

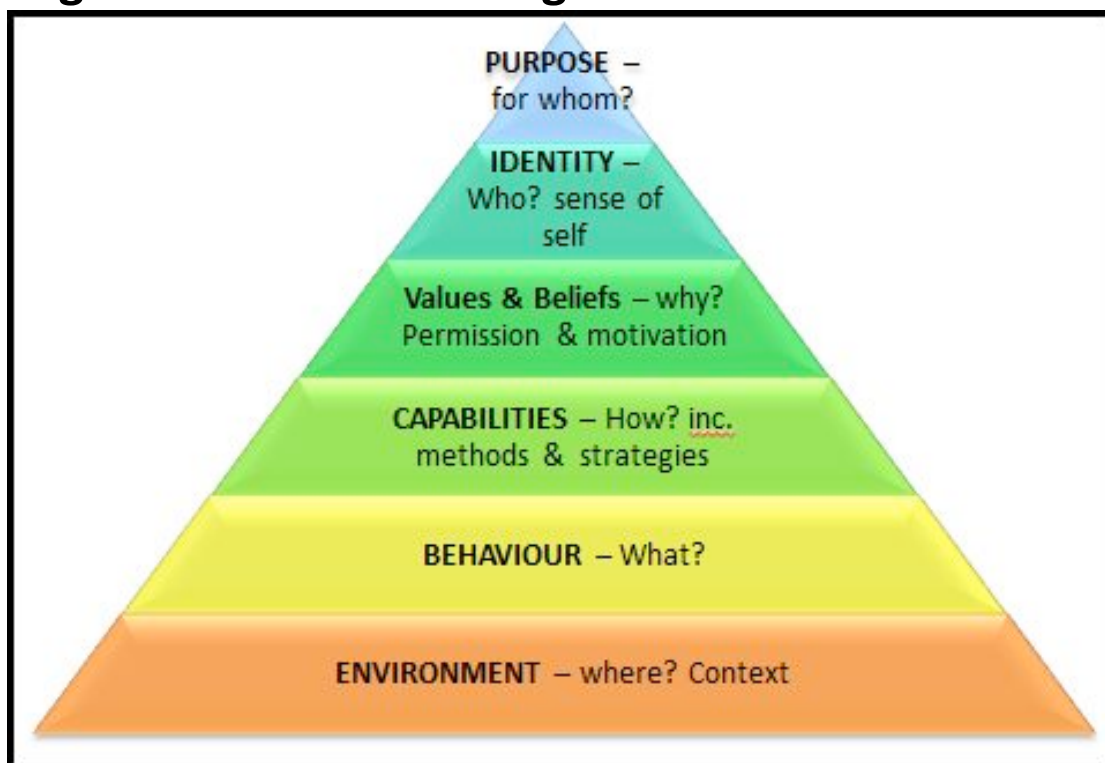
Learning as Inquiry

Notes and links for this session.

Inquiry as a disposition:

Sharon Friesen: <http://edtalks.org/video/inquiry-disposition>

Logical Levels of Learning:



Dispositions of Inquiry:

<http://padlet.com/wall/yitqfh9sdt>

Underlying Principals of Learning as Inquiry:

- Negotiated Learning, Choice
- A range of activities ranging from Teacher-directed to Self-directed (leading to autonomous learning - George Betts)
- Concept learning
- Authentic learning & audience
- The development of adult-level dispositions and practices supported by mentoring & shadowing
- Complexity
- Real outcomes
- Passion-based learning

Question Matrix:

Question Matrix

	Is	Did	Can	Would	Will	Might
Who						
What						
Where						
When						
How						
Why						

Dan Meyer on Real-World Maths.

<http://www.youtube.com/watch?v=jRMVjHjYB6w>

Teacher Questions:

Prior to the learning:

- Why might this be of interest to my students?
- Why am I teaching this?

Beginning the learning:

- What do you want to achieve?
- Where are you now in relation to your vision?
- How might you...?
- What do you consider is important to...?

If they are having difficulty:

- Who has done this a different way?
- How else can we look at this?
- What would have made that easier for you?
- Why do you think this is so difficult?

While they are learning:

- How did you decide to...?
- Where might...?
- What are you noticing...?
- How do you think you ..?

At the end of the learning cycle:

- What/how could you improve..?
- What helped you to learn...?
- Why was that...?
- Which were your best...?

Readings:

Split screen thinking: Guy Claxton

<http://www.guyclaxton.com/documents/New/BERA%20Keynote%20Final.pdf>

How they walk on Hot Sand: Using questions to help pupils learn.

http://www.hvllc.org.uk/ace/aifl/docs/B1/Hot_sand.pdf

Askew, S. and Lodge, C. (2000) **Gifts, ping-pong and loops - linking feedback and learning**. In: Askew, S. (ed.) *Feedback for Learning*. London: RoutledgeFalmer.

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