



Promoting Learning & Development Across the Lifespan

George Mason University
College of Education and Human Development
EDRS 825
ADVANCED RESEARCH METHODS IN SELF-STUDY
Spring 2015
Thompson Hall L004

Self-study is a fulcrum – moment of learning, theory, and practice. The purpose of self-study is to bridge the gap between theory and practice, to fully understand the situated knowledge of practice, and to explore and extend these new understandings in public ways. Adapted from Johri, 2015

To my surprise, of all the projects I have worked on to date, my self-study research project has been the most practical...the insights I gained about myself, my colleagues, and the position have helped me enormously. Self-study forced me to think outside the box in new ways, and it changed my way of thinking, despite myself. Adams-Legge, 2006

Meeting Day/time: Tuesdays 4:30 pm-7:10 pm
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Phone: 703-489-1663 Office hours: email/call for apt.

Prerequisites:

Successful completion of EDRS 810 and [EDRS 811 or EDRS 812] is required. This course has been approved as an official course in the Research Methods track as an Advanced Research Methods. It may also count towards a major or minor area of specialization.

Catalog Description:

Prepares students to conduct research using the self-study research methodology, a qualitative research genre for systematically examining one's practitioner role for improvement-aimed purposes with contributions to the educational field and knowledge base.

CEHD Core Values

In 2006, the College of Education and Human Development (CEHD) adopted five core values on which to focus: collaboration, ethical leadership, innovation, research-based practice, and social justice. This course supports each of these values by providing multiple learning experiences that necessitate collaboration. Students are afforded opportunities to reflect on their leadership roles in their work and learning contexts; to design and engage in innovative research-based practice, and to analyze proceedings under the umbrella of a social justice conference theme. These Core Values are aligned with course goals:

Course Goals

This course is designed to enable students to:

- demonstrate an understanding of the self-study research methodology by applying a self-study method(s) in a self-study research project;
- learn an advanced qualitative methodology with application to/in professional practice;
- develop and refine qualitative research skills; e.g., conduct a literature review, articulate a research proposal, design a research study, dialogue in validation group with critical friends, assess ethics and social justice implications of study; collect and analyze data, interpret, write, and present findings;
- develop skills to critique self-study research;
- develop and present knowledge of one's research interest with evidence-based practice integrating the literature of the Self-Study School;
- develop, self-assess, and peer-assess a self-study of research project.

GMU Policies and Resources for students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
 - g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
2. Professional Dispositions
 3. Students are expected to exhibit professional behaviors and dispositions at all times. http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf
 4. Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

Sustainability at GMU

George Mason University is focusing on making our community “greener” and reducing the impact on the environment. This course will contribute to this effort in the following ways. I hope that you will create other ways to contribute to this effort.

- Handouts will be available electronically through the Blackboard platform.
- All assignments will be submitted through the Blackboard at MyMason.

Course Nature of Course Delivery

This course utilizes a seminar format. Seminars will include professor and student-led discussions, reflective activities, special speaker, and student presentations that will take place during class meetings. Students are expected to complete all class readings prior to each session so as to engage in active dialogue and sharing of ideas. Learning activities will include individual and collective activity in-class and online.

Mutual Support

Our work will involve mutual support, collaboration, and ongoing peer review and my support for each of you as developing self-study scholars and leaders in educational research. You will learn guidelines for collecting and reporting self-study research findings with multiple exemplars. We will also discuss how these sources can serve as general templates for your particular topic. There will be significant support along the way from peers, culminating in your final presentation and project. The course includes support in developing your professional skills in writing, presenting, and publishing.

Collaboration

The critical friend analytical memos assignment is a carefully constructed dialogic assignment designed from Vygotskian (1978) theory to scaffold your particular self-study

research interest and its development. Consider what you would be interested in studying and researching further and why. Construct research questions that relate to your interest. You may start with broad questions. Then you need to reflect on your questions and utilize research articles on your specific topic. Include researched based information, such as refereed journals, books that are supported by research, and dissertations or theses. Reconstruct your questions so they fit what you want to pursue. Think about how you will go about conducting the research, collecting and analyzing data. Share your thinking with your critical friend and professor for feedback.

Peer Review

Virtually all research designs go through some type of peer review process in academia, including the dissertation proposal stage, requests for funding, or when a study is reviewed for publication. For this reason, I am having you involved in a collaborative, peer review process, designed to be supportive as well as constructive. You will provide, and receive, constructive suggestions to assist you in improving your thinking and in looking at something familiar in a new way. In a collaborative relationship, you are expected to practice your best professional relationship skills in your discussions. This collaboration/peer review will provide us with opportunities to see the value of collaborating as well as the challenges. It gives us practice.

The Self-Study School

The Self-Study School grew out of the work of teacher educators and extends now to other practitioners therefore, self-study is applicable to practitioners from all disciplines and settings (e.g., administrators, counselors, research methodologists, policy leaders, educational reformers). The methodology requires openness, reflection, collaboration and validation with critical friends, transparent data analysis and process, and improvement-aimed work which contributes to professional knowledge. Class assignments are designed to stimulate deep reflection on the concept of the “self” within a professional and practitioner context. This course includes a synthesis of the literature of the Self-Study School, exploration of self-study methods, and rigorous methodological components of self-study research integrated with peer review.

Required Reading Aligned to your Research Topic:

You will be assigned individual readings related to your research topic to share your insights (orally only) on how the self-study method (s) were used and for what purposes. You are encouraged to connect with authors of the readings by email (where possible).

Required Readings (EJ= e-Journals)

- American Psychological Association (2009). *Publication manual* (6th.ed.). Washington, DC, American Psychological Association (Available as reference at library).
- Brandenburg, R. (2010). Assumption interrogation: An insight into a self-study researcher’s pedagogical frame. In D. L. Tidwell, M. L. Heston, & L. M. Fitzgerald (Eds.). *Research methods for the self-study of practice*. (pp. 195-211). Dordrecht, The Netherlands: Springer. [Available on Bb]
- Bullough, R. V. Jr. & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13-21. [Available on EJ]

- Feldman, A. (2003). Validity and quality in self-study. *Educational Researcher*, 32(3), 26-28. [Available on EJ]
- LaBoskey, V. K. (2004). The methodology of self-study and its theoretical underpinnings. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (Vol. 1, pp. 817-869). Dordrecht: Kluwer Academic Publishers. [Available on Bb.]
- Pinnegar, S., & Hamilton, M. L. (2009). *Self-study of practice as a genre of qualitative research: Theory, methodology, and practice*. Excerpts from Chapters 5 & 6: Data collection and analysis (pp. 103-156). Dordrecht, The Netherlands: Springer. [Available on Bb.]
- Pithouse-Morgan, K., & Samaras, A. P. (forthcoming). *Polyvocal professional development: Enacting dialogic professional learning through self-study*. Rotterdam, The Netherlands: Sense Publishers. [Selected Draft chapters on Bb]
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage. [Excerpts from Chapters 1 & 2 available on Bb]
- Samaras, A. P. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: Sage.
- Weber, S. (2008). Visual images in research. In J. G. Knowles & A. L. Cole (Eds.), *Handbook of the arts in qualitative research* (pp. 41-53). Los Angeles: Sage. [Available on Bb]
- Wilcox, S., Watson, J., & Paterson, M. (2004). Self-study in professional practice. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (Vol. 1, pp. 273–312). Dordrecht, The Netherlands: Kluwer Academic Publishers. [Available on Bb.]

Recommended Readings Focused on Various Self-Study Methods

(Check with me if you are trying to locate these resources.)

Books/Special Journal Issue

- Lassonde, C. Galman, S., & Kosnik, C. (Eds.), *Self-study research methodologies for teacher educators* (pp. 3-19). The Netherlands: Sense Publishers. [Draft in ‘Self-Study Books’ on Bb course content]
- Pithouse-Morgan, K., Mitchell, C., & Pillay, D. (2014). *Perspectives in Education*, 32 (2). Special Issue. [Draft in ‘Self-Study Books on Bb course content’].
- Samaras, A. P., & Freese, A. R. (2006). *Self-study of teaching practices primer*. NY: Peter Lang. [Draft in ‘Self-Study Books’ on Bb course content]
- Tidwell, D. L., Heston, M. L., & Fitzgerald, L. M. (2009). *Research methods for the self-study of practice*. Dordrecht, The Netherlands: Springer. [Available at GMU]

Autobiographical & Personal History

- Mitchell, C., Weber, S. & O’Reilly-Scanlon, K. (2005). *Just who do we think we are? Methodologies for autobiography and self-study*. London: RoutledgeFalmer. [Available at GMU Library]
- Samaras, A. P., Hicks, M. A., Garvey Berger, J. (2004). Self-study through personal history. In J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.),

The international handbook of self-study of teaching and teacher education practices (pp. 905 -942). Dordrecht, The Netherlands: Kluwer Academic Publishers. [Available on Bb]

Artefact retrieval

Pithouse-Morgan, K., & van Laren, L. (2012). Towards academic generativity: Working collaboratively with visual artefacts for self-study and social change. *South African Journal of Education*, 32(4), 416-427.

Arts-Based

- Mittapalli, K., & Samaras, A.P. (2008). Madhubani Art: A journey of an education researcher seeking self-development answers through art and self-study. *The Qualitative Report*, 13(2), 244-261. Available on EJ.
- Samaras, A. P. (2010) Explorations in using arts-based self-study methods. *International Journal of Qualitative Studies in Education*, 23 (6), 719-736. Available on EJ.
- Weber, S., & Mitchell, C. (2004). Visual artistic modes of representation for self-study. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *The international handbook of self-study of teaching and teacher education practices* (Vol. 2, pp. 979-1037). Dordrecht: Kluwer Academic Publishers.

Bricolage

Pithouse-Morgan, K., & Samaras, A. P. (2014). Thinking in space: Learning about dialogue as method from a trans-continental conversation about trans-disciplinary self-study of professional practice. In A. Ovens & D. Garbett (Eds.), *Changing practices for changing times: Past, present and future possibilities of self-study research*. Proceedings of the Tenth International Conference on the Self-Study of Teacher Education Practices (pp. 167-170). Herstmonceux Castle, UK. [Available on Bb]

Co/Autoethnography

Coia, L. & Taylor, M. (2013). Uncovering feminist pedagogy: A co/autoethnography. *Studying Teacher Education*, 9(1), 3-17.

Collective Self-Study

- Davey, R., & Ham, V. (2009). Collective wisdom: Team-based approaches to self-study in teacher education. In C. A. Lassonde, S. Galman, & Kosnik, C. (Eds.). *Self-study research methodologies for teacher educators* (pp. 187-203). Rotterdam: Sense Publishers.
- Davey, R., & Ham, V. (2010). 'It's all about paying attention?'...but to what? The 6 M's of mentoring the professional learning of teacher educators. *Professional Development in Education*, 36 1-2), 229-244).
- Samaras, A. P., Karczmarczyk, D, Smith, L, Woodville, L, Harmon, L, Nasser, I., Parsons, S., Smith, T., Borne, K., Constantine, L., Roman Mendoza, E., Suh, J., & Swanson, R., (2014). The shark in the vitrine: Experiencing our practice from the inside out with transdisciplinary lenses. *Journal of Transformative Education*, 12(4), 368-388. [This is an example of a collective self-study as meta-study].

Collective Poetic Inquiry

Chisanga, T., Rawlinson, W., Madi, S., & Sotshangane, N. (2014). Enacting reflexivity through poetic inquiry. *Educational Research for Social Change (ERSC)*, 3(2), 21-36. Retrieved from http://ersc.nmmu.ac.za/view_edition.php?v=3&n=2#

Dialogue

East, K., Fitzgerald, L. M., & Heston, M. L. (2009). Talking teaching and learning: Using dialogue in self-study. In D. Tidwell, M. Heston & L. Fitzgerald (Eds.), *Research methods for the self-study of practice* (pp. 55-72). New York: Springer.

Guilfoyle, K., Placier, P., Hamilton, M. L., & Pinnegar, S. (2002). Exploring the concept of dialogue in the self-study of teaching practices. In C. Kosnik, A. Freese & A. Samaras (Eds.), *Making a difference in teacher education through self-study. Proceedings of the fourth International conference on self-study of teacher education practices*.

Digital Memory Boxes

Naicker, S. (2014). Digital memory box as a tool for reflexivity in researching leadership practice. *Educational Research for Social Change (ERSC)*, 3(2), 51-65. Retrieved from http://ersc.nmmu.ac.za/view_edition.php?v=3&n=2#

Drawing

Pithouse, K. (2011). Picturing the self: Drawing as a method for self-study. In L. Theron, C. Mitchell & J. Stuart (Eds.), *Picturing research: Drawings as visual methodology* (pp. 37-48). Rotterdam: Sense Publishers.

Weber, S., & Mitchell, C. (1996). Drawing ourselves into teaching: Studying the images that shape and distort teacher education. *Teaching and Teaching Education*, 12(3), 303-313. Available on EJ.

Found Poetry

Hopper, T., & Sanford, K. (2008). Using poetic representation to support the development of teachers' knowledge. *Studying Teaching*, 4(1), 29-45. Available on EJ.

Graphic Design and Painting

Scott, L. (2014). "Digging deep": Self-study as a reflexive approach to improving my practice as an artist, researcher and teacher. *Perspectives in Education*, 32(2), 69-88.

Letter Writing

Pithouse-Morgan, K., Khau, M., Masinga, L., & van de Ruit, C. (2012). Letters to those who dare feel: Using reflective letter-writing to explore the emotionality of research. *International Journal of Qualitative Methods*, 11(1), 40-56.

Samaras, A. P., & Sell, C. (2013). Please write: Using critical friend letters in teacher research. *Teacher Education Quarterly*, 40 (4), 93-109.

Metaphor

Van Laren, L., Pithouse-Morgan, K., Chisanga, T., Harrison, L., Meyiwa, T.,

Muthukrishna, N., et al. (2014). 'Walking our talk': Exploring supervision of postgraduate self-study research through metaphor drawing. *South African Journal of Higher Education*, 28(2), 639-659.

Narrative Inquiry

Kitchen, J. (2009). Passages: Improving teacher education through narrative self-study. In D. Tidwell, M. Heston, & L. Fitzgerald (Eds.), *Methods for Self-Study of Practice*, (pp. 35-51). Dordrecht: Springer.

Storyboarding

Van Laren, L., Mudaly, R., Pithouse-Morgan, K., & Singh, S. (2013). Starting with ourselves in deepening our understanding of generativity in participatory educational research. *South African Journal of Education*, 33(4), 1-16. Retrieved from <http://www.sajournalofeducation.co.za/index.php/saje/article/view/814>

Reciprocal Self-Interviews

Meskin, T., Singh, L., & van der Walt, T. (2014). Putting the self in the hot seat: Enacting reflexivity through dramatic strategies. *Educational Research for Social Change (ERSC)*, 3(2), 5-20. Retrieved from http://ersc.nmmu.ac.za/view_edition.php?v=3&n=2#

Video and Improvisational Theatre

Bullock, S. M. (2014). Self-Study, improvisational theatre, and the reflective turn: Using video data to challenge my pedagogy of science teacher education. *Educational Research for Social Change (ERSC)*, 3(2), 37-50. Retrieved from http://ersc.nmmu.ac.za/view_edition.php?v=3&n=2#

Additional Recommended Readings

- Barnes, D. (1998). Looking forward: The concluding remarks at the Castle Conference. In M. L. Hamilton, with S. Pinnegar, T. Russell, J. Loughran, & V. LaBoskey (Eds.), *Reconceptualizing teaching practice: Self-study in teacher education* (pp. ix–xiv). London: Falmer Press.
- Ham, V., & Kane, R. (2004). Finding a way through the swamp: A case for self-study as research. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (Vol. 1, pp. 103–150). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Hamilton, M. L., with Pinnegar, S., Loughran, J., Russell, T., & LaBoskey, V. (Eds.), (1998). *Reconceptualizing teaching practice: Self-study in teacher education*. London: Falmer Press. [Available at GMU Library]
- Kosnik, C., Beck, C. Freese, A. F., & Samaras, A. P. (Eds.), (2006). *Making a difference in teacher education through self-study: Studies in personal, professional, and program renewal*. Dordrecht: Springer. [Available at GMU]
- Loughran, J., Hamilton, M. L., LaBoskey, V. K., & Russell, J. (Eds.). (2004). *International handbook of self-study of teaching and teacher education practices*. Dordrecht, Netherlands: Kluwer Academic Publishers. [Available at GMU Library] LB 1707.I58 2004. Vol 1 & 2.
- Loughran, J. J., & Russell, T. (Eds.), (2002) *Improving teacher education practices*

- through self-study*. London: Routledge/Falmer. [Available at GMU Library]
- Samaras, A. P. (2013). Twelve Shells: Learning by leading cross-disciplinary faculty self-study of professional practice *Reflective Practice*, 14 (4), 519-535.
- Samaras, A. P., & Freese, A. R. (2009). Looking back and looking forward: An historical overview of the Self-Study School. In C. Lassonde, S. Galman, & C. Kosnik, C. (Eds.), *Self-study research methodologies for teacher educators* (pp. 3-19). The Netherlands: Sense Publishers.
- Samaras, A. P., Freese, A. R., Kosnik, C., & Beck, C. (Eds.) (2008). *Learning communities in practice*. The Netherlands: Springer Press. [Available at GMU]
- Wade, S. E., Fauske, J. R., Thompson, A. (2008). Prospective teachers' problem solving in online peer-led dialogues. *American Educational Research Journal*, 45(2), 298-442. [see examples of critical friend work: p. 414, 417, 421, 424, 425, 427, 428, 430, 432-433. [Available on EJ]
- Whitehead, J. (1989). Creating a living educational theory from questions of the kind, 'How do I improve my practice?' *Cambridge Journal of Education*, 19(1), 41-52. [Available on EJ]

Online Resources

Biennial International Conference on the Self-Study of Teacher Education Practices
<http://www.castleconference.com/conference-history.html>

Studying Teacher Education: A journal of self-study of teacher education practices:
<http://www.tandf.co.uk/journals/titles/17425964.asp>

Self-Study of Teacher Education Practices [S-STEP] Special Interest Group (SIG)
<http://aera.net/sstepsig109>

Grading Scale

Grade	Standards	Grading	Grade Points	Graduate Courses
A+	Exceeds Standard	100 +	4+	Satisfactory / Passing
A	Meets Standard	93 – 100	4.00	Satisfactory / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory/Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	Raises Concern

Course Requirements and Evaluation

Participation and Assignments		40%
Three analytical memos and peer responses (5pts each)	15	
Design Draft (template provided in class)	5	
Self-Study Method Presentations (oral)	5	
Self-Critique (oral) (see rubric below)	5	
Two Peer Reviews of Drafts	5	
Self-Study Research Project		60%

Participation and Assignments (40 points)

Participation

You are expected to participate in class discussions with openness, consideration, and effort to “hear for” and “listen to” others as you also seek to be understood. You are also expected to share leadership roles. Come to class prepared to share your insights, important concepts in the readings and the connections you are able to make to your learning and research experiences. Your comments should include any connections you see across other readings and any connections to your personal experiences. Analyze both the content and methodology of the reading (when appropriate). Go beyond “what the author said.” Share the questions you have about the reading in class. Your active participation is a major requirement of this course. Please notify professor if you must miss a class. There is no way to “make up” for class time that is missed.

Assignments

High quality work (i.e., “A” work) is expected on all assignments and in class participation. All assignments must be completed. For full consideration, all assignments are due to professor *electronically* in the digital drop box prior to the beginning of class on the date they are noted as “POST”, unless otherwise announced. Late assignments will not be accepted without making prior arrangements with the professor.

Title each assignment with your last name and the name of the project/assignment, e.g., Smith.ResProp.02.10.15.

All written assignments are to be word-processed using Times Roman 12 pt. font, double-spaced, and submitted electronically on our class [My Mason](#) Use APA style. See American Psychological Association. (2009). *Publication Manual* (6th ed.). Author: Washington, DC.

Readings

To be successful in the course, you will need to actively participate and read widely to become familiar with the self-study literature. I have generated a list of reading resources to provide you with a rich reservoir of materials to draw upon for your research project and I will direct you to particular research. My expectation is for you to read and use these resources as they apply to your self-study research project. You can informally memo and/or take notes about the readings and bring your comments and questions to each class.

SAVE YOUR WORK FREQUENTLY on a back-up storage or digital drop box.

Rubric for Participation, Assignments, & Readings (40 pts.)

<i>Category</i>	<i>Exemplary 40 pts.</i>	<i>Accomplished 37-39 pts.</i>	<i>Developing 35-36 pts. each</i>	<i>Beginning Below35pts.</i>
<p>Participation Participation is a critical component of this course. It is based on your contribution to building a positive classroom climate and community. Participants contribute to each other's learning by actively listening, exchanging ideas, and supporting each other's efforts; shares leadership roles</p>	<p>Participates regularly and actively in discussions and activities. Promotes conversation focused on the topic. Comments demonstrate a high level of understanding. Listens actively to peers. Prompts feedback and input; Purposely shares leadership roles in CF work.</p>	<p>Participates in discussions and activities on a regular basis; questions and comments reveal thought and reflection. Frequently involves peers in discussion; Shares leadership roles in CF work.</p>	<p>Doesn't contribute to discussions or activities very often, but generally reveals some thought and reflection. Follows rather than leads group activities. Solicits some peer discussion; Somewhat shares leadership roles in CF work.</p>	<p>Few meaningful contributions to class discussions. Little evidence of participation. Shows little concern for peers' learning or input. Misses classes and does not make up work; Does not share leadership roles in CF work.</p>
<p>Assignments Experimentation in self-study methods deepens students' comprehension and invites critical friends into conversations and projects to extend learning.</p>	<p>Completes all activities; Integrates and demonstrates a keen understanding of self-study in activities; Well-presented in class; Reflects extensively on activities</p>	<p>Completes most activities. Presents in class. Demonstrates an understanding of self-study in activities. Reflects on activities</p>	<p>Completes some activities. Demonstrates a beginning understanding of self-study in activities. Occasionally reflects on activities</p>	<p>Completes few activities. Demonstrates a limited understanding of self-study in activities. Lack of reflection on activities</p>
<p>Readings Reading widely and specifically about the outgrowth, nature, and methods of self-study is central to students' understanding of its application to their individual self-study projects. Dialogue with peers about the readings broadens students' perspectives and thinking about the readings</p>	<p>Selects and completes all readings and papers. Comes prepared with thoughtful synopsis, questions, and comments to share with class Demonstrates an excellent understanding of readings and with connections to the self-study field and to research project. Reflects extensively on readings</p>	<p>Selects and completes most of the readings and papers. Is prepared for sharing reading and asking questions Demonstrates a solid understanding of readings and makes connections to the self-study field and to research project. Reflects on reading</p>	<p>Selects and completes some of the readings and papers. Is somewhat prepared to share readings and questions Demonstrates a beginning understanding of readings and makes some connection to the self-study field to research project. Occasionally reflects on reading</p>	<p>Little or no involvement and sharing of readings and papers. Is seldom prepared to share readings and questions Demonstrates a limited understanding of readings and makes few to few connections or to field or research project. Lack of reflection</p>

Analytical Memos with Critical Friend Response

Effective research involves continuous reflection about the process and your learning with peer response. You will have the opportunity to work with critical friends in a series of 3 analytical memos, i.e., meta-conversations about the development of your project with peer input. We will use MyMason to post and offer peer feedback. Place your 3 memos and responses from your critical friend in your research project appendix.

Peer Response Notes for Analytical Memo

[Template]

Author's name:

Peer respondent name:

- a. What do you find most interesting and significant about this analytical memo? Why?
- b. Do you have any questions about this analytical memo? (e.g., any points that are unclear to you that you think could be explained more fully.) Why?
- c. Any other comments?

	Rubric Description for Analytical Memos
A+ Exemplary 5+ points	Establishes an exemplary narrative memo with thoughtful and relevant detail which demonstrates a very high level of understanding and application from assigned readings. Submission reflects outstanding participation in f-t-f and online discussions and class activities and active listening and serious feedback with peers. Submitted on time.
A Excellent 5 – 4.7 points	Provides a very adequate narrative memo with thoughtful and relevant detail which demonstrates a high level of understanding and application from assigned readings. Submission reflects excellent participation in f-t-f and online discussions and class activities and active listening and a high level feedback with peers. Submitted on time.
A- Approaching Excellence 4.65-4.5 points	Provides an adequate narrative memo with thoughtful and relevant detail which demonstrates a good level of understanding and application from assigned readings. Submission reflects good participation in f-t-f and online discussions and class activities and active listening and serious feedback with peers. Submitted on time.
B+ Developing Less than 4.5 points	Provides a fair narrative memo with thoughtful and relevant detail which demonstrates an average level of understanding and application from assigned readings. Submission reflects average level of participation in f-t-f and online discussions and class activities and active listening and serious feedback with peers. Needs more work. Submitted late.

Rubric for Self-Critique (oral)

<i>Distinguished</i>	<i>Proficient</i>	<i>Basic</i>	<i>Under Development</i>
<p>Personal Situated Inquiry: Evidence of deep reflection and analysis about research situated in professional practice</p>	<p>Evidence of critical reflection and analysis about research situated in professional practice and broader context towards social justice, innovation, and reform</p>	<p>Evidence of some critical reflection and analysis about research situated in professional practice</p>	<p>Little or no evidence of critical reflection and analysis about research situated in professional practice</p>
<p>Critical Collaborative Inquiry Significant evidence of effort to share and contribute to peers' research; significant movement beyond personal perspective; contributions to knowledge base</p>	<p>Evidence of effort to share and contribute to peers' research; significant movement beyond personal perspective and with contributions to professional knowledge base</p>	<p>Some evidence of effort to share and contribute to peers' research; significant movement beyond personal perspective and with contributions to professional knowledge base</p>	<p>Little evidence of effort to share and contribute to peers' research; significant movement beyond personal perspective and with contributions to professional knowledge base</p>
<p>Improved Learning Strong rationale for improvement-aimed purpose for self and others; deliberative reflection of impact for personal and professional learning; includes description of context and builds on earlier related research</p>	<p>Clear rationale for improvement-aimed purpose for self and others; good deliberative reflection of impact for personal and professional learning; includes description of context and builds on earlier related research</p>	<p>Includes a rationale for improvement-aimed purpose for self and others; deliberative reflection of impact for personal and professional learning; includes description of context and builds on earlier related research</p>	<p>Undeveloped rationale for improvement-aimed purpose for self and others; weak deliberative reflection of impact for personal and professional learning; includes description of context and builds on earlier related research</p>
<p>Transparent Systematic Research Process Consistently asking and exploring difficult questions about the complexities of research and self-study methods; Excellent articulation of research misconceptions and thorough discussion of reframed understanding</p>	<p>Asking difficult questions about the complexities of research and self-study methods</p> <p>Good articulation of research misconceptions and good discussion of reframed understanding</p>	<p>Asking some difficult questions about the complexities of research and self-study methods</p> <p>Satisfactory articulation of research misconceptions and discussion of reframed understanding</p>	<p>Minimal questioning about the complexities of research and self-study methods</p> <p>Undeveloped summary of research misconceptions and reframed understanding</p>
<p>Knowledge Generation and presentation as a Developing Self-Study Scholar</p>	<p>Honest and good sharing and appraisal of understanding of</p>	<p>Honest and average sharing and appraisal of</p>	<p>Weak sharing and appraisal of understanding of self-study</p>

Honest and thorough sharing and appraisal of understanding of self-study scholarship and application of self-study methods	self-study scholarship and application of self-study methods	understanding of self-study scholarship and application of self-study methods	scholarship and application of self-study methods
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Self-Study Research Project (60 points)

For your self-study research, you should choose a research question that really matters to you. It should be something you're curious about and willing to spend time researching and learning about. If you aren't eager to spend several days curled up reading about your topic, then it's not love, and you need to ditch it and find another topic (Roberts, GMU alumna, 2009). Choose a research project which includes the "self" as a resource to the research. Push yourself out of your comfort zone. Be honest, brave, and bold. Ask how your research matters to you, to others, to education, and towards social justice in education. We will discuss what this means and how it relates to this methodology at length in class. Designing and completing your self-study research project will be a significant marker in your personal and professional development. For this assignment, you may build upon prior research when writing your paper. This project includes professor and peer support and continuous formative assessment with class discussion. Each assignment is purposely designed to scaffold the development of your project. Each formative assignment will be important for success in your summative assessment of the research project.

Criteria for Self-Study Research Project (60 Points)

Please include a Table of Contents for practice

Abstract

1. Have you provided a single, articulate, concise paragraph of no more than 120-150 words?
2. Does your abstract concisely describe your purpose, context, method, key findings, and significance?
3. Did you provide searchable keywords?

2 point possible

Rationale

1. Have you clearly and concisely explained why this research is important to you?
2. Did you provide a rationale for why this research is important to others?
3. Have you addressed the broader educational and social significance of this research?
4. Can the reader interpret this as self-study research?

3 points possible

Statement of the Research Problem/Question

1. Have you clearly and concisely stated your research question?

2. Have you offered a research problem statement based on your noticing of a dilemma, tension, or personal inquiry?

2 points possible

Review of Literature and Conceptual Framework

1. Does the review clearly and adequately connect the study to the literature?
2. Did you conduct an ongoing literature review which informed your research?
3. Is the review adequate, coherent, and analytical?
4. Does the review include references from different sources and research engines?
5. Is the review integrated into a conceptual framework with a mapping of the theories, literature, and phenomena that help to inform your study? Have you integrated prior research to build your argument?

10 points possible

Research Method

1. Have you explained which self-study research method you employed and why?
2. Have you described your research context?
3. Have you included demographic information of participants if applicable?
4. Have you included a thorough description of the process of how the study unfolded or shifted?
5. Have you described in detail all the data you collected: how you collected it; when you collected it; how you analyzed it? Did you provide a data audit trail?
6. Does the study meet the methodological components of self-study research?
7. Have you included and explained the role of your critical friends in your study and data analysis?

15 points possible

Findings

1. Are the findings thoroughly and adequately presented?
2. Did you present the findings in terms of the study's impact on participants?
3. Did you present the findings in terms of the study's impact on your framing and reframing of practice?
4. Did you present the findings in terms of its impact on the education field?
5. Provide a discussion and reflection what the findings suggest set within a discussion of the limitations of the study, issues of validity, and possible areas for further study. A good conclusion should make clear what you believe the paper has contributed to your understanding of self-study research and its impact beyond the self.

10 points possible

Discussion and Self-Critique

1. Have you circled back to your research question to discuss what you learned?
2. Is your discussion organized, coherent and complete?
3. Does your report include evidence of self-critique and serious reflection?

For example:

Read back to your earlier viewpoints, beliefs, and understandings. Has anything changed? Remained the same? What factors and experiences do you believe contributed to the changes? What new insights have you gained about yourself? What would you do differently in the research process?

- What was it like to be a critical friend and to have one?
- Do you think your critical friends would describe you differently from when they first started working with you? What might they say?
- What do you want to continue doing?
- What are you still struggling to understand about yourself and/or others?
- What is the greatest contribution of your work to you and to the field?

10 points possible

References and Appendix

1. Did you follow the APA style for the report, references, citations, and appendix? Are all references cited in the research report included in the references?
2. Have you provided a complete reference list of all print and non-print (internet) references?
3. Did you include your three analytical memos and peer responses in your appendix?

3 points possible

Organization

1. Does the report include a cover page with project title, author's name, and professional affiliation?
2. Is the report grammatically correct, coherent, and well-organized?
3. Does the report have your distinctive focus and voice?
4. Have you written in an accessible style and presentation?
5. Have you used professional language?, i.e., no jargon

5 points possible

Grading Scale for Paper:

Exemplary: 60 points

Exceeds meeting criteria, multiple sources of evidence that substantially exceeds requirements.

Accomplished 59 - 56 points

Provides convincing evidence of sound work, substantially meets requirements.

Developing: 55 - 52 points

Provides basic and somewhat convincing evidence that moderately meets criteria.

Undeveloped: 51 points and below: No evidence or little evidence of meeting the criteria.

Tentative Class Schedule

Week	Topics	Assignments	Readings
Week 1 1/20	Introduction to Course Beginning with the self for the public good Self-Study Methodology Self-Study Methods	Bring a personal learning research connection to share orally. This will be useful to writing your analytical memo 1. (emailed note)	
Week 2 1/27	The Self-Study School Phase I: Emergence of Research Genre & Community Phase II: Defining/ Refining & Establishing Value Phase III: Methodological Inventiveness Phase IV: Critique, Response, & Potential	POST Analytical Memo 1: Focus on “What” and “Why” Peer Response to Memos are to be posted on Discussion thread before the next class, i.e., by 2/3 for memo 1 Begin building your literature review (not limited to self-study research)	LaBoskey, 2004 Loughran, 2004 Saldana Chs 1 & 2 Samaras Chs 1 & 3
Week 3 2/3	Design & Data in Self-Study Research	Scan Castle Proceedings at http://www.castleconference.com/conference-history.html Scan S-STEP listserv at http://aera.net/sstepsig109	Brandenburg, 2010 Pinnegar & Hamilton, 2009, Ch. 5 Samaras, Chs 4 & 6 Weber, 2008
Week 4 2/10	Research Ethics Consent Form Paradoxically Polyvocal I for We Trans-disciplinary Trans-national	POST Analytical Memo 2: Focus on “How”	Pithouse-Morgan & Samaras Draft Chapters Samaras Chs 5 & 6 Wilcox, Watson, & Paterson (2004)

Week 5 2/17	Conceptual Framework and Argument	Mock-up of Argument (Oral)	Samaras Chs 8 & 9
Week 6 2/24	Self-Study Methods: Narrative Dialogue Arts-Based Visually Rich Digital Collective	Peer Presentations on Method (Oral)	Individual Readings Assigned
Week 7 3/3	Data Analysis	POST Visually-Rich Digital Design Draft: RQ, Rationale, data sources, & method(s); Integrates photo(s) of your research artifact. Examples will be provided in class. In-class Peer Critiques of Design	Pinnegar & Hamilton, 2009, Ch. 6 Samaras Chs 10 & 11
3-9-3/15	<i>Have a Lovely Spring Break!</i>	No Assignments	No Readings
Week 8 3/17	Self-Study Methods Continued	Peer Presentations on Method Continued (Oral)	Individual Readings Assigned
Week 9 3/24	Assess Research Quality Critical Friend Validation Workshop	POST Analytical Memo 3: Focus on “So What” <i>Peer and Individual Consultations begin</i>	Bullough & Pinnegar, 2001 Feldman, 2003 Samaras Ch. 11
Week 10 3/31	Second Pass Validation Workshop	POST DRAFT 1 for professor and peer review <i>Peer and Individual Consultations</i>	No Readings

Week 11 4/7	Writing the “So What” Knowledge Generation Contributions to shared knowledge base; links with other studies	POST PEER REVIEW 1 with tracking and comments <i>Peer and Individual Consultations</i>	No Readings
Week 12 4/14	Self-Critique Peer Response	POST DRAFT 2 Self-Critique (Oral) Peer Response in class orally	No Readings
Week 13 4/21	Workshop on Publishing with Castle conference abstract as product	POST PEER REVIEW 2 using rubric with brief comments	No Readings
Week 14 4/27	Presentations (Oral) In 5 minutes tell us: 1. What and Why 2. How 3. So What [use your analytical memos to retrace, reflect, and reimagine]	POST : Final Research Paper Bring a printed copy to class. Appendix posted online only	