Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

CGS 3001G 550 COLLABORATIVE AND PARTICPATORY METHODOLOGIES
The Centre for Global Studies
Huron University College
Winter 2022
Dr. Katherine Lawless

Source: https://www.soulsgrowndeep.org/gees-bend-quiltmakers

Course Description

This course examines the work of formulating and engaging in community-based research, with a special focus on collaborative and participatory methodologies. The national, non-profit organization, Community-Based Research Canada (CBRC), defines community-based research as 'a research approach that involves active participation of stakeholders, those whose lives are affected by the issue of being studied, in all phases of research for the purpose of producing useful results to make positive changes' (Nelson et al. 1998, 12). CBRC maintains this research should be community-driven, participatory, and action-oriented, and it should lead to the production of new knowledge, its accessible mobilization, and its use to strengthen communities and facilitate self-determination. Beginning with these founding principles, students will design a community-based research project; determine suitable research tools and methods for gathering data; locate appropriate funding opportunities; and work through the ethical, political,

institutional, and epistemological dimensions of the chosen project. In doing so, they will learn the relational and technical aspects of how to prepare a research proposal, a funding application, and an ethics review for a community-based research project. Throughout the process, we will carefully attend to both the collaborative methods and the ethical and political stakes of collaborating with communities in the production of new knowledge, especially in contexts of inequality.

Course Information

Professor	Dr. Katherine (Kate) Lawless, A211
Contact Information	519-438-7224 x705; klawles@uwo.ca
Class Time	Thursday 2:30-5:30
Room	H220

Prerequisite(s): 0.5 course from Centre for Global Studies 2002F/G - 2004F/G, or permission of the Centre for Global Studies

Course Objectives

1) To foster a collaborative and participatory learning environment in which we can try out a variety of ideas and gain valuable feedback
2) To become comfortable with diverse methods in community-based research
3) To gain new facility with the steps and components of research project design
4) To create an atmosphere of discovery and collegiality and have fun in the process

Course Requirements

- Desire for a deeper understanding of how to do interdisciplinary, qualitative, community-based research
- Ability to stick with something even when the going gets tough
- Commitment to making productive changes in the lives of individuals and communities
- Excitement about designing a research project and seeing it through from beginning to end
- Capacity for collaboration, self-evaluation, and timeliness
- Willingness to be present at and participate productively in weekly workshops

Learning Outcomes

Together, we will learn to:

1) Identify a research problematic, and develop a course of research to address it
2) Consult with a community organization to refine the research problem
3) Collect, synthesize, analyze, and utilize evidence in the production of new knowledge
4) Determine and evaluate existing literature relevant to a chosen research problem
5) Work within the genre of the research proposal
6) Identify and apply appropriate frameworks and methods for any research program
7) Address the ethical and political implications of research with human subjects
8) Distinguish between instrumental and emancipatory research questions

Methods of Instruction, Conduct and Expectations

This course will run as a workshop, which means we will be producing a good amount of the work we do *in the classroom*. What this really means is that you must *be present* at the workshops and you must complete the various stages of your project *on time*. While I am generally quite flexible with deadlines and attendance, this sort of class is designed to reflect the 'real world' of both project development and collaboration. In the real world of project development, funding deadlines are not flexible. In the real world of community-based research and collaboration, presence is essential.

During our workshops, you will develop your own community-based research project and, at the same time, contribute to the development of your peers' projects. Each week we will use our 3 hours of classroom time to workshop ideas related to your projects, take a close look at case studies or examples, and discuss and practice various approaches to collaborative and participatory research. The assignments are designed to take you through this process logically, from research question to proposal to full application.

Class time:
We are scheduled to meet for three hours each week on Thursdays from 2:30-5:30pm. As stated above, this time will be practice-based; it will be used to work through the research development process. Each week I will alert you ahead of time as to what you should do outside of class time to prepare for our weekly workshop. You'll find this information in the form of a Workshop and Study Guide in the Lessons function of OWL. I will often include worksheets to help guide you through the readings and the process of research project design.

Conduct and Expectations (student-generated)
During the first class, we will create a collectively determine list of expectations for me, the professor, and a complementary list of expectations for you, the students. The expectations will complement our two pre-existing expectations: attendance and timeliness.

Assessments and Evaluation

Your goal in this class is to design a relevant, feasible, and deliverable community-based research project. This project must meet the following **three criteria**: 1) it must involve **human subjects**; 2) it must use one or more of the following **qualitative methods**: focus groups, interviews, ethnography, (participatory) action research, or the case study approach; and 3) it must be **applied**, meaning that its outcomes serve some purpose within the subject community.

In the development of your project proposal and funding application, we will follow the SSHRC guidelines for research funding. Accordingly, your final proposal must include the following elements:
1) Project title
2) Research problem, purpose, and objectives
3) Context and conceptual framework
4) Literature review
5) Methodology and timeline
6) Equity statement
7) Expected outcomes and dissemination of results
8) Budget and budget justification

Formal Assessments
There are many short, scaffolded assessments in this course, all of which build toward the final proposal. This means work done in early assignments will provide a foundation for and lessen the load of work done in later assignments. In other words, a good foundation will support a solid edifice. Ultimately, while there are many assignments, the work you do will be cumulative, not additive. ***You may work individually or in partners/small groups.**

- **Short research proposal (5% p/f):** After selecting your research topic and conducting preliminary research, you will submit a short research proposal that contains a well-stated research problem, some initial context for your project, and a bibliography. **DUE: Feb 3**

- **Literature review (10%):** You will conduct a review of the existing literature to determine what has been said about your research topic and what gaps remain to be filled. Given our time constraints this review will not be comprehensive but should aim to identify the different dimensions of your larger topic as well as some of the different perspectives embedded within them. Before you begin, you will need a well-defined research problem. **DUE: Feb 17**

- **Expanded research proposal (20%):** This expanded proposal will build on the work you have done in your short proposal and literature review, along with consultation with a community organization related to your topic. Accordingly, you will submit a refined research problem that emerges in relation with the needs of your community organization along with your project's purpose and objectives and an expanded context and conceptual framework. **DUE: Mar 3**

- **Methodology (10%):** After establishing your research problem and conducting a review of the literature, you are ready to determine your methodology. Your methodology is a combination of your conceptual framework and your methods. To a certain extent, the latter will be guided by the former, but also by the overall design of your project. Different methods elicit different kinds of information. **DUE: Mar 10**

- **Equity statement (5% p/f):** This very short statement ensures that you have thought through how your project facilitates the equitable treatment of its various stakeholders and advances the equity of the community with which you are working. **DUE: Mar 17**

- **Final research proposal (40%):** This final research proposal is a culmination of the various elements to date. It should contain your research problem, purpose, and objectives; a literature review; a section on your methodology and time frame; and your budget and budget justification. **DUE: Mar 24**

- **Ethics Statement (5% p/f):** Using the REB Approval Form supplied by Huron as a guideline (find it here), you will complete a modified ethics statement for work involving human subjects. This statement requires that you have thought through the ethical implications of your project and can be assured that you will cause your participants no harm. **DUE: Mar 31**

- **Presentation (5% p/f):** In our final class, you will present your work in the form of a '3-minute thesis.' You have one slide and three minutes to present your proposed research project to a group of academic non-specialists from various fields in the social sciences and humanities. **DUE: Apr 7**

Assignment Deadlines, Submission, and Grading
Assignments should be submitted to the appropriate assignment page on OWL by 11:55pm on the designated deadline. Be aware that assignments submitted after the deadline will not be graded unless the circumstances of their incompletion are dire.

Course Texts
- Berg and Lune. 2017. *Qualitative Research Methods for the Social Sciences, 9th edition*. London, UK: Pearson Education Limited. http://law.gtu.ge/wp-content/uploads/2017/02/Berg-B.-Lune-H.-2012.-Qualitative-Research-Methods-for-the-Social-Sciences.pdf
- Halseth, G., Markey, S., Ryser, L., Manson, Don. 2016. *Doing Community-Based Research: Perspectives from the Field*. Montreal, Quebec: McGill-Queen's University Press.

Course Schedule

Week 1: Jan 13
What is research? What is a research proposal? What is community-based research?
- Berg and Lune. 2017. **'Chapter 1: Introduction.'** *Qualitative Research Methods for the Social Sciences, 9th edition*. London, UK: Pearson Education Limited.
- Halseth et al. 2016. **'Chapter 1: Introduction.'** *Doing Community-Based Research: Perspectives from the Field*. Montreal, Quebec: McGill-Queen's University Press.

Week 2: Jan 20
How do I find ideas? What is a research problem? How do I design a research project?
- Berg and Lune. 2017. **'Chapter 2: Designing Qualitative Research.'** *Qualitative Research Methods for the Social Sciences, 9th edition*. London, UK: Pearson Education Limited.
- Halseth et al. 2016. **'Chapter 3: Understanding and Shaping Capacity for CBR'** and **'Chapter 5: Research Design.'** *Doing Community-Based Research: Perspectives from the Field*. Montreal, Quebec: McGill-Queen's University Press.

Guest Speaker: To be confirmed

   ***Identify your research topic

Week 3: Jan 27
How do I review the literature? Why is this important?
- Readings TBD

Guest Speaker: To be confirmed

   ***Consult with a community organization

Week 4: Feb 3
How do I conduct research with human subjects? What are the stakes?
- Berg and Lune. 2017. **'Chapter 3: Ethical Issues in Research.'** *Qualitative Research Methods for the Social Sciences, 9th edition*. London, UK: Pearson Education Limited.
- Halseth et al. 2016. **'Chapter 4: Building Projects.'** *Doing Community-Based Research: Perspectives from the Field*. Montreal, Quebec: McGill-Queen's University Press.

   ***Identify your research problem, context, purpose, and relevance

Week 5: Feb 10
What are collaborative and participatory methodologies? How can I use them?

- Halseth et al. 2016. **'Chapter 8: CBR: Methods and Techniques.'** *Doing Community-Based Research: Perspectives from the Field*. Montreal, Quebec: McGill-Queen's University Press.

Week 6: Feb 17
Are research tools neutral? How do I determine my methods?
- Berg and Lune. 2017. **'Chapter 4: A Dramaturgical Look at Interviewing'** and **'Chapter 5: Focus Group Interviewing.'** Qualitative Research Methods for the Social Sciences, 9th edition. London, UK: Pearson Education Limited.'

Guest Speaker: To be confirmed

READING WEEK: February 19-27

Week 7: Mar 3
Research methods continued…
- Berg and Lune. 2016. **'Chapter 6: Ethnographic Field Strategies'** and **'Chapter 7: Participatory Action Research.'** Qualitative Research Methods for the Social Sciences, 9th edition. London, UK: Pearson Education Limited.

Guest Speaker: To be confirmed

   ***Identify your research methods

Week 8: Mar 10
What is the structure of a research proposal? How do I put everything together?
- Readings TBD

Week 9: Mar 17
How do I apply for funding? How do I determine a budget?
- Readings TBD

Week 10: Mar 24
What are the ethical and political implications of my proposed research? How do I prepare an application for ethics review?
- Readings TBD

Guest Speaker: To be confirmed

Week 11: Mar 31

Final Workshop Period
- No readings

Week 12: Apr 7
Presentations
- No readings

Additional Resources
- Bergold and Thomas. 'Participatory Research Methods: A Methodological Approach in Motion.' *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research 13*, no. 1 (2012).
- Gremillion, H. 'Developing a collaborative methodology for research with community groups, Kōtuitui.' *New Zealand Journal of Social Sciences* 8, no. 1-2 (2013): 74-78.
- Hacker, Karen. 2013. *Community-Based Participatory Research.* Sage Publications, Inc.
- Mahoney, T., Grain, K., Fraser, P., Wong, J. 2021*. Community Resource Handbook. Community Engaged Research Initiative*, Simon Fraser University.
- Ochocka and Janzen. 2014. 'Breathing life into theory: Illustrations of community-based research – Hallmarks, functions and phases.' *Gateways: International Journal of Community Research and Engagement* 7, no. 1 (2014): 18-33.
- Pedersen, Christina Hee. 2021. *Crafting Collaborative Research Methodologies: Leaps and Bounds in Interdisciplinary Inquiry*. Taylor and Francis.

Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Mandatory Use of Masks in Classrooms
Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency
In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct
Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf.

Prerequisite and Antirequisite Information
Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations
A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com
All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Statement on Use of Electronic Devices
It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems ("Clickers")
Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:
- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work
Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has

already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: http://academicsupport.uwo.ca/.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

> (a) **Consideration on <u>Medical Grounds</u> for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the Student Medical Certificate. The instructor may <u>not</u> collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

> (b) **Consideration on <u>Non-Medical</u> Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed Consideration Request Form. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult Huron Academic Advising at huronsss@uwo.ca for any further questions or information.

Support Services
For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca An outline of the range of services offered is found on the Huron website at: https://huronatwestern.ca/student-life/student-services/.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: https://huronatwestern.ca/contact/faculty-staff-directory/.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, https://huronatwestern.ca/student-life/student-services/academic-advising/ or review the list of official Sessional Dates on the Academic Calendar, available here: http://www.westerncalendar.uwo.ca/SessionalDates.cfm.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: https://huronatwestern.ca/student-life/student-services/
Office of the Registrar: https://registrar.uwo.ca/
Student Quick Reference Guide: https://huronatwestern.ca/student-life/student-services/#1
Academic Support & Engagement: http://academicsupport.uwo.ca/
Huron University College Student Council: https://huronatwestern.ca/student-life/beyond-classroom/hucsc/
Western USC: http://westernusc.ca/your-services/#studentservices

Mental Health & Wellness Support at Huron and Western
University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit https://huronatwestern.ca/student-life-campus/student-services/wellness-safety for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, https://www.uwo.ca/health/.