Alison Noyes: To access the series of webinars’ materials, see this page at Emerging America: http://www.emergingamerica.org/professional-development/short-events

Alison Noyes: For more information on the Accessing Inquiry project at Emerging America, including Disability History through Primary Sources: http://www.emergingamerica.org/accessing-inquiry/overview

Alison Noyes: Educating for American Democracy Roadmap – Extension for Disability History: https://ldaamerica.org/ead-roadmap/

Becky Pearson: Becky Pearson, Central Washington University – Ellensburg, WA


Cassie Smith: At first, it was hard not to give my students examples as the facilitator, but it’s become easier over time as the kids now remind each other of the rules!

Nancy Cohen: I find it’s most difficult not to answer or judge the questions as they are coming

Elisa Starzer: no 3

Rich Cairn: The rules make it easier to do these things.

Cassie Smith: Agreed, Richard. It gives my students with slower processing speeds TIME to go through each thinking step.

Dee Katovitch: How can UDL be applied to the QFT?

Cassie Smith: What are sources of exclusion in the classroom?

Nancy Cohen: Why do boys ask more questions than girls?

pamela cadle: What are the target students

Erin Degen: What does it mean by inclusion?

Elisa Starzer: will it still be QFT if we have to adapt it?

Alison Noyes: What happens if students want more directions and get frustrated?

TAMMY JOHNSON: On what level is a student included?

Rich Cairn: What does “inclusion” mean to specialists in schools?

Becky Pearson: How can I support perceptions of learning when students are used to listening/taking notes, performing on tests, getting points, etc?

Kyle Pare: What’s inclusion?

maureen: How do you start to engage ELL students with their various educational experiences?

Ellie Reich: How can you encourage students to ask questions when they feel they do not have any questions?

Tatiana (she/her): What prior knowledge do students have in relation to inquiry learning?

Stacy Randell-Shaheen: How to use this to increase digital literacy?

Renicia Turner: Do students need to have prior knowledge on inquiry?

Ana: How to engage students to participate?
pamela cadle: What is the setting, age, gender, what is the inquiry learning.
Alison Noyes: How do you get ELL students to participate if they are language-hesitant?
Alison Noyes: How can students practice skills for asking questions?
Rich Cairn: Who benefits from some students being excluded?
Stacy Randell-Shaheen: How to "sell" inquiry learning to reluctant teachers?
Cassie Smith: They often direct us to foundational knowledge– the 5Ws
Stacy Randell-Shaheen: Basic fact-finding
Rich Cairn: They can help with decisions.
Elisa Starzer: can take to a deeper Level, philosophical
Becky Pearson: Students will see themselves as “getting it right” more readily than with open-ended.
Alison Noyes: Closed-ended questions can clarify misunderstanding.
TAMMY JOHNSON: potential starting point for struggling students
Kyle Pare: Starting point, gives students confidence in trying to complete an activity.
pamela cadle: It helps to move quickly to the next question
Nancy Cohen: Quick responses
Cassie Smith: They help students build up to how and why questions.
Stacy Randell-Shaheen: Shuts down discussion
Elisa Starzer: less responsibility and engagement required
Betsy Smith (she/her): Not enough information
Kyle Pare: Limited deep thinking skills
Alison Noyes: They can limit new ideas.
Rich Cairn: How might they mislead?
pamela cadle: Not much thought that follows the question, deeper learning i.e.
Cassie Smith: My concrete learners love them because they provide “satisfactory” and simplistic answers.
Brooke Strachan: Doesn't always lead to new questions
Erin Degen: Doesn't open it up to further discussion
Becky Pearson: They don’t typically involve thinking about our assumptions and ideological underpinnings
Stacy Randell-Shaheen: The sky is the limit!
Ellie Reich: There is often not one right or wrong answer
Renicia Turner: Creates discussions
Kyle Pare: Sparks student interest
Elisa Starzer: require more thinking
Becky Pearson: Makes it “ok” to ask anything of interest
pamela cadle: Deeper learning prolonged discussion of the topic
TAMMY JOHNSON: encourages thought and/or reflection
Cassie Smith: They help us explore processes, systems, and expansive ideas.

Elisa Starzer: overwhelming

Betsy Smith (she/her): Can be too much information and not get a direct answer

TAMMY JOHNSON: difficult for struggling learners

Kyle Pare: Short periods

Brooke Strachan: Sometimes hard to find an answer

Dee Katovitch: Groups can get “caught in the weeds” and focus too much on details.

pamela cadle: Question answer delay sometimes

Rich Cairn: Take time

Stacy Randell-Shaheen: May need to close discussion in order to move on

Cassie Smith: Sometimes my students think they’re “hard” to answer because they don’t have a simple, direct answer.

Erin Degen: Can get off topic and lose sight of what was doing

Becky Pearson: May mean a topic previously considered simple becomes complicated, taking more class time

Alison Noyes: I was going to say the same things – some students can be overwhelmed with the verbal demands of open-ended questions.

Becky Pearson: How can I best help all students to see the value and enjoyment in asking questions?

Stacy Randell-Shaheen: How is inclusion specifically demonstrated? Brainstorm answers with all staff,

Becky Pearson: Practice with related strategies in class, and read the lit on questioning in college courses

Erin Degen: How do I include all my students in the QFT process?

Rich Cairn: What are sources of exclusion in the classroom? And Who benefits from some students being excluded? I want to converse with teachers about how exclusion happens.

Elisa Starzer: how does QFT Need to be adapted to become an inclusion tool? --> Research for videos and resources About what has been tried out already

Cassie Smith: How do our classroom structures and strategies exclude students?

I think my next steps would include reading professional journals on diverse classroom practices and culturally responsive teaching. I might also poll students and talk to my colleagues.

Renicia Turner: What are some barriers that might prevent inclusivity?

pamela cadle: Will the age make a difference in the inquiry learning and why. Next, have a discussion with the staff about the inquiry group also hw we will begin to look at data about age groups

Cassie Smith: Elisa, good question!

TAMMY JOHNSON: How is inclusion measured? what does
inclusion look like? sound like?

01:02:46 Kyle Pare: How to make QFT fit in my classroom? With a shorten academic schedule.

01:02:55 Becky Pearson: 1, 2, and 5 of 5

01:03:15 Cassie Smith: 2, 8, 9 out of 10

01:03:30 Elisa Starzer: 3, 7, 10

01:04:09 Brooke Strachan: 3, 4, 6

01:04:10 Erin Degen: 2, 3 out of 6

01:04:11 Stacy Randell-Shaheen: Post-planning time with all staff in June to impact fall curriculum

01:04:14 Elisa Starzer: one came from transforming c to o

01:04:30 pamela cadle: To push past the open ended questions more to open-ended questions. This helps to think about the questions and see them a little differently

01:04:41 Rich Cairn: I stole the question about exclusion

01:04:46 Cassie Smith: Every time I participate in or facilitate a QFT session, I am astounded by the questions other people ask!

01:04:50 Rich Cairn: QFT would be a potent tool to shape an evaluation of a curriculum or practice.

01:04:58 Cassie Smith: Astounded because I am always IMPRESSED!

01:05:02 Stacy Randell-Shaheen: I asked about inclusion, and others asked about exclusion.

01:05:17 Becky Pearson: I learned that questioning can build educational equity, and I plan to add a Q-related statement into my syllabi. And yes, WAY cool tool to inform eval and assessment! Wow.

01:05:24 Cassie Smith: Stacy, I had the same vocabulary thoughts—how do I phrase this?

01:06:14 Rich Cairn: Cassie – Yes! Phrasing the questions can be a barrier and an opportunity for English Learners or for students with disabilities

01:06:18 Stacy Randell-Shaheen: I am a fan of They Say; I Say – book on sentence stems

01:12:26 Alison Noyes: Giving a talker a role in writing questions can reduce their speaking and open up space for more hesitant speakers to add their ideas.

01:12:33 Rich Cairn: Sentence stems would get in the way during QFT. But they can build the comfort level with different kinds of questions.

01:13:33 Alison Noyes: Love the QFT with the 30-second mystery!

01:14:44 Rich Cairn: David Hyerle Thinking Maps – Love it! (Spelling?)

01:15:00 Alison Noyes: (This is an excellent example of the factor of background knowledge—this mystery would not work for someone unfamiliar with Snow White and the Seven Dwarves in their childhood.

01:15:49 Rich Cairn: https://www.amazon.com/Student-Successes-Thinking-Maps%E2%80%93School-Based/dp/1412990890/ref=sr_1_1?

dchild=1&qid=1620939197&refinements=p_27%3ADavid+Hyerle&
s=books&sr=1-1

01:16:36 Rich Cairn: Emerging America – Accessing Inquiry program

http://www.emergingamerica.org/accessing-inquiry

01:17:07 Rich Cairn: Right Question Institute inclusion strategies
Rich Cairn: Our summer grad course: Accessing Inquiry for Students with Disabilities through Primary Sources https://www.collaborative.org/events-and-courses/accessing-inquiry-students-disabilities-through-primary-sources Online course


Rich Cairn: We will post resources from Inclusion in Civics series on our site http://www.emergingamerica.org/professional-development/short-events

Rich Cairn: THANK YOU, NANCY! TERRIFIC!

Dee Katovitch: Thank you all very much!

Becky Pearson: Very valuable, much appreciate this session.

Cassie Smith: Thank you for sharing all of these resources!

Stacy Randell-Shaheen: Thanks so much!

Elisa Starzer: the scaffolding was the missing link for me

Kyle Pare: Thanks!

Ellie Reich: Thank you!!!

Kathleen Shay: Thank you Sarah and Nancy!

Renicia Turner: This was amazing! Thank you so much.

Alison Noyes: What a wonderful image to leave us with, students heads together at one table.

Ana: Thank you!

Betsy Smith (she/her): Great job Rich, Sarah, and Nancy!