

## Nudging Toward Inquiry

Longwood Summer  
Literacy Institute  
1:30 – 2:30pm

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



“ The world is indeed one global village. We live among determined, well-educated, and strongly motivated competitors. We compete with them for international standing and markets, not only with products but also with the ideas of our laboratories and neighborhood workshops.



**America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer ...**



**Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce and are today spreading throughout the world as vigorously as miracle drugs, synthetic fertilizers, and blue jeans did earlier.**

“

Learning is the indispensable investment required for success in the "information age" ...

[I]ndividuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised ...

”

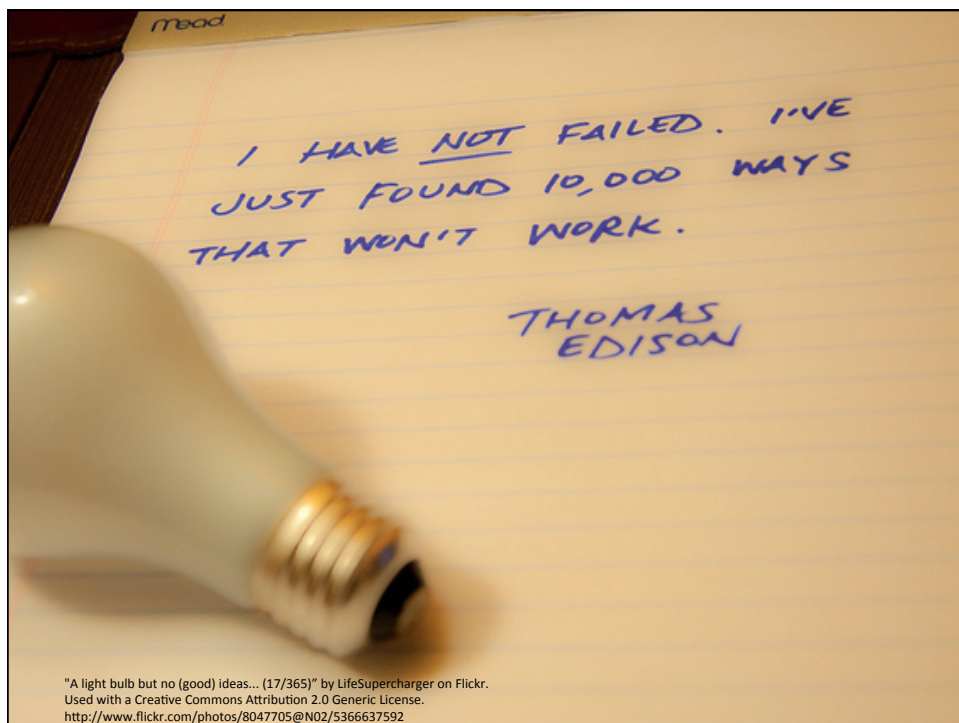
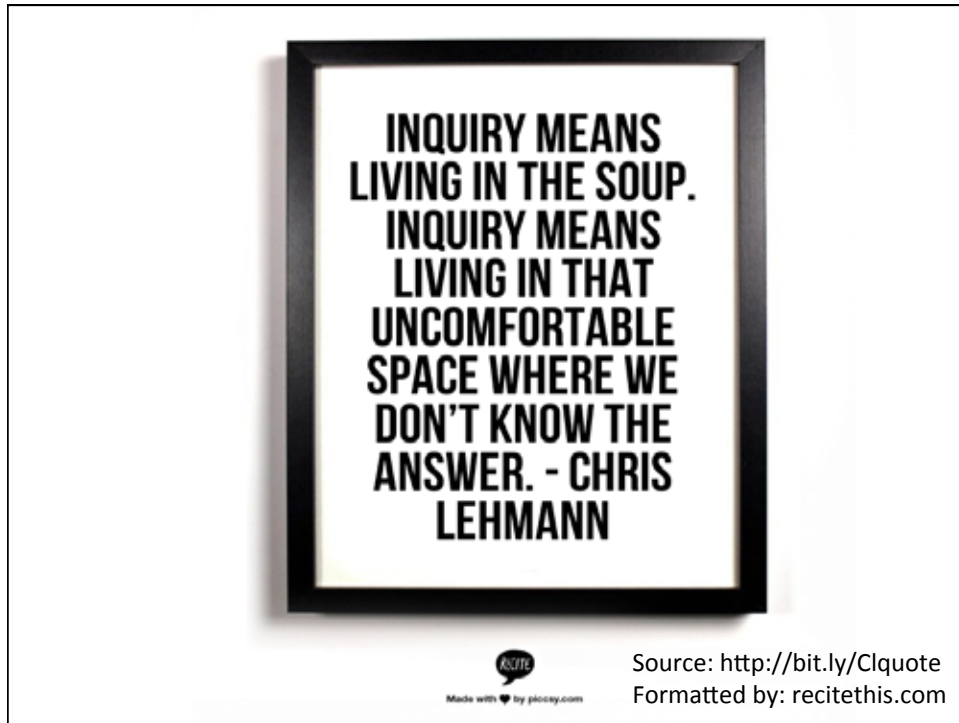


**U.S. Department of Education  
“A Nation at Risk”  
1983**

**We know kids  
could be more actively  
engaged in learning and  
that we could raise the bar  
for many of them.**



Image: 'Batur Volcano and Lake'  
<http://www.flickr.com/photos/13948669@N07/3662229028>





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

Image: canada.com.

<ul style="list-style-type: none"> <li>- Inquiry, thoughtfulness, problem-solving</li> <li>- Using and evaluating information</li> <li>- Social, collaborative teaching and learning</li> <li>- Authentic work tasks, products, and audiences</li> <li>- Librarian as instructional partner throughout process</li> </ul>	<ul style="list-style-type: none"> <li>- “Dump and go”: finding answers to specific close-ended, teacher-generated questions</li> <li>- Finding information</li> <li>- Isolated, individual learning</li> <li>- Contrived tasks without resonance to student</li> <li>- Librarian as an accessory to learning (“a clerk could do it”)</li> </ul>
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## 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)



But before we  
even start  
looking at  
Stripling's Model,  
let's  
think about  
**framing.**





**Frame the Project**

Scenarios

Project-Based Learning

Problem-Based Learning

Real-World



**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?

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# 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/253845905/>

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



**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>

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

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

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!

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## Wonder

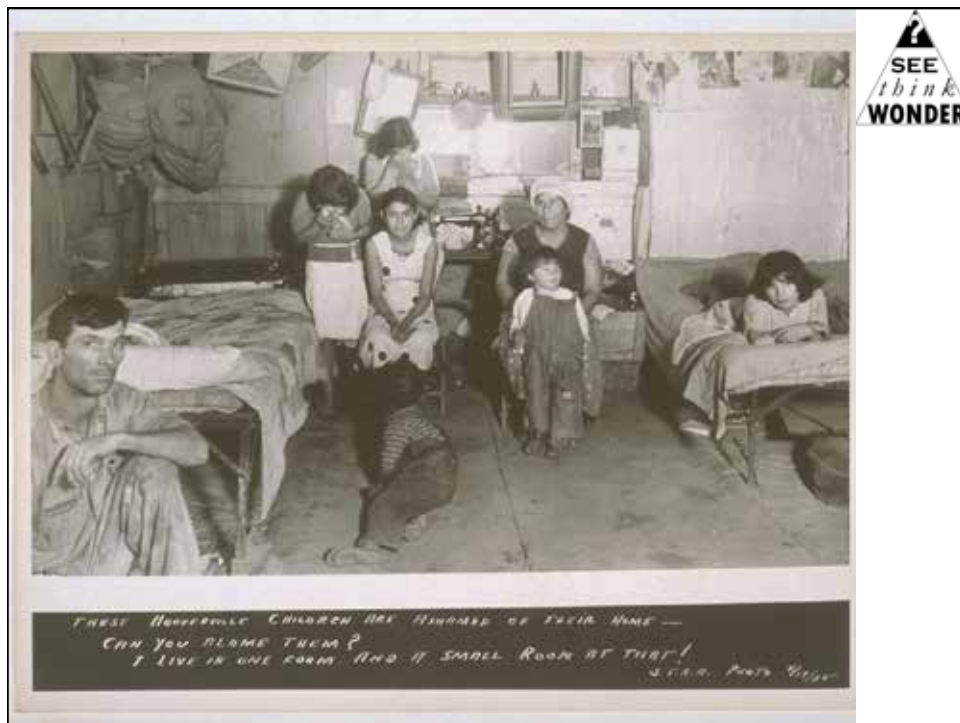
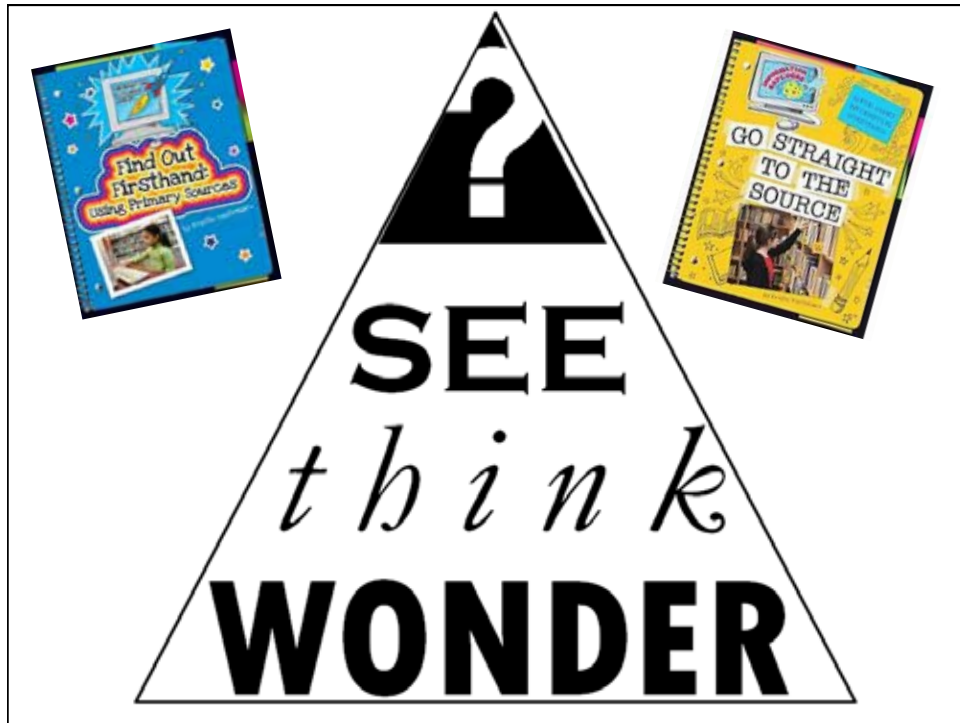


- Questions
- Hypotheses
- Class graphic organizer based on discussion
- Brainstorming in groups
- Outline objective, then give questions




Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect





What's a  
Hooverville?  
Now I get it. So ...  
how did that  
happen?



 calisphere University of California

[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

**Identifier:**  
BANC PIC 1954.013:61--PIC

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

**Contributing Institution:**  
[UC Berkeley, Bancroft Library](#)

<http://content.cdlib.org/ark:/13030/tf6m3nb4tx?layout=metadata&brand=calisphere>



## Pool Your Knowledge!

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



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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?)

Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect

[http://www.ted.com/pubs/2007/200705020001\\_21000005](http://www.ted.com/pubs/2007/200705020001_21000005)

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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)

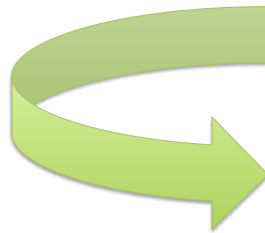
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## Giraffe

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



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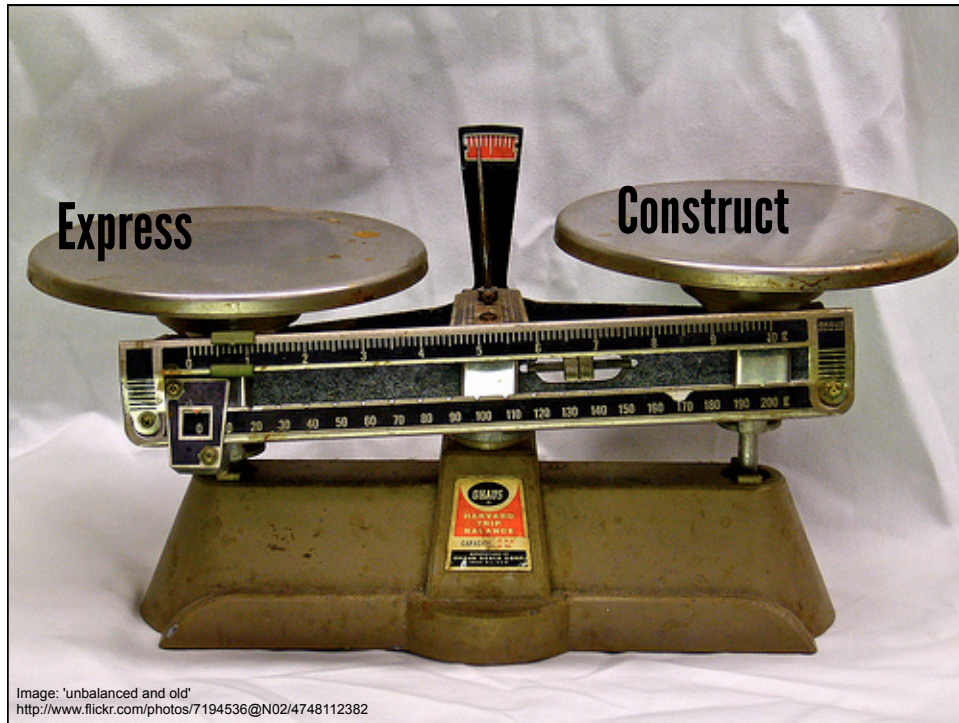
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# Express



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## 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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**WE DID IT!**





# <http://bit.ly/nudging2013>

**Thanks!**

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@activelearning

