

Nudging Toward Inquiry

SLAQ @ Cairns
18 Aug 2013, 10:15am – noon

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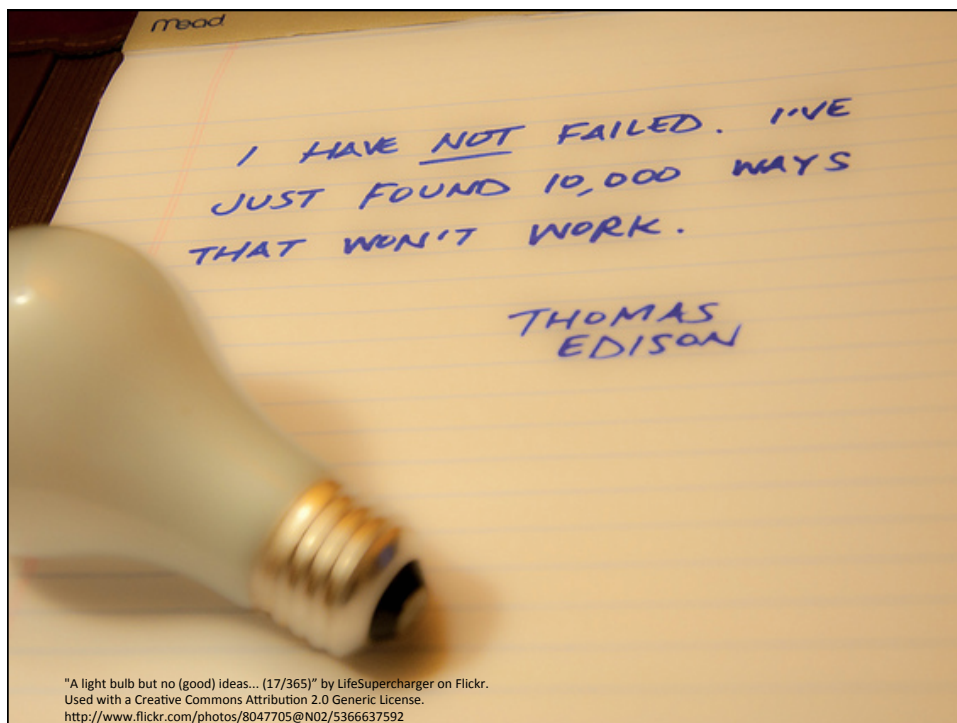
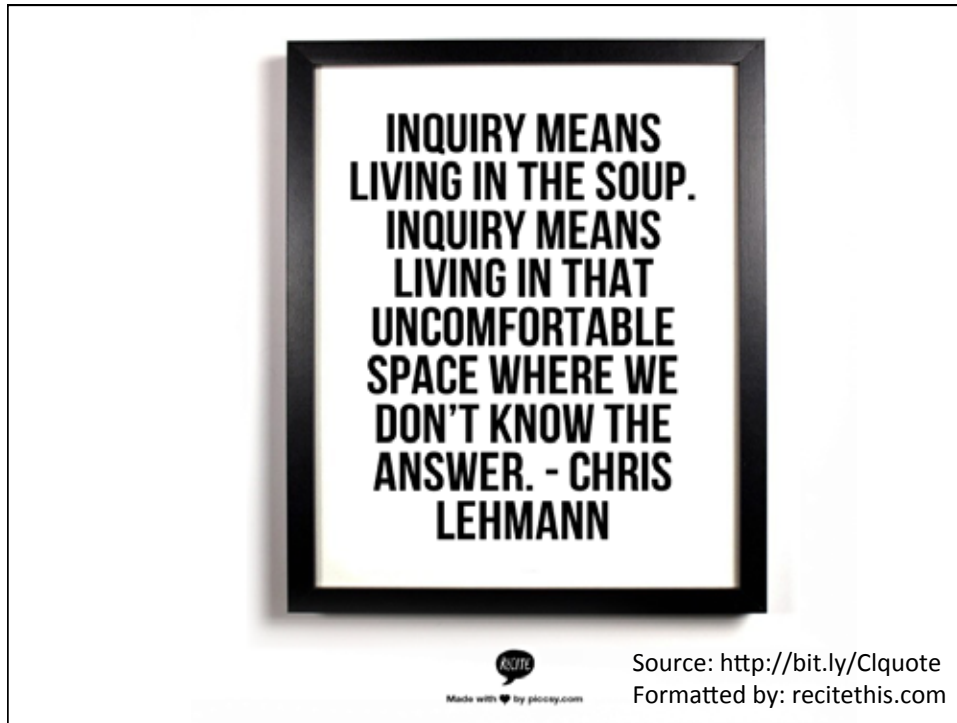
Follow along with today's
slides if you like!

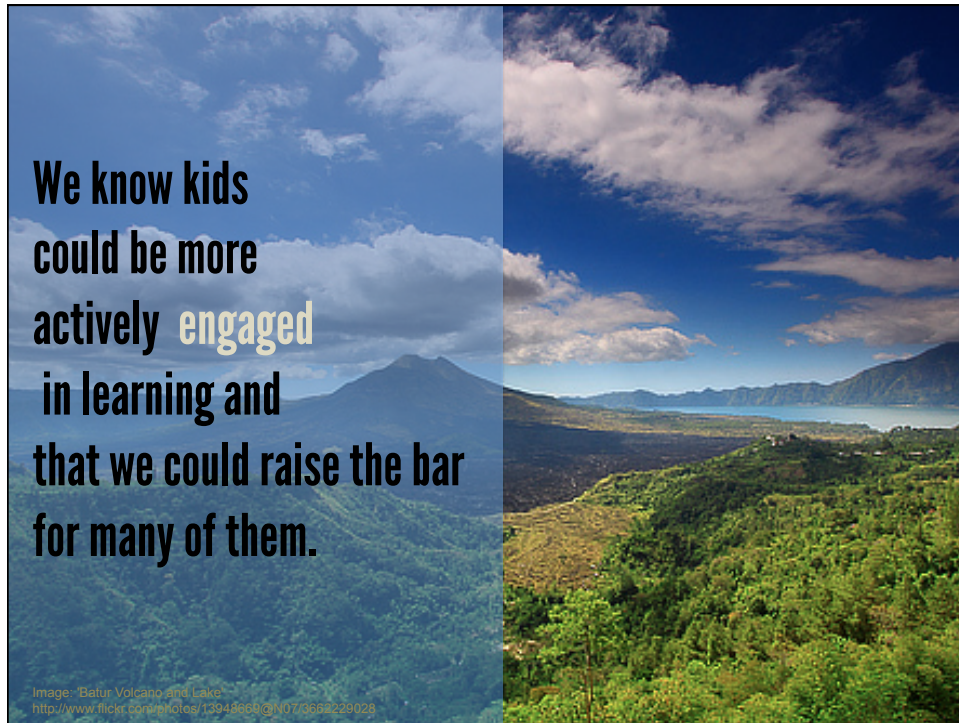
<http://bit.ly/fontblog>



What is inquiry?








**Connecting people, information, and technology
in *more valuable ways***

Image: canada.com



<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - “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”)
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Stripling’s Inquiry Model

(SLM, 4/07 and 9/09)

- **Connect**
(awaken prior knowledge)
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(create product)
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(consider effectiveness of process/product)



Connect

It's All About Prior Knowledge

- Awakening it
- Building it



Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect

Do you know what this zone is for?



<http://www.flickr.com/photos/dambert/253845805/>

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



Is this funny? If so, why?



Translation tip

<http://bit.ly/janeaustenatthesuperbowl>

Is this funny? If so, why?

WHY DO BIRDS SUDDENLY
APPEAR EVERYTIME YOU
ARE NEAR ?



BECAUSE
I AM A
WORM

<http://bit.ly/doodlebyandre>

And one more?



Copyrighted by Style Weekly; comic by Ed Harrington
[http://www.styleweekly.com/richmond/the-hr-department/Content?
oid=1729565](http://www.styleweekly.com/richmond/the-hr-department/Content?oid=1729565)

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?

Tip: Make a K-W-L
template on your
wiki, and you'll
always have it
ready to go!

Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect

Connect: What Can Go Wrong?

- Time
 - Try: A reading the night before
 - Try: A primary source image in a discussion forum for homework
 - Try: A 2-minute video/audio clip or a photo discussion in class
 - Try: A 3D object
- Note: problems with Connect may not show up until the next phase, which is...

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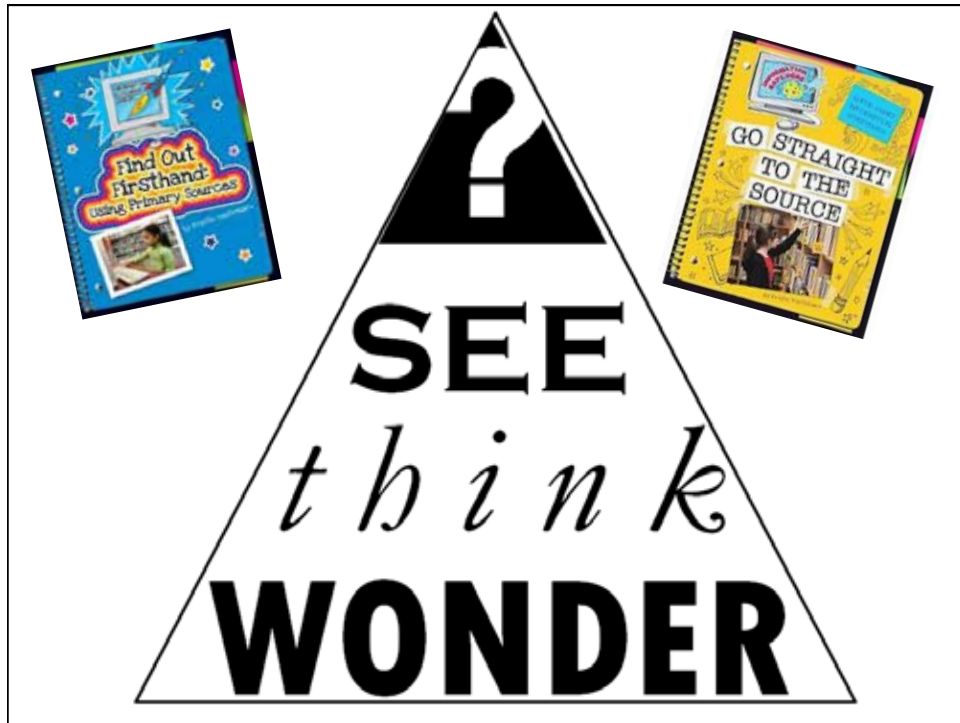
Wonder




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



Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect



Citation Information



flickr Sign Up Explore Upload

Motion picture filming on a beach

Local call number: 03300350
Title: (Motion picture) filming on a beach
Date: 19--
Physical descrip: 1 photoprint : b&w : 4 x 5 in.
Series Title: (Commons) Collection
Repository: [State Library and Archives of Florida](#), 800 S. Bronough St., Tallahassee, FL 32399-0260 USA. Contact: 850-245-0700. Archives@dsas.state.fl.us
Persistent URL: www.floridamemory.com/items/show/79863

Florida Memory
State Library and Archives...
Member since 2008
Taken on March 16, 2009
1,421 Views
Additional info (show more)
No known copyright restrictions [?]
CC Attribution Helper

<http://www.flickr.com/photos/floridamemory/3360986054/>



**SEE
think
WONDER**

<http://www.bringinghistoryhome.org/fifth/unit-2/activity-8>

Citation Information

8-20 Mrs. Naguchi and two children, Manzanar Relocation Center / photograph by Ansel Adams, 1943. Image courtesy of Library of Congress, Prints and Photographs Division, Adams, Ansel, 1902- Manzanar War Relocation Center photographs Collection, [reproduction number LC-DIG-ppprs-00246 DLC]



<http://www.bringinghistoryhome.org/fifth/unit-2/activity-8>



Pool Your Knowledge!

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



Wonder: What Can Go Wrong?

- **Time**
 - Try: not every project needs to follow each step
- **Low level questions**
 - Try: More background knowledge
 - Try: Non-textual modalities (e.g., video, audio, images)
- **Lack of engagement**
 - Try: Group work, team brainstorming challenges a la Boggle

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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.ted.com/pubs/2012/25/250818045>

Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect

Investigate: What Could Go Wrong?

- **Poor search skills/underdeveloped vocabulary**
 - Try: PD *for teachers* on better Google search strategies
 - Try: <http://mashable.com/2011/11/24/google-search-infographic/>
- **Poor sources**
 - Try: more teacher PD
 - Try: Valenza's video testimony idea
- **Too text-heavy**
 - Try: Flickr Commons, American Memory, video archives

Investigate: What Could Go Wrong?

- **Underdeveloped resource evaluation skills**
 - More teacher PD!
 - More prior knowledge time with students
 - Google Custom Search
- **Students only want Google**
 - Help them evaluate URLs before they click
 - Not all open web is bad
 - Bake source quality into the grade
 - Get a guest speaker from college classroom or library

Investigate: What Could Go Wrong?

- **Topic is too narrow**
 - Try: mini-conferencing to nudge it wider
- **Topic is too wide**
 - Try: “You have enough here for a TV marathon about the topic, but we only have time for one episode. What should that one episode focus on?”
- **Topic is unfocused**
 - Try: next slides



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 ended at Gettysburg instead?



Your Turn: Turn and Talk

- Situate the topic in the student's home, work, school, or social life.
- Tell a story. Ask students to do research to finish it.
- Flip history.

How would you revamp?

- Research a medieval guild.
- Describe an alternative energy.
- Research a pet you would like.
- Make aboriginal art.

Share Your Ideas:
todaysmeet.com/slaq

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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)

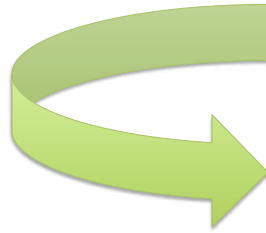
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Giraffe

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

Construct: What Could Go Wrong?

- **Teachers didn't learn digital-age research**
 - Some got by in college just reading abstracts
 - In past, just finding information was a success
 - The rules have changed!
 - Try: Offer PD hours to help them learn to be better researchers for their own ongoing coursework

Construct: What Could Go Wrong?

- **Step gets skipped**
 - Try: Post-mortem with teacher
 - “How did you feel?”
 - “Did you enjoy reading them?” (Teachers don’t like being bored!)
 - “I wonder if you could help me try something next time ...”

Construct: What Could Go Wrong?

- **Students don’t know how to synthesize**
 - Try: Scale back to classic essay
 - CCSS: supporting arguments with evidence
 - Try: Prompts and graphic organizers
 - “You said A, B, and C. Mash those up and make the idea fit on a bumper sticker/on a Tweet”
 - “I think _____ because _____.”
 - Try: Provide examples!
- **Time!**
 - Try: Skip “making a product”
 - Try: Not to cave! This is the big stuff!
 - Try: smaller projects that encompass just a few steps

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Express



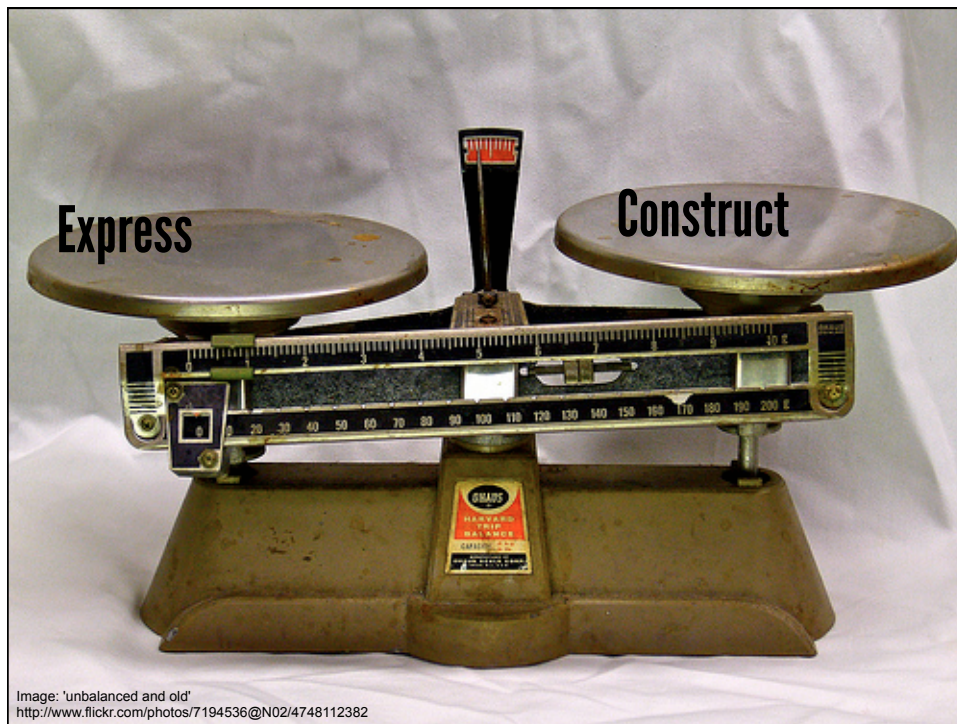
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Express: What Could Go Wrong?

- **Too much time spent on aesthetics at the expense of content/processing**
 - Try: Choose tech tools judiciously
 - Try: Weigh the delight of novel tech tools against the orientation time it takes to learn them
 - Try: Set deadlines and prioritize aesthetic steps
 - Try: Review rubrics and guidelines; often, we accidentally over-emphasize aesthetics/layout

Express: What Could Go Wrong?

- **Too many people in a group, too many idle hands**
 - Try: Recalibrate collaborative work; make sure everyone has a similar *cognitive load*
- **Episodic work, not work that builds over time**
 - Try: Outlining (I know, it's old school)
- **Inauthentic products – “playing school”**
 - Try: “What would a real _____ create with what s/he has learned/”
- **Typing Speed**
 - Try: Oral sharing instead of making something



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? (04)
<http://www.flickr.com/photos/44124348100@N01/4307463426>

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Reflect: What Could Go Wrong?

- **Gets saved until the last minute and then (surprise!) time runs out**
- **Kids who need to reflect most are still working during “reflection time”**
 - Try: Short reflections throughout process
 - Try: Pre-made exit slips (smiley face/frown; “I need help with...”)
 - Try: Mid-project form letters to instructors
 - Try: One-minute essays (index cards)
 - Try: Mini-conferences
 - Try: Video confessionals

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If we have time ... crowdsourced solutions!



The crowd is shaking (CC) by Martin Fischer, Flickr, CC-BY-SA, <http://flickr.com/photos/martin5179089/474/>

GOAL:

**Learning *through*
resources, not *about*
resources**

Thanks!

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@activelearning

