H8IL: Inquiry Learning

Inquiry Learning MERROVED Title Inquiry Learning MERROVED Module Level: LEVEL 8 EQF Level: 6 EHFA Level: First Cycle Credits: 10 Module Coordinator: Inquiry Learning MERROVED Module Coordinator: Inquiry Learning MERROVED Module Coordinator: Inquiry Learning MERROVED Module Coordinator: Leo Casey Departments: NCI Learning & Teaching Specifications of the qualifications and experience required of staff NCI Learning & Teaching Specifications of the qualifications and experience required of staff NCI Learning tracking and evaluation of different solutions to problems related to learning/development contexts On successful completion of this module the learner will be able to: # Learning Outcome Description Inquiry Learning the evaluation of different solutions to problems related to learning/development contexts LO3 Demonstrate how curiosity is crucial for inquiry and how to encourage curiosity in learning/development contexts LO4 Critically evaluate and adapt to feedback received from others on proposed ideas, approaches ro solutions to challenges in learning/development contexts LO5 Display an ability to use todois such as inquiry cycles and the Practice Profile of	Module Cod	0.	H8IL				
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Module Content & Assessment								
Indicative Content								
Introduction to the theoretical underpinnings of Inquiry learning Theorists including Socrates. Passmore, Dewey, Vygotsky, Piaget, Freire and Paul will be explored								
Teacher inquiry What is teacher inquiry, what types of relationships exist with teacher inquiry in the learning/development environment, the difference between teacher inquiry and reflection								
Curiosity What is curiosity and wonder, the role of curiosity in inquiry learning, how to ignite curiosity, how to nurture curiosity and develop the disposition								
Investigating How to ask, understand and interpret questions, how to plan based on available data and information, how to understand the outcomes of investigations, the role, value, strengths and challenges of collaboration to inquiry								
Creating The methods and value of prototyping responses to inquiry, ethics in the inquiry process, the value of collaboration to aid creativity in inquiry, the interpretation and implementation of feedback from others								
Communication and reflection The process of communicating outcomes of inquiry, methods for public sharing of your inquiry with the public,								
Tools and techniques Types of cycles of inquiry - cycles for addressing educational issues, cycles to promote critical thinking, cycles to enhance innovation Tools for self and others engagement in inquiry learning								
Assessment Breakdown			%					
Coursework			100.00%					
Assessments								
Full Time								
Coursework								
Assessment Type:	Project	% of total:	100					
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5					
Non-Marked:	No							
Assessment Description: Students will collaborate with a team of peers to select a question/area they are curious about that relates to a learning/development context. They must use a cycle of inquiry to reveal the solution(s) to their question. The output will be a report on the evolution of the process of inquiry. Also monthly vlogs or video diaries will be required from all team members. This project will be completed each semester, the focus of each project will differ. Each project is worth 50%.								
No End of Module Assessment								
No Workplace Assessment								
Reassessment Requirement								
Reassessment Requirement								

Coursework Only This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.

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Module Workload								
Module Target Workload Hours 0 Hours								
Workload: Part Time								
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload				
Lecture	per week	1.5	Once per semester	0.13				
Independent Learning	No Description	9	Once per semester	0.75				
Total Weekly Contact Hours								

Module Resources

Recommended Book Resources

Blessinger, P & Carfora, J.M. (2014), Inquiry based learning for faculty and institutional development: A conceptual and practical resource for educators, 1st. Emerald Group Publishing Ltd, Bingley:UK, [ISBN: 9781784412357].

Fichtman Dana, N & Yendal-Hoppy, D. (2014), The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry, 3rd. Corwin Press, [ISBN: 9781483331980].

Supplementary Book Resources

Littleton, K., Scanlon, E. & Sharples, M. (2012), Orchestrating Inquiry Learning, Routledge, [ISBN: 9781136486340].

Supplementary Article/Paper Resources

Springer. Learning Inquiry, [ISSN: 1558-2981].

Other Resources

[Online Journal], SUNY Buffalo State. Journal of Inquiry and Action in Education,

http://digitalcommons.buffalostate.edu/j iae/

Discussion Note: