Praxis in the Trenches: A self-study of feminist assessment of student learning in online education

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Abstract

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This dissertation is a self-study of the development and use of a feminist assessment assignment of student learning in online learning in higher education. This paper opens with an overview of current state online education and situates this project's timing in the surging growth of online post-secondary education (Allen & Seaman, 2017). Feminist pedagogy played an important role both in the development of the research question, as well having overarching influence on the project's implementation and theoretical framework. Typically, personal teaching practices are informed by broader pedagogic perspectives and the feminist pedagogic values and characteristics which inform my teaching within the online environment are discussed to provide the reader with deeper insight to these critical influences. This project sought to answer the question: how can I embody feminist teaching within the online environment to be a better

teacher? To investigate this I focused my attention on one source of tension within the online environment – assessment, and as a result the post-course reflection [PCRv1.0] assignment was created during the fall of 2014. Using LaBoskey's (2004) self-study methodology framework, this project traces the development of PCRv1.0, its use, and subsequent revisions PCRv2.0 (winter 2016) and PCRv2.1 (fall 2018). The results of the self-study showed that students responded positively to the final assignment which asked them to incorporate their personal experience into self-reflexive evaluation of their learning process within the online course. Revisions, made between the first and last iterations of the PCR studied here, brought significant clarity to the goals of the assignment. Specifically, through aligning the assignments goals more deliberately with the feminist pedagogic principles as identified in the theoretical framework, such as decentralizing teacher as sole authority, valuing student experience, and teaching as midwife. Perhaps most critically, the assignment and this project both serve to challenge traditional pedagogic norms – a central tenet of feminist pedagogy (Schoeman, 2015). While the primary purpose was to improve my teaching practices, in line with self-study methodology this project seeks to engage the reader in conversations regarding feminist teaching practices within the online teaching environment, as well as having implications for the broader online learning and feminist teaching communities.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

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INTRODUCTION

"Is it really possible to do online teaching in a way that remains true to the values of feminist pedagogy?" (Bailey, 2017, p. 253)

Just like my own – albeit perhaps now challenged – views of the academy, higher education frequently invokes imagery of century old buildings, architecturally notable libraries and expansive campuses where seas of students flow between buildings. For decades upon decades, attending college/university for the vast majority of students, meant physically attending classes on a college campus. Specifically, this meant that the place of education or to be "in" college meant to have a physical presence inside lecture halls, seminar rooms, labs and faculty offices. The often literal brick-and-mortar buildings were the spaces in which "formal" education occurred, where knowledge was poured from the greater knowers into the empty waiting student receptacles (Freire, 1993). Assuming a student did get accepted, there are many life situations – such as caring for dependents, having to work full- or part-time, as well as residence in proximity to a university – that can become barriers to attaining a college degree, either through an inability to attend in the first place or having to quit school when life events occur which can make attending courses on a physical campus impossible.

Feminist studies came on the scenes within higher education during the late 1970s and early 1980s. Following the momentum of the women's rights movement, many universities began including small Women's Studies departments (Mitcho, 2016). While these departments remained allocated to the margins of the academic landscape for many years, feminist researchers introduced transformative scholarship into the academy and feminist teachers were seeking interventions in traditional pedagogical notions. Feminist pedagogy would be "officially" established in the late 1980s (Bricker-Jenkins & Hooyman, 1986; Shrewsbury, 1987), and saw influences from key concepts, such as Sandra Harding's (1989) standpoint theory, Kimberle

Crenshaw's (1991) intersectionality theory, and bell hooks' (1994) engaged pedagogy. This, in conjunction with countless other contributions, would change how feminist teaching was occurring within the traditional brick-and-mortar classroom.

The ivory tower and its surroundings still obstinately exist in higher education but the horizon is rapidly changing with the inclusion of online learning to the educational landscape. No longer relegated to just the physical spaces located on campus, the online virtual classroom has provided access to and expansion of higher education. Similarly, feminist pedagogy and feminist methodologies have pushed from the margins of the academy to becoming more openly accepted among progressive educational institutions (Bailey, 2017). As with anything which changes or even just advances century old traditions, with the new comes many positives, but also negatives; with advantages, there are also challenges. With increased student loan debt, decreases in tenure-track positions, university closures and admission scandals being just among the many issues facing higher education today, online learning continues to see increases in student enrollment making it a critical site for teachers to investigate their practices. Further, with online education continuing to increase (Allen & Seaman, 2017) being able to teach online courses is becoming a more commonly sought after qualification for job applicants (Bailey, 2017).

Having experience as an online educator is viewed, at times, simultaneously as a positive and a suspicious qualification, depending on the hiring committee members' or institutions' attitude towards online education. Likewise, the general public's reactions to online education are also largely skeptical at best (Bailey, 2017). In both cases, disclosing that one is an online teacher can feel wrought with a need to be ready to defend its value. As an online educator, I have experienced this often and immediately after stating, "I teach online." This simple sentence carries an incredible amount of weighted value about my teaching and the value of that teaching. "Is that really even teaching?" "Must be nice to just sit at home in your pajamas all day." "Do students really learn anything in online classes?" typify general commentary about the world on

online education. At times it is just the most simple, but clearly skeptical “oh” that is the most disheartening.

I have a conflicted relationship with online education. I see many positive reasons behind teaching online. Expanding access, providing opportunities for students who may have disabilities which make the F2F class wrought with challenges, and the flexibility allotted to single-parents, working and veteran status students are all documented advantages of online education (Bailey, 2017; Chick & Hassel, 2009). And I am deeply passionate about improving my teaching practices in this space. However, it has at times been challenging to not argue against the suspicion of online education – albeit, I wager, for different reasons than what others might assume. I struggle at times to support online education, particularly that which is offered through Learning Management Systems, specifically because I am a feminist teacher. Thus, it is not because I believe online education inherently lacks value but rather that my experience, which is the focus of this project, has demonstrated aspects of online education which fundamentally challenge and run contradictory to (my) feminist pedagogy. As Chick and Hassel (2009) note:

> …as the common ‘delivery’ metaphor for online learning illustrates: the textbook and the instructor deliver information to them [the students] in lectures and assigned readings, then the students deliver information back to the instructor through an exam or essay, and then the instructor delivers a grade to them. Then it starts over again (p. 202).

While teaching in the online environment shares similar aspects to the face-to-face nature of traditional instruction, this is not always a good thing. As a feminist teacher, the online environment has presented particular challenges in terms of practicing my pedagogy. The way in which instruction occurs within the online environment is worthy of investigation and consideration for feminist educators who are or may be considering teaching online. Bailey (2017) noted that “despite the fact there seems to be a healthy mix of apparent advantages and challenges associated with online feminist teaching, I find that many actual and potential online feminist teachers have serious reservations about it” (p. 255). These concerns predominately

focused on forging meaningful connections through classroom discussions, creating and maintaining a meaningful sense of ownership of and engagement with the course itself, and incorporating personal or experience based discussions (p. 255 – 257).

I am deeply committed to my students. I am deeply committed to an engaged feminist teaching which seeks to authentically engage my students not only in the learning process, but as evaluators of their own knowledge and process of learning. However, the online environment in which I found myself teaching – particularly during the first few years that I was independently teaching – produced serious tensions for me as a feminist teacher. The instructor-centric functionality of the learning management systems, which predominate online learning within higher education (Kipp, 2018), required adaptation and creativity in my teaching methods in order to address the traditional content "delivery" and conventional forms of assessment typified in online education (Chick & Hassel, 2009; Martin & Noakes, 2016). This ultimately became the focus for this dissertation.

This project is a self-study of feminist teaching within online education, specifically this project looks at an assessment method which I created using feminist pedagogic aims as the basis for the assessment for use within the exclusively or fully online course. Because this project is interdisciplinary and bridges multiple discourses, the primary aim of the first chapters is to provide background for the reader. The first chapter, Ch. 1 – Online Education, provides an overview of the history of distance education, as well as the current status of online education within the US and WA state, where the self-study took place. The second chapter, Ch. 2 – Feminist Pedagogy, has three purposes. First, it provides a brief history of feminist pedagogy from its inception during the 1980s. Second, because feminist pedagogy is about teaching praxis, the theory and the practice, it was critical to provide the key influences which inform my personal teaching practices within the online spaces, as they apply more directly to this project. But what happens when you find yourself in an environment where your teaching philosophy is challenged and there is little information to help you navigate your way out of the void – what I

began calling “praxis from the trenches”. Briefly discussing the gap, this final section of the second chapter provides discussion of the limited literature on the situational context of this self-study – online feminist pedagogy. The third chapter, Ch. 3 – Self-Study Methodology, provides the framework for the research. While this project did not begin with the self-study methodology framework language, it was a self-study research project from its origins, as will be demonstrated. Further, self-study methodology was selected because of its focus on teaching practices, as well as its support of feminist teaching, methods, and methodologies. Further, while there are methodological frameworks for self-study research (LaBoskey, 2004; Samaras, 2011), part of what makes self-study research appealing as a feminist researcher is the flexibility in the ways in which it may be conducted, including the different methodologies and methods in which it may employ (Pinnegar & Hamilton, 2009; Ritter, 2017). The fourth chapter, Ch. 4 – The Post-Course Reflection: A Self-Study of Feminist Assessment, documents the research process of the self-study from its origins back in the fall of 2014 through its final iteration for this project in the fall of 2018. This chapter provides the results of the study tracking the shifts made to the assignment over the years. I provide a detailed account of the changes that were made to the assignment, including why the changes were made and reflection about how those changes impacted student outcomes. Included in this chapter are examples of the PCR assignment, excerpts from student submissions and key influences which impacted changes in the post-course reflection assignment over the course of the four years of this study. Finally, the last chapter, Ch. 5 – Final Thoughts and Considerations, is a final evaluation of my experience using feminist pedagogy within the online classroom. Through a final reflection the PCR is assessed and compared to critical feminist pedagogic values. I provide my grading rubrics and open room for discussion about feminist assessment methods. The assignment, the self-study process and the future are discussed including concerns for feminist teachers as online education continues to develop in higher education and directions for further research. Limitations are also noted in this final chapter.

Of final note, this project contains many narratives of my experience mixed within this project from start to finish, intro to conclusion. These stories are not applied in a strictly linear fashion, nor are they necessarily placed in specific locations or patterns. I have used a mix of methods – interviews, self-study, journaling and autoethnography. These choices were made deliberately and some were made as explicitly feminist. By "pushing the boundaries of conventional academic writing" (Coia & Taylor, 2013, p. 12), affirms this work as feminist and puts it in conversation with and alongside other feminist self-study scholars who have engaged in this methodology as a way to help challenge "lingering, dominant views of what it means to provide evidence of one's competence" (Fritzgerald, Farstad, & Deemer, 2002, p. 214).

TEACHING REFLECTION JOURNAL (3/15/19):
This project started as a result of beginning to teach online for Central Washington University during my second year as a PhD student and culminates as I finish this dissertation nearly six years later. My teaching experience prior to starting at CWU was only two quarters as a TA in the Gender, Women and Sexuality studies Ph.D. program for which I am writing this dissertation. I had never even heard the term pedagogy until my second quarter in the PhD program. My introduction to the theory of teaching and learning was feminist from the beginning, and it was not until I began talking about pedagogy with others that I truly did understand the influence that feminism has had on the higher education system.

One of the problems, however, that I would soon discover is that while I kept hearing the term feminist pedagogy – I quickly realized that I did not know what exactly feminist pedagogy was. I knew somehow I was a part of it, and that I surely must be doing it by teaching successfully within our department, but I did not know how to define it or differentiate it from just "pedagogy". In the winter of 2014, I took a course in the Philosophy of Education. In this course I got to survey the educational canon – Socrates, Plato, Dewey, and Jefferson. I was introduced to Friere's *Pedagogy of the Oppressed* and hooks's *Pedagogy of Teaching*. I found a lot of my teaching practices and beliefs within these texts. Things that I did without even being aware that they were emancipatory or feminist practices. I highlighted sections of these texts, talked with my peers and mentors about their meaning and more importantly how these practices translated in our classrooms.

I took many classes from the college of education, still seeking a way to describe what it was I was doing in the classroom. While I had found some identification with Freire' and hooks' works, and I liked a lot about what I was learning from my feminist teaching mentors, I found myself still feeling like these theories and practices were missing something. It would take numerous years - including becoming "well known" for the quality and success of my online teaching despite what I perceived as a lack of experience – before I would realize that I was doing something different.

THE DISCIPLINARY DIVIDE

One of the primary issues that I have run into within my time in higher education – going on 10 years as this project is being completed – is that despite the discussions, and in some cases demand, for interdisciplinary education there is little to no practical communication between the disciplines regarding pedagogic practices – on the ground level. Sure, we offer classes on teaching in our disciplines, but those are often theoretical and for our first years in graduate school – if they are offered at all. But how do we learn what works and what does not in our classrooms? We may be experts in our fields of study, but are we experts in teaching? How do we learn to teach and how do we know how we teach is working?

> *It's my first day of teaching. I was one of the lucky ones, I got offered funding with a TA position in pursuit of my Ph.D. I was considered someone with at least some classroom experience, as I had presented for friends and mentors in their college classes. But I had never been left solely in charge of leading a class full of students, let alone three classes of 25 students. Sure, it was a "quiz section". Something seemingly easy enough. But they would all be looking at me. I would be standing in front of the classroom, no longer the eager student in the front row. I would be responsible for facilitating the conversations, not just jumping in once every couple weeks to show I was participating. How was I supposed to start the class? What was I supposed to do for an hour? What happens if I froze and couldn't remember my name? What happens if they all just look at me, questioning my ability to lead them for the next ten weeks? What happens if…. What happens if?*
>
> *It was ten minutes before my first class. I was in the bathroom, nauseous, trying to take deep breaths to keep from vomiting. I was practicing my lines over and over. "Hello everyone. My name is Tylir McKenzie and I am your teacher… no quiz section leader this quarter." It sounded so… official when my voice wasn't shaking. Not only did I survive my first section, but following each consecutive section I felt better and better. It had hardly been as scary as I thought it would be. It was almost dare I say it, fun. Little did I know, the teaching seed had been planted. I had found my passion. It wasn't the course I was teaching, it was the teaching itself.*

There are likely many who enter graduate school knowing that they want to be teachers – I was not one of them. I did not know exactly what I wanted to do with a PhD, but I was not convinced it was teaching. I was teaching a topic I knew very little about, in fact, I was learning it a week before they were in order to teach it to them. And to make matters worse, I had never been trained to be a teacher. So I there I was doing a job that I believed I was not qualified to do. I would later learn that what I had was what nearly every graduate student who has been thrown into the flames has felt – that I was an imposter. I was not a teacher. I had no idea what I was doing. But being a perfectionist obsessed with processes drove me to want to be a better teacher. But how was I supposed to learn to be a better teacher? Who was supposed to teach me?

EXPERIENCE IS THE GREATEST TEACHER

There is a difference when you go off to teach a class independently on your own. As a Teaching Assistant, there is always some aspect of a safety net. In general, at least in our department, graduate students serve as a teaching assistant under a professor. The

professor usually sets the reading choices, writes the syllabi, and determines – at least generally – how the teaching assistant lead discussion sections should go. While they may determine what activities and assignments should be covered during these sections, how one goes about doing that – the actual process of teaching – is left for each individual teaching assistant to figure out.

It was not long before I ran into what I perceived to be a failure in teaching. I had three sections and the second section was just silent. I had figured out that I was pretty good so long as I had students engaging with me in discussion and answering the questions I posed. But this second section, I would ask a question and have over 20 students just sit silent. There I would be, standing at the front of the class, struggling to engage them, unsure if they were not understanding me or uninterested, either way I was sure I was doing something wrong. The course that quarter luckily enough had a well-seasoned teaching assistant as the lead TA. Desperate to know what I was doing wrong, I asked her if she could come observe my teaching.

My lead TA came and observed my class, and at the end told me that she wanted to meet with me to discuss her observations. I knew there was something that I had to be doing wrong, I was sure of it. Which now I find rather funny since if I did not know what I was doing – or so I believe – how could I know I was doing it wrong. We met and the very first thing she asked me was if I had any teaching experience. To which I answered I had not. She stated that I was a natural teacher, clearly comfortable in the classroom, excited, engaged and encouraging. But why will they not talk, I wanted to know. Well, she said, you sort of run your classroom like a debate. She said I challenged my students to support their statements, pushing them to consider how they came about the information. She explained that this was not a failure in teaching, in fact she had been trying to get her students to do that for six years, but that my intensity – my desire for them to challenge and engage – might be intimidating for some students, particularly for those from other cultures where challenging authority was considered disrespectful. From that day, I have not forgotten what she told me – in fact, I tell all my classes about this experience at the beginning of the quarter. And I have learned through experience how to support my students through the process – achieving the same desired outcome, but enabling even the shyest of students to feel supported. But more importantly, I learned that feedback about my teaching is one of the greatest tools I have as a teacher.

THIS STORY MATTERS, <u>BUT</u> IT'S NOT THE ONLY ONE….

The environment mattered and I knew it, but I couldn't put my finger on it at the beginning. There was something that was a problem with teaching online and I could feel it, but I couldn't seem to articulate it. In part because I was still not sure I could possibly be right about anything. It's disturbing to me now just how wrong and unsure I have grown up believing I am and been taught to be most of my life. As a child, as a woman, and as a scholar. But this experience I was having, followed by project, this is my voice. This is my moment to say, I have something important for you to listen to and I have evidence to back it up. So this was an experiment, an assignment I created. I tested it out, over and over again. I have evaluated it myself, I have refined it many time over. I have gotten feedback from students and colleagues, known and unknown. I want to share it because I really want to make things better for students and it seems to work. I want to collaborate with my colleagues and be better teachers for our students, for each other, for the world. Now I put it out there to be evaluated and tested, used and refined. This is just one method, one application. This is not meant to be all to end all. Just as I

tell my students on the first day of class – I am not here to tell you all the answers, I don't stand here and pretend to know them all or even be the definitive knower of one answer, I am just here to share what I have learned through my experience and hopefully learn with you along the way too.

Chapter 1. AN INTRODUCTION TO ONLINE EDUCATION

Online education has become a major factor in higher education with millions of students taking online courses each year (Allen & Seaman, 2017; Hendricks & Bailey, 2016). While enrollment in face-to-face courses is decreasing, online programs continue to see increases in overall enrollments (Allen & Seaman, 2017). But online education has its critics. In my personal experience, echoed by others as well, online education is typically viewed in less than positive light (Bailey, 2017). With online courses often described as “less than” and “easier than” traditional classes being an online teacher is fraught with challenges. These challenges and the feedback that I have received from students over the course of the past eight years suggesting they wanted more of whatever it was that I did to combat these challenges are what compelled me to begin this project.

Online courses are often critiqued for not having the same academic rigor as face-to-face courses. As an instructor, I support the legitimacy in some of such claims. For example, if I am giving an exam within the traditional brick-and-mortar classroom and I can instruct my students to put all of their materials under their desks, with nothing but their pencils and exams books on the desks and I can monitor their compliance. But, in the online situation, there is no such instructor monitoring. When an online student can have their books, notes, and internet all available to them when taking a traditional multiple choice type test online, the rigor attributed to unassisted testing is challenged. While this definition of academic rigor has been challenged in the academy by feminist pedagogists for quite some time as will be discussed further in the next chapter, many academicians continue to view students’ ability to respond to test questions without assistance as a major consideration in evaluations of course rigor. I believe that standardized testing may be useful and in some discourses perhaps necessary, but is not the only evaluation method available to instructors and certainly not from a feminist perspective.

In spite of their critics, online courses have become a major factor in higher education (Hendricks & Bailey, 2016). However, the definition of online education varies greatly both within literature and among students and instructors alike. While the general concept of online education may be familiar to many, most have little understanding of the pedagogy and practice of teaching online. Tracing the history of online education has proved challenging because definitions and aspects of "online learning" or "online education" varied greatly between sources. To complicate matters even further, like most computing technology, online education within higher education has developed significantly from its origination over 30 years ago. The purpose of this chapter is to provide a history and rich description of the context in which my self-study of feminist pedagogic principles was conducted.

A Brief History of Computer Assisted Education

Like many things connected to the digital revolution, identifying the exact point of origin of online education can be difficult. Online education has its roots in what was called "distance learning". The history of online learning can be broken down into two eras: before and after the introduction of online technologies. Learning outside the structured F2F classroom of built environment of the university was often referred to by such labels as correspondence courses, extension courses, extended studies, home study, continuing education, self-paced studies, independent studies and distance learning. Once online technology was added the terms used to describe distance education included labels such as cyber education, virtual education, technology-supported education, hybrid education, distributed learning, e-learning, web-based education, and of course, online education (Keairns, 2003).

The origin of college-level correspondence courses with in the US can be traced back to the 1800s at the University of Chicago (AECT, 2001; Simonson, Smaldino, & Zvacek, 2015). Students and teacher located apart from one another exchanged information via postal or

"snail" mail (Simonson, et al., 2015). The technological advancements of the late 1800s and early 1900s increased the capacity to communicate at a distance with the invention of the telephone and, later, radio, television, and computers. Unsurprisingly, the advancement of computation machines occurred largely in part due to their military potential. The first fully electronic digital computer was Colossus (developed in 1944) and was use for cryptanalysis during WWII (Copeland, 2006). In the decades following WWII, advancement of the digital computer increased exponentially, and with it the number of correspondence courses as many veterans worked to complete the education they had missed while in the service (Sherron & Boettcher, 1997).

The invention of email in 1971 came before the creation of the personal computer. E-mail provided a new, quicker way for people to correspond with one another. It also brought with it the concept of online networking which developers viewed as a collective space – a way for individuals to connect and share information towards problem solving (Harasim, 2000). The invention of the personal computer – or PC – in the late 1970s, resulted in an increased use of computers in education, not just for research or development purposes, but for general use within academia. The combined innovations of digital communication – email – and personal computers, changed the meaning of distance learning from correspondence courses done via postal mail to "online" courses utilizing email for interaction and communication.

Broadly speaking, "distance learning" continues to mean education whereby the instructor and student are located physically in different places and represented by the practice of teachers delivering educational content to student remotely – not in the traditional face-to-face [f2f] brick and mortar classroom. Today there are three basic types of colleges and universities: "brick" universities – traditional residential institutions; "click" universities – new, typically commercial/privatized, virtual universities; and, "brick and click" universities – a combination of traditional and virtual universities (Levine, 2000). Any physically existing college or university offering online courses/programs would exist in the third category, and is

the category in which the majority of all major institutions fall within the US today (Allen & Seaman, 2017).

The first online undergraduate course was offered in 1984 by the Western Behavioral Sciences Institute (WBSI), "an independent, nonprofit organization devoted to research, education and advanced study in human affairs" (OAC, 2019). At that time WSBI launched their first online executive training course. Up to this point, no one had tried teaching a course totally online nor had any student attempted to participate in a fully online course. The course, broke new ground and thus began the technological evolution in distance learning and education (Harasim, 2000).

Quickly, computers were used more and more for educational purposes at all levels, and by the end of the 1980s, nearly every school district in the U.S. had computers in the classroom[1]. In 1989, the Internet was launched and with it came the development of the first full online degree program offered by the University of Phoenix (Harasim, 2000). The 1990s would continue to see an increase in the use of computers both for academic research – within educational systems – and personal "home" use. The invention in the World Wide Web in 1992 expanded the possibility and accessibility of distance communications to an exponential degree. These inventions – such as email, the personal computer, the Internet and the World Wide Web – and continued development of computer (digital) technologies would continue further change and re-defining the meaning and practice of distance education and would lead to what we now call "online education".

[1] https://news.google.com/newspapers?id=CAwPAAAAIBAJ&sjid=TIQDAAAAIBAJ&pg=6776,5260983 (The Desert News – Aug 28th, 1989)

Defining Online Education

On its most basic level, online education is a broad yet complex concept. It encompasses a wide-variety of digital tools and practices used in the classroom, the physical and virtual learning environments, the technology required, and the individuals who take part in this type of education. When this project began nearly eight years ago, I *thought* I knew what online education was and what it meant to teach within this space. Through eight years of experience, I have learned a significant amount about online education and more importantly what it means to teach within this space. However, the only sure thing I know is that virtually as soon as I write something specifically about online education it is likely that it will be updated, outdated and potentially non-existent by the time this reaches publication. But even given this complication, there is still much that can be observed, analyzed, shared and adapted based on the information presently available.

What is Online Education?

Online education is a broad, general umbrella term covering a plethora of information related to using digital technology in educational practice. These include things such as theoretical concepts, terminology, platform types, technologies, applications, and modes of delivery, etc. As is the case with many things in the digital revolution, terminology has been an inherent problem when talking about computer assisted education. Common in the vernacular of higher education and scholarly research on this topic are terms like online, digital, virtual and "e-" [like e-learning]. While one could assume that everyone knows what these terms mean or refer to, they are often used interchangeably, concurrently and synonymously. However, these terms do not automatically carry the same meaning and their definitions are not necessarily agreed upon by those who use them, complicating literature reviews and research on the subject matter.

E-learning in its simplest form can be understood as learning information or concepts which are delivered electronically (Assareh & Hosseini Bidokht, 2011; Moore, Dickson-Deane, & Galyen, 2010), and in general refers to IT-supported learning (McGill & Klobas, 2009). This differs from digital technology that is used as a tool in the classroom to aid in instruction; for example, video-casted web teaching – which is in some contexts is called "distance education", in others "web-based learning". This is one example where confusion in terminology alone is apparent as these two terms may be used when referring to either "online education" OR "video-cast/distance education" which are not the same. When these terms are not defined, particularly when doing research, it is problematic. Thus, for the purposes of this project, online education (learning) or e-learning will be used throughout the remainder of the paper to refer to instruction taught online.

One of the most cohesive and practical definitions of online learning was found in the annual publication by the Babson Survey Research Group[2] - from here on referred to as The Babson Group. This group has been around for nearly 20 years with its research specifically devoted to online education in higher education in the United States. According to their publication from 2016, *Online Report Card: Tracking Online Education in the United Stated*, the definition of an "online course" had remained fairly constant over the course of the 13 years they have been collecting the data. While they reported stability in the definitions, they acknowledged that there is "considerable diversity among course delivery methods used by individual instructors" (p. 7) and devoted an entire section defining the different levels of distance education. For The Babson Group, an online course is defined as "a course where most

[2] The Babson Survey Research Group, led by Elaine Allen and Jeff Seaman, is based out of the Babson College and conducts regional, national and international research projects, including survey design, sampling methodology, data integrity, and statistical analysis and reporting. As leaders in online education data, they have been the premier research group in tracking statistical data regarding online learning in the US for over 13 years, and work in conjunct with many critical partners in online learning, major educational groups, as well as the department of education (https://www.babson.edu/academics/faculty/provost/babson-survey-research-group/).

or all [80%+] of the content is delivered online and typically have no face-to-face meetings" (p. 7, Allen & Seaman, 2016).

The always changing terminology related to technology assisted education, as well what constitutes "online education", continues to be an issue for researchers attempting to trace the history and definition of online education. This particular struggle was captured by Moore et al. (2010), who specifically investigated research articles pertaining to e-learning, online learning and distance learning environments. Their literature review also articulated evidence and insight to the conflation of terminology used to describe online education. Their research showed that terminology does in fact pose a problem for researchers wanting to perform meaningful research related to online education[3]. When terminology is interchanged and assumed to be synonymous it may cause difficulties in providing foundational groundwork for research on the subject.

Given the challenges of defining distance education, online education, and online learning, the following definition of "online course" or online learning, will be used throughout the remainder of this chapter and within the self-study project reported in Chapter 4 – The Post-Course Reflection: A self-study in feminist assessment in online education. This definition is in line with the vast majority of publications (such as The Babson Groups'), as well as within the institutions where the self-study was conducted. An "online course" is a course in which 100% of the course is conducted *fully online*, typically in an asynchronous[4] format. The use of a learning management system, such as Canvas, is typically used for *all* course content delivery, course work, and communication. There are no required on-campus class meetings.

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[3] In going a step further, in addition to their literature review, Moore et al. (2010) also interviewed 43 educators from a least four different continents using a nine-question survey at an educational technology conference in 2009 regarding the terms e-Learning, online learning and distance education. The goal of the survey was to identify if educators themselves articulated the differences found evident in the literature. What they discovered not only supported the inconsistencies with terms and meaning, but also reported was typographical differences which could potentially further complicate matters, such as, e-Learning, E-learning and elearning (p. 133).

[4] Asynchronous – not at the same time; meaning students/teacher can access materials at times which are individually convenient.

Online Learning within US Higher Education

"Distance education" is often used synonymously with "online education". However, the transition from distance education broadly to online education specifically has proved challenging to locate. While the transition is not necessarily critical to this specific project it is notable because anytime we are discussing research and data – particularly in terms of using it to support or validate claims – how concepts and objects are named, and how statistics are used are important.

In terms of researching online learning, The Babson Group has been the forerunner and longstanding source of data about online education. Their first research report – *Sizing the Opportunity: The Quality and Extent of Online Education in the United States, 2002 and 2003* – published in 2003, was devoted solely identifying the status of online learning in the higher education in the United States. This publication has been a major platform for statistical research on distance education and began simply with the question: "how many students are learning online?" (Allen & Seaman, 2016, p. 3). Their easily accessible and comprehensive publication includes collaborations from groups such as The Online Learning Consortium,[5] Pearson Education,[6] and WCET (WICHE Cooperative for Educational Technologies).[7] While being known for its collaboration with major educational organizations, the collective

[5] The Online Learning Consortium (OLC) is the leading professional organization devoted to advancing quality online learning by providing professional development, instruction, best practice publications and guidance to educators, online learning professionals and organizations around the world (https://onlinelearningconsortium.org/about/olc-2/).
[6] Pearson Education is a British-owned education publishing and assessment service to schools and corporations, as well as directly to students and considered the "world's learning company" working to help people of all ages to make measurable progressive in their lives through learning (www.pearsoned.com/; Allen & Seaman, 2016).
[7] WCET is the leader in the practice, policy and advocacy of technology-related learning in higher education (Allen & Seaman, 2016).

publication also draws data from sources such as College Board[8] and the National Center for Education Statistics[9]' data system.

The Integrated Postsecondary Education Data System or IPEDS is a secondary branch of the Institute of Education Science [IES][10], the research branch of the U.S. Department of Education. The IES provides statistics, research, and evaluation on education at all levels from K-12 and postsecondary, including special populations[11]. The IES, and by extension, IPEDS represents the primary source for researchers seeking data on educational statistics. In 2014, IPEDS added "distance education" to the immense amount of data it tracks about higher education. This inclusion marked "a coming of age for online and distance learning" (Allen & Seaman, 2016, p. 3), as IPEDS would become the source for "regular, comprehensive information on the extent and role of online and distance education among U.S. institutions" (Allen & Seaman, 2017, p. 3). As a result, in 2016, The Babson Group's *Online Report Card – Tracking Online Education in the United States* was retired with its 13th and final annual publication.

Beginning in 2017, The Babson Group, working with partners from the previous publications, as well as new partnerships with groups such as e-Literate[12] began a new series – *The Digital Learning Compass*. This new series is devoted to more specialized and focused studies looking at the "multiple facets of U.S. distance education" (Allen & Seaman, 2017). However, *Digital Learning Compass: Distance Education Enrollment Report 2017,* the first focused report in the new series ultimately served two functions. The new, updated report took a

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[8] College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success and also serves the education community through research and advocacy on behalf of students, educators and schools (https://www.collegeboard.org/about).
[9] https://nces.ed.gov/ipeds/use-the-data
[10] https://ies.ed.gov/aboutus/
[11] https://ies.ed.gov/aboutus/ (IES, 2019)
[12] E-literate is a weblog about educational technology and related topics and covers a broad range of topics related to trends in education— particularly teaching and learning in higher education—that are impacted by technology (Allen & Seaman, 2017).

detailed look at the trends and patterns of distance education enrollments among U.S degree-granting higher education institutions surveying over 4800 colleges and universities aiming to answer fundamental questions about online education trends in the US – e.g., "What have the changes in overall enrollment in online learning been?" and "How has online education changed the number of students who attend classes on campus?" Consequently, this report has provided a far more in-depth look into the state of online education with the U.S., in essence also maintaining its former purpose thus acting as the 14th annual report on the online learning in the US (Allen & Seaman, 2017).

Current Trends in Online Education in the US

Three decades ago only a few higher education institutions (totaling less than 2000 students) were participating in the use of online education; however, the most recent statistics from fall 2015 showed that more than 6 million students were taking at least one distance course. Of that, 2.9 million students were taking **exclusively** online courses, with another 3.1 million students taking at least one fully online course (Allen & Seaman, 2017). Total enrollments in all of higher education in 2015 was 17.2 million total undergraduate students. Thus, more than one in four (29.7%) students were taking at least some of their courses online in 2015 – compared to only 9.6% in 2002. This suggests that online education has become a significant part of teaching and learning for many students in higher education. Further, it was estimated that by 2019, roughly half of all college classes would incorporate some amount of e-learning (Pappas, 2013). Between 2012 and 2015, the number of students enrolled in "some form of distance education" steadily increased – 25.9% in 2012, 27.1% in 2013, 28.3% in 2014 and 29.7% in 2015 (Allen & Seaman, 2017). Not only did total enrollments in distance education increase, but, more important to this project's focus, students enrolled in **exclusively** online programs increased across the four year time span as well. In 2015, nearly 3 million students, or

just shy of 15% of *all students* enrolled in higher education, were enrolled in **exclusively** online classes (Allen & Seaman, 2017). While in-seat students still out-number exclusively online students, research shows that while the number of students enrolled in all forms of higher education has been decreasing, the number of students enrolling in at least one online course has continued to increase (Allen & Seaman, 2017).

Online Education in Public Higher Education in WA State

Since this project is a self-study of online teaching within Washington State, an analysis of trends in online education at all degree-granting institutions of higher education within Washington State was done. Using the type of trends discussed in the reports put out by The Babson Group as a guiding framework, I complied data from the IPEDS database for higher education numbers in Washington State between 2012 – 2017 for the following categories: total enrollment changes, the number of students enrolled exclusively/fully online, the number of students enrolled in some but not all online courses, as well as the percentage that these students represent in comparison to the overall enrollment for the institution.

Degree-granting Institutions in WA State

According to data draw from IPEDS in 2018, there are 80 degree-granting higher education institutions in Washington State. Of those, 43 are public, 25 are private non-profit, and 12 are private for-profit representing a total of 367, 944 students enrolled in fall 2017[13]. One public institution, three for-profit private institutions, and 11 non-profit private institutions did not offer any form of online education as of the most recent statistics. On all institutional levels, between 2012 and 2017, student enrollment in online courses increased dramatically – seeing a

[13] While the discussion of public versus private control of institutions is worthy of investigation, it falls outside the scope of this project and is only discussed here in terms of comparable statistics to the nationwide ones provided by the Babson Survey (2015) report.

34% increase in students enrolled in at least one online course (or 22,725 students). This is particularly notable since overall enrollment at these same institutions only saw an increase in 0.38% (or 1,405 students), during this same period of time. This data was compiled into a table (table 1, below) which shows the changes in enrollment between 2012 and 2017, including overall total enrollment, exclusively online students and students who were taking at least one online course ("some but not all online").

There are 43 degree-granting **public** institutions of higher education in WA State, including all levels of higher education from 2-year technical colleges to 4-year universities. Over 86.5% (318,336 of 367,944) of all higher education students in the state in the fall of 2017 were enrolled in a public institution. Public institutions in the state also garnered the most online students[14]; representing 90% of exclusively-online students (31,767 out of 35,821), as well as 91% of students taking "some but not all" of their courses online (48,767 out of 53,539). Of the nearly 89,360 students who took some form of online education in 2017, 90% (or 80,534) were enrolled in a public institution.

	2012			2017		
	TOTAL	ONLY ONLINE	SOME BUT NOT ALL ONLINE	TOTAL	ONLY ONLINE	SOME BUT NOT ALL ONLINE
All Enrollments	**366,539**	**27,498**	**39,168**	**367,944**	**35,821**	**53,539**
Public	311,497	24,615	37,464	318,336	31,767	48,767
Private Non-Profit	45,611	2,798	846	42,861	2,808	2,358
Private For-Profit	9,431	85	858	6,747	706	2,414

Table 1- Comparison of student enrollment in WA State 2012 – 2017

[14] All but one of the public institutions in Washington State – The Evergreen State College – offer some form of online courses.

In 2012, less than one in five students (18.19%) were enrolled in at least one online course. As of fall 2017, one in four students (24.14%) took some form of online course in a degree-granting institution in Washington State, thus reaffirming the claim that online education is continuing to grow and become a common feature of student experience in higher education. As demonstrated in the chart on the following page (fig. 1, below), the statistical trends that were seen in the national report conducted by The Babson Group (Allen & Seaman, 2017) mirrored the data in Washington State. Overall, both students taking "some but not all" of their coursework online and those students "exclusively online", has continued to increase during this period of time[15].

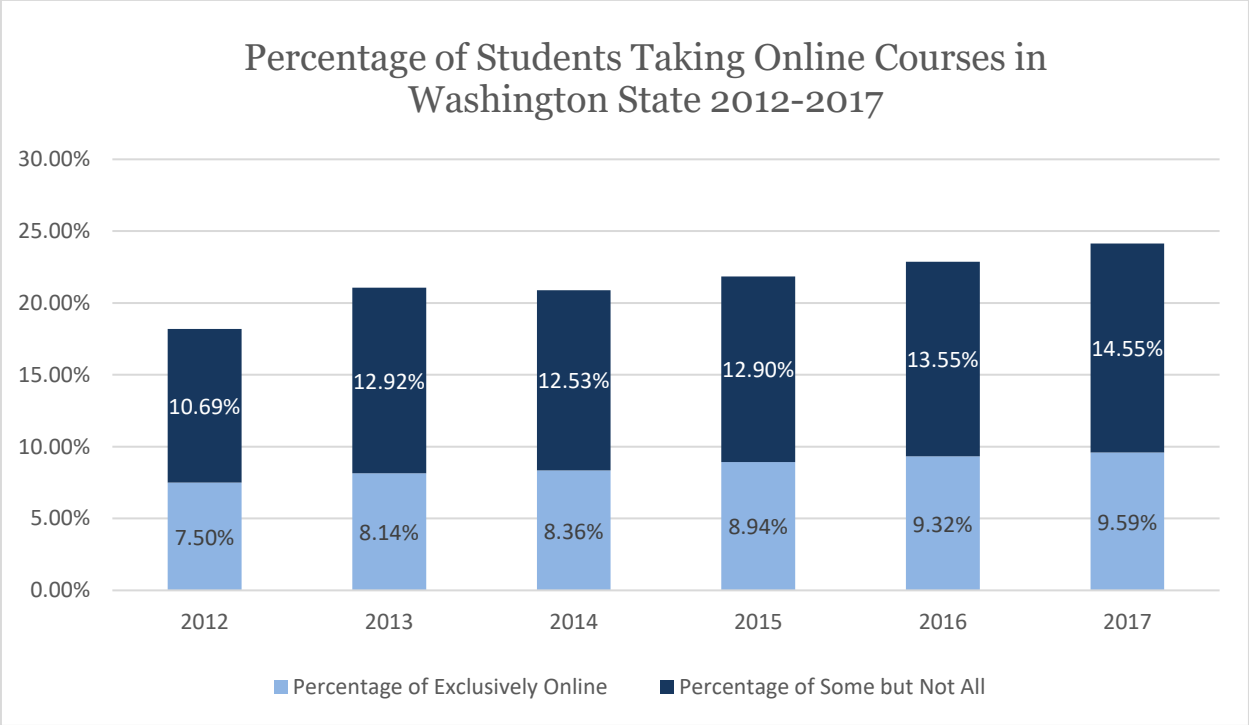

Figure 1 - Trends of online learning in WA State 2012 - 2017

While overall enrollment rates in public institutions in Washington State increased (+2.19%) over the course of the five-year span, more than half of the public institutions (22 out

[15] "Exclusively-online" students are counted independently of "some but not all" students. That is, there is no duplication in the numbers.

of 43 or 51.1%) showed a decrease in total student enrollments. However, the vast majority of these institutions showed an increase in online education – with 39 institutions (90.7%) showing an increase in students exclusively-enrolled in online programs, and 37 institutions (86%) showing an increase in students taking at least one online course. Six institutions showed both a decrease in overall student enrollment *and* a decrease in some online enrollment – two showed a decrease in "exclusively-online" enrollments, two showed a decrease in "some but not all" online enrollments and only two showed a decreased in both "exclusive-online" *and* "some but not all" online enrollments.

Exclusively-Online Students in WA State Public Institutions

Notably, between 2012 and 2017, in public institutions in Washington State, all but four (39 out of 43) [16] showed an increase in the percentage of their students enrolled in "exclusively-online" programs. Student enrollments in these online programs increased 28% during this five-year time span. Increases in exclusively-online students are significant because while overall total enrollment in all of higher education in the state has largely remained unchanged (0.38%), these solely online students now represent nearly 10% of the total student body in 2017, a 2.5% increase in five years. The national downward and unchanged regional trend in the face-to-face enrollments but increase in online enrollments may suggest that more and more students are pursuing their degrees in fully-online programs than ever before potentially drawing from the face-to-face classrooms enrollments. At the very least, as an online instructor in Washington State, the increase in exclusively online students at the regional and national levels warrant attention to teaching strategies for the future.

[16] The Evergreen State College is the 43rd but does not offer any form of online education and thus is not included in this statistic.

THE ONLINE LEARNING ENVIRONMENT

The preceding section provided an overview of online education, along with a brief discussion of the current state of online learning – specifically looking at how many students are taking online courses currently within the US and Washington State, respectively. While this provided some general context to online education, this does not speak directly to online teaching/online learning. The following section, while not an exhaustive look at online learning, provides an introduction to the online teaching environment, foregrounds the context in which the self-study described in Chapter 4 was conducted, and provides support for the assertions made in this dissertation.

Learning Management Systems: Content Delivered Online

The vast majority of online courses taught in higher education institutions in the United States are conducted through the use of a learning management system, or LMS for short (Almarashdeh, 2016). The LMS market is expected to be worth over $15 billion by 2021 with the majority of the revenue generation expected from North America (Pappas, 2018). LMSs are often referred to as "walled gardens" (Bullen, 2014; Campbell, 2006; Kipp, 2018). This metaphor refers to the way in which the course content, student/teacher interface, grading and assessment are all maintained and controlled within the LMS system. While the "walled garden" aspect of LMS provide some amount of protection for students and faculty in terms of outside intrusion, e.g. hacking and viruses and privacy, e.g. (FERPA), the LMS system and the protection offered by it is predominately in the control of the institution. This is a point of both support and critique, as in practice it means that only specific students and faculty can access course content – for example, through the use of logins and passwords or only being able to see a course if one is enrolled in it (Bullen, 2014; Campbell, 2006; Wright, Lopes, Montgomerie, Reju & Schmoller, n.d.).

Learning management systems are web-based content managers which provides a framework or space that allows instructors to create, manage and "deliver" course content; interact with students using asynchronous and synchronous applications, such as, discussion boards and chat programs; and to observe and assess student progress (Lonn & Teasley, 2009; Thoms & Eryilmaz, 2014; Watson & Watson, 2007). LMS-based courses embody "the traditional transmission paradigm of teaching and learning" (Martin & Noakes, 2012, p. 284) and are commonly taught using a "delivery"-based method of instruction – where content is uploaded then *delivered* to students, then students upload/complete assignments which are in turn *delivered* back to the instructor, and then the instructor *delivers* the student a grade (Chick & Hassel, 2009). The online environment, of course, necessitates some aspects of this content delivery. There is no way to get information to online students without sending it or posting it within the online space – again, delivering it in some way – to students. However, the "delivery" method of instruction is one of the most substantial criticisms of LMSs as they reinforce "a teacher and content-centered approach to education" (Bullen, 2014, p. 2). Thus, in order to intervene in the "most popular educational technology system used in distance education" (Almarashdeh, 2016, p. 249), online teachers must find ways "to not deliver learning, but to develop learners" (Martin & Noakes, 2012, p. 285).

Most colleges and universities in the US use only a handful of proprietary-sourced LMS programs. In 2019, as part of their annual LMS update, edutechnica.com[17] reported that the top four LMS programs used by higher education or educational institutions in the US were: Blackboard Learn [Bb], Instructure Canvas, Moodle and D2L Brightspace. The report further showed that over 18 million students were enrolled in an online course in the US in the Spring 2019, and 61.5% of all of those enrollments were in either Blackboard or Canvas courses representing nearly 13 million of online course enrollments[18]. When Moodle and D2L are added,

[17] Edutechnica (edutechnica.com) has been tracking the LMS market share for higher education in the US, Australia, Canada and the UK since 2013.
[18] http://edutechnica.com/

over 17.3 million of online course enrollments occurred in a course using one of these four platforms[19]. By and large, the vast majority of higher education institutions (90%) with at least 500+ full-time students were using one of the top four of these LMS platforms.

In 2012, the Washington State Board of Community and Technical Colleges, representing 34 of the 43 public postsecondary education institutions in Washington State, switched to Canvas from Blackboard [Bb][20]. Further, Canvas is also the system currently being used by eight of the nine four-year public institutions in the state. As of 2019, the remaining four-year college, The Evergreen State College, does not offer any online courses. Canvas - one of the top four LMSs by use world-wide – is the sole online learning platform for public colleges and universities in Washington State.

"Teaching and Learning" Online

It is challenging to investigate "learning" within the online context. Defining what learning looks like and how it might be determined within the online space, as well as if it is different than in the F2F class has been a challenge since this projects' inception over five years ago. The question – "what does LMS-based learning look like?" – was part of my general examination questions. Many teachers view F2F learning as optimal and online learning "simply as an 'alternative system for traditional pedagogy'" (Kuriloff, 2005 in Martin & Noakes, 2012, p. 285). Research focusing on "learning" within the LMS-based classroom has largely focused on ideas of interaction, collaboration and communication through the virtual environment (An, Shin, & Lim, 2009; Hamuy & Galaz, 2010; Hrastinski, 2008), and suggest that students develop

[19] Measurement of one enrollment equals one student registered for a course. Therefore, if a student is registered for three courses online in one quarter, the enrollment would count as three towards the statistic.

[20] https://www.canvaslms.com/news/press-releases/washington-state-institutions-choose-instructure-canvas

learning through active interaction towards collaborative knowledge building (Hamuy & Galaz, 2010).

Proponents of LMS argue that what makes these systems unique are the opportunities for students to participate in asynchronous discussions, have access to course materials at any time, flexibility in course time, access and equality in participation (An, et al., 2009; Hamuy & Galaz, 2010; Liaw, 2008; Vovides, Sanchex-Alonso, Mitropoulou, & Nickmans, 2007), and that LMS instruction can guide the learner to use the appropriate tools to help them acquire knowledge (Vovides et al., 2007). Teachers who have used online discussions to supplement their courses report that the asynchronous nature of the online discussion boards allow student who may not otherwise participate in class discussions, for various reasons, to do so in a pseudo-anonymous[21] fashion in the time and way that works best for them (Chick & Hassel, 2009; Turpin, 2007). My experience aligns with this as well. One critical argument posed by Harasim (2000), suggested that online education today is "fundamentally a group communication" (p. 49). This was particularly true when compared to correspondence courses or distance learning previous to the inclusion of digital technologies. She further posited that the use of email, discussion board and other "discussion" based tools in the online environment makes it much more like face-to-face instruction. Critics of LMS contend that the "walled-garden" aspect of LMS instruction is no different than traditional, formal learning and "have a way of defining and limiting pedagogy" (Kipp, 2018, p 4). Further, even the best built, most thoroughly and thoughtfully constructed courses taught with a strong pedagogy still exists behind a username and password (Kipp, 2018).

[21] Pseudo-anonymity is generally acknowledged by online teachers as a condition of the online environment whereby students are veiled behind a screen which offers them some amount of cloaked, predominately physical, anonymity. Students are not truly anonymous because they are registered students with the institution and therefore cannot act completely anonymous, as one may be able to do in other online arenas and therefore they can be held accountable for their actions. However, because students are not sitting face-to-face next to/across from one another in the physical classroom there is a sense of unknowing. Students who never attend classes on a physical campus may never meet another student or faculty member. Therefore, they exist only in name but not in a physical state to anyone else in the course.

Lonn & Teasley (2009) pointed out that the research on LMS was very new and limited, and longitudinal studies which focus on how instructors and students value LMS in teaching and learning are needed. More recently, research looking at online learning and assessment has focused on a variety of topics from improving the depth of thinking and effectiveness of online discussion boards (Dixon, 2014; Williams, Pesko and Jaramillo, 2015), shaping faculty member engagement (Lewis & Ewing, 2016), collaborative assessment methods (Lock & Johnson, 2015), and the role, impact and value of feedback within the online course (Parkes & Fletcher, 2017; Sit & Brudzinski, 2017; Uribe & Vaughan, 2017). However, currently, in 2019, while there has been far more research regarding online teaching and learning, and more journals in the digital sphere dedicated to online education, studies looking specifically at feminist assessment methods within learning management systems are still largely absent.

Assessment Online

In addition to using standard measures of learning – e.g. tests and exams – one of the most commonly used methods of "assessment" within the online space are discussions (Chick & Hassel, 2009). Asynchronous discussions have received a fair amount of attention within the literature on online learning, including the limited literature on online feminist teaching (Bailey, 2017; Chick & Hassel, 2009; Richards, 2011; Turpin, 2007) which is explored further in the next chapter. These asynchronous discussions – most commonly referred to as "discussion boards" – are the primary function within LMS which provides interaction between students, and typically serve as the bulk of student "participation" grades. For students, asynchronous discussions allow for individuals to take their time to reflect and critically analyze their responses prior to posting their discussion (Lonn & Teasley, 2009; Gound, 2016). However, research on the effectiveness of asynchronous discussions have demonstrated difficulties in connecting interactions in discussions to successful learning. Thus, how an instructor designs assignments

and engages students in those assignments in the online environment has direct impact on student learning, and can influence both instructor and student perception of a "successful" online course (Chou, Peng, & Chang, 2010; Martin & Noakes, 2012).

Online teaching and learning, in some iterations, can alter traditional notions of classroom participation. For example, within some online classrooms, the teachers' role may be changed to more of a passive-responder role, and subsequently students' role is then moved into more of an active-responder one (Lonn & Teasley, 2009). Where traditional instruction occurring in the F2F classroom has students in the more passive/receiver role, this can be a challenge for instructors who wish to engage online students to be active in the space, and there is no prescribed method of facilitating changing students from passive to active learning role (Lonn & Teasley, 2009). For example, from experience and discussions with colleagues who also teach online, looking at "usage" (a common measurement of learning within research publications) or how often students are online and number of contributions on discussion boards are not necessarily effective measures of student engagement. That is, while a student may be "active" they may not necessarily be engaging in conversations which advance or add to the discussion (Richards, 2011), instead just responding with minimal "I agree/disagree" or "I like/dislike" statements. I tell my students this is the differences between commenting *on* a fellow classmates post versus engagement *with* their post. One is an act that is done after it is completed, the other is an engagement that is a dialog which is open for further conversation.

Looking at usage/activity online as engagement would be liken to hitting a click-counter each time a student walked into our in-seat classes but not looking at what they are contributing to the actual class discussion. Students in online courses may participate in discussions frequently, quantity, but not necessary make "significant contributions" (Richards, 2011), quality. It probably goes without saying that quantity of activity does not necessarily equate to high level thinking skills or learning, but engagement is necessary to get students towards critical thinking (Chick & Hassel, 2009).

Challenges of Online Teaching

The online space presents challenges for instructors which makes the "little" things even more important because instructors lack the ability to instantaneously read students' reactions in the class, respond immediately to questions, and/or even know at times that there are questions. A number of different factors can impact an online course in dramatically different ways than the F2F classroom. This is not to say that similar things do not occur or impact F2F instruction, but rather that by understanding how they impact the online course differently can have a critical impact on the experience of the course for both students and instructor alike. For example, in instruction, clarity of lecture content and the need for detailed, clear instructions and explanations often located in multiple places within the online course may be necessary. For students, the consideration of patterns for due dates (e.g., T/TH submissions), ease of finding content and overall course layout can be important factors. As an instructor, the inability to see or speak to students can produce unintended barriers and difficulty in spotting a "failing/falling" student. Or how any number of little mistakes and missteps, such as typos, wrong dates, and unpublished content – can all dramatically impact an online class.

Further, one significant issue for instructors who want to be engaged and effective online teachers is that we typically do not have the immediate, interactive affective space of the classroom in which to create this energy as we would in the F2F classroom. As an engaged teacher, "reading the room" can be critical in being able to tell if students are understanding concepts, instructions, and discussions; however, this is not possible in the same way within the online course without explicitly asking or developing some other forms of observation and measurement. Designing assignments and discussions in such a way that inspires student participation, empowers them through a collaborative responsibility towards knowledge construction and encourages critical thinking is paramount to engaged, high-quality online teaching (Martin & Noakes, 2016). This assumes, of course that, one aims to be an engaged and inspirational online teacher. But if this is the goal then the teacher's role is that of a facilitator of

engagement, a guide to knowledge, by allowing students to be “free to learn by wandering and take ownership of their learning” (Martin & Noakes, 2012, p. 284). The final challenge for the engaged online instructor then is intervene in the conventional transmission typified by the LMS structure, and the traditional forms of teaching and learning which are perpetuated by the online environment (Chick & Hassel, 2009; Martin & Noakes, 2016).

While this self-study is not explicitly focused on the LMS itself, it takes place within an LMS platform. It impacts our practices and how we go about doing those practices (Almarashdeh, 2016; Martin & Noakes, 2016). This self-study project joins the discussions about feminist pedagogic practices within the online space, partially regarding teaching in learning management systems which dominate online learning today, and the ways in which it has required the development of different teaching practices from that in the F2F classroom using feminist teaching principles. Future research might include how the LMS environment itself plays a role in shaping instruction through a self-study.

Chapter 2. FEMINIST PEDAGOGY: AN OVERVIEW, INFLUENCES AND INTO THE FUTURE

From the very start it must be noted that feminist pedagogy is representative of multiple perspectives. Just as there are many different versions of feminisms, there are different versions of feminist pedagogies. Therefore, one of the challenges one faces in writing about and using feminist pedagogy is specifying the version(s) of feminist pedagogy is being addressed. This project does not claim to provide exhaustive review of all feminist pedagogy, and it would run contradictory to its own values to present a list of pedagogic values and characteristics which unequivocally define feminist pedagogy. But scholarly literature on feminist pedagogy, influences from feminist scholars (who are often also teachers), as well as my own experience have demonstrated that there are critical aspects of most views of feminist pedagogy that are foundational to the current project.

WHAT IS FEMINIST PEDAGOGY?

Feminist pedagogy was born out of the feminist movement of the 1970s and rooted within Women's Studies programs established in the academy during the 1980s. At that time, feminist ideology was seen as "organic" and grounded in the individual's – specifically women's – experience of the world (Bricker-Jenkins & Hooyman, 1986). Therefore, feminist pedagogy was seen as not just as an intervention but as a transformation to the academy (Shrewsbury, 1987). The question, "what is feminist pedagogy?" is one that is easy to ask, but not necessarily as easy to answer. Shrewsbury (1987), in her influential and frequently cited piece with the same title as the question, described three key concepts essential to transforming the academy: empowerment, community and leadership (p. 8). Her view was that the intervention and transformation of the academy from its traditional foundations was the goal of feminist

pedagogy. But of particular importance was the overarching idea of engagement. Shrewsbury (1987) suggested feminist pedagogy was:

> …an engaged teaching/learning – engaged with self in a continuing reflective process; engaged actively with the material being studied; engaged with others in a struggle to get beyond our sexism and racism and classism and homophobia and other destructive hatreds and to work together to enhance our knowledge; engaged with the community, with traditional organizations, and with movements for social change (p. 6).

The late 1980s brought many publications related to feminist pedagogy. The ideological themes of empowerment, community and leadership (Shrewsbury, 1987), along with resisting patriarchal hegemony, being inclusive to personal experience and political motivation (Bricker-Jenkins & Hooyman, 1986), remained central to those writing about feminist pedagogy throughout the 1980s and 1990s. These ideological currents mirrored much of the political climate of the time. They continue to inform feminist pedagogy today even as feminist teachers and scholars have added to and refined the concepts over the past 40 years.

The 1990s brought about by changes in the socio-political climate roughly marking transition to third-wave feminism, and saw an increase in feminist pedagogic research. Debates over the meaning of feminist pedagogy intensified, with focus primarily on a valorization of "emancipatory teaching, reading, and writing as consciousness-raising" (Luke, 1997, p. 292). Feminist teachers and classrooms were resisting the traditional, authoritarian "top-down" banking model of teaching and instead adopting the more "bottom-up" knowledge exchange and creating activities which both challenged and engaged students as active participants in the process (Luke, 1997; Ryan, 1989; Weiler, 1995). Webb, Allen and Walker (2002) suggest that there are five primary features of contemporary feminist pedagogy which contributes to the goal of "collaborative learning experience" (p. 68). These include: reformation of the relationship between professor and student, empowerment, building community, respect for the diversity of personal experience and challenge of traditional values (Webb, et al., 2002).

Reformation of the teacher and student relationship has been central to interrupting the power dynamics in the classroom which historically have placed the instructor in the position of the all-powerful (Browne, 2005; Schoeman, 2015). This is particularly important to challenging the hierarchal divisions traditionally in place within the higher education classroom. Empowerment for students, a central tenet of feminist pedagogy from its origins (Shrewsbury, 1987), was further developed with influences from and with critical pedagogy[22] and was achieved through the practice of actively engaging students in their own learning and the learning process as a whole (Crawley, Curry, Dumois-Sands, Tanner & Wyker, 2008; Crawley, Lewis, Mayberry, 2008; Freire, 1993; hooks, 1994). Central to this process is the continued encouragement by feminist teachers for students to use their own personal experiences as a critical part of learning (Chick & Hassel, 2009; Crawley, et al., 2008a, b; Weiler, 1991). All voices – particularly those that have been historically marginalized or excluded from the conversations – are validated within the feminist classroom (hooks, 1994; Parry, 1996). This serves to respect the diversity of personal experience not only within the classroom, but by extension feminist teachers' hope, outside the classroom as well.

Resisting patriarchal hegemony was a concern for feminist teachers in the 1980s (Bricker-Jenkins & Hooyman, 1986; Shrewsbury, 1987), challenging dominate values which privileged masculinity over femininity. As feminism/ts continued to resist patriarchal norms, the language articulating feminist pedagogic principles expanded to include "challenging traditional values" (Webb, et al., 2002). While this could be seen as just a slight linguistic change, it could also be argued that "traditional values" recognizes a broader scope of oppressive structures which may not just be set within patriarchal norms. Feminist pedagogy seeks to challenge the belief that knowledge and teaching are value free by challenging the origins of

[22] Critical pedagogy is directly credited to Paulo Freire, whose work, focused on a Marxist analysis of educational systems, argued that education was failing to transform society due to its banking model of education. Instead, Freire argued that was what needed was an alternative based on dialogue and critical thinking to transform society (Guiherme, 2017).

ideas and theories, the positionality of authors and researchers, and the factors that influence epistemology (Middlecamp & Subramaniam, 1999 in Webb, et al., 2002).

Themes when present were reported with more or less consistency, and were largely practice-based and focused specifically on the teachers' role. These included: student empowerment through participatory learning; personal experience as a fundamental to knowledge construction and learning; encouragement of social understanding and activism; inclusion of knowledge derived from a diversity of socio-economic backgrounds; an obligation for teachers to strive for non-hierarchical classrooms, in which the contributions of all members are equally valued; and development of critical thinking and open-mindedness in students (Harris, Melaas & Rodacker, 1999; Hoffman & Stake, 1998). For the most part, the overarching themes of the early years of feminist pedagogy and throughout its progression are still present, with changes largely being more inclusive (such as, personal experience vs. women's experience) than significantly different in values or characteristics.

Tracing the changes in feminist pedagogy since the beginning of the new millennium has proven to be more difficult. The foci, values and goals within feminist pedagogy have continue to include those from the previous decades, such as, empowerment, collaboration, and having voice, with very few themes being dropped from focus. However, new areas of focus are not easily categorized. This is not surprising given that third- and fourth-wave feminism itself is largely undefined and subject to disagreement. As such, concerns of feminist teachers and issues which inform practice are much broader today. For example, some feminist teachers are focusing attention on combating neoliberalism in the wake of the corporatization of higher education (Rohrer, 2018), while others continue to focus their attention on issues around race and intersectionality (Goldthree & Bahng, 2016; Lane, 2017).

Feminist studies were once relegated to the margins of the university. Now, feminist pedagogy is becoming a more valued aspect of many teaching settings (Crawley, et al., 2008b). Thus, one could ask whether the ideological values and characteristics that are the foundation of

feminist pedagogy are no longer disruptive and transformative within higher education. I do not believe this to be true. Rather I believe it is *how* we as feminist teachers go about our teaching practices that is still in large part of *how* we transform the academy. However, since feminist pedagogies are not bound to any specific scholarly area of study, feminist teachers enact their pedagogic approaches across a vast number of disciplines (Crawley, et al., 2008b). Feminist pedagogy has been explored in women's studies (McCusker, 2017), geography (Browne, 2005), sociology, (Crawley, et al., 2008a), science education (Wink, Ellefson, Nishimura, Perry, Wenzel & Choe, 2008), and teacher education (Taylor & Coia, 2013).

While this can be seen as an expansion of feminist teaching outside of the once expected "women's studies" or "feminist studies" discourses, it may also have the potential to be problematic. Since feminist scholarship is not confined to a particular field, or a particular methodology, it can make it difficult to legitimate what defines our teaching as feminist to outsiders. One of the inherent commitments of feminist pedagogy is to create a community of learners who are empowered towards a common goal (Duncan & Stasio, 2001; Shrewsbury, 1987; Webb, et al., 2002), but as with all discursive knowledge even as feminist teachers we may end up framed in by our disciplines. Ultimately, I agree with Crawley et al. (2008b) who argue:

> We feel confident that if we as feminist educators commit ourselves to engaging in difficult cross-disciplinary conversations, avoiding traps of traditional academic hierarchies, we can make a great deal of progress toward offering our students an academy in which feminist pedagogies are omnipresent, multi-faceted, and synergetic. The challenge is for all of us interested to remain committed to reaching outside our disciplinary fields of focus and continuing the conversation (p. 11).

Problems with Feminist Pedagogy

Seeking a singular definition of feminist pedagogy is inherently problematic. Many feminist scholars past and present have examined the commonalities that make a pedagogy feminist. Among most scholars there were clear discussions of "values and themes", such as those described above by Webb et al. (2002) and with only a few variations as would be expected

in any pedagogic practices. What is captured above is largely an overview of what I call institutional feminist pedagogy [IFP], and is not everything which may be learned from feminism or a feminist teacher. This of particular importance since feminism is not relegated to just the classroom, feminist pedagogy cannot be either.

Further, it is critical to note that the institutional feminist pedagogy has long been and should be subject to many of the same critiques of feminism posed by WoC, indigenous and trans/queer feminist scholars (for example, Collins, 1989, 1991; Million, 2009; Ross, 2009; Sedgwick, 2003). This is because feminist pedagogy is strongly influenced by the ideological and political currents of feminism. Thus, the major themes and values of feminism broadly will often be mirrored within the themes, values and practices of feminist pedagogy. However, as has been the case with feminism(s), the issues which are deemed important and ways in which terminology is chosen and deployed is a function of power and control (Collins, 1989; Ross, 2009). While there were consistent themes defining the critical values and focus of feminist pedagogy found in the literature, it must be acknowledged that the vast majority of that literature is written by predominately privileged academics. As I tell my students often, those with the power have the power.

ACADEMIC ACTIVISM

The development of feminist pedagogy within Women's Studies courses, during the late 1970s and early 1980s, led to increased research examining the impact and usefulness of Women's Studies courses and feminist pedagogy during the 1990s (Harris, et al., 1999; Stake & Rose, 1994; Stake, Roades, Rose & West, 1994). The notion of "college impact" addresses the broader idea of whether college has "a significant impact on students' values, personalities, behaviors, and lifestyles" (Harris, et al., 1994, p. 969). At the time, the impact of particular significance to Women's Studies courses, and by extension feminist pedagogy, was to not just

foster intellectual development, but nurture a "more private and personal transformation" (Harris, et al., 1994, p. 971).

Research conducted on Women's Studies courses during the 1990s revealed a few critical ways in which feminist pedagogy impacted students within Women's Studies courses differently. In a comparison study of Women's Studies courses to non-Women's Studies courses, Stake et al. (1994) found that Women's Studies students reported an increased commitment to feminist values, an increase in activism both during the term as well as intentions to engage in future activism, and an overall positive influence in their personal lives. Further, changing students' attitudes towards gender roles, increasing [women's] self-esteem, and development of a locus of control (or personal mastery) were all found to be critical themes resulting from the impact of Women's Studies courses identified by other research conducted during this time period (Harris, et al., 1994). Critically, students not only reported the positive impact of feminist pedagogy in Women's Studies courses during the term (Stake, et al., 1994), but the impact in "amount, importance, and positive quality of personal changes attributed to their women's studies class were as high at follow-up [9-months later] as they had been at the end of class" (Stake & Rose, 1994, p. 410). Further, while students reported increased activism while in in class, they also retained a long-term commitment to feminist activism well after the course completion (Stake & Rose, 1994). This affirms the transformational value of Women's Studies courses and by extension, feminist pedagogy.

Influences on Personal Pedagogy

Since Shrewsbury (1987) first published, "What is Feminist Pedagogy?" teachers and scholars have formulated characteristics and principles which capture feminist pedagogies. While there is no definitively agreed upon list of principals or practices of feminist pedagogy, nor would it be truly feminist to demand that there should be – performing research on feminist pedagogic practices necessitates clarification of an underlying framework that informs the

teaching practices. Further as instructors, there are a number of influences in which our teaching practices are grounded. We collect these over the years – through readings, mentoring, collaboration, and of course our experiences. Thus, a teaching pedagogy, while likely informed by collective agreed upon discursive aspects, is inevitably quite individual. Consequently, the self-study nature of this project requires providing an overview of some of the more specific influences which have informed my personal teaching practices.

Engaged Pedagogy

> "In my classrooms, I do not expect students to take any risks that I would not take, to share in any way that I would not share" (hooks, 1994, p. 21)

bell hooks' (1994), quote in *Teaching to Transgress,* in speaking about the value of narrative experiences being used within the classroom has had perhaps the greatest impact on my teaching practices. This single sentence launched my investigation into feminist pedagogy and commitment to my students. Prior to this, my educational experience had been conventional, likely due to an initial experience as a student of the natural sciences – engineering – in which traditional, positivist values dominate, where quantifiable is valid and reflective is suspect (Tidwell & Fitzgerald, 2004). Moving beyond just the quantitative/qualitative divide, engaged pedagogy was presenting something entirely different – something new, something exciting.

Engaged pedagogy is centered on the genuine valuing of every student's presence within the classroom space, and the experiences that they bring into this space. Engaged pedagogy challenges the ways that both the professor and the students approach teaching and learning. As teachers, we seek to engage our students in the classroom, with the materials, and in the world. We serve as a catalyst that "calls everyone to become more and more engaged, to become active

participants in learning" (hooks, 1994, p. 11). Drawing from critical and feminist pedagogies, engaged pedagogy is a progressive, holistic education which "necessarily values student expression" (hooks, 1994, p. 20) in the practice of freedom. hooks is a feminist and a teacher, however, she does not define her pedagogy as a feminist pedagogy specifically, but sees engaged pedagogy as moving beyond because it "emphasizes well-being" (hooks, 1994, p. 15). I am including engaged pedagogy within this chapter because hooks is a feminist teacher, and her pedagogy has informed my feminist teaching and as such included for the purposes of this discussion. hooks contends, **engaged pedagogy** is more challenging for student and faculty alike because it demands a willingness to be vulnerable through the sharing of personal experiences and commitment to self-actualization.

But was does this look like in action? hooks (1994) argues that professors who embrace the challenge of self-actualization "will be better able to create pedagogical practices that engage students, providing them with ways of knowing that enhance their capacity to live fully and deeply" (p. 22). One way in which engaged pedagogy does this is through the inclusion of student narratives of expression as a way to empower students. Students enter our classrooms with a wealth of lived experience, and, like hooks, I share the belief that my knowledge is limited to my experience and if someone brings in knowledge that I do not have, I am humbled and "respectfully learn from those" who bring that knowledge (p. 89). When a connection is drawn between what students are learning in the classroom and their overall life experience, it "really enhances our capacity to know" (p. 148). Further, as Ron Scapp (in dialogue with hooks, 1994) stated:

> When one speaks from the perspective of one's immediate experiences, something's created in the classroom for students, sometimes for the very first time. Focusing on experience allows students to claim a knowledge base from which they can speak (p. 148).

While both hooks and Scapp are focused more on students speaking about their personal experiences outside of class, I do not necessarily see this process – engaging personal narratives

as a source of knowledge – as separate from their academic lives. If we engaged students in a self-reflective process about their learning, through which we encourage them to speak about their experiences through the course of a class, what knowledge they gained, how they gained it, how it impacted their thinking/view, how it connected with their lives, etc. it has, in my opinion, the same capacity towards self-actualization.

Engaged pedagogy's commitment to students' self-actualization within the classroom also applies to assessment. Within this perspective, teachers are the observers within the classroom where evaluation is done through listening, recording, watching, and anticipating student reactions. Knowing that students have been conditioned to get "good grades" through a fear a failure, engaged pedagogy works to places the control within the students capacity (hooks, 1994). She argues, that by empowering students with the skills to "assess their academic growth properly" (p. 157), progressive teaching attempts to eradicate the fear of failure for students – and professor – alike (hooks, 1994).

A commitment to self-actualization is not just about students. It includes professors who are willing to transform curriculum through taking risks, experimenting with pedagogical practices which may or may not be welcomed by students who "often expect us to teach in the manner they are accustom" (p. 143). There have been changes to education since the 1970s, particularly through many progressive educators like Freire and hooks, whose interventions have been taken up by teachers seeking to resist traditional forms of teaching and learning. And this process becomes even more complicated when we look at online education because typical online instruction relies on conventional, content "delivery" (Chick & Hassel, 2009) and traditional assessment methods. hooks' validates my experience in online education that the reality is that we still teach in institutions where, "very little seems to be changed, very few changes in curriculum, almost no paradigm shifts, and where knowledge and information continue to be presented in a conventionally accepted manner" (1994, p. 143). And, in spite of

online education's new and potentially innovative appearance, it largely reinforces convention. This emphasizes the need for professors who are committed to exploring new pedagogical strategies in this relatively new form of education.

The engaged classroom is a place of dynamic change. As hooks (1994) puts it: "Its fluid. It's *always* changing" (p. 158). As teachers, our courses have to be able to respond to what is working, what is not. We have to be able make adjustments to new students, new social issues, and new institutional demands. To truly educate for freedom, she argues, we have to "challenge and change the way that everyone thinks about pedagogical practices. This is especially true for students" (p. 143). So the challenge presented to the online feminist teacher interested in engaged pedagogy is to take risks with our teaching, with our curriculum, methods and assessment within the online environment.

The Metaphor of the Midwife

Defining knowledge, like feminist pedagogy, is an inherently complicated venture. Background, function, and application contribute to the complexity and variability of seeking a definition of both learning and knowledge. Further, how these terms are defined is dependent on who is articulating the definitions and for what purpose, and the scholarly disciplines in which the learning is occurring and how knowledge is measured. Traditional definitions of knowledge and learning typically view students through a number of different metaphorical lens all which frame the student as passive recipients upon which knowledge is bestowed. Whether it is metaphorically poured from the educator into the waiting vessel of the student, or similarly through which the student is but a mere block upon which the teachers expertly sculpts and craves out knowledge (Chick & Hassel, 2009). From these perspectives, the student is viewed as being unknowledgeable prior to entering their classroom and playing no role in what knowledge is received or how it is interpreted.

What is lost is when students are viewed solely through this recipient role? Chick & Hassel (2009) argue: the "sense of wisdom, knowledge and understanding that go beyond processing data" and "the importance of student experience, authority, and interaction" (p. 202). The banking model[23] of learning metaphor, which views knowledge as something gifted by the knower (the teacher) to someone they consider to know nothing (the student), is a familiar point of resistance for feminist and progressive educators alike. Instead, as Chick & Hassel (2009) argue, many feminist educators, have adopted the engendered metaphor of the midwife who, "facilitates the birth of what's already growing inside. The vessel in the student is not empty and awaiting the teacher; instead, it's generative, already developing, coming from a prior experience" (p. 203). Through the metaphor of the midwife, the role of the teacher is one that is not in the sole position of the knower and the student as the impoverished and empty. Instead, the student is the holder of the knowledge, whereby the teacher is merely the guide assisting the birthing process. Here, knowledge is not static content that is passed from the teacher to the student, but rather it is "growing, forming, evolving, unfolding, and will continue to do so after the work for the midwife is done and the relationship has ended" (p. 203).

Feminist pedagogy from this perspective then transforms "the student from passive recipient of 'truth' to a subject actively engaged in constructing knowledge" (Currie, 1992, p. 342). One part of this is to help students to recognize that part of their truth is an internal experience, personal and private, and subjectively known (Currie, 1992). According to Belenky, Clinchy, Goldberger & Tarule (1986), the midwife assists students to give birth to their own ideas, to make their own tacit knowledge explicit and to elaborate it (p. 217). This is the birth of ideas and knowledge. There are issues that need to be addressed within the maternal metaphor, such as the power dynamics in the classroom, and these are addressed within the context of the

[23] The banking model is the well-known metaphor from Paulo Freire's critical, liberation pedagogy. While his pedagogy is not feminist, many feminist scholars – most notably bell hooks – have engaged with his critical pedagogy within discussion of feminist pedagogy. While his perspectives are useful, they are limited because they focus predominately on class and not gender dynamics (Chick & Hassel, 2009)

self-study, but the metaphor of the midwife still provides critical framework for how I approach my personal pedagogy.

Reflection (Reflexivity/Self-Reflection)

> I argue that scholars in all disciplines should employ similar techniques, modified to fit various disciplinary content…. to engage faculty in any discipline in what it might mean to be self-reflexive about how to teach a subject area (Crawley, et al., 2008a, p. 15)

Reflection is a critical component of feminist pedagogy, and can at times be synonymously referred to as reflexivity and/or reflective teaching. Teachers have used reflective practices since before the official creation of self-study as methodology to investigate their professional practice and reflective inquiry was widely advocated for by teachers and for teachers (Cole & Knowles, 1995; Mitcho, 2016). In fact, it was the persistence by educators who engaged in reflective teaching practices which eventually lead to self-study research, which will be discussed further in the next chapter (Methodology). Feminist scholar Kirk (2009) used reflexivity as a central point of connection between the methodological framework of her self-study research and the study of other women teachers. As a starting point in self-study work, she notes, reflexivity is multilayered process which draws from foundations in feminist theory, teacher research, teacher education and feminist ethnography (p. 117). Reflexivity "tools" on a practical level often entail the use of field notes, journals, and audio/video recordings (Schulte, 2009), which allow for a place "to capture fleeting thoughts, questions, images, and ideas, and the place from which to start when engaging in longer analysis and theorizing them" (Kirk, 2009 p. 118).

But reflexivity is for more than just teachers. Much of my reflexivity draws from a place of epistemological and ontological questioning. Postmodern feminist[24] epistemology works

[24] Postmodernist feminism came together during the latter half of the 20th century in an effort to challenge modernity, patriarchy and hierarchy, particularly around the issues of knowledge power,

under the assumption that there is no single truth but rather many different truths, or how I first heard it put in simple terms "there are only truths with a little 't', not a capital 'T'". Susan Hekman (1997), a postmodern feminist, argues that feminist standpoint theory works to "destabilize hegemonic discourse" (p. 355) and problematizes "absolutes and universals, focusing attention instead on the situated, local, and communal constitution of knowledge" (p. 356). As such, postmodern feminism requires the confrontation of the imagined confines in which we believe we cannot act – it does not allow us to look elsewhere for change, but rather "demands that we examine our own complicity" (St. Pierre, 2001, p. 484).

Teaching students to examine how they come to know about something or why they have a position on an issue teaches them to critique epistemology (Crawley, et al., 2008a). How did they come to that knowledge? Where did they get it from? Do they agree with it? Do they want to update it in light of new information? Further, reflective questions can be used in lecturing for different purposes. For example, questions can be used to help students interrogate inflexible public notions. These simplified public interpretations of academic theories (typically spread through nonacademic sources) or public knowledges which are often set up as simple right/wrong binaries (Crawley, et al., 2008a, p. 17 – 18) can be problematized through the use of reflective questioning. In each of these cases, the goal is to ask questions in such a way that they cannot be simply answered with yes/no or right versus wrong context, but instead must be poked, prodded, investigated, debated and discussed.

Crawley et al. (2008a) suggest that we engage our students in the same fashion that we would experts in the field. As opposed to providing students with the answers, we "ask them

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difference and discourse (Mills, Durepos & Wiebe, 2010). Post-structural/postmodern feminist, such as Sandra Harding, Nancy Hartsock and Judith Butler argued that women were not able to be codified into one unified group – but rather held multiple subjective identities. Further, theorist like Donna Haraway develop the concept of "situated knowledges" which argued that experience provided a distinctive standpoint through which knowledge was interpreted and produced. These concepts, along with others, helped disrupt traditional notions of knowing and knowledge production. While post-structuralism and post-modernism are two distinct movements and are separate from feminism, for the purposes of this discussion they have been discussed as post-modernist as they are at times combined together in conversations about third- and fourth-wave feminism (Mambrol, 2018).

how we might come to the answers" (p. 19). Further, they contend, that through styles of "discovery and contextualizing, ongoing, unresolved, and sometimes destabilizing debates," (p. 19) students participate in the process of academic research. This also supports the core postmodern feminist doubt that any method, theory or discourse has or is a universal truth and is suspect of all truth making claims, particularly those which serve interests of local, cultural or political value (Hekman, 2004). A postmodern feminist pedagogy teaches students to not automatically reject what was previously known as false or conventional, but instead to investigate those ideas, modify them, and then in turn re-investigate them as part of a reflective teaching practice.

But teaching student's reflexivity is not just about challenging assumptions, it is about encouraging students to articulate their own developing ideas (Crawley, et al., 2008a; Wink, et al., 2008). Asking students to connect course content to their lived experiences not only gives the course materials context, but it provides an opportunity for students to reflect upon the ways in which course content relates to different aspects of their lives (hooks, 1994). For example, I frequently tell students to think about the ways something we are learning about may connect to their lives on a personal level (e.g., self, partner, or family), on a community (e.g., church, neighborhood, or community center group), or regional level (e.g., Seattle). Getting students to be authentic engaged by using their own voices to discuss reflections about concepts or in the development of an assignment allows them to become self-empowered through the process (Wink, et al., 2008). Authentic engagement through critical self-reflection then requires simultaneously asking students to question everything (Crawley, et al. 2008a) and encouraging students to bring their lived experiences into the classroom as a source of knowledge (hooks, 1994; Chick & Hassel, 2009), while simultaneously not having this be interpreted as epistemologically authorizing any and all experiential claims (Bailey, 2017).

How to manage this task is the challenge of the engaged, feminist teacher. Students may be unfamiliar and understandably uncomfortable with this type process as a basis for learning.

It has taken me many years to learn how to facilitate this type of pedagogy in such a way that does not shut students down or scare them off, but rather invites them to be curious and challenges them to be responsible for their knowledge (hooks, 1994). It can be daunting to be offered the freedom to be reflective about one's experience. To write freely and openly. This type of teaching asks students to be researchers in their own lives and about their own knowledge. Students engage in reflective study of self and teaching students this process creates ways of interacting not just with the materials under study, but also in studying their own lives as worthy "data" (Crawley et al., 2008a, p. 15). This by virtue of the nature of the process feminist. So, while it is something that can be challenging at first, teaching students how to engage in this level of critical thinking is not only a key value of feminist pedagogy and invaluable because it is a transferrable knowledge skill – it is a "clear mandate of all disciplines" (Crawley, et al., 2008a, p. 21).

Relations

Teaching students what I have come to call "responsible reflection" in feminist pedagogy must consider the self, or in this case the student, in relationship to others. Critical to this process are two core feminist concepts: intersectionality and borders/boundaries. Both of these concepts consider the way the self is positioned in relationship to others.

Intersectionality is most frequently credited to Black feminist scholar, Kimberle Crenshaw. Crenshaw developed the concept as a way of framing "the various intersections of race and gender" as a useful way to "mediate the tensions between assertions of multiple identity and the ongoing necessity of group politics" (1991, p. 1296). Crenshaw, and many other feminist of color, argued that feminist theory was reductivist often either neglecting to acknowledge difference between women or attempting to speak for women of color through its use of the term "woman". Thus, Crenshaw argued that she saw her work as an effort to expand feminism to include an "analyses of race and other factors such as class, sexuality and age"

(Crenshaw, 1991, p. 1244). An intersectional analysis may be seen as one which critiques work for its inclusion or exclusion of these social identities.

Crenshaw was just one of the many women of color feminist who sought to change the way identity was conceptualized within feminism. Similarly, Paula Moya (1997) noted, "…identities are subject to multiple determinations and to a continual process of verification which takes place over the course of an individual's life through her interaction with the society she lives in" (Moya, 1997, p. 139). While neither Crenshaw nor Moya were writing specifically about feminist pedagogy, this concept is important regarding feminist pedagogy at the time because as Weiler (1991) notes:

> Recognizing the standpoint of subjects as shaped by their experience of class, race, gender, or other socially defined identities has powerful implications for pedagogy, in that it emphasizes the need to make conscious the subject positions not only of students but teachers as well (p. 470).

Subject positions and multiple identities may also be understood as **difference**. The discussion of difference based on multiple social identities – such as, sexual orientation, sexuality, race, class, ability, queer(ness) – and the value of these identities, individually and collectively, became a critical focus of feminist pedagogy during the 1990s. This value of diversity, in conjunction, with individual personal experience became central to the feminist learning process (Parry, 1996; Weiler, 1991). Student and faculty experiences of social identities, both in inside and outside of the classroom, are foundational to most feminist pedagogic praxis. As a result, feminist educators and in particular feminist of color, sought to make the classroom a place where curriculum would be inclusive and based on reconstructed knowledge containing "a more holistic view of human experience" (Collins, 1991, p. 369). As such, intersectionality considered the viewpoints of many and not just the predominately hegemonic feminism of the time. Today within my classroom, students are taught intersectionality to ensure responsible

reflection. This allows them to investigate their own complex social identities, to recognize themselves in relationship to others and as a tool of critique in investigating texts, media and other content they are exposed to in their lives both inside and outside of the classroom.

Another critical consideration in responsible reflection is through the consideration of borders and boundaries. A border is a boundary either real (physical) or imaginary (conceptual). The discussion of borders, both literal and conceptual, has been part of feminist scholarship since the 1980s and has been a primary component of decolonial, third-world and Women of Color [WoC] feminist theory. WoC feminist, such as Chela Sandoval, Gloria Anzaldúa, Emma Perez, Cherrie Moraga and Chandra Mohanty, all discuss aspects of borders/boundaries within their scholarship.

In 1987, Gloria Anzaldúa published her book titled "Borderlands/La Frontera: The New Mastiza". In this text, she discusses the concept of borderlands – a place that is not necessarily physical in the sense of geographical or territorial space, but rather can be ideological, epistemological, geographical, emotional, and/or spiritual. Ideological borders, Anzaldúa argues, are socially produced to create and maintain difference, and it is through this production which social hierarchies are created to control and distance others (Anzaldúa, 2007). Similar to Anzaldúa, Chandra Mohanty in her book "Feminism without Borders: Decolonizing Theory, Practicing Solidarity" suggests, borders exist to silence and exclude, and that a feminism without borders must "envision change and social justice across these lines of demarcation and division" (Mohanty, 2003, p. 2). A feminism without borders, she argues, would work to draw attention to the plurality and narrowness of borders, while simultaneously producing the freedom to move freely through, within and over the borders both the literal and conceptual in our lives (Mohanty, 2003).

If we accept that borders of all varieties are ever present in our lives then it provides a useful concept in terms of feminist pedagogy. Licona (2005) suggests two ways in which the idea of Anzaldúa's borderlands may be enacted in the academy. The first is through the notion of

interdisciplinary boundary crossing. While not new, she argues, a third-space feminist approach to interdisciplinarity could lead to transformational change and activism by reveling new "discursive tactics and rhetorical performances" (p. 108). Second, she suggests, that in practice disrupting traditional modes of knowledge dissemination and "learning" can be ruptured and turned into creative new forms (Licona, 2005).

The boundaries of the classroom and our lives are permeable. Who we are – as teachers and students; what we do – in teaching and learning; the spaces in which we do it – in the classroom whether that be the traditional brick and mortar building or online; and how we do it – through sharing, collaborating and bringing the personal and the academic together – is always shifting, blurring and changing. It is for this reason that third-space or borderlands feminist theory may prove useful in new theories of feminist pedagogy.

Challenging Traditional Pedagogical Norms

Much of what has already been discussed showcases ways in which feminist pedagogy has challenged traditional pedagogical norms – from bell hooks' (1994) engaged pedagogy to the crossing of borders (Licona, 2005) to knowledge as constructed and assisted through midwifery (Chick & Hassel, 2009). Thus, challenging traditional notions of knowledge and teaching methods has been a focal point since the inception of feminist pedagogy as a named practice (Bailey, 2017; Bricker-Jenkins & Hooyman, 1986; Schoeman, 2015). Feminist pedagogy rejects traditional pedagogical approaches which perpetuate hegemonic power structures (Mitcho, 2016). When enacted within the classroom, this can function to interrupt, disrupt and challenge traditional, top-down, "sage on the stage" type teaching which places the instructor in the position of highest power in the class. Traditional pedagogic models of teaching and learning require that the teacher and students "preserve an objective stance" (Bryson & Bennet-Anyikwa, 2003, p. 134). Feminist standpoint theory and postmodern/post-structural feminism helped to

challenge notions on the origins of ideas and theories. For example, Webb et al. (2002) noted that pointing out of problems with theories that have biases or implied value orientations "sharpens students' awareness that values are socially constructed and therefore open to question and change" (p. 71).

There are a number of different ways that feminist teachers have challenged traditional forms of pedagogy. For example, feminist teachers often devise class discussions and activities which decenter power within the classroom and encourage students to work collaboratively to create knowledge (hooks, 1994; Chick & Hassel, 2009). Further, feminist teaching as a practice as both midwifery and engaged pedagogy creates a sharing of power between students and instructor which decentralizes traditional understanding of learning and assessment of knowledge (Schoeman, 2015). However, feminist pedagogy is still a high stakes venture for faculty and students alike. Instructors must consider the context, kind of institution in which they teach, and the type of support offered by the institution for innovation (Duncan & Stasio, 2001).

One relevant issue to note is that while literature on feminist pedagogy is extensive, literature on feminist assessment practices is surprisingly sparse perhaps because of "the incongruity between the notions of feminism and assessment" (Schoeman, 2015, p. 6). However, as much as feminist teachers may not want to assess our students, we are usually required by our respective institutions to issue evaluations and grades. Thus, establishing some methods of assessment and evaluation, while unpleasant, is necessary. Literature addressing feminist assessment notes that reflective, interactive and participatory assignments are typically used within the feminist classroom and are considered pedagogically sounds in terms of a feminist assessment method (Schoeman, 2015). Additional types of feminist assessment may include assignments which involve having students create assessment criteria for peer- or self-assessment activities (Price, O'Donovan & Rust, 2007 in Schoeman, 2015). The dearth of scholarship on assessment practices in the feminist classroom in a world where assessment is

seen as a major aspect of the teacher role served as a major motivation for the current project to address the usefulness of a self-reflective assignment as a major assessment method in online teaching.

Praxis in the Trenches

> "Is it really possible to do online teaching in a way that remains true to the values of feminist pedagogy?" (Bailey, 2017, p. 253)

So what happens when a feminist instructor in searches for guidance on teaching within the online environment in ways that uphold the values and characteristics of feminist pedagogy? Despite both an increase in online education and a wider acceptance of feminism within academic spaces, very little has been written about feminist teaching in online education. Here it is critical to note that while feminism and feminist pedagogy share common ground, they are not one in the same. While there has been a definite expansion and inclusion of feminism within academic spaces since the 1970s, scholarly focus on feminist pedagogy practices might be better viewed as a subsection of feminist studies.

When this project was started in 2014, there was only three publications which focused specifically on online education and feminist pedagogy (Chick & Hassel, 2009; Richards, 2011), and not just teaching a Women's Studies course online (Schweitzer, 2001). Updated recent (June 2019) search was performed using EBSCOHost Search Complete and showed that to date only three publications have used the specific terminology of "online feminist pedagogy". In order to ensure a bit more inclusion, the search terms were expanded to include "online education" + "feminist pedagogy" which yielded seven results, and "online learning" + "feminist pedagogy" which yielded eight results. There were five articles in common among the results of these searches and two were discarded after review showed they were unrelated to online

education or distance learning in any capacity. An additional search with "online feminist teaching" was perform which yielded zero results.

The vast majority of publications which discuss "feminist pedagogy" and "online education" focused on the use of online learning as a way to build community – whether that is as a learning community (Beins, 2016; Maher & Hoon, 2008), for civic engagement (Eudey, 2012), or use in developing countries (Aneja, 2017) – and teaching women/gender studies online (Chung, 2016; deNoyelles, Milané, & Dunlap, 2016; Murray, Byrne, & Koenig-Visagie, 2013; Schweitzer, 2001; Whitehouse, 2002). Only two, Chick & Hassel (2009) and Bailey (2017), specifically discuss an *online feminist pedagogy* as a concept that is both feminist pedagogy described by feminist scholars and a new/adaptation of feminist pedagogy – that is, something in addition to. These two articles are discussed a bit more in-depth through the remainder of this chapter.

"Don't Hate Me Cause I'm Virtual": Feminist Pedagogy in the Online Classroom

The work of Chick & Hassel (2009) has been discussed, in part, earlier in this chapter for *The Metaphor of the Midwife* in terms of knowledge construction. However, in terms of an online feminist pedagogy their publication was the only one produced before 2014 which spoke directly to the need for feminist teachers to address concerns in the online environment. The goal of their article was to demonstrate "how feminist practices, values, and pedagogies in F2F environments can be effectively translated to the online environment" (p. 197), and they focused on three overarching categories: class dynamics and environment, definition of knowledge and habits of mind.

In terms of class dynamics and environment, Chick & Hassel (2009) discuss the various ways in which the online environment can be a feminist space. For example, they address the intentional creation of connected, collaborative, welcoming spaces for students encourages

engagement. This includes development of activities and spaces, such as assigning student home pages, introductions, and interactive “Ask the Class” pages (p. 200). In these ways students are encouraged to get to know one another in a space that can be otherwise isolating. Further, they argue online instruction also has the potential to be a more inclusive space. It is expected, for example, that shy students will participate more frequently with the pseudo-anonymity of the online space.

Many students take online courses because they are full-time workers, “home-bound or rural” students, and many are stay at home mothers (Chick & Hassel, 2009). Online courses also have a higher number of non-traditional adult learners, single mothers, married women, and married women with children, as well as having racial and class diversity which frequently exceeded their F2F counterparts (Chick & Hassel, 2009). These claims were specific to Chick & Hassel’s study and is echoed in my experience. However, it is worth noting the potential danger that “the promotion of DE as a primary method of women’s access to knowledge run the risk of reinforcing gender stereotypes by confining women’s educational access within domestic spaces” (Aneja, 2017, p. 853).

The metaphor of the midwife (discussed briefly above) is invoked as a feminist response towards content “delivery” and knowledge construction within the online environment and is viewed as participatory versus passive teacher-student relationship (Aneja, 2017). In order to combat the single authoritative source, whether that is a textbook, or teacher, Chick & Hassel (2009) instead suggest that students be empowered with a sense of communal responsibility. For example, student discussions can be used as the primary constructor of knowledge in the course versus relying on traditional “lecturing”. One way to do this, they suggest, is by allowing students to engage in collaborative discussions where they in control of the direction of the conversation. In this scenario, the instructor may function as a facilitator, as just a participant in the conversation, or just solely a reader, while “students work together to find meaning” (Chick & Hassel, 2009, p. 204). The vast majority of my online discussions are run by the students with

only guiding facilitation from me. For online feminist teachers, the key to a successful online course is often no different than a face-to-face course. Making complex discussions the focus of the course – rather than traditional forms of learning and assessment, such as exams and solitary assignments – is a way "to empower students to use their own voices and practice and refine a more feminist approach to knowledge-construction" (p. 205).

Using these discussion-based practices in the online environment actually encourages students to learn more thoughtfully than in the F2F course. As Chick & Hassel (2009) argue:

> … online students – when held to high expectations of development, clarity, and integration of examples and evidence – literally compose their thoughts as they write out their contributions before they enter discussion (p. 206)

The final component discussed by Chick and Hassel (2009) is the development of what they call, habits of mind. A habit of mind is a developed thinking pattern which is cultivated throughout our lives, and in relation to our courses is what we as educators hope our students internalize or "take-away" from our courses. Students who have been a part of feminist classrooms, for example, will likely have an awareness of intersectionality and hopefully the ability to think critically about subject position (Chick & Hassel, 2009). Through reflexivity and postmodern questioning, students may be comfortable in questioning epistemology. These are habits of mind. A commitment to feminist pedagogy is based on the values of inclusion and embracing of multiple perspectives (Chick & Hassel, 2009, p. 208). To help students develop habits of mind which can be fostered this within the online environment, instructors can encourage students to draw connections between what they are learning and the world outside of the university. It is in some ways much easier to facilitate this process online than the F2F classroom as online students are already actively connected to the Web as a part of being online and many may already be located outside the immediate region of the class. Students can access a wealth of data online, such as websites and pages available for students to look at, virtual places to visit, and "countless other sites that take course material beyond the classroom" and

"encourage students to apply and, even more, make relevant what they're learning in the course" (p. 209).

Chick & Hassel (2009) continue to be one of the few cited sources among feminist teachers who are grappling with online teaching practices (see for example, deNoyelles, Milané, & Dunlap, 2016). As online teaching and learning becomes a greater part higher education today, feminist teachers are going to continue to feel the pressure to teach online courses (Chick & Hassel, 2009). Their discussion serves as an example towards ways in which practices in the face-to-face classroom to be applied to the online classroom.

Online Feminist Pedagogy: A New Doorway into Our Brick-and-Mortar Classrooms?

Bailey (2017), unlike her predecessors Chick & Hassel (2009), argues that while online education on the face may seem ideal, it is far more problematic than it may seem for feminist teachers. That is not to say that Chick & Hassel (2009) found the online space to be without problems, but where they found more positive potential for the online space, Bailey (2017) expressed reservations. Bailey (2017) and Chick & Hassel (2009) have some common points. Some feminist values and strategies can be translated into the online classroom – for example: course content can be explicitly selected to connect to students' lives, confront elitism, and draw attention to subject positions; online courses may offer access to courses to students who otherwise may not be able to attend because they lack the means or resources to attend classes on campus; discussions typically require all students to participate so each students voice is "heard", which with even the best intentions by professors to be inclusive may be time impossible in the F2F course due to time constraints; and it affords students and professor alike flexibility in schedules and the ability to complete work when time best allows in their lives (Bailey, 2017; Chick & Hassel, 2009). While there are many positive attributes to the online environment which support feminist aims and pedagogic teaching, Bailey (2017) argues that there are other feminist pedagogical values which seem "to be difficult, if not impossible, to

properly address or enact online" (p. 255). She gives the example that, in the F2F context, one can reasonably establish their identity and position through presence, in her case a White, female, professor. Something that cannot be done as easily in the behind-the-screen nature of online teaching. However, I note that this assumption is problematic for a number of reasons many of which go beyond the scope of this project but as a simple example, my students cannot assume my gender identity just by presence as my presentation is often contradictory, one day very masculine and the very next very feminine. Further, I have full-sleeve tattoos, a less common professorial attribute. So while my physically "read" appearances may be more apparent, assuming such characteristics through observation raises many issues that are tangential to the current project.

Overall, Bailey's (2017) discussion focuses on the reservations which many feminist teachers have about online learning. Through a number of different forums, she collected discussions and identified a number common of concerns among her feminist colleagues. These include concerns about the possibility of forging meaningful connections through classroom discussions (p. 255). Other concerns were about creating and maintaining a meaningful sense of ownership of and engagement with the course itself, anguishing about students who drift away (p. 256). Some worried that efforts to reengage students reproduce an uncomfortably hierarchical relationship, similar to the parent-child dynamic. However, most critically and complicated, Bailey (2017) notes, they worry about incorporating personal or experientially based discussion in their online courses (p. 257).

Bailey (2017) also addressed what she ultimately situates as the feminist legacy to continue the practices of "non-hierarchal free-flow of personal experience and insights rooted in the consciousness-raising activities of the late 60s and 70s," and "aim to recreate similarly welcoming, tolerant spaces in our classrooms" (p. 257). While Bailey (2017) supports the historical importance of standpoint theory and validating the role of personal experience, she also acknowledges that the value placed on personal experience requires a critical examination

as well. She is skeptical of those who are quick to place blame on the online environment for failing to facilitate meaningful online conversations, for she has seen the same issues in the F2F environment (p. 258). Noting problems can arise in any conversation, feminist instructors seem particularly fearful "to be perceived or accused of 'denying another's experience' or of shutting down conversation by authoritatively redirecting it" (p. 259).

A common concern that Bailey (2017) both heard and shared related to getting students to connect their personal experience to evidential claims – and doing so in such a way that gets students to "move beyond their own idiosyncratic opinions and world-views to connect to broader knowledge claims" (p. 259). This situation can be a difficult one, especially in online discussions, particularly when students' personal experiences/views/opinions conflict with other students' and they are not offered larger framework in which to contextualize their experiences. Bailey (2017) draws from MacDonald (2004) in suggesting that having students engage personal experience within a collective struggle for knowledge provides context and discussion of "the relationships *between* our experiences, our identities and assertions about the world" (p. 127, emphasis added). This approach allows for a collective rather than individual approach to learning. This connects to hooks' (1994) notion of engaged pedagogy which values each member – their being, their voice, and their story – within the classroom towards collective and collaborative learning. Ultimately, Bailey (2017) does not suggest totally doing away with the reference to personal experience in online discussions, but rather notes that that through the process of designing better online discussions she has become more critical of her physical classroom teaching as well (p. 263).

Overall, Bailey's (2017) tone is a more critical of feminist online education compared to her predecessors Chick & Hassel (2009) eight years prior. It is hard to know exactly why she takes a more critical stance. But what is known is that the face of education is continuing to change. Online education is continuing to increase despite declines in F2F enrollments (Allen & Seaman, 2017). The tenure-track job market for faculty is shrinking and feminist teachers

looking for new positions may be required to be online savvy. Notably Bailey (2017) concluded her critique on online feminist pedagogy with the following question:

> What if, then, online pedagogical explorations could be seen as valuable not only for creating online learning opportunities, but also as a pedagogical strategy for reconsidering our face-to-face values and strategies?

This quote captures my exact sentiment and experience as a feminist teacher who teaches across multiple modalities. When I started teaching in both spaces, I realized that they required different things in order to attempt to enact feminist pedagogic principles and that in many cases I was not sure that I could address them. However, over time, the ways that I adapted my teaching in my online courses also changed the ways in which I taught in my face-to-face courses, and vice versa. Because I am constantly teaching within both of these spaces, my teaching pedagogy is constantly informed by my experience within these spaces. I agree with Bailey (2017), and also Richards (2011) who stated that she would "like to see how feminist teachers being to theorize how their praxes are displaced by emerging, new technologies," (p. 14).

Where do I go from here?

One issue addressed to a small degree within literature on feminist pedagogy in the F2F classroom but totally unaddressed in the feminist online teaching literature is the one of assessment of student learning. Richards (2011) provided some information towards how she assesses student participation in terms of quantity and quality on discussion boards, and Chick & Hassel (2009) and Bailey (2017) discussed ways to enact feminist pedagogy within the online space, but none spoke of a broader evaluation method. In an effort to address this gap, I wanted to create an assessment which would be based on students' experience in the online class, use reflection as the primary source of information for the assignment, and ultimately challenge traditional notions of teaching and learning.

Chapter 3. METHODOLOGY

A BRIEF HISTORY OF SELF-STUDY RESEARCH

Self-study research emerged from teacher action research and reflective teaching practices during the 1970s and 1980s (Loughran, 2005; Russell, 2004; Samaras & Freese, 2006). Building from momentum which started in the UK and Australia, the 1990s brought about calls for education reform in the United States and Canada. The emphasis of this movement, and the research associated with it, had been predominately in K-12 education with little extension to university professors and the quality of teaching in post-secondary education. Given that "most academics have little or no formal preparation for their work as teachers" (Russell, 2004, p. 1200), there became a growing interest in the value of research which focused on teacher educators.

The field of self-study largely came about through a desire by teachers to address the tensions between educational theory and practice. These tensions acted as the driving force behind the development of self-study research and the development of corresponding methodological frameworks. Scholars interested in self-study as a methodology are simultaneously interested in both improving their own teaching, and with transforming teaching practices more generally (Loughran, 2004; Russell, 2004; Samaras, 2011; Samaras & Freese, 2006). This is the praxis, the space which is both the theory and the practice. For self-study scholars, praxis is both the experience of being the researcher and the researched.

In 1992, at the American Educational Research Association [AERA] conference, a research group which would later be collectively known as "The Arizona Group,[25]" presented a

[25] "The Arizona Group" were a group of four researchers from the University of Arizona working together in the field of teaching and learning, and choose to call themselves the Arizona Group in hopes to not privilege one voice over another by listing authors alphabetically or in some other fashion (Pinnegar & Hamilton, 2009). This group is largely considered to be among the founding members of the self-study movement, along with other like-minded researchers who would join the movement dedicated to the study of teacher experience as teachers (Loughran, 2004a).

set of papers which raised their concerns about being newly tenure-tracked faculty members in education in conjunction with their teaching experiences along with their concerns about what it meant to be teacher educators (Loughran, 2004a; Samaras & Freese, 2006). Credited for pricking the consciousness of teacher educators at the right place and the right time, through naming their concerns publically it "invited others to respond… to be involved" (Loughran, 2004a, p. 15). Reflective teaching practices were growing in the field of education and many (for example, LaBoskey, 1994; Russell & Munby, 1992) were beginning to question assumptions about teacher education practices (Hamilton & Pinnegar, 2014; Loughran, 2005). As a result, in 1993, S-STEP (Self-study of Teacher Education Practices) was founded as a Special Interest Group or SIG within the AERA. The establishment of the S-STEP SIG provided a formal community for researchers dedicated to contributing to further development of self-study methodology (Loughran, 2004a).

Over the past 20 years, major contributions to the field of self-study have happened largely through a few critical avenues. One of these is, the biennial "CASTLE Conference," the AERA/S-STEP conference held in East Sussex, England. This gathering of the "who's who" of the self-study community has become invaluable to the advancement of self-study research. It is expressly designed as an environment of collaboration and dissemination of knowledge, and includes open forums and public critique of research and work (Hamilton & Pinnegar, 2014; Loughran, 2004; Samaras & Freese, 2006). Throughout much of the self-study literature, the value of the AERA conferences, and in particular the S-STEP SIG meetings along with the CASTLE conferences, is consistently noted to be fertile grounds for idea development, feedback and critique. While this would be true for most fields or research subjects, in the case of self-study these specific spaces of collaboration are consistently noted within the literature as having high value for development of the field (Hamilton & Pinnegar, 2014).

Early self-study research, drew from qualitative methodologies, but did not include a specific "self-study" methodological framework. It was the 2002 AERA conference, much like

the 1992 conference that started S-STEP, which would lead to the development of the first self-study research guidelines for data collection, data analysis, and presentation (Pinnegar & Hamilton, 2009). Over the years since, additional publications have provided researchers with needed methodological frameworks and have addressed critics of the methodology (see Bullough& Pinnegar, 2001; Samaras & Freese, 2006; Saramas, 2011)[26]. Most critically, this included, *The International Handbook of Self-Study of Teaching and Teacher Education Practices* (Loughran, Hamilton, LaBoskey and Russell, 2004), which contains the most commonly referenced framework for self-study research by LaBoskey (2004).

Contributions made by teachers researching their own practices, sharing with their colleagues, students and the world at large – through all formats academic and non-academic alike – continue to advance self-study research and the field of teacher education simultaneously. One limitation of self-study research is that, as defined here, it is predominately focused on the field of teacher education, that is, instructors who teach future instructors. But the vast majority of teachers within higher education, those who teach undergraduate and graduate students in virtually every other field, often do not come through teacher education programs. But, most teaching faculty at colleges and universities come through Ph.D. programs that are not from teacher education programs. It is for this reason that self-study research and its findings may be beneficial beyond the traditional boundaries of teacher education practices.

Different Perspectives of a Self-Study

One of the challenges presented by self-study as a methodological approach is that it is not easily defined, even within the community of scholars who routinely use it (Samaras, 2011). To some, even calling self-study a methodology is problematic because "there is not a prescribed

[26] In addition, it is worth noting that the S-STEP community has an established a peer-reviewed journal, *Studying Teacher Education*, which is published by Routledge.

way to do it, at least not as traditionally understood" (Ritter, 2017, p. 29). Self-study research is initiated on an individual level; motivations for the research differ widely and the research is conducted across diverse contexts. Thus, every aspect of the study can vary from impetus for the study to the physical location in which it occurs (Ritter, 2017). Further, it can have a deeper philosophical goal. Take for example, Hamilton & Pinnegar (1998) who described self-study from a fairly holistic perspective, describing it as:

> The study of one's self, one's actions, one's ideas, as well as the 'not self'. It is autobiographical, historical, cultural, and political… it draws on one's life, but it is more than that. Self-study also involves a thoughtful look at texts read, experiences had, people known and ideas considered (p. 236).

Self-study can also be viewed as the "intentional and systematic inquiry into one's own practice" (Dinkelman, 2003, p. 8) and as a focal point of reflection for those concerned with the better practice of teaching and learning (Loughran, 2004a). It is a methodology that allows teachers to study their practices in order to better understand and improve on them (Pinnegar & Hamilton, 2009). Moreover, it is a community of scholars devoted not just to studying their own practices of teaching, but adding their contributions to the "professional knowledge base of teaching as well as generating understanding of the world" (Hamilton, 2004, p. 402).

The self-study may examine the ***role*** of the instructor – that is, a self-study that looks at the study *of* the self and *by* the self or the "critical examination of the self's involvement both in aspects of the study and in the phenomenon under study" (Hamilton & Pinnegar, 1998, p. 240). A secondary way would be to look at the study in terms of **practice** – that is, a self-study that looks at a "critical examination of one's actions and the context of those actions in order to achieve a more conscious mode of professional activity, in contrast to action based on habit, tradition, or impulse" (Samaras, 2002, p. xiii). Self-study may be considered constructivist because it includes elements of "ongoing inquiry, respects personal experience, and emphasizes the role of knowledge construction" (Samaras & Freese, 2009, p. 10). Or yet still, by **purpose**, where the self-study is fulfilling multiple purposes which are integrated and not mutually

exclusive, often layered and multifaceted, such as personal renewal, professional renewal or program renewal (Freese, 2006; Kosnik, Beck, Freese, & Saramas, 2006; Lassonde, Galman & Kosnik, 2009). Self-study is simultaneously a research methodology and a form of professional development for the teacher educator (Hamilton & Pinnegar, 2014).

Rather than following the natural science methodology seeking to uncover an epistemological answer to some research question, self-study research seeks to facilitate a more nuanced kind of collaborative learning (Ritter, 2017). Conclusions, results and outcomes are not definitive claims, but statements of understanding based on particular contexts (Hamilton & Pinnegar, 2014), which are intended to open conversations (Loughran, 2004a). Self-study is not a rigid or "prescriptive" methodology (LaBoksey, 2004; Loughran, 2005; Pinnegar & Hamilton, 2009; Ritter, 2017), but rather is typically defined by what characteristics make up a self-study (Samaras, 2011). Self-study research is methodologically defined by the focus of the question, issue or concern under consideration and the methods most appropriate for pursuing investigation of question (Loughran, 2004a). However, critique and criticism have prompted leading self-study scholars to develop general self-study research framework/guidelines (see Bullough & Pinnegar, 2001; LaBoskey, 2004; Loughran & Northfield, 1998; Samaras & Freese, 2006; Samaras, 2011).

Self-Study as a Methodological Framework

Self-study is a primarily qualitative methodological framework which typically uses multiple methods within the research design. Drawing historically from teaching action research and reflective teaching practices, self-study research also closely aligns with autoethnography and narrative research methodologies (Schulte, 2009; Hamilton, Smith & Worthington, 2008; LaBoskey, 2004a; Pinnegar & Hamilton, 2009). These qualitative methodologies share many similarities which include aspects of reflexive exploration and consideration of lived experience

– whether that is of the self, of others, or of practice (Pinnegar & Hamilton, 2009). However, it is the inclusion of the self within the research, in particular the self-as-insider, that is the central aspect of these qualitative methods (Coia & Taylor, 2013; Pinnegar & Hamilton, 2009). It was this central focus of the self-as-research through which I discovered self-study.

Self-study research as a methodological practice has overlap with multiple established qualitative methodologies (e.g., action research, narrative inquiry and autoethnography), but it did not have a unique established methodological framework for nearly ten years after the creation of the S-STEP SIG (Loughran, 2004a; Bullough & Pinnegar, 2001). Prompted by the desire to bolster self-study as a valid research methodology the S-STEP community, largely a result of collaboration at the CASTLE conferences at the time (2000 - 2002), worked to develop more standardized guidelines to increase validity in self-study as a research methodology and respond to both internal and external criticism (Loughran, 2004a). While the name alone, self-study, suggests that there is an expected variability among researcher focus many scholars using self-study found more community agreement in the ways in which one goes about investigating their research question(s) (Samaras & Freese, 2006).

LaBoskey's Five Characteristics

LaBoskey's (2004) met a critical need in self-study research through her publication in the *International Handbook of Self-Study of Teaching and Teacher Education Practices* in which she provided a thorough examination of self-study methodology. In this work she outlined five integral elements of self-study research that ultimately would become foundational methodological framework in the field. LaBoskey's (2004) five elements are the most commonly used and cited within self-study research today. Because of the importance of her work, I have chosen to discuss these elements in some detail. Some authors note LaBoskey (2004) as having

five elements, some as having four[27], I examine the five elements as they are originally discussed within *The Handbook for the Self-Study of Teacher Education and Teacher Education Practices* (2004), but have noted the discrepancy between the different uses of her framework.

1. Self-study research must be **self-initiated and self-focused.**

   The basis of the argument is that those who are professionals in their fields (teachers) are experts and therefore "well qualified to investigate that practice" (p. 842). This also supports the development and recognition of teacher "voices" as knowledgeable (p. 843). Further, while the focus is on the self, the end goals are not entirely self-focused. While one part of the goal is for the teacher researcher to better understand their own practices, the other is to generate knowledge about teaching and to share that knowledge with other teachers.

2. Self-study research should be **improvement-aimed.**

   The goal of self-study research should be to improve one's practice based on a careful consideration of one's context. Through the consideration of the context, a positive feedback loop is created which then enhances understanding of that practice (p. 845). The effort however is not just to improve individual practice, but rather to simultaneously improve institutional practices as well through a variety of interactions (e.g., discussions among colleagues, reflections on personal histories within those institutions, discussions with participants – students, etc.)

3. Self-study research is **interactive/collaborative.**

   The third component of self-study research is that it is interactive. Closely tied into social constructivist and collaborative learning theory, as well as feminist pedagogy,

[27] The first element is sometimes not mentioned when LaBoskey (2004) is cited or her framework is discussed within the literature. This is likely because there is a somewhat clear assumption that "self"-study research would most likely be initiated by the self and be self-focused. However, because I was brand new to self-study when I came across this methodology and because it is not known much outside of education circles, I wanted to include this as part of the discussion.

interactive pedagogy requires that self-study research to also be interactive (p. 847). Interaction occurs in a number of different ways and not all ways occur in every study. Interactions occur through collaborations directly with colleagues in an effort to better understand and improve their own practice and institutional contexts; collaborations with colleagues near and far working on different professional practice agendas; interaction with students; and interactions with "text" of various kinds in various ways (p. 848 – 849). Interaction in its many different forms is critical in gaining multiple perspectives. This "triangulation effect[28]" helps fortify the qualitative strength of the methodology (Schulte, 2009).

4. Self-study uses **multiple, primarily qualitative methods.**

Self-study researchers used a vast array of different methods in their research and within the scholarship of teaching and learning: there is no singular "best method or approach for conducting the scholarship" (p. 850). Self-study researchers employ predominately qualitative, but sometimes quantitative, methods which are typically prevalent within educational research; however, this methodology also leaves room for innovative methods and the development of new strategies as well (p. 850).

Common methods used within self-study research include, but are not limited to: action research, autoethnography, core reflection, narrative research, dialogue (story-telling), and artistic modalities (p. 851; Schulte, 2009). Typically, a mix of these methods with a variety of data sources (e.g., interviews, assignments, journal notes, student responses, evaluations, excerpts from group meetings, and the like) are used providing "opportunities to gain different, and thus more comprehensive, perspectives on the educational processes under investigation" (p. 860).

[28] Triangulation effect from qualitative methodology involves the attempt to combine multiple methods, measures, methodologies or theories in a variety of ways often to cross-check findings, often on the assumption that the weaknesses of any single such element will be compensated by the strengths of others (Sage Research Methods, 2019).

5. Finally, self-study demands the work be **formalized and shared towards exemplar-based validation.**

The final element of self-study research defines validity as "a process based on trustworthiness" (Hamilton, Smith & Worthingon, 2008, p. 21). For LaBoskey (2004), *validity* is a reconceptualized notion which is based on Mishler's (1990) "inquiry-guided" research which seeks validation through **trustworthiness** or verisimilitude over truth. This position originates from qualitative research's long history of being subjected to experiment-based, traditional measures of validation testing (and subsequent judgement of "lacking scientific rigor") even though inquiry-guided researchers have known this form of validation to be inappropriate for their work.

LaBoskey (2004) suggests then that trustworthiness within self-study research is established first by the utilization of "exemplars" or the documentation of practices within the communities in which they are practiced. In doing so, these practices are made transparent so that they may be "made available to our professional community for deliberation, further testing, and judgement" (p. 860). And, second, validation occurs through the social construction of knowledge, and advancement in the field occurs "through *the construction, testing, sharing and re-testing of exemplars* of teaching practice" (p. 860, emphasis original). As such, while a single study may be important, its findings remains provisional until a history of trustworthiness in the field is established.

LaBoskey (2004) is not the only one to apply Mishler's (1990) concept to self-study research. Other scholars have articulated ways in which it can be applied to self-study research and how validity within the community may be considered. For example, according to Loughran & Northfield (1998), it is up to the "reader" to determine the reliability and validity of the claim within its professional context. Specifically, in its findings, a self-study report should include:

> …sufficient detail of the complexity and context of the situation for it to 'ring true' for the reader; provides and demonstrates some triangulation of data and a range of different perspectives around an issue; makes explicit links to relevant educational literature and other self-study accounts and literature (p. 13).

Verisimilitude is the "ringing true" aspect of the self-study. It is a believability that is characterized by transparency, humility, authenticity, vulnerability, plausibility and intention (Schulte, 2009). The end result is that self-study research is considered valid by the community in which the research is presented. Self-study is the ultimately vulnerability in academic research as it is not only presenting one's research for validation but one's self.

As noted as the start of this section, LaBoskey's (2004) five elements framework is the most frequently used and cited within self-study research. This framework remains the foundation of self-study research, but in line with self-study principles – the framework has continued to be revised, refined, and advanced (see, Pinnegar & Hamilton, 2009; Samaras & Freese, 2006; Samaras, 2011). However, apparent that were researched for this project provided evidence that self-study scholars largely see themselves as collectively contributing towards the body of knowledge that is self-study research, and as a result frequently summarize, evaluate, and use each other's work (Whitehead, 2004). This is at the heart of self-study research. The publication of research is not seen as the "end point" but rather serves as "an exemplar of practice meant to contribute to the transformed thinking, teaching, and research of the reader [and, thus,] – to keep the story going" (LaBoskey, 2004, p. 854).

Self-study Simplified

As this was my first experience with a self-study research project, an extensive literature review of the research methodology was performed. This included, but was not limited to, *Studying Teacher Education* – the peer-reviewed journal of self-study research, *The*

International Handbook of Self-Study of Teaching and Teacher Education Practices edited by Loughran et al. (2004), and *Self-Study of Practice as a Genre of Qualitative Research: Theory, Methodology, and Practice* by Pinnegar & Hamilton (2009), and informed much of which is discussed in the preceding section.

One text provided a particularly useful and simple way to understand self-study methodology. Samaras (2011) in her text – *Self-Study Teacher Research: Improving Your Practice through Collaborative Inquiry* – summarized two decade's worth of self-study scholarship[29] into a succinct explanation of the methodological framework. In this work, she outlines the components of self-study research in a clear and concise manner, using a "what self-study is" and "what self-study is *not*" format, which I found to be simple yet practical way to understand the methodology (p. 10 – 12). According to Samaras (2011, p. 11), self-study research is:

1. A personal situated inquiry.
2. A critical collaborative inquiry.
3. Focused on improved learning.
4. Transparent and systematic research process.
5. Knowledge generation and presentation (p. 11).

Within the same context, Samaras explains then what self-study research is not and what some of the common research design pitfalls are (2011, pg. 12):

1. Self-study is *not* about you studying others' personal inquiries.
2. Self-study is *not* all about you and only about you.
3. Self-study is *not* conducted alone.
4. Self-study research is *not* merely reflection.
5. Self-study is *not* only about personal knowledge.

While I was able to understand and apply the key characteristics from LaBoskey (2004), having multiple presentations of these elements by several scholars and how they view/use them proved particularly insightful. In addition to framing the "what it is" and "what it is not" of self-

[29] Drawing from scholars such as LaBoskey (2004), as well as Loughran & Northfield (1998) and Samaras & Freese (2006).

study, Samaras specifically notes that self-study research is perhaps first and foremost a collaborative experience, which may seem, "like an oxymoron" (2011, p. 3). Self-study research requires a relationship between the individual researcher and the collective teaching community. Further, the collective nature of self-study often utilizes a "critical friend[30]" to provide validation and feedback throughout the research process (Samaras, 2011). A critical friend is a trusted colleague(s), or critical "Other" (Hamilton, 2004). Critical friends serve to support each other's efforts while taking "a critical approach to the work but not each other" (Samaras, 2011, p. 8). Through respectful questioning of our research they may provide us with divergent views which offer alternative or additional perspectives which we may not have considered (Samaras, 2011).

For some, this may involve working with a group or team – such as a learning community (e.g., Saramas, Freese, Kosnik & Beck, 2008) – for others it might be the voices of critical friends with whom the scholar interacted with in the past (e.g., Hamilton, 2002). Regardless of the form the self-study process does not occur in a vacuum. The reflective process is a critical component of self-study research, but it moves beyond the residing in the individuals' mind. It pushes beyond reflection through the process of dissemination and collaboration, so that "it can be challenged, extended, transformed and translated by others" (Loughran, 2004a, p. 26). One of the unique distinctions of self-study, as a qualitative research methodology, is that it is a dialogic and collaborative "coming-to-know process" that occurs between critical friends and the self-study researcher (Pinnegar & Hamilton, 2009). The collaborative nature of self-study is not only the most prominent feature (Lighthall, 2004), but is critical to the validation of self-study research (LaBoskey, 2004).

[30] The term "critical friends" is used widely throughout the self-study research literature and by self-study scholars. In Samaras (2011, p. 5), she quotes, McNiff and Whitehead (2006) account of critical friend to note that it is "a term coined by Kemmis and McTaggart (1988) to denote a person who will listen to a researcher's account of practice and critique the thinking behind the account" (p. 256).

Ultimately, self-study is paradoxical: it is individual and collective; it is personal and interpersonal; and it is private and public (Samaras & Freese, 2006). It involves a collaboration between the self-as-researcher/research-subject and the community in which the researcher exists. Self-study research is an open-ended, ongoing dialogue in which one's research is shared with others "to better understand it for yourself" (Samaras, 2011, p. 13) and contributes both to the personal knowledge of the researcher and to the knowledge base of teaching (p. 14).

SELF-STUDY (AS) A FEMINIST METHODOLOGY

Self-study has a clear connection with feminist principles and pedagogic values. In fact, self-study has its foundation in feminist, post-modern and post-colonial scholarship (LaBoskey, 2004; Coia & Taylor, 2014). However, while self-study research has a history which has drawing from feminist studies, ironically there has been very little overlap between the two areas of scholarship and teaching. As a self-identified self-study feminist scholar, one goal in this dissertation is to show not only how much the fields of self-study and feminism share in the realm of teaching and pedagogy, but to explicitly interweave the methodologies.

The self-study literature adapts and draws from feminist methodology both explicitly and implicitly. For example, Feldman, Paugh and Mills in *The International Handbook of Self-Study of Teaching and Teacher Education Practices* (2004) used Sandra Harding's (1989) feminist theoretical framework to test their argument that self-study has specific distinguishing characteristics which make it "a methodology in which the focus is on one's self" (p. 953). By using Harding's (1989) three features that distinguish feminist research, Feldman *et al.* (2004) made the argument that self-study could follow a similar methodology. The two are laid out in a comparison on the following page.

Harding (1989):

1. The "discovery" of gender and its consequences;
2. Women's experiences as a scientific resources; and,
3. The reflexivity of feminist research/ers.

Feldman, Paugh and Mills (2004):

1. Bringing to the forefront of the importance of the self;
2. Teacher's experiences as research resources; and,
3. The need for those who engage in self-study to be critical of themselves and the roles as researchers and teachers.

Feldman et al. (2004), through an adaptation of the theoretical framework of feminist inquiry as developed by Sandra Harding (1989), argue the value of self-study research. Here, the notion of the teacher and the teachers experience paralleled to that of "women's" experience as researchers within the scientific community. While this may be a simplification of Harding's (1989) standpoint theory to some extent, the comparison resonates with me and I can identify with the ways in which Feldman et al. (2004) were applying the feminist framework to self-study.

An examination of critical issues and topics within the self-study research literature shows many clear parallels to critical issues covered in research on feminist pedagogy. These included subjects such as positionality, social justice, voice, reflexivity, marginalization, collaboration, and power (Arizona Group, 2000; Coia & Taylor, 2013; Elijah, 2004; Feldman, Paugh and Mills, 2004; Kuzmic, 2002; LaBoskey, 2004; Taylor & Coia, 2006, 2009, 2014). Many of these can be seen echoed in the following passages on self-study research, for example, from LaBoskey (2004) in *The International Handbook of Self-Study of Teaching and Teacher Education Practices* (emphasis is mine to draw attention to key points):

> It involves risk-taking, attention to the insider and **marginalized voices**, and, because social justice is never achieved once and for all, constant vigilance (Griffiths, 2002) – that vigilance is self-study research (p. 831).

> We thus find ourselves in agreement with and drawing upon the theoretical and methodological work of many **feminist** and post-colonial scholars who emphasize "the relationship among knowledge, power, and research" (Foley *et al.,* 2001, p. 70 in LaBoskey, 2004, p. 832).

> We have done so by **creating a community** of scholars that helps support our local **resistance** (Guilfoyle, Placier, Hamilton & Pinnegar, 2002) and by engaging in research and practice that can not only improve teacher education and contribute to the knowledge base of teaching, but also develop the **"voice"**... (pg. 833).
>
> ....attend to the "insider" perspective, where **all voices are listed to and heard**, but also examined and questioned (Gitlin, et al., 2002; Kuzmic, 2002); require us all to **interrogate our own power and privilege**, especially in relationship to our students and our teacher colleagues (p. 833).

While references to gender, women and feminism are not necessarily abundant, they are not challenging to locate. Whether these are explicit or implicitly drawn out by the reader, self-study can be seen as a form of feminist methodology. Self-study is dependent on the practioner-as-researcher. In so far as the teacher-researcher is a feminist pedagogist it would follow that the self-study research would also be feminist. However, even if a self-study scholar does not proclaim to be a feminist pedagogist there is still a high likelihood that their self-study still could be viewed as feminist due to the teaching practices which lead teachers to self-study research (see, Kuzmic, 2002). Self-study scholars further uphold many of the primary characteristics and values of feminist pedagogy. They value the moral, ethical, spiritual, emotional, and political development themselves and their students (LaBoskey, 2004), which supports hooks' (1994) notion of a holistic, engaged pedagogy.

Supporting the feminist metaphor of the midwife as articulated by Chick & Hassel (2009), self-study scholars acknowledge social constructivist notions of learning and knowledge construction, including the idea that students are "engaged more as 'culture-creating agents than as vessels for reception of culture'" (Bickman, 2000, p. 300 in LaBoskey, 2004, p. 830). Students are viewed a crucial participants in self-study research and "mirrors for information, feedback and advice" (Loughran, 2004a, p. 21-22). Further, beyond the identity of the scholar, one goal in researching one's own practice is typically "to design and implement new approaches – classroom interventions that are intended to achieve change" (Loughran, 2004a, p. 22). This not only implements new pedagogic approaches (hooks, 1994; Schoeman, 2015), but through

the self-study research process and its subsequent sharing, transgresses "traditional boundaries of expression in academia" (Gamelin, 2005, p. 191). Reflection, a fundamental aspect of feminist pedagogy and many feminist methodologies, is also critical component self-study research methodology as it is virtually impossible to conduct a "self" study without "self-reflection"[31]. Finally, self-study research methods frequently include many components of feminist methodologies, such as, the personal "voice" of the researcher through writing in journals, diaries, narratives and other written reflections (Coia & Taylor, 2002; Samaras, 2002). Self-study research with its reflective focus on the self and use of voice, Gamelin (2005) argues, is how "the political art of feminism reveals itself in the personal and daily. It is the manifestation of feminist principles in academia" (p. 191).

INFLUENTIAL PERSPECTIVES

> What does it mean to be a feminist educator? How would we know if we were? We call ourselves feminist teachers yet we have not focused on this identification and its influence in some time. (Coia & Taylor, 2013, p. 3)

I was unquestionably inspired and transformed by Leslie Coia & Monica Taylor's (2013) self-study – *Uncovering Our Feminist Pedagogy: A co/autoethnography* – from which the above excerpt is taken. After literally years of uncertainty and questions regarding whether I *really* was a feminist teacher, here were those exact questions in publication. I was instantly captivated. How would they answer it? And better yet, how would they go about answering it?

While today, this piece is like chapter from a favorite book – flipped through, corners bent, well-worn, easily discussed and shared – it was less than a year ago that I discovered the study while I was researching literature on feminist pedagogy and autoethnography. This publication was the first time that I had *heard* the term "self-study" as a specific type of research

[31] Baird (2004) describes five different interpretations of the "self" within self-study research of which three versions focus on the self as an individual - the phenomenon is *my teaching,* the phenomenon *me as a teacher*, the phenomenon is *me doing a self-study*. The other two versions of "self" refer to: the phenomenon is of *teaching* and the phenomenon is *of self-study* but not of the individuals own self-study.

methodology. I use the term heard here intentionally. I felt as I was reading this article for the first time, as if I was actually engaging in a spoken dialogue with them. When considering the "thoughtful look at the texts read" (Hamilton & Pinnegar, 1998, p. 236) aspect of self-study research, my notations throughout the margins of this publication capture the exuberant experience I felt while reading their study. I have included some of these here, to share the conversation, to invite others into the dialogue in which I was engaged.

> While these [texts] are concrete pieces of evidence that pinpoint events in time and place and can be held above our heads with "Here it is!" when asked for data, the truth is the question emerged from our two decades of practice and who we are. It was not birthed in a moment: it did not spring forth full formed. (Coia & Taylor, 2013, p. 5)
>
> **My Notes:** "Here's my data!" "I can connect this to student feedback I've received." "Student feedback as 'text' to examine, but its more, I have more!" "The truth is the question emerged from 8 years of teaching online."

My own notes, written in the margins, drawing connections to the literal underlining (replicated above) I had done of their words, indicated the validation I had been desperately seeking. Not only was I clearly reflecting upon a specific community of scholars, but my notes reflected that I was engaging in a conversation "within a collaborative setting" (p. 9) with Coia & Taylor (2013) as I read the narrative of their experiences as feminist teachers practicing self-study. I found myself in written conversation with the authors. While I was not physically sitting across from them or exchanging emails or communicating via Skype[32], I was undoubtedly in a conversation. My reading of their study became a "text"ual engagement – a discussion with/in the margins.

In the fall of 2018, I had significant experience, over five years, in both face-to-face instruction and online instruction[33]. I continued to develop my own personal teaching pedagogy

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[32] Skype is noted as this is what Coia & Taylor cited in their 2013 study as a form of communication between each other.

[33] I had received a perfect 100 in the QM (Quality Matters) criteria for online course design. Further, my "introductory" module pages are used as examples now for faculty who are in the online training required by the university to teach fully online courses. It should be noted that there is a significant different between course design and course instruction within the online environment.

which was informed by a number of pedagogic perspectives, predominately but not exclusively feminist. However, like Coia & Taylor (2013), I often questioned whether my teaching practices were indeed *feminist*, and if they were, how would I go about capturing that?

Trying to define feminist pedagogy in a quantifiably measurable way was problematic for Coia & Taylor as well. Feminist pedagogy, they said, *could* be made into a list of definable characteristics – values and practices, large and small; however, there was something lost when the practice of teaching gets reduces down to a "check-off list" (2013, p. 6). Drawing from post-structuralist scholar Ellsworth (1989, 1997), Coia and Taylor suggested that a more complex view of feminist teaching suggests that it is grounded in an instability that is both contextual and social. That is to say, there is always a certain amount of uncertainty, an inherent unknowability, within the feminist classroom (Coia & Taylor, 2013).

> The uncertainty we welcome into our classrooms as a result of our feminist beliefs opens up space for others to be heard. In feminist classrooms, power is always negotiated. It moves around the classroom and demands to be heard. (Coia & Taylor, 2013, p. 6)
>
> **My notes: "**The uncertainty of teaching which shifts constantly and opens space to the unknown." "The sharing of power with students. It moves around the classroom." "How does this exist within the online space?"
>
> Today, as a result of our thinking about what it means to a feminist educator, I saw that uncertainty has to do with the ways we move together around, between and with our students in a community that is uncertain because it is alive… There is a type of knowing that comes from the physical act of teaching. (Coia & Taylor, 2013, p. 8)
>
> **My Notes: "**Uncertainty is the way we move around, between and with students." "Knowing that comes from physically teaching." "How does this work with the online environment?"

As mentioned above, one of the biggest challenges for me in the beginning of my career as a feminist teacher came from my natural science background, which left me needing to quantify and tangibly measure what feminist pedagogy was – continuing to fall victim to the belief that quantifiable equals validity (Tidwell, 2004). So the excitement, engagement and anticipation, the literal writing on the page that captured my weaving of its application, was completely reasonable in retrospect and introduced me to a whole new way of thinking about my

research and how to present it to others. This is what self-study scholars seek in their work, that it becomes a part of the conversation (LaBoskey, 2004) and that it is within the sharing of our experiences as teachers through which we draw connections (Coia & Taylor, 2013).

Overlapping Worlds: Feminist Pedagogy, Online Education + Self-Study

As self-study scholars, Coia and Taylor have published a number of works within the S-STEP community which are referenced within this project (see Taylor & Coia, 2006, 2009, 2010, 2014; Coia & Taylor, 2013), and they are considered among the well-known scholars in community. In addition, they are also both self-proclaimed feminist teachers. One of the primary reasons that I have been drawn to their work, Coia & Taylor, is because they bring feminist pedagogy and self-study research methodology specifically and deliberately together (2006; 2013). This explicit interweaving is something that has been lacking in both self-study scholarship and feminist scholarship, more than I anticipated, given feminist methodological roots of self-study (Feldman, Paugh & Mills, 2004; LaBoskey, 2004; Samaras & Freese, 2006). This is not to say that feminism/feminist methodology is missing entirely from self-study research (as noted above), but specific attention to feminist teaching practices are relatively rare within the self-study literature. This was in part evidenced by an examination of the collection co-edited by Coia & Taylor (2014): Gender, Feminism and Queer Theory in Self-Study of Teacher Education Practices.

Coia & Taylor's collection, which provided the first focused examination at gender, feminist and queer theory and its application within self-study research, included co-authors fully comprehensive literature review of S-STEP research[34]. Their thorough examination of the

[34] Coia & Taylor (2014) reviewed all of the issues of *Studying Teacher Education* (1996 – 2014), S-STEP Conference proceedings from 1996-present [2014], the *International Handbook of Self-Study of Teaching and Teacher Education Practices* (2004), and S-STEP texts. It was noted that this was done to

S-STEP literature affirmed my own research investigation. Feminism and feminist perspectives do appear with some frequency within the S-STEP literature. For example, post-modernist and post-structuralist feminism has been used to address issues of power and authority in the classroom (Johnston, 2000; Johnston, Summers-Eskridge, Thomas & Lee, 2002 Kuzmic, 2002; LaBoskey, 2004). Likewise, self-study researchers have used feminism to bolster self-study as a methodology (LaBoskey, 2004; Samaras & Freese, 2006), and self-study supports feminist aims of interrupting traditional boundaries of academia (Coia & Taylor, 2013 Gamelin, 2005). Further, feminist methods have been valued within self-study methodology (see, Mitchell, 2006). But, self-studies which look specifically at how one implements feminist pedagogic characteristics and practices in the classroom are rare outside of Coia & Taylor's work (see for example, McNeil, 2011; Taylor & Coia, 2006, 2009, 2010; Coia & Taylor, 2013).

I am troubled by the apparent disconnect between teacher education and feminist teaching despite the fact they share many of the same methods and methodologies. For self-study researchers within teacher education programs the connection to feminist theory and methodology may be more commonplace because there is a foundation of feminist theory within self-study (Feldman, Paugh and Mills, 2004; Taylor & Coia, 2014; Kuzmic, 2002). Feminist scholars, on the other hand, may not automatically define self-study research as a feminist methodology. This is most likely because self-study methodology comes specifically from the field of teacher education. Thus, in spite of feminist influences in self-study, including attention to such issues as power, positionality and influence (Kuzmic, 2002); problematizing ways of knowing and epistemologies (Arizona Group, 2000; LaBoskey, 2004; Ham and Kane, 2004); and, post-modernism (LaBoskey, 2004; Coia and Taylor, 2013), the methodology appears to be unfamiliar to or at least under-utilized by feminist teachers. There is a disconnect between self-

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provide the most comprehensive look at the S-STEP community's publications, but also the limitation may include missing those publications which fall outside of the S-STEP community.

study research and feminist teaching which is even more of an issue when you add the environment of online education to the mix.

Self-study and the Online Environment

Self-study examination of teaching in the online environment is nearly non-existent. This is particularly interesting considering that, within self-study research, the context in which the teaching occurs is considered to be a key consideration (Bullough & Pinnegar, 2004; Loughran, 2004a). A search for publications of self-study research related to online education resulted in limited findings[35]. Given self-study's discursively situated nature in teacher education practices (hence, S-STEP), a lack of research which focuses on online education may be attributed to the relative absence of S-STEP scholars who are online educators. However, given the continued increase in online education, both in teacher education (King, 2002; Licona, 2011; Powell & Bodur, 2019) and beyond, there is a need to expand self-study research into online education.

The research presented in the next chapter is a self-study of my attempts to utilize feminist pedagogic principles, specifically in assessment, in a course presented entirely online. I have been online courses in interdisciplinary studies, psychology and feminist studies for over eight years. My teaching experience is not limited to teacher education largely because I am an interdisciplinary teacher and scholar, as well as being a student within a feminist studies doctoral program. My academic coursework background is in education, psychology and feminist studies. Crawley et al. (2008b) encourages feminist teachers across disciplines not to

[35] To date, as of 2018, there were two publications within *Studying Teacher Education* which looks at online teaching as defined most closely to my context of "fully online". Of those two, only the most recent discussed online education from the context of LMS learning, however, this was a limited investigation looking at milieu (see, Murphy & Pinnegar, 2018).

attempt to look and be the same, but to "understand the principles of feminist pedagogy that bind us together" (p. 3). They contend:

> The goal is for all of us to become deeply involved – as researchers, teachers, and students – engaging ideas, not for the exam or for scholarly publication, but in order to become critical, concerned citizens. We believe this charge is not the purview of any one discipline or scholar but must be taken up collectively, across disciplines, and in earnest conversation among feminist educators. (Crawley et al., 2008b, p. 8)

Ultimately, this project emerged as a result of the complex and often challenging task of *living one's feminism* (Coia & Taylor, 2013), particularly as an online feminist teacher. I am an interdisciplinary scholar by trade, and as a result the context in which this study was conducted extends beyond the disciplinary boundaries of the programs in which the data was drawn. This is a self-study project which is involves both retrospective analysis and more present day consideration. The nature of who I am as a scholar, what I do as a teacher, the methods I use in teaching and research, supports feminist and self-study methodologies. I demonstrate how my position has allowed me to "challenge(s) the forms knowledge takes in the disciplines, to search for omissions, gaps, and erasures, and to pursue investigations that disciplinary structures may preclude" (Finger & Rosner, 2008, p. 499). Finally, through the public presentation, defense and publication of this dissertation, I hope to open a dialogue within the different, yet overlapping, communities of scholars to which I belong, as is critical to self-study scholarship (LaBoskey, 2004).

Chapter 4. THE POST-COURSE REFLECTION: A SELF-STUDY OF FEMINIST ASSESSMENT

BACKGROUND

Coia & Taylor's (2013) co/autoethnography and LaBoskey's (2004) five characteristics self-study research were important to this project in two ways: First, they provided a language understand and theorize the tensions that I had been experiencing as a feminist teacher within my online classrooms. Second, the language of self-study facilitated my ability to reexamine my final question in this dissertation. It could be argued that the development of this project occurred in an atypical fashion, even for self-study research. This project started about four years prior to its official formulation as a "self-study research project" (LaBoskey, 2004), when a culmination of identities and events in my life would compel me to focus on ways to design better assessment methods as an online feminist instructor. Even without a specific language for self-study methodological framework until the fall of 2018, my dissertation project has been a self-study of my teaching practices all along. Through every iteration and evolution over four years of teaching and research, the focus has always been on ways to improve my teaching from a feminist perspective using reflection and student feedback.

Drawing from self-study, autoethnography, and feminist methodologies, this research utilized multiple narrative forms, such as dialogue of conversations and teaching journal entries. The purpose of this is to provide the reader with insights regarding critical embodied moments during the research process (Kirk, 2009) and also to serve as "data" for the self-study itself (Samaras, 2011). As reflected in many writing on self-study research, teachers often share our experienced with other teachers through the use of anecdotes, vignettes and stories "designed to quickly capture the essence of a situation, episode or event, and illustrate it for others" (Loughran, 2010, p. 222). The goal of the narrative stories, dialogues and reflections within this

study are shared as Loughran (2010) states "to demonstrate what it was like in the situation" (p. 222).

Where it all began

"Holy crap, I think I just got my first teaching job"

> **Teaching Reflection Journal:** In the spring of 2012, I am visiting my former undergraduate faculty advisor only six months after finishing my masters, and one quarter into teaching as a TA at UW Seattle, who upon pitching him my conceptual idea for a course – genuinely without any notion of teaching it for while yet into the future – said: "How would you like to come teach it here, online, next quarter? I think they would love it". When opportunity knocks, you answer it; and so I said sure. "Just fill out this form, drop in a few course outcomes and assignments, and get it back in a week so we can get it on the books for fall." Ok, sure. I can do that, no problem…… Literally, a ten minute drop-in conversation with a former advisor not only turned into my first independent teaching job, but an entirely "from scratch, never been taught before" online course design – and with only some idea of what, but virtually no idea how I was going to teach an entire class – from SCRATCH! I didn't even know what an outcome really was. I had no "formal" training in teaching – face to face or online[36]. I mean, by this point in time, I knew I could get the attention of a room. I knew I was funny and could make students laugh. But online?
> I had no training in online course construction and design. Luckily, I had been an online student during my undergraduate education, so I was at least familiar with the interface. But there is a big difference between function and content, and largely I created course content by trial and error. As a result, I found myself making adjustments sometimes in the middle of the quarter, as I discovered what worked and what did not. The biggest challenged I faced however was that being an online instructor in this particular position proved to be fairly isolating, as the position was 100% online; there was no faculty office to report to, no office hours to hold, no meetings to attend, and ultimately this produced a feeling of not really having a place in which I felt really "belonged". I felt as if I was out adrift on my own.

In the fall of 2014, I was teaching as a part-time instructor for Central Washington University [CWU] in a predominately online program, for which I was an "exclusively" online

[36] Of course, I always have and even more so now as a feminist educator, known that there are many types of learning outside of formal learning, whether that is within the institution of higher education or some other formalized training – but this felt like something far more daunting, as I was barely surviving the imposter syndrome of being a first-year PhD student.

instructor. I had been teaching online in the Interdisciplinary Arts & Sciences program at CWU for two years at this point and was already developing a reputation for being "an awesome online instructor" and offering "one of the best classes I have ever taken at CWU" (teaching evaluation, 2013). However, I was still not entirely sure I could articulate why I was successful and I still felt troubled by the correspondence, delivery feel of the online course (Bailey, 2017). I was also still doing coursework as a full-time doctoral student, working as a graduate teaching assistant at the University of Washington, Seattle campus – having just completed my general exams[37]. Directly related to my research project interest, my exams focused on the history of feminist pedagogy and learning in LMS-based online courses. Investigating these topics for my general exams influenced the way I was considering my course construction for CWU. This time also corresponds with the development of my small group of teacher friends, Jennifer Maclin and Cynthia Engel[38], both of whom were instructors at CWU. We shared mutual feelings and experiences about our teaching and ourselves as feminist teachers. They were also online instructors[39], and all of us were working multiple jobs at multiple locations: Cynthia worked out of the CWU extended campus office in the shared building located in nearby community college, as well as working outside of the university; Jennifer worked as an instructor at two different schools; and, I was working at University of Washington Seattle campus for the Graduate School

[37] This complicated identity is something which undoubtedly has had an impact on my teaching pedagogy, but which an in-depth investigation of remains outside of the scope of this project. I note it however because self-study research frequently highlights the ambiguities and complexities found in teacher's lives (Berry, 2004), and these can evoke "living contradiction" tensions (Whitehead, 1993 in Berry, 2004). To address this, I have attempted when possible to remain mindful of where my teaching identity has been in conflict with my graduate student identity. Including the stressors that inevitably occur within each of these identities – such as teaching workloads and dissertation deadlines. In line with postmodernist beliefs, it is impossible to separate the self who teaches from the self who is also a student, and as such, I instead try to address this complex identity openly both within this project and within my teaching with my students. By doing this, it is my hope that I was able to remain more mindful of the potential impact this had on my teaching experiences.

[38] Jennifer Maclin was a former teacher turned colleague-critical friend who taught at the time for both Central Washington University and Pierce College in Sociology; Cynthia Engel also graduated from CWU in the same program as I did in the same year although at the time we had not known each other, we later became close colleagues in Interdisciplinary Studies/Psychology and still remain in touch today.

[39] Although Jennifer and Cynthia were both online teachers, unlike myself at the time, they were not "exclusively" online as they both also taught F2F courses as well.

at the time. Face to face meetings were less frequent because of our individual schedules, and while we did not get to see each other often, we kept in touch frequently through email, text messages, and social media.

At the time, I still considered myself a new teacher. I had developed trusted relationships with these two women over the years and I valued their expertise and insights deeply. As discussed previous, critical friends are trusted colleagues who push, encourage and support us in our research (Samaras, 2011; Samaras & Freese, 2006). They provide cognitive and emotional support. They ask questions about the process, the data, the analysis and the assertions we make (Samaras, 2011). Jennifer and Cynthia functioned as my critical friend's team. We all taught in within the Interdisciplinary Studies program at CWU, we all were online instructors, we were all committed to embodying feminist pedagogic values within our teaching practices, and we were all committed to being engaged online teachers. I think in many ways we felt as if we were in a league of our own. And I had managed to create my own small group of online feminist teachers.

Conversations with both Jennifer and Cynthia were critical to my development as both a teacher *and* a researcher. As noted in Coia & Taylor (2013), it is not necessarily the life-changing, transformational, motivational, "OMG! stories!" (p. 10) that we would share with one another. Those were there, of course. But it was the conversations about the day in, day out – the mundane but essential – which we shared. It was through the "everydayness" (Bateson, 1997 in Coia & Taylor, 2013) of our experiences, and the sharing of them, that we gained knowledge – about ourselves as teachers and our practices within our classroom (Coia & Taylor, 2013). As hooks (1994) says, "It is crucial that critical thinkers who want to change our teaching practices talk to one another, collaborate in a discussion that crosses boundaries and creates a space for intervention" (p. 129).

DISCOVERING THE PROBLEM

> **TM:** Hey, do you have any problems with student participation in Summer? I only have 9 students, and only 1 – yes 1 – is actually doing the work correctly and on time regardless of how [many] times I have reminded them. I finally have thrown my hands up.
>
> **JM:** Wow! That's ridiculous! I just have 1 online class and they're really engaged but summer is usually pretty different. I guess they'll see it when they see their grade??
>
> **TM:** I guess. I have received 1 email from 1 student in 4 weeks. No Canvas messages. I sent them an announcement that said, "you must acknowledge this message" of which I got 4 of 9 responses. So I went from flexible grading to hard grading and I HATE that.
>
> **JM:** Holy crap. That's beyond weird. At least you're making the effort. I think a lot of student are used to easy summer courses.
>
> **TM:** The sad part is… I feel my courses are easy normally. [So] if you blow of (sic) easy… whats left? Sigh. Oh well. Definitely not a fan of summer, or of online at this point, but the money is necessary.
>
> (J. Maclin, Facebook Messenger Exchange, 7/15/2014)

This exchange with Jennifer during the summer prior to fall 2014 captures some of the tensions that I had begun to feel in my teaching. Up to this point, I had a misguided self-assurance about my online teaching presence: I had good evaluations – students seemed to like my classes; I was building a strong reputation – colleagues and former students' word of mouth resulted in full courses; and, for the most part I enjoyed the flexibility of teaching online. But then something uncomfortable began to happen. The discovery of this was not a singular "ah-ha" moment, but instead something that happened over time and largely a result of the complexity of lived experience (Coia & Taylor, 2013). There were a few driving factors however; one was constant personal introspection – including my thoughts and feelings about my teaching and my classes; the second, infrequent, but critical, discussions with others about how we, as feminist teachers, practiced feminist pedagogy within the online learning environment. In retrospect, I believe I had begun to find myself imbedded in the living contradiction (Whitehead, 1989).

> **Reflective Teaching Journal:** I had finished my general exams in my doctoral program which had focused on feminist pedagogy and online education. I was working as a graduate TA at UW Seattle campus in the GWSS, and I was also teaching as a fully online instructor at CWU. The insights gained from my experiences within these separate but interrelated and overlapping roles had compelled me to reconsider how I embodied and practiced feminist pedagogy within the online classroom. I had been teaching in the F2F classroom where I had been recently told by my then lead TA, Calla, that I "ran my classroom like a debate" – which she added, "was not a bad thing," as she had been trying to get her students to connect and support their claims and statements with evidence for six years. However, she told me, it might be why some of them were afraid to speak up. Guide them through the process a bit more, show them through examples what you want them to be able to do, "but don't stop doing what you are doing," she emphasized. We both also held similar interests in online learning and pedagogy, and as a result, Calla and I would co-facilitate a learning community group over the 2014 summer term which focused on "taking inclusive teaching in the online space". While the group was small, the opportunity to co-facilitate a learning community group based within the Center for Teaching and Learning at UW Seattle presented an opportunity to integrate with other scholars I had not worked with before.

As I had continued to gain experience teaching, across all modalities, collaborating with other teachers and as a feminist instructor, two things had become apparent:

1. I was increasingly aware that how I practiced feminist pedagogy in the face-to-face classroom was not possible in the same way in the online classroom
2. Consequently, I realized that the online classroom required different strategies from me as a feminist teacher

I knew how to get students engaged in the face-to-face [F2F] classroom. I could read their body language. While we cannot absolutely beyond a doubt *know* if a student is understanding something just by looking at them in the F2F class, I can wager that nearly every instructor knows the "head tilted to the side, confused dog look" or the "completely not present, drifted off to think and taking a nap" or the "aha! lightbulb over the head" (McKenzie, 2016). These tangible measures of understanding are not present in the online environment, and impact the way instructors consider presenting their online content (Almarashdeh, 2016). Further, the

struggles that I had gone through during that summer quarter encouraged me reconsider the ways in which I was engaging students in their own learning. I had *thought* that I was creating courses which were engaging. I had become passionately committed to embodying feminist pedagogic practices – particularly around reflexivity and knowledge construction (Chick & Hassel, 2009; Crawley, et al., 2008a). Being drawn to hooks' (1994) engaged pedagogy, I had spent time crafting discussions focused on centralizing students experiences. Conversations shared between Jennifer, Cynthia and I highlighted students' willingness, and sometimes over-willingness, to share personal experiences in online discussions. And there were inherent difficulties with encouraging personal disclosure – such as keeping student's experiential sharing connected to course content (Crawley et al., 2008a) – but ultimately, we all felt that the pros outweighed the cons and supported our feminist pedagogy.

However, while I was having some success with getting students to be active participants in online discussions (Chick & Hassel, 2009; Turpin, 2007), there were barriers to getting students to be empowered agents in their learning within the online environment. While in the F2F classroom I could vocally encourage them and explain at length with humor, empathy, and other emotive qualities which feminist teachers have relied on in the classroom for teaching aims (Luke, 1996), the online environment was not providing me the same opportunities. So while I was deeply committed the holistic, engaged pedagogic practice described by bell hooks (1994), I was being thwarted by the problems facing other online feminist teachers – a lack of a shared pedagogical framework or dialogue from which to work (Richards, 2011).

Understanding the online environment as a place and space in which teaching and learning occurs constitutes the "physical" context of a self-study project (Samaras & Freese, 2006). And in the fall of 2014, it was the online environment which would be the focus of the tensions I was experiencing. I had become both more knowledgeable about feminist pedagogy and more experienced as a feminist teacher, and this resulted in my growing awareness of the challenges I was facing within the context of my online courses. Since collaborative teaching and

learning had become a critical part of my feminist teaching practice in the F2F classroom, online education by itself presented distinct challenges.

Thus, the ability to engage in conversations with my similarly positioned colleagues, Jennifer and Cynthia, provided critical opportunities to realize that my issues were not idiosyncratic but, rather, ones I shared with other online teachers. Discussing the struggles I was facing as a feminist teacher in the online space, and having this collectively validated, highlighted a potentially larger cultural issue (Coia & Taylor, 2013; Hamilton, et al., 2008). This recognition of a *cultural* context would prove to be critical to my orienting this project towards autoethnography first, prior to recognizing it as a self-study (Coia & Taylor, 2005; Hamilton, et al., 2008).

> **Teaching Reflection Journal:** My primary interest was to investigate the tensions that were presenting themselves between my feminist pedagogic values and the online learning environment in which I was teaching. I had already done an in-depth investigation of feminist pedagogy for my general exams and identified some characteristics of feminist pedagogy with which I strongly identified. Much like Coia and Taylor (2013), I too had performed the collectors' task and I now knew "what feminist pedagogy was", mostly. And similarly, I had found the experience to be static and empty when taken from the "holistic and organic way we [I] actually attended to it in our [my] practice" (p. 7). I had also identified myself in somewhat of a unique position as an online feminist teacher. In addition to conversations with my small group of colleagues, I had also begun to start engaging others about this "issue" – online feminist pedagogy – and seemed to have a research perspective that was of potential interest to others. So, I knew there was value in examining the online classroom and researching feminist teaching, but I still struggled against the notion of "real research" being quantifiable.

As a researcher, I wanted to examine the ways in which my feminist pedagogic values were translated into practice within my online classroom. As a teacher, I knew that I wanted to figure out how to improve my teaching practices, and engage my students more in the overall assessment process. As a feminist teacher, I wanted to empower my students to "believe in their own voices as intellectuals" (Turpin, 2007, p. 14) and that could not happen if I was the sole decider of progress. I was becoming more confident doing this in the F2F classroom, but

online…not as much. Initially, questions regarding the best approach to addressing this in a research project remained; however, conversations between myself and my critical friends during the summer of 2014 brought resolution to this issue and I made the decision to focus on an aspect of teaching which had become particularly problematic for me from a feminist standpoint: assessment of knowledge and learning.

> **Teaching Reflection Journal:** Perhaps serendipitously these tensions occurred at the point in which I was starting this project's research phase. I knew I wanted to research my teaching, the how was still off in the distance and would remain so for quite a while, but I believe at this time the "what" and the "why" were starting to come into a much clearer focus. I was not comfortable being the judge of knowledge and students. Grading felt so entirely subjective, so up to me. I didn't want to be the end all be all. This wasn't my role. I didn't feel comfortable in this role. How could I encourage students to take ownership for their own learning? Or as Adrienne Rich would say, "to claim their education" (1977).

Designing the Post-Course Reflection

> I think I am going to have them do a "post-course" reflection.
>
> Yeah? What do you hope to get them do with them?
>
> I am not sure yet. I will have to think about that.
>
> Let me know how it goes. I am curious.
>
> (C. Engel, personal communication, Aug 2014)

Cynthia and I were both teaching in the same program in the fall 2014. We met a few times prior to the start of quarter while I was redesigning a course (psychology of women) for the upcoming fall term that I had been suddenly asked to teach two weeks prior to the start of the previous winter quarter. Having no prep time then, I was looking to develop new materials for the course. Cynthia and I had both just completed teaching during the summer and I had shared with her my frustrations regarding lack of student engagement that had happened over the term. We both shared similar stories – students who did not engage in the class discussions,

an inability to get them to demonstrate critical thinking skills – instead just throwing out vague, unsupported opinions, and an overall lack of effort. The truth of the matter was as much as I had wanted to be upset with my students for not engaging with the class, I did not feel like I could fault them. I was struggling with teaching online because it just felt – disconnected. There were a lot of things to like about teaching online but there were a number of challenges. One of the biggest issues was assessment, as there is very little literature that focused specifically on feminist assessment methods (Schoeman, 2015), and assessment of any type within on the online environment was challenging.

Measurements of student learning in online teaching at that time (2014) largely replicated those used in the F2F classroom in terms of types of assignments, tests and assessment tools. Literature focused on "online learning" focused primarily on perceived usefulness and student satisfaction of the online environment (Naveh, Tubin & Pliskin, 2010; Wang & Wang, 2009). For example, Islam (2013) examined the connection between learning outcomes and the assistance provided by e-learning. However, none of these studies articulated what learning was and how to measure learning processes and outcomes in the online classroom.

On a more basic level, learning is typically "measured" through some form assessment. Assessment methods within the online environment commonly rely on the traditional forms found in F2F instruction, such as exams and written paper assignments. While the online environment provides additional resources, such as course packs from publishers some with additional "study" tools for students and content for instructors which typically provide question banks or quiz sets which could be uploaded into Canvas, these "instructor resources," while useful to a novice instructor, like myself, largely just further inscribed the delivery-method form of traditional learning which feminist instruction had been trying to challenge (Chick & Hassel, 2009). Further, as I became more familiar with online education, I also began to question the validity of testing students when they had the course materials "on-hand" – textbooks, notes,

and the internet accessible – and ensuring standards against cheating (Hendricks & Bailey, 2016). It became more of a measure of how difficult could I make the questions, or how tight of a time window I could make the exam to try to prevent students from cheating. This experience ran completely contrary to my teaching pedagogy – informed both by feminism and educational learning theories.

My investigation into feminist pedagogy, as was discussed in greater detailed in Chapter 2 – Feminist Pedagogy, revealed that few studies examined the connections between feminism and online education. Predominately, the extant literature focused on subjects like teaching women/gender based classes within the online space (Amy & Milner, 2001; Richards, 2011; Schweitzer, 2001; Whitehouse, 2002; Maher & Hoon, 2008), others on using technology as a tool towards feminist aims (Korenman, 2001; Alexander & Sapra, 2013; Baker & Ryalls, 2014), and/or on feminism more broadly within online spaces not just allocated to Women's Studies courses (Losh, 2013)[40]. But conversations between feminist teachers discussing how they **practiced** feminist pedagogy in online spaces was largely missing. There were a few studies which did specifically articulate, at least to some in some capacity, the ways in which the values of feminist pedagogic practices could be applied within online spaces (Chick & Hassel, 2009; Turpin, 2007). Both of these articles did provide information which I found useful to my teaching practices, but ultimately did not help address issues of assessment. What became clear was that I was going to experiment with my own pedagogy (hooks, 1994). Drawing from my experiential knowledge, broader feminist pedagogy and elements from Turpin (2007) and Chick & Hassel (2009), I set forth to venture into the unknown.

[40] Losh (2013) discusses the creation of FemTechNet, which is an online feminist collective network of "hundreds of feminist scholars, students, and artists" (http://femtechnet.org).

Feminist influences on assessment of student learning in online classes

> "Personal reflection shows how feminist teaching praxis – including a reliance on technology – suffers when it lacks theoretical framing" (Richards, 2011, p. 7)

As a feminist teacher, I hold and value the primary principles and characteristics of feminist pedagogic which I previewed earlier in Chapter 2. However, feminist pedagogy is a broad "field" of study and is not bound by any single discipline (Crawley, et al. 2008b). Thus, in what follows is a brief discussion of some of the specific aspects of feminist pedagogy (both broadly and directed specifically at online education) which directly informed the development and construction of an assignment designed to assess student learning within online education – the crux of the tension I was feeling. Some aspects of feminist pedagogy important to assessment include empowerment of students, critical thinking and analysis to personal experiences as applied through reflection, and challenging of memorization (Middlecamp & Subramaniam, 1999 in Bryson & Bennet-Anyikwa, 2003).

I agree with Turpin (2007) who noted that as a professor who desires to mentor students towards empowerment means that I must acknowledge that "a hierarchy does exist in my classes, albeit one that is fluid and cognizant of the need for self-actualization on the part of the students, especially with regard to the process of thinking and writing critically" (p. 13). Further, Turpin argued that we must actively work to develop praxes which suite the needs of the students we purport to serve, as well as "recognize possibilities of learning from students as to the best way to shape such a praxis, and feminist thinking itself" (p. 11). This perspective aligns with bell hooks (1994) engaged pedagogy which utilizes personal experiences as a process towards the practices of freedom and student (and teacher) self-actualization.

As I began thinking about developing a new assessment assignment, I considered two values critical to my pedagogy. Most critically, I believe, that personal experience is central to the learning process and reflection about that experience is how we evaluate our progress as learners (Parry, 1996). Feminist educators have long explored both experience and feeling as

sources of knowledge (Weiler, 1991). Experience is, after all, quintessential to knowledge, but as Joan Scott (1991) reminds us experience is "always already an interpretation *and* something that needs to be interpreted" (p. 797). Examining what has been lived in a concrete way, in the body, is the "materialistic conception of experience" (Weiler, 1991, p. 465). Thus, I wanted students to be able to practice reflexivity in regards to their learning process as part of the assessment method. They had to be able to demonstrate specifically how course content related directly to their lived experience (Crawley et al., 2008a; hooks, 1994; Parry, 1996; Winks, et al. 2008).

In addition, I view students as the primary evaluators of their own learning process and that my role was to be alongside, as a guide through the process of learning (Chick & Hassel, 2009; Luke, 1996). By drawing on their (personal) experience within the class, I wanted them to be able to see their own lives "as 'data' worthy of explanation" (Crawley, et al., 2008a, p.15). I wanted them to be able to articulate their own learning experience in their own voice as a form of empowerment through authentic engagement (Parry, 1996; Wink, et al., 2008), and to "make content 'real', personal, and interactive" (Bryson & Bennet-Anyikwa, 2003, p. 135). My goal was to create something that centralized students' experiences and connected the learning to their lives. By doing so, I hoped this would increase engagement and confidence in their experience (hooks, 1994).

So now what?

> I am really struggling with this online stuff.
>
> Yeah? How come?
>
> I just have a problem with the whole thing. I hate writing tests, I am starting to agree with people that its "not as hard" and it just feels… empty. In the classroom, I can see the change. Even with a standard test, you can tell who gets it and who doesn't. But here? Online? Good luck….
>
> I understand. I feel the same way too.
>
> I want to do something different.
>
> (C. Engel, personal communication, Aug 2014)

I wanted to do something more. Like Middlecamp (2009), I had goals for my students. I wanted them to learn the content of the class but equally important I wanted them to "enjoy and engage in the process of learning" (p. 138). I **wanted** students to get more out of my online classes, and I needed to know if they **were** actually getting something out of the classes. This could not be measured just by successfully taking a test, as online tests are not good assessment measures and they are very traditional (non-feminist) measures to boot (Chick & Hassel, 2009). One of the primary concerns facing online teachers today is an issue of authenticity. There are online companies, such as BoostMyGrade.com and NoNeedToStudy.com, which will take courses for students for a fee (Bailey, 2016). While cheating is nothing new to teaching, as there has long been and continues to be issues around plagiarism, my concerns about assessment of learning from online courses stemmed from a deeper place.

I had been teaching in the face-to-face environment long enough by this point in time that I knew what good teaching felt like – as in an actual feeling in your body – and the online environment was not providing that feeling for me. It did not *feel* right to me on an intuitive level as an instructor, especially as a feminist instructor. As Lorde (in Weiler, 1991) says: "feelings are a guide to analysis and to action" (p. 464). There is something that can be felt in the experience of teaching. Online teaching felt, cold and devoid of connection. It felt unbalanced and like something which could be easily abused, by either teacher or student. It was not acceptable to me to get paid to sit back and watch students take a test I did not have to grade (if using an automatically graded format), or to grade discussions without giving feedback (a disturbing fact highlighted when students expressed genuine surprise by what I saw as simple feedback such as "good job"). Sadly this a common story shared by my critical friends, Jennifer and Cynthia as well. We all knew of "those" professors and we were all committed to not being one of them.

So, while acknowledging that as an instructor, teaching always has "a certain unknowability that cannot be captured in a checklist of criteria" (Coia & Taylor, 2013, p. 6) and

an uncertainty that we cannot always account for, I wanted to develop an intervention that would interrupt the hierarchy of knowledge exchange (instructor to student) that typified by the traditional online course (Chick & Hassel, 2009). My overall goal was to place more of the educational responsibility in the students' hands, empowering them as agents in their own learning (hooks, 1994; Rich, 1977). I wanted to create a place where students could explore the relationship between their personal experience and the course content, something which would allow them to "use their own personal experiences and see them as valid elements in the learning process" (Parry, 1996, p. 47). Ultimately this led to the birth of the post-course reflection experiment.

THE POST-COURSE REFLECTION [PCR]

Post-Course Reflection [PCRv1.0] (fall 2014)

I created the first iteration of the post-course reflection (Table 2) in the fall of 2014 for my Psychology of Women course at Central Washington University. This was a fully online 400-level course which was predominately taken by approximately 30 junior and senior-level students, the majority of whom were students in "exclusively-online" programs. The goals of the first post-course reflection (PCRv1.0) may be broken into three categories: instructor-focused, content-focused, and learner-focused. Instructor-focused goals addressed teaching practices. Content goals attempted to glean information about the course content, and learner-focused goals provided students with the opportunity to narrate their learning experiences. The assignment was a brief, 1-2 page double-spaced, written assignment that was to be completed in addition to a final exam. It was worth only 5% of the student's overall grade. In practice, it was a "credit/no-credit" assignment where simply completing the survey was acceptable enough to earn full credit. The assignment required no concrete connections to the course content, no

references, no examples and no citations. Students were allowed to use first person "I" language in their responses.

There was little difference between the qualitative questions on the standard course evaluations for CWU and the post-course evaluation questions in PCRv1.0. Because student participation in standard course evaluations had been typically sub-optimal (less than 20% completed) part of the intent behind the post-course reflection was to encourage more students to complete the assignment because it was part of the course. One consideration in the development of PCRv1.0 was that I wanted to gain insight that I had not been able to get from the course evaluations because of lack of student participation in standard evaluations.

Quarter **Fall 2014**	**POST COURSE REFLECTION (PCRv1.0)** On the last day of the quarter, you will be asked to submit a 1-2 page course reflection. The purpose of this assignment is to allow you all the opportunity to reflect on what you have learned over the course of the quarter. What things did you find interesting or problematic? Did your opinions change on anything based on what you learned? What was the most fascinating, disturbing, informative, and/or helpful thing you learned? Do you feel that this course has or will help you in your studies?		
	General Format	**Goals**	**Results**
	• 1-2 pages • Casual Language/Tone was accepted • No specific connections • No citations required • In addition to final exam • Worth 5% of final grade	• To get more information from students about the course than I could obtain from traditional evaluations (self- focused on teaching methods) • To solicit information from students about the course content – what was interesting, problematic or useful (content focused) • To have students articulate what was the **most** interesting, fascinating, disturbing, informative and/or helpful thing that they learned (content focused/learner focused) • To have students articulate if their opinions changes based	• Students largely reported singular events about the course that they "liked" (e.g., "I really enjoyed the film about transgender kids" or "It was really interesting to learn about the motherhood penalty and the fatherhood bonus") • The reflections were useful in providing some additional insight about what course materials students found useful or interesting, and through omission which were less notable. But otherwise, discussion was largely superficial. • Most reflections did not provide deep reflection and tone was on average very too impersonal • No citations or references, very few explicit connections to the course content – if at all.

		on anything they learned (content focused/learner focused) • To inquire if students felt the course did or would help them in their studies (learner focused)	• Nearly every assignment reported that the course, as a whole, would be a huge, great or other _____ addition to their lives, but reserved as students possibly afraid to "upset the grader".

Table 2 - POST COURSE REFLECTION (PCRv1.0)

Goals/Results:

The primary goals were to provide an opportunity for students to reflect upon their experience in the class in an open, low-stakes forum which, in addition to providing students with a voice in assessing the course, I hoped would give me more information about the class and my teaching. Since students were free to answer however they wanted, I felt this forum might allow them a chance to "speak freely" in regards to how they felt about the class and the resources they felt were the most interesting, fascinating, disturbing (disruptive), informative and/or helpful in their learning experience. Finally, the last goal was for students to reflect and identify where their knowledge on the subject was at the start of the course and where it was at the end of the course, and through this process I wanted them to identify what key points they felt had the biggest impact on their learning.

Overall, at the time (4 years ago) I considered the first version of the post-course reflection a success. Students had responded to the assignment. The assignment got a good response as everyone turned it in on-time and completed it according to the guidelines – which within online teaching is an accomplishment at times. Many students seemed to welcome the opportunity to discuss the things which provoked an emotional response throughout the quarter – shock most frequently – and to express their overall enjoyment of the course. As Turpin (2007) noted with her students, many students seemed to feel more comfortable discussing their personal experiences online "than in a traditional classroom where they may feel more vulnerable to an unfavorable response" (p. 17). While student satisfaction was nice to hear, and I

cannot imagine there is a teacher who would want to hear otherwise, I retained a heathy reservation about this and considered there to be a fair possibility that students may not have been willing to tell their teacher they were not happy or that they did not like something about the class.

In the F2F course, students can literally "read" me, my body language, my tone of voice, and I can do more towards attempting to establish through those measures additional levels of trust by reassuring students about my genuine interest and reassure them that I will not punish their honesty – but the online class did not afford such an opportunity. Further, there is an inherent danger in asking students to be vulnerable in sharing their honest evaluation of their learning, particularly if it was not a positive experience. As a feminist teacher, I cannot ignore – despite my desire to interrupt traditional hierarchal structure and share power – my position of authority in the classroom afforded to me by virtue of being the professor of the class – real-time or virtual (Turpin, 2007). While I did not intend to set students up to placate me with positive statements, it was a concern I would need to address. Despite this, the feedback seemed to not be unnecessarily embellished as the anonymous standard course evaluations supported the positive aspects of the course and of my instruction methods, and thus led me to believe the statements made in the post-course reflections were most likely accurate. The informal, casual tone of the assignment was acceptable for what I was expecting and because it was not a "big" assignment, I did not enforce strict rules about writing style or citations.

The assignment did produce a few surprising results. I did not expect students to write beyond the page requirements – but many did! The majority reported the same resources as being particularly "interesting and informative." For example, I had selected a text, *Gender Born, Gender Made* by Diane Ehrensaft, to supplement the course and students really liked the book. It is not that I anticipated that they would dislike it, but rather I had not anticipated the degree to which they found it helpful to their learning and it then helped inform future course construction.

Comments:

The post-course reflection v1.0 was used three times in my CWU – Psychology of Women PSY438 course (Fall 2014; Winter 2015; Fall 2015)[41]. Student submissions during these courses would produce similar results as the first version: students largely reported satisfaction with the course and the methods used in the course. CWU standard course evaluations mirrored this reporting as well. Further, students PCRs reported increases in positive experiences with online discussions, selection of course materials (books and media), and usefulness of lecture content. There was a developing trend with the PCRs student's acknowledging that the online course was a space that felt safe to share one's personal experience as a part of the learning process.

I attributed increased quality of students' PCR submissions to a number of factors:

- Discussions with my two colleagues[42], Jennifer Maclin and Cynthia Engel, provided meaningful insights about general expectations from students in this online space, as well as listening to my ideas as a way to bring a fresh perspective to the discussion. Our collective sharing was essential to the growth of my pedagogical learning. It was this sharing of stories with Jenn & Cynthia which was the connection which I identified within Coia & Taylor's (2013) co/autoethnographic experience.
- I was working to integrate more feminist practices and principles into my discussions board activities. Drawing from Chick & Hassel (2009), I recognized that the online environment demanded a different application of feminist teaching. Thus, I worked to design more thoughtful discussions. My thinking on this issue was further strengthened by the discussion following a lightning presentation for graduate students, in which I

[41] Small changes in wording or shifts in language may have been made between 2014's first iteration and the subsequent versions through 2016; however, the primary content of the assignment did not change and the goals as listed in the chart did not shift at all thus the primary content was virtually the same.
[42] Jennifer Maclin and Cynthia Engel represent what Samaras (2011) call the critical friends team.

presented my project entitled “Not Just Copy & Paste: Online Teaching and Feminist Pedagogic Practices” (McKenzie, 2016). This forum provided me with the opportunity to sharpen my argument that as online teachers, we cannot just copy and paste our face to face classes into the online environment, and the adaptations require additional considerations for integration. This was positively received by the audience and resulted in extended collegial conversations.

- Further, soliciting student feedback through the post-course reflection and adapting the course in response to their feedback resulted in honing in on course materials to which students seemed to respond favorably. Ultimately, this meant students were helping in the selection of the course materials and the overall design of the course. For example, students overwhelmingly were impacted by the “The Fatherhood Bonus and The Motherhood Penalty” (Budig, 2014) reading, so I made sure that I included it in every subsequent quarter. When I asked students what other information they wish was covered, if there was a pattern – such as one year I had multiple students report they wished I would have covered more about eating disorders, I made sure that I did not skip that topic in the following quarter. My willingness to be open to responding to their reflections and desire for them to provide me with their thoughts facilitated a constant feedback loop. When students feel that they have the ability to direct resources into the course, there is an increase in student empowerment (Wink, et al. 2008).

Students’ statements regarding the course’s impact were demonstrating clear shifts in their critical thinking; however, they still largely spoke in vague overarching terms instead of drawing clear connections regarding the way in which the course content interacted with their lives. Below are examples[43] that represent typical student reflections in PCRv1.0:

[43] These two examples were drawn from my fall 2015 course. These two examples were selected because there had no personal identifying markers to protect individual student identity and were overall representative of the average responses of the class, ones which were thought-provoking for myself as well.

> **Student A (quote):** I feel that this course has not only helped me in my studies but it has greatly impacted my life as well. I am now able to make an educated analysis on societies affect (sic) on gender and the effects it has on the individual. I have been able to accomplish a main goal that I set out to do when I decided to peruse a career in psychology: I am able to understand people better. (fall 2015 PCR v1.0)
>
> **Student B (full paper):** Psych of Gender presented a unique opportunity to learn more about differences and similarities. The discussion boards were a really great way to practice critical thinking. I found the interactions to be really thought provoking and helped me to think of ways to respond to people whose views were different than mine. Additionally, it made class feel more personal and helped me learn more about the views of the people in the class and have a respectful discussion with them. The image searches, advertising examples, and magazine review really helped me to think more about the images I am viewing and the shows I watch. They helped make me a more critical consumer. I have found myself seeking out more positive media and am thinking more about why I think the way I do about myself, body, or career.
>
> One thing that stood out to me in the class was The Fatherhood Bonus and Motherhood Penalty. Though I have previously learned about the wage gap, the author make some extremely compelling points I had not previously known about. It is really disappointing that women are penalized no matter what decision they make. As a women who desires a career, it is sad to know that I may be paid less or given less opportunities should I have children, whereas a man in the same position may get paid more. It isn't only the money that is frustrating, but that there is some sort of shame involved in either decision and that women are so looked down on that they are compared to men and never live up to that expectations, such as time spent in the office, assertiveness, and skill. Women are forced to work harder and with some guilt that men do not experience.
>
> As a feminist, I did appreciate that the approach to the class was to learn about both genders in equal representation. The book, power points, and additional material provided a great way to learn more about women's issues in a respectful way. Further, the discussion boards offered a way to think more about both genders and the way they are compared and viewed. The domestic violence discussion was really interesting and I really enjoyed the conversations around masculinity and society. (fall 2015 PCR v1.0)

Having gained more experience as a F2F teacher and as an online instructor, combined with a deeper understanding of feminist pedagogy and how I personally embodied feminist pedagogic principles, I began to realize that while PCRv1.0 was giving me information, and it was helpful, it was not producing the results that I was seeking. Additionally, I had been struggling with students' lack of ability to provide citations within academic research papers. Since most students were psychology major, their lack of ability to use the APA (American Psychological Association) writing and citation format was particularly troubling.

A number of factors – for example, the need to attend to my "grading authority" in the classroom, a desire for students to draw more clear connections to theory/content to personal

experience in the assignment, and wanting students to demonstrate course learning objectives – in conjunction with my increasing experience in teaching, resulted in my decision to redesign the post-course reflection in the winter of 2016 changing it from an informal reflection to a scholarly self-study.

Post-Course Reflection [PCRv2.0] (winter 2016)

The second iteration of the post-course reflection [PCRv2.0] (Table 3) contained significant changes to both the structure and purpose of the assignment. The assignment debuted again in the 400-level Psychology of Women, however it was done in two versions of the courses simultaneously. At the time, I was again teaching a fully online version of the class, but I was also conducting a new hybrid version of the course which met in-person once a week. This presented a unique opportunity for me to compare the assignment between the fully online version and the hybrid version of the course. The hybrid version of the course was taught with exactly the same materials and assignments as the online course. On the day that we met in F2F class, we held class discussions and did group activities. The F2F time also allowed me the opportunity to provide in-person instructions and answer questions in real time, including providing rationale for and feedback about assignments. This was a notable variable for PCRv2.0 results. In addition to changes to the PCR, I also included a new "pre-course reflection". While the pre-course reflection is not the focus of this project, and is only an introductory free-write of sorts, it is now included in all of my courses. I mention it here because it can be used by students as a starting point for their PCR assignment.

Changes to the post-course reflection were influenced by student feedback, the anonymous end of quarter course evaluations and/or solicited in conversations, and discussions with my critical friends, Jennifer and Cynthia. Information gleaned from these sources was considered along with reflections regarding the assignments' alignment with the pedagogic aims

I sought to achieve. I wanted students to draw on learning experiences from course concepts, discuss aspects of the course which held personal value (experience), and I wanted to empower students as active agents in their education and privilege students' voice in the process.

I received additional valuable feedback when I presented this assignment for community feedback at the TIP NW (Teaching Introductory Psychology Northwest chapter) conference in February 2017. My presentation, entitled, *Beyond Rote: Engaging Students in Intro Psychology Classes* – was positively received the audience[44], none of whom I had met prior to the presentation. Following the presentation, I was approached by two instructors who asked my permission to use the assignment for their own courses at other institutions, and was asked to prepare a brief essay about the assignment and the pedagogic value for a "teaching community" publication. This feedback strongly affirmed that I was doing something positive in regards to student learning and assessment within the online space. This presentation for the community in which I taught – psychology – and in which I was using the assignment, aligns with self-studies aims of validity testing through which self-study research is considered valid by the community in which the research is presented (LaBoskey, 2004).

[44] This presentation was done to presumably the majority of the attendees of the conference all of us in the packed conference room and while I cannot say they all liked it, I can report that no one left, fell asleep or looked particularly agitated or bored at the time I was presenting.

<table>
<tr><td></td><td colspan="3"></td></tr>
<tr><td>Quarter

Winter 2016</td><td colspan="3">FINAL POST COURSE REFLECTION PROJECT (v2.0)

On the last day of the quarter, you will be asked to submit a 4-6 page course reflection paper. This assignment may be a challenge for some of you but I want to push you all to reflect upon your own learning and be able to synthesize the material and your experience in the class into a semi-cohesive reflection paper. This is more than just an opinion paper. This is your opportunity to show me what you learned. Look back at your pre-course reflection paper as a place to start. Was the course what you expected, why or why not? Did your opinions or thoughts change throughout or as a result of the class? An assignment? A particular reading? Look over the course objectives, do you feel that you can now adequately and effectively demonstrate the listed objectives? Show me through this paper.

The challenge with this assignment is that you have somewhat free reign. The content is yours to tell me about because it is based on your experience and your learning and reflection on those things. However, the assignment is worth 100 pts – 1/6 of your overall grade – so I highly encourage you to take this assignment seriously and approach it thoughtfully and don't try to BS me. While I will not grade you on the content of your thoughts - your thoughts are your thoughts – I will be looking to see that you made clear and concrete (and referenced) connections to the course materials, discussions threads, lectures, etc and how those things. This includes proper APA citations for course materials, films, lectures, etc. The goal is to demonstrate to me what you got out of the class (or did not, which is absolutely fine as long as you provide support and evidence and discussion to why) through a reflection of your own learning.</td></tr>
<tr><td></td><td>General Format</td><td>Goals</td><td>Results</td></tr>
<tr><td></td><td>4-6 pages
Casual language/tone was accepted
Clear, concrete and referenced examples required
Connections to course</td><td>To have students demonstrate learning through their ability to synthesize course material and their learning experience
To have students support their opinions through supported evidence – examples, referencing and citations (APA format)
To have students document learning and understanding through an</td><td>Papers showed significant improvement over first version of assignment in terms of explicit examples concrete examples from the course which had a positive impact on their learning. These were cited using appropriate APA citations.
Students typically reported a greater level of satisfaction with the course based on an evaluation of the knowledge they had upon entering the course and what they left the course with</td></tr>
</table>

	materials, discussions and lectures required • Proper APA citations required • Worth 1/6th of overall grade • Was the final assignment for the course	evaluation of where they started to where they leave the class • To have students articulate their whether their expectations of the course were met and support the learning objectives of this with discussion • To have students reflect on their views, thoughts and opinions prior to the course and whether those changed as a result of the course • To have students articulate whether they can adequately and effectively demonstrate the listed course objectives	• On average students reported either changed views or increased support in terms of positive support for diverse populations, with many finding specifically selected texts and media particularly influential • Only a few students addressed the course objectives prompt; reflected upon whether this was due to having to revisit the objectives (in a different location) or not wanting to address the objectives or if the other prompts were more appealing to address. Since the prompts were "open" this was just something to note.

Table 3 - POST COURSE REFLECTION PROJECT (v2.0)

Changes:

Changes from the PCR v1.0 (2014) to PCR v2.0 (2016) were fairly substantial and included everything from general info/formatting and grade weight to purpose and course learning objectives; However, the overarching purpose of the assignment remained the same – a feminist intervention into traditional forms of assessment. For this reason, the changes have been summarized in the table below (Table 4):

General info/formatting	• Changes to formatting included increasing from 1-2 pages (2014) to 4-6 pages (2016) • Casual language and tone were acceptable in both cases; however, in PCR v2.0 (2016) the expectation was that students write academically while still writing in the first person • In PCRv2.0, connections to course materials became a stated requirement, and APA citations were subsequently expected • Critically, in PCRv2.0 the assignment became the primary final assessment of student performance in the course versus in addition to a final exam. This shifted the context of the assignment from supportive to focal. • The assignment weight increased from 5% of the overall grade (PCRv1.0) to 20% of the overall grade in the course (PCRv2.0)
Goals	• The goals which existed in PCR v1.0 remained the same in PCRv2.0; however, some of them were implicitly discovered versus explicitly sought. For example, PCRv2.0 required students to discuss their learning through a synthesis of course materials – thus, if certain materials were mentioned repeatedly by numerous students, I could assume that this resources were helpful. This achieved the same goal as the "what was the most interesting, useful, helpful, etc." explicit goal stated in PCR v1.0. • PCRv2.0 was strongly influenced by a desire to empower students to be active agents in their own educational process as aligns with feminist pedagogic aims (hooks, 1994). PCRv1.0 attempted to incorporate this process as well; however, did not provide students with enough guidance about the self-reflective process. PCRv2.0 remedied this by deliberately stating how students could approach the process of self-study. • PCRv2.0 required that students make concrete and referenced (cited in APA style) connections between the course materials and their own lives. This was done to affirm feminist pedagogy in multiple ways, but also ensuring that students understood that the knowledge was situated within context • PCRv1.0 was a novice instructor wanting to know the course had been successful. PCRv2.0 instead asked students to reflect upon their

	experience and articulate through discussion whether their expectations of the course were met and in what ways. This shifted the focus from a yes/no "appease the instructor" focus to a student-centered reflection. As such, PCRv2.0 still sought the answer the question of successful instruction that PCRv1.0 was looking for but it was just subsumed within the context of the response. • Both PCRv1.0 and v2.0 asks students to reflect upon any changes to their views and opinions as a result of the course. However, v2.0 explicitly asks students to articulate this in their paper and in doing so draw connections between the source of the change and how the student views were reformed as a result. This deliberate act of drawing attention to shifts in awareness was influenced by my F2F teaching experiences and my desire to find ways to apply feminist practices within the online classroom.
Results	• PCRv2.0 produced reflective papers which drew explicit examples from the course content which students felt had a positive impact on learning. • Students continued to report a high level of satisfaction in the course, which continued to be supported by high course evaluations. However, in addition, in PCRv2.0 students also provided an evaluation of their knowledge and understand as a process from where they started the course to where they finished, mirroring a self-study process (Crawley, et al. 2008b). • Both PCRv1.0 and v2.0 resulted in students reporting continued or increased support for diverse populations, for particularly women and GLBT groups. Of significant note, v2.0 yielded in a more clear articulation regarding what influences resulted in changes or reinforcement in support of diverse groups. Further, the articulation of these influences resulted in an ability to identify resources which students found particularly meaningful. • PCRv1.0 did not ask about course learning objectives and PCRv2.0 only had a few students address course learning objectives as part of their reflections. This may be due to the open nature of the prompt, and not having the objectives "at hand" when writing the assessment.
Other	• PCRv2.0 included significantly more instructions within the assignment itself. The language of the assignment was written in a casual and funny, yet firm tone – one in which students would likely express familiarity • In PCRv2.0, I attempt to provide students with more context about the assignment, as well as clarity towards why I am asking them to do it, what the value is in the assignment, and also, what challenges are present in doing a "free reign" assignment • One of biggest changes, between the language in PCRv1.0 and PCRv2.0 is that it is clear that the first is a short "credit/no-credit" assignment and the latter is an assignment worth greater numerical value

Table 4 - Analysis of changes between PCRv1.0 and PCRv2.0

Comments:

The post-course reflection v2.0 was used three times in my CWU courses, twice in the Psychology of Women PSY438 course (winter 2016; winter 2017) and once in the course which I created called *Dangerous Women: Mad, Bad, or Misunderstood* (spring 2017) – see Appendix A for course syllabi. The second iteration of the post-course reflection (PCRv2.0) proved to be a significant improvement over the first (v1.0) in terms of both feedback for me as an instructor and as a tool for student self-assessment of learning within the online classroom. The first version of the post-course reflection (PCR v1.0) had been particularly informative with regards to teaching methods. The opportunity to test PCRv2.0 in both the fully online classes, as well as in the hybrid version of the course was helpful since the only difference between the two classes was that I met with the hybrid class once a week F2F. Otherwise, the two courses ran exactly the same in terms of schedule, expectations, assignments and assessment. End of quarter observations following the winter 2016 term with the two courses revealed that there were only insignificant differences between the PCR's received the from students in the fully online and the hybrid classes. This spoke strongly to the strength and clarity of the assignments instructions as the fully online students produced papers of equal quality to the hybrid students who had the opportunity to ask questions and get answers in real time.

The design of the second version of the assignment was largely based on my own self-reflective practice, but also informed by literature on reflexivity (Crawley, et al., 2008a; Parry, 1996) and engaged pedagogy (hooks, 1994). Like many other reflective methods used by feminist scholars, when used in the context of reconceptualization of knowledge feminist methods become "important tools of feminist pedagogy" (Parry, 1996, p. 47). Other key influences on the assignment from feminist pedagogy included the sharing of and validation of personal experiences (Chick & Hassel, 2009; Durfee & Rosenberg, 2008) and the guiding of students' construction of knowledge (Chick & Hassel, 2009). These critical influences provided guidance for rethinking how to construct an assignment to facilitate students' reflections upon

their own experiences, and affirming their learning process as knowledge and experience (Parry, 1996). One of my critical goals has been to develop students into critical thinkers about their own learning while providing them space for self-expression of that exploration, empowering them to develop voice and mastery along the way.

The significant increase in the rigor and demand – in format (page length), formality (references and citations) and weight (worth 15% versus 5% of the overall grade) – of the assignment was worrisome at first. I was unsure how students would respond, particularly since the new version required them to evaluate, describe and qualify their individual learning process through connecting their lived experience and the course content.

> **Teaching Reflection Journal (6/17/17):** There is something in teaching that touches me on a deep, perhaps even spiritual level. It's something palpable, tangible in their [my students'] writing. There is something that I do in my classes that students have not experienced before. The first few times students reported this to me, I shrugged it off. I have never trained to be a teacher, how I could be doing something so profound. Not me. No, like many female pedagogists before me and like me still, I doubted that I could have something unique to offer. Something valuable to a great cause. But this past quarter, as I am continuing work on my dissertation, has impacted me in ways that have left me speechless, in tears, and with a profound sense of hope.
>
> As I sat grading this past quarter's final assignment, submission after submission left me feeling this urgency to share with others. See, look at this, look at what my student said. I felt like that five year old showing everyone they know a smile face sticker they got for done a good job. Why did I want to share it so badly? Was it just for bragging rights? No, I mean of course I appreciate the accolades just as much as any person does about doing their job well. But it was something more. Their stories. Their shared thoughts about their experience in my class, the applicability of what they learned in class to their lives outside of the classroom, and the changes in their lives – nearly every single one for the better – touched me, moved me and spoke of something that I only feel a facilitator for. Something that can only be expressed in reflected experience.

Overall, the second version of the post-course reflection (PCR v2.0) resulted in papers that more clearly articulated of students' reflective processes. Most arranged their class experiences in a chronological order from the start of the quarter to the completion. This may be because I told them to start with the pre-course reflection (the opening assignment from the beginning of the quarter) and track how their knowledge changed over time from that point. This "new" assignment, added at the same time as PCRv2.0's revision, and it proved to be a

useful reflection starting point for most students. Still, other ways of approaching the assessment included highlighting and discussing key content pieces which had particular impact or answering the prompted questions as listed in order in the assignment. Ultimately, how the student opted to layout of the content of their class experience was not essential to me as long as the student addressed the goals of the assignment.

PCRv2.0 required concrete connections to course materials such as, specific chapter readings or quotes within the textbooks and/or media resources which had impact on student learning. These addressed not only the "what" impacted the students learning, but also discussed the how or the "why". The changes made for PCRv2.0 met my goal of having students draw these concrete connections. But, in some cases examples given in student reflections felt arbitrary as if picked at random by the student to have an example because I had said that I would be looking to see that they "made clear and concrete (referenced) to the course materials…". My own reflections about this were needed in order to consider ways to encourage students to make meaningful connections as opposed to "throwing in citations to have citations" (my words to them).

The inclusion of the requirement that students address the listed course learning objectives in the second version of the post-course reflection was the result of my desire to know whether students were, in their own evaluation, achieving competency in meeting the listed course objectives. Ultimately, the desire for students to address course learning objectives was two-fold: first, as an instructor, knowing if students are meeting course learning objectives is a critical aspect of measuring instructor success. Second, and more importantly, I wanted to know if students could evaluate their own ability to adequately and effectively demonstrate these objectives.

Post-course Reflection Project [PCRv2.1] (fall 2018)

The most recent iteration of the post-course reflection, PCRv2.1 (Table 5), was more of a refinement on previous versions than a significant shift in structure, as was seen in the changes made between PCRv1.0 (2014) to PCRv2.0 (2016). Changes for this version were predominately based in clarification of instructions and goals versus the structure of the assignment itself.

I first used PCRv2.1 (2018) in two fully online courses at the University of Washington Tacoma [UWT] in the fall of 2018, and it continues to be used at present time. However, data was only reviewed up through the end of winter quarter 2019. PCRv2.1 was used for a total of four times in two different courses (TPSYCH405 – Body Image and the Psychology of Appearance[45], TPSYCH349 – Sexual Identities). These courses were both fully-online and hybrid courses, and had full rosters between 38 – 40 junior and senior undergraduate students.

This updated version (v2.1) built upon the strengths gained in the second (v2.0), as well as the insights gained through consideration and analysis of the first student submissions using PCR v2.0's guidelines. Some of the changes were made largely a result of the fact a year of in-person teaching provided the opportunity to work closely with some students in a series of classes and develop a stronger relationship with them. This allowed me to seek direct input and feedback on assignments, including on the wording and structure of the post-course reflection from these students. Their input provided another basis for me to reevaluate the assignment.

[45] See Appendix A for TPSYCH405 syllabi from fall 2018

Quarter **Fall 2018**	**FINAL POST COURSE REFLECTION PROJECT (v2.1)** By the last day of the quarter, you will be asked to submit a 4-6 page, double-spaced "post" course reflection paper. This paper will be written in the "personal professional" style we have been using all quarter. This style requires that **your** - your voice, your views - are present in the writing, **AND** that you are able to support those claims with appropriately cited referencing, quotes and/or examples connected to the course. This is still an academic paper and should be treated as such. This assignment may be a challenge for some of you, but I want to push you to reflect upon **your own learning** and be able to synthesize the material and your experience in the class into a cohesive reflection paper. This is more than just an opinion paper. This is your opportunity to demonstrate to me what you learned, how you learned it and why it was important to you. Essentially this is documentation of what you will be taking away from this course. *What is below are guiding prompts, you do not have to answer every point and you should include additional information, but I highly recommend you use these as a place to start your reflection.* • One place to start is to take a look back at your pre-course reflection. If you didn't do a pre-course, you can still reflect back to the start of the class. • Was the course what you expected, why or why not? • Did your opinions or thoughts change in some notable way as a result of the class? • Were there particular assignments, discussions or readings which impacted you more than others? In what ways did this happen and what was the impact? I recommend looking over your notes, your TWiC journals (before you submit them) and assignments for conversations that may have had particular impact for you. Similarly, your RRR reading journals can provide you with information that you've already noted as meaningful in your experience in the class. *[NOTE: the assignments listed here are variable based on the course in which the assignment is being deployed]* **NEXT:** Look over the course objectives below, do you feel that you can now adequately and effectively demonstrate the listed objectives? Give me evidence of this through description and examples. *[NOTE: the objectives listed below change based on the course in which the assignment is being deployed]* ▪ Become familiar with the major approaches in the study of sexuality, core concepts and terminology ▪ Promote awareness about the complexity and diversity of human sexuality ▪ Promote intellectual skepticism at the representation of sexuality in the mass media ▪ Use feminist analysis as a tool for critiquing classic and current research on sexuality If you feel you cannot address each of these adequately, discuss why and in what ways the course was unable to help you meet these course learning objectives.

	While I have provided you with the guiding prompts, the actual content is yours to tell me about because it is a reflection about your experience and your learning. This can be challenging for some students because you essentially have free reign on what you share. However, you are ultimately in charge of demonstrating to me what you are taking away from this course - and more than just "it was interesting" or "I hated it" (which I hope you didn't) - but really, how has your knowledge developed from being a part of this course. The assignment is worth 50 pts, which is roughly worth 15% of your grade, so I highly encourage you to take this assignment seriously and approach it thoughtfully. Like a lot of my assignments of which you should be more accustom now, while "simple" it is not necessarily "easy". I will not grade you on the content of your thoughts - your thoughts are your thoughts; however, I will be looking to see that you made clear and concrete (and referenced) connections to the course materials, readings, discussions, films, etc. and how those things were important to your experience in this course. This paper does require proper APA citations for course materials, films, and lectures. In the past, students have approached this from a beginning of the quarter to the end, discussing meaningful moments throughout. Others have approached it from an overall discussion following whatever thought struck them first. Others still, have picked to address the prompts as a "question and answer". Whatever approach you decide on for the paper is ultimately up to you, but how well you demonstrated (articulate) your own process and learning is what this paper will be graded on.		
	General Format	**Goals**	**Results**

	• 4-6 pages
	• Personal-professional tone
	• Clear, concrete and referenced examples required
	• Proper APA citations required
	• Open format
	• Worth 15%-20% of overall grade
	• Was the final assignment for the course
		• To have students articulate their experience clearly in their own voice but including appropriately cited references, quotes, and/or examples
		• To have students demonstrate their individual learning through a cohesive reflection paper
		• To have students engage in an observation of their own learning process of not just WHAT they learned but HOW they learned it and WHY it was important to their lives (to document what they are taking away from the course)
		• To have students note which particular assignments, discussions, readings impacted their learning experience – how they were impacted
		• To have students reflect upon the ways in which their thoughts and opinions may have changed as a result of the course
			• Formatting the assignment with more clarity in some parts and wording changes in others prompted further revisions from students in their papers. While the general reflections between v2.0 and v2.1 were largely the same, some notable changes occurred:
			  ○ Greater specificity towards which resources contributed towards learning and in what ways
			  ○ Nearly all prompts were addressed that were listed, as opposed to previous versions which were less consistent in this way
			• New reflective assignments in the courses being taught provided additional practice in reflective writing, thus the PCR was not the first opportunity for students to demonstrate this skill or to receive feedback in regards to it
			• Clear inclusion of the course learning objectives in the assignment itself resulted in nearly all students

		• To have students review the course objectives and articulate the capacity in which they can feel they can adequately and effectively demonstrate the listed course objectives • To have students connect the course materials and content to their lived experience • To show the use of feminist pedagogy and self-study as a method of student self-assessment	addressing the course learning objectives as a part of their PCR even though this was not a stated REQUIREMENT only suggested; students were, on average, able to provide examples of their ability to meet the learning objectives • Deliberate inclusion of feminist language regarding the use of student voice and student experience as critical to the learning process and knowledge construction seemed to encourage students' willingness to participate in critical self-reflection • While the value of the assignment increased in weight, students seemed to welcome the opportunity to talk about what they learned in the class, the ways in which the course influenced their thoughts/actions, and what they would be taking away from the course

Table 5 - POST COURSE REFLECTION PROJECT (v2.1)

Changes:

Changes from the PCRv2.0 (2016) to PCRv2.1 (2018) focused on further refinement of the existing aspects of the assignment. These changes were intended to clarify instructions for students, establish clearer goals for the assessment, and provide a better overall picture of the assignment within the context of the course. Further, the assignment was adapted to be more specific to the courses in which it was being deployed versus the broader, more generic application in which it had been previously presented. These changes are captured in the table below (Table 6).

General info/formatting	• Clarification in language/tone. "Personal-professional" specifically labeled in v2.1. • Weighted grade value remained flexible, but there was greater emphasis to students about the value of the assignment not just in points towards their grade, but within the class context and in understanding the concepts laid out in the course. • Encouraged an "open" format – meaning the assignment could be written as an essay, a chronological list, a broken up discussion, or whatever form the student felt fit their reflective practice – provided it followed the general assignment guidelines
Goals	• PCRv2.1 primary goal was for students to use their voice to articulate their learning experience in an academic format • Through reflective assignment scaffolding throughout the quarter, I hoped to facilitate students towards stronger reflective writing prior to the final PCR assignment at the end of the quarter • PCRv2.1 clarified that the documentation of the learning process should clearly address the "what, how and why" of the process • PCRv2.1 explicitly sought students to draw connections between the course learning objectives and their experience in the course; while implicit in v2.0, this was emphasized more in v2.1 • Both versions encouraged looking at the course learning objectives; however, v2.1 asked students to articulate not whether (yes/no) but in what ways (descriptive)
Results	• PCRv2.1 student submissions were written in a stronger personal-professional prose; this I attribute to the inclusion of additional reflective based assignments in the courses in which the PCR was assigned as well as pointing students to these other reflective assignments as points of reference

	• Students addressed nearly all listed "encouraged" prompts in v2.1; despite similar instructions in v2.0; this I attribute to the emphasis used in the language in the instructions • The vast majority (>90%) of PCRv2.1 submissions included discussion of the student's confidence in demonstrating the course objectives, while not explicitly stated as a requirement, this was a marked increase over v2.0.
Other	• Within the instructions themselves, more clarity was added to v2.1 in order to help clarify goals of the assignment for students. Online environment produces challenges in communication that this aimed to address. • A stronger emphasis, through bolding, italicizing and understanding – as well as just the separation of steps – contained within the instructions themselves for v2.1 provide more information and clarity regarding the assignment • Notation about past students' experiences with the assignment or current students experience in the class – "simple but not easy" or "In the past students have…" all provide evidence that this assignment has been done before and has been generally successful in the ways listed • Changed language in v2.1 to speak more explicitly to feminist pedagogy (e.g., "your voice," "your experience," "you are in charge…" • The descriptive aspect of the assignment's instructions was twice as long as previous versions. This emphasis was intentional. My hope was to demonstrate the value being placed in the assignment through an emphasis in description. My theory is based on my experience that students have learned over the course of a quarter that my longer descriptions on assignments typically mean they are considered more valuable – even if it is not in point value.

Table 6 - Analysis of changes between PCRv2.0 and PCRv2.1

Comments:

PCRv2.1 was developed for my online courses which I began teaching in the fall of 2018 at the University of Washington Tacoma. This was following a year during which I was teaching full-time solely in the face-to-face classroom. My prior six years of teaching experience at CWU as an "exclusively-online" instructor, coupled with performance in the iTech fellows program[46],

[46] UW Tacoma requires the completion of iTech fellows in order to teach online courses. ***iTech Fellows Initiative*** is a collaboration between the Executive Vice Chancellor's Office, the UWT academic programs, the Office of Academic Innovation, and the Faculty Resource Center. Participants work together in an intensive examination of online pedagogy, and then work to infuse digital engagement and new teaching practices into their courses. https://www.tacoma.uw.edu/teaching-learning-technology/itech-fellows-program-innovation-course-redesign

had granted me a bit of a reputation in regards to online teaching. The psychology department in which I was teaching offered only a limited number of online courses and I asked if we could increase our departmental online presence by offering online options for some of our F2F courses. At the end of the spring 2018 quarter, I was granted the opportunity to develop multiple online courses for the 2018 – 2019 school year[47]. While I as a faculty member had tensions with online education for a number of reasons, I was also committed to many of the positive aspects that it could offer students – particularly at a the UWT which is a predominately commuter campus, as well as serving student populations which are underrepresented in traditional university settings, but have shown higher representation in online education settings, such as women, minorities, single-parents and veterans (Chick & Hassel, 2009; Turpin, 2007).

My position at UWT had been tremendous for me in terms of development – both personally and pedagogically – as a teacher. My first year was spent teaching six upper division and one lower division face-to-face psychology classes. This was the first time in my then seven year teaching career that I had taught that many F2F courses in one year. This included five entirely new preps and only two repeated classes in the entire year. This also meant that I had many repeat students throughout the year and built quite a following of students at my institution. In addition, during the year all but one of my courses were fully enrolled (and overenrolled in most cases) at 40 students. I held office hours, attended departmental and school meetings, as well as other "service" roles associated with being faculty. Unlike my identity at the beginning of my career, I had now found myself in a place where I felt like I belonged. While a deep discussion of identity and belonging falls outside the scope of this paper, it cannot be ignored as a contributing factor to my continued development as an instructor. As a feminist instructor, engaging so intimately with the students and community I was a part of transformed

[47] I created, designed and taught five different online courses during the 2018 – 2019 school year.

my online teaching practices (Turpin, 2007). Further, I was able to get feedback about an assignment that I used in the online environment in the F2F classes. While this project focuses on the online use of the PCR assignment, students' feedback from the F2F courses helped shape the current iteration of the assignment.

Online students at UW Tacoma are predominately based at UW Tacoma. This was different from the students in my courses at CWU, who lived and "attended" class from all over the state of Washington. During the six years that I taught at CWU, I met in-person fewer than 30 of more than 1000 students enrolled in my classes. This situation changed significantly at UWT in that when I taught the F2F courses during the 2017-2018 school year prior to moving online for the 2018 – 2019 school year, I had already met many of the students who would enroll in my online courses. Further, because I was teaching both fully online courses, hybrid and face-to-face courses all simultaneously, as well as holding office hours, I often saw students who were in my "fully online" classes during the term. I believe because of relationships established with many students outside of the online space that I was able to solicit more direct feedback about the post-course reflection assignment than I have otherwise been able to. As such, this allowed me to be able to make changes to the assignment "on the fly" – meaning that some of the revisions were made during the fall quarter 2018 term itself. Having direct input from students towards the PCR assignment provided an opportunity for them to be engaged in the process supporting critical pedagogy assessment practices (Freire, 1993; Schoeman, 2015).

Further, the newest version of the post-course reflection assignment also came following two influences in my own content knowledge coming in the fall of 2018 as well – one being finding the language of self-study methodology and the other locating the new article by Bailey (2017) regarding online feminist pedagogy. While these two components did not have direct impact on the changes between PCRv2.0 to PCRv2.1, they did influence on the evaluation of the results of this final version.

Clarification regarding language and tone – the "personal professional[48]" – specifically noted in the instructions contained within PCRv2.1 (2018) produced student submissions with a casual prose written in formal tone and inclusion of appropriate APA referencing and citations – which was also strongly emphasized not just in instructions for the PCR itself but throughout the many (most all) online course modules as well. The overall value (weighted grade) of the assignment was varied depending on the course being offered, but remained between 15% - 20% of the course total as was the case with PCRv2.0. While the grade weight value did not change significantly between the two versions, the pedagogic value of the activity was stated with greater emphasis in PCRv2.1 through details given in the assignments directions, as well in announcements sent out during the quarter. The goal behind this emphasis was in hopes to provide students with a greater sense of ownership of and engagement with the course (Bailey, 2017; hooks, 1994; Wink, et al., 2008).

Changes to the assignment instructions were also intended to provide students with a clearer sense of how I wanted them to document their learning experience. They were asked to address the "what, how and why" of their learning process, and explicitly asked to draw concrete connections between the specific course materials and their individual lives. This served multiple purposes:

1. to get students to reflect on how disciplinary content connects to their own personal lives (Crawley, et al. 2008a; hooks, 1994; Winks, et al., 2008)
2. to provide students the opportunity to see themselves as experts in their own learning experience, evaluators of their own learning process and collaborators in the construction of the knowledge (Chick & Hassel, 2008; hooks, 1994)

[48] The concept of "personal professional" language is something that I have used with students to denote a writing style that can be written in the first person, but does not necessarily require it. The focus is to be able to integrate personal experience with more standard academic prose and formatting, such as APA citations. This is a interweaving of styles and may or may not be defined outside of my courses. However, it does build from my own desires to integrate the personal (narrative) with the traditional/objective (report) writing forms.

3. to provide a way for students to see their personal experience as valuable knowledge while teaching them how to avoid the pitfalls of "epistemologically authorizing any and all claims based on personal experience" (Bailey, 2017). That is, to help them engage in critical thinking and writing in a way which both allows for the experience but also is supported by evidence.

Further, these adjustments also seemed to address some of the issues with dropping in of random quotations or what I like to call "citation for citation's sake" I had seen in responses to PCRv2.0. This was the intended goal and seems most closely related to the last point listed above.

While self-study in a rigorous methodological sense is a process, in some ways I am teaching my students to engage in self-study of their own learning process. I provided examples for them from my own reflective research process, and was transparent with them about why I am asking them to do what they are doing (Ritter, 2017). Clearer articulation of the intent of the assignment, coupled with announcements prior to the assignments due date that served as "clarifiers," – such as, "I don't just want you to throw random examples in there just to have an example" or "Think about something that moved you, that caused a felt reaction within your body (Weiler, 1991), or that has stuck with you since you learned it" – helped to draw attention to the goal of having students truly articulating material that had value to them, not what they thought I wanted to hear. As a result, the students responses to PCRv2.1 were a better match for the goals I had for the assignment. Two student PCRv2.1 example excerpts are shown below:

> **STUDENT A (Quote):** Reading through The Body is Not an Apology was an excellent addition to supplement the other readings and films and left me challenged and surprised many times. In particular, I was challenged by Taylor's concept of a "whole-being approach" through the process of "thinking, doing, and being" (Taylor, 2018, p.60). She mentions that we often live disconnected from our thoughts as if on autopilot, but it is the awareness of our thoughts that point to the how and why of our behaviors, which is important if we are to radically transform how we live (Taylor, 2018). Something else that struck me in reading through this book was the point she makes about the systems that govern our bodies. I had never before made the association that "our leaders mold and uphold systems of government that directly affect our experiences of body shame and body-based oppression" but upon reading it, it made so much sense (Grogan, 2017, p. 46). How power and resources are distributed within a society has the ability to either grant or deny access

> and opportunities based off of the "normal" bodies these systems decide upon. The assignment that had the most particular meaning for me was the mirror project[49] we were assigned to complete. This was a challenging task psychologically, emotionally, mentally, and physically but there were many advantages to engaging in the process of the project. One benefit was that I was able to become aware of my transmission of sociocultural body image ideals to my daughters through direct and indirect influence (Tiggemann, 2012). Another positive aspect that arose from these difficult three days was realizing how much mental effort I put into upholding the feminine beauty ideals and what my perceptions were regarding the social benefits attached to meeting the ideal. I am thankful for fully engaging in this assignment as it allowed for me to accept failure a bit more and discover things about myself through the process. This class overall was a perfect blend of gaining new knowledge alongside personal application that I can truly say has changed my life for the better (PCR v2.1 fall 2018).
>
> **STUDENT B (Quote)**: As an example of how writing journal entries changed my beliefs, writing the journal entry in Week 9 helped me challenge my own long-held beliefs and develop my understanding of how the larger culture views minorities. As an example of one of my past beliefs, I had previously heard and internalized the message that African American women are more accepting of larger bodies. The key qualifier "compared to Whites" is often missing from the narrative when we examine the body image of non-White ethnicities (McClure, 2012). Leaving off this qualifier is harmful because it causes researchers to draw inappropriate conclusions and also demonstrates how White bodies have become the default body in our culture. As a bisexual woman who is half White and half Chinese, I have struggled with trying to live up to the impossibly thin, White, heterosexual body ideal that will never reflect my identity. Understanding and talking about some of the differences between the different subgroups in Asian and White cultures is one way that I have been able to start reconciling my desire to live up to these disparate depictions of beauty (PCRv2.1 spring 2019).

Finally, the instructions for PCRv2.1 included the listed intended course learning objectives while those for PCRv2.0 did not. While the directive language was similar between the two versions, the slight changes in the wording (**bolded below**) yielded vastly different results:

> (PCRv2.0) Look over the course objectives, do you feel that you can now adequately and effectively demonstrate the listed objectives? **Show me through this paper.**
>
> (PCRv2.1) Look over the course objectives below, do you feel that you can now adequately and effectively demonstrate the listed objectives? **Give me evidence of this through description and examples.**

PCRv2.1 included the course learning objectives specific to the course within the PCR instructions. This produced a noticeable difference in student submissions with nearly every student (>90%) addressing the learning objective prompt in PCRv2.1 in some capacity versus (<10%) in PCRv2.0. While in both cases reference to specific course learning objectives was not

[49] See Appendix A for Syllabus Fall 18 for more information about this project

required, including the learning objectives in an immediately accessible location in PCRv2.1 seemed to prompt for the students to address them. Further, while the question was the same, the statement following was slightly different. While the PCRv2.1 prompt, "Give me evidence of this through description and examples," while seemingly meaning the same thing as the PCRv2.0 prompt "Show me through this paper", the PCRv2.1 version of the prompt seemed to provide greater clarity in what I was asking students to do.

Other notable differences found in the resulting submissions between PCRv2.0 and PCRv2.1 were that students addressed nearly every prompts in PCRv2.1. This may be attributed to the inclusion of additional reflective based assignments within the course itself which helped students become more familiar with my instructions. Thus they had a measure of what was expected in reflective assignments based on the instructions provided. Feedback from students during the year prior had provided me with insight that many students had not been asked to write in a professionally reflective manner prior to taking my courses. While informal journaling or quick writes were something many of them were familiar with, the notion of "personal professional" as I commonly refer to it in class, was outside of most of their experience[50]. As such, I began including many more reflective writing assignments throughout the course. These assignments provided students with opportunities to get feedback on their reflective writing skills, as well as increased their understanding of what I was looking in reflections before the post-course reflection assignment. It was my hope that this would help students approach the final assignment, with its relatively high grading impact (15%-20%), with a feeling of clearer expectations and give students a greater sense of confidence (hooks, 1994; Wink, et al., 2008).

[50] This was true unless students had me in a prior course in which case they have heard me use this terminology previously. Students who have had me in previous or concurrent courses tended to consistently show improved reflective writing over time.

EVALUATING THE POST-COURSE REFLECTION ASSIGNMENT

As noted earlier, there is limited literature which discusses feminist assessment, which includes practices such as grading. Because I am providing an assignment that others may use for their own application – that is the goal of self-study research after all – it was important to include a brief discussion of the evaluation of this assignment. It is worth noting that as a teacher, but particularly as feminist teacher, I find grading to be especially challenging. This is particularly true when looking at a qualitative, reflective assignment such as the post-course reflection. Since I work to share power in the classroom and build collaborative knowledge, and even with the PCR allowing students to self-evaluate, at the end of the day I am still the one who has to assign value to the assignment. In my grading of the PCR, I considered Muscil (1992) nine principles of feminist assessment (table 7) when building my grading rubrics for the PCR.

Principle 1	Feminist assessment appreciates values
Principle 2	Feminist assessment is student-centered
Principle 3	Feminist assessment is participatory
Principle 4	Feminist assessment is deeply affected by its context or institutional beliefs
Principle 5	Feminist assessment questions almost everything related to evaluation
Principle 6	Feminist assessment approaches should be compatible with feminist activist beliefs
Principle 7	Feminist assessment is heavily shaped by the power of feminist pedagogy
Principle 8	Feminist assessment is based on a body of feminist scholarship and feminist research methodology that is central to this interdisciplinary area
Principle 9	Feminist assessment is decentered

Table 7 - The Nine Principles of Feminist Assessment (Musil, 1992)

The rubric below (fig 2) was used to grade PCRv2.1 for my TPSYCH405 Body Image and the Psychology of Appearance course in the spring 2019[51]. Exact point values for the assessment are not provided because the qualitative nature of this assessment means the valuation is largely

[51] See TPSYCH405 - Body Image and the Psychology of Appearance syllabus in Appendix B

subjective. How this assignment is graded will be variable based on the course it is being used in, the individual instructor grading method, the overall points in the course, etc.

PCRv2.1 Grading Criteria
This criterion is linked to a Learning Outcome Part I: Format Successful papers will be 3-4 pages, single-spaced with appropriate margins and font. Section headers will be apparent. Will include bibliographic information for Part I at the end of the section. Deductions in this section may include issues for page length (too short or excessively long); lacking paragraphs in writing, excessive typos and/or other grammatical issues which make the reading of the paper challenging.
This criterion is linked to a Learning Outcome Part I: Examples Successful papers will include 3-4 specific, concrete examples from the course which impacted the students learning experience. The ways in which these examples impacted the students learning are described thoughtfully and thoroughly – including how, in what ways, or "what to what", and why. Full credit in this category will likely demonstrate examples from multiple sources (readings, films and/or activities); however, it is possible that all the examples come from one source provided they are well discussed. Examples are referenced appropriately, cited, and well supported reasoning for all of the examples which were chosen. Deductions in this category will likely be a result of lacking supporting discussion to the reason the example was chosen, lacking citation or APA citation is not done correctly, missing an example (only providing 1-2), or choosing examples which fall outside the main body of the course.
This criterion is linked to a Learning Outcome Part I: TWiC Journal Successful papers will include a clear discussion of the TWiC journal writing process throughout the quarter. This will include a reflection about the TWiC journal assignment, the student's engagement with the assignment and its process, and a discussion of at least three weeks which had particular meaning for the student. These should be supported through references and cited appropriately, as with all work. Deductions in this category will likely be a result of not specifically discussing the journal writing process; and/or not discussing any particular week which had meaning for the student; and/or not supporting the position on the TWiC assignment in general.
This criterion is linked to a Learning Outcome Part I: Overall Experience Successful papers will include a clear discussion of the students overall experience in the course. This includes whether the experience was +/-/neutral, however must include supporting discussion to why this was the experience. This section will also include a discussion of the students biggest take-away from the course, as well as a discussion of what they would tell someone about the course. Deductions in this category will likely be a result of missing one of these three sections; and/or not supporting ones position.

PCRv2.1 Grading Criteria
This criterion is linked to a Learning Outcome Part II: TBINAA Format Successful papers will be 2-3 pages, single-spaced with appropriate margins and font. Section headers will be apparent. Will include bibliographic information for Part I at the end of the section. Deductions in this section may include issues for page length (too short 1.5 pages or less, or excessively long); lacking paragraphs in writing, excessive typos and/or other grammatical issues which make the reading of the paper challenging.
This criterion is linked to a Learning Outcome Part II: What does TBINAA mean? Successful papers will clearly discuss what the student believes Taylor means by "The Body is Not an Apology". Full credit papers will provide multiple, clear references/connections to the text. Deductions in this category will likely be a result of not clearly drawing connection back to the text; and/or not answering the prompt.
This criterion is linked to a Learning Outcome Part II: Intersectional Identities Successful papers will clearly consider the students multiple intersectional identities - including at minimum gender and race/ethnicity. Full credit papers will also include additional aspects such as class, sexuality, etc. Students will discuss these identities in terms of their positive and challenging aspects as they relate to body image. Full credit papers will draw clear connections to the course materials. Deductions will likely result from not addressing multiple identities (focusing on only one or two) and not discussing them well; and/or only discussing one aspect (+ or - only); and/or doesn't connect back to the course at all.
This criterion is linked to a Learning Outcome Part II: Text Review Successful papers will clearly discuss whether the student believes that Taylor's book has value towards promoting body acceptance, whether it speaks to all bodies, and whether they would recommend it to others. Full credit papers will address all prompts and include a clear discussion of why they claim the position on these questions that they do and in what ways they came to these conclusions. Deductions in this category will likely be a result of students not supporting their statements and/or not addressing some aspect of this section. Deductions may also occur for not connecting back to the course texts.

Figure 2 - PCRv2.1 spring 2019 TPSYCH405 Grading Rubric

As most instructors know, this can be one of the most challenging aspects of grading. I take a holistic approach to the papers and I am also transparent with my students about the process being a largely subjective one on my part. This, I inform them, makes part of their job in their PCR reflection to persuade me of their knowledge and to "demonstrate that they have transited from un-knowing to knowing subject" (Luke, 1996).

Chapter 5. FINAL CONSIDERATIONS AND LIMITATIONS

SUMMARY

Self-study is not a linear research process, but rather a hermeneutic spiraling journey of questioning, discovery, challenging, framing, reframing, and revisiting which challenges the researcher to constantly re-evaluate their question throughout the research process (Samaras, 2011). As I began my independent teaching career as an online instructor I was simultaneously teaching a F2F class and online and began to feel tensions between what I was able to do in the F2F class, and what I could do in the online space. I became deeply committed to feminist pedagogy and this project began with the question: how can I practice feminist pedagogy to better my teaching in the online environment? Recognizing that the question would ultimately be too broad to analyze for the purpose of this project, I revised the question and focused more fully on the tensions I was experiencing regarding traditional forms of assessment, issues with student engagement, and a desire to facilitate students' ability to re-claim their education (Rich, 1977), which arose within my first two years of teaching online. Following conversations with my two feminist colleagues – my critical friends – the idea to create a post-course reflection [PCR] assignment emerged in response to the tensions.

My beliefs and practices of feminist pedagogy at the time were largely fueled by bell hooks (1994) and other feminist scholars (for example see, Chick & Hassel, 2009; Crawley, et al., 2008a; Webb, et al., 2002). Some of the feminist pedagogic principles and practices within the F2F classroom, such as student lead asynchronous discussion board assignments, could be adapted to the online space quite easily (Chick & Hassel, 2009). By working diligently to find ways for students to bring their personal experiences into the class discussions this allows space for each of their voices to be considered valuable contributions in the discussion and part of the collaborative construction of knowledge building in the course (Crawley, et al., 2008a; hooks, 1994). Challenges were always present, and facilitating students' ability to draw connections

between course content and their experiential knowledge has remained a central focus of my teaching practice.

Embracing the metaphor of the midwife became a critical embodiment to my teaching identity, and while not the specific focus of this project, inevitably influenced the way in which I approached my teaching practices within the classroom. As the challenges of the online environment began to present themselves including being physically disconnected from students, expected use of LMS systems, and reliance on traditional forms of assessment, the more affirmed I became in my role as the midwife in the classroom. The challenge of removing myself as the sole knower and decentralizing power within the online classroom was not as easy in the online space as in the F2F classroom. While I was achieving some decentralization of classroom power and collaborative knowledge building through online discussions, the standard delivery format of online learning (Chick & Hassel, 2009) and assessment of student learning ran oppositional to my views feminist pedagogy. While there has been little information specifically written on feminist assessment methods (Schoeman, 2015) and none written on feminist assessment within the online environment, a commitment to challenging traditional pedagogical values in teaching and learning – a primary feminist pedagogic value – pushed me to consider a new pedagogic intervention (hooks, 1994) in the form of assessment.

Reflection has been at the heart of my own teaching practices since the first day that I stood in front of a group of students as the "teacher". Committed to learning how to teach and become a better teacher everyday has led to the documentation and tracing of pedagogic decisions that I have made throughout the years. Like that of bell hooks (1994), my pedagogy has a constant fluidity. "It's *always* changing" (p. 158, emphasis original). Reflection has been an invaluable teaching tool for me over the past four years. I have used it to track the "how did I get to here from there" – and it became the central method used within this self-study. Reflection within self-study moves beyond the individual mind and it is "enriched through its transparency" as it is shared with others in a collaborative inquiry (Samaras, 2011, p. 81).

How Reflection Led the Way

Reflection is a central part of my pedagogy as a feminist scholar and teacher. Building from postmodern/post-structural feminism, reflexivity had often been the foundational source of critical thinking skills for students in my F2F courses. Through a constant challenging of their epistemological and ontological knowledge, my students learn how to situate their knowledge and how to question their own understanding of the world around them. Crawley, et al. (2008a) engage in a similar process called *full-contact pedagogy*. Full-contact pedagogy is the process through which students are asked to examine how they come to know something or why they have a position on an issue that they do (Crawley, et al., 2008a). By and large, students in my F2F courses, when supported through the process through midwifery, seemed to respond positively. The process not only encourages them to challenge assumptions and develop their own ideas (Crawley, et al., 2008a; Wink, et al., 2008), but also engages them in the process of studying their own lives – a self under study – and teaches them that their lives are worthy data (Crawley, et al., 2008a).

But it was my struggle to get students to engage in the online class during the summer in 2014 and the continued tensions that I was feeling with assessment methods within the online environment that would compel me to develop the post-course reflection assignment. The original intent of the PCR assignment (PCRv1.0) sought to get more information from students about the course, the instruction and the materials thinking that if I knew what they liked, perhaps I could get them more engaged. That did work, and so did a whole lot more over the course of the next four years.

A Reflection on the Post-Course Reflection

The results section of this paper covered the transitions in the post-course reflection assignments over its different iterations. Through the multiple iterations the primary purpose

has been to continue to refine and develop an assessment assignment which upholds feminist pedagogy principles. A summation regarding the effectiveness of the post-course reflection (PCRv2.1) in meeting the feminist pedagogic aims, specifically those identified in Chapter 2 – Feminist Pedagogy, are reported in the chart below (table 8).

Feminist Pedagogic Value/Aspect	**Alignment with PCRv2.1**
Decentralizes teacher as sole authority & reformation of professor-student relationship (Chick & Hassel, 2009; hooks, 1994; Schoeman, 2015; Webb, et al., 2002)	Students are in charge of telling the instructor what they learned over the course of the quarter – where they started from, what had impact on their learning throughout the course of the quarter, and where they are leaving the course in terms of understanding. Students are the evaluators of their own knowledge and understanding.
Values student experience (Crawley, et al., 2008a; hooks, 1994; Webb, et al., 2002; Wink, et al., 2008)	Student experience is at the core of the assignment and was the primary purpose of the assignments design. Student's standpoints form the basis of the work.
Reflection/Reflexivity (Crawley, et al., 2008a; hooks, 1994)	Engaging students in a study of the self encourages them to develop their own idea. Reflection invites students to be curious and challenges them to be responsible for their own knowledge, to be researchers of their own lives.
Drawing connection between what students are learning and their lived experiences (Crawley, et al., 2008a; hooks, 1994)	Assignment requires that students draw concrete, cited connections between the course materials/content and their lived experience – both the experience of learning within the class, as well as their lives outside of the class.
Empowerment (Crawley, et al., 2008a; hooks, 1994; Webb, et al., 2002)	Students are able to use their own knowledge as the basis of "data". Invites students to be responsible for their own knowledge.
Teacher as midwife (Belenky, et al., 1986; Chick & Hassel, 2008)	Assisting students through the process of reflection in assignments throughout the quarter, then in the final assessment assignment provides them with guidance, not teacher as "knower". Students are viewed as having the information within themselves versus being given the information. The assignment demonstrates this through asking students to explain how they changed or grew as a part of the course, not what information they can reiterate back.

Challenging Traditional Views/Pedagogical Norm (Schoeman, 2015; Webb, et al., 2002)	Allowing students to be self-evaluators challenges traditional forms of assessment such as exams and standard written essays. Decentralizing power within the classroom by providing students the opportunity to run discussions and using self-reflective assignments frequently throughout the quarter can be considered interventions in traditional pedagogy. The PCR assignment puts the student as the decider of success, reversing the traditional hierarchy in the classroom.

Table 8 - Chart of pedagogic values as applied to PCRv2.1

All-in-all the most recent version of post-course reflection (PCRv2.1) upholds the feminist pedagogic aims that were identified in Chapter 2 – Feminist Pedagogy. The Post-Course Reflection [PCR] has been quite successful in allowing students to articulate the ways the course instruction and the materials have impacted their learning (see example below)[52].

> **STUDENT EXAMPLE (Full Paper)[53]**: This marked my first attempt at a reflexive journal. For various reasons, this quarter turned my academic trajectory on its head. This class (and this assignment) in combination with my qualitative methods course, forced me to reexamine how my positionality contributes to the way I view and conduct research. The freedom of the reflexive journal is valuable, and if it weren't for time restraints, I would keep one for every class. Candidly, I enjoyed a place to be openly critical and curious about current theories and research in body image. I firmly believe that writing and reflecting on class topics is the only way to truly synthesize and learn class material. If I find myself in the position of 'professor', an assignment like this will be necessary.
>
> Despite my feminist viewpoints, I have struggled with how to incorporate personal disclosure and identity into an academic setting. Often professors write into the syllabus a no disclosure policy. I support this policy as boundaries are difficult to negotiate in some classes. Yet, I realize now that objectivity is virtually impossible in the social sciences. The journal provided a space for me to analyze my ontology and axiology; I realize that my thoughts and orientation towards certain topics are guided by my own history. I cannot separate this from the way I approach certain topics. However, I can reflect and critically monitor how my position impacts my research. Reading through from the first few weeks of my journal to the last, I am aware I did not understand social processes as occurring relationally. For example, to conceptualize how the female body is presented in the greater culture, it is necessary to examine how the male body is presented in the greater culture. 'Women' are not the only group that is gendered. Furthermore, I notice I approach the readings impersonally in my first few entries. This shifts towards the end of the entries, and I believe this is to do with my comfort growing. I wonder if at the beginning of the quarter had I immersed myself in the readings as I did at the end of the quarter, would I have

[52] See Appendix A for Syllabi from fall 2018 course which aligns with this PCRv2.1 assignment

[53] This paper was not modified in any way from its original form with the exception of removing the students name from the paper. All typographical errors are original and have not been corrected to maintain the integrity of the response paper in its original form.

different conclusions from our earliest readings? Keeping a reflexive journal not only provides an opportunity to reflect on academic growth, but also personal growth.

A powerful lesson of this quarter was to examine how researchers not only conduct their research methodologically, but also how their research lens and paradigm drives conclusions. For example, all our readings were post-positivist. In week seven I spoke of my diagnosis of Anorexia Nervosa. I citied researchers who conducted their research under an interpretivist paradigm, and some of their research conclusions differ from that of the post-positivists. For example, I am critical of the conclusion often made by researchers that the media is to blame for the prevalence of eating disorders. Holmes (2016) details and reflects on her personal history with Anorexia, that challenges the assumption made by such researchers as Tiggemann (2012) that media unequivocally causes eating disorders.

Furthermore, while I find Objectification theory useful, I believe it falls flat for offering solutions to widespread self-sexualization and objectification. I do not believe that every single woman experiences body dissatisfaction in the same manner. Calogero (2012) states "objectifica-tion theory moves beyond the internalization of the thin ideal to describe eating disorders as a response to women's feelings of powerlessness to control the systematic objectification of their bodies" (p. 577). Reducing the experience of eating disorder patients simply to one of powerlessness in a man's world is wrong and fails to account for the correlational nature of the findings. I connect back to Ferguson (2015) who repeatedly states that the media impacts a minority of women and girls who are already predisposed to self-compare. Rather, why do women self-sexualize and self-objectify when the consequences impact their mental health? Individuals actively interact with the world around them, appraising their environments. I cannot help but wonder if benevolent sexism contributes to this phenomenon, and that challenging neo-liberal and capitalist values, might more effectively solve widespread body dissatisfaction than simple 'media literacy' interventions.

Even Kilbourne (2010) focuses primarily on media as an omnipotent force. This unfortunately fails to capture the relationality of media, society, and the individual. The submissive and dominant relationship pattern observed even in LGBTQIA media content, is telling that gender exists to maintain a hierarchy. This hierarchy has existed for millennia, and its current manifestation is presented in our popular media. A reflexive journal allowed me to approach and critique research conclusions critically and academically. I believe that media messages that present objectifying and sexualizing messages of women, are side effects of a culture based in gender hierarchy.

In week four I discussed my hesitancy to embrace the body positive movement. It is not that I do not believe in body positivity, I am just skeptical how capital and sexualization are foundational pillars of this movement. I believe that Taylor (2018) provides a fulfilling alternative to 'self-care' or 'body positivity'. Her concept of radical self-love offers acknowledgement to how systemic and institutional hierarches create corporeal hierarchies, while extending beyond self-sexualization as a form of self-acceptance. What might be individually empowering, does not necessarily translate to societal wide empowerment. Often this is lost in fragmented conversation surrounding female sexual agency. For example, I have heard feminists debating the legality of sex work, without discussing the global sex trade. I believe the personal is political. However, my individual choices create society. I contributed a screen shot of the #bodypositive movement on Instagram. Since that journal post, I have examined that hashtag nearly every single day. I would like to do a content analysis on the hashtag itself, and this journal helped provoke my curiosity.
There is often the argument that media content is sponsored, and therefore the wealthiest companies dilute the market with ads related to their products. What I find fascinating about social media (Instagram more so than FB or twitter), is that individuals themselves become popular over companies and products. If we are to examine a hashtag, then we might be able to examine what is actually valued in the culture, over sponsored content like advertisements in magazines, T.V., or other corners of the internet.

> One of the most enlightening and fascinating realizations of the quarter, was learning about the metrosexual (Grogan, 2017). The metrosexual is a response to the feminist movement. I wrote "the creation of a normative male body represents the commodification of masculinity, and the commercial appeal of forming the ideal man. The metrosexual man, helped to associate social capitol with a muscular male body, and further reinforce traditional meanings tied to masculinity (power and dominance)". For me this represented an oh wait a minute moment. Masculinity adapts to femininity, and therefore although men might be subjected to 'a male gaze', society reoccurs dialectically. I was learning about dialectics in my qualitative research class, and the idea that society occurs in a spiral not linear form. The 'system' adjusts to create new forms of hierarchies (all in the name of capital), and this was a surprising and interesting example of this. One of my favorite aspects of the course was the interdisciplinary nature of it. Only examining psychological arguments fails to capture the full extent of theories and understandings of body image related phenomena. Individuals live in unique historical contexts, which impact their psychological development. Sociology, feminism, and media studies are valuable contributors to the dialogue on body image, sexualization, and objectification. I have read research that asks psychologists to better understand the roles of these disciplines in their research. As it is, a fundamental misunderstanding of select articles in media studies led to the conclusion of the APA Task Force on Sexualization (2007) that our toxic media climate causes disturbed eating. This research is citied in a decade worth of research, and it unfortunately based its argument on a select minority of research. If researchers do not seek out interdisciplinary research, grave errors can occur. For this reason, I have decided to triple minor in sociology and social science research methods. I do not feel comfortable drawing conclusions from only one discipline.
> Truthfully, this quarter propelled me into an unexpected research terrain. I am filled with curiosity for what I do not understand. I learned it is okay to be skeptical and seek out answers I do not have. I plan to pursue research on my own in this field and in graduate work; I appreciated the opportunity to flesh out my thoughts and ideas, and plan to incorporate this work into other research. (PCRv2.1 fall 2018)

This example is the gold standard of the assignment and as with all assignments there are the some that are less successful at meeting the assignments goals as well. However, improvements I made in PCRv2.1 have elicited significantly more excellent papers than not. While this assignment has been a critical addition to my teaching repertoire and it is the "final exam" of most of my upper division psychology online courses, the assignment is always in need of refinement. As with all assignments, I am I still seeking feedback and collaboration about the PCR. It has been presented publically multiple times. It has been shared with colleagues across a number of disciplines including psychology, sociology and biology, and it is now being formally made public through this dissertation process as a self-study project (Samaras & Freese, 2006; LaBoskey, 2004; Loughran, 2004a).

There is no question that this process has been about my personal teaching practice and the tensions I have experienced as a feminist online teacher. However, my goal has been

communal from the start. As a feminist teacher, I was troubled that there was very little information about applying feminist teaching values and practices within the online environment with the exception of Chick & Hassel (2009) and then later in my research process, Bailey (2011). My goal became two-fold: to become a better feminist teacher in the online classroom, and to contribute to feminist teaching practices in online education. My original desire, to contribute to the feminist teaching community, made this project self-study (LaBoskey, 2004) despite not having the language for it until midway through the research process.

VALIDITY AS A SELF-STUDY

This project has been a retrospective self-study. According to LaBoskey's (2004) five characteristics of self-study research are: 1. The research must be **self-initiated and self-focused**. This project was undoubtedly self-initiated and self-focused from the start – the project developed from the intent of wanting to improve my feminist teaching practices within the online environment, and as such my teaching practice was the focus. 2. The aim of the research should be focused on **improvement**. Specifically, through the "careful consideration of one's context" (p. 845) – in this case, teaching within the online environment – I was able to gain insights about how to improve my teaching practices within this space. In turn, through improving my practices within this space, the institutions within which my teaching practice happened (the university, online education, feminist pedagogy, etc.) also improved. 3. The **interactive and collaborative** nature of self-study research aligns it inherently with feminist pedagogy. One of the critical practices within feminist pedagogy, particularly as noted within the limited literature on online feminist pedagogy, is collaborative learning (Bailey, 2017; Chick & Hassel, 2009; Crawley, et al. 2008a). As a feminist scholar, I also learn through collaboration. Both working with my small collective of "critical friends" (Samaras, 2011; Samaras & Freese,

2006) – Jennifer and Cynthia – as well working with students in the construction of knowledge (Chick & Hassel, 2009; hooks, 1994) were foundational to the development and subsequent revisions of the post-course reflections. 4. The use of **multiple, qualitative methods** within the research study – as well as drawing from the traditions of various methodologies (Loughran, 2004a). This project draws from feminist, autoethnographic and self-study methodologies. It situates the "I" as central to the study (Hamilton, et al., 2008) and also pays attention to the cultural component in which the "I" is located (Coia & Taylor, 2013; Hamilton, et al., 2008). It is feminist in that self-study is a non-traditional methodology to use for a dissertational research project thus disrupting traditional norms of doctoral research. It employs the use of many qualitative methods commonly used in both feminist and self-study research, such as, journaling (teaching reflection journals), narrative (stories shared/autobiography), interviews, and textual analysis. This mixing of methods and methodologies while complex, provides an additional triangulation of validity aspect to the project (citation). 5. The final criteria is **exemplar-based validity**. Validity of research is one of the challenges that faces self-study research. With navel-gazing and narcissism a common critique of "self"-based research (Schulte, 2009), self-study has faced deeper accusations of being unscholarly or not worthy of publication (Hamilton, 2004). As such, self-study research establishes itself as valid predominately through the eyes and opinions of the reader and community (LaBoskey, 2004). By ringing true with verisimilitude – through transparency, humility, authenticity, vulnerability, plausibility and intention – self-study research is considered valid by the community in which is it being considered (Loughran & Northfield, 1998; LaBoskey, 2004).

Ultimately, this project is about teaching student's the process of self-study through the post-course reflection assessment. Through the process of teaching students to use self-reflexivity in this way creates ways of not just interacting with the materials under study, but also of studying their own lives as worthy "data" (Crawley et al., 2008b, p. 15). This, by virtue of the nature of the process is both feminist and self-study. I share this process openly with my

fellow educators – feminist and non-feminist alike – because I believe in the value of the assessment method and because making this available to a broader, wider academic community for deliberation, testing and sharing (LaBoskey, 2004) will ultimately allow it to be judged for its value within the field.

CRITIQUE AND LIMITATIONS

> "From a distance one might wonder whether self-study demands an almost masochistic attitude… One needs the strength to live with uncertainties, open-ended questions, doubts, and hesitations" (Kelchtermans & Hamilton, 2004, p. 806).

The limitations of this project are similar to all qualitative research projects which focus on the self as a central factor. Self-study research does not claim to be generalizable because the study is limited to an individual context. However, generalizability is promoted through providing a "rich description of the context and the research process" (Samaras, 2011, p. 221). Self-study research is reliant on wider interaction with colleagues with a presentation of the experience and ideas to be validated within the community, as such, self-study reports are "an invitation to readers to link accounts with their own experiences" (Loughran & Northfield, 1998, p. 13). While the experiences reported here are limited to my experiences within my online classrooms, it is professional knowledge. When we look to other fields of study, we consider the experts in the field to be the valid researchers in that field – e.g. doctors, chemists, physicists, psychologists, etc. So in the realm of teaching, it stands to reason that teachers are the experts about their field – teaching. Thus, as a feminist teacher, this self-study project focused on feminist teaching within online education. It is embodied experiential knowledge gained in the day-to-day practice of teaching (Kelchtermans & Hamilton, 2004).

As a self-study researcher, I recognize that my research is highly subjective and was conducted in the midst of the experience of my own teaching. While some may argue that this subjectivity raises questions about the validity of this research, I contend both as a self-study

and feminist researcher that through living my theory and practice (Pinnegar & Hamilton, 2009) this research is established on the authority of experience (Munby & Russell, 1994). Self-study research is not established on making valid claims in the naturalized sense but rather we make observations for action or understanding (Pinnegar & Hamilton, 2009). Scholarly rigor and integrity is demonstrated through a transparent and thorough articulation research process within a physical account of the study. The account of our study, this study is presented to our audience, our community, our readers who will in the end "be the ultimate judge of the trustworthiness and rigor of the research account we present" (Pinnegar & Hamilton, 2009, p. 165).

This project was only "tested" within my classes, but it has already been used and adapted by others in their courses. And it is through the testing and retesting that findings establish a history of trustworthiness within self-study methodology (LaBoskey, 2004). So while I do not claim that this project is generalizable for everyone, or that the results that I got will be results that everyone can get – I encourage its use by others for their own adaptation and application. Further, I present this study to you as the reader, to my dissertation committee, and to the large teaching communities in which I am a part of, in hopes to engage in a deeper dialogue. This project moves beyond the post-course reflection assignment – it is about teaching and becoming a better feminist teacher, not just within the online environment, but ultimately in all spaces.

Future Directions

There are many future directions that I believe the post-course reflection in particular could take. I hope that other teachers will take up the assignment within their teaching and test it out for their own uses. I would be interested in collaborating with other teachers and self-study researchers towards investigating its use again in future courses using different measures or metrics. There are a number of different ways in which this assignment could be used,

adapted and translated for use. I have already begun using it in my F2F courses and found equal success with it as I had in my online courses; in fact, perhaps even more because I can talk them through the process in real time. Comparing the two environments might be another interesting study.

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APPENDIX A

In what follows are excerpts of the course syllabi from fall 2014 – spring 2019 in which the PCR was used. In order to preserve space and eliminate repetition, only the "course information" and "assignments" sections of each courses syllabi are included since this is the relevant information as related to the PCR assignment.

PCRv1.0

PSY483 – Psychology of Gender (Fall 2014 & Win 2015)

COURSE PURPOSE:

This class explores the experience of gender. Though this class is based on women, it is also about gender. We will explore how women differ from the masculine norm of society and validate the female experience as something more than "other" than men. We survey the psycho-biological, cultural, social and intellectual factors influencing the psychology of women and what it means to be gendered in today's world.

COURSE LEARNING OBJECTIVES:
Students should demonstrate the following skills and knowledge at the conclusion of the course:

1. Describe basic concepts and findings in the psychology of gender, including:
    a. Historical development of the field, including important contributors from the literature on the psychology of women
    b. Contemporary issues (e.g., the psychology of men and masculinity)
    c. Biological, social, psychological, cultural and political influences related to gender and gender identity development.
2. Identify context-related gender differences (e.g., education, career, health care and social life)
3. Critically deconstruct gender messages in contemporary society
4. Distinguish between gender differences and gender stereotypes
5. Use research resources to support class-related written assignments
6. Discuss theory and research on the psychology of gender

REQUIRED TEXT BOOKS

- Helgeson, V. S. (2012). The Psychology of gender (4th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-205-05018-5.

ASSIGNMENTS
Canvas and Assignment Submissions:
The Canvas website is an **essential** component of the class. CWU has recently transitioned from Blackboard to Canvas. It's possible that some of you have not worked on Canvas yet. As such, it is your responsibility to familiarize yourself with the functions of the platform. If you

have questions, I can answer basic functionality questions – there is also a student guide from Instructure on how to navigate the platform.

ALL assignments will be submitted electronically through Canvas. In addition to submitting assignments online, you will need to go to Canvas to access all handouts, additional readings, etc. for the class. You will also be able to use Canvas to check your grades during the quarter, and discuss course-related content with other students from the class. Pay attention to course announcements as this is a feature I will use very frequently. Announcements will generally be about due dates, information I need you to know about a particular subject, or just to keep you "in the loop" so to speak.

WEEKLY FORMAT:
Each week there will be an assigned "module" to view. Within these modules you will find the required readings for the week (both text based and additional articles as I see necessary). A downloadable copy of the Power Point slides relevant to the chapter(s) for the week. Small written or audio lectures depending on the week. Links to media (videos, articles, etc) due for that week. As well as assignments due, link to the discussion board and any other relevant course material.

DISCUSSION BOARD ASSIGNMENTS
Students must interact with the material through the Canvas discussion board. We discuss approximately one or two chapters per week, with additional article some weeks. For each topic, you must post a unique contribution (i.e., your post should be different from those of other students). You are also expected to reply to your fellow classmates. Students who go above and beyond – within reason – may receive bonus points. Your posts and replies will be graded. Please be thorough, sensitive, thoughtful, professional, and well-researched.
Discussion Board Entries: *Discussion Boards cannot be made up.

Our "class week" will run Monday thru Sunday. You will be expected to post three discussion board entries per week. Your first post should be an original response to the discussion prompt, the second posts need to be thoughtful, engaged responses to at least two classmates; first posts (your original post) are due **Wednesday by 10pm**; second posts due **Saturday by 10pm**. You must post on at least two different days (that is, you cannot submit your original post on Wednesday AND respond to two students on Wednesday).

I look forward to your differing points of views and discussions, but you must be respectful of your fellow classmates. I expect your posts to be well written and free of spelling errors. You may be casual in tone, but for full points you must connect your posts to the course materials in some way, and your responses should be <u>at least</u> 1 paragraph – INCLUDING responses to classmates. A simple sentence will not suffice. Do NOT use text lingo. **If I ask you to elaborate on your response or question your response, you must respond to receive full credit.**

WRITING ASSIGNMENTS
You will have two writing assignments in this class. Each assignment is due by Saturday of the week listed on the syllabus.

<u>FORMAT:</u> Each assignment must be typed, double-spaced, 11- or 12-pt font with 1" margins and proofread. Each paper will be roughly 4-6 pages, double-spaced. You are expected to tie in course materials and outside references (including web addresses if you use them for product or ad searching) correctly in APA format. If you are unsure how to do correct APA form, please

review the section above on "papers". Images are acceptable, but do not count towards page length. While the length is not a firm requirement or limit, you know as students if you are only doing the minimum and your grade will reflect that.

The papers will be graded on the following criteria:

1. Their completion—including a clear distinction between the descriptive and critical sections.
2. Their demonstration of critical thinking about the issues raised (critical thinking means not accepting information at face value, but thinking deeply and complexly).
3. Their effective written expression (organization, presentation, etc.).
4. Application and synthesis of course material.

There will be a rubric posted on Canvas with the assignment to help you with understanding how I will grade the assignments. Please allow at least one week for grades to be posted on papers.

PAPER 1: "Gender Through Consumerism" Do You Really Decide Your Own Gender?

Many aspects of our lives are gendered, including the product which we use and consume on a daily basis. While perhaps not readily apparent, many of the decisions we make about what we wear, what products we use and foods we eat help us construct a particular type of gendered image of ourselves.

Part One:
Objectives: Write a paragraph or two that describes your practices of grooming, eating, and preparing to leave your home in the morning (if you are a stay at home parent, imagine a day when you are leaving with a particular purpose – shopping, taking kids to school, etc). Be specific. Pay close attention to the difference kinds of consumer products you used, the clothes you wore, the food you ate, etc. [This the descriptive section]

Critical Analysis: Write a few paragraphs that evaluate and analyze the activities that you described and discuss how these activities and choices demonstrated the way you ***actively*** create a gendered identity. You should focus on the WHY you did what you did (why you wore what you wore, used the products that you used, ate what you ate, etc.) Consider, as well, if you woke up one day in a different gender, what would you have done differently? What things would you wear, use, eat that might be different?

Part Two:
Selection: Identify one consumer product that you used in your morning routine that seems especially tied to a particular gender identity (either masculinity or femininity).

Observation: Trace the advertising and marketing of the product in the following ways:

- By surveying current magazines to find examples of advertisements of the product.
- By examining advertisements online and television
- By examining the way the product is packaged, where it is sold, and how it is presented in the store where you purchased it.

The above to items do not have to be specifically spelled out in your paper, but are steps you need to perform in order to write the following two sections.

Description: Write a paragraph or two about your observations concerning the advertising and marketing strategies used to promote the project. Yes, make sure you include in your paper what object you chose. Make sure to cite and provide examples of advertising where applicable.

Critical Analysis: Write two to four paragraphs about what we might think as the gendered life of the product you have investigated. How is the product designed, promoted, and sold in ways that repeatedly define its use, meaning, and consumption as a practice of gender? In what ways does the product promote and/or suggest a particular gender-role or gender-stereotype? Make sure to tie this portion of the paper to relevant parts of the course text.

PAPER 2: "Mental Instability"
Who's the Target of Advertisements for Psychotropic Drugs?

We have all seen them. They are in nearly every magazine and on TV. We drive by them on the street and we get free marketing products from doctors' offices. Psychotropic medication advertising is a $350 billion dollar industry. Other than suggesting we all have some issue potentially rectified by these medications, do they suggest something more? Who is the target of these advertisements? What do they tell us about gender stereotypes, roles and "issues"? What is at risk?

Selection: As there are a wide variety of psychotropic medications, it may be useful to pick one particular "issue" to focus on and even more beneficial to pick an issue that you think probably has a gendered nature given the discussion in the course text – such as, depression or schizophrenia.

Observation: Trace the advertising and marketing of the product in the following ways:
Survey current magazines that advertise psychotropic medications. These advertisements can come from popular magazines, but they should also come from medical and psychiatric journals.
By examining advertisements online and television. Please make sure to cite this information – providing links is especially helpful to me verifying your information.
You will need at least a few examples for comparison. You can either compare similar ads (that is, different ads for drugs to treat depression) or you can compare unrelated ads (that is, different ads for drugs related to mental versus physical illness or depression versus ADHD).

Description: Write a paragraph or two about your observations concerning the advertising and marketing strategies used to promote the project. Make sure to cite and provide examples of advertising where applicable.

Critical Analysis: Write a page or two about what we might think as the gendered life of the product(s) you have investigated. Are gender differences visible in need, frequency, portrayal of patient or doctor, etc.? Are females or males more or less likely to be portrayed as having mental illness or "real" physical diseases like heart disease? Similar to the first paper, consider in what ways does the product promote and/or suggest a particular gender-role or gender-stereotype? Make sure to tie this portion of the paper to relevant parts of the course text.

FILM REVIEW
We will watch many films during this quarter. There are 4 films which are listed in **BOLD** on the calendar (and I will mark them throughout the quarter as well). For one of these films you will need to write a film review – which is more accurately a film reflection paper. The other films we watch are not eligible for this assignment.

Requirements: I want you to write a 2-3 page reflection paper about a film presented in class. This is an opinion paper, but should still be written academically and with connection to the course and course materials. You do not have to use APA citations in this paper, but your connections to the class should be clear in your articulation. You should address, at minimum, the following in your paper: What film? Why did you choose that film to review? What did you find most interesting about the film, if anything? What did you find problematic about the film, if anything? What do you think the main message of the film was?

EXAMS
You will have three exams in this course. The exams will fall on Week 4, Week 8 and Finals Week. The exams are 25 multiple choice questions and are worth 50 points each. Because this is an online class and you have the course book available, the exams are timed. **You will be given 60 minutes to complete each exam**. This means that while you can use the book for your exam, you most likely will not be able to complete the test by just using the book. I expect that you will read the chapters ahead of time – as the reading is also used in your discussion board posts and written assignments. Use the text if you get stumped on a question, but do not rely on it exclusively. You will have roughly 4 days to complete the exam (check the calendar and assignment for dates). Once you start the exam, you **must** finish it, so be prepared to complete it once you start. I will not accept excuses for not completing the exam. Kids, pets, spouses, friends, sports, and favorite TV shows do not count as legitimate reasons for not completing your tests. I dont mean to infer that you should seclude yourself, but if that is what it takes to get the exams done, then DO IT!

At the end of the quarter during finals week, I will offer a comprehensive exam. You do NOT have to take this exam. The purpose of this exam is to offer a "redo" for any previous exam. That is, if you take the comprehensive exam, the score on that will replace the lowest score of your three previous exams. If you do worse on the comprehensive exam, it will be dropped – that is, there is no risk. It is worth 50 pts just like the other exams.

****POST COURSE REFLECTION**
On the last day of the quarter, you will be asked to submit a 1-2 page course reflection. The purpose of this assignment is to allow you all the opportunity to reflect on what you have learned over the course of the quarter. What things did you find interesting or problematic? Did your opinions change on anything based on what you learned? What was the most fascinating, disturbing, informative, and/or helpful thing you learned? Do you feel that this course has or will help you in your studies?
The assignment is worth 20 pts.

Grade Summary:
Discussion Boards: 200 (10 weeks @ 20 pts; 10 pts for original post; 10 for response posts)
Written Assignments: 100 pts (2 Papers @ 50 pts)
Film Review: 30 pts
Exams: 150 pts (3 exams @ 50 pts)
Course Reflection: 20 pts

PSY 483 – Psychology of Gender (Fall 2015)

COURSE PURPOSE:

This class explores the experience of gender. Though this class is based on women, it is also about gender. We will explore how women differ from the masculine norm of society and validate the female experience as something more than "other" than men. We survey the psycho-biological, cultural, social and intellectual factors influencing the psychology of women and what it means to be gendered in today's world.

COURSE LEARNING OBJECTIVES:
Students should demonstrate the following skills and knowledge at the conclusion of the course:

1. Describe basic concepts and findings in the psychology of gender, including:
    a. Historical development of the field, including important contributors from the literature on the psychology of women
    b. Contemporary issues (e.g., the psychology of men and masculinity)
    c. Biological, social, psychological, cultural and political influences related to gender and gender identity development.
2. Identify context-related gender differences (e.g., education, career, health care and social life)
3. Critically deconstruct gender messages in contemporary society
4. Distinguish between gender differences and gender stereotypes
5. Use research resources to support class-related written assignments
6. Discuss theory and research on the psychology of gender

REQUIRED TEXT BOOKS

- Helgeson, V. S. (2012). The Psychology of gender (4th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-205-05018-5.
- Ehrensaft, Diane. (2011). Gender Born, Gender Made. New York, NY: The Experiment, LLC. ISBN-13: 978-1-61519-060-7.

ASSIGNMENTS
Canvas and Assignment Submissions:
The Canvas website is an **essential** component of the class. As such, it is your responsibility to familiarize yourself with the functions of the platform. If you have questions, I can answer basic functionality questions – there is also a student guide from Instructure on how to navigate the platform.

ALL assignments will be submitted electronically through Canvas. In addition to submitting assignments online, you will need to go to Canvas to access all handouts, additional readings, etc. for the class. You will also be able to use Canvas to check your grades during the quarter, and discuss course-related content with other students from the class. Pay attention to course announcements as this is a feature I will use very frequently. Announcements will generally be about due dates, information I need you to know about a particular subject, or just to keep you "in the loop" so to speak.

WEEKLY FORMAT:
Each week there will be an assigned "module" to view. Within these modules you will find the required readings for the week (both text based and additional articles as I see necessary). A

downloadable copy of the Power Point slides relevant to the chapter(s) for the week. Small written or audio lectures depending on the week. Links to media (videos, articles, etc) due for that week. As well as assignments due, link to the discussion board and any other relevant course material.

DISCUSSION BOARD ASSIGNMENTS
Students must interact with the material through the Canvas discussion board. We discuss approximately one or two chapters per week, with additional readings or media some weeks. For each topic, you must post a unique contribution (i.e., your post should be different from those of other students). You are also expected to reply to your fellow classmates. Students who go above and beyond – within reason – may receive bonus points. Your posts and replies will be graded. Please be thorough, sensitive, thoughtful, professional, and well-researched.

Discussion Board Entries: *Discussion Boards cannot be made up.
Our "class week" will run Monday thru Saturday. You will be expected to post three discussion board entries per week. Your first post should be an original response to the discussion prompt, the second posts need to be thoughtful, engaged responses to at least two classmates; first posts (your original post) are due **Wednesday by 10pm**; second posts due **Saturday by 10pm**. You MUST post on at least two different days (that is, you cannot submit your original post on Wednesday AND respond to two students on Wednesday).

I look forward to your differing points of views and discussions, but you must be respectful of your fellow classmates. I expect your posts to be well written and free of spelling errors. You may be casual in tone, but for full points you must connect your posts to the course materials in some way, and your responses should be at MINIMUM 1-2 paragraphs – this includes your responses to classmates. A simple sentence or two will not suffice and you will not get full credit. Do NOT use text lingo. **If I ask you to elaborate on your response or ask you question to your response, you must respond to receive full credit.**

WRITING ASSIGNMENTS
You will have two paper assignments in this class. Each assignment is due by Saturday of the week listed on the syllabus.

FORMAT: Each assignment must be typed, double-spaced, 11- or 12-pt font with 1" margins and proofread. You are expected to tie in course materials and outside references (including web addresses if you use them for product or ad searching) correctly in APA format. If you are unsure how to do correct APA form, please review the section above on "papers". Images are acceptable, but do not count towards page length. While the length is not a firm requirement or limit, you know as students if you are only doing the minimum and your grade will reflect that.

The papers will be graded on the following criteria:

1. Their completion—including a clear distinction between the descriptive and critical sections.
2. Their demonstration of critical thinking about the issues raised (critical thinking means not accepting information at face value, but thinking deeply and complexly).
3. Their effective written expression (organization, presentation, etc.).
4. Application and synthesis of course material.

PROJECT 1: "Gender Through Consumerism" Due Saturday, October 10th @ 11:59pm

Do You Really Decide Your Own Gender?
Many aspects of our lives are gendered, including the product which we use and consume on a daily basis. While perhaps not readily apparent, many of the decisions we make about what we wear, what products we use and foods we eat help us construct a particular type of gendered image of ourselves. For this project paper, I want you to clearly label Part One and Part Two in your assignment.

Part One:

1. Objectives: Write a paragraph or two (do not be excessive – I don't need every detail) that describes your practices of grooming, eating, and preparing to leave your home in the morning (if you are a stay at home parent, imagine a day when you are leaving with a particular purpose – shopping, taking kids to school, etc). Be specific. Pay close attention to the difference kinds of consumer products you used, the clothes you wore, the food you ate, etc. [This the descriptive section]

2. Critical Analysis: Write a few paragraphs that evaluate and analyze the activities that you described and discuss how these activities and choices demonstrated the way you ***actively*** create a gendered identity. You should focus on the WHY you did what you did (why you wore what you wore, used the products that you used, ate what you ate, etc.) Consider, as well, if you woke up one day in a different gender, what would you have done differently? What things would you wear, use, eat that might be different?

Part Two:

1. Selection: Identify one consumer product that you used in your morning routine that seems especially tied to a particular gender identity (either masculinity or femininity).

2. Observation: Trace the advertising and marketing of the product in the following ways:

    a. By surveying current magazines to find examples of advertisements of the product.
    b. By examining advertisements online and television
    c. By examining the way the product is packaged, where it is sold, and how it is presented in the store where you purchased it.

   Sections 1 & 2 will be explained to me in your descriptive and critical analysis, so you do not need a separate sections to discuss these two items.
3. **Description**: Identify the product you are writing about. Write a paragraph or two about your observations concerning the advertising and marketing strategies used to promote the project. Be clear. Be detailed.

4. **Critical Analysis**: Write three to four paragraphs about what you think as the gendered life of the product is that you have investigated. How is the product designed, promoted, and sold in ways that repeatedly define its use, meaning, and consumption as a practice of gender? That is, in what ways does the product promote and/or suggest a particular gender-role or gender-stereotype? Make sure to tie this portion of the paper to relevant parts of the course text.

PROJECT 2: Gender Born, Gender Made Book Review

Book Review: For this project you are to write a 3-4 page (not counting title or references) academic book review of the text. For an academic book review, you will need to identity, summarize and evaluate the authors' main concepts and information presented. This moves beyond the grade school book report. Draw from other course materials, lectures and your own understanding to critical analyze the book and provide a discussion about it. I will be looking for three main components in this assignment: key concepts provided by the author, author's standpoint and applicability.

1. Key Concepts: In your review you should identify the key concepts/arguments presented by the author. These concepts should be clearly identifiable in your review. That is, I expect you to say something to the effect of – "One of the author's key points is…" or "In Chapter 2, Ehrensaft's suggests…" Something that shows me that you are highlighting your understanding of her key concepts.
2. Standpoint: For this you may want to return to the methodology section of Helgeson from earlier in the quarter. This will only be a small portion of your overall paper but I would like you to think about what position you think Ehrensaft holds in her research. For example, does she argue from a "nature" standpoint, a "nurture" standpoint or both or neither? How do you know?
3. Applicability: First and foremost, do you agree with the author? Why or why not? In what ways can you see her research being applicable? In what ways might it be improved? While most of this section will be opinion – because I am interested your thoughts – this does not mean you do not have to back up your view. Draw on other course materials and discussion throughout the quarter to help support your position.

EXAMS

You will have three exams in this course. The exams will fall on Week 4, Week 8 and Finals Week. The exams are approximately 25 multiple choice questions and are worth 50 points per exam. Because this is an online class and you have the course book available, the exams are timed. **You will be given 60 minutes to complete each exam**. This means that while you can use the book for your exam, you most likely will not be able to complete the test by just using the book. I expect that you will read the chapters ahead of time – as the reading is also used in your discussion board posts and written assignments. Use the text if you get stumped on a question, but do not rely on it exclusively. You will have roughly 3 days to complete the exam (check the calendar and assignment for dates). Once you start the exam, you **must** finish it, so be prepared to complete it once you start. I will not accept excuses for not completing the exam. Kids, pets, spouses, friends, sports, and favorite TV shows do not count as legitimate reasons for not completing your tests. I dont mean to infer that you should seclude yourself, but if that is what it takes to get the exams done, then DO IT!

At the end of the quarter during finals week, I will offer a comprehensive exam. You do NOT have to take this exam. The purpose of this exam is to offer a "redo" for any previous exam. That is, if you take the comprehensive exam, the score you receive – if it's higher – will replace the lowest score of your three previous exams. If you do worse on the comprehensive exam, it will be dropped as your lowest exam – that is, there is no risk. It is worth 50 pts just like the other exams. Essentially, there are four exams, but only three scores count.

****POST COURSE REFLECTION**
On the last day of the quarter, you will be asked to submit a 1-2 page course reflection. The purpose of this assignment is to allow you all the opportunity to reflect on what you have learned over the course of the quarter. What things did you find interesting or problematic? Did your opinions change on anything based on what you learned? What was the most fascinating, disturbing, informative, and/or helpful thing you learned? Do you feel that this course has or will help you in your studies?

The assignment is worth 25 pts.

Grade Summary:
Discussion Boards: 200 (10 weeks @ 20 pts; 10 pts for original post; 10 for response posts)
Projects: 100 pts (2 Projects @ 50 pts)
Exams: 150 pts (4 exams @ 50 pts – lowest score dropped)
Course Reflection: 25 pts
Total Points Possible: 475 pts

PCRv2.0

PSY483 – Psychology of Gender (Win 2016)
PSY483_A01 (online) and PSY483_D01 (Des Moines)

COURSE PURPOSE:
This class explores the experience of gender. Though this class is based on women, it is also about gender. We will explore how women differ from the masculine norm of society and validate the female experience as something more than "other" than men. We survey the psycho-biological, cultural, social and intellectual factors influencing the psychology of women and what it means to be gendered in today's world.

COURSE LEARNING OBJECTIVES:
Students should demonstrate the following skills and knowledge at the conclusion of the course:

1. Describe basic concepts and findings in the psychology of gender, including:
    a. Historical development of the field, including important contributors from the literature on the psychology of women
    b. Contemporary issues (e.g., the psychology of men and masculinity)
    c. Biological, social, psychological, cultural and political influences related to gender and gender identity development.
2. Identify context-related gender differences (e.g., education, career, health care and social life)
3. Critically deconstruct gender messages in contemporary society
4. Distinguish between gender differences and gender stereotypes
5. Use research resources to support class-related written assignments
6. Discuss theory and research on the psychology of gender

REQUIRED TEXT BOOKS
Helgeson, V. S. (2012). The Psychology of gender (4th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-205-05018-5.

ASSIGNMENTS
Canvas and Assignment Submissions:
The Canvas website is an essential component of the class. It is your responsibility to familiarize yourself with the functions of the platform. If you have questions, I can answer basic functionality questions – there is also a student guide from Instructure on how to navigate the platform.

ALL assignments will be submitted electronically through Canvas – except otherwise specified (for hybrid students). In addition to submitting assignments online, you will need to go to Canvas to access all handouts, additional readings, etc. for the class. You will also be able to use Canvas to check your grades during the quarter, and discuss course-related content with other students from the class. Pay attention to course announcements as this is a feature I will use very frequently. Announcements will generally be about due dates, information I need you to know about a particular subject, or just to keep you “in the loop” so to speak.

WEEKLY FORMAT:
Each week there will be an assigned "module" to view. Within these modules you will find the required readings for the week (both text based and additional articles as I see necessary). A downloadable copy of the Power Point slides relevant to the chapter(s) for the week. Small written or audio lectures depending on the week. Links to media (videos, articles, etc) due for that week. As well as assignments due, link to the discussion board and any other relevant course material.

DISCUSSION BOARD ASSIGNMENTS
Students must interact with the material through the Canvas discussion board. We discuss approximately one or two chapters per week, with additional article some weeks. For each topic, you must post a unique contribution (i.e., your post should be different from those of other students). You are also expected to reply to your fellow classmates. Students who go above and beyond – within reason – may receive bonus points. Your posts and replies will be graded. Please be thorough, sensitive, thoughtful, professional, and well-researched.

Online Discussion Board Entries: *Discussion Boards cannot be made up.
Our "class week" will run Monday thru Saturday. Online students: You will be expected to post at least two discussion board entries per week. **Hybrid students**: You will be expected to do the same except for weeks in which we meet in class. Your first post should be an original response to the discussion prompt, the second post needs to be a thoughtful, engaged response to another classmate; first posts (your original post) are due **Thrusday by 11:59pm**; second posts due **Saturday by 11:59pm**. You MUST post on at least two different days (that is, you cannot submit your original post on Thursday AND respond on Thursday - sorry).

I look forward to your differing points of views and discussions, but you must be respectful of your fellow classmates. I expect your posts to be well written and free of spelling errors. You may be casual in tone, but for full points you must connect your posts to the course materials in some way, and your responses should be at MINIMUM 1-2 paragraphs – this includes your responses to classmates. A simple sentence or two will not suffice and you will not get full credit. Do NOT use text lingo. **If I ask you to elaborate on your response or ask you question to your response, you must respond to receive full credit.**

BIWEEKLY QUIZZES
You will have five biweekly quizzes in this course. They will happen every other week and will cover the material for the week of the quiz and the week prior – yes, that means you are responsible to read and take a quiz in the same week. The quizzes are approximately 20 multiple choice questions and are worth 40 points each (20 questions, 2 points per question, 40 points). Because this is an online/hybrid class and you have the course book available, the quizzes are timed. You will be given 45 minutes to complete each quiz. This means that while you can use the book for your exam, you most likely will not be able to complete the test by just using the book.

I expect that you will read the chapters ahead of time – as the reading is also used in your discussion board posts and written assignments. Use the text if you get stumped on a question, but do not rely on it exclusively. You will have roughly 2 days to complete each quiz (check the calendar and assignment for dates). Once you start a quiz, you must finish it, so be prepared to complete it once you start. I will not accept excuses for not completing the exam. Kids, pets, spouses, friends, sports, and favorite TV shows do not count as legitimate reasons for not completing your tests. I dont mean to infer that you should seclude yourself, but if that is what it takes to get the exams done, then DO IT!

There is no final exam, just a final paper.

WRITING ASSIGNMENTS
You will have four paper assignments in this class. Each assignment is due by Friday of the week listed on the syllabus.

FORMAT: Each assignment must be typed, double-spaced, 11- or 12-pt font with 1" margins and proofread. Each paper will be double-spaced. You are expected to tie in course materials and outside references (including web addresses if you use them for product or ad searching) correctly in APA format – aside from the pre-course reflection paper. If you are unsure how to do correct APA form, please review the section above on "papers". Images are acceptable, but do not count towards page length. While the length is not a firm requirement or limit, you know as students if you are only doing the minimum and your grade will reflect that.

The papers will be graded on the following criteria:

1. Completion —including a clear distinction between the descriptive and critical sections.
2. Demonstration – of critical thinking about the issues raised (critical thinking means not accepting information at face value, but thinking deeply and complexly).
3. Effective – written expression (organization, presentation, etc.) and application and synthesis of course material.

There will be a rubric posted on Canvas with the assignment to help you with understanding how I will grade the assignments. Please allow at least one week for grades to be posted on papers.

PRE-COURSE REFLECTION
This is the "easy" assignment. Due it, make it sound like you at least really thought about it for at least say 10 minutes, and get 20 points. That easy – but always watch the things that are easy – you never know what they say about you each at students. Your precourse reflection is due by Friday, Jan 15th at 11:59pm. It should be between 250 - 500 words. Concise but thoughtful. PROMPT: I want you to write briefly why you took this class, what you think it's going to be about and what is one question that come into this class with (that is, something you hope to get out of it)?

GENDER PAPER "Gender Through Consumerism"

Do You Really Decide Your Own Gender?
Many aspects of our lives are gendered, including the product which we use and consume on a daily basis. While perhaps not readily apparent, many of the decisions we make about what we wear, what products we use and foods we eat help us construct a particular type of gendered image of ourselves.

Part One:

1. Objectives: Write a paragraph or two that describes your practices of grooming, eating, and preparing to leave your home in the morning (if you are a stay at home parent, imagine a day when you are leaving with a particular

purpose – shopping, taking kids to school, etc). Be specific. Pay close attention to the difference kinds of consumer products you used, the clothes you wore, the food you ate, etc. [This the descriptive section]

2. Critical Analysis: Write a two to four paragraphs (1 page) that evaluate and analyze the activities that you described and discuss how these activities and choices demonstrated the way you ***actively*** create a gendered identity. You should focus on the WHY you did what you did (why you wore what you wore, used the products that you used, ate what you ate, etc.) Consider, as well, if you woke up one day in a different gender, what would you have done differently? What things would you wear, use, eat that might be different?

Part Two:

Selection: Identify ONE clear, concrete consumer product that you used in your morning routine that seems especially tied to a particular gender identity (either masculinity or femininity). That is, do not say, yogurt or shampoo or my least favorite generalization – makeup. Be specific, what is it, who makes it, brand, type, etc. and how is it advertised.

Observation: **Trace the advertising** and marketing of the product in the following ways:

- By surveying current magazines to find examples of advertisements of the product.
- By examining advertisements online and television
- By examining the way the product is packaged, where it is sold, and how it is presented in the store where you purchased it.

Description: Write a paragraph or two about your observations concerning the advertising and marketing strategies used to promote the project. Yes, make sure you include in your paper what object you chose. Make sure to cite and provide examples of advertising where applicable.

Critical Analysis: Write two to four paragraphs about what we might think as the gendered life of the product you have investigated. How is the product designed, promoted, and sold in ways that repeatedly define its use, meaning, and consumption as a practice of gender? In what ways does the product promote and/or suggest a particular gender-role or gender-stereotype? Make sure to tie this portion of the paper to relevant parts of the course text.

Your final paper should be approximately 4-6 pages and is worth 50 pts. It would behoove you to separate your paper into two clear sections (Part I and Part II), as it makes it easier for me (and you) to see if you answered all the prompt pieces.

FILM REFLECTION

We will watch many films during this quarter and some films are accessible outside of class. Under the module titled FILMS FOR REVIEW are the eligible films from which will need to

write one reflection paper – guidelines below. Not all films are eligible, so please verify your choice before writing your paper.

> Guidelines: I want you to write a 2-3 page reflection paper about a film presented in class or that you watched outside of class (see eligible list). This is an opinion paper, but should still be written academically and with connection to the course and course materials. You DO NOT HAVE to use APA citations in this paper, but your connections to the class should be clear in your articulation – that is, if you are using something from the text then say so.

You should address, at minimum, the following in your paper: What film? Why did you choose that film to review? What did you find most interesting about the film, if anything? What did you find problematic about the film, if anything? What do you think the main message of the film was?

DO NOT rehash the entirety of the film. I have seen them, I do not need you to tell me about them, but instead what you thought of them. You can and should use specific points from the film to talk about, but do not give me the equivalent of a film review.

***__FINAL POST COURSE REFLECTION__ (PCRv2.0)

On the last day of the quarter, you will be asked to submit a 4-6 page course reflection paper. This assignment may be a challenge for some of you but I want to push you all to reflect upon your own learning and be able to synthesize the material and your experience in the class into a semi-cohesive reflection paper. This is more than just an opinion paper. This is your opportunity to show me what you learned, why or how things impacted you, what you found interesting or problematic. I want you to look back at your pre-course reflection paper as reflect. Was the course what you expected, why or why not? Did your opinions or thoughts change throughout or as a result of the class? And assignment? A particular reading?

The challenge with this assignment is that you have free reign. The content is yours to tell me about because it is based on your experience and your learning and reflection on those things. The assignment is worth 100 pts – 1/5 of your overall grade – so I highly encourage you to take this assignment seriously and approach it thoughtfully and don't try an BS me – while I will not grade you on the content of your thoughts - your thoughts are your thoughts – I will be looking to see that you made clear and concrete (and referenced) connections to the course materials, discussions threads, lectures, etc. You need to demonstrate to me what you got out of the class – or did not, which is absolutely fine so long as you provide support and evidence and discussion to why) and why you deserve to get 100 points for your reflection.

EXTRA CREDIT
I do give extra credit for work which I feel goes above and beyond the requirements. Students who show initiative and engagement and hard work are those who will receive EC from me. Do not expect that you will receive extra credit to make up for not doing the work. It is a reward not a substitute for missing points.

In addition, there MIGHT be an additional assignment possible for those students who have demonstrated consistent effort and work, but may be in need of some extra credit. If you have slacked off or ditched class or not checked in or missed multiple assignments, you will not be eligible for this possibility. More details about that will be available towards the end of the quarter.

PSY483 – Psychology of Gender
Win 2017
PSY483_A01

COURSE PURPOSE:

This class explores the experience of gender. This class has a strong focus on women, however as the title suggests, we will look at gender of all types and varieties from a psychological perspective. You will gain insights and knowledge into the psycho-biological, cultural, social and intellectual factors influencing the psychology of gender.

COURSE LEARNING OBJECTIVES:
Students should demonstrate the following skills and knowledge at the conclusion of the course:

1. Describe basic concepts and findings in the psychology of gender, including:
    a. Historical development of the field, including important contributors from the literature on the psychology of women
    b. Contemporary issues (e.g., the psychology of men and masculinity)
    c. Biological, social, psychological, cultural and political influences related to gender and gender identity development.
2. Identify context-related gender differences (e.g., education, career, health care and social life)
3. Critically deconstruct gender messages in contemporary society
4. Distinguish between gender differences and gender stereotypes
5. Use research resources to support class-related written assignments
6. Discuss theory and research on the psychology of gender

REQUIRED TEXT BOOKS

- Helgeson, V. S. (2012). The Psychology of gender (5th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-1-138-18687-3.
    - 4th edition texts are acceptable – although page numbers may differ; while I am not aware of a digital version of the 5th ed (published by Routledge), there was a 4th ed version previously found here.

ASSIGNMENTS
<u>Canvas and Assignment Submissions:</u>
The Canvas website is an essential component of the class. It is your responsibility to familiarize yourself with the functions of the platform. If you have questions, I can answer basic functionality questions – there is also a student guide from Instructure on how to navigate the platform.

Obviously speaking, all work will be done and submitted on Canvas for this class. Pay attention to course announcements as this is a feature I will use very frequently. Announcements will generally be about due dates, information I need you to know about a particular subject, or just to keep you "in the loop" so to speak.

DISCUSSION BOARD ASSIGNMENTS
Students must interact with the material through the Canvas discussion board. We discuss approximately one or two chapters per week, with additional article some weeks. For each topic, you must post a unique contribution (i.e., your post should be different from those of other students). You are also expected to reply to your fellow classmates. Students who go above and

beyond – within reason – may receive bonus points. Your posts and replies will be graded. Please be thorough, sensitive, thoughtful, professional, and well-researched.

Online Discussion Board Entries: *Discussion Boards cannot be made up.
Our "class week" will run Monday thru Saturday. You will be expected to post at least two discussion board entries per week. Your first post should be an original response to the discussion prompt, the second post needs to be a thoughtful, engaged response to another classmate; first post (your original post) are due **Thrusday by 11:59pm**; second post(s) due **Saturday by 11:59pm**. You **MUST** post on at least two different days or you will lose a point (that is, you cannot submit your original post on Thursday AND respond on Thursday - sorry).

I look forward to your differing points of views and discussions, but you must be respectful of your fellow classmates. I expect your posts to be well written and free of spelling errors. You may be casual in tone, but for full points you must connect your posts to the course materials in some way, and your responses should be at MINIMUM 1-2 paragraphs – this includes your responses to classmates. A simple sentence or two will not suffice and you will not get full credit. Do NOT use text lingo.

There will be 10 weeks of Discussion Board Posts. Your lowest score will be dropped. Each DB post and response is worth 15 pts. You can find more information regarding the grading rubric on Canvas under Discussion Board Rules and Guildelines.

BIWEEKLY QUIZZES
You will have five biweekly quizzes in this course. They will happen every other week and will cover the material for the week of the quiz and the week prior – YES, that means you are responsible to read and take a quiz in the same week. The quizzes are approximately 20 multiple choice questions and are worth 40 points each (20 questions, 2 points per question, 40 points). Because this is an online/hybrid class and you have the course book available, the quizzes are timed. **You will be given 45 minutes to complete each quiz**. This means that while you can use the book for your exam, you most likely will not be able to complete the test by just using the book.

I expect that you will read the chapters ahead of time – as the reading is also used in your discussion board posts and written assignments. Use the text if you get stumped on a question, but do not rely on it exclusively. You will have roughly 2 days to complete each quiz (check the calendar and assignment for dates). **HEADS UP: You will have your first quiz next week during Week 2**. Once you start a quiz, you **must** finish it, so be prepared to complete it once you start. I will not accept excuses for not completing the exam. Kids, pets, spouses, friends, sports, and favorite TV shows do not count as legitimate reasons for not completing your tests. I dont mean to infer that you should seclude yourself, but if that is what it takes to get the exams done, then DO IT!
Quizzes will occur during weeks 2, 4, 6, 8 and 10.

DIRECTED WRITING ASSIGNMENTS
You will have four Directed Writing [DW] assignments in this class. Each assignment is due by Friday of the week listed on the syllabus.

FORMAT: Each assignment must be typed, double-spaced, 11- or 12-pt font with 1" margins and proofread. To be eligible for full credit, you are expected to tie in course materials and outside references (including website/image links) correctly in APA format – EXCEPTION: the

pre-course reflection paper. If you are unsure how to do correct APA form, please review the section above on "papers". Images are acceptable, but do not count towards page length. While the length is not a firm requirement or limit, you know as students if you are only doing the minimum and your grade will reflect that.

The papers will be graded on the following criteria:

1. Following instructions and completing the assignment as described.
2. Clarity —including a clear distinction between the descriptive and critical sections.
3. Demonstration – of critical thinking about the issues raised (critical thinking means not accepting information at face value, but thinking deeply and complexly).
4. Effective – written expression (organization, presentation, etc.) and application and synthesis of course material.

There will be a rubric (and hopefully brief videos by me) posted on Canvas with the assignment to help you with understanding how I will grade the assignments. Please allow at least one week for grades/comments to be posted on papers.

DW #1: PRE-COURSE REFLECTION

This is the "easy" assignment. Due it, make it sound like you at least really thought about it for at least say 20 minutes, and get 15 points. That easy – but as always watch the things that are easy – you never know what they say about you each at students. It should be between 250 - 500 words. Concise but thoughtful.

PROMPT: I want you to write briefly why you took this class, what you think it's going to be about and what is one question that come into this class with (that is, something you hope to get out of it)?

DW #2: GENDER PAPER

"Gender Through Consumerism" Do You Really Decide Your Own Gender?

Many aspects of our lives are gendered, including the product which we use and consume on a daily basis. While perhaps not readily apparent, many of the decisions we make about what we wear, what products we use and foods we eat help us construct a particular type of gendered image of ourselves.

Part One:

1. Objectives: Write a paragraph or two that describes your practices of grooming, eating, and preparing to leave your home in the morning (if you are a stay at home parent, imagine a day when you are leaving with a particular purpose – shopping, taking kids to school, etc). Be specific. Pay close attention to the difference kinds of consumer products you used, the clothes you wore, the food you ate, etc. [This the descriptive section]
2. Critical Analysis: Write a two to four paragraphs (1 page) that evaluate and analyze the activities that you described and discuss how these activities and choices demonstrated the way you ***actively*** create a gendered identity. You should focus on the WHY you did what you did (why you wore what you wore, used the products that you used, ate what you ate, etc.) Consider, as well, if you woke up one day in a different gender, what would you have done differently? What things would you wear, use, eat that might be different?

Part Two:

1. Selection: Identify ONE clear, concrete consumer product that you used in your morning routine that seems especially tied to a particular gender identity (either masculinity or femininity). That is, do not say, yogurt or shampoo or my least favorite generalization – makeup. Be specific, what is it, who makes it, brand, type, etc. and how is it advertised.

2. Observation: **Trace the advertising** and marketing of the product in the following ways:

    a. By surveying current magazines/online sources to find examples of advertisements of the product. A PDF copy of the ad (hard copy) or Link (online) must be included in your paper.
    b. By examining the way the product is packaged, where it is sold, and how it is presented in the store where you purchased it.

3. Description: Write 2-3 paragraphs about your selection and observations from Steps 1 &2 above concerning the advertising and marketing strategies used to promote the project. Your descriptive sections should be clear and concise. The things described in your observation are the items you will be critiquing in Step 4 below.

4. Critical Analysis: Write 2-4 paragraphs about what we might think as the "gendered life" of the product you have investigated. That includes, but is not limited to, things such as:

    a. Who is the intended audience for this product?
    b. How is the product designed, promoted, and sold in ways that repeatedly define its use, meaning, and consumption as a practice of gender?
    c. In what ways does the product promote and/or suggest a particular gender-role or gender-stereotype?

Your final paper should be approximately 4-6 pages. Your paper should be labeled into two clear sections (Part I and Part II), as it makes it easier for me (and you) to see if you addressed all the components of the assignment. To be eligible full credit, your paper should show clear connections in your critical analysis to things you have learned in class thus far, as well as reference to course materials.

DW #3: COMPARE/CONTRAST

In this assignment you will be asked to compare and contrast stories related to gender and relationships as they are presented in the media – such as magazines, social media, and other public forums. The goal of this project is for you to examine, analysis – compare and contrast – the ways in which gender are shown to the public through these forums. To do this you are to do the following:

1. Located four articles – online or in hard copy such as magazines or newspapers – relating to gender and relationships. You should have two for women and two for men. (BONUS: If you can find an article for gender non-binary individuals and relationships and include it in your paper, you can earn up to an additional 5pts EC)

2. Analyze the similarities and differences presented in the information sources. This can include, but is not limited to, things such as: language (tone, word choice, description, etc), formatting (font, colors, etc), images, length of coverage, etc.
3. Discuss your findings.
4. Give a supported opinion – that is by drawing connections back to the class – regarding your findings. If there were differences, why do you think there were? If things were similar, did this neglect things which would be worth investigating? What is the impact – the influence on public perception – on gender and relationships?

This paper should be roughly 3-4 pages in length (approximately 1000 words of text), not including images, title page, references or links.

DW #4: FILM REFLECTION

We will watch many films and short documentaries during this quarter. Under the module titled FILMS FOR REVIEW are the eligible films from which will need to write one reflection paper – guidelines below. Not all films are eligible, so please verify your choice before writing your paper. This paper is worth 30 pts and has to be completed by Friday, March 3th @ 11:59pm. You can submit it before that date, but that is the cutoff date for the film review.
Guidelines: I want you to write a 2-3 page reflection paper about a film shown during the course (see eligible list in Canvas). This is an opinion paper, but should still be written academically and with CLEAR connections draw to the course objectives and reference to course materials.

You DO NOT HAVE to use APA citations in this paper, but your connections to the class should be clear in your articulation – that is, if you are using something from the text then say so. You should address, at minimum, the following in your paper: What film? Why did you choose that film to review? What did you find most interesting about the film, if anything? What did you find problematic about the film, if anything? What do you think the main message of the film was?

DO NOT rehash the entirety of the film. I have seen them, I do not need you to tell me about them, but instead what you thought of them. You can and should use specific points from the film to talk about, but do not give me the equivalent of a film synopsis.

*****FINAL POST COURSE REFLECTION PROJECT**

On the last day of the quarter, you will be asked to submit a 4-6 page course reflection paper. This assignment may be a challenge for some of you but I want to push you all to reflect upon your own learning and be able to synthesize the material and your experience in the class into a semi-cohesive reflection paper. This is more than just an opinion paper. This is your opportunity to show me what you learned. Look back at your pre-course reflection paper as a place to start. Was the course what you expected, why or why not? Did your opinions or thoughts change throughout or as a result of the class? And assignment? A particular reading? Look over the course objectives, do you feel that you can now adequately and effectively demonstrate the listed objectives? Show me through this paper.

The challenge with this assignment is that you have somewhat free reign. The content is yours to tell me about because it is based on your experience and your learning and reflection on those things. However, the assignment is worth 100 pts – 1/6 of your overall grade – so I highly encourage you to take this assignment seriously and approach it thoughtfully and don't try to BS me. While I will not grade you on the content of your thoughts - your thoughts are your thoughts

– I will be looking to see that you made clear and concrete (and referenced) connections to the course materials, discussions threads, lectures, etc and how those things. This includes proper APA citations for course materials, films, lectures, etc. The goal is to demonstrate to me what you got out of the class (or did not, which is absolutely fine as long as you provide support and evidence and discussion to why) through a reflection of your own learning.

EXTRA CREDIT
I do give extra credit for work which I feel goes above and beyond the requirements. Students who show initiative and engagement and hard work are those who will receive EC from me. Do not expect that you will receive extra credit to make up for not doing the work. It is a reward not a substitute for missing points.

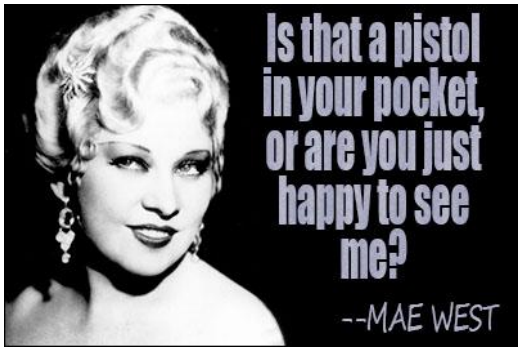
In addition, there MIGHT be an additional assignment possible for those students who have demonstrated consistent effort and work, but may be in need of some extra credit. If you have slacked off or ditched class or not checked in or missed multiple assignments, you will not be eligible for this possibility. More details about that will be available towards the end of the quarter.

IDS323 – Dangerous Women: Mad, Bad or Victim? (Spr 2017)

Course Description:

The central goal to this course is to be able to critically analyze and discuss the various constructions of "dangerous women" in American society historically and today. In our analysis of "dangerous women" we will use theories which draw from visual communications, sociology, psychology, criminology and gender studies. This course is not just about dangerous women, but also the society that makes them.

This course is not to provide you with the "correct" answers or analysis, as I believe there are far too many valid theories and opinions. The goal is to engage you in critical thinking regarding the construction of violence, women and the notion of the dangerous women in our society today, as well as increase your ability to support your arguments with evidence. What this means is that there will be no hard facts or indisputable evidence and you will probably walk away from this course with more questions than answers. But it is my hope that as a result of this class you become more aware of what does happen and more critical of what we often assume to be true. Because this course will often rely on opinions and ideas, and quite often not specific numerical data, it is vital and required that you remain open and respectful of your classmates (and your teacher). I do, however, expect and require you to support your positions (opinions, commentary, and statements) with evidence and scholarly information where applicable and necessary.



The topics and materials (both texts and visual), as well as discussions, covered in this class deal with violence, death, abuse, sexual conduct and other potentially triggering issues. If you are uncomfortable discussing or dealing with these issues, this course may not be appropriate for you. If during the course of the class, you discover that you are struggling because of triggering material, I strongly encourage you to email me so we can discuss the issues at hand. While I believe there is great benefit to the subject matter being taught in this class, I recognize that the topics we cover may be too hard to deal with for some students.

Course Learning Objectives: (The stuff I have to include)

1. Students will identify the various theories relating to violent behavior in women – specifically the constructs of "mad", "bad", and/or "victim/misunderstood".
2. Students will identify the ways in which violent women are represented in popular culture – including but not limited to: film, TV, news, articles, magazines, tabloids, and other forms of media.
3. Students will critically analyze and discuss violent behavior in women, as well as societal responses to violent women.

Students will actively participate in group discussions with peers and professor and be able to articulate a position using supporting evidence from material both inside and outside of class

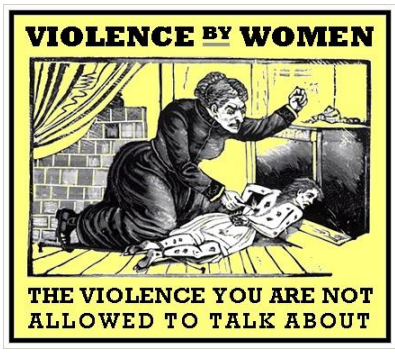
Required Texts:
"Female Serial Killers" (2007) – Peter Vronsky **ISBN-13:** 978-0425213902
"Female Aggression" – Helen Gavin and Theresa Porter **ISBN-13**: 978-0470975480
All other readings/media will be provided on Canvas.

Class Preparation and Participation:
It is critical that you complete the assigned readings for this course and are capable of analyzing the readings through use of the discussion board. Higher education is a collaborative experience involving interaction not only with the instructor, but with classmates as well. To get the most out of your education, participation is required. Be aware that some weeks have more reading/media to cover than others. I have provided you with a course calendar so that you have plenty of time to prepare for the weeks with more reading.

Academic and Professional Conduct
Students have a responsibility to maintain both the academic and professional integrity of the school and to meet the highest standards of academic and professional conduct. Students are expected to do their own work on examinations, class preparation and assignments and conduct themselves professionally when interacting with fellow students, faculty and staff.

Deadlines:
I understand emergencies arise, but I expect you to notify me ASAP. Without your input, I am left to assume that you forgot or didn't want to do the assignment. If you come to me right away with issues such as family emergencies, financial crisis barring you from getting the text, or other issues- I am more than understanding, so please keep that in mind. While this course is online and therefore flexible, our "weeks" will run from Monday to Sunday. Week 1 is an exception as we do not start on a Monday. So on and so forth. Keep this in mind for weekly due dates. All work is due by 11:59pm on the date it is due.

Disabilities:
Students with disabilities who believe they may need academic adjustments, auxiliary aids or services to fully participate in course activities or meet course requirements are encouraged to contact Disability Support Services Office (206) 878-0527.
THE GOOD STUFF – Course Content



READING: This course has a LOT of reading; it will average approximately 60-70 pages per week. Don't freak out. The majority of the readings is not horribly dense and should be fairly easy to read – that is, they are popular media and not generally written in scholarly prose. I have tried my best to not overload you on reading but some weeks are heavier than others. Be mindful of your time and make sure you don't get behind in your weekly reading as most weeks the discussion boards will pertain in some way to the weeks' readings. While we do not read every chapter of all the books, we will cover the majority of each text. The chapters we do not cover you are more than welcome to read and many students in the past have regardless of them being assigned

PAPERS: This course is dependent on writing. All papers should be written double-space, in 12pt font. Most paper assignments have a word count range, but can write over, but only so long as its relevant and deepens your paper. If you do not follow direction or answers all the parts of the assignment, you will not receive full credit. Your papers should be written so that anyone could pick them up and learn about your topic without any prior knowledge of the subject matter.

I REQUIRE citations for all paper submissions and weekly reading discussion board posts. In general would like you to provide some sort of reference and citations for that reference (does not have to be formal APA citations) to course materials or outside sources when supplying evidence to support your position. However, I prefer that your papers will be written in APA format especially if you are a Psych major. If you do not provide any citations on assignments which require it, your grade will be significantly affected. Period.
Sources should be cited in APA style. To learn more about this visit PurdueOWL or :
http://www.wisc.edu/writing/Handbook/DocAPAOrientation.html

Plagiarism will result in a failing grade for the assignment! It is best to assume you should cite. If you had to look the information up somewhere you should be citing it. If you do not provide citations, you will automatically fail the assignment. Do not assume because an assignment is "simple" that it does not have to have proper citations. Please refer to the following link to make sure you know what plagiarism is and how to avoid it:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Writing Expectations:
We will be doing a fair amount of writing in this course. If writing is difficult for you, it might be a good idea to get help from your campus writing center. If you have had problems with writing in your college career I suggest having a friend read over your papers before turning them in. In fact, it is always good to have another person read your papers, as they often detect issues that you don't see.

WEEKLY WRITING ASSIGNMENTS

Weekly Discussion Board Posts: *Discussion Boards cannot be made up.
Each week, on Monday, I will post two (2) discussion threads. One will be based on your OPINION, the other on the WEEKLY READINGS. OPINION posts are worth 20 pts; WEEKLY READINGS posts are worth 10 pts. Your lowest grade on each (OPINION and WEEKLY) will be dropped.

OPINION POST: The first will be opinion based and will ask you for your personal thoughts and views. You are expected to post a minimum of one original response and at least two additional responses to other students' post. I expect your posts to be well written and generally free of spelling errors. You may be casual in tone, but for full points you should use supporting texts. Your original post should be 2-3 paragraphs and your responses should be at least 2 paragraphs for full credit. A simple sentence or two will not suffice. Do NOT use text lingo. Also, PLEASE address the person you are responding to in your response post – that is, your post should start with something like the following:

Bob, I would have to disagree with you because…. or
Hi Mary, I thought it was interesting that you said…

This is important because it makes it MUCH easier for me to follow the line of conversation in grading your posts.

Your original weekly OPINION discussion board post is due by Wednesdays @ 11:59pm and responses by Saturdays @ 11:59pm. Due dates listed in Canvas are for the original post.

WEEKLY READINGS POST: This post will be about one or more of your readings for the week. You are expected to post your answer to the prompt by Saturdays @ 11:59pm. I expect your posts to be well written and generally free of spelling errors. You may be casual in tone, but for full points you must reference supporting course materials/texts from the week. Like with the OPINION post, this post should be 2-3 paragraphs for full credit.

DIRECTED WRITING ASSIGNMENTS

DW#1 - Pre-Course Reflection:
Why did you choose to take this course? What do you hope to learn or take away from this course? What does the term "Dangerous" mean to you, how have you seen it used, e.g., give me a/an example(s) based on your definition?

For this assignment, you will need to write a short (500 - 750 words) paper regarding the following questions. Write them out as a narrative, not just bullet answer. This assignment is two fold: 1) For me to get a sense of why you wanted to take this course and 2) for me to get a sense of your writing style.

Please upload all files as Word documents.

DW#2 - Compare and Contrast Assignment:

This assignment requires you to examine 2 news related articles and this means from major publications such as the Seattle Times, The New York Times, the Chicago Times, CNN, so on and so forth. It doesnt have to be a newspaper, it could be a local news source site such as Komo or Kiro - and is not restricted to Seattle by any means. Do your research and just make sure its a news sources. If you do not use legitimate major news or media outlets, you will lose points. If you are unsure, email me.

For this assignment, I would like you do to the following:

Locate two (2) articles from news sources where the gender of the offender/perpetrator and victim are opposing. That is, Offender Male/Victim Female and Offender Female/Victim Male (you can look for variate options too in victim and offender - such as transgendered individuals or Male/Male and Female/Female).

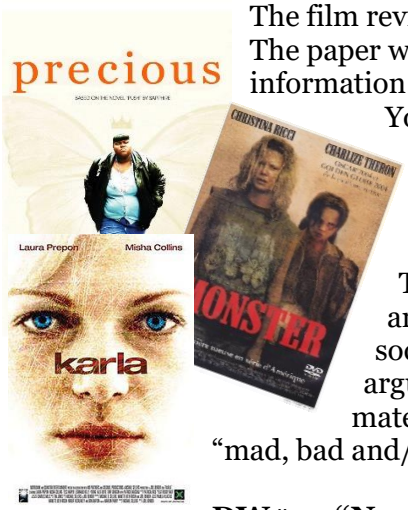
In a 2-4 page, double-space paper with in-text citations and references, address the following:
Compare and contrast the language used, images, coverage, punishment/consequences (if known), and societal response (READ THE COMMENTS from the general public)
I want you to articulate and opinion regarding these findings. I want information and your opinion supported with examples and connections to course materials.

This means give me clear examples. How is the language the same or different? In what ways? How do you know?

Give me details about the crimes but I do NOT want the entire article just duplicated (I will make down for this if you dont rephrase this content)

What do you feel about what you analyzed? How does it connect back to what you have been learning in the course overall, if it does?

DW#3 - Film Review: Due by Friday, Saturday May 27th @ 11:59pm - can be turned in any time after week 5



The film review will be a 5 question review based on the film that you choose. The paper will be roughly 3-5 pages, double-space, 12pt font. Specific information on the assignment is listed under the assignments tab.

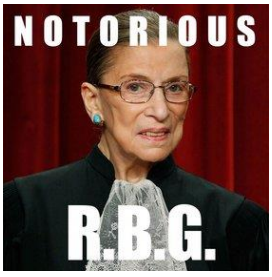
You will write on a film selected from the "Films for Review List" (on Canvas). You will need to submit via Canvas your first and second choice of the film you'd like to review by Saturday April 22nd @ 11:59. I will confirm which movie of your choice you will review and you will receive a credit mark for the assignment.

The primary goal of the assignment is for you to do a critical analysis of the film based on what you have learned in class about social construction, social semiotics, and representation. You are to argue (with supporting evidence – see connecting to the course materials and citing it) if you think the female character is depicted as "mad, bad and/or victim".

DW#4 - "New" Dangerous Women Due by Saturday, June 3rd, 2017

This short project will be a brief presentation an individual you believe represents the "new dangerous" woman. I want you to select someone from current popular/public media. Current means 2016 to present.

1. Identify a woman whom you believe fulfills the title of "dangerous woman" (examples below, but think beyond these powerful women).



2. I do **NOT** want you to find a woman who is a murderer. Any <u>other</u> example of "dangerous" is acceptable (bonus points if you find dangerous meaning something other than violent).

3. Explain why - in your opinion and supported by the course text - this woman is "dangerous". Give at least 3 concrete examples and its connection to the course content.

4. Make a short presentation. See options and guidelines below.

A Word Document roughly 750 - 1000 words
A PowerPoint would likely fall between 5 - 10 slides
A Prezi is roughly the same amount of "points" as a Power Point slides

Questions about the project should be asked sooner rather than later.

*****FINAL EXAM! Post Course Reflection due on the last day of class**

On the last day of the quarter, you will be asked to submit a 4-6 page course reflection paper. This assignment may be a challenge for some of you but I want to push you all to reflect upon your own learning and be able to synthesize the material and your experience in the class into a semi-cohesive reflection paper. This is more than just an opinion paper. This is your opportunity to show me what you learned, why or how things impacted you, what you found interesting or problematic. I want you to look back at your pre-course reflection paper as a starting point. Was the course what you expected, why or why not? Did your opinions or thoughts change throughout or as a result of the class? Was there a particular discussion that impacted you - was it positive or negative and why? An assignment? A particular reading?

Be clear. Give examples. Show me what and how you learned.

The challenge with this assignment is that you have free reign. The content is yours to tell me about because it is based on your experience and your learning and reflection on those things. The assignment is worth 100 pts – 1/5 of your overall grade – so I highly encourage you to take this assignment seriously and approach it thoughtfully and don't try and BS me – while I will not grade you on the content of your thoughts - your thoughts are your thoughts – I will be looking to see that you made clear and concrete (and referenced) connections to the course materials, discussions threads, lectures, etc. Thus, I am grading you on your articulation of the process and your learning. You need to demonstrate to me what you got out of the class (or did not, which is absolutely fine so long as you provide support and evidence and discussion to why) and why your paper is worth earning you 100 points for your reflection.

To be clear, successful papers will include the following:
Title Page (Name, Assignment, Course and Quarter)

4-6 pages double-spaced of reflective analysis and evidence of material synthesis with in-text citations where relevant and applicable.
A reference page

(The title page and reference page do NOT count toward the page requirement)

PCRV2.1

TPSYCH405 - Body Image and the Psychology of Appearance
Fall 2018 and Spr 2019

Purpose of the Course

The purpose of this course is to examine how body image informs our individual and collective psychology - as well as how psychology impacts the perception of bodies. This course is an exciting course for me to teach as I thoroughly enjoy media analysis (something we will do quite a bit of) and its connections to psychology. This course will draw on multiple different theories and perspectives including but not limited to psychological, sociological, historical, political and feminist.

Using an intersectional and interdisciplinary feminist approach, which includes centering individual experiences, accounting for the diversity, attending to social context, and recognizing the connection between science and advocacy, we will survey psychological theory and research with the goal of understanding how this approach enriches our understanding of *human* psychology and body image. The class will include readings, media analysis, discussions, class activities, and reflections.

Required Texts:

(Grogan, S., 2017). Body Image: Understanding body dissatisfaction in men, women and children. 3rd Ed. Routledge.
(Taylor, S., 2018). The Body is Not an Apology: The Power of Radical Self-Love.
All other texts/articles will be uploaded to Canvas in the Weekly Modules.

In this course, you will get to:

- examine the connections between body image and individual psychology;
- recognize that body image impacts everyone and may include some common experiences and also great diversity, including individual differences, and variations based on differences, such as ethnicity, social class, sexual orientation, nationality, disability, and so on;
- use feminist analysis as a tool for critiquing classic and current research on body image, body dissatisfaction, and psychology;
- understand how body image develops in girls/women and boys/men, as well as gender variant individuals; and
- survey topics that are important to body image and body dissatisfaction, such as social media, consumerism, mental health and positive promotion of bodies.
- practice your written and oral presentation skills.

This course counts as an advanced psychology course. Talk to your advisor if you have concerns about this.

Assessment (AKA Assignments)

The following describes the different types of assignments that you will doing in this class, the expectations involved in those assignments and any other pertinent information you need to know about how you will be assessed in this class.

Canvas and Assignment Submissions:

The Canvas website the **essential** component of the class. It is your responsibility to familiarize yourself with the functions of the platform. If you have questions, I can answer basic functionality questions – there is also a student guide provide in the welcome section from Instructure on how to navigate the platform.
Obviously speaking, all work will be done and submitted on Canvas for this class. Pay attention to course announcements as this is a feature I will use very frequently. Announcements will generally be about due dates, information I need you to know about a particular subject, or just to keep you "in the loop" so to speak.

DISCUSSION BOARD ASSIGNMENTS

Students must interact with the material through the Canvas discussion board. We discuss approximately one or two chapters per week, with additional article some weeks. For each topic, you must post a unique contribution (i.e., your post should be different from those of other students). You are also expected to reply to your fellow classmates. Students who go above and beyond – within reason – may receive bonus points. Your posts and replies will be graded. Please be thorough, sensitive, thoughtful, professional, and well-researched.

Online Discussion Board Entries: *Discussion Boards cannot be made up.

Our "class week" will run Monday thru Saturday. You will be expected to post at least two discussion board entries per week. Your first post should be an original response to the discussion prompt, the second post needs to be a thoughtful, engaged response to another classmate; first post (your original post) are due **Thrusday by 11:59pm**; second post(s) due **Sunday by 11:59pm**. You **MUST** post on at least two different days or you will lose a point (that is, you cannot submit your original post on Thursday AND respond on Thursday - sorry).

I look forward to your differing points of views and discussions, but you must be respectful of your fellow classmates. I expect your posts to be well written and free of spelling errors. You may be casual in tone, but for full points you must connect your posts to the course materials in some way, and your responses should be at MINIMUM 1-2 paragraphs – this includes your responses to classmates. A simple sentence or two will not suffice and you will not get full credit. Do NOT use text lingo. There will be 10 weeks of Discussion Board Posts. Each DB post and response is worth 15 pts. You can find more information regarding the grading rubric on Canvas under Discussion Board Rules and Guidelines.

RRR [Review-Reflect-Respond] Journal + Final Course Reflection

This class will be a combination of psychological research on body image, analysis of related media, terminology and subjects related to body image and encouragement for personal growth. You will engage in class wide discussions through the discussion boards (above), as well as individual reflective writing. Journal entries should contain clear references to the week's materials and use APA formatting for your references.

Each week you will be asked to review and reflection upon the materials for the week (readings/media) and then write a 300 - 500 word entry in your running journal (no more than 1000 per entry). Some weeks, there may be a specific question(s) that I want you to address in your journal. Should this be the case, the prompt will be posted Monday on the "RRR Prompts" page under the Weekly Module. If there is no prompt listed for the week, this will occur, then you get to choose what you would like to discuss about the week's content.

Starting this week (Week 2), you will begin your running document that you will be using for, the remainder of the quarter. I am aware that the majority of you likely have not done a running document before and I also anticipate that it will seem harder than it is. But fret not, this page is here to help guide your way as we begin this assignment.

RRR JOURNAL SET UP

To start your running document, follow these 5 steps.

1. Open a word document. You can use whatever word processor you would like, you can draft in Pages (Apple) for example, but just remember that ultimately you will need to save it as a .doc, .docx or .pdf file.

2. Draft a cover page. How you lay it out is up to you (to some degree) but it should include: Your Name, Assignment Title, and Class

3. Make a page break to start a new page following the title.

4. Top left hand corner start with the following information:

Date:
Week _____
Topic: _____

5. From this point one of two things will happen. Either a) I will have given you a prompt to write about in your journal or b) it would be a "free write" week and you are allowed to journal about any particularly relevant material (the weeks content) in whatever way you choose. It should still at minimum address at least three different sources from the week.

Each week you should have a new entry in your running document. Do not worry about starting a new pages, just hit return a few times and start again with the same set up. Date, Week, Topic and then either address the prompt(s) I provide or capture your own reflection for the week.

Length of journal entries and length of total document is dependent on how much you write. The final document could be upwards of 25 to 50 pages. I am expecting this and you will have been receiving "spot checks" throughout the quarter. These spot checks will allow me the chance to take a look at your work, what you have completed and what you have missed, your writing style and use of references, as well as just your personal reflection about the materials.

Keep everything just in one document with as little extra space wasted as possible. In fact, you could write it in single space should you choose, that might condense some of the writing (for me and for you).

Starting Week 7, your journal entries will be predominately based on questions within *The Body is Not an Apology* [TBINAA] (I will provide the specific ones I want answered in the RRR

Prompts). However, each week you will still include at least two points of reflection about the week's other materials. I will explain this more thoroughly as we get closer to the shift.

RRR entries are due every week. And while I will not be checking them every week, it would behoove you to do them on time. SPOT CHECK REMINDER. I will be doing random spot checks. When these happen, I will post an announcement on the board and you will have until Saturday of THAT week to submit what you have so far. You are just sending me your running document to that point. You should have an entry from the week of submission as well. So for example if I ask for a spot check during Week 8, you would need to include your reflections (entry) for Week 8 before submitting it to you.

At the end of the quarter, you will write a 4-6 pg "final post-course reflection". This will serve not only the final reflection for the RRR journal, but also as your "final project". This will be graded independent of your RRR journal, but should demonstrate connection between your weekly RRRs and the final reflection.

All journal entry spot checks will be worth a maximum of 20 pts.

RRR Completed Weekly Journal 100pts + Final Course Reflection 100 pts

CLASS PROJECTS

You will have two Class Project [CP] assignments in this class. Each assignment is due by Friday of the week listed. Projects will be worth 50 pts a piece and be due during Weeks 6 & 10.

GENERAL INFORMATION

FORMAT: [Unless otherwise noted] Each assignment must be typed, double-spaced, 11- or 12-pt font with 1" margins and proofread. To be eligible for full credit, you are expected to tie in course materials and outside references (including website/image links) correctly in APA format – EXCEPTION: the pre-course reflection paper. If you are unsure how to do correct APA form, please review the section above on "papers". Images are acceptable, but do not count towards page length. While the length is not a firm requirement or limit, you know as students if you are only doing the minimum and your grade will reflect that.

The papers will be graded on the following criteria:

1. Following instructions and completing the assignment as described.
2. Clarity —including a clear distinction between the descriptive and critical sections.
3. Demonstration – of critical thinking about the issues raised (critical thinking means not accepting information at face value, but thinking deeply and complexly).
4. Effective – written expression (organization, presentation, etc.) and application and synthesis of course material.

There will be a rubric posted on Canvas with the assignment to help you with understanding how I will grade the assignments. Please allow at least one week for grades/comments to be posted on papers.

CP#1 - The Mirror Experiment (Instructions)

The first thing you should know about this experiment is that it is designed to challenge you. Most of you will fail at some point. Those who do not will likely do it out of determination not to be one of the ones who failed. THIS IS EXPECTED. However, this experiment will only provide you with the amount of insight that you let it. If you decide that you aren't going to really try at it, you aren't really going to get much out of it. If you decide that you are going to go all in and just see what happens, then you probably will get out more than you expected to see happen.

There is no way for me to check your work on this or ensure that you aren't cheating or really do go the full three days. You can make up insights and write about how amazing the experience theoretically was. Or you can just do it. Not just because it's your class assignment, but because it asks you to push your boundaries and challenge yourself to think about how we really feel about ourselves based on perception, rather than introspection.

WHAT HAPPENS WHEN YOU STOP LOOKING IN THE MIRROR FOR 3 DAYS?

This question is at the core of your assignment. There are 5 simple rules to follow, but it will not be easy.

You cannot look in any reflective surface for 3 consecutive days. Not at any point in the day. Not just once. Not at all.

This is the core of the experiment. You must do your absolute best to not look in a reflective surface of any kind for 3 consecutive days. So if you start the experiment on a Monday. You cannot look for Monday, Tuesday and Wednesday. Or if you start on Thursday, then its Thursday, Friday and Saturday. The dates/days are up to you, but they must be done in a row.

For those of you who wear make-up, or shave, or whatever manner of daily routine you might have, you are going to have to go blind (do it without looking) or just choose to not do it at all (go au natural).

Obviously you can look at your clothing on your body, but you cannot look in a mirror/reflective surface to see how your butt, legs, package, chest, tights, rolls, bones, look in said clothes (except what you can look down and see).

Note: There are many reflective surfaces that are not mirrors, but still would be breaking the assignment. For example, your cell phone screen turned off or a selfie. Walking by a shopping window. Peeking in the rear view mirror. So on and so forth. Be aware, there are reflective surfaces EVERYWHERE.

If you do catch yourself looking at your reflection, look away as soon as possible.

I expect that within the first day, you will find yourself looking at your reflection somewhere. We often are not aware of things until we are forced to be aware of them. Remember, you are only cheating yourself out of this experiment if you keep looking or repeatedly cheat.

You cannot ask others to tell you what you look like.

The audio reflection is still a reflection and one of the goals of this assignment is to resist needing to know. If someone does make a comment on your appearance, try your best to pay no attention to it. Give it no weight. Even if its good, just focus on not being important.

Do your best to avoid thinking negative thoughts about your physical appearance.

It's likely going to happen. I must look like a mess. People have got to be staring at me. There's something stuck in my teeth I am sure. I feel like a slob. I feel fat. I feel naked. So on and so forth. If you catch yourself in negative talk, think about something positive the experiment is allowing you to do. E.g., man, it's really nice to not have to care what others think. Or, wow, I really gain a lot of time when I don't have to take all that time to get ready in front of the mirror.

At the end of each day, just jot yourself a couple notes to track how the experiment is going.

Today was hard because I had to meet with my boss and I wasnt sure what vibe I was sending off. Or, it was really nice, even if it was awkward at first, to force myself to not care what others might be thinking. Whatever stood out to you, what successes or challenges you had, did you cheat and why?, etc. These are the notes that you are going to review at the end of the 3 days to put in your final reflection.

TIPS: Cover the mirrors in your house with a blanket or sheet. Avoid looking at your phone with the screen off (most of you are probably pros at turning it on without looking). Avoid peeking in places like building siding, store fronts, bus windows, etc. It will be hard, but make it a conscious act.

CP#1 Written Assignment

The written portion of this assignment will be a 3 - 5 page paper, double-spaced (no cover sheet).The paper will be primarily a reflective paper, a documentation of your experience in which you will reflect upon the successes and failures, challenges and advantages, your psychological experience over time (your personal thoughts and feelings connected to the activity), as well as how you see it connected to what you have learned so far.

At minimum, your paper should contain:

- A beginning section which contains the dates/days in which you participated in the experiment and the reason you choose the dates/days that you did.
- Each days greatest challenge/success, any failures/cheats you endured along the way and why they occurred, and any changes over time (between the days).
- Connection back to the course materials that have been covered so far. Specifically, the ways in which you see your experience in the experiment in conversation with what we have learned thus far.
- And most of all, a reflection about your experience with the project. Particularly, your personal thoughts and feelings (your psychology) as it related to the experiment. What did you think or feel about the activity? About yourself? Did it have a positive impact? A negative one? Neutral? Why? What do you believe was my main goal in assigning this activity - or why do you think it could be a useful one for others to try?

Make sure your paper is clear and organized. You can write it more as an essay or more as a report. You could discuss each day individually and then summarize, or you could fully summarize the experiment discussing the days as you go. Which ever way you choose to write your paper, make sure it makes sense to the reader - that is, me.

I am giving you ample time to complete this assignment so that you can choose the days in which you participate in the experiment. The assignment is not due until Monday, October 29th @ 11:59pm. This gives you two weeks to pick a time, complete the activity and write about it.

You may complete and submit your paper prior to this date.

CP#2 – Film Analysis

During Week 9 you are assigned two films: The Illusionists and A Brand New You. After viewing both films, you will complete this assignment, CP#2.

You will write roughly a 4-5 page, double-spaced paper. In this paper you will be drawing connections between Brand New You, The Illusionists and Body Image (specifically what we have been learning about in class thus far). You must use **both** films in addressing **each** prompt. You must reference the course readings and use correct in-text APA citations and include a reference section. Only one reference section is needed at the end of the paper.

INSTRUCTIONS: Copy each prompt below into your paper. Address each underlined question individually, with citations.

- What are two **themes** shared by both films, specifically, in relationship to body image and the psychology of appearance?
- "Happy people make bad consumers" - What is meant by this statement?
- "Some of these values are material, how to earn more money and what to buy with it. Other values are moral and relational. Who is a good person? And what is important in life?" - How does media tell us what, and who, matter? (Tip: Think intersectionally)
- In what way(s) did the films change your mind about any aspect of the subject(s) they presented? (Be specific, not just what but how)

***Final Post-Course Reflection Paper (PCRv2.1)**

By the last day of the quarter, you will be asked to submit a 4-6 page, double-spaced "post" course reflection paper. This paper will be written in the "personal professional" style we have been using all quarter. This style requires that **your** - your voice, your views - are present in the writing, **AND** that you are able to support those claims with appropriately cited referencing, quotes and/or examples connected to the course. This is still an academic paper and should be treated as such.

This assignment may be a challenge for some of you, but I want to push you to reflect upon **your own learning** and be able to synthesize the material and your experience in the class into a cohesive reflection paper. This is more than just an opinion paper. This is your opportunity to demonstrate to me what you learned, how you learned it and why it was important to you. Essentially this is documentation of what you will be taking away from this course.

What is below are guiding prompts, you do not have to answer every point and you should include additional information, but I highly recommend you use these as a place to start your reflection.

- One place to start is to take a look back at your pre-course reflection. If you didn't do a pre-course, you can still reflect back to the start of the class.
- Was the course what you expected, why or why not?

- Did your opinions or thoughts change in some notable way as a result of the class?
- Were there particular assignments, discussions or readings which impacted you more than others? In what ways did this happen and what was the impact?

Your RRR reading journals can provide you with information that you've already noted as meaningful in your experience in the class. *[NOTE: the assignments listed here are variable based on the course in which the assignment is being deployed]*

NEXT: Look over the course objectives below, do you feel that you can now adequately and effectively demonstrate the listed objectives? Give me evidence of this through description and examples. *[NOTE: the objectives listed below change based on the course in which the assignment is being deployed]*

- examine the connections between body image and individual psychology;
- recognize that body image impacts everyone and may include some common experiences and also great diversity, including individual differences, and variations based on differences, such as ethnicity, social class, sexual orientation, nationality, disability, and so on;
- use feminist analysis as a tool for critiquing classic and current research on body image, body dissatisfaction, and psychology;
- understand how body image develops in girls/women and boys/men, as well as gender variant individuals; and
- survey topics that are important to body image and body dissatisfaction, such as social media, consumerism, mental health and positive promotion of bodies.
- practice your written and oral presentation skills.

If you feel you cannot address each of these adequately, discuss why and in what ways the course was unable to help you meet these learning objectives.

While I have provided you with the guiding prompts, the actual content is yours to tell me about because it is a reflection about your experience and your learning. This can be challenging for some students because you essentially have free reign on what you share. However, you are ultimately in charge of demonstrating to me what you are taking away from this course - and more than just "it was interesting" or "I hated it" (which I hope you didn't) - but really, how has your knowledge developed from being a part of this course. The assignment is worth 50 pts, which is roughly worth 15% of your grade, so I highly encourage you to take this assignment seriously and approach it thoughtfully. Like a lot of my assignments of which you should be more accustom now, while "simple" it is not necessarily "easy".

I will not grade you on the content of your thoughts - your thoughts are your thoughts; however, I will be looking to see that you made clear and concrete (and referenced) connections to the course materials, readings, discussions, films, etc. and how those things were important to your experience in this course. This paper does require proper APA citations for course materials, films, and lectures. In the past, students have approached this from a beginning of the quarter to the end, discussing meaningful moments throughout. Others have approached it from an overall discussion following whatever thought struck them first. Others still, have picked to address the prompts as a "question and answer". Whatever approach you decide on for the paper is ultimately up to you, but how well you demonstrated (articulate) your own process and learning is what this paper will be graded on.

Starting in Spring 2019, the following assignment was added to the TPSYCH 405 course in place of the RRR journal. Otherwise the content remained the same.

TWiC Journals Guidelines

This quarter you will be keeping a running "journal" of sorts for the entire quarter. You will start the journal after we meet in-class today (Week 1). You will need to get a three-ring binder or portfolio. You do not need to spend an absorbent amount of money on this, but you will need to have some way to keep your journal together throughout the entire quarter. You will be turning this into me twice during the quarter. Once at midterms for a "check" that you are on track, and then again at the end of the quarter for a final grade. Each week you will be writing an "entry" in your journal. This will be dated, typed, and single-spaced.

EVERY WEEK

You will need to discuss at least one of the readings that had impact for you in some way. This should be written in a personal-professional tone, including appropriate examples and references – using APA citations. You need to discuss the reasons why you chose this particular reading and the ways in which it impacted you (positive, negative, surprising, personal connection, etc.). Be clear, be concise. This should be between 300 – 500 words (roughly 1 page single-spaced).

IN-CLASS WEEKS (Weeks 1, 3, 5 – 8)

You will need to write a 1-2 page (500 – 1000 words) reflection about class that week. This can include any discussion, activities, film, etc. that occurred in class. Sometimes it may be just discussions that occurred in small groups with other classmates, sometimes it may be large group discussions that you just listened to, sometimes it might just be things that I lectured about, etc. This is a "reflective" space. I am not grading you on your thoughts, but rather your effort here. Are you taking a serious moment to think about what you are learning? What was being discussed? Was anything missing? Was something new? Do you want to know more? So on and so forth.

PROMPTS

Some weeks I will give you prompts that will need to be included in your TWiC journal. These prompts will be in addition to your "EVERY WEEK" reading journal entry and your "IN-CLASS" reflection. Yes, I know this seems like a "lot" of writing, but believe it or not I have found that most students write far more than what I technically require. The prompts are meant to get you thinking about things. When I give you a prompt, I will also post it in Canvas so that you will have time to think about it before you have to type up your response. Once we start reading The Body is Not an Apology, prompts will typically be associated with the text (hint hint).

Structure

What I am looking for each week in general is given as an example in this handout. If you have questions, you can ask at any time. It is important that you follow instructions. Because this journal is largely a personal reflection (that is, it is your thoughts, feelings and opinions) I am generally not grading you on what you think so much as I am going to be grading you on the effort you put forth in the activity and your ability to follow instructions. So is it "easy" to get 100% on this assignment? Yes. Is it hard to get 100% on this assignment? Only if you make it that way.

VITA

Tylir Jadyn McKenzie is a full-time lecturer for the University of Washington Tacoma where they teach psychology courses, such as Sexual Identities, Sexual Violence, Sexual Deviance, Body Image and the Psychology of Appearance and Human Sexuality, as well as being a Ph.D. candidate in Gender, Women and Sexuality Studies at the University of Washington Seattle. They received their MA degree from the University of Washington Tacoma in Interdisciplinary Studies researching victims of female perpetrated sexual assault. They hold a BS from Central Washington University in Interdisciplinary Arts and Sciences in Psychology and Sociology. They have been teaching face-to-face, hybrid, and online courses for over eight years in both interdisciplinary studies and psychology at multiple institutions in Washington State where they found their passion in teaching. While they were nominated for the 2018 Distinguished Teacher of the Year at the University of Washington Tacoma, their greatest honor is having so many students take them in consecutive or concurrent courses and new students seeking out their courses often just by word of mouth. Deeply dedicated to teaching, their passion for pedagogy extends well beyond the classroom. In addition to learning more about teaching and learning, their other interests include traveling to geothermal hot springs around the US (and hopefully world-wide), fabric art, and cooking. Diagnosed with Multiple Sclerosis during the last two years of the PhD program, they are interested in doing future research looking at the impact and interaction of trauma and chronic illness on graduate students.