



*Department of Curriculum and Pedagogy*

**EDUC 452B 305 (3): Inquiry Seminar III: Design and Technology Education  
Summer 1a 2019 (W-F, 8:00-12:00)**

**Instructor:** Stella Namae

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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. An e-Portfolio (e.g., blog) is an effective, professional way for communicating results to public audiences.

Inquiry III offers an opportunity to reconsider, reflect upon and represent learning experiences from Inquiry I and II, and throughout the 10-week practicum and 3-week Community Field Experience in light of a critical engagement with what it means to be a professional and to be engaged in a profession. Most importantly, we will be exploring ways to survive and thrive as a teacher as you move into a teaching career. This exploration will take place through encounters with those in education as guest speakers, through readings and discussions; through your own curiosity-driven teacher inquiry; and through the planning and leadership of a professional development activity as the culmination of the course. The main aim of the course is to help you reassess your learning and your new interests as you move into your role as teacher, and to have an introduction to resources and strategies for a stimulating, healthy and balanced long-term career in education.

### **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. e-Portfolio / blog and Presentation (inc. Midterm)	June 19/21	P/F (30%)
3. Inquiry Project and Presentation (inc. Midterm)	June 19/21	P/F (60%)

### 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* 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>).

<b>Topic</b>	<b>May 15 - Introduction and Updates</b>
Guiding Questions	<ul style="list-style-type: none"> <li>• What is this course about?</li> <li>• What are the emphases?</li> <li>• Debrief Practicum/Community Field Experience</li> </ul>
Exploratory Questions	<ul style="list-style-type: none"> <li>• What is the best thing that has happened in my practicum (my most powerful learning experience)? Is it related to your teaching philosophy in any way? Did it add to or change your philosophy in any way? What are your new insights about teaching and learning?</li> <li>• What has been a challenging time for me in the program/practicum and what did I learn from this?</li> <li>• What am I still wondering? What are my lingering questions?</li> <li>• What do I still need to know and gain from this course?</li> </ul>
Activities	<p>1. a) Sharing a powerful learning, aha moment, challenging incident: in a group, choose one and dramatize it in a short vignette, video, etc.</p> <p>b) Walk and talk - key “wonderings” – from this -</p> <p>c) Questionnaire: what would you like from this course? [using stick notes]</p> <p>2): For each day (starting on May 17) a group of four will share an idea/activity for a TOC Toolkit. The groups will lead this short session in class time. This will be something you used successfully during your practicum, something you wish you had used or something you saw someone else use. The activity can be demonstrated, modeled, or explained. It does not require any kind of formal presentation</p>
<b>Topic</b>	<b>May 17 - Inquiry Review- Revisiting Program Strands</b>
Guiding Questions	<ul style="list-style-type: none"> <li>• What is my inquiry question?</li> <li>• What is status of my inquiry project?</li> <li>• Are there additional research questions and methods I need to pursue for my inquiry project?</li> <li>• What additional research do I need for my inquiry project?</li> <li>• <b>*** Planning for the mid-point</b></li> </ul>
Exploratory Questions	<ul style="list-style-type: none"> <li>• What have been some of the significant insights I’ve gained from my training, readings and experiences in the program?</li> <li>• How have my perceptions and opinions shifted?</li> <li>• What do I still need to know before entering the profession? How have my perceptions of teaching and learning changed this year? if at all.</li> <li>• Where and how do I see myself addressing these and other questions in the future?</li> <li>• What do I still need to know before entering the teaching profession? How have my perceptions of teaching and learning changed this year, if at all?</li> </ul>
Activities Planning/org anizing	<ol style="list-style-type: none"> <li>1. Review inquiry project proposals</li> <li>2. Small group work, review, and research</li> <li>3. Inquiry project work on potential outcomes –written/video/podcast/vignette</li> </ol>
	<b>May 22 – TRB 9:00 am – 12:00 Noon Scarfe 100</b>
	<b>May 24 - Self-Directed Inquiry &amp; e-Portfolio Day</b>
Guiding	<ul style="list-style-type: none"> <li>• What additional research do I need for my inquiry project?</li> </ul>

Questions	<ul style="list-style-type: none"> <li>What work do I need to do on my e-Portfolio?</li> </ul>
Readings	<ol style="list-style-type: none"> <li><a href="http://www.theijep.com/pdf/IJEP306.pdf">http://www.theijep.com/pdf/IJEP306.pdf</a></li> <li><a href="https://www.cjlt.ca/index.php/cjlt/article/view/27634/20422">https://www.cjlt.ca/index.php/cjlt/article/view/27634/20422</a></li> <li><a href="https://www.keiththeteacher.org/the-good-the-notso-good-and-the-amazing-outcomes-of-utilizing-eportfolios-for-all-students">https://www.keiththeteacher.org/the-good-the-notso-good-and-the-amazing-outcomes-of-utilizing-eportfolios-for-all-students</a></li> </ol>
<b>Topic</b>	<b>May 29 - Midterm Inquiry Project &amp; e-Portfolio Presentations</b>
Guiding Questions	<ul style="list-style-type: none"> <li>What is status of my e-Portfolio?</li> <li>Are there additional design features I need to add?</li> <li>What additional steps do I need to take for designing my e-Portfolio?</li> </ul>
Exploratory Questions	<ul style="list-style-type: none"> <li>Continuing the conversation (Gallery show).</li> <li>How do you translate your project in a manner that would provoke a pedagogical question?</li> </ul>
Activities	<ol style="list-style-type: none"> <li>Mid-Term Presentations (inquiry + e-Portfolio)</li> <li>Small group work, review, and research</li> <li>e-Portfolio work and inquiry project work</li> </ol>
<b>Topic</b>	<b>May 31 - Self-Directed Inquiry &amp; e-Portfolio Day</b>
Guiding Questions	<ul style="list-style-type: none"> <li>What additional research do I need for my inquiry project?</li> <li>What work do I need to do on my e-Portfolio?</li> </ul>
<b>Topic</b>	<b>June 5 –Self-Directed Inquiry &amp; e-Portfolio Day</b>
Guiding Questions	<ul style="list-style-type: none"> <li>How do my inquiry project and e-Portfolio facilitate my professional learning and growth?</li> </ul>
Activities	<ol style="list-style-type: none"> <li>Mid-Term Presentations (inquiry + e-Portfolio)</li> </ol>
<b>Topic</b>	<b>June 7 - Self-Directed Inquiry &amp; e-Portfolio Day</b>
Guiding Questions	<ul style="list-style-type: none"> <li>What additional research do I need for my inquiry project?</li> <li>What work do I need to do on my e-Portfolio?</li> </ul>
<b>Topic</b>	<b>June 12 - Inquiry &amp; e-Portfolio Small Group Work</b>
Guiding Questions	<ul style="list-style-type: none"> <li>What is status of my e-Portfolio?</li> <li>Are there additional design features I need to add?</li> <li>What additional steps do I need to take for designing my e-Portfolio?</li> </ul>
Activities	<ol style="list-style-type: none"> <li>Small group work, review, and research</li> <li>e-Portfolio work and inquiry project work</li> </ol>
<b>Topic</b>	<b>June 14 - Self-Directed Inquiry &amp; e-Portfolio Day</b>
Guiding Questions	<ul style="list-style-type: none"> <li>What additional research do I need for my inquiry project?</li> <li>What work do I need to do on my e-Portfolio?</li> </ul>
<b>Topic</b>	<b>June 19 - Inquiry Presentations and Individual Reflection Day</b>
Guiding Questions	<ul style="list-style-type: none"> <li>What is the status of the Inquiry Project and Presentations?</li> </ul>
Activities	<ol style="list-style-type: none"> <li>Inquiry cont'd (work on 10-minute presentation)</li> </ol>
<b>Topic</b>	<b>June 21 - Self-Directed Inquiry &amp; e-Portfolio Day</b>
Guiding Questions	<ul style="list-style-type: none"> <li>What additional research do I need to finalize my inquiry project for grading?</li> <li>What work do I need to do to finalize my e-Portfolio for grading?</li> </ul>

# COURSE PARTICIPATION & ASSIGNMENTS

## 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.

<b>Participation (10%)</b>	
Low-----	Avg-----High
Appropriately and accurately participates in readings discussions, reflection, activities, etc.	F-----P
Level of participation in activities and group work is high quality and professional, etc.	F-----P
Total: P / F	

## 2. Blog and e-Portfolio [Due: Ongoing] [DUE JUNE 19/21]

This assignment involves continuing a **professional and public** e-Portfolio using an app such as wordpress, e.g., <http://blogs.ubc.ca> (cont'd. from EDUC 451). In this way, you will have a virtual classroom to store your resources (lesson plans, tutorials, CV, etc.) that may then be used when you are teaching in 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 post-UBC. 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.*

<b>e-Portfolio (30%)</b>	
Low-----	Avg-----High
<b>Is it Professional?</b>	
Appropriate design and content – utilize various functions for professional presentation	F-----P
Inquiry Page – inquiry final project attached / included	F-----P
Reflective practitioners – reflect back on inquiry class experiences; analyze own learning	F-----P
Total: P / F	

### 3. Inquiry Project [DUE JUNE 19/21] 60%

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.	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
	<b>5-6 pages total</b>

#### Inquiry Final Presentation Format:

1. Presentation: 5 Minutes + 5 min Q&A. Audience attends all presentations.
  - a. TED talk, vlog, podcast, Pecha Kucha, skit, etc.
2. Poster (digital, i.e., e-poster on e-Portfolio): 5 minutes. Audience rotates informally from poster to poster.
  - a. Also infographic, artistic representation, etc.

**Inquiry Project**

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

Clear introduction, questions, and Inquiry purpose

F-----P

Critical concepts are coherent and relevant to Technology 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