- Check in
- Course outline — any questions
- Web site — daily PowerPoint posted
- Text assignment
- Daily reading
- Break
- Gallery walk
- Teaching perspectives inventory
- Reading for next day
- Check in
- Course outline — any questions
- Web site — daily Power Point posted
- Text assignment
- Daily reading
- Break
- Gallery walk
- Teaching perspectives inventory
- Reading for next day

Time for a break
- Check in
- Course outline — Any questions
- Web site — Daily Power Point posted
- Text assignment
- Daily reading
- Break
- Gallery walk
- Teaching perspectives inventory
- Reading for next day
- Check In
- Course Outline — Any Questions
- Web Site — Daily Power Point Posted
- Text Assignment
- Daily Reading
- Break
- Gallery Walk
- Teaching Perspectives Inventory
- Reading for next day
1. Today, Tuesday July 28, you will be each assigned a section of the text. You are to read and become knowledgeable about your section of text.

2. The six sections are as follows:
   - < student #1>: Section 1, Pages 80 – top half of 90
   - < student #2>: Section 2, Bottom half of 90-98
   - < student #3>: Section 3, Pages: 106-118
   - < student #4>: Section 4, Pages: 119-132
   - < student #5>: Section 5: Pages: 138-150 (up to Managing the Study)
   - < student #6>: Section 6, Pages150 (from Managing the Study) to 161

On Tuesday Aug 4, you will present your section to the class. The presentation should highlight what you think are the key points from your section. (Note, you won’t have time to present the whole section.) You may use a PPT or similar for the presentation.
- Check in
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- Check in
- Course outline — any questions
- Web site — daily Power Point posted
- Text assignment
- Daily reading
- Break
- Gallery walk
- Teaching perspectives inventory
- Reading for next day
Today's Agenda:
- Check In
- Course Outline — Any Questions
- Web Site — Daily Power Point Posted
- Text Assignment
- Daily Reading
- Break
- Gallery Walk
- Teaching Perspectives Inventory
- Reading for Next Day
An Image of Teaching Or Learning?

Please send to Tony an image of teaching or learning that has some meaning to you.*

* Please note: This image is to be sent electronically to Tony on or before Saturday, July 25, 2020

(anthony.clarke@ubc.ca)
Enjoy the images. Identify one or two that intrigue you,
Be prepared to share your reactions with the class.
TODAY'S AGENDA

- CHECK IN
- COURSE OUTLINE — ANY QUESTIONS
- WEB SITE — DAILY POWER POINT POSTED
- TEXT ASSIGNMENT
- DAILY READING
- BREAK
- GALLERY WALK
- TEACHING PERSPECTIVES INVENTORY (POSTPONED)
- READING FOR NEXT DAY
TEACHER INQUIRY GENRES

Action Research:


McNiff, J. (2013). *Action research: Principles and practice*  

Cunningham, B. (1999) *How do I come to know my spirituality*  

MacDonald, C. (2012). *Understanding participatory action research*  

Appreciative Inquiry:

Dickerson, M. S., & Helm-Stevens, R. (2011). *Reculturing schools for greater impact*  


Zandee, D. P. (2014). *Appreciative inquiry and research methodology*  

Kaplan, C.S. (2014) *An appreciative inquiry approach to reflecting on teaching*  

Giles, D., & Kung, S. (2010). *Using appreciative inquiry to explore the professional practice*  

END OF CLASS