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Diminishing the Researcher Imposter Syndrome among Teacher Education Faculty

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Diminishing the Researcher Imposter Syndrome among Teacher Education Faculty

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DONNA

We will share our journey of moving beyond our one-hit wonder of the dissertation and the imposter syndrome of being academic researchers. We developed a professional learning community to collaborate, support, lament, and celebrate scholarship. Attendees will learn our intentional processes and resources to progress in your writing journey.

What do all of these have in common?

- Looking Glass [Brandy]
- Dexy Midnight Rider [Come on Eileen]
- Lips Incorporated [Funky Town]

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Self-Study

- Researcher and the practitioner are one in the same.
- Methodology allows teacher educators to better align teaching intentions with teaching actions (Loughran, 2007).
- Self-Study draws on research traditions like action research, ethnography, and narrative inquiry (Bullock & Ritter, 2011).
- Requires honesty and vulnerability to share uncertainties (Bullock & Ritter, 2011).
- Professional learning is the research outcome (Loughran, 2007).

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Loughran, J. (2007, January/February). Researching teacher education practices: Responding to the challenges, demands, and expectations of self-study. *Journal of Teacher Education, 58*(1), 12-20.

"self-study is crucial in understanding this methodology is embedded in a desire of teacher educators to better align their teaching intents with their teaching actions. Because teacher educators teach teaching, it is inevitable that that the nature of practice itself, with its inherent contradictions and tensions, affects the manner in which such practice is researched. When the researcher and practitioner are one in the same, careful scrutiny of what is being done, how and why, becomes all the more important if the outcomes are to genuinely affect understandings of practice beyond the individual self" p. 12

"teacher research by teacher educators and has become embodied in the term self-study" p. 13

"overarching desire to better align theory and practice, to be more fully informed

about the nature of a knowledge of practice, and to explore and build on these "learnings" in public ways that appears to be an underlying common purpose of self-study –a tacit catalyst for self-study." P. 14

"a self-study report, in making clear what the focus is, why it matters, and how it was conducted, also needs to show how "seeing beyond the self" has been developed and implemented because "being personally involved in experiences can limit one's ability to recognize oneself as a living contradiction and therefore impact the self-study"" p. 16

"professional learning as a research outcome –for students of teaching and for teacher educators – and aims to develop and better articulate a knowledge of practice." O. 19

Bullock, S. M. & Ritter, J. K. (2011, August). Exploring the transition into academia through collaborative self-study. Studying Teacher Education, 7(2), 171-181.

"self-study researchers draw on a variety of research traditions in their work, including action research, ethnography, narrative inquiry, and other mostly qualitative, traditions" p. 173
"requires not only honesty, but also a willingness to share vulnerabilities and uncertainties with each other" p. 173-174
"The problem of practice are the ones that challenge the researcher to think about practice differently. Focusing on the problematic requires not only honestly, but also a willingness to share uncertainties" p. 178

Challenges in Scholarship of Teaching & Learning (SoTL)

The ultimate goal of Scholarship of Teaching & Learning is to improve teaching and enhance student learning.

Challenges include:

1. Disciplines use different methodologies (McKinney, 2006)
2. Various interpretations of what defines as scholarship (Boshier, 2009; Houdyshell et al., 2022; McKinney, 2006)
3. SoTL can be viewed as less prestigious as compared to traditional research (Bishop-Clark & Dietz-Uhler, 2012; Boshier, 2009; McKinney, 2006)
4. Resources and rewards tend to favor traditional research (Bishop-Clark & Dietz-Uhler, 2012; Houdyshell et al., 2022; McKinney, 2006)
5. Overall workload, decreased budgets, and lack of training at teaching institutions (Boshier, 2009; Houdyshell et al., 2022;McKinney, 2006)

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SoTL focuses on reflection of one's pedagogy – focusing on how students learn...not what they learn. (Bishop-Clark & Dietz-Uhler, 2012)

Notes about
1. From surveys, questionnaires, focus groups to poetry, creative arts,
2. None
3. The common message stems from the prestige associated with working at a 'research school' vs. 'teaching school'
4. Includes funding
5. Teacher Education faculty focus on pedagogy and may struggle to devote to research and writing.

Varied evaluation standards; however general agreement includes scholarship must be made public, available for peer-review, and can be replicated and expanded by others (Bishop-Clark & Dietz-Uhler, 2012; Boshier, 2009; McKinney, 2006). All activities and processes in the academic world (e.g., service, teaching, community

engagement, and research) have been viewed as scholarship

Methodology challenges include ethical issues with human subjects (i.e., classroom of teacher's students) (McKinney, 2006). SoTL involves research in our own classrooms so often student involvement is our own students – ethical issues regarding the power imbalance between students and teacher/researcher

Imposter Syndrome

Imposter syndrome refers to combined senses of inadequacy and inauthenticity. A conviction that's self is deficient and one's work is substandard combines with a sense that entrance into and progression within higher education (HE) were not earned but rather secured by deception. (Addison, Breeze, & Taylor, 2022)

Women who experience the impostor phenomenon maintain a strong belief that they are not intelligent; in fact, they are convinced that they have fooled anyone who thinks otherwise. (Clance & Imes, 1978).

Imposters will point out that they are aware of how others see them but that it is clear to them that the accolades are falsely bestowed because they have not really earned them. (Clance, 1985)

Evidence exists that supports Hutchins (2015) claim that the Impostor Phenomenon is alive and well on college campuses.

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- We all battle some level of imposter syndrome.
- Feeling our voice was not worthy to be shared and heard

Our Journey

- Camp Academic Publication (CAP)
- Scholarship Mentor
- Professional Learning Community Book Study

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Camp Academic Publication

- 3-day workshop in the summer as soon as spring semester culminated
- All participants met at the beginning, middle, and end of each day
  - State goals for the day
  - Progress toward goals
- Time and space were created for each person to work on individual endeavors
- Compensated with treats and meals were provided
- Time for self-reflection on the progress and product
- Created scholarship accountability

CARISSA

"Ruth" Slide

Scholarship Mentor

- Surround yourself with colleagues with publishing experience
- Desire to talk with us about all things 'scholarship' - the writing process, how to conduct research, IRB process, edit work, etc.
- Connected us with theorists and existing research in the field.
- Write with other novice faculty

DAVID

"Mark Slide
- Experts lie within
- Surround yourself with scholars
- Immerse yourself in scholarship

From Belcher
- Writing is a social act
- We need to encourage, prod, and challenge one another
- Brain science behind writing – we writing reflection what we read

From Mark
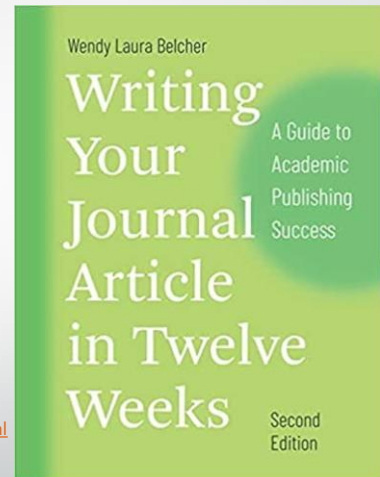- 3 Stages of Writing – present conference, get feedback, write paper

PLC Book Study

- Chose a book: Writing Your Journal Article in Twelve Weeks (2nd ed.)
- Interest: recruited colleagues from the department
- Common Need: faculty that desire to learn more about scholarship and publishing
- Accountability: faculty-led, set time each week, public sharing of goals, problem-solving
- Shared-trust and emotional investment (Houdyshell et al., 2022)

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- Title: *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (2nd ed.)
- Author: Wendy Laura Belcher
- Publisher: The University of Chicago Press
- Year Published: 2019; first edition of this book was published in 2009 by SAGE Publications, Inc.
- ISBN: 978-0-226-49991-8
- Pages: 430
- DOI: https://doi.org/10.7208/chicago/9780226500089.001.0001
- Retail Price: $64.00
https://press.uchicago.edu/ucp/books/book/chicago/W/bo26985005.html

Wendy Laura Belcher

Writing
Your
Journal
Article
in Twelve
Weeks

A Guide to
Academic
Publishing
Success

Second
Edition

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PLC Format

- Weekly meetings at 1:00pm with Zoom capability and a facilitator
- Structure evolved based on faculty needs
- Accountability – read chapters and do the tasks
- Meetings – check in with goals, aha moments, questions/help, resetting of goals
- Support and suggestions
- Celebrations for meeting goals

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Take-Aways

- Unaware that some journals desire submissions from novice authors
- We need to keep progressing towards our goals
- Writing is talking in action – we need to talk to write (Belcher, 2019)
- Writing is vulnerable – do not like sharing about writing avoidances, feeling about writing,

ALL (David start us)

Academic Journals are records of scholarly conversations – submitting an article is beginning that correspondence
Impacted our work – editorial boards and IRB board (David, Jen, and Donna)

Take-Aways: Learnings from Belcher

- "The only thing that improves writing is writing.""...irregular practice is what produces the painfulness (p. 26)!
- "If you didn't get as much writing done last week as you hoped, join the club . . . start this new week afresh." (p.91)
- "While procrastinating is perfectly normal and doesn't make you an evil human being, it's not going to help you send a finished article to a journal at the end of twelve weeks." (p.111)
- "Many journals need you more than you need them." (p.111)

ALL (Donna start us)

What's Next?

- Weekly collaborative writing sessions
- Book critique on *Writing Your Journal Article in Twelve*
- Future research on PLCs

ALL (Carissa start us)

Questions / Wonderings / Curiosities?

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