



Introduction to Innovative Inquiry Design Professional Studies (non-credit)

Instructor: Evan Long, Ph.D.

Delivery Method: Asynchronous Online

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COURSE DESCRIPTION:

Do you keep hearing about the need to use performance-based assessments or inquiry-based learning in your courses, but don't know where to start or how to manage the plethora of challenges that come with such initiatives? Do you have questions or reservations about Virginia's upcoming shift to inquiry-based social studies standards? If so, this course is for you. In it, you will learn how to create your own innovative performance-based assessments using the Inquiry Design Model: the premier teacher-friendly tool used across the country for innovative inquiry design.

INSTRUCTOR INTRODUCTION:

Evan was a key member of the Project Management Team of the New York Toolkit: the group that created and launched the Inquiry Design Model (IDM) to bring the C3 Framework to life while implementing new inquiry-based standards in New York state. He is currently an Assistant Professor of Education and Program Coordinator at Longwood University where he continues to explore teachers' experiences using IDM in their classrooms. Likewise, he is a frequent contributor to *C3 Teachers* initiatives having now provided innovative professional development to thousands of teachers in the field across the country on inquiry design and performance assessments.

COURSE OVERVIEW:

This four-week-long class is semi-structured and self-paced with a weekly online module to complete. It provides an overview and introduction to key concepts in inquiry-based social studies including: C3 Framework for Social Studies, Inquiry Design Model, curriculum-embedded performance tasks, authentic intellectual work, and scaffolding for diverse needs. Although it focuses mostly on innovative inquiry design in social studies, all subject area teachers are encouraged to join. Participants will learn about existing inquiry-related resources, expert tips from the field on how to use and adapt them, and veteran guidance on best practices in inquiry design. All participants will walk out of the course with a self-created "inquiry" or curriculum-embedded performance task they can use in their own classroom.

COURSE TEXT:

- There is no required course text. Readings and resources will be posted within the Free Canvas course shell. We do recommend purchasing: Swan, Grant, and Lee (2019)'s Blueprinting an Inquiry-based Curriculum: Planning with the Inquiry Design Model. ISBN-13: 978-0879861162

COURSE OBJECTIVES:

Participants will be able to:

- Adapt existing inquiries for use in their own classes.
- Scaffold existing inquiries for range of diverse learners.
- Use Inquiry Design Model to craft meaningful inquiry-based learning experience.
- Embed critical or social justice pedagogy into inquiry-based learning experiences.

NCSS National Standards for Preparation of Social Studies Teachers 2017 in FOCUS

- Participants are knowledgeable about disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences.
- Participants plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.
- Participants design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.
- Participants reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Date	Topic	Assignment/Point Value
Week 1: Module 1	Understanding Inquiry Design Model <ul style="list-style-type: none"> • Historical and Philosophical Roots • Overview and background to IDM • Review existing resources • Voices from the field 	Activities 1-6: 25 points
Week 2: Module 2	Doing the Inquiry Design Model <ul style="list-style-type: none"> • Questions, sources, and tasks • 3 Fs: framing, filling, finishing • Assessment considerations • Tips for using and adapting inquiries • Long's tips from veterans and research: do's and don'ts 	IDM Blueprint: 25 points
Week 3: Module 3	Scaffolding Inquiry <ul style="list-style-type: none"> • Hard and soft scaffolds • Differentiation • Tinkering with sources • Embedding current events 	Scaffolding Plan: 25 points
Week 4: Module 4	Equity Considerations <ul style="list-style-type: none"> • Mythbusting social justice education • Leveraging community assets • Taking Informed Action 2.0: Beyond the letter to the editor 	Equity and Implementation Plan: 25 points

	<ul style="list-style-type: none">• Moving forward: collaboration and C3 Teachers	
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COURSE EXPECTATIONS

Assignments- Instructions for completing the 4 modules will be provided in the Free Canvas shell.

Attendance and Participation- Attendance for the course is determined by how many times and for how long you access the Free Canvas. Each module will include engaging videos, resources, and activities for you to explore and/or complete. All deadlines will be flexible and all work accepted until August 4th but experience suggests that students get more out of the course if they adhere to the suggested deadlines. Online courses can get away from you if not carefully scheduled. Take the time to review your commitments and upcoming assignments, schedule regular and consistent time to work on the course, and stick to the schedule. Communicate with the instructor any issues that may arise.

Grading Scale- All non-credit classes are Pass/Fail. A minimum percentage of 80% is required to pass. You will need 80 out of the total 100 points to pass.

Communication- The instructor will respond to student messages within 24-48 hours, generally through email. For all assignments, feedback will be delivered within one week of the due date. Students should inform themselves of all relevant policies and procedures posted in this syllabus and in the Start Here section of your Canvas class.

Technical Assistance:
Please contact your instructor for assistance with Canvas.

Class Evaluation:
At the conclusion of the course, each student will have the opportunity to evaluate the class and instructor. Your feedback is important to us. Please take the time to complete the online evaluation.