

**FACULTY OF EDUCATION**

**EDUC 450B – INQUIRY SEMINAR 1 (FALL, 2021)**

**Section 309 – 3 credits (secondary), Pass/Fail**

Thursday: Instructor:

10:30-12:20 PM; 2-3pm

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Room: Scarfe 1317

Office: by appt

# COURSE DESCRIPTION

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

1. an understanding of teaching as inquiry-based, judgement-centred, and requiring engagement with multiple others—students, parents, colleagues, scholarly community.
2. an appreciation of research in understanding curriculum, teaching and learning.
3. a desire to engage in their own educational inquiries and become students of teaching.

Inquiry is understood as a deliberate, sustained and systematic process—beyond the everyday 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, evaluate the results; then the cycle begins anew based on the outcomes, responses, and possibilities emerging from the inquiry. Teacher inquiry may take many forms—action research, teacher research, autobiography, and arts-based inquiry.

**READINGS**: Most articles are available online.

# COURSE OUTLINE

The guiding questions below are based on the understanding that teaching and learning are interdependent and co-specifying.

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| **Week 1: *Understanding Teaching*** | |
| **Topic** | **Conceptions of Education, Schooling and Teaching** |
| **Guiding Questions** | What is education for? What are the purposes of schooling?  What are some present understandings of teaching and teachers?  What are some historically significant understandings of education and teaching? What is your idea of an educated person?  What understandings do you hold about teaching and teachers? |
| **Readings** | Friere, P. (1998). *Teachers as cultural workers: Letters to those who dare teach*.  Westview Press, pp. 39-46. |

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|  | Grumet, M. (1993). The play of meanings in the art of teaching, *Theory into Practice*, *32*(4), 204-209. |
| **Week 2: *Understanding Teaching as Inquiry*** | |
| **Topic** | **Inquiry as stance** |
| **Guiding Questions** | What is inquiry? teacher inquiry?  What has inquiry got to do with teaching, learning and curriculum? |
| **Readings** | Clarke, A., & Erickson, G. (2006). Teacher inquiry: What’s old is new again! *BC Educational Leadership Research*, June. [available online via UBCLib] |
| **Week 3: *Exploring Performative Inquiry*** | |
| **Topic** | **Virtual Ensembles; Performance as pedagogical practice** |
| **Guiding Questions** | What are the pros and cons of performative inquiry? |
| **Readings** | Fels, L. (2012). Collecting Data Through Performative Inquiry: Tug on the Sleeve. |
| **Week 4: *Performative Inquiry*** | |
| **Topic** | **(Virtual Ensembles, continued)** |
| **Guiding**  **Questions** | (Student-generated) |

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| **Readings** | Harmon, D. (2014). Documenting “Performance Remains |
| **Week 5: *Engaging Teacher Inquiry*** | |
| **Topic** | **Teachers’ inquiries: A general picture** |
| **Guiding Questions** | (student-generated) |
| **Readings** | 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>] |
| **Week 6: *Ethnopedagogy*** | |
| **Topic** |  |
| **Guiding Questions** | (student-generated) |
| **Readings** | Dunbar-Hall, P. (2009). Ethnopedagogy: Culturally Contextualised Learning & Teaching as Agent of Change. |
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| **Week 7: Generating Observations** | |
| **Topic** |  |
| **Guiding Questions** | (student-generated) |
| **Readings** | Curtis, L. (2018). Gendering in Music Education |
| **Week 8 & 9: *(2-week practicum) Oct 25-Nov 5, 2022*** | |

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| **Week 10: Racial Issues** | |
| **Topic** | **Using Narratives for change** |
| **Guiding Questions** | (student-generated) |
| **Readings** | Lee, K.V. (2020). White Whispers 2: An Asian Experience |

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| **Week 11:** | |
| **Topic** | **Aims of music education** |
| **Guiding Questions** | (student-generated) |
| **Readings** | Goble, S. (2013). The Promise & Peril of Pragmatism-based Music Education in Democratic Schools. |

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| **Week 12: Ethnographic Performance** | |
| **Topic: performative inquiry** |
| **Questions**: (student-generated) |
| **Readings:** Hornsby-Minor, E. (2007). If I could hear My Mother Pray Again: Ethnographic Performance of Black Motherhood |
| **Week 13**: Future of Music Education |
| Topic: ideas for the future |
| **Questions:** (student-generated) |
| **Readings**: Cabral, M. (2020. The Future of Music Education |

# Class Participation

Participation is essential to success in the course. Your active participation is integral both as a contribution to your own learning and learning of others. During the course, a range of ideas, some familiar and others unfamiliar concepts, will enable one another to engage with ideas and encourage each other to think about our thinking. In light of the above, questions to consider: *Do I come to class prepared? Do I read carefully and respond thoughtfully to readings and questions? 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 texts? Do I take the risk of engaging in open dialogue to formulate and reformulate ideas?*

In preparation, students are required to participate and respond to article group presentations. Discussion is intended to help you focus on ideas, questions, and issues provoked by the articles on various topics: performative inquiry, indigeneity, gendering, texts and feminist scholarship, racism, learning in healthy environments, and pragmatism-based music education.

The following questions may help to guide or provoke thinking on topics in connection to music education:

* 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 (inform, challenge) your understanding of teaching, learning, knowing)?

# Assignments

Students provide evidence they have engaged thoroughly and thoughtfully with subject matter of the course. There are three assignments for the PASS/FAIL basis.

1. Introduction Speech (in class 3-4 min)

An effective use of communication skills is demonstrated through improvement in presentation criteria:

* 1. stimulate effective skills to engage student learning;
  2. develop specific non-verbal skills - facial expressions, eye contact, posture, dress, voice projection, words/non-words, listener involvement, humor, self-enthusiasm, preparation - enhances teacher effectiveness

1. Article Discussion Groups (groups of 3)

In groups, select one article to present using pedagogical strategies and by creating 1-2 guiding questions.

1. Performative Inquiry

Students create a performative inquiry in order to explore a topic or issue through performance (Fels & Mcgiven p. 27). Performative inquiry invites us to be aware of the scripts and environments which we perform. (Fels, 2012). Through collaboration, consultation, collegiality, students will create a self-directed performative inquiry in the form of a performance ensemble.

1. Cover letter & Resume

Students create individual cover letters and resumes for teaching applications. Information about makeafuture.ca will be given along with updated information about applying for positions.

**MASK MANAGEMENT IN CLASS:** COVID-19 Safety:

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non- medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. Please eat or drink between classes. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. UBC Respectful Environment Statement.”

# Readings

Aguilar, E. (accessed 2010). An East Oakland Odyssey: Exploring the love of reading in a small school.

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]

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.

Clarke, A., & Erickson, G. (2006). Teacher inquiry: What’s old is new again! *BC Educational Leadership Research*, June. [available online via UBCLib]

Clark, P. (2005). “A nice little wife to make things pleasant:”Portrayals of women in Canadian history textbooks approved in British Columbia. McGill Journal of Education, 40(2), 241-265.

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]

Fels, L. (2012). Performative Inquiry. http://performativeinquiry.ca

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

Ch1: Reflective teaching and educational inquiry. Pp. 1-9. Ch4: inquiring into educational problem solving, pp. 48-65.

Kelly, D., & Mines Brandes, G. (2001). Shifting out of ‘neutral”: Beginning Teachers’ struggles with teaching for social justice. Canadian of Education. 26(4), 437-454.

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. [available online via UBCLib]

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)

Pinsonneault, S., & Malhi, K. (2004). How can teachers support gender equity in their classrooms? *Educational Insights, 8*(3). Available: <http://www.ccfi.educ.ubc.ca/publication/insights/v08n03/articles/genderequity.html>

Robinson, K. (2006) *How Schools Kill Creativity*. Available: <http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html>

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.

Tripp, D.H. (1990). Socially critical action research. Theory into practice, 29(3), 158-166.

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