THE UNIVERSITY OF BRITISH COLUMBIA
Faculty *of* Education
UBC

Department of Curriculum and Pedagogy

EDUC 450B 305 (3): Inquiry Seminar I: Design and Technology Education
Winter Session Term 1 2019
Thursdays 9:30AM – 12:30PM

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Canvas: http://canvas.ubc.ca
Room: SCARFE 1106

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.

LEARNING OUTCOMES

Upon completion of this course, the student will have:
- an understanding of *applied design, skills, and technology (ADST)* teaching as a moral and intellectual activity requiring inquiry, judgment and engagement with complex situations and relationships — with students, parents, colleagues and the scholarly community.
- an appreciation of the importance of research and reflection in understanding *applied design, skills, and technology (ADST)* curriculum, teaching and learning.
- a desire to engage in their own educational inquiries — to become students of teaching.

REQUIRED READINGS

Required readings are as indicated in the *Course Outline* and links to the articles and documents are available in *Canvas*.

REFERENCE READINGS

Beins, B. C. (2012). *APA Style Simplified: Writing in Psychology, Education, Nursing, and Sociology* [eBook]. New York: Wiley. Available online through UBC library.

TEACHER EDUCATION PROGRAM EXPECTATIONS

This course is guided by the *Teacher Education Program Policies and Guidelines*. Complete policies and guidelines can be accessed from the Teacher Education Office (TEO) online here:
http://teach.educ.ubc.ca/students/policies-and-guides/teacher-education-program/

COURSE EXPECTATIONS

This course is guided by the *UBC Campus Wide Policies and Regulations*. Complete policies and guidelines can be accessed from the UBC Academic Calendar online here: http://www.calendar.ubc.ca/

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available **here** https://senate.ubc.ca/policies-resources-support-student-success

Respectful Learning Environment

The University of British Columbia envisions a climate in which students, faculty and staff are provided with the best possible conditions for learning, researching and working, including an environment that is dedicated to excellence, equity and mutual respect. In addition, the University believes that every student, faculty and staff member has the right to study and work in an environment that is free from discrimination and harassment as a result of age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental ability, sex or sexual orientation. Information about resources for students with disabilities available for UBC students, is located online here: https://students.ubc.ca/about-student-services/access-diversity

Statement of Inclusion from the Faculty of Education

Faculty of Education courses occur in learning environments that are inclusive of everyone regardless of their gender identity, gender expression, sex, race, culture, ethnicity, religion, class, sexual orientation, ability, age, etc. Students, instructors, visitors and readings/media in Faculty of Education courses may raise controversial issues. Learners and educators expect to be treated respectfully at all times and in all interactions, such that they feel welcome, included and able to participate fully. Differences of opinion can occur among course participants without being disagreeable and offensive. *Language that is inclusive and not discriminatory or offensive is expected in all class discussions and course assignments.* **Please email your instructor your name and pronoun and how you would like these to be used**.

Accountability for Learning

Teacher candidates are expected to actively participate during the learning experiences of the program. Almost all courses in the Teacher Education Program are graded as Pass/Fail. In order to pass a course, you will be expected to produce high quality work that meets criteria provided by instructors. You will be advised by your instructors if any aspect of course work does not meet expectations. You may be expected to revise and re-submit an assignment or do a supplemental assignment to demonstrate that you have met expected standards. *If you receive an interim report regarding course concerns and have questions, please speak with your instructor and/or with a program coordinator in the TEO.*

Attendance and Participation

The nature of the Teacher Education Program is highly participatory. Regular attendance of all classes and the timely completion of assignments are <u>essential</u> to success in the Teacher Education Program. It is important that teacher candidates understand and value the time commitments made by faculty and colleagues to their learning given the highly participatory nature of the Teacher Education Program. *Regular attendance in all classes and field experiences is a professional commitment that is expected of all teacher candidates and a requirement of professional practice.* If you must miss a class, <u>notify your instructor</u> and fill out the following Attendance online: http://teach.educ.ubc.ca/students/attendance/.

Academic Regulations
Teacher candidates are expected to: 1) adhere to academic regulations in the UBC calendar; 2) cite references when using information or materials developed by others, including information and materials from the Internet; 3) submit a separate and distinct assignment for each course (A single assignment cannot be used for more than one course, unless prior approval from the instructor is granted); and 4) abide by copyright laws and regulations.

Health & Wellness
Mental health and wellness are important parts of your academic success and everything you do. When you take care of yourself, it's easier to achieve your goals and feel good in life. UBC has a number of resources for you to take advantage of including self-help, peer support, medical services, and mental health support through UBC Counselling Services. https://students.ubc.ca/health-wellness

Teacher Education Awards
BEd teacher candidates are eligible for a number of scholarships and awards. These scholarships and awards recognize outstanding performance in coursework, practicum, and the BEd program overall. On the evening prior to graduation in November, award and scholarship winners are recognized at the Bachelor of Education Awards Ceremony. Course instructors and faculty advisors may nominate teacher candidates, and TCs may nominate themselves for an award or scholarship by submitting completed nomination forms. https://teach.educ.ubc.ca/students/awards/

Financial Distress
If you find yourself in financial distress, there is help available. Speak to an advisor in the TEO and also visit https://students.ubc.ca/enrolment/finances/funding-studies/financial-distress for assistance.

COURSE DELIVERY
Teacher candidates work collaboratively with their instructor and/or peers (about their readings, ideas and questions); class and online time will be given to respond to questions about their own inquiry journey from instructor and peers. Throughout the Inquiry courses, you will have time to explore various topics through a number of resources including journal articles, books and chapters, web-based information such as educators' professional blogs, educational discussion forums and conversations with other educators.

In addition to the above, teacher candidates will begin to explore an inquiry question that will become your Inquiry Project (see below) and class time will be dedicated to work on this collaboratively with the instructor and your peers. This exploration could take the form of creating inquiry learning groups in which teacher candidates begin the exploration of their topic with others in their group who are inquiring into related areas. Further, class time will involve meeting as groups or individually with course instructor to advance your thinking, for regular reporting and feedback.

COURSE SCHEDULE

Evidence of on-going engagement with readings such as entrance and exit slips, jigsaw reading activities, posts and discussion on canvas. Entrance or exit slips may take the form of notes and jottings (a paragraph or so) that may provide a starting point to class discussion. Engaging in the inquiry process through group facilitation of a reading, e.g., with focus questions and/or an activity to engage understanding about key topics and broadening of perspectives. ***The following is a proposed topic outline course schedule and is subject to change – please refer to updated schedule on Canvas.***

Sept 5	**Theme: Teacher Inquiry and Inquiry-Based Learning (IBL)**
Topic	*Understanding Inquiry*
Guiding Questions	I. What is inquiry? What do you understand by "an inquiry stance"? II. What is teacher inquiry? What is student inquiry? III. What is the purpose and impact of inquiry learning?
Reading	Engel, S. (2013). The case for curiosity. *Educational Leadership.* 70(5), 36-40.
Activities	*Teaching Perspectives Inventory (TPI)* • Teaching Perspectives Inventory (TPI) o http://www.teachingperspectives.com/tpi/ • What do you believe about teaching and learning? • What do you hope to accomplish in your teaching? • What you hope to do when you are teaching?

Sept 12	**Theme: Exploring Teacher Inquiry & IBL**
Topic	*Understanding and Exploring Teacher Inquiry: Developing an Inquiry Mindset*
Guiding Questions	I. What are some of the key qualities of teacher inquiry? What is the purpose and impact of teacher inquiry? II. What is the distinction between teacher inquiry and teacher research? III. What is my understanding of the inquiry process?
Readings	Babione, C. (Ed.). (2015). Where we begin. In *Practitioner teacher inquiry and research* (pp. 81-85). San Francisco, CA: Jossey-Bass. Kaser, L. & Halpert, J. (2017). *The spiral playbook: Leading with and inquiry mindset in school systems and schools.* C21 Canada – Canadians for 21st Century Learning and Innovation. Available online: http://c21canada.org/playbook/
Activities	Jigsaw activity for Kaser & Halpert (2017) Introducing Canvas
Sept 19	**Theme: Generating Questions for Inquiry – Initiating a Mini-Inquiry**
Topic	*Teachers' Questions*
Guiding Questions	I. What kinds of questions do teachers ask? Where do teachers' questions come from? What kinds of questions cause me to think deeply? II. Why should I become a reflective practitioner? III. What is reflective practice in technology education? IV. What is the role of a professional learning network?
Readings	Kaser, L. & Halpert, J. (2014). *Introduction. A framework for transforming learning in schools: Innovation and the spirals of inquiry*, (pp.3-24). Centre for Strategic Education Seminar Series Paper No. 234.

Activities	Jigsaw activity for Kaser & Halpert (2014)
Assignment	**Online Mini Inquiry 1**
Sept 26	**Theme: Engaging in Professional Learning Through Inquiry**
Topic	*Teachers' conversations with children and colleagues*
Guiding Questions	I. Where do teachers go with their questions? What kinds of conversations are possible, with whom, and in what contexts? II. What is the role of professional learning communities and on-line professional communities in teacher learning? III. What do teachers (and I) pay attention to? Why?
Readings	DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service and Alexandria, VA: Association of Supervision and Curriculum Development. Colnerud, G. (1997). Ethical conflicts in teaching. *Teaching and Teacher Education*, 13(6), 627-635. BCTF code of ethics: http://bit.ly/BCTFCOE UBC Digital Tattoo: https://digitaltattoo.ubc.ca
Activities	**Guest: Kieran Forde**
Oct 3	**Theme: Enlarging Perspectives**
Topic	*Teachers' conversations with scholarly and professional communities:*
Guiding Questions	I. Why and how might teachers, individually and collectively, enlarge their perspectives on a classroom issue or problem? II. What are some of the key perspectives they use to frame educational research? How do teachers identify and assess arguments in the research literature?
Readings	Fischer, J. (2001). Action research rationale and planning: Developing a framework for teacher inquiry. In G. Burnafford, J. Fischer, & D. Hobson, D. (Eds.) *Teachers doing research: The power of action through inquiry*. London: Lawrence Erlbaum Associates.
Activities	**Microsoft Offices – Downtown Vancouver**
Assignment	**Online Mini Inquiry 2**
Oct 10	**Theme: Generating Observations**
Topic	*Observing and noticing*
Guiding Questions	I. What questions do my observations raise (about curriculum, teaching, learning, students, context)? II. What questions do my observations raise about particular teachers (and myself) as observers, each with his/her values, assumptions and interests? III. What impact might observations have on those/that observed?
Readings	Restoule, J.-P., & Chaw-win-is (2017). Old ways are the new way forward. How Indigenous pedagogy can benefit everyone. Ottawa: Canadian Commission for UNESCO.
Activities	**Guest: Shannon Leddy**
Oct 17	**Theme: Generating Questions that Matter**
Topic	*Making judgments*

Guiding Questions	I.	What kinds of considerations do teachers make when creating conditions for student learning?
	II.	How do teachers make good judgments about how to act?
	III.	What kinds of information might teachers gather to assess their action?
Readings		Perkins, D. N., & Blythe, T. (1994). Putting understanding up front. *Educational Leadership*, 514-7.
Activities		**Guest: Kieran Forde**
Assignment		**Online Mini Inquiry 3**

Oct 24	**Theme: Formulating an Inquiry**
Topic	*Developing a focus and locating sources*

Guiding Questions	I.	What are some questions I have about education and schooling, teaching, learning and curriculum?
	II.	Why are these questions significant, and to whom?
	III.	How would I explore my particular interest? Which resources shall I consult?
Readings		Reading for your inquiry
Activities		**Guest: Wendy Traas**
	o	Crafting an effective inquiry question
	o	Using library resources to find scholarly and evidence-based information to support inquiry questions
	o	How to evaluate a range of information sources
		Inquiry lesson plan workshop

2 Week Practicum: October 28 – Nov 8

Nov 14	**Theme: Formulating an Inquiry**
Topic	*Developing a focus and locating sources*

Guiding Questions	I.	What are some questions I have about education and schooling, teaching, learning and curriculum?
		Why are these questions significant, and to whom?
	II.	How would I explore my particular interest? Which resources shall I consult?
Readings		Milner, R. & Tenore, F. B. (2010). Classroom management in diverse classrooms. *Urban Education*, 45, 560-603.
Activities		**Guest: Kerry Renwick**
Assignment		**Online Mini Inquiry 4**

Nov 21	**Theme: Formulating an Inquiry**
Topic	*Developing a focus and locating sources*

Guiding Questions	I.	What are some questions I have about education and schooling, teaching, learning and curriculum?
		Why are these questions significant, and to whom?
	II.	How would I explore my particular interest? Which resources shall I consult?
Readings		Reading for your inquiry
Activities		**Guest: Yvonne Dawydiak**
		Inquiry lesson plan workshop

Nov 28	Theme: Proposing an Inquiry
Topic	*Identifying a framework for understanding*
Guiding Questions	I. What values motivate my inquiry? What do I currently believe about the object of study? How might my inquiry be situated in the context of the particular writers who study similar questions/concerns? II. What are my personal and professional connections to the topic? III. What ethical issues are raised when a teacher researches?
Readings	Reading for your inquiry
Activities	Working on inquiry project proposal

Dec 5	Theme: Proposing an Inquiry
Topic	*Identifying a framework for understanding*
Guiding Questions	I. What values motivate my inquiry? What do I currently believe about the object of study? How might my inquiry be situated in the context of the particular writers who study similar questions/concerns? II. What are my personal and professional connections to the topic? III. What ethical issues are raised when a teacher researches?
Readings	Reading for your inquiry
Activities	Working on inquiry project proposal

Dec 12	Theme: Sharing, Exploring and Receiving Feedback
Topic	*Term Conclusion & Celebration*
Guiding Questions	I. How can I learn collaboratively with other educators? II. How will I engage critically with other questions generated by my colleague
Readings	N/A
Assignment	**Sharing your inquiry plans**
December 12 -- End of Term **Inquiry Proposal Due**	

COURSE EVALUATION

Students must provide evidence that they have engaged thoroughly and thoughtfully with the subject matter of the course. Assignments will be assessed as Pass/Fail/Resubmit and you must achieve the equivalent of 80% for it to be considered a Pass.

The course is graded on a Pass/Fail basis.

See Assessment Schedule (below) for additional information about assignments in this course.

Assessment Schedule

Assignment	Due Date:	Percentage
A1. Online Mini Inquiry (4 x 10%)	Ongoing	40%
A2. Inquiry Teaching	Ongoing	20%
A3. Inquiry Proposal	December 12	40%

A1. ONLINE MINI INQUIRY (4 X 10%)

Online Mini Inquiry: An opportunity to engage in a brief inquiry in which teacher candidates investigate a question or questions relevant to their area of focus. Through these mini inquiry activities, teacher candidates learn how to engage in inquiry as a process while pursuing learning relevant to their area of interest. Teacher candidates share their work in a variety of formats. *More information available on Canvas.*

A2. INQUIRY TEACHING (20%)

Lesson with Inquiry Focus: An opportunity to link the teacher candidates' understanding of the inquiry process to their teaching practice. Following **_both_** of your microteaching sessions in **_EDCP377_**, candidates will revise their lesson plan and consider links to curriculum content, essential understandings, objectives, question development and the inquiry procedure. Examples of lessons with an inquiry focus are available in several of the resources listed in the readings list, notably Alvarado and Herr (2003) and Harvey (2015). *More information available on Canvas.*

A3. INQUIRY QUESTION PROPOSAL: (40%)

Inquiry Question Proposal: A proposal to explore an inquiry question consists of a brief context (how the question arises and why it is significant), a statement of the inquiry question, an outline of the approach to be taken, including possible sources of supporting information (literature, media and other resources). Typically, a proposal is 3-5 pages in length but may also take the form of an oral presentation (with one-page summary), small group presentation (with summary), and guided discussion with others in the cohort, a post on a professional blog, or other. *More information and a template are available on Canvas.*

Please note the following about your Inquiry Question Proposal / Project:
Exploring one's inquiry question during field experiences, e.g., sharing with school and/or faculty advisors during your weekly visits and/or practica in schools) is one way to learn – in addition to consulting the literature, considering media, policy statements, and other sources of information. *Please note that citations or any other data collected from students, teachers or others from the field may NOT be included in any written material related to your inquiry.*

- Citing an article that is already publicly available is part and parcel of academic practice; no permissions are necessary because the author(s) have, of their own volition, represented their ideas in a public manner.

- Citing a human subject (e.g., expert) involves a researcher recording, interpreting, and representing the ideas of the human subject in the public where the human subject has no control over that interpretation or representation; to protect the human subject, therefore, protocols (ethical approval by UBC's Behavioural Research Ethics Board) are required in advance, including demonstration that the researcher has fully informed the human subject about the purpose of the research and the research questions; that conditions of anonymity will be created in so far as possible, etc. *Such ethical approval and, therefore, direct citation is beyond the scope of the inquiry process outlined in EDUC 450 & 451.*

INQUIRY TOPICS & RELATED READINGS

We will be inquiring throughout many of the topic areas listed below in this course. Each of these topics and the readings indicated have been selected from the individual courses you will be taking in the program (not all of these are in the first term). Further, you may wish to consider the following as *example general subject and topic areas* you may want to consider for your inquiry projects.

Human development, learning and diversity

- Jang, H., Reeve, J., & Deci, E. L. (2010). Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure. *Journal of Educational Psychology*,102,588–600.http://doi.org/10.1037/a0019682
- Greenberg, M., & Riggs, N. (2015). Prevention of mental disorders and promotion of competence. In A. Thapar., D. S. Pine., J. F. Leckman., S. Scott., M. J. Snowling., & E. A. Taylor (Eds.), Rutter's Child and Adolescent Psychiatry (6thEd.), pp. 215-217). Chichester, UK: Wiley.

Education, school, and social institutions

- Media Literacy
  - Robertson, L.& Scheidler-Benns, J. (2016). Critical media literacy as a transformative pedagogy. Literacy Information and Computer Education Journal (LICEJ), 7(1), 2247-2253. http://infonomics-society.org/wp-content/uploads/licej/published-papers/volume-7-2016/Critical-Media-Literacy-as-a-Transformative-Pedagogy.pdf

Teaching English language learners

- Reiss, J. (2010). Chapter 4: Learning strategies for English language learners. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd ed. Boston, MA: Pearson Education, p.41-53.
- Coelho, E. (2012). Chapter 3: Linguistic and academic support for new comers and language learners. *Language and learning in multilingual classrooms. A practical approach*. Toronto: Multilingual Matters, p.57-82.

Assessment and learning in the classroom

- Rogers, T. (2009). Theorizing media productions as complex literacy performances among youth in and out of schools. In D. L. Pullen and D. R. Cole (Eds.), Handbook of Research on Mulitliteracies and Technology Enhanced Education. (14 pages). IGI Publishers
- Tierney, R. J. & Rogers, T. (2004). Process/content/design/critique: Generative and dynamic evaluation in a digital world. The Reading Teacher 58, 218-221

Classroom environment and 'management'

- Milner, R. & Tenore, F. B. (2010). Classroom management in diverse classrooms. *Urban Education*, 45, 560-603.

Ethics and Teaching

- Colnerud, G. (1997). Ethical conflicts in teaching. *Teaching and Teacher Education*, 13(6), 627-635.doi:10.1016/S0742-051X(97)80005-4

Curriculum & Educational Policy

- Hondzel, C. D. (2014). Accountable to whom? Teacher reflections on the relationship between creativity and standardized testing in Ontario. *Critical Education*, 5(3), 1-15. http://ices.library.ubc.ca/index.php/criticaled/article/view/183265/184388
- Poole, W., & Fallon, G. (2015). The emerging fourth tier in K-12 education finance in British Columbia, Canada: Increasing privatization and implications for social justice. *Globalisation, Societies and Education*,13(3), 339-368. http://www-tandfonline-com.ezproxy.library.ubc.ca/doi/abs/10.1080/14767724.2014.996857\

Indigenous Education & Cultural Literacy

- Orwin, C. & Forbes, H. D. (1994). Cultural literacy: A Canadian perspective. *International Journal of Social Education*, 9(1), 15-30.
- Restoule, J.-P., & Chaw-win-is (2017). [Old ways are the new way forward. How Indigenous pedagogy can benefit everyone](). Ottawa: Canadian Commission for UNESCO.
- Santoro, N., Reid, J., Crawford, L., & Simpson, L. (2011). Teaching Indigenous children: Listening to and learning from Indigenous teachers. Australian Journal of Teacher Education, 36(10). http://dx.doi.org/10.14221/ajte.2011v36n10.2

FURHTER RESOURCES & READINGS FOR EDUC 450 / 451 / 452

Aoki, T. (2005). Interests, knowledge and evaluation: Alternative approaches to curriculum evaluation. In R. Irwin & W.H. Pinar (Eds.), *Curriculum in a new key: The collected works of Ted T. Aoki* (pp. 137-150). Mahwah, NJ: Lawrence Erlbaum.

Alvarado, A., & Herr, P. (2003). *Inquiry-based learning using everyday objects: Hands on instructional strategies that promote active learning in Grades 3-8*. Thousand Oaks, CA: Corwin Press.

Blumberg, A. (1990). Toward a scholarship of practice. *Journal of Curriculum and Supervision*, 5(3) 236-243.

Burnafford, G., Fischer, J., & Hobson, D. (2001). (Eds.) *Teachers doing research: The power of action through inquiry.* Mahwah, New Jersey: Lawrence Erlbaum.

Cecil, N. L., & Pfeifer, J. (2011). *The art of inquiry: Questioning strategies for K-6 classrooms*. Portage & Main Press.

Clarke, A., & Erickson, G. (2006). Teacher inquiry: What's old is new again. *BC Educational Leadership Research*, 1, 44-68.

Clarke, A., & Erickson, G. (2003). *Teacher inquiry: Living the research in everyday practice*. London, UK: Routledge Falmer. [available online via UBCLib]

Cole, A. & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Part III. Toronto, ON: Allyn & Bacon.

Coulter, D. (1999). The epic and the novel: Dialogism and teacher research. *Educational Researcher*, 28(3), 4-13.

Davis, B. (2004), *Inventions of teaching: A genealogy* (Selected Chapters). London: Lawrence Erlbaum Associates.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service and Alexandria, VA: Association of Supervision and Curriculum Development.

Fenwick, T. (2000). Expanding conceptions of experiential learning: A review of the five contemporary perspectives on cognition. *Adult Education Quarterly*, 50(4), 243-272.

Filipenko, M. & Naslund, J. (2016). *Problem-based learning in teacher education*. Switzerland: Springer.

Fischer, J. (2001). Action research rationale and planning: Developing a framework for teacher inquiry. In G. Burnafford, J. Fischer, & D. Hobson, D. (Eds.) *Teachers doing research: The power of action through inquiry*. London: Lawrence Erlbaum Associates.

Fichtman Dana, N. & Yendol-Hoppey, D. (2009*). The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks, CA: Corwin Press.

Halbert, J., & Kaser, L. (2013). *Spirals of Inquiry*. Vancouver, BC: BC Principals and Vice Principals Association.

Harvey, S. (2015). *Comprehension & collaboration: Inquiry circles for curiosity, engagement and understanding*. Portsmouth, NH: Heinemann.

Henderson, J. (1992). *Reflective teaching: Becoming an inquiring educator*. Toronto, CA: Maxwell Macmillan Publishers.

Murdoch, K. (2015). The power of inquiry. Melbourne, AUS: Seastar Education.

McIsaac, Scott. (2004). Free-run children. *Educational Insights*, 8(3), 177.

McKeown, M. & Beck, I. (1999). Getting the discussion started. *Educational Leadership* (57) 3, 25-28.

Osborne, K. (2009). Education and schooling: A relationship that can never be taken for granted. In D.L. Coulter & J.R. Wiens (Eds.), *Why do we educate? Renewing the conversation* (pp. 21-41). Malden, MA: Blackwell Publishing.

Ritchhart, R (2011). *Making thinking visible how to promote engagement, understanding, and independence for all learners*. San Francisco, CA: Jossey Bass.

Romano, M.E. (2004): Teacher reflections on 'bumpy moments' in teaching: A self-study. *Teachers and teaching: Theory and practice*, 10:6, 663-681.

Shamsher, M., Decker, E., & Leggo, C. (2003). *Teacher research in the backyard: Kitimat-Terrace teacher research*. Vancouver, BC: BC Teachers' Federation.

Sims, M. (1993). How my question keeps evolving. In Cochran-Smith, M. & Lytle, S. (Eds.) *Inside-out: Teacher research and knowledge*, (pp. 283-289). NY: Teachers College Press.

Watt, J., & Colyer, J. (2014). *IQ: A practical guide to inquiry-based learning*. Don Mills: Oxford University Press.

BC Teachers Federation: Teacher Inquiry

Networks: An online journal of teacher research

Carnegie Foundation: [Inside teaching: A living archive of practice](#)