

Forming New Understandings from Self-Study Research

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"Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom."

Viktor Frankl

The chapters in section three delve into the layers upon layers of new understandings constructed through the authors' careful untangling, unfolding, and unstitching of diverse teaching events, professional practices, and personal experiences. It is through this delicate and often difficult process of deconstruction, that we see the authors balancing in spaces of vulnerability, warmth, chaos, and questioning. Within these spaces, containing elements of both challenge and comfort, the authors respond in new ways and come to know the individual components resting before them. The methodological space of self-study research provides the opportunity to imagine, to recognize, and to practice how one might re-fold, re-stitch, and re-tangle the pieces as a means of forming new understandings through self-study research. Collectively, the chapters celebrate the spaces that encourage us to take it all apart, so that we can put it all back together again, and ultimately, create a new textile carefully stitched with new threads of understanding.

Introducing New Practices in a Teacher Education Classroom

Exploring the Contribution of Self-Study of Teacher Education Practice to the Conversation on Research on Teacher Education

The Self You Have to Live With

A Closer Look

Teaching Across Time and Space

Weaving English-Language Learner Instruction into a Differentiation Curriculum

Enacting a Personal Pedagogy of Facilitating Professional Learning for Teachers

Queering my Praxis

Re-Envisioning Early Childhood Mathematics Education

Weaving Formal Teacher Education with Non-Formal Environmental Education

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| Weaving Threads of Care |
| A Self-Study: Facilitating an Early Childhood Critical Literacy Junk Art Club with Preservice Teachers |
| Breaking Out of Well-Worn Grooves |
| Weaving Our Strengths |
| Teacher Educators' Embodied Resilience in Responding to Race-Based Critical Incidents in Social Justice Education |
| Characteristics of Critical Friendship that Transform Professional Identity |
| Dialogue Practices in Teacher Education Classrooms |
| Digitally Inclined |
| Stitching Together our Personal and Professional Selves |
| Willing to Turn to The Body |
| Weaving Discussions with Questioning |
| Tensions of Learning on the Job |
| Uneasy is the Teacher Educator |
| Learning to Productively Struggle with Self-Study through Feedback and Failed Attempts |
| Pulling on the Threads of Our Teaching Practices |



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