

Using duoethnography to develop academic skills

Marc Jones

Toyo University

jones056@toyo.jp

*20th March 2023, JACET 4th Joint Seminar,
Bunkyo University*

About Me

Teacher-researcher

Listening

4-time duoethnographer

Straightforward methods
for classroom research

jones056@toyo.jp

@marcjones@scholar.social

<http://marcjones.tokyo/>

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



“What should we read?”

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 & Uchiyara, 2021).

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

refresh calendar							
Time	Monday Jan 13	Tuesday Jan 14	Wednesday Jan 15	Thursday Jan 16	Friday Jan 17	Saturday Jan 18	Sunday Jan 19
00AM							
00AM							
0:00AM	ANATOMY 403 - 001 Lecture 10:00AM - 12:00PM NLH MSC2	SPANISH 373 - 001 Recitation 10:00AM - 11:30AM B116 MLB	ANATOMY 403 - 001 Lecture 10:00AM - 12:00PM NLH MSC2	SPANISH 373 - 001 Recitation 10:00AM - 11:30AM B116 MLB	ANATOMY 403 - 001 Lecture 10:00AM - 12:00PM NLH MSC2		
1:00AM		SPANISH 438 - 001 Lecture 11:30AM - 1:00PM B103 MLB		SPANISH 438 - 001 Lecture 11:30AM - 1:00PM B103 MLB			
2:00PM							
1:00PM			ANTHRBIO 472 - 001 Seminar 1:00PM - 3:00PM 3156 LSA				
2:00PM							
3:00PM		SPANISH 488 - 001 Recitation 2:30PM - 4:00PM 3451 MH		SPANISH 488 - 001 Recitation 2:30PM - 4:00PM 3451 MH			
4:00PM		SPANISH 308 - 001 Lecture 4:00PM - 5:00PM 2202 MLB		SPANISH 308 - 001 Lecture 4:00PM - 5:00PM 2202 MLB			
5:00PM							
6:00PM							

Meeting information not available:

Class	Instructor	Start Date	End Date
PHYS		01/08/2014	04/22/2014

Finding time to work together

vascript.submitAction_win0(document.win0,'DERIVED_CLASS_S_SSR_NEXT_WEEK');



Welcome to life after school!

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?)

References

Ashlee, A. A., & Quaye, S. J. (2021). On being racially enough: a duoethnography across minoritized racial identities. *International Journal of Qualitative Studies in Education*, 34(3), 243–261.

<https://doi.org/10.1080/09518398.2020.1753256>

Breault, R. A. (2016). Emerging issues in duoethnography. *International Journal of Qualitative Studies in Education*, 29(6), 777–794. <https://doi.org/10.1080/09518398.2016.1162866>

References

Burleigh, D., & Burm, S. (2022). Doing Duoethnography: Addressing Essential Methodological Questions. *International Journal of Qualitative Methods*, 21, 160940692211408.

<https://doi.org/10.1177/16094069221140876>

Cope, B., & Kalantzis, M. (2009). “Multiliteracies”: New Literacies, New Learning. *Pedagogies: An International Journal*, 4(3), 164–195. <https://doi.org/10.1080/15544800903076044>

References

Jones, M., & Bruzzano, C. (2023). Reflecting Dialogically on Listening Pedagogy: A duoethnography. *The Language Scholar*, 11, 7–25. <https://languagescholar.leeds.ac.uk/>

Jones, M., & Noble, M. (2021). “What about teachers?": a duoethnographic exploration of ADHD in ELT. *EdArXiv*. <https://doi.org/10.35542/osf.io/xautd>

References

- Karas, M., & Uchiyara, T. (2021). Silence: A duoethnography. *Journal of Silence Studies in Education*, 1(1), Article 1. <https://doi.org/10.31763/jsse.v1i1.5>
- Lowe, R. J., & Lawrence, L. (Eds.). (2020). *Duoethnography in English Language Teaching*. Multilingual Matters. <https://doi.org/10.21832/LOWE7185>
- Sawyer, R. D., & Norris, J. (2013). *Duoethnography*. Oxford University Press.
- Waters, A. (1998). Managing monkeys in the ELT classroom. *ELT Journal*, 52(1), 11–18. <https://doi.org/10.1093/elt/52.1.11>

Get in touch!

Contacts
Website

jones056@toyo.jp

@marcjones@scholar.social

<http://marcjones.tokyo/>