

2015-2016 Faculty of Education HSS Seed Grant Competition

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Project Title: *Conceptual Mapping of Reflexivity: A Critical Inquiry*

Project Abstract:

Reflexivity has emerged as important in both my last major research project, focused on teaching for critical social literacy, and in my teaching and preparing graduate students to conduct qualitative research. Yet, for such a key concept, reflexivity is too often (a) poorly defined, (b) articulated in a highly abstract fashion such that its application in empirical research projects is unclear, (c) not fully embedded within a particular paradigm of scholarship, or (d) some combination of these. This conceptual heterogeneity and fragmentation prevents educators and beginning researchers from translating a particular understanding of reflexivity in a way that improves their teaching and research practice. As a remedy, this project aims to map how the notion of reflexivity has been defined by the social sciences by conducting a critical content analysis of the literature combined with strategies of philosophical inquiry.