



Creating a Cross-Continent Online Community to Support Critical Inquiry in Teacher Education

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Context

Year One:

From Principal to Professor

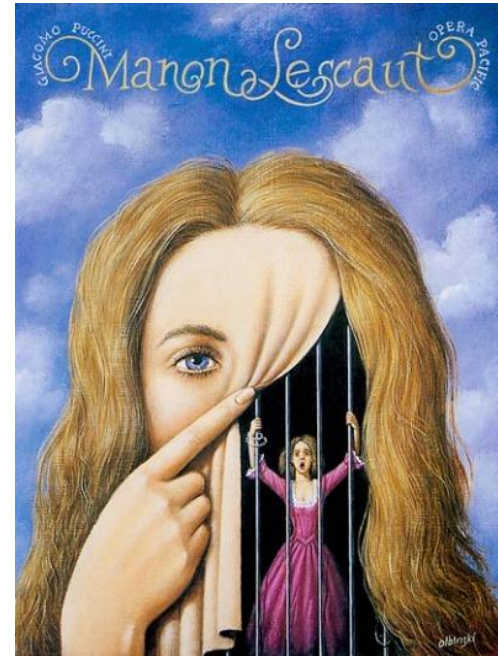
- Background, Purpose, Findings



Limitations of the Organizational Context

Many learning organizations intentionally and explicitly seek feedback and change but are somewhat bound by the organizational context itself.

Katz and Kahn, 1978



Year Two

Goal: To cultivate further inquiry with others, like-minded in their commitment to critical dialogue, transformational inquiry, and democratic teacher education practices.



Research Questions

- What does it mean to have a “community of practice” without geographic boundaries?
- How are our individual efforts to be critically reflective practitioners, and to enact democratic principles in our teaching, perceived and evaluated by our students?
- How do we see our efforts and experiences influenced by contexts of our institutions and communities in which they are situated?

Methods/Data Sources

- **Journal keeping**, over time, allowed us to look back at ourselves in action (Elliott, 1989) and monitor our personal and professional development (**Constant-comparative analysis and ongoing synthesis of data...*)
- **Mid-semester Course Feedback Questionnaires**
- **End-of-course Evaluation Forms**



Building Community with Students

- Self-disclosure: Sharing journals and evaluation results in democratic classrooms
- Ongoing learning and development – for all
- Responding to and balancing feedback
- Criticism
- Working with disengaged students



Building Community: Participation and Shared Experience

- Commonalities in our experiences
- Isolation
- Responses to criticism
- Disappointments
- Successes
- Unexpected benefits of an online community



Significance

- Support for each other and improved practice
- Modeling of collaboration and critical reflection with/for our students
- Emerging scholarship perspective – & in the broader self-study community



Where to Next?



- Ongoing analysis and synthesis of data from Year 2
- Participation in the broader self-study community: ongoing research and dissemination of findings
- Plans for Year 3?