

Snack Sign Up:

Please sign up in groups of 2 or 3....make sure all weeks are covered😊

- Week 1: Steve
- Week 2: Jaclyn & Stephanie
- Week 3: Emily and Amanda
- Week 4: Andrew and Sam
- Week 5: Mike, Cody & Rachel
- Week 6: Steen & Stina
- Week 7: Dillan & Sean
- Week 8: Dan & Bronzon
- Week 9: Gurjita & Pardip
- Week 10: Sim & Amber
- Week 11: Dallas & Edward
- Week 12: Mal & Jo
- Week 13: Potluck

Reading Sign-Up

- Week 3: Jo & Mal
- Week 4: Dan & Bronzon
- Week 5: Stina & Steen
- Week 6: Dillan & Sean
- Week 8: Sim & Amber
- Week 8: Gurjita & Pardip
- Week 9: Michael, Cody,
Rachel / Edward & Dallas
- Week 10: Andrew & Sam
- Week 11: Amanda & Emily
/ Jaclyn & Stephanie



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

WELCOME TO 450B!

PHYSICAL EDUCATION & HOME ECONOMICS

CO-HORT 2015

RM 1214

Welcome to Educ450B!

- Today's Agenda:
 - Inquiry Seminar & Cohort Orientation: 8:45-10:30
(Scarfe Room 1214)
 - Education 315 Practicum Orientation Lecture: 10:45-12:30 (Scarfe Room 100)
 - Lunch: 12:30-2:00
 - General Orientation: 2:00-4:00 (Chan Centre)

Today's Class Schedule

- Introductions
- Recipe Card
- Course communication
- Questions
- Ice Breakers
- Course Details

Introductions

- Jennifer Johnston (Inquiry III) - Home Economics
- Steve McGinley (Inquiry I & II) - Physical Education

About me



About me



Back to school today!



About You Recipe Card

1. Full name -
2. Teachable(s)/Degrees -
3. Two things you would like to get out of this Inquiry I course/UBC Teacher Ed. program? -
4. Identify anything else you'd like your me to know about you to help maximize your learning experience -
5. Questions? -
6. Any thing else... -

Communication

Email - steve.mcginley@ubc.ca

TEO Website - <http://teach.educ.ubc.ca/>

Twitter -

- @UBCTeacherEd | #UBCBEd2016
- @smcginley11 | #UBCPEHE2016 (Inquiry I & II)

Questions

- Before we begin: Any burning questions off the top?

Ice Breakers

- Icebreakers –
 - TP (class)
 - Two truths and a lie (groups of 7)
 - People Bingo (class)

Course Details

- Course Outline – Tentative Outline will be emailed and will be handed out and discussed next class
- Times & Break – 2:00pm – 4:50pm (break 30 mins)
- Prepping for classes/Sign up for readings

My Classroom Expectations

- *Be respectful and caring. Do the right thing (you know what it is).*
- *Be prepared mind, body, and soul. Find your center & bring your stuff.*
- *Be responsible, own up, act right, & show maturity.*
- *Be open & flexible. Learn by trial & error. Show patience & endurance.*
- *Be committed to your own evolution. Do your best every day. Own it.*

Week 1: Guiding Questions

- 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?

Who's line is it anyway?

- Teacher and student conference
- Scenario:
- Backdrop:
- Context:
- Crisis:
- Conclusion: What do teachers do?

27 WAYS to make this the Best Year Ever!

Breakfast
Lunch & Hugs!

1 Find yours and make it the focus of every thing you do.
Passion
@em_swenson

2 **Reach**
Use technology to reach your community.
@techninjatodd

3 Create a comfortable, collaborative space!
Ditch
the desks!
@kleinerin

4 **Story**
Share yours (before someone else does it for you!)
@tonysinanis

5 **You**
Get to know your students. And let them get to know you.
@angela_watson

6 **PLAY**
EMBRACE PLAY AS AN ESSENTIAL PART OF LEARNING.
@matthewwinner

7 DON'T be afraid to be a little goofy.
Silly
@aredd21

8 **Reflect**
Take time to look in the rearview mirror.
@web20classroom

9 A PLACE FOR EVERYTHING.
ORGANIZE
@katebtaylor

10 **MAKE**
MAKE TIME FOR MAKING.
@plemmons

11 BE GENEROUS. SHARE SHAMELESSLY.
SHARE
@gwynethjones

12 **INSPIRED**
ALLOW YOURSELF TO BE BLOWN AWAY.
@nmangum

13 Take time to listen to your students.
LISTEN
@tkSciGuy

14 **Choice**
Empower students through choice.
@ajjuliani

15 Do what's never been done before.
Brave
@joycevalenza

16 **AWESOME**
Be the teacher you would choose for your own child.
@vennspired

17 STRUT YOUR STUFF as only you can.
style
@librarian_tiff

18 **PUSH**
Ask hard questions. Help find the answers.
@plugin

19 Ask for help when you need it. Offer help when you can.
HELP!
@jenniferlagarde

20 **Individualize**
Teach students instead of subjects.
@thomasmurray

21 **choose Kind**
Always.
@mrschureads

22 **MENTOR**
BE SOMEONE'S SUPERHERO.
@teachingwithsou

23 Without a learning goal, you are just faking it.
GROW
@coolcatteacher

24 **THANK YOU**
SAY THANK YOU. AND MEAN IT.
@adambellow

25 BE INFECTIOUS. SPREAD YOUR GENIUS.
LEAD
@kylepace

26 **CHANGE**
Be the change you want to see.
@shannonmiller

27 When all else fails, just dance.
Dance
@mrdonnelly3

○ For next day:

1. Read article: **What *Dead Poets Society* Taught Me About Being a Teacher** (I will email link)

http://www.huffingtonpost.com/sarah-rudell-beach-/robin-williams-dead-poets-society_b_5677063.html?&ncid=tweetlnkushpmsg00000023

1. Be prepared to go outside for our next class.
2. Bring photocopy fees \$5.00
3. Bring a photo of you from School and a picture of a classroom
4. Sign up for Snacks



Good Afternoon!

Please create a
name card

Good Afternoon - Today's Schedule

- Outdoor Environmental Education -
- Snack Time!
- Collect fees. Any questions off the start?
- Course Outline
- Discuss the purpose for guiding questions
- Reading Sign-up
- Snack Sign-up
- Next Class

Welcome Back!

- Snacks! Help yourself...
- Course Outline
- Cohort Blog – any volunteers?? Email me.
- \$5.00 course copy fee
- Week 1: Guiding Questions

WEEK 1: SETTING THE ENVIRONMENT

TOPIC: STYLES OF TEACHING, STYLES OF LEARNING
- ARE THEY CONNECTED?

GUIDING QUESTIONS:

- 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?

Setting the Environment

- What are your own school experiences? Why do you want to teach?
- What type of learner are you? What type of teacher are you? (Handout)
- How have your experiences shaped you as learner and teacher?
- What does inquiry mean to you?

At your table

- Discuss:
- How do you like to learn?
- When do you feel most alive as a learner?
- How were your learning experiences at school?

Sharing your photo

- In groups of 4 share your school photo. Why did you bring it?
- What does it represent about you as a learner and now as a teacher?
- What does it represent in terms of your understanding around education and our experiences in education?

Next day....

- 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.
- 3) Readings

Entrance/Exit Slip Example

(Reading Intent)

- Provide class with Entrance on the Thursday prior to your presentation. Everyone bring slips filled out at the start on Thurs to begin our discussion.
- 1 question – you have on the article
- 2 reflections – opinions, thoughts, feelings
- 3 key words (or unknown words)

What does it mean to be educated?

- <http://georgecouros.ca/blog/presentations>

Weekly Readings

- Eisner, E. W. (2002). The Kind of Schools We Need. *Phi Delta Kappan*, 83(8), 576-83. PDF available on our Wiki
- Sir Ken Robinson - Do schools kill creativity?
- <https://www.youtube.com/watch?v=NFubmeHDtII>
- *Thoughts from Entrance Slip?*

Weekly Readings

- Coulter, D., & Wiens, J. (1999) *What is Educational about Educational Leadership?* (pp. 4- 7). Education Canada
- <http://www.cea-ace.ca/sites/cea-ace.ca/files/EdCan-1999-v39-n2-Coulter.pdf>
- *Thoughts from Entrance Slip?*

Good Afternoon!

Please create a name tag with a piece of paper and place on your desk. 😊

Week 2 :

- Pressing Questions?
- Course outline final
- Class Blog -
 - Posting and tagging
- Class Discussions H/O
- Entrance slip and exit slip explained
 - 53 ways to check for understanding
- Readings & Reading Expert Assessment Rubric
- Length of presentation = 30 mins (present and discussion) and 10 min personal exit reflection.
- Course fees

Course Outline / Reading Groups

- Add in two to a week

Class blog

- <http://blogs.ubc.ca/stevemcg/>
- Please complete the following process to gain access to our blog. I thought I would email this out ahead of time and you can do a few simple steps prior to posting.
- You will need to do 2 things:
- **Get an account** on blogs.ubc.ca. They just need an account - not a personal blog (you can create a personal blog at a later date and this is recommended for your inquiry projects but I can speak to this later if you like).
- Go back to the course and **add yourself to the blog** with the password provided.
 - course URL: <http://blogs.ubc.ca/ubcpe/>
 - password: ubcpe
- When you return to the blog in future, you will need to login to blogs.ubc.ca if you want to contribute.
- I look forward to share and collaborating with you in a different SPACE online!

What Dead Poets Society Taught Me About Being a Teacher

- <https://www.youtube.com/watch?v=2EdWgsTUhmI>
- Initial thoughts of this article!
- How have your experiences shaped you as a learner and a teacher?

Week 2: Understanding Teaching

- What is education for? What are the purposes of schooling?
- What is your idea of an educated person?
- 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?

Entrance/Exit Slip Example

(Reading Intent)

- Provide class with Entrance on the Thursday prior to your presentation. Everyone bring slips filled out at the start on Thurs to begin our discussion.
- 1 question – you have on the article
- 2 reflections – opinions, thoughts, feelings
- 3 key words (or unknown words)

What does it mean to be educated?

Jigsaw Activity

- **Step 1:**
 - **Group A** – form groups of 4 people to discuss the article
 - **Group B** – form groups of 4 people to discuss the article

- **Step 2:**
 - Two members from A and two members of B discuss present their articles and facilitate discussion with the other group. Reading Experts discuss the article using your entrance slip as a guide. Add to you personal reflection notes. (10 mins)

- **Step 3:**
 - Larger group discussions

This weeks “focused” reading...

- Claudia Mitchell & Sandra Weber (1995). Images, metaphors, and stereotypes: The struggle for identity. *That's funny, you don't look like a teacher: Interrogating images of identity in popular culture*, (Chapter 2 & 4, pp 20-32 and pp 54-71). London, UK: Routledge

○ *Thoughts from Entrance Slip?*

Key points from Mitchell &
Weber article (Chapter 4) ...

- This chapter explores, “... the *power* and *meaning* of appearance and dress in the *images* and *identity* of teachers” (pg. 55).

Key Terms:

- Semiotics
- Pedagogical
- Popular culture
- “Human Motivations”
- Non-verbal communication
- “dressing”
- “wearing”
- Stereotypes
- Teaching as Transmission
- Role-model
- Figure of traditional authority
- Societal Expectations
- Identity (Personal vs Professional)
- Gender
- “Perfect” teacher
- Images of teachers (traditional vs. untraditional)

Rules for Practicum:

- 1. Teachers will not dress in bright colors.
- 2. Dresses must not be more than two inches above the ankles.
- 3. At least two petticoats must be worn. Their petticoats will be dried in pillowcases.
- 4. The teacher will not get into a carriage or automobile with any man except her brother or father.
- 5. Teachers will not loiter at ice cream parlors.
- 6. Teachers are expected to be at home between the hours of 8 p.m. and 6 a.m., unless in attendance at a school function.
- 7. Teachers will not smoke cigarettes or play at cards.
- 8. The teacher will not dye her hair under any circumstances (Nelson, 1972).

○ “In dressing, we address ourselves, others, and the world. How we clothe ourselves becomes an integral part of our self-identity. How, then, do teachers dress? What are the social contexts within which they operate?”

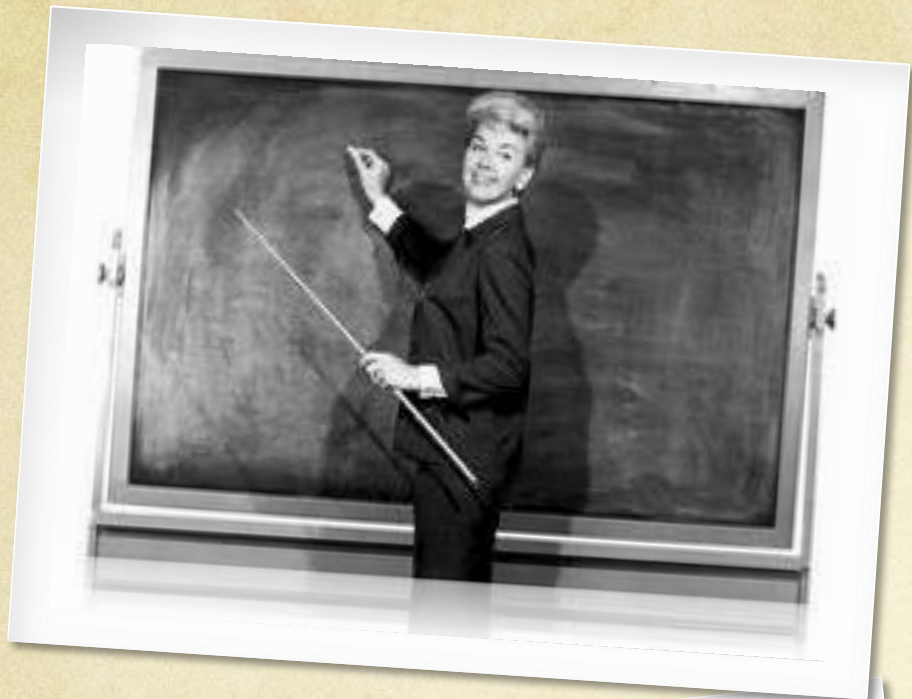
○ Discuss the notion of teachers ‘dress.’

4 Corners

- Agree
- Disagree
- Strongly Agree
- Strongly Disagree

- Do the prevailing images and stereotypes of duty urge teachers to dress a certain way? (pg. 57)

- “Through the depiction of clothing in their drawings, and their accompanying comments, teachers and students reveal a great deal about their pedagogical beliefs.” (pg. 58)



“Most often, the pictures and comments evoke an image of teaching-as-transmission and of teacher as an all-knowing role model, a figure of traditional authority who commands respect.”
(pg. 58)

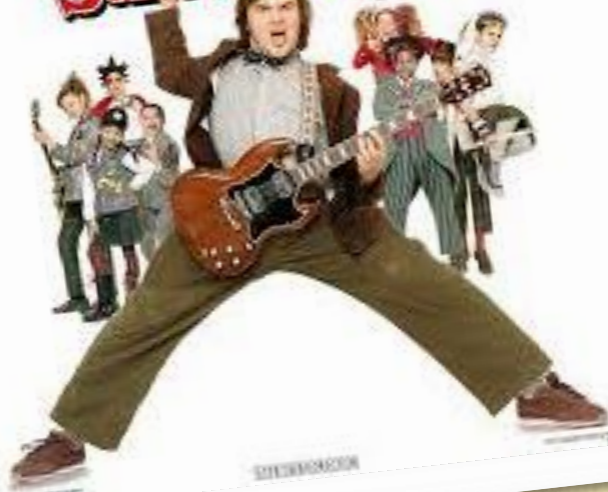


- <http://www.youtube.com/watch?v=ke7td3L13-8>



“Teacher as cool; teacher as sex symbol/object; teacher as goddess; teacher as hero; teacher as gentleman; teacher as rebel, and teacher as artist. Many of these exceptions, however only serve to underline common social expectations that teachers will conform and not rebel.” (pg. 59)

School of Rock



- “...there are numerous examples of images that rub against the grain of what teachers are supposed to look like.” (pg.60)
- “Through our choice of clothes and adornment, we voice our struggle to become teacher, while remaining individuals.” (pg. 61)

- Do you believe the idea of the 'perfect' teacher still exists within students?

- “Even today, teacher educators, like the schools, exert subtle pressures on future teachers to conform to unwritten dress codes.” (pg. 65)

How will you present yourself as a teacher?

- Beginning teacher
- Student teacher
- Advanced teacher
- Leadership teacher
- PE teacher
- Home-Ec teacher....

○ Break 😊

- *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.*

Exit slip:

Watch (or reflect back on) your introduction and reflect about how you presented yourself as a teacher. What did you notice? What surprised you?

Next Day:

- Introduction reflection – post on blog
- Artifact bag- presentation and discussions
- Week 3: Understanding Teaching as Inquiry –Reading Experts
- Entrance Slip

Peer-Assessment

- Benefits
- How it will work?

Weekly Readings

- Eisner, E. W. (2002). The Kind of Schools We Need. *Phi Delta Kappan*, 83(8), 576-83. PDF available on our Wiki
- Sir Ken Robinson - Do schools kill creativity?
- <https://www.youtube.com/watch?v=NFubmeHDtII>
- *Thoughts from Entrance Slip?*



Good Afternoon!

Shape of the Day!

- Complete Introductions from last class
- Reflections/Comments on Introductions
- Expert Reading Group #1
- Break
- Artifact Bag Presentation
- Artifact Bag Reflection Time
- Creating questions...

Week 3: Understanding Teaching as Inquiry

Reflexive Inquiry, Everyday Practice, & Caring for the Self

- 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?

Introductions!!!

- *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.*

Introduction Reflection

- Watch (or reflect back on) your introduction and reflect about how you presented yourself as a teacher. What did you notice? What surprised you?

Week 3 Reading:

- Clarke, A., & Erickson, G. (2006). Teacher inquiry: What's old is new again! *BC Educational Leadership Research*, June.
- Reading Experts: (Jo and Mal)
- Halbert, J. & Kaser, L. (2013). *Spirals of Inquiry for equity and quality*. Vancouver, BC: BCPVPA (p.8-36).
- Reading Experts: N/A

7 Characteristics of Teacher Inquiry

- <http://www.bing.com/videos/search?q=teacher+inquiry+&qs=n&form=QBVR&pq=teacher+inquiry+&sc=8-16&sp=-1&sk=#view=detail&mid=5FE9016A3F92612B89B25FE9016A3F92612B89B2>

Debrief

- Debrief today's presentation.
- New questions that emerged?
- Feedback, Comments...

Break 😊

Debrief

- Debrief today's presentation.
- New questions that emerged?
- Feedback, Comments...

Artifact bag sharing

- Small groups – present, share, and discuss
- Think of the following for your reflection:
 - Complete (a “*working*” documenting of) the following (in professional format):
 - A biography
 - Your philosophy of education (include your subject area as well!!)
 - Something that you are interested in exploring in education. It could be in the form of a question and then a response of why it is significant to you. (Inquiry Question perhaps!)

Artifact Bag Reflection

Complete (a “*working*” documenting of) the following (in professional format):

- A biography
- Your philosophy of education (include your subject area as well!!)
- Something that you are interested in exploring in education. It could be in the form of a question and then a response of why it is significant to you. (Inquiry Question perhaps!)

Upcoming weeks prior to practicum

- Take out course outline
- Ignite the Teacher Candidates!

Next Class

- Introduction reflection
- Artifact bag reflection
- Entrance slip – reading group
- Visit websites listed on course outline



Good Afternoon!

Week 4: Shape of the Day!

- Hand in your introduction reflection (side table)
- Questions
- Weekly Expert Reading Group: Dan and Bronzon
- TWEET activity
- Break / Snacks: Week 4: Andrew and Sam
- Artifact Bag Presentation - GO OUTSIDE!
- Artifact Bag Reflection - In class

How are you?

- Pressing Questions....

Caring for the Self

How Long to Nap



10 to 20 Minutes

This power nap is ideal for a boost in alertness and energy, experts say. This length usually limits you to the lighter stages of non-rapid eye movement (NREM) sleep, making it easier to hit the ground running after waking up.

30 Minutes

Some studies show sleeping this long may cause sleep inertia, a hangover-like groggy feeling that lasts for up to 30 minutes after waking up, before the nap's restorative benefits become apparent.

60 Minutes

This nap is best for improvement in remembering facts, faces and names. It includes slow-wave sleep, the deepest type. The downside: some grogginess upon waking up.

90 Minutes

This is a full cycle of sleep, meaning the lighter and deeper stages, including REM (rapid eye movement) sleep, typically likened to the dreaming stage. This leads to improved emotional and procedural memory (i.e. riding a bike, playing the piano) and creativity. A nap of this length typically avoids sleep inertia, making it easier to wake up.

Inquiry Class discussion

1. TIMING OF THE INQUIRY PROJECT (Secondary)

- For secondary TCs, the feedback from previous years indicates that they would like time to make links to practice in Term 2, so scheduling the completion and sharing of the project early in January allows for this. Sharing a draft in Term 1 can take some of the pressure off Term 2 – a period when there are 3 courses, incl EDUC 451, plus practicum preparation.

2. INQUIRY PROJECT TOPICS

- The choice of topic is up to the teacher candidate, but those whose project is somehow linked to (and explorable to some extent during) their practicum seem to have a more cohesive experience over the course of the year.

3. SHARING PROJECTS

- poster sessions wherein TCs create a science-fair-style display of their learning and share for a few minutes with colleagues from their own and/or other group/s,
- multi-media and textual representations of learning shared on a class blog,
- two-minute verbal/visual overviews of everyone's project and then TCs share in groups of 4 or 5 with several rotations (thus allowing those who are interested in various topics to sit in on those sessions),
- allowing for a variety of products and modalities in the representation of learning.
- colleagues would LOVE to see some examples of products and sharing events – please upload photos/videos or other to the Connect site. (A few egs. <http://teach.educ.ubc.ca/students/courses/inquiry/> →Perspectives & Projects.)

***Stand-and-deliver format for sharing with the whole group is generally not ideal as it does not allow for freedom of choice to learn in more depth about topics of choice and may use up time that could otherwise be spent making links to practice.

5. INQUIRY-FOCUSED TEACHING & LEARNING IN SCHOOLS

- A significant amount of feedback was received from students over the past 2 years stating that they learned a lot about inquiring into their own practice but very little about applying this approach to their teaching.
- **Neil Stephenson**, Delta's Director of Learning Services (District Principal of Innovation & Inquiry), will be presenting examples of inquiry-infused teaching & learning from his district and beyond to teacher candidates and instructors on **Thursday, Dec. 17 in Scarfe 100:**
Elementary/MY - 10:30-12:00 / Secondary - 12:30-2:00 pm.

Inquiry Based Learning You Tube Video

Introduction to Inquiry Based Learning (Neil Stephenson's website)

Week 4 : Exploring Teacher Inquiry as a Pedagogical Approach

- *Reading Teachers' Inquiries: A general picture*
- What is teacher inquiry? And why does it matter?
- What are some of the key qualities of teacher inquiry?
- What is the purpose and impact of teacher inquiry?
- What is the distinction between teacher inquiry and teacher research?
- How is Inquiry being used in the classroom?
- What are the differences between Inquiry approach and Traditional-Transmissive models?
- What are the roles of students in Inquiry? Teachers?
- What does Inquiry Based Learning foster and achieve?

Group Reading Experts

- Presentation: Dan and Bronzon
- Entrance slips out
- Two links and a video
- Present 30 mins
- Exit slip 10 mins

Presentation Feedback

- What worked well?
- What could be improved?

Debrief

- Classroom discussion
- Themes that evolved...
- Emerging questions...

Research vs. Inquiry

- Teacher research - Quite often has the goal of examining a teacher's classroom practice in order to improve it, or better understand what works.
- Action research - refers to research intended to bring about change, usually with a social justice focus.
- Classroom research
- *Research suggests- controlled groups/controlled setting/removes subjects from the study....
- ---
- Practitioner Inquiry - about knowing deeply, knowing what, why and how
- Teacher Inquiry - Inquiry- Depicts teacher professional practice as a cognitive process of posing and exploring problems or dilemmas identified by the teachers themselves. Teachers ask questions that other researchers may not "see."

Action research as...

(Adapted from: Fitchmen et al, 2009)

Set of spirals consisting of reflection and action.

Each spiral involves:

- 1) **(YOUR INQUIRY QUESTION):** Clarifying and diagnosing a practical situation that needs to be improved or a practical problem that needs to be resolved.
- 2) **(LESSON DESIGN):** Formulating action strategies to improve the situation or resolve the problem.
- 3) **(CONDUCTING YOUR LESSON/TEACHING):** Implementing the action strategies and evaluating their effectiveness
(REFLECTING ON THE LESSON/TEACHING & LEARNING)
- 4) **(FINDINGS FROM YOUR INQUIRY):** Clarifying the situation, resulting in new definitions of problems or areas for improvement, and son on, to the next spiral of reflection and action.

INQUIRY AS STANCE...

- Ultimate goal is to create an inquiry stance towards teaching
- This stance becomes a professional positioning, owned by the teacher, where questioning one's own practice becomes part of the teacher's work and eventually a part of the teaching culture.
- This inquiry stance allows teachers to play a critical role in enhancing their own professional growth and the experience of schooling for children.

- Regardless of your METHOD of inquiry, the SUBJECT of your inquiry, or the CONTEXT of your inquiry.....WHAT IS MOST IMPORTANT IS THAT YOU DO INQUIRE! (pg.17)

UBC Teacher Education Teacher Candidates on Inquiry

- UBC TEO Website:
 - <http://teach.educ.ubc.ca/students/courses/inquiry/>

TWEET!!

- TWITTER (real or on paper) a 140-character summary about Teacher Inquiry – (e.g. importance, purpose, what it looks like, what is it, etc...).
- Please use:
 - #UBCBEd2016
 - @UBCTeacherEd
 - @smcginley11
 - #bced
 - @BCEdChat

Example: Teacher Inquiry = Having a #growthmindset to improve ones practice #UBCBEd2016 #bced @UBCTeacherEd @bcedchat #inquiry

Presentations

- Post your Entrance slips, readings, handouts, videos, etc...One week prior to your presentation.
- Post your your powerpoint and/or handouts
- Meet the class after at 1pm to debrief and to prepare to 'peer assess' that class.

Break

- Snacks

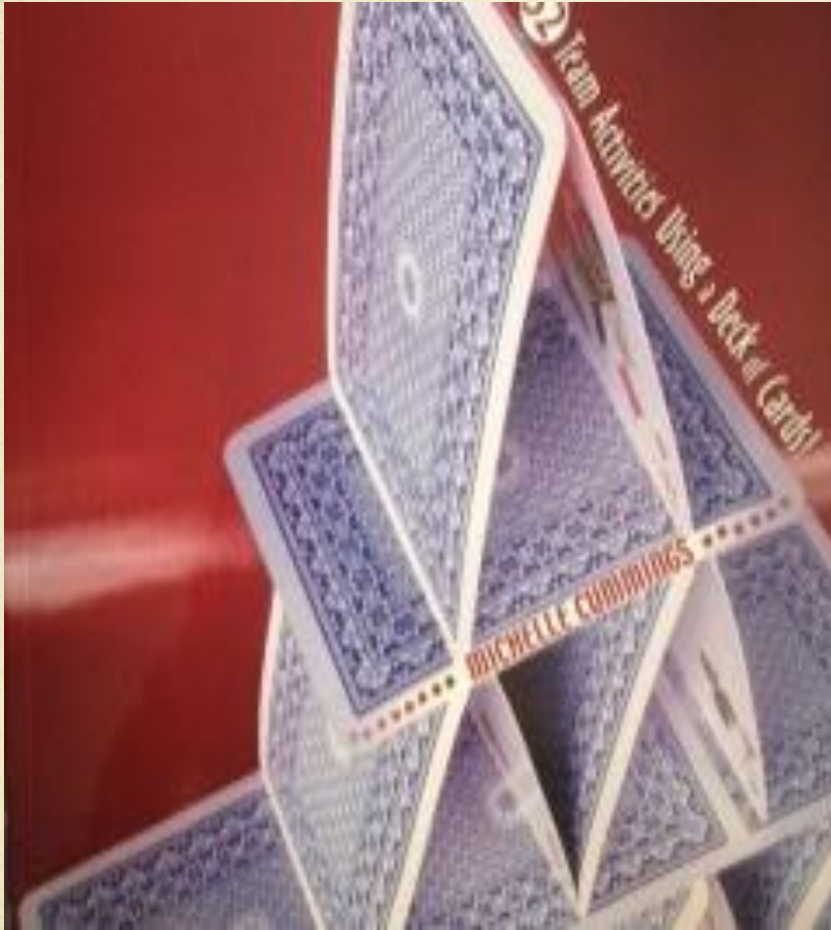
Artifact Presentations

- **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.

Reflection of Artifact Activity :

- In class writing at the conclusion of activity.
- Due next class (hardcopy or e-mail due prior to class):
- Complete (a “*working*” documenting of) the following (in professional format):
- An autobiography/biography to create your philosophy
- Your philosophy of education (include your subject area as well!!)
- Something that you are interested in exploring in education. It could be in the form of a question and then a response of why it is significant to you.

Artifact Activity:



- At a table, arrange yourselves into groups of 4 based on the 'suit' of your card.
- (ex: hearts, clubs, spades, diamonds)

The activity

- GO OUTSIDE!!
- Each person will present their artifacts and speak for a maximum of 5minutes.
- The idea here is to get yourself to a place of stance.
- Your focus should be around your beliefs around teaching and learning.
- 1 minute debrief
- Back to class at....

Reflection of Artifact Activity :

- In class writing at the conclusion of activity.
- Due next class (hardcopy or e-mail due prior to class):
- Complete (a “*working*” documenting of) the following (in professional format):
- An autobiography/biography to create your philosophy of education (your stance)
- Your philosophy of education (include your subject area as well!!)
- Something that you are interested in exploring in education. It could be in the form of a question and then a response of why it is significant to you.

Debrief

- Classroom discussion
- Themes that evolved...
- Emerging questions...

Week 4 : Exploring Teacher Inquiry as a Pedagogical Approach

- *Reading Teachers' Inquiries: A general picture*
- What is teacher inquiry? And why does it matter?
- What are some of the key qualities of teacher inquiry?
- What is the purpose and impact of teacher inquiry?
- What is the distinction between teacher inquiry and teacher research?
- How is Inquiry being used in the classroom?
- What are the differences between Inquiry approach and Traditional Transmissive models?
- What are the roles of students in Inquiry? Teachers?
- What does Inquiry Based Learning foster and achieve?

Next Class

- Week 5: Generating Questions for Inquiry
 - Snacks: Week 5: Mike, Cody & Rachel
 - Reading Experts: Stina and Steen (everyone has their top 10 list with them!!)
 - Artifact Reflection: Hard copy or email me prior to class.
 - Sharing your educational philosophy
 - Top 10 list of potential guiding questions (rough copy)



Good Afternoon!

Handout

- Principles of Teaching – A framework for developing Questions
- TEO website as a resource for Inquiry

Week 5 : Oct 8rd

Theme: Generating Questions for Inquiry.

Assignment: Come with your 'Artifact Bag Reflection – personal philosophy and something that interests you'

Week 5 Guiding Questions:

- What kinds of questions do teachers ask?
- Where do teachers' questions come from?
- What constitutes a good question?
- What are some inquiry issues we might ask in our own teaching contexts?

Today's Agenda

- Pressing Questions and Feedback
- Artifact Bag reflection: Educational Philosophies and Teachers Inquiries
- Expert Reading Group - **Generating Questions for Inquiry**
- Break - outside walking break today!?! (20minutes)
- Principles of Teaching - A framework for developing Questions



“very simply put, inquiry is a way for me to continue growing as a teacher.”

Teacher Development:

- *An introduction to teacher development. Edutopia video*

Artifact Reflection Activity

- In groups of 4 share your Educational Philosophy:
 - Group yourself with same topics in mind
- Something that you are interested in exploring in education. It could be in the form of a question and then a response of why it is significant to you.
- Share you top ten list of questions

Expert Reading Group

- October 8th – Week 5: Generating Questions for Inquiry

Break

PRINCIPLES OF TEACHING: Some Guiding Questions

- Worksheet activity. A framework for building your questions....
- Add to your list of questions now
- You may now have about 10 or more questions now!
- Lets create a “Top 10 list of questions for inquiry!”

As we prepare to choose our Inquiry Question.....

- “We believe that educators need to think of themselves as *designers of learning*. As designers of professional learning, *asking these questions* and then *changing practices based on what is learned* is the equivalent of rapid prototyping- *moving quickly to try something new to see if it works*. We are convinced that we need to move rapidly to a place where all learners feel connected and all learners are able to self regulate their own learning.” (pg.37)
- OUR QUESTIONS NEED TO BE GEARED TO MEET THE NEEDS AND BENEFIT ALL LEARNERS IN OUR CLASSROOM!

THE INQUIRY PROCESS

(I) Formulating a Question & Proposal with sound research

(II) Researching the Question. Research Project & Weaving our questions into our curriculum design

(III) Implementing & Enacting on our question during our practicums. Continuous process of reflection, revision, data collection & presentation.

INQUIRY QUESTIONS:

High Tech High Teacher Inquiry Research Collection
2012 You Tube video.

Creating Effective Inquiry Questions Checklist

Top Ten Inquiry Questions

Why are these questions significant to you?

How are these questions connected to curriculum, assessment and teaching practices?

What makes your Question

STRONG?

WEAK?

The final 5

- Creating Effective Inquiry Questions Checklist:
- http://highered.mcgraw-hill.com/sites/dl/free/0070740283/568550/Repro_G.pdf

Week 5 Guiding Questions:

- What kinds of questions do teachers ask?
- Where do teachers' questions come from?
- What constitutes a good question?
- What are some inquiry issues we might ask in our own teaching contexts

Next Class...

- Week 6:
 - Creating Effective Inquiry Questions Checklist
 - Getting started on Inquiry Projects....Proposal Due

Examining Examples of Student Inquiries:

Part I: How does your Educational Philosophy fit into
other Student Inquiries ?

Examining Examples of Student Inquiries:

- Part II: Using this weeks “Guiding Questions,” choose at least one Student Inquiry and explore using the questions.

Announcements:

- E-folio/ Wordpress Workshop on Tuesday September 24th from 10-11am. Bring your own device! -This is where you learn to create an e-folio!
- *If you are not ready to start an e-folio. Put all your information in a working word document.

Class group discussion

It's a dicey game!

- How do we get the voice of everyone heard in the class today in our whole class group discussions?
- Dice method...



Good Afternoon!

Snack Sign Up:

Please sign up in groups of 2 or 3....make sure all weeks are covered😊

- Week 1: Steve
- Week 2: Jaclyn & Stephanie
- Week 3: Emily and Amanda
- Week 4: Andrew and Sam
- Week 5: Mike, Cody & Rachel
- Week 6: Steen & Stina
- Week 7: Dillan & Sean
- Week 8: Dan & Bronzon
- Week 9: Gurjita & Pardip
- Week 10: Sim & Amber
- Week 11: Dallas & Edward
- Week 12: Mal & Jo
- Week 13: Potluck

Reading Sign-Up

- Week 3: Jo & Mal
- Week 4: Dan & Bronzon
- Week 5: Stina & Steen
- Week 6: Dillan & Sean
- Week 8: Sim & Amber
- Week 8: Gurjita & Pardip
- Week 9: Michael, Cody, Rachel
- Week 9 : Edward & Dallas
- Week 10: Andrew & Sam
- Week 10 :Jaclyn & Stephanie
- Week 11: Amanda & Emily

Week 6: Oct 9

Snack: Stina and Steen

Theme: Engaging Conversations: Understanding Teaching through Dialogical Inquiry & Kinesthetic and Performative Movement”

Topic: Teacher’s conversations with students and colleagues

Reading Expert Group: Sean and Dillian

- Ted Talk – How schools kill creativity?
- Entrance slip – student and teacher conversation

Teacher Inquiry

	Education 1.0	Education 2.0	Education 3.0
Meaning is...	Dictated	Socially constructed	Socially constructed and contextually reinvented
Technology is...	Confiscated at the classroom door (digital refugees)	Cautiously adopted (digital immigrants)	Everywhere (ambient, digital universe)
Teaching is done ...	Teacher to student	Teacher to student and student to student (progressivism)	Teacher to student, student to student, student to teacher, people-technology-people (co-constructivism)
Schools are located...	In a building (brick)	In a building or online (brick and click)	Everywhere (thoroughly infused into society: cafes, bowling alleys, bars, workplaces, etc.)
Parents view schools as...	Daycare	Daycare	A place for them to learn, too
Teachers are...	Licensed professionals	Licensed professionals	Everybody, everywhere
Hardware and software in schools...	Are purchased at great cost and ignored	Are open source and available at lower cost	Are available at low cost and are used <i>purposively</i>
Industry views graduates as...	Assembly line workers	As ill-prepared assembly line workers in a knowledge economy	As co-workers or entrepreneurs

Agenda

1. Pressing Questions
2. Pro D Day October 23, 2015
3. Free useful workshops - Sacrf Digital Sandbox and TC's
4. Reading Expert Presentation
5. Break
6. Next Class Oct 16 th class - Living Inquiry Set up and details
7. Oct 22rd class – Inquiry Workshop prep
 1. Library workshop
8. Inquiry Proposal Drafts – Please hand in or email by the end of class today

Pressing questions

- Any....

October 23, 2015 – Pro D Day

- Remind students to register or decide upon a ProD activity or event on Fri., Oct. 23. Many opportunities at reduced rates posted on TEO News page: <http://teach.educ.ubc.ca/pd2015>
- PE – Moscrop High School and Douglas College
- Home Ec -
- Any others? Discuss and share
- Share on our blog a handout, resource, video, etc...

Ideas for Readings and Context for Future Presentations

- two thoughts and a question based on a reading
- scan for news articles or web-based material related to the reading
- how could this reading relate to your practicum teaching?
- sketching your understanding of a reading

Continued...

- toonlet.com / padlet.com - visual representation of learning
- graffiti reflections - group visual journal based on reading/gallery sharing
- choosing images/metaphors &/or bringing objects that represent their response to reading; pair-share based on objects or sketches
- speed-dating; inner-outer circle; Pecha Kucha
- powtoon.com - animated caricature

PROFESSIONAL LEARNING: DIGITAL SANDBOX

- Yvonne Dawydiak invites teacher candidates to contact her (yvonne.dawydiak@ubc.ca) if they would like to learn more about how to integrate technology into their teaching, set up a class blog, use some of Connect's features, etc.
- Reminder also that Scarfe Digital Sandbox Sessions are offered on **Tuesdays 12:45 - 2pm and the last Wednesday of each month 12 - 1pm** to support exploration of all things tech integration. As you begin to develop lesson and unit plans, consider how technology might be effectively integrated... drop by, ask, explore and play!
*Makerspace resources are always on hand!
- Please check out her site: <http://blogs.ubc.ca/scarfesandbox>

Wordpress and ePortfolio

- **What:** Help setting up a Wordpress blog or developing an ePortfolio? Are you looking for help with presentation tools or some other technology? Well, look no further than the Scarfe foyer!
- **When:** Monday, Wednesday and Fridays from 11 - 2pm & Thursdays 11 - 12pm,
- **Who:** 'TC Tecspert Peer Helpers' in the Scarfe Foyer willing to answer questions, puzzle over problems, learn along with you and seek the answers you are looking for.
- **Why:** October's helpers are IB MYP and IB DP teacher candidates who are exploring 'service learning' through offering their time to you! For now, we'll be offering this 'free service' for the month of October. We may be able to continue it depending on interest and availability of helpers (including new volunteers from across the program!).

Guiding Questions:

- *What is the role of talk in the classroom?*
- *In what ways is teacher talk different from student talk?*
- *When is talk a means of Inquiry? When is it not?*
- *What kinds of conversations are possible, with whom, and in what contexts?*
- *How formal should discussions be?*
- *What are the differences between informal talk and serious discussion/debate?*
- *How does discourse frame the way we view students and the school as an organization?*
- *How can conversations empower? How can conversations oppress or even marginalize others?*

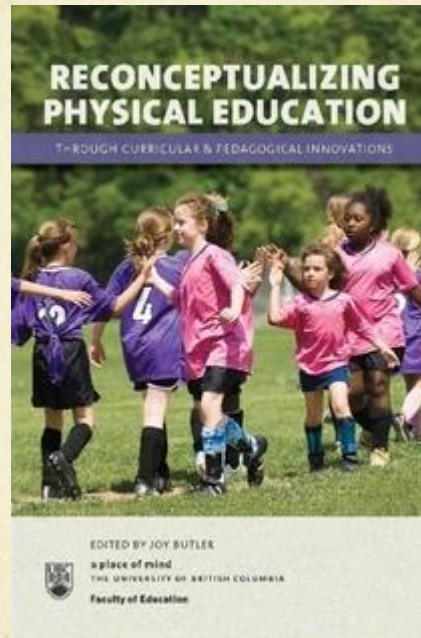
Guiding Questions

- *In what ways can educators ensure that all students' voices are heard?*
- *What are the communication needs of a diverse classroom?*
- *What can movement tell us about the ways we learn and live?*
- *In what ways can physical expression help us understand ourselves and become effective as teachers?*
- *In what ways might we motivate learners to perform?*
- *How can we engage students in learning?*

Expert Reading Presentation

Dillan and Sean

Book Launch



Break

- **Snack: Steen and Stina**
- **Next week “Living Inquiry” snack group – please see me**
- **Living Inquiry Organizing Committee Volunteers**
 - Set up / take down
 - Snacks
 - Greeters and Name tags
 - Schedule
 - Theme
 - Etc..

Library Inquiry Workshop – Oct 29th

○ Agenda:

- 2:00-3:30pm - Library Session – Please meet in the Library at 2:00pm for an inquiry research
- 3:30-3:50 – Break Back in classroom
- 3:50 – 4:20 = Presentation #1 – Sim and Amber
- 4:20 – 4:50 = Presentation #2 – Gurjita and Pardip

Inquiry Workshop – Oct 29th

What you need to do by Tuesday Oct 20:

1. Complete Research Plan sheet that was emailed to you.
 - Name
 - Question(s)
 - Concepts
 - Topics
2. Email Emmanuel to collect and send to the librarian
 - ennin333@yahoo.com
3. Library time - The time is spent as a conferencing time with you and myself and as they begin to explore them may change directions in their searching

Inquiry Workshop – Oct 29

- Come to class with a laptop
- Come prepared to work on Inquiry Research
- Be productive and on task – come in with a plan and get it done!

Jig Saw

- Groups of 3 – people you have not worked with yet!
- Discussion surrounding 1 guiding question
- 5 minutes to discussion and write down key points to share to the class form discussion to share to the class
- 2 min presentation to the class (someone new)

Guiding Questions:

- *What is the role of talk in the classroom?*
- *In what ways is teacher talk different from student talk?*
- *When is talk a means of Inquiry? When is it not?*
- *What kinds of conversations are possible, with whom, and in what contexts?*
- *How formal should discussions be?*
- *What are the differences between informal talk and serious discussion/debate?*
- *How does discourse frame the way we view students and the school as an organization?*
- *How can conversations empower? How can conversations oppress or even marginalize others?*

Guiding Questions:

- *What is the role of talk in the classroom?*
- *In what ways is teacher talk different from student talk?*
- *When is talk a means of Inquiry? When is it not?*
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- *What are the differences between informal talk and serious discussion/debate?*
- *How does discourse frame the way we view students and the school as an organization?*
- *How can conversations empower? How can conversations oppress or even marginalize others?*

Next Class – TC Living Inquiry

- Class will be 2:00pm – 5:00pm
- *Who* – All TC's in PE and Home Ec. And Invited Educational Professionals (PE and Home Ec. teachers and department heads, program co-ordinators, principals, professors, etc...)
- *What* – A Living Inquiry: Engaging & Establishing a Community of Conversation with Professionals in Education
- *When* – October 22, 2014 @ 1:30-5:00pm
- *Where* – Room 1130 and Room 1214
- *Dress* - Professional

Next Class - TC Living Inquiry

- **Purpose** - This event will provide our teacher candidates with an opportunity to have formal professional conversations with educational professionals.
- During the scheduled rotations of inquiry sessions it is our hope that the students will ask you questions around teaching and learning.
- As the students inquire about our guests experiences they can begin to see how they will work professionals like you in their placements and the importance of communication and collaboration.
- Further more the students will make further Inquiry into their inquiry projects and their essential question as well.
- Essentially the evening will flow and we will adapt the schedule as needed.

Inspiration for our Living Inquiry:

- “How do we claim the time and space to engage in real conversations about teaching?” (Harper, 1996, p.52)
- “How can those conversations lead to critical self-reflection and transformation of our understandings about ourselves and our teaching practice?” (Harper, 1996, p.52)

Engaging & Establishing a Community of Conversation with Professionals in Education: October 23rd

Our Professionals:

- University Professors from UBC and UFV
- Athletic Director / Physical Education Department Head
- Home-Economics Department Head (Experience teaching Foods 10-12 & Child Development)
- Head Resource Teacher Outdoor Education Professor
- Principal
- PE and Home Ec. Teacher
- Rita Irwin, John Yamamoto, Wendy Carr
- Last year Teacher Candidate and TOC in Richmond

Our Questions:

- What will we ask?
- What do we want to know?
- What do you think we 'need' to know?
- How do we 'talk'?

“This prompted lively discussion about how teachers in very different disciplines work to integrate theory and practice.”

“Sergiovanni (1994) suggests that how we come to view community relationships determines how we lead our academic lives, what we learn, the way we come to interact with one another in our institutions, and how we conceive of our professional practice.”

“We” vs “I” / “Connected” vs Disconnected /
Decentralized vs Centralized

Community of Conversation

- “How can we come to be able to talk about our ideas about teaching in enough depth and over enough time so that we can come to recognize our strengths and develop a commitment and draw from the talents of our colleagues?”
- We have learned that a context must....(pg. 264)

Conversational Focus:

- Do we need one?
- An overarching theme? Ignite the Teacher Candidates
- Create a list of questions you would like to ask our professionals

Hand in Research Draft Proposals

Recap of class and next two classes

- Workshops
- Living Inquiry
- Library Workshop

Week 7: Oct 16

Snack: Brock, Rowan, Kirk, Dominique, Jill

Theme: “Generating Observations through Classroom Inquiry as Action Research” : Alli, Lenny, Roberta

Nest Class Assignment: “INQUIRY WORKSHOP”- Be Prepared to work on your Inquiry. Bring your labtop and materials.

Please fill out research worksheet and send to me by tomorrow Friday Oct 17.

Agenda

- Presentaion
- Setup
- Living Inquiry
- Next Class: Inquiry Workshop

Inquiry Proposal Feedback

Trends

- Refine your Questions
- Research specific resources to back up your question
- Project yourself into your practicum....How will you integrate your question into your lessons/units?

Questions

- How do I better frame my question?
- How do I get started?
- How will I collect data ?
- How will I evaluate my question? (assessment)
- Will my inquiry be relevant during my practicum?

Here is the (tentative) shape of the evening:

2:30 – setup room 310

3:00-3:15- *Welcome and Introductions*

-The plan is for everyone to give a brief introduction. (Who you are, Your current role, Your Educational Experiences (Education, Subjects taught etc.) and an area or areas you are passionate about (e.g.: literacy, supporting learners with vulnerabilities curriculum development etc.)

3:15 - 3:30: Living Inquiry 1 (students will meet you in groups of 3)

3:30 – 3:45: Living Inquiry 2

3:45 – 4:00: Living Inquiry 3

4:00 – 4:15 Break. Refreshments (*provided by the co-hort*)

4:15 - -4:30: Living Inquiry 4

4:30 – 4:45: Living Inquiry 5

4:45 – 5:00: Living Inquiry 6

5:00: Thank you !

Living Inquiry

- **Purpose** - This event will provide our teacher candidates with an opportunity to have formal professional conversations with educational professionals.
- During the scheduled rotations of inquiry sessions it is our hope that the students will ask you questions around teaching and learning.
- As the students inquire about our guests experiences they can begin to see how they will work professionals like you in their placements and the importance of communication and collaboration.
- Further more the students will make further Inquiry into their inquiry projects and their essential question as well.
- Essentially the evening will flow and we will adapt the schedule as needed.

Name	Position
Kerry Renwick	UBC Home Economics Professor
Jennifer Johnson	UBC Home Economics Adjunct Teacher Professor, Faculty Advisor
Jo-Anne Naslund	UBC Research Librarian , Academic writing, Research
Joanna Anokwuru (4pm)	PHD Student, GTA, Interest: PE Inclusion of students with Special Needs through the TGfU model
John Yamamoto	UBC Practicum Coordinator
Dr. Joanna Shepard	Associate Professor - Kinesiology and Physical Education - University of Fraser Valley – TGfU, Physical Literacy, Sport Ed Model, Physical Education Inquiry
Erin McGinley	Athletic Director, PE teacher, former UBC adjunct professor in Inquiry, former FA, PE
Cynthia Clerc (4:00pm)	UBC Adjunct Teacher Professor , Middle Years/Self-Regulated Learning Cohort, Faculty Advisor
BCTF Member	Teacher Inquiry , BCTF questions
Oralie Loong	Home Economics Dept Head SA
Georgia Heraty (4pm)	Last year PE teacher candidate, TOC in Richmond, practicum questions
Yvonne Dawydiak (4pm)	UBC Adjunct Teacher Professor, Faculty Advisor
Cassie Neigum (4pm)	Last year PE/Home Ec. Teacher Candidate, Practicum questions, TOC in North Van.
Dr. Jeanne Kentel	UBC Professor – Physical Education and academic writing

INQUIRY WORKSHOP

- 3. High Tech High Teacher Inquiry Research Collection 2012 You Tube video.
- 4. Learning from Classrooms - BC Changing Results for Young Readers project (You Tube)

Thank You!

- Thank you guests
- Thank you Teacher Candidates.
- Organizing Committee:
 - Decorations
 - Mural
 - Snacks
 - Welcome
 - Name tags
 - Gifts
 - Setup and take down

INQUIRY WORKSHOP

- 3. High Tech High Teacher Inquiry Research Collection 2012 You Tube video.
- 4. Learning from Classrooms - BC Changing Results for Young Readers project (You Tube)

Today!

Debrief presentation

Pressing Questions/ Announcements

My ubc e-mail: erin.mcginley@ubc.ca

Pro-D - Where are you going?

October 24th , 2013 - Snack sign up with Zack & Ryan

The next few weeks....Check Course Outline/What's due

Inquiry Workshop

- Feedback on Inquiry Proposals thus far...
- Review Inquiry Proposal Assignment
- Inquiry Groups

Inquiry Assignment:

- Review Assignment:

Inquiry Workshop

○ Group I

○ Group II

○ Group III

WEEK 8

- QUESTIONS/ CONCERNS/ ANNOUNCEMENTS
- DUE NEXT DAY
- TODAY'S SHAPE

Preparing for Practicum.....

-
- Your Digital Tattoo:
- Facebook, myspace, whatever – PUT RESTRICTIONS ON NOW. Consider taking photos down/untagging pictures of you drinking, etc. that could damage your reputation – tell your friends you are beginning a new teaching job.
- Lock your phone, turn ON gps for iphones in case stolen, keep purse/phone/keys locked during school day (in desk or filing cabinet)
- Have you googled yourself lately?

Things that are due

- November 14th- Draft of Inquiry Proposal. It should be typed, double-spaced and up to approximately 1500 words. APA FORMAT. You will be assigned two peer reviewers and will be expected to provide feedback.

**Consult your SA about your Inquiry....*

- Classroom Observation Sheet- Complete this during one of your observational days. Due November 14th *
It may be beneficial to look through the lens of your INQUIRY....this may help with your proposal?

Our Questions of Inquiry for
Our Educational
Professionals:

Community of Conversation with Professionals in Education: October

Our Professionals:

24th

Our Questions:

- Athletic Director
- Physical Education Department Head (Working on the new PE curriculum)
- Home-Economics Department Head (Experience teaching Foods 10-12 & Child Development)
- Head Resource Teacher (Presently working in an Elementary School but has worked in an Highschool Alternate Program)
- HEAD RESOURCE TEACHER WORKING AT A SECONDARY SCHOOL
- Head Teacher of a Youth Custody Centre
- Retired Principal
- Home Economics Teacher
- PE MASTERS STUDENTS FAMILIAR WITH BLOCK PLANS AND YEARLY PLANS
- John!

- What will we ask?
- What do we want to know?
- What do you think we 'need' to know?
- How do we 'talk'?



Welcome Back....

Snack Sign Up:

Please sign up in groups of 2 or 3....make sure all weeks are covered😊

- Week 1: Steve
- Week 2: Jaclyn & Stephanie
- Week 3: Emily and Amanda
- Week 4: Andrew and Sam
- Week 5: Mike, Cody & Rachel
- Week 6: Steen & Stina
- Week 7: Dillan & Sean
- Week 8: Dan & Bronzon
- Week 9: Gurjita & Pardip
- Week 10: Sim & Amber
- Week 11: Dallas & Edward
- Week 12: Mal & Jo
- Week 13: Potluck

Reading Sign-Up

- Week 3: Jo & Mal
- Week 4: Dan & Bronzon
- Week 5: Stina & Steen
- Week 6: Dillan & Sean
- Week 8: Sim & Amber
- Week 8: Gurjita & Pardip
- Week 9: Michael, Cody,
Rachel / Edward & Dallas
- Week 10: Andrew & Sam
- Week 11: Amanda & Emily
/ Jaclyn & Stephanie

Today's Agenda:

- Checking In
- Next Tuesday Sessions – Mini Conferences
 - BC Wheel Chair Sports – 10:00am-12:00pm Osborne
- Practicum Observation
- Reading Group #1
- Break
- Reading Group #2
- Inquiry Proposal Drafts – Peer Feedback match-ups
- Moving Forward- Looking Ahead – Inquiry Proposal Presentations on Dec 10 and 17

Week 11: Nov 19th

Theme: “Enlarging Perspectives and Making Sense. 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?

Practicum Observation Sharing

- *Guiding Question:* How has your practicum experience influenced your inquiry?
- Triad Sharing
 - LOOKING FOR MAJOR THEMES in your groups to share with the class
 - Share with the class

The Inquiry Proposal

- What are the GUIDELINES for this paper?
 - Pg 16 of the Course outline
 - Length, what to include, etc...
- Class discussion on the requirements of this paper
 - Draft proposals, library session, practicum observations are all situated in your proposal paper – you have the work completed and now place it all together
 - Feedback and Suggestions and revise guidelines to suit our needs and cohort

Possible Headings

- **Inquiry Question** – state question
- **How did this question emerge?**
- **Significance and Relevance** - to you and others. Situate yourself into the question
- **Inquiry Design** -How will your Inquiry “look” during practicum?
- **Inquiry Expectations** - what do expect to find out
- **Limitations** – potential barriers or FAQ’s?
- **Resources** – where are you getting your resources to draw from
- **References** – list your cited reference and resources

Peer Feedback

- Form pairs or triads
- Peer feedback handout

Inquiry Proposal Presentation

- Final copy due – Dec 10
- Presentations - Dec 10 & 117
 - Format?
 - Theme?
 - Setting?

Setting up your blog/e-portfolio

- I will email out link to set up blog/e-portfolio
- Working session in class to begin to create your personal blog and e-portfolio

Next day:

- Set up blog: Emailed link
- Assignment: “INQUIRY PROPOSAL DRAFT DUE NEXT CLASS” for Peer feedback
- Assignment: Bring an example of digital online resource knowledge that pertains to your Inquiry and/or practicum
- Peer feedback session
- Sign-up for presentations Dec 10th and 17th
- Final Proposal due Dec 10th **earlier is A-OK!....

AGENDA

- House Keeping
- Reading expert group
- Draft proposals due today – Peer Feedback Session
- Course survey available online - please complete with feedback for my professional journey
- Digital online resource that pertains to your inquiry and/or practicum
- Proposals due December 10th @ the start of class. Paper copy.
- Reading Experts Presentation
- **Set up blog: Emailed link**
- Sign-up for presentations Dec 10th and 17th

Week 10: Nov 25th

THE EFFECTS AND USES OF EDUCATIONAL TECHNOLOGY IN LEARNING AND TEACHING

Theme: “Enlarging Perspectives through Research. Making Sense through Media-based, Digital and Online Inquiry”

Assignment: Bring an example of digital online knowledge that pertains to your Inquiry and/or practicum *

- Find an online teacher resource that you think is SUPER COOL & AWESOME! for example: website, app, blogs, assessment sites (etc...)

Peer feedback Session

- Assessment rubric
- Comments
- Edits
- Questions
- Future directions

Writing Workshop

- Assistance with Writing at UBC:

<http://cstudies.ubc.ca/writing/resources.html>

APA / Annotated bibliography

Presentations

- Powerpoint
- Pechakucha (prep for Ignite)
- Powtoon
- Prezi
- Models
- Poster board

Inquiry Presentations

- Both days are similar. 12 or 13 presenters on each day.
 - Last name A-S = Dec 10
 - Last name T-Z = Dec 17
- 5 presentations per presenter :
 - 5 min presentation followed
 - 5 minute discussion and Q & A and future directions (links to practice)
- Prepare questions to ask your audience. Engage in discussion and future directions
- Presenter to ask for future directions and edits to be made
- 2 minute change over

○ Snack Time!

How to Collect Data

- Students opinion taken from Exit Slips:
 - Journals/Diary - asking students experience
 - Entrance/Exit Slips
 - Anecdotal notes
 - Interview - formal & informal
 - Mood meters
 - Provide marking criteria rubric
 - Surveys - online or paper (surveymonkey)
 - Question box
 - Participation and attendance
 - Secondary source - have admin or other professional to observe
 - Speaking with other professionals

- Students

Inquiry Presentation Ideas

- Presentation, Theme, Décor, Food, etc..
- Dec 4 - 16 people - Theme:
- Dec 11 - 14 people - Theme:
- Ideas for presentation format:
 - Living inquiry style
 - Sharing your presentation, How?

Inquiry POD's – Peer Feedback

- What are the benefits of collective inquiry versus individual inquiry?

Brent Davis Book:

- Davis, B., Sumara, D. J., & Kapler, R. (2008). *Engaging Minds: Changing Teaching in Complex Times* ([New ed.]. New York: Routledge.
- Decentralized vs centralized networks of knowledge

Inquiry POD's

- Divide into POD's with the same topic area or inquiry interest
 - Team name
 - Communicate via email or social media to share ideas, articles, quotes, research, your questions
 - Peer feedback partner

Next day:

- Readings
 - Week 13: Mariel, Rebecca, Stefanine
- **Snack:** Week 13: Roberta, lenny, Alli
- Assignment: “INQUIRY PROPOSAL PEER EDITS”
- Writing Workshop
- Final Proposal due Dec 12th **earlier is A-OK!....

Week 13: Nov 27th

Snack: Week 13: Roberta, lenny, Alli

Theme: “Proposing an Inquiry Part II: Planning for an Inquiry-Based Curriculum.” Identifying a framework for understanding.

Reading: Week 13: Mariel, Rebecca, Stefanine

Writing Workshop: Be prepared to work on finalizing your proposal.
Final Peer-Reviewer feedback due.

Agenda

- Reading experts: Week 13: Mariel, Rebecca, Stefanine
- Inquiry ethical considerations handout
- Inquiry Presentation details
- Snacks: Week 13: Roberta, lenny, Alli
- Writing workshop and completion of proposals

Reading experts

- Article: Fenwick, T. (2000). Expanding conceptions of experiential learning: A review of the five contemporary perspectives on cognition. *Adult Education Quarterly*, 50(4), 243-272
 - Reflection (Constructivist Perspective) – P. 7-9
 - Interference (Psychoanalytic Perspective) – P. 9-12
 - Participation (Situative Perspective) P. 12-15
 - Resistance (Critical Cultural Perspective) P. 15-20
 - Co-Emergence (Enactivist Perspective) P. 20-24

Ethical Considerations

- Handout and discussion

Inquiry Presentation Schedule

- 1:15- 1:30 – set up classroom and snacks
- 1:45 – 2:45 – Round 1 = First 8 presenters
 - 1:45 - 1:55 - 1st presentation
 - 1:57 - 2:07 - 2nd presentation
 - 2:09 - 2:19 – 3rd presentation
 - 2:21 - 2:31 – 4th presentation
 - 2:33 - 2:43 – 5th presentation
- 2:45 – 3:20 – Snacks

Inquiry Presentation Schedule

- 3:25 – 4:22 – Round 2 = Next 7 presenters
 - 3:25– 3:35 - 1st presentation
 - 3:37 – 3:47 - 2nd presentation
 - 3:49 – 3:59 – 3rd presentation
 - 4:01 – 4:11 – 4th presentation
 - 4:12 – 4:22 - 5th presentation
- 4:22 – Debrief, Clean up and dismissal!!

Group A: Presentations

Dec 4

Round 1

- Katie
- Stefanie
- Caleb
- Rowan
- Shaun
- Brennan
- Dominique
- Sascha

Round 2

- Rebecca
- Mariel
- Brynden
- Brock
- Sarah
- Pailin
- Jill

Group B: Presentations

Dec 11

Round 1

- Alli
- Melanie
- Elizabeth
- Lenny
- Kirk
- Roberta
- Betty
- Jessie

Round 2

- Frank
- Jessica
- Chrissy
- Dan
- Ian
- Natasha
- Allison

Writing Workshop

- UBC APA
- Assistance with Writing at UBC:

<http://cstudies.ubc.ca/writing/resources.html>

APA / Annotated bibliography

Post On Your Wall & Hold Everyone Accountable



Next Week's Readings

- Veronica's Group: "Strategies for developing self-esteem in intellectually disabled students" by Carol-Anne Rauschenberger, pages 175-186.
- Where to find this? Go to POT website, EDUC 311 Course Outline, Readings for Sept 22, then open doc and scroll to p175.
- Other group: tba

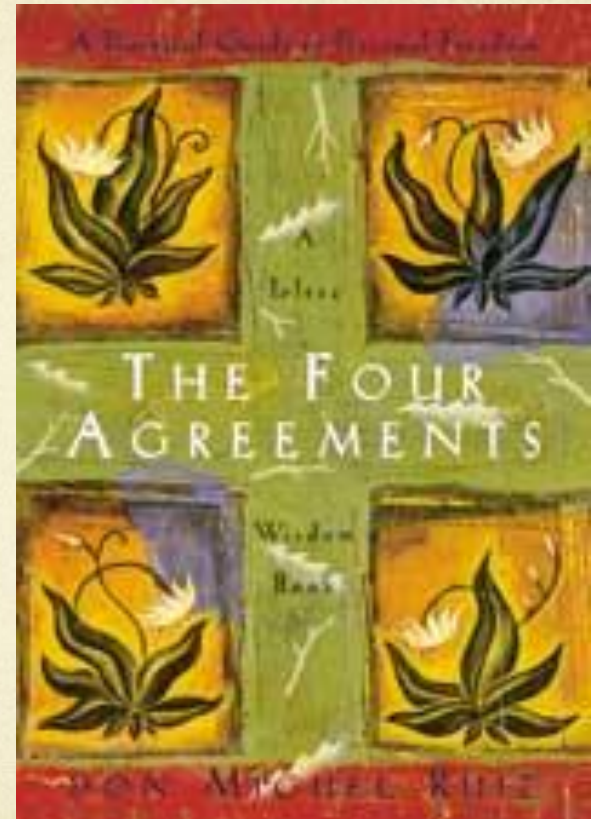
Books by Paulo Freire

- Pedagogy of The Oppressed
- Pedagogy of Hope
- Teachers as Cultural Workers: Letters To Those Who Dare Teach
- *And much more – just Google his name or look on Amazon*

The Four Agreements

by Miguel Ruiz

- Be impeccable with your word;
- Don't take anything personally;
- Don't make assumptions;
- Always do your best.



Today's Schedule 9.20

- Debrief our last group presentation. New questions that emerged: Multiple intelligences, assessment, what is the purpose of education, what is the purpose of inquiry?
- Poetry Assignment - Poems due next Thursday 29th
- ****Getting Started on your INQUIRY PROJECTS****
- Q&A Time: What do you need to know to be ready for practicum/student teaching? What do you want to ask me? What are your fears and excitements?
- Entrance/exits slips (2) for Thursday's class. Bring id cards for library orientation & \$\$ for printing if desired.
- No class on Sept 27th - School visits (half-day minimum)

Some of Your Reflections on Being an Inquiring Educator...or Not

- “The inquiring attitude is persuasive; it encourages dialogue, playful exploration, and mutual discovery. Inquiring teachers are eager to question, challenge, and imagine, and in this way it enhances reflective teaching.”
- “The best part is, it helps you address the question ‘Is teaching really for me?’”
- “We still need to keep in mind that learning about and adapting to all students is a big task. Ideally, we will get to know them all a little but realistically we may not. Some students may not want to share, may not show up very often, or just may not care. However, these are not reasons to stop trying.”
- “I really appreciate the outcome (potentially). What worries me is how practical it is in the classroom setting.”

TOP TEN

Things You Want to Know:

- Assessment & Grading
- Classroom/Behavior Management
- Lesson/Unit Planning & Presenting
- Ordering & Materials
- Being a Thrifty Teacher/Getting Donations
- Classroom Design & Setup
- Building Community & Rapport*
- Writing a Syllabus
- Professionalism/Dress
- Innovative Teaching Strategies
- Getting a Job: Resumes, Cover Letters, Interviews, Portfolios
- Differentiated Instruction: Working with ESL/EAL, Gifted, & Special Ed Students
- Curriculum/PLO/ILP
- Pacing Guides & 9-week Planning
- Dealing with Administration/Teacher Duties
- Student/Teacher Relationships
- Parent Conferences
- Other:

All you need now is to stand at the window and let your rhythmical sense open and shut, open, and shut, boldly and freely, until one things melts in another, until the taxis are dancing with the daffodils, until a whole has been made from all these separate fragments...That perhaps is your task – to find the relation between things that seem incompatible yet have a mysterious affinity, to absorb every experience so that your poem is a whole, not a fragment; to rethink human life into poetry. (*Virginia Woolf, 1932*)

Today's Schedule: 10.4

- PART 1: Discuss 4 Inquiry Projects
- PART 2: Discuss YOUR *possible* inquiry projects
- Returning your work – Resubmits due next class please
- Debrief Sims article presentation
- *Where I'm From* Poems Due – Share a few...

Criteria for Inquiry Projects

- 1. Substantive Engagement: Research is related to current literature; show significant understanding; no final answer!
- 2. Positioned self in relation to topic
- 3. Considers educational issues critically (sees the big picture)
- 4. Relates insights to curriculum &/or pedagogy. Include possible teaching methods you could use to address this problem.
- NOTE: There is no prescribed template for this; creativity, novel thinking, and NEW research all are highly encouraged!
- Collaboration is ok

Concepts from the Sims article we can apply to our inquiries:

○ Generational

- Includes the ideas of those who have studied the area previously

- Traces the development of one's own understanding (before, during, after)

○ Generous

- Considers multiple perspectives

○ Generative

- Leaves reader with some lingering questions

WHAT IS DUE:

- Initial Questions worksheet (due last week)/Resubmits
- Initial Proposal (Oct 13) – 750-1000 words + references page, double spaced, size 12 simple font, must have at least 4 resources cited
- Paper & Presentation (both after practicum)
- At least one peer edit
- If you work collaboratively (no more than 2 ppl), individual papers must be submitted & presentations can be done together
- Daily Journal Reflections during practicum – more on this next week

Teacher/Classroom Similarities

- Student-centered classes
- Clean & organized; systems of organization
- Textiles: Do individual work/strive
- Foods: Partnering; social skills, cooperation
- Teachers enjoyed jobs
- Caring, energized, hard-working
- Knew students personally
- Differentiated teaching for skill levels; groups
- Interactive/hands-on activities
- PASSION: MAGIC (energy, enjoyment)
- Humor
- Unique personal teaching styles
- “Freeze” command for attention
- Previous lesson planning

Today's Schedule: 10.11

- Getting you ready for practicum! Dress up on Thursday & prepare an introduction! ML and I will cover some practical and professional items & address any concerns you may have.
- Practice your short introductions
- Debrief Sims/Aoki article presentations 10 min
- Appropriate Dress/Professionalism
- Scenarios/Role Playing (Tu and Thurs) – see handout
- Your questions/concerns about Practicum??
- *****INQUIRY PROPOSALS DUE THURS. W/ REFERENCE PAGE!**

Appropriate Dress in the Workplace



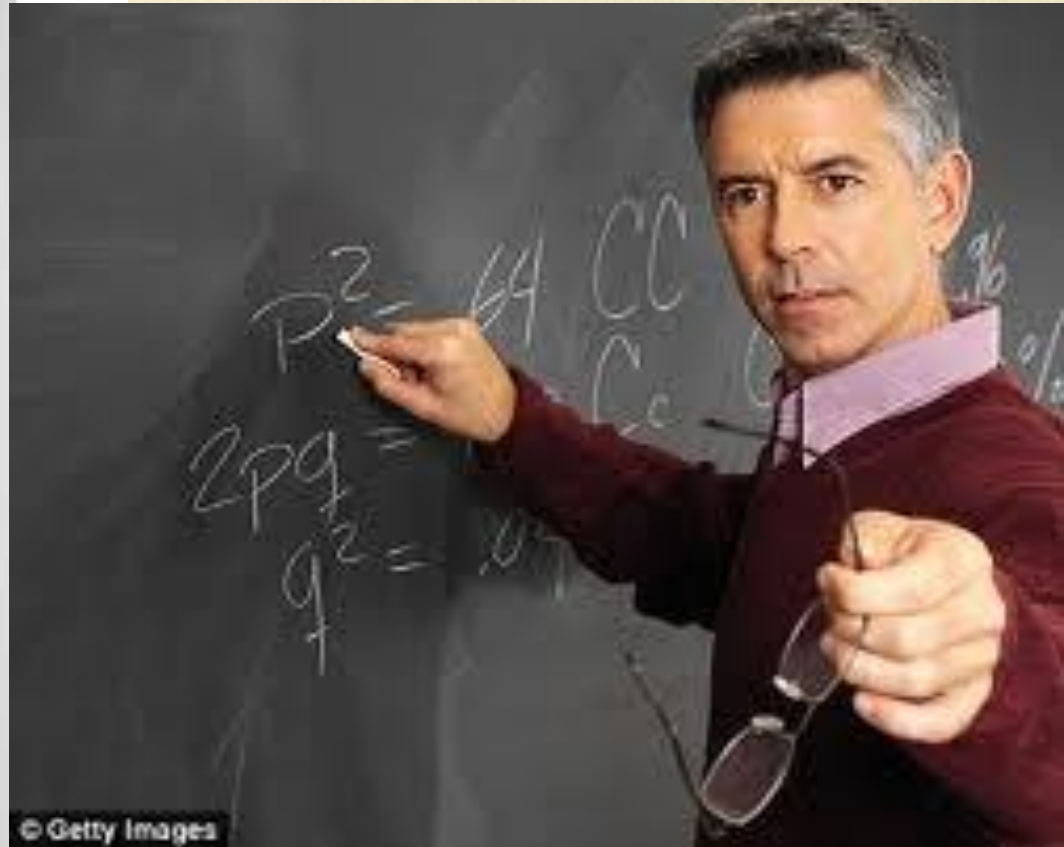
Keep or Sweep?



Keep or Sweep?



Keep or Sweep?



Keep or Sweep?







CASUAL



FRIDAYS