001	(George, 2001)	Multilocal Qualitative Research-Ethnography
Sociology	Germany	2001	(Knoblauch, 2001)	Focused Ethnography
Sociology	Germany	2002	(Knoblauch, 2002)	Qualitative research Focused ethnography
Sociology	Germany	2002	(Knoblauch, 2004)	Qualitative research videography
Sociology	Germany	2005	(Knoblauch, 2005)	Focused Ethnography
Social Anthropology	Switzerland	2007	(Oester, 2007)	Qualitative research Focused ethnography
Sociology	Germany	2010	(Knoblauch & Tuma, 2011)	Focused Ethnography
Sociology	Germany (Berlin)	2011	(Scheffer & Meyer, 2011)	Qualitative research
Sociology	Germany	2012	(Knoblauch & Schnettler, 2012)	Qualitative research Focused ethnography
Public health	Canada	2013	(Venzon Cruz & Higginbottom, 2013)	Qualitative research Focused ethnography

Public health	Canada	2013	(Higginbottom et al., 2013)	Qualitative research Focused ethnography
Sociology	Canada	2015	(Stahlke Wall, 2015)	Qualitative research Focused ethnography
Sociology	Colombia	2015	(Cabrera, 2015)	Qualitative research Focused ethnography
Sociology	Germany	2017	(Reichertz, 2017)	Qualitative-hermeneutical sociological research
Medicine	United States	2020	(Chopra, 2020)	Qualitative research Focused ethnography
Public health	Japan	2020	(Izumi et al., 2020)	Qualitative research Focused ethnography
Social sciences	Malaga	2020	(Cotán, 2020)	Ethnographic method
Education	Australia	2021	(Kapofu, 2021)	Qualitative research Focused ethnography
Public health	Colombia	2022	(Varela & Méndez, 2022)	Qualitative Research-Focused Ethnography
Nutrition	Ireland	2023	(Darmody, 2023)	Ethnography
Public health	Australia	2023	(Trundle & Phillips, 2023)	Qualitative Research-Focused Ethnography- Review

**Source:** The table is prepared by the author based on the information collected during the research.

## Discussion

The article aims to group the results of the research into three sections. The first of them focuses on ethnographic research and the transition to ethnography focused or focused from sociology. It addresses how this perspective arises in the context of research and explores the elements that give it essence and foundations. In a second section, the ontological and epistemological considerations that are taken into account in the research of focused ethnography are analyzed. It deepens the understanding of these perspectives and how they influence the approach and results of the research. Finally, in the third section, a grouping of the tools that characterize focused ethnography is made, with special emphasis on video analysis. It reflects on how these tools contribute to the analysis of everyday reality from a focused ethnographic perspective and how they are integrated into research. This paper seeks to provide a broad view of the grouping of research results through these three sections that allow us to understand the methodological horizon in the scope of the research.

### *From traditional ethnographic research to focused ethnographic research*

The different forms of research in the field of study are explored, especially qualitative ethnographic research. The proposal of focused ethnographic research is outlined as a methodological horizon to approach the object of study with sociological foundations. Far from traditional ethnography, it examines how this new approach can take up traditional methodological issues and at the same time distance itself by providing modern perspectives with the application of videography.

Traditional ethnography has made it possible to approach knowledge at the same time as positivist traditions, but it moved away from them by carrying out qualitative research. For example, ethnography with a historical emphasis has been considered by Hammersley and Atkinson (1994) as a method of social research (p. 7), and should be oriented towards three approaches: recording cultural knowledge, research on patterns of interaction, or holistic analysis of societies in the field of anthropology (Hammersley and Atkinson, 1994, pp. 9-30). While George (2001) gives careful observation the relevance of the ethnographic process oriented towards the everyday (p. 113).

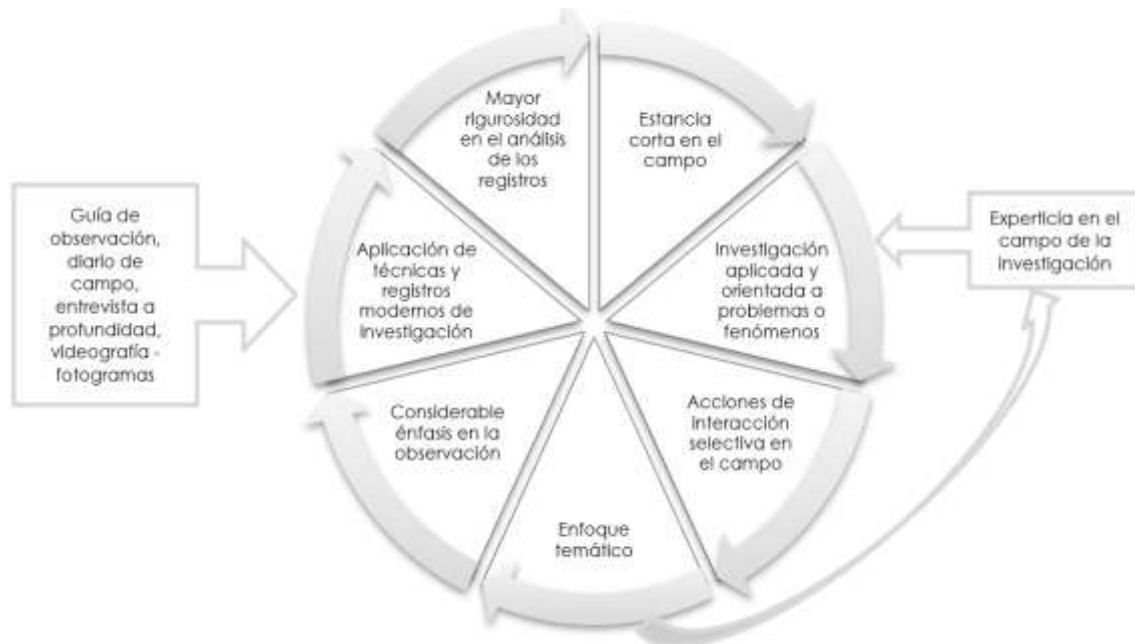
Since the 1950s, ethnographic research in the school context has gained meaning and interest when it is addressed at the First Conference of Anthropologists and Educators (Bernal, 2002), where four lines of research in school ethnography are defined: culture and personality, analysis between school and social environment, micro-ethnographies and ethnographies focused on the temporal and spatial structures of school organization (Barrio, 1995). In this sense, school ethnography focuses its gaze on the educational context: relationships, subjects, dynamics and institutions around an object of study established in the research. In addition, it allows for an in-depth understanding of students' representations in their daily lives and the construction of knowledge from the interaction between the researcher and the researched through processes of observation, reflection, and construction of meaning in the educational context (Varela & Méndez, 2022), taking into account the functionality of research phenomena associated with limited elements in specific contexts. These approaches and positions have been oriented from the discipline of anthropology (Wilcox, 1993, p. 95) and cultural and social anthropology (Cotán, 2020).

Throughout the 1970s, other ways of doing ethnography were opened, supported by the experiences and theoretical foundations of the field of sociology. According to the German Hubert Knoblauch (2005), focused ethnography complements traditional ethnography rather than opposing it, since it shows that concerns about specific problems are no longer focused on long "periods of time but on shorter times" (p. 125). This type of sociological ethnography arises from the gaze of experts towards contemporary research, and its different debates arose around the proposal of the German sociologist Hubert Knoblauch. This sociological ethnography was conceived by other scholars as a postmodern ethnography (Marcus & Cushman, 1998, p. 125) or ethnography of seeing (Norris & Armstrong, 1999 as cited in Knoblauch, 2005), by including the technique of videography to record and analyze stills. The technique that constituted the possibility of recording data and its visualization allowed the field of observation to be expanded (Knoblauch & Tuma, 2011; Knoblauch & Schnettler, 2012).

In videography analysis, understanding social interaction through the systematic observation of video records, involves analyzing the details and patterns of behavior in the material with communicative actions identified with the creation of the video score, which plays a central role in the interpretation, which gives a meaning to the video during the analysis, since the score is not only the fixation of data, but also material for analysis (Reichertz, 2017, p. 8). The analysis includes the careful selection of video material, the transcription of the dialogues and actions that occur in the recordings and the identification of recurring patterns or themes; this analysis is characterized by a strong *focus on setting* (Knoblauch et al., 2008, p. 3) and on making *natural environments* visible (Knoblauch, 2012, p. 252).

Ethnographic research of a sociological nature focuses on the object of study, taking into account that the researcher cannot be inexperienced in it or in the technique addressed in the research, since knowledge is required on the part of the researcher. Focused school ethnography allows the approach to the school context for the understanding of the dynamics of the reality of daily life. This synergy between school ethnography and the possibility of seeing the object of study opens a non-linear horizon, but a circular one, in which its own characteristics make it possible to apply it in qualitative research:



**Figure 1.** Methodological Horizon of Focused School Ethnographic Research

**Source:** Adapted from "Focused Ethnography" by H. Knoblauch, 2005, *Forum: Qualitative Sozialforschung*, 6(3), 1–14 (<https://doi.org/10.17169/fqs-6.3.20>). Copyright 2005 by Forum: Qualitative Sozialforschung; "Fokussierte Ethnografie: Möglichkeiten und Grenzen in der Schulforschung [Focused Ethnography: Possibilities and Limits in School Research]" by K. Oester, 2007, *Ph-akzente*, (2), 12–16 ([https://forum-nmg.ch/globalassets/phzh.ch/ueber-uns/ph-akzente/2-2007/koe\\_phakzente07-2.pdf](https://forum-nmg.ch/globalassets/phzh.ch/ueber-uns/ph-akzente/2-2007/koe_phakzente07-2.pdf)). Copyright 2007 Ph-akzente. In original language Spanish

The methodological horizon of focused ethnography is based on the proposal of steps and techniques used (Figure 1) based on the sociological approaches of Knoblauch (2005) and Oester (2007) for the investigation of the object of study. Knoblauch (2005) argues that, in order to understand a culture in its entirety, the fundamental elements to be taken into account are, in the first instance, the observation of the actions and social interactions that take place in the specific context of study. Rather than focusing on abstract social structures, Knoblauch (2005) advocates detailed attention to the daily lives of people in the camp. A second element is the thematic approach, as this includes the identification and study of the central theme or themes that are relevant to the community or study group. These issues can range from specific cultural practices to social or economic issues that affect the people around them. The third key element is direct observation of actions, interactions, and contexts, as they provide a deeper understanding. A fourth element is audio and video recording to capture details that might be lost in the researcher's memory, as well as analyze and reinterpret specific situations and events after data collection.

Finally, the author refers to two last elements that differentiate focused ethnography from traditional ethnography: the shorter permanence in time and the rigor in the analysis of the data obtained with videography. This field research method is based on visual (audio) recordings of real *situations in situ* obtained during short-term fieldwork as opposed to long field stays in foreign cultures, as in classical ethnography. In the words of Knoblauch (2005), "focused ethnography focuses on the extensive analysis of data from material obtained by videography with a selective affinity" (p. 10).

One of the pertinent considerations for conducting ethnographies is knowledge in the field under investigation and in the object of study; the availability and participation of a trained researcher who has conducted this type of research or is familiar with the method is invaluable (Chopra, 2020, p. 211). Also, include observers with finesse in your observations or take into account the selection of observers in important aspects that have been thought of in the research and add depth to the observations. For sociology, ethnography is seen as an expression of different turns: the interpretative turn, the performative

turn, and the practical turn; nowadays, the coercive nature and the situation of sociability receive special attention, among them, socializing spaces such as school, and serve as a broad environment that transports all experience to the field (Scheffer & Meyer, 2011, p. 3).

### *Ontological and Epistemological Considerations for Focused Ethnographic Research*

This reflexivity of the object of study is carried out from a pedagogical perspective focused on the observation of the field, which allows a deeper and enriching analysis of this discipline. Focused ethnography is a qualitative research methodology that allows us to delve into the understanding of social realities that are related to phenomena in different fields of knowledge. The researcher carefully selects a topic of interest and immerses himself in the field to collect data, which may include participant observations, videography, interviews, and document analysis, among others. This data is analyzed in detail to understand the complexities and dynamics of the topic of study in the specific context of the community. In the studies addressed, its application in the field of education and health has been evidenced (Izumi et al., 2020). The rise of focused ethnography has been in recent years to understand and analyze this focused social reality from an ontological and epistemological perspective.

The ontological consideration unfolds in the same way as in the ethnographic method when reflexively addressing the conditions of possibility of the phenomenon studied. This ontological form is conceived from the reflexivity of the object of study without directing it to a single end or reality, but by understanding it as a horizon open to the question of its essence. The process of reflexivity is therefore necessary to understand it as an action that unfolds the interpretation of the object of study in various possible ways and does not close them. Reflexibility allows for a deeper and more detailed view of a particular aspect of a culture, which can be useful for solving specific problems or generating knowledge on specific topics. The sociocultural context is analyzed from different angles that the researcher or ethnographer himself can carry out.

Epistemological consideration is understood from its relationship with knowledge for the analysis oriented to an object of study from its knowledge; in this sense, it is based on philosophy and supports the use of focused or focused methodology, the way to approach that object of study and how the derived knowledge is recognized. In focused ethnography, the researcher "places detailed emphasis on being an observer of the field" (Knoblauch, 2005, p. 9); The expertise of this observer on the object under investigation allows for greater focus. On the other hand, in traditional ethnographic research, the researcher remains immersed for a longer period, unlike focused research, and in this way collects the data and analyzes them after observing, making video recordings or recording interviews that "are collected using modern recording methods in the foreground" (Knoblauch, 2005, p. 9).

In accordance with the look given to the phenomena of culture and the interactions between subjects, times and spaces, the focused ethnographic study inaugurates a modern methodological horizon in that it collects issues of traditional ethnography, but proposes other techniques that complement its practical aspects aimed at the design of a qualitative research. The approach to the object of study is from a pedagogical perspective, understanding pedagogy as a field of modern knowledge with a formative intention (Runge & Muñoz, 2005, p. 4) that focuses on the specific details naturalized in institutionalized spaces, and that have their own meaning in the interaction and interdependence that are understood in their social essence and allow from research to make visible pedagogical times and spaces, in order to obtain a reality in which the argumentation of analyzed situations is structured.

### *Constructions on the Horizon of Research and Videography*

In the field of sociological research, videography has emerged as a powerful tool that allows the realization of focused or focused ethnography. In this third section, we will explore how this tool is based on ethnography and how the researcher plays a fundamental role in the focus of analysis. It is important to understand the role of the ethnographer and its connection with videography in order to achieve research with the use of modern techniques.

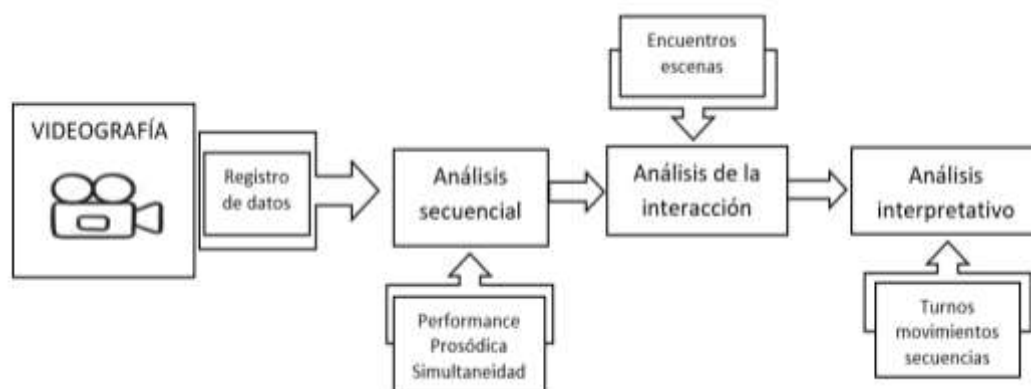
Videography is a modern technique that offers the possibility of observing interaction and communication in various natural environments through the use of the camera that captures social situations and facilitates their reconstruction after the revisualization of the recorded material. The analysis of video interactions is based on sequentiality, a central category of video analysis. On the other hand, there is also video hermeneutics, that is, the interpretation of images, facial expressions, posture, gestures, sounds and behaviors.

Focused ethnographic research applies modern techniques for obtaining qualitative data and new ways of approaching the object of study, for example, from anthropological or sociological positions. Although ethnography in this direction departs from the anthropological field, the latter is not excluded because it is the foundation of traditional ethnography (Geertz, 2003, p. 20) that allows us to understand a social phenomenon, a practice or a behavior. In this sense, from sociological positions, focused ethnography (Knoblauch, 2001, p. 125) distances itself from its purpose as an object of study by delving into the subject and understanding how it is affected by these forms of socialization and their interactions (Simmel, 2012) and interdependencies (Eliás, 1989; 1990).

Focused sociological ethnography, proposed by sociologist Hubert Knoblauch (2005), is used in differentiated and applied research in contemporary societies. The applicability of an alternative approach but based on traditional ethnographic research, reduces the estimated time for its execution and strengthens the procedures and the application of modern techniques in a field of study that aims to maintain the quality of the research itself and the rigor in its analysis. Focused ethnography preserves the natural essence of ethnography (Stahlke Wall, 2015, p. 3), but in its time is viewed as another consideration in the construction of the research horizon.

The meaning of research is considered another of the constructions supported by a new look of the researcher who focuses on the object of study with a reflexive intention, understanding by this reflexivity the sensitivity about the ways in which the researcher witnesses in the research scenario the data collected and those data *a priori* of the assumptions that have shaped the analysis of them (Hammersley and Atkinson, 1995; Murphy et al., 1998).

Figure 2. Graphic on Videography



**Source:** Adapted from "Focused Ethnography" by H. Knoblauch, 2005, *Forum: Qualitative Sozialforschung*, 6(3), 1–14 (<https://doi.org/10.17169/fqs-6.3.20>). Copyright 2005 by Forum: Qualitative Sozialforschung; "Powerpoint-Präsentationen: Neue Formen der gesellschaftlichen Kommunikation von Wissen [Powerpoint Presentations: New Forms of Social Communication of Knowledge]" by B. Schnettler & H. Knoblauch, 2007. Copyright 2007 by UVK. In original language Spanish

Videography is approached from the horizon of the ethnographic dimension based on three focuses of analysis. The first focus focuses on the *sequential analysis* of the data recorded by both the camera and the researcher in a synchronized manner. In this analysis, the study of performance, prosody and their simultaneity (Knoblauch & Schnettler, 2012) stands out. In addition, the "orchestration" of these elements (Schnettler et al., 2012), which is the core of the video analysis, was considered. Knoblauch has used the term "orchestration" to refer to the process of organizing and analyzing the different visual and auditory



elements in a video, their narrative and aesthetics visually appealing and effective for the researcher and their object of study, which make up the center of the video analysis. In the performance she focuses on the ways to arrange or position the body, its postures and forms; prosodic is identified in the observation of communicative signals of speech such as gestures and gestures; simultaneity as the repetition of previous body movements that are captured and analyzed in videography.

The second focus is called *interaction analysis*, which focuses on the actions and manifestations that occur during the encounters and scenes of the video (Knoblauch et al., 2014). The main objective was to understand the recorded interaction, as well as the context in which it takes place in a systematic way. For this step of the analysis, the exact sequential organization of a complex segment of interactions is painstakingly reconstructed. In addition, interaction plays a critical role in understanding the social dynamics that unfold in the encounters and scenes captured in the video. Following the approaches of Knoblauch and his team of collaborators, the analysis of interaction focuses on the actions and manifestations that take place in these visual contexts. It is about examining not only what is said, but also the gestures, looks and body expressions that are displayed during interactions. In this way, the complexity of human relationships and how meanings are constructed through non-verbal communication can be revealed. With videography, the attentive look at the interaction allows us to capture the subtleties that often go unnoticed in other forms of social research, which provides a more complete vision of social reality.

Finally, the third focus is interpretive *analysis*, which aims to reconstruct the meaning of actions and their importance. The "typicality" of actions is verified, a fundamental concept in the theory proposed by Knoblauch and Tuma (2011; 2017). According to these authors, typicality refers to the way in which actions are repeated and become recognizable patterns in different contexts. That is, the actions observed in the videos are not merely isolated events, but are framed within a larger structure of meaning. As people interact, typicality is captured and recorded *in situ*, symbolic representations are generated, and a visual language recorded on video is constructed.

Next, the videographic analysis is carried out (Knoblauch, 2005) with the selection of frames, emphasizing the identification of the data record of a situation recorded in the school at the entrance to the school restaurant. This experience was carried out during the research project in an educational institution in the District of Guadalajara, with the systematization of four frames in Figure 3 that reconstruct the videography for the sequential analysis of the moment before feeding. The sequential analysis, with the use of videography in the context of the specific research project, is carried out with the aim of generating relevant ideas and knowledge about the eating behavior of schoolchildren, identifying aspects of interest in performance, prosodic and simultaneity in the movements of the observed school subjects.

**Figure 3.** Videography of the Moment Before Entering the School Restaurant



In the interaction analysis, the ordering behaviors of the subjects allow us to identify the actors involved and the interaction between teacher and student: in the third frame, the teacher shows a signal of order

when a new student enters; likewise, the student-student interaction, as shown in the fourth frame; the reinforced action between peers to the ordering of the rows and the location of the student who entered later. The interpretative analysis focuses on the movements, turns and sequences that evidence the behaviours of the subjects in a school food space-time that has been internalised and is part of a daily school life. The events observed in the frames are understood as an interweaving of different threads of activity in their observation and analysis. The complementarity of videography with another empirical method such as the interview allows "two types of selectivity" to be recognized, so that the lines of activity in the interaction process can be analyzed, at this point a comparison must be made with audio recordings and observations" (Dinkelaker, 2010, p. 92).

The researcher in his role as ethnographer can make the necessary approaches to these recorded data, while, as a researcher or as part of a group of researchers, he records the dynamics *in situ*, research subjects and context in which they develop. All this acts in an orchestrated way including all the details that are characteristic for video analysis, its visualization and revisualization as many times as the research deems necessary.

## Conclusions

Although the history of research has been fundamentally classified according to the object of study and the way in which the researcher approaches it, in the case of traditional ethnography based on anthropological positions, it is useful to distinguish another type of ethnography from sociology, which presents a transformation in its research practices as it moves from traditional anthropological ethnography to account for the new Modern ways of investigating focused school ethnography. The distinction between traditional ethnography and focused ethnography is useful because it allows the object of study to be approached and understood from a research structure adapted to contemporary problems and with the use of modern techniques including videography.

Ethnography from the field of sociology opens up new possibilities for ethnographic research by distancing itself from the traditional ethnographies that have been founded from the field of anthropology; these new ways of researching allow a look from social phenomena or problems as proposed by the sociologist Hubert Knoublauch, mentor of this other way of researching from ethnography. In this same sense, the transformation of ethnography research from focused or focused ethnography allows us to account for the possibility of carrying out studies taking into account the expertise of the researcher or research group in the object of study; This prior knowledge is an important aspect when choosing it, since familiarity with the object of study and expertise reduce the duration of the subsequent analysis of the data and facilitate the process of seeing and understanding the phenomenon addressed.

At present we could distinguish epistemic and ontological approaches faithful to sociology; Although interpretative approaches are more sensitive from the point of view of focused ethnography, by taking an epistemic turn from the methodological point of view to approach the object of study with a process of reflexivity, it is understood not as a single reality with a single purpose, but based on a broader analysis in the socio-historical and cultural context. For this reason, it is focused on culture as an epistemic category of research.

Finally, it is understood how focused ethnography is a methodology or methodological horizon that rigorously preserves the object of study and the changing conditions with respect to traditional ethnography. It is applied with the intention to generate adequate knowledge and problematize issues in education such as the same relationship between the object of study and the historical and cultural context in everyday school life. In the same way, it is necessary to value that the videography tool allows a phenomenon studied to be recreated with the analysis of images or frames; This possibility helps in ethnographic research processes by allowing the re-visualization of recordings, because the analysis of data in ethnography is one of the facts most related to the researcher's vision, perceptions and/or actions of the study participants.

Currently, the practice of modern techniques such as videography has benefited as a familiarity in the actions of the research subjects is recognized. Moments of their daily life are captured with recording devices that are installed in different inhabited spaces. The subjects regularly live with personal technological devices and the camera is one of them. In this article, we have tried to show how video data can be examined in its synchronous state and with a dimension based on methodological principles derived from video analysis and video hermeneutics; These approaches preferably use natural data from social situations and select them from a detailed sequential analysis. Thus, it can be imagined that translating and directing attention are actions of a modern recording ritual to place the individual at the center of attention with forms of presentation that order social behavior and establish an everyday vision of the world.

### Conflict of Interest Statement

The author declares that she has no conflict of interest.

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