

Nudging Toward Inquiry



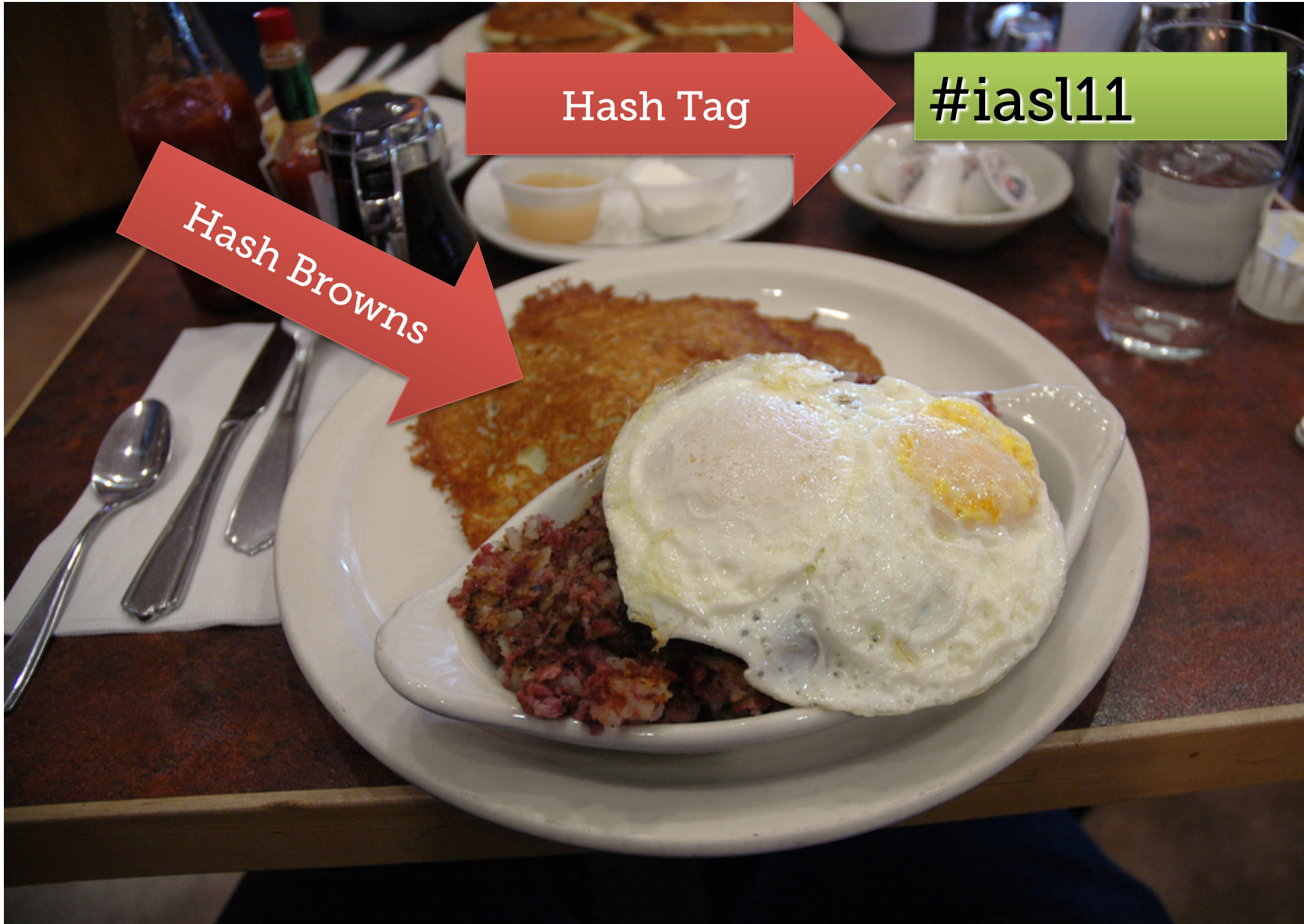
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IASL
April 11, 2011

Hash Tag

#iasl11

Hash Browns







<http://www.flickr.com/photos/71064188@N00/258455327>





A M E R I C A

Cineline

Turn and Talk:
**What's your school's
ambulance moment?**

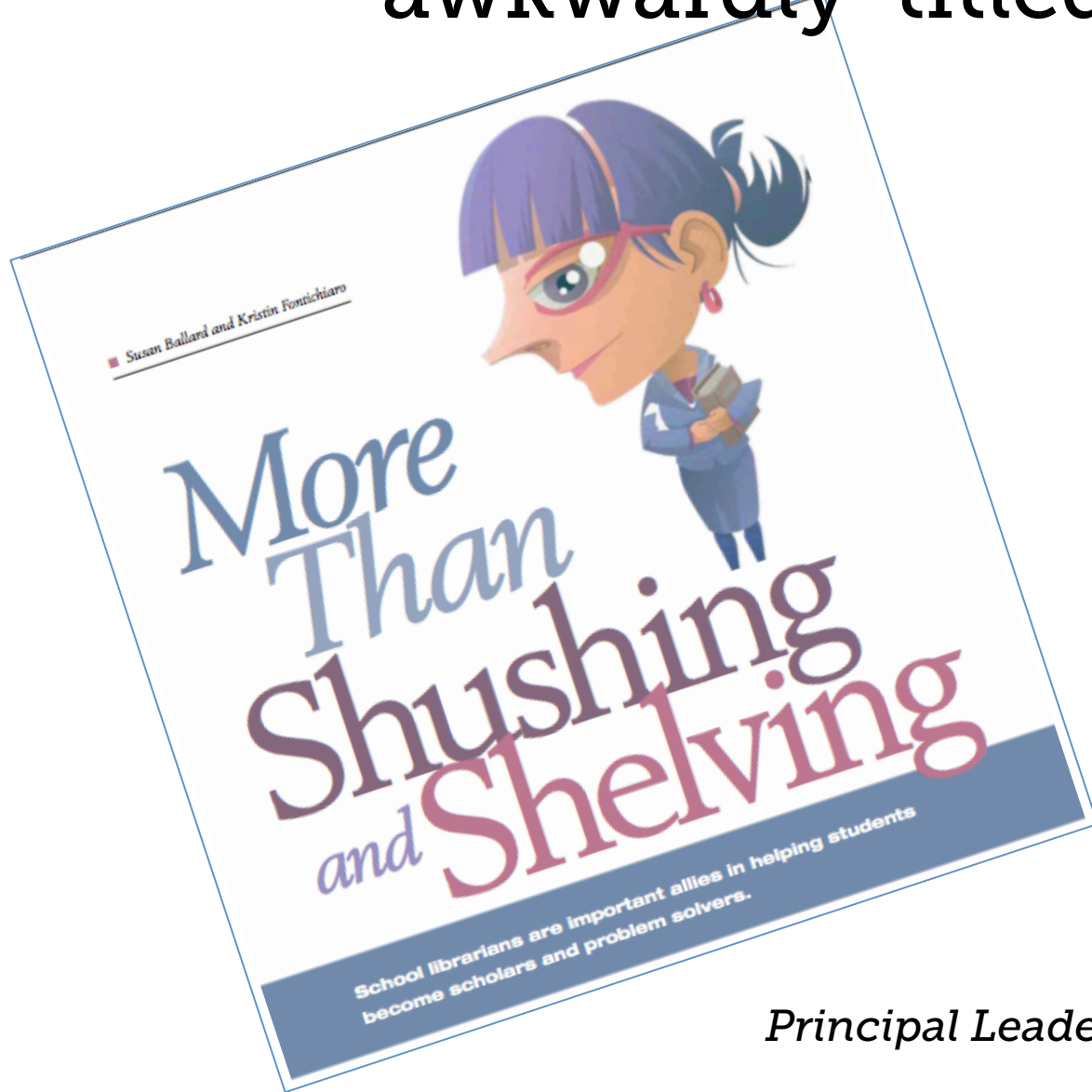
**Your school's ambulance
moment should guide your
program and curriculum.**

Did anyone identify their
school's ambulance moment
as Dewey? Alphabetization?
Having to do MLA citation
from memory?

Common Core Standards' Ambulance Moments identified last night by Rita Martens

- **Creating Sound Arguments with Evidence**
- **Reading Comprehension**
- **Primary/Secondary Sources**
- **Complex Texts and Text Analysis**
 - per ACT 2006 *Reading Between the Lines*
- **Informational Text in All Content Areas**
 - A new reason for teachers to consider database content

Ballard and Fontichiaro and an awkwardly-titled article



- Students aren't ready for college-level work
- Instructional librarianship is on the rise at universities
- Must start earlier with K-12 librarians

Principal Leadership (NASSP), Dec. 2010


**WHAT
DOES
THIS ALL
MEAN?**

**Great instruction
in libraries matters.**

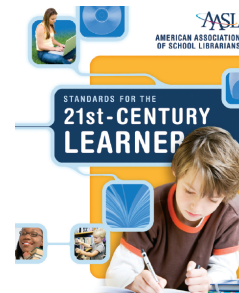


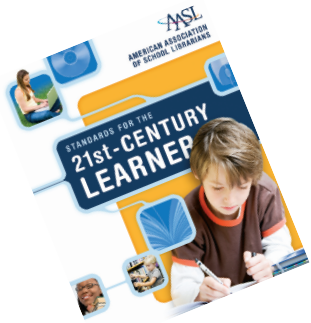
 **Inquire, think critically, and gain knowledge.**

 **Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**

 **Share knowledge and participate ethically and productively as members of our democratic society.**

 **Pursue personal and aesthetic growth.**





- Inquiry, thoughtfulness, problem-solving

-Using and evaluating information

-Librarian as instructional partner throughout process

-Social, collaborative teaching and learning

-Authentic work tasks, products, and audiences

-“Dump and go”: finding answers to specific close-ended, teacher-generated questions

-Finding information

-Librarian as an accessory to learning (“a clerk could do it”)

-Isolated, individual learning

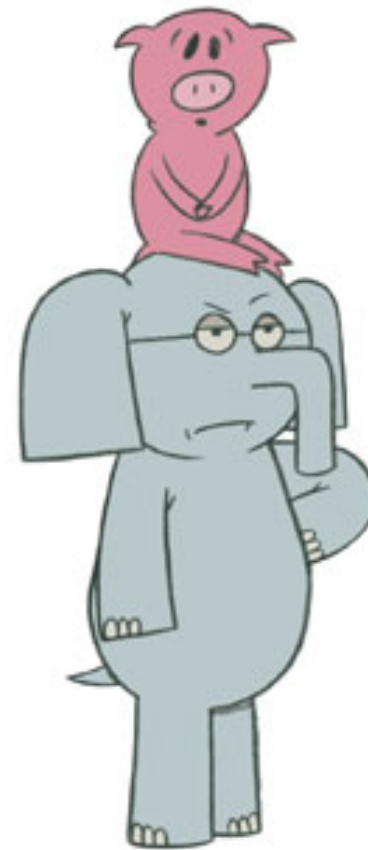
- Contrived tasks without resonance to student

But what is inquiry?



26

Ummm, yeah.

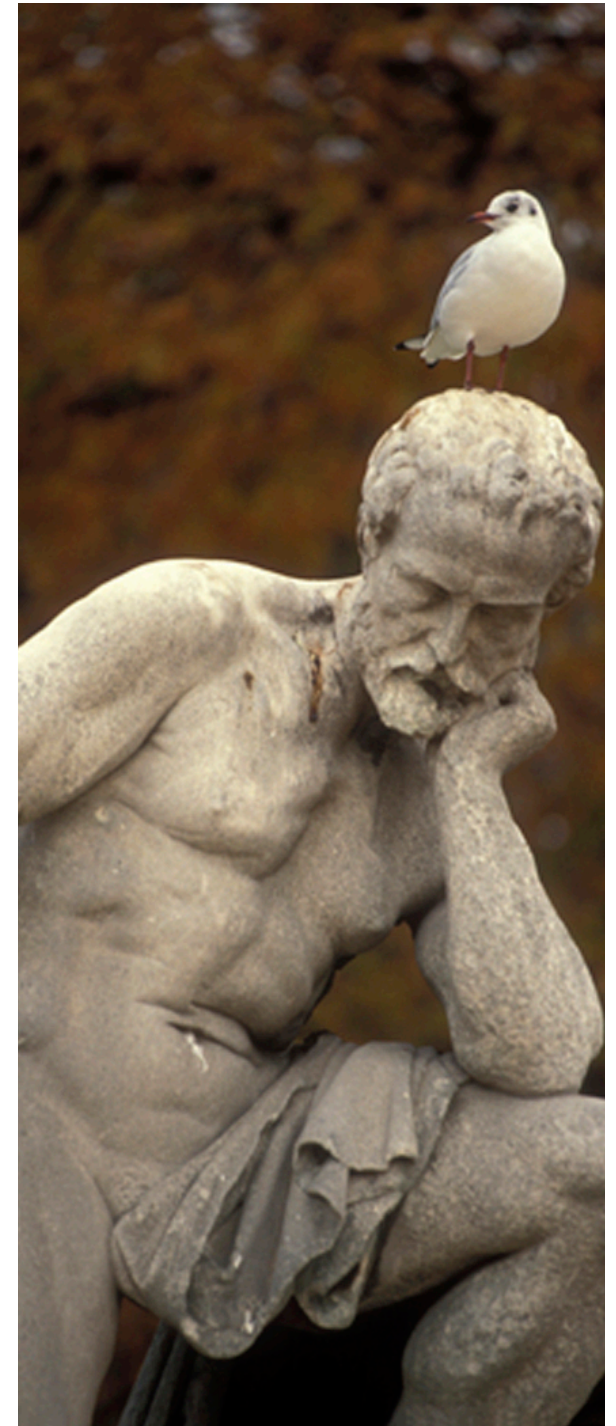


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Stripling's Inquiry Model

(SLM, 4/07 and 9/09)

- **Connect**
(awaken prior knowledge)
- **Wonder**
(generate possible questions)
- **Investigate**
(seek and discover info)
- **Construct**
(discover patterns; draw conclusions)
- **Express**
(create product)
- **Reflect**
(consider effectiveness of process/
product)



Inquiry FAQs

- Does inquiry mean we get rid of library skills?
- What's the relationship between inquiry and information literacy?





**Are we seeing bird
units or inquiry?**

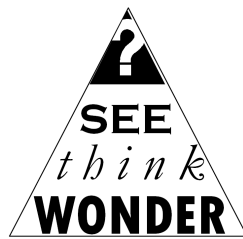
NUDGING.

Small tweaks, big impact.

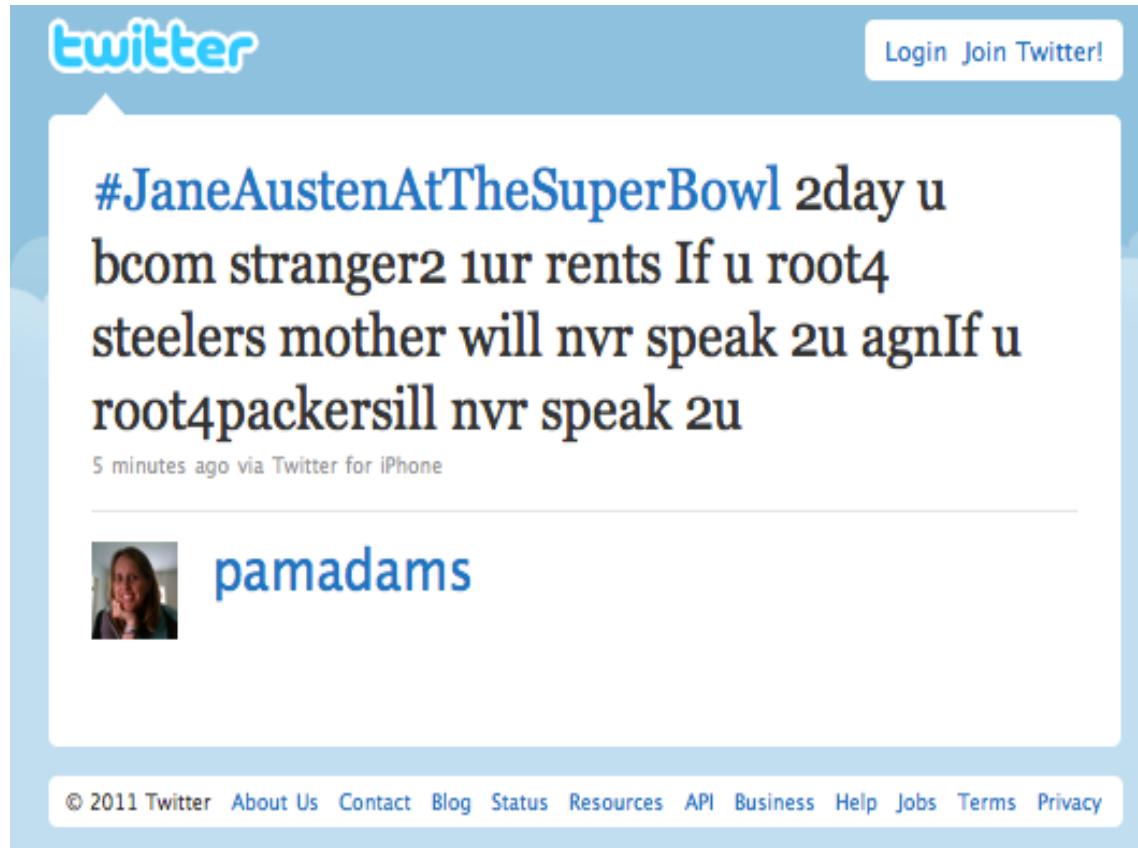


Connect

- Picture Book / Text Excerpt / Primary Source
- Hands-on activity
- K – W – L
- Think-pair-share
- Classroom definitions
- Choice



Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect



Is this funny? If so, why?

Pride and Prejudice

(find the clip [here](#))

twitter

Login Join Twitter!

[#JaneAustenAtTheSuperBowl](#) 2day u
bcom stranger2 1ur rents If u root4
steelers mother will nvr speak 2u agnIf u
root4packersill nvr speak 2u

5 minutes ago via Twitter for iPhone



pamadams

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Translation tip

<http://bit.ly/janeaustenatthesuperbowl>

Do you know what this zone is for?



Milwaukee Airport: Where you go after going through security to put your belt/shoes/jacket back on



http://4.bp.blogspot.com/_S1W3JqH-CyUG/SS54xiTtDRI/AAAAAAAAAJyw/rvyWRAGJG3M/s1600/discombob1070908.jpg

How Do We Build Upon
or Awaken
Prior Knowledge?
Stay tuned.

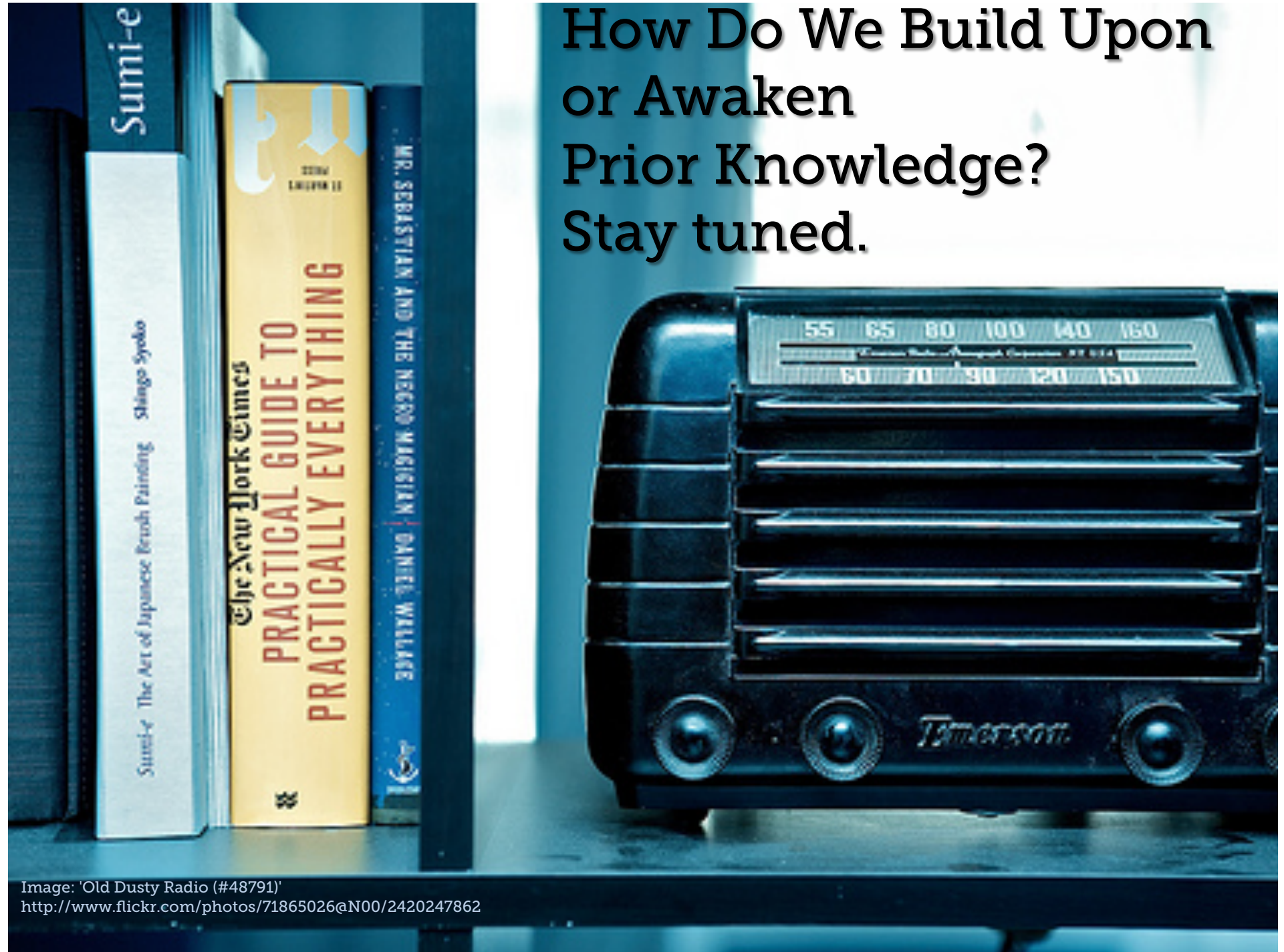
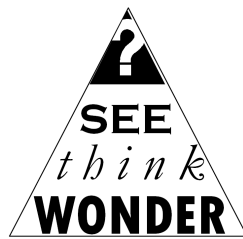


Image: 'Old Dusty Radio (#48791)
<http://www.flickr.com/photos/71865026@N00/2420247862>

Connect

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Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect

Wonder



- Questions
- Brainstorming in groups
- Hypotheses
- Outline objective, then give questions
- Class graphic organizer based on discussion



Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect



[http://memory.loc.gov/cgi-bin/query/r?ammem/cwar:@field\(NUMBER+@band\(cwp+4a40263\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cwar:@field(NUMBER+@band(cwp+4a40263)))

[Antietam, Md. President Lincoln and Gen. George B. McClellan in the general's tent].

[Gardner, Alexander, 1821-1882](#), photographer.

CREATED/PUBLISHED

1862 October 3.

SUMMARY

Photograph from the main eastern theater of the war, Battle of Antietam, September-October 1862.

NOTES

Reference: Civil War photographs, 1861-1865 / compiled by Hirst D. Milhollen and Donald H. Mugridge, Washington, D.C. : Library of Congress, 1977. No. 0144
Title from Milhollen and Mugridge.
Forms part of Civil War glass negative collection (Library of Congress).

SUBJECTS

[United States--History--Civil War, 1861-1865.](#)

[Lincoln, Abraham.](#)

[McClellan, George B.](#)

[Antietam, Battle of, Md., 1862.](#)

[Wet collodion negatives.](#)

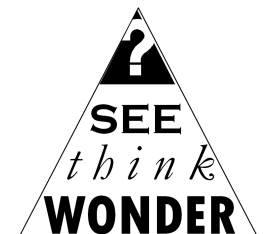
[United States--Maryland--Antietam.](#)

MEDIUM

1 negative : glass, wet collodio

CALL NUMBER

LC-B817- 7948



Clothes on rack . Is rack made out of branches? How long has McClellan been at this site that he has stuff hanging?

Cracks or folds in image. How did it get damaged?

Tall man with beard in suit. It's Lincoln (the Web site said so). Why is the President at a battlefield? Where is his security team? Is he safe?

Tent. Tall ceiling! Why so big?

Top hat is upside-down. I think it's Lincoln's because he wore top hats a lot. Why is it upside-down?

He doesn't have a beard, so he must have shaved recently. **Is this a staged photo?** Photos took a long time; people had to sit still, I think. They probably posed. **Why?**

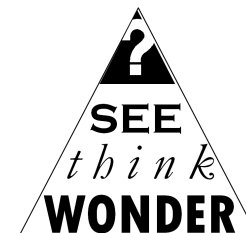
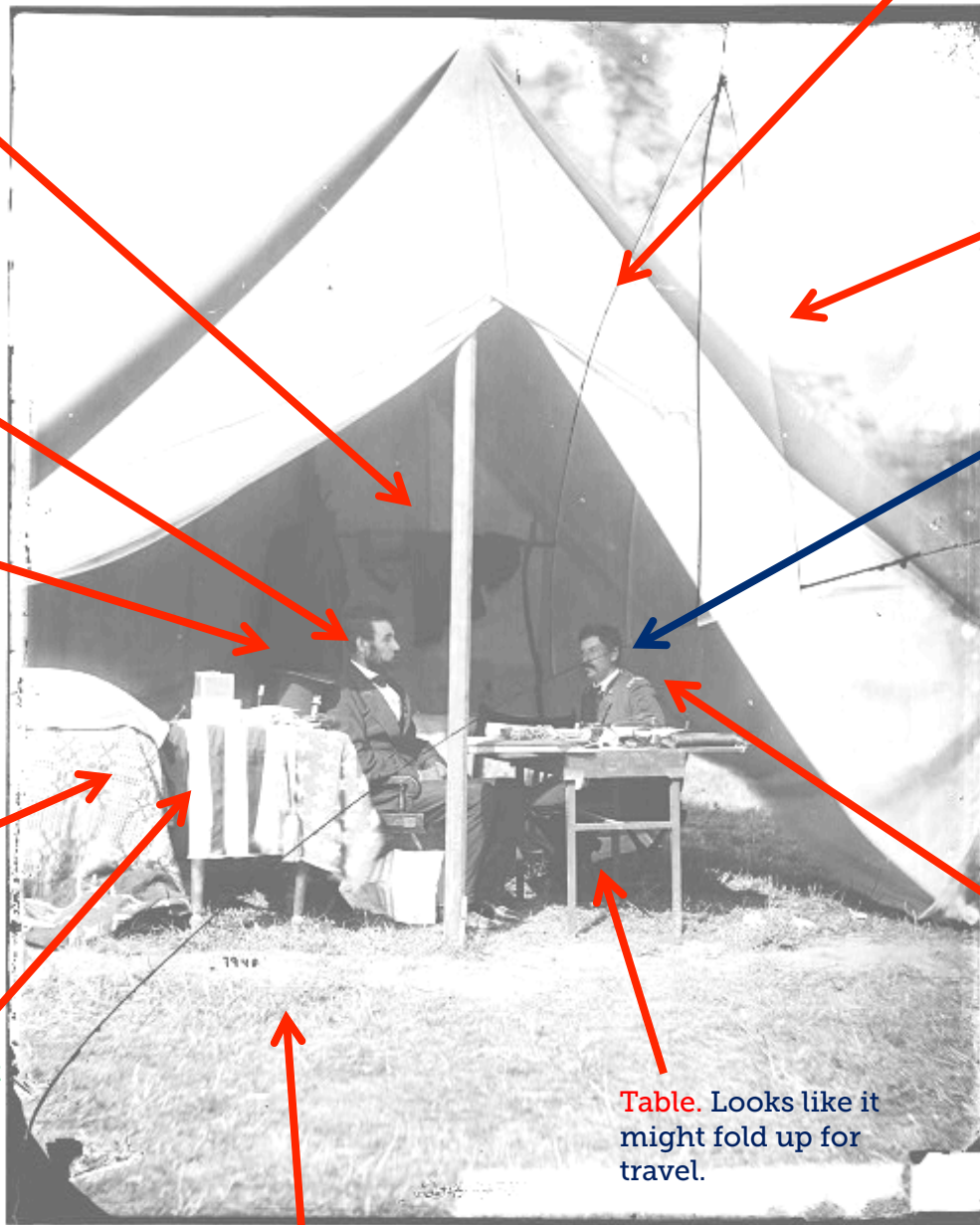
Pillow and quilt Does the general sleep AND work here? Is he meeting the President in his **BEDROOM?**

General McClellan (learned from Web site) Who was he in the Civil War?

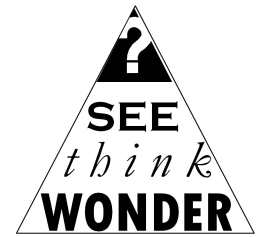
U.S. Flag draped on table. Is it being used as a tablecloth? Why is it there? Seems disrespectful.

Table. Looks like it might fold up for travel.

Grass. Not winter. Web site says Fall 1862 during Battle of Antietam. Did the Union win this battle? Which side is currently winning the war?



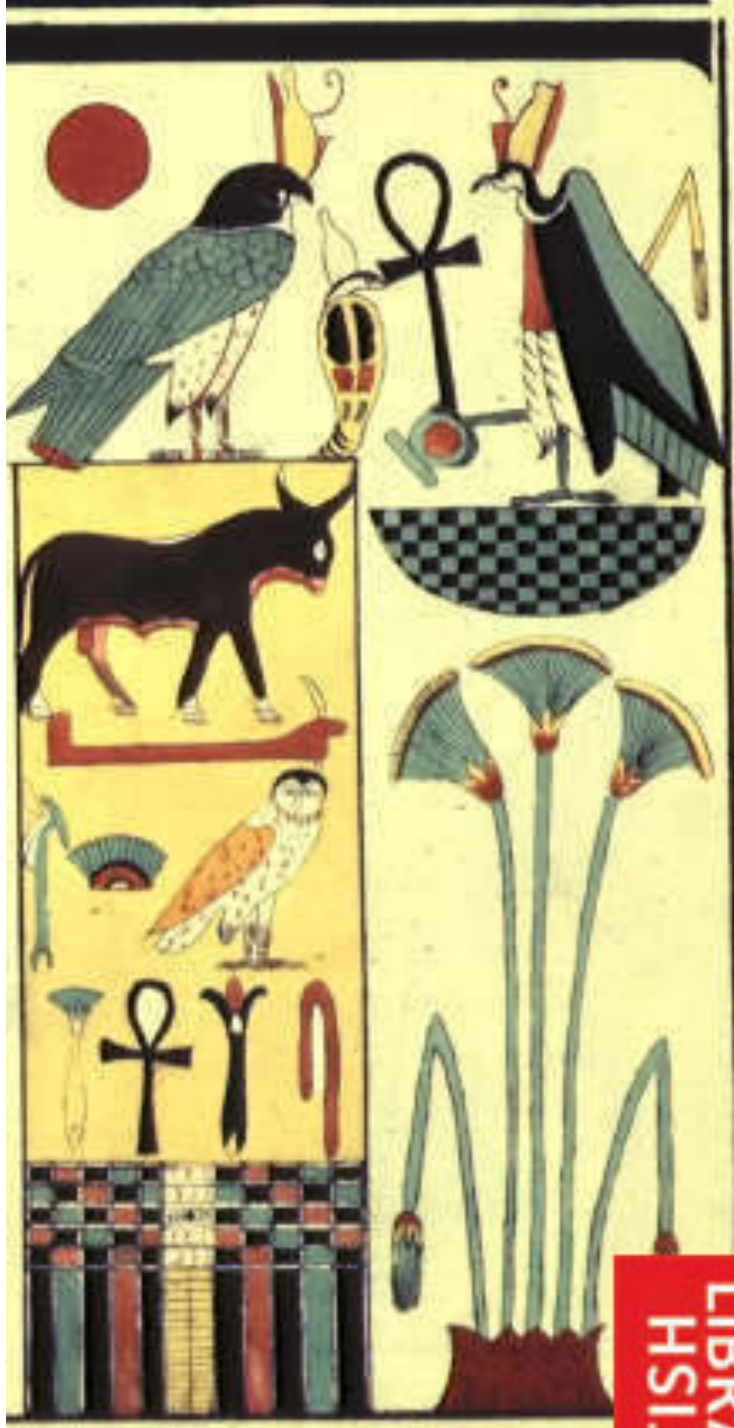
<http://www.lakeneosho.org/images/Mastodon2.JPG>







J. K. ...

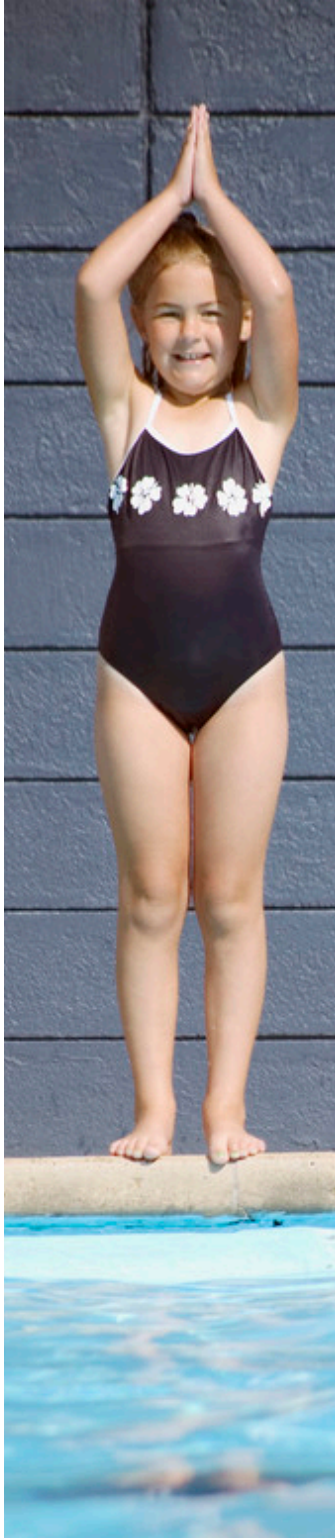












Pool Your Knowledge!

- Whiteboard (*bansho*)
- Post-Its
- Wallwisher.com
- iEtherpad.com
- Dabbleboard.com
- Wiki page
- Google Docs



Frame the Project

Scenarios

Project-Based Learning

Problem-Based Learning

Real-World Situations



Investigate

- Information literacy
- Build in reflection, metacognition, conferencing
- Room on graphic organizers for "aha moments"
- Reality TV confessionals

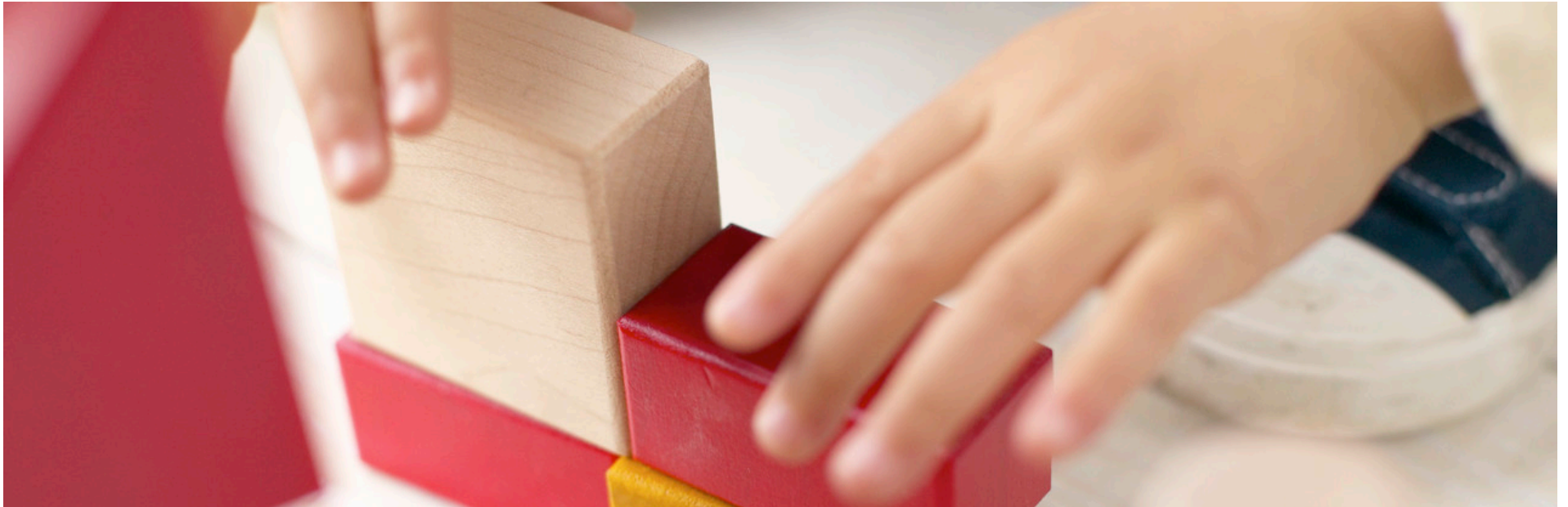


<http://www.flickr.com/photos/21943179@N06/3145066465>

Teaching
about
resources.

Teaching
THROUGH
resources.

Construct



- What patterns in data/info do I see?
- What does all of this mean?
- Social vs. individual construction
- New round of graphic organizers for sensemaking
- Pooling knowledge (*bansho*, discussion, wikis/Google Docs)

Connect ~ Wonder ~ Investigate ~ Construct ~ Express ~ Reflect

Express

- Choice
- Authentic products
- Authentic audiences
- Collaborative work
- Products drive how info is gathered, used
- Role play/ "Mantle of Expert"



Reflect

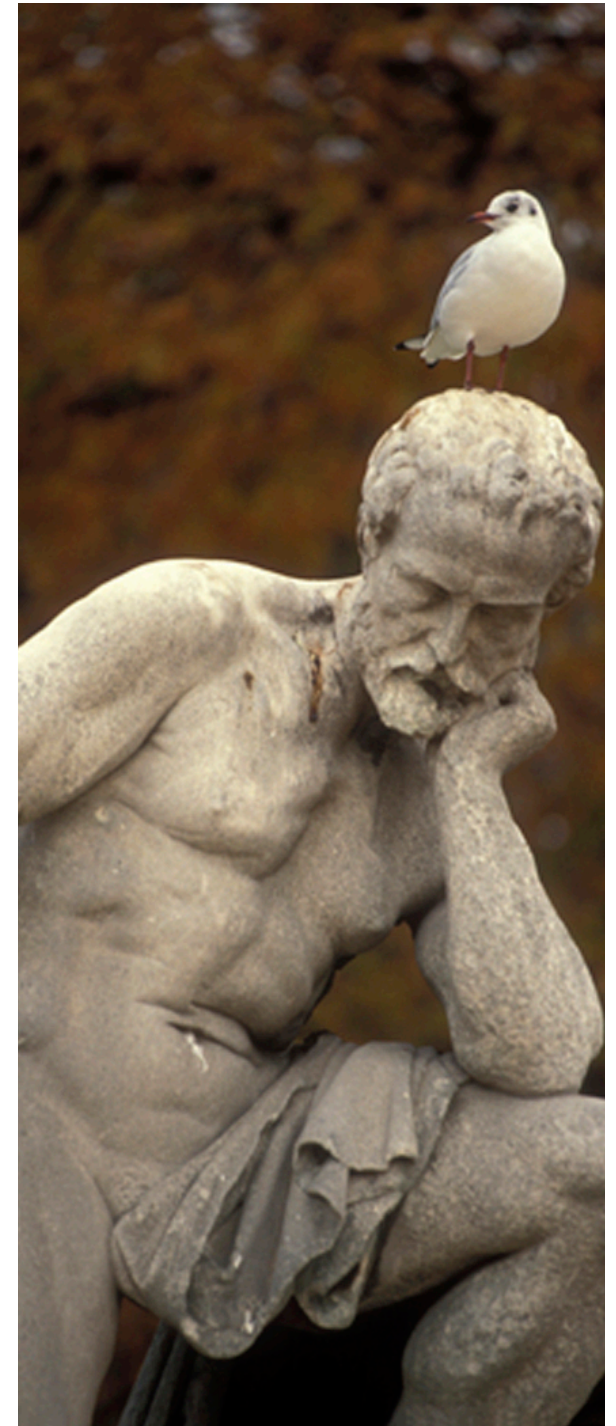
- Exit slips
- One-minute essays
- Miniconferences
- "What new questions might you explore if ____ hired you to do more research?"



Stripling's Inquiry Model

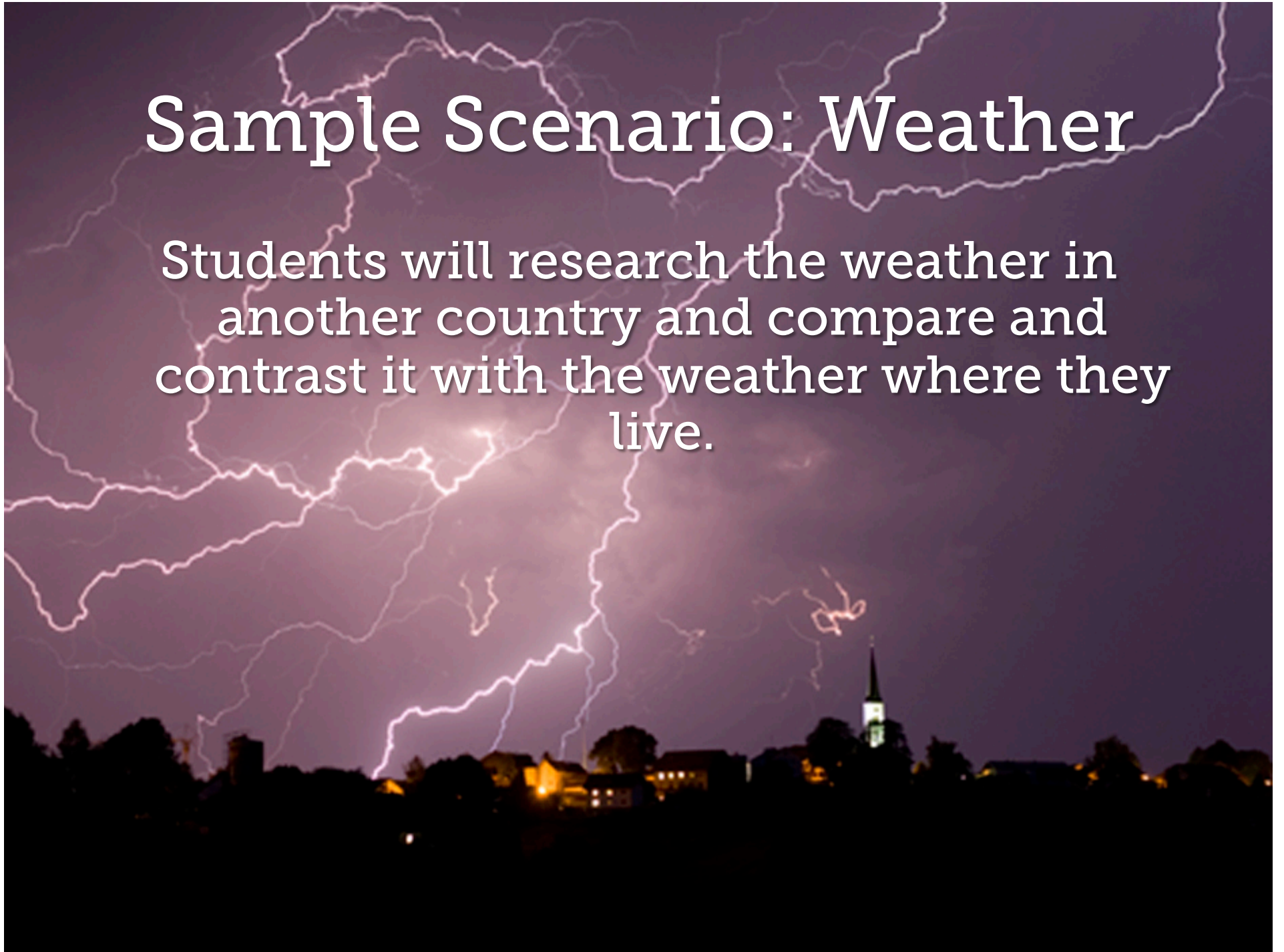
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Sample Scenario: Weather

Students will research the weather in another country and compare and contrast it with the weather where they live.



Nudges?

- ??



Your Turn!

- Are you sitting by job assignment (elementary, middle, high)?
- Get a scenario.
- Think about how you could pool your nudging strategies to deepen the work for students.
- Select a **reporter** to share out at the end.

Elementary: Linking Inquiry to Common Core

- More complex texts!
- Instruction of higher quality resources and tech tools (vs. Google)
- New Bloom's Taxonomy for questioning
- Increasing complexity of topic (butterflies vs. migration)
- Encouraging reflection throughout task & at end

Elementary

- 5 or 10 minutes in a staff meeting
 - Show them some resources
 - Give them time to search
- Scenario or “aha moments” to connect to
- Allow students to go deeper into research -> beyond fill-in-blank
- Go into background knowledge
- Show hoax websites (e.g., “All about explorers.com” related to curric.)

Middle School: Shifting from Process to Product

- Policy about lab usage (change in policy) through admins or faculty meeting → how can we use time better? Don't want to be lab police, but want to help teachers help students do better
- Importance of students being able to talk about their learning (They can answer, "How did you make that happen?" but not explain the content). What are they learning that is new?
- Inservice for teachers about tech and how long it really does take to do something
- Limit time with tech → storyboard before coming to lab

High School: Improving Construction of Knowledge

- “day in the life” project – interview patients, practitioners, med facilities, insurance aspects
- Consider different audiences → how could you share this info with younger kids?
- Panelists from community hospital

<http://www.flickr.com/photos/7820770@N07/2785267694>

bit.ly/nudging – *coming soon for 2011-2012!*

bit.ly/buildingtoolkit

© Sap

Monday Morning Takeaway

A scenic landscape featuring a calm lake in the foreground, reflecting the sky and surrounding trees. The middle ground shows a cluster of houses and more trees, with rolling hills in the background. The sky is a soft, warm orange, and several hot air balloons are floating in the air. The text 'Monday Morning Takeaway' is overlaid on the top left in a white, serif font.

- Turn and talk: What will you do on Monday morning as a result of being here this weekend?

Questions?

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