


You, Me, and QEP 3.0: Faculty Edition!!!



The banner features a blue background with white icons of a lightbulb, a graduation cap, a stack of books, a globe, and a question mark. The text "SUCCESS THROUGH INQUIRY" is prominently displayed in white, bold, sans-serif font.

VERNON COLLEGE
VERNON • WICHITA FALLS

Inquiry-based Learning Q.E.P.
Discovery • Growth • Engagement
Ownership • Motivation • Success

VERNON COLLEGE

FALL 2018 FACULTY DAY

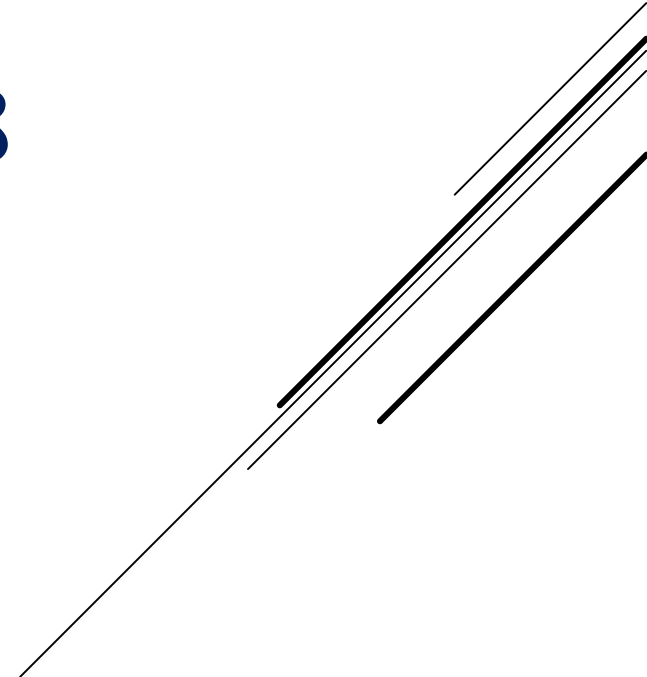


“Like” and “Comment” Today

@ VCQEP on Facebook

to win some cool QEP related prizes!

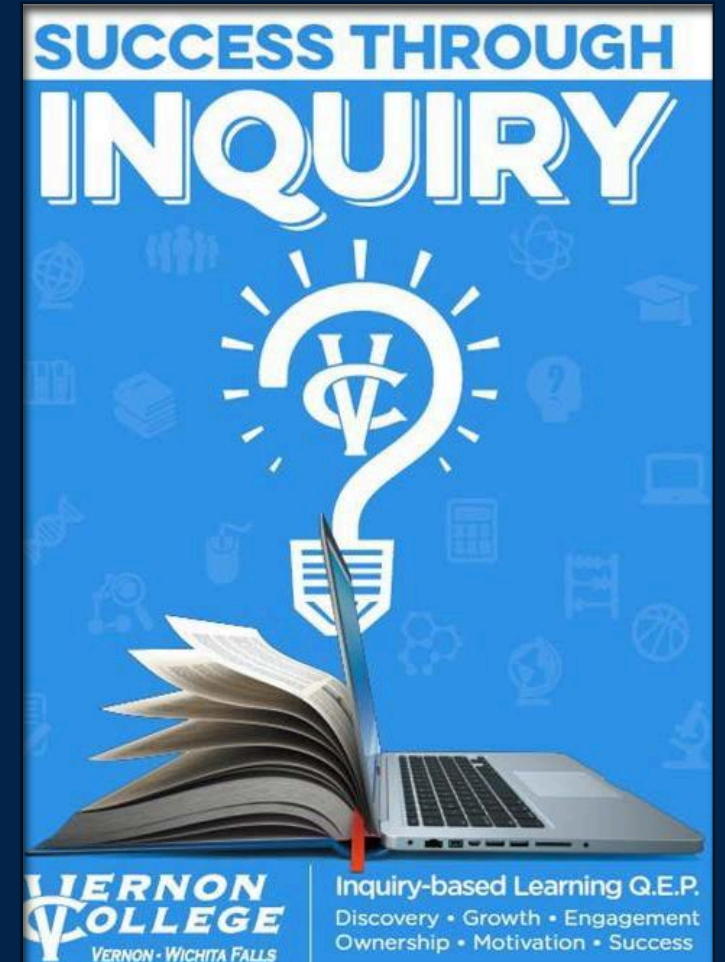
End your post with #VCQEP2018



SUCCESS THROUGH INQUIRY!

INQUIRE-DISCOVER-ENGAGE

“Faculty-led, student-focused, learning strategies based initiative with an emphasis on creating a culture of inquiry at Vernon College.”

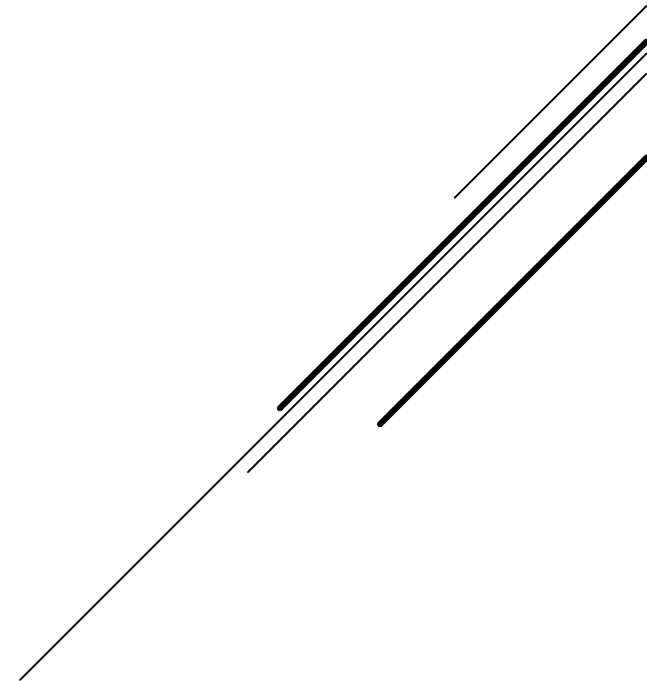




- ▶ What's IBL?
- ▶ How Can I Implement IBL in My Classroom?
- ▶ What are the Benefits of IBL Implementation?
- ▶ What Support is Available for this Improvement Initiative



SOME ESSENTIAL QUESTIONS...





- ▶ **Find** your team!
- ▶ **Investigate** your designated essential question using resources provided.
- ▶ **Record** key ideas on the flipchart sheet provided
- ▶ **Present** your findings as a team to the entire class

ACTIVITY





During the time allotted, investigate your essential question using the resources provided. Record key ideas on the flipchart provided. As directed, look through

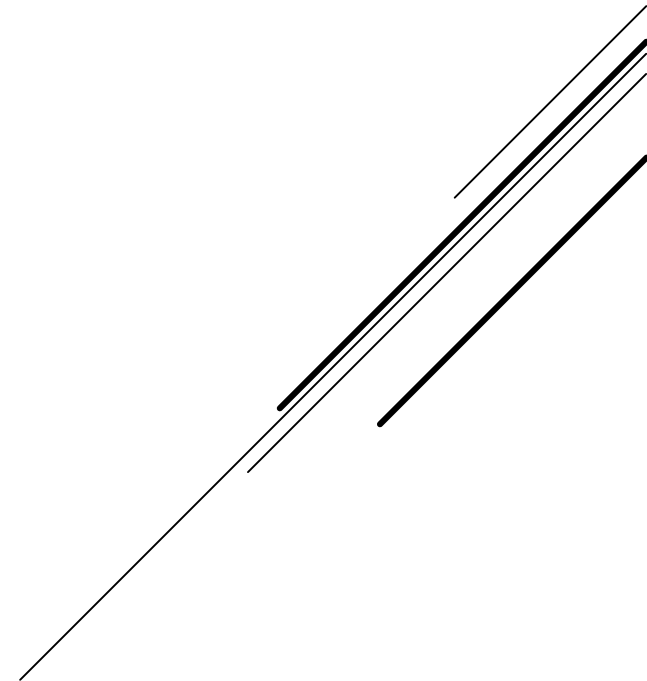
Dive Into Inquiry

Journal Articles Provided

Google prompts



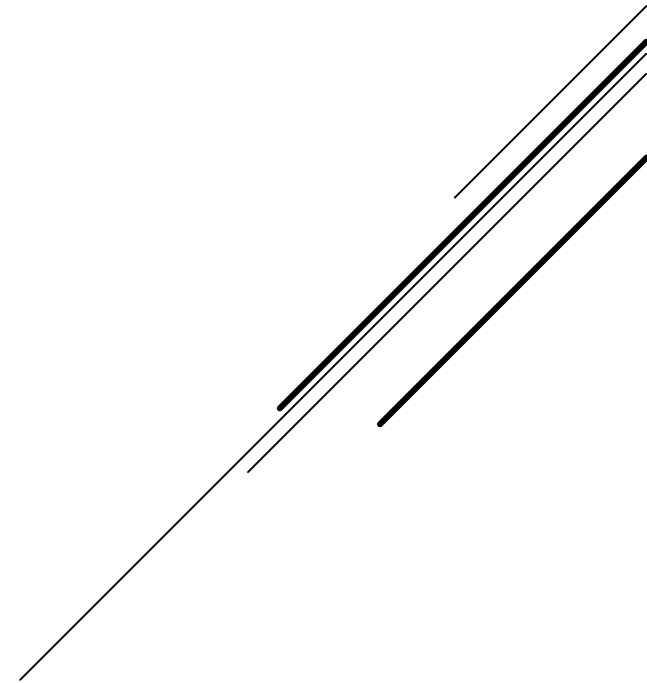
INVESTIGATE...

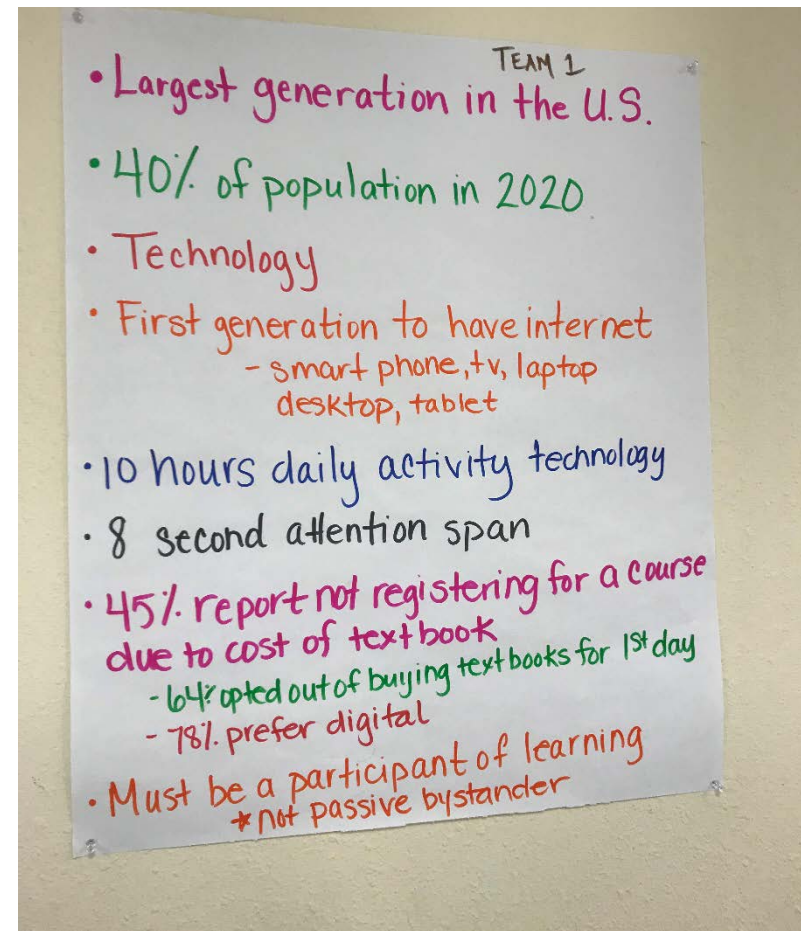




- A) What are the unique characteristics of Generation Z Learners today?
- B) How can we adapt to these characteristics within our learning environments?

ESSENTIAL QUESTION 1





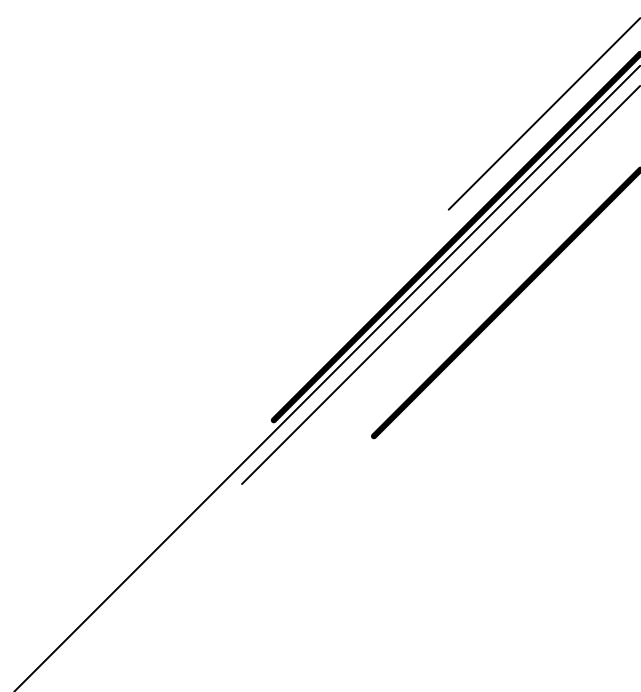
TEAM ONE

Characteristics of Generation Z learners



What is inquiry? Specifically, what is inquiry as pedagogy (Inquiry-based learning/teaching)?

ESSENTIAL QUESTION 2

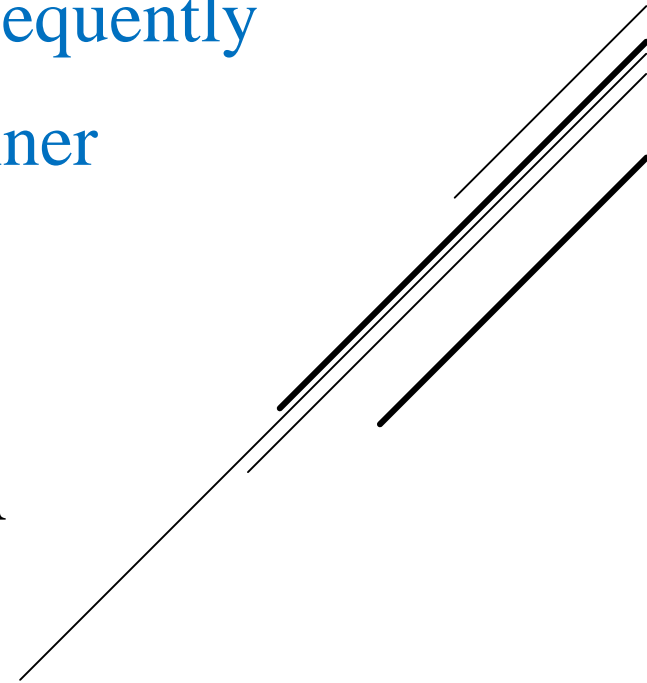




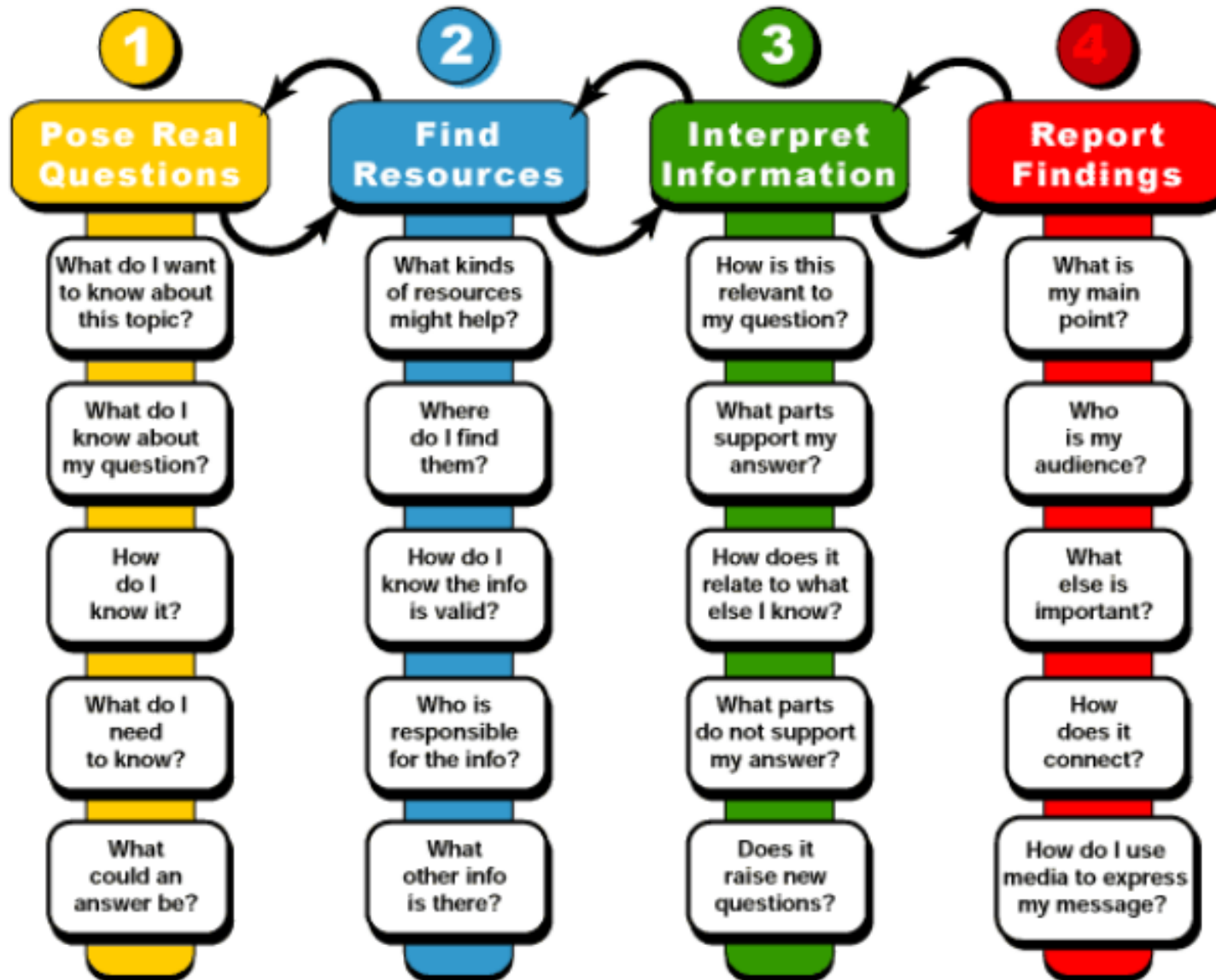
The concept of inquiry-based learning (IBL) centers on students' ability to

- 1) formulate a question or hypothesis,
- 2) collect relevant and appropriate information or data,
- 3) analyze and evaluate that data for accuracy, and subsequently
- 4) present their findings in a discipline appropriate manner
(demonstration, presentation, research paper, etc.).

Inquiry as Pedagogy: A Composite Definition

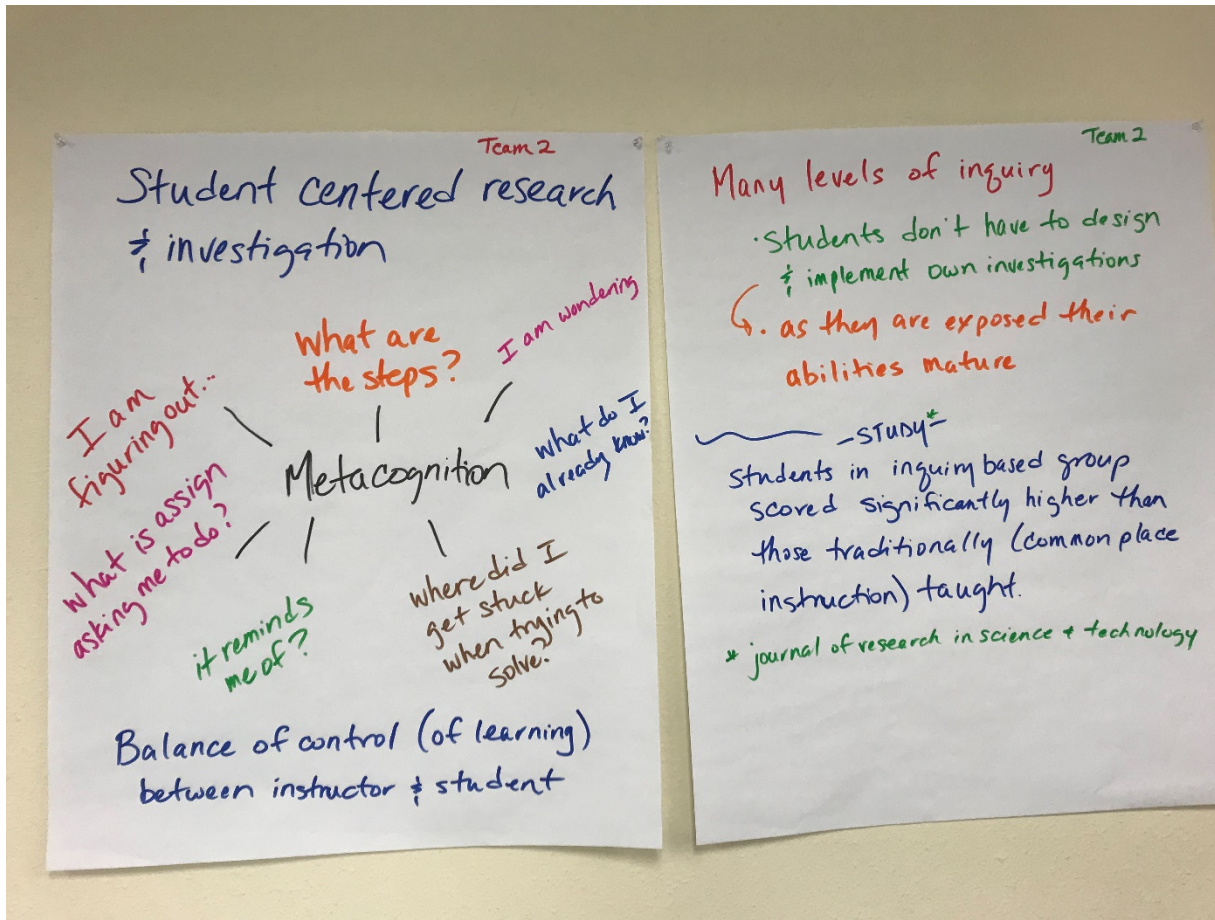


The Inquiry Process



The Inquiry Process:

A four-step opportunity for active engagement



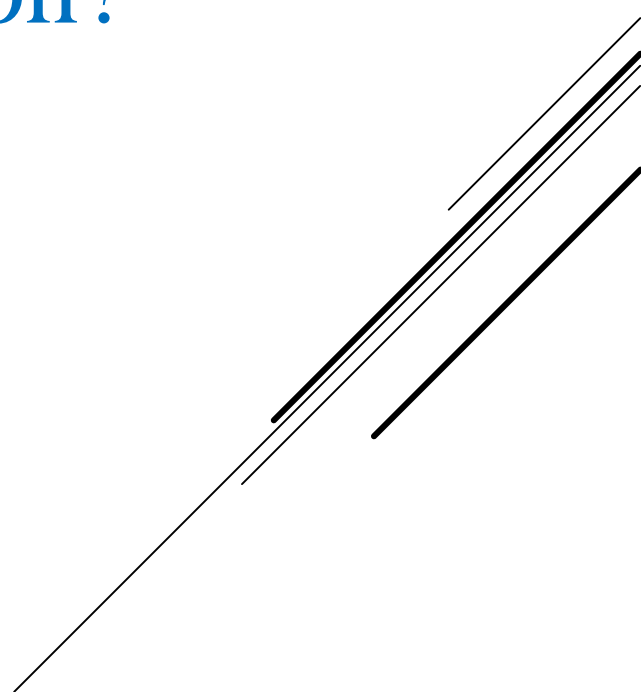
TEAM TWO

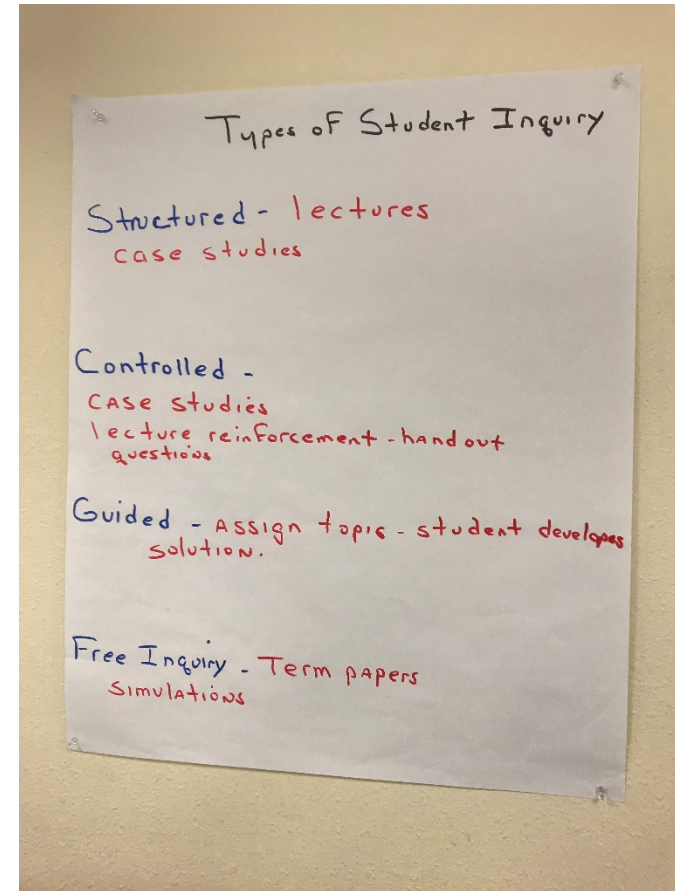
What is “Inquiry as Pedagogy?”



What are the various types of student inquiry available for implementation consideration?

ESSENTIAL QUESTION 3





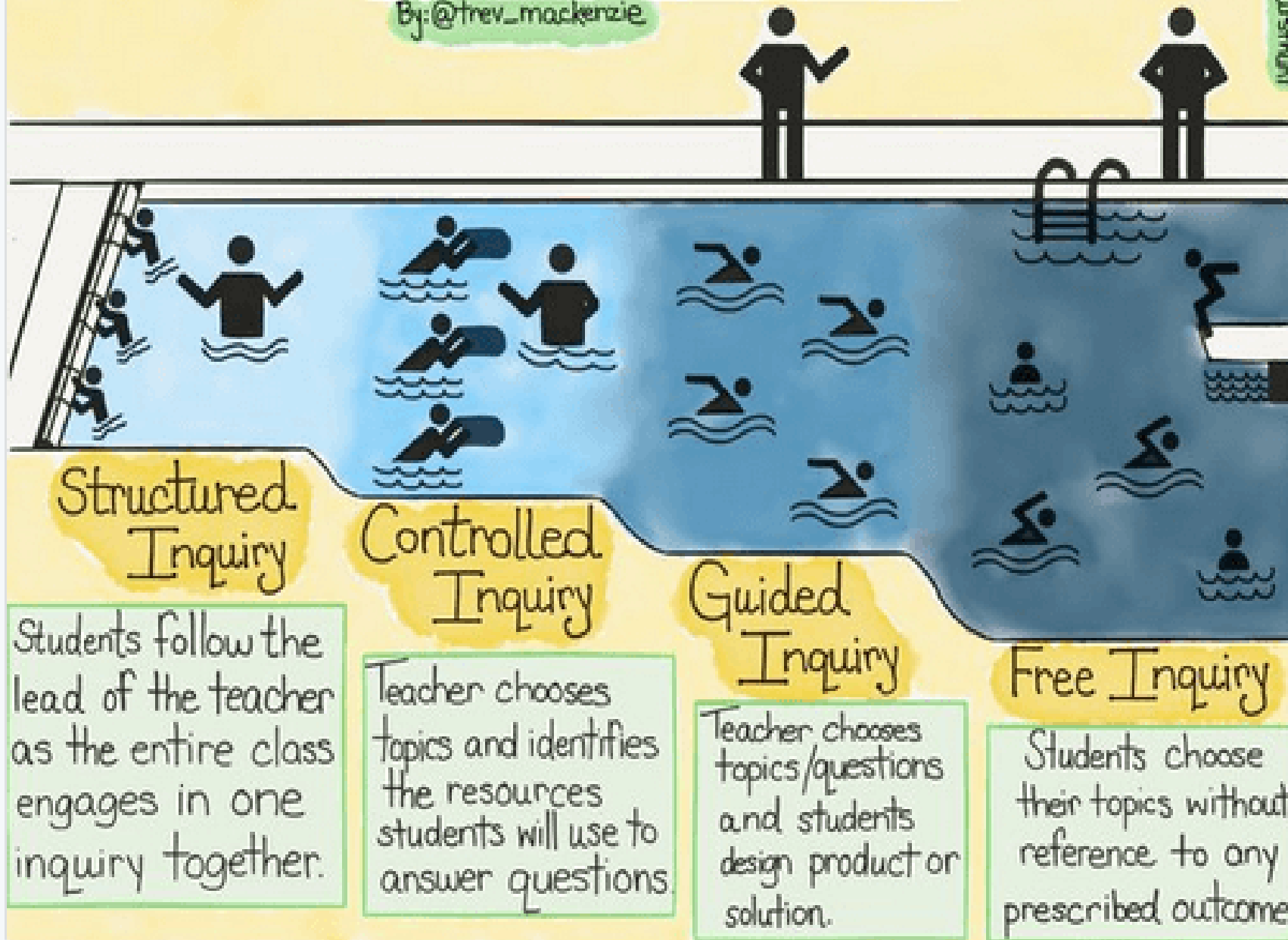
TEAM 3

Types of Student Inquiry

Types of Student Inquiry

By: @trev_mackenzie

@trev_mackenzie

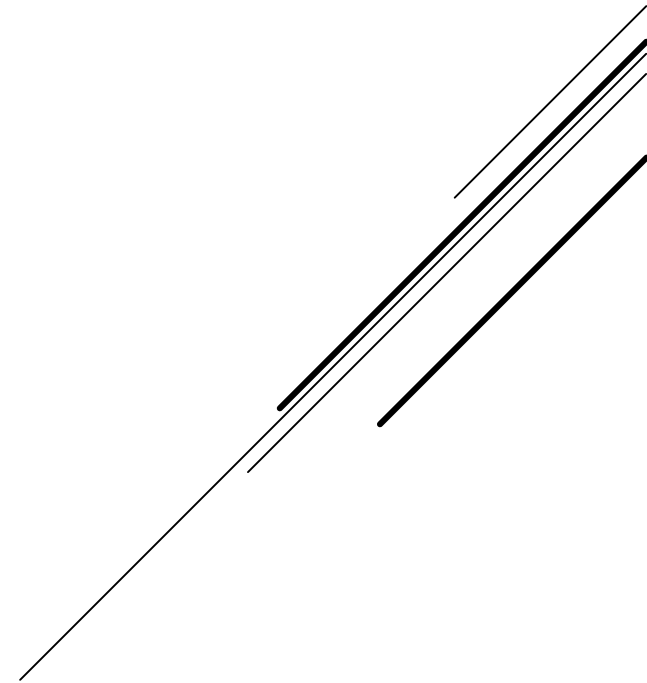


Types of
Student Inquiry:
Where Will
You Dive In?



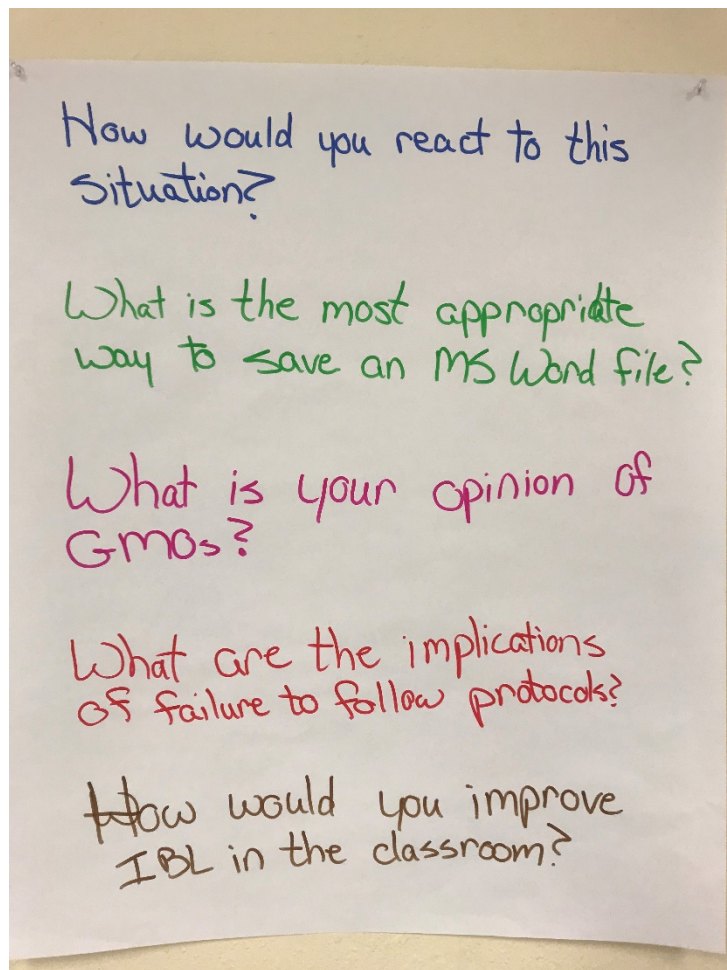
What are some examples of essential questions you might guide students to answer within your curriculum?

ESSENTIAL QUESTION 4





“Essential Questions” start with the stem...



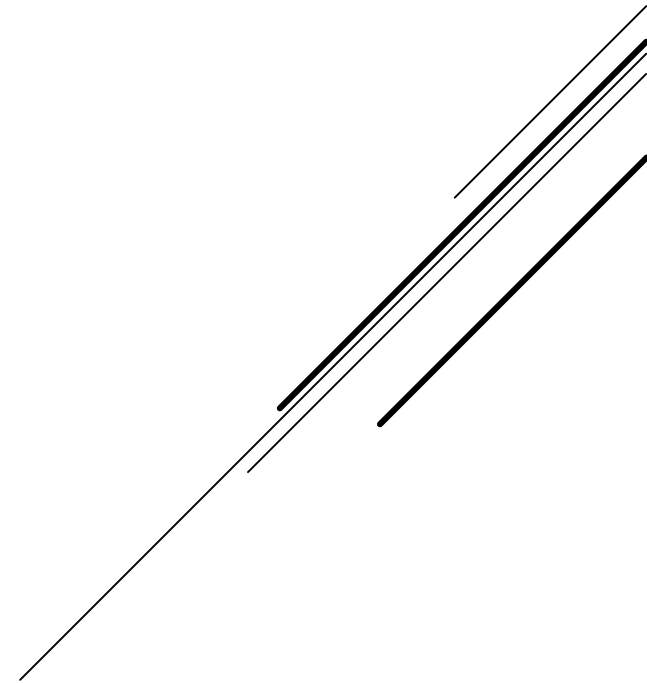
TEAM 4

Discipline Specific Essential Questions



What resources can you direct your students to in the pursuit of answering essential questions within your specific discipline?

ESSENTIAL QUESTION 5



Types of Sources

Books



In-depth, detailed coverage of a topic and background information.

Scholarly Journals



Up-to-date and highly specific for scholars and researchers.

Articles

Trade Publications



Targeted towards professionals in a discipline or industry.

Magazines



Broad summaries of issues for a general audience.

Newspapers



Up-to-date, national and regional information for a general audience.

Internet



Wide variety of information. Evaluate websites carefully.



Scientific

“Research is a systematic investigation into and

Research subjects and context

study of **materials and sources** in order to

Physical

Intellectual

Tangible

Intangible

establish facts and reach new conclusions.”

*Principles or generalizable
knowledge*

Evidence-based results

oxforddictionaries.com/definition/research

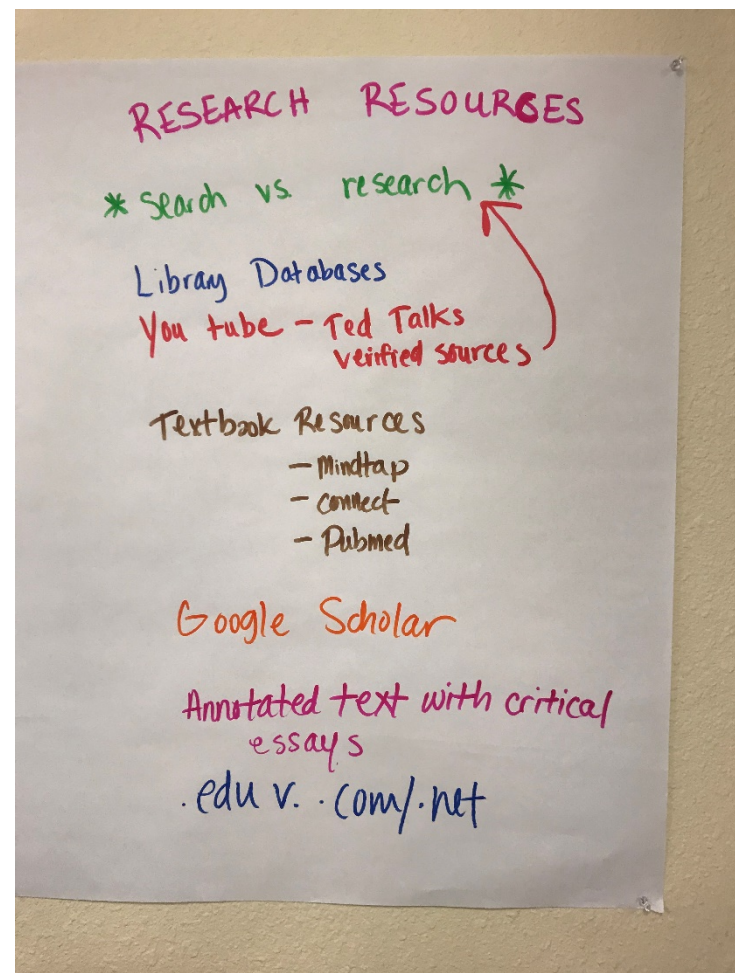


► What specific resources would be helpful via our “learning commons” in order to fortify inquiry for your students? Print resources? e-Book resources? Video resources? Database resources?

► Marian Grona, Director of Library Services
Phone: (940) 552-6291 ext. 2220
email: mgrona@vernoncollege.edu

Marian Wants to Hear From YOU!





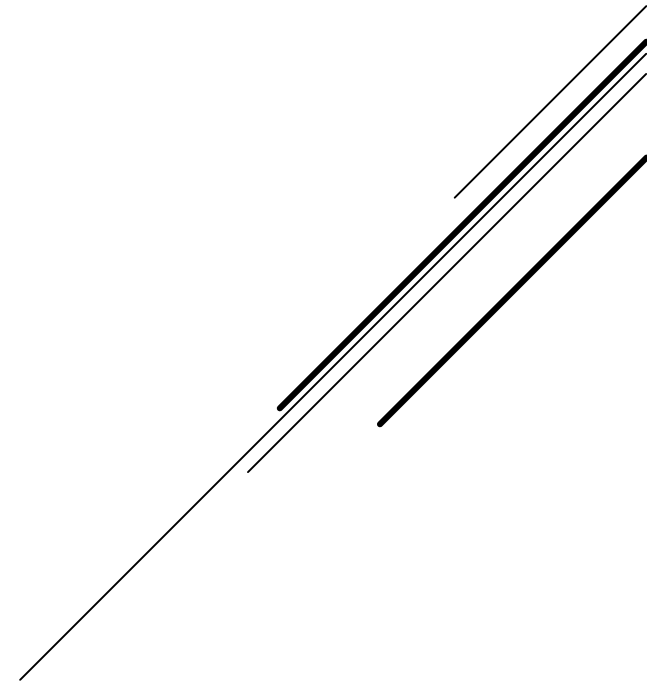
TEAM 5

Faculty Directed Research Resource Options



What specific performance task options can students display to make learning visible in your classes?

ESSENTIAL QUESTION 6





Items

COST
- Freight
- shipping
- Tax

DESIGN

New SW

TECHN. DESIGN

Ideas to NOTE

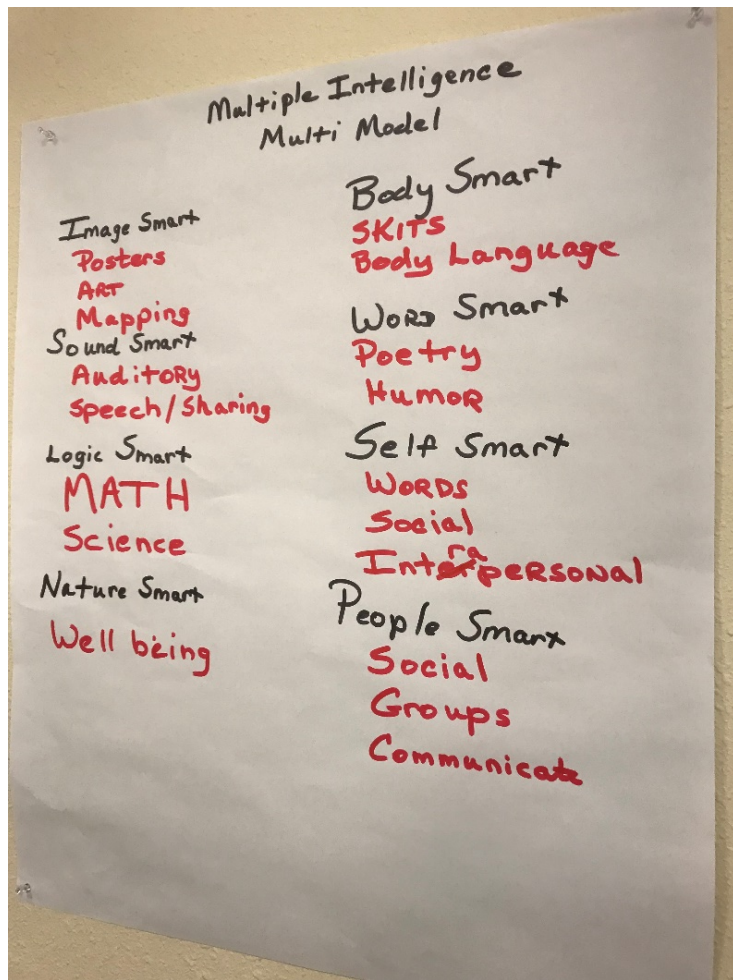
LOGO

RENT VALUE

COLOUR
- Red
- Orange
- Blue

BOLD

LOOK . PING



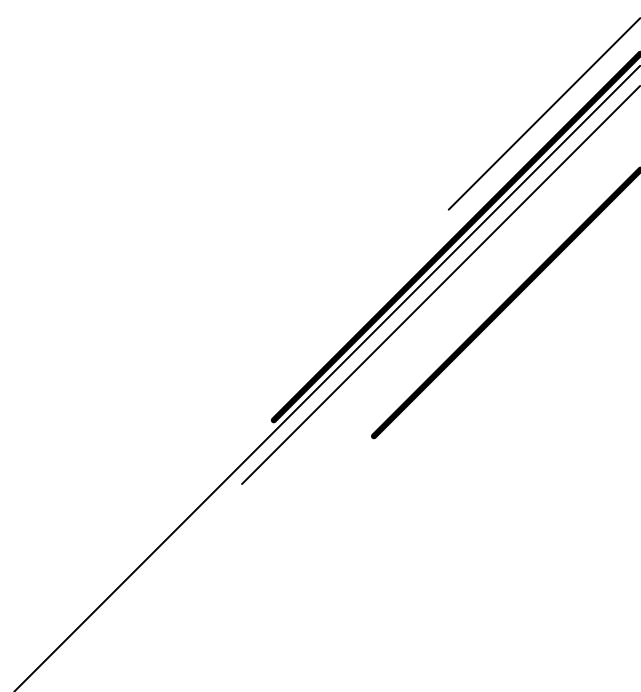
TEAM 6

Performance Task Options to Make Learning Visible



What are some specific benefits of implementing inquiry-based learning strategies within your class content?

ESSENTIAL QUESTION 7



SUCCESS!

GROWTH

MOTIVATION

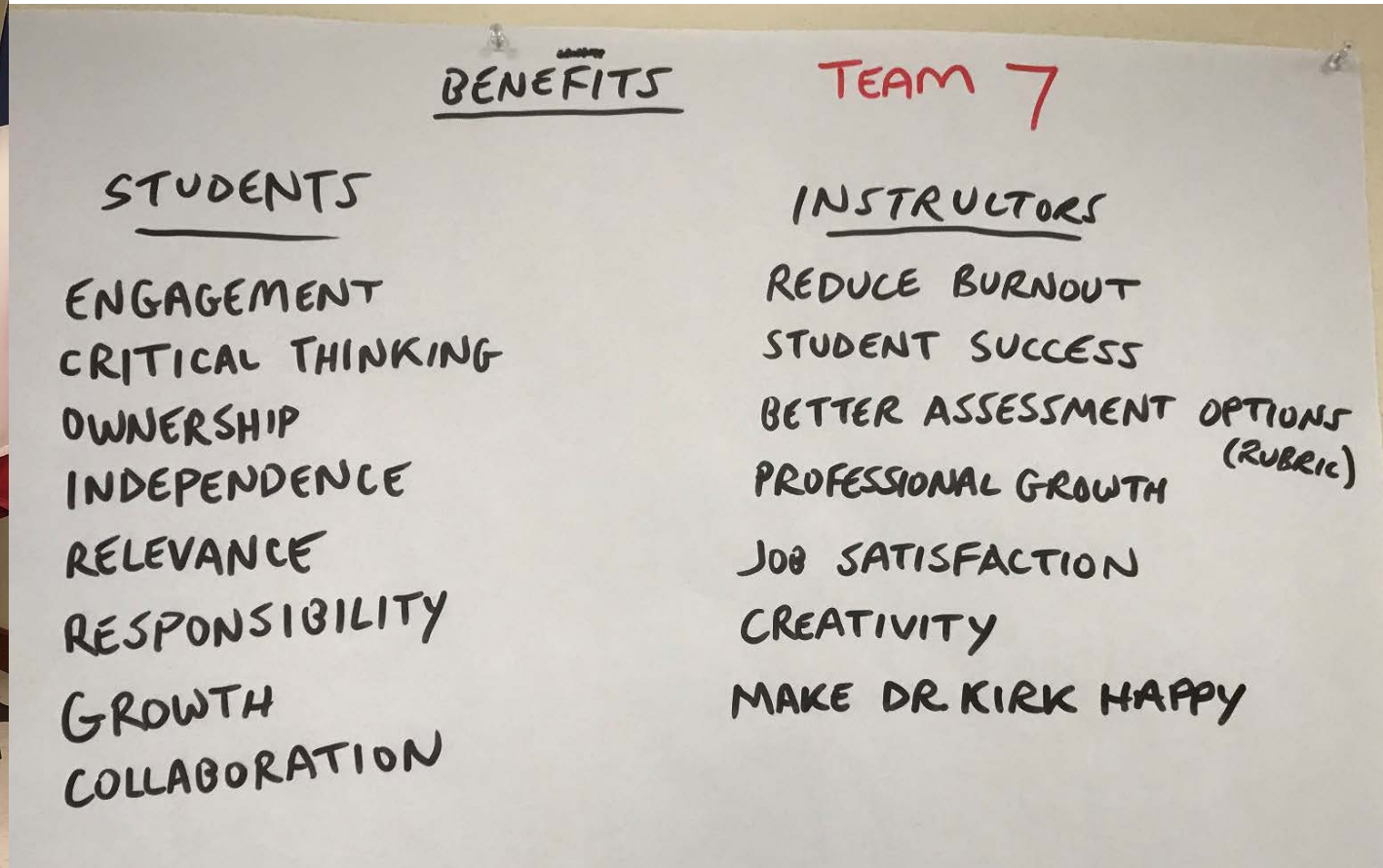
COLLABORATION

**INQUIRY...YOUR SECRET SUPER POWER
TO SUCCESS!**

DISCOVER!

INQUIRE!

ENGAGE!



TEAM 7

Benefits of IBL Implementation



What reluctance may your colleagues have toward adopting inquiry-based learning strategies regarding their teaching methodologies?

ESSENTIAL QUESTION 8





- ▶ Understanding of what “inquiry” as pedagogy means might be limited
- ▶ Just another industry “fad”
- ▶ Focused more on skill development rather than on discipline content (too time consuming)
- ▶ Implicit bias

Instructor Reluctance Regarding IBL as Pedagogy

Reluctance - 8

1. Time
2. Too Challenging
3. Too much effort
4. Change
5. Loss of control
6. No buy in / accountability



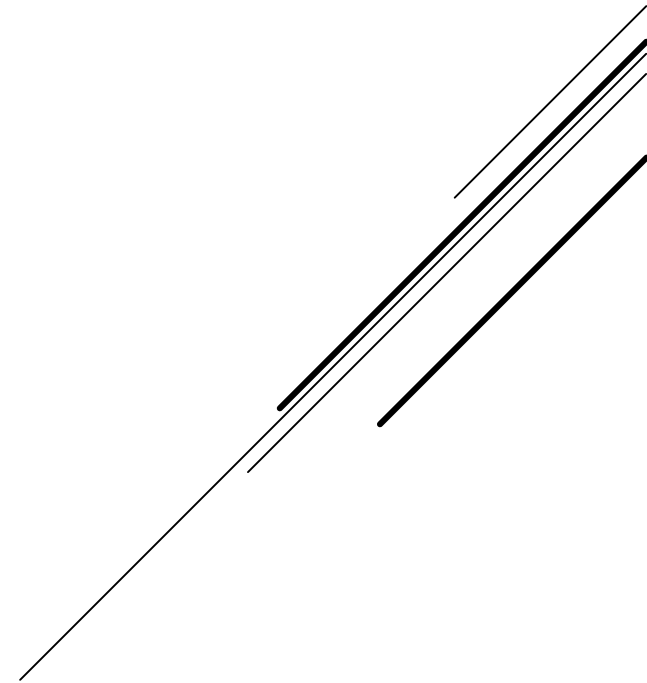
TEAM 8

Possible Faculty Reluctance Regarding IBL Implementation



How can administrators and support staff assist faculty in overcoming reluctance toward adopting inquiry-based learning strategies for their teaching methodologies?

ESSENTIAL QUESTION 9





- ▶ Offer abundant publicity and explanation regarding the concept of inquiry
- ▶ Anticipate faculty criticisms and develop sound/empathetic counter-arguments
- ▶ Begin training and promotional events with an able champion
- ▶ Secure knowledgeable resource personnel (instructional designers/trainers) who can aid faculty in re-conceptualizing inquiry as a pedagogical strategy
- ▶ Increase compensation for those instructors willing to train in and experiment with the inquiry model.

Support Solutions





- ▶ Select faculty candidates for inquiry-instruction training carefully
- ▶ Enlist faculty members who possess the ability to encourage students in self-directed learning and motivate academic skill development.
- ▶ Recruit new faculty members with an educational philosophy appropriately aligned with inquiry teaching and learning
- ▶ Enlist a diverse team of instructors to design and teach inquiry courses
- ▶ Enlist peer tutors (student champions) as allies when introducing inquiry-based strategy changes.

Support Solutions



Team 9

Overcoming Reluctance

- ★ Provide Education on IBL
- ★ Demonstration of Methods
- ★ Provides templates
- ★ Mentors
- ★ Encourage interdisciplinary communication
- ★ Give Incentives
- ★ Encourage ownership of the idea
- ★ Have a Champion/Motivator



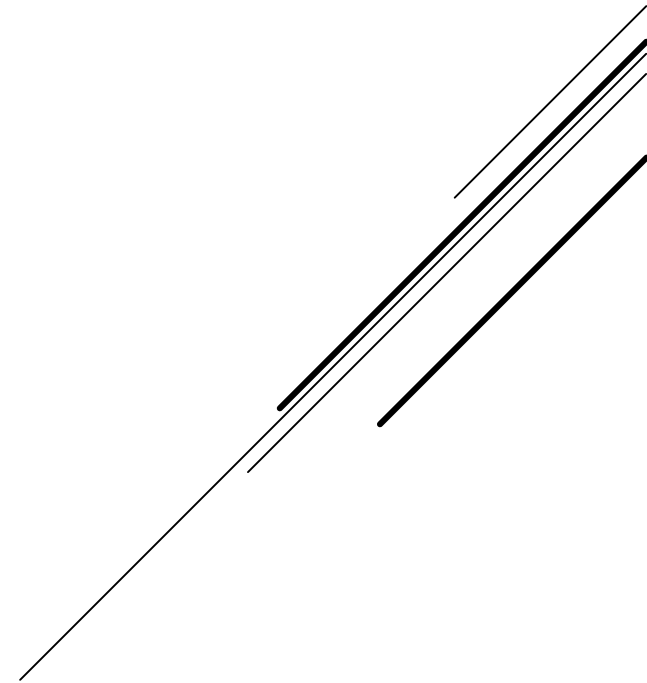
TEAM 9

Support Solutions



What can faculty do fully support the
“Success through Inquiry” QEP
initiative?

ESSENTIAL QUESTION 10





1. Gain understanding of what IBL is
2. Promote self-learning through active engagement
3. Be open to change & combat resistance from students
4. Recognize current IBL methods and expand
5. Implement self-directed research
6. Introduce new pedagogies

7. Hold students accountable for IBL products + participation (initiative = active vs. passive)
8. Design hands on experiences

TEAM 10

Faculty Support of the QEP

Success Through Inquiry!

Inquire-Discover-Engage

Questions
Comments
Closing

