

ISSOTL22

The Ethics of Equity when Engaging Students as Partners in SoTL Research

Presented by

Dr. Gabrielle Lindstrom

Mount Royal University

Dr. Lisa Fedoruk

University of Calgary





Agenda

Objective of our session is to provide an overview of key highlights from our recent publication:

Fedoruk, L.M., & Lindstrom, G.E. (2022). The ethics of equity when engaging students as partners in SoTL research. In LM. Fedoruk (Ed.) *Ethics and scholarship of teaching and learning*. Springer.

- Self-Location
- How we came to this chapter
- Ethics and relational accountability
- Students as Partners (SaP)
- Inequity and Ontological Harms
- Cultural Humility and SaP



Researchers' Self-Location

“[Th]is chapter is grounded in notions of reflexivity and relational accountability which, according to critical Indigenous and non-Indigenous scholars (Kovach, 2009; Kwame, 2017; Russell-Mundine, 2012) demonstrate an awareness on the part of researchers as to how their cultural and gendered identities are located within the knowledges they explore and interact with.”

(Fedoruk & Lindstrom, 2022, p. 148)



We began with a dialogue...

- Built on previous conversations around ethics in the academy (ISSOTL21 panel discussion)
- Epistemic and pragmatic challenges that exist when in partnership with students
- Introduced the concepts of relationality and accountability in SoTL, cultural humility, critical humility and participatory parity (Fraser, 2001) as theoretical and culturally embodied perspectives that are aimed at addressing these challenges.

[I]n countries such as Canada, many members of society “have been acculturated to feel comfortable in relations of domination and subordination rather than equality and independence” (Kincheloe & McLaren, 2011 p. 288)

Ethics and Relational Accountability

- Towards cultivating an ethical mindset
- Explored ethics in a Canadian context
- Unpacked tensions surrounding power and privilege

“If one is thinking relationally and oriented towards accountability in one’s relationships, then the ethics that flow from this accountability will ensure that the research does not harm participants or the researcher, and that a blanket of protection is wrapped around the research relationships in ways that are not simply perpetuating power imbalances or paternalistic” (Fedoruk & Lindstrom, 2022, p. 149)

Students and Partners (SaP)

- What is SaP?
- Positive aspects of SaP
- What we need to be critically self-aware of as SoTL researchers

“A counter-narrative to a partnership opportunity perspective includes looking deeper into foundational aspects of Western postsecondary institutions. Power imbalances between students and instructors as well as deeply embedded institutional hierarchies make it difficult to achieve participation of parity (Fraser, 2009) in the student-SoTL researcher relationship.” (Fedoruk & Lindstrom, 2022, p. 151)

Cultural Humility and SaP

Cultural humility is a process that “incorporates a lifelong commitment to self-evaluation and critique, to redressing the power imbalances ... and to developing mutually beneficial and non-paternalistic partnerships with communities on behalf of individuals and defined populations”

(Tervalon & Murry, 1998, p. 123)

- Lifelong Process, open to personal growth
- Self Evaluation, Self-critique (mindful awareness)
- Redressing power imbalances
- Partnerships

Cultural Humility and SaP Implementations

“I want to put forward a simple definition of humility as an openness to learning. As a mode of listening. A way of showing respect, to the world, to the people speaking, and to the gift of the universe itself. In order to listen, you must be humble enough to put your own thoughts out of your mind, to make that effort to follow the thoughts of another person in a sustained, respectful, and engaged way. It is no coincidence that in our era, both the art of listening and the value of humility are in decline. The two are mutually supportive.”

(Cariou , 2020, p. 6)

- **Listening**
- **Training (PD)**
- **Journaling**
- **Partnership Agreements**
- **Ongoing communication – built-in check-ins**

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Book Draw

Fedoruk, L. M. (Ed). (2022). *Ethics and the scholarship of teaching and learning*. Springer.

