**DATES: January 6- 29th 2014 Instructor: Erin McGinley**

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

**Time: 2:00-4:30pm Email: missemcginley@gmail.com**

*"Learn from yesterday, live for today, hope for tomorrow. The important thing is not to* ***stop questioning****." -* ***Albert Einstein***

**EDUC 451B: INQUIRY SEMINAR II (Winter)**

**Secondary Physical Education & Home Economics cohort**

**3 credits: Pass/Fail**

**COURSE DESCRIPTION**

Inquiry Seminar II is designed to provide teacher candidates with an opportunity to:

1) Engage in teacher inquiry around a theme (e.g., the cohort theme such as “social and emotional learning” or “community”), a disciplinary topic (e.g., ‘historical consciousness’ or dramatic improvisation), a particular curriculum emphasis (e.g., textbooks as cultural objects) or an educational issue (e.g., the politics of French immersion programs) *of the teacher candidate’s choosing*.

2) Demonstrate understandings acquired during course work and develop deeper understandings of a particular area of educational study.

The role of the instructor is that of ‘***project advisor.’*** The students will already have constructed a proposal for an in-depth study in their identified area of interest (in EDUC 450-Inquiry I).

Organization for the Inquiry Seminar II is:

Phase One: **Group consultation sessions**: Teacher candidates embark on their inquiries, meeting regularly with instructor and/or colleagues to share progress and to receive feedback.

Phase Two: **Links to practice**: Making connections between one’s inquiry project and one’s emerging practice as a teacher; may be in direct relation to one’s practicum or

more broadly to one’s teaching in general. Links to practice may be by implication (what might this mean for education?) as well as application (how ought I to proceed?)

*This phase may occur before or after* ***Representation****.*

Phase Three: **Representation**: Making inquiry results public through such means as poster- sessions, e-folio sessions, an end-of-term conference, or cohort-based seminars (round tables).

**Assignments**

**1. Inquiry Project and Presentation**

The inquiry project is 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 “social and emotional learning” or “community”), a disciplinary topic (e.g., historical consciousness or dramatic improvisation), a particular curriculum emphasis (e.g., textbooks as cultural 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, and c) **Presenting** the Final Project (EDUC 451-Inquiry II).

**a) Inquiry Project**

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 to receive feedback.

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Reading Log and Commentaries: Students will keep a reading log documenting what scholarly literature they have read (a minimum of 8 articles from peer-reviewed journals). I am recommending you try http://www.citeulike.org/ as a way of managing the reading log. Students will also demonstrate knowledge of the literature and engagement with ideas being explored collectively by the class by posting or making comments on the class weblog a minimum of four times, preferably twice in Week 2 (January 7- 11) and twice in Week 3 (January 14-18).

**b) Inquiry Presentation (January 27, 28 & 29)**

The inquiry 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, central question(s), approach and newfound understandings. The presentation may take place in a small- or full-group format.

The ***written component*** includes an *individual* (whether a collaborative or individual inquiry) reflection on the inquiry project’s purpose, central question(s), approach and newfound understandings. The written piece should be approximately 5000 words in length (about 15 pages, double-spaced).

*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

**Assignment (Tentative) Due Dates:**

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| List of Assignments: | Due Date: |
| **1. Participation** | **Active participation is required in different forms and modes.**  **Weekly Reflections due on Friday by 3pm. Please submit on blog under “Weekly Reflections.” Your reflection should outline what you have accomplished for the week (participation/peer-feedback based) including a brief summary of the readings/research you are working with and what you have discovered.** |
| **2. Inquiry Project Paper Peer Feedback** | **Ongoing**  **Form due January 16th** |
| **3. Inquiry Project Paper** | **Due January 27th** |
| **4. Inquiry Presentations** | **Jan 27: Group 1**  **Jan 28: Group 2**  **Jan 29: Group 3** |

**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.

**Course Outline:**

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| **Phase One: Consultation Sessions** | |
| **Topic:** | **Teacher candidates engage in inquiries; individuals and groups meet with course instructor for regular reporting and feedback.** |
| **Process:** | *Teacher candidates consult regularly (about their readings, ideas and questions); they engage critically with other projects generated by their peers; they respond to questions about their own inquiry project from instructor and peers with a view to final refinement for formal presentation and submission.* |
| **Mon Jan 6** | **Session 1: Proposing an Inquiry I: Developing a focus and design**  **Guiding Questions**: *What does the process of Inquiry look like? What are some questions about education and schooling, teaching, learning and curriculum? Why are these questions significant? To whom are they significant? In what ways cold I pursue my particular interest? In what ways do questions related to my inquiry emerge?*  **Checking in. What is my question and where am I in my research?**  **Reading(s):** Mitchell, I. (2003). Why do teacher research? Perspectives from four stakeholders. In A. Clarke & G. Erickson (Eds.), *Teacher inquiry: Living the research in everyday practice* (pp.199-208) London, UK: RoutledgeFalmer.  van Manen, M. (1990). Investigating experience as we live it. In *Researching lived experience. Human science for an action sensitive pedagogy*, (pp. 53-76). Ann Arbor, MI: Althouse Press. |
| **Tues Jan 7** | **Session 2: Proposing an Inquiry II: Identifying a framework for Understanding**  **Guiding Questions**: *What values motivate my inquiry? What do I currently know, understand and/or believe about the topic of study? How might my inquiry be situated in the context of the particular theorists and writers who study similar questions/concerns? What is the history of my relationship to the topic of inquiry? In what ways do questions guide the inquiry? What methodological pathways might guide the inquiry?*  **Reading**: Practitioner Research http://www.tlrp.org/capacity/rm/wt/campbell/ Tripp, D.H. (1990). Socially critical action research. *Theory into Practice, 29*(3), 158-166.  **Consult with Erin Workshop: Leanne, Cimon, Ryan, Michelle C, Jocelyn, Mary-An, Zachary, Hiral, Brad, Rhiannon** |
| **Wed Jan 8** | **Session 3: Proposing an Inquiry III: Anticipating and Addressing Ethical Issues**  **Guiding Questions**: *What are the fundamental ethical principles, which guide research with persons? What are my ethical responsibilities with regard to those connected to my research and to my collaborators? What distinct ethical issues are raised when a teacher researches?*  **Reading(s**): Hoban, G. (2003). Using the World Wide Web for researching teaching– learning relationships. In A. Clarke & G. Erickson (Eds.), *Teacher inquiry: Living the research in everyday* practice (pp. 129-153). London, UK: RoutledgeFalmer.  Halas, J. & Kentel, J.A. (2008). Giving the body its due. Autobiographical reflections and utopian imaginings. In J. R. Wiens & D. Coulter (Eds.), *Why do we educate? Renewing the conversation.* Ames, IA: Blackwell Publishing. *Yearbook of the National Society for the Study of Education, 107*(1), 207-222.  ***Consult with Erin Workshop: Martina, Irene, Judy, Stephanie, Brandy, Michelle, Lindsay, Virginia*** |
| **Thurs Jan 9** | **Session 4: Independent Proposal Development with Peer Feedback: Questioning and Design**  **Guiding Questions**: Questions are determined by the inquiry project  **Readings:** Course notes. Further readings are determined by individual inquiry projects. A complete reference list is included with the final paper and therefore a partial one is provided at this juncture.  **Library 230-430pm**  **Consult with Erin Workshop: Wing, Cristina, Brianne, Georgia, Justina, Emily, Cameron, Cassandra, Matthew** |

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| **Phase Two: Links to Practice** | |
| **Topic:** | **Making connections between one’s inquiry project and one’s emerging practice as a teacher** |
| **Process:** | *Teacher candidates link their research to their practice as a beginning teacher. This may take the form of planning for integration of the inquiry topic into one’s practicum setting or more broadly into one’s future teaching in general.* |
| **Part A: Sessions 5-8: Consultation Sessions** | |
|  | **Topic:** Individuals, pairs, and groups meet with course instructor for audio feedback, negotiation, and revision.  **Guiding Questions**: What refinement does the proposal require? Have further questions arisen? What are the first steps to proceed with the inquiry?  **Reading(s):** Readings are determined by the inquiry project or from the reading list. |
| Jan 13-15 | ***Individual Meetings set with Instructor. Class open for pair, group and individual study and consulting sessions with ‘peer-reviewers.’***  **Jan 13: Library 300-430pm. POD construction.**  **Jan 14: Meeting with P0D(s)/ Writers Workshop (How to frame my paper)**  **Jan 15:** **Meeting with POD (s) Writers Workshop / How to Create an E-folio** |
| Jan 16 | **Assignment due: Peer-feedback: Summary of critique, further inquiry, and steps forward for project. (This will be dependent upon your “Inquiry Pod”)**  **E-folio’s continued/ Integration of Inquiry into our Practicums** |
| **Part B: Sessions 9-12: Engaging in the Inquiry Project and Consultation Sessions** | |
|  | **Topic:** Engage in inquires (generate data), report on class online blog, and meet online, face-to-face, telephone) with course instructor for feedback.  **Guiding Questions:** Questions are determined by the inquiry project  **Reading(s):** Readings are determined by the inquiry project. |
| Jan 20 | **\*Online**  **Erin will be available by appointment** |
| Jan 21 | **Sharing Session**- Critically engage with one or more inquiry project and respond to questions about your own inquiry project from peers.  **How to Create an E-folio Continued. / Integration of Inquiry into our Practicum** |
| Jan 22 | **\*Online**  **Erin will be available by appointment** |
| Jan 23 | **Write-up Day**: Final Refinement for formal dissemination and written submission. How to Cite etc.  **Assignment: Final Inquiry Paper due January 27th by 9am.** |

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| **Phase Three: Sessions 13-15: Representation and Presentations** | |
| **Topic:** | **Making inquiry results public through such means as poster sessions, a mini- conference, brief presentations or cohort-based seminars (round tables).** |
| **Process:** | Teacher candidates present their projects to an audience of peers, mentoring teachers and/or members of the larger community. |
| **Jan 27** | Group 1 Presentations:  **Assignment: Final Paper due today at 9am via E-mail.** |
| **Jan 28** | Group 2 Presentations: |
| **Jan 29** | Group 3 Presentations: |

**SAMPLE INQUIRIES**

**1. A Child/Youth Study\***

A child/youth study will allow teacher candidates to learn to look closely at a child in a field setting and

to link what they learn from observations and associated materials to their readings, discussions and other course lectures on children’s social, cognitive, physical, moral, emotional and imaginative growth. The goal is to render insightfully one child’s thinking and learning, motivation to learn and commitments, aspirations, behaviors, and interpersonal relations as he or she experiences and negotiates the landscape of school. Teacher candidates log observations of and conversations with a child, collect samples of the child’s work and engage in conversations with classroom and resource teachers. A final report would focus on questions such as: How is the child growing and developing cognitively, physically,

emotionally, socially, and/or imaginatively? To what extent is there a good “fit” between the school environment and the child as a learner? If you were the child’s teacher, how would you proceed in the child’s best interests?

\*In light of the challenges associated with the ethical issues in real classrooms, the child study could be generated using existing films and text that capture teachers’ classrooms and their interaction with children in vivid and realistic terms. For example Avoir/Être or “Les choristes” (films) or Spud” (text).

**2. Document Analysis**

Teacher candidates might elect to describe and critically evaluate: (a) a policy document (e.g., a school district’s safe schools policy); (b) a curricular document (e.g., English 12 First Peoples); or (c) a learning resource that pertains to teaching (e.g., the BC Ministry of Education’s *Making space: Teaching for diversity and social justice throughout the K-12 curriculum)*. Questions shaping the inquiry may be drawn from Aoki’s critical evaluation model (2005):

 What are the perspectives underlying a particular curriculum?

 What is the implied view of the student or the teacher held by the curriculum writer?

 Whose interests does the particular curriculum serve?

 What are the root metaphors that guide the curriculum developer?

 What is the basis bias of the publisher/author/developer of prescribed or recommended resource materials?

 What is the curriculum’s supporting worldview?

**3. Inquiry into a Disciplinary Topic**

Being prepared to teach shifts the focus to that which is to be taught and invites teachers to examine the worthiness of the topic and what it might mean to know it well. The point is to cultivate one’s own understanding of the topic, enabling one to listen carefully and guide students’ own questions and concerns. Inquiry into a topic provides a teacher candidate with the opportunity to identify a topic for exploration, develop a rich understanding of the topic, generate and examine a number of conceptual routes of inquiry into the topic, and make a judgment about the worthiness of the topic.

Such work will likely include library work (literary as well as expository texts; adult and children’s resources), discussion with experts in the field, viewing of video (documentary and other) materials and so on. The questions that may guide your inquiry into the topic include

What is this thing that is going to be taught? What is the disciplinary history of the topic?

What is important, interesting and provocative about it? What are the various pathways into and through the topic?

What does it mean to know it well?

Why is the topic worthy of children’s attention?

What insights have I gained from my investigations about preparing to teach?

**4. Peer Evaluation: A Collaborative Inquiry into Practice**

Two teacher candidates will observe one another teach a lesson, paying particular attention to a pre- specified aspect of the lesson (e.g., how students’ diverse social locations and various power asymmetries shape patterns of classroom interaction). Based on their observations, they will retrospectively create the plan for each lesson, reflect on their observational field notes, and discuss both of these with one another and with the sponsoring teachers. The two teacher candidates will present their new understandings in a written report.

**5. Negotiated Study**

Any project deemed to be in the same spirit as the above inquiries.

**Readings**

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

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

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.

Tripp, D. H. (1990). Socially critical action research. *Theory Into Practice, 29*(3), 158-166.

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

Web Resources <http://www.nipissingu.ca/oar/archive.htm>

*Networks: An online journal of teacher research*  <http://journals.library.wisc.edu/index.php/networks/>(Students Select Article of Interest)

<http://gallery.carnegiefoundation.org/insideteaching/quest/collections.html>

An interesting websites for thinking about teacher research is: <http://gse.gmu.edu/research/tr>

**Supplemental Reading for Instructors**

Eisner, E. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice.*

New York: MacMillan Publishing. (Chapters 2 and 9).

Coulter, D., & Wiens, J. R. (2002). Educational judgment: Linking actor to spectator. *Educational*

*Researcher*, *31*(4), 15-25.

hooks, b. (1994). Theory as liberatory practice. In *Teaching to transgress* (pp. 59-75). New York: Routledge.

Miller, J. L. (1990). Creating spaces and finding voices: Teachers collaborating for empowerment.

Albany, NY: State University of New York Press.

Popkewitz, T. S. (1997). A changing terrain of knowledge and power: A social epistemology of educational research. *Educational Researcher, 26*(9),18-29.

Seixas, P. (1993). The community of inquiry as a basis for knowledge and learning. The case of history.

*American Educational Research Journal*, *30*(2), 305-324.

Smith, J. (1997). The stories educational researchers tell about themselves. *Educational Researcher*,

*26*(5), 4-11.

Tom, A. (1995). Rethinking the relationship between research and practice in teaching. *Teaching & Teacher Education, 1*(2), 139-153.