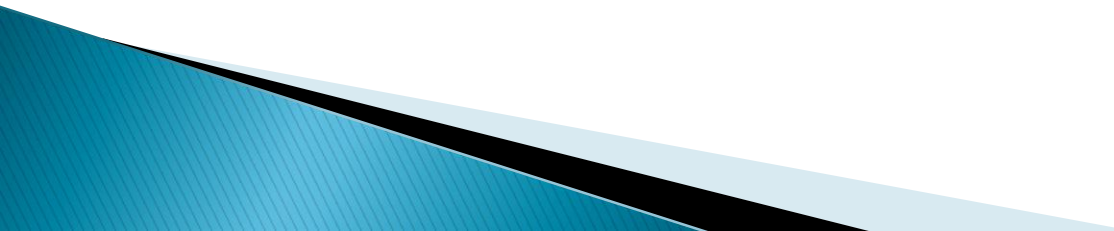


# Collaborative Dialogue –Uplands Park Elementary

D.J. Thompson– Instructional Coordinator  
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# Shape of the day

1. Community of learners
  2. What is inquiry?
  3. Inquiry in action
  4. Burning questions
  5. Reflection
- 

# Wear two hats

- One as a learner
- One as a teacher



# Why Inquiry?

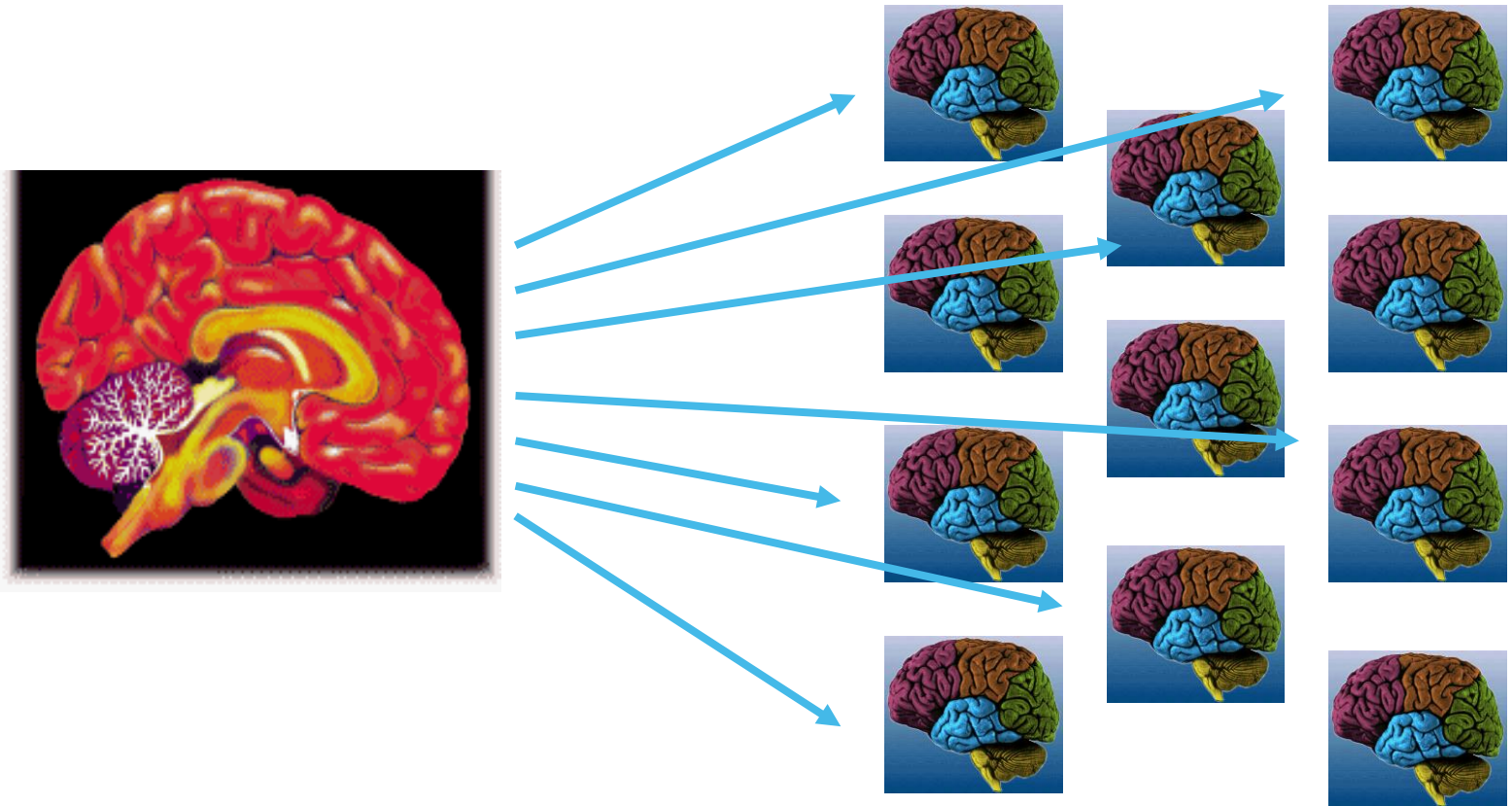
- ▶ How do children learn?

They engage with life and what is all around them. This curiosity creates a need to know which leads to more in-depth investigations which in turn, constructs their understandings of the world, as well as seeking more complex questions. (Short, 2009)

# How do you learn?

- ▶ Talk to the person beside you about the ways in which you learn.
- ▶ We will share out after.

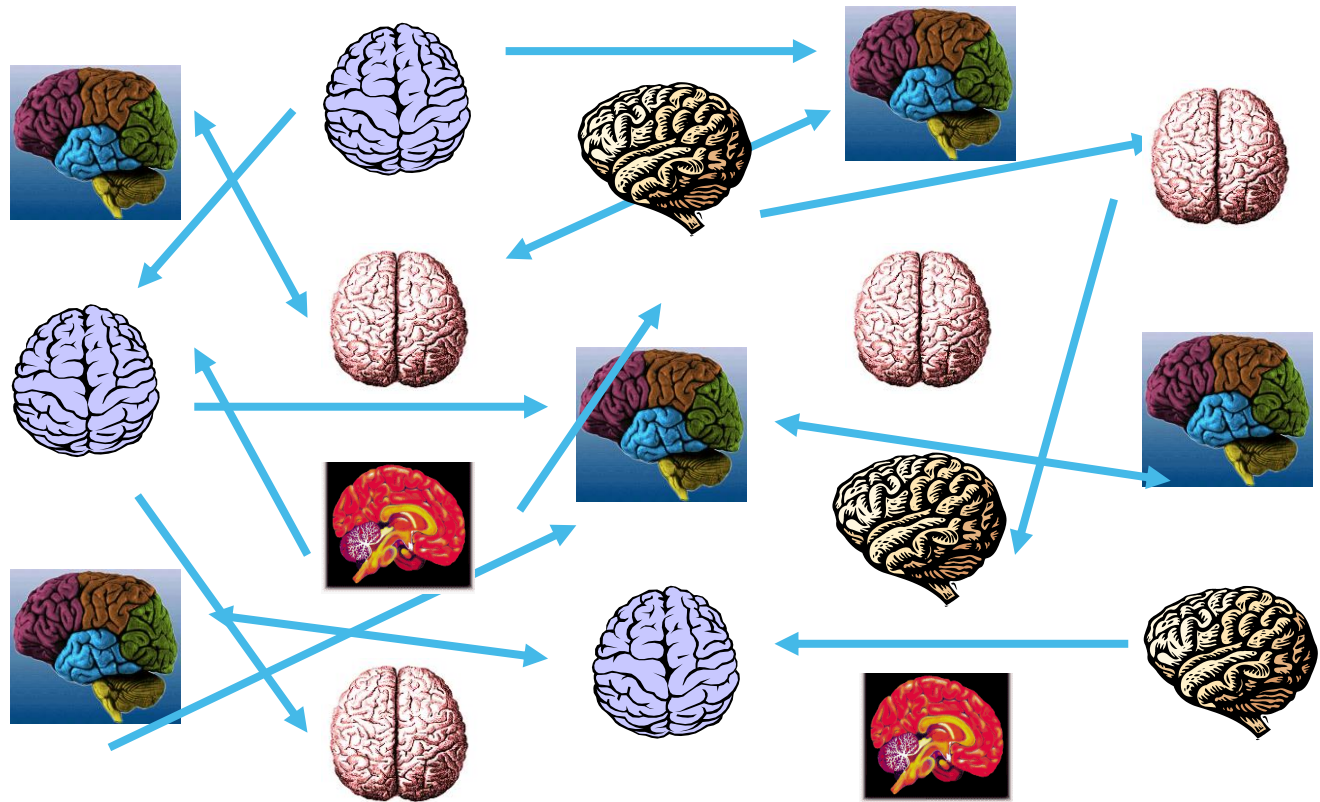
# Traditional classroom methodology



**Teacher**

**Students**

# Constructivist theory/methodology





## The Inquiry Stance

**Open** - Welcoming ideas, even conflicting ones

**Curious** - Being playful with words and ideas

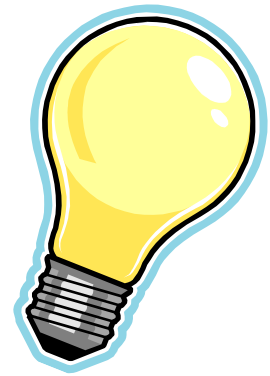
**Committed** - Actively involved

**Engaging of others** - Building on each others' utterances-  
agreeing/disagreeing respectfully with own ideas and ideas  
of others- reshaping understandings/ misunderstandings

**Supportive of own and others' ideas** - Offering  
evidence and opinions- constructing from own understanding

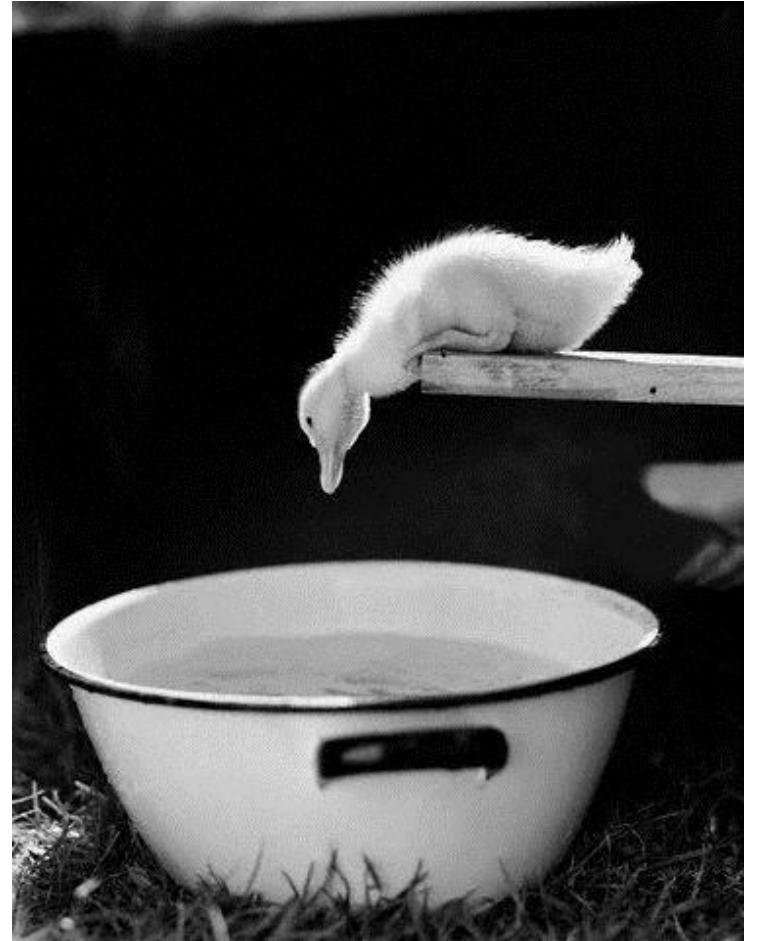


# “Big Ideas” of Inquiry

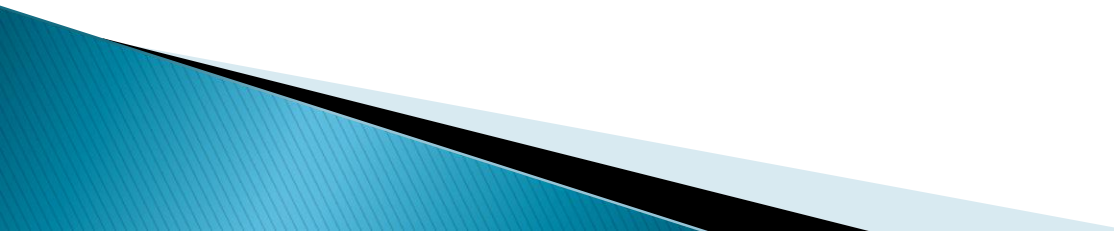


- ▶ Based on constructivist theory
- ▶ Concept-based with an emphasis of “enduring understandings”
- ▶ Balances transdisciplinary inquiry with traditional disciplines.
- ▶ Balance between the acquisition of skills, knowledge and meaning.
- ▶ Authentic (valid and varied) assessment
- ▶ Inquiry as a predominant but not exclusive pedagogical tool.
- ▶ Depth vs. breadth

# “Duck, Rabbit”



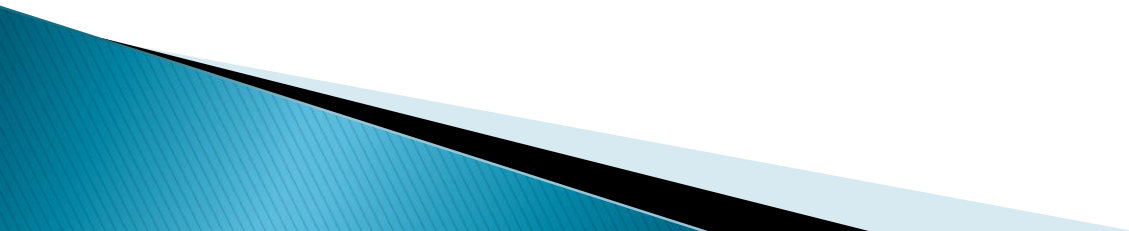
# Reporting out

- ▶ Each group will present their findings.
  - ▶ The reporter will then share their experiences.
  - ▶ How were the collaborative processes different?
- 

# Was this Inquiry?

Was this activity inquiry? Why or why not?

Be prepared to share out to the group

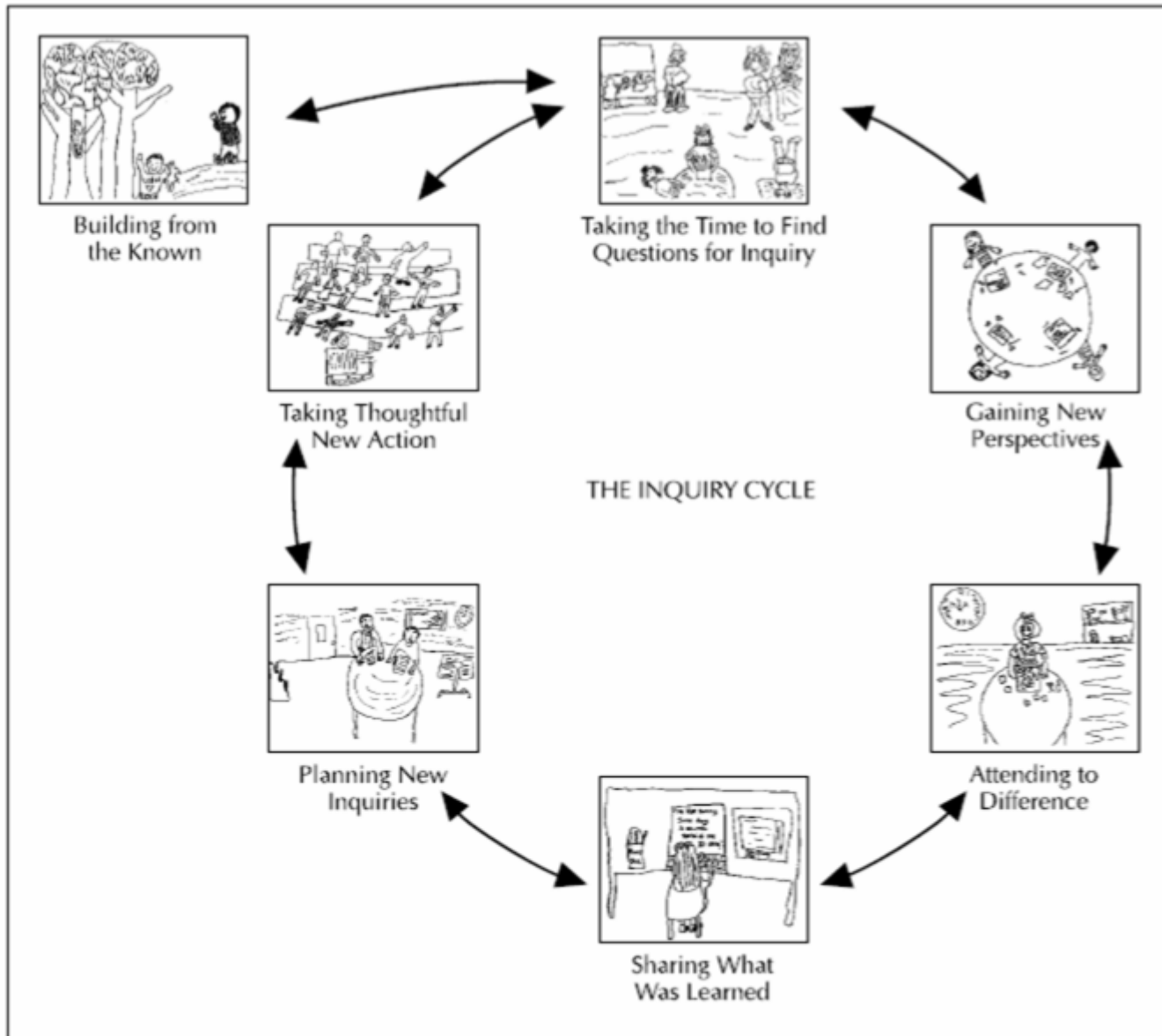


# A Continuum of Inquiry



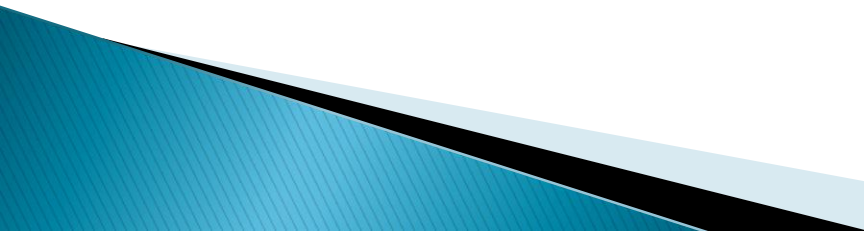
- ▶ **Open inquiry**– students are exploring and manipulating.
- ▶ **Guided inquiry**– discovering while manipulating
- ▶ **Structured inquiry**– discovering , more task orientated while manipulating.
- ▶ **Didactic inquiry**

# Kathy Short's Inquiry Model



# Kath Murdoch's Inquiry Cycle

“Becoming a Skilled Investigator:” Kath Murdoch, 2009

- ▶ Units of Inquiry are: “an opportunity to develop students’ skills in methodologies that researchers use to gather information they need in response to questions or problems they or others have posed...they see themselves as active investigators.” (2009)
  - ▶ 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.
  - ▶ The end goal is for students to be able to decide on an appropriate course of action when attempting to answer their own wonderings.
- 

# Tuning in...to students' thinking

What do we bring to this inquiry?

What do we think we know and feel?

What are we unsure about?

Why learn about/ to do this?

What needs to happen next?

Where are we headed?





# Finding out: learning to investigate and find out in different ways.

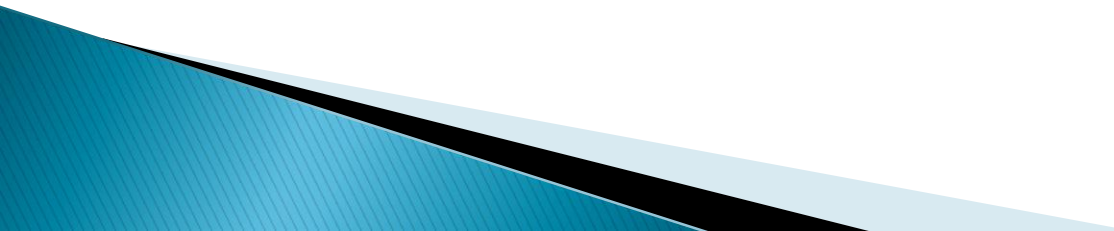
- ▶ How can we investigate this?
- ▶ What information do we need to gather and from where?
- ▶ How will we record and organize this data?
- ▶ What skills do we need for this investigation?
- ▶ What is the best way to find out more?
- ▶ How is this challenging our thinking?



# Beyond K.W.L.

“Making thinking Visible” –Ritchhart and Perkins (2008)

“By asking what students ‘think they know’ rather than what they ‘know,’ the prompt uses conditional language that suggests possibilities and openness rather than absolutes. This encourages the sharing of tentative ideas. All students can engage in a conversation focussed on personal thoughts rather than definitive knowledge... learning begins with one’s own ideas and truth is built over time.”



# Making thinking visible

What do you think you know about...	What makes you think that? What are our puzzles?	How will we explore our puzzles?

# Sorting out: time to respond to and process information gathered

- ▶ How can we make sense of this information?
- ▶ What patterns are we noticing?
- ▶ What does it mean to me/us?
- ▶ How can we express our new learning?
- ▶ How is our thinking changing?
- ▶ What questions does this raise?
- ▶ What else do we need to find out?



# Going further: Student led inquiry

- ▶ What am I wondering?
- ▶ What else do I need or want to explore?
- ▶ How can I take this further?
- ▶ How will I share with others what I have discovered?
- ▶ What goals do I need to set myself?



# Concluding, Reflecting and Acting

- ▶ What can we **now** say about....?
- ▶ How has our thinking changed and why?
- ▶ What can we do with this?
- ▶ So what? Where to now?
- ▶ What have we learned about learning?
- ▶ What can we do with this learning? How will it make a difference to our lives? To the lives of others?

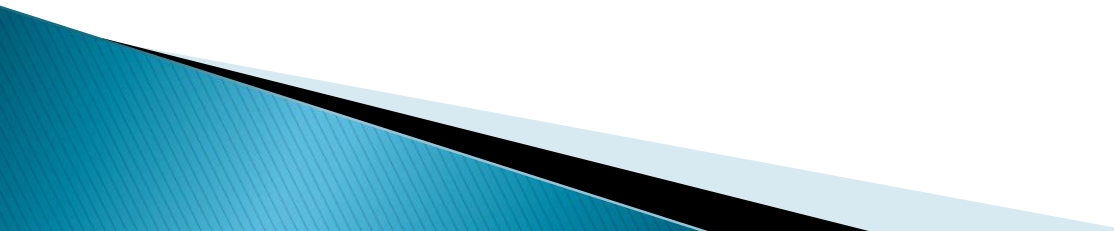


# Inquiry in Action!

- ▶ Pencils in a classroom

<http://www.youtube.com/watch?v=kengokKE3Qw>

# Something to remember...

- ▶ Inquiry is at the heart of all teaching and learning.
  - ▶ Inquiry is conceptual
  - ▶ Inquiry is cyclical: "The inquiry process is not linear but occurs as a cyclical series of actions or events."
  - ▶ Inquiry enables students to identify themselves as solve problems
  - ▶ Inquiry causes a feeling of off-balance or tension
  - ▶ Inquiry stance has the power to engage all learners
  - ▶ We learn IN experiences not just FROM experiences
  - ▶ As you continue to learn and understand what inquiry based learning is all about, it would be useful to develop a whole-school approach to inquiry.
- 



# Burning Questions



# Reflection

- ▶ Being reflective is essential to the inquiry.
- ▶ It is a valuable assessment piece.
- ▶ To assess our learning today please complete the following.
- ▶ “I used to think \_\_\_\_\_, but now I (think, understand, know) that \_\_\_\_\_ and am still wondering about \_\_\_\_\_.”
- ▶ Be prepared to share these as a group