Innovating Everything:

Examining Teacher Learning of Unfamiliar Texts

by

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ABSTRACT

This dissertation explored how a teacher learned to teach with and about unfamiliar (to her) media texts in her high school English classroom. This study also examined my role as the researcher/mentor in the teacher's learning and development process. Through situated learning theories (Lave & Wenger, 1991) and discourse through identities (Gee, 2001; 2014a) theoretical frameworks, this study explored the ways the teacher accepted, resisted, and enacted her figured worlds and identities as an English teacher. Historically, texts in the English classroom consist of novels, poems, plays, and the occasional nonfiction book or essay, and English teacher education and development often keeps these texts at the center of English teachers' content knowledge. However, research exploring students' use of multiliteracies in out-of-classroom contexts advocates for a multiliteracies perspective within classrooms. Still, there is a lack of professional development opportunities for teachers to support multiliteracies practices in their classrooms. Further, teachers' professional development is often provided in stand-alone experiences where teachers learn outside of their classroom teaching contexts. Taking place over a six-month time frame, this study is situated as one-on-one professional development mentoring and included researcher and teacher collaboration in multiple contexts including planning, teaching, and reflection. This qualitative case study (Merriam, 1998) sought to address a gap in the literature in how the collaboration of teachers and researchers impacted teacher learning. Using interpretive analysis (Erickson, 1986) and discourse analysis (Gee, 2014a; 2014b) I developed two assertions: (1) The process the teacher underwent from finding resources to teaching and reflection was complex and filled with many phases and challenges, and (2) I, as the researcher/mentor,

served as a sounding board and resource for the teacher/learner throughout her process of learning about, teaching with, and reflecting on unfamiliar texts. Findings of this study indicate the teacher's identities and figured worlds impacted both how she learned about and taught with unfamiliar texts, and how I approached my role as a researcher/mentor in the study. Further, findings also indicate collaborative, practice-based research models (Hinchman & Appleman, 2017) offer opportunities to provide teachers meaningful and impactful professional development experiences situated in classroom contexts.

DEDICATION

To all the teachers who think of the possibilities their classrooms hold. Who continue to challenge their students, to believe in their students, and to see their students as who they are and who they can become. Thank you.

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GLOSSARY OF MEDIA LITERACY TERMS

Term	Explanation
media	"All electronic or digital means and print or artistic visuals used to transmit messages" (NAMLE, 2017).
NAMLE	National Association for Media Literacy Education
media literacy	Ability to "access, analyze, evaluate, create, and act" (NAMLE, 2017) using all forms of communication
media literacy education	Educational experiences designed to teach students to ask questions about authorship, content, and messages of various media texts.
NAMLE Key Questions	List of 10 questions that can be used to prompt consumers of media to question media messages' authorship, meaning, and representations.
critical media literacy	Similar purpose to media literacy education with the additional purpose to support not only the critical consumption of media but the creation of media by students/consumers. Focus of media analysis on inequalities represented in media.

PREFACE

When I set out to propose and complete my dissertation study I situated my research within the new literacies framework, viewing literacies as social practices mediated by social, cultural, and historical contexts. However, as I analyzed my data and developed my findings I realized, while the study was set in a classroom where the students and their teacher engaged individually and collaboratively in a variety of practices with multiple types of texts, that was not the center of my findings. My findings instead focused on the teacher's learning and development process situated in the context of one-on-one professional development mentoring. Despite this, as a literacy scholar (which is what I consider myself to be) I need to position myself and the lens I view literacies and literacy practices through a new literacies framework, which I do here.

Literacy as a Social Practice

I take the view of literacy as a social practice, or literacy as something people do in particular contexts and settings. A sociocultural approach to literacy aims to understand the context of literacy practices including reading/viewing/listening and composing/speaking/presenting (Lankshear & Knobel, 2007; Street, 1984).

Street (1984; 2005) described literacy practices as either autonomous or ideological. Traditionally, in-school literacy practices are often autonomous, only occurring within the school setting, and place value on particular types of literacy practices. In a high school English classroom writing a five-paragraph essay is part of the autonomous view of literacy in that it is a practice valued in the school setting, often only used within the particular school setting, and occurs independently from social, cultural, or historical contexts of the students writing the five-paragraph essays.

However, when viewing literacy practices from a new literacies perspective, Street (1985) argued literacy practices are ideological, social practices, rooted in social, cultural, and/or historical contexts. Street (2005) described how the ideological model of literacy involves issues of power and raised questions about power relationships between participants in literacy practices, availability of literacy resources, benefits to different literacies, and questioning of traditional notions of literacy.

Finally, Lankshear and Knobel (2011) described new literacies as having new "technical stuff" and new "ethos stuff" (p. 55). The new technical stuff were new hardware and software, websites, social media outlets, apps, and tools people can use to make and do similar things to what could be done with old technologies, but also can be taken up into new literacy practices. The new *ethos stuff* was the view that new literacies social practices are more participatory, collaborative, and distributed. As Lankshear and Knobel posited, it is because of the new *ethos stuff* of literacy practices as more participatory, collaborative, and distributed, that make the new *technological stuff* significant.

Multiliteracies

The New London Group (1996) recognized the growing multimodal aspects of texts. The multimodal nature of texts being the relationships between the linguistic, audial, visual, gestural, and spatial modes, providing multiple modes of meaning-making for readers/viewers. When the New London Group addressed multiliteracies, multimodal texts were, at the time, limited in access. However, now we have greater access to multimodal texts through personal computers, smartphones, and tablets. Multiliteracies extends literacy as social practices to these varied types of texts and extends literacy

beyond print texts to include visual literacy and media literacy among others. Extending new literacies into multiliteracies (New London Group, 1996) broadens literacy to social practices with multiple, varied, types of texts.

Today students and their teachers have greater access to multimodal ensembles (Kress, 2010) or representations (Moje, 2015) through personal computers, smartphones, and tablets. Viewing literacies as multiple broadens the social practices to these varied types of texts students and their teachers are interacting with daily or near-daily, expanding literacy to include visual literacy and media literacy.

As a literacy scholar, this is the view of literacy I brought with me into the study, throughout data collection, and into my analysis. While I do not employ a new literacies theoretical framework to the dissertation study, it does make up my view of literacies as social, cultural, historical, and multiple, which, whether seen or unseen, are at the root of this study.

CHAPTER 1

INTRODUCTION

For nine years I taught secondary English language arts. My teaching spanned grades 8 to 12 and through the time of my nine years in the classroom, I taught the novel *Of Mice and Men* seven of those years. I can still nearly recite conversations between Lenny and George and recall Steinbeck's vivid descriptions of the Gabilan Mountains in northern California. In my nine years in the classroom I taught a variety of novels, plays, short stories, and poems, but *Of Mice and Men* was the most frequently read across states, schools, and grade levels. I got really good at teaching it too. I knew exactly when to build suspense, when students' interest could fade, how to read the last chapter together so we could immediately have a rich class discussion. I knew what type of essays students would write and how to structure my lessons to support their analytical thinking and writing.

This is, for better or worse, how many English teachers' experience teaching year to year. Sometimes the school or district will adopt a new novel, but mostly, the classics stay, and we, as teachers, get really good at teaching them. So, what happens when a teacher is asked to teach something completely new? A text that some students struggle to even recognize as a text? Not, a novel, not a play, not a poem or a short story. New. Now what if the text is not given to the teacher, but the teacher must choose, from a list of potentially infinite possibilities? How does the teacher decide what to teach? How does the teacher determine the best way to teach *with* and *about* these new, unfamiliar types of texts? What happens when a teacher needs to shift her planning and teaching to

meet these new curricular needs? And how can a researcher support the teacher in this process? These are questions I posed to myself as I began this study.

It's Not *Of Mice and Men* Again: Purpose and Rationale

This dissertation is a qualitative case study that explored what happened when a high school English teacher, Amalia Wilson (pseudonym), learned to teach with and about unfamiliar (to her) types of texts and my role as a researcher in her process. It also explored how learning about and teaching with unfamiliar (to her) types of texts impacted Ms. Wilson's identity as an English teacher. The calls from research for teachers to incorporate multiliteracies into their classrooms rarely address the fact teachers often lack preservice education and in-service development on how to support their students' multiple learning and literacy practices. Frequently professional development is provided to teachers in stand-alone experiences where teachers are presented information outside of their teaching context. This study was situated as one-on-one professional development mentoring, over the course of six months, with researcher and teacher communication in multiple contexts including planning, teaching, and reflection. This study sought to address a gap in the literature in how teacher learning was impacted from the collaboration between teacher and researcher. Taking the perspective one-on-one professional development mentoring, between myself as the researcher/mentor and Ms. Wilson as the teacher/learner, I posed the following research questions to aid in my exploration:

1. What happens when a high school English teacher, Ms. Wilson, learns to teach *with* and *about* unfamiliar (to her) types of texts? What is my role as the researcher/mentor in assisting Ms. Wilson in this process?

2. How does learning about and teaching with unfamiliar (to her) types of texts impact Ms. Wilson's identity as an English teacher?

In the spring of 2015, the participating teacher, Amalia Wilson, told me about a new class she was asked by her school to teach: International Baccalaureate (IB) Language and Literature. She explained how the course was geared for high school seniors as an alternative to the more traditional, literature and literary analysis, senior-level English and Advanced Placement/IB Literature courses. She told me how she could teach with media texts and a graphic novel, and that the course was aimed at having students critically examine a variety of texts. I was hooked at the last part—a variety of texts—she meant texts beyond the novel, beyond plays, beyond poems and short stories. She wasn't going to teach *Of Mice and Men* for the seventh time.

Why new? Why now? The high school English curriculum has historically focused on either a historical or genre approach to the study of literature—primarily through canon literature (Burroughs & Smagorinsky, 2009). Applebee (1993) reported canon literature, mostly the same pieces of literature and mostly taught in similar ways, were most commonly taught throughout the country. While standards for teaching and learning, such as Common Core (National Governors Association Center for Best Practices, 2010a) and Arizona College and Career Ready Standards (Arizona Department of Education, 2013) do not necessarily dictate the texts for teachers to use in their classes, the text exemplar lists offered primarily feature print novels, plays, and poems (National Governors Association Center for Best Practices, 2010b). However, the IB Language and Literature course promotes the use of a variety of text types with overall course aims including, "critical study and interpretation of written and spoken texts from a wide range

of literary and nonliterary genres" (Language and Literature Course, 2016) and from Ms. Wilson's syllabus, "in-depth analysis of various text types." According to Ms. Wilson, the text types ranged from literary novels, plays, and poems, to blogs, graphic novels, podcasts, social media sites, and more.

In the summer prior to Ms. Wilson teaching the new IB class she attended a week-long IB training. In our initial interview for the study, she explained how the training did not meet her expectations and she came away frustrated, and she lacked clarity on how to approach planning and teaching for her new class. When asked how she would approach teaching the new, various pieces of texts, Ms. Wilson responded, "I would need help on how to structure the classroom lessons, I've always done it with such traditional stuff and this is so different." Ms. Wilson's immediate problem of practice was the space between her training and her experience in teaching with unfamiliar (to her) texts. I thought could observe her teaching, participate in her planning and reflection, and learn about her process; through this I could address her problem of practice and how learning to teach with unfamiliar texts possibly impacted her English teacher identity.

There have been recent calls for research to address the connections between research and practice (Snow, 2015), to work directly with teachers to address problems of practice, and to have direct local impact as well as broader scholarly impact (Hinchman & Appleman, 2017; Reinking & Bradley, 2004). This type of research can work together with teacher-researcher collaboration models which value and honor the expertise and strengths each party brings to the study (Cole & Knowles, 1993; David & Zoch, 2015; Herrenkohl, Kawasaki, & Dewater, 2010). I adopted this stance so I could explore and

learn about Ms. Wilson' learning and development, and I could contribute to the field as I worked with Ms. Wilson to solve her problem of practice.

Background: Pilot Study

Prior to the dissertation study, I conducted a pilot study with Ms. Wilson in fall 2015. As Ms. Wilson taught the IB course for the first time, I conducted a seven-week study aimed at understanding how she approached and taught the graphic novel *Persepolis*—a text unfamiliar to Ms. Wilson and to her most of her students. Prior to teaching *Persepolis* Ms. Wilson expressed a number of assumptions she had about how her senior students would interact with the graphic novel. She assumed students would read *Persepolis* quickly and scheduled students to finish reading in a week. She assumed students could immediately begin class discussion about what they read. She assumed they could express their understandings and analyze the graphic novel through written response (Goff, 2016). However, as students started reading Ms. Wilson and I discovered her assumptions were incorrect. Students needed much more support while reading the graphic novel than she originally thought. As most students had never read a graphic novel or comic book before, they needed guidance on how to read and how to consider both the images and the print text together. The students needed further support on the discourse of the graphic novel genre to be able to discuss their understandings and analysis with each other and share their thoughts in written responses. To meet this need, Ms. Wilson needed support (provided by me) to determine how to teach students to make-meaning with the multimodal text. Further, because she was the only teacher at her school and in the district teaching this course, Ms. Wilson appreciated my participatory

role and commented, while she understood my participation in her classroom and in planning was for research, she viewed my input as that of another teacher.

At the end of the pilot study Ms. Wilson mentioned another part of the IB Language and Literature course included a unit on language and mass communication. She shared how she had never taught with many media texts before, occasionally using advertisements to teach rhetoric or using a documentary to extend a novel's theme to modern-day life. As a researcher, I was intrigued by the idea of extending the work of the pilot study, from looking at teaching with one unfamiliar text in a short period of time, to teaching with multiple unfamiliar texts across an entire quarter of the school year. The pilot study also developed our researcher/teacher relationship that included one-on-one professional development mentoring. During the pilot study Ms. Wilson and I realized teaching with the graphic novel required a different pedagogical approach than teaching with a novel. The foray Ms. Wilson had in exploring new pedagogical approaches to teach the graphic novel started to raise comparisons between planning and teaching with graphic novel and planning and teaching with a traditional novel. These comparisons led to questions of how using multiple unfamiliar texts could possibly impact her identity as an English teacher. Such as, how does teaching with unfamiliar texts draw on experiences teaching canon literature? Will the teacher have the same excitement teaching unfamiliar texts as she does for canon literature? Is the teacher still and "English teacher" if she is not teaching traditional English curriculum?

Theoretical Framework

To address my research questions which explored what happens when Ms. Wilson teaches with and about unfamiliar texts, my role as the researcher/mentor in her learning

and development, and how learning about and teaching with these texts impacted Ms. Wilson's identity as an English teacher, I employed two theoretical frameworks: Situated Learning theories (Gee, 2015a; Lave & Wenger, 1991) and Identity through Discourse (Gee, 2001; 2014a).

Situated Learning

Taking the perspective that this world is socially and culturally constructed, then learning is situated in the socially and culturally constructed world. Within situated learning, Lave and Wenger (1991) defined the central characteristic as "legitimate peripheral participation" (p. 29). In their explanation of legitimate peripheral participation, Lave and Wenger described how newcomers to a community of practice engage with oldtimers in activities, identities, and artifacts, moving towards being a full participant. In the community of practice the focus lies not in the oldtimers' teaching but on the newcomers' learning.

Lave and Wenger (1991) described a curriculum in which newcomers participate through peripheral participation. The learning curriculum is not, as commonly thought of in school-based settings, a step-by-step approach. Instead, the learning curriculum is comprised of opportunities focused on newcomers' participation, "both absorbing and being absorbed in—the 'culture of practice'" (Lave & Wenger, 1991, p. 95). Because the focus of situated learning is on participation, there is a "decentering" (Lave & Wenger, p. 94) approach to what is considered mastery learning. As Lave and Wenger described, in more conventional theories of learning, the master or individual provided knowledge and determined if mastery of the knowledge was achieved. Decentering involved moving away from the conventional theories and recognizing in a situated learning perspective,

mastery is not determined by a master-teacher, instead, mastery learning is determined by the community of practice. Again, the focus lies within the newcomer learning, not the oldtimer teaching.

While the use of the word community implies a larger group with specific characteristics, Lave and Wenger (1991) described a community of practice as an "activity system about which participants share understandings concerning what they are doing and what that means in their lives for their community" (p. 98). The community of practice may be large or small; it may or may not be identifiable to outsiders, but the community of practice provides support for newcomers to move from peripheral to full participation. One way newcomers do this is though language. As the focus is on learning, not teaching, in communities of practice newcomers "learn *to* talk" (p. 109). Lave and Wenger described this talk as newcomers sharing information, and stories with a focus on identifying oneself as a community member. Through the development of talk and moving from peripheral participant to full participant, the newcomer has an increased sense of identity as a community member.

Socially Situated Learning Theory. Gee (2008; 2015) drew from and extended Lave and Wenger (1991) in the theory of learning based on situated meaning and took the approach that "humans think, plan, and create meaning through mental scenarios" (Gee, 2015, p. 9). Gee argued these mental scenarios are multimodal (mental representations combining images, sounds, feelings, words, etc.), and through these scenarios we can learn from our experiences. However, when encountering a new experience, beginners (Lave and Wenger referred to as newcomers) need help understanding how and what to pay attention to in the new experience. Gee posited experienced mentors (or oldtimers as

Lave and Wenger described) work with beginners as a guide of sort. In this study, I, as a researcher, employed the mentor role in one-on-one professional development with a teacher, or beginner, as she learned to teach with and about unfamiliar types of texts.

Mentors may be teachers, parents, or in the case of this study, a researcher. In order for mentors to help beginners manage their learning and take on their learning for themselves, Gee (2015) offered a set of principles for teaching and learning that learners must do. These principles include learning how to situate meanings in new domains and have learning experiences in which there are clear goals and outcomes the learner cares about. Learners should also receive deliberately planned mentoring that teaches the learner how and what to pay attention to within the new domain. Mentors must help learners determine if the outcomes are meeting the learners' goals and then provide assistance on what do to next. And finally, mentors must help learners in developing mastery of the domain's language system so learners can continue their growth and development within the domain. Mentors understand how situated meaning and language as a system work together in the new experience and can provide guidance to the beginner.

Further, Gee (2015a) argued new "words and symbols need to be supplied 'just in time'" (p. 23) when learners require them, similar to the need for just-in-time professional development which this study addressed. In this study, I, the researcher, acted as a mentor and facilitated the teacher/learner's learning process of learning about and teaching with unfamiliar types of texts in her IB English class.

Identity through Discourse

I adopt Gee's definition of identity as "being recognized as a certain 'kind of person' in a given context … connected not to their 'internal states' but to their performances in society" (2001, p. 99). For example, a person who identifies as an English teacher will want to be recognized as an English teacher in society and will perform through language, action, belief, dress, environment, and other methods to be recognized as an English teacher. Further, Gee developed four perspectives from which to view identity: (a) nature perspective (N-Identities), (b) institutional perspective (I-Identities, (c) discursive perspective (D-Identities), and (d) affinity perspective (A-Identities). These four perspectives do not exist in siloes, but rather are connected to each other and supply a way to understand the creation and maintenance of identities.

Identity Perspectives. The nature perspective or N-Identities develop through nature. N-Identities are all identities in which the individual has no control and they are not controlled by society, but must still be recognized by the individual as a certain kind of person. For example, daughter, sister, and farsighted person are N-Identities. Neither the individual nor society have control over a person being a daughter, sister, or farsighted person. However, I-, D-, or A-Identities may impact the N-Identity of daughter, sister, or farsighted person. The institutional perspective, or I-Identities, are identities developed and maintained through institutions. For example, within the medical institution a daughter has the identity of next of kin for parents and involves the potential to make medical decisions for parents. This identity is developed by the medical institution and maintained through the institution's rules. Another example, being a teacher of a certain kind is developed through a school or district employing a teacher.

The institution, (a school or district) determines characteristics and expectations for the teacher to maintain the identity as a teacher. In the I-Identity, the institution is the source of power in creating and maintaining the I-Identity. The discursive perspective or D-Identities are developed through recognition from others. The identity of a good daughter is recognized by her parents, or others, verbalizing their approval. The I-Identity of daughter from the medical institution could influence the D-Identity. A daughter making medical decisions for parents could influence how the daughter is verbally recognized. Another example, the identity of a good teacher is recognized when parents are pleased with their child's academic progress and convey those feelings verbally or though written language, and when principals talk about the effectiveness of a particular teacher. In the D-Identity, discourse of others is the source of power in creating and maintaining the D-Identity. The affinity perspective or A-Identities are developed and maintained through an affinity group. An affinity group is made of individuals who actively join a group and share an interest and share practices of the group. For example, a daughter in charge of medical care for her parents may join an affinity group for support in providing medical care. The group shares practices for providing care through discussion. Another example, in an English department, teachers of American literature may be an affinity group. Teachers in this group share practices of teaching American literature such as taking a chronological approach to teaching, reading specific pieces of literature with students, and using specific language to talk about American literature. However, teachers also teaching American literature in the department may not have an A-Identity of a "teacher of American literature" because they do not follow the affinity group's practices. In the

A-Identity, the affinity group is the source of power in creating and maintaining the A-Identity

Despite the fact that individuals can "accept, contest, and negotiate identities" (Gee, 2001, p. 109), the different identities (N-, I-, D-, or A-) must be recognized by others. As Gee described, D-Identities are recognized or authorized through language, the other identities are also recognized or authorized through nature, an institution, or a group. For an individual to be recognized as a certain kind of person, he or she participates in what Gee (2001) described as "combinations" (p. 109). Combinations according to Gee include a combination of speaking, acting, using body language, dressing, feeling, believing, and using tools (objects needed as part of the Discourse, as a doctoral student, a computer is one tool I need to use to be part of the Discourse of doctoral student), as a way to be recognized as a certain kind of person. Gee referred to the combination used to be recognized as a capital "D" or big "D" Discourse.

Big "D" Discourse. Gee (2001) described little "d" discourses as language in use or "connected stretches of talking or writing" (p. 110), and big "D" Discourses as "ways of being 'certain kinds of people'" (p. 110). The combinations or Discourses individuals use to be recognized as "kinds of people" changes over time. For example, the Discourse for a person to be recognized as a teacher has most likely changed from the nineteenth century to today. Gee (2015b) described literacy, or being literate, "as mastery of a secondary Discourse" (p. 196). Primary Discourses being those used at home and learned early in life, while secondary Discourses are those learned in outside groups and organizations. Mastery of a secondary Discourse signals to others in the group one's

membership to the group (Gee, 2015b) and is a way to be recognized as a certain kind of person enacting a particular identity (Gee, 2001).

For example, Alsup (2006) used Gee's notion of big "D" Discourses when looking at how a group of pre-service English teachers' identities developed from student teaching through their first years in the classroom. To frame big "D" teacher Discourse, Alsup questioned the platitude of teaching as a calling. She pointed out that teachers' identities and potential detachment with teacher-identity were often ignored in teacher education methods courses. Aslup used the term borderland discourse, or "a transformative type of teacher identity discourse" (p. 6), as she described how teachers' identities developed as they crossed from preservice to in-service teachers. Using borderlands Discourse, Alsup explored how the teachers developed their own teacher identities.

Figured Worlds. Gee (2014a) described figured worlds or cultural models as "people's everyday theories" (p. 7) or storylines that differ based on social and cultural groups. Figured worlds are static definitions for our world, or as Gee (2014a) stated, "a scaled-down and simplified way of thinking about something that is more complicated and complex" (p. 8) which include theories, stories, and metaphors.

For example, the figured world of English teachers may be one who teaches literature and essay writing, someone who has a degree in literature and loves to read. This figured world not only includes beliefs and behaviors, but also includes material and space. For example, an English teacher teaches in a classroom (space) with print books (materials). Although often unconscious, within a figured world individuals enact Discourses to identify themselves as a part of the figured world. Figured worlds of

teachers have implications for teachers who need, for whatever reason, to teach content outside of their figured world or cultural model.

Curwood (2014) explored English teachers' cultural models of technology in the classroom, and how their cultural models determined how they viewed and used technology in their teaching. Through microethnographic discourse analysis, Curwood found the English teachers held various cultural models about technology and teaching with technology that impacted how teachers planned and used technology in their classrooms, and how teachers assessed student learning. However, the teachers themselves did not self-identify their cultural models or beliefs, even though the cultural models impacted their thinking and teaching practices. Curwood recommended more research is needed to understand how cultural models might change through professional development.

Summary

The purpose of this qualitative case study was to explore both what happened when a teacher was faced with teaching new, unfamiliar texts, what the researcher's role was in the teacher's learning and development, and how the teacher's identity of an English teacher was impacted in the process. Situated learning theories guided my understanding of how Ms. Wilson learned to teach with unfamiliar texts and my researcher role in her learning process. Viewing both her learning and development and the teacher/researcher relationship through a situative lens, I placed the study within its specific context and focused on how Ms. Wilson developed as a teacher/newcomer/learner and my role as a researcher/oldtimer/mentor. Using identity through discourse allowed me to focus on two specific areas of identity enactment: big

"D" Discourse and figured worlds. Big "D" Discourse can be used to understand how Ms. Wilson's identity was impacted by changes in teaching with unfamiliar texts. In this study I aimed to understand how Ms. Wilson used combinations or Discourses to enact her identity and explore her figured world of an English teacher, and how learning about and teaching with unfamiliar texts impacted her identity as an English teacher. Socially situated learning theories and identity through discourse, were the frameworks that informed how I collected and analyzed my data.

CHAPTER 2

REVIEW OF LITERATURE

> *So basically, I need to read like 40 books really quick … and watch 57 documentaries and then I will know all the things [laughing], that's how I feel. I'm not kidding and I'm writing these down and going oh my god. And that's where I have to, like I can't panic, but slowly. I wish I could upload this like Matrix style into my conscious because I don't know, it's all new to me too.* (Ms. Wilson, Interview, June 6, 2016)

In this snippet from the participating teacher, Ms. Wilson explained how she viewed learning to teach with and about unfamiliar texts the summer before teaching a unit on language and mass communication. Ms. Wilson's educational background was in English literature and English education, her teaching experience focused on primarily teaching literature from the canon, and the professional development provided to prepare her to teach this unit was found lacking. I focus this review of the literature on teacher learning perspectives, professional development, research in teacher education of media literacy, and practice-based research.

Teacher Learning

Historically, research on teacher learning developed into three perspectives: process-product, cognitive, and situative and sociocultural (Russ, Sherin, & Sherin, 2016).

Process-Product

The process-product perspective of teacher learning asked, how did teacher learning and teaching connect, and did teacher learning result in preferred student

outcomes (Floden, 2001). Studies of the process-product perspective were concerned with teacher behaviors and developed observation protocols to measure these behaviors such as praise, criticism, directions, and some observed student behaviors (Russ et al., 2016). These studies, while concerned with how specific teacher learning processes may lead to a product, or student outcomes, they were not content specific and focused on general teacher learning processes.

Cognitive Modeling

Cognitive modeling, part of the cognitive revolution, attempted to understand teachers' thinking and ways of thinking while teaching (Russ et al., 2016). Cognitive modeling also addressed the lack of content specificity in the process-product approach and led to the development of pedagogical content knowledge (Shulman, 1986; 1987). Shulman (1986; 1987) argued teachers needed more than general pedagogy; they needed domain specific knowledge. Pedagogical content knowledge (PCK) referred to "ways of representing and formulating the subject that make it comprehensible to others" (Shulman, 1986, p. 9). Within this perspective, teacher learning was viewed as changes in teacher knowledge which included changes in how teachers think about specific teaching events, beliefs, and changes in the addition of new knowledge, or changes to existing knowledge (Russ et al., 2016). The challenges to the cognitive modeling perspective of teacher learning were that it was challenging for teachers to develop PCK without first having a deep understanding of the content (Sherin, 2002). Also, for experienced teachers, learning new PCK was difficult because their existing PCK could possibly limit their learning (Cohen, 1990). For example, Cohen's (1990) study with a traditionally trained math teacher found that she embraced new teaching methods, but her

implementation was developed through her traditional lens. While she was teaching new math concepts she was, ultimately, missing some of the key components to the new methods like student discussion. Her existing math PCK limited her to teaching the new concepts with her traditionally-trained methods.

Situative and Sociocultural Perspective

The situative and sociocultural perspective views teacher learning in context to the teachers' "social, physical, cultural, and historical contexts" (Greeno, 1997 as cited in Russ et al., 2016, p. 403). For example, preservice and in-service learning should provide teachers with learning opportunities to prepare them for the schools they teach and the communities they serve. The teachers in school settings with majority-minority student populations should have learning opportunities to learn about teaching in the community with texts which represent the students and their families. Teacher learning must attend to the sociocultural realities of the teacher and her students. Teachers are part of the physical and social world, and, in this view, classrooms are "communities with cultures and histories in which groups of individuals interact with and learn from each other …" (Russ et al., 2016, p. 403). Studies of teacher learning from the situative and sociocultural perspective have looked at how student learning was developed through classroom interactions (Lampert, 2010), what tools students and teachers used in their classroom communities (Greeno, Collins, & Resnick, 1996), and how teacher communities impacted classroom practices and experiences (Grossman & Thompson, 2008; Kazemi & Hubbard, 2008).

Korthagen (2010) found when teacher-learning researchers applied situated learning theories (Lave & Wenger, 1991) and took an insider perspective (forming a day-

to-day understanding of teachers and their teaching lives) to research in schools and teacher education programs, the researchers came away with the view that teacher learning was more complicated than previously thought. Using the phases described in situated learning, preservice teachers begin as newcomers to teaching in schools, graduate, and become teachers before they develop the necessary practices. As Korthagen (2010) and Putnam and Borko (2000) recommended, teacher education needs to provide more meaningful experiences, situated in classroom contexts, to foster the development of preservice teachers.

Research on Teacher Learning in the English Language Arts

There were few studies that focused on in-service teacher learning specifically in English language arts. Research studies with in-service English teachers, not situated as professional development, were primarily focused on the teaching of literature. Overall, studies showed the teachers' English literature content knowledge played a key role in the teachers' learning of new content and pedagogy.

Gudmundsdottir (1991) worked with an experienced high school English teacher to understand how she valued her own content knowledge as an "expert" teacher. Gudmundsdottir found the participating teacher had a pedagogical model for teaching literature which included translating literature (understanding the text), interpreting the literature, and connecting the literature to students' lives. The teacher's preexisting pedagogical knowledge framed and continued to frame how she viewed teaching new pieces of literature to her students.

Grossman and Thompson (2008) worked with three beginning English teachers to learn how teaching materials shaped their classroom practices. While the participating

teachers were educated in English education, the teachers learned from the curriculum materials. For instance, when the teachers worked with the curriculum materials they not only learned about content, like short stories, but they also learned how to organize and teach the content. The teachers found pre-made curriculum materials especially helpful when approaching the teaching of writing or a novel, and they gave the new teachers a starting point of what to focus on in their teaching. The curriculum materials also guided the new teachers' pedagogical learning, as the teachers would use the materials without any modification. As the teachers gained experience, the support provided by the curriculum materials also afforded the teachers an opportunity to experiment with their teaching. For example, one teacher, new to teaching Shakespeare had the support of the curriculum materials and did not have to create everything herself. She could experiment with new strategies but had the materials available to rely on if needed. Grossman and Thompson also found after teachers used the materials once, they began to adapt the materials to meet their own teaching contexts. However, there were limitations to new teachers relying heavily on pre-made curriculum materials. If the teachers did not evaluate the materials prior to teaching they could not determine if the materials were actually appropriate for their teaching contexts. This resulted in missed learning opportunities for students.

Professional Development and Teacher Learning

As Korthagen (2010) and Putman and Borko (2000) suggested, preservice teacher education needs to be situated in the context of schools and classrooms. Extending the framework of situated learning (Lave & Wenger, 1991) to in-service teacher professional development and learning, research has shown that traditional professional development

of “one-shot” episodes where teachers were presented with information outside of their teaching contexts were often critiqued as ineffective at producing meaningful change within the classroom (Garet, Porter, Desimone, Birman, & Yoon, 2001). Instead, research indicated teachers should experience professional development situated in settings similar to ones they teach and have the opportunity to collaborate with peers (Fullan, 2007; Murphy & Lebans, 2009). As Granger, Morbey, Lothrington, Owston, and Wideman (2002) found, teachers preferred “just-in-time” (p. 483), collaborative learning opportunities, those occurring in as-needed, brief conversations, over more structured professional development models.

Korthagen (2017) advocated for “professional development 3.0” (p. 389) or professional development which focuses not only connections between theory and practice, but also on the teacher as a person (e.g., each individual teacher’s teaching values, apprehensions, strengths, and weaknesses) in the teacher’s school and classroom contexts. Professional development which considers the personhood of the teacher takes into account the “unconscious, multi-dimensional, and multi-level nature of teacher learning” (Korthagen, 2017, p. 399). In this view, teachers’ professional identities are viewed as layered and complex and their professional development must be situated in teachers’ contexts and developed at the layers of teachers’ identities.

Situated Professional Development. Research that focused on collaboration between the researcher and the teacher and situated in the context teachers work had the potential to meet teachers’ professional development needs (Buczynski & Hansen, 2010; Pella, 2015; Zoch, Myers, & Belcher, 2015). For example, Buczynski and Hansen (2010) looked at the impact of science teachers’ professional development and its impact on

students' learning. The professional development consisted of an Inquiry Learning Partnership (ILP) between a university, a science center, and two school districts where the teachers participated in a summer institute and follow-up classroom observations during the school year. Although the aim of the study was to improve student learning, teachers also developed deeper science content knowledge. The teachers could correct their own content knowledge misconceptions and develop connections between science disciplines. The partnership between the university, science center, and school districts provided teachers collaborative opportunities which led to their subject-area knowledge growth.

Pella (2015) worked with five middle school English-language arts teachers over a three-year period as the teachers participated in a practice-based professional development lesson study on writing. The professional development was practice-based in that it was situated in the context of the teachers' classrooms. The teachers participated in collaborative lesson planning, which Pella found supported teachers' pedagogy and decision-making as they created their lessons. Pella (2015) described the teachers as demonstrating "pedagogical shifts" (p. 93) which included the teachers' shifts from viewing writing as isolated practices (e.g., spelling, vocabulary, sentence structures as separate components to writing), to viewing writing as a combination of these and other components. Teachers changed their writing pedagogy to include discussions, collaboration, and peer feedback. The collaborative elements between the teachers and the researcher, mediated by practice-based research, provided teachers the opportunity to develop in the area of writing instruction.

Zoch et al. (2015) used the technological pedagogical content knowledge (TPACK) framework in professional development with the goal of integrating technology into literacy instruction. The 20 participating teachers were enrolled in a summer graduate level course and, to situate the teachers' learning, they taught in a concurrent digital writing camp. Zoch et al. found the teachers were immediately able to apply their learning from the graduate course to their teaching which also helped teachers to make immediate connections between theory and practice. The experience of taking a course and having a concurrent field experience provided teachers with the opportunity to immediately understand the content and pedagogy of technology integration into literacy instruction.

Online Professional Development. Recent studies looking to expand the just-in-time necessity of professional development for a greater number of teachers looked at infusing online mediums (Hamel, Allaire, & Turcotte, 2012; Vavasseur & MacGregor, 2008). Hamel et al. recognized the difficult nature of implementing face-to-face professional development in rural schools and utilized online collaboration between teachers and researchers. The online-based professional development was provided by university team members available to answer questions of pedagogy or technology through video-conferencing or an online, asynchronous, writing tool. Over the course of the three-year study, teachers' access of just-in-time professional development focused on setting up technology, helping with technical problems, answering questions related to students' projects with technologies, planning and finding collaborators, pedagogical support, and reflection. The online, just-in-time professional development helped to

foster communities of practice among participating teachers and helped teachers connect to other teachers beyond their local, rural settings.

Vavasseur and MacGregor (2008) reported on middle school teachers' professional development through online communities of practices by content area. Through school-based initiatives focused on technology integration into classrooms, the teachers already met face-to-face twice a week, but added the online component where teachers and principals were grouped by subject matter (math and science together, English and social studies together). In the online communities, teachers were given prompts to respond to and report on their implementation of technologies in their classrooms. Through the online discussion, teachers could share their concerns related to integrating technology, focus on technology integration for their content areas, discuss how students used technology in their classrooms, and support one-another throughout the professional development process.

Despite the successful face-to-face and online professional development models, as Kennedy (2016) pointed out, our understanding how teachers bring new ideas into their practice remains lacking. Research designs such as practice-based research (Hinchman & Appleman, 2017) and Practice Embedded Educational Research (Snow, 2015) situate research on teacher learning and professional development into the unique context of schools and classrooms. These research designs work in partnership models between researchers and teachers, allowing the exploration of the gradual nature of the teacher learning process.

Multiliteracies Teacher Learning

Adolescents, as well as learners of all ages, participate in multiple literacies in-and-out of school (Haddix, Garcia, & Price-Dennis, 2017; Moje, 2015; Moje, Young, Readence, & Moore, 2000). As such, schools need to include instruction for students on how to navigate the multiple literacy contexts in which they "live, learn, and work" (Moje, 2015, p. 254). However, if we incorporate a multiple literacies view in school classrooms, we need to recognize teachers need their own education and development on how to support their students' learning and literacy practices.

As posited by multiliteracies (New London Group, 1996) and adolescent literacies scholars (Alvermann, 2008; Alvermann & Hagood, 2000; Moje, 2015; Moje et al., 2000) learners of all ages interact with multiple types of texts on a daily basis. Whether it be a graphic novel, a documentary, a listicle found online, or an opinion piece positioning itself as a news story, students need support in how they making meaning from these multiple types of texts. As Moje (2015) pointed out, across disciplines experts and professionals use multimodal representations and multiple forms of media to communicate with each other and outside their disciplines. Within schools, classrooms should have discipline-specific opportunities for students to read, write, or compose with multiple media forms.

Media Literacy in Teacher Education. The research on media literacy and teacher education involves implementing media literacy education in either preservice teacher education coursework or in master's degree courses. Flores-Koulish (2006) analyzed preservice elementary teachers and their interactions and analyses with a music video. Flores-Koulish found, despite the preservice teachers use of media texts in their

own lives, they had a limited understanding and background knowledge of media literacy. Findings indicated the preservice teachers needed to develop their own content knowledge about media literacy, which, Flores-Koulish argued, should take place in teacher education programs.

Further research studies examined media literacy teacher education with in-service teachers, primarily within master's programs. Deal, Flores-Koulish, & Sears (2010) supported Flores-Koulish's (2006) findings that the inservice teachers had limited content knowledge about media literacy. Most teachers involved in Deal et al.'s study thought media literacy education was motivating for their students because it connected to the students' day-to-day lives. However, teachers often thought of media literacy education as using technology or viewing media, but not taking an analytical lens, like applying the NAMLE (2014) Key Questions to the various media texts with their students. Authors also described the challenge of developing teachers' media literacy content knowledge within a semester-long course, and questioned if one semester was enough to develop this learning.

Harste and Albers' (2012) study with elementary teachers enrolled in a master's degree program focused on the teachers' critical literacy in their classroom practices. Specifically, researchers studied how analyzing and creating counter-ads fostered teachers' engagement in critical literacy practices. Although a direct classroom connection was not the aim of the research, nor were the teacher-participants asked to report if they implemented teaching critical literacy through advertising analysis, researchers posited the teachers could transfer this type of activity into their own classroom teaching. Harste and Albers also found some teachers struggled to discuss the

visual texts with each other and argued teachers should have more learning experiences to discuss visual texts in either preservice or in-service teacher education.

In one of the few studies incorporating teachers learning about critical media literacy through professional development, Skinner, Hagood, and Provost (2014) worked with teachers at two middle schools as the teachers learned about new literacies research and theories. The aim of the study was for teachers to create lessons addressing both new literacies and state standards. Framed as professional development, the researchers served as literacy coaches and worked directly with teachers. Findings indicated teachers at one school experienced tensions in both the development of new literacies lessons and sharing these within the professional learning group of teachers. At both schools, teachers struggled to mediate their identities as teachers of specific content areas, the standards requirements, and teaching with a new literacies framework. Teachers at one site displayed a "collaborative ethos spirit" (p. 228) of working with each other and the literacy coaches/researchers. The coaches' work "[pushed] teachers outside of their comfort zones, [encouraged] them to trust one another's expertise, [assisted] them in taking risks to cross content areas, and [held] them accountable for implementing new literacies instruction in their classrooms" (p. 229). By taking the researcher/literacy coach role, researchers could support teachers' learning to incorporate new literacies within the specific contexts. Skinner et al. (2014) recommended new literacies professional development include time and space for teachers to bring in their own experiences and expertise as well as space to "reinvent their identities" (p. 230) to create new literacies instruction situated for their students and schools.

Challenges to Media Literacy Education. Even though researchers continue to advocate for the increase in media literacy teacher education, either through initial teacher certification programs for new teachers or professional development for practicing teachers (Jolls, 2015; Kellner & Share, 2007; Sternberg, Kaplan, & Borck, 2007; Swenson, Young, McGrail, Rozema, & Whitin, 2006), teachers, for the most part, remain untrained as to how to incorporate media literacy into their classrooms. Perhaps part of the reason behind lack of teacher education and professional development is because teachers are assumed to be media literate because they often have internet and smartphone access (Lenhart, 2015; Perrin & Duggan, 2015). Additional assumptions of millennial preservice teachers and their potential students as "digital natives" (Prensky, 2004) because they often have greater access to technology and interact with media on a daily basis. However, this access and interaction does not automatically translate into media literacy.

As Jolls (2015) has described, an individual being media literate and teaching media literacy are different. Simply because a teacher is media literate in her or his own life does not mean the teacher will understand how to teach about media using different forms of media in her or his own classroom. Further, as Jolls (2015) explained, teachers still need pedagogical approaches to teach their students and should have professional development opportunities focused on in media literacy.

Calls for Media Literacy from the Research Community. Seventeen years ago Kist (2000) echoed a now twenty-year old document (New London Group, 1996) and developed five characteristics of a new literacies classroom which he described as "ongoing, continuous usage of multiple forms of representation" (p. 712). Kist used the

term “media” to encompass a variety of types videos, sculpture, dance, among others. Kist argued students in such a classroom would interact with multiple types of media on a daily basis and not be confined to a single unit on media or a type of media. Kist described how students would not only read different types of media, but also create or produce their own media. Seventeen years later similar descriptions of how teachers should incorporate new literacies into their classrooms and universities into teacher education exist (Deal et al., 2010; Flores-Koulish, 2006; Moore, 2013; Torres & Mercado, 2006).

Within current research there remains calls for teachers to incorporate the online texts students use in their outside of school literacy practices to promote critical reading and writing (Alvermann, 2008; 2012; Haddix et al., 2017; Kellner & Share, 2007), calls for media literacy in schools (Alvermann & Hagood, 2000; Morrell, 2011; Morrell, Duenas, Garcia, & Lopez, 2013), and calls for more media literacy education in preservice teacher education (Alvermann, 2012; Deal et al., 2013; Floures-Koulish, 2006; Torres & Mercado, 2006).

However, as some studies have found, teachers were sometimes resistant to media literacy education (Flores-Koulish & Deal, 2006) and either were unsure of how to teach media literacy within their content areas, were uncertain of what constituted teaching media literacy, or had concerns with bringing popular culture into their classrooms (Moore, 2013; Tuzel & Hobbs, 2017). To address this, there are calls for further research on teacher learning and development in new areas like media literacy to better understand this process (Deal et al., 2010). However, as Kist and Pytash (2015) found, even millennial preservice English teachers held traditional figured worlds about teaching

English and resisted incorporating new literacies and media literacy into their teaching practice.

Additional calls from research address the potential learning opportunities teachers have when media literacy is included in their classroom experiences. Skinner et al. (2014) argued that new literacies pedagogies promoted "teaching and learning that include digital technologies and/or popular culture that are reflective of students' sociocultural identities." Morrell (2011) argued while the inclusion of critical media pedagogy in English education and secondary English classrooms was exciting and necessary, he also recognized that teachers were often not prepared to teach media literacy by their methods courses. Morell also posited the inclusion of critical media literacy into English classrooms calls for a "different teacher" (p. 160), a teacher who has preservice educational experiences with critical media literacy and has, as Jolls (2015) recommended, opportunity to develop pedagogical approaches to media literacy.

These studies suggest a gap in the literature between what research recommends (more teacher education on media literacy education) and what is actually happening in practice (teachers do not know how to incorporate media literacy). To address part of this Moje (2009) pointed out the need for further research with teachers who are already teaching with new/media literacies. Studies reporting on how these teachers approach content and pedagogy, Moje asserted, could serve as guidance to teachers and teacher educators. As researchers, we should look to these teachers and discover what their students learn about the content, the practices, and the students' identities.

Practice-Based Research

To address Moje's (2009) assertion and develop a deeper understanding of how teachers incorporate new/media literacies, researchers need to use research designs which foster collaborative relationships with teachers. Practice-based research in education forms the umbrella for research such as participatory action research, formative design experiments, research understanding the sociocultural nature of literacies, and critical analyses of classroom practices. This research is undertaken with the understanding that connections between theory, research, and practice are complex and situated within specific contexts. Hinchman and Appleman (2017) described a premise for practice-based research: "Practice-based research values such situation-dependent aspects of literacy enactments as identities, purposes, actions, and discourses in relation to one another" (p. xiv). The situation-dependent view recognizes that the specific contexts practice-based research occur are in fact, specific to the everyday experiences of those involved in research, and findings may not be replicable across age groups, schools, and communities. For example, research examining literacy practices with media texts in a fourth-grade classroom should not expect to see the same practices in an eleventh-grade classroom. Also within this understanding is the notion new findings about literacies and learning can be found in classrooms, at home, and online in social media contexts. To uncover these new findings research must work in collaboration with adolescents and their teachers in teacher-researcher collaborations and research our (researcher) practices as well. Additionally, as Hinchman and Appleman (2017) described, the more researchers and teachers work as partners in research the greater the change in the researcher and researched relationship from hierarchical and vertical to horizontal. With this in mind, at

the center of my inquiry for this study was the teacher-participant, Ms. Wilson, as the teacher/learner. With the development of Practice-Based Research (Hinchman & Appleman, 2017) styles of research (e.g., design based research, formative experiments, action research, etc.), the researcher and the research-teacher relationship is critical to teachers' learning and development. Missing from the teacher learning literature is the understanding of how teacher learning is impacted from researcher/teacher professional development mentoring. This study sought to address this gap in the literature. Using the frame of researcher provided professional development, I employed situated learning theories (Gee, 2015; Lave & Wenger, 1991) to frame the relationship between teacher and researcher as one of learner and mentor.

Summary

In the opening snippet when Ms. Wilson shared, "I wish I could upload this like Matrix style into my conscious because I don't know, it's all new to me too," she was expressing her frustration with her lack of content knowledge of media texts and media literacy. While there are many calls from the research community for teachers to incorporate media literacy into their classrooms, many teachers lack the content knowledge and pedagogical knowledge to enact these changes. Further, there is little research examining how in-service teachers learn to do this and how the inclusion of new content impacts teachers' identities as teachers of their content areas. Much of teacher learning is unconscious (Korthagen, 2017), and as Kennedy (2015) posited, we need a greater, more nuanced view, of how teachers incorporate new content into their teaching. Professional development situated in teachers' schools and classrooms, with researchers working directly and collaboratively with teachers, is one way to explore the nature of

teacher learning. This study explored how Ms. Wilson went from wanting to "upload this like Matrix style" to learning to teach with and about unfamiliar texts and aimed to address this gap in the literature by examining what happened when a high school English teacher learned to teach with and about media texts in her classroom.

CHAPTER 3

METHODOLOGY

The goal of my study was twofold. First, my goal was to understand how the participating teacher learned to teach both with and about new texts in her English classroom, and my role as a researcher in this process. Second, how did learning about and teaching with the new texts impact the teacher's identity as an English teacher. I employed a qualitative case study research design (Merriam, 1998) with both interpretive data analysis (Erickson, 1986) and Gee's (2014a; 2014b) discourse analysis tools to address the following research questions:

1. What happens when a high school English teacher, Ms. Wilson, learns to teach *with* and *about* unfamiliar (to her) types of texts? What is my role as a researcher in assisting Ms. Wilson in this process?
2. How does learning about and teaching unfamiliar (to her) types of texts impact Ms. Wilson's identity as an English teacher?

In this chapter I describe the methods used to collect and analyze data to answer these questions.

Case Study Research

Often used in research in educational settings, the purpose of case study research is to develop a deep understanding of the context and participants of the case study. The case, or focus of study, is identified by the researcher and may be a single unit (person, group, place, activity) or mixture of these. Because of this requirement to develop a deep understanding and to not generalize the results, case study research is primarily qualitative in nature. The bound system of a case may be a person, a program, or policy

among other possibilities, and may be bound by either the amount of data or time limit to collect data. Merriam (1998) explained that the case may be selected because the researcher finds the topic intrinsically interesting or wishes to fully understand the phenomenon of the case. In this study, the case is bound by the context of the time frame (six months) and the unit of study (language and mass communication). I sought to develop a deep understanding of the phenomena of a teacher learning about and teaching with unfamiliar types of texts; what a researcher's role was in this teacher's process; and how this teacher's identity as an English teacher was impacted in the process.

Within the context of qualitative research, Merriam (1998) defined the three characteristics of case study: (a) particularistic (centers on a particular phenomenon); (b) descriptive (rich, thick description of the case); and (c) heuristic (the study explains the phenomenon to readers). This study was particularistic in its focus on one teacher (Ms. Wilson, 12th grade English teacher) planning and teaching with and about unfamiliar (to her) texts in her senior-level International Baccalaureate English course. I used the data collection methods (described in more detail below): interviews, reflections, observations, and document gathering, to contribute to a rich description of Ms. Wilson's process of learning to teach with and about unfamiliar texts, my role as a researcher in this process, and how this process impacted Ms. Wilson's identity as an English teacher. This study was heuristic in that it aimed to further our understanding of the nuanced, gradual process Ms. Wilson used while learning to teach with and about unfamiliar texts and explored the nature of my role as a researcher in her learning process.

Interpretive Analysis

Case study research and interpretive research are complementary. Merriam (1998) described interpretive research as an approach to understand the process or experience of participants. Erickson (1986) distinguished interpretive research methodology as having a "substantive focus and intent" (p. 120), and an "attempt to combine close analysis of fine details of behavior and meaning in everyday social interaction with analysis of the wider societal contexts" (p. 120). Similar to case study, interpretive research involves fieldwork with participants, researcher collection of evidence, and reflection and reporting using detailed description. According to Erickson (2012) the purpose of interpretive research is to "document in detail the conduct of everyday events and to identify the meanings that those events have for those who participate in them and for those who witness them" (p. 1451). Throughout the course of data collection I collected a variety of data sources to document Ms. Wilson's learning and development process and my role in this process. I observed her class daily to form a broader view of how her learning, planning, and reflection were enacted in her classroom with her students.

Interpretive analysis is used to reflexively form assertions and questions, both informally or formally in all phases of a research study (Erickson, 1986; 2012). The recursive nature of interpretive analysis helped me uncover what happened when Ms. Wilson learned to teach with and about unfamiliar (to her) types of texts, and my role as the researcher in this process. Because my goal was to understand what happened, data analysis needed to be ongoing and recursive. As Erickson (1986) suggested, working recursively with the data brought new insights as I formed assertions and revised them based on confirming and disconfirming evidence. It was during the recursive process I

realized I needed to employ Gee's (2014a; 2014b) discourse analysis tools to gain insight into how the process of teaching with unfamiliar texts impacted Ms. Wilson's teacher identity.

Discourse Analysis

In educational research, discourse analysis stems from multiple linguistic disciplines such as sociolinguistics and linguistic anthropology. Critical Discourse Analysis (CDA), common in educational research, is a type of discourse analysis that examines how, in a social or political context, power dynamics are created, recreated, and countered (Fairclough, 1995; Gee, 2014a; Rogers, Malancharuvil-Berkes, Mosley, Hui, & Joseph, 2005). CDA is an effective analytical tool useful in examining discourses in education contexts because of its aim to analyze how, "language as a cultural tool mediates relationships of power and privilege in social interactions, institutions, and bodies of knowledge" (Rogers et al., 2005, p. 367).

The discourse analysis approach I employed stems from CDA. While Gee's (2014a) discourse perspective is critical and follows the CDA assumption that all language is social and political, his method of discourse analysis is not CDA (J. Gee, personal communication, April 22, 2015). Gee (2014a) described all discourse analysis as critical because language is, in itself, political. Further, discourse analysis has the possibility to "illuminate problems and controversies in the world" (p. 10). Gee created a distinction between what he calls "little d" discourses and "big D" Discourses. Gee described little "d" discourse as language in use. Little "d" discourses analysis examines the micro level of using language within a specific event. Gee defined big "D" Discourses as a way of being in the world. Big "D" Discourse analysis examines, at the

macro level, how language is used to create and assert particular identities in the world. When people interact, such as students with other students, students with teachers, or teachers with researchers, their identities interact and so do their Discourses (Gee, 2014a).

In the context of this study, I employed discourse analysis to illuminate problems and controversies when unfamiliar types of texts were brought into the English classroom. Specifically, I used Gee's (2014a; 2014b) discourse analysis tools of Making Strange, Big "D" Discourse, and Figured Worlds (described in more detail below) to analyze selected snippets of data related to Ms. Wilson's planning, teaching, and reflecting the documentary *Outfoxed.*

Researcher Role

Merriam (1998) described five stances as an observer: complete participant, participant as observer, collaborative participant, observer as participant, and complete observer. My role in the study vacillated between a collaborative participant and observer as participant depending on the in-the-moment context. A collaborative participant is one where the researcher's role and identity is known to all participants and there is an equal partnership between researcher and participants in the study (Merriam, 1998). I took on the role of a collaborative participant in the context of working directly and collaboratively with the participating teacher in her planning to teach and reflecting on her teaching. An observer as participant role is one where the researcher's activity is known and the primary role in the study is collecting data (Merriam, 1998). During classroom observations, I took on the role of observer as participant. The students knew my identity as a researcher, but in class I primarily observed the teacher's instruction and

interactions with students. I occasionally questioned students about their work, but because my interest focused on how the teacher learned to teach with and about new types of texts, my observations focused on how the weekly planning meetings and informal audio reflective messages were carried out during class.

As Erickson (1986) described, interpretive research using participant observation methods is helpful when wanting to understand participant's perspectives in particular settings. Interpretive analysis (Erickson, 1986) influenced how I enacted these roles in the study through the ongoing inductive data analysis process. As Erickson (1986) suggested, interpretive data collection is detailed and reflective, and the ongoing analysis allowed me to ask Ms. Wilson new questions as new insights were developed.

Context of the Study

This study was conducted at Rockwell High School (RHS) (pseudonym), an urban/suburban public high school serving 3,213 students in grades 9-12 located in the southwestern United States. Rockwell High School is the oldest high school in the Rockwell School District with 61% minority enrollment. Hispanic/Latino students make up 41% of the student body, and 45% of students are economically disadvantaged (reporting as eligible for free and reduced lunch). Rockwell High School offers students 24 Advanced Placement courses and a full International Baccalaureate (IB) diploma. Because this study focused on a singular adult teacher, my university's Institutional Review Board considered my study to be exempt. I gained permission to conduct my study at RHS in the spring of 2016 with the requirement I obtain permission for participation from the participating teacher, Ms. Wilson, her students, and the students' parents.

International Baccalaureate Program

Rockwell High School was the first high school in the state selected as an International Baccalaureate (IB) school. The IB program offered two diplomas: Higher Level and Standard Level. Each Higher Level course required a minimum of 240 instructional hours and each Standard Level course required a minimum of 150 instructional hours. Prior to the 2015-2016 academic year RHS only offered IB English Literature (a Higher Level course) which focused on a more historically traditional study of literature and literary analysis. However, the instructional hour mandate required students attempting to earn the Higher Level IB diploma to start their IB literature coursework in their junior year, thus limiting student access to the IB diploma program. The introduction of Standard Level courses like IB Language and Literature offered students the option to take IB courses and earn a Standard Level diploma. In the 2015-2016 academic year, RHS began to offer courses preparing students to earn the Standard Level IB diploma. The addition of Standard Level courses meant students could start IB diploma coursework in their senior years. The IB Standard Level literature course was titled IB Language and Literature.

IB Language and Literature Course Overview. The IB Language and Literature course challenged teachers and students to read a variety of texts such as advertisements, editorials, political cartoons, speeches, documentaries, and blogs, as well as create compositions with unlimited possibilities such as opinion columns, a political commentary, a documentary screenplay, or an interview. Additionally, students delivered presentations each quarter rooted in any text, concepts, and learning outcomes they

studied over the course of the quarter. From Ms. Wilson's syllabus, Figure 3.1 describes the unit of study, the texts students read and viewed, and the assessments students completed during the classroom observation period of my case study.

Description of the Unit of Study

Quarter 1: Language and Mass Communication – Part II

Texts: Various non-fiction texts including, but not limited to news articles, editorials, media clips, blogs, advertisements, and documentary films related to social justice and social injustices.

Key Assessments:

- Written Task
- Further Oral Activity
- Paper 1 Practice

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Figure 3.1. Language and Mass Communication unit description from Ms. Wilson's syllabus.

Required Assignments. As shown in Figure 3.1, specific classroom assignments required by IB were both the Written Task and Further Oral Activity. In the Written Task assignment, students chose an "imaginative way of exploring an aspect of the material studied" (Syllabus, 2016). For example, students could choose to write a tabloid news story about media bias of a particular news outlet, or write an opinion column on an advertising campaign, or create a listicle of the top five ways social media influenced the presidential election. In this assignment students needed to emulate whatever type of text they chose and address an issue relating to the quarter's topic—language and mass communication. In the Further Oral Activity assignment, students, either individually or in groups of two-to-four, presented a topic related to the concepts explored in the unit.

The students created a presentation or activity which demonstrated their "understanding of language and mass media" and "addresses the relationship between language, meaning, and context" (Syllabus, 2016). For example, students could create presentations in the style of a talk show about stereotypes in television shows for children, a spoken word piece on the how Latina women are portrayed in the media, or a presentation analyzing print and commercial automobile advertisements. Each of these class-based assignments, combined with written exams and individual oral commentary held at the end of the academic year, created the students' overall IB score.

Fall 2016

In the 2016-2017 school year the enrollment in the IB Language and Literature course grew from one section of 18 students in the previous year to three sections for a total of 109 students. Ms. Wilson taught three sections of the IB Language and Literature course during periods one, three, and four. Third period became my focus classroom. Ms. Wilson said she wanted first period to try out her lessons before my observation and the fourth period class was full and had no extra seats. My observations focused on her third period of 36 students (15 boys and 21 girls), however our discussions and reflections involved her teaching of all three sections. The students in the focus class had a mix of academic experiences; some students had taken honors and AP literature courses throughout high school, and for others this was their first experience in an IB or honors-level course. The mixture of students' experiences added to the opportunities and challenges Ms. Wilson faced while teaching a new course.

Classroom Setting. While Ms. Wilson and I discussed her planning and teaching of all three sections of the IB Language and Literature course, my observations focused

on her third period. There were 36 students in the third period class. To embed myself in the classroom culture, I started my observations on the first day of school. As an observer-participant (Merriam, 1998), the students knew who I was and my role as a researcher in the class. The students became accustomed to seeing me in class every day and would often ask my feedback on their ideas and likewise, I would ask them questions as they worked individually or in small groups.

Teacher-Participant

After conducting the pilot study in the fall of 2015, I selected Ms. Wilson and her IB Language and Literacy at RHS for this dissertation study because of its unique requirement from IB to use multiple types of texts, our relationship established from the pilot study (Goff, 2016), and my continued interest in understanding how teachers learn to teach with unfamiliar types of texts.

Ms. Wilson self-described as Mexican and was first in her family to attend college. She was a fifth-year teacher, with a Master's degree in Secondary Education, earned during the certification process of her teacher preparation program. She also has a Bachelor's degree in English literature. Ms. Wilson had a friendly relationship with her students, as many of them called her "mom" and came to her during lunch or after school for advice or share their accomplishments. Ms. Wilson described herself as a reader and found analyzing literature with her students to be the fun part of her job. In her personal time, Ms. Wilson read graphic novels, listened to podcasts, and watched documentaries. However, at the time she started teaching the IB Language and Literature class in the fall of 2015, she had never attempted to incorporate any of these kinds of texts into her English classes, so in a teaching sense, these texts were unfamiliar to her.

Prior to the pilot study in the first quarter of the 2015-2016 school year, Ms. Wilson seriously contemplated leaving teaching all together. While Ms. Wilson is a teacher, she is also a wife and a mother to two elementary-age children. The everyday pressures of teaching coupled with demands of teaching a completely new course with few resources and little-to-no outside professional feedback or assistance created a situation Ms. Wilson felt, as she explained to me, as unsustainable (Goff, 2016). Clearly, Ms. Wilson decided to stay in the classroom. This decision was partly because she knew my level of involvement in her planning and teaching during the pilot study and my participation as a collaborator of sorts for at least one unit of study (Goff, 2016). I share this prior event because Ms. Wilson often commented and reflected, throughout this study, on how her teaching experience differed during the year of the dissertation study versus the frustrations she faced the previous year during the pilot study.

Researcher-Participant

Because my role in working directly with Ms. Wilson as a collaborative participant and as an observer-participant in the classroom, it is important to describe my background. I taught secondary English for nine years and I have a Master's degree in Curriculum and Instruction with an emphasis in Secondary English. I taught high school English in the Rockwell School District (RSD) for five years, and taught at RHS (site of study) for three of those years. My final two years of teaching were at Monroe High School (MHS), another high school in RSD. As described in the opening vignette, much of my teaching focused on teaching with and about canon literature. I attempted to incorporate pieces of text outside of the canon such as young adult literature and

documentaries, but faced challenges as to how to incorporate these in addition to the curriculum requirements.

Ms. Wilson completed her student teaching at MHS in my eighth year of teaching. During her student teaching she observed me twice and participated in planning sessions with her mentor teacher and me. I share these experiences because I did not only enter Ms. Wilson's classroom as a researcher, but also as a teacher she previously observed and learned from while student teaching.

Data Collection Procedures

As you will read more about in the next section, I collected data from seven sources: (a) transcripts from teacher interviews conducted at the start and end of the study; (b) transcripts from planning meetings conducted over the phone prior to the start of the school year; (c) transcripts from weekly planning meetings during the school year; (d) field notes taken from classroom observations; (3) transcripts from teacher and researcher audio reflection communication throughout the study; (f) classroom documents; and (g) a researcher's journal.

Data Sources

Merriam (1998) described three types of data commonly collected in a case study: interviews, observations, and documents. Erickson (2012) described two means of collecting data in interpretive research: looking and asking, both of which produce not only observations and interviews, but also fieldnotes, commentary, and documents. Gee (2014a) primarily focused discourse analysis on pieces of texts or transcripts of interviews, but also extended potential data sources to include multimodal texts which include combinations of images, videos, audio, and text. I considered these perspectives

as I selected the various types of data collected throughout the study. In the data collection process, I tracked all data collected throughout the study in a spreadsheet. This spreadsheet included the date the piece of data was collected, the type of data (interview, Voxer message, classroom observation, etc.), the source of the data (Ms. Wilson, students, myself, or an outside source, a description of the data, where the data is saved, and if the audio recording has been transcribed and proofed. Using case study (Merriam, 1998) and interpretive research (Erickson, 1986; 2012) frameworks, I incorporated these suggestions for data collection methods including interviewing (semi-structured interviews and unstructured reflections), observing, and collecting and recording documents (classroom materials and a researcher's journal). Each of these data sources is described in following sections.

Interviews. In the study, I conducted two types of interviews: semi-structured interviews and unstructured reflections. Interpretive analysis (Erickson, 1986) and discourse analysis (Gee, 2014a) both consider interviews key data sources. Interpretive analysis emphasizes a recursive analysis process, shifting back and forth from observation (looking) to both formal and informal interviews (asking) (Erickson, 2012). Discourse analysis' (Gee, 2014a) primary focus on communication makes interviews an ideal data source as interviews are communications between individuals. The semi-structured interviews followed an interview protocol (Appendices A, B, C, D, and D). All interviews were transcribed on a weekly basis. The transcripts were read and re-read throughout the study to inform future interviews and reflections.

Semi-Structured Interviews. Merriam (1998) described semi-structured interviews as guided by a list of flexibly worded questions. I conducted semi-structured interviews at multiple points throughout the study.

Initial and Conclusion Interviews. The semi-structured interviews at the beginning and end of the study were used to gain a deep understanding of how Ms. Wilson thought about her planning approach and process, and, after data collection, to reflect on the study as a whole. Using the semi-structured format allowed me to respond to the interview as it occurred and add new ideas while keeping a focus with the predetermined questions (Merriam, 1998). While the interviews followed semi-structured protocols (Appendices A, B, C, and D) they allowed for flexibility to engage in probing questions in the interview process. These probes prompted the teacher to reflect and I could question her responses. The semi-structured interviews allowed me to develop a greater understanding of how the teacher viewed her learning and planning process.

Planning and Reflection Interviews. Through the ten weeks of classroom observations, I conducted weekly planning and reflection interviews with the teacher. The semi-structured interviews followed a protocol (see Appendix E) as a starting point for discussion. The weekly planning and reflection interviews provided a time and place to confirm or disconfirm information gained from the daily classroom observations as Erickson (1986; 2012) suggested as the recursive looking and asking process. The basic protocol remained the same week-to-week; however, questions were modified, added, or deleted based on the observations and audio reflections throughout the week.

Unstructured Reflective Interviews. Merriam (1998) and Erickson (1986) suggest unstructured or informal interviews as exploratory in nature and not having any

predetermined questions. Through unstructured interviews researchers can learn about the phenomenon being studied and use the information gained from the interview for following interviews. While Merriam (1998) described unstructured interviews as most useful at the beginning stages of a study, I followed Erickson's (1986) suggestion and used unstructured interviews throughout the data collection period for reflections using the smartphone application, Voxer.

Voxer Audio Messages. To further the one-on-one, just-in-time professional development experience, I employed audio messages using the smartphone application, Voxer. The messages were completely unstructured and provided a medium for the teacher and myself to reflect on daily practice, ask clarifying questions, and engage in conversations as-needed. The messages documented the teacher's learning and development as well as my own input as a researcher throughout the data collection period. Throughout the data collection period Ms. Wilson and I exchanged 193 individual messages through the Voxer app. The messages range in length from 30 seconds up to 6 minutes. I listened to the messages as they came in and often re-listened to messages to take notes, reflect, and refer to other data sources (interview transcripts, observations, and documents) before responding. At the end of each week all audio messages were transcribed.

Classroom Observations. As Merriam (1998) described, observations take place in a real world setting and, unlike interviews, are a primary account by the researcher of the phenomenon being studied. Observations are key in the recursive looking (observation) and asking (interview) process Erickson (1986; 2012) suggested as necessary in interpretive research and analysis. Further, the fieldnotes of communications

between Ms. Wilson and her students provided necessary context (Gee, 2014b) for the transcripts later used for discourse analysis. Because I wanted to discover how Ms. Wilson learned to teach with and about unfamiliar texts and what impact I had as a researcher in this process, I observed in the focal classroom each day. Daily classroom observations were a method to determine which texts, ideas, and pedagogies we discussed during planning and reflection were taken into her daily lessons. During classroom observations, I took the role of the observer as participant (Merriam, 1998). My observational fieldnotes recorded overall daily topics, specific learning objectives, and directions for students. I also recorded Ms. Wilson's direct instruction, interactions between Ms. Wilson and her students, and questions I posed to students during class and their responses. Finally, my fieldnotes often included in-the-moment reflections, questions, and clarifying points to ask Ms. Wilson in audio reflections or during the weekly planning meetings. Occasionally during observations, I took photos of student work which I later used as points of discussion with Ms. Wilson. As Merriam (1998) suggested, I used a template (Figure 3.2) to easily record the observations and review them either later that same day to prompt or respond to an audio messages, to plan for in-person meetings, and to reflect in the researcher journal.

2016 DISSERTATION STUDY FIELDNOTES

3rd Period
MTF: 9:36-10:32
W: 9:37-11:36

[DATE]

[TITLE]

[DESCRIPTION OF ACTIVITY]

[REFLECTIONS]

[EMERGING QUESTIONS]

[FUTURE ACTIONS]

Figure 3.2. Fieldnotes template used to record daily classroom observations and reflections.

Researcher Journal. As Merriam (1998) described, researchers frequently record "ideas, fears, mistakes, confusion, and reactions to experience" (p. 110) in a journal or diary. Erickson (1986) maintained reflection after observation and memo writing often "stimulates analytic induction and reflection on relevant theory" (p. 144) and is an extension of the looking and seeing data collection process. Keeping with these suggestions, I maintained a researcher journal throughout the data collection phase and into the data analysis phase. The researcher journal served as a combination of recording, as Merriam (1998) and Erickson (1986) noted, my ideas, fears, confusions, and reactions, and a place for reflections and memos on the research methods and initial forays into analysis. In the researcher journal, I recorded my reflections on daily observations, made notes of key quotes and topics from Voxer messages and interview transcripts, reviewed classroom documents, planned for future meetings, and wrote brief memos of my

thinking about the data and how it connected to the literature (Erickson, 1986). Additionally, I often prepared for weekly planning meetings and final in-depth interviews by rereading my researcher journal and revising and adding questions to the predetermined protocols (Appendices C, D, and E).

Classroom Documents. Merriam and Tisdell (2016) described documents and artifacts as data sources in qualitative research which are a "natural part of the research setting" and a "ready-made source of data" (p. 162). Erickson (2012) described the gathering and creation of additional documents as an extension of the recursive interpretive data collection process of looking and asking. Merriam and Tisdell's defined documents as those of "written, visual, digital, and physical material relevant to the study" (p. 162) and may include documents created and used prior to the research study. Erickson (2012) described documents as an extension of the looking and asking process, as the documents in this study were a combination of documents created and/or used prior to the study and documents created and/or used during the study.

Classroom documents consisted of teacher-created materials (teaching plans, Google document planning calendar, handouts, presentations, and materials made available to students on Google Classroom); materials found from outside sources (resources she found or was provided, documentaries, video clips, and images); and student created materials (student electronic responses, student in-class group work, and student created presentations) were all collected and documented during the study. As a researcher, I followed Merriam and Tisdell's (2016) suggestion and kept "an open mind when it comes to discovering useful documents" (p. 175). To this end, all classroom documents were considered potential data sources and collected, dated, and logged in the

data collection spreadsheet. Classroom documents were used as a point of examination of how the teacher's learning and development was or was not reflected through classroom materials. The documents were often used as points of discussion and reflection during weekly meetings and audio messages, and I reviewed the classroom documents as I reflected in the researcher journal.

Data Collection

Because the participating teacher, Ms. Wilson, previously participated in the pilot study, she and I had an established rapport and she was familiar with my research interests, and I was familiar with her teaching goals. Due to our established relationship, conversations and data collection began on June 7, 2016, over a month before the school year started on July 25, 2016. An overview of the data collection timeline is shown in Figure 3.3.

<table>
<tr><td>Before school planning</td><td colspan="3">Quarter 1. July 25 (first day of school) to September 30</td><td colspan="3">Quarter 2</td></tr>
<tr><td>June 2016</td><td>July 2016</td><td>August 2016</td><td>September 2016</td><td>October 2016</td><td>November 2016</td><td>December 2016</td></tr>
<tr><td>Initial Interview</td><td colspan="3">Weekly Planning/Reflection Interviews</td><td>Follow-up Interview</td><td></td><td>Follow-up Observations (2)</td></tr>
<tr><td>Planning Meeting</td><td colspan="3">Daily Classroom Observations</td><td></td><td></td><td>Final Interview</td></tr>
<tr><td colspan="4">Document Collection</td><td></td><td></td><td></td></tr>
<tr><td colspan="7">Voxer Messages</td></tr>
<tr><td colspan="7">Researcher Journal</td></tr>
<tr><td></td><td></td><td></td><td>End of Quarter 1 Interview</td><td></td><td></td><td></td></tr>
</table>

Figure 3.3. Data collection timeline starting June 7, 2016 and ending December 22, 2016

The initial interview (see Appendix A) provided an opportunity to ask Ms. Wilson clarifying questions about her goals and aims for the unit of the study for the course. In

this initial interview, Ms. Wilson explained the IB course goals for the unit on language and mass communication, the summer assignment she prepared for her future students, and what planning and research she completed prior to our interview. As Erickson (1986) suggested, I used this interview as a guide to plan for the subsequent planning meeting. After this first meeting Ms. Wilson began sending via email drafts of her teaching plans, resources she found, and materials she created (documents data source). Ms. Wilson and I also started sporadically exchanging Voxer messages which provided a space for the as-needed professional development aspect. For example, Ms. Wilson sent a message over Voxer in June while she having difficulty understanding an article she was reading to learn about the theory behind how media and media messages are interconnected. Ms. Wilson stated she thought it was important for her to have somewhat of a theoretical understanding of media literacy theory to teach the upcoming unit.

By the first day of school, Ms. Wilson and I mapped out the topics related to language and mass communication Ms. Wilson wanted to teach during the first quarter (see Figure 3.4).

Week	Teaching Focus
1	Language and mass media; media analysis
2	Media bias; *Outfoxed* documentary
3	OpEds (reading and writing); written task practice 1 (opinion or editorial); advertisement analysis
4	Advertisement analysis; speech (reading/viewing and writing); written task practice 2 (speech)
5	Written task practice 2 (speech); listicles (reading and writing);
6	Summative written task assignment (student choice); entertaining texts
7	Further Oral Activity (FOA) assignment
8	FOA assignment
9	FOA presentations
10	FOA presentations; *Serial* podcast (listen and discuss)

Figure 3.4. Language and Mass Communication unit. Overview of teaching topics for the first quarter of the 2016-2017 academic year.

Additionally, Ms. Wilson shared a Google Document of her planning calendar so I could stay up-to-date with any changes she needed to make during the quarter. For example, when Ms. Wilson received notification the school counselors required her students attend a college-planning meeting, she updated the calendar and shifted her plans by a day.

Once the school year began I conducted daily classroom observations in Ms. Wilson's third period class. Ms. Wilson and I established a weekly planning meeting (see Appendix E) during her prep period and we continued exchanging messages over Voxer. I also collected teacher and student created classroom documents and continued my researcher journal.

As Merriam (1998) and Erickson (1986) described, data collection is both a recursive and interactive process that may lead to additional pieces of data such as

memos and reflections. My data collection was a recursive process and each type of data I collected informed the other. For example, I reviewed each day's fieldnotes and wrote in my researcher journal, which often prompted Voxer messages. The data sources also informed the weekly planning and reflection meetings. I often refined the protocol (Appendix E) questions to reflect the teaching and planning I observed during the week. After planning meetings and on the weekends Ms. Wilson often sent Voxer messages with questions. Figure 3.5 illustrates how each data source impacted the other.

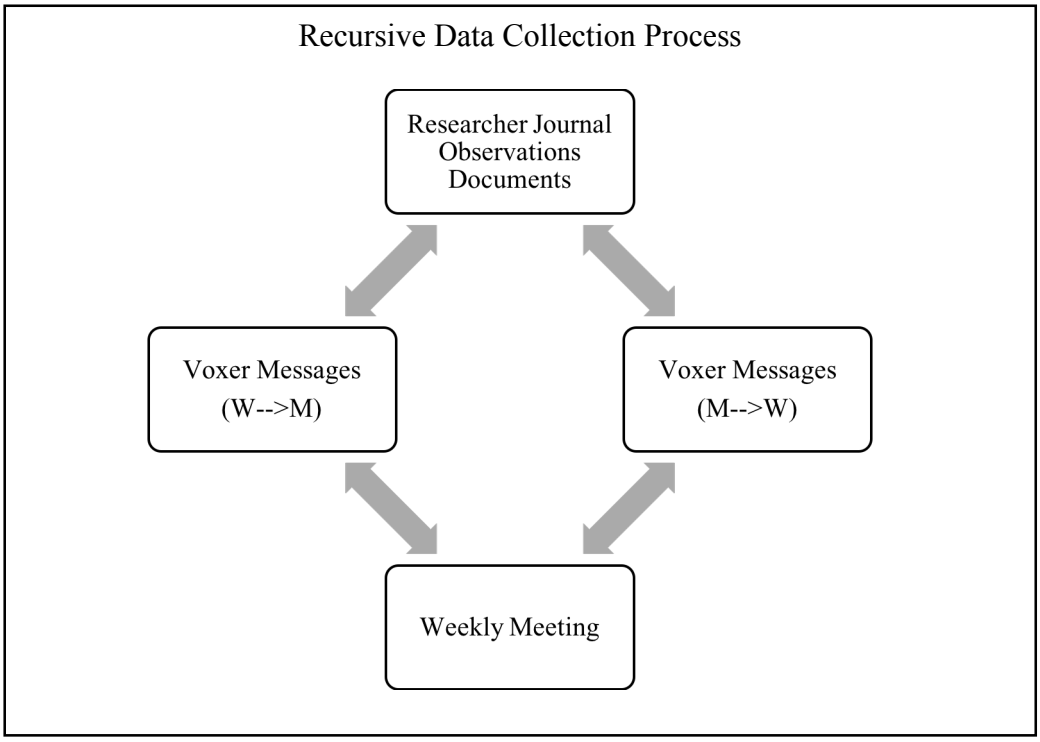

Figure 3.5. Data collection process as recursive and iterative. W→M indicates Voxer messages Ms. Wilson sent to Maria, and M→W indicates Voxer messages Maria sent to Ms. Wilson.

After the in-class data collection period, I conducted an end-of-the quarter interview (Appendix B). Finally, in December 2016 I conducted two follow-up observations and one final interview (Appendix D).

Data Analysis Procedures

Merriam (1998) described data collection and analysis as simultaneous and the process of collecting and analyzing data as "recursive and dynamic" (p. 155). While Merriam (1998) offered six potential data analysis strategies to use with educational research (ethnographic analysis, narrative analysis, phenomenological analysis, the constant comparative method, content analysis, and analytic induction), I employed interpretive analysis procedures (Erickson, 1986) to my analytical process for research question one, and I used Gee's (2014a; 2014b) discourse analysis tools as my analytical process for research question two. Erickson's (1986) interpretive analysis complemented Merriam's (1998) case study methodology because they both look to research which occurs in real-world settings; both support participant-observer researcher involvement; both view collected data as potential sources for information; and both view analysis as a recursive, on-going process. Gee's (2014a; 2014b) discourse analysis tools best supported my analysis of data connected to research question two because I aimed to understand how Ms. Wilson's identity as an English teacher was impacted by learning to teach with a specific type text.

Interpretive Analysis

Because my aim was to understand what happened in the teacher's process as well as my researcher role in this process, I employed interpretive analysis to "make the familiar strange" (Erickson 1986, p.121). In other words, I attempted to make the familiar process (to me, as a former teacher) of a teacher working with new material, strange, to better describe and analyze the process. I approached data analysis in an inductive, systematic way, treating all collected data as potential sources of evidence (Erickson,

1986; Merriam, 1998), developing assertions, and testing the evidentiary warrant of assertions by looking for confirming and disconfirming evidence (Erickson, 1986). Data analysis occurred in two phases: ongoing during the data collection phase and final analysis once all data sources were collected.

On-Going Analysis

Throughout the data collection period I worked with the data in an on-going process. Each week all audio data was transcribed and used in conjunction with fieldnotes, classroom documents, and the researcher journal to write theoretical memos. As the study progressed I used the theoretical memos to add to and adapt the weekly interview questions and develop questions to ask through Voxer audio messaging. As I read and reviewed each source, I mined the sources for potential pieces of data to support or reject my research questions. As I pulled pieces of data I wrote memos addressing how the pieces of data fit within the context of the study and the research questions. I also noted how each memo fit within the context of the literature. I called the documents I created with pieces of data and memos for the research questions data sets; each question had its own data set.

Final Analysis

I began my final analysis at the conclusion of my observations in Ms. Wilson's classroom. I first reread the data corpus and compared the data corpus as a whole to the pieces I pulled during the on-going analysis process. At this point, any data from the full data corpus not in the data sets were then added to the data sets. I then wrote preliminary assertions (Erickson, 1986) addressing each research question. At this point in the analysis I realized I needed to further investigate how Ms. Wilson's identity as an English

teacher was impacted by learning about and teaching with unfamiliar texts. To analyze data connected to my second research question I turned to Gee's (2014a; 2014b) tools for discourse analysis. I addressed data for research question one separately from research question two.

Research Question 1. I chose to begin the first round of coding with the first research questions: What happens when a high school English teacher, Ms. Wilson, learns to teach with and about unfamiliar (to her) types of texts? What is my role as the researcher in assisting Ms. Wilson in this process? I chose to start final analysis with the first part of the question before moving on to analysis of the second part because I believed I needed to understand the teacher's learning and development process before I could understand the crux of the second part of the question—my role in the process. Because the analysis process for both were similar, yet yielded separate codes and assertions, I discussed the process for both together and provide labeled tables to indicate the different coding processes. I used the qualitative analysis software NVivo to aid in the coding process.

First Cycle Coding. From my on-going analysis I developed eight preliminary assertions for the first part of research question one and five preliminary assertions for the second part of research question one (see Appendix F). Using these assertions, I developed Initial Codes (Saldaña, 2013, p. 100) and viewed these codes, as Saldaña recommended, "as tentative and provisional" (p. 101). Additionally, because my research question focused on understanding Ms. Wilson's learning and development process, I created In Vivo codes (Saldaña, 2013, p. 91). In Vivo codes are described as "literal coding" or "verbatim coding" (Saldaña, 2013). In Vivo codes are recommended when

researchers aim to honor the speaker's words. Finally, I also created new Initial Codes as I coded the data set. As I coded I wrote analytic memos to describe and reflect on the coding process. At the completion of the first cycle of coding I had created 72 In Vivo and Initial codes for the first research questions (see Appendix G).

Code Collapsing. Prior to the second cycle of coding I printed out each of the 72 codes for the first research questions, their descriptions, and how many times each code was referenced. I printed out and physically cut out each code with its corresponding information into strips. I then physically manipulated these paper strips and organized and reorganized my codes into categories. During this process, I referred to the analytic memos I wrote in the first cycle of coding and continued to write memos documenting the organization process. As I reorganized, collapsed, combined codes, and created subcodes, some of the In Vivo codes became larger categories or codes, and others were collapsed. At the end of this process I created ten categories, with 16 codes and 14 subcodes for the first research questions (see Figure 3.6 for an example and see Appendix H for complete diagrams connecting each category to main codes and subcodes).

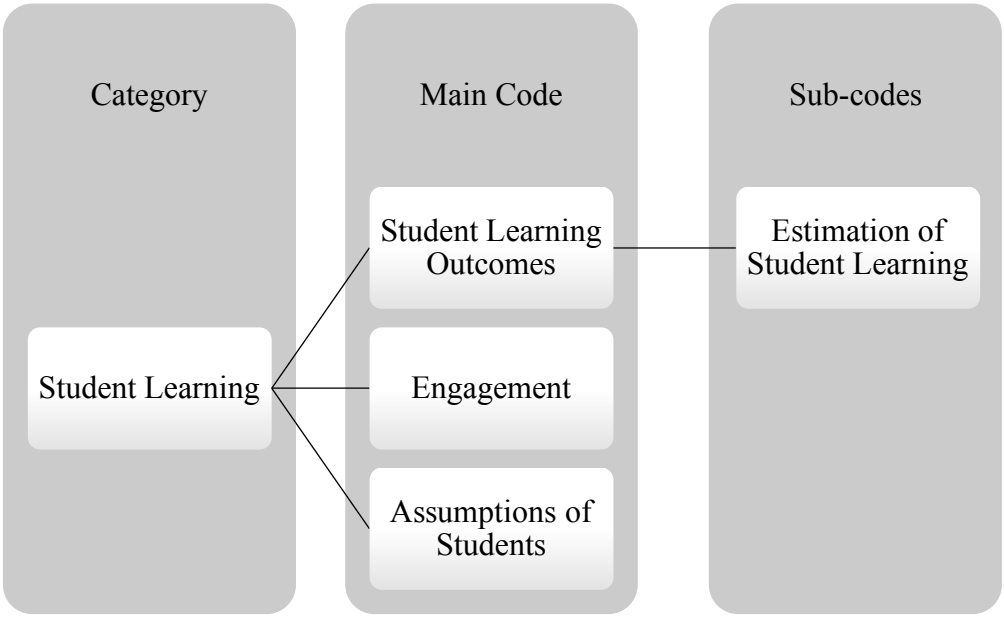

Figure 3.6. Example of development of categories to main codes to sub codes.

Second Cycle Coding. I then recoded the first research questions' data set using the new codes and subcodes. As I completed the second cycle of coding I developed my own feeling of uncertainty about the category and code I created named, "uncertainty." It was in the second cycle coding process I reflected on my own teaching experience and reviewed my researcher journal entries around the dates of the pieces of data coded as "uncertainty." It was here I realized what I named uncertainty was actually the dissonance Ms. Wilson was expressing in her experience of planning for and teaching with unfamiliar texts. I turned to the literature on teacher learning and tensions in teacher learning and read Curwood's (2014) study examining teachers' cultural models of technology. After reading, I chose to create a category of Cultural Model (which later will be described as Figured Worlds (Gee, 2014a; 2014b)). I added a category of Cultural Model and corresponding codes (see Figure 3.7) and recoded research question one with these new codes and organized these for later use using particular tools of discourse

analysis (Gee, 2014a; 2014b) to develop a deeper understanding of the impact of cultural models.

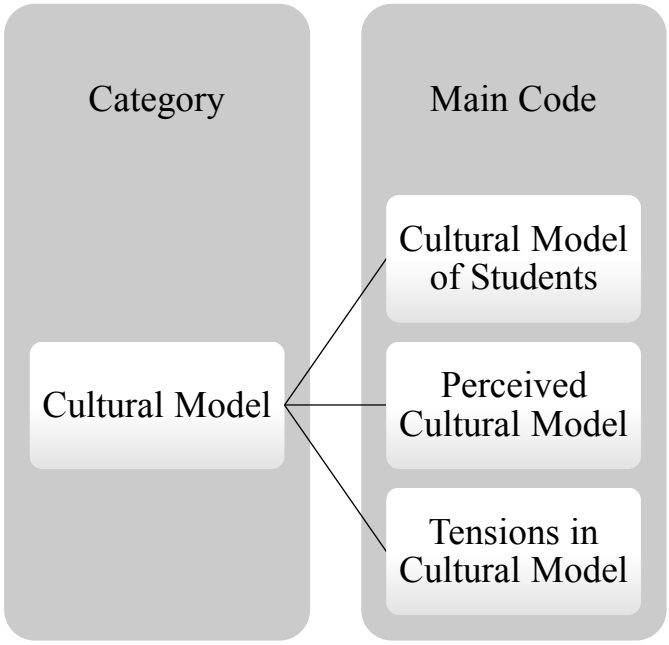

Figure 3.7. Cultural model category and corresponding codes developed for category.

Assertion Revision. After second cycle coding, I reviewed the number and frequency of the codes I used and did not use. I then revised my assertions and developed two assertions addressing the first research questions (see Appendix F for a full list of original and revised assertions). For example, three of the original assertions connected to research question one were combined into one assertion (see Figure 3.8).

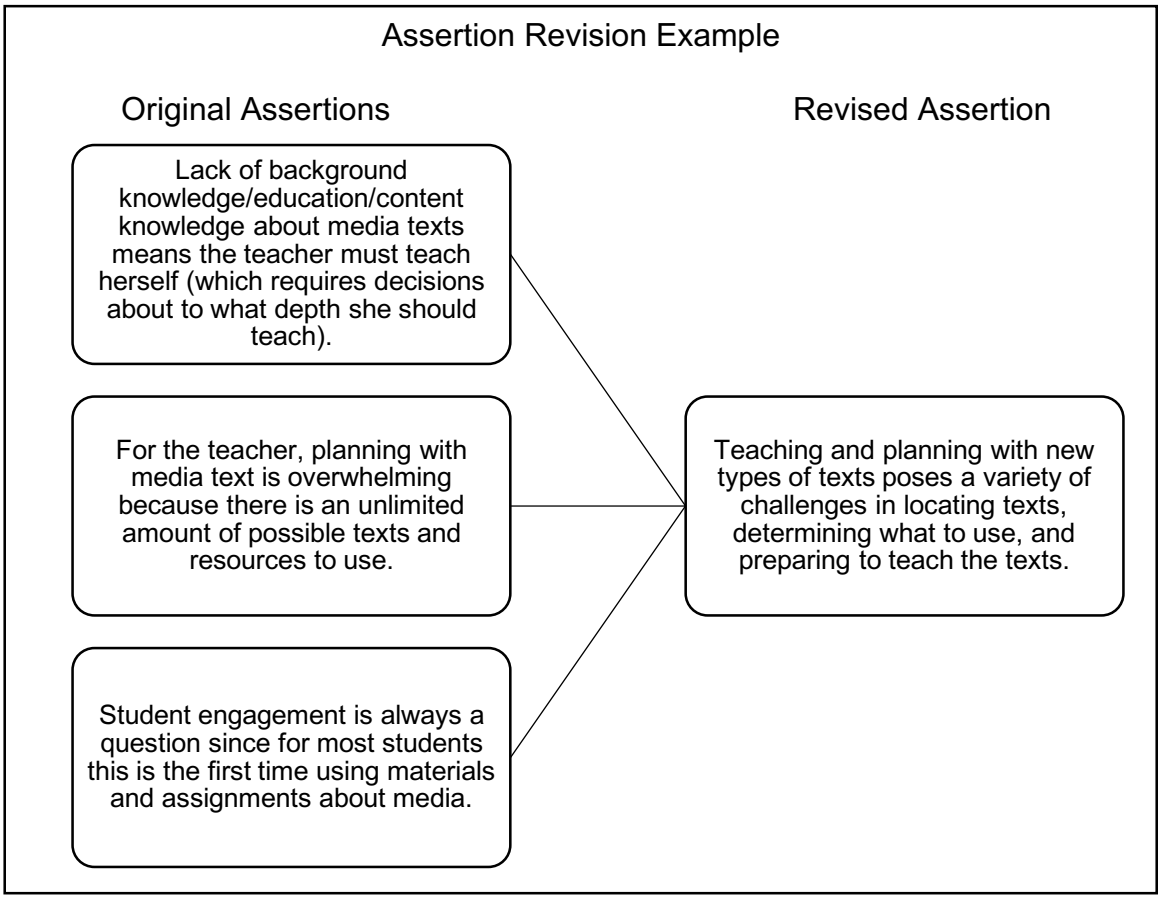

Figure 3.8. Example of an assertion from research question one. Revision is from original assertions to revised after first and second cycles of coding.

Research Question Two. Research question two, how does learning about and teaching unfamiliar (to her) types of texts impact Ms. Wilson's identity as an English teacher, required an additional form of analysis. To develop a deep understanding and description of Ms. Wilson's identity and explain how learning about and teaching unfamiliar (to her) types of texts impacted her identity, I used tools from Gee's (2014a; 2014b) analytic tools of discourse analysis.

Discourse Analysis. In the second cycle coding process I used the codes assigned to the Cultural Models category (Figure 3.7) 67 times as I coded the data sets. While the

codes spanned topics and texts throughout the data sets, I chose to focus on the instance of Ms. Wilson planning, teaching, and reflecting on the documentary *Outfoxed* (Greenwald, 2004) to illuminate the impact of learning about and teaching with unfamiliar (to her) types of texts, and the impact on Ms. Wilson's teacher identity within Ms. Wilson's cultural model of being an English teacher. I revisited the entire data corpus and selected all pieces of data connected to Ms. Wilson's planning, teaching, and reflecting on the documentary *Outfoxed*.

Gee's tools for discourse analysis prompt the reader to ask specific questions of the data with some tools providing more insight into the data than others (2014b). I read through the pieces of data connected to *Outfoxed* and applied Gee's questions, described as Building Tasks, to the data (see Appendix I) (Gee, 2014a). I posed these questions and made notes. After I read through, applied Gee's questions to the data, took notes, and reflected on the data, at Gee's suggestion, I selected the three tools which would provide the most insight into the data analysis process: The Making Strange tool, the Big "D" Discourse tool, and the Figured Worlds tool and applied Gee's specific directions and questions for each tool (see Appendix J). . Gee described the discourse analysis tools as questions to probe the data and guide analysis. The Making Strange tool is used to understand "language in context" (Gee, 2014b, p. 14), while the Big "D" Discourse and Figured Worlds tools are described as "theoretical tools" (Gee, 2014b, p. 156) which connect language to culture. Gee (2014a; 2014b) explained how the terms cultural models and figured worlds are often used interchangeably but he preferred the term figured world. In keeping with Gee's terminology of discourse analysis, I use the term figured world from here forward. The selected tools and their application is illustrated in

Table 3.1 and further described in the following sections. I chose these three tools to analyze the specific instances in the data where Ms. Wilson was planning, teaching, and reflecting on teaching with the previously unfamiliar text of a documentary to understand what happened when she brought in a new text into her teaching repertoire.

Table 3.1

Gee's (2014a; 2014b) Discourse Analysis Tools and Application to Data

Tool	Application
Making Strange Tool	Taking an outsider perspective to understand how Ms. Wilson talked about planning, teaching, and reflecting may be seen as strange and explicate what is suggested and accomplished through the language Ms. Wilson used.
Big "D" Discourse Tool	Examined how Ms. Wilson used specific language, actions, values, beliefs, objects, tools, technologies, and environments as part of the English teacher Discourse.
Figured Worlds Tool	Explored what it meant to Ms. Wilson to be an English teacher and if and how the teaching of unfamiliar types of texts fit into her figured world.

Making Strange Tool. When working with a familiar culture or Discourse, Gee (2014b) explained how sometimes the language in context is familiar and taken for granted. In this case, we (discourse analysts) "have to learn to make what we take for granted new and strange" (Gee, 2014b, p. 26). As former high school English teacher, I am familiar with the discourses of teaching high school English. I used the Making Strange tool as a way to approach the data as an outsider to first understand how the language Ms. Wilson used to talk about planning, teaching, and reflecting on teaching the documentary may be viewed as strange by an outsider. And second, to explicate, as Gee

(2014b) suggested, what Ms. Wilson suggested and accomplished through the language she used.

Big "D" Discourse Tool. Gee (2014b) described big "D" Discourses as "ways of speaking/listening…reading/writing…acting, interacting valuing, feeling, dressing, thinking, and believing" (p. 183), as opposed to little "d" discourses which Gee referred to as, "language in use." Big "D" Discourses are what make people certain kinds of people. In the context of this study I used this tool to examine how Ms. Wilson used all the different elements of Discourse to identify or not identify herself as an English teacher within the data sources connected to Ms. Wilson's planning, teaching, and reflecting with the documentary *Outfoxed*. For example, I asked the data how Ms. Wilson used language, action, interactions, beliefs, values, attire, objects, tools, and technologies to enact her identity as an English teacher (Gee, 2014a).

Figured Worlds Tool. Gee (2014a; 2014b) referred to figured worlds or cultural models as general or typical stories to describe a model or norm. I used the Figured Worlds tool to explore Ms. Wilson's figured world of being an English teacher and how (and if) teaching with the documentary text fit into her figured world. Further, I used the Figured Worlds tool to explore the dissonance Ms. Wilson expressed while planning, teaching, and reflecting on using the documentary *Outfoxed.* For example, I asked the data what figured worlds were represented through words and phrases Ms. Wilson used and who participated; what were the activities and ways of interacting, language used, objects used, environments and institutions were in her figured world of being an English teacher.

For each tool I created a separate document with the original *Outfoxed* data and posed the specific questions for each tool and made notes using highlighting and comments. To further aid in my discourse analysis, I then examined Ms. Wilson's statements relating to her figured worlds and Discourses relating to teaching with *Outfoxed* (tables 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6 in Chapter 4).

Summary

In this chapter I described the case study methodology I used as the overall research design. I also described the two analytical lenses I applied to the data: interpretive analysis and discourse analysis. Interpretive analysis and discourse analysis guided my analysis of data sources addressing my research questions in my case study. Like Erickson's (1986) interpretive approach to "make the familiar strange" (p. 121), and Gee's (2014b) position, "in order to do discourse analysis in our own languages in our own cultures … we have to make things new and strange …" (p. 13). I used both methods to allow me, as a former teacher-now-researcher, to view what was once familiar, the high school English classroom, as strange. Doing so guided my analysis of how Ms. Wilson learned to teach with and about new texts in her English classroom, my role as a researcher in the process, and how learning about and teaching with the new texts impacted her identity as an English teacher.

CHAPTER 4

FINDINGS

This chapter ties together the multiple data sources I collected with my analysis through the theoretical frames of socially situated learning (Lave, 1991; Gee, 2015) and identity through discourse (Gee, 2001; 2014a). I use these two frames to answer my two research questions. My findings are organized by research question.

The Processes, Challenges, and Supports for Teacher Learning

The purpose of this section is to describe and interpret what happened when a high school English teacher, Ms. Wilson, learned to teach with and about unfamiliar (to her) types of texts, and what my role was as a researcher in assisting her in this process. I present my two major assertions that are based on my analysis of multiple data sources. Assertions:

1. The process the teacher underwent from finding material to teaching and reflection was complex and filled with many phases and challenges.
2. I, as the researcher/mentor, served as a sounding board and resource for Ms. Wilson, the teacher/learner, throughout her process of learning about, teaching with, and reflecting on unfamiliar texts.

As I analyzed the data sources and attempted to understand the process Ms. Wilson used as she learned to teach with and about unfamiliar texts, I realized Ms. Wilson followed a similar process for each unfamiliar text. To understand Ms. Wilson's process for approaching teaching with unfamiliar types of texts, I developed a model (Figure 4.1) to visualize the phases of planning, teaching, and reflection Ms. Wilson

navigated through these phases while learning about and teaching with unfamiliar texts. I use this model to frame the findings for each assertion.

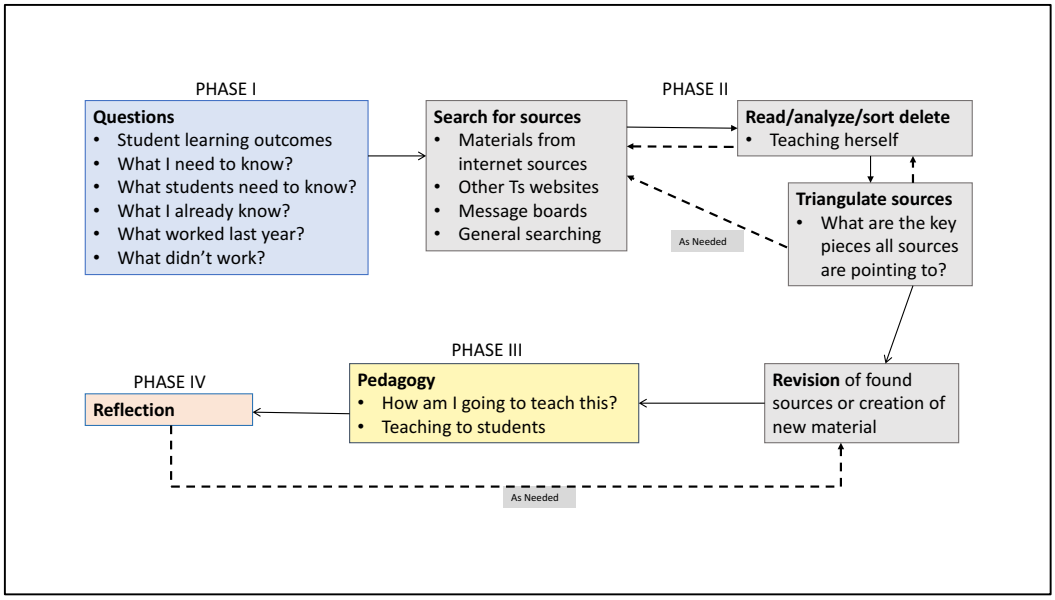

Figure 4.1. Phases of Planning, Teaching, and Reflection model.

Assertion 1: The Complicated Process

> Ms. Wilson describes her planning as "being in a slump" and how her mind goes in "50 million directions." She thinks this is her own problem, but I'm not sure if that's the case. Wouldn't most people/teachers, when faced with teaching something totally new, be overwhelmed with where to start? I know I would be. (Researcher journal, June 13, 2016)

The snippet from my researcher journal reflected my thoughts as Ms. Wilson shared her frustrations as she began planning to teach her unit on language and mass communication. Throughout my data analysis I referred to this reflection and my empathetic thoughts on the frustration Ms. Wilson conveyed. This and other reflections prompted the first assertion: *The process the teacher underwent from finding material to teaching and reflection was complex and filled with many phases*

and challenges. The model depicted in Figure 4.1 describes how Ms. Wilson planned, taught, and reflected with unfamiliar texts as she taught the unit on language and mass communication.

Phase I: Questions. Ms. Wilson started her planning process when teaching with and about unfamiliar texts by posing questions to herself and to me in our conversations: What are the IB student learning outcomes? What do I need to know to teach these outcomes? What do my students need to know about the texts at hand to be able to learn and demonstrate the learning outcomes? What do I already know about the texts and about the topics? Did I use the same or similar texts and/or topics last year? What worked and what did not? Ms. Wilson asked and addressed these questions which helped to guide her thinking about *what* she wanted to learn, into the subsequent phase of searching for resources, and later, in determining *how* she wanted to teach the content.

At the start of the study Ms. Wilson shared how she thought students would benefit from the language and mass communication unit as a whole—not only the IB learning outcomes but her own thoughts of what students would learn.

> I guess I feel like they're, they're going to be benefitted by being more aware of how the media manipulates them when they may not know. Most of my students, they didn't know what a podcast was, they did not know what a podcast is. They don't, most of them don't watch documentaries. There's a lot they're not exposed to that I think they would enjoy and they could learn from beyond what they normally get at school, I guess. I think we talked about this before, just that critical, they need to read things critically, they need to know that they're being manipulated no matter how they're getting their information and what forces are

> at work behind that. This course kind of talks about, I don't know, how culture is shaped and the bias that's inherent in everything. Like the conversations that came up about white privilege and the language the news outlets use for white people versus black people. All that stuff is stuff that they're not aware of yet. I think it's really eye opening for them when they start to see that. And I think they, I don't want to say they think they're smart. The feel smart once they realize they can see this stuff. (Interview, June, 7, 2016)

Ms. Wilson was in the first phase of planning to teach for the course and the unit on language and mass communication. She talked through what she thought her students knew and their experiences with various forms of media texts with me. As a newcomer/learner approaching new content, Ms. Wilson needed to establish what she already knew about the content, and what else she needed to learn to develop an understanding of teaching with media texts. She also shared how she viewed her position in teaching the unit, one that could open students' eyes and expose them to types of texts they may not know about.

At the start of the study in the initial interview, Ms. Wilson shared how her background in English literature and teacher education courses geared toward teaching literary analysis and five-paragraph style writing did not prepare her to teach with unfamiliar media texts as she shared, "I haven't ever been taught this stuff I guess…. I have to go through and learn it and do it a little bit in order for me to feel comfortable teaching it and helping them through the process" (Interview, June 7, 2016). Ms. Wilson needed to acquire content knowledge about what she was going to teach, but she also needed to make pedagogical decisions. Since the study was taking place in the first

quarter of the school year, Ms. Wilson decided to start her planning (and start building her content and pedagogical knowledge) with the assessments she needed to assign for IB and the IB learning outcomes for the unit. However, the thought of learning to teach new content was daunting to her. Ms. Wilson explained how she thought about the time she spent, and still needed to spend, to learn a new content,

> So basically, I need to read like 40 books really quick … and watch 57 documentaries and then I will know all the things [laughing] that's how I feel. I'm not kidding and I'm writing these down and going oh my god. And that's where I have to, like I can't panic…. I wish I could upload this like Matrix style into my conscious because I don't know, it's all new to me too. (Interview, June 6, 2016)

Ms. Wilson also reflected on teaching this unit the previous year. She revealed since it was taught at the end of year (rather than the beginning like the current year), she did not spend much time on it, and did not have many resources on which she could rely. By the end of our first meeting Ms. Wilson planned to use the IB learning goals and assessments as her guide and continue reading about the content and searching for potential materials she could use. To keep the goals and assessments at the forefront of both of our minds while she planned and we met, Ms. Wilson kept and shared a working Google document, where she noted the topics to be studied throughout the quarter, student learning objectives for each day, and at the end of the document, the IB learning goals for the language and mass communication unit (see Figures 4.2 and 4.3).

Part 2 of the IB LL Course: Language and Mass Communication
Topics to be studied: Media Institutions, Language and Presentation of Speeches and Campaigns, Use of Persuasive Language, Arts and Entertainment

Week	Monday	Tuesday	Wed/Thurs	Friday
Week 1 7/25-7/29	[SWBAT become familiar with the IBLL course and become familiar with my peers.] - Syllabus overview and testing expectation - Course overview and IB assessment overview - Summer reading assignment – review both parts. Part I: Read "Mind over Mass Media" only – annotate and come prepared to discuss in class on Friday. - Part II: one topic in five texts, complete on Google drive or hard copy – show example - Intro Ms. Goff and distribute consent forms *HW: Summer reading assignment part 1, syllabus, consent forms due Friday 7/29* *Summer reading part 2 due Fri. 8/5*	[SWBAT become familiar with the definition of media and different types of media.] Sign up for Remind 101 Intro 1st unit of study – language and mass media: -What is media PPT, brainstorm activity, and share out/discussion and activity - Assign media log due Mon 8/1 *HW: Summer reading assignment part 1, syllabus, consent forms due Friday 7/29* *Summer reading part 2 due Fri. 8/5* *Media consumption log due Mon.8/2*	[SWBAT to become familiar with the IB Paper 1 Exam writing diagnostic and write an essay] Finish assigning media log (if necessary) Seating Charts - alphabetical Writing diagnostic: sample paper 1 unseen commentary Choose a pseudonym for Ms. Goff's study! *HW: Summer reading assignment part 1, syllabus, consent forms due Friday 7/29* *Summer reading part 2 due Fri. 8/5* *Media consumption log due Mon.8/2*	[SWBAT to discuss their opinions on the summer read article and become familiar with the Four Big Ideas of Media Studies.] *Due: Summer reading part 1 plus syllabus and consent forms* Discussion of summer read article (PPT guided discussion questions) 4 Big Ideas of Media Analysis – read and answer the questions in your small groups *HW: Media consumption log due Mon. 8/2* *Summer Reading Part II due Fri. 8/5*

Figure 4.2. Sample of shared Google Document calendar page.

Part 2 of the IB LL Course: Language and Mass Communication
Topics to be studied: Media Institutions, Language and Presentation of Speeches and Campaigns, Use of Persuasive Language, Arts and Entertainment

Learning Goal: I will be able to analyze different types of texts and cite textual evidence to support my interpretation of what the text explicitly says as well as support inferences drawn from the text.

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.RI.2)

Learning Goal: I will be able to determine two or more central ideas of a text and analyze their development over the course of text, including how they interact and build on one another.

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.RI.6)

Learning Goal: I will be able to determine an author's purpose in a text and analyze how the style and content contribute to the persuasiveness of the text. (11-12.RI.6)

Figure 4.3. IB unit goals Ms. Wilson used in her planning calendar as a reminder while she researched and planned for the class.

Ms. Wilson used these reminders to focus her planning and ultimately the rest of her planning and teaching process. As Ms. Wilson stated in multiple interviews, the number of potential sources she used were virtually limitless. Keeping the learning outcomes and goals in mind on the Google Document Calendar helped her to focus on these throughout her planning and teaching process.

Summary. The first phases of Ms. Wilson's process, asking questions, helped Ms. Wilson and myself to situated her previous knowledge of the unfamiliar media texts within the contexts of the language and mass communication unit. Ms. Wilson shared how she viewed her role in teaching with unfamiliar texts as a teacher who could offer students opportunities to consume unfamiliar (to them) types of texts. Additionally, understanding Ms. Wilson as a newcomer/learner to the content of the unfamiliar media texts, provided me, as the researcher/mentor a starting point where I could support Ms. Wilson in her process.

Phase II: Researching. After Ms. Wilson asked and addressed the questions in Phase I, Ms. Wilson then entered, what I term, Phase II. In Phase II Ms. Wilson first searched for resources, or as Ms. Wilson described, "researching." In her research, Ms. Wilson looked for information either about the type of text she wanted to teach (e.g., how to teach writing a speech), or about a particular topic (e.g., media analysis). To find this information Ms. Wilson searched the internet, searched other teachers' websites who taught the course around the world, and used online message boards created for IB teachers of this course. After Ms. Wilson collected a variety of potential sources, she read through each and determined if the pieces worked with what she wanted to students to know and do with this topic and/or text type. In reading through the sources Ms. Wilson

was also, what she called, “teaching herself.” Because as Ms. Wilson stated, she, “doesn’t have a degree in this” (Interview, June 7, 2016), she needed to learn not only about the different types of media texts but topics as well. The process of teaching herself led her to triangulate her sources, essentially determining what key points all the sources made or pointed to. As indicated in Figure 4.4, Phase II was a recursive process. The dashed line represents the option for Ms. Wilson to go back to an earlier stage as needed. For example, if after triangulating her sources Ms. Wilson discovered she needed further information, she would go back to searching for sources and repeat the process.

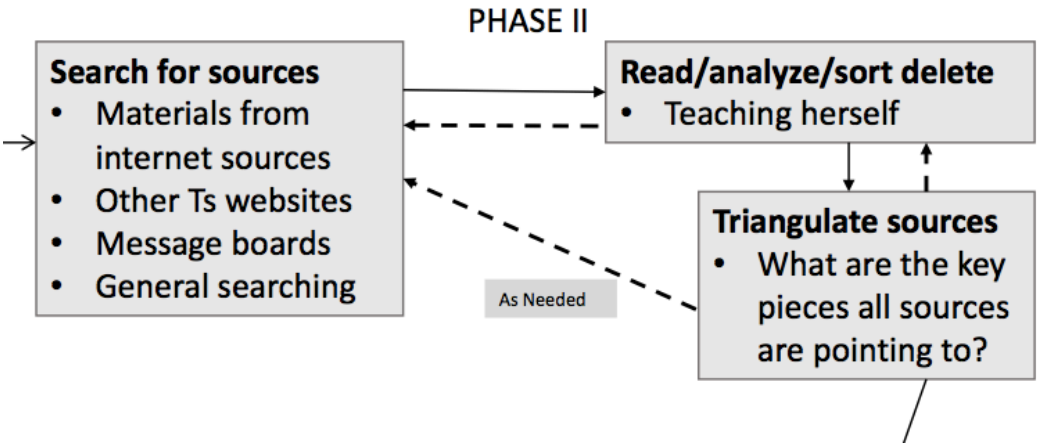

Figure 4.4. Snapshot of Phase 2.

The search for sources, to the reading, analyzing, sorting, deleting of resources, to triangulating sources was a phase that Ms. Wilson repeated as necessary. For example, when Ms. Wilson shared some of the difficulty in her search for material, “I’ve done like little bits of that and I have nothing to show for it” (Voxer message, June 13, 2016). And later when Ms. Wilson re-read a text she assigned students to read over the summer she realized, “… now that I’m actually closely reading it, it doesn’t have to do with anything I want to cover” (Voxer message, July 2, 2016). Part of the reason Ms. Wilson chose not

to use this piece with her class because it was, as she described, “too cerebral” (Voxer Message, July 2, 2016). This led Ms. Wilson to return to search for sources, and, again, read and triangulate the new information she found.

Once Ms. Wilson found resources she understood and she thought her students would find engaging, she then triangulated her sources. She looked for what commonalities they had, what similar key points they all made, and what references they made. This was particularly evident when Ms. Wilson taught about analyzing advertising and commercials. She had multiple resources to bring in on how to analyze these texts, but was not sure which to select,

> I know tomorrow I want to introduce persuasive language and techniques in advertising. But I have a ton of stuff. I have like this Big 5 method of analyzing advertising that looks at speaker, tone…. And then I have PowerPoints on ethos, pathos, and logos. I have like five. And then I have a PowerPoint that goes over persuasive techniques, ethos, pathos, logos and then like specific techniques like bandwagon … then I have a PowerPoint on the rhetorical triangle … And I just don’t know how in depth to go. (Voxer message, August 9, 2016)

Ms. Wilson sorted through the variety of sources she had and determined which pieces from each were most common (ethos, pathos, logos) to teach her lesson on analyzing advertisements. She then created her own PowerPoint using pieces from the various sources she found and adding in advertisements she thought her students would find engaging.

As Ms. Wilson shared in her process of determine which resources to bring in to teach persuasive language in advertisements, she did face some challenges to teaching

with unfamiliar texts. One of her challenges was her lack of background knowledge of media literacy,

> I haven't ever been taught this stuff I guess. I didn't take a media literacy class, I didn't, I don't know. In order for me to feel comfortable teaching it … I took political science classes, but I didn't take, let's look at these political campaigns and how they're using language to persuade you. I have to go through and learn it and do it a little bit in order for me to feel comfortable teaching it and helping them through that process … Whereas with literature, books and plays and even nonfiction pieces, I've been taught how to do that. Plus that comes naturally for me, that's why my bachelors is in English, I get that in my sleep. (Ms. Wilson, Interview, June, 7, 2016)

This statement was Ms. Wilson's response to being asked about her background and understanding of the unfamiliar texts in the language and mass communication unit. As Ms. Wilson learned to teach with and about the unfamiliar texts, she also faced challenges in the process. At the beginning of the study, I asked Ms. Wilson what challenges she had the previous year in teaching this course and particularly this unit on language and mass communication. Ms. Wilson described herself as "overwhelmed" planning and teaching the course for the first time (Interview, June 7, 2016). While she attempted to locate professional texts for herself she was at a loss and purchased two books intended for use as student guides.

Because the unit focused on language and mass communication, Ms. Wilson could use texts found online. This created a nearly unlimited amount of texts to choose from which created some unique opportunities and challenges. Ms. Wilson described the

process of locating texts to use as "time consuming" (Interview, June 7, 2016) but also often commented if she had time, "find something current because that's always just fun" (Interview, July 28, 2016). The hypothetically limitless options of texts opened the doors for Ms. Wilson to find texts she thought her students would find interesting and engaging.

While locating potential texts offered multiple possibilities, the amount of possibilities sometimes overwhelmed Ms. Wilson. In the planning stages of the study before the school year began, when faced with the amount of texts to read and determine how to use and teach with she commented, "I wish I could upload this like Matrix style into my conscious …" (Interview, June 7, 2016). Later, when reflecting on the time over summer she spent planning and preparing to teach the course, Ms. Wilson commented, "I've done like little bits and pieces, but I have nothing to show for it" (Voxer message, June 3, 2016), and then later, when she described her search for sources, "I do this, go down this rabbit hole. Maybe I need to take as step back … But I think that's where I was trying to learn more and understand more and I just don't know if I'm smart enough" (Voxer message, July 20, 2016). In my own reflection on our interviews and audio messages I wrote:

> We went through Ms. Wilson's tentative calendar for the quarter and discussed her overall plans. While there were some comments about her "millions of ideas," overall she seems focused on what she wants students to do and learn in this quarter. She also brings up feelings of wanting to make sure the activities she has students do are worthwhile—to the point of questioning her own reasoning as to her own development of the activities. (Researcher journal, July 20, 2016)

Not only was finding resources to use challenging, but then reading and analyzing the resources to potentially use in her class with her students, prompted Ms. Wilson to question her own intellect. As she prepared to use an unfamiliar text with her students (a documentary) I asked Ms. Wilson what her learning goals were for the students in watching the film. I also asked Ms. Wilson if she planned to address her previous concerns about students not paying attending to videos in class. She responded, "I don't know, we'll see how it goes. I mean, I would like to. But, you know, like trying to innovate everything, you know what I'm saying?" (Interview, July 28, 2016). Even though Ms. Wilson had a degree in English literature and a Master's degree in secondary education, the process of learning to teach completely new content challenged how she thought about planning and the amount of time she had available to spend to prepare to teach with unfamiliar texts.

Besides simply sifting through the potential sources to use, once Ms. Wilson decided to use a particular text she sometimes discovered the text did not support the learning goals she had for her students. For example, Ms. Wilson assigned an essay for students to read; however, when she went back and re-read the essay and decided, "now that I'm actually closely reading it, it doesn't have to do with anything I want to cover … Not anything to do with what I want to talk about. And it's from 1979 and pretty boring (Voxer message, July 2, 2016) (see Figure 4.5).

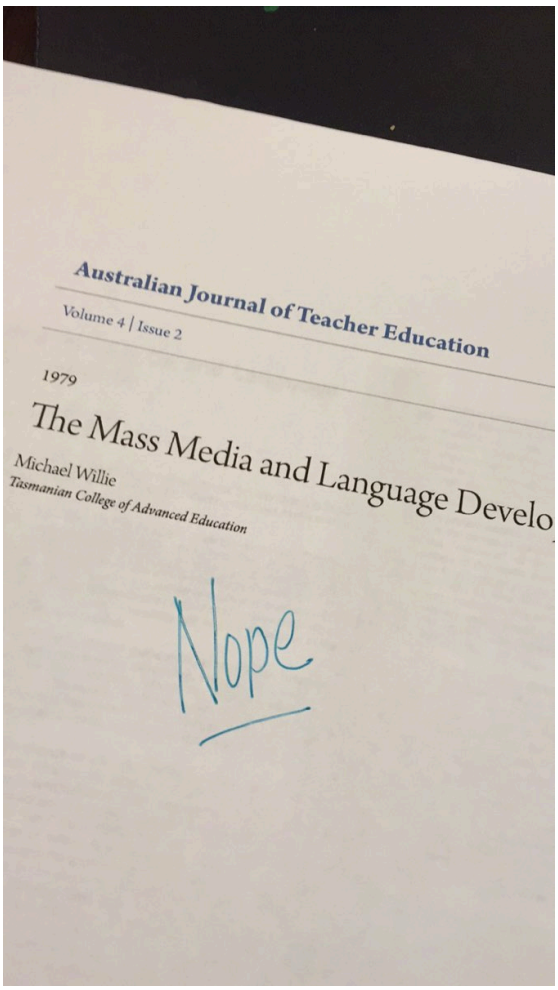

Figure 4.5. Voxer image message Ms. Wilson sent during her planning and reflection on readings she was considering to use with her students.

Once Ms. Wilson had time to read through all the resources she gathered and essentially teach herself the material before she approached teaching it to her students she sometimes realized the material she originally selected were not working to meet the teaching and learning goals for her students.

Conversely, Ms. Wilson also found herself in the situation where she had too many relevant and accessible resources to use. When approaching teaching advertisement analysis, Ms. Wilson had resources from the previous year as well as newly discovered

resources. As she commented in the final interview, teaching the advertising analysis was one of the easiest to plan and teach stating,

> Because I've done it [teach advertisements] in some form all the time. Not as intense and focused on with a specific goal … I know they'll need it on their test and I know what the learning outcome is … I knew more versus just with other classes it's like, "hey, go see those logos, so that you know what those things are," not so focused on the influence of the media. That just helped. I've done it before. (Interview, September 30, 2016)

Despite her reflection that teaching advertisements was easy, she still faced challenges. Ms. Wilson questioned to what level of depth and what areas to focus on, "Like, do I teach a four-week unit on visual text and visual rhetoric, and this is called clustering, and do I quiz them on these terms?" (Voxer message, August 9, 2016). And later, had a similar dilemma when preparing to teach students to write speeches for a practice Written Task,

> Again, I need to draw that line of how far to go. Do they need anaphora? Do they need to know this? Or just repetition in just the basic? Again, if they get a speech on their IB assessment, if they can call out repetition, parallel structure, just five big ones. If they don't know what anaphora means, it doesn't really matter. (Interview, August 11, 2016)

Summary. Throughout the study, Ms. Wilson faced the challenge of locating texts and then deciding which texts to use. In the model in Figure 4.1, this challenge is represented in the recursive process of locating texts and determining which texts to use. In learning situated in a new domain, which for Ms. Wilson was teaching with and about

unfamiliar texts, learners often do not know what experiences they should give their attention to continue to learn and grow within the domain. The hypothetically unlimited number of resources she could read and use with her class, combined with the pedagogical component as Ms. Wilson tried to figure out what to *do* with the unfamiliar texts in her class, contributed to challenges she faced as she searched for sources.

Phase III: Pedagogy. Phase III of the model described how Ms. Wilson determined her pedagogical approach and carried out teaching with and about the unfamiliar texts. Prior to this phase, Ms. Wilson decided what content to teach, she then needed to select a pedagogical approach: Would students work together on a graphic organizer? Would she lecture? Would they engage in whole class discussion? These were the questions Ms. Wilson posed to herself, to me, and to the resources she found. If another teacher used a graphic organizer she could adapt it for her class. If she found an article online, she could make copies and create a PowerPoint to convey key points as she led the students through class discussion (Fieldnotes). One of the assessments required by IB was the Written Task. The Written Task required students to emulate a student-selected text type (e.g., op-ed, speech, blog, satirical essay, etc.) about a selected topic connected to the media. This type of writing was unlike the essay writing students typically did in English courses. Because of the lack of familiarity with the type of writing and the openness of the potential topics, Ms. Wilson wanted to approach the written task as clearly as she could. She provided examples, created a PowerPoint to explain the assignment, had students brainstorm together in class, and immediately provided feedback on their topics and text type selections (Fieldnotes). In this phase of deciding the best pedagogical approach to introducing her students to the Written Task

assignment, Ms. Wilson initially thought she would utilize Google Classroom and have students turn in their topic proposals online,

> I think on Friday we were talking about the proposal, and I was finishing it at work, and I was trying to figure out if I wanted it to be in paper or Google Classroom, and I think I'm going with paper just simply because I can check it right there, and I would either have to look at their screen, or go back to my desk, and it just takes forever, really. I mean, I like it, but it's actually slower to grade on there because you have to go onto that class, open it up, wait a couple seconds, and it just takes forever. I'm just going to do it on paper. (Voxer message, August 28, 2016)

Ms. Wilson determined having students complete the form on paper rather than online in Google Classroom was the best pedagogical approach. She could, as she explained to me in class, provide students with feedback on Google Classroom; however, many of her students were new to using Google Classroom and did not know how to navigate through her comments. Also, when she returned the paper form to students she could have short conferences with each student and provide an opportunity for students to ask questions. From these conversations, the students could easily make necessary corrections. In lieu of using Google Classroom for students to turn in the assignment, Ms. Wilson decided to upload multiple examples into Google Classroom for students to read as they needed guidance. Ms. Wilson reflected on how she introduced and taught the Written Task assignment last year,

> I just remember from last year, we read four [example mentor texts] and I had them score them, and I don't even … not quite sure that that was helpful, so this

way they can read as many as they want and then just kind of start to get some ideas together. (Voxer message, August 28, 2016)

Ms. Wilson's teaching methods ranged from individual writing assignments, to small group discussions, to whole class discussions, to direct teaching, to student presentations and student-led whole class discussions, to online polls, to reading or viewing a text as a class and breaking off into smaller group discussions then larger class discussions (Fieldnotes).

Summary. Ms. Wilson combined her English teacher background, her day-to-day interactions with her students, and her prior teaching experience with the material when she developed her pedagogical approach to teaching an unfamiliar text. This stage in her learning and teaching process reflected her experience and identity as an English teacher. She relied on her education and teaching experiences to frame how to approach teaching unfamiliar texts. Unlike Phase II: Researching, where Ms. Wilson expressed her frustration in finding sources, in this phase, Ms. Wilson was more of an oldtimer than a learner/newcomer, which was reflected in her ability to reflect on her experiences the previous year and quickly make decisions about pedagogical approaches to use in her classroom.

Phase IV: Reflection. After teaching Ms. Wilson often engaged in Phase IV, reflection. Reflections were primarily through Voxer audio messages but also occurred in weekly planning and reflection interviews.

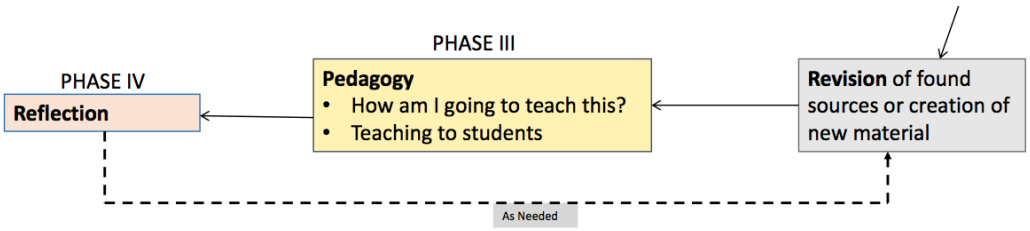

Figure 4.6. Snapshot of Phase 4.

As shown by the dashed line in Figure 4.6, the reflection phase occasionally led to revision of material, addition of material, re-thinking the pedagogical approach, and/or re-teaching the content or text type. Ms. Wilson reflected after her students watched the documentary *Outfoxed*,

> I was kind of looking over what I'm doing tomorrow. How I want to do it, if I want to have them read a practice article and then do this … And then I realized, I just really don't want, because we watched *Outfoxed* then the next day was doing something with the summer read, so we never really got to talk about it.… So, I think I'm going to take tomorrow and have them read the MSNBC article, talk about it in their groups or even just read it and then move on.… So I might just have it be a discussion with an exit ticket. Like half sheet … where they can tell me do they think the media is biased? Is that a problem? And, what should we do about it? Or something like that, just so I can quickly assess what they took away from the Fox thing and the article tomorrow…, I feel like, I need to do something to wrap it up. (Voxer Message, August 7, 2016)

Ms. Wilson's reflection evolved into an immediate teaching change for the next day to present a different perspective on the topic of media bias and to bring in a different type of text (news article) than the documentary originally shown.

Ms. Wilson's reflection also occurred on a weekly basis, often prompted by an audio message from me:

> MG: Couple questions for you, so first of all, how did you feel planning and preparing and teaching about the media overall went this week? … Was there anything in your other classes, or things that students were talking about in the second discussions that you noticed or you thought were interesting or maybe you hadn't thought of before? So, just a little bit of reflection at the end of the week here.
>
> AW: The week felt pretty good. We didn't really get in depth into anything until today and you know, it was again just surface level, starting to talk. And I really did, for the classes that discussed those four questions, that was really fun to hear them start to identify stereotypes that they see on TV and the organizations behind it. … But I thought it went really well, as far as, it felt really nice to go in having talked about all of this and kind of knowing what I want. The process is helpful but I'm still always, even the day of, figuring out how I'm going to do it.… I thought it went well though, and I like that the topics are engaging. This is a more interesting and fun way to start off the year than language and culture even though that's still a good conversation. (Voxer messages, July 29, 2016)

Ms. Wilson reflected on a discussion activity her students completed in class earlier that day. She also reflected on starting the school year with the language and mass communication unit and how that differed from the previous year where she started with language and culture.

Summary. The reflection phase, while often connected to immediate teaching also occurred weekly, mid-study, and at the end of the study. Through these reflections, Ms. Wilson shared her experiences learning to teach with and about unfamiliar texts. The reflections also fostered the researcher/mentor, teacher/learner relationship as they were moments where Ms. Wilson could pose questions as she planned for her courses or reflected on the day's activities.

The phases Ms. Wilson traveled through as she planned, taught, and reflected on using unfamiliar media texts in her classroom were complicated and filled with challenges. The complications arose with the recursive nature of Ms. Wilson's learning process. Her background and years of experience as an English teacher led her to the expectation that researching for sources, reading them, determining what to use, and developing a pedagogical approach, should occur quickly. As an English teacher Ms. Wilson was more an oldtimer, she could serve as a mentor to others; however, as she learned the new content of media texts, she was a newcomer. Because of this, as Ms. Wilson shared, this process took longer than she expected. She had to re-read, re-search, and start over. She was also concerned if the students would find the materials she chose engaging—something she did not have to consider as an English teacher since her district selected the texts to read at each grade level. Through Ms. Wilson's challenges and frustrations, I, as the researcher/mentor, found avenues into Ms. Wilson's learning and teaching process to offer supports as both a sounding board and resource.

Assertion 2: Researcher/Mentor as Sounding Board and Resource

> It's been really helpful. The summer stuff was super helpful because I was accountable, which to be perfectly honest, is half of my struggle as a teacher. I

> want to do all of this and think about it, but if I'm not accountable to someone, which in theory would be another teacher … It made me look at stuff ahead of time and then as we're going through it's making me stop and think and talk about stuff. You'll ask questions like, "How are you going to assess that?" I'm like, "I haven't really thought of that." It's been really helpful making me look at a 10-week calendar and figure out what I need them to do. The stuff that you're supposed to do anyway. If you don't have a colleague to talk to about it, who's doing the same thing, and who cares at the same level, it just doesn't really happen. In theory, you want to do that all the time, but it's not always the way it works. I don't have anyone to plan this class with. I think that's the biggest thing. Then being able to, like our weekly meetings, stop and look at how a week went and what I'm going to do next week. It's all the stuff you're supposed to do. Research says teacher reflection is huge, and this is huge, but you don't have time to do unless you're accountable to someone else. (Interview, August 18, 2016)

The second assertion, *I, as the researcher/mentor, served as a sounding board and resource for Ms. Wilson, the teacher/learner, throughout her process of learning about, teaching with, and reflecting on unfamiliar texts*, addressed the researcher/mentor's role in the model of teacher planning, teaching, and reflection (see Figure 4.7).

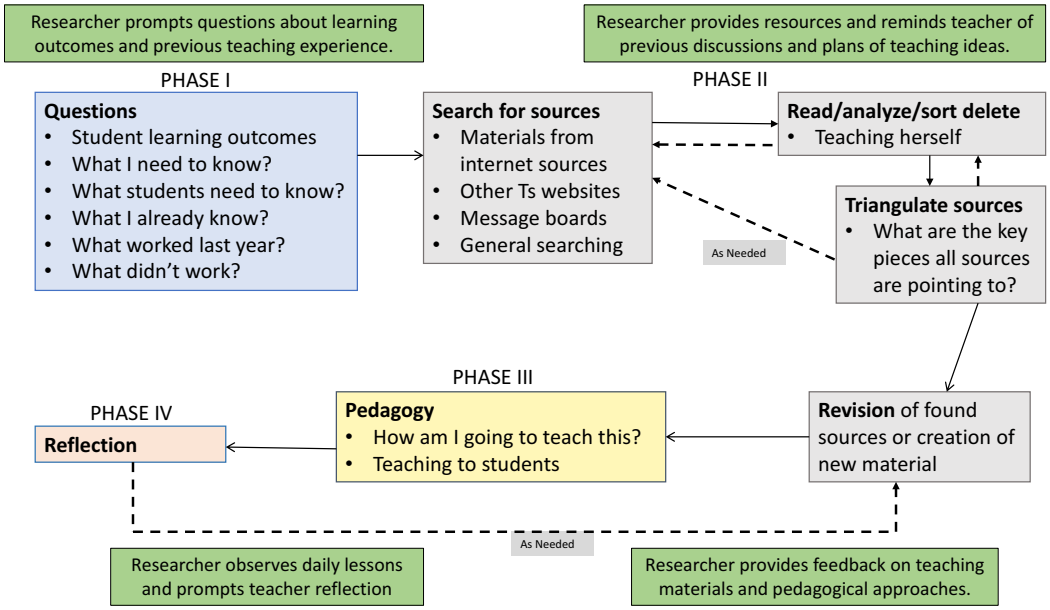

Figure 4.7. Phases of Planning, Teaching, and Reflection model including areas with researcher/mentor involvement.

In the above snippet, Ms. Wilson reflected on how our teacher/learning, researcher/mentor relationship impacted her planning and teaching. Ms. Wilson shared how, being the only teacher at her school to teach this course often left her without a person to share ideas and reflect with. Throughout the study, Ms. Wilson and I were able to stop and talk through new content, think about approaches to teaching, and reflect on classroom experiences. An example of this was when, Ms. Wilson introduced the Written Task assignment. Within the language and mass communication unit Ms. Wilson taught four overall topics, however, at this point she had only covered three of the four topics. She found some students were interested in Written Task topics which addressed the fourth topic, "entertaining texts' influence on individual's ideologies" (Fieldnotes, September 2, 2016). Ms. Wilson reflected at the end of her school day on this potential issue,

> As the kids are coming up and asking me questions, I'm realizing some of them are kind of veering into that fourth topic that I haven't even covered and I'm only going to get a chance to maybe spend a day on which would be Friday…. How does entertaining stuff, how can that influence us culturally and ideologically…. I just didn't cover that, so I'm kind of thinking as a couple of kids are accidentally headed that way, it's going to be fine and obviously, I won't penalize them for creating it because they veered somewhere else . . . I think that's okay because the whole point of the written task is them imaginatively exploring something we covered and I like that they're applying it to something else. I mean, it's fine but I think a couple of them are not really covering bias, and that's okay. (Voxer message, August 31, 2016)

Ms. Wilson determined what her students need to know to be successful in their Written Task assignment as well as what to teach for the fourth part of the quarter. I responded to Ms. Wilson and offered a suggestion,

> It would be a good thing to talk about on Friday.... Maybe I'll look and see. It'd be nice to find like if there's some kind of YouTube video. I mean that *Miss Representation* …, but it's mainly media bias. It's women portrayed in media, isn't it? It's not necessarily entertaining texts. (Voxer message, August 31, 2016)

In my response to Ms. Wilson, I reminded her of a documentary she mentioned using earlier in the study. Visualized in Figure 4.8, I, as the researcher/mentor, became part of Ms. Wilson's learning process.

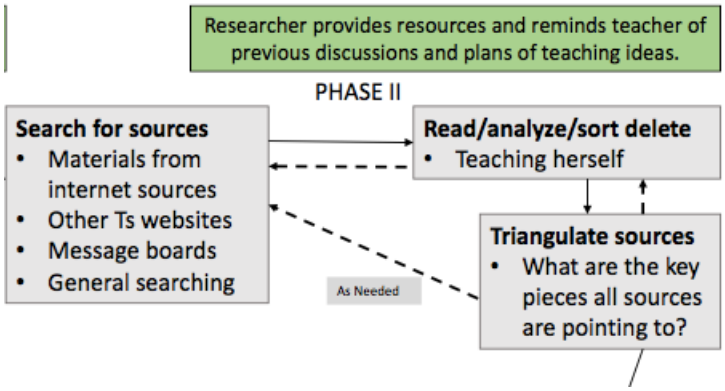

Figure 4.8. Snapshot of researcher/mentor in Phase 2 of Ms. Wilson's learning process.

Normally Ms. Wilson would need to search for a new resource, but one of the affordances I had as the researcher/mentor was the ability to review notes and transcripts. Through this I could review what Ms. Wilson and I said about a topic in previous conversations and allowed me to see that we previously discussed the option of Ms. Wilson using the *Miss Representation* documentary for part of this topic.

Summary. Ms. Wilson recognized the need for reflection in her statement, "research says reflection is huge." However, she also recognized being the only teacher teaching this course combined with the demands of developing the course herself left her with little time for reflection. Figure 4.8 provides an insight into how I used my researcher/mentor role as Ms. Wilson went through the recursive process of searching for sources, reading and sorting her sources, and triangulating what she learned from her sources. In the researcher/mentor role I was able to prompt Ms. Wilson as the newcomer/learner to reflect on her planning and teaching, remind her of teaching ideas and previous plans, and offer suggestions of materials to use.

Researcher as Questioner. My serving as a sounding board for Ms. Wilson extended beyond reminding her of teaching topics and texts. In our weekly planning and

reflection meetings Ms. Wilson and I discussed previous and future lessons. Part of my role as a sounding board for Ms. Wilson was that of questioner (see Figure 4.9).

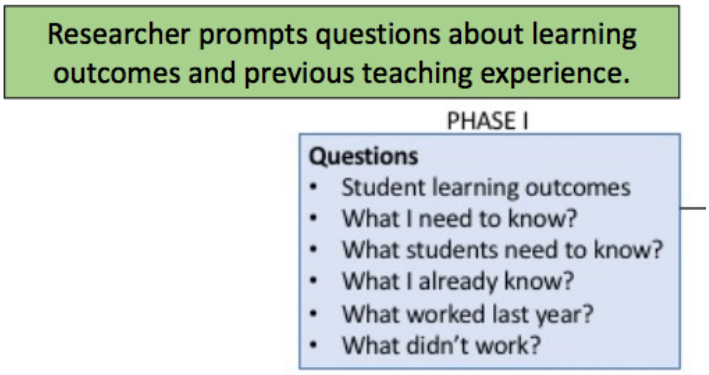

Figure 4.9. Snapshot of researcher/mentor in Phase 1 of Ms. Wilson's learning process.

When Ms. Wilson was planning to teach a somewhat familiar topic of persuasive language in advertisements, I prompted her to connect her teaching to student learning outcomes.

> MG: And then how are you going to, with the persuasive language part and the advertising, how are you going to formally or informally determine if they've absorbed this information? Or is it, they present as a group that they talk about things? Is it through another task that they do later?
>
> AW: The informal, the little presentations would be one, and then just when I'm walking around…. So, kind of when I'm walking around I can kind of tell, and then the little presentation. And then I don't know, I didn't use a lot of quizzes … I don't really know how to do that with this class, but I suppose that I could make a straight [quiz] like, what are the six types of bias that we covered, stuff like that. So, I could do some type of quiz, but I was really just planning … their written tasks and presentations as being the [assessment].

MG: I was going to say, if you know that all of this they can talk about in their FOA [Further Oral Activity presentation].

AW: Yeah, this is all learning so that [students] can maybe apply [the FOA presentation] to [persuasive language] if [students] so choose. (Interview, August 4, 2016)

In this example I prompted Ms. Wilson to think about the students' learning outcomes and how she wanted to assess students in meeting the outcomes. At the beginning of the study, Ms. Wilson explained when she taught this course last year she did not adequately plan for assessments (her own or required by IB), and she thought her students were not as prepared as they should have been. This year she wanted to ensure she provided instruction on the various topics and assignments students needed to learn about and complete. These admissions prompted me to occasionally question Ms. Wilson to ensure her desired outcomes were being met.

Later, in the follow-up interview I asked Ms. Wilson to describe our interactions throughout the study and she replied, "it [you/researcher] was always another person to give feedback … or insight and thoughts and opinions and just talk out loud" (Voxer message, November 23, 2016) and later in the final interview when reflecting on the study as a whole, Ms. Wilson shared,

> just having someone to talk to, get feedback, get ideas, listen. When you were here, I could comment on, I could ask you, "Did you think they got that? Did that seem clear?" I just had someone else to give me their opinion. … the biggest impact was having someone else to hear and go over stuff and ask opinions of … (Interview, December 22, 2016).

Summary. My role as a sounding board for Ms. Wilson offered her a space for immediate and ongoing feedback. The weekly planning meeting provided an avenue for teacher and researcher reflection over the week's teaching as well as thinking about the unit. While the Voxer audio messages offered immediate, day-to-day and moment-to-moment space for feedback and reflection by both Ms. Wilson and myself. Situating our roles as teacher/learning and researcher/mentor, I was not only conducting a research study, I was available talk through ideas with Ms. Wilson, offer guidance when necessary, and provide resources for Ms. Wilson.

Researcher as Resource. In the visual for the Phases of Planning, Teaching, and Reflection presented in figure 4.1, Phase II focused on how Ms. Wilson searched for, found, and learned about different types of texts and topics she wanted to teach within the language and mass communication unit. Throughout the study, I also provided Ms. Wilson content and pedagogical knowledge resources related to teaching with the texts and topics for the unit (see Figure 4.10)

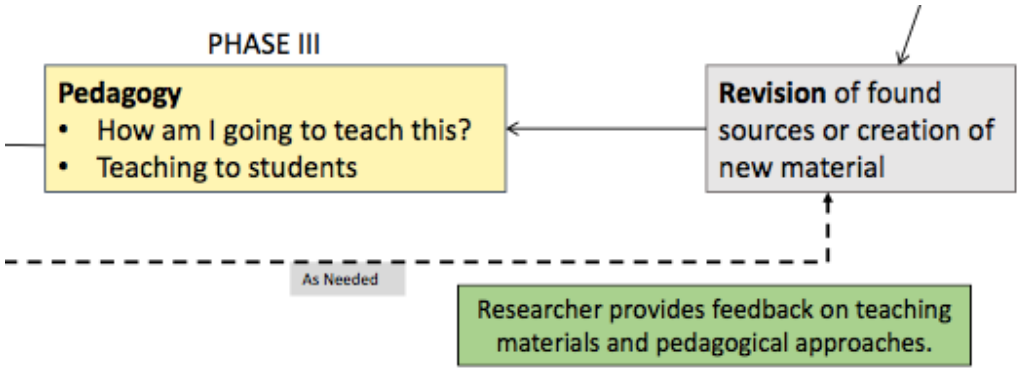

Figure 4.10. Snapshot of researcher/mentor role in phases 2 and 3.

As previous described, an affordance of my role as the researcher in the study was the ability to review notes and transcripts to remind Ms. Wilson of the different

discussions we had about possible topics and texts to use in the unit. When I reminded Ms. Wilson of the possibility of using parts of the *Miss Representation* documentary to discuss the fourth part of the unit, entertaining texts' influence on individuals' ideologies, Ms. Wilson responded,

> The *Miss Representation* video actually does cover … It talks about news media but it also talks about, I can't remember how much, movies like there were … I might be able to show parts of that and I'd like to get more current stuff, like *Orange is the New Black* reflecting stuff and I don't know what. (Voxer message, August 31, 2016)

As shown in Figure 4.10, in my role as the researcher/mentor I searched for more current material Ms. Wilson could possibly use with her students and located a listicle discussing how television has shaped American culture. I offered this to Ms. Wilson,

> I just sent you … a listicle. It's from How Stuff Works, and it's 10 Ways TV Has Changed American Culture. … I think it's pretty good as far as it has the 10 ways it has shaped American culture, and then talks about the different things. That might help. You can maybe talk about a couple of these things. …It might at least help what you want to do. (Voxer message, August 31, 2016)

Ms. Wilson responded she liked the listicle and later showed parts of the *Miss Representation* documentary and used parts of the listicle to have a discussion in her class about entertaining texts influence on culture (Fieldnotes, September 2 and 7, 2016). Providing Ms. Wilson content and pedagogical resources was one way I developed my role as researcher/mentor in the study. Through the affordance of being a researcher, I could revisit our earlier conversations through transcripts, reflect on notes I gathered,

reread emails and messages we sent each other. All of these practices supported my aim of proving Ms. Wilson a well-mentored experience.

Summary. My role as a sounding board and resource for Ms. Wilson was reflected in a variety of ways. I could talk through teaching ideas, remind her of ideas we previously discussed, ask questions and prompt Ms. Wilson's thinking about learning outcomes and assessments, and provide resources and reminders. I first developed the model to identify the phases Ms. Wilson traveled through as she planned, taught, and reflected on her teaching of unfamiliar texts. However, after analyzing the data I realized my role as the researcher/mentor was more than understanding her process, but I also became part of the process. In Ms. Wilson experience as an English teacher while teaching more traditional English courses she had other teachers to plan and reflect with on a consistent basis. However, in this new role of teaching with unfamiliar media texts, Ms. Wilson was in the role of the newcomer/learner. In the role of researcher/mentor my goal was to provide Ms. Wilson a well-mentored experience so she could begin to transition from newcomer/learner to eventually becoming an expert and mentor her own students into the content of media literacy.

Teacher Identities Through Discourse

I sought to answer my second research question, *how does learning about and teaching unfamiliar (to her) types of texts impact Ms. Wilson's identity as an English teacher*, through discourse analysis. Specifically, I used Gee's (2014a; 2014b) Making Strange Tool, big "D" Discourse Tool, and Figured Worlds Tool. Big "D" Discourses were the language, actions, values, beliefs, objects, tools, technologies, and environments

Ms. Wilson enacted as her identity of an English teacher. This identity was bound within her Figured Worlds, or norms, of what it meant to be an English Teacher.

Although Ms. Wilson used a variety of types of texts and topics throughout the study, I focused my discourse analysis on the pieces of data connected to Ms. Wilson's teaching of the documentary *Outfoxed.* I selected data connected with *Outfoxed* because it "speaks to or illuminates an important issue or question" (Gee, 2014a, p. 125), which in the context of the study, was to understand how teaching with an unfamiliar type of text, *Outfoxed,* impacted Ms. Wilson's English teacher identity.

My data analysis lead to the development of two themes:

1. Tensions in identity and figured world of being an English teacher.
2. Tensions in identity and figured world as an engaging and accepting English teacher.

I discuss each theme with data connected to planning, teaching, and reflection of the documentary *Outfoxed*.

Outfoxed: Rupert Murdoch's War on Journalism (2004) is a documentary centered on uncovering Fox News' motto of being "fair and balanced." Specifically, the filmmaker focused on Fox News' coverage of the United States' invasion of Iraq and subsequent war in 2003. Ms. Wilson selected *Outfoxed* to teach about bias in the media and said she learned about the documentary in her IB training and on IB online message boards. Prior to June 2016, Ms. Wilson had never viewed this documentary nor taught a documentary with a particular teaching objective other than using a documentary to make a real-world connection to a piece of literature (Interview, June 7, 2016).

Identity as an English teacher

"I think it's a me thing." (Ms. Wilson, interview, December 22, 2016)

This snippet from our final interview is Ms. Wilson's response to my question of how she thought about her approach to teaching with and about unfamiliar texts. In this interview and throughout the study Ms. Wilson sometimes directly and sometimes indirectly shared her thoughts on her learning process and how they were part of her own teaching personality. When I shared other studies that indicated teachers often struggle to teach unfamiliar content, she was uncertain and unsure if it applied to her. Despite this I began to explore the dissonance Ms. Wilson experienced between her identity within the figured world of an English Teacher at Rockwell High School, and the reality of teaching with and about unfamiliar types of texts during the language and mass communication unit. Ms. Wilson described her dissonance teaching with and about media texts at multiple points of the study, sharing comments such as,

> I haven't ever been taught this stuff … I didn't take a media literacy class …I have to go through and learn it and do it a little bit in order for me to feel comfortable teaching it … I don't have a degree in this…. [I have to] go through and read the articles myself, learn, then practice at home, then do it. It's just really time consuming. (Interview, June 7, 2016)

This contrasted with how Ms. Wilson described teaching a more traditional English course, commenting, "with literature, books and plays and even nonfiction pieces, I've been taught how to do that. Plus, that comes naturally for me, that's why my bachelors is in English, I get that in my sleep" (Interview, June 7, 2016). When describing planning and teaching for her junior English course, Ms. Wilson shared,

> I don't even have to do anything. I like to change stuff and find new stuff to use, but it's like, I've done it for four years…. I'll find some study guide questions and I can base it on that. We're going to write a literary analysis at the end. (Interview, June 7, 2016)

And later, at the end of the study, I asked Ms. Wilson to share how she described what it means to be an English teacher:

> Help kids understand literature and how it's relevant to their lives even though it doesn't feel that way. We read different types of ... It seems mostly literature, but that's because I'm biased towards the literature, but we read non-fiction, too, and how it's applicable to their lives and then I use that to teach writing and revision and editing and all of that. … it's almost always stuff they've done since grade six. Read a book and talk. Write an essay. Read a non-fiction book and do this and then write an essay. (Interview, December 22, 2016)

Ms. Wilson situated her identity as an English teacher by her degree in English, the years she spent teaching English to both sophomores and juniors, and within the context of the English classroom. The focus on the words "books", "plays", "literature," and "essays or writing" were the discourse Ms. Wilson used to enact the identity or Discourse of an English teacher and her figured world or norm of what it meant to be an English Teacher. Her discourse also reflected the physicality of the content of being an English teacher. Books, plays, and literature are traditionally, and in Ms. Wilson's English courses, physical books, plays, or other pieces of literature. Ms. Wilson's figured world of an English teacher went beyond how she talked about being an English teacher, but also encompassed her actions and beliefs to enact the English teacher Discourse.

Identity through Language, Actions and Beliefs. For Ms. Wilson two actions of being an English Teacher were teaching the essay writing process and discussing literature after reading together as a class. These activities noticeably contrasted with the actions of teaching a documentary as a text in an English classroom. When reflecting on watching documentaries in her personal time she said, "[I watch] some documentaries, [but] not what I need to use them for obviously," (Interview, June 7, 2016). She also reflected on teaching with a documentary the previous year, "we didn't really talk about it like we're supposed to, as far as how [documentaries] shape how we think and react to other things … I wasn't … using it for what I should have been" (Interview, June 7, 2016). While Ms. Wilson watched documentaries in her personal time, she did not see a connection to how she used them in her classroom. However, she described herself as an avid reader in her personal life and used her personal interest in reading as a way to connect with the literature she taught (Interview, June 7, 2016). How she viewed the ability to use literature she would read for fun in her classroom contrasted with how she viewed teaching a documentary she also watched for fun. Additionally, when Ms. Wilson discussed teaching a documentary the previous year, she described how she and her students did not talk "about it like we're supposed to." The connotation was that there was a way she was *supposed* to talk about and teach with documentaries in her classroom. This also differed from how she discusses reading and analyzing literature, sharing that "it's the fun part" of teaching. Her experience of having taught literature, actively engaged students in literature, and shared books with students was part of how she enacted her identity as an English teacher (Fieldnotes, September 2, 2016). The tension not only lay in the action of teaching the documentary but also in her planning

and preparation to teach the documentary. Ms. Wilson shared how she viewed the difference in the planning process of teaching a novel compared to the documentary:

> I guess with the novel I'm always looking for what I'm trying to teach them with the novel, so theme and tracking a theme or whatever. First the hugest, the biggest difference, is I've taught all of the novels before and this is all new. So when I do this, I watched it once at home. Kind of took notes. First period I was watching it all over again. So it's just a lot more prep for me. I was taking notes on everything I was asking them to take notes on, and on the margins on everything…. I was writing questions to ask them. So that, I don't know if I ever had to do that with a novel, because it just comes naturally. With my background. I mean, I think of ways to break down [the novel], depending on the level of students, ways to break down a one word [theme] statement, like, "it's about love." I think of ways of teaching them the process of getting from a one word statement to a theme, and finding quotes. This [the documentary] is all, trying to figure out, what I want to teach them, how I want to teach it, and then actually, I have to do everything they're doing. (Interview, August 4, 2016)

The language Ms. Wilson used to describe teaching the novel compared to teaching the documentary revealed how she identified with the English teacher big "D" Discourse. Ms. Wilson described how she would focus on a novel's theme, the way teaching a novel "comes naturally" with her "background," and explained the planning and teaching process as focused on teaching students how to develop a theme. These were all very specific elements of English teacher discourse that Ms. Wilson used to enact her identity and figured world of an English teacher.

When Ms. Wilson described her planning process for the documentary: she watched it at home, took notes, watched it again, continued to take notes, and continued to learn while she showed it to her first period class. She described the process as "a lot more prep" (Interview, August 4, 2016) and much more broadly, figuring out what to teach, how to teach it, and then practicing herself. Reflecting on the process she said, "I have to do everything they're doing" (Interview, August 4, 2016). This was a much broader, less specific focus than how she described planning and teaching with the novel where she focused on one element—theme.

The differences in Ms. Wilson's language when she described teaching with novels compared to teaching with unfamiliar texts in the above examples was clear (see Table 4.1).

Table 4.1

Nouns and Verbs Related to Teaching with Novels and Unfamiliar Texts

Teaching with novels	Teaching with unfamiliar texts
Comes naturally Bachelors is in English Literature, books, plays, and even nonfiction pieces Study guide questions Write a literary analysis Help kids understand literature Relevant to their lives Read different types It's applicable to their lives They've done since grade six Read a book and talk Write an essay Read a nonfiction book Write an essay Theme Theme tracking Comes naturally Theme statement Finding quotes	Learn it Do it a little bit Read Practice at home Then do it Time consuming More prep

When Ms. Wilson described teaching with novels and other typical texts in an English classroom, she used very specific language to enact the Discourse of an English teacher and the figured world of an English classroom. The use of the words, "literature," "books," "plays," and "nonfiction," were all types of texts students interact with and teachers teach in a typical English classroom—these reflected her knowledge of English classroom content. "Study guide questions," "write a literary analysis," "read a book," "talk," "read a nonfiction book," "write an essay," "finding quotes," were all actions typical in an English classroom—these also reflected her knowledge of English classroom pedagogy. Finally, how Ms. Wilson described her role in teaching novels,

"help kids understand literature," "relevant to their lives," "applicable to their lives," and "comes naturally," showed how she viewed her role as an English teacher. All of these specific words Ms. Wilson used were part of how she enacted her identity as an English teacher and aligned with the figured world of being an English teacher of a certain sort at Rockwell High School.

This contrasted with how Ms. Wilson talked about teaching with unfamiliar texts. First, the obvious difference was the lack of words in total she used when she talked about planning and teaching with unfamiliar texts. She did not use any specific content language like she did when talking about teaching with a novel. The language she did use referred to the effort and work she had to do in order to teach the unfamiliar text. Specifically, "practice at home," "time consuming," and "more prep," all signaled to the amount of work she needed to do to be prepared. This was in contrast with the more positive connotations she used when she described teaching with the novel, "relevant to their lives" and "comes naturally." While Ms. Wilson shared that she enjoyed learning about the unfamiliar texts, she continued to use discourse which enacted her identity as an English teacher and subscribed to the figured world of an English teacher, despite the fact she taught with and about the unfamiliar texts throughout the language and mass communication unit.

These differences were further illuminated in Table 4.2, which compared Ms. Wilson's "I" statements as she described teaching with novels and teaching with unfamiliar texts. I focused on Ms. Wilson's "I" statements to understand what identities she enacted and what figured world(s) she aligned with through her "I" statements.

Table 4.2.

"I" Statements Related to Teaching with Novels and Unfamiliar Texts

Teaching with novels	Teaching with unfamiliar texts
I've been taught	I haven't been taught
I get that in my sleep	I didn't take a media literacy class
I don't have to do anything	I have to go through and learn it
I like to change stuff	I don't have a degree in this
I've done it for four years	I have to go through and read
I'll find some study guide	I watch some
I can base it on that	Not what I need to use
I'm biased towards literature	I wasn't using it for what I should have been
I use that to teach writing, revision and editing	We didn't really talk
I'm always looking	Like we're supposed to
I'm trying to teach them	I watched it once at home
I've taught all of the novels	I was watching it all over again
I think of ways to break down the novel	I was taking notes on everything
I think of ways of teaching them the process	I was writing questions to ask them
	What I want to teach them
	How I want to teach it
	I have to do everything they're doing

Here, Ms. Wilson used a similar number of "I" statements when she talked about teaching with novels and teaching with unfamiliar texts. When she talked about teaching with a novel Ms. Wilson primarily used positive action "I" statements, "I've been taught," "I like to," "I can," "I use that," "I'm trying," "I've taught," and "I think." The one negative statement, "I don't have to do anything," referred to her knowledge of the content and the little time required to plan and teach with a novel. However, when she talked about teaching with unfamiliar texts, she used a number of negative "I" statements, "I haven't," "I didn't," "I don't," "not what I need," "I wasn't," and "we didn't." These negative "I" statements reflected the friction Ms. Wilson had between how she identified as an English teacher (with positive "I" statements) and the requirement to teach with

unfamiliar texts (negative "I" statements). Ms. Wilson also talked about the work required of her to teach the unfamiliar texts. The phrases she used with language connected to work, "I watched it once at home," "I was watching it all over again," "I was taking notes on everything," "I was writing questions to task them," and "I have to do everything they're doing," all contrasted with the phrases associated with work when she taught novels, "I don't have to change anything," "I've done it for years," "I'll find some study guide," "I use that to teach," "I'm always looking," and "I think."

Summary. The tensions that developed in Ms. Wilson's identity as an English teacher while she taught with and about unfamiliar texts was evident through her language, actions, and beliefs. Ms. Wilson used positive, content specific language to enact her identity as an English teacher. This contrasted with the negative language she used when talking about preparing to teach and teaching with the documentary. Like her language, her actions also enacted her identity as an English teacher. As an English teacher she shared books with students and, as she described, did not have to do much planning to teach with novels. However, Ms. Wilson described her actions related to teaching with the documentary as "a lot more work." She also commented she had to do everything the students would do, in a sense, she was learner/newcomer to the content just as her students were. Finally, she enacted her English teacher identity through her beliefs. Ms. Wilson described how teaching literature "comes naturally" and she "gets it in [her] sleep." This also contrasted with her belief that how she approached teaching documentaries in previous classes as "not what she's supposed to" or "not what they're for." Ms. Wilson's had a strong identity as an English teacher that supported her figured world of what it meant to be an English teacher at Rockwell High School. Teaching with

and about unfamiliar texts created tension between her identity and reality, and led Ms. Wilson to believe the challenges she experienced were just, “a me thing.”

Identity as an Engaging English Teacher

> It's something that they feel they can connect to. That they have some kind of response to. For students that they feel like it's relevant. So much of the time I feel like they think, “we're never going to use this again.” While they may not be sitting, analyzing an advertisement, they’re going to be looking at them their whole life. So, something that they personally connect to, want to talk about, and that they see is relevant. For me it's relevant because it's actually useful for what I need them to do. (Ms. Wilson, Interview, October 18, 2016)

As Ms. Wilson explained how she defined engagement and engaging texts in her teaching, she mainly used student centered discourse as indicated by her use of “they” (see Table 4.3).

Table 4.3

“They” Statements Related to Student Engagement

Describing Student Engagement
Something they feel they can connect to They have some kind of response to They feel like it’s relevant I feel like they think They may not be sitting, analyzing They’re going to be They personally connect to They see is relevant

Further, Ms. Wilson described engaging content throughout the study using discourse with positive connotations (see Table 4.4).

Table 4.4

Positive Connotations Related to Engaging Texts

Descriptions of Engaging Texts
Funny Current Interactive Quick Relatable Fun High interest Lead to discussion

Ms. Wilson positively described engagement and put her students at the focus in her discourse about engagement. For Ms. Wilson engaging content was not only relevant to her students' lives, but it was also funny, current, and interactive. In Ms. Wilson's practice of teaching literature she did not have many options when it came to text selection—most novels were selected by the district. In these instances, it was up to Ms. Wilson to make the content (which was often not funny, current, or quick) engaging. The opportunities that existed in teaching with media texts opened Ms. Wilson's options of texts to teach. She could choose texts she thought students would find engaging. In her description of engagement and engaging texts she identified what engagement looked like in her classroom. Ms. Wilson's figured world included content and lessons in which her students were engaged.

As described in the previous section, Ms. Wilson's identity and figured world as an English teacher were demonstrated through her English teacher discourse. This discourse included specific content language connected to the English classroom such as books, literature, and essays. In addition to the content specific discourse were Ms.

Wilson's "I" statements where she identified herself as an English teacher. As Ms. Wilson described, she could teach a novel and literary analysis "in her sleep" (Interview, June 6, 2016). However, Ms. Wilson shared what she viewed as her challenge of engaging students when showing a documentary,

> The challenge is …showing an hour and a half movie, even if I have a stupid paper in front of them. …if they're stupid comprehension questions just to make them want to listen, I hate them [questions], even though they're a necessity. So yeah, coming up with something that has them processing and engaging versus. Because I just feel like I'm not teaching. I'm waking kids up in five minutes, I'm, you know, more often than not, finding a handout that makes them listen and talking about it at the end. Like [*Miss Representation* documentary] … I remember when we did finish it, because I hadn't planned what I wanted them to get out of it, literally we all just stared at each other and I was like, "what did you guys think of this?" It was so awful and bad. (Voxer message, June 13, 2016)

Ms. Wilson's discourse of her previous experience teaching a documentary was primarily negative (see Table 4.5).

Table 4.5

"I" Statements and External Statements Related to Teaching a Documentary

"I" Statements	External Statements
Even if I have	The challenge
I hate them	Stupid paper
I just feel like I'm not teaching	Stupid comprehension questions
I'm waking kids up	They're a necessity
I'm … finding a handout	Coming up with something
I hadn't planned	Processing and engaging
What I wanted them to get out of it	Awful and bad

Both the "I" statements and external statements Ms. Wilson used when talking about her previous teaching experience with a documentary contrasted with the positive discourse she used when she talked about what student engagement (Table 4.4). Additionally, when Ms. Wilson positively talked about student engagement her statements were student focused, "they have some kind of response," "they feel like it's relevant," "I feel like they think," and "they personally connect to," all work to support Ms. Wilson's figured world of engagement. However, here her statements were mostly focused on what she was doing as a teacher, "even if I have," "I just feel like I'm not teaching," "I'm waking kids up," and not what her students were doing while watching the documentary. Ms. Wilson's discourse describing her previous use of a documentary is in tension with her figured world of engagement. The tension in her figured world and identity as an engaging teacher was demonstrated through the contrasting discourse of typical English classroom engagement and engagement with a documentary.

Ms. Wilson's discourse of what student engagement looks like and what engaging texts do in a classroom contrasted with her discourse of teaching with a documentary.

This contrast was later demonstrated when Ms. Wilson discussed preparing to show the *Outfoxed* documentary,

> I have questions I want them to [answer] throughout, but I haven't really figured out how to make them interact with the new information. Pausing it and having them do something with it … I haven't done that yet … I don't know, we'll see how it goes. I mean I would like to … Sometimes I just probably just need to show [the documentary]. I mean I'll pause it and we can talk. I guess they could think of real life examples, or they could, but they don't watch the news. So I'm not even sure of how much of this they'll be able to apply. I think they'll be able to see what the documentary is illustrating for them, but they won't be able to go, well, CNN does that and MSN [does this]. But I'm not really sure how they'll apply that…. I don't know what I'll do with it yet. I don't even know if I should show the whole thing …I liked it, it's just long. I think it's like an hour and 50 minutes. I just don't know that it will hold their attention that long …I might just have to watch their level of engagement and stop and see what they can talk about with it … (Interview, July 28, 2016)

Ms. Wilson's hesitation was reflected her discourse, specifically in her "I" statements (Table 4.6).

Table 4.6

"I" Statements Related to Preparing to Teach with a Documentary

Preparing to Teach with *Outfoxed*
I have questions
I want them
I haven't really figured out
I haven't done that
I don't know, we'll see
I would like to
I just probably just need to show
I mean, I'll pause it
I guess they could
I'm not even sure
I think they'll be able to see
I'm not really sure
I don't know what I'll do with it
I don't even know if I should
I like it, it's just
I think it's like
I just don't know
I might just have to

Using these uncertain statements reflected Ms. Wilson's hesitation before she showed *Outfoxed*. Her statements also contrasted with the "I" statements she previously used to describe teaching with novels (see Table 4.2). Ms. Wilson's identity was tied to her positive, confident discourse of teaching with novels, but the tensions she felt as she approached teaching with the documentary were reflected in the uncertainty of her discourse. The continued use of "I don't know" and uncertain verbs like, "I think" and I'm not really sure," "I mean," and "I might," reflected her own uncertainty at how to engage students in the documentary.

The tension in her figured world was further illustrated in class when Ms. Wilson showed *Outfoxed.* She gave the students the handout and explained she would stop the

film and ask them questions. She also gave the students directions, while they watched the film they were "not sleeping, not on their phones, you're watching…paying rapt attention" (Fieldnotes, August 3, 2016). This statement demonstrated the tension in Ms. Wilson's figured world. Instead of directing students to what they *should* do, she directed students to what they *should not* do while they watched the documentary. She previously described engaging content as interactive, quick, fun, and high interest, but in this example, she set up the documentary as not engaging in this sense. When Ms. Wilson directed students to "not sleep" she implied they would; when Ms. Wilson directed students to not use their phones, she implied they would not find the content interesting enough to pay attention; and when Ms. Wilson directed the students to pay "rapt attention" she implied they would lose focus.

Another aspect to Ms. Wilson's identity of being an engaging teacher was her ability accept students for their opinions and beliefs and to not judge students when they held different political beliefs from her own. However, teaching with the documentary *Outfoxed* in the current political climate, created tension in this aspect of her identity.

> This political climate makes me super nervous about all of this. It's just scary. The conversations we had last year where it got heated and people were emotional and [former student] Chris (pseudonym) kept going there's no such thing as racism in America, and it got heated and people got emotional, like, "you can only say that because you're white." If that happened now I would feel so nervous. It's scary…. I want to look at both [conservative and liberal media outlets], but that's why I brought that in. I just didn't want to finish with Fox is the devil, moving on. (Interview, July 20, 2016)

In this snippet, Ms. Wilson reflected on how her class the previous year reacted to potentially divisive conversations. The emotional language she used to describe her previous teaching experience, “scary,” “heated,” “emotional,” and feeling “nervous” reflected how she felt as she taught in the political climate of the 2016 presidential election season.

Another aspect to Ms. Wilson’s identity was enacted when she commented she wanted students to do an extension activity after viewing *Outfoxed*, “I wanted them just, so they don't think I'm pushing a political agenda [laughing]… to go investigate … Other outlets … like bias in other media” (Interview, June 28, 2016). This demonstrated how part of Ms. Wilson’s teacher identity was that of an accepting teacher. Evident by the laugh, Ms. Wilson did not take the idea she pushed a political agenda onto her students seriously; however, the idea was present enough in her thinking to warrant the creation of an additional activity. As Ms. Wilson continued to plan she found another source she used to present a more “balanced” approach, “I found that article and video … There's a clip on MSNBC's bias and the article is called, ‘MSNBC's Alternate Universe,’ it's pretty good. … Just because I don't want to, I want it more balanced” (Interview, July 20, 2016). Again here, Ms. Wilson demonstrated how she wanted to be identified as an accepting teacher who presented both sides to a political argument.

Later when Ms. Wilson reflected on viewing *Outfoxed* and the subsequent discussion she had with her students, Ms. Wilson shared,

> I just worry about that stuff…. This wasn't an actual concern because I planned on addressing it. But I did wonder, because there's more conservative kids in there than I expected…. there's a couple of kids who were like, "I love Bill O'Reilly,"

> and … I wasn't expecting that. I mean, I know conservative children exist. I'm not stupid, but I wasn't expecting, "I love Bill O'Reilly."… So, I was nervous … I don't want them to think that I'm pushing my agenda. Because that's a pet peeve of mine and a lot of teachers do it…. So, I was a tiny bit worried about that because … no one's making film's of MSNBC and their bias. But I did find smaller pieces. (Interview, August 4, 2016)

After the class viewed and discussed *Outfoxed* Ms. Wilson had her students read an article on bias the of MSNBC and read the Journalistic Code of Ethics from the Society of Professional Journalists. After reading, Ms. Wilson and her students discussed bias in the media and the ethical responsibility of journalists.

Teaching with media texts, and specifically teaching with the *Outfoxed* documentary challenged Ms. Wilson's teacher identity as an accepting teacher. Ms. Wilson was concerned she could alienate students who had conservative political ideologies would find *Outfoxed* offensive. This concern was evident the multiple times she discussed not wanting to appear as if she was pushing a political agenda.

> This like political climate makes me super nervous about all of this.
>
> The conversations we had last year where it got heated and people were emotional.
>
> If that happened now I would feel so nervous.
>
> It's scary.
>
> I just didn't want to finish with Fox is the devil, moving on.
>
> so they don't think I'm pushing a political agenda
>
> Just because I don't want to

I want it more balanced

I just worry about that stuff.

I did wonder, because there's more conservative kids in there than I expected

I wasn't expecting, “I love Bill O'Reilly”

I was nervous

I don't want them to think that I'm pushing my agenda

that's a pet peeve of mine and a lot of teachers do it

This example placed the snippets of data together when Ms. Wilson talked about teaching in the political climate and the *Outfoxed* documentary. The discourse she used was emotional: “makes me super nervous,” “I would feel so nervous,” “it’s scary,” and “I just worry.” And the discourse she used demonstrated her desire to position herself as an accepting teacher: “I just didn’t want to finish with Fox is the devil,” “don’t think I’m pushing a political agenda,” “I want it more balanced,” and “that’s a pet peeve of mine.” She tried to alleviate this tension by attempting to present information about bias in other news sources, specifically she brought in information about the bias of MSNBC. Ms. Wilson’s emotional discourse combined with her discourse to position herself as a teacher who accepts her students’ political beliefs enacted her identity as an engaging teacher. This friction between the two prompted Ms. Wilson to address the issues presented in *Outfoxed* in, as she described, a balanced manner.

Summary. Ms. Wilson’s identity as an engaging teacher and figured world were demonstrated through positive, student-centered language on what Ms. Wilson considered engaged students with engaging content. However, the discourse Ms. Wilson used as she prepared to teach and taught with the *Outfoxed* documentary were

demonstrated through negative, teacher-centered language. An additional part of Ms. Wilson's identity as an engaging teacher was her acceptance of other students' political beliefs. Teaching literature pre-selected by the school district was not often controversial and rarely, if ever political. However, teaching with *Outfoxed* pushed Ms. Wilson to consider how to teach a potentially politically charged text and maintain her identity as engaging and accepting. The emotional discourse she used when talking about previous experiences teaching with a politically divisive text combined revealed how teaching with *Outfoxed* created friction in her identity as an engaging teacher and her figured world.

Summary

In this chapter I discussed my findings through of the visualization I created to represent the phases Ms. Wilson went through as she planned, taught, and reflected on using unfamiliar texts in her English classroom. I first developed the teacher/learner-focused findings of the complicated, recursive process Ms. Wilson experienced while learning to teach with and about unfamiliar texts. I then presented an adapted visual to include my researcher/mentor role in the teacher's process—that of a sounding board and resource provider. Finally, using discourse analysis I examined how Ms. Wilson's identities and figured worlds as an English teacher were impacted by teaching with unfamiliar texts. In Chapter 5, I share my discussions, reflections, and insights in how teachers learn to teach with and about unfamiliar texts.

CHAPTER 5

DISCUSSIONS, REFLECTIONS, AND INSIGHTS

> She thinks this is her own problem, but I'm not sure if that's the case. Wouldn't most people/teachers, when faced with teaching something totally new, be overwhelmed with where to start? I know I would be.
>
> (Researcher journal, June 13, 2016)

"I think it's a me thing." (Ms. Wilson, Interview, December 22, 2016)

The purpose of my dissertation was to understand what happened when Ms. Wilson used unfamiliar (to her) media texts in her English classroom. In this qualitative case study, I used interpretive analysis (Erickson, 1986) and Gee's (2014a; 2014b) discourse analysis tools as I explored the following research questions:

1. What happens when a high school English teacher, Ms. Wilson, learns to teach with and about unfamiliar (to her) types of texts? What is my role as the researcher/mentor in assisting Ms. Wilson in this process?
2. How does learning about and teaching with unfamiliar texts impact Ms. Wilson's identity as an English teacher?

I used the theoretical frameworks of situated learning theories (Lave & Wenger, 1991; Gee, 2015) and identity through discourse (Gee, 2001; 2014a) as I analyzed my data. In this chapter I discuss my findings, I reflect on my role as the researcher/mentor in providing one-on-one professional development mentoring, and I share insights of this

study and how these may impact future research on teacher learning professional development.

Discussions

Throughout data I collected and reflected on, one commonality continued to arise: Ms. Wilson's identities and figured worlds of a teacher of a certain kind impacted all parts of the study. In my attempt to understand this phenomenon, I developed a visualization to aid in my thinking (see Figure 5.1).

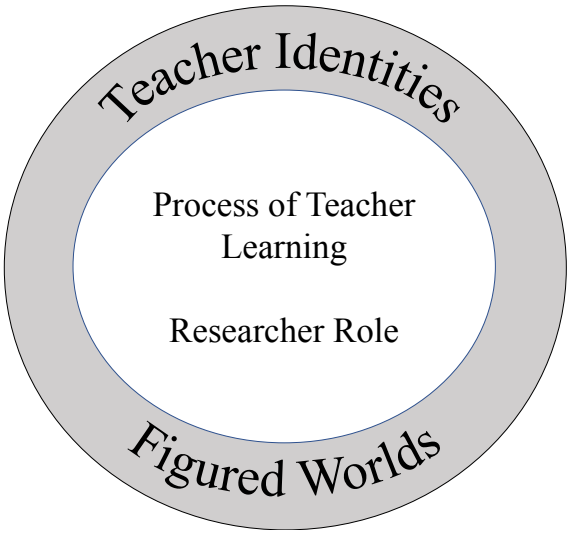

Figure 5.1. Visual of teacher identities and figured worlds' impact.

Ms. Wilson's figured worlds and identities of being an English teacher of a certain sort at Rockwell High School were layered and complex. Her I-Identities (institutional perspective) and D-Identities (discursive perspective) often overlapped and informed one another. These identities also formed points of tension when Ms. Wilson's figured worlds conflicted with the reality of teaching with and about unfamiliar texts. In my discussion, I examine how Ms. Wilson's figured worlds and identities impacted the assertions presented in Chapter 4.

The process the Ms. Wilson underwent from finding material to teaching and reflection was complex and filled with many phases and challenges.

As research demonstrates, teachers, particularly English teachers, teach with the same texts in the same ways they were taught (Applebee, 1993) and even teachers who use multiple technologies and types of texts in their personal lives, are either hesitant or do not know how to bring these into the classroom (Jolls, 2015; Kist & Pytash, 2015).

The phases of learning, teaching, and reflection Ms. Wilson traveled through in learning to teach with and about unfamiliar texts are visualized in Figure 4.1. Ms. Wilson started with posing questions to herself and me about what she knew, then searched for and read through her sources, decided what to use, decided how to pedagogically approach teaching the content, taught to her students, the reflected. Overall Ms. Wilson's learning, teaching, and reflecting process was complex and recursive, and mirrored how Gee (2015) described learners approach to learning new content situated in context. According to Gee, learning a new content requires learners to situate the new content they are learning within a larger context. Learners also need understand what learning outcomes they should be striving to meet and then what to do after meeting the goal/outcome. Ms. Wilson's experience teaching unfamiliar texts reflected this process; however, her existing identities as an English teacher of a certain kind at Rockwell High School impacted how she approached learning, teaching, and reflection.

I-Identities. As Deal et al. (2013) and Flores-Koulish (2006) found in-service teachers to have limited media literacy content knowledge, Ms. Wilson shared how she felt she had a lack of content knowledge about teaching with unfamiliar media texts and had to learn about them before she could teach them. As Gee (2015) described, when

learners learn new content they often are unsure of what to pay attention to and what to leave out. For Ms. Wilson, it was deciding when she had gone far enough "down the rabbit hole" in her search for information for the content she would teach. Her identities and figured worlds not only shaped how she approached the search for information—but also informed the why. In Ms. Wilson's view, she needed to develop a deep understanding of the content to be able to teach her students. Because of her I-Identity as an English teacher of a certain kind at Rockwell High School, Ms. Wilson thought she needed to develop an almost degree-level knowledge of media literacy in order to effectively teach her students. Also, part of her I-Identity was her "sage on the stage" mentality. This perspective views the teacher as the center of the classroom; the one who holds and provides knowledge for her students. Her I-Identity constructed part of Ms. Wilson's figured worlds as a teacher of a certain kind.

As Gee (2001) described, I-Identities are "authorized" (p. 100) by an institution. The authorization is given through the institutions' rules and principles that permit the individual to enact the I-Identity. As an English teacher teaching literature, Ms. Wilson's I-Identity was authorized by various institutions. The university where she earned degrees in English literature and secondary English education authorized her I-Identity as an educated English teacher. Her state teaching certification authorized her I-Identity as a qualified English teacher. Finally, her employer (which required her degrees and certification), Rockwell High School, authorized her I-Identity to teach the IB course. Her I-Identities that combined Ms. Wilson's education, teaching experience, and personal experiences with literature provided her with the deep content knowledge necessary to be the "sage on the stage" when teaching literature. However, Ms. Wilson lacked the same

deep level of content knowledge with the media texts. To remedy this Ms. Wilson spent quite a bit of time over her summer vacation and during the first quarter of the school year trying to learn about media literacy and maintain her "sage on the stage" I-Identity. Her I-Identity also contributed to the frustrations she faced as she searched for resources and developed her pedagogical approach to teaching new content. Like the teacher in Gudmundsdottir's (1990) study who applied the same model for learning to teach and teaching to every piece of literature, Ms. Wilson was attempting to apply her figured world of having a mastery of content before teaching. The frustrations Ms. Wilson experienced in finding, reading, and analyzing sources to use made Ms. Wilson question her own intellect. Her I-Identity as an English teacher of a certain kind was in tension with her experience as she learned about and prepared to teach with unfamiliar texts.

Ms. Wilson's limited content knowledge of media literacy supports Deal et at. (2013) and Flores-Koulish's (2006) findings that teachers new to teaching with media texts need to acquire some content knowledge of media literacy before being able to teach it to their students. However, Deal et al. and Flores-Koulish's studies did not report the participating teachers as having the same desire for an almost degree-level of media literacy content knowledge that Ms. Wilson had. Nevertheless, these findings question the supposition that new literacies are more participatory, collaborative, and distributed (Lankshear & Knobel, 2011). Participation, collaboration, and distribution among whom? Skinner et al. (2014) found teachers who demonstrated a "collaborative ethos spirit" (p. 228) and worked together with each other and with the researchers/literacy coaches were most successful and positive about incorporating new literacies into their classrooms. Despite this collaboration, teachers still struggled to find a balance between their identity

as a teacher of their content areas and teaching with new literacies. Ms. Wilson echoed the multiliteracies and adolescent literacies frames that students had access to and how they possibly interacted with multimodal texts in their personal lives. Ms. Wilson also reflected the notion that these types of texts should be brought into the high school classroom (New London Group, 1996; Moje, 2015; Moje, et al, 2000). Ms. Wilson connected to Moje's (2015) call that teachers could apprentice and guide student into understanding and using various types of media texts. However, while Ms. Wilson considered the social and cultural lives of her students when choosing texts, she maintained her I-Identity as a teacher providing knowledge for her students and not learning alongside of them.

D-Identities. D-Identities (a discursive perspective) are recognized "through the *discourse* or *dialogue* of other people" (Gee, 2001, p. 103). Oldtimers need to affirm newcomers/learners use of new discourses to be considered part of the Discourse. Additional challenges to Ms. Wilson's learning to teach with unfamiliar texts was the component to teaching with texts that could be seen as political charged and potentially offensive to students' political beliefs. Over a decade ago Hobbs and Frost (2003) found that teachers incorporating media literacy into their classrooms were most reticent to bring in texts the students used in their own lives (e.g., music videos, current films, video games, etc.). This is reflected by Kist and Pytash's (2015) more recent findings that millennial preservice teachers were also hesitant to use media texts in their classrooms. These preservice teachers viewed media texts as more of a "hook" than an actual content to study. Ms. Wilson's figured worlds and D-Identity were recognized through the discourse she used to talk about teaching with literature (highly content-specific and

student centered) and teaching with media texts (teacher centered). This was further revealed when she described engaging content using positive discourse and described teaching with a documentary through negative discourse. When learning about and teaching with unfamiliar texts Ms. Wilson did not have the affirmation she would normally get from her literature-focused colleagues. Part of my role as a researcher was to affirm and support her new discourses of learning about and teaching with media texts. As Gee pointed out, identities are not silos, rather they are layered and complex. Ms. Wilson's I-Identity, authorized by her former learning institutions, state certification, and employer impacted her discourse when she talked about teaching with and about unfamiliar texts. Ms. Wilson's identities and figured worlds contributed to the challenges she faced not only in finding new content to teach but also in determining what content to use for her class.

Assertion Two

I, as the researcher/mentor, served as a sounding board and resource for Ms. Wilson, the teacher/learner, throughout her process of learning about, teaching with, and reflecting on unfamiliar texts.

Situated learning theories (Gee, 2015; Lave & Wenger, 1991) describe how learners in new contexts need to work with mentors as they navigate their new contexts. This study was developed to provide Ms. Wilson professional development mentoring, so I, as the researcher, could serve a mentor as she learned to teach with and about unfamiliar texts. In the process of Ms. Wilson and I working together, her identity as a teacher guided my identities as a researcher and mentor in the study.

Korthagen's (2017) "professional development 3.0" (p. 389) focused on considering the teacher's identity when conducting professional development, and viewed teacher identity as layered and complex. In the context of the study I needed to consider Ms. Wilson's figured worlds and identities as an English teacher when I listened, reflected and provided her feedback. I provided, as Gee (2015) suggested just-in-time mentoring and feedback needed for learning in context. Further, following Cole and Knowles' (1993) recommendations for research in collaboration with teachers, Ms. Wilson and I each brought in different perspectives and experiences, but both were valued in the research process and the contributions are seen in the classroom.

Layers of Identities. Part of my role as a sounding board was developing an understanding of Ms. Wilson's immediate problem of practice. I adopted the practice-based research stance (Hinchman & Appleman, 2017) so I could support her learning and development while situating myself as a researcher in her planning, in her classroom teaching, and in her reflection. As Buczynski and Hansen (2010), Pella (2015), and Skinner et al. (2014) found, teachers who participated in professional development that featured collaborative elements, either between researchers and teacher, or between teachers and teachers, were supported in their learning. Through the research experiences the institution of research (participating in a research study) authorized the teachers' I-Identities. The teachers in Herrenkhol et al.'s (2010) study found the collaboration between teachers and researchers helped to alleviate some of the isolation teachers feel. In Ms. Wilson's identity as an English teacher, she planned and reflected with other teachers; however, in the context of teaching with unfamiliar texts, Ms. Wilson was on her own. Ms. Wilson's I-Identities as authorized by her school were more collaborative

with other teachers. As the study progressed, Ms. Wilson's I-Identity was authorized by the institution of the research project. I served as a sounding board to not only listen, reflect, and provide feedback, but I also helped to limit the isolation Ms. Wilson experienced teaching on her own.

I also provided Ms. Wilson with resources for learning and teaching, and posed questions to her for reflection. As Clarà (2015) described, reflection as a tool for teachers lacks clarity as to what teachers should do in the reflection process and what are the expected outcomes of reflection. Further, in a review teacher reflection literature, Marcos, Sanchez, and Tillema (2011) found a lack of consensus among research as to how to conduct reflection and found a variety of types of reflection. And, as Toom, Husu, and Patrikainen (2014) clarified, despite a lack of clarity and consensus of how teacher reflection is conducted and the expected outcomes, teacher reflection remains a pathway to create change in teaching. Toom et al. (2014) advocated for more clear guidance for teachers through their phases of reflection and Marcos et al. (2011) argued teachers' reflective practices can be clarified and supported through practitioner-oriented journals and professional development.

From Dewey's (1933) five phases of reflection to Korthagen's (2017) onion model of levels in reflection, there are many models to view, judge, and attempt to define what reflection is and how it informs teacher learning. Dewey focused on how teachers reflect on issues or problems raised through teaching and learning. He posed reflection as phases of thinking, moving from first thinking of possible solutions to an issue, to thinking through to form a plan, and finally testing out the plan either imaginatively or through practice. This view of reflection was more linear and did not reflect the

complicated, recursive nature of reflection. Technical rationality views the way practitioners solve problems of practices by finding the best, most practical solution for a problem and views practitioners as often unfamiliar of connections between theory and practice. Technical rationality argues practitioners do not have the time or resources to engage in conversations regarding the complexities of how theory informs practice (Kinsella, 2007). Schön (1987) critiqued technical rationality as creating an unrealistic dichotomy between practitioners' use and knowledge of theory and practice and posited practitioners should be more involved in determining what problems of practiced are addressed studied and researched. Schön drew on Dewey's perspective of reflection and defined reflective practice as how professionals develop an awareness of their prior knowledge and learn from their experiences. Korthagen's (2017) onion model took a more layered approach to reflecting on a teaching situation considering environment, behavior, competencies, beliefs, identity, and mission (p. 395). This model explored how the inner levels (identity and mission) need to be included in reflection to develop a more nuanced understanding to a teaching situation.

In my conversations with Ms. Wilson I often prompted her to reflect on the day's activities or on broader reflections of participating in the study. Throughout the study, I aimed to take Ms. Wilson's figured worlds and teacher identities into consideration as I posed these questions to her. As the study developed, I realized, through her reflections, her figured worlds and identities were beginning to shift. Ms. Wilson's discourse related to teaching literature was positive, content-driven, and student-centered. Her discourse related to learning about and teaching with unfamiliar texts was more negative and teacher-centered. Through the institution of the research study which involved reflection,

she became more confident in teaching with unfamiliar texts. She continued to think about the learning objectives she had for her students' presentation and writing assignments as she lessoned planned.

Despite the hints that Ms. Wilson's figured worlds and identities were beginning to shift, in our final interview, and as indicated in this chapter's opening snippet, she continued to see her challenges as "a me thing." No matter the interviews, messages, observations, and reflections, Ms. Wilson still attributed her challenges to her own identity and not part of a process many teachers go through when learning to teach with new content. As reflected in her I- and D-Identities as a teacher of a certain kind at Rockwell High School, Ms. Wilson was confident in her recognized identities and figured worlds. However, the challenges of learning about and teaching with unfamiliar texts created tensions within these identities. Through my identities as a researcher and mentor, I tried to alleviate this tension by offering suggestions for teaching ideas, providing resources, and referring back to notes and transcripts to remind her of ideas she previously shared. Additionally, I used the Voxer communication tool to respond to Ms. Wilson's reflections as I provided just-in-time feedback and responded to her needs as a learner. Featured communication elements to foster just-in-time and as-needed learning opportunities, this study was situated in the context of Ms. Wilson's classroom, and was framed through researcher-mentoring and teacher-learning. While these features eased some of the challenges Ms. Wilson faced, they did not seem to alleviate Ms. Wilson from identifying these challenges as unique to her and her experiences.

Reflections

As I reflected in the introductory vignette in Chapter 1, my own experience as an English teacher was getting *really good* at teaching the same texts, in the same ways, year after year. Now at the other end of the study I understand how all of Ms. Wilson's experiences that led up to teaching with unfamiliar media texts informed how she reacted either positively or negatively to teaching with them in her senior English class. Ms. Wilson's degrees, her deep level of English content knowledge, and her pedagogical approach as "sage on the stage" enacted her I- and D-Identities as a teacher of a certain kind at Rockwell High School. As a researcher and former teacher, I am excited at the prospect of incorporating media texts into classrooms. Ms. Wilson conveyed similar excitement at the start of the study, but her excitement was tempered with apprehension at the notion of *one more thing* she had to do as a teacher. This study served as a point of support for Ms. Wilson, so the *one more thing* was worthwhile to her teaching.

As a former English teacher I had previous experience teaching in an English classroom and working with high school students. However, my teaching experience in terms of teaching new content was limited to new content within the English literature canon. Despite my lack of experience teaching high school students with the unfamiliar media texts Ms. Wilson used, I still shared my experiences as a classroom teacher, my experience as a teacher leader as a former level-lead, and my experiences as a professor of content area literacy. These experiences combined with my position as a graduate student-researcher complicated my position in Ms. Wilson's learning, teaching, and reflecting process. As a researcher I needed to pose questions to Ms. Wilson to prompt her reflection on assessments and push her thinking to how she was using the media texts

in her classroom. Part of this relationship, as a former teacher and now researcher, I viewed my role a peer of a sort to Ms. Wilson. While I was not teaching her students, I valued her knowledge and experiences as an expert with her students and her somewhat prior knowledge of teaching with unfamiliar texts. Because my goal was to understand *what happened* when Ms. Wilson used unfamiliar (to her) media texts in her classroom and *my role* in her process, my goals and vision for the study overall remained open as I posed questions and responded to Ms. Wilson in our exchanges. For example, the questions I posed to Ms. Wilson regarding her assessment of students learning were based on assessment goals Ms. Wilson discussed in our meetings and exchanges before the school year began. Additionally, any resources I provided Ms. Wilson such as websites or online articles, were provided after she searched for herself. I did not view my role as a problem-solver, instead, as Gee (2015) describes mentors, as a guide of a sort as Ms. Wilson learned to teach with and about unfamiliar texts.

There is messiness to this type of research. As indicated in the visual I created showing Ms. Wilson's learning, teaching, and reflection process (Figure 4.1), the research process was unpredictable and recursive. The use of multiple data sources, including Voxer audio messages documented the process. As I described in Chapter 3, data analysis was a messy process. After reading and rereading, coding and re-coding, I realized there was *something* more in my findings. To answer my question, *what happens,* I needed to use discourse analysis to uncover how Ms. Wilson's figured worlds and identities impacted *what happened.*

The messiness extended beyond data to issues of ethics and trustworthiness of doing research so closely with the participant. Merriam (1998) described strategies to

enhance internal validity: (a) triangulation; (b) member checks; (c) long-term observation; (d) peer examination, (e) participatory modes of research, and (f) clarifying researcher biases (p. 204-205). Within the multiple types of data I collected (observations, interviews, audio messages, teacher-created documents, and researcher journal entries), I triangulated my multiple data sources to confirm my findings. The relationship Ms. Wilson and I formed contributed to the member-checking process throughout my data analysis. I went back to Ms. Wilson three times in our follow-up interviews and Voxer messages to ask if my assertions aligned with her experiences. The study spanned six months and my participatory role in Ms. Wilson's planning and reflection allowed me to gain insights through observations and interviews. Additionally, I discussed my coding process and development of assertions with two doctoral students to serve as peer examination. The research process itself was participatory, but I did not request Ms. Wilson to participate in writing up findings as Merriam suggested. Finally, I addressed my biases as a former English teacher-turned researcher in previous chapters.

By the end of this study, after spending every day in her classroom for a quarter, sending and receiving 193 in-the-moment audio messages, and spending hours together in one-on-one interviews, Ms. Wilson and I developed a strong researcher/teacher relationship. There were moments in the study Ms. Wilson expressed her frustrations with my questions and constant presence, but at the end relayed how having me in her classroom and at the other end of an audio message helped to ease some of the isolation she felt being the only teacher teaching this course at her school.

Insights

As I stated in my reflections, research of this nature is messy. As Kennedy (2015) posited, we need a more nuanced understanding of how teachers incorporate new content into their teaching. And as Hinchman and Appleman (2017) suggested, practice-based research is framework we can use to situated teacher and student learning.

Implications for Research

Practice-based research as a research framework is key for researchers doing work in classrooms with students and teachers. Practice-based research is situated in specific contexts and situates the findings within those same contexts. These approaches can impact how researchers and teachers form collaborations which result in impact on local classrooms and informs research broadly. As researchers, we need to use data collection methods that capture the messiness and nuance of this process. One area of data collection which can add to our methods is the use of communication tools. The main communication tool Ms. Wilson and I used throughout the study was the smartphone application Voxer. Through the use of Voxer we exchanged 193 messages. As we know, classroom teachers' schedules are very busy and they often do not have time to reflect directly after class or write long weekly reflection documents. Using Voxer freed us of the school's scheduling restraints and allowed for reflections and questions whenever there was time.

Implications for Teacher Education

If, as Korthagen's (2008) view of situated learning (Lave & Wenger, 1991) on teacher education suggests, preservice teacher education should be viewed as part of the process of engaging in the social practice of teaching in schools. The theory and content

taught in preservice teacher education is the beginning of the peripheral participation phase Lave and Wenger described as part of situated learning. As teachers transition from first-year teachers to more experienced teachers, research can fill this need by infusing research with professional development through practice-based research frameworks. Using these designs, teacher learning can to continue through school and district level development and support teachers as they move from newcomers to oldtimers and become mentors to new teachers in their schools.

Implications for Professional Development

In the year before the study Ms. Wilson participated in a week-long professional development to help her prepare to teach the course. Ms. Wilson shared how the week-long experience did not provide her with what she actually needed to be able to teach the course. As we know, and as this study indicates, professional development which is situated in teacher's classrooms and provides just-in-time feedback and reflection is important to foster teacher learning and development. Reflecting on the study, Ms. Wilson shared how just "having someone to talk to" was an important feature. Teaching can be an isolating experience and trying to implement something new is difficult. Providing support through professional development is way to assist teachers in this process. Researchers can provide professional development for in-service teachers. Research frameworks like practice-based research situates professional development within the contexts of teachers' schools and classrooms. Using these perspectives, the research community has the opportunity to create meaningful and impactful professional development experiences while also contributing to the research literature on effective professional development practices.

Future Research

There is more work to be done to form a greater understanding of how teachers learn and how they incorporate new knowledge into their classrooms. As a literacy researcher, I believe teachers should incorporate more of a multiliteracies perspective into their teaching identities and in their classrooms. However, to do this, teachers need greater support to learn about and incorporate multiliteracies into their teaching. One way of accomplishing this is through in-service teacher professional development focused on media literacy practices within different content areas.

Ms. Wilson commented on how talking about her thinking, planning, and reflection were all important elements to her in the study. Taking this into consideration, and in an effort to reach more teachers, the development of a professional learning community of teachers could be a way to reflect Ms. Wilson's feedback and provide professional development to multiple teachers. This could be done across content areas or with teachers in the same content area.

Another area of future research incorporates student voice. The openness of using media texts in the classroom could provide avenues for students to explore their own areas of interest. In the future students could conduct their own research on the un- or underrepresentation of minority groups in the media, media images of women and girls, and how the students use social media in their own lives. Additionally, an area of future research could explore how teachers can use media texts to create more equitable literacy opportunities for students. Since media texts are not limited by the canon or limited by a textbook, teachers and students can go beyond what is traditionally presented as

knowledge across content area and explore voices that are often not represented in curriculum.

As a former teacher, when I read research studies and think pieces that end with what teachers *should* do, I often ask myself, "but how?" My experience with Ms. Wilson suggests teachers *want* to incorporate media and other unfamiliar texts. Teachers understand their students should be exposed to multiple forms of communication, whether it is an essay, a blog, an infographic, or podcast—these are all forms communication people use and create every day. However, teachers are at a loss as to how. Instead they attend day-long professional development trainings offered through their school districts with little connection to their actual classroom practice or goals for their students. Pre-service teacher education and in-service master's degree programs may incorporate some of these ideas, but, again, they are often experiences removed from the realities of the classroom. As a research community, we need to support and provide guidance for teachers to be able to address the "how" to my question. So rather than teachers thinking they have to "innovate everything" or their struggles are "a me thing," they have support as they learn, teach, reflect, and grow as professionals.

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APPENDIX A

INITIAL INTERVIEW PROTOCOL

1. What is your own experience reading or interacting with the types of text you plan to teach? (Advertisement, political cartoon, podcast, graphic novel)
2. Which of these have you taught before?
    a. Can you explain why and how you taught these?
3. How much planning have you done so far to teach with any or all of these texts?
4. What resources have you accessed to assist in planning for teaching these texts?
5. Why do you want your students to read/consume these texts? (In terms of the IB curriculum and more?)
6. Do you think approaching the teaching of these texts as different than a novel or play? Please explain.

APPENDIX B

END OF QUARTER INTERVIEW PROTOCOL

1. Please describe teaching each of the different text types used this quarter.
    a. Which did you feel most confident in teaching and which the least? Why?
    b. Which do you think the students engaged with the most?
    c. Which was most difficult to plan for? Were you able to overcome this?
    d. Which was easiest to plan for? Why do you think that is?
2. What, from this quarter, do you plan to continue to use next quarter? Why/why not?
3. How has involvement in the research study impacted your planning and teaching of these texts?
4. What supports help you plan for and teach the new texts?

APPENDIX C

FOLLOW-UP INTERVIEW PROTOCOL

1. At the last interview we had you said you plan to use _____ texts this quarter – do you still think this?
2. Are there any other new types texts you plan to teach this quarter and this school year?
    a. How familiar are you with these in terms of their content and how to teach them?
3. Can you describe your teaching plan for the quarter and which texts you plan to use?
4. What can I do to support your planning and teaching this quarter?

APPENDIX D

FINAL INTERVIEW PROTOCOL

1. Why is teaching multiple types of text important for your class?
2. How is teaching this class different from last year?
3. What, specifically, can you point to as changed from last year?
4. What has stayed the same?
5. What have you learned about the different types of texts you teach in this class?
6. Does your approach to planning and teaching change when teaching texts other than novels or plays?
7. How has your involvement in the research study impacted how you plan and teach multiple types of texts?

APPENDIX E

WEEKLY MEETING INTERVIEW PROTOCOL

Review of current week:

1. This week your teaching focused on _____ learning goals with _____ texts, and in the audio reflections you mentioned_____.
2. You used _____ materials in your class this week, are these different than what you would use to teach a novel or a play? How? Why?

Planning for upcoming week:

3. What are the learning outcomes for your students you are focusing on this week?
4. What texts are you planning on teaching to meet these outcomes?
5. What do you know about the texts?
6. What do you think your students know?
7. What resources have you already located?
8. How do you plan to informally and/or formally determine if your students are meeting the learning outcomes?

APPENDIX F

ORIGINAL AND REVISED ASSERTIONS

Research Question One, Part 1:

What happens when a high school English teacher, Ms. Wilson, learns to teach with and about unfamiliar to her types of texts?

Original Assertions:

1. Teacher utilized multiple outside sources to research and plan to tech with multimodal media texts.
2. Lack of background knowledge/education/content knowledge about media texts means the teacher must teach herself (which requires decisions about to what depth she should teach).
3. For the teacher, planning with media text is overwhelming because there is an unlimited amount of possible texts and resources to use.
4. Student engagement is always a question since for most students this is the first time using materials and assignments about media.
5. Found materials require revision or recreation which Ms. Wilson refers to as "innovating everything."
6. Ms. Wilson goes through various phases of planning to teach with new texts (see Figure L1).

Original Phases of Planning

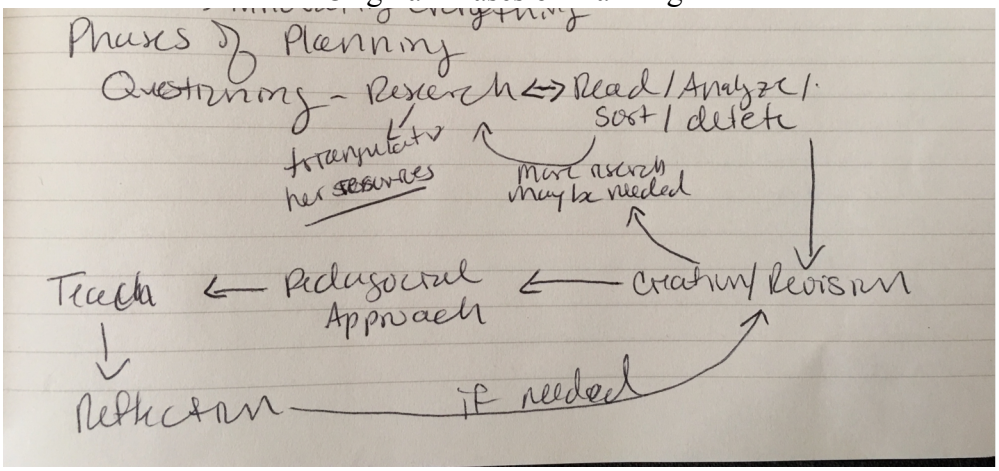


Figure L1. Sketch of phases of planning developed in original assertions.

7. Students topic choices and reactions in class prompt teacher reflection and revision of teaching and planning.
8. Reflection on the previous academic year and other teacher experiences plays a large role in decisions Ms. Wilson makes regarding what materials to use and how to teach them.

Revised Assertions:

3. The process the teacher undergoes from finding material to teaching and reflection is complex and filled with many phases (see Figure L2).

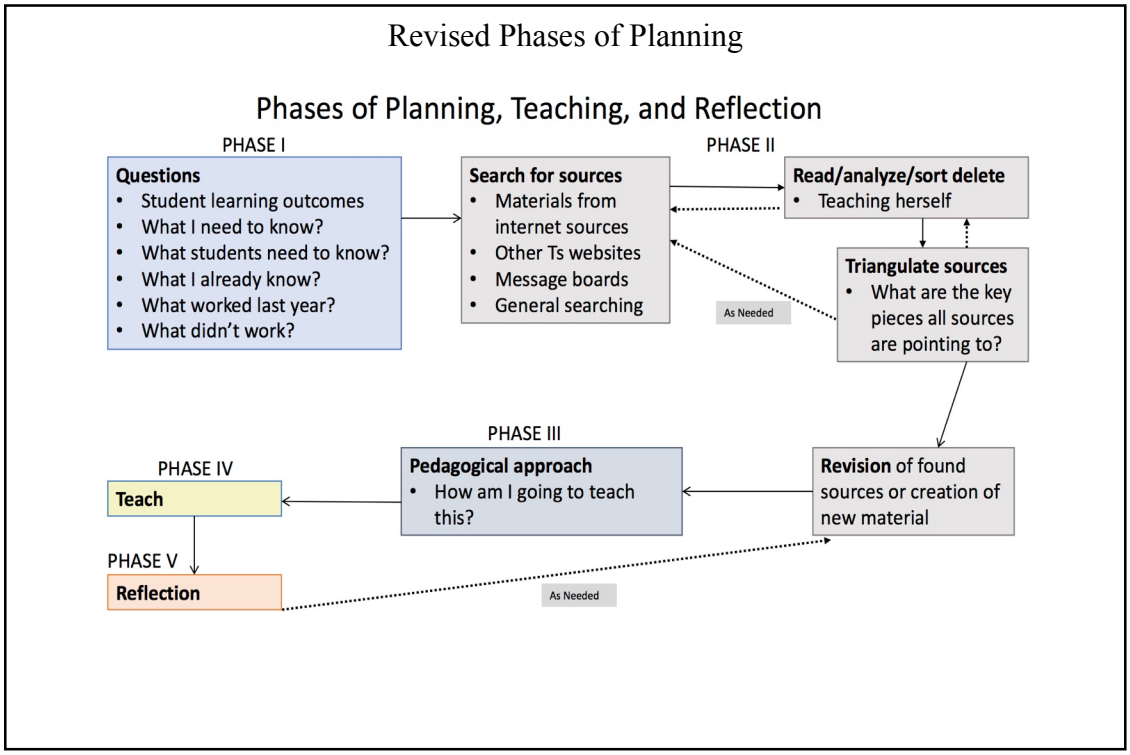


Figure L2. Phases of planning, teaching, learning, and reflection developed after first and second cycles of coding and revising assertions.

4. Teaching and planning with new types of texts poses a variety of challenges in locating texts, determining what to use, and preparing to teach the texts.

Research Question One, Part 2:

What is my role as the researcher/mentor in assisting Ms. Wilson in this process?

Original Assertions:

1. The researcher's role takes many forms in this type of study.
    a. One of providing accountability to develop and think through lesson plans, align lesson plans to desired learning outcomes.
    b. One of a sounding board to talk through ideas.
    c. One of a resource for content knowledge and pedagogical knowledge.

d. One of feedback on how students respond in class to teaching.

e. One of reflective questioner.

Revised Assertions:

1. I, as the researcher, served as a sounding board for Ms. Wilson to talk through her planning and teaching and through dialogue and feedback, the researcher affirms or questions the teacher.
2. The researcher provides content and/or pedagogical knowledge resources related to teaching with media texts.
3. The communication tools provide a space for immediate and on-going teacher reflection.
4. The commitment to participating in the research study provided a sense of accountability for Ms. Wilson in her planning and teaching.

Final Revision to two assertions:

1. The process the teacher underwent from finding material to teaching and reflection was complex and filled with many phases and challenges.
2. I, as the researcher/mentor, served as a sounding board and resource for Ms. Wilson, the teacher/learner, throughout her process of learning about, teaching with, and reflecting on unfamiliar texts.

APPENDIX G

LIST OF FIRST CYCLE CODES

Research Question One First Cycle Coding Codes

Code	Description	References
Appropriateness of Material	Because the teacher is using media texts she is aware and conscious of the political nature and language used in the types of media texts she brings in. This might relate to political or religious affiliation or swearing or discussions about race that students and their parents might be uncomfortable with.	2
Assumptions of Students	Teacher's assumptions of what students know and what texts/media they interact with	12
Background Knowledge	References to teacher's own educational experiences, teaching experiences, and others which provide content knowledge to teaching with mass media.	12
Creation	Creating new materials to use with the class. This also encompasses combining other resources to something new. Particularly in posting materials in Google Classroom.	7
Depth	Questions of how deep into material to get. Either in AW's own learning of the content or in her teaching	3
don't know if I'm smart enough	In Vivo	1
down this rabbit hole	In Vivo	1
Engagement	Instances of students' level of engagement or a texts' level of engagement for students.	35
feels so much more foreign	In Vivo	1
for different purposes	In Vivo	1
I don't have a degree in this	In Vivo	1
I don't know	In Vivo	2
I don't really get it enough to teach it	In Vivo	1
I feel good knowing where we're going	In Vivo	1
I feel pressure	In Vivo	1
I have nothing to show for it	In Vivo	1

I have to do it all.	In Vivo	1
I just don't get it	In Vivo	1
I want it more balanced	In Vivo	1
I was taking notes on everything I was asking them to take notes on	In Vivo	1
I'm always researching	In Vivo	1
I'm kind of learning as I go, how much help they need	In Vivo	1
I'm sure always going to be tweaking how I'm going to run it	In Vivo	1
I've taught all of the novels before and this is all new	In Vivo	1
It's constant, I'm never not thinking abou	In Vivo	1
It's just really time consuming	In Vivo	1
Learning from Students	Times where the teacher either learns something new from her students or the questions and ideas students have spark an interest in the teacher.	13
Learning Outcomes	How the teacher describes what she wants her students to know and do as a result of this unit/study into language and mass communication	22
like we're supposed to	In Vivo	1
modifying it so it's a little less intimidating	In Vivo	1
my other classes	In Vivo	1

Negative Self-Talk		6
Next Year	How AW may change materials and approaches the next time she teaches this class (next year).	1
no one to work with	In Vivo	1
not for what, what you're supposed to	In Vivo	1
Other Teachers	What other teachers who teach this course may do. Usually this is an instance where AW is comparing what she's doing to what they do.	15
Outside Sources	Teacher using resources outside of the materials she already has available to her at school.	48
Research	Research required by the teacher to find materials and determine what to teach.	23
Finding Resources	Having trouble finding resources to use in class or make choices about what resources to use. Related to research.	1
Revision	When teacher needs to revise, recreate, remix found material.	29
Overwhelmed	Occasions when the workload and demands of teaching new content seems to be too much.	4
Personality	When the teacher talks about how she plans or teaches but in a way that it is specific to what she does and is different from other teachers may or may not do.	1
Planning	How the teacher plans and prepares to teach	58
Content	What content AW wants her students to interact with. How she finds new content.	1
Timing	Because there is so much possible material to cover there is the possibility of taking too little time with many pieces versus taking too much time with fewer pieces.	6
Prior Experience		34
Purpose	When AW talks about how she wants the assignments students do in an out of class matter to them and matter to their learning.	2
Reflection	Points of reflection on specific lessons, on planning, or teaching the previous year or other classes.	15
Student Learning	When AW talks about what students are or are not learning related to what she is teaching. If they are "getting it"	12

Teaching Herself	The work the teacher needs to do to be able to teach with and about the media texts in her class.	14
The skill set is always the same	In Vivo	1
There's just so much	In Vivo	1
They need to think critically	In Vivo	1
this is a lot more work	In Vivo	1
trying to innovate everything	In Vivo	1
Uncertainty	The sense of uncomfortable-ness of the unknown when teaching with new texts.	23
upload this like Matrix style	In Vivo	1
Work Load	When AW discusses the amount of time it takes to plan for this class, particularly in comparison to classes she's taught before or using types of materials she's used before.	10

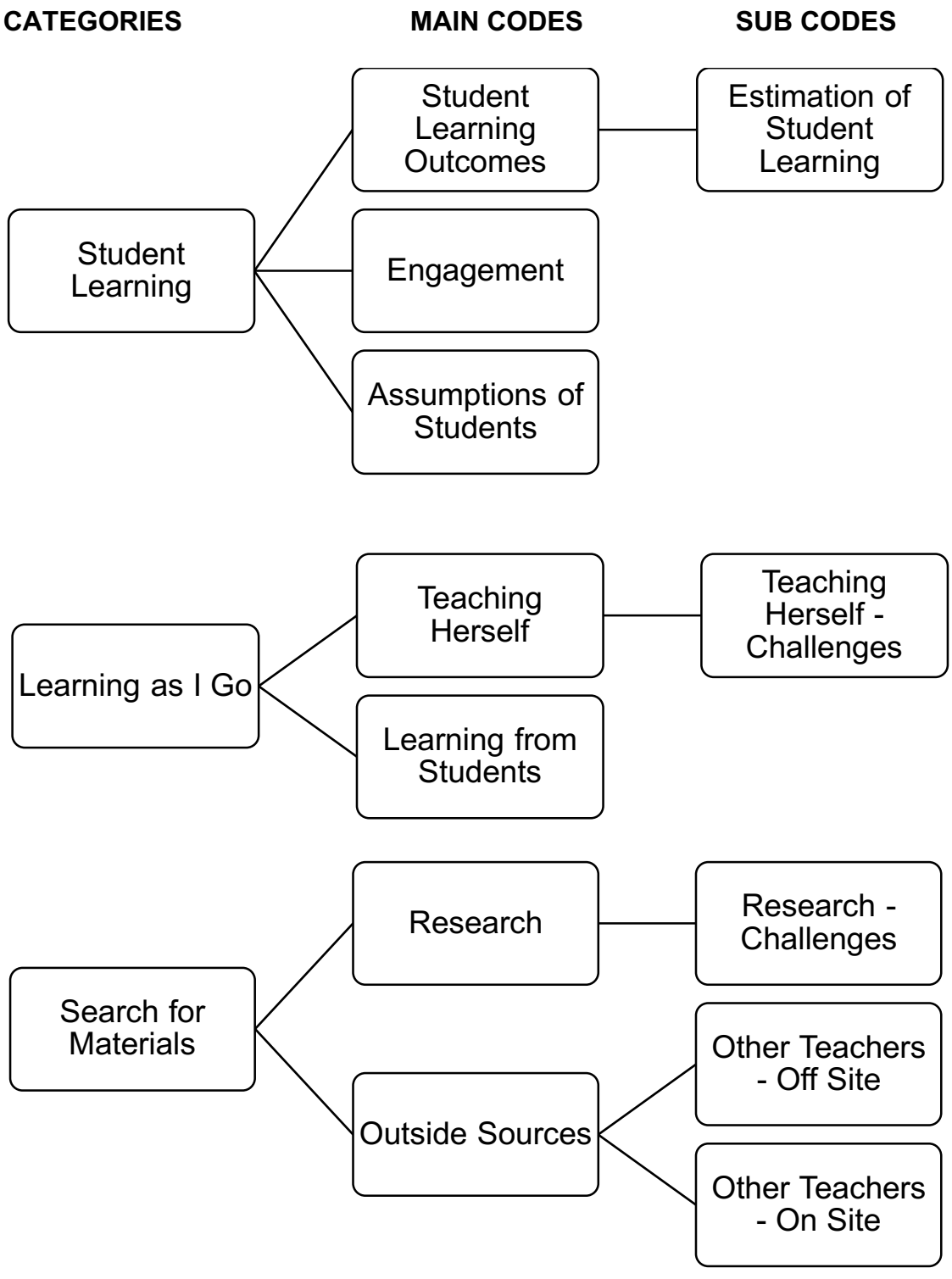
Sub-question First Cycle Coding Codes

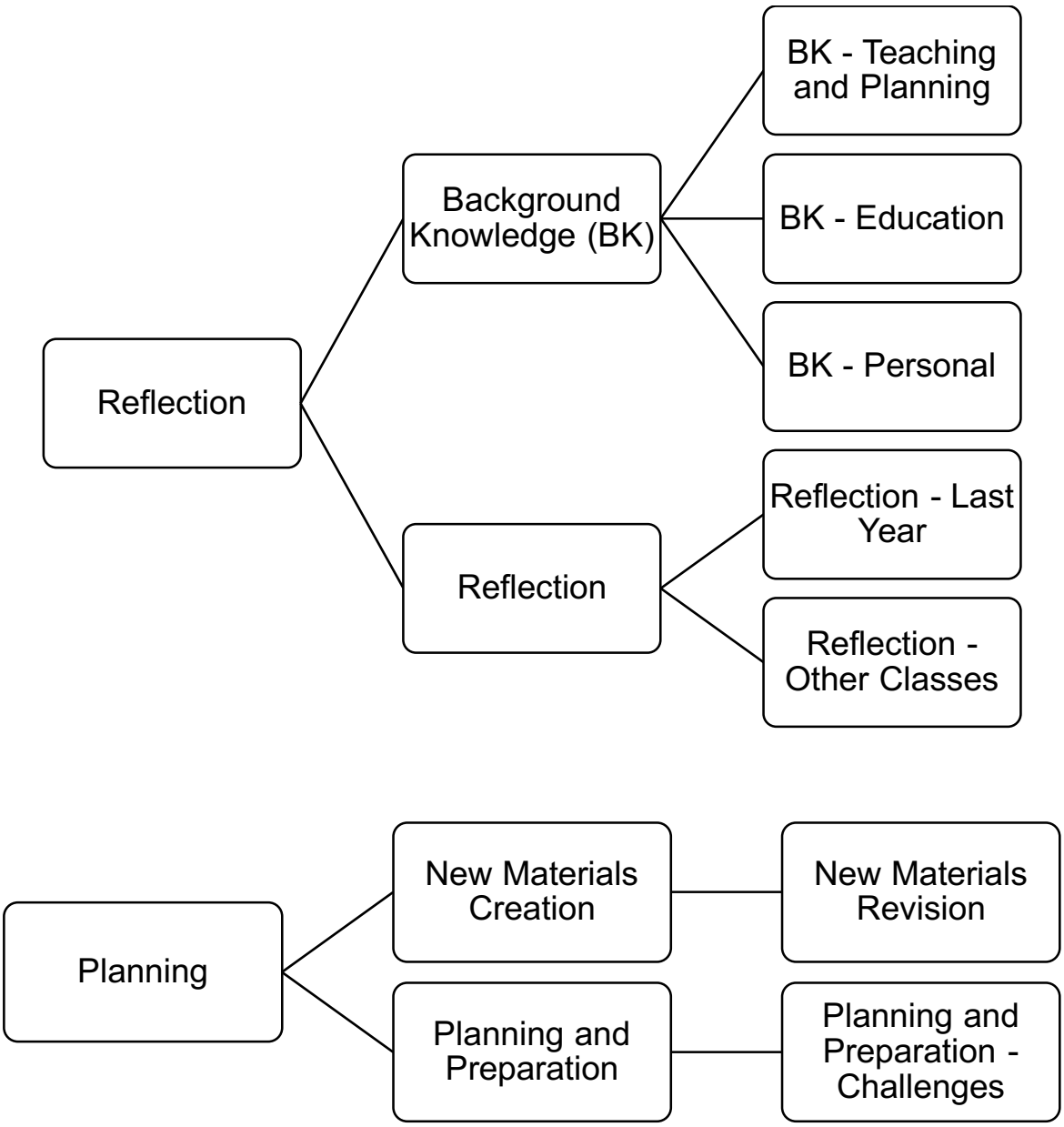
Code	Description	References
Accountability	Part of the researcher's role is providing accountability to develop and think through lesson plans. Align lesson plans to desired learning outcomes.	8
Affirmation	Researcher providing affirmation for the teacher's ideas and plans. "That's a good idea"	8
CK PK Resource	Part of the researcher role is serving as a resource for content knowledge and pedagogical knowledge particularly related to teaching with media texts	17
Feedback on Instruction	Part of the researcher role is providing feedback to how students respond in class.	2
I was accountable	In Vivo	1
Let me know what you think	In Vivo	1
Process is helpful	In Vivo	1
Reflective Questioner	Part of the researcher role is to serve as a reflective questioner who prompts the teacher to reflect on her	2

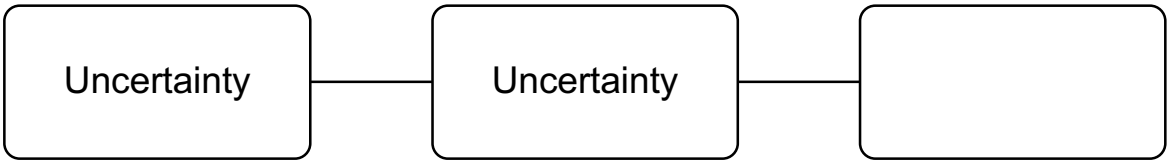
	teaching and own learning as part of the research process.	
Sounding Board Other	Part of the researcher role is serving as a sounding board for the teacher in areas other than talking through teaching ideas and planning.	2
Sounding Board Planning	Part of the researcher's role is being a sounding board for the teacher as she thinks through her ideas and plans to teach her class.	13
Teacher Reflection	Points where the teacher is reflective on the process of the research study	8
Teacher Request	Teacher requesting feedback/response on her planning and thinking	1
Teacher Take Up	Times when the teacher takes up researcher suggestions either in planning or teaching. This may mean fully carrying the idea out into instruction and practice, or simply consideration of the idea in conversation.	7

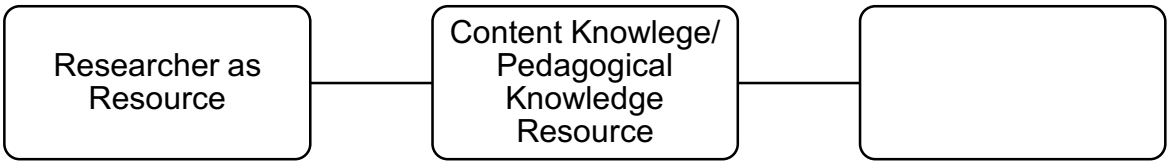
APPENDIX H

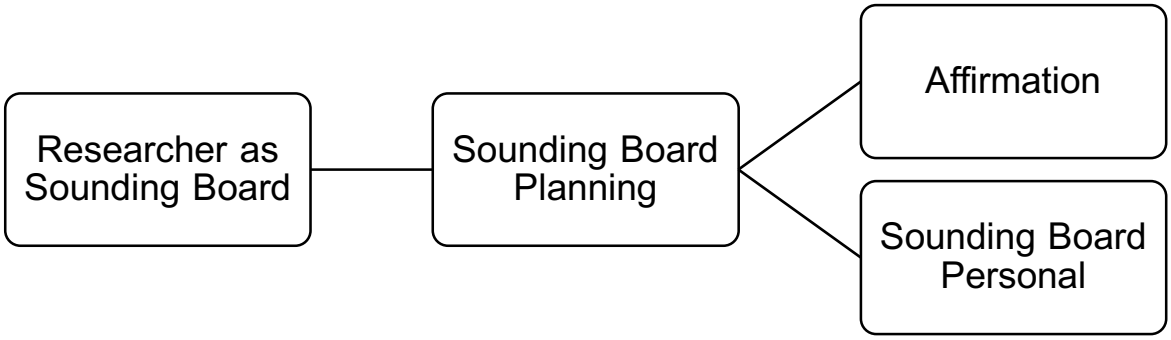
CATEGORIES TO CODES AND SUBCODES

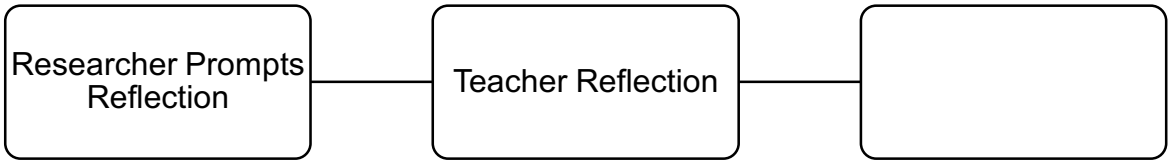

CATEGORIES
MAIN CODES
SUB CODES
Student Learning
Student Learning Outcomes
Estimation of Student Learning
Engagement
Assumptions of Students
Learning as I Go
Teaching Herself
Teaching Herself - Challenges
Learning from Students
Search for Materials
Research
Research - Challenges
Outside Sources
Other Teachers - Off Site
Other Teachers - On Site

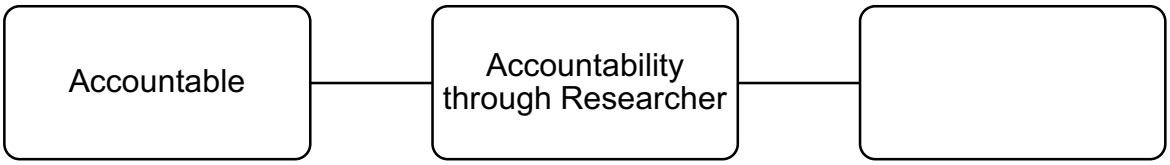

Reflection
Background Knowledge (BK)
BK - Teaching and Planning
BK - Education
BK - Personal
Reflection
Reflection - Last Year
Reflection - Other Classes
Planning
New Materials Creation
New Materials Revision
Planning and Preparation
Planning and Preparation - Challenges

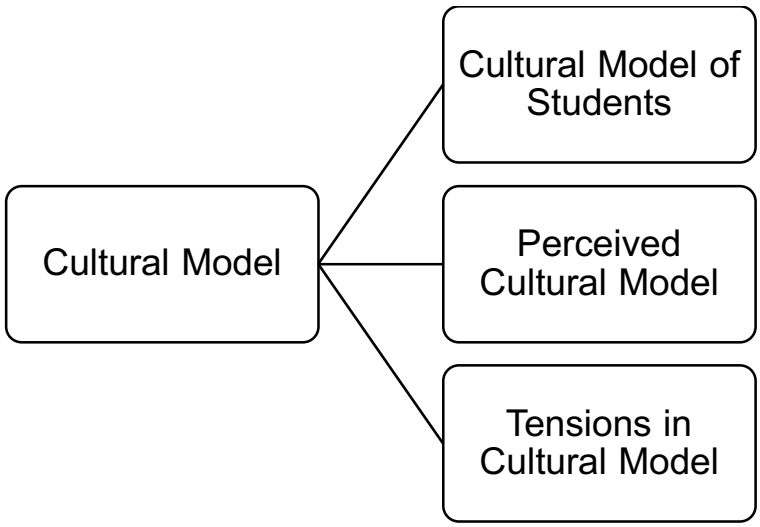

Uncertainty
Uncertainty


Researcher as Resource
Content Knowlege/ Pedagogical Knowledge Resource


Researcher as Sounding Board
Sounding Board Planning
Affirmation
Sounding Board Personal


Researcher Prompts Reflection
Teacher Reflection


Accountable
Accountability through Researcher


Cultural Model
Cultural Model of Students
Perceived Cultural Model
Tensions in Cultural Model

APPENDIX I

BUILDING TASKS FOR DISCOURSE ANALYSIS

Building Task	Purpose	Questions
Building Task 1	Significance	How are situated meanings, social languages, figured worlds, intertextuality, Discourses, and Conversations being used to build relevance or significance for things and people in context?
Building Task 2	Practices (Activities)	How are situated meanings, social languages, figured worlds, intertextuality, Discourses, and Conversations being used to enact a practice (activity) or practices (activities) in context?
Building Task 3	Identities	How are situated meanings, social languages, figured worlds, intertextuality, Discourses, and Conversations being used to enact and depict identities (socially significant "kinds of people")?
Building Task 4	Relationships	How are situated meanings, social languages, figured worlds, intertextuality, Discourses, and Conversations being used to build and sustain (or change or destroy) social relationships?
Building Task 5	Politics	How are situated meanings, social languages, figured worlds, intertextuality, Discourses, and Conversations being used to create, distribute, or withhold social goods or to construe particular distributions of social goods as "good" or "acceptable" or not?

Building Task 6	Connections	How are situated meanings, social languages, figured worlds, intertextuality, Discourses, and Conversations being used to make things and people connected or relevant to each other or irrelevant to or disconnected from each other?
Building Task 7	Sign Systems and Knowledge	How are situated meanings, social languages, figured worlds, intertextuality, Discourses, and Conversations being used to privilege or disprivilege different sign systems (language, social languages, other sorts of symbol systems) and way of knowing?

APPENDIX J

DIRECTIONS AND QUESTIONS FOR DISCOURSE ANALYSIS TOOLS

Tool #2: The Making Strange Tool (Gee, 2014b, p. 199)

Direction	Questions
For any communication, try to act as if you are an "outsider."	What would someone find strange here (unclear, confusing, worth questioning) if that person did not share the knowledge and assumptions and make the inferences that render the communications so natural and taken-for-granted by insiders?

Tool #26 The Figured World Tool (Gee, 2014b, p. 204)

Direction	Questions
For any communication, ask what typical stories or figured worlds the words and phrases of the communication are assuming and inviting listeners to assume.	What participants, activities, ways of interacting, forms of language, people, objects, environments, and institutions, as well as values, are in these figured worlds?

Tool #27 The Big "D" Discourse Tool (Gee, 2014b, p. 204)

Direction	Questions
For any communication, ask how the person is using language, as well as ways of acting, interacting, believing, valuing, dressing, and using various objects, tools, and technologies in certain sorts of environments to enact a specific socially recognizable identity and engage in one or more socially recognizable activities.	Even if all you have for data is language, ask what Discourse is this language part of, that is, what kind of person (what identity) is this speaker or writer seeking to enact or get recognized. What sorts of actions, interactions, values, beliefs, and objects, tools, technologies, and environments are associated with this sort of language within a particular Discourse?