



Department of Curriculum and Pedagogy

EDUC 452B 305 (3): **Inquiry Seminar III: Design and Technology Education** **Summer 1a 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 452B:

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	P/F
2. Philosophy of Teaching Design and Technology Update	May 24	P/F
3. e-Portfolio / blog	June 16	P/F
4. Inquiry Project	June 21	P/F
5. Inquiry Presentation	June 21	P/F

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&Y	Introduction and Updates (May 17)
Guiding Questions	<ul style="list-style-type: none"> • What is this course about? • What are the emphases? • Debrief Practicum
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	Teaching Philosophy (May 19) Individual Reflection Day
Guiding Questions	<ul style="list-style-type: none"> • What is your personal teaching philosophy?
Activities	<ol style="list-style-type: none"> 1. Update Teaching Philosophy
Topic Y	Inquiry (May 24) UPDATE TEACHING PHILOSOPHY DUE
Guiding Questions	<ul style="list-style-type: none"> • What is my inquiry question? • How does it link to some of the Teacher Education Program’s key questions, (from each program strands—Languages, Literacies and Cultures, Curriculum, Pedagogy and Assessment, Diversity and Social Justice)? • How will I continue to use inquiry in my professional learning and growth?
Activities	<ol style="list-style-type: none"> 1. Inquiry project check-in
Topic	Inquiry (May 26) Individual Reflection Day
Guiding Questions	<ul style="list-style-type: none"> • What is my inquiry question? • How does it link to some of the Teacher Education Program’s key questions, (from each program strands—Languages, Literacies and Cultures, Curriculum, Pedagogy and Assessment, Diversity and Social Justice)? • How will I continue to use inquiry in my professional learning and growth?
Activities	<ol style="list-style-type: none"> 1. Inquiry project (work on project –written/video/podcast)
Topic	ePortfolio/Educational Commitments (May 31) TRB day 9:00-12:00 Room 100
Topic	ePortfolio (June 2) Individual Reflection Day
Guiding Questions	<ul style="list-style-type: none"> • What educational commitments do I currently hold and what ideals do I cherish when it comes to teaching? How might these commitments be challenged in the future? • Imagining myself in a particular setting, what characteristics and qualities do I bring to this setting? What are my strengths? My struggles? What am I working toward? What kind of relationships do I want to foster in this setting? What questions am I asking about my role in the classroom, the school, the community? • How might I integrate inquiry as a pedagogical approach? Were there examples of this from my recent practicum? How might I organize the curriculum and prepare for teaching in an inquiry-informed way? • What program of professional development/inquiry activities might I establish for myself over the next few years in light of the above? What program of professional development/inquiry activities might I establish for myself over the next few years in light of the above?
Activities	<ol style="list-style-type: none"> 1. ePortfolio cont’d (Update: <i>1) personal profile page, 2) reflection on your practicum experience (10 week and CFE) – include a context describing each piece, an image or video, and a reflection, 3) teaching philosophy updated</i>)
Topic Y	Professionalism (June 7)
Guiding Questions	<ul style="list-style-type: none"> • What does the term ‘professional’ mean for my work as a teacher? What is the difference between <i>professionalism</i> and <i>professionism</i>?

	<ul style="list-style-type: none"> How might my educational commitments be influenced by membership in professional bodies such as teacher unions, regulatory bodies and other professional organizations?
Activities	1. Inquiry cont'd (work on project –written/video/podcast)
Topic	Inquiry (June 9) Individual Reflection Day
Guiding Questions	What is the status of the Inquiry Project?
Activities	1. Inquiry cont'd (work on 10 minute presentation)
Topic R	Teaching Standards (June 14)
Guiding Questions	<ul style="list-style-type: none"> What are teaching standards and why do they exist? What assumptions about education and teaching are implicit/explicit in the standard(s) (e.g., currently in BC these are represented by the ‘BC Standards for the Teaching’)? What alternative perspectives (autobiographical, historical, philosophical, sociological) might you bring to bear on standard(s) for teaching? How might a particular classroom or school scenario complicate a given standard, illustrating the tensions, difficulties and/or dilemmas that may surround the standard in practice?
Activities	1. ePortfolios cont'd (upload inquiry) 4) <i>sample teaching materials (i.e. Lesson plans, unit plans, etc) updated, 5) inquiry project. Your final and completed e-portfolio will be presented.</i>
Topic	ePortfolio (June 16) EPORTFOLIO DUE Individual Reflection Day
Guiding Questions	<ul style="list-style-type: none"> What is the status of the Inquiry Project?
Activities	1. Inquiry cont'd (work on 10 minute presentation) 2. EPORTFOLIO DUE
Inquiry Day R&Y	Inquiry Presentations (June 21)
Inquiry Day R & Y	Inquiry presentations (June 23) Individual Reflection Day

1. Participation (Ongoing)

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**.

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

2. My Philosophy of Teaching Design & Technology Update (450 words / 1 page): [DUE: MAY 24]

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

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

3. Blog and e-Portfolio [Due: Ongoing] [DUE JUNE 16]

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. The e-portfolio will include the following elements: 1) *personal profile page*, 2) *reflection on your practicum experience (10 week and CFE) – include a context describing each piece, an image or video, and a reflection*, 3) *teaching*

philosophy updated, 4) sample teaching materials (ie. Lesson plans, unit plans, etc.) updated, 5) inquiry project. Your final and completed e-portfolio will be presented.

e-Portfolio	
Low-----	-----High
Is it Professional?	
Appropriate design and content – utilize various functions for professional presentation	F-----P
Inquiry Page – inquiry final project attached	F-----P
Reflective practitioners – reflect back on inquiry class experiences; analyze own learning	F-----P
Total: P / F	

4. Inquiry Project [DUE JUNE 21]

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.

The formats in which projects may be shared are varied. Choose one:

Paper: 5 pages, double-spaced + References (approx. 1,500 words)

Podcast: 8-10 minutes + References

Video: 8-10 minutes + References scrolled

See the *EDUC 451 Inquiry Project Guide* for details.

5. Inquiry Presentation [DUE JUNE 21]

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.

Presentation (addressing the Inquiry Project format) (EDUC 451, 452 & 453): 8-10 Minutes + 5 min Q&A. Audience attends all presentations