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| EDUC 670  Summer, 2025  **Intro to Professional Inquiry**  **Pacific University College of Education**  **(1 credit hour)** |  |

***Instructor***: Todd Twyman, Ph.D.

Email: [ttwyman@pacificu.edu](mailto:ttwyman@pacificu.edu)

Phone: O: (541) 632-8806

M: (541) 543-1517

Zoom: <https://pacificu.zoom.us/j/688437612>

Class Website: [https://wordpress.ed.pacificu.edu/educ670/](https://www.google.com/url?q=https://wordpress.ed.pacificu.edu/educ670/&source=gmail-imap&ust=1642444854000000&usg=AOvVaw3PJDMQ_FpfCgulnJEU4aON)

Office hours: Before and after class or by appointment

***Class Meeting Times***: Mondays from 5-8:30pm on Zoom. See below for class schedule.

***Course Prerequisites***: Admission to the College of Education

***Textbook***:

*Required*

Duesbery, L. & Twyman, T. (2020). *100 questions (and answers) about action research.* Thousand Oaks, CA: Sage.

*Optional*

Galvan, J., & Galvan, M. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.), New York: Routledge.

***Course Description***: This course is designed for pre-service teachers who want to answer specific questions about educational issues using systematic, valid, and practical research methods. Research design and methodology will be presented with a focus on the context of real-world educational settings. We will present examples of research projects conducted by in-service teachers and principals to illustrate various components of action research.

The course goals (listed below) will be met through a variety of activities, including large-group lecture/discussions, small group activities, independent reading and writing, and presentations. Students will receive credit for participation in class activities, developing and presenting a Teacher, and submitting a formal Teacher Inquiry project to the instructor for grading at the end of the course.

***Course Goals*:** As a result of participating in this course, students will be able to:

* Understand various research designs and apply knowledge of design attributes.
* Practice various strategies for collecting data.
* Document fidelity of interventions.
* Critique research design for threats to validity.
* Analyze data to understand results.
* Transform results to conclusions.
* Communicate results to interested constituents.
* Use information to create change.

***Conceptual Framework***: This course establishes an environment within which we will work together to build a respectful community of learners. Class discussions will emphasize respect for differing ideas and strategies, as well as cultures. It introduces teacher candidates to the theories, strategies, resources, and technology applications appropriate to developing Teacher Inquiry Projects appropriate to their individual educational context.

***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.

***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 Teacher 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:*** This course will include 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 on Moodle. Throughout the term we will participate in posing and responding to critical questions throughout the weeks. In addition to material covered in the class, supplemental materials will be posted to help us explore our learning. Several of the classes, especially those close to the two-week practicum experience, will be conducted as workshops to allow more individualized, hands-on work with lesson design and assessment.

***General Requirements***:

1. Complete assigned readings and critical questions/assignments prior to class each week. This is helpful in facilitating our active participation in class discussion. Though our discussions will not be graded in the traditional sense, incorporating formative feedback/critique is an important professional disposition.

2. Participate in a meaningful way. Engage in active listening where we are willing participants during lessons, discussions and activities, and provide collegial support to peers.

3. 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 a particularly important professional disposition.

No late assignments will be accepted without prior consent of the instructor. That said, we are all professionals, and factors such as prior communication, importance of assignment, and reason for tardiness will be considered.

***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. 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*.

***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*.

***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 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. Grade changes will be approved by the appropriate Dean. 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, practica 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 *WordPress* site: [https://wordpress.ed.pacificu.edu/educ670/](https://www.google.com/url?q=https://wordpress.ed.pacificu.edu/educ670/&source=gmail-imap&ust=1642444854000000&usg=AOvVaw3PJDMQ_FpfCgulnJEU4aON). On this site, we will participate in critical questions and discussions throughout each week in different topical areas. In addition to material covered in class, you will also find and add supplemental materials to help you and your classmates explore your learning to engage your critical thoughts and discussions.

***Course Calendar***

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| **Date** | **Topic/Readings/Activities** | **Assignment (due before next class)** |
| **5/29** | * Introductions * Syllabus * Choosing a topic | * *100Qs*: Parts 1-3 * Collect two articles on your topic * **Blog post**: What were your main takeaways from the reading? |
| **6/2** | * + Principles of Action Research * Selecting Topics | * *100Qs*: Part 5 * Collect two articles on your topic * **Blog post**: What is your topic? |
| **6/5** | * Critiquing Scholarly Articles * Using the Library Search Activity * Inter-library Loan (ILL) * Google Scholar | * *100Qs*: Part 4 * Collect two articles on your topic * Become familiar with Pacific University’s library and Google Scholar |
| **6/9** | * Annotated Bibliographies | * Collect two articles on your topic * Summarize your eight articles * **Blog post**: Synthesize your articles. What do your summaries tell you? |
| **6/12** | * Annotated Bibliographies * Presentation/Discussion | * Collect two articles on your topic * Summarize your 10 articles * Annotated bibliographies due **6/15** |