**DATES: September 5– December 12, 2013 Instructor: Erin McGinley**

**LOCATION: Neville Scarfe 1214 Office: EDCP 2321**

**Thursdays: 2:00-5:00pm Email: missemcginley@gmail.com**

*“Education doesn’t need to be reformed- it needs to be transformed. The key is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in a environment where they learn and where they can naturally discover their true passions.” – Ken Robinson*

**EDUC 450B: INQUIRY SEMINAR 1 (FALL)**

**3 credits: Pass/Fail**

**COURSE DESCRIPTION**

**Inquiry Seminar (I) is designed to engender in teacher candidates:**

1) an understanding of teaching as a moral and intellectual activity requiring inquiry, judgement and engagement with multiple others—students, parents, colleagues, scholarly community.

2) an appreciation of the importance of research in understanding curriculum, teaching and learning.

3) a desire to engage in their own educational inquiries—to become students of teaching.

The purpose of inquiry-oriented education is to develop discernment regarding what is desirable in the name of education and the applied practices of teaching. Inquiry is understood as a deliberate, sustained and systematic process—beyond the every day reflection that is required in teaching—where professionals explore ***what they do*** and ***how they do it***, and the reasons for both; it involves professionals sharing their inquiries with colleagues. The notion of teacher inquiry connotes classroom teachers, individually and collectively, in a cycle of questioning, reflection, and action.

 Teachers take a close and critical look at practice, address problems and issues from a variety of perspectives, consider inquiry alternatives, try out new or revised practices, and evaluate the results; then the cycle begins anew based on the outcomes, responses, and possibilities emerging from the inquiry and the consolidation and sharing of these results with colleagues. This course focuses on and variety of inquiry practices which teacher candidates will engage in to develop their own **theoretical knowledge** and understanding **(professional development)** as well as to make their work pragmatic and relevant to planning learning experiences and developing effective student oriented curriculum. Teacher inquiry may take many forms—action research, teacher research, autobiography, and arts-based inquiry.

**Course Goals:**

The assignments, lessons, discussions and class activities are designed:

* to develop an understanding of key phases of inquiry (planning, retrieving, processing, creating, sharing and evaluating);
* to become familiar with the language of learning and pedagogy;
* to examine some of the principles (i.e., conceptual underpinnings) of common educational emphases, practices, and structures, as well as some of the implications of recent developments in theory and research.
* to have in–depth conversations and dialogue about important educational issues.
* to develop a desire to engage in educational inquiries—to become students of teaching.

*Note: Although not central to the intent of Inquiry Seminar I, instructors will help candidates anticipate the creation of a capstone project (e.g., portfolio) at the end of the program. As such, teacher candidates will be encouraged to make collections of items in a ‘working portfolio’ that chronicles their learning/teaching journey, e.g., course assignments, practicum inquiry journal, units of study, teacher and student-made materials, videos of teaching, etc.*

*\*\*This is a very important hint!*

**Course Fees:**

* There will be a $5 course fee for photocopying.

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|  **Course Requirements & Marking Criteria** |

**Attendance:**

* Attendance is essential to the experiential learning that is necessary in this program.
* As this is a professional program, it is expected that you will attend all classes in a punctual manner. If you are continually late, an interim report may be given.
* Whenever possible, please try to have a discussion with me about your potential absence **prior** to class, or at the very least, send me an e-mail with an explanation before the start of class: missemcginley@gmail.com
* Students who do miss a class are required to find out what took place during their absence and are asked to submit a summary and analysis of the readings covered in their absence (before our next class).
* Teacher candidates who miss a significant amount of class time (**more than 15% of course hours**) may be required to repeat the course.

Full details regarding Attendance and Participation are described in full in the BEd Program Handbook found at: <http://teach.educ.ubc.ca/resources/pdfs/guides/BEd-Policy-Handbook-2012.pdf>

**Participation:**

It is essential that students come to class having read the required material so that they can be involved in daily discussions. Additionally, students will be asked to engage in many instructor and peer led activities throughout the class; cooperation and active involvement are expected. Your active and informed participation is required to meet the expectations for this course.

**Assignments:**

* You will be asked to hand in certain assignments electronically and others in paper on the due date.
* Assignments are due in class on the due date.
* Assignments handed in late will only be accepted with prior approval from the instructor.
* If more than one assignment is submitted late, an interim report may be sent to the Teacher Education Office.
* All assignments must meet all of the criteria provided and be of high quality (A/B+ level or above 76%).
* Assignments that do not adhere to the criteria, and/or do not represent a high standard, will not receive a passing grade.
* If it is deemed that your assignment does not meet the criteria, you will be asked to re-submit your work and an interim report will be filed. Only one re-write will be allowed (per assignment) and it must be submitted within a pre-determined time frame.
* All assignments must be satisfactorily completed in order to pass the course.

**Academic Honesty**

* In this course you will be required to submit some material in electronic form. When this is required, it will be noted. The electronic material will be submitted to a service to which UBC subscribes, called **TurnItIn**. This is a service that checks textual material for originality. It is increasingly used in North American universities.
* Lesson planning rightly involves borrowing, collaboration and cooperation, both in this course and in regular school practice. Nevertheless, for the purposes of university assignments, appropriate acknowledgment and citation of uses of others’ materials is an absolute requirement. Using resources without acknowledgement constitutes plagiarism, and can mean failure in the course.
* Students are expected to follow all of the guidelines set forth in the UBC policy on misconduct and plagiarism. A thorough explanation of UBC’s policies surrounding plagiarism, cheating and submitting one’s own work more than once can be found at: <http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/>

**Students with Disabilities:**

* If you have a letter from the office of Access and Diversity indicating that you have a disability that requires specific accommodation, please present the letter to me so that we can discuss possible accommodation. To request academic accommodation due to a disability, first meet with an advisor in the Office of Access and Diversity to determine your eligible accommodations/services. Please keep me and the Teacher Education office informed about requests for accommodation.

**Religious Observances:**

* It is your responsibility to inform me of intended absences for religious observances in advance of class. You will not be penalized because of these observances. You will be given reasonable time to make up any assignments that were missed due to participation in a religious observance.

**Attainment of Standards:**

This course will explicitly address two of the “Standards for Education, Competence and Professional Conduct of Educators in British Columbia” as developed by the British Columbia College of Teachers (now the BC Teacher Regulation Branch).

7. Educators engage in professional career-long learning.

8. Educators contribute to the profession.

<http://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>

\*Books or articles not linked can be found in the reserve section of the library.

**Tentative EDUC 450B COURSE SCHEDULE:**

The guiding questions outlined below are based on the understanding that teaching and learning are interdependent. Learners may generate further questions relevant to their inquires. This outline is a flexible guide and may be modified and/or adapted to suit the needs of learners.

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| **September 3rd: 8:45-10:30** **Intro: Welcome!**  |
| **Topic:** | **Building Community**  |
| **Guiding Questions:** | How can we build community in our classroom (s)? Why is building community important and relevant? How can the relationships that you make this year contribute to the foundation for a successful career?  |
| **Reading:**  | No reading for this class  |
| **September 5th****Week 1: Setting the Environment:** |
| **Topic:** | **Styles of Teaching, Styles of Learning- Are they connected?**  |
| **Guiding Questions:** | What are your own school experiences? Why do you want to teach? What type of learner are you? What type of teacher are you? How have your experiences shaped you as learner and teacher? What does inquiry mean to you? |
| **Reading:** **(Erin)** | Friere, P. (1998). *Teachers as Cultural Workers: Letters To Those Who Dare Teach* (pp. 208-213). Boulder, CA: Westview Press.\* Weber, S., & Mitchell, C. (1998). *Beyond nostalgia: Reinventing ourselves as teachers.* Philadelphia, PA: Falmer Press Chapter 3: Picture this: Using school photographs to student ourselves. Chapter 4: Undressing and redressing the teacher’s body. ***Assignment: Bring a photograph of you from school and/or a picture of a classroom.***  |
| **September 12th** **Week 2: Understanding Teaching**   |
| **Topic:** | **Conceptions of Education, Schooling and Teaching**  |
| **Guiding Questions:** | What is education for? What are the purposes of schooling? What is your idea of an educated person? What are some present day understandings of teaching and teachers?What are some historically significant understandings of education and teaching?What understandings do you hold about teaching and learning?  |
| **Reading:** **(Erin)** |  Eisner, E. W. (2002). The Kind of Schools We Need. *Phi Delta Kappan*, *83*(8), 576–83. PDF available on our Wiki\* Claudia Mitchell & Sandra Weber (1995). Images, metaphors, and stereotypes: The struggle for identity. *That’s funny, you don’t look like a teacher: Interrogating images of identity in popular culture,* (Chapter 2 & 4, pp 20-32 and pp 54-71). London, UK: Routledge Coulter, D., & Wiens, J. (1999) *What is Educational about Educational Leadership?* (pp. 4- 7). Education Canada<http://www.cea-ace.ca/sites/cea-ace.ca/files/EdCan-1999-v39-n2-Coulter.pdf>**Assignment(s):** ***\* 1) Come prepared to introduce yourself to the class in a way that replicates how you might introduce yourself to your practicum class. Feel free to bring in artifacts, dress up in costume, and bring in a digital video to accompany you (e.g., Prezi, PowerPoint, Animoto Video, etc.) Be creative! Each student will have a maximum of 5 minutes. You may be video-recorded for self-reflection and commentary.******\* 2) Reading list due today.***  |

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| **September 19th** **Week 3: Understanding Teaching as Inquiry**  |
| Topic: | **Reflexive Inquiry, everyday practice, and caring for the self**  |
| Guiding Questions: | What is Inquiry? What are some of the key qualities of teacher inquiry?What are some modes of inquiry? What is the purpose and impact of teacher inquiry?How can we view the process of teaching as inquiry into learning? What has inquiry got to do with teaching, learning and curriculum?  |
| Readings: ***Cristina*** ***Michelle*** ***Mary-An*** | Clarke, A., & Erickson, G. (2006). Teacher inquiry: What’s old is new again! *BC Educational Leadership Research*, June.Henderson, J.(1992). *Reflective teaching: Becoming an inquiring educator.* Toronto, CA:Maxwell Macmillian Publishers. Halbert, J. & Kaser, L. (2013). *Spirals of Inquiry for equity and quality*. Vancouver, BC: BCPVPA (p.8-36).*Visit the following Youtube videos:* 1. INQUIRY BASED LEARNING: <http://www.youtube.com/watch?v=sLqi0raxldc>
2. http://www.youtube.com/watch?v=lwCmCJ8OhW

***\*Assignment*: Artifact bag: Place 4 to 6 artifacts that represent you in a bag. Your artifacts should reveal something about: Who you are- your history, culture, character traits etc., your beliefs around teaching and learning, why you went into teaching, something you are proud of and something you are working on (a project of some sort). Examples: favorite quotes, songs, poems, books, pictures, objects etc.**  |
| **September 26th** **Week 4: Exploring Teacher Inquiry as a Pedagogical Approach**  |
| Topic: | **Reading teachers’ inquiries: A general picture**  |
| Guiding Questions:  | What is teacher inquiry? And why does it matter? What are some of the key qualities of teacher inquiry?What is the purpose and impact of teacher inquiry?What is the distinction between teacher inquiry and teacher research?How is Inquiry being used in the classroom? What are the differences between Inquiry approach and Traditional Transmissive models? What are the roles of students in Inquiry? Teachers?What does Inquiry Based Learning foster and achieve?  |
| Readings: **Justina** **Irene** **Stephanie** | Clarke, A., & Erickson, G. (2003).  *Teacher inquiry: Living the research in everyday practice.* London, UK: RoutledgeFalmer. [available online via UBCLib]Ch. 1: Teacher inquiry: a defining feature of professional practice, pp. 1-6. Shamsher, M., Decker, E., & Leggo, C. (2003).  *Teacher research in the backyard:Kitimat-Terrace teacher research*. Vancouver, BC: British Columbia Teachers’ Federation. (Select article of interest)Minnes Brandes, G., & Kelly, D. M. (Eds.). (2004, March). Special issue: Notes from the field: Teaching for social justice.  *Educational Insights*, *8*(3). (Select article of interest)Assignments: 1. *I Have A Question: Why 21st Century Learning*. Uploaded September 2011 by PowerOnTexas. <http://youtu.be/LoYdJYd8SoU>
2. *John Seely Brown: Tinkering as a Mode of Knowledge Production.* Uploaded December 20th, 2008 by Christian Sakar. http://youtu.be/9u-MczVpkUA

***Please visit the Galileo Organization’s Website and read the following pages:***<http://galileo.org/teachers/designing-learning/articles/why-inquiry/><http://galileo.org/teachers/designing-learning/articles/what-is-inquiry/>**Assignment: Reflection of Artifact bag due today.**   |
| **October 3rd** **Week 5: Generating Questions for Inquiry** |
| Topic: | **Teachers’ questions. Looking at inquiry issues in Schools & in Physical Education and Home Economics Classrooms.**  |
| Guiding Questions: | What kinds of questions do teachers ask? Where do teachers’ questions come from? What constitutes a good question? What are some inquiry issues we might ask in our own teaching contexts  |
| Readings: **Michelle** **Emily** **Yuko**  | Fichtman Dana, Nancy & Yendol-Silva, Diane. (2003) The Start of Your Journey: Finding a Wondering. *The Reflective Educator’s Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry.* Thousand Oaks, California: Corwin Press Inc. 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.Gitlin, A. et al., (1992). Out standing in a field: one teacher’s search for success,*Teachers’ voices for school change: An introduction to educative research*, (pp.118-143). NY: Teachers College Press. (A special needs teacher’s inquiry) Pinsonneault, S., & Malhi, K. (2004). How can teachers support gender equity in theirclassrooms?  *Educational Insights, 8*(3).<http://www.ccfi.educ.ubc.ca/publication/insights/v08n03/articles/genderequity.html>Clifford. P. & Friesen, S. (2007). Creating Essential Questions. In *Designing Learning* - *Galileo Organization*. Retrieved from: <http://galileo.org/teachers/designing-learning/resources/creating-essential-questions/>***Assignment: Come to class with your “Top Ten List”- ten potential Inquiry questions that interest you.*** |
| **October 10th****Week 6: Engaging Conversations. Understanding Teaching through Dialogical Inquiry & Kinesthetic and Performative Movement** **\*\*Bring your Emerging Question of Inquiry to Class \*\*** |
| Topic: | **Teachers’ conversations with students and colleagues**  |
| Guiding Questions: | What is the role of talk in the classroom? In what ways is teacher talk different from student talk? When is talk a means of Inquiry? When is it not? What kinds of conversations are possible, with whom, and in what contexts? How formal should discussions be? What are the differences between informal talk and serious discussion/debate? How does discourse frame the way we view students and the school as an organization? How can conversations empower? How can conversations oppress or even marginalize others? In what ways can educators ensure that all students’ voices are heard? What are the communication needs of a diverse classroom? What can movement tell us about the ways we learn and live? In what ways can physical expression help us understand ourselves and become effective as teachers? In what ways might we motivate learners to perform? How can we engage students in learning? |
| Readings: **Group Kinesthetic:****Brianne****Brandy** **Lindsay** **Dialogical** **Leanne** **Cimon** **Jocelyn** | Paley, V. G. (1992). *You can’t say you can’t play.* Cambridge, Mass.: Harvard UniversityPress.Boldt, G. (1997). Sexist and heterosexist responses to gender bending. In Tobin, J. (Ed.).*The missing discourse of pleasure and desire in early childhood education* (pp. 188-213). New Haven: Yale University Press.Friesen, S., & Clifford, P. (1993). A curious plan: Managing on the twelfth. *Harvard**Educational Review*, *63*(3), 339-358.Avery, R., Carter, M., Dhillon, S., Henderson, D., Lavery, K., & Panziera, L. (2003).Circles of caring: Living curriculum in the classroom. In A. Clarke & G. Erickson,(Eds.),  *Teacher inquiry: Living the research in everyday practice.* London, UK: RoutledgeFalmer. [available online via UBCLib]Nicol, C., Archibald, J., Kelleher, H., & Brown, L. (2006). Transformative education foraboriginal mathematics learning: A community-based action research project. *BC Educational Leadership Research*, pp. 1-6.Wiebe, S. & Guiney Yallop, J**.** Ways of being in teaching: Conversing paths to meaning. *Canadian Journal of Education, 33*(1), 2010.Available at: [http://www.csse-scee.ca/CJE/Articles/FullText/CJE33-1/CJE33-1- WiebeYallop.pdf](http://www.csse-scee.ca/CJE/Articles/FullText/CJE33-1/CJE33-1-%20WiebeYallop.pdf)***Assignment: Bring to class a beginning idea for your own (beginning to narrow) inquiry question/issue. Why this question? Where did the question emanate from? (e.g. your own educational experience, your recent classroom observations, something you read, etc., What readings so far have inspired you? (Half to one full page, typed) (See Appendix 1)*** |
| **October 17th****Week 7: Generating Observations through Classroom Inquiry as Action research** |
| Topic: | **Observing and noticing: Developing a detailed approach to classroom research** |
| Guiding Questions: | What do teachers (and I) pay attention to in the classroom (on my short practicum)? Why?What questions do my observations raise (about curriculum, teaching, learning, students, context)? What questions do my observations raise about particular teachers (and myself) as observers, each with his/her values, assumptions and interests? What impact might observations have on those/that observed? In what ways can I best make use of my time when I am observing and engaging in classroom practices? What information will I need to know to prepare me for my long practicum?  |
| Readings: **Ryan** **Zack** **Virginia**  | Halbert, J. & Kaser, L. (2013). *Spirals of Inquiry for equity and quality*. Vancouver, BC: BCPVPA (p.37 - 59).Smith, S. J. (1997). Observing children on a school playground: The pedagogies of childwatching. In A. Pollard, D. Thiessen, & A. Filer (Eds.) *Children and their curriculum: The perspectives of primary and elementary school children* (pp. 143-161)*.* London: Falmer Press.McNamara, D. (2003). Learning through sketching. In A. Clarke & G. Erickson (Eds.).*Teacher inquiry: Living the research in everyday practice* (pp. 29-37)*.* London, UK: RoutledgeFalmer. [available online via UBCLib]***Other Resources:***Teacher as Action Research and Nipissing University-http://oar.nipissingu.ca/archive.htmKeeping a reflective journal:-http://www.clt.uts.edu.au/Scholarship/Reflective.journal.htm |
| **October 24th****Week 8: Proposing an Inquiry I- Meet in the Scarfe Library – Room 155 Librarian Support (TBA)** |
| Topic: | **Developing a focus and locating sources**  |
| Guiding Questions: | What are the stages of inquiry?What are some questions I have about education and schooling, teaching, learning and curriculum? Why are these questions significant, and to whom?How would I pursue my particular interest? |
| Readings: (Erin) | Cole, A. & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry.* Part III. Toronto, ON: Allyn & Bacon.Chapter 6: Researching practice and students’ experience, pp. 95-110.Chapter 7: Researching schools, pp. 111-134.***Assignment:*** Read 2 examples of Inquiry Projects see UBC Education website: Central Okanagan Teachers Association- [Teacher Inquiry video](http://www.youtube.com/watch?v=VjCPTH6uqqc)**Bring your research question and labtop for working session.**  |
| **October 31st** **Week 9: Practicum**  |
| **November 7th****Week 10: Practicum**  |
| **November 14th** **Week 11: Enlarging Perspectives & Making Sense.**  |
| Topic: | **Teachers’ conversations with scholarly and professional communities**  |
| Guiding Questions: | Why and how might teachers, individually and collectively, enlarge their perspectives on a classroom issue or problem? What are the benefits of collective inquiry versus individual inquiry? In what ways can we use collective inquiry to improve student comfort, language skill and motivation? How has your practicum experience influenced your inquiry? What can I learn from listening to others? Have I found an area of interest and even passion in my proposal?  |
| Readings: Cass WingGeorgia  | 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 AssociatesTripp, D. H. (1990). Socially critical action research. *Theory into practice, 29*(3), 158-166.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.**Assignment: Bring a draft of your Inquiry proposal. It should be typed, double-spaced and up to approximately 1500 words. You will be assigned two peer reviewers and will be expected to provide feedback. Due:** |
| **November 21st** **Week 12: Enlarging Perspectives Through Research. Making Sense through Media-based, Digital and Online Inquiry.****\*Bring an example of digital online knowledge that pertains to your Inquiry and/or practicum \*** |

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| Topic: | **Generating Interpretations**  |
| Guiding Questions: |  In what ways can I incorporate digital and online knowledge environments into my teaching? What do I need to know about student and personal projects that are posted on public networks? What online resources are available to me as a teacher? What are the options if I can’t rely on technology in my practicum school? 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: Group1:Martina, Matt & CamGroup 2:JudyRhianna  | ***The reading for this week will be student ‘expert’ generated.******Assignment: In partners (TBA) you will share findings about helpful online sites for information management, media production or presentation. These sites will be intended for use in activities that explore content through specific forms of inquiry. We will collect these resources and share them with each other.***  |

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| November 28th **Week 13: *Proposing an Inquiry Part II. Planning for an Inquiry –Based Curriculum***  |
| **Topic** | **Identifying a framework for understanding** |
| **Guiding****Questions** | 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?What is the history of my relation to that object of inquiry?What general inquiry is most pressing at this point in my life as a teacher? What are the most important ways that I might approach that question or issue? What type of inquiry and learning practices should I employ that my students will benefit from?  |
| **Readings**Hiral Brad  | Fenwick, T. (2000). Expanding conceptions of experiential learning: A review of the five contemporary perspectives on cognition. *Adult Education Quarterly*, *50*(4), 243-272***Thinking ahead about the ways in which inquiry is central to planning and planning is central to teaching: Beyond planning is to inquire….*** |
| **Dec 5th** **Week 14: Proposing an Inquiry Part III. Planning for an Inquiry Based Curriculum** **\*Inquiry Presentations Part I**  |
| **Topic** | **Anticipating and addressing ethical issues**  |
| **Guiding****Questions** | What are my ethical responsibilities with regard to those participating in my research and to my collaborators?What ethical issues are raised when a teacher researches? |
| **Readings****10** | Cole, A. & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry.* Part III. Toronto, ON: Allyn & Bacon.Introduction to Chapter 8: Issues and questions associated with collaborative inquiry pp. 135-140.Chapter 8: Researching teaching through collaborative inquiry with peers, pp. 141-150.Mitchell, I (2003). Ethics and self-study in A. Clarke & G. Erickson (Eds.),  *Teacher inquiry: Living the research in everyday practice.* London, UK: RoutledgeFalmer. |
| **Dec 12th****Week 15: Reflections on Teaching/ Good Habits & Looking forward** **\*Inquiry Presentations Part II. Inquiry Proposals due.**  |
| **Topic** | Teacher as Inquirer/ Teaching as a Career  |
| **Guiding****Questions** | How do I carry the notion of teacher as inquirer into my practice of teaching? How will my inquiry evolve, change and re-shape during my educational journey? How can I support my peers during their practicum journey? How can teacher candidates deal with the stressors of becoming a new teacher? |
| **Readings** | No Readings ***Assignment: Bring your finished proposal and presentation. (see description below)***  |

**Assignment (Tentative) Due Dates:**

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| List of Assignments: | Due Date: |
| **1. Participation, “Reading Experts,” Entrance/ Exit Slips** | **Each class/ Sign-up in groups for “Reading Experts”** |
| **2. Artifact/Museum of Me** | **Artifact Bag- Sept 19th****Reflection on Classroom Activity- September 26th**  |
| **3. Inquiry Question Generation** **4. Inquiry Topic**  | **October 3rd****October 10th (E-mail Instructor)**  |
| **5. Inquiry Proposal Draft** **6. Inquiry Proposal Peer Feedback** **7. Inquiry Proposal Presentations** **7. Inquiry Proposal**  | **November 14th** **TBA****December 5th & December 12th****December 12th**  |

**Assignments**

Students must provide evidence that they have engaged thoroughly and thoughtfully with the subject matter of the course. To that end, all assignments will be assessed as Pass/Fail/Resubmit. The course is graded on a PASS/FAIL basis.

**Participation:**

Participation is essential to success.If you are not in class, you cannot participate. Your active participation is integral both as a contribution to your own learning and also to the learning of others. During the course, we will deal with a range of ideas, some familiar and others unfamiliar concepts. My hope is that we will enable one another to engage with the ideas and encourage each other to think about our thinking.

In light of the above, some questions to consider are:

* *Do I come to class prepared?*
* *Do I read carefully and respond thoughtfully to the readings and the questions posed? Do I show signs of listening carefully?*
* *Do I respond to others’ questions thoughtfully?*
* *Do I ask questions that help others towards meaningful readings of the texts?*
* *Do I take the risk of engaging in open dialogue, to formulate and reformulate ideas?*

**Assignment 1: “Reading Experts” –Reading & Engagement Activity**

**Due: Sign up in groups of (3)- There are 10 weeks to choose from. We will one group present each class.**

Your group will prepare an approximately *30 minute presentation*. You are required to have a beginning, middle and end to your presentation.

1) Your group will prepare some sort of ‘hook’ activity for the reading**.** The ‘hook’ or **Entrance Slips** are intended to help prepare your colleagues for class discussion by focusing their attention on ideas, questions, and issues provoked by the reading. Some of the responses may take the form of notes and jottings (a paragraph or so) that may provide a starting point to class discussion. You may use the following questions as models, but feel free to adapt or use different ones.

• What does this text say that struck you? Why?

• What questions does the text provoke? Why?

• What ideas, events, or images does the text illuminate or challenge?

• What dilemmas, tensions, or contradictions are evident?

             How does the text intersect with (inform, challenge) your own understanding (of teaching, learning, knowing)?

2) Your group will prepare a PPT/Prezi presentation/handout/etc aimed at highlighting the key points in the assigned reading. *(Warning- Do not focus on this for your entire presentation. Avoid stand and deliver)*

3) Your group will be responsible for leading a creative discussion and/or “engagement” activity based on your assigned readings. This activity will not only support your colleagues in understanding the article better; but will also offer them insights and ideas into best teaching practices. You may use “Thinking Organizers” (Plus-Minus-Interesting, Examine Both Sides, Venn Diagram, Think/Pair/Share, Walk About and/or “Graphic Organizers” (KWL, Mind Map, The Web). Your group may also attempt to link the reading to a ‘mode of inquiry’ (SEE APPENDIX 1)

4) After each presentation we will devote 10 minutes for writing **Exit Slips**. These slips will allow your colleagues to return to your initial questions (in your ‘hook’) and to reflect on them in light of class discussion.

**Assignment 2: Artifact Bag/Museum of Me Reflection**

**Due:** Artifact Bag due Sept 19th and Reflection Due on **Sept 26th.**

A) Place 4 to 6 artifacts that represent you in a bag. Your artifacts should reveal something about: Who you are- your history, culture, character traits etc., your beliefs around teaching and learning (Educational Philosophy), why you went into teaching, something you are proud of and something you are working on (a project of some sort). Examples: favorite quotes, songs, poems, books, pictures, objects etc.

 B) You will be sharing these artefacts with your classmates on **September 19th.**

 C) You will be asked to answer some questions and reflect on the activity that we do in class. **Due Sept 26th**

**Assignment 3 -5: Inquiry Project: Inquiry Topic/Question, Proposal and Presentation**

The inquiry project will be driven by the teacher candidate’s own questions, developing areas of interest and/or identified areas of need. Examples of inquiry projects include inquiry around a theme (e.g., the cohort theme such as “sustainability” or “community”), a disciplinary topic (e.g., ‘historical consciousness’ or chemical bonding), a particular curriculum emphasis (e.g., textbooks as cultural and historical objects) or an educational issue (e.g., the politics of French immersion programs).

The inquiry consists of three parts: a) **Preparing** the Inquiry Proposal (EDUC 450-Inquiry I) b) **Conducting** the Inquiry Project (EDUC 451-Inquiry II), and c) **Presenting** the Final Project (EDUC 451- Inquiry II). Cohort instructors will determine the due dates for each part of the assignment. Inquiry projects may be conducted individually or by a small group (two or three persons maximum).

1. **Inquiry Proposal:**

Teacher candidates must discuss the specifics of their inquiries with the cohort instructor via the inquiry proposal.

Sample template: <http://www.mmecarr.ca/POT/project-onepager.pdf> (See Appendix 2)

Typically, the proposal will consist of a brief context (how the questions arises and why is it significant), a statement of the research problem or question, several links to the related literature (class readings and other bibliographic references), an outline of the approach taken, including possible sources such as researcher journal, observation sheet, publically-available documents, etc., and expected conclusions. These elements may very depending on the nature of the particular inquiry. The following template may guide proposal writing:

The first part of the inquiry process involves preparing a one-page summary that includes:

1. What is your **question** and how did it arise for you?
2. Why is your question **significant** (to you and/or others)?
3. What (publically available) (re) **sources** will you draw on to explore your question? [ Journal (field), Readings (books and journal articles), Curriculum documents, Policy documents. (Your are expected to utilize ten varied resources that come from a **variety** of sources (i.e. BCTF, Ministry, Academic Journals, Organizations, books etc.)
4. What do you expect to find out?

The instructor must approve the proposal before the teacher candidate can pursue the inquiry. Proposals will be evaluated according to the integration of theory and practice, educational significance, and benefit to the teacher candidate.

1. Inquiry Project (A look ahead at Inquiry II)

During the weeks devoted to teacher candidate independent inquiries, classes will take the form of group consultation sessions with the cohort instructor with the latter taking the role of project advisor. Teacher candidates embark on their inquiries, meeting with the instructor regularly to report on progress and receive feedback.

Check out: **[http://21stcenturyss.weebly.com](http://21stcenturyss.weebly.com" \t "_blank)** for some examples of inquiry questions and research.

**Assignment 6: Inquiry Project Proposal Presentation:**

The inquiry proposal presentation has ORAL and WRITTEN components:

The ***oral component*** includes individual or group (in the case of a collaborative inquiry) preparation and delivery of a 10-15 minute class presentation of your inquiry outlining its purpose, significance, central question(s), approach, new found understandings, what you expect to find out and opportunity for peer feedback/support and/or suggestions for future research.

The ***written component (1 page)*** includes an *individual* (whether a collaborative or individual inquiry) reflection on the inquiry proposals purpose, significance, central question(s), approach, new found understandings and what you expect to find out. \***This should be attached to, and is in addition to your proposal**

**Keep in mind:**

*The Inquiry Proposal/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 one’s self in relation to ideas discussed
* Consider educational issues critically
* Relate one’s insights to curriculum and pedagogy

Modes of Inquiry: *(Appendix 1)*

***Some modes of inquiry in education (not an exhaustive list):***

Autobiographical

 Autoethnographic

Classroom (Action research)

Content analysis

Dialogical

Digital

Drama-based

Ecological

Historical

 Kinesthetic/Tactile

Media

Musical

 Narrative

Online

Performative

Poetic

Public

Scholarly

 Sensory

Theoretical

Visual

Appendix 2: EDUC 451 Inquiry Project Proposal Form

**Name:**

*What is your* ***question*** *and how did it arise for you?*

*Why is your question* ***significant*** *(to you and/or to others)?*

*What* ***resources*** *will you draw on to explore your question? (e.g., journal, readings, curriculum/policy documents)*

*What do you* ***expect*** *to find out?*

**Readings**

Aguilar, E. ( Accessed 2009 ). An East Oakland odyssey: Exploring the love of reading in a small school. <http://gallery.carnegiefoundation.org/insideteaching/quest/collections.html>

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 Associates.

Avery, R., Carter, M., Dhillon, S., Henderson, D., Lavery, K., & Panziera, L. (2003). Circles of caring: Living curriculum in the classroom. In A. Clarke & G. Erickson (Eds.). *Teacher inquiry: Living the research in everyday practice.* London, UK: RoutledgeFalmer. [available online via UBCLib]

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Hammond, J. French, & S.P. Garcia-Lopez (Eds.), *Learning to teach for social justice* (pp. 71-

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Boldt, G. (1997). Sexist and heterosexist responses to gender bending. In J. Tobin (Ed.). *The missing discourse of pleasure and desire in early childhood education* (188-213). New Haven: Yale University Press.

Bullough, R. (1991). Exploring personal teaching metaphors in preservice teacher education. *Journal of*

*Teacher Education, 42*(1), 43-51.

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

Clarke, A., & Erickson, G. (2006). Teacher inquiry: What’s old is new again! *BC Educational Leadership*

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Douillard, K. (2003). Writing matters: Exploring the relationship between writing instruction and assessment. In A. Clarke & G. Erickson (Eds.). *Teacher inquiry: Living the research in everyday practice.* London, UK: RoutledgeFalmer. [available online via UBCLib]

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.

Friere, P. (1998). *Teachers as cultural workers: Letters to those who dare teach*, (pp. 39-46), Westview Press.

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358.

Gitlin, A., et al., (1992). *Teachers’ voices for school change: An introduction to educative research*. NY: Teachers College Press.

Grumet, M. (1993). The play of meanings in the art of teaching, *Theory into Practice*, *32*(4), 204-209. Henderson, J. (1992). *Reflective teaching: Becoming an inquiring educator.* Toronto, CA: Maxwell

Macmillan Publishers.

Kelly, D. & Minnes Brandes, G. (2001). Shifting out of “neutral”: Beginning teachers’ struggles with teaching for social justice. *Canadian Journal of Education*, *26*(4), 437-454.

Minnes Brandes, G. & Kelly, D. M. (Eds.). (2004, March). Special issue: Notes from the field: Teaching

for social justice. *Educational Insights*, *8*(3). [Available:

<http://www.ccfi.educ.ubc.ca/publication/insights>] (Students Select Article of Interest) McIsaac, Scott. (2004). Free-run children. *Educational Insights, 8*(3). Available:

<http://www.ccfi.educ.ubc.ca/publication/insights/v08n03/articles/mcisaac.html>

McNamara, D. (2003). Learning through sketching. In A. Clarke & G. Erickson (Eds.).  *Teacher inquiry: Living the research in everyday practice* (pp. 29-37)*.* London, UK: RoutledgeFalmer.

Mitchell, I (2003). Ethics and self-study in A. Clarke & G. Erickson (Eds.),  *Teacher inquiry: Living the*

*research in everyday practice.* London, UK: RoutledgeFalmer.

Nicol, C. Archibald, J., Kelleher, H., & Brown, L. (2006). Transformative education for aboriginal mathematics learning: A community-based action research project. *BC Educational Leadership Research*, 1-6.

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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.

Paley, V. G. (1992). *You can’t say you can’t play.* Cambridge, MA: Harvard University Press. Pinsonneault, S., & Malhi, K. (2004). How can teachers support gender equity in their classrooms?

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S. J. Smith (2004). *The bearing of inquiry in teacher education: The S.F.U. Experience.* Vancouver, BC: Simon Fraser University.

Schulz, R. ( 1997). *Interpreting teacher practice: Two continuing stories.* NY: Teachers College Press. (The Practitioner Inquiry Series)

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*teacher research.* British Columbia Teachers’ Federation. [Students select article of interest] Sims, M. (1993). How my question keeps evolving. In M. Cochran-Smith & S. Lytle (Eds.) *Inside-out:*

*Teacher research and knowledge* (pp. 283-289). NY: Teachers College Press.

Smith, S. J. (1997). Observing children on a school playground: The pedagogies of childwatching. In A.

Pollard, D. Thiessen, & A. Filer (Eds.) *Children and their curriculum: The perspectives of primary and elementary school children* (pp. 143-161)*.* London: Falmer Press.

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**Additional Resources for Instructors**

Davis, B. (2004), *Inventions of teaching: A genealogy*. Lawrence Erlbaum Associates. (Selected chapters) Blumberg, A. (1990). Toward a scholarship of practice. *Journal of Curriculum and Supervision, 5*(3) 236-

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Coulter, D. (1999). The epic and the novel: Dialogism and teacher research.  *Educational Researcher,*

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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.*

**Web Resources**

BCTF Website: Teacher Inquiry Projects

Centre for School Leadership, UBC, Website: Teacher Inquiry

Web Resources for Teacher Inquiries (Nipissing U.)

Networks: An online journal of teacher research

Carnegie Foundation: Inside Teaching.