



## 5.1 A Self-Study Research Guidepost

### Your Critical Friends Portfolio

**Table 5.1** Your Critical Friends Portfolio

#	Critical Friend Inquiries 	Description of Activity	Purpose of Activity Aligned With Research Components	Chapter Location
1.1	<i>I wonder about</i>	An introductory research activity prompts you to consider what you wonder about in your teaching, why you are curious about the topic, and who would benefit from your inquiry	<b>Research Purpose.</b> Serves to spark your thinking about what you want to study and helps break writer's block	1

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Table 5.1 (Continued)

#	Critical Friend Inquiries 	Description of Activity	Purpose of Activity Aligned With Research Components	Chapter Location
4.1	<i>Critical Friend Research Memo 1</i>	A research memo to your critical friend to share your thinking aloud about your research focus, rationale, and proposal	<b>Research Question, Rationale, and Proposal.</b> Designed for peer support and a feedback loop from another perspective as you work through your research question and proposal	4
5.1	<i>Education-Related Life History</i>	A narrative about a critical incident or nodal moment in your learning experiences and the role that culture played in the incident. Your narrative highlights how your background, culture, and learning experiences influenced your beliefs about teaching and student learning. <i>A personal history self-study method</i>	<b>Significance of Problem/Rationale.</b> Helps you explore how personal learning experiences and culture shape your practice, your students' learning, and your inquiry	5
5.2	<i>Self-Portrait of a Researcher</i>	An alternative format for presentation through self-portrait making; abstract or nonabstract using an art medium of your choice that depicts how you see your role as a self-study researcher. Include a curator caption describing key reflections. Can also be used as a data technique during your research. <i>An arts-based self-study method</i>	<b>Professional Role/Data.</b> Useful for constructing an understanding about who you are as a researcher and your professional development	5
5.3	<i>Research Artifact</i>	An artifact that you choose to represent the main idea of your research interest; includes a title using a metaphor that signifies the core meaning of this chosen object. <i>A memory work self-study method</i>	<b>Research Question.</b> Prompts your thinking about your research focus and is a useful tool for you to consider your research interest in a symbolic and representative manner	5

#	Critical Friend Inquiries 	Description of Activity	Purpose of Activity Aligned With Research Components	Chapter Location
6.1	<i>Class Portrait</i>	A visual representation of your current classroom situation and your practice capturing the academic, social, and culture theater of your context, your role, your students, and the interactions of learning	<b>Observation: Participants, Situation, and Pedagogical Plans.</b> Provokes critical reflection about what is taking place in your classroom to help you capture the focus of the change you propose and the pedagogies you plan	6
6.2	<i>Haiku</i>	A haiku poem of three lines with 5–7–5 syllables in each respective line that captures your research topic and why the topic matters to you	<b>Articulate Rationale.</b> Encourages you to articulate a topic and why you chose it in a concise manner to yourself and to others	6
6.3	<i>Research Proposal: Narrative and/or Alternative Visual</i>	A narrative that articulates what you propose to study, why you are interested in the topic, and how you propose to go about exploring the research. The proposal may be in a narrative format and/or with a visual representation. The visual also includes a narrative of your ideas and plans. <i>An arts-based self-study method</i>	<b>Research Proposal.</b> Designed for peer support and a feedback loop from another perspective as you work through your research proposal	6
6.4	<i>Mapping a Literature Review</i>	An integrated mapping and representation of the key areas and ideas of your topic and your developing theories of related research and how that literature helps inform and focus your research problem	<b>Literature Review and Conceptual Framework.</b> Develops and extends your understanding of prior research; helps to inform and justify your research approach and pedagogical plans	6
7.1	<i>The Ethical Self-Study Teacher Researcher</i>	A memo to your critical friend outlining how you planned for the research ethics of your project to be framed according to the self-study methodological components	<b>Peer Review of Ethics.</b> Provides opportunities for dialogue and deliberation about the research ethics of your planned research project	7

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Table 5.1 (Continued)

#	Critical Friend Inquiries 	Description of Activity	Purpose of Activity Aligned With Research Components	Chapter Location
8.1	<i>Critical Friend Research Memo 2</i>	A research memo to your critical friend about your data collection	<b>Data Collection.</b> Provides support and a feedback loop from another perspective as you work through your data collection	8
9.1	<i>Interviewer and Interviewee</i>	A participant-observer experience of interviewing and being interviewed	<b>Data Collection.</b> Provokes reflection about interviewing from the perspective of the interviewer and the interviewee	9
11.1	<i>Critical Friend Research Memo 3</i>	A research memo to your critical friend about your data analysis	<b>Data Analysis.</b> Provides support and a feedback loop from another perspective as you work through your data analysis	11
11.2	<i>Dialogical Validity</i>	Peer critique and validation of your data analysis	<b>Critique/Validation.</b> Generates a reflective and critical dialogue for critique of your data analysis with critical friends	11
11.3	<i>Self-Assessment and Critical Friend Assessment of Five Foci</i>	A personal and critical friend assessment and analysis of how you addressed the self-study methodological components	<b>Self-Assessment.</b> Critique/Validation. Provides an opportunity for self-assessment driven from one's own efforts and situation; promotes personal professional accountability as a researcher	11
12.1	<i>Author's Chair</i>	A format for your presentation of your draft report including interpretations of data for public critique	<b>Writing/Presenting.</b> Facilitates dialogue, peer feedback, alternative perspectives of analysis, and refinement of final report	12
12.2	<i>Exit Paper</i>	An essay about your professional growth and your thinking about the process and product of your research project. Includes a self-assessment of how well you addressed the Five Foci, how you reframed your thinking, and possible next directions	<b>Discussion/Continued Professional Development.</b> Encourages researcher's self-assessment and reflection about research, knowledge, and future needed directions	12



## 5.2 A Self-Study Research Guidepost

### Self-Study Research Project Frameworks

**Table 5.2** Examples of Self-Study Research Project Frameworks

Research Question	Self-Study Method	Context	Participants	Data Sources	Implications: So What?
How do I balance my multiple roles as an English department chair and teacher? (Adams-Legge, 2006)	<i>Developmental Portfolio Self-Study Method</i>	Secondary School	Self and professional colleagues	Surveys to teachers and other English department chairs in the district; author's ongoing reflective journals; department journal notes; visual concept map	Effective leadership practices in school settings
What contributed to my usage of inquiry-based science teaching? (Wilcox, 2006)	<i>Personal History Self-Study</i>	Elementary School	Self and critical friend	Narratives; self-portraits; artifacts; critical friend memos	Inspiring science teachers to utilize inquiry-based teaching as aligned with national science standards
What do I do and say to facilitate mathematical discourse? Has what I've learned in my professional development actually changed the way I teach mathematics? Are my students becoming better learners of	<i>Living Educational Theory</i>	Elementary School	Self and professional colleagues	Audiotaped recordings of lessons, Likert-based student surveys, student work samples, personal reflections	Insights for other teaching professionals for studying and facilitating mathematical discourse (e.g., increasing student participation, horizontal discourse, student sharing of solutions, improved teacher listening)

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Table 5.2 (Continued)

Research Question	Self-Study Method	Context	Participants	Data Sources	Implications: So What?
mathematics as a result of the changes? (Aiona, 2006)					
Does my involvement in an electronic forum influence community building for our class? What constitutes effective practice in virtual teacher education? (Ham & Davey, 2006)	<i>Collective Self-Study</i>	University English Methods Course and IT course	Faculty, preservice English secondary teachers working with high school students and inservice teachers in IT courses	Postproject student and teacher interviews, written questionnaires. Ongoing tutor journal; regular iterative content analysis of discussions on Blackboard; teacher interviews; questionnaire. Professors' journals and meeting notes and critical friend inquiries	Implications for interpersonal student/faculty interactions in online learning environments. Students' self-regulation in online teaching environments deepened their need for professor feedback
How do I make sense of the "in-between-ness" of my roles as teacher and administrator? (Johri, 2007)	<i>Arts-Based Self-Study Method</i>	Elementary School	Self, critical friends, students, and school colleagues	Journals; self-portrait; critical friend memos; teacher and administrator interviews	Useful to teachers who are also administrators examining their dual roles, complexities, and impact
How can my early teaching diaries inform my current teaching? (Mitchell, 2006)	<i>Memory Work Self-Study</i>	University	Self as teacher and in relation to current students	Diaries of teaching as a beginning teacher; writing as textual evidence	Contributes to our understanding of the challenges beginning teachers often face. Looking at the future through the past