

EDUC 450B S14 INQUIRY SEMINAR 1

DATES: September 4 – December 14, 2012
LOCATION: Neville Scarfe 1214
Thursdays 2:00 – 5:00 pm

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3 credits

Course description

The Inquiry Seminar is designed to engender in teacher candidates:

- 1) an understanding of teaching as inquiry-based, judgment-centered, and requiring engagement with multiple others—students, parents, colleagues, scholarly community.
- 2) an appreciation of the importance of research in understanding curriculum, teaching and learning, and the importance of sharing our research with others
- 3) a desire to engage in their own educational inquiries—to become students of teaching.
- 4) an understanding of ways to apply inquiry based techniques and pedagogical activities in their own classrooms

The purpose of inquiry-oriented education is to develop discernment regarding what is desirable in the name of education and the applied practices of teaching. Inquiry is understood as a deliberate, sustained and systematic process—beyond the every day reflection that is required in teaching—where professionals explore what they do and how they do it in order to improve their pedagogical practices. The notion of teacher inquiry connotes educators, individually and collectively, in a cycle of questioning, reflection, and action. Teachers take a close and critical look at inquiry based learning that can lead to inquiry based classroom practices, address problems and issues from a variety of perspectives, consider inquiry alternatives, try out new or revised practices, and evaluate the results; then the cycle begins anew based on the outcomes, responses, and possibilities emerging from the inquiry and the consolidation and sharing of these results with colleagues. This course focuses on a variety of inquiry practices which teacher candidates will engage in to develop their own theoretical knowledge and understanding (professional development) as well as to make their work pragmatic and relevant to planning learning experiences and developing effective student oriented curriculum.

COURSE OUTLINE

The guiding questions outlined are based on the understanding that inquiry, teaching, and learning are interdependent. Learners may generate further questions relevant to their inquiries. This outline is a flexible guide and may be modified to suit the needs of learners.

Week 1: September 4th and 6th: *Introduction to the Course*

Class introductions: Modes of inquiry presentation groups determined. Use of WIKI for sharing research and BLOG for sharing ideas.

Guiding questions to get started:

What are your own school experiences? Why and how do you want to teach?

What is education for? What are the purposes of schooling?

What are some present day understandings of teaching and teachers?

What can we learn from teachers' reflections on teaching, learning and schools?

What significance do such reflections have on my own inquiries into teaching?

What are some historically significant understandings of education and teaching?

What is your idea of an educated person?

What understandings do you hold about teaching and teachers?

What has inquiry got to do with teaching, learning and curriculum?

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?

What kinds of questions do teachers need to ask?

What constitutes a good question?

In what ways might teachers, individually and collectively, share perspectives on a classroom issue or problem?

What are some of the key perspectives used to frame educational research?

How do teachers identify and assess important areas and authors in research literature?

What are some inquiry issues we might ask in our own teaching contexts?

What kinds of considerations do teachers make when creating conditions for student learning?

How do teachers make good judgments about how to act?

What kinds of information might teachers gather to assess their action?

What do or might teachers pay attention to? Why?

<p>What questions will my observations raise (about curriculum, teaching, learning, students, context)?</p> <p>What questions do will my observations raise about particular teachers as observers, each with his/her values, assumptions and interests?</p> <p>What impact might observations have on those/that observed?</p> <p>In what ways do teachers make sense (of experience, of textbooks, documents, children’s actions)?</p>	
<p>Week 2: September 13th: <i>Understanding Teaching through Autobiographical and Autoethnographic Inquiry</i></p>	
Topic	Reflexive inquiry, everyday practice, and caring for the self
Guiding Questions	<p>In what ways does inquiry develop personal strengths and resilience?</p> <p>What are the differences between methodical and occasional reflection and inquiry?</p> <p>In what ways might sharing our stories teach us about ourselves and affect our teaching practices?</p>
Readings	<p>Clarke, A., & Erickson, G. (2003). <i>Teacher inquiry: Living the research in everyday practice</i>. London, UK: RoutledgeFalmer. [available online via UBCLib] Ch. 1: Teacher inquiry: a defining feature of professional practice, pp. 1-6.</p> <p>Aoki, T. (2005/1986/1991) “Teaching as indwelling between two curriculum worlds.” In W.H. Pinar & R. Irwin (Eds.) <i>Curriculum in a new key: the collected works of Ted T. Aoki</i> (pp. 159-166). William Pinar & Rita Irwin (Eds.), Mahwah, NJ: Lawrence Erlbaum.</p>
<p>Week 3: September 20th: <i>Understanding Teaching through Dialogical Inquiry</i></p>	
Topic	Talk, conversation, discussion, interview, and written correspondence
Guiding Questions	<p>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?</p> <p>How formal should discussions be? What are the differences between informal talk and serious discussion/debate?</p> <p>In what ways can educators ensure that all students’ voices are heard?</p>
Reading	<p>Wiebe, S. & Guiney Yallop, J. Ways of being in teaching: Conversing paths to meaning. <i>Canadian Journal of Education</i>, 33(1), 2010. Available at: http://www.csse-scee.ca/CJE/Articles/FullText/CJE33-1/CJE33-1-WiebeYallop.pdf</p>

Week 4: September 27th: Exploring Teaching through Aesthetic and Sensory Inquiry	
Topic	Collective voice, collaborative texts, and sensory experience
Guiding Questions	<p>What are the benefits of collective inquiry versus individual inquiry?</p> <p>In what ways can we use collective inquiry to improve student comfort, language skill, and motivation?</p> <p>In what ways can the senses be engaged to enhance rather than inhibit student expression?</p>
Reading	Grumet, M. (1993). The play of meanings in the art of teaching . <i>Theory into Practice</i> , 32(4), 204-209.
Week 5: October 4th: Understanding Teaching through Performative and Kinesthetic Inquiry	
Topic	Embodied learning, activity-based curricula, and body narratives
Guiding Questions	<p>What are the characteristics of embodied learning? Why is an active curriculum useful?</p> <p>What can movement tell us about the ways we learn and live?</p> <p>In what ways can physical expression help us understand ourselves and become effective as teachers?</p> <p>In what ways might we motivate learners to perform?</p>
Reading and Talk	<p>Cooley, M, and Lugar, C. (2003). Play(ing) > < living: Researching creative growth. In A. Clarke & G. Erickson (Eds.), Teacher inquiry: Living the research in everyday practice. London, UK: RoutledgeFalmer. [available online via UBCLib] pp. 20-28.</p> <p>Robinson, K. (2006) <i>Do Schools Kill Creativity?</i> http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html</p> <p>Assignment: bring to class a beginning idea for your own inquiry question/issue. Why this question? Where did the question emanate from? (eg. your own educational experience, your recent classroom observations, something you read, etc., What readings have so far inspired you? About one half to one full page, typed.</p>
Week 6: October 11th: Understanding Teaching through Poetic and Narrative Inquiry	
Topic	Experimenting with writing to explore what we did not know we knew
Guiding Questions	<p>What are the important differences between poetry and narrative as means of inquiry?</p> <p>In what ways do stories provide insight into issues of identity, relationships, and</p>

	selfhood? In what ways might techniques of poetic inquiry be used to aid in interpretations of texts?
Reading	Leggo, Carl. Narrative Inquiry: Attending to the Art of Discourse. <i>Language & Literacy</i> . 10(1), 2008. Available at: http://www.langandlit.ualberta.ca/Spring2008/Leggo.htm
Week 7: October 18th: Enlarging Perspectives through Visual Inquiry	
Topic	Using visuals to enhance comprehension, represent knowledge, engage memory, imagination and discovery
Guiding Questions	In what ways might I use ekphrasis to deepen students' thinking? In what ways do graphic representations of texts influence understanding? What connections can be drawn between graphs and statistical images and perception?
Reading	Barnes, N.S. (2009). Hands on writing: An alternative approach to understanding art. <i>Art Education</i> 62(3), 40-46.
Week 8: October 25th: Generating Observations through Classroom Inquiry as Action research)	
Topic	Observing and Noticing: Developing a detailed approach to classroom research
Guiding Questions	What should I pay attention to while I am on my short practicum? Why? In what ways can I best make use of my time when I am observing and engaging in classroom practices? What information will I need to know to prepare for my long practicum?
Readings	Boostrom, R. (1994). Learning to pay attention. <i>Qualitative Studies in Education</i> , 7(1), 51-64. Leggo, C. (2005). The heart of pedagogy: On poetic knowing and living. <i>Teachers and Teaching: Theory and Practice</i> , 11(9), 439 – 455. Teacher as Action Research and Nipissing University http://oar.nipissingu.ca/archive.htm Keeping a reflective journal: http://www.clt.uts.edu.au/Scholarship/Reflective_journal.htm Come to class with an idea of the method of inquiry you wish to use for your personal research. This method should include a planned activity for situating inquiry in the classroom setting as a form of action research.

SHORT PRACTICUM

Weeks 9 and 10 November 1st and 8th

Week 11: November 15th: Making Sense through Media-based, Digital and Online Inquiry

Topic	Generating Interpretations
Guiding Questions	<p>In what ways can I incorporate digital online knowledge environments into my teaching?</p> <p>What do I need to know about student and personal projects that are posted on public networks?</p> <p>What online resources are available to me as a teacher? What are the options if I can't rely on technology in my practicum school?</p>
Readings	<p>This list of readings will be student generated. Each group will present their findings about helpful online sites for information management, media production or presentation. These sites will be intended for use in activities that explore content through specific forms of inquiry. We will collect these resources and post them on the Digital Literacy Student Network for reference</p>

Week 12: November 22nd: Taking Action through Public Inquiry

Topic	Making Judgments
Guiding Questions	<p>What are my duties, roles and responsibilities as a public intellectual?</p> <p>In what ways am I able to influence society and make positive change through curriculum?</p> <p>What are the limitations and risks when expressing personal beliefs, values, and opinions?</p>
Readings	<p>Minnes Brandes, G., & Kelly, D. M. (Eds.). (2004, March). Special issue: Notes from the field: Teaching for social justice. <i>Educational Insights</i>, 8(3). http://www.ccfi.educ.ubc.ca/publication/insights (Students select article of interest)</p> <p>Giroux, H. (1988) Rethinking the Language of Schooling. In <i>Teachers as Intellectuals</i>. Westport, CT: Bergin and Garvey http://books.google.com/books?id=1Opyme28anEC&lpg=PA1&pg=PA1#v=onepage&q&f=false</p>

WEEK 13: November 29th NO CLASS: Independent Inquiry

Week 14: December 6th: Planning for an Inquiry-Based Curriculum	
Topic	Teachers' conversations with scholarly and professional communities
Guiding Questions	What general inquiry is most pressing at this point in my life as a teacher? What are the most important ways that I might approach that question or issue? What type of inquiry and learning practices should I employ that my students will benefit from?
	Thinking ahead about the ways in which inquiry is central to planning and planning is central to teaching: Beyond planning to inquire... Be prepared to share work from your third assignment with the class

Grading system

Pass/Fail. "Pass" is equivalent to at least B+ (76% in UBC's standard marking system).

Assignments

1. Participation – Individual

The nature of the UBC Teacher Education Program is participatory. Thus learners are expected to fully participate in all classes. Full participation involves coming to class, being prepared for class (completing readings and assignments/activities) and demonstrating a high level of engagement in classroom activities and discussions. Your presence is both desired and required. A positive, respectful attitude is also expected. Students are also required to check their e-mails on a daily basis and communicate with each other and with the instructor in a timely manner.

2. Preparing and Presenting on Modes of Inquiry

Throughout the term, students will undertake a series of activities based on *methods* of inquiry. Each student will choose one or two general methods of inquiry and focus their research in two parallel directions: 1. The ways in which the method can be applied to enhance your teaching practice, and 2. The ways in which the method can be used for productive personal and professional inquiry. Each pair will present on the chosen method for 10 minutes per person with an additional 10-15 minutes for a preplanned class activity. The required readings are relatively few to allow for focused, teamed reading and research. By sharing results of the research, we all able to benefit from the inquiry, and engage in the course content as a collective mode of inquiry. Students are expected to post their research (bibliography, notes, links and presentation document) to the course website no later than the day of their presentation.

3. Practicing and Teaching with Methods of Inquiry Education

This project is designed to extend upon the ideas presented in this course and to prepare you for Inquiry Seminar II. Once you have identified a particular interest (point of inquiry) and a method of furthering your interest through personal or group activity, you will be expected to generate a design, product, or exemplar to be used when delivering a lesson or lesson sequence that is inquiry based. This is done on the premise that to teach well you must teach from a place of personal experience. If possible, you should be prepared to try your inquiry-focused activity out with students during the short practicum. The results of your personal exploration with a mode of inquiry should be documented, selected, and examples should be posted on the course website along with a written reflection about the discoveries you have made in the process.

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

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

Readings and Further Suggested Readings

Aguilar, E. (Accessed 2009). An East Oakland odyssey: Exploring the love of reading in a small school.

<http://gallery.carnegiefoundation.org/insideteaching/quest/collections.html>

Aoki, T. (2005/1986/1991) "Teaching as indwelling between two curriculum worlds." In W.H. Pinar & R. Irwin (Eds.) *Curriculum in a new key: the collected works of*

- Ted T. Aoki* (pp. 159-166). William Pinar & Rita Irwin (Eds.), Mahwah, NJ: Lawrence Erlbaum.
- Aoki, T. (2005). Interests, knowledge and evaluation: Alternative approaches to curriculum evaluation. In W.H. Pinar & R. Irwin (Eds.) *Curriculum in a new key: The collected works of Ted T. Aoki* (pp. 137-150). Mahwah, NJ: Lawrence Erlbaum Associates.
- Avery, R., Carter, M., Dhillon, S., Henderson, D., Lavery, K., & Panziera, L. (2003). Circles of caring: Living curriculum in the classroom. In A. Clarke & G. Erickson (Eds.). *Teacher inquiry: Living the research in everyday practice*. London, UK: RoutledgeFalmer. [available online via UBCLib]
- Bang, Grace MyHung. (2004). Watching words and managing multiple identities. In L. Darling-Hammond, J. French, & S.P. Garcia-Lopez (Eds.), *Learning to teach for social justice* (pp. 71-78). New York: Teachers College Press.
- Boldt, G. (1997). Sexist and heterosexist responses to gender bending. In J. Tobin (Ed.). *The missing discourse of pleasure and desire in early childhood education* (188-213). New Haven: Yale University Press.
- Boostrom, R. (1994). Learning to pay attention. *Qualitative Studies in Education*, 7(1), 51-64.
- Bullough, R. (1991). Exploring personal teaching metaphors in preservice teacher education. *Journal of Teacher Education*, 42(1), 43-51.
- Clarke, A. & Erickson, G. (2003). *Teacher inquiry: Living the research in everyday practice*. London, UK: RoutledgeFalmer. [available online via UBCLib]
- Clarke, A., & Erickson, G. (2006). Teacher inquiry: What's old is new again! *BC Educational Leadership Research*, June.
- Clarke, P. (2005) "A nice little wife to make things pleasant:" Portrayals of women in Canadian history textbooks approved in British Columbia. *McGill Journal of Education*, 40(2), 241-265.
- Coulter, D., & Orme, L. (2000). Teacher professionalism: The wrong conversation. *Education Canada*, Spring, pp.
- Douillard, K. (2003). Writing matters: Exploring the relationship between writing instruction and assessment. In A. Clarke & G. Erickson (Eds.). *Teacher inquiry: Living the research in everyday practice*. London, UK: RoutledgeFalmer. [available online via UBCLib]
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service and Alexandria, VA: Association of Supervision and Curriculum Development.

- Friere, P. (1998). *Teachers as cultural workers: Letters to those who dare teach*, (pp. 39-46), Westview Press.
- Friesen, S., & Clifford, P. (1999). Managing on the twelfth. *Harvard Educational Review*, 63(3), 339-358.
- Gitlin, A., et al., (1992). *Teachers' voices for school change: An introduction to educative research*. NY: Teachers College Press.
- Grumet, M. (1993). The play of meanings in the art of teaching, *Theory into Practice*, 32(4), 204-209.
- Henderson, J. (1992). *Reflective teaching: Becoming an inquiring educator*. Toronto, CA: Maxwell Macmillan Publishers.
- Kelly, D. & Minnes Brandes, G. (2001). Shifting out of "neutral": Beginning teachers' struggles with teaching for social justice. *Canadian Journal of Education*, 26(4), 437-454.
- Minnes Brandes, G. & Kelly, D. M. (Eds.). (2004, March). Special issue: Notes from the field: Teaching for social justice. *Educational Insights*, 8(3). [Available: <http://www.ccfi.educ.ubc.ca/publication/insights>] (Students Select Article of Interest)
- McIsaac, Scott. (2004). Free-run children. *Educational Insights*, 8(3). Available: <http://www.ccfi.educ.ubc.ca/publication/insights/v08n03/articles/mcisaac.html>
- McNamara, D. (2003). Learning through sketching. In A. Clarke & G. Erickson (Eds.). *Teacher inquiry: Living the research in everyday practice* (pp. 29-37). London, UK: RoutledgeFalmer. [available online via UBCLib]
- Nicol, C. Archibald, J., Kelleher, H., & Brown, L. (2006). Transformative education for aboriginal mathematics learning: A community-based action research project. *BC Educational Leadership Research*, 1-6.
- Nieto, S. (1994). Teaching as autobiography, In *What keeps teachers going?* (pp. 22-36). New York: Teacher's College Press.
- 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.
- Paley, V. G. (1992). *You can't say you can't play*. Cambridge, MA: Harvard University Press.
- Pinsonneault, S., & Malhi, K. (2004). How can teachers support gender equity in their classrooms? *Educational Insights*, 8(3). Available: <http://www.ccfi.educ.ubc.ca/publication/insights/v08n03/articles/genderequity.html>

- Robinson, K. (2006). *How schools kill creativity*. Available:
http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html
- S. J. Smith (2004). *The bearing of inquiry in teacher education: The S.F.U. Experience*. Vancouver, BC: Simon Fraser University.
- Schulz, R. (1997). *Interpreting teacher practice: Two continuing stories*. NY: Teachers College Press. (The Practitioner Inquiry Series)
- Shamsher, M., Decker, E. & Leggo, C. (2003). *Teacher research in the backyard: Kitimat-Terrace teacher research*. British Columbia Teachers' Federation. [Students select article of interest]
- Sims, M. (1993). How my question keeps evolving. In M. Cochran-Smith & S. Lytle (Eds.) *Inside-out: Teacher research and knowledge* (pp. 283-289). NY: Teachers College Press.
- Smith, S. J. (1997). Observing children on a school playground: The pedagogies of childwatching. In A. Pollard, D. Thiessen, & A. Filer (Eds.) *Children and their curriculum: The perspectives of primary and elementary school children* (pp. 143-161). London: Falmer Press.
- Tripp, D. H. (1990). Socially critical action research. *Theory into practice*, 29(3), 158-166.
- Weber, S., & Mitchell, C. (1998). *Beyond nostalgia: Reinventing ourselves as teachers*. Philadelphia, PA: Falmer Press.

Web Resources

- BCTF Website: Teacher Inquiry Projects at
<http://bctf.ca/ProfessionalDevelopment.aspx?id=23501&libID=23491>
- <http://bctf.ca/publications/TeacherInquirer.aspx?id=14468&printPage=true>
- Carnegie Foundation: [Inside Teaching](http://insideteaching.org/collections.html). <http://insideteaching.org/collections.html>
- [Networks: An online journal of teacher research](http://journals.library.wisc.edu/index.php/networks/)
<http://journals.library.wisc.edu/index.php/networks/>
- [Web Resources for Teacher Inquiries](#) (Nipissing U.)