

Mid-Atlantic Association of IB World Schools



IBMA Inquiry Networking Session

September 28, 2012

Time Frame	Activity	Who?
9:30 – 10:00	Breakfast, Welcome, Introductions	Hosts
10:00 – 12:00	Inquiry in the IB Classroom- 1. Provocations Activity 2.. Define inquiry. 3. View TED talk 4. Use the visual thinking technique to discuss the TED talk. Participants are given handout of the activity. Participants share at their table. 5. Inquiry and IB; Brief intro to inquiry questions and Stage 1 of unit planner – Use few slides and handouts for this – 6. Participants work in subject groups to plan an inquiry unit- Must include stage 1 of the planner. Concluding activity – Gallery Walk of all the units	Mary, Frangiska & Participants
12 :00 1:00	Working Lunch – Participants share lesson plans/ activities and reflect on today's learning.	All



INQUIRY Networking Session Alexandria City Public Schools- George Washington Middle School September 27, 2012

Session Agenda:

-See attached agenda

Session Minutes/Discussion Notes:

54 in attendance: representatives from Montgomery Co, District of Columbia, Prince George, VA, Alexandria City, Hampton, VA, Arlington, Prince William, Fairfax Co.

Inquiry in the classroom:

1. Provocation Activity- Carousel activity including artifacts where participants moved about the room and wrote down questions that come to mind then viewing the object (30 min)
 - Seen as a beneficial activity and could be used at the beginning of a new unit, at the end as a wrap up, at the end as an assessment
 - Can include a variety of primary sources or provocative artifacts from a content unit
2. Place map activity- for the purpose of defining INQUIRY. Can be used to push all students to participate and come to a summary consensus, recognizing that all similarities in the written definitions; brings about student voice and also give the instructor background knowledge (15 min)
3. TED Talk video- Diana Laufenberg video- with a focus on teaching students how to think and access information, not just from texts in this era. Use of video helps others to gain power from allowing students to be active learners

Session Minutes/Discussion Notes, continued

- Use of visual thinking strategy as a focus for writing thinking down in an organizer (15 min)
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4. Unit Planner Stage 1: Brainstorm and collaboratively plan stage 1 in common Subject areas using inquiry as a way to frame all parts.
 - Break groups for all subject areas worked to create original units and/or used division level curriculum required to develop a common stage 1 (40 mins)

 5. Gallery Walk of the Units- participants viewed state 1 maps to show inquiry within the initial stage of learning (at own leisure)

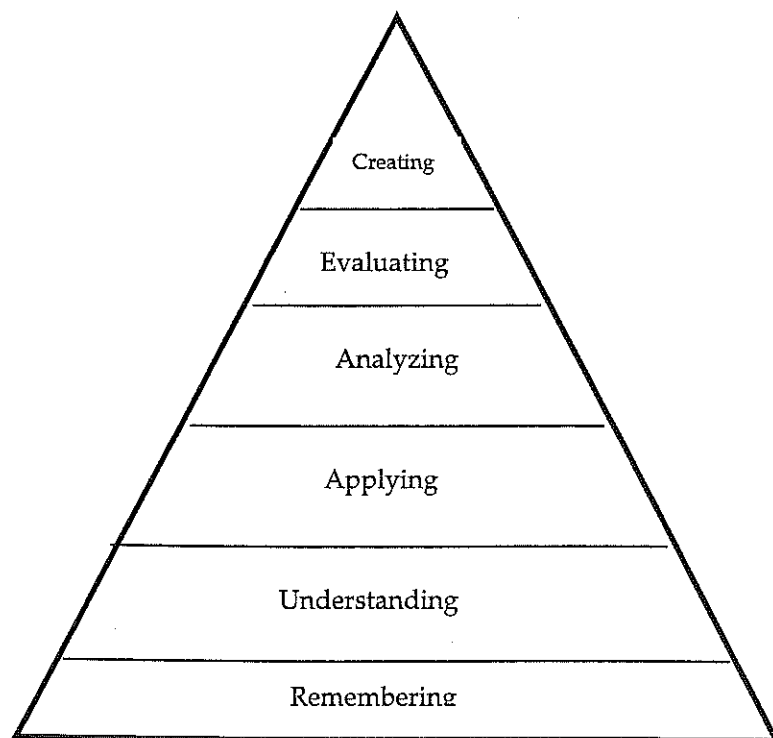
Level	Question Type	Response Behaviors	Eliciting Question Starters
I	Knowledge	Recalling facts or observation. Recalling definitions.	1. Who...? 2. What...? 3. Where...? 4. When...? 5. Define (the word <i>prosper</i>)
	Comprehension	Giving descriptions.	1. Describe (what happened when the third goat went over the bridge)? 2. What is the main idea (in this paragraph)? 3. How are (these two fruits alike)?
II	Application	Applying techniques.	1. If...then... 2. What is (the perimeter of your living room)?
	Analysis	Identifying motives or causes. Making inferences. Finding evidence to support generalizations.	1. Why (did Old Yeller die)? 2. Now that we've studied whales, what can we conclude about zoos? (assumptions) 3. What evidence can you find to support (the point of view that students should not receive grades)?
III	Synthesis	Solving problems. Making predictions. Producing original communications.	1. Can you think up (a way to test this)? 2. How can we solve (this problem)? 3. How can we improve (our research)? 4. What will happen (now that we've found a cure for cancer)? 5. What do you predict would happen (if we all looked the same)?
	Evaluation	Giving opinions about issues. Judging the validity of ideas. Judging the merit of problem solutions. Judging the quality of art and other products. Justifying opinions and ideas.	1. Do you agree (with José)? 2. Do you believe (that this is the best way to proceed)? Why? 3. Do you think (that it is right to judge criminals)? Why? 4. What is your opinion (on this matter)? Why? 5. Would it be better (to do it this way)? Why? 6. Which (video) did you like? Why?

Figure 1. Cognitive Domain: Questioning Strategies

THE ART OF INQUIRY - QUESTIONING STRATEGIES
FOR K-6 CLASSROOMS - BY NANCY LEE CECIL

Bloom's Taxonomy Verbs

Category	Verbs
Remembering: Can the student recall or remember the information?	Define, duplicate, list, memorize, recall, repeat, reproduce, state
Understanding: Can the student explain ideas or concepts?	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase.
Applying: Can the student use the information in a new way?	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyzing: Can the student distinguish between the different parts?	Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluating: Can the student justify a stand or decision?	Appraise, argue, defend, judge, select, support, value, evaluate
Creating: Can the student create new project or point of view?	Assemble, construct, create, design, develop, formulate, write



Connect/Extend/Challenge Visible Thinking Strategy

CONNECT: How are the ideas and information presented **CONNECTED** to what you already knew?

EXTEND: What new ideas did you get that **EXTENDED** or pushed your thinking in new directions?

CHALLENGE: What is still **CHALLENGING** or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?

	Ideas
Connect	
Extend	
Challenge	