Exploring Students' Conceptions of Research and Inquiry

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A. Research Narrative

1. **Purpose of the investigation and research objectives**

The purpose of this study is to understand how graduate students in an introductory research methodology course (EDUC-Y520: Strategies in Educational Research) conceptualize "research" and "inquiry," and to examine whether and how these conceptualizations might change as a result of participation in the course. By better understanding students' conceptions of research at the start of the semester and changes throughout participation in the course, we hope to improve course delivery as reflected both in curriculum and pedagogy.

Given our (four instructors who teach such courses) previous teaching experiences in this class, we have come to a consensus that students' conceptions of "research" play a central role in how they approach learning in this course. For example, we have noticed there is a disconnect between students' expectations regarding research and their daily (professional and personal) practices. Many Y520 students assume that doing research is irrelevant to their professional experiences (i.e. teaching, counseling, and higher education administration), which often greatly undermines their motivation in this class. We expect that at the most fundamental level, students' life experiences and identity claims shape their understanding of what research entails and their motivation for learning. Furthermore, students often bring a "positivist-like" understanding of research to class and tend to hold to the idea that conducting research in the social sciences is all about experiments, control group, numbers and so on.

During this course, students are exposed to a variety of different, even contradictory, ideas about what research entails, reflecting ongoing debates on the paradigms within the field of research methodology itself (Lather, 2006). It is thus crucial for us to understand how students make sense of diverging and competing notions about research. It is also pedagogically important for us as instructors to structure class content and pedagogy in ways that effectively facilitate student learning based on this understanding. All these reasons serve as the impetus for carrying out this study, which asks the following research questions: 1) How do graduate students in an introductory research methods course conceptualize the notion of "research"? 2) How does participating in this course shape students' conceptualization and understanding of "research"? We will be collecting data from both face-to-face and on-line sections of Y520 in Spring and Summer 2013, with the possibility of collecting additional data in additional semesters.

2. **Existing Scholarship**

There is a paucity of existing scholarship relevant to teaching inquiry courses. The empirical literature can be organized into two main categories: 1) effective pedagogical approaches and methods for teaching a research class, and 2) students' and researchers' general conceptualizations of the concept of "research." The first category centers on pedagogical methods for teaching research methods classes in the social sciences. Examples include: "active cooperative learning" (Ball & Pelco, 2006), "student-centered approach" (Barraket, 2005), "student-centered tutor-led approach" (Edwards, 2004), "experiential and heterodoxical approach" (Hubbell, 1994), "problem method" (Mcburney, 1995), "group project teaching technique" (Ransford & Butler, 1982), "learning by doing" (Takata & Leiting, 1987; Winn, 1995), and "mixed method approach" (Tashakkori & Teddlie, 2003).

As a whole, authors of this scholarship argue for the merits of incorporating problem-based tasks and student-centered learning elements into research methods classes. Despite being pedagogically informative, however, these studies focus primarily on the logistics or outcomes of implementing these pedagogical methods. They are also predominantly grounded in the fields of psychology, sociology and political sciences. Issues surrounding how students and teachers

conceptualize "research" in the context of learning and teaching inquiry, as well as its intersection with pedagogical dynamics have not yet been specifically explored in those studies.

The second body of literature addresses how "research" is conceptualized from the perspectives of students, research supervisors and senior researchers. For example, Meyer, Shanahan, and Laugksch (2005) conducted a survey to explore how doctoral students conceptualize research and they identified seven categories of descriptions on such conceptualization. Two other studies examined research supervisors' conception of research in general. Bill (2004) identified that university-based research and researchers are privileged in participants' discourse. Kiley and Mullins (2005) investigated how research supervisors of doctoral students conceptualize research and how they perceive the relationship between their own conceptualization and those of their students. In addition, Brew (2001) also examined how established researchers conceptualize research from qualitatively different perspective. This set of studies is closer to the study we are proposing than the first category of research. Interestingly, this set of literature all comes from universities in Australia − we did not come across many studies conducted on this topic in the U.S..

In our review of the current literature, we found only a few studies related to teaching graduate-level research/inquiry courses. It is clear that our current understanding of students' conceptualization of "research" as well as the evolution of this conceptualization throughout the course of a semester is weak. Existing studies tend to focus on producers and future producers of research rather than students who will primarily be consumers of research after graduation. We also note many studies are descriptive or prescriptive in nature and not necessarily oriented towards taking action to change and improve teaching practices based on the results. These patterns affirm the need to carry out more student-centered action research in the domain of teaching inquiry courses that focuses both on student understanding and pedagogical innovation. This sets the stage for our project.

3. **Significance and impact the study may have upon undergraduate or graduate teaching, learning and assessment**

As a core course required for most of the graduate students in School of Education, Y520 plays a significant role in both exposing students to the fundamental principles of social science research and providing them with hands-on skills to conduct and consume research. In addition, discussions within the Inquiry Methodology Program point to significantly changing the delivery method of Y520 in the coming academic years. We believe that this study will therefore not only offer a platform for us as instructors to reflect upon and improve our own teaching practice, but will also benefit the forthcoming course reform. Moreover, implications will extend beyond Y520, since similar methodological courses are taught campus across a number of different social science disciplines.

Specifically, we anticipate a two-fold impact of this study. First, the research will reveal students' baseline understanding of research. Using this baseline as a foundation, we can better frame the delivery of Y520. We see this as a particularly urgent need for Y520 students since they are mostly educational practitioners, typically having little or no exposure to social science research. It thus is important to frame the course in a way that enables them to connect research with their daily practice while simultaneously providing critical knowledge about methodology. Second, we hope that tracking *changes* in students' understanding of the concept of research over time and reaching a better understanding of *how* changes occur (i.e., through critical teaching moments vs. other life experiences, etc.) will also help us adjust the course curriculum and choose appropriate pedagogical techniques. In other words, this data will help us better understand what is working about the course content and delivery methods, and what might be improved.

4. Outcomes of the work and how they will contribute to the assessment of student learning at Indiana University

Based on the first phase of this study, we anticipate three primary outcomes:

<u>Brown-Bag Dialogue</u>. The Inquiry Program engages in a Brown Bag discussion group that meets once a week. The researchers will share findings with the inquiry community for feedback and to report on student conceptualizations and implications for teaching.

<u>Course Reflection</u>. The findings will directly relate to the theoretical groundwork of the course, including better understanding the role assignments play in the development of students' conceptualizations of research and inquiry. Specific assignments will provide researchers access to learner's conceptualizations and this will make it possible to use those conceptualizations as a way to reflect on the course content and pedagogy.

<u>Report to Program</u>. The Inquiry program faculty has struggled with how to deliver meaningful learning experiences through Y520, and as mentioned above, faculty of the Inquiry Program are presently engaged in rethinking the instructional needs of the class. To facilitate this, a succinct report will be provided to the Inquiry Program Area presenting the results of the study. This report will include analyses enabling reflection on the curriculum and the learners. Analysis of data will provide the Inquiry program with a deeper understanding of student pre-conceptions of research and inquiry and will allow us to identify the conceptual challenges faced by learners. Analysis will also provide us with a deeper understanding of the ways in which class activities serve to promote learning, which can be utilized to develop course curriculum. We will also utilize this report as the basis for producing referreed journal articles and conference presentations.

5. **Research methodology**

We have designed this study as a critical action research project. Action research design blurs the traditional distinction between researchers and practitioners and effectively shortens the distance of the transformation from academic findings to teachers' daily practice. In this study, we integrate practice and research, thus taking on a dual-role as both instructors and researchers. The research design is *critical* in terms that it is framed by the meta-theoretical framework provided by critical qualitative research methodology (Carspecken, 1996). It will also employ a series of techniques developed by critical methodologists for collecting and analyzing the data.

We will collect the data primarily through archived class discussions and student assignments from both face-to-face and online sections of Y520. This includes formal course assignments, in-class discusssions (for the face-to-face class) and online postings in the Oncourse forum (for the online sections). We will also conduct individual interviews, approximately one hour in length, using a semi-structured interview protocol. We will record these interviews and transcribe them for analysis.

Our initial analyses will consist of open coding of written course materials and interview transcripts, using open coding techniques. We will utilize the qualitative data analysis software package NVivo to enable collaborative coding and analysis. Meanwhile, we will also utilize critical research techniques such as meaning field analysis and validity horizon analysis (Carspecken, 1996) on some excerpts of the data so that we will not miss rich background meanings of the data. Our analysis as a whole will focus on identifying and further analyzing emergent themes related to students' understanding of research/inquiry, how their understanding evolves, and in what sense they connect this understanding to their educational practice.

6. **Means by which you will measure the success of your project.**

The goals of the project are to understand student conceptions of research and inquiry and to understand how these conceptions develop through the engagement in the Y520 course activities. These goals will be measured in the following ways:

- An article accepted for publication in a peer-reviewed journal or research conference where the judgment of peers on the analysis addressing both research questions will indicate scholarly success.
- An outline for the reform of the class and a new text relevant to the reform, particularly attentive to the theoretical development related to student conceptions of research and inquiry. This outline will be reviewed by colleagues in the field for feedback.
- Completion of all required products in the conduct of the study (including report to faculty).
- Researchers will reflect on the research process with the intention of contributing to the Scholarship of Teaching and Learning. Researchers have not yet had an opportunity to fully explore the Scholarship of Teaching and Learning, but we intend to investigate the inquiry process itself in ways that should contribute to the SOTL body of literature.

7. **Dissemination of results**

   We plan to disseminate the results of this study in a variety of ways that demonstrate the relevance of our inquiry to multiple circles. Dissemination of the results within the "local" community, such as submitting a report to the program, initiating Brown Bag dialogues and conducting course reflection, have already been mentioned in Part 4 of this narrative. In addition, we intend to disseminate our results in several forums related to the Scholarship of Teaching and Learning (SoTL). These include SoTL events at Indiana University-Bloomington, as well as submission of a paper proposal to the International Society for the Scholarship of Teaching and Learning (ISSoTL) 2013 conference in Raleigh, North Carolina, which at least one of the investigators will attend. The 2013 conference theme, *Critical Transitions in Teaching and Learning*, resonates particularly well with our study, which not only investigates student learning but also exemplifies an opportunity for building partnership and collaboration among instructors in reflecting on approaches to assessing teaching outcomes. Based on feedback in SoTL and other forums, we intend to submit a manuscript for submission at a SoTL-oriented journal, such as *College Teaching*.

   We also hope to disseminate the results of this study beyond the SoTL community. Tentatively, we plan to present results of this study at the 2014 *International Congress on Qualitative Inquiry* and will submit a manuscript for publication in a journal focused on methodology (e.g., *International Journal of Qualitative Studies in Education*). Ultimately, we would like to use this project as the foundation for producing a new textbook oriented towards the teaching of graduate-level introductory research methodology courses.

8. **Reflective teaching practices**

   As a group, all investigators of this study have been engaged in a variety of reflective practices since this study was first conceived. These practices relate to this project, specifically, but also more broadly to our individual and collective efforts as instructors of Y520.
   As instructors of this course, our reflective practices so far have included the following:
   - Individual reflections on our own conceptualizations of research and assumptions regarding research/teaching research, as well as a group discussion on these written reflections
   - Individual reflections on our own expectations and pedagogical assumptions regarding teaching Y520, as well as group discussions and comments to one another on these written reflections
   - Individual reflections on our perceptions regarding learning objectives for Y520, both at the overarching course level and in terms of specific objectives for each topic covered in the class, and group discussions about these individual reflections.

   Through our discussions, we have succeeded in coming to consensus regarding our objectives for Y520 as a course as well as objectives for teaching about different content area

topics, such as ontology/epistemology and objectivity/subjectivity in research. Further reflection has enabled us to decide upon readings, activities, and assignments that we feel will help us best meet those objectives during the Spring 2013 and future semesters during which we teach this course.

As we begin the Spring 2013 semester, we are engaging in ongoing reflection to jointly reflect upon our experiences utilizing new tools for teaching this introductory research methodology course. We plan to continue reflecting as a group throughout this and future semesters, and have discussed possible approaches for creating a structured forum where Y520 instructors (who change from year to year) can engage in joint reflection and learning on a continuing basis.

References:

Ball, C. T., & Pelco, L. E. (2006). Teaching research methods to undergraduate psychology students using an active cooperative learning approach. *International Journal of Teaching and Learning in Higher Education, 17*, 147-154.

Barraket, J. (2005). Teaching Research Method Using a Student-Centred Approach? Critical Reflections on Practice. *Journal of University Teaching & Learning Practice*, *12*(2), 64-74.

Bills, D. (2004). Supervisors' conception of research and the implications for supervisor development. *International Journal for Academic Development*, *9*(1), 85 - 97.

Carspecken, P. (1996). *Critical Ethnography in Educational Research: A Theoretical and Practical Guide*. New York and London: Routledge.

Edwards, D. F. (2004). A student-centered tutor-led approach to teaching research methods. *Journal of further and Higher Education*, *28*(2), 195-206.

Hubbell, L. (1994). Teaching research methods: An experiential and heterodoxical approach. *Political Science and Politics*, *27*(1), 60-64.

Kiley, M., & Mullins, G. (2005). Supervisors' conception of research: What are they? *Scandinavian Journal of Educational Research*, *49*(3), 245-262.

Meyer, J. H. F., Shanahan, M. P. & Laugksch, R. C. (2005) 'Students' conceptions of research I: A qualitative and quantitative analysis.', *Scandinavian journal of educational research*, *49*(3), 255-244.

Mcburney, D. H. (1995). The problem method of teaching research methods. *Teaching of Psychology*, *22*(1), 36-38.

Lather, P. (2006). Paradigm proliferation as a good thing to think with: Teaching research in education as a wild profusion, *International Journal of Qualitative Studies in Education*, *19*(1), 35-57

Ransford, H. E. & Butler, G. (1982). Teaching research methods in the social sciences. *Teaching Sociology*, 9(3), 291-312.

Winn, S. (1995). Learning by doing: Teaching research methods through student participation in a commissioned research project. *Studies in Higher Education*, *20*(2), 203-215.

Takata, S. R. & Leiting, W. (1987). Learning by doing: The teaching of sociological research methods. *Teaching Sociology, 15*(2), 144-150.

Tashakkori & Teddlie (2003). Issues and dilemmas in teaching research methods courses in social and behavioural sciences: US perspective. *International Journal of Social Research Methodology*, *6*(1), 61-77.

B. Budget narrative

During our first year conducting this study, we anticipate costs to total slightly more than $2000. These costs include the following:

- NVivo (qualitative data analysis software): NVivo is available at a discounted rate through IU at a rate of $75/year for students. Barbara Dennis, principal investigator, already has access to this software. Thus, student access is needed for the 3 co-investigators. Total cost: $75*3 = 225
- Transcription costs: We plan to pay for the transcription of approximately 10 interviews collected with former Y520 students. We anticipate that interviews will last approximately 30-60 minutes (average length: 45 minutes). At a cost of $1/minute, transcribing 10 interviews will cost a total of approximately $450.
- Graduate assistants: Funding from a SoTL research grant will be utilized to help support work of the three graduate investigators on data analysis during Summer 2013, at a rate of $500/graduate investigator. Total cost: $500*3 = 1500.
- We intend to send at least one investigator from this project to the 2013 conference of the International Society for Scholarship of Teaching & Learning in Raleigh, North Carolina. Anticipated costs for this conference include registration ($200, estimated based on the 2012 ISSoTL conference); housing ($180, estimated at a rate of $60/night for 3 nights); and travel ($250, estimated flight cost). Total cost = $630.

Budget Item	Cost
NVivo software	$225
Transcription costs	$450
Graduate assistant funding	$1500
Conference funding	$630
TOTAL	**$2805**

C. Research plan and timeline

Over the coming year, we plan to collect our initial set of data and conduct analyses that we will use to inform future semesters of Y520 instruction. Since Y520 is taught during every semester (including summer), our data collection and analyses processes will overlap and inform each other in an iterative manner.

Our research timeline during 2013 and 2014 is as follows:

Semester	Activities
Spring 2013	• Initial data collection from 3 sections of Y520
Summer 2013	• Data collection from 1 section of Y520 • Preliminary analysis using data collected during Spring 2013 semester • Revision planning for future Y520 semesters
Fall 2013	• Data collection from multiple sections of Y520, based on revisions made during Summer 2013 semester • Continued analysis based on data from Spring and Summer 2013 semesters • Revision planning for future Y520 semesters
Spring 2014	• (Possible) data collection from multiple sections of Y520, based on previous revisions • Analysis and write-up of results from Spring, Summer, Fall 2013 semesters • Submission of materials for publication
Summer 2014 and onwards	• Continued data collection and analysis based on Y520 teaching during these and previous semesters • Continued revision of Y520 instruction based on previous analyses

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EDUCATION

Ph.D. (1998)	Educational Psychology, University of Houston. (Dissertation "A Reformulation of Care as a Pragmatic Concept: A Qualitative Study of an Adult Friendship Group). Areas of Expertise (1) qualitative research methods, methodological theory, critical theory and method; (2) sociocultural diversity and schooling (multiculturalism); and (3) care theory, rationality, feminist theory; racism.
M.Ed. (1987)	Curriculum and Instruction (Special Education), University of Houston-Victoria
B.S. (1982)	Elementary Education (Concentration: Psychology), University of Houston-Victoria

POSITIONS AT INDIANA UNIVERSITY

Associate Professor	Inquiry Program Area, School of Education, Indiana University (Promoted with tenure August 2008)
Clinical Associate Professor	Curriculum Studies and Inquiry, School of Education, Indiana University (2004 – 2007 Clinical Assistant, promoted in 2007)
Visiting Assistant Professor	Multicultural Education and Qualitative Inquiry, School of Education, Indiana University (2001-2004)

PREVIOUS POSITIONS   1998 - 2001

Assistant Professor	Educational Leadership and Cultural Studies, College of Education, University of Houston in Multicultural Education, Social Theory, and Qualitative Research (1999 – 2001)
Research Faculty	The Virtual Environments Research Institute, University of Houston. Coordinate and conduct all research involving human subjects in virtual environments as Director of Human Factors (1998 – 1999)

SELECT PUBLICATIONS

Satinsky, S., **Dennis, B**., Reece, M., Sanders, S., & Bardzell, S. (Dec., 2012 resubmitted for revise and resub). 'My "Fat Girl Complex': An Exploratory Study of Sexual Health and Body Image in Women of Size. *Culture, Health, and Sexuality.*

Dennis, B. (contracted. In progress). Walking with Strangers: Critical Ethnography and Educational Promise. New York and Frankfurt: Peter Lang Publishers.

Dennis, B. (in press, 2012). "Validity crisis" in qualitative research, still? Movement toward a unified approach. In B. Dennis, L. Carspecken, and P. Carspecken, Eds. *Qualitative Research: A*

Reader on Philosophy, Core Concepts, and Practice. Series - Counter points: Studies in the Postmodern Theory of Education. New York and Frankfurt: Peter Lang Publishers. Chapter 1.

Dennis, B. (in press, 2012). There's more to it: An analysis of caring among friends. In B. Dennis, L. Carspecken, and P. Carspecken, Eds. *Qualitative Research: A Reader on Philosophy, Core Concepts, and Practice. Series - Counter points: Studies in the Postmodern Theory of Education.* New York and Frankfurt: Peter Lang Publishers. Chapter 19.

Carspecken, L., **Dennis, B**, Carspecken, P. (in press, 2012). Introduction. Philosophy and Qualitative Research. In B. Dennis, L. Carspecken, and P. Carspecken, Eds. *Qualitative Research: A Reader on Philosophy, Core Concepts, and Practice. Series - Counter points: Studies in the Postmodern Theory of Education.* New York and Frankfurt: Peter Lang Publishers. Introduction.

Dennis, B., Carspecken, L, and Carspecken, P., Eds. (in press, 2012). *Qualitative Research: A Reader on Philosophy, Core Concepts, and Practice. Series - Counter points: Studies in the Postmodern Theory of Education.* New York and Frankfurt: Peter Lang Publishers.

Satinsky, S., Reece, M., Sanders, S., **Dennis, B**., Bardzell, S. (2012). An assessment of body appreciation and its relationship to sexual function in women. *Body Image, 9,* 137-144.

Lee, J., Nargund, V., and **Dennis, B**. (2011). Progressing through the Haze in Science and Mathematics Education Research: Contemporary Use of Spradley's Qualitative Inquiry in Two Case Studies. *International Journal of Qualitative Methods, 10* (1), 42-57.

Dennis, B. (2010). Ethical dilemmas in the field: The complex nature of doing education ethnography. *Ethnography and Education, 5*(2), 123-127.

Dennis, B. Special Editor (2010). Ethics in Practice. *Ethnography and Education, 5*(2).

Dennis, B. (2009). Liberation of the margins: Liberating research in education. In R. Winkle Wagner , C. Hunter, and D. Hinderliter Ortloff. Bridging the Gap Between Theory and Practice in Educational Research: Methods at the Margins. Palgrave, MacMillan Publishers, 63-79.

Dennis, B. (2009). The politics of knowledge: What an examination of the margins can offer. (Section introduction). In R. Winkle Wagner , C. Hunter, and D. Hinderliter Ortloff. Bridging the Gap Between Theory and Practice in Educational Research: Methods at the Margins. Palgrave, MacMillan Publishers, 15-20.

Dennis, B. (2009). Acting Up: Theatre of the Oppressed as Critical Qualitative Research. International Journal for Qualitative Methods, 8(2), 65-96.

Dennis, B. (2009). What does it mean when an ethnographer intervenes? Ethnography and Education, 4(2) 131-146.

Korth, B. (January 2008). "Diversity" In N. Salkind, Encyclopedia of Educational Psychology. Sage Publications.

Korth, B. (2007). Leaps of Faith in Social Science. Capturing the Imaginary in the Discourse of the Real. International Journal for Qualitative Methods 6(1), 1-16.

Korth, B. (2007). Gendered interpretations veiled with discourses of individuality. Ethnography and Education 2(1), 57-73.

Korth, B., Martin, Y., & Sotoo, N. (2007). Little things that make a big difference: Trust and empathy on the path to multiculturalism. Scholarlypartnershipsedu 1(2), 25-44.

Korth, B. (2006). "Establishing Universal Human Rights Through War Crimes Trials and the Need for Cosmopolitan Law in an Age of Diversity" Liverpool Law Review, 27(1), 97-123.

Korth, B. (2005). "Choice, Necessity, or Narcissism. A Feminist Does Feminist Ethnography" In G. Troman et al (Eds). Methodological Issues and Practices in Ethnography. Studies in Educational Ethnography, Volume 11. Oxford and London: Elsevier Ltd., 131-167.

Korth, B. (2005). "A Reply to Martin Hammersley." In G. Troman et al (Eds). Methodological Issues and Practices in Ethnography. Studies in Educational Ethnography, Volume 11. Oxford and London: Elsevier Ltd., 175-181.

Korth, B. and Kinebrew, K. (2005). "Dislodging the Gatekeeper and Challenging the Discourse of Separation." Journal of Curriculum and Pedagogy 2,(2), 78-83, Winter. Educator's International Press.

SELECTED PEER-REVIEWED PROFESSIONAL PRESENTATIONS

Call-Cummings, M., and **Dennis, B.** (2012, October). Committing to Nonviolent Research: Qualitative Inquiry Workshop. Diversity Challenge, Boston College, Boston, MA, October 19-20, 2012.

Thompson, C., Call-Cummings, M., and **Dennis, B.** (2012, October). Racial Positioning and Collaboration Between U.S. and Ugandan Scholars. Diversity Challenge, Boston College, Boston, MA, October 19-20, 2012.

Dennis, B. (2012, September). My Experiences as Participant. Presented at the Oxford Ethnography Conference, Oxford, UK, September 10 – 13, 2012.

Dennis, B. (2008, September). In the Maelstrom of Controversy: Intervening the Field. Presented at the Oxford Ethnography Conference, Oxford UK, Sept. 17 - 18, 2008.

Korth, B. (2006, September). Acting the Part: Naturalistic versus Contrived Data. Using Theatre of the oppressed in a Long Term Ethnography. Paper presented at the Oxford Education and Ethnography Conference, Oxford, UK, Sept. 4-7, 2006.

Korth, B. (2006). "Naming Ourselves. Feminists Doing Feminist Research." Paper presented at the Second Annual International Congress on Qualitative Inquiry. Urbana-Champagne IL, May 4 – 6, 2006.

Korth, B. (2006). "The Leaps of Faith in Social Science. A Study of the Imagined in the Discourse of the Real." Paper presented at the Qualitative Interest Group Conference, Athens GA January 6-9, 2006.

Korth, B. (2005). "Ethnographic conceptions of time in the study of change." Paper presented at the Oxford Ethnography in Education Conference, Oxford UK, September 9 - 11, 2005.

Korth, B. (2005). "The Study of Nobody Nowhere. A Buddhist Unraveling of a Western Web." First International Congress on Qualitative Research. Urbana IL, May 4-7, 2005.

Korth, B. (2005). "Acting the Part: The Use of Theatre of the Oppressed for Critical Qualitative Research." First International Congress on Qualitative Research. Urbana IL, May 4-7, 2005.

Korth, B. (2005, April). "The Death of the Subject: Gender and the Death Penalty." Gender Studies Conference, Purdue University, April 5-8, 2005.

Korth, B. (2004, September). "Feminist Ethnography: Choice, Necessity, and Narcissism" Oxford Educational Ethnography Conference. Oxford UK.

Korth, B. (2004, July). "Culture, Consciousness, Language, and Morality: Conceptual Explorations for Critical Cultural Studies." Crossroads Cultural Studies Conference. Urbana-Champaign, Illinois.

INVITED PAPERS

Dennis, B. (December, 2012). The truth be told. Invited Plenary Talk at the Third Annual Sudan TESOL conference, Khartoum, Sudan, December 13 – 15, 2012.

Dennis, B. (October, 2012). The Yin-Yang of Qualitative Inquiry. Invited Keynote Address at the Pan-Korea English Teachers Association Meeting, Pusan, South Korea, October 19-20, 2012.

INVITED WORKSHOP

Dennis, B. (November, 2012). Critical Participatory Action Research. An Introduction. 3 day workshop with the "Sacred Little Ones" Bureau of Indian Affairs Project, Albuquerque, NM, November 14 – 16.

SELECTED PROFESSIONAL SERVICE EXPERIENCES

Regional Editor. Ethnography and Education. International peer-reviewed journal.
Curriculum Materials Developer. "Youth Ministry in the Age of AIDS. National Episcopal AIDS
    Coalition. National Episcopal Church. Washington DC. 2004
Reviewer, Northwest Regional Educational Laboratory website. "Research You Can Use to
    Improve Results." http://www.nwrel.org/scpd/re-engineering/rycu/index.shtml 2005.
Reviewer. Fourth Grade Social Studies Text. Prentice-Hall. Specifically asked to provide gender
    analysis of the text. 2002.
Board Member, Project TEAM, Indiana University program for supporting People of Color who
    chose a career in teaching. 2001 – present.

GRANT PROPOSALS FUNDED

College of Education Proffitt Research Grant. "Peace Curriculum as Multicultural Opportunity:
    Transnational Newcomers in a Traditionally Monocultural School." (Fall, 2004) $30,000.
College of Education Faculty Research Opportunity Award. "A Study of Cyber Culture in the
    Case of Educational Chat: Sociological and Methodological Issues." (Fall, 1999.) $
    6,000.00
Educational Connections. Stages Theatre, Houston TX. (Funded through Early Stages by MET
    Life. (Spring 2000) $350,000.00
Co-Author with Dr. Diane Prince. Grant Proposal for Center for Professional Development,
    submitted to Texas Education Agency on behalf of the University of Houston-Victoria,
    Victoria Independent School District, and the Region III Education Service Center.
    Ranked Third in the State. (June 1993. Funded 1994).

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Education:

8/2006 - present	**Double Major Ph.D. Programs in Counseling Psychology and Inquiry Methodology** Dept. of Counseling and Educational Psychology, School of Education, Indiana University Bloomington. Anticipated: August, 2014.
9/2003 - 10/2007	**Master of Science in Biochemistry**, Interdisciplinary Biochemistry Program, Indiana University Bloomington (IUB).
9/1999 - 7/2003	**Bachelor of Science in Chemistry**, Department of Chemistry, Xiamen University, China.

Teaching Experience:

Associate Instructor:
Graduate Course:
- Spring 2013, 2012, 2011: **Y520** Strategies in Educational Research (Primary instructor)
  An introductory course to social inquiry and educational research primarily for master's students, focusing on a basic conceptual understanding of research process and general types of research methodologies.

Undergraduate Course:
- Fall 2011, 2010: **Y420** Approaches and Issues in Education Research (Primary instructor)
  An introductory research seminar offered to senior students in special education; the primary goal is to develop their capacity to be critical research consumers.

- Summer 2006: **L312** Cell Biology Lecture, Biology Dept. (Assistant instructor)
  A lecture-based class for junior and senior biology majors and students from related fields; a typical class size is about 200 students.

- Fall 2004 , 2005, Spring 2005, 2006: **L313** Cell Biology Laboratory, Biology Dept. (Primary instructor)
  A group-based lab class for junior and senior biology majors, helping students develop a variety of lab skills, techniques and experiment designs in cell biology, and leading discussion groups.

Guest lecturer/Speaker:
- Fall 2012 - Invited speaker: Working with Eastern Asian international students, Kelley Business School, Indiana University.
- Fall 2011 - Invited presentation: cross-cultural identity development, Dream Corp learning series, IU Chapter.
- Spring 2011 - Guest speaker: International students' experiences in the U.S., IU Union Board spring retreat.
- Summer 2010 & Spring 2009 - Guest lecturer: G524 Practicum in Counseling, Counseling Psychology Program, Indiana University.

- Spring 2009 - Invited workshop on stress reduction and relaxation techniques, Monroe County Health Department, Indiana.
- Fall 2009 - Guest lecturer: G523 Laboratory Counseling and Guidance

Professional Development Related to Teaching:
- 3/2/2012, Scholarship of Teaching and Learning (SOTL) Workshop: The Why, What, and How of the Scholarship of Teaching and Learning, Indiana University.
- 2/24/2012, 2012 Preparing Future Faculty Conference, Indiana University.
- Fall 2012, 2011, Y660 Affinity group: Teaching Seminar in Inquiry
- 2011-12, Associate Instructor Training, School of Education
- 2010-11, Associate Instructor Training, School of Education
- Summer 2010, teaching apprenticeship supervised by Dr. Barbara Dennis with Y520 (online)
- 2/19/2010, 2010 Preparing Future Faculty Conference, Indiana University.
- Fall 2005, Associate Instructor Training, Biology Dept.
- Fall 2004, Associate Instructor Workshop, Biology Dept.

Other teaching related experiences:
- 2008-present, Peer mentor, IU Counseling Psychology Program
- 2007-2010, Student mentor, ethnic minority and international students, IU Counseling Psychology Program.
- 2008-2010, Clinical supervisor, master's level counseling practicum and internship, IU Counseling Psychology Program.
- Summer 2009, Chinese tutor, Chinese Flagship Program, Indiana University
- 2000-2003, English and Chemistry tutor, high school and elementary school students, Xiamen, China
- 2000-2002, Peer English tutor, Chemistry Department, Xiamen University, China
- 1999-2000, Extracurricular mentor, Zhen Cuo An Elementary School, Xiamen, China

Leadership Experience:
- May 2008 – August 2010, **Coordinator** for students of color and international students, Counseling Psychology Program, IU.
- Summer 2008-Spring 2010, Assistant Director, IU Center for Human Growth.
- July 2009 – August 2010: **Coordinator**, Outreach and Support for International Students and Scholars (OASIS).

Publications:

Li, P., Wong, Y. J., & Toth, P. (2012). Asian international students' willingness to seek counseling: A mixed-methods study. *International Journal for the Advancement of Counselling.* Published online. doi: 10.1007/s10447-012-9163-7

Wong, Y. J., Uhm, S. Y., & Li, P. (2012). Asian Americans' family cohesion and suicide ideation: Moderating and mediating effects. *American Journal of Orthopsychiatry*, 82, 309-318. doi: 10.1111/j.1939-0025.2012.01170.x

Peiwei Li, M.S.

1218 S. Fess Ave., Bloomington, IN, 47401 ♦ Phone: 812-606-4146 ♦ Email: peili@indiana.edu

Whiston, S., & Li, P. (2011). Meta-analysis: A method to consider for reviewing counseling research. *Journal of Counseling and Development, 89*, 273-281.

Wong, Y. J., Ho, R. M., Li, P., Shin, M., & Tsai, P.-C. (2011). Chinese Singaporeans' lay beliefs, adherence to Asian values, and subjective well-being. *Personality and Individual Differences, 50*, 822-827. doi:10.1016/j.paid.2011.01.003

Li, P. (2007). *The Agrobacterium tumefaciens SinR Transcription Regulator: Gene Regulation, Functional Analysis and Control of Biofilm Formation.* (Unpublished master thesis). Indiana University, Bloomington.

Lin, Z.J., Chen, X.M., Cai, Z.M., Li, P., Chen, X., Wang, X.R. (2008) Chemiluminescence of tryptophan and histidine in Ru(bpy)(3)(2+)-KMnO4 aqueous solution. *Tatanta, 75*, 544-550

Yi, C., Li, P., Tao, Y., & Chen, X. (2004). High-Performance Liquid Chromatographic Determination of Quinolizidine Alkaloids in Radix Sophora Flavescens Using Tris(2,20-Bipyridyl)Ruthenium(II) Electrochemiluminescence. *Microchimica Acta, 147*, 237-243

Chen, X., Lin, L., Li, P., Dai Y., & Wang X. (2004). Fluorescent response of sol-gel derived ormosils for optical ammonia sensing film. *Analytica Chimica Acta, 506*, 9-15

Li, P. (2003). *The application of tris(2,2'-bipyridine) ruthenium electrogenerated chemiluminescence in detecting alkaloids.* (Unpublished bachelor's thesis). Xiamen University, Xiamen, China.

Chen, X., Li, M., Yi, C., Li, Z., Li, P., & Xiaoru Wang (2002). Determination of sohporidine and related lupin alkaloids using tris(2,2'-bipyridine) ruthenium electrogenerated chemiluminescence". *Analytica Chimica Acta, 466*, 79-86.

Research Activities:

01/2012 – present, Doctoral dissertation in progress: **Pursuing Emancipation on a Spiritual Path: Understanding self, Identity and Mindfulness**

10/2011 – present, Inquiry methodology project: **A critical reconstruction of "evidence"**; in collaboration with Yu-ting, Su, M.S., and Pengfei Zhao, M.A.

11/2011 – 05/2012, Inquiry methodology project: **Using researchers' own narratives as a methodology tool to enhance research on identity and culture**; in collaboration with Bita Zakeri, M.S.

05/2010 – 12/2011, Research project: **International students experience of graduate school in the U.S.**; in collaboration with Claudius Rodgers, M.S. and Yimin Wang, M.S.

2009 - 2010, Practice informed research project: **Professional identity, organizational culture and multicultural competency in clinical supervision**; in collaboration with Dr. Lynn Gilman and Dr. Julia Arany.

Peiwei Li, M.S.

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2008 - 2011, **A survey on ethnic minority students' attitudes towards mental health counseling and their psychological needs**; in collaboration with Dr. Paul Toth at IU Counseling and Psychological Services (CAPS) and funded by IU Health Center.

2007 - 2009, **Asian mental health counseling research team**, lead by Dr. Joel Wong
Research projects: 1) Asian American suicidality; 2) cross-cultural conceptualization of subjective well-being.

08/2006 – 05/2008, **Graduate Assistant, Elementary School Math Assessment Project (EMAP)**, affiliated with the Center for Research on Learning and Technology (CRLT), Principal Investigator: Dr. Daniel Hickey

10/2005 - 2011, **International and HIV/AIDS counseling research team**, lead by Dr. Rex Stockton and Dr. Keith Morran, HIV/AIDS counseling and advocacy in Sub-Saharan Africa

Professional Affiliation:

Graduate Student Affiliate, American Psychological Association (APA)

Member, APA _Division 17_: Counseling Psychology, _Division 35_: Society for the Psychology of Women, and _Division 44_: the Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues

Honors and Distinctions:

2012	**Outstanding Associate Instructor Award**, School of Education, Indiana University
2012	**Research Fellowship Award**, Counseling and Educational Psychology Department, Indiana University
2011	**Nominated for Outstanding Associate Instructor Award** by students, School of Education, Indiana University
2010	**Paul F. Munger Award** for outstanding student, School of Education, Indiana University
2010	**Won-Joon Yoon Memorial Diversity Scholarship Award** for contribution to diversity, Indiana University
2009 & 2011	**Trentham Travel Award** (two times), School of Education, Indiana University
2009	**Nancy Harvey Bishop Award** for contribution to service, Indiana University
2005	**Nominated for Outstanding Associate Instructor Award**, Biology Department, Indiana University
2003-2004	**Graduate Fellowship**, Interdisciplinary Biochemistry Program, Indiana University
2001-2002	**North Pole Educational Foundation Scholarship** for student excellence and achievement, Xiamen University
2000-2003	**Outstanding Student Award** (three times), Xiamen University
2000-2001	**Three-Nine Educational Foundation Scholarship** for student excellence and achievement, Xiamen University

KAREN ROSS

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EDUCATION

School of Education, Indiana University **Bloomington IN**
- PhD, Education Policy Studies, Inquiry Methodology (dual major)   Expected graduation: June 2013
  - *Doctoral minor:* Sociology
  - *Dissertation:* Sowing Seeds of Change? Education for Partnership Between Jews and Palestinians in Israel
- Master of Science, Comparative & International Education   May 2010

Rothberg International School, Hebrew University of Jerusalem **Jerusalem, Israel**
- Intermediate-level Colloquial Arabic course   July 2009

Fletcher School of Law and Diplomacy, Tufts University **Medford, MA**
- Master of Arts in Law and Diplomacy   May 2005
- *Areas of study:* Conflict Resolution, Evaluation, Peace Education, Human Rights

Columbia College, Columbia University **New York, NY**
- Bachelor of Arts in Middle Eastern Languages and Cultures, *summa cum laude*   May 2001

Tel Aviv University **Tel Aviv, Israel**
- Coursework in Middle Eastern Studies, Musicology & Piano Performance   1999-2000

AWARDS & HONORS

2012	Trentham Travel Award, IU School of Education
2011	Richard C. Pugh Inquiry Methodology Award, IU School of Education
2011	Palestinian American Research Center Dissertation Fellowship
2007-2010, 2011	Faculty Fellowship, IU School of Education
2010	Fulbright-Hays Doctoral Dissertation Research Award
2010	Outstanding Associate Instructor Award, IU School of Education
2010	Achasa Beechler Dissertation Award, IU School of Education
2010	Selected Participant, Boyd National Educational Politics Workshop, AERA annual meeting
2008-2010, 2011, 2012	Travel Grant, Department of Education Leadership & Policy Studies, IU School of Education
2009	Foreign Language & Area Studies (FLAS) Arabic Study Grant
2008	Omni Scholar/Activist Travel Grant, Peace & Justice Studies Association
2003-2005	Student Scholarship, Fletcher School of Law and Diplomacy
2004	Summer Funding Award, Fletcher School of Law and Diplomacy
2004	Workshop Scholarship (*Fee Waiver*) Recipient, Public Conversations Project
2000	Elected to Phi Beta Kappa
1997-2001	Dolan Prize recipient, Columbia University

PUBLICATIONS   (* indicates equal co-authorship)

Submitted/in review/in revision

Ross, K. "Sadaka Reut: Promoting Change Within the Constraints of Conflict." Submitted to *Current Issues in Comparative Education* (special issue: *Education for Social Change and Transformation – Case Studies of Critical Praxis*).

Accepted

Ross, K. "Reconceptualizing Impact: New Approaches to Studying Peace Education in Intractable Conflict." Forthcoming chapter in A. Karako, C. Del Felice, & A. Wisler (Eds.), *Peace Education Evaluation: Learning from Experience and Exploring Prospects*. Charlotte, NC: Information Age Publishing.

PUBLICATIONS (continued)

<u>Peer reviewed</u>

Ross, K. (2012). "Linking Mechanisms to Outcomes: Implicit Norms in a Cross-Cultural Dialogue Program." *Peace & Conflict Studies* 19(2): 193-218. Available at: http://shss.nova.edu/pcs/curjournal.htm

*Razon, N. **& Ross, K.** (2012). "Negotiating Fluid Identities: Alliance-Building in Qualitative Interviews." *Qualitative Inquiry* 18(6): 494-503.

Shafiq, M. N. & **K. Ross.** (2010). "Educational Attainment and Attitudes Towards War in Four Predominantly Muslim Countries." *Journal of Development Studies* 46(8): 1424-1441.

<u>Book contribution</u>

Ross, K. (2012). Perspectives on Writing a Qualitative Dissertation. In J. M. Meloy (Ed.), *Twenty-First Century Learning By Doing*. Rotterdam: Sense Publishers.

<u>Book reviews/encyclopedia entries</u>

Ross, K. (2012). "Israel, Arab Education in." Pp. 1285-1286 in J. A. Banks (Ed.), *Encyclopedia of Diversity in Education,* Thousand Oaks, CA: SAGE.

Ross, K. (2011). Review of Navtej Dhillon & Tarik Yousef's *Generation in Waiting: The Unfulfilled Promise of Young People in the Middle East*. *International Journal of World Peace* 28(2): 98-100.

<u>In Preparation</u>

***Ross, K.** & N. Razon. Defining Where the Borders Lie: Tracing Everyday Border Practices in Palestine-Israel. *Planned submission* to Israel Studies Review.

Ross, K. The Third Dimension: Peace Education as Comparative Education. *Planned submission to* Compare.

Ross, K. Legitimizing School-Based Peace Building in Israel: Measuring Success in Institutional Terms. *Planned submission to* Journal of Peace Education.

<u>Other publications</u>

Ross, K. (2011). *Lessons from Online Dialogue: The Shaping Our Future Experience*. New York: Network for Peace through Dialogue.

Ross, K. (2005). "Towards 'Peace Writ Large'?: Use of Evaluation in Assessing the Impact of Israeli-Palestinian Peace Education." MA Thesis, Fletcher School of Law and Diplomacy.

Ross, K. (2004). "Moving Forward: Exploring the Role of Dialogue in Promoting Reconciliation and Democracy-Building in South Africa." In *Creating Spaces for Dialogue.* Pretoria: IDASA.

CONFERENCE PRESENTATIONS AND OTHER TALKS

<u>Panelist</u>

Ross, K. (2013, *accepted*). "Quality as Critique: Education Promoting Alternative Perspectives Among Jewish and Palestinian Israeli Youth." Paper to be presented at the annual meeting of the Comparative & International Education Society, New Orleans, Louisiana.

Razon, N. & **K. Ross**. (2013). "Shifting the Divide: Tracing Border Making Processes in Israel/Palestine." Paper presented at the Relocating Borders: A Comparative Approach conference, Berlin, Germany.

Ross, K. & N. Razon. (2012). "Negotiating Fluid Identities? Alliance-Building in Qualitative Interviews." Paper presented at the 8th Annual Congress of Qualitative Inquiry, Urbana, Illinois.

Ross, K. (2011). "Sowing Seeds of Change? Education in Israel for Jewish-Palestinian Partnership." Paper presented at the 27th annual Association for Israel Studies Conference, Boston, Massachusetts.

Ross, K. (2011). "Sowing Seeds of Social Change? Assessing Education for Jewish-Palestinian Partnership in Israel." Paper presented at the annual meeting of the Comparative & International Education Society, Montreal, Quebec.

Ross, K. (2010). "Reconceptualizing Impact: New Approaches to the Study of Peace Education in Intractable Conflict." Paper presented at the annual meeting of the American Educational Research Association, Denver, Colorado.

Bucher, K., D. Cantrell, B. Harger, O. Pizmony-Levy, **K. Ross** & B. Treadwell. (2010). "Between Change and Stability: Conceptualizing Social Movements in Education." Paper presented at the annual meeting of the Comparative & International Education Society, Chicago, Illinois.

CONFERENCE PRESENTATIONS (continued)

Ross, K. (2009). "Lessons from Online Dialogue: The *Shaping Our Future* Experience." Presented at Dialogue In/As Action Conference, New York, New York.

Ross, K. (2009). "Legitimizing Peace Education in Israel: Measuring Success in Institutional Terms." Paper presented at the annual meeting of the Comparative & International Education Society, Charleston, South Carolina.

Shafiq, M.N. & **K. Ross.** (2009). "Educational Attainment and Attitudes Towards War in Four Predominantly Muslim Countries." Paper presented at the International Public Affairs Association Conference, Bloomington, Indiana.

Ross, K. (2008). "Building a Culture of Peace through Online Dialogue: The *Shaping Our Future* Experience." Presented at the annual meeting of the Peace & Justice Studies Association, Portland, Oregon.

Panel organizer/chair/discussant

"Can a Jewish and Democratic State in Perpetual Conflict Teach Peace?" (2011). *Panel organized* for the 27th annual Association for Israel Studies Conference, Boston, Massachusetts (with S. Fuxman, M. Gawerc & N. Lazarus).

"Considering the Roles of Teachers in Peace Education Programs and Policy Implementation" (2011). *Discussant* for panel presented at the annual meeting of the Comparative & International Education Society, Montreal, Quebec.

Other presentations and talks

Invited speaker, *Peace Education Network* brown-bag lunch, Teachers College, Columbia University (October 2011).

TEACHING

Columbia University	**New York, NY**

ORLJ 4000: Conflict Resolution in the Schools: Applications in Pedagogy and Curriculum, (graduate)

Co-Instructor   Summer 2011
  • Full responsibility (with co-instructor) for all aspects of course including design, preparation, instruction, and assessment

Indiana University	**Bloomington, IN**

EDUC-Y520: Strategies for Educational Inquiry, (graduate, online**)**

Instructor   2011-present
  • Full responsibility for all aspects of course including design, preparation, instruction and assessment

Associate Instructor   Summer 2011
  • Responsible for two discussion sections, including moderation of online forums and grading

Teaching Intern   Summer 2009
  • Responsible for helping moderate online forums and responding to student questions

EDUC-T550: Cultural/Community Forces in the School &
EDUC-M550: Practicum, **Ethnic and Cultural Studies,** (graduate/advanced undergraduate)

Associate Instructor   2007-2010
  • Designed and implemented cross-cultural and global education curriculum for pre-service teachers
  • Responsible for preparing and co-teaching lectures (100+ students) and discussion sections (25 students) and for assessing student work, including long-distance supervision of student teachers in Ireland, Australia, England, Kenya & Turkey

EDUC-U212: Social Movements in Education: Schools as Sites for Social, Political, and Cultural Contention, (undergraduate), *Co-Instructor*   Spring 2010
  • Full responsibility (with co-instructors) for all aspects of course including design, preparation, instruction, and assessment

COLL-X111: Freshman Interest Group Seminar, Jewish Studies, (undergraduate), *Instructor*   Fall 2009
  • Full responsibility for all aspects of course including design, preparation, instruction, and assessment

TEACHING (continued)

Invited Lectures/Workshops

- Peace-building in Israel/Palestine*, TASTI Workshop [professional workshop]*, June 2011 (Indiana University)
- Education in Israel, *Education in American Culture [undergraduate course]*, December 2009, April 2010 (Indiana University)
- Case Study & Organizational-Level Research, *Research Methods and Case Studies in Education [graduate course]*, February 2009 (Indiana University)
- Evaluation of Civic Knowledge and Civic Skills/Dispositions, *Inter-American Hemispheric Course on Evaluation of Civic Education [professional course]*, October 2008 (Organization of American States)

Other Teaching Experience

Academy of Hope, Washington DC, *General Education Diploma (GED) Mathematics Instructor*		2006
Sacred Heart Adult Education Center, Washington DC, *English as a Second Language Instructor*		2006
Tufts University, Fletcher Graduate Writing Program, *Writing Tutor*		2004-2005
Columbia University, Community Impact Program, *GED Social Studies Instructor*		2002
Columbia University, Community Impact Program, *GED Tutor*		2001, 2002

SERVICE ACTIVITIES

Reviewing Activities
- Reviewer, *American Educational Research Association Multicultural Education SIG*, 2012 annual conference
- Reviewer, *Comparative & International Education Society Peace Education SIG*, 2010, 2011 & 2012 annual conferences
- Reviewer, *Conflict Resolution Quarterly Journal*, 2011
- Reviewer, *Voices of Teachers Journal*, 2011
- Reviewer, *Inter-American Journal of Education for Democracy*, 2010

Profession
- Co-Chair, *Comparative & International Education Society Peace Education SIG* (2011-2013)
- Steering committee, *Network for Peace through Dialogue, "Why Dialogue?"* conference (2006-2007)
- Education panel coordinator*, Fletcher Inter-University Conference on Forced Migration* (2004-2005)

University/Department
- Graduate student representative, *School of Education Grievance Committee*, Indiana University (2010)
- Founding member/co-moderator, *Social Movements and Education Research Group*, Indiana University (2008-present)
- Representative, *Graduate and Professional Students Organization (GPSO) Awards Committee,* Indiana University (Fall 2009)
- Graduate student mentor, *Education Policy Studies Program*, Indiana University School of Education (2008-2009)
- Emissary for graduate student diversity, *Indiana University Alliance for Graduate Education and the Professoriate* (2008-2009)
- Member, *Teachable Moments* sub-committee, Commission on Multicultural Understanding, Indiana University (2007-2009)
- Member, *Graduate Student Mentor Award Committee*, School of Education, Indiana University (2008)
- Undergraduate mentor, *Fletcher Global Women*, Tufts University (2004-2005)

Community
- Facilitator/advisor, *Jewish Dialogue Group* (2005-present)
- Volunteer/mediator, *Community Justice and Mediation Center,* Bloomington, IN (2008-2010)
- Mediator, *Small-claims court*, Boston, MA (2004-2005)

Curriculum vitae

Name: Pengfei Zhao
Address: 786N. Woodbridge Apt. Bloomington, IN,
47401
Phone: 812-312-8189
Email: pzhao@indiana.edu

Education:

08/2009~ present	**Ph.D. Program in Inquiry Methodology** (with an interdisciplinary minor on **Social Theory Studies**)
	Dept. of Counseling and Educational Psychology, Indiana Univ. Bloomington
	Anticipated: May 2014.
09/2006 ~ 06/2009	**M.A.**, Literary Theory
	School of Chinese Language and Literature, Beijing Normal University
09/2002 ~ 06/2006	**B.A.**, Chinese Language and Literature
	School of Chinese Language and Literature, Beijing Normal University

Research Experiences:

01/2012 – 11/2012, independent study project: **Intentionality and Creativity: A Critical Study of Hans Joas's *The Creativity of Social Action***. (The paper was submitted to Philosophy of Education Society Annual Meeting 2013.)

10/2011 – present, inquiry methodology project: **A Critical Reconstruction of "Evidence" in Educational Research**, in collaboration with Su, Yu-ting and Li, Peiwei. (The paper was accepted by American Educational Research Association Annual Meeting 2013.)

2006-2008, **The Literary Narration of European Unification** (in Chinese), in collaboration with Dr. Cao, Weidong, finished one part of the report, a case study of William Wordsworth's European imagination and narration.

06/2007, **German History of Literary Thoughts in 20th Century** (in Chinese), in collaboration with Dr. Cao, Weidong, wrote "Literary Thoughts of Anna Seghers" as one part of the project report.

Publications (In Chinese):

The Expansion of Science: Social Science in 20th Century, (Co-authored with Zhang, Zhengping) Taiwan: Changtan Cultural Media, Aug. 2010, co-authored with Zhang, Zhengping
Eruption of Freedom: Goethe and the Campaign of Storm and Stress, Taiwan: Changtan Cultural Media, Jun. 2009

Conference Presentation

Li, P., Su, Y., & **Zhao, P**. (2012). Toward a Critical Understanding of Evidence. Paper presentation

admitted by 8th International Congress of Qualitative Inquiry, May 16-19, University of Illinois Urbana Champaign

Su, Y., Li, P., & **Zhao, P**. (2012). Inter-subjectivity and Cultural Identity. Symposium accepted by 8th International Congress of Qualitative Inquiry, May 16-19, University of Illinois Urbana Champaign.

Su, Y., Li, P., & **Zhao, P**. (2011). Across Nations, in between Cultures - Asian International Students' Changing Identity. Symposium at the Asian American Psychological Association Annual Convention, Washington, DC.

Research Courses Completed:

S540 Sociological Theories
E500 Proseminar on social-cultural anthropology
Y515 Philosophical Founcations of Educational Research
Y650 The Logic of Social Sciences
Y671 Knowledge, Reflection and Critique in Methodological Theory
Y521 Methodological Approaches to Educational Inquiry
Y600 Method implication of social and psychological theories
Y612 - Y613 Critical Qualitative Inquiry I and II
Y630 Narrative Inquiry
Y631 Discourse Theory and Analysis
Y650 Topics in Inquiry Methodology: The Research of Identity
Y650 Feminist Research Methodology
Y603 Statistical Design in Education Research
Y502 Intermediate Statistics Applied to Education
Y535 Evaluation Models and Techniques

Teaching and Work Experience:

Teaching:

01/2013 ~ present, instructor of Y520, Strategies of Educational Research, section 22272
01/2012 ~ present, associate instructor of Y612-613, Critical Qualitative Inquiry I and II, teaching research software NVivo
09/2011 ~ 12/2011, instructor of Y520, Strategies of Educational Research, section11710
09/2010 ~ 12/2010, one semester internship as an associate instructor of Y515, Philosophical Founcations of Educational Research
07/2004 ~ 08/2004, Primary school teacher and project facilitator in Education Assistance Program in Remote Areas, organized by a NGO, Children of Peasants Society
10/2005 ~ 11/2005, One-month internship as a teacher of Chinese in Beijing 171 High School

Working:

09/2010 ~ 06/2011, graduate assistance in Graduate Studies Office, School of Education

Tutoring:

2006 ~ 2007, Tutor in Education Abroad Program of the University of California, Beijing

Awards:

2012	**Summer Pre-dissertation Travel Grant**, Indiana University Bloomington
2009 ~ 2013	**Education Proffitt and Faculty Fellowship**, a four-year full fellowship from School of Education, IUB
2009	**Excellent Master Thesis,** School of Chinese Language and Literature, Beijing Normal University
2006	**Excellent Undergraduate Student**, Beijing Normal University
2003 ~ 2005	**Academic Scholarship**, three times, Beijing Normal University.
2003	**Outstanding Social Work**, Beijing Normal University

Leadership & Social service:

2012 ~ present	**President of Student Brown Bag Committee of Inquiry Methodology Program**
2011 ~ present	**Vice president** of Dream Corps, IU Chapter, a NGO dedicated to promoting reading education among children in rural China

February 10, 2013

Dear Members of the SOTL Review Committee:

I am writing this letter in support of Dr. Barbara Dennis' application for an SOTL grant for her proposal titled "Exploring Students' Conceptions of Research and Inquiry." The research project described in this proposal is timely and greatly needed to better address and develop beginning graduate students' understanding of research.

As the Chair of the Counseling and Educational Psychology Department in the School of Education, I am familiar with Dr. Barbara Dennis's scholarship. Her teaching and scholarship focus on the study of inquiry methodology in the social sciences and specifically on the methodological implications of the philosophical and theoretical choices that we make as researchers. Her published work addresses important issues of methodological theory such as, for example, the validity of research claims, researcher's engagement, the politics of knowledge which she conceptualizes from her continued engagement in fieldwork with students and colleagues who all have profound respect and appreciation for her and her work.

Throughout her career, Dr. Dennis has engaged in collaborative, team-oriented partnership educational research. The project that she proposes here is consistent with her scholarship and she and her research team are well situated to carry-out this study as they have a great deal of collective experience with the teaching of the course under investigation as well as with the study of research methodology. As a professor of inquiry methodology, including critical ethnography and action research, Dr. Dennis is extremely meticulous and reflexive about all aspects of her scholarship and always generously supports and mentors her research partners to aspire to the same standards of practice.

I have no doubt that Dr. Dennis' proposed research study will contribute significantly to the Scholarship of Teaching and Learning. As always, with whatever Dr. Dennis does, she always shares the benefits of her experience with students and colleagues. Her work will also contribute to the theoretical conceptualization of the Inquiry Methodology Program which has an impact on all graduate students in the School of Education and the many graduate students from other programs in the university who regularly take our Inquiry Methodology courses.

I am confident that the proposal Dr. Dennis and her team have submitted meet the intended goals of the SOTL funding and I am sure of their capability and capacity to successfully complete the project. I strongly support their efforts to secure this funding.

Sincerely,

Ginette Delandshere, Ph.D.
Chair, Counseling & Educational Psychology Department
Professor, Inquiry Methodology
Indiana University
Bloomington, IN 47405
(812) 856-8347