

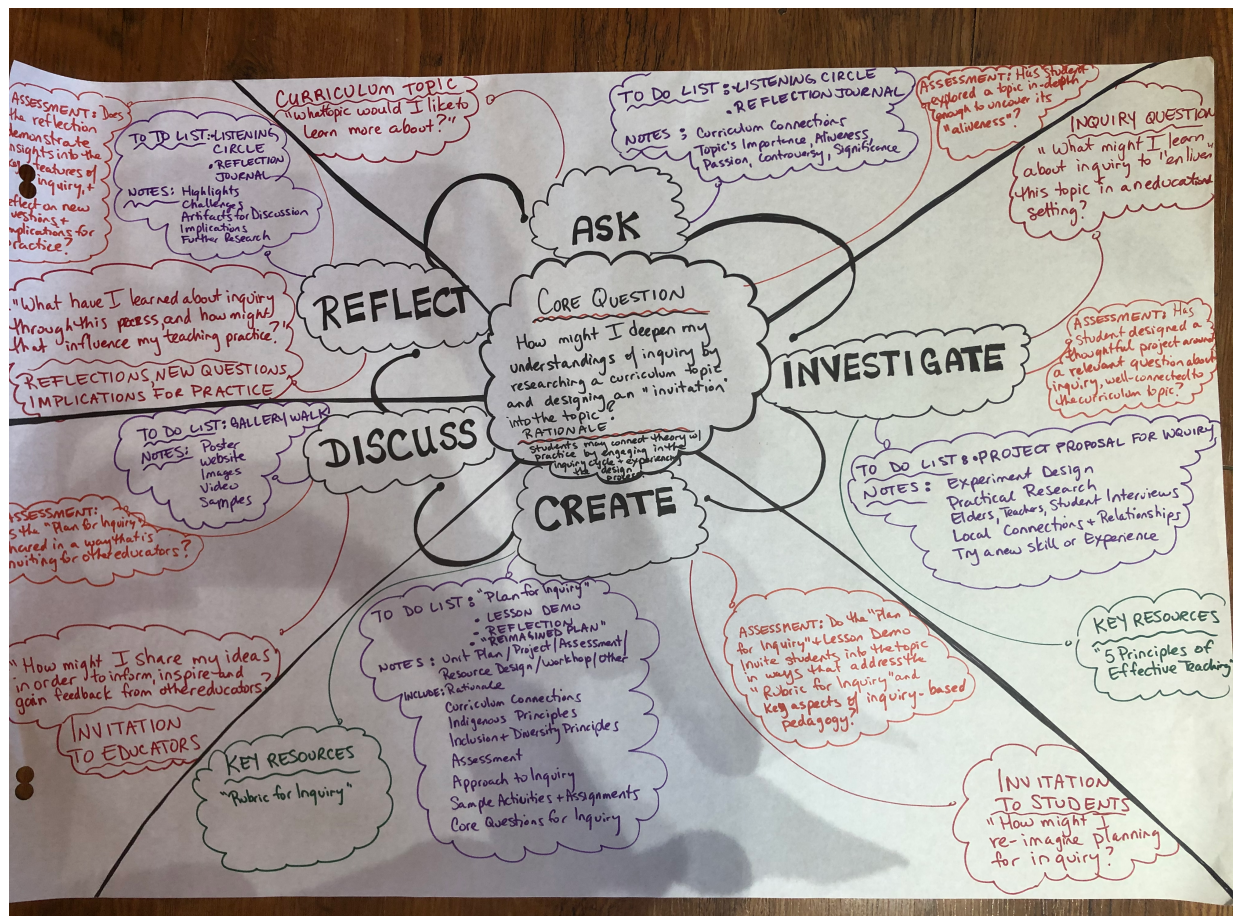


EDUC 5990: Inquiry Across the Curriculum

Assignment II. Inquiry Project

This being a living inquiry, the best place to start it is wherever one finds oneself existentially. One looks inwardly into one's own thoughts and feelings, while facing the world, noting how one reacts with conditioned thoughts and feeling responses. Usually we are too busy reacting that we do not stop to reflect and examine our response. Inquiry starts at this point of stop. From this place of stop, we question the necessity of "the way things are," and address the possibility of seeing the world and the self differently and hence relating to the world differently. "What if I were to...?"

—Heesoon Bai, 2005, p. 47





Description: This assignment allows each student to experience the inquiry planning and implementation process. The purpose of this project is to “question the necessity of “the way things are,” [both in the way we teach in schools and in how we interpret the larger world] and address the possibility of seeing the world and the self differently, and hence relating to the world differently. We imagine otherwise possibilities when we ask, “What if I were to...?”” (Heesoon Bai, 2005, p. 47). The project will follow the Inquiry Cycle phases of Ask, Investigate, Create, Discuss and Reflect.

The assignment will consist of the ***Inquiry Project*** compiled into an evolving blog-style website, ongoing peer review and feedback, and two ***In-Class Interpretive Presentations***, to be presented in the form of a Listening Circle. All aspects of the project will be individual, with the option to collaborate with others, in consultation with the instructor.

The purpose of the Inquiry Project is to enable students to:

1. Identify key components of inquiry-based approaches (based on the New BC Curriculum)
2. Critically reflect on their personal perspectives with regards to various approaches to inquiry-based pedagogy.
3. Demonstrate understanding of the integration of rationale, planning, implementation, assessment, respectful relations and reflection in inquiry-based pedagogy
4. Articulate in discussions and in written form cogent, clear, reflective and relevant understanding of the connections between theory and classroom practice.

Inquiry Project

The project will consist of a 6-part blog-style website, including the five stages of inquiry plus a references page. As this is an evolving project that follows the inquiry process, each blog post may be updated throughout the course, based on peer, self and instructor feedback. The due dates are intended to keep students on track for successful completion of the project, and to allow for ample time for feedback and improvement.

1. Ask: Topic Exploration
2. Investigate: Inquiry Project Brainstorm
3. Create: Inquiry Project Overview
4. Discuss: Inquiry Lesson Plans, Lesson Demonstration & Reflection
5. Reflect: Personal Reflection
6. References



Phase 1. Ask: Topic Exploration

Holistic Assessment

5

Due: Friday, January 29 by midnight in student website.

Description: The Topic Exploration is a 750-word written reflection. It will offer an opportunity for students to become “Experienced” (to know one’s way around) a new or familiar topic related to the BC Curriculum (or other curriculum, in consultation with the instructor). Students will be encouraged to dwell in the topic itself, discovering its aliveness, its abundance, and its possibilities for inquiry. The assignment will consist of an open-format topic exploration, including key references, images, videos, brainstorm or other resources, that demonstrates an evolving and deepening understanding of the topic itself. Key questions might include: How is this topic “alive” in the world? What is the history of this topic? What are the controversies within this topic? What are the key questions within this topic? How am I deepening my understandings of this topic beyond surface knowledge?

Please include a minimum of three APA resources directly related to your topic of exploration.

Possible Topic Areas:

- Fine Arts
- Science
- Mathematics
- English Language Arts
- Language Learning
- Social Studies
- Physical and Health Education
- Applied Design Skills & Technology
- Career Education
- Indigenous Principles
- Outdoor Education
- Environmental Education
- Interdisciplinary
- Other



and:

In-Class Interpretive Presentation I: Initial Understandings of Inquiry

Holistic Assessment

5

Due: Tuesday, January 26

Description: The In-Class Interpretive Presentations consist of open format and informal individual reflections of your journey through inquiry. The time allowance is flexible, with a guideline of approximately 5 minutes per student. Students will share a story and highlights about a personal passion that they would be interested in teaching to others, some starting points from their early Part A: Topic Exploration, as well as their initial understandings and questions around the notion of inquiry. The key question will focus on the following: “Why do I love this topic?” “What makes it alive and interesting for me?” “What have I learned in my initial exploration of this topic?” “How do I hope to teach this topic through inquiry-based pedagogy?” This presentation corresponds with the written Phase 1 Ask: Topic Exploration assignment.



Phase 2: Investigate: Inquiry Project Brainstorm

Holistic Assessment

10

Due: Friday, February 12 by midnight in student website.

Description: The Inquiry Project Brainstorm will consist of a 1000-word brainstorm (paragraph, mind map or other format) for your inquiry project based on a K-12 BC Curriculum topic, or other education curriculum, as discussed with your instructor. Projects will take up a wide variety of curriculum subject areas, and interdisciplinary projects are welcome. This project can be theoretical or practical, and very wide-ranging (ie a yearlong inquiry plan for the classroom) or very focused (ie a weekend workshop). The level of detail and focus will be reflected in this choice. At this stage, students will describe the possibilities they see within the topic, and propose some emerging ideas for how they might *invite* learners (K-12, adults, or other specific group) into the topic that they have been studying.

Required Elements for Inquiry Project Brainstorm:

1. Key highlights from your Topic Exploration, and some refined key questions for inquiry within the topic of study.
2. A description and broad strokes plan for your proposed Inquiry Project, along with possibilities and concerns that you may have about the proposed project.
3. A short list of relevant Learning Principles from BC Curriculum: K-12 Core Competencies, Big Ideas (Understand), Learning Standards for Curricular Competencies (Do), Learning Standards for Curricular Content (Know), and First Peoples Principles for Learning for the grade level(s) that you anticipate working with. Students may use alternative curriculum as necessary, in consultation with your instructor.
4. An explanation of your current understandings of inquiry-based pedagogy related to your topic and proposed project.
5. Images and diagrams, educational supports, and topic resources are welcome and encouraged. Please include as appropriate.
6. Research notes and APA citations for at least three required and recommended resources from course readings related to inquiry-based pedagogy, plus three new outside resources related to your project topic.

Possible Project Brainstorm Ideas:

- An original “inquiry project” for K-12 (or other) learners for implementation in a classroom.



- A re-imagined “unit plan” that takes an existing plan (from one’s own work or other source) and shows how it can be re-imagined for inquiry.
- A series of inquiry-based class resources, teaching strategies, assessments, and inspirations around your topic of interest.
- A field trip or resource-based project design.
- A research project that engages community members and/or professionals in the field, to gain practical understanding, and/or to test and develop an approach to inquiry, such as a class resource, assessment strategy, or a lesson or project design.
- A workshop or online resource for professionals in the field.



Phase 3: Create/Discuss: Inquiry Project Design

Assignment Criteria

15

Due: First Draft is due in class for feedback on **Tuesday, February 23**. Post to student website by **Friday, February 26** at midnight.

Complete Draft is due in class for feedback on **Tuesday, April 6**. Peer feedback is due **Friday, April 9** on student website by midnight.

Final Inquiry Project Design, with all revisions, and Final Written Reflection is due **Sunday, April 11** on student website by midnight.

Required elements for Inquiry Project Design

Description: Your Inquiry Project Design may take the form of a “detailed unit plan,” a series of linked classroom or online resources, a workshop, field trip, or other inquiry project that you would undertake with students or colleagues. The length of the plan will range from a minimum of 4 detailed lesson plans with fully developed resources and assessment strategies and sample student assignments, to 10 or more broadstrokes lesson plans with a more general overview. The length and level of detail will vary depending on each student’s intended purpose for the project, their teaching background, and depth of experience with inquiry-based planning and pedagogy.

The Design itself will include, but not be limited to:

1. Your Inquiry Topic Exploration and Inquiry Project Brainstorm (posted to website previously, and graded separately; any additions and improvements must be noted/highlighted by student for instructor to review).
2. A brief “reimagined for Inquiry” Project overview and description of your project, inspired and guided by Sharon Friesen’s (2009) Five Teaching Effectiveness Principles, and the Rubric for Inquiry.
3. Rationale for your project.
4. Key Questions for Inquiry and notes on the Inquiry Cycle.
5. Learning Principles from BC Curriculum: K-12 Core Competencies, Big Ideas (Understand), Learning Standards for Curricular Competencies (Do), Learning Standards for Curricular Content (Know), and First Peoples Principles for Learning.
6. Assessment principles and strategies, with explanations of inquiry connections. Detailed assessment documents may be included, commensurate with the purpose of the project, and the experience and background of each student.



7. An overview of the project activities that learners will undertake, with explanations of inquiry connections. This will most likely be presented in the form of lesson plans (approximately 4-10, depending on the scope of the project), with a level of detail commensurate with the purpose of the project and the experience and background of each student. Alternate forms of representing your plan (using graphics, the inquiry cycle, and so on) are welcome, in consultation with the instructor.
8. An explanation of how you incorporate inclusive practices (Universal Design for Learning); personalization (Differentiated Instruction), and culturally respectful and relevant teaching. These strategies may include ways to show respect for all forms of diversity by incorporating a range of learning styles, interests, and skill sets.
9. Include the following as appropriate: relevant resources; video demonstrations and/or reflections; student assessment and assignment samples. The format of the design is flexible, and the focus and level of detail will be commensurate with student background, previous experience in inquiry and planning, and purpose of the project.
10. Citations and references for all research and planning correctly cited in APA format.



Phase 4: Create/Discuss: Detailed Lesson Plans, Inquiry Lesson Demonstration & Reflection

Assignment Criteria

One Lesson Plan, Demonstration & Reflection **10**

Three Additional Detailed Lesson Plans **15**

Due: Demonstration & Reflection: Submit to your student website by the Friday after your in-class Lesson Demonstration: **Tuesday, March 9-Tuesday, March 23.**

Due: Three Additional Detailed Lesson Plans: **Friday, April 2** at midnight in student blog.

Description: In your project, you will include a minimum of four Detailed Lesson Plans. In addition, each student will choose ONE of their detailed lesson plans for this demonstration, which must be clearly indicated in the post to your website. This assignment is an experiential inquiry-based lesson based on the BC Curriculum and your Inquiry Project. They will prepare a 5 minute overview of your related Inquiry Project Design(s) and a 40 minute experiential inquiry-based lesson simulation. Each student will then guide and participate in a 10 minute group reflection and discussion. Students will create a holistic learning experience inspired and informed by their understandings of inquiry-based pedagogy within the new BC Curriculum (or other curriculum, as discussed with your instructor). A copy of the Lesson Plan handout, resources and supporting materials will be shared with peers on the day of your presentation, and then posted to the student website with your added self-reflection, one day after the demonstration.

The Purpose of the Detailed Lesson Plans, Inquiry Lesson Demonstration & Reflection is to:

1. Identify key components of inquiry-based approaches (based on the New BC Curriculum)
2. Demonstrate understanding of the integration of rationale, planning, implementation, assessment, respectful relations and reflection in inquiry-based pedagogy
3. Engage in self-reflective practice for professional growth.
4. Practice creative teaching skills in a non-judgmental atmosphere.
5. Learn how to encourage active, respectful and equitable participation.



Required Elements: Four Detailed Lesson Plans

1. Each Lesson Plan will include a maximum 3-page Written Lesson Plan demonstration. An optional template will be provided.
2. A brief overview of how your Lesson is embedded in your Inquiry Project Design, and the inquiry approach(es) that you will be incorporating.
3. A brief “reimagined for Inquiry” Lesson Plans, inspired and guided by Sharon Friesen’s (2009) Five Teaching Effectiveness Principles, and the Rubric for Inquiry. This Lesson Plan will include:
 - a. Rationale for Lesson
 - b. Key Question for Inquiry and notes on the Inquiry Cycle
 - c. Learning Principles from BC Curriculum: K-12 Core Competencies, Big Ideas (Understand), Learning Standards for Curricular Competencies (Do), Learning Standards for Curricular Content (Know), and First Peoples Principles for Learning.
 - d. Assessment principles, with explanations of inquiry connections.
 - e. A brief overview of the lesson activities, with explanations of inquiry connections.
4. Citations and references for all research and planning correctly cited in APA format.

Required Elements: One Lesson Demonstration & Reflection

1. A brief overview of how your Lesson Demonstration is connected to your Inquiry Project Design and the inquiry approach/style that you will be incorporating (5 minutes).
2. An experiential activity which may consist of a combination of a role play activity, arts-based activity, outdoor activity, game, classroom simulation, dialogue or other activity (45 minutes). Teach the lesson to your peers as if they were your students, with supplementary explanations as needed.
3. Creative strategies to encourage *respectful relations*; such as inclusive practices (Universal Design for Learning); personalization (Differentiated Instruction), and culturally respectful and relevant teaching. These strategies may include ways to show respect for all forms of diversity by incorporating a range of learning styles, interests, and skill sets.
4. A Lesson Plan Handout, with a reference page (included in powerpoint if used, and/or lesson plan handout). The contents of the Lesson Plan will follow the same criteria as the other Detailed Lesson Plans.

After your Lesson Demonstration, complete a 250-word open-format Reflection, in the space provided in the template (if template is used). Use the format of Star/Wish/Question, and incorporate your thoughts on the peer feedback you received in class.



Phase 5: Reflect: Written Reflection

Assessment Criteria

5

Due: Written Reflections will be due with the Final Inquiry Project on **Sunday, April 11** by midnight on the student website.

Required Elements for Written Reflection:

The length of the written assignment is flexible to a maximum of 750 words (not including references). Include answers to the following questions:

- **Reflect on how this project went for you.** What were your challenges? What successes did you experience? What questions do you still have about this process? What might you do differently if you were to plan this project again?
- **Reflect on the inquiry process.** What did you learn about inquiry in going through this process? Did you have any insights about your initial questions coming into this course? What are you still wondering about inquiry after doing this project and taking this class?
- **Reflect on feedback from instructor and peers.** How might you incorporate ideas provided from others?
- APA Citations and references from a minimum of three new required and recommended readings and resources studied in class, to demonstrate your understandings of the connections between theory and practice.

and

In-Class Interpretive Presentation: Evolving Understandings

Holistic Assessment

5

Due: Tuesday, April 6

Description: The In-Class Interpretive Presentations consist of open format and informal individual reflections of your journey through inquiry. The time allowance is flexible, with a guideline of approximately 5 minutes per student.

The topic of the In-Class Presentation will be: "How have my understandings of one or more aspects of Inquiry evolved through this Inquiry Project?" And/or "How will I incorporate Inquiry into my teaching practice based on what I learned during this Inquiry Project?" This presentation will incorporate an **artifact of learning**. Students may draw on poetry, art, music, objects, images, favourite



quotes and reflections, homemade video, audiorecording, or other symbolic forms. Each presentation is intended to be a creative “snapshot” that brings your written Inquiry Project to life, not a summary. Your presentation in Part II must include insights drawn from at least 2 required and recommended course readings/resources, plus inspiration from the following: elder teachings and other cultural teachings, examples in your professional practice and personal experience, class activities, and conversations with peers or your instructor. This presentation corresponds in part with the Phase 5 Written Inquiry Reflection assignment.

Recommended Artifacts of Learning for In-Class Interpretive Presentations:

- Story
- Poetry
- Maps
- Elder teachings
- Course reflections
- Art
- Music
- Objects
- Image
- Collage
- Favourite quotes and reflections
- Homemade video
- Audiorecording
- Sample assignment, assessment, or student product example



Part 6. References Page

Please keep an updated references list for each phase of the Inquiry Project. Minimum references are required for each step of the Project, and students are responsible for adding these to your references page when each blog post is completed. At least six required and recommended references on inquiry-based pedagogy, along with six outside resources on your project topic will be used for the full project, both from Required and Recommended Resources, Inquiry Project Resources, and those used to support the study of the chosen topic.

References:

Bai, Heesoon. (2005). What is inquiry? In William Hare and John P. Portelli, Eds., *Key Questions for Educators*. Halifax, NS: EdPhil Books.

Friesen, Sharon. (2009). What Did You do in School today? Teaching Effectiveness: A Framework and Rubric. Canadian Education Association. Retrieved from <https://galileo.org/cea-2009-wdydist-teaching.pdf>



A note on group work: Groups are jointly assessed, and it is understood that each group member contributes unique skills and talents to group assignments. However, if any concerns arise regarding imbalances in the workload or quality of contributions, each individual may be asked to submit a written report of their contribution to each portion of the assignment. If necessary, each individual will be assessed separately for their overall contribution to the project, and some members may be asked to revise and/or add to their contribution in order to gain credit for the assignment or to improve the group's overall grade.

Inquiry Lesson Demonstration & Additional Detailed Lesson Plans:

Assessment Criteria

EDUCATIONAL OBJECTIVE	REQUIRED CONTENT ELEMENTS	GENERAL COMMENTS
Identify key components of inquiry-based approaches (based on the New BC Curriculum)	A brief overview of how your Lesson Demonstration is connected to your Inquiry Project Design(s), the inquiry approach(es) that you will be incorporating.	Lesson Demonstration : Three Additional Lesson Plans:
Demonstrate understanding of the integration of rationale, planning, implementation, assessment, respectful relations and reflection in inquiry-based pedagogy	Lesson Demonstration: An experiential activity which may consist of a combination of a role play activity, arts-based activity, outdoor activity, game, classroom simulation, dialogue or other activity. Four "reimagined for Inquiry" Lesson Plans, inspired and guided by Sharon Friesen's (2009) Five Teaching Effectiveness Principles, and the Rubric for Inquiry. Each Lesson Plan will include: *Rationale	Lesson Demonstration: Three Additional Lesson Plans:



	<p>*Key Question for Inquiry and notes on the Inquiry Cycle</p> <p>*Learning Principles from BC Curriculum: K-12 Core Competencies, Big Ideas (Understand), Learning Standards for Curricular Competencies (Do), and Learning Standards for Curricular Content (Know), and First Peoples Principles for Learning.</p> <p>*Assessment principles, with explanations of inquiry connections.</p> <p>*A brief overview of the lesson activities, with explanations of inquiry connections</p> <p>*An explanation of how you plan to incorporate <i>respectful relations</i>, and explanations of inquiry connections.</p>	
<p>Practice creative teaching skills in a non-judgmental atmosphere.</p> <p>Learn how to encourage active, respectful and equitable participation.</p>	<p>Creative strategies to encourage <i>respectful relations</i>: inclusive practices (Universal Design for Learning); personalization (Differentiated Instruction), and culturally respectful and relevant teaching. These strategies may include ways to show respect for all forms of diversity by incorporating a range of learning styles, interests, and skill sets.</p>	<p>Lesson Demonstration:</p> <p>Three Additional Lesson Plans:</p>
<p>Engage in self-reflective practice for professional growth.</p>	<p>A 250-word open-format Written Reflection completed after the Lesson Demonstration.</p>	<p>Reflections:</p>
FORM CRITERIA	FORM ELEMENTS	COMMENTS
<p>The representational product (<i>lesson demonstration and</i></p>	<p>Includes appropriate use of:</p> <p>*quotes</p> <p>*summaries</p>	



lesson plan handout) employs a style of representation that is well-organized, logical, creative, interactive and engaging, effectively supports interpretations and conclusions, within the time/space allowance.	<ul style="list-style-type: none">*diagrams*current events*cultural teachings*multimedia sources*artistic representations*activities*dialogues	
TECHNICAL CRITERIA	TECHNICAL ELEMENTS	COMMENTS
Employs technically correct language, with an emphasis on understanding.	Communication is clear, organized, and demonstrates thorough preparation and editing.	
All sources are correctly cited in APA format, including digital and visual media.	APA citations and references	

Letter Grade	Descriptor	General Comments: Lesson Demonstration and Written Handout
A+	Clearly exceeds all criteria	
A	Proficiently fulfills all criteria, and exceeds some criteria	
A-	Proficiently fulfills all criteria	
B+	Meets all criteria (<i>minor revisions optional</i>)	
B	Meets most criteria (<i>minor revisions recommended</i>)	



B-	Meets some criteria (<i>significant revisions recommended</i>)	
C+ or lower = F	Does not meet most or all criteria (<i>significant revisions required for assignment credit</i>)	

**Inquiry Project Design and Written Reflection:
Assessment Criteria**

EDUCATIONAL OBJECTIVE	REQUIRED ELEMENTS	COMMENTS
<p>Articulate in discussions and in written form cogent, clear, reflective and relevant understanding of the connections between theory and classroom practice.</p> <p>Demonstrate understanding of the integration of rationale, planning, implementation, assessment, respectful relations and reflection in inquiry-based pedagogy</p>	<p>An elaborated Project Design, including, but not limited to:</p> <ul style="list-style-type: none"> *Four detailed lesson plans. *A brief “reimagined for Inquiry” Project description, inspired and guided by Sharon Friesen’s (2009) Five Teaching Effectiveness Principles, and the Rubric for Inquiry. *Rationale for your project, and a description of activities/research carried out to create this project. *Key Questions for Inquiry and notes on the Inquiry Cycle. *Learning Principles from BC Curriculum: K-12 Core Competencies, Big Ideas (Understand), Learning Standards for Curricular Competencies (Do), Learning Standards for Curricular Content (Know), and First Peoples Principles for Learning. *Assessment principles, with explanations of inquiry connections. *An overview of the project activities that learners will undertake, with explanations of inquiry connections. *An explanation of how you plan to incorporate <i>respectful relations</i>, and explanations of inquiry connections. 	<p>Project:</p>



<p>Critically reflect on their personal perspectives with regards to various approaches to inquiry-based pedagogy.</p> <p>Identify key components of inquiry-based approaches (based on the New BC Curriculum)</p>	<p>Written Reflection: Reflections on the planning process, challenges and successes, and evolution of your project; a reflection on your key inquiry question and how your understandings of inquiry have evolved through the Inquiry Project. Demonstrate an understanding of the connections between theory and practice.</p>	<p>Reflection:</p>
FORM CRITERIA	FORM ELEMENTS	COMMENTS
<p>The representational product employs a style of representation that is well-organized, logical, creative, interactive and engaging, effectively supports interpretations and conclusions, within the time/space allowance.</p>	<p>Includes appropriate use of:</p> <ul style="list-style-type: none"> *quotes *summaries *diagrams *current events *cultural teachings *multimedia sources *artistic representations *activities *dialogues *Samples of student work, assessment, assignments, etc. <p>Written Reflection: 750 words</p>	
TECHNICAL CRITERIA	TECHNICAL ELEMENTS	COMMENTS
<p>Employs technically correct language, with an emphasis on understanding.</p>	<p>Communication is clear, organized, and demonstrates thorough preparation and editing.</p>	
<p>All sources are correctly cited in APA format, including digital and visual media.</p>	<p>Inquiry Design Project: APA citations and references for all resources used.</p> <p>Reflection: APA Citations and references from a minimum of three new required and recommended readings and resources studied in class.</p>	



	OVERALL PROJECT: a minimum of twelve resources overall, including course readings and outside resources.	
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Letter Grade	Descriptor	General Comments: Project and Reflection
A+	Clearly exceeds all criteria	
A	Proficiently fulfills all criteria, and exceeds some criteria	
A-	Proficiently fulfills all criteria	
B+	Meets all criteria (<i>minor revisions optional</i>)	
B	Meets most criteria (<i>minor revisions recommended</i>)	
B-	Meets some criteria (<i>significant revisions recommended</i>)	
C+ or lower = F	Does not meet most or all criteria (<i>significant revisions required for assignment credit</i>)	