

Now let's examine each methodological component. First, to gain an overview of each methodological component in the self-study teacher research process, read carefully through Table 4.1.



A Self-Study Research Guidepost

Five Foci Framework

Methodological Components of Self-Study Research

Table 4.1 Five Foci

#	Focus	Methodological Component
1	Personal Situated Inquiry	<p><i>Self-study teachers initiate and study their own inquiry in their classroom and utilize a self-study method aligned with that inquiry.</i></p> <p>Self-study is a self-initiated inquiry of practice and draws from a practitioner's experience. Self-study teachers can choose from various self-study methods to inquire into their practice, explore who they are as a teacher, and self-assess their teaching. They consider the role culture plays in their theories and practices to assess its impact of their teaching.</p>
2	Critical Collaborative Inquiry	<p><i>Self-study teachers work in an intellectually safe and supportive community to improve their practice by making it explicit to themselves and to others through critical collaborative inquiries.</i></p> <p>Critical collaborative inquiry contributes to a validation of findings because the analysis extends beyond one's personal views, thus addressing potential biases. Paradoxically, self-study is both personal and interpersonal. It is the community that helps extend an individual's understanding. Critical friends encourage and solicit respectful questioning and divergent views to gain alternative perspectives. Critical friend teams serve as a validation group to provide feedback on the quality and legitimacy of each other's claims.</p>
3	Improved Learning	<p><i>Self-study teachers question the status quo of their teaching and the politics of schooling in order to improve and impact learning for themselves, their students, and the education field.</i></p> <p>Self-study is for improving and impacting learning. It is the "so what" of what we do as teachers. As self-study teachers work to improve their professional development, they impact students' learning, inform programs, influence policy decisions, and reform education.</p>
4	Transparent and Systematic Research Process	<p><i>Self-study requires a transparent research process that clearly and accurately documents the research process through dialogue and critique.</i></p> <p>Self-study includes a hermeneutic spiral of questioning, discovering, framing, reframing, and revisiting. The method you choose for self-study depends a good deal on your questions and the impact you seek to make in your professional practice and education writ large.</p>

#	Focus	Methodological Component
		<p>Self-study necessitates a disposition of openness to outside views, questions, and critique. Self-study teachers strive to make their practice explicit to themselves and to others. The transparency of the research process is enhanced through the review of critical friends who ask probing questions and offer alternative perspectives and interpretations.</p>
5	<p>Knowledge Generation and Presentation</p>	<p><i>Self-study research generates knowledge that is made public through presentation and publication.</i></p> <p>Self-study research contributes broadly to the knowledge base of personal, professional, program, and school development. Making the study public allows it to be available for review and critique. It contributes to the accumulation of pedagogical, content, and issue-based knowledge and serves to build validation across related work.</p>