



IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2013

THE HAGUE 24TH - 27TH OCTOBER

Rethinking How To Facilitate Personal Inquiry:

Motivating students through innovative planning to promote individualized learning, personal responsibility and choice.

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Zurich International School



“If you want to build a ship
don't drum up the men
to gather the wood
divide the work
and give orders -

Instead
teach them to yearn
for the vast and endless sea.”

de Saint-Exupery - The Little Prince

Life Long Learners

Choice

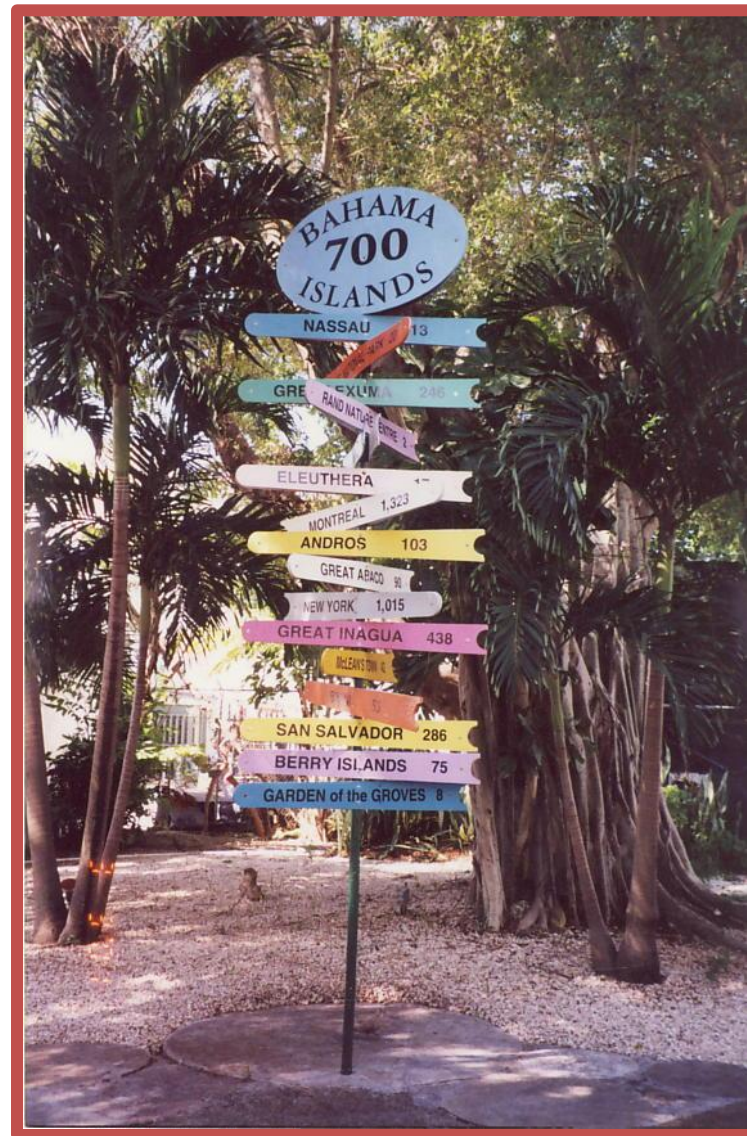
Motivation

Individualized Learning

(Skills)

HOW?

Choice



Choice

Browser tabs: ADELE portrait by RED (Hong Yi)

Address bar: www.youtube.com/watch?v=LdUDk5M_dws

Browser extensions: Apps, ZIS, eb Lower School Learning..., eb Lower School Informat..., PowerTeacher, Power School Admin (...), Math, English, Music

YouTube CH logo, search bar, Upload button



click to subscribe! ^

1:45 / 2:39

ADELE portrait by RED (Hong Yi)

- Re wi by 85: 2:33
- Au wi by 30, 2:31
- Re wi by 92! 2:30
- Re mi by 98, 2:08
- Us by 58! 5:01
- Pa bv

Choice



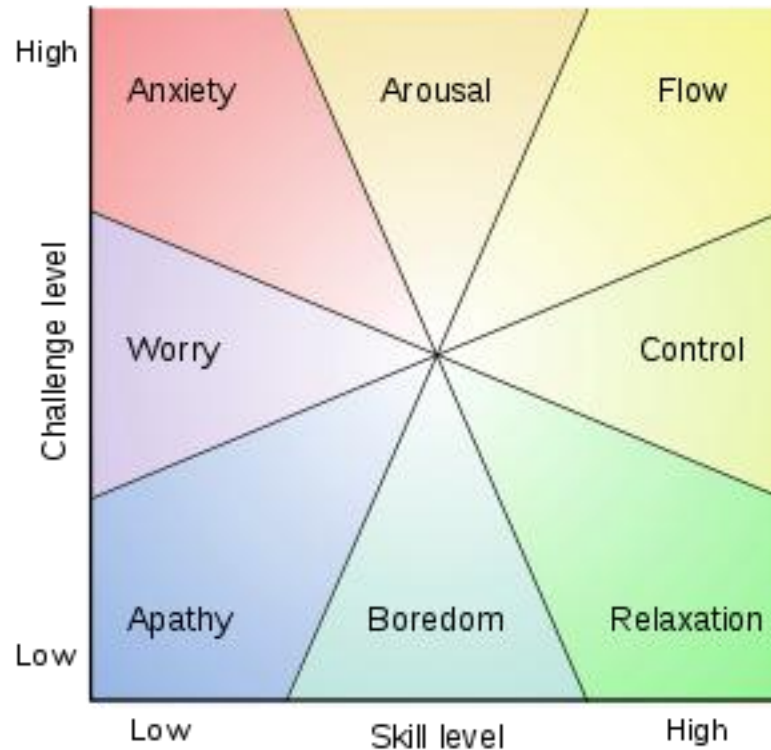
Motivation



“... better motivation and learning can be expected when learners engage autonomously in self-chosen activities ...”

VanSteenkiste, Lens & Deci, 2006

Motivation



“Moving a student closer to a flow state is a success in itself.”

Martin, 2003

Motivation

Motivation In Classrooms: The Big Picture

- Social Context (Classroom climate)
- Student's Performance Expectations (Chances of success)
- Student's Value of Learning (Why should I care?)

Jere Brophy, Cultivating Student Appreciation, 2010

Individualized Learning

“... greatest challenge to teachers in differentiation is learning to establish a classroom in which, some of the time, individuals and groups of students can work effectively and efficiently on different tasks ...”

Carol Ann Tomlinson, *On Excellence in Teaching*, 2010

Readiness

Preference

Interest

Individualized Learning

Five indicators:

Student potential

Positive student teacher connections

Developing community

High quality curriculum

Assessment

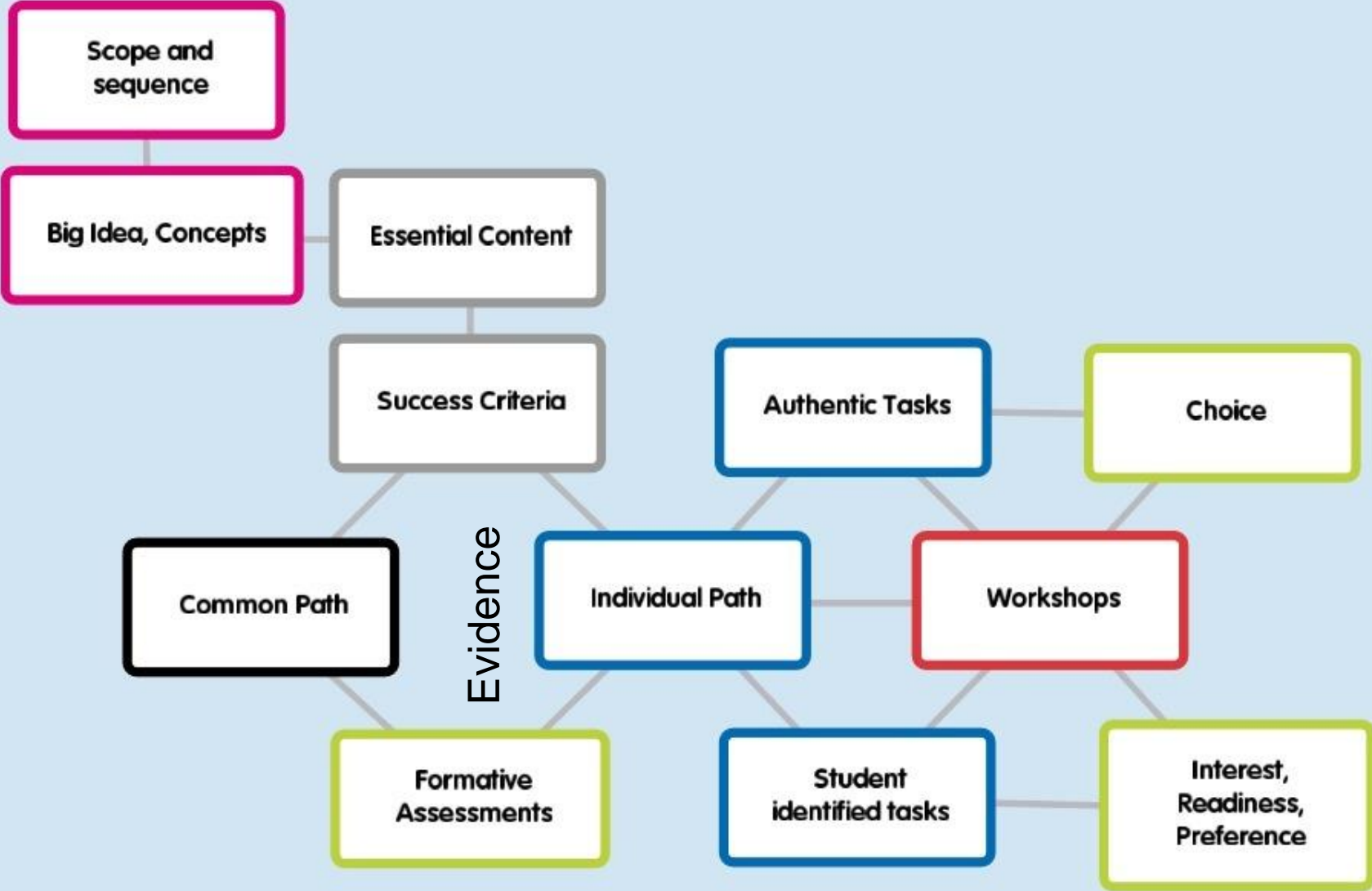
Carol Ann Tomlinson, *On Excellence in Teaching*, 2010

The idea

**Motivation, Individualized Learning and
Choice**

Putting theory to Practice

popplet: Individual Learning Paths



The Passport



Language

CI: Personal narratives allow writers to express their memories, personal experiences, cultural identity and feelings

How can I recount a series of events?

Math

CI: A range of procedures exist to measure different attributes of objects and events

How can we Measure accurately and share our measurements effectively?

The Passport

Success criteria

Essential questions

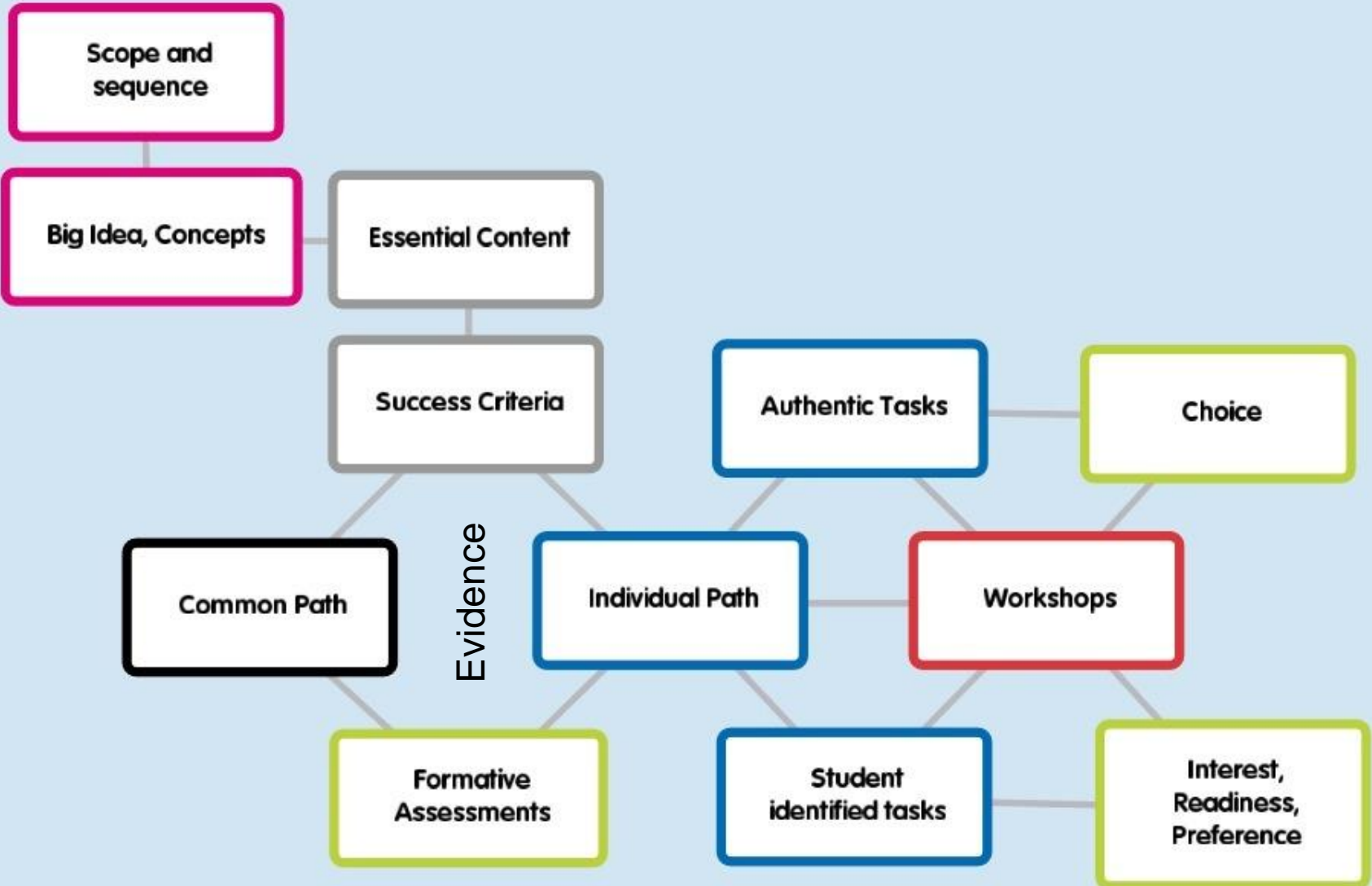
Possible Tasks

Evidence

Further action



popplet: Individual Learning Paths



Model for choice and individualized learning – a reality on Monday morning

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"> • Passport • Indicate focus • Sign-up for workshops • Request on graffiti wall 	<ul style="list-style-type: none"> • Attend workshop • Individual choice, inquiry • Collect, create, share evidence 		<ul style="list-style-type: none"> • Attend workshop • Individual choice, inquiry • Collect, create, share evidence 	<ul style="list-style-type: none"> • Collect, create, share evidence

Common Path - Classroom teaching and experiences across all curricular areas.
On going formative assessments, observation and feedback.

Supporting Organizational Skills

Good morning everyone 😊

Really important task!! Read carefully, think and act responsibly.....

- Can you please get your language and mathematics folders out.
- Look at the passports for language and math and decide what you would like to target (focus on) this week - one thing for math and one for language. Write 24/9 next to it.
- Then also please put your name on the 2 sheets on the table in front of the Smart Board so I can see who plans to work on what.
- Once you know what you need to focus on, sign up for a workshop if you want

Workshops

8 minutes slot	1. D304	2. D305	3. D303	4. D307	5. POD	6.
T LUNCH T	Tell Me Again! How can you act out real people's stories? Learning from biographies.	Magic 00. Ever wondered why there are 60mins in that 12 inches in a ruler? ↓	Writing!! "I don't know what to write about!" Finding good ideas!	Groups Making Decisions! Are you having a tough time asking your group to work together? Maybe there are skill YOU can use to help them!	What time is it? A workshop about TIME 	The "sentence game!"
9:10 - 9:40	Gina <u>FULL</u> Giselle Jade Gabriel Liv Pen Michael Sofia O. Marie	Arthur Carlo Justin Sean James Frank Or Lila <u>FULL</u>	Filippa Lexi Abby Tova Eugencia Emma Alice <u>Emilia</u> Katie	Greta Tina Lily B Henry Rasmus Remy Wilhelm Sophia Christian Franzeh	Lilly's Francesco GEORGINA Lilly H Morgan Isabella Carla Nicola Lewis Jackson	Edward Henry Alexia Jeremy Tim Loluh Alexia Orvor Full DAVID Drake Isabella's Debra
9:40 - 10:10	Sophie Bea Michael Jeremy Sean Georgia Henry Maggie Lewis Finzeah	Lilly Gina Emma Morgan Eugenia Erin Thea <u>FULL</u>	Edward Brett Delina Alexandra Marie Kyndal JADE marie Joel Selina Ben Francesca	Carlo Justin Arthur DAVID Callum Jade Giselle Liv Santa Sofia O.	Lilly B Sophia Rasmus Christian Jackson Lewis nicolo	Angelina Emma Isabella Ben Konstantin Tom Alexia A.P. Nico Finzer

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30	My Learning	Morning Meeting	My Learning	My Learning	My Learning
9.15	Workshop	Workshop	German/EAL	Workshop	My Learning - Morning Meeting
9.45	My Learning	My Learning	German/EAL	My Learning	My Learning
10.10					
10.30	P.E.	P.E.	Math inquiry	Music (10.35 - 11.20)	Math inquiry
11.30	Art	Language inquiry	Music (11.35 - 12.20)	Language inquiry	German/EAL
12.30					
13.30	Math inquiry	German/EAL	Language Inquiry	Unit inquiry	My Learning Reflections, Evidence Graffiti
14.30	German/EAL	Unit inquiry	Early dismissal	Unit inquiry	Assembly/Buddies (2.15) & D.E.A.R.
15.30			Staff Meeting		

Evidence of Learning

Minimum requirements for evidence:

- What did you do?
 - Justify your choice of learning experience
 - What did you learn?
-
- ❖ Apps: *Pages, Explain Everything, Moxier Collage, Notes, Blog post, iMovie*
 - ❖ Pen and paper

Evidence of Learning

TEMPERATURE ON TUESDAY MORNING

Mps 22CL
Out side 16CL
5th grade floor pod 23CL
Library 22CL
Learning lounge 24CL
Kindergarten pod 22CL
Bathroom 22CL
Kindergarten play ground(house)17CL
Boys changing room 20CL
Gym 22CL
Garage 21CL
Music practice room 22CL
4gr floor 22CL
Elevator 23CL
Frau glass' room 23CL
Soöcer field 14CL



EVIDENCE

The other side the school is colder than the side our classroom is on

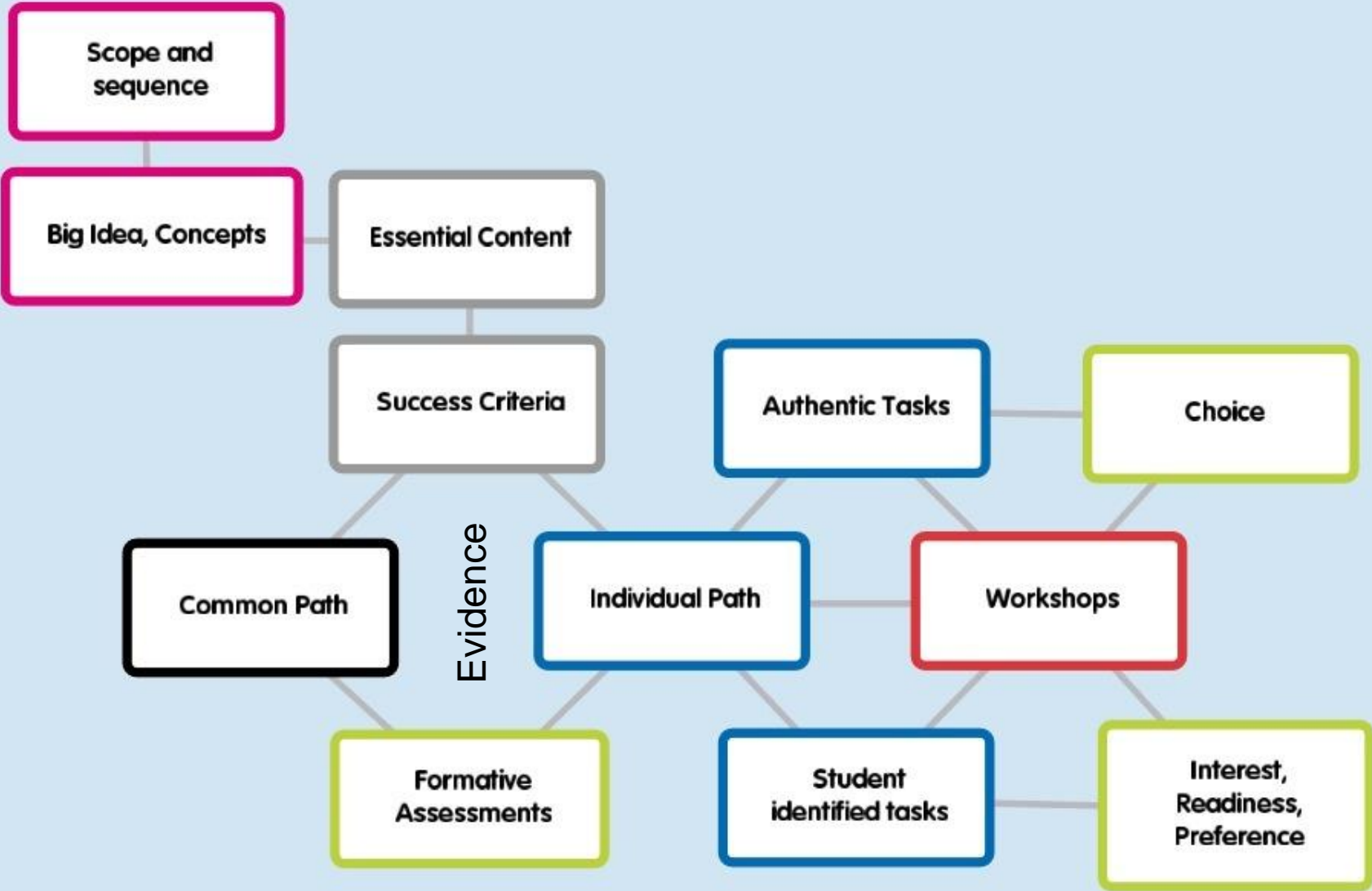


Largest snake in captivity

The snake is 7.5 meters long



popplet: Individual Learning Paths



Paradigm shift

- Letting go
- Trust the process (Individual Paths, Motivation, Choice)
- Listen to student voice (Preference, Readiness and Interest)
- Shift in teaching – more emphasis on skills and attitudes, leading to independence.



Student Reflections

“I think this is a wonderful way of learning because the teachers give all they have to help all the students to help them in the future.”

“The thing that I think will help me with my learning is to make notes in a little book and after to reflect on them.”

“I think with the passport sheets help me and other so much because the teachers see what the children want to learn.”

“I used my independent time to write a recount because in the workshop with Ms. Miner we learned all about recounts and how we write one.”

“Today I was making a schedule because that is what I wrote in my math passport sheet. It will help me to be organized. I saw how mine turned out and I think that I should work on keeping my lined even and I will work on it more tomorrow.”

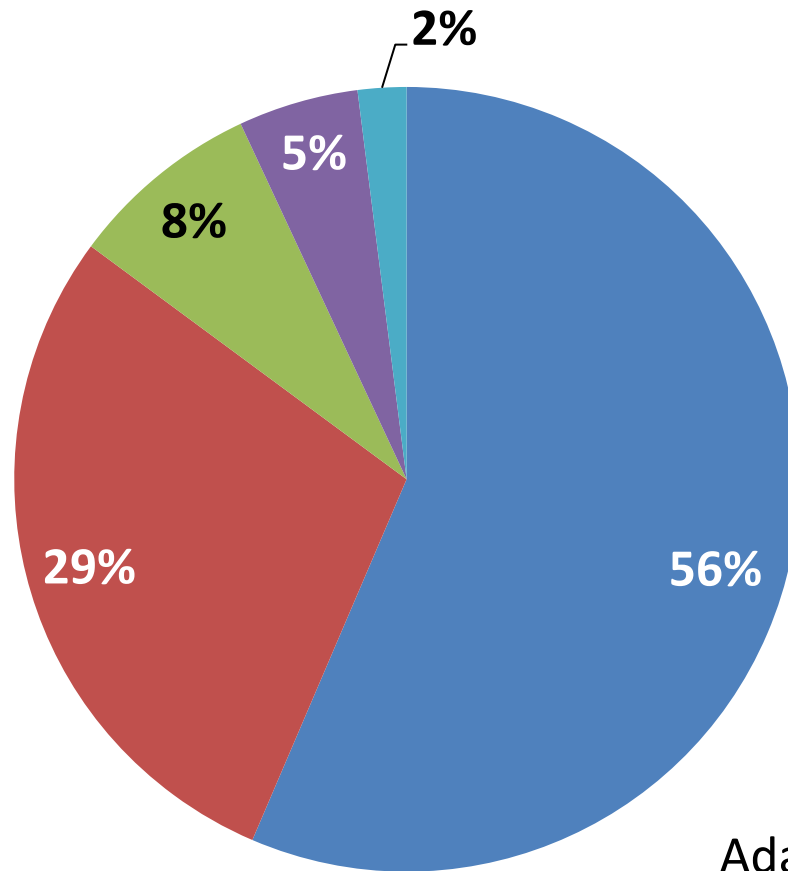
“My workshop today was measuring mountains. I picked that workshop because I was very curious how to measure mountains.”

Reflections on 'My Learning'

- *I enjoy My Learning time because it gives you time to finish anything you still have not completed.*
- *I prefer that I can choose what I can learn than being told the whole time.*
- *I think it's a great opportunity to enjoy learning and I like having the choice of what to learn.*
- *Sometimes it's pretty hard to choose which workshop but I think then for a while and then I know how.*
- *I like the workshops because they are helpful but I more enjoy working independently. I just chose 2 workshops and the other times I worked on my own or with Emilia.*
- *I choose the ones that would help my learning paths and that I feel bad at.*
- *I like workshop choice and the choice I can stay in the classroom and finish my work*
- *When every I do bad on a math sheet I sign up for a workshop.*

Motivation

- Highly motivated
- Very motivated
- Motivated
- Some motivation
- Unmotivated

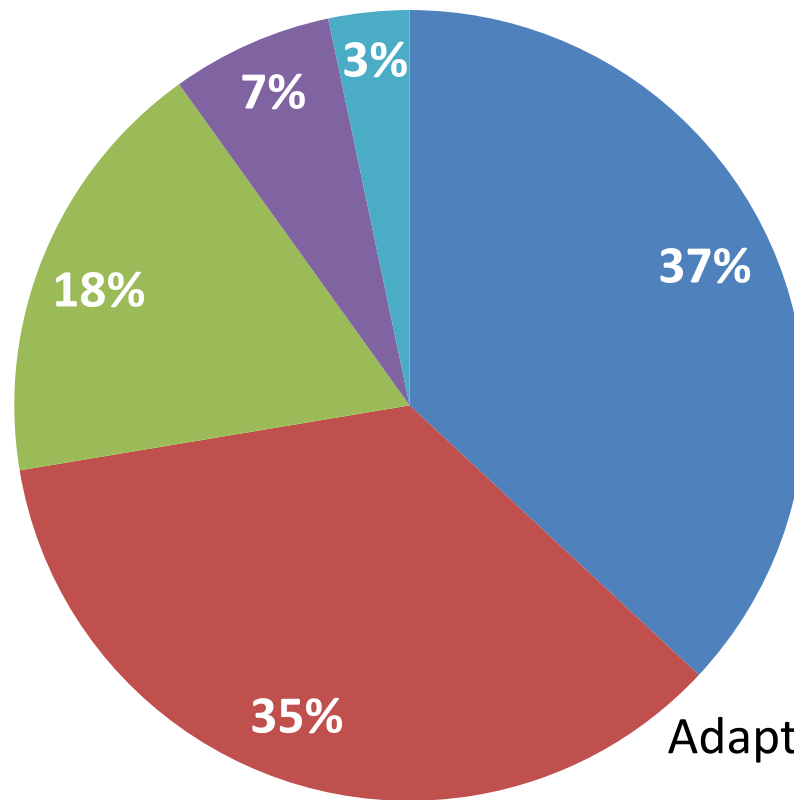


Adapted from Martin, 2009

Feeling of Flow

(Positive Indicators)

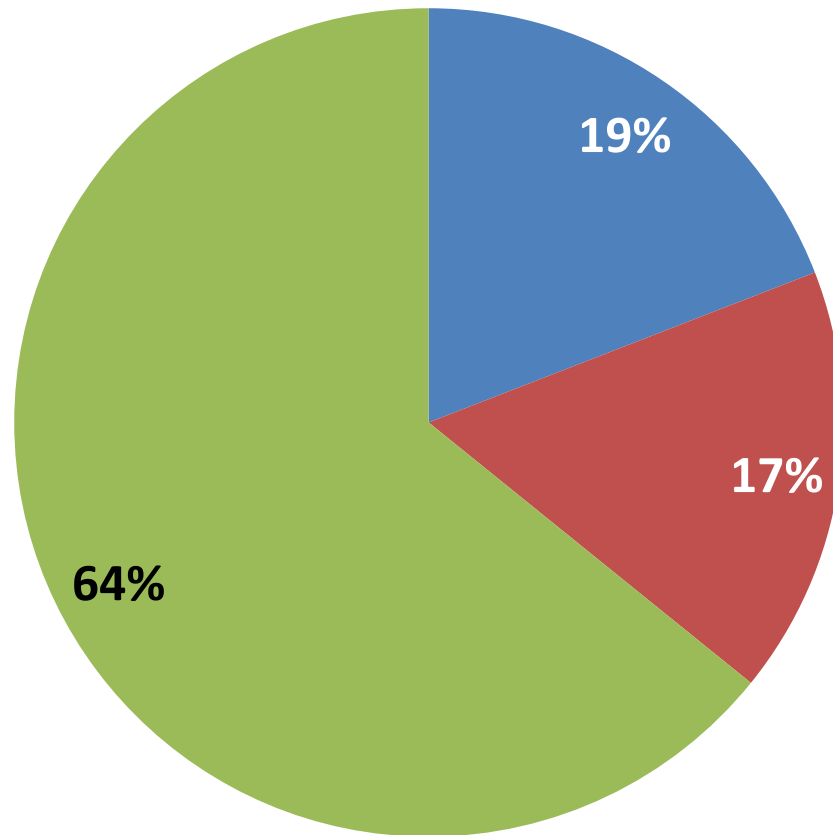
- Strongly agree
- Very much agree
- Moderately agree
- Agree a little
- Disagree



Adapted from Jackson et al. 2008

G4 Cohort

■ EAL ■ Learning Support (LS) ■ Other



Teacher Reflections

- Most students were engaged in task
- Most students wanted to continue with a task (not giving up)
- Classroom ethos changed positively (culture)
- Some workshops had # student limit
- Teachers reflect about own teaching
- Grafitti wall useful feedback

Teacher Reflections

- Support some students in the beginning / timing
- One workshop per day worked best
- 30 minute workshops, followed by independent learning / action
- Teaching / supporting development of Transdisciplinary Skills

The Future

Do you dare to change?