Collaborative Inquiry for Students: Preparing Minds for the Future®

Course Description
Collaborative Inquiry for Students: Preparing Minds for the Future® provides educators with research-based strategies for designing and implementing collaborative inquiry for students. Collaborative inquiry fosters the skills students need now and in the future to develop a deeper understanding and mastery of content knowledge and skills. Participants will experience and evaluate the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, performance-based learning, and live-event learning. Participants will identify desired results and acceptable evidence by developing standards-based essential questions, topic questions, and assessments. Participants explore the role of the facilitative leader as they learn strategies for teaching collaboration and designing collaborative inquiry experiences.

Digital vs. Printed Course Materials
When you register for a PLS 3rd Learning course, you have two choices for acquiring the required course materials. You may:

- Purchase printed course materials (includes access to the identical digital course materials)
- Access free digital materials (PDF)*

*After you register and your class is confirmed, you will receive a confirmation letter outlining how to access digital materials. If you choose digital materials (no printed materials), there may be a small file of pages you will need to print and bring to class. You will also need to access these digital materials during the course, so be prepared to bring your own device (B.Y.O.D.) to each class.
Course Alignments
This PLS 3rd Learning course is aligned to Charlotte Danielson’s *Framework for Teaching:*
Domain 1 – 1A, 1B, 1C, 1E, and 1F
Domain 2 – 2A and 2B
Domain 3 – 3A, 3B, 3C, 3D, and 3E
Domain 4 – 4A, 4B, 4E, and 4F

Course Outcomes
Upon completion of this class, the learner will be able to:
1. Discuss and apply current, validated research underlying the theory, principles, and practices of meaningful activities used to create interesting classrooms.
2. Explain the elements of the SCORE model (skills, curriculum, organization, results, evaluation) and the relevance of each element in creating meaningful classroom activities.
3. Demonstrate how and why creativity is an asset for educators faced with restrictive curricula, limited resources, and diverse student needs.
4. Identify and discuss the Skills of Life addressed in this course and how they help students become successful lifelong learners.
5. Apply the categories of the Questions for Life® model on a daily basis to help students develop critical-thinking skills that deepen learning.
6. Implement the various types of active-learning strategies (creativity building, simulations, games and races, brainteasers and logic problems, movement activities, skill-building activities, problem-solving, alternative assessments).
7. Identify and explain specific types of lessons in the instructional process (introductory, informational, practice, review, culminating).
8. Evaluate the appropriateness, effectiveness, and impact of activities in each of the lesson types (introductory, informational, practice, review, culminating).
9. Plan, implement, evaluate, and demonstrate an activity-oriented lesson using the SCORE criteria.
10. Adapt a game or race for increased effectiveness in a specific type of lesson by using the SCORE criteria to plan and evaluate it.
11. Plan, create, demonstrate, and evaluate a new activity for use in the classroom using the SCORE criteria.
12. Reflect on and continuously evaluate personal practice, and adjust accordingly.
13. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.
14. Generalize this course content to reflect how diverse populations within classrooms have their needs met by the application of the skills, strategies, and knowledge gained in this course.
**Institutional Outcomes**
(To be listed here)

**Required Text**
Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual.

**Topical Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>List of Concepts</th>
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<tbody>
<tr>
<td><strong>Welcome and Discover—Collaborative Inquiry</strong></td>
<td>Explore an overview of course concepts based on the <em>Appreciative Inquiry</em> model of discover, dream, design, and deliver; develop strategies for modeling and teaching the Attitudes of Positive Intention to students; explore the shift from deficit-based thinking to asset-based thinking; examine the Spectrum of Collaborative Inquiry and the models of individual inquiry-based learning, problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, performance-based learning, and live-event learning; explore the Collaborative Inquiry Design Components; experience the <em>Individual Inquiry-Based</em> model of collaborative inquiry; explore research and literature supporting the use of collaborative inquiry for students; internalize the ideas and concepts learned and make connections to the classroom</td>
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<tr>
<td><strong>Discover—Compelling Whys</strong></td>
<td>Examine the compelling whys for using collaborative inquiry in the classroom; examine how collaborative inquiry fosters the five minds of the future identified by Gardner; evaluate and discuss the issues and trends that impact education and support collaborative inquiry; experience the <em>Problem-Based Learning</em> model of collaborative inquiry; develop strategies for incorporating 21st century skills in collaborative inquiry experiences; experience the <em>Hypothesis-Based Learning</em> model of collaborative inquiry; analyze the design of collaborative inquiry by using Questions for Life—Levels of Understanding and the Collaborative Inquiry Design Components; collaboratively design a personal collaborative inquiry experience for students; internalize the ideas and concepts learned and make connections to the classroom</td>
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</tbody>
</table>
Discover—Collaboration

Develop strategies for forming and managing collaborative teams and teaching students collaboration and teamwork through the TEAM Model of Collaborative Inquiry; experience the Project-Based Learning model of collaborative inquiry; evaluate team member strengths through leadership styles as they relate to work and decision making; learn to establish team structure through roles and responsibilities; practice the aspects of active communication: active listening, active dialogue, and active attention to styles; use various tools for generating ideas and making collaborative decisions; experience the Appreciative Inquiry model of collaborative inquiry; collaboratively design a personal collaborative inquiry experience for students; internalize the ideas and concepts learned and make connections to the classroom.

Dream—Envision the End

Examine the concept of backward design and structuring collaborative inquiry experiences; experience the Performance-Based Learning model of collaborative inquiry; identify desired results by writing essential questions, topic questions, and goals and objectives; complete a self-assessment on knowledge and practices regarding assessment; evaluate the assessment strategies of summative assessment (including product and performance assessments), briefing, debriefing, diagnostic assessment, formative assessment (including feedback), reflective assessment, and rubrics; determine acceptable evidence by designing and using assessments and rubrics for a Hypothesis-Based collaborative inquiry experience; collaboratively design a personal collaborative inquiry experience for students; internalize the ideas and concepts learned and make connections to the classroom.
Design—Collaborative Inquiry

Experience the Live-Event Learning model of collaborative inquiry and analyze the design components within the experience; experience either a Problem-Based Learning or Appreciative Inquiry model of collaborative inquiry and recommend adaptations and improvements; collaboratively finalize the design of a personal collaborative inquiry experience for students; internalize the ideas and concepts learned and make connections to the classroom.

Deliver—Leadership and Implementation

Evaluate, apply, and set goals as they relate to facilitative leadership; explore the components of content facilitator, process facilitator, and emotions facilitator; present a personal collaborative inquiry experience to peers; participate in and deliver a feedback protocol for evaluating collaborative inquiry design; internalize the concepts learned and make connections to the classroom; set goals for future application of course content; review and synthesize course concepts.
**Course Assessments and Links to Institutional Outcomes and Course Outcomes**

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. The six mandatory assessments, which are bolded below, total 80 points. Participants choose two additional assessments totaling 20 points for a cumulative total of 100 points for the course.

<table>
<thead>
<tr>
<th>Assessment No.</th>
<th>Name</th>
<th>Points</th>
<th>Correlations With Institutional Outcomes</th>
<th>Correlations With Course Outcomes</th>
</tr>
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<tbody>
<tr>
<td>No. 1</td>
<td>Review and Envision—Belief to Practice</td>
<td>10</td>
<td></td>
<td>1, 14, 15, 16</td>
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<tr>
<td>No. 2</td>
<td>Article Review</td>
<td>10</td>
<td></td>
<td>1, 2, 14, 15, 16</td>
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<tr>
<td>No. 3</td>
<td>Web Search</td>
<td>10</td>
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<td>1, 2, 3, 13, 14, 15, 16</td>
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<td>No. 4</td>
<td>21st Century Skills</td>
<td>10</td>
<td></td>
<td>1, 2, 12, 13, 14, 15, 16</td>
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<tr>
<td>No. 5</td>
<td>Innovation with Appreciative Inquiry</td>
<td>10</td>
<td></td>
<td>1, 2, 3, 4, 12, 14, 15, 16</td>
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<td>No. 6</td>
<td>Collaboration in the Classroom</td>
<td>10</td>
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<td>No. 7</td>
<td>Adapting Ideas to the Classroom</td>
<td>10</td>
<td></td>
<td>1, 12, 14, 15, 16</td>
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<td>No. 8</td>
<td>Desired Results and Acceptable Evidence</td>
<td>15</td>
<td></td>
<td>1, 5, 6, 7, 14, 15, 16</td>
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<tr>
<td>No. 9</td>
<td>Designing a Collaborative Inquiry Experience for Students</td>
<td>25</td>
<td></td>
<td>1, 2, 3, 5, 7, 8, 10, 11, 12, 14, 15, 16</td>
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<td>No. 10</td>
<td>The Facilitative Leader</td>
<td>10</td>
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<td>1, 9, 10, 14, 15, 16</td>
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**Total** 100

Criteria specific to each assessment will be explained in conjunction with the instructional activities.
Instructional Materials
Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

Instructional Methodology
The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole class discussion, analysis of assigned reading, and application of course content and skills to each participant’s individual grade level, subject area, and classroom.

Evaluation
The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

Grading Policy
(To be listed here)

Absence and Tardy Policy
(To be listed)

PLS 3rd Learning’s Academic Integrity Policy
PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another’s ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
Collaborative Inquiry for Students: Preparing Minds for the Future—Updated January 2014

- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication
The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students’ computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

Participant Professionalism Policy
As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.
Alignments to Charlotte Danielson’s *Framework for Teaching*
Each PLS 3rd Learning course is aligned to the components in Charlotte Danielson’s *Framework for Teaching*. The alignments for this course are listed below.

**DOMAIN 1: PLANNING AND PREPARATION**
1A. Demonstrating Knowledge of Content and Pedagogy  
1B. Demonstrating Knowledge of Students  
1C. Setting Instructional Outcomes  
1E. Designing Coherent Instruction  
1F. Designing Student Assessments

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**
2A. Creating an Environment of Respect and Rapport  
2B. Establishing a Culture for Learning

**DOMAIN 3: INSTRUCTION**
3A. Communicating with Students  
3B. Using Questioning and Discussion Techniques  
3C. Engaging Students in Learning  
3D. Using Assessment in Instruction  
3E. Demonstrating Flexibility and Responsiveness

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**
4A. Reflecting on Teaching  
4B. Maintaining Accurate Records  
4E. Growing and Developing Professionally  
4F. Showing Professionalism
## Course Outcome Correlations With INTASC Standards for Teachers

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<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</td>
<td>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.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</td>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</td>
<td>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
<td>1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</td>
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Standard 8: 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.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Standard 9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Standard 10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

2, 9, 10, 14, 15, 16

The Interstate New Teacher Assessment and the Support for Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at http://www.ccsso.org/intasc.


### Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Five Core Propositions

#### Proposition 1: Teachers are Committed to Students and Their Learning.

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NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

#### Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

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NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.

#### Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

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NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

NBCTs know how to assess the progress of individual students as well as the class as a whole.

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

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Bibliography


