

UNDERSTANDING EXCESSIVE
TEACHER AND FACULTY
ENTITLEMENT

ADVANCES IN RESEARCH ON TEACHING

Series Editor: Volumes 1–11: Jere Brophy

Volumes 12–29: Stefinee Pinnegar

Recent Volumes:

- Volume 19: From Teacher Thinking to Teachers and Teaching: The Evolution of a Research Community
- Volume 20: Innovations in Science Teacher Education in the Asia Pacific
- Volume 21: Research on Preparing Preservice Teachers to Work Effectively with Emergent Bilinguals
- Volume 22: International Teacher Education: Promising Pedagogies (Part A)
- Volume 22: International Teacher Education: Promising Pedagogies (Part B)
- Volume 23: Narrative Conceptions of Knowledge: Towards Understanding Teacher Attrition
- Volume 24: Research on Preparing Inservice Teachers to Work Effectively with Emergent Bilinguals
- Volume 25: Exploring Pedagogies for Diverse Learners Online
- Volume 26: Knowing, Becoming, Doing as Teacher Educators: Identity, Intimate Scholarship, Inquiry
- Volume 27: Innovations in English Language Arts Teacher Education
- Volume 28: Crossroads of the Classroom: Narrative Intersections of Teacher Knowledge and Subject Matter
- Volume 29: Culturally Sustaining and Revitalizing Pedagogies
- Volume 30: Self-study of Language and Literacy Teacher Education Practices
- Volume 31: Decentering the Researcher in Intimate Scholarship: Critical Post-human Methodological Perspectives in Education
- Volume 32: Essays on Teaching Education and the Inner Drama of Teaching: Where Biography and History Meet
- Volume 33: Landscapes, Edges, and Identity-Making
- Volume 34: Exploring Self Toward Expanding Teaching, Teacher Education and Practitioner Research
- Volume 35: Preparing Teachers to Teach the STEM Disciplines in America's Urban Schools
- Volume 36: Luminous Literacies: Localized Teaching and Teacher Education
- Volume 37: Developing Knowledge Communities through Partnerships for Literacy

ADVANCES IN RESEARCH ON TEACHING VOLUME 38

**UNDERSTANDING
EXCESSIVE TEACHER AND
FACULTY ENTITLEMENT:
DIGGING AT THE ROOTS**

EDITED BY

TARA RATNAM

*Independent Teacher Educator and
Researcher, India*

And

CHERYL J. CRAIG

*Department of Teaching, Learning and Culture,
Texas A&M University, USA*



emerald
PUBLISHING

United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2021

Copyright © 2021 Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80043-941-2 (Print)

ISBN: 978-1-80043-940-5 (Online)

ISBN: 978-1-80043-942-9 (Epub)

ISSN: 1479-3687 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

To the teachers working in the trenches for self-preservation and the “blaring people” in academia – all who need the healing that comes from heightened awareness of excessive entitlement in self and others.

This page intentionally left blank

CONTENTS

<i>List of Figures and Tables</i>	<i>xi</i>
<i>About the Editors</i>	<i>xiii</i>
<i>About the Contributors</i>	<i>xv</i>
<i>List of Contributors</i>	<i>xix</i>
<i>Foreword</i>	<i>xxi</i>
<i>Acknowledgements</i>	<i>xxiii</i>

Introduction: The Idea of Excessive Teacher Entitlement: Breaking New Ground	1
<i>Tara Ratnam and Cheryl J. Craig</i>	

SECTION I ILLUMINATING THE CULTURAL HISTORICAL ROOTS OF TEACHER ENTITLEMENT

A Literature Review of the Concept of Entitlement and the Theoretical Informants of Excessive Teacher Entitlement	17
<i>Lobat Asadi and Salma Ali</i>	
Exploring Teacher Entitlement: Perspectives from Personal Experience	35
<i>Tom Russell</i>	
Entitlement as a Promising Concept for Teacher Education Research: From Displacement to Ethical Reframing	47
<i>Magdalena Kohout-Diaz and Marie-Christine Deyrich</i>	
Teachers' Role and Expectations: Processes versus Outcomes	63
<i>Heidi Flavian</i>	

**SECTION II
WHEN ENTITLEMENT BECOMES A MEANS
TO DEFLECT CHANGE**

- The Interaction of Culture and Context in the Construction of Teachers' Putative Entitled Attitude in the Midst of Change** 77
Tara Ratnam
- The Entitled Teacher: Perpetrator or Victim?** 103
David Kirshner and Kim Skinner
- Learning Difficulties: On How Knowing Everything Hinders from Learning Anything New** 117
John Buchanan and Wendy Holland
- Implicit Pedagogical Entitlement in Teachers' Profession in Iran: A Socio-professional Discourse** 133
Khalil Gholami and Sonia Faraji
- In-service Teacher Entitlement Attitude: A Case Study from the Spanish Context** 149
Inmaculada Hernández and Juanjo Mena

**SECTION III
CURRICULAR EXPERIENCES: HIGHER
EDUCATION**

- Back in the Middle (Again): Working in the Midst of Professors and Graduate Students** 165
Cheryl J. Craig
- Faculty Entitlement: Perspectives of Novice Brazilian University Professors** 179
Martha Prata-Linhares, Helena Amaral da Fontoura and Maria Alzira de Almeida Pimenta
- In Between Wellness and Excessive Entitlement: Voices of Faculty Members** 191
Feyza Doyran and Özge Hacifazhoğlu

Entitlement in Academia: Multiperspectival Graduate Student Narratives	205
<i>Miguel Burgess Monroy, Salma Ali, Lobat Asadi, Kimberly Ann Currens, Amin Davoodi, Matthew J. Eтчells, Eunhee Park, HyeSeung Lee, Shakiba Razmeh and Erin A. Singer</i>	

**SECTION IV
MAKING THE INVISIBLE VISIBLE:
HELPING EDUCATORS EXTRICATE THEIR
UNCONSCIOUS SELF**

Was It a Case of Teacher Educator Entitlement? Revisiting Faculty Perspective on Pre-service Teachers' Classroom Behaviours	227
<i>Eunice Nyamupangedengu and Constance Khupe</i>	
Inquiring into Practice and Agency	241
<i>Hafdlis Guðjónsdóttir</i>	
The Unknown Self: Small Stories from an Online Teacher Community in China	257
<i>Jing Li</i>	

**SECTION V
PULLING IT ALL TOGETHER**

Excessive Teacher/Faculty Entitlement in Review: What We Unearthed, Where to from Here	273
<i>Cheryl J. Craig and Tara Ratnam</i>	
<i>Afterword</i>	285
<i>Index</i>	291

This page intentionally left blank

LIST OF FIGURES AND TABLES

Figure 1.	The Conceptual Framework Behind the Entitlement Discourse among Iranian Teachers.	145
Figure 1.	Drawing Given to the Teacher by Carmen.	156
Figure 1.	The Conceptual Framework Behind the Entitlement Discourse among Iran Teachers.	278
Table 1.	Overview of Crossdisciplinary Framework.	107
Table 1.	Profile of Teacher Participants in the Study.	137
Table 1.	Themes and Meaning Units.	185
Table 1.	Demographic Information about the Participants.	195
Table 1.	A Summary of the Identified Entitled Behaviours and Their Possible Causes.	234

This page intentionally left blank

ABOUT THE EDITORS

Tara Ratnam, PhD, is an independent teacher educator and researcher from India. She is an Associate Editor for Teacher Education, *Frontiers in Education*. She is a member of the Executive Committee of ISATT (International Study Association on Teachers and Teaching).

Cheryl J. Craig, PhD, is a Professor, an Endowed Chair of Urban Education and the Program Lead for Technology and Teacher Education in the Department of Teaching, Learning and Culture, Texas A&M University. She is an American Educational Research Association Fellow.

This page intentionally left blank

ABOUT THE CONTRIBUTORS

Salma Ali is a PhD student at Texas A&M University. Her research interests center around the use of technology in the classroom, TPACK, and multicultural education. She has 10 years of classroom teaching experience in UAE and in the US.

Lobat Asadi earned her PhD in Curriculum and Instruction from Texas A&M University. As an educator, researcher and storyteller, she focuses on cultural, racial, sociolinguistic, gender and other issues of equity in education. She is interested in arts-based education and integration, as well as social ecology.

John Buchanan is an Associate Professor in Teacher Education at the University of Technology, Sydney. His teaching and research interests include teacher professionalism, quality, retention and attrition, intercultural education, global studies, TESOL and history, geography and civics and citizenship.

Kimberly Ann Currens taught secondary mathematics and was in the US Air Force before earning degrees in engineering, business, and curriculum and instruction. Her research focuses on reading as learning resources in mathematics, aiming to develop targeted reading strategies for the teaching of mathematics.

Amin Davoodi is a doctoral student in ESL, Technology and Teacher Education at Texas A&M University. His research interests are equity for English language learners, second language learning and robot assisted learning.

Marie-Christine Deyrich is Professor Emeritus of the University of Bordeaux, France. Her research on teacher and teaching focuses on comparative higher education studies and educational policies relating to teacher development in inclusive environments.

Feyza Doyran is the Head, English Language Teaching, Hasan Kalyoncu University, Turkey. She earned her MA (English Language Teaching) and PhD (Educational Sciences) from Middle East Technical University. She is Turkey's national representative on the Executive Committee of ISATT.

Matthew J. Etechells is the Director of Education Outreach, Marketing and Communications, for the Education Leadership Research Center (ELRC) & Center for Research and Development in Dual Language and Literacy Acquisition (CRDLLA). His research focuses on teacher identity and education.

Sonia Faraji has a Master's degree in Curriculum Studies. Her main research interest is teacher professional identity. She is engaged in two research projects on teaching and teacher education. She also has worked as an elementary teacher for two years.

Heidi Flavian is a Senior Lecturer and the Head of Special-Education department at Achva-Academic-College in Israel and a Co-Editor of the *Journal of Quality Assurance in Education*. Her research focuses on teacher preparation and thinking processes among learners.

Helena Amaral da Fontoura is a Professor in the Department of Education at the State University of Rio de Janeiro. She has a PhD in Science ENSP/Fiocruz (1997), a Post-Doctorate in Education at the University of Barcelona (2007) and UFMT (2017).

Khalil Gholami earned his PhD in Education from the University of Helsinki (2009). He is a faculty member at the University of Kurdistan. His main research interests are teaching and teacher education.

Hafðís Guðjónsdóttir is a Professor at the University of Iceland. She pursues qualitative research methodology, practitioner research and self-study focusing on inclusion, multicultural education, pedagogy and educational practices, teacher development and professionalism. Hafðís is the co-editor of *Teaching and Teacher Education*.

Özge Hacifazlıoğlu is a Professor and Vice-Rector at Hasan Kalyoncu University, Turkey. She holds a doctorate in Educational Administration. She is the Outreach Coordinator on the ISATT (International Study Association on Teachers and Teaching) Executive Committee.

Inmaculada Hernández is Adjunct Professor in the Faculty of Education, University of Salamanca, where she coordinates the Practicum subjects for all degree programs. She is also a Primary School Teacher in the public school system in Castilla y León, Spain.

Wendy Holland is an Academic in Teacher Education at the University of Technology Sydney. Her teaching and research interests include intercultural education, Indigenous Australian education and supporting preservice teachers to become culturally competent and responsive educators.

Constance Khupe is a Student Academic Advisor in the Faculty of Health Sciences at the University of Witwatersrand. Her research interests lie in Indigenous knowledge and the influence of language and culture on learning, student academic development and success.

David Kirshner is Professor of Mathematics Education and Associate Director of the Gordon A. Cain Center for STEM Literacy at Louisiana State University. He is Associate Editor of the *International Journal of Mathematical Thinking and Learning*.

Magdalena Kohout-Diaz is a Professor at the University of Bordeaux, France, and an Associate Professor at Charles University, Prague, Czech Republic. At the Laboratory of Cultures-Education-Societies (LACES -EA 7437), her research mainly focuses on philosophy, educational sciences, and psychoanalysis.

HyeSeung Lee taught Physical Education and studied Sport Pedagogy in Korea and is currently pursuing a doctoral degree in Curriculum and Instruction at Texas A&M University. Her research focuses on teachers' embodied spirituality and hidden wholeness.

Jing Li is a Research Fellow in the Faculty of Education, East China Normal University. Her research focuses on teachers' personal-professional development in urban/rural schools, teacher knowledge communities, teacher identity, teacher retention in high-needs areas and narrative inquiry.

Juanjo Mena, PhD, is Associate Professor at the Department of Education, University of Salamanca, Spain. He is the Treasurer of ISATT and a research collaborator with Kazan Federal University, Russia. His research interests are mentoring, practicum, teacher education, and ICT.

Miguel Burgess Monroy is an Assistant Professor at the University of Houston (US) where he teaches bilingual education to pre-service teachers. He researches issues concerning Latinx teacher education in the United States and Mexico.

Eunice Nyamupangedengu is a Senior Biology Teacher Educator at the University of Witwatersrand, South Africa. She is a member of AERA and is interested in practice-based research, Self-Study of Teacher Education Practices (S-STEP) and Pedagogical Content Knowledge (PCK).

Eunhee Park is a PhD candidate in Curriculum and Instruction at Texas A&M University. Her research interests include utilizing music in general education, culturally relevant curriculum, curriculum integration, preservice teacher education, a/r/t/ography and musical narrative inquiry.

Maria Alzira de Almeida Pimenta has a PhD in Education from the State University of Campinas. She is currently a Professor in the Graduate Program in Education, University of Sorocaba and Leader of the Research Group on Higher Education, Technology and Innovation.

Stefinee Pinnegar is a Teacher Educator at BYU. She began teaching on the Navajo Reservation. Her research focuses on teacher education through self-study of practice. Currently, she is the series editor for *Advances in Research on Teaching Series* and *Frontiers* teacher education journal for Frontiers.

Martha Prata-Linhares, PhD, is an Associate Professor, Federal University of Triangulo Mineiro, Brazil. Her research interests include teacher education and professional development, and teaching and learning in contemporary digital culture interconnected with curriculum studies and arts.

Shakiba Razmeh is a Doctoral Student in ESL, Technology and Teacher Education at Texas A&M University. She is interested in language identity, socio-cultural aspects of English language teaching, and second language learning.

Tom Russell is Professor Emeritus at Queen's University in Kingston, Ontario, where he taught for 42 years. His teaching focused on physics methods and research on how individuals learn to teach, with particular attention paid to learning from experience and tacit craft knowledge.

Erin A. Singer graduated in 2019 with her doctorate in Curriculum and Instruction from Texas A&M University. She is currently the lead coordinator for Massive Open Online Professional Individualized Learning (MOOPIL) at the Education Leadership Research Center, Texas A&M University.

Kim Skinner is an Associate Professor of Literacy and Curriculum Studies in the School of Education of Louisiana State University. Her recent scholarship employs ethnography as a means for understanding literacy events in and outside of classrooms.

LIST OF CONTRIBUTORS

<i>Salma Ali</i>	Texas A&M University, USA
<i>Lobat Asadi</i>	Texas A&M University, USA
<i>John Buchanan</i>	University of Technology Sydney (UTS), Australia
<i>Cheryl J. Craig</i>	Texas A&M University, USA
<i>Kimberly Ann Currens</i>	Texas A&M University, USA
<i>Amin Davoodi</i>	Texas A&M University, USA
<i>Marie-Christine Deyrich</i>	University of Bordeaux, France
<i>Feyza Doyran</i>	Hasan Kalyoncu University, Turkey
<i>Matthew J. Etchells</i>	Texas A&M University, USA
<i>Sonia Faraji</i>	University of Kurdistan, Iran
<i>Heidi Flavian</i>	Achva Academic College, Israel
<i>Helena Amaral da Fontoura</i>	State University of Rio de Janeiro, Brazil
<i>Khalil Gholami</i>	University of Kurdistan, Iran
<i>Hafðís Guðjónsdóttir</i>	University of Iceland, Iceland
<i>Özge Hacifazlıoğlu</i>	Hasan Kalyoncu University, Turkey
<i>Inmaculada Hernández</i>	University of Salamanca, Spain
<i>Wendy Holland</i>	University of Technology, Sydney (UTS), Australia
<i>Constance Khupe</i>	University of the Witwatersrand, South Africa
<i>David Kirshner</i>	Louisiana State University, USA
<i>Magdalena Kohout-Diaz</i>	University of Bordeaux, France
<i>HyeSeung Lee</i>	Texas A&M University, USA
<i>Jing Li</i>	East China Normal University, China
<i>Juanjo Mena</i>	University of Salamanca, Spain
<i>Miguel Burgess Monroy</i>	University of Houston, USA
<i>Eunice Nyamupangedengu</i>	University of the Witwatersrand, South Africa
<i>Eunhee Park</i>	Texas A&M University, USA
<i>Maria Alzira de Almeida Pimenta</i>	University of Sorocaba, Brazil
<i>Stefinee Pinnegar</i>	Brigham Young University (BYU), USA

Martha Prata-Linhares

Federal University of Triangulo Mineiro,
Brazil

Tara Ratnam

Independent Teacher Educator and Researcher,
India

Shakiba Razmeh

Texas A&M University, USA

Tom Russell

Queen's University, Canada

Erin A. Singer

Texas A&M University, USA

Kim Skinner

Louisiana State University, USA

FOREWORD

All learning is autobiographical and, as Dewey asserts, comes from purposeful reflection on personal experience. The experience that initiated this process of deep reflection about teachers and their learning stemmed from my involvement in a curriculum renewal process in India back in the 1980s. This was a time when ideas of empowering teachers by giving them more active participatory roles in the higher echelons of decision-making such as syllabus and material production were gaining ground in educational literature. I was part of a small group of teachers who carefully put together a set of materials and an evaluation scheme based on progressive ideas current in ESL teaching. Brimming with the enthusiasm of torch bearers we took the innovation to our teacher colleagues only to see that it failed to evoke the same spirit of commitment we had expected of them.

Time after time, in the curricular reform studies I have undertaken since then, I have heard the same refrain, “Teachers are not willing to change.” This left me puzzling over my paradoxical experience with teachers: the expression of a desire to improve and change, on one hand, and their seeming disinclination to take charge of their learning and to reconsider their practice, on the other. The latter seemed to entitle one to blame students for a failure not of their making. It is while trying to characterize teachers’ seeming reluctance to change that I stumbled upon the idea of “excessive teacher entitlement” as a counterpart to the popular characterization of some students as overly privileged in academic settings. What started as a quest to understand the cultural embrace of ‘intellectual arrogance’ among teachers/faculty led me to question the limits of my own knowing.

As a child, I listened to stories about *rishis* in the Himalayas, who had matted locks and long beards, and who supposedly engaged in *tapas* (deep meditation) for eons to gain *Ātmajñāna* (self-realization). The idea of self-realization, which sounded very esoteric and remote from my reality at that time, started making sense years later as I engaged in this humbling process to combat excessive entitlement present in myself and others through *Ātmajñāna* and the attendant empathetic understanding of the other.

My desire to create a symposium on the topic of excessive teacher/faculty entitlement for the ISATT conference 2019 in Sibiu, Romania, immediately resonated with international scholars. Cheryl Craig was the first to respond. She was excited at the prospect of moving the concept from uncharted territory into the field of teaching and teacher education. I sensed the germination of an additional layer of meaning in the idea of “generous scholarship” (Craig, 2020) which she introduced in her keynote speech at that very conference. This connection is finding more explicit expression in our dialogues today.

Two symposia were organised at Sibiu to accommodate more voices bringing diverse perspectives into our deliberations. They created a legitimate professional platform to talk about the sources of oppression in the workplace, giving words and meaning to knowledge and emotions that had been simmering a long time. This cathartic release was a liberating experience according to the symposium participants.

It was Cheryl Craig who suggested that a book would bring fruition to our productive symposia. We used this opportunity to invite more international contributors to advance our thinking and to build a knowledge base on the crucial issue of “excessive teacher/faculty entitlement”, a phenomenon that seized my attention decades ago and has ruminated in my mind ever since.

Tara Ratnam
Independent Teacher Educator and Researcher, India

REFERENCE

Craig, C. J. (2020). Generous scholarship: A counternarrative for the region and the academy. In C. J. Craig, L. Turchi, & D. M. McDonald (Eds.), *Cross-disciplinary, cross-institutional collaboration in teacher education. Palgrave studies on leadership and learning in teacher education* (pp. 351–362). New York, NY: Palgrave Macmillan.

ACKNOWLEDGEMENTS

We, the editors, would like to acknowledge with gratitude Dr Xiao Han for her patient and meticulous formatting work.

We are grateful to all the reviewers for their willing investment of time and effort: Michael O'Loughlin, Anna Stetsenko, Carola Steinberg, Sheila Hirst, Wendy Nielson, Peter Smagorinsky, Hafdís Guðjónsdóttir, John Buchanan, David Kirshner, Marie-Christine Deyrich, Wendy Holland, Kim Skinner, Eunice Nyamupangedengu, Constance Khupe, Khalil Gholami, Tom Russell, Juanjo Mena, Martha Prata-Linhares, Helena Fontoura and Sunil Iyengar.

Special thanks go to Sheila Hirst for her valuable editorial assistance.

We thank all the people associated with the production of this book, in particular, Stefnee Pinnegar, Kim Chadwick and her Emerald Publishing team.