

## Embracing an Inquiry Stance Chat Transcript

*The chat transcript below is from the live Teaching Research Retreat on 6/23/2021. Names have been removed and the comments have not been edited. Please use the comments below to help spark ideas in your deep dive into embracing inquiry!*

### General Comments

- I see a lack of curiosity among my high school students. How do you get past that?
- I think schools need to do better at infusing the interests of the students—it shouldn't be something that they can share when they are done with their assigned work. Rather, it is something that is at the CENTER of our work and learning.

### NYC Fluency Continuum

- The graphic organizers capture student learning. We have developed lesson plans for all of them. <https://drive.google.com/drive/folders/1rt893LA-6njYAOgaGeykuAMBawVdZVP1>

### Deep Reading Skills / Primary Sources

- Library of Congress has great tool to evaluate primary source material.
- ABC-CLIO databases Academic Success Corner has 12 ready-to-use specific primary source analysis guides.
- Excellent step-by-step breakdown of skills to teach.
- Yes! interdisciplinary or transdisciplinary teaching and learning goes a long way to developing the inquiry stance!
- I used these ABC-CLIO databases all the time with my 6th graders!
- I've been using this database to gather information for 8th grade Am. History teachers. Resources are wonderful for differentiated instruction.

### REACTS Taxonomy

- ESIFC REACTS Taxonomy
- That's true. Teachers usually already know what they want to see happen as the product.
- SO strong
- We have used escape rooms for assessment. Teachers like that I set up in the library.
- LOVE escape rooms! So much divergent thinking and opportunity for problem solving and showcasing of different ways of thinking and seeing!
- This is great! I love the verbs
- What a great idea - using specific verbs with teachers.

- Does REACTS map to Blooms/Anderson & Krathwohl taxonomy?
- Love the idea of having examples ready for each stage of REACTS.

### **How Does Inquiry Enable Students to Develop a Stance of Agency and Self-Confidence? / What Skills Will Enable Students to Move to an Inquiry Stance?**

- the opportunity to be truly creative is such a great motivator!
- We do a resume on Enlightenment figures with Global Studies.
- Great examples that are fun but yet critical thinking is involved!
- We have applications for Renaissance University from the Ottoman, Ming, Inca, Aztec, Songhai empires
- Our Latin teacher has the kids create a FakeBook page for Roman historical figures.
- These assessment ideas are fantastic. Thank you!
- Students are able to take ownership over their work.
- Inquiry is driven by personal curiosity.
- Affirms the value of their own interests and questions!
- They become stakeholders
- validates their curiosity
- Thinking that there's not a single correct answer and they can explore what interests them.
- Inquiry is a unique path which is shaped by each student.
- They are connected to the work
- They are in charge of their learning
- Students learn that their questions are valid: asking questions is a safe experience and leads to new learning
- Allows for them to become part of the learning process
- ownership of the work they are doing
- Once you know something you can't unknow it... inquiry empowers students to engage in their communities, to seek new communities and partnerships, to contribute
- They are responsible for their own learning
- Demonstrating that evidence always bolsters an opinion or thought; data too
- It places student decision making and thinking at the core of the inquiry
- student choice
- Connect to world
- It's personal learning and has a connection to themselves
- Choice = investment
- It gives them the ability and skill to pursue their own lines of thinking without supervision.
- They an influence the world
- Learning perseverance when answers are not easy!
- they develop agency over their thinking
- I think giving students choice is important in developing ownership.
- Personal inquiry allows them to see themselves as credible.
- They are exposed to multiple perspectives and learn that subjects are complex and should be treated as such,

- Empowers the learner.
- When students are given a choice in how they present their findings it gives them the opportunity to develop a stance of agency and self-confidence
- Through inquiry, they can synthesize and analyze and discover their interests.
- students are able to put what they've learned toward an interest they have and create something new
- Because students are in control of their personal growth and development.
- Because students for from their own (not teachers) interests.
- They get to ask the questions that they want answered
- through the process students understand the why
- Students that work in an environment that values their questions will bloom and ask more questions.
- sense of agency comes from ability to succeed in finding answers
- Those connections are essential
- opens the world to their curiosity
- Their questions are validated
- They are learning for themselves not for a grade
- student directed learning experiences
- To realize that their options matter.
- High achievers want to be told exactly what to do.
- They realize that they can contribute more than they think they can
- Seeking and finding truth gives a sense of satisfaction
- Asimov "Education isn't something you can finish"
- High achievers are not necessarily interested in living in the discomfort that inquiry engenders.
- Maybe the perfectionists rather than all high achievers?
- You're correct about those top students, but hopefully this would give them options for exploration.
- I often pose the question to learners-who cares, so what...WHY do we and should we care about the topic?
- Many people don't like uncertainty and ambiguity.
- Developing good questions.
- Questioning
- Being open to their own curiosity
- An understanding that learning never stops
- frustration tolerance
- GRIT
- Flexibility
- Besides basic research skills, they need confidence.
- Growth mindset
- Be not afraid of your curiosity
- grit
- problem solving
- Making connections
- courage

- stamina
- motivation
- Openmindedness
- failing forward
- being willing to start over
- Courage
- RQI: turning statements into questions
- problem solving
- Risk taking - not afraid of failure
- Kids need a skill in asking questions. It's hard sometimes to start from nothing, especially if we are always giving them the questions to answer
- freedom
- Muscle memory
- modeling it ourselves
- Comfort with ambiguity...confidence that they can find a path out of it.
- Skills that will enable student to move to an inquiry stance are open-mindedness, checking biases, and seeking multiple perspectives.
- Definitely perseverance. Students can give up easily when confronted with challenges.
- Definitely resilience- being able to identify truth
- open to other ideas
- Being okay with ambiguity and being okay that there isn't always an answer...or that there are multiple answers and paths
- Reading and note-taking skills and synthesis, but also pushing past frustration and conflicting information and knowing what to pursue, so the ability to concentrate and focus.
- Ability to see yourself as part of a greater whole. Your actions affect others positively and negatively.
- Questioning and investigating
- Curiosity, confidence, accepting there is more than one answer, learning does not have a beginning and end.
- Embedded SEL improves and deepens the learning of the content, the academic skills, and the self- and others-awareness
- Questions in the middle of inquiry imply sustained engagement!
- I really like this bit about honoring their questions. Our staff talk about this a lot - how to get students to ask questions again.
- I feel like these skills are perhaps more necessary for the teachers I work with than students
- What is the difference between deep reading and close reading?
- I think of deep reading as reading multiple resources and texts, while close reading is for one source.
- Empathy I think is important to embrace inquiry

- The creation of "product" requires the teaching of a "unit" of skills. How do we move away from our obsession with product creation and towards adopting a stance...