

Nudging Toward Inquiry Practice

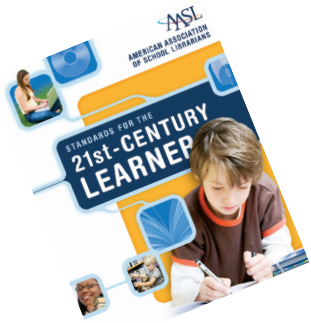
Follow along with today's slides
at <http://bit.ly/fontblog>

OELMA – Friday, October 19, 1-1:45pm

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Image: 'wide web'
<http://www.flickr.com/photos/20375052@N00/9500503>



- Inquiry, thoughtfulness, problem-solving
- Using and evaluating information
- Social, collaborative teaching and learning
- Authentic work tasks, products, and audiences
- Librarian as instructional partner throughout process

- “Dump and go”: finding answers to specific close-ended, teacher-generated questions
- Finding information
- Isolated, individual learning
- Contrived tasks without resonance to student
- Librarian as an accessory to learning (“a clerk could do it”)

Stripling's Inquiry Model

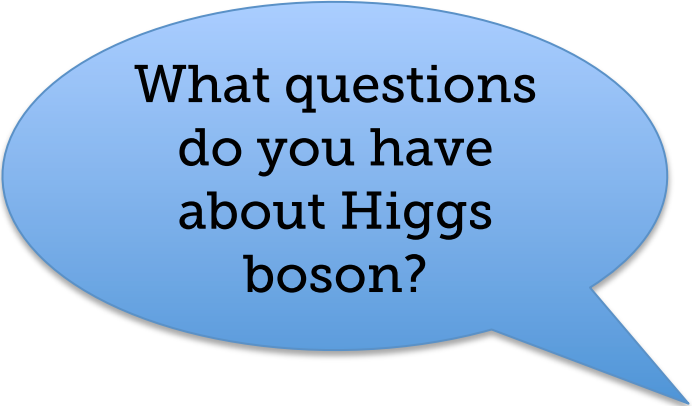
(SLM, 4/07 and 9/09)

- **Connect**
(awaken prior knowledge)
- **Wonder**
(generate possible questions)
- **Investigate**
(seek and discover info)
- **Construct**
(discover patterns; draw conclusions)
- **Express**
(create product)
- **Reflect**
(consider effectiveness of process/product)

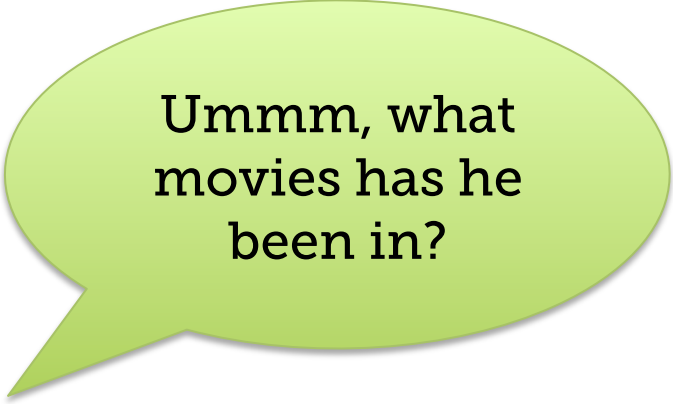


If I don't know anything, I can't build good questions.

	K	W	L
Ogle 1986	What do I know?	What do I want to know?	What have I learned?
KWL a la Sandy Buczynski	What do I <i>think</i> I know?	What do I wonder?	What have I learned?



What questions do you have about Higgs boson?



Ummm, what movies has he been in?

Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect

Do you know what this zone is for?



Milwaukee Airport: Where you go after going through security to put your belt/shoes/jacket back on



http://4.bp.blogspot.com/_S1W53qHGyUG/SS54xtTIDnI/AAAAAAAAAJyw/fvyWKAGJ03M/s1600/discombob1070908.jpg

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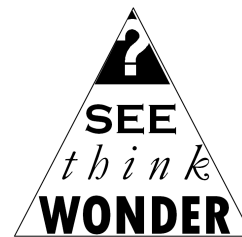
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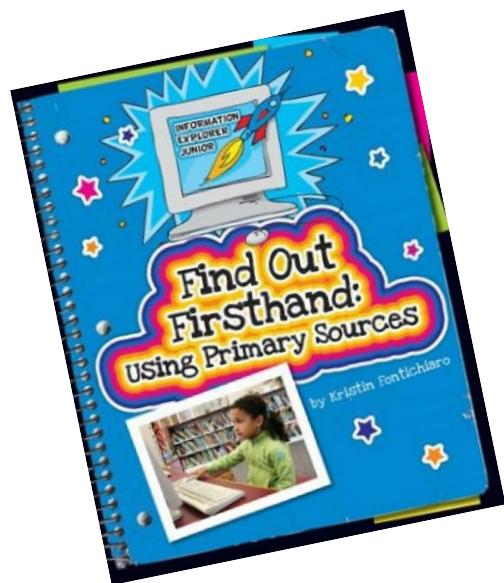
Wonder



- Questions
- Brainstorming in groups
- Hypotheses
- Outline objective, then give questions
- Class graphic organizer based on discussion



Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect



**What's a
Hooverville?**





THESE HOOVERVILLE CHILDREN ARE ASHAMED OF THEIR HOME —

CAN YOU BLAME THEM?

I LIVE IN ONE ROOM. AND IT SMALL ROOM AT THAT!

S.E.R.A. PHOTO 4/17/35

[Back](#)

Title:

These Hooverville children are ashamed of their home - can you blame them? 7 live in one room, and a small room at that! S.E.R.A. Photo, 4/17/35

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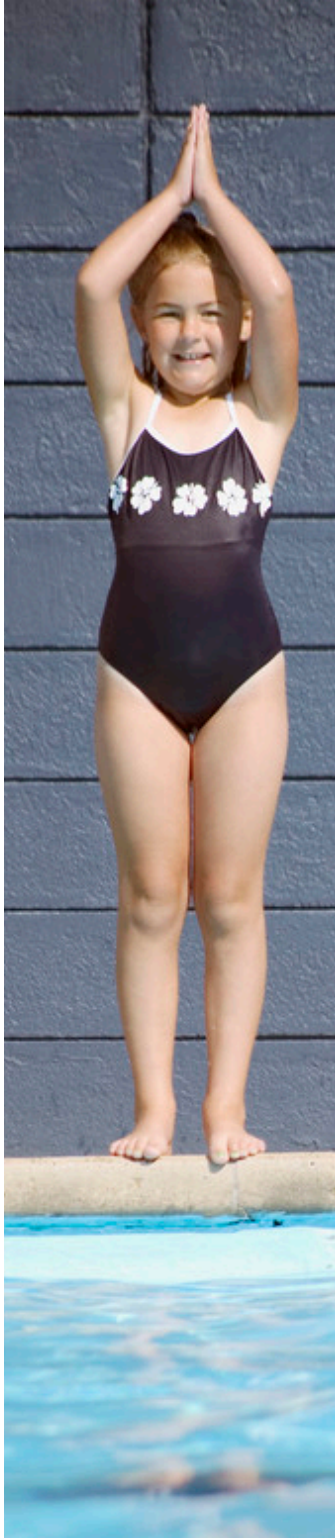
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Collection:

[Migrant Labor Camp Photographs from the Harry Everett Drobish Papers,](#)

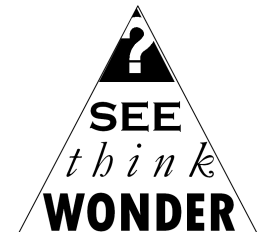
Contributing Institution:

[UC Berkeley, Bancroft Library](#)



Pool Your Knowledge!

- Analog
 - Whiteboard (*bansho*)
 - Sticky notes
- Digital
 - Wallwisher.com
 - openEtherpad.com
 - Wiki page
 - Google Docs



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Frame the Project

Scenarios

Project-Based Learning

Problem-Based Learning

Real-World Situations





Frame the Project

Select a lighthouse. Tell us the history of the lighthouse, its first keeper, the kind of lens it has, where it is located, and whether it is on the mainland or an island. *Spelling and grammar count!*

OR

The Governor of Michigan has proposed selling off ten lighthouses in order to reduce state costs. Identify an existing lighthouse that could be turned into a new kind of business to profit our state. Use PowerPoint to create a proposal you can share at her next open meeting. Think about your audience when planning!



Framing Strategies

- Situate the topic in the student's home, work, school, or social life.
 - How would this impact your family?
 - What if this were in your backyard?
 - How should the principal react to ____?
- Tell a story. Ask students to do research to finish it.
 - The three pigs want to build another house. The hardware store is out of straw, wood, and brick. What would be another good insulator? Why?
- Flip history.
 - How might the U.S. be different today if the war had ended at Gettysburg instead?

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Investigate (Info Lit)

- Search strategies
- Credibility
- Open Web
- Popular vs. Scholarly Sources
- Is a personal blog legit?
(Is a *NY Times* blog legit?)



<http://www.flickr.com/photos/21943179@N06/3145066465>

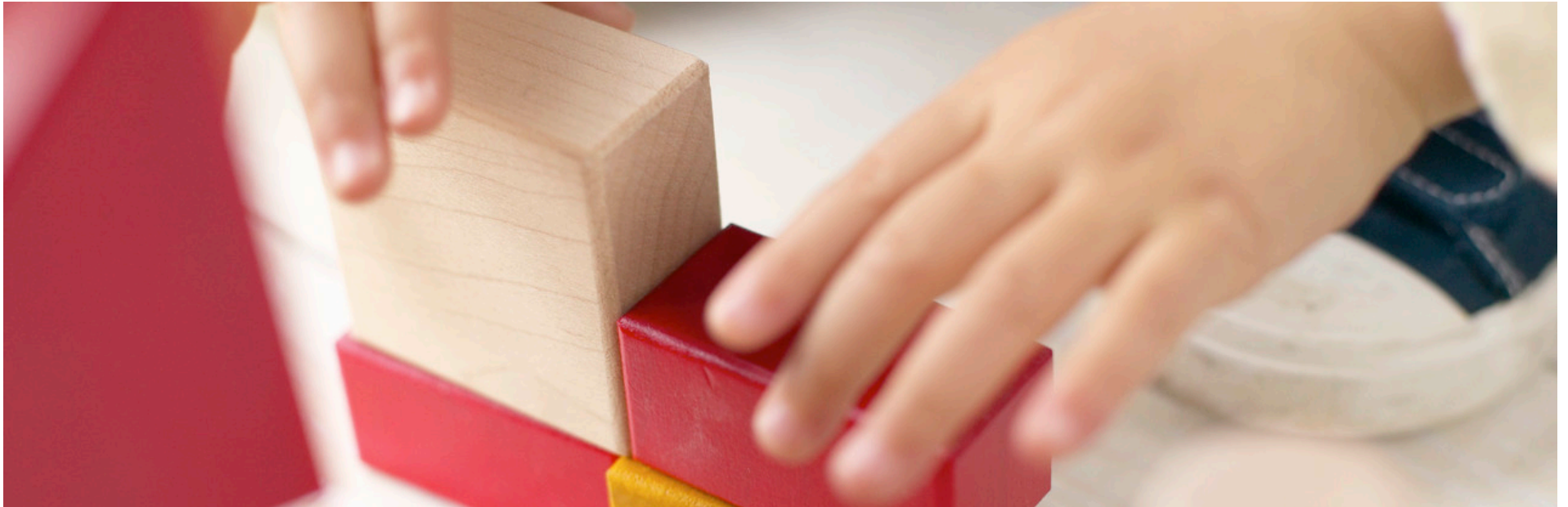
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Construct



- What patterns in data/info do I see?
- What does all of this mean?
- New round of graphic organizers for sensemaking
- Pooling knowledge (*bansho*, discussion, wikis/Google Docs)

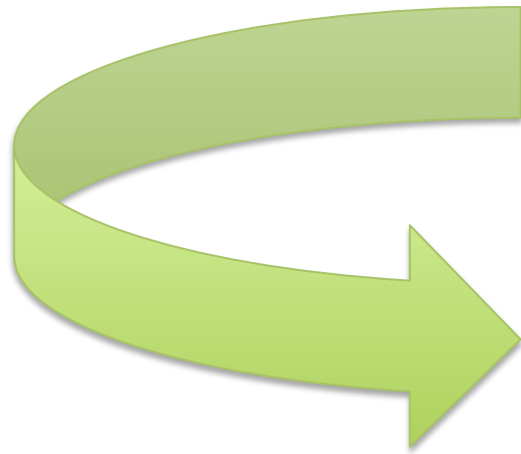
Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect

Giraffe

From Wikipedia, the free encyclopedia

For other uses, see [Giraffe \(disambiguation\)](#).

The **giraffe** (*Giraffa camelopardalis*) is an [African even-toed ungulate mammal](#), the [tallest living terrestrial animal](#) and the largest [ruminant](#). Its [specific name](#) refers to its



- Giraffa camelopardalis
- African
- Even-toed
- Ungulate
- Mammal
- Tallest
- Largest
- Ruminant

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Express

- Choice in expression
- Authentic products/ audiences
- Care in collaborative work



Express

Construct

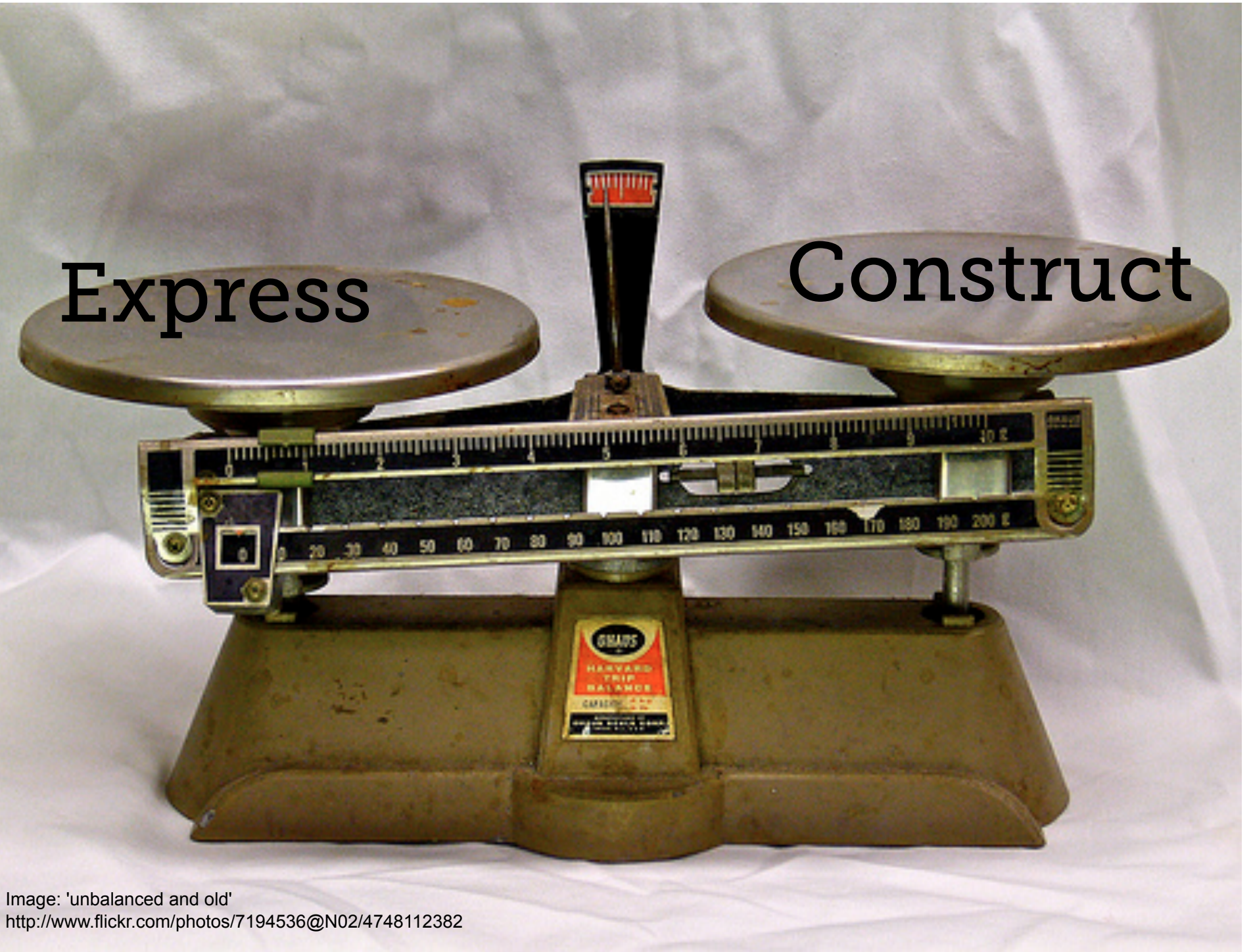
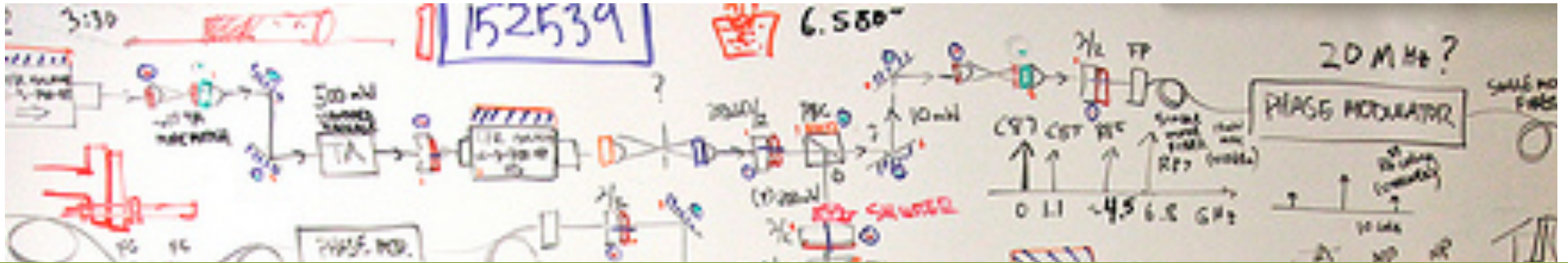


Image: 'unbalanced and old'
<http://www.flickr.com/photos/7194536@N02/4748112382>



The Parent-Teacher Conference Trap

- “We have to have something to put up for conferences!”
- Why not share process work – letting students explain where they are and where they’re going – rather than cranking out non-challenging “projects”?



Image: What's That? (94)
<http://www.flickr.com/photos/44124348109@N01/4397463426>

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Reflect

- Exit slips
- One-minute essays
- Miniconferences
- "What new questions might you explore if ____ hired you to do more research?"

Image: 'Beata Zita'
<http://www.flickr.com/photos/55593843@N00/1671699914>

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Better Ingredients.
Better Pizza.

LEARNING.

Questions?

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@activelearning

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