

00:26:09 Alison Noyes: To access the series of webinars' materials, see this page at Emerging America: <http://www.emergingamerica.org/professional-development/short-events>

00:27:33 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>

00:29:10 Alison Noyes: Educating for American Democracy Roadmap - Extension for Disability History: <https://ldaamerica.org/ead-roadmap/>

00:31:15 Becky Pearson: Becky Pearson, Central Washington University - Ellensburg, WA

00:32:43 Sarah Westbrook: <https://rightquestion.org/resources/the-qft-an-equitable-and-authentic-approach-to-teaching-and-learning/>

00:43:49 Erin Degen : #2

00:43:50 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!

00:43:57 Nancy Cohen: I find it's most difficult not to answer or judge the questions as they are coming

00:43:59 Elisa Starzer: no 3

00:44:15 Rich Cairn: The rules make it easier to do these things.

00:44:44 Cassie Smith: Agreed, Richard. It gives my students with slower processing speeds TIME to go through each thinking step.

00:47:37 Dee Katovitch: How can UDL be applied to the QFT?

00:47:39 Cassie Smith: What are sources of exclusion in the classroom?

00:47:43 Nancy Cohen: Why do boys ask more questions than girls?

00:47:46 pamelacadle: What are the target students

00:47:54 Erin Degen : What does it mean by inclusion?

00:47:59 Elisa Starzer: will it still be QFT if we have to adapt it?

00:48:00 Alison Noyes: What happens if students want more directions and get frustrated?

00:48:01 TAMMY JOHNSON: On what level is a student included?

00:48:05 Rich Cairn: What does "inclusion" mean to specialists in schools?

00:48:06 Becky Pearson: How can I support perceptions of learning when students are used to listening/taking notes, performing on tests, getting points, etc?

00:48:08 Kyle Pare: What's inclusion?

00:48:09 maureen: How do you start to engage ELL students with their various educational experiences?

00:48:12 Ellie Reich: How can you encourage students to ask questions when they feel they do not have any questions?

00:48:13 Tatiana (she/her): What prior knowledge do students have in relation to inquiry learning?

00:48:16 Stacy Randell-Shaheen: How to use this to increase digital literacy?

00:48:21 Renicia Turner: Do students need to have prior knowledge on inquiry?

00:48:56 Ana: How to engage students to participate?

00:48:57 pamela cadle: What is the setting, age, gender, what is the inquiry learning.

00:48:57 Alison Noyes: How do you get ELL students to participate if they are language-hesitant?

00:49:16 Alison Noyes: How can students practice skills for asking questions?

00:49:19 Rich Cairn: Who benefits from some students being excluded?

00:49:57 Stacy Randell-Shaheen: How to "sell" inquiry learning to reluctant teachers?

00:51:32 Cassie Smith: They often direct us to foundational knowledge- the 5Ws

00:51:34 Stacy Randell-Shaheen: Basic fact-finding

00:51:43 Rich Cairn: They can help with decisions.

00:51:46 Elisa Starzer: can take to a deeper Level, philosophical

00:51:47 Becky Pearson: Students will see themselves as "getting it right" more readily than with open-ended.

00:51:49 Alison Noyes: Closed-ended questions can clarify misunderstanding.

00:51:51 TAMMY JOHNSON: potential starting point for struggling students

00:51:55 Kyle Pare: Starting point, gives students confidence in trying to complete an activity.

00:51:58 pamela cadle: It helps to move quickly to the next question

00:51:58 Nancy Cohen: Quick responses

00:52:02 Cassie Smith: They help students build up to how and why questions.

00:52:23 Stacy Randell-Shaheen: Shuts down discussion

00:52:26 Elisa Starzer: less responsibility and engagement required

00:52:26 Betsy Smith (she/her): Not enough information

00:52:28 Kyle Pare: Limited deep thinking skills

00:52:30 Alison Noyes: They can limit new ideas.

00:52:31 Rich Cairn: How might they mislead?

00:52:32 pamela cadle: Not much thought that follows the question, deeper learning I.e.

00:52:33 Cassie Smith: My concrete learners love them because they provide "satisfactory" and simplistic answers.

00:52:45 Brooke Strachan: Doesn't always lead to new questions

00:52:49 Erin Degen : Doesn't open it up to further discussion

00:52:52 Becky Pearson: They don't typically involve thinking about our assumptions and ideological underpinnings

00:53:09 Stacy Randell-Shaheen: The sky is the limit!

00:53:10 Ellie Reich: There is often not one right or wrong answer

00:53:11 Renicia Turner: Creates discussions

00:53:11 Kyle Pare: Sparks student interest

00:53:18 Elisa Starzer: require more thinking

00:53:21 Becky Pearson: Makes it "ok" to ask anything of interest

00:53:22 pamela cadle: Deeper learning prolonged discussion of the topic

00:53:29 TAMMY JOHNSON: encourages thought and/or reflection

00:53:31 Cassie Smith: They help us explore processes, systems, and expansive ideas.  
00:53:45 Elisa Starzer: overwhelming  
00:53:53 Betsy Smith (she/her): Can be too much information and not get a direct answer  
00:53:54 TAMMY JOHNSON: difficult for struggling learners  
00:53:55 Kyle Pare: Short periods  
00:53:56 Brooke Strachan: Sometimes hard to find an answer  
00:53:56 Dee Katovitch: Groups can get "caught in the weeds" and focus too much on details.  
00:53:58 pamelacadle: Question answer delay sometimes  
00:53:58 Rich Cairn: Take time  
00:54:00 Stacy Randell-Shaheen: May need to close discussion in order to move on  
00:54:02 Cassie Smith: Sometimes my students think they're "hard" to answer because they don't have a simple, direct answer.  
00:54:09 Erin Degen : Can get off topic and lose sight of what was doing  
00:54:10 Becky Pearson: May mean a topic previously considered simple becomes complicated, taking more class time  
00:54:19 Alison Noyes: I was going to say the same things - some students can be overwhelmed with the verbal demands of open - ended questions.  
01:01:02 Becky Pearson: How can I best help all students to see the value and enjoyment in asking questions?  
01:01:11 Stacy Randell-Shaheen: How is inclusion specifically demonstrated? Brainstorm answers with all staff,  
01:01:30 Becky Pearson: Practice with related strategies in class, and read the lit on questioning in college courses  
01:01:36 Erin Degen : How do I include all my students in the QFT process?  
01:01:39 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.  
01:01:43 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  
01:01:48 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.

01:01:50 Renicia Turner: What are some barriers that might prevent inclusivity?  
01:02:06 pamelacadle: Will the age make a difference in the inquiry learning and why. Next, have a discussion with the staff about the inquiry group also how we will begin to look at data about age groups  
01:02:11 Cassie Smith: Elisa, good question!  
01:02:13 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 pamelacadle: 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

01:07:12 Rich Cairn: 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%  
C2%AE-School-Based/dp/1412990890/ref=sr\\_1\\_1?](https://www.amazon.com/Student-Successes-Thinking-Maps%C2%AE-School-Based/dp/1412990890/ref=sr_1_1?dchild=1&qid=1620939197&refinements=p_27%3ADavid+Hyerle&s=books&sr=1-1)

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

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

01:17:07 Rich Cairn: Right Question Institute inclusion strategies

<https://rightquestion.org/resources/the-qft-an-equitable-and-authentic-approach-to-teaching-and-learning/>

01:17:52 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

01:18:59 Rich Cairn: We will post resources from Inclusion in Civics series on our site <http://www.emergingamerica.org/professional-development/short-events>

01:19:39 Sarah Westbrook: <https://rightquestion.org/resources/the-qft-an-equitable-and-authentic-approach-to-teaching-and-learning/>

01:19:56 Rich Cairn: THANK YOU, NANCY! TERRIFIC!

01:21:45 Dee Katovitch: Thank you all very much!

01:21:46 Becky Pearson: Very valuable, much appreciate this session.

01:21:53 Cassie Smith: Thank you for sharing all of these resources!

01:22:20 Stacy Randell-Shaheen: Thanks so much!

01:22:24 Elisa Starzer: the scaffolding was the missing link for me

01:22:27 Kyle Pare: Thanks!

01:22:32 Ellie Reich: Thank you!!!

01:22:55 Kathleen Shay: Thank you Sarah and Nancy!

01:22:55 Renicia Turner: This was amazing! Thank you so much.

01:23:54 Alison Noyes: What a wonderful image to leave us with, students heads together at one table.

01:23:57 Ana: Thank you!

01:24:10 Betsy Smith (she/her): Great job Rich, Sarah, and Nancy!