

UNIVERSITY OF BRITISH COLUMBIA
EDUC 451B S14: INQUIRY
SEMINAR II (Winter)
Secondary Physical and Health Education &
Home Economics Cohort
3 credits: Pass/Fail

DATES: January 3 - 27th 2017

Instructor: Stephen McGinley

LOCATION: Neville Scarfe 1128

Office: EDCP 2123

Time: 2:00-4:30pm

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

COURSE DESCRIPTION

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

- refine their engagement in teacher inquiry based on their exploration of a question in Inquiry I,
- share their progress in exploring/researching their inquiry publicly with colleagues,
- explore links between the theoretical and practical perspectives related to their inquiry question and their emerging practice as a teacher.

The role of the instructor is that of advisor during the inquiry exploration process. The students will have explored an area of interest, for example, through research/reading, engaging with colleagues (including others in the cohort or subject area, as well as teachers and advisors), and reflecting on practice based on what they are doing or seeing.

Organization for the Inquiry Seminar II are:

Phase one: Consultation/collaborative sessions to explore and refine one's inquiry

Working with instructor and/or colleagues to develop one's thinking about one's inquiry question, share progress and receive/give feedback. Preparing to share publicly what they have learned through their research.

Phase two: Links to practice

Making connections between one's inquiry question 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. It is recommended that links be integrated into the professional learning entailed through the inquiry process and be explored during the weekly school visits with one's school and/or faculty advisor/s.

Phase three: Representation

Sharing one's progress in exploring one's inquiry question (through educational research, consulting resources, engaging with colleagues, reflecting on experiences), e.g., through a professional blog, cohort-based seminars (round tables) or other means.

*The inquiry journey does not end when EDUC 451 ends. The inquiry question—and what has been learned and shared thus far—will be revisited and refined during EDUC 452. It is recommended that insights and reflections during practicum and field experiences be recorded for ongoing learning and development, for example, on a **professional blog**.*

EDUC 450, 451, 452: Inquiry Seminars I, II, III (Secondary)

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

- learning about teacher inquiry (EDUC 450 – Inquiry I)
- preparing to explore an inquiry question (EDUC 450 – Inquiry I)
- developing and sharing one's inquiry process (EDUC 450 and 451 – Inquiry I and II)
- exploring links to practice (EDUC 451 – Inquiry II)
- reflecting on the inquiry process, links to practice, ongoing questions, learning over the year and developing professional learning goals (EDUC 452 – Inquiry III)

Exploration of an inquiry question should demonstrate an emerging ability to

- engage substantively with a selected topic,
- inform their understanding of the topic through careful reading of the literature (including a wide variety of information sources), grounded in an understanding of significant issues, perspectives, assumptions,

Assignments

1. Sharing of one's inquiry journey

The inquiry process is driven by the teacher candidate's own questions, developing areas of interest and/or identified areas of need. Inquiry questions may be related a theme (e.g., the cohort theme), a disciplinary topic (e.g., literacy learning, numeracy), a particular curriculum emphasis (e.g., cross-curricular pedagogies, formative assessment) or an educational issue (e.g., teaching for social justice, exclusionary policies).

a) Refining touches of inquiry process

Teacher candidates will have begun (or possibly completed) research around their inquiry question and now wish to refine their process in preparation for sharing with colleagues. This refinement may take the form of group consultation sessions with the cohort instructor, where the instructor takes the role of advisor, or other kinds of opportunities for peers to give each other feedback.

b) Sharing of inquiry process

Teacher candidates will engage in sharing their learning in a formative way throughout the course, for example, through ongoing discussions and opportunities to receive feedback on their emerging understandings. A synthesis of their inquiry learning shared in EDUC 451 represents one step on a continuing journey of understanding that will be revisited at various points including during EDUC 452 after the extended practicum.

Inquiry Presentations (January 23, 24, 25, 26)

Teacher candidates will engage in sharing their learning in a formative way throughout the course, for example, through ongoing discussions and opportunities to receive feedback on their emerging understandings. Further, a synthesis of one's inquiry learning at some point prior to moving to the extended practicum should reflect an emerging ability to:

- engage substantively with a selected topic,
- inform their understanding of the topic through careful reading of the literature (including a wide variety of information sources), grounded in an understanding of significant issues, perspectives and assumptions,
- position oneself in relation to ideas discussed,
- grapple with and integrate as part of their learning reflections on what they are seeing, hearing and trying in the context of educational practice in schools,
- consider educational issues critically.

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... This will be discussed as a class during the first week. An ignite presentation is a possibility!

2. Links to Practice

Teacher candidates will explore links between their inquiry question and what they have learned thus far and their emerging role as a teacher. Ideally attention to links to practice is integrated into a synthesis of how the teacher candidate is learning through inquiry. This may also take the form of a planning outline for integration of the inquiry into one's practicum setting or more broadly into one's future teaching in general. **This will be your inquiry design from Inquiry I in a greater detail and/or fine-tuned.**

Overall Representation 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).
 - a. Please note that an annotated bibliography does not replace your 'reference' section. You will still cite all references in APA style.

- b. 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.
 - c. An annotated bibliography template and example will be provided to you.
2. **A concise Abstract:** An abstract motivates someone to read your paper or attend your presentation
 - a. An effective abstract answers four questions:
 - 1) **What?** (What is the topic?; 1 - 3 sentences)
 - 2) **So What?** (Why is the topic important?; 1-3 sentences)
 - 3) **How?** (methods, results and interpretations; the bulk of your abstract)
 - 4) **Now What?** (Significance, links to practice and future directions?; 2 – 3 sentences)
 3. **Sharing your Inquiry:** 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
 - a. Situating yourself and current educational research in the inquiry
 - b. Avoid broad generalized statements
 - c. Do include personal experience (autobiography and personal educational philosophy)
 - d. Do include **citations** to relevant research
 - e. This could include a brief literature review
2. A Description of your **Inquiry Process or Design (methods)**
 - a. Including how your thinking evolved, what sources did you draw upon as you developed your understandings
3. **Implications** - What does this mean for you as an educator, and possibly other educators? What new questions have arisen for you?
4. Your **findings or any conclusions** you have drawn with respect to your question
 - a. This might include further questions that have developed for you
 - b. This might suggest where you hope to go from here... moving forward with your inquiry as a teacher or in practicum
 - c. 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 – see 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. Ignite presentation*
6. 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*

PLEASE NOTE THE FOLLOWING ABOUT EXPLORING YOUR INQUIRY QUESTION

Exploring one’s inquiry question during field experiences, e.g., sharing with school and/or faculty advisors during your weekly visits and/or practica in schools) is one way to learn – in addition to consulting the literature, considering media, policy statements, and other sources of information. Please note that citations or any other data collected from students, teachers or others from the field may NOT be included in any written material related to your inquiry.

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 UBC’s Behavioural Research Ethics Board) 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. Such ethical approval and, therefore, direct citation is beyond the scope of the inquiry process outlined in EDUC 450 & 451.

Assignment Due Dates:

List of Assignments:	Due Date:
1. Participation	Active participation is required in different forms and modes.
2. Description/template of proposed representation of project for peer- feedback	Form due Monday January 9th
2. Inquiry Project Peer Feedback	Ongoing Form due Monday January 16th
3. Inquiry Final Representation	Due January 23th
4. Inquiry Presentations	Jan 23: Group 1 Jan 24: Group 2 Jan 25: Group 3 Jan 26: Group 4

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:

Phase One: <u>Consultation/collaborative sessions to explore and refine one's inquiry</u>	
Topic:	Teacher candidates engage in inquiries; individuals and groups meet with course instructor for regular reporting and feedback.
Process:	<i>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.</i>
Tuesday Jan 3 In class	<p>Welcome Back!!</p> <p>Guiding Questions: Checking in. What is my question and where am I in my research? What are the learning intentions for this course?</p> <p>Administrative Information:</p> <ul style="list-style-type: none"> – What are our options for the project? – What common elements do each of the examples share? – How would you like to organize consultations/seminars? – What is my responsibility as a participant in the seminar? – What are some potential ways to organize the written portion of the project? <p>Discuss and set due dates for both portions of the project (Written and Oral)</p> <p>Readings: Course outline Examples of previous professional blogs</p>
Wed Jan 4 In Class	<p>Topic:</p> <p>Building Criteria Links to Practice – Implications and Applications APA Referencing</p> <p>Guiding Questions:</p> <p>Looking at several Inquiry Project examples, what do we notice? What criteria should this project include? How does one build criteria and rubrics? What are the implications and applications of your Inquiries? How do I cite according to APA? Criteria for written paper – review/revise example</p> <p>Readings:</p> <p>APA online resource: UBC – Getting Started with APA http://wiki.ubc.ca/images/6/6f/Apastyle.pdf</p>

<p>Thurs Jan 5 <i>In Class</i></p> <p><i>Library Session?</i></p>	<p>Anticipating and Addressing Ethical Issues</p> <p>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? What are my ethical responsibilities with regard to those participating in my research and to my collaborators? A review from Term One.</p> <p>Readings: Ethical considerations handout.</p> <p>Independent Project Development with Peer Feedback: Questioning and Design</p> <p>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.</p>
<p>Phase Two: Links to Practice</p>	
<p>Topic:</p>	<p>Making connections between one’s inquiry project and one’s emerging practice as a teacher</p>
<p>Process:</p>	<p><i>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.</i></p>
<p>Part A: Sessions 5-8: Consultation Sessions</p>	
	<p>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.</p>
<p>Jan 9-11 <i>In class</i></p>	<p>Assignment: Description/template of proposed representation of project for peer-feedback</p> <p><i>Individual Meetings set with Instructor. Class open for pair, group and individual study and consulting sessions with ‘peer-reviewers.’</i></p> <p>From Jan 9-11, you will engage in inquiries as individuals and will meet with your course instructor for regular reporting and feedback. You will be required to sign up for consultation times.</p> <p>Jan 9: Library session. Jan 10: Meeting with POD(s)/ Writers Workshop (How to frame my paper) Jan 11: Meeting with POD (s) Writers Workshop / How to Create a professional blog</p>
<p>Jan 12 *Online or home</p>	<p>Professional blog continued/ Integration of Inquiry into our Practicums</p>

Part B: Sessions 9-12: Engaging in the Inquiry Project and Consultation Sessions	
	<p>Topic: Engage in inquires (generate data), report on class online blog, and meet online, face-to-face, telephone) with course instructor for feedback.</p> <p>Guiding Questions: Questions are determined by the inquiry project</p> <p>Reading(s): Readings are determined by the inquiry project.</p>
Jan 16 In Class	In class Assignment due: Peer-feedback: Summary of critique, further inquiry, and steps forward for project. (This will be dependent upon your "Inquiry Pod")
Jan 17	*Online or at home Steve will be available by appointment
Jan 18 In class	<p>Sharing Session- Critically engage with one or more inquiry project and respond to questions about your own inquiry project from peers.</p> <p>How to Create a Professional Blog Continued. / Integration of Inquiry into our Practicum</p>
Jan 19	<p>Write-up Day: Final Refinement for formal dissemination and written submission.</p> <p>How to Cite etc.</p> <p>Assignment: Final Inquiry Project due January 23th</p>
Phase Three: Sessions 12-15: 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 23	<p>Group 1 Presentations:</p> <p>Assignment: Final Inquiry Representation due.</p>
Jan 24	Group 2 Presentations:
Jan 25	Group 3 Presentations:
Jan 26	Group 4 Presentations:

Bibliography: Must be in the APA format. UBC - <http://ok-lib.sites.olt.ubc.ca/files/2014/08/APA-Guide-Fall-2013.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 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>

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.
- Alvarado, A., & Herr, P. (2003). *Inquiry-based learning using everyday objects: Hands on instructional strategies that promote active learning in Grades 3-8*. Thousand Oaks, CA: Corwin Press.
- Blumberg, A. (1990). Toward a scholarship of practice. *Journal of Curriculum and Supervision*, 5(3) 236-243.
- Burnafford, G., Fischer, J., & Hobson, D. (2001). (Eds.) *Teachers doing research: The power of action through inquiry*. Mahwah, New Jersey: Lawrence Erlbaum.
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- Fenwick, T. (2000). Expanding conceptions of experiential learning: A review of the five contemporary perspectives on cognition. *Adult Education Quarterly*, 50(4), 243-272.
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- Fichtman Dana, N. & Yendol-Hoppey, D. (2009). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks, CA: Corwin Press.
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- Henderson, J. (1992). *Reflective teaching: Becoming an inquiring educator*. Toronto, CA: Maxwell Macmillan Publishers.
- McIsaac, Scott. (2004). Free-run children. *Educational Insights*, 8(3), 177.
- McKeown, M. & Beck, I. (1999). Getting the discussion started. *Educational Leadership* (57) 3, 25-28.
- Osborne, K. (2009). Education and schooling: A relationship that can never be taken for granted. In D.L. Coulter & J.R. Wiens (Eds.), *Why do we educate? Renewing the conversation* (pp. 21-41). Malden, MA: Blackwell Publishing.
- Ritchhart, R (2011). Making thinking visible how to promote engagement, understanding, and independence for all learners. San Francisco, CA: Jossey Bass.
- Romano, M.E. (2004): Teacher reflections on 'bumpy moments' in teaching: A self study. *Teachers and teaching: Theory and practice*, 10:6, 663-681.
- Shamsher, M., Decker, E., & Leggo, C. (2003). *Teacher research in the backyard: Kitimat-Terrace teacher research*. Vancouver, BC: BC Teachers' Federation.
- 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.
- Watt, J., & Colyer, J. (2014). *IQ: A practical guide to inquiry-based learning*. Don Mills: Oxford University Press.

WEB RESOURCES

BC Teachers Federation: [Teacher Inquiry](#)

[Networks: An online journal of teacher research](#)

Carnegie Foundation: [Inside teaching: A living archive of practice](#)