



EDUCATION & HUMAN DEVELOPMENT TEXAS A&M UNIVERSITY

Teaching, Learning and Culture Department Course Syllabus

EDCI 689: Narrative Inquiry 1
EHRD 656: Narrative Analysis
(3 credit hours) (Fall 2019)

Instructor: Cheryl J. Craig, Ph.D.
Professor
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Office Hours: Wednesdays, 11:00-12:00
Thursdays, 1:00-2:00

Room Number: EDCT 222G

Time: Wednesdays, 12:00-3:00

Prerequisite: Admission to Graduate Studies and Completion of Introductory Research Course/Permission from the Instructor. This is an advanced qualitative research course.

Class Requirements: Class requirements are as follows:

1. Students are expected to read all assigned chapters/articles.
2. Students are expected to work with others when required. It is expected that all students will have completed the readings by the assigned dates.
3. Students are expected to complete all assignments on their assigned days. Make-up for assignments shall be given with medical or university excuses only.

Readings and Course Materials: Electronic chapters and readings will be made available online. Some chapters/readings will appear with lessons. Other readings will be made available on a reference list for students to choose from.

Assignments: This course involves independent work and group work with ongoing contributions to class discussions being expected and welcomed. Letter grades will be assigned. The percentages listed below reflect the portion of the final course grade.

| | |
|---------------------------|-----|
| Research Journal | 15% |
| Reviews of Three Articles | 45% |
| Review of a Volume | 15% |
| Final Paper | 25% |

Assignment Description: Your scores from six assignments will constitute your final grade:

Research Journal: If completed in a comprehensive and consistent manner, students will be awarded 15% for participation in the activity.

Review of Three Articles: A rubric will be used to grade students' reviews of volumes according to the following criteria: 1) Content; 2) Depth and Breadth of Interpretation; 3) Theory/Practice Connections; 4) Quality of Writing; and 5) APA Style/Bibliography. For each article review, the rubric can accumulate 15%. Three articles represent 45% of the final grade.

Review of a Volume: A rubric will be used to grade students' reviews of volumes according to the following criteria: 1) Content; 2) Depth and Breadth of Interpretation; 3) Theory/Practice Connections; 4) Quality of Writing; and 5) APA Style/Bibliography. Students will be awarded up to 15% for each of three of these assignments.

Final Paper: A rubric will be used to grade students' reviews of volumes according to the following criteria: 1) Content; 2) Depth and Breadth of Interpretation; 3) Theory/Practice Connections; 4) Quality of Writing; and 5) APA Style/Bibliography.

Grades: Grades will be assigned as follows:

Grade of "A" will be assigned for accumulating between 90 and 100 of total points

Grade of "B" will be assigned for accumulating between 80 and 89.5 of total points

Grade of "C" will be assigned for accumulating between 70 and 79.5 of total points

Grade of "D" will be assigned for accumulating between 60 and 69.5 of total points

Grade of "F" will be assigned for accumulating less than 60 of the total course points

Assignment Completion: As can be seen, each assignment for the course has specific points. Failure to complete assignments by deadlines may result in loss of points/reduction of final grade.

Class Participation: The following criteria should guide your participation in class discussions:

1. Do your interactions demonstrate respect for others' opinions?
2. Do your interactions address relevant issues or questions?
3. Do your interactions evidence reflection or thoughtful discussion of the required readings/topics of inquiry?
4. Do your interactions integrate key terms/ideas from the readings?
5. Do your interactions make explicit connections between your personal and professional experiences and the content of the assigned or self-selected readings?
6. Do your interactions present the content in an organized and coherent fashion?
7. Do your interactions include references to the literature in the field?

Course Description

In addition to reviewing the historical emergence of qualitative research, this course will discuss Dewey's theory of experience, Schwab's emphasis on the practical, Jackson's preference for understanding schools in children's and teachers' terms, and Eisner's assertions concerning "the primacy of experience" and the need for alternate research methods. Building on their predecessors, Connelly and Clandinin pioneered narrative inquiry, a personal experience method, used by numerous other well-known researchers whose studies also form part of this course's requirements.

Learning Outcomes: The learning outcomes are:

1. Students will be introduced to the evolution of experience-based research as a qualitative research methodology in the curriculum and instruction field;
2. Students will recognize and use a variety of qualitative research tools i.e. dialogue journaling techniques; interviewing techniques, participant observation techniques, document analysis, classroom observations techniques, etc.;
3. Students will understand the ethical and moral implications of conducting field-based, person-centered research;
4. Students will interpret data based on the evidence collected and from the perspectives of participating individuals;
5. Students will become aware of the contributions of major contemporary researchers who conduct experience-based research inquiries;
6. Students will read and use high quality Social Sciences Citation Index (SSCI) journals and books in the field;

- Discussion of change in research paradigms (see Kuhn, 1970)
- Overview of basic beliefs about knowledge
 - ontology
 - epistemology
 - methodology
 - axiology
 - teleology

Narrative Inquiry's Beginnings

- Narrative inquiry in the field of curriculum and instruction
- Positioning of narrative inquiry

- Overview of use of narrative inquiry in teaching and teacher education (i.e., math education, literacy education, science education, early childhood education, and so forth....)

September 4,
2019

- John Dewey's theories of experience, change, art, etc.
- John Dewey's conceptions of teachers, schools and education
- Connections to Joseph Schwab's "practical"
- Context of schools = teaching contexts
- First article review due

Pinnegar, S., & Daynes, J. (2007). Locating narrative inquiry historically. In D. J. Clandinin (Ed.) *Handbook of narrative inquiry: Mapping a methodology* (pp. 3-34). Thousand Oaks, CA: Sage.

Narrative Inquiry Research Method

Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2-14.

Clandinin, D. J., & Connelly, F. M. (1994). Personal experience methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 413-427). Thousand Oaks, CA: Sage.

Use of Narrative Inquiry in Curriculum and Instruction

Craig, C. (2011). Narrative inquiry in teaching and teacher education. In *Narrative inquiries into curriculum-making in teacher education* (pp. 19-42). Bingley, UK: Emerald.

Deweyan Influence

Dewey, J. (1916). *Democracy and education*. New York, NY: Macmillan.

Dewey, J. (1938). *Education and experience*. New York, NY: Collier Books.

Dewey, J. (1934). *Art as experience*. Toms River, NJ: Capricorn Books

Schwabian Influence

Schwab, J. J. (1969). The practical: A language for curriculum. *School Review*, 78(1), 1-23.

September 11,
2019

- Discussion of areas of research interest
- Finding research puzzles

Autobiographical Writing

- Writing a personal narrative
- Problems of knowledge and experience
- Introduction to live research projects
- Journals due

Bullough Jr, R., & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13-21.

Problems of Knowledge and Experience

Eisner, E. (1988). The primacy of experience and the politics of method. *Educational Researcher*. 17(5)15-20.

Elbaz, F. (1991). Research on teacher's knowledge: The evolution of a discourse. *Journal of Curriculum Studies*, 23(1), 1-19.

Fenstermacher, G. (1994). The knower and the known: The nature of knowledge and research on teaching. In Darling-Hammond (Ed.), *Review of Research in Education*, 20, 3-56.

Peshkin, A. (1988). In search of subjectivity—one's own. *Educational Researcher*, 17(7), 17-21.

Field-Based Inquiry

Xu, S. J., & Connelly, M. (2010). Narrative inquiry for school-based research. *Narrative Inquiry*, 20(2), 349-370.

- September 18, 2019
- Research project, Part 1
 - In-class development of interview questions
 - In-class pilot interviews with classmates
 - In-class interpretation of interview data
 - Second article review due

- September 25, 2019
- Research Project, Part 2
 - In-class preparation of focus group questions
 - In-class participation in a focus group experience
 - In-class interpretation of focus group data
 - Research Ethics

- Writing participant observation notes
 - A review of the research design
 - Third article review due
- October 2, 2019
- Independent field work
 - Authentic interview of someone who has, for example, left the teaching profession after 3 or more years of experience
 - Audiotape the interview
 - Transcribe the interview
 - Interpret the interview (literal vs interpreted meaning, body language, metaphorical speech, etc.)
 - Member check with your interviewee
 - Be ready to discuss themes/research issues in class
- October 9, 2019
- Independent field work
 - Conduct a focus group discussion
 - Transcribe the parts of the focus group that are of interest to you
 - Interpret the focus group discussion (spoken and body language, etc.)
 - Member check with other researchers and members of the focus group
 - Be ready to discuss themes/research issues in class
- October 16, 2019
- Debrief interview and focus group experiences
 - Emerging themes
 - Remaining questions
 - Journals due

October 23,
2019
Guest
Professor:
Dr. Gayle
Curtis

- Introducing Elliot Eisner
- The need for qualitative and other research paradigms
- Introducing Philip Jackson
- Representing teachers (i.e., research participants)
How do we represent teachers?

Elliot Eisner

Eisner, E. (1997). The promise and perils of alternative forms of data representation. *Educational Researcher*, 26(6), 4-10.

Philip Jackson

Jackson, P. (1992). The enactment of the moral in what teachers do. *Curriculum Inquiry*, 22(4), 401-407.

Jackson, P. (1995). On the place of narration in teaching. In H. McEwan & K. Egan. *Narrative in teaching, learning, and research*, (pp. 307-328). New York, NY: Teachers College Press.

October 30,
2019
Guest
Professor:
Dr. Sharon
Matthews

- How have some exemplary researchers represented teachers?*
- Which research tools serve our purposes?*
- How are field notes written during classroom observations—and used afterwards?*

Clandinin & Connelly

Clandinin, D. J., & Connelly, F. M. (1992). Teacher as curriculum maker. In P. W. Jackson (Ed.), *Handbook of research on curriculum*. (pp. 363-401). New York, NY: Macmillan

November 6,
2019
Class
Cancelled

November 13,
2019

- Introducing Michael Connelly and Jean Clandinin
- Personal practical knowledge
- Professional knowledge context/landscape
- Book review due]

Caine, V., Estefan, A., & Clandinin, D. J. (2013). A return to methodological commitment: Reflections on narrative inquiry. *Scandinavian Journal of Educational Research*, 57(6), 574-586.

November 20,
2019

- Narrative inquiry researchers on the Connelly/Clandinin line
Elbaz-Luwisch, Chan, Conle, Craig, Olson, He, Huber, Phillion, Xu, among others
- Other Narrative Inquirers
Atkinson, Rosiek, Barone,

Clandinin & Connelly Line

Chan, E., & Ross, V. (2014). Narrative understandings of a school policy: Intersecting student, teacher, parent and administrator perspectives. *Journal of Curriculum Studies*, 46(5), 656-675.

Olson, M. & Craig, C. (2001). Opportunities and challenges in the development of teachers' knowledge: The development

- Latta, Kim, Barrett,
Stauffer, among others*
- Final paper due

of narrative authority through knowledge communities. *Teaching and Teacher Education*, 17(7), 667-684.

Huber, J., Caine, V., Huber, M., & Steeves, P. (2013). Narrative inquiry as pedagogy in education: The extraordinary potential of living, telling, retelling, and reliving stories of experience. *Review of Research in Education*, 37(1), 212-242.

Other Narrative Research Lines

Atkinson, B. M., & Rosiek, J. (2008). Researching and representing teacher voice (s). *Voice in qualitative inquiry: Challenging conventional, interpretive and critical conceptions in qualitative research* (pp. 175-196). Abington, UK: Routledge.

Latta, M. M., & Kim, J. H. (2011). Investing in the curricular lives of educators: Narrative inquiry as pedagogical medium. *Journal of Curriculum Studies*, 43(5), 679-695.

November 26, 2019 • Thanksgiving Break

December 4, 2019 • Presentation of Final Research-Based Assignments (multi-media)

Makeup Class by Special Arrangement • Contact Dr. Craig

Diversity Statement of the Department of Teaching, Learning, and Culture: The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to nondiscrimination and affirmative action embraces the entire university community including faculty, staff, and students.

Americans with Disabilities Act (ADA): The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” The Honor Council Rules and Procedures are available on the web <http://www.tamu.edu/aggiehonor> For additional information please visit: <http://aggiehonor.tamu.edu>

The Family Rights and Privacy Act (FERPA): FERPA requires that student grades be accessible only to individual students and other authorized personnel. More about FERPA is available online and in other TAMU documents.

Student Concerns: If you have a concern about any aspect of the course, please inform the instructor as soon as possible. If the issue cannot be resolved to your satisfaction, you will need to complete the TLAC Concern/Opportunity/Acknowledge (COAF) Form and submit it to the TLAC Department Head, Dr. Michael De Miranda.

Important Calendar Dates:

| | |
|----------------|--|
| August 26 | First day of semester classes. |
| September 2 | Last day for adding/dropping courses with no penalty |
| September 10 | Official census date. |
| September 27 | Last day to apply for degrees |
| November 15 | Last day to Q drop classes |
| November 28-29 | Thanksgiving Break |
| December 4 | Last Day of Classes |

**EDCI 689/EHRD 656: NARRATIVE INQUIRY 1/NARRIVE ANALYSIS
ARTICLE REVIEW RUBRIC**

Content (3 percent)

Comments:

Interpretations (Depth and Breadth) (3 percent)

Comments:

Theory/Practice Connections (3 percent)

Comments:

Quality of Writing (3 percent)

Comments:

APA Style/Bibliography (3 percent)

Comments:

Grade (15 percent)

**EDCI 689/EHRD 656:
REVIEW OF A VOLUME RUBRIC**

Content (3 percent)

Comments:

Interpretations (Depth and Breadth) (3 percent)

Comments:

Theory/Practice Connections (3 percent)

Comments:

Quality of Writing (3 percent)

Comments:

APA Style/Bibliography (3 percent)

Comments:

Grade (15 percent)



**EDCI 689/EHRD 656
FINAL PAPER**

Name: _____

| | | |
|---|-------------|--|
| Literature | 0 1 2 3 4 5 | |
| Focus/Argument | 0 1 2 3 4 5 | |
| Quality of Written Language, including APA | 0 1 2 3 4 5 | |
| Analysis | 0 1 2 3 4 5 | |
| Conclusions | 0 1 2 3 4 5 | |
| TOTAL (25) | | |

0 = No Evidence; 1 = Slight Degree of Evidence; 2 = Approaching Moderate Degree of Evidence; 3 = Moderate Degree of Evidence; 4 = Moderately High Degree of Evidence; 5 = High Degree of Evidence

POSSIBLE READINGS

- Atkinson, B. M., & Rosiek, J. (2008). Researching and representing teacher voice (s). *Voice in qualitative inquiry: Challenging conventional, interpretive and critical conceptions in qualitative research* (pp. 175-196. Abington, UK: Routledge.
- Blumenfeld-Jones, D. (1995). Fidelity as a criterion for practicing and evaluating narrative inquiry. *International Journal of Qualitative Studies in Education*, 8(1), 25-35.
- Bresler, L. (2006). Embodied narrative inquiry: A methodology of connection. *Research Studies in Music Education*, 27(1), 21-43.
- Bullough Jr, R., & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13-21.
- Caine, V., Estefan, A., & Clandinin, D. J. (2013). A return to methodological commitment: Reflections on narrative inquiry. *Scandinavian Journal of Educational Research*, 57(6), 574-586.
- Chan, E. (2007). Student experiences of a culturally-sensitive curriculum: Ethnic identity development amid conflicting stories to live by. *Journal of Curriculum Studies*, 39(2), 177-194.
- Chan, E., & Ross, V. (2014). Narrative understandings of a school policy: Intersecting student, teacher, parent and administrator perspectives. *Journal of Curriculum Studies*, 46(5), 656-675.
- Chang, P., & Rosiek, J. (2003). Anti-colonialist antinomies in a biology lesson: A sonata-form case study of cultural conflict in a science classroom. *Curriculum Inquiry*, 33(3), 251-290.
- Clandinin, D. J., & Connelly, F. M. (1988). Studying teachers' knowledge of classrooms: Collaborative research, ethics, and the negotiation of narrative. *The Journal of Educational Thought*, 22(2A), 269-282.
- Clandinin, D. J., & Connelly, F. M. (1992). Teacher as curriculum maker. In P. W. Jackson (Ed.), *Handbook of research on curriculum*. (pp. 363-401). New York, NY: Macmillan.
- Clandinin, D. J., & Connelly, F. M. (1994). Personal experience methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 413-427). Thousand Oaks, CA: Sage.
- Conle, C. (1996). Resonance in preservice teacher inquiry. *American Educational Research Journal*. 33(2), 297-325.
- Conle, C. (1997). Images of change in narrative inquiry. *Teachers and Teaching: Theory and Practice*, 3(2), 205-219.

- Conle, C. (2000). Narrative inquiry: Research tool and medium for professional development. *European Journal of Teacher Education*, 23(1), 49-63.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2-14.
- Coulter, C., & Smith, M. L. (2009). The construction zone: Literary elements in narrative research. *Educational Researcher*, 38(8), 577-590.
- Coulter, C., Michael, C., & Poynor, L. (2007). Storytelling as pedagogy: An unexpected outcome of narrative inquiry. *Curriculum Inquiry*, 37(2), 103-122.
- Craig, C. (1995). Knowledge communities: A way of making sense of how beginning teachers come to know. *Curriculum Inquiry*, 25(2), 151-175.
- Craig, C. (2006). Why is dissemination so difficult? The nature of teacher knowledge and the spread of school reform. *American Educational Research Journal*, 43(2), 257-293.
- Craig, C. (2009). The contested classroom space: A decade of lived educational policy in Texas schools. *American Educational Research Journal*, 46(4), 1034-1059.
- Craig, C. (2011). Narrative inquiry in teaching and teacher education. In *Narrative inquiries into curriculum making in teacher education* (pp. 19-42). Bingley, UK: Emerald Group.
- Craig, C. (2012). "Butterfly under a pin": An emergent teacher image amid mandated curriculum reform. *The Journal of Educational Research*, 105(2), 90-101.
- Craig, C. (2013). Teacher education and the best-loved self. *Asia Pacific Journal of Education*, 33(3), 261-272.
- Craig, C. (2014). From stories of staying to stories of leaving: A US beginning teacher's experience. *Journal of Curriculum Studies*, 46(1), 81-115.
- Curtis, G., Reid, D., Kelley, M., Martindell, P. T., & Craig, C. (2013). Braided lives: Multiple ways of knowing, flowing in and out of knowledge communities. *Studying Teacher Education*, 9(2), 175-186.
- Elbaz, F. (1991). Research on teacher's knowledge: The evolution of a discourse. *Journal of Curriculum Studies*, 23(1), 1-19.
- Elbaz-Luwisch, F. (1997). Narrative research: Political issues and implications. *Teaching and Teacher Education*, 13(1), 75-83.
- Eisner, E. (1988). The primacy of experience and the politics of method. *Educational Researcher*, 17(5), 15-20.
- Eisner, E. (1997). The promise and perils of alternative forms of data representation. *Educational Researcher*, 26(6), 4-10.

- Eisner, E. W. (2004). What can education learn from the arts about the practice of education? *International Journal of Education & the Arts*, 5(4).
- Estola, E. (2003). Hope as work--Student teachers constructing their narrative identities. *Scandinavian Journal of Educational Research*, 47(2), 181-203.
- Fenstermacher, G. (1994). The knower and the known: The nature of knowledge and research on teaching. In Darling-Hammond (Ed.), *Review of Research in Education*, 20, 3-56.
- Jackson, P. (1995). On the place of narration in teaching. In H. McEwan & K. Egan. *Narrative in teaching, learning, and research* (pp. 307-328). New York, NY: Teachers College Press.
- Jackson, P. (1992). The enactment of the moral in what teachers do. *Curriculum Inquiry*, 22(4), 401-407.
- He, M. F. (2002). A narrative inquiry of cross-cultural lives: Lives in Canada. *Journal of Curriculum Studies*, 34(3), 323-342.
- Huber, J., Caine, V., Huber, M., & Steeves, P. (2013). Narrative inquiry as pedagogy in education: The extraordinary potential of living, telling, retelling, and reliving stories of experience. *Review of Research in Education*, 37(1), 212-242.
- Mitchell, R., & Rosiek, J. (2006). Professor as embodied racial signifier: A case study of the significance of race in a university classroom. *The Review of Education, Pedagogy, and Cultural Studies*, 28(3-4), 395-409.
- Mitton-Kükner, J., Nelson, C., & Desrochers, C. (2010). Narrative inquiry in service learning contexts: Possibilities for learning about diversity in teacher education. *Teaching and Teacher Education*, 26(5), 1162-1169.
- Mitton-Kükner, J., Kearns, L. L., & Tompkins, J. (2016). Pre-service educators and anti-oppressive pedagogy: interrupting and challenging LGBTQ oppression in schools. *Asia-Pacific Journal of Teacher Education*, 44(1), 20-34.
- Latta, M. & Kim, J. (2011). Investing in the curricular lives of educators: Narrative inquiry as pedagogical medium. *Journal of Curriculum Studies*, 43(5), 679-695.
- Liu, Y., & Xu, Y. (2011). Inclusion or exclusion? A narrative inquiry of a language teacher's identity experience in the 'new work order' of competing pedagogies. *Teaching and Teacher Education*, 27(3), 589-597.
- Olson, M. (1995). Conceptualizing narrative authority: Implications for teacher education. *Teaching & Teacher Education*, 11(2), 119-135.

- Olson, M. (2000). Curriculum as a multistoried process. *Canadian Journal of Education*, 25(3), 169-187.
- Olson, M., & Craig, C. (2001). Opportunities and challenges in the development of teachers' knowledge: The development of narrative authority through knowledge communities. *Teaching and Teacher Education*, 17(7), 667-684.
- Parker, D. (2010). Writing and becoming [a teacher]: Teacher candidates' literacy narratives over four years. *Teaching and Teacher Education*, 26(6), 1249-1260.
- Parker, D., & Craig, C. (2017). An international inquiry: Stories of poverty—poverty stories. *Urban Education*, 52(1), 120-151.
- Phillion, J. (2002). Narrative multiculturalism. *Journal of Curriculum Studies*, 34(3), 265-279.
- Schön, D. (1995). Knowing in action: The new scholarship requires a new epistemology. *Change*, 27(6), 26-35.
- Schwab, J. J. (1969). The practical: A language for curriculum. *School Review*, 78(1), 1-23.
- Schwab, J. J. (1971) The practical: Arts of the eclectic, *School Review*, 79(4), 493-542.
- Schwab, J. J. (1973). The practical 3: Translation into curriculum. *School Review*. 81, 501-522.
- Schwab, J. J. (1983). The practical 4: Something for curriculum professors to do. *Curriculum Inquiry*, 13(3), 239-265.
- Tsui, A. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *Tesol Quarterly*, 41(4), 657-680.
- Xu, S. J., & Connelly, F. M. (2008). Narrative inquiry for teacher education and development: Focus on English as a second language in China. *Teaching and Teacher Education*, 25, 219-227.
- Xu, S. J., & Connelly, M. (2010). Narrative inquiry for school-based research. *Narrative Inquiry*, 20(2), 349-370.

POSSIBLE ARTICLE FOR REVIEW (REVIEW A CHAPTER)

Clandinin, D.J. (Ed.) (2006). *Handbook of narrative inquiry: Mapping a methodology*. Thousand Oaks, CA: Sage.

Examples:

Clandinin, D. J., & Rosiek, J. (2006). Borders, tensions and borderlands in narrative inquiry. In D. J. Clandinin (Ed.) *Handbook of narrative inquiry: mapping a methodology*. Thousand Oaks, CA: Sage.

Lyons, N. (2006). Narrative inquiry: What possible future influence on policy or practice. *Handbook of narrative inquiry: Mapping a methodology* (pp. 600-631). Thousand Oaks, CA: Sage.

Pinnegar, S., & Daynes, J. G. (2006). Locating narrative inquiry historically. In D. J. Clandinin (Ed.) *Handbook of narrative inquiry: Mapping a methodology* (pp. 3-34). Thousand Oaks, CA, Sage.

SUGGESTED BOOKS FOR REVIEWS

- Barone, T. (2001). *Touching eternity: The enduring outcomes of teaching*. New York, NY: Teachers College Press.
- Barrett, M., & Stauffer, S. (Eds.). (2009). *Narrative inquiry in music education*. Houten, The Netherlands: Springer.
- Clandinin, D.J. (Ed.) (2008). *Handbook of narrative inquiry: Mapping a methodology*. Thousand Oaks, CA: Sage.
- Clandinin, D. J. (2013). *Engaging narrative inquiry*. New York, NY: Routledge.
- Clandinin, D. J., & Connelly, F. M. (1995). *Teachers' professional knowledge landscapes*. New York, NY: Teachers College Press.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.
- Clandinin, J., Caine, V., Lessard, S., & Huber, J. (2016). *Engaging in narrative inquiries with children and youth*. New York, NY: Routledge.
- Clandinin, D., J., Davies, A., Hogan, P., & Kennard, B. (Eds.) (1993). *Learning to teach: Teaching to learn*. New York, NY: Teachers College Press.
- Clandinin, D. J., Huber, J., Huber, M., Murphy, S., Murray Orr, A., Pearce, M., & Steeves, P. (2006). *Composing diverse identities: Narrative inquiries into the interwoven lives of children and teachers*. New York, NY: Routledge.
- Clandinin, D. J., Steeves, P., & Caine, V. (Eds.). (2013). *Composing lives in transition: A narrative inquiry into the experiences of early school leavers*. Bingley, UK: Emerald Group.
- Connelly, F. M., & Clandinin, D. J. (1988). *Teachers as curriculum planners: Narratives of experience*. New York, NY: Teachers College Press.
- Connelly, F. M., & Clandinin, D. J. (Eds.) (1999). *Shaping a professional identity: Stories of educational practice*. New York, NY: Teachers College Press.
- Craig, C. (2003). *Narrative inquiries of school reform: Storied lives, storied landscapes, storied metaphors*. Greenwich, CT: Information Age.
- Dewey, J. (1916). *Democracy and education*. New York, NY: Macmillan.
- Dewey, J. (1938). *Education and experience*. New York, NY: Collier Books.
- Dewey, J. (1934). *Art as experience*. Toms River, NJ: Capricorn Books.

- Elbaz-Luwisch, F. (Ed.). (2006). *Teachers' voices: Storytelling and possibility*. Charlotte, NC: Information Age.
- Georgakopoulou, A. (2007). *Small stories, interaction and identities*. Amsterdam, Netherlands: John Benjamins.
- Jackson, P. W. (1967). *Life in classrooms*. New York: Holt, Rinehart & Winston.
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