



## Territory Acknowledgment

We acknowledge and respect the Ləkʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day

<https://www.uvic.ca/services/indigenous/facultystaff/territory-acknowledgment/index.php>

## SUMMER 2024

July 3 – August 18, 2024

<b>COURSE TITLE</b>	<b>Transformative Inquiry</b>
<b>COURSE / SECTION / CRN</b>	EDCI 490 A01 31307
<b>TIME</b>	Tuesdays & Thursdays, 1:30 pm - 3:50 pm
<b>CLASSROOM</b>	Finnerty Gardens, Meeting Place is outside Multifaith Centre
<b>INSTRUCTOR</b>	<b>Lyndze Harvey PhD.</b>
<b>OFFICE HOURS</b>	By appointment
<b>CELL PHONE</b>	778-678-1183
<b>E-MAIL</b>	<a href="mailto:lcharvey@uvic.ca">lcharvey@uvic.ca</a>
<b>COURSE WEBSITE</b>	Brightspace
<b>MODE OF INSTRUCTION</b>	This course will be offered in person. Our class will start on time and your instructor will be there 10 minutes before and after class for brief questions or comments. Make an appointment for longer conversations.

### CALENDAR DESCRIPTION

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.

### COURSE DESCRIPTION/GOALS

*TRANSFORMATIONVE INQUIRY (TI) IS A PROCESS WHERE YOU ARE...*

- Empowered to negotiate the complexities of diverse learning environments
- Uncovering and examining urgent topics that you value and are curious about
- Evolving your own practice as an educator
- Embedding a relational and holistic research approach into your role as educator

*COURSE GOALS:*

- 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. maximizing student potential, working with colleagues, etc.)

- Imagine how TI might be extended so that your own students engages in relevant and meaningful inquiry processes

#### *COURSE PROCESSES:*

The goals will be achieved through:

- Class discussions
- Inquiry partner, POD activities, and mentor meetings
- Reflective/reflexive readings and writings
- Hands-on development of your inquiry approach
- Review of library, internet, and community resources for your specific topic

#### *TI JOURNAL:*

Throughout this course we will use a journal as an extended personal space where you can capture ideas, mull them over, and think creatively around your inquiry process and topic and create a record of your inquiry journey. **This will not be submitted or marked.** You may wish to purchase (or create) a dedicated book for this process. The style of journal is completely up to you – although unlined makes it easier to include images (if you are a digital person, consider making a private Padlet).

Record your emerging questions here to show how your inquiry transforms over time. Make note of tensions and contradictions that you grapple with. Your journal will be private and not shared in class unless you choose to share excerpts from or summaries of your journal process with others as you see fit. You will not need to submit your journal to the instructor, but you may choose to refer to it in your mentoring meeting conversation. **Consider describing in your GIC how the journaling process facilitated your inquiry.**

#### *BOOK CIRCLES*

Over the term, the only assigned reading is your book for Book Circles. Choose from the list below and order/buy/borrow the book for the course. You will need it over the month of July. You will not be completing an assignment on the book, but rather you will be reading it with others through a TI process. Choose a book that draws you in. If none of book offerings sound meaningful to you, and you have another book idea, please contact me at [lcharvey@uvic.ca](mailto:lcharvey@uvic.ca). If you prefer audiobooks, please know this is a respectable option. If you want to read the book in French or another language, please feel free. **It is ideal if two people at minimum are reading the same book.**

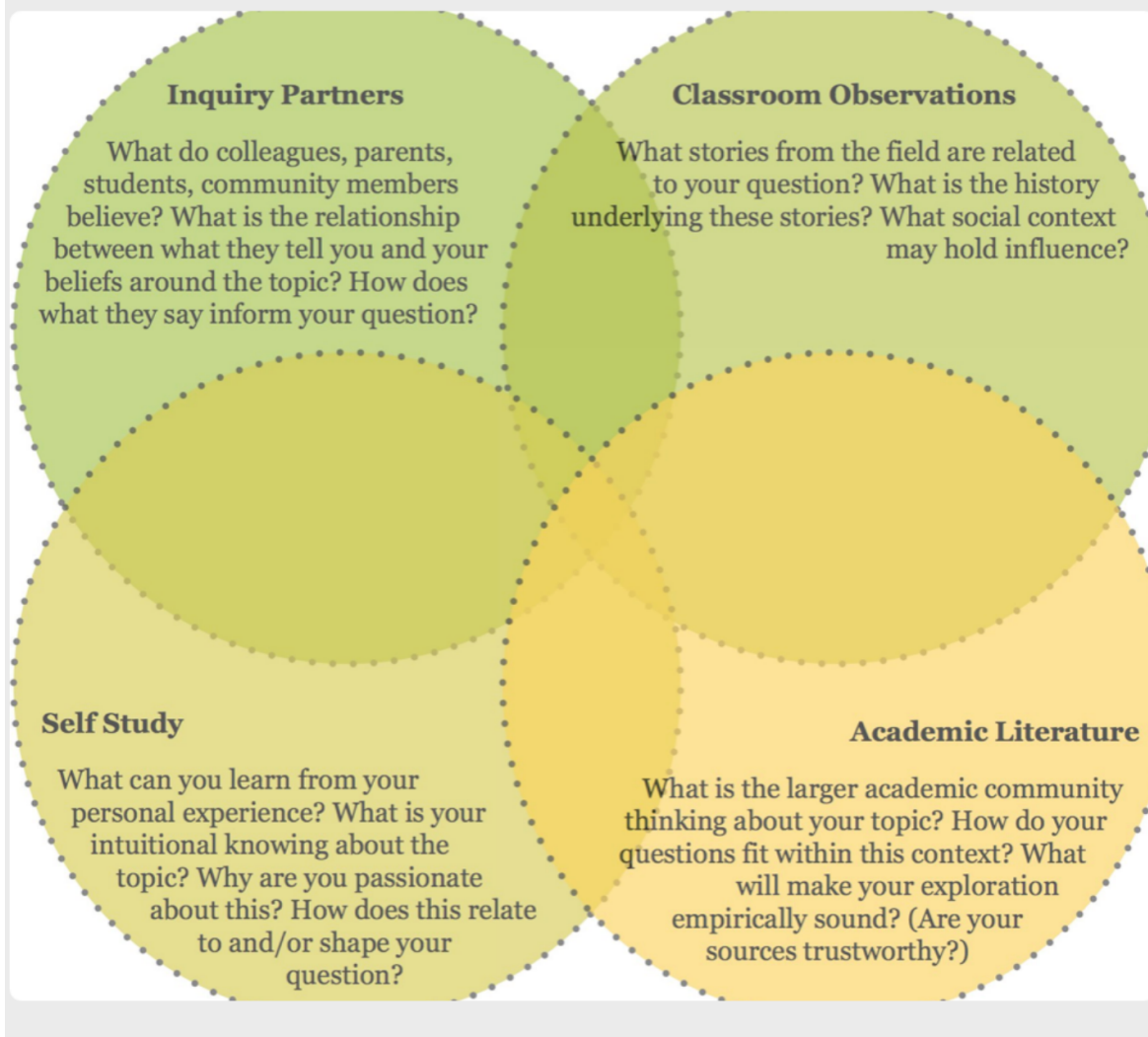
Book Circle (choose one):

- 1) Nagoski & Nagoski, *Burnout: The Secret to Unlocking the Stress Cycle* (2020)
- 2) Gray, *Free to Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life* (2015)
- 3) Machado de Oliveira, *Hospicing Modernity: Facing Humanity's Wrongs and the Implications for Social Activism* (2021)
- 4) Kimmerer, *Braiding Sweetgrass* (2015)
- 5) Greene, *Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them* (2014)
- 6) Moore, *One Without the Other: Stories of Unity Through Diversity and Inclusion* (2016)
- 7) Alexander, *Building Trauma-Sensitive Schools: Your Guide to Creating Safe, Supportive Learning Environments for All Students* (2019)

#### *TRANSFORMATIVE INQUIRY'S FOUR SPHERES OF AWARENESS*

Your inquiry should show evidence of gathering from all four of the following areas. If/When you're feeling "stuck" in your process, shift your focus to a different sphere for a week or two. Some inquiry topics lend themselves to more selfstudy 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. See image 1.1 below.

## INTERACTIVE 1.1 Four Spheres of influence



<b>COURSE OUTLINE</b>		
<b>DATE</b>	<b>SESSION TOPICS, ACTIVITIES</b>	<b>PREPARATION</b>
Thursday, July 4	Introduction, TI Overview, Vignettes	Check out Brightspace, choose and order/buy/borrow your book for Book Circles, sign-up for leading mindfulness, buy/create your TI journal
Tuesday, July 9	Re-Imagining Schooling, what's a 'paradigm'?, embodying an Indigenist stance, Touchstone Stories Book Circles	Plan for mindfulness activity, journal, check out Brightspace module  Bring: - book for Book Circle - TI journal
Thursday, July 11	Attending to emotions, Non-Violent Communication Part 1 Book Circles	Plan for mindfulness activity, journal, check out Brightspace module, read for Book Circle  Bring: - book for Book Circle - TI journal
Tuesday, July 16	Shame & Vulnerability, Non-Violent Communication Part 2 Book Circles	Plan for mindfulness activity, journal, check out Brightspace module, read for Book Circle  Bring: - book for Book Circle - TI journal
Thursday, July 18	Considering knowledge, lens, & worldview, images of the teacher Book Circles	Plan for mindfulness activity, journal, check out Brightspace module, read for Book Circle, sign up for mentor meeting  Bring: - book for Book Circle - TI journal
Tuesday, July 23	Mentor Meetings and PODs (A): Considering knowledge, lens, & worldview Book Circles	Plan for mindfulness activity, journal, check out Brightspace module, read for Book Circle  Bring: - book for Book Circle - TI journal - Drawing for Mentor Meeting
Thursday, July 25	Mentor Meetings and PODs (B): Realizing Interbeing Book Circles	Plan for mindfulness activity, journal, check out Brightspace module, read for Book Circle  Bring:

		<ul style="list-style-type: none"> <li>- book for Book Circle</li> <li>- TI journal</li> <li>- Drawing for Mentor Meeting</li> </ul>
Tuesday, July 30	Mentor Meetings and PODs (C): Being Relationally Accountable Book Circles	<p>Plan for mindfulness activity, journal, check out Brightspace module, read for Book Circle</p> <p>Bring:</p> <ul style="list-style-type: none"> <li>- book for Book Circle</li> <li>- TI journal</li> <li>- Drawing for Mentor Meeting</li> </ul>
Thursday, August 1	Recognizing Earth and Panarchy	<p>Plan for mindfulness activity, journal, check out Brightspace module</p> <p>Bring:</p> <ul style="list-style-type: none"> <li>- TI journal</li> </ul>
Tuesday, August 6	Recognizing Earth and Panarchy	<p>Plan for mindfulness activity, journal, check out Brightspace module</p> <p>Bring:</p> <ul style="list-style-type: none"> <li>- TI journal</li> </ul>
Thursday, August 8	Praxis, Rest, Reassurance, Mapping Your Journey	<p>Plan for mindfulness activity, journal, check out Brightspace module</p> <p>Bring:</p> <ul style="list-style-type: none"> <li>- TI journal</li> </ul>
Tuesday, August 13	Guided Inquiry Conversations (GICs) We will spend some time in activities and some time in GICs	<p>Arrive prepared to share and listen</p> <p>Bring any notes or visuals or props needed</p>
Thursday, August 15	Guided Inquiry Conversations (GICs) We will spend some time in activities and some time in GICs	<p>Arrive prepared to share and listen</p> <p>Bring any notes or visuals or props needed</p>

## 1. 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](#). Students should consult with their instructors if in doubt about what constitutes a violation of [academic integrity](#).

## 2. ATTENDANCE AND PARTICIPATION

The University of Victoria's Teacher Education Program is highly participatory in nature. Full attendance and active participation are expected. 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.

### **3. 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: a. 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

b. 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.

### **4. MARKING**

- *Extensions may be granted by consultation with the instructor BEFORE the due date. Otherwise, late assignments without adequate reason (and for which documentation such as a doctor's note may be requested) will be deducted 5% per day to a maximum of 3 days. After the third day, the assignment will not be accepted and will be recorded as a zero.*
- *No assignment will be marked as worth less than 10%.*
- *Re: grade allotment for content: In some circumstances the mark allocation for assignments in the course can be altered to reflect a different weighting. Mark reallocation must be approved by the instructor, and the student's request must be in writing, and must be received by (date). Marks cannot be given or withheld based only on attendance. Participation marks must be based on a written record of observed student engagement in class.*
- *Some courses within the Teacher Education Program are assessed as COM/N/F Please check with your instructor on how assessment will be determined if your course is a COM/N/F offering.*

### **5. STUDENT ASSIGNMENTS**

Storage space is at a premium, and all assignments must be picked up from the instructor as soon as possible after they are marked. The assignments will be held by the instructor until the end of each term. After this date the student assignments will be removed from the art area unless other arrangements are made.

Note: At the beginning of the course students will be asked for permission to display student work in public areas. This consent is voluntary and has no bearing on course evaluation or standing.

### **6. MODE OF INSTRUCTION**

Please be familiar with the [OIPC Cloud Computing Guidelines for Public Bodies](#) and [UVic's Privacy resource](#) and engage in any cloud-based tools only as it may be your personal preference as it is NOT required to complete this course. The course will be supported by a variety of communication tools including: Email, BrightSpace D2L, Wordpress, video conferencing via Zoom etc., and (insert any tools by name) Please note that online learners must connect to the any video classes from a dedicated learning environment. (e.g., not connecting from public WIFI at the beach); consider the video conferencing etiquette (e.g., mute your mic when not talking to minimize background noise); and be aware of your video presence (e.g., the lighting is acceptable, and your camera angle is not missing the top half of your head). Using a dedicated headset with microphone will also help to provide better audio.

### **7. OFFICE OF OMBUDSPERSON**

The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate, and make recommendations.

Phone: 250-721-8357

Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca)

Web: [uvicombudsperson.ca](http://uvicombudsperson.ca)

## 8. ANTI-RACISM STATEMENT

As part of our accountability to students, collaborators, partner, and communities for creating an equitable and inclusive environment, the Faculty of Education is committed to anti-racism and anti-racist practices, with the continual goal of eliminating all forms of systemic oppression in our provision of programs and services. To address issues of racism and oppression, we honour relationships as a priority and will create environments that are open to feedback about experiences of power and oppression through relational engagement and support for students, staff and faculty. We commit to using the power of education to advocate for change – to be proactive in employing anti-oppressive practices as we learn, teach, and conduct research.

## 9. DISCRIMINATION AND HARASSMENT

Discrimination and Harassment are prohibited at the University of Victoria. Members of the University Community have the right to work, study and participate in activities at the university in an environment free of Discrimination and Harassment. Eligible WorkSafeBC claimants also have a right to an environment free of workplace bullying of harassment as it is defined by regulations pursuant to the British Columbia Workers' Compensation Act.

Please refer to [University of Victoria Discrimination and Harassment Policy](#)

## 10. EQUITY, DIVERSITY, INCLUSION & DECOLONIZATION (EDID) STATEMENT

Our Faculty of Education acknowledges and respects the privilege and responsibility we have to live and learn together on the traditional territories of the ləkʷəŋən Peoples including the Songhees, Esquimalt and WS.NEĆ Peoples whose unwavering relationship with the land continue to this day. In this regard, we commit to including the following local Coast Salish values and teachings<sup>1</sup> to help guide, shape and envision what we do and how in the Faculty of Education:

1. H.ʔəkʷ ʔə cə čəl.ŋən ʔə

H.EQ ŁTE OL TFE ĆEL.NEN ŁTE – Remember our ancestors/birthright.

2. Nəcəmaat kʷəns čəʔi

ĆÅNEUEL OL – Work together.

3. Nəw es šxʷ cən ʔaʔ šqʷeləqʷən

.MEKT TFEŊEN .Y, ŠK.LEČEN – Bring in your good feelings.

4. Leʔt šxʷ helə ʔə cə mak ʷ sčəʔi səʔ

TU L.TES MEQ EN SČÅ SE – Be prepared for all work to come.

Underpinning these local values and teachings is our collective responsibility to respect and recognize the integral relationship between equity-as-fairness and inclusive excellence. Equity-as-fairness means that everyone has access to support(s) they need to succeed and are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, class and spirituality. The Faculty of Education also commits to approaching EDID from an intersectional lens. As such, advancing issues related to LGBTQIA2S, BIPOC, MMIWG, disabilities and social-class diversity (inclusive of poverty discrimination) aligns with our EDID mission of working together to address all forms of discrimination. Inclusive excellence means supporting, celebrating, and affirming how diversity can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in our teaching and learning, research and artistic inquiry, professional service, and community engagement within our Faculty of Education, and beyond. In achieving both equity-as-fairness and inclusive excellence, we are committed to implementing decolonizing, antiracist and anti-oppressive strategies that create culturally safe and inclusive teaching, learning and workspaces to support everyone to thrive and reach their potential.

Please consult the [Faculty of Education's Diversity and Equity Resources](#) and the [University of Victoria's Policy on Human Rights, Equity and Fairness \(GV0200\)](#) for additional information in support of this statement.

<sup>1</sup> University of Victoria Indigenous Plan 2017-2022, p. 9.

## 11. SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVic

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity

and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250-721-8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: <https://www.uvic.ca/sexualizedviolence/>

## 12. REMOTE ACCESS

A Virtual Private Network (VPN) allows users to access networks and services over a secure connection. Please note that some university services, including library access, may require you to connect to the library servers by VPN. To download and install the Cisco VPN software, please visit:

<https://www.uvic.ca/systems/support/internettelephone/remotearchive/index.php>

## 13. REQUIRED TECHNOLOGY AND CONNECTIVITY \*Online classes only

Students are required to have the following technologies and connectivity levels.

- Internet Connectivity

- A \*reliable\* 10 MBps (minimum) Internet connection for live video sessions

- Wired connection is preferred over wireless

- No one else on a local network is actively streaming or downloading during the connection (e.g., streaming movies)

- Successful test of your conference software (Zoom, etc.) connection prior to course

- Hardware:

- Use a desktop or laptop as opposed to a mobile device (e.g., iPad) for live sessions is recommended

- The desktop or laptop should be capable of playing videos/participating in video conferencing, audio and include a webcam and mic for capturing video and audio

- A headset with a microphone and noise cancellation feature

## 14. SUPPORT

- Help Desk:

The computer help desk is open to all UVic students for general technical help.

Hours: Monday to Friday (closed statutory holidays)

Tel: 250-721-7687

Email: [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca)

Systems: <https://www.uvic.ca/systems/>

- Desktop Support Services

<https://www.uvic.ca/systems/about/clientservices/desktopsupport/index.php>

- Education Student Tech Support:

Perry Plewes and a co-op student are available for technical help for students in Education courses. If you have any difficulty solving your problem, please give them a call. Their contact information is as follows:

Tel: 250-360-6660 (Perry Plewes)

Email: [felctech@uvic.ca](mailto:felctech@uvic.ca)

Website: <https://www.uvic.ca/education/resources/digital-studios/index.php>

- TIL Support

TIL Support: [LTSIsupport@uvic.ca](mailto:LTSIsupport@uvic.ca)

TIL Help <https://teachanywhere.uvic.ca/contact/>

- UVic Libraries:

[Ask Us Website](#): contains resources and information including:

- Text a Librarian: 778-718-5745

- Email a Librarian: [askus@uvic.ca](mailto:askus@uvic.ca) or use this [form](#)

- Live Chat with a Librarian via “Ask Away”

(Mon-Thurs 9am-9pm, Fri 9am-5pm, Sat 11am-5pm, Sun 10am-9pm)

[Guide to Education Resources in UVic Libraries](#)

- Education Librarians:

[Justin Harrison](#) | 250-721-8276

- o Children's Literature

- o Education



[Pia Russell](#) | On leave June to December 2023

o Indigenous Education

[Zahra Premji](#) | 250-853-3268

o Exercise Science, Physical & Health Education

• Extra Support for Distance Learners:

UVic Distance Learning and Research Infoline Office – specifically for distance education learners making library requests: 1-800-563-9494

UVic Library Services for Distance Students:

<https://www.uvic.ca/library/locations/home/iline/index.php>

Learning Contacts and How to Request Materials:

<https://www.uvic.ca/library/locations/home/iline/contact.php>

## **15. COURSE EXPERIENCE SURVEY (CES)**

We value your feedback. 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.