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Conversations with a Phenomenologist: A Phenomenologically Oriented Case Study of Instructional Planning

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I am submitting herewith a dissertation written by Karen Anne Franklin entitled "Conversations with a Phenomenologist: A Phenomenologically Oriented Case Study of Instructional Planning." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Educational Psychology and Research.

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Conversations with a Phenomenologist:
A Phenomenologically Oriented Case Study of Instructional Planning

A Dissertation
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DEDICATION

This dissertation is dedicated to

Donna J. Lambert and John P. Lambert,

my first and most effective teachers;

and to

Cary M. Franklin and Brandon M. Beaudry,

my lifelong and favorite co-learners.

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Abstract

This dissertation investigates the instructional planning practices of one university professor as he prepared to teach weekly classes for a seminar in existential phenomenology. I applied the phenomenological pedagogy of van Manen and the phenomenological philosophy of Merleau-Ponty, Husserl, Heidegger, and Gadamer in order to understand the process this professor undertook as he planned instruction for his graduate course. The study is a phenomenologically oriented, illustrative, and descriptive case study of this professor's planning practices over the course of one semester in the context in which those practices occurred.

Findings from this study demonstrate that Dr. Pollio's instructional planning is grounded in his ontological orientation as a phenomenologist. The ground theme, "But I'm a Phenomenologist!" framed Pollio's considerations as he carried out the instructional planning for his seminar. Six figural themes describe the epistemological and methodological tools of Pollio's instructional planning: "What Can They Experience in Class?" Playing with Possibilities, "Blow them Away!" "A Good Question," "All the Stuff," and Going with the Flow. Additional data widened and deepened an understanding of Pollio's instructional planning through examination of the experience of the seminar for a variety of participants. These experiences were categorized as: "Blew My Mind!" "It Makes Sense," "Visual Phenomena," "Tribal Language," and "At Ease." Findings are defined and discussed.

Implications of this work include a need to continue to define and practice phenomenological pedagogy, building on the work of pioneers and adding our own experiences. They further suggest that we make time for dialogue within instructional planning practices as these conversations may contribute to a clarification of intentions for future class meetings. Implications of this work suggest that researchers include explorations of teacher ontology and epistemology in studies of instruction and instructional planning, and indicate the inseparability

of teachers' philosophies and practices. Finally, implications of this study encourage us to regard the primacy of instructors' educational philosophies, especially in teacher preparation programs. Authentic teaching may be the result of instructional planning that demonstrates congruence between teaching knowledge and beliefs, disciplinary commitments, and methods and models of instruction.

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CHAPTER ONE

Introduction to the Study

> *That was the thing that I came to in that conversation. …People are paying me for my knowledge. … If all I do is take it from you, that's good to enliven you, but… there are things that I know that you don't know and … I have to do that … 'cause that's the other half of my job. My job is to make you think, but my job is also to give you some information that you can think with.*
>
> (H.R. Pollio, Planning interview on October 19, 2010)

When I tell people that I am a teacher, I am surprised by how many ask me the same question, "What do you teach?" They, of course, are referring to the subject area that I teach. They want to know if I teach algebra, English or biology. What this question implies is that we tend to view the role of a teacher as tied directly to the subject matter one teaches. Is a science teacher fundamentally different from a history or mathematics teacher? Does the discipline one teaches affect the manner in which one teaches? I generally respond that "I teach students," but how does this answer disrupt the taken for granted view of a teacher as a teacher of some content?

Pinar and Reynolds (1992) drew attention to the divide between pedagogy and curriculum studies when they distinguished pedagogy as "the science or profession of teaching," which included both the individual teacher and the art of teaching, and curriculum as "the subjects taught or the topics taught within a subject" (p. 240). The professor in the opening quotation referenced both of these aspects of the educational encounter when he voiced pedagogic concern for enlivening students and his role as curriculum expert. Instructional planning lies at the intersection of pedagogy and curriculum and is the subject of the current study.

When I say that I teach students, I articulate a particular paradigmatic orientation to education: a learner-centered approach. The American Psychological Association (APA) advanced fourteen guiding principles for this approach, the Learner-Centered Psychological Principles (LCPP), in their effort to guide school reform and redesign (1997). While many educators continue to favor a teacher-centered or subject-centered view of teaching, principles deriving from a learner-centered perspective are having a profound effect on the way many teachers position themselves and their students in learning situations. Van Manen (1991a) referred to this type of positioning as involving a de-centering of the teacher as the dispenser of knowledge in favor of an orientation that focuses on the particular learning needs of each learner. But what happens to the subject matter – the content of our educational encounters – when our focus shifts from our discipline to our students? Certainly, teachers, as the disciplinary experts, are responsible for sharing our content expertise and knowledge with our students. Yes, I teach students; but what do I teach them?

Flinders (2004) described the ultimate of goal of instructional planners as making the determination of what is important for students to know and what are the best ways to teach those ideas. His two-part description refers to both the 'what' and the 'how' in educational practice; the 'what' may be defined as the curriculum and the 'how' as pedagogy. As the instructor in the opening excerpt so aptly described, teachers must enliven students, make them think, but also share with their students something about which to think. "At the heart of the discipline," contended Berliner (1992), educational psychology focuses on "how someone teaches something to someone else in some context" (p. 145). Berliner further suggested that educational psychologists need to improve our ability to contextualize and integrate those foundational elements at the heart of our discipline.

The Interstate Teacher Assessment and Support Consortium (InTASC), in its recent update to the Model Core Teaching Standards, outlined ten standards of what educators should know and be able to do in order to maximize classroom learning (Council of Chief State School Officers [CCSSO], 2011). InTASC asserted that the new standards "outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels" and further "articulate what effective teaching and learning looks like" (CCSSO, p. 3). The standards described what teachers should know about learners and learning environments (Standards 1, 2 and 3), content (Standards 4 & 5), assessment (Standard 6), pedagogy (Standards 7 & 8), and professionalism (Standards 9 & 10). Instructional planning is where all of these standards coalesce and inform future classroom learning.

The creation of learning experiences, designed to achieve particular learning outcomes, is a fundamental and foundational teaching activity (Darling-Hammond & Bransford, 2005; Kuhn, 2007; Ormrod, 2012). Teachers are responsible for designing these high quality and concrete learning experiences and planning for their use in the classroom. For this reason, the phenomenon of teacher planning has been a major subject of research, analysis, and theorizing in the field of educational psychology.

Calderhead (1996) conducted one of the most comprehensive examinations of teacher planning to date. His review of the literature on teacher planning yielded six key elements of the planning process. According to Calderhead, instructional planning: (a) occurs at different levels with an element of time (yearly, weekly, etc.), (b) is a mainly informal cognitive process, (c) is a creative process that involves both problem-finding and problem-solving activities, (d) relies heavily on teachers' knowledge and thinking base, (e) allows for flexibility in plan enactment,

and (f) occurs within both a practical and ideological context (p. 713-714). There are significant challenges in studying such a complicated and often informal practice as instructional planning.

Calderhead stated that instructional planning requires not only that teachers possess various types of knowledge, but that they know how to employ this knowledge in designing learning activities. This knowledge becomes manifest in teachers' instructional plans. Calderhead's analysis found that teacher planning is generally a more informal cognitive practice, which McCutcheon (1980) called 'mental planning.' When teachers do write formal lesson plans, Calderhead reported that they usually do so "only to satisfy administrative requirements" as teachers find the practice "too time-consuming" and not a valuable use of their time (1996, p. 714). Informal, mental plans are, according to Calderhead's analysis, much more common practice, making this feature of teacher planning difficult to study effectively. The present study addresses this challenge by studying the instructional planning practices of one exceptional professor in situ.

Instructional planning is principally concerned with the content, process, products, and assessment of educational experiences and the underlying theories that illuminate various aspects of those elements. In an attempt to emphasize one or more of these elements of teaching and learning, researchers regularly disaggregate what is essentially a unified gestalt. Reporting on the discrete parts prohibits examination into the interconnections and complexities of instructional planning. Qualitative research calls for a re-contextualization of the phenomena under investigation, what Küpers (2011) called a "re-membering" or reintegration of the phenomena to include contextually related aspects (p. 101). If we begin studies of instructional practices in the classroom, we miss all of the processing and decisions made on the way to the classroom.

Much of what we know about instructional planning is knowledge of isolated practices or discrete parts. One body of knowledge examines instructional planning and the use of some instructional technology practice or tool, such as virtual planning helpers or simulations (Baylor, 2002; Eskrootchi & Oskrochi, 2010). Others studies focus on planning for instruction by examining discrete teaching practices, such as backwards planning (Childre, Sands & Pope, 2009; Graff, 2011; Jones, Vermette & Jones, 2009) or lesson study (Holmqvist, 2011; Jones & Johnston, 2010; Robinson & Leikin, 2012). Although these approaches provide useful examples, they tend to limit our engagement and understanding of the many facets of instructional planning. What is needed is an investigation into planning practices that is fully contextualized and situated within its own disciplinary practice.

Shulman (1986) argued that the cognitive psychology of learning has focused almost exclusively on questions of what to teach, how to teach it, and how to deal with misunderstandings; but they have done so from the perspective of learners and not teachers. Vartuli and Rohs (2008) called instructional planning "one of the most important and overlooked processes in teaching" (p. 395). Van Manen (1994) suggested that researchers have focused on outcomes and products, "but in the history of the dominant research traditions the actual practices of teaching have rarely been problematized and systematically discussed as pedagogical actions" (p. 152). The present study addresses this absence in the literature by focusing directly on actions performed within actual teaching practices.

How do instructors decide when to tell, when to show, and when to allow learners to discover knowledge for themselves? How do they balance the competing demands of enlivening students, making them think for themselves, and still share their content expertise? How does an instructor center on students without deemphasizing the subject? Conversely, how does one

maintain focus on the subject of instruction without displacing the learners and their particular needs? How does an instructor manage the seemingly competing interests of subject matter knowledge with learner-centered (LC) principles?

Sere (1984) further argued that the disciplinary lens of the teacher may compel certain decisions while precluding other legitimate possibilities. Disciplinary commitments are thus one of the contextual influences that interact with instructional planning in a significant manner. Researchers have studied instructional planning that involved the disciplinary focus of mathematics (Castro Superfine, 2009; Delcham & Sezer, 2010), science (Coenders, Terlouw, Dijstra & Pieters, 2010; Peters, 2010; Rico & Shulman, 2004), physical education (Constantinou, 2011), literature (Howard, 2010), and social studies and history (Fallace, 2009; Golightly, 2010; McCormick & Hubbard, 2011). These authors addressed planning behaviors and decisions in terms of a "disciplinary lens" (Rico & Shulman, 2004). In the current study I follow their example and agree that disciplinary commitments hold practical, ideological and contextual relevance in instructional planning.

Woolfolk Hoy, Davis, and Pape (2006) concluded a review of recent research on teacher knowledge and beliefs with a call for crossover studies, among other suggestions, to examine teacher planning and enactment as they relate to teacher knowledge and beliefs. Milner (2003) determined that a commitment to specific issues (culture, race, and gender in his study) influenced planning decisions in significant ways and led to more effective teaching, adding, "Little is known about how teachers come to understand the influences that affect their decision making as they plan. In light of the enormous responsibility teachers have in the decision-making process, more knowledge is needed in this area" (p. 193). Greenberg and Oreshkina (2012) referred to the "praxis of teaching" as the combination of teachers' experiences,

perceptions, self-efficacy, identities, and senses of belonging that intersect with their formal theoretical and practical theoretical knowledge to inform instructional decisions. Van Manen (1982) links both knowing what is good and then possessing the ability to do that which is good within the domain of pedagogic competence. This competence "involves a form of praxis (thoughtful action: action full of thought and thought full of action) wherein the requirements of the pedagogic existentials are actualized in real and concrete situations" (p. 293). Thoughtful action does concern the immediate, in-the-moment decisions made by teachers while engaged in the enactment of plans, but van Manen asserts that, "It is on the level of deliberative reflective observations that the pedagogue must structure the educational situation in such a manner that the pedagogic intention of education can be made realizable" (1979, p. 14). This deliberative reflective practice requires extensive planning on the part of teachers.

Milner (2003) called for the identification and study of effective teachers that embody less traditional teaching practices in order to expand knowledge of planning. I agree with these authors that teachers' knowledge and beliefs inform a myriad of independent educative decisions, and add that these influences are engaged and visible in the instructional planning process. Some of the more contextualized and comprehensive studies have explored teacher planning in concert with an exploration into teachers' thinking processes, decision-making, and subsequent lesson enactment (McAlpine, Weston, Berthiaume & Fairbank-Roth, 2006; Milner, 2003; Muth, 2008). Other studies explored the cultural contexts of the classroom and community (Milner, 2003) or social constructivist principles (Muth, 2008). Together these studies offered both a window into planning practices and a conversation with instructors that helped to inform the analysis and discussion of their planning practices. It is this intersection of pedagogical principles in the practice of planning, contextualization of the disciplinary subject

matter, and the instructor thinking processes that the present study will address, while remaining open to potential social and cultural influences from each of these elements.

Purpose of the Study

For decades, anecdotal reports from graduate students in a seminar in existential phenomenology at the University of Tennessee at Knoxville suggested that one course and one professor were transformational in encouraging students to see things differently, expanded their perceptual understandings, and explored consciousness in new and interesting ways. The purpose of this study is to describe those preparatory activities in which the instructor of that course, Howard R. Pollio, Ph.D., Emeritus Professor of Psychology, engaged as he planned for instruction. It explores the professor's instructional planning concurrent with the disciplinary influence of existential phenomenology on such instructional planning. The study employs an illustrative and phenomenologically oriented case design of this professor and his particular practices when preparing for instruction as the unique focus of inquiry. I specifically examine the planning actions and activities taken by this professor as he prepared for his seminar in existential phenomenology. The study centers on weekly interviews with the professor, over the course of a fifteen week semester, as he completed the task of instructional planning for each class meeting. Conceptually, the study is located at the intersection of instructional planning and the discipline of phenomenology.

I have framed this dissertation as a phenomenologically oriented case study (Standal, 2009). This means that I have employed the case study methods of collecting data from weekly planning interviews with the instructor, observations of class meetings, and follow-up interviews with the instructor. It also means that I undertook data collection through what van Manen called close observation (1990a) in which I participated in the lifeworld of the seminar instructor

and his students. I chose to study the case of the instructional planning of a specific instructor and a particular seminar for two reasons. First, the instructor is renowned for his ability to share phenomenological principles and open up a phenomenological attitude among his students. Second, this seminar attracts a diverse group of participants from a variety of disciplines at the University of Tennessee at Knoxville (UTK). I believed this instructor and his course were uniquely positioned to inform our understanding of phenomenological principles in relation to instructional planning.

Research Questions

Using Küpers (2011) and Rico and Shulman (2004) as my guides, I will attempt to re-member the subject(s) of my research, which means that I need to contextualize this instructor's planning in a more comprehensive way. The study is an examination of the instructional planning practices of one professor. What are his objectives and intentions for the class? How does he determine how to meet those objectives and intentions?

In keeping with a contextualized view of instructional planning, I also consider what happens after planning is completed and the instructor walks into his seminar. I examine the full instructional sequence from planning through lesson enactment and reflections on the completed lesson for three of the seminar meetings: one early in the semester, one toward the middle of the semester, and one at the end of the semester. How do the outcomes of this professor's planning relate to the actual teaching of the seminar meeting? How are the instructional plans used or adapted during the enactment of plans? This illustrative study of a unique case addresses the following research questions:

1. What does this professor do when planning teaching and learning experiences for students in a graduate seminar on phenomenology?

2. In what ways do the students' and professor's experiences in class reflect or relate to the professor's instructional plans?

Significance of the Study

This study is significant in its approach to instructional planning in three specific ways. First, it offers a contextualized view of instructional planning practices. The study represents an illustrative example of instructional planning by re-membering and reintegrating curriculum and pedagogy within Dr. Pollio's instructional planning practices. It suggests that these two components of instruction are not separate considerations for instructors and might be better understood as two sides of the same coin.

Second, this study examines the instructional planning practices of Dr. Pollio on a weekly basis, as they occurred normally, spanning an entire academic semester. Relatively few empirical accounts of instructional planning offer this situated account of the intentions, processes, and decisions instructors consider as they plan learning experiences for their students (Abbate-Vaughn, 2004; Gill & Hoffman, 2009; and Milner, 2003). The study directly connects the intentions of instructional planning with the activities and outcomes of that planning, which is lacking in research in this area of study. It further illuminates the non-public and often hidden work of instructional planning and brings that work into the public realm for consideration by academics and practitioners alike.

Finally, the study examines instructional planning through an emic, non-directed method. Rather than imposing some predetermined instructional planning model, such as those often taught in teacher education programs, this study examines the idiosyncratic and highly individual planning practices of one master teacher. The data are not nice and neat products of instructional planning that has taken place off stage. Rather, we are able to enter the messy practice of this

professor as he considered alternate teaching activities, selected materials for the classroom, and considered the order of activities and the phrasing of questions. It offers a rare and intimate portrait of this professor and his instructional planning practices.

Delimitations

The case study method of inquiry is discernible by the selection and identification of the boundaries of the case. I have made decisions regarding these boundaries that influence the scope and mark the delimitations of the case (See Chapter 3, Methodology, for a full discussion). First, this single case study specifically examines the planning actions and activities of one instructor as he prepares for his instructional practice. Yin (2003) termed this type of case study a "unique case." This professor is known for his expertise in the philosophy, psychology, and methodology of existential phenomenology and his 'way of being' as an instructor, not his particular planning practices.

Second, the case centers on a particular course and not the instructor's planning practices more generally. It seeks understanding of how this professor thinks about, prepares for, and makes decisions as he plans to teach this particular course in phenomenology. I adopt the position that disciplinary commitments are relevant to instructional planning and intentionally examine those interrelationships in the study.

Limitations

This study is potentially limited by two significant factors. First, the study is primarily concerned with Pollio's thoughts, actions, decisions, and concerns as he planned for the seminar meetings. Although I will examine related data sources (concerning the enactment of the plans within the class meeting, Pollio's reflections following class, and the student reflections on the class) for three of the class meetings during the course of the semester, the primary data source is

a series of weekly planning interviews with Pollio as he prepares for the weekly class. Second, the specific course for the location of the study is a graduate course in a research-intensive university. Student participants in the course are working toward doctoral and master's degrees with a rare undergraduate student granted special permission to attend. Faculty members from other departments also regularly attend this seminar and the participants are thus distinct from those in an undergraduate course or in a K-12 setting.

Definition of Terms

Centeredness – This term refers to the orientation toward either learners, as in learner-centered instruction (see below); subject-centered, as in orientations favoring a disciplinary view; or teacher-centered instructional planning and instructional practices.

Instructional planning or Planning – These two terms include all of the activities, undertaken by one or more instructors, prior to a class meeting or following lesson enactment. It is an inclusive term that encompasses course development, curriculum design, structuring of learning goals and activities, and selection of any assessment devices.

Learner Centered (LC) – This term refers to the de-centering of the teacher as the dispenser of knowledge in favor of an orientation that focuses on the learner and his or her particular learning needs. Weimer (2002) and Blumberg (2009) outlined the major components of learner-centered teaching as including a change in (1) the balance of power, (2) the function of content, (3) the role of the teacher, (4) the responsibility for learning, and (5) the purpose and processes of evaluation.

Learner Centered Psychological Principles (LCPP) – These are the fourteen instructional principles advanced by the American Psychological Association (APA) in their effort to guide school reform and redesign (1997).

Pedagogy – This term is significantly adapted from van Manen[1] (1994) to indicate a relational knowledge of learners, learners' experiences, and learners' needs. Pedagogy is the practice of this relational knowledge in a caring way by one who is personally committed to learners' education and growth. It includes and extends the traditional definition of pedagogy as the science, art, and profession of teaching.

Phenomenology – As a science of 'lived experiences' and 'lived meanings,' phenomenology represents both a philosophy and a research methodology (Creswell, 2003; Merriam, 2009).

Organization of the Study

Chapter 1 provided an introduction to the study and to instructional planning. It outlined the purpose of the study, research questions, delimitations, limitations, and significance of the study.

Chapter 2 provides my review of the literature on instructional planning, with a focus on methods and models of instructional planning, disciplinary influences in instructional planning, and teacher knowledge and beliefs within instructional planning practices. It further examines the content of existential phenomenology and the scant literature addressing instructional planning within phenomenology.

Chapter 3 describes the methodology used in the study, beginning with a discussion of the illustrative case study design. It then describes the participants, the settings, and the time span over which data was collected. Finally, the data sources, data collection, role of the

[1] Van Manen explicitly and repeatedly defines pedagogy as a practice unique to the educational interests of children. I knowingly violate his meaning by replacing the noun 'child' with that of 'learner' in the above definition and the remainder of this dissertation. For a comprehensive examination of van Manen's use of the term 'pedagogy,' see van Manen (1982, 1991a, 1991b, 1994, 2000, and 2002). Some authors use the term "andragogy" to refer to the education of adult learners. This study makes no such distinction between adult and child learners. For an historical introduction to the term 'andragogy,' see Lindeman (1926) and Knowles (1998).

researcher and the research group and a discussion of data integrity precede the conclusion of this chapter.

Chapter 4 presents the findings of the present study in two parts. It opens with findings from the planning interviews conducted weekly with Pollio prior to each class meeting. To further contextualize the study, chapter 4 also presents data from three seminar meetings over the course of the semester: one early in the course, one in the middle of the course, and one near the end of the course.

Chapter 5 discusses findings in the present study and relates those findings to the research questions guiding the study and the relevant empirical literature. It offers suggestions for researchers interested in either the methodology or topic of study in this research. Chapter 5 concludes with a call for more theorizing and practical applications of phenomenological principles in educational contexts.

CHAPTER TWO

Review of the Literature

> *And then, after I've got all I'm going to be able to get in the short period of time that I'm preparing, about two or three days, then I'll say, "What's interesting here? What can they do in class?" actually, "What kind of experience can they have in class…?"*
>
> (H.R. Pollio, Planning interview on November 15, 2011)

Chapter 1 provided an introduction and rationale for the study of instructional planning generally and for this professor of phenomenology, particularly. It introduced the purpose of this study and the research questions it addresses. In Chapter 1, I argued for a contextualized treatment of instructional planning, including the disciplinary influence of phenomenology. Chapter 2 provides a review of the current literature as it relates to the topic of instructional planning. I proceed in this chapter by first describing the process of my review of the literature. I then discuss the results of my literature search and synthesis. I contend that instructional planning is the practice where teacher knowledge and beliefs, disciplinary influences, and instructional models and methods intersect and that these three variables are the most significant components of instructional planning.

As described in Chapter 1, the purpose of the present study is to describe the instructional planning practices of one professor for one course that students reported as transformational. The instructor and course are credited as having opened up perception and consciousness in student participants and this study seeks to explore the specific actions this instructor took over the course of one semester in order to produce those reported results. Every academic institution has phenomenal teachers and courses, but rarely are they systematically and empirically studied

for the lessons they might teach the rest of us. The present study aims to address this need by providing an in-depth portrait of Dr. Pollio as he engaged in instructional planning practices.

The focus on instructional planning is not an arbitrary decision. Instructional planning is the practice that lies at the intersection of curriculum and pedagogy, which links subject matter and the science and art of teaching (Pinar & Reynolds, 1992). It is the location where instructors determine what they will teach and how they will teach it (Flinders, 2004). All of educational psychology, according to Berliner (1992), centers on understanding the processes and practices in which instructors engage as they consider answers to the 'what' and 'how' of instruction. Instructional planning, wherein instructors design learning experiences for their students, may be the single most fundamental and foundation teaching activity (Darling-Hammond & Bransford, 2005; Kuhn, 2007). It has been conceptualized and studied from a variety of perspectives and approaches, which have informed and guided the approach I take in the present study. First, is a description of the process I used to identify and organize the literature on instructional planning.

Process of Literature Review

I approached my review of the literature following guidance from three key sources, Boote and Beile (2005), Galvan (1999), and Pan (2008), regarding the scholarship required by a comprehensive review of literature. These authors argued that the analysis and synthesis of research in a field of specialization is the crucial prerequisite for conducting useful educational research (Boote & Beile, 2005, p. 3). In this section, I discuss the search process, search terms, modifications I made during the search for literature, and the criteria for inclusion and exclusion of literature in the review.

I began the review of literature with a summary statement to guide my search for relevant texts (Galvan, 1999; Pan, 2008). The initial summary statement contained the key words

'planning,' 'pedagogy,' and 'education' and my accompanying search resulted in hundreds of texts from three major databases (Education Full Text, 711; PsycINFO, 209; ERIC via ProQuest, 672). I next confined my search to scholarly texts published within the past ten years (2002-present) in order to refine the search. This delimitation produced a comprehensive and current list of relevant research (Education Full Text, 293; PsycINFO, 115; ERIC via ProQuest, 286). These results were not mutually exclusive and my searches of these three major databases produced considerable overlap in the available literature.

After reading the titles of several articles, I began refining my list as I selected those articles that related to instructional planning but excluded those focused on matters of administrative planning (i.e. scheduling of academic schedules and calendars) and programmatic or management planning (i.e. planning for implementing a new technological resource or tool). In an effort to be inclusive, I retained articles with ambiguous phrases (i.e. "model program" or "the process of content transformation,") in those cases where I was unable to determine whether the topic was germane to my study. I deselected research that only tangentially referenced instructional planning (i.e. teacher strikes for a variety of benefits that included more time for planning). Finally, I excluded articles whose titles referenced a narrow aspect of planning (i.e. how to incorporate white boards in the classroom) in favor of broader views of instructional planning.

As a last step in my selection process, I read each item abstract to determine its appropriateness for full text reading. Because I am interested in teacher thought processes and decision-making during instructional planning of some disciplinary content, I excluded articles from my reading list that centered on some other topic (i.e. vocational planning, school design planning, and professional development program planning). This refined list comprised my

initial reading list, which I later supplemented with additional landmark texts referenced repeatedly in my review of the literature as well as the expanded work of prominent authors discovered in the literature.

In addition, I sought out research that would not necessarily appear on traditional indexed databases. A survey of dissertation abstracts revealed 11 doctoral dissertations on instructional planning using the previous criteria and search terms. I also examined the first two editions of the *Handbook of Educational Psychology* (APA 1996, 2006) and *The Sage Handbook for Research in Education* (2006) for guidance on authors and theories related to instructional planning.

As a final step in my review of the literature, I organized the literature into categories for reading (Boote & Beile, 2005, Galvan, 1999). In this way, I read similarly focused literature together to help me arrive at a more sophisticated understanding of each body of work. I created a database of the work as I read and noted journal titles and additional references for further review. I also recorded theoretical orientations and methodologies that I found in the literature. Based on the results of my review of the literature, I will discuss teacher knowledge and beliefs, disciplinary influences, and instructional models and methods. This review of the literature synthesizes each of these components and provides a comprehensive and current review of instructional planning.

Teacher Knowledge and Beliefs

Teachers' underlying knowledge and belief systems appear embedded within the processes and practices of instructional planning, along with otherwise observable behaviors. Woolfolk Hoy, Davis and Pape (2006) included teachers' thought processes and sense making under the heading of teacher knowledge and beliefs. Employing Bronfenbrenner's Bioecological

Model of Human Development (Bronfenbrenner & Morris, 2006), Woolfolk Hoy et al. examined teacher knowledge and beliefs about childhood, adolescence, and the meaning of diversity; standards and accountability; immediate classroom, content, and student contexts; and the teaching self. They found that these knowledge systems exerted tremendous influence over the instructional planning decisions teachers made as, "these beliefs became screens for interpreting new [information]" (Woolfolk Hoy et al., 2006, p. 717).

Research into teachers' knowledge and beliefs was one way that researchers contextualized instructional planning. Studies explored instructional planning combined with teachers' thinking processes, decision-making, and subsequent lesson enactment (Bowden, 2003; McAlpine, Weston, Berthiaume & Fairbank-Roth, 2006; Muth, 2008). Other research in the area of teacher knowledge and beliefs focused on the re-centering of instruction from the teacher to the learner (Currim, 2011; McCormick & Hubbard, 2011) and still others on "presentness" during teaching that required flexibility in instructional planning (Morrison, 2009; Spitz, 2010; van Manen, 1991a). A smaller body of literature examined teacher ideological beliefs and commitments about teaching and learning (Abbate-Vaughn, 2004; Gill & Hoffman, 2009; Smith, 2004) that may influence instructional planning. Finally, studies of teacher knowledge and beliefs included cultural considerations of both teachers and students (Hyun et al., 2001; Milner, 2003; Quigley, 2011). This section reviews research at the intersection of teacher knowledge and beliefs with instructional planning practices.

Types of Teacher Knowledge

Shulman's (1986) seminal work on teacher knowledge focused on the centrality of subject-matter content to the broader understanding of teacher knowledge and introduced what he called the 'missing paradigm' in research on teaching and learning. He pointed out that,

historically, teacher knowledge centered almost totally on content, whereas it then (1980s) focused almost exclusively on instructional methods and technical aspects of teaching. "How," Shulman asked, was "subject matter transformed from the knowledge of the teacher into the content of instruction?" (p. 6).

Shulman's answer to this question, and his solution to the missing paradigm, was a clarification of the concepts of content knowledge, pedagogical content knowledge, and curricular knowledge – all discrete forms of teacher knowledge in a particular discipline and distinct from general pedagogical knowledge. Shulman introduced this new category of teacher knowledge, pedagogical content knowledge (PCK), as the intersection of content knowledge and general pedagogy. Shulman (1986) described the characteristics of PCK:

> Within the category of pedagogical content knowledge I include, for the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations – in a word, the ways of representing and formulating the subject that make it comprehensible to others. (p. 9)

Here, Shulman highlighted the significant differences between content knowledge and PCK and asserted that this critical difference helps to "distinguish between a biology major and a biology teacher, and in pedagogically relevant and important ways" (p. 10).

Following Shulman, studies involving PCK comprised a major contribution to the literature on instruction planning. Nestled as PCK is between content and pedagogy, between curriculum and instruction, Shulman's work helped to highlight the primacy of instructional planning to teacher practice. Teacher education especially was focused on this aspect of teacher knowledge and beliefs. Studies examined how PCK develops in teachers (Fallace, 2009) and

how it might be employed to aid in curriculum development (Coenders, Terlouw, Dijkstra, & Pieters, 2010).

Coenders et al. (2010), among others, updated Shulman's work and further divided PCK based on the specific discipline of instruction. Their study of PCK in science teaching yielded five domains: (a) knowledge of science curricula, (b) knowledge of students' understanding of science, (c) knowledge of assessment, (d) knowledge of instructional strategies, and (e) orientation to teaching subject matter (p. 536). Essentially, any discipline would have its own domains of PCK. They found that teacher knowledge in all five PCK domains increased as the result of teacher development of instructional materials and subsequent enactment of lesson plans using those new materials. Similarly, Fallace (2009) studied a counterpoint seminar designed to build a bridge between pedagogy and the discipline of history and found that this practice helped develop PCK by "drawing connections between the content of the subject, the epistemology of the discipline, and the reality of the classroom" (p. 217).

Recently, Harris, Mishra, and Koehler (2009) suggested an addition to Shulman's types of teacher knowledge to include technological PCK. Corbetta and Shulman (2002) have also advanced a new taxonomy for learning that builds on his earlier work with PCK. Neither of these additions have, as of yet, had a significant effect in the literature surrounding instructional planning and teacher knowledge and beliefs. One extension of PCK, however, has made a substantial contribution when PCK was applied to a learner-centered approach to instructional planning. Learner-centered instructional planning represents another category of teacher knowledge and beliefs.

Learner-Centered Principles

PCK intersected with learner-centered principles in instructional planning through a focus on making the content of instruction more accessible to learners. The American Psychological Association (APA) advanced fourteen principles they termed the Learner-Centered Psychological Principles (LCPP), which have been organized into five dimensions of learner-centered teaching and learning (1997). The five dimensions are: (a) the knowledge base, (b) strategic processing or executive control, (c) motivation and affect, (d) development and individual differences, and (e) the situation or context of learning (Alexander & Murphy, 1998, p. 26). Weimer (2002) and Blumberg (2009) promoted application of the LCPP to transform traditional teaching methods in university instruction to more learner-centered teaching and learning with a focus on the instructional design process.

The phrase 'learner-centered' instruction does not universally apply to APA and the fourteen LCPP, which lead to some challenges in interpretation of the literature. Barbara McCombs introduced the term 'learner-centered' widely, first in a Massachusetts professional journal (1995), and later in books published with collaborators (McCombs & Whisler, 1997; McCombs & Lambert, 1998). Learner-centered instruction developed from McCombs' work in self-regulated learning, also called autonomous learning, and motivation studies. Researchers in instructional planning and instructional design have applied the term 'learner-centered' to a variety of teaching and learning practices (Alexander & Murphy, 1998; APA, 1997; Blumberg, 2009; Fink, 2003; Lambert & McCombs, 1998; McCombs, 1995; McCombs, 2003; and Weimer, 2002). The terms 'learner-centered,' 'learner-centered instruction,' 'student-centered,' and even 'principles of learner-centered instruction' should not be assumed to refer to either the LCPP or a

specific author's definition of the term. Its wide use demonstrates varied meanings in the literature of instructional planning.

Beyer and Davis (2011) provided one of the more recent studies examining PCK and learner-centered principles through a teacher education practice designed to help teachers develop more sophisticated instructional planning practices. These authors found that teachers' PCK developed substantially through analysis, critique, and adaptations of curriculum materials when these teachers focused on making the materials and instructional plans more learner-centered. Golightly (2010) found similar results when using 'microteaching' to help teachers plan, design, and implement learner-centered learning experiences. Her study centered in the outcomes-based education movement in South Africa, which also experienced some interest in the United States before it was replaced by the standards based education movement. Golightly found that the practice of microteaching allowed teachers to make connections between theories of teaching and teaching practice (p. 235). These connections were then applied to improving instructional plans.

Studies focused on learner-centered principles in instructional planning tended also to center on a particular discipline, as was the case with PCK. McCormick and Hubbard (2011) demonstrated that historical photographs helped K-12 learners to empathize and relate to historical figures and time periods in history classes. Myers and Beringer (2010) used community engagement to accomplish similar goals with undergraduate students enrolled in a sustainability course. The literature on learner-centered instruction, although dominated by teacher education and K-12 environments, nonetheless provided evidence of a continuing trend toward a focus on the learners and their needs in instructional planning.

Smith (2004) argued that for all of the research and advocacy for innovations and reformations, "the basic shape of the box – the American university and how we do business inside it – hasn't changed very much" (p. 28). He compared the education students received in any American university to the same "white rice" they would get at any other American university – absorb knowledge, regurgitate it, and move on, and added, "students and their learning do not constitute the organizing center for what we do; faculty and tradition do" (p. 30). He criticized the approach of present day American universities by comparing them to an emergency room that routinely splints the patient's right arm, regardless of the condition that brought her there.

Peters (2010) found that instructors were not the only participants who required a shift in focus when adopting a learner-centered approach to instruction. Students new to a learner-centered approach to instruction were challenged by the additional responsibilities for their own learning. Turner (2011) advanced several recommendations from the cognitive sciences for anticipating and reacting to these common challenges in instructional planning. Chief among these suggestions is that instructional planning must begin with an understanding of how people learn. "That knowledge" asserted Turner, "can make a difference between instruction that engages students and instruction that maintains students as disengaged learners" (p. 129). Noticing the difference between engaged and disengaged learners and acting on that knowledge is one facet of the notion of 'presentness' in teaching. This is another aspect of teacher knowledge and beliefs that influences instructional planning.

"Presentness" and Flexibility in Planning

Presentness and flexibility in planning includes both the flexibility anticipated by teachers, as in contingency planning, and the presentness and flexibility within the enactment of

teaching. Teachers, said Calderhead (1996), routinely consider and anticipate possible alternatives they may encounter while they are enacting lessons. Their planning practices often include this feature of flexibility in that the plans allow for multiple paths for enactment that depend on the reactions, prior learning, motivation, questions, and engagement of learners.

Researchers examined flexibility that presented "in the moment" of a teaching and learning experience (Vagle, 2008) and found that the ability to react to these moments was cultivated during instructional planning. These momentary flexibilities demonstrated a response to a present learning experience. Van Manen and Li (2002) included this type of flexibility in what they termed "pathic knowledge," which included teachers' personal presence in these contingent moments and relied on pre-reflective, pre-theoretic, and pre-linguistic knowledge (p. 216-217). Their work built on van Manen's earlier scholarship on the varied skills required for reflective practice, capitalizing on pedagogical moments, and in the moment decision making.

Van Manen outlined two critical attributes of the pedagogical moment: first, it is embedded in the situation and oriented teachers to what is best for the learner and second, it is immediate and did not allow for deliberation (1991a, p. 508). Van Manen elaborated:

> [The pedagogical moment] is neither largely habitual nor problem solving, neither intellectual nor corporeal, neither purely reflective in a deliberative sense nor simply spontaneous or arbitrary. Thoughtful action differs from reflective action in that it is thinkingly attentive to what it does without reflectively distancing itself from the situation by considering or experimenting with possible alternatives and consequences of the action. (1991a, p. 516)

The pedagogical moment, for van Manen, was a response during the enactment of teaching that could not be fully planned in advance. While it arose in unforeseeable circumstances, the

qualities that it demanded could be nurtured. Instructors might nurture the ability to respond to pedagogical moments through instructional planning that allowed multiple paths toward the achievement of learning objectives.

Response to a pedagogical moment required an awareness of the learners' perspectives within learning experiences and often called for either a change in the direction of plans or a change in the pacing of plan enactment. Payne and Wattchow (2008) employed the term 'slow pedagogy' to refer to the phenomenon that allows one to "pause or dwell in spaces for more than a fleeting moment" (p. 16). While their work addressed slowing down in a physical sense, slowing down may be applied to slowing down to dwell in intellectual and cognitive spaces as well, especially in response to a teachable or pedagogical moment.

Vagle (2008) discussed the key difference between constructing lesson plans and knowing what to do in the moment. Although teachers created an instructional plan, they relied on the actual circumstances during plan enactment to make adjustments to their instructional practices. Vagle described teacher planning as imaginative rehearsal for the teaching situation. Teachers imagined how a certain lesson would flow, which activities would be central, and anticipated student reactions to the lesson. In the enactment of lessons, conversely, the situation changed, as Vagle described:

> However, once the teacher is with students pedagogically, the plan becomes lived. The plan now has consequences, very real ones, for the students and the teacher. … The teacher must let go and live with his or her students. (p. 60)

Pedagogical moments were influenced by teacher planning, but moved into a more relational situation with students. Student needs and questions became central, whether or not those questions and needs were anticipated by the plan. This aspect of instructional planning

relates back to the teaching decision to let go of the plan and move, instead, with the teachable moment. It demonstrates the need to understand teachers' thinking both during instructional planning and 'in the moment.'

The Study of Teacher Thinking

Eggen and Kauchak (2010) reported that teachers "make a staggering number of decisions," possibly as many 800 separate decisions, during a typical teaching day (p. 5). Many of these decisions are the type of 'in the moment' decisions that disallow thoughtful reflection and many others arise within deliberate instructional planning practices. In order to understand the content and processes involved in teacher decision making and actions, researchers have attempted to examine the minds of teachers through studies of teachers' thinking.

Teacher thinking processes, which are not available for direct observation, are understood only through dialogue with teachers. Researchers aiming to understand teachers' thinking and decision-making making processes have therefore relied on in-depth interviews with teachers (Londal, 2010; McAlpine et al., 2006; and Muth, 2008), teachers' own personal reflection and reflective writing (Foran & Olsen, 2008 and Bowden, 2003), and action research (Bintz & Dillard, 2007; Buske-Zainal, 1995; and Morrison, 2009) as important sources of information.

McAlpine et al. (2006) conducted frequent interviews with a group of instructors over a prolonged period of time to explore the links between teacher conceptions, thinking, decision-making, and practice. Their study began with the assumption that teachers' knowledge and thinking base are reciprocally influenced by and influencers of the practice of teaching broadly, including instructional planning. Bowden (2003) described this mutuality of influence between teacher knowledge and thinking and the practice of teaching as leading to "personal practical theories" of teaching and learning. As described by Greenberg and Oreshkina (2012), this

"praxis of teaching" includes both formal and practical theoretical knowledge as well as teachers' experiences, thinking processes, and unique perceptions. Galvin and Todres (2007) referred to the practical wisdom of integrated practice as 'phronesis' and argued that "immersion in practice has exposed a deep inseparability between knowledge, ethics and action" (p. 33). Many researchers approached teacher thinking, therefore, within the situated practice of teaching lessons. Studies of teacher thinking during the enactment of lessons, however, often neglected the myriad of decisions made during instructional planning.

McAlpine et al. (2006) addressed this neglect and interviewed teachers about their instructional plans before teaching and again while viewing videos of themselves enacting their planned lessons. An important finding in their work was on the change in the nature of goals from the planning stage to the enacting of instructional plans. The authors described finding that some advantages in instructional planning are "reversibility, economy, and flexibility" of goals; while the concrete and contextual enactment of plans intentionally "limit[ed] possibilities in preparation for action" (McApline et al., 2006, p. 142). Spitz (2010) referred to the flexibility and present moment enactment of instructional planning as "improvisational pedagogy," which "can never be fully orchestrated in advance" (p. 34). These authors found that teachers' thinking appeared expansive and open during instructional planning, but immediate and limited while teaching lessons.

The relationship between teacher thinking during instructional planning and their thinking some time later during plan enactment is particularly understudied. How does an instructor plan for improvisation and flexibility in a particular learning experience? How does an instructor enact instructional plans that accommodate or embrace the improvisation 'in the moment' that was not anticipated in advance? McApline et al.'s (2006) research methods

suggest the need for data gathering and analysis at three important phases in instructional planning research: planning prior to instruction, planning decisions that occur while teaching, and learning from reflection after teaching. These are the three temporal dimensions of teacher thinking that may illuminate teacher knowledge and beliefs relative to instructional planning. Reflective writing is another vehicle for examination of teacher thinking.

Reflective writing provided a vehicle for both personal growth of instructors and a source of data for researchers. Teacher thinking could then be examined though written anecdotes (Foran & Olsen, 2008) or more open-ended reflective writing (Hudson Bowden, 2003). Hultgren (1995) involved her graduate students in reflective writing practices with her and examined the thinking process of both instructor and students through student comments and her own reflection on those comments. Analysis of these texts then provided feedback on teaching and learning experiences that could inform future instructional planning.

Action research was also found to be an effective means of studying teacher thinking. Classroom action research has been described as an "interpretive mode of inquiry and data collection by teachers" whose aim is to "improve their own practices" (Kemmis & McTaggart, 2005, p. 561). Teachers who focused on their own instructional planning practices often combined this reflective practice with an examination of their teaching of those instructional plans, especially when their intent was to improve instructional practices (Bintz & Dillard, 2007; Constantinou, 2011). Many of these studies linked instructional planning and action research to discipline-specific inquiry and will be discussed later under the heading "Disciplinary Influences in Instructional Planning." The study of teacher knowledge and beliefs turns now to those underlying epistemologies and ideologies that influence both teaching and instructional planning practices.

Epistemology and Ideology in Planning

In addition to general teacher thinking, the 'centeredness' of learning and learners, and flexibility in planning, other more foundational aspects of teacher knowledge and beliefs were shown to influence the instructional planning process. At the broadest level of instructional planning, Kauffman and his colleagues characterized instructional planning as the decision of "which details to emphasize and how much depth to pursue" (Kauffman, Johnson, Kardos, Liu, and Peske, 2002, p. 282). Studies of teacher instructional planning demonstrated that ideology and epistemology performed important roles in those decisions. Here I examine research involving ideological and epistemological beliefs (Bowden, 2003; Ormrod, 1998; and T.L. Thompson, 2007), pedagogic beliefs (Lippitz, 2007 and van Manen, 1982, 1994, 2000), relationships between teachers and learners (Giles, 2010; Morrison, 2009; Spitz, 2010; van Manen, 1991b), the roles of peers in learning (Standal, 2011), the use of attention and praise in teaching (Ayala Carbajo, 2010; Saeverot, 2008), and cultural commitments (Hyun et al., 2001; Milner, 2003; and Quigley, 2011).

Researchers examined teacher ideological and epistemological beliefs through a variety of normative lenses. Morrison (2009) examined democratic values and called for professors to "practice what [they] preach" regarding the need to value student voice and choice in the classroom. Giles (2010) called for a re-education of the teaching profession to focus on relationships and "pathic sensibilities" rather than content and a strict definition of pedagogy. Van Manen's extensive body of work depicts a career centered on a concern for the pedagogic relationship between teacher and student. These types of ideological and epistemological influences of teaching practice are certainly engaged during instructional planning, but rarely examined or questioned.

Pedagogical beliefs. Lippitz (2007) provided a provocative view of pedagogic practice when he problematized the view of the learner as 'other' and 'foreign' to the teacher. He cautions that educators are susceptible to this dangerous view of learners that employs "schematization and systematization" in the realm of generalizations about the plural 'learners,' which then objectifies those learners (p.86). This practice misses the uniqueness and creativity of the individual learner encountered by the teacher and closes off the possibility of pedagogy. Instructional planning may inadvertently objectify the individual learner through its focus on the plural learners.

The opposite view, which directs teachers to the particular and unique in each learner, is a prerequisite for true pedagogical relationships. Foran and Olson (2008) argued that pedagogical relationships occur anywhere teachers and students are bound together educatively (p. 25) and examined a number of pedagogical experiences outside of classrooms. They found that "dwelling pedagogically is being absorbed, being able to dwell authentically in a learning experience without interruption or distraction" (p. 24). This view of the pedagogical relationship as a type of 'dwelling' with students is found extensively in van Manen's epistemology and ideology concerning phenomenological pedagogy. It has the potential to inform instructional planning in significant ways.

Phenomenological pedagogy. Central themes throughout van Manen's approach to phenomenological pedagogy are "the personal, relational, motivational, emotional, and values-based preconditions of good teaching" (van Manen, 2012). Van Manen (1991a) described phenomenological pedagogy as characteristic of a normative activity rather than a rational one. A phenomenological orientation must seek the good in teaching and learning, not merely the

effective. Van Manen's philosophical orientation to phenomenological pedagogy builds on the work of Langeveld, Merleau-Ponty, Heidegger, and Husserl.

Although van Manen's definition of a pedagogue clearly speaks to one who feels addressed by, understands, and is committed to children (1994); I am appropriating his definition of an *agogical* relationship between learners, which van Manen defines as, "learning from and with someone who can really deepen [one's] action-sensitive understanding," (1990, p. 153). Van Manen is clear, however, that he views the term *pedagogy*[2] as uniquely related to children:

> A unique asymmetry of maturity, dependency, and responsibility exists in the relation between educator and student. The pedagogical relation is by nature a relation between an adult and a child, between a more mature and a less mature person, between a person who is experienced and a person who is less experienced in the ways of the world. It is a relation in which one person (the adult) intends the growth towards self-responsible autonomy of another person (the child). (1990, p. 153)

This description of pedagogy carries with it the assumption of an uneven maturity and experience as well as the component of intentionality. These characteristics of the pedagogical relationship may be regarded through the lens of maturity and experience within a specific content or body of knowledge. Instructional planning is focused on this dimension of uneven knowledge and aims to expand learners' growth in one or more domains. Furthermore, the dimension of intentionality is related to all acts of consciousness in which the actor brings the necessary component of directedness of conscious. Van Manen asserted that all of 'pedagogic

[2] Van Manen explicitly and repeatedly defines pedagogy as a practice unique to the educational interests of children. I knowingly violate his meaning by replacing the noun 'child' with that of 'learner' in the above definition and the remainder of this dissertation. For a comprehensive examination of van Manen's use of the term 'pedagogy,' see van Manen (1982, 1991a, 1991b, 1994, 2000, and 2002). Some authors use the term "andragogy" to refer to the education of adult learners. This study makes no such distinction between adult and child learners. For an historical introduction to the term 'andragogy,' see Lindeman (1926) and Knowles (1998).

being' is a form of speaking with learners, "So that in everyday concrete situations where we speak with learners, pedagogic being is something that occurs as a showing in our being, in the way we are present to learners in space" (1982, p. 285).

Moustakas (1994) held that a phenomenological philosophy of education requires a reversal of what learners encounter in schools, where they are "expected to attend to and repeat what other people think, believe, and say regarding what is true" (p. 62). A phenomenological approach to education, in contrast, asserts the primacy of individual experiences, thinking, knowing and being. Freedom, personal vision, self-discovery and conscious awareness are its characteristic qualities. Moustakas (1994) described the methods required of a phenomenological orientation to education and instructional planning as including:

> [G]rowing quiet and listening; coming to an inward clearing; connecting with a dominant question, issue or concern related to a specific person (including one's own self), or a situation or event; describing the experience; determining the qualities, invariant constituents, and core themes; considering possible meanings; and arriving at an understanding of the essences of the experience. (p. 63)

The primacy of first-person experiences in a phenomenological approach to education leads to a blurring of the traditionally distinct roles of teacher and student and requires an entirely different approach within instructional planning.

Grumet's (2006) theoretical work explored a phenomenological approach to curriculum and pedagogy suggesting that schooling must direct itself toward the world outside of the school. She urged educators to point our students toward the world and "Then we need to remind them and ourselves that the world is always there to contradict what we think about it" (p. 53). Her call is for our attention, our focus, and our disciplinary commitments to center on the things of

the world and not the meager portion of the world that is the day's lesson; a "change from teaching what we know, to teaching what we want to know" (p. 53). This radically different view of curriculum and pedagogy required a different type of instructional planning, one perhaps that includes a closer connection to the principles of phenomenological philosophy.

Howard (2010) and his participating literacy teacher employed phenomenological principles in their study of the experiences of poetry readers involved in a reader response literacy study (see description below). The teacher in Howard's study encouraged his students to be aware of their first-person experiences of poetry. Howard saw this practice as an interaction of student and text, feelings and words, and an attunement to the power of language. During instruction, the teacher prompted students to be aware of the effect the poems he read was having on them:

> What I would like you to do is to write about what you were thinking when I read these poems? Did it remind you of something you experienced? Where were you? What was it like? Write quietly in your journals for the next ten minutes. (p. 54)

Based on the Gadamerian (1962/1976) view of reader and text as being in relation with each other, Howard's participating teacher used the phenomenological approach as pedagogy to bring attention to the transaction between students and poetry, particularly as a first person experience. This first-person experience must be planned out in advance during the practice of instructional planning.

Sere (1984) promoted a type of phenomenological pedagogy as an approach to reading texts in any discipline. He described the phenomenological process of 'suspending beliefs' in reading from a first-person perspective:

> Consequently, I would have failed to gain anything from the reading except a reaffirmation of my original limiting prejudices. To succeed, I am obliged to put out of my mind, temporarily at least, the commonsense meaning of [a] term in order to gain access to and grasp its less accessible metaphysical meaning. This is what we mean by "suspension of beliefs:" banishment of all preconceptions that may interfere with the legitimate power of the text. (p. 238)

Instructors using phenomenology as pedagogy, according to Sere, must teach students how to approach texts phenomenologically.

Morrison (1985) attempted to discern a description of the phenomenological teacher through the "rich and complex work" of Merleau-Ponty. Her analysis of this work yielded certain expectations that Merleau-Ponty might hold for the phenomenological pedagogue:

> On the educator's part, one would expect a simultaneous recognition of personal selfhood, stake in the human condition, and part in universal intersubjectivity. They shape the demands and rewards in the relationship for the educator. Process and outcomes are evaluated in reference to the educator's personally constructed moral code. The relationship is a freeing one for the student. (p. 18-19)

More recently, Selvi (2008) reviewed several approaches that applied phenomenological principles to pedagogy (Alerby, 2000; Louchakova, 2005; Moustakas, 1994; Selvi & Öztürk, 2000; as cited in Selvi, 2008). These approaches likewise required a fundamentally different approach to instructional planning. In Selvi's assessment of these examples, he explained that, "Moustakas (1994) emphasizes and focuses on individual knowledge, freedom to explore and make choices, personal vision, discovery, and self-assessment" (Selvi, 2008, p. 44). Alerby, according to Selvi, showed "how a phenomenological approach to education created conditions

for genuine thoughts and ideas, which can aid in the development of the natural intelligence and creative capacity of the individual" (Selvi, 2008, p. 47). Finally, Selvi shared his own approach to phenomenological pedagogy wherein he applied the creative drama method (Selvi & Öztürk, 2000). Selvi demonstrated how the discipline of phenomenology might be broadly applied to pedagogic practice in any number of content domains. Beyond phenomenological pedagogy, researchers examined teachers' ideological and epistemological beliefs as these related to the relationships in a classroom community – relationships between teachers and students, students and their peers, and the role of the classroom community of learners.

Relationships among teachers and learners. One body of the literature in instructional planning focused on the learning community within the classroom. Gilrane, Roberts and Russel (2010) used a two-year professional development model to help teachers establish learning communities in elementary level literacy classes. Gallimore, Ermeling, Saundes, and Goldenberg (2009) conducted a five year longitudinal study that examined school-based inquiry teams at fifteen Title 1schools. S. A. Thompson (2007) examined what he called a "community of practice" in an inclusive special education program. Phillips (2003) included an examination of the influence of a learning community in urban school reform. These studies highlighted the importance and utility of instructional planning that attended to and enhanced the classroom community of learners.

One aspect of beliefs regarding the role of relationships in instructional planning concerned the role of peers during instruction. Instructors that focused on content dissemination and teacher-centered instruction held peer learning and relationships at a lower priority than those focused on higher levels of student engagement and learner-centered instruction. Palmer (2007) suggested that peers and instructors join together in community to "share observations

and interpretation, correcting and complementing each other, torn by conflict in this moment and joined by consensus in the next" (p. 106). Standal (2011) found that peer modeling held the potential for both productive and destructive influences and that preparation for peer collaboration was indicated. If peer-to-peer learning experiences hold the potential for both productive learning and destructive conflict, we might expect that instructional planning plays an important role in navigating this process.

Abbate-Vaughn (2004) considered ideological commitments that may influence both instructional planning and the work of collaborative peer groups. She named three distinct ideologies that affected instructional planning: "Whatever keeps them quiet," "Academics," and "Effort" (p. 234). Teachers' underlying ideologies and epistemologies emerged as significant factors affecting their approach to instruction planning and were especially germane when planning for collaborative work. Abbate-Vaughn's work suggested that examination into how instructors design peer learning experiences might illuminate their underlying beliefs about students and their particular orientation in the pedagogical relationship.

Ayala Carbajo (2010) examined recognition in a pedagogical context and viewed teachers' use of student recognition as a component of the pedagogical relationship. Whether students were recognized for their achievements, their individuality, or their efforts, Ayala Carbajo found that that this "one small event in somebody's life may mark the beginning of a continuum of meaningful transformations" within and among students (p. 27). Saeverot (2008) contended that teacher recognition, praise and encouragement are "held in the grip of behaviorism" and disputed this reductionist view of what are essentially components of a democratic relationship between teachers and students (p. 49). Invoking the Heideggerian idea of *Ereignis* and Derridian concepts of hospitality and forgiveness, Saeverot suggested that praise

and encouragement are appropriate responses to students when not used as tools for manipulation or conditioning.

Saeverot argued against Kohn's (2001) position that teachers create "praise junkies" and instead suggested that teachers ought to praise naturally and spontaneously "that which the pupil is suited for," not merely when students satisfy some curricular goal (Saeverot, 2008, p. 51). Ideological and epistemological beliefs about the relationships between teachers and learners, the roles of peers and collaborative work, and the use of recognition and attention may be discernible within the discourses surrounding instructional planning decisions. Researchers of teacher knowledge and beliefs placed a high priority on teacher ideology and epistemology, as have authors whose work centered on cultural aspects of teacher knowledge and beliefs.

Cultural considerations. The need for multicultural awareness and consideration is rarely disputed in instructional planning and practice. There is no longer a single portrait of the American university student; rather, multicultural diversity is the standard in the twenty-first century. Researchers examined cultural influences as they impacted instructional practices and instructional planning decisions. Examinations into the cultural influences that impact instructional planning were possible when studies focused on a single or a small group of instructors. The depth and breadth of single case studies of exceptional teachers proved to be an ideal model for examining the role culture played in instructional planning. Researchers often discovered these cultural influences in ethnographic and case study research, whether they intended to study the phenomenon or not.

Milner's (2003) study of one African American English teacher's planning and pedagogical knowledge discovered that personal and professional experiences emerged as significant elements in planning, adding:

> Dr. Wilson [participant] continued to link her personal experiences with what she perceived to be essential in her planning for her students. Clearly, because of her life experiences, who she was, and how she identified herself, race, gender, and culture became important in her planning decisions. (p. 190)

Dr. Wilson expressed this connection between personal and professional identity beautifully when she explained, "You teach what you know; you teach what you've experienced; you teach who you are" (Milner, 2003, p. 192). Teacher knowledge and thinking, therefore, were inextricably linked to this teacher's personal and cultural identity.

Findings in Milner's study included personally meaningful goals that were not part of the general curriculum, but important to this teacher, and included racial and cultural awareness. These goals were likewise included in Abbate-Vaughn's (2004) conception of teacher ideological, political, ethical, and cultural commitments as "the things they carry." T. L. Thompson (2007) used the term 'self-conscious' to refer to both teaching and learning and called educative predicaments a process of "bringing ourselves to ourselves" (p. 97). These authors demonstrate that there are a variety of cultural frameworks that might exert influence in the instructional planning process.

Hyun et al. (2001) reported on a five-year collaborative study of Developmentally Appropriate Cultural Practices (DCAP) among researchers in seven different states in the U.S. While centrally concerned with DCAP, the authors argued that teachers require expertise "that is more than 'knowledge-based'" (Hyun, Morales, Duarte, DiPento, Smrekar, Matthews & Ardley, 2001, p. 6). Beginning with an autobiographical exploration into one's own experience, this social phenomenological and hermeneutic approach to education involved a sort of bracketing practice to bring prior assumptions and preconceived biases to the attention of the teachers.

Once the teachers examined their own experience and conscious reflections on a topic, they were able to consider perspectives and experiences other than their own, which may have opened a space or demonstrated a need for an expanded view of the topic under consideration. This idea of a new space for learning was also highlighted in Quigley's (2011) work.

Quigley (2011) focused on the intersection of multicultural strategies and inquiry-based science instruction (p. 549). She adopted a position beyond the use of content curriculum and multicultural inclusion advanced by Meyer and Crawford (2011) to engage multicultural students with the discipline of science. Quigley (2011) engaged instructional planning as the site for reformulation of views when she suggested that teachers employ Gutierrez' (2008) conception of "third space" as a site for engaging multicultural students. She explained third space as:

> [A] theoretical framework used to describe pedagogical practices that combine the worlds of students (first space) with the worlds of school science (second space) to construct a space where students feel comfortable dialoguing in science and no longer see the two spaces (home and school) as in opposition to each other. (Quigley, 2011, p. 550)

Quigley explained authentic integration of content as the ability for students to not only understand disciplinary concepts but also to bring the language and concepts of those disciplines into their everyday discourses (p. 551).

Ihde (1986) called the idiosyncratic vocabulary in a field its 'tribal language' and argued that, "if a discipline is to be mastered, the technical language simply must be learned" (p. 20). Similarly, Quigley (2011) suggested that teachers view subject matter discourse as "both a discipline and a language to be learned" (p. 555). She extended Meyer and Crawford's (2011) focus on English Language Learners by including all students with cultural experiences that deviate from the mainstream.

Summary of Teacher Knowledge and Beliefs in Instructional Planning

Teacher knowledge and beliefs are complex topics of inquiry, as demonstrated in the literature in this section. Researchers reported on the often-invisible philosophical, ideological, and epistemological teacher paradigms as they related to instruction and instructional planning. The studies in this section highlighted instructional planning as an opening up of possibilities whereas these doors close during lesson enactment (McAlpine et al., 2006). A few authors highlighted the seemingly natural inclination of some teachers to focus on content and others on pedagogy (Buske-Zainal, 1995; Justice et al., 2009).

Some of the studies of teacher knowledge and beliefs in instructional planning focused on teachers' orientations toward their students and their work. Foran's (2005) search for pedagogic intensity, Vagle's (2008) notion of presentness, and van Manen's (1991a) concept of the pedagogical moment highlighted the moments when instructional plans become lived moments. This work focused on the need for planning that was flexible and was set aside when students' needs called for a different approach.

Most of the studies in this body of literature employed qualitative methods of inquiry. In-depth studies dominated this section as researchers employed ethnography (Abbate-Vaughn, 2004; Smith, 2004), phenomenology (Ayala-Carabajo, 2010; Buske-Zainal, 1995; Foran, 2005; Hyun et al., 2001), and case study methods (Justice et al., 2009; McAlpine et al., 2006; Milner, 2003) over a sustained data collection period. These authors noted that the challenge of studying teacher knowledge and beliefs required extended time.

Finally, researchers examined the influence of culture in the instructional planning process. While Hyun et al. (2001) recommended an autobiographical approach to planning for instruction; Milner (2003) demonstrated an authentic commitment to one's personhood. Both

studies advanced the call for cultural awareness on the part of instructors. Similarly, Quigley (2011) advanced a model for meeting students in a third space that represents a middle ground between the cultures of school and home. Cultural considerations, for these authors, were instrumental in the examination of teachers' knowledge, beliefs, and planning practices.

Together the studies of teacher knowledge and beliefs within instructional planning offered both a window into teacher planning practices and conversations with these instructors that helped to inform the analysis and discussion of their planning practices. Another consideration in the literature is that one's field or discipline may hold particular influence over instructional planning. The literature is divided on whether instructional planning in one discipline differs from instructional planning in another and I explore these matters next.

Disciplinary Influences in Instructional Planning

The literature is divided on whether instructional planning is significantly related to the disciplinary content of instruction. To address these disciplinary perspectives on instructional planning, researchers examined instructional planning within a specific discipline or content area. These researchers advanced studies of instructional planning from 'inside' the disciplines of mathematics (Castro Superfine, 2009; Delcham & Sezer, 2010), science (Coenders, Terlouw, Dijstra & Pieters, 2010; Penuel, McWilliams, McAuliffe, Behbow, Mably, & Hayden, 2009), physical education (Constantinou, 2011), language arts (Howard, 2010), and social studies (Golightly, 2010; Greenwalt & Holohan, 2011). Authors addressed planning behaviors and decisions in terms of a "disciplinary lens" (Rico & Shulman, 2004) or from within a "disciplinary matrix" (Kempner, 1992). This section of the review of literature first examines the study of liberal arts' disciplinary influences on instructional planning, and then examines those influences within the discipline of phenomenology.

Disciplinary Influences from the Liberal Arts

Penuel et al. (2009) compared the impacts of three different instructional and curricular approaches for teaching earth science. Their study addressed "how teachers plan and enact instruction" and employed a research design that linked instructional planning practices with the discipline of science (p. 415). Teachers in the study reported heightened attention on instructional planning through this professional development, which affected both how they approached instructional planning and the content of those instructional plans (p. 432). Rico and Shulman (2004) also viewed planning behaviors through the lens of science as discipline. Their research addressed the influence of the discipline of science on the teachers' planning process, finding that teachers desired a focus on the 'big ideas of science' and the opportunity to place students in the role of scientific investigator. Coenders (2010) found that instructional planning within a disciplinary team enhanced both the teachers' practical knowledge and their pedagogical content knowledge of science. These studies found that the act of writing instructional plans and discussing content within discipline-specific teams led to improved understanding of the interrelationships of science concepts on the part of participants, heightening the pedagogical content knowledge for science instruction specifically.

Golightly (2010) discovered a similar phenomenon within the discipline of geography. Her study employed a practice called "microteaching" in which discipline-specific peers observed lessons for each other and provided expert level feedback on both the pedagogy and the content of instruction. This expert level feedback presented challenges for peer teachers, however, who reported spending much more time on the planning and design of instruction that would be subjected to microteaching critiques (p. 237). Castro-Superfine (2009) approached expertise from the opposite direction. Her study found that teachers' disciplinary experiences

hindered their ability to approach innovative curriculum during instructional planning. Disregarding the innovations and recommendations in the new curriculum, experienced teachers "tended to rely on their [own personal and] particular conceptions of mathematics teaching to address these challenges" (p. 7). Castro-Superfine referred to this as the "experience problem" rather than engaging with the teachers' underlying ideology and epistemology.

Constantinou (2011) attempted to overcome a type of disciplinary blindness by studying instructional planning of novel activities within physical education (PE). She explained that PE teachers were generally skilled in the traditional sports and activities they taught their own students and often struggled to remember what it felt like to be a novice performer. When participants designed units based on novel international games and lifestyle activities (for example: Korfball, Sepak Takraw, and Tchouckball) it helped them "better understand the struggles low-skill learners have to overcome" (p. 27). These teachers were then able to modify their more traditional physical education instructional planning with a focus on varying levels of skill and ability in their learners.

Constantinou's (2011) study highlighted the idea that instructors may need to step back from their disciplinary expertise in order to appreciate what learning in their discipline is like for novices. Fallace (2009) explored a similar phenomenon among history teachers. He reported on the challenge of his participants overcoming "compartmentalized thinking" that held disciplinary knowledge and pedagogical content knowledge in separate clusters (p. 210). Delcham and Sezer (2010) tried to overcome this challenge by looking outside of their disciplinary lens in statistics. They used writing as an alternative instructional method, believing that "writing in mathematics especially requires deep understanding of the subject matter and also strengthens students' conceptual understanding" (p. 604). The authors reported that written assignments that required

students to explain their thinking provided valuable information to the instructors, which allowed them to alter their instructional planning to address student needs.

Zumbrunn and Krause (2012) used a purposeful sample of seven leading authorities in the field of writing instruction to address the question, "What principles underlie effective writing instruction?" (p. 346). The participants consistently identified the importance of thoughtful and deliberate planning based on the identification of specific learning outcomes while also anticipating spontaneous opportunities for abandoning those plans in the teachable moment (p. 349). Thomas Newkirk, one of the participants in the study, summarized the deliberate but flexible nature of planning:

> Things come up and when they do, you stop whatever you're doing and take advantage of it. …You might not have planned that in your lesson plan before, but you take advantage of those moments. Sometimes the best teaching you do is something that you haven't planned. It's the combination of being organized and spontaneous, and I think finding that balance is really the art of teaching. (Zumbrunn & Krause, 2012, p. 349)

These authors reinforced the connection between instructional planning and opportunistic teaching, what van Manen (1991a) called 'pedagogical moments,' but did not make the argument that this practice is necessarily unique to writing instructors.

Finally, Galvin and Todres (2007) called for 'unspecialization' in educational practices that "gives way to the 'letting be' of our more unspecialized possibilities" and "opens up the excesses of being-in-the-world beyond pre-existing patterns" (p. 40). These authors encouraged instructional practices of 'unseeing' or loosening the grip of practiced ways of seeing. Conceivably, the practice of unspecialized educational planning would include a myriad of content considerations outside of one's specialty or discipline. Delcham and Sezer (2010) used a

limited form of unspecialization in their statistics class when they included writing assignments and narrative explanations of mathematics concepts.

Employing Aristotle's conception of 'phronesis' as practical wisdom, Galvin and Todres (2007) advanced "contemplative thinking as an unspecialized mode of being that is given to human beings as an intimate source of creativity" (p. 32). They described the practice of unspecialization as a theoretical space that opens a view of learning experiences to include knowledge from the head, the hand, and the heart. These theorists formulated 'scholarship' as a seamless and authentic way of being and not as an integration of separate domains of knowing. Galvin and Todres explained:

> In an increasingly specialized and even fragmented world, the humming integration of head, hand, and heart that naturally occurs becomes easily obscured by the excessive compartmentalisation [sic] of attention to specialized tasks. The essence of creativity requires the kind of space that only comes with a slowing down, an inbreath, that for a moment, releases a relentless hold. (p. 42)

While Galvin and Todres (2007) aimed at the scholarship of research and theory, the case for unspecialization might equally apply to instruction more broadly defined and to instructional planning practices in particular.

I turn now to the more narrow examination of instructional planning within the discipline of phenomenology as I turn to a small number of studies that engaged instructional planning when teaching phenomenology as the content of a course.

Disciplinary Influences from Phenomenology

Hultgren (1995) advanced one of the most comprehensive accounts of instructional planning in the discipline of phenomenology. She reported on her experience teaching, or rather

‘letting learn’ through the weekly reflections of her graduate students as they explored phenomenological inquiry together. Invoking van Manen’s (1990b) ‘pedagogic thoughtfulness,’ Levin’s (1989) ‘hearkening,’ and Merleau-Ponty’s (2002) focus on the ‘doing’ of phenomenology, her primary guide in instructional planning for a course in phenomenology is the Heideggerian (2010) proposition that instructors must “let learn,” “become knowing,” and strive to attain seeing (as cited in Hultgren, 1995, p. 373).

Hultgren summarized the guiding principles for instructional planning in the subject of phenomenology through ‘letting learn’ as:

- To prepare a space for listening that intertwines identities in a retrieval of being;
- To let ourselves be put in question by the question;
- To develop a pedagogy of not-knowing that echoes the vibration of care;
- To allow for the finding of one's voice through a cultural remembering;
- To provide an opportunity for getting lost in order to write one's way out in the finding;
- To allow a place and time for dwelling;
- To open up opportunities which encourage conversational relation through experiential partnerships; and
- To receive in humbleness the teaching that is given back to you. (Hultgren, 1995, p. 386)

Hultgren’s recommendations for instructional planning in phenomenology contain several principles related to the philosophy of phenomenology. She clearly articulates the position that instructional planning in phenomenology is unique to the discipline.

Louchakova (2005) applied a three-stage training method built on spiritual practices to 'clear the mind' and build an aptitude for phenomenological research methods. Her methods included:

1. Learning the four modalities of awareness,
2. Identifying the research paradigm, and
3. Accessing knowledge by presence.

Louchakova explained the first stage as a technique of mindfulness. She called it the "four modalities of awareness" and included the inner experiences of sensing, feeling, imagining, and thinking. In this stage, the students practiced mindfulness for thirty minutes each day and described their inner experiences using the four modalities "I sense," "I feel," "I think," and "I imagine." Louchakova directed her students to ask themselves "What did I learn related to this experience?" at the end of each meditative period, encouraging reflective practice.

Louchakova's second stage of training involved a questionnaire designed to help students identify their predispositions for various research paradigms. The questionnaire "allowed students to identify and bracket the unconscious identification with the natural scientific approach, and also to curb the tendency to logical a priori theory building" (2005, p. 102). The final stage included introspection and meditation to "lift the habitual identifications with unexamined concepts, thus facilitating 'bracketing' in phenomenological enquiry [sic]" (p. 103). Louchakova's study showed that this approach to phenomenology as discipline was a "transformative educational practice, contributing to both personal development and professional training" (p. 108). She, like Hultgren, demonstrated a belief that teaching the discipline of phenomenology required an instructional planning practice that was decidedly unique to the discipline of phenomenology.

Barritt and her colleagues (Barritt, Beekman, Bleeker, & Mulderij; 1984) reported how they taught analysis of phenomenological descriptions to their graduate students. Their work demonstrated one way that instructional planners approached the task of teaching the discipline of phenomenology. The authors asked their students to imagine a familiar experience, such as a time when they were "afraid in the dark," and write a description about that experience. A few students provided copies of their descriptions for group analysis. Barritt et al. reported that they combined readings of phenomenological literature with the group analysis of one or more of the first-person descriptions of being afraid in the dark. Teaching phenomenology in this way provided the authors a way to teach phenomenology "as a way of doing" and not merely as a philosophy (p. 1). Instructional planning, then, focused on the student participants as budding phenomenologists; much in the same way that Rico and Shulman (2004) viewed instructional planning in the discipline of science. Both studies demonstrated that instructional planning for some is indeed bounded within disciplinary lines.

Summary of Disciplinary Influences in Instructional Planning

The literature of instructional planning provided a level of support for instructional planners who viewed disciplinary influences as distinct. Palmer (2007) referenced these "subjects around which the circle of seekers has always gathered," and called them the 'great things' (p. 110). According to this view, a student of mathematics learns the discipline through instructional planning that views phenomena as relationship, patterns, and properties among numbers. A student of science learns to inquire like a scientist through instructional planning informed by scientific methods and science as a discipline. A student of phenomenology learns the discipline through instructional planning that is informed by questions, dwellings, and first-person experiences of phenomena. The particular instructional methods considered in planning

and used in practice are the last of the components examined in the literature on instructional planning.

Instructional Models and Methods

My approach in this review was to examine three variables that the literature demonstrated were the most significant components of instructional planning: teacher knowledge and beliefs, disciplinary influences, and instructional models and methods. Although I have reviewed these as separate bodies of knowledge to a great extent, in practice they are much more integrated and overlapping. For instance, how an instructor views the center, or focus, of their teaching may have a considerable effect on her instructional models and methods, and on any number of instructional planning decisions.

Exploring the divide between subject and learner-centered orientations, Buske-Zainal (1995) examined the different models and methods of teaching and knowing between engineering faculty and humanities faculty at a small technology college. Results of her study indicated that the engineering faculty overwhelmingly favored a subject-centered approach while the opposite was true for the humanities faculty in her study. The engineering faculty emphasized rigorous lectures, solo mastery of the subject matter, and classroom control (p. 15). The humanities faculty attempted to create an environment that fostered learning through group activities, class discussions, and a general sense of belonging in the classroom (p. 17). These two approaches to instruction and instructional planning appear to be on opposite ends of the learner-centered to subject-centered continuum.

Buske-Zainal found that the orientation of engineering faculty was focused on the "doing of teaching" while the humanities faculty focused on "being in teaching" (p. 18). One focus was on the disciplinary content of engineering while the other was on the pedagogical nature of

teaching. The distinction was that of content knowledge versus pedagogical knowledge, two important components that Shulman (1986) included in his seminal work (discussed earlier in 'Types of Teacher Knowledge'). Learner-centered instruction, by definition, moved away from dissemination of content knowledge and towards both general pedagogical knowledge and pedagogical content knowledge (PCK). Instructors' locations on this learner-centered and subject-centered continuum lead to significantly different instructional models and methods. The assumptions underlying various theories of learning informed the instructional models and methods they viewed as appropriate in the classroom.

Theories of Learning

The instructional models and methods teachers employed in their instructional planning practices aligned with differing views of learning, which themselves aligned with various epistemological orientations and views of learners. Here, I provide a brief overview[3] of the dominant theories of learning which inform instructional planning generally, and the resultant models and methods of instruction specifically.

Behaviorism. Behavioral learning theorists view learning as an observable change in behavior. Based primarily on the work of Pavlov (1927) and Skinner (1953), behavioral theorists pursue learning in terms of conditioned responses toward stimuli, with (Operant Conditioning) and without (Classical Conditioning) reinforcement and punishment. The learning process, for behaviorists, consists of conditioning learners to perform in a desired fashion when confronted with various stimuli. The stimulus could be a mathematics problem or a scientific laboratory experiment but the outward, observable behavior constitutes and demonstrates learning. According to Schunk (2012), behavioral learning theories do not consider mental

[3] The overview of 'Theories of Learning' in this section is a modified version of the same from Franklin, K.A. (2011) *Comprehensive Examination.* Unpublished manuscript, Department of Educational Psychology and Counseling, University of Tennessee, Knoxville.

processes because they "are not necessary to explain the acquisition, maintenance, and generalization of behavior" (p. 114). Behavioral learning theory does not address motivation, intentions, or any other non-observable process in knowledge creation or acquisition. Only an observable change in behavior indicates that learning has occurred for the behavioral learning theorist.

The foundation of behavioral learning theories is a purposeful disregard for the internal structures or processes involved in learning until such time as those structures or processes constitute a change in observable behavior. The purpose of education, for behaviorists, is to ensure that learners consistently respond to stimuli with preferred and conditioned responses. Behaviorism was the dominant theory of learning until Bandura highlighted the effects of those cognitive processes that are not observable.

Social Cognitive Theory. Bandura (1986) introduced a theory of learning that considered personal cognition and environmental influences on the learning process, in addition to overt behaviors. His social cognitive theory, based on the framework of triadic reciprocity, placed each of these variables: personal variables, environmental variables, and outward behavior, on equal footing with respect to the ability of each to have an influence on the others. Schunk and Zimmerman (2006) explained, "Thus, one's actions can change the environment and affect how one thinks about oneself; the environment can affect what we do and think; and how we think can affect what we do and how we view the environment" (p. 356). Significant and distinct from behavioral views, Bandura considered the mental structures and thought processes of the learner as fundamental in the learning process.

An important contribution from social cognitive theory is the idea that learners actively monitor, judge and evaluate themselves and their goals through a process called self-regulation. Bandura (1986) explained the principles involved in self-regulation:

> People do not behave just to suit the preferences of others. Much of their behavior is motivated and regulated by internal standards and self-evaluative reactions to their own actions. After personal standards have been adopted, discrepancies between a performance and the standard against which it is measured activate evaluative self-reactions, which serve to influence subsequent behavior. (p. 20)

In a challenge to behavioral theories, Bandura moved individual agency and thoughtful reflection into the learning cycle.

Social cognitive theorists placed high value on learners' self-efficacy, which Bandura (1997) defined as a person's beliefs about their capabilities to learn or perform actions. He also altered our view of the power of consequences by introducing the concepts of vicarious reinforcement, modeling and the change of responses due to the non-occurrence of consequences. Here are the cognitive influences of expectations, intentions, and motivation on the learning process. These considerations led to a substantial number of theories that may be collectively called the cognitive learning theories.

Cognitive learning theories. There are a number of learning theories that may be collectively termed cognitive views of learning. Based primarily on the work of Piaget (1952), cognitive theories emphasize schema organization, information processing, problem solving, and metacognitive learning strategies.

Research has shown that instruction in schools often emphasizes student acquisition and development of complex schemata of a variety of concepts (Bransford et al., 2006). The schema

theories are based on the work of Piaget (1952) and the related processes of assimilation and accommodation in the learning process. As learners gain knowledge in a domain, they alter their existing schema to include the new information. Knowledge resides with the learner and is available for further modifications as the learner is exposed to further information and more sophisticated learning experiences.

The information processing model of Atkinson and Shiffrin (1968) had a profound effect on the conceptualization of human memory stores and the metacognitive processes thought to control storage and retrieval of information. Using a model that diagrams how information is acquired, selected, manipulated and stored, some theorists compared human information processing to computerized information processing. While the model has been criticized for oversimplification of human memory systems and learning (Hacker, Dunlosky, & Graesser, 2009; Rubin, 2006), it paved the way for other advancements in cognitive learning theories, including problem solving theories and metacognitive learning strategy theories.

Mayer and Wittrock defined problem solving as "cognitive processing directed at achieving a goal when no solution method is obvious to the problem solver" (2006, p. 287). Problem solving theories involve the cognitive processing of information by applying algorithms or using heuristics such as means-ends analyses and analogies (Eggen & Kauchak, 2010). Problem solving theories have also led to instructional practices such as problem-based learning and inquiry-based learning whereby students learn the component parts of domain-specific content as needed, while focused on a larger goal of synthesizing and evaluating that content to create innovative solutions to real-world problems.

Mayer and Wittrock (2006) described the four major characteristics of problem solving learning theories:

> First, problem solving is *cognitive*, that is, it occurs internally in the problem solver's cognitive system, and can only be inferred indirectly from the problem solver's behavior. Second, problem solving is a *process*, that is, it involves representing and manipulating knowledge in the problem solver's cognitive system. Third, problem solving is *directed*, that is, the problem solver's cognitive processing is guided by the problem solver's goals. Fourth, problem solving is *personal*, that is, the individual knowledge and skills of the problem solver help determine the difficulty or ease with which obstacles to solutions can be overcome. (p. 287, emphasis in original)

Key to problem solving theories of learning are that a variety of cognitive processes and types of knowledge are required to solve various types of problems and that learners can be taught to turn complex problems into more routine types of problems through repeated engagement in authentic problem solving. One key to successful problem solving is the development of a variety of metacognitive learning strategies.

Metacognitive learning strategies have been defined as acquiring the awareness and control over one's own thinking processes, including meta-attention, metamemory, and metastrategic learning (Greenberg, 2000/2005). Bransford et al. (2006) describes metacognitively rich activities as those that engage learners in knowledge building, systematic inquiry, and disconfirmation instead of merely learning to follow predetermined procedures. These authors adapted the National Research Council (2000) learning principles to explain a metacognitive approach to resolving conceptual collisions:

1. Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and

information, or they may learn them for purposes of a test but revert to their preconceptions outside the classroom.

2. To develop competence in an area of inquiry, students must (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application.
3. A 'metacognitive' approach to instruction can help students learn to take control of their own learning by defining learning goals and actively monitoring their progress in achieving them. (Bransford et al., 2006, p. 229)

Research has shown that children who learn effective metacognitive strategies demonstrate clear benefits in learning and memory (Pressley & Harris, 2006). Research has further demonstrated, however, that metacognitive strategy theories require intentionality on the part of the learner to change understanding (Murphy & Mason, 2006, p. 311). Intentionality is a principle that gains importance as this discussion continues with the two learning theories based on a constructivist orientation.

Constructivism. Schunk (2012) defined constructivism as an epistemology as well as a theory of learning because it both addresses the philosophical nature of learning and provides answers to the questions of "the causes, processes, and consequences of learning" (p. 3). While consensus on the boundaries between theories does not exist, here I address cognitive constructivism as the Piagetian individual construction of knowledge and social constructivism as the Vygotskian social construction of knowledge.

The cognitive constructivist theory of learning continued the work of Piaget to posit that individuals construct and create knowledge through the organization and modification of their internal knowledge structures through active engagement with the world (von Glaserfeld, 1987,

as cited in Martin, 2006). Although cognitive constructivists acknowledge that learning is enhanced in a social environment, they nonetheless view learning as the "cognitive activity of the autonomously agentic learner" (Martin, 2006, p. 597). Cognitive constructivists emphasize the individual's search for meaning as they interact with the environment and test their theories about concepts (Packer & Goicoechea, 2000). Conflicts between existing understandings and new information prompt the learner to explore phenomena further to resolve the conflicts.

Cognitive constructivists encourage a similar type of experiential and discovery-based learning to that which Dewey (1938/1997) promoted. Natural curiosity and the Piagetian concept of disequilibrium are considered the key catalysts for learners to search out more sophisticated understandings of a concept. Dewey referred to this phenomenon as a 'felt need' and Greenberg (2000/2005) called the purposeful introduction of these disequilibrium-producing events "creating a need to know." Faced with the conflict that one's present level of understanding is insufficient for the task, learners actively engage in enhanced knowledge construction. Learning, for the cognitive constructivists, was thought to be both created and retained within the minds of each autonomous learner, a point that will be considered in my summary of learning theories.

Social constructivism is primarily based on the work of Vygotsky (1978) and holds that learning occurs socially through the assistance of a "more capable other" such as a parent, teacher, or skilled peer. In contrast to cognitive constructivist views of learning, social constructivists view the learning process as a socially constructed and socially maintained resource. Social constructivist theorists argue that social collaboration and group problem solving are not merely helpful for the learning process of the individual, as in cognitive constructivist views, but actually provide the source and site of knowledge creation. According

to Vygotsky, "Every function in the child's cultural development appears twice: first, on the social level, and later on the individual level; first between people…and then inside the child" (1978, p. 57).

According to the social constructivist learning theory, knowledge itself originates within the group, or larger society, and individual members both contribute to and appropriate from this socially constructed knowledge through their interactions with the group. The site of original knowledge construction is the discriminating variable between cognitive constructivist and social constructivist views of learning. The site of both knowledge creation and the ownership of stored knowledge provide a framework for defining the key characteristics of the five learning theories just discussed.

Summary of Learning Theories

Alexander (2006) provided a helpful diagram of the learning theories, on a continuum between individually oriented and socially oriented knowledge views, which I have adapted in Figure 2.1. The learning theories are positioned along the continuum in relationship both to each other and to each theory's relative individual or social orientation[4]. Behaviorism was not included in Alexander's figure because "[Strict behaviorists] are interested solely in observable human behaviors, [thus] they talk about learning but not about knowledge or knowing" (p. 67). In this modified version of Alexander's diagram, I include only those learning theories previously discussed, minus behaviorism.

One of the most interesting aspects of the individual or social orientation of a particular learning theory is its relative position on this continuum and Alexander explains her choices of where to position each theory:

[4] D. C. Phillips created a similar diagram of constructivist learning theories that she labeled the "complexities of the second constructivist dimension" in Figure 1, p. 8 of her article "The Good, the Bad, and the Ugly: The Many Faces of Constructivism," *Educational Researcher, 24*(7), 5-12.

> At one extreme, knowledge and knowing are viewed as entirely individually oriented. At the other, knowledge and knowing are viewed as completely socially oriented. … Those on the individually oriented side of the continuum emphasize the mind as the creator of knowledge. From this perspective what we call knowledge ultimately takes root in the mind of each individual. ... By comparison, those on the socially oriented side perceive of knowledge as the product of the environment or social interactions. According to the socially oriented perspective, all knowledge is seeded and continually fed by social and cultural interchanges. (2006, p. 66)

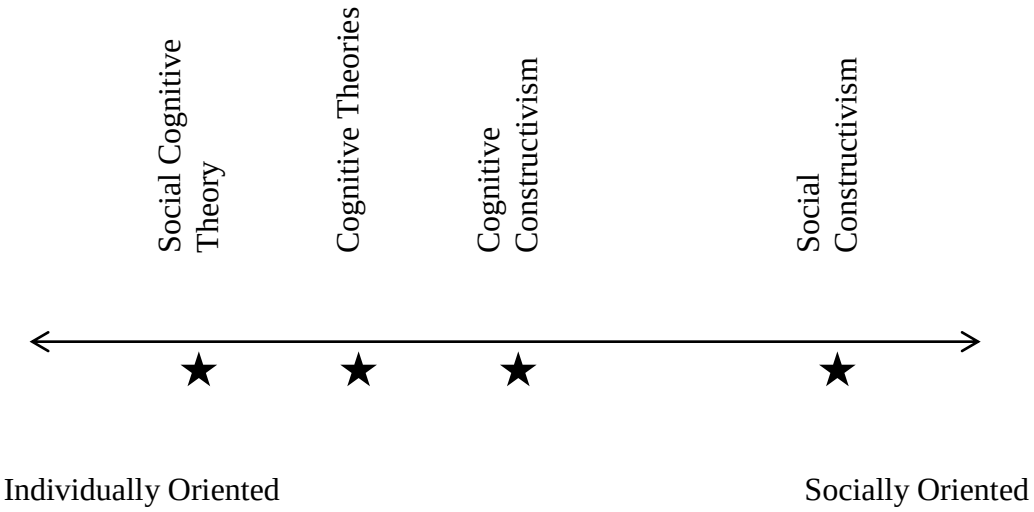

Figure 2.1. Theories of learning on a continuum of individual to social orientations. Adapted from Alexander (2006, p. 66).

The theories of learning adopted by teachers relied on their foundational ideological and epistemological beliefs (discussed earlier in 'Teacher Knowledge and Beliefs'). The instructional models and methods utilized by teachers in their instructional planning similarly relied heavily on their underlying theories of learning. The logic of this relationship that begins with ontology and ends with instructional models and methods is depicted in Figure 2.2.

Consciously or unexamined, instructional decisions made during instructional planning or during teaching are logical outcomes of the instructor's foundational beliefs.

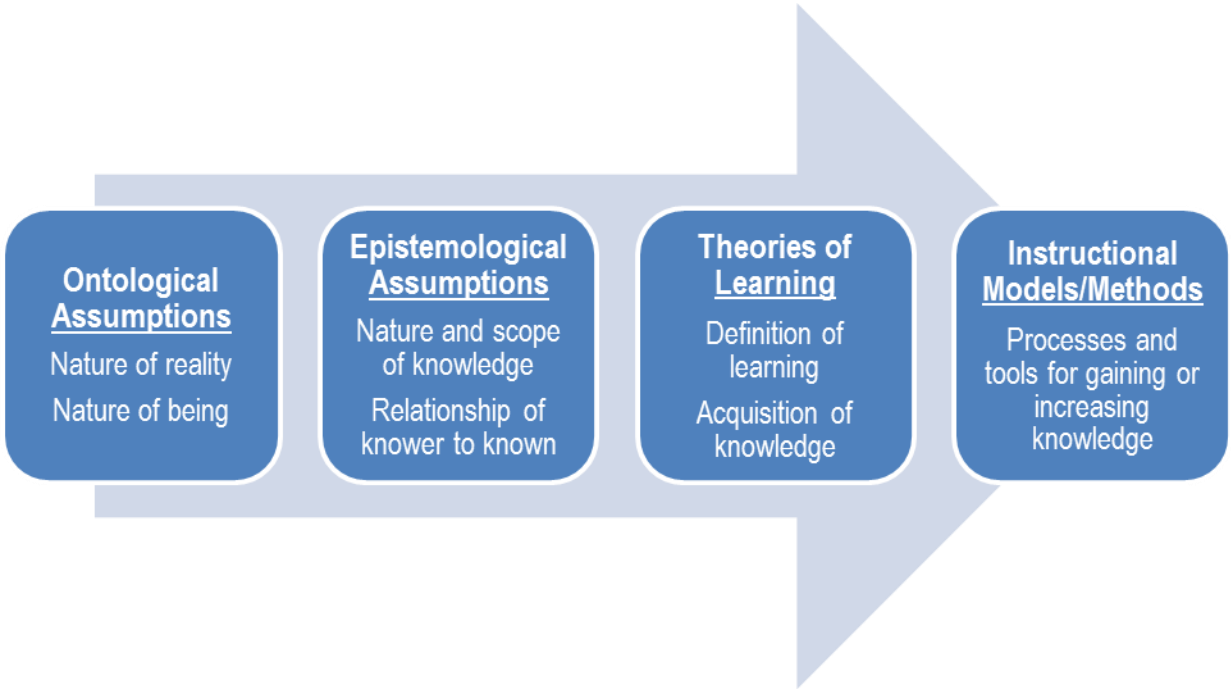

Figure 2.2. Relationship of philosophical orientation to instructional models and methods.

Categories of Instructional Models and Methods

As is illustrated by Figure 2.2, instructional models and methods suitable for a teacher with a behavioral theory of learning are manifestly different from the instructional models and methods suitable for a teacher with a constructivist theory of learning. Driscoll (2005) provided an example of this relationship between learning theories and instructional models:

> [E]pistemological beliefs also affect how likely teachers are to use various sorts of instructional strategies. An instructor who believes that knowledge is constructed and relative to individual learners is more likely to select strategies such as discussion and

> group problem solving than one who believes knowledge is absolute and must be directly taught to learners. (p. 15)

The relationships between ontological and epistemological assumptions that form the foundation for learning theories and instructional models are underreported in the literature of instructional planning. Readers are therefore left with a plethora of instructional models and methods that may be organized into general categories, but are disconnected from their foundational assumptions.

Expository methods. Expository methods of instruction are those "in which the instructor directly presents the material to be learned" and include traditional lectures, explanations, textbooks, and educational videos (Ormrod, 2012). These methods of instruction are often grouped under the category of teacher-centered instruction. Golightly (2010) referred to this instructional model as the 'transmission-reception' model. Instructional planners who employed expository methods of instruction focused on clear presentation of ideas including organization of the knowledge to be acquired.

One interesting study by Adams (2008) demonstrated the expository method of instruction when teachers employ PowerPoint during their lectures. As Adams described:

> The PowerPoint slide-deck, regardless of length, has been previously composed and electronically stored in a file. The ordering of the slides is predetermined; the content and form of the slides have also been decided at an earlier date and saved. In this sense, the PowerPoint slide-set is presented to the student as a finished product. (p. 65)

The premise of expository methods of instruction is that the content of the lecture is central, not necessarily the learning of the students. The engineering faculty in Buske-Zainal's (1995) study

similarly demonstrated that these methods of instruction centered on rigorous lectures and individual mastery of the subject matter (p. 15).

Justice, Rice, Roy, Hudspith and Jenkins (2009) examined the process of university faculty altering some of their general courses to focus on the 'pedagogy of inquiry' in addition to the general content of each course. A significant challenge arose during the course of the study when teacher-centered instructors had difficulty even understanding the concept of inquiry as pedagogy. Their basic assumptions about the primacy of content knowledge effectively barred them from participation in what they viewed as a focus "more on skills development and less on discipline content" (p. 848). Justice and his colleagues discovered that different epistemologies and ideologies influenced the types of changes possible among the faculty.

Interactive models. Interactive models of instruction require a different approach to instructional planning. Rather than a concern with clear communication from the teacher to the learners, interaction between the teacher and learners and peer interactions within the learning experience required that instructors plan for different types of learning experiences. Ormrod (2012) included the following types of instructional methods as interactive models:

- Class discussions,
- Reciprocal teaching,
- Cooperative learning, and
- Peer tutoring.

According to Ormrod, each of these methods required an orientation toward 'communities of learners' rather than individual learners. Interactive models of instruction tended to focus on the learner-centered approaches to instruction discussed previously. Another grouping of methods focused on learner-centered instruction is the category of experience-based methods.

Experience-based methods. McCormick and Hubbard (2011) studied instructional planning in the service of increasing engagement and student-centered teaching methods. These authors argued that content does not equal learning and that instructional planning must focus on engaging students in their learning experiences. Some instructors seeking authentic and engaging learning experiences for their students are turning to problem-based, project-based, activity-based, or experience-based learning. Foran (2005) applied the basic principles of experience-based learning, searching for what he called *pedagogic intensity*. He pointed out that, "a well-led learning endeavor does not just happen for students; this is the result of prudent teacher planning" (p. 158). These learner-centered approaches to planning meant that teachers orchestrated an introduction to the experience, or a leading to the experience, but that the learning experience itself taught the learners. Instructional planning focused on experience-based approaches thus involved designing conditions for learning such that these experiences could take over as the primary teachers.

Experience-based methods of instruction include several related models; problem-based, project-based, and inquiry-based models are representative of this category of instructional methods. Pierrakos, Zilberberg, and Anderson (2010) define problem-based learning (PBL) as:

> A student centered pedagogy that offers a strong framework upon which to build a curriculum to teach students essential problem solving skills; an authentic problem-solving experience, which is highly valued and promoted outside of the classroom. (p. 35)

Eskrootchi and Oskrochi (2010) used a computer-simulated model (STELLA) within a PBL task. Their experimental study grouped participants into one of three conditions: Group 1: traditional lecture alone, Group 2: traditional lecture and problem-based task, and Group 3: traditional

lecture, problem-based task and experimental simulation. Interestingly, differences between the three experimental groups proved significant only in comprehension knowledge and not content knowledge (p. 239). These authors found that learners in all three groups held similar funds of content knowledge although they participated in these differing learning experiences.

Summary of Instructional Models and Methods

This section reviewed literature on the third variable of what I have called the significant components of instructional planning. It began with the premise that instructional models and methods flow out of teachers' underlying theories of learning. A brief summary of four of the major theories of learning followed. The theories reviewed included: behaviorism, social cognitive theory, cognitive theories, and constructivist theories of learning. I advanced a position that focused on the relationship of instructors' philosophical orientations to their preferred instructional models and methods.

I then examined categories of instructional models and methods and related these categories to the theories of learning. In fact, all of the studies of instructional planning presented elsewhere in this review of the literature contain the underlying ideological and epistemological connections evident in the theories of learning. Although not regularly discussed in the literature of instructional planning, this is a shortcoming. There is a need for future studies that include each of the components of instructional planning: teacher knowledge and beliefs, disciplinary influences, and instructional models and methods.

Chapter Summary

This chapter reviewed three main bodies of literature in instructional planning: the central importance of teacher knowledge and beliefs in instructional planning, the potential for a disciplinary influence from the field from which instruction follows, and the models and methods

of instruction used in planning. Before reviewing the findings in the literature, I explained the processes I followed in selecting and ordering the literature. I discussed general patterns discovered in instructional planning, reviewed representative studies of instructional planning, and highlighted key theories that stood out in the literature. I argued that instructional planning lies at the intersection of teacher knowledge and beliefs, disciplinary influences, and instructional methods and that these are the most significant components of instructional planning. In the present study, I engaged these areas of instructional planning and further examined how each component is related to the others. In the next chapter, I describe the methods of research I employed to make this contribution to our knowledge of instructional planning.

CHAPTER THREE

Methodology

> *I'm astounded as to how much time I'm spending on organizing the flow of a thing and worrying about things that it never, never occurs to us that we worry about; like how much time it's going to take, or how does it – how does the third week fit with the first week, and how does the whole thing have a sense of – a sensible trajectory.*
>
> (H.R. Pollio, Planning interview on September 6, 2011)

Chapter 1 introduced the topic of instructional planning, the purpose of this study and the research questions that guide the study. In Chapter 2, I evaluated and synthesized current knowledge of instructional planning, including the existing work linking the two critical aspects of instructional: curriculum and pedagogy. Chapter 3 will describe the methodology used in the study. It begins with the theoretical framework that guides my understanding of the study. Next, I position the study, discussing the case study design, and describe the participants, the settings, and the time span of data collection. Following this, I provide a description of the data sources, data collection, and data analysis procedures and a discussion of my role as the researcher and the role of the research group. Chapter 3 concludes with a discussion of data integrity and addresses matters of reliability, validity, and generalizability.

Theoretical Framework

Here I describe the framework with which I approach the present study. This framework is not unlike Kempner's (1992) disciplinary matrix in that it represents my ontological and epistemological lens. This framework underlies and informs the present study as I view meaning as socially constructed and I emphasize a phenomenological philosophical attitude. These two philosophical anchors, constructivism and phenomenology, align with a constructivist-

interpretivist paradigm, which assumes multiple valid realities that are constructed in the mind, with the body, and through social exchanges within the world.

Social Construction of Meaning

Crotty (1998) recommended that theorists and researchers use the term "constructivism" to refer to the meaning making activities of the individual mind and "constructionism" as the collective generation and transmission of meaning. Both aspects are central to the present study as I am interested in learning how Dr. Pollio constructs meaning as he formulates instructional plans for his course and in how he appropriates, adopts, modifies and extends meaning in the discipline of existential phenomenology with his students. I acknowledge that I perform a role in the latter construction of meaning through both my participation in the data generation process and my interpretation of the data in this study.

It is important to distinguish between the social construction of reality (Berger & Luckmann, 1966) and the social construction of meaning. The difference between natural, phenomenal objects and social objects lies in the presence or absence of meaning. As Crotty (1998) explains:

> The chair may exist as a phenomenal object regardless of whether any consciousness is aware of its existence. It exists *as a chair*, however, only if conscious beings construe it as a chair. As a chair, it too is constructed, sustained, and reproduced through social life. (p. 55, emphasis in original)

My task in the present study is to investigate how meaning is constructed within the context of Pollio's instructional planning. Borrowing from Patton (2002), I ask questions such as: "How have the people in this setting constructed reality? What are their reported perceptions, 'truths,' explanations, beliefs, and worldview? What are the consequences of their constructions for their

behaviors and for those with whom they interact?" (p. 132). Ultimately, what I produce here as knowledge and claim as understanding is my own construction that is informed both empirically by what I observed, heard, saw, and experienced and inductively in how I made meaning from those empirical data sources.

Phenomenological Philosophy

Husserl (1931/1962) described pure phenomenology as an a priori science, inductive in nature rather than the deductive sciences of mathematics and other physical sciences (p. 6). The distinction made by Husserl is that phenomenology is concerned with "essential Being" rather than facts (p. 40). As a human scientist, I am interested in the first person experience of a situation or event. I further adopt the 'phenomenological attitude' that Husserl (1954/1970) and Merleau-Ponty (1962/2002) described as distinct from the natural way of approaching the world. While this study relies on case study as the method, it is informed and oriented to phenomenology as both philosophy and methodology.

Husserl contrasted the descriptive scientific approach of phenomenology with the exact sciences (such as mathematics), which he views as based on "ideals" which cannot be seen or experienced. For Husserl, phenomenology "aims at being a *descriptive* theory of the essence of pure transcendental experiences from the phenomenological standpoint" (1931/1962, p. 191, emphasis in original). My approach in the present study is to describe the events and outcomes of Dr. Pollio's instructional planning practices by focusing on the planning itself, absent of theoretical abstractions to the greatest degree possible. I attempt to adopt a phenomenological attitude that brackets my own ideas and theories in favor of attending to the "things themselves" as they occur in their natural context.

Heidegger called phenomenology "the science of the being of beings – ontology" (1953/2010, p. 35). He named the central being of existence *Dasein* and declares that *Dasein* is "a pure expression of being" (p. 11). For existential phenomenologists, Heidegger's Being-in-the-world and Merleau-Ponty's embodied or incarnate being is a being linked to its own existence, therefore the phenomena of investigation cannot be viewed, perceived, or apprehended without a binding to the viewer (Ihde, 1986). I acknowledge that I am the primary instrument of data collection in this study and that I hold preconceived ideas about instructional planning. I therefore use bracketing in this study to become aware of my preconceived ideas and to put them "out of action" to the greatest degree possible.

Husserl described bracketing as the epochē (epokhe), or abstention from judgment, that is required to set aside preexisting theses and convictions regarding the phenomena under investigation. He explained the relationship of one's pre-existing understanding (thesis) and the phenomenological attitude required for the epochē:

> *We do not abandon the thesis we have adopted, we make no change in our conviction.* …And yet the thesis undergoes a modification – whilst remaining in itself what it is, *we set it as it were "out of action,"* we *"disconnect it," "bracket it."* It still remains there like the bracketed in the bracket, like the disconnected outside the connexional system. We can also say: The thesis is experience as lived, *but we make "no use" of it.* (Husserl, 1931/1962, p. 98, emphasis in original)

Thus, I attempt to describe the events and outcomes in this study on their own terms, setting aside the theses I hold about instructional planning in general and this professor in particular. I participated in a bracketing interview at the start of the study to identify my pre-existing understandings and set them aside during data collection and analysis. The commitment to

attend to the 'things themselves' was an ongoing process, however, and I regularly bracketed any personal theses as they arose in the study.

Another commitment made in this study is to interpret the data from an idiographic and emic perspective that privileges the participants. I approach the interpretation of data through hermeneutics, the understanding of texts through a circular movement from the parts of a text to the whole of the text and back again in a "hermeneutic circle" (Valle, King, & Halling, 1989). For Heidegger and hermeneutic phenomenologists interpretation cannot be divorced from human or phenomenal positionality.

> Interpretation does not, so to speak, throw a "significance" over what is nakedly objectively present and does not stick a value on it, but what is encountered in the world is always already in a relevance which is disclosed in the understanding of world, a relevance which is made explicit by interpretation. (Heidegger, 1953/2010, p. 145)

Since the interpreter is always already in the world and the text (or talk or phenomenon) is also always already situated in the world, then the acknowledgement of this situatedness becomes the priority.

Gadamer (1976) stated that there is no such thing as a phenomenon that is merely "there" for understanding:

> Everything that is said and is there in the text stands under anticipations. … A necessary circular movement is involved in the fact that we read or understand what is there, but nonetheless see what is there *with our own eyes (and our own thoughts)* [emphasis added]. (p. 121)

Rather than attempting to view texts or other phenomena as objects without connection to historicity and presence in the world, Heidegger suggests that interpretation persistently attend to

the worldview and prior assumptions of the interpreter *in terms of the things themselves* (Heidegger, 1953/2010). This acknowledgement of all beings as Being-in-the-world and all phenomena as phenomena-of-the-world opens up possibilities that are otherwise closed to interpretation. Rather than obscuring the phenomena of investigation, Heidegger asserts that:

> In interpretation understanding does not become something different, but rather itself. Interpretation is existentially based in understanding, and not the other way around. Interpretation is not the acknowledgement of what has been understood, but rather the development of possibilities projected in understanding. (p. 144)

These possibilities are projected from historically and worldly situated beings and phenomena. It is my task in this study, therefore, to interpret the meanings of participants using their own words and worldviews to the greatest extent possible, bracketing my own assumptions throughout the process.

Positioning the Study

The 'Pollio Project' represents an amalgamation of a variety of research product outcomes concerning the teaching, learning, and experience of participation in the Seminar in Existential Phenomenological Psychology course taught by Howard R. Pollio Ph.D., Professor Emeritus of the University of Tennessee, Knoxville (UTK). Data for the study were collected over two years, beginning with the first framing meetings to discuss the project and determine the course of the research. From January to August of 2010, the research team met to plan the study of Dr. Pollio and his teaching of the phenomenology course. From August to December of both 2010 and 2011, I met with Pollio before each class meeting to discuss his plans for the upcoming class. During each class meeting, I audio recorded the entire class and created field notes of my observations. Following each class, I collected reflections on the class just ended.

The post-class reflections included written reflections from the students and an audio-recorded reflective interview with Dr. Pollio. During the second year of the study, students participated in both focus groups and individual interviews concerning their experience of the course. The corpus of data includes field notes from all of the above, audio recordings of all of the above, transcripts for the audio recordings, and reflections from the participants on the experience of the class on a weekly basis.

As I examined the transcripts of the first year planning interviews with Dr. Pollio, I became increasingly interested in how his instructional planning practices related to his teaching of the course as well as to the discipline of his course: existential phenomenology. I created a prospectus and obtained approval from my committee members to make Pollio's instructional planning practices the topic of my dissertation. For the purposes of the present study, I consider the first year, 2010, as a pilot study for the current dissertation, although the larger research team and I continue to work with the data generated during that first year. This dissertation, then, primarily concerns the weekly planning interviews conducted with Dr. Pollio throughout the entire second year of the study, in the fall of 2011. I further consider the additional data sources from the larger project for three class meetings over the course of the semester.

Phenomenologically Oriented Case Study

The research design for this study is a phenomenologically oriented case study approach (Standal, 2009). The study method is a case study, which Yin (2003) defined as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context" (p. 13). The phenomenon of interest in the present study is the instructional planning practices of Professor Pollio. Unlike a purely phenomenological study, which aims at discovering the universal essence of a phenomenon, the case study centers on the particular individual or group and what

happens in that historically oriented context. As van Manen (1990b) clarified, the results of a case study describe a phenomenon in its existing state, "and this state … might change quite drastically over time" (p. 22). Case studies, as is the case in the present study, examine particular persons and events in a historically bound context and do not make claims of universality or generalized findings.

Van Manen (1990b) discussed this distinction between methods and methodology when he wrote, "Methodology is the theory behind the method" whereas the method is the particular "mode of inquiry" (p. 27-28). I approach the study of Dr. Pollio's instructional planning with a phenomenological attitude, a philosophical position that informs my data collection, data analysis, and the meaning I ascribe for the findings of the study. Preliminary decisions included the framing of the case, including the boundaries of what is and is not included in the case. In this section, I begin with a rationale for using a case study approach for the study of instructional planning. I then describe the component parts of the case.

Case Study Rationale

The purpose of this study was to examine and describe the instructional planning practices of one exceptional professor as he prepared to teach his weekly seminar in existential phenomenology. It employed an illustrative and descriptive case study of this professor's planning practices over the course of one semester in the context in which those practices occurred. Case study research is field-based research centered on the need to study a phenomenon in this highly contextualized fashion. This study is an intrinsic case, as defined by Stake (2005), because my goal is "first and last, [a] better understanding of this particular case" (p. 445). According to Stake, we organize case study research in order to understand the case, rather than to generalize beyond it. Comparisons and generalizations are inevitable, but case

study research concerns analytical generalizations (Yin, 2003) in which the reader himself plays a significant role. Yin describes this as an enhanced level of generalization because the reader adds to the credibility of the findings during the reading process.

The case study design is particularly suited to the present study due to the strengths of this method, which Flyvberg (2011) noted include the depth of study, a concern with context and process, and an understanding of what causes a phenomenon that links causes and outcomes (p. 314). In a case study, language is not separated from the speaker, action is not separated from the sequence of antecedent and consequential events, and single data points are not analyzed in isolation. The case study method holds a broad conception of desirable data sources, with the underlying goal of examining any data that might illuminate the subject of the case. It further benefits from a triangulation of data, in that multiple sources of data converge to enhance understanding.

Case study research is particularly useful in describing a process or an activity, such as instructional planning (Creswell, 2007). The method is most appropriate for answering the type of 'what' and 'how' questions that are posed in the present study. It makes no claims to produce a general theory, although the single case may be instrumental in theory building. As Flyvbjerg (2011) noted, "social science has not succeeded in producing general, context-independent theory and has thus in the final instance nothing else to offer than concrete, context-dependent knowledge. And the case study is especially well suited to produce this knowledge" (p. 303). This case represents one instance in the "empirical study of human activity" (Stake, 2005, p. 454), with complexity and contextuality anticipated and desired.

Unit of Analysis

The present study represents an illustrative and descriptive case study of the instructional planning practices of one instructor for one specific course, a graduate seminar in existential phenomenology. As a descriptive case study, its aims are to understand and describe the instructional planning practices of this particular instructor over the course of one semester. The current study represents a portion of a larger project, which further examined the instructional practices of Emeritus Professor Howard R. Pollio. I have already discussed the larger project and situated the present study within that project. In the sections that follow, I will describe the participants and setting of the study, as well as the data sources and data collection procedures.

Setting of the Study

I conducted the study at the University of Tennessee, Knoxville (UTK), Tennessee's flagship, research-intensive campus, founded in 1794. At the time of this study in the fall of 2011[5], UTK reported enrollment of 21,126 undergraduate and 6,253 graduate students. A reported 1,400 faculty members taught courses to students from all 50 states and 122 countries. The specific course for the study was titled, "Seminar in Existential Phenomenological Psychology" and met every Tuesday for approximately three hours. The course instructor was Howard R. Pollio, Emeritus Professor of Psychology. After twenty five years teaching the seminar, the fall semester of 2011 was Dr. Pollio's final encore of teaching the course.

Participants in the Study

While the case study focuses on the instructional planning practices of the instructor, the class participants included 25 additional participants. There were 21 participants enrolled as students in the course, two faculty researchers, and two graduate student researcher-observers. Four of the students in the course held terminal doctorate degrees and one student was an

[5] Statistics on enrollment and faculty were provided by UTK's enrollment services website.

undergraduate with the remaining 16 class members pursuing graduate studies in a variety of disciplines throughout the campus. All of the participants agreed to participate in the study and signed informed consent documents allowing the use of their voice and written materials as data for the study.

Data Sources and Data Collection

The primary data source for this study is a series of weekly interviews with Dr. Pollio in which he planned the instruction for the upcoming seminar meeting. This primary data address the first research question: "What does this professor do when planning teaching and learning experiences for students in a graduate seminar on phenomenology?" Additional data sources for the study include a sampling of all of the data collected for the larger project for three of the seminar meetings – one early, one toward the middle, and one at the end of the semester – and serve as additional data sources for this study. These additional data sources include observational field notes and audio recording of the seminar meetings, reflective interviews with Pollio following each seminar meeting, and written reflections completed by the study participants and participant-observers at the conclusion of each class meeting. The additional data address the second research question: "In what ways do the students' and professor's experiences in class reflect or relate to the professor's instructional plans?" These data sources are included for the second, sixth, and twelfth week of the seminar.

Planning Interviews

Prior to each class session, I met with Dr. Pollio to inquire about his plans for the upcoming class meeting. The interviews were held in Pollio's office and were unstructured and directed to a large degree by Pollio as he organized and explained his instructional plans for the class. The interviews ranged from twenty two minutes to almost three hours in length, with an

average interview lasting approximately ninety eight minutes. Interviews were audio recorded and transcribed, then coded and analyzed using Atlas.ti (2012) qualitative data analysis software.

Observations and Field Notes

I attended each of the fifteen class sessions over the semester of this study in the role of participant-observer. During the class sessions, I maintained field notes documenting the actions and speech of all of the participants. Digital audio recorders were also placed around the room to capture each class session in its entirety. Class sessions were each two hours and forty-five minutes in length with one break during the class session. I was able to collect an average of one hundred fifty minutes of classroom audio and observational data for each class session.

An additional graduate student participant-observer also created field notes during the entire semester of the study. While the audio recordings of class sessions are the same, the idiosyncratic nature of field notes provided an additional data source of observational records of the class sessions for the study. The observational field notes were collected from both the additional participant-observer and me following each class meeting and added to the data corpus. Both the audio recording of the class session and the field notes from two participant-observers are analyzed as additional data sources for three of the class sessions during the study year.

Instructor's Reflective Interviews

Following each class session, I conducted a reflective interview with Dr. Pollio. The interview began with the professor stating what stood out for him about the class session just concluded. According to Thomas and Pollio (2002), the phenomenological question must focus on "what questions" rather than "why questions" that direct the interviewee to what stood out or "what you were aware of" and views the respondent as the authority on their own experience (p.

24). I was then able to inquire into those situations that appeared figural to the professor and ask follow up questions for clarification. The interviews were recorded and analyzed as additional data sources for three of the class sessions during the study year.

Student Written Reflections

The student participants in the study agreed to provide a written reflection of what stood out for each of them immediately following each class session. A recording form was provided for each student participant to list a few experiences that stood out for them during the class just ended (see Appendix A for an example of the student reflection form). They were then asked to self-select and elaborate on one of the experiences that stood out, noting anything that she or he was aware of in that experience. At the conclusion of each class meeting, each student participant completed a reflection form noting whatever stood out for them personally about the class just ended. The students' written reflections were transcribed and analyzed as additional data sources for three of the class sessions during the study year.

Observers' Written Reflections

As participant-observers with unique perspectives on the research process, the additional observer and I completed our own written reflections following each class session. We addressed the same reflective prompts as the instructor and students in the course, listing what stood out for each of us in the class session just concluded and elaborating on at least one of those experiences. These participant-observer reflections were later transcribed and incorporated into the corpus of data for analysis and interpretation. The written observers' reflections are included as additional data sources for three of the class sessions during the study year.

Data Analysis

The analysis of data for this study began with the transcription of each of the planning interviews and additional data sources. Planning interviews were transcribed verbatim by either me or a professional transcriptionist. The planning interviews represent the principal data source of the research and focus directly on answering the first research question: "What does this professor do when planning teaching and learning experiences for students in a graduate seminar on phenomenology?" Additional data were analyzed separately and then connected analytically to the analysis of the planning interviews. The additional data address the second research question: "In what ways do the students' and professor's experiences in class reflect or relate to the professor's instructional plans?" This section briefly reports the data analysis steps taken with first the primary data, the instructional planning interviews, and then the secondary data, the additional data sources in the study.

Primary Data

The primary data for this study is a series of weekly planning interviews conducted with Dr. Pollio prior to each of his seminar meetings. The data were first transcribed, and then coded and analyzed using qualitative data analysis software. Table 3.1 provides a summary of the steps in the data analysis, including the outcomes of each phase of analysis. Coding, categorizing, and thematizing choices were made with a search for the meaning of the data for the participants. Saldaña (2009) argued, "In qualitative data analysis, some interpretive leeway is necessary – indeed, creativity is essential to achieve new and hopefully striking perspectives about the data" (p. 150). Here I describe the specific transcription, coding, categorizing, and thematizing steps I took to analyze the data.

Table 3.1

Stages and Outcomes of Data Analysis

Stage	Stage description	Stage outcome
1	Transcription	Text for analysis created
2	In vivo coding	Idiosyncratic and standout phrases noted
3	Categorizing patterns	Patterns collapsed conceptually
4	Thematizing	Themes identified and named
5	Consulting research group	Findings affirmed and challenged

Transcription. Audio recordings of the instructor's planning interviews were transcribed verbatim through repeated listening and comparison between the audio and the transcribed text. This was an intensive and repetitive process in order to ensure that transcripts were accurate. Once a transcript was reviewed multiple times with no further revisions necessary, it was imported into Atlas.ti (2012) qualitative data analysis software for analysis.

In vivo coding. The coding process began with identification of demographic information for each data source and type. For example, the planning interviews were coded with the identifier of "Planning Interview" and the date of the class session for which the plan was conducted. Data analysis followed with multiple layers of coding and categorizing. I performed in vivo coding on the data as a first cycle coding. Saldaña (2009) suggested that in vivo coding is most appropriate for "studies that prioritize and honor the participant's voice" (p. 74) as is the case in the present study. As I created each code, I wrote a brief description of the code to assist in later analysis. For example, for an early in vivo code "a good lead in," I wrote

this brief description: “Pollio is looking for a way into a topic or commenting about a good way to lead into a topic” (Code memo, 10/07/2012).

Even in this first cycle of coding, I began to notice patterns in the data and codes. Although too early to begin to collapse or categorize codes, I wanted to capture these early ideas about how the codes might have related to each other. I used analytic memos to keep track of the relationships I noted during the first cycle coding, and continued to use analytic memos in this way during the remaining data analysis. My initial coding of over eleven hundred fifty pages of planning interview transcripts yielded over one hundred fifty in vivo codes and an additional forty two analytical memos.

Categorizing patterns. Second cycle coding is appropriate for reorganizing and reanalyzing data to begin to synthesize the data corpus (Saldaña, 2009). Miles and Huberman (1994) call these “explanatory or inferential codes” that bring data together “into a more meaningful and parsimonious unit of analysis” (p. 69). I reviewed the code list to look for items that could be grouped together. Some codes were “merged together because they [were] conceptually similar” (Saldaña, 2009, p. 149). I created analytic memos to capture the choices I made during this second cycle of coding. An early analytic memo during pattern coding documented my choices:

> *The problem with hundreds of [in vivo] codes is that they are not analytically useful or manageable. The problem with the more abstract codes is that we lose some of the flavor present in the smaller, in vivo codes. The trick is to combine codes – or merely relate them to each other – in a way that helps to clarify meaning and describe the collection. Using the code relations editor puts structure and organization to the coding patterns. The first one I notice is that “Can you (me) do this?” seems to be an instance or example of “Can the students do this?” This code is about trying things out, so I am going to add both of these codes to the “trying things out” code.*
>
> (Analytic memo, 09/23/2012)

As is evident in the above memo, my concerns with this phase of data analysis were to determine the relationships of codes to each other and to combine or collapse codes wherever possible into analytical categories. My concern was that these categorizing patterns maintained the 'flavor' of Pollio's language while moving to a higher level of abstraction and analysis. I continued to create analytic memos whenever I noticed a pattern, a possible combination of two or more codes into categories, or an otherwise remarkable phenomenon in the data. It should be noted that I used the Atlas.ti software to organize and manage the data, but that all of the coding and categorizing choices were my own.

Thematizing data. After reviewing all of the coding categories and analytic memos, interrogating the data, and more analytical memo writing; I determined the thematic structure of Dr. Pollio's instructional planning. Thematizing the data was an iterative process whereby I organized all of the data from a single category into a separate document for analysis. I re-read each code excerpt within the category, noting segments that "stood out" from the rest as well as those that repeated a pattern. I wrote a tentative definition of each theme, noting inclusionary and exclusionary criteria.

The themes and thematic structure of Pollio's instructional planning developed through the aid of continuous analytic memo writing and narrative descriptions of categories. As written descriptions of groups of categories coalesced, I looked for a quote that captured the meaning of developing theme. Such was the case with the categories "Is it going to work?" and "Trying things out." Both categories contained original in vivo codes that addressed Pollio's considerations of possibilities during the planning process where he played around with different possibilities for the class. The theme name, "Playing with Possibilities" seemed to capture the essential nature of these original codes and the categorical patterns I found. Table 3.2 depicts

this process for several original in vivo codes that developed into a single theme. While the table shows only a few original codes and two categories, it is representative of the analytical steps in the development of themes.

The final step in the data analysis was determining how all of the themes 'worked together' to describe Pollio's instructional planning practices. The interpretive research group provided helpful feedback and clarification on a draft of the thematic structure.

Table 3.2

Theme Development in Data Analysis

In vivo code	Category	Theme
Can the students do this?	Is it going to work?	Playing with Possibilities
Can you (me) do this?		
Do they know this?		
What can we get out of that?	Trying things out	
What do you think?		
Working with ideas		

Research group. The final step in the data analysis process involved my sharing preliminary results of the analysis with an interdisciplinary research group. The interpretive research group serves multiple purposes in the research process and at this final stage helped to question and challenge findings. Members of the research group read through my findings and compared those findings with selected text excerpts from the planning interview transcripts.

They helped to identify both strengths and weaknesses in the data analysis and offered suggestions for its refinement.

Additional Data

Additional data analysis included the transcription and coding of all of the data available for three of the seminar sessions, one early in the semester, one in the middle of the semester, and one near the end of the semester, in order to address the second research question. This data included observations and field notes from the seminar sessions, audio recordings of the entire seminar meetings, reflective interviews with Dr. Pollio following each seminar session, and written reflections from the student participants and researchers at the conclusion of each seminar session. Transcription and coding of these secondary data sources followed the same process as earlier described for the instructional planning interviews. Patterns of codes were collapsed into categories, but no separate thematic structure of the additional data was sought. Instead, the categorical findings from the additional data sources were compared and contrasted with the thematic structure and findings from Pollio's instructional planning interviews. I then drew conclusions for both parts of the data analysis, directed at answering the research questions in this study.

Integrity of the Study

The integrity of a study refers to the logic of the data collection and analysis, the soundness of the analytical procedures, and the care the researcher takes in matters of trustworthiness. This section addresses the matters of integrity and trustworthiness of the study by describing the measures and logical foundations for my validity, reliability, and generalizability claims.

Validity

Case study research has been erroneously criticized for skimping on the matters of construct validity and reliability (Flyvbjerg, 2011; Riege, 2003). Validity and reliability are important concerns for all empirical research, but are defined differently for case study research. In this section, I will discuss the issues of both construct validity and external validity. I will address the matter of reliability in the next section.

Construct validity is a measure of how well the data sources and operational definitions match the object and mode of inquiry (Yin, 2003). This descriptive case study defines the planning practices of an instructor over the course of the semester as the unit of analysis and thereby directs data collection to artifacts and interviews with the instructor as he engages in the instructional planning process. The data sources are linked both analytically and operationally to the actual process of instructional planning. Pollio was interviewed and these interviews recorded during his authentic planning practices.

In case study research of a single individual, the most appropriate authority on the validity of the data analysis must rest with that individual. Yin (2003) recommends that key informants review case study reports to evaluate and improve their validity. In order to ensure validity of the data analysis, Dr. Pollio not only read the entire analysis, but also served on the dissertation committee to evaluate the overall research project. His comments and confirmation of the results ensure the validity of the study. In addition to the primary participant, I sought confirmation of my findings through the research group where I presented multiple versions of my findings. This cadre of experienced researchers interrogated my findings, demanding support for each conclusion from the data sources.

Reliability

In order to provide evidence of reliability in this study, I employed two specific practices. The first was to operationalize as much of the data collection and analysis as possible. The second practice to ensure reliability was the defense of my data analysis with a group of outside researchers. In this section, I describe those steps taken to strengthen the reliability of my study during data collection and analysis.

The procedures for data collection each week during the semester were identical. I met with Dr. Pollio prior to each class session and interviewed him as he planned the instruction for the upcoming class. I collected and copied any materials that Pollio planned to use in the upcoming class session and included those documents in my data. On the day of each class meeting, I arrived at Pollio's office approximately fifteen minutes before class to determine if any substantive changes occurred in his planning for the class. I then attended each class session, maintaining field notes of my observations while keeping track of the time for each written observation. I arranged digital tape recorders around the room and audio recorded the entire class meeting. Following each class, I collected written reflections from the all of the participants and conducted a post-class reflective interview with Pollio. The standardization and operationalization of my data collection procedures and practices addresses the reliability of the data gathering. Reliability in data analysis was addressed with the aid of the outside research group.

Generalizability

Yin (2003) suggested that case study research address analytical generalizations rather than statistical generalizations. He posited that case study researchers must strive for theory development, confirmation, theory testing, and disconfirmation of rival theories rather than

statistical generalizability (p. 33). The present study is offered in this spirit, making claims that are recognizable in the data and explaining interpretations where necessary. Case study research places a higher value on researcher reflexivity in the data analysis and reporting; a matter that I turn to next and throughout the remainder of the dissertation.

Researcher Reflexivity

I was introduced to Dr. Pollio and existential phenomenology in the first semester of my doctoral studies in educational psychology and research. Through participation in the seminar on existential phenomenology, I became familiar with phenomenology as both a philosophy and a research methodology and saw how each aspect of the theory mutually influences the other. Phenomenology as philosophy directed a particular view of objects of consciousness that led to specific methods for understanding the experiences of these objects of consciousness. The methodological search for essential structures of particular experiences of objects of consciousness led back to the essential experiences of knowing and of consciousness in general. This circularity of philosophy leading to methodology returning data for knowledge generation that leads to more questions activated my interest from a pedagogical perspective.

I approached the study of Dr. Pollio's instructional planning practices from a phenomenological attitude. Ihde (1986) describes the adoption of this purposeful attitude as one in which phenomenologists, "suspend or step back from our ordinary ways of looking, to set aside our usual assumptions regarding things" (p. 32). The purpose of setting aside the natural attitude is to allow inquirers to "possibilize phenomena" and open themselves up to "polymorphic-mindedness" in relation to the experiences of the phenomenon (Ihde, 1986, p. 73). Phenomenological researchers approach their participants through this preparatory process. Heidegger describes a 'pure' encounter with phenomena through the adoption of the

phenomenological attitude, "When something objectively present has been discovered, it is encountered most purely by just looking at it and letting it be encountered in itself" (1953/2010, p. 253). Bracketing the natural attitude and seeing phenomenologically means that the researcher is able to possibilize the experience of their participants – it is an aid to understanding experiences and worldviews other than one's own. Bracketing is an essential preparatory practice for phenomenologically oriented research.

Bracketing

Husserl described bracketing as the epochē (epokhe), or abstention from judgment, that is required to set aside preexisting theses and convictions regarding the phenomena under investigation. Husserl explained the relationship of one's pre-existing understanding, which he calls one's 'thesis' in the following quotation, and the phenomenological attitude required for the epochē:

> *We do not abandon the thesis we have adopted, we make no change in our conviction,* which remains in itself what it is so long as we do not introduce new motives of judgment, which we precisely refrain from doing. And yet the thesis undergoes a modification – whilst remaining in itself what it is, *we set it as it were "out of action,"* we *"disconnect it," "bracket it."* It still remains there like the bracketed in the bracket, like the disconnected outside the connexional system. We can also say: The thesis is experience as lived, *but we make "no use" of it.* (1931/1962, p. 98, emphasis in original)

Pollio, Henley and Thompson (1997) explain Husserl's original conception of bracketing as a negative or subtractive process of "removing conceptual biases that may serve to distort one's interpretive vision" (p. 47). However, these authors suggest an alternative, positive description of bracketing is "a way of seeing" in which "the interpreter applies a worldview such

that a phenomenological understanding may emerge" (p. 48). The researcher thus identifies his own prior knowledge, conceptions, and attitudes about the topic of investigation and becomes open to the world of possible other ways of knowing, conceiving and believing about that topic. This additive view of bracketing does not assume that it is possible to remove all of one's biases regarding a phenomenon or practice; rather it stresses our awareness and caution regarding these matters.

Bentz and Shapiro (1998) explain, "Bracketing sets aside aspects of a situation in order to focus full attention on other aspects of it" (p. 41). The aspects that are set aside are those preconceptions, judgments, analyses and explanations of the phenomenon. The aspects upon which to focus full attention upon are those aspects that put the participants and the researcher in as close of a direct experience with the phenomenon as possible. It is an intentional move away from theorizing and toward direct lived experience. These theoretical, analytical and evaluative aspects will be needed later in the data analysis and thematizing phase of research, but through bracketing researchers become aware of those concepts and are able to watch out that they are not added to the descriptive phase of the research through one's own natural attitude.

As a researcher interested in adopting the phenomenological attitude, I participated in a bracketing interview prior to data collection. The bracketing interview highlighted three prior assumptions that I brought to the study: (a) an assumption that Dr. Pollio and his students would share personal matters throughout the course of the study, (b) an intention of protectiveness of these participants and their personal sharing, and (c) the belief that Dr. Pollio is an expert in instruction and instructional planning. While these assumptions may also relate to findings of the data collection and analysis, they demand a higher degree of evidence than other findings.

Reducing Bias

Bracketing does not mean that I forget those aspects of my own consciousness related to the phenomenon. On the contrary, bracketing heightens my awareness of a priori assumptions about the topic under investigation and is an assurance against my unwittingly bringing those aspects of myself and my beliefs into the dialogic interviews or interpretation of interviews when the participants are not actually describing those aspects of a phenomenon. Bracketing is a tool for the researcher to adopt the phenomenological attitude and focus her attention on the descriptions provided by her participants – 'the things themselves.' Through bracketing, I am cautious of an awareness of personal matters, being protective, and assuming expert practices. Any claims to these matters in the findings of the study will require convincing empirical data.

CHAPTER FOUR

Findings

Pollio: I just – I said [this is] personal stuff, but, – or maybe not. …Maybe not. Maybe that's important where I kind of get the juice for tomorrow by just thinking about – almost rehearsing but – not rehearsing…
Franklin: Thinking through the thoughts –
Pollio: Thinking through, yeah.

(H. R. Pollio, Planning Interview on September 27, 2011)

The purpose of this study was to describe Professor Howard R. Pollio's instructional planning practices and activities as he prepared to teach a seminar in existential phenomenological psychology. It addressed the following two research questions:

1. What does this professor do when planning teaching and learning experiences for students in a graduate seminar on phenomenology? and

2. In what ways do the students' and professor's experiences in class reflect or relate to the professor's instructional plans?

The study employed an illustrative and phenomenologically oriented case study of Pollio through both primary and additional data sources. Primary data consisted of a series of weekly interviews with Dr. Pollio as he conducted his instructional planning over the course of a fifteen week semester during the fall of 2011. Additional data consisted of observational field notes and audio recordings taken during each class meeting, post-class interviews with Pollio in which he reflected on the class just concluded, written student reflections collected at the end of each class, and observers' written reflections following each class meeting. These additional data sources are included for three class meetings: one early in the semester, one in the middle of the semester, and one near the end of the semester.

Findings will therefore be presented in two sections. The first section provides the results of the instructional planning interviews with Pollio and is presented in the form of a thematic analysis. Each theme is described, supported with excerpts from the data, and summarized. The second section provides an analysis of the additional data sources and relates those findings back to the thematic analysis of Pollio's instructional planning. (See Chapter 3 for a full description of Methodology, including Data Sources and Data Analysis procedures.)

Excerpt Conventions

Throughout this chapter, I include excerpts from Dr. Pollio, his students, and the researcher observers. I further include analytic memos and excerpts from field notes based on observations of the class meetings. The following conventions are used consistently throughout the chapter. Italics indicate these are the spoken or written words of the person cited. Any omissions in the text are indicated by ellipses. When the excerpt contains two or more speakers in dialogue, the last name of the participant indicates the speaker's identity. In cases where only one speaker is cited, the identification of the speaker is found in the parenthetical citation. Finally, the data source for each of the excerpts is noted in the parenthetical citation following each quotation.

Part 1: Thematic Analysis of Instructional Planning

As described in chapter 3, findings in this study are presented in the form of a thematic analysis. Each theme is presented and described and includes representative excerpts from the data in support of the analysis. A thematic structure is presented, Figure 4.1, which graphically organizes all of the themes included in the analysis. This figure is a gestalt representation of the themes in relation with one another. It is a nested figure with one ground theme, "But I'm a Phenomenologist!" and six figural themes:

1. “What Can They Experience in Class?”

2. Playing with Possibilities,

3. “Blow them Away!”

4. “A Good Question,”

5. “All the Stuff,” and

6. Going with the Flow.

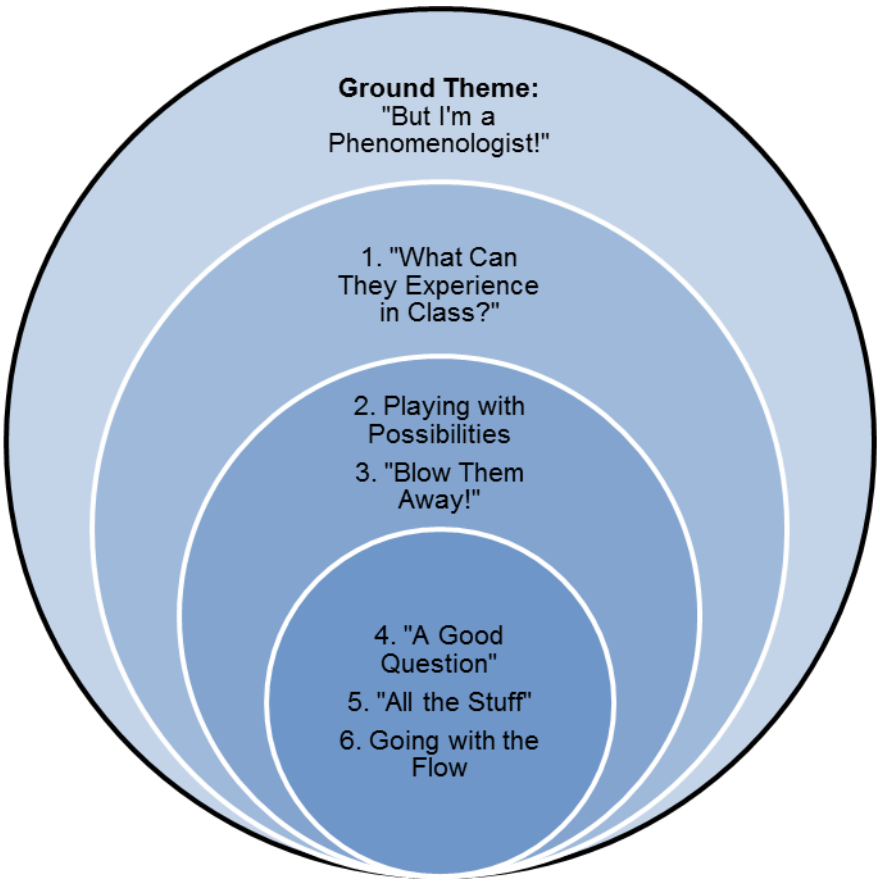

Figure 4.1. Thematic structure of Pollio’s instructional planning practices.

Quotation marks indicate that the thematic name originated in Dr. Pollio’s language during planning interviews, while the absence of quotation marks indicates that the theme is an interpretive construction. The thematic structure is also a layered representation of the themes.

The position of the later figural themes indicates that these themes are grounded by the preceding themes (Pollio, Henley, & Thompson, 1997). I begin with the ground theme, or underlying background from which all of the other themes arise and become figural.

Ground Theme: "But I'm a Phenomenologist!"

The ground theme, "But I'm a Phenomenologist!" describes Pollio's underlying approach to his instructional planning practices. It relates to each of the other themes in the findings by providing Pollio's instructional and worldview as grounded in the principles and practices of what he viewed as phenomenological. It holds that Dr. Pollio's instructional planning practices are inextricably linked to his philosophical and ontological orientation in phenomenological principles. Dr. Pollio planned his instruction *in* phenomenology *with* a phenomenological orientation to research and knowing.

This ground theme, "But I'm a Phenomenologist!" refers to the way that Pollio approached instructional planning that focused on first person experiences ("What Can They Experience in Class?"); infusing playfulness and variability (Playing with Possibilities) as well as excitement ("Blow them Away!") into his instruction planning; and the questions, materials, and sequence of activities he planned to employ in his class ("A Good Question," "All the Stuff," and Going with the Flow).

Pollio explained the importance of approaching the course from a phenomenological perspective in Excerpt 1. Here, he shared with a colleague the reasons why he was interested in allowing his students as much freedom as possible in their learning experiences and added that as a phenomenologist, he was ultimately concerned with first person experiences.

Excerpt 1

> *And I want to give them as little information about what we want, because I don't know what we want. The thing that I've discovered - serendipity - that comes up all the time. I*

> *love that when it happens in class, when something goes a different direction … and that's what I'm hoping for. I want to give them the minimum amount of structure possible, the maximum amount of possibility of being able to talk …, and that means it's got to come from them. We've got to let it free. … But I'm a phenomenologist, and what I'm interested in is experience. And what we're interested in [here] is we're saying, "Let's bring experience back in." – the experience of learning, the experience of teaching, the experience of whatever they want to talk about in the class. … What question should a phenomenologist ask?*
>
> (H. R. Pollio, Planning interview, 11/15/11)

Pollio planned to explain to his students, during the first class meeting for the course, his position on the study of phenomenology:

> Excerpt 2
>
> *Existential phenomenology is a philosophical position, a method, and the basis for the pedagogy or other applied work.*
>
> (H. R. Pollio, Planning interview, 8/23/11)

Later in the semester, in Excerpt 3, he explained the purpose of the course as not only to introduce phenomenology to his students, but also to encourage them to "do" something with phenomenology in their own field.

> Excerpt 3
>
> *The way in which I've sort of got it now, is this is a class of phenomenology, and that's the primary concern all the way through. By the same token, there's also a way of saying, "We want you to apply this. We want you to think about this. We want you to use it in your life, or want you to use it in teaching."*
>
> (H. R. Pollio, Planning interview, 11/15/11)

Pollio intended for his students to change as a result of their participation in his course. He discussed wanting his students to apply phenomenology, as in the excerpt above, but he also spoke more generally about the purposes of education in Excerpt 4. Here, Pollio reviewed the texts he assigned to his students and asked me for my opinion on the texts. I told him that Yalom's (2012) text was a different type of book for me and he explained why he chose it for the course.

Excerpt 4

Franklin: I'm thinking, … Yalom is like, uh, candy. You know? It's like a guilty pleasure when you read that.
Dr. Pollio: Yalom, why?
Franklin: Yeah, because you're like sneaking into -
Dr. Pollio: The therapist.
Franklin: - the therapist's office and, uh, the therapy setting and - …
Dr. Pollio: (Laughs) That's what you're supposed to be doing.
Franklin: - but for most of us that's a taboo or foreign territory, at the least.
Dr. Pollio: But the point of education is to bring you into foreign territory, isn't it?
Franklin: (Laughs) Yeah, yeah.
Dr. Pollio: Well, that's why I said - that's why I did that one.

(Planning interview, 9/27/11)

The ground theme, "But I'm a Phenomenologist!" encompasses each of the remaining themes in the study as depicted in Figure 4.1. First, I discuss each theme in isolation, supporting the inclusion of the theme with excerpts from interviews with Dr. Pollio while he planned for instruction. I then make connections between each theme and the ground theme, "But I'm a Phenomenologist!" Finally, I discuss the philosophical and theoretical classifications of all of the themes, including the connections between the themes, in Chapter 5.

Theme 1: "What Can They Experience in Class?"

This theme represents Pollio's priority on his students' first person experience during his instructional planning decisions. Whether the experience involved participating in a demonstration, an activity, or a discussion, Pollio planned his instruction to center on a first person experience or first person recollection of an experience. Pollio summed up how he approached this practice succinctly in Excerpt 1.

Excerpt 1

The mode of preparing is kind of … It's like, "What do I know about the topic?" If I know a lot about the topic, then I can say, "Well, which parts of it do I find interesting and how can we work that into something in the class?" With the stuff where I don't know all that

much, I have to go learn it. ... So I start out - really, when I think of the best single synoptic sort of things, like the Encyclopedia Britannica, which is where I read all this stuff yesterday, and then they recommend some books occasionally, and I'll just thumb through them and see if there's something I've missed from that. And then after I've got all I'm going to be able to get in the short period of time that I'm preparing, about two or three days, then I'll say, "What's interesting here? What can they do in class?" Actually, "What kind of experience can they have in class?"

(H. R. Pollio, Planning interview, 11/15/11)

The theme, "What Can They Experience in Class?" appears to be based in Pollio's philosophical approach to teaching and learning found in the ground theme, "But I'm a phenomenologist!" Pollio looked for opportunities in which his students could experience a phenomenological concept for themselves. For him, then, the focus of instructional planning was on determining what the students in his class would "do." He often interrupted his own stream while he explained a concept or reading with, "But what do we want the students to do?" (Planning interview, 11/8/11), "But I want *them* to do it!" (Planning interview, 11/29/11), or, "We've got to give them something to do" (Planning interview, 10/18/11).

Pollio's focus on first person experiences in class relied on the universality of everyday experiences; common daily activities that Pollio believed would be accessible to his students. In Excerpt 2, Pollio discussed how asking his students to think of experiences in which they were aware of their body would provide material for present and later connections to the content of the course.

Excerpt 2

The three things that stand out to you, right? If I asked you to think about three times when you were aware of your body? I want to do that because it has both the method and it relates to the stuff later on. So let's put it on there, the three - three situations in which you're aware of your body and - and then write about one of them.

(H. R. Pollio, Planning interview, 9/20/11)

Sometimes Pollio's instructional planning depended on these universal-type experiences, such as the experience of time in Excerpt 3. Here, Pollio planned to begin a discussion of time with the recollection of students' own first person experience of a break in time.

Excerpt 3

Dr. Pollio: But I want to see -... the social construction of time or the rules, social rules, for time are ass-backwards. I don't want to start with what they are. I want to start with phenomena that - that kind of repudiate the period of the measurement.

Franklin: Okay.

Dr. Pollio: So I want to ask them about have they ever been in an accident. We can talk about that. What - what aspect of time is that one? ... I want to ask them (pause) when we - when we do these kind of things, we end up with some situation. And we're saying' "It's amazing how out of - out of connection, out of synchrony, my experience is with - with respect to the clock;" It's not - not at all- ... What's different about saying it that way than saying, "It's amazing to me how different, out - out of whack the clock is with my experience" rather than saying my experiences with the clock?

Franklin: Yeah.

Dr. Pollio: What's the difference between those two things?

Franklin: Which one has authority and which one has primacy. (Pause) Is it my experience that's primary or is it this, um, absolute time? ...

Dr. Pollio: So in a sense, the real problem comes as who's in - who's master, who's boss?

(Planning interview, 10/25/11)

Pollio planned to ask his students to recall a first person event that changed the way 'time' was experienced. He then planned to move into a more abstract and phenomenological discussion of time.

The theme "What Can They Experience in Class?" regularly manifested in considerations of the logistics and mechanics of the activities Pollio planned. Sometimes, as in Excerpt 4, his planning concerned both the amount of time required for a task and the need for student participation.

Excerpt 4

There's not going to be enough time. We'll start next time with an interview. (Pause) I know what we'll do here. Uh, we'll interview – I will - No, I'll get someone in the class who feels comfortable doing it interview someone about their body right there.

(H. R. Pollio, Planning interview, 9/20/11)

Pollio referred to the amount of time required for classroom-based experiences, but did not view time as a deterrent or as a reason to eliminate an activity. Rather, he wanted to make sure that he planned to use time in service of the activity. For example, in Excerpt 5, he spoke about the passage of time and the need for an activity that would break time up for the students. In this case, he planned to spend time in an individual activity and a group activity.

Excerpt 5

Dr. Pollio: And then that should take up quite a bit of time. But now let's put them in groups, I think. ... Divide them into two 'cause they - and they had - and that wasn't too much talking so far. ... They're going to get some - some themes out of this.

Franklin: Okay. So they're going to have an activity where they're -

Dr. Pollio: Right, right.

Franklin: - thematizing that, okay.

Dr. Pollio: And should - should we put the activity before or after? The words are also an activity. ... That's an individual activity. ... And then there's a group - a group activity, there's the way these things are worded. I think words go better first…. So I want two groups, one starting with item 29, one starting on page 1. ... One starting on page 1, one starting from the last page. ... And that'll be the two groups.

(Planning interview, 10/11/11)

Many of the experiences Pollio planned for his students related to phenomenological studies that he or his previous students completed on the subject. He planned to lead his students through the first person experience of a phenomenon and then share the results of studies of the same topic. In Excerpt 6, Pollio planned to have his students follow the steps of MacGillvray's (1986) phenomenological analysis of the lived body: the interview, interpretation, and thematic

analysis. After the students experienced this process firsthand, Pollio planned to share the results of MacGillvray's study for comparison.

Excerpt 6

Dr. Pollio: Okay. I want to tell them to do an interview. Right there in class, I want a volunteer for - to be a part - that's been that - someone to be an interviewer and the rest of us to listen in. … Think we'll be able to get somebody to volunteer?
Franklin: Yes. Absolutely.
Dr. Pollio: Okay. So that's what I want to do 'cause that - that's - the major studies have been done this way. Actually, it's been done in another way, too, but - but this is the way I want to go. And then - and then we'll talk about - talk about what - what people - people saw (pause) and what themes they heard. (Pause) And then I'm going to give out MacGillvray's results. … Yeah. They - they read it in their books and they - I wanted to give it out to them, and then we'll go over MacGillvray's book, MacGillvray's work.

(Planning interview, 9/27/11)

Pollio planned to use previous studies in this way on several occasions throughout the semester long course. As the apparent result of decades of experience, he expected his students to see their own firsthand experiences in the results of the studies conducted in the past. He spoke of this occurrence and expectation with a measure of certainty. While he spoke to me about this typical result – students seeing their own class' findings in the published studies of other researchers – Pollio called it "bloody magic!" in Excerpt 7.

Excerpt 7

Dr. Pollio: That's right. It's right.
Franklin: It's real!
Dr. Pollio: It's bloody magic, isn't it?
Franklin: It's - well, it's real. It's what it is when you describe the essence of an experience phenomenologically.
Dr. Pollio: It's got - everybody's going to recognize it.

(Planning interview, 10/11/11)

This planning focus on firsthand experience, with the foresight of how results will turn out, again relates to the ground theme, "But I'm a Phenomenologist!" In Excerpt 8, Pollio described the

results of phenomenological studies as "not just phony things" but, self-evident, or as I put it, self-validating.

Excerpt 8

Dr. Pollio: Okay. And - and we'll try and get - I've got to see what themes they come up, and they should come up with these themes very close to these. (Indicating) That special places, spaces that are places that, uh, you feel secure, you feel connected to, they're part of your identity. That will open up possibilities or close possibilities. … and it has experience - and what I - what I really want to do with them is let - let the class come up with the themes and then hand out a sheet that's already been done. So this is - these themes are not just, you know, the - these - these are not just phony things but, uh –

Franklin: Well, to me, these are - that's what addresses the validity claim.

(Planning interview, 10/11/11)

While making decisions about the "Scope and Sequence" of activities in a class meeting, Pollio's planning regularly centered on the theme "What Can They Experience in Class?" In Excerpt 9, Pollio was deciding the order of instructional activities for the upcoming class. After discussing an interview transcript from Thweatt's (2000) study of the phenomenological experience of being lost, he explained that wanted to begin the class with 'an experience.'

Excerpt 9

Dr. Pollio: Or should we start with Thweatt?

Franklin: Thweatt makes it completely accessible, because here it is, you know, you see a participant being interviewed. Plus, it's interesting.

Dr. Pollio: Did you read it?

Franklin: I purposely didn't. You asked me not to.

Dr. Pollio: It's - it's always good to start these classes with an experience.

…

Franklin: Start off a little phenomenologically here. (Laughs)

Dr. Pollio: Yeah, in the limelight.

(Planning interview, 9/20/11)

Prior to this particular excerpt, Dr. Pollio asked me not to read the transcript he planned to use in the upcoming class. He wanted even me to have a first person experience in the class, with the students, hearing the study read aloud for the first time.

Often, Pollio planned to provide a stimulus or demonstration in order to provide a first person experience of the content of a discussion. In Excerpt 10, Pollio planned to read a description of a famous painting as the students in his course looked at a reproduction of the painting. This excerpt demonstrates the way Pollio worked to move from a diagram or demonstration into a first person experiential dimension.

Excerpt 10

> *The way we'll do this, I'll have everybody look at the picture and then I'll probably read this while they're looking at the picture: "Pieter Bruegel's 16th century fantasy, Triumph of Time, illustrates numerous objects and ideas which may have been … to symbolize understanding in … times." The next sentence, we don't need. … Then what should we do? I don't know quite what to do with these things, just show it to them and say what do you think about this?*
>
> (H. R. Pollio, Planning interview, 10/25/11)

Pollio regularly expressed an interest and attentiveness to what his students might think or what their input might be during an activity, demonstration, or discussion. He wondered about his students' ideas and how those might influence a class discussion. In Excerpt 11, he stated that he knew his students would want to talk about Berger and Luckmann's (1967) text, and he was interested in learning their ideas.

Excerpt 11

Franklin: (Pause) They're going to want to talk about that book.
Dr. Pollio: Yeah. … Their quote of the "marching orders for sociology" -
Franklin: Ah!
Dr. Pollio: - by Durkheim and but what does that mean. Right?
Franklin: Okay.
Dr. Pollio: How do they feel about that one. That's - that's kind of what I want to know.
Franklin: Okay.

Dr. Pollio: And then (pause) - how do they feel about the next chapter, which is the one that - see, I think that's a beautiful chapter about whatever their life is - life is like. When - when you think of it from a phenomenological point of view.

(Planning Interview, 11/1/11)

Here, Pollio did not plan to simply ask what his students think, but also what they 'feel' about an idea. Pollio seemed to want his students to engage with their reading materials and texts in a unique way, in a phenomenological way.

Pollio's concern in the theme, "What Can They Experience in Class?" was not limited to mere activity but focused instead on what Pollio believed to be interesting action. He stated his intention that students be meaningfully engaged in experiences. In Excerpt 12, he planned to ask his students to react to a reading by Fischer (2005) that posed and answered common challenges to phenomenological research.

Excerpt 12

Dr. Pollio: And everybody has gotten a copy of, um, Fischer's - the thing from Fischer? ... Which means that they will have the question and answers and the -
Franklin: And the glossary.
Dr. Pollio: And the glossary. Okay. ... Okay. So - so what I will tell them is take a couple of minutes, read it, and pick out the questions that seem to - either you disagree with what she says, [or] you find that really right on the money what she says -
Franklin: Right.
Dr. Pollio: - or you don't understand what she says, and we'll talk about it. ... Does that sound like it's a reasonable -
Franklin: Yeah, absolutely.
Dr. Pollio: - Will it be an interesting activity, you think?
Franklin: Yeah, those questions are very, uh -
Dr. Pollio: They're very -
Franklin: They're -
Dr. Pollio: - directed to students –

(Planning interview, 9/13/11)

In this case, an 'interesting activity' meant that it was both intellectually interesting and also student directed. Pollio regularly looked for ways in his instructional planning to connect "What

[They Can] Experience in Class" to applications outside of his course. In Excerpt 13, he described the best demonstration as one that leads to an interesting place.

Excerpt 13

> *And we're going to do what I think is probably one of the best demonstrations that we'd ever do, because it's going to get us an interesting place, too, which is the Ring of Intimacy demonstration, which I really like. I think that we certainly can do that. And the Ring of Intimacy demonstration starts, as I remember, with them listing as many people who are important to them as they choose.*
>
> (H. R. Pollio, Planning interview, 11/15/11)

Summary of Theme 1: "What Can They Experience in Class?"

This theme centered on Pollio's desire that his students experience, first hand, the concepts and principles of his course. During his instructional planning, Pollio looked for opportunities that would allow his students to experience a phenomenological concept for themselves. He used common, everyday experiences to open discussions and provided stimuli for those experiences. He often planned to share the results of phenomenological studies with his students, but only after helping them to arrive at a thematic description of those experiences first. This helped Pollio to ensure a greater likelihood that the experience would be not only engaging, but also demonstrate the content of his course.

Theme 2: Playing with Possibilities

'Playing with Possibilities' is a theme that represents the way Dr. Pollio approached instructional planning as a sort of rehearsal for the learning activities, discussions, and demonstrations he might use in the upcoming class meetings. It also depicts both a sense of playfulness and a sense of fun with which Pollio approached his instructional planning. Within this theme, his time was spent "trying things out" or "messing about" with ideas, sometimes including me as a sort of surrogate for his students. Pollio often described 'Playing with Possibilities' with statements like: "I want to see if it's doable" (Planning interview, 9/6/11), "Is

it going to work?" (Planning interview, 9/13/11), "Let me try something out with you" (Planning interview, 11/22/11), and "What can we do with that?" (Planning interview 11/1/11).

'Playing with Possibilities' might lead to a new way to describe or understand a concept, as in Excerpt 1. Here, Pollio handed me a sheet of paper with what appeared to be random splotches of ink. Although there were dozens of these splotches, I was unable to discern any pattern. Pollio then handed me a transparency with similar splotches, which appeared to be the same type of random arrangement. It wasn't until Pollio laid the transparency directly over the sheet of paper that I could discern that the splotches on the transparency and those on the paper worked together to form the capital letter "B" in various orientations all over the paper.

Excerpt 1

Dr. Pollio: I just want to show you what it looks like. This is all talking about field forces. Okay. (Pause) What's that (indicating) look like? (Pause) Nothing that anybody can see.
Franklin: Nothing at all.
Dr. Pollio: Okay. Now, wait. Do you see anything now?
Franklin: Huh-uh, not yet.
Dr. Pollio: Do you see any letters?
Franklin: Oh! Yeah! They're all letter B's everywhere.
Dr. Pollio: Are they all B's? Yeah, they are all B's, aren't they?
Franklin: Uh-huh.
Dr. Pollio: But here's some -
Franklin: So those are all parts of B's?
Dr. Pollio: Right.
Franklin: (Laughs)
Dr. Pollio: But this is the real - this is not changing - this is not changing the ground; it's changing - it's putting another figure in, which then articulates the ground. But maybe I will use that, 'cause that's a - a good way to say it. … That what you put in as figure makes the person reassess the ground.

(Planning interview, 8/30/11)

Here Pollio found the language to describe a phenomenon by trying it out first during his instructional planning.

'Playing with Possibilities' was more than mere rehearsal of plans for the course as Pollio often played around with concepts that were unsettled in his thinking. He made it a point to read the class texts each week along with his students, which he believed helped to prepare him for the upcoming class meeting. Following these re-readings of familiar texts, he reconsidered their content in light of his present understandings and used those new insights to serve his instructional planning. Through playing around with these ideas, which included discussing the concepts with me during our interviews, Pollio sometimes arrived at new conceptual understandings. In Excerpt 2, Pollio seemed to arrive at a greater understanding of how the existential grounds 'operate' within personal experience.

Excerpt 2

Dr. Pollio: And how does it all work? Not work in a mechanical sort of way but, uh, how do I get affected - the question I really want to ask is something like this: How does your experience of X - and I don't know what experience it is, but, uh, have you ever had an experience of X that was affected by how you felt about your body? Have you ever had an experience of X that was - that was affected by the way you felt about society? … They ought to be doing something. Right now we've got a kind of a holding. (Laughs) It's like here's the event, and this holds the event for us. All - all of it relates to time. All of it relates - but it does more than that. It configures it in some way. It - it selectively emphasizes certain things … That's not bad, while selectively deemphasizing other sorts of things. It contrasts with it. It augments it. 'Cause the ground ceases to become a container and becomes a vital part of the - a more vital part of the experiment. I like that …I like that. It ceases to become a - no, really, I - … It's a problem. It's a problem. Do we have an active or a passive relationship to the context? And does the context have an active or a passive relationship to us? Is this making sense to you?

Franklin: Yeah.

Dr. Pollio: I'm - I've been struggling with this.

Franklin: It's - yeah, the reason you're getting that quizzical look is I'm - I'm relating it to things I've been reading, and I'm thinking, Is this - is this about the co-constructions or the - the event, the, -

Dr. Pollio: Event.

Franklin: - current event is both structured by and helping to reach restructure -

Dr. Pollio: And structure, oh, yeah. That's right!
Franklin: - you know, our - our organization of -
Dr. Pollio: And - and - and that organization will restructure the next one.
Franklin: The next event.
Dr. Pollio: So it becomes a hermeneutic sort of thing. … Except instead of it being a word or a phrase to a sentence or then a paragraph, it's now an item to a cluster to a context.
Franklin: Yeah.
Dr. Pollio: Let's hold onto that.

(Planning interview, 9/13/11)

Instructional planning provided the means for Pollio to 'play around' and 'puzzle' with ideas and to arrive at new understandings which he would later share with his students.

Pollio also played around while deciding which of his materials he would use with the class. In Excerpt 3, he reported that he had been playing around with a new diagram for the structure of time because he was unsatisfied with the existing diagram.

Excerpt 3

Dr. Pollio: (Laughs) Okay. Now, I - I thought I didn't like the structure for time, so I brought in another structure for time. … I changed our diagram, though. It's - it's going to be like -
Franklin: Now, did you have one of time before, or did you make -
Dr. Pollio: No, I - somebody made one up last semester. … and then I kind of played with it. … I said I didn't like it. … This is the new one. This - this one revolves - we're going to need this - I'll need it for next week -

(Planning interview, 10/18/11)

In this excerpt, Pollio described his work on the diagram saying, "I kind of played with it." This playfulness and openness arises from the ground theme "But I'm a Phenomenologist!" in that Pollio himself re-experienced the content of his course along with his students and then applied those new perceptions and understandings through reexamination and refinement of his materials.

This theme also represents 'playing' in the more general sense of having fun. Pollio compared the demonstrations he planned to use in class with the fun of kindergarten experiences in Excerpt 4.

Excerpt 4

(Laughs) We need like a show and tell in here - in there [like] we're getting ready for a kindergarten class, huh?

(H. R. Pollio, Planning interview, 9/6/11)

When asked, he disclosed that he also had fun in the classes he was planning.

Excerpt 5

Franklin: Yeah, tomorrow's a nice, fun class for them.
Dr. Pollio: Hm.
Franklin: For you, too, I hope, but for the -for your students for sure.
Dr. Pollio: I'm sorry?
Franklin: I said for you, too, I hope. I hope it's -
Dr. Pollio: Oh! Yeah, yeah!
Franklin: - fun for you too.
Dr. Pollio: Sure, sure, sure, sure. I like when they go, "Oooooh!"

(Planning interview, 8/30/11)

Pollio did not limit what was 'fun' to strictly traditional views of fun classroom activities. Rather, he described phenomenological research as fun. In Excerpt 6, he discussed the need for students to understand the steps of the research process as preparation for the fun of conducting this type of work. He planned to use a flow chart to discuss the steps of phenomenological research.

Excerpt 6

Dr. Pollio: [What is] so funny about this, this is pretty close to what the thing is in -
Franklin: Thomas and Pollio? ...
Dr. Pollio: And I want to go over that with them. So that's - that's - and if you understand that flowchart, the rest of it is just fun.

(Planning interview, 9/13/11)

Pollio often planned to invite his students to join him in 'Playing with Possibilities.' In Excerpt 7, Dr. Pollio was thinking through some ideas related to the 'self' in terms of the pronouns used to signify "I" in various languages. He explained his thinking on the topic so far and then planned to invite his students to join him in this thinking. He planned to ask them a question that he could not yet answer. He called it 'fortunate' that he had not yet arrived at an answer to this question, to which I added that those are the best types of questions to ask.

Excerpt 7

Dr. Pollio: What I was really wondering as I was preparing today, like, the "I" gender in any language and and the ones I can think of, like, French is "je," and I think about "yo" in Spanish, "ani" in Hebrew, "ich" in German, um - ... And if "I" is not a gender in any language, it means that every language has understood that this is a different kind of pronoun, or it names a different kind of entity than "he" or "she" or even "you." ... How does - how does the word - Merleau-Ponty's use of the word "body," body, relate to all the words that we have for "self?" That's kind of one of the questions I'm asking the class.

Franklin: That's wonderful.

Dr. Pollio: I do not know the answer to that, fortunately. ...

Franklin: That's the best kind of question.

Dr. Pollio: That's right.

(Planning interview, 9/27/11)

During data analysis, I wrote the following analytic memo to capture this practice whereby Dr. Pollio planned to invite his students into his thinking process and hoped that they would contribute their own ideas:

[Pollio] wants his students to be a part of his thinking through ideas. He wants to share the ideas he has with his students and get their reactions, their feedback, even their additions to his thinking. He even says that he thinks of new things when talking about what he is interested in and thinking about. The social engagement helps him ... He invites [his students] in to think with him, to join with him in solving puzzles.

(Analytic memo, 9/26/12)

Dr. Pollio once described how his vision for the seminar was influenced by two models: a Jewish study group and an intellectual salon gathering. Excerpt 8 presents this vision and its two influences.

Excerpt 8

Dr. Pollio: It was interesting. I thought about Bill. And I was also thinking about, "What is this class, this class that I teach? What is that like?" And there were two things there. One of the two is the Jewish study group of Talmud; that's one thing. And the other thing was - it's a salon. A place where the intellectuals would come to gather and they would talk and they would - I always imagined Henri Bergson - I love that name - sitting in a waistcoat with the tails and drinking champagne, and just being so charming. You know what I mean? Just charming, and he would talk about the philosophy of life. That's kind of what I want to -

Franklin: Those are your models for the seminar?

Dr. Pollio: Almost. They're not quite. But like a salon - and I had experienced a salon in New York before I left. That was one of the great experiences of my life. The guy who was a friend of mine, a rabbi - he was the guy who got me into Jewish education and stuff like that - used to have, every Saturday night, I guess it was - no, it was during the week, it was a Thursday night or something like that. He would invite someone he knew, and he would invite the students who he thought would enjoy it, and I had such a good time that he invited me almost every week.

We would sit around in a circle in his living room - and his living room was big enough for me to get married in that living room with 50 people there, so it was a very large living room – and there was also a grand piano in that room, and there was, like, six rooms. It was on the Upper East Side - West Side. It was just wonderful. His wife was a concert pianist. And he had paintings all over the walls, because the students would give him paintings, saying, "Put them up, because some of the people who come to your soirees are rich enough to afford them."

So we sat around, and this was the time when they were just really unpackaging the Dead Sea Scrolls. So they had the professor who had done that, Moses Hadas at Columbia University. He would come over and talk about the Dead Sea Scrolls, and then a philosopher would come over and talk about some philosophy, and that's where I learned about Buber for the first time, was in those seminars.

> *And I just sat there, and I couldn't believe that there were such smart people in the world and that they really cared about talking about intellectual stuff. And it was a very profound experience. And I did almost no talking in it, because I was 19 or 20. … Oh, and there was a guy who ultimately wrote a very good biography of Justice Black. It was just an incredible collection* -
>
> (Planning interview, 11/15/11)

Pollio called this memory of the New York salon "one of the great experiences of my life" and "a very profound experience" – one which shaped his vision for the seminar in existential phenomenology. His description included vivid details of the physical space, the art, and the people present. It also revealed the close relationship he shared with this professor, one that even included his professor hosting Pollio's wedding. He recalled that he was surprised to learn that smart people would care to gather and discuss intellectual topics. This experience, in part, is one possibility he envisioned for his seminar participants.

Summary of Theme 2: Playing with Possibilities

'Playing with Possibilities' represents the way in which Pollio approached his instructional planning with both playfulness and openness to new ways of knowing. Pollio sought greater understanding for himself and his students through their shared dialogue. He reported feeling invigorated by the discussions he had with his students and demonstrated excitement about his next opportunity to puzzle together with them over interesting topics. He infused his instructional planning with concerns for what his students would enjoy and sought interesting topics and activities. He reported having fun in his work – fun with his students, fun with the demonstrations and materials, and fun with the phenomenological research methods. Dr. Pollio enjoyed the intellectual stimulation of a salon-type gathering of "smart people," such as those from his past and the students who he gathered every week to discuss important topics. He hoped to open up his students to these types of experiences so that they might begin to play with new possibilities in their own work.

Theme 3: "Blow Them Away!"

The theme, "Blow them Away!" represents Pollio's desire to be compelling, interesting and exciting. Within this theme, Pollio expressed his concern with both the importance of the topics he raised and the pedagogic practices that he believed would provide a motivational element to the topic. This theme represents a clearly emotional component in instructional planning, including the excitement that Pollio himself shared about the topic or activity. Dr. Pollio discussed student's basic psychological needs for stimulation and fun; he also related these needs to the power of an activity or demonstration to affect his students emotionally. Speaking of one of the duties of teachers at all levels, Pollio stated, "We need to blow them away!" (Planning interview, 11/29/11).

In order to "Blow Them Away!" Pollio planned to infuse a sense of drama into his lessons. Planning the first lesson of the year, Pollio discussed having his students introduce themselves.

Excerpt 1

Dr. Pollio: So, that'll be the end of the personnel – the dramatic people. It's like the beginning of a play and these are the characters. (Laughs)
Franklin: You are *setting the stage. You are.*
Dr. Pollio: Yes, I am. That's right.

(Planning interview 8/23/11)

Pollio even considered such traditional play writing elements as rising action and episodic events. He acknowledged this need for drama in Excerpt 2.

Excerpt 2

Dr. Pollio: Yeah. Is this - is this (indicating) illusion compelling?
Franklin: Talk to me about it.
Dr. Pollio: These two are the same size.

Franklin: Oh, I would not get that actually. Yeah, that is. (Laughs)
Dr. Pollio: We have to do it in a much more dramatic way.

(Planning interview, 9/6/11)

In Excerpt 3, Pollio compared his role to that of a magician.

Excerpt 3

Dr. Pollio: Okay. …While they look up there, it's much better here, right?
Franklin: Yeah. Yeah. This is a -
Dr. Pollio: So I said - this is what is dramatic stuff for the classroom.
Franklin: Yeah.
Dr. Pollio: If you notice, there's nothing in my hands and nothing up my sleeve.
Franklin: (Laughs)

(Planning interview, 9/6/11)

Orchestrating the dramatic experience for his students was a primary concern for Dr. Pollio. He carefully arranged elements of his instructional plans to begin with a compelling statement or activity, as in Excerpt 4, and build the lesson sequence to climactic events, as in Excerpt 5.

Excerpt 4

And it's more impressive to start with - with this stuff. (Indicating) We'll start with [this].

(H. R. Pollio, Planning interview, 9/13/11)

Excerpt 5

Next. Or how the hell are we going to go to history now? (Laughs) … a really sophisticated … history. …, by the way, this - this class period. But if we do get … extreme - now, which way do we want to start? Do we want to build to - to the phenomena - not the phenomena, to the, um, Life and Death in a Time of Terror. ... *want to start with that and have the other thing come out of it. I think the class is interested in - in* Life and Death in a Time of Terror *just because I wrote it.*

(H. R. Pollio, Planning interview, 10/25/11)

Sometimes, Pollio asked me a direct question about whether a particular idea, activity, or demonstration was interesting or not. He tried out ideas with me to see how I would respond. If he intended something to be funny, I should have been laughing when he shared it with me. He

seemed to be looking for these responses from me frequently during the interviews as in Excerpt 6.

Excerpt 6

Dr. Pollio: I think it was (laughs) - I've got very strange pieces of language. Did you - did you read any of these?
Franklin: Yeah.
Dr. Pollio: They funny?
Franklin: They're good. (Laughs) People like them. They got really excited about them last year, too.

(Planning interview, 9/6/11)

During instructional planning interviews, Pollio both asserted, "That is good!" and asked, "Is that good?" This theme further relates to Pollio's evaluation of the materials he would use for the course. In order to "Blow them Away!" Pollio considered whether an activity was 'cool,' a song was 'pretty,' and a joke was 'funny.' In Excerpt 7, he discussed sharing the steps of the phenomenological research method with his class, including a final step added by his colleague and coauthor for the text *Listening to Patients* (Thomas & Pollio, 2002). Pollio said that it "will be cool" to share the additional step, to which I added my agreement, especially because his coauthor would be present in the class during this discussion.

Excerpt 7

Dr. Pollio: I'm going to say, "But there is another step."
Franklin: Yeah. All right.
Dr. Pollio: Another step -
Franklin: So I'm making -
Dr. Pollio: - has been added. Okay. That - that - that will be cool.
Franklin: Yeah.
Dr. Pollio: Because -
Franklin: Especially with her there. Yeah.

(Planning interview, 9/13/11)

Pollio used a variety of criteria to determine whether something was 'good,' in his estimation. Being good seemed to indicate that a demonstration or activity held the potential to

"Blow them Away!" in the class. His decisions to include a demonstration, activity, or material were determined "*Cause they're fun,*" (Planning interview, 8/30/11), because "*That's an exciting topic,"* (Planning interview, 11/8/11), or because "*People love a test, an embedded figures test*" (Planning interview, 8/30/11). In addition, some things intended to "Blow them Away!" were both exciting and uniquely demonstrative of a principle in existential phenomenology, as in Excerpt 8.

Excerpt 8

Dr. Pollio: And - ah! And then comes this- This. Oh, look! … I have a set of these. … Now, then comes this.
Franklin: Oh, I'm so glad you had that!
Dr. Pollio: Yeah, it's very nice.
Franklin: I - I really like that.
Dr. Pollio: And it's really good, too. … There's not - when I cover this up (indicating), I - I take away some of this - context of this - it's perfect. … Let me put - let me put a piece of - this piece of cardboard with it. And then, I'll remember to do that.
(Planning interview, 8/30/11)

While Pollio stated his intent to "Blow them Away!" in class meetings, he was aware of some threshold between having fun and the potential for being 'soft minded.' During the planning interview for Excerpt 9, Pollio challenged my enthusiasm over an essay by George Carlin.

Excerpt 9

Dr. Pollio: Okay. Now, this - this is something I - I hope doing is better. I remember it as being funny, but I don't find it - it's not very funny now. …
Franklin: "The Paradox of Our Time." *I love George Carlin!*
Dr. Pollio: So do I, but it's -
Franklin: How is it not funny if it's George Carlin?
Dr. Pollio: Read it; you'll see.
Franklin: The Paradox of Our Time in History. [Reading aloud] "The paradox of our time in history is that we have taller buildings, but shorter tempers; wider freeways, but narrower viewpoints; we spend more, but have less; we buy more, but enjoy less. We have bigger houses and smaller families; more conveniences,

but less time; we have more degrees, but less sense; more knowledge, but less judgment."

...

Dr. Pollio: So do you want me to give it to the class?
Franklin: Yeah!
Dr. Pollio: Okay, well, tell them to just - to - to not be - lighten 'em up.
Franklin: Yeah. George Carlin has a beautiful way of lightening up. [Reading aloud] "Give time to love, give time to speak! Give time to share the precious thoughts in your mind. Remember to hold hands and cherish the moment for someday that person will not be there again. Remember to say 'I love you' to your partner." *Wonderful advice in the end here!*
Dr. Pollio: Okay, you like it?
Franklin: I do.
Dr. Pollio: You don't find it, uh, a little soft - soft-minded and squishy and -

(Planning interview, 10/25/11)

A recurring element in the theme "Blow them Away!" focused on Pollio's students. Although this theme focused on an emotional aspect of learning, Pollio planned to achieve these emotive responses by considering his students and their interests. Excerpt 10 demonstrates the typical manner in which Pollio considered his students and their interests. He had previously assigned a chapter from Fischer (2005) that posed and answered typical challenges to qualitative research in general and phenomenological research in particular. The class activity he planned was then to have small groups of students discuss the issues raised by Fischer, and to react to her responses to those matters. Pollio determined that the activity would be interesting to his students and added that the activity was "directed to students."

Excerpt 10

Dr. Pollio: Does that sound like it's a reasonable -
Franklin: Yeah, absolutely.
Dr. Pollio: - ... Will it be an interesting activity, you think?
Franklin: Yeah, those questions are very, uh -
Dr. Pollio: They're very -

Franklin: They're -
Dr. Pollio: - directed to students -

(Planning interview, 9/13/11)

During the end of the semester, when Dr. Pollio and his colleague shared instruction of the course, he demonstrated a higher concern with whether his peer's ideas and materials were "good." Excerpt 10 is one interchange between Pollio and his colleague that resembled a sales pitch between a buyer and seller. Pollio repeatedly asked whether the material was good and received numerous confirmations that it was good. Eventually, he deferred his own estimation of what is 'good,' stating, "I hope it's good," and acknowledged his peer's ability to judge what was 'good.'

Excerpt 11

Prof. of Ed. Psych.: Page 5 is when the 1st story (said while laughing) comes up (laughing)
Dr. Pollio: Yeah, I see it. Yeah
Prof. of Ed. Psych.: Now, you'll be talking about Freedom and then and that's kind of funny. Ok, so page 5 is when the first poignant story comes up
Dr. Pollio: Ok and when does the 2nd second poignant story come up?
Prof. of Ed. Psych.: The 2nd poignant story comes up just a couple… pages later.
Dr. Pollio: Well I guess [we] have stories 1 and 2. Are they good stories?
Prof. of Ed. Psych.: Uh huh
Dr. Pollio: Poignant story… Well there's a heavy duty thing, a poignant story?
Prof. of Ed. Psych.: Yeah, because um, this is a teacher of students who are either deaf or profoundly hard of hearing and
Dr. Pollio: Is this is the one about them crawling on the ground?
Prof. of Ed. Psych.: Ah, this is the one they planted a tree. Yes and this is a young man who for either 8 or 10 years, I don't recall which, she had been his art teacher- And he was very much locked into his social - isolation and planting the tree um, right before art class, he came to art then and starting drawing what he just done and he called his teacher over for the first time ever to involve her in what he was doing and explained it
Dr. Pollio: That's fine
Prof. of Ed. Psych.: and even made sounds
Dr. Pollio: That's fine
Franklin: That's a really good story

Dr. Pollio: Let me see the second story

Prof. of Ed. Psych.: I'm trying to think what the second story was but I'll I know it once I see

Dr. Pollio: Well, let's just have the 1st story 1 and story 2 and it's it's some intervening stuff. I hope, I hope it's a good interview (pause). Well you could, you can judge interviews now.

(Planning interview 11/22/11)

Dr. Pollio discussed the reverse of an activity that would "Blow them Away!" as boring. He wanted to be interesting and exciting and articulated his position on boring clearly in Excerpt 12.

Excerpt 12

Dr. Pollio: ...See, I'm I'm wondering if this is going to boring and I really don't want this - this less in importance. The one on the part of freedom, I think we're going to do alright with. ...

Prof. of Ed. Psych.: ...Why would this be boring? Teaching art?

Dr. Pollio: ...No. uh, not the topic, the- the way we're going at it. ... When I say "it's boring," I mean the stuff that we're asking them to do may not capture them, which is what -what we want to do.

(Planning interview, 11/22/11)

Here, Pollio declares that he wants to 'capture' his students through the instructional activities and topics of discussion he planned for the class. His instructional planning time was a time for figuring out what would be interesting, fun, and exciting for his students. Here is where Pollio determined what was needed in order to "Blow them Away!"

This theme also represents Pollio's belief that his students will get excited about some of the same ideas and concepts that he himself finds exciting. It was clear that Pollio himself found much of the class content personally stimulating. He expressed this excitement within the instructional planning interviews with, "Look at that! Look at that!" (Planning interview, 10/18/11), "Ooh, ooh, ooh, ooh!," and "Ah! Ah ha, ah ha!" (Planning interview, 11/8/11).

Pollio recognized his excitement and planned to 'model' this enthusiasm to his students, as he explained in Excerpt 13.

Excerpt 13

> *And I want - I want … I want to show them how excited - I want them to see - I - I want to model excitement.*
>
> (H. R. Pollio, Planning interview, 10/25/11)

Pollio often seemed to enjoy discussing his instructional plans with others and credited others with the potential to "spark something in me" (Planning interview, 11/22/11). On one occasion, he contrasted the excitement of dialogue with his "cool, rational side" that operated when he worked alone.

Excerpt 14

> *I cannot (laughs) - I can't - you guys come in and I get so excited when you guys come in… and I can never find the damn - the stuff that we're - that I had in my - in my cool, rational, quiet time this morning. … Let me - let me just see what I've got here. I - I think this must be my cool, rational, quiet …*
>
> (H. R. Pollio, Planning interview, 11/29/11)

Summary of Theme 3: "Blow them Away!"

The theme discussed in this section, "Blow them Away!" represented Pollio's efforts to be compelling, interesting and exciting. The theme represented an emotional component in Pollio's instructional planning, which included an orchestration of dramatic elements for a lesson, selection of interesting activities and demonstrations, and the intention of creating excitement. Pollio's criteria for instructional planning that would "Blow them Away!" included his assessment of whether an activity was 'cool,' a song was 'pretty,' or a joke was 'funny.' He was aware, however, of a need for balance between this excitement and his "calm, rational"

side. Dr. Pollio discussed the reverse of an activity that would "Blow them Away!" as boring, but was confident in his ability to plan instruction wherein he would "be compelling."

Theme 4: "A Good Question"

This theme represents 'questioning' and creating "A Good Question" as an instructional planning activity. Dr. Pollio spent a tremendous amount of time, energy, and concern, during our instructional planning interviews, wording and rewording questions until he felt that they were phrased in a way that invited particular types of answers from his students. Following are two examples of this concern about questions.

In the first exchange, I was taking notes for Dr. Pollio during the planning interview. The topic for this portion of the class was social construction and the assigned reading was Berger and Luckmann's *Social Construction of Reality* (1967). Pollio was looking for a way to make the topic more personally meaningful and accessible to the students through a discussion of common social institutions they might not think about as socially constructed.

Excerpt 1

Dr. Pollio: Can you think of some examples where you've run into a social institution? Is that a good question to ask?
Franklin: Run into a social institution?
Dr. Pollio: Well, let's - let's say it again. (Pause) "What is a social institution? I don't know. Just put that question down.
Franklin: Okay.
Dr. Pollio: (Laughs) "What is a social institution?"
Franklin: That's a good place to start, yeah. (Pause) Okay.
Dr. Pollio: "On your way to school this morning -"
Franklin: Uh-huh.
Dr. Pollio: -"in your car -"
Franklin: Hm. (Pause) Uh-huh.
Dr. Pollio: - "did you encounter any - any social institutions?"
Franklin: (Pause) Uh-huh.
Dr. Pollio: "Any rules that derive from social institutions?" And how can I say that?
Franklin: Evidence? Evidence of any social institutions?

Dr. Pollio: Okay. … So the question would be, "Did you have any -"
Franklin: "On your way to school, in your car, did you encounter -" (Pause)
Dr. Pollio: I want answers like - I want - I want to get the stop signs and stuff like that.
Franklin: Oh, yeah.

(Planning interview, 11/01/11)

Pollio was careful that his questions not only led where he wanted to go in a discussion, but also that his questions were meaningful. In this excerpt, he made a point to speak against asking a trivial question.

Excerpt 2

Dr. Pollio: And … (pause) I'm going to ask a question that Merleau-Ponty had. "Does Merleau-Ponty use this?" And I'm thinking of saying, "Can you see the …, and [talking while writing in his plans] *"Does Merleau-Ponty ever use this?- M-P."*
Franklin: Oh, okay. ... Ever use this?
Dr. Pollio: "-ever use this?" And the answer is, "Yes." "How does Merleau-Ponty use this?" 'Cause it - I - I don't want to ask them a trivial question. They answer yes …

(Planning interview, 9/20/11)

Pollio wrote these questions down (or asked me to write them down for him) so that he would have the precise wording of questions he wanted to use during his class.

During an interview late in the semester, Pollio stated a question that he wanted to ask his students, "Has anyone worked in a restaurant?" I didn't understand how the question fit into his instructional plans. Here, Pollio explained the question to me in a way that highlighted the importance and utility of "A Good Question."

Excerpt 3

Franklin: Now I want to know how that question is helpful.
Dr. Pollio: Which?
Franklin: The - the, uh, "Has anyone worked in a restaurant?"
Dr. Pollio: In a - in a restaurant as a server … It's a social role.
Franklin: Ah!
Dr. Pollio: The role of waiter. (Pause) And everybody's going to tell me about their experiences - working as a waiter. ... They're aware of the form - the proper form

> *or the template - what one should do as a waiter -or what one should do as - as a psychologist … And the way that it fits. Does it fit to my body? Am I comfortable with it? Does it fit to the situation? Is it appropriate or inappropriate? And, finally, does it fit to myself? Do I feel real or do I feel fake?*
>
> (Planning Interview, 11/8/11)

In excerpt 3, Dr. Pollio demonstrates how the question about working in a restaurant helped lead his class into a discussion of performing roles in a way that was personally accessible. This experiential dimension demonstrates how the theme "A Good Question" relates back to the ground theme of "But I'm a Phenomenologist!" For Pollio, a first person experience is needed in order to access phenomenological meaning and understanding. He did not want the discussion to remain at an abstract level, it must become lived experience.

Sometimes, Pollio's questions demonstrated concepts and principles that were unsettled in his own mind. Asking questions aloud and thinking about them helped to reconcile some concept in his mind in preparation for the class meeting. Other times, he planned to invite his students to join him in puzzling through something that he was trying to understand. In his instructional planning, he decided to ask for ideas that his students might contribute to his thinking. In excerpt 4, Pollio was discussing the problems of 'self' in situations where the self appears to be in two places at one time. He described the phenomenon of being lost in a book whereby the reader is both "in" the book they are reading and simultaneously present in their reading chair.

Excerpt 4

Dr. Pollio: How can you be in two places at the same time? How can there be two of you? We've got to deal with that when we think about ego and stuff like that. The next one is, um, I am centered in my work, and everything else disappears, most noticeably time.

Franklin: Uh-huh.

Dr. Pollio: Okay, how could that be, that I am - I'm not in the world when I'm - when I'm - can I go into my problem?

(Planning interview, 10/11/11)

Pollio referred to this puzzle as 'my problem' as it was a concept that he was working with at the time. He was writing and thinking about all of the situations in which 'the self' seemed to be in two places at one time, such as when looking in a mirror. His invitation for his students to think about and discuss this problem was genuine and not a pedagogic ploy to garner student participation.

Because Pollio 'tried out' his questions on me during the interview, I sometimes became confused as to whether he was merely stating a question or actually asking me a question. Our instructional planning interview, including my responses to his proposed questions, became a sort of 'rehearsal' for what the students in his class might say when asked a question. It also helped Dr. Pollio with the wording of questions. If my answers to his question did not go in the direction he was looking for them to go in, he would rephrase the question and try it again.

This excerpt demonstrates one of those instances where Pollio asked me to participate in the lesson as a stand in for his students. He planned to use a series of landscape paintings as stimuli during a discussion of nature.

Excerpt 5

Dr. Pollio: (Laughs) And you remember what the problem here is? But we're going to ask them, "I'm going to show you a picture of nature and I want you to imagine yourself within the scene and I want you to tell me what you're experiencing."
Franklin: Uh-huh.
Dr. Pollio: "What stands out to you?" "What you notice?" (Pause)
Franklin: So I project myself into that scene?
Dr. Pollio: Right.
Franklin: Peace and warmth.
Dr. Pollio: Anything else?

(Planning interview, 10/11/11)

In the next excerpt, Dr. Pollio shared a demonstration he planned to use in class. The students were assigned to read Ihde's *Experimental Phenomenology* (1986), which introduced the concepts of "figure," "ground," "noema," and "noesis." Ihde used multi-stable phenomena such as the Necker cube to introduce a phenomenological account of perception (p. 63). Pollio planned to share additional images and diagrams with the class that he expected would extend and enhance their understandings of phenomenological perception.

Excerpt 6

Dr. Pollio: This is - this is not a Figure-Ground thing; this is a figure thing here. [Indicating] *Do you see a lot of stuff in that?*
Franklin: Uh-huh, especially after you turned it. When I was first looking at it, I was looking at it like an animal.
Dr. Pollio: ... an animal?
Franklin: Yeah, but then when you turned it, I started seeing it as like a wheelbarrow kind of a thing - - or a basket of sorts or -
Dr. Pollio: Anything else?
Franklin: Um, I still see eyes. I still see something peering over the top of something. Uh-huh.
Dr. Pollio: What have you got there?
Franklin: I still see like a - a - I want to call it like a child's toy, like a stuffed animal.
...
Dr. Pollio: You've got like a - a mushroom. You've got like a - there's a window. You've got a - you've got like a koala bear.
Franklin: Right. Right. Or a frog.
Dr. Pollio: Or a frog? (Laughs)
Franklin: (Laughs) With those eyes, I want it to be a frog.
Dr. Pollio: In fact, this is, um, the logo for Peruvian Airlines.

(Planning interview, 9/6/11)

In addition to an introduction to phenomenological philosophy, the seminar in existential phenomenology was also intended to introduce the students to phenomenological methods of research. With respect to research methods, Pollio had much to say about wording interview questions. In this excerpt, he demonstrated a concern with preparing his students to begin asking good interview questions.

Excerpt 7

Dr. Pollio: We've got to get them (pause) – "We've got to get really very specific questions." I will - and, remember, I always - I always want to make it as specific as possible so the - those are easy ones to talk about. Now, [others] want to go to the abstract ones like "How do you feel about …?" I will always ask, "Think of some aspects of the structure that - that you noticed."

Franklin: Uh-huh. I notice that I get very different responses, even myself, personally, when you ask me a more - and you help with this - you'll say, "You're - you're way up here, abstract. Give me an example."

Dr. Pollio: Yeah…. See, what it's giving you is the particularity that we talked about …What happened? I launched the world! (Laughs) …Think of a specific …-It's much easier to answer like "What did you notice?" … Or, what - what do you - what do you - "What kind of episode are you thinking about here?" than to say, uh, "Tell me about the meaning of this."

Franklin: Yeah.

Dr. Pollio: That's where I think most people go wrong in questioning. They ask for the meaning, they ask for the mechanism, they ask for all the stuff that the person can't possibly know unless they've been thinking about this for - for years and years and years and they're a psychologist or something - or somebody who likes to produce models. A "what" question, "What did you see?" - … And you - as specific as possible and you get the - you get the same information and it's much easier on the participant.

(Planning interview, 11/08/11)

In terms of research methods, Dr. Pollio planned to share what he called the "five things you should do when somebody stops talking" in a phenomenological interview. Excerpt 8 represents how he planned to share this advice with his students.

Excerpt 8

Dr. Pollio: I think somebody said - somebody said you learn more about interviewing, you know, just listening to what we talk about in class. … I was just thinking, what - what advice do we give? … We're going to ask them, - I'm going to say … "Do you"- Let's see, one, two, three. We have five things you should do (laughs) when somebody stops talking.

Franklin: (Laughs) Oh, I want to hear this!

Dr. Pollio: "Tell me a little bit more about that." Um (pause), pick up the last phrase that they used. Uh (pause), be quiet and just nod and wait. "Can you think of -" the next one is, "Can you think of another situation like that?" (Pause) And,

"Could you be a little more specific?" (Laughs) And there's a general thing, never ask "Why" or - or "How" questions, but ask "What" questions, if at all possible. So that's it.

(Planning interview, 10/18/11)

A special circumstance of the theme "A Good Question" arose during the final few weeks of the course when Pollio invited a colleague from Educational Psychology to join him in leading the class. Because both Pollio and his colleague were interested in the larger research on the course, they met several times towards the end of the semester to discuss activities for the final three class meetings. Differences in questioning styles arose, but Dr. Pollio was both persistent and adamant about the questions that he wanted to ask of his students for the purposes of the research. Pollio's peer was interested in the experience of the course from a learner perspective, while he was interested in whatever stood out for his students. Excerpt 9 captures this dialogue between peers. It focused on a numbered list of questions that the larger research group had discussed as possible interview and focus group questions for Pollio's students in the course. Dr. Pollio was sharing the list of possible questions with his colleague for the first time.

Excerpt 9

Dr. Pollio: What do we want to know? That's a good question. What do we want to know? We want to know anything that they want to tell us about their experience in this class, or their experience of phenomenology, or -

Prof. of Ed. Psych.:Well, I'm always more interested in what was your learning experience like, not about what do you know now about phenomenology.

Dr. Pollio: I don't want to know what they know now, because that -

Prof. of Ed. Psych.: Okay. I mean, well, that's the second question.

Dr. Pollio: No, but that's what it's about. We wanted to see…

Prof. of Ed. Psych.: "What was your experience as a learner in this course?" And then let them talk.

Dr. Pollio: I like the question "What stands out for you when you think of your experience in this class?" Just turn that question around the other way. "What specific things stand out for you when you think of your experience in this class?" Does that sound like a reasonable question?

Prof. of Ed. Psych.: Mm-hm. It implies - as a learner, but I think that's fine if they want

to see themselves in some other way. I felt like I was given the opportunity to actually - I don't think anybody would say this - share my views, almost like I was a teacher. Just reading Weimer, one of the things that comes up is about how, most of the time, all the power belongs with the instructor and not with the student, and so we might see if they -

Dr. Pollio: I don't think we should be pushing for themes, except the ones that they want to give us. If somebody wants to talk about how they felt like a teacher, that's great. If they don't want to talk about that -

Prof. of Ed. Psych.: No, I'm not saying to say that. I'm saying should we have the term "learner" in here?

Dr. Pollio: No. Question 14 is pretty close to what we just said. "Can you think of some things that stood out for you in the course?" I wouldn't say, "Can you think…" I would say, "What sort of things stood out for you?" ... See, and they can't really talk about being a teacher because they aren't a teacher, though they may feel like it.

Prof. of Ed. Psych.: A few are, but yeah.

Dr. Pollio: It's not a question of power [unintelligible]. I think asking "What stands out to you -"

Prof. of Ed. Psych.: In your experience. Now, I don't want them to start talking about, "Well, I really understand about the world and others." That's getting down to the content of the course, and that's not -

Dr. Pollio: What can we do if they get down to the content? ... Let's let them talk about content. ... So we just say, "What else stands out?" Not "Does anything?" because then they can answer "Yes." But "What else stands out to you?"

(Planning interview, 11/15/11)

Summary of Theme 4: "A Good Question"

As discussed in this theme, "A Good Question" represents multiple ways that Pollio viewed questions as central to both his instructional planning and his instructional practices. "A Good Question" had utility for Dr. Pollio in that he designed them to elicit certain types of responses or bring to mind certain lived experiences. Responses to these questions would then, according to Pollio, "open up the world" of past, first-person experiences for his students. "A Good Question" was planned carefully and Pollio avoided what he viewed as trivial questions as he sought the most meaningful questions. Sometimes, he used questions to invite collaborative discussions with his students to aid in problem solving with concepts and principles that were

interesting or puzzling to him. Finally, Dr. Pollio viewed "A Good Question" as the key ingredient for phenomenological researchers. He helped his students practice good questioning, modeled good questioning, and provided them with tools and advice on how to keep phenomenological interviews moving along and generating useful data through what he viewed as good questioning.

Theme 5: "All the Stuff"

This theme represents Pollio's engagement with the various materials that he planned to use during upcoming class meetings. Within this theme, Dr. Pollio discussed his reasons for using specific instructional materials, such as a diagram, chart, poem, song, or text. He described the purpose of these materials in terms of either significance or mere utility. Some of his responses regarding materials were merely mentions of needing copies of something for the class members. Others demonstrate the process Pollio used as he selected some materials from among a range of possible materials. One aspect of this theme is the way that Dr. Pollio referred to his materials. "All the stuff" was a regular phrase Pollio used to describe the collection of diagrams, copies, texts, and materials that he planned to use in a class meeting. Excerpt 1 demonstrates this typical reference to "All the Stuff."

Excerpt 1

Dr. Pollio: Actually, what I'm thinking about now in terms of the class, I have worked very hard on this thing. ... I thought we'd start out by asking, "How can you learn about time?" And, uh - and I - I think we'll start out and say, "One of the ways to learn about time is art." ...What - what kinds of art? The, um - poetry, song, the painting and stuff like.

Franklin: Sure.

Dr. Pollio: So, we've got that. We've got all that stuff I got - we'll have all that stuff ready, I think.

(Planning interview, 10/25/11)

"All the stuff" was also representative of Pollio's opinion about the quantity of materials that he planned to use in the classroom. In Excerpt 2, after reviewing the sequence of his instructional plans and putting his materials in order, he declared that it was "a lot of stuff."

Excerpt 2

Dr. Pollio: - Now, let's see if I've got the first part all right now. The first part starts with Suzanne. And where does it go from Suzanne?...Okay. So it's T.S. Eliot. Then –
Franklin: Bruegel.
Dr. Pollio: - The Grind. Then the picture. Then -
Franklin: George Carlin, I have.
Dr. Pollio: I have ... I want to just give it out. ...We'll just - ...'Cause we - we got a lot of stuff.

(Planning interview, 10/25/11)

During a planning interview in the final month of the course, Pollio asked me whether he had "enough stuff" for the second half of an upcoming class meeting. After I responded that he had enough materials for two classes each week, he countered that he had enough "for a whole year," while only one month of the seminar remained.

Excerpt 3:

Dr. Pollio: Well, that - that's - we've got enough for an hour and a half, don't we?
Franklin: Uh-huh. That's the problem. We need two classes a week.
Dr. Pollio: (Laughs)
Franklin: (Laughs)
Dr. Pollio: No, we don't.
Franklin: (Laughs)
Dr. Pollio: Okay. I can't do this two classes a week.
Franklin: (Laughs)
Dr. Pollio: Okay. Let's -
Franklin: We have enough material for -
Dr. Pollio: Oh, yeah.
Franklin: - two classes a week.
Dr. Pollio: I don't know. For a whole year.

(Planning interview, 11/1/11)

Although he talked about having "too much stuff" often, Pollio seemed always on the lookout for more stuff, better stuff, as in Excerpt 4. In this excerpt, Pollio decided to revise the chart he found to bring it "up to date" for his class.

Excerpt 4:

Dr. Pollio: But I - I found - I found something in my cleaning up. I found something very nice.
Franklin: Oh, good.
Dr. Pollio: Now, where is it? It's very nice. I have a handout on freedom. (Indicating) Is that the one on - that's the one?... Oh, this one. [Indicating] "On a graphic history of free-" ... it's important to me 'cause I like to get it up to - up to date. Let me just see. ... Yeah. Well, let's - let's - let's do this. Let's - let's just do it right now, do the data.

(Planning interview, 11/08/11)

One of Pollio's solutions for having too much stuff was the selection of materials from the vast array of materials from which he might choose. Often, he would arrange all of the possible instructional materials in front of himself (usually on the couch in his office) and survey the collection. One of his stated challenges in this process was that he found unique value in most of his stuff.

Excerpt 5:

But, I mean, ultimately, I have to - have to cut down materials as it - and what happens is each one of these has got something that is not on any other.

(H. R. Pollio, Planning interview, 9/27/11)

One reason Pollio gave for omitting materials from his instructional planning was if the material was either uninteresting or unnecessary. Pollio cast aside what he viewed as uninteresting materials quickly, although he did not always address what made the materials less interesting or necessary than other materials. In Excerpt 6, he stated that he did not remember why he wanted to use copies of pages from *Making Sense of College Grades* (Milton, Pollio, & Eison, 1986), a text he coauthored. As the conversation developed, however, Pollio decided not

to use this material in class because it was "not necessary," did not "really matter," and referenced authors that were unfamiliar to his students.

Excerpt 6:

Dr. Pollio: That's great. Well, let's get to - to this stuff now. Let's see, we did this thing, but I don't remember (laughs) why I wanted this done. I don't remember what we were doing.
Franklin: It was two pages, um, and it very much, uh, tied James in as well as, um, the self.
Dr. Pollio: You read it?
Franklin: Yeah.
Dr. Pollio: And it was very - and I - I - it's an amazing thing to me that I said this in 1982.
Franklin: I know!
Dr. Pollio: And I didn't - and I never remembered that I said it.
…
Dr. Pollio: - it's really not necessary.
Franklin: And the names in it, though, I thought, were wonderful….
Dr. Pollio: Honestly, it doesn't - doesn't really matter.
Franklin: Um, it points to Ponty, uh, Merleau-Ponty, Goldberg, Goldstein - Goldstein, Goldstein?
Dr. Pollio: Goldstein.
Franklin: Werner, Giorgi, Kohler, van den Berg, Minkowski.
Dr. Pollio: They don't know who Minkowski, uh, or - there are a couple of those they don't know. … That's what I figured out. … Okay. Let's not - let's not give this to them this week.
Franklin: Okay. No problem.

(Planning interview, 10/11/11)

One aspect of the theme "All the Stuff" was the role that I performed in making copies of materials for Dr. Pollio. Early in the pilot study year for this research, I assumed a role in helping Pollio organize and copy the materials he needed for the upcoming class meeting. At the time of the present study, therefore, it was both common and accepted that I would make copies of the various materials he planned to use in the upcoming class meeting.

Excerpt 7:

Dr. Pollio: Okay, now I'm going to read these to you, and - and you'll see - ...see if you can, ... read what they say.
Franklin: Okay.
Dr. Pollio: 'Cause you're going to have to type them, and we need - we need it tomorrow.
Franklin: Okay.

(Planning interview, 10/18/11)

In addition to selecting and copying "All the Stuff," Pollio worked to keep track of "All the Stuff." Due in large measure to the sheer volume of materials used in the class, Pollio sometimes required assistance to keep track of those materials he had and had not yet shared with his students.

Excerpt 8:

Dr. Pollio: Did I give these out?
Franklin: Let me look.
Dr. Pollio: I don't think so.
Franklin: I don't think so either.
Dr. Pollio: 'Cause I have too many of them (laughs) if I gave them out.
Franklin: Let me see. Suzanne, Eric, Norton, the drawings, ... Yeah. Yeah.
Dr. Pollio: You gave them out?
Franklin: Yep. It was the last thing you gave them.
Dr. Pollio: It was the last thing you gave out?
Franklin: Uh-huh.
Dr. Pollio: Are you sure we gave them out?
Franklin: I've got it - when I label it as a handout -
Dr. Pollio: Okay.
Franklin: - that means that it's been handed out.

(Planning interview, 11/1/11)

More important discussions of materials centered on how Pollio planned to use "All the Stuff" within the class meeting and how the materials would assist him or his students. More than once, he planned to use charts of entire topics of study (i.e.: a diagram of steps in phenomenological research) as a guide during instruction. Using a variety of orientations of

Necker Cube diagrams in Excerpt 9, Pollio mentioned that he would need to have three different diagrams visible simultaneously. He explained that this use of materials would help his student orient to the "original figure" before he helped his students to expand the phenomena's topographical possibilities (Ihde, 1986).

Excerpt 9

Dr. Pollio: This is just - you would never know that that's what - that that's where this one is hidden - is hidden in this context. So I have to have people get the original figure again. ...From this. Yeah, I can do that ... Then we ought to get a lot more. (Laughs) This one [indicating] *is fairly easy, and I think the other one is fairly easy also. Yeah, let - let's use these. ... And, um, let's get some Scotch tape - and a blackboard. They don't have a blackboard but a -*

Franklin: Chalkboard? Uh-huh.

Dr. Pollio: Put them up on the blackboard with Scotch tape. That way, they can see all three of them at the same time.

(Planning interview, 8/30/11)

Other quotes in this theme refer to the quality of materials. These quality references are of two types: the quality of the thing itself (i.e.: diagram aesthetics or text readability) or the importance and significance of the materials. Some of the materials Pollio mentioned using for the class were poor quality copies, in his view, and would need to be recreated in order to be useful for his students. Other times, as in Excerpt 10, he wanted to make sure to use the diagram that "aesthetically is the best."

Excerpt 10

Dr. Pollio: I'm looking for William James. You'll see when I talk later on I - that thing that we made up last time about, uh, you know, body and – ... It comes out to me that what that's talking about is that self and body are in a relationship and we gotta figure out what the hell that is before we present them in class, or the other students present them in class. And - and that thing that I made that you're - that you're kind of, you know -

Franklin: Uh-huh.

Dr. Pollio: It turned into a better little graph - ... That's all right. That's all right.

Franklin: I fit them on - I fit them on one page. This is -

Dr. Pollio: Which one - which one do you think aesthetically is the best? … Boy, do these make the things look better (laughs), you know, when you're doing them this way. …But - but this is gorgeous. I mean - … Which - which one do we want here? Which one is better? This is … This one looks dramatically better.

(Planning interview, 10/18/11)

A frequent concern for Pollio during instructional planning was the creation, modification, and refinement of diagrams that demonstrated some principle of existential phenomenology. Pollio often drew diagrams during instructional planning that he intended to draw for his class. He wanted to model the utility of diagrams as a way to help clarify meaning. More than once, Pollio himself came to a greater understanding of some concept or principle through the act of drawing diagrams during his instructional planning. In the following excerpt, Dr. Pollio was drawing a sort of Venn diagram that showed overlapping circles he used to depict the major grounds of existential phenomenology: body, time, others, and world. At the center of the drawing was the phenomenon (represented by a filled circle) and the four overlapping rings represented the grounds. Figure 4.2 is a reproduction of the diagram Pollio drew during the instructional planning interview. In Excerpt 11, Pollio named this a diagram of "the phenomenological atom."

Excerpt 11

Dr. Pollio: If I have - if I have to draw it some way -
Franklin: Yeah.
Dr. Pollio: - you can call it -
Franklin: They're going to have to get bigger.
Dr. Pollio: We can - we can call it 'the phenomenological atom.'
Franklin: Yeah, that's what it looks like is a -
Dr. Pollio: You think if I, uh -
Franklin: It got a little crazy there [indicating]*, didn't it?*
Dr. Pollio: But, see, this - they only should be roughly - … Well, the question is should they all be roughly the same size; I don't know.
Franklin: Oh, gosh, you're complicating the matter …
Dr. Pollio: No, no! But, hell, if we want to say this - this - it starts out like this

[Indicating] *I mean, let's assume that this was well-drawn and -*
Franklin: Right, right.
Dr. Pollio: - and it was sensible.
Franklin: I understand what you're meaning with the relationships.
(Planning interview, 11/8/11)

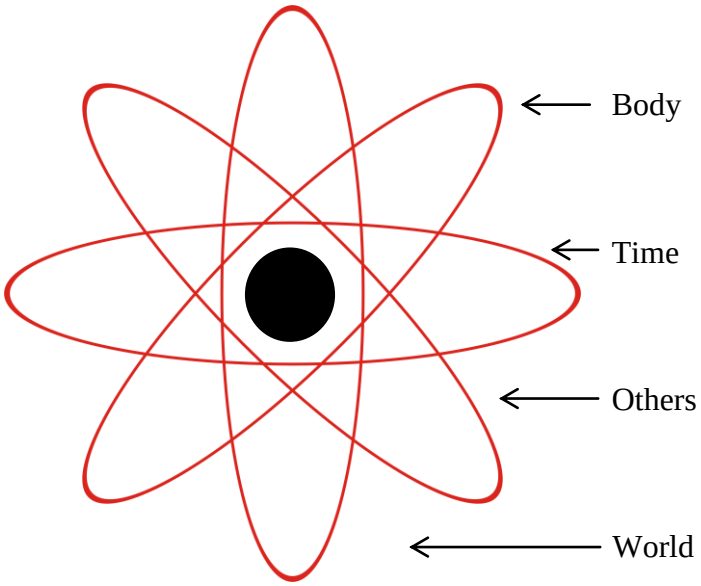

Figure 4.2. "The Phenomenological Atom."

Results of studies conducted by Pollio's former students were one of the key categories of "All the Stuff" that Pollio used in his course. He regularly referred to his former students' work during the planning interviews and used both the raw interview texts and the results of these studies as materials in his course. In Excerpt 12, Pollio read aloud to me from Barbara Beier's study of the experience of being in a role (Beier & Pollio, 1994). The first quote he read was from a person in the role of cheerleader, then a person on a first date, and finally a participant in the role of 'freshman.' The final reference he makes is to the quality of Beier's study:

Excerpt 12

Dr. Pollio: "And when I am …, I feel that it's my responsibility to get the team and crowd fired up. It's necessary to put on a good show …" That's …
Franklin: Yeah.
Dr. Pollio: First date. … first - first date. "When I go out with someone for the first time, I seem to be conscious of everything I do. I seem to think before I talk. I'm really polite and a lot quieter than usual."
Franklin: Oh, wow. Yeah.
Dr. Pollio: Then we've got, first, fit the body. "My first day at college I noticed that I was extremely nervous and aware of the feeling. I had walked to class and felt everybody's eyes were upon me. I just knew I was a freshman."
Franklin: (Laughs)
Dr. Pollio: Okay. …
Franklin: Oh, that's great.
Dr. Pollio: Yeah. This is a published paper. What year? God! '94! I can't believe this was so long ago.
Franklin: There it is.
Dr. Pollio: There it is. This - this - this one actually won a prize for Barbara.

(Planning interview, 11/8/11)

Pollio was eager to share his diagrams and materials with his students and "show them how these things happen." He seemed to want both his students' input into the usefulness of the diagram and their ideas for its continued improvement.

Summary of Theme 5: "All the Stuff"

This theme describes the instructional materials and their significance within Pollio's instructional planning. "All the Stuff" included photocopied texts, diagrams and charts, songs, poetry, and art. Dr. Pollio described his intended purposes for the 'stuff' and his process of selection or elimination of some materials over others. Pollio acknowledged that he had a lot of stuff but continued to pursue additional stuff that might be useful in his class. His poor assessment of one of his materials often prompted him to create new materials or modify and improve them. Pollio discussed how he planned to use "All the Stuff" in the service of his instruction. Two of Pollio's favored categories of materials were diagrams that depicted a

principle of existential phenomenology and results of phenomenological studies conducted by his former students.

Theme 6: Going with the Flow

Dr. Pollio spent a substantial amount of his instructional planning time working on the sequence of topics, activities, questions, and demonstrations he wanted to use in his class. He compiled a numbered list, or outline, during every instructional planning interview. These lists then formed the basis of his plans for the upcoming class meetings and represented what he believed to be the best use of his available instructional time. Ironically, Pollio also regularly discussed the likelihood of his breaking away from his planned outline during the act of teaching. He explained that spontaneity in the teaching moment was more important to him than accomplishing all of the items on his list, let alone in the order he so carefully arranged. He said that the exercise of planning out the flow of a class meeting afforded him the opportunity to be present in a type of improvisational capacity during the class meeting. His intention was to "Go with the Flow" and being prepared with an ordered list of what he imagined would be the best way to structure the class afforded him the ability to go wherever the class and the moment led.

Pollio introduced the idea of "Going with the Flow" during our first instructional planning interview of the semester. He shared his plans for introducing himself to his students, allowing his students to introduce themselves, and then sharing and discussing his course outline and reading list for the semester. He also planned to add a qualifying statement to his discussion of the course outline, Excerpt 1, which would invite his students to alter his plans.

Excerpt 1

And that's kind of what I would like to have happen in the class that, uh - now, if there is other stuff that you'd find more interesting, and you convince me it's more interesting [then] we'll go with what you want to do. But right now, the thing is laid out for you to

learn about phenomenology and then to kind of like, um, for me to kind of like extend it, and we'll work on it together.

(H. R. Pollio, Planning interview, 8/23/11)

This attitude, which Pollio planned to share with his students on their first class meeting, relates to the ground theme "But I'm a Phenomenologist!" in that his stated intention was to remain open to other ideas and the influence of his students.

Arranging the flow of topics and class exercises was such a common occurrence that Pollio sometimes referred to the class plans as a 'list.' He often suggested, "Let's make a list" (Planning interview, 8/23/11), spoke of a need to "get the sequence of this class down" (Planning interview, 11/29/11), and after arranging and rearranging his list asked, "Let me see if you and I have the same outline and there is one in my head" (Planning interview, 11/22/11). When the numbered lists referenced accompanying materials, as in Excerpt 2, his list related also to a 'pile.'

Excerpt 2

And pile them up roughly in the order that I'm supposed to be talking about. And the opening thing we know we're doing; we're all going to do these. (Indicating) And after a couple of these, I'll do a summary. ... After a couple of others, I'll go to summary. ... I've got pretty much everything in mind now.

(H. R. Pollio, Planning interview, 8/30/11)

Outcomes of Pollio's instructional planning thusly included both a numbered list for an outline and an ordered pile of materials he would use in the upcoming class.

Sometimes Pollio spoke of the flow of the upcoming lesson as requiring a particular sequence for very specific reasons. He believed that the order was important when it gradually moved a topic from concrete experiences to more abstract principles, when telling a story to his students, and especially when referring to steps or stages in phenomenological research. He also

planned to use the flow of a lesson to build to a culminating proposition or activity as in Excerpt 3.

Excerpt 3

Dr. Pollio: …Then I want to go to Merleau-Ponty and I want to talk about Merleau-Ponty. And then - and then what - what -
Franklin: James, Collins, Rogers, and Weimer.
Dr. Pollio: Yeah, yeah. … Okay, now, what do we have to do here? Where - where does all this go to at the end?
Franklin: Yeah, how do you want to wrap it all up?
Dr. Pollio: How am I going to wrap it all up? …
Franklin: Your - your diagram!
Dr. Pollio: Oh, right!

(Planning interview, 11/29/11)

In this excerpt, Pollio was reviewing plans that he had previously arranged and I was able to remind him of 'where he was going' with the sequence. He planned to build up to climactic events, with one learning activity leading or topic leading into the next.

Increasingly complex demonstrations or concepts similarly required a firmer plan for the order and flow of a lesson. While planning class demonstrations of figure ambiguity, Dr. Pollio chose to move from the simpler bimorphic figures to more complex polymorphic phenomena. This practice demonstrates how Pollio believed simpler demonstrations of phenomena would help prepare his students for the increasingly difficult concepts. He discussed this practice and how much time he spent engaged in managing the flow of a lesson in Excerpt 4.

Excerpt 4

I'm astounded as to how much time I'm spending on organizing the flow of a thing and worrying about things that it never, never occurs to us that we worry about, like how much time it's going to take, or how does it - how does the third week fit with the first week, and how does the whole thing have a sense of - a sensible trajectory. And in this particular class, I spend a lot of time on - not only on finding this stuff and all that relates to it, but how much time we have. And a very great concern, I have anyway, whether it's intrinsic to this method or not, I have a very great concern for time. … Time and

sequencing and order and stuff like that. And it's - it's not that I want to lead them someplace, but I think these things make sense the way we've organized them … So many of the things that I wrote down this time and last time, too, are about managing your class. … Not managing your people, but managing my flow of information to them, what I want them to do with it and stuff like that. You wouldn't ordinarily think about that when you think about a college professor preparing a class. … It's the organization of sequencing.

(H. R. Pollio, Planning interview, 9/6/11)

Within the theme "Going with the Flow," Pollio discussed time and how he planned to use his available instructional time to his greatest advantage. Pollio's guiding attitudes about managing class time included, "Do the most impressive thing first" (Planning interview, 8/30/11), "Start with their [students'] experiences first" (Planning interview, 11/22/11), and starting a new topic with interesting questions. Pollio also said that it was important for him to begin classes following an assigned homework activity, as in Excerpt 5, with the students' reports on their work.

Excerpt 5

Dr. Pollio: I'm not sure how many people will do that. I'm - I would be astounded if - if more than one person did it.
Franklin: Really?
Dr. Pollio: Well, I don't know.
Franklin: It's the first time you've asked them to produce something.
Dr. Pollio: I would be - no, they've produced things before.
Franklin: No, but, I mean, in the - on their own, at home, and like homework…
Dr. Pollio: No, no, no. But it is *homework.*
Franklin: Yeah.
Dr. Pollio: It's work at home. … Homework isn't a -
Franklin: But beyond reading and considering and being thoughtful, you said
Dr. Pollio: But it's … very hard - it's very hard when we ask them to do - … If I ask them to do [something] … we ought to absolutely reward the hell out of them.

(Planning interview, 10/18/11)

Part of that 'reward,' according to Pollio, was earning the priority spot in the upcoming class meeting.

Time in this theme also relates to Pollio's stated desire for striking a balance in class time so that it would be spent on a mixture of small group activities, demonstrations, individual exercises, and whole class discussions. It refers to the tempo of particular segments of planned lessons. In Excerpt 6, Pollio discussed the potential effects of an activity on the tempo of the class. At this point in the interview, Pollio had just organized a series of class activities that included reading poetry, looking at works of art, and listening to a song.

Excerpt 6

> *Yeah, art, philosophy … and poetry … So I've got the poem and got the song. There is a song - the next part is … poignant … poignancy … different – [There is] a different tempo in this [class]…*
>
> (H. R. Pollio, Planning interview, 10/25/11)

Pollio referred to this segment of the class as having a different tempo and being poignant. He wanted to provide variety in class activities, mood, and tempo and was especially concerned, as in Excerpt 7, that he did not plan lengthy segments of his own talking in the class.

Excerpt 7

> *So let's - so let's see what we've got. … We've got all these stories; clocks, calendars, stories … van den Berg, Andy's story, uh, and then the T.S. Eliot poem and that picture. Those are all me talking, though.*
>
> (H. R. Pollio, Planning interview, 10/18/11)

He was mindful that some activities held the potential to change the flow, emotional states, and tempo of a class meeting. He anticipated those potential effects while planning instruction.

Finally, Pollio used instructional planning as a way to prepare himself to be ready to "Go with the Flow" during the act of teaching. He referred to his ordered outline for a class meeting as "the provisional plan" (Planning interview, 11/8/11) and remarked, "We don't want this to be too organized, you know, lockstep" (Planning interview, 8/23/11). In Excerpt 8, he caught himself speaking about his ordered instructional plans in a way that he wanted to avoid.

Excerpt 8

> *And then the order of it is going to be a problem, too. I - I think we can get - I'm beginning to sound - I sound like the … Just now, when I heard myself saying, "And then we have to do this, and we have to do that," - it's just the way the people sound there.*
>
> (H. R. Pollio, Planning interview, 11/8/11)

Although he did not elaborate on who the 'people' were or where 'there' was, it was clear to me that he did not want to be one of 'those people' or go to wherever 'there' is. During data analysis, I wrote the following memo about this segment:

> *[Dr. Pollio] says that he just heard himself speaking about what seems to be 'coverage' of information for his class. This bothers him. He doesn't want to 'cover' the material, so he catches himself as he is in the act of sounding as if this is what he wants to do. He catches himself doing something he does not want to be about.*
>
> (Analytic Memo, 1/23/13)

Rather than following a plan in lockstep fashion and 'covering' course content, Pollio acknowledged his desire to "Go with the Flow" during instruction.

Excerpt 9

> *Dr. Pollio: I'll have enough stuff for the rest of the term if they really want me to do it. I have enough stuff for - for tomorrow, and I think we got the order pretty well down. … Well, we spent some time (laughs) talking about the order, didn't we!*
> *Franklin: Yeah. So I'll [write it up] in this order …*
> *Dr. Pollio: Yeah. No, no, no. And I may change it. It depends how the class goes.*
>
> (Planning interview, 8/30/11)

"Going with the Flow" also meant that Dr. Pollio would have choices during class meetings. After interviewing him a number of times about his planned instruction and then observing the way he used his outline during the class meetings, I named his plan an 'a la carte menu.'

Excerpt 10

> *Dr. Pollio: You know we're not going to finish this on Wednesday. I think you have way too much, yes?*

Franklin: Well, I think - I tend to see it as your 'a la carte menu' -
Dr. Pollio: (Laughs)
Franklin: - that you will have available to you as you're, you know, going through the class. Because you engage -
Dr. Pollio: Right.
Franklin: - it becomes somewhat dialogic in your approach to instruction.
Dr. Pollio: That's, uh - I like that. I give myself a very extensive menu -
Franklin: I think so.
Dr. Pollio: - to talk about. I mean, we probably won't even get past Merleau-Ponty's list.

(Planning interview, 9/27/11)

Although Pollio committed energy and careful thought to arranging his instructional plans, he also viewed those plans as flexible. The sequential outline would be put to his service during instruction and would not be allowed to dictate his ultimate instructional actions.

Dr. Pollio planned to "see what happens" (Planning interview, 9/6/11) but also worked hard to "get the order right" (Planning interview, 9/6/11). I puzzled with this apparent paradox during data analysis in the following memo:

> *[Pollio] said, "If I get the order right, than I can just talk extemporaneously." This is interesting to me. What does it mean to have the order right? Does that mean that he will not need to think so much about what to do next, where to go next, so his attention can focus on the demonstration? If so, I'm sure he is saying that he has plenty to say about any one of these demonstrations, and is comfortable doing that, but he needs to have the organization, the sequencing pre-determined. … We know that "in the moment" [he] will make different choices and may not use all of the things that he has ordered ahead of time...*
>
> (Analytic memo, 9/23/12)

I later came to see that Pollio created ordered and numbered outlines as part of his own preparation for teaching. Having the list at his ready allowed for a conservation of thought, energy, and attention which Pollio could then use to "Go with the Flow" and be fully present with his students.

Summary of Theme 6: Going with the Flow

The theme 'Going with the Flow' includes three primary components: a concern with the order of events in instructional planning, an attention to making the best use of available time, and Pollio's use of instructional plans as a general outline that afforded him spontaneity during his time with students. The time Pollio spent ordering and reordering his topics and materials was a sort of investment he made in opening up myriad possibilities for himself in the act of teaching. Although sometimes a more stable order of activities was important to Pollio – especially when he planned to move from concrete to abstract principles, when referring to phenomenological research steps, and when building to a culminating activity – he was willing to abandon those plans in the pedagogical moment based on his interactions with his students.

Summary of Part 1

Part 1 presented a thematic analysis of a series of weekly interviews with Dr. Pollio as he engaged in instructional planning for his course in existential phenomenological psychology. One ground theme and each of six figure themes were described and supported with excerpts taken from instructional planning interviews over the course of one semester. Additional data were also collected for the study and these additional data sources are analyzed and categorized in part 2 of the findings.

Part 2: Additional Data Sources and Categories

Part Two of the data analysis considers additional data for three of the class meetings: one early, one in the middle, and one toward the end of the semester. The additional data are described in Chapter 3 and include:

1. Observational field notes from two independent researchers
2. Audio recordings of the entire class sessions

3. Copies of all materials used during the class session
4. Students' written reflections completed during the last few minutes of the class
5. Observers' written reflections completed during the last few minutes of the class
6. A reflective interview with Dr. Pollio immediately following each class

The data were collected, transcribed, and analyzed according to the methods for "additional data sources" in Chapter 3.

Analysis of the additional data yielded a high degree of correspondence between Dr. Pollio's instructional planning themes and the experience of the class for Dr. Pollio, his students, and the observers. The experiential aspect of the class meeting, however, dictates that the language of Pollio's instructional planning does not fully capture the experience of the class or individual reflections following the class meetings. The instructional planning themes describe intentions while the additional data speak to the unfolding of both planned and unplanned experiences in the class. It is in the additional data that we begin to understand how Dr. Pollio's instructional planning succeeded or not in accomplishing his goals.

Results of this additional data analysis yielded the following categories of the experience of the class: (a) "Blew My Mind!" (b) "It Makes Sense," (c) "Visual Phenomena," (d) "Tribal Language," and (e) "At Ease." Part Two of this chapter describes these findings and highlights connections between Pollio's instructional planning themes and the experience of the class for its various participants.

"Blew My Mind!"

Students in the course, research observers, and Dr. Pollio all reported an experience of the class as interesting, engaging, emotional, and powerful. This category of findings relates to two of Pollio's instructional planning themes: "What can they experience in class?" and "Blow

them away!" Many of the reports of these experiences are a mixture of intellectual interest and emotional reactions to the experience of the seminar in existential phenomenology. They point to the content of the course, but are not *about* the content of the course.

Many of the items that comprise this category were short statements of something that was interesting, stimulating, or engaging. "I really paid attention…" (Participant 14 Reflection, 8/30/11), "I was really engaged…" (Participant 17 Reflection, 11/8/11), and "It was so interesting…" (Participant 18 Reflection, 9/27/11) are typical phrases that indicate inclusion in this category of findings. This category also includes statements indicating that something was puzzling or upsetting for a participant. These self-reported comments indicated stimulation with phrases such as: "…really causes me discomfort" (Participant 21 Reflection, 8/30/11), "many in the class were so bothered by…" (Participant 11 Reflection, 8/30/11), and "This is both a fascinating and scary realization" (Observer 1 Reflection, 8/30/11).

In addition to the brief phrases above, some participants reported powerful experiences in more detail. Excerpt 1 provides one student's description of a "magical" experience in the class. During class, Dr. Pollio shared his experience as an audience member while attending the play "Marat / Sade" (Weiss, 1963). This excerpt comes from the student's written reflection immediately following the class meeting. Prompts for the written reflections direct students to "Please list two or three things that stood out for you in class today" and then "Describe what you were aware of at one of these moments" (Appendix A provides a sample of this form).

Excerpt 1

> *The description of the play the Death of Marat - In Dr. Pollio's description of the staging of the play, I was transported to the theatre. I totally saw the prison bars on stage – the empty theatre boxes – the entry of the aristocracy. At the play's end, I experienced the moment of utter darkness and the rush of the escaped prisoners into the audience. I then*

am surprised that I have been so caught up in the moment which was not a true performance, but a description of a performance. How magical!

(Participant 19 Reflection, 11/8/11)

This excerpt is particularly detailed in its description of something that stood out in class; however the message of interest and engagement is not atypical. Following are three more excerpts from student reflections that demonstrate the range of data in this category.

Excerpt 2

Our discussion of the advantages and disadvantages of describing over explaining was really stimulating for me. Why are we obsessed with explaining things?

(Participant 7 Reflection, 8/30/11)

Excerpt 3

Body as is and as if. Body as an thing and object – avoir and etre - What does it mean to be fully integrated? -- The body is a thing that is integrated with the mind and world. Art is a thing which cannot be separate. A thing is different than an object – an object is more concrete and a thing is more abstract. What blew my mind is how separate some of these things are.

(Participant 6 Reflection, 9/27/11)

Excerpt 4

The concept of "what is real" or "when I am real" is stimulating to think about and I will take this out and reflect during the next week.

(Participant 17 Reflection, 11/8/11)

Research observers also completed written reflections following the class and were not immune to experiencing the class as interesting and stimulating. The following excerpt is a reflection from the second observer about her "intrigue" from the class.

Excerpt 5

I had never put much thought into the difference between object and thing. I always used them fairly interchangeably, especially in description. Thing was always more disrespectful of a term to me, used when there were negative feelings towards what it

described. After today, I am intrigued with the idea of "thing" being a less constrictive way of referring to what is being described.

(Observer 2 Reflection, 9/27/11)

Dr. Pollio, too, reported during our post-class interviews if something stood out to him as particularly interesting or stimulating. During these interviews, Pollio verbally listed the 'three things' that stood out for him and then described what he was aware of during each of the three situations. Excerpt 6 is an example of how Pollio described something in class as 'interesting.'

Excerpt 6

Okay, so the second one is, – Oh, and the class was quiet now and it's kind of – kind of weird. That felt very good. … I liked that a lot and – and there was- really talking about something I had never talked about before. That – that was original speech. He had never heard that before and I had never said that before. … I said something that was very interesting.

(H.R. Pollio, Post-class Reflection Interview, 9/27/11)

As in Dr. Pollio's reflection above, many reflections on the class reported something that the participant wanted to think about some more. Students in particular regularly reported about a puzzling idea that the class either stimulated or resolved for them. In Excerpt 7, a student related the class discussion to the assigned reading and then considered "the edge" of this new knowledge construction.

Excerpt 7

Reality discussion – how do we be real? William James said there is something deep inside that knows who you are. This was powerful in our discussion which seemed to be on the edge of answering the question – how do you be real?

(Participant 3 Reflection, 11/8/11)

This excerpt forms a bridge between the category, "Blew My Mind!" and the next one "It Makes Sense" and is representative of several student reflections that ended with a question mark.

"It Makes Sense"

This category represents the experience of the content of the course within the class meeting. It appears to relate to two of the instructional planning themes: "But I'm a Phenomenologist!" and "What Can They Experience in Class?" Students connected to the discipline of phenomenology through both readings and first person experiences. Participants prepared for each class meeting by reading assigned texts and making note of what stood out for them during their individual reading. The class sessions, then, often began with a debriefing of the assigned reading. Excerpt 1 is an example of one student helping another to "make sense" of the reading which presented a phenomenological argument for description rather than explanation.

Excerpt 1

> *For me [the reading] really didn't even start to make sense until the last chapter when we started talking about the arts – and my background is in music theory and that is like the opposite of musical composition so you're deconstructing music to understand it and if I take a symphonic work and I analyze it and I put "Here's the intervals used, here's the chords used." That really doesn't tell me a lot about how that sounds. But if I tell you that this composer was a flutist and all of his melodies have like a whistle tune in them and that they're written in the form of dance movements from South America. That is much more – that's descriptive, but it's much more meaningful than [if I] tell you how many times you used a tonic chord or harmonic seventh chord. Does that help?*
>
> (Participant 19, Class Meeting, 8/30/11)

Dr. Pollio later reflected on this class meeting and this particular episode in class. Pollio spoke in response to the prompt "What three things stood out for you in class today?"

Excerpt 2

> *One was my focus on the students as being- as having read carefully and well and brought up really first class issues and I was very pleased. I thought the- that they enjoyed the book and that they understood the book and it wasn't as hard as [they] had*

thought it would be and they came up with important stuff both question wise and also in terms in suggestions about music. She- she really nailed it with that thing about music.

(H.R. Pollio, Post-class Reflection Interview, 8/30/11)

Student participants often wrote reflections about the content of the course in the form of a summary of what they had come to understand. Many of these content-related reflections also extended the content of the course through an application to some other context, such as the disciplinary field of the participant or to other courses or readings. Students spontaneously applied phenomenological principles from the course to a variety of situations. The following excerpts represent the category "It Makes Sense" through summary statement reflections on the same class meeting and demonstrate the variability of applications beyond the course.

Excerpt 3

Body is a work of art… in nursing which has a holistic perspective on the body, it makes sense to view a body on a canvas painted by life experiences where body is the object and life experience is the background in which the body is set.

(Participant 4 Reflection, 9/27/11)

Excerpt 4

The body from "church" perspective – The body in light of how the church views it stood out for me. I consider myself to be part of "the church" and believe that the body is a temple. It is sacred and important in how we go about life. However, when I think about how the church sees the body, I also think of the church as one group, or one body. It does not do the same thing for each person or have the same meaning, but it comes together. The body within the context of "church" also makes me think of Jesus Christ. There is significance, for me, in saying that [He] experienced life through a tangible human body.

(Participant 10 Reflection, 9/27/11)

Excerpt 5

The body becomes silent in skilled performance – I was aware of the practical implications for developing skill when considering that the body becomes silent in skilled performance. Perhaps in training someone to be skillful, instruction must include a wide variety of experiences so as to acquaint a person with many environments connected to

their skill. Otherwise, novel experiences during skilled performance can disrupt focus on skill and instead bring focus to the body.

(Participant 13 Reflection, 9/27/11)

Here, students apply and extend a discussion of the body to the fields of nursing, religion, and sports psychology. "It Makes Sense" suggests that the class participants appear to transform content from the seminar in existential phenomenology into their own work and personal lives. Before ever leaving the classroom, these student participants have applied their new understandings to a variety of contexts.

The category "It Makes Sense" includes data that are specific to "being in a phenomenology class" (Participant 22, 8/30/11). Here, participants connect the content of the readings and class discussions with their prior knowledge and growing knowledge of phenomenology.

Excerpt 6

Description does not necessitate causality – One of the many issues discussed in philosophy is causality. It is interesting that phenomenology doesn't require causality. It isn't necessary for accurate description.

(Participant 20 Reflection, 8/30/11)

Excerpt 7

An old Buddhist Koan – Two monks observed of the same phenomenon "the flag is moving" (said the first), "the wind is moving" (said the second), to which the master replied, "it is neither the wind nor the flag that moves; it is only your mind that moves" – I see (Pace, Idhe) the two monks as holding "naïve" views, and the master as a phenomenologist --- but, if that is true, then isn't phenomenology invariably concerned with explanation?

(Participant 22 Reflection, 8/30/11)

Throughout the semester, student participants took the opportunity during the end of class reflection to summarize, extend, and apply the content of the course. They wrote about what

"Makes Sense" and the questions that remained. One of the things that participants often cited as helpful in sense making was Pollio's use of a variety of "Visual Phenomena."

"Visual Phenomena"

The category of "Visual Phenomena" refers to the diagrams, charts, and materials used in the course – what Pollio called "All the Stuff" in his instructional planning. Student participants referred to these materials as "visual exercises" (Participant 9 Reflection, 8/30/11), "visual phenomena" (Participant 17 Reflection, 8/30/11), "demonstrations" (Participants 5, 8, 13, 15, and 23 Reflections; 8/30/11), "diagrams" (Participant 16 Reflection, 11/8/11), and "charts" and "visual synopsis" (Participant 2 Reflection, 11/8/11). Following the first assigned reading of Ihde (1986), students encountered a host of visual perception exercises in the second class meeting (See Appendix B for the Syllabus and Assigned Readings).

In the following excerpt, Pollio discussed this reading and the class that followed as being "heavy on demonstrations."

Excerpt 1

Pollio: Did you find it a good review, since you know that stuff, essentially?
Franklin: Ihde was the first book in phenomenology I read, and I really appreciated –
Pollio: It being so straightforward.
Franklin: Yeah.
Pollio: And, also, it giving you the experience of doing the stuff.

(H. R. Pollio, Planning Interview, 8/30/11)

Pollio's stated his intention of using both Ihde's text and the perceptual exercises in order to provoke "the experience" of phenomenological concepts. The "Visual Phenomena" are one avenue Pollio employed in order to answer his instructional planning theme: "What Can They Experience in Class?"

Part of the "Visual Phenomena" category included illusions and demonstrations that Ihde (1986) termed 'Multi-stable phenomena.' Dr. Pollio planned to use a variety of these

phenomena to demonstrate "Playing with Possibilities" in visual perception. The class audio provided numerous exclamations ("Ooh's," "Ahh's," "Wow's," and "Ugh's") from the students during a demonstration of "the rotating trapezoid" that are difficult to transcribe. A sum of the reflections from this particular class meeting showed twelve of twenty-two students present for the class listed this particular demonstration as one of the three things that stood out for them in the class. The following excerpts provide a small sample of these student reflections.

Excerpt 2

The oscillating illusion really stood out. Firstly, it is neat to observe. As new dimensions were added such as the paper and box, it really showed how perception is based on our own conceptions.

(Participant 7 Reflection, 8/30/11)

Excerpt 3

Concentrating on certain perceptual exercises gave me a headache. – A lot of people saw things I couldn't see.

(Participant 9 Reflection, 8/30/11)

Excerpt 4

Examining the objects and hearing others' interpretations – [I] found myself looking for alternate patterns on the elevator floor during the break.

(Participant 15 Reflection, 8/30/11)

In addition to perceptual demonstrations, Pollio shared "All the Stuff" he had selected for the class during his instructional planning. Class 12 materials included multiple charts and graphic displays of phenomenological concepts. His students appreciated these "Visual Phenomena" and wrote about them in their reflections of the class.

Excerpt 5

The charts! I love the visual synopsis of multiple elements to synopsize the content. Helps me conceptualize then apply the information

(Participant 2 Reflection, 11/8/11)

Excerpt 6

After being given the thematic structure of all of the grounds it hit me that everything we have been talking about is intricately related.

(Participant 7 Reflection, 11/8/11)

Pollio also assigned "Visual Phenomena" exercises for the class as homework. In this excerpt from the class, Pollio references Don Juan's instructions to Casteñada.

Excerpt 7

My understanding was, if you look at a tree and you've got all the green stuff – like a tree right now. There is a lot of green stuff and then there are like little holes in it that show the sky. The sky is clearly behind the tree. Does everybody? … I don't know exactly what Don Juan told Casteñada, but I have taken it; and I bring the stuff that's behind, forward. In other words, you've got this tree, and you've got all the spaces between it and I, looking at that tree, [laughs] I want to say "squeeze" [uugh] so hard and I come out with the stuff coming forward through the tree. I have the white come through the tree. It seems easy, but it is not. … Do you want to try this? … This week I want you to go out and [laughs] pull the sky through trees!

(H. R. Pollio, Class Meeting, 8/30/11)

One student was particularly struck by this homework assignment, along with the visual perception demonstrations in class and wrote:

Excerpt 8

I feel myself struggling against giving credit to the variations I see at the same time I delight in seeing them. The tree example really causes me discomfort – if I succeed in pulling the sky forward, am I still experience[ing] the tree??

(Participant 21 Reflection, 8/30/11)

"Visual Phenomena" were not the only tool Pollio employed in his attempt to help his students experience variations in perception. His materials included a list of double entendre headlines from a newspaper and several examples of figurative language. Language figured prominently in the additional data within the category of "Tribal Language."

"Tribal Language"

This category, "Tribal Language," (Ihde, 1986) concerns words and language broadly defined. Class meetings included readings of a variety of texts: interview texts, research results, and sections of book chapters Pollio copied to share during class with his students. Beyond these and the assigned readings of texts, this category also includes what participants viewed as the language of phenomenology. Students used the "Tribal Language" of phenomenology in their reflections, often in what appeared to be practice with the new terminology. Students also quoted Dr. Pollio when a particular phrase or definition stood out for them in a meaningful way. Finally, class discussions of the etymology of words captured the interest of student participants.

For some participants, the "Tribal Language" was described as a barrier to their full participation in class discussions. Others reported being comforted by the knowledge that everyone was struggling with the new terminology. Excerpt 1 shares one participant's struggle with the language of phenomenology.

Excerpt 1

> *I am upset with how much I struggle with using the language of phenomenology. I have a tendency to use limiting language.*
>
> (Participant 7 Reflection, 9/27/11)

This particular student did not elaborate on what 'limiting language' meant for him, but examples during class demonstrated the challenge of selecting words when discussing the principles of phenomenology. In the following excerpt from a class meeting, Dr. Pollio asked the students to describe the 'rotating trapezoid' demonstration that they were experiencing. This proved difficult as Pollio began to challenge the language that students used to describe their experiences.

Excerpt 2

Dr. Pollio: Okay, does somebody want to describe what you see? … What do you see?
Participant 17: I see the illusion of it –
Dr. Pollio: Leave the word 'illusion' out.
Participant 17: I see – I see the, um, framed window turning in one direction and it appears to then change direction and go counterclockwise when it's –
Dr. Pollio: Why does he put all those words in there, like "it seems," "it appears," …
[Laughter]
Dr. Pollio: No, I'm being very serious, because you all sort of – those are the same words that went through your head. "It's really *not like that!"*

(Class Meeting, 8/30/11)

Pollio worked during class sessions to refine student use of language when describing what they saw and experienced in class. As in the instructional planning theme "A Good Question," words mattered to Pollio. He asked them to remain descriptive and to avoid abstract, causal, or theoretical language. When students began to speak of causality, Pollio challenged them to rephrase their statement minus the categorizing. Students reacted to this new paradigm in their reflections.

Excerpt 3

The importance in language and how its use opens understanding or doesn't. – I was aware that the conversation circled back to explicit description of the various activities and was constrained by that…

(Participant 2 Reflection, 8/30/11)

Students also appeared to enjoy certain phrases or terms that Dr. Pollio shared during the class meetings. Students often listed these phrases that stood out for them in their reflections at the end of class. Many of these references to terms or phrases appeared in the reflections as what seemed to be a 'note' much like a student would take in class. Without elaborating on the term or phrase, the students took the time to write terms like "hyphenectomy" (Participants 4 and 5 Reflections, 8/30/11), "read behavior backwards" (Participants 4 and 16 Reflections, 8/30/11), and "super-selfed self" (Observer 1 Reflection, 9/27/11).

To understand the possible role of these phrases and 'notes' in student reflections, we can look back at the class meeting. In the following excerpt, Dr. Pollio was urging his students to practice description, rather than explanation of causality.

Excerpt 4

> *How can I understand what- what this behavior means? What the person was experiencing in the situation with this behavior occurred? And that's the level you ultimately want to get to like the person does this behavior and then you describe the behavior. You don't say "she was sad" and the person comes* [demonstrating]. *She's sad and she's sad in these kinds of situations you said it. Read the behavior backwards. How does this behavior make sense of the situation in which you find it? I think that begins to give us a clue as to how you can use description.*
>
> (H.R. Pollio, Class meeting, 8/30/11)

The two students who wrote "read behavior backwards" in their post-class reflections were referring to this discussion in class. Without further description, however, we are unable to determine *how* the terms and phrases stood out for the students in the class or how they might be useful to this analysis.

Finally, the "Tribal Language" of the course included numerous references to etymological analyses, a topic on which Dr. Pollio demonstrated an affinity. The students responded enthusiastically to an etymological deconstruction of many common terms. One example in particular, an etymological discussion of the word 'analysis' in comparison to the word 'description' stood out for seven participants in class. Pollio also remarked on this particular discussion in his reflective interview after the class meeting.

"At Ease"

The final category of findings from the additional data sources refers to the atmosphere or mood in the class. Student participants, in particular, remarked that the class was "open" or "at ease" and this environment stood out as unique in their experiences. This category relates to

Pollio's instructional planning theme of "Going with the Flow" in that is represents the same type of openness to the particular situations that might arise during classroom discussions. Some participants made note of the classroom environment or sense of community in the course in each of the three class reflections reviewed as additional data for analysis. The following three excerpts demonstrate the importance of the classroom atmosphere and sense of community for one student in particular, Participant 7.

Excerpt 1

I noticed that participants in the class seem very at ease and willing to give their opinions and perceptions.

(Participant 7 Reflection, 8/30/11)

Excerpt 2

I really appreciated [Participant 2]'s account of what it was like to be pregnant.

(Participant 7 Reflection, 9/27/11)

Excerpt 3

I appreciated it when [Participant 4] asked me if I enjoyed the reading. We spoke briefly about it last week and the continuity of interest makes it seem like she cares.

(Participant 7 Reflection, 11/8/11)

Other students in the class clearly had an impact on this participant and his experience in the class. This student's first reflection focused on others students' 'ways of being' in the class. He described them as "at ease" and willing to participate fully in the class discussions. One month later, this participant noted his appreciation of the content of one of his class member's comments in class. Finally, Participant 7 demonstrated his growing appreciation of others in class relative to the content of the course. He 'thought' this fellow classmate might genuinely care about him and his opinions and this was different enough from his ordinary classroom experiences for him to list it in his reflective writings of "what stood out" in the class that day.

Students reflected about the atmosphere of the class and the way that this atmosphere promoted a sense of community. The following excerpt is explicit in describing this atmosphere for the student and one obvious way that it was different from his other classes.

Excerpt 4

> *I also thought about how in some classes, that* [subject] *could be way out of bounds to talk about. That is, this class has an openness to it that most lack. Like* [Dr. Pollio] *said today, "We're all friends here."*
>
> (Participant 3 Reflection, 9/27/11)

This student reflected on a topic that would be taboo, or "way out of bounds" in other classes, but was openly discussed in this class meeting. It is possible that the phenomenological focus on first person experience led to a greater degree of personal sharing than was common in this student's experience.

One student reflected on her own sharing of a personal experience in class and the way that this sharing affected her experience of the class. The topic was the first person experience of playing a role and focused on the first day performing a new role.

Excerpt 5

> *Sharing what is was like on my first day of teaching. – I guess I just enjoyed sharing my story about teaching. As usual, I was a little self-conscious about whether or not what I was saying would help get the discussion where Dr. Pollio wanted it to go, but I was having fun. There's nothing like the feeling of hearing a room full of people erupt in laughter right at the moment they are supposed to. It was also nice seeing nodding heads showing an understanding of a similar experience with teaching.*
>
> (Participant 11 Reflection, 11/8/11)

This student enjoyed sharing her first person experience with her classmates. She was "having fun" telling her story and enjoyed the reactions of the other students. The "nodding heads" informed her that her classmates understood her and their laughter was her reward when it came "right at the moment [it was] supposed to."

Dr. Pollio discussed the challenge of allowing students enough time and space in the class to share their first person experiences while still helping them make connections between their experiences and the content of the course. In particular, he spoke about the need to help his students make connections between their personal experiences with phenomena and the philosophy of Merleau-Ponty related to those phenomena.

Excerpt 6

Pollio: So it's very funny, like, two things are going on. People are talking about their lives. And, they talk- can talk about their lives, and they want to go on talking about it. But, I want to move it, insofar as I can, to – to Merleau-Ponty.
Franklin: You want it to be a productive connection between their lives and – the philosophy –
Pollio: But, and I have to get there a little quicker sometimes.
Franklin: Well, you're patient with people, though. …
Pollio: Well, yeah, but, I don't want anybody – I want people to keep talking.
(H.R. Pollio, Post-class Reflection Interview, 8/30/11)

Here Pollio describes a tension between "want[ing] people to keep talking" and productively moving the class from their first person experiences to the broader literature and philosophy of phenomenology. Within this tension, however, he insists that the primacy is to keep people talking. This attitude, and Pollio's actions in class that allowed students to "talk about their lives," contributed to the student reports of being "At Ease" in the class.

Dr. Pollio's Closing Remarks

It seems appropriate that I allow Dr. Pollio a few words of summary before the close of this chapter. This excerpt represents an exercise in reflective practice whereby Dr. Pollio reviewed the class just ended. He assessed the class in terms of which parts went well and which parts did not. He also partially thematized his own teaching style as having "an easy slip and slide," the ability to "pick up and fly on its own" – and doing that which he "does best…"

Pollio's Closing Reflection

Pollio: The first part of the class only got going in – in fits and starts. We – we never got a consistent, uh, excitement level – or a consistent real level for that – for that first part of class. Second part did better, I thought. But the first part was – "sluggish" is the word I put down. ... More sluggish than – than I was aware of. (Pause) It wasn't bad, but – but it was just sort of slow, and it was not quite as funny – and not quite as lively…. And I – I don't think the material was organized well. It was not organized as well as it might have been. And I didn't spontaneously move from one thing to the other – the other. I – I kind of was – went through my plan.

Franklin: Did you?

Pollio: And going through the plan is never as satisfying (laughs) as having something pick up and fly on its own.

Franklin: Okay. So tell me now, more about "sluggish" and the plan. ...

Pollio: The opponent is – the opposite to that is "spontaneous." And spontaneous always has energy 'cause everybody contributes to it, contributes surprising stuff to it. And their – maybe about half the class contributed today, and the other half kind of just were – were not doing much. Um (pause), if I follow a plan (laughs), rather than go the way – I think I didn't have the structure of this class well in hand. ... The second half of the class was okay, but the first half was a little sluggish. It was slow. It was (pause) – it had the format in my head of a lecture rather than the format of – of the non-lecture. And lecture means I do all the talking and I do all the stuff and so on and so on. But that's not good for this class. This class needs an easy slip and slide to – to different topics. And – and my skill has to be to get them to the topic or to – or to help them see how to get through the topic and then – I was – and I was much more prepared to give a lecture today than I was, uh – well, my mind was in, uh, an orderly sort of way, but it was too orderly. It was – it was the mindset of a lecture rather than the mindset of a – of a ...

Franklin: You think it was that way going in?

Pollio: (Pause) I – oh, wait. I – I'm still thinking about that. It's a good question. (Pause) I think I wanted to cover material today, and when you want a commentary, you – you don't – you don't structure things so that people can talk a lot. But I found I wanted them to be talking, and so the second half I changed what I was going to do. (Pause) And there was the adjustment from the lecture mentality to let's go back to the other mentality. ... And I think I wanted (laughs) for some reason to say [students] *get like a 'real teacher' today.*

Franklin: Oh, wow!

Pollio: And that's bad. That's bad for me 'cause I am a much better teacher when I'm – when I'm not a 'real teacher.' (Pause) ... Like if I – if I used a slip-sliding sort of

> *format in lectures that I use in – in a seminar class, it's not effective. And, by the same token, using a lecture mentality in – in a seminar class is non-effective; that's not what it should be. And that – that was the change that I made between the first and second half. I made it change from having a lecture notion in my head and I'm going to really give them a lot of facts to saying, "This is preposterous. I'm going to – I'm going to do what I do best and what the class does best."*
>
> (H. R. Pollio, Post-class Reflection, 11/8/11)

Chapter Summary

This chapter presented the findings of the study in two parts. Part 1 focused exclusively on the thematic analysis of weekly instructional planning interviews with Dr. Pollio as he prepared for his upcoming class meetings. The weekly interviews with Pollio represent the primary data for this study and address the first research question: "What does this professor do when planning teaching and learning experiences for students in a graduate seminar on phenomenology?" Part 2 of this chapter presented findings from additional data sources believed to extend and support the analysis of Dr. Pollio's instructional planning. Those data sources included: observational field notes from two independent researchers, audio recordings of the entire class sessions, copies of all materials used during the class session, students' written reflections completed during the last few minutes of the class, observers' written reflections completed during the last few minutes of the class, and a reflective interview with Dr. Pollio immediately following each class. These additional data sources addressed the second research question in this study: "In what ways do the students' and professor's experiences in class reflect or relate to the professor's instructional plans?"

Findings from Part 1 were presented in the form of a thematic structure (Figure 4.1), which graphically organized the thematic analysis into one ground theme, "But I'm a Phenomenologist" and six figural themes:

1. “What Can They Experience in Class?”

2. Playing with Possibilities,

3. “Blow Them Away!”

4. “A Good Question,”

5. “All the Stuff,” and

6. Going with the Flow.

Each theme was presented, described, and supported with excerpts from the instructional planning interviews.

Findings from Part 2 were organized around categories that related to the thematic structure of Pollio’s instructional planning but also highlighted the distinction between instructional planning and instruction. The plans became ‘lived’ and lived with others that influenced the enactment of plans. Categorical findings in part 2 included these descriptions of the experience of participating in the course: (a) “Blew My Mind!” (b) “It Makes Sense,” (c) “Visual Phenomena,” (d) “Tribal Language,” and (e) “At Ease.”

In Chapter 5, I will discuss these findings and examine them in light of the present instructional planning literature. I will further share my understandings of the implications this research holds for knowledge of instructional planning. Finally, I will recommend possible future directions for the continued study of instructional planning.

CHAPTER FIVE

Discussion and Implications

> *What happens is education manages to not tell anybody that it has a really complicated and difficult thing, and it's hard. Mainly how children learn, how anyone learns... But they become teachery, and one thing [people] can't stand is being teachered to. "Teachered to" – that's a nice phrase. …"Teachered to" means control and I don't think we want control; what we want is a dialectic. And I ask you a question and you take me, with your answer, someplace I hadn't planned to go, but then I go with you, and we finally get to what we need to get to, and we get to it, and we both learn something from it. … Merleau-Ponty says what you want to do is to teach people to look with awe and wonder at the world.*
>
> (H. R. Pollio, Planning Interview on November 15, 2011)

The purpose of this phenomenologically oriented case study was to describe the instructional planning activities in which Emeritus Professor Howard R. Pollio engaged as he planned to teach a seminar in existential phenomenological psychology. The research questions that guided this dissertation research were:

1. What does this professor do when planning teaching and learning experiences for students in a graduate seminar on phenomenology? and

2. In what ways do the students' and professor's experiences in class reflect or relate to the professor's instructional plans?

Chapter 1 provided an introduction to the study, which included the purpose of the study, the research questions, significance of the study, delimitations, limitations, definition of terms, and organization of the study. In Chapter 2, I reviewed the literature on the subject of instructional planning and noted patterns and key theories informing the topic. Chapter 3 outlined the methodology of this dissertation research, including the theoretical framework from which I approached the study. In Chapter 4, I presented the findings of the study in two parts.

Part 1 provided the thematic analysis and thematic structure of Dr. Pollio's instructional planning practices, while Part 2 presented an analysis of the additional data in the study and related these findings to the thematic analysis. In this final chapter, I first summarize the major findings of the study. I will then discuss these findings as they relate to the research questions, linking these to the wider literature of educational psychology and instructional planning. I then share what I believe to be the major implications of the study, and offer four recommendations for research and practice. Finally, I offer suggestions for future research where gaps in knowledge persist and offer a few final thoughts on this study.

Summary of the Themes

Analysis of the weekly interviews with Dr. Pollio as he performed the instructional planning for his seminar in existential phenomenology produced the ground theme of, *"But I'm a Phenomenologist!"* and six nested figural themes. The ground theme represented Pollio's underlying approach to his instructional planning practices, which demonstrated that his instructional and worldview are grounded in the principles and practices of what he viewed as phenomenological.

The next layer in the thematic structure arose from this philosophical commitment to phenomenological principles with the first figural theme, *"What Can They Experience in Class?"* This theme represented Pollio's focus on first-person, experiential learning for his students. Dr. Pollio contrasted first-person, learner-centered, experiential learning with lecture based instruction, demonstrating both an affinity for and a commitment to the former.

The next layer in the thematic structure contained two figural themes. *Playing with Possibilities* described an openness to choices in instructional planning and the playfulness with which Pollio approached the course. His instructional planning was also crafted to *"Blow Them*

Away!" emotionally and motivationally by Pollio's search for excitement, stimulation, and fun in the learning experiences he designed.

Finally, the last layer in the thematic analysis contains three figural themes that concern the instructional questions, instructional materials, and scope and sequence for the class. *"A Good Question"* represented the concern that Pollio placed on the construction of questions for his students. *"All the Stuff"* represented the materials Pollio planned to use in the class meetings and the purpose for each demonstration, diagram, poem, song, or painting. Finally, *Going with the Flow* concerned the sequencing of activities in class meetings as well as the acknowledgement that 'the flow' would be interrupted during teaching to make way for teachable moments.

Discussion of Thematic Structure

The thematic structure of Pollio's instructional planning (Figure 4.1) depicted a nested figure contained in the ground theme, "But I'm a Phenomenologist!" Within the ground theme are six figural themes:

1. "What Can They Experience in Class?"
2. Playing with Possibilities,
3. "Blow them Away!"
4. "A Good Question,"
5. "All the Stuff," and
6. Going with the Flow.

In this chapter, I add to that earlier figure by labeling the theoretical and philosophical classification of those themes and the relationships with one another. Figure 5.1 interprets Pollio's practice and adds this theoretical and philosophical classification of themes to the earlier

figure. It re-orients the findings according to Pollio's 'teaching knowledge and beliefs' examined in the literature in Chapter 2.

The ground theme represents Dr. Pollio's ontological orientation as phenomenological. Heidegger (1953/2010) called phenomenology "the science of the being of beings – ontology" (p. 35). He named the central being of existence *Dasein* and declared that Dasein is "a pure expression of being" (p. 11). Dr. Pollio declared, "But I'm a Phenomenologist!" during instructional planning to explain his ontological orientation. It demonstrated his worldview as phenomenological and served as a reference point and clarification about the 'why' of his instructional planning decisions.

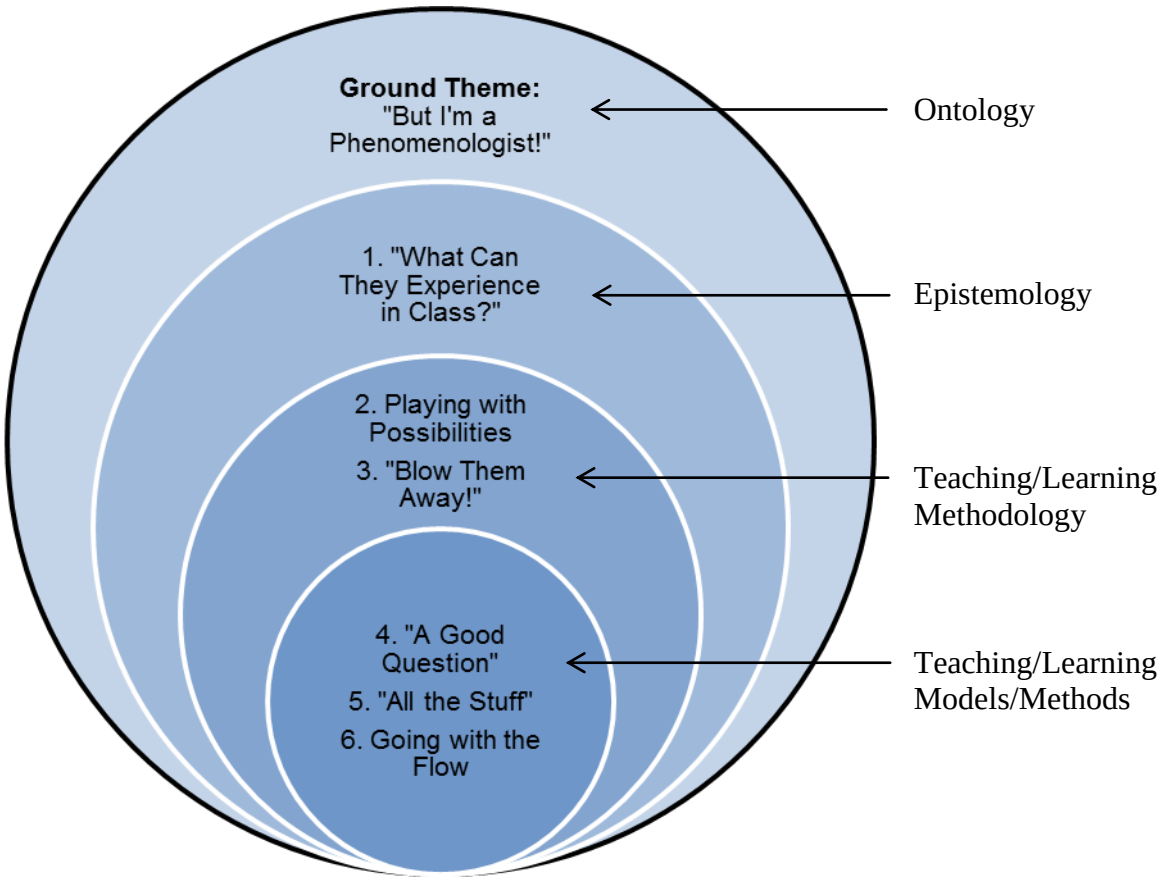

Figure 5.1. Thematic structure of Pollio's instructional planning practices with theoretical classifications.

"What Can They Experience in Class?" demonstrates Pollio's epistemological perspective. Arising from his grounding in phenomenology, Pollio is interested in the 'doing' of phenomenology. Merleau-Ponty (1962/2002) said that it is in the doing of phenomenology that we come to understand it and Dr. Pollio sought opportunities for his students to 'do' phenomenology. This epistemological orientation relates to Foran's (2005) experience-based learning and a learner-centered approach to instruction. This is the way that Pollio wanted his students to examine and know the world, through first person experiences and inquiries.

The next layer in the thematic structure of Pollio's instructional planning depicts his teaching and learning methodology. This layer contains the themes 'Playing with Possibilities' and "Blow Them Away!" Dr. Pollio focused his instructional planning on his grounding in phenomenological principles and experiential ways of knowing through these teaching methods. Ihde (1986) acknowledged the playfulness in phenomenology, reminding us of Husserl's emphasis on 'fantasy variations' but said, "the playfulness is serious and has a purpose: eliciting structures of invariants" (p. 123). Those invariants, in phenomenology, arise from attending to the Husserlian 'things themselves' and through the adoption of a 'phenomenological attitude.' Pollio introduced his students to this new attitude with enthusiasm, intending to "Blow Them Away!" in the process.

The final layer represents all of the instructional models and methods Pollio employed in order to achieve his goals: "A Good Question," "All the Stuff," and 'Go with the Flow.' These tools become figural through their grounding in phenomenological ontology, epistemology, and Pollio's own teaching and learning methodology. As Foran (2005) described, the key is to let the learning experience take over as the teacher, and to refrain from over-directing this process. Good questions and quality materials allowed for first person experiences that demonstrated the

principles of phenomenology directly to Pollio's students. Attending to these 'teachable moments' required that Pollio 'Go with the Flow' of learning. Heidegger (1968) addressed this type of phenomenological teaching:

> Teaching is more difficult than learning because what teaching calls for is this: *to let learn*. The real teacher, in fact, lets nothing else be learned than - learning. The teacher is ahead of his apprentices in this alone, that he has still far more to learn than they - he has to learn to *let them learn*. The teacher must be capable of being more teachable than the apprentices. (p. 15, emphasis added)

Hultgren's (1995) principles of 'letting learn' build from this Heideggerian tenet. Pollio's 'extensive menu' of choices during instruction – good questions, a variety of demonstrations and instructional materials, and the intention of attending to the needs of his students in pedagogical or teachable moments – prepared him to 'let them learn.'

Implications from Question 1

The first of two research questions guiding this study was: "What does this professor do when planning teaching and learning experiences for students in a graduate seminar on phenomenology?" The findings build on the pioneering work by van Manen, Moustakas, Greene, and others as they constructed and practiced a phenomenological pedagogy. The thematic analysis of Dr. Pollio's instructional planning practices adds to this body of work by describing phenomenological pedagogy as practiced by one exemplary, phenomenological instructor. According to van Manen (1996), "The first pedagogical question should be: What is it like for the learner to experience a situation like this?" (p. 49). Dr. Pollio's phenomenological questioning is similar, but distinct: "What's interesting here? What can they do in class? Actually, what kind of experience can they have in class?" (Planning interview, 11/15/11).

While van Manen's question speaks to understanding a specific student's prior or present learning experiences, Dr. Pollio's questions address the creation of present or future learning experiences for a group of learners. We might argue that one aids in research and theory, the other in practice; but these are two sides of the same coin. Langveld (1979) summed up this paradox when he quoted Gunning: "Theory without practice is for geniuses, practice without theory is for fools and rogues, but for the majority of educators the intimate and unbreakable union of both is necessary" (as cited in Langveld, 1979, p. 17).

Within the practice of educating, Selvi (2008) recommended that "Students must be encouraged to describe, investigate, and explain their feelings, experiences, and thoughts" in a phenomenological approach to learning. He further recommended that phenomenological philosophy and phenomenological research methods are appropriate instructional practices in the classroom, as Dr. Pollio demonstrated. It appears that the adoption of the 'phenomenological attitude' during instructional planning or instruction itself holds the potential for the types of powerful learning experiences described by Pollio's students. What is more important for Dr. Pollio, however, is not what the instructor is doing, but what the learners can experience.

Sere (1984) agreed and said that the phenomenological approach is a creative activity focused on making discoveries, but students are the ones in need of these creative experiences. According to Sere, "the phenomenology of teaching can be described as *conscious teaching* or the practice of consciousness while engaged in the various acts of teaching" (p. 239, emphasis in original). More practice in phenomenological pedagogy will yield still more clarity as instructors adopt this attitude and philosophy, sharing the results of their work with the rest of us.

As is apparent in the excerpts from the instructional planning interviews I conducted with Dr. Pollio, I played a role in his preparation for upcoming classes. When Pollio was *Playing*

with Possibilities, he tried out his ideas on me. I often performed the role of a surrogate student in these explorations of what might 'work' as a learning activity with his students. Vagle (2008) referred to this practice as the 'imaginative rehearsal' of instructional planning. Rico and Shulman (2004) discovered a similar phenomenon in their case studies of science teachers as they designed and taught science lessons. The teachers in Rico and Shulman's work were each assigned a 'project collaborator' from the university for assistance and guidance as they designed instructional plans. As the title of this dissertation suggests, my interviews with Pollio were more like "Conversations with a Phenomenologist" than one would find with a traditional structured interview.

The emic nature of this dissertation research allowed Dr. Pollio to direct the course of the planning interviews. He controlled the flow of the conversation and engaged me when it would be helpful in sorting out the ideas he had for his class. Gallimore et al. (2009) likewise explored the practice of planning for instruction within a learning community and used school-based inquiry teams. These teams served a role similar to my own with Dr. Pollio. Knowledgeable peers, as in Gallimore et al.'s and Rico and Shulman's research, were able to offer valuable feedback that assisted in instructional design.

This study found that Dr. Pollio's instructional planning practices and decisions were grounded in his ontological and epistemological commitments to phenomenological principles. The literature agrees that teachers' underlying knowledge and belief systems are embedded within the processes and practices of instructional planning (Darling-Hammond & Bransford, 2005; Kuhn, 2007), but these do not generally relate to observable behaviors (Galvin & Todres, 2007; Hudson Bowden, 2003; McAlpine, et al., 2006; Muth, 2008; and Woolfolk Hoy, et al., 2006). Researchers interested in understanding instructional decision-making cannot ignore the

influences of individual teacher knowledge and beliefs. Instructors like Dr. Pollio, these authors suggest, rely on their ontological and epistemological foundations to inform their instruction and instructional planning practices.

I am particularly concerned about 'methods and models' in the literature on instructional planning that do not engage in an examination of the underlying knowledge and epistemology of teachers. While several approaches to teacher education and teacher professional development do foster an engagement and concern for teachers' personal theories and formal philosophies, much of the larger body of literature I reviewed came from programs of teacher education or teacher professional development where "the one right way" to plan for instruction was promoted. Many of these studies focused on 'helping' teachers adapt to a new curriculum or reform program regardless of the educators' own philosophy of teaching and learning (Beyer & Davis, 2012; Castro Superfine, 2009; Lynch, Pyke, & Jansen, 2003). Findings in the present study contradict this approach and indicate the inseparability of philosophy and practice.

Brook (2009) argued that authenticity is at the center of the lived experience of phenomenological teaching and can be cultivated through planning. Brook explains:

> Planning can become a more flexible way of preparing for an authentic learning environment. A time for the teacher to think about our relationship with students that is responsive to the learning environment that has already formed, while also looking forward to how the learning environment can be built in more authentic ways. (p. 54)

Teacher educators are acutely interested in the growing skills and improvement of instruction and instructional planning, especially with pre-service teachers. Instructional planning, however, may not be amenable to transformations that do not engage instructors' underlying philosophy

and theories of learning. Teacher knowledge and beliefs are critical components in the instructional planning process and warrant a higher degree of engagement in studies of this topic.

Shulman's (1986) theory of pedagogical content knowledge, Rico and Shulman's (2004) disciplinary lens, and Kempner's (1992) disciplinary matrix all argued that disciplinary commitments played an important role in instructional planning. I found a remarkable congruence between the espoused tenets of phenomenological philosophy and Dr. Pollio's approach to instructional planning. In particular the language he used while planning for instruction and the language he used during instruction were nearly indistinguishable. Moreover, Dr. Pollio appeared to live these principles as was evident when he relayed a story of one of his colleagues, an artist, who was having trouble with a lithograph just before I arrived for our interview.

> *So they had a problem. One of the paints did not take very well. It did not take very well; it erased part of the image. … I said, "What is the problem here?" And she told me about the problem and how did it get solved and then she talked about the various solutions to things. … This is - this was the great part. I said, "How did it feel when - when you thought you might've lost the picture?" … And she said, "Grief. I really experienced grief." I said, "Like a child?" She said, "No, like a work of art."*
>
> (H. R. Pollio, Planning interview, 11/8/11)

The question, "How did it feel when-?" attempts to elicit a first-person description of an embodied, lived experience. Dr. Pollio asked questions like this of his friends. He also encouraged this state of mind among his students.

The literature agrees on this view of integrated practice that produces "a deep inseparability between knowledge, ethics and action" (Galvin & Todres, 2007, p. 33). Milner (2003) found that teacher knowledge and thinking were inextricably linked to personal and cultural identity. He referred to a teacher's "personally meaningful goals" in instructional

planning; such as her race, culture, and gender. I advanced a model for consideration of these foundational epistemologies and ideologies in chapter 2 (See Figure 2.2, p. 60).

Dr. Pollio often described the connections between his 'being a phenomenologist' and how that commitment translated into his teaching practice. This connection was a primary element in the congruence between his teacher-self, his researcher-self, and even his personal-self. Pollio described the 'real' teacher in terms of some imaginary prototypical role he might play in contrast to 'doing what I do best' and being himself. This level of identity development and self-awareness, knowing who 'I am' and 'what I do best,' appears not unlike development in any other domain. His educational philosophy provided a foundation for any number of decisions that moved him toward his vision.

Educational philosophers call educators home to the "inner landscape" (Palmer, 2007), the "wide-awakeness" (Greene, 1978), the "wisdom and art" (Nagel, 1998), and the relational nature (Thayer-Bacon, 2003) of the calling to teach. They remind us of the sacred and spiritual aspects of endeavoring to support the growth and learning of others. These authors call us to re-member (Küpers, 2011) ourselves and our foundations and to dwell there pedagogically (Payne and Wattchow, 2008). Thayer-Bacon (2003) reminded us that "we cannot divorce ourselves from epistemological and ontological questions, for they form the net that we use to catch up our experiences and give them meaning" (p. 272).

We need more opportunities for instructors at all levels to develop and articulate their own philosophies of education. This practice allows educators to create their own vision or 'mission statement.' How might our K-12 teachers respond to reform efforts that appear counter to their personal identity and vision? What would happen if a school system attained a critical mass of these authentic practitioners? Foundations of education appear "to be being squeezed

out of teacher education" (Hill, 2006) and this is indeed unfortunate. Educators with a vision are much less likely to succumb to pressures to 'give them a lot of facts,' as Pollio put it and much more likely to 'do what [they] do best.'

Summary of the Additional Data

Additional data in this study provided an opportunity to witness what happened when instructional planning concluded and the instructional plans became lived experiences. Experiences in the class, including reflections at the conclusion of each class meeting, demonstrated that what stood out for participants were the categories: (a) "Blew My Mind!" (b) "It Makes Sense," (c) "Visual Phenomena," (d) "Tribal Language," and (e) "At Ease."

Students in the class reported Eureka-like experiences that both *"Blew my Mind!*" and included moments where "*It Makes Sense*." These experiences were a mixture of emotional reactions to the experience of participation in the class and intellectual interest or stimulation regarding the content of readings and class discussions. "*Visual Phenomena*" and "*Tribal Language*" stood out for participants in the course and related most directly to the materials and vocabulary they encountered in the class. Finally, "*At Ease*" stood out for the participants and addressed the climate of the class. Students, in particular, responded to the unique atmosphere and the corresponding sense of community they felt while participating in class meetings. These findings are discussed in the next section, as well as implications from this portion of the study.

Discussion of Additional Data

Five categories of findings from Part 2 of the data analysis described the experience of participation in the seminar in existential phenomenological psychology. Participants described their experience with the phrases: (a) "Blew My Mind!" (b) "It Makes Sense," (c) "Visual Phenomena," (d) "Tribal Language," and (e) "At Ease." These categories, which represent the

experiences of the students, instructor, and research-observers, relate back to the intentions of the instructor during instructional planning in various ways. Table 5.1 organizes these findings in relationship to the themes of Dr. Pollio's instructional planning.

Table 5.1

Relationship Between Themes of Planning and Categories of Experiences

Theme	Category
"But I'm a Phenomenologist!"	"It Makes Sense"
"What Can They Experience in Class?"	"It Makes Sense" & "Visual Phenomena"
Playing with Possibilities	"Visual Phenomena"
"Blow Them Away!"	"Blew My Mind!"
"A Good Question"	"Tribal Language"
"All the Stuff"	"Visual Phenomena"
Going with the Flow	"At Ease"

Although the correspondences between the themes of Pollio's instructional planning and the categories of the experience of the seminar are not mutually exclusive, clear connections can be made. The ground theme, *"But I'm a Phenomenologist!"* concerns the both the type of course learning experiences and the discipline of phenomenology. Participants in the seminar reported that "It Makes Sense" that phenomenological descriptions lead to greater understanding,

that the phenomenological attitude opens up variations in apprehending knowledge, and that the texts make sense once a discussion in class clarified meanings.

"What Can They Experience in Class?" is the first figural theme of Pollio's instructional planning and addressed his focus on first-person, experiential learning. This theme related to participants categories of "It Makes Sense" and "Visual Phenomena." Following an experience-based learning activity, the principles and practices of phenomenological seeing were made focal for participants, both figuratively in "It Makes Sense" and literally through the explorations of "Visual Phenomena."

Playing with Possibilities was likewise related to participants' experiences with "Visual Phenomena." Participants reported the fun and excitement they found in the demonstrations of multi-stable phenomena and outbursts of laughter in the audio recordings of the class two meeting (where multiple demonstrations were shared) was nearly constant.

"Blow Them Away!" is the figural theme from Dr. Pollio's instructional planning where he expressed a desire to engage students' intrinsic motivation and provide a level of excitement in the class. Participants reported feeling that these experiences "Blew My Mind!" in what is perhaps the clearest correspondence between planning themes and the experience of participation in the course.

The theme *"A Good Question"* centered on Pollio's concern with the wording and language of class discussions as well as the methodological value of questions in phenomenological interviews. Participants reacted to all of these examples in the category of "Tribal Language," making note of favorite phrases, summarizing new content, and delighting in etymological dissections of familiar terms.

"All the Stuff" again related to the category of "Visual Phenomena" and included not only the demonstrations of visual phenomena, but also the diagrams, charts and textual materials used in the class.

Finally, the theme *Going with the Flow* described Dr. Pollio's presentness in the class and his willingness to change directions when required. Participants reported feeling "At Ease" in this classroom community. They described the class as "open" and responded to both Pollio and their fellow classmates in relational and familiar terms.

Implications from Question 2

Pollio reported being treated like an intellectual as a young man. He remembered how it felt to be there, how stimulating those New York salon evenings were for him. This was part of the vision he wanted to share with his students. He respected their desire to learn. He claimed no authority over their learning. He just wanted to gather smart people together to discuss intellectually stimulating topics. Dr. Pollio's students explained that they felt something unique and special was taking place when they participated in the seminar. They described themselves as being fully present, not merely 'playing student.' They described the level of investment they felt in Pollio's class, the playfulness and openness, as well as the intellectual rigor. These elements combined for students into an experience they described as 'fascinating,' 'delightful,' and 'engaging.'

The 'community of practice' figured prominently in S. A. Thompson's (2007) work as well. His 'community' members, however, did not all self-select for inclusion in the study leading to some teams experiencing less benefit from the practice than others. Palmer (2007) recommended that educators voluntarily join communities of practice, which he called the "community of fellow teachers," "Community of Truth" and the "clearness committee." His

premise was spiritual in nature, "Each of us has an inner teacher that is an arbiter of truth, *and* each of us needs the give-and-take of community in order to hear that inner teacher speak" (p. 156, emphasis in original). Pollio created two different communities: one during instructional planning, and one in his seminar meetings. Conversations with another during instructional planning appeared to help Pollio clarify his intentions for the course while conversations with his students in the teachable moment were shown to be productive for both Dr. Pollio and his students.

Findings from the study indicate that Dr. Pollio held a different view of pedagogy than other phenomenologists. Van Manen, in particular, centers his pedagogical relating to an *individual* learner, while Dr. Pollio focused on the learners *as a group*. Lippitz (2007) cautioned against a view of the learner as 'other' and 'foreign' to the teacher. He warned educators about what he termed a 'dangerous view' of learners that generalized about the plural 'learners,' which he argues objectified those learners (p.86). While Pollio did make references to individual learners during instructional planning and reflections following classes, his concern for individual learning was largely absent. He was concerned with the plural group and students and whether they were benefitting from his instruction, but was not interested in any measure of individual learning, certainly not any assessment of learning.

Pollio's students experienced phenomenological principles firsthand in the seminar and then applied those principles to their own practices before even leaving the classroom. Pollio's instructional methods, his sense of humor, and his authentic being as a phenomenologist resonated with his students. They enjoyed the experience of participation in the seminar in existential phenomenological psychology and were eager to share their enthusiastic support for the discipline and for their professor.

Recommendations

Findings from this study may provide useful implications for teachers in any discipline and at any level of instruction (K-12, college, graduate), but are particularly applicable within teacher education or teacher professional development programs at institutions of higher education. While no researcher can anticipate all of the possible uses of her work, I offer what I believe to be four significant recommendations for theory and practice.

Continue to define phenomenological pedagogy and practices.

Theorists and practitioners alike may contribute to our understanding, as has Dr. Pollio, of phenomenological pedagogy by continuing to describe and publish their practices.

Make time for dialogue within instructional planning practices.

Teachers may find, as did Dr. Pollio, that instructional planning is enhanced through discourse with another or a community of peers.

Consider teachers' ontology and epistemology when interpreting findings of instruction and instructional planning.

Researchers may find an additional layer for analysis and interpretation, as I did with this dissertation, when teachers' underlying ontology and epistemology are questioned and considered.

Honor the importance of teachers' educational philosophies, especially in teacher preparation programs.

Rather than reducing or eliminating coursework in the foundations of education, teacher preparation programs may find that these courses provide opportunities for a more ontologically and epistemologically integrated group of graduates and a more authentic and prepared cadre of teachers.

Future Research

As this dissertation research comes to a close, I am encouraged and enthusiastic about potential future projects. I see opportunities for expanded research with exceptional teachers in a variety of locations. At the onset of this study, I hoped to learn *how* this instructor does what he does and also learned *who* this instructor is when he does what he does. Rather than attempting to emulate some model of what a 'real teacher' might look like, findings from my work with Dr. Pollio indicate the inseparability of the several roles of a university professor. I wonder if other exceptional teachers demonstrate this congruence of personhood between their instructor-selves, their researcher-selves, and their personal-selves. Perhaps this is the key to their exceptionality. Perhaps this integration of the self is an outcome of one who is firmly grounded in the principles of their own philosophical foundations.

Future work might highlight and engage ontology and epistemology within instructional planning. I am no longer interested in learning about an isolated and innovative approach to instruction without attempting to go behind (or rather in front of) the practice to see what foundational beliefs are buried within. Rather than offering professional development that aims at improving some niche skill in instruction, we might spend our time more effectively in examinations of personal and professional teaching identities. Dr. Pollio knows who he is and who he is not; he understands the philosophy that informs his instructional practices and he recognizes when something is amiss. Further research in instructional planning might examine other effective means, such as those recommended by Palmer (2007), to engage teachers in this connection or reconnection to their ontological and epistemological foundations.

Finally, I hope to continue to explore and define phenomenological pedagogy and the possibilities it might afford in educational practices. Pioneers like van Manen, Greene, and

Moustakas have pointed the way. These and other scholars have put phenomenological principles into pedagogical practice and shared their positive results. Dr. Pollio has contributed substantially in this effort; opening up his classroom, his instructional planning practices, and his reflections about his teaching. We owe a debt to these scholars to share our own attempts and challenges.

Final Thoughts

Six years ago, I left the high school classroom where I taught English and biology to students with special needs to study educational psychology and pursue my Ph.D. During my years in public education I had come to believe that something was wrong with the way we do the business of educating our youth. My vision was an idealistic one –I hoped to learn how to reach more children and open up a window to brighter futures for the students I encountered daily. This is the dream and the passion that drives many teachers into the profession.

I thought that I might learn how to 'do it right' in a once and for all fashion. I hoped that the university would show me the errors in my practice and help me to crack the code that would unlock the secrets of learning for me and my students. I feel a bit like Dorothy clicking her heels together and learning that I had the power inside me all along. I needed to go home. Home to the beliefs I held about teaching and learning. Home to the life experiences I brought into that classroom each morning. I needed to come home to myself and my ontological and epistemological foundations.

During my undergraduate studies in teacher education I was tasked with writing my own "Philosophy of Education" statement. I recently reviewed this statement and found myself smiling at both the passion and innocence in that statement. What would that idealistic woman

say to me today? Which lessons that she learned have I forgotten? In the process of 'doing teaching,' had I forgotten my vision of teaching?

I believe I was right to be concerned with the way we do the business of educating our children. We have become so caught up in the business of education that we are losing sight of the normative purposes of educating our children. Holding the "Conversations with a Phenomenologist" these past years has taught me valuable lessons about the need for congruence and harmony between our teaching, research, and personal selves. I now see the greatest task facing educators as the need for re-examination of our foundational beliefs. Whatever these beliefs are, we must have the courage to declare them to ourselves and our professional community and then set about living them in our practices. As for me, I declare that "I'm a phenomenologist, too!" and I look forward to living my way into clearer identification with those principles.

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APPENDICES

Appendix A

Syllabus for Psychology 613

Seminar in Existential Phenomenological Psychology

Fall 2011

PSYCHOLOGY 613

Seminar in Existential Phenomenological Psychology

Fall 2011

DATE		TOPIC	READINGS
8/23	I.	Introduction	None
	II.	What is Phenomenology:	
8/30		A. Ihde's View	Ihde: pp. 7 - 133
9/06		B. Merleau-Ponty's Views,	M-P: Preface; 52-63
9/13		C. The View from Duquesne and Tennessee	V&H: 1, 3; Fischer, (Xerox) 411-441; T&P: 1, 2.
	III.	The Major Existential Grounds	
9/20		A1. The Body	M-P: 67-147; (77-112).***
9/27		A2. The Body	V&H: 4:T&P:3; M-P: 148-199 (171-202);***
10/04		B1. Time	M-P: 410-433; (476-503)***
10/11		B2. The Historical Event	T&P: 10; D: 1, 2, 5, 6 PSS: Preface 1, 3, 11
10/18		C1. The Social Order	B&L: 1-128. T&P:6
10/25		C2. Other People and The Social Order	B&L: 129 - 184 M-P: 434 - 456 (504-530)*** 346 - 368 (403-428)***
11/01		D1. The World	Tuan: Preface - 84 M - P: 299 - 345 (348-402);***

11/08		D2. The World	Tuan: 85-206; T&P: 14
	IV.	Phenomenology and Education (Listening to Students)	
11/15		Some Early Views	Collins, Rogers, James T 1-4 James S. 1-3.
11/22		Student Suggestion: 1	None
11/29		Student Suggestion: 2	None

TEXTS

Berger, P. and Luckmann, T. The Social Construction of Reality. New York: Anchor Books, 1966. (B&L)

*Collins, J. "Phenomenological perspectives: Some implications for adult education." (1923) 1983

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*Fischer, C.T. Qualitative Research Methods for Psychologists. New York: Academic Press, 2006 (Fischer)

Ihde, D. Experimental Phenomenology: An Introduction. Albany: State University of New York Press, 1986. (Ihde)

*James, W. Talks to Teachers (1910).

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*Pollio, H. R., Stoitsova, T. and Snellen, A. Life and Death in a Time of Terror (PSS) (2011)

*Rogers, C. Interpersonal Relationship in the Facilation of Learning (1967).

Thomas, S., and Pollio, H.R. Listening to Patients. New York: Springer 2002 (T&P).

Tuan, Yi-Fu. Space and Place: The Perspective of Experience. 1977, Minneapolis: University of Minnesota Press, (Tuan)

Valle, R.S. and Halling, S. Existential - Phenomenological Perspectives in Psychology. New York: Plenum. 1989. (V&H)

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* Xerox; no need to buy

***Pages in new text of M-P.

Appendix B

Reflection Form

Post-class Reflections

Date Student # ___

Please list two or three things that stood out for you in class today.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Describe what you were aware of at one of these moments.

_____

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Appendix C

Informed Consent

Student Version

Participant (Seminar Student) Informed Consent Letter
Conversations with a Phenomenologist

INTRODUCTION
You are invited to participate in a research project to capture the essence of the experience of participating in the course, "Psychology 613: Seminar in Existential-Phenomenological Psychology" during the Fall 2010 semester at the University of Tennessee, Knoxville.

INFORMATION ABOUT YOUR INVOLVEMENT IN THE STUDY

This study will seek to understand the experience of participating in the course, "Psychology 613: Seminar in Existential-Phenomenological Psychology" during the Fall 2010 semester at the University of Tennessee, Knoxville. To complete this study, researchers from the University will be audio recording the seminar sessions during the entire Fall 2010 semester. The data will be analyzed by a research team at the University of Tennessee. The findings may be used for conference presentations and publications in journals.

RISKS

There are no obvious risks with this study. Feel free to ask any questions about the study. You are free to withdraw from the study at any time, without penalty.

BENEFITS

The results of this research may serve to inform future graduate students and researchers about the experience of participating in a course on Existential-Phenomenological Psychology.

CONFIDENTIALITY

All information from this study will be kept strictly confidential. Your name will be replaced with a pseudonym. All digital recordings will be stored securely in password protected folders on the researchers' laptops and will be made available only to persons conducting the study unless participants specifically give permission in writing to do otherwise. The audio recordings will be used outside of this study only with your expressed permission. Any outside transcriber will be asked to sign a confidentiality agreement, if used.

CONTACT INFORMATION
If you have questions at any time about the study or the procedures, you may contact the researchers, Dr. Katherine H. Greenberg or Karen A. Franklin, at 529 Bailey Education Complex, Knoxville, TN. If you have questions about your rights as a participant, contact the Office of Research Compliance Officer at (865) 974-3466. Please sign below to give your consent to participate in the study and to indicate that you are aware of the nature and purpose of the study.

CONSENT TO PARTICIPATE

I have read the above information. **I have received a copy of this form.** I agree to participate in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

CONSENT TO ALLOW YOUR VOICE TO BE USED IN PRESENTATIONS

I agree to allow the researchers to use selections from the course recordings in the form of digital audio recordings in the presentation of the findings of this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

EXPEDITED APPROVED

DATE 8-23-2010

Brenda Lawson

Compliance Officer & IRB Administrator

Appendix D

Informed Consent

Instructor Version

Dr. Howard Pollio (Special Participant) Informed Consent Letter
Conversations with a Phenomenologist

INTRODUCTION
You are invited to participate in a research project to capture the essence of the experience of participating in your course, "Psychology 613: Seminar in Existential-Phenomenological Psychology" during the Fall 2010 semester at the University of Tennessee, Knoxville.

INFORMATION ABOUT YOUR INVOLVEMENT IN THE STUDY

This study will seek to understand the experience of participating in your course, "Psychology 613: Seminar in Existential-Phenomenological Psychology" during the Fall 2010 semester at the University of Tennessee, Knoxville. To complete this study, researchers from the University will be audio recording the seminar sessions during the entire Fall 2010 semester. As the key participant in the study, you will also be interviewed immediately prior to and following each course meeting. These weekly interviews will be audio and/or video recorded on digital recording devices. The data will be analyzed by one or more research teams at the University of Tennessee. The findings may be used for conference presentations and publications in journals.

RISKS

There are no obvious risks with this study. Feel free to ask any questions about the study. You are free to withdraw from the study at any time, without penalty.

BENEFITS

The results of this research may serve to inform future graduate students and researchers about the experience of participating in your course on Existential-Phenomenological Psychology.

CONFIDENTIALITY

Because you personally are such an integral focus of this study, Dr. Pollio, it is not possible to maintain confidentiality of your participation in the study. Rather, the researchers will conference with you on a regular basis, asking you to serve as a participant-investigator with member-checking privileges throughout the course of the study. All digital recordings will be stored securely in password protected folders on the researchers' laptops and will be made available only to persons conducting the study unless you specifically give permission in writing to do otherwise by approving this consent form. The audio and/or video recordings will be used outside of this study only with your expressed permission. Any outside transcriber will be asked to sign a confidentiality agreement, if used.

CONTACT INFORMATION
If you have questions at any time about the study or the procedures, you may contact the researchers, Dr. Katherine H. Greenberg or Karen A. Franklin, at 529 Bailey Education Complex, Knoxville, TN. If you have questions about your rights as a participant, contact the Office of Research Compliance Officer at (865) 974-3466. Please sign below to give your consent to participate in the study and to indicate that you are aware of the nature and purpose of the study.

CONSENT TO PARTICIPATE

I have read the above information. **I have received a copy of this form.** I agree to participate in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

CONSENT TO ALLOW YOUR VOICE AND IMAGE TO BE USED IN PRESENTATIONS

I agree to allow the researchers to use selections from the course recordings and interviews in the form of digital audio and/or video recordings in the presentation of the findings of this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

EXPEDITED APPROVED
DATE 8-23-2010
Brenda Lawson
Compliance Officer & IRB Administrator

Vita

VITA

Karen Anne (Lambert) Franklin was born and raised in Joliet, Illinois by parents John and Donna Lambert, and graduated from Joliet West High School in 1982. After more than a dozen years working in the computer industry, she completed a Bachelor of Arts in Special Education from the University of Saint Francis in Joliet, Illinois in 2001. She worked as a special education teacher at the middle school level while completing a Master of Science in Educational Curriculum and Instruction with a concentration in Differentiated Instruction from the University of Saint Francis in Joliet, Illinois in 2004. She relocated to Knoxville, Tennessee and worked as a special education teacher at the high school level for another three years before entering into doctoral studies at the University of Tennessee, Knoxville. While completing her doctorate, she taught principles of educational psychology to pre-service and alternative licensure teachers for five years. She completed a Graduate Certificate in Qualitative Research Methods and the equivalent of the former Graduate Certificate in Quantitative Research Methods in 2012. Upon acceptance of this dissertation, Karen will have earned the Doctor of Philosophy in Educational Psychology and Research with a concentration in Human Learning and Development and a cognate in Psychology from the University of Tennessee, Knoxville in 2013. She currently works as a Clinical Assistant Professor and Educational Specialist at the Vine School Health Center, which is a school-based health center managed by the University of Tennessee, Knoxville's College of Nursing.