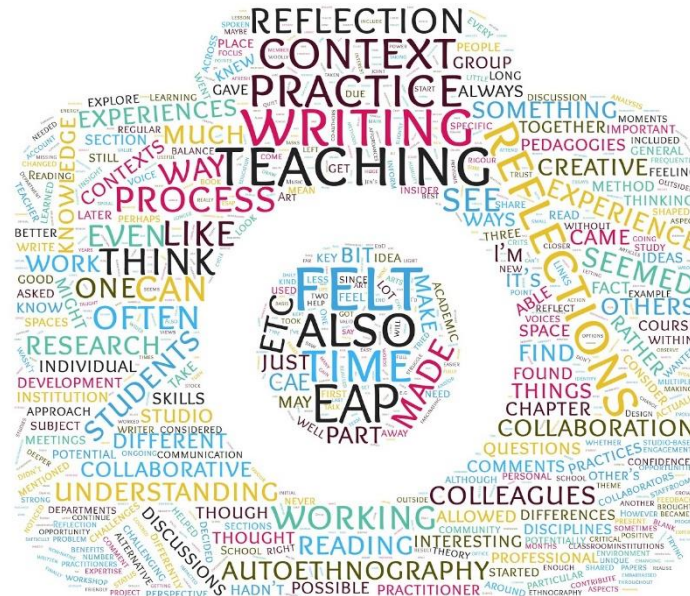


Cross-institutional collaborative autoethnography (CAE) as an inclusive and flexible way of researching EAP pedagogies and practice.

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Context

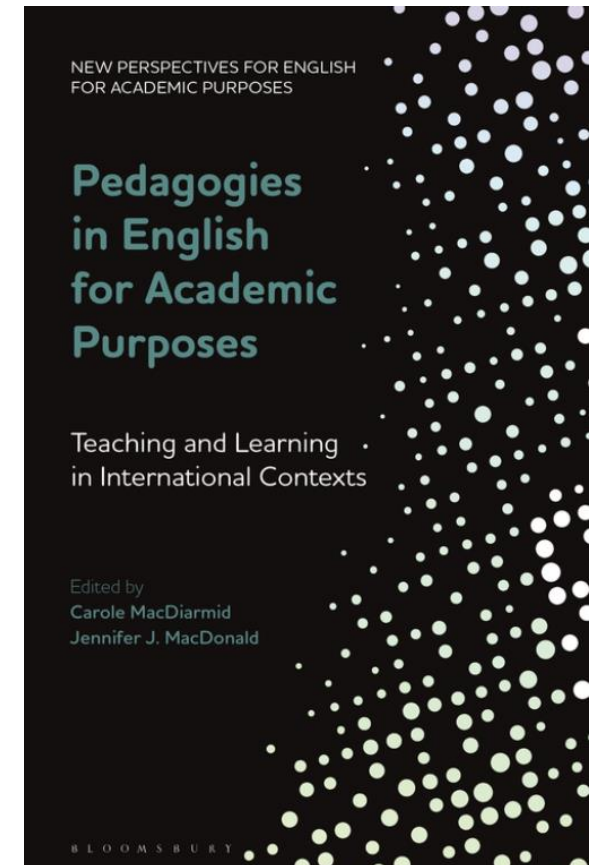
Invitation to contribute a chapter to the latest volume in the Bloomsbury 'New Perspectives' series, focused on Pedagogies in English for Academic Purposes.

Focus:

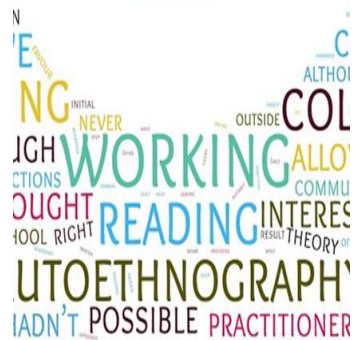
Creative arts pedagogies and EAP

Aims of the study:

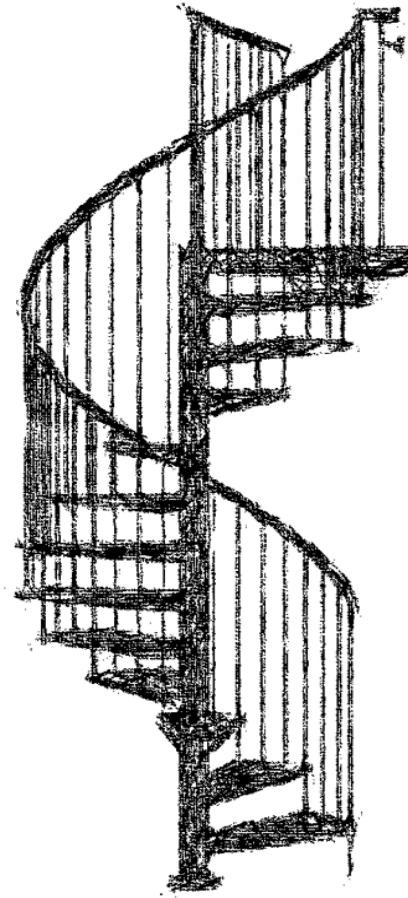
- to explore EAP pedagogies within a creative arts context and gain an understanding of the link between EAP and creative arts pedagogies.
- to consider the implications for EAP practitioners working in similar contexts and the broader implications for E(S)AP practice in general.



Our CAE process



reliability checking



data reduction and reporting

further data collection: reflection on reflections

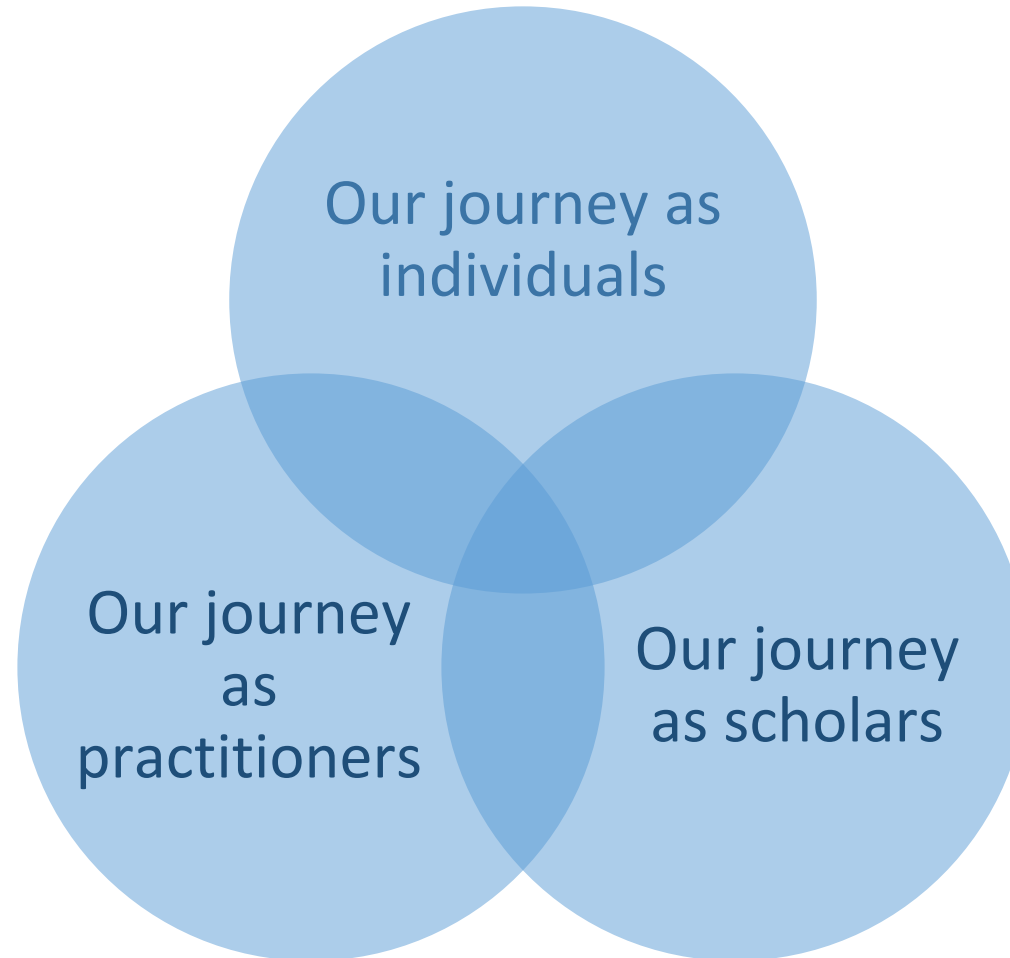
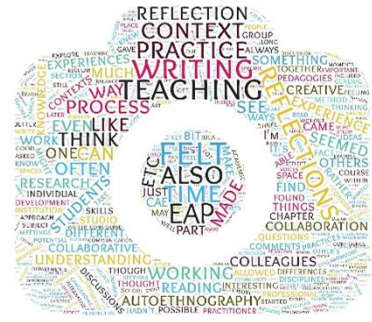
analysis and theme identification

data collection: reflection

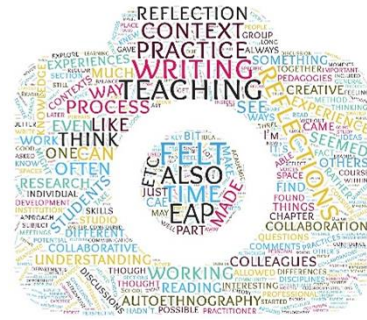
frames for reflection

Based on CAE processes of Chang et al (2012) and Adamson and Muller (2018)

Our reflections on the CAE process



Theme 1: Our journey as individuals



- facing and overcoming feelings of insecurity
- empowerment, validation, confidence and motivation
- collegial support

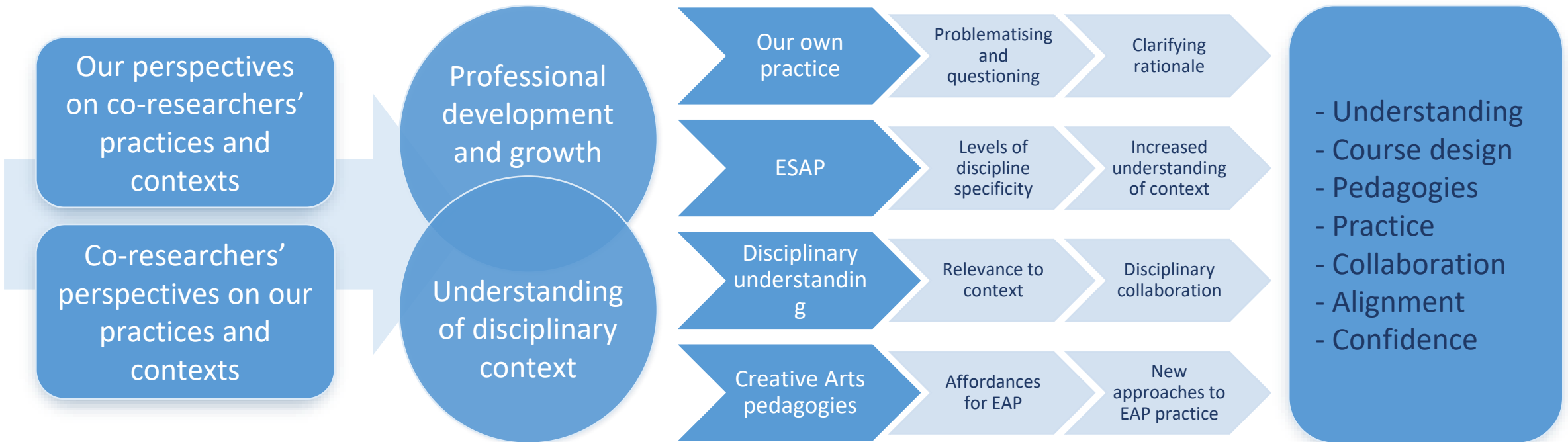
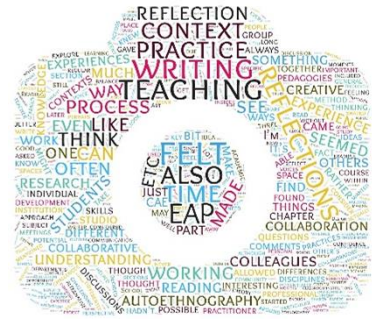
IDENTITY WORK

*This change from the researcher to the researched (outsider > insider) can be uncomfortable and even perhaps exposing. However [...] I've come to realise that **my voice is valid** and does contribute to the understanding of contexts and practices we are part of.*

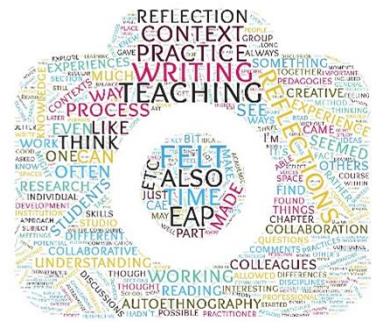
*I thought autoethnography presented opportunities and **power to tell our own stories** as practitioners.*

*Collaborative research allows for member checking and validity through discussion and **removes some self-doubt and exchanges it for collective exploration and analysis.***

Theme 2: Our journey as practitioners



Theme 3: Our journey as scholars



- **Departure**
 - the call
 - crossing methodology threshold
- **Initiation - shared endeavour**
 - team of helpers & guides
 - deeper exploration
- **Return**
 - transformation



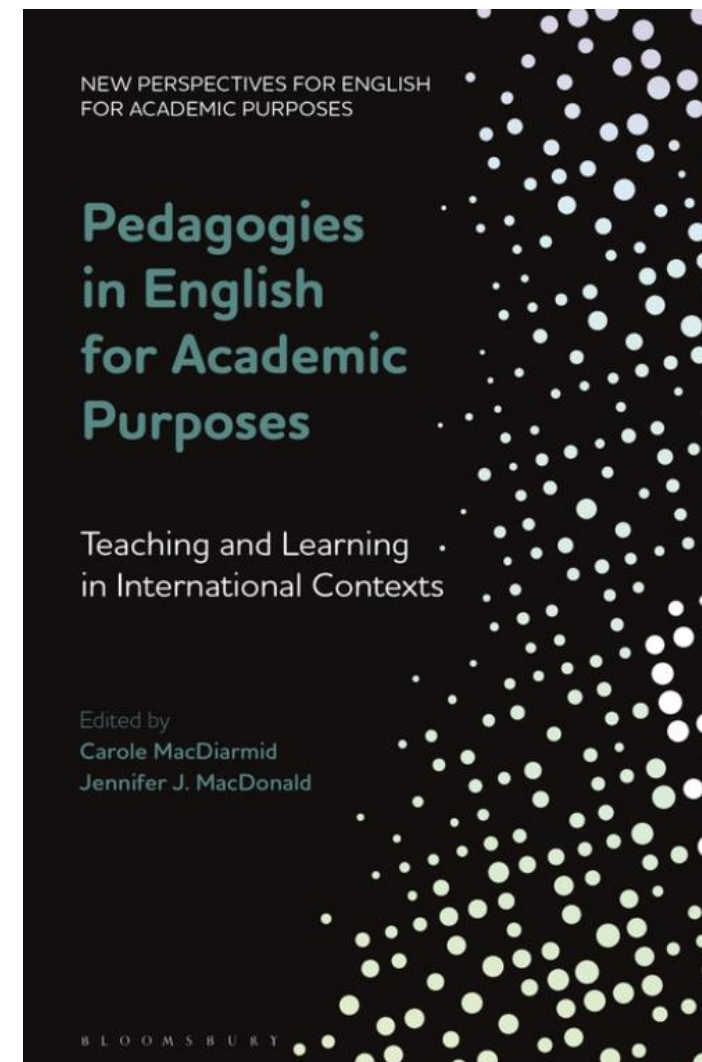
Conclusion / Implications

We found it to be an empowering and transformative method with multiple perceived benefits:

- Flexible
- Accessible
- Inclusive
- Systematic

Potential affordances

- Focus: *pedagogies & practices? TNE?*
- Co-researchers: *colleagues? students? subject specialists? departments? institutions?*
- Methods of reflection / analysis



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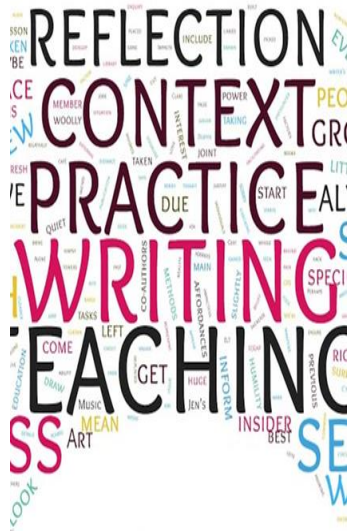
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Thank you for listening! Questions?

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