

Researcher's Workshop Inquiry Across the Curriculum



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Passion and Wonder are Contagious!

Inquiry is a way of life.

*Inquiry based learning is not about a
final product at the end;*

*Inquiry based learning is about living
in a way that kids' questions matter.*

Harvey 2014

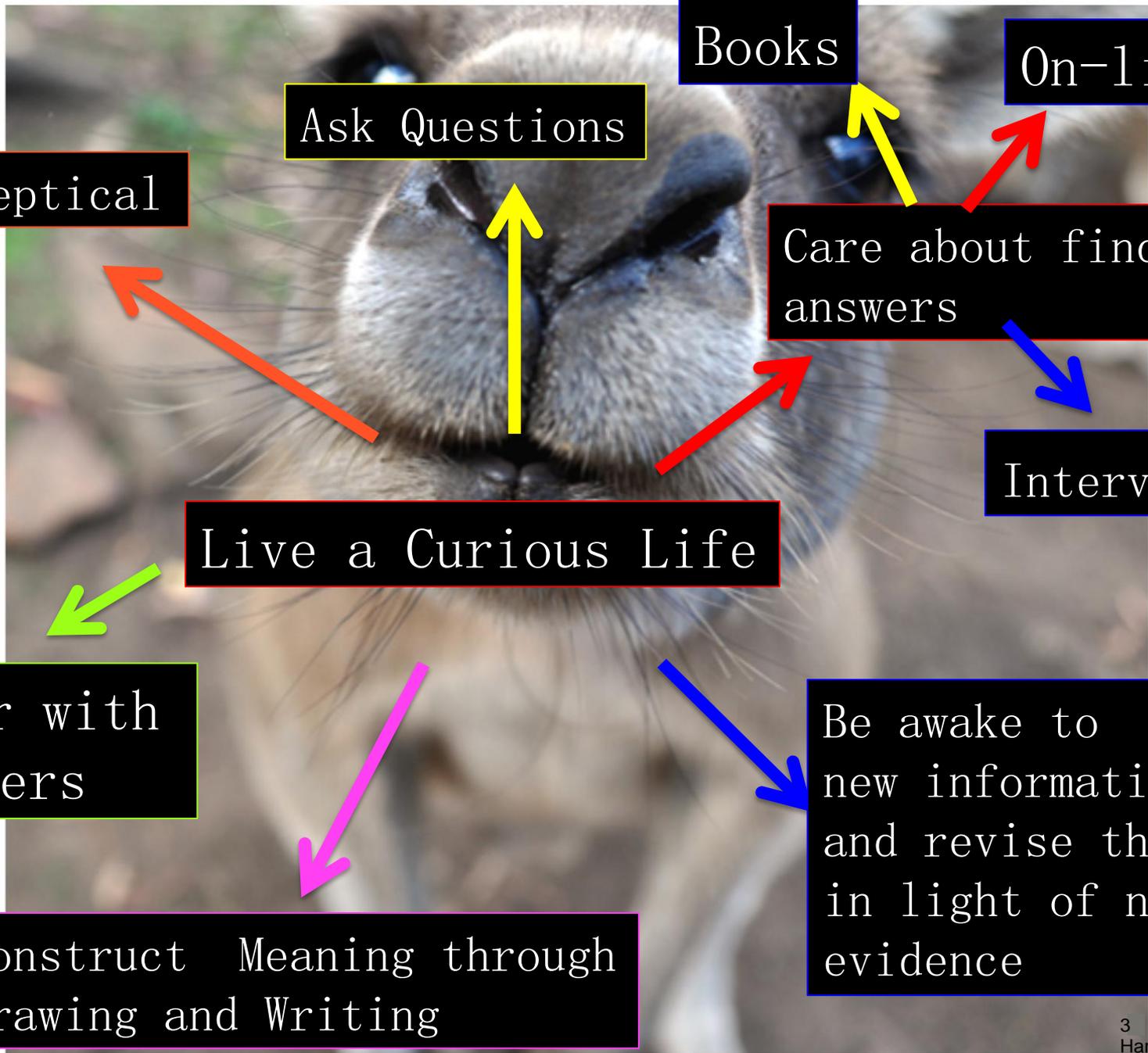
Always be on the
lookout for the
presence of wonder.

E.B. White

Conditions for Curiosity:

- View learning and life as an experiment where we grow, learn & innovate by working on something, making mistakes and trying again (& again...)
- Celebrate the questioning and the learning rather than the knowing.
- Build in time every day for kids to experiment, explore and investigate.
- Model your own curiosity every day and show that you care about finding answers.

(Harvey 16)



Ask Questions

Books

On-line

Be skeptical

Care about finding answers

Interviews

Live a Curious Life

Confer with others

Be awake to new information and revise thinking in light of new evidence

Construct Meaning through Drawing and Writing

Content Literacy Practices

- Live a life full of wonder and curiosity.
- Use comprehension strategies flexibly to turn information into knowledge and actively use it.
- Bathe content learning in rich talk and discussion.
- View nonfiction as compelling and accessible.
- Build interest and intrigue through visuals.
- Interact with sources -- resources, teachers, and each other.
- Make thinking audible and visible.
- Teach with the big ideas and essential questions in mind.
- Engage in collaborative inquiry and action.

Essential Questions

- Spur genuine and relevant inquiry into the big ideas in core content.
- Provoke deep thought, lively discussions and new understandings.
- Spark meaningful connections with prior learning and personal experiences.
- Naturally reoccur, creating opportunities for transfer to other situations and subjects.
- Help students craft meaning out of abstract notions and ideas.
- Lead students to the Enduring Understanding.

Wiggins and McTighe, 2009.

ENDURING UNDERSTANDINGS refer to the big ideas and important understandings that we want students to "get inside of" and retain after they have forgotten many of the details. Enduring understandings go beyond discrete facts or skills to focus on larger concepts, principles and process. They are the specific insights, inferences or conclusions about the important big ideas residing at the heart of all disciplines.

They:

Are timeless,

Cut across topics,

Are abstractions rather than facts,

Are not teachable in the conventional sense.

Wiggins and McTighe, 2009.

Small-Group Inquiry Model

| STAGE | TEACHER | KIDS |
|--|--|--|
| <p>Immerse <i>Invite Curiosity, Build Background, Find Topics, and Wonder</i></p> | <ul style="list-style-type: none"> • Invites curiosity, questioning, engagement • Shares own curiosity • Models personal inquiry • Shows how to ask questions • Demonstrates topic finding • Gathers and organizes relevant materials and resources • Immerses kids in topics to build background • Facilitates small-group formation to ensure heterogeneous groups with compatible interests • Confers with small groups and individual | <ul style="list-style-type: none"> • Express their own curiosity • Explore, experience, and learn about topics using texts, visuals, Internet, artifacts, etc. • Think about what they know and connect new information to background knowledge and experience • Wonder and ask questions • Read, listen, and view to build background • Respond with questions, connections, and reactions • Meet with teams to set schedules, ground rules, and goals |
| <p>Investigate <i>Develop Questions, Search for Information, and Discover Answers</i></p> | <ul style="list-style-type: none"> • Floods kids with resources and materials on a topic or question • Models how to read, listen, and view with a question in mind • Models how to take notes by interacting with text, coding text, and writing in margins or on Post-its • Demonstrates how to determine importance • Helps kids sharpen or change inquiry focus • Facilitates changes in group membership or topics • Confers with groups and individuals • Shows how to infer answers and draw conclusions • Demonstrates how to read for the gist and synthesize information • Connects kids' questions to the curricular concepts and focus questions | <ul style="list-style-type: none"> • Articulate thoughts and questions that stem from their own interests and experience • Listen, talk, view, and read to gain information • Write, talk, and draw to think about information • Develop questions; then read, listen, and view to answer them • Use text and visual features to gain information • Meet with teams to set and monitor schedules and task completion |
| <p>Coalesce <i>Intensify Research, Synthesize Information, and Build Knowledge</i></p> | <ul style="list-style-type: none"> • Shows how to infer answers and draw conclusions • Demonstrates how to read for the gist and synthesize information • Engages kids in guided discussions and debates • Shares how to evaluate sources • Teaches interviewing strategies • Facilitates arrangements for out-of-school resources • Confers with groups and individuals | <ul style="list-style-type: none"> • Engage in deeper reading and research using books, articles, websites, videos, library visits • Target key ideas and information • Keep asking: So what? What about this really matters? • Practice interviewing • Conduct "people" research: interviews, surveys, questionnaires, focus groups • Check sources and determine reliability • Synthesize information to build knowledge • Meet with teams to monitor schedules, complete specific tasks, and plan for sharing |

Small-Group Inquiry Model, *cont.*

| STAGE | TEACHER | KIDS |
|---|---|--|
| <p>Go Public <i>Share Learning, Demonstrate Understanding, Take Action</i></p> | <ul style="list-style-type: none"> • Co-constructs expectations for final projects • Shares the widest range of possibilities for sharing/performing • Welcomes kids' suggestions for these demonstrations • Helps kids find real audiences and opportunities to share their knowledge and teach others • Helps students reflect on content and process • Co-creates rubrics to assess and evaluate projects • Responds, assesses, and evaluates projects • Helps kids to share the learning by taking action | <ul style="list-style-type: none"> • Co-construct expectations for final projects • Demonstrate learning and understanding in a variety of ways: performances, posters, models, essays, picture books, tableaux, poetry • Become teachers as they share their knowledge with others • Articulate their learning process and how learning changes • Reflect on their knowledge building and their cooperative process • Pose and investigate new questions for further research • Consider changes in their own beliefs or behavior • Take action through writing, speaking, community work, advocacy |

Source Sets

Multi source, multi-level, multi-genre, multi-cultural, multi-media curriculum. Source Sets foster:

- **Authentic, Relevant, Significant and Interactive Topics**
- **Concept-based Teaching and Learning**
- **Curricular Integration**
- **Differentiation—(both text level and interest)**
- **Meeting Curricular Standards**
- **Passion and Wonder**
- **Small Group Collaboration**
- **Nonfiction Literacy**

Source Set Content Suggestions

- Picture books
- Trade books
- Images
- Videos
- Fiction chapter books related to the content
- Short fiction stories
- Magazines
- Newspapers
- Artifacts
- Objects
- Feature articles
- Essays
- Editorials
- Interviews
- Press releases
- Web sites
- Primary Sources—posters, tickets
- Primary source documents
- Maps
- Power Points
- Poetry
- Music/chanting
- Performance Art/Dance, theater
- Brochures
- Advertisements etc...

Stephanie Harvey 2010