

# DOMINICAN UNIVERSITY of CALIFORNIA

## **Inquiry-Based Learning in Early Childhood Classrooms**

**ECE 9341 3 Graduate-Level Credits/Units**

Instructor – Erin Mengeu

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### **Course Syllabus**

#### **Course Overview:**

Build on your students' natural curiosities to conquer learning outcomes through inquiry and discovery. Explore Inquiry-based Learning methods that will allow you to follow your curriculum through student inquiry, discovery, and creativity. Kids are curious. Discover how to use their curiosity to guide your instruction.

#### **Course Objectives: This course will give students the opportunity to:**

- Research Inquiry-Based Learning: What is IBL? How to implement IBL? Why IBL is a natural way for kids to learn?
- Reflect on the current curriculum and classroom. How will IBL fit into your classroom? What pros/cons do you see when making the shift to IBL?
- Explore different methods for implementation of IBL in your classroom.
- Discover different ways to include families and/or community members in the Inquiry Based Learning in your classroom.
- Develop an IBL unit based on your current curriculum and/or standard that you teach.

#### **Course Relation to CCS or other Professional Standards**

Standard I: Using Knowledge of Child Development to Understand the Whole Child

Standard II: Partnering with Families and Communities

Standard VI: Managing the Environment for Development and Learning

Standard VII: Planning for Development and Learning

Standard VIII: Implementing Instruction for Development and Learning

#### **How to Submit Coursework**

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

## Course Modules

There are 5 modules which comprise this course. The modules will guide you through your current knowledge of Inquiry Based Learning, gaining new knowledge, exploring what the research says about the effects on learning, analyzing current students and best practices, and reflecting on how you will utilize these techniques in the classroom as well as provide support for parents to utilize strategies at home.

<b>MODULE 1: An Explanation of Inquiry Based Learning</b>	
<b>Objective</b>	The teacher will research and discover how Inquiry supports learning and will be able to explore how others in the field are utilizing these methods in their classrooms.
<b>Assignment(s) Activities and Needed Materials</b>	<p>Research Inquiry-Based Learning. Use the resources below <b>and</b> conduct your own research to answer the following questions.</p> <ul style="list-style-type: none"> <li>• What is Inquiry-Based Learning?</li> <li>• What are the 4 types of Inquiry-Based Learning</li> <li>• Why is Inquiry-Based Learning an inclusive way of teaching?</li> </ul> <p>Resources to get you started:</p> <ul style="list-style-type: none"> <li>• Read the Article: <a href="#">Bringing Inquiry-Based Learning into Your Class</a> to discover the 4 types of Inquiry-Based Learning</li> <li>• Watch the Video: <a href="#">What is Inquiry-Based Learning</a></li> </ul> <p>Use the <b>Research Log found in Moodle</b> to keep track of the hours spent doing your own research to answer these questions.</p> <p><b>Write a 2-page paper explaining your research.</b> Include the following:</p> <ul style="list-style-type: none"> <li>• A description of IBL and what it might look like in your grade level.</li> <li>• Explain why this is an inclusive way of teaching</li> </ul> <p><b>Submit your completed assignment to Module 1 Dropbox in Moodle.</b></p>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

<b>MODULE 2: Reflect on your Classroom Environment</b>	
<b>Objective</b>	The teacher will discover how other teachers have used Inquiry-Based Learning in their classrooms and will reflect on how it could work in their own classroom.
<b>Assignment(s) Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>• Watch the video: <a href="#">Inquiry in Early Childhood</a></li> <li>• Watch the video: <a href="#">What Does it Mean to be an Inquiry Teacher?</a></li> <li>• Watch the video: <a href="#">Inquiry Learning at PreSchool</a></li> <li>• Watch the video: <a href="#">Inquiry Learning in Play Spaces</a></li> <li>• Watch the video: <a href="#">Everyday Inquiry in K-5 Social Studies</a></li> <li>• Conduct some of your own research to see how other educators are implementing it in their classrooms</li> </ul> <p><b>Submit 2 Page Reflection</b> that includes the following:</p>

	<ul style="list-style-type: none"> <li>● Reflect on your current curriculum and classroom.</li> <li>● How will IBL fit into your classroom?</li> <li>● What pros/cons do you see when making the shift to IBL?</li> <li>● Are there any topics and/or standards that you think would be easiest to start with?</li> </ul> <p><b>Submit your completed assignment to Module 2 Dropbox in Moodle</b></p>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

<b>MODULE 3: Exploring IBL Methods</b>	
<b>Objective</b>	The teacher will discover the 4 steps to Inquiry-Based Learning and will explore practical tools and strategies that can be used to organize an Inquiry unit of study.
<b>Assignment(s) Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>● Read Article: <a href="#">Inquiry Based Instruction (excerpt from Slow Down! Children are Learning)</a></li> <li>● Read Article: <a href="#">The Cycle of Inquiry Process</a></li> <li>● Read the Article: Inquiry-Based Learning-Preparing Young Learners for the Demands of the 21st Century (This article is found in the Moodle Folder)</li> <li>● Explore the 4 steps to IBL in <a href="#">this article</a></li> <li>● Watch the video: <a href="#">Steps to Inquiry-Based Learning</a></li> <li>● Watch the video: <a href="#">Shifting from Teacher-Led to Student-Led</a></li> <li>● Watch the video: <a href="#">Kindergarten Cloud Inquiry</a></li> <li>● Read the article: <a href="#">How I Plan and Implement IBL in my Class</a></li> <li>● Read through an IBL unit in a Kindergarten Classroom <ul style="list-style-type: none"> <li>○ <a href="#">Investigating the colors in Leaves</a></li> <li>○ <a href="#">Marble Runs working through Curriculum Expectations</a></li> <li>○ <a href="#">Planets and Space</a></li> </ul> </li> </ul> <p>Submit 4 page paper including the following:</p> <ul style="list-style-type: none"> <li>● How to structure an Inquiry Unit</li> <li>● 4 steps to Inquiry Based Instruction</li> <li>● How do you picture Inquiry Based Learning fitting in your classroom setting?</li> <li>● Discuss the tools you found that would be beneficial for Inquiry in your classroom. Are there any tools that you do not have access to that would help?</li> <li>● What would you need to do to get ready for Inquiry in your classroom?</li> </ul> <p><b>Submit your completed assignment to Module 3 Dropbox in Moodle</b></p>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

<b>MODULE 4: Connecting Families and Community with your IBL units</b>	
<b>Objective</b>	The teacher will be able to find ways to connect IBL with the community. This can be part of the learning or part of sharing what they learned.

<b>Assignment(s) Activities and Needed Materials</b>	<p>Research how other teachers have used the community and/or family connections with IBL.</p> <ul style="list-style-type: none"> <li>• Read the article: <a href="#">12 Great Ways to use the community as a resource in your classroom</a></li> <li>• Conduct your own research to explore ways to include your community and/or families in the Inquiry process</li> </ul> <p>Submit a paper describing at least 3 ways you can involve your community/families in the Inquiry process in your classroom. Give at least 3 examples of this.</p> <p><b>Submit your completed assignment to Module 4 Dropbox in Moodle</b></p>
<b>Assessment</b>	<p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

<b>MODULE 5: Creating an IBL unit from your Curriculum</b>	
<b>Objective</b>	<p>The teacher will plan an Inquiry unit of study based on a broad topic from your state standards and/or district curriculum.</p>
<b>Assignment(s) Activities and Needed Materials</b>	<p>Develop an Inquiry Based unit from your current curriculum and/or group of academic standards that you teach. Your unit of study must include:</p> <ul style="list-style-type: none"> <li>• Broad Topic w/state standards included (if applicable)</li> <li>• 4 steps of Inquiry Based Learning: Describe how you plan to conduct each of the 4 steps of the inquiry process.</li> <li>• Tools and resources: Which teaching and/or learning tools will you use to help organize the content?</li> <li>• Community/family involvement</li> <li>• How do you plan to display or share what the students learned from the unit?</li> </ul> <p><b>Submit your completed assignment to Module 5 Dropbox in Moodle</b></p>
<b>Assessment</b>	<p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

### Course Assessment Rubric

<b>EXCELLENT</b>  Meets or Exceeds Course Objectives: <b>A to A-</b>	<b>ACCEPTABLE</b>  Majority of Work Meets Course Objectives; <b>B+ to B-</b>	<b>NOT ACCEPTABLE</b>  Needs Considerable Improvement: Resubmit Work Suggested: <b>C or below</b>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.

Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

### Resources:

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at [support@dominicanCAonline.com](mailto:support@dominicanCAonline.com) or call (800) 626-5080. To change your address, link to your Dominican Store account at [https://www.dominicanaonlinestore.com/store/index.php?main\\_page=login](https://www.dominicanaonlinestore.com/store/index.php?main_page=login)
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>