

# **EDU 455/C&I 555: Current Events In Indian Country: An Inquiry-Based Approach**

**Instructor: Michele McGuire**

Dates: September 30, 2019-December 15, 2019

Online Only

<http://wmpcmoodle.org>

3 credits or 45 OPI renewal units

## **Course Description:**

In this course, participants will learn inquiry-based teaching and learning strategies to use in their classrooms. Each participant will apply these strategies to explore a contemporary American Indian issue as part of a class-wide inquiry, and an additional American Indian issue of his or her choosing for the free-inquiry portion. This course requires participants to be self-directed and highly motivated, a background in inquiry or American Indian issues is not necessary.

## **Learning Outcomes:**

Participants Will:

1. Develop personal background knowledge around contemporary American Indian issues.
2. Explore the inquiry-based approach to learning and teaching by participating in Inquiry as both teachers and students.
3. Design a structured inquiry to use in their classrooms.
4. Reflect on ways to integrate IEFA into their content area using an inquiry-based approach.
5. Demonstrate comprehension of the content through the completion of two student-led inquiries: One guided and one self-directed.
6. Explore the learning process by participating in weekly forum discussions and completing readings and related assignments.
7. Design and complete a free-inquiry, which includes a final, original product as a reflection of their learning and understanding.
8. Create a detailed, IEFA integrated inquiry-based unit within their content area to use in their classrooms (graduate credit only).

## **Evaluation Undergraduate/OPI Renewal Credit:**

<b><u>Assignment</u></b>	<b><u>%</u></b>
Forum participation (including discussion summary)	<b><u>10%</u></b>
Class-Wide Inquiry Product	<b><u>15%</u></b>
Structured Inquiry Lesson Plan	<b><u>15%</u></b>
Free-Inquiry Proposal	<b><u>20%</u></b>
Progress Updates	<b><u>10%</u></b>

Authentic Piece Criteria for Students	<b>5%</b>
Free-Inquiry Authentic Piece (Final project)	<b>20%</b>
Reflection and self-grading	<b>5%</b>
<b>Total</b>	<b>100%</b>

### **Evaluation Graduate:**

In addition to all other course requirements, students seeking graduate credit will complete an inquiry-based unit. See description under Conclusion in this syllabus and in the course Moodle. Use the lesson plan rubric, as well as the assignment description to guide your work.

### **Course Design and Expectations:**

This course is designed to introduce teachers to the practice of using an inquiry-based teaching model and familiarize participants with a variety of contemporary American Indian issues. This will be achieved through deep immersion in the inquiry process, including both an instructor-guided and a self-guided inquiry into a contemporary issue in Indian Country. The end goal will be sharing your findings with your peers, so that a broad range of topics can be learned about in depth. Participants will be expected to find a topic which fits under the broad category of American Indian issues, create or identify an essential or guiding question for their research, research that question EXTENSIVELY, and present their process, findings, results, and further wonderings to their peers in an interesting and engaging way. Although not required, it is suggested that teachers choose a topic useful within their content-area. In addition, all participants will design a guided inquiry to use in their own classrooms. Graduate students will create one additional inquiry-based lesson integrating content-area standards and IEFA.

As a means of realizing the vision described above, I expect each student to meet the following standards:

1. Regularly participate in all online discussions
2. Complete all assignments on time
3. Design an essential question and inquiry on a level befitting a working professional, which means the question, research, and product should reflect higher thinking and an awareness of the nuances within issues and society at-large (when applicable)
4. Display information literacy by using credible and varied sources for research
5. Cite professional sources to support your ideas, and always list references
6. Use the rubric for each assignment to improve the quality of your work
7. Exercise professionalism in respecting the rights of others at all times
8. Become familiar with the resources provided on the Moodle and be willing and able to supplement additional resources if needed
9. Not hesitate to ask for support or clarification from the instructor when necessary

## Course Rubrics:

### Forum Participation:

Original post is on time (usually Wednesday of the Unit week, see Moodle for more detailed deadlines)	/2
Answers all forum prompts thoroughly	/2
Responds to at least 3 other posts with thoughtful comments, questions, or suggestions.	/2
Cites sources when warranted (any style)	/2
Submits discussion summary on time (see notes about discussion summary below)	/2
<b>Total</b>	<b>/10</b>

### Class-Wide Inquiry:

(this rubric will be co-created by course participants and will depend on the subject of research and the authentic piece chosen.) pts 100

### Lesson Plan(s):

Lesson Name	
Student Learning Objectives (Specific and Measurable—what will students be able to do by the end of the lesson?)	/15
Essential Understandings met— <b>Explain how!</b>	/10
Montana State or District Standards listed	/5
Grade level, time required, supplies and materials needed	/5
Background information needed to teach the lesson. This may be fairly involved and require a list of what pages in what resources the teacher should read prior to teaching the lesson	/10
Procedure is described in depth	/25
Assessment—include rubrics/worksheets	/15
References and Resources	/10
If applicable, extensions and teacher notes and comments	/5
<b>Total</b>	<b>/100</b>

### Free-Inquiry Proposal:

Includes an essential question which is complex, open-ended, and clearly stated	/25
Includes detailed plans for research	/25
Goals for inquiry are listed	/25
Includes a plan to gather and capture evidence and show learning progression (i.e.; a journal, a recording device, etc.)	/25
Includes a timeline for research and finalization of authentic piece	/25
Includes a detailed description of the authentic piece (way to make learning public)	/25

<b>Total:</b>	/150
---------------	------

**Progress Updates:**

New learning is documented in relation to the essential question	/10
Resources are cited	/5
Proposed timeline and actual timeline are included	/5
Includes a brief reflection on process and progress	/5
<b>Total</b>	<b>/25</b>

**Free-Inquiry Authentic Piece (Final Project):**

Essential question is clearly stated or made apparent	/25
Generation of essential question (process) documented	/25
Information gathering and learning process clearly documented	/25
Conclusions reached, new questions generated are apparent and presented in an interesting manner	/25
Suggestions/questions for further research are included (if applicable)	/25
Piece is interesting, visually pleasing, and engaging	/25
<b>Total</b>	<b>/150</b>

**The Weekly Discussion and Summary**

In addition to engaging in research and inquiry, participants will be involved in weekly discussions with peers. Responsibilities include responding to weekly prompts with a detailed, thoughtful original post, responding to peer comments on that post, and reading and responding to original posts of their peers. Each discussion will require a discussion summary, to be posted for grading by the end of the week.

A discussion summary will not be required every week. For weeks they are required, please read the following thoroughly and email the instructor with questions.

In the course Moodle is a document entitled *Discussion Summary Example*. Though not written on our course topics, it provides a good example of substantive content, length, and other expectations. Remember, part of your grade is determined by your articulate response to the discussion prompt and substantive responses to your fellow learners. As education professionals you are expected to think critically and express your opinion. The key to expressing a scholarly opinion is to ground that opinion with the ideas and concepts explored through your readings and research. You can expect the instructor to read all postings. Some, but not all, postings will receive an individual response. Reply posts should provide new insights into the topic and do not require references, though you are encouraged to share resources you have discovered.

Original posts and instructional activities may be uploaded at any time prior to the due day, but responses may only be posted during the relevant discussion week. Remember to return to the thread you began to read how others responded to your original post. Please submit your Discussion Summary using the provided template. This allows the instructor to easily view and grade your participation and also allows you to share with the instructor your thoughts about the module and your level of participation that week. Please note and complete the top row of the document where it says “*Summarize your thoughts about the discussion this week. What stood out to you in the discussion? How is information or insights from the discussion helpful to you in your work? What was your level of participation this week and how would you grade yourself?*”

***Remember: The discussion summary is about YOUR participation. As such, it should only contain YOUR original response to the discussion prompts and YOUR comments on three separate original posts of your peers. Show me how you engaged in discussion and moved the conversation forward. You should never need to include another participant’s comments in your discussion summary, unless you are attempting to give your own words greater context.***

## **Description of Modules and Activities:**

### **Unit 1: Begin Text and Create Group Inquiry**

In this module you will read the introduction through chapter 2 of *Dive Into Inquiry*. We will then begin brainstorming a syllabus for our course, where all participants voices are heard and all ideas are encouraged. The syllabus already provided will be the skeleton and scaffolding. Essentially, we need to decide on topics and structure for our group inquiry, as well as learning outcomes for our inquiry. We also need to decide if we want to work in small groups, or as individuals, and create a rubric for evaluating participation. We will keep our learning objectives and course expectations in mind as we progress. You will read more about this in chapters 2-6.

Start by answering all questions in the forum in order to help gauge interests and learning styles. Then, look over the shared google document and add your comments and suggestions. Together, we will agree on a topic and generate an essential question for research.

To get yourself acquainted with some contemporary topics, read through the topics and accompanying articles on the Moodle. What questions, curiosities, passions come up for you? You may also want to decide on topics based on your subject matter; for example, something pertaining to art, language, or social studies. Please plan on doing most of your own research.

## **Unit 2-3: Shifting Control from Teacher to Student**

**Note: this is a 3 week long combined unit!**

You have three weeks to complete this unit. You will read chapters 3-6 of the text, reflect on your own teaching practices, and put yourself in the shoes of your students. Also, as stated in the syllabus, we will begin an inquiry as a class, using a current American Indian topic. Learning outcomes and assessments will be detailed in our co-created syllabus. Finally, you will design a beginning level inquiry for your classroom. Please answer all questions in the forums below and, as always, comment on at least three other posts.

## **Unit 4: The Four Pillars of Inquiry**

In this unit you will become familiar with the four pillars of inquiry and ways they can lead students to the right topic or essential question. You will also use these four pillars to help you hone in on your own free inquiry topic and essential question. Read chapter 7 The Four Pillars of Inquiry and answer all questions in your forum post. Be sure to comment on the posts of others.

## **Unit 5: Essential Questions**

In this unit, you will read chapter 8 and start to explore and generate essential questions. Most importantly, use this chapter to help you generate your essential question - the one you will answer, or seek to answer in your free inquiry. You will also brainstorm and generate 5 essential questions you would allow students to research in your content area. Post your answers in the forum. Comment on other posts.

Find out more about essential questions by following the links on the Moodle.

## **Unit 6: The Free-Inquiry Proposal**

After reading chapter 9 create and submit your complete free-inquiry proposal. In addition to responding to the six questions in the chapter, include rubrics or other assessments for your work, and learning outcomes and objectives for your inquiry. Your inquiry proposal can be a calendar, a powerpoint, an essay - whatever makes sense to you as long as it meets the criteria in the rubric provided in the syllabus.

## **Unit 7: Exploring and Researching**

Read chapters 10-13 (finish the book) and begin your research. Document your research and progress, including new questions that arise, road blocks you experience, and any changes to your inquiry plan. You will take the next three weeks for research, posting detailed progress reports along the way, the first one is due the end of this week. Post in the week's forum and respond to other posts.

## **Unit 8: Creating and Authentic Piece**

For this unit, send an update of your research progress in any format (calendar, power-point, document, journal) and participate in this week's forum. As always, respond to at least three other posts. Finally, create and post a rubric you will use to grade your own students' final products.

## **Unit 9: Making Findings Public**

Post a final update on your inquiry progress and participate in the group discussion around making student work public.

## **Unit 10: Sharing Our Learning**

In this unit your entire inquiry, including updates, proposal, process, learnings, and final product are due. Submit it to the assignment folder AND the forum (you may have to provide a link or a picture due to file size limits). Finally, share your experience of this process - How did it feel? Chaotic, frustrating, empowering?- and give yourself a final grade.

## **Conclusion and Graduate Credit**

For undergraduate or OPI credit, your inquiry product is your final project. For graduate credit, in addition to your inquiry share, you will design any type of inquiry for your students within your content area AND integrating IEFA. Use [Understanding By Design](#) by defining your end goal for students and working backward. Be sure to scaffold and set parameters for the inquiry so that students are still delving into required subject matter. If you choose free inquiry, be sure to include the background knowledge and prior experiences that will support students in this endeavor. Include questions you will ask, examples you will share, and other ways you will ignite and engage your students. What other supports will you provide? How will you assess learning and effort? How will you motivate your toughest students? Include one set of student interview questions you can imagine using with a student to help him or her get started. For more resources on IEFA and content area go to the OPI website by clicking this link in the Moodle:

<http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education>