

Longwood University Digital Commons @ Longwood University

Summer Literacy Institute

[2018] 15th Annual Summer Literacy Institute:
Diversity through Literacy

Jul 20th, 1:30 PM - 2:30 PM

Jump into Inquiry--without Drowning

Robin D. Smith
Longwood University

Meri S. Riddick
Ocean Lakes High School

Follow this and additional works at: <https://digitalcommons.longwood.edu/sli>

Smith, Robin D. and Riddick, Meri S., "Jump into Inquiry--without Drowning" (2018). *Summer Literacy Institute*. 16.
<https://digitalcommons.longwood.edu/sli/2018/friday/16>

This Event is brought to you for free and open access by the University Events and Conferences at Digital Commons @ Longwood University. It has been accepted for inclusion in Summer Literacy Institute by an authorized administrator of Digital Commons @ Longwood University. For more information, please contact hinestm@longwood.edu.

Jul 20th, 1:30 PM - 2:30 PM

Jump into Inquiry--without Drowning

Robin D. Smith
Longwood University

Meri S. Riddick
Ocean Lakes High School

Follow this and additional works at: <https://digitalcommons.longwood.edu/sli>

Smith, Robin D. and Riddick, Meri S., "Jump into Inquiry--without Drowning" (2018). *Summer Literacy Institute*. 16.
<https://digitalcommons.longwood.edu/sli/2018/friday/16>

This Event is brought to you for free and open access by the University Events and Conferences at Digital Commons @ Longwood University. It has been accepted for inclusion in Summer Literacy Institute by an authorized administrator of Digital Commons @ Longwood University. For more information, please contact hinestm@longwood.edu.

Proposal for Summer Literacy Institute 2018

Robin Smith & Meri Riddick

Title: Jump into Inquiry--without Drowning

Inquiry-based learning (IBL) helps students develop foundational literacy skills while seamlessly integrating research, reading, writing, and communication/multimodal literacies. We will model ways to develop IBL experiences grounded in McKenzie's (2016) *Dive into Inquiry: Amplify Learning and Empower Student Voice* framework. He organizes student inquiry into four types in a gradual release of control that allows teachers to select a level of independence appropriate for their students, their curriculum, and their own comfort. McKenzie also delineates four focal points for research that give students agency and choice while providing structure and support for students and teachers. We will model identifying the level and focus of IBL appropriate for specific classes and teaching students to develop and explore topics, which they frame as essential questions (McTighe & Wiggins, 2013) that will drive their IBL projects and encourage depth and critical thinking. The final step we will model is creating student inquiry proposals that include a day-to-day calendar, individual goals for the IBL, and a method for publicly sharing their learning.

As we model the process, participants will work through an interactive Google HyperDoc lesson plan that mimics the process and employs materials teachers might use with their own students. We will include links to a site with resources and activities to support the IBL process from finding a topic to publishing findings, technology suggestions for process and products, and templates to help teachers modify lessons to suit their students' needs and interests as well as their schools' curricular demands.

Keywords: inquiry-based learning, multimodal learning, scaffolding research, essential questions

Link to slideshow: bit.ly/inquiryjump

Link to HyperDoc: bit.ly/2uuxTOT

Link to website: bit.ly/inquirysite