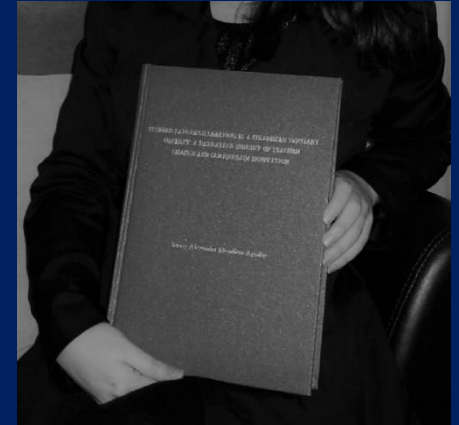# How does doing and sharing research change who you are, and what you do?

- Opening remarks about teacher research.
- A study – reasons for further professional development
- A bit more about Ana (one of the participants)
- Teacher researcher identity dilemmas
- Meaningful and meaningless research
- Teachers reflecting on identities, with their learners

Gary Barkhuizen
University of Auckland, New Zealand

Classroom-based Research for Professional Development
Electronic Village Online (EVO)

3 February, 2021 (NZ time)

Teacher researchers . . .

. . . in public secondary and primary schools

. . . in higher education, universities

. . . in private language institutes

. . . in community language schools

WHO ARE YOU?

Where are teacher researchers?

In the global north and global south
In rural and urban settings
In well-resourced and difficult circumstances

WHERE ARE YOU?

What research?

- Action research
- 'SLA' research
- Exploratory practice
- Exploratory (action) research
- Narrative inquiry
- Qualitative, quantitative, or mixed-methods

WHAT DO YOU DO?

Research motivation

- As part of a qualification
- Institutional contractual obligations
- On one's own accord
- As part of a community of practice

WHAT'S YOUR MOTIVATION?

Kenan Dikilitaş (EVO webinar, 2021)

"transforming teaching through research"

My focus today:

"transforming teachers through research"

Emily Edwards (2020, and EVO webinar)

In what ways do **teachers develop or transform** from conducting action research?

- **General professional development:**
  - (New) teacher (researcher) identities
  - Renewed enthusiasm/motivation for teaching career
  - Improved self-efficacy beliefs

- **Teaching-related development:**
  - Development of teaching practice
  - Enhanced confidence about teaching

- **Broader benefits:**
  - Collaboration and development of communicates of practice (across institutions)
  - Institutional recognition of achievements

The study

- Bogotá, Colombia, South America
- At a public university
- In a PhD programme (ELT specialisation)
- A cohort of seven participants, who are:
  - English teachers
  - Teacher educators
  - Early career researchers

Barkhuizen, G. (2021). *Language teacher educator identity*. Cambridge: Cambridge University Press.

Why?

To investigate the negotiation of language teacher (educator) identities in a PhD program, paying particular attention to emotions and researcher identity …

… and to moral stance,
… and collective identities

Narrative inquiry

"Narrative inquiry has as its central concern the *stories* narrators tell about their life experiences".

How?

- Two narrative interviews for each participant

    - interview one (June 2017)
        - one hour, in English
        - personal biography
        - PhD journey so far
        - goals for the future, post-PhD

    - interview two (October 2017)
        - four months later
        - address common themes from first interview

Ana: 'I'm not enough'

1. well **they** opened **they** opened some posts
2. and **I** would apply for it
3. but then **they** said that **I** was not prepared
4. I mean **I** was not prepared because **I** didn't have research
5. because **I** didn't have this and that
6. 'because **your** only piece of research is the one that **you** did for **your** master's degree'
7. and I was like 'oh so **I'm** not enough
8. what **I** have done is not enough'
9. and so I said 'oh'
10. so I was thinking 'maybe **I** should study a PhD'
11. cause like having a master's will never be enough
12. if **I** want to work in **a full-time position** in a university

Reasons for ...

. . . continuing professional development

. . . further in-service teacher education

. . . further research (for a qualification)
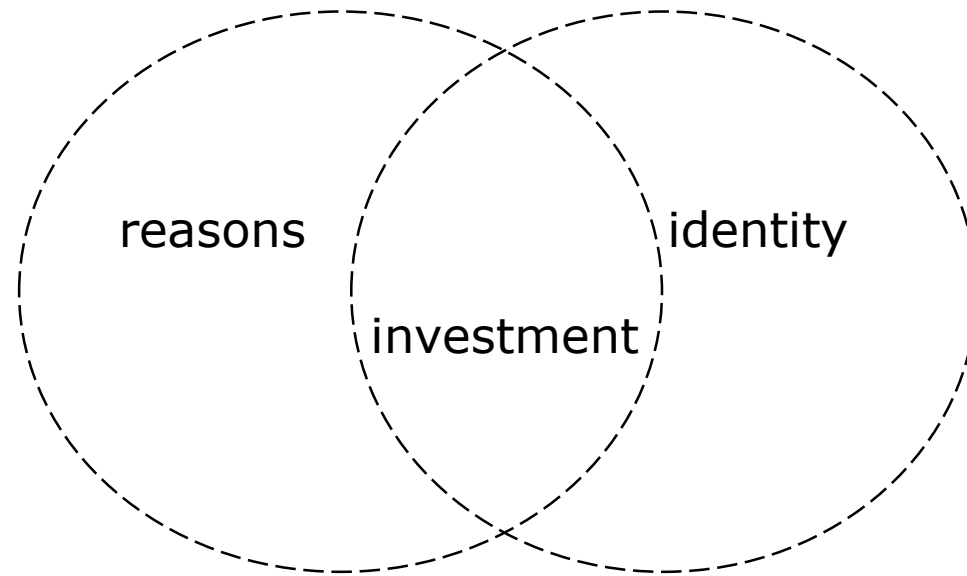
reasons   identity

investment

Ana: 'I'm not enough'

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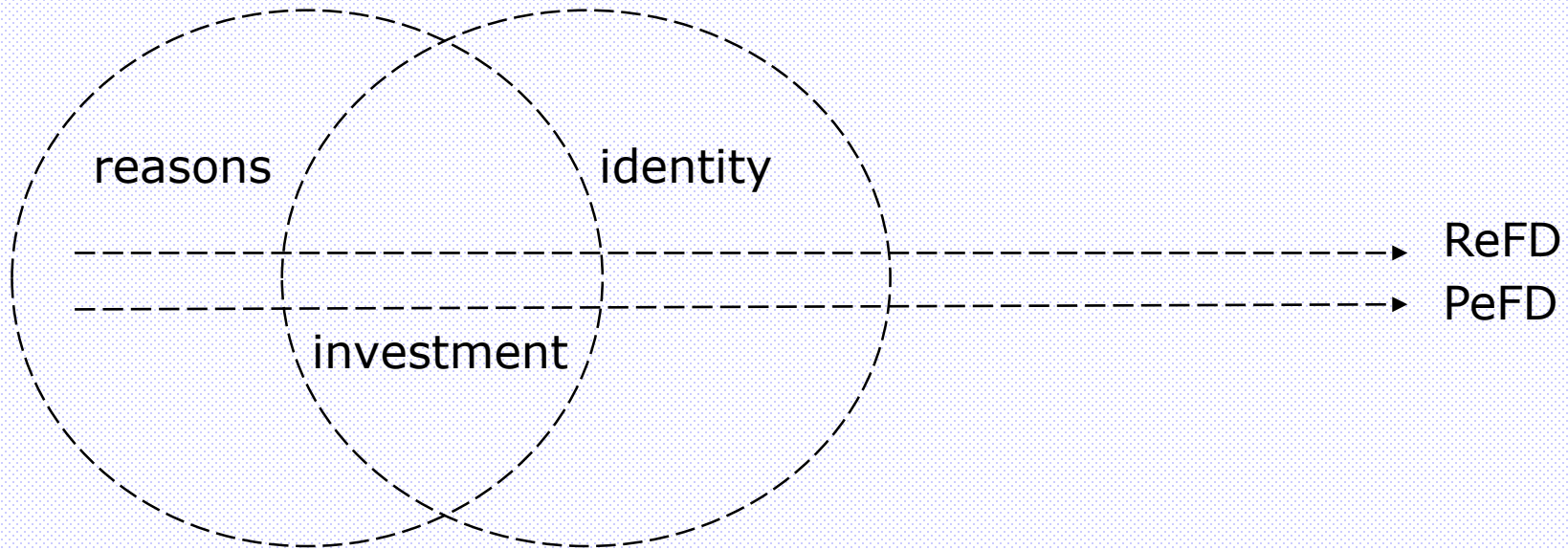12. if I want to work in a full-time position in **a university**

Reasons and identity
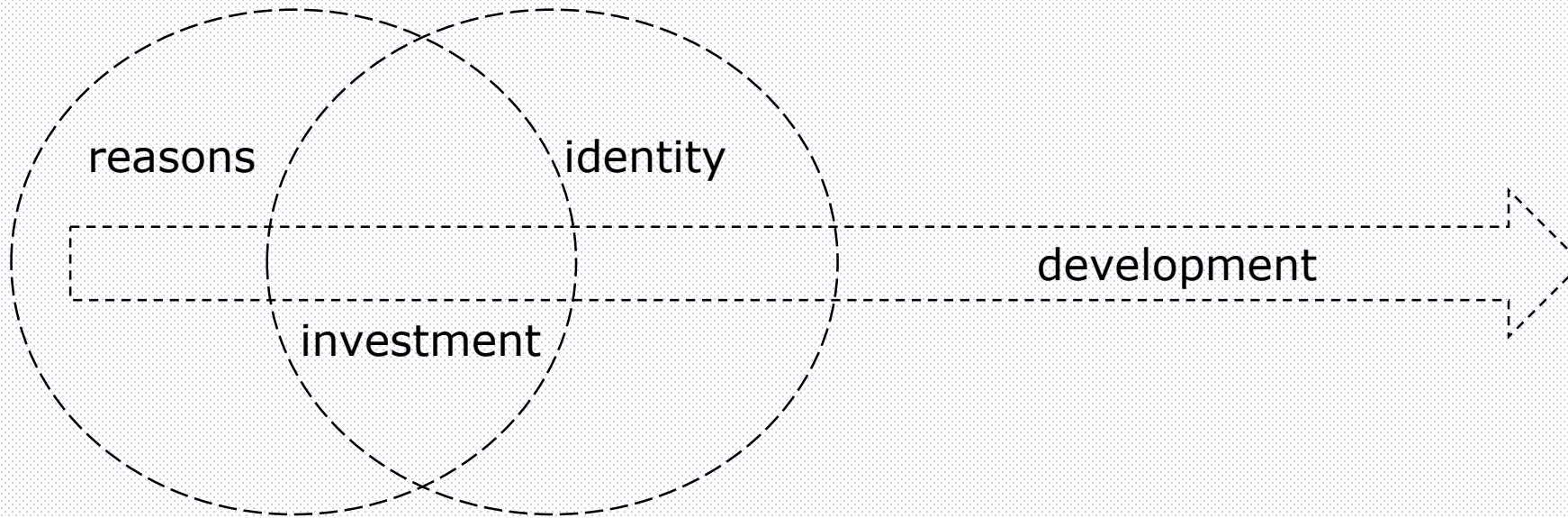
Ana's identity

- Research-focused **development** (ReFD)

- Personal-focused **development** (PeFD)

Ana's identity

Alex: 'what is curriculum'

1. well **I** started to look **for a PhD** after three years working at the **master's program**
2. after three years six semesters six different **groups of teachers**
3. **I** realized something there
4. and is that in **my** curriculum in **my module of curriculum design**
5. the **teachers** didn't have either epistemological instances
6. or pedagogical instances
7. towards teaching or learning yeah
8. because the focus of **the module** that **I** give isn't that yeah
9. what is **curriculum**
10. but what is curriculum from an epistemological position
11. and pedagogical position
12. well **I** realized that
13. and **I** started to look **for PhDs**

Alex's identity

- Practice-focused **development** (PrFD)

- Student teacher-focused **development** (StFD)

- Academic-focused **development** (AcFD)

Alex's identity
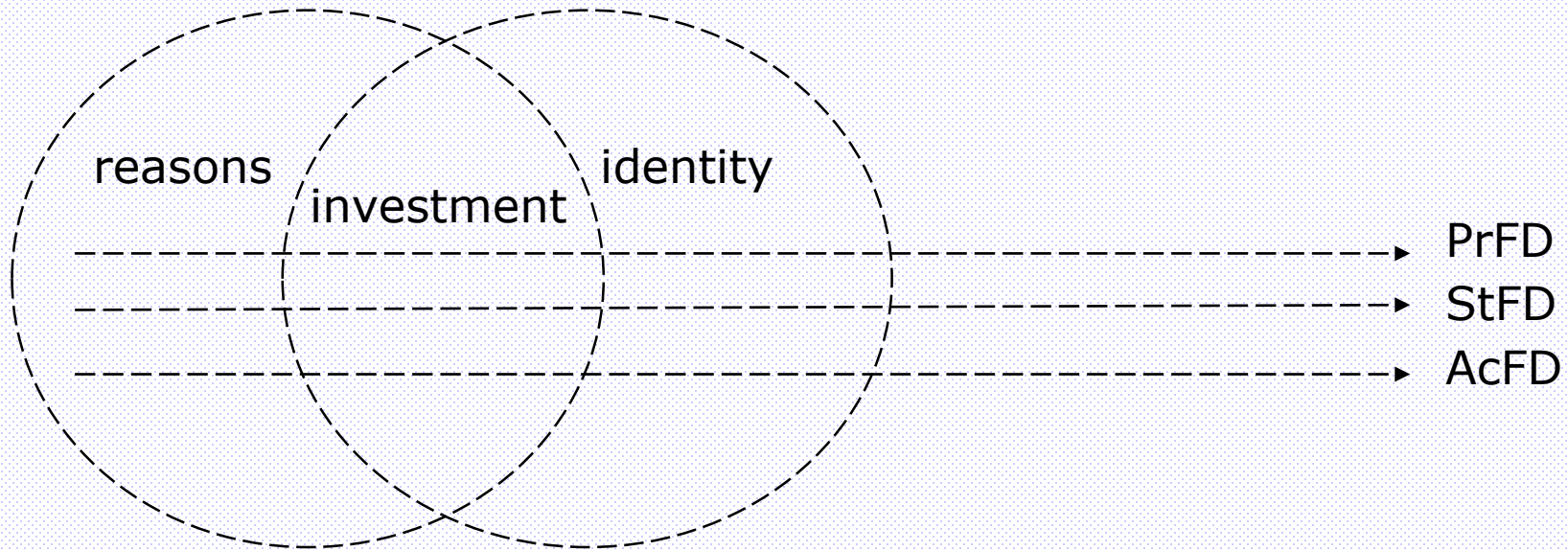
Five interconnected, identity-related developments

- ***Personal-focused development (PeFD):*** includes personal growth and the development of new skills and knowledge

- ***Academic-focused development (AcFD):*** enhanced knowledge and competences that have to do with the more theoretical aspects of teacher education

- ***Practice-focused development (PrFD):*** relates to practice as a teacher and a teacher educator

- ***Research-focused development (ReFD):*** relates to both research competence – how to do research – and also to how to use that competence to fulfil professional goals

- ***Student teacher-focused development (StFD):*** the outcome of the work that teacher educators plan to do with their pre-service teachers when they have finished their doctorate

Five interconnected, identity-related developments
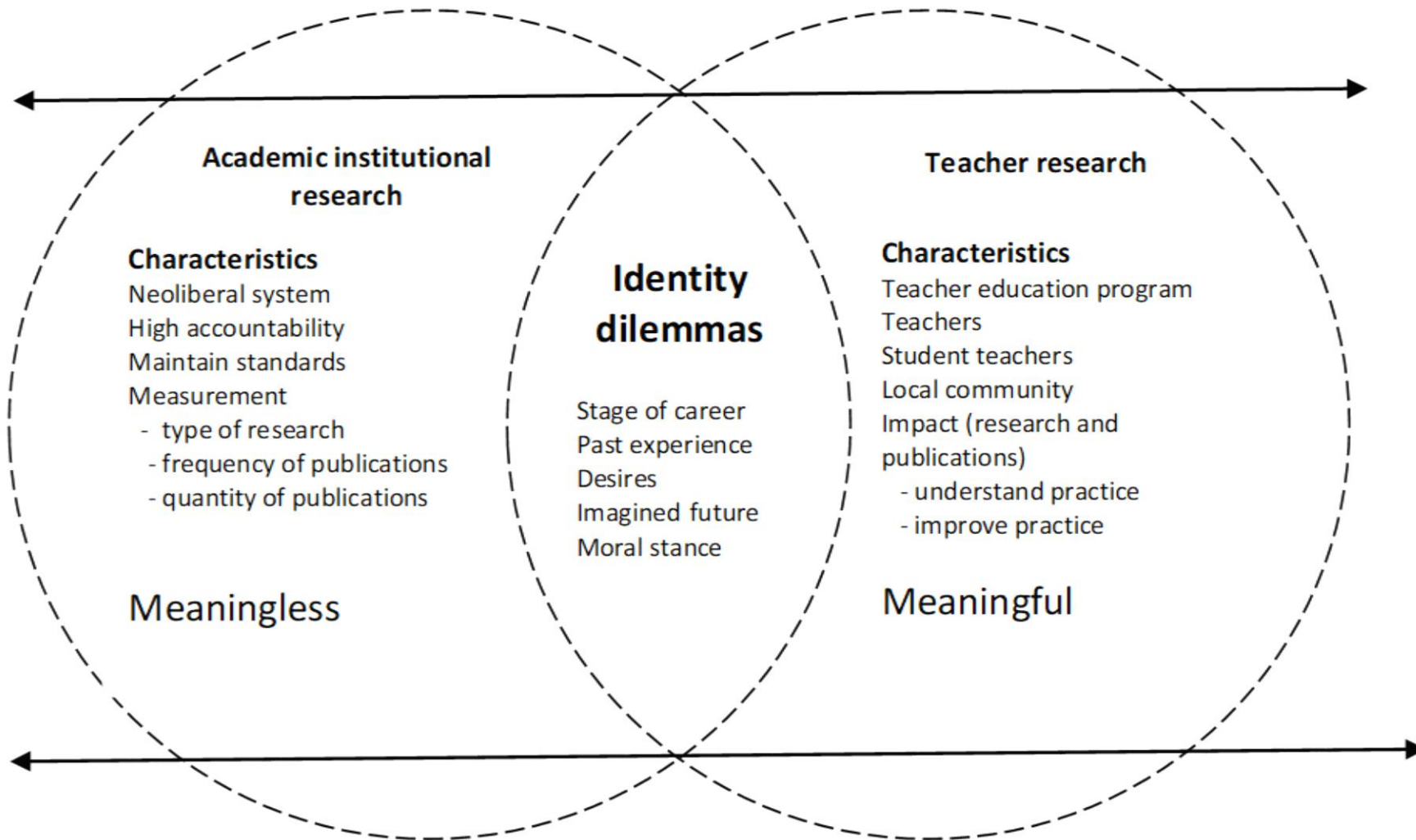

reasons   investment   identity

→ Personal-focused development
→ Academic-focused development
→ Practice-focused development
→ Research-focused development
→ Student teacher-focused development
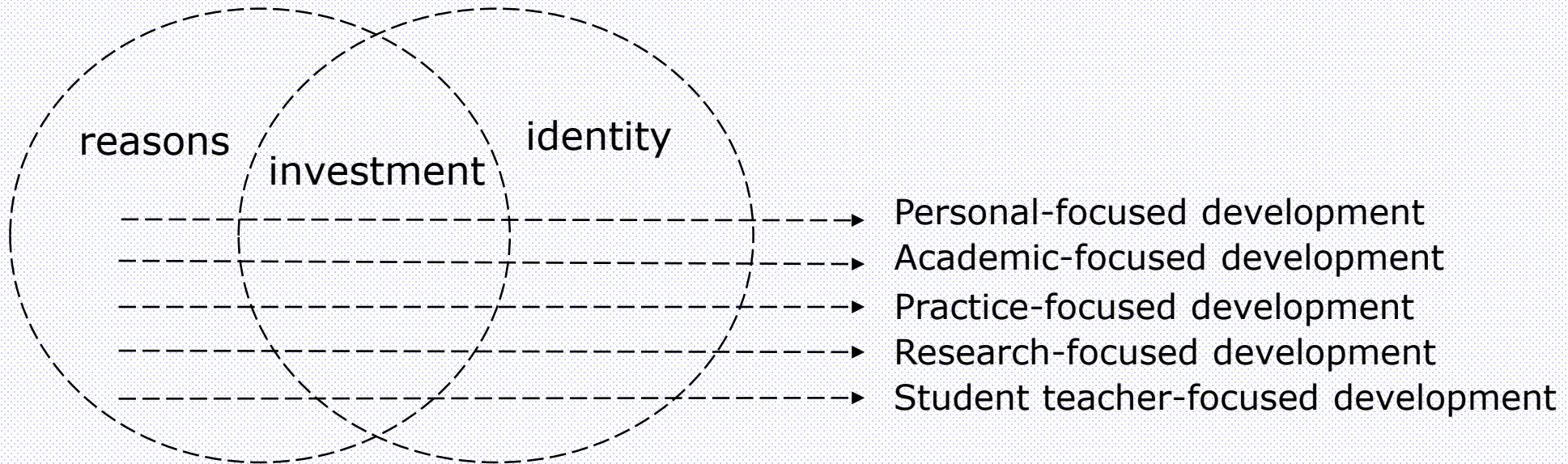
WHAT'S YOUR DEVELOPMENT?

Ana's identity dilemma

1. but I would love to carry out research
2. but what I don't like is the system
3. in which the research should be like this and like that
4. and you have to publish every year every two years
5. I think is wild
6. is like you have to produce a lot of research
7. to show it's like 'I'm doing this research'
8. G: so why should you be doing that yeah
9. A: yeah like no I want to do research to impact the local community
10. to impact the teachers
11. not with the pressure of publishing and showing off right . . .
12. I mean nobody problematizes that
13. like is publishing for the sake of publishing
14. and I think this is what the system is doing
15. like the teachers should get publications very frequently
16. otherwise they are not like respected scholars
17. is like 'is that OK'
18. . . . and sometimes I see the education like going around just publishing
19. for having respect
20. and that scares me!
21. G: yeah why does that scare you
22. A: because it's doing
23. I'm scared of doing a research for the sake of the publication
24. not because you want to improve a situation
25. or because you want to understand a practice better

Academic institutional research

Characteristics
Neoliberal system
High accountability
Maintain standards
Measurement
  - type of research
  - frequency of publications
  - quantity of publications

Meaningless

Identity dilemmas

Stage of career
Past experience
Desires
Imagined future
Moral stance

Teacher research

Characteristics
Teacher education program
Teachers
Student teachers
Local community
Impact (research and publications)
  - understand practice
  - improve practice

Meaningful

Barkhuizen, G. (2020). Identity dilemmas of a teacher (educator) researcher: Teacher research versus academic institutional research. *Educational Action Research*. https://doi.org/10.1080/09650792.2020.1842779

Communicating identities (2020)

Barkhuizen, G., & Strauss, P. (2020). *Communicating identities*. New York: Routledge

Reflexing identities (12 activities)
Projecting identities (12 activities)
Recognizing identities (12 activities)
Imagining identities (12 activities)

Communicative activities focused on learner identity.
Each activity ends with a *Teacher Reflection*:
- ideas for teacher research
- building a research community with learners (Dikilitaş)
- examples …
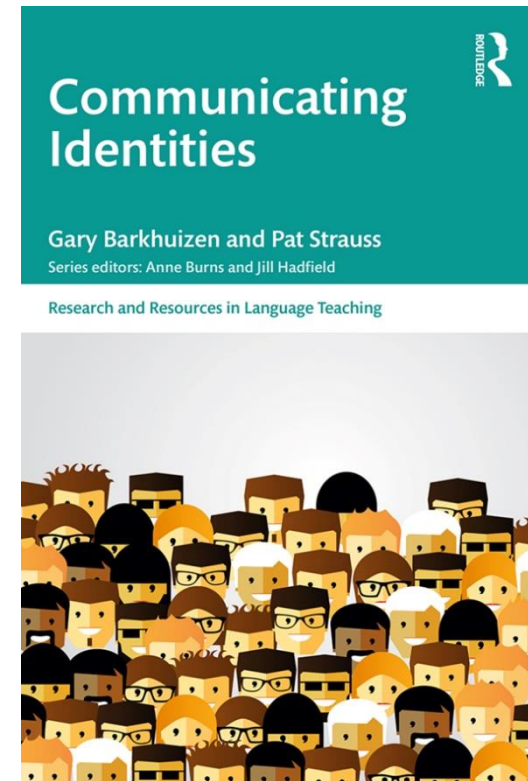
Teacher Reflection

Next time you flip through the materials and documents you come across in your professional life, think about how the images, keywords, and diagrams reflect how you see yourself as a teacher, administrator, or researcher. Such materials may include:

- your course books
- syllabus documents
- policy statements
- institutional websites
- institutional Facebook pages
- school newsletters, notices, and memos
- students' work

Is there a research topic here?

Teacher Reflection

Answer YES or NO to the first question. Then consider the following statements and note your personal reaction. How does your reaction relate to (1) your relationships with your students, (2) your relationships with your teacher colleagues, and (3) your classroom practice?

Am I an immigrant? YES or NO

A. Immigration and race are very much interconnected.
B. Immigrants' religious practices can be problematic in some host communities in my town or city.
C. Immigrants bring opportunities for learning about new cultural experiences to all in our school.
D. Private schools for immigrants to practice their religions and cultures are acceptable.
E. *All* immigrants should learn the dominant language of the host country.

Is there a research topic here?