

CLC STEM 12

Category (Mark)	Excellent		Good		Satisfactory		Please come speak to Schaub
	5	4.5	4	3.5	3	2.5	
The boring details <u>Mark</u> Student: /5	My DP was handed in on time, single paged, double spaced, 12 pt. font, consisting of only 2 paragraphs, and was less than 320 words long. Discussion Point Question is <u>SINGULAR</u> . One topic.		My DPQ is missing one of the elements in the box described as "Excellent" Missing: _____		My DPQ is missing two of the elements in the box described as "Excellent" Missing: _____ Missing: _____		Although boring, these are clearly a lot of easy marks and I shall pull up my socks on the next one and do better!
The first paragraph <u>Mark</u> Student: /5	The first paragraph clearly and succinctly articulates a topic that you found of particular interest, importance, have an opinion on, or have decided to argue for or against in the assigned readings or in the class discussions.		The first paragraph articulates a topic that you found of particular interest, importance, have an opinion on, or have decided to argue for or against in the assigned readings or in the class discussions.		The first paragraph contains multiple topics that you found of particular interest, importance, have an opinion on, or have decided to argue for or against in the assigned readings or in the class discussions.		The first paragraph contains no specific topic and it is difficult to foresee what the second paragraph will be based on.
The second paragraph <u>Mark</u> Student: /5	The second paragraph discusses in detail <u>why</u> you have found the topic you raised in the first paragraph to be (one of) the most interesting / important aspect(s) encountered in the course or the topic you have chosen to express an opinion on or argue for or against.		The second paragraph discusses <u>why</u> you have found the topic you raised in the first paragraph to be (one of) the most interesting / important aspect(s) encountered in the course or the topic you have chosen to express an opinion on or argue for or against.		The second paragraph discusses briefly touches upon <u>why</u> you have found the topic you raised in the first paragraph to be (one of) the most interesting / important aspect(s) encountered in the course or the topic you have chosen to express an opinion on or argue for or against.		The second paragraph fails to discuss <u>why</u> you have found the topic you raised in the first paragraph to be (one of) the most interesting / important aspect(s) encountered in the course or the topic you have chosen to express an opinion on or argue for or against.
The important details <u>Mark</u> Student: /5	Evidence that you have read closely, rendered accurately, and approached your topic in an open, reflective, insightful, and critically-minded manner. Evidence that you have grasped or at least grappled diligently with the nature and potential implications of the issues that you have chosen to raise and discuss.		Evidence that you have read and rendered accurately your topic in a mostly open, reflective, insightful, and critically-minded manner. Evidence that you have grasped or at least grappled diligently with the nature and potential implications of the issues that you have chosen to raise and discuss.		Evidence that you have read your topic in a mostly open, reflective, insightful, and critically-minded manner. Evidence that you have at least attempted to understand the implications of the issues that you have chosen to raise and discuss.		Evidence presented is with a closed mind or not real attempts have been made to understand the issue you have brought forward.
Citations <u>Mark</u> Student: /5	Discussion point has at minimum 3 citations and a bibliography.		Discussion point has at minimum 2 citations and a bibliography.		Discussion point has at minimum 1 citation and a bibliography.		This was mainly an opinion piece. Mark my words Schaub!! Future students will cite me instead!!

Lead by learning alongside your students

I agree with Van de Walle et al.'s (2019) argument that we are not to lead students to the correct answer as this is fundamentally counterproductive to the inquiry based pedagogy that drives “curiosity, perseverance, and inventiveness (Van de Walle et al., 2019).” One of the most time consuming aspects of being a new teacher is coming up with ‘rich’ questions, as described by Van de Walle et al. (2019), that are novel and engaging, and place the emphasis on having students “learn how to learn (Van de Walle et al., 2019)”. Regardless of the brilliance of the question we may pose, directing students exactly where we foresee their thought process should go because we believe it is the most effective course we are essentially just masking the “explain-practise-apply method (Van de Walle et al., 2019)” behind the façade of an inquiry question and reverting to a teaching approach that “prevent[s] students from struggling, while saving time (Van de Walle et al., 2019)”.

The type of teaching required for successful student lead inquiry necessitates that the teacher “must also be a learner alongside students, actively listening and questioning to make sense of unfamiliar strategies (Van de Walle et al., 2019)”, in essence role modeling the inquiry processes. Via the application of this method, it is argued you will gain unmeasurable insight into your student’s problem solving approaches (Van de Walle et al., 2019), and are provided with “rich evidence of how students are thinking (Van de Walle et al., 2019)”. Through the practice of letting the students lead, you inherently are gaining insight into your own teaching strategy, thought processes, and differences between how you and your students may rationalize a problem. In reference to students Thomas and Brown (2011) argue “what we learn through inquiry can change what we thought we knew before”, but this parlays naturally to the teacher being included in the ‘we’, becoming a learner alongside students in student led inquiry type problems, enriching the insights of learners and teachers alike.

Van de Walle, J. A., Karp, K., Bay-Williams, J. M., Wray, J. A., & Todd Brown, E. (2019). *Elementary and middle school mathematics: Teaching developmentally*. Pearson.

Thomas, D., & Brown, J. S. (2011). *A new culture of learning: Cultivating the imagination for a world of Constant Change*. CreateSpace?