



NANAIMO LADYSMITH
PUBLIC SCHOOLS

How can an inquiry stance promote self-regulation?

By: Mary-Lynn Epps and DJ Thompson

Learning Together

Learning Intentions

- ▶ Define inquiry/ project-based learning
- ▶ Identify elements of an Inquiry Climate
- ▶ Connections between Inquiry and self-regulation
- ▶ Practices that promote the development of self-regulation and meta-cognition in an inquiry/ project- based classroom

Setting the stage:

Think about yourself as a learner...

- ▶ How do you learn best?
- ▶ What do you know you need to work on?
- ▶ What goal can you set for yourself as a learner this session?



Wear two hats:

How could you use these three questions as:

- ▶ A 'learner'
- ▶ A 'practitioner'

What is inquiry/ project-based learning?

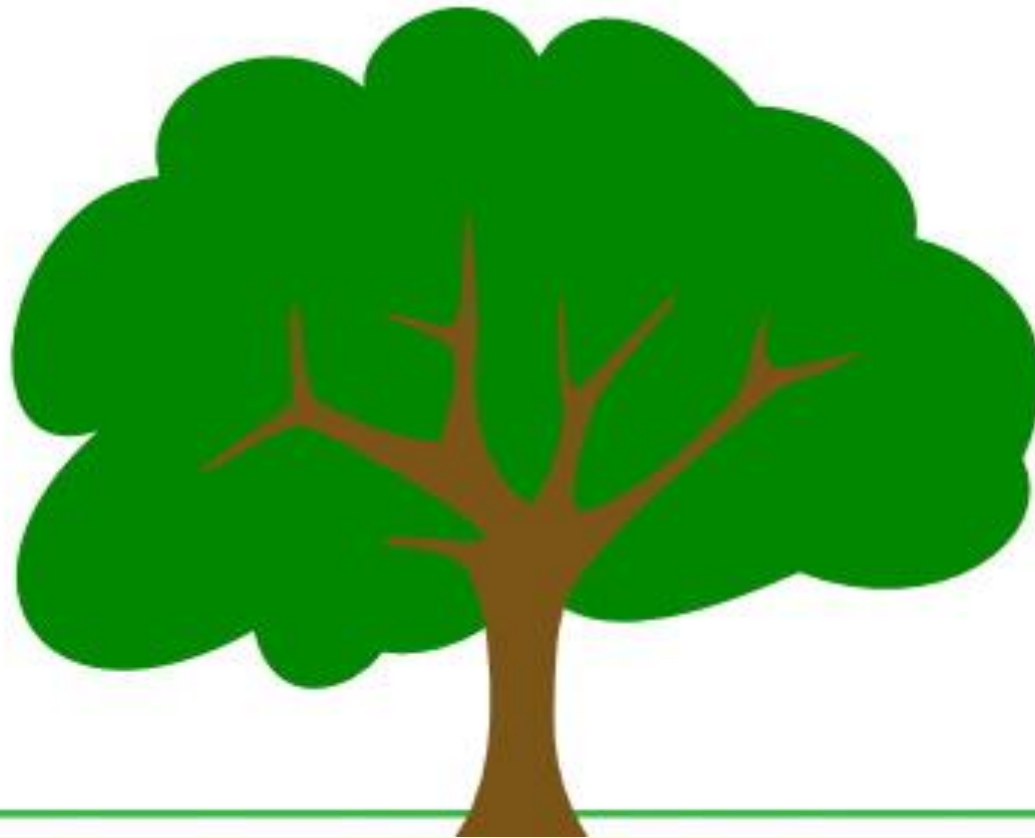
- ▶ Based on **constructivist theory** and grounded by the work of Piaget, Vygotsky, Dewey and Bruner.
- ▶ **Concept-based** with an emphasis of “enduring understandings” and core competencies.
- ▶ Balance between the **acquisition of skills, knowledge and meaning**.
- ▶ Inquiry/ project-based learning is, “the creation of meaning that occurs when an individual **links new knowledge with...existing knowledge**” (International Baccalaureate, 2007, p. 6)
- ▶ Inquiry learning is the **continual and cyclic** path of constructing, testing, confirming or revising our models of how the world works with the purpose **to transform** our thoughts, beliefs and actions.



Connecting the dots

- ▶ “Teaching Inquiry Learning” by Mark Chaloner
- ▶ <http://www.youtube.com/watch?v=lwCmCJ8OhWY>

What would you expect to see from learners in an Inquiry or Project-based experience?

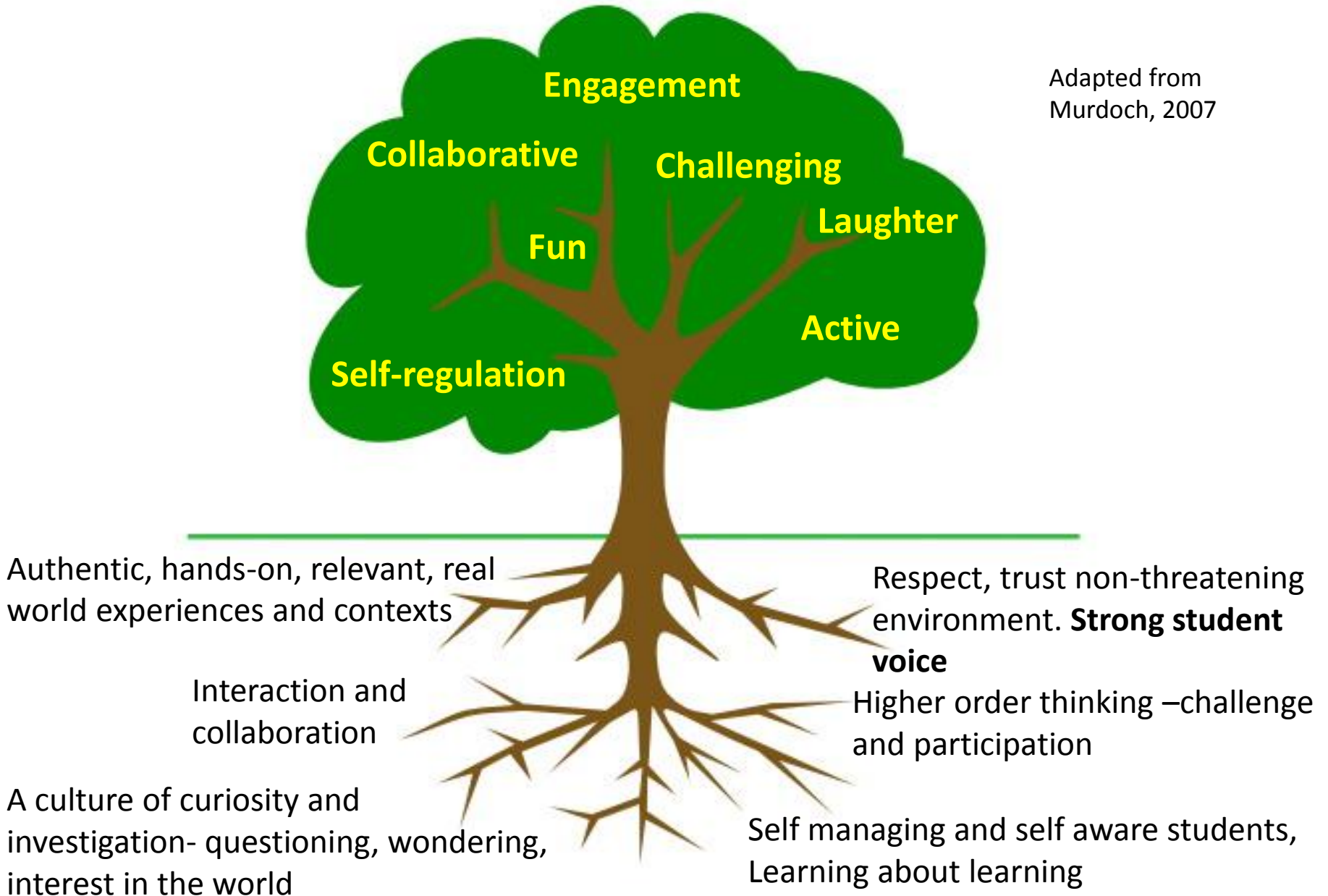


Inquiry/ PBL



Inquiry/ PBL- What lies beneath?

Adapted from
Murdoch, 2007



Creating communities for inquiry

- ▶ Which root parts promote self-regulation and meta-cognition?
- ▶ Be prepared to share with the group.

An example:

- ▶ Pencils in the classroom
- ▶ What elements did you see in the video that would describe the branches of the tree?
- ▶ What creates the stability in the roots of the inquiry to flourish?

Skilled Investigators

- When children enter into a classroom in which they feel respected, trusted and have a voice, students can remain “calm, alert and learning” (Shanker, 2012)
- When there are skills that are common to all, teachers should model and specifically teach in order for students to become increasingly independent in the use of those skills. (Murdoch, 2007)

Gradual release model

I DO

- **Teacher Modelling**

- Explains
- Demonstrates
- Thinks aloud

WE DO

- **Guided Practice**

- Teacher and students practice
- Teachers scaffolds the students' attempts and gives feedback
- Students share their thinking with each other

YOU DO

- **Independent Practice**

- Students apply strategy on their own
- Students receive feedback from teacher and other students

YOU DO

- **Transfer and Generalization**

- Meta-cognitive, self-regulated learner

Mirror Effect

Through the Eyes of the teacher

Mindset

- I am an activator of learning
- I seek feedback regarding my learning
- I use dialogue more than monologue
- I enjoy challenge
- I have high expectations for everyone and a belief we can all learn
- I welcome error as it is from our mistakes we inform our next steps
- I am passionate about learning
- I am interested in transforming learning, having an effect on one's thoughts, beliefs, and actions

Designing Instruction that Impacts Learners

- I use essential learning outcomes to guide my design
- I consider learning achievement baseline data of my learners
- I consider interests and passions of my learners
- I set high expectations and provide a scaffolding of support for learners within the instructional design

Learning Expert

- I engage in community building to ensure a trusting and supportive learning environment
- I foster healthy relationships with and among my students to support self-regulated social and emotional support
- I experience the power of collaboration as a means of support
- I use multiple strategies to support learning
- I am adaptable at differentiating instruction and assessment
- I am a reflective practitioner that is flexible in my approach to learning
- I know if learning is aligned to current research practices I can succeed

Receptive to Feedback

- I monitor and analyze learning to inform instructional practice
- Feedback is an integral part of the learning cycle and woven throughout each learning opportunity as a means to develop metacognition
- I seek feedback, I evaluate feedback and use feedback to support my learning
- I explicitly teach how to give feedback as a means to inform future learning
- I consider using feedback at three levels:
 - a) For the designated task e.g. writing a story
 - b) Of the process e.g. being aware of the strategies you incorporated to accomplish the task
 - c) On self-regulation e.g. how have the strategies supported you as a learner and how will you use them to inform your next steps

Through the eyes of my students



The mirror effect helps create self-regulated and meta-cognitive learners

We are well on our way if teachers and students perceive their work as meaningful and can answer:

- What are you doing?
- Why are you doing it?
- Why are you being asked to do it?
- What will it help you do?
- How does it fit with what you have previously done?
- How will it show what you have learned?

Drawing connections

- ▶ **Learning HOW to learn** is the essence of creating life-long learning and follows the constructivist approach to inquiry-based learning
- ▶ Helping our students to learn how to learn, and helping them understand themselves as learners is our primary focus

Exit Ticket

In table groups (groups of 3 or 4)

- ▶ **Generate**-a list of key words that stuck
- ▶ **Sort**- into categories
- ▶ **Connect** inquiry with the Keynote you heard this morning on Self-regulation,
- ▶ **Extend** into a sentence using a metaphor that completes: Inquiry is...

Thank you

- ▶ **Mary-Lynn Epps:** Mepps@sd68.bc.ca
- ▶ **DJ Thompson:** dj.thompson@sd68.bc.ca