

Nudging Toward Inquiry

Part II

HASL

March 1, 2014, 90 minutes

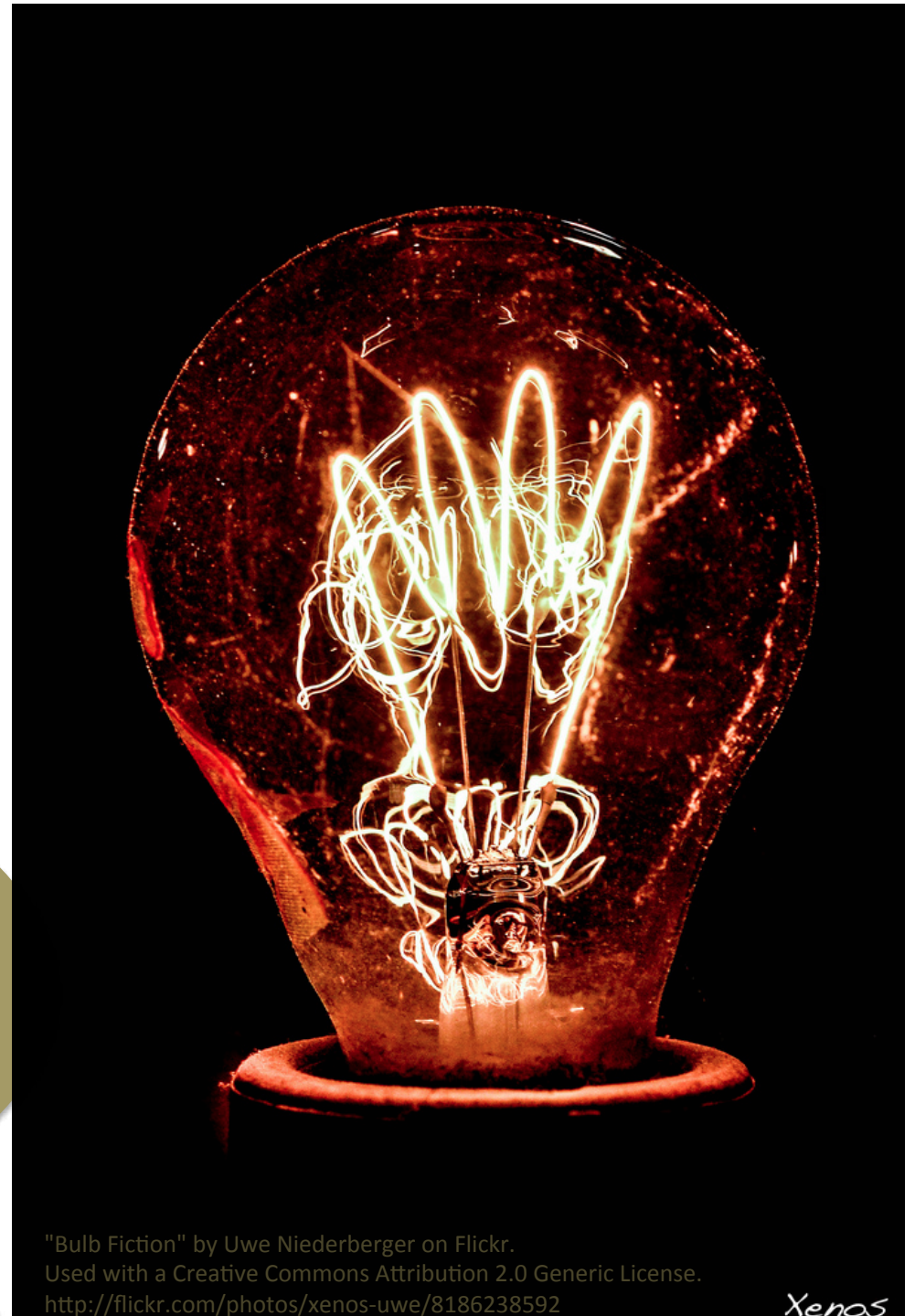
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@activelearning

Follow along with today's
slides if you like!

<http://bit.ly/fontblog>



"Bulb Fiction" by Uwe Niederberger on Flickr.
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<http://flickr.com/photos/xenos-uwe/8186238592>

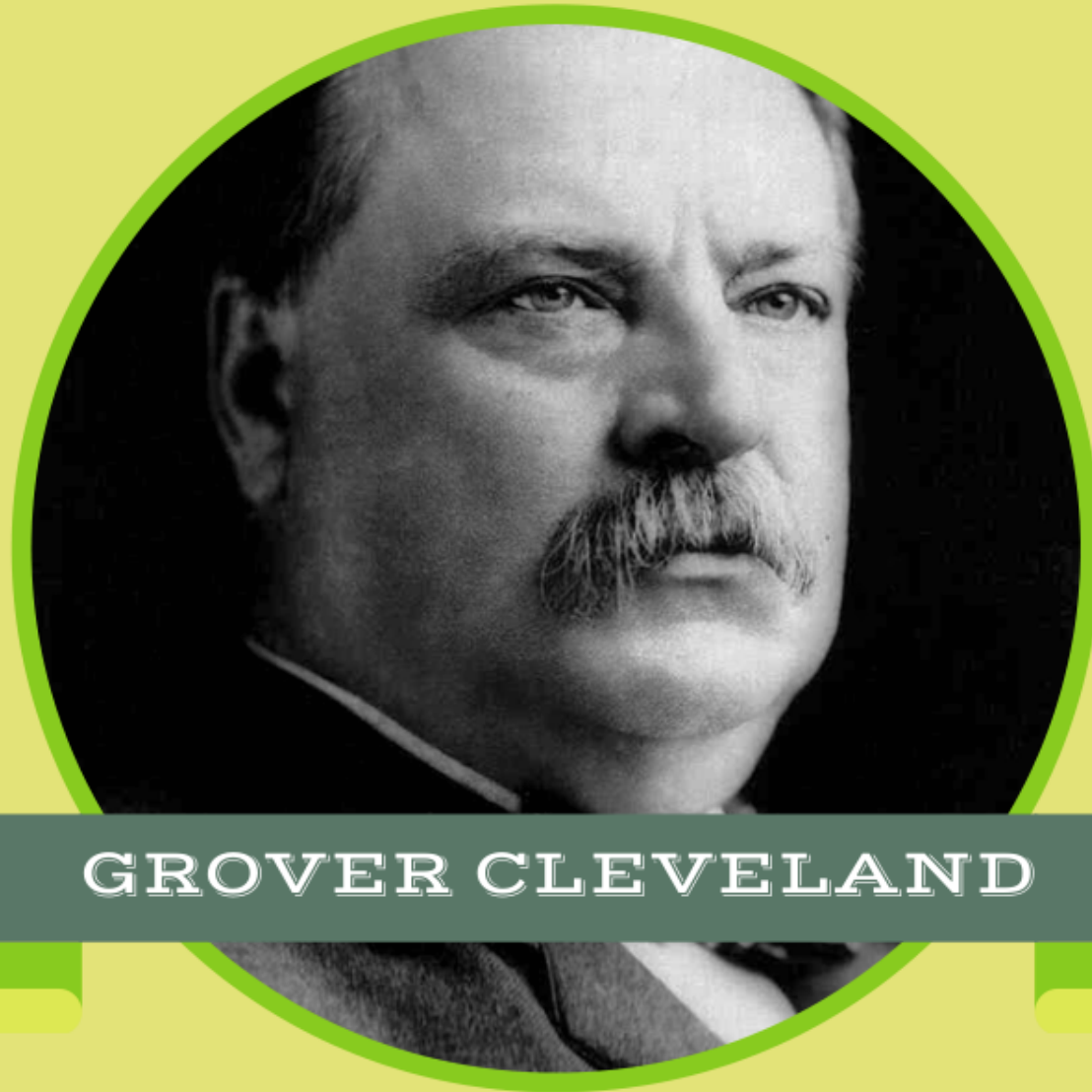
Xenos

To recap

- **This morning we did ...**
- **This afternoon we will ...**
- **AHA table**



**How might we
jumpstart an
inquiry lesson in
practice?**

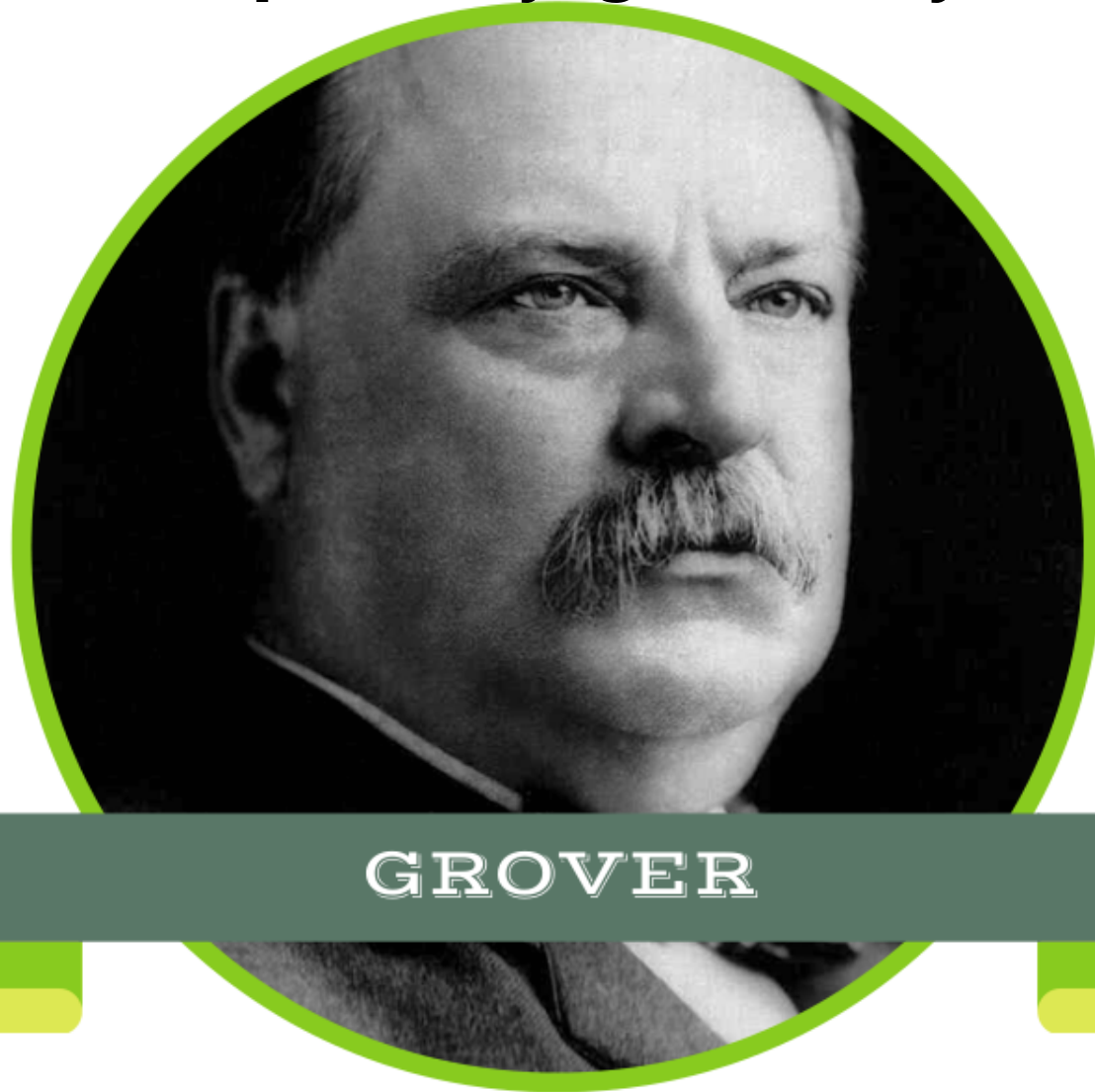


GROVER CLEVELAND

Psst ... this slide made by Canva.com

My grad students love this easy-to-use graphic design site!

<http://bit.ly/groverstory>



Running time 7:48

Is there anything else you'd like to share about what you may know already about Grover Cleveland's story?

So what intrigued you about this story?

Your Task (until _____pm)

- Select one of the concept questions from the previous slide to explore
- Work alone so you hear your own voice as a researcher
- Focus on your process.
- *Do not worry about producing a product.*
- *Seriously.*

Share With Those Sitting Next to You

- What **topic or concept** did you explore?
- What **information about that topic or concept** did you discover?
- What can you **infer or deduce** from what you discovered?
- What **new questions** do you have?

Arguments with Evidence (CCSS)

- Work with the folks sitting near you. Based on the news story you heard, the research you did, and the information the people sitting next to you found:

Was Grover Cleveland wise to hide his cancer from the nation at a time of upheaval?

- Support your assertion with evidence from the story and your prior knowledge.
- Sketch out your ideas on a scrap piece of paper or screen.

Merge with another group and share your arguments.

**If you're feeling bold, take a photo and tweet it
with #hasl as the hashtag.**





**(For reasons
of time,
we're not
going to go
into
Express/
publish
mode beyond
tweeting
😊)**



So what did we learn?

“Closer” by Nasha on Flickr CC-BY-SA-2.0.
<http://www.flickr.com/photos/77316550@N00/4387345342>.

Think, Pair, Share: Think Like A Student

- **In your role as a student researcher:**
 - What did you do in terms of **actions**?
 - What **emotions** did you feel at various moments of the process?
 - What kinds of **sources** did you use?
 - Did you **stick with your original line of inquiry**?
Change? At what point(s)?
 - Overall, what did you **learn** about the content, process, and outline you made?

Share Out With the Larger Group

Think, Pair, Share: Think Like a Teaching Librarian

- Where do you think students would need your **support**?
- Where do you think they might **stumble**?
- What might a shift to inquiry-oriented work **demand of you** that you haven't dealt with before?
- What would you need to do to **prepare**?

Share Out With the Larger Group

Stripling's Inquiry Model

(*SLM*, 4/07 and 9/09)

- **C**onnect
- **W**onder
- **I**nvestigate
- **C**onstruct
- **E**xpress
- **R**eflect



Final Thoughts From You?

While We Do Door Prizes ... Sit Right Down and Write Yourself a Letter

- Take a postcard
- Write yourself a note. What do you want to:
 - Remember
 - Talk about with someone
 - Ignore
 - Implement
 - Build on
- Could be from what I did or from what you learned from others
- I will mail it to you later this month to remind you.

Thank You!

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