

Your Story, My Story, Our Story

Collaborative Autoethnography for Librarians

*What brings
you here today?*



LOEX
05.03.24

Answer at
pollev.com/bcampbell114

Presenters



Dawn Cadogan

*Librarian for Education & Human
Development*



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One within Many, Many within One: A Collaborative, Dialogical Exploration of Librarian-Teacher Identity

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ABSTRACT

Teaching is one of the most consequential responsibilities of an academic librarian, yet many of us approach it without the training or self-awareness required to do it well. Teaching well means being willing to commit to endless, fearless exploration of pedagogical pathways, shifting social realities, and discomforting valleys within the self. These journeys enable us to define and strengthen our teacher identities. Critical LIS studies on identity frequently explore the multiplicity of librarian attitudes toward teaching or the complexity of individual librarian identities. In our study, we merged these two exploratory objectives by analyzing the dialogical interaction of an academic librarian's multiple identities in the teaching context. As academic librarians, diverse in terms of race, gender, age, and professional experience, we engaged in collaborative autoethnography to uncover and name the interlocking identities that inform our teaching endeavours. Through the lens of dialogical self theory (DST) and its concept of self-positioning, we identified positions of the self that interact and negotiate with each other to facilitate or complicate the act of teaching itself. Autoethnographic exploration deepened our understanding of our teaching selves and helped us decipher the sociopsychological scripts that hinder and empower us as educators.


Cadogan, Dawn, Brynne Campbell Rice, Stephen Maher, and Stacy Torian. 2023. "One within Many, Many within One: A Collaborative, Dialogical Exploration of Librarian-Teacher Identity." *Canadian Journal of Academic Librarianship* 9: 1-28. <https://doi.org/10.33137/cjalrcbu.v9.40956> © Dawn Cadogan, Brynne Campbell Rice, Stephen Maher, and Stacy Torian CC BY-NC 4.0.

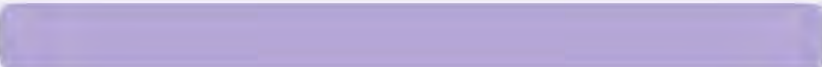
2023 Paper in *Canadian Journal of Academic Librarianship*

Cadogan, Dawn, Brynne Campbell Rice, Stephen Maher, and Stacy Torian. 2023. "One within Many, Many within One: A Collaborative, Dialogical Exploration of Librarian-Teacher Identity." *Canadian Journal of Academic Librarianship* 9: 1-28. <https://doi.org/10.33137/cjalrcbu.v9.40956>

Welcome! What brings you into our presentation today? [You can select more than one option]

I've never done qualitative research before and am interested in learning about a qualitative method  0%

I've conducted qualitative research before, but I am not very familiar with (collaborative) autoethnography  0%

I'm familiar with (collaborative) autoethnography and I'm interested in conducting one myself  0%

I'm interested in research on librarian teaching identities  0%

It just seemed interesting!  0%

Something else entirely 



Objectives & Agenda

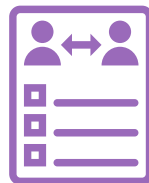
Participants will be able to:

- Describe the definition, purpose, and significance of **collaborative autoethnography** as a qualitative research method
- Identify the **steps, techniques and tools** for conducting collaborative ethnographic research
- Recognize the **value** of autoethnographic research as a method for deepening understanding of their own teaching practice



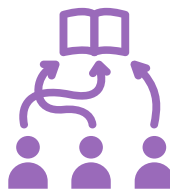
01.

Foundations: What is collaborative autoethnography (CAE)?



02.

Processes & Procedures: How did we do our CAE? Why?



03.

Reflections & Connections: What did we take away from this project?

PART 01

Foundations

What is (collaborative)
autoethnography? What is
it good for?

qualitative inquiry: building understanding about the social world and human experience

data collection

interviews
participant observation
documents
media materials
material culture
...

approaches

grounded theory
phenomenology
case study
content analysis
ethnography
...

ethnography

- basis in anthropology
- “observation and documentation of social life in order to render an account of a group’s culture” (Saldaña, 2011, p, 4)
- **process** (participant observations or field work) and **product** (written articles & books)

Autoethnography

- “reflexive, cultural reporting of **self**” (Saldaña, 2011, p. 15)
- authentic insider perspective
 - integrates inner experiences with study of culture
- spectrum from highly narrative to more analytic (Anderson, 2006)

Collaborative Autoethnography

- Multi-voiced autoethnography
- Like solo autoethnography:
 - based on insider knowledge, inherently dialogical and contextual
 - can be approached analytically
- Unlike solo autoethnography:
 - data is collected, analyzed and interpreted **in community**
 - “communal interrogation process” yields “rich data” (Hernandez, 2021, p. 64)
- Builds community and connection among groups

Our Project

Teaching Librarians / Librarians as Teachers

Our Questions:

- What sub-roles emerge as we teach?
- How do our teacher identities intersect with other parts of our librarian identities?
- How does our social environment contribute to the construction of teacher identity?

*internal, introspective, and
reflective*

*situated in shared professional and
institutional culture*

collaborative autoethnography (CAE)

PART 02

Processes & Procedures

How did we do our CAE?
Why did we do it this way?

Phase 0: Receive IRB Approval

- Consult your institution's IRB Office / Website
 - Application process
 - Timeline for review and decision
- Complete Human Subjects Training
- Is it eligible for an Expedited Review?

[SPOILER ALERT!]
IRB Exempt

Phase 1: Selecting a Framework

- Theory provides a system to conceptualize experience
- Theory helps organize and communicate ideas both intra and interdisciplinary

Our Chosen Framework: **Dialogical Self Theory**

Dialogue

An external process occurring between people (via communication).

Self

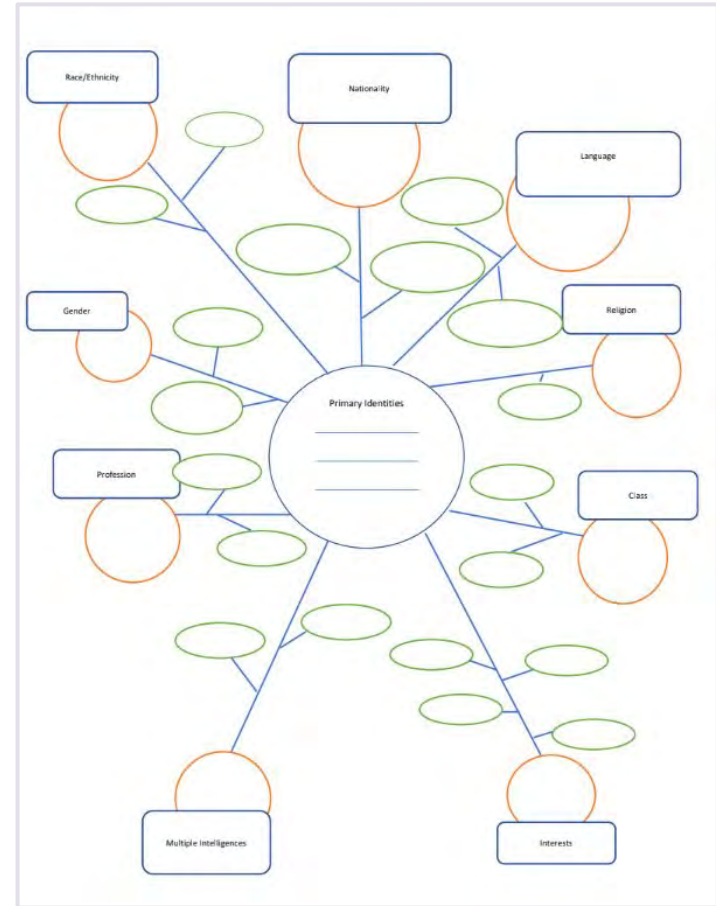
An internal process located in the mind of a person (via reflection).

Dialogical Self

Permits one to consider their personhood as composed of multiple relating self-states (I-positions). These relating self-states, in turn, inform how one considers society and their ever-changing place in it.

Phase 2: Self-Reflection

- Culture-gram
- Journaling after recent instruction sessions



(Chang, 2008)

Phase 3: Group discussion

- Community norms
 - Psychological safety
- Predetermined interview questions
 - Audio recording
 - Transcription software

Group Interview Guide

1. What kind of work did you do prior to becoming a librarian?
2. What were your expectations about teaching before becoming a librarian?
3. Do you have a teaching philosophy?
4. How would you describe your teaching style?
5. What dispositions emerge when you teach?
6. What are the typical highs and lows you experience as a teacher?
7. What challenges do you perceive as existing for teaching librarians in higher education?
8. Do your professional activities align with what people think librarians do?
9. Do you feel perceived as a teacher?
10. How is your teaching perceived among your professional colleagues within the library?
11. What have you learned about yourself in your teaching role?
12. How do you feel when you are called upon to teach for a new class or in an unfamiliar setting?
13. How do you assess your effort as a teacher?
14. How do you perceive the prioritization of teaching by leadership in the library?
15. What is your impression of the prioritization of teaching by your professional associations?
16. How do professors/instructors approach you to teach?
17. What is your impression of how professors/instructors approach you to teach?

|

Transcript Creation & Editing



Day 3, Recording 1 of 5 (excerpt)

[Edit](#)

stephen m Apr 24 at 11:58 AM Copy Summary

Shared With

Summary Transcript

Keywords

identity, reasons, september, element, absent, qualitative, year, june, evolved, arc

Speakers

Speaker 1 (100%)

Speaker 1 0:00

I think for me, this is like one of the fundamental like, reasons I don't see myself as a teacher as much anymore is because for me that is so much like going on this journey with the students from like September to June, and like what that arc looks like, and how you all evolved during the course of the school year. That like, a qualitative element is like, just so absolutely absent that that I think is like as far as identity work. One of the reasons that like that just feels like a shrinking part of my identity.

Processing conversation...

Rate transcript



0:00



1x



0:37

Phase 4: Coding

- Round One
 - A priori inductive coding based on librarian-teacher identity literature
- Round Two
 - A priori coding using DST terminology
- Round Three
 - Theme development

Coding Transcripts



Project Info Documents

Highlights

[Add a document](#)

[Connected Transcript.pdf](#) [Edit](#)

[Transcript for D&T Coding.pdf](#) [Edit](#)

Backlight

have to keep that on my radar because I want to go" and then, of course, I totally forget about it, and it doesn't happen. So when I get the end of the

Stephen Maher

I'm kind of kicking Assessment. We that it's one off growth. Like I w fundamental th this class once a

Brynn Campbell

I think for me, th because for me what that arc lo like just so absol like a shrinking

Dawn 13:01

I'll move on to n Stephen.

Stephen Maher

Can you repeat

Dawn 13:29

Do your profess

teaching, it's amazing for me to see the students you know, at but their their subject area, and how much they've grown.

talking about it. Oh, I should have said this in my answer. the reasons why assessment is so chal enging. The fact possible to build those relationships who real y show that ways of measuring like the impact. But like al the y real y chal enging to do so because you may only see

don't see myself as a teacher as much anymore is the students from like September to June, and that like urse of the school year. That like qualitative element is identity work, one of the reasons that like that just feels vities align with what people think librarians do?

gn with what people think librarians do? Give that to

librarians do?

Highlight

- Teaching Affect: Adaptable
- Teaching Affect: Affection
- Teaching Affect: Anxiety
- Teaching Affect: Enthusiasm
- Teaching Affect: Reassuring
- Teaching Affect: Reflects Classroom Energy
- Teaching Philosophy: Classroom Climate
- Teaching Philosophy: Core Beliefs
- Teaching Philosophy: In-Flux
- Teaching Self Concept: Identity Conflict and Negotiation
- Teaching Self-Assessment
- Teaching Self-Concept: Negative
- Teaching Self-Concept: Positive
- Teaching Style: "Going Off-Script"
- Teaching Style: Preparation vs. Going Off-Script
- Teaching as Core Library Work
- Third Position

[Create a tag](#)

[Save & Close](#) [Delete highlight](#)

Theme Development



← [IN FLUX] →

How do our teacher identities intersect with the other parts of our librarian identities?

- ambivalence
- differently-shuffled deck
- supportive position — mediator
- adaptability → reaction
→ opportunity
- curating student experience
- dynamic equilibrium

liminal space

What [

- core beliefs
 - curiosity
 - desire to
 - student-f
 - enthusias
- anxiety (per
- It's oka

inspiration/
preconceptions

Phase 5: Final Synthesis & Writing

Our Themes

- “A Teacher is Something Else”
- “Not Natural, Not Comfortable”
- “In the Dark”
- “Teaching as Performance”
- “A Higher Purpose”
- “Challenging the System”

PART 03

Reflections & Connections

What was this process like for us?

Benefits of CAE

Micro

- Team building
- Value (re)alignment
- Personal empowerment

Macro

- A response to “vocational awe” (Ettarh, 2018)
- Community empowerment

Ethical Considerations

- Procedural ethics - institutional compliance of human subjects protections
- Ethics in practice - unpredictable situations that occur during the course of research
 - “Continuous consent” (Klykken, 2022) can minimize this issue
- Relational ethics - “ethics of care”(Ellis, 2007)

Insights



simply
start



take
time



combine
superpowers



enjoy the
process



invite the
unknown

Your Reflections

What will you take away from today's presentation?



Answer at pollev.com/bcampbell114

Identify 1-2 ideas you will take away from today's presentation.

(Consider how CAE might fit into the work you do, your current research agenda, or how you think about research)

Nobody has responded yet.

Hang tight! Responses are coming in.



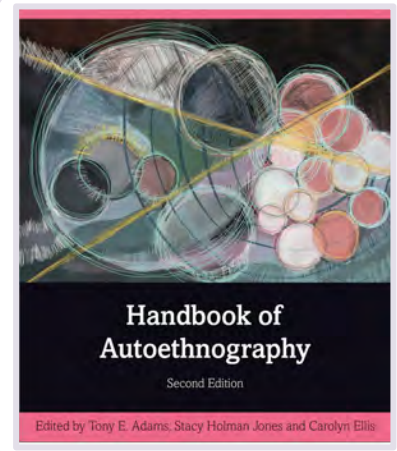
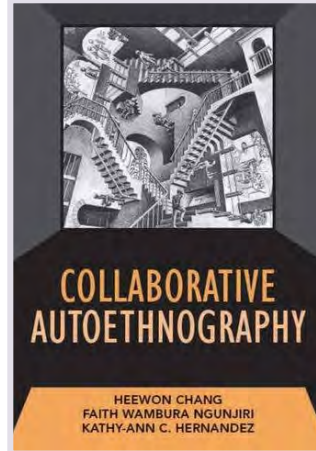
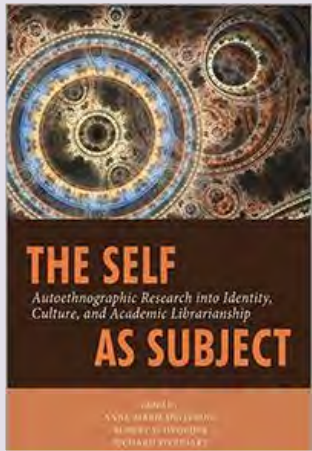
In Sum

Final thoughts, questions,
references, further reading

Our Advice

- ❑ Determine your **data source**
- ❑ Envision the form the **finished product** will take
- ❑ Sketch out a **plan/design** and decide on **roles**
- ❑ Talk about **consent**; develop a continuous consent process, routinely “check in” with each other
- ❑ If you are at an academic institution, determine whether you will need submit a plan to your **IRB**

Readings



Autoethnography Examples

Andersen, N. (2024). Chronically honest: An autoethnographic paper on the experiences of a disabled librarian. *In the Library with the Lead Pipe*.

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Saldaña, J., Leavy, P., & Beretvas, N. (2011). *Fundamentals of qualitative research*. Oxford University Press.

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Questions?

(none too small!)

Get in touch!

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