

# Inquiry-Based Learning in a Language School: A **Change Management** Experience



Celinda Corsini  
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The Change Management **CONTEXT**

An **INQUIRY BASED LEARNING** Model

The **DESIGN PROCESS**

The **REACTION**

**# CHANGE MANAGEMENT** Strategies

My **REFLECTIONS**

2

## My personal **motivation** for change

What is our **role** as educators?

What is the **end** goal?

What are we **compromising**  
when the end is just the exam?



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## THE CHANGE MANAGEMENT CONTEXT

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- DE School
- Year 12 Extension Language (1 yr course)
- 18 Teachers (11 writers)
- 6 months writing time
- New LMS & syllabus = opportunity for new (student-centred) pedagogy



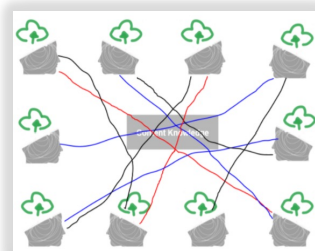
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## Change Management (wider) Context

Inquiry  
Learning  
Project

How do we design online learning to be more...

1. **active?**
2. **social?**
3. **focused on future skills?**
4. **personalised?**



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## Personalised online????

Solution: add a major project to the course that can be highly personalised yet 'contained'



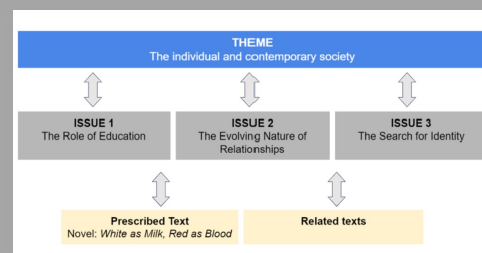
- ✓ doable online
- ✓ 4 priorities
- ✓ aligned with syllabus



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## Syllabus

### Content



### Outcomes

Objectives	Outcomes
The student will: present and discuss opinions, ideas and points of view in Italian	The student: 1.1 discusses <b>attitudes, opinions</b> and ideas in Italian 1.2 <b>formulates and justifies</b> a written or spoken <b>argument</b> in Italian
The student will: evaluate, analyse and respond to text that is in Italian and that reflects the culture of Italian speaking communities	The student: 2.1 evaluates and responds to text personally, creatively and critically 2.2 analyses how meaning is conveyed 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Italian

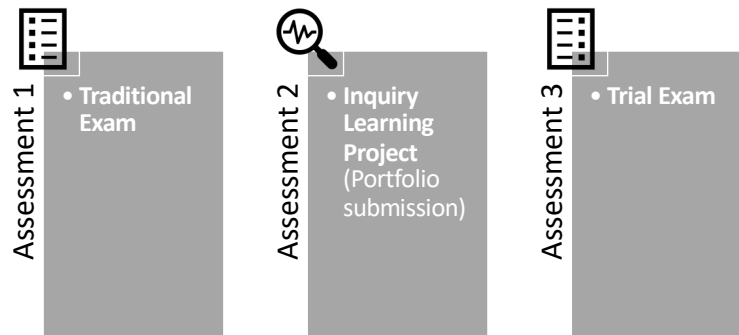
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## Exam Structure

- 1 Analysis of novel in English
- 2 Creative response to novel in Target Language
- 3 Writing Task on an issue - 300 word in TL ✓
- 4 Monologue on an issue - 3 minutes in TL ✓

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## AN INQUIRY BASED LEARNING MODEL

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### Principles of Inquiry Learning

#### Process and content

Genuine **curiosity**, wonderment and questioning

#### Student voice

Students **actively construct understandings**

Learning in a **social context**


**Understandings are temporal**

**Reflection, metacognition & depth of thought**

**Assessment is ongoing**

**Learning leads to action**

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**EXPLORE THREE ISSUES**  
What specific topics or ideas do you find interesting about the issues in your Extension Course? Immerse yourself in the three prescribed issues, tracking your research in the exploration table; then choose a question to explore in depth.

**INVESTIGATE QUESTION THROUGH RESEARCH**  
What do I need to know in order to answer my question? Where can I find this? Explore relevant sources to answer your question, and record your research in the investigation table.

**SUBMIT LETTER TO TEACHER**  
What can you do (other than consult further research) to answer your question? Develop an idea for investigating your question through practice, then write a formal letter to convince your teacher that your practical investigation is worth doing.

**INVESTIGATE QUESTION THROUGH PRACTICE**  
Once your idea has been approved by your Teacher, commence your practical investigation. Document the process. You must also consult an adult expert during this phase.

**DELIVER YOUR SPEECH**  
What were the key outcomes of your practical investigation? How did it help answer your question? What new insights did you gain as a result of the whole process? For the oral component of Assessment 2, share your 'idea worth spreading' with your teachers and peers in the form of a three minute TEDtalk style speech.

## Our Inquiry Project

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1. **OPEN** - stimulate students' curiosity
2. **IMMERSE** - build background knowledge
3. **EXPLORE** - browse through a variety of sources
4. **IDENTIFY AN INQUIRY QUESTION**
5. **GATHER** detailed information
6. **CREATE** a product
7. **SHARE** with other students / wider audience
8. **REFLECT** on content and the whole process.

## Phases of *Guided Inquiry*

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# 1. OPEN: stimulate curiosity, spark conversations, pose questions

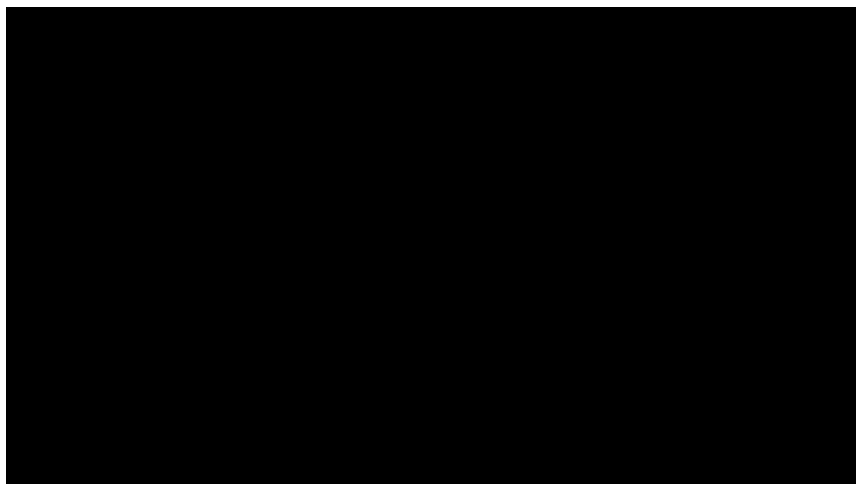
## THINK – PUZZLE - EXPLORE

THINK What things do you <i>think</i> you know about this issue?	PUZZLE What <i>questions</i> or <i>puzzles</i> do you have about this issue?
<p>School can have a large impact on adolescents, shaping the way they think, the people they socialise with, and how they behave in later life (<i>Sara</i>)</p> <p>Education is important in determining future (<i>mia</i>)</p> <p>The role education has in shaping one's beliefs, knowledge and perception of the world, is pivotal. As a collective we use it as a means of developing ourselves to better suit our environment. Ultimately it comes in a plethora of forms, whether it be through schooling, our community or family, it is an essential tool in shaping the way we perceive the world around us. (<i>Elena</i>)</p> <p>The primary aim of education is to educate people in society, to train and prepare them for economic jobs, and to incorporate people into society and teach them society's values and morals. (<i>Nicholas</i>)</p> <p>Education functions to allow people of all ages to develop their intellectual and emotional intelligence through studying a myriad of subjects and gaining insight into the many facets of life. (<i>Camille</i>)</p>	<p>How much does school contribute to the development of teenagers' identities and in shaping their morals and beliefs? (<i>Sara</i>)</p> <p>Why are certain subjects in university offered solely for those with a high ATAR and is the ATAR a true reflection of ability? (<i>Mia</i>)</p> <p>Why is it that we value certain areas of learning more than others, whether it's one subject or faculty over another or the very medium with which one learns. For example, generally the arts are valued less within schools, and School is valued more than learning through experience. (<i>Elena</i>)</p> <p>Why has the education system been the same for decades? (<i>Nicholas</i>)</p> <p>Why is the primary function of education (at least in some cases) to provide us with jobs rather than educate us about the world as a whole? (<i>Camille</i>)</p>



 **HARVARD**  
GRADUATE SCHOOL OF EDUCATION

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Why is the world so obsessed with CHINA?

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What **questions** did this artwork raise?

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## 2. IMMERSE:

build background knowledge



### Even the Rain

M 2010 · Drama/History · 1h 44m

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## 3. EXPLORE -

browse through a variety of sources

Prescribed Issue 3 - THE QUEST FOR IDENTITY			
Name	Source	Track your interest: What do you find interesting?	Comment on a peer's source: What questions does this raise for you?
Chiara	<a href="https://www.adole-scienza.it/social/">https://www.adole-scienza.it/social/</a>	The role of adults is fundamental to help guide them into the path of growth, allowing them to further construct their identity and bring out who they really are. Many teenagers also come to create a sort of alternative identity, perhaps different or opposite to the real one, and thus increase their self-esteem: they can emphasize the aspects of themselves perceived as most appreciated and exclude others that could damage their online reputation.	"adults...allowing them to further construct their identity and bring out who they really are." I think sometimes parents are just pushing their views onto their child and creating a reflection of themselves, we commonly see a realisation of this when young adults leave the household and start thinking more independently. Do you think parents are really able to help their children discover themselves at such a young age? What kind of parenting is required to achieve this? <a href="#">(Hippo)</a>
Sara	<a href="https://www.jstor.org/stabl">https://www.jstor.org/stabl</a>	<ol style="list-style-type: none"> <li>1. Identity is the relationship between public perception and private understanding</li> <li>2. Our identity and understanding of self, can be impacted by our gender, sexuality, race, social standing as</li> </ol>	@sara what do you think is the most influential factor out of the ones you mentioned on someone's identity? <a href="#">(amille)</a>

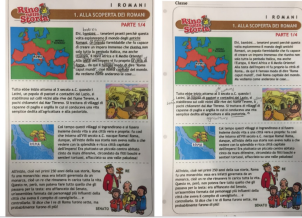
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## Explore | Reading Comprehension Game

## FACTS ON THE NEXT SLIDE

## Reflection:

This was our first lesson where we got to play a game like this. I think that it was really fun and despite it being our first time playing the game, my team and I communicated a lot and used out prior knowledge with Italian vocabulary to decipher the text.

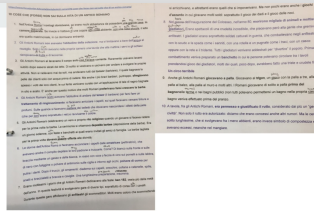


## Guided EXPLORE

### Yr 7 History/Italian (Ancient Rome)

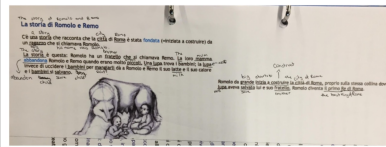
## Deciphering Texts

- Burping is ok in Rome



This activity is where we had to try and decipher words in Italian. I found this really challenging especially when Prof Corsini would ask us things questions about different facts from the sheet. It was challenging because the game turned into a competition to see who would answer the most facts. This game really challenged my knowledge with Italian words, and I think I did a good job with finding out quite a lot of words.

## Romolo e Remo



## 3 FACTS:

- Rome was found by 2 brothers: Romolo and Remo.
- Romolo became the first King of Rome.
- Romolo killed his brother, but named the place after him, Rome!

This activity is where we had to try and translate a text from Italian to English using our prior knowledge with the language. I think this activity was fun but also quite challenging because we had to think about what the story might mean. At the end of the activity, we found out that it was a legend about 2 abandoned babies got saved by a wolf, and eventually they grew up and constructed the city of Rome. romolo then became the first King of Rome

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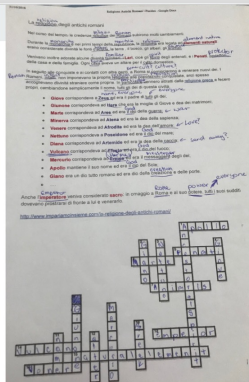
## Process Journal

## Explore | Reading Comprehension Chastynne

## THREE FACTS I LEARNED FROM THIS ACTIVITY:

- The Romans copied the Greek Gods and made them their own
- The Gods have two names. One Italian one, and one Greek one
- Penati is the protector of houses and families
- Minerva, or Atena is the God of Wisdom
- The Italian names of the Gods, also link to different planets in our solar system

In this activity, I learned many new interesting things about Italian/Greek Gods. I was able to use some of my prior knowledge about Gods to figure out what some of the text is. I think that I still need to gain more confidence when speaking up when I know an answer to a question. Because of my lack of confidence, my group was barely able to gain enough points. This is something that I should continue to work on.



Celinda Corsini  
26 Nov 2018



I am happy you have identified that you need to work on your confidence and how this could benefit your group, in addition to yourself.

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Celinda Corsini  
27 Nov 2018

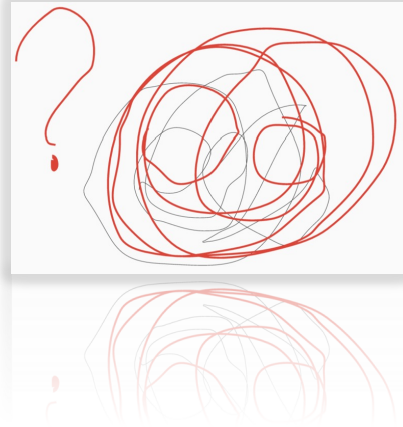


Reading skills for class tasks:  
**WORKING DEEPLY**

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## 4. Identify an INQUIRY QUESTION



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## 5. (Part 1) **GATHER** INFORMATION from online research

Submit formal letter to your teacher



## 5. (Part 2) **GATHER** INFORMATION from *hands-on* research

Research Table	
My question is: Do schools really prepare us for the world of work?	
Identify main points The answers I found to my question are:	Support your argument The evidence and examples used in the research to back up these findings are:
Le abilità sociali	Communication between children and teachers is submissive vs dominating which gets children used to the relationship expected between their future boss. Group activities are widely performed at school and are very useful as group work occurs on a daily basis in the workplace.
Alfabetizzazione digitale	Digital literacy should be the fourth pillar of a child's education alongside reading, writing and mathematics and be resourced and taught accordingly. House of Lords Report, 2017. Most students feel comfortable using a computer as many schools around the world have a BYOD policy. My survey showed that schools also offer information technology courses which are helpful as the IT sector of work is growing.  However, there are still many technologically lacking traditions (persistance to use textbooks - schools have not ethoed the transformation seen in the world of work).
Conoscenza di matematica	Mathematics is not mandatory in senior school in Australia and many other countries and participation is dropping. Number of people taking advanced maths has declined 1% since 1995, with more people avoiding the subject altogether or doing general maths which is not deemed sufficient enough to pursue jobs in STEM.

**Think of an idea for your hands-on research**

...to delve deeper into your question. It may help you test a hypothesis or answer new questions resulting from your online research.

Your idea should be simple yet effective. It could include:

- Conducting surveys / Interviews
- Doing an empathy experiment
- Prototyping a product
- Creating art.

My idea: A survey for students and teacher

**DRAFT 2: Un sondaggio che faranno gli studenti**

- Are you a junior student or senior student?
- How often do you complete some form of group work?
- Do you believe this develops your social skills?
- How would you measure your ability to use technology?
- Have you dropped maths as a subject?
- Do you do some sort of science?
- Do you enjoy mathematics in comparison to other subjects?

**Engage in peer feedback**

My notes:

Peers recommended me to conduct two surveys for the hands-on research so that I can compare how education has changed to facilitate (or fail to facilitate) people in finding a job. I'll send one to those who already have jobs and ask them multiple choice questions and then ask current students whether they think school will help them find work. This way I can observe how attitude towards education in terms of finding a job has changed overtime. However, this may be difficult to do as

**Investigate your question through practice**

How can I get reliable answers?

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*Formal Letter to your Teacher*

**Introduction:** explain research question, clearly linked to prescribed issues

**Body:** present findings & argue their validity through evidence and examples from the research

**Conclusion:** describe your hands-on research idea and explain how it will further your inquiry into your research question



Opportunity to **assess** writing skills & provide **feedback** on direction of research

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## 6. CREATE



5 minute Talk  
+  
5 minute Q&A

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7. **SHARE** with  
class/wider audience

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8. **REFLECT**



Embedded in:

- end-of module reflections
- talk (*What new insights did you gain as a result of the whole process?*)
- Q& A questions

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# THE DESIGN PROCESS

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## Change Management (wider) Context

How do we design online learning to be more...






1. **active?** ✓
2. **social?** ✓
3. **focused on future skills?** ✓
4. **personalised?** ✓



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## CO-DESIGN with teacher-writers

### DESIGN THINKING DAY

-  **Understand Phase:**
  - Non-negotiables of project & Teaching & Learning Philosophy
  - Identifying Opportunities: 'How might we ' questions
  - Discussion Protocols on:
    - *Redesigning Learning and Teaching: A Case for Change*
    - *Next-Generation Online Pedagogy*
    - *How to Design with the End in Mind*
-  **Empathise Phase:** who are our users?
-  Co-constructing our **core** non-negotiables
-  **Ideation Phase...**
-  **Reflections** and next steps

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## Student Profiles

	What do you enjoy doing in your free time? Socialise with my friends, draw, build things, use my creativity, listen to music, play with dogs	What do you do outside of school? Cheerleading
	What is your favourite book, TV show, movie? Movie: The Pacifier. Book: Treehouse TV. Series of Unfortunate events	What are your strengths and talents? Athletic, maths, (building and understanding how things work)
I learn best when... When I don't understand things and then I figure it out on my own through research, etc	A learning experience I really liked & why When we got to build terrariums because it was exciting, we got to choose plants and because now I know that charcoal can detox water	A learning experience I didn't like & why When had to make a booklet about a clip we saw because we had to write the story from the clip using different words and we had to watch the clip over and over again.
What do you want to become when you grow up? A dogsitter, a mechanic, a builder and a cheerleader.	What I wish my teacher knew about me... That sometimes I don't understand what we are meant to do because it wasn't explained properly	What would you like your fake name to be for our profiles? <b>Sunny</b>

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**Think of a learning experience you enjoyed at school and explain why you like it.**

- It was a completely independent research project conducted by ourselves
- I finally found something that I'm really good at
- It developed my self-management & time management skills
- It allowed me to explore my interests and extended the scope of my learning.
- ...

**Tell me about a learning experience you did not like / did not find useful**

The project was "design a poster"

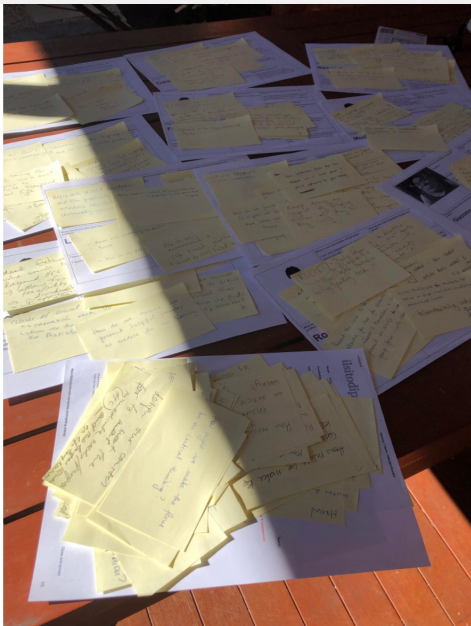
- I didn't like it because:
  - It was too structured
  - We didn't "get into much"
- We needed more freedom and flexibility, so that we weren't all doing the same thing

I'm not a fan of timed essays.

- They don't allow you to show what you've learned. It's just about writing what you can in 45 minutes. It's not a learning experience whatsoever. What are you learning? Nothing.

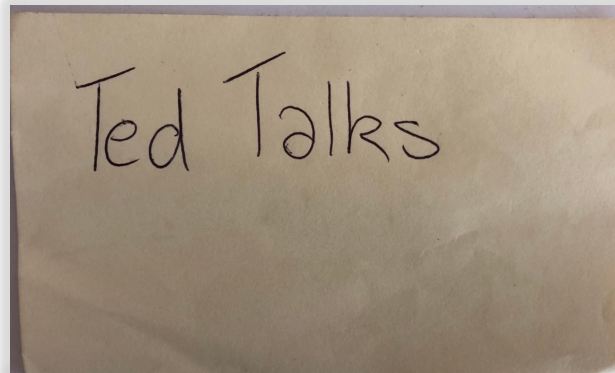
## Student Voice

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## Teacher-generated ideas

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7. **SHARE** with  
class/wider audience

### TALKING IN TONGUES

You are invited to our **TED Talk inspired event** on Friday 11<sup>th</sup> May, 4:00pm – 6:00pm.

Choose between a selection of talks in **French, Italian, Spanish, Chinese, Modern Greek, Japanese and German** as our Extension students share their 'idea worth spreading' on various issues ranging from the *Role of Education*, to *Social Justice and Abuse of Power*.

Open to all students and teachers of Extension Languages in NSW, as well as parents and members of the public.

**NSW SCHOOL OF LANGUAGES**  
Learn locally. Communicate globally.

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## THE REACTION



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### Task types

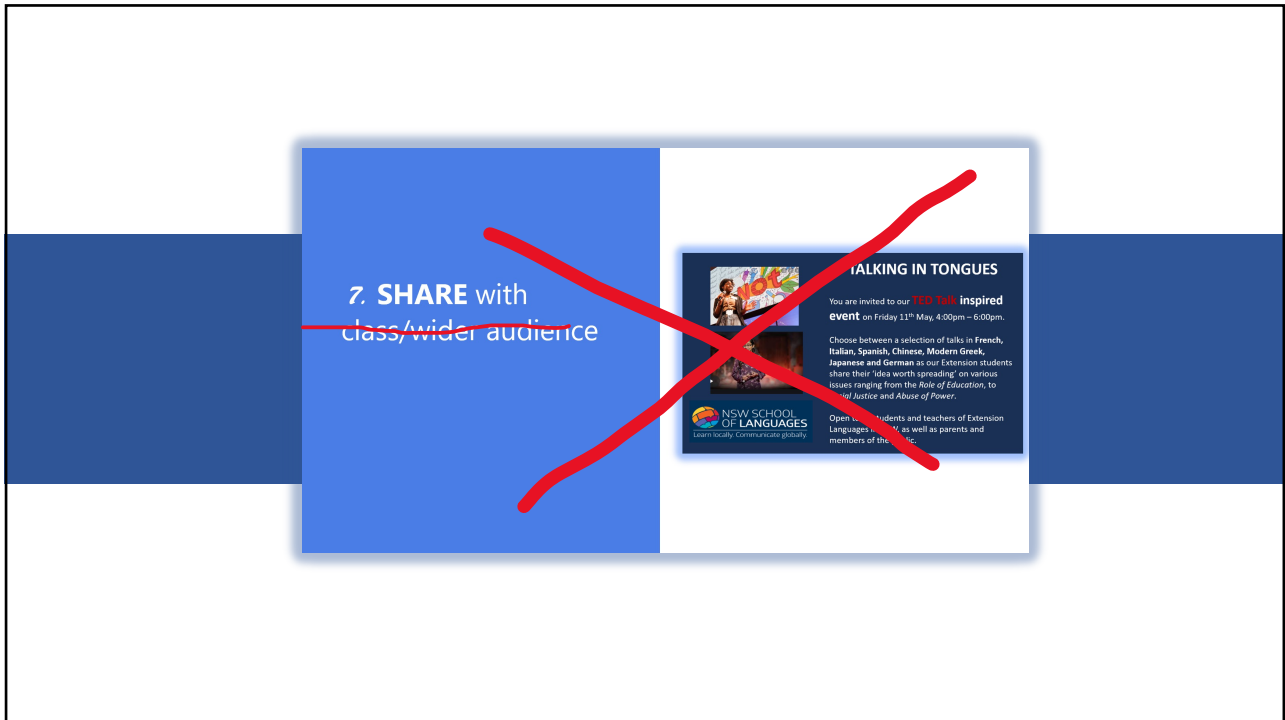
Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries**
- Class and/or cohort tests
- Compositions.

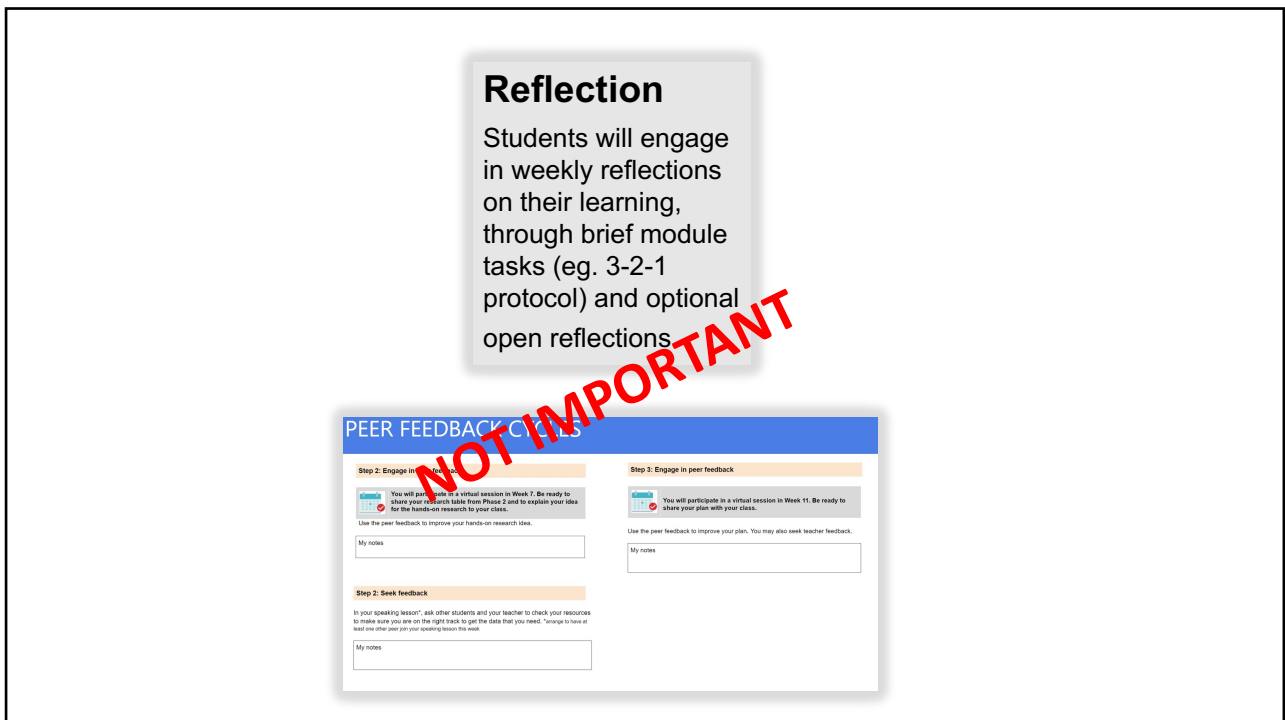
From: NSW Education Standards Authority Assessment Guidelines

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# # CHANGE MANAGEMENT Strategies

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# 1 Co-design  
the change **FAILED**  
with your staff

## DESIGN THINKING DAY

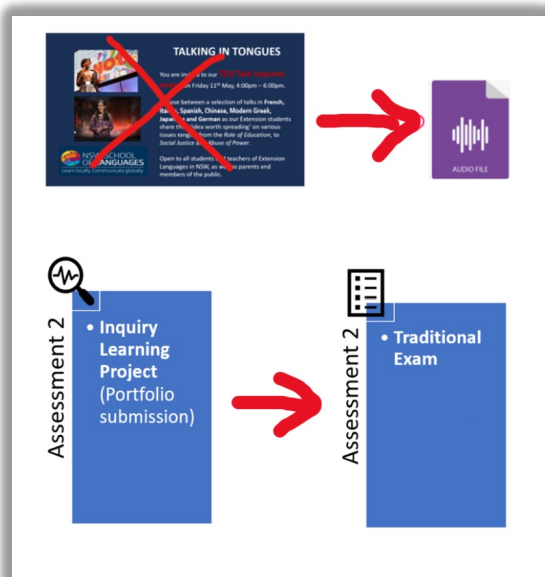
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-  **Empathise Phase:** who are our users?
-  Co-constructing our **core** non-negotiables
-  **Ideation Phase...**
-  **Reflections** and next steps

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#2 Find the feeling  
**FAILED**



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#3 Shrink the change ✓

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## Assessment 2



- Traditional Exam:
- Oral: Q&A based on TED Talk content
- Writing Task: students must mention their Inquiry Research

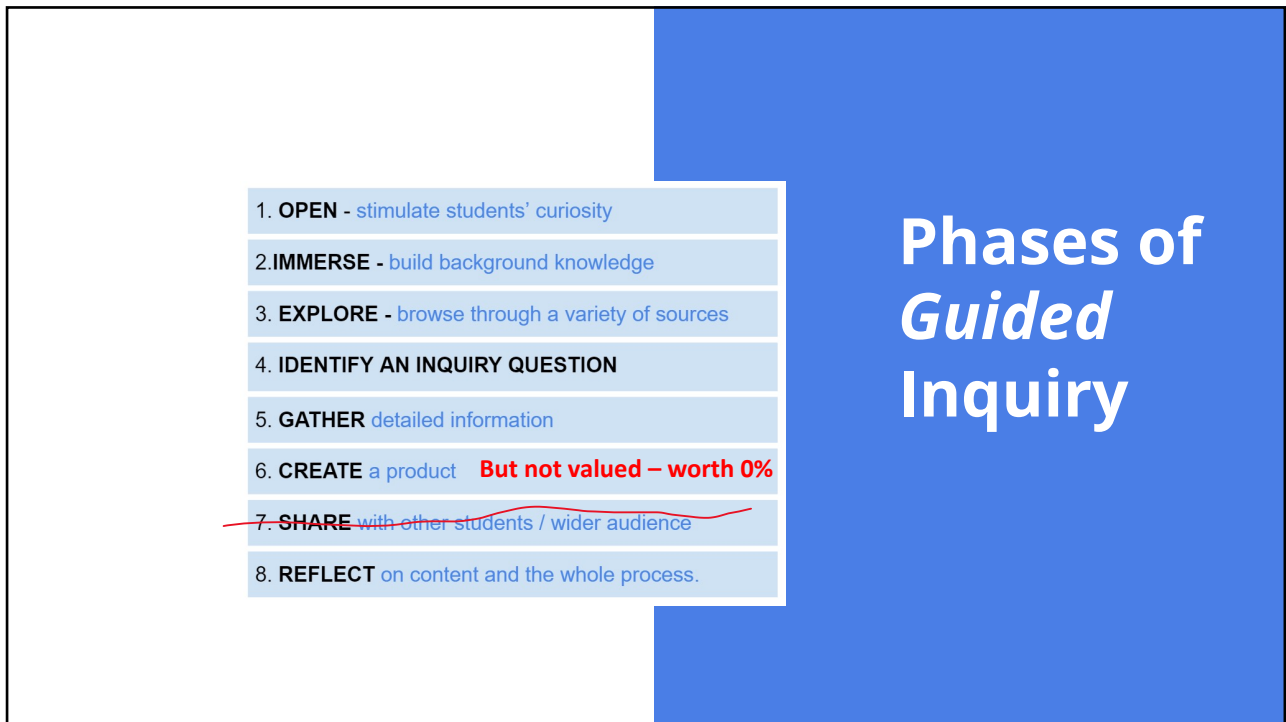
#3 Shrink the change ✓

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## Principles of Inquiry Learning

Process and content
Genuine <b>curiosity</b> , wonderment and questioning
<b>Student voice</b>
Students <b>actively construct understandings</b>
Learning in a <b>social context</b>
Understandings are temporal
Reflection, metacognition & depth of thought
Assessment is ongoing
Learning leads to action

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## #4 create the expectation of failure\* (& let them "fail")

FAILED



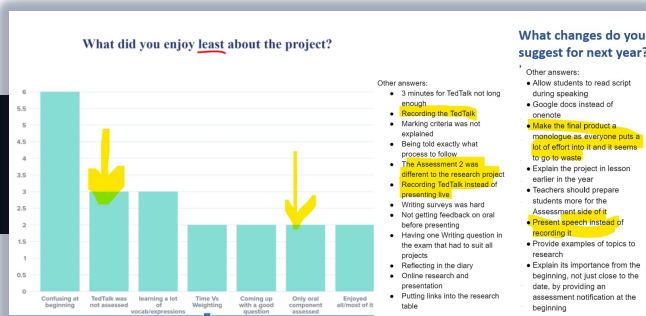
\* Failure = we won't get it right straightaway

**"Everything can look like a failure in the middle"** Professor Rosabeth Moss, Harvard Business School



**Failure is a necessary part of change. Persist through the period of angst and doubt.**

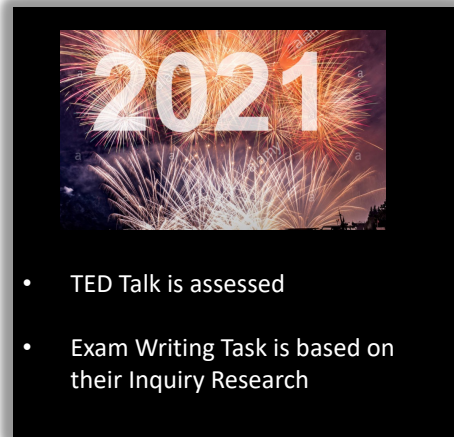
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## Student surveys

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**#5** When you  
SHRINK the change,  
**small successes**  
**motivate toward**  
**more change** ✓



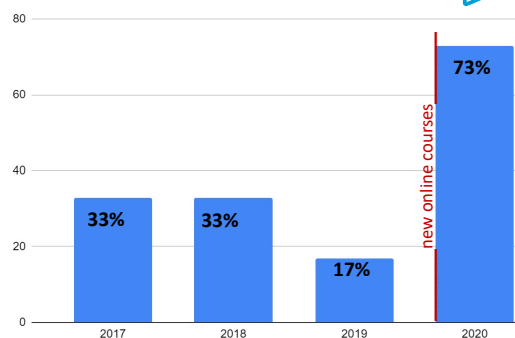
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**#6** Find your  
**early adopters** ✓

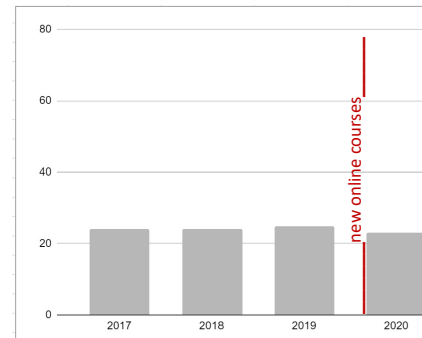


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## #7 Find pockets of success



% of cohort awarded top band



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## #8 Script the critical moves



### Our Inquiry Project

**EXPLORE THREE ISSUES**

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**INVESTIGATE QUESTION THROUGH RESEARCH**

What do I need to know in order to answer my question? Where can I find that? Explore relevant sources to answer your question, and record your research in the investigation table.

**SUBMIT LETTER TO TEACHER**

What are you do (after that consult) further research to answer your question? Develop an idea for investigating your question through practice; then write a formal letter to convince your teacher that your proposed investigation is worth doing.

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Once your idea has been approved by your teacher, commence your practical investigation. Document the process. You must also consult an adult expert during this phase.

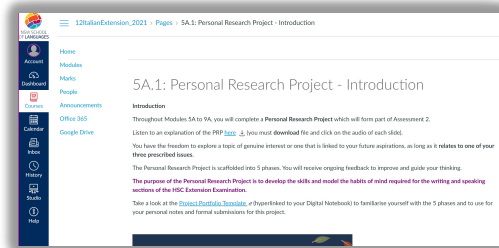
**DELIVER YOUR SPEECH**

What were the key outcomes of your practical investigation? How did it help answer your question? What new insights did you gain as a result of this whole process? For the oral component of Assessment 2, share your 'idea worth spreading' with your teachers and peers in the form of a three minute TEDxK style speech.

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## #9 Tweak the environment ✓



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## #9 Tweak the environment

Week 7	Virtual Session 1h (compulsory attendance): Peer feedback on hands-on research idea *replaces the phone lesson
Week 8	Submit formal letter for feedback
Week 9	Start hands-on research
Week 10	
Week 11	Virtual Session 1h (compulsory attendance): Peer feedback on Speech Plan *replaces the phone lesson

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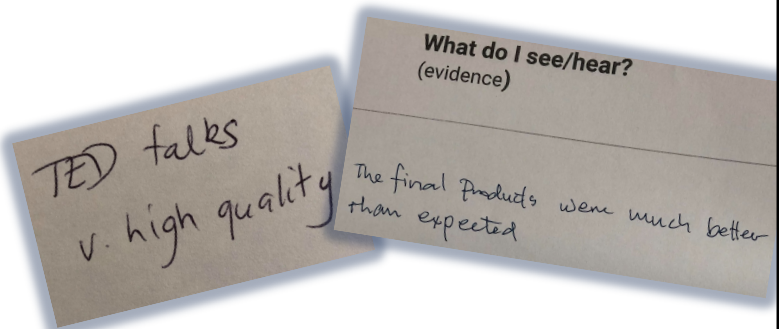
## #10 Rally the herd ✓



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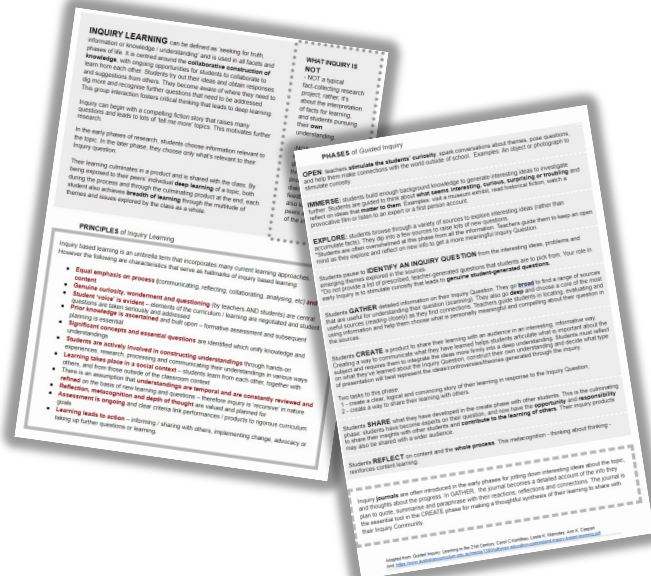


## #11 Mere exposure effect ✓



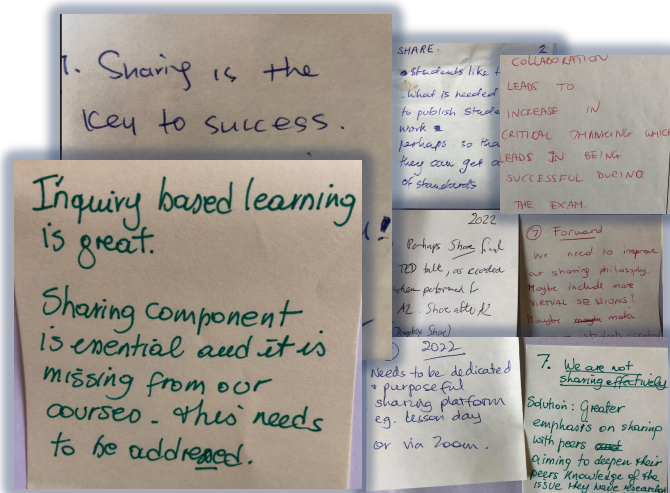
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## #12 Professional Learning



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## #5 When you SHRINK the change, small milestones motivate toward more change



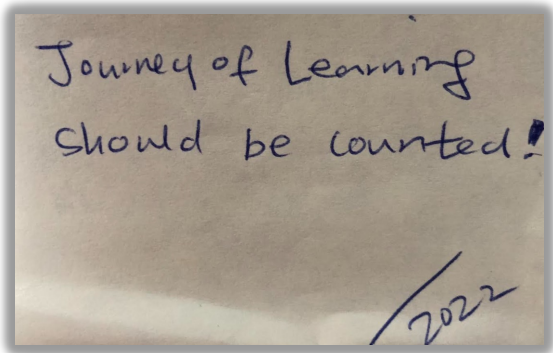
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3. **EXPLORE** - browse through a variety of sources
4. **IDENTIFY AN INQUIRY QUESTION**
5. **GATHER** detailed information
6. **CREATE** a product **that IS valued/assessed** 🏆
7. **SHARE** with other students / wider audience 🏆
8. **REFLECT** on content and the whole process.

## Phases of *Guided Inquiry*

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<b>Process and content</b> 🧐
Genuine <b>curiosity</b> , wonderment and questioning
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Students <b>actively construct understandings</b>
Learning in a <b>social context</b>
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<b>Assessment is ongoing</b> 🧐
Learning leads to <b>action</b>



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## My REFLECTIONS

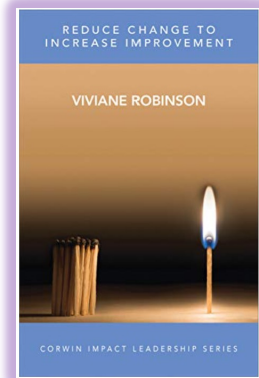
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“We didn’t realise you were actually going to **use** our ideas from the Design Thinking Day”

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# understand the **values and beliefs** that underpin the practices you are trying to change.

# engage deeply in a **dialogue of different values, beliefs and actions** to arrive at a co-designed, shared theory of action.



Summary from: <https://thinkingaboutteaching.blog/2019/03/30/how-to-lead-school-wide-change-that-sticks-2/>

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### DESIGN THINKING DAY

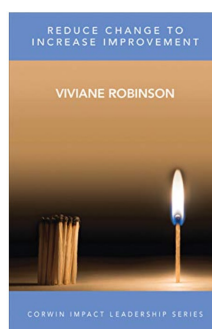
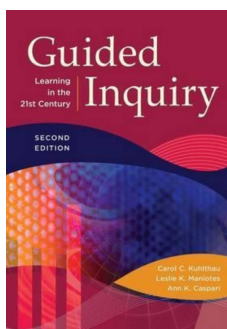
- **Understand Phase:**
  - Non-negotiables of project & Teaching & Learning Philosophy
  - Identifying Opportunities: 'How might we ' questions
  - Discussion Protocols on:
    - *Redesigning Learning and Teaching: A Case for Change*
    - *Next-Generation Online Pedagogy*
    - *How to Design with the End in Mind*
- **Empathise Phase:** who are our users?
- Co-constructing our **core** non-negotiables
- **Ideation Phase...**
- **Reflections** and next steps

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## Bibliography



Sites:

<https://pz.harvard.edu/thinking-routines#CoreThinkingRoutines>

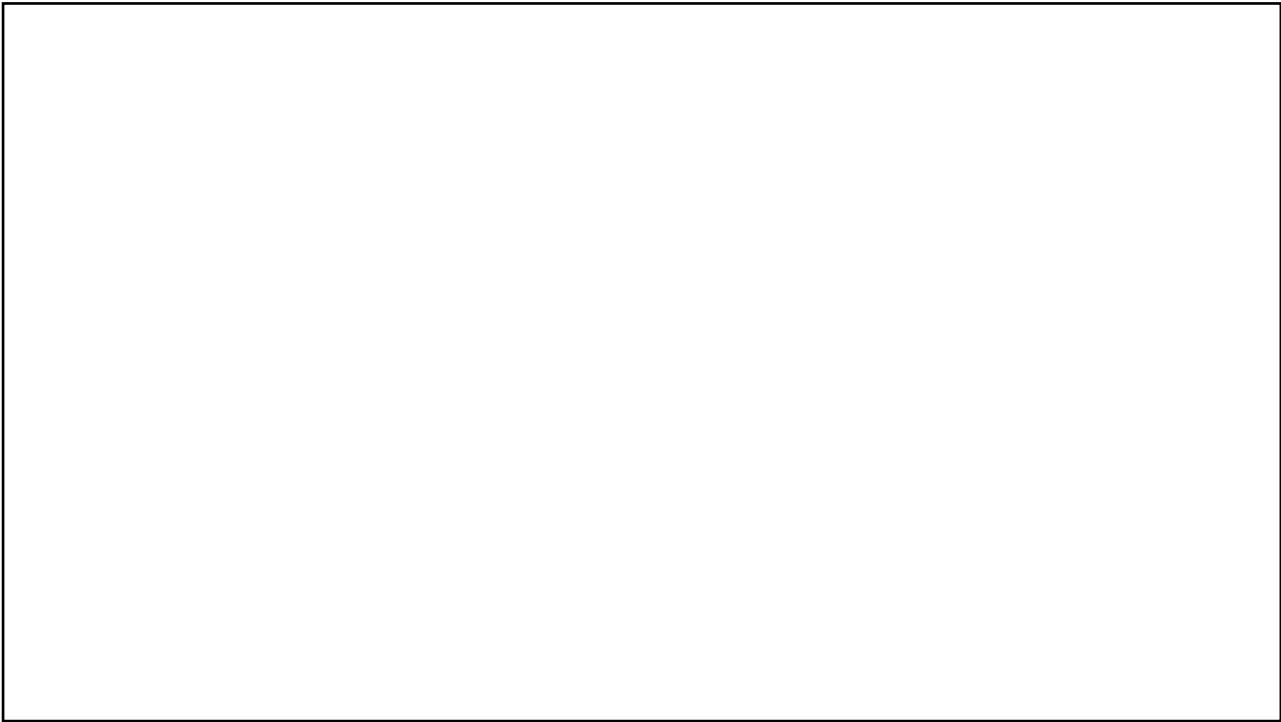
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