

## Inquiry Project and Community Learning Field Experience 2018-2019 options:

### **TERM 1**

**EADM 411 (01) – Instructor: TBA**

**Tuesday 6 – 8:50 pm**

**Title:** Professional Communication: The Pathway to Credibility

Course description: Often, those new to the profession begin their careers as substitute teachers; and some are lucky enough to get a contract. In either situation, inexperienced teachers find it necessary to establish their credibility with their students, with other teachers, with administrators and with parents. This can be a daunting task, and those who have the tools to establish lines of professional communication are at an advantage. This course is meant to explore the theory and practice of professional communication. Teacher candidates will investigate ways to establish credibility through practical skill-building in written and oral communication. They will have opportunities to apply theoretical principles to written communication in the form of emails, letters to parents and administrators, portfolios, job packages, and written reports. They will also have opportunities to apply theoretical principles to oral communication in the form of interviews, impromptu speeches, short talks, and presentations.

### **TERM 2**

**EADM 411 (02) – Instructor: Jing Xiao**

**Wednesday 1 – 3:50 pm**

**Inquiry into International and Comparative Education: Issues and Perspectives**

As internationalization is increasingly having an impact on educational settings, it is important to consider the different foci and approaches that will assist in understanding the reality of teaching in the 21<sup>st</sup> century. This course focuses on inquiry as an approach to investigate issues and perspectives related to international and comparative education. The objective is to show how inquiry-based learning can be used to understand the impact of social and cultural diversity on your teaching practice. In this course, you will be exposed to content in the following areas: structures of educational systems in different countries and regions; understanding cultural diversity in today's classroom; and the implications of international perspectives on the practice of teaching. The course will lead to developing an inquiry-based project focusing on one of those three areas.

~~**EADM 411 (02) – Instructor: TBA – CANCELLED**~~

~~**Tuesday 9 – 11:50 am**~~

~~**Inquiry into International and Comparative Education: Issues and Perspectives**~~

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**ECUR 411 (02) – Instructor: Tracy Walker**

**Thursday 9:00 – 11:50 am**

**Experiential Learning & Open Inquiry through the Scientific Process**

This course is an experiential learning opportunity focused on inquiry within a science context. In this course you will pursue two concurrent inquiries. As professionals, you will reflect on pedagogical approaches to integrating learning through inquiry in your classroom. As learners, you will design and conduct your own scientific experiment, possibly using equipment at Canada's only synchrotron, the Canadian Light Source. You will build theoretical knowledge and practical abilities through investigation and integration of learning theory, the encultured nature of knowledge, curricula, teaching approaches and strategies, assessment, information communication technologies and other topics, as they connect to each phase of the science process while considering your identity, practice, role and responsibilities as a teacher.

**ECUR 411 (04) – Instructor: TBA**

**Tuesday 1:00 – 3:50 pm**

**Title: TBA**

Course description: **TBA**

**EFDT 411 (02) – Instructor: Dianne Miller**

**Wednesday 1:00 – 3:50 pm**

**School and community gardens as sites of teaching and learning**

In this course, teacher candidates will be able to inquire into the multi-faceted opportunities for learning that school and community gardens provide. We will investigate the history of school gardens, what drives their current popularity, and how they can be developed and used to meet outcomes across the curriculum for every age-level, as well as produce nutritious food. We will consider broad issues of sustainability, food production, food security, and food sovereignty. We will learn about and actively participate in programs and schools within Saskatoon that promote school and/or community gardens and learn how to “create a garden of possibilities” for our indoor and outdoor classrooms. (<http://www.littlegreenthumbs.org/>)

**EFDT 411 (04) – Instructor: Howard Woodhouse**

**Tuesday 5:00 – 7:50 pm**

**Inquiry Learning: Where did it come from, and why?**

The inquiry method of learning and teaching has become increasingly important both in the College of Education and the schools of Saskatchewan. In this course, we shall trace its historical and philosophical origins from the early 20<sup>th</sup> century to the present day. Among the topics to be discussed will be the following: practice of inquiry in the classroom; inquiry as recitation and questioning; inquiry as problem posing; the Philosophy for Children movement; activism as inquiry; critical inquiry; discursive communities; storytelling as inquiry; ethics and inquiry; inquiring into themes of care; and educating for the 21<sup>st</sup> century.

**EFDT 411 (86) – Instructor: Karla Jessen Williamson**

**Thursday 11:30 am – 2:20 pm**

**Topic: Spoken Words: Aboriginal Oral Traditions and Knowledge**

*(This is a section reserved for ITEP students. Non-ITEP students who wish to take this class can request permission from ITEP to take this section by filling out the class permit override form found in the Education Channel on PAWS and submit the signed form to the ITEP office. If approved ITEP will place permission on the system to allow you to register.)*

As a teacher candidate you are expected to develop an independent or interdependent inquiry on spoken words of Aboriginal peoples and figure out how your learning of these is connected to your future teaching based on your experiences. Your learning will be facilitated in developing understanding of approaches to inquiring appropriate to questions you wish to address in regards to Indigenous oral traditions and knowledge. You are encouraged to engage in deeper inquiry to develop positive attitudes towards oral traditions and story telling that come from Indigenous community. Your inquiry involves how you would go about creating partnerships in education and develop skills related to Aboriginal community engagement and community-based learning.

**EPSE 411 (02) – Instructor: Jennifer Nicol**

**Monday 10:00 am – 12:50 pm**

**Creativity in Education**

This course is designed to facilitate self-directed learning opportunities for students who, working individually and then in small groups, will investigate the topic of creativity in education. Student inquiries will include community learning opportunities as well as explorations of scholarship literature, professional publications, popular press, and social media in order to (a) increase knowledge and understanding about creativity and the creative process; (b) offer possibilities to augment student's professional learning and teaching effectiveness; and (c) provide experiences with inquiry learning.