

Alex Pichler  
February 6, 2017  
EDST 403

## **Final Project**

**Summary:** The mind map below outlines the beginning of an inquiry based unit that is framed around a visit to Burnaby Mountain to see the Kamui Mintara.

**Functions:** to engage with a process of inquiry, to explore a transdisciplinary approach, and to encourage / inspire the students to ask questions, choose what and how they want to learn, and decide themselves a manner in which to present their learning.

### **Core Competencies:**

**Communication:** Acquire, interpret, present, present, collaborate, explain and reflect

**Creative thinking:** Novelty, value, generating & developing ideas

**Critical thinking:** Analyze and critique, develop and design

**First Peoples Principles of Learning:** Learning is holistic, reflexive, reflective, experiential, and relational (focussed on connectedness, reciprocal relationships and a sense of place).

**Social Studies:** Students will explore the history and significance of 'sister cities,' specifically in relation to Burnaby and Kohsiro Japan. (globalization and economic interdependence gr.6)

**Language arts:** Students will write a story or poem about the sculptures with the following prompts: What are they? How did they get here? What are they for? (Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts gr.7)

**Core French:** Villes jumelées, Quebec & Bordeau amongst others. (basic awareness that there are Francophone communities around the world gr.7)

**Arts Education:** Students will respond visually with a drawing, painting, collage, song sculpture etc. (Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation gr.7)

## Critical Thinking

- Analyze and Critique,
- Develop and design

## Core Competencies

### Communication

- Acquire, interpret, present, collaborate, explain/recount and reflect

## Short walk & hike

"physical literacy and fitness contribute to our success in and enjoyment of physical activity" (P.E. gr. 6)

## Creative thinking

- Novelty, Value, generating & developing ideas

## First Peoples Principles of Learning

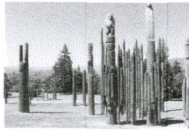
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships and a sense of place).

## Visual response

- photo/collage
- painting
- drawing
- sculpture
- song
- comic/story board

## Investigation:

- 5 things: see, smell, touch
- make sketches



## Story about its origin

- what are they for?
- How did they get here?
- What are they for?

## writing prompt

Choose another city in a different country to be sister cities, what would you give them as a token of friendship?

## Sister cities

- Burnaby & Kushing, Japan
- Historical significance & timeline
  - ↳ "globalization and economic interdependence" (socials gr. 6)

## villes jumelées

- Québec & Bordeaux amongst others
  - ↳ "basic awareness that there are Francophone communities around the world" (C. French gr. 7)

## discussion prompt

- Why would one country give a present to another country? (ex. statue of liberty)

## Inquiry

- what do you want to learn about Kamui Mintara (playground of the gods)?
- what other 'gifts' have been exchanged between the two cities

Berry, A., Loughran, J., & van Driel, J. (2008). Revisiting the roots of pedagogical content knowledge. *International Journal of Science Education, 30*(10), 1271-1279.

This article discusses the difference between 'teacher knowledge' and a specialist in a given field. A teacher's understanding of a given subject has significant effects on how they teach that particular discipline. The authors discuss how teacher knowledge and specialist knowledge coincide. I think that for this unit there will be the added inquiry process of my discovering what works and how to best proceed in order to support the students in an open ended project.

Marshall, J. (2014). Transdisciplinarity and Art Integration: Toward a New Understanding of Art-Based Learning Across the Curriculum. *Studies in Art Education: A Journal of Issues and Research, 55*(2), pp.104-127.

This article discusses various ways to integrate art across the curriculum. However, the most pertinent parts revolve around the discussion of transdisciplinary practises, with an emphasis on a processed-based approach. Dissolving the boundaries between disciplines is very much in the spirit of the unit plan / web described above. Using multiple literacies could provide rich and interesting results. However, the conceptual framework for my inquiry unit is still in need of further development, but shows some promise in integrating many subjects under the same framework.