

DOCUMENTING THE PROCESS OF DOCUMENTATION: MAKING TEACHERS' THINKING VISIBLE (200 pp.)

Director of Dissertation: Janice Kroeger, Ph.D.

The propose of this study was to examine how six experienced teachers have developed their documentation and cultivated their own methods of documentation in their specific contexts as well as how they revealed and developed their thinking on the process of documentation. In this study I described (a) the lived experience of early childhood teachers who attempted documentation, (b) their thinking and representation of documentation by investigating the process of documentation, and (c) how documentation affected professional development. I used the multiple case study that provided contextual representation of participants' experiences in their personal contexts. I selected purposefully six experienced early childhood teachers who developed documentation in emergent curriculum in South Korea. Each participant was treated as an independent case in a particular context and represented its particular experience about documentation. Cross-case analysis revealed not only the particular experience of each case but also common relations across the entire set of cases. Through data analysis, I found four common sequences to develop documentation as well as participant teachers' unique path of documentation development. Teachers should not only establish their own ways of developing documentation but also develop their own perspectives to interpret the data they collect from children. Furthermore, I discussed that teachers have developed their own unique path as their professional development through redefining of documentation in their own contexts, self-directive leadership that related to develop

unique documentation in their experiences, and a community of learners to support documentation development as professional development.