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| **Teaching & Inquiry I:**  **Fundamentals of Teaching Through Inquiry**  **Pacific University College of Education**  **(1 credit hour)**  EDUC 612  Fall 2018 |  |

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Office hours: Before and after class, via email, or by appointment

***Class Meeting Times:*** This class will meet Mondays in Classroom C from 1-4:45pm (Day), or in Classroom A from 5-8:45pm (Night). See Course Schedule for specific days/dates. The class website is <http://wordpress.ed.pacificu.edu/educ612/>. You can sign in with your Pacific username and password to gain access and participate in the blogs. I have to approve your first message, so don’t worry if it doesn’t show up right away. If it doesn’t show up in 24 hours, please contact me right away.

***Course Description:*** This course introduces teacher candidates to the inquiry process as fundamental to teacher and student learning. In this course teacher candidates explore their relationships and experiences with schools, others, teaching pedagogy, and research. Central to these explorations is an inquiry into the self and context through course activities, critical readings, and data collection and analysis. Teacher candidates begin to explore the relationship between themselves as teachers, the teaching cycle and teacher inquiry.

***Required Text:*** Duesbery, L. & Twyman, T. (2019). *100 Questions and Answers about Action Research*. Thousand Oaks: Sage.

***Course Goals:*** As an emerging teacher-inquirer, the teacher candidate will:

1. Define teacher inquiry and articulate why it matters to her/him as a future teacher.
2. Study one’s own values, beliefs, abilities and positionality (gender, race, ability/disability, socioeconomic, religious, sexual orientation, etc.) in relation to others, systems of schooling, and Western paradigms of thinking to understand how these values, beliefs, and positionalities frame one’s ideas of teaching and learning.
3. Reflect upon and develop a deeper understanding of cultures, language patterns, values, abilities, attitudes, experiences, and behaviors and the relationship to teaching and learning.
4. Explore the relationship between the teaching/learning cycle (plan, implement, assess, reflect, take intelligent action) and teacher inquiry.
5. Study structures of research arguments, including how evidence is used to make arguments, and begin to acquire and apply critical processes of analysis, synthesis, and deconstruction.
6. Learn to read research critically and see the role of value and beliefs in various research constructs and policy outcomes and discern what can be determined to be “evidence-based practices.”
7. Identify areas of interest and questions as an emerging teacher-inquirer.

***Targeted COE Conceptual Framework Elements***

1. Transforming Education through a Community of Learners
2. Promoting Cultural Competence
3. Creating Student-Centered Classrooms
4. Enhancing Learning through Technology

***InTASC Standards***

Standard 9: Professional Learning and Ethical Practice

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality , privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: leadership and Collaboration

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

***Teacher Inquiry Project Goals***

1. Introduce MAT program components of the Teacher Inquiry Project and the Inquiry Learning Exhibition.
2. Describe to students the existence of the Teacher Standards and Practices Commission, and in particular the OARS 584-017-0185: Evidence of Effectiveness.

*This course has administrative responsibility for providing written notification and associated documents of these two components.*

***Guiding Course Questions***

*Who am I as a potential teacher/inquirer?*

1. How do my values, beliefs and biases describe a “good teacher” and a “good student?”
2. How do discourses describing my gender, race, socioeconomic status, ability/disability, religious discourses, and sexual orientation, combined with my experiences in schools, inform my beliefs about “good” teaching and learning?
3. How do dominant discourses position and conflict with descriptions of the “good teacher” and the “good student?”

*What is pre-service teacher inquiry?*

1. Why should research matter to me as a future teacher? What are the intersections of research, policy, politics, and practice?
2. How is it different and similar than other forms of research?
3. What conditions make pre-service teacher inquiry unique?
4. What makes pre-service teacher inquiry trustworthy?

*What are my areas of interest?*

1. What do I wonder about in education?
2. What makes me angry, frustrated, excited and hopeful about educational practices?
3. What possibilities do I imagine as a teacher?
4. What is the Inquiry Project that I will do in this program and how does it balance my interests, professional growth, and governmentally imposed requirements?

*How does context matter to teaching and inquiry?*

1. How do school community values, beliefs, and conflicts matter?
2. How are students and school/community context connected?
3. How do local concerns, issues, and sociological elements matter?
4. How do I collect meaningful data about context that will direct my teaching?

*What is the teaching/inquiry cycle?*

1. Why is teaching inquiry and inquiry teaching?
2. What makes teaching and inquiry trustworthy?
3. What are research/evidence-based practices? Or, what works?
4. What are different research methodologies and how can they be applied to classroom practice?
5. How does methodology look in inquiry and curriculum design?
6. What is the role of a critical and essential question to teaching and inquiry?

***Course structure/approach:*** In addition to required text readings and activities, students are expected to read the presentation modules on the class website that use various multi-media (differentiated instructional approaches) related to outside texts, small and large group discussion and activities, lecture, videos, individual and group projects, reflection, class activities, and library and internet research. As learning is sustained when used, I have created a class website: <http://wordpress.ed.pacificu.edu/educ612/>. On this site we will participate in posing and responding to critical questions throughout the week. In addition to material covered in the presentations, you will also find supplemental materials to help you explore your learning.

***Requirements:*** Below are general requirements to be successful in this course. Specific requirements are posted in each module on the class website: <http://wordpress.ed.pacificu.edu/educ612/>.

1. Complete assigned readings and critical questions prior to each class. This is helpful in facilitating your active participation in class discussion. No late work will be accepted without my prior approval.

2. 100% attendance. In an online environment, this is demonstrated by continual engagement throughout the week. If you are having difficulties engaging, please contact me as soon as possible so we can make alternate arrangements.

3. Participate in a meaningful way. Engage in active listening where you are a willing participant during discussions and activities and provide collegial support to peers.

4. Communicate in a professional manner that demonstrates sensitivity to differences in age, cultural and linguistic backgrounds, gender, and ability. Develop positive relationships with school professionals. Values and appreciates expertise and philosophies of others to gain new understandings, gather new ideas, actively share experiences, and seek and give feedback. Act with a strong ethical and moral judgment. This is particularly important in an online environment.

***Special Needs:*** It is our intent to fully include persons with special needs in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessment to enable you to participate fully. We will make every effort to maintain the confidentiality of any information you share with us.

***University and College of Education Policies:*** Be aware of the Pacific University Code of Academic Conduct and the College of Education policies for professional behavior and the competent and ethical performance of educators. In this course students are expected to demonstrate behavior consistent with the Professional and Academic Standards in the College of Education. *Pacific University Professional Programs Course Catalog*; *Pacific University Arts and Sciences Course Catalog*; or the *MAT Flex & Undergraduate Student Handbook*.

***Students With Disabilities:*** In general, the University will work with students to improve conditions that may hinder their learning. The university requires appropriate documentation of a disability in order to enable students to meet academic standards. It is the responsibility of each student to inform the Director of Learning Support Services of his or her disability. Students are encouraged to work with faculty proactively in developing strategies for accommodation. This policy is described at *Pacific University Professional Programs Course Catalog* and the *Pacific University Arts and Sciences Course Catalog*.

***Incompletes:*** Instructors may issue a grade of incomplete only when the major portion of a course has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all the requirements in the course. The instructor and the student should agree upon a deadline by which all work will be completed, with the following guidelines:

1. Incompletes given for Fall and or Winter III terms must be completed by the following April 15.
2. Incompletes given for Spring semester must be completed by the following November 15.

Instructors will issue the grade the student would have earned by not completing the course, preceded by an "I". This grade is determined by including a failing grade for the missing assignment(s) in the calculation of the final grade. If the agreed upon course work is not completed in the period allotted and an extension has not been granted, the grade issued will be permanent. The contingency grade will be used in the computation of the GPA until such time as a new grade is recorded. See the *Pacific University Professional Programs Course Catalog* or the *Pacific University Arts and Sciences Course Catalog*.

***Grade Changes:*** Once a grade is submitted to the Registrar it shall not be changed except in the case of recording errors. The appropriate Dean will approve grade changes. See the *Pacific University Professional Programs Course Catalog* or the *Pacific University Arts and Sciences Course Catalog*.

***Safe Environment Policy:*** Pacific University's Rights and Responsibilities policy seeks to maintain conditions favorable to learning. Students have the right to pursue an education free from discrimination based on gender, religion, marital status, age, sexual orientation or handicap. Students have the responsibility to conduct themselves, both individually and in groups, in a manner which promotes an atmosphere conducive to teaching, studying and learning. This policy is described in detail in *Pacific University Professional Programs Course Catalog* or the *Pacific University Arts and Sciences Course Catalog*.

***Academic Integrity:*** Honesty and integrity are expected of all students in class preparation, examinations, assignments, practicums and other academic work. Misconduct includes, but is not limited to cheating; plagiarism; forgery; fabrication; theft of instructional materials or tests; unauthorized access or manipulation of laboratory or clinic equipment or computer programs; alteration of grade books, clinical records, files or computer grades; misuse of research data in reporting results; use of personal relationships to gain grades or favors or other attempts to obtain grades or credit through fraudulent means; unprofessional conduct related to student care; threats to University personnel and conduct inconsistent with academic integrity. The complete policy, definitions and appeal procedures are described *Pacific University Professional Programs Course Catalog* and the *Pacific University Arts and Sciences Course Catalog*.

***Assessment:*** As learning is sustained when used, I have created a class website: <http://wordpress.ed.pacificu.edu/educ612/>. On this site we will participate in critical questions throughout the week(s). In addition to material covered in class, you will also find supplemental materials to help you explore your learning to engage your critical thoughts. Each meeting, we will have small assignments due in an effort to spark discussion. These assignments are designed as learning-transfer (application) tasks rooted in real-world scenarios. Thus, this course incorporates multiple means of assessment including online discussions (critical questions), class participation, weekly assignments, and final projects. Scores on assignments will be based on the scoring guide below. The total points scored will be used to determine semester grades according to the following table:

**Grade Percentages**

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| --- | --- | --- | --- |
| Grade | Minimum Percentage | Grade | Minimum Percentage |
| A | 93% | B- | 80% |
| A- | 90% | C+ | 76% |
| B+ | 86% | C | 70% |
| B | 83% |  |  |

**Assignment Weights**

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| --- | --- |
| Assignment | Weight |
| Module Assignments | 25% |
| Portfolio | 25% |
| Article Critique | 25% |
| Class Activities and Participation | 25% |

**Topic & Assignment Schedule**

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| --- | --- | --- |
| Date | Topic/Readings/Activities | Assignment |
| **8/26-9/8**  **no class 9/2** | * Introductions * Syllabus * EdTPA * Choosing a topic * Module 1: Introduction | 1. Module 1 blog discussion & assignment 2. Download appropriate EdTPA handbook 3. Begin Reading Module 2   **Due by 9/8** |
| **9/9-9/15** | * Article Critique * Using the Library Search Activity * Module 2: Quantitative Research * Descriptive Analyses | 1. Become familiar with Pacific University’s library 2. Module 2 blog discussion & assignment 3. Begin reading Module 3   **Due by 9/15** |
| **9/16-9/22** | * Module 3: Qualitative Research * Influence of Perspective * Structured observations | 1. Module 3 blog discussion & assignment 2. Read assigned final article   **Due by 9/22** |
| **9/23-9/29** | * Discuss Article for critique * Wrap-up | 1. Final article critique   **Due by 9/29** |