The Process: Supporting Faculty Inquiry Into Inquiry

- **Professors’ Initial Motivation:** Participants agree to try tutorial curriculum in their courses through a faculty brown-bag discussion in which locally collected tutorial data was presented.
- **Professional Development Model:** Paralleling the common wisdom in science education, professional development ought not to be transmissionist, but supportive of self-directed inquiry. Models of co-teaching provide opportunities for engaging in reflective teaching practices.
- **Institutional Support:** Locally created instructor’s manual housing suggestions and weekly wisdom for tutorial activities. Head graduate teaching assistant provided by the department for additional implementation support. Department assigns a pair of professors to large, introductory courses.

### Conceptual Framework

- **Classroom Context:** Locally created instructor’s manual housing suggestions and weekly supervision for additional implementation support. Department assigns a pair of professors to large, introductory courses.

### Professional Development Model

- **Curriculum:** Paralleling the common wisdom in science education, professional development ought not to be transmissionist, but supportive of self-directed inquiry. Models of co-teaching provide opportunities for engaging in reflective teaching practices.

### Institutional Support

Locally created instructor’s manual housing suggestions and weekly wisdom for tutorial activities. Head graduate teaching assistant provided by the department for additional implementation support. Department assigns a pair of professors to large, introductory courses.

### The Course

- **Number:** 1110
- **Department:** U of WA

### Perceptions

- **CLASS:** see class.colorado.edu for references
- **FPER:** see class.colorado.edu for references

### Emergent Themes Paraphrased

**On the ‘Nature of the Process’**

- "...the bottom line is, uh, breaking new ground when you don’t know the answers is a different thing than having the answers delivered to you with a structure for thinking about things. That’s different. Education is a different thing from discovery.
- "...you are given a certain set of problems, and you have the text book and you can read...you already have a problem there that you can solve. But, doing the sciences it’s more like you really need to look for problems...ask good questions."

**On the ‘Nature of the Answers’**

- "I think to be a scientist, you’re constantly questioning all of the basic assumptions. You’re trying to understand things that other people haven’t understood. You’re trying to break the picture down. You’re trying to figure out new ways of testing things, new ways to figure things out."

### The Course

- **Number:** 1200
- **Department:** U of WA

### References

1. Finkelstein, Phys Rev. STPER, 1,1010101 (2005)
5. FMCE, BEMA: see http://www.ncsu.edu/per/TestInfo.html for references
6. CLASS: see class.colorado.edu for references