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by

Bobby Abrol

December 2016

A NARRATIVE INQUIRY INTO THE INTERWEAVING NARRATIVES OF THE
PERSONAL AND PROFESSIONAL SELVES OF TWO BEGINNING TEACHERS IN
INDIA

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Philosophy

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A NARRATIVE INQUIRY INTO THE INTERWEAVING NARRATIVES OF THE
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An Abstract
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Abstract

Because of the highly contested nature of the contexts of teaching, polarization has increased. Some dichotomies have been interpreted as gaps between theory and practice; as incompatibilities between the roles of a teacher as a learner and a teacher as an expert; as bifurcations between the images of teacher-as-curriculum-implementer and teacher-as-a-curriculum maker (Clandinin & Connelly, 1992; Craig & Ross, 2008) and as differences in methodological approaches and ethical considerations between research conducted on teachers and research conducted with teachers and so forth. Scholarly work by Dewey (1938), Schwab (1969), Eisner (1985), Jackson (1968), Clandinin and Connelly (Clandinin & Connelly, 1995), enabled me to bridge some of these dichotomies through the use of narrative inquiry.

In my study, I focus on the beginning teachers’ narratives as they transition from preservice to in-service teaching with an emphasis placed on their developing knowledge and identities. My research relationship with my participants, who are based in India, began three years ago when they were in the final year of their teacher education program. I have continued to engage them in personal communications as they have transitioned to teaching in the school.

Using the methodology of narrative inquiry (Connelly & Clandinin, 1990; Clandinin & Connelly, 2000), which involved in-depth interviews, casual conversations and artifacts shared, I came to understand nuanced changes in their knowledge and identities. Through their telling and re-telling of educational experiences, they implicated the complex nexus of their personal and professional selves. Their personal stories to live by (Clandinin & Connelly, 1998) continue to

influence their professional stories in the classrooms. As beginning teachers, their rich narrative accounts present their attempts at enacting relational and critical pedagogy in their practice.

This research contributes to the discourse on teacher education programs, preservice teachers, and beginning teachers. Attending to ways beginning teachers make sense of their transitions from preservice to in-service and their selves in the midst of it all, opens possibilities for teacher education curriculum development and enactment in a manner that is inclusive of teacher's stories. This inquiry locates teacher's developing knowledge and identities in a manner that it is comprehensible, collaborative and leads to a discourse around practices of teaching. It acknowledges the narrative self-in-the-midst of a teacher's professional enactments and portrayals, trying to bridge the dichotomies existing in teacher education and teaching. This inquiry makes openings for conversations about the importance of deep and guided reflections for teachers ensuring sustenance in their career. The study also acknowledges the value of space for self in ensuring teacher preparation towards inclusive and social just education.

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Chapter One: Coming to the Inquiry

Introduction

Recently, I was invited by my friend to serve as a panel member for the AERA Division G Campus Chapter and share my experiences with teacher educators. I readily accepted the opportunity because it would give me a chance to share my teacher education stories: stories lived a decade ago and to which I owe a lot; stories that have played a major role in my being who I am and why I am doing what I am doing; stories that probably served to bring me to this point of pursuing a Ph.D. in teacher education and teaching.

I began attending to early encounters, images, beliefs, thoughts, memories mostly in the form of small stories (Georgakopoulou, 2006). I traveled backward in time to call forth those stories which explain my research inquiry intent and direction. I visited different spaces and sites of engagement where those stories were located. In these locations, I recalled different social interactions around significant phenomena in education fields. I dipped my oars into the river of my experiences and tried to sail backward. This entire process became a meaning-making process for me. In the following section, I invite my readers to travel with me across time and across continents to 13 years ago when I was a preservice teacher studying in one of the premier teacher preparation programs in India.

Early Encounters in Teacher Education

I entered into teacher education against my will. “I promise you, if you do not like the program after a year, I’ll support you in whatever you want to pursue, just give it a shot!” This was what my mother said when she urged me to enroll in the teacher education program. In the context of Indian families, this was atypical of the conversation with parents and their graduating

teenagers. Parents are an important participant in career-related decisions for children in India, particularly, females. At the age 19, I did not want to be a teacher. I was passionate about designing clothes and was weirdly interested in Homeopathy.

Under the rule of a colonial power, India placed teachers on the lowest tier of the professional hierarchy. This is mostly due to low salaries in teaching and the general perception that assume the job to be simple. Until 20 years ago, teacher education was only provided as a two-year diploma in Indian institutions. These institutions were situated outside the university purview and thus isolated with no linkages with the scholarly practices at the university. As a teenager, I wanted to explore more glamorous options for my lifetime career.

From my initial naive dismissal of pursuing teaching as a career to becoming passionate about teaching, I have experienced a 360-degree shift in myself. I enrolled in the only four-year integrated teacher education program in the country situated within the university context. Now, as I reflect on my proposed research, I find stories which have initiated and fed my fascination with the complexity of teacher's knowledge and identity development. To date, I am thankful to my mother for pushing me into teaching because I found my best-loved self (Craig, 2011) in the form of a life-long commitment to educational issues.

I remember a particular workshop in my teacher education program when I sat in a circle of fellow students with soothing flute music playing in the background; all of us were deeply engrossed in writing 100 questions. Every other Monday, all of us as preservice teachers in our second year would pack on a bus for an hour-long journey away from city life to attend self-development workshops. All of us would look forward to these workshops which were organized by a non-government organization with a vision of "Integral and Holistic Education."

The facilitator explained, “We have lots of unanswered questions knotted up inside; I want you to write just 100 of those today.” When we asked for the reasoning behind the activity, she told us to hold on and continue with the task. As a young 20-year-old woman growing up in metropolitan India, I wrote questions such as: Do I have the ability to be a role model for others? Can I become famous? Do I genuinely need a boyfriend? What is my core personality-modest or outgoing? As we finished writing, she told us to spend time with our questions, categorize them and reduce the number to 10 questions. I categorized my questions into categories such as relationships, future, self, values, aspirations etc. Having done this, I certainly knew a little bit more about myself.

The facilitator then explained that these unresolved questions influence our intentions, actions, and goals. Listing them helps to understand why we do what we do. Teaching is an intentional and interactive endeavor, if you understand who you are, it is possible to be reflective and be present in your teaching (Clandinin & Connelly, 2000; Meijer, Korthagen, & Vasalos, 2009).

These activities provided “learning spaces” (Dewey, 1948) and allowed me to develop a personal sense of knowing, and examine elements of my identity. We listened to each other’s stories. I felt resonance with some of these stories (Conle, 1996), while some other stories felt strange to me. The stories which felt strange were often stories of marginalized ‘other’ or different culture, region, and caste. *I wonder now how such collaborative sharing of personal stories by preservice teachers could influence their teaching.*

An interesting aspect of these self-knowing activities was that we were treated as learners. It is important to understand ‘I’ then to move to ‘others.’ I remember one of the assignments in our ‘Gender and Curriculum’ course was to interview our mothers. The

objective was to understand the gendered construction of her identity. While I interviewed my mother, elements of my identity began to unravel in front of me. I found myself living some of her stories. I began to understand the interplay of patriarchy in the society. The classroom interactions in this course were intense, emotional, and filled with critical questions and also gave rise to a rebellion within me. Through these discursive activities, we encountered multiple subjective realities and truths. Our own—my own—attitudes, beliefs, and notions that impact learning came to the surface. *I wonder now how important it is for teachers to be critical of their cultural identities in teaching.*

It is important that a teacher has an understanding of her subjective reality and is also sensitive towards others' subjectivities. My courses allowed me to engage with my 'self' in a narrative manner. It was a movement from being a learner to being a teacher. We began to have a voice and could listen to it. We began to see possibilities beyond socially approved norms and conventions. *I wonder now how teachers' narrative knowing (Elbaz-Luwich, 2009) of 'self' play out in their teaching.*

I remember in a course titled 'Contemporary India,' we were assigned a group project in which we had to visit a nearby slum (ghetto, in the American vernacular) area and understand the community life. Our teacher educator instructed us to use socio-economic and political lenses during observations. With hesitation, we (in a group of four) stepped inside a one-room house. I had often passed by this slum but never thought of being a guest of its inhabitants. The slum was located at the outskirts of urban housing, inhabited by families that migrated from nearby states, and men who worked as unskilled laborers and women as housemaids.

The visit to the slum moved me from within. The place lacked basic facilities essential for living like water, electricity, hygiene, sewage system and streets. Kids stood in a long queue

for hours to get water from the water tank that came only once a day at 6:00 in the morning. Consequently, children often reached school late. Their parents were daily wage laborers, so siblings were taken care of by the eldest child in the family. While I was interviewing a family, a young girl, probably 12 years old, followed us to the nearby bus stop. When I asked her, ‘Why are you following us?’ ‘Didi, (*it means sister in Hindi*) take me with you, I want to be like you.’ It was my first close encounter with a life system other than my own. Through this moving experience, I was introduced to the social stratification of Indian society, the unequal distribution of resources and a different worldview altogether. *This caused me to wonder how encounters with different realities enable teachers to develop culturally relevant pedagogies.*

While telling my slum project experience, a story from my own childhood bubbled to the surface (Clandinin & Connelly, 2000). It is also a story of migration from a rural town to urban city when I was 5 years old. It is a retelling of an experience lived far back in my life. It surfaced because I could re-tell it differently by drawing parallels with my experiences in the slum project.

One day, I noticed a hustle-bustle happening around in my house. My parents were busy packing all our household belongings. My elder brother and sister were putting all of their books in a big box. And before long, I found myself in a rental truck sitting in my mother’s lap. She told me we were moving to a new house. I do not remember asking for the reason. I had no clue that we would never ever come back again. It was 1989, when the state of Punjab faced major turbulence because of domestic terrorism. Around 90% of the people left my village because of the fear caused by terrorist movements. However, being only five years old, I had no idea of the fear for life rampant in my town as my parents did.

My family reached a metropolitan city, New Delhi, where I found myself living in a rented one-room house. “It is very small,” I complained to my mother. My mother showed no response. I would nod off to sleep recalling myself playing with my village friends in the huge patio of my house in the village. Today, I understand that shift and our relative sense of poverty. My father who was a well-known businessman back in the village and respected for his honesty and generosity had moved our family for safety reasons to a landscape where he was known by just a handful of people. The change in his physical reality changed his subjective reality as well.

My brother and sister who were 10 and 8 years older than me, could not cope up with the educational changes in terms of new curriculum, new school language, and new conventions, gradually giving up on their studies. My mother, who herself was a government school teacher, struggled with a plethora of changes and thus could not help my siblings in their changing schooling lives. It took my parents six to seven years before they felt a sense of stability and security. Somehow, due to my young age, I could adapt to the new settings with limited resources. For example, I never had reading books at home other than textbooks or a study room or other educational resources. By the time I was in high school, everyone started helping me to graduate. I wonder if they were living their unfulfilled educational dreams through me. I became the first generation learner in my family to make it to college.

When we think through our stories, we constantly go back and forth in time. While re-telling the experience of migration of my parents, I find myself awakened to my present experiences as an immigrant to the United States. As my parent’s story changed due to migration, in a parallel way, my life story changed when I moved to America.

The impetus for my move to America was an arranged marriage. Like my family, I experienced a huge shift. With only one person (my husband) known to me, it was a strange feeling. I can recall the first time that I passed by a school in Houston, I felt nostalgic. Schooling, education, reform and curriculum, these were an integral part of my professional life back in India. I had a social network of like-minded people, we had similar concerns for education and we were working together as teachers, facilitators, curriculum workers, and teacher educators. Leaving all of these identities, here I was in the U.S. as a wife and an immigrant. The difference is that my parents were called migrants and I am an immigrant. I have lived the story of migration in my childhood and I am now living it again as an immigrant. This experience has educative value for me. My parents struggled hard and managed to create an identity for themselves. And, I am working hard on the same thing. *This causes me to ponder whether teachers also experience multiple shifts in their identities as they move from school-to-school and position-to-position. I also wonder whether place/time in career might have something to do with it.*

At the time of my marriage, I was already enrolled in the Ph.D. program in one of the esteemed universities in New Delhi. Following my marriage, I had to decide whether to continue to pursue my Ph.D. in India and be away from my husband or to quit my Ph.D. and immigrate to America. I choose the latter option because I did not want my relationship with my husband to suffer. That decision was appropriate according to the stories I grew up in as an Indian female.

After quitting my Ph.D. in India, my mother asked me to make her a promise. She wanted me to not lose sight of my aim to pursue a Ph.D. I could understand why she asked me to promise. The secret story (Clandinin & Connelly, 1995) was intimately linked to my being

female. She knew that it would be difficult for me to live my sacred story (Crites, 1971) after marriage in a new setting. Having lived in a patriarchal society, women are told to derive their identities and life stories by living the life given to them by their husband or in-laws. I needed a convincing story to tell my new family and husband. I needed a story that would explain my reason in a language that was familiar to them. I told them, 'I would like to study so that I can financially support my husband.'

This, of course, is a cover story (Clandinin & Connelly, 1995). Cover stories take shape when there is a gap between the plotlines one wants to author and what society wants them to author. This cover story connected my purpose with the societally approved version of life for the female gender in India. However, my sacred story was that I wanted to pursue doctoral studies so that I could follow my purpose in life. I wanted to contribute to teacher education. Within a year, as the understanding between my husband and me grew stronger, he listened patiently to my sacred story. He supported my decision and I was admitted to the doctoral program with Dr. Cheryl Craig as my advisor. I found a safe space to tell and hear back my sacred educational stories with him and my advisor; I no longer required a cover story.

There are commonalities in the plotlines of these three stories. The three stories indicate how temporal shifts influence our experiences and identities.

Going back to my undergraduate classroom, we made group presentations and had intense interactions about our shared experiences of the slum project. We began to critically problematize and question the gap between school knowledge and lived knowledge, power, and inequality, unequal distribution of resources and opportunities. After this experience, schooling and the education system seemed farcical. With every child attending school in that slum being a first generation learner because of their migrant status and the economic vulnerability of their

parents, the prospects of education helping them to climb the socio-economic ladder was slim. Among the three children in my family I was the only one who was able to make it to college. *I wonder how many children from the slums have to live with unfulfilled educational dreams. I wonder how such experiences play out in the enactment of curriculum in urban schools over time and even across place, as was the case with my family's migration.*

I realized that the curriculum document by itself would not speak to the multiple subjective realities in my student's lives. It is my role to use my agency to enliven the curriculum (Aoki, 1989), and make it engaging so that it speaks through diversities. In my doctoral studies, I have engaged with the intertwined nature of epistemological and ontological aspects of teacher's knowledge. It is only now, in my reflections, that I have acquired vocabulary and understanding to make sense of my preservice experiences. It is now that I can say that those experiences allowed me to understand and live the image of teacher-as-a-researcher (Craig, 2009) and teacher-as-a-curriculum-maker (Clandinin & Connelly, 1992; Craig & Ross, 2008).

When I walked into the slum area, metaphorically I walked through my mental barriers, biases and prejudices about "other people's children" (Delpit, 2006). I experienced a shift in my disposition from hesitation toward differences to courage "to learn from and with students about their lives, their worlds and the wider world beyond the classroom" (Ladson-Billing, 2009, p. 109). *I wonder now how such experiences enable teachers to expand their views of knowledge and learners.*

An interesting aspect of these teacher education experiences was that we would get credits for our voice, participation, discussion, deliberation, opinions, and reflections. This personal knowing was narrative, subjective, and embedded in our individual context. My

assumptions about knowledge as sanctified, rigid and being locked in textbooks subtly changed. It is now in the doctoral studies and having read Dewey and other scholars that I understand the dynamic, fluid nature of knowledge. *I wonder how important it is for teachers to have an expansive view of knowledge.*

Some of the fondest university memories are of the times I spent in the theater for education workshops. Held every week for two consecutive years, these workshop provided us with educative experiences (Dewey, 1938). In one such workshop activity, we formed vivid frozen-images from usual school life. Someone from the audience would tap on the head of the person in the image and she was expected to speak her feelings at that point of time. For example, we created a frozen image of a ‘school board meeting.’ When tapped on his/her head, each board member would share his/her feelings. Another group formed a stationary scene of ‘bullying in the school hallway.’

Known as a form of Forum Theater, it allowed participants and their audience members to share their understandings of day-to-day educational issues through “playful constructions” (Batra, 2015, p. 55). The interesting aspect of this activity was that participants could voice their opinion and explore and create possibilities where none existed (Batra, 2015). Unlike theater in my school days, as teacher-actors we had no script, they were impromptu performances.

In these theater activities, we worked in small groups which immensely helped us to know each other’s subjective world. In another theater act, our group was told to create a scenario using our bodies as props. Six of us created the scenario of the famous train incident in South Africa in the 1890s in which Mahatma Gandhi was thrown off of a first-class railway compartment by the colonizers. As we created the sculpture, others (fellow classmates as viewers) were supposed to share their interpretation of the sculpture. It was one of the days that

is still fresh in my memory. Our discussion started with British colonization, practices of segregation, and prejudice, and soon led to heated discussion on the ideas of injustice, grave inequities, and means of marginalization in contemporary societies. In literature, this kind of theater is known as Theater for Dialogue. *I wonder now how theater could allow teachers and students to interact and gain knowledge and experiences beyond textbooks.*

These theatrical experiences invited us to, layer by layer, break free from the mental and bodily prejudices. It involved lots of action, reflection, subjective interpretation, and belief deconstruction: important prerequisites for a professional teacher. We felt part of a safe community of students.

Theater pedagogy became an important tool during teaching days. It served those students who were fearful of being judged, and used multiple modes of interaction other than reading or writing. The theater pedagogy enabled my classmates to become familiar with each other's' personal and cultural stories, opening the scope of subjective interpretations and helping them to grow critically, emotionally and collectively. *I wonder if teachers have safe spaces in which to make connections between their existing knowledge and the knowledge of teaching given to them—and expected of them.*

I graduated in 2006 and was placed in a private school as an elementary teacher. Having been educated in one of the best teacher education programs in my country with a Bachelor of Elementary Education (B.El.Ed.). I confidently assumed my teaching position. A few bumps during my first year served as learning opportunities, and I grew realistic and practical in the enactment of teaching/learning processes. Since the B.El.Ed. program was created by academicians, and known for its high quality, B.El.Ed. teachers were in great demand for

multiple positions in the education field. Soon, I was invited to work as a curriculum developer and researcher in an action-based research project in a public school.

Early Encounters with Teacher's Knowledge on the Professional Landscape

Very comfortably, I slipped into the new role and was assured of making meaningful contributions. However, as it usually happens in real life, it turned out to be a story with a not-so-happy ending...

A not so happy ending. In 2007, I entered this story located in a public school serving the marginalized and migrant population. I played the role of an enthusiastic outsider (as part of a reform-team) to introduce constructivist pedagogy and reform the teaching and learning processes.

For a year I engaged in curriculum development, model teaching, teaching material development and various co-curricular activities in the school with the objective of initiating constructivist pedagogies. Students made progress, attendance improved, and school principal and teachers showed positive signs, but there was something which was left untouched and unchanged—*teacher's beliefs and teacher knowledge*.

Even though Ms. Basanti, one of the teachers with whom I worked, acknowledged the value of constructivist methods of teaching, there was no change in her own teaching practices or teaching beliefs. She continued to teach using traditional modes of teaching and assumed her students to be "*empty containers*." I quit that job and failed to understand the reasons for my unrest. It was an unsuccessful story, which led to a lot of unresolved questions within me. I wondered how to change teachers. I questioned what was wrong in simply telling her to change her pedagogy.

Following that experience, I enrolled in a MA in education for two years. Before I could finish it, however, I got a job in a funding organization, which supported educational non-government organizations (NGO). The job involved regular traveling to State councils of education in different states and rural village schools managed by the NGOs. It offered me an opportunity to understand the length, breadth and depth of the institutionalized education system in India. In the following section, I share another story about teacher's knowledge and curriculum.

A story of hope. In 2010-2011, I entered this story located in a State council building in Chhattisgarh, where teacher educators from all the state districts participated in a series of workshops with educationist/academicians working together toward the reform. I played the role of an observer from the funding organization.

For two years, the group met to address revisions in a forty-year-old teacher education curriculum, primarily based on the teacher-as-an implementer image (Clandinin & Connelly, 1992; Craig & Ross, 2008). Initially, the group of teacher educators completely resisted the change. For example, a teacher educator got frustrated by the changes in the language curriculum for preservice teachers, as he felt the curriculum was being made too complicated. His comment was, "Why do teachers need to know about language acquisition, language politics, multilingualism and power? Let's just focus on teaching skills and not teaching philosophy!"

I observed a lot of back-and-forth discussions between the group of teacher educators and the educationist for almost two years. The educationist facilitated intense deliberations, debates, discussions and reflections "about what and how to teach" (Schwab, 1983, p. 245). I noticed that every participant had a different and desired 'image' of teacher, and archetypes of knowledge, teaching, learning, learner and milieu. Very often, they struggled to articulate their understanding

of lived curriculum, and images of teaching to others. Nevertheless, with constant support in terms of readings, dialogue with the educationists, and collaborative design of curriculum development, the team of teacher educators began to embrace and own the newer vocabulary of educational processes. I noticed sparks of success. *I wondered what exactly happened with their personal and professional knowledge construction process.*

Making Sense of Professional Stories

When I layer commonalities between the plotlines of these two stories by putting on the cap of narrative inquirer, I am awakened to the subtleties of teacher's knowledge and the knowledge construction process. Ms. Basanti could not change her teaching practices while others in the group of teacher educators could. Ms. Basanti did not find the possibility of integrating progressive knowledge of teaching while others in the group of teacher educators began to show signs of acceptance. *I wonder about the nature of teacher knowledge. I wonder about processes that facilitate the construction and reconstruction of teacher's knowledge. I wonder about the role of deliberative and discursive practices in enabling teachers' knowledge. I wonder how self plays out in the process of change in identities. I wonder if narrative could provide the possibility of enabling development of teacher's knowledge and identities.*

Arriving at my Inquiry Questions

This awakening has led me in the direction of a teacher education inquiry seeking answers to unresolved questions. These queries are:

1. What kind of experiences facilitate construction and reconstruction of teacher's knowledge?
2. How does self and professional context play out in enabling teachers' identities?

3. How does narrative enable possibilities in developing teacher's knowledge and identities?

Preview of the Inquiry

Henceforth, I believe, the issue of teacher education needs to be approached from multiple sites in the school and taking into account teachers' interactions as well. There is also a need to use all possible methods to investigate teaching practice (Jackson, 1968). These sites are the experiences during past schooling, pre-service education and the institutional setup of the schooling system. What interests me here is the dynamic nature of these sites, which get continuously shaped due to the interaction between temporal, place and social context in the field of education. These experiences brought me to do a study on teachers' knowledge and practice.

In this inquiry, I examined the knowledge and practice of two beginning teachers in a teacher education program in New Delhi, India. Our research relationship started when they were in the final year of their program. I followed their transition from preservice education to beginning teaching in a private school.

Resonances between Inquiry and Inquirer

I have opted for narrative inquiry as my methodology as I have found that it resonates with the nature of my being and the nature of my questions. In this section, I briefly explain some of the preliminary reasons for my choice of inquiry method and methodology. These reasons are explained in greater detail in the Chapter Three.

Narrative inquiry looks into the storied lives of people, with an understanding that story is a "portal through which a person enters the world and by which his or her experiences of the world are interpreted and made personally meaningful" (Connelly & Clandinin, 2006, p. 46).

I think narrative inquiry, as a method of inquiry, does not belong to the mainstream methods situated in the positivist paradigm. Positivists continue to search for answers to educational conflicts and dilemmas by ignoring the teacher. The scientific methods of investigating teaching have not been able to give us answers to the problems of the ‘practical.’ With the problem of scientific paradigm to research, we also face the issue of treating teachers as disembodied subjects. In Schwab’s (1983) terms, we need ‘*fluid inquiry*’ to approach the problem.

Unlike a machine, we need to go on a journey with teachers toward newer insights. Until we considered the teacher a mutual participant in the research, the knowledge tapped in her practice will remain elusive to us. In the narrative inquiry, the researcher and the teacher are in a collaborative relationship with each other. This opens up space for teacher to safely share her voice and it also avoids the imposition of the researcher’s perspective on the teacher’s experiences.

Today, as a teller, I have called forth my educational stories from my personal, professional and practical experiences. These lived stories have influenced my goals, values, motivations and, in a way, my whole being. I probed my own storied life and wove together those stories which give meaning to my present quest in life. I actively travelled backward and forward on the time dimension, I looked inward and outward on the social interaction dimension and I explored different spatial landscapes on the place dimension. The way I tell my story, it reflects and shapes me. In this proposed research study, I, as a narrative inquirer, will engage in similar processes with my research participants.

Johnson and Golombek (2003) present us with more reasons for using narrative inquiry in a collaborative relationship with the teacher. They assert that, “teacher-authored narratives are

not simply a device used to story one's experiences, but a 'semiotic tool' that facilitates teacher development and can document how teachers participate in and constitute their social reality" (p.324). Narrative inquiry as a methodology is often marginalized by the dominant research traditions. Narrative inquiry has rebelled against the mainstream tide. I believe somehow that the image of my research method resonates with my personality as a rebel.

Most of education's problems have remained unaddressed because they have used solutions offered by psychology. Children's behavior in class is in great contrast to their behavior when alone. Psychological theories are developed in controlled situations and do not account for the complexity of classroom life. Similarly, children under sociological study are often looked at as social beings, thus ignoring their individual personality differences. According to Schwab (1971), educational problems can be addressed by the integration of different disciplines in an organic manner, called as *eclectic*. Narrative inquiry as a method has its roots in many disciplines such as theories of religion, psychology, woman studies and organizational learning (Olson & Craig, 2005). The multi-disciplinary framework allows for a different lens with which to explore, to examine, and to understand the problem while locating it in the educational context. I believe, narrative inquiry can possibly illuminate some of the educational problems in a holistic manner because the objective is not to break reality into compartments.

The metaphor of landscape (Clandinin & Connelly, 1995) explains the interconnectedness and interdependence of various actions, actors and contexts. Conclusively, an experience like the slum project that I had during the teacher education years has stayed with me and it has attracted me to a method which employs a multidisciplinary framework—narrative inquiry.

Research should be an educative experience for both the researcher and the researched. Our research experiences also interact with our past and present and continue to shape our perspective. In Dewey's (1938) terms it is the principles of *interaction* and *continuity*. For me, narrative inquiry as a method, based on the experiences, addresses this problem. It provides a space for both researcher and participant voices. Given the fact that I am allowed to be aware of my subjectivities and not hide them, it is an educative experience for me as a researcher.

Narrative inquiry considers subjectivities virtuous (Peshkin, 1988) because subjectivities are what makes the research unique as a result of distinctive configuration of a researcher's personal qualities joined to the data collected. It is being responsible, having an avid interest in life and the acumen to turn the inquiry back on yourself. At the same time, it allows the participants to tell and re-tell their stories, therefore it is illuminating for them as well. Thus, research in narrative inquiry is liberating for both the researcher and the researched. This definitely strikes a chord with what I strive for.

Chapter Two: Review of Literature

Introduction

In this chapter, I take an aerial view of the education system in contemporary times. The section begins with my laying down of the contextual grounds of education field. I synthesize the literature on the trends and gaps in school education, teacher education and teacher education research. From there, I take a close up view of the cultural, mythological, political and economic context of teacher education in India. Having problematized the educational landscape, in general, and in India, I begin to make sense of it using scholarly work. In section II, I engage with the theoretical and conceptual frameworks of Dewey, Schwab, Jackson, Eisner and Clandinin and Connelly. In section III, I investigate possibilities of narrative as a form of binding, representing and revealing concepts of teacher's knowledge, identity, images and professional context.

Section I

Trends and Gaps in School Education

With the advent of policies of No Child Left Behind (NCLB) (2002), the educational landscape has experienced drastic changes. Exclusive weight given to classroom test scores, top-down directives and high stakes accountability (Darling-Hammond, 2010). It is commonplace to observe teachers modifying their teaching practices “in order to reconcile the consequences attached to high-stakes tests” (Amrein & Berliner, 2002, p.48; Hamilton, Stecher, & Klein, 2002). Some of the modifications in the teaching practices include: teaching to the test, direct instruction of test-taking strategies, narrowing down of the curriculum aims, inability to do

differential instruction and turning a blind eye to the minority student needs (Amrein-Beardsley, 2009; Dorn, 2007; Amrein & Berliner, 2002).

Leachman and Mai (2014) cited the report of the Center on Budget and Policy Priorities, which states drastic cuts in per-pupil funding in the new states budget. These constant cuts are tied to the academic achievement of schools and often work in a vicious circle; lower academic achievement more budget cuts and more the budget cut, lower the academic achievement. Jean Anyon (2014) clarifies that “federal and metropolitan policies maintain the poverty” and therefore, urban education reform will be piecemeal because “without fixing the city in which they are embedded is like trying to clean the air on one side of a screen door” (Anyon, 1997, p. 168).

Other than policy, economic and political imperatives, the situation inside the schools gets further complicated with the increasing diversity in the classroom. 38 percent of public school pupils are from an ethical and racial minority group, whereas close to 90 percent of their teachers are not. In urban areas the differences are steeper. Presently, 70 percent of pupils of colors in the schools and overall one in five children under 18 lives in poverty (Darling-Hammond, French & Garcia-Lopez, 2002, p. ix). Along with constant poverty, an urban classroom in the US is ethically, linguistically and culturally diverse. The classroom reality reflects the demographic reality of the America. There is a great influx of immigrant students in the American classrooms. About a million immigrants make US their home country every year (Gay, 2010, p. x). Most of these immigrants come from regions countries such as Latin America, Asia, Mexico and the Caribbean.

Educational Discourse and its Antithesis

In this scenario, where there is urgent need to diversify the curriculum, customize it based on individual child needs, empower teachers to not give up in front of adversities, and continue to keep up with their relational practices, the discourses on the landscape run antithesis to the needs. The problems of diversity are being addressed through the “grand narrative” (Clandinin & Connelly, 2000) of standardization.

Similarly, the problem of teacher disenfranchisement is being resolved through scripted and prescribed instructional programs. It is an either or situation. Either we give into the policy discourses of accountability and high-stakes testing. This kind of intervention paralyzes the teacher, forcing her to lead teacher-as-an-implementer image. The teacher cannot be blamed for school failure. Or if we wish to make teacher answerable for her professional role, we have to ensure legitimate autonomy, voice, and participation of the teachers in the schooling and policy matters. Whichever situation we decide to opt for, we cannot but have teachers who understand the complexity of the educational landscape, have the agency to engage with the curriculum to meet the individual needs of the students.

Trends and Gaps in Teacher Education

As discussed in the above section, the changing trends in the education of teachers are a direct response to the changes in the educational landscape. So if we consider the above trends to be problematic, then teacher education presents a double problem. There are two possible trends in the teacher education to prepare itself for the changing educational scenario. The first trend, which can be called a *factory response*, is to introduce reforms, which directly correspond with the grand narratives.

Since the policy demands are placed on high stakes testing, accountability measures and standardization, corresponding response in teacher education is the introduction of alternative certification programs, “technical fixes” (Welner & Oakes, 2008) or “best techniques” such as Lemov’s (2015) guidebook for teachers. One example of a program would be “Relay Graduate School of Education.” It is a charter-type teacher education program funded by corporate money. Based on Lemov’s work, this program is expanding to different states in the United States. The curriculum and the program is basically trying to get the teacher candidates to teach with fidelity to 49 defined strategies (Zeichner, 2015). Teacher education programs are fed with the message that the system needs the technical teacher who can do things, often with high degrees of control to raise test scores.

The projected solution to the problem of schooling, especially urban schooling is loudly proposed by the economist, political members, corporates and conservative groups. As if, the body of academia, educationist and teacher education faculty should close down their shops and only listen to their loud voices. In this trend, it is ensured that teachers serve mechanically in the factory of education.

The second trend in teacher education can be termed *insulation* as practiced by universities. The university-based teacher education continues to prepare teachers in insulation from the external world (Zeichner, 2015). There is a hierarchical distance from the contextualized and relevant needs of the schools and communities. Distancing has helped universities to maintain its elitist status and traditional conceptions of knowledge and expertise.

At the same time, teacher education programs offer a weak antidote to the powerful socialization into teaching that occurs in teachers’ own prior experiences as students. In teacher education programs or professional development programs, expertise is often seen to lie external

to the teachers and teacher candidates (Zeichner, 2015). This model is based on Freire's notion of a "banking form of education" where the goal is to deposit knowledge from experts into the teachers or teacher candidates (Freire, 2000).

Alternative Voices on Teacher Education from the Academia

By the 1990s the educational landscape experienced changes with both academia and practitioners raising their voices against the insufficient and inadequate teacher preparation programs. In their comprehensive discussion on the teacher education problem, Korthagen, Loughran and Russell (2006) stated three points of dissatisfaction; the excess emphasis on theory in teacher education programs, counterproductive nature of transfer of theoretical knowledge to practical knowledge by new teachers and inclusion of new practices in teacher education to be taught by traditionally trained faculty. The situation further becomes distorted when the theoretical knowledge is presented in a fragmented manner (Ben-Peretz, 1996).

The problem was that "what was being taught in teacher education courses did not seem to "stick" with the prospective teachers" (Bullough, 2008, p. 254). Bullough (2008) continued to explain that the problem might be that teachers' own knowledge about teaching was not given sufficient space. As a result, teachers are unable to connect their personal knowing with their practical knowing. It is being realized that an important prerequisite for a teacher is to know oneself better (Bullough, 1997; Kelchtermans & Vandenberghe, 1999; McLean, 1999; Loughran, 2006). Therefore, the literature in teacher education from 1990 onward is centered on questions of how beginning teachers think about themselves, and how they cope with the substantial personal transformations in the process of becoming teachers. (Meijer, Korthagen, & Casalos, 2009).

Trends and Gaps in Teacher Education Research

Mainstream research studies on teacher education are mostly conducted, within the psychological research tradition and identified those general forms of teaching behavior that correlate with student performance on standardized tests (Cochran-Smith & Zeichner, 2005). The lists of effective teacher behaviors were translated into the desirable competencies for teachers (Shulman, 1984). Historically, teachers' knowledge was examined using the framework of technical rationalism (Craig & Ross, 2008) in which teachers' knowledge was positioned within the positivistic sciences. This framework privileges theory over practice and thus separated knowing from action, and knowledge makers/developers (university professors and researchers) from knowledge users (practitioners in schools).

Epistemologically, this framework viewed knowledge as sanctified, codified and systematic; hence, telling teachers the do's and don'ts of teaching. In this orientation of positivism, theoreticians/researchers conducts educational research (Tom & Valli, 1990) and produce and dictate knowledge 'looks at' and 'talks about' teacher education from the solid high ground of theory (Schön, 1987).

The paradigm is characterized by 'scientifically-based research' and 'evidence-based education' and conceptualizes teaching as a technical activity divorced from epistemic and normative dimensions. This was especially true in the American context in the period 1950-1980 where teacher education research was generally conceptualized as a training problem.

This trend led to an oversimplified understanding of the complex problem of the place and relationship of theoretical studies and practical activities in teacher education research. As early as 1962, Sarason had referred to the lack of systematic attention to the disconnect between teacher preparation and the realities of classrooms and school systems in teacher education

research (cited in Cochran-Smith & Zeichner, 2005). Craig called this compartmentalized notion of education as an ‘injection model of teacher education’ (Craig, 2011, p. 22).

Consequently, the teacher was placed at the lowest level in the hierarchy as I mentioned earlier in my stories from India. In short, a controlled sanctified knowledge was run down through the conduit (Clandinin & Connelly, 1995) for the teacher to accept and implement as a state agent, who dutifully upholds state's mandates. This image is called as teacher-as-curriculum-implementer. As an implementer, teacher's success was tied to student success within a process-product framework (Craig & Ross, 2008). In this entire process, the teacher had no agency, no voice or authority over matters concerning her practice and there existed a wide gap between curriculum and teaching.

Some these trends have obviously seeped into Indian educational landscape and a few of them take a different shape and led to different consequences when they bump up against the social, political and historical contexts of India.

Teacher Education in India

The following section is devoted to characterizing the landscape of teacher education discourse in India using historical, sociological, political and economic lenses. Broadening allows me to present the complex, intermeshed narrative composed from multi-disciplinary perspectives. In order to understand contemporary discourses on and for teachers, it is important to place the epistemology of teaching and learning on a temporal continuum and understand “cultural archetypes of knowledge, teaching and learning that have a bearing on teacher's beliefs” (Ratnam, 2013, p. 538).

History of teacher education in India. Historically, during the Vedic age (1750-500 BC) the teacher-learner relationship was characterized as *guru-shishya* relationship. The *guru/acharya* had spiritual and intellectual agency, and aimed to awaken the spirit to learn and grow in the shishya (disciple). Shishya (according to Kakkar, as cited in Ratnam, 2013) was expected “to exercise his reason” and “discover self or the *brahman*” (p. 534). It is a “empathetic union” and relationship of dialogic and collective apprenticeship that aims to provoke the desire for moral, spiritual, and intellectual learning without monetary obligations (Ratnam, 2013; Pattanayak, 2013). According to Ratnam, the relationship underwent changes during the Bhakti cult (up to 1800 CE), where guru was revered as God, knowledge replaced devotion and shishya surrendered to the guru in a non-agentive manner. Three pedagogic elements: listening, reflecting and thinking through the consequences (named as *shravana*, *manana*, and *nidhidhyanasana* cited in Ratnam, 2013, p. 540) used during the Vedic ages were replaced with surrendering, submitting and passivity in the Bhakti cult.

Much later, at the time of British colonization (late 18th century), the teacher image altered drastically with the establishment of the bureaucratic institutions in which teachers were trained to maintain the status quo of the State. The teacher submitted to the curriculum developed by external agency and was made accountable through examination. Teacher though subordinate to the State, exercised authoritative position inside the class by drawing upon ancient images of teacher-student relationship (Batra, 2014). Students, on the other hand, were expected to submit unquestioningly to teacher’s control and authority (Sarangapani, 2003). This image introduced the concept of monetary exchange in education.

The National Independence movement during the in early 20th century and post-independence transformations during 1960s introduced the image of teacher as a personal and

social reformer. The educational discourse focused on critical thinking and citizen-based education (Batra, 2014).

The neo-liberal age of the late 1990s introduced universalization of elementary education, a much needed discourse in the Indian context. However, it also brought with it the “mechanical chasing of targets and reliance on ‘economically viable’ but ‘sub-optimal’ options, thus compromising on the quality” (p. 7). This is immediately followed with bombardment of concepts of accountability, measurement, mass- testing led by the corporate and market-based reformer. The teacher’s image became reduced to as a customer-serving agent with no agency. Pedagogy became an instrument to be manipulated to meet the testing needs. Figure 1 presents a simplified visual of the complex narrative around teacher’s image in India.

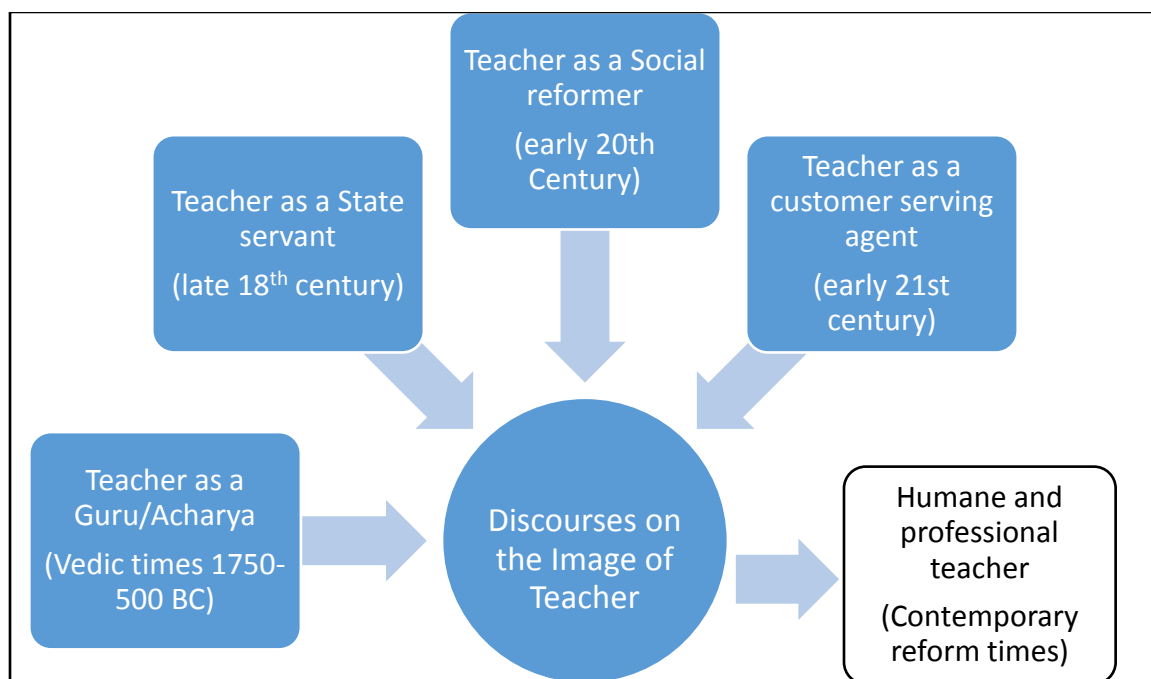


Figure 2. Historically tracing prominent images of teachers in India (Source: Abrol, 2015).

This is a simplified version of a much complex story of teacher education in India. As a teller, I have opted to highlight those elements of the story which build my case. Like any other

story, there have been counter-voices and radical movements in this story. Against the dominant policy and market-led reforms, academia-initiated discourse was also taking shape. Most recently, in the form of National Curriculum Framework (NCERT, 2005) which brought in the focus the sociological and cultural aspects of child's knowledge and National Curriculum for Teacher Education (NCTE, 2009) with emphasis on critical conceptions of school knowledge. These voices attempt to reclaim teacher's agency with an aims to create a humane and professional teacher who is sensitive to the context of contemporary India.

Story of a Benchmark Program in Teacher Education

In India, the system of teacher education is huge with more than 13,800 teacher education institutes in India churning out about 1.1 million new teachers every year (University of Delhi, 2014). Around half of these institutions continue to grapple with the residue of the colonial system. On this landscape, in 1994, academicians fought with the system to develop an integrated professional degree program, Bachelors of Elementary Education or B.El.Ed.

The B.El.Ed. program aims to develop the image of a professional teacher-as-a-curriculum-maker (Clandinin & Connelly, 1992) with critical and reflective dispositions (Batra, 2006). The student teachers build an understanding of the learner in her context, develop analytical outlook towards the socio-political context of the contemporary India and engage with educational studies by integrating disciplinary knowledge and pedagogical training. With observations and self-development build into the program, first engage with self as a learner with a culturally constructed identity and then shift to the learner and teaching. Student teachers engage with epistemological, ontological, axiological and sociological underpinnings of knowledge and teaching- learning processes. It is interdisciplinary in nature and oriented towards the social justice discourse.

The program has become a yardstick for teacher education in the country. This program found a special place in my proposal chapter because both myself and my participants from graduates of this program. So my explanation will be colored by my lived experiences as a pre-service teacher and teacher educator in this program.

Section II

In the section, I will engage with the scholarly work from eminent educationist to develop a conceptual framework to situate the problems discussed in Section I. The foundational work of Dewey, Schwab, Jackson, Eisner, and contemporary scholars is used as the backdrop to synthesize empirical work on the nature of teaching, teachers' knowledge, teachers' images and teachers' identity.

Understanding the Nature of Teaching

The Teacher is the primary agent who enacts the curriculum and enlivens her teaching instructions following synthesizes of the commonplaces of the education (learner, teacher, milieu, subject matter) in a classroom. The process of synthesis of these commonplaces in an ever-changing situation (classroom) is a living process. This process is what viewed by an outsider as teaching. According to Jackson (1968, p. 151) teachers often rely on “fleeting and sometimes cryptic signs” to determine their pedagogical moves. Here, teaching is characterized as “intuitive and ‘art-like.’” Jackson’s characterization of teaching is explained philosophically by Dewey (during the 30s), practically by Schwab (during 70s & 80s), empirically by Jackson (during 60s), aesthetically by Eisner (during 90s), epistemologically by Clandinin and Connelly (during last decade of 20th century) and discursively by Craig (in the first decade of 21st century) (see figure 2). In the following section, I will elaborate the evolving discourse on the nature of teaching based on the work of above scholars.

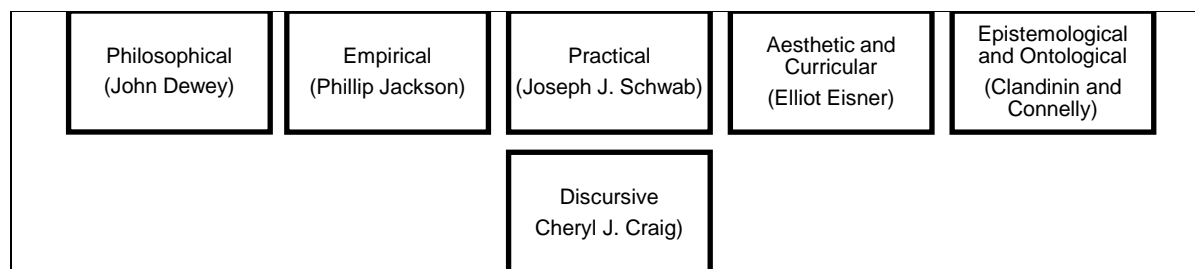


Figure 3. Inter-disciplinary inquiries on the nature of teaching.

Nature of teaching – Unpacking. Dewey (1938) philosophically argues for the experiential view of knowledge, in which experience is defined as individually continuous and socially interactive involving self and the world. This explains that teacher’s teaching experiences are the result of continuous interaction between her individual qualities, and social elements (students, school administrators, colleagues, mandates, regulations, and guidelines) of her settings. It is through construction and reconstruction of these experiences that teacher’s knowledge is constructed. Within this understanding, Dewey (1908) conferred teachers to be minded-being who is knowledgeable about her pedagogical moves in the classroom and based her decision making on the particular situational demands.

Through his empirical study, *‘Life in Classroom’*, Jackson (1968) compared teacher’s teaching with a “musician without a score” (p. 145) who improvise her teaching numerous time in a school day and thus qualified teaching to be “intuitive and ‘art’ like. Schwab based his foundational ideas on ‘the practical’ (1969, 1971, 1973, and 1983) on Dewey’s work. Schwab delved on the nature of teaching by discussing the nature of ‘the practical’. He opposed the idea of structured/fixed/codified set of commands governing teacher’s practice. He vehemently argued the mis-match between nature of teaching and the commands routed to the teachers from authority. The teacher has to engage in “artistic judgement” (Schwab, 1983, p. 245) considering

the nature of classroom life. Therefore, outsiders cannot dictate a teacher's behavior by telling her what to do in her teaching.

The obvious question that arises at this moment is, 'even if teaching is art-like, complicated, and varies from moment to moment, is there no way to define rules of the application?' In the line of arguments by Schwab on teaching as art-like, he did accept the presence of rules in every art but knowledge of the rules does not make one an artist. Schwab's conception regarding teaching as an art is detailed by Lee Shulman (1984). He explained, a practice takes the form of art when:

the knower of the rules learns to apply them appropriately to the particular case....

Application, in turn, requires an acute awareness of the particularities of that case and ways in which the rule can be modified to fit the case without complete abrogation of the rule (p. 175).

Eisner (1985) continued the conversations on teaching as an art and pointed out to the sensitivity, creativity and context-knowledge as pre-requisite to address the moment-to-moment needs that arise in a classroom. His work is based on the interdisciplinary understandings from both the field of curriculum and arts. Eisner used an analogy of adventure to explain the unpredictability of ends of teaching as well that teachers own their actions in practicing the art of teaching. He pointed that, "teaching is an art in the sense that the teacher's activity is not dominated by prescriptions or routines but is influenced by qualities and contingencies that are unpredicted" (Eisner, 1985 p. 176). It is like heading to an adventure, no one can predict how a classroom interaction going to roll out in a period of thirty minutes.

On one hand. Schwab underscores the characterization of teaching as an art and on the other hand in the Practical 4, he called teaching a profession, with the teacher being the first

member of the group of deliberation. Using his distinct style of eclecticism, he bridges the two aspects of teaching: teaching as an art and teaching as a profession. He emphasized that when teacher is engaged in the art of teaching then she also owns the right to conduct her artistry. These rights cannot be taken away from her because they arise thousand times in a teaching moment. He directly pointed towards professional autonomy of teachers.

Schwab called the teacher as “the fountainhead of the curriculum decision” and “agents of change” (Schwab, 1983, p. 241). He suggested professional autonomy of teachers who learns through, “debates, deliberation and decision about what and how to teach. Such involvement constitutes the only language in which knowledge adequate to an art can arise” (Schwab, 1983, p. 245). Through such involvement, teacher actively engages with her curriculum. The following figure summarizes the characteristics of teacher and nature of teaching.

Characteristics of teachers	Nature of teaching
Minded-being making	Art-like
Knowledgeable	Particularistic
Intuitive	Aesthetic
Owens the rights of classroom decision	Emotional
Autonomous agent	Moral

Figure 3. Characteristics of teachers and nature of teaching.

Teacher's Knowledge

Experience and knowledge.

The word “experience” is, I repeat, a notation of an inexpressible as that which decides the ultimate status of all which is expressed; inexpressible not because it is so remote and transcendent, but because it is so immediately engrossing and matter of course. (Dewey, 1976, p. 325, footnote)

The theoretical framework of my study is embedded in an experiential view of knowledge. It is grounded within Dewey's (1938) concept of experience as individually continuous and socially interactive involving self and the world. Specifically, interested in the dialectical relationship between what a teacher does and what it does to her within curriculum specific situations. Within this tradition, teachers' experience is foregrounded and accorded the highest authority. Further drawing on Dewey's view on knowledge, it is constructed and reconstructed through experience.

Teacher education is about the teacher's knowledge. Therefore, “questions about preservice teacher education do not begin with what theoreticians, researchers, and policy makers know but, rather, with what preservice teacher know and have found in professional practice” (Clandinin, 2000, p. 29). Eisner (1988) has voiced it as giving primacy to teachers' experiences as experience is close to teacher's lives. The Teacher is the only person who is positioned at the intersection of curriculum and teaching. Teacher knowledge research is in part aim at revealing these interactions. The underlying assumption is to understand what teachers know and how their knowing is expressed in teaching and how it is central to student learning (Connelly, Clandinin & He, 1997, p. 665). Teacher's knowledge is conceptualized using various terms, these terms are outlined in the form of web in figure 4. Teacher's knowledge is narrative

in form (Clandinin & Connelly, 1995, p. 8), it implies that teachers tell their lives in terms of stories.

Teachers live stories, tell stories of those lives, retell stories with changed possibilities, and relive the changed stories. Their way of being in the classroom is storied: they are characters in their own stories of teaching, which they author. (Clandinin & Connelly, 1995, p. 12).

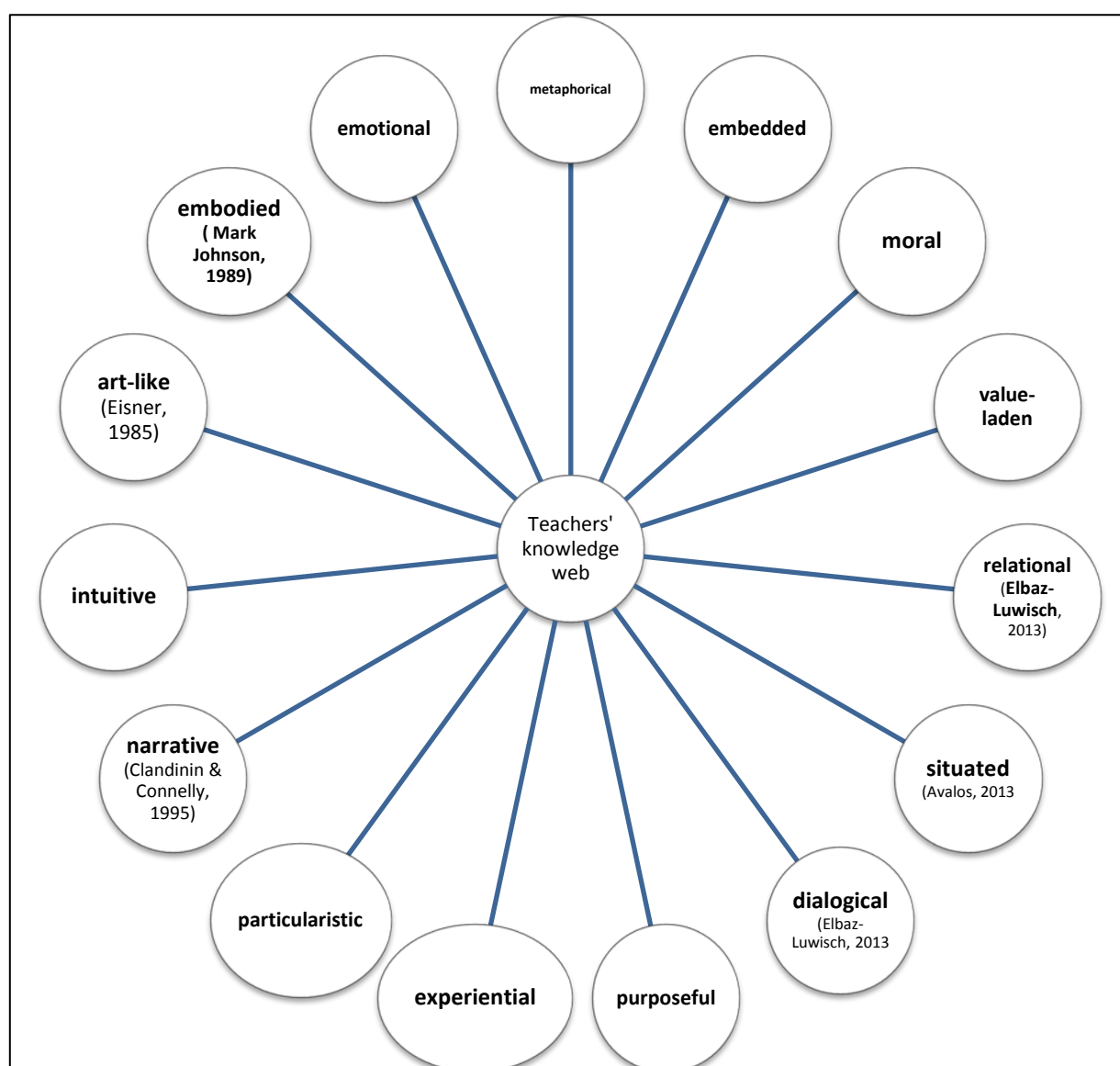


Figure 4. Teacher's knowledge web.

Personal practical knowledge. To understand teacher's knowledge is to study the construction and expression of it. Based on the epistemological stance that teachers are knowers, Connelly & Clandinin (1988) developed the notion of personal practical knowledge. This notion foregrounds individual teachers' knowledge. The conception of personal practical knowledge is of knowledge as experiential, value-laden, purposeful, and oriented to practice (Clandinin, 2013, p. 71). Connelly and Clandinin (1988) conceptualized this term and explained it as;

Personal practical knowledge is in the teacher's past experience, in the teacher's present mind and body, and in the future plans and actions. It is found in the teacher's practice. It is, for any one teacher, a particular way of reconstructing the past and the intentions of the future to deal with the exigencies of a present situation (p. 25).

According to Clandinin and Connelly (1987), "the 'personal' implies the what, why, and wherefore of individual pedagogical action" (p. 487). Studies on teachers' personal practical knowledge investigate 'within', within the teacher's head and heart. Personal practical knowledge reflects the individual's prior knowledge and acknowledges its contextual nature. It is a kind of knowledge, carved out of, and shaped by experience over time and across different context. Personal practical knowledge credits and values teachers' knowledge by working with them rather than on or against them in improving the school practices (Craig, 2011, p. 27).

Bullough (2008) suggests that teachers' knowledge plays out in "the complex interaction of person and place and can only be understood in relation to a broad range of diverse personal commitments and shifting professional demands" (p. 156). Bringing in the importance of teachers' professional context, Clandinin (2013) states that, "when we see practice, we see personal practical knowledge at work" (p. 68) within a particular setting. The notion of situated teachers' knowledge takes us to next topic - teachers' professional knowledge landscape.

Teachers' professional knowledge context. The teacher's knowledge as described earlier is situated in the teaching context which is metaphorically termed as teacher professional knowledge landscape (Connelly & Clandinin, 1995). As they explain the metaphor of landscape, they share that it's an intentional selection. Landscape as a metaphor brings together the interwoven and complex interactions between intellectual, personal and physical environment (Connelly, Clandinin & He, 1997). It also allows us to talk about relationships among people, and things spread on the dimension of space, place and time. Any event on the landscape makes a difference to teachers' understanding of her teaching practices. The landscape has two components, in-classroom, and out-of-classroom places.

It is important to understand teachers' knowledge through the metaphor of landscape because policy guidelines and reform mandates are operationalized on the professional landscape and enter the classroom through the conduit. Teachers do not just translate these mandates into practices, they deliberate on it and based on their personal practical knowledge modifies it. Therefore in order to improve educational practice, we need to look into both teacher's personal practical knowledge and teacher professional knowledge landscape.

Teacher's Images

Image of teacher – Constructing. Clandinin (2013) has called forth the uniqueness of images of teaching. In the act of teaching, teachers call upon images of teaching from their schooling “history, narratives of experience,” embody them while enactment of the curriculum as well as entails “emotionality, morality, and aesthetics” (p. 70). With the backdrop of scholarship of Dewey, Schwab, Jackson and Eisner on the nature of teaching, Connelly and Clandinin (1992) conceptualized the image of teacher as *‘teacher-as-a-curriculum-maker’*.

The image describes the composite wholeness of a person's being. It integrates the past, present and future into a "meaningful nexus of experiences" (Clandinin, 1985, p. 379) which are used to act upon an immediate situation. The image is a binding means that "melds together a person's diverse experiences" (p. 379) and knowledge in diverse settings, and provides a guiding toolkit to operate from. Through the construct of image, Clandinin and Connelly weaved together, the nature of teaching, curriculum, teacher and teacher's practices. It has significantly influenced the field of education in theoretical and practical ways and stood as a viable alternative to the dominant metaphor of teacher-as-curriculum-implementer image.

Clandinin and Connelly's image of teacher-as-curriculum-maker rests on the Deweyan idea of teachers' holding and expressing 'personal practical knowledge' (Clandinin, 1986). For Clandinin and Connelly (1992, 1995), practice represents personal practical knowledge in action and is illustrative of the teacher-as-curriculum-maker image at work. In essence, only teacher could respond, create and negotiate with the formal planned curriculum of governments and publishers within his/her practice (Murphy & Pushor, 2010). The next section, elaborates the significances of 'teacher-as-a-curriculum-maker'.

Significance of the Images of Teacher. According to Clandinin (2013), "image is a knowledge term which resides at the nexus of the theoretical, the practical, the objective, and the subjective" (p. 68). I have summarized its inter-disciplinary significance in the following figure (see Figure 5).

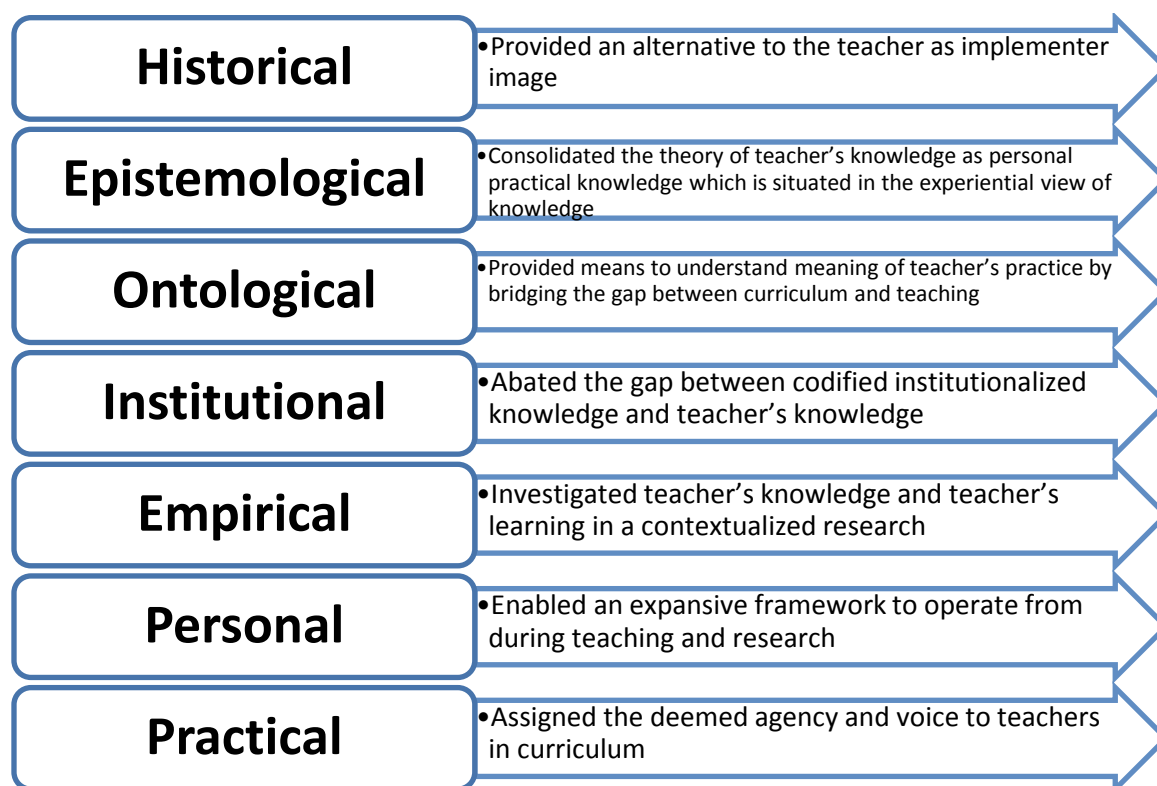


Figure 5. Inter-disciplinary significance of teacher-as-a-curriculum image.

Examples from the Literature. Different stakeholders hold different images of teachers in the education system. Based on different conceptions of knowledge, these images continue to exist in a school system. However, tensions amongst the stakeholders come to the forefront during reform efforts. One of the examples from the literature, which suggests the clash of images is the story of Daryl Wilson (Craig, 2010). Within the reform efforts, Daryl was constantly forced to accept the normative curriculum by the district consultant and part away from his best-loved self (Craig, 2011) of teaching. The reform initiatives are built on the premise that teacher's need to be told what to do in the class in the form of recipe and if all teachers follow same recipe, a standardized delicacy is guaranteed. In this premise, her image-as-a-curriculum-maker is compromised.

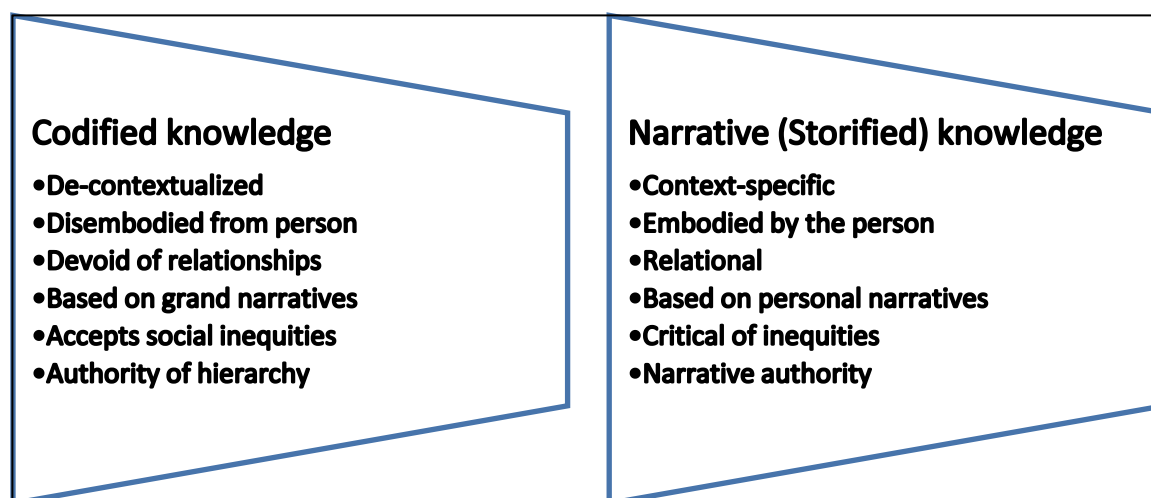


Figure 6. Shift in educational fundamentals in the preservice teacher education.

Enabling Cultivation of Teacher-as-a-Curriculum-Maker Image. In order to enable cultivation of teacher-as-a-curriculum maker image in preservice teacher education, fundamental shifts our educational assumptions have to be discussed (see Figure 6). These shifts include assumption about knowledge, teaching, learning, and curriculum as well as the role of policy and authority in teaching. In the following section, I will build on an understanding of narrative as a form of pedagogy to enable cultivation of teacher-as-a-curriculum-maker image.

Teacher's Identity

According to the postmodern literature, three aspects of teacher's identity are observed; identities composing of multiple (sub)-identities, identity is a dynamic construct and it relates to various social contexts and relationships (Akkerman & Meijer, 2011 p. 310). In the context of pre-service teachers, Alsup's (2006) empirical work revealed two contradictory I-positions. Pre-service teachers are expected to be both learner and teacher at the same time. In the recent literature on becoming teacher, teacher's identity is being emphasized (Britzman, 2003; Darling-

Hammond & Bransford, 2005; Sachs, 2005). Recent work also suggests continuous construction and ongoing negotiations between different I-positions (Salgado & Hermans, 2005). Teacher's identities are constituted and maintained through discourses and discursive practices (Akkerman & Meijer, 2011). Clandinin and Connelly (1999) developed narrative conceptual framework of identity as "stories to live by." Preservice teachers and beginning teachers enter teacher education and teaching embodying stories to live by and, as part of their stories to live by, they embody "forward-looking stories of their imagined identities as teachers" (Schaefer & Clandinin, 2011, p. 276).

Section III

*Life is ever changing.
Experiences are flowing past my memories,
to hold on to it, I tell you my story.
For this moment, I storify it!*

(Self-musing)

The above discourse on teachers' knowledge, professional knowledge landscape, images and identities has directed me to investigate means to bind these concepts in a meaningful way. In ways that could allow me to inquire into these concepts at the same time maintain the uniqueness of teachers' voices and agency. My engagement with narrative inquiry as a methodology and my experiences was with my advisor in the United States who has directed me to the significance of narratives in binding, revealing and representing these complex teaching concepts. In this section, therefore I would invest myself in engaging with the idea of 'narrative as a phenomenon' (see figure 7) and it's various roles in understanding teachers' knowledge, context, images and identities.

Narrative View of Experience: “Narrative as a Phenomenon”

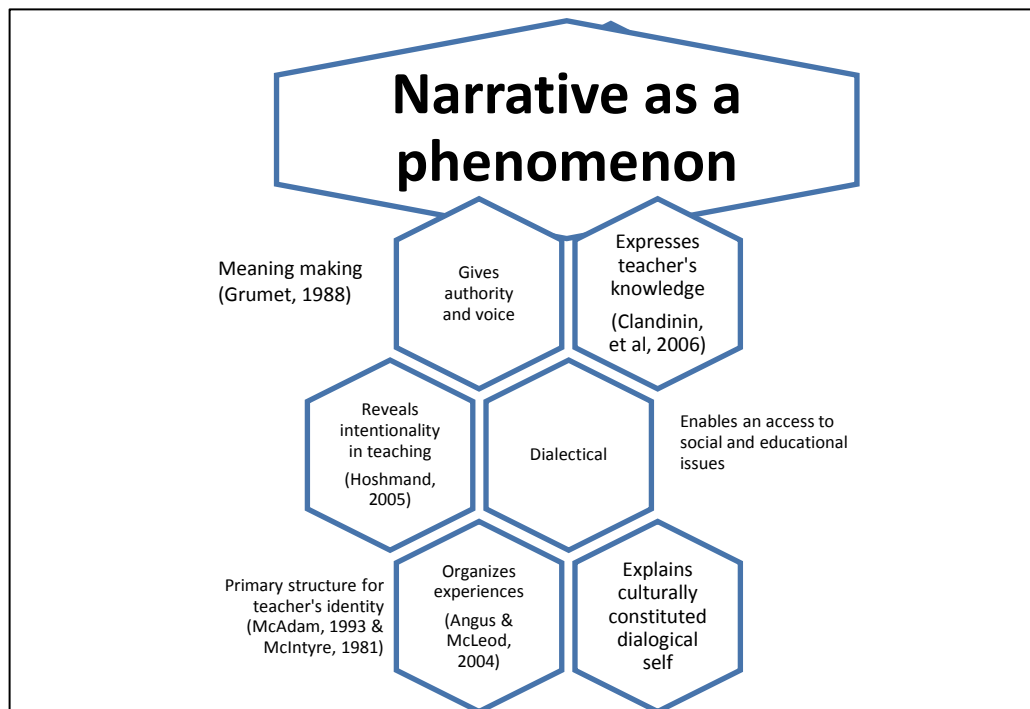


Figure 7. Visual web of narrative as a phenomenon.

Like small “t” truth, narrative is a subjective construction, which organizes experiences (Bruner, 1991, p.70) and locate them in a meaningful, coherent whole (Polkinghorne, 1996). In educational context, teacher’s narrative as told in the form of stories is “a microcosm of their consciousness” (Vygotsky, 1987, p. 236). These stories reveal complicated personal, social, ethical and educational issues because these issues are nothing but “abstractions” based on lived experiences of teachers (Seidman, 1991, p.1). Teachers’ stories temporally unite the present self of teachers with their experiences of past and future, personal and professional, affective and institutional conditions (Bruner, 1986; Clandinin & Connelly, 1994, 2000). Refer to the following web to view characterizations of narrative in teacher’s life (see Figure 7). In my proposed study, I acknowledge and include teachers’ stories. Such inclusion would not only

enrich the educational literature as well as grant special status to the stories and their authors (Britzman, 1992).

According to Connelly and Clandinin (1990), stories are fundamental part of our living. They explain that “people by nature lead storied lives and tell stories of those lives” and “a person is, at once, engaged in living, telling, retelling, and reliving stories” (p. 4). When human being communicate and think about themselves they do it in narrative way. They structure their lives through stories (Alder, 2015). Alder continues that, human being are both the narrator and the main character of their story, and this revelation could make the narrator feel agency and continuity. Personal continuity of self is warranted by narration, taking place in the form of verbal accounts.

Narratives Binding Teacher’s Knowledge, Context, Identity and Images

“Live divided no more” Palmer (2004, p. 186)

Stories serve as a “binding” function, it holds together different and complex aspects of our selves, and prevent “the utter dispersion of experience, its evaporation into nothingness” (Freeman, 2010, p. 171). Education and its social practices are contested. Different stakeholders try to claim their ideology. In this setting, teachers struggle to bind together the contrasting stakes as well her personal beliefs through storytelling. Teacher’s stories mediate between the opposing external and internal demands (Orland-Barak & Maskit, 2011; Conle, 2001; Craig, 2007; Elbaz-Luwisch, 2001). As discussed in the section I of this chapter, the policy makers infuse grand-narratives (Clandinin & Connelly, 2000; Olson & Craig, 2009) into the educational landscape. Teachers, school leaders and educators are expected to perform on its dictates. When the grand narratives do not resonate with the contextual realities of the classroom and schooling,

practitioners resist. They express their resistance through teaching-learning stories. In “small stories” (Georgakopoulou, 2006), “educators and students live and tell on the edges, in small moments unseen, unheard, and unaccounted for in the grand narrative (Craig, 2015). Stories enable practitioners to construct temporary bridges between the grand-narratives and the contested and contextual realities of schooling (Craig, 2009).

In the context of pre-service and beginning teachers, narratives enable “reconciliation of ‘multiple-selves’ in their identity” (Britzman, 1992). Preservice teachers and beginning teachers often struggle between idealistic and pragmatic conceptions in their teaching actions. They actively engage in “reorganizing, reconstructing, and validating their self-images” (Kelchtermans, 1993). They experience constant dialogue between their “internally persuasive discourses” (Bakhtin, 1981) and ‘authoritative discourses’ by external authorities. The narratives available to us delimit our areas of choice. It is the narrative repertoire of our imagination that helps us distinguish the world we live in from the world we want to live in. (Conle, 2003).

Narratives Bridging the Dichotomies of Teacher Education

Narrative provides the “psychological space” (Schwab, 1954) for teachers where dichotomies can be placed, looked at, made sense of and woven into integrated whole (Ben-Peretz, 2009). Narratives of experience (Connelly & Clandinin, 1990), as seen in the literacy narratives, built teacher candidates’ capacity to use their own knowledge as a frame of reference to understand further the story of others’ experiences in order make sense of the macro story of theory and practice and to reconcile and bridge the theory-practice divide. (Ciuffetelli Parker, 2010). Narratives of experience, as seen in the literacy narratives, built teacher candidates’ capacity to use their own knowledge as a frame of reference to understand further the story of

others' experiences in order make sense of the macro story of theory and practice and to reconcile and bridge the theory-practice divide.

Narratives Revealing and Representing Knowledge, Identity, Context and Culture

*Our lives are not captured by Wikipedia but through stories
While Wikipedia answers what, stories answer why!*

(Self-musings)

In a way, teachers' stories not only serve to bridge the contrasting discourses, it also reveal and represent broader socio-cultural aspects of society (Bullough & Pinnegar, 2009; Haworth, 2008). The assumption is that our identity and practical knowledge are at least in part constituted by narrative statements and stories we tell and hear, and that it is important to author the stories, not just live them (Conle, 2003).

Narratives as a Form of Pedagogy

Scholars like Zeichner (1992) and Ladson-Billings (1995) assert that despite great efforts for the integrated approach in teacher education, segregated approach is clearly dominant. The typical response of teacher education programs to the changes required is to add a course or two in a compartmentalized manner, leaving rest of the curriculum as intact (Cochran-Smith, 2004). Enabling an image requires working towards teachers' knowledge and identity. It is being recognized that *personal life stories* can be used as a vehicle for examining self, and socio-political and economic landscape of schooling and policy. It is challenging to develop teacher education curriculum around personal perspective involving teacher's identity. This is because teacher's identities are complex and it is difficult to examine one's own identity and be aware of

it. Sleeter (2001) suggests to engage preservice teachers in collaborative encounters to transform practices and connect their observations with examined life experiences.

Stories can be one of the ways to be aware of one's own identity. This idea is conceptualized as narrative identity in the literature (Elbaz-Luwisch, 2005). Narrative identity is multi-voiced (Elbaz-Luwisch, Gudmundsdottir & Moen, 2002), dynamic and dialogical which are constructed in and through discourse (Bakhtin, 1981). In this tradition, storytelling is considered as one of the powerful tools to address wider political and economic issues of participants' life (Bekerman, 2002), give voice to the marginalized (McLaughlin & Tierney, 1993), and allow resonance among different stories of participants (Conle, 1996) and lead to restorying of an understanding of the 'other' (Elbaz-Luwisch 2001). Personal stories can serve as an enabling platform to conduct intercultural dialogue. Student teacher experience change from within when they were able to understand and empathize with a story from another culture (Elbaz-Luwich, 2009).

Along with storytelling, critical pedagogues also suggest dialogue. However, they caution us to not approach dialogue with its simplistic definition. According to Hartley (2000), dialogue is not a neutral linguistic space; rather it is an act of respectfully understanding or "living into" another's place while "still maintaining one's own out-sidedness" (Min, 2001, p. 10). To help, according to Elbaz-Luwisch (2009),

Analyzing the stories told by our students and our own stories as teacher educators, we came to characterize our work in terms of a "pedagogy of narrative shifting", a term which brings together the concerns with identity and with dialogue; narrative shifting refers to the subtle changes in students' understanding of identity which helped to create the conditions for dialogue to take place (p. 281).

It is suggested that the uncomfortable dialogue should be encouraged as it can serve as a precursor “to deeper understanding and growth” (Darling-Hammond, French & Garcia-Lopez, 2002, p. ix p. 3).

Deliberative Narrative Enabling Cultivation of Teacher-as-a-Curriculum-Maker Image

Change cannot be enforced but it has to be owned by the teachers. For ownership, teachers need to have equal participation in “curriculum debates, deliberation, and decision about what and how to teach” (Schwab, 1983, p. 245). Such involvement constitutes the only language in which knowledge adequate to an art can arise. Without such a language, theory will seem like an imposition and continue to distrust theory in traversing the gap between the generalities of merely expounded instructions and the particularities of teaching moments (Schwab, 1983, p. 245-246). It is called deliberation which is however, complex and arduous (Schwab 1969, p. 20).

Narratives Enable a Sense of Authority

The Teacher is the first member of the deliberation group proposed by Schwab in The Practical 4. He wanted equal representation of teachers in the curriculum commonplaces. The relationship between the commonplaces should be “coordination and not super-ordination-subordination” (Schwab, 1973, 509). Clandinin (1985) underscored the notion of teacher’s knowledge in her being, which implies acknowledgment of her narrative ways of knowing in teaching. In their telling, retelling and listening to stories of practice, teachers exercise authority over their exercise authority over their narrative telling through their narrative authority (Olson, 1995).

Narratives Enable Space for Knowledge Communities

In this relationship, the teacher as a teller finds a safe place called a knowledge community (Craig, 1995; 2001) where they can “narrate rawness of their experiences” (p. 670). In these safe places, knowledge is viewed as “the generative construction of meaning rather than knowledge as an attribute (a finite list of what is to be known and in what ways)” (Craig, 2007, P. 175). These communities, which are distinctively “deliberative” (Schwab, 1969) in nature, allows for personal and collective knowledge development. The stories of experience help teachers to grow and strengthen their capabilities to cope with teaching life. The sharing also enables teachers to realize, exercise and affirm their agency as a curriculum makers (Clandinin & Connelly, 1992; Craig & Ross, 2008) by interweaving theory in practice. The structure of a knowledge community is designed to improve reflection by providing feedback, collaboration, and finding new solutions to problems. It is a place where the particularities of teaching are revealed (Huber & Whelan, 1995).

Chapter Three: Methodology

Introduction

This chapter begins with a multi-disciplinary explanation of my developing research orientation toward the qualitative paradigm. This explanation draws from philosophy, history, epistemology, ontology, and critical theories, and justifies my coming to the qualitative research. The discussion on framework is interwoven with my (inquirer's) worldview, personal, practical and epistemological basis of my selection of the methodology. Having established the reasoning for selection of my methodology, the research design is presented to probe into the following research questions;

1. What kind of experiences facilitate construction and reconstruction of teacher's knowledge?
2. How do self and professional context play out in enabling teachers' identities?
3. How does narrative enable possibilities in developing teacher's knowledge and identities?

The next section leads into the procedures of inquiry including context, participants, methods of data collection, data analysis, tools of inquiry, data interpretation and representation. The chapter ends with a discussion of ethical considerations, trustworthiness or validation of the inquiry and possible limitations.

Coming to the Research Orientation

In this section, I draw upon a multi-disciplinary framework to situate my reasons for coming to a qualitative research orientation. All research designs require certain assumptions about social reality, truth and human experiences. In contrast to the quantitative research

paradigm, the qualitative paradigm does not seek the ultimate, capital “T” Truth. Austrian-British philosopher Karl Popper (1963) underscored “that all knowledge is human” (p. 39). A researcher being a human, will have his/her prejudices, biases, values, errors and even dreams mixed in his research positionality and approach. In my research I rather seek “truthlikeness” (Bruner, 1986) which is constructed (Brown, 2003) and reconstructed (Dewey, 1938) by my participants.

Historically, the educational research has been under the garbs of positivist orientation (Tom & Valli, 1990), in which, theory was foregrounded (Schön, 1987) to understand the processes of education. In this orientation, teacher was always ‘looked at’ or ‘talked about’ by positioning her outside her personal and professional context (Carter, 1990). In my research, I wish to be ‘present’ with my participants, and understand teaching from ‘within’ and contextualized it in their personal and professional lives.

I have opted for a research epistemology, grounded in experiential (Dewey, 1938) and humane view of knowledge. In this view, the experiences are foregrounded and theory enters from the backdoor in support rather than beginning with a grand theory and then deductively proving it down. Within this view, knowledge is not codified and fixed and knower is not separate from the act of knowing (Dewey & Bentley, 1949).

My research orientation is organically critical, in a manner that my participants will invariably have their voice and narrative authority (Olson, 1995). If their experiential narratives reflect their active engagement with hegemonic, socially unjust, dominant and unfair texts and practices, then critical theories will be organically used to support their stances. Nevertheless, my research orientation can be called critical because it will stand “against the oppressive effects of biased research that at first appeared to be “neutral” (Carspecken, 1996, p. 8).

I intend to provide a means to locate educational issues in a manner that it is comprehensible and leads to a discourse and broaden vocabulary and discussions around practices of teaching. This discussion is not an end, it will continue to be enriched by many more research studies on practice. I claim my contribution to be a drop and noting more than a drop!

Coming to the Inquiry Methodology

Researcher's worldview, values, myths and belief system will influence his/her inquiry orientation, choice of methods, mode of interpretations of the research study (Carspecken, 1996). Before, I provide rationale for my choice of inquiry methodology, I would like to tell a short mythological story from my childhood. I would explain the significant reasons for its inclusion here in the following section.

'My world' of the Participants

One day, Shiva's two sons decided to go on a race, to take three rounds of the world. Instantly, the elder son, Kartikeya soared on his peacock and flew around the world, crossing rivers, mountains, oceans. He went around the world three times. Meanwhile, his younger brother Ganesha, simply walked around his parents, Shiva and Shakti. Kartikeya, who was confident of his triumph, when landed saw Ganesha rejoicing his sweets and said, "I won." Kartikeya was puzzled, and asked "how is it possible?" Ganesha said, "You went around 'the world, while I went around 'my world.'" "Which is more important?"

My father would stop here and would say; "You'll find an answer, when you'll grow up!" It was one of the lost forgotten story till I heard it, some 20 years later, in a TED lecture by Devdutt Pattanaik (2009), a mythologist. His explanation behind the story instantly resonated with me and my research orientation. He explained the difference between the two worlds, '*the world*' is universal, objective and factual, while '*my world*' is cultural, subjective and full of

stories, thoughts, hopes and myths. We decide which world we want to live in, and we decide which ‘story to live by.’ In ‘my world’ human beings (here teachers) actively engage in the subjective construction of truth, reality and knowledge in a meaning making manner.

In order to investigate ‘my world’ of teachers, I need a methodology which gives space to alternative ways of knowing (Bruner, 1991), acknowledge subjectivities (Peshkin, 1988) and voice of both researcher and the participants in a collaborative meaning making endeavor. Such a research methodology creates as “dialectical confrontations and produces intersubjective meaning” (Dwyer, 1979, p. 211). I find narrative inquiry as a research methodology could potentially align with my research methodology needs.

In the next section, I will elaborate on the theoretical and methodological framework of narrative inquiry.

Theoretical Framework of Narrative Inquiry

I employ ‘inquiry into narratives’ where narrative (called as story) is phenomenon and ‘narrative inquiry’ is the method, under study (Clandinin & Connelly, 2000; Connelly & Clandinin, 1990; Carter, 1990; Olson & Craig, 2001; Xu & Connelly, 2010).

Located within the interpretative approaches (Guba & Lincoln, 1994), narrative inquiry is based on a narrative view of experience. Like small “t” truth, narrative is a subjective construction, which organizes experiences (Bruner, 1991, p.70) and locate them in a meaningful, coherent whole (Polkinghorne, 1996). In educational context, teacher’s narratives as told in the form of stories is “a microcosm of their consciousness” (Vygotsky, 1987, p. 236). These stories reveal complicated personal, social, ethical and educational issues because these issues are nothing but “abstractions” based on lived experiences of teachers (Seidman, 1991, p.1). Teachers’ stories temporally unite the present self of teachers with their experiences of past and

future, personal and professional, affective and institutional conditions (Clandinin & Connelly, 1994, 2000).

Narrative Inquiry: “Narrative as a Method”

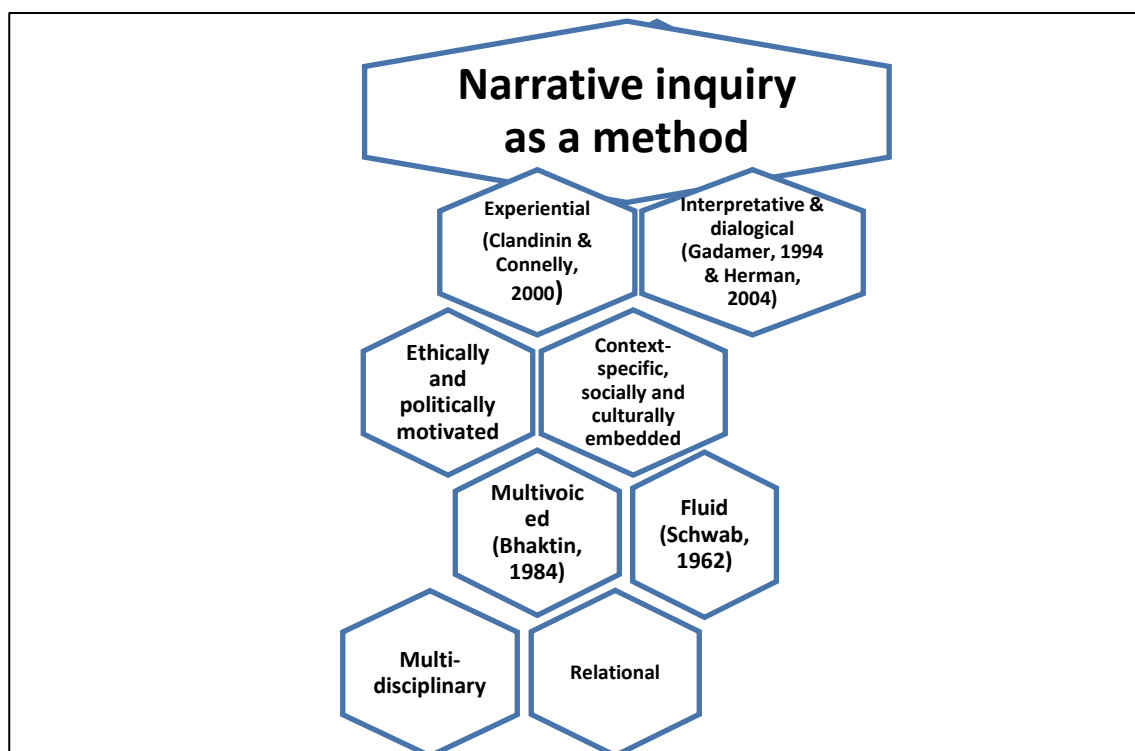


Figure 8. Visual web of narrative as a methodology.

Based on Dewey’s philosophy of experience, and by drawing from multiple disciplines such as, philosophy (Carr, 1986; Bakhtin, 1984), anthropology (Bateson, 1994), psychology (Bruner, 1986, 1991), and development theories (McAdam, 1993; Polkinghorne, 1988), Clandinin & Connelly (1986, 1988, 2000) conceptualized narrative inquiry. It is a fluid form of inquiry (Schwab, 1969) and tries to understand human experiences through stories. It is believed that “people shape their daily lives by stories of who they and others are and as they interpret their past in terms of these stories.” (Clandinin, Pushor & Murray, 2007, p. 22).

Narrative inquiry is embedded in an experiential view of knowledge. My research study is grounded within Dewey's (1938) concept of education as experience. He elaborates experience as individually continuous and socially interactive involving self and the world. Specifically, I am interested in dialectical relationship between what a teacher does and what it does to her within curriculum specific situations. As an interpretative approach, narrative inquiry is lodged with different characteristics which attracted me towards it as a research method (see Figure 8). Eisner (1997) considered narrative inquiry as a sign of needed creativity and fluidity in educational research, which made "visible the invisibility of everyday life" [of teachers and students] (Lauriala, 2013, p. 575). Narrative inquiry (Connelly & Clandinin, 2005) falls in "a period of Schwab's... fluid inquiry" (p. 478) and hence has a tolerance for ambiguity (Craig, 2007, p. 177).

View of Knowledge

A narrative turn. *I was sitting in a closed group conference organized by a non-profit organization (NGO) to present their educational services to a representative of a multinational company. Funding from the corporate company was contingent on their ability to influence the representative and answer his questions. An outlandish statement by the corporate representative left me dumbstruck. In his comment on reforming teacher education he said, "we can fix the teacher education problem the way we fix a bug in the software program. Find out the problem and debug it!" I left the room with a feeling of disenchantment. I wanted to explain to him the nature of teaching, its embedded-ness in the socio-political context, the nature of teacher's knowledge and the complexity of classroom life. I could not do it sufficiently. My stance in the nuanced particularities of the practical (teaching) found no breathing space when faced with his technical rational arguments. The experience allowed me to take a narrative turn*

(Pinnegar & Daynes, 2006) towards research methodologies focused on particularities and experiential view of knowledge.

Based on Dewey's view on knowledge, it is constructed and reconstructed through experience. This kind of knowledge is flexible, fluid and dynamic (Schwab, 1959, p. 53) and 'transactional' in nature (Dewey & Bentley, 1960), i.e., there is no distinction between the learner (here, the teacher) and knowledge.

Within this epistemological stance, teachers' knowledge is considered personal practical knowledge (Clandinin & Connelly, 1986; Connelly & Clandinin, 1988) which is, "a particular way of reconstructing the past and intensions of the future to deal with the exigencies of a present situation" (Connelly & Clandinin, 1988, p. 25). It explores the connection between the personal and professional knowledge of teachers. It is embedded in the socially, historically and personally constructed worldview and is embodied within the individual (Duckworth, 1986).

This knowledge is expressed through teachers' stories (Clandinin & Connelly, 1990; Clandinin, & Connelly, 1998; Craig, 1997); that is, teachers make sense of their experiences by telling, re-telling and listening to stories of practice and express their agency through and in narrative authority (Olson, 1993, 1995; Olson & Craig, 2001).

Schwab (1969) suggested that teachers' stories can illuminate arts of practical as well as "practical problems" at work in a living curriculum. Because the "practical problems of curriculum do not present themselves wearing a label around their necks" (p.18).

Interim Learning from the Pilot Study

The pilot study examined narratives of four preservice teachers in India, who came together on a web-based forum to form a private group. The act of coming together enabled them to share narratives of self and teaching in a safe place termed as a knowledge community in the

literature. Narrative threads from the conversations instantiate their awakening to the nuances of teaching, bridging of theory-practice gap, deliberating culturally relevant practices, and enabling construction and reconstruction of their personal-practical knowledge in context.

In their knowledge community, preservice teachers re-lived classroom experiences and through re-living they could “transcend the challenges of her particular situations” (Olson & Craig, 2001). They shared their raw experiences (Craig, 1995), verified their interim knowing with their group in a non-evaluative manner, and formed a collective sense of their individual experiences.

Through these shared activities they made their practice transparent and their knowledge and beliefs public (Craig, 2007). They become flexible inquirers of their practice (Schwab, 1971). This is the first step to bridge the gap between dichotomies like theory and practice. Through resistance to dictates from the higher authority, pre-service teachers could author their own curriculum, experience agency and narrative authority through her telling (Olson, 1995, pp.123). The student teachers constructed middle level theories (Olson & Craig, 2000) which are easily transferable into practice.

In their telling and re-telling of classroom stories, pre-service teachers also revealed that “they teach who they are” (Clandinin & Huber, 2005). With successful and not-so-successful story sharing, student teachers tend to construct a shared discourse on teaching, revealing it in a language of particularities. The important aspect about classroom stories is its authenticity, locality of the language, proximity to experience and culturally relevant.

Taking Forward the Pilot Study

I conducted pilot study when my participants were in the last year of their teacher education program. I have continued to engage them in personal communications as they have

transitioned to in-service teaching. This shift has presented them with different social interactions (Cornelius-White, 2007), multiple landscapes (Clandinin & Connelly, 1995) and diverse challenges and competing expectations (Darling-Hammond, 2010) in the out-of-classroom settings.

While the in-classroom context, they are engaging with the subtle aspects of teaching like morality, vulnerability, personal beliefs, and emotions in their interactions with students, curriculum and milieu. As beginning teachers they also invest themselves in figuring out who they are and how they want to be as teachers, called as best-loved self in the literature (Craig, 2011). Through my study I systematically investigated their emerging sense of self, developing knowledge and identities. Using the methodology of narrative inquiry (Connelly & Clandinin, 1990; Clandinin & Connelly, 2000), studying how their teacher knowledge is constructed and re-constructed in their telling and re-telling of their educational experiences. I attempted to build bridges between the theoretical and the practical ways of enacting critical pedagogy (Kincheloe, 2008) as it emerge from my participants experiences. My ultimate aim is to locate teacher's developing knowledge and identities in a manner that it is comprehensible, collaborative and leads to a discourse around practices of teaching. Figure 9 presents the layout of the two phases of my research study.

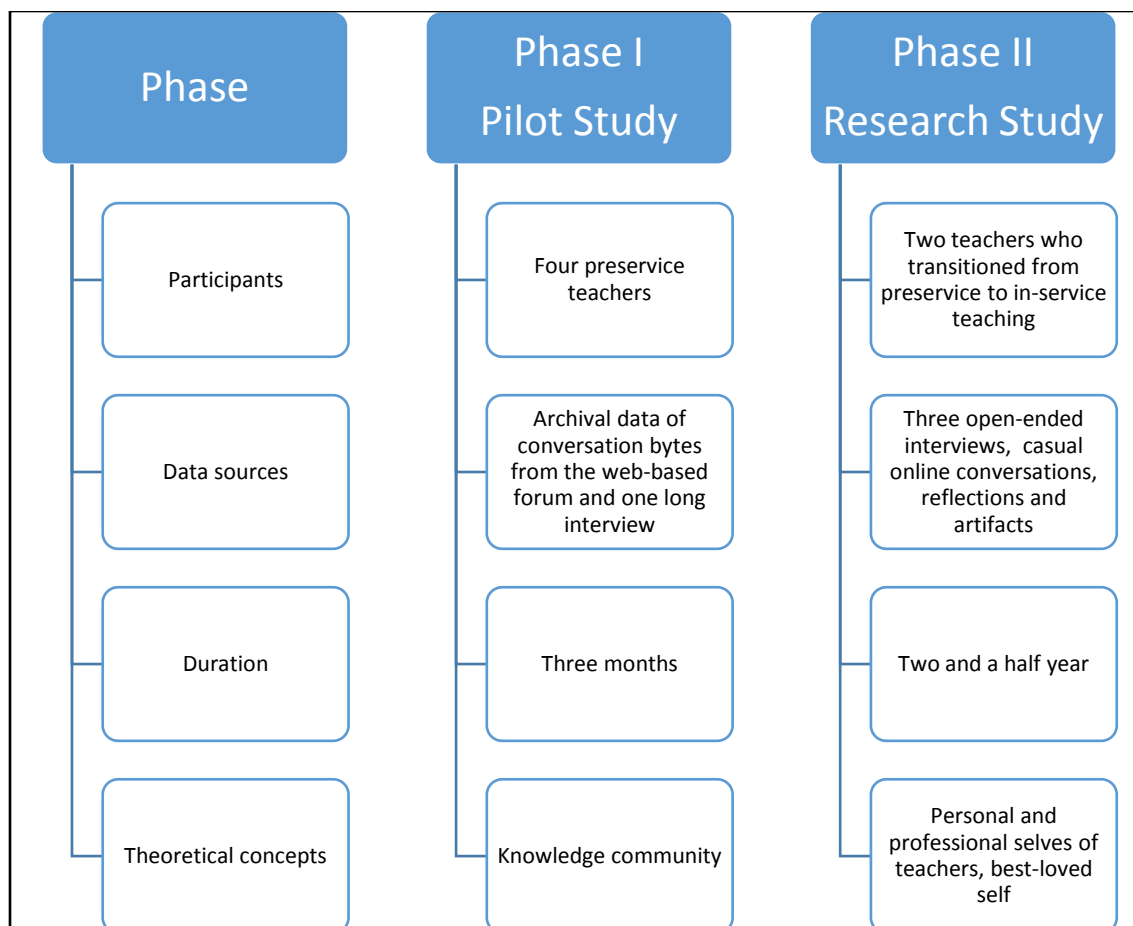


Figure 9. Diagrammatic representation of the two phases of the study.

Research Questions

Based on above objectives, I would engage in an explorative investigation to seek answer to following research questions;

1. What kind of experiences facilitate construction and reconstruction of teacher's knowledge?
2. How does self and professional context play out in enabling teachers' identities?
3. How does narratives enable possibilities in developing teacher's knowledge and identities?

Procedures of Inquiry

Thus far in this chapter, the theoretical framework and methodology of narrative inquiry has been presented along with my rationale for selecting narrative inquiry method. The following section provides an overview of the procedures of inquiry, including details about the researcher, context of study, participants, and methods of data collection such as, field texts, interviews, and reflective journals.

Researcher

I have known my participants for five years now. I first met them in their first year teacher education class. An interesting aspect about our meeting together is that my participants and I started our distinctive journeys on the same day. It was our first day in the classroom. I started my first stint as a faculty of teacher education program in Delhi University and they as aspiring teachers. Due to being positioned on similar grounds, we connected instantly. Another point of connection was my academic background. They instantly related with me when my alumni status from the same program became revealed to them. We shared a teacher student relationship for a year after which I moved to the United States to pursue doctoral studies. We are in the fifth year of our relationship. Often, they have contacted me to share their personal stories and to ask for professional guidance. My pilot study started when they invited me to be part of the closed private group in the September 2013. From the beginning, my position was one of a “privileged observer” (Wolcott, 1988) whom they could trust to share their personal stories.

The web-based group dispersed after they shifted to work as beginning teachers in private schools located in different locations. The knowledge community formed during their pre-service days is virtually no more or at least for me as a researcher/outsider it is no more. Since then, I have continued to contact them through personal communication on phone and social networking

sites. An interesting aspect about our relationship is the emerging resonances (Conle, 2000) between my personal experiences and those of my participating teachers. According to Conle, resonance is a process through which telling and retelling of stories creates connections, elicits other stories, and encourages meaning-making.

Context

The four beginning teachers as participants are pass-out from the same teacher education program, Bachelor of Elementary Education (B.El.Ed.). The program (explained in detail in chapter-2) aims to develop the image of a professional teacher-as-a-curriculum-maker with critical and reflective dispositions (Batra, 2006). The student teachers build an understanding of the learner in her context, develop analytical outlook towards the socio-political context of the contemporary India and engage with educational studies by integrating disciplinary knowledge and pedagogical training. With observations and self-development build into the program, student teachers understand themselves first before understanding the learner and teaching. It is interdisciplinary in nature and oriented towards the social justice discourse. The program has become benchmark for teacher education in the country.

Being B.El.Ed. graduate, it gave me an edge to these students to find placements in both private and public schools in urban city of New Delhi. As teachers in urban settings, these teachers confront issues and concerns of urban schooling uniquely placed in the Indian context. Some of these concerns are; single parents' children, frequent migration by parents, working parents, market-led curriculum interventions, pressure of globalization, multilingualism, ESL, regional, ethical and cultural diversity.

Participants

These beginning teachers between 21-23 years of age, voluntarily agreed to participate in the study. The participants belonged to middle to upper middle class families representing diverse caste, class and linguistic backgrounds. I have already obtained their consent for the research during pilot study.

Each participant will be required to be involved in 8-10 hours of conversation in the form of semi-structured interviews and engage in journal writing based on their preservice and practice teaching experiences. An hour long interview will be conducted with two teacher education faculty and the chairperson from the same university from where my participants graduated. A focus group interview will be held at the end of all interviews with the teachers. The small sample size is an intentional activity, as it will ensure maximum amount of time with each participant to listen and engage deeply with their stories of experiences.

Data Sources

My participants are beginning teachers placed in different private schools in an urban setting in India. In the pilot study, I selected four pre-service teachers from a group of fifteen who were part of the web-based community. For the continuation of my study, I will engage in deeper investigation of the teaching-learning activities of the same participants. As a narrative inquirer, I would engage in collaborative interpretations of field-texts (usually mentioned as data in other research methods). These field-texts are drawn from in-depth interviews with four beginning teachers, teacher education faculty and the chairperson of the B.El.Ed. teacher education program. Using field texts yielded from their web-based group conversations, in-depth interviews, personal communication, exchanged photographs and reflective journal entries, I will identify themes that reflect their developing knowledge and changing identities.

Through long interviews, I intend to capture meanings made by the participants of their experiences within the personal, social and educational context of their lives (Mishler, 1990). The semi-structured interviews may potentially become open-ended based on the course of the interview process. The field texts will be used for reflection, collaborative interpretations and analysis to construct meaning in the texts (Clandinin & Connelly, 1994, p. 423).

Data Analysis

Analysis and interpretation will begin with the first interview itself. I will review and reflect upon the field texts from interviews, observations and document analysis. I will create interim text in two stages. First stage includes textual reading of the texts and writing emerging codes. In the second stage, I will make use of the principle of selectivity (Rosenthal, 1993) and make selections on the basis of relevance in the context of the overall construction of the main narration. This two stage analysis is an on-going activity with every conversation, observation, and document analysis feeding back to the interim text construction.

Narrative inquiry involves multiple levels of interpretation of the field text. Central focus of the study is how students negotiate their interpretations of social justice in their stories. These negotiations which are expressed through experiential stories are complex, I may never get to the 'whole story'. I will be selective and make choice throughout the research process as to which stories are most 'telling' of the student's experiences.

Tools of Inquiry

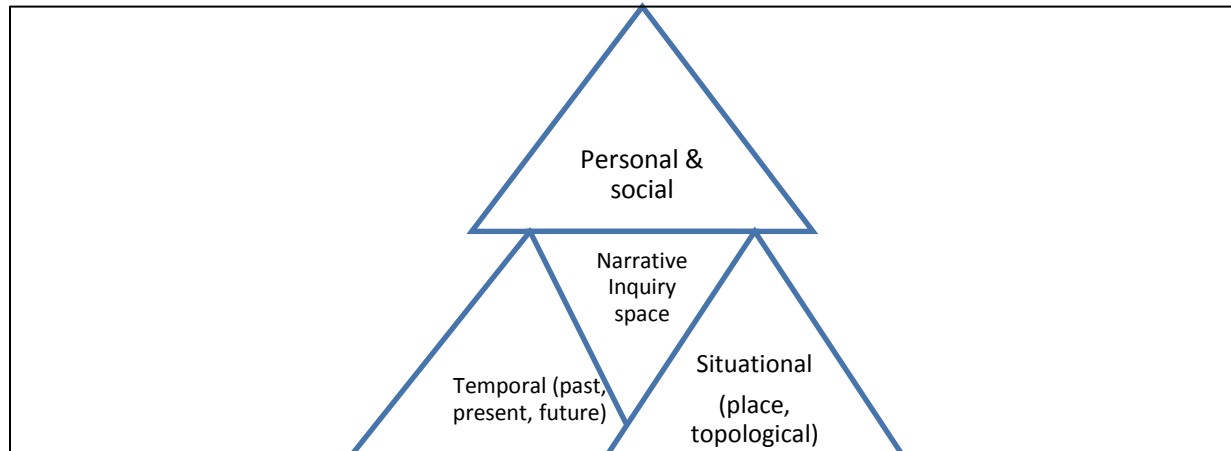


Figure 10. Three-dimensional space of narrative inquiry.

Narrative inquiry draws its three-dimensional inquiry space from Schwab's four curricular commonplaces and Dewey's metaphorical three dimensions of experience as personal and the social (interaction), past, present, and future (continuity), and place (situation) (Connelly & Clandinin, 2005) (see Figure 10). A narrative inquirer continuously explore the interactions taking place within the three dimensional inquiry space (Clandinin & Connelly, 1994, 2000). Throughout the research, I will look both inward (feelings, hopes, intentions) and outward (external work environment) and backward (past) and forward (future) on the temporal continuum of the inquiry. Finally, field texts are transformed into research text through using three interpretative devices: broadening, burrowing and restorying and fictionalization (Connelly & Clandinin, 1990).

Data Representation

The data representation is drawn from the narrative methods of telling stories (Craig, 1997), parallel stories (Craig, 1999, 2003), and metaphors. In telling stories methodology, interim text and field texts are represented "as a series of stories" which are further complied into a collection reflecting participants' experiences. Telling stories serve three purposes; reliving,

verifying and reconstructing classroom experiences. While in the parallel stories, the stories of teacher education classroom, or school (professional context) and participants' experiences within these institutions are woven together, where each enriches the issues in the other. Metaphors reflect the double meanings (paradox) of experiences usually based on cultural and symbolic aspects of the participants' life and potential reveal the culturally relevant stories to live by (Clandinin, 2006). A small part of data is represented using found data poem.

Found data poem is an alternate way to inquire and represent data in qualitative research studies (Janesick, 2016; Butler-Kisber, 2002). According to Eisner (2004) "there is no single legitimate way to make sense of the world. Different ways to seeing give us different worlds." Poetry reveals the texture, thickness and subtleties embedded in the participant's voice (Butler-Kisber, 2002). According to Conle (1996), researchers resonate with the participants in multiple ways. These resonances are metaphorical, relational, and dynamic. Found data poetry is not a linear process and can represent "holistically what otherwise might go unnoticed" (Butler-Kisber, 2002, p. 234).

Ethical Considerations and Trustworthiness

In qualitative research methods, trustworthiness addresses "credibility, transferability, dependability, and confirmability" (Lincoln and Guba, 1985) which run parallel to the positivist notions of internal validity, external validity, reliability, and objectivity respectively. Because narrative inquiry subsumes sharing of subjective realities between the participants and researcher, ethical considerations are of prime importance throughout the study. As a researcher, I have to be mindful of my participants' sensitivities, sensibilities and our relationship. I have to be reflective about the influence of my own assumptions and stories with an understanding that

“interaction is inherent” (Mishler, 1986) in the nature of inquiry. In addition, my participant teachers will be assigned pseudonyms to protect their anonymity (Clandinin & Connelly, 2000).

Not expecting my research study to be neutral or value free, I intend to honestly represent, resonate and illuminate my participants’ voices. According to Spence (1984), as long as both the researcher and the participants see truth value in the interpretations and regard it meaningful, the research study has truth value. Peer debriefing and data triangulation will be conducted to ensure that findings are interpreted reflexively.

At the end of the study, a narrative researcher handover their findings in the court of the readers. Readers judge the extent to which the findings and interpretations have a ring of authenticity (Bullough & Pinnegar, 2001 as cited in Lyons & Laboskey, 2002) to them. The authenticity of research can also be determined when the narrative exemplars shared by the participants, provide a coherence with the broader social and educational issues (Seidman, 1991, p.18).

Further, the condition of applicability is viewed differently using different vocabulary and epistemological assumptions in qualitative research. Lincoln and Guba (1985) suggest transferability to replace the term and generate context-relevant findings. For example, if readers find a possibility of connecting their own stories with those presented in the study (Seidman, 1991), the study is perceived to have made an impact. If a research study could allow an appreciation of intricacies of interaction between individual lives and social and structural forces, leading to a humbleness in the face of those intricacies, then the study is assumed to find its application. Seidman (1991) suggests, “Humility [is] not a bad stance from which to try to effect improvement in education” (p. 42).

Closing Words. It is back in 2008 when a friend informed me about an international research agency looking for people to conduct classroom-based research. I thought it would a good hands-on experiences of research. A sheet of paper called an instrument was handed to me in the meeting with 20 odd people (all working in education though). The sheet of paper was a technical approach (time-scale) to recording teacher's behavior in the classroom. It had 20 items like, teacher addresses the whole class, uses material aids, uses punitive language, plays with children etc. We were taken to a school and told to use the instrument to record teacher's behavior. The trick was that it is a time-based instrument, so the researcher was expected to record observations at an interval of every 3 minutes for thirty minutes. I felt disturbed after filling out the instrument because the reality of the classroom was not captured by it. A teacher does twenty other things in the gap of 3 minutes which are not observable—at least on the instrument. I quit the research project before I joined it. I felt it was a superficial way to observe teacher's behavior. There was no space for teacher's voice, to know her as an individual, her history, and beliefs. At the same time, my beliefs, subjectivities, and attitudes were unavoidably going to interfere with my observations. However, there was no place to claim my personal idiosyncrasies as an unacknowledged impediment in the research situation

I believe research should be an educative experience for both the researcher and the researched. Our research experiences necessarily interact with our past and our present and continue to shape our future perspectives. In Dewey's (1938) terms, it is the principles of *interaction* and *continuity*. For me, narrative inquiry as a method based on the experiences addresses this problem. It gives space to both researcher and participant's voices leading to an equitable research relationship and conjoined knowledge authorship. I feel narrative inquiry is grounded in social justice principles and allows for equitable power distribution. As an approach,

it gives space to alternative ways of knowing. Given the fact that I am allowed to be aware of my subjectivities (Peshkin, 1988) it is an educative experience for me as a researcher. Subjectivities are considered as virtuous (Peshkin, 1988) for it is what make the research unique as a result of the unique configuration of a researcher's personal qualities joined to the data collected. It is being responsible, having a voracious interest in life and acumen to inquire into yourself and others. At the same time, it allows the participants to tell and re-tell their stories, therefore it is illuminating for them as well. Thus, research in the narrative inquiry is liberating for both the researcher and the researched. This definitely strikes a chord with me and what I strive for and to be.

Chapter Four: Making Sense of Stories

Ekta's Storied Experiences

Introducing Ekta

My participant teacher, Ekta, belonged to a middle-class family and coincidentally teaching was not her first choice of professions. Although Ekta's mother had never been to school, she has been a motivational force for Ekta to pursue education. She grew up seeing her mother suffer domestic violence at the hands of her father. Not until the second year in the teacher education program did she begin to understand her family story. She explained in an interview, "The Self-Development Workshop in the second year helped me develop a perspective about violence in my home. It was through a role-play act that I felt sensitive toward multiple views of reality and how it applied to my own life." Ekta developed a strong sense of protection for her mother against her father's abuse. As a result, her curriculum story (Olson, 2000) (as it unfolds in a later section) has a tone of social justice and agency in living her relationships.

Ekta's profile is incomplete without a mention to her lived experiences on the upbringing of males in her ethnic community. Based on her observations, Ekta noticed unequal power dynamics among husband and wife. These played out in daily life, as tensions and aggressive outbursts among the couples. Having experienced it in her own family, she realized that children (especially male) imitate the same behavior when they grow up.

I continued my research relationship with Ekta when she graduated and started working as a beginning teacher. Through three 90-minutes interviews, reflective journals and various informal chatting on the messenger, she shared her personal and teaching stories.

Ekta actively drew upon the image of teacher-as-curriculum-maker both inside and outside the classroom. In the online web-based conversations, the preservice teachers shared their teaching stories. They made explicit their in-progress stories of teaching which are practical, authentic and lie mid-way between theory and practice forming a knowledge community (Craig, 1995; Olson & Craig, 2001). In one of these conversation threads, Ekta suggested, *“If one solution does not work [in the classroom] then I think, ‘What other choices do I have?’”* (Abrol, 2015). She demonstrated an understanding of her self-as-a-thinking being who possesses the intention and agency to change her situation. Ekta encouraged her fellow classmates to be a learner (intern) and teach for students, not for grades. *“Do not worry about supervisions...We are interns...Take risk[s], if [something is] not working. It’s ok! Try new things [strategies] for [the sake] of your students, not for supervision”*.

Ekta’s Narrative Thread I: Space for Self in the Teacher Education Program

When I asked Ekta to share a significant experience from her teacher education program, she went back in *time* and *place* to a class on self-development in the third year of her teacher education program. It was a theater enactment about a famous Sanskrit woman scholar, Pandita Ramabai¹. Ekta had found a sudden resonance (Conle, 1996) between her personal story and the play. She was awakened to an understanding of her father’s subjective reality. She elaborated on that class as follows:

Pandita Ramabai, the main character in the play, also had a father like me...I could relate to her so much. On that day, I understood a bit more about my father, I understood why

¹ Pandita Ramabai was an Indian social reformer, a champion for the emancipation of women, and a pioneer in education. She acquired a reputation as a Sanskrit scholar. Source - Wikipedia

he did what he did. The father in the play shared how he wish to [give] freedom to his daughter but he was scared of the society (Interview excerpt, August 2014).

Ekta understood why it was difficult for her father to allow her freedom and let her be herself. She could explain the culturally constituted worldview image inhabited by her father and empathize with him. The above re-telling also enabled Ekta to go back in time and space to a difficult childhood experience of domestic violence at home. She recalled:

My mother has suffered domestic violence at home. Usually around 9:00pm every night. I have seen it during my childhood, to an extent, that you may end up hating the person. When I was 9 years old, I could hear it, while sleeping in my room..., with the bed sheet on my face. I could hear my mother sobbing.

It was an experience that she had lived with throughout her teens. According to Ekta, through the self-development class which followed the practice of narrative pedagogy (Elbaz-Luwisch, 2009), she developed a perspective to understand her situation and agency to deal with it.

Unpacking narrative thread I: Space for self in teacher education. Within the safe space of teacher education class, Ekta experienced healing (Delgado, 1989) through sharing. Sharing a painful experience is healing because the story no longer controls you, rather, you control the story. This enhanced understanding of self, parents, and culture and social nexus of her life would “stick” (Bullough, 2008, p. 254) with Ekta. She found a space to think about her personal and cultural identity as constituted by her social setting.

Also known as Theater for Dialogue, such pedagogical approaches in the teacher education programs involve a great deal of action, reflection, narrative sharing, subjective

interpretation, and belief deconstruction. Teacher education programs should create “learning spaces” (Batra, 2015). In these spaces, “popular assumptions and belief systems are challenged while paving the way for the expression of multitude modes of awareness and varied ways of constructing meaning” (p. 54). Based on empirical evidence (Batra, 2014; Cochran-Smith & Fries 2005), these are important prerequisites towards the development of critical teacher practitioners. Sharing personal narratives creates a safe space which “enables a teacher to know her own personhood as situated in the socio-cultural and political context of India” as shared by the chairperson of the B.El.Ed program (Interview excerpt, May 2016). Ekta was convinced that the narrative as a form of pedagogy has enabled her and her classmates to become familiar with each other’s personal and cultural stories. This created a scope for subjective interpretations, which grew critically and collectively. Figure 11 shows presents Ekta’s narrative in a three-dimensional space of the narrative inquiry. Her experiences sound familiar to me as I have had similar experiences as a preservice teacher in the self-development workshops of B.El.Ed. Program.

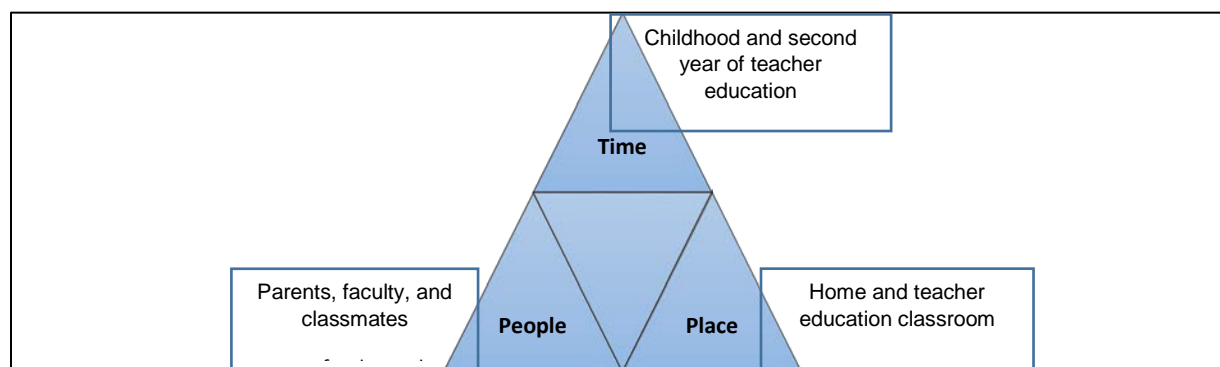


Figure 11. Three-Dimensional Framework of Narrative Inquiry.

Located within the Indian context, the father is considered the head of the family. Ekta’s father drew his authority and power through the patriarchal social formation. Ekta decided to

intervene in her family's power structure and to modify the cycle of hegemony. In her interview, she also mentioned that she had engaged in constant dialogues with her father regarding family dynamics. Through her actions, she is re-defining the "cultural models" (Gee, 1999) by ascribing new rules and norms of the social formation using dialogue. She exercised her agency to modify the familial curriculum, to make it socially just and equitable. These stories are embedded widely within the socio-cultural and historical context of her life in India (Abrol, 2015, p. 104).

Scholars like Zeichner (1992) and Ladson-Billings (1995) also assert that personal life stories can be used as a vehicle for examining self and socio-political and economic landscape of schooling and policy. It is suggested that an opportunity to examine one's own identity and be aware of it could lead to the transformation of practice (Sleeter, 2001). As a narrative inquirer, I placed Ekta's stories in the three-dimensional space and tried to make sense of it (see Figure 11). Ekta could explore and look back at her life journey, position herself in her contextual reality and expand her understanding of her 'self' in telling and re-telling her stories to me. It is suggested that dialogue (even if it is uncomfortable) should be encouraged as it can serve as a precursor "to deeper understanding and growth" (Darling-Hammond, French & Garcia-Lopez, 2002, p. ix p. 3).

Ekta's Narrative Thread II: Reverberations of Self in Teaching

In this section, narrative thread II is shared. Once again, Ekta's stories are placed in a 3-Dimensional frame (see Figure 12).

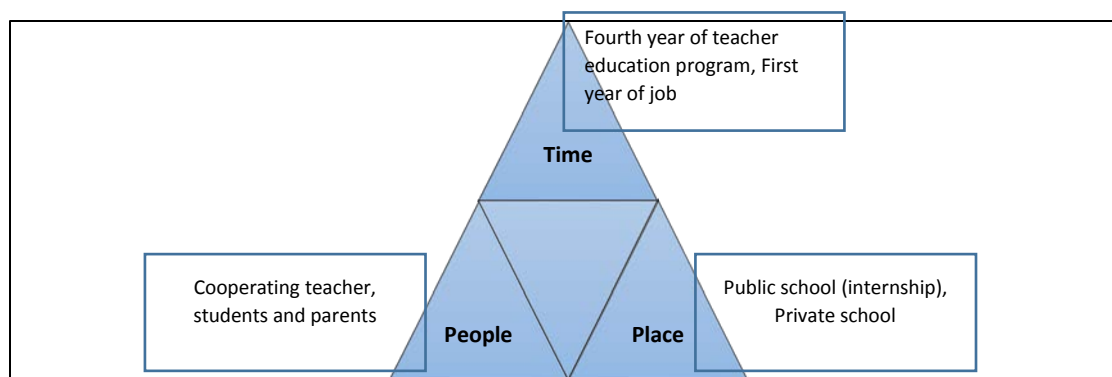


Figure 12. Three-dimensional framework of narrative inquiry.

At another point during the interview, Ekta shared an experience from her time as an intern in an elementary classroom in a public school. At that time, she was working with a cooperating teacher. It was a narrative about a girl who returned to the school after a month-long absence and it sounded analogous to her own childhood experience. Ekta recounted:

Due to domestic violence, the mother used to take the child to her maternal parents. On one day, when she came back to school after a month-long absence, the class teacher asked, “Lakshmi, why were you absent?” She said, “*mere papa ne daru peeke meri mummy ko maara tha isliye meri mummy mujhe mama ke ghar le gayi.*” (“My father abused my mother after getting drunk, so my mother took me to her maternal home”) (Interview excerpt, August 2014).

Listening to this explanation from the girl, the cooperating teacher scolded her for making excuses. Ekta was shocked by the teacher’s response. Being an intern, she felt restrictive to raise her voice against the cooperating teacher. But she took the risk of raising her voice. She questioned the cooperating teacher and dared to tell her that she found her response

to be inappropriate. In the interview, she expressed her anxiety about the long-term consequences of the cooperating teacher's response in the girl's life:

Lakshmi got a scolding from her teacher, after speaking [the] truth. So, [the] next time she will not share it with anyone. A child like Lakshmi, who is neither getting a soft corner at home nor school, where will she go? (Interview excerpt, Jan 2015).

Ekta was disturbed by Lakshmi's story. In order to participate in Lakshmi's story, and exercise her agency, she felt compelled to undertake a project on absenteeism in her final year and managed to give space to Lakshmi's story in the project report. Six months later, she started working in a private elite school. In her position as a beginning teacher, she encountered another student, Ayaan:

For example, I was taking a storytelling session; my emphasis was on not fighting with each other. In order to explain, I asked them, "Have you ever seen me hitting my co-teacher? And my next question, which I realized later that maybe I shouldn't have asked, "Have you ever seen [your] mom and dad fighting?" And Ayaan raised his hand and said, "Ma'am, my papa hits mummy!" (Interview excerpt, Jan 2015).

Time and again, Ekta was able to pick up on stories that reverberate with her personal stories.

With great excitement, she shared the following narrative;

I have a very good bond with one of my [student's] parents. She appreciated me for my efforts in leaving a positive influence on her child. She shared a very personal example, she said, "Ma'am, my husband is short-tempered and one day, after an argument with me, he threw away the dinner plate." Instantly, my child [who is 4 years old] went to his father and asked, "Papa, Mummy is your friend, and we are not supposed to get angry

with our friend.....otherwise you will lose a friend in her!” She was almost in tears while sharing this. She was very thankful to me [in] [helping] her child develop emotional intelligence (Interview excerpt, Jan 2015).

Unraveling narrative thread II: reverberations of self in teaching. Ekta used her narratives of experience as a frame of reference (Parker, 2010) to further understand the story of her students. Her personal experiences allowed her to explore and notice teaching situations, which reverberated with her own childhood experiences. Ekta related with these children and extended her imagination to understand their realities. As a narrative inquirer I ask myself following questions:

Why did Ekta intervene in her students’ life? What is the source of her energy and passion for working with her students? What did her story reveal about her personal practical knowledge and identity? What are those experiences in the teacher education program which enabled her to connect with her students at a deeper level? Is it space and discourses devoted to looking within in the self-development workshop?

To probe deeper into the program philosophy and vision for teacher education, I interviewed the B.El.Ed. Program Chairperson, Poonam Batra. She shared the following from the National Curriculum Framework for Teacher Education, India (NCTE, 2009), in regards to its objective in the development of professional and humane teachers;

The objective of the program is the development of a professional and humane teacher. Teachers are not only as professionals who would have a hold and grasp of their subject and its pedagogical processes but who would also have a fairly intense experience of going through their own life journey. We are not just developing professionals, we are also developing ‘people’. [These are] persons whose identity [becomes] intimately

intertwined with their professional approaches. The teacher is as much a professional as she is a person in her own right. So her personal journey of life, her own identity and her own position in society vis a vis issues of gender, caste, and class, which are critical to the Indian society cannot be understood from a theoretical or empirical framework, unless the teacher looks at these issues in the context of her own life experiences. And because it is critical, we thought you cannot do it unless we enable the teacher to reflect on her personhood, her socialization, her own vision of education. So the professional and the humane go together, because the professional and the self, go together.

I could not agree more with the Professor Batra's statement on teacher education. This reminded me of an assignment which I did in the second year of this teacher education program. As preservice teachers, we were told to visit a nearby slum (ghetto) area and understand its socio-political and cultural context. In another assignment, I interviewed my mother and aunt to develop a historical perspective on gender in India. These teacher education experiences permitted me to appreciate my socio-cultural and gendered positioning in the Indian society. This kind of pedagogy facilitates construction of narrative identity of the preservice teachers (Elbaz-Luwisch, 2013).

Ekta was able to make sense of her childhood struggles in the self-development workshops. She expressed her own struggle at expressing her childhood experiences and wished that Lakshmi should not go through the same struggle. Ekta had varied ways to respond to cooperating teacher's actions of scolding Lakshmi. But she decided to challenge cooperating teacher's authority and stood firm for Lakshmi. She continued to explore other avenues to highlight the complex issue of absenteeism in schools in India. Therefore, she decided to do her final research project on absenteeism. Through this act, she could give space to Lakshmi's story.

Her project report revealed domestic violence as one of the reasons for absenteeism. Through the project, Ekta intended to create systemic influence. She hoped to sensitize the education system, as she said, “even it is one teacher or one principal who reads my report.” So her experiences are shaping her decisions, practices, and identity. Sensitivity to children’s social and individual context was important for Ekta’s curriculum story (Olson, 1998). Her curriculum enactments revealed her self-directed agency. Agency emerged from fearlessness, a state of being, possible through knowing self (Krishnamurthi, 1982).

Ekta exercised her agency in her relationships with her students and family members. She formed her judgments about the situation based on who she is and who she wants to be. She tried to know more about them through her relationships, she re-lived her “stories to live by” by approaching teaching situations through teacher-as-a-curriculum-maker lens. When Ekta shared her stories with me, she was also engaging in the formation and re-formation of her narrative identity (Beijaard, Meijer & Verloop, 2004).

While Ekta expressed an awakened sense of self, her narratives also reflected the union of personal self and professional self. Through these narratives, it is possible to see the temporal unity of her present self with her experiences of past and future, person, and profession, and affective and institutional conditions (Bruner, 1986; Clandinin & Connelly, 1994, 2000). Her narrative also helps us to understand “the types of worlds, identities, and actions [she] construct [s]” (p.125).

Ekta’s Narrative Thread III: To Make and Enliven the Curriculum

In an interview, four months later, Ekta shared a renewed understanding of her personal situation and the interventions. She shared how she would act as a mediator, “when they [her parents] engage in extensive fights, then I have to scold them and calm them down. I do take a

strong stand for my mother.” At the same time, she rooted her responses to them in empathy, understanding their differing perspectives. As she put it, ‘Sometimes there is no solution. So it’s ok to find a middle path. If things are not well at home, I try to, let’s say, cook something for my parents.’ Whether it is familial curriculum or school curriculum, Ekta chooses not to be a bystander. She actively mediates in situations occurring in the personal and professional landscape. For example, in the later part of the interview, she shared another narrative of a student in her class:

In my class, we have a violent student, he is extremely violent.... I also, explained [to] him using [a] moral thing..... For example, “Ayaan, your friend will have to go through pain and he may not talk to you, you’ll be alone.” He needs time in internalizing it. Now somewhat things are better....(Interview excerpt, June 2015)

In this teaching story, the child was labeled as a special child (hyperactive) by Ekta’s co-teacher. Once again Ekta took a strong stance for the child at the stake of her relationship with her co-teacher. She could empathize with Ayaan and his parents who were going through a divorce at that point in their life. Rather than putting a label on Ayaan, she decided to intervene, spent considerable time with Ayaan, had a dialogue with his parents and resisted attempts to label him.

As a teacher, we are not supposed to be judgmental. When Ayaan’s mother called me she was in tears. I calmed her down...I worked with Ayaan on a personal level. Basically, every kid is different. I have 32 kids and 32 multiplied with 100, such is the number of strategies that I have to use in my class (Interview excerpt, June 2015).

In her interviews, she also shared her engagement with Ayaan's parents. Ekta wished to ensure that seeing his parents, Ayaan does not grow up into a violent male and participate in the social injustice.

Unraveling Ekta's narrative III: To make and enliven the curriculum. Ekta's actions were shaping and being shaped by the stories from 'her world' at both individual and collective levels. She was engaged in the construction and re-construction of her personal practical knowledge (Clandinin & Connelly, 1999) and re-living the "stories to live by" (Clandinin & Connelly, 1999). Ekta used her personal practical knowledge to interpret, and negotiate her situations. The concept of "stories to live by" allows us to see how Ekta's teaching knowledge was entwined with her narrative identity. Her stories provided a glimpse of who she is and what she is becoming (Clandinin, Downey, & Huber, 2009) while living her teaching practices. In her story, she exhibited agency and a powerful relational stance. In her response to family situations, she mediated pro-actively, stood for her mother but at the same time empathized with her father. While in school, she extended herself to embrace Ayaan's situation and intervened personally. Through her relational stances, she tried to realize her emerging sense of self, knowledge, and identity. As Krishnamurthy has said, "after all, life is a relationship; to be is to be related" (Krishnamurthy, 1949).

At home, she played the role of a mediator and through compassion gained position of authority in the family. She stepped down from her position to have a dialogue with the student, named Ayaan. Also in interacting with Ayaan's parents, Ekta drew her agency from the teacher-as-a-curriculum-maker image and relational stance. She realized the need to intervene after developing an understanding of the socio-cultural context of her own life, the realization of which was facilitated by her teacher education program.

In both social institutions, Ekta was actively engaging with the normative social formations and creating and re-creating newer social formations through dialogue and care, and thereby, breaking the cycle (Kincheloe, 2008) of patriarchy (See Figure 13). The motivation to go against the tide was channeled by the fact that she was also living her best-loved self (Craig, 2013) and which was drawn from the stories in *'her world.'* She based her actions in the understanding of her *"my world"* and empathized with Ayaan and his parents.

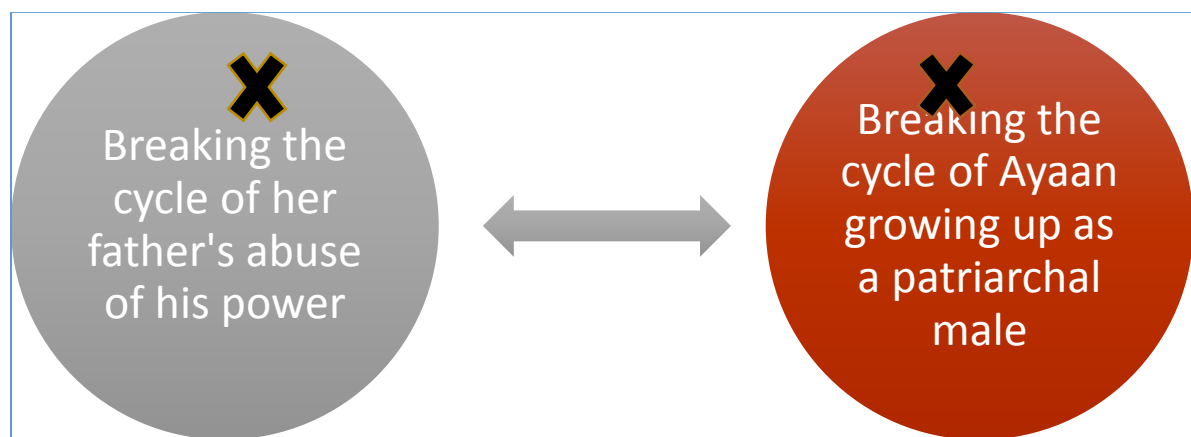


Figure 13. Ekta tries to break the cycles of patriarchy through dialogue and care.

To what may we attribute, Ekta's conviction towards her profession? We can see the interweaving of her personal and professional self in her teaching practice. She seemed to draw upon her understanding of her "self", her position in her family, and her position in the Indian society, as well as from her theoretical knowledge of children and pedagogy. The way these two aspects of her personal practical knowledge intertwined in her practice was unique to her and possibly became the source of her conviction and commitment to her profession. With a deeper knowledge of herself, it was possible for Ekta to empathize with and be compassionate toward the lived stories of her students.

Chapter Five

Making Sense of Teaching Stories

Introducing Ritu: The Participant

As I sat down to write about Ritu, I traveled back six years in my memory to recall my first day as a teacher educator in the University of Delhi, India. As I entered the college, I was filled with a passionate desire to give back to this teacher education program. This program had changed my very being and instilled in me a zeal for life and teaching. Therefore, I was excited to take my students, budding preservice teachers, on a journey which would invigorate their new self as a teacher. I hoped my excitement would communicate to them as it was the first day for all of us—me as a teacher educator and them as freshmen in college. Their eyes were full of questions, doubts and even some degree of skepticism about the prospects of this program. By the end of the day, I discovered that many of them, like me, were pushed into teaching by their families. A large number of their friends from high school opted for socially prestigious careers in medicine and engineering. They dreaded and detested the idea of being looked down among their friends for pursuing teaching. ‘Teaching is an *un-cool* profession to be in,’ another cultural story prevalent among youngsters in contemporary India.

Ritu was living this peculiarly Indian story when she entered the B.El.Ed program. When I interviewed her later, she admitted, “I wanted to become a chartered accountant and work in a multinational company” (Interview excerpt, December 2013). I could understand every bit of this resistance because I entered this same teacher education program both with similar skepticism and against my will. But on that day, I wanted to tell them my story—my career trajectory after B.El.Ed.—as a story of hope. A story that could open possibilities for them.

On that first day, Ritu came across as a student who could be spotted in a crowd. She shared her opinions and views with great confidence. Over the year, I found her to be a strong personality who frequently participated in class debates and asked deep questions to make sense of a situation. She would not let any comment or action by the faculty to just pass without some basis. For example, when another teacher educator privileged four students of her choice to attend a special workshop outside the university, Ritu wanted to protest. She was ready to write a letter to the chairperson of the program. All her classmates tried to calm her down and convinced her to just accept it as the status quo. But Ritu was agitated by this discrimination. Her friends called her, “*Ritu Baba.*” *Baba* is a colloquial Hindi word which stands for an elderly figure in the family or community who is known for his/her wisdom and leadership.

During research conversations about her family, Ritu told me that she was the eldest among four siblings. She shared, “I have taken care of my siblings since I was 10 years old” (Interview excerpt, December 2013). As is usual in the Indian family culture, the eldest sibling plays the role of second parent for the younger ones throughout their lives. Ritu’s discussion about her family was full of expressions of care and commitment. Ritu not only played the role of an elderly figure for her siblings, she actively intervened in family matters. When I asked Ritu about her parents, she used the term “pathetic relationship.” According to Ritu, “Their ego has grown so big that they do not talk with each other.” Living under the same roof, Ritu had tried her best to convince her parents to communicate, but in vain. “It hurts,” she admitted, “to not be able to apply my education and learning in my own family” (Interview excerpt, September 2015). She wondered if the relationship between her parents would ever change for the better.

Being the eldest girl in her family, Ritu knew that graduation from the teacher education program would imply a green signal for parents to look for a match for her. To ward off any

possible marriage plans, Ritu enrolled in a part-time Master's program right after B.El.Ed. I could not stop myself but go ten years back into my own life and found myself living the same cultural story. As soon as I finished my Bachelor's degree, I enrolled myself into a Master's program. When my Master's degree was completed, I found myself a job in another city...an act which disrupted my familial story. It is one of those common counter stories lived by young women in metropolitan India.

In the next sections, I have culled out four threads from interviews with Ritu. I conducted three long interviews and had numerous informal conversations on the online messenger. The selection of interview excerpts that follow is based on their quality to capture growth and change in Ritu's personal practical knowledge and identity. Each thread is followed by its corresponding unraveling.

Ritu's Narrative Thread I: I Executed what I Wished to Execute-December 2013

Narrative thread I is drawn from my first interview with Ritu in December 2013. Ritu was nearly close to the end of her internship in the final year of teacher education program. Two prominent topics that emerged during the interviews were related to lesson planning and the relationship with the supervisor. Ritu was outspoken about her difficult relationship with the teacher educators [supervisors]. Ritu explained her perspective as a student-teacher:

I feel I am unlike other classmates. I have never accepted a rejected lesson plan without an explanation from the supervisor. Some of my classmates modify their plans based on what the supervisor wishes to see. Not me!

She continued:

I argue till it makes sense to me. I don't change my plans according to my supervisor's whims.

She ended by saying:

I would do what I think is right for my kids [students]

In this excerpt, Ritu exhibited a strong personal sense of self, which would not give into what she called her ‘supervisor’s whims. Through her complaint, Ritu highlighted an aspect which teacher educators must take into account, i.e. they should engage with both the intentions and efforts of the preservice teachers. This included making themselves accountable to these budding teachers by explaining their actions as well as reasoning patiently instead of imposing their authority. Ritu’s classmates concurred with this perspective. Consider the following excerpt which collapses key statements which Ritu made in describing an activity which she carried out with her students:

I wanted them to make clay utensils and pots,

However, my supervisor, Kareena, ma’am, didn’t approve of my lesson plan.

She asked,

“Do you want them to be a potter?”

I explained,

“I wanted them to have a hands-on experience. After all, potters are also valuable to society.”

As the conversation continued, Ritu felt embarrassed when the supervisor teacher held her work in front of other teachers. Ritu stated:

She refused to check my plan

Mocked at me in front of other teachers

She scorned at me and said,

“Tomorrow you would want them to make copper utensils and then bronze” [challenged]

her comment, “it is not possible, and your question is irrelevant!”

Not content with her supervisor evaluation n reaction, she sought out feedback from other teacher educators:

I discussed with three other supervisors

One said, “Show a documentary”

Second said, “Do not go against Kareena ma’am”

Third said, “Forget utensils, do something else”

In the end, she changed her plan in a way that would satisfy her supervisor’s requirement.

Knowing well, that she would not give away her teaching rights:

I modified my plan

Got it checked

But at the end of it all,

I executed what I wished to execute

My students made clay utensils

I was sure of my activity and it went very well

The supervisor should value my plans and respect my ideas

But, in all this, I hurt her. I didn’t like that. I was sorry for that.

The apparent lack of reflection on the part of the faculty became the source of long discussion on the online web-based forum. Ritu questioned her supervisor’s underlying fear. Why was the supervisor so scared to allow her to experiment with a lesson plan? What could possibly go wrong here? At the end of this narrative, Ritu paused for a while and concluded by saying, “the

internship experience exclusively depends on how much a supervisor can afford to give autonomy, liberty and guidance.”

Unraveling thread I: Opportunity to enact best-loved self. Ritu’s example of her decision to implement an activity of making clay utensils was against the wishes of her supervisor Kareena ma’am. She decided not to accede to the rejection of her idea on what she considered an invalid basis. Other teacher educators did not find her plan to be lacking. The underlying motivation behind their rejection of her lesson plan was to prevent her from challenging the authority of her supervisor. In this sense, they were no different from her supervisor. For Ritu, neither Kareena ma’am nor others sufficiently rationalized their rejection of her plan.

Ritu refused to give up her discretionary space and follow the dogmatic authority of the supervisor. From Ritu’s narrative, it is evident that she wished to experience the impact of pedagogical theories through this activity. She knew the clay utensil making activity would provide a tactile and hands-on experience to her students. It is an important pedagogical theory learned in the teacher education classrooms. Secondly, since her students had migrated from rural parts of India where clay pots were extensively used, therefore the activity also represented something which resonated with their milieu. It was also age appropriate for them. The extent to which she put thought in designing this activity revealed that she acted like a curriculum maker, pondering on the essential questions of, what to teach, how to teach and why to teach (Clandinin & Connelly, 1992). She based her decision on the four commonplaces of the curriculum (Schwab, 1973): her own potential, her students’ interests, and need of the subject-matter and appropriateness to their context. This was primarily why she was so befuddled by the rejection of her plan.

Her submission of a modified plan was a mere formality, which she was confident that she could subvert at the time of execution. She allowed herself to make choices and exercised her agency to live up to her best-loved self (Craig, 2013). The lesson plan, on which she spent so much time and effort, had become the only means “to communicate some of the fire she feels, some of the Eros she possesses, for a valued object” (Schwab, 1954/1978, p. 124-125). What the teacher educators did not realize was that denying Ritu such an experience without adequate explanation would harm her long-term competence and leech the excitement out of her teaching. Ritu considered internship as a time to learn teaching by experiencing a variety of possibilities of curriculum stories. Even if her plan had ultimately failed, it would have still been a learning opportunity for her. However, the series of events which led to Ritu submitting a ‘fake plan’ reduced the authenticity of the mentoring process.

It emerged out of a casual conversation with Ritu, that Kareena ma’am would compare the lesson plan, line by line, with the Curriculum Framework guide book. One way to understand this is that even though the faculty provided a constructivist orientation to the students, their own pedagogical orientations were rooted in the “cultural archetypes of knowledge, teaching and learning that have a bearing on [their] beliefs” (Ratnam, 2013, p. 538).

This was surprising for the pre-service teachers like Ritu because it was the faculty who pushed the students to be creative and to think out of the box. Therefore, faculty attempts to control them by infusing a fear of grades, creating a culture of reprimands, imposing restrictions and avoiding dialogue, was considered to be hypocritical. The data from the online conversations also showed that the preservice teachers resisted such misuse of authority of the faculty.

Unraveling thread I: Source of passion and zeal. Scholars like Kelchtermans (2009) accord epistemological status to the teacher's "subjective educational theories" which hold true for a teacher for a particular time. Ritu felt very strongly about her plan but she could not justify its "claim of truth." She had 'deeply held beliefs' (Kelchtermans, 2009) in what was to be taught and how it was to be taught. One can possibly trace Ritu's zeal and passion to these 'person-based, idiosyncratic convictions.' Additionally, Ritu's understanding of her own self could possibly have provided her with the necessary conviction she needed. These convictions were critical to her profession and a teacher would find herself disarmed if these were taken away from her (p. 264). Through the calculated pedagogical risk she took, Ritu wished to know more about her teaching identity. In Greene's (1998) terms, "Being alive, means taking the risk of looking inside, taking the risk of asking yourself, why am I doing this?" (p. 20).

Narrative Thread II: Found that Problem was within-January 2015

This thread is drawn from Ritu's experience when she had almost one year into beginning teaching in a private school. She came to learn a new pedagogy to teach literature to young kids. She explained:

It's been [almost] a year now...I feel much settled [in the new job].

Feel much settled [in the new job]

Not a class teacher

But in-charge of reading project

Help students to understand elements of literature

Through activities

Never thought that we can make second-grade child to write a plot

Troublesome for me in the beginning

Shared with my reading team

Gave me lot of time to settle

By the end of the first year, Ritu felt ‘settled’ in her new job. She was surprised by her new found pedagogy of teaching literature. She shared how it was difficult for her to believe that “a second-grade child [could] write a plot [storyline].” An acknowledgment of growth is indicated in her statement. The use of the term, ‘troublesome...in the beginning’ denotes the temporal dimension of this narrative. As she continued to tell her story, she moved back in time to her days in the teacher education program and recalled:

In the B.El.Ed.

Developed [lesson] plans to do stories in an integrated way

But still plans were traditional

Here, focus not on reading but comprehension

Now, after so many months, if the child cannot read,

Think of ways to help him comprehend

This knowledge was lacking

Was never able to experience whole language approach

Less opportunity to practice teaching

Three-four months is very less

There should be internship at the end of every year

In her narrative, Ritu made a temporal shift backward into her past experiences as an intern during the teacher education program. In storying experiences of her teaching in the first year of the job, Ritu reflected on the design of her teacher education program. Though the program was grounded in the constructivist learning approach (as written in the program

handbook), she indicated a “lack of knowledge” of how to apply and enact those principles. Again, she acknowledged the importance of time in ‘making sense’ of a teaching approach. The duration of the internship is limited for preservice teachers to get a full grasp of the fundamentals of teaching.

In this narrative, Ritu moved back and forth between two landscapes: the teacher education program and the school. She discussed the enabling factors which led her to change her classroom management skills:

In the B.El.Ed.

I was told

‘I do not know how to manage a class’

No one told me to use energizers

Would have done much better

They said, my management skills are bad

Gained management confidence during school years only

More than knowing about children and their behavior

It is more about reflection

Started reflecting now

Earlier the scope of reflection was limited

To sit next to an experienced person and reflect is different

Just getting comments on your reflections [was not enough]

If there is someone experienced who could sit with me help, probe and ask questions

Leads to a different kind of reflections

In her telling, distinctly mentioned a comment which disturbed her, “They said that my management skills are bad.” For her this comment did not serve any purpose in her growth and she did not want to live by this image. Only when Ritu’s team leader in the school observed her class and sat with her, did Ritu realize an important aspect of her teaching and self. It was a valuable lesson, which allowed her to retell, change her image and experience growth. She said, “More than knowing about children and their behavior, I think, it is more about reflection!” She emphasized on an important aspect of teacher’s personal practical knowledge that teaching is also about knowing self and reflections. She continues her narrative and expressed her understanding of the meaning of reflection in teaching. She continued:

While working in the school
 Got opportunities to do both,
 Individual reflection and reflection with an experienced person.
 Usually, experienced person would probe
 Could reach the root of the situation
 Finding that problem was within
 Realized the moment I was restless
 My students could pick it up
 Want to work on this
 No one told me about this phenomenon in my internship

Having developed a deeper perspective on reflections, Ritu shared an example from her classroom in the school. She discussed the impact of her mentor’s support in helping her probe into her practice. She recalled:

One day,

Told my students to read the storybook

Some words were difficult,

They were coming out of their seats

The whole class was out of their desk.

I shouted loudly.

The team leader was observing me.

Became restless, and told them to close their book.

After two days

Met with my team leader

Not at all sarcastic

She was smiling

Asked me, “how I felt during that class”?

Told her, “I was restless”,

“They were not able to see that I am angry.”

The mentor commented, “But they were watching you blankly”

She questioned, “Do you think, that could be an indication?”

Realized, instructions were not clear

Realized, required to go down to their level

Realized, something needs to be done inside me

As Ritu’s storytelling moved deeper into her experiences in her first job, her stories began to reveal her newfound realizations about her own self as a teacher. She explained the role of an experienced mentor in enabling her to “reach the root of the situation”.

Unraveling Thread II: The relationship between mentor and mentee. Ritu made a distinction between the *educative* and *miseducative* experiences (Dewey, 1938) with regard to learning to reflect. When her reflections were evaluated for grades and when the teacher educators did not engage with her on her reflections, the reflections were reduced to an act of pleasing the teacher educator. In the teacher education program, preservice teachers were dissatisfied with the ways they were being oriented for reflections. They were expected to write reflections every day. In a candid comment shared by one of the participants on the online forum, she said, “All they [teacher educators] need to see is theoretical linkages, so just pull out educational theories from here and there or ask the moon God or Sun God to help you and get done with it”, (Online conversations by the preservice teachers, September 2013). If I could fictionalize the online conversation data, the crux of what they discussed about their internship could be summed up through following questions:

Why is internship looked at as a test?

Why is it not seen as an opportunity to learn?

Why was I being judged?

Why the supervisors gave generic comments?

Why didn't they sit with me with my reflective journals and talked with me?

The above questions hit the nature of the relationship between the preservice teachers and teacher educators. Ritu's narrative also revealed complicated social (generic comments), ethical (judging students) and educational (grading) issues in the teacher education program. Ritu also pointed out the design of the program in terms of time allotted for internship and support given to the preservice teachers.

Teacher educator and mentors can create conditions to link experience, learning and knowledge of practice, which “can possibly offer a way of scaffolding pedagogical development that goes beyond a series of individual situations and allows for a holistic view of what it might mean to be a professional pedagogue” Olmstead (2007).

Unraveling Thread II: Linking the two narratives. In the first narrative, Ritu and her supervisor in the teacher education program lived a “competing story” (Olson, 2000, p. 183) of the curriculum. Competing stories often come across as frozen or stuck stories where the narrators are not willing to change to accommodate others. In the contrast, Ritu experienced a complementary story with her mentor in the school (see figure 14). The mentor valued Ritu’s curriculum stories and this became an educative experience for her enabling her to know about her self.

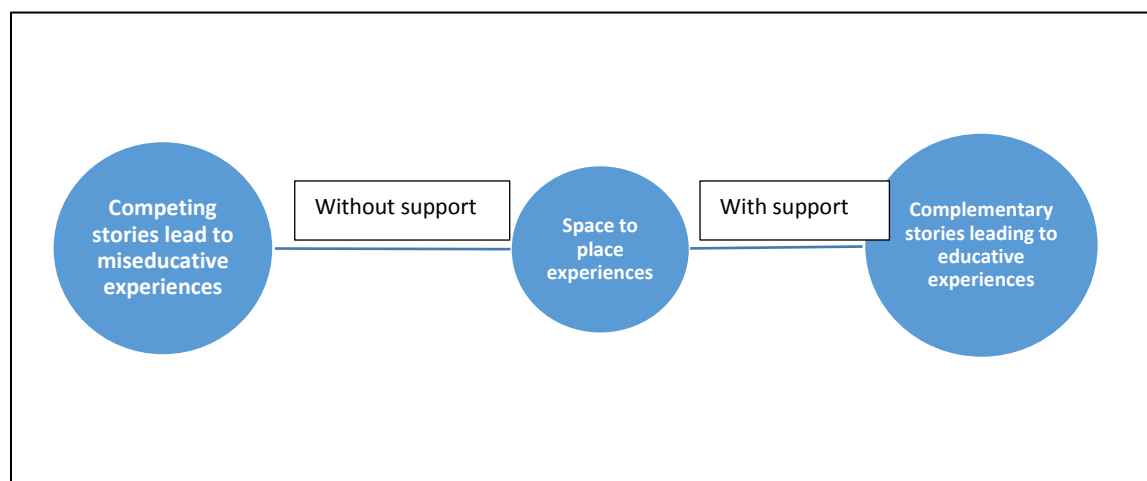


Figure 14. Variation in space and support leading to different teaching stories.

Unraveling Thread II: Space to place experiences. Ritu’s comment, “To sit next to an experienced person and reflect is different” is an important statement for the teacher education faculty. Teacher identities are constituted through discourses and discursive practices (Alsup, 2005; Akkerman & Meijer, 2011). Schwab (1983) qualified it by saying that it is through

“debates, deliberations and discussion that decisions about what to teach and how to teach are taken” (p. 241). The teacher education program could create spaces, and within these spaces preservice teachers could construct and reconstruct their experiences and thereby, engage in developing teacher’s personal practical knowledge. Narrative provides the “psychological space” (Schwab, 1954) for teachers where dichotomies can be placed, looked at, made sense of and weaved into integrated whole (Ben-Peretz, 2000) (see Figure 15). Possibilities of awakening and transformation are limited in-action, teachers need others in order to engage in conversations where stories can be told, reflected back, heard in different ways, retold, and relived in new ways in the safety and confidentiality of the classroom (Clandinin & Connelly, 1995 p. 13).

While Ritu acknowledged the space provided to discuss self in the self-development course of her teacher education program, she also found it lacking in other courses. The chairperson of the program considered called it challenging, “To find the right kind of teacher education faculty who can take the preservice teacher to a journey exploring self.” (Interview excerpt, May 2016).

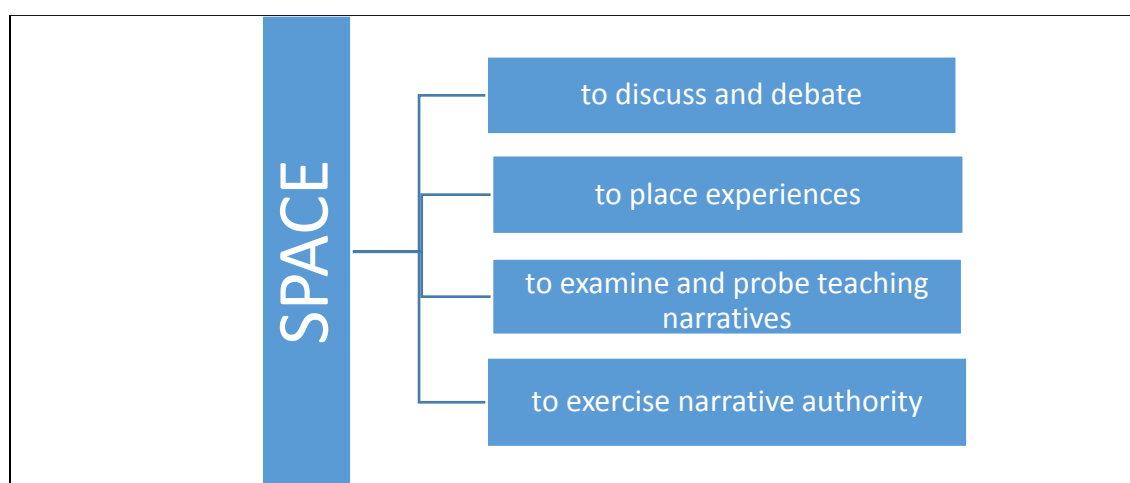


Figure 15. Applications of space in teaching.

Unraveling Thread II: Supportive professional knowledge landscape. Ritu's professional knowledge landscape gave out the message of care, support and discursive knowledge communities. This kind of landscape enabled Ritu to construct and reconstruct her personal practical knowledge. She found space to share and examine her curriculum narratives and thereby gain a better understanding of her own practices. Possibly, narratives shared by Ritu helped her constitute her identity and personal practical knowledge. Craig (2011) noticed that with narrative authority teachers are able "to carve out knowledge from experience over time and across context" (p. 27).

Unraveling Thread II: Broader and deeper definition of reflections. In this episode, she experienced growth, and expansion of mind. Ritu enquired about her practice and strived for improvement. This is facilitated through a broader view of guided reflections (Hargreaves, 1995), broad enough to encompass its moral, political and emotional dimensions. Coming to know about self served as an empowering experience for Ritu.

The technical dimensions of teaching are important, but they are not sufficient. Theories and self-help books could give us tricks of the trade but unless and until the self is touched upon in the process, the teacher keeps looking for answers. Krishnamurthy (1947) affirmed "truth is an inward process. True knowledge is self-knowledge". Ritu discovered, "I realized, something needs to be done inside me," it is this realization which the teacher educators strive for through various curriculum enactments in the teacher education program.

[A] reflective teacher builds her repertoire or teaching experiences, holding examples...not as methods or principles to be applied like a template to new situations, but as stories that function like metaphors, projective models to be transformed and validated through on-the-spot experiment in the next situation. (Schön, 1988)

When Ritu's mentor teacher probed her, (without sarcasm, she emphasized), Ritu could identify "the root of the situation." Kelchtermans (2009) suggested that teacher's reflections should be broad/wide in content as well as deep enough to reach the underlying beliefs, ideas, knowledge and goals. Guided reflections open up perspectives for empowerment and for re-establishing the conditions for teaching and learning that allow for pedagogical processes to take place in which people can reframe the authorship of their selves (Zembylas, 2003). Through her tellings, Ritu is assuring meaning and conservation of an important event in her teaching life.

Narrative Thread III: It made me do anything for them-September 2015

In the following excerpt, Ritu reflected back on two years of teaching experiences; one year as an intern in a public school and a second year as a beginning teacher placed in a school. One thing that spoke to Ritu was the supervisor's comment in the teacher education program. Ritu, had a new appreciation of her internship experiences. She recalled:

Jyotsana ma'am told us, "whenever you look at the faces of children,

Remember that they need you".

This is absolutely true!

Fourth-year internship,

Would cherish my whole life

First day when I saw them,

I do not have words.

Their faces showed expectations, the way they looked at me.

It made me do anything for them.

I used to be up till 2:00 in the night, to make material for them.

Did not matter, what the school staff or teachers or my supervisors think...

Only me and my children...

That's when my teaching life started.

Recalling her experiences of the internship during the fourth year of the teacher education program, Ritu was attentive to what these experiences meant to her teaching-self. She was able to narrate the construction of her image as a teacher. In her image, she was a kind of teacher for whom no one mattered more than her children. Through sharing her story, Ritu managed to restory her 'story to live by' (Connelly & Clandinin, 1999) in which students are a priority. Through the above narration, Ritu relived her "cherished" relationship with the children. She also experienced changes in her narrative identity as a teacher as she continued to share:

The experience of internship

Changed me completely

The school staff and children made me realize,

Theories aren't wrong.

And, children not to be blamed,

If a teacher's plan is failing.

Realized if the plan does not go according to my expectations,

I need to revisit my expectations and make changes in what I am doing.

Nobody else should be blamed

Rather I should change my ways

Realized planning is a very-very important stage in a teacher's life.

Ritu continued to reflect on her understanding of her own personal practical knowledge. She realized important aspects of teaching, which are of significant value to her teaching self. She said:

“Making a bond with the children”

It is the most important thing in teaching

If there is a bond with the children

As a teacher you won't face any problem

Because you know those children like you

And just waiting for you, go and share yourself with them

Shared my personal moments with them

Cried with them wherever appropriate

Made me laugh, made me smile, and also cried with me,

Shared their very personal moments with me

I mean that was all which changed me forever

Realize certain things, would not have realized if been in a different profession

Attending closely to Ritu's words, I was drawn back to see the continuities and discontinuities in her personal philosophy of teaching over the course of two and a half years. Evidently, there were evolved ways in which Ritu conceptualized her relationships with children, pedagogy, and teaching practices over these two plus years. These differences are being woven by her as she is moving on in her teaching career.

Unraveling Thread III: It made me do anything for them. As is evident in her narrative, the relational aspect of teaching was of utmost importance to her during teaching. Lived experiences of teachers as composed in their narratives is the only potent way to capture the tacit and embodied aspects of teacher's practice and knowledge. For Ritu, teaching was a relational act and as she recounted her stories she realized this about her own self. This definition of teaching was unique to her, it was part of her personal practical knowledge, it was

derived from her small “t” truth, (Bruner, 1991, p.70) and it was a subjective truth (*vyatigat satya*), it defines her “my world,” it defined her teaching philosophy. She shared her conviction and commitment to this newfound knowledge about self.

Coming to know about self is joyful. Coming to know self is experienced as expansion of the mind. It is the expansion of mind that we all seek in our interactions with the world. It is through expansion of mind that we begin to include others into our world and thereby become truly inclusive. For an effortless and joyful inclusion, for an authentic relationship, every possible opportunity for the expansion of mind should be provided to the teachers.

Ritu’s narrative about the care and support from the mentor was one possible opportunity which every beginning teacher deserves in order to not only survive but to thrive in his/her profession. It is only when teachers are at ease and thrives in their profession that they can “lead students out into a world of possibilities” (Aoki, 1991, p. 9). Relational knowing is crucial to meaningful educative experiences, as “to care and be cared for are fundamental human needs” (Noddings, 1992, p. xi). She is awakened to profound personal practical knowledge, restored by her as something that “changed [her] forever”.

Ritu also touched upon that tacit, invisible dimension of a teacher’s knowledge which cannot be fully captured in linguistic terms. She realized it through her tellings. Possibly, she was able to relocate her best-loved self within the new found understanding of her personal practical knowledge. Ritu has found out that her best-loved self is situated in “making a bond with the children.”

Considering Ritu’s personality as someone who is responsible, takes care of her family and friends, and who often advised others (*Ritu Baba*), I can imagine Ritu to be standing on the podium and speaking to the preservice and beginning teachers on the topic, “The most important

thing in teaching.” Interestingly, while preservice teachers tend to bend towards getting technical advice, Ritu would give them a relational dose. Palmer (1998) stated that, “good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher” (p. 10).

In her comment, “theories aren’t wrong”, Ritu aired an important debate in the teacher education program...the gap between theory and practice. Often theories are rejected because they do not serve the practical purposes. But, Ritu is making a counter-statement here. According to her, if “the most important thing in teaching,” that is to say, “making a bond with the children,” is nurtured and taken care of, the theories start to make sense. “Good teachers are centrally concerned with the creation of authentic relationships and a classroom environment in which students can make connections between the curriculum of the classroom and the central concerns of their own lives” (Beattie, 2001, p. 3). Human beings define themselves by means of their projects, and that wide-awakeness contributes to the creation of the self (Greene, 1977, p. 12).

Thread IV: Wish one day, they all Realize Teaching is much *much* Beyond the Classroom- September 2015

In this short excerpt, Ritu sounded disturbed by the perceptions of her family and loved ones about her profession.

My family

Think that teaching is a very easy job

They say, “It is a half day job”

He [Boyfriend] also considers teaching to be easy

And suggests,

“I should not have a very great bond with the children”

Wish one day, they all realize teaching is much much beyond the classroom

I am facing lot of struggle

Making them realize and understand what teaching is or what do I think about teaching

Let's see when it happens.

One day for sure, it will happen.

For Ritu every day was a learning day at school, she made constant active attempts to learn through her lived experiences. In her teaching stories to live by, she connected well with students. She made constant efforts as reflected in a statement, “I stay awake till 2:00 pm to make teaching material for my students”. When her own family and loved ones sounded negative toward Ritu's narrative, she became disappointed.

Unraveling thread IV: Wish one day, they all realize teaching is much much beyond the classroom. According to Sri Aurobindo, (cited in Pavitra, 1991) teaching for a teacher involves five principle aspects: the physical, the vital, the mental, the psychic and the spiritual parts of the teacher's being. Based on my professional experiences of teaching, I felt I grew when I taught. So, for me in this sense, teaching is a different profession; one in which the teacher involves her entire being in teaching and in return comes out knowing a bit more about personal and teacher self.

Operating from their entire being, teachers begin to identify with their profession. For their healthy identification and consequently their identity, the social and public acknowledgment of teacher's contribution to the child's life and her expertise is very essential. The absence of which could have a devastating impact on the teacher. Diminishing

the value of teacher's work is taken a personal attack by her because her personal self is invested in her teaching.

The social status of teaching does impact the retention of teachers. According to Nias (1989), teacher's self-image are more important to them as practitioners than is the case in occupations where "the person can easily be separated from the craft" (p. 202). Compared to other professions, feeling at ease in the job, experiencing job satisfaction and a sense of fulfillment is crucial to teachers because their being is involved in teaching (embodied). That is why negative public judgments, which for an outsider look almost trivial, may have a devastating impact on teachers (Kelchtermans, 2009).

The way Ritu reacted to her family's comments on the teaching profession, echo my own reactions to family and friends comments some 10 years back and continue to do since. Her painful narrative about her "struggle to make them realize what teaching is" resonates well with my own educator story. Today, my aim as a researcher and professional is to contribute to the language of practice which could capture the complexities of teaching. When Ritu expressed a similar urge, I could not help but felt a familiar, emotional upsurge to tell her that I agreed with her.

Narrative Thread IV: Countering the Common Story

A final thread that emerged in Ritu's stories was that of countering the common story. In our very first conversation in December 2013, Ritu shared her hidden plans. She wished to pursue higher education after graduating from the teacher education program, in order to ward off marriage proposals. In the interview, she shared, "I have to study further otherwise they will marry me off." As determined as Ritu was, she enrolled in the part-time Master's program as soon as she stepped out of the Bachelor's studies. So, Ritu pushed herself to work in the school

during the day and attend college in the evenings. The extensive work schedule in her job as a teacher [almost 9 hours] and commuting to the college and then back to home, left her very exhausted. So she proposed to stay in a hostel close to the University.

After almost a year, in January 2015, Ritu told me that she had moved to a hostel for working women. This hostel was close to her college and place of work. This decision was met with a lot of opposition from her family. “This was a difficult move,” she explained, “My family is very orthodox.”

Unraveling Thread V: Countering Common Story. In the above narrative, she expressed her difficulty in changing the familial stories. It also directly shed light on the cultural landscape of Ritu’s life on the parochial scale and women in India, on the global scale. I could not help but go ten years back into my own life when I found myself living the same cultural story. As soon as I finished my Bachelor’s degree, I enrolled myself into a Master’s program. When the Master’s got over, I found myself a job in another city. An act which disrupted my familial story. It took me a complete three months, convincing my parents to allow me to step out and live on my own. Deep inside, I was also warding off marriage possibilities by staying away from the family. I managed to convince my parents then in 2006 and introduced a new storyline into my family and culture. Ritu managed to do it now in 2016. She ended this conversation on a positive note and felt good about opening avenues for her siblings. She concluded, “My actions have paved a way for my brother and sisters. They do not have to fight the same battle.” Ritu and Bharti are both engaged in resisting the traditional plot-line set for women. They subscribe to a feminist theory of growth, where women try to find their voice, agency, and self-esteem.

Chapter Six: Discussion and Summary

Overview of the Study

This narrative inquiry revealed storied experiences of two beginning teachers as they transitioned from preservice teachers in education to beginning teaching. Multiple threads unraveled the complex interweaving of their personal and professional selves in their practice. Their stories illuminated nuances and subtleties of the development of teacher's personal practical knowledge and growth of teacher identity.

Both Ekta and Ritu's stories highlighted the enabling and restrictive experiences of the teacher education program. Their stories demonstrated that, along with the professional development of preservice teachers, teacher education programs should create spaces to develop the "person" of the teacher. As evidenced, courses like the self-development workshops and theater in education appeared numerous times in their narratives. Experiences in these courses facilitated both Ekta and Ritu to connect with their inner self, awakened them to an extensive and expansive meaning of reflection and drew their actions from a dialectical interaction of self with the outside world. Their experiences suggest that it is very important for preservice teachers to experience at least one course of this nature, where student teachers get the opportunity to engage with themselves outside the boxed image of the preservice teacher.

Both participants shared positive stories from their professional knowledge landscape. These positive stories were made possible by the supportive and caring environment in their respective schools. Interestingly, Ekta and Ritu's narratives present us with teachers who thrived in their early teaching years. We learned that along with individual reflections, beginning

teachers need a caring mentor who can help them probe and examine their classroom interactions and look within for solutions.

Summary of Findings

Dialectics of Reflection

Experiences of Ekta and Ritu revealed how reflections can happen on multiple levels. With the support of the reading team, Ritu developed an enhanced understanding of her teaching self. She engaged in construction and re-construction of her pedagogical theories in learning to teach literature to young kids. A dialectical reflective engagement with the educational theories (language learning theories) and knowledge of self-facilitated her in teaching literature comprehension to her students. Reflection also enabled Ritu in the construction and re-construction of her personal practical knowledge. Diagrammatically, it was a movement from outside to inward (see figure 16). Outside connotes the theoretical knowledge of pedagogy, subject-matter, child psychology etc. The origin of knowledge lies outside of the being.

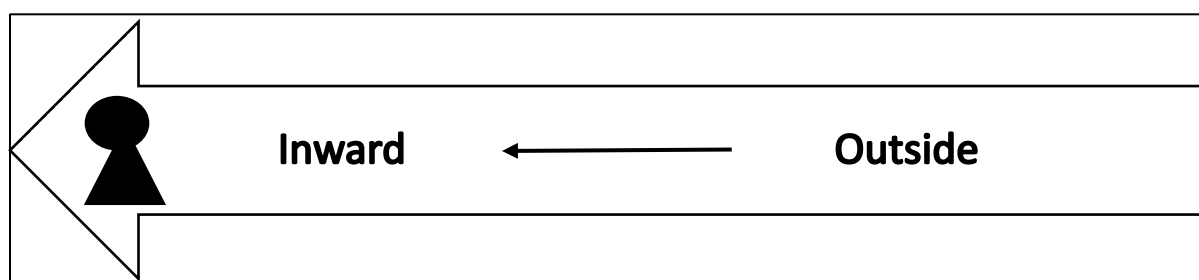


Figure 4. Directional movement of the act of reflection from outside to inward

With the support of a mentor, Ritu could unknot the problem of management in her classroom. She realized that it was her own restlessness, anger, and stress which she projected on her students. She could have continued to rely on the management strategies and tactics leading to “routine actions.” Instead, with the help of her mentor, she was awakened to the fact that the

problem laid within and that the solution also laid within. This was an example of dialectical engagement with the knowledge of self and the classroom context. It was an act of inner reflection, examination of the self and subjectivities that facilitated construction of her teaching identity. This represented a movement from inside to outward and derivation of action from ones best-loved self which lies deep within (see figure 17).

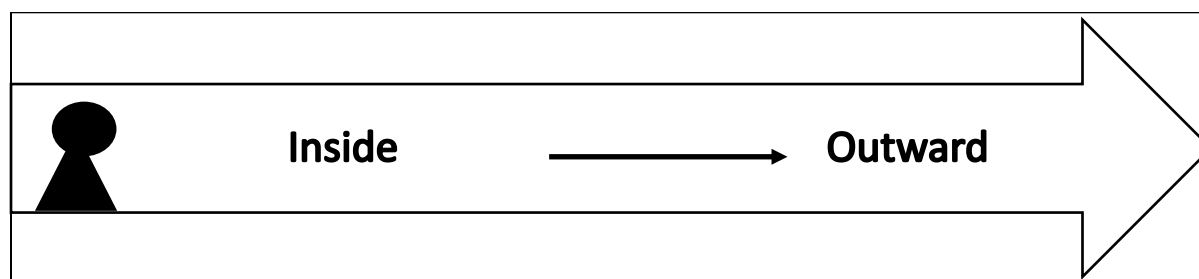


Figure 17. Directional movement of the act of reflection from inside to outward.

An interesting interplay of personal and professional self was also evidenced in the narratives of Ekta. She reflected on her personal positioning in her socio-cultural context. Through intellectual engagement with constructs such as domination, patriarchy, control, she understood her father's behavior. She realized similar oppressive forces operating in her student, Ayaan's life. As a professional, she exhibited a critical disposition toward her situation. While intellectual tools helped her to be critical, she made a choice and drew her actions from self-knowledge. She expanded her horizons to include multiple subjective realities. Equipped with an expansive view of reality and knowledge, she opted for compassion rather than opposition. Therefore, it was possible for Ekta to go beyond the dictates of her job, extend herself to the stories of Lakshmi and Ayaan, and act out her best-loved self.

Ritu's narratives bring the role and relationship of the teacher educator to the forestage. Through Ritu's interviews and online group conversation with the preservice teachers, it was

revealed that she (and others) sought care, support and authentic feedback from their teacher educators. They did not want to be judged and graded for their efforts. They wished that their teacher educators could sit with them and do guided reflections. Ritu's narrative indirectly pointed to the fear of her teacher educator. A teacher educator who is fearful of going out of the box, going beyond the handbook, can by no means ignite the fire of creativity and inclusiveness in preservice teachers. Therefore, it is important that we realize that the self-knowledge of the teacher educator also matters in the teacher education program. It matters how deeply a teacher educator can engage with the preservice teachers.

If our aim in teacher education is for teachers to be authentic to share their personal fire, and to ignite the spirit to learn in students, we have no alternative but to let teachers be at ease with their job. We have to let them be playful and experience the little magic that happens during teaching. If we want our teachers to be inclusive and harmonious, we have to let them experience expansion.

The Source of Passion and Zeal

As I traversed Ritu's and Ekta's stories, I constantly encountered incidents which indicated their passion for children and zeal for teaching. Since interviewing them, I have asked myself this question: *What is the source of Ritu's and Ekta's passion in teaching? What is the source of their fire?* Both of them exhibited a sense of accommodation for other's realities. They showed signs of expanding their minds to look into the other person's "my world" and showed courage to engage and intervene into the stories of others. Both tried their best to bring hope and joy into the lives of their students. Only a person who is free in her being can take the challenge, and risk, to help others to strive for the same. Only when a teacher has experienced flight in her own practice, can a teacher teach his/her students to fly. A free heart can be the abode for

compassion. It is the compassion, which is the source of Ritu's and Ekta's passion in teaching. The source of compassion could not be anything but freedom.

In contrast, teachers are often placed in environments of sanctions, reprimands, policy police, accountability, measurement, and incentives. An ecosystem of fear is created both inside the classroom and inside a teacher's being. Teachers become paralyzed by the ecosystem of fear which cut their wings and nails them down. Any action taken out of fear lacks compassion. Expecting teachers to be inclusive and strive for social justice in such environment is futile.

We have to provide an enabling environment for teachers to continue their life journey from inward to outward. A teacher cannot be taught to be inclusive. Its origin lies within the being of the person. Inclusiveness requires compassion and playfulness.

Narrative Themes

Having read Ekta's educational narratives, I move on to explain larger applications of narratives in the educational discourse. A criticism leveled at narrative inquirers is about their contribution to the global educational discourses. It is often stated, that lived experiences of few individuals cannot capture the diversity of experiences lived by masses. However, I believe that narratives can be applied in a variety of ways; bridge multiple identities, bind grand-narratives and small stories, reveal social justice issues and create a language of particularities.

Narratives Bridges Multiple Identities

In the context of preservice and beginning teachers, narratives enable "reconciliation of 'multiple-selves' in their identity" (Britzman, 1992). Pre-service teachers and beginning teachers often struggle between idealistic and pragmatic conceptions in their teaching actions at one level and between the professional and humane aspects of her being. In a review conducted on the B.El.Ed. program in 2013, it is mentioned that preservice teachers "relate instantly with narrative

pedagogy and a self-development component of the teacher education program and they demanded that the duration of the self-development component” [be increased], (Interview excerpt, May 2016). Through these approaches, they actively engage in “reorganizing, reconstructing, and validating their self-images” (Kelchtermans, 1993). They experience constant dialogue between their “internally persuasive discourses” (Bhaktin, 1984) and ‘authoritative discourses’ by external authorities. The narratives available to us delimit our areas of choice. It is the narrative repertoire of our imagination that helps us distinguish the world we live in from the world we want to live in. (Conle, 2001).

In Ekta’s narratives, she plays the role of a daughter, teacher, woman in a patriarchal society and a counselor to her students’ parents. Her teacher education program provided her with space to discursively engage with her multiple-I positions, engage with the social context of learning and develop a critical attitude towards political and social aspects of her own identity. These different identities are realized and maintained (Akkerman & Meijer, 2011) in the telling and re-telling of her personal and practical stories. In the contrast, a neutral, apolitical stance of teacher education (Batra, 2014) rooted in the positivist framework, would not allow teachers to challenge social realities and status quo.

Narratives Binding Grand-Narratives and Small Stories

Stories serve a “binding” function. They hold together different and complex aspects of ourselves and prevents “the utter dispersion of experience, its evaporation into nothingness” (Freeman, 2010, p. 171). Education and its social practices are contested. Different stakeholders try to enforce their ideology. For example, policymakers infuse grand-narratives (Clandinin & Connelly, 2000; Olson & Craig, 2009) into the educational landscape. Teachers are expected to

perform on these dictates. In this setting, teachers struggle to bind together the contrasting stakes as well her personal beliefs through storytelling.

When the grand narratives do not resonate with the contextual realities of the classroom and schooling, practitioners resist. They express their resistance through teaching-learning stories. Teacher's stories mediate between the opposing external and internal demands (Orland-Barak & Maskit, 2011; Conle, 2001; Craig, 2007; Elbaz-Luwisch, 2001). In "small stories" (Georgakopoulou, 2006), "educators and students live and tell on the edges, in small moments unseen, unheard, and unaccounted for in the grand narrative (Craig, 2015). Stories enable practitioners to construct temporary bridges between the grand-narratives and contextual realities of schooling. Stories also empower the narrator when s/he sees continuity in her familial/personal stories and classroom/school stories.

Narratives Revealing and Representing Critical Social Justice Issues

In a way, teachers' stories not only serve to bind the contrasting discourses, it also reveals and represents broader socio-cultural aspects of society (Bullough & Pinnegar, 2009). Ekta's narratives reveal the complexity of family discourse in India. The story of Lakshmi, a child of migrant parents working as daily wage labor, and Ayaan, whose parents worked in the multinational company, revealed a variety of belief systems, social reality, and subjective orientations. Rather than restricting her curricular interactions to the school subjects, Ekta engaged with "real" contexts in and out of school system (Batra, 2015). With a hope that someone in the education system will read her project report on the issue of school absenteeism, and she went on to mention domestic violence as one of the reasons. School absenteeism is a difficult problem in the school system in India. Most often, it is approached through the grand narratives suggesting de-contextualized measures. Through such an act, Ekta has made an

attempt to add critical nuances in the discourse on school absenteeism. At the same time, it is an attempt to exercise her agency and author her narratives (Conle, 2003).

In this tradition, storytelling is considered as one of the powerful tools to address wider political and economic issues of participants' life (Bekerman, 2002). It gives voice to the marginalized (McLaughlin & Tierney, 1993), and allows resonance among different stories of participants (Conle, 1996) and lead to restorying of an understanding of the 'other' (Elbaz-Luwisch 2005).

Narratives Create a Language of Particularities

An inquiry into teacher's stories increases the prospects of situating teacher education research in a paradigm, which captures the actualities and complexities of the teaching practice. In other words, narratives attend to the ontology and epistemology of practice. This attention to the fine-grained nuances of teaching can substantially contribute to a language of particularities. Narratives authored by Ekta are a 'semiotic tool' (Johnson & Golombek, 2003) that facilitates teacher development and document how teachers participate in and constitute their social reality" (p.324). In the teacher's stories, numerous actions and intentions become visible. Ekta would have been labeled as a regular elementary school teacher till one reads her narratives. It is realized that her narratives reveal her reflective predisposition, relational stance, agency, and critical social justice approach. Policy makers and others in education cannot help but see her as a minded being, who actively problematize social reality with a wish to change it. The inclusion of particularities and nuances of teacher's actions enhance the literature on teaching and teacher education.

Possible Limitations of the Study

Some readers may consider the focus on two teachers to be a limitation in this inquiry. Admittedly, the stories shared here were unique. These narratives awakened us to a nuanced understanding of teaching by the participants. They acted as minded-beings, who wished to connect with their best-loved self. Additionally, the study is situated in India, which may suggest to some to critique its application at the global level. However, the consideration of limitations does not diminish the value of enabling storied experiences of my participants which contributed to their knowledge development and identity growth. Context-relevant findings suggest transferability that narratives shared do provide a coherence with the broader social and educational issues. The intricacies of interactions revealed between individual lives and social, cultural, familial structural forces suggest its application.

Possible Trajectories of Future Studies

Some of Ritu's and Ekta's stories took this inquiry on a journey which I had not expected before beginning this study or while writing the literature review. Their stories accentuated the inherited need of every teacher to know her true self or to come closer to her true self. Both the participant teachers acted out of self-knowledge and an understanding of their position in their society. As my next research project, I would like to dwell more into the development of self-knowledge as a component of personal practical knowledge and its role in sustaining teacher's best-loved self.

Closing Thoughts

This study provided thoughts on the illuminative potential of narrative inquiry. Through this study, I made sense of the self, agency, and authorship of teachers both in the local and

global contexts. It enabled a deeper look into the lives of teachers. I have acknowledged and included stories of two teachers. Such an inclusion enriches the educational literature and grants special status to the stories and their authors [teachers] (Britzman, 1992). When teachers' own knowledge about teaching is given sufficient space, they are able to construct their personal practical knowledge and develop their identity. An important prerequisite for a teacher is to know her own self better (Bullough, 1997; McLean, 1999; Loughran, 2006). According to Krishnamurthy (1949), self-knowledge becomes animated in the moment-to-moment interactions in our relationships. It is an inside to outward journey. Unless a teacher's personhood is nurtured and cultivated, she cannot engage in authentic student-teacher relationships.

My intent is to bring this study to a closure, with an awareness that there are multiple threads which are waiting to be woven and multiple interpretations which are waiting to be illuminated from the lives of teachers. Writing the last words of this dissertation has provoked me to want to return to the pages of my reflection journal which I wrote along the way until this point in time. What I end with are part reflections, part found data poetry and part self-musings interwoven in a manner difficult to unthread. In these prose, implied meanings, interpretations and introspections are expressed metaphorically.

Self Musings

Throughout the study, I engaged with the concept of knowledge, specifically the nature of teacher's knowledge. Below are my ruminations on those aspects of knowledge which do not pass the test of objectivity.

Subtle dimensions of knowledge

To know a frog
Operate and dissect it

See the liver and the heart
 Learn the anatomy and neurology
 Dissection served the purpose
 Reduced the frog to its components
 To know your mother
 There is a different way
 Listen to her
 See her
 Feel her
 Her essence in her being
 Oozes out
 Through her story
 Dissection is not the only way
 Some dimensions of knowledge are subtle,
 Invisible, and tacit
 Cannot be expressed logically
 Packed up in stories
 To preserve them from without distortion

In my journey as a narrative inquirer into the lives of teachers, I engaged in the dialectic nature of reflection. Reflections on participants' lives were invariably linked with reflection on the social, economic and institutional nature of the education system. This has led me to wonder whether the lives of Lakshmi and Ayaan, the students of Ekta and Ritu, would have been the same had their teachers not made personal changes in their lives? What will future children be like with technology replacing teachers? How will they experience compassion with a laptop teacher?

Inject compassion

At this point in the human history
 Narrative inquiry is of profound importance
 This is the age of machine learning
 Algorithms are created
 Algorithms are an inch behind
 The human intelligence.
 Far is not that day,
 When it will match the human brain capacity
 Then no looking back.
 With artificial intelligence around the corner,
 There is all the more reason to be concerned

About the inculcation of humane qualities.
 What is artificial intelligence?
 It is binary
 To have only one color
 What if it became colorblind?
 And decide to wipe out other colors from the earth
 Who will inject compassion in the artificial intelligence?

The stories of Ekta and Ritu serve as models for me that provide a context to lay alongside my own narratives of experiences. Both of them engaged with social justice issues in their own unique way from inside outward. An overt resistance to injustice is essential. Equally important to the experience of freedom is to include others in our lives. Sadly, current educational system focus on outward fights for justice while shrouding teachers in fear. In such a scenario, teachers cannot be inclusive.

The fight for social justice

The fight for social justice
 And culturally relevant pedagogy
 Is going down the lane
 Because the teacher is paralyzed
 She is paralyzed by the ecosystem of fear
 The system, policy police
 Cuts her wings
 Nails her down
 And expect her to teach flying
 Ridiculous it is to expect her
 To teach flight
 When she is paralyzed

Inclusive education
 Cannot be taught
 Its origin is beyond the handbook
 It lies within
 Inclusiveness is the art of expansion
 Expansion is the result of playfulness
 Playfulness without my best-loved self
 Is ridiculous!

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Institutional Review Board Application

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Application ID :

15002-01 - (5134)

Title :

Knowledge and Practice of Preservice Teachers: Investigating
Dialectics through their Narratives

Approval details for the Application Id: 5134

	Decision	Approver Name	Date	Comment
PI signature	Approved	Abrol, Bobby Ms.	10/20/2014	Bobby Abrol
DOR signature	Approved	Admin, IRB	10/22/2014	

University of Houston

Division of Research

Application Data for Application ID: 5134

Title	Knowledge and Practice of Preservice Teachers: Investigating Dialectics through their Narratives
Application Type	New
Review Type	Expedited
Expedite Code	7: Research on individual or group characteristics or
Exemption Code	Not Applicable
Research Reason	Candidacy/Professional Paper :This study employs narrative inquiry to understand the dialectical relationship between the knowledge and practice of preservice teachers in India through their narratives.

Investigator Data for Application ID: 5134

PI Name	Is Principal?	Is Co-Investigator?	Is External?	Other Personnel Type?	Is Student?	Faculty Sponsor Name
Abrol, Bobby Ms.	Yes		No		Yes	Craig, Cheryl Dr.

Project Review Summary Data for Application ID: 5134

Question	Answer
4) State the specific research hypotheses or questions to be addressed in this study	1) What is the nature of challenges/issues confronted by pre-service teachers in during student teaching in schools? 2) What is the process the pre-service teachers go through in resolving or addressing those issues? 3) In what ways do pre-service teachers connect theory to practice in their teaching experiences? 4) What practical insights do pre-service teacher develop by enacting theory in practice?
5) What is the importance/significance of the knowledge that may result?	The study can inform teacher education practices in college of education. It will help teacher educators develop a deeper understanding of their preservice teachers.
6) Type of Subject Population (check all that are appropriate)	Adults
6.01) Expected maximum number of participants	Expected maximum number of participants is ten (Total = 10). They are drawn as following: Seven pre-service teachers, studying at a Teacher Education Program, named Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. Two Teacher Education tenured faculty, teaching at a Teacher Education Program, named Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. One Teacher Education Program coordinator of the Bachelor of Elementary Education Program at Delhi University, India.
6.02) Age of proposed subject(s) (check all that apply)	Adults (18yrs-64yrs)
	Inclusion factors for pre-service teachers are as following: a. Participants must be a pre-service teacher studying at a Teacher Education Program, named Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. b. Participant must be completing their mandatory student teaching

6.03) Inclusion Criteria:	experience and use English as academic language. Inclusion factors for faculty are as following: a. Participating faculty must be a tenured faculty, teaching at a Teacher Education Program, named Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. d. Participating faculty must be directly involved in student teacher experiences of the above pre-service teachers and use English as academic language. Inclusion factors for Teacher Education Program coordinator are as following: e. The Teacher Education Program coordinator should be currently holding the office as Coordinator of the Bachelor of Elementary Education Program at Delhi University, India and use English as academic language.
6.04) Exclusion Criteria:	Exclusion factors for preservice teachers are as following: a. Student teachers who are not studying in the Teacher Education program named, Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. Exclusion factors for Teacher Education faculty are as following: b. Teacher Education faculty who is not involved in student-teaching practicum. c. Teacher Education faculty who is not tenured. Exclusion factors for preservice teachers are as following: d. Program coordinator who is not holding the office for the Bachelor of Elementary Education Program at Delhi University, India.
6.05) Justification:	This study focuses on the experiences of pre-service teachers during student teaching of a Teacher Education Program, named Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. For this reason, only preservice teachers who are completing their student-teaching and use English as academic language will be included as participants. The researcher has taught these preservice teachers three years back and knows them personally.
6.06) Determination:	The method of preferential sampling is used. The researcher and participants share a personal relationship for four years. Pre-service teachers as participants will be determined based on three criteria. a) their self identification as preservice teachers, b) English speakers and c) willing to voluntarily participate in the study. Teacher Education Faculty as participants will be determined based on three criteria: a) their involvement in the teacher education program, b) English speakers and c) willing to voluntarily participate in the study. Program Coordinator as participant will be determined based a) her designation as the coordinator of the program with b) involvement in the teacher education program, c) English speaker and willing to voluntarily participate in the study.
7) If this study proposes to include children, this inclusion must meet one of the following criterion for risk/benefits assessment according to the federal regulations (45 CFR 46, subpart D). Check the appropriate box:	
8) If the research involves any of the following, check all that are appropriate:	Interview, Other (Explain) : Archival data from participant generated web-based blog. Preservice teachers created a group/blog using the online messenger software called "Whatsapp". The software is famous among overseas users. It is installed in the phone and user can create closed groups.
9) Location(s) of Research Activities:	UH campus : The interviews will be conducted on telephone and the archival data from the web-based blog called, "whatsapp" will be collected online. So the researcher does not require to change location to conduct the study.
	Informed Consent. Signed informed consent is the default. A model consent

10) Informed Consent of Subjects: Your study protocol must clearly address one of the following areas:

is available on the CPHS website and should be used as a basis for developing your informed consent document. If applicable, the proposed consent must be included with the application.
(<http://www.research.uh.edu/PCC/CPHS/Informed.html>) ATTACH COPY OF PROPOSED CONSENT DOCUMENT

Research Protocol Data for Application ID: 5134

Question	Answer
11) Describe the research study design. (Describe the research methods to be employed and the variables to be studied. Include a description of the data collection techniques and/or the statistical methods to be employed.)	<p>The research studies pre-service teachers; narratives as they construct and re-construct their personal and social stories and experience their world (Connelly & Clandinin, 1990). I employ `inquiry into narratives where narrative (called as story) is phenomenon and `narrative inquiry as method, under study (Clandinin & Connelly, 2000; Connelly & Clandinin, 1990; Carter, 1993; Jalongo & Isenberg, 1995; Olson & Craig, 2001; Xu & Connelly, 2009; Elbaz, 1983). Broadly speaking, the approach allows seeing teachers narratives as metaphors for teaching and learning relationships in school based contexts (Clandinin & Connelly, 2000). Through living and telling, and re-living and re-telling, stories, teachers define their identity and express personal practical knowledge to themselves and others. This study employs narrative inquiry (Clandinin & Connelly, 2000) as a method to uncover pre-service teacher's narratives related to their student teaching experiences in schools. In particular, the narrative inquiry will examine challenges/issues confronted by pre-service teachers during student teaching in schools and processes involved in resolving or addressing those issues. Interpretative devices of narrative inquiry will be used to understand the coming together of theory and practice in their telling and re-telling of their stories. The pre-service teachers safely share their narratives within the collaborative relationship with the researcher. Collaborative nature of research offers a caring `knowledge community to student-teachers and makes their personal practical knowledge explicit to themselves and to others (Olson & Craig, 2001; Craig, 1995a, 2001, 2009; Noddings, 1986; Britzman, 2003; Lyons & LaBoskey, 2002). In this work, field texts are translated into research text through using four interpretative devices of narrative inquiry: broadening, burrowing, re-storying, and fictionalization. Broadening decides the general social and intellectual climate of the context within which participant pre-service teachers operate. For example, it explains the historical and socio-economic context of the teacher education program in India. It provides the landscape on which people, things and events interact with each other. Burrowing will be used to delve deeply into participant;s storied experiences and reflections. It focuses on the affective qualities of the event, such as moral, emotional and aesthetic. The idea is to probe the origin of these qualities and to re-construct a story of the event from the perspective of the participant, i.e. how they make sense of their storied experience. Restorying, of participants experience will illuminate how people change their understandings and identities across contexts and activities, and over time. Fictionalization, Fictionalization will be employed when the likelihood exists that participants will be identified through their descriptions and/or comments. It will shift circumstances to decrease the likelihood of participants being identified.</p>

<p>12) Describe each task subjects will be asked to perform.</p>	<p>Pre-service teachers perform two tasks; one-on-one interview, and group interview (Total time commitment = 6 hours/participant spread over three months) a) One-on-one interview: The purpose of interviews in research is to gain knowledge and understanding of the participants experience and of the meaning that they construct of those experiences (Mishler, 1990). Researcher will have telephonic, semi-structured interviews with every pre-service teacher as participant three times over three months. The medium of conversation is English. Each interview lasts for 1 hour. The total time commitment required by each participant in interviews is 3 hours. Interview will be recorded digitally on the recorder inbuilt in phone. The scheduling of the interviews is to be determined by the researcher and primary participant in advance. b) Group Interview: Researcher will conduct two semi-structured and group interviews through telephonic conferencing. All the participant will be divided into three groups. Each conference call lasts for 1 and 1/2 hours. Interview will be recorded digitally on the recorder inbuilt in phone. The medium of conversation is English. All interviews will be arranged in advance with the participants. Teacher education faculty perform one task: One-on-one interview (total time commitment = 3 hours spread over three months) Two one-on-one semi-structured and telephonic interviews will be conducted with faculty which will last for one and half hour each. The total time commitment required by Faculty members is 3 hours over three months. The medium of conversation is English. The program coordinator performs one task: One-on- one interview (total time commitment = 2 hours) A one-on-one semi-structured telephonic interview will be conducted with the program coordinator which will last for 2 hours. Total time commitment required by coordinator is hours. The medium of conversation is English.</p>
<p>13) Describe how potential subjects will be identified and recruited? (Attach a script or outline of all information that will be provided to potential subjects. Include a copy of all written solicitation, recruitment ad, and/or outline for oral presentation.)</p>	<p>The researcher and participants share a personal relationship for four years. The researcher has taught them for a year in the pre-service teacher education program in 2011 in India and since then has maintained the relationship. Therefore researcher has email address of few of the student teachers. Other email addresses are obtained through snowball sampling. The recruitment announcement will be made in English, on the online web-based blog named, "Whatsapp." Potential participants will be self-identified and based on student teachers self-determination that he/she meets the selection criteria. The faculty will be informed through email. The email addresses of the faculty are also collected through snowball sampling. The Coordinator will be informed through email. The email address of the coordinator is available on the Delhi University Website.</p>
<p>14) Describe the process for obtaining informed consent and/or assent. How will investigators ensure that each subjects participation will be voluntary (i.e., free of direct or implied coercion)?</p>	<p>To recruit preservice teachers for this study, an announcement will be made on the online web-based blog called "Whatsapp". The announcement script is attached. The researcher will explain that no rewards will be given to potential participants for taking part in the study, and furthermore that all participation is voluntary. Additionally, it will be explained that participants may leave at any time during the course of the study. All of this information will also be included on the participant consent forms. To inform teacher education faculty an email will be sent to them. Email Script is attached. To inform the coordinator an email will be sent to her. Email script is attached. All the the participants will send the scanned copy of the consent form with their signature to the email address of the researcher. The email address is mentioned in the consent form.</p>

15) Briefly describe each measurement instrument to be used in this study (e.g., questionnaires, surveys, tests, interview questions, observational procedures, or other instruments) AND attach to the application a copy of each (appropriately labeled and collated). If any are omitted, please explain.	<p>In this study, data will be collected through telephonic interviews, reflective journals and archives on the participant generated web-based blog. 1) Telephonic Interviews: (Total time =6 hours) The purpose of interviews in research is to gain knowledge and understanding of the participants experience and of the meaning that they construct of those experiences (Mishler, 1990). In this study, a series of three semi-structured interviews lasting 1 hour (3 hours total) will be conducted with the primary participating student teachers. A separate series of two group interviews (teleconferencing) lasting 1- 1/2 hours (3 hours total) will be conducted with the same group divided into two. Interview will be recorded digitally on the recorder inbuilt in phone with the agreement of the participants. All telephonic interviews will be arranged in advance with the participants. 2) Archival data on the participant generated web-based blog. Pre-service teachers have created a web-based blog for academic and non-academic discussions and sharing. They discuss varied topics ranging from class schedule to classroom management experiences. These blogs serve as knowledge communities which is a safe place for the participants to discuss and make sense of their teaching experiences (Craig 1995, Olson & Craig 2001). 3) Telephonic interviews will also be conducted with the two teacher education faculty (Total time = 2 hours) and the program coordinator (total time = 2 hours) Samples of interview/group interview questions are included in the appendices and sample questions are provided in the consent documents. Below is the list of appendices: Appendix 1-Sample Primary Participating Teacher and Focus Group Teacher Interview/Focus Group Questions</p>
16) Describe the setting and mode for administering any materials listed in question 15 (e.g., telephone, one-on-one, group). Include the duration, intervals of administration, and amount of time required for each survey/procedure. Also describe how you plan to maintain privacy and confidentiality during the administration.	<p>Pre-service teachers: a) Three One-one-one (3*1 hour = 3 hours) Primary participating preservice teacher interviews will be conducted using telephone. So the participants have the discretion to choose a private space as per their convenience. The researcher will sit in her study room behind closed doors at home. b) Two group interviews (2*1-1/2 hours = 3 hours) will take place using telephonic conferencing. So the student teachers have the discretion to choose a private space as per their convenience. The researcher will sit in her study room behind closed doors at home. Teacher Education Faculty a) Two interviews (2*1 = 2 hours) Telephonic interviews will be conducted with teacher education faculty. The participant faculty has the discretion to choose a private space as per their convenience. Program Coordinator b) One interview (1*2 hours = 2 hours) Telephonic interviews will be conducted with the program coordinator. The participant has the discretion to choose a private space as per their convenience.</p>
17) Approximately how much time will be required of each subject? Provide both a total time commitment as well as a time commitment for each visit/session.	<p>a) Pre-service teachers (Total time = 6 hours) Three one on one interviews of one hour each (1*3 = 3 hours) two focus group discussion of 1 and 1/2 hour each (1 and 1/2 * 2 = 3 hours) b) Teacher Education Faculty (Total time = 2 hours) Two one on one interview with faculty (1*2 = 2 hours) c) Program Coordinator (Total time = 2 hours)</p>
18) Will Subjects experience any possible risks involved with participation in this project?	
18.01) Risk of Physical Discomfort or Harm	No:
18.02) Risk of Psychological Harm (including stress/discomfort)	<p>Yes: :Yes: Research studies that involve audio-taping for the purpose of gathering information may be uncomfortable for participants. If discomfort is observed or shared, taping on the particular occasion will be halted and resumed at a later date. If discomfort persists, the participant may ask to be</p>

	dropped from the study or the principal investigator will recommend that the participant not continue participating in the study.
18.03) Risk of Legal Actions (such as criminal prosecution or civil sanctions)	No:
18.04) Risk of Harm to Social Status (such as loss of friendship)	No:
18.05) Risk of Harm to Employment Status	No:
18.06) Other Risks	No:
19) Does the research involve any of these possible risks or harms to subjects? Check all that apply.	
20) What benefits, if any, can the subject expect from their participation?	There are no direct benefits to the participant for participating in this study. While some participants may gain knowledge of teacher experiences through reflecting on their experiences and online web based blogging as a result of their participation in the study, this outcome is not assured or guaranteed. However, the participants can ask for a suggestion from the researcher regarding career, since they know each other from past three years.
21) What inducements or rewards (e.g., financial compensation, extra credit, and other incentives), if any, will be offered to potential subjects for their participation?	No inducements, rewards, or other incentives will be offered to potential subjects for their participation.

Research Data for Application ID: 5134

Question	Answer
22) Will you record any direct identifiers, names, social security numbers, addresses, telephone numbers, patient or student ID numbers, etc.?	Yes: :A list of participating pre-service teachers will be recorded. Where all published research is concerned, pseudonyms will be assigned to people's names. Participants may choose their pseudonyms if they so desire. To protect the confidentiality of the data, match lists will be kept in a separate location.
23) Will you retain a link between study code numbers and direct identifiers after the data collection is complete?	Yes: :Where the published research is concerned, pseudonyms will be assigned people's names. Participants may choose their pseudonyms if they so desire. To protect the confidentiality of the data, match lists will be kept in a separate location.
24) Will anyone outside the research team have access to the links or identifiers?	No:
25) Where, how long, and in what format (such as paper, digital or electronic media, video, audio or photographic) will data be kept? In addition, describe what security provisions will be taken to protect these data (password protection, encryption, etc.). [Note: University of Houston policy on data retention requires that research data be maintained for a minimum of 3 years after completion of the project. All research data collected during this project is subject to the University of Houston data retention policy found at http://www.research.uh.edu/Home/Division-of-Research/Research-Services/Research-	Data in paper, digital, electronic media, video, audio and photographic forms will be kept in filing cabinets and shelves in a locked research office (304E Farish Hall) for a period 3 years.

University of Houston

Division of Research

Re-Revised Consent letter for pre-service teachers

University of Houston

Pre-service teacher participant

Consent to Participate in Research

Project Title

Knowledge and Practice of Pre-service Teachers: Investigating Dialectics in Reflective Narratives

Principal Investigator Statement

The Principal Investigator of this study, Ms. Bobby Abrol, is a doctoral student in the Department of Curriculum and Instruction, College of Education, University of Houston. Her supervisor in this research is Cheryl J. Craig, Ph.D., professor in Curriculum and Instruction, College of Education, University of Houston.

Non-Participation in Research Study Statement

Your participation as a volunteer in this research study aiming to understand the dialectical relationship between the knowledge and practice of pre-service teachers is entirely voluntary. Should you decide not to participate, your non-participation will not result in a penalty of any sort. However, should you choose to participate, you retain the option to withdraw at any time. You also may refuse to participate in research activities that make you feel uncomfortable and may refuse to answer particular questions. Although you will be unable to remove specific comments from the audio recordings or transcripts, you may withdraw specific comments from the summary data and reports. Draft or interim forms of the summary data and reports will be shared with you within three months of the completion of the study. You will have an opportunity at that time to withdraw or rephrase specific comments for the summary data and reports.

Purpose of the study

This research involves full disclosure of purposes to participants. This means that the research progress will be shared with you throughout the inquiry process and that you will have access to the print and media data if you so desire. The intent of this research is to understand the experiences of pre-service teachers by investigating the dialectical relationship between the knowledge and practice. More specifically, the research aims to understand 1) What is the nature of challenges/issues confronted by pre-service teachers in during student teaching in schools? 2) What is the process the pre-service teachers go through in resolving or addressing those issues? 3) In what ways do pre-service teachers connect theory to practice in their teaching experiences? 4) What practical insights do pre-service teacher develop by enacting theory in practice?

Number of research participants required for the study: Seven

The research procedures for this study include: 1) Three one-one-one interview (Total time $1 \times 3 = 3$ hours) 2) Two group interview (Total time $1 \text{ and } \frac{1}{2} \text{ hour} \times 2 = 3$ hours) 3) Sharing copies of reflective journals compiled in conjunction with course work requirements.

Procedure

This study employs narrative inquiry as a method to uncover pre-service-teachers' reflections related to their student-teaching experiences practicum in schools. The field text for this study will be gathered through a variety of sources, as stated below.

Three one-one-one interview (Total time $1 \times 3 = 3$ hours). The purpose of interviews in research is to gain knowledge and understanding of the participants experience and of the meaning that they construct of those experiences (Mishler, 1990). The researcher will have telephonic interviews with every participant pre-service teacher three times over three months. The medium of conversation is English. Each interview lasts for 1 hour. The total time commitment required by each participant in interviews is 3 hours. Interview will be recorded digitally on the recorder inbuilt in phone. The scheduling of the interviews is to be determined by the researcher and primary participating pre-service teachers in advance.

Two group interview (Total time $1 \text{ and } \frac{1}{2} \text{ hour} \times 2 = 3$ hours). Researcher will conduct 2 group interviews through telephonic conferencing. All the participating pre-service teachers will be divided into three groups. Each conference call lasts for 1 and 1/2 hours. Interview will be recorded digitally on the recorder inbuilt in phone. The medium of conversation is English. All interviews will be arranged in advance with the participants.

Sharing an electronic copy of reflective journals every week. These reflective journals are compiled in conjunction with course work requirements

In interviews, you may be asked questions such as:

- 1) Tell me about challenges that you faced (or now facing) during your pre-service student teaching experiences?
- 2) What strategies did you employ (or are you employing) to deal with the above issues?
- 3) Why did you chose a particular strategy to work out the challenge?
- 4) In what ways does theory influences your decision making in class?
- 5) How does dealing with challenges transform or reform your teaching practice?
- 6) What are your personal criteria of evaluating your own teaching?
- 7) How do you know that you did a good job in teaching?
- 8) Share, an insight which you gained through the experience of student-teaching in schools.

Confidentiality

Interviews and conversations will be transcribed. Audiotapes and transcripts will be archived and stored in a locked office for a minimum of 3 years in Room no. 304 E at the University of Houston. Consent forms will also be secured in locked cabinets in a locked office for a minimum of 5 years. Telephonic Interviews will take place in locations where privacy is ensured. You have discretion

to select a place according to your convenience. In any written document that arises from the work, your contributions will be associated with the pseudonym to protect your identity.

Risks/Discomforts

Research studies that involve audio-taping for the purpose of gathering information may be uncomfortable, but do not pose risks. If discomfort is observed/shared, taping on the particular occasion will be halted and resumed at a later date. If discomfort persists, you may ask to be dropped from the study or the principal investigator will recommend your non-participation in the study.

Benefits

There are no direct benefits to you as a participant in the research study. However, you may develop a better understating of your teaching practice through conversations. However, this benefit is not guaranteed.

Alternatives

There is no alternative for this study other than not participating.

Publication Statement

The results of this study will also be published in professional journals, book chapters, white papers, conference papers, and book manuscripts. For all publications related to this study, you (and all other participants) will be assigned pseudonyms. You (and likewise, all research participants) may give final approval to direct quotes excerpted from your verbal or written comments. You may furthermore be requested to sign separate release forms for publications such as books. Some book publishers require this of all research participants, regardless of whether pseudonyms are or are not used.

Agreement for the Use of Audio Tapes

If you consent to take part in this study, please indicate whether you agree to be audio taped during the study by checking the appropriate box below. If you agree, please also indicate whether the audio tapes can be used for publication/presentations.

- ☐ I agree to be audio taped during the interview.
 - ☐ I agree that the audio tape(s) can be used in publication/presentations.
 - ☐ I do not agree that the audio tape(s) can be used in publication/presentations.
- ☐ I do not agree to be audio taped during the interview.

There is no alternative for this study other than not being audio taped. The participants will not be allowed to participate in the study if they do not agree to be audio taped.

Subject Rights

1. I understand that informed consent is required of all persons participating in this project.
2. I have been told that I may refuse to participate or to stop my participation in this project at any time before or during the project. I may also refuse to answer any question.
3. Any risks and/or discomforts have been explained to me, as have any potential benefits.
4. I understand the protections in place to safeguard any personally identifiable information related to my participation.
5. I understand that, if I have any questions, I may contact Bobby Abrol, University of Houston doctoral pre-service and researcher, at 713-743-3312, or her supervisor Cheryl J. Craig, Ph.D., Professor, Department of Curriculum and Instruction, College of Education at 713-743-3312. I may also contact the Department Secretary Rebecca Perez at 1 (713) 743-4977 to leave a message for Ms. Abrol.
6. I have been told that I may refuse to participate or stop my participation in this project at any time before or during the project. I may also refuse to answer any verbal or written question. I may also withdraw particular comments at a later date.
7. ANY QUESTIONS REGARDING MY RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT THE UNIVERSITY OF HOUSTON ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT.
7. All information that is obtained in connection with this project and that can be identified with me will remain confidential as far as possible within legal limits. Information gained from this study that can be identified with me may be released to no one other than the principal investigator and research assistants under her explicit direction. The results of the research may be published in empirical journals, professional publications, or educational presentations without identifying my name.

I have designated a contact in Delhi, India who shall be available to speak to you as necessary about the research; Name : Rachel Phillip; Email address : p.s.rachel@gmail.com

I HAVE READ (OR HAVE HAD READ TO ME) THE CONTENTS OF THIS CONSENT FORM AND HAVE BEEN ENCOURAGED TO ASK QUESTIONS. I HAVE RECEIVED ANSWERS TO MY QUESTIONS. I GIVE MY CONSENT TO PARTICIPATE IN THIS STUDY. I HAVE RECEIVED (OR WILL RECEIVE) A COPY OF THIS FORM FOR MY RECORDS AND FUTURE REFERENCE.

Study Participant (print name): _____

Signature of Study Participant: _____

Date: _____

I HAVE READ THIS FORM TO THE PARTICIPANT AND/OR THE PARTICIPANT HAS READ THIS FORM. AN EXPLANATION OF THE RESEARCH WAS GIVEN AND QUESTIONS FROM THE SUBJECT WERE SOLICITED AND ANSWERED TO THE PARTICIPANT'S SATISFACTION. IN MY JUDGMENT, THE PARTICIPANT HAS DEMONSTRATED COMPREHENSION OF THE INFORMATION.

Principal Investigator (print name and title): _____

Signature of Principal Investigator: _____

Date: _____

Re-Revised Consent form - Faculty as participant

University of Houston

Coordinator as participant

Consent to Participate in Research

Project Title

Knowledge and Practice of Pre-service Teachers: Investigating Dialectics in Reflective Narratives

Principal Investigator Statement

The Principal Investigator of this study, Ms. Bobby Abrol, is a doctoral student in the Department of Curriculum and Instruction, College of Education, University of Houston. Her supervisor in this research is Cheryl J. Craig, Ph.D., professor in Curriculum and Instruction, College of Education, University of Houston.

Non-Participation in Research Study Statement

Your participation as a volunteer in this research study aiming to understand the dialectical relationship between the knowledge and practice of pre-service teachers is entirely voluntary. Should you decide not to participate, your non-participation will not result in a penalty of any sort. However, should you choose to participate, you retain the option to withdraw at any time. You also may refuse to participate in research activities that make you feel uncomfortable and may refuse to answer particular questions. Although you will be unable to remove specific comments from the audio recordings or transcripts, you may withdraw specific comments from the summary data and reports. Draft or interim forms of the summary data and reports will be shared with you within three months of the completion of the study. You will have an opportunity at that time to withdraw or rephrase specific comments for the summary data and reports.

Purpose of the study

This research involves full disclosure of purposes to participants. This means that the research progress will be shared with you throughout the inquiry process and that you will have access to the print and media data if you so desire. The intent of this research is to understand the experiences of pre-service teachers by investigating the dialectical relationship between the knowledge and practice. More specifically, the research aims to understand 1) What is the nature of challenges/issues confronted by pre-service teachers in during student teaching in schools? 2) What is the process the pre-service teachers go through in resolving or addressing those issues? 3) In what ways do pre-service teachers connect theory to practice in their teaching experiences? 4) What practical insights do pre-service teacher develop by enacting theory in practice?

The number of research participants (Teacher education faculty) required for the study: Two

The research procedures for this study include: 1) A one-one-one interview (Total time = 2 hours).

Procedure

This study employs narrative inquiry as a method to investigate pre-service-teachers' experiences related to their student-teaching experiences practicum in schools. The field text for this study will be gathered through a variety of sources, as stated below.

Three one-one-one interview (Total time = 2 hours). The purpose of interviews in research is to gain knowledge and understanding of the participants experience and of the meaning that they construct of those experiences (Mishler, 1990). The researcher will have telephonic interview the coordinator. The medium of conversation is English. The interview lasts for 2 hours. The total time commitment required by the participant in interviews is 2 hours. Interview will be recorded digitally on the recorder inbuilt in phone. The scheduling of the interviews is to be determined by the researcher and primary participating faculty member in advance.

In interviews, you may be asked questions such as:

- 1) **Could you please share the circumstances and events which enabled the conceptualization of the Bachelor of Elementary Education Program in the University of Houston?**
- 2) **What made you be part of the founding members of this program?**
- 3) **What are some of the key principals of this program?**
- 4) **How is this program different from any other teacher education program?**
- 5) **Could you share some of the observations about the preservice teachers regarding the practicum?**
- 6) **Would you like to share, what is your idea of reforming this program?**

Alternatives

There is no alternative for this study other than not participating.

Confidentiality

Interviews and conversations will be transcribed. Audiotapes and transcripts will be archived and stored in a locked office for a minimum of 3 years in Room no. 304 E at the University of Houston. Consent forms will also be secured in locked cabinets in a locked office for a minimum of 5 years. Telephonic Interviews will take place in locations where privacy is ensured. You have discretion to select a place according to your convenience. In any written document that arises from the work, your contributions will be associated with the pseudonym to protect your identity.

Risks/Discomforts

Research studies that involve audio-taping for the purpose of gathering information may be uncomfortable, but do not pose risks. If discomfort is observed/shared, taping on the particular occasion will be halted and resumed at a later date. If discomfort persists, you may ask to be dropped from the study or the principal investigator will recommend your non-participation in the study.

Benefits

There are no direct benefits to you as a participant in the research study. However, you may develop a better understating of your teaching practice through conversations. However, this benefit is not guaranteed.

Publication Statement

The results of this study will also be published in professional journals, book chapters, white papers, conference papers, and book manuscripts. For all publications related to this study, you (and all other participants) will be assigned pseudonyms. You (and likewise, all research participants) may give final approval to direct quotes excerpted from your verbal or written comments. You may furthermore be requested to sign separate release forms for publications such as books. Some book publishers require this of all research participants, regardless of whether pseudonyms are or are not used.

I agree to audio-taping Yes _____ No _____

Agreement for the Use of Audio Tapes

If you consent to take part in this study, please indicate whether you agree to be audiotaped during the study by checking the appropriate box below. If you agree, please also indicate whether the audio tapes can be used for publication/presentations.

- ☐ I agree to be audio taped during the interview.
 - ☐ I agree that the audio tape(s) can be used in publication/presentations.
 - ☐ I do not agree that the audio tape(s) can be used in publication/presentations.
- ☐ I do not agree to be audiotaped during the interview.

There is no alternative for this study other than not being audio taped. The participants will not be allowed to participate in the study if they do not agree to be audio taped.

Subject Rights

1. I understand that informed consent is required of all persons participating in this project.

2. I have been told that I may refuse to participate or to stop my participation in this project at any time before or during the project. I may also refuse to answer any question.
3. Any risks and/or discomforts have been explained to me, as have any potential benefits.
4. I understand the protections in place to safeguard any personally identifiable information related to my participation.
5. I understand that, if I have any questions, I may contact Bobby Abrol, University of Houston doctoral pre-service and researcher, at 713-743-3312, or her supervisor Cheryl J. Craig, Ph.D., Professor, Department of Curriculum and Instruction, College of Education at 713-743-3312. I may also contact the Department Secretary Rebecca Perez at 1 (713) 743-4977 to leave a message for Ms. Abrol.
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7. ANY QUESTIONS REGARDING MY RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT THE UNIVERSITY OF HOUSTON ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT.

8. All information that is obtained in connection with this project and that can be identified with me will remain confidential as far as possible within legal limits. Information gained from this study that can be identified with me may be released to no one other than the principal investigator and research assistants under her explicit direction. The results of the research may be published in empirical journals, professional publications, or educational presentations without identifying my name.

I have designated a contact in Delhi, India who shall be available to speak to you as necessary about the research; Name : Rachel Phillip; Email address : p.s.rachel@gmail.com

I HAVE READ (OR HAVE HAD READ TO ME) THE CONTENTS OF THIS CONSENT FORM AND HAVE BEEN ENCOURAGED TO ASK QUESTIONS. I HAVE RECEIVED ANSWERS TO MY QUESTIONS. I

GIVE MY CONSENT TO PARTICIPATE IN THIS STUDY. I HAVE RECEIVED (OR WILL RECEIVE) A

COPY OF THIS FORM FOR MY RECORDS AND FUTURE REFERENCE.

Study Participant (print name): _____

Signature of Study Participant: _____

Date: _____

I HAVE READ THIS FORM TO THE PARTICIPANT AND/OR THE PARTICIPANT HAS READ THIS FORM.

AN EXPLANATION OF THE RESEARCH WAS GIVEN AND QUESTIONS FROM THE SUBJECT WERE SOLICITED AND ANSWERED TO THE PARTICIPANT'S SATISFACTION. IN MY JUDGMENT, THE

PARTICIPANT HAS DEMONSTRATED COMPREHENSION OF THE INFORMATION.

Principal Investigator (print name and title): _____

Signature of Principal Investigator: _____

Date: _____

Re-REvised Consent form - Coordinator as Participant

University of Houston

Coordinator as participant

Consent to Participate in Research

Project Title

Knowledge and Practice of Pre-service Teachers: Investigating Dialectics in Reflective Narratives

Principal Investigator Statement

The Principal Investigator of this study, Ms. Bobby Abrol, is a doctoral student in the Department of Curriculum and Instruction, College of Education, University of Houston. Her supervisor in this research is Cheryl J. Craig, Ph.D., professor in Curriculum and Instruction, College of Education, University of Houston.

Non-Participation in Research Study Statement

Your participation as a volunteer in this research study aiming to understand the dialectical relationship between the knowledge and practice of pre-service teachers is entirely voluntary. Should you decide not to participate, your non-participation will not result in a penalty of any sort. However, should you choose to participate, you retain the option to withdraw at any time. You also may refuse to participate in research activities that make you feel uncomfortable and may refuse to answer particular questions. Although you will be unable to remove specific comments from the audio recordings or transcripts, you may withdraw specific comments from the summary data and reports. Draft or interim forms of the summary data and reports will be shared with you within three months of the completion of the study. You will have an opportunity at that time to withdraw or rephrase specific comments for the summary data and reports.

Purpose of the study

This research involves full disclosure of purposes to participants. This means that the research progress will be shared with you throughout the inquiry process and that you will have access to the print and media data if you so desire. The intent of this research is to understand the experiences of pre-service teachers by investigating the dialectical relationship between the knowledge and practice. More specifically, the research aims to understand 1) What is the nature of challenges/issues confronted by pre-service teachers in during student teaching in schools? 2) What is the process the pre-service teachers go through in resolving or addressing those issues? 3) In what ways do pre-service teachers connect theory to practice in their teaching experiences? 4) What practical insights do pre-service teacher develop by enacting theory in practice?

The research procedures for this study include: 1) A one-one-one interview (Total time = 2 hours).

Procedure

This study employs narrative inquiry as a method to investigate pre-service-teachers' experiences related to their student-teaching experiences practicum in schools. The field text for this study will be gathered through a variety of sources, as stated below.

Three one-one-one interview (Total time = 2 hours). The purpose of interviews in research is to gain knowledge and understanding of the participants experience and of the meaning that they construct of those experiences (Mishler, 1990). The researcher will have telephonic interview the coordinator. The medium of conversation is English. The interview lasts for 2 hours. The total time commitment required by the participant in interviews is 2 hours. Interview will be recorded digitally on the recorder inbuilt in phone. The scheduling of the interviews is to be determined by the researcher and primary participating faculty member in advance.

In interviews, you may be asked questions such as:

- 1) **Could you please share the circumstances and events which enabled the conceptualization of the Bachelor of Elementary Education Program in the University of Houston?**
- 2) **What made you be part of the founding members of this program?**
- 3) **What are some of the key principals of this program?**
- 4) **How is this program different from any other teacher education program?**
- 5) **Could you share some of the observations about the preservice teachers regarding the practicum?**
- 6) **Would you like to share, what is your idea of reforming this program?**

Alternatives

There is no alternative for this study other than not participating.

Confidentiality

Interviews and conversations will be transcribed. Audiotapes and transcripts will be archived and stored in a locked office for a minimum of 3 years in Room no. 304 E at the University of Houston. Consent forms will also be secured in locked cabinets in a locked office for a minimum of 5 years. Telephonic Interviews will take place in locations where privacy is ensured. You have discretion to select a place according to your convenience. In any written document that arises from the work, your contributions will be associated with the pseudonym to protect your identity.

Risks/Discomforts

Research studies that involve audio-taping for the purpose of gathering information may be uncomfortable, but do not pose risks. If discomfort is observed/shared, taping on the particular occasion will be halted and resumed at a later date. If discomfort persists, you may ask to be dropped from the study or the principal investigator will recommend your non-participation in the study.

Benefits

There are no direct benefits to you as a participant in the research study. However, you may develop a better understating of your teaching practice through conversations. However, this benefit is not guaranteed.

Publication Statement

The results of this study will also be published in professional journals, book chapters, white papers, conference papers, and book manuscripts. For all publications related to this study, you (and all other participants) will be assigned pseudonyms. You (and likewise, all research participants) may give final approval to direct quotes excerpted from your verbal or written comments. You may furthermore be requested to sign separate release forms for publications such as books. Some book publishers require this of all research participants, regardless of whether pseudonyms are or are not used.

I agree to audio-taping Yes_____ No_____

Agreement for the Use of Audio Tapes

If you consent to take part in this study, please indicate whether you agree to be audio taped during the study by checking the appropriate box below. If you agree, please also indicate whether the audio tapes can be used for publication/presentations.

- ☐ I agree to be audio taped during the interview.
 - ☐ I agree that the audio tape(s) can be used in publication/presentations.
 - ☐ I do not agree that the audio/ video tape(s) can be used in publication/presentations.
- ☐ I do not agree to be audio taped during the interview.

There is no alternative for this study other than not being audio taped. The participants will not be allowed to participate in the study if they do not agree to be audio taped.

Subject Rights

1. I understand that informed consent is required of all persons participating in this project.

2. I have been told that I may refuse to participate or to stop my participation in this project at any time before or during the project. I may also refuse to answer any question.
3. Any risks and/or discomforts have been explained to me, as have any potential benefits.
4. I understand the protections in place to safeguard any personally identifiable information related to my participation.
5. I understand that, if I have any questions, I may contact Bobby Abrol, University of Houston doctoral pre-service and researcher, at 713-743-3312, or her supervisor Cheryl J. Craig, Ph.D., Professor, Department of Curriculum and Instruction, College of Education at 713-743-3312. I may also contact the Department Secretary Rebecca Perez at 1 (713) 743-4977 to leave a message for Ms. Abrol.
6. I have been told that I may refuse to participate or stop my participation in this project at any time before or during the project. I may also refuse to answer any verbal or written question. I may also withdraw particular comments at a later date.

7. ANY QUESTIONS REGARDING MY RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT THE UNIVERSITY OF HOUSTON ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT.

8. All information that is obtained in connection with this project and that can be identified with me will remain confidential as far as possible within legal limits. Information gained from this study that can be identified with me may be released to no one other than the principal investigator and research assistants under her explicit direction. The results of the research may be published in empirical journals, professional publications, or educational presentations without identifying my name.

I have designated a contact in Delhi, India who shall be available to speak to you as necessary about the research; Name : Rachel Phillip; Email address : p.s.rachel@gmail.com

I HAVE READ (OR HAVE HAD READ TO ME) THE CONTENTS OF THIS CONSENT FORM AND HAVE BEEN ENCOURAGED TO ASK QUESTIONS. I HAVE RECEIVED ANSWERS TO MY QUESTIONS. I GIVE MY CONSENT TO PARTICIPATE IN THIS STUDY. I HAVE RECEIVED (OR WILL RECEIVE) A COPY OF THIS FORM FOR MY RECORDS AND FUTURE REFERENCE.

Study Participant (print name): _____

Signature of Study Participant: _____

Date: _____

I HAVE READ THIS FORM TO THE PARTICIPANT AND/OR THE PARTICIPANT HAS READ THIS FORM.
AN EXPLANATION OF THE RESEARCH WAS GIVEN AND QUESTIONS FROM THE SUBJECT
WERE SOLICITED AND ANSWERED TO THE PARTICIPANT'S SATISFACTION. IN MY JUDGMENT, THE
PARTICIPANT HAS DEMONSTRATED COMPREHENSION OF THE INFORMATION.

Principal Investigator (print name and title): _____

Signature of Principal Investigator: _____

Date: _____

Revised Email script for the Coordinator

Knowledge and Practice of Pre-service Teachers: Investigating Dialectics through their Narratives

Email script for the Coordinator

(Note the following information will be made via email)

Dear Dr....., My name is Bobby Abrol. It's been three years since we last met. As you know, I have shifted to United States and currently a doctoral student in the School of Education at the University of Houston. The reason that I am posting today is to extend an invitation to participate in my dissertation research. My dissertation topic is "Knowledge and Practice of Pre-service Teachers: Investigating Dialectics through their Narratives". The purpose of my study is to better understand the experiences of pre-service teachers during student teaching.

I would like to conduct an interview with you for my study. Since you have been involved in the Bachelor of Elementary Education Program in Delhi University from past 20-25 years, your insights will provide the essential depth to my findings and helps to explain the landscape in which this program is created and implemented. In particular, I will conduct a two hour interview with you. Since, I am located in Houston, Texas, interviews will be conducted through telephone.

This project has been reviewed by the University of Houston Committee for the Protection of Human Subjects (713) 743-9204. If you are interested in participating, or would like more

information regarding any aspect of the study, you can leave comments or questions below this post. The study can inform teacher education practices in college of education. It will help teacher educators develop a deeper understanding of their pre- service teachers.

My contact Information:

Ms. Bobby Abrol

fbobbyabrol@uh.edu

(918) 281-9786

Revised Email script for the faculty

Knowledge and Practice of Pre-service Teachers: Investigating Dialectics through their Narratives

Recruitment Script for the Faculty

(Note the following information will be made via email)

Hello, My name is Bobby Abrol. It's been three years since we last met. As you know, I have shifted to United States and currently a doctoral student in the School of Education at the University of Houston. The reason that I am posting today is to extend an invitation to participate in my dissertation research. My dissertation topic is "Knowledge and Practice of Pre-service Teachers: Investigating Dialectics through their Narratives". The purpose of my study is to better understand the experiences of pre-service teachers during student teaching.

I am specifically looking for the tenured faculty in the Bachelor of Elementary Education Program in Delhi University, India. In particular, I am seeking to interview two faculty teachers in one-on-one interview. Since, I am located in Houston, Texas, interviews will be conducted through telephone.

.

This project has been reviewed by the University of Houston Committee for the Protection of Human Subjects (713) 743-9204. If you are interested in participating, or would like more information regarding any aspect of the study, you can leave comments or questions via email.

The study can inform teacher education practices in college of education. It will help teacher educators develop a deeper understanding of their pre- service teachers.

My contact Information:

Ms. Bobby Abrol

fbobbyabrol@uh.edu

001-(918) 281-9786

Revised Recruitment script for the preservice teachers

Knowledge and Practice of Pre-service Teachers: Investigating Dialectics through their Narratives

Recruitment Announcement for Pre-service Teachers

(Note the following announcement will be made on the participant generated web-based blog,
Where the researcher obtains permission to post)

Hello everyone. My name is Bobby Abrol. It's been three years since we last met. As you all know, I have shifted to United States and currently a doctoral student in the School of Education at the University of Houston. The reason that I am posting today is to extend an invitation to participate in my dissertation research. My dissertation topic is "Knowledge and Practice of Pre-service Teachers: Investigating Dialectics through their Narratives". The purpose of my study is to better understand the experiences of pre-service teachers during student teaching.

I am specifically looking for pre-service teachers studying in the final year, in the Bachelor of Elementary Education Program in Delhi University, India. In particular, I am seeking to interview seven preservice teachers in both one-on-one interview and group discussion. Since, I am located in Houston, Texas, interviews will be conducted through telephone.

.

This project has been reviewed by the University of Houston Committee for the Protection of Human Subjects (713) 743-9204. If you are interested in participating, or would like more

information regarding any aspect of the study, you can leave comments or questions via email or below this post. The study can inform teacher education practices in college of education.

My contact Information:

Ms. Bobby Abrol

fbobbyabrol@uh.edu

001- (918) 281-9786

Sample interview questions

Sample Interview Questions for semi-structured interviews with pre-service teachers

- 1) Tell me about challenges that you faced (or now facing) during your pre-service student teaching experiences?
- 2) What strategies did you employ (or are you employing) to deal with the above issues?
- 3) Why did you chose a particular strategy to work out the challenge?
- 4) In what ways does theory influences your decision making in class?
- 5) How does dealing with challenges transform or reform your teaching practice?
- 6) What are your personal criteria of evaluating your own teaching?
- 7) How do you know that you did a good job in teaching?
- 8) Share, an insight which you gained through the experience of student-teaching in schools.

FINAL APPROVAL

UNIVERSITY of HOUSTON

DIVISION OF RESEARCH

October 22, 2014

Ms. Bobby Abrol
c/o Dr. Cheryl Craig
Curriculum and Instruction

Dear Ms. Bobby Abrol,

The University of Houston's Institutional Review Board, Committee for the Protection of Human Subjects (1) reviewed your research proposal entitled "Knowledge and Practice of Preservice Teachers: Investigating Dialectics through their Narratives" on September 5, 2014, according to federal regulations and institutional policies and procedures.

At that time, your project was granted approval contingent upon your agreement to modify your protocol as stipulated by the Committee. The changes you have made adequately fulfill the requested contingencies, and your project is now **APPROVED**.

- **Approval Date: October 22, 2014**
- **Expiration Date: October 21, 2015**

As required by federal regulations governing research in human subjects, research procedures (including recruitment, informed consent, intervention, data collection or data analysis) may not be conducted after the expiration date.

To ensure that no lapse in approval or ongoing research occurs, please ensure that your protocol is resubmitted in RAMP for renewal by the **deadline for the September, 2015** CPHS meeting. Deadlines for submission are located on the CPHS website.

During the course of the research, the following must also be submitted to the CPHS:

- Any proposed changes to the approved protocol, prior to initiation; AND
- Any unanticipated events (including adverse events, injuries, or outcomes) involving possible risk to subjects or others, within 10 working days.

If you have any questions, please contact Samoya Copeland at (713) 743-9534.

Sincerely yours,



Dr. Daniel O'Connor, Chair
Committee for the Protection of Human Subjects (1)

PLEASE NOTE: All subjects must receive a copy of the informed consent document, if one is approved for use. All research data, including signed consent documents, must be retained according to the University of Houston Data Retention Policy (found on the CPHS website) as well as requirements of the FDA and external sponsor(s), if applicable. Faculty sponsors are responsible for retaining data for student projects on the UH campus for the required period of record retention.

Protocol Number: 15002-01

Full Review: ☐

Expedited Review: ☒

316 E. Cullen Building Houston, TX 77204-2015 (713) 743-9204 Fax: (713) 743-9577

COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS.

Letter of approval from Delhi Univerisity



Faculty of Education
UNIVERSITY OF DELHI

Department of Education
(CENTRAL INSTITUTE OF EDUCATION)

33, Chhatra Marg, Delhi - 110007
Telephones : 27667030, 27667509
27667725 Ext. 1592
Telefax : 91-11-27667925
E-mail : cieedu@vsnl.com
Internet : www.cie.du.ac.in

September 8, 2014

Professor Poonam Batra
Coordinator, Bachelor of Elementary Education
Central Institute of Education
University of Delhi
Delhi - 110 007

Re: Research Study proposed by Ms. Bobby Abrol

To Whom It May Concern

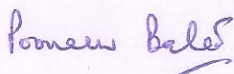
The purpose of this letter is to extend my support of the proposed research by Bobby Abrol on the experiences of pre-service teachers during student-teaching phase of a Teacher Education Programme, named Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. Her study, entitled "Knowledge and practice of pre-service teachers: Investigating the dialectic through narratives", is aimed to understand: (i) What is the nature of challenges/issues confronted by pre-service teachers in during student teaching in schools? (ii) What is the process the pre-service teachers go through in resolving or addressing those issues? (iii) In what ways do pre-service teachers connect theory to practice in their teaching experiences? (iv) What practical insights do pre-service teacher develop by enacting theory in practice? My acquaintance with Ms. Abrol goes back to 2008 when I taught her in the Master's Programme in Education at the Tata Institute of Social Sciences, Mumbai.

It is my understanding that the research will involve seven pre-service teachers doing their student-teaching in schools and two tenured faculty directly involved in mentoring these pre-service teachers. It will also involve myself as the coordinator of the Bachelor of Elementary Education (B.El.Ed.) programme. The consent form to be shared with the participants has been shared with me. As Ms. Abrol has explained the data will be collected in the form of individual and group interviews. The participation of the pre-service teachers, faculty and myself is voluntary. Further, the research study requires time-commitment from the participants as outlined in the following table, provided by Ms. Abrol.

Participant	Nature of Activity	Time commitment	Frequency	Total time
Seven Pre-service teacher	One-on-one interview (telephonic)	1 hour	3	3 hours
	Group interview (tele-conferencing)	1-1/2 hours	2	3 hours
Two Faculty	One-on-one interview (telephonic)	1 – ½ hours	2	3 hours
Programme Coordinator	One-on-one interview (telephonic)	2 hours	1	2 hours

This research will help to capture the actualities and complexities of teaching practice through pre-service teacher's narratives. This study is promising in terms of developing the discourse on teacher's knowledge and informs perspectives on teacher education. On behalf of the Bachelor of Elementary Programme at the University of Delhi, I ascertain that the research is ethical and acceptable within the context of Indian culture and lend my support for the study.

Sincerely



Poonam Batra
Professor of Education

APPROVED WITH STIPULATIONS

UNIVERSITY of HOUSTON

DIVISION OF RESEARCH

September 9, 2014

Ms. Bobby Abrol
c/o Dr. Cheryl Craig
Curriculum and Instruction

Dear Ms. Bobby Abrol,

The University of Houston Committee for the Protection of Human Subjects (1) reviewed your research proposal entitled "Knowledge and Practice of Preservice Teachers: Investigating Dialectics through their Narratives" on September 5, 2014, according to institutional guidelines.

The Committee has given your project approval pending clarification of the stipulations listed below:

1. An approval letter from the Dehli University must be submitted to the CPHS prior to initiation of the research.
2. Please identify the web-based blog referenced in the application.
3. Prior to final approval the following member must complete the Human Subjects training requirement: Dr. Cheryl Craig. Please refer to our link: <http://www.uh.edu/research/compliance/irb-cphs/hs-training/>. Clarify in your resubmission that all training has been completed.
4. The consent documents must include an AGREEMENT FOR THE USE OF AUDIO TAPES section; please refer to the template titled "Informed Consent Template-Confidential Research" found on the Division of Research website. Also indicate if participants can still take part in the research if they do not agree to the audiotaping and if they can, describe the procedure to record their responses.
5. The data retention period is stated inconsistently between question 25 of the application (5-20 years) and the consent documents (3 years). Clarification is required.
6. The following statement must be included "This project has been reviewed by the University of Houston Committee for the Protection of Human Subjects (713) 743-9204" on all written recruitment materials.
7. The number of participants should be stated in the consent documents.
8. The recruitment material must include contact information (UH email address or office number) for the investigator.
9. The response to question 13 of the application must clarify how email addresses will be obtained.
10. The response to question 14 of the application must describe how consent will be obtained signed consent forms will be obtained from subjects in Dehli, India.
11. The response to question 6.06 should also describe how the investigator and participants will determine if potential participants are eligible to participate in the study. Will it be done by means such as a questionnaire or interview?

316 E. Cullen Building Houston, TX 77204-2015 (713) 743-9204 Fax: (713) 743-9577

COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS.

UNIVERSITY of HOUSTON

DIVISION OF RESEARCH

12. The two email recruitment scripts instruct the potential participants to enter comments 'below this post', which is only applicable for the blog recruitment message. The email message should contain instructions for sending questions to the investigator via email. The blog post recruitment might also provide that option.

You must submit evidence of compliance with the above stipulations online via the Research Administration Management Portal (RAMP), by October 5, 2014. The material you submit to meet these contingencies must be certified by the Committee for the Protection of Human Subjects as acceptable before you may begin data collection. If you fail to respond by this date, your approval may be revoked. This would necessitate your reapplying to the Committee prior to initiation of your research project. Research without the Committee's sanction could result in an administrative block to the receipt of your degree.

In order to expedite review, please prepare a cover letter that explains the response to each item. Once you met these requirements, this project must be reviewed annually, or prior to any change approved procedures.

If you have any questions, please contact Samoya Copeland at (713) 743-9534.

Sincerely yours,



Dr. Daniel O'Connor, Chair
Committee for the Protection of Human Subjects (1)

Protocol Number: 15002-01

Full Review: ____ Expedited Review: X

Complete Packet



UNIVERSITY OF HOUSTON
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UNIVERSITY OF HOUSTON
Division of Research
Institutional Review Board Application

Generated at: 8/28/2014
3:15:29 PM

Institutional Review Board
Application ID :

15002-01 - (5134)

Title :

Knowledge and Practice of Preservice Teachers: Investigating
Dialectics through their Narratives

Approval details for the Application Id: 5134

	Decision	Approver Name	Date	Comment
PI signature	Approved	Abrol, Bobby Ms.	07/25/2014	
Faculty Sponsor signature	Approved	Craig, Cheryl Dr.	08/08/2014	
Chair/Dean signature	Approved	Hutchison, Laveria F. Dr.	08/08/2014	
Chair/Dean signature	Approved	McPherson, Robert H. Dean	08/08/2014	
DOR signature	Approved	Admin, IRB	08/26/2014	

University of Houston

Division of Research

Application Data for Application ID: 5134

Title	Knowledge and Practice of Preservice Teachers: Investigating Dialectics through their Narratives
Application Type	New
Review Type	Expedited
Expedite Code	7: Research on individual or group characteristics or
Exemption Code	Not Applicable
Research Reason	Candidacy/Professional Paper :This study employs narrative inquiry to understand the dialectical relationship between the knowledge and practice of preservice teachers in India through their narratives.

Investigator Data for Application ID: 5134

PI Name	Is Principal?	Is Co-Investigator?	Is External?	Other Personnel Type?	Is Student?	Faculty Sponsor Name
Abrol, Bobby Ms.	Yes		No		Yes	Craig, Cheryl Dr.

Project Review Summary Data for Application ID: 5134

Question	Answer
4) State the specific research hypotheses or questions to be addressed in this study	1) What is the nature of challenges/issues confronted by pre-service teachers in during student teaching in schools? 2) What is the process the pre-service teachers go through in resolving or addressing those issues? 3) In what ways do pre-service teachers connect theory to practice in their teaching experiences? 4) What practical insights do pre-service teacher develop by enacting theory in practice?
5) What is the importance/significance of the knowledge that may result?	The study can inform teacher education practices in college of education. It will help teacher educators develop a deeper understanding of their preservice teachers.
6) Type of Subject Population (check all that are appropriate)	Adults
6.01) Expected maximum number of participants	Expected maximum number of participants is ten (Total = 10). They are drawn as following: Seven pre-service teachers, studying at a Teacher Education Program, named Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. Two Teacher Education tenured faculty, teaching at a Teacher Education Program, named Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. One Teacher Education Program coordinator of the Bachelor of Elementary Education Program at Delhi University, India.
6.02) Age of proposed subject(s) (check all that apply)	Adults (18yrs-64yrs)
	Inclusion factors for pre-service teachers are as following: a. Participants must be a pre-service teacher studying at a Teacher Education Program, named Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. b. Participant must be completing their mandatory student teaching

6.03) Inclusion Criteria:	experience and use English as academic language. Inclusion factors for faculty are as following: a. Participating faculty must be a tenured faculty, teaching at a Teacher Education Program, named Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. d. Participating faculty must be directly involved in student teacher experiences of the above pre-service teachers and use English as academic language. Inclusion factors for Teacher Education Program coordinator are as following: e. The Teacher Education Program coordinator should be currently holding the office as Coordinator of the Bachelor of Elementary Education Program at Delhi University, India and use English as academic language.
6.04) Exclusion Criteria:	Exclusion factors for preservice teachers are as following: a. Student teachers who are not studying in the Teacher Education program named, Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. Exclusion factors for Teacher Education faculty are as following: b. Teacher Education faculty who is not involved in student-teaching practicum. c. Teacher Education faculty who is not tenured. Exclusion factors for preservice teachers are as following: d. Program coordinator who is not holding the office for the Bachelor of Elementary Education Program at Delhi University, India.
6.05) Justification:	This study focuses on the experiences of pre-service teachers during student teaching of a Teacher Education Program, named Bachelor of Elementary Education (B.El.Ed.) at Delhi University, India. For this reason, only preservice teachers who are completing their student-teaching and use English as academic language will be included as participants. The researcher has taught these preservice teachers three years back and knows them personally.
6.06) Determination:	Preservice teachers as participants will be determined based on their self identification as preservice teachers, English speakers and willing to voluntarily participate in the study. Teacher Education Faculty as participants will be determined based on their involvement in the teacher education program, English speakers and willing to voluntarily participate in the study. Program Coordinator as participant will be determined based her involvement in the teacher education program, English speaker and willing to voluntarily participate in the study.
7) If this study proposes to include children, this inclusion must meet one of the following criterion for risk/benefits assessment according to the federal regulations (45 CFR 46, subpart D). Check the appropriate box:	
8) If the research involves any of the following, check all that are appropriate:	Interview,Other (Explain) :Archival data from participant generated web-based blog.
9) Location(s) of Research Activities:	UH campus :The interviews will be conducted on telephone and the archival data will be collected online. So the researcher does not require to change location to conduct the study.
10) Informed Consent of Subjects: Your study protocol must clearly address one of the following areas:	Informed Consent. Signed informed consent is the default. A model consent is available on the CPHS website and should be used as a basis for developing your informed consent document. If applicable, the proposed consent must be included with the application. (http://www.research.uh.edu/PCC/CPHS/Informed.html) ATTACH COPY OF PROPOSED CONSENT DOCUMENT

Research Protocol Data for Application ID: 5134

Question	Answer
<p>11) Describe the research study design. (Describe the research methods to be employed and the variables to be studied. Include a description of the data collection techniques and/or the statistical methods to be employed.)</p>	<p>The research studies pre-service teachers' narratives as they construct and re-construct their personal and social stories and experience their world (Connelly & Clandinin, 1990). I employ 'inquiry into narratives where narrative (called as story) is phenomenon and 'narrative inquiry as method, under study (Clandinin & Connelly, 2000; Connelly & Clandinin, 1990; Carter, 1993; Jalongo & Isenberg, 1995; Olson & Craig, 2001; Xu & Connelly, 2009; Elbaz, 1983). Broadly speaking, the approach allows seeing teachers narratives as metaphors for teaching and learning relationships in school based contexts (Clandinin & Connelly, 2000). Through living and telling, and re-living and re-telling, stories, teachers define their identity and express personal practical knowledge to themselves and others. This study employs narrative inquiry (Clandinin & Connelly, 2000) as a method to uncover pre-service teacher's narratives related to their student teaching experiences in schools. In particular, the narrative inquiry will examine challenges/issues confronted by pre-service teachers during student teaching in schools and processes involved in resolving or addressing those issues. Interpretative devices of narrative inquiry will be used to understand the coming together of theory and practice in their telling and re-telling of their stories. The pre-service teachers safely share their narratives within the collaborative relationship with the researcher. Collaborative nature of research offers a caring 'knowledge community to student-teachers and makes their personal practical knowledge explicit to themselves and to others (Olson & Craig, 2001; Craig, 1995a, 2001, 2009; Noddings, 1986; Britzman, 2003; Lyons & LaBoskey, 2002). In this work, field texts are translated into research text through using four interpretative devices of narrative inquiry: broadening, burrowing, re-storying, and fictionalization. Broadening decides the general social and intellectual climate of the context within which participant pre-service teachers operate. For example, it explains the historical and socio-economic context of the teacher education program in India. It provides the landscape on which people, things and events interact with each other. Burrowing will be used to delve deeply into participant's storied experiences and reflections. It focuses on the affective qualities of the event, such as moral, emotional and aesthetic. The idea is to probe the origin of these qualities and to re-construct a story of the event from the perspective of the participant, i.e. how they make sense of their storied experience. Restorying, of participants experience will illuminate how people change their understandings and identities across contexts and activities, and over time. Fictionalization, Fictionalization will be employed when the likelihood exists that participants will be identified through their descriptions and/or comments. It will shift circumstances to decrease the likelihood of participants being identified.</p>
	<p>Pre-service teachers perform two tasks; one-on-one interview, and group interview (Total time commitment = 6 hours/participant spread over three months) a) One-on-one interview: The purpose of interviews in research is to gain knowledge and understanding of the participants experience and of the meaning that they construct of those experiences (Mishler, 1990). Researcher will have telephonic, semi-structured interviews with every pre-</p>

12) Describe each task subjects will be asked to perform.	<p>service teacher as participant three times over three months. The medium of conversation is English. Each interview lasts for 1 hour. The total time commitment required by each participant in interviews is 3 hours. Interview will be recorded digitally on the recorder inbuilt in phone. The scheduling of the interviews is to be determined by the researcher and primary participant in advance. b) Group Interview: Researcher will conduct two semi-structured and group interviews through telephonic conferencing. All the participant will be divided into three groups. Each conference call lasts for 1 and 1/2 hours. Interview will be recorded digitally on the recorder inbuilt in phone. The medium of conversation is English. All interviews will be arranged in advance with the participants. Teacher education faculty perform one task: One-on-one interview (total time commitment = 3 hours spread over three months) Two one-on-one semi-structured and telephonic interviews will be conducted with faculty which will last for one and half hour each. The total time commitment required by Faculty members is 3 hours over three months. The medium of conversation is English. The program coordinator performs one task: One-on- one interview (total time commitment = 2 hours) A one-on-one semi-structured telephonic interview will be conducted with the program coordinator which will last for 2 hours. Total time commitment required by coordinator is hours. The medium of conversation is English.</p>
13) Describe how potential subjects will be identified and recruited? (Attach a script or outline of all information that will be provided to potential subjects. Include a copy of all written solicitation, recruitment ad, and/or outline for oral presentation.)	<p>A recruitment announcement will be made in English, on the online web-based blog. Potential participants will be self-identified and based on student teachers self-determination that he/she meets the selection criteria. The faculty will be informed through email. The Coordinator will be informed through email.</p>
14) Describe the process for obtaining informed consent and/or assent. How will investigators ensure that each subjects participation will be voluntary (i.e., free of direct or implied coercion)?	<p>To recruit preservice teachers for this study, an announcement will be made on the online web-based blog. The announcement script is attached. The researcher will explain that no rewards will be given to potential participants for taking part in the study, and furthermore that all participation is voluntary. Additionally, it will be explained that participants may leave at any time during the course of the study. All of this information will also be included on the participant consent forms. To inform teacher education faculty an email will be sent to them. Email Script is attached. To inform the coordinator an email will be sent to her. Email script is attached.</p>
	<p>In this study, data will be collected through telephonic interviews, reflective journals and archives on the participant generated web-based blog. 1) Telephonic Interviews: (Total time =6 hours) The purpose of interviews in research is to gain knowledge and understanding of the participants experience and of the meaning that they construct of those experiences (Mishler, 1990). In this study, a series of three semi-structured interviews lasting 1 hour (3 hours total) will be conducted with the primary participating student teachers. A separate series of two group interviews</p>

15) Briefly describe each measurement instrument to be used in this study (e.g., questionnaires, surveys, tests, interview questions, observational procedures, or other instruments) AND attach to the application a copy of each (appropriately labeled and collated). If any are omitted, please explain.	(teleconferencing) lasting 1- 1/2 hours (3 hours total) will be conducted with the same group divided into two. Interview will be recorded digitally on the recorder inbuilt in phone with the agreement of the participants. All telephonic interviews will be arranged in advance with the participants. 2) Archival data on the participant generated web-based blog. Pre-service teachers have created a web-based blog for academic and non-academic discussions and sharing. They discuss varied topics ranging from class schedule to classroom management experiences. These blogs serve as knowledge communities which is a safe place for the participants to discuss and make sense of their teaching experiences (Craig 1995, Olson & Craig 2001). 3) Telephonic interviews will also be conducted with the two teacher education faculty (Total time = 2 hours) and the program coordinator (total time = 2 hours) Samples of interview/group interview questions are included in the appendices and sample questions are provided in the consent documents. Below is the list of appendices: Appendix 1-Sample Primary Participating Teacher and Focus Group Teacher Interview/Focus Group Questions
16) Describe the setting and mode for administering any materials listed in question 15 (e.g., telephone, one-on-one, group). Include the duration, intervals of administration, and amount of time required for each survey/procedure. Also describe how you plan to maintain privacy and confidentiality during the administration.	Pre-service teachers: a) Three One-one-one (3*1 hour = 3 hours) Primary participating preservice teacher interviews will be conducted using telephone. So the participants have the discretion to choose a private space as per their convenience. The researcher will sit in her study room behind closed doors at home. b) Two group interviews (2*1-1/2 hours = 3 hours) will take place using telephonic conferencing. So the student teachers have the discretion to choose a private space as per their convenience. The researcher will sit in her study room behind closed doors at home. Teacher Education Faculty a) Two interviews (2*1 = 2 hours) Telephonic interviews will be conducted with teacher education faculty. The participant faculty has the discretion to choose a private space as per their convenience. Program Coordinator b) One interview (1*2 hours = 2 hours) Telephonic interviews will be conducted with the program coordinator. The participant has the discretion to choose a private space as per their convenience.
17) Approximately how much time will be required of each subject? Provide both a total time commitment as well as a time commitment for each visit/session.	a) Pre-service teachers (Total time = 6 hours) Three one on one interviews of one hour each (1*3 = 3 hours) two focus group discussion of 1 and 1/2 hour each (1 and 1/2 * 2 = 3 hours) b) Teacher Education Faculty (Total time = 2 hours) Two one on one interview with faculty (1*2 = 2 hours) c) Program Coordinator (Total time = 2 hours)
18) Will Subjects experience any possible risks involved with participation in this project?	
18.01) Risk of Physical Discomfort or Harm	No:
18.02) Risk of Psychological Harm (including stress/discomfort)	Yes: :Yes: Research studies that involve audio-taping for the purpose of gathering information may be uncomfortable for participants. If discomfort is observed or shared, taping on the particular occasion will be halted and resumed at a later date. If discomfort persists, the participant may ask to be dropped from the study or the principal investigator will recommend that the participant not continue participating in the study.
18.03) Risk of Legal Actions (such as criminal prosecution or civil sanctions)	No:
18.04) Risk of Harm to Social Status (such as loss of friendship)	No:
18.05) Risk of Harm to Employment Status	No:

18.06) Other Risks	No:
19) Does the research involve any of these possible risks or harms to subjects? Check all that apply.	
20) What benefits, if any, can the subject expect from their participation?	There are no direct benefits to the participant for participating in this study. While some participants may gain knowledge of teacher experiences through reflecting on their experiences and online web based blogging as a result of their participation in the study, this outcome is not assured or guaranteed. However, the participants can ask for a suggestion from the researcher regarding career, since they know each other from past three years.
21) What inducements or rewards (e.g., financial compensation, extra credit, and other incentives), if any, will be offered to potential subjects for their participation?	No inducements, rewards, or other incentives will be offered to potential subjects for their participation.

Research Data for Application ID: 5134

Question	Answer
22) Will you record any direct identifiers, names, social security numbers, addresses, telephone numbers, patient or student ID numbers, etc.?	Yes: :A list of participating pre-service teachers will be recorded. Where all published research is concerned, pseudonyms will be assigned to people's names. Participants may choose their pseudonyms if they so desire. To protect the confidentiality of the data, match lists will be kept in a separate location.
23) Will you retain a link between study code numbers and direct identifiers after the data collection is complete?	Yes: :Where the published research is concerned, pseudonyms will be assigned people's names. Participants may choose their pseudonyms if they so desire. To protect the confidentiality of the data, match lists will be kept in a separate location.
24) Will anyone outside the research team have access to the links or identifiers?	No:
25) Where, how long, and in what format (such as paper, digital or electronic media, video, audio or photographic) will data be kept? In addition, describe what security provisions will be taken to protect these data (password protection, encryption, etc.). [Note: University of Houston policy on data retention requires that research data be maintained for a minimum of 3 years after completion of the project. All research data collected during this project is subject to the University of Houston data retention policy found at http://www.research.uh.edu/Home/Division-of-Research/Research-Services/Research-Policies/Access-to-and-Retention-of-Research-Data.aspx]	Data in paper, digital, electronic media, video, audio and photographic forms will be kept in filing cabinets and shelves in a locked research office (304E Farish Hall) for a minimum of five years and a maximum of 20 years.

Consent form - Faculty as participant

University of Houston

Coordinator as participant

Consent to Participate in Research

Project Title

Knowledge and Practice of Pre-service Teachers: Investigating Dialectics in Reflective Narratives

Principal Investigator Statement

The Principal Investigator of this study, Ms. Bobby Abrol, is a doctoral student in the Department of Curriculum and Instruction, College of Education, University of Houston. Her supervisor in this research is Cheryl J. Craig, Ph.D., professor in Curriculum and Instruction, College of Education, University of Houston.

Non-Participation in Research Study Statement

Your participation as a volunteer in this research study aiming to understand the dialectical relationship between the knowledge and practice of pre-service teachers is entirely voluntary. Should you decide not to participate, your non-participation will not result in a penalty of any sort. However, should you choose to participate, you retain the option to withdraw at any time. You also may refuse to participate in research activities that make you feel uncomfortable and may refuse to answer particular questions. Although you will be unable to remove specific comments from the audio recordings or transcripts, you may withdraw specific comments from the summary data and reports. Draft or interim forms of the summary data and reports will be shared with you within three months of the completion of the study. You will have an opportunity at that time to withdraw or rephrase specific comments for the summary data and reports.

Purpose of the study

This research involves full disclosure of purposes to participants. This means that the research progress will be shared with you throughout the inquiry process and that you will have access to the print and media data if you so desire. The intent of this research is to understand the experiences of pre-service teachers by investigating the dialectical relationship between the knowledge and practice. More specifically, the research aims to understand 1) What is the nature of challenges/issues confronted by pre-service teachers in during student teaching in schools? 2) What is the process the pre-service teachers go through in resolving or addressing those issues? 3) In what ways do pre-service teachers connect theory to practice in their teaching experiences? 4) What practical insights do pre-service teacher develop by enacting theory in practice?

The research procedures for this study include: 1) A one-one-one interview (Total time = 2 hours).

Procedure

This study employs narrative inquiry as a method to investigate pre-service-teachers' experiences related to their student-teaching experiences practicum in schools. The field text for this study will be gathered through a variety of sources, as stated below.

Three one-one-one interview (Total time = 2 hours). The purpose of interviews in research is to gain knowledge and understanding of the participants experience and of the meaning that they construct of those experiences (Mishler, 1990). The researcher will have telephonic interview the coordinator. The medium of conversation is English. The interview lasts for 2 hours. The total time commitment required by the participant in interviews is 2 hours. Interview will be recorded digitally on the recorder inbuilt in phone. The scheduling of the interviews is to be determined by the researcher and primary participating faculty member in advance.

In interviews, you may be asked questions such as:

- 1) **Could you please share the circumstances and events which enabled the conceptualization of the Bachelor of Elementary Education Program in the University of Houston?**
- 2) **What made you be part of the founding members of this program?**
- 3) **What are some of the key principals of this program?**
- 4) **How is this program different from any other teacher education program?**
- 5) **Could you share some of the observations about the preservice teachers regarding the practicum?**
- 6) **Would you like to share, what is your idea of reforming this program?**

Alternatives

There is no alternative for this study other than not participating.

Confidentiality

Interviews and conversations will be transcribed. Audiotapes and transcripts will be archived and stored in a locked office for a minimum of 3 years in Room no. 304 E at the University of Houston. Consent forms will also be secured in locked cabinets in a locked office for a minimum of 5 years. Telephonic Interviews will take place in locations where privacy is ensured. You have discretion to select a place according to your convenience. In any written document that arises from the work, your contributions will be associated with the pseudonym to protect your identity.

Risks/Discomforts

Research studies that involve audio-taping for the purpose of gathering information may be

uncomfortable, but do not pose risks. If discomfort is observed/shared, taping on the particular occasion will be halted and resumed at a later date. If discomfort persists, you may ask to be dropped from the study or the principal investigator will recommend your non-participation in the study.

Benefits

There are no direct benefits to you as a participant in the research study. However, you may develop a better understating of your teaching practice through conversations. However, this benefit is not guaranteed.

Publication Statement

The results of this study will also be published in professional journals, book chapters, white papers, conference papers, and book manuscripts. For all publications related to this study, you (and all other participants) will be assigned pseudonyms. You (and likewise, all research participants) may give final approval to direct quotes excerpted from your verbal or written comments. You may furthermore be requested to sign separate release forms for publications such as books. Some book publishers require this of all research participants, regardless of whether pseudonyms are or are not used.

I agree to audio-taping Yes_____ No_____

Subject Rights

1. I understand that informed consent is required of all persons participating in this project.
2. All procedures have been explained to me and all my questions have been answered to my satisfaction.
3. Any risks and/or discomforts have been explained to me.
4. Any benefits have been explained to me.
5. I understand that, if I have any questions, I may contact Bobby Abrol, University of Houston doctoral pre-service and researcher, at 713-743-3312, or her supervisor Cheryl J. Craig, Ph.D., Professor, Department of Curriculum and Instruction, College of Education at 713-743-3312. I may also contact the Department Secretary Rebecca Perez at 1 (713) 743-4977 to leave a message for Ms. Abrol.
6. I have been told that I may refuse to participate or stop my participation in this project at any time before or during the project. I may also refuse to answer any verbal or written question. I may also withdraw particular comments at a later date.
7. ANY QUESTIONS REGARDING MY RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT THE UNIVERSITY OF HOUSTON ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT.

8. All information that is obtained in connection with this project and that can be identified with me will remain confidential as far as possible within legal limits. Information gained from this study that can be identified with me may be released to no one other than the principal investigator and research assistants under her explicit direction. The results of the research may be published in empirical journals, professional publications, or educational presentations without identifying my name.

I have designated a contact in Delhi, India who shall be available to speak to you as necessary about the research; Name : Rachel Phillip; Email address : p.s.rachel@gmail.com

I HAVE READ (OR HAVE HAD READ TO ME) THE CONTENTS OF THIS CONSENT FORM AND HAVE BEEN ENCOURAGED TO ASK QUESTIONS. I HAVE RECEIVED ANSWERS TO MY QUESTIONS. I GIVE MY CONSENT TO PARTICIPATE IN THIS STUDY. I HAVE RECEIVED (OR WILL RECEIVE) A COPY OF THIS FORM FOR MY RECORDS AND FUTURE REFERENCE.

Study Participant (print name): _____

Signature of Study Participant: _____

Date: _____

I HAVE READ THIS FORM TO THE PARTICIPANT AND/OR THE PARTICIPANT HAS READ THIS FORM. AN EXPLANATION OF THE RESEARCH WAS GIVEN AND QUESTIONS FROM THE SUBJECT WERE SOLICITED AND ANSWERED TO THE PARTICIPANT'S SATISFACTION. IN MY JUDGMENT, THE PARTICIPANT HAS DEMONSTRATED COMPREHENSION OF THE INFORMATION.

Principal Investigator (print name and title): _____

Signature of Principal Investigator: _____

Date: _____

Consent form - Coordinator as Participant

University of Houston

Coordinator as participant

Consent to Participate in Research

Project Title

Knowledge and Practice of Pre-service Teachers: Investigating Dialectics in Reflective Narratives

Principal Investigator Statement

The Principal Investigator of this study, Ms. Bobby Abrol, is a doctoral student in the Department of Curriculum and Instruction, College of Education, University of Houston. Her supervisor in this research is Cheryl J. Craig, Ph.D., professor in Curriculum and Instruction, College of Education, University of Houston.

Non-Participation in Research Study Statement

Your participation as a volunteer in this research study aiming to understand the dialectical relationship between the knowledge and practice of pre-service teachers is entirely voluntary. Should you decide not to participate, your non-participation will not result in a penalty of any sort. However, should you choose to participate, you retain the option to withdraw at any time. You also may refuse to participate in research activities that make you feel uncomfortable and may refuse to answer particular questions. Although you will be unable to remove specific comments from the audio recordings or transcripts, you may withdraw specific comments from the summary data and reports. Draft or interim forms of the summary data and reports will be shared with you within three months of the completion of the study. You will have an opportunity at that time to withdraw or rephrase specific comments for the summary data and reports.

Purpose of the study

This research involves full disclosure of purposes to participants. This means that the research progress will be shared with you throughout the inquiry process and that you will have access to the print and media data if you so desire. The intent of this research is to understand the experiences of pre-service teachers by investigating the dialectical relationship between the knowledge and practice. More specifically, the research aims to understand 1) What is the nature of challenges/issues confronted by pre-service teachers in during student teaching in schools? 2) What is the process the pre-service teachers go through in resolving or addressing those issues? 3) In what ways do pre-service teachers connect theory to practice in their teaching experiences? 4) What practical insights do pre-service teacher develop by enacting theory in practice?

The research procedures for this study include: 1) A one-one-one interview (Total time = 2 hours).

Procedure

This study employs narrative inquiry as a method to investigate pre-service-teachers' experiences related to their student-teaching experiences practicum in schools. The field text for this study will be gathered through a variety of sources, as stated below.

Three one-one-one interview (Total time = 2 hours). The purpose of interviews in research is to gain knowledge and understanding of the participants experience and of the meaning that they construct of those experiences (Mishler, 1990). The researcher will have telephonic interview the coordinator. The medium of conversation is English. The interview lasts for 2 hours. The total time commitment required by the participant in interviews is 2 hours. Interview will be recorded digitally on the recorder inbuilt in phone. The scheduling of the interviews is to be determined by the researcher and primary participating faculty member in advance.

In interviews, you may be asked questions such as:

- 1) **Could you please share the circumstances and events which enabled the conceptualization of the Bachelor of Elementary Education Program in the University of Houston?**
- 2) **What made you be part of the founding members of this program?**
- 3) **What are some of the key principals of this program?**
- 4) **How is this program different from any other teacher education program?**
- 5) **Could you share some of the observations about the preservice teachers regarding the practicum?**
- 6) **Would you like to share, what is your idea of reforming this program?**

Alternatives

There is no alternative for this study other than not participating.

Confidentiality

Interviews and conversations will be transcribed. Audiotapes and transcripts will be archived and stored in a locked office for a minimum of 3 years in Room no. 304 E at the University of Houston. Consent forms will also be secured in locked cabinets in a locked office for a minimum of 5 years. Telephonic Interviews will take place in locations where privacy is ensured. You have discretion to select a place according to your convenience. In any written document that arises from the work, your contributions will be associated with the pseudonym to protect your identity.

Risks/Discomforts

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Benefits

There are no direct benefits to you as a participant in the research study. However, you may develop a better understating of your teaching practice through conversations. However, this benefit is not guaranteed.

Publication Statement

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I agree to audio-taping Yes_____ No_____

Subject Rights

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I have designated a contact in Delhi, India who shall be available to speak to you as necessary about the research; Name : Rachel Phillip; Email address : p.s.rachel@gmail.com

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Study Participant (print name): _____

Signature of Study Participant: _____

Date: _____

I HAVE READ THIS FORM TO THE PARTICIPANT AND/OR THE PARTICIPANT HAS READ THIS FORM. AN EXPLANATION OF THE RESEARCH WAS GIVEN AND QUESTIONS FROM THE SUBJECT WERE SOLICITED AND ANSWERED TO THE PARTICIPANT'S SATISFACTION. IN MY JUDGMENT, THE PARTICIPANT HAS DEMONSTRATED COMPREHENSION OF THE INFORMATION.

Principal Investigator (print name and title): _____

Signature of Principal Investigator: _____

Date: _____

Sample interview questions

Sample Interview Questions for semi-structured interviews with pre-service teachers

- 1) Tell me about challenges that you faced (or now facing) during your pre-service student teaching experiences?
- 2) What strategies did you employ (or are you employing) to deal with the above issues?
- 3) Why did you chose a particular strategy to work out the challenge?
- 4) In what ways does theory influences your decision making in class?
- 5) How does dealing with challenges transform or reform your teaching practice?
- 6) What are your personal criteria of evaluating your own teaching?
- 7) How do you know that you did a good job in teaching?
- 8) Share, an insight which you gained through the experience of student-teaching in schools.

Consent letter for preservice teachers

University of Houston

Pre-service teacher participant

Consent to Participate in Research

Project Title

Knowledge and Practice of Pre-service Teachers: Investigating Dialectics in Reflective Narratives

Principal Investigator Statement

The Principal Investigator of this study, Ms. Bobby Abrol, is a doctoral student in the Department of Curriculum and Instruction, College of Education, University of Houston. Her supervisor in this research is Cheryl J. Craig, Ph.D., professor in Curriculum and Instruction, College of Education, University of Houston.

Non-Participation in Research Study Statement

Your participation as a volunteer in this research study aiming to understand the dialectical relationship between the knowledge and practice of pre-service teachers is entirely voluntary. Should you decide not to participate, your non-participation will not result in a penalty of any sort. However, should you choose to participate, you retain the option to withdraw at any time. You also may refuse to participate in research activities that make you feel uncomfortable and may refuse to answer particular questions. Although you will be unable to remove specific comments from the audio recordings or transcripts, you may withdraw specific comments from the summary data and reports. Draft or interim forms of the summary data and reports will be shared with you within three months of the completion of the study. You will have an opportunity at that time to withdraw or rephrase specific comments for the summary data and reports.

Purpose of the study

This research involves full disclosure of purposes to participants. This means that the research progress will be shared with you throughout the inquiry process and that you will have access to the print and media data if you so desire. The intent of this research is to understand the experiences of pre-service teachers by investigating the dialectical relationship between the knowledge and practice. More specifically, the research aims to understand 1) What is the nature of challenges/issues confronted by pre-service teachers in during student teaching in schools? 2) What is the process the pre-service teachers go through in resolving or addressing those issues? 3) In what ways do pre-service teachers connect theory to practice in their teaching experiences? 4) What practical insights do pre-service teacher develop by enacting theory in practice?

The research procedures for this study include: 1) Three one-one-one interview (Total time 1*3 = 3 hours) 2) Two group interviews (Total time 1 and ½ hour * 2 = 3 hours)

Procedure

This study employs narrative inquiry as a method to investigate pre-service-teachers' experiences related to their student-teaching experiences practicum in schools. The field text for this study will be gathered through a variety of sources, as stated below.

Three one-one-one interview (Total time $1 \times 3 = 3$ hours). The purpose of interviews in research is to gain knowledge and understanding of the participants experience and of the meaning that they construct of those experiences (Mishler, 1990). The researcher will have telephonic interviews with every participant pre-service teacher three times over three months. The medium of conversation is English. Each interview lasts for 1 hour. The total time commitment required by each participant in interviews is 3 hours. Interview will be recorded digitally on the recorder inbuilt in phone. The scheduling of the interviews is to be determined by the researcher and primary participating preservice teachers in advance.

Two group interview (Total time $1 \text{ and } \frac{1}{2} \text{ hour} \times 2 = 3$ hours). Researcher will conduct 2 group interviews through telephonic conferencing. All the participating pre-service teachers will be divided into three groups. Each conference call lasts for 1 and 1/2 hours. Interview will be recorded digitally on the recorder inbuilt in phone. The medium of conversation is English. All interviews will be arranged in advance with the participants.

In interviews, you may be asked questions such as:

- 1) Tell me about challenges that you faced (or now facing) during your pre-service student teaching experiences?
- 2) What strategies did you employ (or are you employing) to deal with the above issues?
- 3) Why did you chose a particular strategy to work out the challenge?
- 4) In what ways does theory influences your decision making in class?
- 5) How does dealing with challenges transform or reform your teaching practice?
- 6) What are your personal criteria of evaluating your own teaching?
- 7) How do you know that you did a good job in teaching?
- 8) Share, an insight which you gained through the experience of student-teaching in schools.

Additionally, the archives of the participant generated web-based blog will be collected and narratives will be used to develop a story.

Alternatives

There is no alternative for this study other than not participating.

Confidentiality

Interviews and conversations will be transcribed. Audiotapes and transcripts will be archived and stored in a locked office for a minimum of 3 years in Room no. 304 E at the University of Houston. Consent forms will also be secured in locked cabinets in a locked office for a minimum of 5 years. Telephonic Interviews will take place in locations where privacy is ensured. You have discretion to select a place according to your convenience. In any written document that arises from the work, your contributions will be associated with the pseudonym to protect your identity.

Risks/Discomforts

Research studies that involve audio-taping for the purpose of gathering information may be uncomfortable, but do not pose risks. If discomfort is observed/shared, taping on the particular occasion will be halted and resumed at a later date. If discomfort persists, you may ask to be dropped from the study or the principal investigator will recommend your non-participation in the study.

Benefits

There are no direct benefits to you as a participant in the research study. However, you may develop a better understating of your teaching practice through conversations. However, this benefit is not guaranteed.

Publication Statement

The results of this study will also be published in professional journals, book chapters, white papers, conference papers, and book manuscripts. For all publications related to this study, you (and all other participants) will be assigned pseudonyms. You (and likewise, all research participants) may give final approval to direct quotes excerpted from your verbal or written comments. You may furthermore be requested to sign separate release forms for publications such as books. Some book publishers require this of all research participants, regardless of whether pseudonyms are or are not used.

I agree to audio-taping Yes _____ No _____

Subject Rights

1. I understand that informed consent is required of all persons participating in this project.
2. All procedures have been explained to me and all my questions have been answered to my satisfaction.
3. Any risks and/or discomforts have been explained to me.
4. Any benefits have been explained to me.
5. I understand that, if I have any questions, I may contact Bobby Abrol, University of Houston doctoral pre-service and researcher, at 713-743-3312, or her supervisor Cheryl J. Craig, Ph.D., Professor, Department of Curriculum and Instruction, College of Education at 713-743-3312. I may also contact the Department Secretary Rebecca Perez at 1 (713) 743-4977 to leave a message for Ms. Abrol.
6. I have been told that I may refuse to participate or stop my participation in this project at any time before or during the project. I may also refuse to answer any verbal or written question. I may also withdraw particular comments at a later date.
7. ANY QUESTIONS REGARDING MY RIGHTS AS A RESEARCH SUBJECT MAY BE

ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT THE UNIVERSITY OF HOUSTON ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT.

8. All information that is obtained in connection with this project and that can be identified with me will remain confidential as far as possible within legal limits. Information gained from this study that can be identified with me may be released to no one other than the principal investigator and research assistants under her explicit direction. The results of the research may be published in empirical journals, professional publications, or educational presentations without identifying my name.

I HAVE READ (OR HAVE HAD READ TO ME) THE CONTENTS OF THIS CONSENT FORM AND HAVE BEEN ENCOURAGED TO ASK QUESTIONS. I HAVE RECEIVED ANSWERS TO MY QUESTIONS. I GIVE MY CONSENT TO PARTICIPATE IN THIS STUDY. I HAVE RECEIVED (OR WILL RECEIVE) A COPY OF THIS FORM FOR MY RECORDS AND FUTURE REFERENCE.

Study Participant (print name): _____

Signature of Study Participant: _____

Date: _____

I HAVE READ THIS FORM TO THE PARTICIPANT AND/OR THE PARTICIPANT HAS READ THIS FORM. AN EXPLANATION OF THE RESEARCH WAS GIVEN AND QUESTIONS FROM THE SUBJECT WERE SOLICITED AND ANSWERED TO THE PARTICIPANT'S SATISFACTION. IN MY JUDGMENT, THE PARTICIPANT HAS DEMONSTRATED COMPREHENSION OF THE INFORMATION.

Principal Investigator (print name and title): _____

Signature of Principal Investigator: _____

Date: _____

Email script for the program Coordinator

Knowledge and Practice of Pre-service Teachers: Investigating Dialectics through their Narratives

Email script for the Coordinator

(Note the following information will be made via email)

Dear Dr....., My name is Bobby Abrol. It's been three years since we last met. As you know, I have shifted to United States and currently a doctoral student in the School of Education at the University of Houston. The reason that I am posting today is to extend an invitation to participate in my dissertation research. My dissertation topic is "Knowledge and Practice of Pre-service Teachers: Investigating Dialectics through their Narratives". The purpose of my study is to better understand the experiences of pre-service teachers during student teaching.

I would like to conduct an interview with you for my study. Since you have been involved in the Bachelor of Elementary Education Program in Delhi University from past 20-25 years, your insights will provide the essential depth to my findings and helps to explain the landscape in which this program is created and implemented. In particular, I will conduct a two hour interview with you. Since, I am located in Houston, Texas, interviews will be conducted through telephone.

If you are interested in participating, or would like more information regarding any aspect of the study, you can leave comments or questions below this post. The study can inform teacher education practices in college of education. It will help teacher educators develop a deeper

understanding of their pre- service teachers.

Email script for the faculty

Knowledge and Practice of Pre-service Teachers: Investigating Dialectics through their Narratives

Recruitment Script for the Faculty

(Note the following information will be made via email)

Hello, My name is Bobby Abrol. It's been three years since we last met. As you know, I have shifted to United States and currently a doctoral student in the School of Education at the University of Houston. The reason that I am posting today is to extend an invitation to participate in my dissertation research. My dissertation topic is "Knowledge and Practice of Pre-service Teachers: Investigating Dialectics through their Narratives". The purpose of my study is to better understand the experiences of pre-service teachers during student teaching.

I am specifically looking for the tenured faculty in the Bachelor of Elementary Education Program in Delhi University, India. In particular, I am seeking to interview two faculty teachers in one-on-one interview. Since, I am located in Houston, Texas, interviews will be conducted through telephone.

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If you are interested in participating, or would like more information regarding any aspect of the study, you can leave comments or questions below this post. The study can inform teacher education practices in college of education. It will help teacher educators develop a deeper understanding of their pre- service teachers.

Recruitment script for the preservice teachers

Knowledge and Practice of Pre-service Teachers: Investigating Dialectics through their Narratives

Recruitment Announcement

(Note the following announcement will be made on the participant generated web-based blog, where researcher obtains permission to post)

Hello everyone. My name is Bobby Abrol. It's been three years since we last met. As you all know, I have shifted to United States and currently a doctoral student in the School of Education at the University of Houston. The reason that I am posting today is to extend an invitation to participate in my dissertation research. My dissertation topic is "Knowledge and Practice of Pre-service Teachers: Investigating Dialectics through their Narratives". The purpose of my study is to better understand the experiences of pre-service teachers during student teaching.

I am specifically looking for pre-service teachers studying in the final year, in the Bachelor of Elementary Education Program in Delhi University, India. In particular, I am seeking to interview seven preservice teachers in both one-on-one interview and group discussion. Since, I am located in Houston, Texas, interviews will be conducted through telephone.

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If you are interested in participating, or would like more information regarding any aspect of the study, you can leave comments or questions below this post. The study can inform teacher education practices in college of education. It will help teacher educators develop a deeper understanding of their pre- service teachers.