IT IS OKAY TO BE AN ECLECTIC RESEARCHER

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Tutaleni
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"My research interests are very eclectic, and I am proud of that." - Dr. Enilda Romero-Hall (@eromerohall) reminding that it is ok to have multiple academic interests. Although, I think the caveat is that sometimes you have to show connections to those who don't get it.

1:47 PM · Sep 26, 2022 · Twitter Web App

THE TASK: PLEASE PRESENT ON YOUR RESEARCH INTEREST IN GENERAL

LET START WITH THE END

Inclusive and equitable learning design

Faculty and learners' digital literacy

Network learning

Culture, learning, and technology

ALWAYS CURIOUS

MADE THE TRANSITION INTO EDUCATION

Practitioner-based master program

Provided support to preservice teachers

Influenced my passion for teaching others

Experienced moments of failure

RESEARCH JOURNEY

SIMULATION IN EDUCATION AND TRAINING

SIMULATION IN EDUCATION AND TRAINING

FINDING MY OWN PATH

ONLINE LEARNING

ONLINE SOCIAL COMMUNITIES

Informal Learning

Networked Learning

Graduate Education

CULTURE

**Teaching and Learning
Learning Design
Online Learning**

INNOVATIVE RESEARCH METHODS

EDITED BY ENILDA ROMERO-HALL

RESEARCH METHODS IN LEARNING DESIGN AND TECHNOLOGY

Design Goodiness

Enilda Romero-Hall, Ph.D.

Author Bio

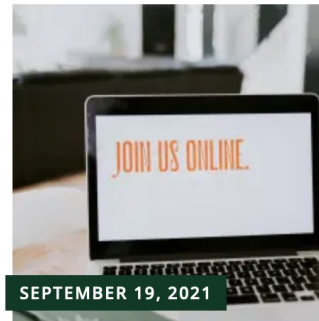**OCTOBER 2, 2021**

SEPTEMBER 26, 2021

SEPTEMBER 19, 2021
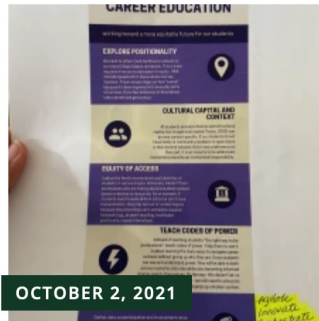
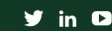## I attended my first in-person conference: #NSEE 2021
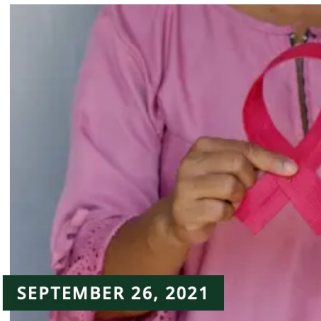
Dense Breast Tissue and Mammograms

Recent Publications related to Online Teaching and Learning

Social

Top Posts

- "We should all be feminists" Yup. I totally agree.
- Tunisian NGOs and Resources
- EERA & #AERA15: My Two Cents
- Motherhood

JUNE 4, 2017   **EROMEROHALL**   EDIT

The Miscarriage

I have been dreading writing this post because just thinking about the events that transpired makes me emotional and sad. However, I feel encouraged to share my story thanks to the many comments I have received (in person or online) from other women who can relate to my previous post about been an academic mama. I hope that this post reaches others (men and women) so that we can be more open to share and discuss the emotions, decisions, and life experiences during/after a miscarriage.

Social

Top Posts

- "We should all be feminists" Yup. I totally agree.
- Tunisian NGOs and Resources
- EERA & #AERA15: My Two Cents
- Motherhood
- Faculty Exchange to @PHLuzern (Switzerland): Overview

Blog Archives

Select Month

SELF-DISCLOSURE AND
VULNERABILITY

EQUITY AND INCLUSION IN LEARNING DESIGN

Instructional Design Research Women's Caucus #AECT17

Date/Time: Wed, Nov 8, 2:00 to 3:00pm
Location: 2nd Level, Grand 3

The panelists will describe and discuss key topics and experiences that they have encountered in their day-to-day lives as female academics. The goal is to provide an open forum in which the panelist and members of the audience can discuss with trust their successes, frustrations, and struggles while also providing a voice of comfort and/or advice.

Undisclosed stories of instructional design female scholars in academia

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ARTICLE INFO

ABSTRACT

In this critical autoethnography, we come together as female instructional design (ID) faculty and graduate students. We use self-reflection to explore, through our writing, the experiences of our lives as female scholars. This includes gender-related challenges, concerns, and experiences that shape our lives as researchers, instructors, and practitioners. The theoretical frameworks that guide this critical autoethnography are radical and intersectional feminism. Radical feminists practice consciousness-raising in which women come together to share their personal experiences with each other. Intersectional feminists acknowledge that the various aspects of humanity, such as class, race, sexual orientation, and gender do not exists separately from each other. Our stories provide a view into the gender inequalities experienced by women, from various cultural backgrounds, ranks, and roles, while maneuvering the socio-cultural norms ingrained in higher education institutions. Our intention is that these stories generate understanding of these issues and inform ways that higher education may be more inclusive and supportive of female academics in the future.

Introduction

In everyday life, we often have conversations about empowering women. Yet, there are many issues that continue to exist within social, cultural, political, and economic contexts affecting women all over the world. In higher education, in particular, women continue to lag behind their male counterparts (Euben, 2001; Misra, Lundquist, Holmes, & Agiomavritis, 2011; Valian, 1998). The inclusion of women in higher education is crucial as it would help lessen the positionality of the decisions about education policies, promotion criteria, student admissions, and so forth (Acker, 1992). The masculinist discourse of the dominant paradigms dictating scholarship practices can take multiple sexist forms that aim to further alienate and marginalize women in academia. However, as the number and the presence of women rise in academia, the voices discussing the inequity of access, pay, recognition, and promotion are getting louder. This has prompted a new epistemological approach that examines women's lives and experiences (Bell & Gordon, 1999), thus creating the feminist approach as an emerging paradigm that aims to vocalize the silenced voices by the hegemonic forces of the dominant paradigms (Hesse-Biber, 2012).

Being inherently political, the feminist paradigm in academia is still devalued and demystified as a scientific approach (Bell & Gordon, 1999). Normalization of the feminist paradigm in academia needs to go through a social and political legitimization movement. This draws on the Kuhnian framework (Kuhn, 1970), where we can argue that the skeptical doubts and the criticisms raised concerning the existing "shared belief systems that influence the kinds of knowledge researchers seek and how they interpret the evidence they collect" (Morgan, 2007, p.50) will require scientific revolutions at some point, within the dominant masculinist paradigm. Therefore, uncovering the subjugated knowledge about the gender biases in academic life will reveal the anomalies that do not fit in the existing assumptions and practices. This later will create tension and conflict between the scientists recognizing these anomalies and the scientists whose commitments adhere to the existing paradigm (Kuhn, 1970; Morgan, 2007). We aim to validate the existence of such anomalies within this masculinist domain of scholarship through a critical autoethnographic examination of our daily life experiences as female scholars. These narratives are as

NAVIGATING THE INSTRUCTIONAL DESIGN FIELD AS AN AFRO-LATINX WOMAN: A FEMINIST AUTOETHNOGRAPHY

A Feminist Autoethnography

Enilda Romero-Hall[1]

Abstract

In this paper, using a feminist autoethnographical approach, I explore personal experiences as an Afro-Latinx woman studying, teaching, and researching in the instructional design and technology (IDT) field. This feminist autoethnography serves to self-reflect on how, as a woman of color, I have navigated the IDT field as a graduate student and faculty member. In order to challenge, oppose, and dissent against the many oppressive behaviors that women of color like me face in academia, I embraced an intersectional feminist approach in my career as a scholar. In this paper, I dissect intersectional feminism and its influence on me and, therefore, influence on my IDT teaching and scholarship.

Keywords Ethnography · Autoethnography · Feminist · Afro-Latinx · Instructional design and technology · Faculty · Higher education

Introduction

Since the start of my studies in the IDT field, I have always felt like an outsider who has longed to see myself as part of the field. This is due, in part, to my status as an Afro-Latinx woman. What women in the IDT field have been, unconsciously and consciously, taught is that well-known leaders and "pioneers" in the IDT field are males, and in particular White males (Butler & Lockee, 2016). These are the same men whose theories, models, structures, and practice have guided the IDT field as well as our studies. There is evidence that instructional design practitioners are mostly women; yet, in IDT practitioner settings men exercising supervision outnumber women (Bond et al., 2021). There is also evidence that groundbreaking work led by women in our field (Donaldson, 2016; Johnson, 2008) has not been highlighted in our literature (Butler & Lockee, 2016). There is a body of research supporting that instructional design practices, research, and teaching are heavily influenced by male dominance (Bond et al., 2021; Butler & Lockee, 2016; Romero-Hall et al., 2018).

Personally, it is difficult to *see* myself in this male-dominated field. It also makes me question and challenge the theories, models, and practices of IDT and its relationship to the dominant and oppressed cultures. In my years of experience as an IDT graduate student, practitioner, researcher, and instructor, I have seen the need for a more inclusive field. For me, intersectional feminism provides that much-needed perspective. Intersectional feminism is defined as a theoretical lens that postulates specific social issues as an interlock between gender, race, class, and queerness, amongst other factors (Crenshaw, 1989). In the instructional design and technology practice, "we aim to present our field as a process-based, relational, inclusive, equitable, and transformative community" (Romero-Hall et al., 2018, p.27). Therefore, I see feminist approaches as a natural ally because of "its central commitment to issues such as agency, fulfillment, identity, equity, empowerment, and social justice" (Bardzel, 2010, p. 1301). In the past, "feminist approaches to design have problematized a range of taken-for-granted assumptions" (Campbell, 2015, p. 233) in learning design processes and practice (Koseoglu, 2020). These assumptions, guided by the dominant culture, marginalize and oppress our learners, practice, designs, research agendas, knowledge base, and even our graduate education and mentorship.

In this paper, using a feminist autoethnography approach (Evans-Winters, 2019; Stefaniak, 2021), I explore personal

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Feminist Pedagogy for Teaching Online

A DIGITAL GUIDE
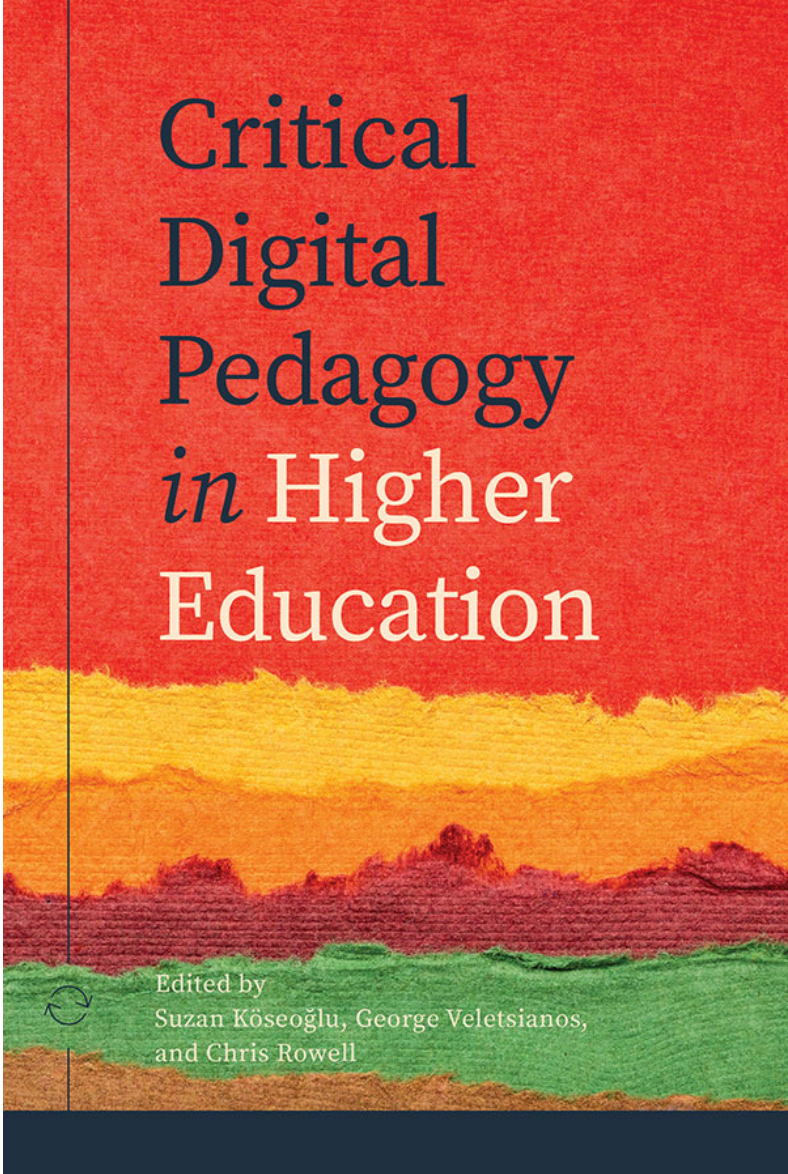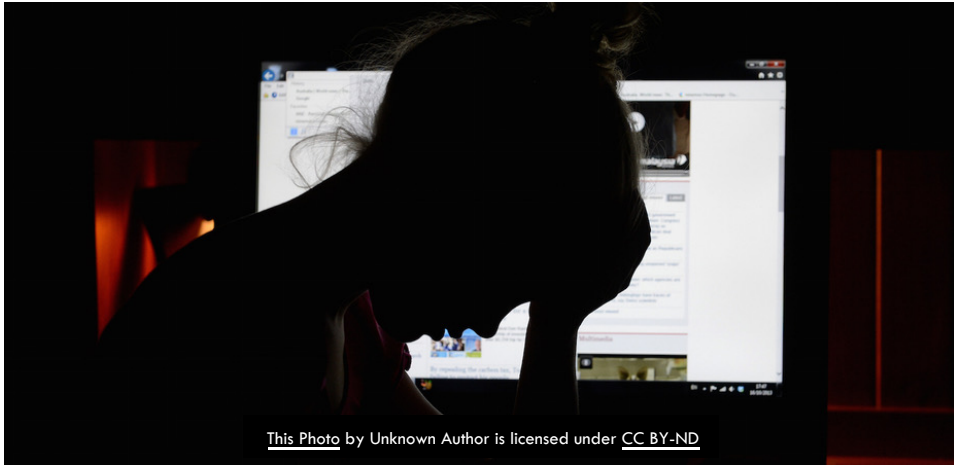
CULTURALLY RESPONSIVE PEDAGOGY IN DIGITAL PRAXIS

Critical Digital Pedagogy in Higher Education
edited by Suzan Köseoğlu, George Veletsianos, and Chris Rowell

ONLINE READY PROJECT: K-12 LIBRARIANS

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Table 2: Examples of different levels of support.		
Micro level support	**Meso level support**	**Macro level support**

Personal
 	
• Situational awareness
• Resiliency
• Personality
 	
Social
 	
• Friends
• Family
• Colleagues & peers
	Technological
	
	• Platform settings & terms of service
	   • Blocking & reporting tools
	
	Organizational
	
	• Institutions & institutional policy
	
	Sectoral
	
	• Government policies
	   • Law enforcement
		Existing attitudes toward gender
		
		• Misogyny & sexism
		• Equality for all
		
		Perceptions of digital dualism
		
		Media representations of online abuse
		
		• "Don't feed the trolls"

ONLINE HARASSMENT OF UNDERREPRESENTED SCHOLARS

Hodson, J., Gosse, C., Veletsianos, G., & Houlden, S. (2018). I get by with a little help from my friends: The ecological model and support for women scholars experiencing online harassment. First Monday, 23(8). https://doi.org/10.5210/fm.v23i8.9136

Thank You!

Questions or Comments?

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