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| |  | | --- | | Review #404310 | |  | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | Criteria | Rate | | Objectives or purposes | 4 / 5 | | Perspective(s) or theoretical framework | 5 / 5 | | Methods, techniques, or modes of inquiry | 4 / 5 | | Data sources, evidence, objects or materials Or, for theory or methods based papers, what would be the equivalent bases. | 5 / 5 | | Results and/or substantiated conclusions or warrants for arguments/point of view | 4 / 5 | | Scientific or scholarly significance of the study or work | 5 / 5 | | | | |  | | --- | | Comments to the Author | | This is a nicely written proposal and I'm interested to see it - I like the idea of providing a model of how to decolonize a non-indigenous educator. One recommendation is that you describe more clearly how you are going to analyze the video of yourself. Will the youth have a role in this as well? | | |

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| |  | | --- | | Review #404311 | |  | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | Criteria | Rate | | Objectives or purposes | 5 / 5 | | Perspective(s) or theoretical framework | 5 / 5 | | Methods, techniques, or modes of inquiry | 5 / 5 | | Data sources, evidence, objects or materials Or, for theory or methods based papers, what would be the equivalent bases. | 5 / 5 | | Results and/or substantiated conclusions or warrants for arguments/point of view | 5 / 5 | | Scientific or scholarly significance of the study or work | 5 / 5 | | | | |  | | --- | | Comments to the Author | | The program of research which this proposal addresses is vital, in Canada and around the world. While a central focus of the inquiry--"Inuit Qaujimajatuqangit and Western science are both valuable, yet different, paths to knowledge that both can be walked upon, simultaneously" (p. 2), the ways in which Inuit youth are situated in the inquiry offers much to learn from methodologically. I hope this author will not overlook this important methodological aspect of her/his work as it is a way of living in research that honours more than one path, more than one way of knowing, simultaneously. Definitely accept this proposal! | | |

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| |  | | --- | | Review #404312 | |  | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | Criteria | Rate | | Objectives or purposes | 4 / 5 | | Perspective(s) or theoretical framework | 4 / 5 | | Methods, techniques, or modes of inquiry | 4 / 5 | | Data sources, evidence, objects or materials Or, for theory or methods based papers, what would be the equivalent bases. | 4 / 5 | | Results and/or substantiated conclusions or warrants for arguments/point of view | 3 / 5 | | Scientific or scholarly significance of the study or work | 4 / 5 | | | | |  | | --- | | Comments to the Author | | An interesting paper and topic. I think you have some space to 'play around' with the notion of the 'movie-camera's lens' to expand on both a metaphorical and practical use of that medium. I suggest that you use the full terms of Inuit Qaujimajatuqangit as IQ brings on other connotations.You note that indigenous peoples are the most researched people in the world but don't elaborate on this - what does it mean for your project - what are results of 'all this research', how do you think this might affect your own project. Elaboration on eurocentric might also be helpful in terms of outlining your own limitations etc. While I recognise that you bare also 'turning the camera lens onto yourself', how will you know whether or not this has been successful for your own participation, the project and the participants? | | |