Description of Artifact and Item Code – T3A1	Competency Area
Proto-Methodological Chapter for the PhD Dissertation using Autoethnography **[EDU 9005 with Dr. Corinne Haigh, Acadia]**	Research Knowledge and Competencies

Competency Area Outcomes

[Broader Competency]

- Students will demonstrate research competencies and critical analysis of current research and methodological issues.

[Specific]

- Data analysis, including consideration of methodological issues.
  Review of literature related to issues in research.

Statement on how the artifact meets the five competency areas; is it individual or multiauthored?

Like the Problem Identification Literature Review artifact found under Theme 2 Artifact 1 (coded: T2A1), the Proto-Methodological Chapter would be my second largest undertaking within the PhD program. Because I realized the incredible transformative power autoethnography had in enhancing my teaching practice, I decided to again utilize autoethnography as a research methodology for the PhD dissertation. Fortunately, I was able to use my Master-level thesis' Chapter 3 as the basis for the dissertation, albeit with significant changes.

Much of my adult life has been steeped within a quantitative lens. As a physics educator, I once believed that the positivist tradition, which the quantitative paradigm exists in, was the gold standard for research (Denzin & Lincoln, 2011). However, over time and through personal revelations, I realized that quantitative and qualitative approaches have different merits for answering the how and why questions. As Bochner and Ellis (2022) identify, because life is unpredictable and we live in chaotic and uncertain times, autoethnography enables researchers to address how individuals may endure such aspects moving forward.

In writing this latest iteration, I felt as if I had a better understanding of autoethnography. I leaned into my thesis and reviewed any potential gaps or new understanding from Dr. Haigh's course content. Through this thorough review, I reinforced and enhanced this iteration by not only incorporating content found from Dr. Haigh's EDU 9005 course but, I also enriched sections that explored culture (see Ball & Ladson-Billings, 2020). While I briefly spoke about reflexivity in my thesis, I provided a detailed examination regarding the importance of personal reflexivity. Additionally, this iteration recognized the importance of interpretivism because society is embedded with meanings through our words, languages and actions, and, as such, the interpreted meanings can be difficult to encounter (Taylor, 1985a, 1985b). Therefore, to sufficiently decipher the meanings of interpreted data, researchers need to embrace the act of interpretivism so that one can bring about a greater understanding of an experience (Thomas & Corbett, 2018).

Doctoral Student Outcomes (s) Met	Program Objectives(s) Met
• **(K):** A <u>comprehensive</u> *[emerging/proficient]*, detailed and well-founded understanding of educational theory, especially the historical and philosophical study of education. • **(K):** A sophisticated theoretical grasp of the history and philosophy of inquiry in the social sciences and education. • **(K):** A <u>thorough</u> *[deep]* understanding of a substantial body of knowledge that is at the forefront of educational studies. • **(K):** A substantive knowledge of a wide range of methodological approaches to research and attendant methods for data collection and analysis. • **(A):** Respect and appreciation for the scope of the area that they are exploring within the context of the limitations of their own work as well as the discipline of education, including an appreciation for the complexity of knowledge and the political contributions of other interpretations, methods and disciplines. • **(A):** Intellectual independence and autonomy to remain engaged and current and be able to evaluate broader implications of applying educational knowledge to complex leadership situations (capacity to be a professional, educational researcher, and leader). • **(A):** A keen sense of self-awareness leading to engagement in meaningful reflection about their place in the discipline. • **(A):** Awareness of, and adherence to, professional codes of conduct and standards as they practice and engage in research. • **(S):** Apply advanced analytical and creative skills, particularly in relation to theory development, leadership and evaluation. • **(S):** Demonstrate full expertise in one or more specific research methods. • **(S):** Demonstrate excellent writing and research skills essential in contemporary scholarly contexts. • **(S):** Apply conceptual understanding and methodological competence to: generate new knowledge at the forefront of the field of education, make informed judgments about complex disciplinary issues that might require conceptualizing new methods and perspectives, and produce original research or advanced scholarship that qualifies for peer review and merits publication. • **(S):** Undertake pure, applied and/or interpretive research conducted at an advanced level, and apply to knowledge gained in ways that contribute to, advance and push the intellectual boundaries of the discipline. • **(S):** Use reflective, rational and critical thinking to gather and interpret information in order to form judgments. • **(S):** Communicate effectively, concisely and correctly in written, spoken and visual forms to a variety of audiences using a variety of media. • **(S):** Analyze and solve problems by understanding and synthesizing current knowledge (entails appreciating the relationships between disciplines, ideas and contexts).	• **Ensure Integrity and Academic Excellence:** Provide a rigorous learning context that develops the research and intellectual capacities of doctoral candidates to ensure academic excellence and program completion.

Reflective statement about the process and how the item addresses the students' research and/or professional development goals.

It is important to acknowledge that my dissertation is focused on a historically racialized and minoritized community. Therefore, I wanted to ensure the highest degree of sensitivity when researching Black and African Nova Scotian learners. As a cultural outsider, I do not have the identity of being Black. However, as an educator within the public-school system, I leaned into culturally responsive scholars such as Gay (2021). Gay advocates for the development of cultural bridges for students and teachers so that they can cross cultural borders and learn from each other. As such, and as I have addressed with Theme 3 Artifact 2 (coded: T3A2), I leaned into Osei-Tutu's (2023) framework of African Oral Traditional Storytelling (AOTS) for this chapter. Instead of using the term 'data collection,' Osei-Tutu replaces it with 'story gathering and sharing.' Drawing from this inspiration, data collection is now referred to as a 'recollection of memories' because as Adams and Ellis (2012) identify, individuals within an autoethnography are not "impersonal subjects only to be mined for data" (p. 206). With that said, later into the chapter, instead of the term 'data analysis,' I called that section 'interpreting memories and experiences.' All of this is done to maximize ethics and professional codes of conduct when conducting research on individual communities.

In addressing the two knowledge outcomes related to the terms 'comprehensive' and 'thorough,' as I have described in other artifacts, I choose to replace those terms with 'emerging/proficient' and 'deep.' I made the decision to change these terms so that I consciously embrace a mindset of learning. In my position as an emerging scholar, there appears to be an unlimited wealth of knowledge that I have not yet grasped. As I continue on, it is my hope that there will be future opportunities to learn and improve.

References

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