Teacher Inquiry into Student Learning method

Cecilie Hansen, University of Bergen

iHub4Schools

Spring 2021

ihub4schools.eu/

# This material is part of the **School mentoring model**

The aim of the model is to foster the adoption of digital innovation at school level.

The focus is on teachers' understanding of digital technology and practices to implement technology in a pedagogically meaningful way.

The model promotes teachers' professional learning with peers and school management to create the culture and practices for evidence-informed implementation of digital innovation.

School mentoring model

What to mentor: Conceptual model

How to mentor: Dynamic process model

Which methods to use: Individual methods

The mentoring model is created in the iHub4Schools project (2021-2023). More information of the model:

https://www.ihub4schools.eu/mentoring-model/

ihub4schools.eu/
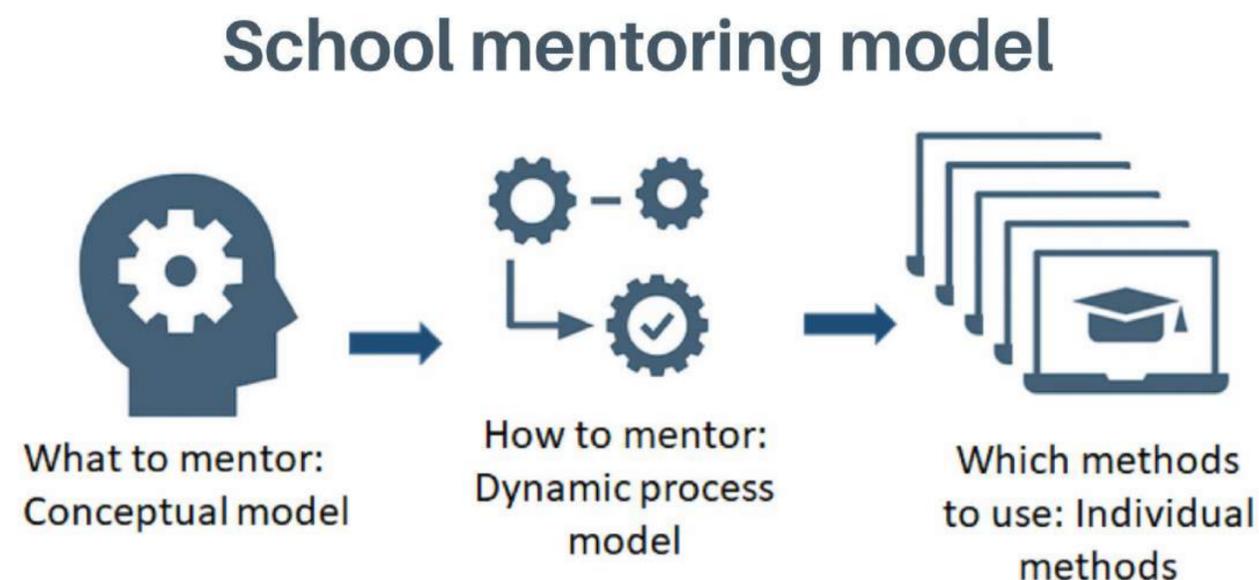
Introduction

AIMS

The aim of the Teacher Inquiry into Student Learning method (TISL) is to improve awareness of teachers' professional development through systematic, intentional, self-critical, planned investigations of own teaching practice.

DESCRIPTION

Through the method, teachers will together in teams, design their own inquiry project, implement it and share their experiences.

CONTEXT

The method is suitable for all school levels, teacher experience or teaching subject.

REQUIREMENTS

All participants need to have a laptop for their use.

ihub4schools.eu/

Structure

A. Introduction workshop*

Introduction by the facilitators: Goal of the workshops: What is TISL.
Group work: In groups, the teachers will investigate the 7 steps of the TISL method and together prepare and decide on a TISL project.

B. Inquiry phase

The groups will conduct projects during the semester. This is the inquiry phase. The groups will have one session with guidance for each project.
- The groups plan how to be able to conduct the project
- The teachers conduct the project in accordance with their plan.
- The groups that need guidance will get this from the facilitators, during the inquiry phase
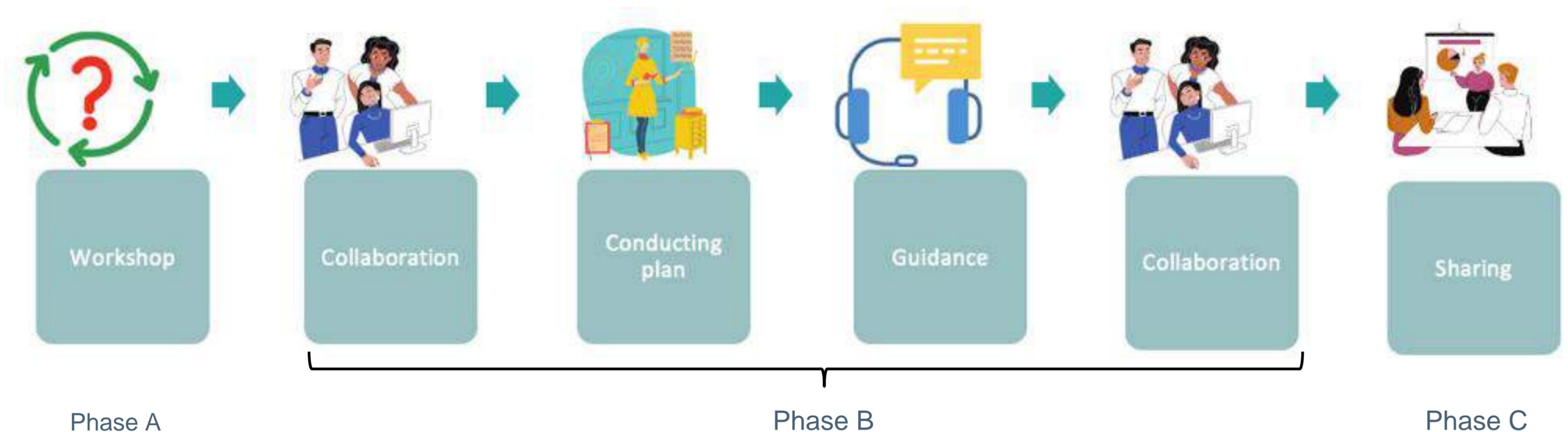
C. Sharing session

The groups will present and share their work for the other groups in a sharing session. The groups will reflect on the process and findings.

*The groups can conduct several inquiry projects during the semester. Schools should have time during the week for collaboration. Time spent depends on the project.

ihub4schools.eu/

Structure

The teachers will conduct their inquiry projects based on the decided plan made in the a workshop. The teachers will get guidance to implement the project. Teachers will reflect on findings and work together with a presentation for the other groups.

| Workshop | Collaboration | Conducting plan | Guidance | Collaboration | Sharing |

Phase A   Phase B   Phase C
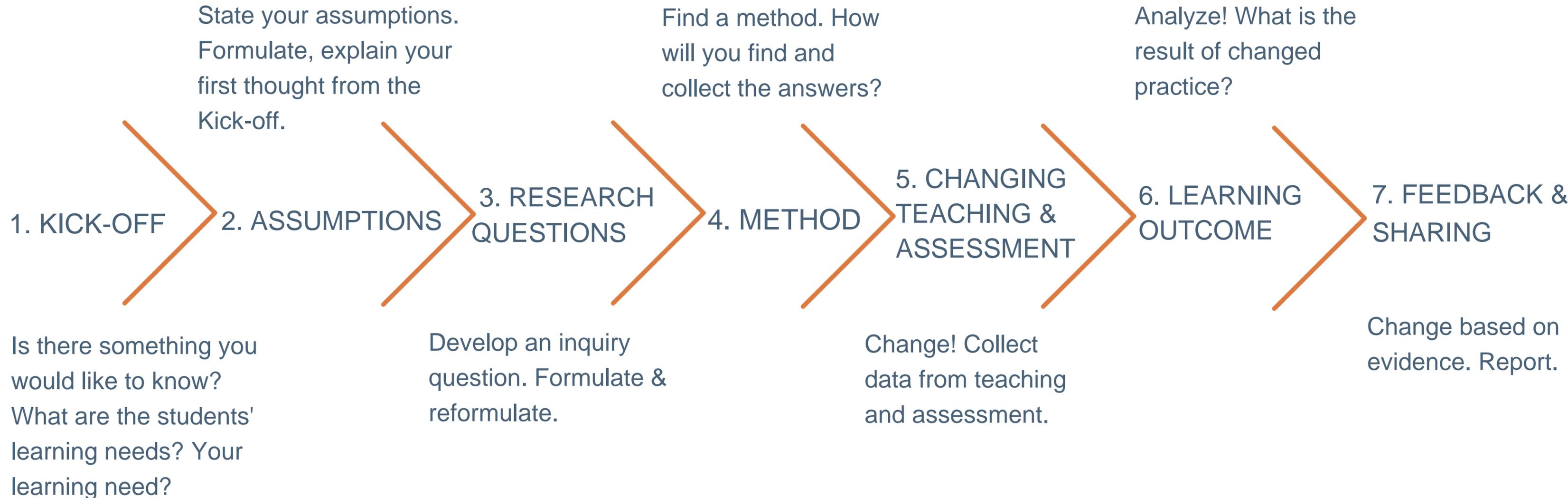
ihub4schools.eu/

A. Workshop

Introduction to the TISL method, its steps and tasks for the workshop and the semester.

1. Introduction of the 7 steps of the TISL method by the facilitators (~30 min)
2. Group work (~150 min)
   - Finish TISL steps 1-4.
   - Make a plan for TISL steps 5-7.
3. Wrap-up. Inform the groups that they have to follow the steps to conduct the inquiry phase.

The duration of the workshop may differ depending on how the school has time for it.

ihub4schools.eu/

A. Workshop introduction of the 7 steps in the TISL method

State your assumptions. Formulate, explain your first thought from the Kick-off.

Find a method. How will you find and collect the answers?

Analyze! What is the result of changed practice?

1. KICK-OFF

2. ASSUMPTIONS

3. RESEARCH QUESTIONS

4. METHOD

5. CHANGING TEACHING & ASSESSMENT

6. LEARNING OUTCOME

7. FEEDBACK & SHARING

Is there something you would like to know? What are the students' learning needs? Your learning need?

Develop an inquiry question. Formulate & reformulate.

Change! Collect data from teaching and assessment.

Change based on evidence. Report.

ihub4schools.eu/

The teachers are divided into groups. They identify an inquiry question, and make a plan for the inquiry process.

The groups can use a tool (example picture from Flinga) for collaboration, planning and documentation, when they discuss their projects.

ihub4schools.eu/

Collaboration and conducting the project
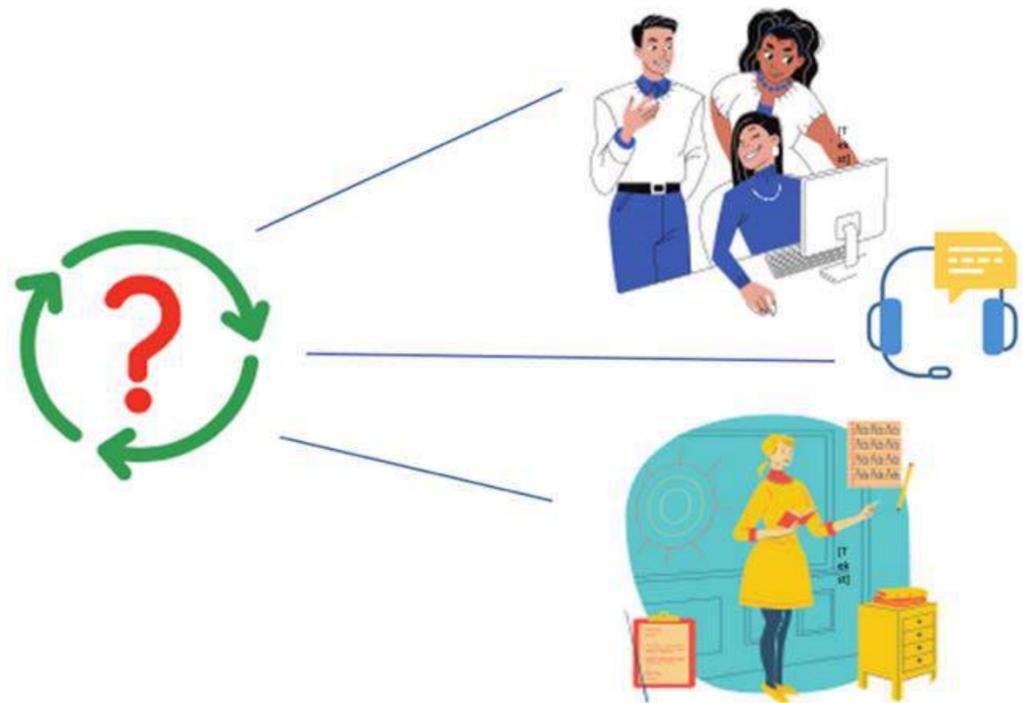
The teachers work with their groups, and use the decided plan from the workshop in TISL steps 1-4.

The teachers will conduct the project in accordance to their plan. They collaborate, decide, implement, and make a presentation on the project and the findings.

The groups that need guidance will get this from the facilitators during the inquiry phase (15-20 min.)

ihub4schools.eu/

Present and share the work of the groups

The groups will reflect on findings and present their projects for the other groups (~90 min).

This can be done in different formats, as a longer session or as a speed-presentations before the start of a new project.

ihub4schools.eu/

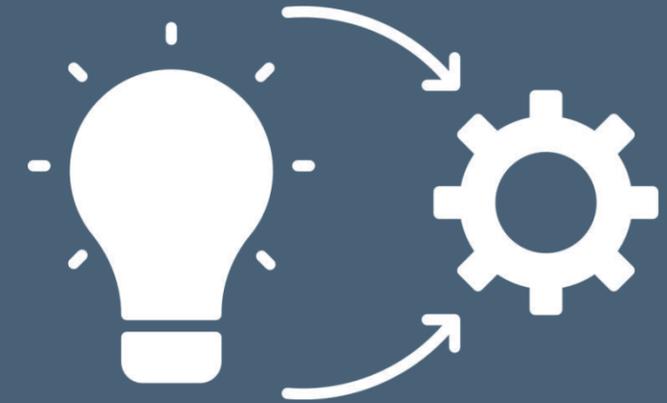Phase A

Phase C

Phase B
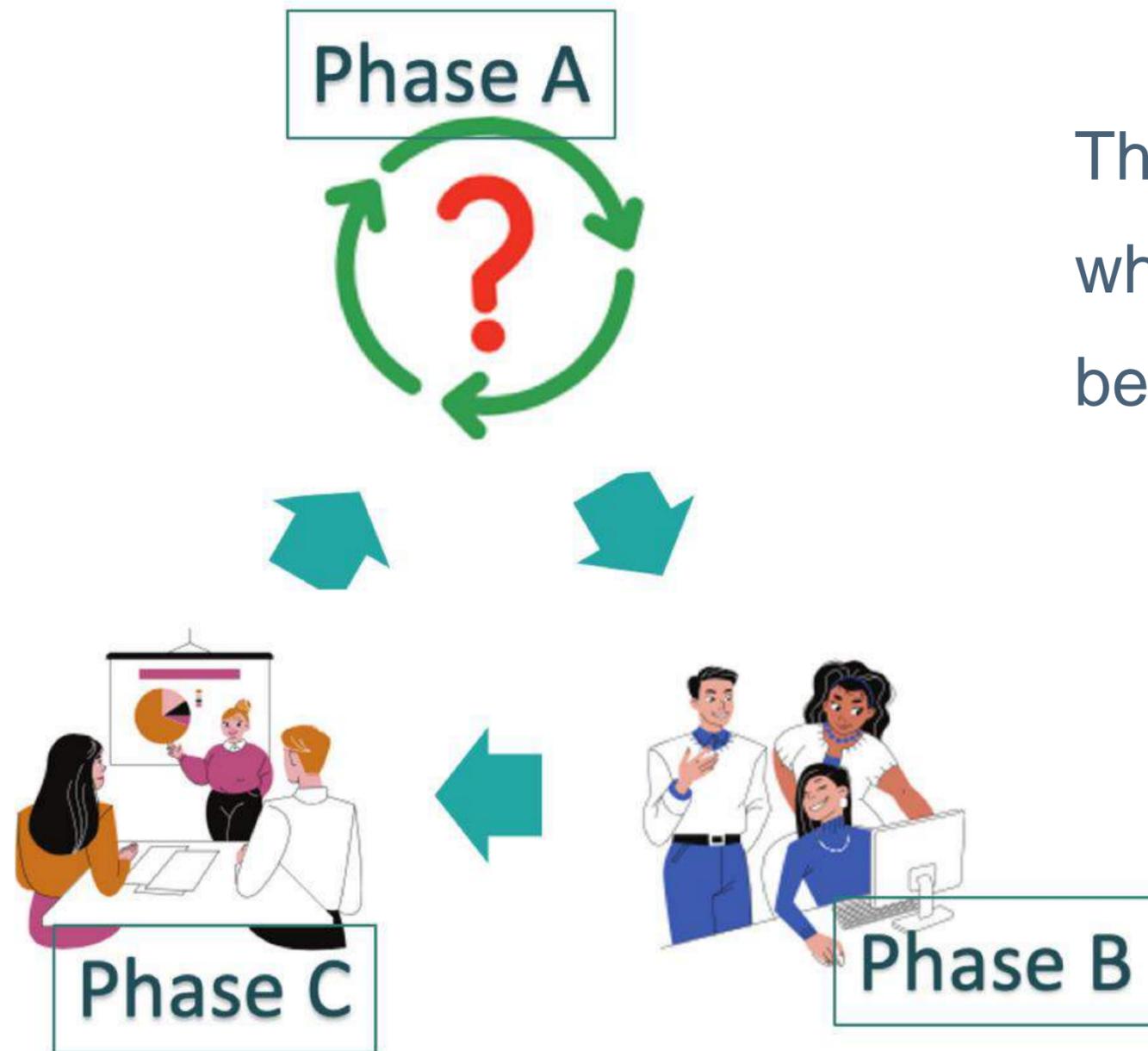
The teachers can start a new project when they have presented the project, being inspired by their community.

ihub4schools.eu/

Recommendations

Ideas and guidelines

TISL workshops can be organized as a remote session, with presentation and group work integrated with breakout rooms.
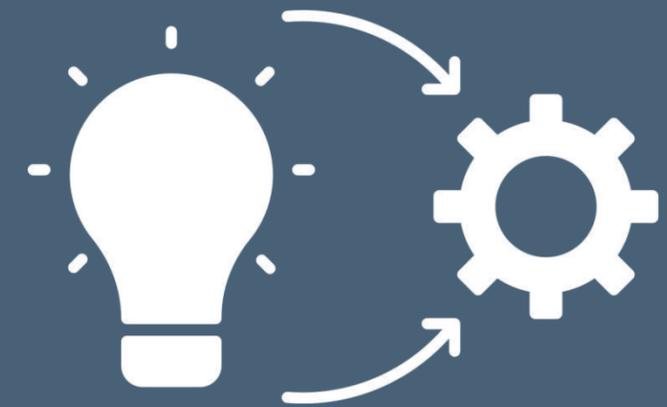
The Introduction can start with a theme the school is focusing on at the moment. Maybe they need some knowledge and background to set the stage for this.

Recommendations

Preceding and following actions

Before the workshop: Discussion with the principal on ICT and background.
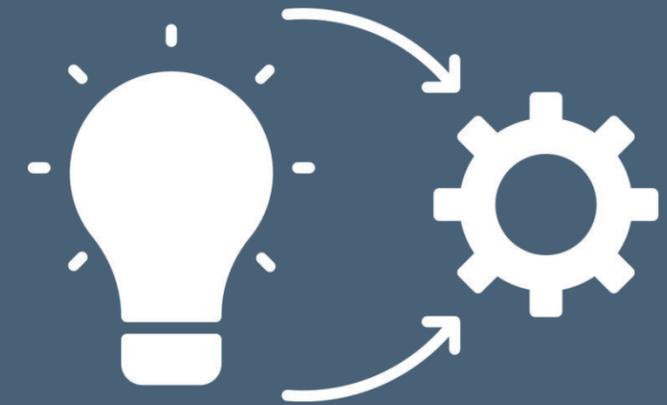
After the workshop: Inform about the results of the workshop to school owners for tailored support actions.

ihub4schools.eu/

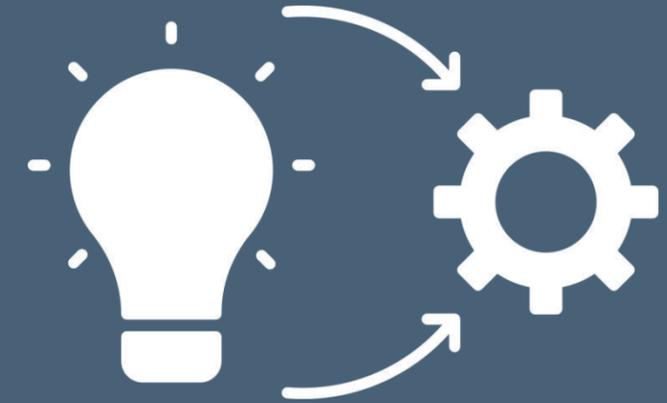# Recommendations

Experiences from implementations

Teachers who have conducted projects find teacher inquiry useful and will continue to follow the method in order to use data to improve own practice.

Recommendations

Additional information

Click to find additional information:

- Hansen, C. J., & Wasson, B. (2016). Teacher Inquiry into Student Learning: The TISL Heart Model and Method for use in Teachers' Professional Development. Nordic Journal of Digital Literacy, 11(01), 24-49. Available online.

- Support material for using various methods during the process in separate presentations on: https://www.ihub4schools.eu/mentoring-model/
- Presentation of the iHub4Schools Mentoring Model

@IHub4schools

@iHub4schools

ihub4schools.eu/

Tallinn University

University of Helsinki

Vilnius University

University of Bergen

STePS

University College London

École polytechnique fédérale de Lausanne

Estonian Education and Youth Board

Batumi Shota Rustaveli State University