Living in the space between participant and researcher as a narrative inquirer: Examining students’ experiences of curriculum as conflicting stories to live by

Dr Elaine Chan
Department of Teaching, Learning, and Teacher Education
College of Education and Human Sciences, University of Nebraska–Lincoln

Abstract
The school experiences of first generation Canadians interact with cultural experiences in their immigrant households to shape a sense of ethnic identity as both Canadians and as members of an ethnic community. This long-term, school-based, narrative inquiry is an examination of ways in which expectations for academic performance and behavior by teachers and peers at school and immigrant parents at home contributed to shaping students’ experiences of curriculum as ‘conflicting stories to live by.’ A narrative approach revealed nuances of student experiences, and challenges in teachers’ work of supporting immigrant students in North American schools. Interwoven into this study examining students’ experiences of balancing their home and school communities is my experience of drawing upon my own experiences as a child growing up in an immigrant household.

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12:45 – 2:00 pm
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(Chair: Dr Gary Harfitt)

About the speaker
Elaine Chan is an associate professor of Diversity and Curriculum Studies in the Department of Teaching, Learning, and Teacher Education, College of Education and Human Sciences at the University of Nebraska-Lincoln. Her research and teaching interests are in the areas of: narrative inquiry; culture and curriculum; teacher education; multicultural education; ethnic identity of first-generation North Americans; student experiences of schooling; and educational equity policies. She has taught and conducted long-term classroom-based research in Canadian, Japanese, and American schools. She co-authored a book, ‘Teaching the arts to engage English language learners,’ on engaging ELL students in arts education with Margaret Macintyre Latta, and co-edited a book with Vicki Ross and Dixie Keyes, ‘Narrative inquirers in the midst of meaning-making: Interpretive acts of teacher educators,’ where she examined the move from fieldtexts to research texts among teacher educators who are also researching their own practices. Her work has been recognized with an Early Career Award from the American Educational Research Association (AERA) Narrative Research Special Interest Group (SIG), and publication awards from AERA Division K (Teaching and Teacher Education) and the Narrative Research SIG.

Reference: