

Several aspects of this Scholarly Personal Narrative are worth noting.

- (1) Varghese's tone and voice in the Prologue establishes her knowledge of cultural contexts in a thoughtful and reflective way.
- (2) One convention of scientific studies is to state "limitations and delimitations" of the study—in other words, what variables might not be accounted for in the findings and what variables or questions lie beyond the scope of the study. Varghese does something similar in the Prologue, but in a style that is more congruent with narrative inquiry. Look at Varghese's discussion of COVID on Page 3 where she acknowledges that an issue is important and merits study, but indicates it is beyond the scope of her inquiry. She is beginning to set both the experiential and theoretical contexts within which her inquiry will be conducted. As you read Varghese's SPN, see if you can spot other instances where she includes explanations of what she will and will not address.
- (3) When students first encounter the idea of Scholarly Personal Narrative as a mode of inquiry, they often struggle to understand the purpose of such studies. In the same paragraph where she mentions COVID, Varghese offers a nice explanation of interpretive inquiry as an exploration of one's own knowledge and understanding.
- (4) In the Prologue, Varghese also addresses the issue of protecting the privacy of individuals she describes in various anecdotes.
- (5) Varghese's Prologue concludes with a description of the SPN's organization and the focus of each chapter. Although she wrote a preliminary draft of the Prologue early in the inquiry process, she was not able to craft such a clear and specific description until fairly late in the process. Too often students run out of time at the end of a semester to go back and fine tune their introduction to the document. Pacing oneself through the process becomes an important consideration. Many thoughtfully reflective students come to the realization midway through the semester that their original ideas for the SPN are too broad. At that point, it can be appropriate to revisit and revise the intent of the study and its guiding questions.
- (6) Notice how Varghese incorporates a number of anecdotes to portray a range of moments; in some, she has acted in ways consistent with her pedagogical aims; in others, she feels she has fallen short. Her SPN offers an example of drawing upon multiple experiences to contextualize abstract ideas. Although one particular moment may be the impetus for a SPN, that moment need not be the only one that is included.
- (7) Notice the way Varghese uses footnotes to provide supplementary information that would otherwise interrupt the flow of the narrative.