**2019 Guided Inquiry Y11 Extension English**

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**2019**

Guided Inquiry is “A way of thinking, learning and teaching that changes the culture of the classroom into a collaborative inquiry community”(Kuhlthau, Maniotes & Caspari, 2015, p3)

\*Relevant HSC English syllabus objectives and outcomes  
**\*OBJECTIVE C**  
**EE11-3**   
thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts   
**EE11-4**   
develops skills in research methodology to undertake effective independent investigation   
**\*OBJECTIVE D**  
**EE11-4**   
develops skills in research methodology to undertake effective independent investigation   
**\*OBJECTIVE E**  
**EE11-6**   
reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

**Summary of lesson outlines & teacher evaluation**

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| **Date** | **Lesson summary & Guided Inquiry (GI) phase** |
| **Lesson 1 & Lesson 2** | **GI - Open/ Immerse**  Students selected classic text  Students begin to research author / text to gather background knowledge – Use Context and Values scaffold. |
| **Lesson 3**  Week 9, Wednesday, 27th March | **GI - Explore – Broad searching**  Reflection sheet 1. Students identify current knowledge.  Introduce Database – Proquest (Skim and explore curated content.) Students use Proquest to add to their Context and Values scaffold.  Teachers work with small groups guiding their use of Proquest.  Students share resource discoveries in small groups. |
| **Lesson 3 – Evaluation**  **(Teachers comments)** | *Students completed handwritten reflection sheets.*  *Demonstration of Proquest was clear. Groups formed based on the publication dates of novels. Four groups formed and teachers supervised each group as they completed their own searches.*  *\*A couple of students had difficulty accessing Proquest – need to ensure all are using Google Chrome.*  *Students seemed focused when completing individual searches, although some wanted to move quickly beyond broadly searching Proquest to build background.*  *Not sure how well students were able to share their research in small groups at the end of the lesson. Needed more time for individual research.JP* |
| **Lesson 4**  Week 11, Wednesday,  10th April | **Explore – Broad searching (BROWSING)** Review background notes.  Introduce inquiry journal. - *List some ideas that are interesting to you.*   Use same research groups as lesson 1.  Introduce Questia database & introduce Pearltrees collation to continue to build background  Continue adding to Context and Values scaffold.  Inquiry circles – Goals for the holidays? Share.  Inquiry journal – *List some ideas that you want to know more about.* |
| **Lesson 4**  **Evaluation (Teachers comments)** | *Students commenced their Inquiry Journals responding to the listing prompt. They shared their comments with their peers at the table. This went well and would be a good way to engage the students from the start. A lesson routine of sitting with the group and making an entry into their journal at the start of each lesson should work well. No time wasted.*  *Nicole explained that each student will have a One Note file to use as their Inquiry Reflection Journal. She and Lizzie are setting these up for the students.*  *The powerpoint was simple and effective, particularly the Browse slide. Interesting to note that only 1 student had used Questia before so all needed an introduction. My explanation of searching Questia was overly long!*  *Cathy explained the Pearltrees collection clearly.*  *Students didn’t have much time to browse again. But at least they have been introduced to three database / curated collections for further research.*  *Students had 20 mins to do their own browsing. Some took up the option of working in the library. Last lesson allocating a teacher to stay with a group was more effective in helping students stay focused.*  *Nicole emphasised that during the holidays they must finish reading / viewing their selected texts and should continue to build the background of the context / values for both texts.*  *Need to keep the intros to these lessons shorter so students have time to explore/ read and jot down ideas.*  *The students have had quite a bit of time in the EXPLORE phase so it should be expected that when they return to school they will be well equipped refine the focus of their research* |
| **Holidays** | **Explore – Broad searching** **(BROWSING)**  Students continue to explore the values and context of their selected texts using Questia, Proquest & Pearltrees. Gradually refining the scope of their research.  Focus searching on Appropriation/ Manifestation texts. Complete background scaffold. |
| **Lesson 5**  Term 2,  Week 1  Wednesday, 1st May | **Identify – Review learning and identify gaps/ questions**  Students use their online Inquiry journals to reflect on their progress over the holidays. Nicole and Lizzie provide input - the concept of appropriation.  Students review their research and apply concepts of appropriation to their specific texts.  Mind map of their texts?  Jen to introduce Notetaking scaffold. (Might not be relevant till next lesson?) |
| **Lesson 5**  **Teachers evaluation** | *N & L presented a summary of the differences between adaptation and appropriation using the example of R&J. Revision for students.*  *Students reviewed research individually recording mindmap/ list of the values reflected in their classic text and in their appropriations.*  *Students shared their reflections.*  *Became evident that most were able to identify relevant values from their classic texts but not all students have selected an appropriation.*  *Teachers introduced the Notetaking scaffold and students annotated this to use with future research.*  ***Next session*** *need to demonstrate how to search for critiques of the appropriations.*  *Also, demonstrate how to closely read and take notes.*  *And, provide students with an overview of the lessons for the remainder of the term.*  *\*Really working as a team of teachers today with all contributing from their expertise.*  *Building on comments and sharing the lesson. J* |
| **Lesson 6**  Week 2 Wednesday, 8th May | **Gather – detailed information gathered.** Inquiry journals used to start lesson. Jen  Students to record what they’ve achieved so far and their specific research needs.  Overview of the remaining sessions provided with key dates for submission of drafts etc. (Lizzie) Lizzie to remind students -how to select specific quotes and ideas from the text. (Use example notetaking sheet or their own. Notetaking sheet is in the class Schoology page.)  Individualized guidance to search for critiques of the appropriated texts to be provided teacher librarians.  Individual “appointments” with English teachers continue so all students speak with their teacher about their progress. (Some students have already met with L&N for this) |
| **Lesson 6**  **Teacher evaluation** | *We kept closely to our plan for this lesson. The students used their online journals to reflect on their progress and then Lizzie stepped the classes through the timeline for the sessions.*  *The students had plenty of time to research independently and it was encouraging to see so many students using the databases that had been introduced in the earlier lessons rather than wasting time googling.*  *I think our slow and steady approach has paid off as the students seem to be developing more confidence in exploring Proquest, Questia and to a certain extent, JSTOR.*  *Nic and Lizzie were able to conference with students individually about their choice of texts while Cathy and I checked in with quite a few students to assist with their use of the databases.*  *The students seemed more settled and focused on their research.*  *Clear expectations for how to work during the session with plenty of time for the students to undertake their research seemed to meet their learning needs in this lesson. J*  *I spoke with two students from my class about their progress and assisted them with thinking through the values in each of their chosen texts. This lesson worked well with the flexibility to do so. I’ve noticed that students have well-chosen academic articles as a result of their increased and more focused use of Proquest, Questia, etc. L* |
| **Lesson 7**  Week 3  Wednesday, 15th May | **Gather – detailed information gathered.**  Inquiry journal reflection question (Nicole to provide powerpoint slide)  Teachers and Teacher Librarians demonstrate drafting plan and how to include intext citation for incorporating quotations.  Review question.  Review notetaking / values scaffold teachers have discussed with the students.  Search strategies for how to find critiques of appropriated texts.  JSTOR.( C&J) In light of the progress students made using the databases in the last lesson, it might be best to offer this as an option for students who would like some support with this rather than providing instruction for all students. |
| **Lesson 7**  **Teacher Evaluation** | *This lesson afforded students the opportunity to develop an outline of their presentation, to consider their audience and the information they would need to know in order to follow the presentation and to think about which information gaps they may still have.*  *There was plenty of time for students to work individually on their project and to have any questions answered by the teachers. L.*  *The students knew how to start without detailed instruction. Their inquiry journal writing is now becoming “second nature” to initiate their thinking at the start of the lesson. All were focused on producing an outline for their research paper. The brief presentation about drafting an outline was well received. Great teamwork from us! It was evident that the students are making use of the online sources. They seemed more focused and confident when working independently. J* |
| **Lesson 8**  Week 4 Wednesday, 22nd May | **Create – initial drafts of transcripts are written**  Inquiry journal (Cathy)  Students gather relevant images as well as information. (N, L, J&C each teacher sources one image and explains why they chose it and where it was sourced from)  Further research conducted to identify pertinent information. Students develop outlines / plan and begin drafting.  Reflection sheet 2 to be completed in handwriting. Students identify current knowledge. (Some might need to finish overnight). J to provide. |
| **Lesson 8**  **Teacher evaluation** | *Inquiry journals were used to commence the lesson. Students wrote for a couple of minutes reflecting on their research progress. Brief input regarding image selection from L,N & J – collaboration online to create powerpoint. Teachers uploaded the powerpoint to class Schoology pages as a resource for students.*  *Most of the lesson students worked independently and were very settled. Individual conferencing by Ts as needed.*  *Students completed Reflection sheet 2 in the last 10 minutes. No need for homework.*  *Adjust next week’s lesson to provide maximum writing time. Schedule powerpoint input to following week’s lesson. J* |
| **Lesson 9**  Week 5  Wednesday, 29th May | **Create – initial drafts of transcripts are written**  Inquiry journal slide (Lizzie)  Maximum time in the lesson given to students writing and preparing their drafts.  Students submit draft transcripts for feedback at the end of the lesson-submit via schoology. (Lizzie and Nicole)  J & C to assist as needed with any research or referencing questions. |
| **Teacher evaluation** |  |
| **Lesson 10**  Week 6 Wednesday, 5th June | **Create – continue drafting presentations**  Inquiry journal slide (Jen)  Brief presentation by L,N, J & S re powerpoint presentation. Challenge students to use Powerpoint as a creative innovative tool. Use powerpoint slides from the previous lessons. Include powerpoint source information. **Lizzie suggestion – Note and point as a useful resource.**  Students gather images and review presentation tools / Powerpoint. <http://noteandpoint.com/>  Individualised support provided by teachers and teacher librarians. |
| **Teacher evaluation** |  |
| **Lesson 11**  Week 7  Wednesday 5th | **Create – final revisions and share/ rehearse**  Inquiry journal (Cathy)  Students finalize presentations and transcripts.  Individualized support provided for referencing.  Opportunities to rehearse presentations with peers.  Four teachers with a different “specialty station” - rehearsal, referencing, writing coach, tweaking images???? |
| **Assessment submission**  **Week 8**  **Monday, 17th June** | **Students present multimodal presentations to small groups of their peers. (10 minutes)** |
| **Lesson 12**  Week 9 **Wed** | **Evaluation – reflection on content learning and inquiry/ research process.**  Students complete Reflection sheet 3.  Reflection comments – Eng Extension 12 process (N&L) |

**STUDENT REFLECTIONS REGARDING THE RESEARCH PROCESS**   
**Continuous reflection on learning**   
Over the 10 weekly lessons, students were invited to reflect on their learning with referencing to content and research skills.   
  
A reflection question was posed at the beginning of each lesson inviting students to consider their progress in addressing the assessment task and using the research process. Students recorded their comments in an online journal shared with their English teacher.

The students’ comments informed the teachers planning for content delivery. The inclusion of research and referencing skills were adjusted as needed.

**Summative reflection on learning (SLIM reflection sheets)**  
At three points during the lesson series students used a structured series of questions to reflect on their content and research skill learning and to identify future learning goals or questions. Below is a brief summary of the students’ responses.

The **first SLIM** reflection tool was completed by students during the OPEN/ IMMERSE phases of the research process. In these phases students developed a broad knowledge of the topic they had chosen to research. During this phase of research students identified an average of four factual statements describing the characteristics, qualities if the novels selected and definitions of key terms. Very few students recorded explanatory or conclusive statements about their focus texts.

In the **first SLIM** reflection sheet most students reported feeling confident in locating information in databases or websites. They reported finding it difficult to evaluate and select relevant information.

Midway through their research process, students completed the second SLIM reflection sheet. At this time the students were moving from the Gather phase of the research process where students were closely reading information with a critical lens to determine connections between various articles into the CREATE phase. For this task, the CREATE phase required students to interpret information gathered from their research and reading of the selected texts, and to also explain their understanding using images and a written speech.

In the **second SLIM** reflection sheet on average, the students doubled the number of factual statements they recorded about their selected texts. They also recorded more statements explaining how and why various ideas, or events occurred in the novels. This growth in deeper knowledge about their research topics provided evidence that the students were sustaining and developing their engagement in their investigations. It was during this midway phase of the lesson series that most students reported a sharp increase in their estimate of increased knowledge about their topic. Students reported finding it more difficult to understand the information they were reading but remained positive about finding it easy to take notes and organise the information they had collected.

The **final SLIM reflection** sheet was completed by the students after they had presented their powerpoints and speeches but before they received their assessment task marks. During this Evaluation phase of the research process the number of factual statements recorded by students about their knowledge of their topic dropped to an average of 2 statements but the statements explaining the connections between the texts student doubled from an average of 1.4 statements recorded in the second reflection to over 3 statements recorded in the final reflection sheet. In the final reflection sheet half the students record statements of conclusion about their research. In these statements, students expressed more sophisticated understandings of the texts by presenting personal opinions or interpretations of the information which they justified with reference to the texts and research articles.

Over the course of the 10 weeks students reported that their level of interest in their research was sustained at about the same level. A few students reported a drop in their level of engagement in their research while the majority reported either sustained interest or slightly increased levels of interest in their topic. In the **final SLIM reflection** sheet, a majority of students reported that they found it difficult to compose a “well referenced, critical and creative text”.

In the **final SLIM reflection** sheet students were asked an additional question to record overall statements about their learning from their experience of completing a lengthy, independent research project. Most students identified that they had developed successful search strategies for locating information using databases and that they had also learned how to evaluate texts to select relevant information. Only a few students reported that they had learned more about how to take notes and to organise information in preparation for writing their final assignment. Half of the students surveyed commented that they had learned how to communicate ideas using academic language.

**Bibliographic details & Notetaking scaffold – Y11 Extension English  
(Complete ONE notetaking scaffold for each resource.)**

|  |  |  |
| --- | --- | --- |
| Author: | Article/ Book title: | |
| URL: | Journal title / Database: | |
| Date of publication: | Publisher & Place of publication (ONLY for books) | |
| **Summary:** | | |
| **Author’s ideas and “direct quotes” with page number** | | **My ideas / response/ questions** |
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**REFLECTION SHEET 3   
  
Name:**

1. Take some time to think about your topic. Now write down what you know about it.
2. How interested are you in this topic? Tick one box that best matches your interest.

Not at all Not much Quite a bit A great deal

1. How much do you know about this topic? Tick one box that best matches how much you know.

Nothing Not much Quite a bit A great deal

1. Thinking back on your research project, what did you find easiest to do? Please list as many things as you like.
2. Thinking back on your research project, what did you find most difficult to do? Please list as many things as you like.
3. What did you learn in doing this research project? Please list as many things as you like including research skills.

**REFLECTION SHEET 1 & 2  
Name:**

1. Take some time to think about your topic. Now write down what you know about it.

1. How interested are you in this topic? Circle the word that best match your interest.

Not at all Not much Quite a bit A great deal

1. How much do you know about this topic? Circle the words that best match how much you know.

Nothing Not much Quite a bit A great deal

1. When you do research, what did you find easiest to do? Please list as many things as you like.

1. When you do research, what did you find most difficult to do? Please list as many things as you like