

Public Abstract

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Title:A Life Lived in Classrooms: A Feminist Personal Narrative

This project offers a counter narrative to some accepted theories regarding graduate learning practices. By using Scholarly Personal Narrative to present my classroom experience I consider how knowledge is produced in higher education. I suggest that the use of feminist theory, postmodernism, and disability studies combined with other higher education theories may expand the limits of current graduate education. This project suggests that my story is useful to the field of higher education and graduate studies, and that by making intentional connections between higher education and feminist theory as well disability studies, new perspectives can emerge about how higher education practices regarding instruction, administration, and policy can be created.