



EDUC 451B 305 (3): Inquiry Seminar II: Design and Technology Education Winter 2 2017

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COURSE DESCRIPTION

Inquiry is understood as a deliberate, sustained and systematic process—beyond the everyday reflection required in teaching. Professionals explore what they do and how they do it; it involves sharing one's inquiries with colleagues. It involves classroom teachers, individually and collectively, in a cycle of action, reflection, sharing and adaptation. Teachers are given opportunities for practice, and to address challenges and issues that arise through discussion and reflection, try out new or revised practices, and evaluate the results. The cycle then begins anew based on the outcomes, responses, and possibilities emerging from the inquiry.

EDUC 450, 451, 452: Inquiry Seminars

The inquiry process across the BEd (Secondary) program consists of:

1. Teacher inquiry & support, preparation towards project (EDUC 450 – Inquiry I)
2. Refining and sharing the inquiry project; links to practice (EDUC 451 – Inquiry II)
3. Reflecting, links to practice, ongoing questions and learning over the year (EDUC 452 – Inquiry III)

COURSE OBJECTIVES

Upon completion of this course, the student should have developed:

1. an anticipation of the new BC curriculum; specifically, the Applied Design, Skills, and Technologies curriculum.
2. knowledge and skills necessary to preparing and planning curriculum (i.e., unit + lesson plans for the Practicum).
3. knowledge and skills relevant to teacher inquiry (i.e., resolution of an inquiry project).

Texts for EDUC 451B:

Required: Petrina, S. (2007). *Advanced teaching methods for the technology classroom*. Hershey, PA: Information Science Publishing. <http://blogs.ubc.ca/dandt/files/2014/07/Petrina2007.pdf>

Resources & Readings: Download at <http://blogs.ubc.ca/dandt>

ASSESSMENT AND MARKS / ASSIGNMENTS (see details below):

Assignment	Due Date:	Percentage
1. Class participation (in-class)	Ongoing	10%
2. Philosophy of Teaching Design and Technology	January 16	20%
3. e-Portfolio / blog	January 26	15%
4. Inquiry Project	January 26	25%
5. Unit & Lesson Planning for Practicum	January 26	30%

PASS/ FAIL:

Pass	From average to outstanding in all aspects of course. Average to excellent coverage of requirements for assignments. The assignments are coherent and comprehensive. Average to great examples are used to supplement ideas. Communication, demonstrations and presentations are of a high standard— the assignments look professional and are clean (nearly free of typos, few desk-top publishing problems, etc.). The formats followed adhere to the formats provided.
Fail	An inadequate and incomplete performance. Patchy coverage of criteria with omissions in certain areas. No attempt at meeting requirements. Little attempt at being comprehensive. Minimal effort following formats. Poor communication, demonstrations and presentations.

POLICIES

Policies regarding attendance and missed or late assignments follows those recommended by the University and the Faculty of Education.

- **Attendance policy:** If you must miss a class, notify your instructor immediately. The nature of the Teacher Education Program is participatory. Teacher candidates who miss a significant amount of class time (i.e., more than 15% of course hours) are normally required to repeat the course. Teacher candidates are not able to proceed to practicum until all prior courses are successfully completed. See <http://teach.educ.ubc.ca/students/policies-and-guides/>
- **Academic Honesty and Standards, and Academic Freedom:** Please refer to *UBC Calendar 2015/2016* Policies and Regulations (Selected): <http://www.students.ubc.ca/calendar>
- **Academic Accommodation for Students with Disabilities:** Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73, <http://www.universitycounsel.ubc.ca/files/2010/08/policy73.pdf>).

COURSE OUTLINE

Topic R	Introduction and Updates (Jan 3)
Guiding Questions	<ul style="list-style-type: none"> • What is this course about? • What are the emphases?
Activities	<ol style="list-style-type: none"> 1. Introduce syllabus <ol style="list-style-type: none"> a. Assignments and emphases 2. Review inquiry topics
Topic R	IBL (Jan 4)
Guiding Questions	<ul style="list-style-type: none"> • What is inquiry based learning?
Activities	<ol style="list-style-type: none"> 1. Inquiry-based lesson & activity
Topic R	Teaching Philosophy (Jan 5)
Guiding Questions	<ul style="list-style-type: none"> • What is your personal teaching philosophy?
Activities	<ol style="list-style-type: none"> 1. Building shared database of unit and lesson plans
Topic R	Inquiry (Jan 9)
Guiding Questions	<ul style="list-style-type: none"> • What resources are available for unit and lesson planning in technology education? • How can we support each other as a community of technology educators?
Activities	<ol style="list-style-type: none"> 1. Teaching Philosophy cont'd 2. Unit and lesson plans cont'd
Topic Y	Refining Unit and Lesson Plans (Jan 10)
Guiding Questions:	<ul style="list-style-type: none"> • How does my inquiry relate to the new BC curriculum?
Activities	<ol style="list-style-type: none"> 1. Building shared database of unit and lesson plans
Topic Y	Inquiry reflection part 1 (Jan 11)
Guiding Questions	<ul style="list-style-type: none"> • What are the emphases of my inquiry? • How shall I go about planning for my inquiry ? • How can I find resources for my inquiry?
Activities	<ol style="list-style-type: none"> 1. Clarification of assignments 2. Inquiry planning group activity
CFE day	CFE contact day: NO CLASS (Jan 12)
Inquiry Day Y	Inquiry Day (Jan 16) Independent Inquiry TEACHING PHILOSOPHY DUE!
Topic Y	Creating connections through design (Jan 17)
Guiding Questions	<ul style="list-style-type: none"> • How does the design of my unit plan incorporate the BC curriculum? • How can my reflections be constructed in a public forum (ePortfolios)?
Activities	<ol style="list-style-type: none"> 1. ePortfolio cont'd 2. Inquiry cont'd 3. Unit and lesson plans cont'd
Topic R	Practicum Planning and Inquiry Project (Jan 18)
Guiding Questions	What is the status of my planning for Practicum and the Inquiry Project?
Activities	<ol style="list-style-type: none"> 1. Unit planning group activity 2. Review e-Portfolio progress
Topic Y	Creating connections through design (Jan 19)
Guiding Questions	How does the design of my unit plan incorporate the motivations of the new BC curriculum?
Activities	<ol style="list-style-type: none"> 1. ePortfolios cont'd 2. Inquiry cont'd 3. Unit and lesson plans cont'd

Inquiry Day R	Inquiry Day (Jan 23) Independent Inquiry
Topic Y	How to teach and present your findings (Jan 24)
Guiding Questions	<ul style="list-style-type: none"> • What are the performative aspects of teaching in front of a classroom? • How to utilize design and technology to best teach or conduct a presentation?
Activities	Presentation seminar
Inquiry Day R & Y	Inquiry Day (Jan 25) Independent Inquiry
Inquiry Day R & Y	Inquiry presentations (Jan 26) Last Day of Class + Final Planning for Practicum
Activities	<ol style="list-style-type: none"> 1. Class presentations on Inquiry Project 2. Final Planning for Practicum

Participation (Ongoing)

Participation is valued at 10% of your final grade. Participation is interdependent with **preparation** for each class, which involves **reading** (highlighting, pagination post-its, margin notes, comments & questions, etc.), **writing** and **speaking** (discussing, corresponding with peers, chat, etc.), **blogging** and **commenting** on classmates' blogs. **Challenges** also are expected to be completed and participated in on their due dates; presentations and assignments should be polished, **creative**, **unique**, and informative. (20%)

Participation (10%)

Low-----Avg-----High Appropriately and accurately participates in readings discussions, reflection, etc. F-----P Level of participation in activities and group work is high quality and professional, etc. F-----P Total: P / F

My Philosophy of Teaching Design & Technology (450 words / 1 page): [DUE: 16 January] 20%

The intention of this reflective assignment is to encourage you to think clearly and critically about your philosophy of teaching design and technology education. This is a statement of what you believe, and basically of your worldview about education, youth, design and technology. This is living documentation— it necessarily changes and will be rewritten over time. The gist of this is: “I am a work in progress.” View your entry from a perspective of preparing a talk rather than writing an essay. In this way, we can describe complex issues in thoughtful ways without being needlessly complicated. If you must quote, please limit to one sentence or so and acknowledge the source. Every word is important. Include **statements and examples** to address the following questions:

- a) Biographical and social context: Think about your whole context – personal, social, cultural, economic – in which you became an adult. What factors have influenced your decision to become a teacher?
- b) Formal preparation: Do any courses, teachers, or learning experiences stand out? How would incorporate these ideal educational experiences to your own teaching?
- c) Curriculum and pedagogy: how do you understand the role of the teacher and student?
- d) Technology Education: What key features of the curriculum in ADST that reflect my

practices and beliefs?

Philosophy of Teaching (20%)

Low-----Avg-----High

Biographical and social context: Clear and articulate
F-----P

Formal preparation: Personal educational experiences
F-----P

Technology Education: Responds to ADST curriculum
F-----P

Total: P / F

Blog and e-Portfolio [Due: Ongoing] 15% [Due: 26 January]

This assignment involves creating your own website using wordpress on <http://blogs.ubc.ca>. In this way, you may have a virtual classroom to store your resources (lesson plans, tutorials, CV, etc.) that may then be used right away when you are teaching in the classroom environments. The e-portfolio also serves to document your participation in class, your progress and growth as a teacher, technological exemplar to be used for teaching students, and as portfolio to showcase to potential employers. You are expected to build and use the e-portfolio throughout the year. Your final and completed e-portfolio will be presented in Inquiry III during the summer term. The e-portfolio will include the following elements: 1) personal profile page, 2) reflection on your practicum experience, 3) teaching philosophy, 4) sample teaching materials (ie. Lesson plans, unit plans, etc), 5) inquiry project.

e-Portfolio (15%)

Low-----Avg-----High

Is it Professional ?

Appropriate design and content – utilize various functions for professional presentation
F-----P

Personal Profile Page – short biography and teaching experiences
F-----P

Reflective practitioners – reflect back on inquiry class experiences; analyze own learning
F-----P

Total: P / F

Inquiry Project [Due: 26 January] 25%

The inquiry project is driven by the teacher candidate’s own questions, developing areas of interest or identified areas of need. The Inquiry Project should reflect an emerging ability to:

- engage substantively with a topic as reflected in careful reading of the literature and an understanding of significant issues, perspectives and assumptions,
- position oneself in relation to ideas discussed,

- consider educational issues critically,
- relate one’s learning to curriculum and pedagogy.

Sharing one’s inquiry project in a public forum, e.g., with colleagues, allows one to crystalize one’s ideas, synthesize what has been learned through one’s review of the literature, reflections and consultations as well as to situate oneself as a teacher candidate. The formats in which projects may be shared are varied. See the *EDUC 451 Inquiry Project Guide* for details. For this term, you will write a mini-literature review to reflect on research and practice.

Practicum Unit Plan [Due: 26 January] 30%

Develop unit plans for two courses of units you will be teaching on Practicum.

Format: Customize the format provided in the Ministry’s *Board/Authority Authorized Courses: Requirements and Procedures* (see example given). Download template from http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm. MS Word format can be downloaded from http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_framework_template.doc. OR use another straightforward format (See example below)

1. Content Outline / Scope and Sequence + Planning Grid
 - a. What is the Content of the Course or Unit? Provide a scope and sequence of the content with a planning grid (see sample below)
2. Big Ideas, Curriculum Competencies, Content
 - a. What are the day-to-day curriculum competencies and content? What are the big ideas? These can be incorporated into the planning grid.
3. Objectives
 - a. What is your specific objective for that lesson? Students will be able to (SWBAT)
4. Lesson Procedure
 - a. What activities and projects will be introduced? How will the lesson work (hook, development, closure)? What media will I use to help present and demonstrate the lessons? Attach any links or powerpoints, keynote slides, etc.
5. Assessment (Formative, Summative –checklists, observations, rubrics, etc.)
 - a. How will I assess quality participation and work? Provide the rubrics or other forms of assessment that will be used.
6. Adaptations
 - a. What adaptations are you doing for learners (i.e., ELL, IEP, etc.)
7. Handouts and Learning Resources (List)
 - a. What handouts will be provided for students? What resources will we draw from? List resources that are essential to the course or unit. Attach handouts.

Sample Planning Grid:

Lesson	Big Ideas, Curriculum Competencies, Content	Objectives	Hook	Development	Closure	Assessment	Adaptations	Resources and Handouts
1								

Practicum Unit Plan 30%

Fail-----Pass

Content Outline / Scope and Sequence + Planning Grid

F-----P

Big Ideas, Curriculum Competencies, Content

F-----P

Objective

F-----P

Lesson Plans

F-----P

Assessment

F-----P

Adaptations

F-----P

Resources and Handouts

F-----P

Total: F / P