Your Story, My Story, Our Story
Collaborative Autoethnography for Librarians

What brings you here today?

Answer at pollev.com/bcampilbell114
Presenters

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Librarian for Education & Human Development

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Librarian for Social Work and Psychology
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: 0%
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

**Objectives & Agenda**

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?
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
- ...

...
PART 01: FOUNDATIONS

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 \textit{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)
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?
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.

(Hermans & Geiser, 2011)
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
Day 3, Recording 1 of 5 (excerpt)

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.
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

Highlight

- Teaching Affect: Adaptable
- Teaching Affect: Affectation
- 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

Save & Close  Delete highlight

Dawn 13:29
Do your professors ever 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 semester, the reasons why assessment is so challenging. The fact that there are so many ways to measure things. It’s these relationships, and how much they’ve grown.

I think for me, that’s what that arc looks like. I just so absorbed like it all in like a shrinking.
Theme Development

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

- ambivalence
- differently-shuffled deck
- supportive position
- adaptability

[IN FLUX] → liminal space

What?

- care beliefs
- curiosity
- desire to
- student-focused
- enthusiasm
- anti-vice (perspective)
- It's okay

[Dynamic equilibrium] → inspiration/ preconception
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”
Reflexions & 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)
**Part 3: Reflections & Connections**

**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


CONCLUSIONS

References


CONCLUSIONS

References


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Questions?
(none too small!)

Get in touch!

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