



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Technology Teacher Education Program

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EDUC 450
Inquiry Project Proposal Guide

The Inquiry generally consists of three parts:

1. Preparing the Inquiry Proposal (EDUC 450)
2. Conducting and Presenting the Inquiry Project (EDUC 451)
3. Completing and Presenting the Final Inquiry Project (EDUC 452)

Inquiry Project Proposal Format (1.5 - 2 pages)

(NOTE: All Inquiry Projects must be approved before the inquiry begins)

Section	Pages
Working Title	NA
1. Introduction: What are your general and more specific interests in what you want to explore across the Inquiry timeline? This reflects a focus on your practice and the technology education curriculum (e.g., classroom management, gender, safety).	(1/4 page or less)
2. Inquiry Question(s) or Problem: What is the question (or are the questions) that ground(s) your inquiry?	(1/4 page or less)
3. Inquiry Purpose: Why is this important? Who is the potential audience or participants that will likely gain from your inquiry?	(1/4 page or less)
4. Key or Critical Concepts: Identify 2-3 concepts that you intend to explore or focus on in your inquiry. Provide a brief description of these or definitions as related to your interests and inquiry.	(1/4 page or less)
5. Ethical Considerations: Identify any ethical considerations that may arise in your inquiry or ethical problems that will have to be resolved before or during the inquiry.	(1/4 page or less)
6. References and Apps: Add any references or apps that are important.	(1/4 page or less)

1. Inquiry

- a. Inquire. v., 1. The act of exploration and discovery. 2. To ask questions; to be open to seeing new potentials and possibilities. Synonyms: DISCOVERY, SEARCH, RESEARCH, and SYSTEMATIC EXPLORATION.
- b. Inquiry can be defined as an activity that produces knowledge.

2. Teacher Inquiry

- a. Definitions and Taxonomies
 - i. Teacher Inquiry
 1. Samaras & Roberts (2001, p. 43): Self-study teacher research is designed to encourage teachers to be agents of their own reform initiatives while working collaboratively with school colleagues. It has proven useful to an array of educators coming from multiple disciplines and programs (Kosnik, Beck, Freese, & Samaras 2006). In self-study, teachers critically examine their actions and the context of those actions as a way of developing a more consciously driven mode of professional activity, as contrasted with action based on habit, tradition, or impulse. Self-study allows teachers to plan, enact, and assess their pedagogical strategies with the support and critique of professional colleagues while examining the impact of their efforts on student learning.
 2. Samaras & Roberts (2001, pp. 42-43):
 - a. Imagine if teachers were given these prompts:
 - i. What question do I most wonder about in my teaching practice?
 - ii. What causes me to wonder about this question?
 - iii. Why is this question important to me? What experiences and perspectives brought me to ask this question?
 - iv. Who would benefit from addressing this question (e.g. me, my students, my school, a school division, society at large)?
 - b. Samaras & Roberts (2001, pp. 43-45) offer the following method:
 - i. STEP 1: Author your own question.
 - ii. STEP 2: Work with a critical friends team.
 - iii. STEP 3: Plan new pedagogies for improved learning.
 - iv. STEP 4: Enact, document, and assess your research process.
 - v. STEP 5: Generate and share what you learned.
 - ii. Appreciative Inquiry
 1. More (2010): Appreciative Inquiry (AI) is a method for discovering, understanding and fostering innovations in organizations through the gathering of positive stories and images and the construction of positive interactions. AI seeks out the very best of "what is" to help ignite the collective imagination of 'what could be'. The aim is to generate new knowledge which expands the 'realm of the possible' and helps members of an organization envision a collectively desired future and to carry forth that vision in ways which successfully translates images of possibility into reality and beliefs into practice.
 - iii. Self-Study
 1. Lewison (2003, p. 100): [A self-study is] a generally agreed upon set of insider research practices that promote teachers taking a close, critical look at their teaching and the academic and social development of their students... [A self-study] involves classroom teachers in a cycle of inquiry, reflection, and action. In this cycle, teachers question common practice, approach problems from new perspectives, consider research and evidence to propose new solutions, implement these solutions, and evaluate the results, starting the cycle anew.

References

1. British Columbia Teachers' Federation (2008). *Teacher Inquiry in the BCTF: A focus for supporting teachers' professional development*. Vancouver, BC: BCTF.
2. Hammond, S. A. (1996). *The thin book of appreciative inquiry*. Plano, TX: CSS.
3. Samaras, A. P. & Roberts, L. (2011). Flying solo: Teachers take charge of their learning through self-study research. *Learning Forward*, 22(5), 42-45.