

1. Project Description Describe/show to what degree the project was carried out as planned. Include what went well and what proved to be a challenge. Include a synthesis of your journal entries.

Going into this project, the teachers involved were very interested in what avenues and changes could be applied to our classrooms surrounding inquiry based learning. We wondered how less teacher directed learning could impact overall student grades and success. With the COVID pandemic, we realized that in many cases, students were not intrinsically motivated, nor were they able to use skills to investigate on their own. Instead, especially in courses that are ministry, we rely on teacher led lectures and activities. It was our goal to study alternative avenues to teaching to change these trends.

Students in our past courses have also voiced their issues with the topics they explore in our course/curriculum. In the history course especially, students often ask extended questions, or simply want to see themselves in the course. As a ministry requirement, it is often difficult to get through the curriculum, plus additional questions and content the students are interested in. This project allowed us as social science teachers to explore what other avenues are available to us, and determine if there are ways to ensure the ministry standards are met, but also to create a course that students can foster their interests.

The challenge of this project was in the area of assessment. We felt as a team that this was the weak point in our understanding of inquiry based learning. It was determined early on in the project that some research and book study would be important and provide growth. Adam started to research and found three books of interest. Meg and Adam were chosen to read through the books and return with information and foundation for the project. The first was *Inquiry-Based Learning By Teresa Coffman*. This book was a review of what inquiry based learning was and laid out how to incorporate information literacy and technology. As a team we thought this would be beneficial as most of us had previously conducted a PDIG on the importance of literacy in the social science classroom. Overall, this book did not give us what we needed for understanding how we could incorporate assessment. The second (*Inquiry Mindset Assessment Edition: Scaffolding a partnership for Equality and Agency in Learning*) was more focused on the actual implementation of assessment. It offered practical ideas and discussions surrounding co-designing assessment, and establishing greater clarity and deeper understanding of evaluations and how this might affect overall achievement and scores. We thought that this could be a great read as we wanted to impact those scores but also to give students a positive sense of self and personal responsibility.

There was also great interest by all members in regards to other teachers' resources, templates, rubrics, apps, teaching strategies and other teaching tools. The team was really respectful throughout our project when a member was showcasing a lesson they had produced within the time spent together or a discovery they wanted to share. We felt that we were inspired by each other and we were working closer as a department; something that we felt we had been lacking in past years.

Overall, we believe this PDIG was successful, however our biggest challenge was still COVID. Following the Christmas break we were effectively shut down due to the limited amount of supply teachers and the higher demand due to teachers out sick. This continued on and off until the end of the year, effectively ending our time put into this project after three sessions.

2. Project Goals Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.

Our main goal of research was met for this project. We were able to find several books on inquiry, and the idea of inquiry based learning assessment. As stated previously in the final report, this was the main focus, as many of us regularly, at the basic level, incorporate inquiry based learning but were not sure how we could assess the material. This is especially true in a ministry course (standardized exam).

Due to continuation of the COVID pandemic and the lack of supply teachers, we were unable to meet to complete all of our PDIG dates. Even with the interruption to our PDIG many of us were able to at least complete one unit or lesson.

Day 1:

What is our purpose/goal for this project? What do you want to get out of it/achieve (individually and dept)

Nic : Ministry exam pressure : make sure that every piece of the QEP has been taught in case it is included in the exam.

Raise engagement motivation. Raise data retention. Address literacy issues. Poor self esteem (students giving up before even attempting the class)

Steve : 10 minute instructions : mini lesson and then students attempt the task right away.

SOLUTION : Having a final product example is key for students when attempting to create a mind map.

Lise : she gives activity to the group but at the final part of the lesson, she asks closure questions to ask students what they learned and present the vocabulary to the whole group.

Lise : She made a video of herself reading a chapter in a book and at the end they need to explain why selected pictures are being presented to them.

What are some of the struggles you are noticing in your classroom? Have these changed in the last couple of years?

Short attention span, students do not want to close on a subject that was previously taught (one content needs to be finished within one period), students enjoy worksheets : they like chunking the activity and get back to it to another item/activity.

Sia : The balance between home life and school life is difficult for a new teacher.

How do we each approach teaching our content? What would we say is our go-to? Why?

Steve : We can teach students how to use documents and practice what kind of information they can get out of it. Steve uses Nearpod to ask students questions.

Lise : Give students a box of objects and ask : why is it there? What can you say about it?

Create 2 groups : cause and consequence (grouping).

Give an empty box : what should be in a box if today's lesson is X ?

Put a word on a piece of paper. Read pages X to Y and then tell me why the object is in.

Meg : Stations and workbook pages. One-minute videos History minutes. After the video : what do we see? Meg breaks it down.

Steve : Pre-teach the content and then 15 minutes of lectures.

Adam : short media : 5-10 minutes video has proven efficient. Word search is next. Sometimes he gives a worksheet before the clip and then he pauses during the video.

Do you think this is due to how our content is laid out? Should we break down and organize via the big ideas? (as BC lays out theirs?)

Lise : Give them a previous year's exam. Creating a mind map with the results as a post-exam.

Students need to reflect on their strategies : what did you do that was helpful?

Meg : This can become an evaluation tool to identify students struggling with documents/literacy. This diagnosis can be used to do resources and extra help for students.

Nic : We need to host a formal mock exam (3 hours) after school for willing students.

Lise : Students know nothing/not much about religions. Teach one lesson about religions and show many documents. A picture booklet : one section about maps, government structures, graphiques, etc. We could organize them chronologically.

How can we improve teaching our content? How can we make it more engaging while also increasing data retention?

Lise : We can show two bad essays, explain why they are bad, and finish with two good essays.

What have you done so far that has proven efficient towards engaging your students?

Nic : Crosswords for bonus marks. Boys are more engaged and they do better on evaluations.

Lise : Looking back at their work and their corrections they get bonus marks. Using a stamp with a date and time.

Meg : Going online to see if they updated their work and rubric on Google Classroom. Stations are really helpful.

Adam : Chunking for WOTP is a way to keep students engaged. Going outside. Movement.

Sia : A list of problems to fix and students have 5 days to find out the solutions in the classroom.

We discuss our mid-year exam and our planning for ch. 1.

New question :

What should we do with our extra time if we lecture less ?

Meg : We can do vocabulary pre-lesson, mini-tests, mock tests (Ministry style)

Lise : You give students one paragraph essay (essay) that is very easy, outside of the box (not related to History).

Nic : In August, we could do a Mock exam Ministry style, then an essay to build confidence. Slowly, you add/change the difficulty to adapt to their reality.

Lise : Cause and consequence : this is your essay : something that happened over the summer.

Adam : One page handout : how to write a response, then a group chart paper session. Graphic organizer and steps and the rubric.

Steve : Give them an essay and a rubric and they need to mark it.

Nic : Give them an essay and ask them to come up with the starting questions/instructions. After marking it, students need to pair up and compare the given marks.

Steve : Teach intellectual operations.

PM

Nic and Lise : creating a survey to investigate via our colleagues what strategies /lesson structures/resources they currently use to lecture less, motivate students and raise engagement and participation.

1. What resources (online or not) do you currently use that you feel other teachers would benefit from using?

- 2) What type of paper activities have created a feeling of true motivation and curiosity with your students? Provide a few details or examples.

- 3) What type of online/technological activities have created a feeling of true motivation and curiosity with your students? Provide a few details or examples.

- 4) Are you using inquiry-based learning in your classroom? If so, provide a few details or examples.

Lise and Nic : how to create an escape room. Mind maps (ce que je sais ? Au center)

2e cercle : Ce qui pourrait être lié au thème central

3e étape : ajouter un X sur ce qui est vraiment non pertinent.

4e étape : Sur les autres bulles, est-ce qu'il y a des mots qui sont meilleurs que le mot original?

La personnification : parler du pays comme étant une personne afin de rendre le temps

Adam : Is there literature out there regarding inquiry-based learning?

Sia : Coming up with questions based on articles she has written. Reflecting on how inquiry-based can be used for a new teacher.

Steve : Personal reflection and potential ideas to include into his planning. Searching for literature on inquiry-based learning.

Document file : by chapter and by themes

From a document : What do you see? What do you notice? What do you wonder?

Mr. Lachance might be someone to observe because he teaches inquiry based.

Nic and Lise and Meg : We came up with a survey and asked the principal for approval.

Nic is wondering from our previous literacy what the template was and how we can reuse it?

Before next session :

We will give students a previous year mock exam and have students correct it themselves.

Ask feedback : What did you notice? How is it going to change while studying and preparing for your June exam?

How did you feel, stress-wise? Did you manage your anxiety well according to your own standards?

To do at the next session :

Reflect on what we have done differently

Come up with documents and create our document bank

Day 2:

Brainstorm : Listening to podcasts during a lesson or at the end of a lesson could be a station. We would pre-listen to it, prepare guiding questions and a slide show is a way to engage students.

Students could use data from their podcasts to create questions and submit those questions to other students who were listening to the same podcast.

Day 2 Goal: Adapt and edit our teaching template to elevate the data retention and level of motivation for students. Participants will be doing research on inquiry-based learning. Data will be collected in order to be able to have a better understanding of what it could look like within our individualized teaching practice, including Ministry exam parameters for sec. 4 teachers.

Asking students to create/adapt rubrics so the wording is meaningful for the students. Not giving marks on the students' work but giving only feedback. You then ask students,

upon receiving their work back, to grade their own work. They could also ask each other to grade and give input to each other's work.

Caractérisation :

Give students one section instead of the full caractérisation and ensure students are familiar with the process.

Steve : Will provide and share an essay-proofing checklist for essays.

Lise : Ajouter Dans le plan de travail une sous-catégorie

Intervention concerning trade with the US

1. intervention
- 2) supporting ideas (explanation)

Students would practice a lot of just filling out : what is asked? Students would not be writing the actual essay. We could practice this a lot.

The next lesson : we could have a gallery with students' work and they would mark each other.

Steve : Using 3 point questions as examples and students would need to practice those 3 point questions.

Having a time line up and leveling up as we go through the lesson/the unit. Highlight the covered section.

Before handing in their mark, students highlight data from their essay if it is in the rubric. Then they mark themselves.

AT THE BEGINNING OF THE YEAR :
Provide examples of good essays.

Documents : add a box section to each document so students can describe the provided documents. It would go from being mandatory and then give bonus marks if completed.

Add a small box for each document to confirm if students have used the documents and maybe add for which question they used it.

Ungoogleable questions : Ask *why* and *how*, *identify*, *explain* more questions. Open questions.

Sia : Asking for constructive criticism mid-November. She gives examples for students of a person who has spinach in the person's teeth. She was able to learn from them on

how students like to learn and how to learn History. Sia was able to share her piece when it comes to having issues. It builds trust. She did a hard refresh and restart. Then she feels more comfortable going into the remainder of the school year.

The pool diagram :

Guided Inquiry is the max where we can go.

Adam : Paper Kahoots : ask students to make their own kahoots. Nic : make students make their own kahoots.

This afternoon : come up with an assessment that is addressing.

Nic : Peardeck vs. Kahoot : Is there a way to teach and ask a virtual question during a lesson.

Plickers

Day 3:

Today we started off with a check-in with Adam and Meg on the book study. Adam has completed the reading and has highlighted several chapters for us to review. Meg is also finishing her two readings and will give the group notes in the TEAMS group.

As a whole group, we met to discuss where we are in the PDIG and what we have left to accomplish. Meg shared her Unit/Lesson plans on the First World War. This is her focus for her first inquiry-based unit, and the overall goal is to mirror these lessons from Sec 4 with that of Adam's WOTP groups. In the lesson plans, Meg provided slides that use Peardeck. We agreed as a group it was a great resource however there were some concerns about students' ability to write inappropriate language etc. We decided that the layout of her lesson plans will work for our PDIG layout. Steve also sent an inquiry-based lesson plan to the group in TEAMS. Members can choose which they believe will work best for them and their planning.

Nic created a lesson plan in the morning that we will reflect on to make it more inquiry-based. This will be his focus in the afternoon (rubric, teaching tools, and other elements). Sia is focusing on the World War II unit to give herself time to plan out a detailed inquiry-based platform. Adam worked on proofing Meg's lesson plans on WWI. Again, it is their goal to mirror some lessons and content between their respective groups. Steve worked on his New France Unit (Part 2) for our project.

The afternoon will be left for members to work freely on their planning and developing their evaluation tools.

It is decided that we will meet again on January 25th, 2022 after the exam period. Our goal is to: Identify the advantages and difficulties of long-term use of our template . Participants will share their experiences with the current template. We will also look at

our survey results and we will be coming up with a post-teaching evaluation template. This template will allow us to compare with our expectations the results of our students. We will also create a customized lesson based on our template in order to assess for a second time the level of motivation for students as well as data retention. A reflection will be created in order to monitor the success and motivation of students.

3. Project Outcomes Describe/show the gains that the participating teachers achieved through this project.

Our team has gained many tools from our project and time together. Specifically, formatting lessons and at least one LES and strategies, after we started brainstorming. A few members have taken the time to personally sum up what we have taken from this experience.

During this PDIG, I was able to reflect not only on my day to day planning but also at my long term goals. I feel more equipped with the right mindset in order to begin planning lessons for next year. Engaging students in their own learning is not an easy task but is attainable with technology, journals, time dedicated to set goals and also time to review if knowledge acquired matches one's initial goal. Overall, all is not too difficult to set up and I believe I will keep exploring inquiry-based learning in the near future.

-Nicholas Vincent, Grade 9/10 French Enriched History, PWHS

During my time on this PDIG I was able to implement different ways to assess my students that still keep my course within its ministry requirements (standardized testing). Specifically, the inquiry journals students used allowed me to check for understanding, while also having students record questions that they had about the content/lesson/unit. This meant that my class lecture time could be focused on the required content, and I could build stations and additional notes around the questions and answers students wanted to receive. This allowed them to have a greater role in their learning, making them accountable and more intrinsically motivated. - *Meg McConnell, Grade 10 History, PWHS*

My time on the PDIG allowed me to begin to explore the main characteristics of inquiry learning. I was able to research focussed or controlled Inquiry. I was able to reflect on how to incorporate inquiry into more lessons to try to develop a more student centered approach to learning. I began to plan how to develop lessons that used inquiry on a more regular basis that would still meet the expected curriculum outcomes within the time constraints. The PDIG also allowed me to consider how to combine Inquiry with evaluation forms necessary for student success. I began to plan lessons where students

would answer questions, interpret primary and secondary source documents, which would allow them to gain the essential knowledge and skills for the History course.

- *Steve Altenburg, Grade 9 History, PWHS*

L'engagement est le centre de l'apprentissage. Sans engagement, il n'y a aucun savoir. Malgré le peu de rencontres que nous avons eues, le pdig m'a permis de faire un retour réflexif sur la motivation de l'élève à découvrir le SAVOIR. Les échanges que nous avons eus entre les enseignants présents lors de ce pdig sur les différentes possibilités de placer l'apprenant au centre du traitement de l'information à générer des idées nouvelles ou en ont réveillé d'autres. Il en est ressorti que l'allure et le rythme d'apprentissage sont les facteurs clés dans le maintien optimal de l'activité de la classe et de la réussite des élèves mais que, dans les classes où la motivation était élevée, ces classes étaient composées d'élèves que j'avais réussi à amener à gérer leur propre motivation. - *Lise Proulx, Grade 11 French, PWHS*

4. Reinvestment clearly describes how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. If applicable, comment on whether or not this project should be carried out by other teams and if so, how it could be improved.

This project allowed us to develop a full LES in each of our courses/departments. This was especially beneficial, as we usually spend our time focusing on the exact parameters laid out by our curriculum, rather than where the students might take us in the lecture/lesson.

Having the time and the brainpower to come up with strategies new and old, gave us the ability to build our students' skills and therefore build their confidence in regards to the actual content and evaluation aspects. This overall, could benefit the entire social science programs at both Philemon, but also at Hadley, and beyond.

We do believe that this project can be improved and extended. Due to the COVID interruptions this PDIG didn't get as far as it could have. Specifically, more discussions and brainstorming should be done around assessment, and lesson plan design. Students were open to inquiry based learning, making connections and taking part in activities and lessons, however we were unable to build a way of thinking, or routine in regards to the lessons and content.

All resources will be placed in a GoogleDrive folder within the Philemon Wright History account. We do not feel that we were able to achieve enough of our original goal of sharing with our staff at a future staff meeting/development meeting. We also have

many resources and discussions in a Microsoft TEAMS group called *Inquiry Based Learning in the Social Science Classroom*.