

**Artifact Narrative Form – Last Updated April 9, 2024**

<p><b>Description of Artifact and Item Code – T3A2</b> <i>Kitchen Stories</i> (EDU 9002) and African Oral Traditional Storytelling (AOTS) Choice Readings (EDU 9005)</p> <p><b>[EDU 9002 with Dr. Susie Brigham, MSVU; EDU 9005 with Dr. Corinne Haigh, Acadia]</b></p>	<p><b>Competency Area</b> Research Knowledge and Competencies</p>
<p><b>Competency Area Outcomes</b> [Broader Competency]</p> <ul style="list-style-type: none"><li>▪ Students will demonstrate research competencies and critical analysis of current research and methodological issues.</li></ul> <p>[Specific]</p> <ul style="list-style-type: none"><li>▪ Data analysis, including consideration of methodological issues.</li><li>▪ Scholarly article on methodological issues.</li><li>▪ Review of literature related to issues in research.</li></ul>	
<p><b>Statement on how the artifact meets the five competency areas; is it individual or multiauthored?</b></p> <p>I chose two particular artifacts that are uniquely tied to my revelations around the methodological issues within research practices. What <i>Kitchen Stories</i> from EDU 9002 and the choice readings involving ‘African Oral Traditional Storytelling’ (AOTS) from EDU 9005 provided was a deeper understanding of the ethical concerns involved within research practices. When individuals conduct research with people, ethics must be paramount. As an individual who is also from a vulnerable population, relational ethics was something that impacted my local Vietnamese community. More than a decade ago, university researchers, who did not identify as being Vietnamese entered our community seeking knowledge about our transition to Canadian life. As the Vice-President of Internal Affairs, I welcomed these individuals and advocated to others within the community to be involved. That way, our stories are documented for posterity. After sharing our stories, we never heard from the researchers, much less know where our stories ended up. As a result, I swore that if I ever conducted research, I would take ethics very seriously.</p> <p>It appeared that <i>Kitchen Stories</i> was positioned around a positivist methodology. While positivists utilize an objective stance when undertaking research (Denzin &amp; Lincoln, 2011), it was apparent that the primary data collector (Folke), appeared to hover around the participant (Isak). As I observed how Folke scribbled and wrote every action and movement while hovering over Isak, I could not help but feel uncomfortable with such interactions. While it appears that the movie was set around post-WW2, technology such as video recorders may not have been feasible for obtaining data. However, to me, there could have been other ways one can obtain such data without having such awkward interactions. Unfortunately, when watching the movie, it felt as if the study did not attempt to maximize ethics. This is especially evident when the participant was offered a horse for being in the study. However, as the participant later finds out, he was given a toy horse instead of a live animal. While I have provided two ethical concerns, there were a few others within the movie.</p> <p>In linking <i>Kitchen Stories</i> to that of my choice reading from EDU 9005, relational ethics was a major theme between both artifacts. My pending dissertation is focused around Black and African Nova Scotian learners in which I will utilize an autoethnographic approach. While I have been exposed to other facets of Afrocentricity (i.e., the research brochure artifact), Osei-Tutu’s (2023) reading on AOTS provided me with further insights on maximizing relational ethics. As I am investigating the narratives around student success from an already racialized and vulnerable population, I do not wish to be perceived as an individual who enters a culture for some sort of professional gain, recklessly leaving and never heard from again (Adams &amp; Ellis, 2012). Instead, I wanted to embrace the humanistic approach of AOTS by removing the classical terminology of ‘data collection’ and ‘data analysis.’ Instead, I co-opted Osei-Tutu’s ideas by renaming ‘data collection’ to ‘recollection of memories’ and, instead of using ‘data analysis’, I chose to rename it as ‘interpreting memories and experiences.’ That way, as Adams and Ellis claim, individuals are not treated merely as data points to merely be studied.</p>	

<p><b>Doctoral Student Outcome(s) Met</b></p> <ul style="list-style-type: none"> <li>• <b>(K):</b> A <u>substantive</u> <b>[excellent]</b> knowledge of a wide range of methodological approaches to research and attendant methods for data collection and analysis.</li> <li>• <b>(A):</b> A keen sense of self-awareness leading to engagement in meaningful reflection about their place in the discipline.</li> <li>• <b>(A):</b> Awareness of, and adherence to, professional codes of conduct and standards as they practice and engage in research.</li> <li>• <b>(S):</b> Demonstrate full expertise in one or more specific research methods.</li> <li>• <b>(S):</b> Demonstrate excellent writing and research skills essential in contemporary scholarly contexts.</li> <li>• <b>(S):</b> Communicate effectively, concisely and correctly in written, spoken and visual forms to a variety of audiences using a variety of media.</li> </ul>	<p><b>Program Objective(s) Met</b></p> <ul style="list-style-type: none"> <li>• <b>Ensure Integrity and Academic Excellence:</b> Provide a rigorous learning context that develops the research and intellectual capacities of doctoral candidates to ensure academic excellence and program completion.</li> <li>• <b>Ensure Integrity and Academic Excellence:</b> Ensure that the program of study continues to adhere to national quality assurance standards.</li> </ul>
<p><b>Reflective statement about the process and how the item addresses the students' research and/or professional development goals.</b></p> <p>As described in other artifacts, I chose to substitute the term 'substantive' for 'excellent,' as I believe in the mindset of continuous development and growth. By choosing the term substantive, I may adopt a mindset that closes off future opportunities for learning and growth. Additionally, as one may have noticed, I have made it a point to adopt a keen sense of self-awareness while progressing academically and professionally, as this has been a catalyst for my success.</p> <p>Professional codes of conduct and standards are not simply guidelines. They are put in place to minimize or eliminate potential harm to individuals. Consequently, the movie <i>Kitchen Stories</i> provided me with an opportunity to gain a rich insight into research ethics. Additionally, I chose to pair the <i>Kitchen Stories</i> artifact with the AOTS artifact because it demonstrates my ongoing growth in maximizing relational ethics in my pending studies. While traditional autoethnography appears to not directly use AOTS, by coopting its ideas and merging it with traditional autoethnographic methodology, it is my hope that I am demonstrating a higher degree of expertise.</p>	
<p><b>References</b></p> <p>Adams, T. E., &amp; Ellis, C. (2012). <i>Trekking through autoethnography</i>. In S. D. Lapan, M. T. Quartaroli, &amp; F. J. Riemer (Eds.), <i>Qualitative research: An introduction to methods and designs</i> (pp. 189-212). Jossey-Bass.</p> <p>Denzin, N. K., &amp; Lincoln, Y. S. (2011). <i>The SAGE handbook of qualitative research</i> (4th ed.). Sage.</p> <p>Ercikan, K., &amp; Roth, W. M. (2006). What good is polarizing research into qualitative and quantitative?. <i>Educational researcher</i>, 35(5), 14-23. <a href="https://doi.org/10.3102/0013189X035005014">https://doi.org/10.3102/0013189X035005014</a></p> <p>Grix, J. (2002). Introducing students to the generic terminology of social research. <i>Politics</i>, 22(3), 175-186. <a href="https://doi.org/10.1111/1467-9256.00173">https://doi.org/10.1111/1467-9256.00173</a></p> <p>Hamer, B. (Director). (2003). <i>Kitchen Stories</i> [Film]. BulBul Film; BOB Film Sweden AB.</p> <p>Kuhn, T. S. (2012). <i>The structure of scientific revolutions. With an introductory essay by Ian Hacking</i>. The University of Chicago Press.</p>	

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