

# Collaborative Inquiry for Students: Preparing Minds for the Future™

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## Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL:

[PLSClasses.com/our-courses/syllabi](https://PLSClasses.com/our-courses/syllabi).

## Course Description

*Collaborative Inquiry for Students: Preparing Minds for the Future* is a 3-credit hour course that 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 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 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.

## Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

## Course Outcomes

Upon completion of this class, the learner will be able to:

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.
2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to collaborative inquiry.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Design learning experiences that allow students to develop learning, innovation, life, career, and mind skills that correlate to local and global trends.
5. Design learning experiences that develop teamwork, collaboration, communication, and decision-making skills in students.
6. Design an appreciative inquiry experience for the classroom that focuses on innovation and change and aligns to the design components of collaborative inquiry.
7. Design a collaborative inquiry experience for implementation that utilizes one of the models on the spectrum and is based on a synthesis of the collaborative inquiry methods, components, and strategies learned.
8. Analyze one's strengths as a facilitative leader and identify ways to improve or strategies to implement.

## Course Topical Outline

	List of Concepts
<p><b>Welcome</b></p> <p><b>Section 1: Discover— Collaborative Inquiry</b></p>	<p>Overview of course concepts based on the <i>Appreciative Inquiry</i> model of discover, dream, design, and deliver; community of learners and collaborative introductions; section overview, objectives, section map, topic questions, and research excerpts; strategies that foster the Attitudes of Positive Intention; choice of moods and shift from deficit-based thinking to asset-based thinking; collaborative inquiry and collaborative inquiry for students; Spectrum of Collaborative Inquiry: Inquiry-Based Learning, Problem-Based Learning, Hypothesis-Based Learning, Project-Based Learning, Appreciative Inquiry, Performance-Based Learning, and Live-Event Learning; Collaborative Inquiry Design Components; experience <i>Individual Inquiry-Based</i> model utilizing Appreciative Inquiry and establishing a goal; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that focuses on reflective practice.</p>

<p><b>Section 2.1: Discover— Compelling Whys</b></p>	<p>Section overview, objectives, section map, topic questions, and research excerpts; compelling whys for using collaborative inquiry; how collaborative inquiry fosters Gardner’s <i>Five Minds for the Future</i>: The Disciplined Mind, The Synthesizing Mind, The Creating Mind, The Respectful Mind, and The Ethical Mind; experience <i>Problem-Based Learning</i>: solving difficult dilemmas; compelling why: issues and trends that impact education and collaborative inquiry; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires a research and review of educational literature; complete an assessment that involves researching and sharing collaborative strategies that expand expertise.</p>
<p><b>Section 2.2: Discover— Compelling Whys</b></p>	<p>Compelling why: 21st Century Skills (Learning and Innovation Skills and Life and Career Skills) in collaborative inquiry experiences; analyze the levels of understanding based on Questions for Life cue words; experience <i>Hypothesis-Based Learning</i>: investigation of the Möbius Strip; design based on Questions for Life—Levels of Understanding and Collaborative Inquiry Design Components; complete a synthesis assessment in grade-level teams and design a collaborative inquiry experience to present to colleagues; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the design of learning experiences that allow students to develop learning, innovation, life, career, and mind skills that correlate to local and global trends.</p>

<p><b>Section 3.1: Discover— Collaboration</b></p>	<p>Section overview, objectives, section map, topic questions, and research excerpts; experience teamwork; the value of collaboration and teamwork; form and manage collaborative teams; <i>Project-Based Learning</i>: design a brochure; TEAM Model for Collaborative Inquiry: T—Team Member Strengths, E—Establish Team Structure, A—Actively Communicate, and M—Make Collaborative Decisions; strategies for recognizing T—Team Member Strengths: Leadership Compass inventory, how each leadership style approaches work tasks, best ways to work with each leadership style; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.</p>
<p><b>Section 3.2: Discover— Collaboration</b></p>	<p>Strategies for E—Establish Team Structure: roles and responsibilities; strategies for A—Active Communication: active listening, active dialogue, active attention to leadership styles under stress, best ways to communicate with each leadership style; strategies for M—Make Collaborative Decisions: generating ideas, making collaborative decisions; experience <i>Appreciative Inquiry</i>: develop an innovative product; peer-evaluation; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that involves the design of learning experiences that develop teamwork, collaboration, communication, and decision-making skills in students; complete an assessment that involves the design of an appreciative inquiry experience for the classroom that focuses on innovation and change and aligns to the design components of collaborative inquiry; complete a synthesis assessment in grade-level teams and design a collaborative inquiry experience to present to colleagues.</p>

<p><b>Section 4.1:</b> <b>Dream—Envision</b> <b>the End</b></p>	<p>Section overview, objectives, section map, topic questions, and research excerpts; <i>Dream</i> stage of the Appreciative Inquiry; experience <i>Performance-Based Learning</i>: poetry in motion; Wiggins and McTighe <i>Understanding by Design</i>; <i>Stage 1—Identify desired results</i>: essential questions, topic questions, goals, and objectives aligned heart of the discipline; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.</p>
<p><b>Section 4.2:</b> <b>Dream—Envision</b> <b>the End</b></p>	<p><i>Stage 2—Determine acceptable evidence</i>: self-assessment on knowledge of assessment and assessment practices; multiple intelligences products, assessment strategies: summative assessment, briefing, debriefing, diagnostic assessment, formative assessment, feedback, reflective assessment, and rubrics; experience <i>Hypothesis-Based Learning</i>: dinosaur excavation; formative and summative assessments to evaluate outcomes; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; expand expertise and enhance teacher practice in an exchange of methods, strategies, and activities; complete a synthesis assessment in grade-level teams and design a collaborative inquiry experience to present to colleagues.</p>

<p><b>Section 5: Design— Collaborative Inquiry</b></p>	<p>Section overview, objectives, section map, topic questions, and research excerpts; Stage 3—<i>Plan learning experiences and instruction</i>: experience <i>Live-Event Learning</i>: museum tour of ancient Egypt; and conducting a museum tour of team designs and learning; analyze Questions for Life and design components; experience either <i>Problem-Based Learning</i>: cost of tile floor design or <i>Appreciative Inquiry</i>: future living under the earth, underwater, or in the sky; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete a synthesis assessment in grade-level teams and design a collaborative inquiry experience to present to colleagues.</p>
<p><b>Section 6.1: Deliver— Leadership and Implementation</b></p>	<p>Section overview, objectives, section map, topic questions, and research excerpts; goals for facilitative leadership: content facilitator, process facilitator, and emotions facilitator; <i>content facilitator</i>: resources needed for a lesson, teaching students how to evaluate reliable resources; <i>process facilitator</i>: self-assessing one’s leadership style, facilitation strengths and struggles, monitoring and observing groups, establishing collaborative guidelines for an effective learning environment, and teaching students a collaborative inquiry process; <i>emotions facilitator</i>: safe emotional environment, fostering appreciation and respect for diversity, modeling appropriate interpersonal and communication skills, and empowering students; finalize a synthesis assessment in grade-level teams and design a collaborative inquiry experience to present to colleagues.</p>

<b>Section 6.2: Deliver— Leadership and Implementation</b>	Present a collaborative inquiry experience developed by grade-level groups; feedback protocol for evaluating collaborative inquiry experiences; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; revisit essential question for the course; set goals for future application of course content; review and synthesize course concepts.
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## Course Portfolio Assessments

### Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

<b>Course Portfolio</b>	<b>Pts.</b>	<b>Correlations to Course Outcomes</b>
Assessment 1: Resource Reviews	30	Outcome 1
Assessment 2: Expanding Expertise	35	Outcome 2
Assessment 3: Review and Envision	20	Outcome 3
Assessment 4: Developing 21st Century Skills	20	Outcome 4
Assessment 5: Collaboration in the Classroom	20	Outcome 5
Assessment 6: Appreciative Inquiry Experience	25	Outcome 6
Assessment 7: Design a Collaborative Inquiry Experience	35	Outcome 7
Assessment 8: The Facilitative Leader	15	Outcome 8
<b>Action Research Assessments Total</b>	<b>100</b>	
<b>Application Assessments Total</b>	<b>100</b>	

<b>Course Portfolio Total</b>	<b>200</b>	
Virtual Classroom and Reflection/ Discussion Forum {REMOTE LEARNING ONLY}	TBD	Outcome 3
Supplemental Assessment 1: Expectations and Acceptable Evidence	[15]	Outcome 7
<b>Final Course Portfolio Total</b>		

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## **Additional Information**

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