2017

Goodbye to That!: Student Suite: Performance for the Refereed Symposium "Goodbye to All That! A Living Inquiry," for the Interdisciplinary Symposium on Qualitative Methodologies, University of South Florida, April 15, 2017, Tampa, Florida.

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Goodbye to All That!

Live Performance for the Refereed Symposium
Goodbye to All That! A Living Inquiry

Saturday April 15th 1:35 to 3:00 pm
University of South Florida, Room 3705 Marshal Student Center
Interdisciplinary Symposium on Qualitative Methodologies

www.facebook.com/InquiryTheatre
inquiry
theatre
Goodbye to All That! Student Suite

The Time          The Summer of 2004
The Place         Addison Ashland’s 6th/7th grade split classroom in the
                  Chicago Public Schools
The Occasion      Four narrative interviews shared by Addison Ashland to
discuss her teaching and her students
The Script        All words spoken by the actors who play Addison Ashland
                  and her students come from verbatim transcriptions of four
                  narrative interviews shared by an accomplished classroom
                  teacher in the Chicago Public Schools. Thousands of words
                  have been cut from this material, but no words have been
                  added. Every word in the script is uttered in the original
                  order it was voiced during the interviews.

Cast

Tara Nkrumah      Addison Ashland: A National Board of Professional Teaching
                  Standards certified teacher who worked at New Acapulco
                  Elementary School in Chicago.
Selene Willis     Charlotte: One of Ms. Ashland’s students in the 6th/7th
                  grade split classroom Addison was assigned in the 2003–
                  2004 school year.
Omar J. Salaam    Anthony’s brother: The older brother of one of the students
                  in Ms. Ashland’s class. A gangster and a hell raiser.
Selene Willis     The Yoga Teacher: Leads the yoga routine that concludes
                  the show.
Bethany Austin    Audio: Ms. Austin records the performance and discussion
Dr. Andrew Babson The DJ: Dr. Babson wrote and performs the score.
Dr. Cynthia Lubin Langtiew Discussant
Dr. Vonzell Agosto Discussant
Dr. Charles Vanover Writer and Director: Dr. Vanover conducted the interviews,
built the script, and produced the performance.
Description of the Research to Be Conducted at ISQM

This performance at UCEA of “Goodbye to All That!” is a public forum, and recordings will be taken of all major events along with still-photos, notes, and observations. These records are public documents and these data will be used to understand performers’ and audience members’ response to the show.

Participation in this public event implies consent to participate in data collection to inquire into the reception of the work. Data collected will be analyzed, coded, and interpreted by members of the research-team and their students over an extended time period. Findings will be disseminated in reports, articles, and through arts-based methods. Photos of performers, research-team members, and audience members may be published and these photos may be shared on web pages managed by the research-team and other parties. Performers will be identified by name. Audience members will not be identified by name in these products without their explicit consent.

During the second half of a performance, all members of the audience will be asked to participate in focus groups to discuss the show, and some members will be recruited for groups lead by members of the research-team. Discussion in the recruited groups will be recorded. Discussion in the other groups will not be recorded. Audience members may leave the performance or the focus groups at anytime.

If you have any questions about this study, you can contact the principal investigator, Dr. Charles Vanover at vanover@mail.usf.edu.

This work was supported, in part, by the University of South Florida Research & Innovation Internal Awards Program under Grant No 0077505.

Excerpt from “Goodbye to All That!”

In this excerpt, Addison Ashland responds to a question from the interview guide that asks her what she has learned about her teaching that is new. Words have been deleted from the text but none have been added or re-arranged.

ADDISON: But, as far as teaching, I don’t think that I’ve (5 SECOND PAUSE) grown. I don’t think that I have really learned anything new.

For a moment, ADDISON looks down at her notes;

When I read that question I’m like,

‘What have I learned?’
‘Holy shit! I haven’t learned anything.’

I was like embarrassed. I’m like,

‘Oh God, I’m not doing anything differently. I’m not doing anything differently. I haven’t changed this. I haven’t changed that. On their exit cards they told me they like this, or they didn’t like this, and so, then, we did this.’

But, that’s not really learning something new about me as a teacher or me in teaching.

5 Second pause;

I don’t know how many days, almost every day, there’s always a point where I’m

That’s the wrong attitude to have.

Especially with the group that I am working now, in the neighborhood I am working with now, the parents know that education is important. They really do. [The parents] think that is. That’s one of the reasons they are here. But the kids, for the most part... they are not going to take it as seriously, and they’ll say,

“You know what? This isn’t on the top of my list. “

That’s why I need a grade that I like. That I feel good about. That I am so excited every day and clapping. And I read a letter the other day [from] one of my kids [from Mathews Elementary]... She wanted me to win this award. I didn’t even know that she knew about it. And she overheard me saying to someone else, asking a parent, asking if they would write a letter of recommendation for me. And so she came in with a letter of recommendation for me, the student. And you know, it was like

“Ms. Ashland, She really loves us. She really loves to see what we’ve learned. Like when we do division. She claps her hands and smiles.”

But I don’t do that for my 7th graders.

References


 Protocol for Goodbye to All That!: A Living Inquiry

ISQM

1) Please look over the interview excerpt in the program. This text will be performed during the show. It has been condensed from the original verbatim transcript, but no words have been rearranged or added. Please read the excerpt over, and try to get a sense of its meaning. Immediately, after the conclusion of the show, the audience will be asked to look over this excerpt and respond, in writing, to the following question. “How does performance shape interpretation?”

2) An expert panel of performers will be asked to engage in two rounds of protocols. During the first round, each performer will be asked to respond to the excerpt in relationship to the following question, “How does performance shape interpretation?” During the second round, each performer will be asked to respond to the question “What do performers gain participating in a long running ethnodramatic investigation?” Audience members will then be given 2 minutes to formulate and write down questions in regard to this dialogue.
3) Audience members will ask questions and performers will respond. After a reasonable amount of time, audience members will be asked to go back to the original excerpt and share their views in relationship to the first question, “How does performance shape interpretation?” Once audience members have shared their views, the session will move to a general discussion.

4) At the end of the session, audience members and performers will be asked to look over this protocol and write something brilliant and insightful and then turn it into the Principal Investigator. Thank you!

Other questions or comments?

If you have any questions please contact Charles Vanover vanover@mail.usf.edu.