



*Department of Curriculum and Pedagogy*

## **EDUC 451B 305 (3): Inquiry Seminar II: Design and Technology Education Winter 2 2019**

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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 25	20%
4. Inquiry Project	January 25	50%

### PASS/ FAIL:

<b>Pass</b>	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.
<b>Fail</b>	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 2018/2019* 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

<b>Topic</b>	<b>Introduction and Updates (Jan 2)</b>
Guiding Questions	<ul style="list-style-type: none"> <li>• What is this course about?</li> <li>• What are the emphases?</li> </ul>
Activities	<ol style="list-style-type: none"> <li>1. Introduce syllabus               <ol style="list-style-type: none"> <li>a. Assignments and emphases</li> </ol> </li> <li>2. Review inquiry topics</li> </ol>
<b>Topic</b>	<b>Teaching Philosophy (Jan 3)</b>
Guiding Questions	<ul style="list-style-type: none"> <li>• What is your personal teaching philosophy?</li> </ul>
Activities	<ol style="list-style-type: none"> <li>1. Building shared database of unit and lesson plans</li> </ol>
<b>Inquiry Day</b>	<b>Independent Inquiry (Jan 7)</b>
<b>Topic</b>	<b>Inquiry (Jan 8)</b>
Guiding Questions	<ul style="list-style-type: none"> <li>• What resources are available for unit and lesson planning in technology education?</li> <li>• How can we support each other as a community of technology educators?</li> </ul>
Activities	<ol style="list-style-type: none"> <li>1. Teaching Philosophy cont'd</li> <li>2. Inquiry project planning</li> </ol>
<b>Topic</b>	<b>Refining Unit and Lesson Plans (Jan 9)</b>
Guiding Questions:	<ul style="list-style-type: none"> <li>• How does my inquiry relate to the new BC curriculum?</li> </ul>
Activities	<ol style="list-style-type: none"> <li>1. Building shared database of unit and lesson plans</li> </ol>
<b>Topic</b>	<b>Inquiry reflection part 1 (Jan 10)</b>
Guiding Questions	<ul style="list-style-type: none"> <li>• What are the emphases of my inquiry?</li> <li>• How shall I go about planning for my inquiry?</li> <li>• How can I find resources for my inquiry?</li> </ul>
Activities	<ol style="list-style-type: none"> <li>1. Clarification of assignments</li> <li>2. Inquiry planning group activity</li> </ol>
<b>Inquiry Day</b>	<b>Independent Inquiry (Jan 14)</b>
<b>Topic</b>	<b>Practicum Planning and Inquiry Project (Jan 15)</b>
Guiding Questions	<ul style="list-style-type: none"> <li>• How does the design of my unit plan incorporate the BC curriculum?</li> <li>• How can my reflections be constructed in a public forum (eportfolios)?</li> </ul>
Activities	<ol style="list-style-type: none"> <li>1. ePortfolio cont'd</li> <li>2. Inquiry cont'd</li> </ol>
<b>Topic</b>	<b>Practicum Planning and Inquiry Project (Jan 16)</b>
Guiding Questions	What is the status of my planning for Practicum and the Inquiry Project?
Activities	<ol style="list-style-type: none"> <li>1. Unit planning group activity</li> <li>2. Review e-Portfolio progress</li> </ol>
<b>CFE contact day</b>	<b>Community Field Experience Contact Day (Jan 17) Classes cancelled</b>
<b>Inquiry Day</b>	<b>Independent Inquiry Day (Jan 21)</b>
<b>Topic</b>	<b>Practicum Planning and Inquiry Project (Jan 22)</b>
Guiding Questions	<ul style="list-style-type: none"> <li>• What are the performative aspects of teaching in front of a classroom?</li> <li>• How to utilize design and technology to best teach or conduct a presentation?</li> </ul>
Activities	Presentation seminar
<b>Topic</b>	<b>(Jan 23) TBD</b>
Guiding Questions	TBD

Activities	TBD
<b>Presentations</b>	<b>Inquiry presentations (Jan 24) Last Day of Class + Final Planning for Practicum</b>
Activities	1. Class presentations on Inquiry Project

**Participation (Ongoing) (10%)**

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.

<b>Participation (10%)</b>	
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?

<b>Philosophy of Teaching (20%)</b>	
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] 20% [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. **For this term, you are expected to write at least one reflection post per week (4 posts) and at least 2 sample teaching materials that you have created yourself.**

**e-Portfolio (20%)**

<b>Low-----Avg-----High</b>
<b>Is it Professional ?</b>
Appropriate design and content – utilize various functions for professional presentation F-----P
Teaching philosophy – belief about education, design, and technology F-----P
Sample teaching materials – lesson plans, unit plans, other resources F-----P
Reflective practitioners – reflect back on inquiry class experiences; analyze own learning F-----P
Total: P / F

## **Inquiry Project – Part II [Due: 25 January] 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.

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 (<http://blogs.ubc.ca/dandt/resources/examples/>). **For this term, you will write a mini-literature review to reflect on research and practice. You will also present a short summary of your work at end of class.**

### **Format of the Inquiry Project**

<b>Section</b>	<b>Pages</b>
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.	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.	Attach
	<b>5-6 pages total + refs &amp; apps</b>

**Inquiry Project PART II 50%**

**Fail-----Pass**

Clear introduction, questions, and Inquiry purpose

F-----P

Critical concepts are coherent and relevant to tech ed

F-----P

Findings make great use of literature review

F-----P

Findings engage with challenges from literature review

F-----P

Presentation synthesize what has been learned

F-----P

Total: F / P