



**EDUC 450B S14: INQUIRY II
SEMINAR 1 (FALL)
3 credits: Pass/Fail**

DATES: September to December 2015	Instructor: Steve McGinley
LOCATION: Neville Scarfe 1214	Office: EDCP 2123
Thursdays: 2:00-4:50pm	Email: steve.mcginley@ubc.ca
Office hours: Thursdays 10:00am-12:00pm or by Appointment	

“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 an environment where they learn and where they can naturally discover their true passions.” – Ken Robinson

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 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, 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 a 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.



Note: Although not central to the intent of Inquiry Seminar I, instructors will help candidates anticipate the creation of a capstone project (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.

EDUC 450, 451, 452: Inquiry Seminars

The inquiry process across the BEd (Secondary) program consists of:

- Learning about teacher inquiry (EDUC 450 – Inquiry I)
- Preparing the inquiry proposal (EDUC 450 – Inquiry I)
- Developing the inquiry project (EDUC 450 – Inquiry I)
- Refining and sharing the inquiry project (EDUC 451 – Inquiry II)
- Exploring links to practice (EDUC 451 – Inquiry II)
- Reflecting on the inquiry project, links to practice, ongoing questions and learning over the year (EDUC 452 – Inquiry III)

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.

Course Fees:

- There will be a \$5 course fee for photocopying. Please submit this ASAP.

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.
- **If you must be absent, please submit the absence request form with all the required information. You will receive an email confirmation that your request for absence has been acknowledged. Please forward this confirmation to pertinent instructors.**
- 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



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.

Attainment of the Standards for the Education, Competence and Professional Conduct of Educators in BC

This course will address these standards that were established by the British Columbia Teachers' Council for individuals who hold a certificate of qualification.

1. **Educators value and care for all students and act in their best interests.**
Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.
2. **Educators are role models who act ethically and honestly.**
Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.
3. **Educators understand and apply knowledge of student growth and development.**
Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.
4. **Educators value the involvement and support of parents, guardians, families and communities in schools.**
Educators understand, respect and support the role of parents and the community in the



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education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.

5. **Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.**

Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.

6. **Educators have a broad knowledge base and understand the subject areas they teach.**

Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.

7. **Educators engage in career-long learning.**

Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively.

8. **Educators contribute to the profession.**

Educators support, mentor or encourage other educators and those preparing to enter the profession. Educators contribute their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions or contribute in other ways.

Website for teacher standards:

<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 inquiries. This outline is a flexible guide and may be modified and/or adapted to suit the needs of learners.

September 8nd : 8:45-10:30	
Intro: Welcome!	
Topic:	Building Community
Guiding Question s:	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
Entry Slip	Open mind!
Exit Slip	
September 10th	
Week 1: Setting the Environment:	
Topic:	Styles of Teaching, Styles of Learning- Are they connected?
Guiding Question s:	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? <i>Building Community Continued - Outdoor Environmental Education</i> <i>**Please dress to go outside for this class.</i>
Reading: (Steve)	What <i>Dead Poets Society</i> Taught Me About Being a Teacher http://www.huffingtonpost.com/sarah-rudell-beach-/robin-williams-dead-poets-society_b_5677063.html?ncid=tweetlnkushpmg00000023 Friere, P. (1998). <i>Teachers as Cultural Workers: Letters To Those Who Dare Teach</i> (pp. 208-213). Boulder, CA: Westview Press. * Weber, S., & Mitchell, C. (1998). <i>Beyond nostalgia: Reinventing ourselves as teachers</i> . Philadelphia, PA: Falmer Press Chapter 3: Picture this: Using school photographs to student ourselves. Chapter 4: Undressing and redressing the teacher's body.
Entry Slip	<i>Assignment: Bring a photograph of you from school and/or a picture of a classroom.</i>
Exit Slip	3-2-1 Reflection
September 17th	
Week 2: Understanding Teaching	
Topic:	Conceptions of Education, Schooling and Teaching
Guiding Question	What is education for? What are the purposes of schooling? What is your idea of an educated person?



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S:	<p>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? What are common images of teachers and teaching in popular culture? What expectations for today's teachers come from old metaphors? How do we make it fit within existing cultures? How do we present ourselves as teacher candidates? What do we expect to see in schools? What did we see in the past? What associations do we make with how others present themselves?</p>
Reading: (Steve)	<p>Eisner, E. W. (2002). The Kind of Schools We Need. <i>Phi Delta Kappan</i>, 83(8), 576–83. PDF available on our Wiki</p> <p>* Claudia Mitchell & Sandra Weber (1995). Images, metaphors, and stereotypes: The struggle for identity. <i>That's funny, you don't look like a teacher: Interrogating images of identity in popular culture</i>. (Chapter 2 & 4, pp 20-32 and pp 54-71). London, UK: Routledge</p> <p>Coulter, D., & Wiens, J. (1999) <i>What is Educational about Educational Leadership?</i> (pp. 4- 7). Education Canada http://www.cea-ace.ca/sites/cea-ace.ca/files/EdCan-1999-v39-n2-Coulter.pdf</p>
Entry Slip	<p>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) Group Reading Experts reading list due today.</p>
Exit Slip	<p>Reflection based on the statement provided in-class about teacher appearance/identity</p>
<p>September 24th Week 3: Understanding Teaching as Inquiry</p>	
Topic:	<p>Reflexive Inquiry, everyday practice, and caring for the self</p>
Guiding Questions:	<p>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?</p>
Readings: Group #1	<p>Clarke, A., & Erickson, G. (2006). Teacher inquiry: What's old is new again! <i>BC Educational Leadership Research</i>, June.</p> <p>Henderson, J.(1992). <i>Reflective teaching: Becoming an inquiring educator</i>. Toronto, CA:Maxwell Macmillian Publishers.</p> <p>Halbert, J. & Kaser, L. (2013). <i>Spirals of Inquiry for equity and quality</i>. Vancouver, BC: BCPVPA (p.8-36).</p>



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	<p>Visit the following Youtube videos:</p> <ol style="list-style-type: none"> 1. INQUIRY BASED LEARNING: http://www.youtube.com/watch?v=sLqi0raxldc 2. http://www.youtube.com/watch?v=lwCmCJ8OhW
Entry Slip	<ol style="list-style-type: none"> 1. Reflection – Please bring a one-page reflection on you introduction video. How did you present yourself as a teacher? What did you notice about your physical actions (e.g. did you wiggle, smile, make-eye-contact, speak with enough volume, demonstrate enthusiasm, etc...) 2. 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.
Exit Slip	TWITTER (real or on paper) a 140-character summary about Teacher Inquiry – (e.g. importance, purpose, what it looks like, what it is, etc...). Please use the hashtag #UBCBEd2016 #UBCPEHE
October 1st	
Week 4: Exploring Teacher Inquiry as a Pedagogical Approach	
Topic:	Reading teachers' inquiries: A general picture
Guiding Question s:	<p>How is Inquiry being used in the classroom? What is teacher inquiry? And why does it matter? What are some of the key qualities of teacher inquiry? What is the distinction between teacher inquiry and teacher research? What are the differences between Inquiry approach and Traditional Transmissive models? What are the roles of students in Inquiry? Teachers? Why are educators using Inquiry Based Approaches?</p>
Readings: Group #2	<p>Clarke, A., & Erickson, G. (2003). <i>Teacher inquiry: Living the research in everyday practice</i>. London, UK: RoutledgeFalmer. [available online via UBCLib] Ch. 1: Teacher inquiry: a defining feature of professional practice, pp. 1-6.</p> <p>Shamsher, M., Decker, E., & Leggo, C. (2003). <i>Teacher research in the backyard: Kitimat-Terrace teacher research</i>. Vancouver, BC: British Columbia Teachers' Federation. (Select article of interest)</p> <p>Minnes Brandes, G., & Kelly, D. M. (Eds.). (2004, March). Special issue: Notes from the field: Teaching for social justice. <i>Educational Insights</i>, 8(3). (Select article of interest)</p> <p>View the following two YouTube Videos</p> <ol style="list-style-type: none"> 1. <i>I Have A Question: Why 21st Century Learning</i>. Uploaded September 2011 by PowerOnTexas. http://youtu.be/LoYdJYd8SoU 2. <i>John Seely Brown: Tinkering as a Mode of Knowledge Production</i>. Uploaded December



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	<p>20th, 2008 by Christian Sakar. http://youtu.be/9u-MczVpkUA</p> <p>Please visit the Galileo Organization’s Website and read the following pages:</p> <p>http://galileo.org/teachers/designing-learning/articles/why-inquiry/</p> <p>http://galileo.org/teachers/designing-learning/articles/what-is-inquiry/</p>
Entry Slip	Assignment: Reflection of Artifact bag due today.
Exit Slip	Demonstrate your understanding of Inquiry as a Pedagogical Approach?
October 8th	
Week 5: Generating Questions for Inquiry	
Topic:	Teachers’ questions. Looking at inquiry issues in Schools & in Physical Education and Home Economics Classrooms.
Guiding Question s:	<p>What kinds of questions do teachers ask?</p> <p>Where do teachers’ questions come from?</p> <p>What constitutes a good question?</p> <p>What are some inquiry issues we might ask in our own teaching contexts</p>
Readings: Group #3	<p>*Clifford. P. & Friesen, S. (2007). Creating Essential Questions. In <i>Designing Learning - Galileo Organization</i>. Retrieved from: http://galileo.org/teachers/designin-learning/resources/creating-essential-questions/</p> <p>Fichtman Dana, Nancy & Yendol-Silva, Diane. (2003) <i>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</i>. Thousand Oaks, California: Corwin Press Inc.</p> <p>*Sims, M. (1993). How my question keeps evolving. In Cochran-Smith, M. & Lytle, S. (Eds.) <i>Inside-out: Teacher research and knowledge</i>, (pp. 283-289). NY: Teachers College Press.</p> <p>Gitlin, A. et al., (1992). Out standing in a field: one teacher’s search for success, <i>Teachers’ voices for school change: An introduction to educative research</i>, (pp. 118-143). NY: Teachers College Press. (A special needs teacher’s inquiry)</p> <p>Pinsonneault, S., & Malhi, K. (2004). How can teachers support gender equity in their classrooms? <i>Educational Insights</i>, 8(3). http://www.ccfi.educ.ubc.ca/publication/insights/v08n03/articles/genderequity.html</p>
Entry Slip	Come to class with your “Top Ten List” - ten potential Inquiry questions that interest you. Have three different themes/subject areas (i.e: PE/Home Ec., classroom management, differentiated learning, curriculum and pedagogical innovations)
Exit Slip	Share three pieces of criteria you believe are needed for a Teacher Inquiry question to be effective.
October 15th	
Week 6: Engaging Conversations. Understanding Teaching through Dialogical Inquiry &	



**Kinesthetic and Performative Movement
Inquiry Project Proposal**

Topic:	Teachers' conversations with students and colleagues
Guiding Question s:	<p>What is the role of talk in the classroom? In what ways is teacher talk different from student talk?</p> <p>When is talk a means of Inquiry? When is it not?</p> <p>What kinds of conversations are possible, with whom, and in what contexts?</p> <p>How formal should discussions be? What are the differences between informal talk and serious discussion/debate?</p> <p>How does discourse frame the way we view students and the school as an organization?</p> <p>How can conversations empower? How can conversations oppress or even marginalize others?</p> <p>In what ways can educators ensure that all students' voices are heard?</p> <p>What are the communication needs of a diverse classroom?</p> <p>What can movement tell us about the ways we learn and live?</p> <p>In what ways can physical expression help us understand ourselves and become effective as teachers?</p> <p>In what ways might we motivate learners to perform?</p> <p>How can we engage students in learning?</p>
Readings: Group #4	<p>Paley, V. G. (1992). <i>You can't say you can't play</i>. Cambridge, Mass.: Harvard University Press.</p> <p>Boldt, G. (1997). Sexist and heterosexist responses to gender bending. In Tobin, J. (Ed.). <i>The missing discourse of pleasure and desire in early childhood education</i> (pp. 188-213). New Haven: Yale University Press.</p> <p>Friesen, S., & Clifford, P. (1993). A curious plan: Managing on the twelfth. <i>Harvard Educational Review</i>, 63(3), 339-358.</p> <p>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]</p> <p>Nicol, C., Archibald, J., Kelleher, H., & Brown, L. (2006). Transformative education for aboriginal mathematics learning: A community-based action research project. <i>BC Educational Leadership Research</i>, pp. 1-6.</p> <p>Wiebe, S. & Guiney Yallop, J. Ways of being in teaching: Conversing paths to meaning. <i>Canadian Journal of Education</i>, 33(1), 2010.</p> <p>Available at: http://www.csse-scee.ca/CJE/Articles/FullText/CJE33-1/CJE33-1-</p>



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	WiebeYallop.pdf
Entry Slip	<p>**Bring your Emerging Question of Inquiry to Class **</p> <p>Bring to class a beginning idea for your own (beginning to narrow) inquiry question/issue. Why this question? Where did the question arise 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)</p>
Exit Slip	How might you explore your Inquiry Question on your practicum?
<p>October 22th Week 7: Generating Observations through Classroom Inquiry as Action research</p>	
<p>Living Human Inquiry</p>	
Topic:	Observing and noticing: Developing a detailed approach to classroom research
Guiding Question	<p>What do teachers (and I) pay attention to in the classroom (on my short practicum)? Why?</p> <p>s: What questions do my observations raise (about curriculum, teaching, learning, students, context)?</p> <p>What questions do my observations raise about particular teachers (and myself) as observers, each with his/her values, assumptions and interests?</p> <p>What impact might observations have on those/that observed?</p> <p>In what ways can I best make use of my time when I am observing and engaging in classroom practices?</p> <p>What information will I need to know to prepare me for my long practicum?</p>
Readings:	<p>Halbert, J. & Kaser, L. (2013). <i>Spirals of Inquiry for equity and quality</i>. Vancouver, BC: BCPVPA (p.37 - 59).</p>
Group #5	<p>Smith, S. J. (1997). Observing children on a school playground: The pedagogies of childwatching. In A. Pollard, D. Thiessen, & A. Filer (Eds.) <i>Children and their curriculum: The perspectives of primary and elementary school children</i> (pp. 143-161). London: Falmer Press.</p> <p>McNamara, D. (2003). Learning through sketching. In A. Clarke & G. Erickson (Eds.). <i>Teacher inquiry: Living the research in everyday practice</i> (pp. 29-37). London, UK: RoutledgeFalmer. [available online via UBCLib]</p> <p>Other Resources:</p> <p>Teacher as Action Research and Nipissing University- http://oar.nipissingu.ca/archive.htm</p> <p>Keeping a reflective journal:- http://www.clt.uts.edu.au/Scholarship/Reflectivejournal.htm</p>
Entrance Slip	Come to class prepared to inquire into your inquiry question. Bring a list of prepared questions to ask educational professionals in professional dialogue.



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Exit Slip	How does professional discussion and personal inquiry assist with your Teacher Inquiry? What have you learned? What can you add to your inquiry project?
October 29th	
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: Group #6	Cole, A. & Knowles, J. G. (2000). <i>Researching teaching: Exploring teacher development through reflexive inquiry</i> . Part III. Toronto, ON: Allyn & Bacon. Chapter 6: Researching practice and students' experience, pp. 95-110. Chapter 7: Researching schools, pp. 111-134.
Entry Slip	1. View and/or read 2 examples of Inquiry Projects see UBC TEO Education website 2. Bring your research question and laptop for working session.
Exit Slip	Practicum Observation Handout
November 2-13 Practicum - No classes	
November 19th	
Week 9: 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: Group #7	Aoki, T. (2005). Interests, knowledge and evaluation: Alternative approaches to curriculum evaluation. In R. Irwin & W.H. Pinar (Eds.), <i>Curriculum in a new key: The collected works of Ted T. Aoki</i> (pp. 137-150). Mahwah, NJ: Lawrence Erlbaum Associates Tripp, D. H. (1990). Socially critical action research . <i>Theory into practice</i> , 29(3), 158-166. DuFour, R., & Eaker, R. (1998). <i>Professional learning communities at work: Best practices for enhancing student achievement</i> . Bloomington, IN: National Educational Service and Alexandria, VA: Association of Supervision and Curriculum Development.
Entry Slip	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.
Exit Slip	Peer review edits



November 26th	
Week 10: Enlarging Perspectives Through Research. Making Sense through Media-based, Digital and Online Inquiry	
Topic:	Generating Interpretations
Guiding Question s:	<p>In what ways can I incorporate digital and online knowledge environments into my teaching?</p> <p>What do I need to know about student and personal projects that are posted on public networks?</p> <p>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?</p> <p>What are some of the key perspectives they use to frame educational research?</p> <p>How do teachers identify and assess arguments in the research literature?</p>
Readings: Group #8	<i>The reading for this week will be student 'expert' generated.</i>
Entry Slip	Bring an example of digital online knowledge that pertains to your Inquiry and/or practicum. 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.
Exit Slip	
December 3rd	
Week 11: Proposing an Inquiry Part II. Planning for an Inquiry -Based Curriculum	
Topic	Identifying a framework for understanding
Guiding Questions	<p>What values motivate my inquiry?</p> <p>What do I currently believe about the object of study?</p> <p>How might my inquiry be situated in the context of the particular writers who study similar questions/concerns?</p> <p>What is the history of my relation to that object of inquiry?</p> <p>What general inquiry is most pressing at this point in my life as a teacher?</p> <p>What are the most important ways that I might approach that question or issue?</p> <p>What type of inquiry and learning practices should I employ that my students will benefit from?</p>
Readings Group # 9	<p>Fenwick, T. (2000). Expanding conceptions of experiential learning: A review of the five contemporary perspectives on cognition. <i>Adult Education Quarterly</i>, 50(4), 243-272</p> <p><i>Thinking ahead about the ways in which inquiry is central to planning and planning is central to teaching: Beyond planning is to inquire....</i></p>
Entry Slip	
Exit Slip	



Dec 10th	
Week 12: 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	Cole, A. & Knowles, J. G. (2000). <i>Researching teaching: Exploring teacher development through reflexive inquiry</i> . 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.), <i>Teacher inquiry: Living the research in everyday practice</i> . London, UK: RoutledgeFalmer.
Entry Slip	Inquiry Proposals due. Inquiry Presentations Part I
Dec 17th	
Week 13: Reflections on Teaching/ Good Habits & Looking forward	
Inquiry Presentations Part II.	
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
Entry Slip	Inquiry Presentations Part II.
Exit Slip	Enjoy the Break!

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:



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- *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?*

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.

- 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.

Assignment Due Dates:

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 24th Reflection on Classroom Activity- October 1st
3. Inquiry Question Generation	October 15rd
4. Inquiry Topic	October 22th (E-mail Instructor)
5. Inquiry Proposal (1st Draft)	November 12th
6. Inquiry Proposal (Peer Feedback)	November 19
7. Inquiry Proposal Presentations	December 10th & December 17th
7. Inquiry Proposal (Final)	December 17th



Assignment 1: “Reading Experts” –Reading & Engagement Activity (40 mins)

Due: Sign up in groups of 2 or 3- There are 9 weeks to choose from. We will have one group present each class.

- A) Your group will prepare an approximately *30 minute presentation*. You are required to have a beginning, middle and end to your presentation. Your group will prepare a **Pekchakucha**/PPT/Prezi presentation/handout/**Powtoon**/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*)

Pechakucha : <http://www.pechakucha.org/> (20 slides x 20 secs each slide = 6.5 mins presentation)

Powtoon: <http://www.powtoon.com/> (Animated presentation)

- B) 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)?
- C) 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)
- D) 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

- 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.
- C) You will be asked to answer some questions and reflect on the activity that we do in class.



Assignment 3: 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).

a) 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)

- ✓ Proposal is within given word count 1000 – 1500 words
- ✓ The paper is clearly written, free of grammatical, spelling and stylistic errors (utilize spell and grammar check – formal writing settings)
- ✓ The paper includes a reference section and/or bibliography citing relevant literature that is formatted appropriately
- ✓ Minimum 2 pieces of relevant literature cited in the proposal
- ✓ A list of a minimum of 5 sources you plan to consider during your inquiry
- ✓ The inquiry question is clearly stated and defined
- ✓ You have included a brief discussion about why you selected this inquiry question
- ✓ It situates the question appropriately in your life/experience and in education
- ✓ You have explained your current understanding of the inquiry question based on initial research
- ✓ You have begun to consider or explore how technology/technology integration and/or personalized learning might be relevant to the inquiry

Your proposal should answer the following questions:

What is my Inquiry question?

How did it arise for me/why did I choose it?

What do I hope to learn from conducting this inquiry?

How will I conduct this inquiry?

Typically, the proposal will consist of a brief context (how the question arises and why it is 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 anticipated lines of study. These elements may vary depending on the nature of the particular inquiry.



The following is a framework that may be used in writing your proposal.

1. What is your **question** and how did it arise for you?
2. Why is your question **significant** (to you and/or to others)? (situate yourself and the times in the question)
3. What are some of the publicly available (re)**sources** will you draw on to explore the question?
 - a. Journals (field)
 - b. Readings – books and journal articles
 - c. Curriculum documents
 - d. Policy documents
 - e. Other sources
4. What do you **expect** to find out?
5. How will your Inquiry 'look' during your practicum?
6. What if any, are your limitations of this study?

You may also include further questions you have or support you might need in your final section.

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

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.

b) 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> for some examples of inquiry questions and research.

c) Inquiry Project Proposal Presentation:

The inquiry proposal presentation has ORAL and WRITTEN components:

The **oral component (Dec 10 and Dec 17)** includes individual or group (in the case of a collaborative inquiry) preparation and delivery of a 10 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 (Dec 17)** should be approximately 1000-1500 words in length.



Appendix 1: Modes of Inquiry

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

Autobiographical	Ecological	Poetic
Autoethnographic	Historical	Public
Classroom (Action research)	Kinesthetic/Tactile	Scholarly
Content analysis	Media	Sensory
Dialogical	Musical	Theoretical
Digital	Narrative	Visual
Drama-based	Online	
	Performative	

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) (One sentence explaining why you are using resource eg: Definition of TGFU)

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

How will your Inquiry 'look' during your practicum?

What if any, are your limitations of this study?



Readings

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Additional Resources for Instructors

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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](#).