



2014-1-BE02-KA201-000432

Inquiry cycles in LINPILCARE

ERASMUS+ KA2

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Strategic partnership



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To LINK Practitioner Inquiry via professional Learning Communities with results of Academic Research, in order to support teachers and schools in teaching Evidence based.

linpilcare



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H. Timperley



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- “Through engaging in ongoing cycles of inquiry and building knowledge, teachers develop the adaptive expertise required to retrieve, organize and apply professional knowledge when the old problems persist or new problems arise.”

Practitioners inquiry



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Practitioner inquiry refers to strategies these practitioners employ mainly to systematically help them (a) gain better understandings of their practice and (b) improve their practice in line with these understandings.

Practitioner inquirers share their findings with other stakeholders in their practice (colleagues, school leaders, students, parents, etc.) as an inseparable part of their inquiry.

N. Dana: inquiry within a group



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- Nancy Dana defines this kind of PLC as “a group of teaching professionals who meet regularly to learn from practice through structured dialogue and engage in continuous cycles of inquiry”

Inquiry cycles



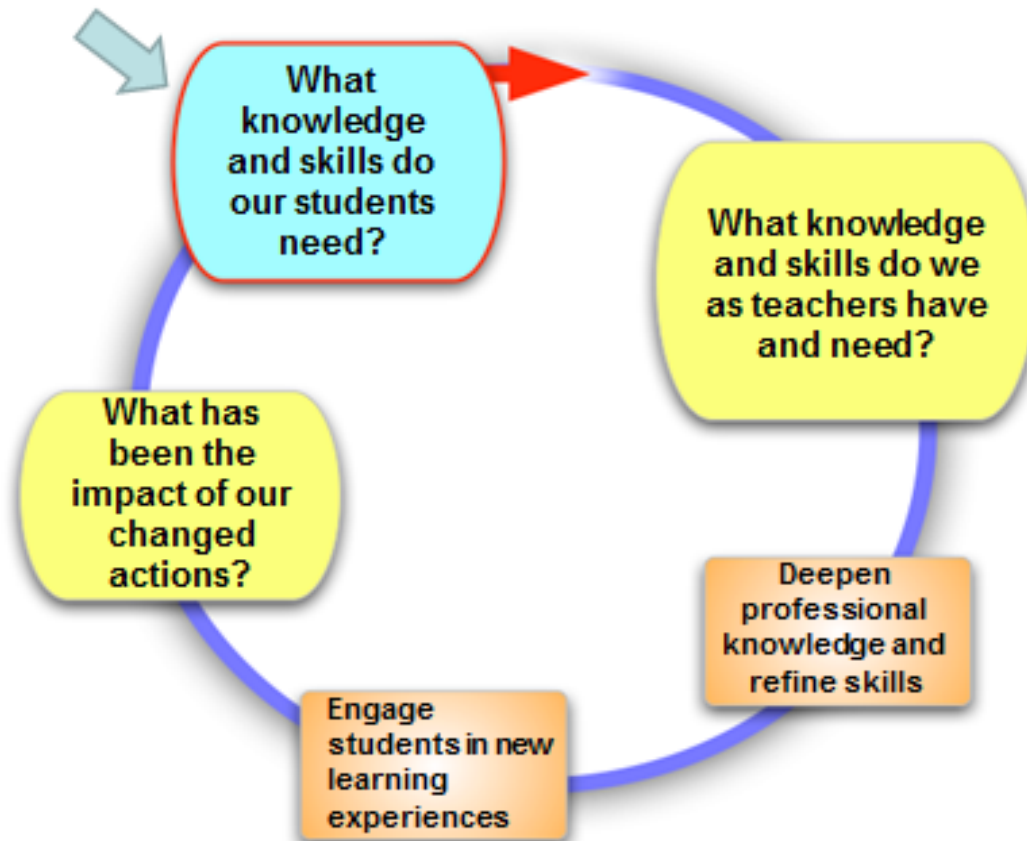
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- These inquiry cycles form a backbone of practitioner inquiry. Moreover, over the course of the last few decades, academic researchers as well as teaching professionals have developed quite a few tools, and written a substantive number of publications and books devoted to the subject of practitioner inquiry, in order to guide teachers in conducting their own inquiries. As a result, teachers from different disciplines, and varying sectors of education have established quite an impressive track record on teachers' conducting of practitioner inquiry.



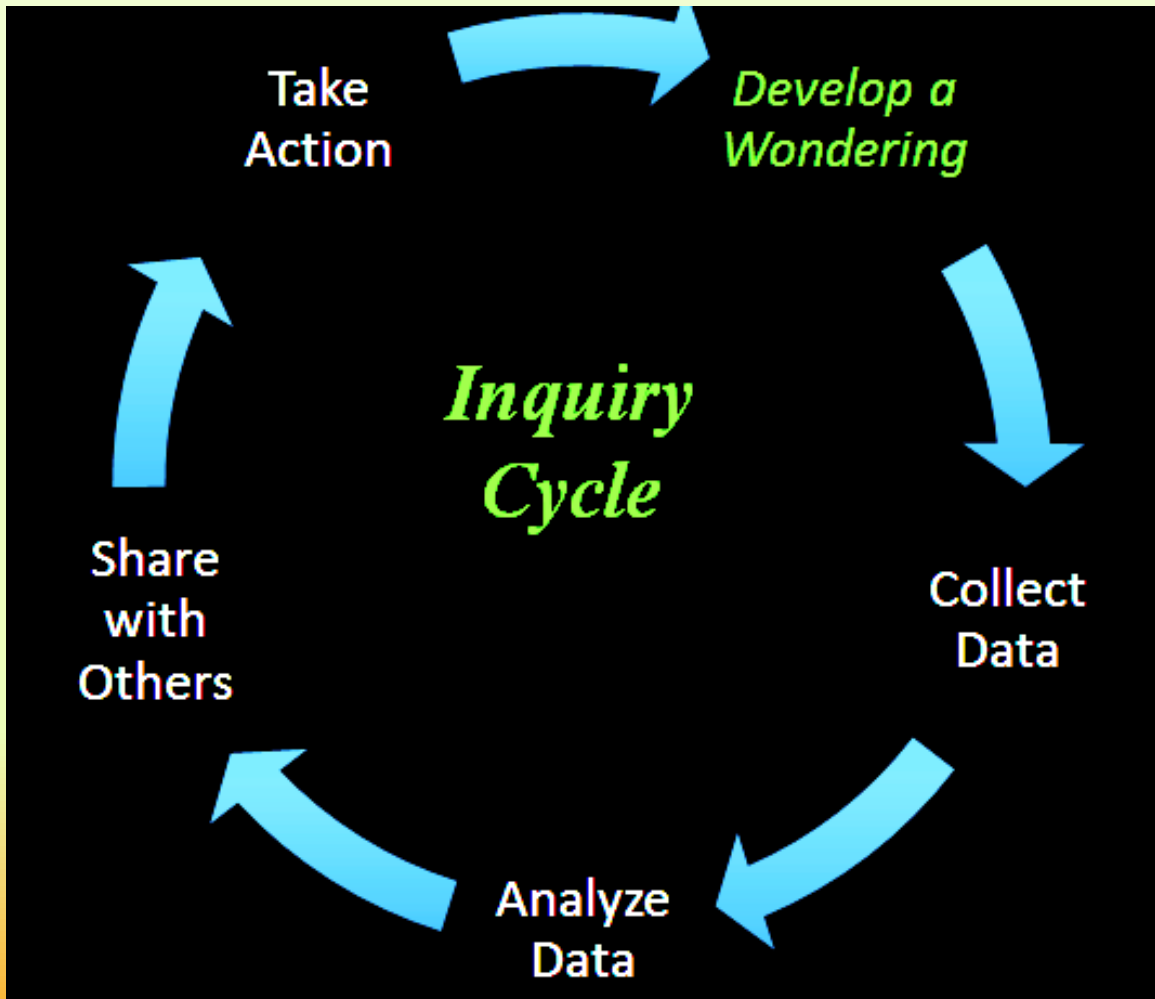
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Teacher inquiry and knowledge-building cycle to promote valued student outcomes





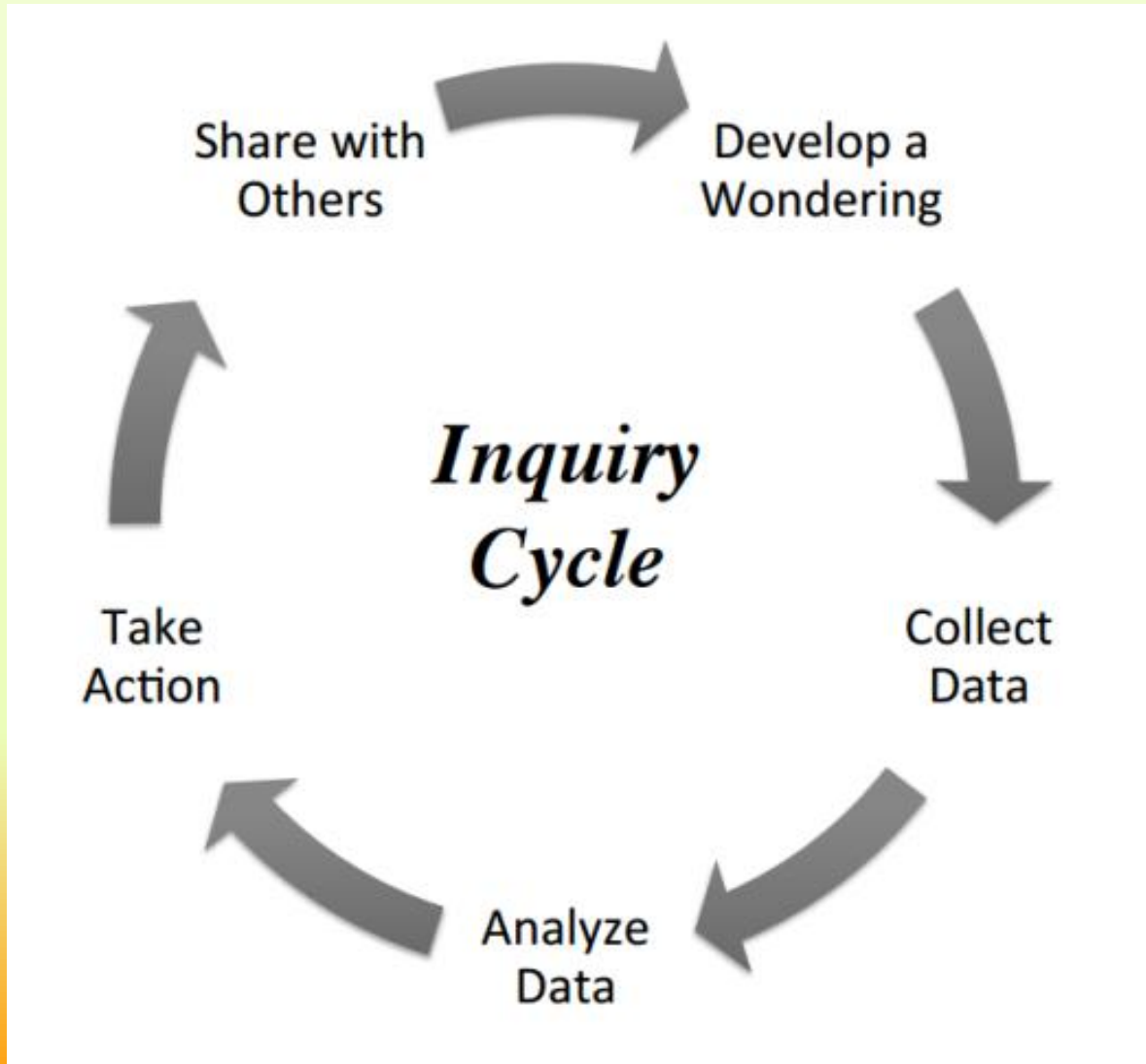
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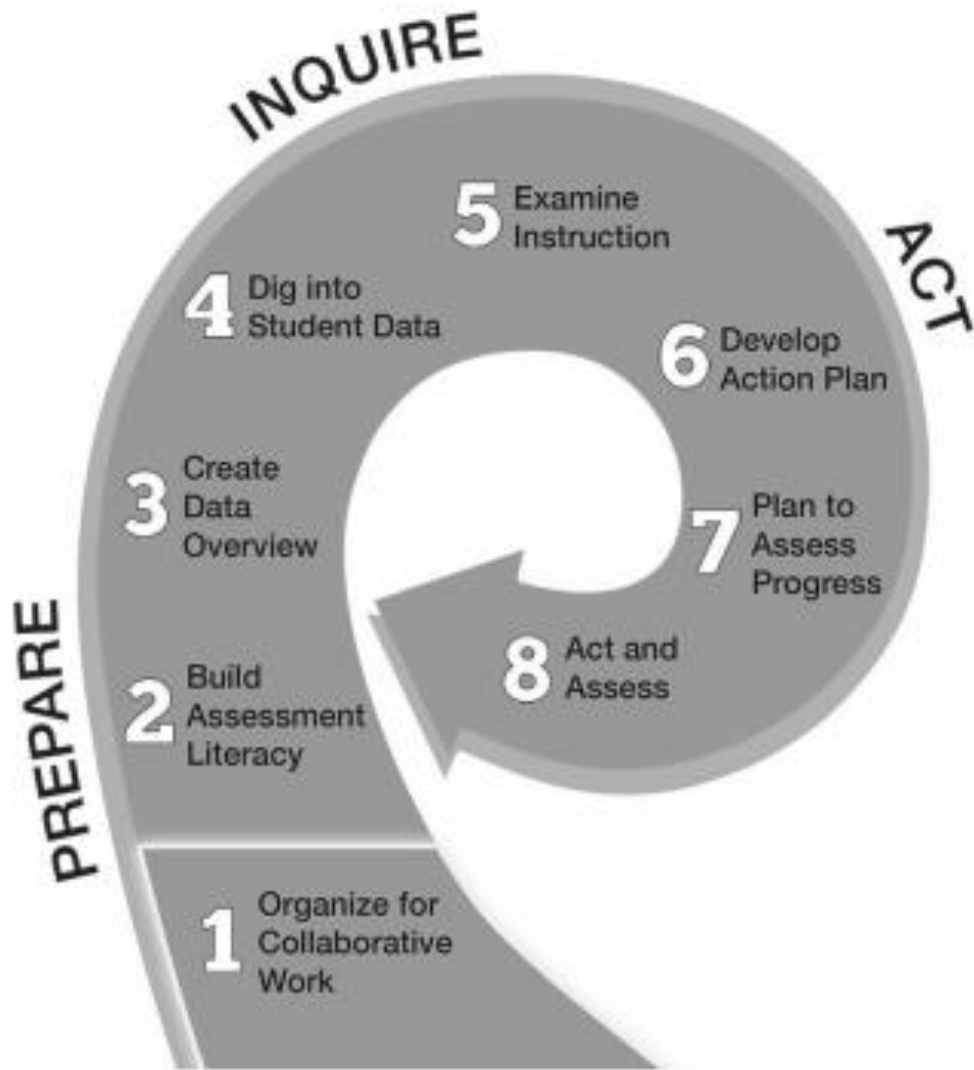
- Inquiry circle proposed by N. Dana.
- After analysis the conclusions are used to take action (change practice).



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- The inquiry conclusions are used to take action PRIOR to communicating to others.



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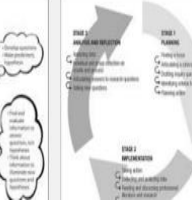
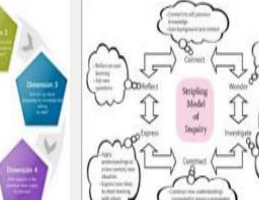
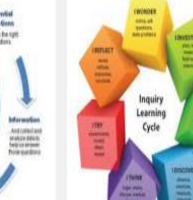
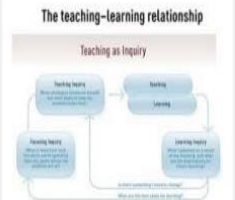
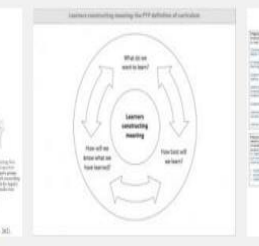
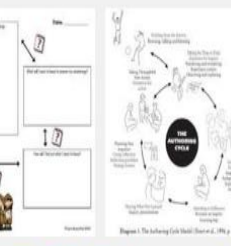
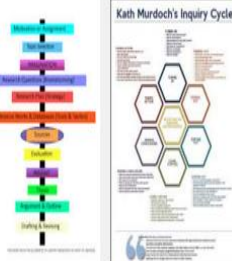
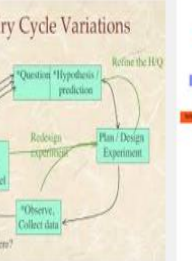
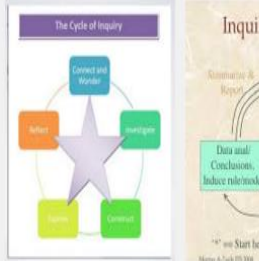
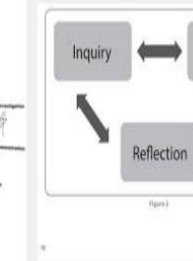
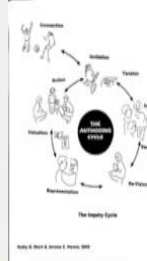
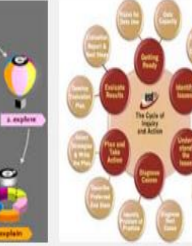
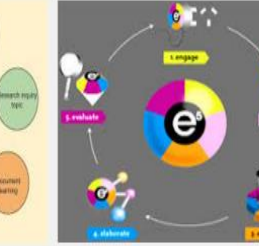
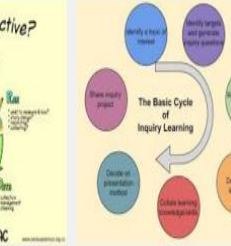
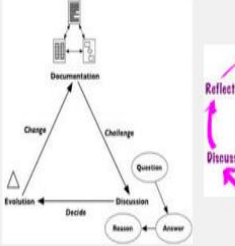
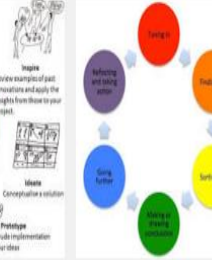
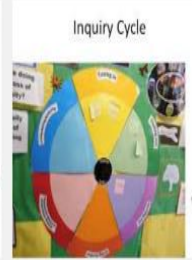
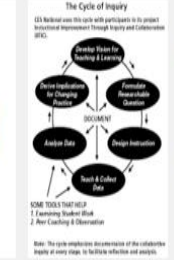
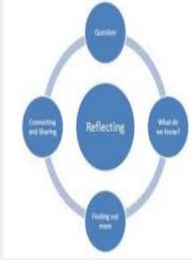
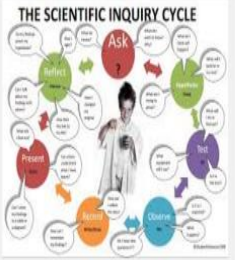
- Data Wise model:
where the cycle
hooks up to the
third step of the
initial inquiry
- <https://datawise.gse.harvard.edu/>

Conclusion: Different cycles



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- Many different cycles exist
- The type chosen depends highly on the inquiry itself, the researcher, the context and even on intermediate results.
- The inquiry should initially follow a previsioned scheme, however, it can be productive- but not necessarily to make changes as the inquiry progresses.
- The many cycles on the next slide show what pictures one gets when googling “inquiry circles”.



Make your choice!

- Why do you choose for a specific cycle?



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References



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