**Inquiry Project EDUC451 January 2015 – tentative proposal October 21**

***(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, the presentation needs to be quite comprehensive***