Mar 26th, 3:00 PM - 3:45 PM

Narrative Pedagogy as Object and Method of Inquiry Used in Teacher Education Program

Elsie L. Olan Dr
University of Central Florida, elsie.olan@ucf.edu

Paula Bello Ms
University of Central Florida, bellopaula@knights.ucf.edu

Jeffrey Kaplan Dr
University of Central Florida, jeffrey.kaplan@ucf.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
Olan, Elsie L. Dr; Bello, Paula Ms; and Kaplan, Jeffrey Dr, "Narrative Pedagogy as Object and Method of Inquiry Used in Teacher Education Program" (2014). SoTL Commons Conference. 2.
https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2014/2

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Narrative Pedagogy as Object and Method of Inquiry Used in Teacher Education Programs

Elsie L. Olan, Ph. D.
Paula Bello, Doctoral Student
University of Central Florida
Objectives

Research

- To present and discuss the results and implications obtained from the analysis of pre-service teachers’ written stories, histories and reflections.

Audience

- In this focused interactive session, audience members will be granted access to an analysis that occurs at two levels:
  1. pre-service teachers’ examination of their past and present teaching and learning experiences
  2. pre-service teachers’ process of self portrayed professional identities based on their experience at pre-service teacher education courses.

- Audience members will be:
  - engaged in a discussion about pre-service teachers’ written story samples
  - encouraged to evaluate the results discussed by the researchers and determine how, if at all, these can be applied to their own environments
Lickert Scale Statistical Analysis

Statistical analysis about questions 1, 2 and 3 frequencies.

<table>
<thead>
<tr>
<th>Question</th>
<th>question1</th>
<th>question2</th>
<th>question3</th>
<th>gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mode</td>
<td>1.000</td>
<td>1.000</td>
<td>1.000</td>
<td>1.000</td>
</tr>
<tr>
<td>Mean</td>
<td>1.000</td>
<td>1.000</td>
<td>1.000</td>
<td>1.000</td>
</tr>
<tr>
<td>Median</td>
<td>1.000</td>
<td>1.000</td>
<td>1.000</td>
<td>1.000</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Range</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>12.015</td>
<td>12.015</td>
<td>12.015</td>
<td>12.015</td>
</tr>
</tbody>
</table>

There are 496 valid reflections. In question 1, Reflection is necessary more students answered option 1, i.e., strongly agree. In question 2, I take a reflective stance in my exit slips, more students answered option 1 as well, i.e., strongly agree.

In question 3, 81% of students answered option 1, i.e., unreflective. Students value reflections and take a reflective stance in their answers show, but not regards.

An regards question 3, performance and learning is negative. Distribution is slightly negatively.
Research Questions

- How do pre-service teachers formulate narratives and written reflections through inquiry-driven activities that foster dialogic interactions while reconstructing their professional identity?

- How do pre-service teachers reflect and reconstruct their professional identities through their lived experiences while attending Language Arts Methods courses?

- How can the practice of writing narratives and reflections inform the process of inquiry-driven pedagogy?

- How are narratives implicated in identity, agency and learning?
Social constructs, located in time and space, social history and geography. Guide understanding of learning and meaning making process.

A pattern of social relations, interactions and historical constructions in a particular place and time

Individuals reflect, revisit, and collaborate with meaningful others
Redefine their personal and professional identities
Shape learning experiences from within
Provide meaning to past lived experiences through the lens of present historical reality

(Bathmaker, 2010; Clandinin & Connelly, 2000 Goodson, 2013; Goodson & Gill, 2011)
Narrative Pedagogy as Object of Inquiry

- Narrator(s)
- Reader(s)

Narrative Pedagogy Affordances

Inquiry into teaching practice

Author(s)

Reflective Stance
Narrative Pedagogy as a Method of Inquiry

- Develop a Reflective Stance
- Affords Particular ways to Participate in Inquiry-driven class activities
- Revisit past experiences in order to question their experience and elaborate their stories
- Revisit their dichotomous nature
  - New ways to approach learning and practical experiences
  - Claim professional identity

Narrative Pedagogy as a Method of Inquiry
Identity Theory

Reflexivity Constant questioning

Professional Identity

Group Identity

Dichotomous Nature

Reflexivity Constant questioning

(Craib, 1998; Richards, 2006)
Context, Population and Sampling

- Pre-service teachers attending Language Arts methods courses at the largest metropolitan public research university in a south-eastern state of USA
- Pre-service teachers’ written stories, histories and reflections collected between August 2012-July 2013.

- N=175
- Reflections N=496

- Purposeful and homogenous
  - Experiences
  - Attributes
  - Characteristics
  (Goodson, I. & Sikes, P. J. 2001)
Data Collection Procedures

- IRB
- Informed consent/ anonymity/respondent validation
- Data collected throughout coursework
- Data collection instruments
  - Written work
  - Drawings
  - Vignettes
Schön (1988)

- Concepts of Reflection in/on action
  - Analysis of actions in context
  - Narrations
- Categories for Reflection in/on action within internship
  - Technical training
  - Professional thinking/knowledge
  - Developing new insights while questioning
- Themes
  - Richardson’s Factors Influencing Teaching Choice Framework (2006)
    - Categories
      - Prior teaching experiences
      - Teaching and learning experiences
      - IntrTask demand
      - Self-perceptions
      - insic value
      - Social intrinsic value

(Richardson & Watt, 2006; Schön, 1988)
Categories for Reflection in/on action within internship:

- **Technical Knowledge**
  - Leading class activities/change the tone of the class/take over in class
- **Professional Thinking**
  - Watching students learn/work/do an activity
  - Interaction with students
- **Developing New Insights**
  - Make a difference to students/do something important
  - Develop interpersonal intelligence
Themes

Perceived teaching ability

“I quickly took over as the students knew who I was (...) I saw how bored the students were with busy work and changed the tone of the classroom”

Intrinsic Career Value

“I was shocked with how many hands went up & how enthusiastic they were to answer”

Work with children and adolescents

“But you truly cannot know if this is what you are meant to do until you are interacting with the students and watching them learn”

Shape the future of children/adolescents

“I knew I wanted to do this of shaping lives”

Prior teaching experiences

“I learned how to see pain in others. As a teacher I hope to use that to save children from breaking as I did”

Intrinsic value – Satisfaction with choice

“I used to be a shy person and this class brought out the life in me. I started talking in class discussions, working in group projects, making friends and of course working with children”

“I found myself itching for more of her class, more inspiration, and more time learning about teaching!”
Findings

- N-175 pre-service teachers produced N-496 reflections and narratives.
- Participants adopted a reflective stance
- Narrative Pedagogy as Object of Inquiry – Framework
- Narrative Pedagogy as Method of Inquiry – Reflectivity and Insight
- Narrative Pedagogy-classroom strategy/activity
Pedagogical and Institutional Implications
Methods courses

- Framework for course activities where:
  - pre-service teachers formulate narratives and written reflections through inquiry-driven activities (class reflections, stories, vignettes).
  - pre-service teachers can revisit and reflect on lived experiences, collaborate with others in dialogic interaction, and develop a reflexive stance.
  - affords pre-service teachers the necessary support to approach learning and practical experiences.
  - Inquiry-driven activities can be transferable to different teacher education programs in institutions dedicated to teacher education.

- Findings can inform the process of re-defining the concept of narrative pedagogy in teacher education methods courses.

- Curricula revisions where narrative pedagogy can be used as a tool and method of inquiry in different courses.
References


