

Using Duoethnography to Foster Critical Multiliteracies

Marc Jones

Toyo University

marc@getgreatenglish.com

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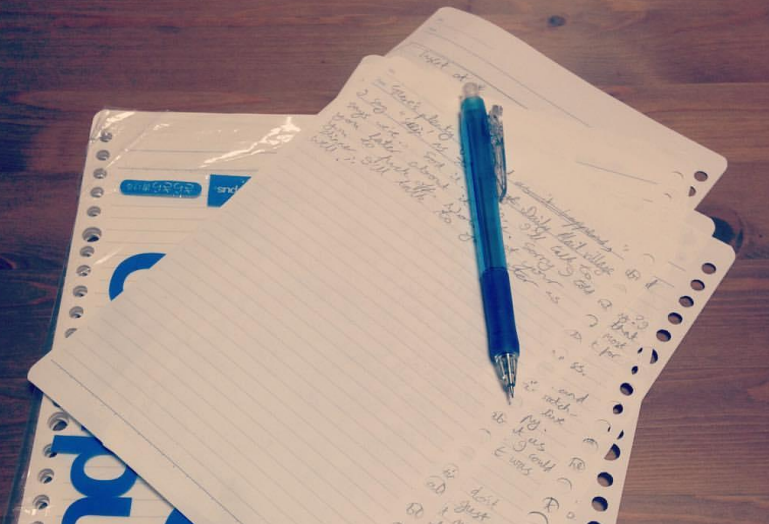
University expectations

Critical thinking

Attention to detail

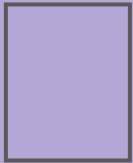
Work with others

Increasingly 'real world' problems



Critical literacy

Information handling



What is said?

Also what is **not** said.

**Multiliteracies can
address these
expectations**

Multiliteracies? (Cope & Kalantzis, 2009, 2015)

Essentially, different handling of information

e.g. information literacy, emotional literacy, organizational literacy

**How does
duoethnography
address these
expectations?**

Well, duoethnography is...

A dialogic research method

Duoethnographers are *the site not the topic*

(Sawyer & Norris, 2013)

i.e. Not 'all about me' or self-intro

Deep inquiry

to one's partner

oneself

existing scholarship
and discourse



Review

Authentic reasons for deep peer review of one another's work

Work reflects on both names attached

Topic choice

close to own fields of interest:
authenticity aids research
skills

beware cherry picking



Engaging in reading

Authentic reason for reading journal articles and academic book chapters

- Left-handedness
- Sports fandom
- Korean pop fandom as Japanese
- Time spent overseas
- Scouting
- Working students



Basic training

Qualitative enquiry
limited in some of the
more
numeracy-related
social sciences

Accessible

Potential for learners to see their work as equal to existing academic writing

Accessible yet also rigorous

In context

EAP for EMI Preparation

All department courses
taught in English (except
foreign language courses)

All domestic students
usually required 1-2
semesters abroad

“I want to study *in*
English, not study
English”

How?

Follows roughly guidelines from Lowe and Lawrence (2020, 2023).

Think of the topic (considering trust/relationships)

Digging deeper (criticality!), constant dialogue

Considering changes of belief, future behaviour

Advantages of duoethnography

Teacher expertise: Jones & Steven, 2021; Jones & Bruzzano, 2023; Jones & Noble, 2023; Lowe & Jones, 2024

Also more student interaction

More investment of time

Intrinsic interest and motivation

AI proof?

Show a variety

Some are more traditionally organised (Karas & Uchiyama, 2021), some are more like dialogues/scripts (Lowe & Kiczkowski, 2016)

One case

Hana & Koki

Working students

Writing and changing

“we were able to identify the gap between those who teach and those who are taught, and we could discover some solutions and how we could improve as we shared difficulties in each other's positions.”

Serious methodology

“[We read] past work closely, and picking up crucial information and insight. For example, to ask some questions for partners to find similarities and difficulties. As a result, we could get to know what kind of experience partners have...”

Deep reading

“ and Google Scholar was used to seeing and picking up some thesis related to the theme... While looking for some articles, each page showed approximately ten lists, and some papers were selected based on how the content suited the theme, and the article support our opinions and experiences, so some reports are used in this thesis mainly.”

**Consistent citation
to back up ideas,
confirm experience
valid as research.**

Cognizant of limits of experience

“We cannot write about what kind of opinions or thoughts people, such as managers and actual full-time people, have part-time jobs, because we only write from the student’s point of view... Also, as we write, we realize that the number of papers on our subject is low and we are bothered to find academic references to support our opinions, so we hope that more scholars push for research on our subject.”

Critical literacy FTW!

Writing for/about change

“as we discuss the exchange idea, and read the articles related to the topic, we can discern that both of us were bothered by similar problems and that is not only us. We can write a realistic account of how students actually think about part-time work, therefore, it would be helpful for managers and teachers to know what kind of problems students who work part-time have”

Conclusion

Drawbacks

Potential cherry picking research (but not limited to duoethnography)

Absenteeism?

Backslapping exercise (Lowe & Jones, 2024)

Non-drawbacks

Free riding (G Docs shows who made document changes)

Time spent (Quality of quantity, but both occur)

Difficulty (Desirable? Visible achievement?)

Benefits

Engaging deeply with topic

Engaging deeply with texts

Engaging deeply with life

Making change

Get in touch!

Contacts
Website

marc@getgreatenglish.com

[@marcjones@scholar.social](https://twitter.com/marcjones)

<http://marcjones.tokyo/>

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