# SMUDGING COMPOSITION LINES OF IDENTITY AND TEACHER KNOWLEDGE

# ADVANCES IN RESEARCH ON TEACHING

Series Editor: Cheryl J. Craig

Co-Series Editor: Stefinee Pinnegar

### Recent Volumes:

Volume 30:	Self-Study of Language and Literacy Teacher Education Practices
Volume 31:	Decentering the Researcher in Intimate Scholarship: Critical Posthuman 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
Volume 38:	Understanding Excessive Teacher and Faculty Entitlement: Digging at the Roots
Volume 39:	Global Meaning Making: Disrupting and Interrogating International Language and Literacy Research and Teaching
Volume 40:	Making Meaning With Readers and Texts: Beginning Teachers' Meaning-Making from Classroom Events
Volume 41:	Teacher Education in the Wake of Covid-19: ISATT 40th Anniversary Yearbook
Volume 42:	Teaching and Teacher Education in International Contexts: ISATT 40th Anniversary Yearbook
Volume 43:	Approaches to Teaching and Teacher Education: ISATT 40th Anniversary Yearbook
Volume 44:	Studying Teaching and Teacher Education: ISATT 40th Anniversary Yearbook
Volume 45.	Drawn to the Flame: Teachers' Stories of Burnout

# SMUDGING COMPOSITION LINES OF IDENTITY AND TEACHER KNOWLEDGE: CROSS-CULTURAL NARRATIVE INQUIRIES INTO TEACHING AND LEARNING

**EDITED BY** 

### **ELAINE CHAN**

University of Nebraska-Lincoln, USA
AND

## **VICKI ROSS**

Northern Arizona University, USA



United Kingdom – North America – Japan India – Malaysia – China Emerald Publishing Limited Emerald Publishing, Floor 5, Northspring, 21-23 Wellington Street, Leeds LS1 4DL

First edition 2024

Editorial matter and selection © 2024 Elaine Chan and Vicki Ross. Individual chapters © 2024 The authors.

Published under exclusive licence by Emerald Publishing Limited.

#### Reprints and permissions service

Contact: www.copyright.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: 978-1-83753-743-3 (Print) ISBN: 978-1-83753-742-6 (Online) ISBN: 978-1-83753-744-0 (Epub)

ISSN: 1479-3687 (Series)



# **CONTENTS**

About the Contributors	
Acknowledgments	ix
INTRODUCTION	
Examining Teacher Knowledge in Cross-Cultural Classroom Contexts Vicki Ross and Elaine Chan	3
SECTION I BECOMING A CROSS-CULTURAL TEACHER: DEVELOPING TEACHER KNOWLEDGE FROM CROSS-CULTURAL EXPERIENCES	
Cross-Cultural Chickens and Eggs Candace Schlein	13
Transforming Our Praxis Through Cross-Cultural Perspectives in Pedagogy  Andrea Flanagan-Bórquez and Kiyomi Sánchez-Suzuki Colegrove	
SECTION II LEARNER EXPERIENCE INFORMING TEACHER KNOWLEDGE	
Confronting Difference: Learning to Teach in a Borderland School in Hong Kong  Cheri Chan	
Teacher Education for Social Justice Across Sociocultural and Sociopolitical Contexts: An Autobiographical Narrative Study Margaret M. Lo	75

vi CONTENTS

**SECTION III** 

99
129
147
167
191

205

Index

### ABOUT THE CONTRIBUTORS

**Cheri Chan** is an English Language Teacher Educator based in Hong Kong. She was a former Assistant Professor in the Faculty of Education, University of Hong Kong. Cheri's areas of research include teacher mentoring, collaboration in education, critical language education and language teacher identities.

Elaine Chan is a professor of Diversity and Curriculum Studies in the Department of Teaching, Learning, and Teacher Education at the University of Nebraska-Lincoln. Her research and teaching are in the areas of: culture and curriculum, teacher education, multicultural education, cross-cultural teaching, narrative inquiry, student experiences, and educational equity policies.

Qian Chen (PhD in Curriculum and Instruction, Northern Arizona University (NAU), 2019) is a former Assistant Professor who taught at a university in China, and currently teaches bilingual multicultural education foundations at NAU and online bilingual education, and curriculum and instruction courses at American College of Education. Her research focuses on content-based language curriculum development in cross-cultural higher education contexts.

**Andrea Flanagan-Bórquez** is an Educational Psychologist, PhD in Sciences Education, and a former postdoctoral researcher at the Ontario Institute of Research in Education (OISE), University of Toronto. She is currently a Professor at the School of Psychology at Universidad de Valparaíso, Chile.

**Sue Kyung Kim** as a byproduct of Korean and US public education, Sue Kyung Kim holds a teaching credential from California, USA. After exploring various K-12 educational settings in both countries, she has been teaching IB MYP math and science at international middle schools in South Korea for the last decade.

Margaret M. Lo is an Assistant Professor and teacher educator in the Faculty of Education, University of Hong Kong. Her scholarship, teaching, and service seeks to develop critical multiliteracies in teaching English as a second language to youth in schools, and to promote teacher education for social justice and inclusion.

**Vicki Ross** is an Associate Professor at Northern Arizona University. She works with preservice teachers in the Elementary Education Program in the Department of Teaching and Learning. She also works with doctoral students in the Curriculum and Instruction Program. Her interests include: teacher knowledge, education, and development; mathematics education in the elementary school; narrative inquiry.

**Kiyomi Sánchez-Suzuki Colegrove**, PhD, is an Associate Professor of Bilingual/Bicultural at Texas State University. Using video-cued ethnography, she seeks to understand the relationship between Latinx immigrant parents and schools in the early grades and privileges parent voices to demonstrate how stakeholders can develop relationships while debunking deficit discourses.

Candace Schlein is a Professor of Curriculum Studies, Chair of the Department of Teacher Education and Curriculum Studies, and Director of the Preparing Future Faculty program at the University of Missouri-Kansas City. Her research focuses on experiential curriculum, diversity, cross-cultural teaching and learning, and narrative inquiry.

**Stavrou** lives and works on Treaty 6 territory and homeland of Métis nations. He does research in the area of teacher education, particularly, in the examination of anti-racism and decolonization in school mathematics using a narrative inquiry methodology.

# **ACKNOWLEDGMENTS**

We thank Stefinee Pinnegar for her support, guidance, and faith in our vision for this series. Also, did we mention patience? Yes, for her patience, many thanks.

We thank Michael Connelly and Cheryl Craig for captivating/inspiring our desire for a narrative understanding of education and experience.

We thank Zohreh Tamimdari, graduate student extraordinaire, for her enduring patience, keen eye for detail, and wonderful sense of humor as she helped to edit many 'final' drafts of this volume.

We thank our families for their ongoing support, without which this work would not have been possible.

#### Elaine:

I thank my husband, Morris, and our daughters, Alexandra and Lauren, for their willingness to participate in cross-cultural adventures as a family; I hope these experiences will plant the seed for a lifelong hunger for learning about diversity.

#### Vicki:

To my doctoral students, both past and present, I express heartfelt gratitude for the cross-cultural understandings you help me inquire into and deepen through the lives you bring into my world. Many thanks. I am a better person for having known you.