ED 478 851   CS 512 299

AUTHOR	Egawa, Kathy; Burke, Carolyn
TITLE	Inquiry into Inquiry: Exploring Educational Practice. NCTE Reading Initiative.
INSTITUTION	National Council of Teachers of English, Urbana, IL.
PUB DATE	2000-06-00
NOTE	11p.; See CS 512 291-302 for related documents.
AVAILABLE FROM	National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096. Tel: 800-369-6283 (Toll Free); Web site: http://www.ncte.org. For full text: http://www.ncte.org/ readinit/curriculum/inqstudies.shtml.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Classroom Techniques; Inquiry; Primary Education; *Professional Development; Teacher Researchers
IDENTIFIERS	Reflective Practice; Teaching Research; Theoretical Orientation

ABSTRACT

        In this introductory inquiry study, teachers will explore why
the National Council of Teachers of English (NCTE) Reading Initiative is
developed from the theoretical position of "teaching as inquiry." Teachers
will live through several learning projects, identify important issues in
practitioners' teaching lives, and read the work of teacher researchers. Each
group will leave the study with new ideas, new tools, new questions, and a
new lens through which to view their practice. Lists 9 professional reading
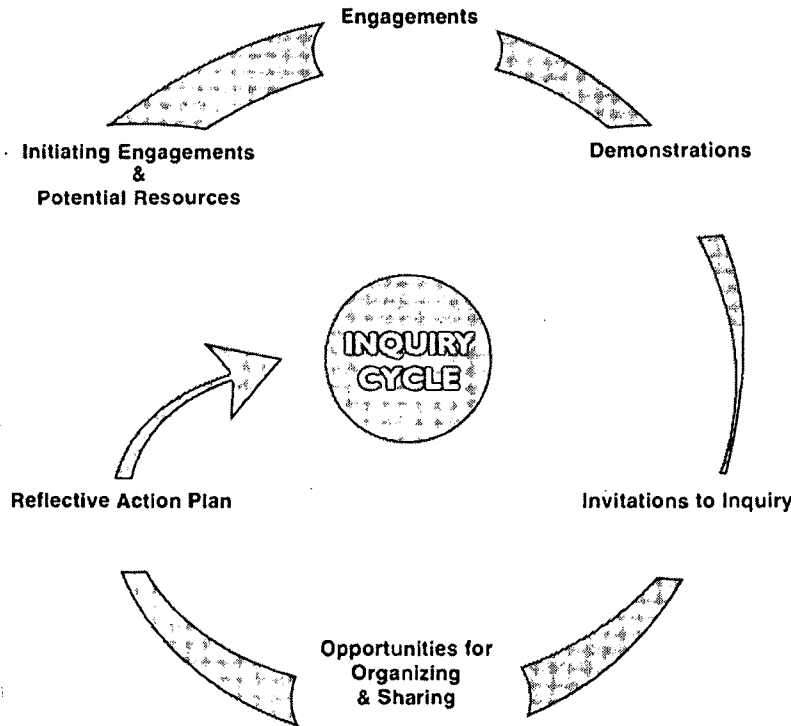selections. (NKA)

Inquiry into Inquiry
Exploring Educational Practice

I would be surprised if there were anyone involved in the Reading Initiative who has changed as many beliefs [as I have] in such a short time. To be more honest, I am changing from belief based on hope and desperation to belief based on knowledge gained from study and research.

A participant in the South Carolina Reading Initiative

In this introductory Inquiry Study, you will explore why the NCTE Reading Initiative is developed from the theoretical position of *teaching as inquiry*. We will live through several learning projects, identify important issues in our teaching lives, and read the work of teacher researchers. Your group will leave the study with new ideas, new tools, new questions, and a new lens through which to view your practice.

Engagements

Initiating Engagements
&
Potential Resources

Demonstrations

INQUIRY CYCLE

Reflective Action Plan

Invitations to Inquiry

Opportunities for
Organizing
& Sharing

Kathy Egawa & Carolyn Burke
June 2000

2

LEARNING CONCEPTS

The following is a list of learning concepts that will be explored in the study. You are encouraged to add additional concepts that reflect constructivist, inquiry-based learning, as it is not meant to represent an exhaustive list.

- Learners actively seek out new information and develop new abilities as they go through life. The brain is learning all the time. Learning is the brain continually updating its understanding of the world (Smith, 1981).
- Learners' questions grow out of lived experience (Dewey, 1938).
- Learning is a process of making deeper and broader connections that lead to new questions (Bateson, 1976).
- Learners can be visualized as receivers of facts and skills, or as active inquirers and learners.
- Active learners are clear about their interests, needs, and uncertainties.
- All practice is generated out of sets of beliefs, even when those beliefs are intuitively held and have not yet been tested by reflection.
- Every person has beliefs, and they operate upon those beliefs intuitively; a change in their belief system initiates a change in their actions.
- There are multiple conceptions of the role of the teacher: transmitters of normative values, receivers of authoritative knowledge, and active learners and inquirers are three such conceptions.
-
-

FOCUSING QUESTIONS

These are questions that we, as authors of this study, generated to focus the experiences provided in this inquiry study. Everyone in your Reading Initiative group is invited to add questions throughout the study and throughout the year.

- Are teachers learners in their own classrooms?
- How can we interrogate our current teaching situations? Who provides the curriculum? What issues are examined? What role do the students and parents play?
- What are some different views of learning?
- How do learning beliefs connect to teaching practice?
- Who is capable and ready to be an inquirer?
- What kinds of inquiry are there?
- What are some useful inquiry tools?
- Where do inquiry questions come from?
- What about covering prescribed content?
- What if we don't all believe the same thing?
-

3

TERMS ASSOCIATED WITH THIS TOPIC

In addition to asking the questions that came to mind when we considered teachers as active inquirers of their own practice, we generated an initial list of words and phrases related to research and inquiry. You might elect to begin your own list—graffiti-style—on a large piece of butcher paper that can be added to over time. You are also invited to add terms to those below. This list helps frame the territory of our work.

Qualitative	Quantitative	Test	Research	Data
Analysis	Statistics	Surveys	Interviews	Questionnaire
Measurement	Subject	Hypothesis	Validity	Reliability
Belief	Fact	Knowledge	Subjective	Objective
Informant	Triangulate	Variables	Practice	Critical theory
Funded knowledge	Transmission	Memorize		
Discovery learning	Mastery learning			

READING INITIATIVE LEARNING STRANDS

The Reading Initiative professional development experience could be envisioned as a complex tapestry of beliefs, engagements, readings, questions, and reflections. Each engagement is woven onto a foundation provided by the following strands.

Personal Literacy as Part of a Cultural Community	Knowledge Base	Close Observation	Supportive Literacy Contexts	Professional Culture
Focused observations and analysis by each participant of his/her own literacy processes and theories, including the forces that impact those theories.	The concepts and experiences explored and supported by professional reading.	Focused observations and analysis of students as literacy learners.	Exploration and development of contexts that support and encourage readers and writers.	Exploration and development of procedures and contexts that encourage collegiality.

4

Inquiring into Inquiry
Exploring Educational Practice

An Overview of the Study

Initiating Engagements

Shared experiences that help participants reflect on their personal experiences and knowledge—getting those out into the class conversation—as the group predicts the direction of the study.

The consultant facilitates several or all of these experiences to get the study underway.

I1
Collecting What We Know

As a group, participants contribute to four ongoing collections: 1) questions they have about the learning study; 2) at least five resources for a group-created text set, including books, journals, articles in the popular press, and reading/writing developmental continua; 3) a graffiti board collection of all related words and phrases, i.e., professional development, workshops, authentic learning, and lifelong learning; and 4) a list: what possible ways could we study how teachers learn?

I2
Hypothesis-Test (H-T)

After viewing a short video clip of a learner, participants generate ideas about what they know about her. Consultant uses the H-T chart to situate the comments as observations and interpretations. Together the group generates hypotheses about how their interpretations could be generated. (Might be followed by **D3**)

I3
Learners Project

Participants participate in at least three sessions with a teacher for the purpose of learning something (sign language, a dance step, driving a stick shift car) that they did not know before, keep a journal, and share results. Learning statements developed and connected to classroom practice. (Later followed by **D1**)

I4
Teaching as Inquiry, or?

Teaching as Inquiry is one of multiple theories. Participants consider past professional development experiences and categorize them by the role they were asked to assume. Listen to the perspective of Reading Initiative leaders on video. (Later followed by **D2**)

I5
A Learning Museum

Participants are invited to bring an object that represents learning in their professional lives. These are displayed so others can "read" them prior to contributors creating curator comments.

I6
Why Does the Teacher Get to Know More?

Participants read a short text about kindergartners reading their *Scholastic News*. The group reflects on the students' responses and the teacher's role.

Potential Resources

Multiple and varied sources of information that provide alternative perspectives and create opportunities for complex connections.

All participants in the study group contribute resources to a collective text set. NCTE provides key articles and video footage. Consultant reads all articles in planning the study.

Creating a Text Set

Participants each contribute at least five resources for a group-created text set, including books, journals, articles in the popular press, pamphlets, etc.

Specific to this study:
- A set of recent literacy journals and texts, or publishers' catalogs
- District and state curriculum documents

Professional Reading

Optional: Schedule part of each meeting to read from the evolving text set, providing an opportunity to seek information to inform the group's questions.

Engagements

Opportunities to test out and explore multiple perspectives on the learning process.

These experiences might be facilitated by the consultant or by a group leader in the consultant's absence. Some experiences are lived outside of the study group time.

E1
24-Hour Literacy Learning Project

Participants are asked to think about a literacy issue or question of interest to the entire group. Everyone then spends the next 24 hours, alone or with a partner(s), seeking out information on the selected topic. All informally share what they learned at the next meeting. (Later followed by **D1**.)

E3
Survey of Most Pressing Literacy Questions

Participants conduct a survey among colleagues and acquaintances to gather the literacy issues that concern them. These are categorized and compared with the topics generated in **E2**. Listen into questions of Australian educators studying the links between literacy, poverty, and schooling on video.

E2
Being a Consumer of Literacy

What are current key issues in literacy? What are the stances people take?
Participants browse through a set of recent literacy journals and professional books, making note of the current topics represented among the articles. Using a double-sided journal, each participant identifies issues or topics that reflect his or her own questions.

E4
Learning from Jevon

Participants read the text, "Jevon doesn't sit at the back anymore." As they read, they keep track of 1) statements or ideas that stand out and brief responses to why, 2) the questions the teacher asked about Jevon or her teaching, and 3) what counted as data and the tools she used to gather it. (Later followed by **D4**.)

6   BEST COPY AVAILABLE

Demonstrations

Examination of learning concepts and the learning process. Build from learners' questions and help to generate new insights.

D1
Elements for Inquiry
After living a Learners Project 12 or 24-Hour Inquiry E1, participants talk about the processes they used; the consultant discusses the processes using the Inquiry Cycle model—two examples—as a frame.

D2
Teaching as Inquiry, or?
After participants consider past professional development experiences and categorize them by the role they were asked to assume, I3, consultant uses two theoretical representations to frame the discussion.

Demonstrations are led by the consultant and help build new knowledge and understandings. They generally follow the preceding group and individual experiences.

D3
The Hypothesis-Test (H-T) Process
After an initial discussion of a learner and use of the H-T chart to capture observations, and subsequent professional reading about this process, the consultant walks through Kitty's observations of Tom, talking through the process.

D4
A Teacher's Inquiry Tool Kit
After reading Hubbard and Powers and taking notes while reading Jevon, participants compile a list of helpful inquiry tools. Then, using overheads of a broad sample of the filled-out forms and notes taken during this study, participants code different kinds of notes.

Invitations to Inquiry

Experimenting by applying questions, tools, and methods of inquiry to a specific issue.

Q1
Taking an Evaluative Stance on Teaching as Inquiry
Using two lists that are used to assess the learning environment for children, participants are invited to create a list that describes the environment in which they would most effectively operate. Revisit video of Val Brown, Reading Initiative principal.

Q2
What Do 8th Graders Need to Know?
Participants are invited to reconstruct a curriculum that would have built toward an actual final exam given in 1895.

Invitations to inquiry provide opportunities to conduct focused, short inquiries to further explore concepts and questions that have been raised. Participants are invited to choose or create their own inquiries as appropriate. They can be explored by individuals, small groups, or by the entire group.

Q3
Begin a Group Inquiry
End this Inquiry Study and begin another. Choices include:
Critical Literacy
An Inquiry into Letters and Sounds
Early Literacy
The Reading/Writing Connection

In Development:
Reading and Writing with Adolescents
Content Reading
ESL/Bilingual

Q4
What Makes a Good School *Great*?
Participants think across all the experiences of this inquiry study and their own individual experiences in schools. They create an initial list of characteristics of *what makes a good school great* that they are committed to putting into place in their own school and consider using photography or video to help others understand the *great* school efforts. View Manhattan New School video.

Q5
Explore a Curriculum
This inquiry study is likely a different curriculum text than others you have read; this is an opportunity to see curriculum for elementary students written in the same format. Read the Berghoff article and accompanying curriculum document.

Opportunities for Organizing & Sharing *Public displays—charts, webs, lists, notes—of accumulating ideas, knowledge, and plans.* *These are used at different places in the study and are saved to revisit over time.*	**With I2** **Key Learning Statements**	**With E2 and E3** **Pressing Literacy Questions**

Reflection/Action Plan *Focused plans that help learners reflect on their current experience and opinions in constructing their understanding of the unit of study and subsequent new practice.* *An opportunity to take new action based on new knowledge, and an opportunity to reflect on future directions that the group or individual learning might take.*	**RA1** **Interrogating Curriculum and Standards** Participants bring in copies of district or state curriculum documents. Learning objectives and standards are (re)considered using the learning theories introduced in this study. **RA3** **Reviewing the Goals of NCTE's Reading Initiative** The group revisits the goals of this study group experience as a means to confirm, shape, or add statements as participants begin another year of work together.	**RA2** **Interrogating Articles in the Popular Press** Participants bring in copies of magazine and newspaper articles. These are (re)considered using the learning theories introduced in this study. **RA4** **Creating Communities for Teacher Research** Using the Cochrane-Smith article as a springboard, the study group considers the new knowledge it has created and the potential vehicles and audiences they might engage for sharing that knowledge.

Copyright © 2000, NCTE

8

BEST COPY AVAILABLE

Potential Resources

Professional Reading

Berghoff, B. (2000). "Inquiry and multiple ways of knowing in a first grade" and "Appendix A." In Berghoff, B., Egawa, K., Harste, J. & Hoonan, B. *Beyond reading and writing.* Urbana IL: National Council of Teachers of English.

Cochrane-Smith, M. & Lytle, S. (1992). Creating communities for teacher research. In K. Dahl (Ed.), *Teacher as writer: Entering the professional conversation.* Urbana IL: National Council of Teachers of English.

The Elementary Section Steering Committee of the National Council of Teachers of English. (1997). *The literate life: Exploring language arts standards within a cycle of learning.* Urbana IL: National Council of Teachers of English.

Hubbard, R. S. & Power, B. M. (1993). The artist's toolbox: Strategies for data collection (Excerpt). In *The art of teacher inquiry: A handbook for teacher-researchers.* Portsmouth, NH: Heinemann.

Omalza, S., Aihara, K., & Stephens, D. (1997). Engaged in learning through the HT process. *Primary Voices K-6,* (5)1, 4-17.

Routman, R. (1999). Teacher as professional. In *Conversations: Strategies for teaching, learning, and evaluating.* Portsmouth, NH: Heinemann.

Smith, F. (1981). Demonstrations, Engagement, and Sensitivity: A revised approach to language learning. *Language Arts, (58)1,* 103-112.

Stephens, D., Boldt, G., Clark, C., Gaffney, J. S., Shelton, J., Story, J., Weinzierl, J. (2000). Learning (about learning) from four teachers. *Research in the Teaching of English, (34)4,* 532-565.

White, C. (1989). *Jevon doesn't sit at the back anymore.* New York, NY: Scholastic.

Video Clips
#1: Reading with Katie (Gosport, Indiana)
#2a: Ryan as a Professional Learner (Monroe, Michigan)
#2b: The Benefits of Teaching as Inquiry (Monroe, Michigan)
#2c: Developing Teachers' Knowledge Base in Supportive Contexts (Chicago, Illinois)
#3: Teachers as Tough Questions (Australia)
#4: A Tour of the Manhattan New School (New York, New York)

Children's Literature that Highlights Inquiry

Why Is the Sky Blue?	Grindley
The Wise Woman	Merriam
The Nature of the Beast	Carr
Archibald Frisbee	Chesworth
Insects Are My Life	McDonald

Suggested Study Group Titles:

Spelling inquiry: How one school caught the mnemonic plague. Kelly Chandler and the Mapleton Teacher-Research Group. Stenhouse Publishers, 1999.

The Book of Learning and Forgetting. Frank Smith. Teachers College Press, 1998.

1 0

Classroom Strategies
Inquiry into Inquiry Study

Each of the NCTE Reading Initiative Inquiry Studies includes many strategies for use in classrooms, as well as with your own learning. Sometimes, as in the Reading & Writing Connection study, we have included specific directions for a number of strategies. Other times, they are embedded in the study's engagements and professional reading. This list will help you locate the strategies through this study.

Assessment Strategies

	Location in the study
• Hypothesis-Test (H-T)	I2, D3
• Field Notes	D4
• Standards	Our Dialogue about Standards NCTE pp. 12-13
• Family Histories	NCTE p. 16
• Hypothesis-Test Process (H-T)	Omalza, et al Article
• Letter/sound Knowledge	White Article p. 34

Learning/Instructional Strategies

• Inquiry Cycle	I3, White Article,
• Inquiry Process	Bergoff Article, NCTE p. 27, Whitin Article
• Identifying Questions	Bergoff Article p. 31
• Inquiry Journals	Bergoff Article p. 31
• Family Histories	NCTE p. 14
• Reading Workshop	NCTE p. 20
• Interactive Writing in Kindergarten	NCTE p. 37
• Setting up a Classroom	White Article p. 7
• Writers' Choice—Kindergarten	White Article p. 13
• Math Choice—Kindergarten	White Article p. 13
• Story Corner—Kindergarten	White Article p. 21, p. 32
• Reports—Kindergarten	White Article p. 25

Reflection Strategies

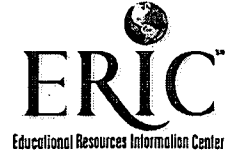|	
• A Learning Museum	I5

Response Strategies

• Double-sided Journal	E2
• Drama	Bergoff Article p. 35

Teacher Research Strategies

- Cochran-Smith & Lytle Article
- Hubbard & Power Article

Note Taking	Raw Notes
Anecdotal Records	Coded Notes
Classroom Artifacts	Interviews

- Connie White Article

ERIC
Educational Resources Information Center

NOTICE

Reproduction Basis