



**Faculty of Education
Department of Curriculum & Instruction**

**Summer 2019
July 3, 2019 – August 19, 2019**

**Transformative Inquiry
EDCI 490 A02 – CRN 31207**

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Teacher inquiry is not something I do; it is more a part of the way I think. Inquiry involves exciting and meaningful discussion with colleagues about the passions we embrace in our profession. It has become the gratifying response to formalizing the questions that enter my mind as I teach. It is a learning process that keeps me passionate about teaching. ~ Hubbell, 2007

Calendar Description

Transformative Inquiry is a dynamic process that helps educators negotiate the complex and vibrant terrain of learning~teaching~researching. Focus on dialogic learning, teacher as researcher, and other ways of knowing to identify and explore personally meaningful topics within teaching practice. Individual reflection, collaborative processes, and mentoring sessions with instructor culminate in student facilitated inquiry conversations where the intricacies and overlapping issues of transformative pedagogy are considered and assimilated.

Transformative Inquiry (TI) is a process where you are...

- Empowered to negotiate the complexities of diverse learners and learning environments
- Uncovering and examining urgent topics and/or problems that are curious about
- Challenging your own praxis as an educator
- Embedding a relational and holistic research approach into your role as educator

The goals for the course are that you will...

- Directly engage in a lived experience of the process of TI
- Identify personal TI tendencies, feelings and proficiencies, thus further developing your own professional inquiry approach
- Use TI as a supportive tool in your own career as you pursue professional questions of importance (e.g. my social location in relation to those I teach, the role of storytelling in my teaching and learning, etc.)
- Imagine how TI might be extended so that your own students engage in relevant and meaningful inquiry processes

Text/Reading List

- Transformative Inquiry iBook (versions available for iPad, PDF or on Macs with OS X Mavericks – download at: <http://transformativeinquiry.ca/downloads/>)
- Articles assigned in the Course Outline/Schedule of Meetings (below) & **additional readings as assigned.**
- Supplemental Readings and video viewings relevant to your own inquiry topic and as assigned
- There may be an additional fee for course handouts in excess of the departmental allocation.

General expectations

Evaluation is within a complete/incomplete format. To receive a “complete” you must:

- Demonstrated professional attitude and development of an inquiry approach during small group/individual inquiry times as assessed by the instructor. This includes demonstration of self-direction, generous listening, engagement in process and conversations, and the ability to move your inquiry forward independently.
- Satisfactorily complete assignments at a **professional level**
- Engage deliberately and participate meaningfully in discussions and group work
- Attend all classes or contact instructor regarding potential absence.
- Completion of Mentorship Meeting.
- Attend and participate in all Guided Inquiry Conversations (GICs)
- GRADING: INP, COM, N, F

Questions used to guide assessment of learning include, to what extent:

- Your inquiry questions develop your motivation and purpose?
- Does the inquiry process advance your original wonderings?
- Do you demonstrate a professional attitude during the process?
- Do you demonstrate personal and emotional engagement in the inquiry process?
- You have made connections to and drawn from various sources such as personal experience; current practice; listening to students, community members and colleagues; and reading academic and professional literature?
- Does your approach to Transformative Inquiry employ praxis? Is there a connection or disconnection between theory/practice/reflection? Is there action?

- Does your GIC offer a stimulating, compelling, innovative and/or useful look at your wonderings?
- Are useful implications for teachers, learners, researchers and/or other stakeholders presented in your GIC defined and apparent?

In Class Expectations:

- Electronic devices: PLEASE turn off all electronic devices (cell phones - including ringers and other notifications) while classes are in session.
- Bring paper and pencils, pens, or other colouring/drawing utensils (if that's your thing).
- Many classes will (it is hoped) be held outdoors. Please bring blankets or chairs or whatever will make you comfortable sitting or lying down outdoors. Also, please bring sun protection (whatever suits you) and water and snacks.
- Bring your 2- or 3-D Living Portrait and things you may need to work on that.
- Bring the assigned reading with you to class.
- Come committed to our faculty's Diversity and Equity Statement and Attendance & Participation policy (see below)

Diversity and Equity Statement

Our Faculty of Education embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, espouse or encourage bigotry, either implied or explicit, will not be tolerated.

Attendance & Participation

The University of Victoria's Teacher Education Program is highly participatory in nature. Full attendance and active participation are expected. These expectations connect with the First Peoples Principles of Learning, which recognizes that "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)."

Full attendance and **active participation** are professional commitments that are expected of teacher candidates in all classes (including lectures, labs, tutorials, seminars), practica and field experiences. Most classes are organized as cohorts and the learning in this collaborative environment is maximized when everyone is present and contributing.

To receive final standing in the course, students must attend a minimum of 12 classes.

Department of Curriculum & Instruction Policy on Students' Use of an Editor

We are pleased to allow you to use the following forms of assistance by an editor:

1. **Proofreading** which includes: reviewing work for accuracy of inputting; adherence to a specified design; mechanical or typographic errors in text or formatting; identifying inconsistencies in elements (e.g. headings in APA format); and identifying errors in spelling, punctuation and visual elements

AND

2. **Copy editing** which includes: editing work for grammar, spelling, punctuation, usage and other mechanics of style; reviewing work for consistency of mechanics and internal consistency of facts; indication the hierarchy of heading and placement of art; identifying citation errors; editing captions and credit lines' and editing front matter.

In addition, BUT ONLY WITH WRITTEN PERMISSION OF YOUR INSTRUCTOR, you may seek

Stylistic editing which includes: clarifying meaning; polishing language; querying confusing sentence structures; identifying wrong word choices and ambiguous passages; checking tables, figures and visual materials for clarity; identifying faulty connections and transitions; and/or identifying jargon, redundancies and verbosity.

Academic Integrity

Students are reminded that they must follow University policies on academic integrity. Violations of this policy include plagiarism, unauthorized use of an editor, cheating, multiple submission and falsifying materials. Further details, including penalties, can be found online via the Academic Calendar <https://web.uvic.ca/calendar2019-01/undergrad/info/regulations/academic-integrity.html#> Students should consult with their instructors if in doubt about what constitutes a violation of academic integrity.

Course Outline/Schedule of Meetings

In addition to the table below, a detailed schedule of topics and activities is available to participants on the class Course Spaces through the UVIC website.

Date	Topic & Reading	Exercises
Wed., July 3	<i>A Transformative Approach</i> <i>Tse, Abra, Tananka – Becoming Authentic Teachers Through Transformative Inquiry: Final Practicum Challenges</i> <i>In class: Brene Brown – The Power of Vulnerability</i> <i>Optional: TIbook Ch.1</i>	In-Class Activity
Mon., July 8	<i>Listening to your Wonderings</i> <i>Chambers - Research that matters: Finding a path with heart.</i> <i>Optional: TIbook Ch.2</i>	In-Class Activity

Wed., July 10	<i>Telling Stories</i> <i>Säfström - What I Talk About When I Talk About Teaching and Learning</i> <i>Optional: TIbook Ch.3</i>	In-Class Activity
Mon., July 15	<i>Praxis & Letting Go</i> <i>Kohn – Beyond Discipline: From Compliance to Community (Chapters 1 & 2-they are short!)</i>	In-Class Activity
Wed., July 17	<i>Attending to Emotions</i> <i>Brewer - A simple way to break a bad habit (Watch Online before class)</i> <i>Read the selection of Self-Regulation resources posted on Coursespaces</i> <i>Optional: TIbook Ch.4</i>	In-Class Activity
Mon., July 22	<i>Considering Knowledge, Lens, and Worldview</i> <i>In-class Videos and Activities – bring device for viewing online videos in small groups.</i> <i>Read: TIbook Chapter 5</i>	PIA
Wed., July 24	<i>Relational Accountability</i> <i>In-class Film and Activities</i> <i>Read: TIbook Chapter 7</i>	PIA
Mon., July 29	<i>Realizing Interbeing</i> <i>Strauss (Black) – What the Modern World Has Forgotten About Children and Learning</i> <i>Optional: TIbook Ch.6</i>	PIA
Wed., July 31	<i>Panarchy</i> <i>Leafgren – The Magnificence of Getting into Trouble</i>	In-Class Activity
Wed., Aug. 7	<i>Prep for Guided Inquiry Conversations</i> <i>hooks – Theory as Liberatory Practice</i> <i>Optional: TIbook Ch.9</i>	In-Class Activity
Mon., Aug. 12	<i>Guided Inquiry Conversations Day One</i>	GICs Attendance Required
Wed., Aug. 14	<i>Guided Inquiry Conversations Day Two</i>	GICs Attendance Required
Mon., Aug. 19	<i>Guided Inquiry Conversations Day Three</i>	GICs Attendance Required

ASSIGNMENTS

Please note: Unlike many courses, you will have a series of short assignments to assist you in furthering your inquiry process, rather than a lengthy final paper or presentation.

Taking an [inquiry stance] requires that we pack light, laying aside some of our assumptions and being willing to learn from those we meet along the way... We expect to come home changed because of our travels; in the end, we may find the destination is not what we thought and that arrival is an elusive concept. (Phillips, & Carr, 2006)

Assignment 1: Pod Inquiry Activities (PIA) Reflections (x2)

There will be three class meetings dedicated to small-group student-led inquiry activities (pod inquiry activities). Some students will be meeting with the instructor for a mentor meeting, but should be present for the majority of the PIAs. For this assignment, please choose to reflect on two moments from two separate PIAs. It is helpful to focus on an emotion or a moment of personal vulnerability, and free-write or draw your reflections on that moment. Your free-write or drawing may turn into your reflection when you ask yourself some questions about your initial thoughts: are there transformative elements to this moment? How am I being challenged? What dominant narratives surface when I let them? Is there a way to connect my beliefs and actions (praxis) through this reflection? Each written response should fit on one page, although you are free to provide an artistic representation of your engagement in addition to the written component. Please email (if your artistic expression allows it) your PIA reflections: I will return them to you with comments intended to broaden and deepen your inquiry.

Assignment 2: Two- or Three-Dimensional Living Portrait

The purpose of your TI Living Portrait is twofold. First, it is a representation of who you are as a learner~teacher~researcher (l~t~r). As the act of be~coming a teacher is an evolving process, your understanding of who you are will change over time. Hence, you will continuously modify your portrait as you continue through the course. Second, the portrait depicts how your inquiry weaves through your identity and consequently your teaching practice. Choosing an inquiry you are passionate about means that it is in some way, integral to who you are as an l~t~r. It is useful to make this more explicit.

Your portrait will be started in class and you will keep working on it throughout the term. Choose a blank note-book (home-made or store-bought, separate from your class notes and not electronic) or container that has an inside and outside to serve as the site of your 3-D living portrait (e.g. craft bag, folder, small box, or your own option).

A 2-D Living Portrait is like a journal – it can include notes and drawings, pressed flowers or other natural elements, items from newspapers or magazines, letters, or any other element that can be pasted or fastened to your book that serves your learning.

A 3-D Living Portrait is like a container and may be a collection of similar things but ones that cannot fit into a book. Both approaches are an extended personal space where you can capture ideas, mull them over, and think creatively around your inquiry process and topic. You can include relevant artifacts and share aspects of your inquiry privately (i.e. those items that reside within the book/container) and publicly (i.e. depictions that can be viewed on the outside of the book/container). There will be occasions where you may be asked to use your portrait as a metaphor in relation to your inquiry; you may also be asked to connect your ideas with the ideas of others. Be prepared to share some aspects of your living portrait with peers (parts can remain hidden if you choose) on specific dates (t.b.a). There will be further guidelines to this activity available in class.

You will not need to submit your portrait to the instructor, but you may choose to refer to it in conversations and meetings with her about your inquiry topic and process. It is a tool to support your inquiry. ***Portraits tend to support many participants' GICs.***

Assignment 3: Taking Account

For this assignment you will create one image to prepare for your mentor meeting (it helps guide our meeting). This is a hand-drawn image of the progression of your inquiry and/or your experience of the inquiry process at that point in time. No computer-generated or externally derived images should be used.

1. Sit quietly amidst your inquiry until you feel centered.
2. Let an image of a salient feature "surface" and then create the image on paper OR put your pencil or pen to paper, attend to the end of your pen and let it guide you.
3. After you have completed the image turn the paper over and describe it and how it connects to your inquiry (1-2 paragraphs). Remember, this activity is not about creating an artistic product. Instead, it is a *representation* that need not be perfect. The purpose is to depict your significant thinking~feeling~wondering~knowing around your topic (and possibly your process) so that your inquiry continues to stay in motion.
4. After your free-write, complete the following prompts below as needed. Note that the prompts are offered only to facilitate your inquiry; they are not intended as a checklist and not all items on it need to be attended.

At this point, my inquiry questions or focus...

This topic is important to me...

It is a good or useful topic for me as an educator...

My inquiry topic benefits students because...

Exploring my topic brings me joy and satisfaction...

I am discovering...

I am challenged by...

My focus is evolving through ...

Special/specific terms I am using in my inquiry are...

This inquiry informs my work as a teacher...

My passion is engaged through...

Tensions or contradictions that are embedded within my topic...

To keep my inquiry in motion I will...

Assignment 4: Inviting Mindfulness into Life and Teaching

Through walking, sitting, or another form of meditative practice, foster your own mindfulness through committing to a daily practice over a 5-day period. You can choose from the practices listed in section 25 (p. 182-186) of the TI iBook including sitting, walking, inviting a bell, eating, movements, or creating a breathing corner.

In addition to practicing meditation, sign up to lead two guided meditation or mindfulness activities in our class (one at the beginning and one at the end of the same class meeting). You can lead the small group as if they are a classroom of elementary or middle school students or as adult colleagues.

Submit a written 500-750 word summary of your experiences of mindfulness and guiding others in mindfulness. You might comment on what you learned from your own practice or how it might support personal~professional self-care or what this experience has done for your own transformation or something else.

Assignment 5: Guided Inquiry Conversation (GIC)

For this assignment you will offer a snapshot or glimpse into your inquiry that illuminates where it stands at that point in time in order to engage your peers in a professionally useful way. This is not a typical presentation like you have done in other classes, but rather a chance to share what you have learned and further the understanding of the group through appropriate conversation that connects the personal~professional. Assessment of this part of the course is based on professional participation. Important learning happens from listening to others' inquiries, thus attendance during the GIC dates is especially important. If you happen to miss a GIC day, you will be asked to do a make-up assignment.

To prepare for your GIC, you may choose to draw from your 2- or 3-dimensional living portrait/TI journal, Taking Account image, PIA reflections, mentor meetings, partner activities, readings, and other experiences in the course. Please engage with the Four Spheres of Awareness (see below). You will lead the class through a GIC that focuses on salient aspects of your inquiry. The purpose of this is not to provide an answer, but to generate useful conversation amongst your peers. Good inquiry topics are never-ending. As such, this activity cannot be planned in advance, as you will need to reflect where you are *in the present* with your topic. This will be done in response to and in conversation with the others in the course. After each GIC, you will be asked to hand each of your peers a comment on their sharing. We will discuss this assignment further in class.

Assignments at a Glance

Assignment*	Format(s)	Due Date**
Assignment 1	<i>Pod Inquiry Activities Reflection (2)</i>	Friday, August 2
Assignment 2	<i>Two-Dimensional Living Portrait (TI Journal) or Three-Dimensional Living Portrait</i>	Ongoing, not submitted
Assignment 3	<i>Taking Account</i>	During your Mentor Meeting, not submitted (July 22, 24, 29)
Assignment 4	<i>Inviting Mindfulness into Life and Teaching</i>	Wednesday, August 7
Assignment 5	<i>Guided Inquiry Conversation (GIC)</i>	August 12, 14, 19 (must attend all)

**Assessment criteria will be made available in class and on Coursespaces at least one week prior to due date.*

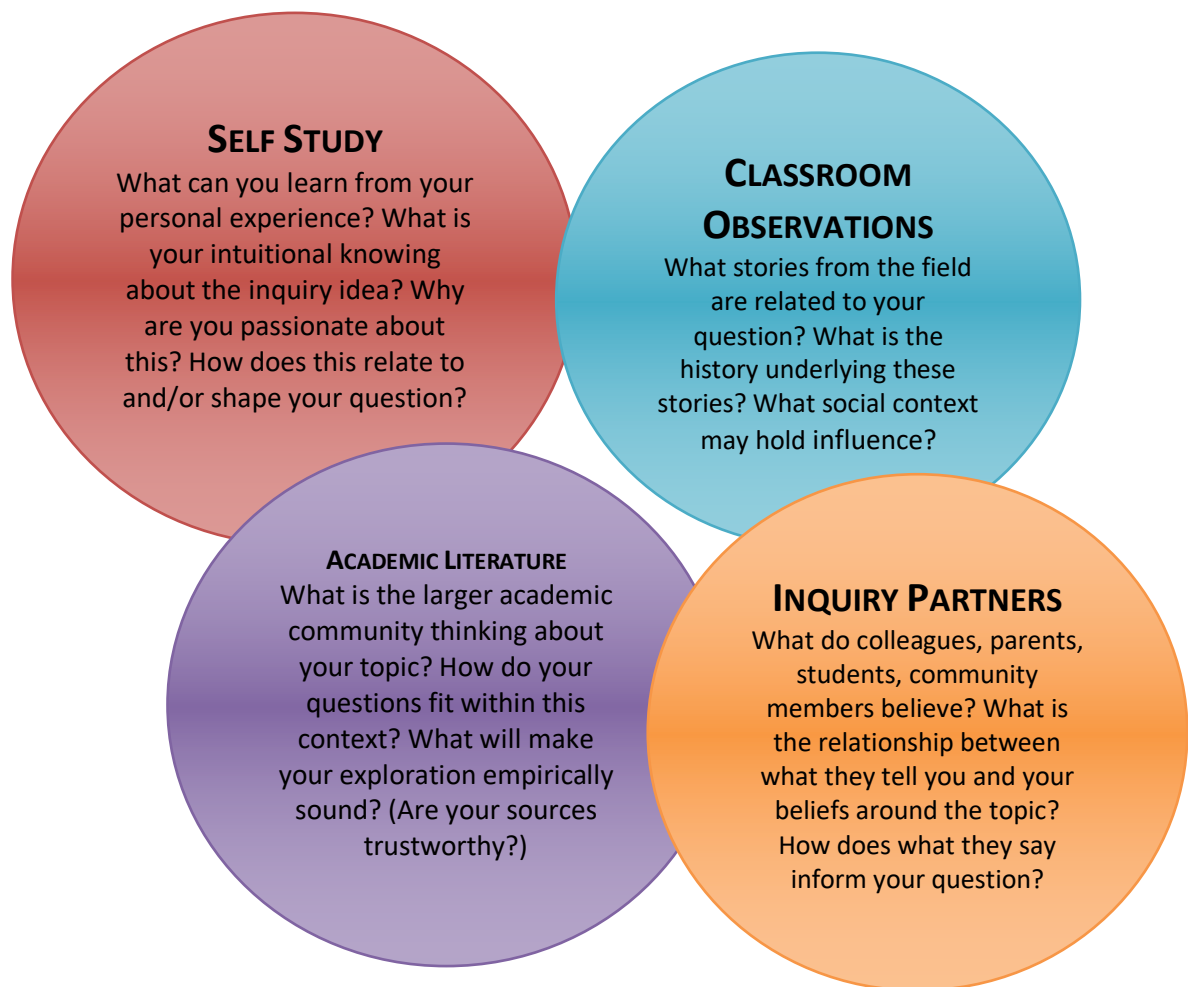
***A due date can be extended in consultation with the instructor **prior** to the date due for **some** assignments. Assignments are due by end of day (11:59pm) on date due via email in word processing format (not PDF). I will send a confirmation email to you.*

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage. If you do not receive an email invitation, you can go directly to <http://www.uvic.ca/learningandteaching/students/resources/ces/login.php> . You will need to use your UVic netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Four Spheres of Awareness

Your inquiry should show evidence of gathering from all four of the following areas. If you're ever feeling "stuck" in your process, shift your focus to a different sphere for a week or two. Some inquiry topics lend themselves to more self-study and less to the three other spheres, while other inquiry topics will lend themselves to a predominant focus in other spheres. Just remember to spend some time in each sphere to see what you can learn about your inquiry from lingering there.



Undergraduate Grading Scale

Passing Grades	Grade Point Value	Percentage*	Description
A+ A A-	9 8 7	90-100 85-89 80-84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	6 5 4	77-79 73-76 70-72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ C	3 2	65-69 60-64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing . Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage*	Description
E	0	0-49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary Grade	Grade Point Value	Percentage*	Description
INC	N/A	N/A	Incomplete . Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See "Deferred Status", page 61.
INP	N/A	N/A	In Progress . Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	Co-op Interrupted Course . See "General Regulations: Undergraduate Co-op", page 79.
Grade Note			Note
AEG	N/A	N/A	Aegrotat . Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	Withdrawal under extenuating circumstances . The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

*The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.