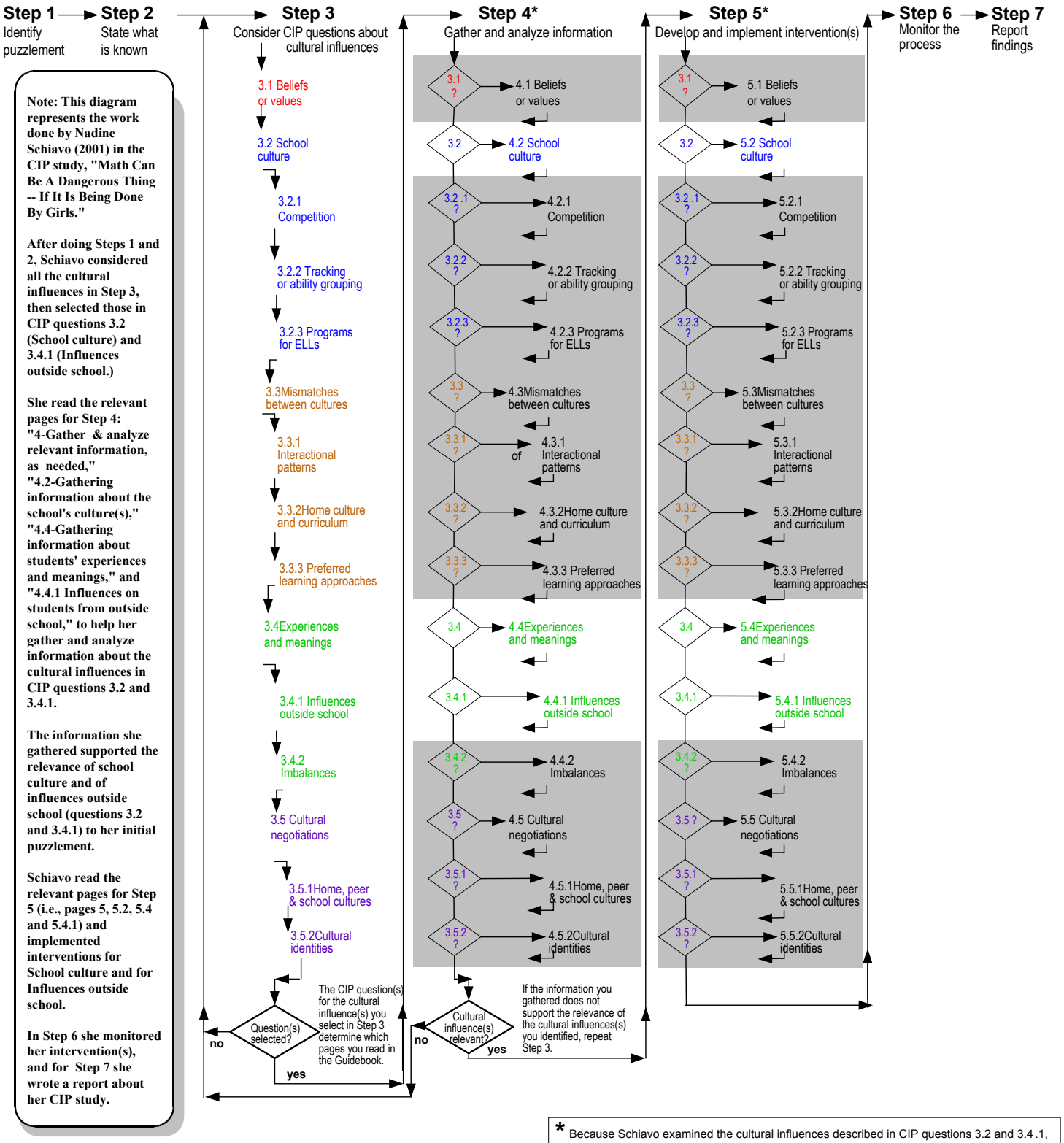
Cultural Inquiry Process (CIP) Diagram: Example 2 - Nadine Schiavo's CIP Study



Note: This diagram represents the work done by Nadine Schiavo (2001) in the CIP study, "Math Can Be A Dangerous Thing -- If It Is Being Done By Girls."

After doing Steps 1 and 2, Schiavo considered all the cultural influences in Step 3, then selected those in CIP questions 3.2 (School culture) and 3.4.1 (Influences outside school.)

She read the relevant pages for Step 4: "4-Gather & analyze relevant information, as needed," "4.2-Gathering information about the school's culture(s)," "4.4-Gathering information about students' experiences and meanings," and "4.4.1 Influences on students from outside school," to help her gather and analyze information about the cultural influences in CIP questions 3.2 and 3.4.1.

The information she gathered supported the relevance of school culture and of influences outside school (questions 3.2 and 3.4.1) to her initial puzzlement.

Schiavo read the relevant pages for Step 5 (i.e., pages 5, 5.2, 5.4 and 5.4.1) and implemented interventions for School culture and for Influences outside school.

In Step 6 she monitored her intervention(s), and for Step 7 she wrote a report about her CIP study.

* Because Schiavo examined the cultural influences described in CIP questions 3.2 and 3.4 .1, for Steps 4 and 5 she needed to read only those CIP Step pages relevant to those influences (i.e., the general page for Step 4 and pages 4.2, 4.4, and 4.4.1, and the general page for Step 5 and pages 5.2, 5.4, and 5.4.1). The shading in this diagram represents pages sh e did not need to read.

http://classweb.gmu.edu/cip/docs/user/diagram-example2.pdf
Developed by Dianne Battle 8/13/04
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