H8IL: Inquiry Learning

Module Code:	H8IL
Long Title	Inquiry Learning APPROVED
Title	Inquiry Learning
Module Level:	LEVEL 8
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
Module Coordinator:	
Module Author:	Leo Casey
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Demonstrate how curiosity is crucial for inquiry and how to encourage curiosity in learners; from early childhood to adulthood
LO2	Evidence the creation, testing and evaluation of different solutions to problems related to learning/development contexts
LO3	Demonstrate the ability to work with others in evaluating solutions to challenges that arise in learning /development contexts
LO4	Critically evaluate and adapt to feedback received from others on proposed ideas, approaches or solutions to challenges in learning/development contexts
LO5	Display an ability to use tools such as inquiry cycles and the Practice Profile of Inquiry (PPI) appropriately when planning or adapting solutions to challenges in learning/ development contexts.

Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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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

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	0.13

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: