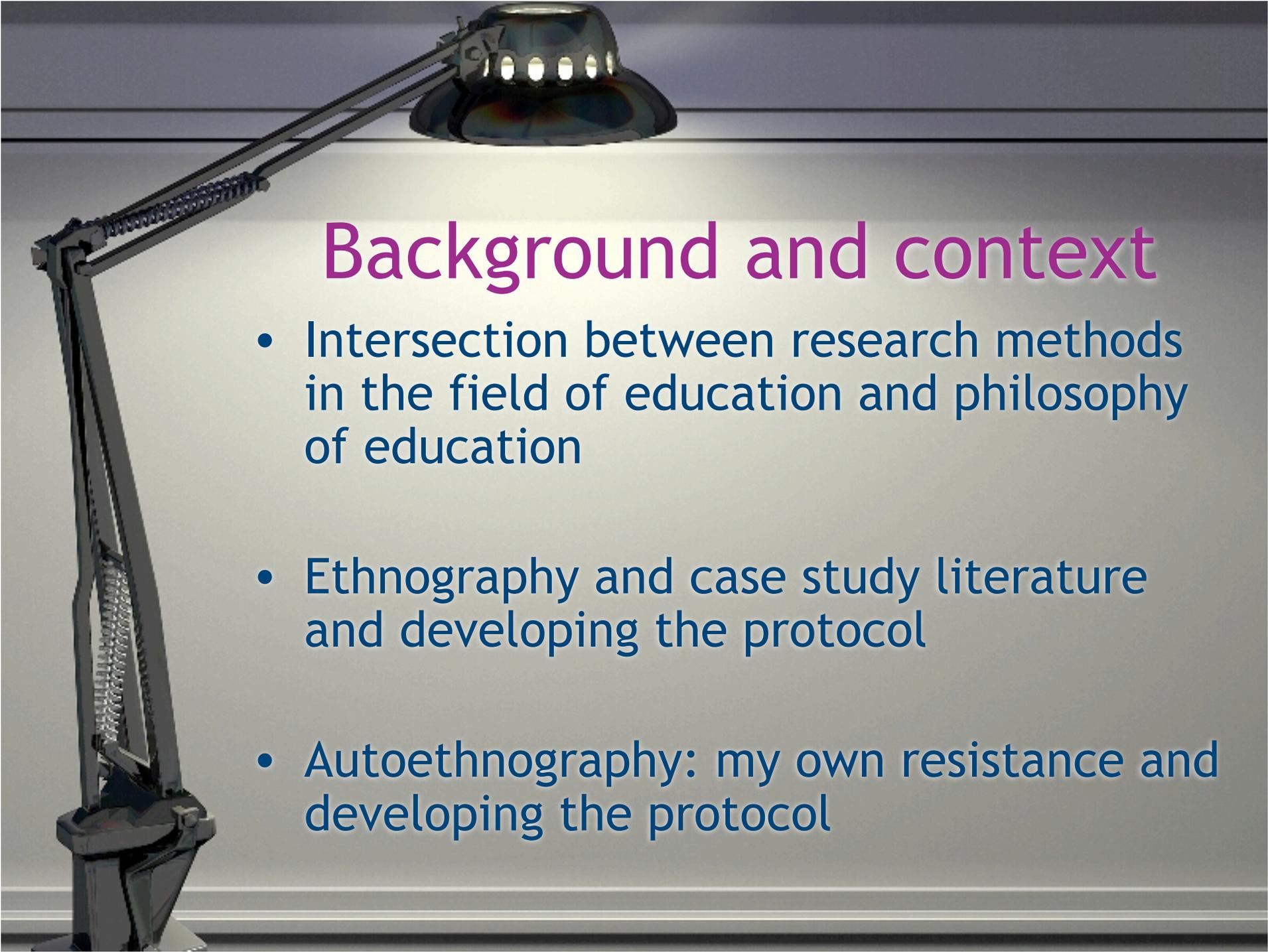




# Tensions and boundaries of researcher experience:

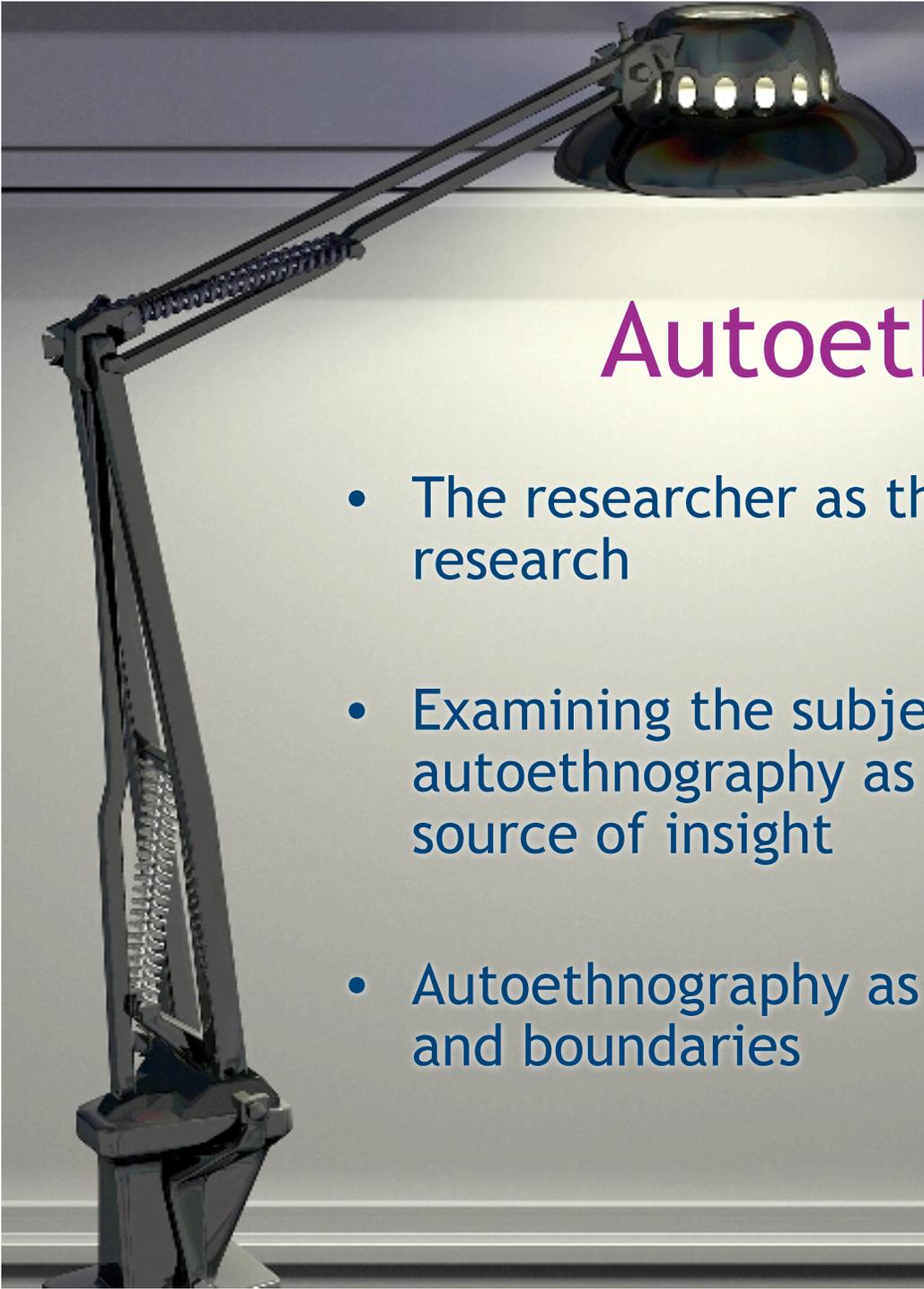
An autoethnographic perspective

Johanne Provençal, PhD Candidate, Faculty of Education, SFU



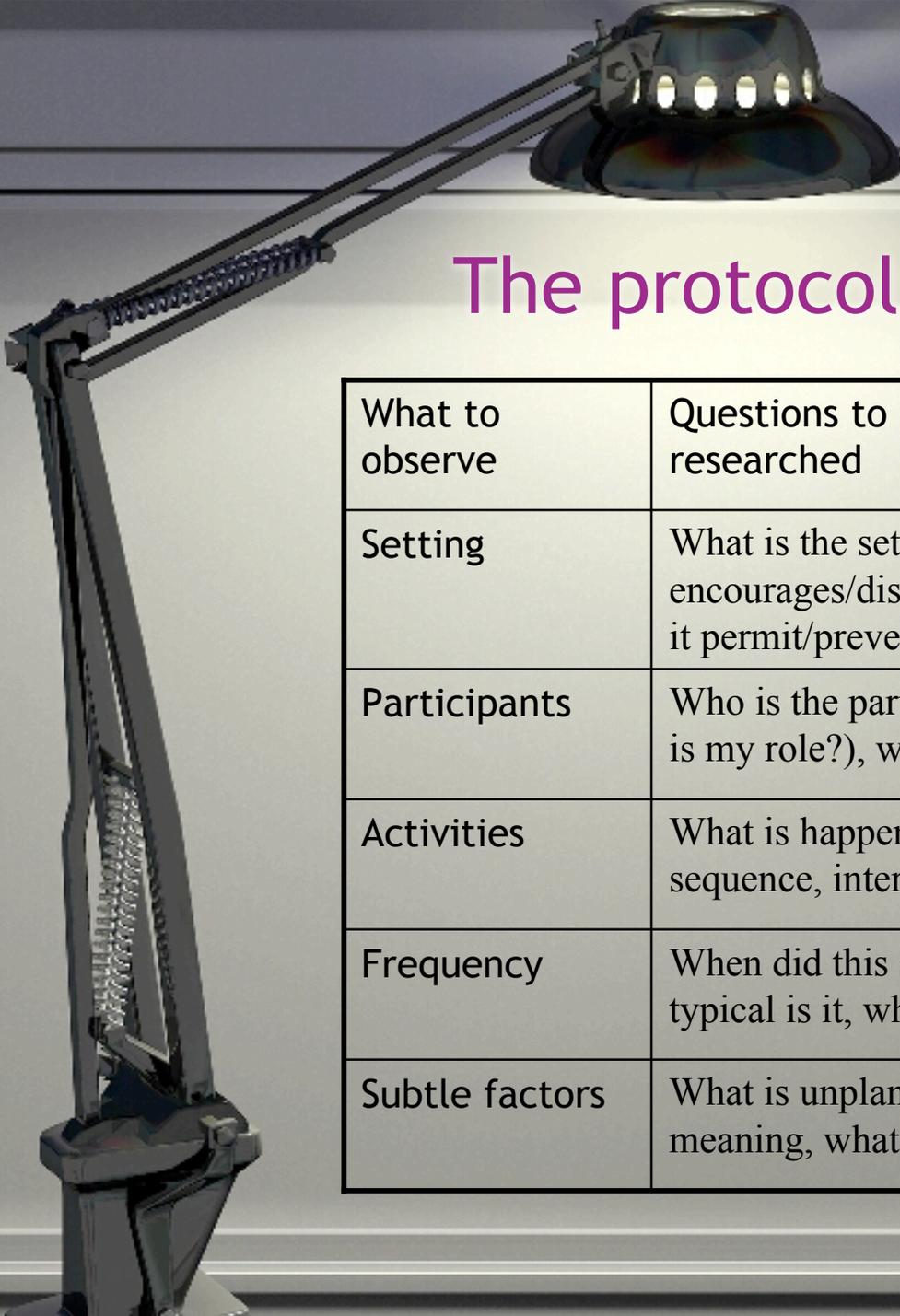
## Background and context

- Intersection between research methods in the field of education and philosophy of education
- Ethnography and case study literature and developing the protocol
- Autoethnography: my own resistance and developing the protocol



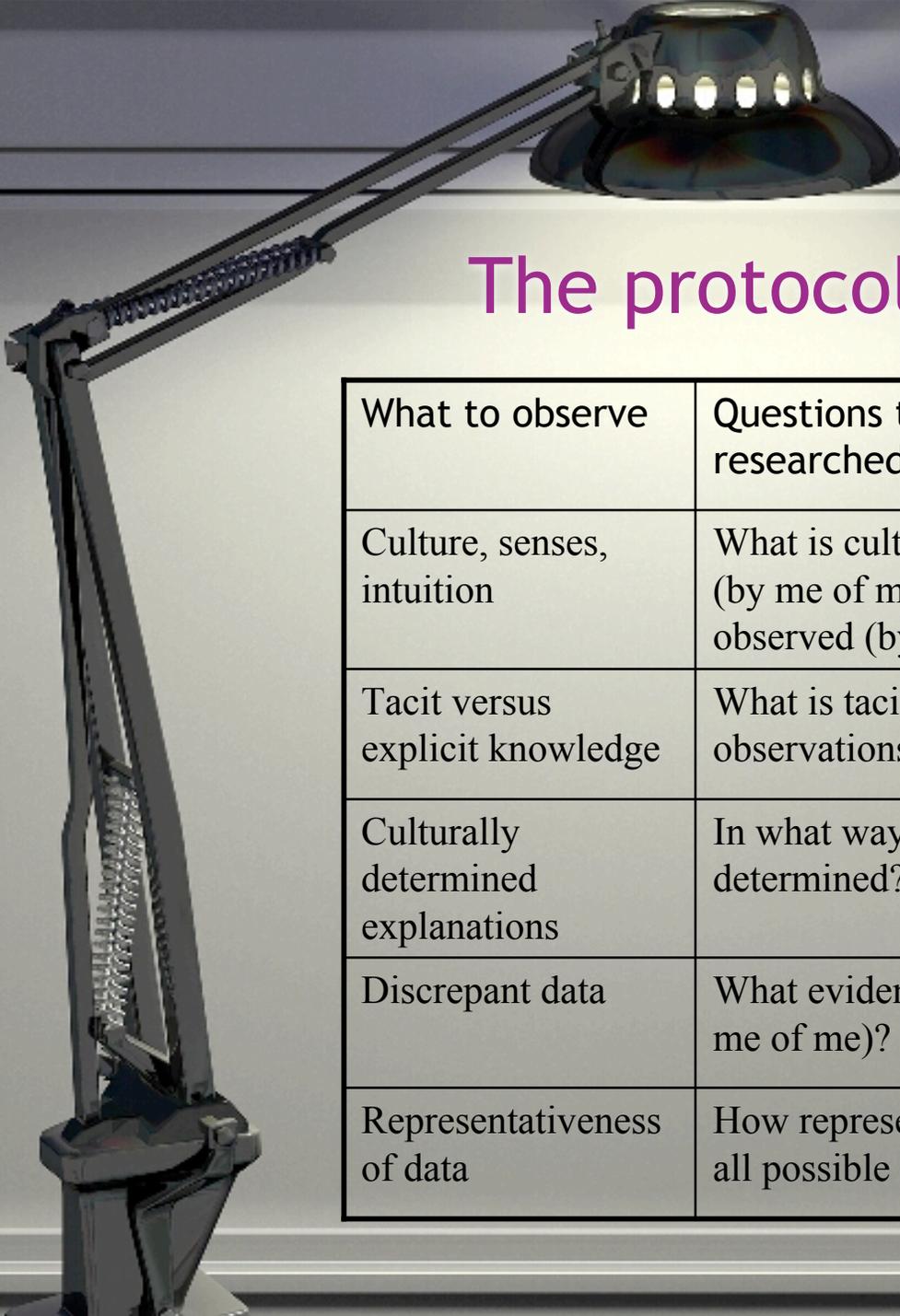
# Autoethnography

- The researcher as the subject of his/her own research
- Examining the subjectivity and perspective of autoethnography as both a limitation and a source of insight
- Autoethnography as method and genre: tensions and boundaries



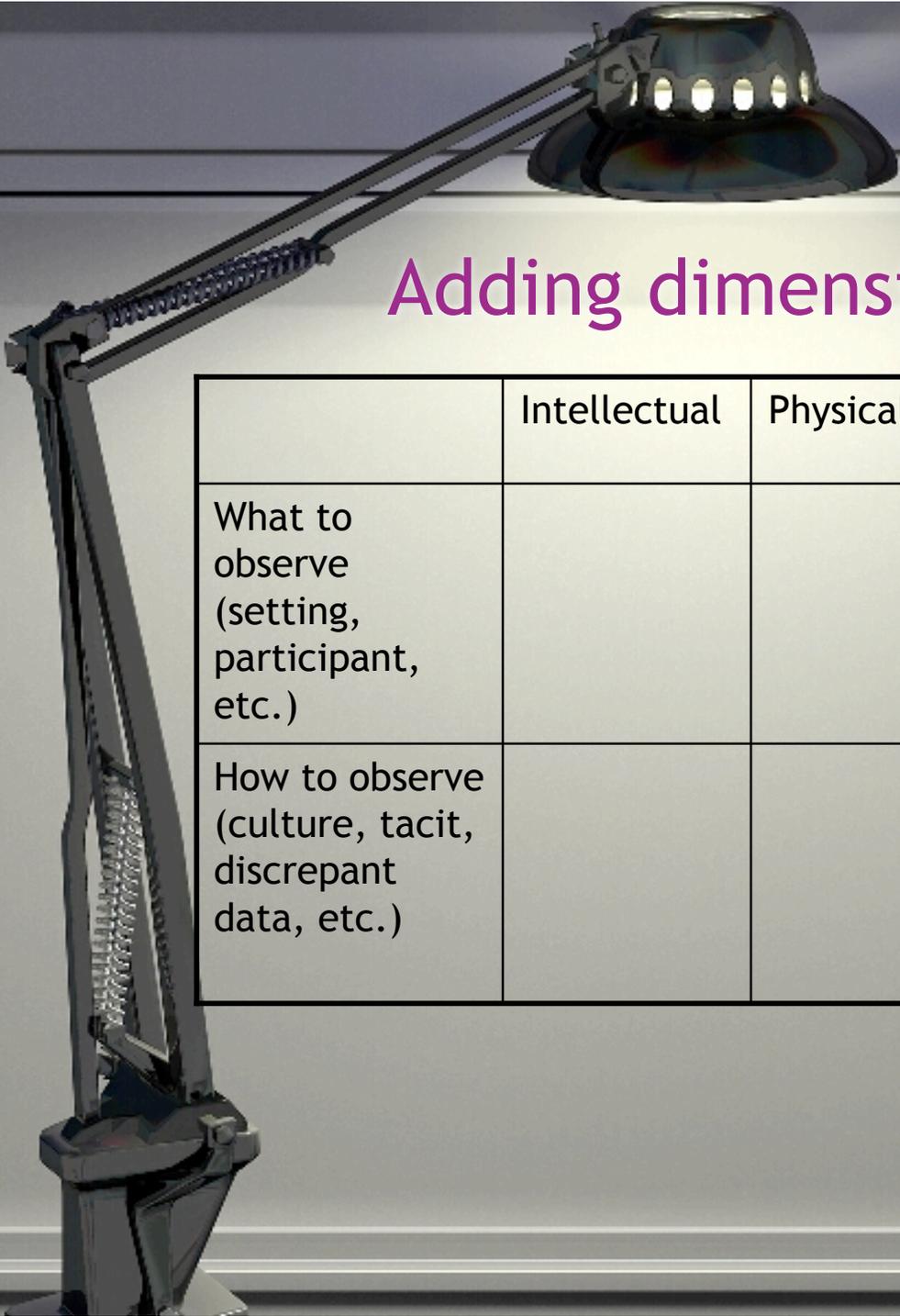
## The protocol: What to observe

What to observe	Questions to pose (to self) as researcher and researched
Setting	What is the setting, its context, the behaviour it encourages/discourages (in me), what behaviour (in me) does it permit/prevent?
Participants	Who is the participant (who am I?), what is his/her role (what is my role?), why is s/he there (why am I here?).
Activities	What is happening (to me, around me?), is there interaction, sequence, interrelated activity?
Frequency	When did this situation begin, what gave rise to it, how typical is it, what is the duration?
Subtle factors	What is unplanned, nonverbal communication, connotative meaning, what doesn't happen?



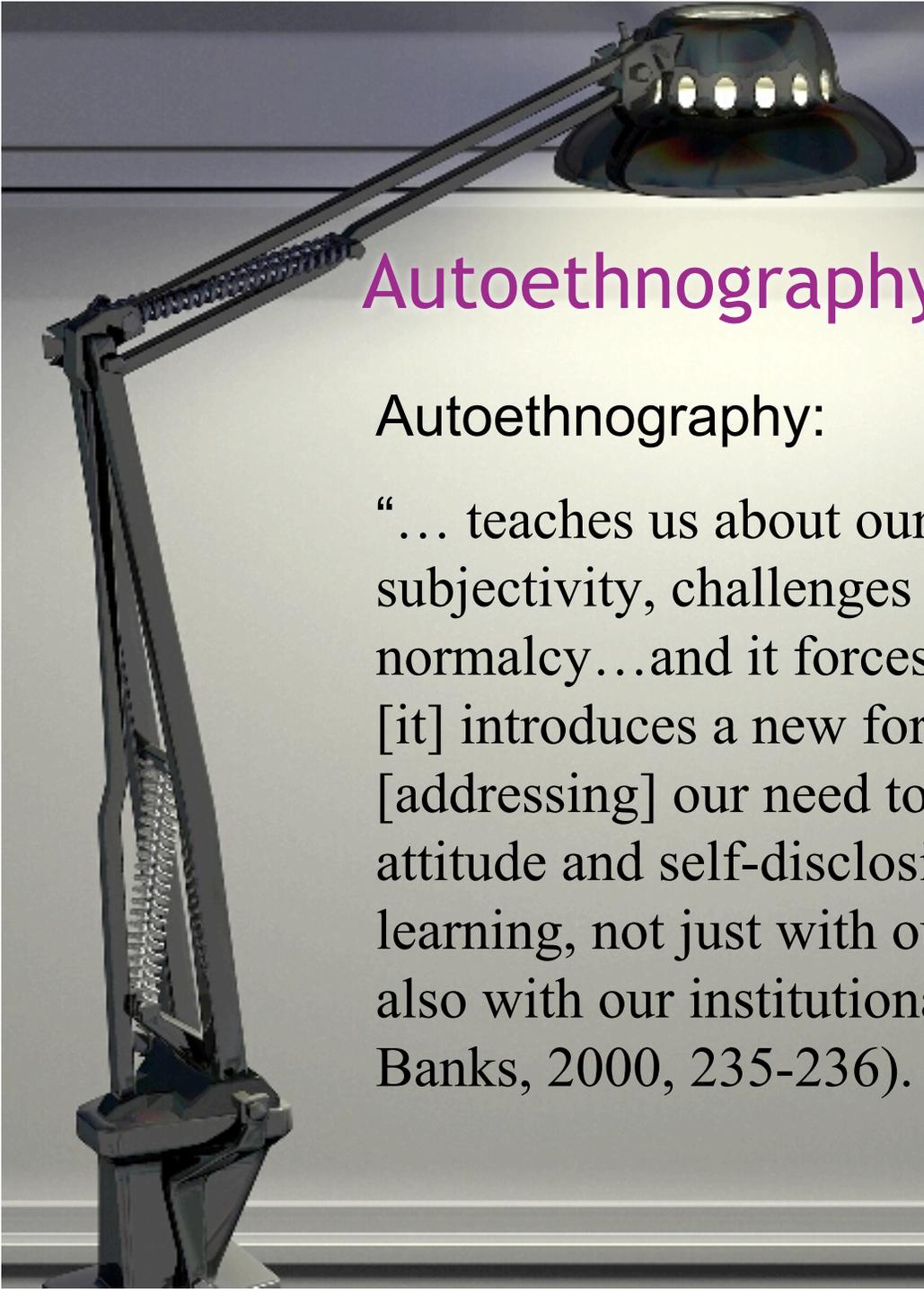
## The protocol: How to observe

What to observe	Questions to pose (to self) as researcher and researched
Culture, senses, intuition	What is culturally relevant or illustrative, what is observed (by me of me) through the sensory faculties, what is observed (by me of me) through intuitive means?
Tacit versus explicit knowledge	What is tacit and what is explicit in terms of the observations made (by me of me)?
Culturally determined explanations	In what ways are the explanations/observations culturally determined?
Discrepant data	What evidence is there to contradict what is observed (by me of me)?
Representativeness of data	How representative are the observations (of me by me) of all possible data that could be collected?



## Adding dimensions to the protocol

	Intellectual	Physical	Emotional	Psychological	Spiritual
What to observe (setting, participant, etc.)					
How to observe (culture, tacit, discrepant data, etc.)					



## Autoethnography as method and genre

### Autoethnography:

“... teaches us about ourselves...it affirms our subjectivity, challenges our assumptions of normalcy...and it forces us to be more self-reflexive... [it] introduces a new form of scholarly writing... [addressing] our need to inculcate and model a critical attitude and self-disclosiveness in our teaching and learning, not just with our students and colleagues, but also with our institutional administrators” (Banks & Banks, 2000, 235-236).

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