**Culminating conversation**

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| **Item** | **Topic** | |
| **General impression using marking rubrics.** | ***Each team member reflects briefly on overall learning, from our own perspectives***  ***What went well?***   * The three member teaching team spent five weeks inside the head of each individual student, closely engaging with each separate inquiry. We were able to guide their inquiries to a significant degree. * Reflection at regular intervals worked to force ongoing synthesis of information and to let us know their difficulties so we could intervene. * Dividing up the students between the members of the teaching team for feedback and conversation with students, then rotating this close scrutiny. It tended to fall apart however, as some students were more in need than others. * Inquiry circle of three students all investigating Atlantis. * Inquiry conversations one on one. * Feedback on blog.   ***What resulted in achieving the outcomes?***  **Content outcomes:**  P2.1 Identify historical factors and explain their significance in contributing to change and continuity in the ancient world.  P3.4 Identify and account for differing perspectives and interpretations of the past  P4.2 Communicates a knowledge and understanding of historical features and issues using well structured written form.  **Process outcome:**  P3.6 Plan and present the findings of historical investigations, analysing and synthesising information from a range of sources.  **All students addressed the outcomes but achieved at varying levels**.  These factors resulted in achievement of outcomes:   * ability * engagement * **choice of topic** * **good inquiry questions** - Those which narrowed the scope without boring the student, used a quote that helped rather than hindered the essay, allowed a definite opinion to be made, and did not deal with more than one aspect. * **moving from broad to specific searching** * use of Easybib for notes and bibliography * **creating a well synthesised essay plan** * managing scholarly conventions well – bibliography and footnotes * using all supports available to them (reflections, sources, feedback from teachers) * **use of, and ability to comprehend high level sources** * **essay construction and writing skills.**   Appearing in bold above are the factors we consider had the most impact on students’ final marks for essay and process.  ***What difficulties did students experience with any aspect of the inquiry?***   * **Analysing information** * **Creating appropriate questions** * **Reading dense information in the more sophisticated sources, like Questia** * **Extracting the relevant bits** * **Creating a useful essay plan – too brief or too fullsome** * **Organising into an essay** * **Constructing an essay** * **Difficulties with editing and expression** * Some thought there was not enough time between draft and finished product * Kaleidos does not alert students when there is new feedback from a teacher.   Appearing in bold above are the most significant difficulties, with the underlined ones being the most significant.  ***Were there major misconceptions about content or process?***  Not really, but some students reported on these:   * Using Easybib notetaking feature – some thought it was for annotating sources * Some did their own notes, and then put into Easybib. * Some thought they had plenty of time, so took it easy at beginning * Some didn’t really they should keep quotes as evidence (and also keep where quote came from)   This year, we did not fit in the peer evaluation. | |
| **Target group discussion** | ***Using the data in our table of marks, finalise it, then identify students of concern and try to identify what the concerns are.*** | |
| **Action plans for students** | ***The team agrees on one actionable item for each student of concern. Team decides which team member will confer with the student to discuss the issue with the student.*** | |
| **Student name:** | **Action** | **Teacher/TL/Literacy** |
| **Lucy Abram**  **Masada** | Question construction  Using appropriate sources  Working consistently throughout whole process | Teacher/TL |
| **Olivia Adamo**  **Julius Caesar murder** | Essay construction  Engagement with deeper sources | Teacher/TL |
| **Laura Bleasdale**  **Alexander the Great** | Taking notes, synthesising information, and editing work  Engaging in the information process. | Teacher/TL |
| **Sam Connolly**  **Mayans** | Structure of essays, footnoting  Developing a more manageable question | Teacher/TL |
| **Eloise Croker**  **Theseus and the Minotaur** | Taking notes, organising information, making an essay plan, footnotes, and essay construction and writing with expression errors. | Teacher/TL |
| **Lizzie Fennell**  **Macchu Picchu** | Lizzie’s Modern History process was very much better. Is there an issue with two GIs in succession? Or did she just not engage with the Ancient question?  Essay plan, writing, editing, construction of essay  Contextualising her argument.  Extracting information from sources  Creating an historical argument. | Teacher/TL |
| **Emily Grant**  **Herodotus** | Understanding the nature of ancient history, and historicity  Long sentences  Clear line of argument. | Teacher/TL |
| **Milly Hanmer**  **Great Fire of London** | Essay structure  Supporting claims from evidence  Spelling. | Teacher/TL |
| **Matilda Hughes**  **Entombed warriors** | Getting engaged in the process.  Contextualising historians and official bodies, e.g. UNESCO  Answering a question by looking at its elements  Creating a question  Breaking up long sentences/ essay structure.  Evaluation of quotes | Teacher/TL |
| **Harriet Jolley**  **Battle of Cannae** | Issue of inappropriate help?  Answering the question  Using an essay plan | Teacher/TL |
| **Charlotte King**  **Atlantis** | Researching widely  Contextualising writing, acknowledging sources  Editing/expression errors. | Teacher/TL |
| **Bridget Malloy**  **Gladiators** | Use of a good quote in inquiry question.  Structure of essay  Synthesis of information  Breadth of research  Structure of an argument  Editing work, especially tenses. | Teacher/TL |
| **Sophie Masterton** | Limiting scope of inquiry questions  Personalising an argument  Restricting a bibliography to only the pertinent ones. | Teacher/TL |
| **Kate Murphy**  **Thermopylae** | Historical accuracy  Footnote errors | Teacher/TL |
| **Emily McLennan**  **Destruction of Carthage** | Paragraphs and sentences too long  Minor footnote errors | Teacher/TL |
| **Kathryn Murray**  **Qin Shi Huangdi** | Information process  PEEL  Incomplete sentence  Paragraph breaks  Developing an argument, rather than a narration | Teacher/TL |
| **Sophie Peters**  **Battle of Teutoberg Forest** | Writing and essay structure  Process unavailable  Breadth of research  Developing an argument, rather than a narration | Teacher/TL |
| **Caitlan Redfearn**  **Jezebel** | Historicity  Grammar  Spelling  Clarity of expression  Essay structure  Essay planning | Teacher/TL |
| **Ailish Robinson**  **Atlantis** | No areas of improvement! |  |
| **Ailish Ryan**  **Vikings** | Developing arguments  Researching deeply  Spelling/clarity of expression  Using evidence  Taking notes | Teacher/TL |
| **Sophie Wells**  **Stonehenge** | Essay structure  Developing arguments  Minor footnoting errors.  Extracting relevance from material she reads. | Teacher/TL |
| **Ellie Welsh**  **Atlantis** | Essay structure  Concluding well  Quality of sources  Notetaking | Teacher/TL |
| **Lucy Wigney**  **Masada** | Critical essay writing  Paragraph structure  Maintaining link to thesis  Defining historical concepts | Teacher/TL |
| **Unity Wilson**  **Gladiatorial games** | Does not need help  May have gone deeper in analysis of significance of the topic. | Teacher/TL |
| In summary, our major areas needing improvement are:   * Developing an appropriate inquiry question * Finding and reading quality information when needed at deepening stage of inquiry process * Extracting information relevant to the question * Synthesising information into essay plan and essay. * **Most of all, writing, editing and constructing essays.** | | |
| **Using our data for evidence-based practice - Lee** | Conference 2013, New Jersey - Research questions:   * **Did students achieve deep knowledge of their topic?** * **What did we and they learn about their information process**?   Data to be triangulated:   * Our marking * Reflection sheets * Blog interactions * Films * Notes on Easybib * This culminating conversation. | |
| **Action plans for teaching team** | ***The team agrees on one actionable item for each team member: Next time, we will….***   * Teaching team should pull back from providing information, and teach more on how to locate it and how to read dense texts. * Use the research and practice Nicole Timbrell and Jenny Power are doing on online reading * **Suggestion: A series of workshops for Year 11 going into Year 12 on searching for information, information processing and essay writing and editing, at the beginning of Term 4, offered after school.** * More explicit teaching of how to use Easybib * Students to develop a timeline, with tasks allocated, able to be edited that they keep at hand all the time.   Because students find it hard to pick a topic, when they have no knowledge of Ancient History, restrict the inquiry to 5 areas next year? For example:   * Lost societies: Atlantis, Stonehenge, Knossos. * Battles: Thermopylae, Salamis, Cannae, * Historians: Herodotus,Theucydes, Plutarch. * Personalities: Spartacus, Augustus, Julius Caesay * Topics already covered in class: Tutankhamun, Homer, Trojan War.   Leave in option of free choice if student can justify it.  Next year, specifically use techniques from Guided Inquiry Design, e.g.   * The breaking down of the Information Search Process into more student-friendly steps, with explicit roles for the teaching team at each stage – Open, Immerse, Explore, Identify, Gather, Create, Share and Evaluate. * The use of Inquiry circles as a mechanism for conversation and investigation during the process, which will suit the breaking down ot the inquiry into 5 major areas, as above. * The explicit inclusion of six essential skills of 21st century learners during the process of an inquiry: Collaboration, Conversation, Composition, Choosing, Charting, and Continuing. * The use of journals, logs and inquiry charts throughout the inquiry to aid in synthesis of information.   Engage Jenny Power right from the beginning as a literacy expert, especially to demonstrate the questioning technique and to instruct online reading strategies.  ***The team agrees on one actionable item for working together as a collaborative team. Next time, we will….***   * Help students make better choices of initial topic – eg. Mind map possible topic areas, give them feedback on an essay proposal, in which they submit two possible choices – alter *Choosing the topic that interests you* scaffold. * Divide the teaching team (Jenny on board as literacy expert) into three/four – split students grouped into topic areas - and then rotate? Or stick with those students? * We will include in the process marking criteria use of essay plan. | |