



Inquiry and Integration in Education May-October 2018

Course Structure 1

The aims of IIE-2018 are outlined in the document called *Course Outline*.

To achieve those aims, we need to have *the experience of inquiry in a wide range of domains beyond our comfort zone*, ranging from mathematics and physical sciences to biological sciences, human sciences, and philosophy.

Worried? Relax. We are committed to helping you glide smoothly beyond your comfort zone and enjoy the experience as well. But it is also important that you go beyond your own personal preferences and career needs, and meet us half way.

The Structure of the 22 Weeks

It would also be a good idea to familiarise yourself with the *Course Calendar* in this package. [[Filename: 4 IIE-2018-Calendar](#)]

The Learning Triggers

Each of the 10 Learning Triggers in IIE (we call them LTs) is typically a package made up of readings and videos. You are expected to actively engage with them — read/watch, think through, and discuss in groups. Here's how it works.

1. We will mail you a **new LT every alternate Saturday**, starting June 2.
2. A week or so later, you will receive a **short Quiz**, to be completed online, within 2 days.
3. Please **read and re-read the LT**, think about its contents, and discuss your views with friends/colleagues/fellow-participants in IIE. You have over a week to work on it. If you wish to benefit from the course, please don't leave the LT till the following weekend, just before the Quiz. Start working on it during the weekend when you get it.
4. In every Quiz, the last question, which is obligatory, is:
 - A. Are there concepts or discussions in this LT that you do not understand? If yes, indicate what they are. If not, write NIL.
 - B. If there are ideas or questions that you would like to explore further, specify what they are. If not, write NIL.

You are required to send in your responses to A and B as a **word document**, within a day after completing the Quiz. In order to be able to respond to this question, it is important that as you read/watch the LT material, you **make sure to note down** any questions or problems you encounter, as well as anything that excites you.

5. By May 25, you will receive in your Gmail Inbox your **Registration Number**: a 5-digit number. Please note it down. (And remember where you made that note!). You will need this number in order to submit your response to Questions A and B in (3) above.
6. Once all the submissions have come in, we will share everyone's responses with all the participants. While we may not be able to respond individually to everyone, we will pick up interesting views and important questions from all the submissions and send out a **consolidated response**.

If we miss a particular question, and you would like a response, feel free to raise it in the Discussion Forum.

Structure of an LT

An LT has two parts, with some reading material, and sometimes, one or two short videos to watch.

Readings

The readings in **Part I** are designed to develop inquiry, critical thinking, and integration abilities. The difficulty level of these readings, and the knowledge background required to understand them, is such that a high school student would be able to handle the task with some effort.

Many of the readings in **Part II** address learners, and educators who may wish to incorporate the learning outcomes illustrated in Part I into syllabi, teaching-learning materials, classroom activities, and assessment. The readings aim at developing a feel for classroom activities oriented towards inquiry abilities. Even if you are a student and not an educator, or do not have any teaching experience, it might be useful to reflect on the issues raised.

Videos

These videos go parallel to the readings. Some are dialogues between ThinQ members, and supplement the readings in Part I, giving an understanding of inquiry. Others are edited recordings of actual Inquiry-Oriented class sessions, and serve as illustrations of classroom implementation of the learning outcomes. Not all LTs will have accompanying videos.

What is expected of you

For each LT, as early as possible after you receive it:

- **read** the assigned materials and
- **watch** the videos.

Based on your personal experience, whether as a learner or as an educator,

- **reflect** on their content. After such reflection, it would be useful to
- **re-read** the materials, and to
- **discuss** the readings and videos with colleagues, friends or fellow-participants.

When engaging with the readings and videos, the following guiding questions may help you to make your reflections and discussions more meaningful, and better structured:

Part I

1. Does the reading provide a broad sense of some aspect of inquiry?
2. Are there parts that you think we need to clarify further?

Part II On Page 2 of the Course Outline (*filename*: 1 IIE-2018 Course Outline) are given some learning outcomes, in (i)–(vi):

- i) an understanding of the concepts and propositions of knowledge;
- ii) the ability to apply (i) to a range of familiar (and novel) problems and situations.
- iii) an understanding of the evidence and arguments for or against established knowledge...;
- iv) the ability to think critically about concepts and propositions;
- v) the ability to engage in independent inquiry; and
- vi) the capacity for an integrated perspective on (i)-(v).

Reflection and discussion guided by the following questions may help develop a feel for activities oriented towards inquiry abilities and the tools used for them, and thereby the capacity for those abilities:

3. Of the *learning outcomes* in (i)–(vi), which ones do the reading and video aim at?
4. What do you think are the specific mental abilities that the tasks in the video and reading aim to nurture?
5. What did you find were the positives and negatives of the reading and videos? Your thoughts on this could help us improve them, without losing what is valuable in them.