**DATES: January 5 - 28th 2015 Instructor: Stephen McGinley**

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

**Time: 2:00-4:30pm Email: steve.mcginley@ubc.ca**

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

**EDUC 451B S14: 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) Formalize their engagement in teacher inquiry based on a question/proposal developed during Inquiry Seminar I.

2) Present and/or share their inquiry project publicly with colleagues,

3) Explore links between the theoretical and practical perspectives related to their inquiry question and project and their emerging practice as a teacher.

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: **Refining the inquiry project/group consultation sessions**: Teacher candidates embark on their inquiries, meeting regularly with instructor and/or colleagues to share progress and to receive feedback. Preparing to share publicly what they have learned through their research.

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 table).

*Note: Although not central to the intent of Inquiry Seminar II, 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 1)

• **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)

**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.

**Inquiry Project EDUC451 January 2015 – Developed and approved by the Class in October 2014**

***(Adapted from Yvonne Dawydiak – Adjunct Teacher Professor UBC )***

**Overall Requirements** (regardless of representation choice):

1. Annotated bibliography (5 to 8 key resources) This doesn’t need to be a formal annotated bibliography but instead, should critically summarize the main points, the usefulness in your inquiry and be approx. one paragraph in length (may vary depending on resource).
   1. Please note that an annotated bibliography does not replace your ‘reference’ section. You will still cite all references in APA style.
   2. The annotation briefly restates the main argument of a source by identifying its thesis (or research question, or hypothesis) and its main conclusions. The annotation could also attempt to account for WHY you have selected or included this resource.
2. A concise Abstract: An abstract motivates someone to read your paper or attend your presentation –
   1. An effective abstract answers four questions:
3. **What?** (What is the topic?; 1 - 3 sentences)
4. **So What?** (Why is the topic important?; 1-3 sentences)
5. **How?** (methods, results and interpretations; the bulk of your abstract)
6. **Now What?** (Significance, links to practice and future directions?; 2 – 3 sentences
7. The sharing of your inquiry within and potentially beyond our community of practice – this will include your participation as ‘critical/reflective audience’ and as ‘presenter’ (presentations may not necessarily be face to face)

**The Inquiry Representation will address**:

1. The **Context** of your Inquiry and importance of your question
   1. Situating yourself and current educational research in the inquiry
   2. Avoid broad generalized statements
   3. Do include personal experience (autobiography and personal educational philosophy)
   4. Do include **citations** to relevant research
   5. This could include a brief literature review
2. A Description of your **Inquiry Process (methods)**
   1. Including how your thinking evolved, what sources did you draw upon as you developed your understandings
3. Your **findings or any conclusions** you have drawn with respect to your question
   1. This might include further questions that have developed for you
   2. This might suggest where you hope to go from here… moving forward with your inquiry as a teacher or in practicum
   3. This includes ‘**links to practice’** you have made

Here are some options for representation open to you (please note you are not limited to these options – sew me with your ideas):

1. Project representation developed by student and approved by your instructor.
2. 3,000 (to 5,000 max) word paper and oral presentation (to be presented face to face in class or video/annotated/narrated slides uploaded online)
3. 1,500 (to 3,000 max) word paper plus a way to share **‘links to practice’** via a Unit Plan, Resource space, interactive lesson or discussion. *Please note that if the unit plan was created for another course, it cannot meet course requirements here but could still be included as an artifact with an additional component such as developing a resource space to support practice and implementation of your inquiry area...*
4. A Poster presentation that meets the overall requirements. (no paper required) \*
5. A multimedia presentation or web space that meets the overall requirements (no paper required) \*

***\*Please note that since no formal written paper would be required in option 3, 4 & 5 the presentation needs to be quite comprehensive***

**b) Inquiry Presentations (January 26, 27 & 28)**

Sharing one’s inquiry project in a public forum, e.g., with colleagues, allows one to crystalize one’s ideas, synthesize what has been learned through one’s review of the literature, reflections and consultations as well as to situate oneself as a teacher candidate. The formats in which projects may be shared are varied, for example, in table groups, a mini-conference, a poster fair, an online seminar, with another group of teacher candidates, etc.

*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 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 Thursday by 4:30pm. Please submit on blog under “Weekly Progress 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. Total of four reflections.** |
| **2. Description/template of proposed representation of project for peer- feedback** | **Form due Thursday Jan 8th** |
| **2. Inquiry Project Paper Peer Feedback** | **Ongoing**  **Form due January 15th** |
| **3. Inquiry Project** | **Due January 26th at 9am** |
| **4. Inquiry Presentations** | **Jan 26: Group 1x 10**  **Jan 27: Group 2x 10**  **Jan 28: Group 3x 10** |

**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 5**  ***In class*** | | **Session 1: Proposing an Inquiry I: Developing a focus and design**  **Welcome Back!!**  **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 could 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?**  ***-Develop rubric for project***  ***- Go over course outline***  ***- Create POD’s for peer feedback and support***  **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 6**  ***In Class*** | | **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 Steve Workshop: *TBD Monday Jan 5 based on POD’sx 10*** | |
| **Wed Jan 7**  ***In Class*** | | **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?*  **Guest speaker - Georgia Heartly B.Ed. grad 2014 – connecting with a former student on the project representation and where it has evolved and taken her.**  [http://msheraty.weebly.com/inquiry.html](https://www.mail.ubc.ca/owa/redir.aspx?C=SsADkgxnrEWqtblKPp008bXnIeWj-tEI7i6jTmVBb0jes8ze9LgJFu5dd4AyfPe0ZtOTultTnrg.&URL=http%3a%2f%2fmsheraty.weebly.com%2finquiry.html)  **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 Steve Workshop: TBD Monday Jan 5 based on POD’sx 10*** | |
| **Thurs Jan 8**  ***In Class*** | | **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.  ***Assignment: Description/template of* proposed *representation of project for peer- feedback***  **Consult with Steve Workshop: *TBD Monday Jan 5 based on POD’s x 10*** | |
| **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 12-14 | ***Individual Meetings set with Instructor. Class open for pair, group and individual study and consulting sessions with ‘peer-reviewers.’***  **Jan 12: Library.**  **Jan 13: Meeting with P0D(s)/ Writers Workshop (How to frame my paper)**  **Jan 14:** **Meeting with POD (s) Writers Workshop / How to Create an E-folio** | |
| Jan 15 | **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 19 | **\*Online or at home**  **Steve will be available by appointment** | |
| Jan 20 | **\*Online or at home**  **Steve 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 | **Write-up Day**: Final Refinement for formal dissemination and written submission. How to Cite etc.  **Assignment: Final Inquiry Project due January 26th 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 final projects to an audience of peers, mentoring teachers and/or members of the larger community. |
| **Jan 26** | Group 1 Presentations:  **Assignment: Final due today at 9am via E-mail.** |
| **Jan 27** | Group 2 Presentations: |
| **Jan 28** | Group 3 Presentations: |

***Ethics for the Inquiry Project:*** this is NOT an empirical research project.  Anne Phelan expressed it very well as follows:

Citing an article that is already publicly available is part and parcel of academic practice; no permissions are necessary because the author(s) have, of their own volition, represented their ideas in a public manner.

Citing a human subject (e.g., expert) involves a researcher recording, interpreting, and representing the ideas of the human subject in the public where the human subject has no control over that interpretation or representation; to protect the human subject, therefore, protocols (ethical approval by BREB) are required in advance, including: demonstration that the researcher has fully informed the human subject about the purpose of the research and the research questions; that conditions of anonymity will be created in so far as possible etc.

***Bibliography***: Must be in the APA format. SFU has a handy guide at-- <http://www.lib.sfu.ca/sites/default/files/10166/apa_1.pdf>

***Help with Writing***: If you need help with your academic writing, you may make an appointment or drop-in for assistance at the Learning Commons in Barber Centre: <http://learningcommons.ubc.ca/tutoring-studying/improve-your-writing/>. They will help you with your editing, it’s a great service!

***English Language Learners*** needing support, please self-refer to [Lori.Prodan@ubc.ca](mailto:Lori.Prodan@ubc.ca) who will help you with your writing.

***Time Management:*** UBC offers a wonderful website that can help you with completing your assignments on time. Check out: <http://assignmentcalculator.library.ubc.ca/index.php>

**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**

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.

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.

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

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

**Web Resources**

BC Teachers Federation: [Teacher Inquiry](http://www.bctf.ca/TeacherInquiry)

Web Resources for Teacher Inquiries (Nipissing U.)

[Networks: An online journal of teacher research](http://journals.library.wisc.edu/index.php/networks)

Carnegie Foundation: [Inside teaching: A living archive of practice](http://insideteaching.org/)

**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.