EDCP 585E 952 Teacher Inquiry: Living the Research in Everyday Practice
DON'T BE SHY TO RAISE YOUR HAND

UNEXPECTED NOISE DURING CLASS

IF NECESSARY, PLEASE MUTE YOUR MICROPHONE
INTRODUCTION: TO THE COURSE AND EACH OTHER

- WHAT DO YOU DO WITH AN IDEA
- BREAK
- COURSE OUTLINE
- GALLERY WALK
- TEXT SECTION ASSIGNMENT
- READING FOR NEXT DAY & TPI INQUIRY TASK

TODAY'S AGENDA

SUSAN FREITAG  ROSIE GU  GUPTA GUPITA
SOLMAZ MOUSAIV  TOLKYN KHIZIMUKHAN  MERVE OZKAN
NAMRATA VERMA  SIYING CHEN  KIERAN FORDE

TELL US A LITTLE ABOUT YOURSELF
WE ARE NOWHERE

WE ARE NOW HERE
WE ARE NOW HERE

WE ARE NOW HERE

UBC
WE ARE NOW HERE
THE TRADITIONAL AND UNCEDED
TERRITORY OF THE MUSQUEM

WE ARE NOW HERE
THE NEST
The Nest: The new Student Union Building is like an Italian hill town where life is spread over multiple levels. The Nest is directed, largely paid for, and operated by UBC students through their Alma Mater Society. The AMS is a unique body independent of University administration.

The new SUB incorporates UBC’s famous grassy hillock, the Knoll. The Knoll has been a focus for student activities, including protests, since the 1960s. The Knoll is now bisected by the new building but retains its original shape in the form of a curved and terraced internal seating area.
WE ARE NOW HERE
THE IMPORTANCE OF PLACE

WE ARE NOW HERE
PLACE-BASED EDUCATION
WE ARE NOW HERE
PBE RECOGNIZES PLACE AS FOUNDATIONAL TO LEARNING

but instead of being here ...

... we are now here

...a very different place/space for learning
tell us a bit about your experience

...we are now here

...a very different place/space for learning

So, our challenge is to make this ...

feel like this ...
- Introduction: To the course and each other
- What do you do with an idea
- Break
- Course outline
- Gallery walk
- Text section assignment
- Reading for next day & TPI inquiry task
Today's Agenda

- Introduction: To the Course and Each Other
- What Do You Do With an Idea
- Break
- Course Outline
- Gallery Walk
- Text Section Assignment
- Reading for Next Day & TPI Inquiry Task
- Introduction: To the course and each other
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EDCP 585E 952
Teacher Inquiry: Living the Research In Everyday Practice
https://cste.educ.ubc.ca/edcp-585-2020

Inquiry is a defining feature of professional practice.

As we write the text, we are written by the text.

Thanks to Karen Fertig EDCP585 student for suggesting this image.
## EDCP 585 Daily Class Schedule 2020

<table>
<thead>
<tr>
<th>Day &amp; Date</th>
<th>Class/No Class</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday July 27</td>
<td>Class – Start of Course</td>
<td></td>
</tr>
<tr>
<td>Tuesday July 28</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Wednesday July 29</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Thursday July 30</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Friday July 31</td>
<td>Class</td>
<td></td>
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<tr>
<td>Saturday Aug 1</td>
<td></td>
<td></td>
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<tr>
<td>Sunday Aug 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday Aug 3</td>
<td>No Class (Public Holiday)</td>
<td>‘First Part’ of Assignments Prep Day</td>
</tr>
<tr>
<td>Tuesday Aug 4</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Wednesday Aug 5</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Thursday Aug 6</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Friday Aug 7</td>
<td>Class</td>
<td>‘First Part’ of Assignments Due</td>
</tr>
<tr>
<td>Saturday Aug 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday Aug 9</td>
<td></td>
<td></td>
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<tr>
<td>Monday August 10</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Tuesday August 11</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Wednesday August 12</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Thursday August 13</td>
<td>No Class</td>
<td>‘Second Part’ of Assignments Prep Day</td>
</tr>
<tr>
<td>Friday August 14</td>
<td>Class – End of Course</td>
<td></td>
</tr>
<tr>
<td>Friday August 21</td>
<td>No Class</td>
<td>‘Second Part’ of Assignments Due</td>
</tr>
</tbody>
</table>

## Interacting with the Readings

As you read the papers, please keep track of the following three things:

1) Resonance?
   - be ready to share with us about one or two things that resonated with you ...

2) Learning?
   - be prepared to share with us about one or two key things that you learned ...

3) Clarification?
   - be prepared to share with us one or two things that you would like further clarification about ...
Narratives/Curiosities About Practice

- In this segment, we invite you to think about one or two narratives/stories/curiosities from your own teaching or perhaps when you were a student (or even in your current role as a graduate student) that for some reason or other have stuck in your mind.
- Be prepared to share those stories with the class.
- The class will then interact with your story by asking questions, seeking clarification, sharing similarities, proposing ideas, etc.

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Today's Agenda

- Introduction: To the course and each other
- What do you do with an idea
- Break 🍵☕️
- Course outline
- Gallery walk (postponed until next day)
- Text section assignment (also postponed)
- Reading for next day
READING FOR TUESDAY JULY 28TH, 2029

(available at the reading link on the course website: https://cste.educ.ubc.ca/edcp-585-2020)

RELATED READINGS:

Communities of Practice:

Teacher Inquiry:
Clarke, A. (2022, invited). Teacher inquiry: By any other name

Naylor, C., & Fry, T. Teacher Inquiry: The Catalytic and Collaborative Role of a Canadian Teacher Union

Teacher Research:
Rust, F. (2009). Teacher research and the problem of practice

Admiral, W., Smit, B., & Zwart, R. (2014). Models and design principles for teacher research

Variation Theory:

Xu, L. (2019). Relating Teaching and Learning of Science Through the Lens of Variation

INTERACTING WITH THE READINGS

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Teacher Inquiry

TASK: TEACHING PERSPECTIVES INVENTORY

Part #1: Please Complete the TPI and Bring A Printout of Your Results to the Next Class

Please go to the Teaching Perspectives Inventory website (www.teachingperspective.com) and complete the online survey.

Upon completion of the survey your results will displayed immediately on your screen or device. You will also be sent an email with a URL address where you can access your results and print them out at a later date.

Please bring a printout of your TPI results to the next class. (The printout doesn’t have to be in colour).

Part #2. Please Read the TPI Summaries Below for The Next Class

Please read the following explanations for each of the five perspectives. Then, in your own words, create a single sentence for each perspective that captures the most salient feature of that perspective for you.

SUMMARY
END OF CLASS