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Section One: Introduction to Decoding Across the Disciplines

1. Overview of Decoding across the Disciplines
Jennifer Boman, Genevieve Currie, Ron MacDonald, Janice Miller-Young, Michelle Yeo, Stephanie Zettel
This chapter describes how Decoding the Disciplines work started as a faculty development initiative at Mount Royal University and how it developed into various teaching, curriculum, and research projects which are presented in this issue.

2. Uncovering Ways of Thinking, Practicing, and Being through Decoding across Disciplines
Janice Miller-Young, Jennifer Boman
Common themes from Decoding interviews of seven diverse bottlenecks are described, with implications for both teaching and research.

Section Two: Theoretical Lenses

3. Conscious Connections: Phenomenology and Decoding the Disciplines
Genevieve Currie
Decoding interviews from seven diverse bottlenecks were analyzed from a phenomenological perspective, followed by a discussion of embodied knowing and implications for educators.

4. Decoding the Disciplines as a Hermeneutic Practice
Michelle Yeo
This chapter argues that expert practice is an inquiry which surfaces a hermeneutic relationship between theory, practice, and the ‘normal’ of the body, with implications for new lines of questioning in the Decoding interview.
5. Intuitions and Instincts: Considerations for Decoding Disciplinary Identities
Ron MacDonal
Using identity theory, this chapter shows how deciphering teachers’ paths to their disciplinary professional identities could make important elements of their tacit knowledge explicit and available to their students.

Section Three: Decoding in Communities of Practice
6. Building Bridges from the Decoding Interview to Teaching Practice
Jennifer Pettit, Melanie Rathburn, Victoria Calvert, Roberta Lexier, Margot Underwood, Judy Gleeson, Yasmin Dean
These service-learning practitioners describe how using Decoding in a multidisciplinary collaborative self-study influenced their practice with both students and community partners.

7. Impact of Decoding Work within a Professional Program
Michelle Yeo, Mark Lafave, Khatija Westbrook, Jenelle McAllister, Dennis Valdez, Breda Eubank
This chapter describes how the Decoding process was used in a curriculum transformation process when changing to a competency-based model in Athletic Therapy.

Section Four: Synthesis
8. Learning from Decoding across Disciplines and within Communities of Practice
Janice Miller-Young, Jennifer Boman
The authors synthesize what has been learned from the theoretical and practical applications presented in this issue and make recommendations for future work.

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