RUTGERS
Graduate School of Education

Learning and Teaching
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Rutgers, The State University of New Jersey
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Inquiry-Based Teaching: Learning and Assessment
Summer I 2018
Face-to-face Meetings: 5/29, 5/30, 6/4, 6/6, 6/11, 6/13, 6/18, 6/20
10:00am-12:55pm
FH-B4

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Office Hours: by appointment	
Mode of Instruction: ___ Lecture _X_ Seminar ___ Hybrid ___ Online ___ Other	Permission required: __ No _x_Yes Directions about where to get permission numbers: from the instructor

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Course Description

The goal of this course is investigate the ways through which teachers can co-construct curriculum with students "by investigating experiences, drawing on cultural and linguistic resources, and integrating textual and other knowledge resources" (Cochran-Smith & Lytle, 2009, p.134).

Learning goals:

New Jersey Professional Standards for Teachers (2014)[1]:
> **Standard Two: Learning Differences**. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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[1] http://www.state.nj.us/education/code/current/title6a/chap9.pdf

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    ii. Essential Knowledge
     2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth
     5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values
   iii. Critical Dispositions:
     1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
     2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
     3) The teacher makes learners feel valued and helps them learn to value each other; and

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
   ii. Essential Knowledge
    1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;
    3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;
   iii. Critical Dispositions
    1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;
    2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
    3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and
    4) The teacher seeks to foster respectful communication among all members of the learning community.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
   ii. Essential Knowledge

6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;

iii. Critical Dispositions

3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

ii. Essential Knowledge

2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how theses impact ongoing planning

iii. Critical Dispositions

1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction
4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ii. Essential Knowledge

2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;

iii. Critical Dispositions

1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

Council for the Accreditation of Education Professionals (2013)[2]:

Standard 1: Candidate Knowledge, Skills, and Dispositions

1.1 Content Knowledge and Pedagogical Knowledge
1.2 Instructional Practice
    - Learning Experiences
1.6 Learner and Learning

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[2] http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

- Learning Experiences
1.8 Learner and Learning
- Relationships and Communication

Course catalog description:
Students learn how teachers use students' experiences, interests, and ways of learning to plan responsive curricula. Through structured experiences, students learn that an inquiry approach to teaching and learning can teach specific content while helping children to learn how to learn in more formal contexts. Students discover how to integrate subject matter in a student-centered environment and practice methods of inquiry and sources of knowledge that can be used with elementary and middle school students.

Other description of course purposes, context, methods, etc.:
This is an introductory course that examines the implementation of dynamic methods of instruction that empower students to be the drivers of their learning. The course will address concepts central to learning and teaching such as learning theories, cooperative learning, backward design of instructional planning, and student-centered pedagogies. Specifically this course will enable students to:

- Develop driving questions that address important issues of interest in education as well as heighten their understanding of issues of equity in the field and independently review, organize, and share research that can be used to answer their driving questions.
- Collaboratively, synthesize research conducted individually to develop overall themes and research-based assertions that help to answer their driving questions and develop and design a project that communicates the research they have gathered, shared, and synthesized to answer their driving questions.
- Critically consider the outcomes (i.e. academic, social, and emotional) of engagement in student-centered instructional approaches such as inquiry-based and project-based learning.
- Leverage students lived experiences in planning instruction and assessment in ways that provide greater access to the curriculum for all students.

Required texts (Available from New Jersey Books on Easton Ave.):
- All readings will be posted on the Sakai site for this course or available online.

<div align="center"><u>Grading policy:</u></div>

Evaluation of Written Work:
These qualities will be valued in your work:
- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?
- Clarity: Is your writing clear and organized?
- Conciseness: Is your writing succinct and focused in a non-repetitious way?
- Completeness and depth: Have you presented the necessary amount of detail to support your points? Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment: Have you gone beyond the information presented by others? Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance: Are there clear connections between your work and the content and organization?
- Attention to professional style: Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: http://owl.english.purdue.edu/owl/resource/560/01/) Please use Times New Roman 12pt font, 1-inch margins, and double space all of your assignments.
- On lateness: If you need an extension of time on an assignment please contact your instructor **24 hours before the date when the paper is due**. If you do not contact your instructor, your grade on the assignment will be dropped one letter grade for every class period it is late.

Letter Grade Equivalents:
> A   = 90% and above
> B+ = 87 – 89.9%
> B   = 80 – 86.9%
> C+ = 77 – 79.9%
> C   = 70 – 76.9%
> D   = 60 – 69.9%
> F   = below 60%

Academic Integrity Policy:
Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/integrity.shtml for a full explanation of policies.

Web site:
https://sakai.rutgers.edu/portal *(Specific course Sakai access will be available only to those students who have officially registered for this course.)*

Course Requirements

Attendance Policy - If you are unable to attend a class, please contact the instructor via email as soon as possible. Materials from the missed class will be sent for your attention so you do not fall behind. In addition, please make sure that you meet with a fellow student who can collect extra handouts and help you catch up on what was discussed in your absence. If you miss more than one class during the semester without a bona fide medical reason (including a doctor's note) your grade for the course will automatically be reduced as follows: 2 classes - 1 full grade, 3 classes - failing grade.

1) Class participation

Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings and to participate in class activities. Your instructor will take note of participation in every class. Please note that inappropriate use of technology (such as texting or using the internet for non-class related activities) will negatively affect your participation grade.

2) Online Assignments

Assignments for online class meetings will be listed on Sakai. You are expected to complete all online assignments before the following face-to-face class meeting and/or the date(s) identified.

3) Responses to Essential Questions

An essential question:
- *is open-ended;* that is, it typically will not have a single, final, and correct answer.
- *is thought-provoking* and *intellectually engaging*, often sparking discussion and debate.
- calls for *higher-order thinking*, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.

In the course schedule that follows (and on Sakai) you will find essential questions listed for each class meeting. These questions are meant to make you think about the course content in meaningful ways. They will also be used to spark discussion in class. At the ends of Weeks 1, 2, & 3, you will use the essential questions from the week to compose a response that both answers the questions using your personal/professional insight as well as properly cited research from the course. This response should be succinct but focused at approximately 2-3 pages.

4) Inquiry Project Portfolio

A portfolio is a useful tool for cataloging student learning. Portfolios contain artifacts such as observation notes, questions, formal assessments, photographs, work samples, essays, etc. gathered throughout the learning process. They can be tangible or virtual. As an assessment tool portfolios help to log growth and development over time.

For this portfolio, you will create and gather artifacts to demonstrate your learning in this inquiry project. There are four main components designed to capture the processes and products related to your experience.

1 - *Individual Research Reviews & Analyses* - You will research, choose, and review four Resources on your inquiry topic. Design a graphic organizer that will help you to maintain records showing that they have been reviewed, summarized, and analyzed. (A sample/template will be offered to you.) You may collaboratively decide on the format of your organizer with your research team or choose to work on different formats for recording information on your research. You will be expected to share this document with your research team and instructor throughout the course.

2 - *Research Team Facilitation Plan & Reflection* - For each research team meeting one person will act as the facilitator for the discussion. This is where you will be able to share your research with each other and discuss the implications for your future practice. For the meeting you are assigned, you will first develop a plan for facilitating discussion. This should include an *objective or goal for the discussion, an activity within which you will engage your research team, and assessments you intend to use to gauge the effectiveness of the meeting*. Following the meeting, you will compose a reflection on the facilitation. You will also gather any evidence (i.e. photos, charts, handouts, etc.) from these meetings that would help to understand your collaborative process to include in your portfolio. <u>You will submit your plan to your instructor two days before your meeting and your reflection within two days following your meeting</u>.

3 - *Project & Presentation* - Through your research team meetings, your group will collaboratively decide on a project (i.e. poster series, mini-documentary, website, research paper, 3D model, station rotation, etc.) that you will use to communicate what you have learned about your topic to your peers in the last week of class. You will cooperatively delegate the roles and responsibilities of the project and presentation so that all members of your research team are able to play a part in the creation and presentation of your work. (A simple slideshow will not suffice.)

4 - *Inquiry Project Analysis & Reflection* - Using the required resources highlighted throughout the course, you will analyze your experiences as a student creating an inquiry project. Consider the learning theory at play in the work you conduct with your peers and with which this approach aligns. Within two days of presenting your project, you will submit this analysis along with a reflection on the experience overall. This paper should be no longer than 3 pages and should contained properly cited references (APA format) and a reference page.

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Summary of Requirements

Class participation	15 points
Online Assignments	20 points
Responses to Essential Questions	15 points (averaged)
Inquiry Project Portfolio	
Individual Research Reviews & Analyses	20 points (5 pts. each)
Research Team Facilitation Plan & Reflection	10 pts.
Project & Presentation	10 pts.
Inquiry Project Analysis & Reflection	10 pts.

Day	Date/ Setting	Session Topics	Readings	Assignments Due (Listed by the day they are due)
Week 1				
1	5/29 campus	Inquiry & Project-Based Learning *How can students' inquiries guide instruction?*	Syllabus	
2	5/30 campus	Inquiry & Project-Based Learning *How can teachers facilitate the development of inquiring minds?* *How does the classroom environment contribute to learning?*	• *Inquiry Primer*, Colburn • Tamim & Grant, *Definitions and Uses: Case Study of Teachers Implementing Project-Based Learning* • Hallermann, Larmer, & Mergendoller, *PBL in the elementary grades (*Chapter: Getting Started) • View this video on the K-3 NJ Implementation Guideliens on setting up a classroom for Project-Based Learning: https://www.youtube.com/watch?v=uO8bKC1fK7s	

3	5/31 online	Inquiry & Project-Based Learning *What do students learn through inquiry and project-based learning?* *What roles do teachers play in inquiry and project-based learning?* *What skills must teachers of inquiry possess?*	• Project-Based Learning (PBL): https://www.edutopia.org/video/5-keys-rigorous-project-based-learning • Inquiry-Based Learning: https://www.edutopia.org/practice/inquiry-based-learning-teacher-guided-student-driven • View the 2nd video on the K-3 NJ Implementation Guidelines on instructional strategies, assessment, and differentiated instruction for Project-Based Learning: https://www.youtube.com/watch?v=uO8bKC1fK7s • Hallermann, Larmer, & Mergendoller, *PBL in the elementary grades* (Chapter: An Elementary School Portrait)	• Online Assignments • Research Team Share (Resource #1)
Week 2				

4	6/4 campus	Learning Theories
		
		How is learning theory connected to classroom practice?
			• Read and prepare to present notes on the assigned chapter from *Theories of Childhood, Second Edition: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky* (Mooney, 2013):
			   - Dewey
			   - Montessori
			   - Erikson
			   - Piaget
			   - Vygotsky
				• Response to Essential Questions #1
				• Prepare for Research Team Meeting (Facilitator #1 leads)

5	6/5 online	Learning Theories *How does the teaching approach employed affect students' learning?*	• Read an additional chapter from the list cited above.	• Online Assignments • Research Team Share (Resource #2)

6	6/6 campus	Intentional Teaching & Backward Design *In what ways can teachers be intentional about teaching?* *When is child-centered learning best?*	• Epstein, *The Intentional Teacher* (Chapters 1 & 2) • Wiggins & McTighe, *The understanding by design guide to creating high-quality units*	• Prepare for Research Team Meeting (Facilitator #2 leads)
7	6/7 online	Learning Theories & Intentional Teaching *How does a teacher's understanding of how children learn affect her instruction?*		• Online Assignments • Research Team Share (Resource #3)
Week 3				
8	6/11 campus	Culturally Relevant Pedagogy *How and where does "culture" fit into teaching and learning?* *How do teachers develop cultural competence?*	• Ladson-Billings, *The Dreamkeepers* (pgs. 1-28) • Lareau, *Unequal Childhoods: Class, Race, and Family Life* (Chapter 1) • View the video on Culture Competency in teaching.	• Response to Essential Questions #2 • Take Common Beliefs survey • Prepare for Research Team Meeting (Facilitator #3 leads)

9	6/12 online	Culturally Relevant Pedagogy
		
		How do characteristics such as gender, culture, race, and socioeconomic status affect childhood?
		
		How can students' lived experiences be leveraged through an inquiry-based approach to teaching and learning?
			• Manual-Figueroa, *Citizenship and Education in the Homework Completion Routine*
			
			• Lareau, *Unequal Childhoods: Class, Race, and Family Life* (assigned chapter)
			     - Garrett Tallinger
			     - Tyrec Taylor
			     - Katie Brindle
				• Online Assignments
				• Research Team Share (Resource #4)

10	6/13 campus	Culturally Relevant Pedagogy & Assessment *What can teachers do provide all students greater access to the curriculum through instruction and assessment?*	• NEA Policy Brief: Parent, Family, Community Involvement • Watch Immersion: http://www.snagfilms.com/films/title/immersion • Read the introduction of this chapter, then choose 3 strategies to read closely: *Cole, Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners*, Revised and Expanded 2nd Edition (http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx)	• Prepare for Research Team Meeting (Facilitator #4 leads)
11	6/14 online	Culturally Relevant Pedagogy & Assessment *How can teachers use their knowledge and understanding of students' lived experiences to effectively teach and assess them?*	• Cochran-Smith, *Inquiry as Stance* (Chapter 8) • Tolerance. Org., *Value-Based Assessment, Evaluation, & Grading* (pg. 9) • Greenstein, *Creating Assessments for All Learners*	• Research Team Project & Presentation Planning
Week 4				
12	6/18 campus	Research Presentations *How does the presentation of information affect how people interact with it?* *What can be learned by giving and receiving peer feedback?*		• Response to Essential Questions #3 • Research Presentations
13	6/19 online	Formative Feedback & Assessment *What makes feedback*	• Brookhart, Moss, & Long, *Formative Assessment That Empowers*	

		formative?	• Wiggins, *Seven Keys to Effective Feedback*	
14	6/20 campus	Research Presentations *What knowledge and skills are gained from engaging in inquiry-based learning?* *What can be learned through self-assessment and reflection?*		• Research Presentations
15	6/21 online	Assessment for Learning *How can the teacher's stance on assessment affect what students learn about how academic success is measured?*	• Chappius & Stiggins, *Assessment for Learning* • Stiggins, *Assessment Through the Student's Eyes*	• Inquiry Project Analysis & Reflection

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