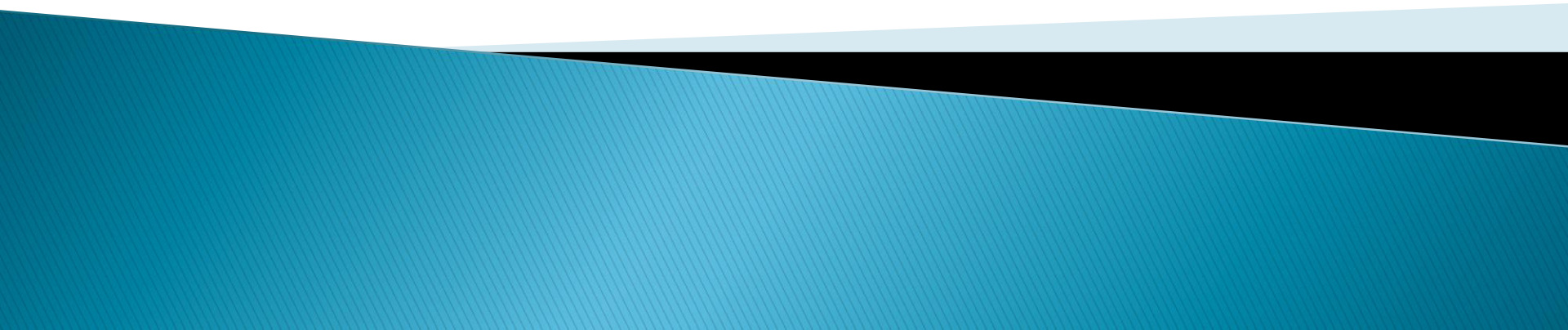


# Inquiry-based learning in HPE

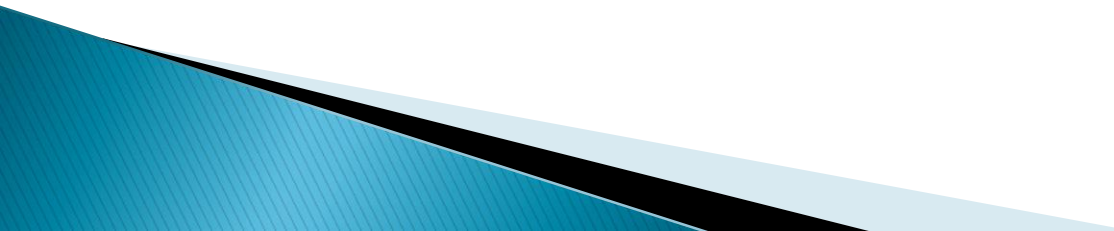


- ▶ <https://www.youtube.com/watch?v=PN-MjUC4f9k>


“Inquiry is an approach to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic or issue of importance. It requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit and study. It is enhanced by involvement with a community of learners, each learning from the other in social interaction.”

Kuklthau, Maniotes & Caspari, 2007, p. 2



- ▶ Inquiry-based learning is an approach to teaching and learning that places **students' questions, ideas and observations at the centre of the learning experience**. Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning (Scardamalia, 2002). Underlying this approach is the idea that **both educators and students share responsibility for learning**.
- 

# Mindsets Foundational to Inquiry

- ▶ Students are competent, capable of complex thinking, curious and rich in potential
  - ▶ Educators are responsive co-learners and co-constructors of knowledge with students
  - ▶ A comprehensive understanding of inquiry as a learning stance is essential
- 

# The Inquiry Process

Wondering / Questioning

Planning / Predicting

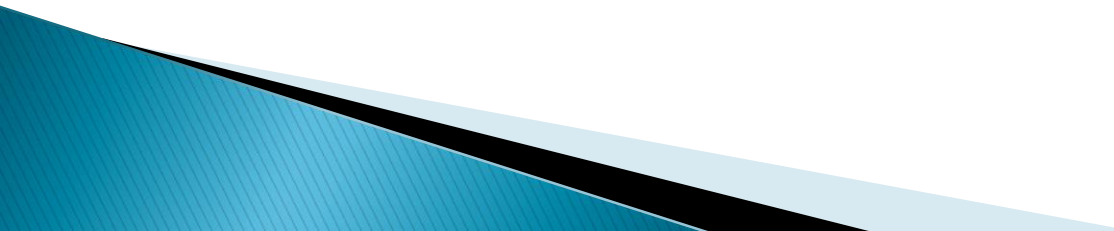
Gathering Information / Investigating

Recording / Reporting

Reflecting

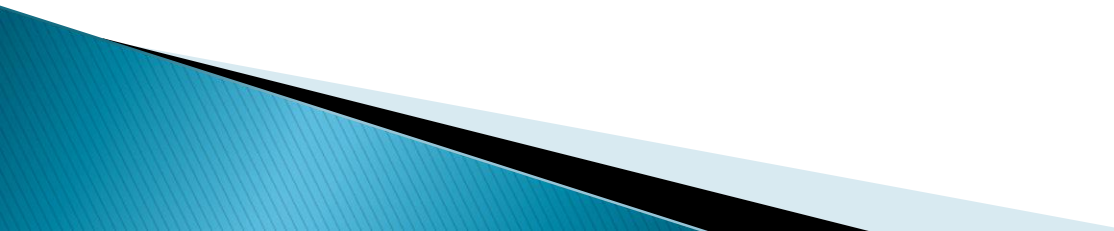


# The Inquiry Process

- ▶ “not necessarily implemented in a linear fashion”
  - ▶ “not all investigations will involve all five components; moreover, there are different entry points within the process”
  - ▶ Not always the full process, but it can be
  - ▶ “will not [always] result in one ‘right answer’”
- 

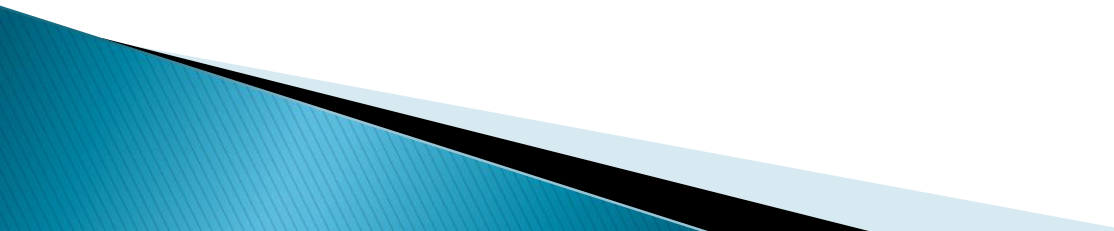
# Big & Little Inquiries

Not every inquiry must be extensive. A short inquiry may last only a few minutes or a full class period. A moderate inquiry may be a week long or a full unit in duration. An extensive inquiry may last an entire semester.





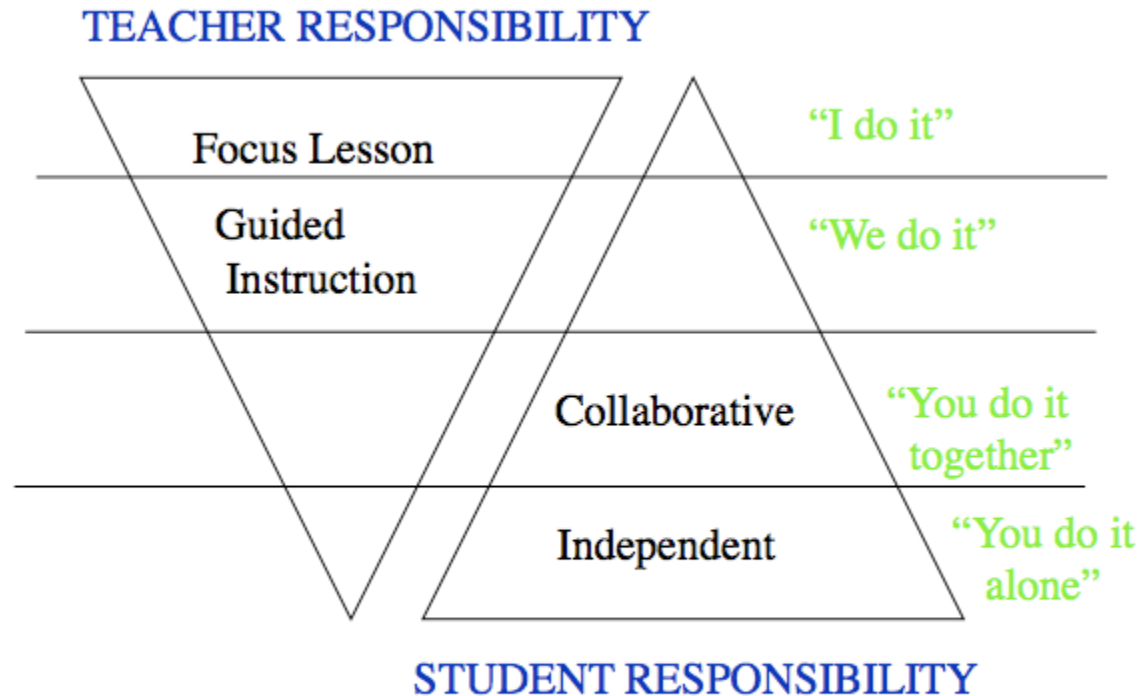
# Provocations

- ▶ A provocation is something that sparks questions, interest, ideas, theories, discussion, or debate, and engages the students' thinking
  - ▶ Can come from teachers, children or external sources such as the community
  - ▶ Deliberate and thoughtful decisions made by the teacher to extend the ideas of the students
- 

# Provocations

- ▶ What might be some examples of provocations in Health and Physical Education?

# Gradual Release of Responsibility



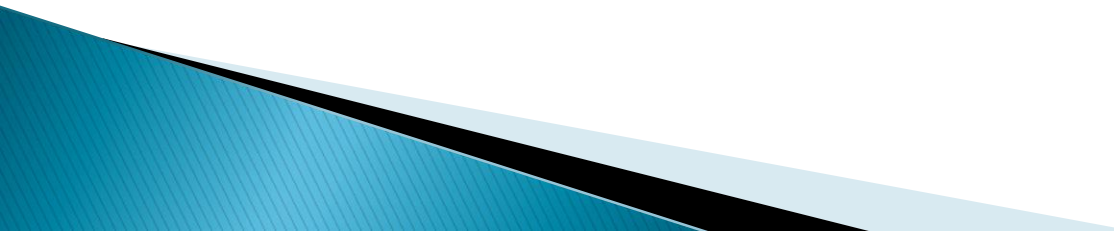
A Structure for Instruction that Works

(c) Fisher & Frey, 2006

# Examples in HPE

- ▶ <http://healthybodies-happyminds.com/an-inquiry-based-approach-to-teaching-physical-education/>
- ▶ <http://www.iphys-ed.com/inquiry-in-pe>

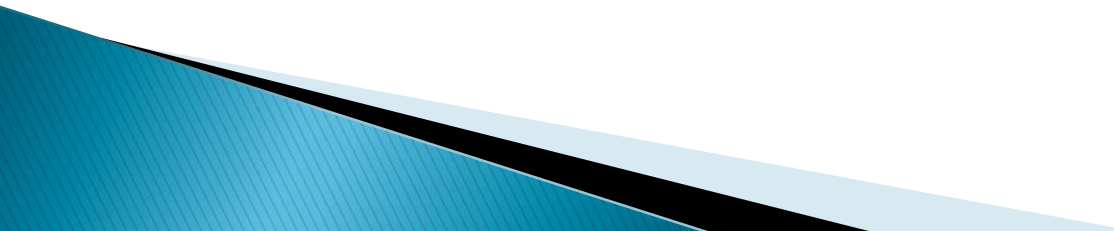
# Where is curiosity in Health and Physical Education?

- ▶ What are students curious about?
  - ▶ How can we capitalize on their curiosity?
  - ▶ How are curiosity and inquiry related?
- 

# Essential Understandings

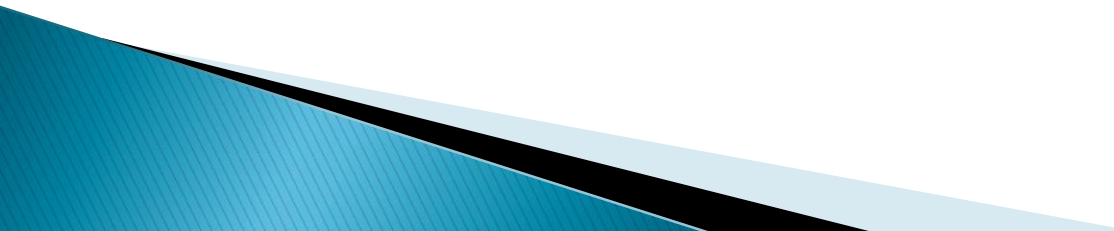
Please leave your curriculum document closed and individually make a list of 10 essential understandings of Health and Physical Education.

What should a student understand about the world once they have completed their time with you?



# Essential Understandings

Now use your curriculum document to consider additional essential understandings from the curriculum.



# A Good Inquiry Question

- ▶ Is open-ended; typically there is no final, correct answer
- ▶ Is an invitation to think (not recall, summarize, or detail)
- ▶ Comes from genuine curiosity and confusion about the world
- ▶ Sparks discussion and debate
- ▶ Makes you think about something in a way you never considered before
- ▶ Requires support and justification
- ▶ Leads to more good questions
- ▶ Requires you to think critically, creatively, deeply, ethically, productively and reflectively
- ▶ Focuses on essential ideas in a discipline
- ▶ May point towards important, transferable ideas across disciplines

Watt & Colyer (2014); McTighe & Wiggins (2013)



# Assessment in Inquiry

“By collecting data from multiple sources, teachers are able to verify the data they collect against each other thus allowing [the teachers] to gain an accurate portrayal of student progress.”

“...to assess the effectiveness of their investigations, students must develop the ability to reflect on their work throughout the inquiry process...Teachers need to demonstrate the skills needed for reflection...”

# Assessment in Inquiry

