Questioning the Code of Rights and Responsibilities

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Abstract

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University policies significantly affect university students' academic lives. Concerningly, students do not engage with university policies even when they are directly provided (Jordan, 2001). This intrinsic case study bricolage employs Critical Pedagogy as its theoretical framework to explore how six students used Question Formulation Technique (QFT') to engage and interact with their university's Code of Rights and Responsibilities (the Code') and each other in two peer groups of three students each in separate sessions. Data sources include participant-generated questions, an observation sheet, and individual post-session questionnaires. Both participant groups had difficulty self-organizing during QFT and engaging with the Code due to a lack of prior knowledge of its terms, structure, and origins. A modified Bloom's Taxonomy (Anderson & Krathwohl, 2001) and a Question Types and Purposes Rubric analyzed the generated questions to determine the questions' cognitive levels and objectives. Data triangulation revealed that QFT allowed participants to dialogue with each other about the Code, and that most participants recognized their knowledge gaps concerning the Code and expressed intention to use QFT in the future unless they already used a preferred questioning technique. This study recommends providing university students with policy literacy instructional interventions and using QFT as a needs assessment tool.

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Chapter One: Introduction

This chapter presents the foundations of the explored research problem and explains why it is crucial that students learn to question the Code of Rights and Responsibilities (the 'Code'). The Code is a university policy that ensures university members, including faculty, staff, and students among others, comply with the institutions' behavioural standards by protecting and promoting core values such as respect, safety, and inclusion among others (*Academic & Behavioural Conduct*, n.d.). To achieve its aim, this introduction:

1. Contextualizes the research problem by providing examples of recent university events.
2. Explains the Code's and the Office of Rights and Responsibilities' (ORR) roles at the university.
3. Sets out why students' lack of knowledge and inability to access the Code is significant and explains why question generation skills are an exemplary method for learning about the Code. The following subsection presents the research problem's background.

Background and Context

On August 28, 2024, Concordia University's President, Graham Carr, distributed an email to the student body that announced the focus of the academic year to be 'belonging' (Carr, 2024). This year of belonging aims to address the problems sparked by the conflict in the Middle East following October 7, 2023, in the university during the 2023-24 academic year.

Some notable incidences were as follows:

- During a student strike to support Palestine on November 21, 2024, "a demonstrator made the Nazi salute and referenced "the final solution" in front of a group of counter-protesters…" (Whitelaw & Di Grappa, 2024). The email references working with law enforcement, and informed that the individual was not a member of the Concordia community, was later arrested (Olson, 2024) and a link to the Code of Rights and Responsibilities.

- One person was arrested for assaulting a security guard, and three people were injured on campus on November 8, 2023, during violence that broke out over a display about the hostages taken on October 7, 2023 (Lofaro, 2023).
- A student group posted content that incited violence against identifiable groups in November 2023. (Carr*, 2023*).
- Solidarity for Palestinian Human Rights (SPHR), formerly a student club, violated the Code and could not be registered as a student club unless it removed captioned Instagram posts (Cholakova, 2024).
- SPHR's coordinator received two complaints under the Code (Cholakova, 2024), particularly sections 30, 32, 34, 35, 36, 38, 43, and 51, including lying to a university official (Topsakal, 2024). Inciting Violence or Promoting hatred not only violates Code sections 30 (b) and (c), section 32, section 35, and section 36 but may also contravene sections of the Canadian Criminal Code.
- In response to the rise in tension on the university campus, in April 2024 University President Carr announced the launch of STRIVE Task Force (Topsakal & Office of Rights and Responsibilities, 2024) to help address identity-based violence at the university (*STRIVE Task Force on Identity-based Violence*, n.d.).

While many students try to find non-academic policies (Andrews-Brown, 2022), such as the Code, universities must employ coordinated yet multidimensional policy dissemination strategies (Andrews-Brown, 2022). While the university has implemented mandatory courses for other policies, such as the Code of Academic Conduct (*Concordia University*, n.d.), it does not currently provide a mandatory course for the Code. Most student respondents in Vaill et al. (2021) reported that they would read a policy if reading it were mandatory. Moreover, University students may only assume whether or not their university has a policy if they check to confirm (Vaill et al., 2021). This is concerning because the Code is a *sui generis* contract between the student body, the university, and each student once they

begin studying at the University (*A v. Concordia University*, 2023, at para 13). This means that students might not be aware of the details of an agreement to which they are subject.

Student knowledge of the Code might have prevented the above listed troubling events (Henning et al., 2014), as knowledge of policy is the best predictor of policy compliance (Jordan, 2001). Students who reported comprehending the school's honour code, a type of academic conduct policy, did not cheat as much as those who reported limited comprehension of it, even though 95% of respondents reported receiving information about the honour code (Jordan, 2001).

The university must be aware of student's policy knowledge needs to support them, provide the goal culture, and provide relevant information and resources (Vaill et al., 2021). Further, the university must provide student-specific information about the Code that is easy to read and find (Vaill et al., 2021). University President Carr (2024) linked a webpage breaking down the university behavioural standard, listing relevant policies to student activities such as designing and distributing posters and reciting chants (*Behaviour Guidelines - Concordia University*, n.d.). The Behavioural Guidelines page highlights some rules pertaining to protests and gatherings and links other relevant policies to related rules such as poster content. However, it does not link specific Code sections to the list of prohibited behaviours, making it difficult for students to access the sections of the Code about which they might want to know more. Further, the Code is an extensive policy (https://www.concordia.ca/content/dam/common/docs/policies/official-policies/BD-3.pdf) that has authority over many behaviours in and around the university and interacts with other university policies. This thesis demonstrates that even when students can review and question the Code's Statement of Principles, they cannot meaningfully access the information.

Some students entering university might not know what to expect regarding behavioural standards, as for many, it is their first time in such a large institution (Angelo et al., 2011). While the Honourable Judge Urbas of the Superior Court of Quebec found the procedure set out in the Code

accessible and transparent (*A v. Concordia University,* 2023, at para 21), students who are not accustomed to reading policies might not find it easy to read or comprehend. Further, the Code could be subject to judicial review (*A v. Concordia University*, 2023, at para 81). Even though it is uncommon for a student to sue the university, unless they can hire counsel, they might not know what the university's legal obligations are to them, their rights, or how to assert them, which puts them in an unnecessarily weak position.

Research Problem

Student Codes of Conduct aim to control student behaviours and to allow students to access disciplinary proceedings should the Code be violated (Bach, 2003). Student behavioural policy awareness is essential because it has a significant potential impact on academic lives. The university is responsible for informing the student body of policies that could affect them (Bach, 2003). However, occasionally policy violations might fall through the cracks. For example, historically, universities have insufficiently acknowledged bullying, which questions behavioural policy effectiveness (Tight, 2023). Students might violate the Code if they are unaware of the policy and could be held accountable for their behaviour notwithstanding their ignorance. Veritably, Henning et al. (2014) found that students who had not read their school's Code of Conduct were more likely to report engaging in academically dishonest behaviours and that being clear and transparent about school policies and expectations might ensure that students follow the rules that are supposed to govern them. On the other hand, a lack of awareness of the Code might result in students not accessing the available services should the policy be violated. This study aims to clarify student reactions and interest in the Code to assess students' cognition levels. The study will gather data by analyzing questions that students ask about the Code after reviewing the Code's Statement of Principles.

Even if students could locate the in-force version of the Code, they may need help finding the information they need because it is organized like most Canadian statutes or policies, with which they

might not be familiar. At the least, asking questions can engage students in the Code and university policy in general. The Office of Rights and Responsibilities (OOR) can assist students with understanding the Code and how it applies to them or their situation.

The Code and Office of Rights and Responsibilities

The Code governs, along with other policies, university members' behaviour. It prohibits behaviours that likely adversely affect university members (Office of Rights and Responsibilities, 2022). University members include staff, faculty, and students. Before beginning courses, students must complete two mandatory online modules concerning school policy: Academic Integrity and Sexual Violence. While Sexual Violence falls within the Code's scope, several other Code sections, including harassment and discrimination, are not part of any mandatory student training. The ORR, however, offers workshops and training sessions (*Concordia University*, n.d.) and provided the Concordia Student Union Student Advocacy and Concordia Student Advocacy with training sessions and held informational sessions for students in the 2023-2024 year (Topsakal & Office of Rights and Responsibilities, 2024).

ORR assists university members in resolving conflicts by providing services, including confidential advice, informal resolution processes, refereeing to other offices, or initiating formal complaint processes that involve The Code (*Concordia University*, n.d.). If ORR receives complaints regarding violations of the Code and related policies and does not hold disciplinary actions, it might refer cases to disciplinary committees within the university. Consultations comprise the majority of ORR's services (64%) (Office of Rights and Responsibilities, 2022). Most complainants and respondents are students in cases and consultations (Office of Rights and Responsibilities, 2022).

In the 2023-2024 academic year, 129 students requested assistance or complaints during their consultations (Topsakal & Office of Rights and Responsibilities, 2024). Further, in the 2023-2024 academic year, ORR received alleged Code infractions, including harassment (219 allegations),

discrimination and communication of a discriminatory matter (93), and threatening or violent conduct (27), among others (Topsakal & Office of Rights and Responsibilities, 2024).

To obtain more information about ORR, its practices, and the Code, I spoke with Aisha Topsakal, director of the ORR. Ms. Topsakal advised that most students who initially approach ORR with a concern are not usually able to name the specific section of the Code under which their complaint falls (A. Topsakal, personal communication, August 23, 2023). A. Topsakal (August 23, 2023) advised that the complainant decides whether to pursue any resolution process and that the majority decide on an informal process usually mediated by ORR staff.

In terms of implementation, the university website has an ORR section. Additionally, ORR ensures that its representatives are present at student events to distribute information and answer questions (A. Topsakal, personal communication, August 23, 2023), and holds outreach events (Topsakal & Office of Rights and Responsibilities, 2024). While ORR provides information and outreach to students (Topsakal & Office of Rights and Responsibilities, 2024), its mandate does not include increasing students' overall engagement or interactions with the Code (A. Topsakal, August 23, 2023). The ORR can only directly reach students who attend student events or retrieve their website; thus, many students might not be exposed to the ORR's important information. Student policy knowledge literature has found that university students do not engage with or have sufficient knowledge of their institution's policies.

Even though the university has publicized and provided students with links to the Code, students might find it difficult to read the Code comprehensively. They might not be able to connect it to their or others' actions. In response to individuals' difficulties involving themselves or initiating involvement with institutions, services, decisions that affect them, or confronting new types of information, the Right Question Institute (The Right Question Institute, 2025) has developed and implemented the Question Formulation Technique (QFT).

Luz Santana designed and developed QFT in a community setting, working with parents who were uninvolved with their children's school (Rothstein & Sanatana, 2011), similar to other critical techniques. Early into the project, it became clear that a solution to the lack of parental involvement was teaching the parents to ask questions and supporting parents' independence was essential (Santana, 2015; Rothstein & Sanatana, 2011). Using QFT helped improve parent-teacher relationships and helped parents generalize questioning skills to other life areas (Santana, 2015). QFT has been widely used in settings where learners are socially subordinate and in challenging situations, such as American Welfare offices, housing and employment social organizations, and legal aid (Campbell, 2021).

QFT is a method that teaches students to generate and strategize questions. By practicing initial engagement with questions, students become active seekers of knowledge (Rothstein et al., 2015). Becoming active learners helps students interact with their environment and enhances their curiosity about their environment (Clark et al., 2019). QFT has been used in many settings and for many ages, including but not limited to science classrooms, engineering facilities, kindergartens, High School English Classes, and American Legal Aid offices (Rothstein & Santana, 2011; The Right Question Institute, 2023). While QFT has been used in these settings, I could not locate any study that used QFT to help students engage preventatively with university policy. This study will test QFT in the milieu of university policy.

Using QFT before encountering an issue within the Code's scope could help students critically interact with it. Interacting with the Code might allow students to extrapolate applicable Code sections and determine which courses of action or behaviours are permitted and prohibited. Modelling engagement with academic regulations could help students engage with the Provincial and Federal legal systems. I will use the below research questions to explore students' use of QFT with the Code.

Research Questions

1. How do students interact with each other when performing QFT on the Code?
2. How do students use QFT to engage with the Code?

   a. At which Bloom's taxonomy levels are students' generated questions about the Code?
   b. What are the purposes characterizing students' generated questions about the Code?
3. How do university students describe the Code after engaging with QFT?
4. How do participants feel about QFT post-engagement?

The next Chapter contains the literature review, which presents this study's theoretical framework and locates it in the literature set.

Chapter 2: Literature Review

This chapter presents the literature of the theories that underpin this thesis. The bodies of literature include Critical Pedagogy, employed as the theoretical framework, Critical Information Literacy, Plain Language Communications, Questioning, QFT, and Cognitive Load Theory.

It begins with a theoretical framework that discusses principles of critical pedagogy's development, influences, and elements. Second, it discusses the Plain Language Movement, a writing style meant to aid laypeople in understanding domain-specific texts. Third, it argues for education over plain language writing to aid individuals in understanding policy by demonstrating the importance of questioning in education. Fourth, it explains how QFT could aid in training individuals to ask critical and practical questions about unfamiliar texts. Lastly, it explains how QFT helps to manage cognitive load while exploring new areas of knowledge.

The following section discusses this thesis' theoretical framework, Critical Pedagogy.

Theoretical Framework

This study employs Critical Pedagogy, Freire's seminal theory centers on empowering oppressed individuals to challenge unjust societal designs and systems by changing traditional and oppressive educational dynamics through the processes of dialogue, praxis, and conscientization, as its theoretical framework. This subsection introduces Critical Pedagogy's principles, details the Banking Model of Education (The Banking Model'), and presents the theory's essential elements and processes. Critical Pedagogy is an appropriate framework to analyze students' interactions with, attitudes towards, and knowledge of the Code.

Critical Pedagogy's Principles

Critical pedagogy in adult education grew from community-based social movements into a broad field of study and practice, focusing on, among other things, enhancing democracy and social justice (Gouthro, 2022, citing Brookfield, 2005; Clover, 2018; Morrice, 2019). Over the past 75 years

Critical Pedagogy has developed different methods and ideas (Kincheloe, McLaren, et al., 2018), which loosely defines it through a group of common themes (Tewell, 2015). Critical Pedagogy continues to share the below central themes (Kincheloe, McLaren, et al., 2018):

- All societies are inequitable;
- All oppression modalities are connected;
- Facts emerge from ideological values;
- Social relationships reinforce concept-object relationships;
- Social power dynamics affect all cognitions;
- The dominant culture influences knowledge construction by reinforcing certain narratives and minimizing others;
- The oppressed exacerbate inequality when they do not take action to change society;
- Compassion-motivated work liberates the oppressed; and
- Most mainstream research practices maintain the power systems' status quo.

Freire's Critical Pedagogy creates a societal analogy through the traditional classroom and provides methods through which it could transform. This study primarily utilizes the Banking Model to demonstrate traditional classroom dynamics and explain how they harm students' development as engaged citizens. Further, this study focuses on preparing students to become informed and active citizens in a democratic society who make good decisions, as most contemporary forms of critical education (Gouthro, 2022).

The next section describes the Banking Model in depth and explains how Critical Pedagogy proposes to solve social inequality through empowering the oppressed to free themselves.

The Banking Model of Education

This subsection sets out the banking model of education in detail and explains how the banking model perpetuates societal power balance through teachers' and students' roles in the model and how

they must change to liberate the oppressed. The Banking Model has five principal indicators: power balance, content function, learning responsibility, evaluation purpose and process, and teacher's role (Weimer, 1995, as cited by Wright, 2011). The system defines the teacher as the authority who deposits information into empty student accounts (Freire, 2018). The other indicators would be impossible to implement without the teacher's role. Teachers demonstrate their authority by maintaining the power imbalance and choosing the content, objectives, and evaluations (Freire, 2018). Thus, it is essential to understand and change teachers' roles to dismantle the Banking Model.

The next subsection details the teacher's role in the Banking Model and explains how it perpetuates classroom and societal status quos.

Teachers' Role

Freire (2018) describes the teacher's role as central to the classroom and students' learning. Table 1 sets out the differences between students' and teachers' roles and values in the classroom, perpetuating social inequalities.

Table 1

Freire's (2018) description of teachers' and students' classroom roles.

Teacher	Student
Is the subject	Is the object
Teaches	Is taught
Knows everything	Knows nothing
Talks	listens
Thinks	Thought about
Disciplines	Are disciplined
Chooses	Complies
Acts	Illusion of acting through teacher's actions
Chooses content	Adapt to content

Note: Descriptions and explanations are shortened for brevity.

The teacher being the subject means the teacher is active, and the student is passive. However, the students have the illusion of acting through the teacher, which leads to an inverted narrative, allowing the teacher to puppet the student, causing students to think that they agreed to their subjugated role (Raja, 2019, 2019; Freire, 2018; Kalsoom et al., 2020). This narration turns students into 'receptacles' or empty bank accounts, that the teacher fills (Freire, 2018, Chapter 2), which transforms the students into a uniform group, who all know nothing (Freire, 2018) as opposed to recognizing each student's individuality, different backgrounds and experiences. The banking model of education maintains control over students by positively reinforcing their obedience to its established requirements and punishes critical thought or independent actions (Cuevas-Cerveró et al., 2023).

Moreover, banking model classroom dynamics train students to conform to the teachers' rules, so they cannot be critical, as the two are mutually exclusive (Freire, 2018). Moreover, this leads to the internalization of the oppressors' consciousness, which keeps the oppressed subjugated and living inauthentically, denying the fullness of their humanity (Freire, 2018). Alarmingly, there is no evidence that humans can passively learn, which begs the question about the Banking Model's actual goals (Duschinsky, 2012).

The below sub-sections describe the main methods and elements of Critical Pedagogy: Dialogue, Praxis, and Conscientization and explain how they lead to self-liberation.

Critical Pedagogy Elements

This sub-section describes Critical Pedagogy's three essential elements of Dialogue, Praxis, and Conscientization. These elements are interwoven, as the processes of Dialogue and Praxis lead to Conscientization.

The below sub-section details the Dialogue process and definition.

Dialogue

Instead of the banking model's knowledge depositing process, Freire poses that education must be dialectical in nature (Alam, 2013). Dialogue's process leads to the production of authentic words about the world that transform the world when spoken (Freire, 2018). Dialogue cannot take place in Banking Education Systems because it is the process of the oppressed person realizing and expressing their truth about the world, resulting in the reclaiming of their right to speak authentic words (Freire, 2018).

Authentic words contain the speaker's reflection and action, which teachers cannot deposit, nor can students consume, because authenticity requires the speaker's creation (Freire, 2018). Inauthentic words are useless and meaningless words that demonstrate the speaker's alienation and alienate the listener (Freire, 2018). Further, dialogue is the ability of one to speak without oppressing the listener. Instead, it invites the listener to contribute their own authentic words. Dialogue requires participants to engage in faith, hope, and love of and with their peers (Freire, 2018).

Critical faith is a prerequisite for dialogue, as someone who dialogues demonstrates their faith in their peers (Freire. 1968). Engaging in dialogue demonstrates the speakers' hope in their acceptance of the world how it is and their belief that they could change it. Hopeless learners cannot dialogue because they deny the world and try to escape reality instead of confronting and thinking critically about it (Freire, 2018). The learners must reflect and act within themselves to reach dialogue because dialogue is a creative act by which the oppressed realize and express their truth about the world, and the speaker must love to express their truth about the world (Freire, 2018).

For Freire, loving another as oneself courageously believing and behaving as if the other is their equal (Freire, 2018). Freire claims that love generates further acts of freedom from others, saying that "love never ends" (bible, 1 Cor 13; Freire, 2018). Freire similarly describes love as an act of courage and

not fear and as a commitment to others. Conversely, oppressors subordinate others out of fear of scarcity and do not see themselves as more than what they have (Freire, 2018).

Where dialogue is the reclamation of the right to speak authentic words, each true word is a Praxis (Freire, 2018). The next section discusses the praxis process in detail.

Praxis

As each true word is a Praxis, Praxis and Dialogue are inseparably inter-woven. Praxis combines reflecting, thinking about the world, and then acting to change the current power system (Raja, 2019, 2019). Praxis consists of two steps:

1. reflecting on the power system; and
2. acting to change it.

The action must invite reflection so that the Praxis process begins again, creating a positive feedback loop where learners engage their power to liberate themselves (Aronowitz, 2009, as cited by Macedo, 2018; Freire, 2018).

When Praxis is continued, it creates Conscientization, which allows the oppressed to fight for their freedom (Macedo, 2018). The following section further presents and details Conscientization.

Conscientization

Conscientization is a life-long process that occurs when one learns that points of view are formed from life experiences, determined by social class and status, and are all equally valid (Armitage, 2013; Hinchey, 2004). While Dialogue is concerned with authentic expression and sharing, and Praxis is concerned with creating true words by reflecting on the world and acting to change it, Conscientization is the more profound understanding of the power structure as a system and how it works to maintain the status quo.

There are three stages of Conscientization:

1. An initial understanding of events and forces outside oneself that shape them;

2. An acceptance of these outside forces but not having a complete understanding of the power structure; and
3. Critical awareness occurs when the individual questions the rules, expectations, and values imposed on them by the oppressors (Armitage, 2013).

Even though Freire resisted clarifying Conscientization (Macedo, 2018), it has come to mean an individual's usage of Praxis reflection and action to grow critical awareness of their world (Freire Institute, n.d.) and critical thinking tools to understand power structure's methods of execution (Macedo, 2018). Conscientization allows the oppressed to see contradictions in power structures' politics, economic, and social actions (Freire, 2018).

Conscientization is a life-long process. This awareness can only be realized through critical questioning, which is difficult because it challenges the main belief that everyone has the same opportunities and requires one to leave one's comfort zone (Hinchey, 2004). Critical Questioning, which is questioning about who holds power, how societal elements are defined, and which perspectives are publicized as authoritative, among others (Cuevas-Cerveró et al., 2023; Simmons, 2005). These kinds of questions are central to many critical paradigms, including critical information literacy (CIL) and are discussed further in the "Questioning in Critical Pedagogy" sub-section. Initially developed in the 1970s, CIL was inspired by critical pedagogy, specifically the Banking Model and Freire's focus on critical literacy as political empowerment (Cuevas-Cerveró et al., 2023; Torrell, 2020).

The following section further discusses CIL in the context of critical pedagogy and understanding the power structures behind texts.

Critical Information Literacy

Literacy skills are essential to individual learning (Lavy & Shriki, 2023), and different types of literacy are essential to understanding different but essential areas that affect one's life. There are several definitions of and perspective on CIL (Cuevas-Cerveró et al., 2023), a key element in allowing

students to understand and challenge power structures in textual form. CIL extends Information Literacy, a set of literacy skills that allow individuals to recognize when they require, find, assess, and effectively utilize information (Simmons, 2005, citing Association of College and Research Libraries, 2000).CIL applies critical principles to each of Information Literacy's information seeking and processing skill (Please see Cuevas-Cerveró et al., 2023), allowing students to ask critical questions about the information (Simmons, 2005).

One would need legal literacy skills to read a policy such as the Code comprehensively. However, legal literacy, which is not explicitly related to Critical Pedagogy (see Gander, 1999, for a discussion of the disconnection between Public Legal Education and Freirean pedagogy), is out of this study's scope. This project is exploratorily concerned with how students interact with policy in an academic context as opposed to a fully legal context. However, students would need, at minimum, strong CIL skills to perform Dialogue and Praxis and develop Conscientization about the Code.

One of CIL's central tenets is transforming traditional education models from depositing knowledge to valuing each student's autonomous ability to make meaning from texts (Elmborg, 2006, quoted by Tewell, 2015). When students critically read information, they identify and are encouraged to question the power structures that contributed to texts' production (Harker, 2017; Tewell, 2015), an essential part of praxis (Freire, 2018). Recent increases in volume and access to information have contributed to the call for teaching CIL in all higher education domains (Torrell, 2020). CIL must be practiced over time because its competency evolves (Torrell, 2020). CIL fosters independent thought by empowering readers to deconstruct texts by helping readers decode and locate appropriate texts, recognizing power structures that create and govern information. Failing to teach CIL disempowers students (Torrell, 2020). Moreover, pairing CIL with critical pedagogy training equips educators to prepare their students to interact with real-world issues (Tewell, 2015).

Since the 1970s, Plain Language has been implemented as a solution to aid the public in understanding milieux-specific documents.

Plain Language Movement

Plain language is a written communication approach which is neither critical nor a form of literacy and has been implemented internationally as a solution to aid the public in understanding milieux-specific documents with the goal of most readers understanding the document (Adler, 2012; Matveeva et al., 2017; Schriver, 2017). Plain language does not replace more complex words with easier ones; it considers a message from the reader's point of view and then drafts the document for the reader (Information Management & Economics, Inc., 1994). The current Plain Language Movement has roots in the mid-19th Century but gained momentum internationally and in Canada in the 1970s, continuing to present time in various fields, including Public Legal Education and Information (Adler, 2012; Matveeva et al., 2017; Schriver 2017).

Even though there is no strictly agreed upon plain language definition (Azuelos-Atias, 2018), some aspects of Plain Language are:

- Considering audience, presentation, content and purpose when planning draft;
- Organizing the document clearly and coherently with short paragraphs and sentences.
- If needed, design the document using blank space, plain designs, and colour.
- Use an informal or neutral tone, concrete language, examples to explain abstract ideas, and active as opposed to passive sentences (Adler, 2012; Canada.ca, 2024).

The Canadian Legal community has used plain language to create public legal information resources. The following sub-section discusses how plain language is used in legal information materials and its efficacy.

Legal Plain Language

This sub-section discusses the use of Plain Language in legal documents because they share the same concerns as policy documents and use the same language. The Plain Language movement has been active in English North America for many years and has been incorporated into legal education, the judiciary, and government levels (Leitch, 2024; Government of Canada, 2024). The legal community's focus on Plain Language writing could be influenced by laypeople's difficulty understanding legal language. Legal language is especially difficult for laypeople to access for three reasons:

1. Technical vocabulary (interpretation requires professional knowledge)
2. Syntactic complexity and
3. Implicit intertextual and intercursive links (Azuelos-Atias, 2018).

Other domains, such as scientific writing, share these aspects with legal writing (Azuelos-Atias, 2018). Thus, the difficulties laypeople experience with legal and policy documents are not exclusive to the legal field but can be generally applied to specialized documents.

Providing individuals with plain-language documentation is insufficient for them to understand, let alone make decisions or function in an unknown field. If laypeople's main barrier to understanding legal documents was language complexity, the more advanced layperson should be able to look up vocabulary words and understand legal texts, but this does not seem to be the case (Adler, 2012; Azuelos-Atias, 2018). Indeed, one of the difficulties outside legal linguistic constructs is that legal documents contain intertextual, interdiscursive, and complex ideas (Adler, 2012; Azuelos-Atias, 2018). Moreover, it is important to consider that a novice encounters new words or structures, they would be processed as multiple interacting elements (Sweller et al., 2019), making it unlikely that the information would be understood or retained. Thus, when someone accesses a document from a milieu with which they do not have experience or education, practical and prior knowledge challenges come into play.

The Plain Language Movement assumes that legal language is the main cause of access to justice problems and that drafting legal documents, decisions, and communications in plain language sufficiently fills laypeople's legal comprehension gap (Turfler, 2015). However, there have not been any systematic evaluations as to plain language's effectiveness or impact on public understanding of legal or policy documents, nor is there any evidence that plain language has effectively helped laypeople access the justice system on its own (Assy, 2011; Martínez et al., 2024). Further, most Plain Language efforts have been top-down, as the public has not been consulted about the types of language they would find the most comprehensive (Martínez et al., 2024), meaning that a plain language document still contains the elements of oppressive power. Thus, at its roots, plain language is no more meaningfully inclusive or democratic than other writing styles (Turfler, 2015).

Plan Language legal documents are likely ineffective because drafters do not consider lay audiences' cognitive and emotional experiences or use universal design (Leitch, 2024). Plain Language does not consider homogeny in the audience or other accessibility issues, nor does it invite the public in (Turfler, 2015). Drafting documents in plain language is insufficient to impart skills to the public, such as identifying relevant rules, doctrines, principles, facts, reasoning, and interpretation, which they would need to understand a document without assistance (Assy, 2011). Helping laypeople understand policies goes beyond simplified communication; it is an education issue (Azuelos-Atias, 2018; Leitch, 2024; Martínez et al., 2024). An example of an intertextual concept that would have been helpful for participants to know prior to engaging with the Code would have been Natural Justice.

Natural justice applies to quasi-legal and administrative bodies, but in Quebec university tribunals are subject to the requirement to 'act fairly' (Office of the General Counsel, 2011). The rules of natural justice are important for the general population to know and understand because they encase tribunals' obligations to allow the parties a reasonable opportunity to be heard by the tribunal while presenting their case (Office of the General Counsel, 2011). This includes:

- timely notice of the hearing,
- sufficient information to prepare for the hearing,
- right to the hearing in person or by writing depending on the circumstances,
- the right to request an adjournment,
- presenting evidence,
- the right to call witnesses,
- cross-examination of witnesses brought fourth by the opposing party, and
- the obligation for the tribunal to make an unbiased resolution (Office of the General Counsel, 2011).

There are no current informational courses or materials available to Concordia students that explain these important concepts that impact their lives in and outside the university. Having access to this type of information would allow students to more sufficiently understand the Code in context and their and others' rights.

Plain Language does not help laypeople understand information and is not an effective way to help them access policy. Thus, a more instructive approach is necessary to ensure that laypeople have techniques to help them engage with documents from unknown domains. Questioning is the first step to challenging the power system, and one of CIL's goals is to help students become the 'main character' of their lives by "asking and answering questions that matter to them…" (Elmbord, 2006). One of the essential elements of critical pedagogy is questioning (Scharf & Dera, 2021). Thus, emphasizing question-posing is important in the educational system for helping individuals understand and challenge the power structures in their society and effectively function within society.

The following section examines the importance of Questioning in Critical Pedagogy.

Questioning in Critical Pedagogy

This section situates questioning's significance in critical pedagogy. First, it explains how the Banking Model extinguishes questioning from students and disengages them from their institutions and the world. Next it discusses the importance of questioning in Critical Pedagogy and connects questioning to engagement discusses the overall importance of questioning in education.

The Banking Model's dynamics train students to be passive: Teachers decide on and control the topics, discourse, and contributions, and perform and subsequently question students about monologues, basing student success on repeating content on cue instead of asking their own questions (Dillon, 1988; Engle, 2013; Freire, 2018; Larson, 2020; Reyes, 2023, citing Rose & Martin, 2012; Scharf & Dera, 2021; Van der Meij, 1994). This training results in students rarely asking questions (Dillon, 1988; Raja, 2019, 2019: Rothstein et al., 2015; Rothstein & Santana, 2011; Sexton et al., 2018). Further, students ask fewer questions as grade level increases and this inertia generalizes to out-of-class activities (Chin & Osborne, 2008, citing Good, Slavings, Harel et al., 1987; Rothstein et al., 2015; Sexton et al., 2018). Lack of reflective and questioning skills negatively affects students' access to knowledge and knowledge production (Gutierrez & Larson, 1994, as cited by Reyes, 2023).

Questioning is not only a skill type, but a way of critically processing information (Torrell, 2020). Students who generate questions display higher cognitive strategies and meta-cognitive skills (Aflalo, 2018; Yu & Liu, 2008). When students don't learn questioning skills, they are also deprived of critical thinking skills, thus the Banking Model discourages students from thinking critically because it teaches them to have their thinking done and decisions made, and questions cued for them (Raja, 2019, 2019; Macedo, 2018).

The Banking Model's chilling effects on student questioning might contribute to broader institutional and policy disengagement at universities. Lack of student questioning (Dillon, 1984, 1988) and the difficulty undergraduate students have in generating authentic questions (Scharf & Dera, 2021)

demonstrate students' conditioned passivity (Dillon, 1984, 1988; Rothstein & Santana, 2011). Further, most higher education institutions do not include questioning in their curriculum (Aflalo, 2018), thus most students leave university without strong questioning skills. Problem-posing inquiry must replace the banking education model for students to become autonomous and critical thinkers (Shor, 2017).

Student questioning is one of the main differences between Critical Pedagogy and the banking model of education and is one of the primary markers of active, critical education (Thach & Thuy, 2021). Questions are crucial to knowledge, learning, and teaching (Dillon, 1982; Scharf & Dera, 2021), critical thinking, creative thinking, and problem-solving (Chin & Osborne, 2008, citing Schirripa and Steiner, 2000). Encouraging students to ask questions gives them control over their learning (Larson, 2020), allowing them to investigate topics and facts they feel are important and to express their feelings, thoughts, and develop verbal self-expression (Saxton et al., 2018). Teachers that encourage students to ask questions invite students to surpass them (Thach & Thuy, 2021.). Critical pedagogy aims to change Banking Model dynamics, where the teacher is active, and the students are passive to engaged students and teachers (Freire, 2018). Asking questions breaks students out of the banking model, thus, Critical Pedagogy's success depends on learners asking questions that expose the social system (Saxton et al., 2018).

The following sub-section discusses how questioning is connected to engagement.

Questioning and Engagement

Questions are engagement markers and a method learners use to explore and understand the world (Saxton et al., 2018). Engaged students contribute to as opposed to receive their education (Groccia, 2018 citing Bonwell & Eison 1991; Hake 1998). While student questioning indicates engagement, engagement is a broad area encompassing multi-modal learning supports and, within critical pedagogy, social transformation mechanisms that empower students to see and challenge their

world (Freire, 2018: Macedo, 2018). However, engagement is difficult to articulate, as it has many definitions (Groccia, 2018).

Groccia (2018) identifies three engagement dimensions that have positive and negative poles separated by non-engagement:

1. Behavioral Engagement: demonstrated by consistent effort and participation;
2. Cognitive Engagement: demonstrated by completing thinking activities and connecting them to previous experiences; and
3. Emotional Engagement: Enjoying an activity leads to higher dedication to the focused topic.

An engaged student transforms from being passive to active in their learning (Groccia, 2018 citing Bonwell & Eison 1991; Hake 1998) and feels connected to their learning group or institution, leading to a sense of belonging in class, and spurring increased internally motivated actions (Cummings, 2020; Malloy, Parsons & Parsons, 2013: Wang et al., 2014). Thus, a student's feelings about themselves and their place in the class affects how they interact with it, their peers, and authority. This active identity might help students take responsibility for their own learning so that they can explore new topics and subjects on their own (Higginsbotham, 2023). Moreover, engagement, generally experienced as positively emotive, could mitigate some of the more complicated emotions that asking questions could surface.

Even though questions are engagement markers, doubt and perplexity, uncomfortable emotions, prompt question generation (Dillon, 1982,1988; Saxton et al., 2018). Engagement's management of negative emotions is essential in Critical Pedagogy because asking a question is a socially dominant act (Dillon, 1982,1988), which would be uncomfortable for a student in the traditional, subordinate role. It is unlikely that a student in a dominated situation would venture to ask a question at all not only because of the potential risks, but because of their identity as passive.

Questions have a positive feedback relationship with curiosity, which motivates question asking (Vrascheva et al., 2019). Thus, teaching questioning skills might be the first steps of changing one's subordinate situation and identity. Critical curiosity is essential to challenging oppression and actors of oppression (Freire, 2000). There are different techniques designed to engage students, generating questions is one of the ways to help students engage with materials they might not otherwise engage with or find intimidating (Reyes, 2023). This study used engagement to improve learning and social justice through scaffolding participants' interactions with and understanding of the Code through QFT. QFT is designed to help students independently generate and strategize their own questions. QFT is designed to help students independently generate and strategize their own questions.

Increasing student engagement with the Code contributes to social justice because it will provide participants with a greater chance of understanding the Code (Trower, 2010) as they had not had instruction to access and understand it. Understanding the Code that governs behaviour is also a form of social justice because it will provide participants with a greater chance of success in adhering to the Code (Trower, 2010). This study targets QFT as a tool for face-to-face learning that increases student questions about the Code, increasing their engagement with it in their individual learning and identity axes (Trower, 2010). Teaching question generation is one way to naturally involve learners in the classroom's activities.

Using QFT before encountering an issue within the Code's scope could help students engage with the Code. Engagement with the Code might allow students to extrapolate applicable sections of the Code and determine which courses of action or behaviors are permitted and are not permitted. Modeling engagement with academic regulations could help students engage with the Provincial and Federal legal system.

The following section presents and discusses QFT, this study's central method.

QFT

This section discusses QFT, which this study uses as a structured focus group to scaffold participants' interaction with the Code. QFT's goals are to foster independence, critical thinking skills, initiative, and democratic cognitive skills in students, aligning with critical pedagogy, which focuses on students' self-liberation. Additionally, QFT aids with the Banking Model inversion by making the students the active subject of education, making the teacher a procedural facilitator. During QFT, the students decide what aspect of the content (the Q-Focus) they want to explore and how they will explore it. QFT's origins are, additionally, typical of many critical methods.

The following section argues for QFT as a critical method.

QFT as a Critical Method

QFT aims to change the power dynamics in classrooms, inverting the Banking Model of Education by scaffolding question generation and strategizing (Rothstein & Santana, 2011), empowering students to ask questions about the world and its artifacts, a socially dominant and critical act (Dillon, 1984, 1988; Kincheloe et al., 2018; Moll et al., 1992, as cited in Reyes, 2023). QFT converts the teacher's in-class role from the controller to the facilitator, allowing students the freedom to explore content (Rothstein et al., 2015), aiming to extinguish authority figures' influence over student questions and responses and to increase autonomous peer group behaviour (Rothstein & Santana, 2011). These elements align with Critical Pedagogy's defining factor of fostering self-liberation. When used appropriately, QFT facilitates students in adapting Freres' Praxis cycle of reflection and action.

The following section details QFT's steps and explains how they advance Critical Pedagogy objectives and help students practice important cognitive skills.

QFT's Steps

This section presents QFT's five phases and connects them to critical pedagogy principles. The phases are Rules discussion, Q-Focus presentation, Question Generation, Question Categorization, Question Conversion, and Question prioritization.

Step One: Rules Discussion

QFT's first step teaches students to question authorities that govern their lives by questioning the procedures they are asked to operate (Rothstein et al., 2011). In step one, the facilitator presents the QFT question generation phase rules to the learners, who discuss them for up to five minutes. The QFT rules are:

- Ask as many questions as you can.
- Do not stop to discuss, judge, or answer questions.
- Write down each question as it was stated.
- Change any statement into a question (Rothstein & Sanatana, 2011).

Learners might dismiss the rules if they do not discuss them because they seem simple, and it might be tempting to skip over them (Rothstein & Sanatana, 2011). Usually, teachers clarify instructions for students for easy compliance, with potential punishment for non-compliance, which prevents students from questioning or reflecting on them. Participants are free to talk about how they feel about the rules and predict how they will apply them.

Discussing the rules is also a part of the cognitive scaffolding process because performing a new task can be difficult for students and cause cognitive overload (Rothstein & Sanatana, 2011). One of Rothstein and Santana's (2011) discussions about the QFT rules and divergent thinking asks if they are compatible, as putting limits on a divergent activity seems counter intuitive, as it might limit the participants' exploration. However, they claim it should reduce students' anxiety during the role reversal

from answering to asking questions (Rothstein & Santana, 2011). Asking students to switch social rules could also induce anxiety, which the scaffolding appreciates (Rothstein & Sanatana, 2011).

The facilitator presents the rules prior to the Q-Focus because if the learners saw the Q-Focus first, they would start thinking about the Q-Focus instead of internalizing the rules and the resulting change in their behaviour (Rothstein et al., 2011).

The next subsection discusses Step Two.

Step Two: The Q-Focus is Presented to the Participants

This step occurs after the rule discussion because the students can predict what questions they will ask about the Q-Focus while reading it. The participants are presented with the Q-Focus, a simple and clear yet interesting prompt or stimulus related to learning objectives about which students can generate many possible questions (The Right Question Institute, n.d.; Rothstein & Sanatana, 2011). A Q-focus could be in any media format or a primary source (The Right Question Institute, n.d.), as used in this study. However, a Q-Focus is not a question; it does not only allow one line of thinking, and no one part, such as a word or image, should dominate students' attention (The Right Question Institute, n.d.).

While the Q-Focus is content that the teacher generates, its requirements are strict because the teacher prepares it for the students and not vice versa. Creating a Q-Focus requires the teacher to consider students' potential cognitive and emotional reactions to, interactions with, and perception of the Q-Focus during construction (The Right Question Institute, n.d.). This ensures that the teacher responds to the student's needs and sets up the students for successful exploration. This modifies the teacher's role from 'choosing content' (Freire, 2018) to adapting content for their students' advantage.

After the students receive and review the Q-Focus, they move on to generating questions about the Q-Focus.

Step Three: Question Generation

Question generation is the main focus of the QFT method. The four rules students discuss, listed in Step One, are specifically for the Question Generation phase. The rules provide students a framework for asking questions (Rothstein & Santana, 2011), an activity trained out of them (Dillon, 1984, 1988; Rothstein & Santana, 2011). Practicing question generation with these rules helps students emerge from their practiced way of asking questions, mainly by asking specific questions to please the teacher (Dillon, 1988). Each rule has a specific purpose that helps students re-discover questioning.

The first and most direct attack on the Banking Model is rule one, which gives participants 'license to ask' (Rothstein & Santana, 2011, p. 111) when previously trained to absorb and respond. While this is a challenge, no quotas or question types are demanded, allowing the students freedom of choice and action. The second rule, which is strict about the activity of question asking, also creates a safe space for students to be creative (Rothstein & Santana, 2011) because they and their peers are not considering the value or answers to the questions; they are only focusing on producing the questions themselves. The third rule allows all voices to be included and respected (Rothstein & Santana, 2011). This is the opposite of most contributions made in a class, which are judged not only by the teacher but peers. Finally, the fourth question recognized that students might produce a statement instead of a question during this phase but provides the remedy of turning the statement into a question. This reinforces questioning as a discipline (Rothstein & Santana, 2011).

The question generation portion of QFT is a type of brainstorming session where the learners generate questions about the Q-Focus.

Step Four: Participants categorize questions into open or closed questions

In this phase, students determine whether each of their generated questions is 'open' or 'closed.' After categorizing all the questions, the students select one to convert from 'closed' to 'open' and one from 'open' to 'closed.' This phase teaches students that different question constructions get

different answers (Rothstein & Santana, 2011), knowledge that will allow them to more directly target sought information and help them take ownership of their questions (Rothstein & Santana, 2011). Further, when students manipulate questions, they gain power and energy because their ability to change helps them explore their world (Rothstein & Santana, 2011, citing Yana Minchenko, n.d.); this enhances critical questioning skills and further demonstrates the power of questions to the learners.

Step Five: Participants prioritize questions

In this phase, the students select their three most important questions.

Prioritizing is a higher-order task that requires students to evaluate each question and rank them based on importance. The traditional school system rarely develops this everyday skill (Rothstein & Santana, 2011). This also gives students the freedom to decide how to select the most important questions; for example, some might aim for consensus, while others prefer to vote (Rothstein & Santana, 2011). Additionally, this step provides participants with a prioritization structure and order after all the other work has been completed. This saves energy instead of prioritizing questions during the question generation or categorization tasks.

QFT democratizes questioning skills and allows students to practice convergent, divergent, and metacognitive thinking (Rothstein et al., 2011). These three cognitive skills interact, as individuals with strong metacognitive skills also have strong divergent and convergent cognitive skills (Jiang et al., 2023). Metacognitive skills allow learners to think about their own thinking and become more self-aware, and some metacognitive exercises suggest providing students with questions to ask themselves (McDaniel, 2013).

QFT and Cognitive Load

Cognitive load is a theory about how individuals process and store information while executing a task or managing a variety of extraneous stimuli and the increased difficulty for working memory (Sweller et al., 2011). In the instructional design space, cognitive load theory is concerned with how

cognitive load can affect learner's processing of new information and constructing long-term memory schemas (Sweller et al., 2019). There are three types of cognitive load: intrinsic, germane, and extrinsic (Dao, 2020; Artino, 2008). Asking questions while reading a complex text that indices higher intrinsic load might reduce cognitive load and, depending on the knowledge gap, might help assimilate new information (Lavy & Shriki, 2023). QFT helps manage the cognitive load by separating the tasks of asking questions, mainly evaluating, optimizing, and strategizing.

Cognitive Load Management

Managing cognitive load ensures that learners can effectively process and integrate information in their working memories (Artino, 2008). The three types of cognitive load are:

1. Intrinsic cognitive load: the learning target's internal complexity, imposing on the learner's short-term memory (Dao, 2020) Load is engaged when the target material's complexity and interactivity outweighs the learner's expertise (Sweller et al., 1998).
2. Extraneous cognitive load: Cognitive Load Theory's primary objective is to reduce extraneous load, which determines how information is presented (Dao, 2020). Working memory activities unrelated to information processing and integration trigger extraneous load (Sweller, 2004, as cited by Artino, 2008). Intrinsic and extraneous cognitive loads are additive and may render instruction ineffective because of the compounded pressure on cognitive resources (Sweller, 1994; Sweller et al., 1998, as cited in Artino, 2008).
3. Germane cognitive load: learners benefit when there are sufficient cognitive resources to learn material (Sweller et al., 1998 as cited by Artino, 2008) and it is at the learner's schematic level (Dao, 2020).

Cognitive load theory's focus is on learning tasks which may overwhelm students with complex or numerous elements requiring simultaneous processing to learn (Dao, 2020). Working memory activities unrelated to information processing and integration trigger extraneous load (Sweller, 2004, as

cited by Artino, 2008). Further, the learning environment can also affect cognitive load through triggering physiological effects such as stress, affective effects such as different emotions, and cognitive effects such as uncertainty (Sweller et al., 2019). QFT manages cognitive load through ensuring a positive, open environment among the method's other aspects.

QFT approaches question generation as a goal-free task: it does not require the student to engage in a means-end analysis to successfully complete the task because the teacher does not provide a goal state, reducing cognitive load (Sweller et al., 2019). For example, participants are asked to generate as many questions as possible, not to craft a specific type of question that will induce a certain result. None of the exercises have a specified goal either, the participants simply label questions among themselves and then select what they think are the three most important questions.

QFT helps students manage the cognitive load by splitting up the cognitive tasks required to strategize questions into the last three QFT phases: question generation, question categorization, and question prioritization. Offering detailed procedural instruction for each phase and allowing students to discuss, question, and become familiar with the four QFT rules allows students freedom to explore without engaging extraneous or intrinsic load (Rothstein & Santana, 2011; Sweller et al., 1998) While QFT does not explicitly share goals with minimally or direct instruction techniques, it provides learners with detailed procedures for what might be novel stimuli or concepts, making it half-way between the two (Kirschner et al., 2006) . This might be similar to Inquiry-Based Learning, which provides extensive scaffolding that allows students to hold investigations, or Problem-Based Learning which provides a process on a whiteboard for student access and is effective for learning (Hmelo-Silver et al., 2006). However, QFT is not meant to make a novice into an expert, it is meant to help students engage with unknown or challenging content or situations, and to prepare them to find the information they need to make decisions. In the classroom setting, QFT's final step after the post-session discussion is to decide what students will do with their questions (Rothstein & Santana, 2011). In this study, QFT is being used

to gather data while helping participants engage with the Code, a different purpose than QFT in the classroom.

This is important because the working memory is very limited in capacity when processing new information (Kirschner et al., 2006). Further, new letter combinations (i.e. words) can only be briefly stored in long-term memory as opposed to previously learned (Kirschner et al., 2006). These goals are for the learner to become an expert, which might be applicable in some cases, but is not for things like understanding policies that are additional to one's specialization. The thing is, all people need to make decisions and problem solve in areas that are not their expertise, and Kirschner et al. (2006) does not consider that daily reality. We need to train novices to investigate new and unfamiliar content, which QFT might help them do as a skill.

However, Kirschner et al. (2006) also says that studies find that with novel information, learners must be show 'what to do' and 'how to do it' (P. 79). QFT accomplishes this through its four rules and five phases. The students are told what to do and how to do it. Novice learners are especially susceptible to cognitive overload because they lack schemas with which to integrate the new information Kirschner et al., 2006. However, tested using fact recall, which is opposite to what critical pedagogy's goals.

Generating questions is a divergent thinking activity (Rothstein et al., 2011). Divergent thinking generates many outcomes after deconstructing content (Gallavan & Kottler, 2012). As the participants must generate as many questions as possible without stopping, this step makes them practice divergent questioning exclusively. Additionally, asking questions while reading a complex text that has a higher intrinsic load might reduce cognitive load and, depending on the knowledge gap, help assimilate new information (Lavy & Shriki, 2023). Moreover, asking questions while reading the Code might help students manage their cognitive load while engaging with and thinking critically about this complex and novel document. QFT provides an optimal environment for divergent thinking as it ensures the learners,

not the teacher, are active, the learners have time to think. Once the students generate as many questions as possible, they move on to the categorization phase.

The categorization phase allows students to transition from divergent thinking to convergent thinking because, in this step, they review, analyze, and change their questions (Rothstein & Santana, 2011). It also provides the experience of self-reviewing in a safe and comfortable environment. Having students complete this task after generating the questions manages intrinsic load so that they are not trying to generate and evaluate questions simultaneously. Even though this is a challenging activity, categorizing one question at a time into one of two categories also keeps the students from becoming overwhelmed. This is also a metacognitive exercise because they reflect on how they could use different question types (Rothstein & Santana, 2011).

The prioritization phase is the most difficult because the students do not have a practiced, concrete strategy to achieve it (Rothstein & Santana, 2011). Further, prioritizing demands several types of thinking, such as analytic skills, assessment, contrasting, comparing, and reaching an agreement with their peers (Rothstein & Santana, 2011). Leaving prioritizing until the end of the exercises provides students the opportunity to review their questions in detail before deciding which are most important. Further, separating prioritizing from the other phases aides in managing intrinsic and extrinsic cognitive load.

Literature Review Summary

This literature review theoretically locates this study by presenting and discussing the relevant literature sets. First, it sets-out Critical Pedagogy, the theoretical framework, focusing on the Banking Model and the central processes of Dialogue, Praxis, and Conscientization. Second, It discusses Critical Information Literacy, a literacy type based on the Banking Model and the Plain Language Communication Movement. Third, it discusses the importance of questioning before detailing QFT.

Fourth, it argues for QFT as a critical pedagogy method and finally explains how QFT helps to teach students the complex skill of questioning by managing cognitive load.

The next chapter sets out this study's methodology.

Chapter 3: Methodology

This chapter describes and explains the research design, the study's procedure, the research questions, the scientificity criteria, the data collection procedure, and the analysis instruments. The following section presents the research design, comprising Bricolage and an instrumental case study.

Research Design

This section presents the research design and explains how the research design addressed the theoretical framework.

This study adopted Bricolage, characterized by its flexible and integrative use of multiple data collection and analysis methods. Using Bricolage allowed me to thoroughly explore how participants' group dynamics and the QFT process modulated their interactions with, responses to, and thoughts about QFT and the Code. Bricolage aligns with Instrumental case studies because it is a flexible paradigm that encourages gathering data from distinct sources (Yin, 2014). The subsection below argues that Bricolage and an instrumental case study were appropriate for this study's research design by discussing Bricolage and instrumental case study and situating them within the theoretical framework.

Bricolage

This subsection introduces and describes Bricolage as a research methodology and explains why It was appropriate for this study's research design.

Bricolage is appropriate for this study because it holistically explores multifaceted social phenomena and contemporary issues through an eclectic, innovative, multi-modal research approach. Bricolage challenges traditional social science methodologies, which sacrifice essential information to achieve neat answers and instead advocates for a holistic exploration of human experiences using a variety of frameworks, methods, and tools. (Kincheloe, 2001; Kincheloe et al., 2018; Rogers, 2012; Sanchez et al., 2024; Sharp, 2019). Further, Bricolage's focus on holistic, multi-perspective and multi-disciplinary comprehension of issues makes it appropriate for transdisciplinary research (Hargreaves,

2021). Further, Bricolage allows knowledge construction and intentional political action to address research problems when there is a pressing need for social justice research (Denzin & Lincoln, 2017; Rogers, 2015, citing Kellner, 1999).

Bricolage is well-suited for critical pedagogy research because it is emancipatory, focused on uncovering power relations between research subjects, objects, and the contexts in which they exist (Kincheloe, 2001; Kincheloe et al., 2018; McLaren et al., 2018; Sharp, 2019). Bricolage contributes to critical research contexts by:

- Avoiding methods that maintain oppressive power structures;
- Identifying research objects as connected to and situated in their contexts; and
- Employing critical, liberating research approaches (Kincheloe, 2005).

Applying Bricolage to critical perspectives allows the researcher to intervene in traditional meaning-making techniques reinforcing power imbalances and oppression (Rogers, 2015).

This study combines the theoretical framework from critical pedagogy to question theory, cognitive load, and QFT, a critical aspect of Bricolage. Using Bricolage in my research design allowed me to holistically explore themes aligning with this study's focus on the power dynamics between students and the Code.

Bricolage's Origins and Development

Claude Levi-Strauss, an anthropologist, first defined Bricolage through the metaphor of a bricoleur's as opposed to an engineer's work, as a description of mythical thought's cognitive process, which re-uses and combines previous cultural elements (Johnson, 2012). While engineers purposefully create new stable systems with the tools they have or create before commencing a project, bricoleurs use and re-combine old ideas innovatively for new purposes (Irene Francis, 2021). For example, the bricoleur could use a heavy dictionary for its original purpose, to press flowers, as a door stop, or to level out an unsteady couch and see each use as equally legitimate. In research, the bricoleur confronts

complex social phenomena by blending disciplines, developing strategies, adjusting materials, and combining theories and methodologies (Sanchez et al., 2024).

Though Bricolage had changed disciplinarily, methodologically, and theoretically over time to become a universal concept, it consistently works through the bricoleur, who relinquishes control over their methodology (Johnson, 2012). In social sciences, bricolage approaches emerged in response to objective research methodologies' limitations, challenging traditional reductionistic, objective, and deductive approaches from the natural sciences that ineffectively addressed social sciences' complexities (Kincheloe, 2001). Moreover, Denzin and Lincoln (2017) argue that qualitative researchers are bricoleurs and that qualitative research is a type of Bricolage. They further enumerate different bricoleur types, including interpretive, political, critical, narrative, theoretical, and methodological (Denzin & Lincoln, 2017). This study uses methodological, theoretical, and political Bricolage. Bricolage has six inherently overlapping, connecting, and mutually reinforcing principles in Table 2 below:

Table 2

Bricolage's connecting principles with concepts as set out in Sanchez et al. (2024) and Denzin and Lincoln (2017) and how this study uses each.

Connecting Principle	Underlying Concepts	Uses in this Study
Resourcefulness	Effectively re-using available resources in new ways (Sanchez et al., 2024).	-Uses QFT, usually used as a classroom exercise, but is used to gather question and behavioral data. -Uses a modified Bloom's Taxonomy, usually used to grade instructional content, to analyze generated questions.

Creativity	Thinking divergently to explore and generate innovative solutions and unexpected connections (Sanchez et al., 2024).	When initially designing this study, I was influenced by the Canadian Access to Justice problem, where citizens do not access the legal system (Government of Canada, Department of Justice, Electronic Communications, 2022), which I then thought about in the context of university policy that affects university students.
Problem Solving	Thinking critically and analytically to generate new understandings of complex issues (Denzin & Lincoln, 2017; Sanchez et al., 2024). Efficiently resolving methodological issues and limits by analyzing the situation and questions (Sanchez et al., 2024).	During this study, I encountered several obstacles, including not being able to find participants in groups of four, a participant needing to leave early due to another commitment, and participants being extremely late to the session. These issues are detailed in the Procedure sub-section.
Adaptability	Adjusting to long-term changing circumstances and situations and deeply engaging with the shifting elements that affect social phenomena (Sanchez et al., 2024).	This study was completed over a short period of time, so there was not much opportunity to exercise adaptability, which usually takes place over a longer period.
Flexibility	Willingness to navigate various methodologies and tactics and accept and integrate new tools to address complex issues (Sanchez et al., 2024).	I needed to be flexible during recruitment and triangulation analysis, which are detailed in the sampling and instrument sub-sections.

Plurality	Welcoming inclusivity, diversity, complexity and multiple theoretical perspectives in research (Sanchez et al., 2024; Denzin & Lincoln, 2017).	This study combined critical, questioning, and cognitive theories to understand how students interact with university policy. It further ensured the gleaning of groups', individual participants', and the researcher's perspectives on the sessions, QFT, and the Code.

Bricolage allowed me to deeply explore university students' policy power dynamic, revealing how students interact with each other, QFT and their own questions, and the Code by employing diverse data collection and analysis methods and techniques. Additionally, the principles of flexibility and resourcefulness allowed me to reassess and retool Bloom's taxonomy so that I could more clearly understand the question data's cognitive levels and purposes.

Bricolage Summary

Like other qualitative methodologies, one of the bricoleur researcher's challenges is ensuring that studies are rigorous and have inquiry depth (Sanchez et al., 2024). The answer to this challenge is deep interdisciplinarity (Kincheloe, 2001). It is arguable in this way that Bricolage exceed scientificity qualities through providing detailed qualitative research (Sanchez et al., 2024).

Instrumental Case Study

The instrumental case was selected to explore participants' interactions with The Code's Statement of Principles, focusing on students' prior knowledge and power relations between them and the Code as opposed to the groups' specific interests (Creswell & Guetterman, 2019). This approach enabled unique data collection in a university classroom, a natural setting, providing access to rare phenomena and valuable pedagogical insights from participants' reflections and the researcher's

observations (Lamoureux, 2020). One of these insights is that the participants had difficulty interacting with the Statement of principles because they were unfamiliar with its terminology.

This study's bounds are university students as university members. Holistic phenomenon description and analysis to deeply understand phenomena are available within the bounded system (Lamoureux, 2020). Here, the participants, even after taking 10 minutes to review the Statement of Principles as the QFocus, did not gain an understanding of the Code because they were unable to understand the vocabulary in the Code. Further, this study aims to identify broader insights that could be applied in other contexts.

Scientificity Criteria

This section will discuss the scientificity of this study, which uses Yin (2014) as a guide because the study's primary methodology is an instrumental case study primarily concerned with exploring the experience of students engaging with policy for the first time. There are three criteria to determine the quality of an exploratory qualitative study with a small sample size: construct validity, external validity, and reliability (Merriam, 1995; Yin, 2014). The following sections will discuss how this study's design meets these three criteria as per Yin (2014).

Construct Validity

Construct validity identifies valid operational measures to target the studied concepts (Yin, 2014). One way Yin (2014) suggests ensuring strong construct validity is by triangulating multiple data sources, as one of the case study's advantages is the opportunity to use many types of data. I established an evidence chain by triangulating the three data types (Yin, 2014).

Triangulation

This study triangulated three qualitative methods: the question data, questionnaire data, and observation data, and applied them to the group case (Denzin & Lincoln, 2017). Triangulation initially

appeared in the 1950s, became well-known in the 1970s and contemporarily contributes to studying social justice topics (Denzin & Lincoln, 2017). There are four types of triangulation:

1. Methods/Data sources/Data analysis
2. Theory
3. Researchers/Coders/Observers/Interviewers
4. Respondents/Informants/member checks/respondent validation (Yin, 2014)

This study considers the issue of how students understand policy from three perspectives:

- The groups: Each group's Scribe's paper records the questions and exercises produced during the QFT session and examines them as physical artifacts.
- The Researcher: The researcher's observation sheet, providing what the participants discussed and did during the QFT session, is from my view as the researcher, as I recorded it.
- The individual participant: The questionnaire provides the participants' responses to items about their experiences performing QFT and attitudes about the Code. Participants' reports converged with the observational and question data.

Each data source studies the issue of how the participants understand the Code in a different way: by the cognitive taxonomy and functionality of the agreed-upon questions for analyzing which questions they labelled as most important. The observation sheet examines how the group discussed QFT and the Code and interacted with each other during the QFT session, and the questionnaire shows the participants' individual perspectives (Denzin & Lincoln, 2017). Even though this will provide a rich picture of how participants interact with the Code, it is not objective in how the individual's identity or feelings impact what they produce (Denzin & Lincoln, 2017). Triangulation controls for bias, evaluates findings, and allows for richer and more accurate data and produces more knowledge than a single approach (Golafshani, 2003).

External Validity

External validity contributes to credibility and trustworthiness through addressing results' generalizability (Golafshani, 2003; Yin, 2014). Using theory to define the domain where the study's results can be generalized ensures transferability (Yin, 2014). This study could apply to other university students who have not had the opportunity to engage with the Code fully. Further, it might also apply to students at similar universities.

Dependability

Dependability refers to a procedure's description sufficient to allow other researchers to replicate the study's results in the same case (Yin, 2014). Defining dependability is difficult in qualitative research because it is grounded in its time, context, and participants, which constantly change (Merriam, 1995). Additionally, the quantitative idea that, more frequently, the same measurements are found from the same procedures does not apply to qualitative studies. The procedures for this study are set out in this chapter and this study's appendixes and could be replicated.

This study uses a well-examined researcher's lens, which sufficiently confirms dependability and bolsters confirmability, allowing readers a perspective on the interpretive lens and describing the researcher's objectivity during data collection and analysis (Scott Self, 2019).

Audit Trail

This chapter details data collection, organization, and analysis so future researchers can run a similar study.

Procedure

This section describes how I addressed relevant ethical considerations and collected the data.

Sampling and Consent

The participants were self-selected and contacted me via email through recruitment posters (see Appendix A) that I distributed on the SGW campus, through the Education Department's mailing

list, or through sharing it with my LinkedIn networks. When potential participants contacted me to express interest, I replied with an attached consent form (Appendix B), thanking them for their interest and a request for their availability. Participants signed and returned their consent forms to me before the sessions and advised of their availabilities.

Consent Revocation

The consent form clearly explained that the participants could only partially revoke consent once the focus group had started because their contributions would fundamentally change the group's responses (Sim & Waterfield, 2019). I addressed any social pressure a participant may have felt before the session began by reiterating that they could discontinue participation without consequence at any time. I further reminded them that, as per the consent form, they could revoke their consent for their questionnaire within 48 hours of the end of the session. None of the participants left during the session, nor did they later revoke consent for their questionnaires.

Unpredicted Triggers

The consent form stated that I could not guarantee a complete absence of triggering content during the focus group. None of the participants expressed or reported feeling triggered during the session.

Ethical Considerations

The same ethical concerns that apply to focus groups applied to this study because it used QFT as a structured focus group. The ethical issues in focus group settings differ from those encountered in one-on-one interviews or experiments because the researcher cannot control what participants do outside of the study, risking consent and confidentiality requirements (Sim & Waterfield, 2019).

Confidentiality

I could not guarantee that each participant would comply with the terms set out in the consent form (see Appendix A), which put confidentiality at risk. Beyond setting out this risk in the consent form,

I reminded the participants about the conditions they agreed to and reiterated that they were not to talk about the session outside the study.

Data Storage

All the data was collected, recorded, and stored on my passcode-protected personal computer. The consent forms are kept in a separate folder from the data and are in no way connected to any of the data.

Data Collection Procedure

This section describes the protocol that I followed during data collection.

I conducted two sessions: session one on July 30, 2024, and session two on August 15, 2024.

Session 1- July 30, 2024

One of the participants in this session advised ahead of time that they had to leave early due to a familial obligation; I told them that they could complete the questionnaire at home after the session. Thus, the first session ran for 45 minutes so all participants could complete the QFT session. The question generation period ran for 10 minutes in this session. Unsurprisingly, the participants in this session reported that they would have liked a longer question generation session, as it took them time to warm up. All the participants decided to complete their questionnaire at home and email it to me later. All questionnaires were received within three days after the session. One of the participants who was supposed to participate in the first session was very late and had to come to the second session instead.

The participants arrived in the data collection space after completing and submitting the consent form via email.

Session 2, August 15, 2024

One of the participants was approximately 30 minutes late because they had difficulty finding the room. The question generation period lasted 15 minutes, and the other two sessions lasted 10 minutes each. They all completed their questionnaires in the room and emailed them back to me.

Once the participants arrived at the room, I gave them the opportunity to ask any questions they had about the study. None of the participants had any pressing questions, and were eager to begin, especially considering some had had to wait for half an hour to start. I followed the procedure as set out in the Focus Group Plan in Appendix C.

QFT

Questions are a vital element in both Bricolage and Critical Pedagogy. Critical pedagogy relies on learners questioning and deeply understanding dominant power systems (Saxton et al., 2018). Maintaining the banking model of education requires the teacher to dominate question-asking (Dillon, 1988; Larson, 2020; Reyes, 2023, citing Rose & Martin, 2012; Scharf & Dera, 2021) and to control the types of questions that students ask (Rothstein & Santana, 2011). Berry (2006) argues that questioning is a skill that should be taught at university. This aligns with Freire's position of treating participants as active research partners by engaging them in metacognition and encouraging participants' transformation (Kincheloe, McLaren et al., 2018).

Beyond QFT's conventional use as a pedagogical technique, this study uses it as a dual pedagogical and data collection method. QFT allowed participants to practice and scaffold their question-generating and strategizing skills, generating valuable question, observation, and questionnaire data. The question data provided critical information, including how the participants thought of the Code, their policy and legal literature knowledge gaps, and the cognitive levels at which they engaged with the Code. The QFT process further contributed to the Observational data by providing a structured activity framework in which the participants interacted, guiding their discussions and framing their

interactions. QFT also contributed to the questionnaire data because participants reported their reactions to the technique. Further, as QFT facilitated the participants' interactions with the Code, it likely contributed to the questionnaire data concerning the Code.

Each generated, changed, and prioritized question was categorized by its Bloom's taxonomy level and question type. Analyzing groups' prioritized questions indicated which question types they felt would provide the most information and what information they found most important.

The following section presents this study's Data Collection Instruments I used during the QFT sessions and the analytical instruments employed to interpret the data.

Instruments

The study employs three data collection instruments: the Scribe's paper, Observation sheet, and questionnaire. The rationale for each instrument is set out below in Table 3.

Table 3

Data Collection and Recording

Data Collection Method	Source of Information	Analysis and coding
Scribe's paper	Participant Group	Text/Notes/Charts
Observation Sheet	Researcher	Notes/memos (uncoded)
Questionnaire	Individual participants	Text/notes/Charts

Table modified from (Jonsen & Jehn, 2009)

Question Data

Analyzing the Scribe's paper where participants recorded all their generated questions and performed the QFT exercises provided the generated questions, how participants categorized the questions, and how participants transformed and prioritized their questions. This informed me of what participants knew about the Code and what information they think is important. Appendix D presents the Scribe's papers for both groups.

Observation Sheet

During the sessions, I filled in the observation sheet in Appendix E to record the participants' actions and engagement during the QFT session. I noted that participants' verbal and physical communications during the sessions and interactions particularly stood out.

Questionnaire

The questionnaire in Appendix F consists of nine open-ended questions modified from Rothstein & Santana (2011) and T.Ouchi (2023) and collected participants' thoughts and experiences about the Code and QFT. The questionnaire data provided participants' individual experiences with and attitudes toward the Code and QFT.

Analytical Instruments

This section describes the instruments that were used to analyze the data. First, this section presents Bloom's Taxonomy, its previous uses in grading questions, and how I came to modify it for this study. After that, the subsection presents the question type and purpose rubric, how it was used, and how it interacted with Bloom's Taxonomy scores.

Bloom's Taxonomy

Bloom's taxonomy (Bloom, 1956, " The taxonomy"), initially developed as a measurement tool to aid professors in designing examinations, sequentially classifies six cognitive domains ordered from most to least complex (Adams, 2015; Anderson & Krathwohl, 2001):

1. Remember: recall facts or concepts.
2. Understand: Explain an idea or concept.
3. Apply: Use learned information in a new setting.
4. Analyze: Draw connections among ideas.
5. Evaluate: justify a decision, decide the value of a concept or idea.
6. Create: Produce new work or reorganize elements to make something new.

This study used the taxonomy to categorize the question data.

Teachers have graded concept checking, assignment, and exam questions with the taxonomy to ensure that their class could suitably answer and learn from them (Saxton et al.,2018). Further, it has been used to evaluate student questions in university-level courses and to a specialty Large Language Model (Bates et al., 2014; Bottomley & Denny, 2011; Matit & Goel, 2024).

The taxonomy has been modified to assess student questions. Both Bates et al. (2014) and Bottomley & Denny (2011) divided the taxonomy into a pass/fail or higher/lower order binary when using questions as a summative assessment for their undergraduate-level course assessment. One of the main differences between the studies is that Bates et. Al (2014) provided ‘in-class scaffolding activities’ that trained students to write multiple-choice questions as part of their assessment for the course once they were familiar with the overall course's content. This resulted in two-thirds of the questions passing, meaning they fell into 'Understanding' or higher Bates et al. (2014). Conversely, in Bottomley & Denny (2011), students who were asked to create multiple choice questions without any training drafted mostly (93%) ‘lower order’ (Apply and under) questions. When taxonomy levels are aggregated and ranked as higher or lower without considering the nuance of different skill types and how they are used daily, the grading becomes somewhat arbitrary. When scoring student assessments, overlap in the taxonomy is considered a weakness, and there are attempts to eliminate ambiguity. While this is understandable in grading, it is not necessarily appropriate for an explorative analysis.

Questioning falls in the Create level because it requires askers to craft a new linguistic phrase to articulate their needs (Scharf & Dera, 2021). However, when one encounters new material from an unfamiliar domain, remembering questions is the first step to engaging with and understanding information. Even when the taxonomy's six discrete levels are used, most students generate questions belonging to the ‘remember’ category (Matit & Goel, 2024). without specified question drafting training, many university students generated more basic, remember questions.

Taxonomy Modification

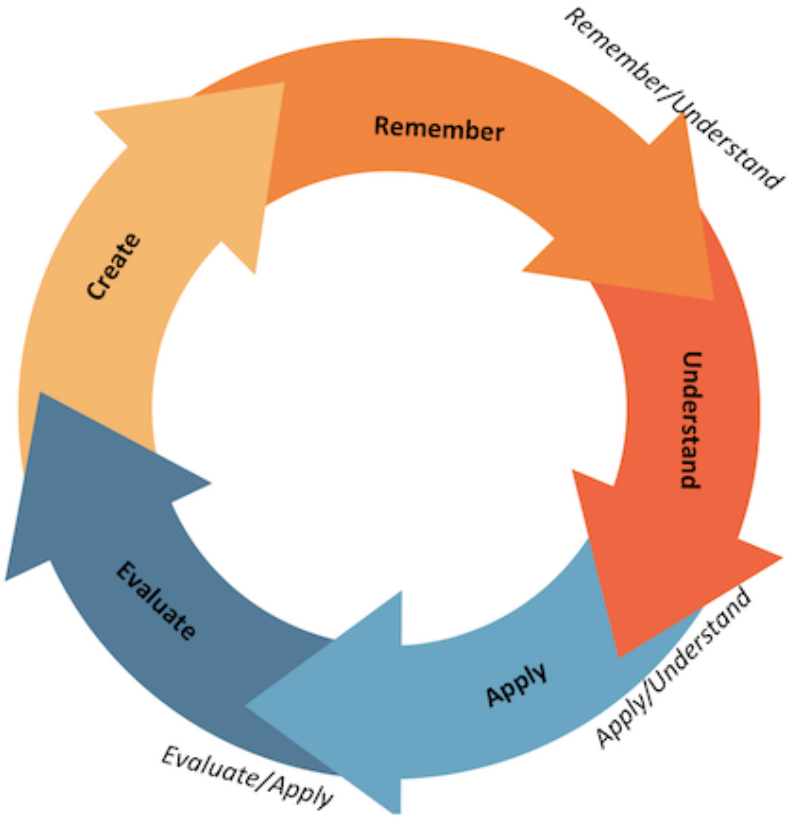
I had initially planned to answer Research Question Two by analyzing the questions with the taxonomy's six levels. The taxonomy is known for its overlap between action levels; for example, both 'describe' and 'review' fall into Remember and Understand (Shabatura, 2014). Some researchers had dichotomized the taxonomy to evaluate questions more easily (Bates et al., 2014; Bottomley & Denny, 2011). During analysis, I realized that forcing questions into the discrete six taxonomy categories depleted description richness and accuracy. As qualitative research draws on high-fidelity data from complex situations, I decided that allowing questions to overlap categories in the taxonomy analysis was appropriate because it provided a richer, more nuanced representation of participants' engagement with the Code.

Similarly, allowing overlap between taxonomy categories changed how I scored the questions. For example, when using the six discrete categories only, I scored any question about a definition as 'Remember .'After considering the participants' situation of encountering vocabulary they had no prior or contextual knowledge, I realized that these questions fell between 'Remember' and 'Understand' because the gap described requires a combination of defining and explaining. This categorization is higher fidelity, recognizing the student's situation of not having prior knowledge of the term and recognizing their need for an explanation. I decided to apply this logic to the other categories.

The taxonomy's overlapping categories can be represented as in Figure 1 below:

Figure 1

Modified Bloom's Taxonomy with overlapping categories.



Note: Figure 1 is modified from Canva Pro.

Question Types and Purposes Rubric

This section describes the Question Types and Purposes Rubric (Appendix G) that was used to analyze the question data. This rubric is meant to determine what kind of information the question was trying to obtain.

I developed the question rubric based on Fraenkel (1966) Saxton et al. (2018). Fraenkel (1966) categorized questions into four types: Knowledge acquisition, Knowledge synthesis, Knowledge analysis, and Creative Thought. Saxton et al. (2018) outlined three non-hierarchical Question Intention categories, each representing a cognitive process.

Analyzing the questions' types and purposes provided an understanding of participants' prior knowledge and knowledge gaps about the Code as well as a counter point to the taxonomy analysis. As

both analyses were concerned with the questioner's cognitive process, one in a hierarchical way, and one that looks at the cognitive requirement to achieve the question's objective.

Conclusion

This chapter presented the study's design, presented the research questions, argued for the scientificity criteria, and described how the data was collected and analyzed. The next chapter presents the study's answer to the research questions.

Chapter 4: Findings

This chapter presents the study's findings, and describes how I analyzed the data. The chapter organizes each research question's results and sub-questions where applicable. Then, each Research Question section presents and analyzes its data and interprets and discusses the findings. The research questions are:

1. How do students interact with each other when performing QFT?
2. How do students use QFT to engage with the Code?
    a. At which Bloom's taxonomy levels are students' generated questions about the Code?
    b. What are the purposes of characterizing students' generated questions about the Code?
3. How do university students describe the Code after performing QFT on it?
4. How do university students feel about QFT post-engagement?

I have denoted participants through codes to follow their conversations, ease of reading, and clarify data sources. This section does not provide any of the participants' personally identifying information or factors, as none were collected. Group One consists of Participant 1 (P1), Participant 2(P2), and Participant 3 (P3). Group Two consists of Participant 4 (P4), Participant 5 (P5), and Participant 6 (P6).

The following section presents participant interactions during each QFT phase and discussion, setting out Research Question Two's findings. Chapter 3: Methodology and the focus group plan located in Appendix B detail the procedure.

Research Question One: How do students interact with each other when performing QFT on the Code?

Research Question One leverages QFT's collaborative process to ground the other findings. Participant dynamics during the session not only affected the question generation process and how

participants practiced the exercises but further informed the questionnaire data by providing an external viewpoint of participant behaviour, enriching the questionnaire data. The response to this research question directly describes how participants interacted and engaged with each other and the Code during the QFT session and what decisions they made as a group to produce the scribe's paper content. Linking the observation data with the questionnaire and question data provides a multi-faceted image of how the participants experienced QFT and interacted with the Code and each other.

I explored this question by analyzing the observation sheet (Appendix F) and P2's and P4's questionnaires, where they discussed some of their feelings about the other participants. The questionnaire data complements the observation data, offering an internal perspective of their experiences.

I split the observation sheets into the QFT phases (please see Chapter 2:Literature Review, page 28 for the QFT Steps), the order in which the results are set out below. Examining participant interactions during QFT helps richly illustrate the session, contextualizing the Question and Questionnaire data.

The first subsection below reveals the rules discussion in both sessions and situates them in the sessions' context. The subsequent subsections describe participant interactions during the question generation and question categorization, and the post-QFT discussion.

Rules Discussions

Both groups had short rule discussions, Group One's discussion lasted for five minutes and Group 2's discussion lasted for three minutes. Group One discussed question value in relation to QFT rule Two: "Do not stop to Judge, discuss or answer the questions,":

P3: "Well, there are no stupid questions…"

P2: (cutting P3 off at the end) "Oh yes, there are! Trust me, there are stupid questions,"

P3: "How will we know if the question is right, wrong, good or bad?"

P2: "A good question gives me the information I was looking for,"

These assertions about question value may have caused them to focus on question quality during the generation phase, resulting in lower production: Group One produced seven questions, whereas Group Two produced 21 questions during the question generation period. While Group Two did not discuss question value, they had their own dynamics that affected question generation and exercises.

Group Two's interactions were limited during the rule discussion. P4, who later became the scribe, initiated the conversation, asking each other participant what they thought of the rules. Each participant made one contribution to the discussion about the QFT procedure.

The following section explores the groups' interactions during the sessions' question-generation phases.

Outlying Statements and Questions during Question Generation

This section provides context to the generated question lists through describing participant actions and conversation during the question generation phase and providing some of their later-provided statements from their questionnaires.

Group One

P3 started the conversation, but after that, both of the other participants initiated questions and comments easily. All the participants were actively involved in the conversation, which led to a balanced, if limited, list of seven questions to which each participant contributed.

Each participant asked how some of the Code's terms were defined:

- P1: "What is dignity?"
- P2: "How is reasonably expected and other terms defined determined or judged?"
- P3: "Does the Code fall under DEI?"

While participants stated these questions out loud, the scribe wrote them down in different forms, or with modifications after the participants discussed and developed them.

Group Two

P4 and P6 dominated the question generation session while P5 was withdrawn, sitting with their arms crossed in front of them on the table, which could have limited the question scope. P6 contributed many critical and challenging questions, such as, “How can we be sure that the Code is not used against the university members to prevent them from taking certain positions or obscuring certain points of view?” but did not seem concerned that the other participants might have wanted to contribute, too. P4 tried to balance the session by encouraging P5 to contribute during the different phases. P4 later reported via their questionnaire that they felt being the scribe implied a leadership position in the group

> P4: I think being the scribe put me sort of in a position of the group’s leader, which is not necessarily something I want, although I didn’t dislike it either. I feel one person was maybe a little intimidated/shy/wanted to take more time to think about their questions before saying them out loud. It made it tough to make sure everyone was participating evenly.

Even though P4 attributed taking an active role to the scribe position, during the rule discussion, before beginning the scribe position, P4 took a facilitative role by inviting the other group members to get involved in the conversation.

There was also an annoyance between P6 and P4 during the session:

P4: “I also felt some judgment from a participant, which slightly annoyed because not judging was part of the second rule,”

P6 did not mention anything about the group’s tension. This dynamic might partially explain why P5 hesitated to contribute to the group or what resulted from this lopsided dynamic.

The following section explores the groups’ post-QFT discussions.

Outlying Statements During Question Categorization

Though I instructed the scribes to write down all questions and told both groups only to generate questions or turn statements into questions, there was some outside conversation during the question generation period. I stepped in a few times during both sessions to remind the participants to write down all the questions, not discuss them. There was no significant outside discussion during the Categorization or Prioritization phases. Further, Research Question One discusses the last two QFT phases in detail.

Post QFT Discussion

This subsection discusses Group One's and Two's post-QFT discussions, both of which were about five minutes long.

Group One

Group One's post-QFT discussion was very short, as one participant had to leave early. The discussion focused on the difficulty that they had with the Code's legal vocabulary. For example, before they left:

P3: "Like, what is natural justice?"

P2 and P1 enthusiastically agreed that it was bizarre as they were standing up to leave.

'Natural Justice' does not appear in the definitions section of the Code, it is an intertextual legal concept, meaning that its definition is shaped by other texts (Azuelos-Atias, 2018)

Group Two

Group Two's Post-QFT discussion was five minutes long and focused on the Code's definitions, and by extension, context:

- P6 :"I wanted the definitions and would have liked the section with the definitions,"
- P4 :" It's good to learn about the context, but we don't know anything outside the Code,"

Unfortunately, the Code's definition section does not contain the terms the group asked about (See Scribe's Paper in Methodology), as it is procedural (Code of Rights and Responsibilities, s. III.).

Research Question One Summary

Participant interactions during the sessions, particularly during the initial rule discussion, may have affected their question generation phase. Group One's discussion about question value might have limited their generated question list and Group Two's tense dynamics throughout the session affected participatory balance in the session.

Both groups expressed struggling with the Code's terminology during the question generation phases and post-QFT discussions. Participants' experiences performing QFT on the Code were heavily influenced by questions and comments about the Code's terminology.

Research Question Two: How do Students use QFT to Engage with the Code?

This sub-section presents Research Question Two's findings. First, it explains Question Two's importance and justifies the presentation sequence choice. After that, it answers the sub-questions and details the group exercise results on their generated questions.

This research question connects the QFT method to the participants' interactions with the Code. QFT provided a deliberate process that scaffolded participants' interactions with the Code, which allowed participants to generate, categorize, and prioritize questions without becoming overwhelmed or overloaded. It also provided an analytic framework for the question data, allowing me to understand participants' interactions with and thoughts towards the Code during the QFT.

The next subsection answers Research Questions Two's first sub-question, "At which Bloom's Taxonomy levels are students' generated questions about the Code?" revealing at what cognitive levels participants engaged with the Code, by presenting and discussing the taxonomy analysis, which used a modified version of Bloom's Taxonomy (Anderson & Krathwohl, 2001of the question data.

At which Bloom's Taxonomy levels are students' generated questions about the Code?

This sub-question examines the cognitive level at which participants engaged with the Code by grading their initially generated questions with the taxonomy.

Generated Question Grading

The groups generated 26 questions in all, excluding the 2 converted questions from each group. Group One generated seven questions and Group Two generated 19 questions. Most questions (54%) fell into the "Remember" or "Remember/Understand" levels. These are the 'least complex' taxonomy levels, and most of the question data falling into them indicate that the Statement of Principles' elements and concepts were unfamiliar and that the participants. This indicates that much of the participants' energy went towards encountering and trying to understand the Code's terminology. Had the participants had some prior knowledge of the Code's terms, they might have been able to ask more questions at the more complex taxonomy levels.

The highest and least scored level was Evaluate (4%), which concerned the Code's effectiveness and fairness. None of the questions fell into the 'Create' category, though it should be reiterated that forming a question is a 'create' level task. Table 4 below specifies how the question data was scored in the taxonomy with examples for each level.

Table 4

Bloom's discreet taxonomy levels with question data percentages and generated question examples.

Bloom's Taxonomy Level	Example Questions
Remember (27%)	Who approved this Code?
Remember/Understand (27%)	How are terms like "reasonably expected' defined?
Understand (11.5%)	What are the differences between the principles and DEI?
Understand/Apply (4%)	How can conflict be related to the Code?
Apply(11.5%)	How can the Code help us in decision making?
Apply/Evaluate (7.5%)	How does dignity apply to protect appropriately both the complainant and the respondent?
Evaluate(4%)	What are the measures we have in place to ensure #4?

The taxonomy results become richer and more understandable when their co-occurrences with Question Type and Purpose category is reflected upon on page 11.

b) What are the purposes characterizing students' generated questions about the Code?

This subsection sets out the purpose of the question analysis by comprehensively providing the findings.

Out of the 26 questions, seven were factual, 14 were explanatory, and five were heuristic. Table 5 below shows the question types and purpose categories and sub-categories with their amounts and an example of each sub-category.

Table 5

Question Types and Purposes analysis results by question category, sub-category, amounts for each category and sub-category, and examples for each sub-category.

Question Category	Sub-Category	Example
Factual (7)	Fact Finding (4)	"Who wrote this Code?"
	Confirm Procedure (2)	"How often is it reviewed/updated?"
	Supply Information (1)	"How can we be sure that the Code isn't used against the University members to prevent them from taking certain positions or censoring a certain point of view?"
Explanatory (14)	Clarify definitions (9)	"What does the Code mean by 'dignity'?"
	Require inference or interpretation (2)	"Why were these principles ordered in that particular way?"
	Finding on making connections (2)	"Does this also fall under DEI (Diversity, Equity, and Inclusion)?"
	Focus on meaning behind text (1)	"What are the aspects they considered in creating the code?"

Heuristic (5)	Develop Hypothesis (2)	"What are the limits between the Code and regulatory measures?"
	Future Actions (2)	"How can we make sure the Code is clear and accessible?"
	Critical Assessment (1)	"How does dignity apply to protect appropriately both the complainant and respondent?"

Clarifying definitions questions accounted for two-thirds of the Explanatory category and is the reason why it surpassed the other two categories so greatly. Clarifying definitions accounted for one-third of all questions, the most of any other sub-category. Thus, the data suggests that many of the Code's terms were unfamiliar to the participants, and it made it difficult for them to understand.

All the 'fact finding' questions asked about the Code's drafters or approvers, making them critical in the sense that it challenge the Code's authority, legitimacy and sought to determine its power source. These questions did not meet the rubric's 'Critical Assessment' definition (Appendix G): "To evaluate value systems and balance feelings with intellectual analysis of the Code." Only one question met this definition, as set out above in Table 5, as it balances the emotional aspects contained in 'dignity' with the intellectual aspects of a functioning Code.

Below, co-occurrences between the taxonomy and question purposes analyses are compared and triangulated.

Co-occurrences between Taxonomy and Question Types Analyses

This section highlights the most frequent and interesting co-occurrences, instances where two items in a dataset occur at the same time, between Taxonomy levels and Question Types and Purposes categories on the question data. The results are fully presented in Table HA in Appendix H.

The taxonomy category of 'Remember/Understand' most frequently co-occurred with the Explanatory Type category and the 'clarify definition' subtype (5 co-occurrences). This is interesting

because it suggests that these questions have a specific form that combines the intention of definition clarification with the cognitive action of understanding and remembering. For example, “What does it mean to ‘appreciate diversity’?” requests a definition, explanation, and a prescribed action to satisfy the Code’s requirements.

Another interesting and frequent co-occurrence (4) was between ‘Critical Assessment’ a Heuristic question sub- type and the ‘Remember’ taxonomy level. Questions, regardless of form, that asked about the Code’s producers or approvers were scored as ‘critical assessment’ because they directly challenged the Code’s legitimacy by investigating its power source, as mentioned in the CIL section of the Literature Review (p. 18). For example, the question “Who approved this Code?” is a ‘Remember’ question in form, as it is one of the five ‘W’ questions (Saxton et al., 2018). However, it is also asking about the Code’s source, and implicitly from where the Code derives its power and authority, making it a critical question. Both groups asked this type of question:

Group One: “Who created/decided the grounding principles of the Code?”

Group Two: “Who wrote this Code?”

These questions indicate that the participants were concerned with how the Code was created and who made the important decisions about its content and reach. Categorized Questions

Categorizing questions after generating them is critical because it demonstrates learners’ power over responses to their questions. The participants categorized a question as ‘closed’ if the response was yes, no, one word, or a short list of words with minimal explanation and as ‘open’ if the response required lengthy or broader explanations.

The participants categorized 16 questions as ‘open’ and 10 as ‘closed’, and both groups had to discuss whether a question was open or closed. The below section examines the questions in which Group One discussed categorization.

Group One's Question Categorization and Changed Questions

Group One categorized two questions as 'closed' and five as 'open' based on the questions' potential responses. For example, P3 and P2 discussed whether "What are the aspects they considered in creating the Code?" was 'closed' or 'open.':

P3: (pointed at the second question) "closed,"

P2:"No, it's open,"

P3 replied: "No… it's only a list of words, so it's closed,"

P2: "But it could be more things, like explanations of the aspects,"

P3 agreed with P2 and marked the question as 'open.' Marking the question as 'open' represented the respondent's available answering options.

The next section examines Group One's changed questions.

Changed Questions

This subsection presents Group One's changed questions. First, it presents the 'closed' question that was changed to 'open' and then the 'open' question changed to 'closed'.

Group One selected and changed a 'closed' question to an 'open' question as set out in Figure 2 below.

Figure 2

Group One's 'closed' to 'open' question transformation.

Changing the question starter from ‘who’ to ‘how’ transformed the question from ‘open’ to ‘closed’ because it broadened the potential response. Initially, this question demonstrated critical literacy skills because it directly sought the Code’s power source and was selected as a prioritized question, which will be further discussed in the prioritization section. The changed question focuses more on the grounding principles’ development process, which could or could not imply the involved individuals or institutions.

The below Figure 3 demonstrates how Group One’s selected ‘open’ question became ‘closed’.

Figure 3

Group One’s ‘open’ to ‘closed’ question transformation.

This question moved from ‘Remember/Understanding’ to ‘Apply’ because it examines an application of an assumed definition from the Constitution of Canada (whether it was the 1867 or 1982 Constitution is unclear) but remains in the ‘Explanatory’ question type. The changed question reveals a legal knowledge gap, as there it does not specify the constitutional document to which it refers. It also reveals participants’ assumptions about the Constitution of Canada and its connection to policies.

Group Two’s Question Categorization

Group Two labeled 11 questions as ‘open’ and eight as ‘closed’. They decided that ‘closed’ question could require a long but not expansive response. For example, they labeled “What is the appellation/updating process?” as ‘closed’, even though it might require a long answer with many parts but would not require extensive explanations.

Like Group One, Group Two changed their most important question from ‘closed’ to ‘open’, which is below in Figure 4.

Figure 4

Group Two’s ‘closed’ to ‘open’ question transformation.

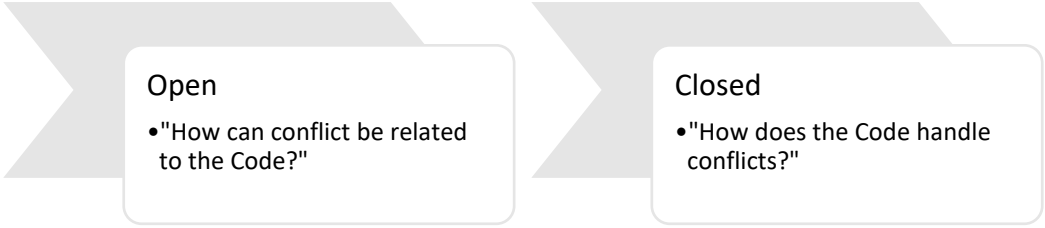
When changed from ‘closed’ to ‘open’, this question moved from the ‘Remember’ level of the taxonomy to the ‘Understand’ level and from the ‘Factual’ to the ‘Explanatory’ category. This question had this large shift because it asks for additional context about the creation of the grounding principles.

Open to Closed

This subsection discusses Group Two’s change of ‘open’ to ‘closed’ Question. Figure 5 below details Group Two’s open to closed question modification.

Figure 5

Group Two’s ‘open’ to ‘closed’ question transformation.



Even thought the questions are very similar, the ‘closed’ version asks about a specific set of the Code’s terms as opposed to being more exploratory. Closing the question narrowed its scope of inquiry to the Code’s internal mechanisms as opposed to how the Code might mediate or interact with different conflict types (genres of conflict, status of parties, etcetera). This narrowing is reflected in the taxonomy level change: The ‘open’ question falls under ‘Understand/Apply’ because it considers relation between a broad category of action, conflicts, and how the Code might mediate them but when ‘closed’ it falls into ‘Understand’ because it asks for an enumerated description. It also moves from being an ‘Explanatory’ question that requires interpretation to a ‘Factual’ question that confirms procedures. Thus, even though both questions begin with ‘How’ they are very different, indicating the questions’ content and scoring complexity.

The following section presents the differences between the groups’ question categorizations.

Differences in categorization between the groups.

One of the interesting differences between the groups is their demonstrated understanding of ‘closed’ questions. The first group employed a stricter and more common definition of ‘closed’ questions, where the predicted response needed to be not only direct and without further explanation, but short in length. The second group allowed ‘closed’ questions to elicit longer responses, so long as the answer was a group of words that did not require lengthy or out-of-scope explanations.

Both groups also decided that a question could not be both ‘open’ and ‘closed’. Rothstein and Santana (2011) provide an example of participants marking a question as both open and closed. They further advise that learners should judge questions through the limits of information that question could obtain. Both groups were able to judge questions on the type of information they could elicit as opposed to judging by the question’s starting word.

The subsequent section discusses the analysis of the group’s prioritized questions.

Prioritized Questions

This section presents how the groups prioritized questions and the questions they prioritized.

An interesting similarity between the groups is that even though both asked for clarification on selection criteria, neither discussed how to prioritize their questions but dived into reviewing the questions and reaching consensus. Both groups asked me for more stringent prioritizing criteria. Both groups reviewed the questions together, under the initiation of one group member.

For Group One, after hearing the criteria list, P2 initiated the prioritization activity by announcing, “OK, the question that will help gather more information!” and pulling the Scribe’s paper towards them. P4 initiated the prioritization for Group Two by pointing to the first question on the Scribe’s sheet, reading it and saying “Closed,” while waiting for P5 and P6 to confirm before writing the ‘c’ on the right side of the question.

There were similarities between both groups’ prioritized questions, including the amount of ‘open’ and ‘closed’ questions, which are set out below in Table 6.

Table 6

Prioritized Questions for Both Groups.

Priority	Group One	Question Category	Group Two	Question Category
First	What were the aspects they considered in creating the code?”	Open	What are the grounding principles of the Code?”	Closed
Second	How can terms like ‘Reasonably expected’ be defined?	Open	How do we make the Code clear and accessible?”	Open
Third	Who created/decided the grounding principle of the Code?	Closed	What are the measures that we have in place to ensure #4?	Open

Both groups prioritized questions about the grounding principles, the Code's drafters, and the Code's comprehensibility and accessibility. Moreover, both groups prioritized questions about the Code's accessibility as the second most important out of the top three prioritized questions. Group One's second priority question indicates participants felt one of their main knowledge gaps was the Code's terminology. Group Two's second priority question suggests that they found current Code to be generally inaccessible as opposed to focusing on one aspect of comprehensibility.

Both groups prioritized questions about the Code's grounding principles. While Group One asked, "Who created/decided the grounding principle of the Code?", a critical question, Group Two prioritized "What are the grounding principles of the Code?" suggesting they wanted more information on the principles listed in the Code's first paragraph. While both questions suggest participants found the Grounding Principles important, Group One challenges their legitimacy, whereas Group Two requests more information.

The groups prioritized similar Code aspects. Group One had more of a critical focus, asking about the Code's authoritative legitimacy, exploring who created the Code and why. While Group Two focused on improving the Code's overall accessibility, clarity and understanding its implementation. Even though Group Two generated more than thrice as many questions as Group One, they did not have questions about comparing the Code to other policies like Group One did. Group One was more concerned with specific mechanisms such as protecting the claimants and respondents whereas Group Two showed concern with the tribunal's power balance and student access to information about the Code. This demonstrates criticality in different ways, one being about policy creation and legitimacy and the other being about potential abuse of power and student involvement.

The following section summarizes Research Question Two.

Research Question Two Summary

This section explored, examined, and analyzed the question data and the exercises participants performed on them: generating, categorizing, transforming, and prioritizing.

The taxonomy analysis found that most questions fell into the 'Remember' and 'Remember/Understand' levels, reflecting the number of questions about term definition. The Question Types and Purposes analysis revealed that one-third of the questions requested definition clarification. Vocabulary opaqueness was revealed as the main concern when triangulated with the observation and questionnaire data. Further, the purpose analysis revealed that most questions fell into 'Explanatory,' with the rest split between 'Factual' and 'Heuristic', indicating participants primarily aimed to understand the Codes' definitions and subtext.

Analyzing how the groups categorized their questions revealed they were concerned with following instructions, as they categorized their questions as open or closed. Further, when examining the transformed questions, some changed Type or Purpose category, indicating that participants were focused on lexical content instead of what kind of information the question meant to retrieve.

The group's prioritized questions demonstrated that participants found accessible language and more critical information about the Code's origins important. The groups' prioritized questions shared commonalities, suggesting that they found similar aspects of the Code important.

The following section addresses Research Question Three which examines feedback participants shared about the Code post-session.

Research Question Three: How do university students describe the Code after engaging with QFT?

This section answers Research Question Three by presenting the analysis of participants' responses to questionnaire Object One, analyzing their generated questions' content, and reflecting on the post-QFT discussions. This is essential to this project because it provides participants' Code descriptions through three perspectives: their direct perspective, the group perspective, and the

researcher's perspective. Further, Questionnaire Object One was the first opportunity participants had to independently provide feedback about the Code after the QFT sessions, including exercises on their generated questions.

Performing QFT on the Code was the most interaction these participants had had with the policy, with possible exception of P1 who reported reading the Code but not comprehending it (P1 questionnaire). Participant feedback on the Code is critical because it allowed them to express their opinion about something on which they have no say but impacts them and their academic lives. Engaging and becoming aware of the Code was participants their first step in being able to dialogue with it. Participants' lack of Code term knowledge fed into the two most prevalent themes of 'The Code is Vague' and 'lack of knowledge -Application'. The third most prevalent theme was the Code's origins. The next subsections detail how the themes were born out in the data through examining the answers to the questionnaire's first object.

The following section examines participants' responses to Questionnaire Object One.

Questionnaire Object One: What are your thoughts on the Code of Rights and Responsibilities (the Code) after the QFT session (Please elaborate where possible)?

The Code is Vague

The 'Code is Vague' was an overarching theme in the questionnaire data. Four participants discretely stated on their questionnaires that they found the Code vague. Three of these participants linked the Code's vagueness to its terms:

- P1 said: "…some terms could be defined and explained in a clearer way."
- P2 shared "I found it to be very vague and hand-wavy…I'd like to know…(so basically the operational definitions)"
- P4 said, "…there are a lot of vague words/sentences that make the Code less easy to understand."

As discussed in Research Question Two, both groups addressed the Code's opaque vocabulary during the post-QFT discussions. Moreover, Research Question Two revealed that one-third of the generated questions concerned the Code's term definitions. Triangulating and considering these elements in connection to each other demonstrates the importance of terms in students' interactions with and understanding of the Code. Participants needed much of their cognitive bandwidth to engage with unfamiliar terms. Certainly, this added to intrinsic cognitive load, making it difficult to further connect with the policy at more critical levels.

While 'Definitions' was not a prominent theme, it supported 'The Code is Vague,' indicating that the question data highlighted participants' unfamiliarity with the Code's terms. It also bolsters the second most prevalent theme, 'Application,' presented below.

Application

The ‘Application’ theme indicates that participants consistently expressed a need to understand how the Code applies to their academic lives. This theme was also impacted by participants’ difficulty comprehending the Code:

- P2: “These are nice ideas in theory, but I’d like to know more about the actual definitions and how they are applied in reality…”
- P3: “I also wasn’t sure how the policies applied to students and in what way… Policies have always been a struggle to understand as it uses a language that may be confusing to the reader.”
- P6: “needs strong measures on place to ensure its effectiveness and that it is followed as intended.”

P2 directly connected knowledge of operational definitions to their understanding of how concepts could apply. Further, P3’s responses suggest they found the Code’s application important but

were unable to discern it potentially due to lack of policy literacy skills common among the general population.

This ongoing lack of policy literacy creates barriers for students understanding of their rights and obligations under the Code, which could potentially cause significant issues for them should their or another's actions contravene the Code. As Concordia has been referring students to the Code in emails in response to purported Code violations (See Introduction), it is more important than ever that these knowledge gaps are directly addressed.

The last questionnaire theme is "Code's Origins" where participants expressed the need for greater transparency in how the Code was drafted, which is detailed in the below sub-section.

Code's Origins

The last prevalent theme contributing to answering Research Question Three is 'Code's Origins.' P1 from Group One and P4 from Group Two expressed that they wanted information on the drafters, what aspects were considered while drafting the Code, and that this information was pertinent to their understanding of the Code.

- P1: "…some terms could be defined and explained in a clearer way. Especially, information on by whom and how the code was created, and what aspects were taken into account."
- P4: "We asked a lot of questions about how it was created, who created it, on what bases... This made me realize that we need context to understand a document better."

P1's response indicates that they expected the Code's origin information to be included in the Code, demarking its importance to their understanding of the policy. P4's mention of questioning the Code's origin factors and conclusion that context is required to understand a document underscores the perceived importance of this critical knowledge. The question data also bares out participants' focus on

the Code's Origins. The need to understand the Code's drafting context was reflected in the question data, particularly in the prioritized questions:

"Who approved this Code?"

"What are the aspects they considered in creating the Code?"

These questions about the Code's origins critically ask about the Code's legitimacy and bolsters the questionnaire 'Code's Origin' theme, but the fact that participants prioritized them indicates that they find this information to be essential to their understanding of the Code.

Summary

The participants' lack of policy knowledge and literacy augmented the 'The Code is Vague' and 'Application' themes. The 'Code Origins' theme further confirms a lack of understanding of how the Code was drafted, developed, and implemented. If there are no future instructional interventions, these knowledge gaps will most certainly follow students into the outside world, where harsher consequences might await them for policy infringements.

Research Question Four: How do participants feel about QFT post-engagement?

This final research question explores participants' feelings about QFT post-session. This subsection addresses this question by assessing how participants answered Questionnaire Objects Two through Eight. QFT scaffolded participants' critical inquiry and was central to their interactions with the Code, determining their attitudes about it is valuable because it impacts long-term effects. This section compares the observational data with the questionnaire items about their group's experience using QFT to contextualize their individual responses.

The subsection below presents the results of Questionnaire Object Two, which examines participants' self-reported feelings about QFT.

Questionnaire Object Two: How did performing QFT on the Code make you feel?

Overall, participants shared positive feedback about QFT's effects on their feelings. Four out of six participants responded that they enjoyed performing QFT on the Code despite any difficulties they may have had during the session:

- P5: "… [QFT] helps me to clarify my thoughts and concerns, and to understand deeper the Code and its implications,".
- P1 shared, "…the QFT process made me feel more comfortable,"
- P4: "QFT…is engaging…and promotes critical thinking."

These reported feelings of increased comfort with and comprehension of the Code suggest that the QFT process empowered participants to engage with an unfamiliar, specialized document. It is possible that this was achieved by asking questions or through the scaffolding of generating and strategizing questions, clarifying a procedure for challenging powerful documents. For example, P6 directly shared that the QFT experience aided in "questioning the correctness, validity and fairness of the code," directly asserting that QFT aided in challenging the Code's legitimacy and power.

P2 expressed that the QFT rules were awkward and made the process of generating questions in a group challenging:

- P2: "There are so many questions one could ask from a multitude of perspectives that it was hard to choose which types of questions to focus on."

The above quote further suggests part of the reason for Group One's lower generated question output could have been due to a focus on sharing a 'good' question and not simply generating as many questions as possible.

Questionnaire Objects Three and Four: What did you like about the QFT session? If you could change one thing about the QFT session, what would it be?

Questionnaire Objects Three and Four asked participants to reflect on their experience performing QFT and to report on what they liked about the session and what they would change about the session. All participants provided positive feedback on the session in response to Object Three. In Object Four, most participants suggested making the session longer. Table 7 below sets out the participant feedback.

Table 6

Participant Responses for Questionnaire Objects Three and Four.

3.What I liked	4.What I would change
Group question generation	Nothing
Converting question types	More specific/substantive instructions
A clear process	More time for reflection and discussion
Asking questions	Longer question generation phase
Good approach	More explanation of the rules
Engaging and structured	More time to generate questions

Note: feedback modified for brevity.

Clearly, the participants wanted more time to go through each QFT phase. For this study, I could not have asked participants to stay for more than 90 minutes, and the first session needed to be cut short to 45 minutes. These responses suggest that participants might appreciate QFT in a day-long format, allowing more time for each phase. The following subsection addresses how participants believed QFT affected their ability to ask questions and read policy documents.

Questionnaire Objects Six, Seven, and Eight: QFT's perceived impact on questioning and policy reading abilities.

This subsection explores how participants responded to Questionnaire Objects Six and Seven, which gleaned their perception of QFT's effects on their questioning skills and policy reading abilities. Object Six asked how they felt about their questioning ability after performing QFT, and question eight

had them rate how much QFT improved their questioning ability on a 4-point scale from not at all to greatly. Object Seven asked participants if they felt QFT improved their policy reading skills, which would directly involve generating questions about any text they would read.

Questionnaire Object Seven: How do you feel about your ability to read policy documents now compared to the beginning of the session?

Five out of Six participants felt QFT had positively impacted their policy reading ability. Most of the participants reported that questioning the Code augmented their policy comprehension. P1, P3, and P4 shared that reading policy is challenging, but QFT helped them get through the weeds:

- P3: “Policies have always been a struggle to understand… Asking questions to it and getting answers will help to understand them more,”
- P1: “generating questions about the information you are taking in is one of the most effective ways to truly comprehend the subject,”
- P4: “ [using QFT on the Code] made the reading more fun, It forced me to be more attentive to details,”

P2 felt QFT was ineffective for their policy reading skills and that they already had sufficient policy reading skills:

- P2: “I’ve read these types of documents before for other purposes.”

As P2 already had their preferred methods for questioning and reading policies, it might have been more difficult for them to adopt QFT than the other participants. However, most participants reported that QFT helped them engage with and understand the Code.

Questionnaire Objects Six and Eight: Questioning Ability

Questionnaire Object Six asked participants: “How do you feel about asking questions now compared to at the beginning of the session?” in an open-question format. Questionnaire Object Eight, the last question, asked participants to rate how much they felt QFT improved their question asking

ability on a four-point nominal scale from not at all to greatly. Five out of Six participants reported that QFT had some positive effect on their question-generation ability. P2, who reported that QFT did not affect their questioning skills stated that they already had a questioning technique that worked for them.

Four out of six participants reported that performing QFT increased their positive emotions around questioning in response to Questionnaire Object Six. P4 expressed surprised at the value of questioning, saying it proved "more useful than what I had imagined". P1, P5 and P6 related that QFT made them feel more confident about asking questions and that the QFT technique made it easier to generate questions:

- P6: "Feels it is easier to ask questions without thinking too much if they are bad questions or not," (referring to one of QFT's principle mechanisms, eliminating judgment during the question generation phase).

P2 and P3 reported no change in feeling about their ability to ask questions because it was something that they did habitually. P2 reported feeling they were "already adept at asking questions," and P3:

- P3: "I have never been shy in asking questions, so nothing new here for me,"

Thus, it seems that participants who have questioning experience might not find QFT as helpful as participants who do not have the same experience.

Questionnaire Object Five: QFT's perceived value

Questionnaire Object Five explores participants' perceived value of QFT by asking them if they would use it in the future. Most participants reported that they would use QFT in the future, and two participants discussed how what they had learned about the Code would impact them in the future.

Four out of six participants said that they would use QFT again in the future. Participants mentioned intending to use QFT in their future professional and personal pursuits. All of the participants

in Group Two reported that they would use QFT or aspects of it in the future. For example, P4 said that QFT taught them to 'dig deeper' when confronting a new topic. The other participants reported:

- P5: "The Ideas and insights I gained from the QFT session can be applied in various aspects of my personal and professional life!"
- P6: "Today I learned that the best way to critically think and know if I fully understand a topic is to follow QFT structure,"

In Group One, only P1 directly reported that they might use QFT in the future, however, it was reported in questionnaire object seven:

- P1: "I'll definitely keep this method in mind and use it when I read any policy documents."

These statements suggest that most of the participants found QFT valuable.

P3 did not specifically mention the intention to use QFT in the future and P2 said they did not find QFT helpful, and that the session was too short to learn about QFT adequately or use it again:

- P2: "I don't know if I got enough from the experience to be able to apply it in the future."

Group One's perception of QFT's value could have been affected by their focus on question quality as opposed to generating as many questions as possible as discussed in Research Question One. P3 and P6 reported planning to use what they had learned about the Code in the future:

- P3: "I know more about my rights and responsibilities at Concordia, and if need be, I know how to have them respected,"
- P6: "I…learned a little about the Code and how it deals with certain actions. Which is a valuable information,"

I referred participants to the Office of Rights and Responsibilities at the beginning of the session, leaving the ORR's email contact on the wall, should they have more questions about the Code.

Most of the participants reported that the session was helpful, whether they practiced QFT or learned more about the Code. P2 did not share this opinion but reported having prior knowledge of and experience with questioning and policy reading techniques, which may account for their responses.

Summary

Post-engagement, most participants reported finding QFT valuable and helpful for understanding new and unfamiliar topics and feeling more comfortable and confident in reading policies and questioning. A few participants expressed that generating questions made them feel more comfortable confronting new topics when they did not have extensive prior questioning experience. It seems that the participants who did not find QFT as valuable had prior questioning techniques they used regularly and effectively.

Findings Summary

This section presented and discussed the study's findings concerning its four research questions.

The research questions framed the findings section, making understanding the results and analysis easier. Triangulating data enhanced understanding of the rich and complex phenomena of using QFT to engage with a policy for the first time.

Research Question One provided the context in which the other data sources and artifacts emerged by describing participant interactions during the session and demonstrating how participant interactions affected their QFT experience. Group One's rule discussion seemed to impact their question generation experience because they contemplated question value. Additionally, they demonstrated that one of QFT's focuses, avoiding judgment during question production, is essential to high-yield question generation.

Research Question Two presented the Question Data analysis and described the relationship between the taxonomy and the Question Types and Purposes Rubric. Further, the taxonomy analysis explored how participants approached the Code's novel terminology. These findings highlight

connections between understanding specialized terms and understanding policy. The Question Types and Purposes Rubric analysis revealed that one-third of the question data focused on clarifying terms.

Research Question Two further described and explored how participants used QFT to engage with the Code during the categorization and prioritization phases. This analysis revealed what participants felt was important about the Code, including some critical inquiry aspects. However, one of the main findings was that lack of vocabulary knowledge blocked participants from engaging with the Code on higher taxonomy levels.

Research Question Three explored how participants described the Code post-QFT. Participants' lack of term knowledge impacted these findings as the main description of the Code was 'vague' due to the Statement of Principles' opaque language. Participants also wanted more information on the Code's applications and origins, further reflecting that participants were critically engaging with the Code, even if they needed help understanding the Statement of Principles clearly.

Research Question Four examined how participants thought about QFT at the end of the session. Overall, participants provided positive comments about QFT, mostly reporting the intent to use it in the future and feeling that it benefited their policy reading and questioning skills. Participants who were less optimistic about QFT reported prior experience with question-posing and reported often questioning in their everyday lives.

Chapter 5: Interpretation

Interpretation Introduction

There were two overarching findings in this study:

1. How participants interacted during and felt about QFT, and
2. How participants felt about the Code.

Research Questions One and Four revealed that participant interaction depended on individual participants' beliefs, experiences, and group dynamics. Neither group discreetly organized its dynamics, decision making, or procedures. In particular, discussing question value seems to have repressed the number of questions Group One produced. Research Questions Two and Three revealed how participants thought about, interacted with, and experienced the Code.

This Chapter’s sections correspond to each overarching finding. Each section will describe how bricolage and triangulation constructed the findings. The following section discusses how participants reacted to QFT.

Participants Interactions With And Feelings About QFT

This section interprets the findings regarding participants' actions during and feelings about QFT by closely examining Research Questions One and Four.

Research Question One's data revealed participants' reactions to the QFT rules and procedural structure. Research Question Four's data provided participants' direct feedback about their experiences with QFT, revealing their understanding and attitudes towards it. Overall, participants provided positive feedback regarding QFT and reported positive experiences during the session. However, some comments, mostly in response to Question Object Four, indicated that participants wanted a longer question generation phase, longer discussion phases, and more detailed instructions.

First, this section interprets participants' overall reactions to QFT's instructions and structure. Then, it interprets participant's reactions and responses to QFT Rule Two. Finally, this section discusses

how participants' prior experiences with policy documents might have influenced their QFT experiences. The following subsection discusses how participants reacted and responded to the QFT instructions.

Participants Reactions To The QFT Instructions

Most participants reported finding the QFT process clear and engaging, and as a strong, structured approach in Questionnaire Object Three. However, they indicated that they would have preferred more specific instructions during the session and in their responses to Questionnaire Object Four. While there were a few times that I had to step in and help get the participants back on track, they generally tried to follow the instructions, participants did not push themselves to explore the instructions' limits. Rothstein and Santana (2011) describe student groups determining their own ways to fine-tune QFT directions through voting or consensus in some cases. Thus, participants' requests for more specific instructions might have belied a desire for more familiar types of instructions, suggesting they were accustomed to more prescriptive instructions that lead to a specific product in task-based settings. This initial reaction to the QFT instructions is not surprising when considering that students have been trained to passively adapt to what the teacher provides them (Freire, 2018) instead of making their own instructional decisions when possible.

While the participants' individual personalities, experiences or group dynamics might have influenced how participants interacted with instructions, a critical interpretation points to the Banking Model creating passive students who rely on the authority for instruction and to make decisions in educational or classroom contexts (Freire, 2018). As this training happens over many years, it is not surprising that the participants would try to engage in their familiar habits, which is complying as opposed to deciding (Freire, 2018). Moreover, the Banking Model discourages students from initiating actions and making decisions, which might explain why these participants did not do so.

Had participants organized themselves and collaboratively decided how to categorize and prioritize their questions, they may not have felt the need for more specific or direct instructions as they

would have made those decisions themselves. An example of the participants conforming to instructions instead of pushing instructions' boundaries is how they categorized their questions as 'open' or 'closed.' Instead of discussing among themselves how they would qualify the different types of questions or even create a hybrid, they worked to stay within the bounds of the instructions I gave them.

Additionally, during the prioritization phase, when I did not provide P2 with narrowed instructions, they unilaterally decided on prioritization specifications, and the others in the group conformed without discussion. This might be an example of internalizing the Banking Model, where members of a group submit to a leader to complete tasks. While I do not think P2 was trying to subordinate the other participants, defaulting to following one member instead of proposing a discussion or vote (as suggested in Rothstein & Santana, 2011) demonstrates internalized hierarchical decision making. This suggests that the qualities of the Banking model ways of doing are ingrained in participants.

I was surprised that participants did not apply the actions and spirit of the Rules Discussion, the first phase in which they participated, to the rest of the phases. I never told them that they were not to discuss the instructions in the other phases and did not frequently intervene during any of the phases, leaving them free to make their own choices and decisions. Certainly, my intervening would have affected the outcome, however, one of this study's objectives was to explore how students interacted with QFT and I decided to give the participants the space and freedom to make their own choices. Rothstein and Santana (2011) point out that QFT gets easier as it is practiced, and perhaps after students participate in QFT a few times, they become more flexible and comfortable with the technique. It can be assumed that questioning and initiating group organization to discuss and modify the QFT instructions would be more likely when students are familiar with QFT.

During the Rules Discussion, participants focused on QFT Rule 2 as the most challenging and even discussed elements of this rule in their Questionnaire feedback. The following sub-section interprets participants' reactions and responses to QFT Rule Two.

Previous Questioning Techniques and QFT Value

Even though most participants reported that they found QFT to be a valuable experience and would use the technique again, P2 reported that they did not find it helpful. P2 informed via their questionnaire that QFT overwhelmed them with the possibilities. They further advised that they used a questioning technique in their everyday life and had experience reading policy documents. This previous experience might have interfered with P2's adoption of QFT during the session because they habitually use a questioning technique that conflicts with QFT's method and principles. For instance, P2's statements during the Rules Discussion that they felt suspending judgment would be difficult and that there are 'stupid questions' suggest that they use judgment to filter through questions in their habitual questioning technique. Judging questions directly contradicts the QFT method, as it stops questions from 'flowing,' which is the technique's central objective (Rothstein & Santana, 2011; Rothstein et al., 2015). This might indicate that their habitual questioning technique inhibited them from feeling comfortable during QFT, which is designed for that purpose.

While P3 reported that they found QFT to be somewhat valuable, they also reported regularly questioning so that there was "nothing new here for me." However, P3 further shared that policy documents are challenging to read, pointing out previous personal experiences or the known experiences of others, where QFT could provide essential support. This recognition of policy documents' difficulty might be part of what P3 saw as valuable about QFT, that it is helpful to use when one needs to access or interact with new or difficult texts. Thus, it seems that, on the first pass, participants who found questioning and policies difficult or not habitual found QFT to be more valuable than those who did not. However, Rothstein & Santana (2011) point out that practice makes QFT easier. Therefore, it is

possible that when one already has a technique, practicing QFT would be beneficial in getting used to the new technique.

The four remaining participants who reported having difficulty reading or lack of experience reading policy documents in the past reported that QFT was very effective, that they would use it in the future, and that QFT improved their questioning ability nominally. For example, P1 reported that even though they had had to read the Code previously, they were still intimidated by reading it and that QFT had helped them increase their confidence. This confidence boost may have worked for participants with little questioning or policy reading experiences because they interacted with the document instead of passively reading it, giving the impression that they had a conversation with the Code instead of the Code dictating to them. QFT helps engage students with intimidating materials (Reyes, 2023), and this reduction of intimidation could have contributed to critically challenging the Code. Further, having a chance to express their feelings about the Code through questions (Saxton et al., 2018) might have supported increased confidence and reduced intimidation.

One of QFT's novel aspects is that it prohibits students from judging questions. This feature was seen as helpful to most of the participants after they had completed the session. However, they all distinctly reacted to the prohibition early on in the session. The following subsection explores how participants reacted to QFT's prohibition on judgment.

Reactions To And Experiences With Judgement During QFT

Both groups initially reacted negatively to QFT's second rule, "Do not stop to discuss, judge, or answer questions," QFT Rule Two's purpose is to create a safe space for the divergent activity of generating questions (Rothstein & Santana, 2011) and to save students' energy by leaving discussions and answering for questions that the group have already categorized, prioritized or otherwise thought over. The second rule stands out from the other three because it is the only prohibitive rule and the only rule that has to do with behaviour ancillary to questioning. Further, QFT Rule Two demands participants

go against years of conditioning towards coercion or submission (Rothstein & Santana, 2011), as they have been trained to ask only teacher-pleasing questions (Dillon, 1988; Engle, 2013; Freire, 2018; Larson, 2020; Reyes, 2023, citing Rose & Martin, 2012; Scharf & Dera, 2021; Van der Meij, 1994), making it more uncomfortable.

Prohibiting judgment changes the questioning experience from one an authority figure controls to one the peer group co-acts. Further, it prevents question rebuffing or negatively reinforcing question generation because all people, no matter their age, fear sounding unimpressive to their peers (Rothstein & Santana, 2011). Asking a question is a dominant and courageous act and, overall, a risk to social relationships (Dillon, 1982;1988; Rothstein & Santana, 2011); not allowing the participants to judge stops them from submitting to and oppressing peers. A 'shutdown' occurs when a judgement such as "That's a stupid question" is voiced in response to a question (Rothstein & Santana, 2011, p. 28%). This rule is essential to removing the conditioned prohibition on independent thinking (Rothstein & Santana, 2011).

Group One discussed question value during the Rules Discussion, displaying how ingrained judgement was in their everyday processes and might have played a role in reducing the amount of their generated questions. As discussed above, P2 provided feedback indicating that they used judgement as a funnel for questions to decide which was helpful and that not being able to engage this way made the QFT process difficult. P2 said, "There are stupid questions." Even though P2 did not mean to harm the session, it might have chilled the question production. Generating questions is a complex cognitive task on the 'Create' Taxonomy level (Scharf & Dera, 2021); adding judgement to it could have caused participants discomfort or stress, potentially increasing extrinsic cognitive load (Sweller et al., 2019), which may account for Group One's low amount of questions. Despite the potential chilling effect the question value discussion might have had, P1 reported that performing QFT made them feel more confident in their question-asking ability.

Group Two also expressed hesitation following QFT Rule Two and feeling that not every participant properly followed the 'non-judgement' segment of the rule. For example, P4 shared that they had felt judged by another participant and generalized this as a violation of Rule Two. This is interesting because QFT Rule Two is specific to questions, even though the rule intends to create a more comfortable and open environment. Even though P4 reported feeling judged, it did not seem to affect Group Two's question production overall. P5 stated early in the Rules Discussion that they would not want to be judged for asking questions, and their contribution level was much lower than the other two participants. It is possible that P5 had internalized a more subjugated role than the others, as their statement did not seem to affect the other participants' actions as the question value conversation had in Group One's session. Moreover, even though P6 had tried to 'fix' one of the questions going into the categorization phase, suggesting they had judged its value, they shared that suspending judgment helped them generate questions in their questionnaire. Thus, it seems that the amount of time initially spent discussing question value might have caused Group One's reduced question amount as opposed to mentioning judgement at all.

Overall, participants reported that QFT is a valuable technique they would use in the future. QFT improves with practice (Rothstein & Santana, 2011), and certainly, the groups might have been more comfortable with the techniques and rules on subsequent attempts. Banking Model training seems to follow students into adulthood, underscoring the importance of teaching critical, active, and independence-encouraging techniques such as QFT.

QFT scaffolded participants' interactions with the Code, and this study's second overarching theme is how participants saw the Code. In particular, they had difficulty understanding the Code due to unfamiliarity with its terms and structure. The next section interprets participants' difficulty understanding the Code.

Participants' Challenges Understanding the Code

This subsection interprets data that reveals participants' difficulties in understanding the Code's Statement of Principles and how that affected their attitude towards the Code and the University in general. Research Questions Two and Three reveal participants' thoughts and attitudes towards the Code during question generation. Research Question Three reveals participants' attitudes, thoughts, and feelings towards the Code after completing the QFT session. The answers to these research questions give participants significant thoughts and concerns about the Code.

Participants unfamiliarity with many of the Code's terms obscured the Code's meaning, which might have increased cognitive load (Sweller et al., 2019), diminishing readability. Most of the Statement of Principles' terms represent complex intertextual concepts. Ascertaining these terms' definitions would require participants to consult outside sources, which would increase elemental interactivity and, thus, cognitive load (Sweller et al., 2019), making it even less likely that participants could have been able to comprehensively read the Statement of Principles, which is three pages long, in one sitting.

The study's three data sources demonstrated that participants focused on the Code's terms when interacting with the Statement of Principles:

- One-third of the question data were clarifying definition questions;
- The observational data showed that participants discussed the term inscrutability during Question Generation and post-QFT Discussion phases; and
- The overarching theme of the questionnaire data was 'The Code is Vague.' However, all three themes directly or indirectly requested more information about the Code, its terms, and its context.

Moreover, most participants who explicitly called the Code 'vague' linked its vagueness to its terms. Furthermore, both groups prioritized questions that requested clarification of the Code's definition.

This section interprets participants' needs expressed through their feedback, particularly the themes of the questionnaire data, the question data, some generated questions, and participant statements captured in the observational data.

Firstly, this section interprets how the 'Application' and 'Origins of the Code' themes connect with the question data to represent participants' search for more information about the Code's terms. Secondly, considering the overarching 'Code is Vague' theme in relation to one-third of the question data falling into the 'clarify definitions' category, this section highlights terms participants focused on to demonstrate the particulars of their knowledge gaps and requirements. The second section deeply decodes the most glaring demonstration of the Code's term opaqueness: groups' prioritization of questions focusing on the Code's Grounding Principles.

Application And Code Origins Themes Relate to Clarifying Definitions

This subsection interprets the 'Application' and 'Origins of the Code' Questionnaire themes and their reflection in the Question data. While 'Application' and 'Origins of the Code' were not directly supported by 'Definitions,' they aim to clarify the Code's terms.

Understanding how a term applies provides information about the term's operational definition, providing the terms' functional details. From a critical perspective, knowing operational definitions would empower students to challenge and take action to change the Code. Further, students could make informed decisions based on the potential consequences of contravening the Code if they had applicational knowledge. Understanding how the Code is implemented would allow students to take appropriate actions, such as knowing when to contact ORR and if their rights under the Code were

contravened. The question data, particularly some questions falling in the 'Understand/Apply,' 'Apply,' and 'Apply/Evaluate' taxonomy levels.

'Application' somewhat relates to questions that fall into the taxonomy's 'Apply' level. The 'Apply' level denotes learners using prior knowledge in a new setting or situation (Adams, 2015; Andreev, 2024; Krathwohl, 2002). Questions were labelled in one of the 'Apply' levels if they attempted to connect the Code or its terms to actions. Some questions falling into the 'Apply' taxonomy levels include asking for a term's operational definition or function. For example:

"How can we say that someone acted according to their best judgement?"

"Where does academic freedom stop?"

These kinds of questions further demonstrate that participants understood that the Code's term definitions were complex and multifaceted and that they would need examples of term functions to clarify the definitions. The 'Origins of the Code' theme, which asks about the Code's context and background, also contributes to clarifying the Code's terms as well as its overall structure and function. Moreover, in conjunction with the prioritized questions about the Codes origins, the ‘Origins of the Code’ theme demonstrates that both groups exercised CIL skills during the session, as they tried to uncover from where the Code derives its authority (Harker, 2017; Tewell, 2015).

Participant feedback and question data indicated they wanted to learn more about the Code from a critical lens, uncovering its sources of power and its relationships to other power structures. While the Questionnaire data indicated that participants directly connected understanding Code context to understanding its terms, approximately one-quarter of the Question data concerned the Code's background, including connection to other policies or legislation, for example:

"What are the aspects they considered in creating the code?"

"Who has the authority to determine the context in which the Code is applied?"

"Does this also fall under DEI (Diversity, Equity, and Inclusion)?”

These questions' potential responses would provide context and further clarify the Code's definitions and functions. While Group Two did not prioritize any questions that referred to the Code's background, they generated several questions assessing them.

Understanding Terms

The participants' central focus during the session and primary concern in their feedback was clarifying the Code's terms. Moreover, both groups prioritized questions requesting definitional clarity. While some of Group One's terms targeted terms, such as 'dignity' and 'natural justice,' have intertextual legal or quasi-legal origins, which, in this situation, would have been helpful for the participants to have known. However, both groups targeted 'Grounding Principles'. This section argues that students' comprehension of the Code would improve if they were taught these terms prior to encountering the Code.

While both groups generated clarifying definition questions, Group One prioritized two clarifying definitions questions and discussed the difficulty they had with the Code's terms in their post-QFT discussion.

Group One's targeted terms

Group One targeted several of the Code's terms, but two of the more conspicuous were 'dignity' and 'natural justice' because they both have intertextual origins. Interestingly, participants situated 'dignity' into a procedural and legal context. Group One's questions about 'dignity' were:

"What does the Code mean by 'dignity?" and

"How does dignity apply to protect appropriately both the complainant and respondent?"

As 'dignity' is situated under "Fairness and Consistency' (Code, s.7), which clearly denotes parties' procedural and substantive rights during complaint adjudication, participants clearly picked up on the context but could not define 'dignity'. Moreover, they did not detail what dignity meant for them, a missed opportunity for dialogue. Without knowing what the Code meant by its terms, they were

unable to dialogue with it. Thus, the Code's terms were inauthentic words (Freire, 2018), and the participants' inability to interact with them alienated them from the Code. How could one interact with something that they don't understand?

Later on, when converting an 'open' question to 'closed,' they formed "Constitution of Canada defines 'dignity' in X way, does the Code of Conduct align with that definition?" This asks for clarification of 'dignity' by connecting the Code to the Constitution of Canada, the country's supreme law (Government of Canada, Department of Justice, Electronic Communications, 2024). While neither the 1867 nor 1982 Constitutions contain a definition of dignity (The Constitution Act, 1867, 1982.), Group One seems to have understood it as an important right. These questions might remind policy drafters that laypeople live outside legal constructs (Spratt, 2019) and need support, especially with 'false friends.' These misunderstandings or misassumptions become problematic when a layperson needs to engage with the Code or other legal or quasi-legal tribunals and cannot meaningfully access informational resources.

During their Post-QFT discussion, Group One asked each other about the meaning of 'natural justice,' which is also mentioned under "Fairness and Consistency' (Code, s.7) and is not listed in the Code's definitions section. This is an important term for all Canadian adults to know because it denotes administrative tribunals' obligations towards parties (Office of the General Counsel, 2011). There are 15 such tribunals in Quebec that deal with everyday matters, such as the Tribunal administratif du travail or the Tribunal administratif du logement (Éducaloi, 2021), and each person must understand the tribunal functions so that they can make informed decisions.

As the opaqueness of the Code's terms were the participants' central focus, their dialogue primarily concerned the Code's terms and origins, which demonstrates hope (Freire, 2018) in relation to university policy. According to Freire (2018), when one cannot dialogue, they cannot think critically about the world and will try to escape reality. Inability to dialogue about policies and laws in general

might be one of the reasons legal procedural television programs are so popular: the public is hopeless about their ability to engage with the legal system, so they try to escape the reality about their relationship to it.

Even though both groups generated many questions about the Code, due to the nature of the questions, neither group was able to reach praxis about the Code. It is impossible to understand and change the power system, if its components and rules are indiscernible. Without basic knowledge of policy or legal terms or structure, it is impossible for students to meaningfully interact with, reflect upon, or take actions to confront the Code. However, through practicing QFT on the Code, the participants were able to dialogue with each other about the Code's terms and the information that they wanted to uncover about the Code.

One of the most important terms to both groups was the Code's Grounding Principles, which consist of a list of concepts in the Code's first section. The next sub-section interprets participants' treatment of the Grounding Principles during the QFT sessions.

The Grounding Principles

Both groups' first questions were about the Grounding Principles. Moreover, both groups prioritized questions about the Grounding Principles and selected their Grounding Principles question to be converted from 'closed' to 'open,' indicating that initially, both groups determined that a satisfactory response would not require extended explanation. This subsection will examine the converted and prioritized questions to interpret how participants understood the Grounding Principles. It will first examine Group Two's Grounding Principles question prioritization and conversion. Then, it will do the same for Group One's Grounding Principles question.

Group Two's Grounding Principles Question

Group Two's Grounding Principles question conversion made the question broader than the definitions. "Under what basis did we choose the grounding principles of the Code?" asks for the

Grounding Principles' origins, context, and reasoning. P4 specifically shared in their questionnaire that they felt they needed the Code's context to understand it better. Thus, even though the converted question became critical, it continued to reach for a better understanding of the Code.

Group Two's primary prioritization of their Grounding Principles question further demonstrates its importance. This question highlights the difficulty participants had in understanding the Code's terms because the Grounding Principles are listed in section one of the Code, which was part of the Q-Focus: “The Code of Rights and Responsibilities (the "Code") has, as its grounding principles, the values of civility, equity, respect, non-discrimination and an appreciation of diversity as manifested within the University and within society-at-large” (The Code, s.1). Participants clearly did not understand the principle's listed, intertextual definitions. Further, these terms are not listed in the Code’s definitions section. Thus, defining grounding principles would require students to look up each listed grounding principle individually, synthesize its meanings, and understand how each principle interacts with the others. These multiple interactive elements would engage extrinsic and intrinsic cognitive load (Sweller et al., 2019), making it unlikely that students would be able to understand the Grounding Principles. Moreover, if it took such a large amount of work to understand a single section of the Code, it is not likely that students would be able to read and understand the entire document, especially considering other life commitments.

Group One’s Grounding Principles Question

Group One's Grounding Principles question is critical, as it asks about the power source that selected the Grounding Principles. When converted to an open question, Group One changed the question from a source to a process question, asking how the Grounding Principles were determined. This creates a similar question to that of Group Two, which asks for more context around the creation of the Code and Grounding Principles.

Group One prioritized their Grounding Principles question as the third most important out of their seven questions. This question is similar to Group Two's converted Grounding Principles question, as it requests more background information on the grounding principle's selection. The participants determined that the Grounding Principles and Code's background, process, and context are important for understanding unfamiliar terms. In addition to the Grounding Principles, participants requested the meaning of other terms during the session through their questions, conversations during the session, and questionnaire feedback.

Interpretation Summary

This section interprets this study's overarching findings' of how participants reacted to QFT's instructions and non-judgement and how participants tried to understand the Code as born out by the data. Participants had some difficulty adjusting to the QFT instructions, which are different from what they are used to, especially QFT Rule Two, which prohibits answering, discussing or judging questions. Participants who had less experience with questioning and reading policies had more favourable views of QFT than those who had questioning experience. Participants spent a significant amount of time and energy attempting to clarify the Code's terms, which led to difficulties in understanding the Code's purpose and functions. All three of the Questionnaire themes relate to clarifying definitions in some way, which supports the question and observational data.

Participants trying to access the Code without prior knowledge might have triggered intrinsic and extrinsic cognitive load, making it even more difficult to comprehend. Further, providing participants with outside references and having them locate and learn the Code's terminology while simultaneously trying to engage with the Code could have led to increased interactive elements, potentially increasing cognitive load.

Chapter 6: Conclusion

This chapter summarizes this study and discusses its implications, limitations, and future directions for research in critical policy education, QFT, and generated question analysis as a needs assessment tool.

This study focuses on university students' understanding of the Code, which has important implications for their academic lives. This study suggests that students do not have the opportunity to meaningfully access the Code if they do not have prior knowledge of its terms, structure or context. Students can directly recognize this gap and request to fill it with pertinent information by practicing QFT.

Summary

Following troubling incidents during the 2023-2024 academic years, the university administration distributed the Code to the student body via mass email several times. While understanding student policies can reduce violations (Henning et al., 2014), most students do not engage with university policies even if they are directly provided to them (Jordan, 2001). Students' lack of policy awareness and involvement might contribute to universities' failures to confront problems facing the student population (Tight, 2023), violation of students' rights and failure to seek proper recourse (Vaill et al., 2021). This study utilized QFT, a pedagogical technique that scaffolds question generation and strategizing, to encourage and scaffold students' critical interactions with the Code and to glean data on student knowledge and attitudes towards the Code and QFT method.

Theoretical Framework

This study utilized Critical Pedagogy as a theoretical framework to interpret participants' learning needs by triangulating question data, observation data, and questionnaire data. Critical Pedagogy allowed me to analyze data using the concept of the banking model to explain some of the

difficulties participants encountered practicing QFT for the first time. Further, Critical Pedagogy offered insight into reasons for participants' difficulties such as previous educational training and habits, which expounded the groups' tendency to follow a leader instead of coming to a group consensus when making decisions.

Methodology

Bricolage strengthened the implementation of Critical Pedagogy as the theoretical framework, as it employs liberating techniques, links research objects to contexts and allowed me to intervene in traditional meaning-making techniques (Kincheloe, 2001; Kincheloe, 2005; Kincheloe et al., 2018; McLaren et al., 2018; Rogers, 2015; Sharp, 2019). Bricolage further allowed me to use QFT as a focus group structuring and data-gathering tool to explore how students interacted with the Code. Moreover, Bricolage spurred me to leverage Bloom's Taxonomy's level overlaps to categorize question data with more nuance after noticing an incongruence between Taxonomy and Question Types and Purpose results during triangulation.

Findings and Interpretation

Participants demonstrated that practicing QFT for the first time is difficult due to QFT's instructional novelty. Moreover, initially extinguishing banking model training, such as relying on an authority figure for specific directions in new techniques and suspending judgment, may have triggered cognitive load. The observational data demonstrated that participants were not accustomed to self-organizing while performing new actions. For instance, Rothstein & Santana (2011) provide several examples of students self-organizing and 'loopholing' QFT rules during the session, such as categorizing a question as both 'open' and 'closed,' however, neither group attempted anything of the sort during the sessions. Even though participants expressed a preference for more specific instructions, they had immense difficulty following QFT Rule Two, which prohibits judgment, indicating internalization of

Banking Model tenants (see Freire, 2018). Explicit conversation concerning judgment via question value might have reduced question generation, as per Rothstein and Santana (2011).

Participants revealed that lack of Code term prior knowledge their attentional focus and made it difficult to interact with the Code beyond trying to glean a surface understanding. Participants primarily formed questions targeting the Code's terms, of which they had no or minimal prior knowledge. This focus caused most of the question data to fall into the 'Remember' and 'Remember/Understand' taxonomy levels because most generated questions attempted to clarify definitions. indicates that a lack of term and contextual knowledge blocked participants from deeply interacting with the Code's principles as concepts. Further, the question data analysis suggests that investigating novel words and concepts compounds the already challenging task of formulating questions (Dillon, 1982, 1988; Schaf & Dura, 2021). While participants attempted to connect the Code to legislation, these questions demonstrated a lack of legal and policy literacy and knowledge. Participants seemed aware of their lack of prior policy knowledge and expressed that understanding the Code's context and origins would help them to better understand the document.

Now that the study has been summarized, the next section discusses the study's implications.

Limitations

This section discusses this study's limitations based on the sampling, the nature of a case study as the methodology and the limitations of focus groups.

Generalizability

This study's participants were self-selected and might not accurately represent the university's student population. Its particularization, in the sense that there is a small, homogeneous sample from a single university, makes the results ungeneralizable (Lamoureux, 2020).

Peer Influence

This study assumed the peer groups would have minimal initial hierarchical organization. Conversely, both groups formed hierarchies during the sessions. Thus, even though I made efforts to act as a facilitator rather than an authority, participants had one dominant member at some points during the session, which affected the data.

Session Irregularities

A participant in Group One had to leave early, and a participant in Group Two was 30 minutes late. Additionally, Group One finished their questionnaires outside the rooms and emailed them to me at their convenience. In contrast, Group Two completed their questionnaires in the session room and emailed them to me before departing. These irregularities might have affected the observational and questionnaire data.

While this study's results are not generalizable to the university or other populations, the techniques that it used, such as QFT and the modified Bloom's Taxonomy, could be useful in needs assessments. Further, the findings and interpretations suggest that some instructional intervention is needed to ensure that students can access the Code.

Implications

This section examines the study's implications for university policies and potential policy engagement programs.

This study revealed that beyond the classroom or public office, QFT is well suited to help participants generate data and as a needs assessment tool. Analyzing the question data and observational data revealed participants' knowledge gaps concerning the Code and what information they deemed important. Moreover, as QFT provided them time to explore the Code and reflect on their feelings and experience, the questionnaire data provided important information on the Code and how participants felt about their policy reading and questioning skills.

This study explores how students interacted with the Code and specifies a vital gap in student policy knowledge: a lack of basic legal and policy knowledge, including terms, structure, and how policies are determined and drafted. A stronger comprehension of basic policy elements should spur productive student engagement in university policies and civil life. Moreover, ensuring that students have access to policy education resources will make them more likely to access resources when needed and potentially make more informed decisions.

Plain Language

As plain language has been a part of legal and policy drafting, one might suggest that the Code should more strongly comply with plain language standards to remedy comprehension issues. However, defining terms into comprehensive definitions and detailing the Code's context and structure would make the Statement of Principles longer and more difficult to read as it would have to define several intertextual terms. Moreover, while plain language makes specialized content easier to read, it lacks empirical evidence as an effective strategy to help laypeople understand and use legal documents (Assy, 2011; Azuelos-Atias, 2018; Leitch, 2024; Martínez et al., 2024; Turfler, 2015). This study demonstrates that students want to learn about the Code but have not been provided with appropriate resources. While the university should communicate student-specific information about the Code that is easy to locate and understand (Vaill et al., 2023), providing policy documents is insufficient to ensure meaningful student access and engagement.

The next section uses the above implementations as well as the study summary to make recommendations for future use.

Recommendations and Future Directions

This section describes the practical and research recommendations that flow from this study's findings, interpretations, and implications. First, it suggests how QFT could be used with Taxonomy

analysis to assess instructional needs. After that, it comments on ways to distribute the Code to students.

QFT as a Needs Assessment Tool

In this study, QFT, when paired with an analysis of the generated questions, gleaned important information about participants' knowledge gaps, desired knowledge, and what they considered important information. These findings indicate that QFT is a relatively quick, cost-effective, and enjoyable needs assessment method for novices engaging with specialized knowledge and for beginner lay courses for specialized knowledge. Further research would be needed on using QFT to glean learner's needs and knowledge gaps before it could be fully relied upon.

Participants asked for longer question generation and discussion phases. It might be better to have a day-long workshop with some vocabulary training before a QFT session or plan multiple sessions to allow students to become familiar and comfortable with QFT. Longer or multiple sessions might also remedy some of the issues participants had around the QFT instructions, which require practice.

Policy Training

Participants expressed interest in the Code and other university policies that affect them. While it would need to be researched further among the student population, I assume other students would feel similarly and would pursue opportunities to learn about the Code. Instead of targeting communication style as the primary intervention, teaching the Code's elements in a Critical Pedagogy context could be an effective way to engage students and help them to make informed decisions.

Knowledge of important Code elements such as terms, organizational structure, origins and context, where the Code is situated among other university policies, and how the Code relates to provincial and federal regulations and laws would help students to engage with the Code at deeper cognitive levels. These kinds of interventions would further help students make informed decisions concerning the Code in their daily lives. They would also help them navigate policies in and out of the

university and in the future. Of course, more research is needed to determine the most effective ways of critically engaging students with policy.

While this was an exploratory study, it gleaned student needs concerning the Code and university policy in general. It further confirms the usefulness of teaching the skills of question generation and strategizing to boost students' confidence when interacting with new and complex texts.

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Appendix A

Recruitment Poster

Let's uncover the mystery!

I am looking for **Concordia students** (18+) to participate in my thesis study that explores how students engage with the **Code of Rights and Responsibilities.**

If you choose to join this study, you will join a **focus group** of 3 other students to d**iscuss** the Code of Rights and Responsibilities. After the focus group, you will complete a **questionnaire**. Light refreshments will be served.

Interested? Contact Alison Mazoff by scanning the QR code below.

Appendix B

Consent Form

INFORMATION AND CONSENT FORM

Study Title: Questioning the Code of Rights and Responsibilities

Researcher: Alison Mazoff

Researcher's Contact Information: alison.mazoff@mail.concordia.ca

Faculty Supervisor: Ann-Louise Davidson

Faculty Supervisor's Contact Information: ann-louise.davidson@concordia.ca

Source of funding for the study: N/A

You are being invited to participate in the research study mentioned above. This form provides information about what participating would mean. Please read it carefully before deciding if you want to participate or not. If there is anything you do not understand, or if you want more information, please ask the researcher.

A. PURPOSE

The purpose of the research is to explore student experiences inter using Question Formulation Technique (QFT) on the Code of Rights and Responsibilities. Specifically, this study investigates the types of questions undergraduate students ask about policy documents, the strategies undergraduate students use to learn about policy documents, and how students feel about policy documents and QFT.

B. PROCEDURES

If you participate, you will be asked to:

1. Listen to the QFT rules in a peer group;
2. Perform QFT with your peer Group according to the instructions the researcher provides you with.
3. Respond to a questionnaire about your experience performing QFT and your ideas and feelings about the policy document after performing QFT on it.

In total, participating in this study will take 90 minutes.

C. RISKS AND BENEFITS

You might face certain risks by participating in this research. These risks include feeling uncomfortable in the peer group or feeling uncomfortable while generating questions. This study does not go beyond minimal or daily risk.

This research is not intended to benefit you personally. However, your data may help the broader academic community to understand how undergraduates interact with policy documents, leading to beneficial programs and resources in the future.

D. CONFIDENTIALITY

We will gather the following information as part of this research:

1. Your interactions with your peer group during QFT;
2. The questions you generate with your group;
3. How your group approaches open and closed questions;
4. How your group prioritizes questions;
5. Your responses to a questionnaire.

Only Alison Mazoff, the researcher, will have access to your data. The researcher will only use the information for the purposes of the research described in this form. The information gathered will be coded. That means that the information will be identified by a code. The researcher will have a list that links the code to your name.

The researcher will protect the information by keeping the consent forms separate from the other collected data such as the observation data, questionnaire data, or question data from the session. The consent forms will be stored on the researcher's passcode-protected Microsoft Surface Laptop's hard drive. Any paper consent forms will be scanned into the researcher's passcode-protected Microsoft Surface Laptop's hard drive and the original copied will be destroyed.

The researcher intends to publish the results of the research. However, it will not be possible to identify you in the published results.

The researcher will destroy the information five years after the end of the study.

F. CONDITIONS OF PARTICIPATION

You do not have to participate in this research. It is purely your decision. If you do participate, you can stop at any time. You can also ask that the information you provided not be used, and your choice will be respected. If you decide that you don't want us to use your information, you must tell the researcher before you begin the QFT session. Due to the data being collected from a group, it will not be possible to separate the group data, except for the questionnaire. Should you change your mind about participating in this study, you could withdraw your consent for your questionnaire data to be used **within 48 hours of the end of the session**, and the researcher will remove the data and destroy the questionnaire. There are no negative consequences for not participating, stopping in the middle. However, as this is a focus group, it will not be possible to remove your contributed data.

G. PARTICIPANT'S DECLARATION

I have read and understood this form. I have had the chance to ask questions and any questions have been answered. I agree to participate in this research under the conditions described.

NAME (please print)

Signature

If you have questions about the scientific or scholarly aspects of this research, please contact the researcher. Their contact information is on page 1. You may also contact their faculty supervisor.

If you have concerns about ethical issues in this research, please contact the Manager, Research Ethics, Concordia University, 514.848.2424 ex. 7481 or oor.ethics@concordia.ca.

Appendix C

Focus Group Plan

Introduction to the QFT Session

First, the facilitator introduces herself: “Hello, my name is Alison Mazoff. I am a master’s student in the Educational Technology program at Concordia. Thank you for your participation in my study.

Thank you for reading over and signing your consent forms. Please remember that everything said here is confidential as per the university’s ethics policy. This means that you agree that you will not say anything about what happened in this study, what anybody said, or anything that could identify anybody in the group. Your participation is voluntary, and you may withdraw your consent to participate at any time. However, I will not be able to remove any of your data if you stop after the QFT session has started. However, your name and personal information will remain confidential.

Your participation in this study should take about 90 minutes. The first part of the study will be participation in a Question Formulation Technique (QFT) session. The second part will be completing a questionnaire about your experiences performing QFT on the policy document.”

Procedure

The following procedure is from The Right Question Institute (2022), the organization that developed the QFT technique.

Before we start, I will tell you about the four QFT rules:

1. Generate as many questions as you can.
2. Do not stop to discuss, answer or judge any of the questions. You will only be You will not stop to check over the questions you have already produced at any time during the QFT session. producing questions and the scribe will be writing them down.
3. The scribe will write down every question exactly as it is stated.
4. Turn any statements into questions.”

The rules will be posted on the board for the duration of the QFT session.

Then the participants will be told: “Now you will discuss in your group: What might be difficult about following the rules for producing questions?”

The participants will discuss the difficulties in following the rules together for 5 minutes or until they are done. The researcher will not provide any reinforcements during the participants’ discussion.

Before they are provided with the Code’s Statement of Principles (the “QFocus”), the participants will choose a scribe for their group. The scribe will be responsible for writing down all the group’s generated questions on the provided paper and numbering them.

Once the scribe has been chosen, the researcher will provide the participants with the QFocus, for which they will have 10 minutes to read over. After the participants have gone over the QFocus, they will begin QFT’s question generation portion of the session.

After participants complete the question generation phase, they will move on to categorizing their questions. The participants will label each question as either open (labelled with an O) or closed (Labelled with a C). The facilitator will explain that open questions are questions that cannot be answered with one word and that closed questions are questions that could be answered with yes, no or one word. After the participants finish labelling their questions as open or closed, the group will choose one closed question to convert to an open question and vice versa.

After about 10 minutes, the participants will move on to the third QFT step; prioritizing questions. The participants will choose three questions that:

- Is most important,
- Will help them gather more information, or
- Will guide further reading.

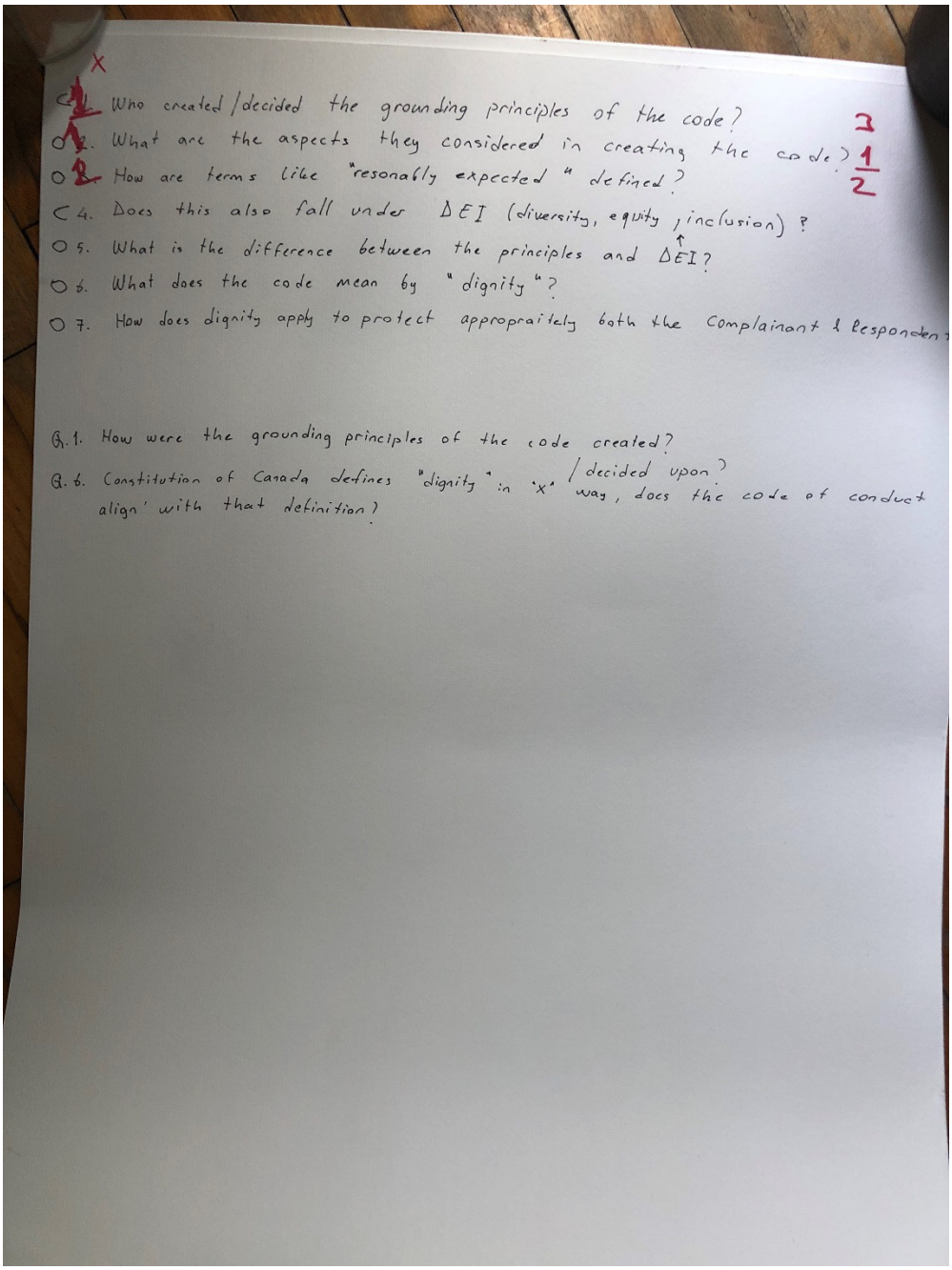
Once participants have marked their questions, they will discuss and share why they selected their priority questions.

After the participants have completed QFT, they will be giving the consent forms for the questionnaire and will complete the questionnaire.

Appendix D

Scribe's Papers

Group 1

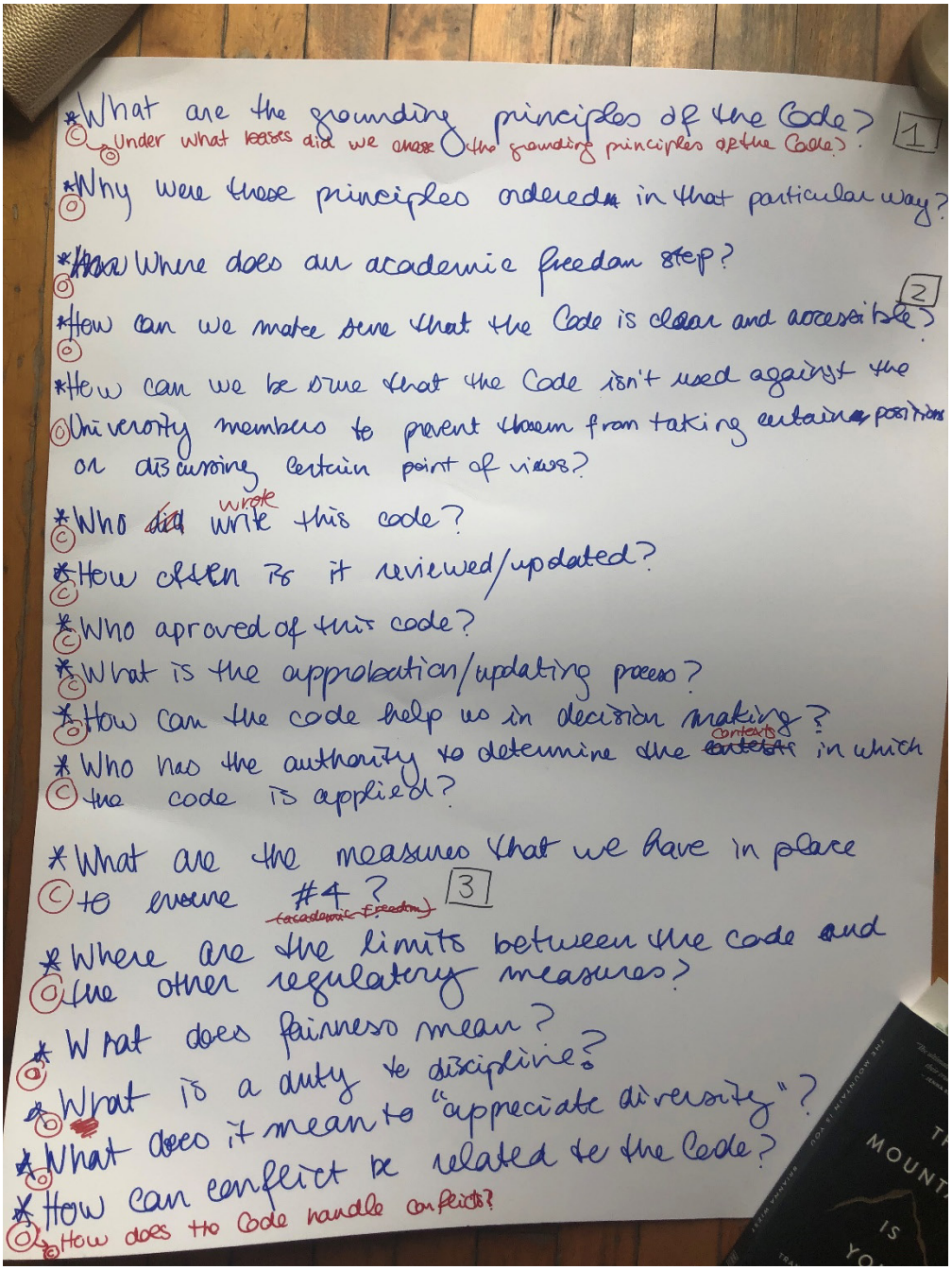


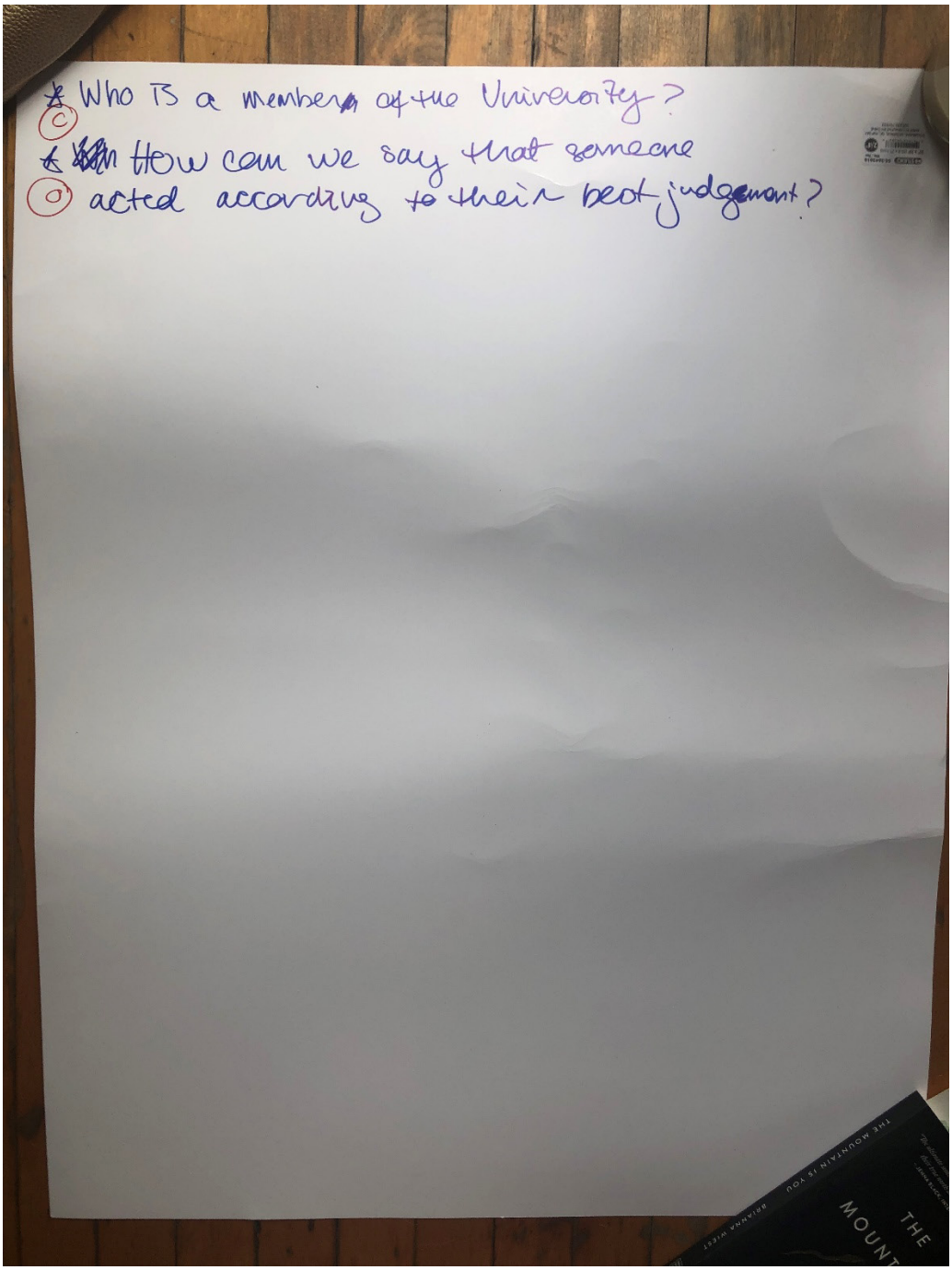
1. Who created / decided the grounding principles of the code?
2. What are the aspects they considered in creating the code?
3. How are terms like "reasonably expected" defined?
4. Does this also fall under DEI (diversity, equity, inclusion)?
5. What is the difference between the principles and DEI?
6. What does the code mean by "dignity"?
7. How does dignity apply to protect appropriately both the Complainant & Respondent

Q. 1. How were the grounding principles of the code created / decided upon?

Q. 6. Constitution of Canada defines "dignity" in "x" way, does the code of conduct align with that definition?

Group 2


*What are the grounding principles of the Code? 1
Under what bases did we chose the grounding principles of the Code?
*Why were those principles ordered in that particular way?
*Where does an academic freedom step?
2
*How can we make sure that the Code is clear and accessible?
*How can we be sure that the Code isn't used against the University members to prevent them from taking certain positions or discussing certain point of views?
*Who wrote this code?
*How often is it reviewed/updated?
*Who aproved of this code?
*What is the approbation/updating process?
*How can the code help us in decision making?
*Who has the authority to determine the contexts in which the code is applied?
*What are the measures that we have in place to ensure #4 (academic freedom)? 3
*Where are the limits between the code and the other regulatory measures?
*What does fairness mean?
*What is a duty to discipline?
*What does it mean to "appreciate diversity"?
*How can conflict be related to the Code?
How does the Code handle conflicts?


Who IS a member of the University?
How can we say that someone
acted according to their best judgement?
THE MOUNTAIN IS YOU
BRIANNA WIEST

Appendix E

QFT Session Observation Sheet

Participant	communication initiated	eye contact	body language	Verbal engagement
1		consistent/inconsistent	open/closed	active/passive
2		consistent/inconsistent	open/closed	active/passive
3		consistent/inconsistent	open/closed	active/passive
4		consistent/inconsistent	open/closed	active/passive

Appendix F

Questionnaire

This questionnaire uses questions from the following sources: Rothstein & Santana, 2011, T.Ouchi, Personal Communications, November 8, 2023.

Thank you for your participation in this study.

This first section asks you about your experiences in your group during the QFT session. Your answer will not be connected back to you. Please answer the short-answer questions as completely and honestly as possible.

This section comprises of 5 open-ended questions. Please provide your answer in the space below each question.

Your answers may be as brief or detailed as you would like, but you are encouraged to elaborate your thoughts where possible. Please remember that there are no right or wrong answers, as these questions are designed to elicit your personal experience with QFT and the Code of Rights and Responsibilities. Please express your views freely and honestly.

1. How do you feel about the Code of Rights and Responsibilities now that you have had a chance to ask questions about it?
2. How did performing QFT on the Code make you feel?
3. What did you like about the QFT session?
4. If you could change one thing about the QFT session, what would it be?
5. How could you use what you learned today in the future?
6. How do you feel about asking questions now compared to at the beginning of the session?
7. How do you feel about your ability to read policy documents now compared to the beginning of the session?

8. After learning QFT, I believe that my ability to ask questions is _____ (not at all, slightly, moderately, greatly).

Thank you for taking the time to fill out this survey! We appreciate your participation.

Appendix G

Question Types and Purposes Rubric

Table G A

Question Types and Purposes Rubric

Question Category	Question Type	Question Function
Information Eliciting/ Factual Questions	Confirming Procedures	Reminds or confirms of the QFT rules. Provides relevant procedures.
	Focus on fact finding	To find what is true about the Code or the Code's contents. Reveals prior knowledge
	Supply information/suggest implication	To apply a hypothetical challenge to the Code.
Understanding Shaping/ Descriptive/Explanatory Questions	Reveal Experience	Discover other's experiences with the Code.
	Finding or making connections	To bring the asker into a relationship with the Code or situation the Code within the University's policy structure.
	Clarifying definitions	To clarify meanings to uncertain words or phrases within the Code.
	Express attitudes, biases or points of view.	To understand other's attitudes towards an aspect of the Code.
	Require inference and interpretation.	Ask for explanations or justifications for how the Code was created.
	Focusing on meaning behind the text.	Questions that aid in understanding the intended functions behind Code sections.
Reflection Pressing/ Heuristic Questions	Develop hypothesis	Consider divergent ideas about the Code or how it relates to other policies. Requires intellectual commitment
	Focus on personal feelings	Find out other's personal feelings about the Code or sections of the Code. Requires emotional commitment
	Future actions	To discover how specific actions or situations might be dealt with by the Code.
	Critical assessment	To evaluate value systems and balance feelings with intellectual analysis of the Code

Appendix H

Question Analysis Co-Occurrences

Table HA

Co-Occurrences between The Question Types and Purposes Rubric and the Modified Bloom's Taxonomy

	Remember	Remember/ understand	Understand	Understand/ Apply	Apply	Apply/ Evaluate	Evaluate
Factual	3	2	1	1	0	0	0
Explanatory	3	5	1	0	2	1	1
Heuristic	1	0	1	0	1	1	0

Table H A