ECE 548.01W: Designing Inquiry-Based Learning

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Students my email, call or text questions to the numbers listed above

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required:


“...an education that is effective and humane; its students undergo a sustained apprenticeship in humanity, one that may last a lifetime.....”.
Howard Gardner

Resources:


**Course Description:**

This course will focus on the benefits and practices utilized in an emergent curriculum approach in which some of the explorations and activities of the children arise from their own questions. The curriculum and practices of the schools of Reggio Emilia, Italy will be examined as an exemplary model of inquiry-based learning; and emphasis will be placed on scaffolding children as they ask questions, use tools of inquiry, seek multiple resources, explore, dialogue, write, and represent what they’ve learned; and use “a hundred languages” for authentic purposes. Documentation’s role in assessment and collaboration with children, parents, and others teachers will also be emphasized.

**Student Learning Outcomes:**

The learning outcomes are what you are able to do as a result of the activities, readings, instruction etc. that have occurred in this course. Assignments/activities designed to produce these outcomes are described in the assignments and assessments portion of the syllabus.

The learner will be able to:

1. Be an active and engaged participant in class and group discussions by analyzing, designing, and evaluating information within the texts, supplementary readings, and class activities.
2. Compare and contrast different theories, research, and philosophical stances which address the organization of learning activities in relation to inquiry-based learning.
3. Identify and elaborate on, both verbally and in writing, the contextual factors and diversities that affect the learner and the learning environment within inquiry based learning.
4. Demonstrate the ability to read and synthesize existing professional literature related to curriculum theory and inquiry learning.
5. Develop knowledge of a special topic within inquiry learning and experience designing an inquiry learning activity for the class; thereby demonstrating the integration of practices that promote learning through inquiry.
6. Be able to articulate through response journal your analysis of your own inquiry learning through provocations presented in class and/or online; as well as learning for yourself as a designer of inquiry-based projects.
7. Be able to present to the class a formal oral report describing your project, accompanied by a visual representation of the project as well as your reflective analysis.

**COURSE REQUIREMENTS**

The major requirements for this course will be to:

- **Participate: Read the assigned readings** and participate in related discussions and collaborative response activities in each class session. Utilization of “many languages” will be encouraged as these artifacts will become documentation of growth/learning/development of knowledge as the course progresses.
• DUE FOR EACH MODULE. Module 1 Due by July 13, Module 2 due by July 20, Module 3 due by July 27, Module 4 due by August 3.

• **Prepare pithy quote cards for each chapter assigned.** Choose a few pithy quotes from each of the assigned chapters; prepare visually attractive featuring your quotes. You will also write your reflection, connection, or response to the quote. Be prepared to share and defend your choices.

• DUE FOR EACH MODULE. Module 1 Due by July 13, Module 2 due by July 20, Module 3 due by July 27, Module 4 due by August 3.

• **Mid-Term Exam**

• **Special Project:** Select an area related to Inquiry-Based Projects that you would like to explore further. As the semester progresses, you will make a presentation online to the class about his/her topic.

• **A visual presentation that represents your learning should also be shared. DUE BY July 27@ 11:59 p.m.**

• **Open-Book Final:** At the end of the last class module, you turn in an open-book, open-note essay exam in which you will have the opportunity to synthesize all you’ve learned about inquiry-based projects, Reggio Emilia, and emergent curriculum.

> *Learning is the key factor on which a new way of teaching should be based, becoming a complementary resource to the child and offering multiple options, suggestive ideas, and sources of support. Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water.*

**Course Evaluation:**

Criteria for each requirement will be discussed. The following holistic scoring format will be adapted for each course requirement:

• 100-90 = Highly impressive - well above average in thought, organization, and professional choices. Evidences significant control of own decision-making and learning processes.
  89-80 = Commendable - in command of thought, organization, and professional choices. Evidences acceptable control of own decision-making and learning processes.
  79-70 = Developing - probably functional in terms of thought, organization, and professional choices. Responsible, but in need of instruction. Evidences some control of own decision-making and learning processes.
  69-Below = Minimal - somewhat lacking in thought, organization, and responsibility. Lack of awareness of professional choices. Evidences minimal control of own decision-making and learning processes.
Requirements:
Requirement Topic
#1 Attendance online (logging in), Participation/ Reflections, & Professionalism
#2 Assigned Readings and Response Activities (Collection and Representation of Pithy quotes from our text) & Active Participation in Reflective Discussions and Activities
#3 Midterm Exam
#4 Special Project Presentation
#5 Visually represent your learning about the special topic [Documentation Panel]
#6 Final Exam/Synthesis paper

Appeal of Final Grade The policy for appealing a semester grade is available through the office of the Department of Curriculum & Instruction, Texas A&M University-Commerce, Commerce, Texas (Ph: 903-886-5537). Generally, the student must first make an appointment with his or her professor and present in writing the reasons why he or she believes a higher grade was earned. The professor is obliged to hear and read the case and provide an answer to that appeal with a reasonable time. If the student continues to be dissatisfied with the decision of the professor, the student may contact the head of the Department of Curriculum & Instruction and continue the appeal at that level.

TECHNOLOGY REQUIREMENTS

The following technology is required for success in this course.
- Internet access/connection – high speed recommended (not dial-up)
- Headset/Microphone/Webcam (especially for ClassLive synchronous sessions)
- Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rft

Additionally, the following hardware and software are necessary to use eCollege:
Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.x, 7.x, or 8.x).
Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.x) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Follow the operating system guidelines published here

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamuc.edu/login.aspx or http://myLeo.tamuc.edu. One shortcut into eCollege is
http://online.tamuc.org. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Communicate with me as needed. I typically respond within the next business day.

eCollege Student Technical Support (QM 6.6, 7.1)
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

  Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
  Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
  Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
  Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:
Attendance
Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don’t miss it. Excessive absences may prompt an administrative withdrawal.

University Specific Procedures:
Academic Honesty Policy
Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

We suggest these web resources to students for reference regarding what constitutes plagiarism and how to avoid it: http://www.plagiarism.org/ or http://www.unc.edu/depts/wcweb/handouts/plagiarism.html or http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Disciplinary action for these offenses may include any combination of the following:
  1. Point deduction on an assignment.
  2. Failure for an assignment.
  3. A grade of zero for an assignment.
  4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

Drop a Course
https://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx

Students who wish to drop a course are responsible for initiating this action. Students may drop a class with a full refund (if remaining enrolled) until the census day of the particular term. Census date is the 12th University class day of Fall or Spring, 4th university class day of summer or 2nd university class day of a mini term. After census date, eligible students may use their MyLeo to process drops online. The student must obtain approval from the department/instructor to drop after census date.

Administrative Withdrawal
https://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx

It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty members recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar’s Office.

ADA Statement The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
Student Disability Resources & Services

Student Conduct All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see Code of Student Conduct from Student Guidebook).