Using duoethnography to develop academic skills

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About Me

Teacher-researcher

Listening

4-time duoethnographer

Straightforward methods for classroom research

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Overview

What is duoethnography?

What can duoethnography do for my students?

How have I used duoethnography in my class?*

What is duoethnography?

What is duoethnography?

- Form of qualitative inquiry
- 2* or more authors
- Authors are focused not on self as topic but rather self as research site (Sawyer & Norris, p. 16)
- Dialogic
- Critical!

What isn't duoethnography?

- 'Just writing about something'
- Co-written essay
- Authors are the subject of research.
- Talk for talk's sake.
- Vanity!

The (key) tenets of duoethnography

(Sawyer & Norris, 2013. pp. 23-4)

- (Re)storying self and other: reconceptualizing important experiences
- Quest(ion), not hero/victim
- Meanings created not found
- Communal yet critical conversations
- Difference as heurism

There are others...

Need to judge according to level of ability/engagement

Some of the other tenets (e.g. 'currere') better taught as pairs require

Data gathering



What can duoethnography do for my students?

Pedagogy of Multiliteracies (Cope & Kalantzis, 2009)

- Information literacy
- (Cross/inter) disciplinary literacy
 - Mixing social sciences, humanities, arts and a little STEM
- Emergent statistical literacy

Cope & Kalantzis (2009)

"Our aim is not simply to teach the structures or forms of modalities, or genres or discourses because in today's world especially, that can only open up the receding horizons of complexity and diversity. Rather, it is to design learning experiences through which learners develop strategies for reading the new and unfamiliar, in whatever form these may manifest themselves." (p. 176)

So what?

Teacher supported (not led)
AND peer supported,
increased motivation

Low-risk way to practice skills and literacies used throughout university (and beyond?)

Division of work

Naturally split between students

Prioritized most important tasks for completion

Referencing

Peer checking/editing

Deeper mutual understanding

Consider pairings in advance.

- Who has similar experiences?
- Who seems to not work with whom?
- Prior working relationships?

Deep dive into details, but not necessarily private issues.

Handling long-term projects

Project management

Time

Prioritization

Pacing

How have I used duoethnography in my classes?

Basics

2 courses with same class (32 students)

1st course: Intro, 2 'main points' 1500 words (1st quarter)

2nd course: finished (1 more main point, conclusion) (2nd quarter)

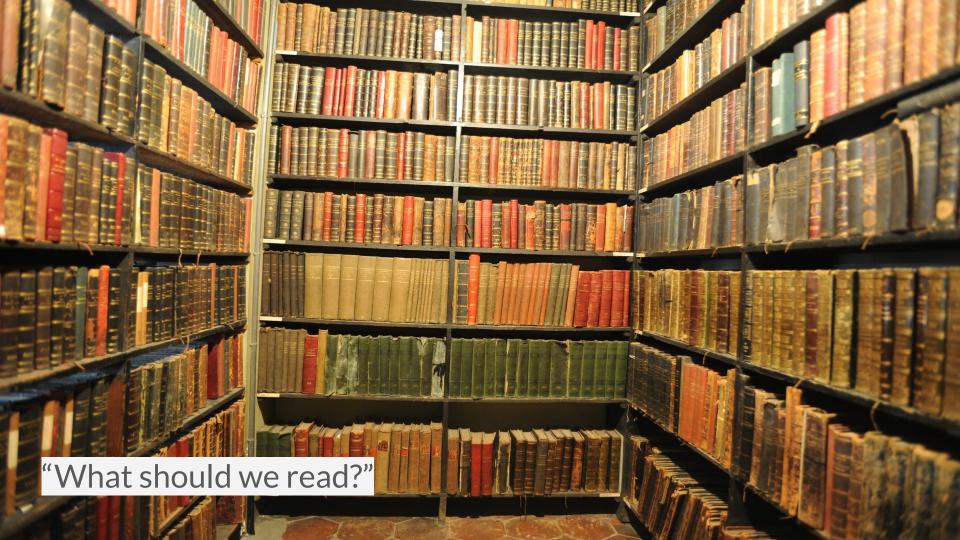
Somewhat similar to the first three stages in Lowe & Lawrence (2020)

Problems (and solutions)

Hobbies? Study? What do we write about? Family? Places?

Work produced

- University students' experience of part-time work and impact on study.
- Living left or right-handed
- Gender and football fandom
- Experiencing American elementary school as a Japanese child
- and many more



Reading

In class: Some of my work (Jones & Bruzzano, 2023; Jones & Noble, 2021) with my own critique, behind the scenes comments.

Also (Ashlee & Quaye, 2021; Breault, 2016; Burleigh & Burm, 2022; Karas & Uchihara, 2021).

Independently: various journal articles, chapters, official statistics, company reports.

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Benefits

More independence, solving own problems (Waters, 1998)

Feeling of achievement

Initiative in reading beyond teacher recommendations

(Near?) publishable quality (IMO)!

Still to figure out

Next iterations, 1 semester courses, not quarters. Maybe no real change?

Matching student motivations (or facilitating?)

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Get in touch!

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