

Inquiry-Based Learning in the Remote Environment



Anne Matz | Director of Partnerships
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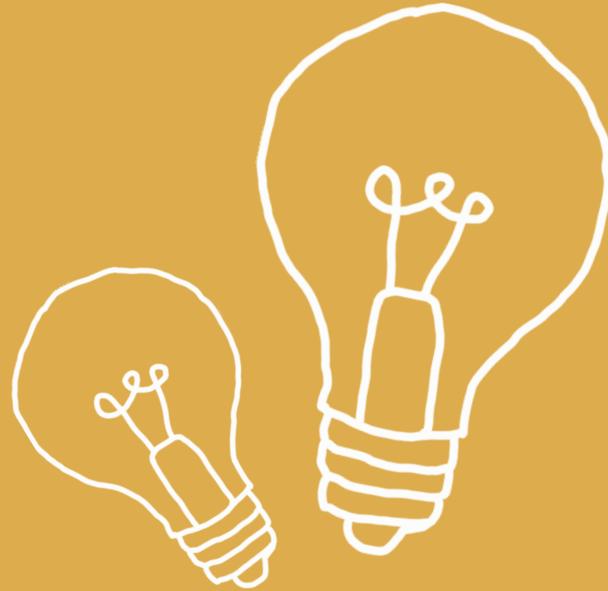


Goals

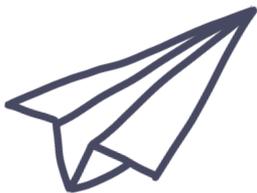
- Explore inquiry-based learning and the skills students develop
- Discuss the transfer of inquiry-based learning from in-person learning to the remote environment



Inquiry- Based Learning



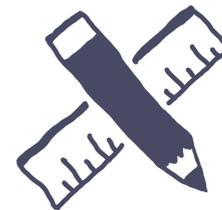
What is the Inquiry Process?



Launched by
an Inquiry
Question



Moves through
Sustained
Investigation



Culminates in
Informed
Action

inquirED Learning Design Principles

Curriculum that...

- Begins with authentic questions
- Includes experiences that build from lesson to lesson, module to module
- Prompts iteration through authentic reflection and feedback
- Culminates in students sharing their learning
- Develops inquiry skills in students

Inquiry Skills

- Critical Thinking
- Collaboration
- Personal Agency
- Communication
- Creative Problem Solving

Critical Thinking: Student analyzes, interprets, and reflects upon information and experiences to draw conclusions. Student generates and asks critical questions.

- Evaluating sources
- Synthesizing information from different sources

Collaboration: Student demonstrates the ability to work effectively and respectfully with diverse teams, demonstrating a willingness to compromise, assuming shared responsibility, and valuing individual contributions made by each team member.

Personal Agency: Student shows grade appropriate ability to oversee their own learning by staying on task and seeking help or resources when appropriate

Creative Problem Solving: Student explores a variety of solutions to a challenge, contributing and selecting new ideas and making revisions, to create a successful product.

Communication: Student presents information, findings, and supporting evidence so an audience can follow the line of reasoning.

Starting with Questions



How do we
celebrate our
community
roots?

Why do people leave their homeland?

How do people adapt to life in a new place?

How has immigration shaped our nation?

What are the migration stories of our community?

Strategies to Investigate



Inquiry-Based Strategies



Specific, classroom-tested protocols used when launching inquiry questions and exploring content from diverse sources



Encourage students to explore and process content in collaboration with peers



Support questioning, brainstorming, gathering and responding to evidence, and discussing and sharing with peers

Examples

- Question Formulation Technique (developed by The Right Question Institute www.rightquestion.org)
- Predict-Learn-Conclude
- Conver-stations

Informed Action



Informed Action

Challenge: Develops out of the inquiry and investigation and connects to student interests & experience

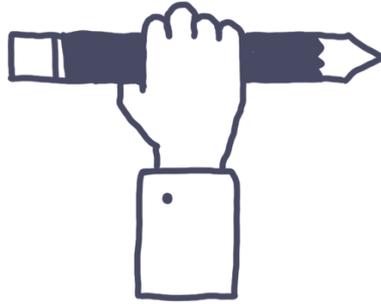
Purpose: Purpose is more than a grade (to inform, persuade, change, inspire).

Audience: Shared with a public audience outside the classroom.

Student Who Are Engaged...



**Are attracted to
their work**



**Persist in their work
despite challenges**



**Delight in accomplishing
their work**

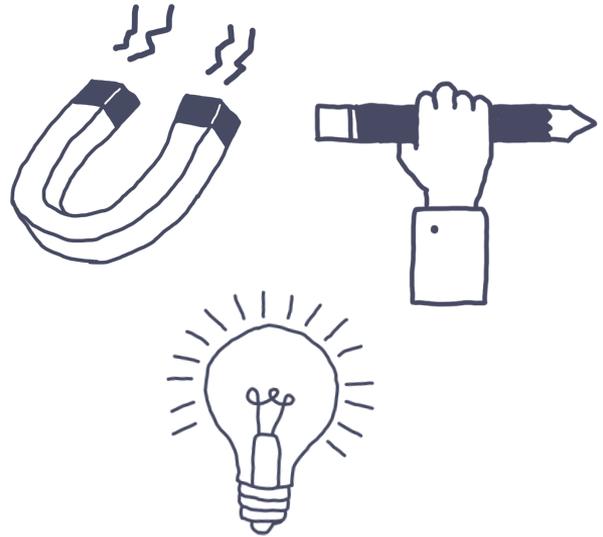
But then school buildings closed...



So How Do You Use
This...



To Get This Type of
Engagement?



Together When Apart

inquirED's Distance-Learning Curriculum



**Built with the
Inquiry Process**



**Interdisciplinary
Content**



**Emphasizes
SEL and CRT**

inquirED Distance Learning Design Principles

Interdisciplinary curriculum that...

- Begins with authentic questions, connected to this moment
- Includes experiences build from day to day and week to week
- Prompts iteration through authentic reflection and feedback
- Culminates in students sharing their learning
- Develops inquiry skills in students
- Requires nothing beyond a paper and pencil but has multiple opportunities to go deeper

Note: This is the only design principle that we've made specific to remote learning

Starting with Questions



How can I capture where I am in time and place?



How can we take positive action to support and encourage our community during difficult times?

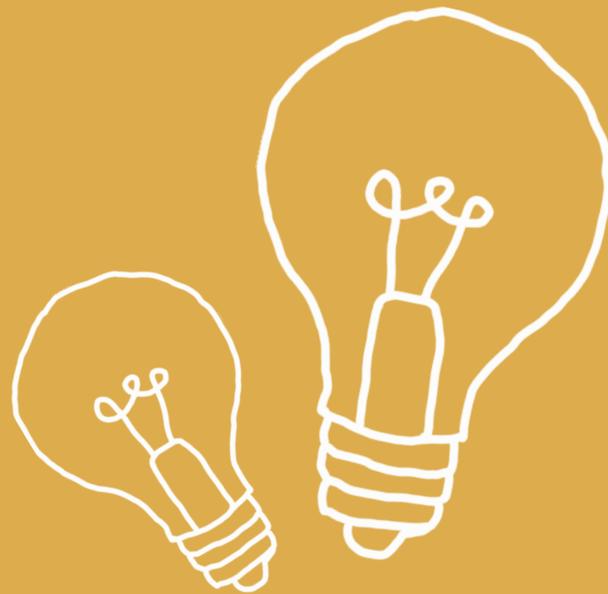


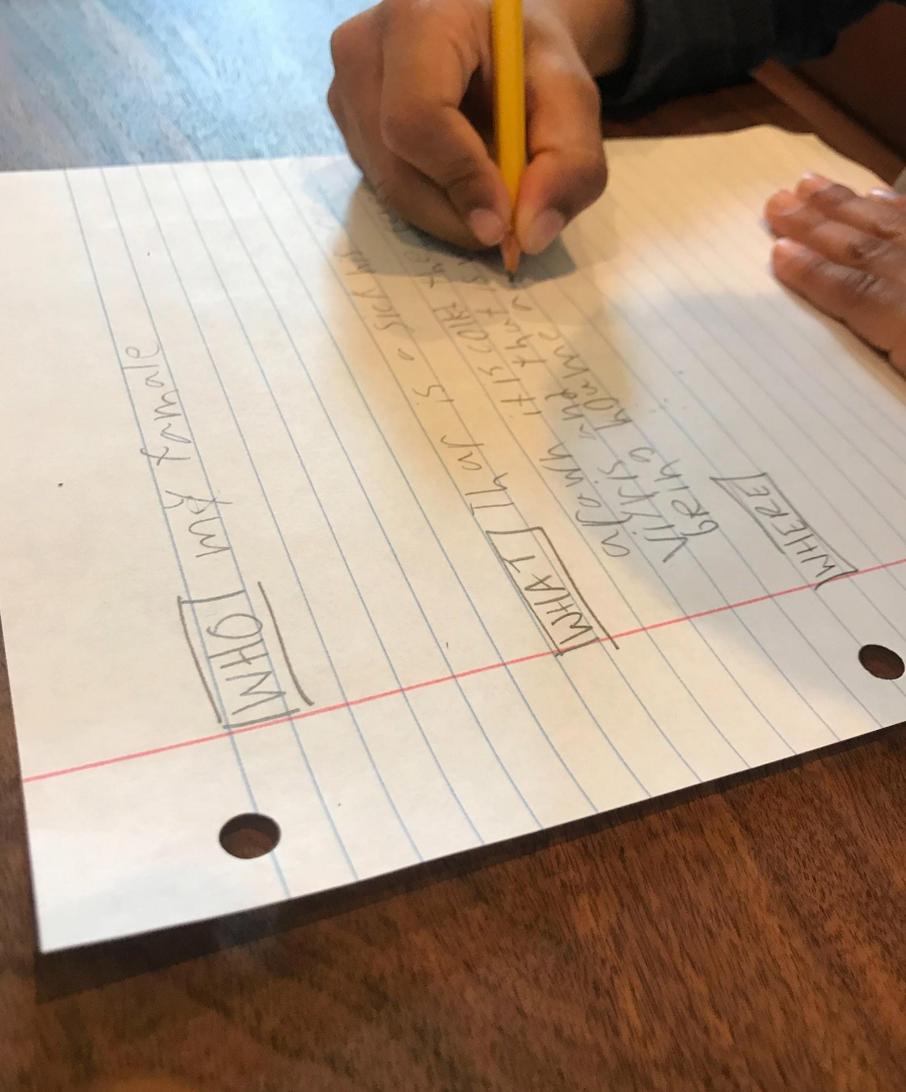
How do we stay together when we're apart?



How can we create a historical record of important events?

**Inquiry
Process:
*Together
When Apart***





Day 1: LAUNCH THE INQUIRY

Students...

- Are presented with a compelling inquiry question
- Investigate a content-rich source
- Practice a skill or brainstorm ideas for the week-long project

DAY 1
My Setting

WHO is with you?

Cor a, carina, and mommy

playing pretend

WHAT is going on?

In the backyard of our house

WHERE are you?

Spring, 2020 during their coronavirus quarantine.

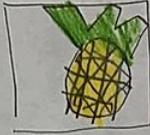
WHEN is it?



Day 2: INVESTIGATE

Students...

- Investigate additional sources
- Create a draft for their week-long project



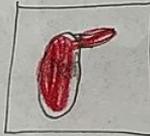
My Pineapple connects me to COSTA RICA because it comes from that place!



My baby connects me to CHINA because it comes from that place!



My BANANA connects me to ECUADOR because it comes from that place!



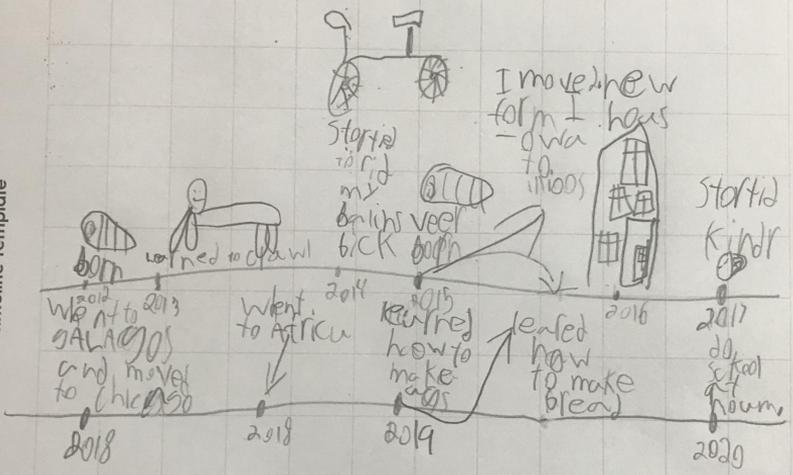
My SOAP connects me to USA because it comes from that place!



Day 3: TAKE ACTION

Students...

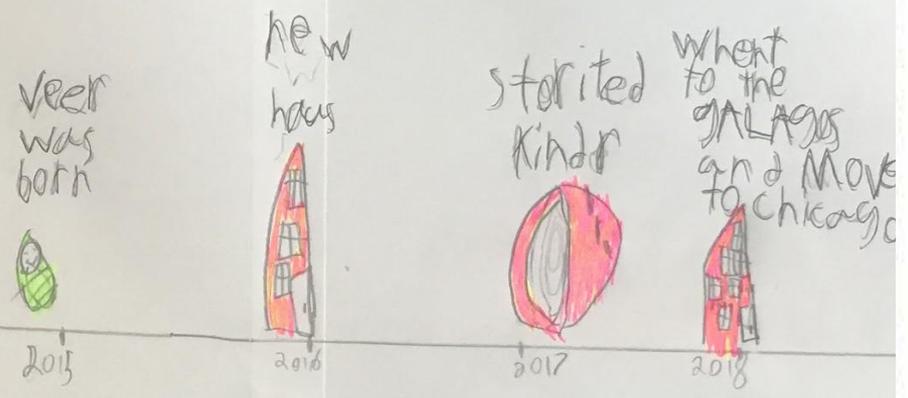
- Evaluate progress
- Examine sample student work
- Reflect on their own work
- Create a revision plan



Day 4: REVISE

Students...

- Revise work based on their revision plan



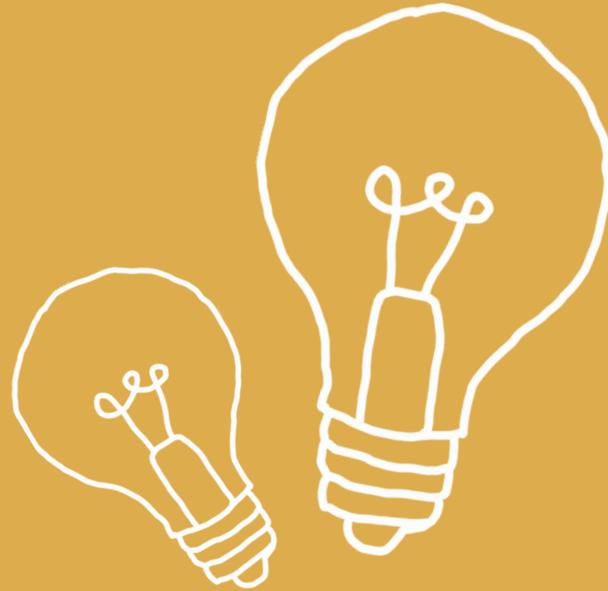


Day 5: REFLECT AND SHARE

Students...

- Reflect on the work of the week and self-assess
- Share their work with classmates, their community or more!

**Using
Together
*When Apart***



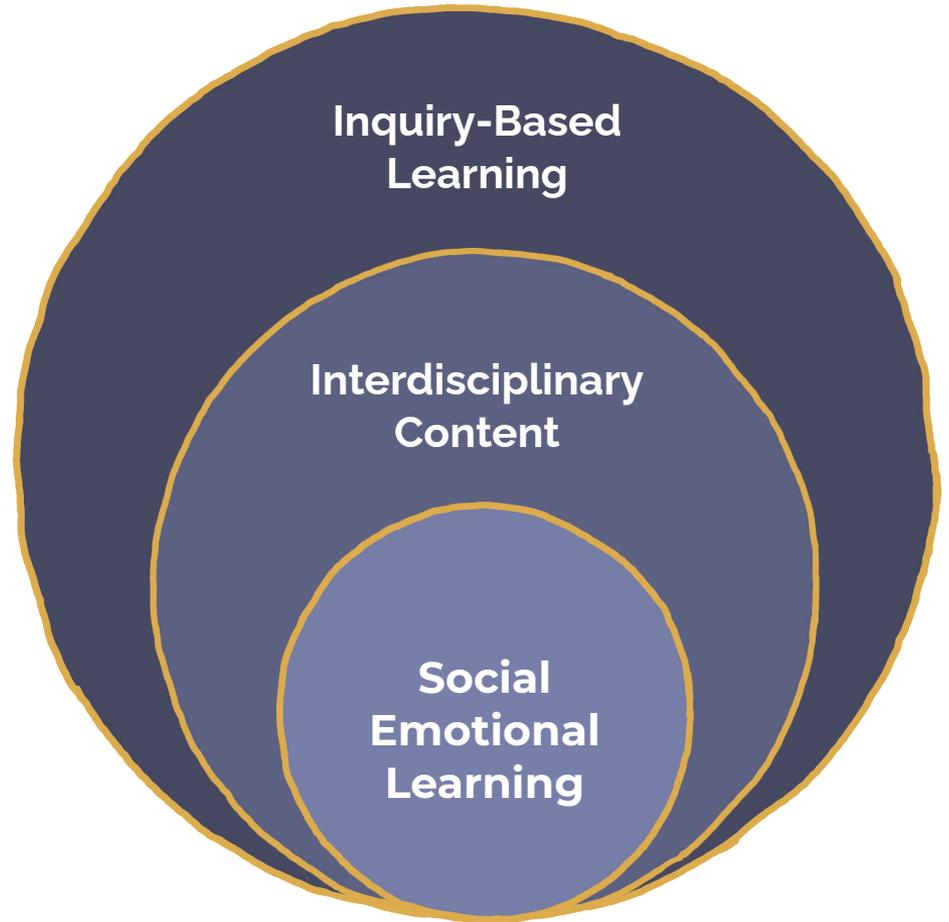
Together When Apart

inquirED's Distance-Learning Curriculum

www.inquired.org/distancelearning

When synchronous time is strategically leveraged...

- Students will read, write, listen and speak about the stuff that really matters to them
- Students will build relationships and deepen their understanding of self and others



Sample Schedule of a TWA Inquiry

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

SYNC



Teacher presents inquiry & responds to students questions *Suggested time: 15 min*

Shared feedback on student work
Suggested time: 10 min

Small group feedback sessions on draft work for half the class
Suggested time: 30 min

Small group feedback sessions on draft work for half the class
Suggested time: 30 min

Some students (different group each week) share work and celebrate success
Suggested time: 20 min

ASYNCH



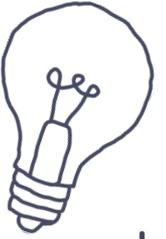
Students investigate sources, respond on the handout & submit digitally
Suggested time: 20 min

Students investigate another source and create a draft
Suggested time: 20 min

Write revision plan
Suggested time: 10 min

Revise work
Suggested time: 20 min

All students digitally share work and reflect
Suggested time: 15 min



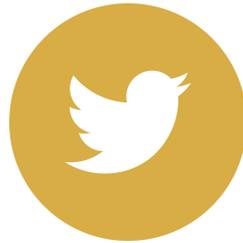
Join our virtual community!

Share student work, engage in discussions, share challenges, and celebrate your success. **inquirED** strives to create a social media community that enriches all of our partners.

www.inquirED.org



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