



CALL FOR PROPOSALS
Teaching Learning Advisory Council (TLAC)
Conference Grant Program
Fall 2017

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Applicant Information

Abby Cameron-Standerford, EdD
Associate Professor
Director of the Masters of Arts in Education in Learning Disabilities Program
School of Education, Leadership and Public Service
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Conference Information

Conference: Presentation at the 12th Annual International Conference on Self-Study of Teacher Education Practices, East Sussex, England; July 14-19

Conference Theme: Pushing Boundaries and Crossing Borders: Self-Study as a Means of Knowing

Title of Presentation Proposal: *Exploring Multimodal Literacy in our Online Courses: Extending our Collaborative Self-Study with Visual Thinking Strategies Pedagogy*

Additional Information / Resources for the Committee

<http://www.aera.net/SIG109/Self-StudyofTeacherEducationPractices/tabid/15029/Default.aspx>
<http://www.castleconference.com/>

Introduction and Essay

Through the use of self-study methodology, I considered how the implementation of visual thinking strategies in the graduate online setting influenced my use of multimodal literacy practices in my teaching as I prepare in-service teachers to meet the diverse needs of students with learning disabilities in K12 education. The focus of this study addresses the scholarship of teaching by identifying a procedure that transformed and improved my online teaching practices (SoE By-Laws 5.4.2). I am now seeking assistance to facilitate the dissemination of this research to an international audience through (1) a peer-reviewed presentation, (2) a chapter submitted for publication, and (3) collaboration with international colleagues.

Self-study of teacher education practices can be defined as a methodology characterized by the examination of the personal role in the research project and “the space between self and the practice engaged in” (Bullough & Pinnegar, 2001, p. 15). Self-study is similar to action research, often used in education, in that it requires the researcher to identify an issue, collect baseline data, implement a plan, document and reflect on current practice in order to revise instruction for the future.

A cornerstone of self-study is the individual focus on educational practices within the structure and framework of a collaborative group. I participated in this study as both a researcher looking at my own

teaching and as a critical friend within the group as each member brought data to the group for discussion, critique, and expansion. This self-study research involved bi-weekly meetings during the winter and fall 2017 semesters and monthly meetings through the summer of 2017. For this research, narrative inquiry methods and subsequent data collection (Connelly & Clandinin, 2000), such as written reflections, the examination of online and in person instructional experiences, and the notation of our conversations with each other, guided us in our reflections on our roles as teacher educators.

The research project sought to individually answer the question: “How can I use visual thinking strategies to re-see my use of multimodal literacy practices in an online environment?” My purpose was to understand how I use, learn and teach through visual thinking strategies and multimodal literacy practices to better understand how visuals communicate and construct meaning (Eisner 1998; Langer, 2011). In collaboration with two of my colleagues who were part of this research project, I will have the opportunity to present the research methodology used, the way the study had an impact on me as an educator, and the implication for my personal teaching practices at the Queen’s University International Study Centre at Herstmonceux Castle in England. This is the location for the biannual “Castle” conference of the Self-Study of Teacher Education Practices, one of the largest special interest groups of the American Educational Research Association (AERA). Acceptance at this prestigious conference is limited to 75 presentations, and if accepted, it will be an honor to share our research with this exclusive group.

TLAC Selection Criteria Alignment

I have indicated how this proposal addresses each of the criteria in the TLAC Grant Requirements in the bulleted list below.

- *Demonstrated interest in teaching and pedagogical issues, including scholarship of teaching.*
 - As outlined above, the accepted presentation addresses the scholarship of teaching by identifying and studying procedures that improved my online teaching practices.
- *Consideration will be given to new faculty members seeking ideas for immediate improvement of their teaching or to senior faculty members seeking ideas for updating or remodeling some aspect of their pedagogy.*
 - Although I will be starting my 6th year as a faculty member this winter, I continue to seek opportunities to grow and develop my teaching repertoire. Attendance at this conference will offer opportunities for me to integrate recent research related to improving the courses that I teach in the Masters of Arts in Learning Disabilities program.
- *Consideration will be given to faculty members who will share conference information with the university community about what constitutes excellent in teaching and learning.*
 - I will submit a proposal to share conference information at the Fall Educator’s Conference held on campus biannually.
- *An essay describing your request and why you would like to attend this particular conference at this time. The essay should clearly denote the conference/workshop to be attended including dates and location, the focus of the conference, and a breakdown of anticipated expenses (i.e. estimated budget).*
 - Please see the above section titled: Introduction and Essay
 - Estimated budget information is provided in the following section.
- *Also include whether you plan to present and if your presentation has been accepted by the conference.*

- Awaiting acceptance notification later this fall.

Estimated Expenses

I am requesting \$1500 from TLAC to facilitate the dissemination of my research to an international audience through a peer-reviewed presentation and publication. Estimated expenses include conference fees, air and ground travel, lodging, and incidental expenses, including meals. If awarded this grant, the funds will be used toward the costs of attending and presenting at the AERA 12th Annual International Conference on Self-Study of Teacher Education Practices, in East Sussex, England. Thank you for your consideration of this grant proposal.

Description	Expense
Conference Fees (Registration, Meals, Lodging)	\$760
Airline Ticket	\$2000
Lodging (To and from the conference)	\$500 (shared accommodations)
Ground Travel (To and from the conference)	\$160
Meals (To and from the conference)	\$128
Total (estimated)	\$3108

Abbreviated Curriculum Vita

Abby R. Cameron-Standerford
School of Education, Leadership and Public Service
Northern Michigan University

Education

Doctor of Education, 2012, Central Michigan University, Educational Administration, Educational Leadership.
Master of Arts, 2006, Northern Michigan University, Learning Disabilities, Reading Emphasis.
Bachelor of Science, 1999, Northern Michigan University, Elementary Education major, Special Education major, Emotional Impairment endorsement.

Professional Work History

Associate Professor / Director of the Graduate Learning Disabilities Program, August 2017 – present,
School of Education, Leadership & Public Services, Northern Michigan University.
Assistant Professor / Director of the Graduate Learning Disabilities Program, January 2014 – July 2017,
School of Education, Leadership & Public Services, Northern Michigan University
Assistant Professor / Director of Field Experiences, August 2013 – December 2013, School of Education,
Northern Michigan University
Instructor / Interim Director of Field Experiences, January 2012 – May 2013, School of Education,
Northern Michigan University

Competitive Grants

- 2017 Michigan Department of Education
“Educator Evaluation Research and Evaluation Activities”
Co-Writer and Co-Principal Investigator; Award, \$186,000
- 2016 College of Health and Human Performance Faculty Supplemental Grant
“Exploring the Use of Multimodal Literacies in Academically Diverse Online Classrooms:
Creating Opportunity, Access, and Ownership”
Co-Writer and Co-Principal Investigator; Award, \$2,000
- 2016 School of Education, Leadership and Public Service Internal Grant
“Reframing Our Use of Visual Literacy through the Consideration of Academic Diversities: A
Cross-Disciplinary Collaborative Self-Study”
Co-Writer and Co-Principal Investigator; Award, \$4,500
- 2016 College of Health and Human Performance Internal Grant
“A Framework for Critically Reading Lived Experiences as Texts: A Four-Year Study of Teacher
Education Practices”
Co-Writer and Co-Principal Investigator; Award, \$8,000
-

Scholarship and Professional Development

Peer-Reviewed Chapter in a Book

Bohjanen, Sharon, **Cameron-Standerford, A.** & Meidl, Tynisha (2017). Capacity building pedagogy for diverse learners. In *Handbook of Research on Pedagogical Models for Next-Generation Teaching and Learning (In press)*.

Cameron-Standerford, A., Edge, C., & Bergh, B. (2016). Toward a framework for reading lived experiences as texts: A four-year self-study of teacher education practices. In D. Garbett & A. Ovens (Eds.), *Enacting self-study methodology for professional inquiry* (pp. 371- 377). Auckland, New Zealand: University of Auckland.

Peer Reviewed Publications

Bergh, B., Edge, C., **Cameron-Standerford, A.**, Imdieke, S., Standerford, N.S., & Reissner, L. (2014).

(Re)Seeing our teacher education practices through visual literacy. *American Reading Forum Annual Yearbook* [Online]. Vol. 34.

http://americanreadingforum.org/yearbook/14_yearbook/documents/Bergh.ReSeeing_Our_Teacher_Education_Practices.pdf

Edge, C., **Cameron-Standerford, A.**, & Bergh, B. (2014). Using self-study to navigate the changing seas of standards-based education. In D. Garbett & A. Ovens (Eds.), *Changing Practices for Changing Times: Past, Present and Future Possibilities for Self-Study Research. The Proceedings of the Tenth International Conference on Self-Study of Teacher Education Practices*. (pp. 63-66). Auckland, New Zealand: University of Auckland.

Cameron-Standerford, A., Bergh, B., Edge, C., Standerford, N.S., Reissner, L., Sabin, J., & Standerford, C. (2013). Textualizing experiences: Reading the “texts” of teacher education practices. *American Reading Forum Annual Yearbook* [Online]. Vol. 33.

http://www.americanreadingforum.org/yearbook/13_yearbook/volume13.htm

Cameron-Standerford, A. (2012). *Principals' perceptions of collective bargaining and its impact on school culture*. (Doctoral dissertation). Retrieved from CMU Online Digital Repository.

<http://condor.cmich.edu/cdm/ref/collection/p1610-01coll1/id/3664>

Standerford, N. S., Sabin, J. M., Anderson, D., Edge, C., Lubig, J., & **Cameron-Standerford, A.** (2012). Minding the gap: Navigating chasms of confusion and fogs of frustration – A Problems Court. *American Reading Forum Annual Yearbook* [Online]. Vol. 32.

http://www.americanreadingforum.org/yearbook/12_yearbook/documents/Standerford-N-S-Sabin-J-M-Anderson-D-Edge-C-Lubig-J-Cameron-Standerford-A-%282012%29.pdf

Peer Reviewed Professional Presentations

International

Cameron-Standerford, A., Edge, C., & Bergh, B., (2016, August). *Toward a framework for reading lived experiences as texts: A four-year self-study of teacher education practices*. Paper presented at Herstmonceux X: Castle Conference for the American Educational Research Association Self-Study of Teacher Education Practices, Herstmonceux, England.

Cameron-Standerford, A., Bergh, B., & Edge, C. (2014, August). *Using Self-study to Navigate the Changing Seas of Standards-Based Education*. Paper presented at Herstmonceux IX: Castle Conference for the American Educational Research Association Self-Study of Teacher Education Practices, Herstmonceux, England.

National

Cameron-Standerford, A. & Bohjanen, Sharon. (2017, April). *Exceptionalities in the Classroom: A Phenomenological Study of Pre-service Experiences during Student Teaching*. Presentation at the American Educational Research Association, San Antonio, Texas.

Edge, C., Bergh, B., & **Cameron-Standerford, A.** (2017, April). *Exploring Use of Multimodal Literacies in Academically Diverse Online Classrooms: Creating Opportunity, Access, and Ownership*. Presentation at the American Educational Research Association, San Antonio, Texas.

Bergh, B., **Cameron-Standerford, A.**, Edge, C., & Reissner, L. (2016, December). *Connecting worlds through multimodal literacy practices in three academic disciplines*. Presentation at the American Reading Forum Annual Meeting, Sanibel Island, Florida.

Bergh, B., Edge, C., & **Cameron-Standerford, A.** (2016, April). *Self-study of language and literacy teacher education practices across culturally and linguistically diverse contexts*. Panel presentation at the American Educational Research Association, Washington, D.C.

Edge, C., Bergh, B., & **Cameron-Standerford, A.** (2016, April). *Critically reading lived experiences as texts: A four-year study of teacher education practices*. Presentation at the American Educational Research Association, Washington, D.C.

Respectfully submitted,

Abby Cameron-Standerford, Ed.D.

Associate Professor of Education
Director of the Graduate Learning Disabilities Program
School of Education, Leadership & Public Service

References

- Bullough, R., & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13–21.
- Connelly, F. & Clandinin, J. (2000). Narrative understandings of teacher knowledge. *Journal of Curriculum and Supervision*, 15(4), 315-331.
- Eisner, E. W. (1998). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. Upper Saddle River, NJ: Merrill.
- Langer, J.A. (2011). *Envisioning knowledge: Building literacy in the academic disciplines*. New York: Teachers College Press.

*Copy of Final Report (Submitted in January of 2016)
for the TLAC Grant Awarded Fall 2014*

January 28, 2016

Dear TLAC Committee Members,

Thank you once again for the \$1500 grant award to support my presentation and attendance at the American Educational Research Association 10th Annual International Conference on Self-Study of Teacher Education Practices, August 3-7, 2014. It was an incredible conference!

The research project presented sought to individually answer the question: “How do I use visual literacy to re-see my world and to help others to construct meaning in theirs?” First, educational policy patterns in the United States were analyzed as the broader context before considering my teaching practice in light of the *Common Core State Standards* for visual literacy. My purpose was to understand how I use, learn and teach through visual literacy in order to better help pre-service and practicing teachers to understand how visuals communicate and can construct meaning (Eisner 1998; Langer, 2011). In collaboration with two of my colleagues who were part of this research project, I had the opportunity to present the research methodology used, the way the study had an impact on me as an educator, and the implication for my personal teaching practices at the Queen’s University International Study Centre at Herstmonceux Castle in England. This is the location for the biannual “Castle” conference of the Self-Study of Teacher Education Practices, one of the largest special interest groups of the American Educational Research Association (AERA). Acceptance at this prestigious conference was limited to 65 presentations, and it was an honor to share our research with this exclusive group.

Our presentation, “Using Self-Study to Navigate the Changing Seas of Standards-Based Education,” was well-received. The conference presented a variety of research on the use of self-study methodology across disciplines. Each presentation provided an extensive reading list for me to pursue and some new questions and areas to consider as I revise and refine my own courses in the graduate learning disabilities program. As the conference is located in a remote location with everyone staying on site, I had the opportunity to make stronger connections and networks with other educators and researchers from around the world. Additionally, our work was published in the Proceedings of the Tenth International Conference on Self-Study of Teacher Education Practices titled *Changing Practices for Changing Times: Past, Present and Future Possibilities for Self-Study Research*.

The support of this grant was very helpful in funding my travel to the conference. Thank you for this award; I truly appreciate the committee’s recognition of and support for my research.

Sincerely,

Abby Cameron-Standerford
School of Education, Leadership and Public Service