



**Faculty of Education
Department of Curriculum & Instruction**

Fall 2020

**Cross-Curricular Inquiry Strategies
EDCI 787 (A02) – CRN 11249
September 9, 2020 – December 4, 2020
Fridays, 1:00pm-3:50pm**

Instructor: Lyndze Harvey, PhD.
Office: Home Office, Zoom
Office Hours: By Appointment, on Zoom
Office Phone: Please Email
E-mail: lcharvey@uvic.ca

Course Website: Brightspace
Course Video Room: Zoom
Alternative phone-only access: in email
Meeting ID: 971 3981 5053
Password: 690306

Territory Acknowledgement

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Calendar Description

Inquiry-focused, project-based learning strategies applicable across a range of subject areas, and adaptable to learners' needs, interests, and competencies, will be presented, experienced and critically examined. Grouping structures that facilitate collaborative investigations and interactions, and multi-format presentations, will be featured.

Course Description

Many new teachers find they are asked to teach outside their main subject area, either in permanent or temporary contracts, or else in a substitute teacher role. These situations will put your professional skills with general teaching methods to the test. A cross-curricular understanding of teaching *and* learning is valuable in these contexts, and so this course will provide you with the experiences of choosing, practicing, and evaluating the methods which are appropriate to a variety of instructional tasks and challenges. At the conclusion of this course, you will have achieved expertise with teaching methods across the curriculum and be able to make complex pedagogical judgments about the practical efficacy of several teaching techniques in different curricular contexts.

Diversity and Equity Statement

Our Faculty of Education embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age,

socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, espouse or encourage bigotry, either implied or explicit, will not be tolerated.

Teaching Method

Class meetings will feature teacher-led and student-centered activities in an online/virtual classroom setting. There will also be student led seminars, guided activities outside of the virtual classroom, and dedicated time on inquiry-based explorations/investigations. Self-assessment, peer assessment, collaborative assessment, and instructor assessment will be blended.

Text/Reading List

Government of British Columbia. *BC's New Curriculum*. <https://curriculum.gov.bc.ca/>
Rancière, J. (1991). *The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation*. Trans. By Kristin Ross. Stanford, CA: Stanford University Press.

Other readings will be assigned throughout the course as students engage in inquiry and research.

Remote Access to Some University Services

A Virtual Private Network (VPN) allows users to access networks and services over a secure connection. Please note that some university services, including library access, may require you to connect to the library servers by VPN. To download and install the Cisco VPN software, please visit: <https://www.uvic.ca/systems/support/internettelephone/remotearchive/index.php>

Mode of Instruction

This course will be offered online. We will be using Zoom for our virtual classroom to participate in live video meetings. There will be articles, projects, and other aspects posted on our Brightspaces. We will use editable online documents (through google drive). All of these elements will be our learning spaces.

Please be familiar with the [OIPC Cloud Computing Guidelines for Public Bodies](#) and [UVic's Privacy resource](#) and engage in any cloud-based tools only as it may be your personal preference as it is NOT required to complete this course.

The course will be supported by a variety of communication tools including: Email, Brightspaces, video conferencing via Zoom, websites, and Google Drive.

Please note that online learners must connect to the any video classes from a dedicated learning environment (e.g., not connecting from public wifi at the beach); consider the video conferencing etiquette (e.g., mute your mic when not talking to minimize background noise); and be aware of your video presence (e.g., the lighting is acceptable and your camera angle is not missing the top half of your head). Using a dedicated headset with microphone will also help to provide better audio.

Required Technology and Connectivity

Students are required to have the following technologies and connectivity levels.

- Internet Connectivity
 - A *reliable* 10 MBps (minimum) Internet connection for live video sessions
 - Wired connection is preferred over wireless
 - No one else on a local network is actively streaming or downloading during the connection (e.g., streaming movies)
 - Successful test of your Blue Jeans/Blackboard/Zoom connection prior to course
- Hardware:
 - Use a desktop or laptop as opposed to a mobile device (e.g., iPad) for live sessions is recommended
 - The desktop or laptop should be capable of playing videos/participating in video conferencing, audio and include a webcam and mic for capturing video and audio
 - A headset with a microphone and noise cancellation feature

SUPPORT

- ❖ **Help Desk:** The computer help desk is open to all UVic students for general technical help.
 - Hours: Monday to Friday (closed statutory holidays)
 - Tel: 250.721.7687
 - Email: helpdesk@uvic.ca
 - Website: <http://helpdesk.uvic.ca>
- ❖ **Education Student Tech Support**

Perry Plewes and a co-op student are available for technical help for students in Education courses. If you have any difficulty solving your problem, please give them a call. Their contact information is as follows:

 - Tel: 250.360.6660 (Perry Plewes)
 - Email: felctech@uvic.ca
 - Website: <https://www.uvic.ca/education/resources/digital-studios/index.php>

UVic Libraries:

UVic Library Website: <https://www.uvic.ca/library/>

Ask Us Website: <https://www.uvic.ca/library/research/ask/index.php>

contains resources and information including:

- Text a Librarian: 250.514.7085
- Email a Librarian: askref@uvic.ca or use this [form](#)
- Live Chat with a Librarian via "[AskAway](#)" (open Mon-Thurs 9am-9pm, Fri 9am-5pm, Sat 11am-5pm, Sun 10am-9pm)

[Guide to Education Resources in UVic Libraries](#)

Education Librarian:

[Pia Russell, Reference Librarian for Education](#)

Phone: 250.721.8259

E-mail: prussell@uvic.ca

Twitter: [@LibrarianPia](#)

Extra Support for Distance Learners:

UVic Distance Learning and Research Infoline Office – specifically for distance education learners making library requests: 1.800.563.9494

UVic Library Services for Distance Students: <https://www.uvic.ca/library/locations/home/iline/>

Distance Learning Contacts and How to Request Materials:
<https://www.uvic.ca/library/locations/home/iline/contact.php>

Our Virtual Classroom

Let's learn together and support each other as we learn. Patience and compassion will be key as we get to know each other and the online mediums with which we engage. For some of us, these mediums will be new and pose challenges and cause us to feel vulnerable. Self-compassion will also be important. When connecting with the group via Zoom, please join from the quietest place with the strongest internet connection available. If possible, wear headphones or a headset during the session.

Prepare yourself to be fully present during the session. Do you need to remove a pet from the room or hide your mobile phone? We won't be using email during this session, so you can close your email inbox, too, if it's open. Closing social networking apps may also help you to focus.

You can find our Zoom Room listed in Brightspaces.

Course Outline/Schedule of Meetings

In addition to the table below, a detailed schedule of topics and activities is available to participants on the class Brightspaces through the UVIC website. Topics, readings, and schedule are approximate and may be changed to reflect the dynamic nature of the time we are in. Since this outline is subject to change, please see the course website for updates.

Date	Topic & Plans	Assignments & Activities
Friday, Sept. 11	<i>Introduction to the Course</i> <i>Course expectations and goals</i> <i>Creating community</i>	
Friday, Sept. 18	<i>Praxis</i> <i>Teaching beliefs and teaching approach</i> <i>Discomfort of not knowing</i> <i>READ: Rancière, Ch.1</i>	Philosophical Orientation Survey (do this before class)
Friday, Sept. 25	<i>Inquiry & Universal Teaching</i> <i>We can teach what we don't know</i> <i>Forming groups, initial planning exercises</i> <i>READ: Rancière, Ch.2</i>	
Friday, Oct. 2	<i>Lesson Design Part 1</i> <i>Doing exercises with small groups</i> <i>Preparation & planning for Teaching Presentations</i>	I Taught Myself Presentations
Friday, Oct. 9	<i>Lesson Design Part 2</i> <i>Forming groups, doing exercises with small groups, homework for the week</i> <i>Preparation, consultation, rehearsal.</i>	I Taught Myself Presentations, Assign reading to your mirror group today.
Friday, Oct. 16	<i>Teaching Presentations Day 1</i> <i>Group A, B, C</i>	

Friday, Oct. 23	<i>Teaching Presentations Day 2</i> <i>Group D, E, F</i>	
Friday, Oct. 30	<i>Peer Review Meetings</i> <i>Meet with 'mirror group'</i> <i>Re-evaluate our positions</i> <i>Discuss our current professional inquiries</i>	Teaching Assessments #1 Due
Friday, Nov. 6	<i>Lesson Design Part 3</i> <i>Online teaching & Learning</i> <i>Doing exercises with small groups</i> <i>Preparation & planning</i>	
Friday, Nov. 13	<i>Lesson Design Part 4</i> <i>Forming groups, doing exercises with small groups,</i> <i>homework for the week</i> <i>Preparation, consultation, rehearsal.</i>	Assign reading to your mirror group today.
Friday, Nov. 20	<i>Teaching Presentations Day 3</i> <i>Group A, B, C</i>	
Friday, Nov. 27	<i>Teaching Presentations Day 4</i> <i>Group D, E, F</i>	
Friday, Dec. 4	<i>Peer Review Meetings</i> <i>Course Conclusion</i>	Teaching Assessments #2 Due

Assignments

TITLE	DUE DATES	VALUE
<i>I Taught Myself</i> Presentation	To be assigned — 2 or 9 October	10%
Teaching Presentation #1	To be Assigned — 16 or 23 October	20%
Assessments of Teaching #1	30 October	20%
Teaching Presentation #2	To be Assigned — 20 or 27 November	25%
Assessments of Teaching #2	4 December	25%

Note: Each *Presentation* assignment coordinates with a subsequent *Assessment* assignment.

***I Taught Myself* Presentation – 10%**

After reading and discussing the reading (Rancière), and the idea that a non-expert, amateur, etc. can teach a subject they do not know, we will explore the process(es) we have taken teaching ourselves. Everyone has experience teaching themselves something. In this assignment, you will:

- Consider something you have taught yourself.
- Consider Rancière and the concept of Universal Teaching.
- What method(s) did you use to teach yourself?
- What method(s) did you use to learn?
- Tell the story of this process of teaching and learning.
- What did you learn from considering this moment of when “I taught myself”?
- How might this be considered in your future classroom?

Teaching Presentations – 1 x 20% & 1 x 25%

Each TEACHING PRESENTATION is a group assignment worth 20% (first one) and 25% (second one) of your course grade.

- **We will take class time to form groups and assign presentation dates.**

Each presentation coordinates with a subsequent individual ASSESSMENTS OF TEACHING assignment.

- *I recommend that during your work on the Teaching Presentation you keep a written record of the decisions you make, and the reasons for them. This will valuably inform your following Assessment of Teaching Assignment.*

Requirements

1. **Lesson Presentation:** Develop a *learning outcome* using the BC Curriculum, from a subject ***that is outside your group’s teaching areas***. You will then align it with appropriate *content*, *teaching methods*, and *assessment* to deliver a high-quality 30-minute lesson to the class.
 - a. Consider how your decisions at the planning and rehearsal stages will enable your peers to learn what you teach.
2. **Lesson Plan and Rationale:** Prepare a 2-page handout for your classmates:
 - a. Page 1 will show the lesson plan; and
 - b. Page 2 will state the lesson’s purpose and explain the rationale for the choices (content, methods, assessments, sequencing, and so forth) you have made.
3. **Technical:**
 - a. Use 1-inch margins and 11 or 12-point font.
 - b. These documents should be shared on Brightspaces.

Assessment Criteria

Group Presentations will be evaluated based on their:

1. **Internal Consistency:** Both its written plan and performed presentation should demonstrate your attention to matching learning outcomes with teachable content or skills, appropriate methods of instruction, and assessment of learning.
 - a. This feature will indicate the strength of your lesson's focus on topic, and hence on student learning.
 - b. One way to test for internal consistency is to ask at each step, "what work does this choice accomplish to help this lesson meet its outcome?"
2. **Choices of Outcome, Content, Methods, and Assessment:** Your plan and reflection should explain how the particular content, methods, and assessments you chose for the lesson are the optimal or preferable ones. A good way to test your choices is to imagine what other options are available, and explain why they are less suitable.
 - a. Consider that these choices will influence your use of time (see below).
3. **Sequencing of Activity:** Each part of the lesson should be in its correct place relative to the others.
 - a. One way to test the strength of sequencing is to ask why the parts of the lesson appear in the order they do, and whether any particular part would work better elsewhere.
4. **Use of Time:** Each step in the lesson should be of an *appropriate length* to accomplish its work. It should also be in *reasonable proportion* to other parts of the lesson.
 - a. One way to test *appropriate length* is to ask whether that portion "goes too slowly" or "goes too quickly." If so, how would changing the pace better enable student learning?
 - b. One way to test *reasonable proportion* is to ask whether one part of the lesson optimally enables or inconveniently interferes with another.
5. **Appropriateness and Accuracy:** All parts of the lesson should be appropriate for the students in the learning outcome's grade level, and all content or skills should be presented accurately and generously.
 - a. All concepts should be sufficiently defined so that learners might use them properly to do other work in the lesson; and
 - b. Any concepts that are complex, problematic, or controversial in any way should be acknowledged as such.
6. **Distribution of Labour:** All members of the group should take an equal share in leading learning in the lesson. Avoid delegating all the substantive teaching tasks to only some group members, and all the managerial tasks to the remainder.

Due Dates: 16 or 23 October (PTD #1/#2); and 20 or 27 November (PTD #3/#4).

Assessments of Teaching – 1 x 20% & 1 x 25%

These are individually prepared and assessed assignments, and each is coordinated with its preceding **TEACHING PRESENTATION**. These are not group assignments.

Each Assessment of Teaching has two parts. In the first part you evaluate your own group's teaching presentation, and in the second part you evaluate your "Mirror Group's" teaching presentation.

Requirements

1. **Evaluate the strengths and weaknesses of both Your Group's and Your "Mirror Group's" presentations.** You may follow the Teaching Assignment's *Assessment Criteria* (see above) to inform your judgments as you answer these questions:
 - a. How did each group's choices enable or impede student learning?
 - b. What evidence of learning (or not learning) did you observe?
 - c. What might the group have done differently to better meet the outcome? (If nothing, then show how 1 or 2 *reasonable* alternative choices would have weakened your/their presentation.)
2. **Technical:**
 - a. Use separate headings and sections for **MY GROUP'S LESSON** and **MY MIRROR GROUP'S LESSON**.
 - b. Each section should be between 2.5 and 3 pages in length, for a total of 5-6 pages in 11 or 12-point font with 1-inch margins.

Due Dates: 30 October (Assessment of Teaching #1) and 4 December (Assessment of Teaching #2).

Administrative Practices

Attendance and Participation

The University of Victoria's Teacher Education Program is highly participatory in nature. Full attendance and active participation are expected. These expectations connect with the First Peoples Principles of Learning, which recognizes that "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)."

Full attendance and **active participation** are professional commitments that are expected of teacher candidates in all classes (including lectures, labs, tutorials, seminars), practica and field experiences. Most classes are organized as cohorts and the learning in this collaborative environment is maximized when everyone is present and contributing.

Your attendance serves your learning and the learning of your colleagues. During this challenging time, and under new and unexpected circumstances, we hope to support each other. Please attend as much as you can and with as little or as much preparation as you can. If attendance or participation is a challenge for you, please

reach out to discuss your needs and problem-solve with the instructor. Let's support each other!

Department of Curriculum & Instruction Policy on Students' Use of an Editor

We are pleased allow you to use the following forms of assistance by an editor:

1. **Proof reading** which includes: reviewing work for accuracy of inputting; adherence to a specified design' mechanical or typographic errors in text or formatting; identifying inconsistencies in elements (e.g. headings in APA format); and identifying errors in spelling, punctuation and visual elements
AND
2. **Copy editing** which includes: editing work for grammar, spelling, punctuation, usage and other mechanics of style; reviewing work for consistency of mechanics and internal consistency of facts; indication the hierarchy of heading and placement of art; identifying citation errors; editing captions and credit lines' and editing front matter.

In addition, BUT ONLY WITH WRITTEN PERMISSION OF YOUR INSTRUCTOR, you may seek Stylistic editing which includes: clarifying meaning; polishing language; querying confusing sentence structures; identifying wrong word choices and ambiguous passages; checking tables, figures and visual materials for clarity; identifying faulty connections and transitions; and/or identifying jargon, redundancies and verbosity.

Academic Integrity

Students are reminded that they must follow University policies on academic integrity. Violations of this policy include plagiarism, unauthorized use of an editor, cheating, multiple submission and falsifying materials. Further details, including penalties, can be found online via the Academic Calendar <https://web.uvic.ca/calendar2019-01/undergrad/info/regulations/academic-integrity.html#> Students should consult with their instructors if in doubt about what constitutes a violation of academic integrity.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage. If you do not receive an email invitation, you can go directly to <http://www.uvic.ca/learningandteaching/students/resources/ces/login.php> . You will need to use your UVic netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR).

Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

Undergraduate Grading Scale

Passing Grades	Grade Point Value	Percentage*	Description
A+ A A-	9 8 7	90-100 85-89 80-84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	6 5 4	77-79 73-76 70-72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ C	3 2	65-69 60-64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing . Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage*	Description
E	0	0-49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary Grade	Grade Point Value	Percentage*	Description
INC	N/A	N/A	Incomplete . Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See "Deferred Status", page 61.
INP	N/A	N/A	In Progress . Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	Co-op Interrupted Course . See "General Regulations: Undergraduate Co-op", page 79.
Grade Note			Note
AEG	N/A	N/A	Aegrotat . Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	Withdrawal under extenuating circumstances . The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

*The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9-point GPA/letter grade system. The 9-point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.