

PROGRAMME: SELF-STUDY of TEACHER EDUCATION PRACTICES

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Annual Meeting

Chicago, April 9th – 13th 2007

PROGRAMME CHAIR Victoria Perselli

CO-CHAIR Hafdis Gudjonsdottir

S-STEP AERA Session 1

What Constitutes the Exceptional Educator? Self-Study Exponents Reflect on Learning and Teaching, Practice and Pedagogy

Paper Discussions

Time: Mon, Apr 9 – 12.50pm – 1.30pm

Building/Room: Hyatt / Grand Ballroom, Sections C-D North, East Tower – Gold Level

A Teacher Educator Engages Student Teachers' Heart and Minds in the Struggle to Address (Il)literacy in Content-Area Classrooms

Christiana L. Alger (San Diego State University)

Discussant: Mary P. Manke (University of Wisconsin – River Falls) mary.p.manke@uwrf.edu

Exceptional Educators: Understanding the Dimensions of Their Practice

Avraham A. Cohen (University of British Columbia, Marion Porath (University of British Columbia)

Discussant: Cynthia Ann Lassonde (State University of New York – Oneonta) Lassonc@oneonta.edu

Experiencing Self-Study Research: Students' Perspectives

Ayesha Bashiruddin (Aga Khan University, Institute for Educational Development)

Discussant: Barbara A. Henderson (San Francisco State University) barbarah@sfsu.edu

Self-Study Networks: Scaffolding the Generative Capacity of Teacher Leaders

Roger B. Peckover, Suzanne Peterson, Pat Christiansen, Marilyn Jacobson (Saint Mary's University of Minnesota)

Discussant: Rosemary Anne Turner-Bisset (Middlesex University) rosie.bisset@ntlworld.com

Voyeurisms and Validations: Initiating and Sustaining a Self-Study Group in a Teacher Education Faculty

Garry F. Hoban, Pauline Harris, Irina Verenikina, Doug Reid, Lisa Kervin, Deslea Konza, Paelene

Anderson, Edward O. Booth, Dianne Allen, Honglin Chen (Woolongong University)

Discussant: Patience A. Sowa (Rockhurst University) Patience.Sowa@rockhurst.edu

What Does Students' Silence "Say"? Learning to "Read" Our Teacher Education Students

Carolyn Panofsky (Rhode Island College), Lesley Bogad (Rhode Island College)

Discussant: Colleen M. Conway (University of Michigan) conwaycm@umich.edu

S-STEP AERA Session 2

Collaboration and Cooperation in Self-Study Research: The Conversation

Continues

Interactive Symposium

Time: Mon, Apr 9 - 4:05pm - 6:05pm

Building/Room: Inter-Continental / Exchange, Eleventh Floor

Chair: Mary P. Manke (University of Wisconsin - River Falls) mary.p.manke@uwrf.edu

Creating the Invisible Researcher: A Drama of Collaborative Self-Study

Cynthia Ann Lassonde (State University of New York - Oneonta), Carolyn Frances Chryst (State University of New York - Oneonta), Zanna McKay (State University of New York - Oneonta)

Exploring Teaching, Learning, and Learning to Teach in Urban Settings Through Collaborative Conversations

Francine P. Peterman (Cleveland State University)

Personal, Institutional, and Collective Self-Study: What Did We Learn About the Impact of Our Preservice Teacher Education Program Through Longitudinal Research?

Clare M. Kosnik (University of Toronto), Clive M. Beck (OISE/University of Toronto)

Take Two: Meaningful Collaboration That Is Not Consensus or Even Consensus-Seeking: A Self-Study of Professional Learning

Christine L. Canning (University of Northern Iowa), Jennifer Johnson (Augustana College), Linda M. Fitzgerald (University of Northern Iowa), Catherine M. Miller (University of Northern Iowa)

Takin' It to the Streets: A Collaborative Self-Study of Field-Based Teacher Education

Jason K. Ritter (University of Georgia), Dave Powell (University of Georgia), Todd S. Hawley (TheUniversity of Geogria)

Discussant: Kathryn M. Benson (Southern Arkansas University) kmbenson@saumag.edu

Abstract: This interactive symposium takes up from where we left off at AERA last year, placing collaborative ways of working at the heart of the self-study process and methodology. The group of papers illustrates within a variety of locations and settings how vital cooperation and collaboration are to teacher educators' practice. Each of these projects raises important questions also about initiation (e.g. into teaching), transition (e.g. from graduate student to colleague), power and power sharing (consensus/non-consensus) among participants in teacher education programs.

S-STEP AERA Session 3

Stop Moving My What?! Critical and Reflective Thinking in Self-Study

Interactive Symposium

Time: Tue, Apr 10 - 8:15am - 10:15am

Building/Room: Inter-Continental / Exchange, Eleventh Floor

Chair: Cathy C. Leogrande (Lemoyne College) leogracc@lemoyne.edu

"Stop Moving My Cheese!" Scurrying Through A Maze of Challenges in Developing Reflective Thinking of Pre-Service Teachers

Denise M. McDonald (University of Houston - Clear Lake)

(My) Situated Learning and Teaching

Jodi Meyer-Mork (Clarke College)

Reconceptualizing Teacher Education in Personal and Situational Terms

Patrick Pritchard (Wesleyan College)

Self-Study in Student Teacher Supervision: Competency Through Critical Reflection

Laurie A Ramirez (University of Utah)

Self-Study in Community: What Can Be a Self-Study? What Can a Self-Study Be?

Mary P. Manke (University of Wisconsin - River Falls), Jerome S. Allender (Temple University)

Discussant: Deborah J. Trumbull (Cornell University) djt2@cornell.edu

Abstract: We learn more about ourselves as teachers and teacher educators through developing inner skills

of reflection or 'pedagogical thoughtfulness' (Van Manen, 1994) and through our ability to perceive ourselves in relations with others: 'interpersonal connectedness'. Using a wealth of data such as journal dialogues, portfolio artefacts, evaluations and e-mail correspondence, each of the self-study practitioners participating in this interactive symposium will demonstrate the methods they have employed in order to to facilitate greater self-knowledge and self-analysis; reconceptualising or reframing their professional practices in accordance with what these various data reveal.

S-STEP AERA Session 4

***** “First Things First”: Self-Study’s Role in Preparing Ourselves and Our Students to Deal With Race/Racism *****

Interactive Symposium

Time: Tue, Apr 10 - 8:15am - 10:15am

Building/Room: Marriott / Chicago Ballroom, Section E - Fifth Floor

Session Organizer: Anna E. Richert (Mills College) annaer@earthlink.net

Chair: Ruth Cossey (Mills College) rcossey@mills.edu

Preparing Teachers to Identify and Respond to the Ethical Dimensions of Race and Racism in Teaching

Anna E. Richert (Mills College), Colette Rabin (Mills College)

“What’s Race Got to Do With It?” Learning to Consider Race in Lesson Planning

Vicki K. LaBoskey (Mills College)

Language: A Screen for Race in Teaching

Tomas Galguera (Mills College)

Teaching Teachers to Teach Literacy in a Racist Nation

Linda R. Kroll (Mills College), Fredi Breuer (Mills College)

Teacher Educators and Students Engage in Discomforting Conversations

Sally O. Thomas (Chapman University), Kimberly A. White-Smith (Chapman University)

Discussants:

Arturo Pacheco (University of Texas - El Paso) apacheco@utep.edu

Gloria J. Ladson-Billings (University of Wisconsin - Madison) gjladson@wisc.edu

Abstract: This 'starred' S-Step symposium will engage the audience in the deliberation of how student teacher inquiries into the role of race/racism in the teaching/learning process might enhance the quality of social justice teaching and teacher education. The backdrop for this discussion will be provided by four self-studies carried out by the faculty in a teacher education program long identified as focused on equity and social justice. The question guiding each of the self-studies was, How might we utilize inquiry to help ourselves and our student teachers grapple with questions of race/racism in teaching and learning? Thus, we will also examine the role that self-study can play in the preparation of social justice teacher educators and their students. The conversation will be strengthened by input from two discussants who are international experts on working with African-American and Latino students.

S-STEP AERA Session 5

Am I Being Fair to You? Educators Assessing Themselves in Their Work

Interactive Symposium

Time: Tue, Apr 10 - 4:05pm - 6:05pm

Building/Room: Inter-Continental / Empire Ballroom, Seventh Floor

Chair: Ann K. Schulte (California State University - Chico) akschulte@csuchico.edu

Am I Being Fair to You?

Lesley K. Coia (Agnes Scott College), Monica Taylor (Montclair State University)

But What's It Look Like? Developing Self-Study Exemplars in a Research Class

Anastasia P. Samaras (George Mason University), Mary Adams-Legge (George Mason University), Deanna Breslin (George Mason University), Jennifer Magaha O'Looney (George Mason University), Kavita Mittapalli (George Mason University), Dawn Wilcox (George Mason University)

Deconstructing and Reconstructing: Enhancing Professional Learning Through Collaborative Self-Study

Jill B. Farrell (Barry University), Mark L. Rosenkrantz (David Lawrence Jr. K-8, Miami-Dade County Public Schools)

Dissertation Support Groups: Building a Community of Practice Using Noddings' Ethic of Care

Emily J. Klein (Montclair State University), Margaret A. Riordan (Expeditionary Learning Schools Outward Bound), Amanda L. Schwartz (New York University), Stacey K. Sotirhos (Banch College)

Learning to Teach (Squared): A Self-Study of a New Teacher Educator's Introductory Course

Kelly A. Donnell (Roger Williams University)

Discussant: Barbara M. Graham (Ball State University) bmgraham1@bsu.edu

Abstract: This interactive symposium focuses on two significant areas of self-study research: reflexive self-analysis and the ethic of Care (Noddings) in teacher education programs and beyond. Five contrasting scenarios are presented, including doctoral study, the research methods course and professional development opportunities, all of which are underpinned by consideration of the I/Thou relationship in teaching and learning.

S-STEP AERA Session 6

Power, Pedagogy, and Professionalism in Self-Study

Paper Discussions

Time: Tue, Apr 10 - 4:55pm - 5:35pm

Building/Room: Hyatt / Grand Ballroom, Sections C-D South, East Tower - Gold Level

Creating a Context of Productive Learning in a Preservice Methods Course

Shawn M. Bullock (Queen's University), Tom Russell (Queen's University)

Discussant: Linda M. Fitzgerald (University of Northern Iowa) fitzgerl@uni.edu

Pedagogy-(With)In-Place: The Situated Self-Study of Teacher Education for Program and Pedagogical Improvement

Kathryn M. Benson (Southern Arkansas University), Reta U. Whitlock (Kennesaw State University)

Discussant: Hafdis Gudjonsdottir (Iceland University of Education) hafdud@khi.is

Professionalism and Power: Creating Balance Between Teacher Educators and Teachers

Lynnette Erickson (Brigham Young University), Janet R. Young (Brigham Young University), Michelle Marchant (Brigham Young University)

Discussant: Deborah L. Tidwell (University of Northern Iowa) deborah.tidwell@uni.edu

If You Build It, They Achieve: A Self-Study Using Collaborative Processes for National Board Certification

Cristy L Kessler (University of Hawai'i), Caroline Wong (Moanalua Middle School)

Discussant: Clare M. Kosnik (University of Toronto) ckosnik@stanford.edu

Selves and Assignments: Cat Goddess, Earth Mother, and Satyr in My Classroom

Katheryn East (University of Northern Iowa)

Discussant: Peter Pereira (DePaul University) ppereira@condor.depaul.edu

Teaching Practice at the University: A Self-Study Experience Using Video

Maria Ines G. F. Marcondes de Souza (Universidade Catolica do Rio de Janeiro)

Discussant: Mary C. Dalmau (Victoria University) dalmaumc@comcen.com.au

The Learning of Nature and the Nature of Learning: A Self-Study

Anne M. Sullivan (National-Louis University)

Discussant: Deborah J. Trumbull (Cornell University) djt2@cornell.edu

S-STEP AERA Meeting

There's No Meeting Like the Self-Study Business Meeting!

Time: Tue, Apr 10 - 6:15pm - 7:15pm

Building/Room: Inter-Continental / Empire Ballroom, Seventh Floor

Invitation:

Please join us and bring along your colleagues and friends. The S-STEP Business Meeting is where you can find out all you need to know to join this friendly open SIG and participate in its future development; closely followed by...

S-STEP AERA Social

Time: Tue, Apr 10 - 7:15pm - 8:15pm

Building/Room: Inter-Continental / Empire Ballroom, Seventh Floor

Invitation:

The HOT meeting place of the year for S-Step members, colleagues and friends.

S-STEP AERA Session 7

Narrative, Nonfiction, and Knowledge Generation Through Self-Study Research

Interactive Symposium

Time: Wed, Apr 11 - 6:15pm - 8:15pm

Building/Room: Inter-Continental / Empire Ballroom, Seventh Floor

Chair: Peter Pereira (DePaul University) ppereira@condor.depaul.edu

Imagining and Creating the Possible: The Role of Creative Nonfiction in Understanding Self and Other
Tomas Galguera (Mills College), Diane P. Kettle (Mills College)

Learning Through Teaching in Storytelling

Rosa T. Chiu-Ching (Hong Kong Institute of Education), Esther Yim-mei Chan (Hong Kong Institute of Education)

My Grandmother's Box: Telling and Retelling Stories to Shape Understandings of Self and Professional Practice

Janet Dyson (University of Hertfordshire)

Narrative Inquiry and Professional Development of Teachers: A Self-Study of Teacher Educators

Francis Nk Chan (Hong Kong Institute of Education), Wai-ming Yu (Hong Kong Institute of Education), Chun-Kwok Lau (Hong Kong Institute of Education)

Responsibility as a Teacher Educator: Discovering What Can Be Known and Acting on the Discovery

Robyn T Brandenburg (University of Ballarat)

Discussant: Rosebud S. Elijah (Hofstra University) catrze@hofstra.edu

Abstract: In this interactive symposium, narrative forms of representation reveal how self-study practitioners make meaning from experience. Located within the traditions of storytelling and writing as reflection, and linked to the methodological perspectives of researchers such as Shulman, Clandinin, Conle and van Manen, these presentations invite us to share diverse interpretations 'truth' and 'reality' in the construction of knowledge through the lived experiences of teachers and teacher educators.

S-STEP AERA Session 8

Subject Specific Areas of Self-Study Practice: Mathematics and Science

Interactive Symposium

Time: Thu, Apr 12 - 8:15am - 10:15am

Building/Room: Inter-Continental / Exchange, Eleventh Floor

Chair: Amanda K. Berry (Monash University) amanda.berry@education.monash.edu.au

A Self-Study Addressing Various Student Audiences in Elementary Science Methods Courses

Mary Sowder (University of Nevada - Las Vegas)

Changing Images of Mathematics and Mathematics Teaching: A Self-Study

Paul Betts (University of Winnipeg)

Making a Dutch Connection: Using Self-Study to Examine Identity Development Among Prospective Science Teacher Educators

Brenda M. Capobianco (Purdue University)

Self-Study in Mathematics Teaching

Jónína Vala Kristinsdóttir (Iceland University of Education)

Understanding Ourselves and the World We Live in: Self-Study Supporting Mathematics Course Development

Hafdis Gudjonsdottir (Iceland University of Education), Jónína Vala Kristinsdóttir (Iceland University of Education)

Discussant: Peter Pereira (DePaul University) ppereira@condor.depaul.edu

Abstract: Self-study frequently provides opportunities for teacher educators to reflect upon aspects of practice in specific curricular and disciplinary areas. This interactive symposium illustrates projects in which Mathematics and Science will be discussed in relation to a problematic of practice, for example with regard to classroom communication, learning disabilities, curriculum reform, evaluation and professional identity.

S-STEP AERA Session 9

Investigating the Ontological and Epistemological Bases of Self-Study of Teacher Education Practices

Interactive Symposium

Time: Thu, Apr 12 - 4:05pm - 6:05pm

Building/Room: Inter-Continental / Exchange, Eleventh Floor

Chair: [Jeff Kaplan \(University of Central Florida\) jkaplan@mail.ucf.edu](mailto:jkaplan@mail.ucf.edu)

Exploring Ontology in Self-Study Methodology

Stefinee E. Pinnegar (Brigham Young University), Mary Lynn Hamilton (University of Kansas)

Joseph Schwab, Self-Study Proponent? A Personal Perspective

Cheryl J. Craig (University of Houston)

Self-Study, Illustration, and Conceptualizing Change

Deborah L. Tidwell (University of Northern Iowa)

The Knowledge Bases of Teacher Educators

Rosemary Anne Turner-Bisset (Middlesex University)

Using Praxis-Inquiry in Teacher Education

Greg Neal (Victoria University)

Discussant: Jill B. Farrell (Barry University) jfarrell@mail.barry.edu

Abstract: Five contrasting viewpoints on epistemology and ontology in teacher education are offered in this interactive symposium. One presentation asks: What difference it makes for teacher educators' response if pre-service teachers' beliefs about learning are seen as skeletal understandings of their ontology rather than as foundational unchanging beliefs based on their epistemology? Another considers the legacy of Joseph Schwab to self-study as an educator who made his teaching an object of inquiry. Presentation 3 reintroduces the concept of nodal moments as a frame for critical examination of teaching and learning, whilst the next links teacher educators' knowledge to its social and institutional contexts. The fifth presentation considers how collaboration and innovation led to the joint construction of authentic practice in a school/university partnership.

S-STEP AERA Session 10

Thinking About Method, Methodology, and Tools in Self-Study Research

Interactive Symposium

Time: Thu, Apr 12 - 6:15pm - 8:15pm

Building/Room: Inter-Continental / Exchange, Eleventh Floor

Chair: Garry F. Hoban (Wollongong University) garry_hoban@uow.edu.au

Fitting the Methodology With the Research: An Exploration of Autobiography, Self-Study, and Autoethnography

Mary Lynn Hamilton (University of Kansas), Laura Smith (University of Kansas), Kristen Worthington

(University of Kansas)

Instruction to Construction: Improving the Quality of Teaching and Learning in Social Studies Methods Courses

Reese H. Todd (Texas Tech University)

Self-Study of Teacher Education Practices: Revealing the Self in Classroom Methodology

Jeffrey Stuart Kaplan (University of Central Florida)

The Reinvention of the Preservice Teacher Learning Theory Course

Donna K. Phillips (George Fox University)

Using Case Studies in Preservice Teacher Education: A Collaborative Self-Study

Julian D. Kitchen (Brock University)

Discussant: Cynthia Ann Lassonde (State University of New York - Oneonta) lassonc@oneonta.edu

Abstract: What is the relation of inquiry to the revelation of professional identity and knowledge of teacher educators? What if theory was taught as a way of thinking, as glasses to be taken on and off in the pursuit of a more critical pedagogy? How does knowledge of self shape and define classroom practice? This interactive symposium focuses specifically on deliberations of method. Its participants offer complex and intriguing methodological approaches to self-study, including autobiography and autoethnography, portfolio, case study, deconstruction and 'theory as a "transitional object" towards alternative modes of thought...'

S-STEP AERA Session 11

Place, "Race," Culture, and Society: Creating a World of Educational Quality

Interactive Symposium

Time: Fri, Apr 13 - 8:15am - 10:15am

Building/Room: Inter-Continental / Exchange, Eleventh Floor

Chair: Amanda K. Berry (Monash University) amanda.berry@education.monash.edu.au

Developing Cultural Proficiencies in Teacher Education Programs: A Case Study

Sheena Choi (Indiana University - Purdue University - Fort Wayne), Gail Hickey (Indiana University -

Purdue University - Fort Wayne)

Dreaming of a Borderless World: Dialogues of Possibility for Self-Study Researchers

Hafdis Gudjonsdottir (Iceland University of Education), Mary C. Dalmau (Victoria University), Mary P. Manke (University of Wisconsin - River Falls)

Faculty's Effectiveness at Preparing Culturally Competent Preservice Teachers: Examining Dispositions, Beliefs, and Classroom Practices

Susan R. Warren (Azusa Pacific University), Ivy Yee-Sakamoto (Azusa Pacific University), Torria Bond (Azusa Pacific University), Nilsa J. Thorsos (University of New Mexico), Tami Foy (Claremont Graduate University), Doris Mok (Azusa Pacific University), Bonnie Hedlund (Azusa Pacific University), Pamela M. Christian (Claremont Graduate University)

Self-Study in the Context of Course Design in International, Postgraduate Settings: Some Preliminary Reflections

Victoria L. Perselli (Kingston University)

Creating a World of Educational Quality Through Living Educational Theories

Jack Whitehead (University of Bath)

Discussant: Rosemary Anne Turner-Bisset (Middlesex University) rosie.bisset@ntlworld.com

Abstract: This symposium opens up possibilities for consideration of self-study in international and global contexts. Implicit What if? questions lie behind more pragmatic deliberations of community and collaborative ventures, locally and cross-culturally. There are elements of blue-skies thinking and indeed dreaming in these presentations that compliment the urgent necessity for curricula that represent a truly diversified world in teacher education practices.
