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| EDUC 671  Summer, 2025  **Scholarship of Teaching**  **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***: Wednesdays from 5-9pm 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.

**Land Acknowledgement**

I acknowledge that Pacific University is located on the traditional lands of the Atfalati, Clatskanie, and Kalapuya people. Please take a moment to honor the indigenous inhabitants and stewards of this land with gratitude, to recognize our responsibility and relationship with these lands, and to commit to the work ahead as we reconcile historic injustices.

**University and the School of Learning & Teaching Policies**

Be aware of the [Pacific University Code of Academic Conduct](https://www.pacificu.edu/directory/student-affairs/student-conduct/student-handbook/student-code-conduct) and the [School of Learning & Teaching](https://www.pacificu.edu/directory/college-education/school-learning-teaching) 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 School of Learning & Teaching. For a complete list of policies, please refer to the [*Pacific University Academic Catalog*](https://catalog.pacificu.edu/).

**Disability Statement**

Pacific is committed to ensuring equitable access and success for all students. The Office of Accessibility and Accommodations (OAA) located in Clark Hall Room 227, coordinates academic adaptations and services for all students with disabilities. You can submit accommodation requests through the [*Accommodate portal*](https://pacificu-accommodate.symplicity.com/) (pacificu-accommodate.symplicity.com/). Accommodations are not implemented retroactively and students must request accommodations through OAA procedure as soon as possible. If you have, or believe to have a condition that qualifies for accommodations, please contact OAA at [oaa@pacificu.edu](mailto:oaa@pacificu.edu) or 503-352-2194 or visit our website at [OAA](https://www.pacificu.edu/academics/academic-support/accessibility-accommodation-services) for more information.

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.

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**Incompletes**

At the discretion of the instructor, a temporary grade of Incomplete (I) may be assigned when:

* The major portion of a course has been completed satisfactorily and the student has a passing grade at the time of the petition. An Incomplete is not a substitute for a failing grade, and cannot be granted to a student who is failing a class and wants additional time to submit make-up work in order to improve a grade,
* Health or other emergency reasons prevent the student from finishing all requirements of the course, and
* The student is able to complete the remaining work on an individual basis with the instructor. Re-enrollment in all or part of the same course during a subsequent semester is not allowed as part of the contract.

When the agreed-upon work has been completed, the instructor must submit a completed *Grade Change Request* form to the Registrar’s Office. Before the deadline, an extension may be granted if the student and instructor agree, appropriate approval is received, and an approved extension is submitted to the Registrar’s Office. If the agreed-upon work is not completed and/or no grade change is submitted to the Registrar’s Office by the deadline (and no extension has been approved), the grade becomes an F or N. It is the student’s responsibility to complete outstanding requirements and to work with the instructor to initiate the submission of the *Grade Change Request* form.

**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 or Director will approve grade changes.

**Students’ Rights and Responsibilities**

[Pacific University's Rights and Responsibilities](https://catalog.pacificu.edu/content.php?catoid=18&navoid=1076) seeks to maintain conditions favorable to learning. Students have the right to pursue an education free from discrimination on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability, sex or gender, gender identity and/or expression, sexual orientation, military, veteran or Vietnam Era status, or any other protected classification recognized by applicable law. 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. For a complete list of students’ rights and responsibilities, please refer to the [*Pacific University Academic Catalog*](https://catalog.pacificu.edu/)*.*

**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 in the[*Pacific University Academic Catalog*](https://catalog.pacificu.edu/)*.*

**Boxer Alerts**

In case of weather delays/closures or other campus emergencies, please sign up for Boxer Alerts to be alerted to all University/campus updates: [www.pacificu.edu/alerts](http://www.pacificu.edu/alerts)

**Syllabus Changes and Retention**

This syllabus is not to be considered a contract between the student and the university. It is recognized that changes may be made as the need arises. Students are responsible for keeping a copy of the course syllabus for their records. Detailed information will be provided throughout the term.

**Closure Policy**

Pacific University uses Boxer Alerts for notification of closure. Please also see: <https://www.pacificu.edu/directory/finance-administration/campus-public-safety/emergency-procedures-reference-guide-4>. The instructor will also communicate any weather-related cancellations of other disruptions directly to students. Due to the course schedule, material will likely be covered online or in an agreed upon make-up session.

**Sex Discrimination**

Pacific University has established policies and procedures that prohibit Sex Discrimination which includes sexual misconduct (including Sexual Harassment, Dating Violence, Domestic Violence, Stalking and Sexual Assault) and discrimination on the basis of sex. The University expects students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments.

Please note that my role as a professor and employee of the University requires that I report any disclosure of sex discrimination as defined above to the Title IX Office, which includes sharing all the details I was notified of during the disclosure to the Title IX Coordinator. This duty exists to ensure that anyone experiencing sex discrimination has access to support, resources, and reporting options through the Title IX Office. You can also access additional resources directly:

* [Anonymous Reporting Option](https://cm.maxient.com/reportingform.php?PacificUniv&layout_id=1)
* [Campus Safety](https://www.pacificu.edu/support-safety/campus-public-safety)
* [Connect with a Confidential Advocate](https://www.pacificu.edu/directory/student-affairs/center-gender-equity/sexual-assault-relationship-violence/confidential)
* [Connect with the Counseling Center](https://www.pacificu.edu/life-pacific/support-safety/counseling-center)
* [Connect with the Health Center](https://www.pacificu.edu/life-pacific/support-safety/student-health-center)
* [Title IX Website](https://www.pacificu.edu/title-ix)
* [Policy](https://www.pacificu.edu/node/18293)
* [Department of Education, Office of Civil Rights](https://www.ed.gov/about/ed-offices/ocr)

***Course Calendar***

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| **6/16** | * Introductions * Syllabus | * *100Qs*: Part 6 * Collect two articles on your topic |
| **6/19** | * Research Traditions * Research Questions | * *100Qs*: Part 6 * Collect two articles on your topic * **Blog post**: * What is your preferred research tradition? * What is your research question? |
| **6/23** | * Qualitative Research Designs * Quantitative Research Designs * Mixed-Methods Designs | * 100Qs: Part 7   + Collect two articles on your topic |
| **6/23-7/2** | * Individual Meetings | * 100Qs: Part 7   + Collect two articles on your topic * **Blog post**: What measures will you use to triangulate your data? |
| **7/3** | * Presentations | * 100Qs: Part 7   + Collect two articles on your topic * **Literature Reviews due: 7/6** |