



Territory Acknowledgement

“We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.”

Fall 2024

September 4 – December 4, 2024

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| COURSE TITLE | Inquiry Hub |
| COURSE / SECTION / CRN | EDCI 591 A03 – 14020 |
| TIME | Wednesdays, 4:30 PM-7:20 PM |
| CLASSROOM | MAC D114 |
| INSTRUCTOR | Lyndze Harvey, PhD. |
| INSTRUCTORS OFFICE | MAC A534 |
| OFFICE HOURS | By appointment |
| E-MAIL | lcharvey@uvic.ca |
| COURSE WEBSITE | Brightspace |
| MODE OF INSTRUCTION | 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

Inquiry Hub is an elective course designed to facilitate individual exploration of a specific topic as well as topics which students may wish to explore collaboratively as a research collective. Readings and assignments are flexible to suit the needs of those enrolled and where they are in their program of study.

COURSE DESCRIPTION/GOALS

What do you want to know more about? In what area do you want/need to take a deep dive and learn? Is there a particular cannon with which you want to get acquainted? Is there a research methodology you want to learn more about? Do you need to unlearn or question what you think you know?

During our course, we will be:

- reading deeply and widely;
- asking good questions, revising questions, and asking more questions;
- engaging with experts in our field and/or area of interest;
- considering how our area of interest and research is impacted by coloniality and oppression;
- serving our own learning and the learning of our colleagues;
- locating research that has heart; and
- sharing our learning and practicing skills in research expressions.

| COURSE OUTLINE | | |
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| All course materials are curated in our Brightspace under Content and Daily Modules. | | |
| DATE | AGENDA AND READING | ASSESSMENT |
| Wednesday, September 4, 2024 | Introductions, overview, and getting started. Prepare: Engage in the Daily Module on Brightspace before class. | |
| Wednesday, September 11, 2024 | What Keeps You Up At Night? Prepare: Read Chambers' "Research that Matters: Finding a Path with Heart" | |
| Wednesday, September 18, 2024 | Academic Allies Prepare: Read " Framework for Information Literacy for Higher Education " (The Association of College and American Library Association) | |
| Wednesday, September 25, 2024 | A Transformative Inquiry Approach Prepare: Read Tanaka's "Transformative Inquiry in teacher education: evoking the soul of what matters" | One-on-One Meetings with Lyndze |
| Wednesday, October 2, 2024 | Inside the Messy Process Prepare: Read Antoinette Oberg's " Paying Attention and Not Knowing " | One-on-One Meetings with Lyndze Assignment 1 is DUE on Sunday, October 6. |
| Wednesday, October 9, 2024 | Interviews & Inquiry Preparing Prepare: Read an article or chapter written by the academic you will interview (from your Assignment 1 reading list). | |
| Wednesday, October 16, 2024 | Reading the Cannon Prepare: Read chapter from a book that supports your inquiry topic (from your Assignment 1 reading list). | |
| Wednesday, October 23, 2024 | New Research & Doing Research Prepare: Read a thesis or dissertation (from your Assignment 1 reading list) | |
| Wednesday, October 30, 2024 | Confronting Coloniality in Research & Writing Prepare: Read Harvey's "Changing our point of departure: the colonial roots of the scaffolded explanation and how we can rethink this practice" AND listen/watch to a podcast or documentary (from your Assignment 1 reading list). | |
| Wednesday, November 6, 2024 | Is it Anti-Oppressive? Prepare: Read an academic article which takes a critical or anti-oppressive approach to your topic (from your Assignment 1 reading list). | |
| Wednesday, November 20, 2024 | Interviews & Inquiry Sharing No reading. Assignment 2 in-class sharing. | Assignment 2 is DUE |
| Wednesday, November 27, 2024 | Practicing Critical Engagement Prepare: Read the two academic articles remaining (from your Assignment 1 reading list). | |
| Wednesday, December 4, 2024 | Sharing Our Learning No reading. We will be sharing the story of our inquiries. | Assignment 3 is Due |

| ASSIGNMENTS | | |
|------------------------------|---|------------------|
| DUE DATE | TITLE & DETAILS | ASSESSMENT VALUE |
| Sunday, October 6, 2024 | <p>Assignment 1: What is my research path and does it have heart?</p> <p>Part A: Considering the reading assigned for September 11, Chambers' "Research that Matters: Finding a Path with Heart" consider:</p> <ul style="list-style-type: none"> ⑩ Where you are as you begin your inquiry. ⑩ The potential you see in your inquiry for transforming both you and your topic. ⑩ What is the problem, purpose, and question at this point in your research journey? ⑩ What is missing in your understanding? Or, what might you need to learn or unlearn before you can continue your research path? <p>Part B: State the topic or area on which you would like to centre your inquiry project (500 words maximum). Create your reading list. The reading list should include:</p> <ul style="list-style-type: none"> ⑩ 3 academic articles published in the last 10 years, one of which takes a critical or anti-oppressive approach ⑩ one chapter from a book ⑩ one podcast or documentary ⑩ one thesis or dissertation published in the last 5 years ⑩ an article or chapter written by the academic you will interview for Assignment 2 | 30% |
| Wednesday, November 20, 2024 | <p>Assignment 2: Interviews & Inquiry Summary & Sharing</p> <p>Select an academic in the area of your inquiry and request a brief interview (30 minutes or 5 questions over email). Design five (5) questions for your interviewee. Interview them via in-person, zoom, or email (whichever they prefer). Prepare a 10 minute presentation on what you learned/unlearned from this process and the article you read from this academic (in your reading list from Assignment 1).</p> | 30% |
| Wednesday, December 4, 2024 | <p>Assignment 3: My Inquiry and My Learning/Unlearning</p> <p>Write or podcast about your inquiry journey, your learning/unlearning, how this project influences or impacts your research, and what direction you hope to go next. Papers should be 6-8 pages, double-spaced, 12-point font. Podcasts should be 20 minutes maximum, curated, and include a written reference list (show notes).</p> | 40% |

MODE OF INSTRUCTION

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.

Let's learn together and support each other as we learn. Patience and compassion will be key as we get to know each other and work with each other.

Prepare yourself to be fully present during the session.

Class meetings will feature teacher-led and student-centered activities in an in-person classroom setting. During class meetings, students will participate in small group work, which may include participation via forums, editable online documents, email, text chat, and/or social media. There will also be student led seminars, guided activities outside of the classroom, and dedicated time on inquiry-based explorations/investigations. Self-assessment, peer assessment, collaborative assessment, and instructor assessment will be blended.

There will be breaks throughout the class meeting, but not a designated 'dinner hour.' Please come fed and regulated.

For courtesy and to be prepared, please:

- ⑩ Turn off ringers and other notifications while classes are in session.
- ⑩ Be prepared to participate in any way you can! Reading helps you to do this.
- ⑩ Bring paper and pencils, pens, or other colouring/drawing utensils (if that's your thing).
- ⑩ Bring the assigned reading (which you read!) with you to class.
- ⑩ Bring food and drink if this helps you stay focused but consider odor and allergies with you do.
- ⑩ Come committed to our faculty's Diversity and Equity Statement and Attendance & Participation policy (see below)
- ⑩ A laptop or other device may help you.

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