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MEMORANDUM

ATTENTION Senate
FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: New Course Proposals

DATE September 13, 2018



For information:

Acting under delegated authority at the meeting of September 11, 2018, SGSC approved the following new courses, effective **Summer 2019**:

Faculty of Education

- 1) New course: EDUC 718 Landscapes of Practitioner Inquiry

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MEMO

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ATTENTION: Senate Graduate Studies Committee

**FROM: Dr. Peter Liljedahl,
Acting Associate Dean, Graduate Studies in Education**

RE: MEd EP calendar change, new course, and course change

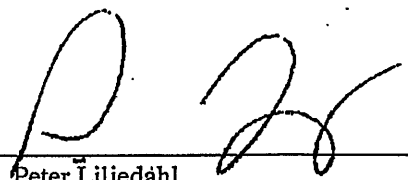
DATE: 2018 August 08

The following program and course changes and new course has been approved by the Faculty of Education and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for the Summer 2019 term. Please include on the next SGSC agenda.

~~Program Change: MEd Educational Practice~~

~~Course Change: EDUC 807~~

New Course: EDUC 718



Dr. Peter Liljedahl
Acting Associate Dean
Graduate Studies in Education



New Graduate Course Proposal

Course Subject (eg. PSYC) EDUC	Number (eg. 810) 718	Units (eg. 4) 5
Course title (max. 100 characters) Landscapes of Practitioner Inquiry		
Short title (for enrollment/transcript - max. 30 characters) Landscapes of Inquiry		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) Explores the landscapes of practitioner inquiry, including its histories, affiliated paradigms and approaches, as well as ethical considerations. Pre-requisite: Acceptance into the MEd in Educational Practice program.		
Rationale for introduction of this course typically 80 students annually are enrolled in the MEd in Educational Practice program, which is based on practitioner inquiry methodologies; yet we have no course that addresses this specific curriculum.		
Term of initial offering (eg. Fall 2019) Summer 2019	Course delivery (eg. 3 hrs/week for 13 weeks) 5 hrs/week for 13 weeks	
Frequency of offerings/year 2 / year	Estimated enrollment per offering 20	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) none		
Prerequisite and/or Corequisite Acceptance into the MEd in Educational Practice program.		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

* See important definitions on the curriculum website.

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Micheal Ling, Cher Hill, Margaret MacDonald, Suzanne Smythe
Additional faculty members, space, and/or specialized equipment required in order to offer this course N/A

CONTACT PERSON

Academic Unit / Program Education - Field Programs	Name (typically, Graduate Program Chair) Peter Liljedahl	Email liljedahl@sfu.ca
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ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

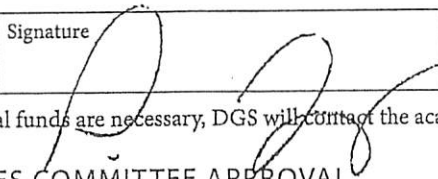
Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

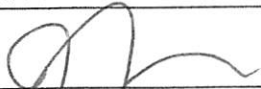
Overlap check done? YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Dr. Peter Liljedahl	Signature 	Date 2018 July 26
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Jeff Derksen	Signature 	Date 2018 Sept. 13
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ADMINISTRATIVE SECTION (for DGS office only)

Library Check: SEP 06 2018
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

Detailed Course Outline

Course Title: EDUC 718: Landscapes of Practitioner Inquiry
Term: Summer 2019
Instructor: Cher Hill

Calendar Description: Explores the landscapes of practitioner inquiry, including its histories, affiliated paradigms and approaches, as well as ethical considerations. Pre-requisite: Acceptance into the MEd in Educational Practice program.

Course Details: Teacher-learners in this course will explore dispositions, worldviews, paradigmatic assumptions, and approaches affiliated with diverse forms of practitioner inquiry, including (but not limited to) the self-study of practice, living inquiry, arts-based research, action-oriented research, and transformative inquiry. Working collaboratively, we will situate ourselves personally, professionally, theoretically and methodologically, locating our inquiry practice within communities of scholarship. The course aims to acquaint participants with a broad spectrum of ethical considerations, issues, and methods, with an eye toward being able to thoughtfully draw from theories, practices, and perspectives in developing their own inquiry projects to be conducted in the following term.

Course – Level Educational Goals: The MEd EP program aims to develop teachers-learners' capacity to:

- *Deepen and extend* a disposition of inquiry, ethical practice, critical and creative reflection and responsiveness to learners, as well as communities
- *Develop and theorize* their own inquiry practice through the investigation of multiple educational theories, philosophies, paradigms, and methodologies
- *Inform and articulate* their scholarly understanding of various world views and orientations in relation to their educational perspectives
- *Critically and creatively engage* in learning communities to situate, further develop, and align their inquiry practice within personally relevant and related paradigms
- *Collaborate* with multiple communities to extend and augment their relationships and enable an active voice and presence within

and beyond the classroom

Grading:

Inquiry Journal (ungraded) and Self-assessment of Inquiry Journal - 20%

- Teacher-learners will document observations, experiences, reflections, insights, and scholarship related to their inquiries and will self-assessed their journaling practice throughout the semester.

Draft Inquiry Proposal/ Statement of Intentions - 20%

- Teacher-learners will submit a draft proposal outlining their plans and intentions for their teacher-inquiry project, and situating their inquiries theoretically and methodologically.

Final Inquiry Proposal/Statement of Intentions - 60%

- Teacher-learners will submit a proposal outlining their plans and intentions for their teacher-inquiry project, and situating their inquiries theoretically and methodologically.

Texts will be drawn from (but are not limited to):

Babione, C. (2015). *Practitioner teacher inquiry and research*. New York: Jossey-Bass.

Brookfield, S.D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey- Bass Publishers.

Cajete, G. (2005). American Indian epistemologies. *New Directions for Student Services*, 109, 69-77.

Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research in the next generation*. New York: Teachers College Press.

Davies, B. (2014). *Listening to children: Being and becoming*. New York: Routledge.

Fels, L. (2012). Collecting Data Through Performative Inquiry: A Tug on the Sleeve. *Youth Theatre Journal*, 26 (1), 50–60.

Fichtman-Dana, N., & Yendol-Hoppy, D. (2014). *The reflective educator's guide to classroom research*. Thousand Oaks, CA: Corwin Press.

Groundwater-Smith, S. & Mockler, N. (2007). Ethics in practitioner research: an issue of quality. *Research Papers in Education*, 22. 199-211.

Hauver James, J. (2008). Autobiographical inquiry, teacher education, and (the possibility of) social justice, *Journal of Curriculum and Pedagogy*, 4(2), 161-176.

Heron, J. & Reason, P. (1997). A participatory inquiry paradigm. *Qualitative Inquiry*, 3(3), 274-294.

Ingold, T. (2013) *Making: Anthropology, Archaeology, art and architecture*. New York: Routledge.

Kuby, C. R. (2017). Why a paradigm shift of 'more than human ontologies' is needed: putting to work poststructural and posthuman theories in writers' studio, *International Journal of Qualitative Studies in Education*, DOI: 10.1080/09518398.2017.1336803

Ladkin, D. (2005). 'The enigma of subjectivity': How might phenomenology help action researchers negotiate the relationship between 'self', 'other' and 'truth'? *Action Research*, 3(1), 108-126.

Meyer, K. (2010). Living Inquiry: Me, My Self, and Other. *Journal of Curriculum Theorizing*, 26(1) 86-96.

Miller, J. & Seller, W. (1990) *Curriculum: Perspectives and Practices*. Toronto, Ontario: Copp Clark Pitman Ltd.

Pinnegar, S., & Hamilton, M. L. (2009). Self-study of practice as a genre of qualitative research. Dordrecht, Heidelberg: Springer.

Richardson, L. (1994). Writing: A method of inquiry. In N. K. Denzin & Y. S Lincoln's *The handbook of qualitative research*. Thousand Oaks: Sage Publishing.

Schön, D. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. San Francisco, CA: Jossey-Bass.

Samaras, A. P. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: Sage.

Samaras, A. P., & Freese, A. R. (2009). Looking back and looking forward: A historical overview of the self-study school. In C. A. Lassonde, S. Galman, & X. Kosnik (Eds.), *Self-study research methodologies for teacher educators* (pp. 3-20). Rotterdam, The Netherlands: Sense Publishers.

Spector, K. (2015). Meeting pedagogical encounters halfway.

Journal of Adolescent & Adult Literacy, 58(6), 447-450.

Stanford, K., Williams, L., Hopper, T. and McGregor, C. (2013). Indigenous principles decolonizing teacher education: What we have learned. *in education*, 18, 18-34.

Strom, K. J. & Martin, A. D. (2017). Thinking rhizomatically in an era of neoliberalism. In *Becoming-teacher: A rhizomatic look at first year teaching*, pp. 1-10). Boston: Sense Publishers.

Tanaka, M. (2015). Finding courage in the unknown: Transformative Inquiry as Indigenist Inquiry. *in education*, 21, 65-88.

Materials/Supplies: N/A

Supplemental Fees: N/A

Prerequisite/Core Requisite: Pre-requisite: Acceptance into the MEd in Educational Practice program.

Registrar Notes: SFU's Academic Integrity web site <http://students.sfu.ca/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>