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| Bullough, R.V, Jr & Pinnegar, S. (2001). Guidelines for Quality in Autobiographical Forms of Self-Study Research. *Educational Researcher, 30 (1),* p13-21.  *Summary Preamble;*  This article looks at four sections of education; one, growing interest of naturalistic inquiry methods, two, growth in reconceptualising movement in curriculum development, three, involvement of international scholars in teacher ed. research, and four, the re-emergence of action research and its differences. A focus is in play of autobiography and correspondence (emails, letters, recorded conversations, etc.).  Self-study invites the reader to scrutinize the interpretations and themes therefore aiming to; provoke, challenge, and illuminate the subject matter yet not confirm nor settle anything really. Clearly this type of work is suggestive not definite. You need evidence for self-study research, just like you need a specialist, scholarly, authentic voice and other specifics as well.  *Thought provoking specifics;*  “Research is a personal venture which, quite aside from its social benefits, is worth doing for its direct contribution to one’s own self-realization. It can be taken as a way of meeting life with the maximum of stops open to get out of experience its most poignant significance, its most full-throated song. (p.155)” Many researchers now accept that they are not disinterested but are deeply invested in their studies, personally and profoundly” (Bullough & Pinnegar, 2001,p13).  “It is our view that biography and history must be joined not only in social science but also in self-study research. When biography and history are joined, when the issue confronted by the self is shown to have relationship to and bearing on the context and ethos of a time, then self-study moves to research. It is the balance between the way in which private experience can provide insight and solution for public issues and troubles and the way in which public theory can provide insight and solution for private trial that forms the nexus of self-study and simultaneously presents the central challenge to those who would work in this emerging area” (Bullough & Pinnegar, 2001,p15).  “A claim to be studying oneself does not bring with it an excuse from rigor. Nevertheless, hybridization of methods and the subjectivity introduced by the acknowledgement of the researcher “self” may sometimes cause difficulty in evaluating quality. Methods blend, and with blending comes difficulty in establishing authority grounded in methodological traditions. …,analyzing, and reporting one’s own experience as data” (Bullough & Pinnegar, 2001,p15).  “The point here is to suggest that the themes, characters and plot lines (and story forms) of the tragic, ironic, and comedic hero are promising and powerful means for telling educators’ tales; they frame and direct character development in fresh ways. …comedic hero is a tale of transformation well-suited for the plot line of successful stories of teacher education reform and also student teaching, since in these stories the hero uses forces of society to transform, reunite, and integrate society” (Bullough & Pinnegar, 2001,p18).  “Neither man wrote looking over his shoulder. Points were made to and for one another, and the aim of pushing toward a greater clarity and shared understanding is ever present. …we have learned from reading self-studies that take this conversational form that writing when looking over one’s shoulder produces odd and dishonest prose” (Bullough & Pinnegar, 2001,p19).  “It is relatively easy to present conversational or correspondence in linear fashion. However, drama may offer a better model for organizing recorded conversation or correspondence for readers. In either case, the reader of the study, like a member of an audience, needs to be able to deduce the storytelling elements from the conversation and context provided” (Bullough & Pinnegar, 2001,p20).  *Posed reflective question;*  Why is my story, my self-study research, worth anything for society, for higher education, for education teacher research, for academia in general, for my growth? Why tell it, who really matters? What stories really matter? This is me we are taking about…just one person, and at times, just a number on a file. | *For the ‘right-side’*  What is new here is that I have understood that guidelines for quality in autobiographical forms of self-study research are unique, are filled with drama, and are a fruitful development of one self. I had the impression that self-study is difficult yet this read assured me that the difficulty, the journey and the learning that will exist is uncountable in regards to this fruitful enriched, deeper sensed learning and scholarship. Prior, being scared, and the unknown were present. This article paints a clearer picture of what self-study research *could* look like.  My thoughts on the overall content of ~~the content of~~ the reading include; I fit into this methodology of research, I am engaged with this, I see significant linkages to how I think and research and read and learn. I noticed a section on p15 that states the researcher as ‘her’ yet I guess I countered my bothered thought to my comment in regards to researcher as ‘him’. Ungendered perhaps could have taken place for reader and writer.  My experiences, beliefs, philosophy, and prior knowledge were for sure changed after reading this article. I have only read a small collection of academic articles in regards to self-study research yet this one created a clearer development of what it entails. I knew ‘self-study would be good for the soul’ and for academia before reading this article yet it reassured me and agreed with me too. I guess my philosophy is that self-study research enriches academia and souls. This article enriched me with information in regards to what elements self-study research could have.  I feel as though I am invested in my studies personally and deeply and this read re-recognized me and why I am fitting here where I am now. Old ‘rich’ in history ‘self study in teacher ed.’ -journals is commonplace, Who first worked with self-study research? – young scholars, mostly females, mostly experienced teachers. I feel as though I am on the right track here. My academic view on self-study research has been expanded. Have a balance of History and biography. Private experiences = solation for public issues. Borrowing one’s methodology. This research as emotion – YES! And it has; characters, narration, situations, actions, scenes, and situations too – while connecting to literature. Heroes- lets talk about those! Detachments and POINT OUT MY DEFECTS (p19), with honestly, insight into thinking and feeling – you know academic freedom with arguments and evidence based scholarship. It will include tensions---you know the story with drama and unusual demands. The concluding ideas will not be settled nor conformed yet they will be provoked and challenged.  **I have to share my story to at least try to see if others are genuinely interested. I also must complete this work to grow and learn from my work while allowing others to learn and grow from my work too. I have to decide on what stories of mine really matter, or perhaps the audience will decide for themselves**. |