THE UNIVERSITY OF BRITISH COLUMBIA
Faculty *of* Education

Department of Curriculum and Pedagogy

EDUC 452B 305 (3): **Inquiry Seminar III: Design and Technology Education Summer 1a 2018**

GTAs / Instructors: Dr. Yu-Ling Lee
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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 (10%)
2. Philosophy of Teaching Design and Technology Update	May 25	P/F (20%)
3. e-Portfolio / blog	June 15	P/F (20%)
4. Inquiry Project and Presentation	June 21/23	P/F (50%)

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	May 16 - Introduction and Updates
Guiding Questions	• What is this course about? • What are the emphases? • Debrief Practicum
Activities	1. Introduce syllabus, assignments and emphases 2. Further Inquiry Research possibilities 3. Review inquiry topics
Topic	May 18 - Individual Inquiry Day
Guiding Questions	• What is your personal teaching philosophy?
Topic	May 23 - Individual Inquiry Day
Guiding Questions	• What additional research do I need for my inquiry project
Topic	May 25 - UPDATED TEACHING PHILOSOPHY DUE
Guiding Questions	• 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	1. Inquiry project workshops and work on project –written/video/podcast
Topic	May 30 - TRB SESSION 9:00-12:00 Room Swing Space 122
Guiding Questions	• What is my professionalism and ethics as a teacher?
Topic	June 1 - Individual Inquiry Day
Guiding Questions	• Are there additional research questions and methods I need to pursue for my inquiry project
Topic	June 6 – Individual Inquiry Day
Guiding Questions	• What is the status of the Inquiry Project
Topic	June 8 – Research and Writing for Inquiry
Guiding Questions	• 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	1. Inquiry workshops, ePortfolio and Inquiry work cont'd
Topic	June 13 – Individual Inquiry Day
Guiding Questions	• What is status of Inquiry project and ePortfolio?
Topic	June 15 - EPORTFOLIO DUE
Guiding Questions	• What is the status of the Inquiry Project and Presentations?

Activities	1. Inquiry cont'd (work on 10 minute presentation)
Inquiry Day	**Inquiry Presentations (June 21) Individual Reflection Day**
Inquiry Day	**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.

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Participation (10%)

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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 25]**

   The intention of this updated 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." **The update for this term is to include a reflection on your time during your long practicum. How does that inform your philosophy of teaching based on your interaction with students, other teachers, and administrative staff?**

   a) Biographical and social context, formal preparation: How does your past and learning experiences stand out? How would incorporate these ideal educational experiences to your own teaching?
   b) Curriculum and pedagogy, Technology Education: how do you understand the role of the teacher and student with respect to the curriculum in ADST?
   c) Practicum experience: How does your practicum experience (first-hand experience) impact your personal philosophy of teaching?

Philosophy of Teaching

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

Biographical, social context, formal preparation: Clear and articulate
                F-----------------------------P


Curriculum & Pedagogy, Technology Education: Personal educational
                            experiences
                F-----------------------------P


Practicum experience: Impact of first-hand experience in teaching
                F-----------------------------P


Total: P / F
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3. Blog and e-Portfolio [Due: Ongoing] [DUE JUNE 15]

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

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Low------------Avg------------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
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4. Inquiry Project [DUE JUNE 21/23] 50%

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
Other: see instructor

Format (Content) of the Inquiry Project

Section	Pages
Working Title	
1. Introduction: What are your general and more specific interests in what you explored across the Inquiry timeline? This reflects a focus on your practice and the design and technology education curriculum (e.g., classroom management, gender, safety).	**½ page**
2. Inquiry Question(s) or Problem: What is the question (or are the questions) that ground(s) your inquiry?	**¼ page**
3. Inquiry Purpose: Why is this important? Who is the potential audience or participants that will likely gain from your inquiry?	**¼ page**
4. Key or Critical Concepts: Identify 2-3 concepts that you explored or focused on in your inquiry. Provide a brief description of these or definitions as related to your interests and inquiry. This section includes the review of literature or resources that inform the key or critical concepts.	**1-2 pages**

5. Key Findings, Conclusions and Implications: What are the key findings of the inquiry (this is primarily descriptive)? What are the conclusions drawn from the findings? What are the implications for learning and teaching? For design and technology education? STEM?, etc.
     a. Any NEW/EDITED key findings based on your time in practicum?
     b. Any NEW/EDITED conclusions
	3.5 – 4 pages

6. Ethical Considerations: Identify any ethical considerations that arose in your inquiry or ethical problems that had to be resolved before or during the inquiry.	**¼ page**
7. References and Apps: Add any references or apps that are important.	**Extra**
	5-6 pages total

Inquiry Presentation Format:

1. Presentation: 5 Minutes + 5 min Q&A. Audience attends all presentations.
   a. TED talk, vlog, podcast, Pecha Kucha, skit, etc.
2. Workshop: 5 Minutes. Audience attends all workshops.
   a. Presentation with handouts/information
3. Poster (paper or digital, i.e., e-poster): 5 minutes. Audience rotates informally from poster to poster.
   a. Also infographic, artistic representation, etc.

Inquiry Project PART III Rubric

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

Clear introduction, questions, and Inquiry purpose
F-----------------------------P

Critical concepts are coherent and relevant to tech education
F-----------------------------P

Findings engage with joys and challenges from practicum experience
F-----------------------------P

Conclusions are suitable and helpful based on practicum experience
F-----------------------------P

Presentation synthesized what has been learned
F-----------------------------P

Total: F / P