

**University of Calgary
Werklund School of Education
Office of Graduate Programs in Education**

**EDER 682
CONCEPTUALIZING INTERPRETIVE INQUIRY
FALL 2015**

Instructor: Dr. Greg Lowan-Trudeau

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Office Hours: By appointment

Term Dates: September 8th – December 8th

Class Time and Location: Thursdays, 1:00 – 3:50 pm, EDT 917

COURSE DESCRIPTION:

Calendar: An introduction to the various approaches to conducting interpretive studies in curriculum.

Extended: This course approaches the conceptualization of interpretive inquiry through active exploration of foundational considerations such as researcher positioning and the theoretical frameworks, paradigms, and lenses that guide our work. Participants in this course will be invited to reflexively consider their own positioning, assumptions, and beliefs as emerging researchers through engaged examination of interpretive studies representing a range of socio-critical themes related to culture, language, (de)colonization, gender and sexuality, place, and (dis)ability among others.

LEARNER OUTCOMES:

Participants in this course will be invited to critically engage with literature, class discussions, experiential activities, and written and oral assignments to critically explore and demonstrate understanding of:

- The centrality of researcher positioning in interpretive inquiry
- Theoretical frameworks, paradigms, and lenses relevant to interpretive inquiry
- A variety of methodological approaches to interpretive inquiry
- Collaborative approaches to interpretive inquiry
- Technological considerations and applications in interpretive inquiry
- A range of possibilities for presentation of interpretive research findings

NB: Please also note that we will be engaging with potentially sensitive and/ or provocative issues. Therefore, the foundational objective of this course is to foster a safe and respectful physical, intellectual, emotional, and spiritual space for all participants. I expect all students to demonstrate awareness of and respect for this objective.

COURSE DESIGN AND DELIVERY: In person blended with support from D2L

REQUIRED READINGS:

Articles and resources as indicated in the course schedule (below) will be accessible electronically (via D2L) and/or placed on reserve in the library.

ADDITIONAL RECOMMENDED READINGS:

- Tobin, K. & Kincheloe, J. (Eds.) (2006). *Doing educational research*. Rotterdam, The Netherlands: Sense Publishers.
- Denzin, N., Lincoln, Y. & Smith, L.T. (2008). *Handbook of critical and Indigenous methodologies*. Thousand Oaks, CA: Sage.
- Kirby, S.L., Greaves, L. & Reid, C. (2010). *Experience, research social change: Methods beyond the mainstream (2nd Ed.)*. Toronto, ON: U of T Press.
- Please also consider further review of the edited collections and journals that have contributed to the reading list below.

WEEKLY COURSE SCHEDULE:

Date	Themes	Readings and Tasks	Due Dates
Week 1 09/10	Intro/ Welcome: What do we know about interpretive inquiry?		
Week 2 09/17	Locating and Positioning Ourselves	Innes, R.A. (2009). "Wait a second: Who are you anyways?" The insider/ outsider debate and American Indian Studies. <i>The American Indian Quarterly</i> , 93(4), 440-461.	
Week 3 09/24	Theoretical Frameworks/ Lenses/ Paradigms/	Anfara, V. A. & Mertz, N.T. (2006). Introduction. In V. A. Anfara and N. T. Mertz (Eds.) <i>Theoretical frameworks in qualitative research</i> . Thousands Oaks, CA: Sage.	
Week 4 10/01	Ethnicity/ Racism/ Metaphor	Aoki, T. (1983). Experiencing ethnicity as a Japanese Canadian teacher: Reflections on a personal curriculum. <i>Curriculum Inquiry</i> , 13(3), 321-335.	
Week 5 10/08	Place/ Métissage/ Life Writing	Blood, N., Chambers, C., Donald, D., Hasebe-Ludt, E., & Big Head, R. (2012). <i>Aokisowaato'op: Place and story as organic curriculum</i> . In N. Ng-A-Fook & J. Rottman (Eds.), <i>Reconsidering Canadian</i>	*Reading Response Due

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		<i>curriculum studies</i> (pp. 47–82). New York, NY: Palgrave Macmillan.	
Week 6 10/15	Bricolage/ Portraiture/ Arts-based inquiry	<p>Berry, K. (2006). Research as bricolage: Embracing relationality, multiplicity, and complexity. In K. Tobin & J. Kincheloe (Eds.), <i>Doing Educational Research</i> (pp. 87-115). Rotterdam, The Netherlands: Sense Publishers.</p> <p>Lawrence-Lightfoot, S. (2005). Reflections on portraiture: A dialogue between art and science. <i>Qualitative Inquiry</i>, 11(3), 3-15.</p> <p>Kelly, V. (2010). Finding face, finding heart, and finding foundation: Life writing and the transformation of educational practice. <i>Transnational Curriculum Inquiry</i>, 7(2).</p>	*No Class Meeting (Alternative TBA)
Week 7 10/22	Collaborative Autoethnography/ Gender/ Neoliberalism	Jubas, K. & Seidel, J. (2014). Knitting as metaphor for work: An institutional autoethnography to surface tensions of visibility and invisibility in the neoliberal academy. <i>Journal of Contemporary Ethnography</i> . Online advance publication: DOI 0891241614550200	
Week 8 10/29	(Dis)Ability/ Gender/ Physicality	Newbery, L. (2003). Will any/body carry that canoe? A geography of the body, ability, and gender. <i>Canadian Journal of Environmental Education (CJEE)</i> , 8(1), 204–216.	
Week 9 11/05	Arts-Based Inquiry/ Gender & Sexuality	<p>Leavy, P. (2009). Fractured femininities/massacred masculinities: A poetic installation. <i>Qualitative Inquiry</i>, 15(9), 1439-1447</p> <p>Leavy, P., Gnong, A., & Ross, L. S. (2009). Femininity, masculinity, and body Image issues among college-age women: An in-depth and written interview study of the mind-body dichotomy. <i>The Qualitative Report</i>, 14(2), 261-292.</p>	
Week 10 11/12	Reading Break	<ul style="list-style-type: none"> N/A 	*No Class Meeting
Week 11 11/19	Interpretation and Presentation	<ul style="list-style-type: none"> Eisner, E. (1997). The promise and perils of alternative forms of data representation. <i>Educational Researcher</i>, 26(6), 4-10. 	

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		<ul style="list-style-type: none"> *Presenters are encouraged to seek out examples of alternative research presentations 	
Week 12 11/26	Final Presentations		*Final Presentations
Week 13 12/03	Final Presentations/ Debrief/ Celebrate		*Final Presentations *Final Paper Due

NB: CHANGES TO SCHEDULE

Please note that changes to the schedule may occur in response to student questions and conversations.

LEARNING TASKS AND ASSESSMENT

NB: Completion of all assigned tasks is required for a passing grade in the course.

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE	GROUPING FOR TASK
Learning Task #1	Class Facilitation	20%	Individual or Group
Learning Task #2	Reading Response	25%	Individual
Learning Task #3	Final Inquiry Paper	40%	Individual
Learning Task #4	Final Presentation	15%	Individual

LEARNING TASK GUIDELINES:

- Unless otherwise indicated, all assignments are due at the end of the day on the assigned date **in electronic copy (send to: gelowan@ucalgary.ca)**
- In-text citations and a reference list are expected for all written assignments following current **APA (6th) standards**. The APA manual is available through the U of C Library and the bookstore. There are also a variety of free and easily accessible websites that provide basic APA guidelines such as:
<http://owl.english.purdue.edu/owl/resource/560/01/>
- In order to present your ideas in the most lucid and succinct manner possible, please have your written assignments **peer-reviewed/ edited** prior to submission. If needed, support is available through the [Academic Success Centre](#).
- As per university guidelines, late assignments will not be accepted without documentation of extenuating circumstances
- Please see the instructor **as soon as possible** for clarification or modification of any assignment details or discussion of extenuating circumstances.

Learning Task #1: Reading Response (25%) Due: October 16th

- Critically respond to one or more readings from the course list
- Consider questions such as:
 - How does this reading resonate with your experience and perspective? How might it not?
 - What do you find strong about this reading? Weak?
 - How might it influence or inform your future scholarship?
- Please make reference to other readings, sources, and experiences from within and outside of this course as appropriate
- 1000-1500 words double-spaced

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Key criteria for this assignment include:

- Providing a brief overview of the selected reading
- Sharing critical insights that draw on relevant literature, class discussions and personal experiences
- Presenting your written work in an articulate and succinct manner
- Demonstrating meaningful engagement with and reflection on the study you have selected as it relates to the field of Indigenous research.

This assignment will be assessed using the following rubric:

	85% to 100% (A- to A+) Indicates work that:	70% to 84% (B- to B+) Indicates work that:	55% to 69% (C- to C+) Indicates work that:	45% to 54% (D- to D+) Indicates work that:	Below 45% (F) Indicates work that:
Overview	Provides a superb and comprehensive overview of the selected reading	Provides a strong overview of the selected reading	Provides a weak overview of the selected reading	Provides a limited overview of the selected reading	Provides an incomplete overview of the selected reading
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions.	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates weak application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Written Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language.	Demonstrates strong ability to integrate and articulate ideas through strong written language.	Demonstrates weak ability to integrate and express ideas; weak written language.	Demonstrates limited ability to integrate and express ideas; marginal written language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written language.
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations.	Demonstrates strong personal engagement and initiative, and meets expectations.	Demonstrates weak personal engagement that does not meet expectations.	Demonstrates limited engagement that does not meet expectations.	Demonstrates insufficient engagement.
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level.	Is strong – of an acceptable standard met by many students at this level.	Is weak- of an unacceptable standard met by some students at this level.	Is unacceptable- attained by few students at this level.	Does not meet basic requirements.

Learning Task #2: Class Facilitation (20%): *Due: As arranged at beginning of semester*

- In small groups and in consultation with the instructor, select one day of the semester to facilitate the thematic aspects of the class (approx. 90 min.)
- A variety of approaches and formats are acceptable, however your facilitation should include:
 - A summary of the assigned reading(s)
 - How do(es) the researcher(s) position themselves?
 - What lens/ framework/ paradigm(s) is/ are evident?
 - Discussion of how it/ they do or do not relate to your own emerging research
 - Presentation of another example of research (thesis, article, other) that employs a similar lens and/ or methodological approach
 - *If possible, please share this additional source with the class in advance
 - Discussion and/ or activities that engage the rest of the class

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Key evaluation criteria for this assignment include:

- Facilitating the class in an organized, articulate, thoughtful, critical, and engaging manner
- Demonstrating meaningful engagement with and reflection on the topic(s) you have selected

This assignment will be assessed using the following rubric:

	85% to 100% (A- to A+) Indicates work that:	70% to 84% (B- to B+) Indicates work that:	55% to 69% (C- to C+) Indicates work that:	45% to 54% (D- to D+) Indicates work that:	Below 45% (F) Indicates work that:
Preparedness	Provides an exceptionally organized and comprehensive class facilitation based on deep understanding of content, literature, and research	Provides an organized class facilitation based on strong understanding of content, literature, and research	Provides a poorly organized class facilitation based on weak understanding of content, literature, and research	Provides an inadequately organized class facilitation based on limited understanding of content, literature, and research .	Provides an insufficiently organized class facilitation based on inadequate and/ or incomplete understanding of content, literature, and research
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions.	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates weak application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Written Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language.	Demonstrates strong ability to integrate and articulate ideas through strong written language.	Demonstrates weak ability to integrate and express ideas; weak written language.	Demonstrates limited ability to integrate and express ideas; marginal written language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written language.
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations.	Demonstrates strong personal engagement and initiative, and meets expectations.	Demonstrates weak personal engagement that does not meet expectations.	Demonstrates limited engagement that does not meet expectations.	Demonstrates insufficient engagement.
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level.	Is strong – of an acceptable standard met by many students at this level.	Is weak- of an unacceptable standard met by some students at this level.	Is unacceptable- attained by few students at this level.	Does not meet basic requirements.

Learning Task #3: Final Inquiry Paper (40%): Due: Final day of class- December 3rd

- Your paper should include:
 - Background/ positioning on yourself
 - Discussion of how you relate to the topic(s) and questions that you are interesting in exploring through your graduate research
 - Discussion of how the above two relate to the theoretical framework/ lens/ paradigm/ worldview that will guide your approach
 - Engagement with relevant literature from assigned readings *and* outside sources
 - 2500-3000 words double-spaced

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Key evaluation criteria for this assignment include:

- Demonstrating understanding of relevant assigned and outside literature, class discussions, and personal experiences
- Presenting your written work in an articulate, critical, and succinct manner
- Demonstrating meaningful engagement with and reflection on the themes you have selected as they relate to the field of interpretive inquiry

This assignment will be assessed using the following rubric:

	85% to 100% (A- to A+) Indicates work that:	70% to 84% (B- to B+) Indicates work that:	55% to 69% (C- to C+) Indicates work that:	45% to 54% (D- to D+) Indicates work that:	Below 45% (F) Indicates work that:
Understanding	Demonstrates a superb and comprehensive understanding of content, literature, and research	Demonstrates a strong understanding of content, literature, and research	Demonstrates a weak understanding of content, literature and research	Demonstrates limited understanding of the content, literature, research, subject matter, and texts.	Demonstrates incomplete understanding of the content, literature, research, subject matter, and texts.
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions.	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates weak application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Written Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language.	Demonstrates strong ability to integrate and articulate ideas through strong written language.	Demonstrates weak ability to integrate and express ideas; weak written language.	Demonstrates limited ability to integrate and express ideas; marginal written language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written language.
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations.	Demonstrates strong personal engagement and initiative, and meets expectations.	Demonstrates weak personal engagement that does not meet expectations.	Demonstrates limited engagement that does not meet expectations.	Demonstrates insufficient engagement.
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level.	Is strong – of an acceptable standard met by many students at this level.	Is weak- of an unacceptable standard met by some students at this level.	Is unacceptable- attained by few students at this level.	Does not meet basic requirements.

Learning Task #4: Final Inquiry Presentation (15%) Due: Nov. 26th or Dec. 3rd as arranged

- Present a short (fifteen minutes max) summary of your final inquiry paper

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

Key evaluation criteria for this assignment include:

- Demonstrating understanding of relevant assigned and outside literature, class discussions, and personal experiences as they relate to your selected topic(s)
- Presenting your written and oral work in an articulate, critical, succinct and engaging manner
- Demonstrating meaningful engagement with and reflection on the topic you have selected as it relates to the field of interpretive inquiry

This assignment will be assessed using the following rubric:

	85% to 100% (A- to A+) Indicates work that:	70% to 84% (B- to B+) Indicates work that:	55% to 69% (C- to C+) Indicates work that:	45% to 54% (D- to D+) Indicates work that:	Below 45% (F) Indicates work that:
Understanding	Demonstrates a superb and comprehensive understanding of content, literature, and research	Demonstrates a strong understanding of content, literature, and research	Demonstrates a weak understanding of content, literature and research –	Demonstrates limited understanding of the content, literature, research, subject matter, and texts.	Demonstrates incomplete understanding of the content, literature, research, subject matter, and texts.
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions.	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates weak application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Written and Oral Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written and oral language.	Demonstrates strong ability to integrate and articulate ideas through strong use of written and oral language.	Demonstrates weak ability to integrate and express ideas; satisfactory written and oral language.	Demonstrates limited ability to integrate and express ideas; marginal written and oral language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written and oral language.
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations.	Demonstrates strong personal engagement and initiative, and meets expectations.	Demonstrates weak personal engagement that does not meet expectations.	Demonstrates limited engagement that does not meet expectations.	Demonstrates insufficient engagement.
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level.	Is strong – of an acceptable standard met by many students at this level.	Is weak- of an unacceptable standard met by some students at this level.	Is unacceptable- attained by few students at this level.	Does not meet basic requirements.

GRADUATE PROGRAMS IN EDUCATION: GRADING SCALE

Distribution of Grades*			
Grade	GP Value	Percent	Graduate Description
A+	4.0	95 - 100	Outstanding
A	4.0	90 - 94	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.7	85 - 89	Very good performance
B+	3.3	80 - 84	Good performance
B	3.0	75 - 79	Satisfactory performance. <i>Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program.</i>
B-	2.7	70 - 74	Minimum pass for students in the Faculty of Graduate Studies
C+	2.3	65 - 69	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.0	60 - 64	
C-	1.7	55 - 59	
D+	1.3	50 - 54	
D	1.0	45 - 49	
F	0.0	< 45	

*Based upon Faculty of Graduate Studies 2015/2016 Calendar, "Distribution of Grades"

It is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

Werklund School of Education Appeals Policy and Process

- <http://werklund.ucalgary.ca/gpe/werklund-school-education-appeals-policy-amp-process>

Universal Student Ratings of Instruction (USRIs)

Students are strongly encouraged to complete course evaluations for each course taken in their program. Student feedback on their experience in a course is taken very seriously by the Werklund School of Education in timetabling and staffing courses. Student feedback via the Course Evaluation is used to monitor the quality of teaching, the quality of students' learning experiences and the quality of course design in Graduate Programs in Education.

Students are advised to become familiar with the Faculty of Graduate Studies policies and the University of Calgary support services in these areas: intellectual property, academic integrity, plagiarism, research ethics, effective writing, and English language proficiency. Information about these topics is available through the following web addresses:

- **Plagiarism + academic misconduct:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>
- **Intellectual Honesty:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html>
- **Integrity:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html>
- **Research Ethics:** <http://www.ucalgary.ca/research/researchers/ethics-compliance>
- **My Grad Skills:** <http://grad.ucalgary.ca/mygradskills>
- **Intellectual Property:** <http://grad.ucalgary.ca/current/managing-my-program/academic-integrity/intellectual-property>
- **Student Success:** <http://www.ucalgary.ca/ssc/>

Graduate Studies Calendar, Excerpts on Plagiarism:

O.1.a) Definitions

1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged.

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(b) Parts of the work are taken from another source without reference to the original author.

(c) The whole work (e.g., an essay) is copied from another source, and/or,

(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

O.1.b) Penalties, can include and are not limited to:

1. Failing Grade - A student may be given a failing grade in either an exercise or course in which that student is found guilty of plagiarism, cheating or other academic misconduct. A student may not avoid a failing grade by withdrawing from the course.

2. Disciplinary probation.

3. Suspension.

4. Expulsion.

Copyright: All material used in the course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines: <http://library.ucalgary.ca/copyright>

Academic Accommodations – It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the appropriate Associate Dean, Department Head or the department/faculty designated contact person. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Campus Security provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g. the SafeWalk program for students attending classes on campus. For more information please visit <http://www.ucalgary.ca/security/> or telephone 403-220-5333.

The **Freedom of Information Protection of Privacy Act** (FOIPP) prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail message.

Emergency Evacuation Assembly Points - For both the Education Tower and Education Block, use the Scurfield Hall Atrium (Primary) or Professional Faculties Foodcourt. See: <http://www.ucalgary.ca/emergencyplan/assemblypoints>