

**George Mason University
College of Education and Human Development
Elementary Education Program**

EDRS 825.001 – **Advanced Research Methods in Self-Study of Professional Practice**
3 Credits, Spring 2019
Wednesdays 4:30-7:10 202 Research Hall – Fairfax Campus

Faculty

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Prerequisites/Corequisites

Successful completion of EDRS 810 and [EDRS 811 or EDRS 812] is required.

This course has been approved in the Research Methods track as an Advanced Research Methods and in the Certificate in Qualitative Research (C-AR). The course may also count towards a major or minor area of specialization in a program of doctoral studies.

University Catalog Course Description

Prepares students to conduct research using 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.

Course Overview

This course provides students with both knowledge and practical applications and praxis of self-study methodology; its historical and paradigmatic outgrowth and ontological and methodological inventiveness along with learning an advanced research methodology with immediate applications to professional practice. Whereas the Self-Study School grew out of the work of teacher educators, it now extends to other practitioners outside of teacher education such as administrators, librarians, occupational therapists,

psychotherapists, actor-directors, career coaches, social workers, counselors and community educators working for social justice and educational reform. The methodology requires openness, reflection, peer review for validation with critical friends, transparent data analysis and process, and improvement-aimed work which contributes to professional knowledge.

Class assignments are designed to promote exploring and articulating the role of the “self” as the central but not only focus in a situated research study. This course includes a synthesis of the literature of the Self-Study School, exploration of multiple self-study methods, and enacting rigorous methodological components and design elements of self-study research. The course also includes support in developing professional skills in writing, presenting, and publishing.

Polyvocal Professional Learning Community

Our work will involve individual and collective responsibility and accountability with mutual support for reciprocal learning. Assignments include ongoing peer and professor review for you as an emerging self-study research scholar in transdisciplinary and multivoiced fashion. You will learn guidelines for collecting, enacting, and reporting self-study research findings with numerous exemplars which serve to inform your particular topic. There will be significant support along the way culminating in your final presentation and project.

Working with/as Critical Friends

The critical friend analytical memo assignment is a purposely designed 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 research-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 ongoing thinking and development with your critical friend and professor for feedback.

Peer Review for Quality and Validity

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, we promote a peer review process, designed to be supportive as well as constructive. You will provide, and receive, constructive suggestions to assist you in improving your study and in looking at something familiar from alternative perspectives to extend your way of knowing. In a collaborative relationship, you are expected to practice your best professional relationship skills in your discussions and constructive feedback. This collaboration/peer review will provide us with opportunities to see the value of collaborating as well as the challenges. It gives us practice.

Course Delivery Method

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

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Describe the historical and paradigmatic foundations of self-study methodology
2. Learn an advanced qualitative research methodology with immediate applications to professional practice;
3. Demonstrate an understanding of self-study research methodological components and design elements by applying a self-study method(s) in an enacted self-study research project;
4. Participate in a polyvocal professional learning community to gain alternative perspectives with reciprocal learning;
5. Develop and refine qualitative research skills including: conduct a literature review, design a research proposal, dialogue in a validation group with critical friends, assess ethics and social justice implications of one's study; collect and analyze data, interpret, write, and present findings;
6. Develop skills to self-critique and peer-critique and assess self-study research;
7. Present knowledge of one's research focus with evidence-based practice integrating the literature of the Self-Study School.

Professional Standards

Not Applicable

Required Texts and Other Materials

Pithouse-Morgan, K., & Samaras, A. P. (Eds.), (2015). *Polyvocal professional learning through self-study research*. Rotterdam, The Netherlands: Sense Publishers.
<http://tinyurl.com/okaqlaq>.

American Psychological Association (2009). *Publication manual* (6th ed.). Washington, DC, American Psychological Association (Available as reference at library).

Required Readings

Brandenburg, R. (2009). 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]

Hamilton, M. L., Smith, L., & Worthington, K. (2008). Fitting the methodology with the research: An exploration of narrative, self-study and auto-ethnography. *Studying Teacher Education* 4 (1), 17-28.

Hjalmanson, M. (2015). Learning to teach mathematics specialists in a synchronous online course: A self-study. *Journal of Math Teacher Education*. DOI 10.1007/s10857-015-9323-x [Available on EJ]

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#

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.]

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#

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.]

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. [Selected Draft chapters on Bb]

*In addition to the readings, you will be assigned individual readings related to your research topic and/or method to share your insights on how the self-study method was used and for what purposes. You are encouraged to connect with authors of the readings by email and begin establishing a professional network with self-study scholars.

*Additional articles and chapters will be made available as resources on Blackboard.

***See [Info Guides](#) [Self-Study Research: Courtesy of Anne Driscoll Melville](#)**

Related Resources including Various Self-Study Methods

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

Books/Special Journal Issues

Kosnik, C., Beck, C., Freese, A. R., & Samaras, A. P. (Eds.), (2005). *Making a difference in teacher education through self-study: Studies of personal, professional, and program renewal*. Dordrecht, The Netherlands: Springer.

<http://www.springer.com/education/teachers+%26+teaching/book/978-1-4020-8791-2>

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. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: Sage. [Translated into Korean]
<http://www.sagepub.com/booksProdDesc.nav?prodId=Book233400&#tabview=title>

Samaras, A. P., Freese, A. R., Kosnik, C., & Beck, C. (Eds.) (2008). *Learning communities in practice*. Dordrecht, The Netherlands: Springer.
<http://www.springer.com/education/teachers+%26+teaching/book/978-1-4020-8787-5>

Samaras, A. P. (2002). *Self-study for teacher educators: Crafting a pedagogy for educational change*. NY: Peter Lang
<http://www.peterlang.net/index.cfm?vID=65299&vLang=E&vHR=1&vUR=2&vUUR=1>

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]
<http://www.peterlang.net/index.cfm?vID=66386&vLang=E&vHR=1&vUR=2&vUUR=1>

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]

SELF-STUDY METHODS

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: Routledge Falmer. [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

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.

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]

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.

Taylor, M., Coia, L. (2009). Co/Autoethnography: Investigating teachers in relation. In C. A. Lassonde, S. Galman, & Kosnik, C. (Eds.). *Self-study research methodologies for teacher educators* (pp. 169-186). Rotterdam: Sense Publishers.

Collective Self-Study

Bodone, F., Guðjónsdóttir, H., and Dalmau, M. (2004). Revisioning and recreating practice: Collaboration in self-study. 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. 743-784). Dordrecht: Kluwer Academic Publishers.

- 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., Frank, T., Apollon Williams, M., Christopher, E., Rodick, W. H. (2016). A collective self-study to improve program coherence of clinical experiences. *Studying Teacher Education*, 2(12), 170-187.
- 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].
- Suh, J.M. & Seshaiyer, P. (2012). *Sustaining mathematics professional development partnerships: A self-study to examine the roles of school university partners*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC, 13-17 April.

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#
- Pithouse-Morgan, K., Coia, L., Taylor, M., & Samaras, A. P. (2016). Exploring methodological inventiveness through collective artful self-study research. *LEARNing Landscapes*, 9(2), 443-460.

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.

Memory Work

Pithouse-Morgan, K., Mitchell, C., & Moletsane, R. (Eds.). (2009). Making connections: Self-Study & Social Action. NY: Peter Lang.

Metaphor

Bullough, R. V. Jr. (1994). Personal history and teaching metaphors: A self-study of teaching as conversation. *Teacher Education Quarterly*, 21(1), 107-120.

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

Brown, E. R. (2002). The (in)visibility of race in narrative constructions of the self. In J. J. Loughran & T. Russell (Eds.), *Improving teacher education practices through self-study* (pp. 145–160). London: Falmer Press.

Hamilton, M. L., Smith, L., & Worthington, K. (2008). Fitting the methodology with the research: An exploration of narrative, self-study and auto-ethnography. *Studying Teacher Education* 4 (1), 17-28.

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.

Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. London, UK: Routledge.

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#

Self-Study Action Research

- Hosteler, A. L., Hawley, T., Crowe, A. R., Smith, E., Janosko, A., Koppes, L., Sprague, T., Ahlers, L., & Loudin, A., Self-study of practice as a framework to promote growth in the student teaching experience. *Studying Teacher Education*, 9, 187-200.
- Feldman, A., Paugh, P., & Mills, G., (2004). Self-study through action research. In J. Loughran, M. L. Hamilton, V. K. LaBoskey, & J. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (Vol. 2, pp. 943–977). Dordrecht: Kluwer Academic Publishers.
- Munby, H., & Russell, T. (1994). The authority of experience in learning to teach: Messages from a physics methods class. *Journal of Teacher Education*, 45(2), 86-95.

TESOL and Self-Study Research

<http://newsmanager.commpartners.com/tesolteis/issues/2016-09-08/email.html>

Video and Improvisational Theatre, Digital

- 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#
- Hoban, G. (2008). Lights, camera, action! Using slowmation as a common teaching approach to promote a school learning community. In A. P. Samaras, A. R. Freese, C. Kosnik & C. Beck (Eds.), *Learning communities in practice* (pp. 45-58). Dordrecht: Springer.
- Swanson R 2014. A relationship analysis: A professor, 500 students, and an assigned textbook. *The History Teacher*, 47(2): 289-302.

Additional Recommended Resources

- 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.
- Costa, A. L., & Kallik, B. (1993). Through the lens of a critical friend. *Educational Leadership*, 51 (2), 49-51.
- Craig, C. J. (2009). Trustworthiness in self-study research. In C. A. Lassonde, S. Galman, & Kosnik, C. (Eds.). *Self-study research methodologies for teacher educators* (pp. 21-34). Rotterdam: Sense Publishers.
- 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]
- 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.]
- LaBoskey, V. K. (2006). The fragile strengths of self-study: Making bold claims and clear connections. In P. Aubusson, & S. Schuck (Eds.), *Teaching learning and development: The mirror maze* (pp. 251-262). Dordrecht: Springer.

- 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.
- 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

Educational Research for Social Change. An Online Journal
http://ersc.nmmu.ac.za/view_edition.php?v=3&n=2#

TESOL and Self-Study Research An Online Journal
<http://newsmanager.commpartners.com/tesolteis/issues/2016-09-08/email.html>

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>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

| Assignments | Points |
|---|---|
| <ul style="list-style-type: none"> • Three analytical memos and peer responses (5pts each) <ol style="list-style-type: none"> 1. Memo 1: Statement and Rationale 2. Memo 2: Method with focus on Data 3. Memo 3: Data Analysis • Visually Rich Digital Proposal Design (template on Bb) • Two Peer Reviews of Drafts • Final Self-Study Research Project (See template below) Includes presentation and self-critique | <p>30</p> <p>10</p> <p>10</p> <p>50</p> |

Three Analytical Memos with Critical Friend Responses

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 Blackboard to post and offer peer feedback. Also, please place your 3 memos and responses from your critical friend in your final research project appendix.

1. Memo 1: Statement and Rationale
2. Memo 2: Method with focus on Data
3. Memo 3: Data Analysis

Peer Response Notes to Analytical Memos. [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?

Final Self-Study Research Project (see template/rubric below)

For your self-study research, you should choose a research question that really matters to you. It should be something you are curious about and willing to spend time researching and learning about. "If you are not 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 final project. Each formative assignment will be important for success in your summative assessment of the final project.

• **Other Requirements**

Attendance and Participation Expectations

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical

emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

You are expected to contribute to both class and online discussions and activities as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. To be successful in the course, you will need to actively participate and read widely to become familiar with the self-study literature. Dr. Samaras generated a list of reading resources to provide you with a rich reservoir of materials to draw upon for your research project and we will direct you to particular research. Our expectation is for you to read and use these resources as they apply to your self-study research project. Please informally memo and/or take notes about the readings and bring your comments and questions to each class.

- All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman). Late assignments will not be accepted without making prior arrangements with the instructor(s).
- Title each assignment with your last name and the name of the project/assignment (e.g., **Smith.ResProp.02.10.19**). APA format is expected.
- If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource. <http://owl.english.purdue.edu/owl/resource/560/01/>
- Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing. We encourage you to take advantage of this service as needed. http://writingcenter.gmu.edu/?page_id=177
- It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of 10% per day. All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format outlined below.

Note: Instructor reserves the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advance notice of any modifications.

- **Grading**

- A = 94%-100%
- A- = 90%-93%
- B+ = 87%-89%
- B = 80%-86%
- C = 75%-79%

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

| Class/Date | Topics | Assignments | Readings |
|----------------|---|--|---|
| Week 1 1/23 | Introduction to Course Beginning with the self for the public good Self-Study Methodology Methodological Components Self-Study Methods Paradoxically Polyvocal | Bring a personal learning event to share orally. This will be useful to writing your first analytical memo. (emailed prompt sent) | |
| Week 2 1/30 | Deep Dive for your Question Analytical Memos History of 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 Statement: “What” and “Why” using lesson 1 ppt prompts Begin building your literature review | Samaras Chs 1 & 4 Pithouse-Morgan & Samaras Ch 1 Saldana Ch 2 |
| Week 3 2/6 | Conceptual Framework and Argument Reciprocal Interviewing Reciprocal Mentorship | Peer Response to Memo 1 Explore Bb Resources Scan Castle Proceedings at http://www.castleconference.com/conference-history.html Scan S-STEP listserve at http://aera.net/sstepsig109 | Hamilton, et al., 2008 Pithouse-Morgan & Samaras Chs 4 & 6 Samaras, Ch 3 Meskin, Singh, & van der Walt |
| Week 4 2/13 | Design Elements Data in Self-Study Research IRB and Research Ethics | | Brandenburg, 2010 Pinnegar & Hamilton, Ch 5, 2009 Hjalmarson, 2015 Samaras Chs 5 & 7 |
| Week 5 2/20 | Self-Studies of Prof Practice (SSoP) | POST Analytical Memo 2 Focus on Method: “How” Explore Bb Resources | Naiker, 2014 Mittapalli, 2008 |

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|------------------------------------|---|---|---|
| | Doctoral Student Exemplars | | Pithouse-Morgan & Samaras Ch 7 Pithouse-Morgan & Samaras Ch 10 |
| Week 6 2/27 | Self-Study Methods Personal History e.g.,(Ch.7) Narrative (Kitchen) Dialogue (Chs 2, 3, & 12) Arts-Based (Chs 10 & 13, Crowhurst, et al., 2015) Memory Work (Mitchell) Collective (Chs. 8 & 9) Co-autoethnography (Ch. 11; Taylor & Coia) Bricolage (Pithouse- Morgan & Samaras) Self-Study Action Research, Hosteler, et al. | Peer Response to Memo 2 Peer Presentations and Briefs on Method | Individual Readings Assigned |
| Week 7 3/6 | Self-Study Methods Continued | Peer Presentations and Briefs on Method Continued | Individual Readings Assigned |
| Mar 9-17 Mason Spring Break | | | |
| Week 8 3/20 | Data Analysis | POST Visually-Rich Digital Design Draft: RQ, Rationale, data sources, & method(s) Present 3-minute Mock-up of Argument and Design (Oral) In-class Peer Critiques of Mock-ups | Pinnegar & Hamilton, Ch. 6, 2009 |
| Week 9 3/27 | Assess Research Quality Critical Friend Work First Pass Validation Workshop | POST Analytical Memo 3 Focus on Analysis Peer and Individual Consultations | Bullough & Pinnegar, 2001 Feldman, 2003 Samaras Ch. 11 |
| Week 10 4/3 | Critical Friend Work Second Pass Validation Workshop | Peer Response to Memo 3 POST DRAFT 1 for professor and peer review Peer and Individual Consultations | No Readings |
| Week 11 4/10 | Writing the “So What” Knowledge Generation Contributions to knowledge base; links with other studies | POST PEER REVIEW OF DRAFT 1 with tracking and comments Peer and Individual Consultations | No Readings |
| Week 12 4/17 | Secrets of Presentation Submission & Publishing | POST DRAFT 2 using tracking and comments | No Readings |

| | | | |
|-----------------|--|--|-------------|
| | Castle/AERA-S-STEP SIG conference abstract | | |
| Week 13 4/24 | Self-Critique Peer Assessment | POST PEER REVIEW OF DRAFT 2 using rubric with brief comments | No Readings |
| Week 14 5/1 | Presentations (Oral) In 5 timed minutes tell us: What and Why How (method) Ways your thinking changed Most valuable mistake Most valuable leap | POST: Final Research Paper Bring a printed copy to class. Appendix posted online only | |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Rubric for Participation, Assignments, & Readings

| <i>Category</i> | <i>Exemplary</i> | <i>Accomplished</i> | <i>Developing</i> | <i>Beginning</i> |
|---|--|--|---|--|
| <p><i>Participation</i></p> <p>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><i>Assignments</i></p> <p>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> |

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| <p>Readings</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Demonstrates a limited understanding of readings and makes few to few connections or to field or research project. Lack of reflection</p> |
|---|--|---|--|---|

| | Rubric Description for Analytical Memos |
|--|---|
| <p>A+</p> <p>Exemplary</p> <p>5+ points</p> | <p>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.</p> |
| <p>A</p> <p>Excellent</p> <p>5 – 4.7 points</p> | <p>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.</p> |
| <p>A-</p> <p>Approaching Excellence</p> <p>4.65-4.5 points</p> | <p>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.</p> |
| <p>B+</p> <p>Developing</p> <p>4.5 - 4.1 points</p> | <p>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.</p> |

| | |
|--|--|
| <p>B</p> <p>Approaching Developing</p> <p>Less than 4 points</p> | <p>Provides a rough narrative memo that lacks thoughtful and relevant detail. demonstrates an lower-than-average level of understanding and application from assigned readings. Submission reflects lower-than-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 to clarify understanding and details- revision is required. Submitted late.</p> |
|--|--|

Template with Criteria for Self-Study Research Project (50 Points)

Title

Does your title succinctly describe your study?

Table of Contents

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 strong searchable keywords?

Completed in class

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 personal and broader educational and social significance of this research?
4. Would a self-study reviewer assess your work as self-study research?

3 points possible

Statement of the Research Problem/Question

1. Have you situated your study from the “authority of your experience”?
2. Have you clearly and concisely stated your research question and included the “I” in your question?
3. Have you offered a research problem statement based on your noticing of a dilemma, tension, or personal inquiry?
4. Have you integrated seminal research to build your argument?
5. Is your question situated within the theoretical and research literature?

2 points possible

Review of Literature and Conceptual Framework

1. Does the review clearly and adequately connect to and align with your self-study research question?
2. Can a reader see where your question fits within the literature review?
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 and related to your study?
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 during the process of your study?
5. Did you collect data relevant and useful to exploring your research question?
6. How did you attend to developing and establishing the trustworthiness of the interpretations offered? Have you described in detail all the data you collected: how you collected it; when you collected it; how you analyzed it? How you validated it? Did you provide a data audit trail including your memos of ongoing interpretations?
7. Have you included and explained the role of your critical friends as a validation group?

10 points possible

Findings

1. Do your findings connect to and inform the question you posed?
2. Are the findings thoroughly and adequately presented?
3. Did you present the findings in terms of the study's impact on participants?
4. Did you present the findings in terms of the study's impact on your framing and reframing of your practice?
5. Did you present the findings in terms of its impact on the education field?

5 points possible

Discussion

1. Have you circled back to your research question to discuss what you learned?
2. How have you addressed the argument you posed of the research problem?
3. 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.
4. How have you drawn from your findings and review to expand and connect to what is known and new questions your study raises?
5. What do you see as the greatest contribution of your work to you and to the field?

5 points possible

Self-Critique

1. Does the study meet the methodological components of self-study research? How well did you enact the self-study methodological components? (See rubric below).
2. Read back to your earlier viewpoints, beliefs, and understandings of your practice. How has your thinking changed? How has your practice changed? What factors and experiences do you believe contributed to the changes?
3. What new insights have you gained about yourself? What would you do differently in the research process? What do you want to continue doing? What are you still struggling to understand about yourself and/or others?

4. What was it like to be a critical friend and to have one?
5. When did you “get” self-study of professional practice? When did you get “there”?

10 points possible

References and Appendix

1. Is your paper organized, coherent and complete?
2. 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?
3. Have you provided a complete reference list of all print and non-print (internet) references?
4. Did you include your three analytical memos and peer responses in your appendix in the electronic submission?

3 points possible

Organization

1. Does the report include a cover page with project title, author’s name, and professional affiliation? A table of contents?
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

2 points possible

Rubric for #1 of Self-Critique Section in Final Paper

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

Grading Scale for Paper

Exemplary: 50 points

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

Well-Accomplished 49 - 46 points

Provides convincing evidence of sound work, substantially meets requirements.

Accomplished: 45 – 41 points

Provides basic and somewhat convincing evidence that moderately meets criteria.

Undeveloped: 40 points and below: No evidence or little evidence of meeting the criteria.