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

Thanks to Kieran Forde, EDCP PhD student, for suggesting this image

As we write the text, we are written by the text
EDCP 585E 952 Teacher Inquiry: Living the Research In Everyday Practice

Course: EDCP 585E 952
Special Course in Curriculum and Pedagogy
Teacher Inquiry: Living the Research in Everyday Practice
Monday July 27 – Friday August 14, 2020
9:00am – 11:30am (Online attendance required during these times)

Website: https://cste.educ.ubc.ca/edcp-585-2020

Instructor: Anthony Clarke
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Focus: By shifting the focus of inquiry from research on teachers or research with teachers to research by teachers, teacher inquiry invites us to address issues of teacher knowledge/knowing from the perspective of our own teaching practice.

Further, if we accept that knowledge is personally constructed (Ausubel, 1968; von Glasersfeld, 1987), socially mediated (Vygotsky, 1978; Wertsch, 1991), and inherently situated (Brown, Collins, & Duguid, 1989; Lave and Wenger, 1991) then teacher inquiry, as a way of examining practice, is uniquely placed to honour each of these characteristics.

This course begins by examining the underlying assumptions that each of us brings: (a) to our practice, and (b) to the inquiry process. During the course, we will explore:
- the various names/approaches by which teacher inquiry is known and practiced;
- the differences between these approaches; and
- the appropriateness of each as it pertains to the inquiry we wish to undertake.

The final choice of method and approach will ultimately depend on the questions we want to ask and the claims that we want to make about our practice.

Finally, the course will provide an opportunity to develop a proposal for a teacher inquiry project (Master of Education) or thesis (Master of Arts).

References:
Format: A seminar format has been chosen for this graduate course to enable maximum interaction among participants. Following Davis, Sumara, & Simmt (2003) we appreciated that the intelligence of the group is always greater than the intelligence of the individual. Therefore there is much that we can share and learn about our particular social, cultural, and academic backgrounds through conversation. For Gadamer (1990):

the more genuine a conversation is, the less its conduct lies within the will of either partner. Thus a genuine conversation is never the one that we wanted to conduct. Rather, it is generally more correct to say that we fall into conversation, or even that we become involved in it. The way one word follows another — with the conversation taking its own twists and reaching its own conclusion — may well be conducted in some way, but the partners conversing are far less the leaders of it than the led. No one knows in advance what will come out of a conversation. (p. 383)

Thus, our interactions with each other are central to the way in which this course unfolds.

References:

Activities: The general structure of the class session will have the following segments:

- Check-in: Check in provides the opportunity for you to share your “in-the-moment experience” (Cohen, 2009) as we enter into conversation (e.g., “How do you feel? Is there something that has arisen since last class that you would really like to share? Etc.”). Check is a way of presenting
ourselves” (Shantih & Clemans, 2011) and sets the tone for the interaction that follows (Newfelt & Guralnik, 2008).

References:

Readings: Each session a reading or set of readings will be provided. As you read the papers, please keep track of the following three things:
1) **Resonance**: be ready to share one or two things that resonated with you;
2) **Learning**: be prepared to share one or two key things that you learned;
3) **Challenge**: be prepared to share one or two things that you would like further clarification about the readings.

Break: Coffee/Tea/Snack

Narratives/ Curiosities: In this segment, you will be asked to:
- think about one or two narratives/stories/curiosities from you 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.

This form of sharing is often the first step in most inquiries!

Summary: A quick wrap-up before the end of class.

Class Schedule: See separate sheet for class schedule.

Registration: It is your responsibility to ensure that you are officially registered for the course (credit and auditing students only). If you have any questions about registration, please contact Alan Jay, the EDCP Graduate Program Assistant at 604-822-2229 or edcp.grad@ubc.ca. Students auditing the course must demonstrate a knowledge of the material covered in class that is comparable to that of regular students to qualify for an audit standing on their transcript. The manner in which auditing students demonstrate this knowledge will be negotiated with the instructor (and to be submitted in writing). Students sitting in on the course are expected to maintain the same schedule of readings and class activities as that of credit or audit students.
Text: We will be using the first six chapters of Carolyn Babione’s (2015) Practitioner teacher inquiry and research. The chapters are available online at UBCLIB (www.library.ubc.ca). Please go to UBCLIB, enter the title of the book, and follow the prompts (including entering your CWL to access the text. (Note, I have noticed in some downloads that some of the page numbers appear to be missing but the full text is still there.)

Depending on the number of students in the class, we will be using a modified Jig-Saw cooperative learning strategy to work our way through the first six chapters of the text. A Jig Saw is strategy is where different members of the class are responsible for teaching the other members of the class about a particular chapter from the text. You (and a partner, depending on the size of the class) will be assigned a chapter from the text during the first class of the course.


Photocopying: (F2F only) Additional photocopying costs applicable for face-to-face classes. Additional handouts from a range of sources will be used during the course. Faculty policy requires instructors to collect money for such materials. It is not expected that copying charges will exceed $2.00. Please pay this directly to the instructor at your earliest convenience.

Workload: Regular university classes at the 500-level have 39 hours of face-to-face in-class time. Given the intense nature of the 3-week summer courses, some class time will be set aside for the preparation of your in-class presentations and the minor and major assignments.

Attendance: Given the myriad of challenges that we face when working online during the COVID-19 pandemic, all student will have three ‘Get Out of Jail’ cards that they can use when, for one reason or another, they are unable to attend the class.

ASSIGNMENTS
You have the choice of being assessed at one of three grade levels: A (100%-80%), B (79%-68%) or C (67%-55%). Please let me know towards the end of the course the assessable grade level you have chosen by indicating of the option (outlined below from Option 1 through to Option 10).

Assignment Options (described in greater detail in the pages that follow):
- Component I. ARTICLE (approx. 1 page)
- Component II. NARRATIVE (approx. 4 pages)
- Component III. TEXT (approx. 4-5 pages)
Component IV. PROPOSAL  (approx. 8-10 pages)

Sample Grade Level Nomination Form

Please indicate the option you have chosen:

<table>
<thead>
<tr>
<th>Option</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>C</td>
<td>1 Article (30%) + Text (70%)</td>
</tr>
<tr>
<td>Option 2</td>
<td>C</td>
<td>1 Article (30%) + Narrative (70%)</td>
</tr>
<tr>
<td>Option 3</td>
<td>B</td>
<td>3 Articles (50%) + Text (50%)</td>
</tr>
<tr>
<td>Option 4</td>
<td>B</td>
<td>3 Articles (50%) + Narrative (50%)</td>
</tr>
<tr>
<td>Option 5</td>
<td>B</td>
<td>Text (50%) + Narrative (50%)</td>
</tr>
<tr>
<td>Option 6</td>
<td>B</td>
<td>Proposal (100%)</td>
</tr>
<tr>
<td>Option 7</td>
<td>A</td>
<td>3 Articles (30%) + Narrative (35%) + Text (35%)</td>
</tr>
<tr>
<td>Option 8</td>
<td>A</td>
<td>Text (30%) + Proposal (70%)</td>
</tr>
<tr>
<td>Option 9</td>
<td>A</td>
<td>3 Articles (30%) + Proposal (70%)</td>
</tr>
<tr>
<td>Option 10</td>
<td>A</td>
<td>Narrative (30%) + Proposal (70%)</td>
</tr>
</tbody>
</table>

Component I. Article (approx. 1 page)
You are to critique an article that pertains to teacher inquiry. Your critique is to be up to one page in length (the equivalent of a typed, single spaced, 8.5" x 11" page). Only the first page will be assessed. Current access to journal articles online via the UBC library will facilitate this aspect of your work (see possible list of articles below). Your critique should contain:
1. The bibliographic reference.
2. A paragraph (or two) describing what the article is about.
3. A paragraph indicating the claims made by the author(s).
4. At least two paragraphs of your reflections on the article in light of your own experiences.
5. A copy of the article.
Component II. Narrative (approx. 4-5 pages)
You are to make explicit, interrogate, and then share (through your assignment submission) a story from your teaching practice that is of particular interest or curiosity to you as an educator. The narrative should contain:

1. A sense of the context (that is, the backdrop to the story).
2. An explication of the key elements of the story.
3. The sense that you made ‘then’ and the sense that you make ‘now’ of the story as a result of rendering it in narrative form.
4. References where necessary and appropriate.

Component III. Text (approx. 4-5 pages)
You are to provide a brief synopsis of the course text (encompassing the 6 chapters outlined earlier) and then choose three aspects from those chapters that you find particularly significant in terms of your learning. Please describe why and how these three elements are important to you, and the sense that you make of them in terms of curiosities, questions, or thoughts that you have about your teaching practice.

Component IV. Proposal (approximately 8-10 pages)
You are to generate a proposal for a Teacher Inquiry project. The proposal should contain the following components:

Part A: Title
What is a title for your project?

Part B: Introduction: What Matters and Why?
- What is the problem and context that your project addresses?
- What is the purpose of your inquiry?
- What are some assumptions that underlie your inquiry?
- What are some potential implications of your inquiry?

Part C: A Beginning Review of the Related Literature
What literature will you need to explore to undertake your inquiry (both the particular area of interest and the methods required to undertake that study)?

Part D: Statement of the Inquiry Focus or Inquiry Question(s)
Develop and provide the main inquiry question(s) that will underpin your inquiry. The inquiry question(s) should be clearly stated. Sometimes the inquiry question(s) requires an additional paragraph or two of explanation.

Part E: Methods and/or Procedure for the Inquiry
Provide a brief account of how your inquiry will proceed and how you will obtain the necessary information/data to respond to your inquiry questions.

Part F: Anticipated Conclusions and Impact
Provide a brief example of the sorts of implications that might arise from this work.

Part G: Sharing
How do you intend to share your work with “knowledgeable others”?

Part H: References
Provide a reference list of the readings that have informed your inquiry proposal. Please use an appropriate style manual (e.g., APA) to format your references.

The criteria against which your assignments will be assessed is as follows:
(a) cogent  Is it compelling and convincing?
(b) clear  Is it easy to comprehend and unambiguous?
(c) coherent  Is it logically consistent and orderly?
(d) critical  Is it carefully considered and analytical?
(e) concise  Is it succinct and to the point?

These criteria will be weighted equally. Unsatisfactory work will be returned for resubmission.

The assignments will be graded using the current EDCP Grading Guidelines for graduate courses:

**A Level - Good to Excellent Work**

A+  (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.

A  (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.

A-  (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.

**B Level - Adequate Work**

B+  (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.

B  (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject matter and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.

B-  (68-71%) Barely adequate work at the graduate level.

**C & D Level - Seriously Flawed Work**

C  (55-67%) Serious flaws in understanding of the subject material. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

D  (50-54%)

**F Level - Failing Work**

F  (0-49%)

*NOTE: For UBC G+PS, a final mark below 68% for Doctoral students and below 60% for Masters students is the equivalent of a ‘Failing’ mark. ([www.grad.ubc.ca/faculty-staff/policies-procedures/grading-practices](http://www.grad.ubc.ca/faculty-staff/policies-procedures/grading-practices))
EDCP 585 was conceived as a face-to-face (F2F) course because F2F is conducive to the sorts of conversations we hope to have as outlined above. F2F conversations are facilitated by proximity, visual cues, non-verbal language, etc., many of which are muted or absent in an online environment. (The tyranny of the Brady Bunch tile effect of Zoom and other meeting platforms.) Unfortunately, the current COVID-19 pandemic has meant that the course will held online for the Fall 2020 session.

Technology has its limits (see www.youtube.com/watch?v=DVqctqpEQPc). Our collective patience and understanding will be paramount as we make the shift from F2F to online this term.

UBC’s Keep Learning Website:
For hints about online teaching and learning please visit UBC’s ‘Keep Learning’ website:
https://keeplearning.ubc.ca

Class Assistant
During the first class, a Class Assistant will be appointed as co-host. The role of the Class Assistant will be to communicate with the instructor regarding particular technical issues that may arise during a Zoom meeting. For example if the instructor ‘drops out’ of a Zoom meeting due to technical difficulties, the Class Assistant may bring the meeting to a close and communicate with the instructor about any final issues that students might have raised before the closing the meeting.
REFERENCES/BIBLIOGRAHY

A selection of readings from the following list (categorized by teacher inquiry genre) will be used for the class.

• Action Research:

• Appreciative Inquiry:

• Autobiography:

**Autoethnography:**

**Insider:**

**Insider/Positionality:**

**Lesson Study:**
https://doi.org/10.4324/9781315710068-13 (pp. 185-203).

•Lesson & Learning Study:

•Learning Study:

•Life History:

•Memoir:


**Narrative Inquiry:**


**Pedagogical Narration:**


**Portraiture:**


**Quality Teaching Rounds:**

**Self-Study:**

**SoTL (Scholarship of Teaching and Learning):**


RELATED TEXTS

• Course Text:
  Chapter 1: Developing A Concept Of Practitioner Teacher Inquiry
  Chapter 2: School Change And Teacher Inquiry Identity
  Chapter 3: Inquiry Communities For Learning And Change
  Chapter 4: Where We Begin Practitioner Teacher Inquiry
  Chapter 5: Guidelines For Collecting Data
  Chapter 6: Analyzing, Interpreting, And Managing Inquiry Study

• Communities of Practice:

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

• Teacher Research:

• Variation Theory:

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• UBC Student Guide to Zoom
You may already be aware that there is a simple UBC student guide for Zoom meetings. Please download and read this guide:

• Background Noise – Mute Your Microphone If There Is Background Noise
If you are in a setting where there is background noise or perhaps you are using a very sensitive microphone, it is best to mute your microphone so that it doesn’t accidently interfere with class

• Camera – If Possible Please Leave Your Camera On
In the interest of creating an engaging and interactive online community, it would be great if you left your camera on during class. However, understandably, there may be instances where you prefer to turn your camera off.

• Zoom Is Now Hosted On Canadian Servers
On the weekend of July 4, 2020, UBC’s Zoom account was transitioned from US-based hosting to Canadian-based hosting. Following this change, attendees participating in meetings hosted by users on UBC’s account will have video and audio data flow through a Canadian data centre. Account information and passwords will also reside exclusively in a Canadian data centre. For further information, please see: ‘https://it.ubc.ca/news/ubc%E2%80%99s-response-zoom-privacy-concerns’.

Note: Students do not need an account of their own to use Zoom, but they will be prompted to download the Zoom application when they join a lecture session.

• Recording Of Zoom Meetings and Chats
No Zoom meetings or Zoom chats will be recorded by the instructor UNLESS the whole class is advised and permission is given at the time of recording. Zoom 5.0 now has a function where all participants are advised if someone starts recording a session.

• Virtual Backgrounds
If you wish to use a virtual background, please test the background before joining the class and, please choose a suitably plain and static image. Some useful hints can be found at:
https://www.duarte.com/presentation-skills-resources/virtual-backgrounds-zoom-meetings

• Class Assistant
During the first class, a Class Assistant will be appointed. The role of the Class Assistant will be to communicate with the instructor regarding particular technical issues that may arise during a Zoom
meeting. For example if the instructor ‘drops out’ of a Zoom meeting due to technical difficulties, the Class Assistant may bring the meeting to a close and communicate with the instructor about any final issues that students might have raised before the closing the meeting.

• What Happens If The Instructor Drops Out of a Meeting?
Once you have joined a Zoom meeting, you will remain in the Zoom room even if the instructor ‘drops out’ of the meeting due to a technical glitch, poor Wi-Fi signal, etc.). If this happens, please remain in the room and the instructor will attempt to re-join the meeting as soon as possible. While the instructor is out of the room, the Class Assistant will manage the class (e.g., monitor the chats, bring the class to a close if advisable, etc.)

If the instructor is unable to re-joining the meeting in a timely fashion (e.g., within 5 minutes) they will advise the Class Assistant who will relay this information to the members of the class and advise of an appropriate course of action (e.g., asking the class to take a 15-minute break, ending the meeting, etc.).

• What Happens If a Student Drops Out of a Meeting
Please try to join again. This may require you to turn your machine off and on again!

• The Parking Lot
We may need a parking lot for issues and questions that arise during a Zoom meeting. Because of the very different circumstances presented by the Zoom context (difficult to see visual cues, lack of proximity with one another, the need for very specific protocols around turn-taking, etc.), we may need to use a Parking Lot is where an issue is “parked" (set aside for later discussion) because we are unable to address all issues during the meeting. We will discuss this further during the first class meeting.

• Directly Ethernet Connection (Versus WIFI Connection)
Some Zoom users have found that a direct ethernet connection is more stable than a wifi connection.

• Looking Away From the Screen/Camera During a Zoom Meeting
You don’t have to stare directly at the screen/camera the whole time. We understand that you will need to look away from the screen to take notes, check readings, etc.

Similarly, don’t worry if people look away from the screen/camera while you are talking. They are probably writing something down on paper, jotting down notes on a separate device, or looking at a second screen that is connected to their system.

• Keeping Track of Time
Unlike a physical classroom where there is a clock on the wall to keep track of time, in a virtual classroom this small detail is missing. Therefore, it is important to keep track of time by other methods. This also means being conscious of time taken when speak or explaining ideas and thoughts. Let’s collectively keep track of time and help each other out accordingly.
• Establishing Zoom Etiquette for Our Classroom

Please suggest some basic Zoom etiquette that you would like us to follow in our classroom. For example, here is one set of practices from the internet:

- Be on time.
- Keep your sound on mute until you are asked to speak.
- Stay in one place.
- Be respectful when listening, speaking, and writing in the chat box.
- Turn your video off if you need to do something that you don’t want everyone to see (like going to the bathroom).
- Do not take pictures or video of the meeting.

Created by C. Bangsund, 2020

*Dude Dots Artwork by Sarah Pecorino Illustration*