

Assignment 2 guide

Weighting: 50%

Length: Equivalent to 2,500 words (not including unit plan or references)

Due date: Monday 28th October Week 14

Submission: Indicate on the Google Doc

(accessible in our [MeWe Group](#) OR on the [LCN616 Blackboard](#))

when you are ready for your assignment to be marked.

Assignment 2 – Inquiry in the Curriculum

Assignment 2: Inquiry in the Curriculum: For this module you will design/redesign a unit of work using a range of theories and concepts as design tools.

Assignment 2 negotiated: You are welcome to suggest another approach for this assignment that aligns with your professional goals and responsibilities. For example, in your workplace you might be tasked with implementing an integrated inquiry curriculum and you may need to run professional development for staff. The negotiated assignment could be a needs analysis and plan for staff development.

Step 1: Choose a curriculum area with which to develop a unit of work

You may develop a unit from scratch or redesign an existing unit. The unit should be an extended inquiry over about 5-10 weeks.

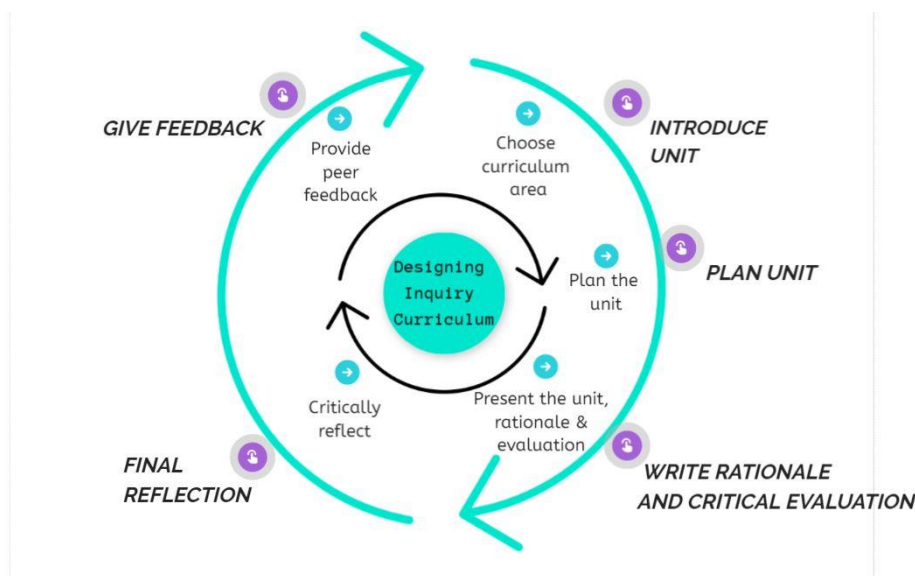
You may choose a unit that you have taught or are planning to teach.

However, if you're not currently in a teaching context, or you need inspiration, check out the range of inquiry units available on the web.

Higher education and VET: Your unit of work maybe a semester long inquiry unit or individual assessment item that requires extensive information seeking/data gathering.

Step 2: Design/re-design an inquiry unit of work

Using the theories and concepts as design tools, design or re-design a unit of work for a specific year level and discipline area (or integrated curriculum). You must demonstrate application of all the theories and concepts outlined below.



Required blog entries

1. Overview (approx. 350 words)
2. Unit Plan & Rationale (Rationale equivalent to 1,800 words. Unit plan and references not included in the word count)
3. Final reflection (approx. 350 words)
4. Peer feedback

1. Overview

<https://www.openinquiry.linkinglearning.com.au/overview/>

The Overview post (approx. 350 words) should set the scene and background for the unit. Include the following information:

- reason for choosing the topic/curriculum area (if you are redesigning an existing unit, explain the reason and give some background)
- context of the unit (year level, where it fits in terms of the rest of the curriculum)
- intended learning outcomes (in your own words, do not reproduce Aust Curriculum content descriptors)
- duration of unit

2. Design unit of work, present unit plan & write rationale

<https://www.openinquiry.linkinglearning.com.au/unit-plan/>

<https://www.openinquiry.linkinglearning.com.au/rationale/>

In this entry you should present a design of a new unit of work or the redesign of an existing unit of work. This will include 1) a unit plan and 2) rationale for the design. Your unit plan and rationale should incorporate all the theories and concepts listed below.

NB: the unit plan and references are NOT included in the word count.

The rationale should be 1,800 words or equivalent (you are encouraged to use a range of multimedia rather than being text-heavy, which means a word count is not really applicable)

*NB: if your unit is a re-design of an existing unit you must **clearly indicate** the changes on the unit plan*

You should draw upon and reference the following design and analysis tools:

- level of inquiry continuum
- GeSTE Windows with emphasis on evaluation of information
- questioning frameworks

- models of inquiry/information literacy
- standards & continua
- Australian Curriculum/state curriculum/IB curriculum/professional accreditation requirements
- disciplinary & integrated approaches to inquiry
- other relevant concepts, ideas and sources

Your Rationale is the most important part of this assignment and is highly weighted. In your Rationale you should avoid addressing the theories and concepts in a shopping list manner. Use the guiding questions below to help formulate your analysis (synthesise your answers, do not address these 'list style'). Please integrate, synthesise and connect the design and analysis tools. You may use mind maps, tables, multimedia, dot-points and prose. You will be marked on how well you demonstrate a deep understanding and application of the theories and concepts.

Note: The design of your unit of work should challenge existing practice rather than replicate it (unless existing practice IS best practice!!!). This means it may be aspirational in your teaching context.

Guiding questions

Level of inquiry - teacher-centred-student centred

- Who decides the inquiry topic/s?
- Who decides inquiry question/s?
- Who decides how students search for information/gather data?
- Who decides how students evaluate information and sources?
- Who decides how students evaluate their inquiry process/methodology?
- Who decides on how the findings of the inquiry are communicated/presented?
- Who decides on the audience for the inquiry? (teacher, other students, school, parents, client/employer, community, politicians, the world)

Questioning frameworks

- How do students generate inquiry questions relating to their topic? (see Essential questions & Generative frameworks)
- How do students develop their question asking skills? (see Generative frameworks)
- What sorts of questions do students ask to critically evaluate information/sources/data? (see GeSTE windows)
- What sorts of questions do students use to evaluate their process/methodology? (see Process frameworks)

GeSTE Windows (including critical evaluation of sources)

- What are the Generic aspects of the inquiry? What are the common aspects that can be transferred to other inquiries in other subject areas/disciplines?
- What are the Situated aspects of the inquiry? What are the disciplinary approaches evident in the inquiry?
- What are the Transformative aspects of the inquiry? How are students encouraged to challenge the status quo and take action? How are students encouraged to consider voices that are not heard and voices that are privileged?
- What are the Expressive aspects of the inquiry? How are students encouraged to express their voices? How are students encouraged to express their feelings?

Inquiry & information literacy process models

- What is the explicit or implicit inquiry process model being used to frame the inquiry? How is it implemented?
- How does the inquiry process model relate to the Australian Curriculum (or other relevant curriculum)?

Standards & continua

- How are the scope and sequence for the Aust Curriculum (or other curricula) being used in the inquiry?
- How are the Aust Curriculum general capabilities being used in the inquiry?
- How are standards being used in the inquiry?

3. Final reflection

<https://www.openinquiry.linkinglearning.com.au/final-reflection/>

The Final Reflections entry (approx. 350 words) is a capstone reflection on your own learning in assignments 1 and 2 (i.e. over the whole semester). You should explain how your understandings of inquiry and information literacy developed over time and relate this to the relevant models, theories and concepts. You should reflect back on the questions you have asked throughout the process of the entire unit. You should finish with articulating more questions to inform the next stages of your learning journey.

How will I be marked on the Final Reflection?

This entry is of medium weight. You will be marked on the quality of your reflective writing, your analysis of your experience and learning over the semester, and of the relevance and rationale for your new inquiry questions.

4. Peer feedback

<https://www.openinquiry.linkinglearning.com.au/feedback/>

Comment on the blog entries of two of your colleagues. Use the same process as for assignment 1.

Assignment 2 Marking Rubric

Weighting: 50%

Note: Criteria are not evenly weighted.

Highly weighted posts are highlighted.

Medium weight posts are highlighted

Name:
 URL:
 Grade:

Criteria	HD	D	C	P	F
Unit description	You have provided a comprehensive description of the unit and its context.		You have provided a description of the unit.		You have not provided a description of the unit.
<p>Design/redesign of unit</p> <ul style="list-style-type: none"> Application of analysis 	You have expressed & realised your vision for an aspirational design/redesign of the unit. You have demonstrated a sophisticated level of understanding of the design tools. You have provided a sophisticated rationale for the application of the theories & concepts you have used as design tools. Your professional identity is clear through the way you reconceived the unit for your future teaching practice.	You have expressed & realised your vision for an aspirational design/redesign of the unit. You have demonstrated a high level of understanding of the theories & concepts you have used as design tools. You have provided a comprehensive rationale for the application of the design tools. Your redesign will support your future teaching practice.	You have articulated your vision for the unit. You have demonstrated a solid understanding of the theories & concepts you have used as design tools. You have provided a sound rationale for the application of the design tools. You have considered your future teaching practice.	Your vision for the unit may not be fully articulated. You have demonstrated a basic understanding of the theories & concepts you have used as design tools. You have provided a basic rationale for the application of the design tools. You may not have considered your future teaching practice.	You have not articulated your vision for the unit. You have demonstrated limited understanding of the theories & concepts you have used as design tools. You have provided a limited rationale for your design/redesign.
<p>Final reflection:</p> <ul style="list-style-type: none"> Critical reflection 	You demonstrate a sophisticated level of analysis and insight in reflecting on your inquiry journey throughout the semester.	You demonstrate analysis and insight in reflecting on your inquiry journey throughout the semester.	You competently analyse & reflect on your inquiry journey throughout the semester.	You descriptively reflect on your inquiry journey throughout the semester.	You did not reflect on your inquiry journey.

Assignment 2 Marking Rubric
Weighting: 50%

<p>All posts:</p> <ul style="list-style-type: none"> Standard of reflective writing 	<p>Your blog goes beyond that of an assignment piece. It contributes to the professional conversation on inquiry learning curriculum design. Your professional teacher identity is clearly articulated.</p> <p>If someone found your blog in a Google search they would be interested to read it and comment. You can proudly share this blog to your professional learning network. Your blog may have X-factor (originality, creativity, wit, flair, elegance).</p> <p>You have provided peer feedback.</p>	<p>Your blog goes beyond that of an assignment piece. It contributes to the professional conversation on inquiry learning curriculum design. Your professional teacher identity is clearly articulated.</p> <p>You can proudly share this blog to your professional learning network</p> <p>You have provided peer feedback.</p>	<p>Your blog reads like an assignment. You have demonstrated a sound understanding of the analysis tools. You have engaged competently with the reflective tasks.</p> <p>You have provided peer feedback.</p>	<p>Your blog reads like an assignment. You have demonstrated a basic understanding of the analysis tools. You have engaged satisfactorily with the reflective tasks.</p> <p>You have provided peer feedback.</p>	<p>Your blog reads like a draft of an assignment.</p> <p>You have not provided peer feedback.</p>
<p>All posts:</p> <ul style="list-style-type: none"> Adherence to scholarly & web conventions 	<p>All images are legally used & correctly attributed.</p> <p>All web sources are hyperlinked in the body of the text.</p> <p>Navigation is clear & logical.</p>			<p>There are minor errors/omissions in referencing, citing & hyperlinking. There are some problems with navigation.</p>	<p>You do not follow scholarly & web conventions. There are problems with navigation.</p>

Assignment 2 Marking Rubric
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<p>All posts:</p> <ul style="list-style-type: none">• Design & use of hyper-text, graphics and multi-media	<p>Your design is highly professional and may have x-factor. You make highly effective use of images/multimedia.</p>	<p>Your design is highly professional. You make highly effective use of images/multimedia.</p>	<p>Your design is competent. You make effective use of images/multimedia.</p>	<p>Your design is basic & text-heavy You make some use of images/multimedia.</p>	<p>Your design is amateurish. You do not make use of images /multimedia.</p>
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Comment: